

*New Jersey's  
Revolutionary Experience*

**28**

*Teachers' Guide:  
Elementary*

GEORGE C. LINDEMER

*New Jersey Historical Commission*

NEW JERSEY'S REVOLUTIONARY EXPERIENCE

Larry R. Gerlach, *Editor*

*This series of publications is dedicated to the memory of Alfred E. Driscoll, governor of New Jersey from 1947 to 1954, in grateful tribute to his lifelong support of the study and teaching of the history of New Jersey and the United States. He was a member of the New Jersey Historical Commission from 1970 until his death on March 9, 1975.*

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## Foreword

*New Jersey's Revolutionary Experience* is a Bicentennial pamphlet series published by the New Jersey Historical Commission with a grant from the New Jersey Bicentennial Commission. The twenty-six numbers and two teachers' guides are intended to acquaint secondary school students and the general public with the state's history during the era of the American Revolution. Some titles treat aspects of the Revolution in New Jersey, while others show how important themes of the colonial period developed during the revolutionary years; some bring together the results of existing scholarship, while others present the findings of original research; some are written by professional historians, and others by laymen whose investigations of Jersey history exceed avocation. Because the series is directed to a general audience, the pamphlets have no footnotes but contain bibliographical essays which offer suggestions for further reading.

*New Jersey's Revolutionary Experience* is the product of a cooperative venture by numerous individuals and agencies. On my behalf and that of the pamphlets' readers, I accord recognition and appreciation to the individual authors for their contributions to New Jersey history, to the New Jersey American Revolution Bicentennial Celebration Commission and the New Jersey Historical Commission for their support of the project, to Hank Simon, president, Trentypo, Inc., for his invaluable suggestions and cooperation in producing the series, and to the staff of the Historical Commission: Richard Waldron, Public Programs Coordinator, who as project director supervised the series from commencement to completion; Peggy Lewis, Chief of Publications and Information, and Lee R. Parks, Assistant Editor, who edited and designed each number; and William C. Wright, Associate Director, who contributed valuable suggestions at every stage of production.

Larry R. Gerlach  
University of Utah

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## Introduction

This Guide is intended as an aid to teachers preparing units on New Jersey in the Revolution. It has special relevance for those using the pamphlets of "New Jersey's Revolutionary Experience" for their own use or, with advanced elementary students, as class texts.

The Guide contains four sections: suggested pupil activities (for individual students, small groups or entire classes), including suggestions for full utilization of field trips to historical museums; community resources for enrichment of classroom activities; a bibliography divided into sections covering books for students, teachers, and a special section on the pamphlets in "New Jersey's Revolutionary Experience"; and a section dealing with filmstrips, movies, maps, transparencies, and other non-book resources.

The activities included in Section I are offered as a guide to the possible, not an exhaustive, comprehensive list. They are best used to stimulate the imaginations of students and teacher. They are presented in brief form so that teacher and students will feel free to adapt them to specific classroom situations and specialized curriculum objectives. Throughout the section, the aim of each activity is to encourage the teacher to utilize "New Jersey's Revolutionary Experience" and other suggested readings as several of many means of understanding and presenting New Jersey's role in the American Revolution. This understanding is best achieved by encouraging the student to learn about daily life in the period, by comparing the burning issues of the eighteenth century to those of today as well as the means of earning a living, using leisure time, or gaining an education as they existed in revolutionary times to those the present offers. The activities suggested in this section are geared to objectives of this sort.

## INTRODUCTION

The section on community resources (Section II) includes a listing of statewide agencies which can assist in planning field trips or more intensive study of the topics covered by the series, or of subjects spawned by the series. The list cannot be definitive since the number of local agencies in the state which can be of aid would fill a large volume by themselves. Therefore, a brief bibliography of publications listing many of these agencies is included.

The teacher's portion of the bibliography presented in Section III supplements—and occasionally overlaps—the bibliographies included in each pamphlet under the title "For Further Reading." In general, whether in this Guide or in the pamphlets, relatively inaccessible items such as doctoral dissertations or articles in obscure journals have been avoided, except when they constitute the sole sources for additional reading or are of great importance to comprehending the subject. Authors have attempted to cite the products of recent research whenever possible and to include lively and interesting publications. In the Guide bibliography, works printed prior to 1900, unless extraordinarily important, have been omitted.

