

# GRADE FOUR: New Jersey – Today and Yesterday

COMMUNITIES

GEOGRAPHY  
SKILLS

CITIZENSHIP

SOCIAL STUDIES SKILLS



ECONOMICS

HISTORY

GOVERNMENT

ENVIRONMENT

## Social Studies Skills: 6.1

\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read Primary and Secondary Sources</b></li> <li><input type="checkbox"/> <b>Draw Conclusions</b></li> <li><input type="checkbox"/> <b>Read Biographies</b></li> <li><input type="checkbox"/> Main Idea and Details</li> <li><input type="checkbox"/> Compare and contrast Information</li> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Recite poems</li> <li><input type="checkbox"/> Read illustrations</li> <li><input type="checkbox"/> Picture Walks</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence: Past, Present, Future; 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>,</li> <li><input type="checkbox"/> First, Next, Last</li> <li><input type="checkbox"/> Vocabulary <b>Word Walls</b> for social studies</li> <li><input type="checkbox"/> Internet Child friendly sites – materials, activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Take Notes using note cards: One main idea with two or three supporting details per card</b></li> <li><input type="checkbox"/> <b>Topic Books – final project presented using technology tools</b></li> <li><input type="checkbox"/> Friendly Letter</li> <li><input type="checkbox"/> Letter to the Editor</li> <li><input type="checkbox"/> Pen Pals - electronic</li> <li><input type="checkbox"/> Personal Glossary Picture Book – alphabetical order</li> <li><input type="checkbox"/> Shared Writing</li> <li><input type="checkbox"/> Write <b>five</b> sentence <b>paragraphs</b></li> <li><input type="checkbox"/> Write narrative accounts</li> <li><input type="checkbox"/> Write <b>persuasive</b> letters</li> <li><input type="checkbox"/> Write <b>descriptive</b> paragraphs – four sentences on a given topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories</li> <li><input type="checkbox"/> Choral Reading</li> <li><input type="checkbox"/> Dramatize historical events</li> <li><input type="checkbox"/> Poem Recitation</li> <li><input type="checkbox"/> <b>Opinion</b> Speech</li> <li><input type="checkbox"/> Describe photographs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Map ledged</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of neighborhood</li> <li><input type="checkbox"/> Map of town/city</li> <li><input type="checkbox"/> Map of State</li> <li><input type="checkbox"/> Map of the 50 States</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> Map of the World</li> <li><input type="checkbox"/> History Map</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> Locator Map</li> <li><input type="checkbox"/> Landform Map</li> <li><input type="checkbox"/> Hemispheres</li> <li><input type="checkbox"/> Latitude</li> <li><input type="checkbox"/> Longitude</li> <li><input type="checkbox"/> Prime Meridian</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Pie Chart</li> <li><input type="checkbox"/> Line Graph</li> <li><input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home</li> <li><input type="checkbox"/> KWL Charts</li> <li><input type="checkbox"/> Create a Chart - organize information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperatures –Fahrenheit, Celsius</li> <li><input type="checkbox"/> Read calendar</li> <li><input type="checkbox"/> <b>Two level Timelines</b></li> <li><input type="checkbox"/> Diagrams</li> </ul>

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<input type="checkbox"/> Electronic Atlas <input type="checkbox"/> Electronic Encyclopedia <input type="checkbox"/> <b>Almanac</b> <input type="checkbox"/> <b>Gazetteer</b> <input type="checkbox"/> *geographical dictionary <input type="checkbox"/> Glossary <input type="checkbox"/> Index	<input type="checkbox"/> Journal Writing <input type="checkbox"/> Diary Writing <input type="checkbox"/> Diary Writing <input type="checkbox"/> Write questions for <b>interviews</b> <input type="checkbox"/> Write questions for <b>surveys</b> <input type="checkbox"/> Create a <b>travel journal</b>		<input type="checkbox"/> North Pole <input type="checkbox"/> South Pole <input type="checkbox"/> Equator <input type="checkbox"/> Elevation Map <input type="checkbox"/> Inset Map <input type="checkbox"/> Inset Map <input type="checkbox"/> Time Zone Map <input type="checkbox"/> Precipitation Map <input type="checkbox"/> Climate Map <input type="checkbox"/> Transportation Map <input type="checkbox"/> Population Map <input type="checkbox"/> Scale and Distance Maps		

