

New Jersey Women's History

Elementary School Lesson Plan

Museum Curator: Children's Experiences

Part I: Introduction

Welcome to the New Jersey Women's History "Museum Curator" Web Quest. We ask you to be our museum curator because we have a major problem. Our problem is that we have so many wonderful pictures but we do not know how we should place them on our museum walls.

On the following pages, you will see images of children's experiences in New Jersey. Some of the images are photographs and others are drawings. These images may be grouped in a variety of ways and we want you to look at them and make some decisions. You will be following a web quest, an adventure on the Internet.

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Part II: Task

Your task, as a museum curator, is to design an exhibit of art work. This special exhibit is on children and teenager's experiences while growing up in New Jersey. You will see many photographs and drawings of children and teenagers with their families. As a curator, you will need to look carefully at these pictures and decide how they should be displayed.

The exhibit that you are creating will be mounted on poster board or a tri-fold display board in your classroom.

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Elementary School Lesson Plan

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Part III: Process

To fulfill your task you need to follow a particular process.¹

The first step is observation:

1) Study each picture for at least two minutes. **Form an overall impression** of the picture and then **examine individual items** (for example, people and what they are doing, objects in the picture, etc.).

2) Next divide the picture into 4 parts, like this:



and study each section to see what new details you notice.

3) On a separate piece of paper, write down the people and objects that you see.

4) On this same piece of paper, write down what they are doing.

¹ Adapted from the National Archives and Records Administration, www.nara.gov/education.

New Jersey Women's History

Elementary School Lesson Plan

Museum Curator: Children's Experiences

Part IV: Resources

This resource page is the beginning of your picture library. The following pages contain the pictures that you may choose from.

Image 1



Strawberry Fields, Burlington County, 1869. A *Harper's Weekly* newspaper illustration.

Image 2



Cranberry Bog, Ocean County – Pickers at Work, 1878. A *Harper's Weekly* newspaper illustration, November 10, 1878.

Image 3



Morris Canal Workers, 1885, an illustration from *Frank Leslie's Illustrated Newspaper*.
For more information on this illustration, go to the WPNJ data base.

Image 4



Evelyn College Students, c. 1890. *Courtesy* of the Princeton University Library.

Image 5



“Bessie” Holmes Moore (1876-1959), age 16. Source, "Coming Tennis Champion," *Harper's Young People*, August 9, 1892, p. 683.

Image 6



College of St. Elizabeth, Class of 1903 - First Graduates. These four young women comprised the first graduating class of the newly founded College of St. Elizabeth, Convent Station. (Left to right: Mary Ennis, Esther Kenna, Seton McKabe, Blanch Maskell.) The College opened in September 1899 and was incorporated by the Sisters of Charity in May 1900. It was the first permanent four-year college for women in the state. Courtesy of the College of St. Elizabeth.

Image 7



Working Girls' Gymnastics Club, 1907, Paterson women silk workers' athletic club.

Image 8



Ridgewood High School Girls' Basketball Team, 1909. *Courtesy* of the WPNJ Archives.

Image 9



Marietta Botto and Her Family, c. 1910.

Image 10



Douglass College Students, 1925.

Image 11



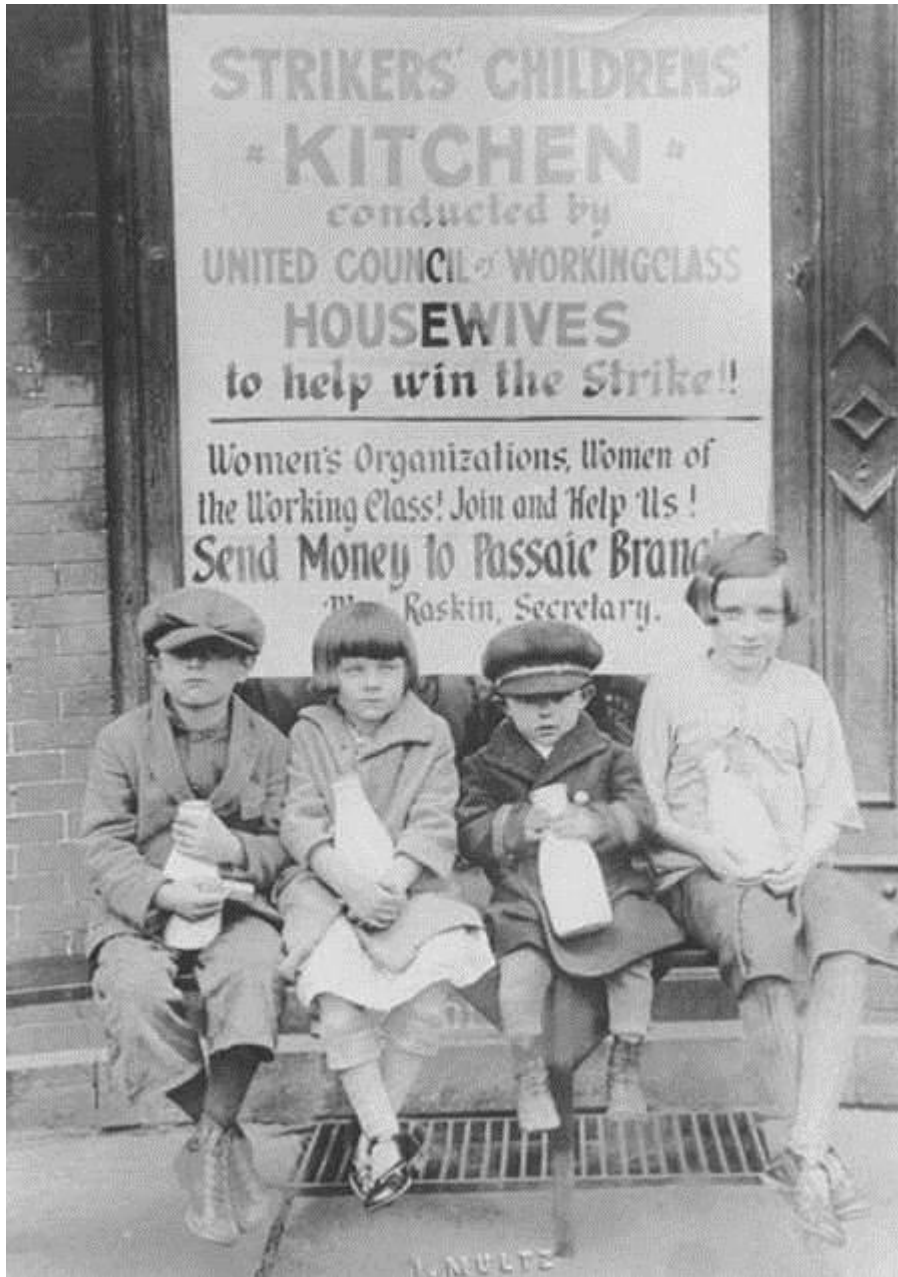
Nellie Morrow Parker (1902-1998), the first African-American schoolteacher in Bergen County.

