

If You Lived at the Jackson Homestead

Location: The Jackson Homestead & Museum or Your Site

Run Time: 1 hour

Audience: Preschool through 2nd Grade (ages 4-7)

Essential Question: How did children in Newton live a long time ago?

Objectives:

After completing this program, participants will be better able to ...

1. Use evidence to articulate multiple perspectives within the discussed historical period.
2. Identify artifacts related to work, play, and school from the 19th century.
3. Articulate that historians study what happened in the past
4. Express change over time by comparing & contrasting their own life with daily life in the Jackson Homestead in the 19th Century

Overview

How would your life be different if you were born in the 1800's? Students handle and examine 150-year-old objects, photographs, textiles, tools and other primary sources to piece together the story of daily life in 19th-century Newton. This program introduces history, museums, and the lives of families in the mid-nineteenth century, and encourages students to compare and contrast their lives today with those of Jackson family.

About your visit

Parking is available on Washington Street and Jackson Road. Groups arriving in buses may be dropped off at the museum's driveway, but please do not park there. The "If You Lived at The Jackson Homestead" program is held in the original kitchen and in our basement exhibits. ***Please have your group divided into four smaller groups prior to arrival;*** this will facilitate the hands-on portion of the program.

About the museum

The Jackson Homestead and Museum features exhibits and programs on Newton, one of the country's earliest railroad suburbs, and on the 1809 Homestead itself, a stop on the Underground Railroad and home to the family of William Jackson throughout the nineteenth century. The Museum offers education programs for all ages on the following subject areas: Family Life in the 1800s, the Underground Railroad, Native American History and Culture, Archaeology, and Local History. The programs engage students in active learning through observing, discussing, and participating in hands-on activities.

Background on 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 changing nature of family life in nineteenth century New England

The nineteenth century was a period of great change in New England society and family life. In 1800, most New Englanders lived in rural agricultural communities. Families supported themselves with little outside help. Fathers did seasonal work in the fields and practiced trades such as blacksmithing or carpentry. Mothers raised children; tended the homes, kitchen gardens, and dairies; and made the family clothes. Children helped with various tasks around the home and farm. Surplus produced by the family was traded to obtain those things the family could not make itself.

By the middle of the nineteenth-century, new modes of transportation, the growth of cities, the rise of manufacturing, and the decline of wide-spread agriculture — all interconnected — changed these family roles. Women's work in textile production moved from the home to mills. Men increasingly worked away from home, earning money to buy what the family needed. Children, whose labor was no longer central to family survival, could attend school more months of the year. The focus of the family was shifting gradually from production to consumption.

Suggested vocabulary

Artifact: anything made or used by people.

Bed Warmer: a tool for warming up a bed, a metal pan filled with warm coals.



Chamber pot: a bowl kept in a bedroom (a “chamber”) and used as a toilet, especially at night.



Electricity: a supply of electric current to a building for heating, lighting, and powering tools.

Electric Blanket: a blanket that has warming wires inside of it. It is plugged in and is controlled by a remote. When turned on it gets warm.



Factory: a building or group of buildings where things are created or made.



Hearth: the area in front of a fireplace



Historian: someone who studies the past.

Homestead: a house on a farm.



Museum: a building in which objects of historical, artistic or cultural interest are stored and showed.

Nineteenth Century: the 1800s.

Orchard: a piece of land planted with fruit trees

Running Water: water that comes directly in to a building through pipes and can be turned on by a faucet.

Washstand: a piece of furniture designed to hold a jug, bowl, or basin to wash one's hands and face.



Well: a hole dug in the ground to get water



Books to read and share:

For PreK, K & First Grade

Ox-Cart Man by Donald Hall. pub 1979. Tells about life & work on a 19th century New Hampshire farm.

The Little House By Virginia Lee Burton. Pub 1942. Tells the story of a little house and over time how the city grew around it. Bonus- written by a local author!

A Year at Maple Hill Farm by Martin Provensen. pub 1978. This book is about farm animals and what happens on a farm in a year.

Farm Boy's Year. By David McPhail. This book is a month by month storybook with images about a boy growing up on a New England Farm in the 1800s.

Kalman, Bobbie. *Historic Communities Series*. New York: Crabtree Press. Titles include: *The General Store, The Victorian Home, 19th Century Girls and Women, A Child's Day, 19th Century Clothing, Customs and Traditions, Old-Time Toys*

Kalman, Bobbie. *Early Settler Life Series*. New York: Crabtree Press. Titles include: *Early Village Life, Early Schools, Early Pleasures and Pastimes, Early Family Home A One-Room School, Children's Clothing of the 1800s, Games from Long Ago, The Kitchen Home Crafts, Tools and Gadgets, Early Health and Medicine, Early Farm Life, Early City Life.*

Books for Emerging Readers

Many of the American Girl Doll books might provide some options for historical books for these readers. The characters whose stories are set in the 1800s are:

- Caroline Abbott (set in 1812) Ontario, Canada.
- Cecile Ray/Marie-Grace Gardner mid 1850s in New Orleans.
- Kirsten Larson 1850s in rural Minnesota.