## Unit One: Geography of New Jersey

OUTCOMES	VOCABULARY	RESOURCES
<p><b>Geography 6.6</b> <b><u>Geography of New Jersey</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the <b>time zones</b> of the United States</li> <li><input type="checkbox"/> Locate <b>time zones, latitude, longitude, and the global grid</b> as they relate to New Jersey</li> <li><input type="checkbox"/> Identify the <b>major countries</b>, continents, bodies of water, and mountain ranges of New Jersey</li> <li><input type="checkbox"/> Identify the <b>major cities</b> of New Jersey</li> </ul> <p><b>Geography 6.6</b> <b><u>Natural Regions of New Jersey</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the characteristics used to define a <b>geographic region</b></li> <li><input type="checkbox"/> Describe the <b>physical and human characteristics</b> of each region in New Jersey:</li> <li><input type="checkbox"/> Describe the geography of the <b>Atlantic Coastal Plain</b></li> <li><input type="checkbox"/> Describe the geography of the <b>Central Corridor/Piedmont</b> region</li> <li><input type="checkbox"/> Describe the geography of the <b>Highlands</b></li> <li><input type="checkbox"/> Describe the geography of the <b>Appalachian Ridge and Valley</b> region</li> <li><input type="checkbox"/> Synthesize the main characteristics of each region</li> </ul>	<p style="text-align: center;"><b>Time Zones of the United States</b> From east to west: Atlantic, Eastern, Central, Mountain, Pacific, Alaskan, Hawaii</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <p><b>Geography Review from K-2</b> <b>Whenever you talk about any geographic site always situate the place in terms of location.</b></p> </div> <p style="text-align: center;"><b>Hemisphere</b> Northern, Southern, Eastern, Western</p> <p style="text-align: center;"><b>Seven Continents</b> North America, South America, Europe, Asia, Africa, Australia, Antarctica</p> <p style="text-align: center;"><b>Four Oceans</b> Atlantic, Pacific, Indian, Arctic</p> <p style="text-align: center;"><b>Maps and Globes</b> North Pole, South Pole, Equator, Prime Meridian,</p> <p style="text-align: center;"><b>Compass Rose</b> Cardinal Directions: North, South, East, West Intermediate Directions: Northeast, Southeast, Northwest, Southwest</p> <p style="text-align: center;"><b><u>Global Address</u></b> Latitude Longitude</p> <p style="text-align: center;"><b>Map Terms</b> Map Title, Map Symbols, Map Color Keys, Map Grid, Map Scale</p>	<p>It is expected that Social Studies in the primary grades be taught through an <b>abundance</b> of literature: <b><u>Fiction, non-fiction and poetry.</u></b></p> <p>Social Studies should be <b><u>integrated</u></b> into the reading classes, social studies, and science and religion classes.</p> <p>It is expected that Social Studies be taught by the use of <b><u>interviews, site visits, software, music and art.</u></b></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the <b><u>Internet</u></b></p> <p>It is expected that Social Studies is taught by the use of <b><u>individual and small group projects, Webquests...</u></b></p> <p style="text-align: center;"><b><u>Textbooks</u></b></p> <p>Scott Foresman: New Jersey –2008 Houghton Mifflin – New Jersey Studies - 2008</p>


OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><u>Geography 6.6</u></p> <p><b><u>Counties</u></b></p> <p><input type="checkbox"/> Identify the <b>counties</b> of New Jersey and point out key landmarks and rich resources of the counties</p> <p><b><u>Landforms</u></b></p> <p><input type="checkbox"/> Describe the major <b>landforms</b> of New Jersey</p> <p><b><u>Waterforms</u></b></p> <p><input type="checkbox"/> Describe the major waterforms of New Jersey</p> <p><b><u>Weather and Climate</u></b></p> <p><input type="checkbox"/> Describe the climate and weather of New Jersey</p> <p><input type="checkbox"/> Illustrate how climate affects the way people live in New Jersey</p> <p><input type="checkbox"/> Explain how climate, location and physical surroundings affect everyday life in New Jersey</p> <p><input type="checkbox"/> Identify different types of <b>dangerous weather</b> in New Jersey</p> <p><input type="checkbox"/> Describe how past natural weather hazards effected people’s lives</p>	<p style="text-align: center;"><b><u>Geographic Regions of New Jersey</u></b></p> <p>Atlantic Costal Plain, Central Corridor/Piedmont, Highlands, Appalachian Ridge and Valley</p> <p style="text-align: center;"><b><u>Counties of New Jersey</u></b></p> <p>Atlantic, Bergen, Burlington, Camden, Cape May Cumberland, Essex, Gloucester, Hudson, Hunterdon, Mercer Middlesex, Mercer, Monmouth, Morris, Ocean, Passaic, Salem, Somerset, Sussex, Union, Warren</p> <p style="text-align: center;"><b><u>New Jersey Major Landforms</u></b></p> <p>Mountains, valleys, highlands, ridges, plateaus, island, lowlands, mountain range, basin, cliff, delta,</p> <p>Mountains: Appalachian, Kittatinny , Watchung Pinelands Barrier Islands</p> <p>Beaches: Atlantic, Ocean City, Cape May</p> <p style="text-align: center;"><b><u>New Jersey Major Waterforms</u></b></p> <p>Ocean, lakes, rivers, streams, waterfalls, harbor, port, sea, swamp, tributary</p> <p>Jersey Shore: Sandy Hook to Cape May Lake Hopatcong</p> <p style="text-align: center;"><b><u>Major Cities in New Jersey</u></b></p> <p>Newark, New Brunswick, Elizabeth, Trenton, Camden, Plainfield, Atlantic City, Ocean City, Cape May, Jersey City, Paterson, Fort Lee, Brown Mills in the Pineland area</p>	<p style="text-align: center;"><b>Webquests</b></p> <p style="text-align: center;">What is a webquest? An inquiry-oriented activity in which most or all of the information used by students is online. Webquest gives links necessary to complete the project</p> <p style="text-align: center;"><b>BUILDING BLOCKS OF A WEBQUEST</b></p> <p><input type="checkbox"/> Introduction</p> <p><input type="checkbox"/> Task</p> <p><input type="checkbox"/> Process</p> <p><input type="checkbox"/> Resources</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Conclusion For a full explanation of Webquests for elementary students do yourself a favor and read from the ‘father of the webquest’ what exactly they are all about.</p> <p style="text-align: center;"><a href="#">Bernie Dodge</a>, San Diego State University</p> <p style="text-align: center;"><a href="http://webquest.sdsu.edu/about_webquests.html">http://webquest.sdsu.edu/about_webquests.html</a></p>


OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Natural Resources:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the natural resources of New Jersey</li> <li><input type="checkbox"/> Differentiate between <b>living and non-living</b> natural resources of New Jersey</li> <li><input type="checkbox"/> Explain why resources are either <b>renewal or non-renewable</b></li> <li><input type="checkbox"/> Describe the <b>uses</b> of the natural resources of New Jersey</li> <li><input type="checkbox"/> Explain the nature, characteristics and distribution of <b>renewable and nonrenewable</b> resources that we have in New Jersey</li> <li><input type="checkbox"/> Explain the <b>role and use of resources</b> in every day life of the students in New Jersey</li> </ul> <p><b><u>Environmental Issues</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss <b>environmental issues</b> that we must be concerned about in New Jersey</li> <li><input type="checkbox"/> Explore the issue of <b>conservation</b> of our resources here in New Jersey</li> <li><input type="checkbox"/> Understand the role of the <b>Environmental Protection Act</b> as it relates to New Jersey (Christie T. Whitman)</li> <li><input type="checkbox"/> Show how you as a concerned citizen of the Earth care for the environment: <b>Reuse, Recycle, Reduce</b></li> </ul> <p><b>New Jersey Catholic School Students Go Green As a long term project study one environmental issue in your local area that needs to be addressed. Through research, interviews, surveys, reports, evaluation come to some sensible ways to address the issue.</b></p>	<p><b>Natural Resources of NJ</b> Zinc, granite, crushed stone, farmland, fish, water, trees</p> <p><b>Renewable Resources</b> Trees, water, soil...</p> <p><b>Nonrenewable Resources</b> zinc, granite, sand, fossil fuels...coal, petroleum</p> <p><b>Environment Issues of NJ</b> Pollution, erosion, weathering, water disposal, air quality</p> <p>Dioxins in the water e.g. Passaic River</p> <p><b>Environment</b></p> <p><b>Reuse Recycle Reduce</b></p>	<p><b>How do you find Webquests on any topic?</b></p> <ol style="list-style-type: none"> <li>1. Google them!</li> <li>2. Type in any topic you want. e.g. <i>Webquests on the Lenape Indians</i></li> <li>3. You will be taken to a site rich with primary and secondary resources, activities, tasks, and games....</li> </ol> <p><b>Best Webquests</b></p> <p><a href="http://eduscapes.com/sessions/travel/k3webquests.htm">http://eduscapes.com/sessions/travel/k3webquests.htm</a></p> <p><a href="http://www.pbs.org/teachers/thismonth/democracy/index1.html">http://www.pbs.org/teachers/thismonth/democracy/index1.html</a></p> <p><a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></p> <p><a href="http://en.wikipedia.org/wiki/List_of_counties_in_New_Jersey">http://en.wikipedia.org/wiki/List_of_counties_in_New_Jersey</a></p> <p><b>Excellent site for activities:</b> <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a></p> <p><b>These are excellent sites for lessons, pictures, activities</b></p> <p><a href="http://www.kent.k12.wa.us/curriculum/soc_studies/elementary.htm">http://www.kent.k12.wa.us/curriculum/soc_studies/elementary.htm</a></p> <p><a href="http://www.qtc.k12.ga.us/seqlps/sudisplay.asp?SUID=269">http://www.qtc.k12.ga.us/seqlps/sudisplay.asp?SUID=269</a></p> <p><a href="http://classroom.ic-schools.net/basic/socst.html">http://classroom.ic-schools.net/basic/socst.html</a></p> <p><b>New Jersey History Museum</b> <a href="http://www.censusfinder.com/new-jersey-historical-museums.htm">http://www.censusfinder.com/new-jersey-historical-museums.htm</a></p>

## Unit Two: Economics in the State of New Jersey – Present and Past

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Wants and Needs</u></b></p> <p>Review the concepts of K-3 as they connect with New Jersey</p> <p style="padding-left: 20px;">Describe how New Jersey families meet their basic needs</p> <p style="padding-left: 20px;">Contrasts wants and needs in your life and in the life of your family</p> <p style="padding-left: 20px;">Give examples of families having to measure ‘opportunity costs’ when it comes to a vacation at the Jersey shore</p> <p style="padding-left: 20px;">Assess the consequences of people in New Jersey wanting more than they can afford. Give examples</p> <p style="padding-left: 20px;">Describe what life would be like here in New Jersey if our wants and needs were greater than our natural resources could provide. Give examples</p> <p><b><u>Spending and Saving</u></b></p> <p style="padding-left: 20px;">Explain why wanting more than you can have requires you to make economic choices</p> <p style="padding-left: 20px;">Explain the difference between saving, spending and earning money</p>	<p style="text-align: center;">Wants Needs</p> <p style="text-align: center;">Opportunity costs</p> <p style="text-align: center;">Natural resources</p> <p style="text-align: center;">Economic choices</p> <p style="text-align: center;">Saving, spending and earning</p> <p style="text-align: center;">Produces Consumers Economy</p> <p style="text-align: center;">Traditional, command and mixed markets</p> <p style="text-align: center;">Free markets</p> <p style="text-align: center;">Production Assembly line Labor Wage Capital Profit</p> <p style="text-align: center;">Black Gold Refinery (oil) – Bayonne Standard Oil of New Jersey Port Newark/Elizabeth</p>	<p style="text-align: center;">Provide Materials for the students’ projects:</p> <p style="text-align: center;">Wall murals Scrapbooks My Family’s Customs Book Mobile Interview templates</p> <p style="text-align: center;">Begin to teach the students how to use the wealth of resources available for understanding our global world:</p> <p style="text-align: center;">Electronic Atlas Electronic encyclopedias e.g. <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a></p> <p style="text-align: center;">Important Site for Social Studies Teachers: National Council of Social Studies Teachers: <a href="http://www.socislstudies.org">http://www.socislstudies.org</a></p> <p style="text-align: center;">Begin to make use of the incredible primary documents of your neighborhood from your county historical society e.g. <a href="http://resources.rootsweb.com/usa/NJ/middlesex/">http://resources.rootsweb.com/usa/NJ/middlesex/</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Goods and Services</u></b></p> <p><b><u>Sequence</u></b> steps in <b>producing</b> something you really want that is factory made. e.g. clothing</p> <p>Distinguish the difference between <b>producers and consumers</b></p> <p>Define <b>economy</b></p> <p>contrast <b>traditional, command and mixed</b> economies</p> <p>Define: production, assembly line, labor, wage, capital and profit in connection with factories and mills</p> <p>Explain the concept of a <b>free market</b></p> <p>Explain how <b>supply and demand</b> effect the price you pay for games you really want</p> <p><b><u>Jobs</u></b></p> <p>Describe the rise of <b>factories in the economy of New Jersey</b></p> <p>Identify the contributions of the <b>major industries</b> in New Jersey for the economy of New Jersey: <b>Tourism, shipping, pharmaceutical, research, computer programming, finance and insurance, real estate</b></p> <p>Describe the importance of <b>farming</b> in the history of New Jersey</p> <p><b><u>Trade</u></b></p>	<p><b><u>Iron Plantations in NJ</u></b></p> <p>Blacksmiths, iron ore or bog ore</p> <p>Renewable resource</p> <p>Furnaces/smelters</p> <p>Mines</p> <p>Pig oil</p> <p><b><u>Camden Factories</u></b></p> <p>Steel Pen Factory – Richard Esterbrook</p> <p>Camden Iron Works</p> <p>Lumber Mills</p> <p>Carriage Factories</p> <p>Cloth Factories</p> <p>Woolen Mills</p> <p><b>Campbell Soup – Camden</b></p> <p><b>Charles Seabrook</b></p> <p>Irrigation system – farming</p> <p>Seabrook Farms</p> <p><b>Elizabeth White – blueberry production</b></p> <p><b>Robert Wood Johnson</b></p> <p>Johnson and Johnson</p> <p><b>Farming</b></p> <p><b>George Hammell</b></p> <p>Geologist</p> <p>Soil</p> <p>Crops/harvest</p> <p>East Coast gateway to the World</p> <p>Ocean Carriers</p> <p>Import and Export Products</p>	<p>Great site for money projects:</p> <p><a href="http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.html">http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.html</a></p> <p>Games for Social Studies: Economic</p> <p><a href="http://www.socialstudiesforkids.com/subjects">http://www.socialstudiesforkids.com/subjects</a></p> <p><b>Webquest: Economy</b></p> <p><a href="http://www.moneyinstructor.com/elementary.asp">http://www.moneyinstructor.com/elementary.asp</a></p> <p><b>Lesson Plans on Wants and Needs: goods and Services</b></p> <p><a href="http://www.moneyinstructor.com/wsp/goods.asp">http://www.moneyinstructor.com/wsp/goods.asp</a></p> <p><a href="http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12/html">http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12/html</a></p> <p><b>Google: History of Farming in New Jersey</b></p>


