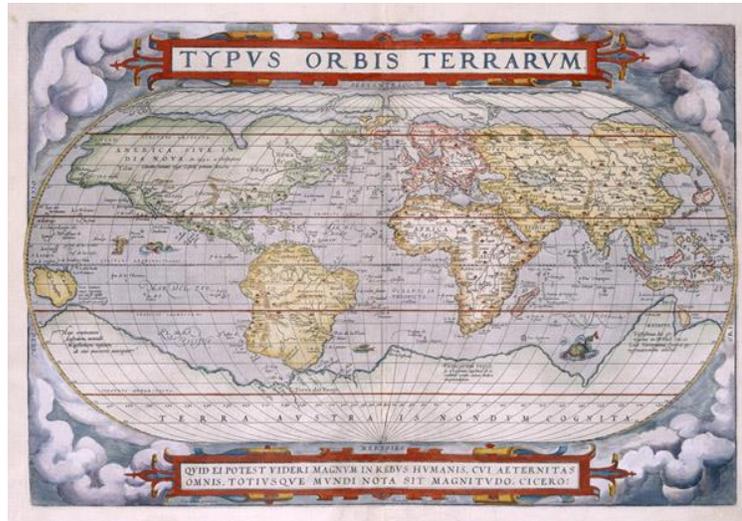


Early Exploration of New Jersey



Ortelius' "Theater of the World," first published in 1570, is considered the first modern world atlas.

Grade Level: 3-5

Objectives: Student will:

- analyze maps as primary sources
- explain the goals, routes and impact of the various European explorers who came to New Jersey in the late 15th early 16th centuries.

New Jersey Student Learning Standards for Social Studies (2020):

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Common Core ELA Standards:

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain...ideas or concepts in a historical...text
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text
- RI.4.7. Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Read and comprehend informational texts...
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
- W.4.7 Conduct short research project that builds knowledge through investigation of different aspects of a topic
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one...)
- SL.4.2 Paraphrase ...information presented in diverse media,...including orally

Focus questions:

How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

Supplementary Resources:

- Hangout NJ: Cartoon History of the Exploration of New Jersey:
http://www.state.nj.us/hangout_nj/images_cartoon/exall.pdf

Procedures/Activities:

1. Students select one of the following explorers:

- Christopher Columbus
- Giovanni da Verrazano
- Henry Hudson
- Cornelius J. May
- Giovanni Caboto (Cabot)

You become that explorer and explain:

- Who you are?
- Where you are from?
- Where did you explore?
- When did you explore?
- Why did you explore?
- What did you find?

- What was the impact?
2. Students draw a map of what they think would be the best route from Europe to the New World. Then draw the route of each of the explorers and compare the maps.
- Explorers webquest for Teachers <http://allaboutexplorers.com/>
 - Route of Christopher Columbus, 1492 <http://etc.usf.edu/maps/pages/2100/2134/2134.htm>
 - Route of Giovanni Caboto, 1497
http://people.bu.edu/wwildman/ben/mass/images/cabot_map.gif and
<http://www.history.com/topics/john-cabot/photos>
 - Route of Giovanni da Verrazano, 1524 <http://en.wikipedia.org/wiki/File:Viaggioverrazano.jpg>
 - Route of Henry Hudson, 1609 and 1611 <http://international.loc.gov/intldl/awkbhtml/kb-1/kb-1-1-4.html>
 - Cornelius Mey, 1623 http://en.wikipedia.org/wiki/Cornelius_Jacobsen_May
3. Why is America called “America” rather than Cabotland or Columbia?

See <http://www.history.com/topics/amerigo-vespucci> and explain.

Assessment

Students explain orally or in a short written essay why explorers came to the “New World” in the 1600s and what the impact was on both the Old World (Europe) and the New World (America).