

Globalization and Industrialization Conference
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Rutgers University-New Brunswick
Model Lesson Plan

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Curriculum Integration

1. U. S. History, grades 9-12
2. Humanities (interdisciplinary), grades 9-12
3. Geography/World Geography, grades 9-12

Specific Lesson Goals: Through participation in this lesson, students will be able to-

- A. identify features of the built and natural environments contributing to urban economic growth and development
- B. interpret visual and text evidence regarding economic and social change in Central NJ during the period 1900-1945
- C. explain the significance of geographic and economic factors contributing to the relocation of migrants to an urban area in central NJ, and
- D. analyze the pros and cons of relocation decisions for internal and international migrants based upon evidence provided from primary and secondary sources.

Relevant NJ Core Curriculum Content Standards

Social Studies:

6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

By the end of grade 12 students will:

A. Social Studies Skills

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN

ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

By the end of grade 12 students will:

H. The Industrial Revolution (1870-1900)

1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:
2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.

I. The Emergence of Modern America (1890-1930)

8. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT

By the end of grade 12 students will:

D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.

Technological Literacy:

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

By the end of Grade 12 students will:

Information Access and Research

6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

7. Evaluate information sources for accuracy, relevance, and appropriateness.

Problem-Solving and Decision Making

12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

Chronological Framework and/Thematic Focus of Lesson: Check Applicable Items.

1890-1945 1946-present day

Geography Economics U. S. History

Multi-disciplinary

Social Studies Skills Addressed in this Lesson:

- A. Media interpretation and analysis
- B. Inferential reasoning
- C. Predicting consequences of actions based upon multiple sources of data
- D. Formulating decisions and evaluating their potential pros and cons
- E. Others (from NJ CCC Standards)

Detailed Lesson Methodology:

Recommended no. of instructional periods for implementation:

- 4 instructional periods of 40-45 minutes each or
- 2 block instructional periods of 80-85 minutes each

Explanation of Methodology

Day One

1. The teacher should introduce the central question shown below and post it on the blackboard/white board or in another prominent area of the classroom.
Central Question: How are decisions to migrate influenced by geographic features of specific places/regions and patterns of economic development?
2. Students should explore the definitions of migration, cultural landscape, natural landscape, place/region and opportunity cost with the teacher and come to consensus regarding definitions that are informed by authoritative sources (need reference for teachers here).
3. The teacher should ask the students their perceptions of how potential migrants make decisions to leave their homelands and relocate. If the class has students whose families have actually done so, those students should tell their stories. Develop a list of causes/reasons for migration and then also prepare a second list which identifies locations from which migrants relocated to New Jersey (make sure that you separate internal migrants from international migrants; internal

- being migrants from another region of the USA). It may be helpful for the teacher to appoint a student to record the data for the two lists as it is solicited from the class.
4. Introduce the following scenario to the students (there is a separate sheet included in this lesson entitled “Scenario Handout” which you can fill in with the group information and distribute to the class). Although the scenario’s features are the same, for purposes of this lesson 6 groups are created in each class (based upon a class of 18-24 students) because each group will examine a different set of visual evidence. Group assignments are listed later in the methodology, as 5-6 students will be given the same area of origin and chronological period.

Scenario

1. You are a member of a family living in _____ during the year ____.
 2. Your family is considering whether to relocate to New Brunswick NJ from their current home, but all that you have as evidence about New Brunswick is a series of postcard and photograph images about the city.
 3. You will work in your small group to examine a set of images of New Brunswick, interpret the evidence, and then analyze it using a worksheet being provided to you. Following your study of the visual evidence and 3 secondary sources, you will collaborate with your group to reach a decision about whether relocation is a wise move for your family.
 4. You will view the visual evidence using a PowerPoint slide show, and complete Worksheet A using that evidence. The secondary sources will be used with Worksheet B, which requires you to read brief articles from the Encyclopedia of New Jersey and selections from the Industrial Directory of New Jersey, published by the State of New Jersey between 1901-1934. (to be provided by the teacher).
 5. Using information from both the visual evidence and the secondary sources, you will then complete the remaining questions on Worksheet B in preparation for sharing your final family relocation decision with the full class.
5. Have the students read the scenario for homework and come prepared with any questions for the next day (non-block schedule). In a block schedule format, students should spend approximately 5 minutes reviewing the scenario, asking questions of the teacher, and then moving on to the next activity.

Day Two (non-block schedule); Second half of block period

6. Distribute the group assignments to the class. Make sure that all students sit with their group and have their scenarios available for use. Distribute Worksheet A to each student, and explain that Worksheet A must be completed for each separate postcard or photographic image in their Powerpoint slide show.