OUTCOMES	VOCABULARY	RESOURCES
<p>Explain the importance of the <b>ports</b> in New Jersey for trade – domestic and international</p> <p><b><u>Transportation</u></b> Describe the development of transportation networks in New Jersey connect the development of <b>transportation</b> with the growth of <b>cities and factories</b> in the late 1800s and early 1900s Explain why New Jersey is a leader in transportation in the Northeast</p> <p><b><u>Communication</u></b> Chart the development of <b>communication networks</b> in New Jersey the United States from the late 1800s onward</p> <p><b><u>Scientists and Inventions</u></b> Identify and discuss New Jersey citizens: the <b>scientist and inventors</b> whose early, major scientific discoveries and inventions developed and changed lives then and now Trace the impact of <b>inventions</b> on our daily lives – since the start of the 20<sup>th</sup> century</p>	<p><b>Bridges (George Washington...)</b> <b>Airport (Newark Liberty International)</b> <b>Highways (Garden State, New Jersey Turnpike)</b></p> <p><b>Camden/Amboy Railroad</b></p> <p><b>Telegraph</b> <b>Morse Code</b> <b>Samuel Morse and Alfred Vail</b></p> <p><b>Oil pipelines in Bayonne</b></p> <p><b>Thomas Edison</b></p>	 <p>An aerial view of the New York-New Jersey Harbor, a vital source for regional commerce and growth.</p> <p><b>History of Transportation and Communication</b></p>


