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 metacogative 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>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Exploration and Encounters</td>
<td>7-9 Weeks</td>
</tr>
<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

- 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.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong></td>
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<tr>
<td>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.</td>
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## 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
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 4

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.

D. History, Culture, and Perspectives
   - 6.1.4.D.8: Determine the significance of New Jersey’s role in the American Revolution.
   - 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

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.

B. Geography, People, and the Environment
   - 6.1.8.B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

C. Economics, Innovation, and Technology
   - 6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
   - 6.1.8.C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

D. History, Culture, and Perspectives
   - 6.1.8.D.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- **6.1.8.D.3.c:** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- **6.1.8.D.3.d:** Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- **6.1.8.D.3.e:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- **6.1.8.D.3.f:** Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

**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.

**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.
- **RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas:**
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Common Core State Standards
English Language Arts Standards – Grade 4

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.
<table>
<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>
| Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution. **Standard:** RI.4.1, RI.4.2, W.4.1, 6.1.8.C.2.b, 6.1.8.C.3.a, 6.1.8.D.3.a, 6.1.8.D.3.d, 6.1.8.D.3.f | What is mercantilism? Why do revolutions occur? What role did Native Americans play in the French and Indian War? What were the causes behind the American Revolution? What restrictions did Parliament place on the colonists? Why did people side with the loyalists or the patriots? What role did social | **Primary Source Analysis:** View the “Bloody Massacre” engraving by Paul Revere – his interpretation of the Boston Massacre. Analyze and discuss how this could be used as a propaganda to fuel the war. **Primary Source Analysis:** Read excerpts of “Common Sense” by Thomas Paine. Determine and summarize the main idea. Cite one example of how this text could lead to a revolution. **Choosing Sides:** After learning about the French and Indian War, as | **Causes of the American Revolution:** [http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm](http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm) **Native Americans and the French and Indian War:** [http://teachinghistory.org/history-content/ask-a-historian/22245](http://teachinghistory.org/history-content/ask-a-historian/22245) **Patriots and Loyalists:** [http://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php](http://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php) **American Revolution Quotes:** [http://www.goodreads.com/](http://www.goodreads.com/) | **Performance Art:** Provide students index cards with quotes from notable individuals during the American Revolution. Have students act of the quotes and elicit discussion. **Art:** Redraw Paul Revere’s “Blood Massacre” after reading about the actual events of the Boston Massacre in class. Compare and contrast your work to his. **English-Language Arts:** Pretend you’re an American colonist writing back home to Europe to your family – are
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>How did the French and Indian War and the Treaty of Paris (1763) effect Anglo-Colonial relation?</td>
<td>well as Native American’s relationships with the French and British, as students to conclude why they chose to side with the French in this conflict. Then, ask them to Talk Show: Assign student a famous figure from the American Revolution and host an interactive talk show.</td>
</tr>
<tr>
<td>Qoutes/Tag/America-Revolution</td>
<td>quotes/tag/american-revolution</td>
</tr>
<tr>
<td>Samuel Adams:</td>
<td><a href="http://www.biography.com/people/samuel-adams-9176129">http://www.biography.com/people/samuel-adams-9176129</a></td>
</tr>
<tr>
<td>Crispus Attucks:</td>
<td><a href="http://www.crispusattucksmuseum.org/facts/">http://www.crispusattucksmuseum.org/facts/</a></td>
</tr>
<tr>
<td>You a Patriot or a Loyalist? Why?</td>
<td>you a Patriot or a Loyalist? Why?</td>
</tr>
</tbody>
</table>
| Discuss New Jersey's role during the American Revolution. | What was the role of New Jersey (people and places) in the Revolutionary War?  