List of Groups

	<u>Country/Region of Current Residence</u>	<u>Years</u>
Group 1	Georgia, North Carolina, Alabama	1900-1940
Group 2	Italy, Greece, Balkan States	1900-1924
Group 3	Germany, Scandinavia	1890-1940
Group 4	Poland, Hungary, Russia/U. S. S. R.	1890-1924

- Each group should access their respective PowerPoint slides and use Worksheet A to interpret and analyze the relevant evidence for each slide. The Powerpoint slides are categorized by group and there are 7 slides for each of the four groups in this lesson. Once individual students in each group have completed worksheets for their specific slides, they should discuss their findings to determine if there are commonalities and areas of uniqueness in their responses. The teacher should monitor the work of each group, making sure that responsibilities for completing the worksheets are shared equitably. The Powerpoint slides are accessible at this website: <http://www.libraries.rutgers.edu/rul/libs/scua/scua.shtml>.
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- For homework, the students should be assigned to read the articles on the history of New Brunswick and the relevant excerpts from the article on immigration to New Jersey from the Encyclopedia of New Jersey, along with the relevant content from excerpts taken from the Industrial Directory of New Jersey. Specific references are shown later in this lesson plan. Students should highlight the articles in light of the central question to determine which information in the articles will help their family reach a decision about whether to relocate.

(End of Day One, block schedule; End of Day Two, non-block schedule)

Day Three (non-block schedule); Day Two (first half of day two, block schedule)

- Have student groups reconvene. Field any questions which students have about their work with the visual evidence, and then distribute Worksheet B. Indicate to the students that you expect them to complete Worksheet B during the next forty minutes. As students discuss possible responses to Worksheet B, monitor their work to make sure they are following the instructions on the worksheet and discussing their findings from the visual sources and the articles before completing their final responses to the Worksheet B questions.

Day Four (non-block schedule); Day Two (second half of day two, block schedule)

11. Once Worksheet B has been finished, each group should present their final decisions based upon their analysis activities in Worksheet B. The teacher should provide 5 minutes maximum for each group to present their final decision. Each group must present this information:
 - A. Their country/region of origin and their time span
 - B. The evidence they used that most significant influenced their decision to relocate or not relocate
 - C. The roles of cultural/natural landscapes and opportunity cost in shaping their final decision
12. As each group reports out, have 2 students serve as recorders of the information being presented. If possible these students can record the information using a laptop computer with an LCD display, or take notes that will later be converted into a typed summary for the class.
13. Following the presentations by each small group, the teacher should lead a full-class discussion emphasizing comparisons and contrasts evident in the presentations. Sample questions are listed here.
 - A. What patterns did you detect in the presentations?
 - B. In what ways were the presentations unique/not comparable?
 - C. How did time period influence decisions by each group about relocation?
 - D. What other information may have been needed to make a relocation decision?
 - E. Explain the significance of cultural/natural landscapes and opportunity cost as causes for relocation. Defend your judgment(s) with specific evidence from the presentations and the sources employed by each group.
14. After the discussion has concluded, the teacher should assign this culminating assessment and set a due date.

Concluding Assessment: In a clearly-organized essay of no less than 3 double-spaced, typed pages, respond to the central question for this lesson.

Central Question: How are decisions to migrate influenced by geographic features of specific places/regions and the availability of economic opportunity?

The essay will be judged against these criteria.

- A. Includes an introduction with a clear position on the question.
- B. Contains 3 reasons and a minimum of 2 examples for reason in the supporting argument
- C. Employs examples from group work presentations and the concluding discussion

- D. References the key concept definitions introduced on day one of this lesson (migration, opportunity cost, cultural and natural landscapes, place/region)
- E. Contains a conclusion that summarizes key points in the argument regarding the central question

Lesson Resources and Materials

- Bischoff, Henry. "Immigration." In M. Lurie and M. Mappen, editors, The Encyclopedia of New Jersey (New Brunswick: Rutgers University Press, 2004): 402-405.
- Bureau of Statistics, State of New Jersey. Industrial Directory of New Jersey. Trenton: State of New Jersey, various years (1901, 1906, 1915, 1927, 1934). Excerpts regarding New Brunswick and Middlesex County.
- Clark, Audrey N. Longman Dictionary of Geography. New York: Longman, 1988.
- Dawson, George. "New Brunswick." In M. Lurie and M. Mappen, editors, The Encyclopedia of New Jersey (New Brunswick: Rutgers University Press, 2004): 567-568.
- McEachern, William A. Economics: A Contemporary Introduction. 7th edition. Mason OH: Southwestern Publishing Co., 2006.
- National Geographic Society. Definitions drawn from the National Geography Standards. Accessed from www.nationalgeographic.com. 5 May 2006.
- Rutgers University Special Collections and University Archives. Selected images from the New Jersey Postcards Collection, Isaac S. Van Derveer Photograph Collection, and New Jersey Views Collection. Used in Powerpoint slides for this lesson. Accessible at - <http://www.libraries.rutgers.edu/rul/libs/scua/scua.shtml>.

Assessment of Student Performance

- A. Worksheet completion: Both worksheets A and B.
 - 1. The teacher monitors student on-task behavior, the comprehensiveness of written work, use of relevant evidence, and equity of group member participation.
- B. Discussion

1. The teacher assesses the frequency and quality of student contributions, the use of relevant evidence, the inclusion of examples from group presentations other than those by the individual speaking, and active listening during the discussion.

