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>
</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</td>
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<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</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>
<td>Unit 3 – 10 Weeks</td>
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<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</td>
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</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.

➢ 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.

➢ 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.

- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **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**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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</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>
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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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<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></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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<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
B. Geography, People, and the Environment
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.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.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.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.

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.11-12.3 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.11-12.6** 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.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<table>
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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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</thead>
<tbody>
<tr>
<td>Discuss the role technology played in Paterson’s economic development and success.</td>
<td><strong>Standard:</strong> 6.1.12.B.6.a 6.1.12.D.6.a RH.11-12.7 RH.11-12.9</td>
<td><strong>What technology allowed the power of the falls to be harness?</strong>  Which technological innovations allowed for economic development?</td>
<td><strong>Field Study:</strong> 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.</td>
<td><strong>Virtual Tour:</strong> <a href="http://www.millmile.org">http://www.millmile.org</a>  <strong>Hydro Power:</strong> <a href="http://nationalgeographic.org/encyclopedia/hydroelectric-energy/">http://nationalgeographic.org/encyclopedia/hydroelectric-energy/</a>  <strong>Harnessing Niagara Falls Power:</strong> <a href="http://www.pbs.org/tesla/lilniagara.html">http://www.pbs.org/tesla/lilniagara.html</a>  <strong>ELA:</strong> Write an essay about the growing dependence on technology in the workplace and the effects it has on the workers.  <strong>Science:</strong> Research alternative energy sources.</td>
</tr>
<tr>
<td>Discuss the development of prominent industries in Paterson.</td>
<td><strong>Standard:</strong> 6.1.12.B.6.a 6.1.12.C.5.a 6.1.12.D.5.a 6.1.12.D.6.a RH.11-12.7</td>
<td><strong>Which industries thrived in Paterson?</strong>  <strong>How did these industries find their way to Paterson?</strong></td>
<td><strong>Jigsaw:</strong> 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).</td>
<td><strong>Timeline:</strong> <a href="https://www.timetoast.com/timelines/key-events-in-paterson-s-industrial-revolution">https://www.timetoast.com/timelines/key-events-in-paterson-s-industrial-revolution</a>  <strong>Art:</strong> Sketch one of the factories in the Paterson Historical District.</td>
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<td>Identify the inventors of key machinery and industrial development.</td>
<td>Identify the pioneers of the Silk Industry.</td>
<td>Identify the inventors of key machinery and industrial development.</td>
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<tr>
<td>Which inventions made mill production possible?  How did the inventions make use of the natural resources?</td>
<td>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</td>
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<tr>
<td><strong>Diagram:</strong> Create a diagram or clay model of a water-powered mill and how it works.  <strong>Research:</strong> Research the inventions necessary for the mills success (i.e. Power Loom, Cotton Gin).</td>
<td><strong>Research:</strong> Write a research report on the pioneers of John Ryles, Thomas N. Dale, Catholina Lambert, and Robert Hamill.</td>
<td><strong>Diagram:</strong> Diagram the life cycle of silk worms and the process of creating silk.</td>
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<tr>
<td><strong>Industries:</strong> <a href="http://patersongreatfalls.org/otherindustries.html">http://patersongreatfalls.org/otherindustries.html</a>  <strong>Paterson Industrialists Book:</strong> <a href="http://sites.bergen.org/ourstory/resources/paterson/trainssources/Environso1920.pdf">http://sites.bergen.org/ourstory/resources/paterson/trainssources/Environso1920.pdf</a>  <strong>ELA:</strong> What do you feel is the most revolutionary invention of your time and why?</td>
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<tr>
<td><strong>Science:</strong> Diagram the life cycle of silk worms and the process of creating silk.</td>
