

## Chapter 8 • Crossroads Research & Education

The mission of the Crossroads of the American Revolution National Heritage Area is to foster the conservation, preservation, and interpretation of New Jersey's Revolutionary Era resources in a way that enhances public understanding about New Jersey's role in the American Revolution. The focus of Chapter 8 is to address this idea of public understanding through education and to help expand the collective body of knowledge and scholarship relating to American Revolution in New Jersey as its foundation. This will be accomplished through establishment of a long-term program of research and an engaging educational outreach program that will benefit a broad range of constituents throughout the heritage area.

### 8.1 Approach to Research and Education

In 1997, the state of New Jersey's Task Force on New Jersey History identified a profound lack of knowledge among residents about the state's history, generally, and about the state's involvement in the American Revolution, specifically. [*A Heritage Reclaimed: Report of the Task Force on New Jersey History*. Trenton, NJ: Task Force on New Jersey History, 1997.] In 2001, New Jersey's 225<sup>th</sup> Anniversary of the Revolution Celebration Commission decided to take up this issue. Although the Commission made progress in providing the public with new sources of information about the American Revolution in New Jersey, much more work needs to be done in research and education. To be successful over the long term, Crossroads must invest in research and education programs as significant components of its strategy.

Implied in the findings of the Task Force on New Jersey History and the 225<sup>th</sup> Commission, is the idea that residents of New Jersey should be the primary audience for research and education on the state's role in the American Revolution. Crossroads will approach research and education with a primary focus on residents and a secondary focus on visitors. The intent of Crossroads of the American Revolution is to establish a presence and create an experience that is engaging and positive for residents of the state. This will result in citizens who know and care about the history of their state and thus into a positive experience for visitors

The potential for establishing a sound public understanding of the significance of the Crossroads story rests in part in the ability of the heritage area to offer engaging long-term programs of research and education. The success of the programming outlined in this chapter will depend upon its ability to reach and engage as many audiences as possible, in ways that appeal to the variety and diversity of New Jersey's population.

As discussed in Chapter 7, there are three types of audiences identified for Crossroads: Heritage Tourism Audiences, Primary New Jersey Audience composed of residents who visit historic sites, and a Secondary New Jersey Audience composed of residents without strong interest in history. The primary focus for marketing of the interpretive program outlined in Chapter 7 are Heritage Tourism Audiences Primary New Jersey Audiences. For programs of research and education, the primary focus is on both Primary and Secondary New Jersey Audiences.

Primary New Jersey Audiences are characterized as students, neighbors, families, and friends of families. These groups readily engage with the stories, historic sites, and/or programs of

Crossroads and are potential visitors to the heritage area's historical attractions. Student groups, an important component of Primary New Jersey Audiences, make up a large portion of the yearly visitation to most state-owned historic sites with interpretive programming.

Secondary New Jersey Audiences are characterized as recreational users, casual acquaintances, minority communities, new citizens and recent immigrants. These groups are potential audiences for Crossroads, but they may not have a direct interest in history and heritage. Secondary New Jersey Audiences are not expected to visit the heritage area's historical attractions on their own initiative and therefore must be reached in other ways. This audience represents the segment of New Jersey's resident population that is likely unaware of the state's Revolutionary heritage and is therefore an important audience to engage in trying to fulfill the Crossroads mission. Reaching them will require a broad and creative public communications strategy that includes educational programming.

Programs for research and education should strengthen and expand existing educational initiatives already being presented to Primary New Jersey Audiences. They should also provide new and interesting opportunities to engage Secondary New Jersey Audiences who have yet to hear and appreciate the Crossroads story.

Aside from the types of audiences discussed above, certain specific groups of New Jersey residents can play key roles in Crossroads research and educational programming. These include teachers, professors, civic leaders, scholars, interpreters, and history buffs throughout the state. Crossroads programming should be designed to spark the interest and involvement of these groups. It should facilitate communication and networking among them, unleash their energy, and provide them with opportunities and incentives for creating and implementing educational programming.

As discussed throughout this plan, Crossroads of the American Revolution is a partnership endeavor. Individual partners and teams of partners should take responsibility for implementation of most of the recommended actions outlined in this chapter. The role of the Crossroads Association, coordinating entity for the heritage area, is to provide guidance and support, assure standards of quality, and assist with coordination and facilitation of recommended actions. It is anticipated that regional and local partners will lead most of the projects outlined here in partnership with the Association and its staff.

### 8.1.1 Goals for Research and Education

During the planning process for Crossroads, a series of goals was identified based upon the heritage area's enabling legislation (see Chapter 1). Two goals provide the basis for the recommendations laid out in this chapter:

#### Research:

Goal 4.C: Establish a continuing **program of research** that will add to knowledge and understanding of the Revolutionary War in New Jersey and will support the preservation and interpretation of Revolutionary War resources and artifacts.

Implied in Goal 4.C is the idea that a program of research should be comprehensive. The program should be broad and flexible enough to encourage many areas and topics of research, yet specific enough to define a standard methodology for all to use. The research program can be expected to build upon existing knowledge of the Revolutionary Era in New Jersey, promote further exploration, and facilitate accessibility by scholars, students, and the general public.

Education:

Goal 4.B: Develop and maintain an **educational program** that reaches out to engage residents, encourages exploration and participation in programs and events, and broadens public understanding of and appreciation for Revolutionary War history, landscapes, and resources within the heritage area.

While Goals 4.C and 4.B specifically address research and education programs, two other Crossroads goals generally relate to public awareness and education within the heritage area. Goal 1.A highlights the importance of providing **ample opportunity to learn** about New Jersey's role in the American Revolution, and Goal 4.A emphasizes the importance of a broad-based **interpretive program** that promotes public awareness and appreciation for the heritage area's Revolutionary War history. Together, these four goals encourage a comprehensive approach to fulfillment of the heritage area's legislative purposes relating to research and education.

### 8.1.2 Guiding Principles for Research and Education

Most of the programs and actions outlined in this chapter are dependent upon the initiatives of organizations and individuals working as partners within the heritage area. It is expected that Crossroads partners will create and implement research and educational initiatives in accordance with their interests while working within a broad heritage area-wide framework. The following principles should guide the development of research and educational initiatives including both those related to the programs outlined below and future programs that may be identified.

- **Enlightenment:** Programs should inform and enlighten Crossroads' varied audiences. Programming should provide knowledge and understanding appropriate to the audiences to help make subjects and resources relevant and convey their significance and value.
- **Engagement:** Actively engage researchers and educators as well as their varied audiences. This engagement should be facilitated by making research and educational materials as broadly accessible as possible. Programs should encourage individual initiative and engage in ways that are creative and inspiring.
- **Connectedness:** Programming should be designed to create synergies that reinforce initiatives and spark new areas of interest. Facilitate communication among researchers and educators and connections among research topics and programs.
- **Exploration:** Encourage exploration of new subjects, ideas, and approaches to research and education, especially at the local level. Help communities and organizations make connections to broader overall Crossroads themes where appropriate.
- **Flexibility:** Encourage organizations and individuals to undertake research and educational programming on a broad range of topics of their interest and choosing.
- **Accuracy:** The content of papers, studies, symposia, publications, and programs supported through Crossroads should be well-researched and accurate. Processes and standards of accuracy for research and educational materials should be accessible, understandable, and usable.

- **Quality:** Crossroads should be known for the high quality of its research and educational programs. Programs, should clearly convey anticipated levels of quality to partners and should help facilitate their achievement.

## 8.2 Current Research within the Heritage Area

The Crossroads of the American Revolution National Heritage Area seeks to support continuing and comprehensive programs of research on the American Revolution in New Jersey. As noted in Chapter 7, the history of the American Revolution in New Jersey has been widely studied, and a great deal has been written about it, ranging from national best-sellers to studies in local journals and papers. Despite this large amount of research and the many forms in which it has been published, there is still much research to be undertaken and other ways in which learning can be disseminated to the public..

