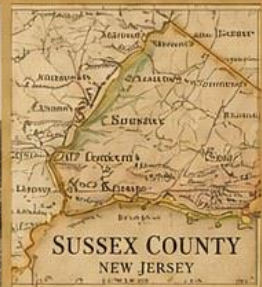




SUSSEX COUNTY HISTORY CURRICULUM

— EXPLORING OUR PAST, UNDERSTANDING OUR COMMUNITY —

GRADE 4



TEACHER'S EDITION

*Lessons, Activities, and Resources for Exploring
the People, Places, and Events That Shaped Sussex County*



LOCAL FOCUS

Meaningful
connections
to our
community



HISTORICAL THINKING

Inquiry,
evidence, and
critical
analysis



ENGAGING LESSONS

Hands-on
activities and
primary
sources



CROSS- CURRICULAR CONNECTIONS

ELA, Math,
Science, Art,
and more



FIELD STUDY & EXPLORATION

Encouraging
local discovery
and real-world
learning



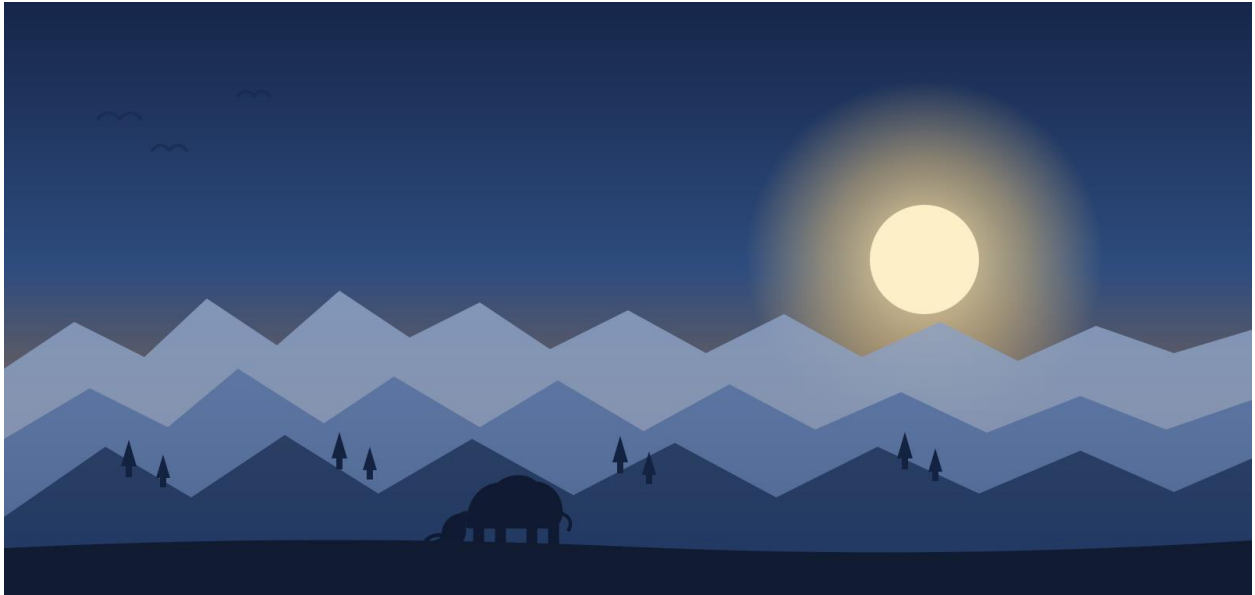
BUILDING CITIZENS

Understanding
our past to
shape our
future



SUSSEX COUNTY HISTORICAL SOCIETY

Preserving Our Heritage • Inspiring Our Future



SUSSEX COUNTY HISTORY

A Fourth-Grade Curriculum & Teacher's Edition

Segments 1–3 · Weeks 1–4 · Enrichment Mini-Lessons · Teacher Resource Appendix

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Historical Content Review

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Curriculum Sponsor

Sussex County Historical Society

Target Audience: 4th Grade Students, Sussex County, New Jersey

Aligned to: NJSLS-SS (2020), New Jersey Department of Education

SUSSEX COUNTY HISTORY • FOURTH GRADE

Introduction to the Curriculum

Purpose of This Curriculum

The Sussex County History Fourth-Grade Curriculum was developed to help students explore the history of the county in which they live while strengthening their understanding of geography, economics, civics, culture, and historical thinking. Through the study of local people, places, events, and industries, students discover how Sussex County has changed over time and how local history connects to the broader history of New Jersey and the United States.

Designed specifically for fourth-grade classrooms, this curriculum emphasizes inquiry, discussion, critical thinking, and hands-on learning while encouraging students to recognize the importance of preserving and sharing their community's history.

Alignment to the New Jersey Student Learning Standards

This curriculum is aligned to the 2020 New Jersey Student Learning Standards for Social Studies (NJSLS-SS). Lessons integrate historical inquiry, geography, economics, civics, and culture while reinforcing literacy skills through reading, discussion, writing, and analysis of informational texts. Cross-curricular connections to English Language Arts, mathematics, science, art, and technology are included throughout the unit to support interdisciplinary instruction.

Flexible Implementation

The lessons in this Teacher's Edition are intended to serve as a comprehensive instructional guide. Teachers are encouraged to adjust pacing, instructional strategies, and activities to meet the needs of their students, available instructional time, and district curriculum requirements. Suggested pacing models for 30-, 45-, and 60-minute instructional periods are included to support a variety of classroom schedules.

Differentiation strategies, Universal Design for Learning (UDL) supports, extension activities, and enrichment opportunities are provided throughout the curriculum to help teachers meet the diverse learning needs of all students.

Encouraging Local Exploration

Whenever possible, teachers are encouraged to extend classroom learning through local experiences. Visits to historical sites, museums, parks, preserved villages, monuments, cemeteries, and other community landmarks help students connect classroom instruction to the places around them. Even when field experiences are not possible, photographs, maps, primary sources, virtual tours, guest speakers, and local artifacts can help students develop a deeper understanding of Sussex County's rich history and heritage.

By connecting students to their own community, this curriculum seeks to foster historical curiosity, civic responsibility, and an appreciation for the people, places, and events that have shaped Sussex County.

Table of Contents

Introduction to the Curriculum	2
Week 1 — The Lenape and Early European Settlement	3
Week 2 — Growth, Industry, and Transportation in the 1800s	14
Week 3 — Sussex County in the 20th Century and Beyond	24
Week 4 (Optional) — Geography and Landmarks Extension, plus Enrichment Mini-Lessons	34
Pacing Options — 45-, 30-, and 60-minute schedule models (precedes Appendix A)	
Appendix A — Student Handouts & Printables, plus Primary Source Mini-Activities	45
Appendix B — Photos & Materials Needed to Complete This Curriculum	68
Teacher Resource Appendix — Biographies, Site Directory, Suggested Reading, Assessment Bank, Unit Pre/Post-Assessment, Answer Keys & Exemplars, Glossary, Differentiation Supports, Standards Alignment, Revolutionary War Veterans & Patriots, Sources, and References	70

SEGMENT 1 • WEEK 1 • DAY 1

From Ice Age to Lenape and Early Settlement

Today's Focus: How the Ice Age Shaped Sussex County

Objective	Students will identify how the Ice Age (Pleistocene) shaped Sussex County's land and left behind evidence — including mastodon remains — that we can still see and study today.
Standards	NJSLS-SS 6.1.4.B.1 • 6.1.4.B.4 • 6.1.4.D.1-4 • 6.1.4.D.3
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min guided map activity / 10 min closing)
Materials	Physical or digital map of Sussex County; images of a mastodon skeleton (or the Hill Memorial Museum's "Moe" if available); student map handout (Appendix A); crayons or colored pencils; optional: short video clip of a mastodon or Ice Age NJ
Vocabulary	Pleistocene, Ice Age, glacier, mastodon, fossil

TEACHER BACKGROUND — What You Need to Know

About 20,000 years ago, a mile-thick sheet of ice called a glacier covered what is now northern New Jersey, including all of Sussex County. This period is called the Pleistocene, or Ice Age. As the glacier slowly moved and eventually melted, it reshaped the land — carving valleys, piling up ridges of rock and soil (called moraines), and leaving behind many of the lakes Sussex County is known for today.

The Ice Age didn't just shape the land — it's also why we have direct physical evidence of the giant animals that once lived here. Mastodons, elephant-like animals covered in shaggy fur, roamed Sussex County during and after the Ice Age. Their remains have been found locally, including discoveries in Sparta (found by John W. Dorr) and Highland Lakes (found by Gus Ohberg). A well-known mastodon skeleton, nicknamed "Moe," was discovered in Hampton Township and is preserved at the Hill Memorial Museum in Newton, home of the Sussex County Historical Society.

Why this matters for today's lesson: students often think of "ancient history" as something that happened somewhere else. This lesson makes it concrete — the ground under their own town was shaped by glaciers, and the bones of an animal the size of a modern elephant were found nearby.

1. Hook (5 minutes)

[Gather students on the rug or have them face the front. Show a simple image of a mastodon or elephant.]

SAY: "I want you to imagine something. What if I told you that thousands of years ago, an animal the size of an elephant — covered in shaggy fur — walked right here in Sussex County, maybe close to where our school is today? Turn to a partner and guess: do you think that's true or false?"

[Give students 30 seconds to talk, then take 2-3 quick guesses aloud.]

SAY: "It's true! That animal is called a mastodon, and we've actually found its bones right here in our own county. Today we're going to find out how it got here — and how something called the Ice Age changed the land we live on."

2. Mini-Lecture (15 minutes)

[Use a map of Sussex County or a simple drawing on the board as you talk.]

SAY: “A very, very long time ago — about 20,000 years ago — it was so cold that a giant sheet of ice, called a glacier, covered all of what is now northern New Jersey. Picture ice piled up higher than our school — higher than the tallest building you've ever seen. This freezing time is called the Ice Age, or the Pleistocene.”

ASK: “What do you think happens to land when a giant sheet of ice that heavy sits on top of it for thousands of years — and then slowly melts?”

[Take 2-3 responses. Guide toward: it pushes, scrapes, and carves the land; melting ice leaves behind water.]

SAY: “Exactly — as the glacier moved, it scraped and carved the land like a giant bulldozer. It pushed piles of rock and soil into ridges. And when it finally melted, all that water had to go somewhere — it helped form many of the lakes we have in Sussex County today. So next time you're at a local lake, you're looking at something the Ice Age helped create.”

SAY: “Now here's the amazing part. During and after the Ice Age, huge shaggy animals called mastodons lived here — they looked like elephants with long fur, built for the cold. We know this because people have actually found their bones right here in Sussex County. One mastodon was found in Sparta by a man named John W. Dorr. Another was found in Highland Lakes by Gus Ohberg. And one of the most complete mastodon skeletons ever found — nicknamed ‘Moe’ — was discovered in Hampton Township. You can go see Moe today at the Hill Memorial Museum in Newton.”

ASK: “Why do you think finding bones like this, in the actual ground where we live, helps us understand history better than just reading about it in a book?”

[Take 1-2 responses to close the discussion before transitioning to the activity.]

3. Guided Map Activity (15 minutes)

1. Distribute the student map handout (Appendix A) showing an outline of Sussex County.
2. Have students mark and label the two mastodon discovery locations mentioned in the mini-lecture: Sparta and Highland Lakes.
3. Have students draw a star and label Newton, where Moe is displayed at the Hill Memorial Museum.
4. Circulate as students work. Prompt students who finish early: “Why do you think mastodons might have been found in more than one part of the county?”
5. Bring the group back together. Call on 2-3 students to share one thing they labeled and why.

UDL Support: Provide a pre-labeled map (town names filled in) for students who need reduced writing demand; offer a short video clip of a mastodon in place of/alongside the verbal description for visual learners.

4. Closing & Assessment (10 minutes)

SAY: “Let's wrap up. With your labeled map in front of you, I want you to turn to a partner and give an oral summary: in your own words, tell your partner how the Ice Age shaped Sussex County, and give one piece of evidence that proves animals like mastodons lived here.”

[Give students 2 minutes to share with a partner, then call on 2-3 pairs to share with the whole class.]

What a strong response sounds like:

“Long ago, a huge glacier covered Sussex County during the Ice Age. When it melted, it carved the land and helped form some of our lakes. We know mastodons lived here because people found their bones in Sparta, Highland Lakes, and Hampton Township — one of them, named Moe, is at the Hill Memorial Museum in Newton.”

Assessment: Collect the labeled maps and listen for the oral summary during partner share. A student meets the objective if their map correctly shows at least two of the three locations (Sparta, Highland Lakes, Hampton Township/Newton) and

their oral summary connects the Ice Age to at least one piece of physical evidence (mastodon remains, lakes, or land shape).

DIFFERENTIATION & SUPPORT NOTES

- Multilingual learners: Pre-teach “glacier,” “mastodon,” and “fossil” with picture cards before the lesson.
- Below-level readers/writers: Offer the pre-labeled map option and allow oral-only summaries instead of written labels.
- Advanced learners: Challenge them to research and add one more Ice Age fact (e.g., another local lake formed by glaciers) to their map.

Cross-Curricular Connection: ELA RI.4.3 (explain events in a text) — have students write 2-3 sentences explaining the sequence: glacier forms → glacier melts → land and lakes are shaped → mastodons live here → bones are found today.

SEGMENT 1 • WEEK 1 • DAY 2

The Three Regions of Sussex County

Today's Focus: How Geography Shaped Where People Settled

Objective	Students will locate and describe Sussex County's three geographic regions — the Highlands, the Great Valley, and the Ridge & Valley — and connect each to how people used the land.
Standards	NJSLS-SS 6.1.4.B.1 • 6.1.4.B.4 • 6.1.4.D.1-4 • 6.1.4.D.3
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min hands-on mapping / 10 min closing)
Materials	Physical or digital regional map of Sussex County (showing Highlands, Great Valley, and Ridge & Valley areas); student map handout (Appendix A); resource picture cards — iron ore, farm crops, road/travel icon; crayons or colored pencils
Vocabulary	region, Highlands, Great Valley, Ridge and Valley, resource

TEACHER BACKGROUND — What You Need to Know

Sussex County isn't all one kind of landscape — it sits across three different geographic regions, and each one shaped how people lived and worked there.

The Highlands, in the eastern part of the county, are rugged and rocky, with hills and forests. This terrain held iron ore, which made it a center for iron mining and, later, zinc mining around Franklin and Ogdensburg.

The Great Valley is a broad, lower-lying stretch of land with rich soil, which made it well-suited to farming — it's part of why agriculture, and later the dairy industry, became so important to the county.

The Ridge and Valley region, in the northwest, is made up of long, parallel ridges (like Kittatinny Ridge) and valleys running side by side. This pattern of ridges shaped where roads, trails, and towns could be built — people settled in the valleys and found passes through the ridges.

Why this matters for today's lesson: this is the geography “why” behind everything students will learn in the rest of the unit — why mining happened where it did, why farms clustered where they did, and why towns grew up along certain routes.

1. Hook (5 minutes)

[Show a simple regional map of Sussex County with the three areas shaded in different colors, unlabeled.]

SAY: “Look at this map of Sussex County. I've shaded it into three different-colored sections. I didn't do that randomly — each section has its own kind of land. Today we're detectives: we're going to figure out what makes each section different, and how that affected the people who lived there.”

2. Mini-Lecture (15 minutes)

SAY: “Sussex County has three main regions. Let's start in the east: the Highlands. This area is rocky and hilly, covered in forest. Underneath all those rocks was something valuable — iron ore. That's why places like Franklin and Ogdensburg became important mining towns.”

ASK: “If you lived in the Highlands 200 years ago, and the land was rocky and full of iron ore, do you think it would be easy to farm there? Why or why not?”

[Take 1-2 responses. Guide toward: rocky land is hard to farm, so mining made more sense there.]

SAY: “Now let's look at the Great Valley. This land is lower and flatter, with rich soil — perfect for growing crops. That's a big reason farming, and later dairy farming, became such a big part of Sussex County's economy.”

SAY: “Finally, the Ridge and Valley region, up in the northwest. Picture long ridges of hills running side by side, like rows in a garden, with valleys in between. People couldn't just build a road anywhere — they had to follow the valleys and find gaps through the ridges. That shaped where towns and roads ended up.”

ASK: “Based on what we just learned, which region do you think would have the most farms? Which would have the most mines? Which one might have been trickiest to build roads through?”

[Take a few quick answers before moving to the activity.]

3. Hands-On Mapping Activity (15 minutes)

1. Distribute the student map handout (Appendix A) with the three regions outlined but unlabeled.
2. Have students label each region: Highlands, Great Valley, Ridge & Valley.
3. Give each student (or pair) a set of resource picture cards (iron ore, crops, road/travel icon). Have them glue or draw each icon in the region it matches.
4. Circulate and ask guiding questions: “Why did you put the iron ore icon there?”
5. Bring the group back together. Call on a few students to explain one of their icon placements.

UDL Support: Provide a word bank and pre-cut icons for students who need reduced writing/cutting demands; allow students to describe their reasoning orally instead of in writing.

4. Closing & Assessment (10 minutes)

SAY: “Hold up your completed map. Point to one region and tell your neighbor: what is that region like, and what did people use it for?”

Assessment: Collect the completed maps. A student meets the objective if all three regions are correctly labeled and at least two of the three resource icons are placed in a region that matches the mini-lecture (iron ore → Highlands; crops → Great Valley; travel/roads → Ridge & Valley).

SEGMENT 1 • WEEK 1 • DAY 3

Lenape Beliefs and Community Life

Today's Focus: How the Lenape Lived With — Not Just On — the Land

Objective	Students will explain Lenape beliefs and community life, focusing on their relationship with nature and how communities worked together.
Standards	NJSLS-SS 6.1.4.B.1 • 6.1.4.B.4 • 6.1.4.D.1-4 • 6.1.4.D.3
Time	45 minutes (5 min hook / 15 min read-aloud / 15 min response activity / 10 min closing)
Materials	Copy of <i>The Lenape of New Jersey</i> by Martha E. Kendall (read-aloud); drawing paper or response journal; crayons/colored pencils
Vocabulary	Lenape, community, respect, resource, cooperation

TEACHER BACKGROUND — What You Need to Know

The Lenape (also called the Delaware) were the first people to live in what is now Sussex County. Their way of life was deeply connected to the land — they moved seasonally to make the best use of resources, farmed, fished, hunted, and gathered, and lived in family- and clan-based communities that worked together to meet everyone's needs.

A central idea in Lenape life was a sense of responsibility toward the land and its resources — taking what was needed without waste, and understanding people as part of nature rather than separate from it. Community cooperation (sharing food, labor, and decision-making) was also central to daily life.

A respectful reminder: when discussing Native American cultures, avoid presenting the Lenape as existing only in the past (“they lived...”) — Lenape people and communities exist today. Frame today's lesson around Sussex County's Lenape history specifically, and avoid generalizing this one community's practices as representative of all Native peoples.

For your own background reading (not for read-aloud): The Lenape Indians of New Jersey by Herbert C. Kraft (Seton Hall University Museum / New Jersey Historical Society) is a well-regarded, teacher- and Native-reviewed reference written at a 3rd-4th grade level, specific to New Jersey, southeastern New York, and eastern Pennsylvania — useful if you want more detail than this guide provides before teaching the lesson.

1. Hook (5 minutes)

ASK: “Think about the things you use every day — water, food, wood for paper. Where do those things actually come from? Do we always think about that when we use them?”

[Take a few responses.]

SAY: “The Lenape, the first people to live in Sussex County, thought about this very carefully. Today we're going to read about how they lived and how they thought about the land around them.”

2. Read-Aloud & Discussion (15 minutes)

[Read The Lenape of New Jersey by Martha E. Kendall aloud, pausing at natural stopping points for discussion.]

ASK (mid-read): “What is one way this shows the Lenape only took what they needed from the land?”

ASK (mid-read): “How did people in the community work together in this part of the story?”

SAY (after reading): “So we just read about two big ideas: respecting nature, and working together as a community. Let's hold onto both of those for our activity.”

3. Response Activity (15 minutes)

1. Distribute drawing paper or response journals.
2. Prompt: “Draw or write about one way the Lenape showed respect for nature or worked together as a community, based on what we read today.”
3. Circulate and support students who need help getting started (“What did they do with the animals/plants/land in the story?”).
4. Invite 3-4 volunteers to share their illustration or paragraph with the class.

UDL Support: Offer a choice of format (drawing, writing, or a short oral retelling recorded/shared with the teacher) so students can demonstrate understanding in the way that works best for them.

4. Closing & Assessment (10 minutes)

SAY: “Before we finish, turn to a partner and share one word that describes how the Lenape treated the land and each other.”

What a strong response looks like:

A drawing or 2-3 sentences that clearly names a specific practice from the reading (e.g., only hunting what was needed, sharing food, working together to build shelter) and connects it to “respect for nature” or “community cooperation.”

Assessment: Collect the illustration/paragraph. A student meets the objective if their response references a specific detail from the reading and connects it to either respect for nature or community cooperation.

SEGMENT 1 • WEEK 1 • DAY 4

Lenape and European Ways of Life

Today's Focus: Comparing Two Very Different Worlds

Objective	Students will compare Lenape and European ways of life, identifying similarities and differences in housing, food, tools, and community life.
Standards	NJSLS-SS 6.1.4.B.1 • 6.1.4.B.4 • 6.1.4.D.1-4 • 6.1.4.D.3
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min Venn diagram / 10 min closing)
Materials	Venn diagram handout (Appendix A); images or artifact pictures representing Lenape and European settler life (housing, tools, clothing); pencils
Vocabulary	compare, contrast, settler, longhouse, community

TEACHER BACKGROUND — What You Need to Know

By the 1600s and 1700s, Dutch and English settlers began arriving in what is now Sussex County, bringing a very different way of life than the Lenape who already lived there. Where the Lenape moved seasonally and built structures like longhouses suited to that lifestyle, European settlers tended to build permanent farms and houses and clear land for continuous farming.

Both groups depended on the land for food, but their approaches differed: the Lenape combined hunting, fishing, gathering, and farming across the seasons, while European settlers focused more on fixed-field agriculture and livestock. Both groups also had strong community structures, though organized differently — the Lenape around family and clan groups, and European settlers around towns, churches, and formal government.

Why this matters for today's lesson: this comparison sets up tomorrow's lesson on the conflicts and negotiations between these two groups — understanding how differently they lived helps explain why misunderstandings and conflicts over land arose.

1. Hook (5 minutes)

[Show two images side by side: a Lenape longhouse and a colonial-era farmhouse.]

ASK: “Look at these two homes. What do you notice that's different? What might be the same?”

[Take a few quick observations before moving on.]

2. Mini-Lecture (15 minutes)

SAY: “We've already learned about the Lenape — how they lived, farmed, hunted, and moved with the seasons. Starting in the 1600s and 1700s, Dutch and English settlers began arriving in this area too, and they lived very differently.”

SAY: “European settlers usually built permanent houses and cleared land to farm the same fields year after year. The Lenape, on the other hand, moved to different areas through the year to hunt, fish, and farm — making the best use of the land in each season.”

ASK: “Both groups depended on the land to survive — but in different ways. Can you think of one way they were similar, even though their daily lives looked different?”

[Guide toward: both farmed, both used natural resources, both lived in organized communities.]

SAY: “That’s an important point to hold onto — they weren’t opposites in every way. Both groups had strong communities and depended on the land. But how they organized their lives — their homes, their farming, their communities — looked very different. That’s what we’re going to map out now.”

3. Venn Diagram Activity (15 minutes)

1. Distribute the Venn diagram handout, labeled “Lenape” on one side and “European Settlers” on the other.
2. Using the images and today's mini-lecture, have students sort details into “Lenape only,” “European settlers only,” or “both” (the overlapping middle).
3. Prompt categories if needed: homes, food, community, use of land.
4. Circulate and check that at least one item appears in the “both” section.
5. Bring the group back together and discuss: “What surprised you about what these two groups had in common?”

UDL Support: Provide picture/word cards to sort onto the diagram for students who need support generating their own examples; allow verbal dictation to a partner or teacher for students with writing challenges.

