

# Unit 1: American Revolution

**Grade Level:** 4

**Length of Unit:** 30 days

**Unit Rationale:** The founding of America and the subsequent war for independence shaped all of American History and the American identity. Through learning the history of the American revolution students will learn about the foundation of the nation, but also the skills of being a historian and interpreting the past

## Stage 1 - Desired Results

### Understandings:

*Students will understand that...*

- *there were a wide array of causes that led to the American Revolution*
- *there were multiple perspectives surrounding the events leading up to the American Revolution and the war.*
- *that New Jersey played an important role in the battles of the American Revolution*
- *the value that primary sources bring when learning about history*

### Essential Questions:

- *What caused the colonists to want to break away from England?*
- *What were the sides taken during the Revolution?*
- *How do primary sources help us investigate historical events and time periods?*
- *How/Why did the colonies win the American Revolution?*

### Content:

*Students will know*

- The major events that led to the American Revolution, including the Acts passed by Parliament, and what resulted
- The perspectives/sides taken by colonists
- The impact of notable Patriots (Paul Revere, Thomas Paine, Sam Adams, etc)
- The purpose of the Declaration of Independence
- Key events that took place in New Jersey, including the Battles of Trenton, Princeton, and Monmouth
- The end result of the Revolutionary War and what it meant for the colonies
- The function of the Constitution (including the Bill of Rights)

### Skills:

*Students will be able to...*

- Understand the alternative perspectives on an issue
- Explain causes and effects of historical events
- Infer intended audience/purpose of a historical document
- Explain why groups and individuals differed in perspective during a given time period
- Use evidence to develop a claim about the past
- Compare information provided by different sources about the past

## NJ Student Learning Standards

[https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS_by_Standard.pdf)

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

### C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.His.14.3-5 - Explain probable causes and effects of events and developments.

D2.His.16.3-5 - Use evidence to develop a claim about the past.

D2.His.10.3-5 - Compare information provided by different historical sources about the past.

D2.His.9.3-5 - Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.4.3-5 - Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5 - Explain connections among historical contexts and people's perspectives at the time.

D3.4.3-5 - Use evidence to develop claims in response to compelling questions.

### Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

JU.K-2.12 I know when people are treated unfairly.

JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.

### Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.7: Identify factors to consider before starting a business.

#### CLKS Practices:

1. Demonstrate creativity and innovation
2. Use technology to enhance productivity increase collaboration and communicate effectively

#### Connected Careers:

*Economist, Educator, Historian, Judge, Political Scientist, Lawyer, Sociologist*

#### Explanation of how CLKs connect to the unit:

Students demonstrate creativity and innovation when producing their American Revolution journals in order to create a fictional character that interacts appropriately with the historical events of the American Revolution.

Students type their American Revolution journals on Chromebooks to enhance productivity and effectively demonstrate their understanding of the time period.

#### Explanation of how 9.2 standards connect to the unit:

In this unit, students will explore the economic setbacks that hindered many colonists from pursuing economic ventures, thus triggering the revolution. This will help them consider the factors that go into starting a business.

#### Explanation of how connected careers connect to the unit:

In this unit, students will focus on how groups responded to economic oppression (Economist, Historian, Sociologist), as well as what constitutes fair treatment of the people by their government (Judge, Political Scientist, Lawyer).

### Interdisciplinary Standards

RI.4.3. 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.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

**Explanation of how interdisciplinary standards connect to the unit:**

Students use a variety of informational (historical) texts in this unit to explain and enhance understanding of events from the American Revolution

Students synthesize information from various historical documents and sources to write their American Revolution journal and enhance understanding of the American Revolution

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols

**Explanation of how 9.4 standards connect to the unit:**

Students learn what ‘bias’ is and how to use it when evaluating historical sources.

Students type their American Revolution journals and use word processing tools to format their writing

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Explanation of how ELA Companion standards connect to the unit:**

This unit has a heavy ELA emphasis. Students continually evaluate a diverse presentation of content including primary source documents, paintings, secondary sources, video reenactments, and more. Students compare Patriot and Loyalist sources of the same event such as the Boston Massacre. Throughout the unit students are integrating what they learned to convey information clearly in their American Revolution Journals.

