

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Glencoe/McGraw-Hill

*The American Journey: Early Years © 2009*

**Chapter Title:** Chapter 1 The First Americans Prehistory to 1492

**Chapter Question:** How did agriculture, culture, environment, trade and technology impact early civilizations in the Americas?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> <b>6.1 U.S. History: America in the World.</b> 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.	
<b>Era:</b> <b>1. Three Worlds Meet (Beginnings to 1620)</b>	
<b>Content Statement:</b> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.  European exploration expanded global economic and cultural exchange into the Western Hemisphere.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.1.a</b> Lesson #2 SE: 12-13	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.1.a</b> Lesson #2, #3 SE: 13-15, 17-22 National Geographic 14, 18, 20	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
<b>6.1.8.B.1.b</b> Lesson #1 Primary Source 8	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.1.a</b> Lesson #2 SE: 12-15 By The Numbers 11	Evaluate the impact of science, religion, and technology innovations on European exploration.
<b>6.1.8.C.1.b</b> Lesson #2 SE: 12	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.1.a</b> Lesson #2, #3 SE: 11-15, 17-22 National Geographic 12, 18, 20	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<b>6.1.8.D.1.b</b> Lesson #3 SE: 22	Explain how interactions among African, European, and Native American groups began a cultural transformation.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How could farming improve the lives of people who were hunters and gatherers?</li><li>• What might be necessary for a civilization to develop?</li><li>• How might climate affect a civilization's way of life?</li></ul>	

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**Chapter Title: Chapter 2 Exploring the Americas 1400-1625**

**Chapter Question: What were the reasons for European exploration?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: 1. Three Worlds Meet (Beginnings to 1620)</b>	
<b>Content Statement:</b> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.	
European exploration expanded global economic and cultural exchange into the Western Hemisphere.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.1.a</b> Lesson #1 #4 SE: 29, 30, 33, 49-50	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.1.a</b> Lesson #3 #4 SE: 47, 52	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
<b>6.1.8.B.1.b</b> Lesson #1 #2 #3 National Geographic 29, 32, 36, 40, 44	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.1.a</b> Lesson #1 #2 #4 SE: 29, 31, 39, 49-50 Linking Past to Present 30 People in History 39 Reading Check 50	Evaluate the impact of science, religion, and technology innovations on European exploration.
<b>6.1.8.C.1.b</b> Lesson #1 #2 #4 SE: 29, 32, 35-37, 50-52 National Geographic 36, 50 Primary Source 49 Reading Check 33	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.1.a</b> Lesson #3 SE: 43-47	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<b>6.1.8.D.1.b</b> Lesson #2 #3 #4 SE: 36, 43-47, 50 National Geographic 36 Primary Source 46, 49	Explain how interactions among African, European, and Native American groups began a cultural transformation.
<b>6.1.8.D.1.c</b> Lesson #4 SE: 51 National Geographic 50-51	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How can technology aid explorers?</li><li>• Why would it be more efficient to travel by sea than by land from Europe to Asia?</li><li>• How might the conquest of a country influence its culture and economy?</li><li>• What are the advantages for a country to have colonies?</li></ul>	

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*The American Journey: Early Years* © 2009

**Chapter Title: Chapter 3 Colonial America 1587-1770**

**Chapter Question: Why did the Europeans settle in North America?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: 1. Three Worlds Meet (Beginnings to 1620)</b>	
<b>Content Statement:</b> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.	
European exploration expanded global economic and cultural exchange into the Western Hemisphere.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.1.a</b> Lesson #2 #3 #4 SE: 65-68, 73-75, 77-80 You Decide 68	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.1.b</b> Lesson #1 SE: 60-61	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

