

Franklinite and the New Jersey State Symbols - Lesson Plan

Subjects Included

- Art
- Technology
- History
- Civics
- Language Arts

The following New Jersey Student Learning Standards may be addressed in this lesson.

<https://www.nj.gov/education/standards/>

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.2.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Preparation

Decide on your management plan (Are students working in teams? Individually? Is this a whole-class activity? Something to do when done with other work?).

Extensions: There are many activities that can be done after students find the information on the state symbols. Included here are a few ideas, but you are only limited by your time and imagination!

Objectives

- Students will research information from print and/or online sources about the New Jersey state symbols and the legislative process.
- Students will be able to explain verbally or in writing, the meanings behind many of the New Jersey state symbols.
- Students will be able to describe, either verbally or in writing, how the state symbols are officially chosen.

Materials Needed

- State symbols listing
- Print and/or online sources
- Colored pencils or markers
- Chart paper
- Picture of your state flag

Background Information to Share with the Students

As stated in the circular, franklinite is the unofficial state mineral of New Jersey – but that may change even before you read this brochure. For something to be accepted as an official state symbol, steps that you can actively participate in must be taken. In fact, many official state symbols were chosen thanks to the actions of students like you.

You probably recognize many symbols around you every day, they are on store fronts, billboards, televisions and websites, your food and clothing, emojis ... practically everywhere. They all mean something that is usually easy to figure out. States, too, have symbols that mean something to the people living there, and New Jersey is no exception. Like most states in the United States, New Jersey has chosen a state bird, a state flower, a state insect, a state fossil and even a state microbe! These symbols are not chosen at random, but each goes through a tough process to achieve their fame.

You can see listings of New Jersey symbols at the following websites;

- <https://www.state.nj.us/nj/about/symbols/>
- <https://njstatehousetours.org/tour/index.php/state-symbols/>
- https://en.wikipedia.org/wiki/List_of_New_Jersey_state_symbols
- <https://civiced.sas.rutgers.edu/documents/nj-lessons/for-grades-k-2/51-new-jersey-symbols/file>

The way something becomes a state symbol is similar to the way a new law is passed. You can read about the legislative process at the following websites and in these brochures:

- **A Student's Guide to the Legislative Process**
<https://njstatehousetours.org/tour/wp-content/uploads/2018/02/Student-Guide.pdf>
- **The Legislative Process in New Jersey**
<https://njstatehousetours.org/tour/wp-content/uploads/2018/02/Legislative-Process-NJ.pdf>
https://njstatehousetours.org/tour/wp-content/uploads/2018/09/legislative_process_spanish.pdf
- **State House Activity Book**
https://njstatehousetours.org/tour/wp-content/uploads/2020/12/Actbook_English_Interactive.pdf
https://njstatehousetours.org/tour/wp-content/uploads/2020/12/Actbook_Espanol_Interactive.pdf
- **NJDEP's New Jersey Symbols chart** (see last 2 pages of this flier)

Activity

1. Show students a picture of the state flag. Ask,
 - *What symbols do you see?*
 - *What do you think they represent?*
 - *What colors are on the flag?*
 - *Do you think the colors were chosen for a specific reason?*
2. Explain that all states have official symbols representing their cultural heritage and natural treasures. Ask students to think of places they have visited in New Jersey. What other information do they know about “the Garden State”? (*Hint: That is another symbol!*)
3. Tell students that they’ll be learning even more about their state symbols! Direct the students to the websites listed or have them find them and invite them to conduct research to discover information about the many state symbols and create a chart of their findings, using colored pencils or markers. You can have them work in groups or assign each a symbol based on the number of students in your class.
4. Afterward, talk about what students learned about New Jersey. Ask:
 - *What was the most interesting thing you learned about our state?*
 - *What else would you like to learn?*
 - *What places would you like to visit and why?*
 - *Can you think of another symbol that would be great for New Jersey? (We don’t have a state song yet!)*

Extended Learning

- Challenge students to learn more about your city or town! On the board or a sheet of chart paper, list all the resources, places and events in your city or town. Then, have students create a flag and slogan to showcase it.
- Choose another state to learn more about and have students complete a chart for that state. Ask:
 - *What do you think is the strangest state symbol you have found?*
 - *What is the most interesting state symbol and why?*
- Have students look around the room and out the windows and find as many other symbols as they can. Ask:
 - *What do these symbols stand for?*
 - *Who do you think designed them?*

(*This can lead to a discussion on graphic design and can be shared with the art teacher in your school.*)
- Have students create a quiz or word search about the state symbols on Puzzlemaker at <http://puzzlemaker.school.discovery.com/>. Include when it became a symbol, who proposed that it become a symbol, height, weight, wingspan, etc.)

Assessment

The assessment during this lesson will be mostly through observations in whole- and small-group discussions, the short writing piece that the students complete and any follow-up activity that is conducted.

These activities can be adapted to multiple grade levels or subjects as needed.

Education related questions can be addressed to enviro.ed@dep.nj.gov.