**Stage 2- Assessment Evidence:**

**Assessment:**

Students will create a “character” from the time period. They can choose the location they live in, whether they are a patriot/loyalist, their age, occupation, could join the war, etc. As the lessons progress, students create journal entries in response to the events in and leading up to the American Revolution. Suggestions for entries:

- Passing of the Stamp Act
- You went into town one day and ran into someone from “the other side.” Write about your conversation with them and how you felt about it?
- Boston Tea Party
- Writing of the Declaration of Independence

● Battle of Trenton/Winter of 1776	
<b>Formative</b>	In-class discussions and tasks about events of the American Revolution
<b>Summative</b>	Create a journal from the perspective of a character in the revolution
<b>Alternative</b>	Create a newspaper article about an event in the American Revolution
<b>Benchmark</b>	Create a journal from the perspective of a character in the revolution to demonstrate understanding of content - use rubric to assess and have students self-assess

### Stage 3 - Learning Plan

#### Learning Activities:

- Declaration of Independence-students investigate the Declaration of Independence, gaining an understanding of the different parts of the document. Then, building off of the “laws” lesson(s) from the Government unit, students will work on composing their own Declaration of Independence, outlining their grievances within the school or at home.
- New Jersey and the Revolution- students will practice note taking skills, and record information about the major events that happened in New Jersey during the Revolutionary war. Then, students will explore the causes/effects surrounding some of the events, deducing which events could be considered turning points.
- Cause/Effect Lesson-Explore the series of Acts passed by Parliament, and the colonists reactions, consider how one led to the other.
- Comparing 2 perspectives-show two different images of the Boston Massacre (one being Paul Revere’s engraving, the other from a Loyalist perspective). Have students compare. Tell them that Paul Revere wasn’t at the Boston Massacre, and lead them to question how he got his information. Continue the activity to explore perspective and how they shaped publications of the time.
- Constitution- pull apart the constitution, giving partnerships a phrase or section to “translate,” and discuss as a class, attempting to name (in one word) what the Constitution guarantees. Highlight that even though this

#### Differentiation:

##### ELL:

preview/pre teach vocabulary  
Simplified language in ‘primary sources’

##### G&T:

push students to take on loyalists perspectives  
Provide true primary source documents rather than modified texts

##### Special Ed:

graphic organizers to assist in note taking  
Simplified language in ‘primary sources’  
Present information in multiple formats

##### 504:

graphic organizers to assist in note taking  
Simplified language in ‘primary sources’  
Present information in multiple formats

##### Students at Risk:

Scaffolded note taking, simplified language in documents, graphic organizers

**Strategies and practices for differentiation in social studies can be found in the [linked document](#).**

document was created year ago it's principles still apply to our life today. Discuss the history of the Constitution, how the framework came about and why our government is set up the way that it is. Choose several amendments to the constitution, have students act out that amendment. Analyze a scenario related to the amendments (ex: are there times freedom of speech shouldn't be guaranteed? Are there times when it's acceptable to speak out against a law in order to change it for the better?)

- No Taxation without Representation: Students will participate in a simulation mimicking the passing of the various acts and the sentiment of being unjustly taxed

## Core and Supplementary Instructional Materials

### Teacher Pedagogical Resources:

This unit was designed using skills, strategies, resources, and pedagogy from The Teachers College Reading and Writing Project (TCRWP), iCivics.org, the Library of Congress, and the National Council for the Social Studies (NCSS).

### Student Materials:

Emma's Journal, by Marissa Moss (890L)

Toolkit Texts, The American Revolution and Constitution by Stephanie Harvey

## DOE Mandates:

**Amistad Commission** - This unit addresses the NJDoE Amistad Commission requirement for "the infusion of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history." During this unit the students will study the role African Americans played in the American Revolution including the role as soldiers in major battles.