<b>D. History, Culture, and Perspectives</b>	
<p><b>6.1.8.D.1.b</b> Lesson #2 #4 SE: 66, 69, 73-75, 77, 81-82 By The Numbers 77</p>	<p>Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>
<p><b>Era: 2. Colonization and Settlement (1585-1763)</b></p> <p><b>Content Statement:</b> The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.1.8.A.2.a</b> Lesson #1 #2 #3 SE: 61, 65-68, 75 Reading Check 69 You Decide 68</p>	<p>Determine the roles of religious freedom and participatory government in various North American colonies.</p>
<p><b>6.1.8.A.2.b</b> Lesson #1 #2 #3 #4 SE: 61, 66, 67-68, 74-75, 79 Reading Check 61</p>	<p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p>
<p><b>6.1.8.A.2.c</b> Lesson #2 #3 #4 SE: 65, 74-75, 77, 82 By The Numbers 77 If You Were There 65</p>	<p>Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p>
<b>B. Geography, People, and the Environment</b>	
<p><b>6.1.8.B.2.a</b> Lesson #1 #2 #3 #4 SE: 59-61, 67-69, 73-75, 77-82 Geography &amp; History 62-63 National Geographic 74 Primary Source 60</p>	<p>Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p>

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>6.1.8.B.2.b</b> Lesson #2 #4 SE: 69, 82	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.2.a</b> Lesson #3 #4 SE: 74, 77 By The Numbers 77	Relate slavery and indentured servitude to Colonial labor systems.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.2.a</b> Lesson #4 SE: 82	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
<b>6.1.8.D.2.b</b> Lesson #2 #3 #4 SE: 65-66, 73-74, 77	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why would a country want to establish a colony in another region?</li><li>• What makes people leave their homeland to live in another country?</li><li>• What made England powerful in the mid to late 1600s?</li><li>• Why might slave labor be important to an economy that was based on agriculture?</li></ul>	

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**Chapter Title: Chapter 4 Growth of the Thirteen Colonies 1607-1770**

**Chapter Question: How did culture and conflict impact regions in Colonial America?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: 2. Colonization and Settlement (1585-1763)</b>	
<b>Content Statement:</b> The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.  The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.2.a</b> Lesson #1 #2 SE: 89, 100-102 Reading Check 101	Determine the roles of religious freedom and participatory government in various North American colonies.
<b>6.1.8.A.2.b</b> Lesson #2 SE: 100-101 Reading Check 101	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

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<b>6.1.8.A.2.c</b> Lesson #1 #2 SE: 89, 91-92, 94-95, 101-103 Primary Source 92-93, 94 Reading Check 95 If You Were There 99	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.2.a</b> Lesson #1 SE: 89-95 Primary Source 94 Reading Check 92	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
<b>6.1.8.B.2.b</b> Lesson #3 #4 SE: 105-107, 109-112 National Geographic 110-111 Reading Check 106, 107, 111	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.2.a</b> Lesson #1 SE: 90-91, 94-95 Economics & History 91 Primary Source 92, 94 Reading Check 95	Relate slavery and indentured servitude to Colonial labor systems.
<b>6.1.8.C.2.b</b> Lesson #2 SE: 99-100	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
<b>6.1.8.C.2.c</b> Lesson #1 SE: 90-91 Economics & History 91 Reading Check 91	Analyze the impact of triangular trade on multiple nations and groups.

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.2.a</b> Lesson #3 #4 SE: 105-107, 109-112 National Geographic 110-111 Reading Check 106, 107, 111	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
<b>6.1.8.D.2.b</b> Lesson #1 SE: 89, 91	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What effects might geography have on a region's economy?</li><li>• What areas of life might reflect a developing "American" culture?</li><li>• Why did France and Britain have conflict in North America?</li><li>• How might the outcome of a war between the French and British affect North America?</li></ul>	

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

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**Chapter Title:** Chapter 5 The Spirit of Independence 1763-1776