The broad theme of the American Revolution in New Jersey offers unlimited opportunities for research. This is true in part because of the complexity of the subject and the range of research methods that are relevant to the subject. The American Revolution in New Jersey involves historical contexts and national, regional, and local events. often surrounded by a high level of contradiction and complexity. As methods of research evolve, more topics of study are opened. Research should be based upon this recognition and should build upon the status of current knowledge and research initiatives.

### 8.2.1 Existing Publications and Forums for Research

Formal, book-length publications are the most readily accessible and comprehensive forums for the presentation of research on the American Revolution in New Jersey. These publications range from anthologies of scholarly work, such as *The American Revolution in New Jersey* edited by Barbara J. Mitnick (Rivergate Books, The Washington Association of New Jersey, 2005), to detailed histories of particular events associated with the war, such as David Hackett Fischer's Pulitzer Prize-winning *Washington's Crossing* (Oxford University Press, 2004), to popular guides for history buffs, such as Mark DiIunno's *Revolutionary War Trail, A Guide to New Jersey's Revolutionary War Trail for Families and History Buffs* (Rutgers University Press, 2000, 2006). Research projects of this type often take tremendous time and resources from conceptualization to publication.

While those formal, book-length publications are excellent resources that contribute immensely to collective knowledge about New Jersey in the American Revolution, smaller and more localized projects also contribute significant research. For example, New Jersey has many local historical societies, genealogical societies, and other organizations that have taken the lead in researching and preserving New Jersey's colonial history over many years. Visiting the numerous historical societies and county cultural and heritage commissions, and their web sites, provides evidence of ongoing efforts to research various aspects of the Revolutionary Era in New Jersey. The valuable work of these organizations is often not widely publicized.

One specific type of research that is often carried out at the local level is the documentation of Revolutionary War sites. Inventories of Revolutionary Era resources at the statewide level are heavily weighted toward buildings eligible for the National Register and fail to include other types of sites and resources, such as engagement sites, campsites, roads, landscapes, and commemorative markers. These Revolutionary War sites identified at the local level need to be more widely recognized, but given the number of municipalities and organizations within the state, such documentation is difficult to compile. The scope and quality of inventory and

documentation vary from county to county and organization to organization, which adds to the difficulty.

In many cases, detailed information on historical events and sites is known only to local enthusiasts who have immersed themselves in local research. Throughout the planning process, the Crossroads planning team encountered many individuals at stakeholder and public meetings who have conducted independent research for their own personal knowledge. Almost invariably, they relished the opportunity to convey what they have learned to an interested audience. Their work is invaluable. Crossroads should not only encourage such research but provide ways for the public to benefit from and assess its accuracy.

### **8.2.2 Existing Content and Topics of Research**

The current body of research on New Jersey in the American Revolution is extensive in relation to some topics while other areas of interest appear to be less well developed. Events associated with the major battles in New Jersey have been well researched and, for the most part, are fairly well understood. The significance of New Jersey's Revolutionary Era story, however, also lies in the many minor skirmishes and events that occurred throughout the state. Local events associated with the American Revolution do not appear to have been as well-researched, or at least the information about them is not widely recognized or available. Examples of significant military research topics that appear not to be widely researched or disseminated include:

- Organization and actions of the militia
- Specific locations and events associated with smaller engagements and skirmishes
- Naval actions
- Military encampments
- Supply and logistics
- Fortifications

Topics that are not directly related to military events are also significant to the history of the American Revolution in New Jersey. Examples include:

- The organization, appearance, and use of the cultural landscape of the period, including farms, communities, transportation routes, and natural resources
- The significance of commercial and industrial sites and resources, including taverns, mills, tanneries, blacksmiths, etc.
- Cultural, religious, and ethnic diversity
- The daily lives of residents during the Revolutionary period

These are only a few of the topics about which a great deal more can be learned and which can lead to a deeper understanding and appreciation of the Revolutionary Era. A task of Crossroads going forward will be to assist in the identification of gaps in the current body of research related to the American Revolution in New Jersey and to encourage new research to help fill those gaps.

### **8.2.3 University Programs and Academic Support for Research**

New Jersey has a strong university program that could provide leadership and academic support for research programs to be undertaken through the heritage area. An excellent example of ways in which the academic community can support research is the Munn Inventory and Rutgers Geospatial Project led by Professor David Tulloch in the School of Environmental and Biological

Sciences at Rutgers University. In 2007, students in Professor Tulloch's Advanced Environmental Geomatics class used a 1976 map created by David C. Munn and based on John D. Alden's 1945 map to develop a geospatial dataset of 599 engagement and related sites associated with the American Revolution in New Jersey. While the specific locations for the engagement sites shown in the Rutgers GIS mapping project are general and will require further study, the information, which is available online, provides a strong foundation for understanding the range and physical distribution of military events associated with the Revolutionary War in New Jersey.

Projects such as this are excellent models for the way in which research on the American Revolution in New Jersey can be carried out through academic institutions and made widely available to the public. The interdisciplinary nature of this research project should also be noted. While the end result contributes to knowledge of the American Revolution in New Jersey, the project involved research relating to history, landscape history, geography, and geospatial technology.

According to the State of New Jersey Commission on Higher Education, New Jersey has twelve public institutions of higher education (including three research universities and nine state colleges and universities) and fourteen independent institutions that are four-year colleges or universities. Each of these twenty-six institutions could be potential Crossroads partners in research. Several of the institutions stand out as having programs relevant to Crossroads.

#### *Rutgers, the State University of New Jersey*

Rutgers is a research university with campuses in Camden, Newark, and New Brunswick. The New Brunswick main campus of Rutgers offers B.A. degrees in American Studies, Landscape Architecture, and Historic Preservation. Rutgers has B.A. and M.A. programs in Cultural Heritage & Historic Preservation and Public Policy, Urban Planning, and Urban Studies. B.A., M.A., and Ph.D. levels of study are offered in Art History, Curatorial Studies, Geography, and History.

#### *Kean University*

Kean University is a four-year state college located in Union. The university has a significant role in training teachers but is also a comprehensive institute offering a wide variety of graduate and undergraduate majors. Kean offers B.A. degrees in History and Art History. Kean University owns and operates Liberty Hall, a primary historic visitor attraction related to the Revolution in New Jersey.

#### *The Richard Stockton College of New Jersey*

Richard Stockton College is located in Pomona, in New Jersey's Pinelands Natural Reserve. Stockton offers B.A. level courses in Historical Studies and Hospitality & Tourism Management Studies. Stockton also offers a certificate program in Geographic Information Systems (GIS).

#### *Drew University*

Drew University is located in Madison and is a private four-year university. Drew offers B.A. level courses in History, American Studies, Arts Administration, and Environmental Studies and Sustainability. Drew also offers M.A. and Ph.D. level programs in History & Culture.

#### *Fairleigh Dickinson University*

Fairleigh Dickinson University is the largest private university in New Jersey. The university has two campuses: The College at Florham, located near historic Morristown, and the Metropolitan Campus, located near Teaneck and Hackensack with more than one-third of its student population

classed as minority or international students. The College at Florham offers a B.A. in History. The Metropolitan Campus offers a B.A. and M.A. in History with an American History Concentration. Both campuses offer a B.A./B.S. in Teacher Education.

### 8.2.4 Repositories and Collections

One important aspect of research is the preservation and management of primary source documents and artifacts. As discussed in Chapter 3, Section 3.1.8, Collections, several repositories and libraries have significant collections of documents and artifacts relating to the American Revolution. Below is a summary of the repositories outlined in Chapter 3.

#### *David Library in Washington Crossing, Pennsylvania*

David Library is the foremost source of material relating to the American Revolution. The collection has three categories of documentary material: New Jersey during the era of the Revolutionary War, Crossing and the Battle of Trenton, and the Battle of Monmouth. A highlight of the collection includes 60 personal accounts, diaries, and journals, outlining soldiers' and officers' experiences during the war.

#### *New Jersey Historical Society in Newark, New Jersey*

The collection of the New Jersey Historical Society includes the personal papers of several New Jerseyans with important roles in the American Revolution, as well as guides to the record books of several units of the New Jersey state troops and militia brigades.

