Department of College and Career Readiness

Service Learning I: Social Awareness

Curriculum

5.0 Credits

Unit Two
Service Learning I: Social Awareness

Course Description

This course, taught as a hybrid of Sociology and History of Paterson, lays the framework and context for how students will set forth service learning projects in the city of Paterson, New Jersey. Students are introduced to the concept and applicability of service learning, provided ample historical perspectives regarding the development of Paterson, exposed to the subset of “social problems,” in the context of the practice and study of Sociology, as well as provides students information regarding the challenges and opportunities that currently face the city. Students will focus on increasing their awareness of social, political and cultural issues in Paterson and the role service can play to positively impact these issues. The course is rooted in 6.1 and 6.3 New Jersey Student Learning Standards.
# Service Learning I: Social Awareness

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to Service Learning; History of Paterson</td>
<td>approx. 11 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Introduction to Sociology and Thinking Sociologically</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Introduction to Culture; Introduction to Social Problems</td>
<td>approx. 8 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Present Day Paterson</td>
<td>approx. 8 weeks</td>
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</tbody>
</table>
## Educational Technology Standards

|---------------------------------------------|

- **Technology Operations and Concepts**
  - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  
    **Example of use within:** Students will utilize wikis and other collaborative tools for productive work during school and non-school hours.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  
    **Example of use within:** Develop an original research and proposals utilize a myriad of technology-enabled platforms.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.  
    **Example of use within:** Use online tutorials to provide community interactive means for feedback.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  
    **Example of use within:** Students will collaborate to determine best of use of technology in its applicability to research and reporting.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
<tr>
<td>• <strong>Example of use within:</strong> Students will utilize knowledge of Paterson history as foundation for sociological thinking about their community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
<tr>
<td>• <strong>Example of use within:</strong> Students will use evidence-based practices to make data-driven assertions about the socioeconomic landscape of Paterson and its challenges and opportunities.</td>
</tr>
</tbody>
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<table>
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<th>CRP5. Consider the environmental, social and economic impacts of decisions.</th>
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<tr>
<td>Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social...</td>
</tr>
</tbody>
</table>
Career Ready Practices

condition, the environment and the profitability of the organization.

- **Example of use within:** Students will utilize their knowledge of sociological perspectives, as well as data from economic and environmental realities of the city.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **Example of use within:** Students will use both historical and sociological research throughout.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

- **Example of use within:** Student teams work together to create action plans and proposals to address community needs.
**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
# Language Development Supports for English Language Learners
To Increase Comprehension and Communication Skills

## Environment
- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students' background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaningful and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students' lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

## Sensory Supports*
- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

## Graphic Supports*
- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

## Interactive Supports*
- In a whole group
- In a small group
- With a partner such as *Turn-and-Talk*
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as *Think-Pair-Share*
- Interactive websites or software
- With a mentor or coach

## Verbal and Textual Supports
- Labeling
- Students' native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as *What? When? Where? How? Why?*
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including *Wait Time*

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# Building Equity in Your Teaching Practice

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
</tbody>
</table>

- **This unit / lesson is connected to other topics explored with students.**
- **There are multiple viewpoints reflected in the content of this unit / lesson.**
- **The materials and resources are reflective of the diverse identities and experiences of students.**
- **The content affirms students, as well as exposes them to experiences other than their own.**

- **This unit / lesson provides context to the history of privilege and oppression.**
- **This unit / lesson addresses power relationships.**
- **This unit / lesson help students to develop research and critical thinking skills.**
- **This curriculum creates windows and mirrors* for students.**

- **This unit / lesson help students question and unpack biases & stereotypes.**
- **This unit / lesson help students examine, research and question information and sources.**
- **The curriculum encourage discussion and understanding about the groups of people being represented.**
- **This unit / lesson challenges dominant perspectives.**

- **The instruction has been modified to meet the needs of each student.**
- **Students feel respected and their cultural identities are valued.**
- **Additional supports have been provided for students to become successful and independent learners.**
- **Opportunities are provided for student to reflect on their learning and provide feedback.**

- **There are opportunities for students to connect with the community.**
- **My classroom is welcoming and supportive for all students?**
- **I am aware of and sensitive to the needs of my students and their families.**
- **There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.**

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# Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students’ individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.
  - Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.).