**Chapter Question:** What events drove the Colonists to seek Independence?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> 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.	
<b>Era:</b> Revolution and the New Nation (1754-1820s)	
<b>Content Statement:</b> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	
The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
6.1.8.A.3.a Lesson #4 SE: 141-142	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
<b>B. Geography, People, and the Environment</b>	
6.1.8.B.3.a Lesson #1 SE: 123	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.c Lesson #3 National Geographic 134-135	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.3.a</b> Lesson #1 #2 SE: 123-125, 127-129	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
<b>6.1.8.C.3.b</b> Lesson #1 SE: 123-125 By The Numbers 123	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.3.a</b> Lesson #1 #2 SE: 123-125, 127-129 By The Numbers 123 National Geographic 124 Primary Source 128	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
<b>6.1.8.D.3.b</b> Lesson #4 SE: 141-142 Reading Check 142	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
<b>6.1.8.D.3.c</b> Lesson #4 SE: 139-140	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
<b>6.1.8.D.3.d</b> Lesson #3 #4 SE: 133-135, 139-142 National Geographic 134-135 People in History 136 Primary Source 139, 141 You Decide 140	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

## 2009 New Jersey Curriculum Project

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

### Essential Questions:

- Why would the British government pass laws that the American colonists considered unfair?
- How do you think the colonists will react to the British actions?
- What can happen when people work together to achieve the same goal?
- How do you think the members of the Second Continental Congress felt when they signed the Declaration of Independence?

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**Chapter Title:** Chapter 6 The American Revolution 1776-1783

**Chapter Question:** What were the major events and individual contributions of the American Revolution?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: Revolution and the New Nation (1754-1820s)</b>	
<b>Content Statement:</b> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.  The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	
CPI #	Cumulative Progress Indicator (CPI)
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.3.c</b> Lesson #1 #3 National Geographic 156-157, 158, 171	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
<b>6.1.8.B.3.d</b> Lesson #1 #3 SE: 157-158 National Geographic 156-157, 158, 171	Explain why New Jersey's location played an integral role in the American Revolution.

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.3.b</b> Lesson #2 SE: 164	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.3.c</b> Lesson #1 #2 #4 SE: 155-158, 162-163, 175-177 Chance & Error in History 176 National Geographic 156-157 Primary Source 162-163 Reading Check 176, 178	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
<b>6.1.8.D.3.d</b> Lesson #1, #2, #3, #4 SE: 155-158, 161-163, 170-173, 175-177 Chance & Error in History 176 National Geographic 156-157 Primary Source 161, 162-163, 170 Reading Check 176, 178	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<b>6.1.8.D.3.e</b> Lesson #1 #2 #3 SE: 154, 155, 164-165, 169 People in History 164 Time Line 169	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<p><b>6.1.8.D.3.f</b> Lesson #4 SE: 177</p>	<p>Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Why might some Americans oppose war with Britain?</li><li>• Why might France and Spain choose to side with the Americans?</li><li>• The British navy blockaded American harbors. How would this impact the Americans' ability to fight?</li><li>• How might an American victory in a large battle help end the war?</li></ul>	

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**Chapter Title: Chapter 7 A More Perfect Union 1777-1790**

**Chapter Question: What are the fundamental principles of the United States Constitution?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b>	
<p><b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy</p>	
Learning Targets	
<p><b>Standard: 6.1 U.S. History: America in the World.</b> 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.</p>	
<b>Era: Revolution and the New Nation (1754-1820s)</b>	
<p><b>Content Statement:</b> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.1.8.A.3.b</b> Lesson #3 SE: 205-210 Reading Check 207</p>	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
<p><b>6.1.8.A.3.c</b> Lesson #2 #3 SE: 201, 210 You Decide 202-203</p>	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
<p><b>6.1.8.A.3.d</b> Lesson #1 #3 SE: 187-189, 206-210</p>	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

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### B. Geography, People, and the Environment

#### 6.1.8.B.3.b

Lesson #2  
SE: 198-200

Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

### D. History, Culture, and Perspectives

#### 6.1.8.D.3.c

Lesson #1 #2  
SE: 197-199  
People in History  
197  
Primary Source  
189

Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

#### Essential Questions:

- Was the new U.S. government effective under the Articles of Confederation? Why or why not?
- Why is the Constitution considered a document of compromises?
- What principles of government are established in the United States Constitution?