4. Closing & Assessment (10 minutes)

SAY: “Look at your completed diagram. Tell a partner one difference and one similarity you found between the Lenape and European settlers.”

Assessment: Collect the completed Venn diagrams. A student meets the objective if their diagram includes at least two accurate details specific to the Lenape, two specific to European settlers, and at least one accurate detail in the shared (“both”) section.

SEGMENT 1 • WEEK 1 • DAY 5

Early Conflicts and the Formation of Sussex County

Today's Focus: How Sussex County Came to Be

Objective	Students will identify early conflicts — the Boundary Line War and the French and Indian War — and explain how Sussex County was formed.
Standards	NJSLS-SS 6.1.4.D.1 • 6.1.4.D.3 • 6.1.4.B.4
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min timeline activity / 10 min closing/exit ticket)
Materials	Timeline cards (Appendix A); map overlays showing the NY/NJ border area and western Sussex County; tape or glue; a long strip of paper or string for the class timeline
Vocabulary	boundary, dispute, conflict, county, provincial government

TEACHER BACKGROUND — What You Need to Know

Before Sussex County had the borders we know today, there was real uncertainty and disagreement about where the line between New Jersey and New York should fall — sometimes called the Boundary Line War. This wasn't a battle with soldiers so much as a long-running dispute involving surveys, conflicting land claims, and confusion for the families living in the disputed area, some of whom genuinely didn't know which colony (and later, state) they belonged to.

Around the same time period, the French and Indian War (part of a larger conflict between Britain and France in North America) reached into western Sussex County, where frontier settlers faced real danger and uncertainty along the colonial edge of settlement.

Sussex County itself was formally created by the provincial government based in Trenton, carved out to give people in this then-frontier region their own local government closer to home, rather than requiring long travel to conduct county business elsewhere.

Why this matters for today's lesson: this is the payoff lesson for the whole week — students connect geography (Day 2), the people who already lived here (Days 3-4), and conflict/negotiation into the actual formation of the county they live in today.

1. Hook (5 minutes)

SAY: “Here's something to think about: did you know that some of you could have ended up living in New York instead of New Jersey? For a while, nobody was totally sure exactly where the border was supposed to be.”

ASK: “Why do you think that might have been confusing or even a problem for the families living in that area?”

[Take a couple of responses before moving into the mini-lecture.]

2. Mini-Lecture (15 minutes)

SAY: “For years, there was a disagreement about exactly where the line between New York and New Jersey should be. This disagreement is sometimes called the Boundary Line War. It wasn’t fought with armies — it was fought with surveys, maps, and arguments — but it was very real for the families living in that unclear area, who sometimes didn’t know for sure which colony they belonged to.”

SAY: “Around the same time, a much bigger conflict called the French and Indian War reached all the way into western Sussex County. Britain and France were fighting for control of land in North America, and settlers living on this frontier faced real danger and uncertainty.”

ASK: “With all of this going on — unclear borders and nearby conflict — why might people living here have wanted their own local government, closer to home, instead of relying on a distant one?”

[Guide toward: easier to solve local problems, faster help, representation.]

SAY: “That’s exactly why Sussex County was created — the provincial government in Trenton established it so people in this region could have their own local government instead of traveling far away for county business. That single decision is why we call this Sussex County today.”

3. Timeline Activity (15 minutes)

1. Distribute timeline cards, each showing one event (e.g., “Boundary Line War,” “French and Indian War reaches Sussex County,” “Sussex County is formed”) with a short description.
2. As a class, arrange the cards in order on the long timeline strip.
3. Use the map overlays to show students roughly where each event took place (border area, western Sussex County).
4. Ask students to turn and talk: “How do these events connect to each other?”
5. Class discussion: confirm the sequence and the cause-and-effect connections.

UDL Support: Provide picture icons alongside text on timeline cards; allow students to physically place cards (kinesthetic) rather than only writing a sequence.

4. Closing & Exit Ticket (10 minutes)

SAY: “On your exit ticket, I want you to write about one event that changed Sussex County — and explain why it mattered.”

What a strong response looks like:

“The Boundary Line War mattered because people weren’t sure if they lived in New York or New Jersey. This shows that even borders we think are permanent today used to be uncertain.” — or a similar response naming the French and Indian War or the formation of the county with an explanation of its significance.

Assessment: Collect exit tickets. A student meets the objective if they correctly name one of the three events (Boundary Line War, French and Indian War, formation of Sussex County) and provide a reasonable explanation of why it mattered.

Week 1 Cross-Curricular Connections: ELA RI.4.3 (explain events in a text) — use the Day 5 timeline as a model for sequencing events in writing. Art — have students draw a Lenape village, incorporating details from Days 3-4. Tech — use Google Earth to locate the three regions from Day 2 and the present-day NY/NJ border from Day 5.

SEGMENT 2 • WEEK 2 • DAY 1

Industries of the 1800s

Today's Focus: Iron, Zinc, Dairy, and Farming — What Powered Sussex County

Objective	Students will identify Sussex County's key 19th-century industries — iron, zinc, dairy, and farming — and where each was centered.
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • 6.1.4.D.8 • 6.1.4.D.13
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min card game / 10 min closing)
Materials	“Industry Match-Up” card set (industry name / picture / location cards — iron, zinc, dairy, farming); chart handout (Appendix A); pencils
Vocabulary	industry, ore, mining, dairy, agriculture

TEACHER BACKGROUND — What You Need to Know

By the 1800s, Sussex County had four major industries, and each grew out of the region's geography (recall Week 1, Day 2). In the Highlands, iron mining was long-established, and zinc mining became a major industry around Franklin and Ogdensburg — home to some of the world's most famous fluorescent mineral deposits.

In the Great Valley, farming was central to the economy — and by the late 1800s, dairy farming became especially important. The Sussex Railroad reached Lafayette in 1869, connecting the area to a vast regional network. Local creameries built along the tracks let area farmers tap into the booming New York City and Newark markets, transporting milk as well as mixed produce and livestock. This helped transform Sussex County into a vital dairy source for the metropolitan coast during the late 1800s and early 1900s — though by the 1920s and 1930s, trucks and improved highways drew traffic away from these small rail lines (the nearby Franklin extension, for example, was abandoned in 1934).

Why this matters for today's lesson: this is the economic snapshot students will build on all week — transportation (Day 2), the War of 1812 (Day 3), the Civil War era (Day 4), and the county's growth by 1900 (Day 5) all connect back to these four industries.

1. Hook (5 minutes)

SAY: “If I asked you what job most people in Sussex County had 150 years ago, what would you guess? Turn and tell a partner your best guess.”

[Take a few quick guesses before revealing that there wasn't just one answer — there were four major industries.]

2. Mini-Lecture (15 minutes)

SAY: “Last week we learned Sussex County has three regions: the Highlands, the Great Valley, and the Ridge & Valley. In the 1800s, each of those regions grew a different kind of work. In the Highlands, people mined iron — and later, zinc, especially around Franklin and Ogdensburg. Some of the zinc minerals found there are famous because they glow under ultraviolet light — we'll explore that more in an upcoming enrichment lesson.”

SAY: “In the Great Valley, the rich soil meant farming was king — and over time, dairy farming became especially important. Once the railroad reached towns like Lafayette in 1869, local creameries could ship milk and other farm products all the way to Newark and New York City — turning Sussex County into an important dairy source for those growing cities.”

ASK: “Why do you think a place needed both good farmland AND a railroad nearby to become a successful dairy town?”

[Guide toward: milk spoils fast, so farmers needed a quick way to get it to city markets.]

SAY: “Great thinking — that connection between farming and transportation is exactly what we'll dig into tomorrow.”

3. “Industry Match-Up” Card Game (15 minutes)

1. Divide students into small groups or pairs. Give each group a shuffled set of cards: industry names (iron, zinc, dairy, farming), pictures/icons, and location cards (Franklin, Ogdensburg, Lafayette, “throughout the Great Valley”).
2. Groups race to correctly match each industry to its picture and general location.
3. Circulate and check matches; ask groups to explain one match (“Why does zinc go with Franklin/Ogdensburg?”).
4. Have students transfer their matches onto the chart handout (Appendix A).
5. Review as a whole class using the answer key below.

Answer Key: Iron/Zinc → Highlands (Franklin, Ogdensburg) · Farming/Dairy → Great Valley (Lafayette and surrounding area).

UDL Support: Use physical manipulative cards rather than a worksheet for students who benefit from hands-on sorting; provide a partially-completed chart for students needing extra support.

4. Closing & Assessment (10 minutes)

SAY: “Look at your completed chart. Pick one industry and tell your partner: what was it, and where in the county was it centered?”

Assessment: Collect the completed charts. A student meets the objective if at least three of the four industries are correctly matched to their general location.

SEGMENT 2 • WEEK 2 • DAY 2

Turnpikes, Canals, and Railroads

Today's Focus: How Getting Around Sussex County Changed

Objective	Students will explain how turnpikes, canals, and railroads expanded trade and travel across Sussex County.
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • 6.1.4.D.8 • 6.1.4.D.13
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min map comparison / 10 min closing)
Materials	Two maps or map overlays: Sussex County transportation routes circa 1800 and circa 1900; group chart handout (Appendix A); pencils
Vocabulary	turnpike, toll, canal, railroad, trade

TEACHER BACKGROUND — What You Need to Know

In the early 1800s, getting goods to market in Sussex County meant slow travel over rough roads. Turnpikes — toll roads built and maintained by private companies — connected towns like Newton, Branchville, and Vernon, making travel faster and more reliable, for a fee.

Over the century, canals and then railroads dramatically expanded how much could be moved, and how fast. Railroads in particular reshaped community life — towns near a rail line could ship farm products, milk, and ore to distant cities quickly, while towns without rail access were left behind.

Why this matters for today's lesson: this is the connective tissue of the whole 1800s story — without better transportation, none of yesterday's industries could have grown as they did.

1. Hook (5 minutes)

ASK: “If you had to get a wagon full of milk from a farm to New York City 200 years ago, what problems do you think you'd run into?”

[Take 2-3 guesses (bad roads, slow travel, spoiled milk) before transitioning.]

2. Mini-Lecture (15 minutes)

SAY: “In the early 1800s, roads in Sussex County were rough and slow. To fix that, companies built turnpikes — toll roads — connecting towns like Newton, Branchville, and Vernon. You'd pay a toll to use them, but in exchange, you got a faster, better-kept road.”

SAY: “Later in the century, canals and then railroads changed everything. A train could carry far more goods, far faster, than any wagon. Suddenly, a farmer's milk could reach Newark or New York City before it spoiled. Towns that got a railroad often grew quickly — towns that didn't sometimes got left behind.”

ASK: “If you were a business owner in the 1800s, why would you want your town to get a railroad stop?”

[Guide toward: faster shipping, more customers, access to bigger markets.]

3. Map Comparison Activity (15 minutes)

1. In small groups, give students the two maps/overlays (circa 1800 and circa 1900).
2. Have groups identify and list on their chart: what transportation existed in 1800 vs. 1900.
3. Ask groups to estimate: about how much faster would it be to travel across the county in 1900 compared to 1800?
4. Groups share one observation with the class.

UDL Support: Provide a sentence frame ("In 1800, people traveled by _____. In 1900, people could also travel by _____, which was faster because _____.") for students who need writing support.

4. Closing & Assessment (10 minutes)

SAY: "Finish your group chart, then be ready to share one way transportation changed Sussex County between 1800 and 1900."

Assessment: Collect the group charts. A group meets the objective if their chart accurately names at least two transportation improvements (turnpikes, canals, railroads) and gives one reasonable explanation of their impact.

SEGMENT 2 • WEEK 2 • DAY 3

The War of 1812 and Local Industry

Today's Focus: How a Distant War Affected Sussex County at Home

Objective	Students will analyze how the War of 1812 affected local farming and iron production in Sussex County.
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • 6.1.4.D.8 • 6.1.4.D.13
Time	45 minutes (5 min hook / 15 min informational reading / 15 min cause-effect chart / 10 min closing)
Materials	“How the War of 1812 Changed New Jersey's Ironworks” informational reading (Appendix A); cause-effect flow chart handout (Appendix A); pencils
Vocabulary	embargo, demand, informational text, cause and effect

TEACHER BACKGROUND — What You Need to Know

The War of 1812 was fought between the United States and Great Britain, and it disrupted normal overseas trade through embargoes (bans on trade with certain countries). That disruption created new demand for American-made goods — including iron — since goods that used to be imported now had to be made at home. A real, documented example: Long Pond Ironworks, in West Milford (Passaic County, about 35 miles southeast of Sussex County), supplied iron for American forces during the War of 1812, just as it had for the Continental Army during the Revolution. It's not a Sussex County site itself, but it sat in the same New Jersey Highlands iron belt that runs through Sussex County.

The reading used in today's lesson (Appendix A) is a teacher-written informational passage — not a reproduced historical document — grounded in this real regional history. It uses Long Pond Ironworks as a documented example from a neighboring county in the same NJ Highlands iron belt, since Sussex County's own ironworks operated in that same regional industry — be clear with students that Long Pond itself is in Passaic County, not Sussex County.

Why this matters for today's lesson: this is a great concrete example of cause and effect in history — a war fought far away still reached into the economic life of New Jersey's iron-mining towns, Sussex County included.

1. Hook (5 minutes)

ASK: “If a store suddenly couldn't get a product from overseas anymore, what do you think would happen to the price — or to local businesses that made something similar?”

[Take a couple of responses before transitioning into the mini-lecture.]

2. Informational Reading (15 minutes)

[Distribute the “How the War of 1812 Changed New Jersey's Ironworks” reading (Appendix A). Read aloud together or in pairs.]

SAY: “Around 1812, the United States went to war with Great Britain. During the war, trade with other countries was disrupted — sometimes on purpose, through something called an embargo, which is a ban on trade. That meant goods that used to come from overseas became harder to get.”

ASK: “Based on what we just read, what happened to the demand for local iron and farm products during this time?”

[Guide toward: demand went up, because local goods had to fill the gap left by overseas trade.]

3. Cause-and-Effect Chart (15 minutes)

1. Distribute the cause-effect flow chart handout.
2. Model the first box together as a class: Cause → War of 1812 disrupts overseas trade.
3. Have students complete the remaining boxes individually or in pairs: Effect → demand for local iron/farm goods increases → Effect → local industry and farming grow.
4. Circulate and support students who need help identifying the next link in the chain.
5. Review the completed chart together as a class.

UDL Support: Provide pre-filled cause/effect boxes with only one blank to complete for students needing more scaffolding; offer sentence starters (“Because of the war, ____”).

4. Closing & Assessment (10 minutes)

SAY: “Look at your completed chart. In one sentence, explain to a partner how a war fought far away ended up affecting people right here in Sussex County.”

Assessment: Collect the flow charts. A student meets the objective if their chart correctly shows the sequence: war disrupts trade → demand for local goods rises → local industry/farming benefits.

SEGMENT 2 • WEEK 2 • DAY 4

Warren County Splits Off and the Civil War

Today's Focus: A County Divided, A Nation Divided

Objective	Students will describe the 1824 split that created Warren County and identify Sussex County's contributions during the Civil War.
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • 6.1.4.D.8 • 6.1.4.D.13
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min timeline activity / 10 min closing)
Materials	Timeline cards with photos/illustrations of soldiers and events (1824 split, Civil War years); long timeline strip; tape or glue
Vocabulary	county, split/division, Union, regiment, veteran

TEACHER BACKGROUND — What You Need to Know

In 1824, the New Jersey Legislature separated the southwestern part of Sussex County into a brand-new county: Warren County. Up until then, Sussex County had covered a much larger area — this split gave people in that region their own, closer county government.

Decades later, during the Civil War (1861-1865), Sussex County residents served in the Union Army, including in regiments like the 15th New Jersey Infantry. Soldiers from Sussex County — such as Henry Ryerson, honored in Newton — are remembered for their service during this period.

Why this matters for today's lesson: students see that Sussex County's borders and identity weren't fixed forever — they changed over time, shaped by both local decisions (the 1824 split) and national events (the Civil War).

1. Hook (5 minutes)

SAY: “Sussex County used to be even bigger than it is today. Raise your hand if you can guess what happened to the land that's no longer part of it.”

[Take a guess or two before revealing the answer: it became Warren County.]

2. Mini-Lecture (15 minutes)

SAY: “In 1824, New Jersey's government decided to split the southwestern part of Sussex County into its own, brand-new county — Warren County. That's why the map of Sussex County you see today is smaller than it used to be.”

ASK: “Why might people want their own separate county government instead of sharing one with a huge area?”

[Guide toward: easier travel to county offices, more local representation — similar reasoning to why Sussex County itself was formed, from Week 1.]

SAY: “Later in the 1800s, a much bigger event affected the whole country: the Civil War, fought from 1861 to 1865. Men from Sussex County joined the Union Army, serving in regiments like the 15th New Jersey Infantry. One soldier honored right here in Newton is Henry Ryerson, who served during this era.”

ASK: “Why do you think communities still remember and honor soldiers from wars that happened so long ago?”

[Take 1-2 responses before moving to the timeline activity.]

3. Timeline Activity (15 minutes)

1. Distribute timeline cards (1824 Warren County split; Civil War begins 1861; Civil War ends 1865; local soldiers honored).
2. As a class, arrange the cards in order on the timeline strip.
3. Discuss the gap in years between the 1824 split and the Civil War — point out that a lot changed for Sussex County in between (recall Days 1-3 this week).
4. Invite students to share one card and explain its significance.

UDL Support: Use picture-supported cards; allow students to physically place cards on the timeline as a kinesthetic option.

4. Closing & Assessment (10 minutes)

SAY: “Turn to a partner and share: what is one event from today that changed Sussex County, and why does it matter?”

Assessment: Listen to oral shares as students discuss with partners. A student meets the objective if they can name and briefly explain either the 1824 Warren County split or Sussex County's Civil War involvement.

SEGMENT 2 • WEEK 2 • DAY 5

Our 19th-Century Town

Today's Focus: Putting It All Together — Growth, Industry, and Education by 1900

Objective	Students will summarize Sussex County's growth by 1900, including changes in education under early leaders like Charles J. Baxter (also recorded as Backster).
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • 6.1.4.D.8 • 6.1.4.D.13
Time	45 minutes (5 min hook / 10 min mini-lecture / 25 min poster project / 5 min closing)
Materials	Poster paper or digital poster tool (e.g., Canva); markers/colored pencils; one-room schoolhouse image; short Charles J. Baxter biography excerpt; poster rubric (Appendix A)
Vocabulary	superintendent, curriculum, one-room school, rural

TEACHER BACKGROUND — What You Need to Know

By 1900, Sussex County had transformed significantly from the frontier county formed in colonial times: industry (iron, zinc, dairy, farming), transportation (turnpikes, canals, railroads), and even education had all modernized.

A key figure in that educational change was Charles J. Baxter of Glenwood (1842–1911) — his family's name also appears in historical and property records as Backster. Born on the family farm, Baxter attended school until age 12, then worked the farm while continuing his education on his own and with an uncle's help. He served as a Sergeant in the 27th New Jersey Volunteer Infantry during the Civil War before beginning a teaching career at 18. After years of teaching and serving as a school principal and superintendent locally, he became New Jersey's State Superintendent of Public Instruction from 1896 until his death in 1911. Baxter introduced teacher training, attendance rules, and more consistent curriculum standards — modernizing what had been a patchwork of one-room schoolhouses into a more organized public school system statewide.

Interesting family connection: Charles J. Baxter was the great-grandson of George Baxter, an early Sussex County surveyor and Assessor who built the family homestead in Glenwood around 1795 — known today as the Baxter/Backster Homestead. By the 1880s, the farm had passed down through the family to George's grandson, John C. Baxter — Charles J.'s own father.

Why this matters for today's lesson: this is the culminating lesson for the week — students synthesize industry, transportation, and social change (education) into one picture of how Sussex County grew.

1. Hook (5 minutes)

[Show the one-room schoolhouse image.]

ASK: “This is what a Sussex County classroom might have looked like in the 1800s. What differences do you notice compared to our classroom today?”

[Take a few quick observations.]

2. Mini-Lecture (10 minutes)

SAY: “This week we've learned about industries, transportation, and even a war that affected Sussex County. By 1900, one more big change had happened: education. A man named Charles J. Baxter, from Glenwood —

his family's name also appears in local records as Backster — grew up working on his family's farm, taught himself much of what he knew, and even served as a soldier in the Civil War before becoming a teacher. He eventually worked his way up to become New Jersey's State Superintendent of Public Instruction — in charge of schools across the entire state."

SAY: *"Baxter introduced teacher training, attendance rules, and more consistent lessons across schools — turning scattered one-room schoolhouses into a more organized system statewide. Here's a fun detail: Baxter's great-grandfather, George Baxter, was an early Sussex County civic leader who built the family homestead in Glenwood — and generations later, Charles J. Baxter was born in that very same house, known today as the Baxter/Backster Homestead."*

ASK: *"Why might having consistent rules and trained teachers across many schools be better than every school doing things its own way?"*

[Take 1-2 responses before moving into the poster project.]

3. Poster Project: "Our 19th-Century Town" (25 minutes)

1. Explain the project: students create a poster (paper or digital) representing a fictional or composite Sussex County town in the late 1800s.
2. Posters must include: at least one industry from Day 1 (iron, zinc, dairy, or farming), one transportation feature from Day 2 (turnpike, canal, or railroad), and a comparison of a one-room school to a modern classroom.
3. Distribute the poster rubric (Appendix A) so students know expectations up front.
4. Students work individually or in pairs; circulate to support and check progress.
5. If time allows, have a few students briefly share their poster concept with the class.

UDL Support: Offer a choice of medium (hand-drawn poster, digital poster in Canva, or a simple labeled diagram) so students can demonstrate understanding in the format that works best for them.

4. Closing & Assessment (5 minutes)

SAY: *"Before we wrap up, tell a partner one thing your poster shows about how Sussex County changed by 1900."*

Assessment: Score posters using the rubric (Appendix A). A student meets the objective if their poster accurately includes an industry, a transportation feature, and a comparison between historical and modern schooling.

Week 2 Cross-Curricular Connections: ELA W.4.2 (informative writing) — have students write a paragraph describing their poster town. Math — use a map scale to calculate approximate mileage between two Week 2 locations (e.g., Franklin to Newton). Tech — create digital posters using Canva. Civics — discuss how Charles J. Baxter's leadership helped establish public education in New Jersey.

SEGMENT 3 • WEEK 3 • DAY 1

Farming Declines by 1900

Today's Focus: Why Fewer Families Farmed as the Century Turned

Objective	Students will explain why agriculture declined in Sussex County by 1900.
Standards	NJSLS-SS 6.1.4.D.14 • 6.1.4.D.18 • 6.1.4.B.9 • 6.1.4.B.10 • 6.3.4.A.1
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min photo comparison / 10 min closing)
Materials	Paired photos or illustrations: Sussex County farmland circa 1900 vs. today; exit ticket slips
Vocabulary	decline, population, industrialization, opportunity

TEACHER BACKGROUND — What You Need to Know

After a century of growth, agriculture in Sussex County began to decline by 1900 — in fact, many towns in the county had smaller populations in 1920 than they had in 1860. Several factors contributed: as industrialization grew in nearby cities, jobs in factories and other industries drew people away from farm work, and farming itself became harder to sustain as a primary livelihood in a changing economy.

This is an important shift for students to understand: growth doesn't always move in one direction. A county that had been steadily building its farms, industries, and towns throughout the 1800s (Week 2) started to see some of that reverse by the turn of the century.

Why this matters for today's lesson: this sets up the whole arc of Week 3 — as farming declined, new things (conservation, tourism, suburban growth) began to take its place, which is exactly what the rest of this week explores.

1. Hook (5 minutes)

[Show a photo of a large, thriving 1800s farm.]

ASK: “We spent last week learning how important farming was to Sussex County. What do you think might cause a place to have FEWER farms over time, even after it had been growing?”

[Take a few guesses before moving into the mini-lecture.]

2. Mini-Lecture (15 minutes)

SAY: “Here's something surprising: by 1900, farming in Sussex County had actually started to decline. Some towns had fewer people living in them in 1920 than they did back in 1860 — even though the county had been growing for decades before that.”