**Holocaust Mandate** -

**Diversity, Equity, and Inclusion Mandate:**  
Gender -

**Sexual Orientation -**

**Race -**

**Ethnicity -** In this unit, students will consider what makes up an ethnicity and how different peoples practice different customs linked partially to geography

**Religious Tolerance -**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -** Students will see how economic disparities can encourage a push for societal change

**Economic Disparity Impact on Society -** Students will uncover how economic disparity on a societal level can lead to unrest

**LGBTQ and Peoples with Disabilities Mandate -**

**Asian American & Pacific Islander Mandate -**

**Notes:**

## Unit 2: Government

**Grade Level: 4**

**Length of Unit: 20 Days**

**Unit Rationale: explain the theme and why students should learn this topic**

As citizens of the United States of America it is important to know the functions and role of the government, but also their own role in the United States government. Knowing how the government works and interacts in American life is at the heart of being an involved citizen.

### Stage 1 - Desired Results

**Understandings:**

*Students will understand...*

- *there is a separation of powers within the government and the role that each branch plays*
- *how bills becomes law*
- *the connections between the various stages of the election process*
- *our Constitution is changing, but it lays the framework for the government that we still use today*
- *each citizen has guaranteed rights provided to them by the Constitution and government*

**Essential Questions:**

- *What are the main reasons our founders separated the government into branches?*
- *What role can citizens play in the shaping of our government?*
- *How is the Constitution relevant to your life today?*
- *How is bias present in today's media?*

<ul style="list-style-type: none"> <li>● <i>that media sources need to be viewed critically</i></li> </ul>	
<p><b>Content:</b></p> <p>Students will know</p> <ul style="list-style-type: none"> <li>● the election process</li> <li>● how a bill becomes a law</li> <li>● their role as a citizen</li> <li>● The function of the Constitution (including the Bill of Rights)</li> </ul>	<p><b>Skills:</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● distinguish the powers of government at various levels</li> <li>● explain how a democracy relies on people's responsibility and participation</li> <li>● explain how groups of people make rules to create responsibilities and protect freedoms</li> <li>● explain the origins, functions, and structures of different systems of government including those created by the US</li> <li>● apply civic virtues and democratic principles in school settings</li> <li>● explain how rules and laws change society and how people change rules and laws</li> </ul>

### NJ Student Learning Standards

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

### C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Civ.1.3-5 - Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5 - Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.4.3-5 - Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.5.3-5 - Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.7.3-5 - Apply civic virtues and democratic principles in school settings.  
 D2.Civ.9.3-5 - Use deliberative processes when making decisions or reaching judgments as a group.  
 D2.Civ.12.3-5 - Explain how rules and laws change society and how people change rules and laws.  
 D2.Civ.13.3-5. Explain how policies are developed to address public problems.  
 D4.1.3-5. Construct arguments using claims and evidence from multiple sources.  
 D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  
 D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).  
 D4.4.3-5. Critique arguments.  
 D4.5.3-5. Critique explanations.  
 D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.  
 D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

### Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

### Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- Taxes are collected on a variety of goods and services at the local, state, and federal levels.
- Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

#### CLKS Practices:

1. Model integrity, ethical leadership and effective management
2. Work productively in teams while using cultural/global competence

#### Connected Careers:

*Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.*

*Historian, Human Resources, Judge, Political Scientist*

#### Explanation of how CLKs connect to the unit:

Students will model integrity and leadership skills while working productively in teams to debate hot-button issues related to government (assessment)

#### Explanation of how 9.2 standards connect to the unit:

Students will learn about the function of taxes in state and local government. Students will also participate in a media literacy lesson where they learn about bias, exaggeration, and other media tactics that may distort reality.

#### Explanation of how connected careers connect to the unit:

In this unit, students will explore the ways in which governments were fairly constructed (Historian, Political Scientist), as well as the role of justice in the construction of a fair government (Human Resources, Judge).

