

Fall 2011

Dear Union County Teacher, Parent and Scout Leader,

The Union County Board of Chosen Freeholders and the Office of Cultural and Heritage Affairs are pleased to offer the **FOUR CENTURIES OF UNION COUNTY HISTORY Activity Kit**:

- to provide teachers with materials to fulfill the New Jersey Social Studies Core Curriculum Standards;
- to connect curriculums with local historic sites, our primary sources of history;
- to familiarize teachers, students, parents and scout leaders with **FOUR CENTURIES IN A WEEKEND . . . a journey through Union County's History** on Saturday, October 15th and Sunday, October 16th.

Thematic Clustering of twenty-five sites – Early Aristocracy, Farm Life, Revolutionary Front Line, Commerce & Industry, and Victorian Resorts & Suburbs -- creates context for local and county history.

We hope that you find the **Activity Kit** useful in teaching your children about the development of the county, its towns and cities. Please encourage students to visit sites during the **WEEKEND** and experience our history where it actually happened.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah Scanlon". The signature is fluid and cursive, with a large initial "D" and a long, sweeping underline.

Deborah P. Scanlon
Chairman

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Bulletin Board Map Activity

- Objectives:
- ◆ Make students aware of historic sites located in Union County.
 - ◆ Re-enforce map location skills.
 - ◆ Work cooperatively in small groups.
- Preparation:
- ◆ Photocopy the photo sheets of the sites and the Historic Site Information Sheets as needed.
 - ◆ Cut lengths of yarn or string.

Procedure:

Separate the class into small groups to encourage cooperative learning practice. Divide Historic Site Information Sheets among the groups. Allow time (about 20 minutes) for the students to read the Sheets, cut out and match the photos with the sheets and find 3 important and interesting facts about each site.

Place the county map (provided) on the bulletin board. After the groups have completed their research, come together as a class. Allow each group time to locate their site on the map. Pin one end of a piece of yarn or string to that point and attach the other end on the picture of the museum and place the site photo on the bulletin board. Move from group to group until all the photos have been attached to the bulletin board. Class discussion about the historical significance of each site should follow.

FOUR CENTURIES OF UNION COUNTY HISTORY

Photo Sheets

These photos are to be used with the

- Bulletin Board Map Activity
- Time Line Activity

Color Images are available at www.ucnj.org/cultural



**Deserted Village of
Feltville-Glenside Park**



Littell-Lord Farmstead



Dr. William Robinson Plantation



Crane-Philips House Museum



Boxwood Hall State Historic Site



**First Presbyterian Church
of Elizabeth**



Evergreen Cemetery



Woodruff House/ Eaton Store Museum



Oswald J. Nitschke House



Deacon Andrew Hetfield House



Salt Box Museum



Drake House Museum



Merchants and Drivers Tavern



Union County Performing Arts Center



Abraham Clark House



Roselle Park Museum



Osborn Cannonball House



Cannon Ball House



Crane-Philips House Museum



Reeves-Reed Arboretum



Summit Playhouse



Twin Maples



Caldwell Parsonage



Liberty Hall Museum



Miller-Cory House Museum

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Compare and Contrast Activity

- Objective:**
- ◆ Have the students think about and express the relationship (similarities, differences) between one historic site described in the Historic Site Information Sheet and one building existing in their present day world.
- Preparation:**
- ◆ Photocopy the Historic Site Information Sheets as needed.
- Procedure:**
- ◆ This activity may be accomplished as a class activity or by students working independently. The activity may be expressed in any form desired – composition, visual art, poetry, etc.
- Examples:**
- Dr. Robinson House/student's doctor's office
 - Eaton Store/supermarket, convenience store
 - Miller-Cory House/student's house or apartment
 - Merchants and Drivers Tavern/hotel or motel

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Family Life Activity

To be completed in conjunction with the Time Line Activity.
Refer to Thematic Clusters in the FOUR CENTURIES booklet.

- Objective:**
- ◆ Have students come to an understanding about the periods of Union County's history. The historic sites in the county are primary sources of history – the actual homes where people lived, worked and raised their families and the actual places where significant local events happened.
- Preparation:**
- ◆ Have the students complete the Time Line Activity.
- Procedure:**
- ◆ Divide the students into five groups and have each research a Cluster time period. Instruct each group to study the following topics during their assigned Cluster time Period: architecture, education, clothing, fun and games and shopping for family needs. Students may collect photos or artifacts or make drawings to represent their research.
 - ◆ After the groups have completed their research, lead them in a discussion about their findings. They might even put on a skit. Compare the progress in each area of research with what happened in the next Cluster. Compare with what students experience today.