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***The American Journey: Early Years* © 2009**

**Chapter Title:** Chapter 8 The Federalist Era 1789-1800

**Chapter Question:** What challenges arose for the new nation during the final years of the 18<sup>th</sup> century?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> <b>6.1 U.S. History: America in the World.</b> 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.	
<b>Era:</b> Revolution and the New Nation (1754-1820s)	
<b>Content Statement:</b> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	
The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.3.e</b> Lesson #3 SE: 269-270	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
<b>6.1.8.A.3.f</b> Lesson #3 SE: 265-268 People in History 267 Reading Check 268 You Decide 266	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

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### D. History, Culture, and Perspectives

#### 6.1.8.D.3.c

Lesson #1

SE: 253

Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

#### Essential Questions:

- How might the first leader of a new nation shape future leaders' roles?
- What kinds of challenges might a new country face?
- Why do you think political parties exist?

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***The American Journey: Early Years* © 2009**

**Chapter Title:** Chapter 9 The Jefferson Era 1800-1816

**Chapter Question:** What challenges did the early 19<sup>th</sup> century bring for the people and government of the United States?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: Revolution and the New Nation (1754-1820s)</b>	
<b>Content Statement:</b> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.  The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.3.f</b> Lesson #1 SE: 277 By The Numbers 277	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.3.g</b> Lesson #1 SE: 277-279	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

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Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

<b>Era: Expansion and Reform (1801-1861)</b>	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.4.a</b> Lesson #2 #3 #4 SE: 282, 288, 298	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
<b>6.1.8.A.4.b</b> Lesson #2 SE: 281-285 National Geographic 283	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.4.a</b> Lesson #2 SE: 281-285 National Geographic 283 People in History 284 Primary Source 281 Reading Check 282, 285	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
<b>6.1.8.B.4.b</b> Lesson #3 SE: 291-293 National Geographic 291 Primary Source 292	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What kind of transition occurs today when a new president is of a different political party than the previous president?</li> <li>• What benefits would a country gain by doubling in size?</li> <li>• What challenges might have come up as Americans continued to move westward onto lands already settled by Native Americans?</li> <li>• Where was the War of 1812 fought?</li> </ul>	

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*The American Journey: Early Years* © 2009

**Chapter Title:** Chapter 10 Growth and Expansion 1790-1825

**Chapter Question:** How did the Industrial Revolution affect the U.S. economy and westward expansion?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> 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.	
<b>Era:</b> Expansion and Reform (1801-1861)	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.4.a</b> Lesson #3 SE: 321, 324	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
<b>6.1.8.C.4.b</b> Lesson #1 #2 SE: 305-309, 313-317 By The Numbers 313 Linking Past to Present 314-315 National Geographic 316 Primary Source 306-307 Reading Check 307, 315, 316	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

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<b>6.1.8.C.4.c</b> Lesson #1 SE: 305 If You Were There 305	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.4.c</b> Lesson #3 SE: 322-323	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How did the Industrial Revolution affect the U.S. economy?</li><li>• What advantages did better roads and water travel bring?</li><li>• What sort of issues might have arisen as the United States developed and grew as a country?</li></ul>	

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**Chapter Title:** Chapter 11 The Jackson Era 1824-1845

**Chapter Question:** How were elections, the economy and relations with Native Americans changed by Jackson?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> <b>6.1 U.S. History: America in the World.</b> 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.	
<b>Era:</b> Expansion and Reform (1801-1861)	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.4.b</b> Lesson #2 SE: 343-347 National Geographic 344-345	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
<b>6.1.8.A.4.c</b> Lesson #1 SE: 339-340	Assess the extent to which voting rights were expanded during the Jacksonian period.

