



Mapping Change in Your Community Teacher Resource Packet

Thank you for registering for a Historic Newton youth program! In this packet you will find information about your visit, pre- and post-visit activities, and additional resources to support your teaching. Please reach out to education@historicnewton.org with any questions.

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Program Overview

Location: The Jackson Homestead & Museum, 527 Washington Street, Newton, MA 02458

Audience: Grade 2-6 Students

Duration: 1 ½ hours

Essential Question: How and why do communities change over time?

Overview: Students act as city planners and map makers to consider how Newton has been planned, developed, and lived in. They identify parts of a map, review a current map of the area around the Jackson Homestead, then compare the modern map to ones from the 1900s and 1800s. Students are then introduced to the five land use categories and identify examples for each. The program culminates in students using their newfound knowledge to design a map for Newton in the 19th century, then revising it for the 21st century.

About Your Visit

Mapping Change in Your Community is held at the Jackson Homestead and Museum. Students will be sitting and standing in the museum's galleries as they participate in the program. In order to preserve the artifacts and documents on display, flash photography is not allowed in the museum.

Parking is available on Washington Street and Jackson Road. Groups arriving on buses may be dropped off at the museum's driveway, but please do not park there.

We ask for at least 1 chaperone for every 6 students. Chaperones are expected to:

- Remain with the group at all times and model appropriate museum behavior.
- Assist the museum educator as needed, such as reading aloud to students, dividing students into groups, escorting students to the bathroom, or other classroom management tasks.
- Keep cellphones and other electronic devices silent.

Please have your students divided into groups of 4 prior to arrival; this will facilitate the hands-on part of the program. It will also be helpful if each group has a chaperone.

If you wish to conclude your program with a snack, please notify the staff in advance and plan for an additional 15 minutes. You must bring all snack supplies. There are no water fountains on site but students can fill their water bottles from the kitchen tap.

Suggested Vocabulary

Below are some terms that you might define and incorporate in your teaching about maps and city planning. Once you define the word with students, reinforce their understanding by using the term in context and supporting them in using their own words to describe what it means.

Compass rose: A symbol showing the principal directions printed on a map or chart.

Key: A key provides the information needed for the map to make sense. Maps often use symbols or colors to represent things, and the map key explains what they mean.

Land Use Categories: Land use specifies how the land and resources within it should be managed. The five categories below are a common way that types of buildings and sites are categorized.

Residential: Places where people live. Examples include apartments, condos, duplexes, single family homes.

Industrial: Places where things are made, disposed of, or processed. Examples include factories, power plants, recycling centers, warehouses, landfills. This category also includes transportation, including bus stations, train stations, and airports.

Institutional: Places where people learn, get help, or receive government services. Examples include schools, libraries, police and fire stations, city halls, and hospitals.

Commercial: Places where people buy & sell things. Examples include grocery stores, banks, sports arenas, shopping malls.

Green Space: Places where people play, exercise, or enjoy nature. Examples include parks, monuments, basketball courts, recreation centers, town squares.

Suggested Activities to Supplement Your Visit

Below are some short activities you can incorporate into your classroom practice before and after students participate in the *Mapping Change in Your Community* program.

Pre-Visit Activities

Neighborhood Reflection. Have students reflect on their own neighborhood. Working individually, students will make a list of 3 sites or places in their neighborhood that are important to them. These can include a playground, a park, a tree, or a friend's house. With each item on the list, have students explain in one or two sentences why it is important to them. Then, have students draw a map to display these important sites in relation to their homes and explain them to their classmates either as a whole-class activity or in small groups.

Neighborhood Walk. Students learn that maps are used to show the locations of buildings, roads, and other places. As a class, take a walk around the outside of the school. Instruct students to pay careful attention to everything they see: trees, buildings, parks, rivers, roads, etc. You can have students sketch, write, or take photos of the things they see. Return to the classroom where students can brainstorm sites and places of significance to them around their school. Make a list on the board of the students' ideas. Have each student make a map of the area around their school. This map should include a key with symbols that indicate each site. If available, use compasses as a class to determine the northern orientation of the map and draw in a compass rose in the upper-right-hand corner of the map. These maps can be displayed in the classroom or taken home to share with friends and family!

Practice Mapping. Practice map skills and learn about national geography. Using a map of the United States, have students complete tasks and answer questions such as...

- What is the name of the country in which you live?
- What is the name of the state in which you live?
- What is the name of the city in which you live?
- Label N (north), S (south), E (east), and W (west) on the compass rose near the bottom right of the map.
- Label Canada (the country north of the USA) and Mexico (the country south of the USA).
- Label the Atlantic Ocean (east of the USA), the Pacific Ocean (west of the USA), the Gulf of Mexico (bordering the southeastern USA and eastern Mexico) and the Great Lakes (in the northeast section of the USA).
- Find the state you live in and label it (use your state's 2-letter abbreviation).
- What other states have you visited?
- Where would you like to visit?
- Draw a route you could take for a road trip!