**Interdisciplinary Standards**

**RI.4.10.**  
**W.4.4.**

**Explanation of how interdisciplinary standards connect to the unit:**

Students will complete information based writing in the unit.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes

**Explanation of how 9.4 standards connect to the unit:**

In the media literacy portion of this unit, students will evaluate digital sources for accuracy (and bias) - there will be a discussion on how politicians use the media during elections, and how to be a critical consumer of digital and printed media.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

RI.TS.4.4. 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.

**Explanation of how ELA Companion standards connect to the unit:**

While reading founding texts that outline the structure of the government, students will summarize, identify main ideas, and think deeply about decisions regarding text structure.

**Stage 2- Assessment Evidence:****Assessment:**

<b>Formative</b>	In-class discussions and tasks about the Constitution and how local, state, and national government works
<b>Summative</b>	(1)Students will debate a “hot button” topic related to government (teacher selected). After forming teams, they will research, creating an argument for their side of the issue. Children will be divided into sub groups for each side and will be given teacher created questions to respond to. It will be important for students to recognize that their argument may have flaws, and to see the counterarguments that can be made. While children are listening to other groups debate, they will be filling out a graphic organizer of new points they learned or practicing good note taking skills. After the debate, students will consider

	what they and others brought up, and based on what information they have, critique the arguments, and decide what could be done to create change surrounding that topic. (2) Formal content Test about Constitution and functions of government
<b>Alternative</b>	Draw images or act out scenes to explain the ideas of the Bill of Rights and/or Constitution
<b>Benchmark</b>	Formal content Test about Constitution and functions of government

### Stage 3 - Learning Plan

#### Learning Activities:

**Introduction-** Start with the lesson on page 145 of Every Book is a Social Studies Book about creation of a government on an island.

- **Constitution-** Remind students of the powers of the constitution. Have them work with a partner to complete a scavenger hunt locating important concepts using the interactive constitution website.
- **Separation of Powers-** Explore the American Revolution and what led to the checks and balances/separation of power. Perform a simulation “no vehicles on the sidewalk,” that explores the role of the judicial branch
- **How a Bill becomes a Law-** Come up with a class law, and take it through the process of how a bill becomes a law. Break kids into groups to serve as the different parts of the Legislative Branch, have the teacher serve as President.
- **Media Literacy-** View “All About Explorers” website. Discuss inaccuracies. View media that present information in different ways based on the source. (ie; sports headlines, political ads, etc) Watch Brainpop media literacy video to wrap up, and discuss specific actions students can take to view media critically.
- **Preamble Quilt-** Students will each get a phrase from the Constitution Preamble, and illustrate its meaning. The illustrations will be compiled into a “quilt”

#### Differentiation:

##### ELL:

- Scenarios of varying difficulty asked about the Constitution
- hands on simulations will engage all types of learners
- preteach vocabulary, provide visuals, simplify document language

##### G&T:

- Research local representatives and share with the class
- Scenarios of varying difficulty asked about the Constitution

##### Special Ed:

- graphic organizers to assist in note taking
- hands on simulations will engage all types of learners

##### 504:

- Scenarios of varying difficulty asked about the Constitution
- information to be presented in multiple formats

##### Students at Risk:

- Scaffolded note taking, simplified language in documents, graphic organizers

**Strategies and practices for differentiation in social studies can be found in the [linked document](#).**

## Core and Supplementary Instructional Materials

### Teacher Pedagogical Resources:

This unit was designed using skills, strategies, resources, and pedagogy from The Teachers College Reading and Writing Project (TCRWP), iCivics.org, the Library of Congress, the National Council for the Social Studies (NCSS), and Every Book is a Social Studies Book

### Student Materials:

Interactive Constitution: <http://constitutioncenter.org/constitution/>

We the Kids (Catrow, David) (NP0L)

“No Vehicles on the Sidewalk” Simulation Activity (p.145 Every Book is a Social Studies Book)

## DOE Mandates:

**Amistad Commission** - During this unit the students will become familiar with notable Africans and African Americans who have made contributions to and strides in state and national government