What were the causes and results of the Revolutionary War?  
Who were the important people and what contributions did they make during this time period (from New Jersey)? | **Primary Source Analysis:** View the famous painting of Washington crossing the Delaware. Identify any historical inaccuracies you see. Discuss.  
**Reenactment, Journal:** Reenact the Battle of Trenton. Write a journal as if you are one of the soldiers writing home. Describe the chain of events.  
**Design a Medal:** After learning about events connected to the Revolutionary War in New Jersey, design a medal that would have been awarded to a soldier who participate in combat. | **Thomas Paine:** [http://www.ducksters.com/history/american_revolution/thomas_paine.php](http://www.ducksters.com/history/american_revolution/thomas_paine.php)  
**Battle of Princeton:** [http://www.u-s-history.com/pages/h1290.html](http://www.u-s-history.com/pages/h1290.html)  
**George Washington:** [http://www.mountvernon.org/george-washington/key-facts/](http://www.mountvernon.org/george-washington/key-facts/)  
**George Washington’s Headquarters:** [http://www.nps.gov/morr/index.htm](http://www.nps.gov/morr/index.htm)  
**Hessians:** [http://www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)  
**Geography:** Using maps, geographically explore the Battle of Trenton.  
**Math, Geography:** Retrace Washington’s crossing of the Delaware onward to the Battle of Trenton. Estimate how long it would take to travel via foot and then vehicle. Now, juxtapose those figures to the actual time and consider the variable of unfavorable winter weather. Discuss. |
<table>
<thead>
<tr>
<th><strong>Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g. George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What were the causes of the American Revolution?</strong></td>
</tr>
<tr>
<td><strong>Who were the groups and participants of the Revolution?</strong></td>
</tr>
<tr>
<td><strong>What took place during the Revolution, key battles and outcomes?</strong></td>
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<tr>
<td><strong>How did the American Revolution impact the people and how did it form the United States?</strong></td>
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<tr>
<td><strong>How did the American Revolution influence a discussed individual’s decisions and actions?</strong></td>
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<tr>
<td><strong>How did the discussed individual’s actions/decisions impact an event or outcome of the American Revolution?</strong></td>
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<tr>
<td><strong>What democratic values, beliefs, and traditions did a discussed person of the American Revolution contribute?</strong></td>
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<tr>
<td><strong>Who do you believe were</strong></td>
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<tr>
<td><strong>Boycott Campaign</strong></td>
</tr>
<tr>
<td>After learning of boycotts used by Patriots in the Revolutionary-era, create a poster to help fuel a campaign that would have been effective for those who are in opposition of the King and the Loyalists.</td>
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<tr>
<td><strong>Political Cartoon:</strong></td>
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<tr>
<td>Create a political cartoon about an event learned from this section.</td>
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<tr>
<td><strong>Map-Making:</strong></td>
</tr>
<tr>
<td>Re-create Paul Revere’s ride, tracing his path in the Boston-Lexington-Concord area of Massachusetts.</td>
</tr>
<tr>
<td><strong>Causes of the American Revolution:</strong></td>
</tr>
<tr>
<td><a href="http://www.socialstudiesforkids.com/articles/ushistory/causesrevwar.htm">http://www.socialstudiesforkids.com/articles/ushistory/causesrevwar.htm</a></td>
</tr>
<tr>
<td><strong>George Washington:</strong></td>
</tr>
<tr>
<td><strong>Mount Vernon:</strong></td>
</tr>
<tr>
<td><strong>John Adams:</strong></td>
</tr>
<tr>
<td><strong>John Witherspoon:</strong></td>
</tr>
<tr>
<td><a href="http://www.ushistory.org/declaration/signers/witherspoon.htm">http://www.ushistory.org/declaration/signers/witherspoon.htm</a></td>
</tr>
<tr>
<td><strong>Benjamin Franklin:</strong></td>
</tr>
<tr>
<td><a href="http://www.socialstudiesforkids.com/articles/ushistory/benjaminfranklin1.htm">http://www.socialstudiesforkids.com/articles/ushistory/benjaminfranklin1.htm</a></td>
</tr>
<tr>
<td><strong>Thomas Jefferson:</strong></td>
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<tr>
<td><strong>Boston Tea Party:</strong></td>
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<tr>
<td>Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of “Common Sense,” and major battles of the Revolutionary War. <strong>Standard:</strong> RI.4.1, W.4.2, W.4.8, 6.1.8.B.3.c, 6.1.8.D.3.c, 6.1.8.D.3.d, 6.1.8.D.3.e</td>
</tr>
</tbody>
</table>
Ask each group to research the life and loyalties of the assigned individual and then present to the class a short skit showing what that person might have said during a debate on the causes of the war.