ASK: “We just learned last week about growing industries and better transportation. How might better transportation actually make it easier for people to LEAVE a farming town, not just visit it?”

[Guide toward: trains and roads made it easier to move to cities for factory jobs, not just to ship goods out.]

SAY: “That's exactly it. As nearby cities grew more factories and job opportunities, some people left farm life behind for city jobs. Farming is also hard, unpredictable work — as other opportunities opened up, fewer families chose to stay in it.”

3. Photo Comparison Activity (15 minutes)

1. Distribute paired photos/illustrations of Sussex County farmland circa 1900 and today.
2. In pairs, have students list differences they notice.
3. Discuss as a class: which differences might be caused by fewer people farming, and which might be caused by other changes (technology, roads, etc.)?
4. Chart student observations on the board under two columns: “Then” and “Now.”

UDL Support: Provide a simple T-chart template for recording observations; allow students to describe differences orally to a partner instead of writing them.

4. Closing & Exit Ticket (10 minutes)

SAY: “On your exit ticket, write one reason farming declined in Sussex County by 1900.”

Assessment: Collect exit tickets. A student meets the objective if they name a reasonable factor (e.g., people moving to cities for factory jobs, changing opportunities) connected to agricultural decline.

SEGMENT 3 • WEEK 3 • DAY 2

Conservation and Parks

Today's Focus: Protecting Sussex County's Land for the Future

Objective	Students will describe the rise of conservation and identify major parks and watersheds in Sussex County.
Standards	NJSLS-SS 6.1.4.D.14 • 6.1.4.D.18 • 6.1.4.B.9 • 6.1.4.B.10 • 6.3.4.A.1
Time	45 minutes (5 min hook / 15 min mini-lecture / 15 min mapping / 10 min closing)
Materials	County map handout showing High Point State Park, Stokes State Forest, and major watersheds; colored pencils
Vocabulary	conservation, watershed, state park, forest

TEACHER BACKGROUND — What You Need to Know

As farming declined (Day 1), a different kind of relationship with the land grew in importance: conservation — protecting land and natural resources rather than farming or developing them.

High Point State Park, home to New Jersey's highest point, was donated to the state along with its veterans' monument by Colonel Anthony Kuser and his wife Susie — a major act of conservation-minded philanthropy. Stokes State Forest, in Sandyston, grew out of New Jersey's early conservation efforts and has ties to the Civilian Conservation Corps (CCC), a Depression-era program that built trails, roads, and structures in parks across the country.

Watersheds — the land areas that drain into a particular river or lake — became an important conservation focus too, since protecting the land around water sources helps protect the water itself.

Why this matters for today's lesson: this shows students that “history” isn't only about things that used to exist — conservation decisions made decades ago (High Point, Stokes) are still shaping the county they live in today.

1. Hook (5 minutes)

ASK: “Has anyone been to High Point State Park or Stokes State Forest? What do you remember about it?”

[Take a few responses, or briefly describe the parks if no one has visited.]

2. Mini-Lecture (15 minutes)

SAY: “As farming declined, people began protecting Sussex County's land in a new way: conservation. That means protecting nature and resources instead of farming or building on them. High Point State Park — home to New Jersey's highest point — was actually a gift. A businessman named Colonel Anthony Kuser and his wife Susie donated the land, along with a monument honoring veterans, so it could become a public park.”

SAY: “Stokes State Forest, in Sandyston, also grew out of these early conservation efforts. It even has a connection to the Civilian Conservation Corps — a program from the Great Depression that put people to work building park trails and buildings.”

ASK: “Why do you think protecting the land around a lake or river — called its watershed — helps protect the water itself?”

[Guide toward: pollution or erosion on the land can flow into the water; healthy land helps keep water clean.]

3. Mapping Activity (15 minutes)

1. Distribute the county map handout.
2. Have students locate and color-code High Point State Park, Stokes State Forest, and at least one watershed area.
3. Circulate and prompt: “Why might a park like this be placed where it is?”
4. Bring the class together to review the completed maps.

UDL Support: Provide a pre-labeled map outline for students who need reduced fine-motor/writing demand; offer a color-coding key with icons for non-readers.

4. Closing & Assessment (10 minutes)

SAY: “Hold up your map and point to one protected area. Tell a partner why protecting that land matters.”

Assessment: Collect the completed maps. A student meets the objective if High Point State Park and Stokes State Forest are correctly located and at least one watershed area is identified.

SEGMENT 3 • WEEK 3 • DAY 3

Research a Sussex County Person or Landmark

Today's Focus: Becoming a Local History Researcher

Objective	Students will research a famous Sussex County person or landmark using provided resources.
Standards	NJSLS-SS 6.1.4.D.14 • 6.1.4.D.18 • 6.1.4.B.9 • 6.1.4.B.10 • 6.3.4.A.1
Time	45 minutes (5 min hook / 5 min mini-lecture / 30 min research / 5 min closing)
Materials	Note-taking template (Appendix A); teacher-curated handouts or approved websites about Sussex County people/landmarks (see Appendix I & II); pencils
Vocabulary	research, source, notes, landmark

TEACHER BACKGROUND — What You Need to Know

This lesson launches a short research project that continues through Day 4 (creating a “Then and Now” project). Students choose from a list of Sussex County people or landmarks — see Appendix I (Mini Biographies) and Appendix II (Local Site Directory) for a ready-made list and background information you can hand out or adapt.

Good options for 4th-grade research include figures already introduced this unit — Charles J. Baxter (also recorded as Backster), Thomas Edison's Ogdensburg work, Samuel Fowler, Col. Anthony Kuser — or landmarks like the Franklin Mineral Museum, Waterloo Village, or High Point State Park.

Why this matters for today's lesson: this is where students start to feel ownership over local history — picking their own person or place to dig into, rather than only receiving information from the teacher.

1. Hook (5 minutes)

SAY: “Over the next two days, you get to become a real historian. You'll pick one Sussex County person or place, research it, and create a project to show what you learned.”

2. Mini-Lecture: How to Research (5 minutes)

SAY: “When historians research, they take notes in their own words — not copy word-for-word — and they always keep track of where their information came from. Today, you'll use the note-taking template to collect facts about your chosen person or place.”

3. Research Time (30 minutes)

1. Present the list of approved people/landmarks (from Appendix I & II) as a choice board.
2. Have students select one person or landmark and begin filling out the note-taking template.
3. Circulate to support students in finding and paraphrasing information from the provided materials.
4. Remind students partway through: “Make sure you're writing facts in your own words.”
5. Collect notes at the end of the period (they'll be used again on Day 4).

UDL Support: Provide a scaffolded note template with sentence starters and specific fact categories (Who/What/When/Where/Why it matters) for students needing more structure.

4. Closing & Assessment (5 minutes)

SAY: *“Before we finish, tell a partner who or what you're researching and one fact you already learned.”*

Assessment: Check notes for completion. A student meets the objective if their template includes at least three accurate facts about their chosen person or landmark, written in their own words.

SEGMENT 3 • WEEK 3 • DAY 4

Then and Now Project

Today's Focus: Turning Research Into a Presentation

Objective	Students will create and present a “Then and Now” project based on their Day 3 research.
Standards	NJSLS-SS 6.1.4.D.14 • 6.1.4.D.18 • 6.1.4.B.9 • 6.1.4.B.10 • 6.3.4.A.1
Time	45 minutes (5 min mini-lecture / 30 min project work / 10 min closing)
Materials	Students' Day 3 research notes; poster paper or slideshow tool; presentation rubric (Appendix A)
Vocabulary	presentation, “then and now,” evidence

TEACHER BACKGROUND — What You Need to Know

Today, students turn yesterday's research notes into a finished “Then and Now” poster or slideshow — showing what their chosen person or landmark was like historically, and how it connects to or is remembered in Sussex County today.

Why this matters for today's lesson: turning notes into a polished, shareable project builds real research and presentation skills, and reinforces that local history is something students can investigate and explain themselves — not just receive from a teacher or textbook.

1. Mini-Lecture: What Makes a Strong Project (5 minutes)

[Distribute the presentation rubric and review it together.]

SAY: “A strong ‘Then and Now’ project does three things: it clearly shows who or what you researched, it includes at least three accurate facts, and it connects your topic to Sussex County today — why does this person or place still matter?”

2. Project Work Time (30 minutes)

1. Students use their Day 3 notes to build a poster or slideshow.
2. Circulate to support students in organizing their facts and adding visuals.
3. Check in with each student/group at least once to confirm they're addressing all three rubric criteria.
4. Give a 5-minute warning near the end of work time so students can finalize their projects.

UDL Support: Offer a choice of format (poster, slideshow, or a simple index-card presentation); provide a project outline template for students who need more structure.

3. Closing & Presentations (10 minutes)

SAY: “If we have time today, let's hear from a few of you — or we'll continue sharing tomorrow. Either way, be ready to present your project.”

[If time allows, invite 2-3 students to present; otherwise, plan to continue presentations at the start of Day 5 or during another block.]

Assessment: Score projects using the presentation rubric (Appendix A). A student meets the objective if their project includes at least three accurate facts and a clear connection between their topic and present-day Sussex County.

SEGMENT 3 • WEEK 3 • DAY 5

What Stays the Same, What Changes

Today's Focus: Reflecting on Sussex County's Identity Today

Objective	Students will reflect on Sussex County's modern identity, considering what has stayed the same and what has changed.
Standards	NJSLS-SS 6.1.4.D.14 • 6.1.4.D.18 • 6.1.4.B.9 • 6.1.4.B.10 • 6.3.4.A.1
Time	45 minutes (10 min mini-lecture/recap / 25 min journal writing / 10 min closing share)
Materials	Journal or reflection paper; sentence starter handout (Appendix A)
Vocabulary	identity, reflection, change, continuity

TEACHER BACKGROUND — What You Need to Know

This closing lesson for Segment 3 asks students to step back and reflect on everything covered across the unit: from the Lenape and Ice Age (Segment 1), through 1800s growth and industry (Segment 2), to 20th-century change — declining farms, conservation, and the rise of lake communities and tourism (Segment 3).

The goal is synthesis, not new content: help students notice that Sussex County has both changed a great deal (industries, population, land use) and stayed connected to its roots (the same geography from Week 1, many of the same towns, ongoing respect for its history through museums and historical markers).

Why this matters for today's lesson: this reflection is the emotional and intellectual capstone of Segment 3 — it helps students see themselves as part of an ongoing story, not just observers of a finished past.

1. Mini-Lecture / Recap (10 minutes)

SAY: “Let's think back over everything we've learned: the Lenape and the Ice Age, growth and industry in the 1800s, and now, how farming declined while conservation and new communities grew. That's a lot of change! But some things have stayed the same too — like the same lakes, the same mountains, even some of the same town names.”

ASK: “Can you think of one thing about Sussex County that has probably stayed pretty similar this whole time, even with everything else changing?”

[Take 2-3 responses (geography/land, some town names, community spirit, etc.) before moving to journaling.]

2. Journal Writing (25 minutes)

[Distribute journals/paper and the sentence starter handout.]

SAY: “Today you'll write a reflection with two parts: things that have stayed the same in Sussex County, and things that have changed. Use what you've learned this whole unit — from the Lenape all the way to today.”

1. Students write independently, using sentence starters as needed (“One thing that has stayed the same is ____ because ____.” / “One thing that has changed is ____ because ____.”).
2. Circulate to support students who are stuck, prompting them to recall specific lessons from the unit.

UDL Support: Offer an oral reflection option (recorded or shared directly with the teacher) for students with writing challenges; provide a simple two-column chart as an alternative to full sentences.

3. Closing Share (10 minutes)

SAY: *“Let’s hear a few reflections. Who would like to share one thing that has stayed the same, or one thing that has changed?”*

[Invite 3-4 volunteers to share.]

Assessment: Collect journal entries. A student meets the objective if their reflection includes at least one accurate example of continuity and one accurate example of change, drawing on content from the unit.

Week 3 Cross-Curricular Connections: ELA RI.4.9 (synthesize information from multiple sources) — used throughout the Day 3-4 research project. Civics — discuss the role everyday citizens play in preserving history (museums, historical societies, conservation). Art — design a class timeline mural spanning the whole county's history, from Segment 1 through today.

SEGMENT 3 • OPTIONAL • WEEK 4 • DAY 1

Regions and Resources Review

Today's Focus: Bringing Geography Back Into Focus

Objective	Students will review Sussex County's three regions and the resources connected to each.
Standards	NJSLS-SS 6.1.4.D.19 • 6.3.4.D.1 • 6.1.4.A.13 • 6.1.4.B.4
Time	45 minutes (5 min hook / 10 min review / 20 min map sort / 10 min closing)
Materials	"Land Shapes Life" region/resource card set (reuse or adapt Week 1, Day 2 materials); county map handout; chart paper
Vocabulary	region, resource, review, geography

TEACHER BACKGROUND — What You Need to Know

This optional Week 4 revisits and extends the geography foundation from Week 1, Day 2 (Highlands, Great Valley, Ridge & Valley) now that students have the full picture of the county's history — industry, transportation, conservation, and change over time.

Why this matters for today's lesson: reviewing geography now, after students know the fuller story, helps them see geography not as an isolated fact but as the throughline connecting everything they've studied — from where the Lenape settled, to where mines and farms grew, to where parks were later protected.

1. Hook (5 minutes)

SAY: "We've learned a lot about Sussex County this unit — the Lenape, industries, conservation. Today, let's connect it all back to where it happened: the county's geography."

2. Quick Review (10 minutes)

ASK: "Who can remind us: what are Sussex County's three regions?"

[Confirm: Highlands, Great Valley, Ridge & Valley.]

ASK: "For each region, what's one thing we learned happened there — mining, farming, a historical event, a park?"

[Take responses for each region, referencing earlier weeks as needed.]

3. "Land Shapes Life" Map Sort (20 minutes)

1. Distribute the region/resource card set and county map handout.
2. In pairs or small groups, have students sort cards (industries, events, parks, people) onto the correct region of the map.
3. Circulate and prompt reasoning: "Why does that card belong in the Highlands and not the Great Valley?"
4. Bring the class together to review a few sorts and resolve any disagreements.

UDL Support: Provide a color-coded key connecting each region to its general resource type; allow verbal sorting/explanation for students who need reduced writing.

4. Closing & Assessment (10 minutes)

SAY: *“Look at your completed sort. Tell a partner: which region do you think has changed the most since the Lenape lived here, and why?”*

Assessment: Collect completed sorts/charts. A student meets the objective if the majority of cards are placed in a defensible region with reasoning that connects geography to the resource, event, or people involved.

SEGMENT 3 • OPTIONAL • WEEK 4 • DAY 2

Choosing a Landmark or Person

Today's Focus: Picking Your Own Piece of Sussex County History

Objective	Students will select a local person or landmark to research from a teacher-provided list.
Standards	NJSLS-SS 6.1.4.D.19 • 6.3.4.D.1 • 6.1.4.A.13 • 6.1.4.B.4
Time	45 minutes (10 min mini-lecture / 25 min choice & planning / 10 min closing)
Materials	Choice board listing figures and landmarks (Charles J. Baxter, Thomas Edison, Anthony Kuser, and others from Appendix I & II); topic approval slip
Vocabulary	landmark, choice, topic, plan

TEACHER BACKGROUND — What You Need to Know

If your class already completed the Segment 3, Days 3-4 research project, this can either extend that project with a new topic, or serve as a stand-alone deeper dive for classes doing the optional Week 4. The choice board draws on the same figures and sites used throughout the unit — Charles J. Baxter, Thomas Edison, Anthony Kuser, and the landmarks in Appendix II — so background information is already familiar.

Why this matters for today's lesson: giving students choice and requiring a brief “topic approval” step builds research ownership while ensuring every topic is one you can actually support with classroom resources.

1. Mini-Lecture: Choosing a Good Topic (10 minutes)

SAY: “Today you'll choose a Sussex County person or landmark to research for the rest of the week. A good topic is one you're genuinely curious about — and one we have enough information about to research well.”

[Present the choice board with figures/landmarks and a one-line description of each.]

2. Choice & Planning (25 minutes)

1. Students browse the choice board and select a topic (person or landmark).
2. Students fill out a brief topic approval slip: topic chosen, one reason for choosing it, one question they want to answer.
3. Circulate to approve topics and redirect students toward well-supported choices if needed.
4. Approved students may begin jotting down what they already know about their topic.

UDL Support: Offer a smaller, pre-narrowed choice list (4-5 options) for students who may feel overwhelmed by too many choices.

3. Closing (10 minutes)

SAY: “Turn to a partner and share your topic and the question you want to answer about it.”

Assessment: Collect topic approval slips. A student meets the objective if they have selected an appropriate, supportable topic and identified at least one genuine research question.

SEGMENT 3 • OPTIONAL • WEEK 4 • DAY 3

Research and Build

Today's Focus: Turning Curiosity Into a Presentation

Objective	Students will conduct short research and create a presentation (slides or poster) using a provided template.
Standards	NJSLS-SS 6.1.4.D.19 • 6.3.4.D.1 • 6.1.4.A.13 • 6.1.4.B.4
Time	45 minutes (5 min mini-lecture / 35 min research & build / 5 min closing)
Materials	Presentation template (slides or poster); students' Day 2 topic approval slips; classroom or library research materials
Vocabulary	draft, template, citation, visual

TEACHER BACKGROUND — What You Need to Know

This is an extended work session — the goal is a solid draft, not a finished, polished product (that comes with presentation on Day 4). Using a consistent template (whether digital slides or a paper poster) keeps every student's project focused on the same core elements: who/what the topic is, 3+ facts, and a visual.

Why this matters for today's lesson: extended, supported work time is where research skills are actually built — finding information, deciding what's important, and organizing it clearly.

1. Mini-Lecture: Using the Template (5 minutes)

[Display the presentation template and walk through its sections.]

SAY: “Your template has three parts: an introduction to your topic, at least three facts, and one visual — a picture, map, or drawing. Today's goal is to get a full draft done.”

2. Research & Build Time (35 minutes)

1. Students research their approved topic using provided materials.
2. Students begin filling in their template with facts in their own words.
3. Students add or sketch a visual element.
4. Circulate to check progress, provide feedback, and troubleshoot topics that are proving hard to research.

UDL Support: Provide sentence frames for the introduction and fact sections; allow students to dictate facts to a partner or teacher for transcription if needed.

3. Closing (5 minutes)

SAY: “Save or turn in your draft. Tomorrow, you'll polish it and present it to the class.”

Assessment: Review drafts for progress. A student meets the objective if their draft includes an introduction, at least two facts so far, and a plan for their visual element.

SEGMENT 3 • OPTIONAL • WEEK 4 • DAY 4

Community Showcase

Today's Focus: Presenting and Reflecting on Local History

Objective	Students will present their research and reflect on community history.
Standards	NJSLS-SS 6.1.4.D.19 • 6.3.4.D.1 • 6.1.4.A.13 • 6.1.4.B.4
Time	45 minutes (10 min finalize / 25 min showcase / 10 min reflection)
Materials	Finished student presentations; presentation rubric & peer feedback slips (Appendix A); cue cards (optional)
Vocabulary	showcase, feedback, reflection, citizenship

TEACHER BACKGROUND — What You Need to Know

This closing lesson turns the whole unit's research into a shared, celebratory experience — a class showcase where students present what they've learned and give each other feedback. This also connects to civic learning: preserving and sharing local history is something ordinary community members do, not just professional historians.

Why this matters for today's lesson: presenting to peers (not just the teacher) raises the stakes in a motivating way and reinforces that this research had a real audience and purpose.

1. Finalize (10 minutes)

SAY: “You have 10 minutes to put the finishing touches on your project before we showcase them.”

[Offer cue cards to students who want a note-card outline for their presentation.]

2. Class Showcase (25 minutes)

1. Explain the showcase format: each student/group gets 1-2 minutes to present, followed by one quick question or comment from a classmate.
2. Distribute peer feedback slips — each listener writes one thing they learned from each presentation (or a sample of presentations, if the class is large).
3. Run the showcase, keeping time and encouraging supportive audience behavior.
4. Score each presentation using the rubric (Appendix A) as students present.

UDL Support: Allow students to present via a short recorded video instead of live presentation if that reduces anxiety; permit reading directly from cue cards or the project itself.

3. Closing Reflection (10 minutes)

SAY: “We've spent this whole unit exploring Sussex County's story — from the Lenape and the Ice Age, all the way to the people and places you just presented. Take a minute to write or share: why does it matter for communities to research and share their own history?”

[Invite a few volunteers to share their reflection aloud.]

Assessment: Score presentations using the rubric (Appendix A) and review peer feedback slips for engagement. A student meets the objective if their presentation clearly conveys their research and they participate constructively as an audience member for peers.

Week 4 Cross-Curricular Connections: ELA W.4.7 (conduct short research projects) — the core skill practiced across all four days. Tech — build presentations using Slides or Padlet. Civics — discuss citizenship's role in preserving and sharing local history.

ADDENDUM • OPTIONAL ENRICHMENT

Enrichment Mini-Lessons

These three optional mini-lessons add deeper historical context, STEM integration, and civic discourse. Each can be inserted flexibly into the pacing guide at the placement noted — they are not required to complete the core unit.

Mini-Lesson 1 — French & Indian War: Western Sussex County Frontier

Suggested Placement	Week 1, Segment 1 (Extension Activity, Day 5)
Objective	Students will locate key sites of the French & Indian War in northwestern New Jersey and explain how this conflict affected early settlers.
Standards	NJSLS-SS 6.1.4.D.1 • 6.1.4.D.3 • 6.1.4.B.4
Materials	Map of Sussex County (1750s borders); colored pencils; “Defending the Frontier” informational reading (Appendix A)

TEACHER BACKGROUND

The French and Indian War (part of a larger conflict between Britain and France) reached into western Sussex County, particularly the Walpack and Minisink regions along the Delaware River frontier. In December 1755, following attacks near the Pennsylvania border, colonial official Col. Abraham Van Campen alerted New Jersey's governor, and the colonial legislature funded a line of forts along the upper Delaware, including Fort Walpack and Fort Shapanack, to protect frontier families. In 1756, a documented raid near present-day Knowlton (then part of Sussex County, now Warren County) resulted in colonist deaths — a sobering, real example of the danger frontier families faced.

The period included complex, shifting alliances between British colonists and various Native groups — avoid presenting this as one-sided; alliances and loyalties varied, and conflict was not universal or inevitable between settlers and Native communities.

The reading used in today's lesson (Appendix A), “Defending the Frontier,” is a teacher-written informational passage grounded in this documented history — not a reproduced period document.

Activity Steps

1. Display a county map showing the Walpack and Minisink regions.
2. Briefly explain the shifting alliances between British colonists and Lenape groups during the war.
3. Have students mark and label conflict zones and militia routes on their maps.
4. Discuss: “How might life on the frontier have changed for settlers and the Lenape during the war?”

Assessment: Students complete a short exit slip describing one effect of the French & Indian War on Sussex County.

Mini-Lesson 2 — Science Connection: Fluorescent Minerals and Thomas Edison

Suggested Placement	Week 2, Segment 2 (Day 1 or Day 5 Enrichment)
Objective	Students will explore Sussex County's zinc mining heritage and connect Edison's 1890s experiments in Ogdensburg to local industry.
Standards	NJSLS-SS 6.1.4.C.12 • 6.1.4.C.15 • 6.1.4.B.7 • NGSS 3-PS2-1
Materials	Fluorescent mineral images (Franklin Mineral Museum); UV flashlight (optional); short biography of Thomas Edison

TEACHER BACKGROUND

The Franklin/Ogdensburg area is world-famous for fluorescent minerals — rocks that glow under ultraviolet light, discovered through the mineralogy work pioneered by figures like Samuel Fowler. Thomas Edison also built an experimental iron-ore processing plant in Ogdensburg in the 1890s, attempting to refine local iron ore using electromagnetic separation — a great STEM tie-in to the county's mining history.

