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 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>
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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 in duration</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 in duration</td>
</tr>
</tbody>
</table>
### Career Ready Practices

**Standards**

| CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12 |

- **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...
Career Ready Practices

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>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</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 |

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</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
## 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

B. Geography, People, and the Environment

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

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.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.

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

Key Ideas and Details:

RH.11-12.I 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 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.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the different groups that migrated to Paterson for work.</td>
<td>Which groups were the main sources of labor in the 1800s? 1900s?</td>
<td><strong>Chart:</strong> 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.</td>
<td><strong>KKK in Paterson:</strong> <a href="http://sites.bergen.org/ourstory/Resources/NJ_Klan/Invisible%20Empire%20Maps/back.pdf">http://sites.bergen.org/ourstory/Resources/NJ_Klan/Invisible%20Empire%20Maps/back.pdf</a></td>
<td><strong>ELA:</strong> Write an essay about any chosen group, past or present, that has migrated to Paterson and why.</td>
</tr>
<tr>
<td>RH.11-12.3 RH.11-12.9</td>
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<td><strong>Segregation and Migration:</strong> <a href="http://www.nhi.org/online/issue/national/segregation-migration/">http://www.nhi.org/online/issue/national/segregation-migration/</a></td>
<td></td>
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</tbody>
</table>
| Discuss the dominance of the working class at the height of Paterson’s industrialization. | 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? | Survey: Conduct a survey of which industries or jobs are the most respected and why. Use results and discuss skilled versus unskilled labor. | Paterson Laborers: [http://patersongreatfalls.org/silkstrike.html](http://patersongreatfalls.org/silkstrike.html)  
| Discuss the challenges in developing Paterson into an industrial city. | What challenges did Paterson face as an industrializing city?  
How was the city divided?  
What were the social distinctions in Paterson? | Article: Read the article and identify the issues Paterson faced in its development: [http://www.city-data.com/us-cities/The-Northeast/Paterson-History.html](http://www.city-data.com/us-cities/The-Northeast/Paterson-History.html)  
<p>| Analyze the conditions of the factories. | What were factories like? How were the factories constructed? What hazards were present in the factories? | <strong>Field Study:</strong> Analyze a former factory building and image it without the modern conveniences (i.e., air conditioning). Describe what life would have been like in those factories for 10-12 hour days. <strong>Current Events:</strong> Discuss articles about modern factories and their conditions. | <strong>Working in a Silk Mill:</strong> <a href="https://www.nps.gov/nr/wlhp/wwwlps/lessons/102paterson/102facts1.htm">https://www.nps.gov/nr/wlhp/wwwlps/lessons/102paterson/102facts1.htm</a> <strong>List of Mills:</strong> <a href="http://www.patersonnj.gov/department/division.php?structureid=68">http://www.patersonnj.gov/department/division.php?structureid=68</a> <strong>Primary Source:</strong> <a href="https://beyondthebubble.stanford.edu/assessments/unions-paterson-new-jersey">https://beyondthebubble.stanford.edu/assessments/unions-paterson-new-jersey</a> <strong>Child Labor in Paterson Factories:</strong> <a href="http://sites.bergen.org/ourstory/resources/paterson/trainspat_primary.htm">http://sites.bergen.org/ourstory/resources/paterson/trainspat_primary.htm</a> <strong>ELA:</strong> Write an essay comparing the factory conditions in Paterson to that of England’s factories. | Discuss the emergence of the labor movement in Paterson. | How did workers begin to lose their power over the factory owners? What factors cause unrest in the factory system? What role did labor unions play in fighting for the workers? What was the Industrial Workers of the World? <strong>Jigsaw:</strong> Assign students different unions (i.e., Educators, Plumbers, Pipefitters, etc.). Research their purpose, establishment, challenges, and successes and compare it to the unions developed in Paterson. <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>Immigration and Labor Unions:</strong> <a href="http://www.njdigitalhighway.org/eni/lessons/paterson_strike_of_1913/">http://www.njdigitalhighway.org/eni/lessons/paterson_strike_of_1913/</a> <strong>Art:</strong> Create a labor union poster like the one depicted below on the Industrial Revolution. |</p>
<table>
<thead>
<tr>
<th>Describe the role of the strikes in collapsing the silk industry.</th>
<th>What is a labor strike? How do strikes impact a business? Other than strikes, were there other factors at play in the decline of the silk industry? Where did the mills go?</th>
<th><strong>Source Analysis:</strong> Read the article on the rise and fall of industry in the Paterson Mills. <a href="http://digitalcommons.buffalo.state.edu/cgi/viewcontent.cgi?article=1334&amp;context=neha">Link</a></th>
<th><strong>Primary Documents:</strong> <a href="http://rudepundit.blogspot.com/2013/05/for-may-day-story-of-paterson-silk.html">Labor Unions during the Paterson Strikes</a> <a href="http://patersongreatfalls.org/silkstrike.html">1913 Silk Strike</a> <a href="http://www.pbs.org/wgbh/amex/goldman/peopleevents/estrike.html">PBS Paterson Silk Strike</a> <a href="http://njmonthly.com/articles/jersey-living/striking-out/">Paterson Silk Strike Article</a> <a href="http://www.kean.edu/~NJHP/proRef/silkStrike/pdf/silkStrikeLesson.pdf">Lesson Plans on the Silk Strike</a> [<a href="http://sites.bergen.org/ourstory/resources/paterson/strike/LessonPlan/CW_Paterson">http://sites.bergen.org/ourstory/resources/paterson/strike/LessonPlan/CW_Paterson</a>]</th>
<th>Workers of the World.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> 6.1.12.B.5.b 6.1.12.D.5.b 6.1.12.D.5.d 6.1.12.D.6.a RH.11-12.2 RH.11-12.3 RH.11-12.6 RH.11-12.9</td>
<td></td>
<td><strong>Debate:</strong> Divide the class into two and have them debate whether the labor unions and the workers or the mill owners were to blame for the decline of industry in Paterson.</td>
<td><strong>ELA/Current Events:</strong> Research the causes of the labor strike. Write about it in the voice of a worker and explain why the strike was happening.</td>
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<td>Discuss the contemporary issues Paterson faces.</td>
<td>What are the modern issues that Paterson faces today?</td>
<td>Interview/ Video Documentary: Conduct interviews and take pictures and video clips on the current issues that surround the Paterson community.</td>
<td>Reinvigorating Paterson’s Economy: <a href="http://www.shelterforce.org/article/1592/can_the_silk_city_forge_its_next_industrial_revolution/">http://www.shelterforce.org/article/1592/can_the_silk_city_forge_its_next_industrial_revolution/</a></td>
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</tbody>
</table>

