Social Studies Curriculum

Grade 4: Our Nation I
Course Description

The history of the United States is the overarching theme with a concentration on New Jersey’s contribution to our country’s history. From an historical perspective students will gather essential content that range from the peopling of the North America, a cultural understanding of Native Americans and their culture, to the colonization process of the thirteen original colonies. As the course enters a close, students will have the opportunity to examine the impact of the American Revolution and the role of New Jersey with the context of the war. Threaded throughout this historical journey student will analyze aspects of culture, geography, government, and economics.

As a means of reinforcing essential content acquisition, the use of grade level appropriate complex thinking types, strategies of critical thinking, creative thinking, problem solving and the metacognitive process will be a key component in assisting students to gather and reinforce the essential knowledge being presented throughout the school year.
# Grade 4 Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Exploration and Encounters</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Colonization in North Africa</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>American Revolution</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Creation of the American Nation</td>
<td>7-9 Weeks</td>
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</tbody>
</table>
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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.

**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.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

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 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.
Career Ready Practices

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.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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.
## Career Ready Practices

**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>
</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/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Reading partners</td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- 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
New Jersey Core Curriculum Content Standards, Grade 8

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A. Civics, Government, and Human Rights
   ▪ 6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.
   ▪ 6.1.8.A.2.c: Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

B. Geography, People, and the Environment
   ▪ 6.1.8.B.1.a: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
   ▪ 6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

C. Economics, Innovation, and Technology
   ▪ 6.1.8.C.2.a: Compare the practice of slavery and indentured servitude in Colonial labor systems.
   ▪ 6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

D. History, Culture, and Perspectives
   ▪ 6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
   ▪ 6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
Common Core State Standards  
English Language Arts Standards – Grade 4

Reading: Informational Text

Key Ideas and Details:
- **RI.4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2**: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3**: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure:
- **RI.4.4**: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Writing

Text Types and Purposes:
- **W.4.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Research to Build and Present Knowledge:
- **W.4.7**: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8**: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
<table>
<thead>
<tr>
<th><strong>Grade:</strong> 4</th>
<th><strong>Unit:</strong> II</th>
<th><strong>Topic:</strong> Colonization in North America</th>
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</thead>
<tbody>
<tr>
<td><strong>Weeks:</strong> 8</td>
<td><strong>Weeks:</strong> 8</td>
<td>Students in grade four Our Nation will be introduced to the theme of “Colonization in North America”, in the second quarter. There will be an opportunity to examine the starting points of colonization and the specific aspects to New Jersey history and identity. There will be specific aspects of Native American cultures and the relations with Europeans provided from a revisionists approach.</td>
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<thead>
<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
</table>
| Analyze the political, social, and cultural characteristics of the English colonies. | What were the roles of the Commercial Revolution and mercantilism in the growth of European nations? | **Geography**
Using a map of the New England colonies, ask students to circle landforms that would protect ships from rough seas. Discuss. | **Commercial Revolution:**
http://www.britannica.com/EBechecked/topic/1366391/Commercial-Revolution |
| **Standard:** W.4.3, W.4.7, 6.1.8.A.2.c, 6.1.8.B.2.b | What are some of the common factors between the English and Spanish settlements? | **New England Village**
Ask students to create a “map” of a New England village. Components should include a common, meeting house, mill, blacksmith, and other important businesses and roles. Elicit discussion. | **Mercantilism:**
http://www.landofthebrave.info/mercantilism.htm |
| | What are some of the differences between the English and Spanish settlements? | **Venn Diagram:**
Compare and contrast the differences between English | **Comparing Settlement Patterns:**
http://people.umass.edu/hist383/class%20notes/Comparing%20Settlement%20Patterns.htm |
| | | | **Colonial America:**
http://www.landofthebrave.info/ |
| | | | **English-Language Arts:**
Write a letter to a friend from the point of view of a child in Massachusetts Bay. Describe what your new life is like? |
| | | | **English-Language Arts:**
Think about a leader of today who has courage. Research this leader, and then write a paragraph comparing and contrasting the leader with Anne Hutchinson. |
| Discuss Spanish exploration, settlement, and missions in the American Southwest. | What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?  
What were the religious, political, economic, and social motivations for the colonization of North America? | **Spanish Conquistador Profiles:**  
Make 4 columns for 4 Spanish conquistadors. List the places they traveled to and explored, as well as their involvement in the Treaty of Tordesillas, Small Pox, and the Papal Line of Demarcation. | **Bartoleme de las Casas:**  
http://oregonstate.edu/instruct/phi302/philosophers/elas_casas.html  
**Hernan Cortes:**  
**Francisco Pizzaro:** |
|---|---|---|---|
| **Puritanism in North America:**  
http://epicworldhistory.blogs pot.com/2012/05/puritanism-in-north-america.html | **Mayflower Compact:**  
http://www.socialstudiesforki ds.com/www/us/mayflower compactdef.htm | **Plymouth Colony:**  
http://www.history.com/topic s/plymouth  
**Massachusetts Bay Colony:**  
http://education-portal.com/academy/lesson/ massachusetts-bay-colony-religion-history-economy.html | **King Phillip’s War:**  
http://www.ducksters.com/history/colonial_america/king_philips_war.php |
<table>
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<tr>
<th><strong>Today's Montezuma:</strong></th>
<th><strong>Comparing Battle Equipment:</strong></th>
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<tbody>
<tr>
<td>Read about Montezuma. Think about a political leader today and connect the two people. What similarities or differences did you find?</td>
<td>Compare and contrast the battle equipment used by the Aztecs and the Spanish. Draw a picture of each soldier and identify where advantages lie.</td>
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</tbody>
</table>