The twenty-six pamphlet summaries offered in Section III C are convenient introductions to the topics covered by the series. They are not meant to be substitutes for the pamphlets or adequate treatments of the subjects for either teacher or students. The summaries are presented in a logical (as opposed to numerical) sequence. Use of the pamphlets in the order in which they are presented here will offer a logical approach to the topic, though not the only possible approach.

Section IV offers the author's selections of the best in audio-visual materials currently available on the subject of the American Revolution, with specific reference to New Jersey. The titles presented here are a selective list and should be supplemented by the New Jersey School Media Association's *New Jersey and the Revolution* (1975). Used together they offer the most complete resource for audio-visual materials dealing with topics on New Jersey in the American Revolution.

Finally, some word is in order about the use of language in the pamphlet series. Matters of capitalization, punctuation, and knotty questions such as when to print a number as words or numerals are based in general on *A Manual of Style* (12th ed., Chicago: University of Chicago Press, 1969).

Eighteenth century prose seems chaotic to the modern reader in matters of spelling, capitalization, and punctuation, but this chaos has



## *Introduction*

been retained in quotations throughout the series in the interests of authenticity and period flavor. The use of "sic" is confusing, and, given the number of times that it might have to appear in a long quotation, destructive of meaning. When a word has been used by an eighteenth century writer in a completely confusing or incorrect manner, its proper form is given in brackets in the text.

Over the past two centuries, changes in names have occurred in the case of fairly familiar places or institutions. Princeton University, for example, was in the eighteenth century called the College of New Jersey; Bound Brook was Middlebrook; Elizabeth was Elizabethtown. Whenever such a case occurs in a pamphlet the eighteenth century form is preferred, followed, in the first instance of usage only, by a parenthetical use of the modern name.

# **I. Activities for Pupils**

A discussion of specific activities will follow preliminary treatment of skills, strategies and an activity checklist to assist the teacher. An educator must analyze every pupil involved thoroughly before any activity can take place. The teacher also has to know his or her own strengths and weaknesses to create a positive teaching situation. Additional research and some media resources may balance specific deficiencies.

Once having completed these preliminaries, the teacher can decide how to begin and how to follow through. Not all the suggestions will work for all teachers or pupils. Depending upon pupil motivation and abilities, the teacher can simplify the ideas presented or make them more complex.

## **A. Skills**

In implementing any activities the teacher must consider the development of skills achieved only after a long period of application and reinforcement. Skills can best be learned inductively and kinesthetically. Much educational research now shows the same skills can be acquired earlier than previously believed. However, motivation remains one of the keys to learning. Therefore, extensive use of the "hands on" approach is recommended, including all types of media and field excursions. All types of media, including books, should be available to all pupils for motivation and learning experiences on the highest level.

Regardless of the activity planned, pupils should develop skills related to (1) locating and organizing information; (2) interpreting and evaluating findings; and (3) communicating findings. Even pupils in the primary grades using concrete materials in stimulating environments, can begin to develop these skills.

The early grades may use picture dictionaries, encyclopedias, as well as other books and pictures. Pupils in the middle and upper grades should use atlases, simple encyclopedias, almanacs, newspapers, and journals. Films, filmstrips, records, tapes, study packets, and other materials should be available for all grade levels. Library skills, such as using the card catalog, locating books, journals, and other media, are necessary for researching a particular topic. Locating data has meaning only if pupils organize their findings. Among the possibilities in the early grades are art projects, arranging a picture sequence with captions for each, scrap books, exhibits, and timelines. In the middle and upper grades, in addition to using the above techniques at a higher level, pupils should learn note taking, interviewing, and other language skills.

Perhaps the most difficult skills to learn are interpreting and evaluating the quality and quantity of information collected. Pupils making decisions on the validity of facts or judgments and the reliability of sources need assistance from the teacher. For suggestions for communicating the findings, see the activity checklist developed by the author on pages 10-11.

## **B. Strategies**

The selection of activities depends upon at least four important factors: (1) teacher's objectives, (2) pupils' needs, (3) pupils' interests, and (4) availability of resource materials. How these are implemented depends upon the style of teaching preferred. A teacher may employ endless methods and techniques to achieve the same objectives, given the needs and interests of the pupils. The problem-solving or discovery method, using inductive or divergent thinking, is the most desirable. Using concrete materials whenever possible results in a higher degree of interest, increased vocabulary, and more permanent learning. The challenge of teaching pupils about the American Revolution lies in making the past as immediate as the present.