Activity Steps

1. Show photos or a short video on zinc mining and fluorescent rocks.
2. Discuss how Edison attempted to refine Sussex iron ore using electricity.
3. Under supervision, darken the room and demonstrate fluorescence with a UV light or video clip.
4. Students record one scientific observation and one historical fact.

Assessment: Students illustrate or describe how science and geography shaped industry in Sussex County.

Mini-Lesson 3 — Revolutionary Choices: Patriot or Loyalist?

Suggested Placement	Week 1, Segment 1 (Optional Day 5 Civic Extension)
Objective	Students will understand that Sussex County residents were divided in their loyalties during the American Revolution.
Standards	NJSLS-SS 6.1.4.D.4 • 6.1.4.A.10 • 6.3.4.A.1
Materials	Short role cards labeled “Patriot,” “Loyalist,” “Undecided”; chart paper

TEACHER BACKGROUND

Not everyone in Sussex County supported the Revolution — residents held genuinely divided loyalties, and some families found themselves on opposing sides. This is a valuable, age-appropriate entry point into the idea that historical figures (and neighbors, and even family members) can disagree in good faith about major issues.

Activity Steps

1. Review the causes of the Revolution as a class.
2. Assign students roles (Patriot, Loyalist, or Undecided) and have each prepare one argument for their side.
3. Discuss how neighbors and families might have felt being on opposing sides.
4. Reflect as a class: “Why can differences of opinion exist even within one community?”

Assessment: Students write a brief journal entry: “If I lived in Sussex County in 1776, I would choose to be a ____ because...”

HISTORICAL NOTE

Sussex County is the final resting place of 124 documented Revolutionary War Veterans and Patriots, located across 41 cemeteries throughout the county. These sites offer opportunities for field studies, cemetery mapping, and discussions about how communities honor early American service. See Appendix VIII for the full list.

Implementation Note: These three enrichment lessons may be inserted flexibly into the pacing guide to provide deeper historical context, STEM integration, and civic discourse without extending total unit time.

UNIT PLANNING

Pacing Options

Every lesson in this unit is written for a 45-minute social studies block with the same internal rhythm: hook (5) → mini-lecture (15) → activity (15) → closing and assessment (10). Not every school has that block. The models below adapt the unit without cutting content — each lesson's four parts are designed to split and recombine cleanly.

Schedule	How to run it	Unit length
45-minute block (standard)	Teach each lesson as written, one per day.	3 weeks core + optional Week 4
30-minute block	Split each lesson across two days: Day A = hook + mini-lecture (ending with the slide's Turn and Talk question); Day B = quick 3-minute recall, then activity + closing. Assessments stay on Day B.	6 weeks core (or 4–5 weeks if Week 3 project days are kept whole)
60-minute block	Teach the lesson as written, then extend: use the slide Turn and Talk for a full class discussion, add the matching Enrichment Mini-Lesson segment, the Primary Source Mini-Activities (Appendix A Supplement), or the cross-curricular ELA connection.	3 weeks core, fully enriched
Social studies 2–3× per week (integrated / departmentalized)	Keep lessons in order but spread across more calendar weeks; pair each lesson's ELA cross-curricular connection with your literacy block to protect momentum. Keep Week 3, Days 3–4 (research + project) on back-to-back class meetings.	5–7 calendar weeks

If a week gets shortened

- Protect the payoff lessons: Week 1 Day 5 (county formation), Week 2 Day 5 (poster synthesis), and Week 3 Days 3–5 (research, project, reflection).
- Week 1 Days 3 and 4 can combine into one extended lesson (Lenape life → comparison Venn) if needed.
- Week 2 Days 3 and 4 can combine by folding the War of 1812 cause-and-effect chart into the timeline day.
- Week 4 is optional by design; the three Enrichment Mini-Lessons insert anywhere or drop without breaking the sequence.

Companion slide deck

Each daily display slide in the companion PowerPoint now carries a Turn and Talk discussion question in a box at the bottom of the slide. These take 30–60 seconds as partner talk and are the fastest way to add student voice to any pacing model — in the 30-minute model they double as the Day A closer.

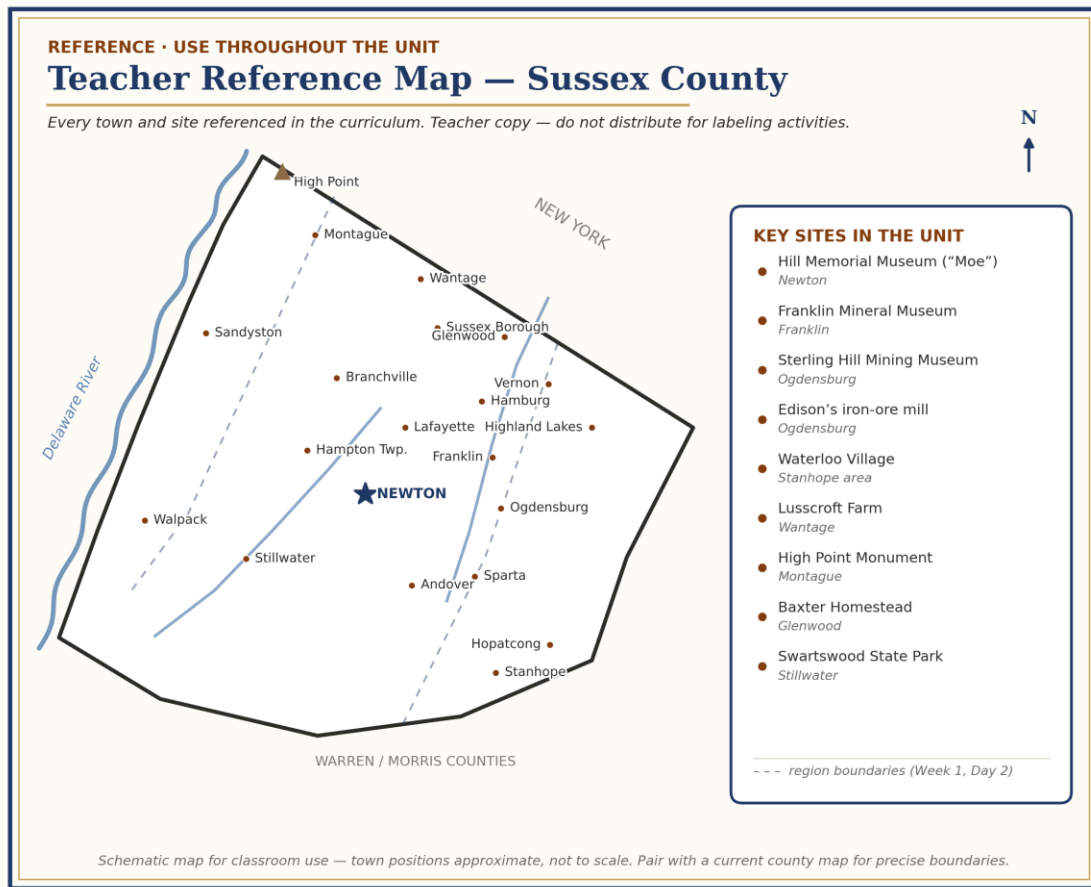
APPENDIX A**Student Handouts & Printables**

This appendix collects every handout referenced throughout the weekly lessons — maps, graphic organizers, cards, rubrics, and templates — in the order they're used. Photocopy or print each item as needed for your class. Maps are schematic diagrams intended for classroom concept-building (labeling, sorting, comparing) rather than precise cartographic reproductions; pair with a current county map if precise boundaries are needed.

REFERENCE • USE THROUGHOUT THE UNIT

Teacher Reference Map — Sussex County

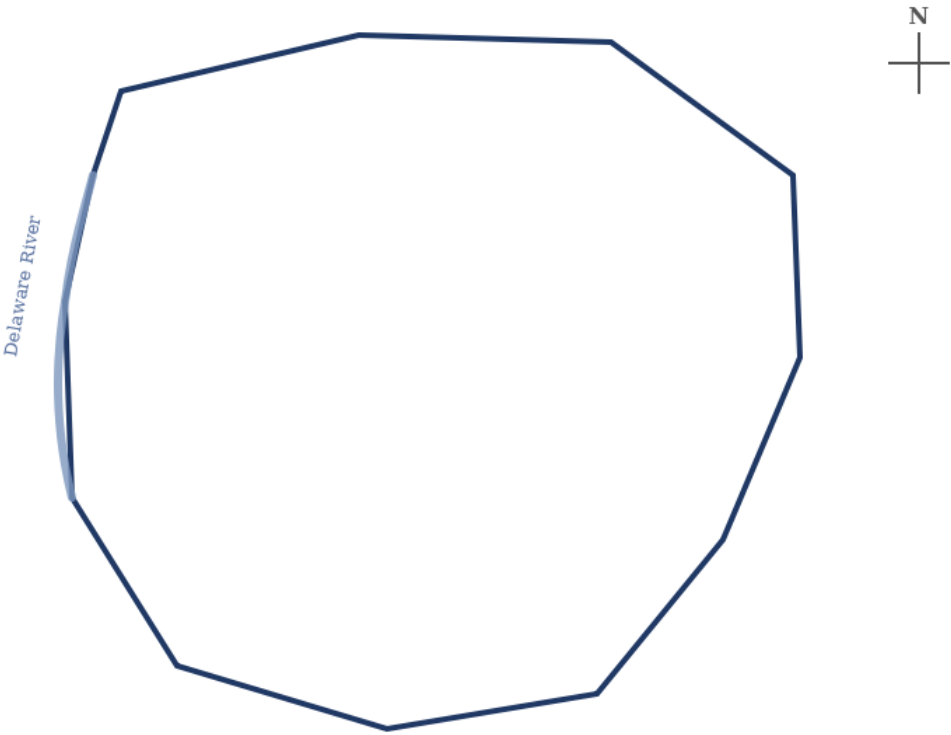
Keep this labeled version for yourself — it shows every town, site, and landmark referenced across the curriculum. Do not hand this labeled version to students for activities that ask them to label the map themselves.



WEEK 1 • DAY 1

Student Map Handout

Distribute one copy per student. Students mark and label Sparta and Highland Lakes (mastodon discoveries) and place a star at Newton (Hill Memorial Museum).



Name: _____ Schematic map — not to scale

WEEK 1 • DAY 2

Three-Region Map

Students label each of the three regions (Highlands, Great Valley, Ridge & Valley) and draw one matching resource icon in each section. Correct order left to right: Ridge & Valley, Great Valley, Highlands.

WEEK 1 • DAY 2 — STUDENT HANDOUT Name: _____

The Three Regions of Sussex County

Write each region's name in its numbered box, then draw one resource found in that region.



N
↑

1 Region: _____

Draw one resource from this region:

2 Region: _____

Draw one resource from this region:

3 Region: _____

Draw one resource from this region:

WARREN / MORRIS COUNTIES

Word bank: highlands · Great Valley · Ridge & Valley

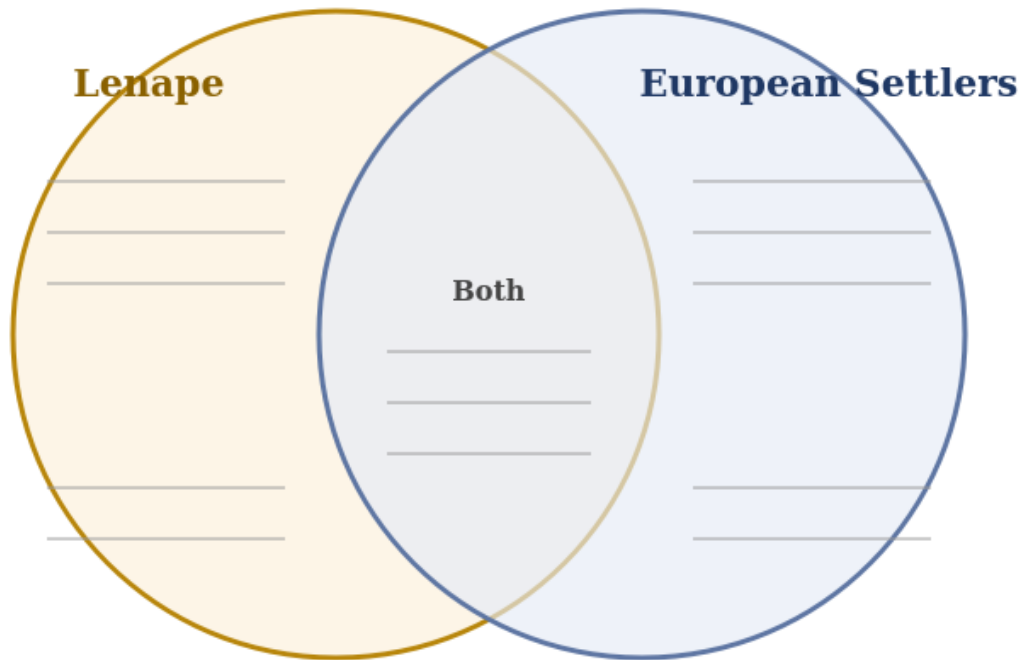
Schematic map for classroom use — regions simplified, not to scale. Based on the physiographic provinces mapped by the New Jersey Geological Survey.

WEEK 1 • DAY 4

Venn Diagram — Lenape and European Settlers

Lenape and European Settlers

Write details in each section: Lenape only, European settlers only, or both



Name: _____

WEEK 1 • DAY 5

Timeline Cards

Week 1, Day 5 — Timeline Cards

Cut apart and arrange in order on the class timeline

Boundary Line War

A long dispute over exactly where the NY/NJ border should be, affecting families on both sides.

French and Indian War

reaches Sussex County

Conflict reached the western frontier along the Delaware River, affecting settlers there.

Sussex County is formed

The provincial government created Sussex County so residents could have local government closer to home.

WEEK 2 • DAY 1

Industry Match-Up Cards

Industry Match-Up Cards

Cut apart. Match each industry card to its picture and location card.

IRON	 (ore / pickaxe icon)	Highlands (Franklin / Ogdensburg)
ZINC	 (glowing mineral icon)	Highlands (Franklin / Ogdensburg)
DAIRY	 (milk can icon)	Great Valley (Lafayette area)
FARMING	 (crop icon)	Great Valley (throughout)

*Answer key: Iron/Zinc → Highlands (Franklin, Ogdensburg)
 Dairy/Farming → Great Valley (Lafayette and surrounding area)*

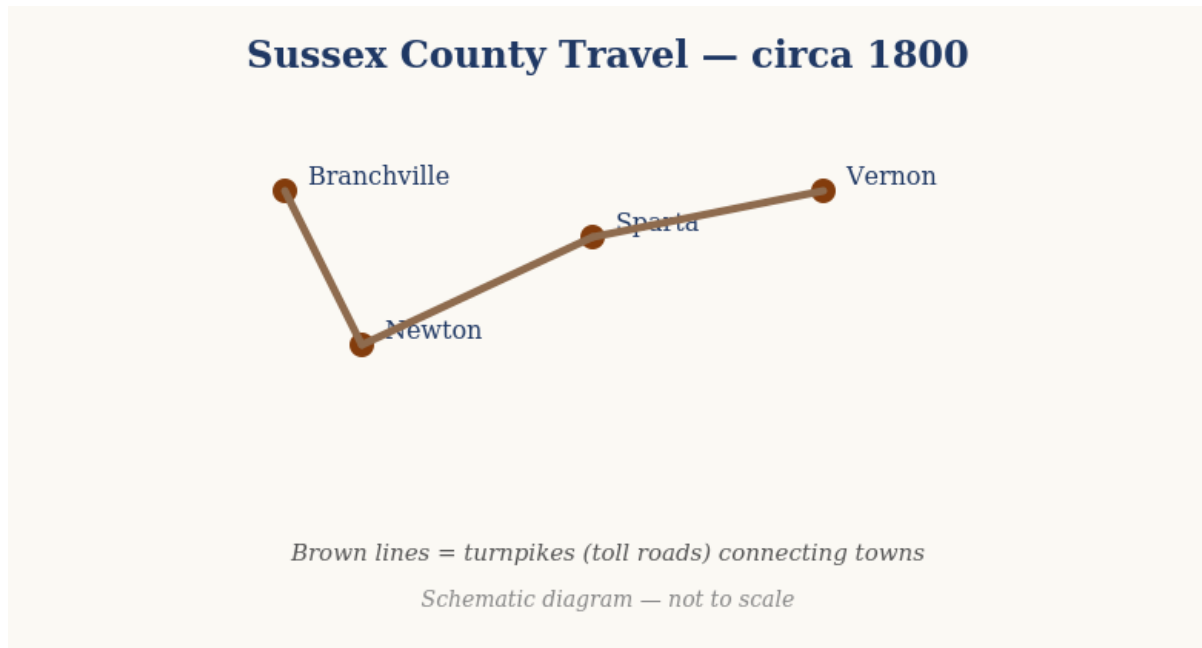
WEEK 2 • DAY 1**Industry Chart (student recording sheet)**

Students transfer their card matches here after the game.

Industry	Region	Location
Iron		
Zinc		
Dairy		
Farming		

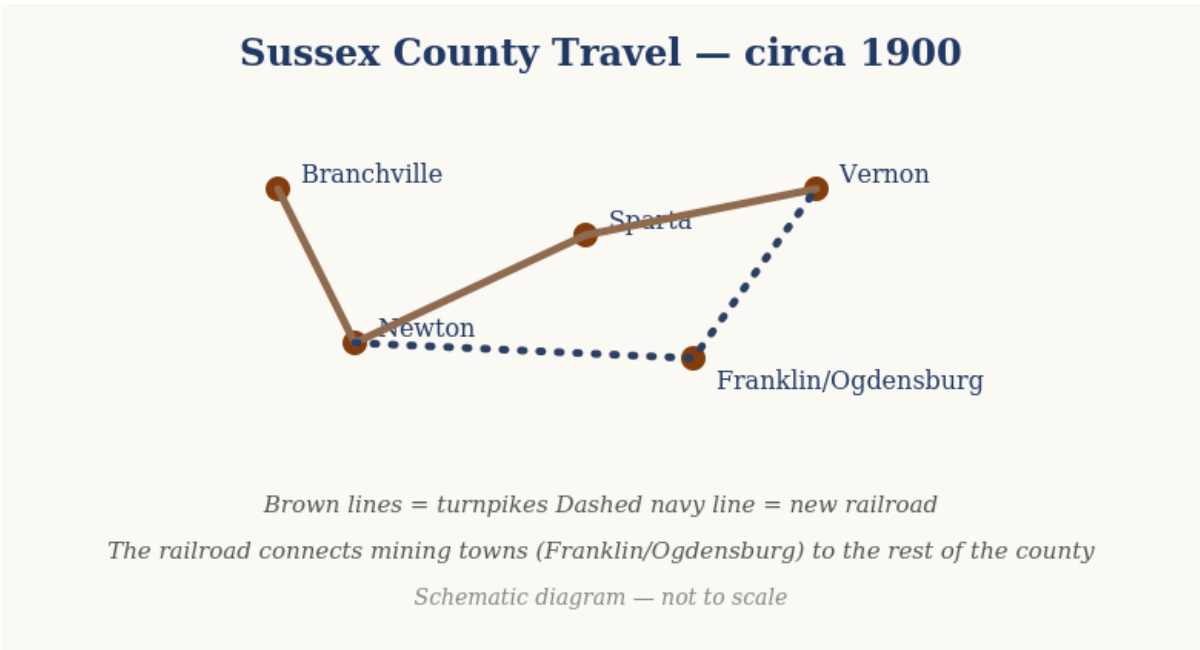
WEEK 2 • DAY 2

Transportation Maps — Circa 1800



WEEK 2 • DAY 2

Transportation Maps — Circa 1900



Group Chart

	What existed	How it helped travel/trade
1800		
1900		

WEEK 2 • DAY 3**Informational Reading: How the War of 1812 Changed New Jersey's Ironworks**

In 1812, the United States went to war with Great Britain. Before the war, many goods used in America—including iron tools and iron parts—were shipped over from Britain. But once the war began, and a British blockade made overseas trade even harder, those goods became difficult to get. Iron that used to come from overseas now had to be made right here at home.

This was a big opportunity for New Jersey's ironworks. One documented example is Long Pond Ironworks, located about 35 miles southeast of Sussex County in neighboring Passaic County (West Milford) — part of the same New Jersey Highlands iron belt that runs through Sussex County too. Long Pond had already supplied iron for the Continental Army during the American Revolution. When the War of 1812 began, Long Pond and other New Jersey Highlands ironworks stepped up again, producing iron for American forces.

Sussex County sat in this same iron-rich Highlands region. When demand for American-made iron increased during the war, ironworks throughout the region—including those in and around Sussex County—had new reasons to keep their furnaces running.

This is a good example of how a war fought far away can still change everyday life at home. A disruption in overseas trade meant more work, and more importance, for local ironworks close to home.

SOURCE NOTE

This passage was written for classroom use, based on documented history of Long Pond Ironworks (West Milford, NJ) and the broader effects of the War of 1812 on American iron production. It is an original informational text, not a reproduced historical document.

WEEK 2 · DAY 3**Cause-and-Effect Flow Chart**

Step	What happens
Cause	War of 1812 disrupts overseas trade
Effect →	Demand for local iron/farm goods increases
Effect →	Local industry and farming grow

WEEK 2 • DAY 4

Timeline Cards

Week 2, Day 4 — Timeline Cards

Cut apart and arrange in order on the class timeline

1824

Warren County splits off from the southwestern part of Sussex County.

1861

The Civil War begins. Sussex County men join Union regiments like the 15th NJ Infantry.

1865

The Civil War ends. Soldiers return home to Sussex County.

Local Soldiers Honored

Soldiers like Henry Ryerson are remembered in Newton for their Civil War service.

WEEK 2 • DAY 5

Poster Rubric — “Our 19th-Century Town”

Criteria	Meets Expectations	Developing	Beginning
Industry	Accurately shows an 1800s Sussex County industry (iron, zinc, dairy, or farming)	Industry shown but with a minor inaccuracy	Industry missing or inaccurate
Transportation	Accurately shows a transportation feature (turnpike, canal, or railroad)	Feature shown but unclear	Feature missing
Education Comparison	Clear comparison between a one-room school and a modern classroom	Comparison attempted but incomplete	No comparison included
Overall Effort	Poster is complete, neat, and thoughtfully done	Poster is complete but rushed	Poster is incomplete

WEEK 3 · DAY 1

Then/Now T-Chart

Then (circa 1900)	Now (today)

Exit Ticket

One reason farming declined in Sussex County by 1900:

WEEK 3 · DAY 2

Conservation & Parks Map

WEEK 3 · DAY 2 — STUDENT HANDOUT

Name: _____

Conservation & Parks of Sussex County

Use the word bank to write each protected place's name next to its number in the legend.

LEGEND — protected places
① _____
② _____
③ _____
④ _____
⑤ _____
⑥ _____
⑦ _____

Word bank:
High Point State Park · Stokes State Forest · Delaware Water Gap National Recreation Area
Swartswood State Park · Kittatinny Valley State Park · Wallkill River National Wildlife Refuge ·
Wawayanda State Park

Schematic map for classroom use — locations approximate, not to scale. Pair with a current parks map for precise boundaries.

WEEK 3 · DAY 3 (also used in Week 4, Day 3)**Research Note-Taking Template**

Prompt	Notes (in your own words)
Who or what is this?	
When / where?	
Fact 1	
Fact 2	
Fact 3	
Why does this matter to Sussex County today?	

WEEK 3 · DAY 4 (also used in Week 4, Day 4)

Presentation Rubric — “Then and Now” / Showcase

Criteria	Meets Expectations	Developing	Beginning
Topic Clarity	Clearly identifies who/what was researched	Topic identified but unclear	Topic unclear or missing
Accuracy	Includes 3+ accurate facts	Includes 1–2 accurate facts	Facts missing or inaccurate
Present-Day Connection	Clearly connects topic to Sussex County today	Connection attempted but vague	No connection made
Delivery	Clear, prepared, engaging presentation	Presentation complete but underprepared	Presentation incomplete

WEEK 3 • DAY 5

Reflection Journal — Sentence Starters

One thing that has stayed the same in Sussex County is _____ because _____.

One thing that has changed in Sussex County is _____ because _____.