- **Curriculum:**
  - Incorporate student-centered stories, vocabulary and examples.
  - Incorporate relatable aspects of students’ lives.
  - Create lessons that connect the content to your students’ culture and daily lives.
  - Incorporate instructional materials that relate to a variety of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
  - Present relatable real world problems.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/assignments, and tutorials outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Video lessons online</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Adjusted rubrics for projects</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Video lesson</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Text speech software</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

- **Time/General**: Extra time for assigned tasks, Adjust length of assignment, Timeline with due dates for reports and projects, Communication system between home and school, Provide lecture notes/assignments, and tutorials outline.
- **Processing**: Extra Response time, Have students verbalize steps, Repeat, clarify or reword directions, Mini-breaks between tasks, Provide a warning for transitions, Video lessons online.
- **Recall**: Teacher-made checklist, Use visual graphic organizers, Reference resources to promote independence, Visual and verbal reminders, Graphic organizers.
- **Assistive Technology**: Computer/whiteboard, Video lesson, Spell-checker, Text speech software.
- **Tests/Quizzes/Grading**: Adjusted rubrics for projects, Study guides, Shortened tests, Read directions aloud.
- **Behavior/Attention**: Consistent daily structured routine, Simple and clear classroom rules, Frequent feedback.
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<table>
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<tbody>
<tr>
<td>Strategies to Accommodate Students Based on Content-Specific Needs</td>
</tr>
<tr>
<td>• Leveled Text</td>
</tr>
<tr>
<td>• Chunking text</td>
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<tr>
<td>• Choice Board</td>
</tr>
<tr>
<td>• Socratic Seminar</td>
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<tr>
<td>• Tiered Instruction</td>
</tr>
<tr>
<td>• Small group instruction</td>
</tr>
<tr>
<td>• Sentence starters/frames</td>
</tr>
<tr>
<td>• Writing scaffolds</td>
</tr>
<tr>
<td>• Tangible items/pictures (i.e., to facilitate vocabulary acquisition)</td>
</tr>
<tr>
<td>• Tiered learning stations</td>
</tr>
<tr>
<td>• Tiered questioning</td>
</tr>
<tr>
<td>• Data-driven student partnerships</td>
</tr>
</tbody>
</table>
## Enrichment

### Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Storyboards
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game
# Interdisciplinary Connections

## English Language Arts
- Close reading of various social research studies and peer-reviewed journal articles. (NJSLSA.R1)
- Write professional proposal. (NJSLSA.W2)

## Social Studies
- Research the history of Paterson. (6.1.12)
- Research the social and economic impact of American cities. (6.3.12)

## World Language
- Translate industry-content (7.1.ILA)
- Create a translated index of social science and research vocabulary (7.1.ILA)

## Math
- Calculate figures such as Gross Domestic Product, poverty, employment, and median income for various communities. (N.Q.A.1)
- Use ratios and proportions to understand graphic representations of data. (N.Q.A.2)

## Fine & Performing Arts
- Analyze artistic contributions of Paterson and New Jersey. (1.2.12)
- Create renderings of quantitative data collected from research. (1.4.12)

## Science
- Research latest developments in industry technology brought to modern urban communities. (HS-ETS1-4)
- Investigate applicable-careers in STEM fields social scientific research. (9.2.12)
Social Studies Grades 9-12 New Jersey Student Learning Standards

U.S. History: American and the World

A. Civics, Government, and Human Rights

6.1.12.A.1.a. Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

B. Geography, People, and the Environment

6.1.12.B.1.a Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

C. Economics, Innovation, and Technology
6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.

6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

D. History, Culture, and Perspectives

6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.


