new jersey 350

innovation • diversity • liberty

# The Founding of New Jersey

Courtesy of Special Collections and University Archives; Rutgers University Libraries.

Target Age: Elementary/Middle School
Time Period: 17th Century
Featured County: Union
NJ 350th Theme: Liberty

Common Core State Standards for English Language Arts:
R.CCR.7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

W.CCR.2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.CCR.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJ Common Core Standards:
Social Studies: 6.1.12.A.1.a, 6.1.12.A.1.b, 6.1.12.D.1.a

**FOCUS QUESTION:**
What factors contributed to the founding of New Jersey and how has this event been remembered and commemorated over time?

**BACKGROUND:**
The colonial history of New Jersey began in 1609 when Henry Hudson first claimed the region on behalf of Holland and renamed it New Netherlands. The Dutch West India Trade Company subsequently gave out land grants to encourage settlement, attracting many migrants from Sweden as well as Holland. These newcomers arrived in an area already populated by an estimated eight to ten thousand Delaware Indians. Holland retained political control until 1664, when English Royal Navy warships sailed into what is today New York Harbor and Holland ceded the colony to Britain without bloodshed.

Only after the colony became British did Jersey become the official name. On June 24, 1664, James, Duke of York, granted Lord Berkeley and Sir George Carteret, ownership of a swath of land between the Hudson and Delaware Rivers. The charter referred to these lands as “New Jersey” in honor of Carteret’s defense of the English Channel island of Jersey during the English Civil War. Carteret and Berkeley further divided their holding, Carteret controlling what became known as East Jersey, while Berkeley oversaw West Jersey. East Jersey settled more rapidly, with towns like Elizabethtown, Newark, Woodbridge, and Piscataway emerging as early as the 1660s.

Lord Berkeley eventually sold his interest in West Jersey. Quakers, along with Finns, Swedes, and Dutch, settled in West Jersey in the 1670s, later establishing strong connections to Philadelphia.
Both regions embraced progressive government, religious freedom, and considerable political

participation. The colony's rich lands and political freedoms encouraged immigrants to venture to New Jersey, uniting the traditions of liberty and diversity in the Garden State. While these regions ultimately merged into one colony, vestiges of this early division persist to this day. North Jersey roughly corresponds to East Jersey, while South Jersey is what once was West Jersey.

**ACTIVITY (Elementary—Grades K-3):**

Courtesy of Essex County Courthouse

This mural, painted by Howard Pyle, depicts Captain Philip Carteret landing in New Jersey in 1665. Captain Carteret, a distant relative of George Carteret, was greeted by settlers of the region. Painted in 1906, it was the first time Pyle had tried to paint something so large—the mural measured 6 feet tall and 16 feet wide. It was commissioned for the Essex County Courthouse, which has been called the "finest public building in the State of New Jersey." At the time of his death in 1911, the *New York Times* called him "the father of American magazine illustration." Pyle painted images of pirates and adventurers, as well as characters from colonial America and the American Revolution.

Pyle has been called a visual storyteller. Look closely at the picture: what story is he trying to tell about Captain Carteret? Project the image onto a whiteboard, if available. Give students take a few minutes to examine the picture. Then ask the following:

1. Which person do you think is Captain Carteret? What details helped you answer this question?
2. Who are the people on the right side of the picture? How are they dressed? What do their postures say about them?
3. Compare them to the people on the left side of the picture. Who are they? How do you think they feel? What might they say to Captain Carteret?
4. Where are the Native Americans? How are they portrayed? Why?
5. What is the setting of the picture? What details does Pyle include?

Provide students with dry erase markers and have them annotate their answers directly onto the image. Feel free to add questions, or to let your students develop questions of their own. For every answer, ask students to provide evidence from the picture to support their ideas.

Making a connection:

1. The landing took place in 1665, but the picture was painted in 1906. How might the picture have been different if painted in 1665? What about if it was painted in 2014? Ask students to explain their predictions.
2. This mural was commissioned for a very important building. Why do students think the building would want this event recorded and celebrated on its wall?