**Standard:**

6.1.12.D.5.a  
6.1.12.B.5.b  
RH.11-12.7  
RH.11-12.8

**Civics:** Go through the (mock) process of labeling a building in Paterson a historic site so that it can be preserved.
## Unit 4 Vocabulary

<table>
<thead>
<tr>
<th>Migration</th>
<th>Socialism</th>
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<tbody>
<tr>
<td>Anti-Immigration Laws</td>
<td>Civil Rights</td>
</tr>
<tr>
<td>Working Class</td>
<td>Historic Preservation</td>
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<tr>
<td>Labor Movement</td>
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<tr>
<td>Labor Unions</td>
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<tr>
<td>Strike</td>
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<tr>
<td>Industrial Workers of the World</td>
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<tr>
<td>Skilled Labor</td>
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<tr>
<td>Unskilled Labor</td>
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</table>

## Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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</thead>
<tbody>
<tr>
<td><strong>Suggested Unit Project 1:</strong></td>
<td><strong>Suggested Unit Project 2:</strong></td>
</tr>
<tr>
<td>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.</td>
<td>Work collaboratively as a class or groups to write a History of Paterson Book. Use what you have learned in your class along with additional research to collect your learning into chapters, images, written passages, and even activities.</td>
</tr>
<tr>
<td><a href="http://docsouth.unc.edu/classroom/lessonplans/DBQs.html">http://docsouth.unc.edu/classroom/lessonplans/DBQs.html</a></td>
<td></td>
</tr>
</tbody>
</table>