

**PASSAIC COUNTY TECHNICAL**  
**INSTITUTE**

**NEW JERSEY HISTORY**  
**CURRICULUM**

2012

## **I. COURSE DESCRIPTION**

### **New Jersey History** Elective Course

New Jersey History is an half year elective course that aims to increase the students' knowledge of New Jersey's geographical, political, economic and social histories. This course also intends to cultivate an appreciation and awareness for the county and state in which the students live by reviewing the notable past of the region. In addition, the students should be able to interpret the major socioeconomic and political challenges that the state faces in contemporary times by analysis of current events.. Students will analyze and evaluate various primary and secondary sources that highlight the geographical, political, economic, and social history of New Jersey. By examining the geographic and cultural characteristics of New Jersey, the students will become aware of the incredible diversity that exists in this state and develop an appreciation and respect for their community and place in the country. They will also come to understand the common problems that citizens of this state and the country face in current times.

## **II. COURSE OBJECTIVES AND OUTLINE**

### **New Jersey Geography and Native Americans**

The students will be able to ;

- compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.A.1.a
- describe and assess how New Jersey's geographical features have changed through various geological forces. 6.2.8.A.1.a
- examine New Jersey's waterways and resources and their connection to settlement, farming and industrialization. 6.2.8.D.1.c
- identify and locate the land regions and counties of New Jersey. (Appalachian Ridge and Valley, Highlands, Piedmont, and Atlantic Coastal Plain)
- analyze the location and use of natural resources and their effect on local economies. (Edison's ore mining project, Nuclear power plants, The Great Falls)
- select and use various geographic representations to compare information about people, places, regions, and environments. 6.2.8.D.1.c
- research the mythology, home life (including family structure), tribal customs and language, and historical events that affected the Lenape. 3.1.12.G.4
- analyze how works of a given period reflect historical and social events and conditions 3.1.12.G.4
- interpret a Lenape legend. (The Wolves and the Dogs, The Big Fish and the Sun) 3.1.12.G.4
- discover how anthropologists, archeologists and historians, research the impact of the "Red Record" writings of the Lenape. 3.1.12.G.4
- compare the names for places, rivers, and mountains in New Jersey with the historical Lenape translation.

## **European Settlers Colonization of New Jersey**

The students will be able to;

- determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. 6.2.12.B.1.b
- relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to migration patterns in the New World and New Jersey. 6.1.12.B.1.a
- interpret the interactions between the Lenape and the European settlers in New Jersey, such as trade, agriculture, military alliances and conflicts. 6.1.12.D.1.a
- locate the three European countries that established colonies around New Jersey. 6.1.12.C.1.a
- describe how European settlement changed the lives of the Lenape. 6.1.12.D.1.a
- explain the consequences to Native American groups of the loss of their land and people. 6.1.12.D.1.a
- analyze how works of a given period reflect historical and social events and conditions 3.1.12.G.4
- identify the European explorers connected to New Jersey and their economic or political intentions. 6.1.12.C.1.a
- discuss the protection and hunting of animals such as deer, elk, and bears.
- examine the influences of New York and Philadelphia on colonial New Jersey. 6.1.12.B.1.a
- discover the name origin of their own city and compare to the naming of other locations.
- identify the rights to land and religious freedom granted in the *Concessions and Agreements of 1665* and *The Quakers' Concessions and Agreements*. 6.1.12.A.2.a
- compare East and West Jersey including the natural resources, ownership, colonization, and influence. 6.1.12.B.1.a

## **Crossroads of the American Revolution and The Age of Canals and Steam**

The students will be able to;

- determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. 6.1.12.C.1.b
- organize N.J. slave history and legislation in a timeline, chart, or graph leading to the beginning of the Civil War. 6.1.12.C.1.b
- compare and contrast government use of taxation and the representation of citizens during the start of the revolutionary war and today. 6.1.12.A.2.c
- describe the events, places and people connected to New Jersey and the American Revolution. (William Franklin, The Greenwich Tea Party, 5 signers of the Declaration of Independence, Washington's Crossing of the Delaware)
- map the major Revolutionary War Battles and Encampments in New Jersey.
- analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. 6.1.12.D.2.a 6.1.12.D.2.d

- analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations 6.1.12.D.2.d
- interpret the journals, diary entries, biographical histories to describe the influence of New Jersey women, African Americans and Native Americans during this time period. 6.1.12.D.2.a
- summarize and debate the Virginia Plan and the New Jersey Plan resulting in the Great Compromise. 6.1.12.B.2.a, 6.1.12.A.2.c
- analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 6.1.12.C.3.a
- describe the impact of the canals and railroads on industrialization. 6.1.12.C.3.a

### **New Jersey and the Civil War, Reconstruction, Immigrants and the Industrial Revolution**

The students will be able to;

- analyze the political, economic and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, social controversies surrounding the expansion of slavery, the early stages of industrialization including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies. 6.1.12.A.3.f
- describe the role of women during the Civil War based on primary source excerpts. 6.1.12.A.3.f
- analyze the institution of slavery in New Jersey, the resistance to it, and New Jersey's role in the Underground Railroad by reading primary source documents, evaluating maps, and watching media about slavery history. 6.1.12.D.4.d, 6.1.12.A.3.h
- evaluate New Jersey's farm and factory contributions to the Civil War. 6.1.12.D.4.d
- summarize New Jersey's economic condition after the Civil War. 6.1.12.C.4.b
- 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.a
- assess the influence of New Jersey inventors and their inventions.
- evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. (Botto House) 6.1.12.D.5.b
- relate varying immigrants' experiences to gender, race, ethnicity, or occupation. 6.1.12.D.5.d
- identify the pull factors that led European immigrants to settle in New Jersey. 6.1.12.D.5.d

## **New Jersey in the Early Twentieth Century through The Great Depression and World War II**

The students will be able to;

- evaluate the effectiveness of Progressive reforms in preventing political corruption and promoting social justice in New Jersey. 6.1.12.A.6.a
- examine various primary sources to describe the conditions in Paterson for child laborers and textile workers leading to the Paterson Silk Strike of 1913. 6.1.12.D.6.a
- analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. 6.1.12.D.6.c
- evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality 6.1.12.A.6.b
- research the contributions and consequences for women, African Americans, Japanese Americans and immigrants during this time period. 6.1.12.C.6.a, 6.1.12.C.8.a
- assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. 6.1.12.C.7.b
- compare and contrast the pre-and post-war cultural, economic, and social changes in the role of women, the consumer economy, the resurgence of nativism and the great migration from the south. 6.1.12.C.7.b
- evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. 6.1.12.D.7.a
- assess the effectiveness of New Deal programs in New Jersey (CCC in High Point) designed to protect the environment 6.1.12.B.10.a
- determine the extent to which New Deal public works and arts programs (WPA) impacted New Jersey and the nation. 6.1.12.D.10.d
- evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. 6.1.12.D.11.b

## **Civil Rights, Growth, and More War**

The students will be able to;

- describe the impact of the G.I Bill, Levittowns, Space Race and Baby Boomers. 6.1.12.C.12.a
- analyze changes in the post war society of New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education 6.1.12.D.13.d
- interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases on the banning of segregation in the schools, the development and impact of New Jersey's Law Against Discrimination, and the shift of political power from rural to urban. 6.1.12.D.8.a

- describe some problems during the 1960s and events of the Civil Rights Movement. 6.1.12.D.8.a
- analyze the Civil Rights and Women’s Movements in New Jersey, including the Voting Rights Act, Brown v. Board of Education, and the passing of Title IX 6.1.12.A.13.a, 6.1.12.D.14.d
- analyze the challenges and contributions of women, African Americans and immigrants during the 1960s and today. 6.1.12.C.13.a

### **Contemporary and Domestic Issues**

The students will be able to;

- investigate the economic and social patterns in New Jersey, including shifts in immigration trends, urban decline and renewal, and the issue of preserving open spaces. 6.1.12.A.13.c
- develop solutions for the future of New Jersey’s open spaces and natural resource protection (Mount Laurel decision). 6.1.12.B.13.b
- discuss major contemporary issues social issues, socioeconomic, and political changes in New Jersey. Apply problem solving and research skills to propose possible solutions. 6.1.12.D.16.c
- examine the growth of the pharmaceutical and technology industries in New Jersey. 6.1.12.A.13.c
- analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives. 6.1.12.B.14.d
- explain the state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations. 6.2.12.D.2.d
- develop a plan for increased voter registration based on the study of motivating factors in elections.
- identify Passaic county entrepreneurs, advocates, and politicians and evaluate their role in the community. 6.2.12.D.2.d