#### *Archibald S. Alexander Library at Rutgers University in New Brunswick, New Jersey*

Special Collections at the Alexander Library contains a variety of primary documents including orderly books, personal papers, letters, and eye-witness accounts related to the American Revolution in New Jersey.

#### *New Jersey State Archives in Trenton, New Jersey*

The New Jersey State Archives holds several important primary documents, including *Inventory of Damages by the British and Americans in New Jersey, 1776-1782*; the *New Jersey Council of Safety Records, 1776-1781*; and a copy of the preliminary Treaty of Paris.

#### *Morristown National Historical Park in Morristown, New Jersey*

The collections at Morristown National Historical Park focus on the American Revolution period, but also have significant documents, objects, and artifacts from beyond that time. American Revolution collections include 10,000 excavated artifacts relating to military and civilian life during the encampment of 1779-1780.

Various other agencies and institutions serve as repositories for archeological collections as well. These include the Monmouth Battlefield State Park, Monmouth Historical Society, Red Bank National Park, Princeton Battlefield State Park, Middlesex County Cultural and Heritage Commission, New Jersey State Museum, Old Barracks Museum, Jacobus Vanderveer House and Museum, and several private collections throughout the state. While each of these repositories and collections has significant resources and materials, it is difficult to discern what is in many collections from off-site. Inventories of these collections, as well as any other significant collections would help facilitate research.

### 8.3 Crossroads Research Initiatives

Crossroads partners, including universities, historical societies, archeologists, and independent historians can benefit from working together to conduct research on topics related to the Revolutionary Era in New Jersey. Research findings need to be made available to as many organizations and individuals as possible.

### 8.3.1 Research Specialists

Specific groups of specialists within New Jersey have experience in undertaking research related to the American Revolution and should be engaged to organize and lead research efforts within the heritage area. Crossroads partners should rely upon their knowledge and expertise. These specialists include:

- Scholars – Scholars both within New Jersey’s educational system and those outside it are important contributors to Crossroads research.
- Professionals – Professionals in the fields of archeology, history, art and architectural history, cultural resources, preservation, and historical geography have experience researching the history of the American Revolution in New Jersey and have contributed to the body of research through the projects they have undertaken.
- Local Historians – Local historians are an important resource for detailed local information. They include town historians, staff and directors at various county cultural and heritage commissions, individuals associated with local historical societies, and other amateur historians with specialized interests and knowledge of the history of a particular place.
- Students – Students, especially those in advanced secondary, college and university settings, can undertake research projects in various subjects and disciplines.

### 8.3.2 Inventories, Collections and Research Materials

The basis for developing a successful and long-term program of research for Crossroads is a clear understanding of already completed research on the American Revolution in New Jersey. Based on a preliminary assessment, three areas stand out as an essential foundation for conducting future research: (1) existing archival and artifact collections and repositories, (2) local and municipal inventories of Revolutionary Era resources (buildings, sites, etc.), and (3) bibliographies and listings of existing references. Crossroads can contribute to future research efforts by helping to make these resources more widely available.

The Crossroads heritage area comprises 14 counties, 213 municipalities, and a wide range of historical interests. Except for buildings identified as eligible for the National Register, at the state level, the extent to which local entities have identified and inventoried Revolutionary Era resources is not clear. Crossroads partners should initiate a **review of existing county and municipal inventories** of historic resources associated with the Revolutionary Era to determine the extent to which resources have been identified at the local level and insure their inclusion in statewide databases. This action would make use of existing Crossroads partnerships and would also provide an opportunity to create new partnerships with municipalities and organizations throughout the heritage area that have yet to engage with Crossroads. Steps would include identifying which counties, municipalities, and/or organizations have undertaken local inventories; determining the criteria and formats in which information has been collected; and assessing how that information can be compiled and made available to wider audiences at a state-wide level.



**ACTION: Undertake a cooperative assessment of existing historic resource inventories at the local level that identify local resources associated with the American Revolution.** *This action should be an ongoing, long-term initiative undertaken by such Crossroads partners as the New Jersey Historic Preservation Office, Preservation New Jersey, county cultural and heritage commissions, local historical societies, and university programs.*

Similarly, Crossroads should initiate a program to compile and publicize **inventories of existing collections and repositories** throughout the state that have significant American Revolution content and make these materials more widely accessible. The collections inventory should begin with the more well-known collections listed earlier in this chapter and include smaller collections as more information becomes available.

Crossroads recognizes that the stewards of many collections have internal inventories and that in some cases inventory lists and/or actual research materials have been made available online. This action proposes that these stewards work together with Crossroads to establish a centralized, accessible system through which a comprehensive inventory of American Revolution artifacts, documents, and resources in New Jersey can be accessed and that over time an increased number of actual documents be made accessible electronically.

**ACTION: Work with the stewards of existing collections of artifacts, documents, and other primary research materials to make inventories of these materials accessible to researchers and the general public and to make an increasing number of primary documents accessible online over time.** *This is a long-term action to be organized and led by the stewards of existing repositories in collaboration with scholars and the Crossroads Association.*

A **comprehensive annotated bibliography** of publications and reference materials should be compiled relating to the American Revolution in New Jersey. It should include both primary and secondary source materials. Obscure studies by local historians and historical societies that have not received wide exposure would be of particular interest. Crossroads partners, especially scholars who have extensive knowledge of available sources, should contribute to this bibliography, add to it, and maintain it over time. The bibliography should be available online and made fully accessible to researchers and the public. How materials may be accessed should be made clear in the system. Where possible, materials should be scanned and made available electronically. (See the recommendation for establishing a digital library in Section 8.3.5 below.)

**ACTION: Work with academic partners, historical societies, and others to compile a comprehensive bibliography of publications and reference materials to be made accessible to researchers and the general public. Where appropriate, initiate a program of scanning and making publications available online.** *This should be a long-term action best organized and implemented by university and historical society partners.*

### 8.3.3 Communication and Engagement

Crossroads should help to facilitate communication among scholars and groups actively participating in research on the American Revolution in New Jersey. It is clear from an evaluation of current research initiatives in the heritage area that the subject of New Jersey in the American Revolution is an interesting and important topic that is currently being studied by many individuals, agencies, and organizations. It also seems clear, however, that there is no apparent means through which those undertaking research can communicate with, support, and inspire each other. A great deal of the interesting research being undertaken is carried out by volunteers at the local level. Unfortunately, much of this work then stays local. Crossroads can be a catalyst

through which the research endeavors of a wide range of individuals can be stimulated and shared.

Crossroads should convene a **Council of Scholars** to advise the Crossroads Association and its partners on issues and topics related to research on New Jersey in the American Revolution. This Council of Scholars should include historians from within New Jersey's university system, independent scholars, professionals, local historians, students, and interested individuals from outside New Jersey. The Council of Scholars should be representative of the various disciplines of history, archeology, art and architectural history, cultural resources, geography, and other disciplines deemed appropriate. The Council should also be as broadly representative as possible.

The primary role of the Council of Scholars should be to advise Crossroads and the Crossroads Association regarding a program of research. Specific tasks undertaken by the Council should include an evaluation of current research and gaps in current research, the development of context statements to support and guide research, creation of a research protocol, and advice on other research related activities as outlined herein.

**ACTION: Convene a Council of Scholars to advise Crossroads on research related activities and provide leadership and guidance that promotes and facilitates research on the American Revolution.** *This is mid-term action best led by universities within the heritage area.*

Crossroads should organize a heritage area-wide **American Revolution Round Table** that meets on a regular basis to discuss, debate, and explore issues and topics related to the American Revolution. The Round Table should be based on the example of the North Jersey American Revolution Round Table and the New York American Revolution Round Table. Activities of the Round Table may include lectures, symposiums, trips to historic sites and area attractions, and book reviews. The Round Table will be an excellent place for experienced scholars and amateur historians alike to share their interests and latest research with a growing public audience.