Extra space for your reflection:

WEEK 4 • DAY 1

“Land Shapes Life” Region/Resource Sort Cards

Use with the Three-Region Map from Week 1, Day 2 (reprint as needed).

Week 4, Day 1 — Region/Resource Sort Cards

Cut apart and sort each card onto the correct region of your map

Iron & Zinc Mining (Highlands)	Farms & Dairy (Great Valley)	Roads & Travel Routes (Ridge & Valley)
Mastodon Fossils (found in multiple areas)	State Parks & Forests (Ridge & Valley, north)	County Seat (Newton) (Great Valley)

WEEK 4 • DAY 2

Topic Approval Slip

Field	Response
My topic (person or landmark):	
One reason I chose it:	
One question I want to answer:	
Teacher approval:	☐ Approved ☐ Needs a new topic

WEEK 4 • DAY 4

Peer Feedback Slip

Presenter's name:	
One thing I learned from this presentation:	

MINI-LESSON 1 • FRENCH & INDIAN WAR**Informational Reading: Defending the Frontier**

In the 1750s, the area along the upper Delaware River—including western Sussex County—was the frontier. Families here lived closer to the edge of European settlement than almost anyone else in New Jersey.

In November 1755, attacks on settlements in nearby Pennsylvania alarmed a local leader named Colonel Abraham Van Campen. He sent word to New Jersey's governor about the danger. In December, the colonial government agreed to fund a line of forts along the upper Delaware River to protect frontier families. Several forts were built, including Fort Walpack and Fort Shapanack, not far from where families like the Van Campens and Rosenkrans lived.

Even with these forts, danger remained. In 1756, a raid near present-day Knowlton—then part of Sussex County—resulted in the deaths of colonists. It was a frightening reminder that life on the frontier was uncertain.

During this period, relationships between colonists and Native nations were complicated. Some Native groups were allied with the French, some with the British, and alliances shifted over time. It would be inaccurate to think of this as simply “settlers versus Native Americans”—real people, on all sides, faced difficult choices.

SOURCE NOTE

This passage was written for classroom use, based on documented history from the Walpack Historical Society and regional historical records of the French and Indian War frontier forts. It is an original informational text, not a reproduced historical document.

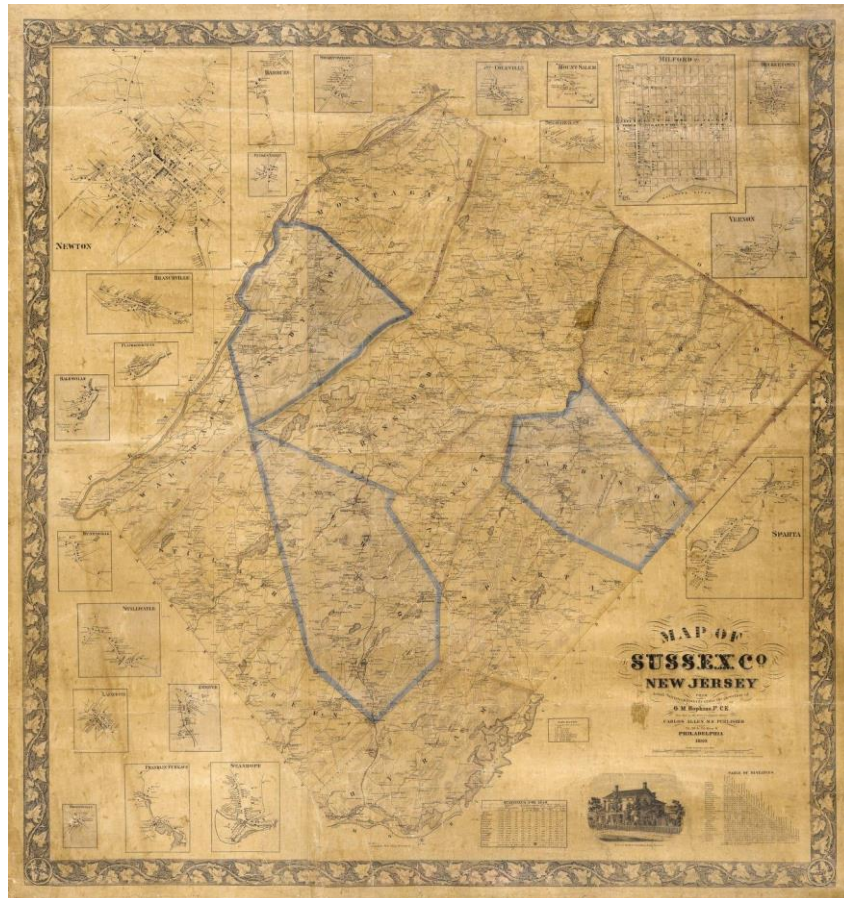
APPENDIX A • SUPPLEMENT

Primary Source Mini-Activities

Two short, ready-to-use activities built on real historical evidence — a public-domain 1860 map and official U.S. Census figures. Each runs 15–20 minutes and slots into an existing lesson. They give students practice with the historian’s core question: “What evidence tells us this?”

Activity 1 — Reading the 1860 Map Like a Historian

Use with: Week 1, Day 5 or Week 2, Day 2 • **Time:** 15–20 minutes • **Materials:** the map below, projected or printed



G.M. Hopkins & Carlos Allen, “Map of Sussex Co., New Jersey: from actual surveys & records,” 1860. Public domain. This is the same map used on the classroom display slides.

Teacher background. This is the first wall map ever made of Sussex County, drawn in 1860 from actual land surveys. It shows thirteen townships — Byram, Frankford, Green, Hardyston, Lafayette, Montague, Newton, Sandyston, Sparta, Stillwater, Vernon, Walpack, and Wantage — and exactly one railroad, the Sussex Railroad. Some town names have changed: “Deckertown” is today’s Sussex Borough, and “Franklin Furnace” is today’s Franklin.

Protocol: See → Think → Wonder

- **SEE (3 min):** “Look silently. What do you notice? Just describe — no guessing yet.” Chart student observations.
- **THINK (5 min):** “What do your observations tell us about life in Sussex County in 1860?”
- **WONDER (3 min):** “What questions would you ask the mapmaker?”

Guided questions (with expected responses)

- **Can you find our town — or the town closest to us?** (Some students will discover their town isn’t there yet, or has a different name — a powerful moment.)

- **How many railroads can you find?** (One — the Sussex Railroad. Connect forward to Week 2: towns near the rail line grew.)
- **Why do you think the mapmaker wrote family names on the land?** (Most people farmed; land ownership was how the county was organized — and how taxes were collected.)
- **What is missing from this map that a map today would show?** (Highways, most lakes' communities, many towns, state parks — none existed yet.)
- **Is this map evidence or opinion? How do we know?** (Evidence — made from surveys and records at the time; that's what makes it a primary source.)

Activity 2 — The Numbers Tell a Story: A Census Investigation

Use with: Week 3, Day 1 (Farming Declines by 1900) · **Time:** 15–20 minutes · **Materials:** the table below, one per pair

Every ten years since 1790, the United States has counted every person in the country. Those counts — the census — are primary sources: real numbers recorded at the time. Detectives of history can read a story in them.

Year	Sussex County population	What was happening
1860	23,846	Farms, mines, and the new railroad (Weeks 1–2)
1920	Find it! (see hint below)	After farming began to decline (Week 3, Day 1)
1950	34,423	Still mostly rural
1990	130,943	After Interstate 80 and modern highways arrived
2020	144,221	Sussex County today

Student questions

- Between 1860 and 1920 — sixty years — did Sussex County grow a lot, a little, or shrink? What surprised you?
- The whole United States more than tripled in size between 1860 and 1920. Why do you think Sussex County didn't? (Connect to today's lesson: people left farms for factory jobs in cities.)
- What happened after 1950? What do you think caused it? (Highways made it possible to live here and work near the city.)
- Predict: will the 2030 census show more people here, or fewer? What's your evidence?

Teacher notes. The 1920 "Find it!" cell is deliberate — look it up live with the class at data.census.gov, or from the New Jersey State Library's historical municipal population tables (both free). Students should discover that the county grew very little across those sixty years, while the nation more than tripled — the numerical fingerprint of the farm decline taught in today's lesson. The same sources provide town-by-town figures if you want each pair to investigate their own municipality; several Sussex towns had fewer residents in 1920 than in 1860. Sources: U.S. Census Bureau decennial counts; 1860 county figure as published by Princeton University Library's New Jersey maps collection; 1950 and 1990 figures from U.S. Census counts.

APPENDIX B

Photos & Materials Needed to Complete This Curriculum

Unlike the maps, cards, and templates in Appendix A, the items below are real photographs, images, and short reference materials that this curriculum was not able to supply directly — either because of copyright, or because they should come from a verified local source. This table lists every one, where it's used, and where to look.

Lesson	Item Needed	Suggested Source
Week 1, Day 1	Image of a mastodon or elephant (for the opening hook)	Any general reference image — a simple elephant photo works fine for the hook before revealing the mastodon connection
Week 1, Day 1	Photo of the mastodon skeleton “Moe”	Sussex County Historical Society, Hill Memorial Museum (Newton) — contact directly for permitted use of their exhibit photos
Week 1, Day 4	Side-by-side images: a Lenape longhouse and a colonial-era farmhouse	New Jersey State Museum's “Lenape Lifeways Teacher Guide” (cited in References); NJ Historical Commission's Lenape classroom resources
Week 1, Day 4	Additional images/artifact pictures of Lenape and European settler housing, tools, and clothing	Same as above, plus the Sussex County Historical Society's own archives (cited in References)
Week 2, Day 5	Photo of a one-room schoolhouse	Price's Switch Schoolhouse (Vernon) — already featured in Appendix II's Local Site Directory; the Sussex County Historical Society may also have period photos
Week 3, Day 1	Paired photos: Sussex County farmland circa 1900 vs. today	Sussex County Historical Society archives (period side); a current photo can be taken locally or sourced from the county's own tourism/agriculture pages for the “today” side
Mini-Lesson 2	Fluorescent mineral photos (and/or short video) of zinc mining	Franklin Mineral Museum — already cited in References as a source for their Education Guide and YouTube channel
Mini-Lesson 2	Short biography of Thomas Edison	Thomas A. Edison National Historical Park (West Orange, NJ) — publishes free educational biographical materials; already cited in References

A NOTE ON WHY THIS LIST EXISTS

I can write text, build diagrams, and generate original classroom graphics, but I can't supply real historical photographs — doing so would either mean fabricating an image and presenting it as real, or reproducing a copyrighted photo without permission. Both would work against the accuracy standard this project has been built to.

Every source above is either already cited in this curriculum's References section or is a natural extension of an organization already partnering on this project (the Sussex County Historical Society, Franklin Mineral Museum, and Thomas A. Edison National Historical Park). A short email or call to each is likely all that's needed.

APPENDIX B • UPDATE**Images Now Included — From the Companion Slide Deck**

The classroom display slides that accompany this curriculum include a set of images that cover several rows of the table on the previous page. They are reproduced here so teachers can print or project them directly from this document. Captions state only what each image shows; items that still require a verified local source (a photo of “Moe” specifically, a period one-room schoolhouse photo, and the Lenape/colonial housing pair) remain on the sourcing list.



Artist's depiction of a mastodon — for the Week 1, Day 1 opening hook.



Mastodon remains on museum display — Week 1, Day 1. For photographs of Sussex County's own “Moe,” contact the Hill Memorial Museum in Newton.



Recreated Lenape village at Waterloo Village (Stanhope) — supports Week 1, Days 3–4. Pairs with the colonial farmhouse images still to be sourced.



Full-color New Jersey regions map — a teacher display companion to the Week 1, Day 2 schematic handout. Sussex County spans the Ridge & Valley and Highlands regions.



Sussex County family farm, mid-20th century — the “then” side of the Week 3, Day 1 photo comparison.



Sussex County farmland today — the “now” side of the Week 3, Day 1 photo comparison.



Fluorescent minerals glowing under ultraviolet light — Enrichment Mini-Lesson 2.



Reconstructed frontier fort palisade — Enrichment Mini-Lesson 1.



Revolutionary War reenactor — Enrichment Mini-Lesson 3.

TEACHER RESOURCE APPENDIX I

Mini Biographies of Notable Figures

Short, classroom-ready biographies for the people referenced throughout this unit — useful for the Week 3/4 research projects or as standalone read-alouds.

Chief Tamanend (Lenape Nation, 1600s)

Celebrated Lenape leader known for diplomacy and peace with William Penn's colonists. His name means "the affable one."

Classroom Connection: Discuss cultural respect and peace treaties; create a "Class Code of Fairness."

Oratam (Lenape Sachem)

Munsee-speaking Lenape chief who negotiated with Dutch settlers to prevent conflict.

Classroom Connection: Role-play early negotiations; compare consensus decision-making to class voting.

Samuel Green (Surveyor, 1700s)

Early Sussex County surveyor and clerk who mapped town boundaries after the Boundary Line War.

Classroom Connection: Map skills activity—students draw a "class land survey."

George Baxter (also recorded as Backster), (Assessor)

George Baxter, a surveyor by profession who worked alongside regional surveyors and landholders including Richard Edsall, was an early Sussex County civic leader who served as an estate evaluator and Assessor for Sussex County beginning in 1799, while living in the Glenwood section of Vernon Township (historically known as North Vernon until 1868). His family's name also appears in historical and property records as Backster. He built the family homestead in Glenwood around 1795, known today as the Baxter/Backster Homestead. By the time of an 1881 county history, the farm had passed to his grandson, John C. Baxter, whose son Charles J. Baxter was later born in that same house and became a teacher and then New Jersey's State Superintendent of Public Instruction — making Charles J. Baxter George's great-grandson.

Classroom Connection: Discuss how one family contributed to both government and education. Have students trace the four generations from George to Charles J. Baxter, and discuss how one family contributed to both early civic service and later statewide education leadership.

Colonel Benjamin Barton (Patriot Officer, 1700s)

Revolutionary War officer who organized local militias.

Classroom Connection: Connect to NJ's role in independence; discuss what makes a patriot.

"Ladies of Trenton" – Letitia Thornton Anderson & Phebe Hatfield Ogden (1776–1783)

Two New Jersey women with Sussex County ties who supported the Patriot cause during the American Revolution. Letitia Thornton Anderson rests in the Old Newton Burial Ground, and Phebe Hatfield Ogden rests at the Sparta

Presbyterian Church. They were part of the “Ladies of Trenton,” a group of women who took personal risks to collect money, supplies, and support for George Washington’s troops. Their efforts show how women contributed significantly to the Revolution despite facing danger and limited rights.

Classroom Connection: Highlight women’s roles in the American Revolution. Have students discuss why collecting money and supplies was risky and how ordinary people, including women, helped support George Washington’s troops.

Governor Daniel Haines (1801–1877, Hamburg)

Twice Governor of NJ; practiced law in Newton and later lived in Hamburg, Sussex County; advanced public education and transportation reform.

Classroom Connection: Write a short persuasive speech as “Governor for a Day.”

Charles J. Baxter (also recorded as Backster), (1842–1911, Educator, Glenwood)

Charles J. Baxter was born in 1842 in Glenwood, Sussex County, the great-grandson of George Baxter. He attended local school until age 12, then worked on his father's farm, continuing his education on his own and with help from an uncle who had graduated from Lafayette College. During the Civil War, he served as a Sergeant in Company F of the 27th New Jersey Volunteer Infantry (1862–1863). He began teaching at 18 in Frankford Plains, and after 12 years in the classroom became principal of the Franklin Furnace District School, which was converted into a high school under his leadership; he continued on as its superintendent. He later moved to Plainfield, briefly worked for the Provident Life and Trust Company, and then returned to education, serving as New Jersey's State Superintendent of Public Instruction from 1896 until his death in 1911. Baxter introduced teacher training, attendance rules, and consistent curriculum standards that modernized rural education and laid the groundwork for the state's school system.

Classroom Connection: Read Baxter's biography; compare 19th-century one-room schools to modern classrooms; discuss his path from farm boy and Civil War soldier to state education leader.

Thomas Edison (1847–1931)

Inventor who built an experimental iron-ore processing plant in Ogdensburg in the 1890s.

Classroom Connection: Explore invention and problem-solving; simple electric circuit experiment.

Samuel Fowler (1779–1844)

Chemist and mineral collector whose study of Franklin’s zinc ore led to discovery of fluorescent minerals.

Classroom Connection: Show fluorescent mineral photos; discuss “science in Sussex.”

Henry Ryerson (Civil War Era)

Soldier honored in Newton who served in NJ’s 15th Infantry Regiment.

Classroom Connection: Write letters to veterans; discuss civic service.

Col. Anthony Kuser (1862–1929)

Businessman and philanthropist who donated High Point State Park to NJ as a public memorial.

Classroom Connection: Discuss conservation; design a “Class Park” poster.

TEACHER RESOURCE APPENDIX II**Local Site Directory for Field Studies**

Real Sussex County locations that pair well with this unit — for field trips, virtual tours, or research topics (see Week 3, Days 3-4 and Week 4).

Franklin Mineral Museum (Franklin)

Exhibits fluorescent minerals and mining history.

Possible Class Activity: Observe glowing rocks; create “mineral trading cards.”

Sterling Hill Mining Museum (Ogdensburg)

Underground mine museum showing industry’s impact.

Possible Class Activity: Tour mine; sketch mining tools; compare to modern jobs.

Waterloo Village (Stanhope)

Restored canal town with Lenape Village replica.

Possible Class Activity: Compare Lenape vs. canal-era life; journal reflection.

High Point State Park (Montague)

NJ’s highest point; monument honors veterans.

Possible Class Activity: Map watershed; discuss why we protect land.

Stokes State Forest (Sandyston)

Created through NJ’s early conservation efforts; CCC legacy.

Possible Class Activity: Leaf collection; soil study; identify native species.

Price’s Switch Schoolhouse (Vernon)

Restored one-room school built in 1880s.

Possible Class Activity: Re-enact a 19th-century school day; handwriting and spelling bee.

Lusscroft Farm (Wantage)

Historic dairy research farm tied to Rutgers.

Possible Class Activity: Explore dairy science; calculate shipment distances.

Newton Green Historic District (Newton)

County seat with courthouse, monuments, and colonial architecture.

Possible Class Activity: Walking tour and architecture sketching.

Vernon Depot (Vernon)

Historic rail depot showing rise of transportation and commerce.

Possible Class Activity: Map old rail routes; create travel brochures.

Old Mine Road / Van Campen Inn (Walpack)

One of America’s oldest roads, built by Dutch settlers.

Possible Class Activity: Trace trade routes on a map; timeline activity.

TEACHER RESOURCE APPENDIX III**Suggested Reading & Multimedia**

Picture Book: The Lenape of New Jersey – Martha E. Kendall

Use in Classroom: Read-aloud introduction to Native life.

Nonfiction: Thomas Edison: Inventor Extraordinaire (Scholastic)

Use in Classroom: Connect science and local history.

Historical Fiction: Sarah Morton's Day – Kate Waters

Use in Classroom: Compare colonial vs. Sussex life.

Primary Source: Letters from the 15th NJ Infantry (NJ Archives)

Use in Classroom: Read authentic Civil War letters.

Virtual Tour: Franklin Mineral Museum YouTube Channel

Use in Classroom: Prepare for field trip.

Map Resource: NJ DEP Geological Map of Sussex County

Use in Classroom: Identify Highlands, Valley, Ridge areas.

Website: Sussex County Historical Society (www.sussexcountyhistory.org)

Use in Classroom: Research local biographies and artifacts.

Mastodon “Moe” (Hill Memorial Museum, Newton)

One of New Jersey's most complete mastodon skeletons, discovered in Hampton Township and preserved by the Sussex County Historical Society.

Class Activity: Compare Ice Age animals with modern New Jersey wildlife.

TEACHER RESOURCE APPENDIX IV**Quick Assessment Bank & Discussion Prompts****Segment 1 – Lenape and Settlement**

- Exit Ticket: Describe one way the Lenape used the land respectfully.
- Short Answer: How did the Ice Age shape Sussex County's geography?
- Discussion: Why might settlers and the Lenape have disagreed about land ownership?
- Project: Create a map showing Lenape routes and early settlements.

Segment 2 – Growth and Industry

- Exit Ticket: Explain how the turnpike or railroad helped Sussex County grow.
- Short Answer: How did the War of 1812 affect local farming and mining?
- Discussion: Why was dairy important to Sussex County's economy?
- Project: Design an advertisement for a Sussex dairy or ironworks in 1880.
- Research: Who was Charles J. Baxter (also recorded as Backster), and how did his work improve education in Sussex County?

Segment 3 – 20th Century and Beyond

- Exit Ticket: What was the purpose of High Point State Park's monument?
- Short Answer: Why did farming decline after 1900?
- Discussion: How can people balance conservation and development today?
- Project: Create a "Then and Now" display of your town's changes.

Week 4 – Landmarks Extension

- Exit Ticket: Name one Sussex landmark you'd like to visit and why.
- Short Answer: What can historic places teach us about community pride?
- Discussion: Which local person or place best represents Sussex County history?
- Project: Research and present a local landmark via poster or slideshow.

TEACHER RESOURCE APPENDIX IV-A**Unit Pre-Assessment & Post-Assessment**

How to use it. Give the same 12-point instrument twice: once before Week 1, Day 1 (about 15 minutes) and again after Week 3, Day 5. Do not review answers after the pre-assessment. Growth = post-test score minus pre-test score. Because the instrument is identical both times and scored objectively, it is suitable as evidence for New Jersey Student Growth Objectives (SGOs). Reassure students at pre-test time that they are not expected to know the answers yet — the test is how the class measures how much it learns.

Item alignment

Items 1–6 assess Week 1 (Ice Age, Lenape, regions, county formation); items 7–8 assess Week 2 (transportation, Warren County split); items 9–10 assess Week 3 (farm decline, conservation); item 11 assesses the unit's change-and-continuity throughline.

SUSSEX COUNTY HISTORY — UNIT ASSESSMENT

Fourth Grade · Aligned to NJSL-SS (2020) · Administered as Pre-Assessment and Post-Assessment · 12 points

Student Name: _____

Date: _____

Circle one: PRE-TEST POST-TEST

Directions: Read each question carefully. For questions 1–10, circle the letter of the best answer. For question 11, write your answer in complete sentences. If this is your pre-test, it is okay not to know the answers yet — do your best!

PART 1 · MULTIPLE CHOICE (1 point each)

- _____ **1. About 20,000 years ago, during the Ice Age, Sussex County was covered by:**
 A. an ocean B. a mile-thick glacier C. a desert D. a jungle
- _____ **2. The first people to live in Sussex County were the:**
 A. Dutch B. English C. Lenape D. Germans
- _____ **3. Sussex County's three land regions are the Highlands, the Great Valley, and:**
 A. Pine Barrens B. Ridge & Valley C. Coastal Plain D. Meadowlands
- _____ **4. Which region has rich soil that made it best for farming?**
 A. Highlands B. Great Valley C. Ridge & Valley
- _____ **5. Iron and zinc were mined mostly in the:**
 A. Highlands B. Great Valley C. Ridge & Valley
- _____ **6. Sussex County was created in 1753 by:**
 A. the U.S. Congress B. New Jersey's provincial (colonial) government
 C. New York D. the Lenape

Sussex County History Curriculum · Sussex County Historical Society · May be reproduced for classroom use · Assessment page 1 of 2

SUSSEX COUNTY HISTORY — UNIT ASSESSMENT · Page 2 of 2

- _____ 7. What helped Sussex County farmers ship milk to big cities in the late 1800s?
A. airplanes **B.** highways **C.** the railroad **D.** wagons only
- _____ 8. In 1824, the southern part of Sussex County split off to become:
A. Morris County **B.** Warren County **C.** Passaic County
D. Bergen County
- _____ 9. By around 1900, farming in Sussex County was:
A. growing quickly **B.** starting to decline **C.** brand new
D. the same as always
- _____ 10. High Point State Park exists because it was:
A. bought by the U.S. Army **B.** donated by Col. Anthony Kuser
C. built by Thomas Edison **D.** created by the railroad

PART 2 · SHORT RESPONSE (2 points)

11. Name one way Sussex County has changed since the 1800s, and one way it has stayed the same.

Teacher use only — Part 1: _____ / 10 Part 2: _____ / 2 **TOTAL: _____ / 12**

Scoring Guide & Answer Key (teacher only)

Answers: 1-B · 2-C · 3-B · 4-B · 5-A · 6-B · 7-C · 8-B · 9-B · 10-B. Items 1–10 are worth 1 point each. Item 11 is worth 2 points: 1 point for a valid change (e.g., fewer farms, no more mining, more people, highways replaced railroads) and 1 point for a valid continuity (e.g., same three land regions, same towns like Newton, still rural in character, county borders since 1824). Total: 12 points.