Among the many techniques to teach pupils about the American Revolution, the most obvious is the chronological. A variation of this technique combines the topical approach. For example, the revolutionary war may be the topic, and the specific causes and events can be presented in chronological order. Using the strictly topical approach, after the pupils and the teacher have examined a specific movement or period, the pupils should be asked to explore the relationship of this topic to the past or present. After a class has studied the American Revolution,

## ACTIVITIES FOR PUPILS

for instance, the pupils can be asked to research some present-day problems related to clarifying civil liberties that have their origins in the Revolution. Postholing, a technique of studying a particular period in depth, can be combined with a quick survey of the broad aspects of the period. For example, an in-depth study of the American Revolution, combined with a broad survey of world history, will assist pupils in understanding the context of the Revolution.

### **C. An Activity Checklist for Teaching About the American Revolution**

While activities may be teacher-initiated, it is more desirable for pupils to initiate them. On occasion teachers may wish to “do their own thing,” but they should limit this to demonstration since one of the main objectives of teaching is to stimulate cognitive and affective domains of learning. Although teachers should refer to their colleagues, pupils, journals, and all media for possible approaches, the following checklist of diverse activities may assist the teacher in brainstorming for activities. Teachers should select the activities that best meet the objectives and the particular needs of the pupils.

#### **Activity Checklist**

(Although the words “historical” or “American Revolution” are not mentioned for each item listed, they are presumed for most of them.)

#### **DIAGRAMS**

- .... charts
- .... flow charts
- .... graphs
- .... maps or globes
- .... timelines
- .... other
- .... flags
- .... hall of fame
- .... magazines
- .... models of realia
- .... newspapers
- .... photographs
- .... other

#### **EXHIBITS**

- .... books
- .... dolls
- .... documents

#### **FINE ARTS AND CRAFTS**

##### **Fine Arts**

- .... collages (montages)
- .... dance
- .... illustrated timeline
- .... mobiles

## Activity Checklist

- .... murals
- .... paintings
- .... photographs
- .... prints
- .... sculpture
- .... sketches (drawings)
- .... other

### Crafts

- .... candle making
- .... cartooning
- .... cooking
- .... dioramas
- .... map making
- .... posters
- .... puppets
- .... rug making
- .... sewing (stitchery)
- .... weaving (spinning)
- .... other

### Games

- .... crossword puzzles
- .... flashcards
- .... identify realia (grab bag)
- .... jigsaw puzzles of:
  - .... maps
  - .... flags
  - .... historic houses
  - .... famous people
  - .... realia
- .... word-association contests
- .... other

## LANGUAGE ARTS

### \*Oral communication

- .... actors box

- .... choral speaking
- .... current events report
- .... debates
- .... discussions (brainstorming, buzz groups, conferences, panels, round tables)
- .... dramatics (plays, roleplaying, story telling)
- .... guest speakers
- .... interviews
- .... reports (individual or committee)
- .... other

### Creative Writing

- .... biographies
- .... diaries
- .... eyewitness accounts
- .... letters
- .... newspaper or magazine stories
- .... pen pals
- .... plays
- .... poetry
- .... reports (individual or committee)
- .... other

### Research (formulate questions)

- .... interviews
- .... review articles, books, bulletins
- .... surveys

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\*Consider video taping or tape recording some of the above for analysis and discussion.

## ACTIVITIES FOR PUPILS

A teacher who needs additional assistance can contact local historical museums and societies. (See pages 17-18 for further information about pupil activities related to using historical museums and societies.) Some of these organizations provide personnel who will demonstrate candle making, weaving, and other crafts. Many of these activities may be initiated through the use of various media, including tapes, records, films, documents, and pictures. (See pages 23-25 for a list of sources.) For game ideas, see books listed on page 45.

### **D. Selected Questions and Activities**

Below is a selected list of questions and activities to motivate pupil interest and generate educational techniques. The emphasis is on interpretation, analysis, or evaluation rather than simply memory. This type of motivation requires a higher level of intellectual and emotional response. The ideas suggested may be simplified or made more comprehensive, depending on the teacher's objectives and the needs, abilities and interests of the pupils.