For second grade and up

Little House in Boston Bay by Melissa Wiley. This story is about Charlotte, who is Laura Ingalls Wilder's grandmother, when she was a little girl in the early 1800s growing up in Boston.

Farmer Boy by Laura Ingalls Wilder. This is the story of young Almanzo Wilder growing up on his family farm in Upstate New York in the mid-1800s, which would have been similar to farm life in New England.

Suggested pre-visit activities

1. Discuss with students what is meant by “nineteenth century.” Have them create a timeline in words and pictures that includes their lives, their parents’ lives, their grandparents’ lives, and the lives of the Jackson family members 180 years ago. Discuss what “long ago” means to the students?

Timeline example:

2015 My third grade class visits the Jackson Homestead

2007 I was born

1980 My mom and dad were born

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1955 My grandparents are born

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1825 Ellen Jackson was born.

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1776 The United States declares itself a country independent from Britain.

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1620 the first English people arrive in Massachusetts.

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13,000 years before present, Native Peoples lived in Massachusetts.

2. What do students think museums are? What do they think museum workers do? Create lists that answer these questions and see if their ideas change after their visit to the Jackson Homestead and Museum.
3. Provide a context for nineteenth-century family life, which changed drastically between 1800 and 1899, by making a timeline of important American and World historical events during the century; see the bibliography for some sources to use. Students should begin to realize that this century was full of change: Industrial Revolution, Civil War and Emancipation, the growth of cities, and the decline of farming.
4. Have students compare and contrast family life in the nineteenth-century and today. Pre-visit: make lists or draw pictures, either individually or as a class, of what the students and their families do in a typical day. Think about schedules, transportation, technology, and material culture.
5. Look at pictures of Newton in the past, and pictures of Newton today. Talk about the changes they see in the pictures. Ask them about what they think Newton will be like 100 years from now. Have them write a story, or draw a picture. The Images of America series on Newton will have plenty of pictures
6. Have students create a list of questions they can ask their parents & grandparents about what life was like when they were little. Make copies, then have them interview their parents/grandparents. They can either report to the class, or write about what they learned

Suggested post-visit activities

1. Have students create a list, and then a story, about a day in the life of Ellen Jackson, whose artifacts they explored while at The Jackson Homestead and Museum.
2. Historians learn about the past through the documents and artifacts people leave behind. Students can help future historians by creating their own family trees, keeping a journal, drawing pictures, or taking photographs of their neighborhoods and families. Create an exhibit that features these documents.
3. Draw and color pictures of the objects the students explored at the Museum.
4. Compare and contrast what the students saw in the kitchen at the Museum and what their families use in their kitchens today. Which are the same? Which are different?
5. Have students compare and contrast family life in the nineteenth-century and today. Post-visit: students can use what they have learned at the Newton History Museum at The Jackson Homestead and the sources listed below to draw their conclusions.

MA History & Social Studies Curriculum Framework

Kindergarten

History and Social Science

Concepts and Skills

2. Use correctly words and phrases related to chronology and time.
3. Use correctly the word because in the context of stories or personal experience.
4. Use correctly words and phrases that indicate location and direction.
7. Use words relating to work

Standards

PreK-K.4. Describe the location and features of places in the immediate neighborhood of the student's home or school.

PreK-K.8. Give examples of different kinds of jobs that people do, including the work they do at home.

English Language Arts

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1.a-b. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

1st grade

History and Geography

Concepts and Skills

1. Use correctly words and phrases related to time and recognize the existence of changing historical periods.
9. Give examples of products (goods) that people buy and use.
10. Give examples of services that people do for each other.
11. Give examples of the choices people have to make about the goods and services they buy and why they have to make choices.

Standards

1.7 After reading or listening to folktales, legends, and stories from America and from around the world, describe the main characters and their qualities.

English Language Arts

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key ideas of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.1.a-c. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.1.6. Produce complete sentences when appropriate to task and situation.

2nd Grade

History and Geography

Concepts and Skills:

2. Use correctly words and phrases related to time, changing historical periods, and causation.

Economics

8. Give examples of people in the school and community who are both producers and consumers.

English Language Arts

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1.a-c. Participate in collaborative conversations with diverse partners...in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3rd Grade

History and Geography

Concepts and Skills:

1. Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing.

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.

Standards

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

English Language Arts

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 2-3 text complexity band independently and proficiently.

SL.3.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

4th grade

English Language Arts

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.10. Read and comprehend informational texts, including history/social studies...in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.4.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners...building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SL.4.6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate.

5th grade

History and Geography

Concepts and Skills:

1. Identify different ways of dating historical narratives.
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.

English Language Arts

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 4-5 text complexity band independently and proficiently.

SL.5.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Selected bibliography

For Teachers

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