Social Studies Curriculum

Elective

History of Paterson, New Jersey
Course Description

This interdisciplinary elective is designed to educate students about the history and development of Paterson, New Jersey. Paterson is the home of the first planned industrial city and the legacy of its mills, innovators, and natural resources are still available to study. In this course, students will read articles, conduct field studies and interviews, analyze sources, and research past and present issues relating to Paterson. Students should develop a sense of understanding and pride of where they live and the importance of Paterson to American History.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Geographical and Initial Development of Paterson</td>
<td>RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.10</td>
<td>Unit 1-5 Weeks in duration</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Colony to Industrial City</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.10</td>
<td>Unit 2 - 10 Weeks in duration</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Industries of Silk City</td>
<td>RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9</td>
<td>Unit 3 - 10 Weeks in duration</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Social Reform and Modern Issues</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9</td>
<td>Unit 4 - 10 Weeks in duration</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - 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.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **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.
CRP1. Act as a responsible and contributing citizen and employee.
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.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
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
Career Ready Practices

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.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  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 condition, the environment and the profitability of the organization.

- **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.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **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.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<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>
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<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
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<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>
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<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
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<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
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<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>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
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<tr>
<td>● Tape recorder</td>
<td>● Study guides</td>
<td>● Simple and clear classroom rules</td>
<td>● Display a written agenda</td>
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<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<td>● Audio-taped books</td>
<td>● Read directions aloud</td>
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<td>● Color code materials</td>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, 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, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

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.

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.

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.

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.

English Language Arts & History/Social Studies Grades 11-12 Common Core Standards

Key Ideas and Details:

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.
Craft and Structure:

**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).

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.