6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
**Active Citizenship in the 21st Century**

A. Civics, Government, and Human Rights

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

D. History, Culture, and Perspectives

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

**English Language Arts & History/Social Studies Grades 11-12 Companion Standards**

Key Ideas and Details:

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas of information of primary or secondary source: provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.4 Determine the meaning of word and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (i.e., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
**Course:** Service Learning I  
**Unit:** 1 – Introduction to Service Learning + History of Paterson  
**Grade Level:** 9-12

**Unit Overview:** This unit is designed to educate students about Service Learning – and learn to use it as a tool within the content of the past and present of Paterson, New Jersey. Further, this unit explores the history and development of Paterson; home of the first planned industrial city and the legacy of its mills, innovators, and natural resources are still available to study.

**New Jersey Student Learning Standards (NJSLS):**  

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
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</table>
| Understand what service learning is and how it can be utilized in and out of schools, as well how service learning and social research will be utilized in their program of study. | What is service learning?  
How can service learning benefit the community?  
How can service learning benefit the “learner?”  
What is the goal of social research?  
What is the role of data in social research? | • Appropriate appearance and behavior  
• Attitude  
• Ethical  
• Adaptability in position  
• Adaptability to change  
• Time management in work  
• Focusing on a | Service Project:  
Students will participate in a community service project and report to class their experiences.  
Community Service PR Campaign  
Students will develop a marketing campaign to bring awareness to community service and its applicability to | What is Service Learning or Community Engagement?  
https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/  
What the heck is Service Learning?  
https://www.edutopia.org/blog/what-heck-service-learning-heather-wolpert-
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</table>
| Identify the Native American groups that originally occupied the Passaic River territory. 6.1.12.D.1.a RH.11-12.7 | Which Native American groups were present before European settlement? How did Native American groups use the land? | project  
- Responsibility  
- Inspiring others through selflessness  
- Leadership  
- Appropriate questioning  
- Understanding the system | Paterson teens.  
**Service Learning Case Study**  
Students will research where service learning has been utilized, present, and class will analyze differences and similarities.  
**Mapping:** Using a blank map of the region, map out the Native American groups that originally inhabited New Jersey, particularly around Passaic County.  
**Civics/ Writing:** Write an imaginary letter to the US Department of the Interior Indian Affairs regarding the condition of the Great Falls area and petition for |  
**gawron**  
**What is Service Learning?**  
[https://nylc.org/service-learning/](https://nylc.org/service-learning/)  
**Service Learning – Western Michigan University:**  
[https://wmich.edu/service-learning](https://wmich.edu/service-learning)  
**Passaic Native American Groups:**  
**Native American Great Falls Festival:**  
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<tr>
<td>Explain the European interest in the Paterson area and discuss the controversy of land ownership amongst Native Americans and colonists</td>
<td>Why were Europeans interested in the Great Falls area? Which European groups were the first to explore and settle the Great Falls area? Who was the first reported European to explore the Great Falls? How did Native Americans treat land and land ownership? How did Europeans view North America and its resources? How did colonization affect Native Americans? Why were Native American groups unable</td>
<td>• Using past knowledge • Reading and Interpreting • Writing • Reasoning skills • Using information • Understanding the system • Asking to understand • Using multiple techniques • Using feedback • Learning form the past • Learning from mistakes and success • Seeking solutions • Problem Solving and critical thinking • Using resources to complete work • Valuing diversity • Communicating on environment • Verbalizing culture</td>
