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.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
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<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>
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<td>Unit 2 – 10 Weeks in duration</td>
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<td>Unit 3 – 10 Weeks in duration</td>
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<td>Unit 4 - 10 Weeks in duration</td>
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<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>
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<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>
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<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>
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</tr>
</tbody>
</table>
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.

- CRP6. Demonstrate creativity and innovation.
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an 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
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.
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.
## Differentiated Instruction

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

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
</table>
| - 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/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
**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.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.

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

Craft and Structure:

**RH.11-12.4** Determine the meaning of words 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: II (12 weeks)</th>
<th>Topic: Colony to Industrial City</th>
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<tbody>
<tr>
<td><strong>CCSS</strong></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>
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<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>Identify the founders of the Paterson area known as Acquackanonk. <strong>Standard:</strong> 6.1.12.C.3.b RH.11-12.3</td>
<td>Who are the founders of Acquackanonk? What are the geographical features of the Acquackanonk area? Where is the present Acquackanonk area today?</td>
<td><strong>Jigsaw:</strong> Assign each student an investor in the Acquackanonk area. Research and share the data</td>
<td><strong>Historical Maps:</strong> <a href="http://mapmaker.rutgers.edu/PASSAIC_COUNTY/OldPassaic.html">http://mapmaker.rutgers.edu/PASSAIC_COUNTY/OldPassaic.html</a></td>
<td><strong>Business:</strong> Create a business plan for the Acquackanonk area investors.</td>
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<tr>
<th>Discuss the issues surrounding the American Revolution its effects in the Acquackanonk area.</th>
<th>Which side did the Acquackanonk area take during the American Revolution? How was the Acquackanonk an important area for George Washington?</th>
<th>News Article: Write an account of George Washington’s retreat into Acquackanonk.</th>
<th>Background Information: <a href="http://www.lambertcastle.org/nlarchive/1968%20Vol.%201.%20Oct.pdf">http://www.lambertcastle.org/nlarchive/1968%20Vol.%201.%20Oct.pdf</a></th>
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<td>Primary Documents: <a href="https://archive.org/stream/washingtonhisarm00nels/washingtonhisarm00nels_djvu.txt">https://archive.org/stream/washingtonhisarm00nels/washingtonhisarm00nels_djvu.txt</a></td>
<td>Washington’s Account of Acquackanonk: <a href="https://books.google.com/books?id=eMUIAwAAQBAJ&amp;pg=PP1&amp;lpg=PP1&amp;dq=Acquackanonk&amp;source=bl&amp;ots=eH-ivPfuh&amp;sig=j56h-kbNOXhmsOprsk8ZbUPVjZo&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwicwtvhk7LNAhXMcz4KHWHpDGA4FBDoAQgMAE#v=onepage&amp;q=Acquackanonk&amp;f=false">https://books.google.com/books?id=eMUIAwAAQBAJ&amp;pg=PP1&amp;lpg=PP1&amp;dq=Acquackanonk&amp;source=bl&amp;ots=eH-ivPfuh&amp;sig=j56h-kbNOXhmsOprsk8ZbUPVjZo&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwicwtvhk7LNAhXMcz4KHWHpDGA4FBDoAQgMAE#v=onepage&amp;q=Acquackanonk&amp;f=false</a></td>
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<td>ELA Journal: Write an imaginary account of a soldier retreating to the Acquackanonk area. Make sure to describe your environment and the Great Falls.</td>
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<tr>
<td>Explain Alexander Hamilton’s role in developing Paterson as the United States’ first planned industrial city.</td>
<td>Who was Alexander Hamilton and what was his role in the government?</td>
<td>Speech Writing: Write a persuasive speech in the voice of Alexander Hamilton, trying to convince people to make Paterson the industrial center of the United States.</td>
<td>Article on Alexander Hamilton’s Interest: <a href="https://www.nps.gov/pagr/learn/historyculture/the-birthplace-of-the-american-industrial-revolution.htm">https://www.nps.gov/pagr/le arn/historyculture/the-birthplace-of-the-american-industrial-revolution.htm</a></td>
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<td>6.1.12.A.2.c RH.11-12.10</td>
<td>How did the city become named after him?</td>
