

**Sample Pages
of
*New Jersey:
A Mirror on America,
2006*
Teacher's Guide,
Evaluation & Review Masters**

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Why New Jersey?

Let us begin with the premise that the study of state and local history should be an enjoyable experience. Students *do* find local studies a lively, dramatic, and vibrant medium of learning.

We define “history” in its broadest context: the record of *all* of society’s achievements: in politics, science, and the arts and humanities. It is in this sense that we can use history. Discovering what *has* happened, *is* happening, and *may* happen, is a great detective story about that most mysterious of enigmas — people!

We begin, too, with an appealing text that is both attractive and highly readable. We have removed from it the customary (and sometimes intimidating) signposts of a traditional text — the questions that break up the flow of the narrative.

Built into *New Jersey: A Mirror On America* are three dimensions of desirable learning opportunities:

- Solid content that places the story of a state and nation in progressive, chronological layers
- Provocative, skill-building maps and profuse, dynamic illustrations
- Stimulating “slices” of history about people, customs, and events to provide rare insights into people who are famed or important to know

Mix these three ingredients with the history of a state that is a microcosm of a nation and you have *New Jersey: A Mirror On America*. It is the story of the people who lived here, worked here, fought here — a state characterized by more than three centuries of dramatic change and ever-shifting variety.

Teaching State and Local Studies

State and local studies are fertile fields for innovative teaching with high dividends in student motivation. Using the community and state as a nearby laboratory, students learn the value and excitement of using primary sources. They discover “history on paper” in newspapers, business and government records, and in family manuscripts. They understand “3-D History” in natural and historic landmarks, in factories and office buildings, and in architectural gems and urban eyesores. They learn by investigating people around them as well as those who lived long ago.

History assumes stirring new dimensions when students discover that it happened *here* rather than an intellectually remote *there*. Local studies allow students to move from abstract concepts perceived in a text to the reality of the living world about them.

Text Objectives

1. Students will develop a prideful awareness of New Jersey and the role it played in the history of the nation.
2. Students will become committed citizens in local, state, and national government.
3. Students will perceive the ongoing threads of history in which the present builds upon the past and shapes the future.
4. Students will recognize the problems and assets of the most urban state in the nation, will deal effectively with the problems, and will capitalize upon the assets.
5. Students will discover that Social “Studies” really is the study of people — the fascinating, stimulating, and provocative centers of history.

6. Students will identify with their surroundings and develop a lasting curiosity about a locale’s past and present.

7. Students will reinforce a sense of chronology while developing essential learning skills such as reading, writing, problem solving, categorizing, and mapping.

8. Students will develop cognitive abilities including a basic knowledge of facts and the faculty to analyze, synthesize, and generalize.

How To Use The Text

1. As a self-contained semester or unit course about New Jersey:

This text establishes events within the broad context of United States history assuring that state history is not taught in a vacuum. The major Social Studies disciplines are integrated in a balanced manner in each unit and chapter. Interdisciplinary approaches can be used drawing upon examples from the humanities and the sciences.

2. As a supplement to US History courses:

Unit and Chapter introductions, aided by time lines, provide a general American history framework for the specific New Jersey events related in the chapters. Students’ perceptions are transported from the general (American history) to the particular (NJ history).

United States studies will have a greater impact, with an increase in learning incentive, by using parallel studies in state history. New Jersey is a splendid laboratory allowing many national and state events to blend together to provide a vehicle for a local studies approach.

3. As a supplement to unit or topical (mini) courses, such as:

- A. Economics
- B. Government and politics
- C. Social History
- D. Military History

Text Features

Unit and Chapter Introductions

The introduction of each unit and chapter leads from the “general” background (the United States) to the “particular” (New Jersey). Each chapter then explores New Jersey events in the total context of the historical period.

Illustrations

Illustrations both enrich points in the written text and stand alone as a graphic story. There are photographs taken recently, contemporary pictures drawn at the time of an event, and later artistic renderings of past events. Maps appear where important. They trace changes in political boundaries and show physical and sectional characteristics. The variety of pictures and maps relates the visual story of New Jersey. As a panoramic whole, they are a study in graphic and fine arts.

Use the illustrations as a stimulating visual complement to the text. Many may be examined for other insights, such as attitudes, culture, and technology. Blocks of pictures-in-contrast are designed to arouse curiosity. Some picture-caption units are miniature study units that encourage further research. Study and discuss pictures and maps before reading the content.

The carefully-chosen illustrations offer recognition of graphic forms as well as historical details — architectural, scenic, historical representation, style, type of graphic medium, costumes, people, and events.

Illustrations represent graphic media of the chronological periods — primitive paintings, portraits, drawings, woodcuts, wood engravings, steel engravings, cartoons, and, in the modern era, photographs. The kinds of illustrations change as the book progresses.

Captions *amplify* the text. The illustrations and captions alone provide important insights into the nature and flow of transformations in New Jersey (and US) history.

Consider each illustration in these contexts:

What type of graphic medium is used? — Broadside, Caricature, Cartoon, Drawing, Engraving, Etching, Facsimile, Lampoon, Lithograph, Painting, Photograph, Sculpture, Sketch, Woodcut

What is the style? — Aesthetic, Creative, Primitive, Promotional, Satiric, Serious, Seriocomic, Representational

What does the illustration depict? — Architecture, Costumes, Decorations, Episodes, Events, Lifestyles, People, Portraits, Propaganda, Promotion, Schemes, Scenes, Statuary, Technology

What does the caption do? — Parallels or expands text description; text-related, but original information

Sidebars

Scores of historical vignettes, cameo biographies, and topical sketches appear parallel to the written text. Adopting a term most familiar to journalists and printers, we call them *side bars*. They both complement the text and expand it. These thumbnail sketches add dimensions by developing related, but self-contained, topics.

The sidebars represent aspects of every discipline in the Social Studies. Most important, because of the many short biographies, students will identify with the “human interest” side of history. For the New Jersey researcher they include hard-to-find, sometimes obscure, but significant facts about the state. Many can be used as a basis for further independent study.

Portfolios

These are in-depth treatments of special topics, interspersed as “portfolios,” separate but complementary to the text.

Major portfolios appear between units or chapters where they also serve as intellectual “breath takers.” Mini-portfolios are integrated into chapters as expanded “asides” to the main content.

The treatment of lifestyles in different technological and cultural eras is a prominent feature of the portfolios. This helps students “personalize” the past and integrate it into their own daily routine. The portfolios also can be used as a springboard for further independent study.

Time Lines

All units and chapters have time lines paralleling events in New Jersey versus events in the United States. They afford a perspective on the relationship between state and national history and reinforce the sequence of major events discussed in the text.

The general-to-particular balance will be very helpful to teachers who are using the text as a supplement to an American

history course. It also eliminates the danger of studying state and local history as something not related to a broader story.

The State As A Laboratory

Nearby resources are the greatest asset of state and local studies, especially in a small state like New Jersey where nearly every place is within a few hours driving time.

In Situ Studies: seeing, touching, hearing, sensing

In Situ studies provide an opportunity for students to visit a place and apply their senses to what they have only conceptualized in the classroom.

There are time-honored places to visit for the “traditional field trip:” the State Capital; federal, state, and private historic sites; museums and special interest places. Use these when appropriate, but don’t overlook your immediate *in situ* community resources.

Identify these resources by conducting a community or regional survey. Look for:

1. Historic sites and museums. Hours?
2. Private old houses or buildings. Can they be visited?
3. Old structures that have been restored for adaptive use (offices, library, etc.)
4. Districts in town with distinct, similar architectural styles
5. Municipal government buildings
6. County or state offices or buildings
7. Parks and recreational centers; polluted areas; slum neighborhoods; and abandoned buildings
8. Street or memorial names with historic, biographical, known, or obscure signs
9. Local industries that allow visits
10. Is there a geographical reason for the location or layout of the town? Does it make sense today?

Modify this checklist to reflect the special characteristics of your own community.

Examining your town should produce some surprises and kindle your students’ enthusiasm. It will determine what you can use during the course — as *in situ* enrichment for the study of the colonial period, the Revolution, transportation, economics, government, or whatever best characterizes or distinguishes your region.

Making The Community Work For You

In addition to the *in situ*, 3-dimensional resources, the community can provide two more extremely valuable assets: *people* and “*history on paper*” (documents, newspapers, etc.).

People are resources. They are workers and consumers; guardians and modifiers of culture and customs; voters and elected officials; narrators of passing lifestyles; and harbingers of future ones. They can give talks to the class or give interviews to teams of students in their offices or homes. Whether discussing the elective process or the price of bread, people can be dynamic instructional assets.

“*History on Paper*” is literally anything written, printed, or pictured that provides documentary or “primary” source material. The original draft of the Declaration of Independence is history on paper. So are the baptismal records of a nearby church, a tattered time schedule from an extinct railroad station, and bargain ads in the latest shopper’s weekly.

Family records can be especially rich in resources. These include baptism papers and military service discharges; report cards and

school and club awards; social invitations and banquet programs; letters and diaries; family picture albums and old newspaper clippings; real estate deeds and tax or business records.

Drawings and photographs are important community documents. These include old picture postcards, family photos, and amateur and professional drawings. Search aggressively for pictures, for indeed, they *are* worth the proverbial “thousand words.” Though not on paper, artifacts such as Civil War swords and pre-electric utensils can provoke lively class discussion.

Gather documents from public records, newspaper archives, commercial records, and attic treasures. Examine the raw data — the documents — and categorize, analyze, deduce, generalize, and hypothesize.

Use local documents to reinforce topical concepts (economy, government, etc.). For example, to study changes in the economy, analyze restaurant menus. Taxation? Look at real estate tax receipts. Transportation? Check old bus and train schedules. Environmental changes? Compare old picture postcards with the same scenes today. Cultural patterns? Look at pictures of clothes and hair styles.

Inspect documents in a class inductive inquiry discussion. This may provoke more questions than answers; in fact, it may become an exercise in speculation as much information will be missing. Though all students may study the same document, they may arrive at different conclusions — any one of which may be correct. This open-ended study will illustrate that frequently there is no one, immutable “truth” when describing human behavior.

Using The Manual

The manual suggests learning opportunities parallel to the text. For each unit and chapter, it identifies major themes and recommends questions, activities, and studies.

A professionally competent, creative, enthusiastic teacher is irreplaceable in the educational process. The manual does not presume to preempt the proficiency of any teacher but exists to offer learning suggestions and provide guidance in the most effective use of the text.

Content Themes

Content themes for the text, units, and chapters, lend themselves to the concept approach of teaching the Social Studies. Both generic (or universal) and topical (or fact related) concepts are explicitly or implicitly incorporated in the themes.

Text Content Themes

The body of knowledge about New Jersey can be synthesized into four major unifying themes. Almost any era, topic, and issue will be better understood by applying one or several of these underlying content concepts:

1. *The Crossroads State*: New Jersey’s axis location between New York City and Philadelphia; its central position in the Northeast; a state almost surrounded by water
2. *The Great Variety*: the state’s complex, diverse aspects in geography, history, economics, and government
3. *The Many People*: Auxiliary to variety, but significant enough to stand alone, are the many distinct elements in the New Jersey population — historically and today.
4. *The Mirror State*: The history of New Jersey reflects, and influences, the saga of the nation.

Unit Content Themes

The introduction to each unit establishes the main ideas developed in the chapters within the section. The unit content themes are stated in the manual. Identify them when introducing the unit and reinforce thereafter.

Chapter Content Themes

The manual identifies content themes for each chapter. These are essential concepts fostering a better understanding and organization of facts. Students should be able to recognize the themes and use them when interpreting the chapter.

Core Curriculum Content Standards

All the Social Studies Standards and many for other subjects are addressed throughout the text, but the standards most specifically covered by each chapter are listed here. The many suggested activities very specifically cover the Grade 8 and 12 cumulative progress indicators and facilitate meeting those you target.

Suggested Activities

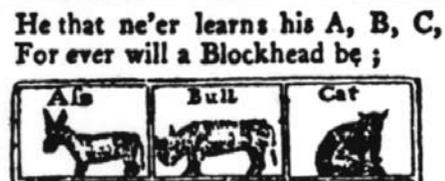
For each chapter, the manual suggests activities that lend themselves to class, group, or independent studies. An emphasis is placed on process skills such as surveying, listing, mapping, categorizing, and reporting. There are student action assignments with opportunities for cooperative student-teacher evaluations. In some cases, the activities help organize information in the text; in others, the text is a springboard for new or supplemental studies.

The activities range from simple skill building to cognitive development. Select those that best fill *your* objectives.

On photocopiable sheets:

Exploring The Text

These questions direct teachers to a “discovery” or “inquiry” approach to learning about the content of each chapter. They will aid students to sift out concepts and recognize values and attitudes. Questions are posed that reinforce the Content Themes. Some are provocative, open-ended queries that anticipate and accept many shades and blends of “correct” answers. They work well in open class and group discussions.



Words and Phrases to Study

A vocabulary list includes words for simple vocabulary building, technical words and phrases associated with one of the Social Studies disciplines, and those providing additional insights into the contents of the chapter.

Assign looking up the words and phrases as a preparatory exercise or, more educationally rewarding, examine them as they appear during discussion and activities. Evaluate their mastery by including them in a chapter quiz or summary exercises.

Learning Tools

1. *A New Jersey road map*. Afton has a good one.
2. *Community map*. Many towns and counties publish maps.
3. *Community histories*. Towns frequently publish booklets or pamphlets to commemorate incorporation dates or to inform citizens about their local government.
4. *County publications*. Some counties publish promotional material about their recreation sites and parks, government, industry, housing, and population. Contact your County Board of Freeholders or your county web site.
5. *Newspaper articles*. Look for maps, special features about local history and architecture, and reports about government and current issues. (You can find many by searching the Internet by subject.)
6. *The Internet*. Access valuable links @ www.aftonpublishing.com

Capsule Outline

(for a New Jersey course, or as a supplement to a US History course)

The outline parallels the contents of the text — in a chronological sequence. It supports the Standards and can be adapted to create a Course of Study that conforms to the educational objectives and philosophy of your school. When formulating your course, consult *Text Objectives* on p3 and *Using the Manual* on p5. Unit, text, and chapter *Content Themes* can be adapted as cognitive objectives.

This outline extracts the structure of a course on New Jersey. It can be limited or expanded for teaching a semester, year, or topical unit course.

If *Mirror On America* is used as a supplement to teaching US History, the outline provides guidelines to content that reinforce a mainline, chronological approach. If your US History course uses topical studies, consult the outlines in the topical-unit section.

The complementary portfolios, sidebars, and illustrations that dramatically expand and enhance the text are treated after the outline.

INTRODUCTION

The six faces of New Jersey: Geography, Population, and Regions
Identification of text content themes:

The Crossroads State Great Variety
Many People Mirror on America

Chapter 1 *SIX FACES OF NEW JERSEY*

The Mountain Country

1. Kittatinny Mountain and valleys
2. Tocks Island controversy

Where Hills Rise High

1. The lakeland
2. Water supply
3. Early iron industry

The Vital Corridor

1. Water power and industry
2. Commerce, manufacturing, and culture
3. The transportation corridor

The Garden Strip

1. Agricultural traditions
2. Farm related industry
3. Farm problems

The Pine Barrens

1. Wildlife and vegetation
2. Fire hazards
3. Water resources

A Golden Strand

1. Shoreline contrasts
2. Resort industry
3. Ecological problems

Unit II A Nation Of Immigrants

Exploration, colonization, settlement patterns, colonial government, The Revolution (1600-1783)

Chapter 2 *NEW HOLLAND AND NEW SWEDEN*

Exploration

1. Henry Hudson

Dutch East India Company

1. Trading posts
2. New Amsterdam
3. New Jersey

a. Pavonia

b. Native American problems

Swedish colony

1. Forts on the Delaware

Dutch-Swedish conflict

1. Peter Stuyvesant
2. Dutch conquest

English annexation of New Amsterdam

Chapter 3 *TROUBLE IN THE JERSEYS*

Richard Nicoll's colonization

1. Arthur Kill and Raritan purchases

Proprietary government

1. Lord Berkeley and George Carteret
2. Philip Carteret
 - a. Elizabethtown
 - b. Land rent conflict
3. The Quaker purchase
 - a. John Fenwick's colony
 - b. East and West Jersey division

Colonial industry and craftsmen

Royal government

1. New York-New Jersey Governors
 - a. Horseneck riots
2. New Jersey Governors

Chapter 4 *SLOW ROAD TO INDEPENDENCE*

Governor William Franklin

Parliamentary taxes

1. Stamp Act Congress
2. Nonimportation boycott

Additional Parliamentary restrictions

1. Provincial Congress
2. Continental Congress
3. Greenwich Tea Party

Loyalty conflicts

1. Franklin's leadership
2. Divided Provincial Assembly
3. Provincial Congress in control
 - a. Franklin's arrest
 - b. Pro-independence delegates to Continental Congress
 - c. The State of New Jersey

Chapter 5 *WORLD TURNED UPSIDE DOWN*

Fall-Winter campaign, 1776-77

1. Fall of Fort Lee
2. American retreat across New Jersey
3. Victories at Trenton and Princeton

- 4. Morristown winter encampment
- British occupation of Philadelphia, Fall 1777
 - 1. Battle of Red Bank
- British march across New Jersey, June 1778
 - 1. Battle of Monmouth
- Middlebrook winter encampment, 1778-79
- Morristown winter encampment, 1779-80
 - 1. Century's severest winter
- Battle of Springfield, June 1780
 - 1. Militia and regulars' role
- Jockey Hollow and Pompton mutinies, 1781
- Continental Congress in Princeton, 1783

Unit III Can This Nation Long Endure?