STATE OF NEW JERSEY
Philip D. Murphy, Governor
Sheila Y. Oliver, Lt. Governor

Department of Environmental Protection
Shawn M. LaTourette, Commissioner



NEW JERSEY STATE SYMBOLS



The
Garden
State

Liberty and Prosperity

Liberty and prosperity – these words, the official **state motto** – are found on the flag and state seal of the State of New Jersey. Named in 1664 after the Isle of Jersey in the English Channel, New Jersey became the third state admitted into the union on December 18, 1787.

Designed by Pierre Eugene du Simitiere and presented in May 1777, the **state seal** features three plows in the shield, honoring the state's agricultural tradition. A horse's head above the shield stands for speed and strength, and the two figures are Liberty, representing freedom, and Ceres, the Roman goddess of grain.

The **state flag** was adopted in 1896 and features the official state colors: buff and Jersey blue. Based on the Dutch heritage, the colors were chosen by George Washington himself.

Seen at many a backyard birdfeeder, the **eastern goldfinch** (*Carduelis tristis*) was adopted as our **state bird** in 1935.

The **red oak** (*Quercus borealis maxima*) was named the official **state tree** in 1950. The fruit of the red oak, the acorn, is used as the symbol for this website. In 1951, the **Dogwood** (*Cornus Florida*) was named the **state memorial tree**.

Although it has been considered the **state flower** since 1913, it wasn't until 1971 that the New Jersey Legislature specifically designated the **common meadow violet** (*Viola sororia*) as the official symbol, a high honor in *the Garden State*.

Just like the early American colonists, the **honeybee** (*Apis Mellifera*) came here from Europe and was officially adopted as the **state insect** in 1974.

Equus caballus, the scientific name for the **horse**, became our official **state animal** in 1977.

With more than 1,400 miles of streams to swim through, the **brook trout** (*Salvelinus fontinalis*) became the official **state fish** in 1992.

For those with a more saline palate, the **striped bass** (*Morone saxatilis*) was chosen as the **state saltwater fish** in 2017.

If you put the **knobbed whelk** (*Busycon carica gmelin*), the official **state shell**, up to your ear, you can hear the ocean. These shells are found all along the New Jersey shoreline.

The official **state dance**, the **square dance**, was designated in 1983. Do-si-do!

A sailing classroom, the **A.J. Meerwald**, was named New Jersey's official **tall ship** in April 1998. This schooner has also earned a spot in the National Register of Historic Places.

Millions of years ago, giants roamed New Jersey. In 1858, the world's first nearly complete dinosaur skeleton was uncovered in a farmer's pit. This animal, **Hadrosaurus foulkii**, became the official **state dinosaur** in 1991. The site on which it was found was declared a National Historic Landmark in 1994.

First cultivated in the Garden State in 1916, the **Northern Highbush Blueberry** (*Vaccinium corymbosum*) is a delicious addition to this list as the official **state fruit**, as of January 12, 2004.

Helping to pollinate flowers statewide, the [black swallowtail](#) (*Papilio polyxenes*), was adopted as the official [state butterfly](#) on January 11, 2016.

New Jersey's smallest turtle, the [bog turtle](#) (*Clemmys muhlenbergii*), is an inhabitant of fens, bogs and wet meadows across the state. It became the official [state reptile](#) on June 18, 2018.

Streptomyces griseus, the native source of many antibiotics, was submitted in legislation in June 2017 for the title of [state microbe](#).

For 49 years, the [USS New Jersey](#) served this country as one of the most decorated battleships in the U.S. Navy. Today, it serves as a museum and the [state ship](#).

They are known as service or guide dogs elsewhere, but here in New Jersey, where Seeing Eye Inc. opened in 1931, we refer to them as our [state dog](#), the [Seeing Eye dog](#).

Although not yet official, [brownstone](#) or Stockton sandstone, is considered by rockhounds to be our [state rock](#), and beautiful, green [prehnite](#), our [state gem](#).

Similarly, [franklinite](#), an economic ore of zinc during the 19th and 20th centuries, which can only be found in the N.J. towns of Franklin and Ogdensburg, is on its way to becoming our [state mineral](#).

Even though the [tomato](#) (*Lycopersicon esculentum*) is technically considered a fruit, it is our [state vegetable](#)!

Consisting of four distinct horizons, [Downer soils](#) provide fertile ground for agriculture and helped New Jersey become the Garden State and is our official [state soil](#).

The [Jersey Devil](#) has been stalking the New Jersey Pinelands since the 1700s. This winged, horned, pointy-tailed, demon-like monster has been blamed for causing fires, killing livestock and terrifying locals. To celebrate the [state cryptid](#), we even named our state hockey team after it!

Although it is only worth 25 cents, the [state quarter](#) was released on May 17th, 1999. The third state quarter minted depicts Gen. George Washington crossing the Delaware River and bears the phrase, "CROSSROADS OF THE REVOLUTION."

Many suggestions were made for the [state slogan](#), but in the end, "[Come See For Yourself](#)" was chosen in 2006.

In 2019, New Jersey chose the only person to make this list so far – the [state inventor](#), [Thomas Edison](#). With 1,093 patents to his name, it wouldn't be very bright *not* to choose him.

As you probably have figured out by now, "[the Garden State](#)" is our [state nickname](#).

For now, we will all have to just hum to ourselves – as New Jersey still does not have an official [state song](#).

For more information about New Jersey history and the state symbols, look online or visit your local public or school library.