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Population Growth Activity 150+ Years

- Objectives:
- ◆ Make students aware of how the population has grown.
 - ◆ Re-enforce map location skills.
 - ◆ Work cooperatively in small groups.

- Preparation:
- ◆ Photocopy the Union County Population sheet

Procedure:

Separate the class into small groups to encourage cooperative learning practice. Assign three or four municipalities to each group. Have them research the current population of each municipality and compare to the original population 150 years ago.

Also have them compare the number of municipalities in 1857 compared to 2011.

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Thematic Clustering of Historic Sites (To be done in conjunction with the Time Line Activity)

- Objective:** ♦To have the students think about, discuss and come to an understanding about the periods of Union County's history. The historic sites in the county are primary sources of history – the actual homes where people lived, worked and raised their families and the actual places where local significant historical events happened.
- Preparation:** ♦Have the students complete the Time Line Activity.
- Procedure:** ♦Divide the students into five groups and have each group research a Cluster time period. Instruct each group to study the following topics as they occurred in their assigned Cluster time period: architecture, education, clothing, fun and games and shopping for family needs. Students may collect photos or artifacts or may make drawings to represent their research.

After the groups have completed their research, lead them in a discussion about their findings. Compare the progress in each area of research with what happened in the next Cluster. Compare with what the students experience in their lives.

FOUR CENTURIES OF UNION COUNTY HISTORY

Thematic Clustering of Sites

Thematic clustering creates context for four centuries of Union County history. The sites in each Cluster relate life and events during a particular time. By learning the history of each Cluster and by looking at them collectively, you will understand and appreciate life in Union County today.

As buildings were altered over the centuries to meet changing needs and styles, some sites appear in more than one Cluster in the Four Centuries booklet. Refer to the site name and number in the Four Centuries Booklet and turn to the site's page to learn its location.

EARLY ARISTOCRACY

1665-1812



The English government encouraged settlement of the new country through the sale of land grants. Many families, who had already emigrated from England, moved from Long Island and Connecticut to establish settlements throughout New Jersey.

By the middle of the eighteenth century, Elizabethtown had grown into a prosperous community of seven or eight hundred inhabitants. Statesmen and leaders of the emerging nation and their families enjoyed life on estates in large houses surrounded by gardens and apple and peach orchards.

Get a glimpse of the birth of our nation and the aristocratic way of life by visiting: **Boxwood Hall, #5; First Presbyterian Church, #6; Liberty Hall, #24.**

FARM LIFE

1686 – 1840



While the city life of Elizabethtown flourished, outlying areas were largely agricultural. One hundred fifty families tended 40,000 acres of farmland.

Life on the farm was demanding on all members of the family with tiring chores for the head of the household, the youngest of children and everyone in between. Farm families had to produce every necessity of life – shelter, food and clothing – while caring for their land, crops and animals.

Step inside authentic farmhouses and experience the challenges and rewards of life on an eighteenth century farmstead: **Dr. William Robinson Plantation, #3; Woodruff House/Eaton Store, #8; Salt Box Museum, #11; Carter House, #19; Miller-Cory House Museum, #25.**

REVOLUTIONARY FRONT LINE 1763 – 1783



Everyday farm life was interrupted by skirmishes and battles between British and Colonial troops fighting for independence from England. While most people believed in the patriot cause, others (Loyalists or Tories) supported the King. After 1776, active Loyalists went to Staten Island, which was held by the British, or to Canada.

Driven by their desire for freedom, many men left their families and farms to join the Continental Army. Numerous raids, battles and skirmishes occurred throughout the area. The Battle of Connecticut Farms (in what is now Union Township) and the Battle of Springfield, both in June 1780, marked the close of the war in New Jersey.

Abraham Clark, farmer and self-educated lawyer, was a delegate to the Second Continental Congress, where he voted for and signed the Declaration of Independence demonstrating that leadership, even in Colonial America, did not depend on wealth or birth.

Learn about this troubled time in our nation's history by visiting: **Drake House, #12; Abraham Clark House, #15; Osborn Cannonball House, #17; Cannon Ball House, #18; Caldwell parsonage, #23.**

COMMERCE AND INDUSTRY 1820 – 1920



Stagecoaches made regular trips along the King's Highway (St. Georges Avenue) and the Old York Road (Route 28). The Stage House Inn in Scotch Plains (still operating as a restaurant) and the Merchants and Drovers Tavern in Rahway were centers of commerce in the early 1800s, witnessing business transactions, elections, public meetings and entertainment.