Newton's Changing Maps. Have students utilize [this online tool](https://newtonmagis.maps.arcgis.com/apps/webappviewer/index.html?id=664c92ddd659421992280014409f6b84) to explore an interactive map of Newton in 1917. This flexible tool allows for students to focus on specific villages or explore Newton more generally. After exploring 1917, click the swipe button on the top left, select 1917 map from the swipe layer, then click and hold the bar to swipe between the two maps. Full link for 1917 map: <https://newtonmagis.maps.arcgis.com/apps/webappviewer/index.html?id=664c92ddd659421992280014409f6b84>.

Post-Visit Activities

Explore Newton. Get to know a new place in Newton! Have students find a park, historic site, or area of Newton that you have never visited. Draw a map of how you would get from your school to that site. Then have students visit the site for homework. Make note of observations about the place. For example, does a river run through it? Are there any major roads or land formations that characterize this place? After their visit, have students draw a map of the area they investigated based on their observations and the notes they took. Once their map is complete, students can compare it to a current atlas of the city to see how accurately they drew in all the features of that area.

Change in Your Community. Have students respond to the following writing prompt: When you grow up, you are going to make decisions about where things are built and how things change where you live. Think about how we use the space you live in. What would you want to keep the same and what would you want to change?

Mapping Skills. Test your mapping skills! Have students work in pairs with a modern map of Boston with street names. Have one student describe a route to their partner and see if they can reach the final destination they had in mind. Students can also describe what is north, south, east, and west from the location or other surrounding markers and see if their partner can find the destination they had in mind.

Newton Maps. The city of Newton has a collection of [historic maps](https://www.newtonma.gov/government/information-technology/gis/historic-maps) and [current maps](https://www.newtonma.gov/about/city-maps-available-for-download) available for download on their website. Any of these maps might be a good addition to your classroom! Full link for historic maps: <https://www.newtonma.gov/government/information-technology/gis/historic-maps> and current maps: <https://www.newtonma.gov/about/city-maps-available-for-download>.

Background Information for Educators

The Jackson family and the Jackson Homestead

Edward Jackson, one of the earliest settlers in Newton, arrived in 1642 from London. In 1646 he purchased a 500-acre farm covering much of what is today Newton Corner and Newtonville. On this land he built a saltbox house in about 1670. Over the years the Jackson family grew, and in 1809 Timothy Jackson, Edward's great-great-great-grandson, built the Homestead that stands today. This Federal-style house, marked by its symmetry, was "a fine house for its time" according to William Jackson's daughter, Ellen, who lived her entire life in the house.



The Jackson Family, 1846

Timothy's son, William, was living in Boston when he inherited the house. He returned to Newton in 1820, with his family. William was involved in local and state government, was a prime mover in the creation of the Newton Temperance Society, and foresaw the possibilities for suburban development in Newton. He played a major role in attracting the first railroad to Newton, the one that would run in front of his home. He also moved the tallow (animal fat) soap and candle manufactory, started by his father, from Boston to the Homestead.

The Jackson Homestead was a busy place in the nineteenth century. William had a large family. He married Hannah Woodward in 1806 and, after her death in 1812, he married Mary Bennett, Hannah's nurse. He had five children with Hannah and twelve children with Mary (three of whom died as infants).

The Growth of the City of Newton

The City of Newton is the sum of its parts. Its villages and neighborhoods came into being at different times and for different reasons: some developed at crossroads, some at mill sites, and some owe their origin to the railroads. Five antedate the commuter era and were well-established communities with burgeoning commercial centers before the first tracks were laid. But all, in varying degrees, reaped the benefits of regular passenger rail service.

The area that is now Newton was part of a tract of land taken from Watertown and given to Cambridge in 1633. Soon after, a handful of families settled near the Newton-Brighton line, and the first cartways set the pattern for what

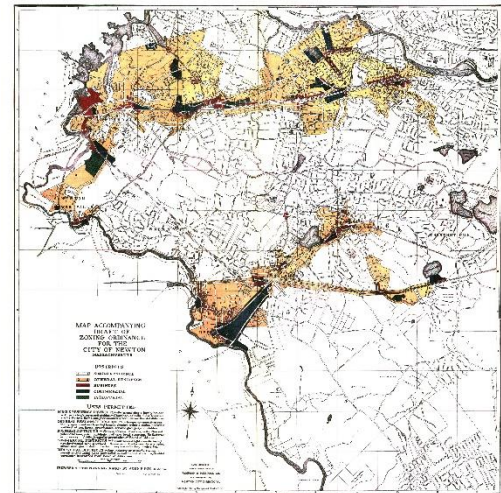
would become the main highways. These converged a short distance south of the Watertown bridge and a small community developed at the intersection.

