

# Curriculum Management System

MONROE TOWNSHIP SCHOOLS

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**Course Name: Social Studies**  
**Grade: Four**

*For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.*

*Board Approved: 9.10.2014*

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## Monroe Township Schools Administration and Board of Education Members

### ADMINISTRATION

**Mr. Dennis Ventrello, Interim Superintendent  
, Assistant Superintendent**

### BOARD OF EDUCATION

**Ms. Kathy Kolupanowich, Board President**

**Mr. Doug Poye, Board Vice President**

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**Ms. Michele Arminio**

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**Mr. Lew Kaufman**

**Mr. Tom Nothstein**

**Mr. Anthony Prezioso**

Jamesburg Representative

**Mr. Robert Czarneski**

### WRITERS NAME

**Sarah Levine**

**Hardevi Shah**

### CURRICULUM SUPERVISOR

**Mrs. Bonnie Burke – Casaletto, District K-12 Supervisor of Sciences and Social Studies**

## **Mission, Vision, Beliefs, and Goals**

### **Mission Statement**

**The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.**

### **Vision Statement**

**The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.**

### **Beliefs**

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

### **Board of Education Goals**

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

## Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS English Language Arts Standards: <http://www.corestandards.org/ELA-Literacy/>
4. NJDOE Link to Core Curriculum Content Standards: <http://www.state.nj.us/education/cccs/standards/6/6-1-4.htm>
5. NJDOE Social Studies Skills Table: <http://www.state.nj.us/education/cccs/standards/6/skills.pdf>
6. New Jersey Council for Social Studies Model Curriculum: <http://www.njcss.org/> (On Resources page)
7. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>
8. The Partnership for 21<sup>st</sup> Century Skills: <http://www.p21.org/>

NJDOE mandates K-12 instruction of the following themes. In collaboration with the NJDOE, the Monroe Township School district actively promotes a high quality, rigorous curriculum that supports the K-12 development of community citizens who embrace the ideals of unity, respect and human dignity and thus, actively realize the rich value of service to ones' community.

Amistad:

<http://www.njamistadcurriculum.com/>

Constitution Day:

<http://www.constitutionday.com/>

Holocaust:

<http://www.state.nj.us/education/holocaust/>

<b>COMMON CORE THINKING SKILLS</b>			
<b>Critical Thinking</b>	Analyze	Evaluate	Problem Solve
<b>Creative Thinking</b>	Generate	Associate	Hypothesize
<b>Complex Thinking</b>	Clarify	Interpret	Determine
<b>Comprehensive Thinking</b>	Understand	Infer	Compare & Contrast
<b>Collaborative Thinking</b>	Explain	Develop	Decide
<b>Communicative Thinking</b>	Reason	Connect	Represent
<b>Cognitive Transfer</b>	Synthesize	Generalize	Apply

*Resource: How to Teach Thinking Skills Within the Common Core (Bellanca, Fogarty, Pete 2012)*

<b>SOCIAL STUDIES SKILLS</b>		
<b>Essential Question:</b> What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?		
<i>Social Studies Skills</i>	<i>Developing</i>	<i>Applying</i>
<b>Chronological Thinking</b>	<ul style="list-style-type: none"> <li>Place key historical events and people in historical eras using timelines.</li> <li>Explain how the present is connected to the past.</li> </ul>	<ul style="list-style-type: none"> <li>Construct timelines of the events occurring during major eras.</li> <li>Explain how major events are related to one another in time.</li> </ul>
<b>Spatial Thinking</b>	<ul style="list-style-type: none"> <li>Determine locations of places and interpret information available on maps and globes.</li> <li>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>Use maps and other documents to explain the historical migration of people and growth of economic and political systems.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Distinguish fact from fiction.</li> <li>Identify and use a variety of primary and secondary sources for reconstructing the past (i.e. documents, letters, diaries, maps, photos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast differing interpretations of current and historical events.</li> <li>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> </ul>
<b>Presentation Skills</b>	<ul style="list-style-type: none"> <li>Use evidence to support an idea in a written and/or oral format.</li> </ul>	<ul style="list-style-type: none"> <li>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>
<ul style="list-style-type: none"> <li><b>NOTE:</b> By the end of grade four, students should read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.4.10) as well as reach the applying targets above (New Jersey Core Curriculum Content Standards: Social Studies Skills).</li> </ul>		

***Expectations of Excellence: Curriculum Standards for Social Studies, by the National Council for the Social Studies***

<b><i>Theme</i></b>	<b><i>Description</i></b>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Human beings create, learn, and adapt culture.</li> <li>• Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences.</li> <li>• Understanding culture helps us understand others and ourselves.</li> </ul>
<b>Time, Continuity, and Change</b>	<ul style="list-style-type: none"> <li>• Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.</li> </ul>
<b>People, Places, and Environment</b>	<ul style="list-style-type: none"> <li>• Today’s students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.</li> </ul>
<b>Individual Development and Identity</b>	<ul style="list-style-type: none"> <li>• Personal identity is shaped by one’s culture, by groups, and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationship between social norms and emerging personal identities, the relationships between social processes that influence identity formation, and the ethical principles underlying individual action.</li> </ul>
<b>Individuals, Groups, and Institutions</b>	<ul style="list-style-type: none"> <li>• Institutions exert enormous influence over us. Institutions are organizations that embody and promote the core social values of their members. It is important for students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.</li> </ul>
<b>Power, Authority, and Governance</b>	<ul style="list-style-type: none"> <li>• Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence</li> </ul>
<b>Production, Distribution and Consumption</b>	<ul style="list-style-type: none"> <li>• Decisions about exchange, trade, and economic policy and well-being are global in scope. The role of government in policy making varies over time and from place to place. Systematic study of an interdependent world economy and the role of technology in economic decision making is essential.</li> </ul>

<b>Science, Technology, and Society</b>	<ul style="list-style-type: none"> <li>• Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today’s technology forms the basis for many difficult social choices.</li> </ul>
<b>Global Connections</b>	<ul style="list-style-type: none"> <li>• The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.</li> </ul>
<b>Civic Ideals and Practices</b>	<ul style="list-style-type: none"> <li>• All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideal on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.</li> </ul>

<b>ESTABLISHED GOALS</b>	
<i>*Geography &amp; Map Skills Strands are integrated throughout the year</i>	
<b>Standard Number</b>	<b><i>New Jersey Core Curriculum Content Written Standard</i></b>
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

## Quarter 1 – Meeting of Two Old Worlds – Grade 4

### Unit Topics

#### I. Native Americans (suggested pacing 20 days)

- a. Culture** – Identify influences of Lenape culture, religious beliefs, and the importance of the cycle of the seasons.
- b. Time, Continuity, and Change**- Explore changes in human interactions and natural resources used in New Jersey.
- c. People, Places, and Environment** – Discover impacts of Lenape housing and settlements in New Jersey; two groups living in northwestern New Jersey (Munsee) or central and southern New Jersey (Unami).
- d. Individual Development and Identity** – Explore the struggles with maintaining self- identity and assimilating to colonial life culture.
- e. Individuals, Groups, and Institutions** – Explain relationships of family members and housing for productivity and survival.
- f. Power, Authority, and Governance** –Understand how spirits, not people controlled their world.
- g. Production, Distribution, and Consumption** - Identify how Lenape people used natural resources for fishing and farming.
- h. Science, Technology, and Society**- Learning through observations and oral tradition was important for Lenape people.
- i. Global Connections** – Identify government relationships with Native Americans today.
- j. Civic Ideals and Practices** – Ceremonies and rituals involved natural resources. Spiritual beliefs were important to their way of life.
- k. Geography** – Evaluate the uses of renewable and nonrenewable resources. Analyze the impacts of where and how people live.

#### II. Exploration (suggested pacing 20 days)

- a. Culture** – Identify new ideas learned and items traded between explorers and Native Americans.
- b. Time, Continuity, and Change**-Identify similarities and differences for each explorer’s voyage and their perspectives on exploration.
- c. People, Places, and Environment**- Use maps to outline routes taken during exploration.
- d. Individual Development and Identity** –Determine the impacts and conflicts faced by explorers.
- e. Individuals, Groups, and Institutions** – Identify ways in which explorers and passengers survived the long voyages and took steps to return back home.
- f. Power, Authority, and Governance**- Consider the causes and effects of laying claim to Native American land. Understand the events that led to slave trade.
- g. Production, Distribution, and Consumption**- Cite evidence to show how European explorers spread religious ideologies and why.
- h. Science, Technology, and Society**- Explore ways in which devices, such as a compass rose, or a sun dial assisted explorers on their journey.
- i. Global Connections**- Explore undiscovered and uninhabited places on Earth.
- j. Civic Ideals and Practices** – Explain how exploration contributed to the spread of European culture and religion in New Jersey.
- k. Geography** - Analyze how key features on maps and globes can help people navigate.

Quarter 2 – New Century, New Challenges – Grade 4

Unit Topics

**I. Colonial NJ (suggested pacing 20 days)**

- a. Culture** – Explain how exploration contributed to the spread of European culture and religion in New Jersey.
- b. Time, Continuity, and Change**- Exploration led to the creation of a governor and later colonial settlements.
- c. People, Places, and Environment**- Duties and responsibilities of the colonists (men, women, and children)
- d. Individual Development and Identity** - Social and political interactions support the development of identity.
- e. Individuals, Groups, and Institutions** - Diverse groups continued and maintained original religion and culture. Education was important.
- f. Power, Authority, and Governance**- Development and growth of the colonies (Dutch West India Company) and leaders of early settlements were important.
- g. Production, Distribution, and Consumption**- Farming, trading, and manufacturing were important with the emergence of iron, sawmill, glass and fishing industries. Tools and weapons were traded with other colonies and countries.
- h. Science, Technology, and Society**- Differences in tools of agriculture posed survival challenges.
- i. Global Connections**-Compare and contrast colonial New Jersey settlements with regional and global settlements.
- j. Civic Ideals and Practices** - Evaluate the diversity of ideas and beliefs of Native Americans, New Netherlanders, English/Dutch, and Quakers.
- k. Geography** – Compare and contrast landforms, climate, and weather in various environments.

**II. American Revolution (suggested pacing 20 days)**

- a. Culture** – Important events led to diverse populations and heritage.
- b. Time, Continuity, and Change** – The development of the United States came from the American Revolution.
- c. People, Places, and Environment**- Important battles in the American Revolution include: Battle of Trenton, Princeton, and Monmouth.
- d. Individual Development and Identity** –Social and political interactions support the development of identity.
- e. Individuals, Groups, and Institutions** - Points of view of Patriots, Loyalists, and Quakers.
- f. Power, Authority, and Governance**- Barriers, conflicts and beliefs of the 13 colonies and British Government. Leaders in the American Revolution (King George III, William Livingston, George Washington, Thomas Jefferson, and Benjamin Franklin).
- g. Production, Distribution, and Consumption**- Impact of causes leading to the American Revolution (Sugar, Stamp, Quartering, Townshend Acts, Boston Massacre, Boston Tea Party, and Intolerable Act).
- h. Science, Technology, and Society**- Differences in tools of warfare posed challenges.
- i. Global Connections**- The Constitution is the law that people abide by today and contributes to our American democracy.
- j. Civic Ideals and Practices** - Continental Congress and the development of Historical Documents (Declaration of Independence, Bill of Rights, and the United States Constitution)
- k. Geography** – Synthesize the relationship between near and far locations on Earth: countries, states, bodies of water.

Unit Topics

**I. Slavery to Civil Rights (suggested pacing 20 days)**

- a. Culture** – Evaluate the impact of involuntary immigration on America’s growth.
- b. Time, Continuity, and Change** – Some Americans fought to end slavery during the Civil War and abolitionists fought to keep it.
- c. People, Places, and Environment** – Historical characters contributed to the national heritage.
- d. Individual Development and Identity** - Prejudice can lead to conflict and violation of rights.
- e. Individuals, Groups, and Institutions** - Actions and the impact of civil rights leaders; impact of the underground railroad.
- f. Power, Authority, and Governance** – Fairness and equality influence change in government.
- g. Production, Distribution, and Consumption** – New Jersey factories and farms supplied the war effort.
- h. Science, Technology, and Society** – Effects of slavery on agriculture, farming and early industry.
- i. Global Connections** – The residual effects of slavery as evidenced in subgroups; awareness of modern slavery.
- j. Civic Ideals and Practices** - Segregation and social change; Emancipation Proclamation.
- k. Geography** - Location and spatial relationships of places on Earth (countries, states, bodies of water) as pertaining to slavery routes; interpreting political and population maps.

**II. Industry & Innovation (suggested pacing 20 days)**

- a. Culture** – Role of creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- b. Time, Continuity, and Change** – New Jersey is a state with a legacy for innovation that continues to promote industry, social and technological change.
- c. People, Places, and Environment** – Impact of ideas, inventions, and other contributions of prominent New Jerseyans.
- d. Individual Development and Identity** - Determine the qualities of entrepreneurs.
- e. Individuals, Groups, and Institutions** - Labor unions were formed to win better pay and better working conditions.
- f. Power, Authority, and Governance** – Industry and innovations promoted positive societal change.
- g. Production, Distribution, and Consumption** – Development of different transportation systems impacted the economics of New Jersey and the United States.
- h. Science, Technology, and Society** – Role of science and technology in the transition from an agricultural society to an industrial society and then to the information age.
- i. Global Connections** – Development of communication systems led to increased collaboration and the spread of ideas through the United States and the world.
- j. Civic Ideals and Practices** – Maintaining a balance between rights and responsibilities in industry.
- k. Geography** – Transportation and thematic maps in relation to New Jersey and regional industries.

### III. Immigration & Reform (suggested pacing 20 days)

**a. Culture** – An individual’s beliefs, values, and traditions may reflect multiple cultures.

**b. Time, Continuity, and Change** - The American identity evolved over time.

**c. People, Places, and Environment** – Living and working conditions for immigrants differ in the present vs. the past.

**d. Individual Development and Identity** – Process by which immigrants become United States citizens; hardships, challenges and obstacles of immigration.

**e. Individuals, Groups, and Institutions** - Groups immigrated voluntarily and involuntarily to New Jersey and America and faced challenges, which impacted America’s growth as a nation.

**f. Power, Authority, and Governance** – Fairness, equality, and the common good have influenced change in the United States government; violations of rights.

**g. Production, Distribution, and Consumption** – Contributions to the American way of life made by immigrants in the areas of government, industry, entertainment, art and literature.

**h. Science, Technology, and Society** – People from diverse cultures collaborate to find solutions to community, state, national and global challenges.

**i. Global Connections** – Differences between governments, languages, customs and laws between the United States and country of origin; present implications of illegal immigrants.

**j. Civic Ideals and Practices** - National and international leaders, businesses, and global organizations promote human rights and aid to individuals and nations in need.

**k. Geography** – Location and spatial relationships of places on Earth (countries, states, bodies of water) as pertaining to immigration routes; interpreting political and population maps.

Quarter 4 – New Jersey Today – Grade 4

Unit Topics

**I. Economics (suggested pacing 20 days)**

- a. Culture** - Resources affect people differently.
- b. Time, Continuity, and Change** - Importance in setting long-term financial goals.
- c. People, Places, and Environment** – Compare New Jersey regions in terms of economic opportunities; use maps to explain how location aids interdependence.
- d. Individual Development and Identity** - Determine the qualities of entrepreneurs.
- e. Individuals, Groups, and Institutions** - Opportunity cost is used to evaluate individuals’ decisions.
- f. Power, Authority, and Governance** – Supply and demand affect price and product output.
- g. Production, Distribution, and Consumption** - Incentives vary between producers and consumers.
- h. Science, Technology, and Society** – Determine technology’s role in change.
- i. Global Connections** – The availability of goods and services as influenced by the global market and government.
- j. Civic Ideals and Practices** – Acquire historical and contemporary understanding of the basic economic freedoms and rights of citizens in a democracy.
- k. Geography** – Renewable and nonrenewable resources in regions of New Jersey and the United States; landform maps.

**II. Government (suggested pacing 20 days)** \*Government Unit should be taught in Quarter 1 during an election year.

- a. Culture** – New Jersey is divided into 21 counties, each with a diverse population, recreation, tourism and traditions.
- b. Time, Continuity, and Change** – Determine the reasons why local and state communities have changed over time; explain the process of creating change at the local, state and national level.
- c. People, Places, and Environment** – Rules and laws created by community, state and national governments protect the rights of people, resolve conflicts and promote common good.
- d. Individual Development and Identity** - Citizens have certain rights and responsibilities.
- e. Individuals, Groups, and Institutions** - Democracy is a form of government that represents the people, protects rights and helps determine the common good.
- f. Power, Authority, and Governance** - Roles and Responsibilities of the three branches of the national government (executive, legislative, and judicial); checks and balances of power in the United States.
- g. Production, Distribution, and Consumption** – Regulation of goods and services (corporations, healthcare, small businesses).
- h. Science, Technology, and Society** – Identify ways in which media impacted United States democracy.
- i. Global Connections** – Compare and contrast a democracy government with other forms of government (i.e. anarchy, communism, dictatorship).
- j. Civic Ideals and Practices** – Fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.
- k. Geography** - Characteristics and major cities of the 4 regions of New Jersey.

## Meeting of Two Old World Cultures: Native Americans & Explorers

### Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p><b><u>New Jersey Core Curriculum Content Standards</u></b></p> <p><b><u>6.1.4.B.2</u></b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><b><u>6.1.4.B.8</u></b> Compare ways people choose to use and divide natural resources.</p> <p><b><u>6.1.4.D.1</u></b> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><b><u>6.1.4.D.2</u></b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><b><u>6.1.4.D.3</u></b> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p><b><u>6.1.4.D.4</u></b> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><b><u>6.1.4.D.9</u></b> Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p>	<b><i>Transfer</i></b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Identify how differences in traditions and heritage enforce the need for cultural awareness and building tolerance.</p>	
	<b><i>Meaning</i></b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People leave their homelands and resettle elsewhere for many reasons.</li> <li>• When groups settle in an area, they bring new ideas and ways of life.</li> <li>• The arrival of new groups to an area can lead to conflict.</li> <li>• Areas of settlements and culture were changed by European colonization.</li> <li>• Timelines help discover dates, people, places, and can organize key information easily.</li> <li>• Maps offer a visual representation of where people settled.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How do people use resources in their environment to improve their lives?</li> <li>• Identify what causes people to migrate to new lands.</li> <li>• What conflicts arise with arrival of new groups of people?</li> <li>• Why is viewing the Europeans as “explorers of new land” a misconception?</li> <li>• Whose story are we exploring and is it the correct one?</li> </ul>
<b><i>Acquisition</i></b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b><u>Vocabulary</u></b>: archaeologists, artifacts, surplus, legacy, voyage, colony</li> <li>• Why Lenape settled near forests and rivers</li> <li>• How to identify Lenape settlements on maps</li> <li>• Resources that were used by Lenape</li> <li>• Background information about the Lenape culture</li> <li>• Lenape land was claimed by European explorers and threatened Lenape culture</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Considering points of view of European explorers and Native Americans and differing perspectives in exploration, discovery, ownership, and caring for the land and animals</li> <li>• Comparing and contrasting natural resources used today and in the past</li> <li>• Using evidence to support main ideas</li> <li>• Comparing and contrasting regions of New Jersey</li> <li>• Explaining a representation of a Lenape village</li> <li>• Analyzing the importance of jobs and</li> </ul>	

<p><u>6.1.4.D.10</u> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u>6.1.4.D.12</u> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><u>6.1.4.D.13</u> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u>6.1.4.D.15</u> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b><u>English Language Arts</u></b> <b><u>Common Core State Standards</u></b></p> <p><u>CCSS.ELA – LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <li>• Geography routes taken from Europe</li> <li>• Key items on a timeline during this time period</li> </ul>	<p>duties of Lenape people</p> <ul style="list-style-type: none"> <li>• Synthesizing why Europeans chose to leave their home countries</li> <li>• Applying knowledge of European exploration to other voyages and discoveries</li> <li>• Determining locations of places and interpreting information available on maps and globes</li> <li>• Drawing conclusions based on timeline events</li> <li>• Comparing and contrasting differing interpretations of historical events</li> <li>• Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Citing textual and media evidence from multiple resources</li> <li>• Writing narratives to develop real of imagined experiences or events using effective technique, descriptive details and clear event sequences</li> </ul>
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<p><u>CCSS.ELA – LITERACY.RI.4.3</u></p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.4</u></p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric</p> <p>Use the following as a guide to construct a focused rubric to evaluate student’s on the performance task(s):</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with</p>	<p>PERFORMANCE TASK(S):</p> <p><b><u>1. Explorer or Native American:</u></b></p> <p><b><u>Assessment:</u></b> Students pretend they are an explorer or Native American living in the time period between the years 1450 – 1650, and want to share their perspective on ownership of land. Students also must share how tolerance and respect can be fostered between cultures. <i>Factors to consider:</i> the significant differences between culture and language.</p> <p><b><u>Output:</u></b> Students will use many resources to find evidence that will describe who they are and what their position or point of view is about being able to continue their way of life on American land. Then students will create either a Power Point presentation, or skit. Students should be prepared to answer interview questions from the audience about their experience. Students should focus on one of the following assignments and include the following:</p> <p>Explorer:</p> <ul style="list-style-type: none"> <li>• Who are you? (Include your name, a picture, and write a brief biography)</li> <li>• What country did you come from and where did you land? (Highlight your route on a map that you traveled)</li> <li>• Explain why did you leave your original country? (List reasons with a brief explanation)</li> <li>• Explain discoveries that were made and how this affected you or other groups of people. (Write a paragraph for each part)</li> <li>• Describe the challenges faced on the voyage, and how these difficulties created a loss of hope.</li> </ul>	

assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

- How do you feel about discovering this land?

Native Americans (Squanto, Pocahontas, etc.):

- Who are you? (Include your name, a picture, and write a brief biography)
- Where did you live? (Highlight on a map)
- What were your daily responsibilities? (Write a paragraph explaining where you worked and your job duties)
- How do you feel about the changes that have occurred since the explorers have landed?
- How has your life and the lives of this tribe changed since the explorers have discovered your land?

**Targeted Common Core ELA Standards:**

CCSS.ELA – LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA – LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA – LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA – LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**2. Conflict Resolution**

**Assessment:** After reading and discussing background about the relations between the Native Americans and the Puritans in New England and the Lenni Lenapi and the Quakers and other settlers in the Delaware Valley (eastern Pennsylvania western New Jersey) identify the sources of conflicts and the positions and interests of the European settlers and the Native Americans.

