

Content Area Social Studies

Standard 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.

Strand A. Civics, Government, and Human Rights

Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
<i>You, New Jersey, And The World</i> discusses why laws were not effective in <i>Colonists, Revolution, Immigration, Transportation, and Government</i> . Examples follow: taxation without representation, immigrants leaving their country because of unfair laws, and "warning out" as ineffective for repairing colonial roads. The text also covers early colonial laws, the US Constitution, immigration laws, transportation funding, charters, environmental laws, the NJ Constitution, taxation, and farmland, historic, parkland, wildlife, and forest preservation.		
The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
Link directly to both NJ & US constitutions from our web site (Government Student Web Links). In-text (<i>You, New Jersey, And The World</i>) questions guide your discussion to satisfy the above; article and section where answer can be found are specified.		
American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
The unit <i>Government of You, New Jersey, And The World</i> projects these concepts, e.g., should one county bear the cost for a bridge that many people from outside the county use?		
There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
	6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
	6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
<i>United We Stand</i> and <i>The Branches of Government</i> in the unit <i>Government of You, New Jersey, And The World</i> explain and explore these concepts.		
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
<i>You, New Jersey, And The World's</i> unit <i>Government</i> explains and gives examples of how the systems of government work by comparing to classrooms/grades/school.		

The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9 6.1.4.A.10	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
<p><i>The Forgotten Colonists</i> in <i>You, New Jersey, And The World: Colonists</i> discusses this and offers a NJ Underground Railroad Map as well as links to the <i>Emancipation Proclamation</i>, Lincoln's <i>Gettysburg Address</i>, and Martin Luther King's <i>I Have A Dream</i>.</p> <p>New Jerseyans Around the World biography cards include Peter Mott and Dorothea Dix.</p> <p><i>Travel The Underground Railroad in New Jersey</i> in <i>On The Go In New Jersey</i></p>		
The United States democratic system requires active participation of its citizens.	6.1.4.A.11 6.1.4.A.12	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. Explain the process of creating change at the local, state, or national level.
<p>As part of its encouragement for students to fight to protect the environment, <i>You, New Jersey, And The World: Environment</i> discusses contacting legislators and working to enlist the public's cooperation.</p> <p><i>Government? Who's That?</i> in <i>You, New Jersey, And The World: Government We, The People</i> in <i>On The Go In New Jersey</i></p> <p><i>Government Works!</i> in <i>A-Mapping We Will Go</i></p>		
Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
<p><i>To Be A Citizen</i> in <i>You, New Jersey, And The World: Government</i></p>		
The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
<p>Appropriately named, <i>You, New Jersey, And The World</i> not only relates students to their state, but the world as well. They go <i>Around The World</i> in <i>Maps</i> and learn that cartographers from all over the world share their data. <i>Geography</i> explores NJ's role as pathway between two of the most important cities of the world — New York and Philadelphia. In <i>Lenape</i> and <i>Colonists</i>, they learn of the many countries from which our first explorers and immigrants arrived. In <i>Colonists</i> and <i>Revolution</i>, they learn that countries sometimes cooperate and other times go to war. In <i>Immigration</i>, they learn of more wars and immigrants' arrival from additional countries. They discover international trade and travel relationships in <i>Transportation</i>. In <i>Industry</i>, they see the formation of a world economy, feel the effects of world wars, and appreciate the need for cooperative medical and environmental research. They discover the value of New Jersey's ports for farmers to ship their crops throughout the world in <i>Agriculture</i>. <i>Cities</i> proves our ever-changing cities provide connection to the rest of the world, with their ports, airports, schools, museums, and libraries. They learn to <i>Think Globally and Act Locally</i> and understand why this is necessary in <i>Environment</i>. In <i>Government</i>, they discuss the US Government's role in the world and as our military protector.</p> <p><i>Flags of Our People</i> in <i>On The Go In New Jersey</i></p>		

Strand B. Geography, People, and the Environment

Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
	6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
	6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
<p><i>Maps in You, New Jersey, And The World</i> covers all of the above in depth. Additional maps throughout the text reinforce them.</p> <p><i>A-Mapping We Will Go</i> offers teaching and reinforcement pages on these indicators. Also see Social Studies Skills: Spatial Thinking on page 11.</p>		
Places are jointly characterized by their physical and human properties.	6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
<i>You, New Jersey, And The World's Geography</i>		
The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
<i>You, New Jersey, And The World's Geology, Colonists, Immigration, Transportation, Industry, Agriculture, and Cities</i>		
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
<p><i>You, New Jersey, And The World's Geography</i> explores New Jersey's regions.</p> <p><i>On The Go In New Jersey:</i></p> <p><i>Poor Little New Jersey</i> compares New Jersey to seven other states.</p> <p><i>The Faces of New Jersey</i> investigates New Jersey's geographic features.</p> <p><i>Name That Face</i> compares New Jersey to six other regions of the US.</p> <p><i>Water, Water, Everywhere</i> compares New Jersey lakes to other US lakes.</p>		
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.
<i>You, New Jersey, And The World's Geography</i>		

Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
<p><i>Cities in You, New Jersey, And The World</i> explores all New Jersey's major cities in detail. This unit and the rest of the text touch on cities of the US and the rest of the world.</p> <p><i>On The Go In New Jersey's Mountains and Cities</i> compares New Jersey's cities to New York, Los Angeles, and Des Moines.</p>		

Strand C. Economics, Innovation, and Technology

<p>People make decisions based on their needs, wants, and the availability of resources.</p>	<p>6.1.4.C.1 6.1.4.C.2</p>	<p>Apply opportunity cost (The value of the best alternative given up) to evaluate individuals' decisions, including ones made in their communities. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>
<p><i>You, New Jersey, And The World</i> covers the above in <i>Colonists</i> and <i>Immigration</i> as the travelers decide what to bring. <i>Lenape</i> and <i>Agriculture</i> also touch on this. <i>On The Go In New Jersey's What Would You Bring?</i> challenges students to choose needed items.</p>		
<p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p>	<p>6.1.4.C.3 6.1.4.C.4 6.1.4.C.5</p>	<p>Explain why incentives vary between and among producers and consumers. Describe how supply and demand influence price and output of products. Explain the role of specialization in the production and exchange of goods and services.</p>
<p>Students will understand these indicators after completing <i>Industry</i> and <i>Agriculture</i> in <i>You, New Jersey, And The World</i>. <i>On The Go In New Jersey's A Garden State Meal</i> <i>A-Mapping We Will Go's Down On The Farm</i> reinforce</p>		
<p>Interaction among various institutions in the local, national, and global economies influence policy-making and societal outcomes.</p>	<p>6.1.4.C.6 6.1.4.C.7 6.1.4.C.8</p>	<p>Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Explain how the availability of private and public goods and services is influenced by the global market and government. Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p>
<p><i>You, New Jersey, And The World Transportation, Industry, and Agriculture</i></p>		
<p>Availability of resources affects economic outcomes.</p>	<p>6.1.4.C.9</p>	<p>Compare and contrast how access to and use of resources affects people across the world differently.</p>
<p><i>You, New Jersey, And The World Colonists</i> and <i>Immigration</i> discuss migration to America because of insufficient resources where they were.</p>		
<p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p>	<p>6.1.4.C.10 6.1.4.C.11</p>	<p>Explain the role of money, savings, debt, and investment in individuals' lives. Recognize the importance of setting long-term goals when making financial decisions within the community.</p>
<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p>6.1.4.C.12 6.1.4.C.13</p>	<p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. Determine the qualities of entrepreneurs in a capitalistic society.</p>
<p><i>You, New Jersey, And The World's "New Jersey Firsts," Famous New Jerseyans</i> and <i>Industry</i> especially <i>Time for Tinkers</i> and <i>New Jersey's Wizard</i> <i>On The Go In New Jersey: History's Scorecard</i> <i>New Jerseyans Around The World</i> include Buzz Aldrin, Samuel Colt, Albert Einstein, John Fitch, and John Holland</p>		

<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C.14 6.1.4.C.15</p>	<p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. <i>You, New Jersey, And The World Geography On The Go In New Jersey's The Faces Of New Jersey & Name That Face</i></p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. <i>You, New Jersey, And The World: Transportation</i></p>
<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C.16 6.1.4.C.17 6.1.4.C.18</p>	<p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>
<p><i>You, New Jersey, And The World: Transportation, Agriculture, and Industry</i></p>		

Strand D. History, Culture, and Perspectives

<p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<p>6.1.4.D.1 6.1.4.D.2 6.1.4.D.3</p>	<p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. <i>You, New Jersey, And The World: Lenape</i></p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p>
<p><i>Immigration in You, New Jersey, And The World</i> covers reasons immigrants came from Germany and Ireland in the early 1800s, southern and eastern Europeans after 1890, and modern immigration. It discusses in depth the journey to get here and passing through Ellis Island. Students learn of immigrants’ struggle to earn a living and become citizens in <i>Anything To Be American!</i></p> <p><i>Lenape</i> and <i>Colonists</i> also discuss immigration including the African American influence in <i>Forgotten Colonists</i>.</p>		
<p>Key historical events, documents, and individuals led to the development of our nation.</p>	<p>6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9</p>	<p>Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p> <p>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>Determine the significance of New Jersey’s role in the American Revolution</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p>
<p><i>You, New Jersey, And The World’s Colonists</i> and <i>Revolution</i> cover all of the above. In-text links lead to the <i>Mayflower Compact</i>, <i>Declaration of Independence</i>, and <i>US Constitution</i>. Washington, Jefferson, and Livingston are all discussed. Students learn of key historical documents in <i>Colonists</i>, <i>Revolution</i>, and <i>Government</i>. End of <i>Revolution</i> Unit offers a Benjamin Franklin link. <i>Forgotten Colonists</i> in <i>Colonists</i> deals with slavery and includes a NJ Underground Railroad Map as well as links to the <i>Emancipation Proclamation</i>, Lincoln’s <i>Gettysburg Address</i>, and Martin Luther King’s <i>I Have A Dream</i>.</p>		