**Standard:** RI.4.2, RI.4.3, W.4.3, W.4.9, 6.1.8.A.2.a

| Describe the political, religious, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey. | What are some of the reasons for settlement in the colonies? What were some of the economies that developed in the colonies? How did the geography of each colony contribute to its economic development? What system of governments developed in the colonies and how did it impact interactions amongst the colonists? |

**Map-Making:** | **National Geographic – First Thanksgiving:** |
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<tbody>
<tr>
<td>Have students trace potential travel routes from Europe to Asia.</td>
<td><a href="http://kids.nationalgeographic.com/explore/history/first-thanksgiving/">http://kids.nationalgeographic.com/explore/history/first-thanksgiving/</a></td>
</tr>
</tbody>
</table>

**Book Report:** Thanksgiving on Thursday (#27 in the Magic Tree House Series) **Graphic Organizer:** Using three columns, trace the New England, Middle and Southern colonies: motivations, economy and government. Elicit discussion. **Geography of the Colonies:** http://www.eduplace.com/ss/socsci/books/content/ilesso

**National Geographic – Tracking the Economic Divergence of the North and the South:** https://muse.jhu.edu/journals/southern_cultures/v006/6.4coelanis.html

**English-Language Arts:** Pretend that you lived in East Jersey in the 17th Century, write a letter to your friend describing what life was like there. **English-Language Arts:** Write a story about what you think happened to the “Lost Colony” using facts recently obtained in the lesson. **Culinary Arts/Theatre:** Play dress up and host a mini-Thanksgiving dinner. Be sure to eat with your hands.
<table>
<thead>
<tr>
<th>Explain the differences in colonization of the Americans by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans. <strong>Standard:</strong> R.4.1, RI.4.2, W.4.1, 6.1.8.C.2.a, 6.1.8.D.2.a</th>
<th><strong>Lenape Perceptions:</strong> Write a short paragraph as if you are Lenape and you are assessing your thoughts of the colonists and their customs. <strong>Colonial Governments of the Thirteen Colonies:</strong> <a href="http://americanhistory.about.com/od/colonialamerica/tp/Colonial-Governments-Of-The-Thirteen-Colonies.htm">http://americanhistory.about.com/od/colonialamerica/tp/Colonial-Governments-Of-The-Thirteen-Colonies.htm</a> <strong>New Netherland Institute:</strong> <a href="http://www.newnetherlandinstitute.org/education/for-teachers/">http://www.newnetherlandinstitute.org/education/for-teachers/</a> <strong>Settlement of New Jersey:</strong> <a href="http://www.u-s-history.com/pages/h591.htm">http://www.u-s-history.com/pages/h591.htm</a> and find opportunities for bartering.</th>
<th>ns/4/ils_gr4_u4_c06_l1.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a distinct factor of the Spanish settlements/colonies?</td>
<td><strong>Graphic Organizer:</strong> Review the location of the New England Colonies, Middle Colonies and the Southern Colonies with students. Students brainstorm the main characteristics of each of these colonies written on the chalkboard.</td>
<td><strong>Spain’s American Colonies and the Encomienda System:</strong> <a href="http://latinamericanhistory.about.com/od/theconquestofperu/p/Spain-S-American-Colonies-And-The-Encomienda-System.htm">http://latinamericanhistory.about.com/od/theconquestofperu/p/Spain-S-American-Colonies-And-The-Encomienda-System.htm</a> <strong>English Colonies in America – Fun Facts:</strong> <a href="http://www.funtrivia.com/en/subtopics/English-Colonies-in-the-Americas-61212.html">http://www.funtrivia.com/en/subtopics/English-Colonies-in-the-Americas-61212.html</a> <strong>Dutch Colonies in the Americas – A Timeline:</strong> <a href="http://www.historyfiles.co.uk/KingListsAmericas/ColoniesDutch.htm">http://www.historyfiles.co.uk/KingListsAmericas/ColoniesDutch.htm</a> <strong>Music:</strong> Write and preform a song about England and the King that colonists might have enjoyed. <strong>English-Language Arts:</strong> Analyze period-literary works of nations covered in class; Connect any understanding from the text to their actions abroad in the New World.</td>
</tr>
<tr>
<td>What was the type of economic system that promoted the colonists’ support of England?</td>
<td>What are some examples of conquest that were used throughout North and South America?</td>
<td>What were the lasting impact of these conquests?</td>
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<tr>
<td>Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.</td>
<td>In what ways did European settlers successfully interact with Native Americans?</td>
<td>What was the source of Native American-European conflicts?</td>
</tr>
<tr>
<td>Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George’s War.</td>
<td>Do people ever have the right to take another’s property? If so, where? If not, why not? Why did Europeans believe they have the right to take and use land that had been Native American land?</td>
<td><strong>War Through the Eyes of a Native American:</strong> Divide the class into three groups, one for each of the conflict mentioned in this objective. Each group is responsible for explaining the war through a Native American’s perspective. <strong>Native American Lands:</strong> In your opinion, did Europeans have a right to claim lands previously inhabited by Native Americans? Write a brief essay. <strong>Expedition:</strong> Use the internet to research a recent expedition. Write a paragraph about any interactions the explorers encountered with Native peoples.</td>
</tr>
</tbody>
</table>
Identify factors that account for the establishment of African slavery in the Americas.