**FOLLOW-UP (Elementary School—Grades 4-5 or Middle School):**

Depending upon the skill level of class or time available, you may choose to do just one of the following activities.

Attached are three graphs from the 2000 report from the New Jersey Data Center- New Jersey Population Trends, 1790-2000. Have your students look closely at these documents, answer questions about New Jersey, and support their answers and predictions with specific evidence from the texts (all graphs below come from *New Jersey Population Trends* (Newark: New Jersey State Data Center, Division of Labor Market and Demographic Research, 2001; available online at http://lwd.dol.state.nj.us/labor/lpa/census/2kpub/njsdcp3.pdf).

**Graph #1: NJ Resident Population by County 1880-2000.**

**Table 5. New Jersey Resident Population by County: 1880 - 1920**

| COUNTY | 1880 | 1890 | 1900 | 1910 | 1920 |
|---|---|---|---|---|---|
| Atlantic | 18,704 | 28,836 | 46,402 | 71,894 | 83,914 |
| Bergen | 36,786 | 47,226 | 78,441 | 138,002 | 210,703 |
| Burlington | 55,402 | 58,528 | 58,241 | 66,565 | 81,770 |
| Camden | 62,942 | 87,687 | 107,643 | 142,029 | 190,508 |
| Cape May | 9,765 | 11,268 | 13,201 | 19,745 | 19,460 |
| Cumberland | 37,687 | 45,438 | 51,193 | 55,153 | 61,348 |
| Essex | 189,929 | 256,098 | 359,053 | 512,886 | 652,089 |
| Gloucester | 25,886 | 28,649 | 31,905 | 37,368 | 48,224 |
| Hudson | 187,944 | 275,126 | 386,048 | 537,231 | 629,154 |
| Hunterdon | 38,570 | 35,355 | 34,507 | 33,569 | 32,885 |
| Mercer | 58,061 | 79,978 | 95,365 | 125,657 | 159,881 |
| Middlesex | 52,286 | 61,754 | 79,762 | 114,426 | 162,334 |
| Monmouth | 55,538 | 69,128 | 82,057 | 94,734 | 104,925 |
| Morris | 50,861 | 54,101 | 65,156 | 74,704 | 82,694 |
| Ocean | 14,455 | 15,974 | 19,747 | 21,318 | 22,155 |
| Passaic | 68,860 | 105,046 | 155,202 | 215,902 | 259,174 |
| Salem | 24,579 | 25,151 | 25,530 | 26,999 | 36,572 |
| Somerset | 27,162 | 28,311 | 32,948 | 38,820 | 47,991 |
| Sussex | 23,539 | 22,259 | 24,134 | 26,781 | 24,905 |
| Union | 55,571 | 72,467 | 99,353 | 140,197 | 200,157 |
| Warren | 36,589 | 36,553 | 37,781 | 43,187 | 45,057 |
| Total | 1,131,116 | 1,444,933 | 1,883,669 | 2,537,167 | 3,155,900 |

