

III. Classroom Activities

This list is designed to be suggestive and representative rather than exhaustive, and includes items that reflect differing interests and ability levels. The teacher, assisted by the students, is the best judge and formulator of what is most appropriate.

A. Class Projects

1. Establish class "committees of correspondence" to exchange views on issues of interest to students.
2. Have students construct models, dioramas or flat or relief maps of events of the Revolution.
3. Have students write and enact a short play about an event of the Revolution that happened in or near your town.
4. Have students participate in a sociodrama which reflects the conflicts during the Revolution between New Jersey patriots and Loyalists or between moderate and radical patriots.
5. Produce a bulletin board of display materials or a mural with taped student commentary about the Revolution.
6. Have a team of students make a large military map of New Jersey showing the location of the battles, encampments and major skirmishes and the routes followed by the American and British armies.

CLASSROOM ACTIVITIES

7. Undertake an oral history project involving the oldest inhabitants of your town, eliciting their recollections of life there.
8. Make an "almanac of liberty" listing the principal laws, constitutions, charters, grants and court cases from colonial times to the present that have affected civil liberties in New Jersey.
9. Have students publish a newspaper of current events, features, and advertisements, using the format of the *New-Jersey Gazette*, *New-Jersey Journal* or another newspaper of the revolutionary era.
10. Have students compose poems, ballads and odes on revolutionary themes.
11. Have students engage in role playing, taking the part of people involved in the Revolution. For example, a Mount Holly Quaker, a Bergen County Dutch farmer, a Scots-Irish frontiersman, a Newark apprentice, a Monmouth County Loyalist.
12. Have students produce posters, handbills, and newspaper cartoons reflecting revolutionary era propaganda of both sides.
13. Organize a mock New Jersey Provincial Congress representing the colony's thirteen counties, and have it debate and act upon the issues that faced that body in the spring of 1776, with student-delegates representing the divergent opinions of the time rather than their own. (A readily available guide to this activity is the Jerseymen Student History Program of the New Jersey Historical Society. The Society has sponsored such programs in the past and may be contacted for advice and assistance. 230 Broadway, Newark 07104.)
14. Set up a series of "Meet the Press" programs, each with a separate team of student-reporters who have carefully prepared for it. Programs should feature such revolutionary figures as William Franklin, Elias Boudinot, William Livingston, Richard Stockton, John Witherspoon, Baron Wilhelm von Knyphausen and George Washington.

B. Group Discussion Topics

1. If you were in Governor William Franklin's place between 1774 and 1776, what would you have done? Why?
2. Support or attack the following contention: New Jersey's geographic features were a principal reason for its role in the revolutionary war.
3. Have natural or man-made factors had a greater effect on life in

Group Discussion Topics

- New Jersey from the Revolution to the present? Cite examples.
4. How does the system of law enforcement and justice employed today compare to its counterpart during the revolutionary era?
 5. In what ways was the revolutionary war conducted in a more humane fashion than twentieth century wars?
 6. The American Revolution has been referred to by historians as a "middle class revolution." What is meant by this and why do you feel that the label is or is not justified?
 7. Why was the British army not more effective in its Jersey campaigns and battles?
 8. Why do you believe that the social structure of society in New Jersey today is more rigid or less rigid than it was in revolutionary times?
 9. Why is the ethnic group or groups that controlled your town or locale during the revolutionary era still dominant or no longer dominant at present?
 10. Why has New Jersey which, at the outbreak of the Revolution, was backward economically and had one of the smallest populations, developed into a highly industrialized, heavily populated, dynamic state?
 11. Describe some significant improvements in medical services in New Jersey since revolutionary times.
 12. How do the changes in the administration and curriculum of schools today reflect changes in the purpose of education, compared to those of colonial times?
 13. According to your definition of patriotism, are Americans more or less patriotic today than they were at the time of the Revolution? Why?
 14. In what ways may the American Revolution be looked upon as an unfinished revolution, still continuing today?
 15. Which of the following most sharply divided the American people: the revolutionary war, the Civil War, the Viet Nam War? Why?
 16. What parallels in civic courage can be drawn from contemporary affairs to the five Jerseyans who signed the Declaration of Independence?
 17. Defend or attack the viewpoint that the "internal revolution" in New Jersey during the revolutionary era was minimal.
 18. Why have or have not the principles of the American Revolution and the Declaration of Independence been fulfilled?

CLASSROOM ACTIVITIES

19. Why were the developments of the period 1783-1789 and the adoption of the Articles of Confederation and the United States Constitution as much a part of the American Revolution as the war itself?
20. In what ways can Americans of today give expression to our revolutionary heritage?
21. Just as those who lived during the revolutionary period had to make hard choices, so do Americans today. What types of hard choices do students and adults have to face?
22. What aspects of life in New Jersey have changed the most and what aspects the least from revolutionary times to the present?

C. Independent Study Projects

1. Compile a list of major events and their dates that occurred in New Jersey during the revolutionary era which deserve Bicentennial commemoration.
2. Determine as fully as possible the role of your town and its people in the revolutionary war.
3. What were the geographic, political, economic and ethnic factors in the initial settlement of your town.
4. Do a photographic essay about local or nearby revolutionary war sites.
5. For the area within a ten-mile radius of your town determine how many place names can be related to revolutionary war events and people.
6. Determine the processes by which muskets, cannon and ammunition were manufactured in New Jersey during the revolutionary war.
7. Compare the mode of living in New Jersey during the revolutionary era with that of today, including such aspects as food and food preparation, clothing, housing and family structure.
8. Describe leisure activities of the present which existed in revolutionary times.
9. Determine how the curriculum of New Jersey's schools and colleges in the late colonial period reflected the values of society.
10. Determine the structure, composition, powers and procedures of New Jersey's General Assembly and Provincial Council on the eve of the Revolution.

Independent Study Projects

11. Compare the use of economic warfare in the American Revolution with that of the twentieth century.
12. Examine original manuscripts of revolutionary war diaries, letters, or memoirs written by Jerseyans which are located in nearby libraries, to determine what insights they provide that might not be found in published works.
13. Compare the provisions of the New Jersey constitutions of 1776, 1844, and 1947.
14. Compare the powers of the governor under the New Jersey constitution of 1776 with that of the royal governor in the colonial period, and with the powers of the governor today.
15. Select one of the clauses of the bill of rights of New Jersey's present constitution and trace its evolution since 1776, with special attention to the statutes and court decisions that have affected its development.
16. Compare the ethnic composition of your town or locale for fifty-year periods, starting with the census of 1790 and ending with 1970.
17. Describe all the physical evidence you can observe of the presence, past or current, of different ethnic groups in your community.
18. Determine the factors that originally attracted to specific locales each of the ethnic elements living in New Jersey at the time of the Revolution.
19. Interview individuals in your community who can trace their ancestry to the Revolution. Ask them to show you whatever evidence they have about their ancestors. Search local libraries for other evidence.
20. Catalog the occupations of revolutionary times that still exist, those that no longer exist, and the more prominent occupations of the present that did not exist in the revolutionary era.
21. Using a road map, for the area within a twenty-five-mile radius from where you live determine the place names that reveal a non-native, non-English origin.
22. Determine how the changes in the administration and curriculum of schools today reflect changes in the purpose of education, compared to those of late colonial times.
23. Compare the advances in democratizing the machinery of self-government made in the past fifteen years with those made during the revolutionary era.