#### **Motivating Questions**

1. What effect did the period of the seventeenth and eighteenth century enlightenment have on the American and other revolutions?
2. What are the causes and natures of revolutions?
3. If you were placed in a community in New Jersey during the Revolution, how would you know you were living in that period?
4. What was it like to cross the Atlantic Ocean during this era?
5. If you were given a piece of land during this period, how would you use it?
6. If you were Patrick Henry, John Adams, Benjamin Franklin, or other historical figure, what would you be saying to your countrymen during the revolutionary era?
7. How would a Tory defend the actions of Great Britain shortly before and during that period?
8. What were some of the significant contributions of various minorities during the revolutionary era?
9. How many children did the typical family have? What is the size of the average family today? Why the difference?
10. At what age did children begin to help their parents and in what ways?

## Questions and Activities

11. What was it like to be in the elementary school during this period? What subjects were taught?
12. Describe the typical family of the period in terms of clothing, food, shelter, work inside and outside the home, values, education, recreation.
13. What were some of the luxuries enjoyed by most of the people during this period? How do luxuries differ today?
14. What was the length of the typical workday? How does this compare with the present workday?
15. What was the division of labor between the colonies and England?
16. Should the colonists who sided with Britain be called Loyalists, rebels, or traitors?
17. Why was the Proclamation Line of 1763 resented by the colonists? What was the purpose of the line?
18. Why were all the grievances in the Declaration of Independence aimed at the king and not Parliament?
19. Was it hypocritical for Thomas Jefferson to state in the Declaration of Independence "...all men are created equal ..."?
20. Do you agree that the peace terms granted the Americans after the revolutionary war were generous?
21. What are the differences between the government of the United States under the Constitution and the Articles of Confederation?
22. What are the most important features of the government of the United States under the Constitution?
23. Why is it important to have guarantees of individual freedoms in the Bill of Rights built into the Constitution?
24. Why is it desirable to have separation of powers and the checks and balances built into the Federal system?
25. What current events outside the United States show parallels to this period?
26. What current events in the United States have their origins in the American Revolution?
27. In what respect are the problems of some emerging nations similar to those in our revolutionary period?
28. How would you compare our present taxes with those of the Navigation Acts and the Stamp Act?
29. What are the differences between the way our government today regulates industry and the way England tried to regulate American industry prior to the Revolution?

## ACTIVITIES FOR PUPILS

30. Are there parallels to American justification of civil disobedience in colonial times and how some persons justify civil disobedience today?
31. What present and past stamps or coins illustrate some aspect of the revolutionary era?

### **Motivational Activities**

1. Show the class reproductions of prints and etchings before, during, and after the revolutionary period. Ask them to identify their time, place, and importance.
2. Show the class maps of the battles of Trenton and Monmouth and the army encampment areas in Morristown and Middlebrook. Have pupils identify places, generals in charge, and the strategic importance of the areas.
3. Ask the class to pretend that they are in New Jersey in 1775 and discuss whether they should fight for independence. Be sure to present both sides of the issue.
4. Ask your class to nominate members for a hall of fame exhibition. Have the class research and discuss whom to admit and why. Exhibit pupil-made drawings, paintings, or photographs of paintings in the classroom. Consider such persons as Lord Stirling, William Franklin, Abraham Clark, John Hart, Francis Hopkinson, Richard Stockton, Elias Boudinot, Samuel Adams, Alexander Hamilton, John Adams, Casimir Pulaski, Paul Revere, John Hancock, Baron von Steuben, Anthony Wayne, Patrick Henry, George Washington.
5. Ask the class to pretend they have discovered a new continent and discuss the type of government to establish.
6. Ask the class to identify photographs you have taken of local historic sites and have them further research and discuss their significance. Pupils may decide to take their own photographs or make sketches.
7. Show the class a timeline made by a previous year's class and ask the students to associate dates with the words or vice versa. Ask a committee to make another timeline using different information.
8. Ask pupils to identify some present-day values that can also be associated with people of the Revolution.
9. Ask the class to pretend they are members of a committee of correspondence and write letters describing events such as the Boston



*Questions and Activities*

Massacre, smuggling, anger toward the Tories and similar events and attitudes.

10. Review the actions of both the English and American generals in the American Revolution.
11. A class, or a committee, panel, or group of debaters may be asked to pretend they are colonists (pro and con on the issue of revolution) and research such topics as:
  - a. England's right to tax the colonists
  - b. The tyranny of King George III
  - c. The choice is war with England
  - d. Changes the leaders of the American Revolution wanted
  - e. The possibility of reaching an agreement on the issues
  - f. The possibilities of success of the Revolution without French assistance
  - g. Two American views of the British Parliament following the Stamp Act
  - h. The need for the Boston Tea Party
  - i. Thomas Paine's view of the divine right of kings