<p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p><i>You, New Jersey, And The World</i> often encourages students to talk to grandparents and other older relatives and friends to hear first-hand accounts of their experiences especially in <i>Immigration, Transportation, Agriculture, and Industry</i>.</p>	<p>6.1.4.D.10</p> <p>6.1.4.D.11</p>	<p>Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. <i>You, New Jersey, And The World: Lenape</i></p> <p>Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><i>You, New Jersey, And The World: Colonists and Cities</i></p>
<p>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p>	<p>6.1.4.D.12</p>	<p>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.</p>
<p>The appendix, <i>Famous New Jerseyans</i>, in <i>You, New Jersey, And The World</i> includes Bud Abbot and Lou Costello, several writers, Paul Robeson, Frank Sinatra, and other singers; photographers, newspaper founders, a baseball player, several artists and sculptors, Joyce Kilmer, Walt Whitman and other poets; and a music composer — women, Latin Americans, African Americans, Quakers, and people from Ireland, Germany, Italy, Puerto Rico, and Scotland.</p> <p>The following will also be helpful with this indicator:</p> <p><i>The New Jersey Sampler</i> <i>Devil's Tracks in A-Mapping We Will Go</i> The Jersey Devil Story on CD Famous New Jerseyans (biography cards): Jerry Lewis, Carl Lewis, Christopher Reeve, Paul Robeson, Dick Button, Bruce Springsteen, Whitney Houston, John Lithgow, Dan Gutman, Judy Blume, Thomas Nast <i>On The Go In New Jersey: Let's Have a New Jersey Date</i> <i>History's Scorecard</i> <i>Jersey Lore</i></p>		
<p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p>	<p>6.1.4.D.13</p>	<p>Describe how culture is expressed through and influenced by the behavior of people.</p>
<p><i>You, New Jersey, And The World: Immigration</i> stresses New Jersey's varied cultures. It also offers coverage of the cultures of the Lenape, colonists, and immigrants.</p>		
<p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<p>6.1.4.D.14</p>	<p>Trace how the American identity evolved over time.</p>
<p><i>You, New Jersey, And The World</i> incorporates portrayals of American identity throughout the text. Examples follow: Emanuel Leutze's painting of Washington crossing the Delaware, John Ward Dunsmore's painting of the Battle of Springfield, the writings of Thomas Paine, Philip Freneau's poetry. Students are constantly encouraged to empathize with historic figures and the people of the time. Activities in the teacher's edition and review/activities masters involve comparing students' lives with those of children of the past.</p>		

Cultures struggle to maintain traditions in a changing society.	6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
<i>You, New Jersey, And The World: Colonists: Forgotten Colonists and Immigration especially Anything To Be American!</i>		
Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
<i>You, New Jersey, And The World</i> constantly encourages students to be aware of their local resources including symbols and monuments. e.g., Tea Burner’s Monument, NJ’s Liberty Bell, the <i>USS New Jersey</i> , statues of Revolutionary War & Civil War soldiers, Red Bank Battlefield Monument, and signs such as the one marking the location of Brotherton Reservation. Students using <i>You, New Jersey, And The World</i> will undoubtedly understand the significance of the Fourth of July.		
The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
<i>You, New Jersey, And The World: Colonists, Revolution, and Immigration</i>		
People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
	6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<i>You, New Jersey, And The World</i> addresses the above in <i>Colonists, Revolution, Immigration, and Government</i> . It further explores American traditions, values, beliefs and our diverse society throughout the text, especially in <i>Geography</i> (variations in our six different regions), <i>Industry</i> (varied people and cultures working together), <i>Agriculture</i> (rural/urban) and <i>Cities</i> (many different people over time cooperating to form, maintain, and change cities). <i>You, New Jersey, And The World</i> considers diverse groups working together throughout the text, particularly in <i>Immigration, Industry, and Cities</i> .		

Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Grade Level By the end of grade 4

Content Statement

Active citizens in the 21st century:

- Σ Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Σ Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Σ Are aware of their relationships to people, places, and resources in the local community and beyond.
- Σ Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Σ Develop strategies to reach consensus and resolve conflict.
- Σ Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Strand CPI # followed by Cumulative Progress Indicator (CPI)

A. Civics, Government, and Human Rights

- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

B. Geography, People, and the Environment

- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

C. Economics, Innovation, and Technology

- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

D. History, Culture, and Perspectives

- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

You, New Jersey, And The World, and all our materials constantly encourage students to get involved, research, read, ask questions, visit local sights, investigate, and listen. Students learning with our program will find themselves quite prepared to actively and whole-heartedly participate in fulfilling the above indicators.