**Output:** Students will role-play a negotiation in New England; others role-play a negotiation in the Delaware Valley. Compare the negotiations with what *really* happened in New England (King Philips War) and New Jersey/Pennsylvania (an unwritten peace treaty that held for 75 years) and the impact on the Native American populations. Students will write an informative/explanatory essay explaining what factors might have caused this difference and analyzing why people from diverse cultures sometimes experience conflict and how understanding multiple perspectives might lead to greater cooperation and peaceful coexistence.

	<p><i>*Performance Assessment as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p> <p><b>Targeted Common Core ELA Standards:</b>  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <u>CCSS.ELA-LITERACY.W.4.8:</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>CCSS.ELA-LITERACY.W.4.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and</p>	<p>OTHER EVIDENCE:</p> <p><b>Open-Ended Content/Focus Questions:</b></p> <p><i>*Students answer using the RACE Strategy</i></p> <ul style="list-style-type: none"> <li>• Explain why the ancestors of the Lenape may have settled in New Jersey?</li> <li>• How did the Lenape use natural resources?</li> <li>• What were some challenges faced by European explorers on their journey?</li> <li>• Explain how European explorers changed the lives of the Lenape and other groups of people.</li> <li>• The exchange of goods and ideas among American Indians, Africans and Europeans was the Columbian Exchange. Describe how this exchange affected the lives of these peoples.</li> </ul> <p>Why do people move to other places?</p> <ul style="list-style-type: none"> <li>• Who were the settlers, where did they come from and where did they settle?</li> <li>• Why did Europeans leave their homes to settle in America in the 1600s-1700s? Do immigrants settle in America today for similar reasons? Compare and contrast.</li> <li>• What were the opportunity costs?</li> </ul> <p><i>*Content/focus questions as adapted from: Pearson My World Social Studies: New Jersey Text</i></p>

<p>carry out assigned roles.  <u>CCSS.ELA-LITERACY.SL.4.1.C</u>          Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u>          Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u>          Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u>          Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b><u>Targeted Common Core ELA Standards:</u></b>  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.RI.4.1:</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>CCSS.ELA-LITERACY.RI.4.8:</u> Explain how an author uses reasons and evidence to support particular points in a text.  <u>CCSS.ELA-LITERACY.RI.4.9:</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b><u>Extensions:</u></b></p> <ul style="list-style-type: none"> <li>• Students write a narrative based on either the daily hardships of a Lenape child or adult, or the hardships of an explorer’s voyage on sea. Students are scaffolded to use academic vocabulary, writing skills, and figurative language skills. The details should reflect understanding of major historical events learned.</li> </ul>
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**Stage 3 – Learning Plan**

***Summary of Key Learning Events and Instruction***

**6 Facets of Understanding:**

<i>Explanation</i>	<ul style="list-style-type: none"> <li>• Compare and contrast the trials and tribulations between European explorers and Native Americans.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>• Assume the role of an explorer and Native American to understand the realities of life before and after the discovery of America.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>• Write about the experience of <i>discovery</i> from the viewpoint of an explorer on a voyage.</li> <li>• Write about a day in the life of a Native American adult or child.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>• Describe the reactions felt when the explorers landed on Native American settlements, from the viewpoint of the explorers and the viewpoint of the Native Americans.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• Experience the deep emotions and reactions felt surrounding the clash in conflict between explorers and Native Americans through prose, poetry and songs.</li> <li>• Play the role of both a Native American and explorer in debates and interviews to reach an understanding through expression of the emotions they went through when encountering new groups of people.</li> </ul>

<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>• Reflect on the meaning of the words “exploration” and “discovery” in order to develop a view on whether the Europeans discovered and colonized America or whether the first settlement of the New World is to be considered by the indigenous and native populations that preceded the explorers.</li> </ul>
<b><i>Suggested Resources</i></b>	
<i>Artifacts</i>	<ol style="list-style-type: none"> <li>1. <a href="http://www.monah.us/gallery.html">http://www.monah.us/gallery.html</a></li> <li>2. <a href="http://www.iceageartifacts.com/">http://www.iceageartifacts.com/</a></li> </ol>
<i>Audio Clips</i>	N/A
<i>iPAD Applications</i>	<ol style="list-style-type: none"> <li>1. European Exploration in the Age of Discovery – Game</li> <li>2. Native American Indian Pictures and History</li> </ol>
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. Kids Discover: American 1492</li> <li>2. Kids Discover: Native America</li> <li>3. Kids Discover: Ice Age</li> <li>4. Story Works</li> <li>5. Time for Kids</li> </ol>
<i>Mentor Texts</i>	<p>Fiction</p> <ol style="list-style-type: none"> <li>1. Reader’s Theater: <u>The Three Sisters</u> By: Kitty Higgins</li> <li>2. Reader’s Theater: <u>Columbus Meets Isabella and Ferdinand</u> By: Stephen Cosgrove</li> <li>3. Reader’s Theater: <u>A Visit to New Amsterdam</u> By: Jeannette Sanderson</li> <li>4. Reader’s Theater: <u>Path from Extinction</u> By: Stephen Cosgrove</li> <li>5. <u>Dancing with the Indians</u> By Angela Shelf Medearis</li> <li>6. <u>Giving Thanks: A Native American Good Morning Message</u> By: Chief Jake Swamp</li> <li>7. <u>The Rough-Face Girl</u> By: Rafe Martin &amp; David Shannon</li> <li>8. <u>How the Stars Fell Into the Sky: A Navajo Legend</u> by: Jerrie Oughton</li> <li>9. <u>Thirteen Moons on Turtle’s Back</u> by: Joseph Bruchac</li> <li>10. <u>Between Earth &amp; Sky: Legends of Native American Sacred Places</u> by: Joseph Bruchac</li> <li>11. <u>The First Strawberries</u> by: Joseph Bruchac</li> <li>12. <u>Children of the Longhouse</u> by: Joseph Bruchac</li> <li>13. <u>A Boy Called Slow</u> by: Joseph Bruchac</li> <li>14. <u>Cheyenne Again</u> By: Eve Bunting</li> <li>15. <u>Encounter</u> By: Jane Yolan</li> <li>16. <u>Let’s Read About Pocahontas</u> By: Kimberly Weinberger</li> <li>17. <u>Pocahontas: Peacemaker and Friend to the Colonist</u> By: Pamela Hill Nettleton</li> <li>18. <u>The Lenape Indians of New Jersey</u> By: Herbert C. Kraft</li> <li>19. <u>Life in a Longhouse Village</u> By: Bobbie Kalman</li> <li>20. <u>Henry Hudson: Seeking the Northwest Passage</u> By: Carrie Gleason</li> <li>21. <u>Ice Age: Meet Early Humans and Amazing Animals Sharing a Frozen Planet</u> By: Stuart Ross</li> <li>22. Trueflix Series</li> </ol>

<i>News Articles</i>	<ol style="list-style-type: none"> <li>1. "They're Back!" By: TFK Staff - <a href="http://www.timeforkids.com/news/theyre-back/91016">http://www.timeforkids.com/news/theyre-back/91016</a></li> <li>2. "The Return of the Mammoth" By: Justin O'Neill - <a href="http://teacher.scholastic.com/scholasticnews/magazines/storyworks/pdfs/STORYWORKS-091412-ACTIVITY.pdf">http://teacher.scholastic.com/scholasticnews/magazines/storyworks/pdfs/STORYWORKS-091412-ACTIVITY.pdf</a></li> </ol>
<i>Novels</i>	<ol style="list-style-type: none"> <li>1. <u>Pedro's Journey</u> By: Pam Conrad – DRA 40</li> <li>2. <u>The Indian School</u> By: Gloria Whelan – DRA 38</li> <li>3. <u>Adventures in the Ice Age</u> By: Linda Bailey</li> <li>4. <u>Pocahontas and the Strangers</u> By: Clyde Robert Bulla – DRA 34</li> <li>5. <u>Who was Christopher Columbus?</u> By: Bonnie Bader and Nancy Harrison</li> <li>6. <u>Where do you think you're going, Christopher Columbus?</u> By: Jean Fritz – DRA 40</li> <li>7. <u>The Sign of the Beaver</u> by: Elizabeth George Speare</li> <li>8. <u>Island of the Blue Dolphins</u> by: Scott O'Dell</li> <li>9. <u>The Birchbark House</u> by: Louise Erdrich</li> </ol>
<i>Organizations</i>	<ol style="list-style-type: none"> <li>1. New Jersey Commission on Indian Affairs <a href="http://www.nj.gov/state/programs/dos_program_njcaia.html">http://www.nj.gov/state/programs/dos_program_njcaia.html</a></li> <li>2. National Museum of the American Indian <a href="http://www.nycgo.com/venues/national-museum-of-the-american-indian-ny">http://www.nycgo.com/venues/national-museum-of-the-american-indian-ny</a> nati</li> <li>3. National Congress of American Indians <a href="http://www.ncai.org/">http://www.ncai.org/</a></li> <li>4. Nanticoke and Lenape Confederation <a href="http://nanticokelenapemuseum.org/">http://nanticokelenapemuseum.org/</a></li> </ol>
<i>Photographs</i>	N/A
<i>Poetry</i>	<ol style="list-style-type: none"> <li>1. Native American poetry: <a href="http://opossumsal.homestead.com/nap.html">http://opossumsal.homestead.com/nap.html</a></li> <li>2. <u>The Earth Under Sky Bear's Feet</u> by: Joseph Bruchac</li> <li>3. <u>The Oxford Illustrated Book of American Children's Poems</u> by: Donald Hall</li> <li>4. <u>Walking on Earth and Touching the Sky: Poetry and Prose</u> by Lakota Youth at Red Cloud Indian School by: Timothy P. McLaughlin, S.D Nelson and Joseph Marshall III</li> <li>5. <u>Earth Always Endures: Native American Poems</u> by: Neil Philip and Edward S. Curtis</li> <li>6. <u>The Circle of Thanks: Native American Poems and Songs of Thanksgiving</u> by: Joseph Bruchac</li> </ol>
<i>Short Stories</i>	<p><i>Leveled Readers: Pearson Success.net</i></p> <ol style="list-style-type: none"> <li>1. <u>A Wild Dinner</u> By: Celeste Keys – DRA 20</li> <li>2. <u>Stuk's Village</u> By: Carol Talley – DRA 30</li> <li>3. <u>Finding a Home</u> By: Diane Gerome – DRA 34 –</li> <li>4. <u>Many Kinds of Homes</u> By: Nancy Craig – DRA 24</li> <li>5. <u>A Whole New World</u> By: Barbara Fifer – DRA 28</li> <li>6. <u>Lewis, Clark, and the Corps of Discovery</u> By: Cindy Swan – DRA 30</li> <li>7. <u>Fighting for Florida</u> By: Ann Rossi – DRA 34</li> <li>8. <u>The Saux and Fox Native Americans</u> By: Lillian Forman - DRA 34</li> <li>9. <u>Exploring a New World</u> By: Barbara Fifer – DRA 34</li> <li>10. <u>Early Americans</u> By: Stephanie Sique – DRA 38</li> <li>11. <u>Learning about the First Americans</u> By: Stephanie Sique – DRA 38</li> <li>12. <u>The Spanish in Florida</u> By: Ellen Cutler – DRA 40</li> </ol>

	<p><i>Readworks.org</i></p> <ol style="list-style-type: none"> <li>1. "Native Americans: The Star Maiden. A Native American Legend" <a href="http://www.readworks.org/sites/default/files/passages/660_native_americans_the_star_maiden_0.pdf">http://www.readworks.org/sites/default/files/passages/660_native_americans_the_star_maiden_0.pdf</a></li> <li>2. "Native American Settlements" <a href="http://www.readworks.org/passages/native-american-settlements">http://www.readworks.org/passages/native-american-settlements</a></li> <li>3. "Native Americans" <a href="http://www.readworks.org/sites/default/files/passages/870_native_americans.pdf">http://www.readworks.org/sites/default/files/passages/870_native_americans.pdf</a></li> <li>4. "Native American Totem Poles" <a href="http://www.readworks.org/sites/default/files/passages/630_native_americans_totem_poles_0.pdf">http://www.readworks.org/sites/default/files/passages/630_native_americans_totem_poles_0.pdf</a></li> <li>5. "Native American Life" <a href="http://www.readworks.org/sites/default/files/passages/450_native_american_life_1.pdf">http://www.readworks.org/sites/default/files/passages/450_native_american_life_1.pdf</a></li> </ol>
<i>Textbooks</i>	<ol style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 28-38</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 58-74</li> <li>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></li> </ol>
<i>Video Clips</i>	<ol style="list-style-type: none"> <li>1. Lenape Indian Village <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li>2. Christopher Columbus <a href="http://www.history.com/topics/exploration/christopher-columbus/videos">http://www.history.com/topics/exploration/christopher-columbus/videos</a> <a href="http://www.britannica.com/EBchecked/topic/127070/Christopher-Columbus">http://www.britannica.com/EBchecked/topic/127070/Christopher-Columbus</a></li> <li>3. Henry Hudson <a href="http://www.history.com/topics/henry-hudson/videos">http://www.history.com/topics/henry-hudson/videos</a></li> <li>4. John Cabot <a href="http://www.britannica.com/EBchecked/topic/87681/John-Cabot">http://www.britannica.com/EBchecked/topic/87681/John-Cabot</a></li> <li>5. Giovanni de Verrazano <a href="http://www.britannica.com/EBchecked/topic/626406/Giovanni-da-Verrazano">http://www.britannica.com/EBchecked/topic/626406/Giovanni-da-Verrazano</a></li> </ol>
<i>Websites</i>	<ol style="list-style-type: none"> <li>1. Explorer's and Native Americans: Perspectives and Transliteracy <a href="http://barrowmediacenter.com/2013/09/18/explorers-and-native-americans-perspective-transliteracy-with-4th-grade/">http://barrowmediacenter.com/2013/09/18/explorers-and-native-americans-perspective-transliteracy-with-4th-grade/</a></li> <li>2. Lenape Life Ways <a href="http://www.lenapelifeways.org/lenape1.htm">http://www.lenapelifeways.org/lenape1.htm</a></li> <li>3. Penn Treaty Museum: Lenne Lenape <a href="http://www.penn treaty museum.org/americans.php">http://www.penn treaty museum.org/americans.php</a></li> <li>4. New Jersey's History <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li>5. Explorers <a href="http://www.socialstudiesforkids.com/subjects/explorers.htm">http://www.socialstudiesforkids.com/subjects/explorers.htm</a></li> <li>6. Native American Interactive Websites: <a href="http://interactivesites.weebly.com/native-americans.html">http://interactivesites.weebly.com/native-americans.html</a></li> <li>7. Native American Board Game: Culture, Beliefs, Priorities <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/create-your-own-native-american-board-game.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/create-your-own-native-american-board-game.cfm</a></li> <li>8. Explorer's Maps and Biographies <a href="http://mrusbaum.com/explorersflash/">http://mrusbaum.com/explorersflash/</a></li> <li>9. Enchanted Learning Explorer Database <a href="http://www.enchantedlearning.com/explorers/">http://www.enchantedlearning.com/explorers/</a></li> <li>10. All About Explorers *FAKE website to teach credibility in Internet sources <a href="http://allaboutexplorers.com/explorers/">http://allaboutexplorers.com/explorers/</a></li> <li>11. European Explorer Webquest <a href="http://iweb.jackson.k12.ga.us/cstewart/explorers/home.html">http://iweb.jackson.k12.ga.us/cstewart/explorers/home.html</a></li> <li>12. European Explorer Webquest 2 <a href="http://europeanexplorerswebquest.weebly.com/">http://europeanexplorerswebquest.weebly.com/</a></li> <li>13. Explorer Webquest 3 <a href="http://diverseexplorer.weebly.com/">http://diverseexplorer.weebly.com/</a></li> </ol>

***New Century, New Challenges: Colonial New Jersey & American Revolution***  
**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p><b><u>New Jersey Core Curriculum Content Standards</u></b></p> <p><b><u>6.1.4.B.2</u></b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><b><u>6.1.4.B.8</u></b> Compare ways people choose to use and divide natural resources.</p> <p><b><u>6.1.4.D.1</u></b> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><b><u>6.1.4.D.2</u></b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><b><u>6.1.4.D.3</u></b> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p><b><u>6.1.4.D.4</u></b> Explain how key events led to the creation of the United</p>	<b><i>Transfer</i></b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Recognize the significance of key historical events, documents, and individuals that led to the development of our nation.</p>	
	<b><i>Meaning</i></b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Various groups of people left their homes in Europe to escape religious persecution.</li> <li>• The geography and climate of each colonial region play a major role in the different colonial lifestyles.</li> <li>• European control of colonies led to conflict and a fight for independence.</li> <li>• The roots of American nationalism emerged in the 18<sup>th</sup> century.</li> <li>• Primary source documents are original and serve as an impartial voice of history.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What causes people to migrate to new lands?</li> <li>• What different perspectives were held regarding claim to land?</li> <li>• How were colonies controlled?</li> <li>• Who supported the American Revolution and why? Who opposed it and why?</li> <li>• How were the ideas of “Liberty and Freedom” different for White Americans compared with those of Black Americans and American Indians?</li> <li>•</li> </ul>
<b><i>Acquisition</i></b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b><u>Vocabulary</u></b>: persecution, proprietorship, tolerance, convert, conflict, treaty, wampum, revolt abolitionist, parliament, repeal, boycott, delegate, militia, minutemen, patriot, loyalist, independence, committee, treason, enlist, retreat, mercenary, strategy</li> <li>• Why different groups settled in New Jersey</li> <li>• Why conflict occurred as different groups moved to New Jersey</li> <li>• Why some colonists supported colonies in the American Revolution, and others supported Great Britain</li> <li>• Differences between colonialism and imperialism</li> <li>• Free, wage labor co-existed with coercive forms of</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting primary source documents about major events that led to or resulted from the American Revolution</li> <li>• Evaluating the responses of colonists to the effects of the French and Indian war.</li> <li>• Recognizing different points of view about the American Revolution (patriots and loyalists)</li> <li>• Interpreting the roles African Americans, enslaved and free; women, and American Indians played in the American Revolution</li> <li>• Citing textual and media evidence from multiple resources to characterize important qualities of American Revolution leaders</li> </ul>	

<p>States and the state of New Jersey.</p> <p><u>6.1.4.D.6</u> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p><u>6.1.4.D.8</u> Determine the significance of New Jersey's role in the American Revolution.</p> <p><u>6.1.4.D.9</u> Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u>6.1.4.D.12</u> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><u>6.1.4.D.13</u> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u>6.1.4.D.15</u> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and</p>	<p>labor such as slavery and indentured servitude</p> <ul style="list-style-type: none"> <li>• Slavery served as the economic engine of the majority of colonies</li> <li>• Reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution</li> <li>• The colonial experience through the eyes of the various people who contributed to it</li> <li>• New Jersey's role in the American Revolution</li> <li>• Why historical documents and symbols were important</li> <li>• How battles were represented on maps</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and contrasting different roles of colonists</li> <li>• Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Citing textual and media evidence from multiple resources</li> </ul>
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<p>adopting new beliefs and practices.</p> <p><u>6.1.4.D.17</u> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><b><u>English Language Arts</u></b> <b><u>Common Core State Standards</u></b></p> <p><u>CCSS.ELA – LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><u>CCSS.ELA – LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><u>CCSS.ELA – LITERACY.RI 4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric</b> Use the following as a guide to construct a focused rubric to evaluate student's on the performance task(s):</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>PERFORMANCE TASK(S):</p> <p><b><u>1. Journalist or Play Write:</u></b></p> <p><b><u>Assessment:</u></b> Students will depict the events during the American Revolution, the reasons for going to war, and the multiple perspectives involved.</p> <p><b><u>Output:</u></b> Students may choose to write a play or newspaper articles, using multiple sources to provide evidence.</p> <p>Students will choose from one of the following assignments and include the following:</p> <p>Journalist:</p> <ul style="list-style-type: none"> <li>• Newspaper name</li> <li>• Date of issue</li> <li>• Must include a bibliography of resources used and notes taken, citing page numbers</li> <li>• Include table of contents, headings, and subheadings</li> <li>• Important symbols with captions: weapons used, flags, uniforms</li> <li>• Location on a map where major battles took place.</li> <li>• Two articles each with a title:               <ol style="list-style-type: none"> <li>1. Update the public about the events leading up to the war.</li> <li>2. Share with the public about the battles that are taking place.</li> </ol> </li> <li>• An advice letter with a question and answer to the editor. This should reflect the time period.</li> <li>• An advertisement or cartoon showing pro-war or anti-war perspectives and an explanation of each.</li> <li>• An “entertainment” section, which should include a puzzle, contest, jokes, etc. Again, this should be relevant to the time period.</li> </ul> <p>Play-writer:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Five paged script or more</li> <li>• Must include a bibliography of resources used and notes taken, citing page numbers</li> <li>• Must include major events leading up to the American Revolution</li> <li>• Include major battles</li> <li>• Include table of contents, headings, subheadings, glossary</li> <li>• Costumes</li> <li>• Important symbols, historical documents, and appropriate captions.</li> <li>• Location on a map where major battles took place. These can either be drawn or created on power point.</li> </ul>

	<p><b>Targeted Common Core ELA Standards:</b></p> <p><u>CCSS.ELA – LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA – LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><u>CCSS.ELA – LITERACY.RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>CCSS.ELA – LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA – LITERACY.W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA – LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required</p>	<p>OTHER EVIDENCE:</p> <p><b>Open-Ended Content/Focus Questions:</b></p> <p><i>*Students answer using the RACE Strategy</i></p> <ul style="list-style-type: none"> <li>• Explain why people from Europe immigrated to New Jersey.</li> <li>• Identify the rights that the delegates demanded from Great Britain.</li> <li>• Evaluate and explain the consequences of going to war with Great Britain if the colonists lost.</li> <li>• How did the British army have advantages in the American Revolution?</li> <li>• How did important historical figures help the soldiers in the Continental Army continue to fight the British?</li> <li>• Explain why the Europeans looked to import African slaves after relying on American Indians for so long.</li> <li>• Identify the motivations behind European nations using Africans for labor in the new world.</li> <li>• Explain how imported African captives became the dominant source of labor in the colonies.</li> <li>• Explain the difference between indentured servitude and enslavement.</li> <li>• What strengths did the British have during the American Revolutionary War? What were the colonists' strengths?</li> <li>• What were some violent and nonviolent ways the colonists protested British actions?</li> </ul>

<p>material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>What were the British colonies in America like in the 1770s?</p> <ul style="list-style-type: none"> <li>• What is a colony?</li> <li>• Why were colonies beneficial to the mother country?</li> <li>• What does self-sufficient mean?</li> <li>• What was indentured servitude?</li> <li>• Why did we have slaves in colonial America?</li> <li>• Compare the lives of slaves, indentured servants, and apprentices in British colonial North America</li> </ul> <p>Why did we have the American Revolution?</p> <ul style="list-style-type: none"> <li>• What is a revolution?</li> <li>• What causes a revolution?</li> <li>• Why is freedom important?</li> <li>• What were the economic, political, and cultural causes for the American Revolution?</li> </ul> <p>Why was New Jersey called the “Crossroads of the Revolution?”</p> <ul style="list-style-type: none"> <li>• Why was New Jersey the site of so many battles and encampments in the American Revolution?</li> <li>• Why did Washington choose Morristown as the site for two winter encampments?</li> <li>• What were the advantages and disadvantages of this location?</li> <li>• What challenges faced the Continental Army as it encamped in New Jersey?</li> <li>• What was the effect of war and the encampments on the population?</li> </ul> <p>How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?</p> <ul style="list-style-type: none"> <li>• What is a social contract?</li> <li>• What does “consent” of the governed mean?</li> <li>• Why is religious tolerance important?</li> <li>• Why did the proprietors of New Jersey think it was necessary to grant a degree of religious freedom to the settlers in the colonies?</li> <li>• Were the laws and government established in the founding constitutions fair?</li> <li>• Did the laws, charters, agreements, and constitutions discriminate against anyone?</li> <li>• How much religious freedom should people have?</li> <li>• Why are primary sources valuable records of the past?</li> <li>• How do primary sources help us to understand what happened in the past?</li> </ul>
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How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

Why do people from diverse cultures sometimes experience conflict?

