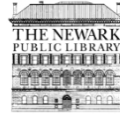




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Lesson Plan for High School

Historic Preservation and Community Research



The Krueger-Scott Mansion, one of the more than 70 sites in Newark on the National Register of Historic Places.

Essential Questions: Why is historic preservation important? How can we best preserve the past for future generations? What happens to neighborhoods when historic places are demolished or greatly altered?

Procedure:

Step 1: Activate student background knowledge

1. Begin the lesson by engaging students' background knowledge and asking what they think the term "historic preservation" means. Write the words "Historic Preservation" on the

board and write down key words students say about historic preservation. Use the essential questions of the lesson to help you lead a discussion.

2. After you have had a brief discussion with students about their own knowledge, go to the National Park Service's page on historic preservation at:
<https://www.nps.gov/subjects/historicpreservation/what-is-historic-preservation.htm>
3. Read the NPS's definition of Historic Preservation and ask students if there are any other key words they should add to their list about Historic Preservation.

Step 2: Article about the demolition of the old Science Park High School

1. As a class, read the article "Old Science High School in Newark demolished, leaving a trail of memories" by Barry Carter. This article will get students to think about issues surrounding historical preservation and the changing landscape of Newark. The article can be accessed at http://www.nj.com/essex/index.ssf/2017/02/old_science_high_school_in_newark_demolished_leavi.html
2. After reading the article, ask the following discussion questions: Why was the old Science High School demolished? What is going to be built in its place? How do people feel about their former school being destroyed? Do you think it was right to destroy the old Science High School or should it have been preserved?

Step 3: Group Brainstorming

1. During this step, students will start thinking about places that are historically significant in their communities.
2. Students will brainstorm a list of buildings that meet any of the following criteria:
 - a.) Older places that make the city of Newark unique
 - b.) Local places that may be historically significant to Newark
 - c.) Places that should be protected for the future residents of Newark
3. Encourage students to think about parks, bridges, schools, libraries, train stations, old homes, statues, and anything else that fits the criteria of any of the three categories. Students do not need to know the exact names of these places and may describe them instead.
4. As a whole class, allow students to share their lists and encourage students to share why they included these places on their lists.

Step 4: Find historic places in Newark

1. Explain to students that they are now going to search the National Register of Historic Places, which is "the official list of our country's historic buildings, districts, sites, structures, and objects worthy of preservation." As one of the oldest cities in the country, Newark has approximately 75 places on this list.

2. In small groups, have students go to the National Register of Historic Places to search for historic sites in Newark at: <https://npgallery.nps.gov/nrhp>
3. Allow students to browse results for the city of Newark. Ask them if any of the places they brainstormed in Step 2 are on the National Register of Historic Places.
4. Have each group pick a historic place from the list and fill out the “National Register Nomination Worksheet” from the National Park Service (see appendix A).

Step 5: Group presentations

1. In their small groups, students are to prepare a Google Slides or PowerPoint presentation about the history of their site. Their presentation should touch on each of the following topics and should include photographs showing how the place has changed over time:
 - a) Where in Newark is your historic place located?
 - b) What does your historic place look like? Give a detailed description of the size, shape, appearance, surrounding area, and other details about your place.
 - c) Give a brief history of the place you chose and why it is significant to the city of Newark.
 - d) How is the site being used today? Is it open to the public or is it abandoned? How could you preserve the site so that future generations can enjoy it?
 - e) How do you think Newark would be affected if your place were destroyed or changed? How would the character and appearance of Newark change? Make a compelling argument for why your place should be preserved and why Newark residents should care.
2. Students are encouraged to find information over the internet, at the library, and from visiting their site and the NJ Historic Society in person. Below are a list of digital resources students may consult:

Newark Public Library Digital Collections

<http://cdm17229.contentdm.oclc.org/>

Newark Preservation and Landmarks Committee

<http://www.newarklandmarks.org/>

Digital Archive of Newark Architecture at NJIT

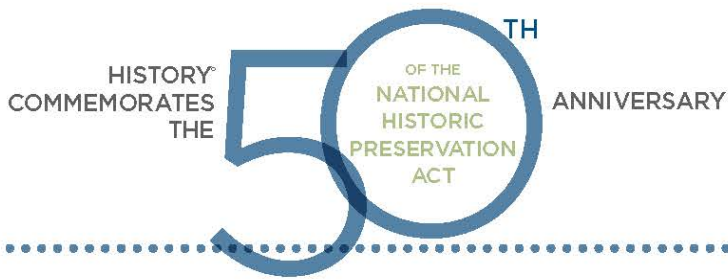
<http://dana.njit.edu/>

The Newark Experience: Architecture and Landmarks

<http://libguides.rutgers.edu/c.php?g=336802&p=2272558>

Step 6: Conclusion

1. After students present return to the essential questions of the lesson. Have students reflect on what they learned about historic preservation and Newark while doing research.



NATIONAL REGISTER NOMINATION WORKSHEET

1. What is the name of the historic place, as shown on the National Register Nomination Form?

2. Where is the place located?

3. When was it built or created?

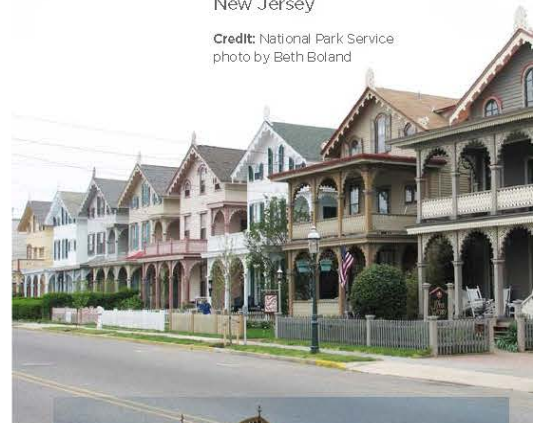
4. When was it nominated?

5. According to the nomination, how was it used originally?

6. Using information in Section 8 of the nomination, explain in your own words why people thought this property was significant enough to be listed in the National Register.

Victorian row houses in the Cape May Historic District, New Jersey

Credit: National Park Service
photo by Beth Boland



The historic "Lucy" building in Margate, New Jersey

Credit: National Park Service
photo by Beth Boland