**ACTION: Promote organization of an American Revolution Round Table that meets regularly to share interests and information.** *This mid-term action should be undertaken by local and regional historical organizations and supported by the Crossroads Association and county cultural and heritage commissions.*

### 8.3.4 Coordinating Research

Coordination among the various entities, organizations, and individuals undertaking research on Revolutionary Era topics in New Jersey is a challenge due to the large geographic area, number of active organizations and individuals, and overall complexity of the region. Helping to coordinate and facilitate research should be an important role for Crossroads. Actions that increase the availability of research materials and facilitate communications like those noted above will help and Crossroads can also assist by promoting common methodologies and setting guidelines.

Crossroads' role should be to encourage individuals and existing organizations to participate in coordinated heritage area-wide research programs. It should be clear that in doing so they will have the flexibility to explore topics that they feel are most relevant to their interests. The Council of Scholars discussed above in Section 8.3.3 could perform this function.

Crossroads should oversee the development of **historic context statements** on the American Revolution in New Jersey. These context statements will help ground our knowledge of the era

and serve as a basis for shaping future research needs. The Bicentennial pamphlets published by the New Jersey Historical Commission as *New Jersey's Revolutionary Experience* could provide the basis for the context statements, taking advantage of the wealth of knowledge and creativity of Crossroads partners to further develop and refine understanding of these topics, guided by the Council of Scholars.

**ACTION: Develop historic context statements on New Jersey during the American Revolution to help guide and coordinate research.** *This is a mid-term action best led by Crossroads' Council of Scholars in coordination with universities, historical societies, and other research organizations.*

As a corollary of the development of context statements, Crossroads should identify and clearly state potential **research topics** that are missing from the current canon or body of research relating to New Jersey in the American Revolution. Crossroads should encourage researchers to explore these topics in their work.

**ACTION: Identify potential research topics that will help fill gaps in our knowledge and encourage new avenues of inquiry and thought.** *This is a mid-term action to be led by Crossroads' Council of Scholars in coordination with universities, historical societies, and other research organizations.*

To help coordinate research and facilitate its use, Crossroads should develop a **research protocol** that can be used by scholars and avocational researchers to promote standards of quality and common formats. The research protocol should include guidelines for methods of research, use of references and sources, and other practices related to high quality research and the study of history. Guidelines for the use of electronic programs that will aid in the sharing, use, and storage of data will be of particular importance.

Input from those already involved in scholarly research, including educators, professionals and avocational historians should be used to develop this research protocol. It should be user-friendly and accessible to students and the general public. When complete, the research protocol should be shared widely to encourage its use.

**ACTION: Develop a user-friendly research protocol that promotes standards of quality, coordinates research products, and helps make research more widely accessible.** *This is a mid-term action best led by Crossroads' Council of Scholars in coordination with universities, historical societies, and other interested parties.*

### 8.3.5 Promoting and Facilitating Research

In addition to helping to coordinate research topics and methodology, Crossroads programs should directly promote and facilitate research itself. As noted above, many individuals and organizations are involved in research and writing about New Jersey's Revolutionary history. The state has a long tradition of such interest as evidenced by the quality of historical organizations at the state and regional levels and the number of local historical societies, town historians, and avocational historians at the local level and a broad array of published work.

Crossroads can facilitate research and help increase public awareness and understanding of New Jersey in the American Revolution by **encouraging availability of research materials** to as wide an audience as possible. At present, universities and statewide historical organizations are leaders in making research information available over the internet. Crossroads should undertake a review

of available information and work with these partners to steadily increase the amount of material available over time.

**ACTION: Undertake a review of research information currently available online and through other venues. Encourage universities, libraries, and historical organizations to increase the amount of material they make available online and develop a system through which researchers and the general public can be aware of their availability.** *This is a mid-term action to be undertaken over time led by Crossroads' Council of Scholars in partnership with universities, libraries, and historical organizations.*

To supplement the materials made available by other organizations and to increase and balance the range of materials available, Crossroads should develop an **online digital library** of research materials and resources relating to the heritage area and New Jersey in the American Revolution. At present, Crossroads has created a digital library of images related to the American Revolution in the state, which is an excellent beginning. Over time, the Crossroads' digital library could be expanded to include selected primary and secondary source materials and links to the online libraries of other organizations, discussed above.

**ACTION: Create a Crossroads digital library to network with and supplement other online research libraries with access to primary and secondary research materials for researchers and the general public.** *This is a long-term action item to be undertaken following review of materials currently available and completion of a comprehensive bibliography of resources as outlined Section 8.3.3. The action is best coordinated through the Council of Scholars in partnership with universities, libraries, and other historical organizations.*

Crossroads should **promote publication** of research related to the heritage area. Publications could take the form of popular books; scholarly books; journals; articles in journals; and articles in magazines, newspapers, and other formats. Crossroads partners will benefit from a yearly plan that outlines and coordinates publications. It should include a compilation of publications to be produced by Crossroads partners through their own initiatives and should seek to expand the range of publications and fill gaps that are not being addressed. Crossroads grant programs should be used to support publication in a variety of forms. Crossroads should also address how publications will be marketed and distributed. Increasing the number and quality of publications on Revolutionary history will raise public awareness and encourage scholarly research.

**ACTION: Create a coordinated program of publications on Revolutionary history and research in a variety of formats. Develop a yearly plan that coordinates publications of partners and initiates new publications supported through grants and marketing.** *This a mid-term action to be coordinated by the Crossroads Association in collaboration with other state and regional organizations that publish books, journals, and other types of publications on history and research.*

Crossroads should establish a **grant program** to support research within the heritage area. The grant program should directly fund research projects and could also be used to fund historical and research publications, as mentioned above. Clear criteria for eligible projects and proposals should be established for Crossroads research grants under the guidance of the Council of Scholars. Graduate student and doctoral research should be a particular focus of the program. Different categories should be created for different types of applicants and types of projects as deemed appropriate. Consideration should be given to providing matching grants to organizations, while student research might be fully funded. Grants would be offered based upon the availability of financial resources.

**ACTION: Establish a grant program to fund research projects and publications within the heritage area.** *The grant program for research should be a medium to long-term project of the Crossroads Association led by the Council of Scholars and should be expanded over time depending on the availability of resources.*

During planning for the development of this management plan, information was gathered from a variety of sources on mapped Revolutionary Era historic resources. GIS mapping was available for topographic and natural resources, National Register buildings and districts, and the Munn inventory of engagement sites (produced by students at Rutgers University). Information on Colonial era communities was mapped using period maps, while some roads were mapped based upon limited information available from county historical societies. The maps produced for this management plan indicate the range and quality of maps that could be produced for the heritage area, but work needs to be done to document and record the information accurately.

Crossroads should coordinate the comprehensive **mapping of Revolutionary Era resources** throughout the heritage area using Geographic Information Systems (GIS). Connecting Revolutionary Era resources and events to the landscape is an important way of understanding and communicating the Crossroads story. The mapping program and data should be made available online for exploration and use by Crossroads partners and the general public. Mapping should include a wide range of resources and information. It should include topography and natural landscape features, Colonial era communities, historic roads, known buildings, battlefields, engagement and skirmish sites, troop movements, encampments, and cultural landscape features and land use patterns. Mapping can begin with known information, can be verified, and can be layered into the GIS system over time. GIS mapping for the heritage area should be coordinated by university partners, such as the Rutgers cultural geography department, and a great deal of the work could be undertaken by students. University partners should establish mapping and data formats and criteria and be responsible for building and maintaining the system.

**ACTION: Develop comprehensive mapping of New Jersey's Revolutionary Era landscape using GIS. Add data to the system over time and make the maps widely available to partners and the public over the internet.** *This is a mid-term action that could be initiated in the short term by university partners and developed over time with input from a variety of partners.*

The importance of archeological investigations to the body of research and our resultant understanding of Revolutionary Era life-ways, events, and resources cannot be overstated. Both the documentary research and in-ground investigations associated with archeological projects have radically altered what we know about Revolutionary sites specifically and the Revolutionary Era more broadly. Today, every remaining Revolutionary site is important to preserve from destruction if at all possible. If a site cannot be preserved, it is important that information from the site be documented and collected before it is lost. In general, development projects using state and federal funds require such investigations, and archeological work associated with federal and state construction projects have contributed significantly to our present body of knowledge.