Standard: RI.4.4, W.4.7, 6.1.A.2.c, 6.1.8.C.2.a

In what ways did Europe’s history contribute to slavery in America?

How had slavery served as a tool for oppression?

Who wins when a group is oppressed? What do they win?

Map-Making:
Make a map of a typical colonial southern slave plantation. Identify how its set-up fosters oppression.

Analyzing Primary Sources:
Students analyze the text of various slave codes. Elicit discussion on how these code violate what is inherently “American”.

Mini-Report:
Find African on an Atlas and research which areas of Africa people were kidnapped and sold into slavery.

Analyzing Primary Sources:
Students analyze pictures of African slave ships in a stations setting. Groups leave questions, answers and thoughts on a paper left for on-going discussion. Groups present the final table of the station-rotation.

African American Slavery:
http://www.historyforkids.org/learn/northamerica/after1500/people/slavery.htm

History of Slavery in the United States:
http://www.ducksters.com/history/civil_rights/history_of_slavery_in_the_united_states.php

Slavery in America:
http://www.pbs.org/wnet/slavery/resources/kids.html

Rise of the Slave Trade – Black History in Colonial America:

Math:
Create a chart portraying the African population increases throughout the decades of the pre-colonial and colonial eras.

Geography:
Make a chart listing at least three geographical reasons why the plantation system was more successful in the South than in the North.
## Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

| 1. Social Studies Skills                  | 5. Establishment of a New Nation and Independence to Republic (1600-1800) |
| 2. Indigenous Civilization (1000-1600)   | 6. The Constitution and Continental Congress (1775-1800)                  |
| 4. The emerging Atlantic World (1200-1700)| 8. The Civil War and Reconstruction (1861-1877)                          |

9. Post Reconstruction and the origins of the Progressive Era  
10. America Confronts the 20\textsuperscript{th} Century and the emergent of Modern America (1901-1920)  
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)  
13. National and Global Debates, Conflicts, and Developments & America Faces in the 21\textsuperscript{st} Century (1970-Present)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers' use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website are encouraged and approved by the district for use.
### Unit Vocabulary

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Artisan</th>
<th>Apprentice</th>
<th>Autobiography</th>
<th>Backcountry</th>
<th>Confederacy</th>
<th>Conquistador</th>
<th>Cooperation</th>
<th>Covenant</th>
<th>Convert</th>
<th>Coureurs de bois</th>
<th>Debtor</th>
<th>Export</th>
<th>Free enterprise</th>
<th>French and Indian War</th>
<th>Frontier</th>
</tr>
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<tbody>
<tr>
<td>Indigo</td>
<td>Industry</td>
<td>Market</td>
<td>Middle Passage</td>
<td>Mission</td>
<td>Overseer</td>
<td>Plantation</td>
<td>Presidio</td>
<td>Proclamation of 1763</td>
<td>Proprietor</td>
<td>Slave codes</td>
<td>Slave trade</td>
<td>Tolerate</td>
<td>Treaty of Paris</td>
<td>Triangular trade</td>
<td>Tribute</td>
</tr>
</tbody>
</table>

### Suggested Project - Choose 1

**Suggested Project 1:**

Compare and contrast slave narratives – one being from a slave in the North and the other from the South. What similarities and differences do you see?

**Suggested Project 2:**

Make a poster advertising prospective immigrants to travel to a colony you’ve selected. Why is your colony “better”?