OUTCOMES	VOCABULARY	RESOURCES
<p><b>Note Well:</b> Do our early history from the First New Jersey People up to and including the start on the independent America. Grades 5 and 7 will take up the story of our heritage</p> <p>It is important that our early heritage is presented in and through an abundance of literature and art. The meanings of our turning points in American History are best captured and retained through stories.</p> <p><b><u>Historical Turning Points 6.4</u></b></p> <p><b>History: First New Jersey People: Lenape</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In understanding the First People of New Jersey explain how and why the <b>Lenape Native Americans</b> came to live in our area.</li> <li><input type="checkbox"/> How did the <b>land</b> of New Jersey affect the lives of the Lenape Indians?</li> <li><input type="checkbox"/> How did the <b>environment</b> affect the lives of the Lenape Indians?</li> <li><input type="checkbox"/> Describe the <b>culture</b> of the Lenape culture</li> <li><input type="checkbox"/> Discover what the <b>stories, artifacts, songs and celebrations</b> of the Lenape people told about their family life.</li> <li><input type="checkbox"/> Examine pictures of artifacts of the Native Americans. Explain their meaning and use.</li> </ul> 	<p><b>Native Americans</b>  <b>Lenape Native Americans</b></p> <p><b>Food</b>  <b>Clothing</b>  <b>Shelter</b></p> <p><b>Climate</b>  <b>Natural resources</b></p> <p><b>Stories</b>  <b>Tales</b></p> <p><b>Colonists</b></p> <p><b>Religious freedom</b></p> <p><b>Food</b>  <b>Shelter</b>  <b>Cold</b></p>	<p>Lenape Native Americans  <a href="http://www.lenapeindians.com/">http://www.lenapeindians.com/</a></p> <p>Wonderful webquest on the Lenape  <a href="http://currlinks.prs.k12.nj.us3-5/Lenape.html">http://currlinks.prs.k12.nj.us3-5/Lenape.html</a></p> <p>Another webquest on Lenape  <a href="http://www.usgennet.org/usa/nj/state/lenape.html">http://www.usgennet.org/usa/nj/state/lenape.html</a></p> <p>American Girl Lesson Plans on colonial life          Google: American Girl Colonial Period  <a href="http://www.yale.edu/ynhti/curriculum/unite/1997/3/97.03.05.x.html#b">http://www.yale.edu/ynhti/curriculum/unite/1997/3/97.03.05.x.html#b</a></p> <p>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories</p> <p>Google: Americas library  <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial">http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: European Colonists:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the earliest European explorations of New Jersey</li> <li><input type="checkbox"/> Discuss the <b>reasons</b> why the colonists settled on the shores of the east coast</li> <li><input type="checkbox"/> Describe the <b>problems</b> these settlers encountered when they first came to New Jersey.</li> <li><input type="checkbox"/> Explore the impact of the <b>Dutch culture</b> on the first settlers – and with the English control of the area</li> <li><input type="checkbox"/> Relate the <b>causes and effect</b> of New Jersey being transferred from the Dutch to English control</li> <li><input type="checkbox"/> Identify the causes and effects of New Jersey’s division into <b>West Jersey and East Jersey</b> and the colony’s reunion</li> <li><input type="checkbox"/> Discover how the Dutch remains alive in New Jersey today</li> </ul> <p><b><u>History: Native Americans and the European Settlers:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the <b>effects</b> the increased contact between the <b>Native Americans</b> and the <b>European settlers</b></li> <li><input type="checkbox"/> Compare and contrast the <b>lifestyles</b> of the Native Americans and the European settlers</li> <li><input type="checkbox"/> Describe the importance of <b>farms</b> in early New Jersey.</li> <li><input type="checkbox"/> Trace the development of <b>transportation</b> in early New Jersey and show how it changed the lives of the settlers and the Native American</li> <li><input type="checkbox"/> Discover the wonderful ways the Native Americans and the first settlers <b>worked together</b> to improve their lives.</li> </ul>	<p>Dutch culture</p> <p><b>Culture</b> English Colonists</p> <p>Dutch</p> <p>Henry Hudson</p> <p><b>Conflict</b> Cooperation John Fenwick William Penn Burlington Quaker Tolerance Perth Amboy Sir George Carteret Sir Philip Carteret</p> <p>Dutch Bergen (Jersey City)</p> <p>Steuben House – Bergen County</p> <p>Lifestyle Settlers Farms Transportation John Woolman</p>	<p>Short history of colonial New Jersey <a href="http://www.usahistory.infor/colonies/new-jersey.html">http://www.usahistory.infor/colonies/new-jersey.html</a></p> <p>This would be a good time to combine teaching students how to take notes from electronic resources and what plagiarism means and why it is totally unacceptable.</p> <p>Note talking from an electronic article:</p> <ol style="list-style-type: none"> <li>1) Give the information you want a title. e.g. Colonial homes</li> <li>2) Write one main sentence</li> <li>3) Write two supporting detail sentences</li> </ol> <p style="text-align: center;">Title</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Main Idea – One sentence</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">One detail – one sentence</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">One detail – one sentence</div>



OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: New Jersey and the American Revolution:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain what <b>taxes</b> are , how they are collected, and how the money collected is used</li> <li><input type="checkbox"/> Discuss the <b>problems</b> the colonists were having with the British over taxes</li> <li><input type="checkbox"/> Explain just why the colonists <b>resisted</b> those British taxes</li> <li><input type="checkbox"/> Discuss the outbreak of the <b>American Revolution</b> with William Franklin, royal governor of New Jersey, at the helm.</li> </ul> <p><b><u>History: New Jersey's Loyalists and Patriots</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the colonial resistance to the British taxes</li> <li><input type="checkbox"/> Debate the viewpoints of the <b>Loyalists</b> and <b>Patriots</b></li> <li><input type="checkbox"/> Show how the Patriots and the Loyalists <b>expressed and supported</b> their views</li> <li><input type="checkbox"/> Discuss the reasons why <b>revolutionary leaders</b>, George Washington, Thomas Jefferson, Benjamin Franklin and Governor William Livingston fought for independence from England</li> <li><input type="checkbox"/> Explain the sequence of events that led to the <b>First Continental Congress</b></li> <li><input type="checkbox"/> Explain the accomplishments of this First Congress</li> <li><input type="checkbox"/> Explain the sequence of events that led to the <b>Second Continental Congress</b></li> <li><input type="checkbox"/> Explain the <b>accomplishments</b> of the Second Continental Congress</li> </ul>	<p style="text-align: center;"> <b>French and Indian War</b>  <b>Boston Tea Party</b>  <b>Lexington and Concord, MA</b>  <b>Stamp Act</b>  <b>Quartering Act</b>  <b>boycott</b> </p> <p style="text-align: center;"> <b>Taxes</b>  <b>Taxation</b>  <b>Regiment</b>  <b>Rebel</b>  <b>Repeal</b> </p> <p style="text-align: center;"> <b>Preamble</b>  <b>Loyalists</b>  <b>Patriots</b>  <b>Revolution</b>  <b>American Revolution</b> </p> <p style="text-align: center;"> <b>Continental Congress</b>  <b>William Livingston</b> </p> <p style="text-align: center;"> <b>First Continental Congress</b>  <b>Revenue</b>  <b>Repeal</b>  <b>Boycott</b>  <b>Ban</b> </p> <p style="text-align: center;"> <b>Second Continental Congress</b> </p> <p style="text-align: center;"> <b>Battles</b>  <b>Battle of Trenton</b>  <b>Battle of Princeton</b>  <b>Hessians</b>  <b>George Washington</b>  <b>Christmas 1776</b>  <b>Battle of Monmouth</b>  <b>Molly Pitcher</b>  <b>Colonel Tey</b>  <b>Mary Ludwig</b>  <b>Betsy Ross</b> </p>	<p style="text-align: center;"> <b>Virtual Field Trips – New Jersey Resources</b>  New Jersey Kids page  <a href="http://www.state.nj.us/hangout_nj/">http://www.state.nj.us/hangout_nj/</a>  State of New Jersey Government Site  <a href="http://www.state.nj.us/">http://www.state.nj.us/</a>  New Jersey State Museum  <a href="http://www.state.nj.us/state/museum/">http://www.state.nj.us/state/museum/</a>  US Equestrian Team Headquarters  <a href="http://www.uset.com/">http://www.uset.com/</a>  New Jersey Balloon Festival  <a href="http://balloonfestival.com">http://balloonfestival.com</a> </p> <p style="background-color: #e0e0e0; padding: 5px;"> Begin to use Primary documents for historical turning points in American history: </p> <p> <b>Primary Document</b>  Letters, diaries, speeches, interviews </p> <p> Sometimes primary documents are not available so you have to use <b>Secondary Documents</b> – <i>second a hand accounts</i> of a turning point: </p> <p> Biography, newspaper account, historical fiction... </p> <p> <b>Primary Resources on the constitution</b>  <a href="http://www.usconstitution.net">http://www.usconstitution.net</a>  Excellent site for children's understanding of the Bill of Rights  <a href="http://www.congressforkids.net/constitution/billofright.html">http://www.congressforkids.net/constitution/billofright.html</a> </p>




OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: We Declare Independence:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the sequence of events leading to the drafting of the <b>Declaration of Independence</b></li> <li><input type="checkbox"/> Discuss the Declaration of Independence as a major document in American history</li> <li><input type="checkbox"/> Identify the key <b>principles, beliefs, and ideas</b> expressed in the Declaration of Independence</li> <li><input type="checkbox"/> Describe the reasons that Revolutionary leaders fought for independence from England</li> </ul> <p><b><u>History: And the Battles Did Begin:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the sequence of events during the <b>Battle of Trenton, Battle of Princeton, Battle of Monmouth</b></li> <li><input type="checkbox"/> Discuss some of New Jersey players in the American Revolution</li> <li><input type="checkbox"/> Explain New Jersey's important role during the American Revolution?</li> </ul> <p><b><u>History: And Democracy is Born</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the sequence of events during the <b>Constitutional Convention</b></li> <li><input type="checkbox"/> Explain <b>democracy</b> and describe the virtues and benefits of it as compared to an authoritarian government</li> <li><input type="checkbox"/> Describe how the Constitution is a <b>basic plan</b> for the United States <b>government</b></li> <li><input type="checkbox"/> Identify the <b>United States Constitution</b> and the Bill of Rights as key documents that express democratic principles and beliefs</li> </ul>	<p style="text-align: center;">Valley Forge</p> <p style="text-align: center;">Declaration of Independence</p> <p style="text-align: center;">Principals</p> <p style="text-align: center;">Beliefs</p> <p style="text-align: center;">Thomas Jefferson</p> <p style="text-align: center;">Benjamin Franklin</p> <p style="text-align: center;">Independence Hall – PA</p> <p style="text-align: center;">NJ Signers of the Declaration: John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark</p> <p style="text-align: center;">Treason</p> <p style="text-align: center;">Democracy</p> <p style="text-align: center;"><i>“Government of the people, for the people and by the people”</i></p> <p style="text-align: center;">New Jersey Delegates to the Constitutional Convention: William Livingston, William Paterson, William Houston, David Brearly,</p> <p style="text-align: center;">Jonathan Dayton</p> <p style="text-align: center;">James Madison</p> <p style="text-align: center;">Separation of Powers</p> <p style="text-align: center;">Checks and Balances</p> <p style="text-align: center;">Executive Branch</p> <p style="text-align: center;">Legislative Branch</p> <p style="text-align: center;">Judicial Branch</p> <p style="text-align: center;">Statue of Justice</p> <p style="text-align: center;">Veto</p> <p style="text-align: center;">Override</p> <p style="text-align: center;">Amendment</p> <p style="text-align: center;">Bill of Rights</p> <p style="text-align: center;">Challenges</p> <p style="text-align: center;">Immigration</p>	<p style="text-align: center;"><u>The New Colossus</u></p> <p style="text-align: center;">By Emma Lazarus</p> <p style="text-align: center;">Engraved on the Statue of Liberty</p> <p style="text-align: center;">Not like the brazen giant of Greek fame, With conquering limbs astride from land to land;</p> <p style="text-align: center;">Here at our sea-washed, sunset gates shall stand</p> <p style="text-align: center;">A mighty woman with a torch, whose flame Is the imprisoned lightning, and her name Mother of Exiles.</p> <p style="text-align: center;">From her beacon-hand Glows world-wide welcome; her mild eyes command</p> <p style="text-align: center;">The air-bridged harbor that twin cities frame.</p> <p style="text-align: center;">“Keep ancient lands, your storied pomp!” cries she</p> <p style="text-align: center;">With silent lips. “give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore.</p> <p style="text-align: center;">Send these, the homeless, tempest-tost to me, <b>I lift my lamp beside the golden door!”</b></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: The Immigrant Experience in New Jersey's Cities</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast the <b>challenges</b> the immigrants faced in their home countries and in New Jersey</li> <li><input type="checkbox"/> Understand the <b>reasons</b> that various groups immigrated to New Jersey</li> <li><input type="checkbox"/> Discuss the immigrant experiences at <b>Ellis Island</b> and living conditions for these early immigrants to America</li> <li><input type="checkbox"/> Compose a letter to the <b>Governor</b> of New Jersey in Trenton. asking about the <b>immigrants' history</b> in New Jersey</li> <li><input type="checkbox"/> Describe what the <b>New Jersey Legislature</b> – New Jersey General Assembly and the New Jersey Senate- has done for <b>immigrant rights</b> in New Jersey</li> <li><input type="checkbox"/> Identify <b>services</b> commonly provided by the State Government to the immigrants</li> </ul> <p><b><u>Civics 6.2</u></b> <b><u>State Government</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delineate the respective roles of the <b>three branches</b> of the state governments</li> <li><input type="checkbox"/> Discuss how the <b>State Constitution</b> describes how our state government is organized and how it defines and limits the power of the government</li> <li><input type="checkbox"/> Discuss how <b>state governmental</b> bodies make decisions and explain the impact of those decisions on school and community life</li> <li><input type="checkbox"/> Identify major services provided by state government</li> </ul>	<p style="text-align: center;"><b>Ellis Island</b> <b>Factory jobs</b> <b>Sweatshops</b> <b>discrimination</b> <b>Emma Lazarus</b> <b>Statue of Liberty</b></p> <p style="text-align: center;"><b>Governor of New Jersey</b> <b>New Jersey General Assembly</b> <b>New Jersey Senate</b> <b>Immigrant Services</b></p> <p style="text-align: center;"><b>Trenton</b> <b>Capitol</b></p> <p style="text-align: center;"><b>Government services:</b> <b>Safety and Security</b> <b>Education</b> <b>Recreation</b> <b>Transportation</b></p>	<p>This is a great 'hangout' for New Jersey students: <a href="http://www.state.nj.us/hangout_nj/">http://www.state.nj.us/hangout_nj/</a></p> <p>Hangout NJ, the state Web site for kids, provides the cartoon history of New Jersey, NJ facts and symbols, games, information about state history, ...</p> <div style="text-align: center;">  <p>Governor Corzine of New Jersey</p> </div> <p style="text-align: center;"><b>New Jersey Legislature for elementary students:</b> <a href="http://www.njleg.state.nj.us/kids/index.asp">http://www.njleg.state.nj.us/kids/index.asp</a></p>