At the local level, however, the requirement that known sites be documented before they are destroyed is rare, and a great deal of information has been lost. Crossroads partners should work together to advocate for and support community planning processes that recognize the importance of gathering **archeological information** before sites are lost and provide for some means through which that information can be gathered.

**ACTION: Advocate for and support community planning processes that require the investigation of archeological sites threatened by development.** *This should be an ongoing action of the Crossroads Association and its partners working collaboratively.*

Over the long term, Crossroads should explore the possibility of creating an **academic center** devoted to the study of the American Revolution in New Jersey. There are many high quality examples of this type of academic center that could serve as models. An excellent example nearby is the Hudson River Valley Institute, which has many programs similar to those outlined in this chapter.

The Hudson River Valley Institute is located at Marist College and serves as the academic arm of the Hudson River Valley National Heritage Area. Its mission is to study and to promote the Hudson River Valley and to provide educational resources for heritage tourists, scholars, elementary school educators, environmental organizations, the business community, and the general public. Its many projects include the publication of the Hudson River Valley Review and the management of a dynamic digital library and leading regional web portal.

An academic center for Crossroads of the American Revolution could take many forms but would be likely to include a partnership of several of the state's leading university programs. The center could be housed in a single location or it could be a 'virtual' relationship housed online. The purpose of establishing an academic center would be to engage scholars and university programs in a structured manner to lead research and educational programming on behalf of the heritage area.

**ACTION: Create an academic center involving a partnership of university programs to lead initiatives on research and education within the heritage area.** *This is a long-term action to be considered by the Crossroads Associations and its partners.*

#### **8.4 New Jersey Education and the American Revolution**

In order to fulfill its mission of promoting public understanding of New Jersey's significance during the Revolutionary War, the Crossroads of the American Revolution National Heritage Area should create and facilitate implementation of a comprehensive educational program. Students and teachers are a primary audience for this programming. Young students constitute the largest single audience visiting the state's Revolutionary interpretive sites. Interpreters have tailored their presentations to school curriculum requirements, and they find that their presentations can be 'life-altering' for young student audiences. Many students return to these sites with their parents. Reaching students and instilling an interest and appreciation of history are among the most important objectives that Crossroads can achieve.

This portion of Chapter 8 reviews existing programs and educational audiences in New Jersey and outlines recommendations through which heritage area partners can engage them. It reviews programs related to primary and secondary education, higher education, and other forums for public education. With respect to the general population, a particular focus should be placed upon reaching New Jersey's diverse minority residents, many of whom are concentrated in and around the state's urban centers.

##### **8.4.1 Primary and Secondary Education**

New Jersey's school students have been the largest and most important audience at many of the state's Revolutionary Era attractions. However, visitation by students to historic sites related to the American Revolution does not fall evenly among the grade levels. Fourth and fifth grade students make up a majority of the visitation to Revolutionary Era sites.

One reason for this fourth and fifth grade level concentration is the New Jersey Department of Education's Core Curriculum Content Standards (CCCS). The CCCS is a framework for improving student achievement by clearly defining what students should know and be able to do at the end of thirteen years of public education. The standards were first adopted in 1996 but are reviewed and updated every five years. The most recent edition of the CCCS was adopted in 2009.

The 2009 standards include nine content areas: Visual and Performing Arts, Comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup>-Century Life and Careers.

Social Studies is the content area that most closely relates to the themes and purpose of Crossroads. The Social Studies content standards are intended to advance students' understanding and appreciation of their world and American heritage. According to CCCS and the New Jersey Department of Education, the mission of a social studies education is to "provide learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age." Listed below are the three Social Studies standards defined by the New Jersey Department of Education.<sup>1</sup>

- Standard 6.1 U.S. History: America in the World. *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- Standard 6.2 World History/Global Studies. *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethnically responsible world citizens in the 21<sup>st</sup> century.*
- Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century. *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

These three standards provide an overview of what social studies education and curriculum is supposed to accomplish overall. The CCCS further define social studies curriculum and a path to achieve these three standards by identifying four strands," or content areas, that should be studied in relation to each of the three standards. The four strands are: Civics, Government and Human Rights; Geography, People, and the Environment; Economics, Innovation, and Technology; and History, Culture, and Perspectives. Each of the four strands also has associated "essential

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<sup>1</sup> <http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social%20Studies>

questions” that frame content within each of the three standards and strands. The essential questions associated with each strand are listed below.<sup>2</sup>

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

The key questions for each of the four strands are intended to be re-visited throughout the study of history during students’ education in New Jersey. This returning to essential questions should lead to a deeper understanding of the big ideas and themes throughout the social studies curriculum. Over time, this will help students more effectively connect the past to the present.

In addition, the idea of revisiting key questions and periods of history is exhibited in the CCCS Social Studies Time Frame Table (Table 8-XX). The New Jersey Department of Education developed this to convey the temporal organizational scheme of the social studies standards. The Time Frame Table emphasizes the interrelationship among government/civics, economics, and geography during each time period throughout history, and it includes periods that relate to the American Revolution (highlighted in Table 8-XX) in both grade level categories.

Table 8-XX. Social Studies Time Frame Table.

**SOCIAL STUDIES TIME FRAME TABLE**

Standard 6.1—U.S. History: America in the World

Grades 5-8

Three Worlds Meet (Beginnings to 1620)

**1. Three Worlds Meet**

Colonization and Settlement (1585-1763)

**2. Colonization and Settlement**

Grades 9-12

Colonization and Settlement (1585-1763)

**1. Colonization and Settlement**

Revolution and the New Nation (1754-1820s)

**2. Revolution and the New Nation**

<sup>2</sup> <http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social%20Studies>



**Revolution and the New Nation (1754-1820s)**

**3. Revolution and the New Nation**

Expansion and Reform (1801-1861)

**4. Expansion and Reform**

Civil War and Reconstruction (1850-1877)

**5. Civil War and Reconstruction**

Expansion and Reform (1801-1861)

**3. Expansion and Reform**

Civil War and Reconstruction (1850-1877)

**4. Civil War and Reconstruction**

The Development of the Industrial United States (1870-1900)

**5. The Development of the Industrial United States**

The Emergence of Modern America (1890-1930)

**6. Progressive Reforms**

**7. World War I**

**8. Roaring Twenties**

The Great Depression and World War II (1929-1945)

**9. The Great Depression**

**10. New Deal**

**11. World War II**

Postwar United States (1945 to early 1970s)

**12. Cold War**

**13. Civil Rights and Social Change**

Contemporary United States (1970-Today)

**14. Domestic Policies**

**15. International Policies**

**16. Interconnected Global Society**

**Standard 6.2—World History/ Global Studies**

Grade 5-8

The Beginnings of Human Society

**1. Paleolithic and Neolithic Ages**

Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

**2. Ancient River Valley Civilizations**

The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

**3. The Classical Civilizations of the Mediterranean World, India, and China**

Expanding Exchanges and Encounters (500 CE-1450 CE)

**4. Expanding Exchanges and Encounters**

Grade 9-12

The Emergence of the First Global Age (1350-1770)

**1. Global Interactions and Colonialism**

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

**2. Renaissance, Reformation, Scientific Revolution, and Enlightenment**

Age of Revolutions (1750-1914)

**3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impact**

A Half-Century of Crisis and Achievement (1900-1945)

**4. The Era of the Great Wars**

The 20th Century Since 1945 (1945-Today)

**5. Challenges for the Modern World**

Contemporary Issues

**6. Contemporary Issues**

Source: New Jersey Department of Education.

<http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social%20Studies> (Emphasis, JMA)

According to the Social Studies Time Frame Table, the American Revolution should be studied as part of Standard 6.1, U.S. History: America and the World, in grades 5-8 and 9-12, and as part of Standard 6.2, World History/Global Studies, in grades 9-12. This recurring emphasis on the topic and themes of the American Revolution provides an opportunity for Crossroads. Through programming and partnership with historic sites and organizations, Crossroads partners can provide opportunities for enhanced learning and knowledge about New Jersey during the American Revolution. By providing educational opportunities for New Jersey's students, Crossroads attractions could receive the benefit of increased visitation. But most importantly, attractions and other partners have the opportunity to make a significant contribution to the education of the state's youth.