<td>Google Maps: Research different areas around the Northern New Jersey area using Google Maps. Discuss the geographical advantages or disadvantages of settling the Passaic area based on the maps. Debate: Host a debate with one class representing the views of Native Americans and their conservation of land and the other representing Europeans and their economic use of the land. ELA: Write an informative essay on the reasons as to why Europeans wanted to colonize North American North American Colonization: <a href="http://www.gilderlehrman.org/history-by-era/essays/colonization-and-settlement-1585%E2%80%931763">http://www.gilderlehrman.org/history-by-era/essays/colonization-and-settlement-1585–1763</a> Digital History on Colonization: <a href="http://www.digitalhistory.uh.edu/era.cfm?eraid=2">http://www.digitalhistory.uh.edu/era.cfm?eraid=2</a> Quotes on Land Ownership Beliefs: <a href="http://archive.adl.org/education/curriculum_connections/na_quotes.html">http://archive.adl.org/education/curriculum_connections/na_quotes.html</a> Property Rights Among Native Americans: <a href="https://fee.org/articles/property-rights-among-native-americans/">https://fee.org/articles/property-rights-among-native-americans/</a> Effects of Colonization:</td>
<td>Government assistance in restoring the area.</td>
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<tr>
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</table>
| resist colonization?              | • Respecting culture with action | coast. | **ELA/ Civics:** Research the development of Native American Reservations and the laws that govern them. Take a pro or against the movement and write a persuasive essay.  
**Simulation:** Simulate the spread of disease through Native American groups by having Patient Zero put some glitter (representing disease) in their hand and then shaking someone’s hand. Then have the “infected” students shake other students hands. Chart out results of students who have glitter vs. those who do not.  
**Current Events:** Research articles on the | [Link](http://www.funsocialstudies.learninghaven.com/articles/natives2.htm) |
<p>|                                   |                     |                     | <strong>Guns, Germs, and Steel PDF:</strong> <a href="http://www.karimsadr.com/resources/Diamond_GUNS-GERMS-AND-STEEL.pdf">Link</a> | |
|                                   |                     |                     | <strong>Gun, Germs, and Steel Documentary:</strong> <a href="https://www.youtube.com/watch?v=ojU31yHDqiM">Link</a> | |</p>
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</table>
| 6.1.12.B.6.a                      | What technology allowed the power of the falls to be harness? | • Using information  
   • Understanding the system  
   • Asking to understand  
   • Using multiple techniques  
   • Using feedback  
   • Learning form the past  
   • Learning from | Field Study: Take a walking tour around the Historic Great Falls area. Identify the industries that utilized the falls. From that information, research the technological developments in those industries. | Virtual Tour: http://www.millmile.org  
Hydro Power: http://nationalgeographic.org/encyclopedia/hydroelectric-energy/  
Harnessing Niagara Falls Power: |
<p>|                                   | Which technological innovations allowed for economic development? |                              |                   |           |
|                                   | Which industries thrived in Paterson? |                              |                   |           |</p>
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| 6.1.12.C.5.a 6.1.12.D.5.a 6.1.12.D.6.a RH.11-12.7 RH.11-12.9 | How did these industries find their way to Paterson? | mistakes and success  • Seeking solutions  • Using past knowledge  • Reading and Interpreting  • Writing  • Problem Solving and critical thinking  • Using resources to complete work | **Jigsaw:** Assign each student or small groups an industry from Paterson’s history (i.e. Tannery, Cotton Mill, Grist Mill, Cloth Dyeing, Rugs Making, Silk Mills).  
**Diagram:** Create a diagram or clay model of a water-powered mill and how it works.  
**Research:** Research the inventions necessary for the mills success (i.e. Power Loom, Cotton Gin).  
**Art:** Sketch one of the factories in the Paterson Historical District.  
**ELA:** Write an essay about the growing dependence on technology in the | [http://www.pbs.org/tesla/ll_niagara.html](http://www.pbs.org/tesla/ll_niagara.html)  
**Timeline:** [https://www.timetoast.com/timelines/key-events-in-paterson-s-industrial-revolution](https://www.timetoast.com/timelines/key-events-in-paterson-s-industrial-revolution) |
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<td>Identify the inventors of key machinery and industrial development, as well as pioneers of the Silk Industry.</td>
<td>Which inventions made mill production possible? How did the inventions make use of the natural resources? Who are the pioneers of the silk industry? How did silk become popular? What were the challenges faced in owning and operating a silk factory Who was John Colt?</td>
<td>• Asking to understand • Using multiple techniques • Using feedback • Learning form the past • Learning from mistakes and success • Seeking solutions • Acting realistically • Understanding structure and scope • Using past knowledge • Reading and Interpreting • Writing • Problem Solving and critical thinking • Using resources to</td>
<td>workplace and the effects it has on the workers. W.11-12.2</td>
<td><strong>Science:</strong> Research alternative energy sources. <strong>Research:</strong> Write a research report on the pioneers of John Ryles, Thomas N. Dale, Catholina Lambert, and Robert Hamill, Samuel Colt. <strong>Family Tree:</strong> Create a family tree of the Colt family, including all of its innovators. <strong>Interview:</strong> Interview a family that you have felt has left a mark in your life. <strong>Science/ELA:</strong> Diagram</td>