### **III. METHODS OF STUDENT EVALUATION**

Students are evaluated using formative and summative assessment that will include, but not necessarily be limited to, the following:

1. Students will receive 3 to 5 tests each marking period. These tests will include but not be limited to multiple-choice questions, open-ended questions, map skills, and essays.
2. Students will be expected to participate in class discussions and come prepared to take part in class activities.
3. Students will be evaluated by 2-3 quizzes each marking period.
4. Students are expected to complete an individual and/or group project that will be assigned each marking period.
5. Students should relate current events to the political, social, and historical context of New Jersey History.

#### **IV. TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

*New Jersey: A Journey of Discovery*. Frey, Raymond. Gibbs Smith Publishing, Utah, 2004.

*A Panorama of New Jersey*. Resnick, Abraham. Walsworth Publishing Company, Missouri, 1991.

##### **Websites**

The New Jersey Digital Highway

<http://www.njdigitalhighway.org/>

New Jersey Historical Commission

[http://www.state.nj.us/state/historical/dos\\_his\\_teachers.html](http://www.state.nj.us/state/historical/dos_his_teachers.html)

The New Jersey Historical Society

<http://www.jerseyhistory.org/jerseyjourneys.php>

- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/nov99.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/nov99.pdf) (*Two New Jersey Cities During the Revolutionary War*)
- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/feb98.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/feb98.pdf) (Oliver Cromwell-African American that served in the Revolutionary War from 1777-1783)
- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/oct2000.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/oct2000.pdf) - New Jersey Inventors and their Inventions
- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/may2001.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/may2001.pdf) - The Birth of the New Jersey Turnpike
- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/march99.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/march99.pdf) - The WPA in New Jersey
- [http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/pdf\\_file/feb98.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/feb98.pdf) - Paul Robeson and Growing Up Black in NJ

<http://www.meyna.com/lenape.html> (Julia White's article: THE LENNI-LENAPE AND THE "RED RECORD")

##### **Video**

*Waterloo Village / Lenape Indians* (New Jersey Network and the New Jersey Historical Commission)

*Lenape* (InVision Communications, Inc.)

*Smokestacks and Steeples* (Paterson Museum and William Paterson University)

## **V. INSTRUCTIONAL STRATEGIES**

In order to meet the individual needs of our students, differentiated instruction is utilized in every class. This involves the use of a variety of instructional strategies, including but not necessarily limited to: readings and exercises from the approved text(s) and related supplemental materials; cooperative group activities; teacher generated handouts; lecture in conjunction with class discussion and notes; debates; role playing activities; map work; activities involving music and art from relevant historical eras; oral and written reports; simulations; primary resource based analysis and questioning; multimedia documentaries, movies, and power points.

## **VI. SCOPE AND SEQUENCE CHART**

I = Introduced

D = Developed in Depth

R = Reinforced

	SKILL TO BE LEARNED	10	11	12
Week 1 and 2	Compare and contrast the major geographic features of New Jersey's counties including topography, climate, and natural resources.	IDR	IDR	IDR
Week 1 and 2	Interpret maps of human settlement and physical characteristics of New Jersey in order to analyze, explain, and solve geographical problems.	IDR	IDR	IDR
Week 3 and 4	Assess European colonization of the state of New Jersey, including climate and geology that affect both settlement and industry in a given area.	IDR	IDR	IDR
Week 5,6, & 7	Analyze the contributions of New Jersey during the American Revolution and the impact of technology on transportation.	IDR	IDR	IDR
Week 8,9, & 10	Evaluate the role of New Jersey during the American Revolution, Civil War, Reconstruction, Industrialization, and World War I.	IDR	IDR	IDR
Week 8,9, & 10	Evaluate the role of New Jersey during the American Revolution, Civil War, Reconstruction, and Industrialization.	IDR	IDR	IDR
Week 8,9, & 10	Discuss the impact of technology, migration and immigration on politics and urbanization in New Jersey.	IDR	IDR	IDR
Week 11 & 12	Assess the impact of the Great Depression and the New Deal programs in New Jersey.	IDR	IDR	IDR
Week 11 & 12	Examine the contributions of New Jersey's citizens and businesses in World War II.	IDR	DR	DR
Week 13 & 14	Promote a respect for all individuals and the importance cultural diversity in New Jersey. Analyze the Civil Rights and Women's Movements in New Jersey, including the Voting Rights Act, Brown v. Board of Education, and the passing of Title IX	IDR	IDR	IDR
Week 15 & 16	Use current events and make connections to NJ's policies and their effect on the global community.	IDR	IDR	IDR
Week 15 & 16	Evaluate the roles and contributions of groups, individuals, and events in the state and local governments.	IDR	IDR	IDR
Week 15 & 16	Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.	IDR	IDR	IDR