**Bunker Hill:**

**Valley Forge:**
http://revolution.mrdonn.org/valleyforge.html

**Saratoga:**
http://www.saratoga.com/aboutsaratoga/battle-of-saratoga/

**Princeton:**
http://www.britishbattles.com/battle-princeton.htm

**Yorktown:**
http://www.history.com/this-day-in-history/battle-of-yorktown-begins

**Key Battles of the Revolution:**
http://www.landofthebrave.info/revolutionary-battles.htm

**Revolutionary War Timeline:**
http://www.ushistory.org/declaration/revwartimeline.htm

| Explain New Jersey’s critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish | What were some of the military strategies used during the American Revolution? | What role did African American, Hispanics/Latinos play? | New Jersey Research: Research no less than five ways America’s Revolution was aided by the State of New Jersey. | Fort Monmouth: http://cecom.army.mil/historian/pubupdates/FM%20History%20Book%202009_4Web.pdf | Fort Mercer: | English-Language Arts: Write a “modern-day adaptation” of the Declaration of Independence. | Geography: Assemble a map of New Jersey. |
Slavery.

**Standard:** RI.4.1, W.4.7, W.4.8, 6.1.4.D.8, 6.1.4.D12, 6.1.8.3.d

| and women play in the battles of the American Revolution? | Assign students a letter of the alphabet and have them create an ABC Book of the American Revolution events that took place. This activity can also focus exclusively on the New Jersey. **Comic Book:** Assign small groups of students various New Jersey people or events that were significant to the American Revolution. Ask them to create one-page of a “New Jersey Revolution” comic book. | [http://www.nj.com/specialprojects/index.ssf?/specialprojects/revwar/rev10.html](http://www.nj.com/specialprojects/index.ssf?/specialprojects/revwar/rev10.html) | Trenton: [http://www.landofthebrave.info/battle-of-trenton.htm](http://www.landofthebrave.info/battle-of-trenton.htm)  
Fort Lee: [http://www.njpalisades.org/americanamerican.html](http://www.njpalisades.org/americanamerican.html)  
Short Hills: [http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/scotch_plains_nj_revolutionary_war_sites.htm](http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/scotch_plains_nj_revolutionary_war_sites.htm)  
Springfield: [http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/springfield_nj_revolutionary_war_sites.htm](http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/springfield_nj_revolutionary_war_sites.htm)  
### Unit Vocabulary

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<tr>
<th>Assembly</th>
<th>Minutemen</th>
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<tbody>
<tr>
<td>Boston Massacre</td>
<td>Patriots</td>
</tr>
<tr>
<td>boycott</td>
<td>Repeal</td>
</tr>
<tr>
<td>Constable</td>
<td>Second Treaty of Fort Stanwix</td>
</tr>
<tr>
<td>Continental Army</td>
<td>Stamp Act</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Delegate</td>
<td>Traitor</td>
</tr>
<tr>
<td>Legislation</td>
<td>Treason</td>
</tr>
<tr>
<td>Loyalists</td>
<td>Treaty of Alliance</td>
</tr>
<tr>
<td>Mercenary</td>
<td>Treaty of Paris</td>
</tr>
</tbody>
</table>

**Suggested Project - Choose 1**

**Suggested Project 1:**
Write a speech from the perspective of General Washington, seeking to inspire troops just before the attack at the Battle of Trenton.

**Suggested Project 2:**
Draw a large map of the 13 colonies on a poster board-sized paper. Label all major battles and events.

### Slavery in New Jersey
- [Slavery in New Jersey](http://slavenorth.com/newjersey.htm)

### New York/New Jersey Abolitionist Hall of Fame
- [New York/New Jersey Abolitionist Hall of Fame](http://people.hofstra.edu/alan_j_singer/Docket/Emancipation_Proclamation/NewYorkNewJerseyAbolitionistHallOfFame.pdf)
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
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
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th 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)

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 site are encouraged and approved by the district for use.