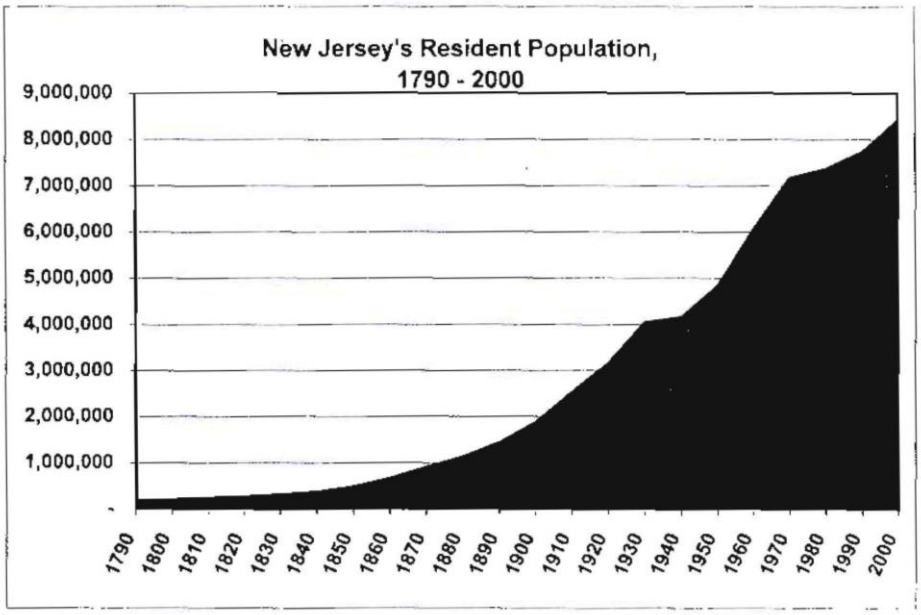
Data has been provided for Hudson County and Atlantic County. Hudson County borders New York, and Atlantic County is home to Atlantic City. In the additional information section are links to histories of both counties.

1. Have your students examine the numbers. Ask them to look for ten year increments that saw significant bumps in population. Ask them to hypothesize reasons for population changes.
2. Using the population trends of both counties, ask students to predict what populations will look like in 10 years, in 50 years.

**Graph #2: NJ Resident Population: 1790-2000 (taken from New Jersey Population Trends**

## New Jersey's Resident Population: 1790 - 2000

| Year | Resident Population |
|---|---|
| 2000 | 8,414,350 |
| 1990 | 7,730,188 |
| 1980 | 7,365,011 |
| 1970 | 7,171,112 |
| 1960 | 6,066,782 |
| 1950 | 4,835,329 |
| 1940 | 4,160,165 |
| 1930 | 4,041,334 |
| 1920 | 3,155,900 |
| 1910 | 2,537,167 |
| 1900 | 1,883,669 |
| 1890 | 1,444,933 |
| 1880 | 1,131,116 |
| 1870 | 906,096 |
| 1860 | 672,035 |
| 1850 | 489,555 |
| 1840 | 373,306 |
| 1830 | 320,823 |
| 1820 | 277,575 |
| 1810 | 245,562 |
| 1800 | 211,149 |
| 1790 | 184,139 |

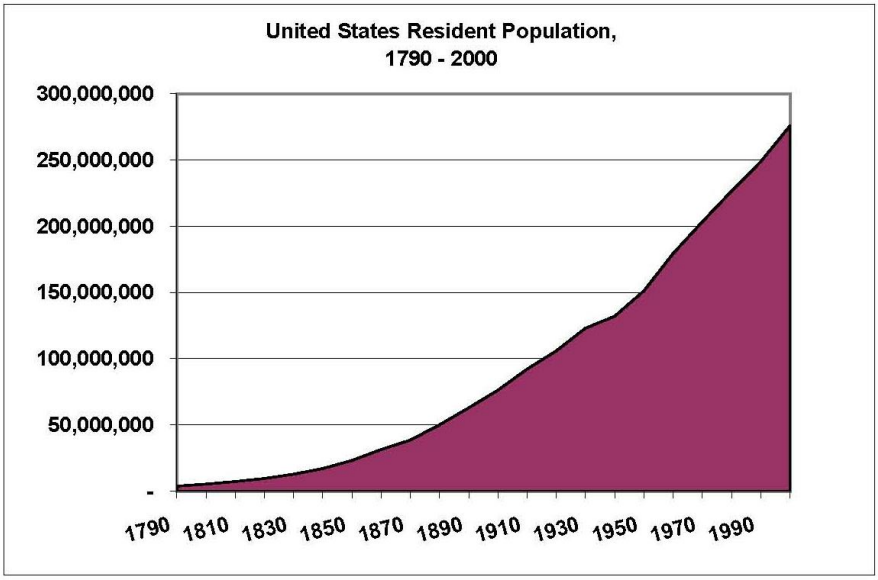



1. The resident population excludes the overseas population.
Source: US Censuses of Population and Housing: 1790 through 2000.