### Holocaust Mandate -

### Diversity, Equity, and Inclusion Mandate:

**Gender** - In exploring founding documents, students will consider how their contents affect gender equality, racial equality, and freedom of religion

#### Sexual Orientation -

**Race** - In exploring founding documents, students will consider how their contents affect gender equality, racial equality, and freedom of religion

#### Ethnicity -

**Religious Tolerance** - In exploring founding documents, students will consider how their contents affect gender equality, racial equality, and freedom of religion

#### Unconscious Bias Impact on Individuals -

#### Unconscious Bias Impact on Society -

#### Economic Disparity Impact on Individuals -

#### Economic Disparity Impact on Society -

### LGBTQ and Peoples with Disabilities Mandate -

**Asian American & Pacific Islander Mandate** - During this unit the students will become familiar with notable AAPI individuals who have made contributions to and strides in state and national government

Notes:

**Unit 3: New Jersey****Grade Level: 4****Length of Unit: 15 Days****Unit Rationale: explain the theme and why students should learn this topic**

As students in the state of New Jersey it is important for them to know the heritage of our state and the functions within the state. New Jersey has had a long and storied history within this nation and students should understand our great achievements and the great Americans who came from New Jersey.

**Stage 1 - Desired Results****Understandings:**

*Students will understand...*

- *that the geography of New Jersey's regions determines the life there*
- *that New Jersey plays a role in connecting the major cities of New York and Philadelphia*
- *how New Jersey's government fits into the national system of government*
- *the settlement and growth of the Bernardsville/Peapack-Gladstone/Far Hills area*

**Essential Questions:**

- *How is New Jersey unique from other states?*
- *Why is New Jersey's government set up the way that it is?*

**Content:**

Students will know

- the state symbols (example: bird, flower, tree, etc)
- a brief history of New Jersey settlement
- the role Governor Livingston played in developing New Jersey Government
- the major cities of New Jersey

**Skills:**

Students will be able to...

- compare life from the past to life today
- summarize primary source documents
- compare information from different historical sources about the past
- explain the challenges people have faced and the opportunities they have created
- distinguish the powers of government at various levels and branches of government

**NJ Student Learning Standards**

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

### **C3 Standards**

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.HIS.3.3-5 - Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.HIS.10.3-5 - Compare information provided by different historical sources about the past.

D2.HIS.6.3-5 - Describe how people's perspectives shaped the historical sources they created.

D2.GEO.11.3-5 - Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

D2.GEO.3.3-5 - Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.GEO.1.3-5 - Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.CIV.1.3-5 - Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.

D2.Eco.7.3-5. Explain how profits influence sellers in markets.

D2.Eco.10.3-5. Explain what interest rates are.

D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.

### **Learning for Justice - Social Justice Standards**

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities.

DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

### **Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

#### **9.2 standards:**

- Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.
- Culture and geography can shape an individual's experiences and perspectives.

#### **CLKS Practices:**

1. Act as a responsible and contributing community members and employee
2. Utilize critical thinking to make sense of problems and persevere in solving them

#### **Connected Careers:**

*Archivist, Historian, Librarian, Urban Planner*

#### **Explanation of how CLKs connect to the unit:**

Students will contribute to the classroom community through their participation in the living museum project. They will also use critical thinking skills throughout the unit as they complete learning activities and persevere in problem solving as it relates to NJ, especially in regards to economics.

#### **Explanation of how 9.2 standards connect to the unit:**

During the research and presentation of a notable NJ individual, students will learn how curiosity and

creativity contributes to innovation, as well as how culture and geography shaped experiences of NJ individuals.

**Explanation of how connected careers connect to the unit:**

In this unit, students will explore how New Jersey was settled (Historian, Urban Planner), as well as how that history is presented today (Archivist, Librarian).

**Interdisciplinary Standards**

W.4.7.

SL.4.4.