The Federal Period, growth in transportation and industry, cultural and social changes, the Civil War (1783-1870)

Chapter 6 *THE FIGHT TO SURVIVE*

Articles of Confederation weaknesses

- 1. Annapolis Convention

United States Constitution

- 1. The "New Jersey Plan"

Infant industry

- 1. Paterson and the SUM

Transportation

- 1. Traveling conditions
- 2. Bridges
- 3. Toll roads
- 4. Steamboats and locomotives
- 5. Morris and Delaware & Raritan canals
- 6. Railroads

Dawn of urbanization

- 1. Demand for skilled workers
- 2. Growth of cities
- 3. Growth of manufacturing
- 4. Depressions
- 5. Deteriorating working conditions

Chapter 7 *SEARCH FOR THE GOOD LIFE*

Women's role

Child labor

Recreation and leisure

- 1. Rural social life
- 2. Amusement parks
- 3. Sports
- 4. Mountain and shore resorts

Newspapers

Constitution of 1844

- 1. Weaknesses of the 1776 Constitution
- 2. Provisions of the 1844 Constitution

Prison reform

Changes in education

- 1. Public support
- 2. Teacher education

Treatment of the insane

- 1. Dorothea Dix

Abolition of slavery

- 1. Laws freeing slaves
- 2. African American movements
- 3. Underground railroad

Chapter 8 *SHADES OF BLUE AND GRAY*

Republican and Democratic contests

Election of 1860

Pro-Southern sympathy

The Civil War

- 1. New Jersey brigade
- 2. Copperhead movement
- 3. Military heroes

Election of 1864

- 1. George McClellan

Democratic-Republican seesaw

- 1. The Thirteenth Amendment
- 2. The Fourteenth Amendment

Unit IV The Hectic Half Century

Railroad growth, industrial expansion, invention, urbanization, immigration, big business, women's reform movement, and the Progressive era (1870-1915)

Chapter 9 *THE TRACKS OF CHANGE*

Impact of railroads

- 1. Railroad monopoly
- 2. Agriculture
- 3. Shore and mountain resorts
- 4. Commuters
- 5. Industry and big business

Practical inventors

- 1. Inventions
- 2. Industrial growth
- 3. Thomas A. Edison

Oil refineries

- 1. Harbor front changes

Chapter 10 *URBANIZING THE GARDEN STATE*

Growth of cities

- 1. Loss of farmers and farmland
- 2. City attractions
 - a. Employment
 - b. Education

Immigration

- 1. South Jersey farm communities
- 2. Industrial centers
- 3. Abuses
- 4. Resentment by "native" Americans

Plight of African Americans

- 1. Economic and social status
- 2. Struggle for education

City problems

- 1. Health
- 2. Transportation

Chapter 11 *A STATE IN FERMENT*

Leisure

- 1. Cycling
- 2. Social activities

Big business trusts

Labor abuses

- 1. Strikes
- 2. Glass industry

Women's reform movement

- 1. The Palisades
- 2. Child welfare
- 3. Prisons
- 4. Education

Political reform

- 1. Mark Fagan
- 2. The "New Idea"

3. Governors Franklin Murphy and John Fort
4. Governor Woodrow Wilson

- a. Progressive legislation
- Return of political bosses
1. Women's Suffrage defeated

Unit V Footsteps To A World Entwined

World War I, The Roaring Twenties, The Great Depression, World War II, Constitution of 1947, suburbia, urban decay, preserving the environment, Persian Gulf War, 9/11, transportation and tax problems (1898-present)

Chapter 12 *THE CLOUDS OF WAR*

Spanish-American War

Growth of cities

Prelude to World War I

1. German-American population
2. Neutrality and prosperity
 - a. Munitions
 - b. Labor

World War I

1. The draft
2. Military camps
3. Hoboken's role
4. Industry
 - a. Ships
 - b. Aircraft
5. Civilian efforts

Women's Suffrage

Prohibition and the Roaring Twenties

1. Bootlegging
 - a. "Rum Row"
 - b. Lawlessness
2. Prosperity and growth
 - a. Industry
 - b. Cities
 - c. Transportation
 - (1) Bridges and tunnels
 - (2) Sea and airports

Chapter 13 *THROUGH A GLASS, DARKLY*

The Great Depression

1. Unemployment
2. Business and industry
3. Banks
4. Education
5. Relief measures

Prelude to World War II

1. German-American Bund
2. Industry
3. The draft

World War II

1. Pearl Harbor
2. Military engagements
3. War effort
 - a. Army camps
 - b. Industry
 - c. The home front

Constitution of 1947

1. Constitutional Convention
2. Governor Alfred E. Driscoll
3. The New Constitution
 - a. Strengths

- b. Civil rights

Chapter 14 *SURVIVAL IN AN URBAN LAND*

Education

1. Veterans in higher education
2. State colleges
3. "War Babies"
4. Public schools

Suburban growth

1. Residential flight from cities
2. Industrial flight from cities

Highway systems expansion

1. Suburban growth
2. Rapid transit loss
3. Fuel crisis

Decline of cities

1. Loss of people and industry
2. Loss of tax ratables
3. Urban renewal
4. Newark riots of 1967

Chapter 15 *ADAPTING TO A CHANGING WORLD*

Tax problems

1. Raising public revenue
 - a. Bonds
 - b. Sales taxes
 - c. Local taxes
2. Supreme Court decision
 - a. "Thorough and efficient" education
 - b. State income tax

Legislative reapportionment

Environmental conservation

1. Green Acres
2. Environmentalists' efforts
3. Complying with Federal Clean Air Act
4. Pinelands National Reserve
5. Wetlands
6. Highlands Preservation

City Revitalization

1. PAC
2. *USS New Jersey*

Persian Gulf War

9/11

Testing The Constitution

1. Replacing Governor Whitman
2. Replacing Governor McGreevey

Capsule Topical Outlines

The following capsule topical outlines parallel the sections of the text that reinforce topical, unit (or "mini") studies. They can be used to:

1. Develop a topical New Jersey Course, with a special emphasis, such as *Government*.
2. Supplement a topical course, e.g., *Social History*.
3. Supplement a US History course with an emphasis on a discipline such as *Economics*.

Regardless of the topic studied, we recommend reading the Introduction and Chapter 1. These chapters provide an essential springboard for future studies.

Economics Capsule Topical Outline

Business, commerce, industry, transportation, labor, population

Chapter 1 SIX FACES OF NEW JERSEY

Chapter 2 NEW HOLLAND AND NEW SWEDEN

- A. Colonial commerce patterns
 - 1. Exploration
 - a. Search for riches
 - b. Business ventures
 - 2. Settlement
 - a. Trading posts
 - b. Primitive industry
 - c. Agriculture
- B. Economic rivalry
 - 1. New Amsterdam and New Sweden
 - a. New Sweden's weaknesses
 - 2. English colonies and New Amsterdam
 - a. Annexation

Chapter 3 TROUBLE IN THE JERSEYS

- A. Colonial occupations
- B. Population patterns
- C. Iron and glass industries
- D. Transportation

Chapter 4 SLOW ROAD TO INDEPENDENCE

- A. England's mercantile policy
 - 1. Taxation
 - 2. Political repression
- B. Colonial retaliation
 - 1. Stamp Act Congress
 - 2. Nonimportation boycotts
 - 3. Greenwich Tea Party
- C. Economic roots of Independence

Chapter 6 THE FIGHT TO SURVIVE

- A. Post-Revolutionary depression
 - 1. Industry
 - a. British goods
 - b. Factories closing
 - 2. Inflation
 - a. Printed currency
 - 3. Interstate trade
 - a. Duties and taxes
 - b. No government regulation
- B. Infant Industry
 - 1. Cottage industry
 - 2. Paterson
 - a. Alexander Hamilton and the SUM
 - b. "Boom and bust"
- C. Transportation
 - 1. Road system
 - a. Traveling conditions
 - b. Ferries and bridges
 - c. Turnpikes and tolls
 - 2. Steam power
 - a. The Stevens family
 - b. The railroad rage
 - (1) The Camden and Amboy
 - (2) Multiple rail systems
 - 3. The canal era
 - a. The Morris Canal
 - b. The Delaware & Raritan
 - 4. Results of improved transportation

- a. Raw materials
- b. New markets
- c. Population shifts

- D. Expanding industry
 - 1. Skilled craftsmen and inventors
 - 2. Product diversification
 - 3. Growth of cities
 - a. Depressions
 - b. Slums and unemployment

Chapter 7 SEARCH FOR THE GOOD LIFE

- A. Child labor
- B. Leisure time
 - 1. Working hours
 - 2. Social events
 - 3. Sports and amusement parks
 - 4. Mountain and sea resorts

Chapter 9 THE TRACKS OF CHANGE

- A. The Great Age of Railroads
 - 1. Camden & Amboy monopoly
 - 2. General Railroad Law of 1873
- B. Effects of railroads
 - 1. Farmlands
 - a. New markets
 - b. New enterprises
 - 2. Resorts
 - a. Seaside resorts
 - b. Mountain resorts
 - 3. Traveling
 - a. Commuters
 - b. Suburban developments
 - 4. Industry
 - a. New and expanded factories
 - b. Giant manufacturing
- C. The age of the practical inventor
 - 1. John Wesley Hyatt
 - 2. John Philip Holland
 - 3. Thomas A. Edison
 - 4. Edward Weston
- D. The refining industry
 - 1. Bayonne oil refineries
 - 2. Oil pipelines
- E. Urbanization

Chapter 10 URBANIZING THE GARDEN STATE

- A. The Urban Trend
 - 1. Loss of farmlands
 - a. Market competition
 - b. Real estate development
 - c. Occupational hardships
- B. Immigration
 - 1. South Jersey farm communities
 - 2. Demand for cheap labor
 - a. Employment opportunities
 - b. Discrimination
 - 3. Ethnic enclaves
 - a. Exploitation
 - b. Americanization
- C. Status of African Americans

Chapter 11 A STATE IN FERMENT

- A. Big business monopolies
 - 1. Protective legislation

- 2. Home of monopolies
 - B. Labor
 - 1. Rights
 - 2. Working conditions
 - a. Glass and brewing industries
 - 3. Strikes
 - 4. Protective legislation
 - a. Women reformers
 - b. Child and women laborers
 - C. Progressive legislation
 - 1. Working conditions
 - 2. Workmen's Compensation
- Chapter 12 THE CLOUDS OF WAR
- A. World War I
 - 1. Prosperous "neutrality"
 - a. Industry
 - b. Labor
 - 2. Wartime prosperity
 - a. Diversification of industry
 - b. Full time employment
 - B. Peace and recession
 - C. "Roaring Twenties"
 - 1. Return of prosperity
 - a. Prohibition profits
 - b. Industry
 - 2. Growth of cities
 - 3. Expansion of transportation
 - a. Automobiles
 - (1) Bridges, tunnels, highways
 - b. Air and seaports
 - D. Depression in rural areas
- Chapter 13 THROUGH A GLASS, DARKLY
- A. Pre-Depression omens
 - 1. Real estate failures
 - B. Great Depression
 - 1. Inflated stock market
 - 2. Stock market crash
 - 3. Industry, business, bank failures
 - 4. Unemployment
 - a. Relief measures
 - b. W.P.A. achievements
 - C. World War II
 - 1. Prosperous "neutrality"
 - a. "Arsenal for democracy"
 - b. Production and employment
 - 2. Diversified industry
 - 3. Maximum employment
 - D. Postwar economy
 - 1. Demand for peacetime goods
 - 2. Production and prosperity
- Chapter 14 SURVIVAL IN AN URBAN LAND
- A. Suburban growth and urban decay
 - 1. Residential flight and urban decay
 - 2. Industrial flight from cities
 - 3. Industry and urban renewal
 - 4. Newark riots of 1967
 - B. Transportation
 - 1. New highways
 - a. Suburbia
 - b. Industry

- 2. Decline of railroads
- Chapter 15 ADAPTING TO A CHANGING WORLD
- A. Public finance
 - 1. Bond issues
 - 2. Local taxes
 - 3. Sales taxes
 - 4. Income taxes
 - B. Transportation
 - 1. New highways
 - a. Suburbia
 - b. Industry
 - 2. Rapid transit
 - a. Deterioration
 - b. Port Authority
 - 3. Fuel crisis

Government and Politics Capsule Topical Outline

- Chapter 1 SIX FACES OF NEW JERSEY
 - Chapter 3 TROUBLE IN THE JERSEYS
 - A. Evolution of colonial government
 - 1. Governor Richard Nicolls
 - 2. Proprietors
 - a. Lord Berkeley and Sir George Carteret
 - b. Governor Philip Carteret
 - c. Quaker purchase
 - d. East and West Jersey division
 - 3. Royal government
 - a. Governors of New York-New Jersey
 - b. New Jersey Governors
 - B. Constitutional development
 - 1. Nicolls' guarantees
 - 2. Proprietors' "Concessions and Agreements"
 - C. Movements towards Independence
 - 1. Revolution of 1672
 - 2. Disturbances of 1700
 - 3. Horseneck Riots, 1745
- Chapter 4 SLOW ROAD TO INDEPENDENCE
- A. Transition from Royal to State government
 - 1. Governor William Franklin
 - a. Assembly and Council
 - b. Dissent
 - 2. Stamp Act Congress
 - a. New Jersey delegation
 - 3. Provincial Congresses
 - a. Elections
 - b. Pro-independence delegation to Continental Congress
 - B. Constitution of 1776
 - 1. Franchise
 - 2. Structure of state government
- Chapter 5 WORLD TURNED UPSIDE DOWN
- A. Continental Congress in Princeton
 - 1. Recognition of the United States
 - B. George Washington's reception
 - 1. Civilian vs. military superiority
- Chapter 6 THE FIGHT TO SURVIVE
- A. Articles of Confederation
 - 1. Weak central government
 - 2. Depression

- 3. Interstate conflict
- B. The Annapolis Convention
- C. The Constitutional Convention
 - 1. The Virginia Plan
 - 2. The New Jersey Plan
- D. Ratification of the Constitution
- Chapter 7 SEARCH FOR THE GOOD LIFE
 - A. Constitution of 1844
 - 1. Weaknesses of the 1776 Constitution
 - 2. Constitutional Convention
 - 3. The new constitution
 - a. The franchise
 - b. Strengths and weaknesses
 - B. State support of Education
 - 1. Public schools
 - 2. Teacher education
- Chapter 8 SHADES OF BLUE AND GRAY
 - A. Emergence of the Republican Party
 - 1. Vice Presidential candidate, William L. Dayton
 - 2. Governor Charles S. Olden
 - 3. Speaker of the House, William Pennington
 - B. Election of 1860
 - 1. Divided state
 - C. Washington peace conference
 - D. Copperhead movement
 - 1. The “Skedaddle Army”
 - 2. Arrest of James W. Wall
 - a. Civil Rights issue
 - 3. Peace Resolutions, 1863
 - E. The Draft
 - F. Election of 1864
 - 1. Presidential candidate, George B. McClellan
 - G. Post war politics
 - 1. Thirteenth and Fourteenth Amendments
 - 2. Republican-Democratic seesaw
- Chapter 11 A STATE IN FERMENT
 - A. Government and big business
 - 1. Monopolies
 - 2. Labor hardships
 - B. The “Jockey” legislature
 - C. Women reformers
 - 1. Palisades Interstate Park Commission
 - 2. Labor protection laws
 - 3. Prison reform
 - D. Political reformers
 - 1. Mark Fagan
 - 2. Orange reform Republicans
 - 3. Governor Franklin Murphy
 - 4. Governor John Fort
 - 5. Governor Woodrow Wilson
 - a. Repudiation of political bosses
 - b. Progressive legislation
 - E. Return of bosses
 - F. Defeat of women suffrage
- Chapter 13 THROUGH A GLASS, DARKLY
 - A. The Great Depression
 - 1. Federal relief programs
 - 2. State relief programs
 - B. The Constitution of 1947
 - 1. Weaknesses of the 1844 Constitution

- a. Party politics
- b. Apportionment
- 2. Constitutional Convention
 - a. Governor Alfred E. Driscoll
- 3. New Constitution
 - a. Strengths
- 4. Civil Rights
 - a. School desegregation
 - b. National Guard
- Chapter 14 SURVIVAL IN AN URBAN LAND
 - A. Impact of “GI Bill of Rights”
 - 1. Suburbia
 - 2. Education
 - B. Public finance
 - 1. Bonds
 - C. Government Transit Assistance
- Chapter 15 ADAPTING TO A CHANGING WORLD
 - A. Public finance
 - 1. Local taxes
 - 2. Sales taxes
 - 3. Income tax
 - 4. Bonds
 - B. Preserving the environment
 - 1. Green Acres
 - 2. Environmental activists’ pressures
 - 3. Formation of DEP
 - 3. Pinelands National Reserve
 - 4. Wetlands
 - 5. Satisfying Clean Air Act
 - 6. Highlands Preservation
 - C. Supreme Court decisions
 - 1. “Thorough and efficient” education
 - 2. Legislative reapportionment
 - D. NJ Constitution
 - 1. Acting governors replacing leaving governors
 - 2. Lieutenant governor office established

Social History Capsule Topical Outline

(Sidebars that will be helpful in Social History studies are listed at the conclusion of this outline.)

Chapter 1 SIX FACES OF NEW JERSEY

Portfolio The Original People (the Lenape)

- A. Appearance and characteristics
- B. Social patterns
 - 1. Villages
 - 2. Food
 - 3. Customs
- C. Impact of Europeans
- D. Vestiges today

Chapter 3 TROUBLE IN THE JERSEYS

- A. Craftsmen, slaves, bonded servants
- B. Ethnic diversity
- C. Settlement patterns
- D. Traveling conditions

Mini-Portfolio Our Town on the Passaic

- A. Religious community
 - 1. Settlement
 - 2. Village plan
 - 3. Skills
 - 4. Obligations

Portfolio Life Doth Pass (Colonial family and home life)

- A. Child's life
 - 1. Education
 - 2. Chores
 - 3. Pastimes
- B. Health
 - 1. Medicine
 - 2. Death rate
- C. Men's chores and labor
- D. Women's chores and labor
- E. Architectural styles

Chapter 6 THE FIGHT TO SURVIVE

- A. Occupations in 1788
- B. Traveling conditions
 - 1. Roads
 - 2. Ferries
 - 3. Turnpikes and toll roads
- C. Early urbanization
 - 1. Influence of railroads
 - 2. Industrial growth
 - 3. City changes
 - a. Slums
 - 4. Industrial labor force
 - a. Unemployment

Picture essay (Occupations in early 1800s)

- A. Power for industry
- B. Trades and crafts
 - 1. Major occupations
 - 2. Apprentices

Portfolio New Jersey Portrait: 1842

- A. Barber and Howe
 - 1. Writings and drawings
- B. State in transition
 - 1. Cities
 - 2. Rural towns
 - 3. Transportation
 - 4. Industry
- C. Architecture

Chapter 7 SEARCH FOR THE GOOD LIFE

- A. Status of women
 - 1. Occupations
 - 2. Opportunities
- B. Child Labor
- C. Leisure time and recreation
 - 1. Social events
 - 2. Sports and amusement parks
 - 3. Mountain and sea resorts
- D. Newspapers
- E. Prison conditions
 - 1. Reform attempts
 - a. Mt. Holly jail
 - b. State prison
- F. Education
 - 1. State support
 - 2. Free public schools
 - 3. Newark schools
 - 4. Teacher training
- G. Treatment of the insane
 - 1. Dorothea Dix
- H. African Americans in transition

- 1. Gradual abolition of slavery
- 2. African American status
- 3. American Colonization Society
 - a. Anti-Slavery Society
- 4. Underground Railroad

Mini-Portfolio Route of the North Star

- A. Underground Railroad
 - 1. Routes
 - 2. Slave chasers
 - a. Escapes
 - 3. Secret records
- B. William Still
- C. Harriet Tubman
- D. Quakers' role

Chapter 9 THE TRACKS OF CHANGE

- A. Impact of railroads
 - 1. Vacation industry
 - a. Seashore
 - b. Mountains
 - 2. Commuting
 - a. Business executives
 - b. Suburban communities
- B. Impact of inventions
 - 1. Electric bulb
 - 2. Cheap electric power
- C. Turn of the century lifestyles

Picture Essay (Seashore resorts in the 1870s)

- A. Railroad excursions
- B. Pastimes
 - 1. Fishing
 - 2. The boardwalk
- C. Church meetings

Mini-Portfolio Heaven for a Sunday

- A. Mountain resorts
 - 1. Railroad excursions
 - 2. Pastimes
 - a. Boating and fishing
 - b. Hotels
 - c. Amusements

Chapter 10 URBANIZING THE GARDEN STATE

- A. Farmer's life
 - 1. Hardships
 - 2. Cultural isolation
- B. Vocational education
 - 1. Technical schools
- C. Employment for women
 - 1. The typewriter
 - 2. Teaching
- D. Immigrants
 - 1. Jewish farming communities
 - 2. Antiforeign sentiment
 - 3. Exploitation
 - a. Padrone system
 - 4. Americanization
- E. African American population
 - 1. Economic and social status
 - 2. Struggle for rights
- F. City sanitation
 - 1. Sewers
 - 2. Water supply

Portfolio Morristown's Millionaires

- A. Morristown's attractions
- B. The richest millionaires
- C. Wealthy society life

- 1. Estates
 - a. Great houses
 - b. Staff
 - c. Coaches and autos
- 2. Parties and events
 - a. Leisure

Chapter 11 A STATE IN FERMENT

- A. Recreation and leisure
 - 1. Football and baseball
 - 2. Cycling
 - 3. Social events
- B. Working conditions
 - 1. Factories
 - 2. Glass industry
- C. Women's reform movements
 - 1. Lucy Stone
 - 2. Orange Women's Club
 - 3. State Federation of Women's Clubs
 - a. Saving the Palisades
 - b. Child labor laws
 - c. Prison reform
 - d. Child welfare
 - 4. Mabel Smith Douglass
 - a. New Jersey College for Women
 - 5. Alice Lakey
 - a. Pure Food and Drug Law
- D. Women's Suffrage
 - 1. Women crusaders
 - 2. Suffrage defeated
 - a. Political bosses
 - b. Election fraud

Mini-Portfolio Over There, Over Here

- A. Camp life
 - 1. Uniforms
 - 2. Housing and buildings
- B. Recreation
 - 1. In camp
 - 2. Citizens' efforts