The CCCS also provides a series of Content Statements and Cumulative Progress Indicators (CPI) for each standard and strand. The Content Statements and CPI's are specific to each grade level cluster. The CPI is a code that includes the **standard** (6.1, 6.2, or 6.3), **grade level cluster** ("P" for preschool, "4" for by the end of grade 4, "8" for by the end of grade 8, or "12" for by the end of grade 12), **strand** (A, B, C, or D), and CPI number (beginning with 1 and continuing for however many CPI's there are in that content area).

Many of the CPI's for social studies relate to Crossroads themes and purpose. While a full analysis of all the CPI's that relate to Crossroads is needed, some examples of CCCS Content Statements and CPI's that relate to Crossroads are listed in Tables 8-XX and 8-XX.

Tables 8-XX and 8-XX. Social Studies Cumulative Progress Indicators

Standard 6.1—U.S. History: America and the World	
Strand D: History, Culture, and Perspectives	
Content Statement: Key historical events, documents, and individuals led to the development of our nation.	
Cumulative Progress Indicator #	Cumulative Progress Indicator
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
Standard 6.1—U.S. History: America and the World	
Era: Revolution and the New Nation (1754-1820s)	
Content Statement: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	
Cumulative Progress Indicator	Cumulative Progress Indicator

#	
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Source: New Jersey Department of Education.

[http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social+Studies \(JMA\)](http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social+Studies (JMA))

The first of the two tables includes CPI's that relate to a specific strand, Strand D, which should be accomplished by the end of grade four. The second of the two tables shows how CPI's can be organized around a specific period in history, taken from the Social Studies Time Frame Table, and how they may vary among the strands within a period of history. Both tables show the range of curriculum content and standards that relate to specific Crossroads themes and the Crossroads story.

A full analysis of the social studies standards and Cumulative Progress Indicators is needed to assess the full range of educational opportunities and collaboration among Crossroads partners.

### 8.4.2 Higher Education

In addition to curriculum relating to New Jersey in the American Revolution taught in the state's primary and secondary schools, many of New Jersey's institutions of higher education also provide a forum for students to learn about the Revolutionary Era. New Jersey has a strong university program that can provide opportunities and academic support to educational outreach efforts and programs for Crossroads. Section 8.2.3 of this chapter outlines a number of the college and university programs that relate to Crossroads themes and that may be able to provide

academic support to Crossroads initiatives related to research. Many of the institutions and programs listed in that section may also be able to provide support to Crossroads educational initiatives.

In addition, several colleges and universities within the state and heritage area have programs that provide training for teachers and degrees in education. These programs include aspects of education such as curriculum development and integration of technology into teaching and learning methods. The following institutions offer teacher training and could potentially partner with Crossroads in developing educational programs and outreach both within the New Jersey school system and at the many Crossroads attractions and historic sites throughout the heritage area.

#### *Rutgers, the State University of New Jersey*

The education program at Rutgers is one of the most highly regarded in the nation. The Graduate School of Education at Rutgers offers courses toward Master of Education (Ed.M.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees. For undergraduate students, Rutgers offers a five-year degree in education and a minor in education. Rutgers also offers specialized education programs for Social Studies, Social Studies (K-12) and a Certificate Program in Social Studies Education.

#### *Kean University*

The Kean University College of Education is a leading educator of teachers in the state and nation. The College of Education offers programs at both the undergraduate and graduate levels that lead to New Jersey State certification. The College of Education has a Department of Primary and Bilingual Education, as well as a Department of Middle and Secondary Education.

#### *Drew University*

Drew University offers a Master of Arts in Teaching program that leads to an M.A.T. degree and provisional teaching certification in one of nine curriculum areas, including social studies. This program is designed for students who have already earned a bachelor's degree and who want to teach in the middle or high school setting.

#### *Fairleigh Dickinson University*

Both the Metropolitan Campus and The College at Florham offer the QUEST Teacher Preparation Program. This is a five-year program that allows students the opportunity to pursue professional studies for teacher preparation which leads to state teacher licensure, while earning a bachelor's degree in a liberal arts or science major and a Master's of Arts in Teaching (M.A.T.) degree. Both campuses also offer a Master of Arts in education for certified teachers (M.A.C.T.).

Partnerships with institutions of higher education in New Jersey could offer opportunities for curriculum and educational program development relating to Crossroads themes and the Crossroads story.

### **8.4.3 Other Educational Forums and Programs**

State, regional, local, and private educational programming currently in existence offers many opportunities to study the American Revolution in New Jersey. While primary and secondary schools remain an important part of learning about New Jersey in the American Revolution, much of the educational programming currently in existence occurs outside of primary and secondary schools or institutions of higher education.

During the planning process, educational programs in a wide range of forums were encountered across the state and region. Although every example of an educational program and forum cannot be included in this plan, this section lists a variety of educational programs and forums in order to provide a baseline explanation of the educational outreach that currently exists in the heritage area. These eight types of educational forums are intended to provide a sampling and overview, rather than exclusive listing, of the types of organizations currently ongoing and also suggest the range of audiences and variety of programming that occur among the different organizations within the heritage area. Many more examples of organizations and educational programs can be found in Appendix [XX], Attractions Database, of this document.

### *State Historical Society*

New Jersey Historical Society offers **curriculum materials for seven lessons that have links to New Jersey Core Curriculum Content Standards**. The lessons use unique resources from the Historical Society's collections and give students perspective on a larger theme or topic in history. The New Jersey Historical Society also offers the services of **trained Museum Educators** that can adapt any of the society's programs to the age and developmental needs of New Jersey classes according to grade level and area of study.

### *County Historical Societies*

#### Burlington County Historical Society (Bard-How House)

The Burlington County Historical Society offers "Burlington County at Home: 1750's House", a **1.5- to 3-hour living history demonstration, workshop, scavenger hunt, and walking tour**. In this program, students and teachers are welcomed to the 1750's by meeting a merchant and occupant of the historic Bard-How House and learning what life was like in the 18<sup>th</sup> century. Burlington County Historical Society also offers **BCHS "Trunk" Programs, which are in-class educational programs**. During the "Trunk" Programs, a society staff member visits classrooms with an exciting presentation on various social studies topics, including the Lenape, Benjamin Franklin, Colonial Days, Revolutionary War, Civil War, and the Industrial Revolution. Programs last one hour and are designed to coordinate with the New Jersey Core Curriculum Content Standards.

### *Local Historical Societies*

#### Historical Society of Princeton (Bainbridge House)

The Bainbridge House, which served as accommodations for members of the Continental Congress in 1783, is home to the Historical Society of Princeton. The Historical Society offers **educational programming for both adults and children**. Many of the society's programs for children in grades K-12 have **specific New Jersey Core Curriculum Content Standards associated** with them. For example, the society's program "From Revolution to Relativity: Princeton as Global Village," which explores how Princeton was transformed from a colonial village to a 21<sup>st</sup> century global community, is designed for grades 9-12 and meets NJCCC stands 5.2, 6.1.4.C.12, 6.1.4.D.4, and 6.1.4.D.8.