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<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.4.b</b> Lesson #2 SE: 343-347 By The Numbers 343 National Geographic 344-345 Reading Check 346, 347	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.4.a</b> Lesson #3 SE: 349-352 Political Cartoons 350	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How did political beliefs and events shape Andrew Jackson's presidency?</li><li>• How have Native Americans been treated by settlers based on what we have learned so far?</li><li>• What type of influence does the president have over the economy?</li></ul>	

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**Chapter Title:** Chapter 12 Manifest Destiny 1818-1853

**Chapter Question:** How did Manifest Destiny affect the United States between 1818-1853?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b>	
<p><b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy</p>	
Learning Targets	
<p><b>Standard: 6.1 U.S. History: America in the World.</b> 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.</p>	
<b>Era:</b> Expansion and Reform (1801-1861)	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.1.8.A.4.a</b> Lesson #1 #3 SE: 359, 377</p>	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
<p><b>6.1.8.A.4.b</b> Lesson #1 #2 #3 #4 SE: 359-363, 367-371, 373-377, 379-382 National Geographic 362, 370, 376 Reading Check 363 You Decide 364-365</p>	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.4.b</b> Lesson #1 #2 SE: 367 National Geographic 362	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.4.a</b> Lesson #2 SE: 367-368	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What motivates people to move to a new country, state, or city?</li><li>• What conditions might justify a fight for independence?</li><li>• What states might have been disputed territory in a war with Mexico?</li><li>• How might the discovery of natural resources affect a country's population?</li></ul>	

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**Chapter Title:** Chapter 13 North and South 1820-1860

**Chapter Question:** What was the impact of technology and culture in the United States from 1820-1860?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> <b>6.1 U.S. History: America in the World.</b> 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.	
<b>Era:</b> Expansion and Reform (1801-1861)	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.4.b</b> Lesson #1 #3 SE: 389-393, 403 People in History 392 Primary Source 389, 390-391 Reading Check 392, 393	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
<b>6.1.8.C.4.c</b> Lesson #2 #3 SE: 395-397, 402 Economics & History 402 Primary Source 396	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

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<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.4.a</b> Lesson #2 SE: 397-399 By The Numbers 395 Political Cartoons 398 Primary Source 397 Reading Check 399	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
<b>6.1.8.D.4.c</b> Lesson #4 SE: 410-411	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How might the development of an east-west railroad network influence life in the Midwest?</li><li>• Why might the arrival of many immigrants change American culture?</li><li>• How might high demand for cotton influence the way the South's economy developed?</li><li>• How did enslaved people cope with their situation?</li></ul>	

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**Chapter Title: Chapter 14 The Age of Reform 1820-1860**

**Chapter Question: What types of social reforms took place during the mid-1800's?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: Expansion and Reform (1801-1861)</b>	
<b>Content Statement:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.4.b</b> Lesson #1 #2 #3 SE: 419-421, 425-431, 435-438 Geography & History 432-433 People in History 427, 437 Primary Source 419, 428-429, 430, 436 Reading Check 421, 437, 438 Time Line 425, 435	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

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Aligned to the 2009 New Jersey Core Curriculum Content Standards

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<p><b>6.1.8.D.4.c</b> Lesson #2 SE: 425-431 Geography &amp; History 432-433 People in History 427 Primary Source 428-429, 430 Reading Check 430 Time Line 425</p>	<p>Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do religious congregations serve society today?</li><li>• What could opponents of slavery do to try to end the practice?</li><li>• What rights and opportunities do women have today that they did not have in the early 1800s?</li></ul>	

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**Chapter Title: Chapter 15 Toward Civil War 1840-1861**