Chapter 13 THROUGH A GLASS, DARKLY

- A. The Great Depression
 - 1. Unemployment
 - a. Relief funds
 - b. Doles (welfare)
 - c. Psychological effect
 - 2. Education
 - a. New colleges
 - b. Continuing education
 - 3. Prohibition repeal
 - 4. Low cost of living
 - 5. Escapism
 - a. Fascist Bund

Picture Essay (Depression hardships)

- A. Food and clothing
 - 1. Doles
 - 2. Gardens
 - 3. Markets

B. Work relief

- 1. WPA projects
- 2. Critics

Picture Essay (Depression diversions)

- A. Big name bands
- B. Miss America Contest
- C. Repeal of Prohibition
- D. Radio
 - 1. Famous entertainers

Chapter 14 SURVIVAL IN AN URBAN LAND

- A. Growth of suburbia
 - 1. Changing lifestyles
 - 2. Real estate development problems
- B. Change in education
 - 1. Expansion of higher education
- C. Dependence on the automobile
 - 1. Growth of highways
 - 2. Progress and problems
- D. Decay of cities
 - 1. Urban problems
 - 2. Newark riots of 1967
 - 3. Minimal revival

Chapter 15 ADAPTING TO A CHANGING WORLD

- A. Dependence on the automobile
 - 1. Fuel crisis
- B. Changes in education
 - 1. "Thorough and efficient" education
 - a. Supreme Court mandate
 - b. Funding problems
- C. Preserving the environment
 - 1. Growing conservation efforts
 - 2. Response to threatened land
 - 3. Environmentalists' victories
 - 4. Pinelands National Reserve
 - 5. Highlands Preservation
- D. NJ Performing Arts Center
- E. Stem Cell Research
 - 1. Christopher Reeve
 - 2. NJ support

Notable Sidebars for Social History

- Page 45-Where Log Cabins Began
- 63-Am I Not a Man and a Brother? (Colonial Slavery)
- 84-A Time for Hope (Moravian community)
- 88-Apostle of Freedom (John Woolman)
- 113-The "News" of War (Newspapers in the Revolution)
- 140-Railroad and Steamboat Disasters
- 154-Exercising the Right to Vote
- 157-A School for the Outcast (Clara Barton)
- 160-James and William Still
- 180-Cornelia's *Sea of Anguish* (Civil War nurse)
- 191-The Day of Two Noons (Standard Time)
- 206-Movie Capital of the World
- 217-Oasis in the Pines (Charles K. Landis and Vineland)
- 220-A Pedestal for Miss Liberty
- 240-The Fearsome Pen (Thomas Nast)
- 248-Woman of the World (Round-the-world by auto)
- 260-Sting of Death (Clara Maass)
- 261-John B. Smith: An Unstung Hero (War on mosquitoes)
- 266-*The Huns in City Hall*
- 275-*And In-Flu-Enza*

294-Try for Park Place and Boardwalk (Monopoly game)
307-*And Now, A Message From Your Sponsor* (TV)
318-Newark Airport Crashes
339-NJ PAC
346-Christopher Reeve/Stem Cell Research

Military History

Capsule Topical Outline

Chapter 5 WORLD TURNED UPSIDE DOWN

- A. Geographical determinations
- B. Battles and strategy
 - 1. 1776 Retreat
 - 2. Ten Crucial Days
 - a. Battle of Trenton
 - b. Battle of Princeton
 - 3. Battle of Monmouth
 - 4. Battle of Springfield
- C. The Army
 - 1. Role of the regulars
 - 2. Role of the militia
 - a. Skirmishes and forays
 - b. Connecticut Farms and Springfield
- D. Encampments at Morristown, Middlebrook, Jockey Hollow
 - 1. Geographic advantages
 - 2. Problems created by nature
 - 3. Supplies and equipment
- E. Problems of war
 - 1. Civilian interference
 - 2. Finance, supplies, and equipment
 - 3. Officers' rivalry
 - 4. Treason
 - 5. Mutiny
- F. Legends of War
 - 1. Molly Pitcher

Chapter 8 SHADES OF BLUE AND GRAY

- A. Prewar divided loyalties
 - 1. Pro-Southern sympathy
 - 2. Election of Lincoln
- B. Outbreak of War
 - 1. Pro-Northern sympathy
 - 2. Volunteers' enthusiasm
- C. The New Jersey Brigade
 - 1. Equipment
 - 2. Soldiers' innocence
 - a. Battle of Bull Run
- D. Copperhead movement
- E. Virginia Campaign, 1862
 - 1. General Philip Kearny
 - 2. Death, disease, injuries

- F. Peace Resolutions
 - 1. Soldiers' attitude
- G. Military heroes
 - 1. General Judson Kilpatrick
 - 2. Captain Henry W. Sawyer
 - 3. Colonel George Mindil

H. Wartime losses

- 1. Postwar political bickering

Chapter 12 THE CLOUDS OF WAR

- A. Spanish-American War
 - 1. Coastal preparations
- B. World War I
 - 1. War in Europe
 - a. Ethnic loyalties
 - b. Benefits of neutrality
 - (1) Industry
 - (2) Labor
 - c. Munitions explosions
 - (1) Safeguards
 - (2) Sabotage
 - 2. America at war
 - a. The draft
 - (1) The citizen soldier
 - b. Military camps
 - c. Hoboken
 - (1) Security
 - (2) Embarkation role
 - d. Industry
 - (1) Shipbuilding
 - (2) Airplane manufacturing
 - 3. The Armistice

Chapter 13 THROUGH A GLASS, DARKLY

- A. Pre-World War II
 - 1. German American Bund
 - 2. Polish and Slovak anguish
 - 3. Peacetime draft
 - 4. Military buildup
- B. World War II
 - 1. Pearl Harbor
 - 2. Military campaigns
 - 3. Military heroes
 - 4. The Home Front
 - a. Industry
 - b. Labor
 - c. Citizen's war
 - 5. The Atom Bomb

Chapter 15 ADAPTING TO A CHANGING WORLD

- A. Persian Gulf War
- B. 9/11
- C. *USS New Jersey*

References And Resources

Reference Books

- Cunningham, John T. *New Jersey: America's Main Road*, Afton Publishing Co., Inc., 1976. A history of New Jersey (out of print)
- Cunningham, John T. *The New Jersey Sampler*, Afton Publishing Co., Inc. Stories of New Jersey people and events
- Cunningham, John T. *This is New Jersey*, Rutgers University Press, 1994. A county-by-county look at the state
- Prabhu, Barbara Williams, Ed. *Spotlight on New Jersey Government*, League of Women Voters of NJ Education Fund. Contains information that can supplement your entire study.
- Westergaard, Barbara. *New Jersey: A Guide to the State*, Rutgers University Press. An easy-to-use guide to the state's towns, cities, and countryside. The entries offer general information about the city or town along with its historical sites, recreational areas, museums, and other attractions.
- Williams, Robert T. *The New Jersey State Constitution*, Rutgers University Press, 1999. A detailed review of New Jersey's constitutional history and analysis of each section of the current constitution. Also includes Constitution of 1787 and 1844.

www.aftonpublishing.com

Links include:

- NJ Home Page
- NJ State Library
- NJ Historical Commission
- NJ Historical Society
- NJ State Museum
- Newark Museum
- Liberty Science Center
- NJ State Legislature
- NJ State Constitution
- US Constitution
- Gettysburg Address
- Emancipation Proclamation
- Old Barracks Museum
- Cold Spring Village
- Wheaton Village
- Declaration of Independence
- Congress Link
- The World Fact Book
- The United Nations
- Battleship *New Jersey*
- Delaware Tribe of Indians...and more

New Jersey Internet Home Page: www.state.nj.us

(also access from our web site)

This site provides a wealth of New Jersey information, resources, and Internet links. It includes our state symbols, old and current State Constitutions, current events, legislative and tourism info, state departments, state parks, links to town and county sites, and much more.

New Jersey Travel Guide. Published annually. Arranged by 6 "tourism" regions. Includes parks, museums, historical sites, transportation, attractions, and more. Free. Allow 2-4 weeks for delivery.

NJ Commerce & Economic Growth Commission, Office of Travel & Tourism, PO Box 820, Trenton, NJ 08625-0820 (609) 777-0885

www.visitnj.org

NJ Historical Society, Education Department

Education Department, 52 Park Place, Newark 07102 (973) 596-8500

www.jerseyhistory.org (an Afton link)

All school programs are interactive and hands-on. The library of the New Jersey Historical Society is open to the public. Its collection ranges from rare documents of the 17th century up to the most current.

NJ Historical Commission

Department of State, 225 West State Street, PO Box 305, Trenton 08625-0305 (609) 292-6062

Advances public knowledge of New Jersey History. Call for answers to New Jersey historical questions.

www.newjerseyhistory.org (an Afton link) includes materials for teachers, on-line publications, lists of publications, and descriptions of their videos.

NJ Division of Newark Public Library

5 Washington St, PO Box 630, Newark 07102 (973) 733-7784

www.npl.org (an Afton link)

For answers to your NJ-related questions: reference@npl.org
Newark Public Library's collection of New Jersey materials was so extensive by 1938 that a special New Jersey collection was established. It is now a major research center for information about New Jersey people, places, and institutions. If you can't find the answer to a New Jersey-related question, call them.

NJ State Library

185 West State Street, PO Box 520, Trenton, NJ 08625-0520

www.njstatelib.org (an Afton link) (609) 292-6220

QandANJ.org for a librarian and usually an answer within 15 minutes!

Materials are available for browsing and on site research. Any person who possesses a valid New Jersey library borrower's card and proof of New Jersey residence may borrow materials from the state research library. Local libraries can also arrange for interlibrary loans.

New Jersey State Museum

205 West State Street, PO Box 530, Trenton 08625-0530

(609) 292-6464

www.state.nj.us/state/museum (an Afton link)

Free general admission. Nominal fee for planetarium programs. Advance reservation required for school group tours. Educator's Guide available on line.

A Mirror On America - Introduction

This chapter serves as the introduction to the entire text. It is essential to read and digest it because it is a springboard for almost all future studies. Most important, the chapter presents for the first time the four unifying text content themes. New Jersey is: *the Crossroads State, a state of great variety, composed of many different people, a Mirror on America.* These themes will appear in future chapters. This chapter will stimulate curiosity and will raise questions about New Jersey that can be answered only by reading the text.

TEXT CONTENT THEMES

1. *Crossroads State:* New Jersey's development was dramatically influenced by its central location between New York City and Philadelphia; New England and the South.

2. *Variety:* New Jersey's distinctive variety can be found in its history and cultural patterns; geography and topography; climate and environment; industry and agriculture; and government and politics.

3. *Many people:* From the first colonization to the present, New Jersey has attracted people with different racial, national, and cultural backgrounds. The multi-ethnic character of its population has been both a problem and an asset to the state.

4. *The Mirror State:* Past and present events in New Jersey are reflected in the broad sweep of US history. State issues, problems, and challenges frequently are omens of future experiences in other parts of the nation.

UNIT CONTENT THEMES

1. New Jersey's role in the growth of the United States is frequently overlooked; from colonization to the present, the state has made significant contributions.

2. Traditionally, New Jersey's citizens have had an identity crisis because of polarization within the state and the dominance exercised by New York City and Philadelphia.

3. Many of the problems of an increasingly urbanized nation appeared first in New Jersey making the state an urban laboratory for the rest of the nation.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A,B,D; 6.4; 6.6-B,D,E

SUGGESTED ACTIVITIES

1. *The Crossroads State:* establish New Jersey's unusual geographic position. In class discussion, locate New Jersey's position on a map of the United States. Note its position on the eastern seaboard, its boundaries, and its neighboring states.

a. Why is New Jersey sometimes called the "Peninsula State?" Note its water boundaries.

b. Why is it called the "Crossroads" or "Corridor" state? On the map, place a ruler between New York City and Philadelphia; Boston and Washington, DC; Chicago and New York City. Note New Jersey as the bisecting, axis state.

c. Discuss the implications of a crossroads upon the movement of goods and people; upon cultural pluralism.

2. Survey students' ethnic background reinforcing the theme *many people*. In class discussion, establish other states or counties where students or their ancestors have lived.

a. Divide the class into groups. Ask each to prepare a list of other states and countries represented by the origins of students in the group.

b. In class discussion, list the results of each group's survey.

c. Analyze any emerging pattern.

3. Emphasize the need to know more about the state by asking for generalizations before reading the text. Write brief, personal, spontaneous comments about New Jersey in relation to its:

a. Importance to the nation

b. Government

c. Richness in history

d. Economic opportunities

e. Cultural and recreational opportunities

f. Greatest problem

g. Greatest asset

In class discussion, draw a consensus of student views on New Jersey. Why should residents be well informed about their state? How might reading the text change or substantiate the consensus?

4. *A New Jersey Time Capsule:* evaluate knowledge of New Jersey before and after the course. Assign the Time Capsule Questions from Review Question pages. "Bury" a "time capsule" (answers to questions) to be "unearthed" at completion of course. The capsule may be "buried" in the student's notebook or held by you.

Emphasize this is not a test, but a measure for future personal comparison. At the end of the course, ask the same questions. Evaluate the results independently or in open class discussion.



Unit II - A Nation Of Immigrants

The unit spans the period between the seventeenth century colonization of New Jersey and the conclusion of the Revolution in 1783.

UNIT CONTENT THEMES

1. There were many reasons for colonization: adventurers sought quick wealth; debtors left prison cells; families sought economic and social opportunities; religious sects wanted to practice their beliefs without persecution.

2. Many early New Jersey settlements were founded by religious groups from other colonies as well as from overseas. They tried to isolate themselves to practice their concept of religion and government.

3. As new generations of native-born colonists were born, a new “American” spirit and culture gradually emerged. Rebellion against repression became almost inevitable for the descendants of the hardy, protesting, and independent-minded first colonists.

Chapter 2 - New Holland And New Sweden

TEXT CONTENT THEMES

1. *The Crossroads State:* To the English, the Dutch colony’s location between English seaboard settlements was a threatening geographical wedge held by a “foreign” power. It was inevitable that England would conquer New Amsterdam.

2. *Variety:* In its first fifty years, three foreign flags flew over New Jersey. Each left a distinct cultural and national legacy.

3. *Many People:* From its founding, New Jersey was a land of people with many religions and nationalities, all with different motivations for emigrating. Motivations included riches, adventure, personal freedom, and economic or religious opportunities.

4. *The Mirror State:* The patterns of exploring and settling English North America were repeated in New Jersey. Explorers sought a route to the Orient; European and Native American cultures clashed; serious groups seeking new opportunities established permanent settlements.

CHAPTER CONTENT THEMES

1. During the periods of exploration and early colonization, nations sought rapid wealth by seeking a route to the riches of the East and by establishing quick-profit trading posts.

2. Events in 17th century New Jersey reflected the power struggle between European nations attempting to emerge as world powers.

3. The success and permanence of a colony depended upon the amount of support it received from the homeland as well as the ability of its governor.

4. The success of a colony depended upon the reasons for the settlers’ emigration: seeking adventure and quick riches, long-range social and economic opportunities, or political freedom.

5. The cultural and physical conflicts between Native Americans and Europeans emerged at first contact and continued because subduing the colonial frontier also meant displacing the Native Americans.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.4-C,D; 6.5-A,B; 6.6-A-E

SUGGESTED ACTIVITIES

1. Find place names that show evidence of early explorers and

the Dutch and Swedish colonies. Locate on a map. In class discussion, evaluate the results. What can names tell you about the history of an area?

Option: In communities and regions originally colonized by Dutch and Swedes, seek local evidence in street, park, family, and neighborhood names.

Option: Save this list to compare with future settlement and immigration activities.

2. Analyze reasons for European companies sponsoring colonies or for people becoming colonists. Divide the class into four sections and assign one role to each:

Colony company directors and stockholders

Adventurers and fur traders

Seekers of new opportunities (voluntary colonists)

Transported prisoners, slaves, and welfare cases (involuntary colonists)

Pose the following questions to each group:

What opportunities would colonization give you?

From a present day point-of-view, what role did your group play in the long term colonization effort and the permanence of the colony?

In class discussion, compare each group’s analysis of its role in colonization and draw conclusions about the importance of each section’s efforts. Emphasize how the interaction of the different roles produced successful colonies.

Sidebar PERILS OF PENELOPE

Based solely on the account in the text, write a brief story or drama that describes all or a part of Penelope’s shipwreck, Native American attack, rescue, and marriage.

Evaluate students’ grasp of the realities of colonial New Jersey and the role of the Native Americans. What more would they need to know to write a more accurate account?

For Further Research and Study

1. Investigate the lives, travels, and problems of New Jersey explorers, e.g., Giovanni da Verrazano, Samuel Argall, and Cornelius Mey.

2. (For advanced students) Read portions of *Juet’s Journal*, re-published by the NJ Historical Society. Try to identify some of the places he described. What subject interested him the most?

Chapter 3 - Trouble In The Jerseys

TEXT CONTENT THEMES

The Crossroads State: Colonial New Jersey had very close political and cultural ties with New York City and Philadelphia.

Variety: Colonial New Jersey's government changed as Royal governors were succeeded by Proprietary governors.

Many People: There was a mixture of religious, cultural, national, and racial groups in colonial New Jersey.

The Mirror State: New Jersey's settlement pattern of progressing from a raw frontier to orderly, prosperous villages happened at different paces in other English colonies. Types of English government found in New Jersey and other colonies included Proprietary and Crown governments and attempts at self-reliant theocracies.

CHAPTER CONTENT THEMES

1. The polarization between North and South Jersey started with the East-West political division of the original English colony.

2. People were a vital need in the infant colony; every effort was made to increase the population.

3. From earliest settlement, basic political and personal liberties were guaranteed to most colonists.

4. From earliest settlement, there was some form of representative government, a need for taxes, and a resistance to paying taxes and land rents.

5. Colonial New Jersey was characterized by rebellious, independent-minded people who resisted authority, rioted, and usurped government.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A,B; 6.4-D; 6.5-A,B; 6.6-A-E

SUGGESTED ACTIVITIES

1. Survey colonial occupations.

a. List occupations of workers and craftsmen mentioned in the text.

b. Explain what each produced and how the product was used in colonial life.

c. Summarize the level of colonial technology.

2. Write a statement defending either the squatters' or Proprietors' rights. In class discussion, point out the justness of each side's claims.

3. Draw a chart depicting the transfer of land in New Jersey that incorporates these changes:

a. York to Nicolls; to settlers

b. York to Proprietors; division into East and West Jersey; Proprietors to settlers

c. Native Americans to settlers

4. Compare the two religious communities of Newark and Hope (Chapter 4, page 84) by stating for each:

a. Reasons founded

b. Geographic locations and advantages

c. Evidence of their religious practices

d. How each sought to become economically self-supporting

e. Possible reasons for their success or failure

Portfolio LIFE DO TH PASS

1. Study the pictures; identify and list occupations.

2. Assume the role of a mother, father, son, or daughter and write a story of your day on the farm.

For Further Research and Study

1. A nearby early settlement: founders and leading figures (including their religion and nationality); early industry and government

2. Early forges and furnaces and the iron-making process. What is the difference between forges and furnaces? How was iron produced? What were the natural resources? List iron products.

3. Forges and furnaces in North Jersey; bog iron production in the Pine Barrens

4. Labor system in colonial America — especially apprentices, indentured servants, and slaves

5. History of slavery beginning with its origin in early Middle Eastern civilizations. How did the Quakers' view of slavery reflect the beginning of change?

6. Architectural styles found in colonial New Jersey. Are any types still standing nearby?

7. An occupation (sawing, weaving, etc.) mentioned or depicted: the complete process and its importance

8. Education in colonial America

9. Colonial medical practices



Chapter 4 - Slow Road To Independence

TEXT CONTENT THEMES

1. *The Crossroads State*: Caught between the commercial centers of New York City and Philadelphia, and between patriot hotheads in Boston and Virginia, New Jersey rode the tide flowing toward Revolution.

2. *Variety*: There were strong divisions in people's loyalties and the split between Patriot and Loyalist emerged early and continued through the pre-Revolutionary era.

3. *Many People*: Those supporting the Patriot cause came from different social and economic backgrounds, as evidenced by New Jersey's "Five Signers" of the Declaration of Independence.