OUTCOME	VOCABULARY	RESOURCES
<p><b><u>National Government</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the fundamental <b>values</b> and <b>principles</b> of American democracy expressed in the: Pledge of Allegiance, Declaration of Independence, U.S. Constitution, Bill of Rights, First New Jersey constitution</li> <li><input type="checkbox"/> Explain the significance of <b>symbols</b> of American values and beliefs: Statue of Liberty, Statue of Justice, American Flag, National Anthem</li> <li><input type="checkbox"/> Describe how <b>American values and beliefs</b>, equal opportunity, fairness to all, equal justice, separation of church and state) right guaranteed by the U.S. constitution and Bill of Rights, contribute to the continuation and improvement of <b>American democracy</b>.</li> <li><input type="checkbox"/> Evaluate the importance of <b>traditions, values, beliefs</b> which form a common American heritage in an increasingly diverse American society</li> </ul> <p><b><u>Civics 6.2</u></b> <b><u>Rights – Citizens</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories of brave women, <b>freedom seekers</b> in our state history. Describe their contribution to our state</li> <li><input type="checkbox"/> Describe the <b>different rights</b> new citizens have in your home family, school family, community family</li> <li><input type="checkbox"/> Describe the requirements for United States Citizenship for the immigrants</li> <li><input type="checkbox"/> Demonstrate ways you can be a <b>responsible citizens</b></li> </ul>	<p><b>Values and Principles</b></p> <p><b>Democracy</b> <b>Pledge of Allegiance,</b> <b>Declaration of independence</b> <b>US Constitution</b> <b>Bill of Rights</b> <b>First New Jersey constitution</b></p> <p><b>Values</b> <b>Beliefs</b></p> <p><b>Separation of church and state</b></p> <p><b>Traditions</b></p> <p><b><u>Freedom Seekers</u></b></p> <p><b>New Jersey born Alice Stokes Paul</b> <b>Suffrage Movement</b></p> <p><b>New Jersey born Mary Philbrook</b> <b>19<sup>th</sup> Amendment</b></p> <p><b>Maria DeCastro – Puerto Rican born</b> <b>Worked for the education of the Latino</b> <b>community in New Jersey</b></p> <p><b>Monsignor William J. Linder</b> <b>Newark</b> <b>Public Housing</b></p> <p><b>Millicent Hammond Fenwick</b> <b>Congresswoman</b></p>	<p><b>Colonial Williamsburg has wonderful resources:</b> <b><a href="http://www.history.org/">http://www.history.org/</a></b></p>  <p><b>American Eagle</b></p> <p><b>Citizenship requirements:</b></p> <p><b>18 years old</b> <b>Good character</b> <b>Read, Write and Speak English</b> <b>Knowledge of American history and government</b> <b>Take an oath of allegiance to the United States</b></p>