The Elizabethtown area became a major manufacturing center and transportation corridor due to its proximity to New York and Philadelphia. Industries developed near water and rail to move their goods to major markets. Workers left farms for better paying jobs in towns and cities.

With the first railroad charter in 1830, the economic life of the county was greatly affected. Three major railroads ran through the county, opening farmland to developers. Horse-driven wagons and stagecoaches gave way to steam locomotives, accelerating the growth of towns and cities.

In the late 1800s, development of Hillside, Roselle Park, Kenilworth, Rahway and Linden flourished as industries attracted new workers. Housing was built nearby to accommodate the growing number of workers and their families.

The impact of early industry in Union County may be experienced by visiting: **Deserted Village of Feltville-Glenside Park, #1; Woodruff House/Eaton Store, #8; Oswald J. Nitschke House, #9; Merchants and Drovers Tavern, #13; Roselle Park Museum, #16.**

VICTORIAN RESORTS AND SUBURBS

1837 – 1920



Rapid industrial growth in the first half of the 19th century gave an emerging managerial class wealth and leisure time. Victorians idealized the rural life and city dwellers looked to the hills and farms of New Jersey for vacation accommodations.

In the 1880s, residents of New York City boarded trains to Plainfield, where they were guests at the city's five resort hotels. Executives of the Central Railroad of New Jersey saw the opportunity for development and promoted housing subdivisions in Plainfield, Fanwood, Westfield, Cranford, Roselle and Roselle Park. Summertime vacationers became year-round residents with twenty-two daily trains carrying them to and from the city.

Watchung Mountain communities served by the Morris and Essex Railroad were especially attractive vacation destinations. Summit contained lavish hotels catering to affluent visitors and, a short distance away, Glenside Park offered a rustic retreat. Eventually many of these vacationers built substantial houses in the "Hill City" and a suburban community was born.

The long reign of Britain's Queen Victoria influenced all facets of life and culture throughout the western world. The classical ideal gave way to the romantic. The picturesque and the complex replaced simplicity and balance. Passion, grandeur and lack of restraint were expressed in art, architecture and landscapes. Variety of color, material and design won favor.

Victorian architecture included a number of styles, each experiencing a short period of popularity during the forty-four years of the Queen's reign. Many examples of such residential architecture may be found throughout Union County.

Garden and cemetery planning was also influenced by the Victorian aesthetic. Park-like cemeteries contained a variety of funerary stones and monuments, often decorated with statues and other sculptural embellishments.

To learn more about the Victorian Era, visit: **Deserted village of Feltville-Glenside Park, #1; Littell-Lord Farmstead, #2; Crane-Phillips House, #4; Evergreen Cemetery, #7; Deacon Andrew Hetfield House, #10; Drake House, #12; Reeves-Reed Arboretum, #20; Summit Playhouse, #21; and Twin Maples, #22.**

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan: Time Line Activity

- Objective:** ♦ Make students aware of the passage of time by creating a linear graph that shows the development of Union County over four centuries – 17th, 18th, 19th and 20th. This activity lends itself to team teaching with your school's art teacher.
- Preparation:** ♦ This activity may be an individual or group project. Photocopy the photo sheets of the sites and the Historic Site Information Sheets as needed.
- Not Included:** ♦ Contemporary photos of your school and other local buildings.

Procedure:

Instruct the students to read the Historic Site Information Sheets and make a list of the historic sites by the century in which they were built. Have the students draw a long, thick line on a large sheet of plain paper or poster board.

Make segments along the line, the length of each segment proportionate to the number of buildings constructed in that century. Label the segments to indicate the centuries.

Ask the students to tape or glue the photos of the sites to their proper place along the Time Line. Glue or tape a picture of your school and other local buildings to the correct location on the Time Line to show the relationship of the past to the present day. Suggestion: students may bring in a photo or draw a picture of their own house and position it according to the year or approximate date it was built. You may wish to share this activity with your art teacher.

FOUR CENTURIES OF UNION COUNTY HISTORY

**New Jersey Social Studies Core Curriculum Standards
as they relate to the Historic Sites of Union County**

Most of the Standards are fulfilled by all of the sites mentioned in the Lesson Plan Packet. In some cases, however, specific sites are mentioned here as they are particularly related to a specific Standard.

6.1 All students will learn democratic citizenship and how to participate in the Constitutional system of government of the United States.

The process by which our national government was established is understood through historic sites and thematic clusters of historic sites located in Union County. Famous statesmen lived in the Elizabethtown area and their participation in colonial government and other important activities and events demonstrate the impact of government policy and also led to the development of key principles and documents:

- ◆ the Continental Congresses
- ◆ the Declaration of Independence
- ◆ the American Revolution
- ◆ the drafting and adoption of the Constitution and the Bill of Rights
- ◆ the creation and evolution of the three branches of the United States Government

This Standard is fulfilled through study of the Early Aristocracy Cluster: Belcher-Ogden Mansion, Boxwood Hall and Liberty Hall.