4. *The Mirror State*: What happened in other American colonies reflected in varying degrees New Jersey's road to Revolution. There were reactions against British policies, a solidifying of Patriot versus Tory loyalties, conflict with the governor, and the eventual takeover of government by rebellious subjects.

CHAPTER CONTENT THEMES

1. Between 1763 and 1776, New Jerseyans moved slowly from loyalty to the King and Parliament to reaction to both Parliamentary and other colonies' pressures and declaration of independence.

2. Though not always as aggressive as other colonies, New Jersey citizens regularly resisted Parliamentary policies and actively protested new restrictions.

3. Based on traditions that began in 1665, New Jerseyans continued to resist economic, political, and personal restrictions of their rights.

4. Governor William Franklin reflected the dilemma experienced by many New Jersey citizens: he revered the authority of the King, but sympathized with the emerging, independent spirit of the Americans.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A-D; 6.4-E; 6.5-A; 6.6-A,B

SUGGESTED ACTIVITIES

1. Select and list, with explanations, those Parliamentary acts that most affected New Jersey (versus impact on other colonies). In class discussion, analyze how other colonies were more greatly affected by most Parliamentary acts. How serious were New Jersey's grievances in comparison to other colonies? How did this influence New Jersey's attitude towards independence?

2. Research and write brief biographical sketches on New Jersey's Five Signers. In class discussion, analyze the signers as to: residence, economic success, social position, education, and special talents. Were they good representatives of the people of New Jersey?

3. Reenact the May 1776 Provincial Congress.

a. Divide the class into delegates from the thirteen New Jersey counties in 1776. Assign each group to research the nature and problems of their county at that time.

b. Convene the delegates to discuss and vote upon issues. Re-

mind them of the divided loyalties between Patriots and Tories. A President, William Livingston, should preside.

c. Suggested issues for debate:

(1) Did Congress instruct New Jersey's delegates to Continental Congress to vote for Independence?

(2) Should Governor William Franklin be arrested?

(3) Should a new *state* constitution be adopted?

4. Analyze Governor William Franklin's dilemma.

a. Write "position papers" either defending or condemning Franklin's actions and attitudes and citing reasons for their arguments.

b. Write a letter from the Governor's father, Benjamin Franklin, in 1775, discussing his son with a friend.

c. In class discussion, debate Franklin's pros and cons as governor. Is there any sympathy for him?

5. Speculate on the impact of a change in boundaries. In class discussion, and using a map, draw a line between 41 degrees latitude on the Hudson River (the boundary line) and Phillipsburg on the Delaware River. Note what territory went to New York. What cities, natural resources, industry, and recreational areas did New Jersey lose?

6. Investigate the origin and current boundaries of your county. Determine the boundaries of your county today and compare it with 1776.

For Further Research and Study

1. Your county's geographical features, county seat, major cities and towns, population, natural resources, industry, and recreation

2. Political structure of your county today: its government, law enforcement, health, and service agencies. If possible, visit county offices or ask a representative from one of the agencies to speak to the class.

3. The "Great Awakening" in 18th century religion. What was the Tennent "log school?" Identify the issues and prominent New Jerseyans involved.

4. John Woolman's life and the importance of Quaker work in the Abolition movement

5. Jemima Condict. What insights do you gain on everyday life of a colonial woman?

6. Margaret Morris in Burlington. What were her views and actions during the Revolution?

7. The two capitals of colonial New Jersey, Perth Amboy and Burlington: population, appearance, churches, major structures, social life, etc.

8. Moravian religious sect, now principally located in Pennsylvania. What were their beliefs and lifestyles? What did they contribute to America?

Chapter 5 - World Turned Upside Down

TEXT CONTENT THEMES

1. *The Crossroads State*: New Jersey's central strategic position was vital to the outcome of the Revolution since control of the state insured open land communication between New England and the South. Troops in New Jersey kept watch over America's main ports, New York City, and Philadelphia.

2. *Many People*: New Jersey's divided loyalties stemmed from varied religious, cultural, and economic backgrounds.

3. *The Mirror State*: New Jersey represented other states during the Revolution: the divided loyalties of the people, the strategy and maneuvers of both armies, and the roles of the militia and American and British generals.

CHAPTER CONTENT THEMES

1. New Jersey is often called the "Cockpit of the Revolution" because of its important strategic location, the number of battles and skirmishes, its role as a supply state, and its continued occupation by American and British armies.

2. Though often overlooked by historians, New Jersey played a critical role in winning the Revolution. Some battles here were turning points of the war; the army's near-miraculous survival in the 1779-80 winter set the stage for the closing years of warfare.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.4-E; 6.5-A; 6.6-A,B

SUGGESTED ACTIVITIES

1. Speculate how history could have changed *if* the British had not dallied during Washington's 1776 retreat across New Jersey and Colonel Rall had listened to rumors about an American attack. In class discussion, analyze answers. Follow the "if" discussion through to a possible impact on the modern world.

2. Supporting the view of a Tory or a Jersey militiaman, write "I was there" statements about the massacre at Hancock's Bridge and the Battles of Connecticut Farms and Springfield. In class discussion, evaluate the statements. Concentrate upon the justice in each cause and how one group's "right" can be another's "wrong."

3. Write a letter "home" assuming the role of:

- A soldier after the Battle of Trenton
- An officer after a Middlebrook encampment party
- A camp follower after the Battle of Monmouth
- A soldier during the 1779-80 winter at Morristown
- A member of the execution squad after shooting the Pompton mutineers

4. Write articles expressing independent and biased interpretations of the war. Assume the roles of Isaac Collins (independent but available) and Shepard Kollack (biased) and write two news articles, reflecting divergent views, about a Revolutionary War event.

Mini-Portfolio *CROSSING THE DELAWARE*

1. Assuming the role of a soldier after the Battle of Trenton, write a letter "home" describing hardships and adventures.

2. Hunt for "Crossing" pictures in references or other texts. Note the popularity of the Leutze painting. Share new artistic interpretations.

Mini-Portfolio *MOLLY'S PICTURES*

1. Hold an election for the "real" Molly Pitcher. Discuss results.

For Further Research and Study

1. Governor William Livingston's daughter's confrontation with the British soldiers when they marched past Liberty Hall (Elizabeth) in the Springfield campaign

2. The probably fictional tale of John Honeyman, Washington's alleged spy before the Battle of Trenton. Are there local Revolutionary stories in your area that combine fact and fiction?

3. The war roles played by other Jersey Loyalists, e.g., William Franklin, Cortlandt Skinner, and John Smyth

4. The role of the privateers at Chestnut Neck. How important were the captured supplies they sold to the Continental Army? What is the difference between privateering and piracy?

5. What raids or skirmishes, similar to the Paulus Hook foray, took place in your area? Evaluate their importance.

6. The early flags of the United States and the adoption of the thirteen-star flag

7. The Battle of Trenton: its strategies, the engagement, and its significance

8. The Durham boats used during the "Crossing"

9. The role of the Gloucester (MA) sailors at Trenton and in other critical battles of the Revolution (including Long Island in the summer of 1776)

10. The Molly Pitcher story

11. Camp followers of both armies



Unit V - Footsteps To A World Entwined

The Unit starts with the “age of innocence,” at the turn of the 20th century, and ends with the complex patterns of present-day life in New Jersey. It covers reasons for change, advances and problems, and concludes with a challenge for the future.

UNIT CONTENT THEMES

1. Advances and changes in transportation, labor conditions, education, civil rights, and environmental concerns brought sweep-

ing transformations in lifestyles, attitudes, and values for the 20th and 21st centuries.

2. Two World Wars profoundly effected the economy, population, social customs, and technology.

3. The Atom Bomb and the “race for space” opened broad new opportunities and awesome problems.

4. The tax problem continued to escalate as leaders attempted to fund the increasing demand for services.

Chapter 12 - The Clouds Of War

TEXT CONTENT THEMES

1. *Crossroads State*: New Jersey’s geographic location, with advanced transportation and harbor facilities, made it a major point of embarkation for shipping men and supplies overseas during World War I.

2. *Crossroads State*: To facilitate automobile movement in a corridor state, there was vigorous bridge and tunnel building to overcome water barriers.

3. *Variety*: New Jersey’s highly diversified industry easily supplied the complex needs of a nation at war.

4. *Many People*: Before the US entered World War I, the mixed ethnic composition of the state expressed conflicting expressions of loyalties to European powers.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A-E; 6.4-I; 6.5-A,B; 6.6-A-E

CHAPTER CONTENT THEMES

1. Within thirty years, the stern codes of dress, manner, and morals of 1900 were transformed into the swinging society of the “Roaring Twenties.”

2. World War I created many social changes when soldiers’ ideas were broadened by travel, women did men’s jobs in factories, and African Americans migrated north for employment opportunities.

3. World War I stimulated the economy and created social change and the conditions for a false prosperity that led to the Great Depression.

4. The prohibition of alcohol created a counterproductive effect: an increased demand for alcohol and a willingness, by otherwise law-abiding citizens, to condone illegal interests that provided bootleg whiskey.

SUGGESTED ACTIVITIES

1. *Emotion versus reality*:

a. Before the US entered World War I, what loyalties toward the Central European powers did the following groups have:

- (1) German-Americans
- (2) Italian-Americans
- (3) Russian-Americans
- (4) Irish-Americans
- (5) “Native” Americans
- (6) unskilled laborers
- (7) African Americans
- (8) munitions factory owners?

b. After the *Lusitania* was torpedoed, what shift or repression in attitudes occurred? Why?

c. What were the effects of patriotism, propaganda, and “war fever” on American attitudes?

Analyze the results. Distinguish between emotional attitudes and those influenced by practical or economic considerations. What made people alter their views?

2. *Not guilty!* Reenact a trial of bootleggers to understand the problem of enforcing an unpopular law. Use the example in the text of the arrest and trial of the alleged Atlantic Highlands bootleggers. Divide the class into the following components (role clues follow each):

Federal agents: have hard evidence but no confessions

Judge: a political nominee who lives in Monmouth Co.

Prosecutor: thinks he has a watertight case

Bootleggers: were just innocently visiting friends; knew nothing about the arms and short wave radio

Defending Attorney: the best, with important political connections; his high fees derived from undisclosed sources

Jury: some regularly visit speakeasies (Defense attorney makes sure none had strong aversions about liquor.)

3. *Landward, Ho*: the automobile age overcomes natural obstacles.

a. On a road map, identify major natural barriers to road systems connecting with other states. How were the barriers overcome, e.g., bridges?

b. On your walk or drive to school, look for barriers to road travel. How have they been overcome?

c. Analyze how automobile and truck needs have created major and minor engineering feats. Explain the cause/effect relationship.

d. Compare “*Standard*” *Road Map of New Jersey, 1923* from Afton’s **Historic Map Portfolio** with a current road map.

For Further Research and Study

1. Clara Maass

2. What governmental agencies now oversee the protection of citizens against health hazards?

3. 1918 influenza epidemic and its impact on New Jersey

4. Lindbergh’s epic solo flight across the Atlantic Ocean

5. The Wright aircraft engine company

6. The tragic kidnapping of Lindbergh’s son

7. The state’s blueberry and holly industries

8. Patriotic songs in World War I and II

9. World War I New Jersey army camps

Chapter 13 - Through A Glass, Darkly

TEXT CONTENT THEMES

Crossroads State: As an urban, industrial corridor of the Northeast, New Jersey was especially hard hit by the Great Depression.

Crossroads State: New Jersey's geographic location made it a major storage, supply, and shipping point of goods and soldiers during World War II.

Variety: New Jersey's highly diversified industry played an important role in producing the complex supplies needed for warfare.

Mirror State: In World War II, New Jersey's service men and women joined other Americans to fight and die throughout the world.

CHAPTER CONTENT THEMES

1. The severest depression ever experienced by the nation created massive unemployment and financial hardships in the state.

2. Franklin D. Roosevelt's administration attempted to find jobs for the unemployed and poured money into the state in an effort to stimulate the economy.

3. Real prosperity returned only as a result of World War II when all sectors of the economy worked at peak levels to produce goods needed for warfare.

4. New Jersey, with its industrial resources and large work force, became a miniature "arsenal of democracy."

5. In 1947, political leaders responded to sweeping industrial and social changes in the state by creating a new constitution expressing liberal, progressive, twentieth-century views of government and society.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A-E; 6.4-J; 6.5-A,B; 6.6-D,E

SUGGESTED ACTIVITIES

1. *Economic fetters:* analyze the Depression cycle. Refer to the "vicious cycle" in *Black Thursday*, *Terrifying Tuesday* and the effect upon employees in *The Skid to Disaster*. Discuss:

a. The three factors in the cycle: the employer, the employee, the purchases (retail stores, services, and industry). For each factor,

list examples from the text.

b. The Depression cycle:

(1) Employer lays off employee

(2) Employee reduces purchases

(3) Orders for goods decrease

(4) Employer reduces the payroll, etc.

c. Ways to break the cycle. Is there one answer? What element might be considered most vital to the economy?

2. *Concrete evidence.* Explore the community to identify buildings, parks, roads, etc., built or begun in the 1930s. Who financed the projects? Discuss results. Are they permanent contributions to the community? If emergency "make work" projects were instituted today, how would students like to see such funds spent? Compare with actual 1930s projects.

3. *Gone but not forgotten:* discover memorials to war victims. Search community for memorial plaques, cornerstones, building names, and street names dedicated to past citizens who have served, been wounded, or lost in wars of the United States. Find headstones in cemeteries directly related to war service. If they went to war, what memorials would students want to remember them?

4. *War Nerves.* Interview people who have served in wars.

Suggested questions:

•What was their role during the war?

•What were their personal concerns or preoccupations?

•How would they rate their level of commitment to the war? Why?

•What, if any, personal hardships or sacrifices did the war inflict?

•Discuss the results of the interviews. Have people's attitudes changed? Why?

5. New York City and Philadelphia media have been pressured to treat New Jersey more fairly and adequately in their programs, especially in news programs. Watch two popular half-hour TV news programs and report:

•How often is New Jersey mentioned?

•Is the coverage adequate and fair?

•Discuss results.

•Are TV stations responsible to tell of "good news" as well as bad?

6. Watch New Jersey Public Broadcasting news broadcasts. Compare with commercial channel news coverage.

Chapter 14 - Survival In An Urban Land

TEXT CONTENT THEMES

The Crossroads State: The volume of traffic on interstate highways rose rapidly as completed roads connected northeastern states.

The Mirror State: Crime and violence and subsequent attempts to "clean up" the state's cities followed the national pattern.

The Mirror State: The reduction of rapid transit systems, coupled with an increased reliance on cars and trucks, created traffic jams in New Jersey as in the rest of the country.

CHAPTER CONTENT THEMES

1. Rural fields were transformed into suburban communities — first on the outskirts of cities, and then close to major highways.

2. Industry moved out of cities reducing city income and adding problems to suburban towns.

3. Massive highway construction created new residential-industrial suburbs.

4. Aggravated by the flight to the suburbs, urban problems increased.

5. The number of students on all levels of education increased hugely; schools were expanded or built to accommodate them.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A-E; 6.4-K,L; 6.5-A,B; 6.6-A-E

SUGGESTED ACTIVITIES

1. *Suburban surge.* Survey your community.

- a. Class discussion: Is your community
 - 1) a city that has “lost” to the suburbs?
 - 2) a city that has attempted revival?
 - 3) a stable, prewar town with regular growth patterns?
 - 4) a postwar suburb that has grown slowly?
 - 5) a suburb that has mushroomed into a “city”?
 - 6) a rural town?

Defend your opinion.

b. In your community, what are the good/bad effects of the postwar suburban surge?

c. Substantiate with further research (public records, interviews, identifying architectural styles, town maps).

2. *A state of concrete.* Locate major New Jersey highways. What roads connect regions within the state? With systems out of the

state? Note that new highways bypass cities. Is this good? List forms of transportation in your town. Compare with fifty years ago and before World War II.

3. Based on spontaneous student recall, review recent airline tragedies or other disasters. Identify causes — human or equipment error versus terrorism.

4. Identify TV reports and programs that satellites made possible. Discuss findings and the importance of satellites in communication today.

For Further Research and Study

1. The Peace Corps
2. The Civil Rights Act
3. Einstein’s Theory of Relativity

Chapter 15 - Adapting To A Changing World

TEXT CONTENT THEMES

The Mirror State: The national concern for environmental preservation was reflected in successful conservation crusades in New Jersey.

The Mirror State: New Jersey’s ever-increasing dependence on the automobile created severe fuel emergencies, air pollution, and continued traffic jams in New Jersey as in the rest of the country.

Many People: New Jerseyans continued to occupy prominent roles in national and world politics, military events, and social issues.

Crossroads State: New Jersey remained a major transportation hub.

CHAPTER CONTENT THEMES

1. The Constitutional requirement for state funding of “thorough and efficient” education created long-term tax and legislative problems for the state.

2. Rural areas lost control of the legislature when the state’s districts were reapportioned according to representation by population rather than by county.

3. New Jersey environmentalists waged successful crusades to save open space in an increasingly urban state.

4. The NJ Constitution was tested when two governors left their terms early.

CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

6.1; 6.2-A-E; 6.4-L; 6.5-A,B; 6.6-A-E

SUGGESTED ACTIVITIES

1. *Taxing New Jersey.* Analyze the production of revenue.

a. Identify and define each means of producing state or local revenue mentioned in the chapter.

b. In class discussion, identify recipients (schools, etc.) of state or local revenue.

c. Evaluate the forms of taxation in New Jersey.

d. Debate the taxation issues “income tax versus sales tax,” or “state versus local taxation.” Form pro and con debate teams or hold a debate forum in which the entire class participates.

e. Hold a “tax convention” to air recommendations for New Jersey’s tax structure.

2. *Taxes at home.* Keep a record of items purchased on which federal or state tax is paid. Discuss items identified. Which are the most frequent? Identify unnecessary purchases. Is anything taxed unfairly? Draw conclusions.

3. Is it fair for corporations to pay to rename public institutions? How does this affect New Jersey’s identity? Does the end justify the means (revenue from other than taxes)? Identify current and former institution names.

4. With a current NJPAC program, role play as students, in the year 2050, who have just discovered this “history on paper.”

5. Debate stem cell research.

For Further Research and Study

1. The Glassboro Summit Meeting
2. The ecology of The Great Swamp
3. The Ice Age in New Jersey and its impact on the state’s physiography
4. Federal Clean Air Act
5. The 9/11 Commission Report



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New Jersey: A Mirror on America
“GUESS-TEST” for New Jersey Studies

You are about to begin exploring the story of a great state. As a resident of New Jersey you already know something about the state in which you live. This “guess-test” is to help you to discover how much you do know, and what you have yet to learn. Be assured that this “guess-test” is intended only to point the way to what is ahead. Don't hesitate to guess. Good luck on your “Jersey-Power!”

DISCOVERING YOUR J.P. (JERSEY POWER)

Select the letter for the word or phrase that best completes each sentence:

- _____ 1. The population of New Jersey is approximately
a. 3 million. b. 8.5 million. c. 12.5 million.
- _____ 2. The size of the state is approximately
a. 7,500 square miles. b. 27,000 square miles. c. 52,000 square miles.
- _____ 3. The number of counties is
a. eighteen. b. twenty-one. c. thirty.
- _____ 4. The capital of the state is
a. Newark. b. Camden. c. Trenton.
- _____ 5. The city with the largest population is
a. Newark. b. Camden. c. Trenton.
- _____ 6. New Jersey is the most urbanized state in the nation because
a. it has no farmland. b. it has no parks or forests. c. its population density is high.
- _____ 7. New Jersey's most popular nickname is the
a. “Island State.” b. “Research State.” c. “Garden State.”
- _____ 8. New Jersey's official state tree is the
a. white pine. b. red oak. c. cedar.
- _____ 9. The official state flower is the
a. rose. b. marigold. c. purple violet.
- _____ 10. The state motto is
a. “Liberty and Prosperity.” b. “Ever Upward.” c. “Virtue, Liberty, and Independence.”

HISTORIC SITE SCOREBOARD

Below, in Column A, are ten New Jersey historic sites. Each site is preceded by two blanks. From Column B, select the correct location and, from Column C, select the most appropriate description.