- What were the sources of the conflicts between the colonists and the Native Americans?
- How were the conflicts resolved by the Quakers who settled in West Jersey/Pennsylvania as compared with the Puritans who settled in New England?
- What was the impact on the Native American population?
- How might understanding multiple perspectives lead to great cooperation and peaceful existence?

*\*Content/focus questions as adapted from: Pearson My World Social Studies: New Jersey textbook and New Jersey Council for Social Studies Model Curriculum: <http://www.njcss.org/> (On Resources page)*

**Targeted Common Core ELA Standards:**

CCSS.ELA-LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-LITERACY.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Extensions:**

- Students choose a major American Revolutionary hero that they are interested in learning more about. In an informative/explanatory essay, students provide background information about this hero and his/her involvement in the war. Include how their impact is still felt today. Students are scaffolded to use revolutionary war academic vocabulary in their writing piece.
- Students pretend they are the proprietors of New Jersey, and draft what they think is the best constitution for the colony (students are scaffolded to think about key ideas such as justice, equality, liberty, for all). Students should be able to explain the reasons for the provisions of their constitution, the people it will serve, whether it is fair, and how it helps them.
- Students conduct an analysis of the Declaration of Independence. Students write an informative/explanatory essay responding to the following questions: How did the Declaration of Independence explain to Britain why the American colonies were breaking away from the British empire? What does the Declaration of Independence say about individual rights? What does it say is the

	<p>purpose of government and the sources of its power? Why do you think the Declaration has had an enduring impact on the development of democratic nations?</p> <ul style="list-style-type: none"> <li>• Students assume the role of a surveyor attached to the Continental Army and write a letter to General Washington explaining why Morristown is a good choice for winter encampments. The letter should also address some of the anticipated difficulties. <i>Factors to consider:</i> the regional geography of New Jersey and the protection afforded by the hills, proximity to the British in New York, the iron deposits and economic resources of northern New Jersey, the ability to command the corridor between New York and Philadelphia.</li> <li>• Students write three diary accounts, one from the perspective of a New Jersey farmer who had his crops and animals confiscated by Continental troops, and was forced to accept worthless Continental dollars, one from the officer who was forced to choose between letting the army starve or coercing the farmer, and one from the perspective of a New Jersey Tory. These are appended to a short research paper or essay explaining why there was a problem with the Continental currency. <i>Factors to consider:</i> the dire situation of the Continental Army, the rich natural resources of New Jersey, the reasons why the currency was worthless, the extent to which government may impose on citizens, individual rights and dignity, and the different perspectives of individuals in given situation</li> <li>• Students compare a map of the North American colonies in 1776 with a map of the United States of America after the Peace Treaty was signed with Britain in 1783. What did the colonists gain? What did Britain lose? Students consider the lives and property lost as well as the change in land. Students write an opinion piece explaining whether or not they think the war was worth fighting by the British and by the Americans and effectively support their conclusions with evidence.</li> </ul> <p><i>*Extensions (3-6) as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>
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**Stage 3 – Learning Plan**

**Summary of Key Learning Events and Instruction**

**6 Facets of Understanding:**

<i>Explanation</i>	<ul style="list-style-type: none"> <li>• Explain the different roles and jobs held by colonists.</li> <li>• Explain events that led to the American Revolution.</li> </ul>
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<i>Interpretation</i>	<ul style="list-style-type: none"> <li>• Assume the role of a patriot or a loyalist and provide reasons to support points of view for or against the war.</li> <li>• Analyze maps and draw conclusions about the reasons for battles taking place in different parts of New Jersey.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>• Analyze the purpose of the Declaration of Independence and write a summary of the key ideas.</li> <li>• Consider the ways in which the Declaration of Independence affects daily life and freedom today.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>• Consider feelings, differing viewpoints and reactions about the Revolutionary War from multiple angles: patriots, loyalists, soldiers both white and African American, women and children.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• Play the role of patriot and loyalist in debates and interviews to reach an understanding through expression of the emotions felt during the American Revolution.</li> <li>• Research the impacts of past and current wars on innocent people.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>• Reflect on how the Declaration of Independence and Constitution serve as the unwavering foundation for freedom and supreme law in the United States and the process in which these historical documents led the way for the Constitution of New Jersey and the sets of rules outlining the responsibilities and proper practices for organizations (i.e. the code of conduct in the Monroe Township School District).</li> </ul>
<b><i>Suggested Resources</i></b>	
<i>Artifacts</i>	<ol style="list-style-type: none"> <li>1. <a href="http://www.virtualjamestown.org/images/artifacts/jamestown.html">http://www.virtualjamestown.org/images/artifacts/jamestown.html</a></li> <li>2. <a href="http://www.younghistory.com/COLLECTION-COOKING-HEARTH-PAGE1.html">http://www.younghistory.com/COLLECTION-COOKING-HEARTH-PAGE1.html</a></li> </ol>
<i>Audio Clips</i>	N/A
<i>iPAD Applications</i>	<ol style="list-style-type: none"> <li>1. Kids Discover App: American Revolution</li> <li>2. Early Jamestown</li> </ol>
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. Kids Discover: Colonial America</li> <li>2. Kids Discover: American Revolution</li> </ol>
<i>Mentor Texts</i>	<ol style="list-style-type: none"> <li>1. <u><a href="#">If you Lived at the Time of the American Revolution</a></u> By: Kay Moore</li> <li>2. <u><a href="#">If you Were There When They Signed the Constitution</a></u> By: Elizabeth Levy</li> <li>3. <u><a href="#">When Washington Crossed the Delaware</a></u> By: Lynne Cheney</li> <li>4. <u><a href="#">George VS. George</a></u> By: Rosalyn Schanzer</li> <li>5. <u><a href="#">In 1776</a></u> By: Jean Marzollo</li> <li>6. <u><a href="#">Liberty or Death: The American Revolution</a></u> By: Betsy Maestro</li> <li>7. <u><a href="#">Liberty! How the Revolutionary War Began</a></u> By: Lucille Recht Penner</li> <li>8. <u><a href="#">On the Mayflower</a></u> By: Kate Waters</li> <li>9. <u><a href="#">And Then What Happened, Paul Revere?</a></u> By: Jean Fritz</li> <li>10. <u><a href="#">Paul Rever's Ride</a></u> by: Henry Wadsworth Longfellow</li> <li>11. <u><a href="#">Black Heroes of the American Revolution</a></u> by: David Murka</li> <li>12. <u><a href="#">Building a New Land: African Americans in Colonial America</a></u> by: James Haskins and Kathleen Benson</li> <li>13. <u><a href="#">If You Were There in 1776</a></u> by: Barbara Brenner</li> <li>14. <u><a href="#">Red, White, Blue, and Uncle Who? The Stories Behind Some of America's Patriotic Symbols</a></u> by: Theresa Bateman</li> <li>15. <u><a href="#">Secret Soldier: The Story of Deborah Sampson</a></u> by: Ann McGovern</li> <li>16. <u><a href="#">Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania 1777</a></u> (Dear</li> </ol>

	<p><u>America</u>) by: Kristiana Gregory</p> <ol style="list-style-type: none"> <li>17. <u>Chronicle of America: Colonial Times</u> by: Jay Mastoff</li> <li>18. <u>The Revolutionary War Begins: Would You Join the Fight?</u> By: Elaine Landau</li> <li>19. <u>The Brave Women and Children of the American Revolution</u> by: John Micklos</li> <li>20. <u>Can't You Make Them Behave, King George?</u> By: Jean Fritz</li> <li>21. <u>They Called Her Molly Pitcher</u> by: Anne Rockwell</li> <li>22. <u>The Boston Massacre</u> by: Marylou Morano Kjelle</li> <li>23. <u>Write on, Mercy! The Secret Life of Mercy Otis Warren</u> by: Gretchen Woelfle</li> <li>24. <u>Liberty or Death: The American Revolution: 1763-1783</u> by: Betsy Maestro</li> <li>25. <u>George vs. George: The American Revolution as Seen from Both Sides</u> by: Rosalyn Schanzer</li> <li>26. <u>Lafayette and the American Revolution</u> by: Russell Freedman</li> <li>27. <u>Give Me Liberty! The Story of the Declaration of Independence</u> by: Russell Freedman</li> <li>28. <u>The Fourth of July Story</u> by: Alice Dalgliesh</li> <li>29. <u>The Journey of the One and Only Declaration of Independence</u> by: Judith St. George</li> <li>30. Trueflix Series</li> </ol>
<i>News Articles</i>	N/A
<i>Novels</i>	<ol style="list-style-type: none"> <li>1. <u>When Freedom Comes: Hope's Revolutionary War Diary, Philadelphia, Pennsylvania, 1778</u> By: Kristiana Gregory – DRA 38</li> <li>2. <u>We Are Patriots: Hope's Revolutionary War Diary, Book Two, Valley Forge, Pennsylvania 1777</u> By: Kristiana Gregory – DRA 38</li> <li>3. <u>The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777</u> By: Kristiana Gregory – DRA 40</li> <li>4. <u>Fighting Ground</u> By: Avi – DRA 50</li> <li>5. <u>Courage of Sarah Noble</u> By: Alice Dalgliesh – DRA 34</li> <li>6. <u>Buttons for George Washington</u> By: Peter Roop – DRA 34</li> <li>7. <u>Can't you Make them Behave, King George?</u> By: Jean Fritz – DRA 40</li> <li>8. <u>The American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday</u> By: Mary Pope Osborne &amp; Natalie Pope Boyce – DRA 30</li> <li>9. <u>Why Don't You Get a Horse, Sam Adams?</u> By: Jean Fritz – DRA 40</li> <li>10. <u>Paul Revere</u> By: Gail Sakurai</li> </ol>
<i>Organizations</i>	<ol style="list-style-type: none"> <li>1. The Connecticut Society of the Sons of the American Revolution <a href="http://www.connecticutsar.org/branches/humphreys.htm">http://www.connecticutsar.org/branches/humphreys.htm</a></li> </ol>
<i>Photographs (Prints)</i>	<ol style="list-style-type: none"> <li>1. <u>Art of the American Revolution</u> <a href="http://www.americanrevolution.org/artmain.html">http://www.americanrevolution.org/artmain.html</a></li> <li>2. <u>18<sup>th</sup> Century French, English and Colonial Clothing</u> <a href="http://www.americanrevolution.org/clothing.html">http://www.americanrevolution.org/clothing.html</a></li> <li>3. <u>Boston Massacre, March 5, 1770</u> <a href="http://www.loc.gov/pictures/item/2004670035/">http://www.loc.gov/pictures/item/2004670035/</a>.</li> <li>4. <u>Print depicting Crispus Attucks (a slave who was considered the first casualty of the Revolutionary War)</u> <a href="http://www.loc.gov/pictures/item/2004677546/">http://www.loc.gov/pictures/item/2004677546/</a></li> <li>5. <u>Print depicting the Boston Tea Party, December 16, 1773</u> <a href="http://www.loc.gov/pictures/item/91795889/">http://www.loc.gov/pictures/item/91795889/</a></li> <li>6. <u>Print depicting the Battle at Lexington and Concord</u> <a href="http://www.loc.gov/pictures/item/2004669976/">http://www.loc.gov/pictures/item/2004669976/</a></li> </ol>

	7. <u>The Declaration of Independence</u> <a href="http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html">http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html</a>
Poetry	<ol style="list-style-type: none"> <li>1. <u>America's Search for Liberty in Song and Poem</u> <a href="http://www.sidis.net/asl.htm">http://www.sidis.net/asl.htm</a></li> <li>2. <u>Yankee Doodle</u> <a href="http://www.loc.gov/teachers/lyrical/songs/yankee_doodle.html">http://www.loc.gov/teachers/lyrical/songs/yankee_doodle.html</a></li> <li>3. <u>Battle of Bunker Hill</u> <a href="http://www.loc.gov/teachers/lyrical/poems/bunker_hill.html">http://www.loc.gov/teachers/lyrical/poems/bunker_hill.html</a></li> <li>4. <u>Lines Written by a Revolutionary Soldier</u> <a href="http://www.loc.gov/teachers/lyrical/poems/soldier.html">http://www.loc.gov/teachers/lyrical/poems/soldier.html</a></li> <li>5. <u>Loyalist, British Songs and Poetry of the American Revolution</u> <a href="http://www.gettysburgflag.com/LoyalistBritishAmericanRevolution.php">http://www.gettysburgflag.com/LoyalistBritishAmericanRevolution.php</a></li> <li>6. <u>The Spirit of the American Revolution</u> <a href="https://archive.org/details/spiritofamerican00patt">https://archive.org/details/spiritofamerican00patt</a></li> <li>7. <u>Music and Poetry of the American Revolution</u> <a href="http://musicandpoetryoftheamerrevo.wordpress.com/">http://musicandpoetryoftheamerrevo.wordpress.com/</a></li> </ol>
Short Stories	<p><i>Leveled Readers: Pearson Success.net</i></p> <ol style="list-style-type: none"> <li>1. <u>Colonial New England</u> By: Barbara Wood – DRA 12</li> <li>2. <u>Houses: Past and Present</u> By: Donna Watson – DRA 40</li> <li>3. <u>Making Connections: American Indians and Settlers</u> By: Catherine DiMartino – DRA 50</li> <li>4. <u>Revere's Ride</u> By: Justin Dunn – DRA 14</li> <li>5. <u>American Revolution Heroes</u> By: Joe Adair – DRA 20</li> <li>6. <u>Paul Revere's Ride</u> By: Stephanie Wilder – DRA 38</li> <li>7. <u>Choosing Freedom</u> By: Ann Rossi – DRA 40</li> <li>8. <u>After the Midnight Ride</u> By: Anita Rochelle – DRA 44</li> <li>9. <u>Paul Revere and the American Revolution</u> By: Patricia West – DRA 44</li> <li>10. <u>Thomas Jefferson</u> By: Pat McCarthy – DRA 24</li> <li>11. <u>Thomas Jefferson: A Man of Ideas</u> By: Pat McCarthy – DRA 34</li> <li>12. <u>Starting America: Thomas Jefferson and his Writings</u> By: Pat McCarthy – DRA 40</li> <li>13. <u>The Colonial Adventure</u> By: J. Matteson Claus – DRA 24</li> </ol> <p><i>Readworks.org</i></p> <ol style="list-style-type: none"> <li>14. "Colonization and the Revolutionary War Background to the Colonies" <a href="http://www.readworks.org/sites/default/files/passages/830_colonization_background_to_the_colonies_0.pdf">http://www.readworks.org/sites/default/files/passages/830_colonization_background_to_the_colonies_0.pdf</a></li> <li>15. "Colonial Life Versus Life Today" <a href="http://www.readworks.org/sites/default/files/passages/file_295.pdf">http://www.readworks.org/sites/default/files/passages/file_295.pdf</a></li> <li>16. "The First American" <a href="http://www.readworks.org/sites/default/files/bundles/passages-first-american_files.pdf">http://www.readworks.org/sites/default/files/bundles/passages-first-american_files.pdf</a></li> <li>17. "Colonization and the Revolutionary War Introduction to the Revolutionary War" <a href="http://www.readworks.org/sites/default/files/passages/820_colonization_and_revolution_introduction_to_rev_0.pdf">http://www.readworks.org/sites/default/files/passages/820_colonization_and_revolution_introduction_to_rev_0.pdf</a></li> </ol>
Textbooks	<ol style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 38-79</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 78-132</li> <li>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></li> </ol>
Video Clips	<ol style="list-style-type: none"> <li>1. <u>American Revolution Timeline of Events</u> (Reenactments) <a href="http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html">http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html</a></li> <li>2. <u>Revolutionary War</u> (Reenactments) <a href="http://musicandpoetryoftheamerrevo.wordpress.com/revolutionary-war-videos/">http://musicandpoetryoftheamerrevo.wordpress.com/revolutionary-war-videos/</a></li> </ol>
Websites	<ol style="list-style-type: none"> <li>1. <u>American Revolution Timeline of Events</u> (reenactments)</li> </ol>

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|  | <ol style="list-style-type: none"><li>1. <a href="http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html">http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html</a></li><li>2. <a href="http://www.americanrevolution.org/home.html">http://www.americanrevolution.org/home.html</a></li><li>3. <b>French and Indian War</b> <a href="http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm">http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm</a></li><li>4. <b>Colonial House</b> <a href="http://www.pbs.org/wnet/colonialhouse/index.html">http://www.pbs.org/wnet/colonialhouse/index.html</a></li><li>5. <b>Thirteen Colonies Interactive Map</b> <a href="http://mrnussbaum.com/13colonies1/13.swf">http://mrnussbaum.com/13colonies1/13.swf</a></li><li>6. <b>Colonial Town Center: Examples of Artifacts</b> <a href="http://mrnussbaum.com/flash/colonial2.swf">http://mrnussbaum.com/flash/colonial2.swf</a></li><li>7. <b>First English Colony in America</b> <a href="http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_1.swf">http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_1.swf</a></li><li>8. <b>Help Pilgrims Build a Village in New England</b> <a href="http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_2.swf">http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_2.swf</a></li><li>9. <b>Interactive Map</b> <a href="http://mrnussbaum.com/amrevolution/newrev.swf">http://mrnussbaum.com/amrevolution/newrev.swf</a></li><li>10. <b>Patriot Spy Game</b> <a href="http://www.nps.gov/webrangers/activities/patriot/patriotspy.swf">http://www.nps.gov/webrangers/activities/patriot/patriotspy.swf</a></li><li>11. <b>Interactive Timeline</b> <a href="http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/ar_1.swf">http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/ar_1.swf</a></li><li>12. <b>Museum of the American Revolution: Timeline with Artifacts</b><br/><a href="http://timeline.americanrevolutioncenter.org/preloader.swf">http://timeline.americanrevolutioncenter.org/preloader.swf</a></li><li>13. <b>The American Revolution Battle Tactics</b><br/><a href="http://www.classzone.com/cz/books/amer_hist_1914/resources/htmls/animations/battle_anim/standAlone.swf">http://www.classzone.com/cz/books/amer_hist_1914/resources/htmls/animations/battle_anim/standAlone.swf</a></li><li>14. <b>Colonization Webquest</b> <a href="http://colonizationquest.weebly.com/">http://colonizationquest.weebly.com/</a></li></ol> |
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## Building a Nation: Slavery to Civil Rights Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b><u>New Jersey</u></b> <b><u>Core Curriculum Content Standards</u></b></p> <p><u>6.1.4.A.9</u> Compare and contrast responses, past and present, to violations of rights.</p> <p><u>6.1.4.D.3</u> Evaluate the impact of immigration on America’s growth.</p> <p><u>6.1.4.D.9</u> Explain the impact of trans-Atlantic slavery on NJ, the nation, and individuals.</p> <p><u>6.1.4.A.3</u> Determine how “fairness” and “equality” influenced change in U.S. government.</p> <p><u>6.1.4.D.12</u> Explain how historical characters contributed to the national heritage.</p> <p><u>6.1.4.D.16</u> Describe how prejudice can lead to conflict.</p> <p><u>6.1.4.A.11</u> Explain how individual rights and the common good depend on citizens exercising their civic responsibilities.</p> <p><u>6.1.4.A.16</u> Explore how leaders, businesses, and global organizations promote human rights and provide aid.</p> <p><u>6.1.4.A.9</u> Compare and contrast responses, past and present, to violations of rights.</p> <p><u>6.1.4.A.10</u> Describe how Dr. Martin Luther King, Jr., and other civil rights leaders caused social change and inspired activism in later</p>	<b><i>Transfer</i></b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Identify different groups of people who do not have equal rights and freedoms and the humanitarian motives of the people who work to bring about change.</p>	
<b><i>Meaning</i></b>		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Slavery was an institution that began as a source of labor.</li> <li>There was a belief that the white race was superior and that belief fed the longevity of slavery.</li> <li>The identification of the many injustices that the slaves endured leads to a better understanding of slavery.</li> <li>The movement to permanently end slavery forever changed history in the United States.</li> <li>Jim Crow laws were late-19<sup>th</sup>-century statutes passed by the legislatures of the Southern States that created a racial caste system in the American South.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What is equality? Why is it worth fighting for?</li> <li>How did the concept of race come about? How and why are people or groups of people in a society treated differently based on race?</li> <li>Why were African Americans more desirable as slaves than indentured servants or Native Americans?</li> <li>What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?</li> <li>What types of support systems were in place for freed slaves in the United States?</li> <li>Why/how do discrimination, prejudice and racism arise and how can they be eliminated to create a nation of equality and justice for all?</li> <li>How do slave narratives compare and contrast with other works written about slavery from a non-slave perspective?</li> </ul>
<b><i>Acquisition</i></b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><b><u>Vocabulary:</u></b> abolitionist, plantation, Underground Railroad, secede, union, Emancipation Proclamation, Reconstruction, sharecropper,</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Evaluating the impact of involuntary immigration on America’s growth</li> <li>Drawing conclusions and inferences about various beliefs and views of both</li> </ul>