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<td>How did Samuel Colt’s rifle gain popularity?</td>
<td></td>
<td><strong>Film/ELA</strong>: Create a commercial, promoting one of the inventions or innovations of Industrialized Paterson.</td>
<td><a href="http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1334&amp;context=neha">http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1334&amp;context=neha</a></td>
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<td><strong>ELA</strong>: What do you feel is the most revolutionary invention of your time and why?</td>
<td><strong>History of Silk Dyeing</strong>: <a href="http://sites.bergen.org/ourstory/Resources/industrialrevolution/paterson/secondarysources/David&amp;Lorraine_Cheng_Library/History_of_silk_dyeing.pdf">http://sites.bergen.org/ourstory/Resources/industrialrevolution/paterson/secondarysources/David&amp;Lorraine_Cheng_Library/History_of_silk_dyeing.pdf</a></td>
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| Analyze the crucial contributions the Paterson industries played in World War I and World War 2. 6.1.12.D.6.a 6.1.12.D.5.a RH.11-12.7 | Which industries participated in manufacturing for the world wars? How did the Wright brother’s play a role in developing Paterson’s aeronautical industry? | • Using past knowledge  • Reading and Interpreting  • Reasoning skills  • Using information  • Understanding the system  • Asking to understand  • Using multiple techniques  • Using feedback  • Learning form the past  • Learning from Research: Conduct research on how the Write brother’s engines were used in war planes and Charles Lindberg’s transatlantic flight.  Statistics/ELA: Research the factories, men, and women involved in the war during World War I and/or World War Two. | | 4f66-8d3a-894d3a62094f/28_Great_Falls_Raceway_and_Power_System.aspx  
**Samuel Colt:** [http://www.history.com/topics/inventions/samuel-colt](http://www.history.com/topics/inventions/samuel-colt)  
**Curtiss-Wright Corporation:** [http://ks100aviation.org/specials/CurtissWright_Paterson_NJ_links_AAHS.htm](http://ks100aviation.org/specials/CurtissWright_Paterson_NJ_links_AAHS.htm)  
**Industries:** [http://patersongreatfalls.org/otherindustries.html](http://patersongreatfalls.org/otherindustries.html) |
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<td>Identify the different groups that migrated to Paterson for work. 6.1.12.D.5.a 6.1.12.D.5.b 6.1.12.D.5.d RH.11-12.3 RH.11-12.9</td>
<td>Which groups were the main sources of labor in the 1800s? 1900s? How did Anti-Immigration sentiment affect the workers? How did the American racial divide promote migration from south to north?</td>
<td>mistakes and success  - Seeking solutions  - Writing  - Acting realistically  - Understanding structure and scope</td>
<td>Chart: Create a bar graph of the immigration into Paterson over time. Use the graph to identify years of high and low immigration and by which groups. Interview: Interview someone from your community about their or their family’s journey to Paterson. ELA: Write an essay about any chosen group, past or present, that has migrated to Paterson and why.</td>
<td>KKK in Paterson: <a href="http://sites.bergen.org/ourstory/Resources/NJ_Klan/Invisible%20Empire%201920s%20Maps/back.pdf">http://sites.bergen.org/ourstory/Resources/NJ_Klan/Invisible%20Empire%201920s%20Maps/back.pdf</a> Irish Experience in Paterson: <a href="https://anth.umd.edu/sites/anth.umd.edu/files/Brightonmedicinalbottlesarticle.pdf">https://anth.umd.edu/sites/anth.umd.edu/files/Brightonmedicinalbottlesarticle.pdf</a> African American Migration: [<a href="https://www.loc.gov/collections/working-in-paterson/articles-and-essays/african-american-">https://www.loc.gov/collections/working-in-paterson/articles-and-essays/african-american-</a>](<a href="https://www.loc.gov/collections/working-in-paterson/articles-and-essays/african-american-">https://www.loc.gov/collections/working-in-paterson/articles-and-essays/african-american-</a></td>
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| Discuss the dominance of the working class at the height of Paterson’s industrialization.  
6.1.12.D.5.d  
RH.11-12.6  
RH.11-12.9 | What is skilled labor?  
Which groups made up the working class?  
How did the use of skilled labor in the factories lead to more worker control? | • Respecting culture with action  
• Reasoning skills  
• Using information  
• Understanding the system  
• Using multiple techniques  
• Using feedback  
• Learning form the past  
• Learning from mistakes and success  
• Seeking solutions | **Survey:** Conduct a survey of which industries or jobs are the most respected and why. Use results and discuss skilled versus unskilled labor.  
**ELA:** Research the conditions in factories around the world today (i.e. Bangladesh). Compare that to the early Paterson workers’ experiences. | family-business-in-paterson-new-jersey/migration-north-after-world-war-ii/Segregation and Migration:  
http://www.nhi.org/online/issues/books/112b.html  
Paterson Laborers:  
http://patersongreatfalls.org/silkstrike.html  
Skilled Laborers of Paterson Mills:  
## Unit Vocabulary