Example X. 11 K *Grover Cleveland House* 11. *Caldwell* K. *Birthplace of US President*

	A.	B.	C.
a. _____	Ford Mansion	1. Camden	A. Quarters for Hessians
b. _____	Plume House	2. Red Bank Battlefield	B. Tribute to Quaker Abolitionist
c. _____	Walt Whitman House	3. Burlington	C. Tempe hid her horse here
d. _____	Old Barracks	4. Morristown	D. Photographic film invented here
e. _____	Boudinot Mansion	5. Trenton	E. Washington's headquarters, 1778-79
f. _____	Ann Whitall House	6. Mt. Holly	F. “Good Gray Poet” lived here
g. _____	Wick House	7. Elizabeth	G. Home of Continental Congress president
h. _____	James Lawrence House	8. Jockey Hollow	H. Washington lived here, 1779-80
i. _____	Wallace House	9. Newark	I. Shot at during Battle for the Delaware
j. _____	John Woolman Memorial	10. Somerville	J. Residence of War of 1812 hero

New Jersey: A Mirror on America
“GUESS-TEST” for New Jersey Studies, part 2

DISCOVERING YOUR P.S. (POLITICAL SAVY)

Select the letter for the word or phrase that best completes each sentence:

- _____ 1. The state’s present Constitution was adopted in
a. 1776. b. 1844. c. 1947.
- _____ 2. Colonial New Jersey once was divided into
a. East and West Jersey. b. North and South Jersey. c. was not divided.
- _____ 3. The legislature of the state is composed of
a. one house. b. two houses. c. three houses.
- _____ 4. The Governor’s term of office is for
a. two years. b. four years. c. six years.
- _____ 5. The state judicial system is
a. controlled by the legislature. b. controlled by the governor.
c. separate and independent.
- _____ 6. New Jersey’s Congressional representatives convene in
a. Washington. b. Trenton. c. Newark.
- _____ 7. The number of representatives in the State Legislature is based on
a. counties. b. population. c. appointment.
- _____ 8. The number of New Jersey Congressional voting districts is
a. thirteen. b. twenty. c. thirty.
- _____ 9. The number of state legislative voting districts is
a. twenty-five. b. thirty. c. forty.
- _____ 10. The governing process is
a. shared among county and local governments.
b. shared among state, county, and local governments.
c. not shared.

THE WIDE WORLD OF NEW JERSEY

A. Mark with an X the rivers, streams, or other water bodies that are within the state or adjacent to its boundaries.

Incorrect answers count against you.

- | | | |
|----------------------------|------------------------------|------------------------------|
| _____ 1. Chesapeake Bay | _____ 8. Raritan Bay | _____ 15. Little Egg Harbor |
| _____ 2. Kill Van Kull | _____ 9. Schoharie River | _____ 16. Lake Oneida |
| _____ 3. Long Island Sound | _____ 10. Passaic River | _____ 17. Housatonic River |
| _____ 4. Lake Ontario | _____ 11. Lake Wallenpaupack | _____ 18. Musconetcong River |
| _____ 5. Delaware Bay | _____ 12. Greenwood Lake | _____ 19. Candlewood Lake |
| _____ 6. Lake Hopatcong | _____ 13. Mullica River | _____ 20. Maurice River |
| _____ 7. Chautauqua Lake | _____ 14. Susquehanna River | |

B. Mark with an X the cities, towns, or villages found within the state. *Incorrect answers count against you.*

- | | | |
|---------------------|--------------------------------|-----------------------|
| _____ 1. Vineland | _____ 8. Phillipsburg | _____ 15. New Haven |
| _____ 2. Doylestown | _____ 9. Mount Holly | _____ 16. Hackensack |
| _____ 3. Salem | _____ 10. White Plains | _____ 17. Haverstraw |
| _____ 4. Peekskill | _____ 11. Mays Landing | _____ 18. Stroudsburg |
| _____ 5. Patchogue | _____ 12. New Hope | _____ 19. Manasquan |
| _____ 6. Flemington | _____ 13. Lakewood | _____ 20. Wilmington |
| _____ 7. Islip | _____ 14. Cape May Court House | |

New Jersey: A Mirror on America
“GUESS-TEST” for New Jersey Studies, part 3

INVENTIVE TURNS OF MIND

While living in New Jersey, many people have made important contributions by inventing, perfecting, or commercially introducing new products or machines. Place the number of the word in Column B next to the most appropriate person in Column A.

- | A. | B. |
|----------------------------|----------------------------|
| a. _____ Thomas Edison | 1. Automatic revolver |
| b. _____ Hannibal Goodwin | 2. Submarine |
| c. _____ John P. Holland | 3. Dynamo |
| d. _____ Alfred Vail | 4. Steam locomotive |
| e. _____ John Stevens | 5. Phonograph |
| f. _____ John Fitch | 6. Plastic |
| g. _____ Samuel Colt | 7. Telegraph |
| h. _____ Seth Boyden | 8. Flexible celluloid film |
| i. _____ John Wesley Hyatt | 9. Steamboat |
| j. _____ Edward Weston | 10. Malleable iron |

THEY CHANGED HISTORY’S COURSE

People born in New Jersey, or people who lived and worked in the state, have made important contributions to state and national history. Place the number of the person in Column B next to the most fitting description in Column A.

- | A. | B. |
|--|--------------------------|
| a. _____ Humane treatment for the insane | 1. “Molly Pitcher” |
| b. _____ Equal education for African American students | 2. John Woolman |
| c. _____ Integrated the National Guard | 3. Lucy Stone |
| d. _____ Suffragette leader | 4. Robert Field Stockton |
| e. _____ Progressive Era political reformer | 5. Alfred Driscoll |
| f. _____ Won fame in Revolutionary War | 6. Clara Maass |
| g. _____ Gave life to find cure for Yellow Fever | 7. James M. Baxter |
| h. _____ Built suspension bridges | 8. Woodrow Wilson |
| i. _____ Annexed California as a territory of the US | 9. Dorothea Dix |
| j. _____ Spearheaded abolitionist movement | 10. John Roebling |

FROM HIGH POINT TO CAPE MAY

New Jersey has many noted places of natural beauty. Ten of them are listed below in Column A. From Column B, choose the number of the county in which each is located and place it next to the proper site in column A.

- | A. | B. |
|-----------------------------|---------------------------------|
| a. _____ High Point | 1. Passaic |
| b. _____ The Palisades | 2. Morris and Sussex |
| c. _____ Sandy Hook | 3. Cape May |
| d. _____ The Great Swamp | 4. Warren |
| e. _____ Greenwood Lake | 5. Bergen and Hudson |
| f. _____ Barnegat Inlet | 6. Morris |
| g. _____ The Paterson Falls | 7. Passaic (and New York state) |
| h. _____ Delaware Water Gap | 8. Monmouth |
| i. _____ Lake Hopatcong | 9. Ocean |
| j. _____ Cape May Point | 10. Sussex |

New Jersey: A Mirror On America
Chapter 2 - New Holland And New Sweden

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. Explorer Cornelius Mey sailed his ship, the *Half Moon*, up the Hudson River.
- _____ 2. Henry Hudson's crew member, John Colman, was killed by a Native American arrow.
- _____ 3. Hudson's sailors mutinied, and his last crew set him adrift to die at sea.
- _____ 4. Patroon Michael Pauw settled with his family on a farm estate in Pavonia.
- _____ 5. Governor William Kiefft made peace with the Native Americans after years of war caused by previous governors.
- _____ 6. Penelope Van Princis Stout was attacked by, and then saved by Native Americans.
- _____ 7. New Amsterdam's ex-Governor, Peter Minuit, helped found New Sweden on the Delaware River.
- _____ 8. The log cabin usually associated with the western frontier was first built in New Sweden.
- _____ 9. The Swedes had a settlement on the Delaware before the Dutch came.
- _____ 10. Fort Elfsborg, in what is now New Jersey, gave the Swedes control of the Delaware River.
- _____ 11. "Old Peg Leg" won control of the Delaware from "Big Tub," who then went home.
- _____ 12. Lord Plowden and his Knights of Albion lived in their South Jersey kingdom.
- _____ 13. Civil War in England prevented Great Britain's serious colonization efforts.
- _____ 14. England's King Charles II gave land already occupied by Holland to his brother, the Duke of York.
- _____ 15. Governor Peter Stuyvesant was killed while resisting the English conquest of New Amsterdam.

FINDING TIME

In each section, number the events (1, 2, 3) in the order in which they occurred.

- | A. | B. | C. |
|--|-------------------------------------|--|
| _____ Verrazano sails off New Jersey coast | _____ English capture New Amsterdam | _____ Argall explores Delaware Bay |
| _____ Cabots explore New World | _____ Minuit buys Manhattan | _____ Founding of New Sweden |
| _____ Hudson anchors at Sandy Hook | _____ Pilgrims found Plymouth | _____ First permanent Dutch settlement in New Jersey |

TRACES OF THE PAST TODAY

Place an X before modern New Jersey names that trace their origin to the period of European exploration and colonization before 1664. Place a 0 beside those with a later origin.

- 1. _____ Hudson River
- 2. _____ Essex County
- 3. _____ Cape May
- 4. _____ Hoboken
- 5. _____ Union County
- 6. _____ Verrazano Bridge
- 7. _____ Delaware River
- 8. _____ Sussex
- 9. _____ Elizabeth
- 10. _____ Swedesboro
- 11. _____ Salem

New Jersey: A Mirror On America
Chapter 2 - New Holland And New Sweden, part 2

PERSONALITY SCOREBOARD

Place the number of the person (or persons) in Column B next to the most fitting description in Column A.

- | A. | B. |
|--|---------------------------------|
| a. _____ England's claim to New Jersey | 1. Cornelius Van Vorst |
| b. _____ Journalist of Hudson's voyage | 2. Johan Printz |
| c. _____ Led first European settlers in New Jersey | 3. Robert Juet |
| d. _____ Established colony of New Amsterdam | 4. Peter Stuyvesant |
| e. _____ Settled in Pannonia | 5. Giovanni and Sebastian Cabot |
| f. _____ Built America's first brewery | 6. Mary Mapes Dodge |
| g. _____ Caused Native American warfare | 7. Aert Van Putten |
| h. _____ Tried to save New Sweden | 8. Peter Minuit |
| i. _____ Conqueror of New Sweden | 9. William Kieft |
| j. _____ Author of famed Dutch story | 10. Cornelius Mey |

THE FINAL ANALYSIS

Select the letter for the word or phrase that best completes each statement.

- _____ 1. In their early race to the New World, European nations sought riches in
a. oil and mineral deposits.
b. jewels and gold.
c. forests and farmland.
- _____ 2. At first, the Dutch West India Company was *least* interested in
a. colonization efforts.
b. the fur trade.
c. raids on Spanish ships.
- _____ 3. Dutch-Native American warfare from 1643-45 was mainly the result of
a. a Native American massacre of a Dutch family.
b. a Dutch massacre of a Native American camp.
c. Dutch inability to buy more land from the Native Americans.
- _____ 4. New Sweden's weakness as a colony was largely the result of
a. lack of strong governors.
b. trouble with the Native Americans.
c. a lack of support from the homeland.
- _____ 5. New Amsterdam was a threat to England because
a. of its mighty sea power.
b. of its position between English colonies.
c. it dominated the fur trade.

New Jersey: A Mirror On America
Chapter 3 - Trouble In The Jerseys

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. New Jersey also was known as “Albania” and “New Cesarea.”
- _____ 2. The Puritans who founded Newark always intended to welcome other religious groups.
- _____ 3. Burlington and Perth Amboy were the two colonial capitals of “The Jerseys.”
- _____ 4. East Jersey and West Jersey Proprietors still exist and still own all unclaimed land in the state.
- _____ 5. When New Jersey was reunited in 1702, its new Royal Governor was independent of New York.
- _____ 6. The printing of New Jersey newspapers was banned by Queen Anne.
- _____ 7. The population of colonial New Jersey had no differences in religious or national backgrounds.
- _____ 8. The sole importance of a crossroad inn was to provide overnight lodging for travelers.
- _____ 9. The Horseneck rioters were protesting their lack of representation in the Assembly.

FINDING TIME

In each section, number the events (1, 2, 3, 4) in the order in which they occurred.

A.

- _____ Duke of York sends Nicolls to govern
- _____ Proprietors send Carteret to govern
- _____ Charles II gives land to Duke of York
- _____ Duke of York gives land to Proprietors

B.

- _____ Burlington founded
- _____ Newark founded
- _____ Monmouth Patent granted
- _____ Salem founded

C.

- _____ Berkeley and Carteret become Proprietors
- _____ New Jersey receives Royal Governor independent of New York
- _____ New Jersey divided into two provinces
- _____ New Jersey united under Royal Governor

D.

- _____ “Revolution of 1672”
- _____ Proprietors charge land taxes
- _____ Nicolls grants land without taxes
- _____ Belcher quells riots

PERSONALITY SCOREBOARD

Place the number of the person in Column B next to the most fitting description in Column A.

A.

- a. _____ First English Governor of New Jersey
- b. _____ First Proprietary Governor
- c. _____ Duke of York
- d. _____ Town of Newark
- e. _____ Founder of Salem
- f. _____ Female who founded a town
- g. _____ First Royal Governor independent of New York
- h. _____ New Jersey sculptor
- i. _____ Successful glassworks
- j. _____ Ironmaster

B.

- 1. Casper Wistar
- 2. Lewis Morris
- 3. Philip Carteret
- 4. John Fenwick
- 5. Peter Hasenclever
- 6. Richard Nicolls
- 7. Elizabeth Haddon
- 8. Abraham Pierson
- 9. Patience Lovell Wright
- 10. James Stuart

New Jersey: A Mirror On America
Chapter 3 - Trouble In The Jerseys, part 2

THE FINAL ANALYSIS

Select the letter of the word or phrase that *best* completes each statement.

- _____ 1. Elizabethtown was named in honor of
 - a. John Ogden's wife.
 - b. Queen Elizabeth.
 - c. George Carteret's wife.
- _____ 2. The first Proprietors guaranteed
 - a. freedom from taxation.
 - b. an appointed Assembly.
 - c. freedom of religion.
- _____ 3. "Country pay" for land rents meant
 - a. gold or silver.
 - b. farm produce.
 - c. forest acreage.
- _____ 4. The Quakers' "Concessions and Agreements" guaranteed
 - a. confirmation of land sales.
 - b. that ruling power lies with the people.
 - c. equality between Scots and Englishmen.
- _____ 5. In colonial New Jersey, African slaves were
 - a. approximately 12% of the population.
 - b. illegal.
 - c. allowed bonded servants rights.
- _____ 6. The "Cradle of American glassblowing" was
 - a. Ringwood.
 - b. Burlington.
 - c. Wistarburg.
- _____ 7. "Squatters" were
 - a. a religious sect.
 - b. settlers on land without legal titles.
 - c. whalers in Cape May.
- _____ 8. The Baron of Ringwood did *all but*
 - a. import Germans to New Jersey.
 - b. build an ironworking empire.
 - c. prosper financially.
- _____ 9. Governor Belcher quelled the Horseneck riots by
 - a. military action.
 - b. yielding to the demands.
 - c. "soft words."
- _____ 10. During the French and Indian War
 - a. new barracks were built for British troops.
 - b. colonists became more outspoken against British authority.
 - c. the French raided Perth Amboy.

New Jersey: A Mirror On America
Chapter 4 - Slow Road To Independence

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. Governor William Franklin was the son of Benjamin Franklin.
- _____ 2. There were 14 counties when Franklin became governor.
- _____ 3. Parliament passed the Sugar Tax in an effort to make the colonies help pay French and Indian War costs.
- _____ 4. During the Stamp Act Congress, Robert Ogden voted against a protest to the King.
- _____ 5. New Jersey welcomed the Currency Act because it helped stem inflation.
- _____ 6. British merchants retaliated against the colonists by a nonimportation agreement.
- _____ 7. New Jersey's first Provincial Congress sent delegates to the first Continental Congress.
- _____ 8. In 1774, Governor Franklin moved to Perth Amboy to be among friends sympathetic to England.
- _____ 9. Benjamin and William Franklin remained friendly because they agreed on colonial protests against Britain.
- _____ 10. William Livingston was re-elected annually as Governor of New Jersey until his death.
- _____ 11. In June 1776, the Provincial Congress instructed New Jersey's delegation to vote for independence.
- _____ 12. New Jersey was third among states in adopting a state Constitution.

FINDING TIME

In each column, number the events (1, 2, 3, 4) in the order in which they occurred.

- | A. | B. |
|---|-----------------------------|
| _____ William Livingston becomes governor | _____ Stamp Act Congress |
| _____ Committees of Correspondence formed | _____ Lexington and Concord |
| _____ William Franklin becomes Governor | _____ Greenwich Tea Party |
| _____ State Constitution adopted | _____ Sugar Act |

PERSONALITY SCOREBOARD

Place the number of the person in Column B next to the most fitting description in Column A.

- | A. | B. |
|------------------------------------|-----------------------|
| a. _____ Royal Governor | 1. Ebenezer Elmer |
| b. _____ Stamp Officer | 2. William Franklin |
| c. _____ Against Stamp Tax protest | 3. John Woolman |
| d. _____ Rebel Grand Jury foreman | 4. Jemima Condict |
| e. _____ Chief Justice | 5. William Livingston |
| f. _____ Newspaper publisher | 6. William Coxe |
| g. _____ Foe of slavery | 7. Frederick Smyth |
| h. _____ State Governor | 8. Richard Ogden |
| i. _____ Diarist | 9. Uzal Ward |

New Jersey: A Mirror On America
Chapter 4 - Slow Road To Independence, part 2

ODD ONE OUT

Select the one word, phrase, or name *incorrectly* associated with the numbered statement and place letter of the “odd one” in the space provided.

- _____ 1. Princeton and Rutgers universities
a. Queens College b. Presbyterian Church c. Quakers d. College of New Jersey
e. Dutch Reformed Church
- _____ 2. New Jersey protests against the Parliamentary acts
a. Sons of Liberty b. Essex militia fights at Lexington c. Committees of Correspondence
d. Greenwich Tea Party e. boycott of British goods
- _____ 3. Associated with the 1776 Provincial Congress
a. illegal body b. pro-independence c. arrests the Governor d. passes State Constitution
e. appointed by Governor Franklin
- _____ 4. Description of William Franklin
a. helped to write New Jersey’s Constitution b. son of Benjamin Franklin c. appointed by King
d. born in America e. lived in the Proprietary House at Perth Amboy.
- _____ 5. Provisions of the 1776 Constitution
a. provided for possible reconciliation with Britain b. provided Council and Assembly
c. Governor elected directly by the people d. women and African Americans could vote
e. annual elections
- _____ 6. New Jersey Signers of the Declaration of Independence
a. Richard Stockton b. John Hart c. Abraham Clark d. William Livingston
e. John Witherspoon f. Francis Hopkinson.

THE FINAL ANALYSIS

Select the letter for the word or phrase that *best* completes each statement.

- _____ 1. The Sugar Act did all but
a. increase the tax. b. set trials in British-run courts.
c. forbid trade with the French West Indies.
- _____ 2. Jury foreman Uzal Ward
a. condemned the rebellious attitude of Americans. b. appointed the new Chief Justice.
c. denounced British tyranny.
- _____ 3. The accused Greenwich Tea burners were
a. sentenced to prison. b. declared not guilty. c. not arrested.
- _____ 4. Governor Franklin’s power almost evaporated because of the rise of the
a. Provincial Congress. b. Provincial Assembly. c. Committees of Correspondence.
- _____ 5. John Dickinson’s charge about a “rope of sand” referred to
a. the British naval supply system. b. New Jersey’s interest in peace with Britain.
c. the bickering of the thirteen colonies.

