

SAMPLE LESSON

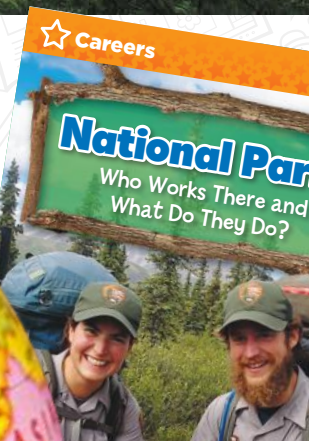
Grade 4 Encounter

New Jersey

NYSTROM

4

Young Citizens



Lesson 3

How Did New Jersey Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *Eighteen Roses Red: A Young Girl's Heroic Mission in the Revolutionary War*, by Ruth H. Maxwell
- *A Kid's Guide to the American Revolution*, by Kathleen Krull
- *Molly Pitcher: Young American Patriot*, by Jason Glaser

Activity

Interview with History



Civics



History



Speaking &
Listening



Vocabulary

American Revolution
colony
Continental Army
Continental Congress
Loyalist
Patriot

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the colonization of New Jersey.
- Explain why William Livingston was an important figure in New Jersey's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 50–55: The Colonization of the Lenni Lenape Land; New Jersey’s First Leaders; New Jersey’s Role in the American Revolution; William Livingston and the Early Government

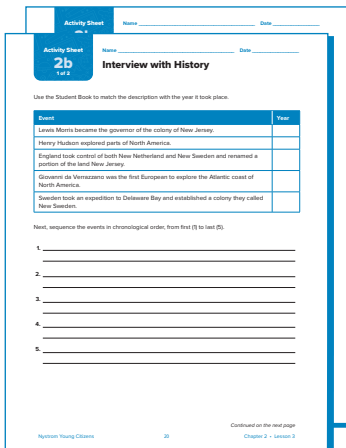
As students read, have them write answers to the following in their 

Think Books:

- List two European countries that colonized parts of New Jersey.
≈ The Netherlands (the Dutch), Sweden, and England
- Define Patriot and Loyalist.
≈ Patriots were supporters of American colonists’ struggle against Britain during the American Revolution.
≈ Loyalists were supporters of Britain during the American Revolution.
- Who was elected the first governor when New Jersey became a state?
≈ William Livingston

Teaching

1. Direct students to p. 52 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their **Think Books**. 
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute page one of **Activity Sheet 2b**. 
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.
3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread p. 55 of the Student Book (William Livingston and the Early Government).
 - b. Instruct pairs to write at least five details about Livingston’s life in their Think Books.



Activity Sheet 2b
Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Levett Morris became the governor of the colony of New Jersey.	
Henry Hudson explored parts of North America.	
England took control of both New Netherlands and New Sweden and renamed a portion of the land New Jersey.	
Giovanni da Verrazano was the first European to explore the Atlantic coast of North America.	
Sweden took an expedition to Delaware Bay and established a colony they called New Sweden.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

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Activity Sheet 2b

- c. Then, tell students that they will act out a pretend interview with William Livingston. Explain that one partner will play the role of a journalist and the other will play Livingston.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their Think Books.
 4. Distribute the second page of Activity Sheet 2b and scissors.
 - a. Instruct pairs to cut out the image of William Livingston. Students playing Livingston will hold up the cutout during the interview.
 - b. Have students rehearse their scripts.
 - c. Allow pairs to present their interviews in front of the class.
 5. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
 - William Livingston was the president of New Jersey. (False; He was the governor.)
 - Patriots were colonists who wanted to be independent from England. (True)
 - The Netherlands, Sweden, and England were all interested in colonizing the area that became New Jersey. (True)
 - Henry Hudson was the first European to explore the Atlantic coast of North America and see New York. (False; Giovanni da Verrazzano)
 - New Jersey was a state before it became a colony. (False; New Jersey was a colony before it became a state.)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the William Livingston interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete page one of **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper and asking students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. Instruct the third student to take a nonspeaking role, such as director. These students can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than William Livingston) living in New Jersey during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1524 as the beginning year and 1787 as the ending year. You may wish to show students the time lines on pp. 202–205 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of New Jersey has decided to rename a highway in the state in honor of someone from the colonial period. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Lewis Morris became the governor of the colony of New Jersey.	
Henry Hudson explored parts of North America.	
England took control of both New Netherland and New Sweden and renamed a portion of the land New Jersey.	
Giovanni da Verrazzano was the first European to explore the Atlantic coast of North America.	
Sweden took an expedition to Delaware Bay and established a colony they called New Sweden.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____

2. _____

3. _____

4. _____

5. _____

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Interview with History

Continued from the previous page



LESSON 3

How Did New Jersey Become a State?