**Explanation of how interdisciplinary standards connect to the unit:**

Students will practice writing opinion pieces.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Explanation of how 9.4 standards connect to the unit:**

As students complete their end of unit research project, they will think critically about varying sources of information and compile learning into a presentation about a notable person from NJ - many of whom have solved problems within our state and country.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Explanation of how ELA Companion standards connect to the unit:**

In this unit, students will explore several different accounts of the history of New Jersey and relay this information to others.

**Stage 2- Assessment Evidence:**

**Assessment:**

- Select and research a famous individual from New Jersey and show how this person impacted our region and our country. Students will synthesize information from different historical sources (including primary sources) to demonstrate how individuals from New Jersey have shaped significant historical changes locally

and nationally. They will create a living museum exhibit about that person. They will prepare a short script (1-2 minutes) to present that answers the following questions:

- Where in New Jersey was/is this person from?
- What was their childhood like?
- What was going on during that time period that inspired them to make a change? (the problem)
- Explain some of his/her greatest achievements. (the solution)
- How did those achievements change New Jersey and/or America?

<b>Formative</b>	In class discussions and assignments
<b>Summative</b>	Research/presentation about the famous person from NJ
<b>Alternative</b>	Different format to presentation about famous person (informational article, slideshow, video, etc)
<b>Benchmark</b>	Vocabulary Quiz about locations/regions of NJ

### Stage 3 - Learning Plan

#### Learning Activities:

- **State History-** consider what we already know about New Jersey (based on learning about the 13 colonies) and complete a KWL, ending with note taking on the state history (focused on strong note taking strategies)
- **Local History-** Jigsaw with historical newspaper articles about events from the three towns. Students in groups read them and summarize them to share with groups that did not read them.
- **Symbols-** discussion about what the state symbols are, including the flag and why certain symbols are on it. Make a diagram of the NJ flag to show comprehension
- **Geography-** Map work on different regions and counties within New Jersey and the resources in them.
- **Economics -** Examine some of the resources within the state of New Jersey and how they are used, this should include some newer businesses involved in areas like finance and pharmaceuticals. Students should examine how profits impact business and interest is used by banks in addition to general economic concepts such as inflation and unemployment.
- **Government-** introduce students to important figures in New Jersey government. Lead them

#### Differentiation:

##### ELL:

- information to be presented in multiple formats
- graphic organizers to assist in note taking
- in assessment piece, selection of individuals can be guided (ie, suggesting an easier-to-research individual vs one who made a more complicated contribution)
- preteach vocabulary, repeat and rephrase instruction

##### G&T:

- in assessment piece, selection of individuals can be guided (ie, suggesting an easier-to-research individual vs one who made a more complicated contribution)

##### Special Ed:

- information to be presented in multiple formats
- graphic organizers to assist in note taking
- in assessment piece, selection of individuals can be guided (ie, suggesting an easier-to-research individual vs one who made a more complicated contribution)

##### 504:

- information to be presented in multiple formats
- graphic organizers to assist in note taking

to explore and see the parallels between our state and national government

**Students at Risk:**

rephrase instruction and directions, provide scaffolding and graphic organizers to highlight key information

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

**Core and Supplementary Instructional Materials**

**Teacher Pedagogical Resources:**

This unit was designed using skills, strategies, resources, and pedagogy from The Teachers College Reading and Writing Project (TCRWP), the National Council for the Social Studies (NCSS), and The New Jersey Historical Society.

**Student Materials:**

New Jersey By Nel Yomtov (990L)

**DOE Mandates:**

**Amistad Commission** - During this unit some students will research and present about students notable Africans and African Americans from NJ

**Holocaust Mandate** -

**Diversity, Equity, and Inclusion Mandate:**

**Gender** -

**Sexual Orientation** - During this unit some students will research and present about students individuals from NJ who have made important contributions and also happen to identify as LGBTQ or have a disability

**Race** -

**Ethnicity** -

**Religious Tolerance** -

**Unconscious Bias Impact on Individuals** -

**Unconscious Bias Impact on Society** -

**Economic Disparity Impact on Individuals** -

**Economic Disparity Impact on Society** -

**LGBTQ and Peoples with Disabilities Mandate** - During this unit some students will research and present about students individuals from NJ who have made important contributions and also happen to identify as LGBTQ or have a disability

