

# Unit 1: New Jersey Geography

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 1**  
Length: **1 trimester**  
Status: **Published**

## Brief Summary of Unit

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Students will uncover the geography of New Jersey and why it matters as they explore location, place, region, resources, land and climate.

## Standards

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LA.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.4.CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.4.CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

## Transfer

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## Essential Questions

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- • How does place shape people’s identity?
- • What goes on a map?
- • What was the geography of the New Jersey and east coast like and how did it impact settlement to this area?
- • Why did people come to New Jersey?
- How do maps and globes teach me about my world?

## Essential Understandings

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- • each region has special features that make it unique.
- • people migrate to new areas for a variety of reasons.
- • where a person lives shapes who they are and that the geography affects their livelihood and family life.

## Students Will Know

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- • key vocabulary terms associated with the state of New Jersey.
- • reasons why people came to New Jersey.
- • the first New Jersey explorers and where they settled.
- • the geography of the New Jersey and east coast.
- • where New Jersey and what it looks like.

## Students Will Be Skilled At

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- • the geography of the New Jersey and east coast.

## Evidence/Performance Tasks

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- • DIARY ENTRY: Students imagine they lived in New Jersey In that late 1600's write five days of diary entries describing what life was like there.
- • FORMAL LETTER: Students write a letter to a friend describing your state be sure to include information about the environment, the people, and the natural resources.
- • POSTER PRESENTATION: Students create a poster in the shape of New Jersey showing what you would see in a trip across the state of New Jersey.
- • WRITING ACTIVITY: answer the essential questions.

## Learning Plan

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- • Begin assembling a colonial timeline with Columbus (1492) through Hudson (1609).
- • Continue the timeline from the voyage of Henry Hudson (1609) until the 1664 surrender of the Dutch to the English.
- • Contribute these notes to a class web for the wall.
- • Discuss with student the four regions of New Jersey. Students will uncover in a think pair share what is unique about each of the fir regions of New Jersey.
- • PowerPoint of New Jersey to introduce the unit specific to New Jersey.
- • Read about the beginning of New Netherland. Discuss and outline its implications, patron ships, trading posts, windmills, Pavonia, Burlington Island.
- • Read about the rise and fall of New Sweden. In partners, brainstorm the possible feelings, thoughts, and actions of a Swedish settler as it is taken over by the Dutch.

- • Students use a Venn diagram to compare and contrast the Atlantic coastal Plain and Ridge, and Valley regions.
- • Students will pick one natural resource unique to New Jersey and explain why it is important and how is it used.
- • Students will uncover the natural resources in New Jersey and plot on a map of New Jersey.
- • Use a New Jersey map to plot Verrazano's and Hudson's routes through the NY/NJ region in two colors.
- • Use a New Jersey map, labeling the Hudson and Delaware Rivers, Pavonia, Burlington Island, New Netherland, New Sweden.
- • Use the regional map to transfer Hudson's voyage along the coast and up the river to the U.S. map. Discuss his voyage, discoveries, and what they meant.
- • Vocabulary journal to include coast, wetland, landforms, elevation, precipitation, source, mouth, tributary, port, urban, rural, region, environment, resources, agriculture, mineral, economy.

## Materials

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- <http://climate.rutgers.edu/stateclim/njclimoverview.html>
- <http://govinfo.kerr.orst.edu/gif/states/nj.gif>
- <http://www.americasroof.com/nj.shtml>
- [http://www.netstate.com/states/geography/nj\\_geography.htm](http://www.netstate.com/states/geography/nj_geography.htm)
- [http://www.netstate.com/states/quiz/nj\\_quiz.htm](http://www.netstate.com/states/quiz/nj_quiz.htm)
- [http://www.state.nj.us/hangout\\_nj/assignment\\_symbols.html](http://www.state.nj.us/hangout_nj/assignment_symbols.html)
- <http://www.state.nj.us/travel/regions.htm>
- <http://www.state.nj.us/njfacts/bug.htm>
- <http://www.state.nj.us/transportation/gis/index.htm>

## Suggested Strategies for Modifications

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- • Allow students choice of genre for written outcomes.
- • Break assignments down to aid in organization and time on task.
- • Challenge higher level student with more critical thinking questions (CHALLENGE BY CHOICE).
- • Incorporate Technology where applicable.
- • Pair slower students with a buddy.
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.