

NJS Presents**Teaching NJ History****In this Issue:*****Federalism in New Jersey: The Response to Hurricane Sandy*****By Robert Schulte****DOI: <http://dx.doi.org/10.14713/njs.v5i1.158>**

NJ Studies is pleased to present the teaching unit that won the [New Jersey Studies Academic Alliance](#) (NJSAA) 2018 Teaching Award. Per NJSAA, Robert Schulte's award "recognizes the innovative nature of this unit about federalism and the government response to the disaster of Hurricane Sandy in 2012. The lesson is intended for students at the high school level, but can easily be modified for the middle school as well. Also, teachers can substitute any natural disaster that might face New Jersey to replace the zombie scenario if they are so inclined."

Lesson/Project Summary

As a shore town in New Jersey, Neptune was an area that was severely impacted by Hurricane Sandy. Students here on the Jersey Shore see the personal connection and many have seen firsthand the impact of Federalism on the recovery of the shore, as some are just now moving back into homes rebuilt with the support of The Federal Emergency Management Agency (FEMA). The attached lesson and project use the natural disaster of Hurricane Sandy to teach students about Federalism and how the different levels of government respond during a natural disaster. Students will then apply what they have learned by attempting to solve (or at least survive) a scenario where a zombie apocalypse has come to New Jersey! The lesson is intended for students at the high school level, but can easily be modified for the middle school as well.

Also, teachers can substitute any natural disaster that might face New Jersey to replace the zombie scenario if they are so inclined.

This project addresses the New Jersey Student Learning Standards in a variety of ways. From a content perspective, students look at the impact of the decisions of the Founding Fathers, who divided power between the federal, state, and local governments. They also can see the impacts, both at our founding and today, of political parties, who have differing views on how much power and responsibility should be placed at each level, and discern what powers should be held right here in the Neptune and New Jersey governments. Students are learning civic responsibility, researching who represents them at each level of a Federalist system, and engaging a deeper understanding of what those levels of government do, how they coordinate, and why it is important that our government separates, checks, and balances power. Students also learn geography skills, using Google Maps to plot their location in New Jersey, identify geographically significant areas in the state, and plan routes to move from one area to another in the state. Students will also address standards in English and Language Arts, practice writing skills, read and analyze informational texts, and integrate that information into their project. Lastly, students are learning skills in both research and technology. Students will use Chromebooks to read and annotate, research, and collaborate on shared documents and slide presentations, in addition to plotting and mapping coordinates through Google Maps. Students will even use Virtual Reality Goggles to see what it is like in the eye of the storm!

The main objective of the lesson is to have students learn the roots of Federalism, how power is divided today, and then apply that knowledge in situations like a natural disaster. This is applicable real world information as many students will need to interact with and hopefully vote for representatives in different levels of government. Students who understand the role of different

levels of government are more likely to see ways they can be involved at a local level, attend council or school board meetings, or volunteer to make a difference in their community and state. The materials used to complete this project include articles and videos about the impact of Hurricane Sandy on the New Jersey shore, as well supporting research materials for the U.S. CDC and the N.J. Office of Emergency Management. This information will provide the base for their hands on assessment. Students will be assessed on their research and application of Federalism in identifying the different levels of governments' response to the hurricane. Students then apply that knowledge in the first person to the zombie scenario, creating a "Survival Guide" presentation including the government response as well as their escape routes and shelters mapped throughout the state. The zombie scenario is so popular in culture today that it provides an additional hook that students love to tackle.

Teacher: Robert Schulte **Timeframe:** 2-3 Days

Subject: USI **Unit:** 2 – Separation of Powers/Federalism

NJSLS for Social Studies:

6.1.12.A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.e - Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

6.1.12.A.14.e -Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.B.14.c - Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.3.12.A.1 -Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

NJSLS for ELA:

NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Materials/Resources:

- Chromebooks, Google Maps, Google Slides
- *Overview of Local, State, and Federal Response to a Disaster*
<https://training.fema.gov/emiweb/downloads/is208sdmunit3.pdf>
- *Hurricane Sandy response: Officials get good marks, so far*
<http://www.csmonitor.com/USA/2012/1030/Hurricane-Sandy-response-Officials-getgood-marks-so-far>