**Asian American & Pacific Islander Mandate** - During this unit some students will research and present about notable Asian American and Pacific Islanders from NJ

Notes:

## Unit 4: Immigration in America

Grade Level: 4

Length of Unit: 30 Days

### Unit Rationale:

Immigration has been changing America since its founding. Immigrants throughout all of history have changed America, but also had their own culture molded through the formal and informal Americanization process. The process of immigration has changed in the past few decades, but is still a driving force in America.

### Stage 1 - Desired Results

#### Understandings:

*Students will understand that...*

- *there are various push and pull factors for immigrants*
- *the immigrant's journey was/is often not an easy one*
- *living conditions were poor for immigrants living in crowded, dense, cities*
- *people still immigrate to America in great numbers*

#### Essential Questions:

- *What are the similarities between early and modern immigration to America?*
- *What are the major factors that lead to immigration to America?*
- *Did America live up to the expectations of immigrants once they settled here?*

#### Content:

Students will know

- The reasons people left their countries and immigrate to America
- The appealing factors that drew immigrants to America
- The basic process of early immigration, from travelling in steerage, to Ellis Island inspections
- What life was like for immigrants once they arrived, and that many immigrants lived in

#### Skills:

Students will be able to...

- Analyze the effect of events on human migration and settlement
- Explain probable causes and effects of historical events and developments
- Compare life in historic time periods to life today
- Summarize how different historical sources are used to explain events in the past (photos)

- crowded tenement buildings
- The major countries people immigrated from (then and now)

### NJ Student Learning Standards

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

### C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

- D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.
- D2.Eco.1.3-5. Compare the benefits and costs of individual choices.
- D2.GEO.1.3-5 - Construct maps and other graphic representations of both familiar and unfamiliar places.
- D2.GEO.4.3-5 - Explain how culture influences the way people modify and adapt to their environments.
- D2.GEO.6.3-5 - Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- D2.GEO.7.3-5 - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.GEO.8.3-5 - Explain how human settlements and movements relate to the locations and use of various natural resources.
- D2.HIS.14.3-5 - Explain probable causes and effects of events and developments.
- D2.HIS.2.3-5 - Compare life in specific historical time periods to life today.
- D2.HIS.9.3-5 - Summarize how different kinds of historical sources are used to explain events in the past.

### Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

- ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are.
- DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect.

### Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- 9.2.5.CAP.8: Identify risks that individuals and households face.

#### CLKS Practices:

1. Use technology to enhance productivity increase collaboration and communicate effectively
2. Work productively in teams while using cultural/global competence

#### Connected Careers:

*Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.*

*Anthropologist, Psychologist, Economist, Sociologist, Urban Planner*

#### Explanation of how CLKs connect to the unit:

Students will use technology multiple times throughout this unit to explore immigration data. They will then use technology to assist in the presentation of their family's immigration story. They will work in teams and

partnerships productively throughout the unit, engaging in image analysis tasks as well as other activities.

**Explanation of how 9.2 standards connect to the unit:**

Students will explore the motivations for people to immigrate, some of which are economic, which will help them appreciate the risks that individuals and households face.

**Explanation of how connected careers connect to the unit:**

By studying immigration, students will explore how groups behave (Anthropologist, Sociologist), individual effects of immigration (Psychologist), and the ways in which it transforms receiving societies (Economist, Urban Planner).

**Interdisciplinary Standards**

**W.4.4**

**RI.4.10.**

**Explanation of how interdisciplinary standards connect to the unit:**

Students will historical and modern accounts of immigration.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

**Explanation of how 9.4 standards connect to the unit:**

Students will learn and analyze how the cultures of those who immigrate(d) to America influences communities and perspectives. Students will create a visual representation that effectively organizes and displays information related to their family's immigration story.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**Explanation of how ELA Companion standards connect to the unit:**

By exploring images and narratives of immigrants' stories, they will be required to paraphrase divers formats and refer to these sources as they construct an understanding of immigration.