New Jersey: A Mirror On America
Chapter 5 - World Turned Upside Down

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. When the Revolution began, the vast majority of New Jerseyans desired independence.
- _____ 2. Propagandist Thomas Paine praised the “summer soldier” and the “sunshine patriot.”
- _____ 3. Hessians volunteered to fight for the British because each soldier received a cash bounty.
- _____ 4. Emanuel Leutze painted a famous view of “Washington Crossing the Delaware.”
- _____ 5. Morristown was ideal for winter encampment because it was on a level plain between wide rivers.
- _____ 6. General Charles Lee was court-martialed after the Battle of Monmouth.
- _____ 7. Douglas S. Freeman wrote that America’s army suffered more at Morristown than at Valley Forge.
- _____ 8. During the 1779-80 winter, Washington ordered that, if necessary, provisions would be taken by force.
- _____ 9. Shepard Kollock’s newspaper carefully presented both American and British views of the war.
- _____ 10. Jack Cudjo was a black soldier who fought with Maxwell’s Brigade.
- _____ 11. Captain Asgill was executed in Chatham to avenge the hanging of Joshua Huddy.

FINDING TIME

In each section, number the events (1, 2, 3) in the order in which they occurred.

- | | | |
|---------------------------|-------------------------------|--------------------------|
| A. | B. | C. |
| _____ Battle of Princeton | _____ Battle of Monmouth | _____ Middlebrook Camp |
| _____ Battle of Trenton | _____ Battle of Springfield | _____ Jockey Hollow Camp |
| _____ Fall of Fort Lee | _____ Battle for the Delaware | _____ Valley Forge Camp |

THE COCKPIT OF THE REVOLUTION

Place the number of the place in Column B next to the most fitting description in Column A.

- | | |
|--|---------------------|
| A. | B. |
| a. _____ Great loss of American supplies when it fell | 1. Assunpink Creek |
| b. _____ First major American victory | 2. Paulus Hook |
| c. _____ Decoy camp fires delayed British | 3. Fort Lee |
| d. _____ Washington’s “Fox Hunt” defeats British | 4. Monmouth |
| e. _____ Defended Delaware River | 5. Springfield |
| f. _____ American army proves itself on open battlefield | 6. Hancock’s Bridge |
| g. _____ British attack privateers | 7. Fort Mercer |
| h. _____ Massacre of New Jersey Militia | 8. Trenton |
| i. _____ Surprise raid captures British garrison on Hudson | 9. Chestnut Neck |
| j. _____ Militia’s role important in stopping British | 10. Princeton |

New Jersey: A Mirror On America
Chapter 5 - World Turned Upside Down, part 2

MISSING IN ACTION

During each event below select the letter of the person who was *not* present and place in the space provided.

- _____ 1. American army retreats across New Jersey, 1776
a. Thomas Paine b. General Cornwallis c. General Clinton
- _____ 2. The Battle of Trenton
a. General Lee b. General Washington c. Colonel Rall
- _____ 3. The Battle of Princeton
a. General Mercer b. General Washington c. General Cornwallis
- _____ 4. Attack on Fort Mercer
a. Colonel Greene b. General Washington c. Colonel von Donop
- _____ 5. Battle of Monmouth
a. General Lee b. General Howe c. Mary Ludwig Hays
- _____ 6. Middlebrook Encampment
a. General Knox b. General Greene c. Colonel von Donop
- _____ 7. Court-martial at Morristown, 1779-80
a. General Washington b. General Arnold c. General Lee
- _____ 8. Battle of Springfield
a. Benedict Arnold b. Parson Caldwell c. General von Knyphausen
- _____ 9. American march to Yorktown
a. General Washington b. General Howe c. Comte de Rochambeau.
- _____ 10. Congress in Princeton
a. Elias Boudinot b. George Washington c. Richard Stockton

New Jersey: A Mirror On America
Unit II - A Nation Of Immigrants

DECISION MAKING

Select the numbers for all of the correct words or phrases that best complete each statement. The number of correct answers varies. *Incorrect answers count against you.*

- _____ 1. Early colonists sought
a. adventure and riches. b. religious freedom. c. political independence.
d. economic opportunities.
- _____ 2. Early New Jersey colonists came from
a. Sweden. b. Spain. c. Holland. d. England. e. other English colonies.
- _____ 3. Evidence of rebellious and independent traditions can be found in the
a. massacre at Pavonia. b. Greenwich Tea Party. c. Revolution of 1672. d. Horseneck protests.
e. Essex County Grand Jury statement. f. Governor Franklin's appointment of a Stamp Officer.
- _____ 4. Evidence of New Jersey as a "Crossroads State" can be found in
a. the Dutch colony's threat to English seaboard colonies. b. the Moravian settlement at Hope.
c. the state's strategic importance during the Revolution.
d. the Philadelphia-New York stage lines.
- _____ 5. Evidence of New Jersey as a state of "Great Variety" can be found in
a. flags of three nations in colonial days. b. the Molly Pitcher story.
c. division in loyalties during the Revolution. d. the Knights of Albion.
e. changes in colonial governing patterns.
- _____ 6. Evidence of New Jersey as a state of "Many People" can be found in the
a. nationalities of colonists. b. religions of colonists. c. Trenton Barracks.
d. importation of slaves. e. Patriots' mixed backgrounds.
- _____ 7. Evidence of New Jersey as a "Mirror State" can be found in its similarity to other English colonies in regard to
a. reasons for exploration. b. reasons for settlement. c. Swedish settlement on the Delaware.
d. Dutch in Bergen. e. European-Native American clashes. f. resentment of Parliamentary laws.
g. varying types of government. h. Revolutionary War battles and skirmishes.
- _____ 8. The different types of English colonial government in New Jersey generally
a. guaranteed basic liberties. b. were plagued by tax questions. c. ignored Proprietors' claims.
d. all had some form of representative government.

WORD POWER

Place the number of the word in Column B next to the most appropriate word, event, or person in Column A.

- | A. | B. |
|--|------------------------|
| a. _____ Michael Pauw | 1. Court-martial |
| b. _____ Swedish settlers | 2. Squatters |
| c. _____ Berkeley and Carteret | 3. Patroon |
| d. _____ Horseneck riots | 4. Camp follower |
| e. _____ Nonimportation agreement | 5. Tory |
| f. _____ Governor Franklin's guarantee | 6. Provincial Congress |
| g. _____ Loyalist | 7. Parole |
| h. _____ It happened to Charles Lee | 8. Immigrants |
| i. _____ Illegal lawmakers | 9. Embargo |
| j. _____ Molly Pitcher | 10. Proprietors |

New Jersey: A Mirror On America
Unit II - A Nation of Immigrants, part 2

FINDING TIME

Select the letter of the correct time unit and place in the space provided.

- A. 1500-1650 B. 1660-1690 C. 1700-1760 D. 1770-1780 E. 1781-1790

Example: A Columbus discovers America

- _____ 1. New Jersey becomes a State
- _____ 2. "Concessions and Agreements" granted
- _____ 3. New Amsterdam founded
- _____ 4. First known Native American-European bloodshed in New Jersey
- _____ 5. Continental Congress meets in Princeton
- _____ 6. First successful glassworks
- _____ 7. Verrazano explores New Jersey coast
- _____ 8. English annex Dutch colony
- _____ 9. French and Indian War
- _____ 10. East and West New Jersey Proprietors founded
- _____ 11. French alliance with United States
- _____ 12. Provinces reunited under Royal Governor
- _____ 13. Hudson at Sandy Hook
- _____ 14. Puritans settle Newark
- _____ 15. Battle of Trenton
- _____ 16. New Sweden founded
- _____ 17. Quakers settle in New Jersey
- _____ 18. Greenwich Tea Party
- _____ 19. First permanent Europeans in New Jersey
- _____ 20. First Provincial Congress

WHO AM I?

Select the number of the person who best fits the description below. *Note: There are more people than questions.*

- | | | |
|---------------------------|-----------------------|-------------------------|
| 1. Queen Anne | 7. Charles II | 13. Peter Stuyvesant |
| 2. Charles Lee | 8. Casper Wistar | 14. George III |
| 3. Johan Printz | 9. Lewis Morris | 15. William Livingston |
| 4. Patience Lovell Wright | 10. George Washington | 16. James, Duke of York |
| 5. William Franklin | 11. Lord Berkeley | 17. James Moody |
| 6. Thomas Paine | 12. Elizabeth Haddon | 18. George Carteret |

- a. _____ They called me "Peg Leg," but I conquered "Big Tub."
- b. _____ My brother gave me the land that became New Jersey.
- c. _____ I sold my New Jersey real estate to the Quakers.
- d. _____ I reunited the troublesome Jerseys under one Royal Governor.
- e. _____ I became a favorite artist among English royalty.
- f. _____ I founded America's first successful glassworks.
- g. _____ My father was a famed patriot and I was the last Royal Governor of New Jersey.
- h. _____ I became the first governor of the State of New Jersey.
- i. _____ With the retreating American army in Newark, I wrote about the country's great crisis.
- j. _____ It was so hot, but I had to relieve that bungling general of his command to stop our retreat!

New Jersey: A Mirror On America
Chapter 12 - The Clouds Of War

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. By 1910, automobiles had replaced horses and carriages as the major means of transportation.
- _____ 2. During World War I, New Jersey became a major munitions-making state.
- _____ 3. President Wilson risked losing the 1916 election because of his antiwar stand.
- _____ 4. The ranks of the US Army in World War I were filled solely by enlistments.
- _____ 5. Influenza caused more deaths in the state than war did.
- _____ 6. New Jersey plants helped build the "Bridge of Ships" needed during the war.
- _____ 7. New Jersey was known as "Rum Row" because of the success of its Federal Prohibition agents.
- _____ 8. Bridge and tunnel building increased business for ferry boats.
- _____ 9. Newark Airport claimed to be the world's busiest airport in the 1930s.
- _____ 10. During the "Roaring 20s" the state still had one-room school houses and many illiterates.

FINDING TIME

In each column, number the events (1, 2, 3) in the order in which they occurred.

- | A. | B. |
|----------------------------|---|
| _____ World War I | _____ US enters World War I |
| _____ Prohibition era | _____ Second election of President Wilson |
| _____ Spanish-American War | _____ <i>Lusitania</i> sinking |

WAR GAMES

Place the number of the place in Column B next to the most fitting description in Column A.

- | A. | B. |
|--|----------------------------|
| a. _____ The <i>Maine</i> | 1. Hoboken |
| b. _____ Commodore Dewey | 2. Paterson |
| c. _____ Where World War I began | 3. Manila, the Philippines |
| d. _____ Black Tom explosion | 4. Camp Dix |
| e. _____ German-American concentration | 5. Jersey City |
| f. _____ Burlington Army camp | 6. Middlesex County |
| g. _____ Embarkation camp | 7. Havana, Cuba |
| h. _____ Copper production | 8. Keyport |
| i. _____ "Prosperity shirts" | 9. Camp Merritt |
| j. _____ Seaplanes | 10. Sarajevo |

WHO AM I?

Select the number of the person who best fits the description. There are more people than questions.

- | | | |
|--------------------|-----------------------|----------------------|
| 1. Walter Edge | 4. Clara Maass | 7. Margaret Gorman |
| 2. Elizabeth White | 5. John B. Smith | 8. Woodrow Wilson |
| 3. John Held | 6. Theodore Roosevelt | 9. Charles Lindbergh |
- a. _____ I am risking my life to help find the cause of Yellow Fever.
 - b. _____ They laugh, but ditch-digging and drainage will help control these pests.
 - c. _____ They say I have lost my "backbone," but unemotional reason must determine my actions.
 - d. _____ Our Paterson-built engine must go on...and on...and on.
 - e. _____ My determined search will make my state famous for this crop.

New Jersey: A Mirror On America
Chapter 12 - The Clouds Of War, part 2

THE FINAL ANALYSIS

Select the letter for the word or phrase that best completes the sentence.

- _____ 1. The United States entered the Spanish-American War
a. reluctantly. b. eagerly. c. as an ally of England.
- _____ 2. By the early 1900s, the state's largest and most important city was
a. Trenton. b. Camden. c. Newark.
- _____ 3. American neutrality in World War I developed
a. prosperity. b. embarrassment. c. depression.
- _____ 4. The *Lusitania* was torpedoed because it was a
a. British ship. b. American ship. c. German ship.
- _____ 5. The need for more wartime labor was met partially in New Jersey by bringing in
a. immigrants. b. southern African American workers. c. western farmers.
- _____ 6. Wartime helped change the role of women because they
a. received the vote. b. filled traditional men's jobs. c. coped with shortages.
- _____ 7. The prohibition of alcohol resulted in *all but*
a. more people had less desire for liquor. b. law-abiding citizens became law breakers.
c. a new prosperity for criminals.
- _____ 8. The Paterson silk industry declined mainly because of
a. a lack of silkworms. b. workers' strikes. c. competition from man-made fibers.
- _____ 9. The popularity of automobiles resulted in *all but*
a. bridge and tunnel building. b. bi-state regulatory agency.
c. the preservation of the canal systems.

New Jersey: A Mirror On America
Chapter 13 - Through A Glass, Darkly

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. "Black Thursday" and "Terrifying Tuesday" marked the onset of The Great Depression.
- _____ 2. The Depression caused the state's many industries all to shut down at the same time.
- _____ 3. "Hooverville" settlements were named to honor the US President.
- _____ 4. The petroleum refining and food processing industries continued to prosper during the first part of the Depression.
- _____ 5. An expansion of higher education was a beneficial outcome of the Depression.
- _____ 6. In the 1930s, many American leaders refused to believe that Hitler persecuted Jews.
- _____ 7. About one-eighth of the state's population was in military service in World War II.
- _____ 8. McGuire Air Force Base was named for a Guadalcanal Marine hero.
- _____ 9. Paterson-built engines flew the plane that dropped the first atomic bomb on Hiroshima.
- _____ 10. The Newark Office of Dependency Benefits gave many African Americans new career opportunities.

THE FINAL ANALYSIS

Select the letter for the word or phrase that best completes each sentence

- _____ 1. Mid-1920s omens of the coming depression were found in *all but*
a. the depressed state of farming. b. seaside real estate collapse.
c. declining investments in the stock market.
- _____ 2. In the late 1920s Bear Market, traders often sold stock
a. they did not own. b. at discount prices. c. secured by guarantees.
- _____ 3. The Depression cycle was marked by *all but*
a. employers laid off workers. b. unemployed reduced purchases.
c. factories increased production to attract buyers.
- _____ 4. An expansion of higher education courses and colleges was the result of
a. new state scholarships. b. unemployment among young people.
c. increases in professors' salaries.
- _____ 5. The repeal of Prohibition resulted in
a. some new jobs and industry. b. a decline in bootleggers.
c. organized protests by Communists.
- _____ 6. Many legislators and Civil rights groups reacted to the German-American Bund by
a. outlawing it. b. disbanding the camps. c. taking no legal action.
- _____ 7. A return to full prosperity was helped most by
a. federal funding. b. World War II. c. state and county relief programs.
- _____ 8. The major World War II camp for shipping military personnel overseas was
a. Camp Kilmer. b. Camp Dix. c. Camp Sea Girt.
- _____ 9. New Jersey's major wartime industries included *all but*
a. shipbuilding. b. aircraft engines. c. new automobiles.
- _____ 10. Wartime expanded women's opportunities because of their role as *all but*
a. factory workers. b. Air Force bomber pilots. c. military enlistees.

New Jersey: A Mirror On America
Chapter 13 - Through A Glass Darkly, part 2

FINDING TIME

In each column, number the events (1, 2, 3) in the order in which they occurred.

- | A. | B. |
|--|--|
| <input type="checkbox"/> Stock market crash | <input type="checkbox"/> World War II begins in Europe |
| <input type="checkbox"/> Election of President Hoover | <input type="checkbox"/> Japanese attack Pearl Harbor |
| <input type="checkbox"/> Election of President Roosevelt | <input type="checkbox"/> Military draft begins |

DEPRESSION SCORECARD

Place the number of the word in Column B next to the most fitting description in Column A.

- | A. | B. |
|---|------------------------------------|
| a. <input type="checkbox"/> Beginning of the Great Depression | 1. Bank Holiday |
| b. <input type="checkbox"/> Hoover's work relief program | 2. Civilian Conservation Corps |
| c. <input type="checkbox"/> Emergency scrip printed | 3. "Black Thursday" |
| d. <input type="checkbox"/> Roosevelt's work relief program | 4. Works Progress Administration |
| e. <input type="checkbox"/> Roosevelt's relief for men aged 17-23 | 5. Emergency Relief Administration |

CONSTITUTIONAL ANALYSIS

Mark with an X each statement that is correctly a provision or result of the Constitution of 1947.

Incorrect answers count against you

- 1. The governor received unlimited terms in office
- 2. State Supreme Court became top judicial authority
- 3. Senators elected to two-year terms
- 4. Governor elected to three-year term
- 5. Enabled the governor to desegregate National Guard
- 6. Urban areas were given representation based on population
- 7. Assemblymen elected to two-year terms
- 8. Senators limited to one term in office
- 9. State Chief Justice heads all state courts
- 10. Governor could be elected to two successive terms
- 11. County Court system streamlined
- 12. Assemblymen limited to two terms
- 13. Governor elected to four-year term
- 14. State Supreme and Superior Courts equal
- 15. Senators elected to four-year term
- 16. Strengthened antidiscrimination laws
- 17. County Courts expanded on Old English law mode
- 18. Assemblymen elected to four-year term
- 19. State Chief Justice elected by voters

New Jersey: A Mirror On America
Chapter 14 - Survival In An Urban Land

DECISION MAKING

Select the numbers for all of the correct words and phrases that best complete each sentence. The number of correct answers varies. *Incorrect answers count against you.*

- _____ 1. In 1946, New Jersey could be described as having
 a. dairy farms. b. a high state budget. c. one-room schoolhouses. d. poultry raisers.
 e. outmoded highways. f. many “two-car” families.
- _____ 2. The GI Bill of Rights provided ex-servicemen and women with
 a. a baby boom. b. new college opportunities. c. reduced real estate taxes.
 d. new home-owning opportunities.
- _____ 3. The expansion of higher education was marked by
 a. new state colleges. b. increases in local taxes. c. new community colleges.
 d. more students attending college.
- _____ 4. New suburban developments resulted in
 a. growing traffic problems. b. increased acreage for farmlands. c. increased use of automobiles.
 d. new shopping centers. e. increased use of mass transit.
- _____ 5. New suburban homeowners faced such problems as the need for
 a. sewerage and water systems. b. new schools. c. slum clearance. d. expanded municipal services.
 e. building new railroads. f. new taxes.
- _____ 6. Changing transportation patterns were marked by
 a. decline in railroads. b. decline in Port Newark. c. increase in highway building.
 d. decline in bus lines. e. increase in truck traffic. f. increase in air travel.
 g. increase in shipbuilding.

SPACE AGE SCORECARD

Place the number of the word (or words) in Column B next to the most fitting description in Column A.

- | A. | B. |
|--|--|
| a. _____ Bell Laboratories | 1. Tiros |
| b. _____ Ex-servicemen in college | 2. PATH transit |
| c. _____ Link between Hudson and Delaware rivers | 3. Sputnik |
| d. _____ Expansion of public schools | 4. New Jersey Turnpike |
| e. _____ RCA | 5. Conrail |
| f. _____ Expanded math and science education | 6. Baby boom |
| g. _____ Federally operated passenger railroad | 7. Transistor |
| h. _____ Federally operated freight railroad | 8. Camden County automated rail system |
| i. _____ Port Authority of New York-New Jersey | 9. Amtrak |
| j. _____ Delaware River Port Authority | 10. GI Bill |

FINDING TIME

In each section, number the events (1, 2, 3) in the order in which they occurred.

- | A. | B. | C. |
|---------------------------------------|-------------------------------|---------------------------------------|
| _____ Baby boomers start kindergarten | _____ “Big Six” in Golden Age | _____ Garden State Parkway |
| _____ GI Bill | _____ City riots | _____ Traffic problems on Shore roads |
| _____ World War II | _____ Growth of Suburbia | _____ Growth of Ocean County |

New Jersey: A Mirror On America
Chapter 15 - Adapting To A Changing World

DECISION MAKING

Mark each sentence T (true) or F (false).