<p>generations.</p> <p><b>English Language Arts</b> <b>Common Core State Standards</b></p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided technique, descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>discrimination, segregation</p> <ul style="list-style-type: none"> <li>• Reasons for the enslavement of Africans</li> <li>• Conditions affecting slaves’ personal and family lives</li> <li>• How abolitionist groups developed</li> <li>• Why slavery became more rooted in the South than in the North</li> <li>• Why some Americans fought to end slavery during the Civil War and others fought to keep it</li> <li>• How the civil rights movement sought to gain political equality for African Americans</li> <li>• In 1964, Congress passed the Civil Rights Act to end discrimination</li> <li>• Discrimination is not obsolete and it is our responsibility as social agents of change to overcome it</li> </ul>	<p>the proslavery and anti-slavery sides</p> <ul style="list-style-type: none"> <li>• Determining the impact of the Underground Railroad</li> <li>• Identify key women and men involved in the abolitionist and civil rights movements</li> <li>• Recognizing the economic aspects of the slavery issue</li> <li>• Analyzing how prejudice can lead to conflict and violation of rights</li> <li>• Applying the principles enunciated in the Declaration of Independence to the issue of slavery</li> <li>• Inferring the residual effects of slavery</li> <li>• Determining the direct effect slavery had on American social and political growth from the colonial period through the Civil War</li> <li>• Developing awareness of modern day slavery, prejudice, segregation and social change</li> <li>• Comparing and contrasting differing interpretations of historical events</li> <li>• Interpreting primary source documents that deal with the issue of slavery</li> <li>• Identifying bias, point of view</li> <li>• Writing opinion pieces on topics and texts; supporting a point of view with reasons and information</li> </ul>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric</b> Use the following as a guide to construct a focused rubric to evaluate student’s on the performance task(s):</p>	<p>PERFORMANCE TASK(S):</p> <p><b>1. The Hungry Visitors:</b> <b>Assessment:</b> Students pretend that they are confronted with hungry, desperate travelers on the Underground Railroad in antebellum New Jersey, and must decide between helping these people</p>

<p><b>4 – Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>and risking their freedom and their homes, or obeying the law and turning the former slaves in to the authorities. <i>Factors to consider:</i> the harsh conditions of American slavery, New Jersey’s role in the Underground Railroad, fugitive slave laws, ethical decisions, the inherent worth of human beings.</p> <p><b>Output:</b> Students may choose to write an opinion piece (support their point of view with reasons and information), an informative/explanatory text (carefully examine the topic and convey their ideas and information clearly) <u>OR</u> a narrative (develop the imagined experience using effect technique, descriptive details and clear event sequences).</p> <p><b>Targeted Common Core ELA Standards:</b>  <u>CCSS.ELA-LITERACY.W.4.1:</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.W.4.3:</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <u>CCSS.ELA-LITERACY.W.4.8:</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>CCSS.ELA-LITERACY.W.4.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>*Performance Assessment as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative</p>	<p>OTHER EVIDENCE:  <b>Open-Ended Content/Focus Questions:</b>  <i>*Students answer using the RACE Strategy</i></p> <p>What is fairness or justice?</p> <ul style="list-style-type: none"> <li>• What are fair ways to resolve issues regarding the distribution of either a benefit or a burden (distribute justice)?</li> <li>• What are fair ways to respond to situations in which someone has wrongfully or harmfully completed an action (corrective justice)?</li> </ul>

<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>• What procedures ensure that decisions are made in a fair way (procedural justice?)</li> </ul> <p>What is prejudice and discrimination?</p> <ul style="list-style-type: none"> <li>• What is prejudice?</li> <li>• What is stereotyping?</li> <li>• What is discrimination?</li> <li>• Why does prejudice and discrimination hurt?</li> <li>• Why do some people or groups bully and discriminate?</li> <li>• How can individuals help to eliminate prejudice and discrimination?</li> <li>• Why does prejudice and discrimination persist? What can you do as an individual to right racism and hatred?</li> </ul> <p>How have individuals or groups taken actions to promote the dignity and rights of people?</p> <ul style="list-style-type: none"> <li>• What were responses to slavery by slaves, their masters, abolitionists and upstanders who chose to help slaves escaping north?</li> </ul> <p>How did living conditions improve for African Americans in the South after the Civil War? Do you see any lingering effects in our country today of the Civil War?</p> <p>How do/can governments promote the dignity and rights of all people?</p> <ul style="list-style-type: none"> <li>• How did the 14<sup>th</sup> Amendment change legal discrimination by state governments?</li> <li>• What is equal protection?</li> <li>• How is due process of the law?</li> <li>• How did the 14<sup>th</sup> Amendment change the relationship between the national government and the states?</li> <li>• Why was the 14<sup>th</sup> Amendment not effective until the 1960s?</li> </ul> <p><b><u>Targeted Common Core ELA Standards:</u></b>  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.RI.4.1:</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>CCSS.ELA-LITERACY.RI.4.8:</u> Explain how an author uses reasons and evidence to support particular points in a text.  <u>CCSS.ELA-LITERACY.RI.4.9:</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>*Content/focus questions as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>
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**Extensions:**

1. Students write fictitious diary entries based on various events of the civil rights era, as if they were children living at that time. Students will research pivotal events of the civil rights movement, be able to understand the importance and impact of those events and be able to describe those events and interpret them in their own words. Students will incorporate interactions with some of the civil rights movement's major figures in their dairy entries including, but not limited to: Rosa Parks, Martin Luther King, Malcolm X and Thurgood Marshall.
2. Students analyze the Emancipation Proclamation primary source document and make meaning about why and by whom the Emancipation Proclamation was written and what the purpose of the document entailed.
3. Discrimination occurs when some people are treated differently than others because of their membership in a group, based on, for example, race, age, gender, or religion. When courts consider cases of discrimination, they look at the equal protection clause of the Fourteenth Amendment to determine whether that alleged discrimination is reasonable and legal or whether it violates the Constitution.

Think about the following questions and discuss or write your answers:

Does treating people equally mean treating them the same?

What would it mean to treat people equally in the following situations?

- A man and a woman apply for a job as a shoe sales person. What would the employer have to do to treat these two applicants equally?
- Two patients come to a doctor with a headache. The doctor determines that one patient has a brain tumor and the other patient has a run-of-the mill headache. What would the doctor have to do to treat these two patients equally?
- Two students try to enter a school that has stairs leading to the entrance. One student is handicapped and the other is not. What would the school have to do to treat these two students equally?
- Two students live in the same school district. The students are the same age, but they are different races. What does the school district have to do to treat these two students equally?

*\*Extensions as adapted from: The Civil Rights Movement, Backwards Planning Curriculum Units and [www.streetlaw.org](http://www.streetlaw.org)*

<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	
<b>6 Facets of Understanding:</b>	
<i>Explanation</i>	<ul style="list-style-type: none"> <li>• Explain how the ideologies of inequality and superiority led to the institution of slavery in America’s past.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>• Describe the implications and residual effects of slavery on the United States today.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>• Draw connections and parallels between prevailing over the institution of slavery and the fight for civil rights in America’s history to the fight in overcoming modern day slavery, prejudice, segregation and social change.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>• Write about the choices freed slaves and whites made on the Underground Railroad between risking their own freedom and their homes or obeying the law and turning former slaves into the authorities.</li> <li>• Analyze the different points of views about the harsh conditions of American slavery, New Jersey’s role in the Underground Railroad, fugitive slave laws, ethical decisions and the inherent worth of human beings from the role of an American fighting to keep slavery and the role of an abolitionist.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• Read and listen to poetry about the injustices faced during slavery and the prejudice, discrimination and racism faced during the Civil Rights movement to access a deeper emotional understanding about the affliction and suffering faced in disparity.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>• Reflect on how an individual’s views about race are shaped by societal, cultural and environmental factors.</li> <li>• Reflect on the reality that discrimination is not obsolete and the inherent American responsibility to overcome it.</li> </ul>
<b>Suggested Resources</b>	
<i>Artifacts</i>	<ol style="list-style-type: none"> <li>1. <u>Slave Relic Historical Museum</u> <a href="http://slaverelics.org/blog/?page_id=261">http://slaverelics.org/blog/?page_id=261</a></li> <li>2. <u>18<sup>th</sup>-Century Iron Shackle</u> <a href="http://news.nationalgeographic.com/news/2013/07/pictures/130714-blackbeard-shipwreck-pirates-archaeology-science/">http://news.nationalgeographic.com/news/2013/07/pictures/130714-blackbeard-shipwreck-pirates-archaeology-science/</a></li> </ol>
<i>Audio Clips</i>	<ol style="list-style-type: none"> <li>1. <u>Voices from the Days of Slavery</u> <a href="http://memory.loc.gov/ammem/collections/voices/">http://memory.loc.gov/ammem/collections/voices/</a></li> <li>2. <u>The Sounds of Slavery</u> <a href="http://www.beacon.org/soundsofslavery/">http://www.beacon.org/soundsofslavery/</a></li> <li>3. <u>The Diverse Sounds of Slavery</u> <a href="https://archive.org/details/TDavidFranklinTheSoundsofSlavery">https://archive.org/details/TDavidFranklinTheSoundsofSlavery</a></li> <li>4. <u>Understanding Slavery Initiative</u> <a href="http://www.understandingslavery.com/index.php?option=com_content&amp;view=article&amp;id=321&amp;Itemid=278">http://www.understandingslavery.com/index.php?option=com_content&amp;view=article&amp;id=321&amp;Itemid=278</a></li> </ol>
<i>iPAD Applications</i>	N/A
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. <u>Kids Discover: Underground Railroad</u> <a href="http://www.kidsdiscover.com/shop/issues/underground-railroad-for-kids/">http://www.kidsdiscover.com/shop/issues/underground-railroad-for-kids/</a></li> <li>2. <u>Kids Discover: Civil Rights</u> <a href="http://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/">http://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/</a></li> </ol>

<p><i>Mentor Texts</i></p>	<ol style="list-style-type: none"> <li>1. <u><a href="#">Sweet Clara and the Freedom Quilt</a></u> by: Deborah Hopkinson</li> <li>2. <u><a href="#">Under the Quilt of Night</a></u> by: Deborah Hopkinson</li> <li>3. <u><a href="#">Henry's Freedom Box</a></u> by: Ellen Levine</li> <li>4. <u><a href="#">Moses: When Harriet Tubman Led Her People to Freedom</a></u> by: Carole Boston Weatherford</li> <li>5. <u><a href="#">Pink and Say</a></u> by: Patricia Polacco</li> <li>6. <u><a href="#">January's Sparrow</a></u> by: Patricia Polacco</li> <li>7. <u><a href="#">Fifty Cents and a Dream: Young Booker T. Washington</a></u> by: Jabri Asim</li> <li>8. <u><a href="#">The Story of Ruby Bridges</a></u> by: Robert Coles</li> <li>9. <u><a href="#">Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</a></u> by: Doreen Rappaport</li> <li>10. <u><a href="#">Glory Be</a></u> by: Augusta Scattergood</li> <li>11. <u><a href="#">Emma's Escape: A Story of America's Underground Railroad</a></u></li> <li>12. <u><a href="#">A Good Night for Freedom</a></u> by: Barbara Olenyik Morrow</li> <li>13. <u><a href="#">Follow the Drinking Gourd</a></u> by: Jeanette Winter</li> <li>14. <u><a href="#">Through My Eyes</a></u> by: Ruby Bridges</li> <li>15. <u><a href="#">Unspoken: A Story From the Underground Railroad</a></u> by: Henry Cole</li> <li>16. <u><a href="#">The Legend of the African Baobab Tree</a></u> by: Bobbie Dooley Hunter</li> <li>17. <u><a href="#">The Snowy Day</a></u> by: Ezra Jack Keats</li> <li>18. <u><a href="#">Amistad: The Story of a Slave Ship</a></u> by: Patricia C. McKissack</li> <li>19. <u><a href="#">Scraps of Time: Abby Takes a Stand</a></u> by: Patricia C. McKissack</li> <li>20. <u><a href="#">Hard Labor: The First African-Americans</a></u> by: Patricia McKissack</li> <li>21. <u><a href="#">Richard Wright and the Library Card</a></u> by: Tony Medina</li> <li>22. <u><a href="#">The Journal of Buddy Owens</a></u> by: Walter Dean Myers</li> <li>23. <u><a href="#">Ella Fitzgerald: The Tale of a Vocal Virtuoso</a></u> by: Andrea David Pinkney</li> <li>24. <u><a href="#">Freedom River</a></u> by: Doreen Rappaport</li> <li>25. <u><a href="#">If a Bus Could Talk: The Story of Rosa Parks</a></u> by: Faith Ringgold</li> <li>26. <u><a href="#">Satchmo's Blues</a></u> by: Alan Schroeder</li> <li>27. <u><a href="#">Working Cotton</a></u> by: Sherley Williams</li> <li>28. <u><a href="#">The Other Side</a></u> by: Jacqueline Woodson</li> <li>29. <u><a href="#">Take a Walk in Their Shoes: Biographies of 14 Outstanding African Americans</a></u> by: Glennette Tilley Turner</li> <li>30. <u><a href="#">Linda Brown, You Are Not Alone: The Brown V. Board of Education Decision</a></u> by: Joyce Carol Thomas and Curtis James</li> <li>31. <u><a href="#">If You Lived at the Time of the Civil War</a></u> by: Kay Moore</li> <li>32. <u><a href="#">The Boys' War: Confederate and Union Soldiers Talk About the Civil War</a></u> by: Jim Murphy</li> <li>33. <u><a href="#">Children of the Civil War</a></u> by: Candice Ransom</li> </ol>
<p><i>News Articles</i></p>	<ol style="list-style-type: none"> <li>1. <u><a href="#">Legacy of a Dream</a></u> by: Fred Hechinger <a href="http://www.scholastic.com/browse/article.jsp?id=3757923">http://www.scholastic.com/browse/article.jsp?id=3757923</a></li> <li>2. <u><a href="#">Honoring Rosa Parks</a></u> by: Molly Pribble <a href="http://www.scholastic.com/browse/article.jsp?id=3757879">http://www.scholastic.com/browse/article.jsp?id=3757879</a></li> <li>3. <u><a href="#">The Emancipation Proclamation at 150</a></u> by: Hannah Prenskey <a href="http://www.scholastic.com/browse/article.jsp?id=3757813">http://www.scholastic.com/browse/article.jsp?id=3757813</a></li> <li>4. <u><a href="#">The Freedom Rides – 50 Years Later</a></u> by: Henry Dunkelberger</li> </ol>

	<p><a href="http://www.scholastic.com/browse/article.jsp?id=3755634">http://www.scholastic.com/browse/article.jsp?id=3755634</a></p> <p>5. <u>Movie Review: Freedom Riders</u> by: Fred Hechinger <a href="http://www.scholastic.com/browse/article.jsp?id=3755743">http://www.scholastic.com/browse/article.jsp?id=3755743</a></p> <p>6. <u>Collection of Original Articles from the New York Times: From 1857-2008</u> <a href="http://learning.blogs.nytimes.com/2010/02/01/celebrate-black-history-month/">http://learning.blogs.nytimes.com/2010/02/01/celebrate-black-history-month/</a></p>
<i>Novels</i>	<p>1. <u>Day of Tears: A Novel in Dialogue Letters from a Slave Girl: The Story of Harriet Jacobs</u> by: Julius Lester</p> <p>2. <u>Rosa Parks: My Story</u> by: Rosa Parks and Jim Haskins</p> <p>3. <u>Forty Acres and Maybe a Mule</u> by: Harriette Gillem Robinet</p> <p>4. <u>Twelve Travelers, Twenty Horses</u> by: Harriette Gillem Robinet</p> <p>5. <u>Lizzie Bright and the Buckminster Boy</u> by: Gary D. Schmidt</p> <p>6. <u>Suitcase</u> by: Mildred Pitts Walter</p>
<i>Organizations</i>	<p>1. NJ Commission on Holocaust Education <a href="http://www.state.nj.us/education/holocaust/">http://www.state.nj.us/education/holocaust/</a></p> <p>2. The Amistad Commission <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></p> <p>3. The Anti-Defamation League <a href="http://www.adl.org/main_Education/default.htm">http://www.adl.org/main_Education/default.htm</a></p> <p>4. American Civil Liberties Union <a href="https://www.aclu.org/national-security/discrimination">https://www.aclu.org/national-security/discrimination</a></p>
<i>Photographs</i>	<p>1. <u>The Underground Railroad: Escape from Slavery</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm</a></p> <p>2. <u>Slavery</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/plantation_slides.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/plantation_slides.htm</a></p> <p>3. <u>The Underground Railroad</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/escape_slides.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/escape_slides.htm</a></p> <p>4. <u>Abolitionists on the Underground Railroad</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/safety_slides.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/safety_slides.htm</a></p> <p>5. <u>A new Life of Freedom</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/free_slides.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/free_slides.htm</a></p> <p>6. <u>The Road to Civil Rights</u> <a href="http://www.timeforkids.com/photos-video/slideshow/road-civil-rights/26011">http://www.timeforkids.com/photos-video/slideshow/road-civil-rights/26011</a></p> <p>7. <u>Civil War Reenvisioned</u> <a href="http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/barnes-photography">http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/barnes-photography</a></p> <p>8. <u>Civil War Battlefield Art</u> <a href="http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/art-gallery">http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/art-gallery</a></p>
<i>Poetry</i>	<p>1. <u>The Slave Auction</u> by: Frances Harper <a href="http://www.poetryfoundation.org/poem/177157">http://www.poetryfoundation.org/poem/177157</a></p> <p>2. <u>The Slave Mother</u> by: Frances Haper <a href="http://www.poetryfoundation.org/poem/182614">http://www.poetryfoundation.org/poem/182614</a></p> <p>3. <u>Slave Sale: New Orleans</u> by: Charles Reznikoff <a href="http://www.poetryfoundation.org/poem/182079">http://www.poetryfoundation.org/poem/182079</a></p> <p>4. <u>On Liberty and Slavery</u> by: George Moses Horton <a href="http://www.poetryfoundation.org/poem/184017">http://www.poetryfoundation.org/poem/184017</a></p> <p>5. <u>Caged Bird</u> by: Maya Angelou <a href="http://www.poetryfoundation.org/poem/178948">http://www.poetryfoundation.org/poem/178948</a></p> <p>6. <u>Equality</u> by: Maya Angelou <a href="http://www.poetseers.org/contemporary-poets/maya-angelou-poems/equality/index.html">http://www.poetseers.org/contemporary-poets/maya-angelou-poems/equality/index.html</a></p> <p>7. <u>Human Family</u> by: Maya Angelou <a href="http://www.poetseers.org/contemporary-poets/maya-angelou-poems/human-family/index.html">http://www.poetseers.org/contemporary-poets/maya-angelou-poems/human-family/index.html</a></p>

	<ol style="list-style-type: none"> <li>8. <u>Poetry for Young People: Langston Hughes</u> by: Langston Hughes, David Roessel, Arnold Rampersad</li> <li>9. <u>Carver: A Life in Poems</u> by: Marilyn Nelson</li> <li>10. <u>I Lay My Stiches Down: Poems of American Slavery</u> by: Cynthia Grady and Michele Wood</li> <li>11. <u>Moses: When Harriet Tubman Led Her People to Freedom</u> by: Carole Boston Weatherford</li> <li>12. <u>When Thunder Comes: Poems for Civil Rights Leaders</u> by: J. Patrick Lewis, Jim Burke, Gregory Christie and Tonya Engel</li> <li>13. <u>All God's Children Need Traveling Shoes</u> by: Maya Angelou</li> <li>14. <u>28 Days of Poetry Celebrating Black History</u> by: Latorial Faison</li> <li>15. <u>John Brown's Body: The Battle Hymn of the Republic</u> by: Julia Ward Howe <a href="http://www.loc.gov/teachers/lyrical/songs/john_brown.html">http://www.loc.gov/teachers/lyrical/songs/john_brown.html</a></li> <li>16. <u>O Captain! My Captain!</u> By: Walt Whitman <a href="http://www.loc.gov/teachers/lyrical/poems/my_captain.html">http://www.loc.gov/teachers/lyrical/poems/my_captain.html</a></li> </ol>
<i>Short Stories</i>	<ol style="list-style-type: none"> <li>1. <u>Life in Slavery</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/story_slavery.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/story_slavery.htm</a></li> <li>2. <u>Growing Up in Slavery</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm</a></li> </ol>
<i>Textbooks</i>	<ol style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 96-121 &amp; 176-177</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 162-173; 230-235</li> <li>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></li> </ol>
<i>Video Clips</i>	<ol style="list-style-type: none"> <li>1. <u>BrainPOP: Slavery</u> <a href="http://www.brainpop.com/socialstudies/ushistory/slavery/preview.weml">http://www.brainpop.com/socialstudies/ushistory/slavery/preview.weml</a></li> <li>2. <u>BrainPOP: Harriet Tubman</u> <a href="http://www.brainpop.com/educators/community/bp-jr-topic/harriet-tubman/">http://www.brainpop.com/educators/community/bp-jr-topic/harriet-tubman/</a></li> <li>3. <u>History.com: Slavery in America</u> <a href="http://www.history.com/topics/black-history/slavery">http://www.history.com/topics/black-history/slavery</a></li> </ol>
<i>Websites</i>	<ol style="list-style-type: none"> <li>1. <u>Teaching With Documents: The Amistad Case</u> <a href="http://www.archives.gov/education/lessons/amistad/">http://www.archives.gov/education/lessons/amistad/</a></li> <li>2. <u>Slavery and the Making of America</u> <a href="http://www.pbs.org/wnet/slavery/">http://www.pbs.org/wnet/slavery/</a></li> <li>3. <u>Harriet Tubman Web Hunt: Leading the Way to Freedom</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm</a></li> <li>4. <u>Compare Two Worlds: North vs. South 1861</u> <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm</a></li> <li>5. <u>The Underground Railroad Teacher's Guide</u> <a href="http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad">http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad</a></li> <li>6. <u>Collection of Slave Narratives</u> <a href="http://memory.loc.gov/ammem/snhtml/snhome.html">http://memory.loc.gov/ammem/snhtml/snhome.html</a></li> <li>7. <u>Civil War Map</u> <a href="http://mrnussbaum.com/flash/newciv.swf">http://mrnussbaum.com/flash/newciv.swf</a></li> <li>8. <u>Civil War to Civil Rights Timeline</u> <a href="http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civil-rights-timeline">http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civil-rights-timeline</a></li> <li>9. <u>Interactive Maps: The Civil War</u> <a href="http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf">http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf</a></li> <li>10. <u>Civil War Soldiers</u> <a href="http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf">http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf</a></li> <li>11. <u>Harriet Tubman</u> <a href="http://www.professorgarfield.org/KBKids/video/kbs3076.swf">http://www.professorgarfield.org/KBKids/video/kbs3076.swf</a></li> </ol>