6.2 All students will learn democratic citizenship through the humanities by studying literature, art, history, philosophy and related fields.

The sites' collections from various time periods present an opportunity to demonstrate changes and variations in aesthetic expression over time. The decorative, fine and folk arts and crafts serve as cultural representations that enhance understanding of social history.

This Standard is fulfilled through knowledge gained by study of sites such as the Littell-Lord Farmstead, Crane-Phillips House, Drake House, Osborn Cannonball House, Carter House and the Summit Playhouse.

6.3 All students will acquire historical understanding of political and diplomatic ideas, forces and institutions throughout the history of New Jersey, the United States and the world.

The historic sites in Union County foster understanding of major periods of our state's and country's development.

- ◆ The Farm Life Cluster illustrates the **Colonial Period** by interpreting life on the Dr. Robinson Plantation, Woodruff House/Eaton Store, Salt Box Museum, Carter House and Miller-Cory House Museum.
- ◆ The Early Aristocracy Cluster, which includes Belcher-Ogden Mansion, Boxwood Hall and Liberty Hall, explores the **Early National Period**.
- ◆ The Revolutionary Front Line Cluster explains the times of the **American Revolution** and includes the Drake House, Abraham Clark House, Osborn Cannonball House, Cannon Ball House and Caldwell Parsonage.
- ◆ The Victorian Resorts and Suburbs Cluster demonstrates the **Age of the Civil War and Reconstruction** by including the Deserted Village of Feltville-Glenside Park, Littell-Lord Farmstead, Crane-Phillips House, Evergreen Cemetery, Deacon Andrew Hetfield House, Drake House, Reeves-Reed Arboretum and Twin Maples.
- ◆ The Commerce and Industry Cluster defines the **Industrial American Period** with the interpretation of the Deserted Village of Feltville-Glenside Park, Woodruff House/Eaton Store, Oswald J. Nitschke House, Merchants & Drovers Tavern and Roselle Park Museum.
- ◆ The collections of the Roselle Park Museum demonstrate the **Era of the World Wars**.

6.4 All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States and the world.

Union County historic sites offer comparison and contrast of daily life in various time periods. Knowledge of social institutions and how they evolved to meet the needs of people in a particular time period are illustrated at various sites.

- ◆ The **changing roles of family members**, including children, is demonstrated, for example, by Littell-Lord Farmstead and Miller-Cory House Museum.
- ◆ The **role of government** is demonstrated by such sites as Abraham Clark House, Belcher-Ogden Mansion, Boxwood Hall and Liberty Hall.
- ◆ The **role of religion** is demonstrated by the Deserted Village of Feltville.

6.5 Students will acquire historical understanding of varying cultures throughout the history of New Jersey.

Union County historic sites contain artifacts that explain both common elements and diverse customs and how early technology influenced daily life.

- ◆ Deserted Village of Feltville-Glenside Park evolved from a 1840s company town to a 1880s resort for the wealthy.
- ◆ Evergreen Cemetery represents a wide variety of cultures dating from the mid-1800s to the present time, including Eastern European gypsy culture.
- ◆ Boxwood Hall and Drake House contain changing special exhibits that trace immigration through current times.

6.6 All students will acquire historical understanding of economic forces, ideas and institutions throughout the history of New Jersey, the United States and the world.

Union County sites offer a view of life in colonial days and throughout the early national period where many different kinds of work were performed:

- ◆ Farming as demonstrated by the Farm Life Cluster, which includes Dr. Robinson Plantation, Woodruff House/Eaton Store, Salt Box Museum, Carter House and Miller-Cory House Museum.
- ◆ Medical practice of a rural doctor as illustrated by Dr. Robinson Plantation.
- ◆ Statesmen and lawyers as interpreted by the Early Aristocracy Cluster, which includes Belcher-Ogden Mansion, Boxwood Hall and Liberty Hall as well as Abraham Clark House in the Revolutionary Front Line Cluster.
- ◆ Jobs at a tavern/stage coach stop are interpreted at the Merchants and Drovers Tavern.

A view of the changes brought about by industrialization are illustrated by:

- ◆ The Deserted Village of Feltville-Glenside Park demonstrates a factory town.
- ◆ The Victorian Resorts and Suburbs Cluster illustrate suburbanization of the country through Crane-Phillips House, Drake House, Summit Playhouse and Twin Maples.
- ◆ The Oswald J. Nitschke House expresses Kenilworth's industrial development and resulting housing for workers.
- ◆ The Woodruff House/Eaton Store interpretes a twentieth century neighborhood business establishment.