**Chapter Question: What significant events lead to the outbreak of a civil war?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b>	
<p><b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy</p>	
Learning Targets	
<p><b>Standard: 6.1 U.S. History: America in the World.</b> 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.</p>	
<b>Era: Civil War and Reconstruction (1850-1877)</b>	
<p><b>Content Statement:</b> The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>D. History, Culture, and Perspectives</b>	
<p><b>6.1.8.D.5.a</b>                      Lesson #1 #2 #3 #4                      SE: 449-451, 453-455, 457-461, 463-466                      By The Numbers 449                      National Geographic 450, 454, 458, 465                      Political Cartoons 464                      Primary Source 457, 459, 460                      Reading Check 459                      You Decide 468-469</p>	<p>Prioritize the causes and events that led to the Civil War from different perspectives.</p>

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### Essential Questions:

- What do you know about ways of life in the North and the South?
- If people who opposed slavery were required by law to help catch runaways, how do you think they would react?
- What could people do if the established political parties fail to address issues that are important to many voters?
- How do you think Southerners reacted to Abraham Lincoln's election to the presidency in 1860?

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**Chapter Title: Chapter 16 The Civil War 1861-1865**

**Chapter Question: What significant events influenced the course of the Civil War?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: United States History Grade 8</b>	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.1 U.S. History: America in the World.</b> 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.	
<b>Era: Civil War and Reconstruction (1850-1877)</b>	
<b>Content Statement:</b> The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.  The Civil War and Reconstruction had a lasting impact on the development of the United States.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.1.8.A.5.a</b> Lesson #2 #4 SE: 486-487, 505 Primary Source 486, 504	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
<b>B. Geography, People, and the Environment</b>	
<b>6.1.8.B.5.a</b> Lesson #1 #2 #5 SE: 476-479, 508-509 By The Numbers 475 Primary Source 478, 481	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.

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<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.5.a</b> Lesson #1 #3 #4 #5 SE: 475-479, 491, 493-494, 497, 502, 505, 512 By The Numbers 507 Economics & History 477 Linking Past to Present 494-495	Assess the human and material costs of the Civil War in the North and South.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.5.b</b> Lesson #2 #4 #5 SE: 481-487, 499-505, 507-512 National Geographic 482-483, 484-485, 503, 510-511 Primary Source 486, 504 Reading Check 484, 505, 512 You Decide 502	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
<b>6.1.8.D.5.c</b> Lesson #1 #3 #4 SE: 477-478, 492-493, 501 Primary Source 492-493, 500-501 Reading Check 493, 501	Examine the roles of women, African Americans, and Native Americans in the Civil War.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What is the relationship between economic resources and military strength?</li><li>• What might be necessary for either the North or the South to gain an advantage during the early years of the war?</li><li>• What changes do you think people in the Northern states experienced during the Civil War? The Southern states?</li><li>• Why might a few key military victories change the course of the war?</li></ul>	

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Glencoe/McGraw-Hill

*The American Journey: Early Years* © 2009

**Chapter Title:** Chapter 17 Reconstruction and the New South 1865-1896

**Chapter Question:** How was the southern United States reconstructed after the Civil War?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> United States History Grade 8	
<b>Lesson Components</b> <b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard:</b> 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.	
<b>Era:</b> Civil War and Reconstruction (1850-1877)	
<b>Content Statement:</b> The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.  The Civil War and Reconstruction had a lasting impact on the development of the United States.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
6.1.8.A.5.b Lesson #1 SE: 519-521 Reading Check 520	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

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<b>C. Economics, Innovation, and Technology</b>	
<b>6.1.8.C.5.b</b> Lesson #1 #2 #3 #4 SE: 519-521, 523-527, 529-531, 540 People in History 530 Primary Source 529 National Geographic 525 Reading Check 525, 527	Analyze the economic impact of Reconstruction on the South from different perspectives.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.5.d</b> Lesson #1 #2 #3 SE: 521, 523-527, 529 Primary Source 524	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• After the Civil War ended, do you think the Confederates should have been punished? Why or why not?</li><li>• How do you think white Southerners treated newly freed African Americans?</li><li>• How might governments in the South be affected by African Americans gaining the right to vote?</li><li>• Do you think you would be willing to vote if you had to pay a fee or a tax before you could cast your ballot?</li></ul>	