Growth band (post minus pre)	Interpretation
+6 or more	Strong growth — met a rigorous unit target
+3 to +5	Solid growth — met a standard unit target
+1 to +2	Some growth — review which item clusters (by week) stayed low
0 or below	Check pre-test validity (a very high pre-score leaves little room to grow)

TEACHER RESOURCE APPENDIX IV-B**Answer Keys & Exemplars**

Consolidated keys for the objective handouts in Appendix A, plus sample acceptable responses for open-ended items. Written so a substitute or a teacher new to Sussex County can check student work confidently. Rubric-scored projects (posters, presentations) use the rubrics already printed in Appendix A.

Week 1, Day 1 — Mastodon Map

Students label Sparta and Highland Lakes as discovery sites and place a star at Newton (Hill Memorial Museum, where “Moe” is displayed). Note: Moe itself was discovered in Hampton Township. Meets objective: at least two of the three locations correct.

Week 1, Day 2 — Three-Region Map

Correct order, northwest to southeast: Ridge & Valley → Great Valley → Highlands. Resource matches: Ridge & Valley — long ridges that shaped roads and towns; Great Valley — rich soil, farming and dairy; Highlands — iron and zinc ore.

Week 1, Day 4 — Venn Diagram: Lenape and European Settlers

Lenape only: moved with the seasons; lived in longhouses; took only what was needed; shared food and labor across clan communities. **European settlers only:** built permanent farms and houses; cleared land year-round; owned land individually. **Both:** depended on the land; farmed, hunted, and fished; had strong, organized communities.

Week 1, Day 5 — Timeline

Order by start date: Boundary Line War begins (early 1700s) → Sussex County is formed (1753) → French and Indian War danger reaches the western frontier (1755–1756). Teacher note: these events overlap — the boundary dispute was not fully settled until 1769, after the county already existed. That overlap is itself a good discussion point: history rarely happens in tidy sequence. Exit ticket exemplar: “The Boundary Line War mattered because people weren’t sure if they lived in New York or New Jersey.”

Week 2, Day 1 — Industry Match-Up & Chart

Iron → Highlands (Andover and the Franklin area). Zinc → Highlands (Franklin, Ogdensburg). Dairy and Farming → Great Valley (Lafayette and surrounding area).

Week 2, Day 2 — Transportation Map Comparison

Expected observations: circa 1800 — turnpikes (toll roads) connect a few towns; travel is slow and animal-powered. Circa 1900 — the railroad connects towns to distant markets; towns near the rail line grew while towns without rail access were left behind.

Week 2, Day 3 — Cause-and-Effect Chart

War of 1812 → embargoes disrupt overseas trade → new demand for American-made iron and goods → local iron production and farming grow.

Week 2, Day 4 — Timeline

1824 Warren County splits from Sussex → 1861 Civil War begins → 1865 Civil War ends → local soldiers honored (e.g., Henry Ryerson in Newton; the 15th NJ Infantry).

Week 3, Day 1 — Then/Now T-Chart & Exit Ticket

T-chart examples — Then (circa 1900): most families farmed; one-room schools; travel by rail and wagon. Now: fewer farms; larger consolidated schools; cars and highways. Exit ticket exemplar: “Farming declined because people moved to cities for factory jobs.”

Week 3, Day 2 — Conservation & Parks Map

Legend key: 1 — High Point State Park; 2 — Stokes State Forest; 3 — Delaware Water Gap National Recreation Area; 4 — Swartswood State Park; 5 — Kittatinny Valley State Park; 6 — Wallkill River National Wildlife Refuge; 7 — Wawayanda State Park. Teaching note: Wawayanda is shared with Passaic County — its western side, including Wawayanda Mountain and the Appalachian Trail's "Stairway to Heaven," lies in Vernon Township. A good reminder for students that parks and nature don't follow county lines.

Assessment Bank quick keys (Appendix IV)

Ice Age geography — glaciers carved valleys and left lakes; mastodon remains are the evidence. Turnpike/railroad growth — they connected Sussex farms and mines to distant markets, so trade and towns grew. War of 1812 — embargoes cut off overseas goods, raising demand for local iron and farm products. Farming decline after 1900 — city factory jobs drew people away. High Point monument — honors New Jersey's war veterans.

TEACHER RESOURCE APPENDIX V

Glossary of Key Terms

Lenape/Delaware	Indigenous people who first lived in New Jersey.
Wampum	Beads used by the Lenape for trade and storytelling.
Turnpike	A toll road built to connect towns before highways.
Canal	A man-made waterway used to transport goods.
Fluorescent Mineral	A rock that glows under ultraviolet light.
Superintendent	A person who oversees schools in a district, county, or state. Charles J. Baxter (also recorded as Backster) of Glenwood was a Sussex County teacher who went on to become New Jersey's State Superintendent of Public Instruction.
Conservation	Protecting nature and resources for the future.
Watershed	Land area that drains into a river or lake.
Agriculture	Farming and raising animals for food.
Industrialization	Growth of factories and technology that changed how people worked.

TEACHER RESOURCE APPENDIX VI

Differentiation & Cross-Curricular Supports

Differentiation Ideas

- Provide sentence starters for reluctant writers.
- Offer labeled map templates for spatial learners.
- Allow oral retellings or illustrated journals for students with writing challenges.
- Provide vocabulary flashcards with visuals.

Enrichment Options

- Invite a local historian or retired teacher to discuss community change.
- Coordinate field trips to local museums or parks.
- Encourage students to create digital interactive timelines in Google Slides.

Cross-Curricular Links

- Civics: Study leaders like Charles J. Baxter (also recorded as Backster) and Daniel Haines who improved education and governance.
- ELA: Write biographies or letters to historical figures.
- Science: Examine glacial formations and fluorescent minerals.
- Math: Use map scales to calculate distances between towns.
- Art: Create a Sussex County collage of natural and manmade landmarks.

TEACHER RESOURCE APPENDIX VII

NJSLS-SS Standards Alignment (2020 NJDOE)

6.1.4.A.13, 6.1.4.A.14, 6.1.4.B.1, 6.1.4.B.4, 6.1.4.B.7, 6.1.4.B.9, 6.1.4.B.10, 6.1.4.C.12, 6.1.4.C.15, 6.1.4.D.1–4, 6.1.4.D.8, 6.1.4.D.13–19, 6.3.4.A.1, 6.3.4.D.1

TEACHER RESOURCE APPENDIX VIII

Sussex County Revolutionary War Veterans and Patriots

Alphabetical list of documented Sussex County, NJ Revolutionary War veterans and patriots (updated 11/5/2025). This list was provided by the local chapter of the Daughters of the American Revolution (DAR) and reviewed by the Sussex County Historical Society — see Sources and Further Verification, following this appendix.

- Evi Adams – Deckertown-Union Cemetery, Wantage Twp.; Private-2nd Reg., Sussex Co. NJ Militia; and patriotic service – rendered material aid against Tories (DAR# A000481)
- Letitia Thornton Anderson - Old Newton Burial Ground, Newton; patriotic service – member, Ladies of Trenton, one of four Sussex County representatives
- Thomas Anderson – Old Newton Burial Ground, Newton; Private, Minuteman, Sussex Co. NJ Militia; Quartermaster, NJ State Troops; and patriotic service-Chairman of delegation to Convention 1774; member of Committee of Safety 1775-1777
- Thomas Armstrong- Frankford Plains Cemetery, Frankford Twp; patriotic service-forage master (DAR#A003161)
- Levi Ayers – Wantage Cemetery (Slauson Cemetery) Wantage Twp.; Private, Sussex Co. NJ Militia; and patriotic service – paid for services rendered (DAR#A004113)
- Johann Heinrich (Henry) Bale – Northrup Family Burying Ground, HamptonTwp.; patriotic service – paid for services rendered (DAR #A005378)
- Charles Beardsley – North Church Cemetery, Hardyston Twp.; Captain, NY Orange Co. Militia; and patriotic service (DAR#A008100)
- Abraham Bedell- Vaughn Cemetery, Sparta; Private, Essex Co. NJ Militia (SAR)
- Nathan Benjamin – Vernon Cemetery; Private, Hathorn's Reg. NY Militia; also, Suffolk Co. 1st Reg. Minutemen; also, Private, Sussex Co. NJ Militia
- Evan Bevans- Mettler Cemetery, Sandyston Twp.; Private, Morris Co. NJ Militia (DAR#A009798)
- William Blain – Dekay Family Cemetery #1, Vernon; Capt/Major, 4th Reg., Orange Co. NY Militia
- John Bowman – Frankford Plains Cemetery, Frankford Twp.; patriotic service (DAR#A132884)
- William Burns – Vernon Cemetery; Vernon Twp.; Private, Hasbrouck's reg. NY Militia; also, 1st Reg. NY Levies (1780)
- Jephtha Byram- Sparta Cemetery, Sparta Twp.; Private, Morris County Militia, received depreciation of Continental pay
- Robert Carr -Wantage Cemetery, Wantage Twp.; Private, Shepherd'sCo., Hathorn's Reg. (4th Orange Co. Reg.) New York Militia
- Ashman Carpenter – North Church Cemetery, Hardyston Twp.; Private, Morris Co. NJ Militia (DAR#A019377)
- Isaac Cary- North Church Cemetery, Hardyston Twp.; patriotic service (DAR#A020197)
- Benjamin Chamberlain – Sparta Cemetery, Sparta Twp.; patriotic service- furnished material aid: boots, food, munitions (DAR#A026594)
- Casper/Jasper Ciser/Kizer - Old Stillwater Cemetery, Stillwater Twp.- Patriotic Service: paid for providing goods and services
- Andries Cole - Lower Walpack Cemetery; Walpack Twp.; patriotic service – paid supply tax (DAR#A215523)

- Jacob Courtright(Cortright) – Old Clove Cemetery, Wantage Twp.; Private, Sussex Co. NJ Militia (DAR #A026253)
- John Couse – Old Newton Burial Ground, Newton; Private, Light Dragoons & Commissary Dept., NJ Troops (DAR#A026727)
- John Crane – Canistear Cemetery, (Stockholm) Hardyston Twp.,Private; Capt. Thomas Kinney's Co. of Light Horse (DAR#A027430)
- Andrew Dalrymple – Frankford Plains Cemetery, Frankford Twp.; patriotic service (DAR#A029404)
- Matthew Davis – Old Newton Burial Ground, Newton; Private, 3rd Co, 3rd Reg. NY Troops and Quartermaster, Lasher's Reg. NY (SAR #23356)
- Josiah Decker- Clove Cemetery, Wantage Twp.; Private, Sussex Co. NJ Militia (DAR#A031256)
- Thomas DeKay 2nd (Jr.)- DeKay Family Burying Ground #2, Vernon Twp.; Private, in Col. John Hathorn's Regiment (4th Reg.), Orange County, New York Militia
- Benjamin DePue – Hainesville Cemetery, Sandyston Twp.; Private, 5th Battery, 3rd Co., Capts. Nilson & Gaston, Pennsylvania (DAR#A032028)
- Cornelious Devore – Harmony Hill Methodist Church Cemetery, Stillwater Twp.; Private, Penn. Line
- Jacob DeWitt – Clove Cemetery, Wantage Twp.; patriotic service- member of Committee of Safety & rendered material aid (DAR#A032447)
- John DeWitt – Frankford Plains Cemetery, Frankford Twp.; Private, Sussex Co. NJ Militia
- Moses DeWitt – Clove Cemetery, Wantage Twp; Private, 2nd Reg, NJ Militia, marksman (DAR#A032458)
- John Drake – Old Newton Burial, Newton; Private, Capt. Carle's Troop of Light Horse, Hunterdon Co. NJ & Express Rider (DAR#A033378)
- Amos Dustin – Sparta Cemetery, Sparta Twp; Private, Middlesex Co, NJ Militia
- James Edsall -Hamburg Baptist Church Cemetery, Hamburg Borough; Private, Sussex Co. NJ Militia (DAR#A036455)
- Richard Edsall – Vernon Cemetery, Vernon Twp.; 1st Lieutenant, 1777, Sussex Co., New Jersey Line (DAR#A036464)
- Nicholas Emans – Lower Walpack Cemetery, Walpack Twp.; patriotic service – paid for boarding men
- Jacob Emery – Mettler Cemetery, Sandyston Twp.; Private, Morris Co., NJ Militia
- Benjamin Ennis – Minisink-Westbrook Family Cemetery, Sandyston Twp.; Lieutenant, Pennsylvania Militia
- Jacobus (James) Glann – Coe-Smith Cemetery, Wantage Twp.; Private, Captain Helm's Co., 2nd Regiment, Continental Troops
- Benjamin Gustin – Frankford Plains Cemetery, Frankford Twp.; Private, Sussex Co. NJ Militia
- John Gustin - Frankford Plains Cemetery, Frankford Twp;; Private, Sussex Co. NJ Militia
- James Hamilton - Hamburg Baptist Church Cemetery, Hamburg Borough; Private, 2nd Reg. Sussex Co. NJ Militia
- Samuel Harden – Old Newton Burial Ground, Newton; Private, Hasbrouck's Reg. (4th Reg.) Orange Co. NY Militia
- Daniel Harker – (Old) Stillwater Cemetery, Stillwater Twp.; Lieutenant Colonel, 2nd Reg. Sussex Co. NJ Militia (DAR#A050641) (note: headstone here is for son – Major in War of 1812)
- William Hedglen – Old Beemerville Church Cemetery, Wantage Twp.; Private, NJ Volunteers

- Jacob Hendershot - Old Newton Burial Ground, Newton; Private, Bet's Co. Sussex Co. NJ Militia & Lieutenant, Struble's 2nd Brigade (DAR#A054630)
- William Hill – Lower Walpack Cemetery, Walpack Twp.; Private, New York Militia, serving intermittently; then Corporal (DAR#A056105) (SAR#72749)
- Dr. John S. Hinchman – Hinchman Family Burial Ground, Vernon Twp.; soldier, Sussex Co. NJ Militia (possible doctor) (DAR#A055034)
- John Holmes - Old Newton Burial Ground, Newton; 2nd Lieutenant, Longstreet's Co. & Polhemus's Co.; & Captain, 1st Regiment, Continental Troops
- Abijah Hopkins - Frankford Plains Cemetery, Frankford Twp.; Captain, 2nd Reg, Sussex Co. NJ
- Joseph Huff/Hough – Old Stillwater Cemetery; Stillwater Twp.; Private, Sussex County Militia (DAR#A215818)
- Ralph Hunt – Hunts Field Burial Ground, Fredon Twp.; Private, 2nd Reg. Sussex Co. NJ Militia (DAR#A060331)
- Richard Hunt - Hunts Field Burial Ground, Fredon Twp.; Private, Sussex Co. NJ Militia; and patriotic service (DAR#A060335)
- Henry Johnson - Old Newton Burial Ground, Newton; Corporal, NJ Line & Quartermaster (Captain) ,2nd Reg., Sussex Co. NJ Militia (DAR#A063223; SAR#29427)
- John Kays – Newton Cemetery, Newton; Lieutenant, Capt. Gunterman's Co., Sussex Co. NJ Militia; Aid to Washington (SAR#58015)
- Edward Keeler – Willistine Cemetery, Hardyston Twp.; Private, Spencer's Reg., Continental Troops (DAR#A063859)
- Samuel Lambert – Clove Cemetery, Wantage Twp.; Private, Essex Co. NJ Militia and Continental Line (DAR#A068148)
- John Linn – North Church Cemetery, Hardyston Twp.; Sergeant, 1st Reg. Sussex Co. NJ Militia; and Civil Service – member of jury (DAR#A213763)
- William Littell – Vaughan Cemetery, Sparta Twp.; Private, Capt. Laing's Reg., Essex Co. NJ Militia & Foragemaster (DAR#A070528)
- Richard Lloyd - Old Newton Burial Ground, Newton; 1st Lieut., Imlay's Co., then Captain of Hazen's Reg., Continental Army, Major by brevet
- David Longwell – Longwell-Drew Cemetery, Vernon; Private, Cpts. Webb & Whitney, 9th Reg. Connecticut Militia; also, Private, 4th Reg. Westchester County, NY Militia (DAR#A071396)
- John Longwell – Longwell-Drew Cemetery, Vernon; Private, Sussex Co. NJ Militia; also, Private, Hathorn's Regiment, Orange County New York Militia.
- Azariah Martin— Deckertown-Union Cemetery, Wantage Twp.; Quartermaster, Woodhull's Co. of Light Horse, Orange Co., New York (DAR#A074082)
- Humphrey Martin – Deckertown-Union Cemetery, Wantage Twp.; Patriotic Service: provided transportation or goods
- Jeremiah Martin – Deckertown-Union Cemetery, Wantage Twp.; Private, Somerset Co. NJ Militia
- Nathaniel Martin – Deckertown-Union Cemetery, Wantage Twp.; Private, Sussex Co. NJ Militia (DAR#A074444)
- David McCamly, Jr. – McCamly Burial Ground, Vernon Twp.; Captain, then Colonel, Hathorn's Florida and Warwick Regiment, New York

- Moses Morris – Augusta Baptist Cemetery, Frankford Twp.; Private, Middlesex Co. NJ Militia (DAR#A101284)
- Daniel Myers (Miers) - Coe-Smith Cemetery, Wantage Twp.; Sergeant, Orange Co., New York
- Elias Ogden – Sparta Cemetery, Sparta Twp., Private, Continental Troops – “Jersey Line” (“Major” on gravestone – no verification found)
- Phebe Ogden - Sparta Cemetery, Sparta Twp., Patriotic Service – member Ladies of Trenton, one of four Sussex County representatives
- Robert Ogden, 2nd, Sr. - Sparta Cemetery, Sparta Twp.; patriotic service – Chairman Committee of Safety, NJ (DAR#A085772)
- Robert Ogden, 3rd, Jr. - Sparta Cemetery, Sparta Twp.; patriotic service – Commissary of Issues & of prisoners, NJ (DAR#A085773)
- Charles Pemberton - Old Newton Burial Ground, Newton; Private, Sussex Co. NJ Militia; Colonel after the war
- David Phillips - Frankford Plains Cemetery, Frankford Twp.; Private, Sussex Co. NJ Militia; and patriotic service – Wagoneer (DAR#A090414)
- David Phillips – Willistine (Woods) Cemetery, Hardyston Twp.; Drummer & Private under Capt. Rosenkrans and Col. Dubois
- John Polhemus - Sparta Cemetery, Sparta Twp.; Captain, then Major, 4th Co., 1st Bat., 1st Est. Continental Troops, New Jersey Line
- Theodorus Polhemus - Old Newton Burial Ground, Newton; Private, then Corporal, Dutchess/Orange Co. NY Militia (DAR#A090116)
- Daniel Predmore – Augusta Baptist Cemetery, Frankford; Private, Sussex Co. NJ Militia-Bott’s Co.
- Francis Price - Frankford Plains Cemetery, Frankford Twp.; Captain, Sussex Co. NJ Militia; and civil service – Justice of the Peace (DAR#A092945)
- Robert Price - Frankford Plains Cemetery, Frankford Twp.; patriotic service (DAR#A093063)
- Zachariah Price – Price Family Burial Ground, Frankford Twp.; Private, Commissary, NJ State Militia (DAR#A093129)
- Zenus Riggs – Williamsville -Moshure Cemetery, Vernon Twp.; Private, Morris Co. NJ Militia
- Gasper Rorick – Deckertown-Union Cemetery, Wantage Twp.; Private, Sussex Co. NJ Militia (listed under Casper) (DAR#A097606)
- Michael Rorick – Anabaptist Cemetery, Franklin Borough; Private, Army, widow received pension from Tennessee (listed as Michael Rork – wife Litty (Lucretia Harden)- W5720)
- John Rosenkrans – Shapanack Cemetery (Symmes), Walpack Twp.; Colonel, 3rd Reg. Sussex Co. NJ Militia
- Richard Rosenkrans - Minisink-Westbrook Family Cemetery, Sandyston Twp.; Private, Pennsylvania Militia
- William Savacool – (Old) Stillwater Cemetery, Stillwater Twp.; Private, Sussex Co. NJ Militia
- James Scott - North Church Cemetery, Hardyston Twp.; Private, 2nd Reg. Sussex Co. NJ Militia (DAR#A101502)
- Casper Shaver (Schaffer) – (Old) Stillwater Cemetery, Stillwater Twp.; patriotic service- member of Provincial Congress, Sussex Co. NJ & appointed to Committee of Safety for Hardwick Twp., Sussex Co. NJ – collected fees (DAR#A102545)
- Peter Shaver (Schaffer) – (Old) Stillwater Cemetery, Stillwater Twp.; Captain, Sussex Co. NJ Militia & civil/patriotic service- member of Town Committee and tax collector (DAR#A102725)

- Timothy Shay - Hainesville Cemetery, Sandyston Twp.; Private, 6th Reg., Continental Line, Capt. Clift & Col. Parons, Connecticut (DAR#A102243)
- Samuel Shelley – Deckertown-Union Cemetery, Wantage Twp.; Private, 2nd Reg, Essex Co. NJ Militia (DAR#A128276)
- Abraham Shimer – Old Minisink Reformed Dutch Cemetery; Montague Twp; Captain, 2nd Co., 3rd Reg, Sussex County Militia (DAR#A103733)
- Henry Simpson - Hamburg Baptist Church Cemetery, Hamburg Borough; Private, New Jersey Militia
- Jonas Smith - Lower Walpack Cemetery, Walpack Twp.; Soldier, Northampton Co. Pennsylvania Militia, 1782 (DAR#A106168)
- Jacob Staley – Old Stillwater Cemetery, Stillwater Twp.; Private, Sussex Co. Militia (DAR#A215295)
- Henry Stoll/Stull – Frankford Plains Cemetery, Frankford Twp.; patriotic service – rendered aid and paid for carting baggage (DAR#A215684)
- John Stoll/Stull – Old Newton Burial Ground, Newton; patriotic service – member Committee of Safety and rendered aid (DAR#A217394)
- Daniel Struble - Frankford Plains Cemetery, Frankford Twp; Ensign, Sussex Co. NJ Militia; and patriotic service (DAR#A111862)
- (Johannes) Leonard Struble - Frankford Plains Cemetery, Frankford Twp.; Private, Quartermaster General's Department (DAR#A111827)
- Lemuel Tingley – Beemerville Cemetery, Wantage Twp.; Private, 3rd Reg. NJ Volunteers
- Conrad Tinkey - Hamburg Baptist Church Cemetery, Hamburg Borough; Private, 2nd Reg. NY Orange Co. Militia
- Isaac Tomkins – Willistine Cemetery, Hardyston Twp.; Private, Morris Co. NJ Militia
- Stephen Trusdell, Jr. – Longwell-Drew Cemetery, Vernon; Private, Continental Army, Capt. Lyon's 4th Reg., 4th Bat., 2nd Establishment; also, Private, Capt. Edsall's Co., 2nd Reg. Sussex Co. NJ Militia (DAR#A116450 - spelt Truesdale)
- Ebenezer Tuttle - North Church Cemetery, Hardyston Twp.; Private, Morris Co. NJ Militia (DAR#A131785)
- William Utter – Cherry Ridge Cemetery, Vernon Twp.; Private, Washington's Troops
- Elijah Van Auken - Old Beemerville Church Cemetery, Wantage Twp.; Lieutenant, 1 LT Goshen Reg. New York (incorrectly listed as Elias) (DAR#A117138)
- Nathaniel Van Auken - Lower Walpack Cemetery, Walpack Twp.; Private, State of New York (DAR#A117151) (SAR#14290)
- Isaac Van Campen – Lower Walpack Cemetery, Walpack Twp.; patriotic service – paid for boarding men
- Cornelious Van Horn – Van Horn Burying Ground, Stillwater Twp.; Private, Somerset Co. NJ Militia
- Simon Van Horn – Van Horn Burying Ground, Stillwater Twp.; Sergeant, 1st Regiment New Jersey (DAR#A128373)
- Simon Wade - North Church Cemetery, Hardyston Twp.; Private, 2nd Reg. Sussex Co. NJ Militia -powder man (SAR #51334)
- Martinus Westbrook – Montague Dutch Reformed Churchyard, Montague Twp.; Capt. 3rd Reg. Sussex Co. NJ Militia; patriotic service – Wagoneer (DAR#A123311)
- Peter Westbrook - Minisink-Westbrook Family Cemetery, Sandyston Twp.; Captain, 3rd Co., 3rd reg., Sussex Co., NJ Militia

- Severyne Westbrook – Westbrook Family Cemetery, Montague Twp.; Ensign, Martin’s Reg., 3rd Battalion, Sussex Co. NJ Militia (DAR#A025252)
- Welhemus Westbrook - Montague Dutch Reformed Churchyard, Montague Twp.; Ensign, 2nd Reg. Sussex Co. NJ Militia & Capt. Edsall’s Co., NJ State Troops
- Samuel Westfall – Old Minisink Reformed Dutch Cemetery, Montague Twp.; Private, Sussex Co. NJ Militia and State Troops (DAR#A123467)
- John Williams - Williamsville -Moshure Cemetery, Vernon Twp.; Private, NJ Regiment of Foot, Militia (DAR#A126229)
- Henry Winfield - Hamburg Baptist Church Cemetery, Hamburg Borough; 4th Reg. NY Orange Co. Milita (DAR#A128470)
- William Winans – Vernon Cemetery; Private, Capt. Ten Eyck’s Co., 1st bat., Somerset Co. NJ Militia
- Peter Wintermute – (Old) Stillwater Cemetery, Stillwater Twp.; Private, Sussex Co. NJ Militia (DAR#A128947)
- Unknown Soldier – buried along Cherry Lane, Hampton Township

TEACHER RESOURCE APPENDIX VIII (CONTINUED)**Veteran & Patriot Graves by Township and Cemetery**

Compiled by the Chinkchewunski Chapter, NSDAR, as part of the "America 250! Adopt a Cemetery" project. Useful for local field studies and cemetery mapping activities (see Mini-Lesson 3 Historical Note).