Image 12



Eleanor Egg (1909-1999), pioneer athlete, 1925. *Courtesy* of the WPNJ Archive, [Special Collections/University Archives](#), Rutgers University.

Image 13



Strikers' Children's Kitchen, Passaic, 1926. Photograph of children outside a relief kitchen during the Passaic woolen strike.

Image 14



Child Labor on New Jersey Farms, 1940.

Image 15



Racially Integrated Classroom, Berlin Township, 1952.

Image 16



Women March for Equality. August 26, 1970, a photograph of marchers at the Garden State Plaza, Paramus.

Image 17



Male and Female Students at Rutgers College, 1972. Source, *Rutgers College Yearbook, Scarlet Letter*, 1972, p. 132.

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Part V: Standards

Art Education/History Education

Art Education

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual arts is critical to the success of New Jersey and the nation as we move into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop original ideas, increase their ability to solve problems, and interact in partnerships -- skills inherently learned through the arts.

An education in the arts has the potential to:

- Strengthen our ability to be creative and inventive decision-makers
- Develop a wide range of skills significant to many aspects of life and work
- Provide varied and powerful ways of communicating ideas, thoughts and feelings, both as individuals and as members of communities
- Enable us to understand and influence the increasingly complex technological environment affecting all aspects of our lives
- Provide a strong economic base through the state's cultural attractions
- Emphasize humanities education as a key to understanding the arts as products of complex social, cultural, and intellectual trends
- Enrich understanding of the human experience across cultures and histories, including the accomplishments of men and women of different ethnic, racial, and cultural backgrounds
- Provide valuable tools to enhance learning across all disciplines
- Empower people to create, reshape and fully participate in personal and community environments, to enhance the quality of life for all.
- All children require and must be provided with an opportunity for a meaningful arts education. These core curriculum standards provide the foundation for creating a framework for essential arts education in all New Jersey schools. They form the core of our expectations for New Jersey students.

History Education

New Jersey Core Curriculum Content Standards for Social Studies

Introduction

Citizen participation in government is essential in forming this nation's democracy, and is vital in sustaining it. Social studies education promotes loyalty and love of country and it prepares students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to make sense of current political and social issues. By studying history, geography, American government and politics and other nations, students can learn to contribute to national, state and local decision-making. They will also develop an understanding of the American constitutional system, an active awareness and commitment to the rights and responsibilities of citizenship, a tolerance for those with whom they disagree, and an understanding of the world beyond the borders of the United States.

The Supreme Court of New Jersey underscored the role of the social studies in fulfilling the state's obligation to offer all children a "thorough and efficient education" with these words:

“Thorough and efficient (education) means being able to fulfill one’s role as a citizen, a role that encompasses far more than merely registering to vote. It means the ability to participate fully in society, in the life of one’s community, the ability to appreciate music, art, and literature, and the ability to share all that with friends.”

Abbot v. Burke 119 NJ 287, pp. 363-364 (1990)

<http://www.state.nj.us/njded/frameworks/index.html>

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Elementary School Lesson Plan

Museum Curator: Children's Experiences

Part VI: Glossary

cu·ra·tor \ 'kyūr-, ā-tər, kyū-'rā-, 'kyūr-ə-\ n.

One who manages or oversees, as the administrative director of a museum collection or a library.

ob·ser·va·tion \, äb-sər-'vā-shən, -zər-\ n.

1.
 - a. The act or faculty of observing.
 - b. The fact of being observed.
2.
 - a. The act of noting and recording something, such as a phenomenon, with instruments.
 - b. The result or record of such notation: *a meteorological observation*.
3. A comment or remark. See Synonyms at [comment](#).
4. An inference or a judgment that is acquired from or based on observing.

Web Quest: The Web Quest Page at San Diego State University:

<http://webquest.org/index.php>