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|  | <ol style="list-style-type: none"><li>12. <u>Interactive Timeline: The Civil War</u> <a href="http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf">http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf</a></li><li>13. <u>Emancipation Proclamation Original Document</u> <a href="http://www.archives.gov/historical-docs/doc-content/images/emancipation-proclamation.pdf">http://www.archives.gov/historical-docs/doc-content/images/emancipation-proclamation.pdf</a></li><li>14. <u>Emancipation Proclamation Original Text and Analysis</u> <a href="http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/">http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/</a></li><li>15. <u>NYTimes: Celebrating MLK Day Resources</u> <a href="http://learning.blogs.nytimes.com/2010/01/15/celebrating-mlk-day/">http://learning.blogs.nytimes.com/2010/01/15/celebrating-mlk-day/</a></li><li>16. <u>K-5 Brown vs. Board of Education and School Desegregation Teaching</u> <a href="http://www.nea.org/tools/lessons/brown-vs-board-teaching-resources-gradesK-5.html">http://www.nea.org/tools/lessons/brown-vs-board-teaching-resources-gradesK-5.html</a></li></ol> |
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## Building a Nation: Industry & Innovation

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p><b><u>New Jersey Core Curriculum Content Standards</u></b></p> <p><b><u>6.1.4.C.12</u></b> Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans.</p> <p><b><u>6.1.4.C.13</u></b> Determine the qualities of entrepreneurs.</p> <p><b><u>6.1.4.C.16</u></b> Explain how innovation resulted in scientific achievement and inventions.</p> <p><b><u>6.1.4.C.18</u></b> Explain how communications systems led to increased collaboration and the spread of ideas.</p> <p><b><u>English Language Arts Common Core State Standards</u></b></p> <p><b><u>CCSS.ELA-LITERACY.RI.4.3</u></b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b><u>CCSS.ELA-LITERACY.RI.4.4</u></b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><b><u>CCSS.ELA-LITERACY.RI.4.5</u></b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate the impact of ideas and economic opportunities in New Jersey, the United States and the world that relate to the availability of resources and technological advancements.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• New Jersey has played an important role in the technological innovations that have fostered economic change.</li> <li>• Advancements in science and technology can have unintended consequences.</li> <li>• Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How does economic growth provide opportunity?</li> <li>• What drives the need for an invention or innovation?</li> <li>• How do inventions and innovations affect society and the environment?</li> <li>• Why are inventions and innovations important in the future?</li> <li>• How does technological change influence people’s lives? Society?</li> <li>• What social, political, and economic opportunities and problems arise from changes in technology?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b><u>Vocabulary:</u></b> manufactured, assembly line, entrepreneur, patent, monopoly, invention, innovation, technology</li> <li>• Transcontinental railroad served as a vital link for trade and commerce</li> <li>• The relationship between water power and manufacturing</li> <li>• Importance of factories in the history of NJ</li> <li>• Major inventors (women and men of different racial and ethnic backgrounds) in NJ history, their contributions to industry and the social and economic effects of their inventions</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Evaluating the impact of ideas and inventions</li> <li>• Determining the qualities of a diverse group of entrepreneurs (*studying entrepreneurs with different racial and ethnic backgrounds)</li> <li>• Inferring how innovation resulted in scientific achievement and inventions</li> <li>• Evaluating how the development of different transportation systems impacted the economics of New Jersey and the United States</li> <li>• Associating the role of communications systems with the increased</li> </ul>	

<p>events, ideas, concepts, or information in a text or part of a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u></p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ul style="list-style-type: none"> <li>• Contributions of NJ pharmaceutical companies</li> <li>• The role of oil and oil products in everyday life</li> <li>• Relationship between inventions and the creation of economic opportunities for people in New Jersey</li> </ul>	<p>collaboration and spread of ideas</p> <ul style="list-style-type: none"> <li>• Analyzing the role of science and technology in the transition from an agricultural society to an industrial society and then to the information age</li> <li>• Organizing chronological information</li> <li>• Interpreting primary source blueprints, technical drawings and photographs of inventions</li> <li>• Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Citing textual and media evidence from multiple resources</li> <li>• Conducting short research projects that build knowledge through investigation of different aspects of a topic</li> </ul>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric</b></p> <p>Use the following as a guide to construct a focused rubric to evaluate student’s on the performance task(s):</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the</p>	<p>PERFORMANCE TASK(S):</p> <p><b><u>1. The Incredible, Amazing, Shrinking “Music Machine”:</u></b></p> <p><b><u>Assessment:</u></b> Students should present the history of an innovative device, such as music players from Edison’s phonograph to the iPod and MP3 players, and create an annotated timeline with graphics, with special references to the contributions of New Jersey. The summary should address the question of innovation and economic change, and the changes in specific industries, in this case, the music industry. This timeline, with the graphics, should then be presented to the class to develop public speaking skills. <i>*Factors to consider:</i> New Jersey’s contributions to innovation in the music industry (ex. Edison at Menlo Park, creation of the transistor at Bell Labs in Murray Hill), how changes in technology can cause the creation, and transformation, of industries.</p> <p><b><u>Output:</u></b> Students can choose to present their historical findings of the innovative device of their choice in a narrative (taking on the role of a historian telling a story) <u>OR</u> in an informative/explanatory text (explaining the technical process of the change in the innovative process).</p>

assignment demonstrated student could apply most of the knowledge learned throughout the unit.

**1 - Beginning:** Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

**Targeted Common Core ELA Standards:**

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**2. My Car Came From Where?**

**Assessment:** Students research the purchase of an imported car, and trace on a map the origin of the parts, the assembly of the car, and the transportation of the car to New Jersey through the ports, to the dealer, and finally to their driveway. \**Factors to consider:* annotated maps of New Jersey and the world, global contributions to finished products.

**Output:** Students summarize their findings in an informative/explanatory essay OR in a narrative in which they tell the story of the imported car.

**Targeted Common Core ELA Standards:**

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant

	<p>information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>*Performance assessments as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u> Review the key ideas expressed and explain</p>	<p>OTHER EVIDENCE:</p> <p><b>Open-Ended Content/Focus Questions:</b>  <i>*Students answer using the RACE Strategy</i></p> <ul style="list-style-type: none"> <li>• Why has New Jersey been the source of technological innovation since colonial times?</li> <li>• How did the availability of waterpower help start manufacturing in New Jersey?</li> <li>• How did the development of first a canal system and then a railroad system contribute to the expansion of manufacturing in New Jersey?</li> <li>• Why were young people and women often employed in textile mills? What were the human costs of early manufacturing?</li> <li>• How did the technology of the electric light change working conditions and people's lifestyles?</li> <li>• What new areas of the economy did the invention of the light bulb, the phonograph, the automobile and the motion pictures open?</li> <li>• How has the electronics and Internet revolution changed the way we live?</li> </ul> <p><b>Targeted Common Core ELA Standards:</b>  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.RI.4.1:</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>CCSS.ELA-LITERACY.RI.4.8:</u> Explain how an author uses reasons and evidence to support particular points in a text.  <u>CCSS.ELA-LITERACY.RI.4.9:</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>*Content/focus questions as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>

<p>their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Students analyze the qualities of a diverse group of entrepreneurs (by studying entrepreneurs with different racial and ethnic backgrounds). Students write a historical hero essay focusing on an entrepreneur/innovator/inventor of their choice and the qualities and character traits exhibited by the “historical hero.” Students will cite biographical textual evidence to support each quality/character trait.</li> <li>2. Share and evaluate the infographic “Desperately Seeking Inventors” with students. <a href="http://powerfulinfographic.com/wp-content/uploads/2012/03/GOOD-generation-of-innovators-c5.jpg">http://powerfulinfographic.com/wp-content/uploads/2012/03/GOOD-generation-of-innovators-c5.jpg</a>. Discuss the major areas that students would want to contribute to as inventors: consumer product information, health science information, environmental invention, web-based invention and performing arts inventions. Students then take their knowledge of existing inventions and create an “upgraded” 21<sup>st</sup> century” version of the invention <i>or</i> create their own invention to benefit society. Students write an informative/explanatory piece explaining how their invention works and the contributions that the invention will bring to society.</li> </ol>
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### Stage 3 – Learning Plan

#### Summary of Key Learning Events and Instruction

#### **6 Facets of Understanding:**

<i>Explanation</i>	<ul style="list-style-type: none"> <li>• Justify how changes in technology directly result in the transformation of industries.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>• Represent the cause and effect relationship between technological innovation and economic change.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>• Propose conclusions about the implications of innovation and technology on lifestyle and healthcare changes, access to information, and the creation of new products.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>• Analyze multiple viewpoints in regards to advancements in science and technology and the possibility of unintended consequences.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• Assume the role of an entrepreneur and consider the qualities and character traits necessary to face the challenges and adversity that are part of the process of inventing and innovating.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>• Be aware of methods, techniques and tools to assist in the development of innovative spirit and creativity.</li> </ul>

#### **Suggested Resources**

<i>Artifacts</i>	<ol style="list-style-type: none"> <li>1. Smithsonian National Air and Space Museum <a href="http://airandspace.si.edu/exhibitions/wright-brothers/online/artifactGallery/index.cfm">http://airandspace.si.edu/exhibitions/wright-brothers/online/artifactGallery/index.cfm</a></li> <li>2. Blueprints Behind Famous Inventions <a href="http://www.nydailynews.com/news/blueprints-behind-famous-">http://www.nydailynews.com/news/blueprints-behind-famous-</a></li> </ol>
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	<p><a href="#">inventions-revealed-gallery-1.1740766</a></p> <ol style="list-style-type: none"> <li>3. <u>Drawings and Text from Original African American Patents</u> <a href="http://inventors.about.com/od/photogallery/">http://inventors.about.com/od/photogallery/</a></li> <li>4. <u>Famous Toy Patents Blueprints</u> <a href="http://inventors.about.com/od/weirdmuseums/ig/Photo-Gallery---Famous-Toys/">http://inventors.about.com/od/weirdmuseums/ig/Photo-Gallery---Famous-Toys/</a></li> </ol>
<i>Audio Clips</i>	<ol style="list-style-type: none"> <li>1. <u>Inventing Entertainment: The Early Motion Pictures and Sound Recordings of the Edison Companies</u> <a href="http://memory.loc.gov/ammem/edhtml/edhome.html">http://memory.loc.gov/ammem/edhtml/edhome.html</a></li> <li>2. <u>History and Biographies: Famous Inventions and Famous Inventors</u> <a href="http://inventors.about.com/od/famousinventions/u/history_biography.htm#s4">http://inventors.about.com/od/famousinventions/u/history_biography.htm#s4</a></li> </ol>
<i>iPAD Applications</i>	<ol style="list-style-type: none"> <li>1. App Inventor</li> <li>2. Minecraft</li> <li>3. HowStuffWorks</li> <li>4. Science Bob</li> <li>5. Gamestar Mechanic</li> <li>6. Scratch</li> <li>7. Stencyl</li> </ol>
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. <u>Kids Discover: Inventions</u> <a href="http://www.kidsdiscover.com/shop/issues/inventions-for-kids/">http://www.kidsdiscover.com/shop/issues/inventions-for-kids/</a></li> <li>2. <u>Cricket Magazine: The Ask Big Book of Clever Inventions</u> <a href="http://www.cricketmag.com/2033-Clever-Inventions-eBook">http://www.cricketmag.com/2033-Clever-Inventions-eBook</a></li> </ol>
<i>Mentor Texts</i>	<ol style="list-style-type: none"> <li>1. <u>What's the Big Idea, Ben Franklin?</u> By: Jean Fritz</li> <li>2. <u>Marvelous Mattie: How Margaret E. Knight Became an Inventor</u> by: Emily Arnold McCully</li> <li>3. <u>Girls Think of Everything: Stories of Ingenious Inventions by Women</u> by: Catherine Thimmesh</li> <li>4. <u>Mistakes That Worked</u> by: Charlotte Jones</li> <li>5. <u>Hooray for Inventors</u> by: Marcia Williams</li> <li>6. <u>Toys!: Amazing Stories Behind Some Great Inventions</u> by: Don Wulffson</li> <li>7. <u>Black Pioneers of Science and Invention</u> by: Louis Haber</li> <li>8. <u>Brainstorm! The Stories of Twenty American Kid Inventors</u> by: Tom Tucker</li> <li>9. <u>The Real McCoy: The Life of an African-American Inventor</u> by: Wendy Towle</li> <li>10. <u>An Illustrated Timeline of Inventions and Inventors</u> by: Kremena T. Spengler</li> <li>11. <u>The Picture History of Great Inventors</u> by: Gillian Clements</li> <li>12. <u>African American Inventors</u> by: Otha Richard Sullivan</li> <li>13. <u>Book of Black Heroes: Scientists, Healers, and Inventors</u> by: Wade Hudson</li> <li>14. <u>What Color Is My World? The Lost History of African American Inventors</u> by: Kareem Abdul-Jabbar</li> <li>15. <u>Black Stars: African American Women Scientists and Inventors</u> by: Otha Sullivan</li> <li>16. <u>10 Inventors Who Changed the World</u> by: Clive Gifford</li> <li>17. <u>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</u> by: Gene Barretta</li> <li>18. <u>Tesla: Inventor of the Electrical Age</u> by: W. Bernard Carlson</li> <li>19. <u>Hooray For Inventors</u> by: Marcia Williams</li> <li>20. <u>Incredible Women Inventors</u> by: Sandra Braun</li> </ol>

	<ul style="list-style-type: none"> <li>21. <u>Great Black Heroes: Five Notable Inventors</u> by: Wade Hudson</li> <li>22. <u>Kids Inventing! A Handbook for Young Inventors</u> by: Susan Casey</li> <li>23. <u>Inventors: A Library of Congress Book</u> by: Martin W. Sandler</li> <li>24. <u>Thomas Alva Edison: Great Inventor</u> by: David Adler</li> <li>25. <u>The Story of Alexander Graham Bell, Inventor of the Telephone</u> by: Margaret Davison</li> <li>26. <u>Samuel Morse and the Electronic Age</u> by: Wilma Pitchford Hays</li> </ul>
<i>News Articles</i>	<ul style="list-style-type: none"> <li>1. <u>Time: 50 Best Inventions of 2010</u> <a href="http://content.time.com/time/specials/packages/0,28757,2029497,00.html">http://content.time.com/time/specials/packages/0,28757,2029497,00.html</a></li> </ul> <p>Current Event Newspapers/Magazines:</p> <ul style="list-style-type: none"> <li>1. <a href="http://timeforkids.com/">http://timeforkids.com/</a></li> <li>2. <a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a></li> <li>3. <a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a></li> <li>4. <a href="http://www.scholastic.com/dynamath/">http://www.scholastic.com/dynamath/</a></li> <li>5. <a href="http://tweentribune.com/">http://tweentribune.com/</a></li> </ul>
<i>Novels</i>	<ul style="list-style-type: none"> <li>1. <i>Inventions &amp; Discovery Series (i.e. Samuel Morse and the Telegraph, Philo Farnsworth and the Television, Henry Ford and the Model T, Steve Jobs, Steve Wozniak and the Personal Computer, Eli Whitney and the Cotton Gin, Marie Curie and Radioactivity, etc.)</i></li> </ul>
<i>Organizations</i>	<ul style="list-style-type: none"> <li>1. United States Patent and Trademark Office <a href="http://www.uspto.gov/kids/">http://www.uspto.gov/kids/</a></li> <li>2. Lemelson Center for the Study of Invention and Innovation <a href="http://lemelson.mit.edu/">http://lemelson.mit.edu/</a></li> </ul>
<i>Photographs</i>	<ul style="list-style-type: none"> <li>1. <u>History of the Railroad</u> <a href="http://www.cpr.org/">http://www.cpr.org/</a></li> <li>2. <u>Inventors Photo Gallery</u> <a href="http://www.history.com/photos/inventions-inventors">http://www.history.com/photos/inventions-inventors</a></li> </ul>
<i>Poetry</i>	<ul style="list-style-type: none"> <li>1. <u>Incredible Inventions</u> by: Lee Bennett Hopkins</li> <li>2. <u>Eureka! Poems About Inventors</u> by: Joyce Sidman</li> <li>3. <u>The Poetry of African American Invention: When One Door Closes Another Opens</u> by: Wina Marche</li> <li>4. <u>The Workers' Anvil</u> by: Laura M. Griffing <a href="http://www.loc.gov/teachers/lyrical/songs/workers_anvil.html">http://www.loc.gov/teachers/lyrical/songs/workers_anvil.html</a></li> <li>5. <u>Autumn</u> by: Helen Keller <a href="http://www.loc.gov/teachers/lyrical/poems/autumn.html">http://www.loc.gov/teachers/lyrical/poems/autumn.html</a></li> </ul>
<i>Short Stories</i>	*See Mentor Texts
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 122-133</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 176-182; 222-227; 262-265</li> <li>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></li> </ul>
<i>Video Clips</i>	<ul style="list-style-type: none"> <li>1. BrainPOP: Leonardo Da Vinci <a href="http://www.brainpop.com/science/famousscintists/leonardodavinci/preview.weml">http://www.brainpop.com/science/famousscintists/leonardodavinci/preview.weml</a></li> <li>2. BrainPOP: Benjamin Franklin <a href="http://www.brainpop.com/science/energy/benjaminfranklin/preview.weml">http://www.brainpop.com/science/energy/benjaminfranklin/preview.weml</a></li> <li>3. BrainPOP: Thomas Edison <a href="http://www.brainpop.com/technology/scienceandindustry/thomasedison/preview.weml">http://www.brainpop.com/technology/scienceandindustry/thomasedison/preview.weml</a></li> <li>4. Ellen Show: Children Inventors Today <a href="http://www.ellentv.com/tags/KidInventors/">http://www.ellentv.com/tags/KidInventors/</a></li> <li>5. BBC Inventions Classroom Resources <a href="http://www.bbc.co.uk/education/topics/z9gcwmn/resources/2">http://www.bbc.co.uk/education/topics/z9gcwmn/resources/2</a></li> <li>6. iTunes: Lets Get Inventing <a href="http://younginventors.tv/">http://younginventors.tv/</a></li> </ul>

<p>Websites</p>	<ol style="list-style-type: none"> <li>3. <u>Database of Inventors and Inventions</u> <a href="http://www.enchantedlearning.com/inventors/">http://www.enchantedlearning.com/inventors/</a></li> <li>4. <u>Famous Inventor Biographies Database</u> <a href="http://www.kidinfo.com/american_history/inventors_inventions.html">http://www.kidinfo.com/american_history/inventors_inventions.html</a></li> <li>5. <u>Museum of Black Inventions and Innovations</u> <a href="http://www.blackinventions101.com/inventionslist.html">http://www.blackinventions101.com/inventionslist.html</a></li> <li>6. <u>Women Inventors</u> <a href="http://www.smithsonianeducation.org/educators/resource_library/women_resources.html">http://www.smithsonianeducation.org/educators/resource_library/women_resources.html</a></li> <li>7. <u>Famous Women Inventors</u> <a href="http://www.women-inventors.com/">http://www.women-inventors.com/</a></li> <li>8. <u>Inventors and Inventions</u> <a href="http://www.kidskonnnect.com/subjectindex/15-educational/science/86-inventors-a-inventions.html">http://www.kidskonnnect.com/subjectindex/15-educational/science/86-inventors-a-inventions.html</a></li> <li>9. <u>PBS Special Feature: Forgotten Inventors</u> <a href="http://www.pbs.org/wgbh/amex/telephone/sfeature/index.html">http://www.pbs.org/wgbh/amex/telephone/sfeature/index.html</a></li> <li>10. <u>History and Biographies: Famous Inventions and Famous Inventors</u> <a href="http://inventors.about.com/od/famousinventions/u/history_biography.htm#s4">http://inventors.about.com/od/famousinventions/u/history_biography.htm#s4</a></li> <li>11. <u>About.com Famous Inventors A-Z</u> <a href="http://inventors.about.com/od/astartinventors/a/Famous_Inventor.htm">http://inventors.about.com/od/astartinventors/a/Famous_Inventor.htm</a></li> <li>12. <u>About.com Women Inventors A-Z</u> <a href="http://inventors.about.com/od/womeninventors/a/women_inventors.htm">http://inventors.about.com/od/womeninventors/a/women_inventors.htm</a></li> <li>13. <u>Railroad Inventions Created by Women</u> <a href="http://inventors.about.com/library/inventors/blrailroad1.htm">http://inventors.about.com/library/inventors/blrailroad1.htm</a></li> </ol>
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## Building a Nation: Immigration & Reform

### Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
<p><b><u>New Jersey Core Curriculum Content Standards</u></b></p> <p><b><u>6.1.4.A.13</u></b> Describe the process by which immigrants become United States citizens.</p> <p><b><u>6.1.4.A.14</u></b> Describe how the world is divided into many nations that have their own government, languages, customs, and laws.</p> <p><b><u>6.1.4.A.15</u></b> Explain why it is important that people from diverse cultures collaborate to find solutions to challenges.</p> <p><b><u>6.1.4.D.2</u></b> Summarize reasons why groups immigrated to NJ and America; describe challenges they encountered.</p> <p><b><u>6.1.4.D.14</u></b> Trace how the American identity evolved over time.</p> <p><b><u>6.1.4.D.18</u></b> Explain how an individual's beliefs, values, and traditions may reflect multiple cultures.</p> <p><b><u>6.1.4.D.19</u></b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p><b><u>6.1.4.D.20</u></b> Describe why it is important to understand the perspectives of other cultures.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Build relationships that have greater empathy and perspective on different points of views, culture and traditions.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People move to new lands for many reasons.</li> <li>• Many factors influence where immigrants will live in the new lands.</li> <li>• Immigrants face challenges in their new surroundings.</li> <li>• Conflicts can arise over immigration.</li> <li>• Immigrants maintain old traditions and develop new traditions.</li> <li>• Immigrants make contributions to their new cultures.</li> <li>• Immigration resulted in an American melting pot.</li> <li>• Segregation and discrimination, prejudice and racism existed in the past amongst immigration communities and still exist today.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How does economic growth provide opportunity?</li> <li>• Why do people leave their homelands and move to new places?</li> <li>• How do immigrants deal with the opportunities and challenges presented by their new country?</li> <li>• How do immigrants contribute to a nation's identity?</li> <li>• How does immigration create and change communities... and ultimately the nation?</li> <li>• Do people migrate today for the same reasons as in the past?</li> <li>• Is America still a land of opportunity for immigrants?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b><u>Vocabulary:</u></b> immigrant, famine, citizen, tenements, sweatshops, reform, progressives, muckrakers, Prohibition, suffrage, Great Migration</li> <li>• Reasons that immigrants came from Europe to the United States including poverty, hunger and lack of freedom</li> <li>• Groups immigrated voluntarily and involuntarily to New Jersey and the United</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting living and working conditions for immigrants of different races and ethnicities in the past and present</li> <li>• Empathizing the hardships, challenges and obstacles of immigration and its affect on different immigrant communities</li> <li>• Reasoning that an individual's beliefs, values, and traditions may reflect multiple</li> </ul>	

<p><u>6.1.4.B.6</u> Compare and contrast characteristics of U.S. regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p><u>6.1.4.A.3</u> Determine how “fairness,” “equality,” and the “common good” have influenced change in U.S. government.</p> <p><u>6.1.4.A.9</u> Compare and contrast responses, past and present, to violations of rights.</p> <p><b>ESTABLISHED GOALS</b></p> <p><b><u>English Language Arts</u></b> <b><u>Common Core State Standards</u></b></p> <p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>States</p> <ul style="list-style-type: none"> <li>• How reformers helped improve people’s lives in the late 1800s and early 1900s</li> <li>• The work and projects of social reformers</li> <li>• Process by which immigrants become United States citizens in the past and present</li> <li>• National and international leaders, businesses, and global organizations promote human rights and offer aid to individuals and nations in need</li> </ul>	<p>cultures</p> <ul style="list-style-type: none"> <li>• Interpreting how the American identify evolved over time</li> <li>• Analyzing cause and effect</li> <li>• Distinguishing between voluntary and involuntary immigration</li> <li>• Interpreting the present implications of illegal immigrants</li> <li>• Analyzing patterns in present data and statistics on immigrant population</li> <li>• Using maps and other documents to explain the historical migration of people</li> <li>• Utilizing a variety of primary and secondary sources to reconstruct the past (documents, letters, diaries, maps, photographs)</li> <li>• Writing narratives to develop real of imagined experiences or events using effective technique, descriptive details and clear event sequences</li> <li>• Conducting short research projects that build knowledge through investigation of different aspects of a topic</li> </ul>
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<p><u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>		
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p><b>Suggested Performance Rubric</b> Use the following as a guide to construct a focused rubric to evaluate student's on the performance task(s):</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>1. <u>The Immigrant Experience:</u></b></p> <p><b><u>Assessment:</u></b> To make Americans aware of how immigrants who were processed at Ellis Island helped shape the nation's identity and contributed to the American way of life each student will assume two roles: an immigrant who has told his/her story and a talk show host asking probing questions. The “American Experience” talk show will focus its weekly show on the immigration experience from Ellis Island; immigrants who arrived at Ellis Island in the late 1800s and early 1900s for immigration processing will be interviewed. The television show will include commercials, which focus on the contributions of immigrations.</p> <p><b><u>Output:</u></b> Students select a name from a list of people who experienced immigration processing at Ellis Island in the early 1900s. They will take on the new identity and prepare for an interview on the talk show, “The Immigration Experience.” The hosts will ask immigrants about their experiences prior to arriving at Ellis Island, at Ellis Island as well as assimilating and conforming into America and American's culture and traditions. Immigrants will dress as they did when they first arrived to America. During the talk show, students will alternate between taking on the role of their chosen immigrant or the role of a talk show host.</p> <p><b><u>Targeted Common Core ELA Standards:</u></b>  <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <u>CCSS.ELA-LITERACY.W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  <u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak</p>	

	<p>clearly at an understandable pace.  <u>CCSS.ELA-LITERACY.SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u></p>	<p>OTHER EVIDENCE:</p> <p><b><u>Open-Ended Content/Focus Questions:</u></b></p> <p><i>*Students answer using the RACE Strategy</i></p> <ul style="list-style-type: none"> <li>• What is an immigrant?</li> <li>• How have the contributions of immigrants impacted American culture?</li> <li>• How and why did the government regulate immigration to America?</li> <li>• For most immigrants, how did the “myth” of America match the reality of American life?</li> <li>• How did the growth of specific neighborhoods coincide with the waves of immigration?</li> </ul> <p><i>*Content/focus questions as adapted from:</i>  <a href="http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf">http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf</a></p> <p><b><u>Targeted Common Core ELA Standards:</u></b></p> <p><u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.RI.4.1:</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.8:</u> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.9:</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b><u>Extensions:</u></b></p> <ol style="list-style-type: none"> <li>1. Students pretend to be newspaper reporters and write articles describing the working conditions of immigrant children in the late 1800s and early 1900s (reference the photographs column in the “Suggested Resources” section). Students then write an alternative piece to represent the viewpoints of concerned citizens or parents who need their children’s wages for family survival.</li> <li>2. Students focus on recent immigration to the United States by writing letters to senators, Congress members and newspaper editors to express their opinions about new policies.</li> </ol>

<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Students interview a relative, neighbor or community member who has immigrated to the United States (teacher will provide a video or written transcript for students who do not have access to an interview). Students will transcribe the conversation and use the interview to write an informative/explanatory essay about the trials, tribulations and hope of immigration <u>or</u> a narrative telling the immigration story.</p>
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### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

#### **6 Facets of Understanding:**

<i>Explanation</i>	<ul style="list-style-type: none"> <li>Describe the reasons why immigrants move from their homeland into a new country.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>Make meaning of how immigrants balance their old traditions, develop new traditions and make contributions to their new country.</li> <li>Make sense of and evaluate how the American identity has evolved over time.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>Reason that an individual’s beliefs, values and traditions may reflect multiple cultures.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>Compare and contrast immigrant viewpoints by analyzing historical quotes and poetry about the immigration process and assimilating into a new country.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>Assuming the role of an immigrant processing through Ellis Island, reach an understanding about the hardships, challenges and obstacles faced in new surroundings through the expression of the emotions felt during the immigration process.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>Reflect on the present implications faced by immigrants and deepen understanding about the types of support that can be given to promote equity.</li> <li>Recognize global organizations, which offer aid and relief to individuals and nations in need and gain awareness of the role Americans can play in promoting human rights and equality.</li> </ul>

#### ***Suggested Resources***

<i>Artifacts</i>	* See Video Clips
<i>Audio Clips</i>	1. <a href="http://www.nps.gov/elis/forteachers/primary-sources-for-your-classroom.htm">Children’s First Experiences in America</a> <a href="http://www.nps.gov/elis/forteachers/primary-sources-for-your-classroom.htm">http://www.nps.gov/elis/forteachers/primary-sources-for-your-classroom.htm</a>

	<ol style="list-style-type: none"> <li>2. <u>The Oral History of Lawrence Meinwald From Poland</u> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop2.htm">http://teacher.scholastic.com/activities/immigration/tour/stop2.htm</a></li> <li>3. <u>The Oral History of Manny Steen From Ireland</u> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop3.htm">http://teacher.scholastic.com/activities/immigration/tour/stop3.htm</a></li> </ol>
<i>iPAD Applications</i>	N/A
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. Kids Discover: Immigration <a href="http://www.kidsdiscover.com/shop/issues/immigration-for-kids/">http://www.kidsdiscover.com/shop/issues/immigration-for-kids/</a></li> <li>2. Time: Immigration <a href="http://topics.time.com/Immigration">http://topics.time.com/Immigration</a></li> </ol>
<i>Mentor Texts</i>	<ol style="list-style-type: none"> <li>1. <u>Dreaming of America: An Ellis Island Story</u> by: Eve Bunting</li> <li>2. <u>One Green Apple</u> by: Eve Bunting</li> <li>3. <u>How Many Days to America?</u> By: Eve Bunting</li> <li>4. <u>I Was Dreaming to Come to America: Memories From the Ellis Island Oral History Project</u> by: Veronica Lawlor</li> <li>5. <u>Hopes and Tears: Ellis Island Voices</u> by: Gwenyth Swain</li> <li>6. <u>The Keeping Quilt</u> by: Patricia Polacco</li> <li>7. <u>The Blessing Cup</u> by: Patricia Polacco</li> <li>8. <u>Naming Liberty</u> by: Jane Yolen</li> <li>9. <u>Three Names of Me</u> by: Mary Cummings</li> <li>10. <u>Grandfather's Story</u> by: Allen Say</li> <li>11. <u>All the Way to America</u> by: Dan Yaccarino</li> <li>12. <u>The Name Jar</u> by: Yangsook Choi</li> <li>13. <u>Apple Pie 4<sup>th</sup> of July</u> by: Janet S. Wong</li> <li>14. <u>My Name is Yoon</u> by: Helen Recorvits</li> <li>15. <u>Everybody Cooks Rice</u> by: Norah Dooley</li> <li>16. <u>Ellis Island: New Hope in a New Land</u> by: William Jay Jacobs</li> <li>17. <u>First Generation: In the Words of Twentieth Century American Immigrants</u> by: June Namias</li> <li>18. <u>From Path to Highway</u> by: Gail Gibbons</li> <li>19. <u>How My Family Lives in America</u> by: Susan Kuklin</li> <li>20. <u>Immigrant Kids</u> by: Russell Freedman</li> <li>21. <u>Journey to Ellis Island: How My Father Came to America</u> by: Carol Bierman</li> <li>22. <u>Long Way to a New Land</u> by: Joan Sandin</li> <li>23. <u>Life Stories of Undistinguished Americans, As Told by Themselves</u> by: Hamilton Holt</li> <li>24. <u>Those Building Men</u> by: Angela Johnson</li> <li>25. <u>Who Belongs Here: An American Story</u> by: Margy Burns Knight</li> <li>26. <u>The Memory Coat</u> by: Elvira Woodruff</li> <li>27. <u>If Your Name Was Changed at Ellis Island</u> by: Ellen Levine</li> <li>28. <u>Ellis Island</u> by: Judith Jango-Cohen</li> <li>29. <u>Ellis Island</u> by: Elaine Landau</li> <li>30. <u>Downtown Boy</u> by: Juan Felipe Herrera</li> <li>31. <u>Coming to America: The Story of Immigration</u> by: Betsy Maestro</li> <li>32. <u>Becoming a Citizen</u> by: Sarah De Capua</li> </ol>

	<ul style="list-style-type: none"> <li>33. <u>At Ellis Island: A History in Many Voices</u> by: Louise Peacock</li> <li>34. <u>Angel Child, Dragon Child</u> by: Michele Maria Surat</li> <li>35. <u>The Story of the Statue of Liberty</u> by: Betsy Maestro</li> </ul>
<i>News Articles</i>	<p>Current Event Newspapers/Magazines:</p> <ul style="list-style-type: none"> <li>6. <a href="http://timeforkids.com/">http://timeforkids.com/</a></li> <li>7. <a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a></li> <li>8. <a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a></li> <li>9. <a href="http://www.scholastic.com/dynamath/">http://www.scholastic.com/dynamath/</a></li> <li>10. <a href="http://tweentribune.com/">http://tweentribune.com/</a></li> </ul>
<i>Novels</i>	<ul style="list-style-type: none"> <li>1. <u>Esperanza Rising</u> by: Pam Munoz Ryan</li> <li>2. <u>The Orphan of Ellis Island</u> by: Elvria Woodruff</li> <li>3. <u>Land of Promise</u> by: Joan Lowery Nixon</li> <li>4. <u>Island of Hope: The Story of Ellis Island and the Journey to America</u> by: Martin Sandler</li> <li>5. <u>Dear America</u> Series</li> </ul>
<i>Organizations</i>	<ul style="list-style-type: none"> <li>1. American Immigration Council <a href="http://www.americanimmigrationcouncil.org/">http://www.americanimmigrationcouncil.org/</a></li> </ul>
<i>Photographs</i>	<ul style="list-style-type: none"> <li>1. <u>The Arrival to Ellis Island</u> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop2.htm">http://teacher.scholastic.com/activities/immigration/tour/stop2.htm</a></li> <li>2. <u>The Ellis Island Baggage Room</u> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop3.htm">http://teacher.scholastic.com/activities/immigration/tour/stop3.htm</a></li> <li>3. <u>Child Labor</u> <a href="http://www.historyplace.com/unitedstates/childlabor/">http://www.historyplace.com/unitedstates/childlabor/</a></li> </ul>
<i>Poetry</i>	<ul style="list-style-type: none"> <li>1. <u>Immigrants in Our Own Land</u> by: Jimmy Baca <a href="http://www.poetryfoundation.org/poem/179708">http://www.poetryfoundation.org/poem/179708</a></li> <li>2. <u>The Immigrants</u> by: Margaret Atwood <a href="http://www.poetryarchive.org/poem/immigrants">http://www.poetryarchive.org/poem/immigrants</a></li> <li>3. <u>My Mother's Kitchen</u> by: Choman Hardi <a href="http://www.poetryarchive.org/poem/my-mothers-kitchen">http://www.poetryarchive.org/poem/my-mothers-kitchen</a></li> <li>4. <u>The New Colossus</u> by: Emma Lazarus (Inscribed on the Statue of Liberty) <a href="http://www.readworks.org/sites/default/files/passages/850_immigration_the_statue_of_liberty.pdf">http://www.readworks.org/sites/default/files/passages/850_immigration_the_statue_of_liberty.pdf</a></li> <li>5. <u>Emma's Poem: The Voice of the Statue of Liberty</u> by: Linda Glaser</li> </ul>
<i>Short Stories</i>	<ul style="list-style-type: none"> <li>1. <u>The House on Mango Street</u> by: Sandra Cisneros</li> <li>2. <u>Readworks: Lost on Ellis Island</u> by: W.M. Akers <a href="http://www.readworks.org/sites/default/files/bundles/passages-lost-ellis-island_files.pdf">http://www.readworks.org/sites/default/files/bundles/passages-lost-ellis-island_files.pdf</a></li> <li>3. <u>Readworks: Immigrant Housing Lower East Side Manhattan Tenements</u> <a href="http://www.readworks.org/sites/default/files/passages/770_immigration_immigrant_housing_lower_east_side_manhattan_tenements.pdf">http://www.readworks.org/sites/default/files/passages/770_immigration_immigrant_housing_lower_east_side_manhattan_tenements.pdf</a></li> <li>4. <u>Readworks: Irish Immigrants</u> by: Michael Stahl <a href="http://www.readworks.org/sites/default/files/bundles/passages-irish-immigrants_files.pdf">http://www.readworks.org/sites/default/files/bundles/passages-irish-immigrants_files.pdf</a></li> <li>5. <u>Readworks: Immigration Ellis Island: The Hunt of Alois Hanousek</u> <a href="http://www.readworks.org/sites/default/files/bundles/passages-immigration-ellis-island-hunt-alois-hanousek_files.pdf">http://www.readworks.org/sites/default/files/bundles/passages-immigration-ellis-island-hunt-alois-hanousek_files.pdf</a></li> <li>6. <u>Readworks: Trouble at the Border</u> <a href="http://www.readworks.org/sites/default/files/passages/Trouble%20at%20the%20Border%20Passage.pdf">http://www.readworks.org/sites/default/files/passages/Trouble%20at%20the%20Border%20Passage.pdf</a></li> </ul>
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 134-139</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 182-187</li> </ul>

	3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a>
<i>Video Clips</i>	<ol style="list-style-type: none"> <li>1. <a href="http://teacher.scholastic.com/activities/immigration/tour/stop2.htm">Landing at Ellis Island</a> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop2.htm">http://teacher.scholastic.com/activities/immigration/tour/stop2.htm</a></li> <li>2. <a href="http://teacher.scholastic.com/activities/immigration/tour/stop3.htm">New Immigrants at Ellis Island</a> <a href="http://teacher.scholastic.com/activities/immigration/tour/stop3.htm">http://teacher.scholastic.com/activities/immigration/tour/stop3.htm</a></li> <li>3. <a href="http://www.brainpop.com/socialstudies/culture/immigration/preview.weml">BrainPOP: Immigration</a> <a href="http://www.brainpop.com/socialstudies/culture/immigration/preview.weml">http://www.brainpop.com/socialstudies/culture/immigration/preview.weml</a></li> <li>4. <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/citizenship/preview.weml">BrainPOP: Citizenship</a> <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/citizenship/preview.weml">http://www.brainpop.com/socialstudies/usgovernmentandlaw/citizenship/preview.weml</a></li> </ol>
<i>Websites</i>	<ol style="list-style-type: none"> <li>1. <a href="http://teacher.scholastic.com/activities/immigration/">Immigration: Historical Timeline</a> <a href="http://teacher.scholastic.com/activities/immigration/">http://teacher.scholastic.com/activities/immigration/</a></li> <li>2. <a href="http://teacher.scholastic.com/activities/immigration/webcast.htm">Virtual Field Trip to Ellis Island</a> <a href="http://teacher.scholastic.com/activities/immigration/webcast.htm">http://teacher.scholastic.com/activities/immigration/webcast.htm</a></li> <li>3. <a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">Meet Young Immigrants</a> <a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a></li> <li>4. <a href="http://teacher.scholastic.com/activities/immigration/immigration_data/">Explore Immigration Data</a> <a href="http://teacher.scholastic.com/activities/immigration/immigration_data/">http://teacher.scholastic.com/activities/immigration/immigration_data/</a></li> <li>5. <a href="http://www.professorgarfield.org/KBKids/video/kbs3342.swf">Interactive: Coming to America</a> <a href="http://www.professorgarfield.org/KBKids/video/kbs3342.swf">http://www.professorgarfield.org/KBKids/video/kbs3342.swf</a></li> <li>6. <a href="http://www-tc.pbs.org/wnet/newyork//laic/episode4/topic2/ellis.swf">Interactive: Tour of Ellis Island</a> <a href="http://www-tc.pbs.org/wnet/newyork//laic/episode4/topic2/ellis.swf">http://www-tc.pbs.org/wnet/newyork//laic/episode4/topic2/ellis.swf</a></li> <li>7. <a href="http://www.nps.gov/webrangers/activities/whoarewe/whoarewe.swf?activityID=40&amp;userID=0">Interactive: Who Are We? A Blend of Cultures</a> <a href="http://www.nps.gov/webrangers/activities/whoarewe/whoarewe.swf?activityID=40&amp;userID=0">http://www.nps.gov/webrangers/activities/whoarewe/whoarewe.swf?activityID=40&amp;userID=0</a></li> <li>8. <a href="http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now">Immigration: Then and Now Lesson Plan</a> <a href="http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now">http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now</a></li> <li>9. <a href="http://www.ellisland.org/genealogy/ellis_island_famous_arrivals.asp">Notable Immigrants: Ellis Island Port</a> <a href="http://www.ellisland.org/genealogy/ellis_island_famous_arrivals.asp">http://www.ellisland.org/genealogy/ellis_island_famous_arrivals.asp</a></li> <li>10. <a href="http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf">Immigration Unit Resources</a> <a href="http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf">http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf</a></li> </ol>

<b>National and Regional Systems: Economics</b>		
<b>Stage 1 Desired Results</b>		
ESTABLISHED GOALS	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
<b><u>New Jersey Core Curriculum Content Standards</u></b>	Participate successfully in the increasingly knowledge-based and interdependent global economy of the twenty-first century.	
	<b>Meaning</b>	
<p><u>6.1.4.B.2</u> Use maps to explain how location aids interdependence.</p> <p><u>6.1.4.B.6</u> Compare economics and environment of U.S. regions.</p> <p><u>6.1.4.C.1</u> Apply opportunity cost to evaluate individuals' decisions.</p> <p><u>6.1.4.C.3</u> Explain why incentives vary between</p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p style="text-align: center;"><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Economics stimulate the interaction of money within society and thus shape the ideas, choices and actions of people.</li> <li>• People make decisions based on their needs, wants, and availability of resources within an economic system.</li> <li>• New Jersey is rich in natural resources.</li> <li>• The geography of New Jersey facilitated</li> </ul>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How has the use of land and resources changed over time and what has the impact been on the environment?</li> <li>• How do people in different places and times make decisions about how to utilize their resources?</li> <li>• How can we balance the need for economic growth and the preservation of a healthy environment?</li> </ul>