## UNIT THREE: VALUES, PRINCIPLES, DEMOCRACY OF THE UNITED STATES

OUTCOMES	VOCABULARY	RESOURCES
<p><b>Civics 6.2</b> <b>Music</b></p> <p><input type="checkbox"/> Listen to the state song of New Jersey: <b>“I’m From New Jersey</b>. Explain why some people might say we really don’t have a state song</p> <p><input type="checkbox"/> Sing the song <b>America</b></p> <p><input type="checkbox"/> Sing <b>The Star Spangled Banner</b> – Our National Anthem</p> <p><input type="checkbox"/> Sing the song Yankee Doodle</p> <p><input type="checkbox"/> Sing the song America the Beautiful</p> <p><input type="checkbox"/> Sing the song <b>You’re a Grand Old Flag</b></p> <p><input type="checkbox"/> Enjoy the music of famous residents of New Jersey</p> <p><b>ART</b></p> <p><input type="checkbox"/> Study the art of George Innes; Benjamin and Jacob Lawrence West to get an idea of early life in New Jersey</p>	<p><b>Listen</b> to the state song <b>I’m From New Jersey</b>  <a href="http://www.aboutnewjersey.com/editorials/state/Song_3_15_04.php">http://www.aboutnewjersey.com/editorials/state/Song_3_15_04.php</a></p> <p>I know of a state that's a perfect playland with white sandy beaches by the sea;          With fun-filled mountains, lakes and parks, and folks with hospitality;          With historic towns where battles were fought, and presidents have made their home;          It's called New Jersey, and I toast and tout it wherever I may roam. 'Cause . . .</p> <p>I'M FROM NEW JERSEY and I'm proud about it, I love the Garden State.          I'M FROM NEW JERSEY and I want to shout it, I think it's simply great.          All of the other states throughout the nation may mean a lot to some;          But I wouldn't want another, Jersey is like no other, I'm glad that's where I'm from.          Second Chorus          If you want glamour, try Atlantic City or Wildwood by the sea;          Then there is Trenton, Princeton, and Fort Monmouth, they all made history.          Each little town has got that certain something, from High Point to Cape May;          And some place like Mantoloking, Phillipsburg, or Hoboken will steal your heart away.</p> <p><b>Paul Robeson</b>  <b>Frank Sinatra</b>  <b>Four Seasons</b>  <b>Frankie Valli</b>  <b>Bruce Springteen</b></p>	<p>Benjamin West – Painter          William Penn’s treaty with the Indians</p>  <p><b>George Innes</b>  <b>Delaware Water Gap</b></p> <p><b>Jacob Lawrence</b>  <b>Daybreak – A Time to Rest</b></p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><b>Civics 6.2</b></p> <p><u>Holidays</u></p> <p><input type="checkbox"/> Understand the <b>holidays</b> we celebrate as a nation</p> <p><input type="checkbox"/> Retell stories about Martin Luther King, Jr. “I Have a Dream”</p> <p><u>Symbols of our Country:</u></p> <p><input type="checkbox"/> Identify memorials, monuments and building connected to our American Identity.</p> <p><input type="checkbox"/> Understand some of the <b>symbols</b> that represent the United State</p> <p><input type="checkbox"/> Identify the motto of the United States</p>	<p>Throughout the school year through stories, songs, rituals and videos celebrate each and every national holiday – with meaning.</p> <p><u>National Holidays</u>          Memorial Day, July 4<sup>th</sup> Labor Day, Columbus Day, Veterans’ Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day</p> <p><u>Celebrations</u>          Cinco de Mayo          May Day          Black History Month - January          Women’s History Month - March          Chinese New Year          Kwanzaa          Thanksgiving, Native Americans, Pilgrims</p> <p><u>National Landmarks</u>          Washington Monument          Jefferson Memorial          Lincoln Memorial          Mount Rushmore          Capitol Building</p> <p><u>Symbols</u>          Statue of Liberty; Scales of Justice          Pledge of Allegiance          Flag          Stars and Strips          Bald eagle          Presidential Seal          Liberty Bell          Uncle Sam          U.S. Currency</p> <p><u>Motto</u>          “In God We Trust”</p>	<p><b>Scales of Justice</b></p>  <p><b>New Jersey State Seal</b></p>   <p><b>New Jersey State Flag</b></p>

## SOCIAL STUDIES STANDARDS; STRATEGIES AND ASSESSMENTS

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/Listen/Respond: Nonfiction stories with a NJ setting – both long ago and in the present	Generalize: Life today in New Jersey with life in colonial days	Draw Conclusion; Why the Dutch settled in NJ	Compose: An ad inviting people from another country to the Jersey Shore	Rate: Non-fiction books on the same topic about life in NJ long ago
<b>LOGIC</b>	Map: Global address of New Jersey	Measure: Distances from one region in NJ with another using map scales	Compare/Contrast Political and Physical maps of NJ – past/present	Create: Brochure of a region in NJ pointing out key features	Scale: Best qualities of NJ
<b>PICTURE</b>	Sketch: Artifacts of Lenape Indians – write five descriptive sentences about each artifact	Role Play: Colonial children at play	Compare/Contrast Art work of colonial period of history	Imagine: You were an explorer to NJ. Report your experience upon arrival	Select: Most troubling learning about immigrants in factory jobs in NJ
<b>BODY</b>	Field Trip: Historical site in NJ. Write five descriptive sentences about your visit	Role Play; Family life in the colonial settlement	Examine: Viewpoints of the Loyalists vs. the Patriots	Construct: Class Constitution	Evaluate: Best Class Constitution
<b>MUSIC</b>	Listen/sing: Songs from early America <a href="http://www.earlyamerica.com/music/billyboy.mid">http://www.earlyamerica.com/music/billyboy.mid</a>	Respond: Songs of early America	Compare/contrast songs of early America	Compose: New song of early America	Evaluate: Class songs of early America
<b>PEOPLE</b>	Discuss: Bill of Rights for Students	Respond: My most important right	Compare/contrast: Rights of students today with those of early America	Generate questions: Ask grandparents or older neighbors about life in NJ when they were young	Conclude; Most interesting thing I learned during the unit on Citizenship
<b>SELF</b>	Write: Report on impact on growth of cities in NJ on the environment	Select: Favorite poem about the growth of cities in NJ	Select: Best human interest story about the early immigrants	Design: Medal of Achievement for a notable citizen	Decide; Which right is most important to me. Why?