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</tbody>
</table>
| Research the contributions of the Colt Family in Paterson. | Who was John Colt?  
How did his Cotton Duck help grow industry in Paterson?  
How did Samuel Colt’s rifle gain popularity? | **Family Tree:** Create a family tree of the Colt family, including all of its innovators.  
**Interview:** Interview a family that you have felt has left a mark in your life. | **John Colt’s City Planning:** [https://www.asme.org/getmedia/749e0a2f-7717-4f66-8d3a-894d3a62094f/28_Great_Falls_Raceway_and_Power_System.aspx](https://www.asme.org/getmedia/749e0a2f-7717-4f66-8d3a-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)  
[http://www.samuelcolt.net](http://www.samuelcolt.net) | **Film:** Create a commercial, promoting one of the inventions or innovations of Industrialized Paterson. |
|---|---|---|---|---|
| Explain how Thomas Roger’s gained notoriety in the United States. | How did Thomas Rogers’ locomotive change industry in Paterson?  
How was Rogers’ locomotive used in the construction of the Panama Canal? | **Timeline:** Create a timeline of Thomas Rogers’ role in the locomotive industry. | **Thomas Rogers:** [http://patersongreatfalls.org/rogers.html](http://patersongreatfalls.org/rogers.html)  
[http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1330&context=neha](http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1330&context=neha) | **Art/Photography:** Photograph the Rogers’ locomotive located at the museum. |
| Explain how transportation was both navigable and challenging in Paterson. | How did the Passaic River assist in transportation?  
What were the challenges faced in road travel?  
How did the construction of bridges and canals assist in quicker travel?  
What role have the modern roadways played in modern development of Paterson? | **Mapping:** Create a map of the Morris Canal.  
**Web Quest:** Create a web quest using the resources on the Morris Canal. | **Morris Canal Resources:** [http://canalsocietynj.org/CSNJ/](http://canalsocietynj.org/CSNJ/)  
[http://www.cliftonhistory.org/mocanal.html](http://www.cliftonhistory.org/mocanal.html) | **Research:** Research one of the other Canals in the world, (i.e. Panama Canal, Suez Canal). |
| Research the effects of pollution from the factories. | What types of waste or pollution was emitted from the factories?  
How was the waste disposed of?  
How does industrialization affect things like air, soil, and water quality? | **Socratic Discussion:** After learning about the effectiveness of the Great Falls and the Passaic River: Is industrialization and prosperity worth the negative effects to the environment?  
Discussion can be turned into a debate or a persuasive essay. | **The Passaic River and The Great Falls:** [http://patersongreatfalls.org/theissues.html](http://patersongreatfalls.org/theissues.html)  
| --- | --- | --- | --- |
| Analyze the crucial contributions the Paterson industries played in World War I and World War 2. | Which industries participated in manufacturing for the world wars?  
How did the Wright brother’s play a role in developing Paterson’s aeronautical industry? | **Research:** Conduct research on how the Write brother’s engines were used in war planes and Charles Lindberg’s transatlantic flight. | **Industries:** [http://patersongreatfalls.org/otherindustries.html](http://patersongreatfalls.org/otherindustries.html)  
**Curtiss-Wright Corporation:** [http://ks100aviation.org/specials/CurtissWright_Paterson_NJ_links_AAHS.htm](http://ks100aviation.org/specials/CurtissWright_Paterson_NJ_links_AAHS.htm) | **Statistics:** Research the factories, men, and women involved in the war during World War I and/or World War Two. |
**Unit 3 Vocabulary**

<table>
<thead>
<tr>
<th>Water Power</th>
<th>Morris Canal</th>
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<tbody>
<tr>
<td>Industry</td>
<td>Pollution</td>
</tr>
<tr>
<td>Pioneer</td>
<td>Power Loom</td>
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<tr>
<td>Silk Manufacturing</td>
<td>Cotton Production</td>
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<tr>
<td>Colt Family</td>
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<tr>
<td>John Colt</td>
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<tr>
<td>Samuel Colt</td>
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<tr>
<td>John Ryles</td>
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<td>Thomas N. Dale</td>
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<tr>
<td>Thomas Rogers</td>
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Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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<tbody>
<tr>
<td><strong>Suggested Unit Project 1:</strong></td>
<td><strong>Suggested Unit Project 2:</strong></td>
</tr>
<tr>
<td>Create a modern technological innovation (can be fictional) that could revolutionize labor and/or daily life. Include specs (either drawn or a 3-D model), an explanation of how it works, and an analysis of the industries that it would have the greatest impact on.</td>
<td>Create artistic and informative placards on the history of Paterson before it became Paterson. Include important monuments, historical sites, and well-known factories.</td>
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</tbody>
</table>