Vocabulary

colony

American Revolution

Patriot

Loyalist

Continental Army

Continental Congress



▶ Giovanni da Verrazzano met the Lenni Lenape while exploring the region that would become New Jersey and New York.

▶ This is a replica of *Halve Maen* (Half Moon), the ship captained by Henry Hudson during his 1609 expedition. The ship is a traveling museum that sails on the Hudson River.

The Colonization of the Lenni Lenape Land

In the 1500s, Europeans began exploring across the Atlantic Ocean. They took these long, dangerous voyages for many reasons. They thought that the land across the Atlantic was filled with gold, silver, and precious stones. They wanted to increase their trading businesses and make money. They wanted to spread their religion to other areas of the world. Europeans also hoped to find a sea route to countries in Asia, where valuable spices were found. This was the reason that in 1524, the king of France hired Italian explorer Giovanni da Verrazzano to travel to the region. Verrazzano explored the Atlantic coast of North America and became the first European to enter New York Harbor.

Verrazzano was followed in 1609 by English explorer Henry Hudson, who was funded by a trading company from the Netherlands. Hudson eventually sailed up that river that would be named after him. He continued his exploration inland and suggested the Dutch (the people of the Netherlands) start a **colony**. A colony is land that is settled and controlled by people from another country. The colony was named New Netherland. It was located in what is now the northern part of New Jersey, as well as areas of New York, Connecticut, Pennsylvania, and Delaware.





The Dutch began a successful fur-trading business with the Lenni Lenape. The native people hunted fur pelts and traded them to the Dutch for tools, cloth, weapons, and other goods. The Dutch then shipped the fur pelts home to the Netherlands. Fur was a profitable business, and many Dutch people became wealthy. Seeing this, other countries wanted some of the land for themselves and began to come to the area.

Sweden was one of the countries that wanted to explore the opportunities of this rich land. In 1637, Sweden took an expedition to Delaware Bay and established a colony they called New Sweden. This colony was made up of the southern part of New Jersey and parts of Delaware, Pennsylvania, and Maryland. New Sweden was conquered by the Dutch in 1655 and incorporated into New Netherland. In 1664, England took control of both New Netherland and New Sweden after a war with the Dutch. They renamed a portion of it New Jersey, after a British island.

What two countries did most of the first settlers in the New Jersey area come from?



▶ John Berkeley (top) and Sir George Carteret (bottom) were put in charge of New Jersey Colony in 1664.

New Jersey's First Leaders

England divided the colony of New Jersey in half and put two British leaders in charge. Lord John Berkeley ruled the west side, and Sir George Carteret ruled the east. After Carteret died, his wife, Lady Elizabeth Carteret took his place for two years. The cities of Carteret, Berkeley Township, and Elizabeth were named for these three leaders.

In 1702, the king of England rejoined the east and west regions into one British colony and named the governor of New York to lead both colonies. Finally, the colony of New Jersey got its own governor, Lewis Morris, in 1738.



▶ Lady Elizabeth Carteret was one of the few women to hold significant power in colonial America.

During this time, the king of England did not understand what the colonists across the Atlantic Ocean needed. Many colonists were unhappy that they were still being ruled by England. Some began talking about separating from the king and ruling themselves.

The conflicts with England grew worse. In the mid-1700s, England fought and won an expensive war with France. To help make up for money spent during the war, England began taxing the American colonists. The colonists felt these taxes were unfair. They wanted to have a say in their government, but instead they were ruled by a king who lived far away. The colonists' desire for independence from England grew.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

Find dates and sequencing words to help you understand the events in the section above.

1. What happened shortly after England took over and named the colony of New Jersey?
2. What happened next?
3. What dates and sequencing words are in the first two paragraphs of the section above? List them in order.

New Jersey's Role in the American Revolution

The colonists were tired of living under England's rules. The number of fights between the British and the colonists was growing. This led to the **American Revolution**, which began in 1775. In this long, devastating war, the colonists fought to escape from British rule.

New Jersey played a major role in the war because of its location. The capital of the United States at the time was in Philadelphia, and the British were stationed in New York City. New Jersey is between



Colonists who wanted independence from England were known as **Patriots**. The battles of Trenton, Princeton, and others played a key role in helping the Patriots win the war.