- _____ 1. In the 1960s, New Jersey enacted strict air and water pollution control laws.
- _____ 2. During the 1973-74 gasoline crisis, New Jersey avoided the worst effects of the shortage.
- _____ 3. Many legislators avoided the income tax issue, fearing it would hurt their vote-getting popularity.
- _____ 4. A US Supreme Court decision forced state legislative representation based on population.
- _____ 5. Legislative reapportionment insured political control for rural, less-populated areas.
- _____ 6. One-room schools had disappeared by 1947.
- _____ 7. The GI Bill encouraged college attendance.
- _____ 8. New Jersey voters have opposed investing in improving our cities.
- _____ 9. Riots forced leaders to recognize city problems.
- _____ 10. This state never had worries over water shortages.
- _____ 11. Education in New Jersey today is funded in part by federal and state tax money, but mostly by local property taxes.
- _____ 12. The Department of Environmental Protection was created even though conservationists opposed it.

THE FINAL ANALYSIS

Select the letter for the word or phrase that *best* completes each sentence

1. In the 1960s, Morris County's Great Swamp was proposed to become
a. a reservoir b. a jetport c. a residential neighborhood d. a mall
2. Voters approved a bond issue in 1958 to construct the reservoirs
a. Spruce Run and Kirkwood-Cohansey b. Spruce Run and Lake Passaic
c. Round Valley and Kirkwood-Cohansey d. Round Valley and Lake Passaic
e. Spruce Run and Round Valley f. Kirkwood-Cohansey and Lake Passaic
3. Fuel conservation since 1973 has been
a. no longer needed after the War in Iraq.
b. no longer needed after the War on Terrorism.
c. effective because people began to drive fuel-conscious cars and kept their thermostats down.
d. sporadic.
e. effective because people used mass transportation.
4. New Jersey's current executive mansion is
a. Drumthwacket b. Morven c. in Princeton d. in Trenton
e. a & c f. a & d g. b & c h. b & d
5. The *USS New Jersey* is in
a. Camden b. Bayonne c. Atlantic City d. Trenton e. Jersey City
6. Green Acres bond money
a. is used to acquire land for recreational and conservation purposes
b. is continually approved by voters
c. is used to build roads
d. none of the above
e. all of the above
f. a & b

New Jersey: A Mirror On America
Chapter 15 - Adapting To A Changing World, part 2

PERSONALITY SCOREBOARD

Place the letter of the phrase in Column A next to the person in column B *best* associated with that phrase.

A.	B.
A. Fought for stem cell research	_____ 1. Charles S. Olden
B. Persian Gulf War	_____ 2. Richard Codey
C. 9/11 Commission	_____ 3. Christine Todd Whitman
D. Acting governor for Whitman	_____ 4. Lyndon Johnson
E. Acting governor for McGreevey	_____ 5. Thomas Kean
F. Summit at Glassboro State College	_____ 6. H. Norman Schwarzkopf
G. Convinced legislature to enact sales tax	_____ 7. Christopher Reeve
H. Convinced legislature to enact income tax	_____ 8. James McGreevey
I. First governor to live at <i>Drumthwacket</i>	_____ 9. James J. Florio
J. Downsizing and recession made him a one-term governor	_____ 10. Donald T. DiFrancesco
K. Left governor's office to head the EPA	_____ 11. Brendan T. Byrne
L. Highlands Preservation	_____ 12. Richard J. Hughes
M. Support of income tax cost him re-election	_____ 13. William T. Cahill

New Jersey: A Mirror On America
Unit Five - Footsteps To A World Entwined

DECISION MAKING

Select the numbers for all of the correct words or phrases that best complete each sentence.
The number of correct answers varies. *Incorrect answers count against you.*

- _____ 1. Evidence of the changing patterns of 20th century transportation can be found in the
a. building of super highways. b. continued prosperity of shipbuilding.
c. development of air and seaport facilities. d. building of bridges and tunnels.
e. continued growth of rail and bus transit. f. growth of car and truck transit.
- _____ 2. New highway construction resulted in
a. the accelerated growth of suburbia. b. an increase in auto commuters.
c. an increase in farm acreage. d. industry leaving the cities.
e. solutions to urban problems. f. a decrease in the use of mass transit.
- _____ 3. The decay of major cities was marked by
a. early state and federal intervention. b. people leaving the cities.
c. industry leaving the cities. d. increases in city tax rates.
e. increases in substandard housing. f. decreases in tax revenues.
- _____ 4. The effects of two World Wars created such changes as
a. wider employment opportunities for women. b. stricter dress codes.
c. questioning of some moral codes. d. greater higher educational opportunities.
- _____ 5. New Jersey has raised revenue for its state spending from
a. customs duties at airports. b. "nuisance taxes." c. bond issues. d. sales tax.
e. federal income tax. f. state income tax.
- _____ 6. Voters approved a constitutional amendment to create the office of lieutenant governor
a. after New Jersey had two acting governors serving for almost a year and more than a year.
b. to solve the property tax crisis c. because the federal government required it
d. after New Jersey had three acting governors serving for a year and a half
- _____ 7. Evidence of New Jersey as a "Crossroads State" can be found in its
a. overseas shipping role in two World Wars. b. vigorous bridge and tunnel building.
c. requiring of a "thorough and efficient" education. d. reapportionment of legislative districts.
e. interstate highway construction.
- _____ 8. Evidence of New Jersey as a state of "Great Variety" can be found in
a. its inability to absorb war refugees. b. the role of industry in two World Wars.
c. its refusal to desegregate the National Guard after 1947.
d. its research contributions to advances in technology.
e. its mixture of urban, suburban, and forested areas.

FINDING TIME

Select the letter of the correct time unit and place in the space provided.

- A. 1895-1925 B. 1926-1940 C. 1941-1960 D. 1961-1980 E. 1981-today

Example: E Governor Corzine elected

- _____ 1. Arabs cut petroleum supply
_____ 2. Prohibition begins
_____ 3. "Thorough and efficient" education law
_____ 4. State income tax
_____ 5. US enters World War II
_____ 6. US enters World War I
_____ 7. Women's Suffrage begins
_____ 8. Great Depression
_____ 9. Transistor perfected
_____ 10. New State Constitution
_____ 11. First NJ woman governor

New Jersey: A Mirror On America
Unit Five - Footsteps To A World Entwined, part 2

WORD POWER

Place the number of the word or phrase in Column B next to the most appropriate description in Column A.

- | A. | B. |
|-------------------------------|---------------------------------|
| a. _____ Spanish-American War | 1. "Humanitarian War" |
| b. _____ "Rum Row" | 2. Bond Issue |
| c. _____ World War I | 3. PATH |
| d. _____ World War II | 4. Representation by population |
| e. _____ New Deal | 5. Bootlegging |
| f. _____ "Black Thursday" | 6. Income tax |
| g. _____ Green Acres | 7. "Arsenal for Democracy" |
| h. _____ Rapid transit | 8. "Alphabet" agencies |
| i. _____ "T and E" education | 9. "Yellow journalists" |
| j. _____ State legislature | 10. Speculation in stocks |

WHERE AM I?

Select the number of the location that best fits the description in each of the statements below. There are more places than questions.

- | | | |
|-----------------------------------|--|-----------------------|
| 1. Morris County's Great Swamp | 7. Picatinny Arsenal | 14. Pine Barrens |
| 2. Camp Dix | 8. Glassboro State College | 15. New Brunswick |
| 3. Performing Arts Center, Newark | 9. Atlantic City | 16. Hooverville |
| 4. Black Tom depot | 10. Newark Liberty International Airport | 17. Lakehurst |
| 5. Asbury Park | 11. "Shadowlawn," West Long Branch | 18. Bell Laboratories |
| 6. "Rum Row" | 12. NY Shipbuilding Corp., Camden | 19. Camp Kilmer |
| | 13. Liberty State Park | |
-
- a. _____ I am on the waterfront, filled with munitions, and am about to explode across the metropolitan skyline!
- b. _____ I am the summer house of the US President who is sleeping in my bedroom believing that he has lost his bid for reelection.
- c. _____ I am a camp in Burlington entering my second World War as a training and processing center for American soldiers.
- d. _____ I am a coastline filled with tiny harbors and inlets where small boats slip in and out hidden by mist and darkness.
- e. _____ I am a "Queen among cities" where annually another "queen" was elected.
- f. _____ I am a home for lighter-than-air craft that fill my vast hangars. The greatly admired *Hindenburg* has just been demolished in a dreadful tragedy.
- g. _____ Many scientists work in my building, and some have just perfected the transistor that will transform the world.
- h. _____ Shacks are built on my poor land by jobless people who are trying to survive the great economic crisis that grips the nation.
- i. _____ Until September 11, 2001, I had a majestic view of the World Trade Center Towers.
- j. _____ I have a proud history of building mighty ships, including the nation's first atomic-powered vessel, but I will become a ghost.
- k. _____ I am the remains of a glacial lake where they want to build a jetport, but powerful voices are crying to preserve me.
- l. _____ I am the home of the State University.
- m. _____ I am one of the world's busiest airports.
- n. _____ I was briefly the "Summit" of world politics.

ANSWER KEY

Guess Test	Invent Turns	Intro & Ch 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Disc JP	a. 5	Dec Make	Dec Make	Dec Make	Dec Make	Dec Make
1. b	b. 8	1. a,c,d	1. F	1. T	1. T	1. F
2. a	c. 2	2. a,b,d,e	2. T	2. F	2. F	2. F
3. b	d. 7	3. a,b,c,d	3. T	3. T	3. T	3. F
4. c	e. 4	4. a,b,c,e	4. F	4. T	4. T	4. T
5. a	f. 9		5. F	5. F	5. F	5. F
6. c	g. 1	More DM	6. T	6. T	6. F	6. T
7. c	h. 10	1. F	7. T	7. F	7. T	7. T
8. b	i. 6	2. F	8. T	8. F	8. T	8. T
9. c	j. 3	3. T	9. F	9. F	9. F	9. F
10. a		4. F	10. T		10. T	10. T
	Ch Course	5. F	11. T	Find Time	11. T	11. F
Hist Site ScB	a. 9	6. F	12. F	A. 2 B. 4	12. T	
a. 4 H	b. 7	7. F	13. T	4 2		Find Time
b. 9 D	c. 5	8. T	14. T	1 1	Find Time	A. 3,2,1
c. 1 F	d. 3	9. T	15. F	3 3	A. 4 B. 2	B. 2,3,1
d. 5 A	e. 8	10. T	Find Time	C. 1 D. 3	2 4	C. 2,3,1
e. 7 G	f. 1		A. 2,1,3	4 2	1 3	
f. 2 I	g. 6	Final Anal	B. 3,2,1	2 1	3 1	Cockpit Rev
g. 8 C	h. 10	1. a	C. 1,3,2	3 4		a. 3
h. 3 J	i. 4	2. c	Traces Past		Pers Scbrd	b. 8
i. 10 E	j. 2	3. b	1. X	Pers Scbrd	a. 2	c. 1
j. 6 B		4. b	2. O	a. 6	b. 6	d. 10
	Hi Pt Cp My	5. c	3. X	b. 3	c. 8	e. 7
Disc PS	a. 10	6. b	4. X	c. 10	d. 9	f. 4
1. c	b. 5		5. O	d. 8	e. 7	g. 9
2. a	c. 8	Geog Sc Bd	6. X	e. 4	f. 1	h. 6
3. b	d. 6	A. 5 B. 4	7. X	f. 7	g. 3	i. 2
4. b	e. 7	2 6	8. O	g. 2	h. 5	j. 5
5. c	f. 9	3 1	9. O	h. 9	i. 4	
6. a	g. 1	6 2	10. X	i. 1		Missing Act
7. b	h. 4	1 3	11. O	j. 5	Odd Per Out	1. c
8. a	i. 2	C. 3 D. 2	Pers Scbrd		1. c	2. a
9. c	j. 3	3 1	a. 5	Final Anal	2. b	3. c
10. b		5 5	b. 3	1. c	3. e	4. b
		1 4	c. 10	2. c	4. a	5. b
W World NJ		2 3	d. 8	3. b	5. c	6. c
A. 2, 5, 6, 8,		E. 1 F. 4	e. 1	4. b	6. d	7. c
10, 12, 13,		5 5	f. 7	5. a		8. a
15, 18, 20		3 1	g. 9	6. c	Final Anal	9. b
B. 1, 3, 6, 8,		2 3	h. 2	7. b	1. a	10. c
9, 11, 13, 14,		6 2	i. 4	8. c	2. c	
16, 19		G. 3 H. 1	j. 6	9. c	3. b	
		5 5	Final Anal	10. a	4. a	
		6 3	1. b		5. b	
		2 2	2. a			
		4 4	3. b			
			4. c			
			5. b			

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Chapter 2 (New Holland And New Sweden) 1 of 2

Exploring The Text

1. Lacking gold or silver, what were New Jersey's natural resources for a seventeenth century colonist? Would these same natural resources be important to the state's citizens today? Why?
2. Why would a fur trader come to New Jersey? Why did settlers like Cornelius Van Vorst and Aert VanPutten come? Which are more important to a permanent colony? Why?
3. Why were people such an important resource in New Amsterdam and New Sweden?
4. Why was it difficult to attract Dutch and Swedish settlers? How were colonists enticed or forced to emigrate?
5. Though the Dutch and Swedes might have been considered "enemies," why did the needs of the time allow such freedom of movement between their colonies and almost bloodless conflict?
6. What were the leadership qualities of the most effective Dutch and Swedish governors? How did they fit the times?
7. Why were supply ships so important to the infant Swedish colony? Why was the recruiting of artisans so important? What does the exceptionally large supply of flag cloth and poles tell you about the homeland's opinion of the colony?
8. How did cultural conflicts, inability to adjust, misunderstanding, and action and then reaction establish a pattern for Dutch-Indian relations?
9. What protection was provided by the creation of villages after the New England model? What safety rules were made? Would such villages have evolved anyway? Why?
10. Why was the position of the Dutch colony a "threat" to other seaboard English settlements? How might New Jersey's history have been different if New Amsterdam had remained in Dutch hands?

Words And Phrases To Study

natural riches	patroon	artisans	arbitrary	dissenter
religious persecution	bloodless conquest	emigrant	intimidated	immigrants

Sidebars

1. In terms of shelter and a supply of raw materials, how were the "pioneers" of early New Jersey similar to later pioneers of the American western frontier? What did New Jersey colonists build to replace their primitive shelters? Why is the log cabin usually solely associated with the western frontier?
2. What does Plowden's vision of the structure of his "kingdom" tell you about the political experience of his time? What did his views about the Indians tell you about European attitudes and values of the time?

Chapter 2 (New Holland And New Sweden) 2 of 2

Using The Illustrations

1. What similarities in costume are depicted in the various illustrations?

Chart a costume for a mid-seventeenth century gentleman.

Clothe him from head to foot, identifying likely articles of costume and arms.

2. Identify all the components of a self-sustaining farm that can be seen in the sketch on page 41.

3. There are many water scenes.

What clue does this provide about seventeenth century transportation and settlement patterns?

4. Study details of the map on page 44.

Locate forts on the Jersey side of the Delaware River.

Note symbols for settlements, woodlands, and mountains.

Compare Van der Donck's location of the upper Delaware River with its true location.

Identify names on the 1656 map that still are recognizable today.

5. On the map on page 50, discuss why the original names for the Hudson and Delaware rivers were the "North" and "South" rivers.

6. Study details of the etching on page 51.

Discuss architecture and building material.

Why are there boats in the background?

Which group is English?

What are the principal weapons?

Chapter 3 (Trouble In The Jerseys) 1 of 2

Exploring The Text

1. What were Governor Richard Nicolls' requirements for land ownership in New Jersey?
What were the Proprietors' demands?
How could the Proprietors' demands be justified?
Why did the land owners who had received their grant from Nicolls have reason to complain?
2. What was the difference between the Proprietors' land rents and the Assembly's taxes?
3. What did the Quaker's "Concessions" guarantee?
Why was it such a liberal document?
Which Concession guarantees still exist today?
4. What kind of propaganda did John Fenwick use?
Why was it necessary?
5. What were the industries of colonial New Jersey?
Why were they important?
Would they be today? Explain.
6. What did slaves and bonded servants contribute to the colony?
Why was it important?
7. What was the lasting impact of the prohibition of a printing press?
Why was it forbidden?
8. Why were the water routes first used for travel?
Why were land roads needed?
Why was the completion of the Burlington-Paulus Hook road important?
9. What "right" did the squatters have to the land?
The Proprietors?
Who do you think was right? Why?
10. What self-interest finally loosened the Assembly's purse strings during the French and Indian War?
How were funds used?

Words And Phrases To Study

real estate speculation	wampum shells	Proprietors	burgesses	squatters
sawmills	gristmills	royal rule	united politically	crossroads inn

Sidebars

1. In what ways were Elizabeth Haddon (Estaugh) and Patience Lovell Wright unusual for their times?
In what ways did they conform?
Would they be considered exceptional today? Explain.
2. How did the first allocation of land in Newark indicate the prime needs of the infant community?
Why were the Newark town fathers forced to invite people of other religions to the village?

Chapter 3 (Trouble In The Jerseys) 2 of 2

Using The Illustrations

1. Compare the types of clothing depicted in the illustrations.

Note court and gentlemen's dress, the settlers' garb, and the Puritan costume.

Describe each, with reasons for the contrasts.

2. Study the lavish dress in the portrait on page 53.

Why was "high living" a reaction against the Puritans?

Note the origins of the names "Albania," "New York," and "New Jersey."

3. Analyze the contrasts in clothing in the mural on page 54.

Describe the expressions on the faces of the settlers and on Governor Carteret and his followers.

4. Note the types of punishment in the scenes on page 56.

Was the accent on physical or psychological stress?

Did any penalty permanently remove the person from society? Why?

5. The Fenwick house picture on page 58 can be called a "primitive" painting. Why?

6. In the facsimile on page 61, study the use of "f" for "s."

This usage changed approximately at the beginning of the nineteenth century.

What clues about the age of documents will students have in the future?

7. Note the roads and conveyances on page 66. Discuss traveling conditions in colonial New Jersey.

Portfolio - Life Doth Pass (Page 69 - 73)

1. Regardless of age, why did each person have a role to play on a colonial farm?

2. As it was established in the portfolio, explain the meaning of the "Puritan work ethic," a term used to explain an important factor in the development of American culture.

3. With the emphasis on work fully occupying all waking hours, what joys or pleasures do you think colonists had?

4. Why were occupations such as weaving and fishing "work" in colonial times, but are recreation today?

5. What relationship is there between colonial medical practices and the colonists' religious fervor and grim emphasis on death?

Chapter 4 (Slow Road To Independence) 1 of 2

Exploring The Text

1. Why did Parliament feel justified in imposing new taxes?

Did the colonists protest for economic reasons?

For principles?

What were New Jersey citizens' traditional response to taxes? Give examples.

2. What does Richard Stockton's "speckled bird" letter and Robert Ogden's forced resignation from the Assembly tell you about a division in New Jerseyans' loyalties?

3. How did the nonimportation agreements affect British merchants?

How did this then affect Parliament?

4. What is the difference between the Provincial Congress and the Provincial Assembly?

Why was the Congress "illegal"?

5. What did Judge Frederick Smyth mean when he mentioned "real tyranny at our own doors"?

What were the reasons for his accusation?

6. How did Uzal Ward's statement show New Jersey citizens were resentful of repression in all the colonies, not just their own colony?

7. Why were the accused Greenwich Tea Burners declared not guilty?

What does this tell you about the English system of justice?

What might have happened in a dictatorship?

8. What did New Jersey almost do that would have made the colonies appear as a "rope of sand"?

9. Why did the Provincial Congress send Colonel Nathaniel Heard to Governor Franklin?

What options did Franklin have?

What choice would you have made in his position? Why?

10. Why did the State Constitution of 1776 create a weak governor?

How did it, as a "cautious document," reflect the attitudes of the people?

Words And Phrases To Study

balance of trade

nonimportation

embargoes

anarchy

committees of correspondence

parole

loyalist cause

property destruction

complaisant and conciliating

Sidebars

1. How did the thought of writing a bill of sale for a woman slave become a turning point in John Woolman's life? Why?

2. Why did Jemima Condict write about minor local events during the Revolution rather than major ones, such as battles, that are usually studied now?