<table>
<thead>
<tr>
<th>Passaic River</th>
<th>Silk Manufacturing</th>
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<tbody>
<tr>
<td>Great Falls</td>
<td>Colt Family</td>
</tr>
<tr>
<td>Native Americans</td>
<td>Samuel Colt</td>
</tr>
<tr>
<td>Leni Lenape</td>
<td>John Colt</td>
</tr>
<tr>
<td>Unalachtigo</td>
<td>Thomas N. Dale</td>
</tr>
<tr>
<td>Unami</td>
<td>John Ryles</td>
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<tr>
<td>Minsi</td>
<td>Thomas Rogers</td>
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<tr>
<td>Water Power</td>
<td>Migration</td>
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<tr>
<td>Industry</td>
<td>Anti-Immigration Laws</td>
</tr>
<tr>
<td>Pioneer</td>
<td>Working Class</td>
</tr>
</tbody>
</table>

## Suggested Unit Projects

**Choose At Least One**

- Create artistic and informative placards on the history of Paterson before it became Paterson. Include important monuments, historical sites, and well-known factories.

- Create Document Based Questions on Paterson, NJ. Use passages, images, data charts, and various primary and secondary sources from your class and research. Select 10 sources and create 1-3 questions for each. Also, include an essay that can utilize each of the sources.

  [http://docsouth.unc.edu/classroom/lessonplans/DBQs.html](http://docsouth.unc.edu/classroom/lessonplans/DBQs.html)
## Suggested Structured Learning Experiences

<table>
<thead>
<tr>
<th>Paterson Alliance</th>
<th>William Paterson University</th>
</tr>
</thead>
<tbody>
<tr>
<td>301 Main Street</td>
<td>Applied Sociology Program</td>
</tr>
<tr>
<td>Center City Mall, Third Floor</td>
<td>300 Pompton Road</td>
</tr>
<tr>
<td>Paterson, New Jersey 07505</td>
<td>Wayne, New Jersey 07470</td>
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<tr>
<th>Passaic County Administration Building</th>
<th>New Jersey Community Development Corporation</th>
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<tr>
<td>401 Grand Street</td>
<td>32 Spruce Street</td>
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<tr>
<td>Paterson, New Jersey 07505</td>
<td>Paterson, New Jersey 07501</td>
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