**Stage 2- Assessment Evidence:**

**Assessment:**

Students will investigate the history of their family's immigration to America and will conduct research about a country their family originated from. They will gather information from family members about their family's immigration story, discussing why and how they immigrated. In addition, they will compile information about the culture and traditions of their family's heritage. After student poster presentations, they will compare their findings to a modern immigration story.

<b>Formative</b>	In class discussions and assignments about historical and modern immigration
<b>Summative</b>	Presentation about family immigration story
<b>Alternative</b>	Design a brochure guide to the country that family originally emigrated from.
<b>Benchmark</b>	Quiz about immigration history in the US.

### Stage 3 - Learning Plan

#### Learning Activities:

- **Tenement:** Tape out the dimensions of a tenement on the floor. Have students imagine that they were working in a museum giving a tour of the tenement
- **Photo Analysis:** Use the LOC Photo Analysis Guide, teach students to look for messages in photos of immigrants. After modeling as a class, give partnerships photos and after they discuss, present the photo to the class highlighting what the photographer would have been wanting to show.
- **Data Analysis:** using the chart on page 15 of the book *Immigrants* (Sandler, Martin), as well as the NY Times Immigration Explorer, have students explore the waves of immigration from different countries in groups. Ask what questions they would have. Then, have students brainstorm how and what sources they could use to (hypothetically) answer their questions.
- **Immigration Today:** Look at 3 modern stories about specific families, compare and contrast their experiences. Consider how their experience was similar to or different from immigration in the past

#### Differentiation:

##### ELL:

- project based assessment will allow for a high level of student self-selection
- preteach vocabulary
- scaffold note taking to emphasize main points
- explain concepts in simple language, make connections to home life

##### G&T:

- project based assessment will allow for a high level of student self-selection/differentiation - include higher level questioning when relevant

##### Special Ed:

- project based assessment will allow for a high level of student self-selection, provide additional time for work and processing, simplify reading passages

##### 504:

- information presented in multiple formats, scaffolded note taking, provide additional time for work and processing, simplify reading passages

##### Students at Risk:

- explain concepts in simple language, provide scaffolding and graphic organizers that highlight key information

#### Strategies and practices for differentiation in

social studies can be found in the [linked document](#).

## Core and Supplementary Instructional Materials

### Teacher Pedagogical Resources:

This unit was designed using skills, strategies, resources, and pedagogy from The Teachers College Reading and Writing Project (TCRWP), the National Council for the Social Studies (NCSS), the Library of Congress, Scholastic, and the Tenement Museum

### Student Materials:

[Explore Immigration Data](#)

[NY Times Immigration Explorer Map](#)

**Immigrants** (Sandler, Martin) - 1030L

Hannah's Journal (Moss, Marissa) - 730L

## DOE Mandates:

**Amistad Commission -**

**Holocaust Mandate -** This unit addresses the NJDoE Holocaust Mandate. While examining reasons that caused many people to leave their homes to immigrate to America the classes will discuss the impact of prejudice and discrimination faced in other countries and will specifically cite genocide and the Holocaust as examples. Class will also discuss how these issues still impact people around the world and cause them to migrate from countries.

### Diversity, Equity, and Inclusion Mandate:

**Gender -**

**Sexual Orientation -**

**Race -**

**Ethnicity -**

**Religious Tolerance -**

**Unconscious Bias Impact on Individuals -** As students study immigration, they will explore the ways in which unconscious bias impacts the immigrant's experience

**Unconscious Bias Impact on Society -** Students will think about societal level views on immigration.

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**LGBTQ and Peoples with Disabilities Mandate -**

**Asian American & Pacific Islander Mandate** - During this unit students will become familiar with the process by which AAPI individuals immigrated to the United States and examine how the political, economic, and social reasons for immigration are the same regardless of time period or ethnicity.

**Notes:**