### *County Cultural and Heritage Commissions*

#### Middlesex County Cultural and Heritage Commission

Middlesex County Cultural and Heritage Commission offers educational programming both in relation to a historic site that it operates and independently of that historic site. Independently of county-operated historic sites, the **commission sponsors a monthly**

**podcast** called “UnCommon History,” which tells the story of unusual and little known facts about the people, places and events in Middlesex County history. Several of these podcasts relate to the American Revolution. The commission also sponsors Omnibus, the Traveling Museum: Outreach Projects for Schools and Community Groups. **Omnibus is a collection of portable exhibits, media programs, extension workshops, and public talks** available through Middlesex County Cultural and Heritage Commission and its two historic sites for lending to school and community groups. Exhibits consist of mounted images and text, historical artifacts, photographs, posters and drawings packaged in easy to carry kits or displayed on light-weight kiosks. Omnibus addresses Core Curriculum Content Standards, and programs and materials can be either borrowed from Omnibus or presented to classrooms and groups by an Omnibus representative. Omnibus programs related to the American Revolution include “Time of Turmoil: the African American Presence in the Revolutionary War,” “Time of Turmoil: Colonel John Neilson, A Soldier's Story,” and “Raritan Landing Archeology: The Dig Re-Examined.” The commission also offers an “**e-Classroom**” with online resources for students, teachers, and community groups.

### *Museums*

#### Newark Museum

The Newark Museum issues an **annual “School and Teacher Programs Catalogue”** that provides an overview of events and programs that are available to New Jersey school teachers and students. The catalogue includes information about programs for students, resources for teachers, and other outreach programs. The Museum is also a New Jersey Department of Education registered provider of professional development.

#### Liberty Hall Museum at Kean University

Liberty Hall Museum at Kean University offers programs throughout the year for both school groups and families. An example of a program for school groups is “From Crown to Country”, which explores New Jersey’s transition from a colony to a state through **period documents, first hand accounts of the Revolutionary struggle, and living history demonstrations.**

### *Regional Historic Sites*

#### Fort Lee Historic Park

From September through December and March through June, New Jersey schoolchildren studying the American Revolution are invited to Fort Lee to experience a **five-hour living history educational program.** During the program, students experience life as recruits in an eighteenth-century army. Educational elements of the program include discussion, demonstration, and student participation.

#### Old Barracks Museum

The Old Barracks Museum offers **outreach programs to meet in-classroom curriculum needs.** The programs explore six topics related to the Revolutionary Era in New Jersey. Each program lasts approximately 30 minutes and is available from September through February. Topics explored in the program are the roles and activities undertaken by women during the American Revolution and a black soldier's experience of fighting for personal and national freedom during the American Revolution.

### *Local Historic Sites*

#### William Trent House

The mission of educational programming at the William Trent House is to “provide students with a basic understanding of the differences between everyday life in the early eighteenth century and the lifestyles children are familiar with in today's world”. The focus audience for educational programming at the Trent House is New Jersey students in grades 2 through 8. The site also offers additional programs: the Colonial Kids Program for mixed-age after-school groups, and Sandbox Archaeology Program for elementary school children. The Trent House also offers **online lesson plans for teachers**, as well as **information about other partner sites and resources in the area** that relate to the American Revolution.

### *Community Public Events*

#### Trenton's Patriots' Week

Patriots' Week is a week-long series of events held annually between Christmas and New Years celebrating Trenton's unique and pivotal role in the American Revolution. Patriots' Week is managed by the Trenton Downtown Association as an economic development initiative and attracts thousands of visitors each year to enjoy **art, music, literature, battlefield re-enactments, and living history events**. Patriots' Week is the most comprehensive effort ever undertaken to promote cultural tourism in Trenton and is the cornerstone of Trenton Downtown Association's heritage tourism initiative. Patriots' Week 2006 received an Award of Recognition from the New Jersey Historical Commission.

Educational outreach programs that seem most successful offer a range of options for different types of audiences. Organizations that offer both on-site and more mobile educational programs are able to effectively accommodate the diverse needs of different types of groups and audiences. Programs that offer online teacher curriculum and clearly stated correlations to the Core Curriculum Content Standards (CCCS) also are also popular among educators.

While much of the educational programming currently in existence within the heritage area caters to students, as illustrated in the examples above, events with educational missions that occur in the heritage area throughout the year tend to draw a wider cross-section of New Jersey residents.

Many of the individual sites and organizations throughout the heritage area provide listings of educational events related to the American Revolution in New Jersey. The Crossroads website provides a comprehensive listing of events on its “News and Events” page. This resource lists events from nearly all of the types of organizations with educational programming listed in this section. A representative list of annual events relating to the American Revolution in New Jersey at the time this plan was developed can be found in Appendix [XX] of this document.

### **8.5 Crossroads Educational Initiatives**

This section outlines a partnership approach toward educational outreach that Crossroads can undertake to help broaden and deepen public understanding of the history and significance of the Crossroads story and New Jersey during the American Revolution. The Crossroads of the American Revolution National Heritage Area's comprehensive interpretive program, discussed in Chapter 7, will be a primary educational initiative of the heritage area. A more formalized educational program tailored to students, teachers, and other specific audiences, however, should also be undertaken. As outlined above, a wide range of creative and interesting programs already exists within the heritage area through the initiatives of many different local and regional

organizations. The role of Crossroads should be to nurture, facilitate, and support this programming in as many ways as possible.

Educational programs oriented toward school students should be a particular focus for Crossroads. The existing range of programs should be coordinated, strengthened, and enhanced to increase school and student interactions with Crossroads sites and to clearly delineate beneficial outcomes. Creative and engaging programming is the key to successful outreach to primary and secondary school students. Attractions must continue to develop their range of programs in accordance with curriculum guidelines and the interests of teachers, students, parents, curriculum planners, and administrators. Meeting the educational needs of specific courses and subject matter is essential. Programs must not only be fun for students, they must make the work of the teacher easier and more successful.

The strength of the Crossroads heritage area is its many existing partner organizations and the diversity of their programming initiatives. These programs vary in scale, content, and effectiveness. Crossroads can assist organizations in strengthening their programming in a variety of ways. Because of the numerous existing organizations and the diversity of their programming, the heritage area could benefit from a comprehensive **inventory and assessment of educational programs** currently being offered. It could be developed in partnership with university programs in public history and organized so it becomes a useful research tool to analyze and document program reach and effectiveness. It would provide the foundation for developing a strategic approach to educational initiatives within the heritage area and be useful for determining the effectiveness of heritage area initiatives over time.

**ACTION: Undertake a comprehensive survey and assessment of educational programming currently being offered within the heritage area. Maintain the inventory over time as a means through which change can be recorded and the achievement of goals and benchmarks for educational programming can be documented.** *This is an action that should be initiated in the mid-term and further developed and maintained as an ongoing activity. It should be led by the Crossroads Association in partnership with university programs in public history and county cultural and heritage commissions.*

Crossroads should convene a **Council of Educators** to advise the heritage area on issues related to primary and secondary education within New Jersey and to provide guidance in developing and implementing a strategic plan for education. A balance of experience with the state-wide curriculum, hands-on classroom experience, and creative programming should be sought. The Council of Educators might include teachers representing different geographic areas of the state and all grade levels, the Social Studies content coordinator for the Department of Education's Core Curriculum Content Standards, education directors at historic sites and organizations, historic site interpreters, and university professors in public education.

This Council of Educators should participate in developing the inventory noted above and in an assessment of its findings. Based upon these findings, their input would be valuable in developing a strategic plan for education within the heritage area. On an ongoing basis, they should be brought together to advise Crossroads on issues related to education and to assess program effectiveness and provide guidance for development and change.

**ACTION: Convene a broadly representative Council of Educators to advise the heritage area on issues and programming related to education.** *This should be initiated in the mid-term and continued as an ongoing activity led by the Crossroads Association in partnership with university programs in public history and county cultural and heritage commissions.*



Over the long term Crossroads Council of Educators should lead development of a comprehensive **strategic plan** for educational programming on the American Revolution in New Jersey, building upon the work of the CCCS, New Jersey Historical Society, New Jersey Historical Commission, and others. The plan should outline a vision for education related to the American Revolution, its role in a broader educational framework, practical benefits of such education for residents and society, and how such benefits might be measured and assessed.

As a starting point for the plan, the existing framework should be identified with a view to developing a coordinated and mutually supporting network that would include public and private schools, community colleges, four-year colleges and universities, historical societies, museums, historic sites, cultural and historical commissions, legacy organizations, state agencies, and others.