**Week 17 and 18 – Review and Exam**

## **VII. PACING CHART**

The lessons for each of these units will most likely require 1 to 2 weeks of class sessions.

### **New Jersey Geography and Native Americans**

Provides students with the geography, settlement, and natural resources background to understand the history in New Jersey.

### **European Settlers Colonization of New Jersey**

Examine the European explorers and settlers connected to New Jersey and their economic or political intentions.

### **Crossroads of the American Revolution and The Age of Canals and Steam**

Analyze the contributions of New Jersey during the American Revolution. Examine the location of New Jersey in relation to the development of transportation technologies.

### **New Jersey and the Civil War, Reconstruction, Immigrants and the Industrial Revolution**

Evaluate the role of New Jersey during the American Revolution, Civil War, Reconstruction, Industrialization, and World War I and II.

### **New Jersey in the Early Twentieth Century through The Great Depression and World War II**

This section provides students with the historical background of New Jersey's contributions to the war efforts. Students will also assess the impact of the Great Depression on NJ and the federal programs utilized at the time.

### **Civil Rights, Growth, and More War**

Analyze the Civil Rights and Women's Movements in New Jersey, including the Voting Rights Act, Brown v. Board of Education, and the passing of Title IX

### **Contemporary and Domestic Issues**

Use current events and make connections to NJ's policies and their effect on the global community.

## **VIII. STUDENT HANDOUT**

### **PASSAIC COUNTY TECHNICAL INSTITUTE STUDENT HANDOUT New Jersey History**

#### **COURSE OVERVIEW**

New Jersey History is an elective course that aims to increase the students' knowledge of New Jersey's geographical, political, economic and social histories. This course also intends to cultivate an appreciation and awareness for the county and state in which the students live by reviewing the notable past of the region. In addition, the students should be able to comprehend the major socioeconomic and political challenges that the state faces in contemporary times. Students will analyze and evaluate various primary and secondary sources that highlight the geographical, political, economic, and social history of New Jersey. By examining the geographic and cultural characteristics of New Jersey, the student will become aware of the incredible diversity that exists in this state and develop an appreciation and respect for their community and place in the country. They will also come to understand the common problems that citizens of this state and the country face in current times.

#### **PROFICIENCIES**

The students will be able to;

- analyze how works of a given period reflect historical and social events and conditions 3.1.12.G.4
- determine the role of natural resources, climate, and topography in the exploration, colonization, and settlement patterns of New Jersey. 6.1.12.B.1.a, 6.2.12.B.1.b
- explain the consequences to Native American groups (Lenape) of the loss of their land and people. 6.1.12.D.1.a
- determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in New Jersey. 6.1.12.C.1.b
- analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution, Civil War, World War I and World War II. 6.1.12.D.2.a, 6.1.12.C.7.b, 6.1.12.D.11.b
- analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 6.1.12.C.3.a
- analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States. 6.1.12.D.5.a
- evaluate how events, including the Paterson Silk Strike of 1913, led to the creation of labor and agricultural organizations that protect the rights of workers. 6.1.12.D.5.b
- relate varying immigrants' experiences to gender, race, ethnicity, or occupation. 6.1.12.D.5.d
- evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, Alice Paul and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality 6.1.12.A.6.b
- 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, Great Migration, immigration) and the United States. 6.1.12.D.6.a
- determine the extent to which New Deal programs impacted New Jersey and the nation. 6.1.12.D.10.d
- analyze changes in the post war society of New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education 6.1.12.D.13.d
- analyze the challenges and contributions of women, African Americans and immigrants during the 1960s and today. 6.1.12.C.13.a
- investigate the economic and social patterns in New Jersey, including shifts in immigration trends, urban decline and renewal, and the issue of preserving open spaces. 6.1.12.A.13.c