<p>producers and consumers.</p> <p><u>6.1.4.C.4</u> Describe how supply and demand affect price and product output.</p> <p><u>6.1.4.C.7</u> Explain how the global market and government influence the availability of goods and services.</p> <p><u>6.1.4.C.9</u> Compare and contrast how resources affect people differently.</p> <p><u>6.1.4.C.11</u> Recognize the importance of setting long-term financial goals.</p>	<p>the onset of the Industrial Revolution in the United States and encouraged transportation and trade between ports and urban centers.</p> <ul style="list-style-type: none"> <li>• New Jersey’s population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments.</li> <li>• New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy.</li> </ul>	<ul style="list-style-type: none"> <li>• How do scarcity and choice govern our economic decisions?</li> <li>• How do consumers and producers interact with each other?</li> <li>• Should the government regulate businesses and the economy?</li> <li>• What goods and services should government provide?</li> <li>• How can I use information from maps, globes and other sources of information to understand the national and global economy in the past and make better decisions about the present?</li> </ul>
<b>Acquisition</b>		
<p><u>6.1.4.C.13</u> Determine the qualities of entrepreneurs.</p> <p><u>6.1.4.C.14</u> Compare NJ regions in terms of economic opportunities.</p> <p><u>6.1.4.C.17</u> Determine technology’s role in change.</p> <p><b>English Language Arts</b> <b>Common Core State Standards</b></p> <p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> producer, consumer, opportunity cost, supply, demand, scarcity, free market, capitalism</li> <li>• The purpose of money</li> <li>• Purpose of taxes</li> <li>• Difference between needs and wants</li> <li>• How something acquires value</li> <li>• Renewable and non-renewable resources</li> <li>• Price is a function of supply and demand</li> <li>• Individual, state and national long-term financial goals</li> <li>• Availability of goods and services as influenced by the global market and government</li> <li>• Present understanding of the basic economic freedoms and rights of citizens in a democracy</li> <li>• How New Jersey’s economy and government affect our daily lives and well being</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Comparing New Jersey regions in terms of economic opportunities</li> <li>• Analyzing maps to explain how location aids interdependence</li> <li>• Evaluating decisions using opportunity cost</li> <li>• Determining how supply and demand affect price and product output</li> <li>• Inferring incentives between producers and consumers</li> <li>• Generalizing the qualities of entrepreneurs</li> <li>• Synthesizing technology’s role in change</li> <li>• Using maps and other documents to explain the growth of economic and political systems</li> <li>• Utilizing various geographic representations to compare information about people, places, regions and environments</li> <li>• Conducting short research projects that build knowledge through investigation</li> </ul>

<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-LITERACY.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>of different aspects of a topic</p>
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric</b> Use the following as a guide to construct a focused rubric to evaluate student's on the performance task(s):</p> <p><b>4 - Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 - Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 - Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the</p>	<p>PERFORMANCE TASK(S):</p> <p><b><u>1. Enterprising Entrepreneur:</u></b></p> <p><b><u>Assessment:</u></b> After discussing the concept of an entrepreneur, students think of a new product or service they would like to begin and formulate a business plan. In their plan, students analyze and reflect upon opportunity cost, needs vs. wants, value, the use of renewable and non-renewable resources in the production process of their product/as part of their business model, supply, demand, and financial goals (both short term and long term). Students are given the opportunity to research possible New Jersey cities/regions in which to launch their product – in the process they synthesize how location aids business exposure and profit.</p> <p><b><u>Output:</u></b> Students prepare and present a business plan to pitch their product/service and their economic projections in respect to the product/service using one (but not limited to) of the following mediums: Power Point, Prezi, Glogster, Weebly, Publisher (create a pamphlet), poster board, etc.</p> <p><b><u>Targeted Common Core ELA Standards:</u></b>  <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

<p>unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p><u>CCSS.ELA-LITERACY.W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and</p>	<p>OTHER EVIDENCE:</p> <p><b><u>Open-Ended Content/Focus Questions:</u></b></p> <p><i>*Students answer using the RACE Strategy.</i></p> <ul style="list-style-type: none"> <li>• Why do governments collect taxes?</li> <li>• How can we balance the need of economic development and the preservation of the environment and a life style free from unhealthy contaminants?</li> <li>• How can we balance economic development and individual rights?</li> <li>• How can civic virtue and the common good help us make choices that are beneficial to most members of our community?</li> </ul> <p><b><u>Targeted Common Core ELA Standards:</u></b></p> <p><u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.RI.4.1:</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.8:</u> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.9:</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>*Content/focus questions as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>

<p>link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Extension:</b></p> <ol style="list-style-type: none"> <li>Students write several diary entries as if they were present at Alexander Hamilton’s lunch by the Paterson Falls, discussing how the Falls inspired a vision of New Jersey as a future economic and industrial power, and also as a witness to the changes that take place. The diary entries should be written from the viewpoint of a young person who is present with Hamilton as he lunches near the Falls, juxtaposed with the person as he/she ages and sees the transformation of the area. <i>Factors to consider:</i> how the geography of New Jersey facilitated its economic growth, the role of Paterson in the Industrial Revolution, Hamilton’s economic vision for America.</li> </ol> <p><i>*Extension as adapted from: New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page)</i></p>
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### Stage 3 – Learning Plan

#### Summary of Key Learning Events and Instruction

#### 6 Facets of Understanding:

<i>Explanation</i>	<ul style="list-style-type: none"> <li>Demonstrate the understanding that people make decisions based on their needs, wants, and the availability of resources within an economic system.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>Evaluate the function of money and make sense of how the price for a product or service is established.</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>Propose a business plan to pitch a new product or service and analyze the economic projections in respect to supply, demand, opportunity cost, the use of renewable and non-renewable resources in production and how location aids business exposure and profit.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>Analyze how the geography of New Jersey and its natural resources facilitated its economic growth.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>Consider the factors, struggles faced and recovery period of an economic recession and/or depression on Americans.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>Recognize the basic economic freedoms and rights of citizens in a democracy and the effect on the daily lives and well being of Americans.</li> </ul>

#### *Suggested Resources*

<i>Artifacts</i>	N/A
<i>Audio Clips</i>	N/A
<i>iPAD Applications</i>	<ol style="list-style-type: none"> <li>P2K Money</li> <li>Kids Money</li> </ol>

	<ol style="list-style-type: none"> <li>3. Save! The Game</li> <li>4. Bank of Mom</li> </ol>
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. Time for Kids</li> </ol>
<i>Mentor Texts</i>	<ol style="list-style-type: none"> <li>1. <u>Letting Swift River Run</u> by: Jane Yolen</li> <li>2. <u>How to Make a Cherry Pie and See the U.S.A</u> by: Marjorie Priceman</li> <li>3. <u>How to Make an Apple Pie and See the World</u> by: Marjorie Priceman</li> <li>4. <u>If America Were a Village</u> by: David J. Smith</li> <li>5. <u>If the World Were a Village</u> by: David J. Smith</li> <li>6. <u>One Hen: How One Small Loan Made a Big Difference</u> by: Katie Smith Milway</li> <li>7. <u>Cycle of Rice, Cycle of Life: A Story of Sustainable Farming</u> by: Jan Reynolds</li> <li>8. <u>Alexander, Who Used to Be Rich Last Sunday</u> by: Judith Viorst</li> <li>9. <u>Uncle Jed's Barbershop</u> by: Margaree King Mitchell</li> <li>10. <u>Annie and the Old One</u> by: Miska Miles &amp; Patricia Miles Martin</li> <li>11. <u>The Tortilla Factory</u> by: Gary Paulsen</li> <li>12. <u>Pancakes, Pancakes!</u> By: Eric Carle</li> <li>13. <u>The Pickle Patch Bathtub</u> by: Fran Kennedy</li> <li>14. <u>Charlie Needs a Cloak</u> by: Tomie de Paola</li> <li>15. <u>A Chair for My Mother</u> by: Vera B. Williams</li> <li>16. <u>The Giving Tree</u> by: Shel Silverstein</li> <li>17. <u>The Doorbell Rang</u> by: Pat Hutchins</li> <li>18. <u>The Goat in the Rug</u> by: Charles Blood</li> <li>19. <u>The Little Painter of Sabana Grande</u></li> <li>20. <u>Ant Cities</u> by: Arthur Dorros</li> <li>21. <u>Follow an Ice-Cream Cone Around the World</u> by: Neale Godfrey</li> <li>22. <u>All the Money in the World</u> by: Douglas Mudd</li> <li>23. <u>An Orange in January</u> by: Dianna Hutts</li> <li>24. <u>Flower Garden</u> by: Eve Bunting</li> <li>25. <u>The Legend of the Indian Paintbrush</u> by: Tomie de Paola</li> <li>26. <u>The Popcorn Book</u> by: Tomie de paola</li> <li>27. <u>Growing Vegetable Soup</u> by: Lois Ehlert</li> <li>28. <u>Painting a Rainbow</u> by: Lois Ehlert</li> <li>29. <u>How a House is Built</u> by: Gail Gibbons</li> <li>30. <u>Ox-Cart Man</u> by: Donald Hall</li> <li>31. <u>How Pizza Came to Queens</u> by: Dayal Kaur Khalsa</li> <li>32. <u>Frannie's Fruits</u> by: Leslie Kimmelman</li> <li>33. <u>Johhny Appleseed</u> by: Steven Kellogg</li> <li>34. <u>The Carrot Seed</u> by: Ruth Krauss</li> <li>35. <u>Mama in a Miner</u> by: George Ella Lyon</li> <li>36. <u>Picking Peas for a Penny</u> by: Angela Shelf Medearis</li> </ol>

	<p>37. <u>50 Simple Things Kids Can Do to Save the Earth</u> by: the Earthworks Group</p> <p>38. <u>How to Save the Planet</u> by: Barbara Taylor</p>
<i>News Articles</i>	<p>1. <u>Kid's Economic Glossary</u> by: Karen Kellaher <a href="http://www.scholastic.com/browse/article.jsp?id=3750579">http://www.scholastic.com/browse/article.jsp?id=3750579</a></p> <p>2. <u>Moving Toward Economic Recovery</u> by: Laura Leigh Davidson <a href="http://www.scholastic.com/browse/article.jsp?id=3751392">http://www.scholastic.com/browse/article.jsp?id=3751392</a></p> <p>3. <u>Health Care for More Kids</u> by: Laura Leigh Davidson <a href="http://www.scholastic.com/browse/article.jsp?id=3751302">http://www.scholastic.com/browse/article.jsp?id=3751302</a></p> <p>4. <u>They're Working On It</u> by: Suzanne Freeman <a href="http://www.scholastic.com/browse/article.jsp?id=3750605">http://www.scholastic.com/browse/article.jsp?id=3750605</a></p> <p>5. <u>Fun Family Finances</u> by: Jack Silbert <a href="http://www.scholastic.com/browse/article.jsp?id=3750563">http://www.scholastic.com/browse/article.jsp?id=3750563</a></p> <p>6. <u>Crisis Goes Global</u> by: Dante A. Ciampaglia <a href="http://www.scholastic.com/browse/article.jsp?id=3750497">http://www.scholastic.com/browse/article.jsp?id=3750497</a></p> <p>7. <u>Wall Street Tumbles</u> by: Karen Fanning <a href="http://www.scholastic.com/browse/article.jsp?id=3750314">http://www.scholastic.com/browse/article.jsp?id=3750314</a></p>
<i>Novels</i>	<p>1. <u>From the Mixed Up Files of Mrs. Basil Frankweiler</u> by: E.L. Konigsburg</p> <p>2. <u>Island of the Blue Dolphins</u> by: Scott O'Dell</p> <p>3. <u>Night of the Twister</u> by: Ivy Ruckman</p> <p>4. <u>Beetles Lightly Toasted</u> by: Phyllis Reynolds Naylor</p>
<i>Organizations</i>	<p>1. Bureau of Labor Statistics <a href="http://www.bls.gov/">http://www.bls.gov/</a></p> <p>2. Federal Reserve <a href="http://www.federalreserve.gov/">http://www.federalreserve.gov/</a></p>
<i>Photographs</i>	<p>1. <u>The World of Paper Money</u> <a href="http://www.tomchao.com/">http://www.tomchao.com/</a></p>
<i>Poetry</i>	<p>1. <u>Smart</u> by: Shel Silverstein <a href="http://www.marketplace.org/topics/life/poetry-project/poem-smart-shel-silverstein">http://www.marketplace.org/topics/life/poetry-project/poem-smart-shel-silverstein</a></p> <p>2. <u>The Economy in Haiku</u> <a href="http://www.economist.com/blogs/freeexchange/2011/10/poetry">http://www.economist.com/blogs/freeexchange/2011/10/poetry</a></p>
<i>Short Stories</i>	<i>*See Mentor Texts</i>
<i>Textbooks</i>	<p>1. Pearson My World Social Studies: New Jersey: Pages 186-191</p> <p>2. Macmillan/McGraw-Hill Our New Jersey: Pages 236-239; 250-259</p> <p>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></p>
<i>Video Clips</i>	<p>1. <u>Treasurer of the United States</u> <a href="http://kids.usa.gov/watch-videos/videos/treasurer/index.shtml">http://kids.usa.gov/watch-videos/videos/treasurer/index.shtml</a></p> <p>2. <u>Field Trip to the Bureau of Engraving and Printing</u> <a href="http://kids.usa.gov/watch-videos/videos/money-factory/index.shtml">http://kids.usa.gov/watch-videos/videos/money-factory/index.shtml</a></p>
<i>Websites</i>	<p>1. <u>The Mint</u> <a href="http://www.themint.org/kids/">http://www.themint.org/kids/</a></p> <p>2. <u>The Centsables</u> <a href="http://www.centsables.com/">http://www.centsables.com/</a></p> <p>3. <u>Rich Kid, Smart Kid</u> <a href="http://www.richkidsmartkid.com/grownUps.html">http://www.richkidsmartkid.com/grownUps.html</a></p> <p>4. <u>A Kid's Guide to the Federal Reserve</u> <a href="http://federalreserveeducation.org/">http://federalreserveeducation.org/</a></p> <p>5. <u>Sense and Dollars</u> <a href="http://senseanddollars.thinkport.org/">http://senseanddollars.thinkport.org/</a></p> <p>6. <u>Practical Money Skills: Financial Literacy</u> <a href="http://www.practicalmoneyskills.com/foreducators/">http://www.practicalmoneyskills.com/foreducators/</a></p> <p>7. <u>Teaching Economics With Children's Literature</u> <a href="http://www.choiceliteracy.com/articles-detail-view.php?id=390">http://www.choiceliteracy.com/articles-detail-view.php?id=390</a></p> <p>8. <u>Lesson Plan: How the Economy Works – Grades 3-5</u> <a href="http://www.scholastic.com/browse/article.jsp?id=3750575">http://www.scholastic.com/browse/article.jsp?id=3750575</a></p> <p>9. <u>What's That Word? – Economics</u></p>

[http://teacher.scholastic.com/scholasticnews/games\\_quizzes/economics/](http://teacher.scholastic.com/scholasticnews/games_quizzes/economics/)  
 10. Business News for Kids <http://www.businessnewsforkids.com/>

## National and Regional Systems: Government Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p><b><u>New Jersey Core Curriculum Content Standards</u></b></p> <p><u>6.1.4.A.1</u> Explain how laws protect rights, resolve conflicts, and promote the common good.</p> <p><u>6.1.4.A.2</u> Explain how guaranteed rights contribute to U.S. democracy.</p> <p><u>6.1.4.A.7</u> Explain that the U.S. is a representative democracy.</p> <p><u>6.1.4.A.11</u> Explain why citizens should exercise civic responsibilities.</p> <p><u>6.1.4.D.4</u> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><u>6.1.4.D.17</u> Explain how historical symbols affect the American identity.</p> <p><u>6.3.4.D.1</u> Identify actions that are unfair and propose solutions.</p> <p><u>6.1.4.A.3</u> Determine how the “common good” has influenced change at local and national levels.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Become active and productive citizens of their town, state, country and world by communicating thoughts and ideas with others.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Governments exist to provide order and services to a nation.</li> <li>• People create governments to help control conflict and maintain order.</li> <li>• Each government has its own unique power and structure.</li> <li>• Forms of government can change over time.</li> <li>• Conflict can change the way citizens act in a government.</li> <li>• A written constitution sets forth the terms and limits of a government’s power.</li> <li>• A democracy is a form of government that represents the people, protects rights, and helps determine the common good.</li> <li>• Different political systems vary in their tolerance and encouragement of innovation and change.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Why do we have rules and laws?</li> <li>• To what extent should society control individuals?</li> <li>• How do governments balance the rights of individuals with the common good?</li> <li>• What should be the goals and responsibilities of government?</li> <li>• How are the United States and New Jersey Governments organized and how do they communicate?</li> <li>• How does the Constitution protect individual rights and limit the power of the government?</li> <li>• What is freedom and is everyone entitled to it?</li> </ul>
<b>Acquisition</b>		

<p><u>6.1.4.A.4</u> Explain how the Constitution defines and limits government power and organization.</p> <p><u>6.1.4.A.5</u> Distinguish the roles and responsibilities of the branches of the national government.</p> <p><u>6.1.4.A.6</u> Explain how national and state governments share power.</p> <p><u>6.1.4.A.8</u> Compare and contrast how government functions at different levels.</p> <p><u>6.1.4.A.12</u> Explain the process of creating change at the local, state, or national level.</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and the reasons for this change.</p> <p><b><u>English Language Arts</u></b> <b><u>Common Core State Standards</u></b></p> <p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b><u>Vocabulary:</u></b> democratic republic, rule of law, federal system, municipality, executive branch, judicial branch, population density, diversity</li> <li>• Fundamental rights as guaranteed by the United States Constitution and the Bill of Rights</li> <li>• Democracy is a form of government that represents the people, protects rights and helps determine the common good</li> <li>• Citizens have certain rights but also certain responsibilities</li> <li>• Local, state, and national governments work together in a federal system to improve citizens' lives</li> <li>• Characteristics and major cities of the 4 regions of New Jersey</li> <li>• 21 Counties of New Jersey (i.e. landforms, surrounding features, population, transportation, businesses, recreation, tourism, traditions)</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the process of creating change at the local, state and national level</li> <li>• Clarifying the rights and personal/civic responsibilities of citizens</li> <li>• Clarifying the roles and responsibilities of the three branches of the national government</li> <li>• Analyzing how citizens (both individually and collectively) influence government policy</li> <li>• Evaluating the checks and balances of power in the United States</li> <li>• Identifying ways in which media impacts democracy</li> <li>• Comparing and contrasting a democracy government with other forms of government</li> <li>• Analyzing functional documents</li> <li>• Interpreting thematic maps and geographic representations to describe and compare spatial patterns and information about people, places, regions and environments</li> <li>• Writing opinion pieces on topics and texts; supporting a point of view with reasons and information</li> </ul>
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<p>information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-LITERACY.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric</b> Use the following as a guide to construct a focused rubric to evaluate student's on the performance task(s):</p> <p><b>4 - Innovating:</b> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 - Applying:</b> Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 - Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p><b>1 - Beginning:</b> Student was only able to apply new knowledge learned during the unit with</p>	<p><b>PERFORMANCE TASK(S):</b> <b><u>1. How does the Constitution try to prevent abuse of authority?</u></b></p> <p><b>Assessment:</b> Students work in small groups to draw an image showing how federalism and separation of powers works. Students explain how federalism and separation of powers can help prevent abuse of authority, and how federalism or separation of powers can negatively impact the functioning of state and federal government. Students use the provisions of the U.S. Constitution to make a chart of the powers that the national government has; the powers reserved to the states; and areas with concurrent authority.</p> <p><b>Output:</b> Students write an opinion piece considering the benefits and disadvantages of federalism and separation of powers and conclude whether these mechanisms to prevent abuse of power by diffusing power are more beneficial or harmful, with supporting evidence.</p> <p><b>Targeted Common Core ELA Standards:</b> <u>CCSS.ELA-LITERACY.W.4.1:</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>CCSS.ELA-LITERACY.W.4.8:</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	

assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

CCSS.ELA-LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **2. Examining the Current New Jersey Constitution**

***Assessment:*** Students read the primary source document – the current New Jersey Constitution. Students examine the section about the executive and determine who could run for governor. Students discuss the necessary specifications for someone to meet age, residency and other requirements in order to serve as Governor of the State. Discussion questions:

- Do you think that it is a good idea to have age requirements for the Governor and other elected positions of authority? Why or why not?
- Do you think that it is important that the governor be a resident of the state he or she serves? Why or why not?
- Do you think that there should be additional qualifications or fewer qualifications? What would you add or subtract?

***Output:*** Students look at New Jersey’s Constitution and identify powers that the New Jersey Governor is given. Compare and contrast with the list of powers the New Jersey Legislature has. Students write an opinion piece on which they think is more powerful and why.

### **Targeted Common Core ELA Standards:**

CCSS.ELA-LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

*\*Performance assessments as adapted from: New Jersey Council for Social Studies Model Curriculum:*

*<http://www.njcss.org/> (On Resources page)*

## **3. Class Constitution**

	<p><b><u>Assessment:</u></b> Students will learn the purpose of the U.S. Constitution and evaluate the language and meaning of the Preamble. Students will review the history of the U.S. Constitution and the process taken at the Constitutional Convention. Students will read and dissect the Preamble to the Constitution and discuss its meaning by analyzing the following phrases: form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty. Students will be scaffolded to draw the connection that a class/school/school district is a group of people who must work in amalgamation (similar to our states) and follow rules in order to be successful.</p> <p><b><u>Output:</u></b> Students work in cooperative groups to brainstorm ideas for their chosen Constitution (groups can focus on either writing a class, school or district wide Constitution). Students utilize teacher-selected portions of the New Jersey and U.S. Constitution and Preamble primary documents as a resource to guide their process. Students work in cooperative groups and use the writing process to draft and publish their Constitution – sharing the document with their classmates. Students reflect individually by writing an informative/explanatory essay explaining the key ideas and driving purpose behind their Constitution.</p> <p><b><u>Targeted Common Core ELA Standards:</u></b>  <u>CCSS.ELA-LITERACY.W.4.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>CCSS.ELA-LITERACY.W.4.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <u>CCSS.ELA-LITERACY.W.4.5:</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <u>CCSS.ELA-LITERACY.W.4.8:</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>CCSS.ELA-LITERACY.W.4.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>*Performance assessment as adapted from:</i>  <a href="https://www.teachervision.com/tv/printables/botr/botr_005_15-17.pdf">https://www.teachervision.com/tv/printables/botr/botr_005_15-17.pdf</a></p>
<p><a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items – Grades 4 &amp; 5</a></p> <p><i>*Utilize Reciprocal Teaching Strategy in combination with RACE Strategy to implement speaking and listening standards.</i></p>	<p>OTHER EVIDENCE:</p> <p><b><u>Open-Ended Content/Focus Questions:</u></b></p> <p><i>*Students answer using the RACE Strategy</i></p>

<p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on GRADE 4 TOPICS AND TEXTS, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.C</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1.D</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>• What should be the goals and responsibilities of government?</li> <li>• Choose one idea from the Mayflower Compact, the Declaration of Independence, of the U.S. Constitution. Explain why we still value this idea today.</li> <li>• What can we learn from New Jersey's first Constitution (1776)?</li> <li>• Give one example of how each level of government affects your life (national, state and local).</li> <li>• What is a democracy?</li> <li>• What are the fundamental rights of Americans?</li> <li>• What are the values and principles expressed in our founding documents, speeches and in patriotic songs and stories?</li> <li>• Why is the United States Constitution considered a living document?</li> </ul> <p>What basic ideas about government did the Founders have?</p> <ul style="list-style-type: none"> <li>• What are natural rights and why do we have them? How do we protect natural rights?</li> <li>• What is consent of the governed?</li> </ul> <p>What is a republican government?</p> <ul style="list-style-type: none"> <li>• What is the common good?</li> <li>• What is civic virtue?</li> <li>• How can we decided what is for the common good?</li> <li>• Why do we need elected representatives?</li> </ul> <p>What is constitutional government?</p> <ul style="list-style-type: none"> <li>• Why is it important to limit a government's powers?</li> <li>• What is a constitution?</li> <li>• How does a constitution limit a government's powers?</li> <li>• How do checks and balances and separation of powers function to prevent an abuse of authority?</li> </ul> <p>How do the Constitution and Bill of Rights reflect American values of fairness, equality and diversity?</p> <p>How does the Constitution protect our rights?</p> <ul style="list-style-type: none"> <li>• How does the Constitution protect the right to freedom of expression?</li> <li>• Why was freedom of expression important to the Founders? What are the benefits of freedom of expression?</li> <li>• Why was freedom of religion important to the colonists? How does the First Amendment protect freedom of religion?</li> </ul>
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What is the role of the citizen in the American system of republican democracy?