Frankford Township

- Augusta Baptist Cemetery/Shotwell Burying Ground
- Moses Morris (DAR #A101284; Private, Middlesex Co. NJ Militia)
- Daniel Predmore (Private, Sussex Co. NJ Militia – Sgt. Michael Bott's Co. and Patriotic Service-provided material aid)

Frankford Plains Cemetery

- 1 - Thomas Armstrong (DAR #A003161; Lieutenant, Somerset Co. Militia; also Assist. Quartermaster; Patriotic Service- Forage Master)
- 2 - John Bowman (DAR #A132884; Private, Monmouth Co. Militia – Capt. Thomas Hunn's Co.; Patriotic Service- signed the Articles of Association 1780)
- 3 - Andrew Dalrymple (DAR #A029404; Patriotic Service- received pay for services rendered)
- 4 - John DeWitt (Private, Sussex County, NJ Militia)
- 5 - Benjamin Gustin (Private, Sussex County, NJ Militia)
- 6 - John Gustin (Private, Sussex County, NJ Militia)
- 7 - Abijah Hopkins (Captain, 2nd Regiment, Sussex County, NJ)
- 8 - David Phillips (DAR #A090414; PVT, Sussex Co, NJ Militia; & Patriotic Service, Wagoneer – provided supplies)
- 9 - Francis Price (DAR #A092945; Captain, Sussex County, NJ Militia; & Civil Service- Justice of the Peace)
- 10 - Robert Price (DAR #A093063; Patriotic Service – Member of Commission of Safety 1775)
- 11 – Henry Stoll/Stull (DAR #A215684 – Patriotic Service – rendered aid)
- 12 - Daniel Struble (DAR #A111862; Ensign, Sussex Co Militia & Patriotic Service-signed Oath of Council of Safety)
- 13 - (Johannes) Leonard Struble (DAR #A111827; Private, Quartermaster General's Department)

Price Family Burial Ground

- 1- Zachariah Price (DAR #A093129; Private, Capt. Stoll's Co., 2nd Regiment, NJ State Militia; Commissary, Westbrook's Battalion)

Franklin Borough**Anabaptist Cemetery**

- 1. Michael Rorick (SAR; Private, Army, widow received pension from Tennessee)

Fredon Township

Hunts Field Burial Ground

- 1 - Ralph Hunt (DAR #A060331; Private, Capt. Harker's Co., 2nd Reg., Sussex County, NJ Militia)
- 2- Richard Hunt (DAR #A060335; Private, Moore's Reg., Sussex County, NJ Militia; Patriotic service -paid for service)

Hamburg Borough

Hamburg Baptist Church Cemetery (Baptist Burying Ground)

- 1 – James Edsall (DAR #A036455; Private, Capt. Seward's Co., Col Hankinson Reg., Sussex County NJ Militia)
- 2 - James Hamilton (Private, 2nd Regiment, Sussex County NJ Militia)
- 3 - Henry Simpson (Private, New Jersey Militia)
- 4 - Conrad Tinkey (Tinkee)(Private, 2nd Regiment, New York Orange County Militia)
- 5 - Henry Winfield (DAR #A128470; 4th Regiment, New York Orange County Militia)

Hampton Township

Northrup Family Burying Ground

- Johann Heinrich (Henry) Bale Sr. (DAR #A005378: Patriotic Service – paid for services rendered)

The Unknown Soldier

- On Cherry Lane – marker placed by Chinkchewunska Chapter NSDAR

Hardyston Township

Canistear Cemetery

- John Crane (DAR#A027430) Private, Capt. Kinney's Company of Light Horse, Morris Co. Militia)

North Hardyston/North Church Cemetery

- 1 – Charles Beardsley (DAR #A008100; Patriotic Service-pd for services rendered; Captain, Warwick Co., Hathorn's Reg., NY Orange Co Militia)
- 2 - Ashman Carpenter (DAR #A019377; Private, Capt. Ward's Co., Seely Eastern Battalion, Morris County NJ Militia)
- 3 - Isaac Cary (DAR #A020197; Patriotic Service – pd for services rendered- loaned \$ to gov'mt to finance war; Justice of the Peace
- 4 -John Lynn (Private and then Sergeant, Capt. Manning's Co., 1st Reg. Sussex Co NJ Militia)
- 5 - James Scott (DAR#A101502; SAR#63862; Private, Capt. Beckwith's Co., 2nd Reg. Sussex County NJ Militia)
- 6 - Ebenezer Tuttle (DAR#A131785; Private, 2nd New Jersey Cavalry, Morris County NJ Militia)
- 7 - Simon Wade (SAR #51334; Private, Capt. Hill's Co., 2nd Regiment, Sussex County NJ Militia – powder man)

Willistine (Woods) Cemetery

- 1 - Edward Keeler (DAR #A063859; SAR#87544; Private, Capt. Black's Co., Col. Malcolm's Regiment; and Private, Smith's Co., Spencer's Regiment, Continental Troops)
- 2 - David Phillips (Drummer & Private; under Capt. Rosenkrans & Col. Dubois, New York Line)
- 3 - Isaac Tomkins (Private, Morris County NJ Militia)

Montague***Montague Dutch Reformed Churchyard***

- 1 - Martinus Westbrook (DAR #A123311; Patriotic Service- Wagoneer; Private, Westbrook's Co., Capt. 3rd Reg. Sussex Co. Militia)
- 2 - Welhemus Westbrook (DAR #A123319) Ensign, Capt. Harker's Co., 2nd Regiment, Sussex County Militia; Private, Capt. Edsall's Co., NJ State Troops)
- Old Minisink Reformed Dutch Cemetery
- Abraham Shimer (DAR #A103733; Captain, 2nd Company, 3rd Reg. Sussex County Militia)
- 2- Samuel Westfall (DAR #A123467; Private, Capt. Kirkendall's Co., Sussex County NJ Militia & State Troops)

Westbrook Family Cemetery

- Severyne Westbrook (DAR#A025252; Ensign, Cortwright's Co., Martin's Reg, 3rd Battalion, Sussex County NJ Militia)

Newton***Newton Cemetery***

- 1- John Kays (SAR#58015; Lieutenant, Capt. Gunterman's Co., 2nd Reg. Sussex County NJ Militia; Aid to Washington)

Old Newton Burial Ground

- 1 - Letitia Thornton Anderson (Patriotic Service – member Ladies of Trenton, Sussex County)
- 2- Thomas Anderson (Private, Minuteman, Sussex Co, NJ Militia & Ass. Quartermaster, NJ State Troops; & Patriotic Service – Chairman of delegation to Convention 1774; member Committee of Safety 1775-1777)
- 3 - John Couse (DAR#A026727; SAR#75067; Private, Capt. Walton's Light Dragoons & Commissary Dept., NJ)
- 4 - Matthew Davis (SAR#23356; Private, 3rd Co., 3rd Reg, New York Troops; Quartermaster, Lasher's Reg., NY)
- 5- John Drake (DAR#A033378; Private, Capt. Carle's Troop of Light Horse, Hunterdon Co NJ; Express Rider)
- 6 - Samuel Harden (Private, Hasbrouck's Reg. (4th Reg.) Orange County New York Militia)
- 7 - Jacob Hendershot (DAR #A054630; Private, Bet's Co Sussex Co Militia, & Lieutenant, Struble's 2nd Brigade, 7th Sussex County Militia)
- 8 - John Holmes (2nd Lieutenant, Longstreet's Co., 1st Battalion, 1st Establishment; 2nd Lieutenant, Polhemus's Co., 1st Battalion, 2nd Establishment; Captain, 1st Regiment, Continental Troops)
- 9 - Henry Johnson (DAR#A063223; SAR#29427; Corporal, 2nd Reg., 2nd Battalion, 2nd Establishment NJ Line; Quartermaster (Captain), 2nd Reg. Sussex Co. Militia)
- 10 - Richard Lloyd (1st Lieutenant, Imlay's Co, 3rd Battalion, 1st Establishment; Captain, Hazen's Regiment (2nd Canadian), Continental Army; Major by brevet)
- 11 - Charles Pemberton (Private, Sussex County, NJ Militia; Colonel after war)

- 12 - Theodorus Polhemus (DAR#A090116; SAR; Private, then Corporal, 6th Regiment, Dutchess/Orange Co, New York Militia)
- 13 – John Stoll/Stull (DAR #A217394; Patriotic Service – member Committee of Safety & rendered aid)

Sandyston Township

Hainesville Cemetery (Shaytown Burial Ground)

- 1 - Benjamin Depue(Depew)(DAR#A032028;Private, 5th Battery, 3rd Co, Capts. Nilson & Gaston, Pennsylvania)
- 2 - Timothy Shay (DAR#A102243; Private, 6th Regiment, Continental Line, Capt. Clift & Col. Parsons, Connecticut)

Mettler Cemetery

- 1 – Evan Bevans (DAR#A009798; Private, Morris County, NJ Militia)
- 2 - Jacob Emery (Private, Morris County, NJ Militia)

Minisink-Westbrook Family Cemetery (Gumaer)

- 1 – Benjamin Ennis (Lieutenant, Pennsylvania Militia)
- 2 - Richard Rosenkrans (Private, Pennsylvania Militia)
- 3 - Peter Westbrook (Captain, 3rd Company, 3rd Regiment, Sussex County, NJ Militia)
- And monument to unknown soldiers from the Battle of Conneshaugh

Sparta Township

Sparta Cemetery (Presbyterian Church)

- 1- Japhet Byram (Private; Morris Co. Militia)
- 2 - Benjamin Chamberlain (DAR#A026594; Patriotic Service – furnished material aid: boots, food, munitions)
- 3 - Amos Dustin (Private, Capt. Shaver’s Troop of Light Dragoons, NJ Volunteers, also Mass. Militia)
- 4 - Elias Ogden (Private – Continental Troops, “Jersey Line” under Col Dayton, 1776; SAR #6697)
- 5 - Phebe Hetfield Ogden (Patriotic Service – member Ladies of Trenton, Sussex County)
- 6 - Robert Ogden, 2nd (DAR#A085772; Patriotic Service- Chairman Elizabethtown Committee of Safety, NJ)
- 7 - Robert Ogden, 3rd (DAR#A085773; Patriotic Service- Commissary of Issues & of Prisoners, NJ)
- 8 - John Polhemus (Captain, 4th Co,1st Bat, 1st Est. Continental Troops, “New Jersey Line”; then promoted to same unit for 2nd Establishment)

Vaughan Cemetery

- 1 – Abraham Bedell (SAR; Private, Essex County, NJ Militia)
- 2 - William Littell (DAR#A070528; Private, Sussex County Militia & Foragemaster; Private, Capt. Laing’s Regiment, Essex County NJ Militia, 1777,1780,1781)

Stillwater Township

Harmony Hill Methodist Church Cemetery

- 1 – Cornelious Devore (Private, Pennsylvania Line)

(Old) Stillwater Cemetery

- 1 – Casper/Jasper Ciser/Kizer (Patriot: paid for providing goods (shirts) and services (bleaching linen))
- **2 – Daniel Harker (DAR#A050641; Lieutenant Colonel, 2nd Reg. Sussex Co NJ Militia) (NOTE: the headstone here as Major Daniel Harker is for his son who served in the Pa. Insurrection and War of 1812)
- 3 – Joseph Huff/Hough (DAR# A215818; Private, Sussex County Militia)
- 4 - William Savacool (Private, Sussex County, NJ Militia)
- 5- Casper Shaver (Shaffer) (DAR#A102545; Patriotic Service – member of Provincial Congress, Sussex Co NJ & appointed to Committee of Safety for Hardwick Twp, Sussex Co NJ– collected fees)
- 6- Peter Shaver (Shaffer) (DAR#A102725; Captain, 2nd Regiment under Col. Hankinson, Sussex Co NJ Militia; & Civil Service/Patriotic Service – member of Town Committee and tax collector, 1777)
- 7 - Jacob Staley – (DAR #A215295; Private, Sussex County Militia)
- 8- Peter Wintermute (DAR#A128947, Private, Sussex Co NJ Militia)

Van Horn Burying Ground

- Cornelious Van Horn (Private, Capt. Pittinger's Co., 1st Reg., Sussex County NJ Militia; promoted to 2nd Lieutenant of same unit 1777)
- Simon Van Horn (Sergeant, 1st Regiment Continental Troops, NJ, under Col. Ogen and Capt. Vooches; also served as a Private under Capt. Longstreet and Col. Ogden, 1st Regiment, NJ ; DAR#A128373)

Vernon Township

Cherry Ridge Cemetery

- 1 - William Utter (Private, Capt. Myrick's Company of Rangers, 7th Regiment, Dutchess County, New York)

DeKay Family Cemetery #1

- 1 - William Blain (Captain/then Major, of same unit; 4th Reg., under Col. Hathorn, Orange Co. NY Militia; also Captain, Sussex County Militia)

DeKay Family Cemetery #2

- Thomas DeKay 2nd (Private, Hathorn's Reg.- 4th Reg., Orange Co. NY Militia; also Private, Capt. Denton's Reg. – 3rd Reg., Orange Co. NY Militia (Land Bounty Rights); also Private, Sussex Co. NJ Militia)

Hinchman Family Burial Ground

- 1 -Dr. John S. Hinchman (DAR#A055034; Soldier, Sussex Co, NJ Militia) (possible doctor)

Longwell- Drew Cemetery

- David Longwell (Private, Capts. Webb & Whitney, 9th Reg. Connecticut Militia; also, Private, 4th Reg. Westchester County, NY Militia)
- John Longwell (Private, Sussex Co. NJ Militia; also, Private, Hathorn's Reg. (4th Reg.). Orange Co. NY Militia)
- Stephen Trusdell, Jr. (Private, Continental Army, Capt. Lyon's 4th Reg. 4th Bat., 2nd Establishment; also, Private, Capt. Edsall' Co. 2nd Reg, Sussex Co. NJ Militia)

McCamly Burial Ground

- 1- David McCamly, Jr (Captain, then Colonel of same; Col. Hathorn's 4th Regiment, Orange County, New York)
- Vernon Cemetery
- Nathan Benjamin (Private, Hathorn's Reg. NY Militia; also, Suffolk Co. NY Militia, 1st Reg. of Minutemen under Col. Smith; also, Private, Sussex Co. Militia)
- William Burns (Private, Hasbrouck's Reg. NY Militia; also, 1st Reg. NY Levies-1780)
- Richard Edsall (1st Lieutenant, 1777-1780, Capt. Forman's Co. (6th Co.), Col Spencer's Reg, 4th Battalion, 2nd Establishment, Continental Troops; also Captain, 2nd Regiment, Sussex County, N.J. Militia; also Captain, New Jersey State Troops)
- William Winans (Private, Capt. Ten Eyck's Co, 1st Bat, Somerset Co. NJ Militia)

Williamsville – Moshure Cemetery

- 1 – Zenus Riggs (Private, Morris Co NJ Militia)
- 2 – John Williams (DAR#A126229; Private, NJ Regiment of Foot, Capt. Holme's Co., 1st Reg., NJ Militia)

Walpack Township***Lower Walpack Cemetery***

- 1 - Andries Cole (DAR #A215523; Patriotic Service – paid supply tax 1782; paid for boarding men)
- 2 - Nicholas Emans (Patriotic service -paid for boarding men)
- 3 - William Hill (DAR#A056105; SAR#72749; Private, New York Militia, serving intermittently- under Captains Swartout, Van Wyck and Humphrey; then Corporal serving under Capt. White in col Wissenfelt's Regiment; also served under General Stark of Vermont)
- 4 - Jonas Smith (DAR#A106168; Soldier, serving under Capt. Long, Northampton County, Pennsylvania Militia, 1782)
- 5 - Nathaniel VanAuken (DAR#A117151; SAR#14290; Private, State of New York, serving at various times from 1779-1782 under Captains Cortright, Westfall, Hatfield and Wissenfels)
- 6 - Isaac Van Campen (patriotic service – paid for boarding men)

Shapanack Cemetery (Symmes)

- 1 – John Rosenskrans (Colonel, 3rd Regiment, Sussex Co NJ Militia; also Colonel, Continental Army Minute Man/Militia)

Wantage Township***Beemerville Cemetery***

- 1.- Lemuel Tingley (Private, 3rd Regiment New Jersey Volunteers)

Clove Cemetery

- 1 – Josiah Decker (DAR#A031256; Private & Ranger under Capt. Coykendall, Sussex Co NJ Militia)
- 2 - Jacob DeWitt (DAR#A032447; Patriotic Service – Member of Committee of Safety & rendered material aid)

- 3 - Moses DeWitt (DAR#A032458; Private, under Capt. Cole and Col. Seward, 2nd Regiment, NJ Militia, marksman)
- 4 - Samuel Lambert (DAR#A068148; Private, under Captains Craig, Morrison, Freeman and Lane, Col. Ogden's Essex Co NJ Militia; also, Private, Capt. Lyon's Co., 4th Battalion, 2nd Establishment, Continental Troops; also Private, Capt. Laing's Co., 1st Reg. Essex Co. State Troops)

Coe-Smith Cemetery

- 1 - Jacobus (James) Glann (Private, Captain Helm's Co, 2nd Regiment, Continental Troops)
- 2 - Daniel Myers (Miers) (Sergeant, Orange County, New York)

Deckertown-Union Cemetery

- 1 - Evi Adams (DAR#A000481; Private, 2nd Reg, Sussex Co NJ Militia & Patriotic Service -rendered material aid against the Tories)
- 2 - Azariah Martin (DAR#A074082; Quartermaster, Woodhull's Company of Light Horse, Orange Co, New York)
- 3 - Humphrey Martin (Patriot; transportation of goods)
- 4 - Jeremiah Martin (Private, Somerset County, NJ Militia)
- 5 - Nathaniel Martin (DAR#A074444; Private, Sussex Co NJ Militia)
- 6 - Gasper Rorick (DAR#A097606; Private, Sussex Co NJ Militia) (listed under Casper)
- 7 - Samuel Shelley (DAR#A128276; Private, 2nd Regiment, Essex Co NJ Militia)

Old Beemerville Church Cemetery

- 1 - William Hedglen (Private, NJ Volunteers)
- 2 - Elijah Van Auken (DAR#A117138; Lieutenant, 1 Lt Goshen Regiment, New York) (incorrectly listed as Elias)

Old Clove Church Cemetery

- 1 - Jacob Courtright (Private, 3rd Battalion, Sussex Co NJ Militia)

Wantage Cemetery (Slauson Cemetery)

- 1 – Levi Ayers (DAR#A004113; Patriotic Service- paid for services rendered; also Private, Sussex Co NJ Militia?)
- 2 – Robert Carr (Private, Shepherd's Co., Hathorn's Reg. (4th Orange County Reg.) New York Militia)

SOURCES AND FURTHER VERIFICATION

This curriculum was developed in partnership with the Sussex County Historical Society, which reviewed the content for historical accuracy. The list of Revolutionary War veterans and patriots in Section VIII and the accompanying cemetery appendix were provided by the local chapter of the Daughters of the American Revolution (DAR).

Teachers and readers seeking to verify specific details — including DAR/SAR record numbers, cemetery locations, or biographical facts — are encouraged to contact the Sussex County Historical Society or consult the DAR's Genealogical Research System directly.

A note on verification items (as of this draft): (1) The Baxter/Backster family name and lineage — the Vernon Township Historical Preservation Commission confirmed both 'Baxter' and 'Backster' were historically used to identify this Glenwood family. Additional research against Snell's *History of Sussex and Warren Counties, New Jersey* (1881, pp. 290, 352, 373) and a Cowan's Auctions catalog description of the family's Civil War-era letters confirms the generational chain: George Baxter (surveyor, Assessor from 1799, built the homestead c. 1795, d. 1817-1820) — his grandson John C. Baxter (farmer, d. 1872) — John C.'s son Charles J. Baxter (1842-1911, Civil War Sergeant, 27th NJ Volunteer Infantry, later State Superintendent of Public Instruction 1896-1911). This confirms Charles J. Baxter as George's great-grandson. Two supporting details — that Glenwood was historically known as North Vernon until it was renamed in October 1868, and that George Baxter served as an estate evaluator — are documented respectively in New Jersey Postal History Society records and an 1807 Vernon Township probate inventory (Sussex County probate records). George Baxter's work alongside regional surveyors and landholders, including Richard Edsall, is documented in the New Jersey Historical Society's collection of early surveyor and land papers. Two claims from an earlier draft of the homestead's Certificate of Eligibility application — that George held the title 'Colonel' and served as a 'Commissioner' in 1812 — are not corroborated by the 1881 county history and have been removed pending confirmation against the Sussex County Commission Books (Sussex County Clerk's Office, Newton, NJ), the likeliest primary source for that specific appointment. (2) The Week 2, Day 1 passage on Lafayette-area dairy shipping has been revised per historical guidance confirming the broad pattern (Sussex Railroad reaching Lafayette in 1869; local creameries shipping primarily milk, plus mixed produce and livestock, to the New York City/Newark market through the early 1900s, with decline by the 1920s-1930s as trucking took over) — this update is reflected in the current text.

TEACHER RESOURCE APPENDIX C**Additional Teacher Maps & Historical Resources**

These resources are intended to supplement instruction throughout this curriculum. Teachers may reproduce these pages for classroom use and refer to the Suggested Lessons provided with each figure for recommended placement within the instructional sequence. The resources are optional and may be used to enrich instruction, reinforce key concepts, or support classroom discussions and student activities.