- *Hurricane Sandy: Evaluating the Response One Year Later*

<https://www.csis.org/analysis/hurricane-sandy-evaluating-response-one-year-later>

- *CDC Zombie Preparedness Guide*

<http://www.cdc.gov/phpr/zombies/?scrlybrkr#/page/1>

- NJ Office of Emergency Management

<http://www.ready.nj.gov/>

Objective(s): SWBAT

- Analyze how the Founding Fathers compromised and agreed on the separation of powers laid out in the concept of Federalism.
- Compare and contrast the differences between state government and federal government.
- Apply knowledge of local, state, and federal governments to real life examples.

Enduring Understanding:

- We have separation of powers in the United States of America in which state/local governments share power and responsibility with the federal government.
- Even today, the government must work at all levels to resolve problems in an emergency.

Do Now: How did the government help the people here on the New Jersey shore during and after Hurricane Sandy?

Procedure:

1. Students will be given a brief overview PPT on Federalism and view a Crash Course video on the topic.

Federalism Crash Course: <https://www.youtube.com/watch?v=J0gosGXSgsI>

2. Using the information from their notes and the film, students will complete the background research assignment on the levels of government titled “**Federalism in New Jersey: Background Research**” as well as research on their Chromebooks the names of their representatives at each level of government.

3. Students will view the eight minute film from the Wall Street Journal titled: “Hurricane Sandy, As It Happened” <https://www.youtube.com/watch?v=KeaG1jRLIBw>

4. Students will also read the article from Hofstra regarding Hurricane Sandy, and use their 360 video to view the effects of the hurricane in Virtual Reality
<https://news.hofstra.edu/2017/12/05/eye-of-the-virtual-storm/>

5. Students will then begin the assignment titled “**Federalism in New Jersey: The Response to Hurricane Sandy.**” Students will complete a close read of the articles provided and highlight any actions taken by the government. In the margin to the left, student put an “F” if it was done by the FEDERAL government, an “S” if it was done by the STATE government, or an “L” if it was done by the LOCAL government. When finished, students will complete analysis questions on the topic.

6. Students will be divided into groups to complete the activity “**Federalism in New Jersey: Solving the Zombie Apocalypse**,” using their Chromebook to attempt to resolve a scenario including a zombie infection in N.J. Students will create a “Survival Guide” with their solutions for first person scenarios on their Chromebook. Students will also use Google Maps to create a zombie shelter map and evacuation route.

7. Each group will present their survival guide and escape route to the class using Google Slides.

Assessment:

Closing: Students will estimate the survival rates of the different guides presented and vote on which one they would choose to follow.

Formative: “Federalism in New Jersey: Background Research” will be graded as classwork.

“Federalism in New Jersey: The Response to Hurricane Sandy” will be assessed using the 5 *Point Close Reading Rubric* attached.

Summative: “Federalism in New Jersey: Solving the Zombie Apocalypse” will be graded using the attached presentation rubric in addition to the Federalism unit test.

Cross-curricular ideas:

- 1) Math/Science Cross Curricular idea – Understanding exponential growth. Cell multiplication.
- 2) Science/Engineering - Design and create: an apparatus for containment, zombie-proof houses or buildings, zombie traps, a mechanism to reverse zombie-ism, a syringe that would deliver vaccine safely and effectively, a survival kit, a remote microchip to control zombies, a weapon to destroy zombies, a tracking device to collect and analyze data on zombies, a transportation plan to evacuate zombie laden areas, anti-zombie robots, or a mechanism that will address other issues created by the Zombie Pandemic.
- 3) Science/Engineering/Technology - What technology or science can be used to defeat the zombie pandemic? If it cannot be defeated, how can technology be used to institute other options, for example colonization?
- 4) Art - How did our government allow this to happen? Create government safety posters that would be used during the situation. What would it convey? How would we communicate it if traditional technological means are disabled?