▶ George Washington led a surprise attack on the enemy by crossing the icy Delaware River.

Philadelphia and New York, which made it a frequent location for battles. Because of this, New Jersey is sometimes called the Crossroads of the American Revolution. More than 296 battles took place in New Jersey during the war.

Loyalists were colonists who remained loyal to the British king. The Loyalists wanted the British army to protect them from American Indian groups in the area. They also had deep ties to the country they had once called home. Groups of Loyalists supplied by the British fought across the state. One especially fierce group

was the Black Brigade in Monmouth County led by Colonel Tye, a man who had escaped slavery in New Jersey and joined the British Army in exchange for his freedom. Unlike the Loyalists, the Patriots believed they could run the colonies better by themselves and wanted to form a new, independent nation.

The British government sent soldiers to America to join the Loyalists in trying to end the Patriot rebellion. These soldiers were well organized, well trained, and had the best weapons. The Patriots, on the other hand, were mostly farmers, shopkeepers, and other settlers who wanted to be free from British rule. They lacked uniforms, military training, and military weapons. The Patriots formed the **Continental Army**, America's first army. General George Washington was selected by the Patriots to lead the Continental Army to freedom.

By November 1776, the British controlled most of New Jersey. George Washington and his men were forced out of New York and went to Pennsylvania. The Patriots were running low on weapons, soldiers, and hope.

The British army was aided by Hessians. These were German soldiers who were hired to fight for the British. Some Hessians were waiting in Trenton, New Jersey, for the winter weather to pass. The Patriots knew that if they could cross the icy Delaware River to Trenton, they could surprise the Hessians and possibly capture them. On December 26, 1776, the Continental Army loaded horses and weapons onto ferries and small boats to cross the river. They surrounded the enemy in the Battle of Trenton and captured about 900 prisoners. The Patriots also defeated the British in the Battle of Princeton a week later.



▶ Illustration of Hessian soldiers who helped the British during the Revolutionary War

The Patriots' successes in these battles motivated them to continue fighting, and eventually, they won the war.

For New Jersey residents, the fight for independence meant eight years of war. Soldiers needed food, shelter, and supplies, and families were forced to give up the few resources they had. By the time the war ended in 1783, nearly every community in New Jersey had been impacted.

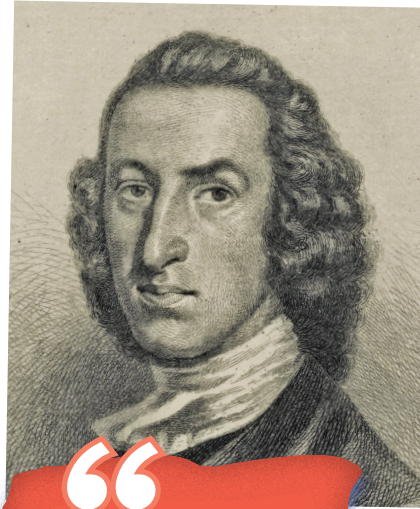
William Livingston and the Early Government

Though the war was tragic, it led to the birth of our nation and of our state. One of the leaders who helped create the government in both the United States and New Jersey was William Livingston. Born in Albany, New York, in 1723, Livingston began his career as a lawyer in New York City. He was a strong believer that all people should have certain freedoms, such as freedom of the press. This is the right to freely express opinions in print. He wrote about his beliefs in a newspaper he created called the *Independent Reflector*.

Livingston moved to New Jersey in 1772. He was recognized for his talents as a lawyer and a writer, and in 1774, he was elected to represent New Jersey in the **Continental Congress**. This group helped the 13 colonies come together and decide their next moves during the American Revolution. As tensions with Britain increased, Livingston helped organize the Patriots. He helped plan for, develop, and train the army and fought with the soldiers during the war.

New Jersey became a state in 1776, when the United States declared independence from England. That year, Livingston was elected as the first governor of the state of New Jersey. The governors of each state, along with other leaders, helped decide how the states would work together as a new country. Livingston was reelected as governor many times until his death in 1790. The town of Livingston, New Jersey, is named after him.

▶ William Livingston was a leader in New Jersey during and after the American Revolution.



“Let us unitedly strive to approve ourselves master builders, by giving beauty, strength, and stability to the new [state].”

—William Livingston,
First Address to the
State Legislature, 1776



▶ Livingston lived in this house, known as Liberty Hall. It is now a museum in Union, New Jersey.