In 1660 the few Cambridge families living on the south side of the river built their own meeting house in the burying ground at the corner of Centre and Cotton streets. The site was convenient at the time and when Newton became an independent community in 1688, other town facilities were located nearby.

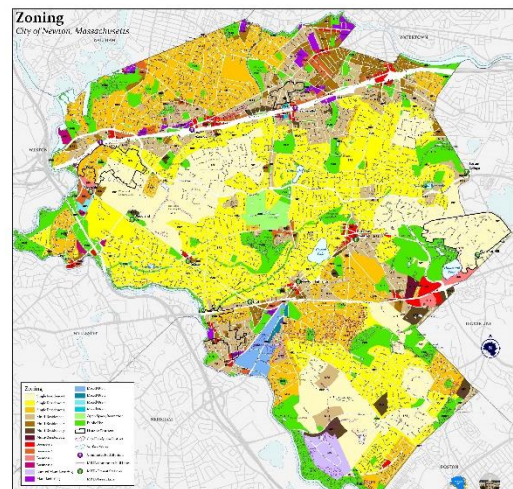
In 1712, when settlement had spread further afield, the General Court, responding to the petitions of families living to the south and west, ordered that the meeting house be moved to a location equally accessible to all residents.

After a surveyor had determined the center of the town, new roads were laid out to the site from the outlying areas. In 1721, the new meetinghouse at the corner of Centre and Homer streets was completed. The "Centre" came into being as one by one the other services followed: school, stocks, training field, pound and eventually the town house.

However, due partly to the physical obstacles that isolated it from the developing population centers on the river and in the north part of the town, in 1849, after many bitter debates, the town house moved to West Newton.



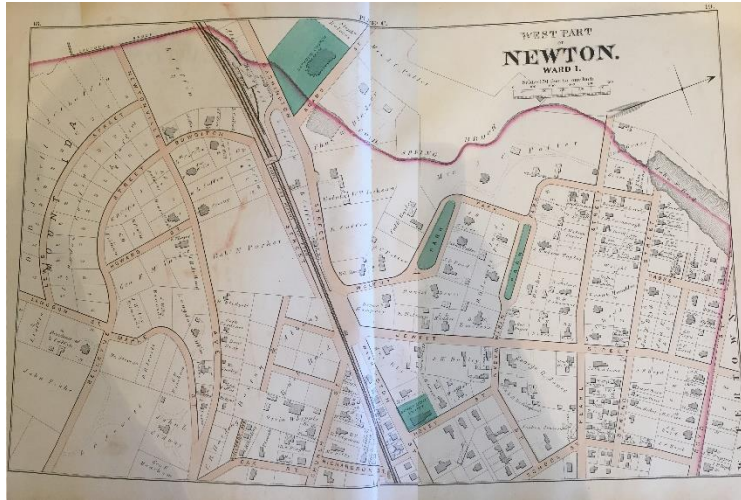
1921 Zoning Map



Modern Zoning Map

Newton continued to develop and grow as a direct result of the opening of the Boston and Worcester Railroad in 1834 and the introduction of regular commuter rail service to Boston ten years later. When the railroad opened a depot midway between the stations at Newton Corner and West Newton, there was little to suggest that this would become the center of a thriving village and home to the town's first high school.

Within two years of the introduction of commuter service, the first house lots (south of Washington Street between Lowell Avenue and Walnut Street) were sold at auction. This was the beginning of the development of Newton's first "railroad village."



1874 Map of Newton

Related Standards from the MA History & Social Science Framework

Grade 2

Topic 1. Reading and making maps [2.T1]

- Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).
- Construct a map of a familiar location.

Topic 2. Geography and its effects on people [2.T2]

- Explain and describe human interaction with the physical world (the environment).
 - Clarification statement: Students should learn how humans either adapt to or change the environment to meet their needs for survival or living (e.g., by finding or raising plants and animals for food, clothing, and shelter) and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.

Grade 2 Speaking and Listening Standards [SL]

- Participate in collaborative discussions with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 3

Topic 1. Massachusetts cities and towns today and in history [3.T1]

- On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.

Grade 3 Speaking and Listening Standards [SL]

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 4

Grade 4 Speaking and Listening Standards [SL]

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Grade 5

Grade 5 Speaking and Listening Standards [SL]

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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