C. Essay

1. The essay will be evaluated using the following criteria.
 - It includes an introduction with a clear position on the question.
 - It contains 3 reasons and a minimum of 2 examples for reason in the supporting argument.
 - It employs examples from group work presentations and the concluding discussion.
 - It references the key concept definitions introduced on day one of this lesson (migration, opportunity cost, cultural/natural landscapes, place/region).
 - It contains a conclusion that summarizes key points in the argument regarding the central question.

Core Definitions

- a. Migration: “Migration is one of the most distinctive and visible characteristics of human populations, and it leads to significant reshaping of population distribution and character. It is a dynamic process that is constantly changing Earth’s landscapes and modifying its cultures. It takes place at a variety of scales and in different contexts.” (National Geography Standards, Standard 9)
- b. Cultural landscape: “the landscape as modified by human activities” (Clark, p. 150)
- c. Natural landscape: “the landscape as unaffected by human activities, also known as the physical landscape” (Clark, p. 410)
- d. Place: “Places are part of Earth’s space, large or small, that have been endowed with meaning by humans. They include continents, islands, countries, regions, states, cities, neighborhoods, villages, rural areas, and uninhabited areas. They usually have names and boundaries. Each place possesses a distinctive set of tangible and intangible characteristics that help to distinguish it from other places.” (National Geography Standards, Standard 4)
- e. Region: “an area of the earth’s surface with one or more features of characteristics (natural or the result of human activity) which give it a measure of unity and make it differ from the areas surrounding it” (Clark, p. 520)
- f. Opportunity Cost: “the value of the best alternative that is forgone” in making economic decisions (McEachern, p. 28)

Lesson Extensions

- A. The teacher can locate other postcards from cities and counties in New Jersey, both historic and contemporary and utilize the same methodology in this lesson to examine whether conclusions drawn by groups would be valid for other locations.
- B. Using the same approach as in extension suggestion A, the teacher can obtain the 50 state postcard set published by the U. S. Postal Service and follow the same methodology.
- C. Have students conduct research on the city of New Brunswick using resources available at the New Brunswick Public Library, the Rutgers Special Collections and University Archives, and on the American Memory website of the Library of Congress (www.loc.gov). Assessments of economic opportunity and living conditions at specific points in time during the 20th century can be completed, focusing on whether New Brunswick was a desirable destination for migrants.

Scenario Handout

1. You are a member of a family living in _____ during the year _____.
2. Your family is considering whether to relocate to New Brunswick NJ from their current home, but all that you have as evidence about New Brunswick is a series of postcard and photograph images about the city.
3. You will work in your small group to examine a set of images of New Brunswick, interpret the evidence, and then analyze it using a worksheet being provided to you. Following your study of the visual evidence and 3 secondary sources, you will collaborate with your group to reach a decision about whether relocation is a wise move for your family.
4. You will view the visual evidence using a PowerPoint slide show, and complete Worksheet A using that evidence. The secondary sources will be used with Worksheet B, which requires you to read brief articles from the Encyclopedia of New Jersey and selections from the Industrial Directory of New Jersey, published by the State of New Jersey between 1901-1934. These secondary sources will be provided by your teacher.
5. Using information from both the visual evidence and the secondary sources, you will then complete the remaining questions on Worksheet B in preparation for sharing your final family relocation decision with the full class.

Worksheet A

Instructions: Complete this worksheet for a single image in your series. Use a separate worksheet for each image that you have been provided in the PowerPoint slide show.

Name: _____ Date: _____

Current residence location: _____

Time span: _____

Group Members: _____

Topic/Content of Postcard or Photographic Image: _____

(Use questions from NARA/LOC interpretation worksheet)

What critical information does this source reveal about:

Opportunity costs when determining whether to relocate in New Brunswick and selected nearby municipalities—

Natural/Cultural landscapes (place/region):

Desirability for your family's relocation:

Worksheet B

Name: _____ Date: _____

Current residence location: _____

Time span: _____

Group Members: _____

Instructions: This worksheet should be completed following thorough discussion by all group members. Only one Worksheet B will be collected by the teacher, but each group member should have the responses on their own copies of Worksheet B.

1.-List the desirable/undesirable characteristics that will influence your final decision about possible relocation to New Brunswick. Focus specifically on the visual evidence in responding to this question.

Desirable

a.

b.

c.

Undesirable

a.

b.

c.

2.-What new information from the Encyclopedia of NJ articles and the excerpts from the Industrial Directory of New Jersey did you learn about New Brunswick and the central NJ region that may influence your relocation decision?

Key Point(s)	Page Reference
a.	
b.	
c.	
d.	

3.-Based upon the postcard/photographic image evidence and the secondary sources, summarize your key reasons for and against relocation to New Brunswick.

For

- 1.
- 2.
- 3.

Against

- 1.
- 2.
- 3.

4.-What additional information might you need to inform your decision about relocation that you don't have available at this time?

- a.
- b.
- c.

5.-For each of these key concepts, rate their importance in your final decision. Provide specific examples to support your ratings.

Rating scale: 4=very strong to 1=very weak

Rating

_____ Opportunity costs

_____ Natural/cultural landscape characteristics (as part of place/region)

6.-What is your group's final decision? In one paragraph, state and defend your decision, drawing upon your group's answers to Worksheet B questions 1-5.