- Why is it important to vote?
- Why is it important to balance your individual self-interest with the common good?
- How do taxes support government?

*\*Content/focus questions as adapted from: Pearson My World Social Studies: New Jersey Text and New Jersey Council for Social Studies Model Curriculum: <http://www.njcss.org/> (On Resources page).*

**Targeted Common Core ELA Standards:**

CCSS.ELA-LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-LITERACY.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Extensions:**

1. Students brainstorm a list of local issues and survey people to find out which are pertinent in the school and/or community. Students select one of the problems and in small groups gather information and data from multiple perspectives to become better informed about the causes and effects. Students brainstorm ideas for the action plan, determine the most effective steps and solutions to help implement the action plan and develop a time schedule to accomplish the plan. Students research appropriate methods to communicate their research and action plan with others.

Resources:

- A. Active Citizens 101 <http://www.crf-usa.org/images/pdf/8-20-04%20AC%20101.pdf>
- B. K-12 Service Learning Project Planning Toolkit  
[https://www.ffa.org/documents/lts\\_servicelearningtoolkit.pdf](https://www.ffa.org/documents/lts_servicelearningtoolkit.pdf)
- C. Examples of service learning projects  
<http://www.goodcharacter.com/SERVICE/primer-10.html>
- D. [www.bethecause.org](http://www.bethecause.org)
- E. [www.dosomething.org](http://www.dosomething.org)
- F. [www.habitat.org](http://www.habitat.org)

	<p>G. <a href="http://www.thepeoplesplatform.com">www.thepeoplesplatform.com</a></p> <p>2. Students should develop and present a plan to enhance the living conditions in New Jersey cities, including making them more “green.” The plan should include a description of what levels of government would participate in approving the plan. <i>Factors to consider:</i> maps indicating urban and “green” areas in New Jersey, the interaction of state and local governments, and how cities affect the economy. Resource website: <a href="http://www.earthday.org">www.earthday.org</a></p> <p><i>*Extension activities 1 &amp; 2 as adapted from: 2009 New Jersey Core Curriculum Content Standards Classroom Application Document and New Jersey Council for Social Studies Model Curriculum: <a href="http://www.njcss.org/">http://www.njcss.org/</a> (On Resources page).</i></p> <p>3. Students break up into partner groups or work individually for an in-depth study of a New Jersey County. In their study, students focus on the government and economy (date founded, county seat, population, unemployment rate, major employers, major hospitals); geography (country borders, landforms, surrounding features, major cities and town, highest point, major highways); recreation and tourism (transportation, popular places of interest, county parks, shopping malls, diners and restaurants, etc.); and interesting facts (famous New Jerseyans in their county, traditions, historic events, movies/TV shows, agriculture, sports, colleges and universities, etc.). Students choose from a choice board of options to present their research. Suggested activities: writing a story in which the main character takes a trip through the county, writing a jingle about the county, creating a travel brochure showcasing the county, writing a five page non-fiction children’s book informing young children about the county, writing a script for a commercial with the goal of informing tourists about the county, creating a county poster informing tourists about the county, writing a speech informing non-residents about the county and writing an informative/explanatory essay about the county. To culminate the project, students decide as a class an activity to celebrate their research process and New Jersey! Suggested products: creating county floats, writing and producing a class county play, hosting a county fair, creating a 3D model of New Jersey.</p>
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**Stage 3 – Learning Plan**

***Summary of Key Learning Events and Instruction***

**6 Facets of Understanding:**

<i>Explanation</i>	<ul style="list-style-type: none"> <li>• Describe fundamental rights as guaranteed by the United States Constitution and the Bill of Rights.</li> <li>• Express what a democracy is.</li> </ul>
<i>Interpretation</i>	<ul style="list-style-type: none"> <li>• Evaluate the process of creating change at the local, state and national level.</li> </ul>

<i>Application</i>	<ul style="list-style-type: none"> <li>• Deconstruct the Preamble to the United States Constitution as a process to analyze key phrases and to propagate the design of a class/school/district Constitution.</li> <li>• Examine the role of the Constitution in preventing abuse of authority.</li> </ul>
<i>Perspective</i>	<ul style="list-style-type: none"> <li>• Compare and contrast a democracy government with other forms of government.</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• Consider what freedom is and the human right to obtaining and living in freedom.</li> </ul>
<i>Self-knowledge</i>	<ul style="list-style-type: none"> <li>• Recognize the civic responsibilities of citizens.</li> </ul>
<b><i>Suggested Resources</i></b>	
<i>Artifacts</i>	<ol style="list-style-type: none"> <li>1. John F. Kennedy Presidential Library and Museum: White House <a href="http://www.jfklibrary.org/Search.aspx?nav=Ntk:p_ContainerDigID%7cJFKWHP%2f-1961%2f-06%2f-29%2f-D%7c1%7c.N:4294930684">http://www.jfklibrary.org/Search.aspx?nav=Ntk:p_ContainerDigID%7cJFKWHP%2f-1961%2f-06%2f-29%2f-D%7c1%7c.N:4294930684</a></li> <li>2. Artifacts in the Oval Office <a href="http://www.lbjlibrary.org/exhibits/artifacts-in-the-oval-office">http://www.lbjlibrary.org/exhibits/artifacts-in-the-oval-office</a></li> </ol>
<i>Audio Clips</i>	<ol style="list-style-type: none"> <li>1. Marbles the Brain Store: Tour of the States <a href="https://www.youtube.com/watch?v=E2CNZIIVIg">https://www.youtube.com/watch?v=E2CNZIIVIg</a></li> <li>2. Marbles the Brain Store: Tour of the World <a href="https://www.youtube.com/watch?v=LZFF8EuaGjM">https://www.youtube.com/watch?v=LZFF8EuaGjM</a></li> </ol>
<i>iPAD Applications</i>	<ol style="list-style-type: none"> <li>1. McGraw-Hill: American History Time Line</li> <li>2. Constitution and Federalist Papers</li> <li>3. Declaration for iPad</li> <li>4. American Presidents for iPad</li> <li>5. MyCongress</li> <li>6. Congress +</li> </ol>
<i>Magazines</i>	<ol style="list-style-type: none"> <li>1. Kids Discover: How America Works <a href="http://www.kidsdiscover.com/shop/issues/american-government-for-kids/">http://www.kidsdiscover.com/shop/issues/american-government-for-kids/</a></li> </ol>
<i>Mentor Texts</i>	<ol style="list-style-type: none"> <li>1. <u>Shh! We're Writing the Constitution</u> by: Jean Fritz</li> <li>2. <u>We the Kids: A Preamble to the Constitution of the United States</u> by: David Catrow</li> <li>3. <u>The Birth of the Constitution</u> by: Edmund Lindop</li> <li>4. <u>If You Were There When They Signed the Constitution</u> by: Elizabeth Levy</li> <li>5. <u>The Making of the Constitution</u> by: Helen Stone Peterson</li> <li>6. <u>A More Perfect Union: The Story of Our Constitution</u> by: Betsy and Giulio Maestro</li> <li>7. <u>Owl's Journey: Four Centuries of an American Country</u> by: Maura Shaw</li> <li>8. <u>The Story of the Constitution</u> by: Marilyn Prolman</li> <li>9. <u>Peter Zenger – Freedom of the Press</u> (play)</li> <li>10. <u>The First Book of Elections</u> by: Edmund Lindrop</li> <li>11. <u>The First Book of Local Government</u> by: James Eichner</li> <li>12. <u>The Supreme Court in America's Story</u> by: Helen Stone Peterson</li> <li>13. <u>We Are the Government</u> by: Mary Elting</li> <li>14. <u>What a United States Senator Does</u> by: Ray Hoopes</li> <li>15. <u>How to Build Your Own Country</u> by: Valerie Wyatt</li> <li>16. <u>Constitutional Law for Kids: Discovering the Rights and Privileges Granted by the U.S. Constitution</u> by:</li> </ol>

	<p>Ursula Furi-Perry</p> <ol style="list-style-type: none"> <li>17. <u>The Declaration of Independence (True Books: American History)</u> by: Elaine Landau</li> <li>18. <u>The Electoral College</u> by: Michael Burgan</li> <li>19. <u>Presidential Elections and Other Cool Facts</u> by: Syl Sobel</li> <li>20. <u>Right to Vote</u> by: Deanne Durrett</li> <li>21. <u>The Voice of the People: American Democracy in Action</u> by: Betsy Maestro</li> <li>22. <u>Vote!</u> By: Eileen Christelow</li> <li>23. <u>Voting in Elections</u> by: Terri DeGezelle</li> <li>24. <u>Woodrow for President: A Tail of Voting, Campaigns, and Elections</u> by: Peter W. Barnes and Cheryl Shaw</li> <li>25. <u>The Congress</u> by: Richard B. Bernstein and Jerome Agel</li> <li>26. <u>The Congress of the United States: A Student Companion</u> by: Donald A. Ritchie</li> <li>27. <u>The House of Representatives</u> by: Bruce A. Ragsdale</li> <li>28. <u>How a Bill Becomes a Law</u> by: John Hamilton</li> <li>29. <u>How a Law is Passed</u> by: Bill Scheppler</li> <li>30. <u>My Senator and Me</u> by: Senator Edward M. Kennedy</li> <li>31. <u>The Senate</u> by: Janet Anderson</li> <li>32. <u>The United States Capitol</u> by: Jennifer Silate</li> <li>33. <u>Constitution Translated for Kids</u> by: Cathy Travis</li> <li>34. <u>A Kids' Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant</u> by: Kathleen Krull</li> <li>35. <u>Our Constitution</u> by: Donald A. Ritchie</li> <li>36. <u>We the Kids: The Preamble to the U.S. Constitution of the United States</u> by: David Catrow</li> <li>37. <u>The Flag We Love</u> by: Pam Munoz Ryan</li> <li>38. <u>The Pledge of Allegiance</u> by: Terry Allan Hicks</li> <li>39. <u>The President of the United States</u> by: Scott Ingram</li> <li>40. <u>So You Want to Be President?</u> By: Judith St. George</li> <li>41. <u>The Supreme Court</u> by: Geoffrey M. Horn</li> <li>42. <u>The Kid's Guide to Social Action: How to Solve the Social Problems You Choose- And Turn Creative Thinking into Positive Action</u> by: Barbara A. Lewis</li> </ol>
<i>News Articles</i>	<ol style="list-style-type: none"> <li>1. <u>Time for Kids: The Government Shutdown</u> <a href="http://www.timeforkids.com/news/government-shutdown/112091">http://www.timeforkids.com/news/government-shutdown/112091</a></li> </ol> <p>Current Event Newspapers/Magazines:</p> <ol style="list-style-type: none"> <li>1. <a href="http://timeforkids.com/">http://timeforkids.com/</a></li> <li>2. <a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a></li> <li>3. <a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a></li> <li>4. <a href="http://tweentribune.com/">http://tweentribune.com/</a></li> </ol>
<i>Novels</i>	<ol style="list-style-type: none"> <li>1. <u>The Kid Who Became President</u> by: Dan Gutman</li> <li>2. <u>A Spy in the Whitehouse</u> by: Ron Roy</li> </ol>
<i>Organizations</i>	<ol style="list-style-type: none"> <li>1. A-Z Index of U.S. Government Departments and Agencies <a href="http://www.usa.gov/directory/federal/">http://www.usa.gov/directory/federal/</a></li> </ol>

	<ol style="list-style-type: none"> <li>2. United Nations: <a href="http://www.un.org/en/rights/">http://www.un.org/en/rights/</a></li> <li>3. United for Human Rights: <a href="http://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html">http://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html</a></li> </ol>
<i>Photographs</i>	<ol style="list-style-type: none"> <li>1. <u>Portraits of the Presidents</u> <a href="http://www.smithsonianeducation.org/president/gallerymain.aspx">http://www.smithsonianeducation.org/president/gallerymain.aspx</a></li> </ol>
<i>Poetry</i>	<ol style="list-style-type: none"> <li>1. <u>Why Freedom Matters: Celebrating the Declaration of Independence in Two Centuries of Prose, Poetry and Song</u> by: Daniel Katz</li> <li>2. <u>Declaration of Interdependence: Poems for an Election Year</u> by: Janet Wong</li> <li>3. <u>When Thunder Comes: Poems for Civil Rights Leaders</u> by: J. Patrick Lewis</li> <li>4. <u>My America: A Poetry Atlas of the United States</u> by: Lee Bennett Hopkins and Stephen Alcorn</li> </ol>
<i>Short Stories</i>	* <i>See Mentor Texts</i>
<i>Textbooks</i>	<ol style="list-style-type: none"> <li>1. Pearson My World Social Studies: New Jersey: Pages 182-205</li> <li>2. Macmillan/McGraw-Hill Our New Jersey: Pages 269-285; 289-305</li> <li>3. Amistad Interactive Textbook: <a href="http://www.njamistadcurriculum.com/">http://www.njamistadcurriculum.com/</a></li> </ol>
<i>Video Clips</i>	<ol style="list-style-type: none"> <li>1. TFK Explains: The U.S. Government <a href="http://www.timeforkids.com/photos-video/video/tfk-explains-us-government-117346">http://www.timeforkids.com/photos-video/video/tfk-explains-us-government-117346</a></li> <li>2. BrainPOP: U.S. Constitution <a href="http://www.brainpop.com/socialstudies/ushistory/usconstitution/preview.weml">http://www.brainpop.com/socialstudies/ushistory/usconstitution/preview.weml</a></li> <li>3. BrainPOP: Branches of Government <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/">http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/</a></li> <li>4. BrainPOP: Bill of Rights <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/preview.weml">http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/preview.weml</a></li> <li>5. BrainPOP: Political Parties <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/politicalparties/preview.weml">http://www.brainpop.com/socialstudies/usgovernmentandlaw/politicalparties/preview.weml</a></li> <li>6. BrainPOP: Presidential Power <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/presidentialpower/preview.weml">http://www.brainpop.com/socialstudies/usgovernmentandlaw/presidentialpower/preview.weml</a></li> <li>7. BrainPOP: How a Bill Becomes a Law <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/howabillbecomesalaw/preview.weml">http://www.brainpop.com/socialstudies/usgovernmentandlaw/howabillbecomesalaw/preview.weml</a></li> <li>8. BrainPOP: Declaration of Independence <a href="http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/preview.weml">http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/preview.weml</a></li> <li>9. BrainPOP: Democracy <a href="http://www.brainpop.com/socialstudies/worldhistory/democracy/preview.weml">http://www.brainpop.com/socialstudies/worldhistory/democracy/preview.weml</a></li> <li>10. BrainPOP: Political Party Origins <a href="http://www.brainpop.com/socialstudies/ushistory/politicalpartyorigins/preview.weml">http://www.brainpop.com/socialstudies/ushistory/politicalpartyorigins/preview.weml</a></li> <li>11. BrainPOP: Women's Suffrage <a href="http://www.brainpop.com/socialstudies/ushistory/womenssuffrage/preview.weml">http://www.brainpop.com/socialstudies/ushistory/womenssuffrage/preview.weml</a></li> </ol>
<i>Websites</i>	<ol style="list-style-type: none"> <li>1. <u>United States of America Government</u> <a href="http://www.usa.gov/">http://www.usa.gov/</a></li> <li>2. <u>Our Government: The White House</u> <a href="http://www.whitehouse.gov/our-government">http://www.whitehouse.gov/our-government</a></li> <li>3. <u>Government for Kids</u> <a href="http://kids.usa.gov/government/">http://kids.usa.gov/government/</a></li> <li>4. <u>Ben's Guide to U.S. Government for Kids</u> <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> </ol>

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|  | <ol style="list-style-type: none"><li>5. <u>Interactive U.S. Constitution</u> <a href="http://mrnussbaum.com/flash/const.swf">http://mrnussbaum.com/flash/const.swf</a></li><li>6. <u>Three Branches</u> <a href="http://mrnussbaum.com/flash/government.swf">http://mrnussbaum.com/flash/government.swf</a></li><li>7. <u>Congress for Kids</u> <a href="http://www.congressforkids.net/">http://www.congressforkids.net/</a></li><li>8. <u>BrainPOP for Educators: Local and State Governments</u><br/><a href="http://www.brainpop.com/educators/community/bp-jr-topic/local-and-state-governments/">http://www.brainpop.com/educators/community/bp-jr-topic/local-and-state-governments/</a></li><li>9. <u>New Jersey Constitution</u> <a href="http://www.njleg.state.nj.us/lawsconstitution/constitution.asp">http://www.njleg.state.nj.us/lawsconstitution/constitution.asp</a></li></ol> |
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## Appendix A: Graphic Organizers

1. [Vocabulary: Frayer Model](#)
2. [R.A.C.E. Strategy](#)
3. [Question-Answer Relationships](#)
4. [Reciprocal Teaching Role Cards](#)  
What is reciprocal teaching? : [http://www.readingrockets.org/strategies/reciprocal\\_teaching](http://www.readingrockets.org/strategies/reciprocal_teaching)  
Reciprocal Teaching Strategies at Work: <http://www.reading.org/libraries/book-supplements/500-videoguide.pdf>
5. [Paired Reading Organizer](#)
6. [Jigsaw Discussion Packet](#)
7. [Opinion Paragraph](#)
8. [What Do YOU Think](#)
9. [Analyze a Photograph](#)
10. [Cause & Effect: Past to Present](#)
11. [Observing Artifacts](#)
12. [Make a S.P.E.E.C.H \(Investigation of a Historical Event\)](#)
13. [Artists Draw Conclusions \(Primary Source Analysis\)](#)

## Appendix B: Primary Sources Digital Databases

### Websites:

1. Library of Congress: <http://www.loc.gov/>
2. Smithsonian: <http://www.si.edu/>
3. Smithsonian Education: <http://www.smithsonianeducation.org/>
4. National Geographic: <http://www.nationalgeographic.com/>
5. National Archives: <http://www.archives.gov/>
6. Docs Teach: <http://docsteach.org/>
7. National Park Service: <http://www.nps.gov/index.htm>
8. Life Magazine Photo Archive: <http://images.google.com/hosted/life>
9. New Jersey Digital Highway: <http://www.njdigitalhighway.org/>
10. Spartacus Educational: <http://spartacus-educational.com/>
11. Rutgers University Library Research Guides: <http://libguides.rutgers.edu/home>
12. Princeton University Library: <http://libguides.princeton.edu/content.php?pid=4015&sid=24139>
13. Avalon Project at Yale: Documents in Law, History and Diplomacy: <http://avalon.law.yale.edu/>
14. Fordham University: Full Text Resources: <http://www.fordham.edu/Halsall/mod/modsbookfull.asp>
15. Project Gutenberg: <http://www.gutenberg.org/>

### iPAD Applications:

1. National Archives Docs Teach: <https://itunes.apple.com/us/app/national-archives-docsteach/id513465174?mt=8>  
<http://secondstory.com/project/docsteach-ipad>
2. New York Public Library: <http://www.nypl.org/mobile-help>
3. Today's Document: <https://itunes.apple.com/us/app/todays-document/id412969819?mt=8>
4. Quotable Americans: <https://itunes.apple.com/us/app/civic-quotes/id492726858?mt=8>
5. Congressional Moments: <https://itunes.apple.com/us/app/congressional-moments/id650013451?mt=8>
6. Manifest Destiny: <https://itunes.apple.com/us/app/manifest-destiny/id485413652?mt=8>

## **What is a Primary Source?**

Source: <http://www.primarysource.org/what-is-a-primary-source>

Primary sources that are thoughtfully selected can help to bring history and cultures to life for students. Most basically, they are defined as the direct evidence of a time and place that you are studying – any material (documents, objects, etc.) that was produced by eyewitnesses to or participants in an event or historical moment under investigation. Secondary sources, in contrast, are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.

## **What are examples of primary sources?**

Historians and other scholars have been very inventive in identifying and utilizing a wide-range of primary sources, especially when attempting to write the histories of groups and individuals that have been excluded from access to formal written records. The following are examples of primary sources when they are used to answer questions about the time or place in which they were produced.

- photographs
- letters
- artifacts
- diaries
- works of art such as paintings/sculptures/quilts
- fiction
- poetry
- journals
- autobiographies
- music and songs
- memoirs
- cartoons
- census records
- broadsides
- court or government records
- immigration records
- drawings
- maps from the place or time

- ships' logs
- ledger books
- labor records
- recorded oral histories and people speaking for themselves
- texts or recordings of speeches
- architectural landmarks
- charts/graphs
- sound recordings
- documentary film

### **Why use them in the classroom?**

Primary and secondary sources are both essential to the study of people and cultures past and present, and students should be introduced to both types of materials and learn to utilize them together to construct understanding. As an organization, Primary Source believes that students often connect deeply with a subject and develop passion for it when they are given the opportunity to encounter the "real stuff" of history, the encouragement to form questions and research answers, and assignments that allow them to take initiative and make genuine discoveries. Primary sources can play a unique role in this type of learning.

### **Questions for Analyzing Primary Sources:**

Source: <http://www.edteck.com/dbq/more/analyzing.htm>

1. Who created the source and why? What is created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