Additional Resources:

<http://zombiebased.com/>

Video: How to survive the zombie apocalypse with Google:

<https://www.youtube.com/watch?v=QntO6VFftkg>

<http://info.marygrove.edu/MATblog/bid/96665/Common-Core-Resources-to-prepare-for-the-zombie-apocalypse>

<https://thegovernmentrag.wordpress.com/2013/04/26/26apr2013-knoxville-tn-high-school-half-year-long-zombie-pandemic-project-and-idaho-zombieufo-drill-april-27th/>

(scroll for worksheets)

Name _____ Period _____

Federalism in New Jersey:

Background Research

Answer the following questions on a separate sheet of paper in complete sentences.

1) What are the major responsibilities of each level of government?

Federal	State	Local

2) Which individuals and/or what government groups are included in each level?

3) Who currently serves in each level of government? (list)

a) Federal

- a. President-
- b. Vice President-
- c. Speaker of the House -
- d. President Pro Tempore (Senate)-
- e. Secretary of State -

b) State

- a. N.J. Senator -
- b. N.J. Senator -
- c. 4th District Congressman -
- d. Governor -
- e. Lt. Governor -

c) Local

- a. Mayor -
- b. Town Council (list all) –

Name _____ Period _____

Federalism in New Jersey:

The Response to Hurricane Sandy

Instructions: Read the articles provided. Highlight any action taken by the government. In the margin to the left, put an **F** if it was done by the FEDERAL government, an **S** if it was done by the STATE government, or an **L** if it was done by the LOCAL government. When finished, answer the following questions in paragraph form:

Resource: *Overview of Local, State, and Federal Response to a Disaster*

<https://training.fema.gov/emiweb/downloads/is208sdmunit3.pdf>

1. Describe the Federal response to Hurricane Sandy:
2. Describe the State's response to Hurricane Sandy:
3. Describe the Local Governments' response to Hurricane Sandy:
4. What do you think would have happened if New Jersey had to deal with the hurricane on its own?
5. Using your notes and readings, how is the response to Hurricane Sandy an example of Federalism? Write your answer in paragraph form.

Articles:

Hurricane Sandy Response: Officials get good marks, so Far

<http://www.csmonitor.com/USA/2012/1030/Hurricane-Sandy-response-Officials-getgood-marks-so-far>

Hurricane Sandy: Evaluating the Response One Year Later

<https://www.csis.org/analysis/hurricane-sandy-evaluating-response-one-year-later>

Name: _____

5 Point Close Reading Rubric

Rubric Categories	5 Thorough & Insightful	4 Acceptable & Literal	3 Attempted	2 Developing	1 Inaccurate
Identification	Accurately highlighted all relevant topics	Most relevant topics highlighted	Some relevant topics highlighted	Few relevant topics highlighted	Little to no, or inaccurate topics highlighted
Annotations	Ample margin notes	Sufficient margin notes	Some margin notes	Few margin notes	Very few margin notes
Analysis	Insightful analysis with many connections made beyond the text; outstanding effort	Literal analysis, shows understanding of the text	Sufficient effort, Some analysis questions show confusion	Most analysis questions show inaccuracies	Most to all analysis questions show inaccuracies

Name: _____

5 Point Close Reading Rubric

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Name _____ Period _____

Federalism in New Jersey:

Solving the Zombie Apocalypse – A Survival Guide

Your group's task is to address the scenario provided and decide which level of government or combination of them would best handle the problem.

Scenario: An unidentified virus has turned millions of New Jersey citizens into undead "walkers."

These "walkers" are roaming the streets in herds and attempting to eat anyone in their path.

Individuals bitten by these "walkers" quickly turn and become one themselves. In addition to the outbreak, roving gangs have begun to battle with other bands of survivors. What will you do?

Research: CDC preparedness guide: <http://www.cdc.gov/phpr/zombies/?scribbrkr#/page/1>

Survival Guide: Create a "survival guide" pamphlet for the N.J. Office of Emergency Management (<http://www.ready.nj.gov/>) with specific details, directions, and suggestions:

1. Have one person in your group create a Google Slides presentation.
2. Identify what tasks need to be carried out to address the problem.
3. Identify what level(s) of government, federal, state or local, is responsible and/or best equipped to resolve the problem.
3. Explain why you chose each level of government to complete the tasks.
4. Your group will have five minutes to present your plan to the class, and explain how each level of government will assist. Each slide should include specific examples of what the government can do to resolve the crisis and relevant appropriate images.