3. What could have made William Livingston change from a lukewarm patriot to a rebel governor with a price on his head?

Chapter 4 (Slow Road To Independence) 2 of 2

Using The Illustrations

1. Compare the Perth Amboy barracks on page 75 with the Trenton barracks on page 68. What are their similarities and differences?
2. Study the cartoon on page 77.
Judging by dress, what social classes are represented?
Why is the broadside on the tree reversed?
3. What is wrong with the artist's perspective in the engraving on page 78?
Which appears to be the larger structure? Which is?
4. In the mural on page 81, how has the artist balanced the grouping of the judges and the jurors?
What symbolic conflict is represented?
5. What examples of New Jersey's defiance of England are represented on page 82?
6. Discuss further the implications of Benjamin Franklin's snake on page 85.
As the state in the middle, or the "Crossroads State," why was New Jersey's loyalty so important?
7. For the poster on page 86, discuss why a military appearance was much admired.
Who had the colonists been using as examples?

Chapter 5 (World Turned Upside Down) 1 of 2

Exploring The Text

1. What is meant by the phrases “summer soldier” and “sunshine patriot”?
What defenses might the “soldier” or the “patriot” have for their actions?
2. What traditions about treating the “conquered” were brought by British soldiers and especially carried out by the Hessians?
How did enemy actions affect the loyalty of New Jersey’s citizens?
3. Why could the Battles of Trenton and Princeton be called a vital “turning point” in the Revolution?
4. Why did General Howe’s official report underestimate British casualties at Princeton?
Is it possible that Washington inflated the British losses and underestimated American casualties? Why?
Can you make a generalization about the reporting of military actions?
5. What advantages did Morristown offer for an encampment of the American army?
6. What was the strategic importance of the American forts on the Delaware?
What could have happened if they had remained in American hands?
7. Why was Charles Lee court-martialed? Why does he still have many defenders who say he was not guilty?
8. Why was Washington justified in taking food from farmers during the 1779-80 winter?
Could farmers have said they had exchanged one form of tyranny for another?
9. Why did the troops mutiny in the winter of 1781? Were they right or wrong? Why?
How did Washington react? Was he right or wrong? Why?
10. When did the militiamen fight? Did the enemy’s presence affect their enthusiasm? Why?
What was their role in the Battle of Springfield?

Words And Phrases To Study

Tories	militia	camp followers	open battlefield	“midwives”
court-martialed	French alliance	recorded history	inclemency	civilian government

Sidebars

1. Why were Moody’s raids more acceptable to citizens and the military than the hanging of Huddy?
If you had been Washington, would you have freed Asgill? Why?
2. Why were the Hessians encouraged to believe they could plunder the countryside?
How did their raids affect the loyalties of New Jerseyans?
3. How do you interpret the meaning of the sidebar title, “The Liberty to Fight”?
4. Though of little military value, how might the Paulus Hook raid have affected the morale of the American army and Congress? Would it have influenced British strategy?
5. Do you think Dame Whitall’s calm during the Battle of Red Bank was the result of courage or ignorant innocence? Explain.
6. Why are people frequently confused about the attack on Tempe Wick, believing it was made by *British* soldiers?
7. Why was it necessary to print army propaganda?
Do you think similar propaganda devices have been used during other American wars? Explain.
What are the pros and cons of such slanting of the news?

Chapter 5 (World Turned Upside Down) 2 of 2

8. If Trenton had become the capital of the United States, how do you think the history of New Jersey might have changed? Speculate upon the pros and cons.

Using The Illustrations

1. Why do many views of George Washington depict him in various “heroic” stances? How formally is he dressed in the midst of military action? Do you think this is factual or artistic interpretation?

2. Various illustrations show the American soldiers in many kinds of clothing. Identify examples of their wide range of uniforms. Do you think this is factual? Explain.

3. What might be the emotional reaction of citizens in New York and New Jersey to a vast host of enemy ships (as in the picture, page 91) anchored within sight? How would you have reacted?

4. Is there any evidence of horses in the Palisades drawing on page 92? Discuss the difficulties for soldiers in dragging a cannon up a cliffside path. Why could the British soldiers be described as “at their best”?

5. Every site on the map “Revolution’s Crossroads,” page 93, is mentioned at least once in the chapter. Identify what happened at each location.

6. On page 95, why is the lower picture called a “caricature”? How is the upper drawing different?

7. Compare the Trenton battle scene on page 99 with the Princeton scene on page 100. Where is the General’s position in relation to his troops? Which has the greater feeling of action? Which may be a more realistic drawing of battle action?

8. The idea of “citizen soldiers” has been a tradition in the lore and custom of the United States. How could the illustrations on page 103 help lay a foundation for such a tradition?

9. Study the Morristown views on page 109 and 110. They depict camp hardships *after* the huts were built. Discuss what soldiers must have endured in December and January, *before* the huts were built, during a period of dreadful weather. Identify the different kinds of suffering depicted in the drawing on page 110.

10. Is the painting on page 111 a “romantic” or “realistic” view of the battle? What story does the painting tell?

Mini-portfolios: Crossing The Delaware (Pages 98-99)

1. Despite historical inaccuracies, what value does the Emanuel Leutze painting have? Should artists be allowed to take liberties with facts? Why?

2. Who is the focal figure in every scene but one? How is this symbolic of artists’ values and attitudes?

3. Analyze the action, stance, and expressions in the Rall scene. How accurate do you think it is? In terms of today’s realism, how do you think a contemporary artist would draw the same scene?

4. Have any students visited Washington Crossing State Park, especially in winter? How would they compare the reality of the crossing site of today with the scenes depicted in the pictures?

Molly’s Pictures (Page 105)

1. Of the seven pictures, only one depicts the “pitcher” aspect of Molly’s story. The others show her at the cannon. Why?

2. Study Molly’s costumes, as depicted by varied artists in various times. How do they help indicate changes in taste, customs, and fashion in the United States? If a similar battle were fought today, what might the women in the classroom wear if they participated? Should women be permitted to enlist to fight?

Chapter 12 (The Clouds Of War) 1 of 2

Exploring The Text

1. What were romantic American views toward war in 1898? Why?

By contrast, how did many Americans feel about fighting in recent wars?

How have attitudes towards war changed? Why?

2. What is meant by the statement “the only way to build a city was up”?

What has created the American phenomenon of skyscraper cities?

3. Why did America remain neutral at the beginning of World War I?

What effects did neutrality have upon the economy?

How did different ethnic groups express themselves during the neutrality?

What happened to those previously loyal to Germany after the United States went to war?

4. How did America’s neutral position in 1916 possibly affect the assessment of guilt for the Black Tom explosion?

How was the judgment changed in 1939?

What does this change tell about the United States’ attitude toward warring nations in Europe before entering World War II?

5. Why was immigrant labor scarce in World War I?

Why was there an increased demand for labor?

How did African Americans help fill this demand?

6. What is meant by the statement “a truly democratic army”?

7. Why was there a need for “heatless,” “meatless,” etc., days?

What can a government do when there are severe shortages of essential goods?

Are there any shortages today?

What should the government do?

Should government try to anticipate shortages (e.g., petroleum)?

8. The Nineteenth Amendment guaranteed political equality, but women’s wartime experiences encouraged them to seek other equalities. What were they?

How successful were the efforts?

How successful were the efforts?

9. Though alcoholic consumption was illegal, why was it condoned by otherwise law-abiding people?

How effective is a law that is unpopular or considered unnecessary by most citizens?

10. During Prohibition, how was the demand for alcohol met?

What kind of lawless but organized industry was created?

How does this relate to today’s supply and demand of such illegal items as drugs?

What does prohibition do to prices, morals, politicians, etc.?

Words And Phrases To Study

“Roaring Twenties”
speakeasies

“yellow journalists”
Anti-Saloon League

“Humanitarian War”
economic suicide

America’s golden age
“A strip of concrete”

“Rum Row”
bootlegging

Sidebars

1. What do you think motivated Clara Maass to volunteer for the Yellow Fever tests?

Would you consider her a heroine? Explain.

Chapter 12 (The Clouds Of War) 2 of 2

2. Millions of dollars were spent on warfare while another great killer, influenza, wrought havoc in the world. Could the wartime dollars have been spent in a better way? Explain.

What options did countries have?

What parallels might be drawn today with the United States space program?

3. What happened to people's emotions and reasoning powers during the anti-German-American war fever?

What extremisms must democratic countries guard against during times of national emergency?

4. Despite the lack of government interest, why do you think John Smith persisted in his efforts against the mosquito?

Why would political leaders be lukewarm about mosquito control?

What kinds of personal rewards are there for both major and minor achievements?

Using The Illustrations

1. On page 259, what is meant by the "Monroe Doctrine in reverse"?

How does the cartoon illustrate this?

2. Discuss the drama of the pictures on page 263.

What possible emotions did the photographers have?

What might be the reactions of people living in the houses in the lower picture?

3. On page 264, study the *Lusitania* announcements.

Discuss the pros and cons of whether the German warning justified torpedoing the ship with neutral Americans aboard.

4. On page 267, what is meant by the next-to-bottom line of the poster?

5. What succeeding phases of a soldier's progress in army life are represented in the photos on pages 267, 270, 273 and 274?

6. What different kinds of women's dress are depicted on page 271?

What was happening to skirt lengths?

What generalization can be made about hats?

7. On pages 276 and 277, why would the Devil think "prohibition" would "drive" people to drink?

8. Compare the costume of the Held flapper on page 277 with the women on 271 and the contestants on 283.

Within a decade, what was happening to women's dress?

9. On page 280, the hangar sign declares "Newark Metropolitan Airport." Within the context of those times, how is this similar to today's optimistic proclamation of "Newark Liberty International Airport"?

10. Why can the five remaining photos on page 281 be called a "response" to the upper left picture?

Mini-portfolio: Over There, Over Here (Page 269)

1. What is meant by the text's allusion to "posed" photographs, and the "official understanding" of how a soldier spent his recreation hours?

2. What phases of a soldier's life at Camp Dix and elsewhere are stated and pictured in the portfolio?

3. In terms of comfort and attractiveness, how would you describe the typical surroundings in a World War I army camp? (Note: Census data of 1910 will provide a real base for judging comfort in terms of the realism of that period.)

Chapter 13 (Through A Glass, Darkly) 1 of 2

Exploring The Text

1. In the 1920s, what economic sectors provided warnings of the coming depression? How? How could the economic health of one sector influence the others?
2. Why did the petroleum and food processing industries continue to flourish in the midst of the Depression? If your family suddenly had a reduced income (or no income) today, what would be their buying priorities? What regular purchases might be eliminated?
3. Why were the unemployed “ashamed, beaten and defiant”? Why was “fear” the greatest enemy? How did traditional American attitudes toward the “work ethic” affect these reactions?
4. How did the Depression benefit education in New Jersey?
5. Why, for some people, did the hardships of a Depression create the need for scapegoats? Did these needs aid the popularity of the German-American Bund? Explain.
6. How did the right of free speech affect the German-American Bund? What do you think happened to the Bund’s “free speech” after the United States went to war? Can emergency conditions, such as wartime, endanger American civil rights? Explain.
7. Why did slogans glorify men and women workers in war plants? Were they necessary? Explain.
8. Why could World War II also be called a total “civilian war”? What were civilian contributions to the war effort? How did civilian support of World War II differ from popular support of more recent wars?
9. Why were there postwar shortages? Why did these shortages reduce the possibility of a major postwar depression?
10. Why was there a power struggle between state senators from farm and seashore counties, with those from urban areas? Would a representative from a rural area represent as many people as one from an urban area? Was this democratic? Was this issue resolved in the Constitutional Convention of 1947? Why?

Words And Phrases To Study

relief agencies	speculation in stocks	infamy	litigants	“alphabet” agencies
Bank Holiday	“arsenal of democracy”	New Deal	embezzling	reapportionment

Sidebars

1. Why would a fantasy “money game,” like Monopoly, be especially popular during the Depression? What appeal does it have for later generations?
2. How does the manufacture of the atom bomb underscore the need for contributions by many persons in the complex modern world of science? Compare the development of the bomb with the inventions of late nineteenth century “practical inventors,” such as Edison.
3. What prewar scientific breakthroughs were used for peacetime efforts? What “cause and effect” relationship can be perceived?

Chapter 13 (Through A Glass, Darkly) 2 of 2

Using The Illustrations

1. On page 285, what different kinds of hardships do you think the laborers, the resort promoters, and the poor farmers suffered during the Depression?

Whose distress was worse?

2. On page 286, discuss the meaning of a “Bear” market.

What is a “Bull” market?

Analyze the buying and selling spiral of Bear stocks.

3. On page 287, the caption states there seemed to be more men than work.

What criticisms were made of such projects?

Who do you think made them?

What do you think the work meant to the men?

Whose responsibility was it to see there was enough work for the manpower available?

4. On page 288, why was the term “Hooverville” no tribute to the President?

Why is it likely the people in the lower picture originally identified with Hoover and prosperity?

5. Study the pictures on page 291. In mood, as well as in fact, why can they be called “Depression” pictures?

6. On pages 292 and 293, why was anything welcome to relieve Depression blues?

Would the kinds of entertainment appeal to you?

Fifty years from now, what might people say about today’s entertainment?

7. What is there in human nature that made the Morro Castle, page 295, a tourist attraction?

8. What aspects of the “citizens’ war” are depicted on pages 297, 298, 302, and 303?

9. Compare the dress and jobs of World War II women workers on pages 297 and 303 with World War I workers on page 271.

10. Compare the upper photo on page 300 with the top picture on page 270.

How did women’s war roles and dress change?

Chapter 14 (Survival In An Urban Land) 1 of 2

Exploring The Text

1. During suburbia's boom, what is meant by the statement "Aesthetics took a back seat"?
Despite their initial appearance, why were new housing developments still so attractive to buyers?
Why are the properties more attractive today?
2. How did postwar college students differ from those in higher education before the war?
What was the long-range result of expanded higher education opportunities?
3. How were new college facilities funded?
How were new public elementary and secondary schools funded?
4. What was the "cause and effect" relationship between new suburban areas and the need for new highways?
Between building new highways and the rise of suburban areas?
5. Why did industry move from the cities?
Why did suburban towns try to attract new factories?
What was the effect on the cities?
On the suburbs?
6. Why was it so difficult to build new interstate highways in New Jersey?
Why was Interstate 295 completed first in Salem and Gloucester counties?
7. What is the "cause and effect" relationship between the decline of rapid transit and new highway construction?
What are the pros and cons of "better" planning, using Route 280 or Route 295 as examples?
8. How were cities severely "wounded" by circumstances over which they had little control?
What other factors led to the decline of urban areas?
Discuss the spiral effect of industry and more affluent residents moving out of a city.
9. What were the "bright spots" in mass transit in the 1970s?
10. Why was there hope for Newark in 1977?

Words And Phrases To Study

aesthetics	"baby boom"	bond issue	local property taxes
"top-notch ratables"	rapid transit systems	PATH (Port Authority TransHudson)	
racial riots	urban renewal	Port of NY & NJ Authority	

Sidebars

1. How did Hitler's savage persecution of the Jews affect the United States and other free countries — in the "short run" (the meaning of life since the war)?
From a long-range historical perspective (in the United States, beginning with the first colonies), what generalization can be made about how emigrants who flee from tyranny and oppression enrich their adopted homelands?
2. What is meant by the statement "Albert Einstein wanted and needed only one monument, his work."
3. Why, too frequently, does it take tragedy, such as the Newark crashes, to correct dangerous systems?
Can "good" come out of such tragedies?
4. How did education benefit from Russia's success in outer space?
How was New Jersey involved in the space program?

Chapter 14 (Survival In An Urban Land) 2 of 2

5. How did the closing of the New York Shipyard, and the decline of railroads, reflect changes in transportation systems? With current critical problems in energy, what future changes may occur? Can you find evidence that many people are concerned about energy?

6. Why do you think the “railroad years” sometimes induce “nostalgia”? Do you think this nostalgia will continue as time goes on? Why or why not?

Using The Illustrations

1. In an overview of the chapter, identify the many pictures depicting changes in transportation patterns.
 - a. Which pictures represent the decline of one transportation system and its replacement by another? Refer to pages 322, 326, and 327.
 - b. Which pictures represent before and after views of construction within one transportation system? Refer to page 323.
 - c. Which pictures represent before and after views of change or growth within one system? Refer to pages 310, 316, and 317.
 - d. From an aesthetic point of view, can you discern any grace or beauty in the transportation-related photographs?
2. Analyze the growth in suburban patterns depicted on page 312. Compare the suburban scenes with the rural scenes in the upper photos on page 309. Who moved into suburbia, and whose land was occupied? How would you characterize your community? Urban, suburban, or rural?
3. Apply the “chicken or egg first” principle to the photos on pages 314 and 315. Did public funds build colleges because jobs were available to graduates? Or did industry’s needs pave the way for new colleges? Or neither, or both?
4. Study the picture and caption on page 321. What were the characteristics of the new suburban industries? Contrast them with older urban industries (pages 199, 201, 207, and 211). What is the appearance of industry in, or near, your community?

Chapter 15 (Adapting To A Changing World) 1 of 2

Exploring The Text

1. Do you think America's handling of fuel consumption since the 1973 energy crisis has been fair to future generations? Why or why not?

Do you think we have an energy crisis now?

How do you think we should plan for our future energy needs?

2. Why did the Supreme Court declare many students were receiving an unequal education in New Jersey? Why did its ruling for a "thorough and efficient education" create a state financial crisis?

3. Why do you think supporting the state income tax cost Governor Cahill re-election, but not Governor Byrne?

4. Why did rural counties dominate politics before reapportionment? Do you think representation based on population is more democratic? Is it more likely to lead to better government? Explain.

5. How did the economy affect the administrations of Kean and Florio? Consider tax revenues.

6. Why did most New Jerseyans support the Persian Gulf War? How was this war different from previous wars? Compare it to the Vietnam War, the War in Iraq, and the War on Terrorism.

7. New Jerseyans, like most Americans, are anxious to keep their taxes down, yet they continually approve bond issues to preserve parklands and farmlands. Why do you think this is so? Do you think this will continue? Explain.

8. Do you think 9/11 affected New Jerseyans more deeply than it did Americans in other parts of the country? Explain.

9. Why were people worried when Donald T. DiFrancesco became acting governor? Why did we have five governors in one week in January 2002? Why did we have an acting governor instead of an election when Governor McGreevey left his office in November 2004? What did voters approve in the 2005 election that will change this?

10. Why do you think Governors Byrne, Kean, and Whitman were re-elected? Why do you think New Jersey voters vacillate between voting Democrat and Republican?

Words And Phrases To Study

sales tax	"nuisance taxes"	income tax	apportioned by population
per capita income	National Reserve	DEP (Department of Environmental Protection)	
National Wildlife Refuge	stem cell research	acting governor	lieutenant governor

Sidebars

1. What happened in Lyndon Johnson's presidential term after the Glassboro meeting that made it the "summit" of his career?

2. Describe the Pinelands. Where is it? Why is the area preserved?

3. What is *Drumthwacket*? Who built it? Who lived there?

4. Who was H. Norman Schwarzkopf and how was he connected to New Jersey?

Chapter 15 (Adapting To A Changing World) 2 of 2

5. Do you think Newark is a good location for the NJ Performing Arts Center? Explain.

6. Do you think Camden is a good location for the *USS New Jersey*? Explain.
In what did the battleship participate?

7. Compare the Highlands Preservation Area with the Pinelands Reserve.

8. How do you think Christopher Reeve affected stem cell research?

How do you think it affected him?

Describe New Jersey's role in stem cell research.

How does this compare to New Jersey's role in other scientific discoveries?

Using The Illustrations

1. Compare details of the photos in Trenton (capitol dome, center, upper right) on page 329 and page 19, with views on pages 121, 131, 141, and 217.

How do the growth and changes in Trenton, the city, and Trenton, the capital, parallel the history of New Jersey?

2. How would New Jersey be affected if our ports became too shallow for large ships to enter and leave?

3. Do you think the 9/11 Commission was a productive use of taxpayers' money? Why or why not?