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.
<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Unit: I (4 weeks)</th>
<th>Topic: Geographical and Initial Development of Paterson</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS</td>
<td>RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.10</td>
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<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td>Research the geology of Paterson and the development of the Great Falls.</td>
<td>What is the study of geology?</td>
<td><strong>Research:</strong> Conduct a scientific study of the types of rock and water present in and around the falls.</td>
<td><strong>Geology of Paterson:</strong> <a href="https://www.nps.gov/pagr/learn/nature/paterson-geology.htm">https://www.nps.gov/pagr/learn/nature/paterson-geology.htm</a></td>
<td><strong>Art/Science:</strong> Sketch or photograph the Great Falls. Create a caption with geological information.</td>
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<td>What geological features are present in Paterson, NJ?</td>
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<td><strong>Walking Tour:</strong> <a href="http://sites.bergen.org/ourstory/Resources/industrialrevolution/paterson/primarysources/Paterson_Museum/Great_Falls_walking_tour.pdf">http://sites.bergen.org/ourstory/Resources/industrialrevolution/paterson/primarysources/Paterson_Museum/Great_Falls_walking_tour.pdf</a></td>
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<td><strong>Great Falls National Park:</strong> <a href="http://www.nj.gov/dep/parksandforests/parks/great_falls_state_park_draft_master_plan_overview.pdf">http://www.nj.gov/dep/parksandforests/parks/great_falls_state_park_draft_master_plan_overview.pdf</a></td>
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<td>Explain the European interest in the Paterson area.</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?</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. 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> ELA: Write an informative essay on the reasons as to why Europeans wanted to colonize North American coast.</td>
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| Identify the effects of colonization on Native Americans. | What is the *Guns, Germs, and Steel* theory by Jared Diamond?  
How did colonization affect Native Americans?  
Why were Native American groups unable to resist colonization? | **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 growing trend of not vaccinating children and its effect for current and future populations.  
**Current Events:** Research articles on current reservations or conserved land for Native American groups. | **Effects of Colonization:** [http://www.funsocialstudies.learninghaven.com/articles/natives2.htm](http://www.funsocialstudies.learninghaven.com/articles/natives2.htm)  
**Gun, Germs, and Steel Documentary:** [https://www.youtube.com/watch?v=ojU31yHDqIM](https://www.youtube.com/watch?v=ojU31yHDqIM) | **Science:** Research methods used to inoculate and get rid of deadly diseases, such as smallpox, and its effects on the population. |
| --- | --- | --- | --- |
| Explore the actions and efforts of John, Lord Berkeley and Sir George Carteret in the development of the Passaic area into an income developing property. | Who were John, Lord Berkeley and Sir George Carteret?  
How was land passed and distributed by North America by European leaders?  
What were the Concessions and Agreements in 1665? | **Think-Pair-Share:** With a partner, create a plan for distributing and developing a tract of land for 20 families. Your division should include farmland, access to rivers for transport, and plans for income collection. | **George Carteret Biography:** [http://www.britannica.com/biography/Sir-George-Carteret-Baronet](http://www.britannica.com/biography/Sir-George-Carteret-Baronet)  
**Primary Source:** [http://www.state.nj.us/njfacts/njdoc6.htm](http://www.state.nj.us/njfacts/njdoc6.htm) | **Visual Arts:** Create a commercial advertising the Passaic area property to attract residents. |
| Identify the efforts of Hartmann Michielson in the development of trade on the Passaic River. | What resources were available in Northern North America?  
How important was trade in the relationship between colonists and their mother countries? | **Research:** Research rivers in the United States and the rest of the world that are integral for trade and commerce.  
**Google Book on Hartmann Michielson:** https://books.google.com/books?id=x9EAQAAMAAJ&pg=PA16&lpg=PA16&dq=Hartmann+Michielson+explorer&source=bl&ots=0QPbocCi7f&sig=JZ5HnrTj9KErPV-iHaCK5s0wiA&hl=en&sa=X&ved=0ahUKEwjX6snl667NAhUH0mMKHezzAOwQ6AEIljAB#v=onepage&q=Hartmann%20Michielson%20explorer&f=false | **Economics:** What is mercantilism and how does this economic principle benefit one group? |
|---|---|---|---|
| Discuss the competition of the British and the Dutch in Northern North American dominance. | Why were the British interested in North America?  
Why were the Dutch interested in North America?  
How did the competition of the British and the Dutch play out? | **Timeline:** Create a duel timeline of British and Dutch colonization.  
**North American Competition:** http://nationalhumanitiescenter.org/pds/becomingamerican/text1/europeancompetition.pdf  
**History Channel North American Colonization:** http://www.history.com/topics/exploration/exploration-of-north-america | **Geography:** Using a blank world map, shade in the areas of British and Dutch colonization and their trade routes. |
| Map out the placement of Passaic and Paterson today. | What are the political boundaries of Paterson today?  
What were Paterson’s political boundaries when it was first established?  
How does the shape of Passaic County create a division? | **Geography:** Create a map of Paterson today and compare it to a historical map.  
**Research:** Research the counties that make up Paterson today  
**Historical Maps of Paterson:** http://mapmaker.rutgers.edu/PASSAIC_COUNTY/PATerson/oldPaterson.html  
http://www.historicmapworks.com/Atlas/US/10125/Passaic+County+%281877%29 | **ELA Essay:** Write an essay on the benefits and negatives of the geographic location of Paterson. |
Passaic County. Compare and contrast their development to Paterson.

**County:**

**Founding of Passaic County:**
[http://www.lambertcastle.org/foundingpassaic.html](http://www.lambertcastle.org/foundingpassaic.html)

<table>
<thead>
<tr>
<th>Geology</th>
<th>Colonization</th>
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<tbody>
<tr>
<td>Passaic River</td>
<td>John, Lord Berkeley</td>
</tr>
<tr>
<td>Great Falls</td>
<td>Sir George Carteret</td>
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<tr>
<td>Native Americans</td>
<td>Hartmann Michielson</td>
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<tr>
<td>Leni Lenape</td>
<td>British</td>
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<td>Unalachtigo</td>
<td>Dutch</td>
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<tr>
<td>Suggested Unit Project 1:</td>
<td>Suggested Unit Project 2:</td>
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<td>Create a pamphlet on the geography and geology of the Great Falls area. Include historical information, scientific data, and Native American involvement.</td>
<td>Write a proposal for land development on Native American lands. In your proposal, include compensation, labor, use of the resources, land, and most importantly how you will use the Passaic River and the Great Falls.</td>
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</tbody>
</table>