Slide 1: Title/names/images

Slide 2: How will the LOCAL government respond?

Slide 3: How will the STATE government respond?

Slide 4: How will the FEDERAL government respond?

Slide 5: Insert a screenshot of your shelter map and evacuation route and a summary of your analysis questions for why you chose that route/site (see attached).

Slide 6: What will the government response look like in ONE MONTH?

Slide 7: What will the government response look like in ONE YEAR?

Slide 8: What will the government response look like in FIVE YEARS?

5. When you are finished, SHARE the document with me to present.

Name _____ Period _____

Federalism in New Jersey:

Solving the Zombie Apocalypse – Mapping an Evacuation Route and Shelter

Directions: Using Google Maps, create a zombie shelter map and evacuation route:

You have been chosen to figure out where in New Jersey you and your classmates need to go to survive! These zombies are slow moving and slow thinking but very, very persistent. They will try to infect everyone they encounter. Where would your zombie shelter be?

You have to be safe.

You have to pick a location where you can still have a life where survivors can do normal, everyday activities.

You have to be able to communicate to other safe places.

You have to have access to anything you may need:

Water

Food

Medications

Tools and Supplies

Sanitation and Hygiene

Clothing and Bedding

First Aid Supplies

Where would your zombie shelter be? Location? Building? Defenses?

1. On your computer, open **Google Maps**.

2. Click **Directions**.
3. Start from Neptune High School, N.J. and the sight of your chosen shelter here in N.J.
4. On the left, below the destinations you entered, click **Add**.
5. To add a stop, choose another destination for your safest evacuation route.
6. To continue adding stops, repeat steps 4 and 5.
7. Click on a **route** to see the **directions**.
8. Press **Ctrl + Print Screen to take a screenshot** and submit with your questions.

Analysis questions:

What geographic elements led you to choose your location?

What resources are available (food/water/supplies, see above)?

How will this site guarantee your safety?

What will you do for transportation?

Name: _____

Research and Presentation Rubric

Area	4	3	2	1
Research	Researchers independently identify thorough, reasonable, insightful, and creative information when doing the research.	Researchers independently identify significant, reasonable, creative information when doing the research.	Researchers identify, with some adult help, some reasonable information when doing the research.	Researchers identify, with considerable adult help, little reasonable information to pursue when doing the research.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Data Included	Students include 4 or more high-quality examples or pieces	Students include at least 3 high-quality examples or pieces	Students include at least 2 high-quality examples or pieces of	Students include fewer than 2 high-quality examples or pieces of

	of data to support their campaign.	of data to support their campaign.	data to support their campaign.	data to support their campaign.
Supporting Evidence	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Presentation	Students create an original, accurate and interesting presentation that adequately addresses the issue.	Students create an accurate presentation that adequately addresses the issue.	Students create an accurate presentation but it does not adequately address the issue.	The presentation is not accurate.

Mr. Schulte teaches American History to high school students in Neptune, New Jersey, with classes focusing on real life applications, civic involvement, primary sources, and incorporating technology such as virtual reality and 1:1 computing. He graduated from Rider University with a double major in history and secondary education and has earned many honors and awards for his teaching. Mr. Schulte has attended a number of selective summer institutes including the George Washington Teacher Institute, and he was certified a master teacher of the American Revolution by the American Revolution Institute of the Society of the Cincinnati this past summer and he

volunteers on the teacher advisory board of Harvard University's Declaration Resources Project. He also works summers and weekends as a National Park Ranger at Independence National Historical Park in Philadelphia, providing historical interpretation at sites such as Independence Hall, the Liberty Bell, and Franklin Court. On a personal note, Rob enjoys running marathons, completing the Marine Corps Marathon this fall, and re-enacting revolutionary war battles. He and his wife Melissa live in an 1860's farmhouse with their two children, Jack and Amelia, where they also raise chickens.