<td><strong>Build Your City:</strong> You will be a city planner and like Pierre L’Enfant, use the directions from the Industrial City Game create your own industrial city.</td>
<td><strong>L’Enfant’s Plans:</strong> [<a href="http://digitalcommons.buffalo">http://digitalcommons.buffalo</a> state.edu/cgi/viewcontent.cgi?article=1335&amp;context=ne ha](<a href="http://digitalcommons.buffalo">http://digitalcommons.buffalo</a> state.edu/cgi/viewcontent.cgi?article=1335&amp;context=ne ha) <strong>Industrial City Game:</strong> [<a href="https://crockettamaisd.sharp">https://crockettamaisd.sharp</a> school.com/common/pages/ DisplayFile.aspx?itemId=17806574](<a href="https://crockettamaisd.sharp">https://crockettamaisd.sharp</a> school.com/common/pages/DisplayFile.aspx?itemId=17806574)</td>
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<td><strong>Discuss the plans created by Pierre L’Enfant and Peter Colt when planning the city.</strong></td>
<td>Who was Pierre L’Enfant?</td>
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<td>6.1.12.C.3.a RH.11-12.7</td>
<td>What were L’Enfant’s plans for Paterson?</td>
<td>Build Your City: You will be a city planner and like Pierre L’Enfant, use the directions from the Industrial City Game create your own industrial city.</td>
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</table>
| Explain the plans of the Society for the Establishment of Useful Manufacturers in regards to Paterson. | What is the Society for the Establishment of Useful Manufacturers? What were the goals of the S.U.M.? How were the plans by the S.U.M. a corporate experiment? | Presentation: Create a presentation on the plans, proposals, important figures, and actions of the Society for the Establishment of Useful Manufacturers. | The Society for Establishing Useful Manufacturing:  
http://patersongreatfalls.org/sum.html  
Towns-People and Country People, The Acquackanonk Dutch and the Rise of Industry in Paterson, New Jersey Excerpt:  
Field Study: Take a survey of the industries that are currently in Paterson. |
| Identify the complications populating an industrial city. | Which groups populated the newly founded Paterson city? What were the challenges faced in populating the city? | Simulation Activity: Imagine you just created your own city. Decide who you will allow in and how you will lure the people there. | Voices From the Silk Mills Book:  
Immigrants in Industry Book:  
https://books.google.com/books?id=ZGsTAAAAAYAAJ&pg=PA13&lpg=PA13&dq=Ireland,+Italy,+Germany,+and+  
Visual Arts: Create a commercial advertising the need for workers at your factory. |
<table>
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<tr>
<th>Discuss the development of Paterson’s economy through industries and resources.</th>
<th>Which industries were included in the newly developed city? How did natural resources help the development of these industries?</th>
<th><strong>T-Chart:</strong> Identify all of the natural resources available in Paterson on the left and the industries it supplies on the right.</th>
<th><strong>Article on Paterson’s role in the Atlantic Economy:</strong> <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></th>
<th><strong>Research:</strong> Research the current locations of the previously prominent industries in Paterson.</th>
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<tr>
<td>Compare and contrast Paterson’s development with other planned cities.</td>
<td>What are other planned cities? What is the benefit of planning cities? How realistic is planning a city?</td>
<td><strong>Venn Diagram:</strong> Compare and contrast Paterson with other planned cities (i.e. Lowell, MA).</td>
<td><strong>Lowell:</strong> <a href="https://dp.la/exhibitions/exhibits/show/breadandroses/lawrence">https://dp.la/exhibitions/exhibits/show/breadandroses/lawrence</a></td>
<td><strong>Science:</strong> Research the job of a civil engineer and city planner. Apply that learning to the necessary components of building a city.</td>
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## Unit 2 Vocabulary

<table>
<thead>
<tr>
<th>Acquackanonk</th>
<th>William Paterson</th>
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<tbody>
<tr>
<td>Indentured Servant</td>
<td>Pierre L'Enfant</td>
</tr>
<tr>
<td>Slavery</td>
<td>Peter Colt</td>
</tr>
<tr>
<td>American Revolution</td>
<td>Society for the Establishment of Useful Manufacturing</td>
</tr>
<tr>
<td>George Washington</td>
<td>Industrialization</td>
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<tr>
<td>Alexander Hamilton</td>
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## Choose 1

**Unit Project (Suggested)**

<table>
<thead>
<tr>
<th>Suggested Unit Project 1:</th>
<th>Suggested Unit Project 2:</th>
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<tbody>
<tr>
<td>Create a PowerPoint, Prezi, or Google Slides presentation on the economic development of Paterson through Alexander Hamilton and the Society for the Establishment of Useful Manufacturing.</td>
<td>Plan your own industrial city. Design the landscape, a power source, city streets, work buildings, housing, connections to other cities, and facilities within the city, such as supermarkets, entertainment, schools, library, etc.</td>
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