

The Hunterdon County Timeline Project

Guiding Question:

How have significant people, places or events changed Hunterdon County over time?

TASK

Each participating class will choose and research a person, place or event from their local school district area that has significantly changed Hunterdon County. Classes are asked to submit a picture, a description, justification of historical significance and resource documentation for each person, place or event. We encourage classes to consider people, places and events from ALL three hundred years. The timeline will be published in two formats - a digital timeline and a print timeline.

(Due to the expected number of submissions to be included in the final timeline, we suggest this as a whole class project rather than individual student projects).

Historical Thinking Skills:

- Analyze relevant historical evidence including written documents, art and photographs, artifacts, oral traditions, and other primary sources
- Chronological thinking: recognizing patterns of change over time
- Connect historical developments in a township, town or city to circumstances in time/place, and to a larger region (Hunterdon County)
- Recognize, evaluate and justify the historical significance of a person, place or event to changes over time

Common Core Standards:

English Language Arts K-5:

Reading Standards for Literature K-5: 1,7

Reading Standards for Informational Text K-5: 1,2,3,5,7

Writing Standards K-5: 1,2,3,7,8,9,10

Speaking and Listening Standards K-5: 4,5

Language Standards K-5: 3,6

English Language Arts 6-12:

Reading Standards for Literature 6-12: 9

Reading Standards for Informational Text 6-12: 1,2,3,7,8,9

Writing Standards 6-12: 1,2,3,4,5,6,7,8,9

Speaking and Listening Standards 6-12: 2,4,5,6

Language Standards 6-12: 3,6

Literacy in History/Social Studies, Science, and Technical Subjects 6-12:

Reading Standards for Literacy in History/Social Studies 6-12: 1,2,3,7,9,

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12: 2,4,5,6,7,8,9

Visit the Hunterdon 300th website www.hunterdon300th.org
to download project information, access resources and
submit your project.

TIMELINE PROJECT SUBMISSION GUIDELINES

SIGNIFICANT PERSON

(Not limited to historical figures. Classes should consider modern-day community contributors.)

1. **Picture (jpeg format)**
2. **Word document including the following:**
 - a. Description**
 - Person's name, date of birth and death.
 - What did the person do to change Hunterdon County?
 - b. Justification** (See teacher notes)
How has this person significantly influenced or changed Hunterdon County over the last 300 years?
 - c. Resource list**

SIGNIFICANT PLACE

1. **Picture (jpeg format)**
2. **Word document including the following:**
 - a. Description**
Name, location, year built.
 - b. Justification** (See teacher notes)
How has this place changed over the last 300 years and in turn influenced change in Hunterdon County
 - c. Resource list**

SIGNIFICANT EVENT

1. **Picture (jpeg format)**
2. **Word document including the following:**
 - a. Description**
Describe the actual event, including when and where it took place.
 - b. Justification** (See teacher notes)
How has this event significantly changed Hunterdon County within the last 300 years?
 - c. Resource list**

We will input the photos and text that you send us into the digital timeline. We'll send you an email as soon as our timeline is posted online. The print timeline will be printed once the digital timeline is complete and each participating school will receive a copy of the print timeline.

**SUBMIT your project by visiting www.hunterdon300th.org
under the SCHOOLS tab.**

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TEACHER NOTES

This project is a collaborative effort between Hunterdon County schools. The final timeline will be published both digitally and in print to reach the broadest possible audience. The same subject should be submitted for both formats. The project requires students to think chronologically and to analyze primary documents to find evidence that justifies the historical significance of the selected local person, place or event. The timeline will become part of Hunterdon County's historical record and will actively engage students as local and county historians.

Justification of Historical Significance

We're asking your students to justify their selection by explaining the historical significance of the person, place or event they have chosen to research. Historical significance is an important and enduring concept that can be taught effectively through this project.

Events, people and places are historically significant if they connect to ideas, trends, or perspectives that remain important today. Historically significant stories are not always the *big* stories. We encourage students to look beyond the history texts to consider people, places or events from the geographical area surrounding their school district that have made important and long-standing contributions. When stating justification of historical significance, students might describe how a seemingly small local event or a local hero has ultimately influenced change in Hunterdon County.

Teaching with Primary Sources

Primary sources are first-hand accounts or documents related to a research topic. Primary documents are often created by those directly involved at the time of an event, or can be produced later in the form of diaries, memoirs, letters, or oral histories. The analysis of primary sources requires students to apply critical and historical thinking skills to interpret information directly from the source. Students are encouraged to interview people who might have information about places, events or people. Below you will find a list of resources related to teaching and finding primary documents, and links to local historical societies where primary documents can be accessed.

How to use Primary Sources in the Classroom

Library of Congress	http://www.loc.gov/teachers/usingprimarysources/
National Archives	http://www.archives.gov/education/lessons/
Primary Source Teaching the Web 2.0 Way	http://www.livebinders.com/play/play/4376
Pearson	http://www.phschool.com/eteach/social_studies/2000_11/essay.html

Local Historical Resources

Hunterdon County Historical Society has many links to resources and offer access to an extensive research library.

<http://hunterdonhistory.org>

Hunterdon County Cultural and Heritage Commission offers publications written by local authors related to the history of Hunterdon County.

<http://www.co.hunterdon.nj.us/depts/c&h/publications.html>

A Guide to the Historical Archives of Hunterdon County

www.hunterdon300th.org

Hunterdon County Speakers *(preliminary list)*

Stephanie Stevens (County Historian)	Toad1229@comcast.net	Slavery, Round Valley, Dutch settlement patterns, women through history, Convention army
Lora W. Jones	lwmwj@centurylink.net	
Frank Curcio	francurcio@aol.com annandalefrank@aol.com	History of roads
James Davidson	Jdavid4194@aol.com	Lindbergh trial and memorabilia
John Kuhl	jkuhl@comcast.net	Civil War, Three Bridges
Janet M. Hunt	adagiojmh@earthlink.net adagiojmh@verizon.com	
Christopher Pickell	cpickell@pickellarchitecture.com	Architecture
Elizabeth Rice	njrice@embarqmail.com	
Thomas Carpenter		

Visit the Hunterdon 300th website www.hunterdon300th.org to access historical resources.

Suggestions for EXTENSIONS & AUDIENCES

Once your research is completed and you have submitted your timeline data, you may want to celebrate and share your research information with local audiences in a different format. For example, a small group of your students may want to use the research to create a short play or documentary to share with residents of a local senior center. Teachers can access the calendar of events at www.hunterdon300th.org and register (by October) to perform at one of the many scheduled County or municipality events.

Extensions	Audiences
Documentary	Senior centers
Play	County residents (schedule a County event)
Musical	Local government meetings (township committee, freeholders meetings, etc.)
Original Songs	Community organizations (Chamber of Commerce, Rotary, Lions, etc.)
Museum Exhibit	Boy & Girl Scouts, 4H
Senior Center Visit – to share information and compare with Seniors’ experiences	Pre- schools
Diary project	Libraries
Digital Storybook	Other schools (public & private)
Digital Animation (Xtranormal, etc.)	Radio station (WDVR)
Family Tree (Hunterdon County roots)	Historical Societies
Mural / Art Gallery in your School	Local community days
Environmental Study (change over time)	After-care/after-school programs
Careers / Commerce	Museums
Government Study	
Time Capsule	
Native Americans of Hunterdon County	
Women of Hunterdon County	
Dance Performance	
Re-enactment of an Historical Event	
Radio Show	
Oral History	
Newspaper	