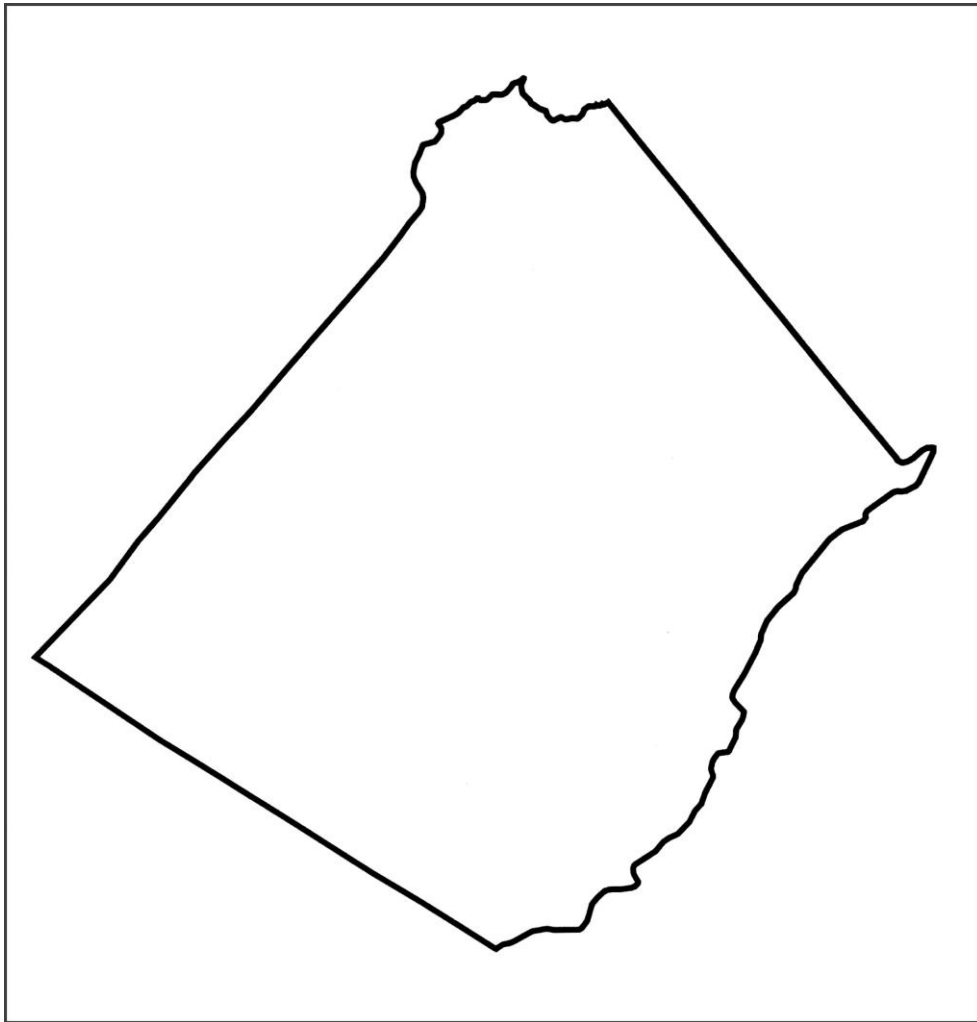
TEACHER RESOURCE APPENDIX C**Figure C-1 • Blank Sussex County Map**

Figure C-1. *Outline map of Sussex County, New Jersey, for student labeling and mapping activities.*

Source: Curriculum-prepared outline map.

Suggested Lessons

- Week 1 Day 1 – From Ice Age to Lenape and Early Settlement
- Week 1 Day 2 – The Three Regions of Sussex County
- Week 2 Day 1 – Industries of the 1800s
- Week 2 Day 2 – Turnpikes, Canals, and Railroads
- Week 3 Day 2 – Conservation and Parks

Teacher Tip

Keep a class set of this blank map on hand and reuse it throughout the unit. As each lesson introduces new content, students add another layer to the same map or to a fresh copy: regions and landforms in Week 1, mines, mills, and transportation routes in Week 2, and parks and protected lands in Week 3. By the end of the unit, the accumulated maps become a visual record of everything students have learned about Sussex County.

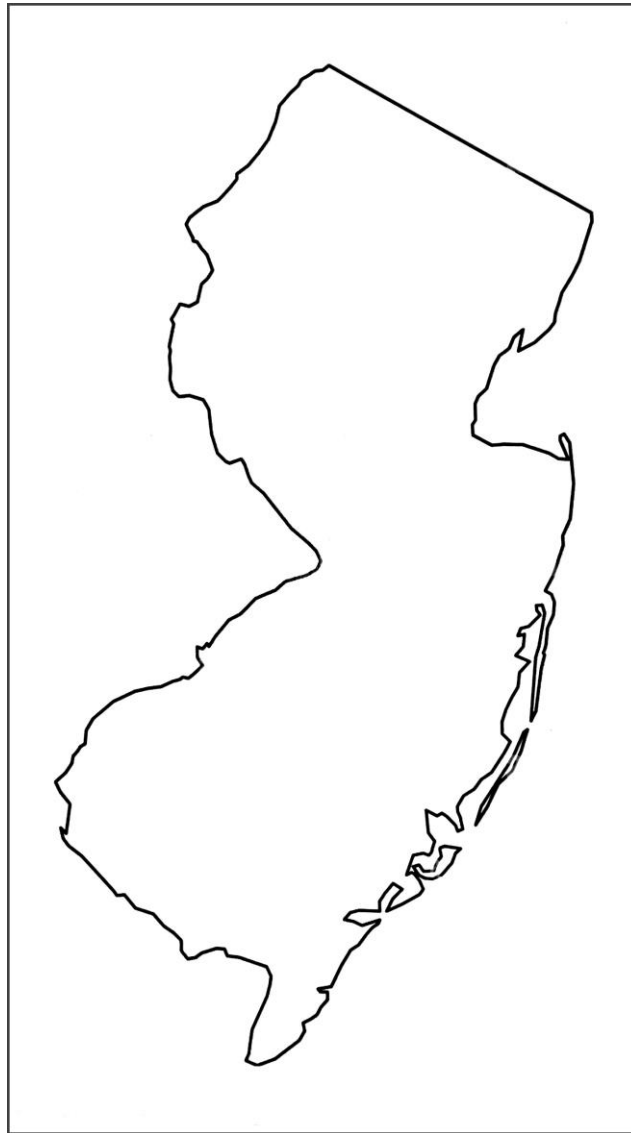
TEACHER RESOURCE APPENDIX C**Figure C-2 • Blank New Jersey Map**

Figure C-2. *Outline map of New Jersey for locating Sussex County within the state.*

Source: Curriculum-prepared outline map.

Suggested Lessons

Week 1 Day 5 – Early Conflicts and the Formation of Sussex County

Week 2 Day 3 – The War of 1812 and Local Industry

Revolutionary War Enrichment – Mini-Lesson 3: Revolutionary Choices: Patriot or Loyalist?

Teacher Tip

Have students shade or outline Sussex County in its northwest corner of the state, then add the places each lesson mentions beyond the county line — Trenton, the Delaware River, the New York border, or the routes goods traveled during wartime. Locating Sussex County on the state map helps students connect local history to the rest of New Jersey and see why events elsewhere in the state mattered at home.

TEACHER RESOURCE APPENDIX C

Figure C-3 • 1775 Northern New Jersey Map

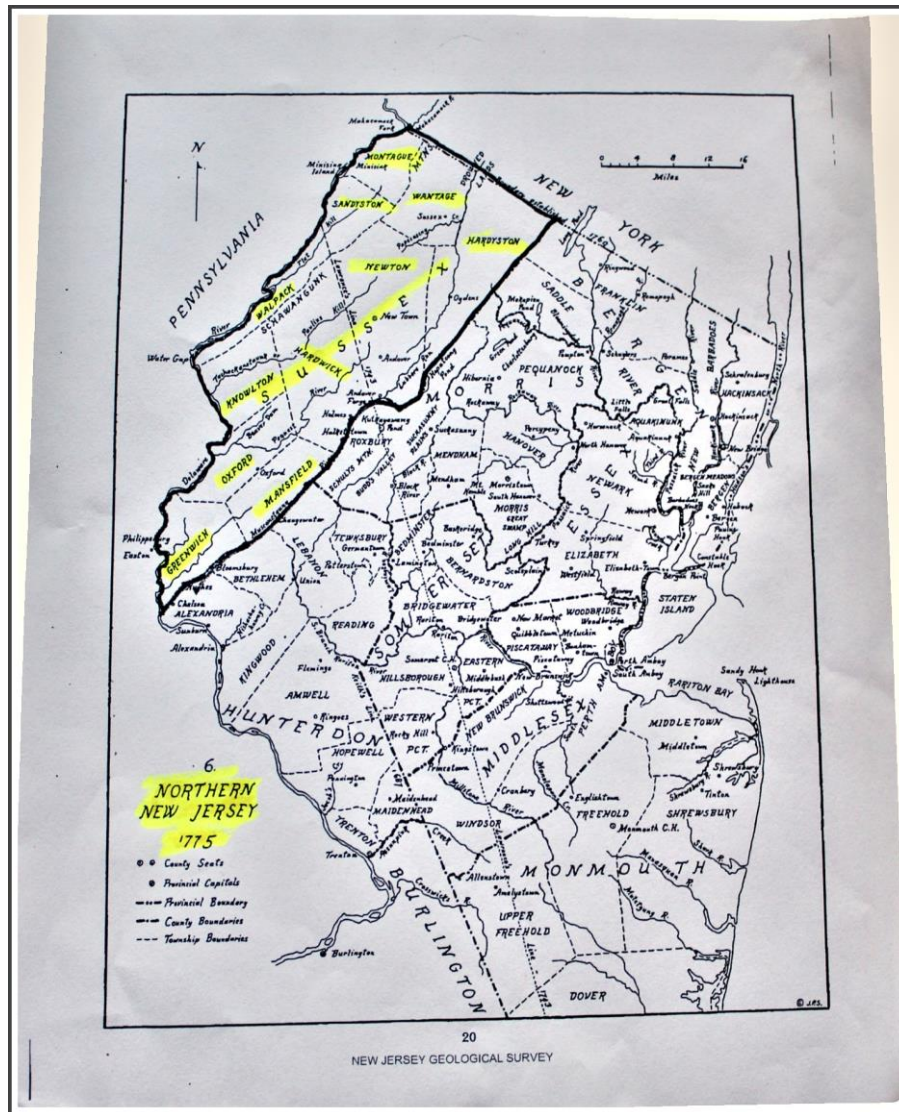


Figure C-3. Northern New Jersey in 1775, showing colonial-era county and township boundaries, county seats, and the disputed New York boundary lands; original Sussex County townships are highlighted.

Source: New Jersey Geological Survey.

Suggested Lessons

- Week 1 Day 5 – Early Conflicts and the Formation of Sussex County (Boundary Line War)
- Week 1 Day 2 – The Three Regions of Sussex County (colonial geography connection)
- Week 4 Day 1 – Regions and Resources Review (colonial geography comparison)

Teacher Tip

Project this colonial map beside a modern map of New Jersey and ask students what has changed and what has stayed the same. Students can find the original Sussex County townships, notice that Sussex County once included today's Warren County, and trace the disputed boundary lands along the New York line — a concrete way to see why the Boundary Line War happened and how county boundaries change over time.

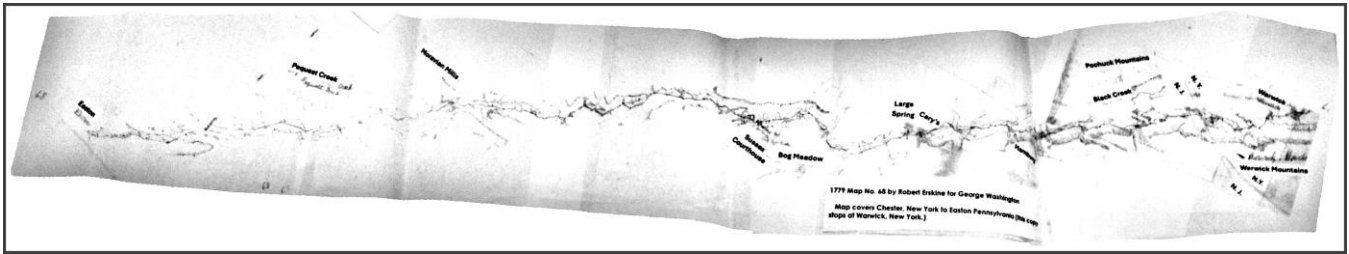
TEACHER RESOURCE APPENDIX C**Figure C-4 · Robert Erskine Military Survey Map (1779)**

Figure C-4. Robert Erskine's 1779 military survey (Map No. 68) prepared for George Washington, showing the route from Chester, New York, to Easton, Pennsylvania, through present-day Sussex County. This reproduction ends at Warwick, New York.

Source: Robert Erskine, 1779 Map No. 68, surveyed for General George Washington.

Suggested Lessons

Revolutionary War Enrichment – Mini-Lesson 3: Revolutionary Choices: Patriot or Loyalist?

Appendix A – Primary Source Mini-Activities (primary source map analysis)

George Washington discussion – any lesson referencing the Continental Army in northern New Jersey

Teacher Tip

Use this map as a primary source analysis activity. Ask students to identify labeled locations that still exist today — Sussex Courthouse (Newton), Hamburg, Black Creek, and the Pochuck Mountains — and discuss why General Washington needed careful road surveys through Sussex County during the Revolutionary War. Enlarged detail views of the western, central, and eastern sections appear on the following page.

TEACHER RESOURCE APPENDIX C

Figure C-4 (Continued) • Erskine Map Detail Views

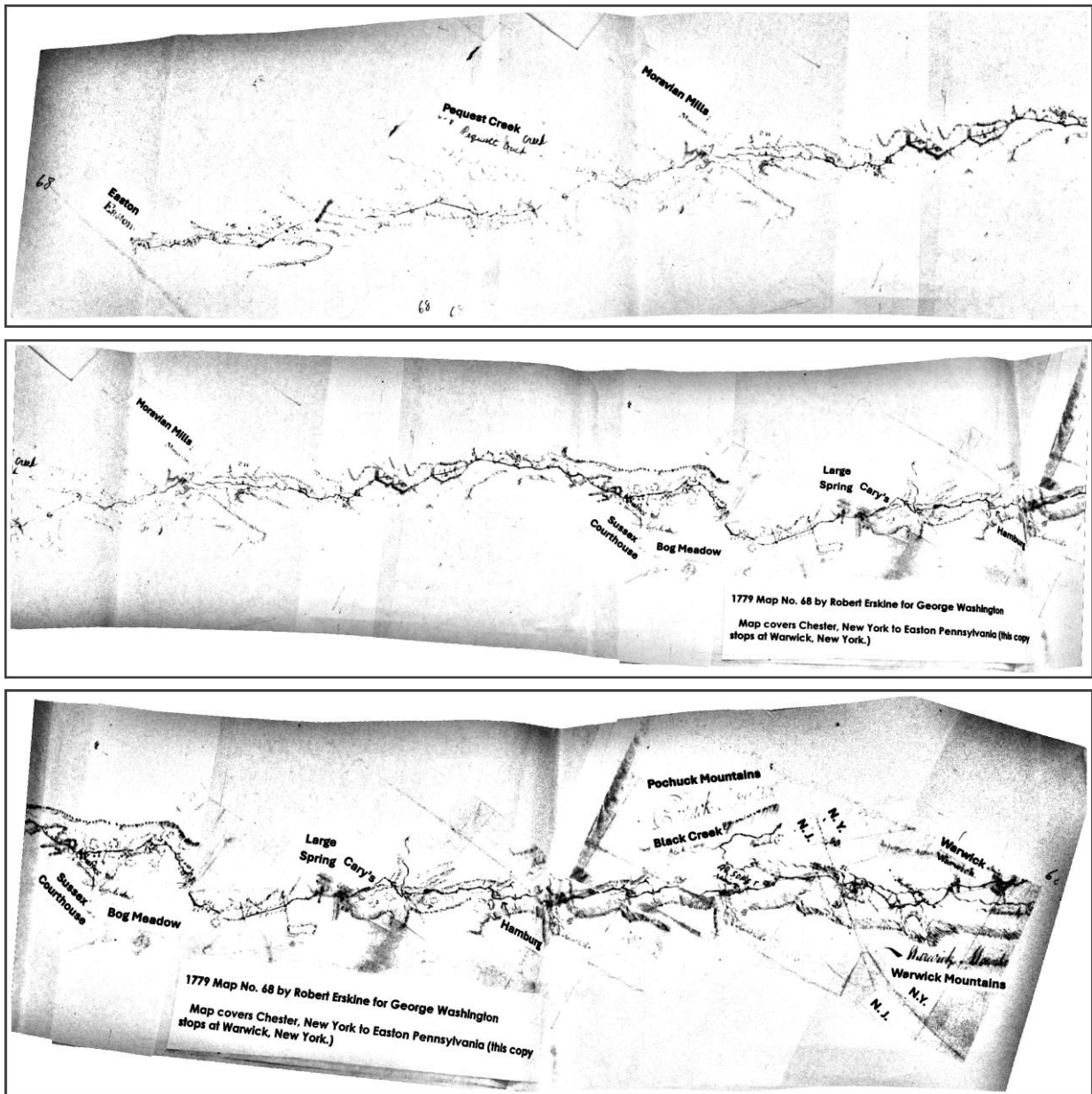


Figure C-4 (Continued). Enlarged sections of the 1779 Erskine survey, reading west to east: Easton and Pequest Creek (top); Moravian Mills, Sussex Courthouse, Bog Meadow, and Hamburg (middle); Black Creek, the Pochuck Mountains, and Warwick at the New York line (bottom).

Source: Robert Erskine, 1779 Map No. 68, surveyed for General George Washington.

Teacher Tip

Print or project one detail panel at a time so students can read the period place names closely. Small groups can each take one section, list the locations they recognize, and report where their section fits along the Chester-to-Easton route.

TEACHER RESOURCE APPENDIX C

Figure C-5 • Highlands Iron Mining Map

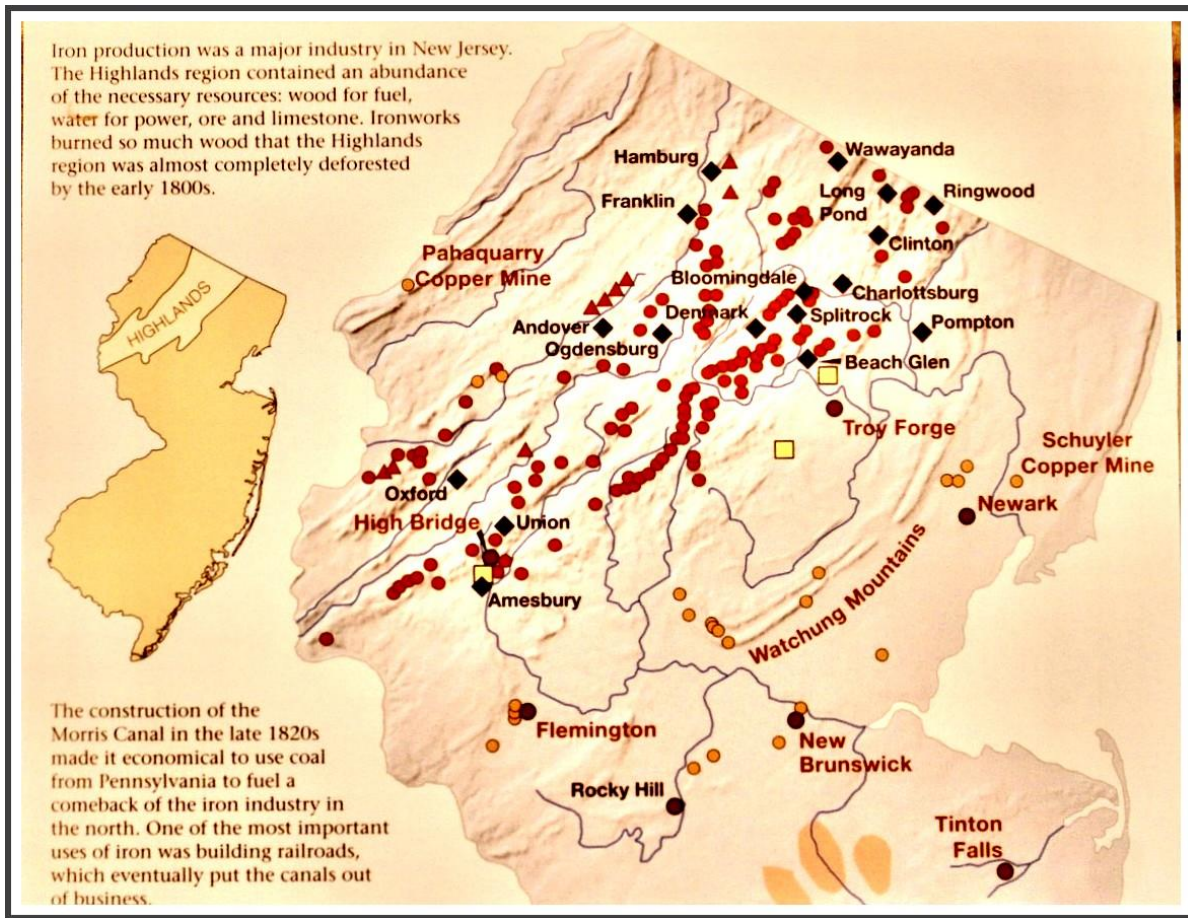


Figure C-5. Iron mines, forges, and furnaces of the New Jersey Highlands, including Franklin, Ogdensburg, Andover, and Hamburg, with the Highlands region shown on the state locator map.

Source: Classroom reference map of the New Jersey Highlands iron industry.

Suggested Lessons

Week 2 Day 1 – Industries of the 1800s

Week 2 Day 3 – The War of 1812 and Local Industry

Teacher Tip

Use this map to answer the question, “Why here?” Point out how the cluster of mines and ironworks follows the Highlands ridge, where ore, limestone, wood for fuel, and waterpower were all found together. Students can locate Franklin, Ogdensburg, Andover, and Hamburg, then connect the map’s notes about the Morris Canal and railroads to what they learn about moving iron to market.

TEACHER RESOURCE APPENDIX C

Figure C-6 • Sussex County Municipalities During the Revolutionary War

Sussex County Municipalities	
Sussex County Municipalities at the time of the Revolutionary War	
Walpack Township	1731
New Town Township	1751
Wantage Township	1754
Montague Township	1759
Hardyston Township	1762
Sandyston Township	1762
Greenwich Township	1738
Hardwick Township	1750
Mansfield Township	1754
Oxford Township	1754
Knowlton Township	1763

Page 1 of 1

Figure C-6. *Sussex County municipalities established by the time of the Revolutionary War, with founding dates; the lower group lies in present-day Warren County, which remained part of Sussex County until 1824.*

Source: Curriculum-prepared reference list.

Suggested Lessons

Week 1 Day 5 – Early Conflicts and the Formation of Sussex County

Revolutionary War Enrichment – Mini-Lesson 3: Revolutionary Choices: Patriot or Loyalist?

Teacher Tip

Compare this list with a current list or map of Sussex County's municipalities. Students can identify which Revolutionary-era townships still exist today, which names have changed, and which townships now belong to Warren County — a quick, concrete way to show that local government boundaries have their own history.

TEACHER RESOURCE APPENDIX C

Resource Index

Resource	Figure	Suggested Lessons	Purpose
Blank Sussex County Map	C-1	W1D1, W1D2, W2D1, W2D2, W3D2	Student labeling activities
Blank New Jersey Map	C-2	W1D5, W2D3, Enrichment	State geography
1775 Northern New Jersey Map	C-3	W1D5, W1D2, W4D1	Colonial geography
Robert Erskine Military Survey Map (1779)	C-4	Enrichment, Appendix A Primary Source Mini-Activities	Primary source analysis
Highlands Iron Mining Map	C-5	W2D1, W2D3	Industry & geography
Sussex County Municipalities During the Revolutionary War	C-6	W1D5, Enrichment	Colonial government

W = Week · D = Day · Enrichment = Enrichment Mini-Lesson 3 (Revolutionary Choices: Patriot or Loyalist?)

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