**ACTION: Develop a long-term strategic plan for educational programming within the heritage area.** *This should be a long-range action led by Crossroads Council of Educators with input from the New Jersey Historical Society, New Jersey Historical Commission, university programs in public history, county cultural and heritage commissions, and museums and attractions within the state.*

The New Jersey Core Curriculum Content Standards for Social Studies (CCCS) provide a thoughtful and effective framework for helping students become proficient in the areas of history, culture, geography, economics, civics, and government. However, to organizations and individuals who are not familiar with the CCCS, the standards can seem confusing and inaccessible. Crossroads can serve as a facilitator among its partners to help ensure that the educational programming undertaken by partners is in accordance with these important standards.

Crossroads should undertake to identify which standards, content areas, and Cumulative Progress Indicators from the 2009 CCCS may serve as opportunities for Crossroads partners to engage with New Jersey's school students. This assessment should be organized by grade level clusters as they are defined in the CCCS and should be made available online for the benefit of educators and Crossroads partners.

**ACTION: Develop a Crossroads curriculum assessment and guide that identifies and explains the New Jersey Core Curriculum Content Standards which relate to programs offered by Crossroads partners. The guide should be a practical tool advising partners how to craft their programs so they are of direct benefit to students and teachers.** *This is a mid-term action to be updated and ongoing over time. . It should be led by the Crossroads Association in partnership with the Council of Educators, university programs in public history, and county cultural and heritage commissions.*

As noted previously, many Crossroads organizations and attractions have effective educational programs which engage students in creative and fun ways. A number of the region's larger attractions have also developed lesson plans and teaching materials in support of their programs for use both inside and outside of the classroom. These resources should be made available to as wide an audience as possible.

In addition, Crossroads partners experienced in developing effective lesson plans could be enlisted to help other museums and historic sites to program effectively. An online digital database of lesson plans that address the Crossroads story in the context of statewide curriculum standards should be made available. Guidelines for preparing site-specific lesson plans could be

developed for use by Crossroads partners. In partnership with the New Jersey Historical Society and New Jersey Historical Commission.

**ACTION: Review and assess the range of lesson plans currently being offered by museums and attractions within New Jersey. Assemble a digital database of existing lesson plans, and provide guidelines for developing site-specific lesson plans for use by Crossroads partners. Develop and/or adapt a comprehensive set of lesson plans related to Crossroads themes and subjects.** *This is a mid-to-long-range action to be led by Crossroads partners such as the New Jersey Historical Society and New Jersey Historical Commission in partnership with the Council of Educators and regional attractions.*

In partnership with a nationally known organization, Crossroads recently co-sponsored training programs for teachers on subjects related to the American Revolution. The level of participation and the positive response suggests this may be an important area for future development.

Crossroads should explore developing long-term relationships with organizations which have an interest in **teacher training** related to American history such as associations of history teachers, the National Constitution Center, and the American Revolution Center. Crossroads partners could help identify courses and areas of training that can become available over time. Crossroads should be prepared to recommend individuals with different specialties to serve as instructors for training programs. Programs at sites and attractions can serve as incubators for ideas and laboratories for experimentation in effective teaching.

**ACTION: Foster a teacher training program related to teaching the history of the American Revolution.** *This is a mid-term action that can be developed over time and led by the Crossroads Association in collaboration with historic sites and university programs in public history.*

Chapter 7, *Crossroads Presentation*, included recommendations for information-sharing and training programs for regional and local interpretive sites through which they could exchange ideas and trade information on techniques and programs that work. These recommendations are relevant to this chapter on education as well.

Interpreters working at New Jersey heritage area attractions expressed concern about the ability of sites to conduct programming for student groups given low staffing levels. More assistance is needed so that visiting classes can be divided into smaller groups appropriate for personalized instruction, living history interaction, and hands-on activities.

Crossroads should develop a flexible program to assist at the heritage area's historic attractions. Qualified staff members, 'circuit riders,' could travel among various sites when student visits are scheduled to assist site interpreters in managing and conducting programs. This staff assistance could be organized in a variety of ways as appropriate, including as a collaborative program between sites, living history groups and re-enactors, qualified volunteers, small for-profit business, non-profit service, or other forms. Such a program could be combined with related initiatives such as trunk visits and outreach programs conducted in school settings. It could also be related to the teacher training program noted above.

**ACTION: Develop a program of assistance to historic sites that provides additional qualified staff and other services to help manage student groups and enhance educational programming.** *This is a mid-term action that should be initiated and developed over time. The*

*action should be led by the Crossroads Association in collaboration with living history groups and appropriate partners.*

Interpreters at historic sites have noted that younger students are a pleasure to teach and that effective presentations can be ‘life transforming’ for them. Conducting programs for high school students can be more challenging. One technique is to create an **honors program** for high school students through which they can participate in special projects or in programming at historic sites. In association with teachers and schools, special projects could be created in which interpreters from historic sites participate and support teachers. Conversely, students could become interns and work at historic sites under the direction of sites interpreters and educators, assisting in programming, undertaking projects, or simply providing needed work.

**ACTION: Create an honors program for high school students in which students are associated with historic sites as interns or conduct special projects under the guidance of teachers.** *This is a long-term action to be undertaken through a collaboration of Crossroads historic sites with support from the Crossroads Association.*

Special programs should be developed for **minority communities and students** in minority communities in particular. In collaboration with minority organizations and urban entities such as the Newark Museum, Crossroads should develop an outreach program with multiple components designed to engage minority residents, including recent immigrants, who may know little of the history and stories of the American Revolution. The purpose of this program should be to make a connection between them and the American Revolution and to support the social and educational goals expressed in the state’s Core Curriculum Content Standards as outlined earlier in this chapter.

The parameters of such a program have yet to be developed, but several points seem clear: a) the program should engage residents where they live, b) it should offer new experiences, c) it should be relevant to their lives, d) it should instill a sense of community, e) it should offer opportunities to affect change, and f) it should encourage participation in community life and elective government.

An important component of such a program should probably involve community events and activities through which ideas and experiences can be presented and interests sparked. Historically oriented programming should probably focus on the ideas and ideals of the American Revolution, when possible illustrated by historical events. In exploring possibilities, Crossroads should consult with individuals and organizations experienced in urban education and programming. National organizations like the National Constitution Center and American Revolution Center might be interested in partnering in such an initiative.

**ACTION: Develop partnership initiatives to engage minority and immigrant communities and students in programs related to Crossroads and the American Revolution.** *This should begin as a mid-term action with exploratory programs and develop into a major initiative over the long term. It should be undertaken by the Crossroads Association in partnership with organizations experienced in urban education and programming, such as the Newark Museum, and with minority community organizations themselves.*

Crossroads should establish a matching **grant program** for educational programming and events. Small amounts of grant funding distributed throughout the heritage area can assist many small organizations and communities with educational programs and events that will support the

Crossroads mission. Crossroads has begun to assist communities and organizations in this way. The program needs to be formalized and expanded over time.

**ACTION: Implement a matching grant program that supports educational programming and events conducted by organizations, communities, and sites in concert with the Crossroads mission.** *This should be an early action of the Crossroads Association.*

Crossroads should undertake its own **events** on a selective basis throughout the heritage area. Placing of searchlights at the locations of Continental beacon fires on the November date marking the withdrawal of the British army from New York has been one such experimental event. Such events should continue. In Chapter 7, it is recommended that a calendar of annual public events be created to align with the historical events of the American Revolution to be presented by partners through regionally based storyline presentations. These could form the structure for Crossroads' program of heritage area-wide events.

**ACTION: Develop events throughout the heritage area to supplement those initiated by Crossroads partners.** *This should be an ongoing activity of the Crossroads Association conducted as deemed appropriate.*

A primary benefit that Crossroads offers its partners is in the area of **marketing and publicity**. Crossroads should aggressively market the wide range of educational programming and events offered by partners. The Crossroads website should be developed so partners can post their events on a calendar. In addition, the comprehensive marketing program described in Chapter 7 should make sure that educational programs and events are publicized as widely as possible.

**ACTION: Implement a comprehensive marketing program for educational programs and events.** *This should be an ongoing activity of the Crossroads Association.*