**Graph #3: United States Population: 1790-2000.**

## United States Resident Population: 1790 - 2000

| Year | Resident Population |
|---|---|
| 2000 | 281,421,906 |
| 1990 | 248,709,873 |
| 1980 | 226,542,199 |
| 1970 | 203,302,031 |
| 1960 | 179,323,175 |
| 1950 | 151,325,798 |
| 1940 | 132,164,569 |
| 1930 | 123,202,624 |
| 1920 | 106,021,537 |
| 1910 | 92,228,496 |
| 1900 | 76,212,168 |
| 1890 | 62,979,766 |
| 1880 | 50,189,209 |
| 1870 | 38,558,371 |
| 1860 | 31,443,321 |
| 1850 | 23,191,876 |
| 1840 | 17,063,353 |
| 1830 | 12,860,702 |
| 1820 | 9,638,453 |
| 1810 | 7,239,881 |
| 1800 | 5,308,483 |
| 1790 | 3,929,214 |




1. The resident population excludes the overseas population.
Source: Censuses of Population and Housing: 1790 through 2000.

These two graphs show the growth of NJ and of the United States, from 1790-2000.

1. Have students examine both charts. Ask them to contrast the growth rate of NJ to the growth rate of the United States. Ask them to look at specific decades, note the change, and hypothesize the reasons for this change.
2. When comparing the numbers between NJ and the US as a whole, ask students to calculate what percent of the country's population is made up of New Jersey residents. New Jersey is the 47th smallest state in the Union, but is number 11 in terms of population. What does that mean for the density of our communities?

**WANT TO LEARN MORE?**

***Places You Can Visit***

Mural at the Essex County Court House:
http://www.judiciary.state.nj.us/essex/ombudsman/historyesxvic.htm

***More Classroom Activities***

"Images of the New World": A lesson that examines the kinds of written and visual images did the English create about the native peoples and their lands that the Europeans were about to encounter: http://edsitement.neh.gov/lesson-plan/images-new-world

"The New Netherland Institute, Exploring America's Dutch Heritage": A website with a variety of lesson plans for elementary (3-5) and middle school about the Dutch influence on the New Jersey and New York colonies: http://www.newnetherlandinstitute.org/education/for-teachers/lesson-plans/

"US History, Colonial America 1600-1776": This website lists possible discussions, activities and works of literary merit, all of which are meant as choices to the learner rather than as assignments, with the focus on the excitement of new discoveries: http://www.carolhurst.com/subjects/ushistory/colonial.html

***For More Information***

History of Atlantic County: http://www.aclink.org/HISTORY/

Hudson County Fact Sheet: http://www.jerseycityonline.com/hudson_county/facts.htm

New Jersey Population Trends 1790-2000:
http://lwd.dol.state.nj.us/labor/lpa/census/2kpub/census2kpub_index.html

Maxine Lurie and Richard Veit (eds.), *New Jersey: A History of the Garden State* (New Brunswick: Rutgers University Press, 2012), especially chapters 1 and 2.

Maxine Lurie, "New Jersey: The Unique Proprietary," in *A New Jersey Anthology* (Newark: New Jersey Historical Commission, 1994).

## CREDIT INFORMATION:

Pg. 1: Lord Berkeley, Courtesy of Special Collections and University Archives; Rutgers University Libraries

Pg. 2: Howard Pyle painting, Essex County Courthouse

PP 3-5: Graphs on pages 3-5 are all taken from *New Jersey Population Trends* (Newark: New Jersey State Data Center, Division of Labor Market and Demographic Research, 2001; available online at http://lwd.dol.state.nj.us/labor/lpa/census/2kpub/njsdcp3.pdf).

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