6.7 All students will acquire geographical understanding by studying the world in spatial terms.

The early settlement of Union County was greatly influenced by geographical factors, which also influenced later industrial and suburban development.

The 1664 settlement of Elizabethtown occurred because of its location on a major waterway. Many settlers, who continued to arrive by ship, moved inland toward the “West Fields” and beyond. Historical maps at Union County sites illustrate the spatial relationship of the county’s development to environmental and geographical factors. Students translate mental maps of these early boundaries to present day locations.

6.8 All students will acquire geographical understanding by studying human systems in geography.

The function and importance of the Port of Elizabeth from colonial times through current times is especially significant to the development of Union County. County historic sites explain the effects of migration and settlement of the county and allow students to observe the characteristics of rural, suburban and early urban places.

- ◆ The critical influence of waterways is illustrated by Belcher-Ogden Mansion, Boxwood Hall and Crane-Philips House.
- ◆ The influence of railroad development on the county is demonstrated Oswald J. Nitschke House, Carter House, Drake House and Roselle Park Museum.
- ◆ The effect of suburbanization of the county is shown by Drake House, Reeves-Reed Arboretum and Twin Maples.

6.9 All students will acquire geographical understanding by studying the environment and society.

Union County historic sites demonstrate people’s dependence on the existing environment and physical changes that are required to suit their needs as well as the consequences of those changes.

Deserted Village of Feltville-Glenside Park and Reeves-Reed Arboretum are examples of Union County historic sites demonstrating this dependence.

FOUR CENTURIES OF UNION COUNTY HISTORY

TEACHER'S KEY

HISTORIC SITE #	HISTORIC SITE	MUNICIPALITY
1	Deserted Village of Feltville-Glenside Park	Berkeley Heights
2	Little-Lord Farmstead	Berkeley Heights
3	Dr. William Robinson Plantation	Clark
4	Crane-Phillips House	Cranford
5	Boxwood Hall	Elizabeth
6	First Presbyterian Church	Elizabeth
7	Evergreen Cemetery	Hillside
8	Woodruff House/Eaton Store	Hillside
9	Oswald J. Nitschke House	Kenilworth
10	Deacon Andrew Hetfield House	Mountainside
11	Salt Box Museum	New Providence
12	Drake House Museum	Plainfield
13	Merchants and Drovers Tavern	Rahway
14	Union County Performing Arts Center	Rahway
15	Abraham Clark House	Roselle

Four Centuries of Union County History Teacher's Key continued

16	Roselle Park Museum	Roselle Park
17	Osborn Cannonball House	Scotch Plains
18	Cannon Ball House	Springfield
19	Carter House	Summit
20	Reeves-Reed Arboretum	Summit
21	Summit Playhouse	Summit
22	Twin Maples	Summit
23	Caldwell Parsonage	Union
24	Liberty Hall	Union
25	Miller-Cory House Museum	Westfield

FOUR CENTURIES OF UNION COUNTY HISTORY

Lesson Plan Packet Evaluation Sheet

The Union County Office of Cultural and Heritage Affairs is very interested in your impression of the Lesson Plan Packet. Please complete this form and return it to the Office at 633 Pearl Street, Elizabeth, NJ 07202 or Fax it to 908-352-3513. The Evaluation sheet is available at www.ucnj.org/cultural. Or request to have a writeable version emailed to you. culturalinfo@ucnj.org. Thank you very much.

Did you use the lesson plan with your class in its entirety?

Yes No, only in part.

Please describe _____

The **Four Centuries of Union County History** lesson plan contained sufficient information to cover the topics.

Yes No

Comments _____

Please rate the students' response to each of the components of the lesson plan using a scale of 1 to 5, 5 being the highest.

May Activity _____
Compare/Contrast _____
Family Life Activity _____

Time Line Activity _____
Passport Activity _____
Thematic Clustering _____

Which activity did you students enjoy most _____

Comments _____

The material covered in the lesson plan complemented classroom curriculum.

Yes No

Comments _____

Did your students visit one or more sites as a result of this lesson plan?

Yes No

Did you visit one or more sites as a result of this lesson plan?

Yes No

Would you be interested in another lesson plan at some future time?

Yes No

Suggested topics _____

General comments _____

Submitted by (optional)

Name _____ Daytime Phone _____

School _____ Email _____

Address _____

City/Town _____ Zip Code _____