Social Studies Skills

Chronological Thinking

- Σ Place key historical events and people in historical eras using timelines.

End of Unit Time Lines follow most units in *You, New Jersey, And The World*. An introductory *NJ Through The Years* lists important events in chronological order. The Teacher's Guide offers additional suggestions for class time lines.

Students complete a time line in *On The Go In New Jersey's Let's Have a New Jersey Date*.

- Σ Explain how the present is connected to the past.

You, New Jersey, And The World provides a solid historical base in *Geology, Lenape, Colonists, Revolution, and Immigration* — often connecting events to the present. *Geography, Transportation, Industry, Agriculture, and Cities* return to the history relative to each topic and work up to the present. *Famous New Jerseyans* and *New Jersey Firsts* include additional connections offered by the contributions of individuals.

On The Go In New Jersey builds on all of the above.

Spatial Thinking

See our complete map catalog for a wide variety of maps and globes including specialty maps that will facilitate learning and perfecting these skills.

- Σ Determine locations of places and interpret information available on maps and globes.

Maps in You, New Jersey, And The World covers basic map reading skills. Additional maps throughout the text reinforce them. The text's last page sports a full-page map of New Jersey and on the two previous pages you'll find a map of the United States.

A-Mapping We Will Go offers teaching and reinforcement pages on these indicators.

- Σ Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Thematic maps throughout *You, New Jersey, And The World* include:

Geographic regions	NJ rivers	Climate	Precipitation	Prehistoric lakes
Lenape migration	East/West colonial NJ		Underground Railroad in NJ	
13 original colonies	Revolution historic sites		Revolution salt and iron works sites	
European immigration	modern major NJ roads, railroad lines, ports & airports			
Colonial major roads	NJ canal routes		NJ's city line	
NJ parks, forests, and wildlife refuges				

A-Mapping We Will Go offers teaching and reinforcement pages using thematic maps.

On The Go In New Jersey has several activities with thematic maps:

Poor Little New Jersey compares New Jersey to seven other states.

The Faces of New Jersey investigates New Jersey's geographic features.

Name That Face compares New Jersey to six other regions of the US.

Water, Water, Everywhere compares New Jersey lakes to other US lakes.

In *Government Works* students navigate through a map of the State House District.

Critical Thinking

- Σ Distinguish fact from fiction.

You, New Jersey, And The World's Maps depicts and discusses the long-ago belief of ships falling off the world.

Its Teacher's Guide suggests additional books of true, fictional, and could-have-been-true stories.

Jersey Lore in *On The Go In New Jersey* explores fact and fiction, as do several stories in *The New Jersey Sampler*.

The Jersey Devil is also addressed in *Devil's Tracks* in *A-Mapping We Will Go*, *The Jersey Devil Story* on CD and, most effectively, in the picture book, *A Devil in the Pines*.

- Σ Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).

You, New Jersey, And The World often encourages students to talk to grandparents and other older relatives and friends to hear first-hand accounts of their experiences especially in *Immigration, Transportation, Agriculture, and Industry*.

Students' Links send students to web sites with sources of historical documents including:

ML King's <i>I Have A Dream</i>	the <i>Declaration of Independence</i>
the <i>Mayflower Compact</i>	all three <i>NJ Constitutions</i>
the <i>US Constitution</i>	and many more

The pages of *You, New Jersey, And The World* are profusely illustrated and augmented with woodcuts from the mid 19th century etchings
historic maps black and white 19th century photographs
and pictures of historic paintings, signs, markers, monuments, statues, sites, antiques, cannons, guns, and reenactments of war and craft-making.

Presentational Skills

- Σ Use evidence to support an idea in a written and/or oral format.

You, New Jersey, And The World Teacher's Guide presents many ideas for research followed by written and oral presentations, e.g.:

Assign groups to research soap-making, candle-making, weaving, etc. Demonstrate findings to class.

Research the winter of Valley Forge and compare to the winter at Jockey Hollow.

Cooperative Groups: What was life like in New Jersey in 1900? Develop a presentation (skit, oral reading, project, large drawing, etc.) depicting an aspect of New Jersey life in 1900.

Cooperative Groups: Assign industries to research. List occupations and products of each industry. Identify company names and locations in New Jersey. Compose findings into charts and drawings for display.

You, New Jersey, And The World Review/Activities Masters include project organizers with scoring rubrics for each unit. Two great research & present activities are

Colonial "Trading" Cards and
Famous New Jersey Revolutionist Research Report