

## Mapping Change in Our Community Teacher Resources

### Location

Jackson Homestead and Museum, 527 Washington Street, Newton OR  
Outreach school

**Audience** 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grade students

**Run time** 90 minutes

**Essential Question** How do communities change over time?

### Objectives

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

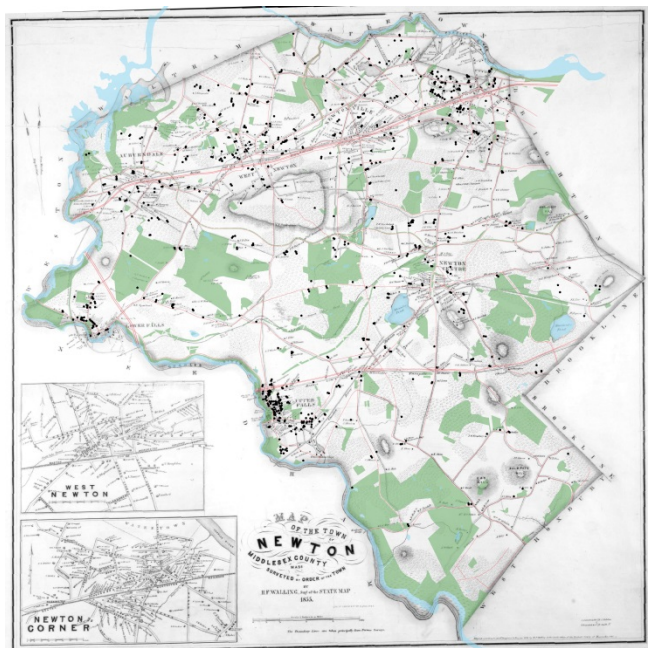
1. Use evidence to articulate multiple perspectives within the discussed historical period.
2. Identify the needs of a community, and describe the places and spaces that meet those needs.
3. Compare and contrast maps from three distinct centuries
4. Identify the changing needs of growing communities, and create their own maps to meet those needs.
5. Use timelines to illustrate historical change over time.

### Overview

Students will use maps to identify what places and spaces make up a community, and how communities change over time in response to the changing needs of residents. Students will identify parts of a map and understand what maps are used for.

They will track the site of the Jackson Homestead through time and observe the differences between a modern day map, a map from the 1900s, and a map from the 1800s. Students will place historic events on a timeline and mark when the maps they studied were created.

Students will use provided definitions of different types of places and spaces found in a community (Residential, Industrial, Commercial, Green Space) to develop examples for each. Students will take on the role of city planner



and, using the statistics from 19<sup>th</sup> century Newton, lay out the places and spaces to create their own 19<sup>th</sup> century Newton. After discussing their difficulties and choices, students then create a modern city plan, using the statistics of 21<sup>st</sup> century Newton, on top of the pre-existing map. Students will discuss their placement decisions and difficulties, as well as changes they observed between the 19<sup>th</sup> and 21<sup>st</sup> century maps.

The lesson wraps up with students examining a real map from 1855, and considering what changes they see if their community between 1855 and today.

### **About your visit**

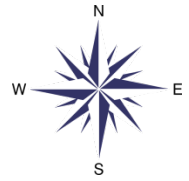
Parking is available on Washington Street and Jackson Road. Groups arriving in buses may be dropped off at the museum's driveway, but please do not park there. If you wish to conclude your program with a snack, please notify the staff in advance and plan for an additional 15 minutes. You must bring all snack supplies. In order to preserve the artifacts and documents on display, flash photography is not allowed in the museum.

### **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.

## Suggested vocabulary

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



*Key* – It 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.

*Residential Building* – Places where people live. Apartments, condos, duplex, single family home.

*Industrial Building* – Places where things are made, disposed of, or process. Factory, power plant, recycling center, warehouse, landfill.

*Commercial Building* – Places where people buy & sell things. Grocery store, bank, sports arena, shopping mall.

*Green Space* – Places where people play, exercise or enjoy nature. Park, monument, basketball court, recreation center, town square.

## Suggested pre-visit activities

1. 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.
2. 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. 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!
3. 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!
4. Have students utilize [this online tool](#) to explore first-hand how Newton has changed over time. Create a list of hypotheses about why these changes occurred. This flexible tool allows for students to focus on specific neighborhoods, or explore Newton more generally.

Full link:

[https://newtonmagis.maps.arcgis.com/apps/webappviewer/index.html?id=664c92dd\\_d659421992280014409f6b84](https://newtonmagis.maps.arcgis.com/apps/webappviewer/index.html?id=664c92dd_d659421992280014409f6b84)

## Suggested post-visit activities

1. 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.
2. 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?
3. 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.

## 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 Growth of the City of Newton

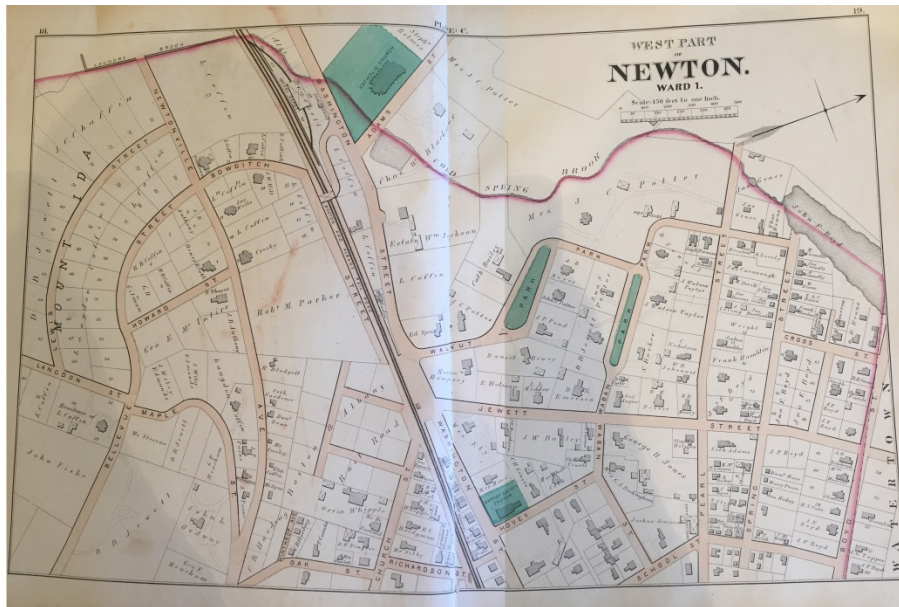
The City of Newton is the sum of its parts. Its villages and neighborhoods came into being at different times and for different reasons: some developed at crossroads, some at mill sites, and some owe their origin to the railroads. Five antedate the commuter era and were well-established communities with 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.

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."

## MA History & Social Studies Curriculum Framework

### Grade 2

#### History and Social Science

##### *Concepts and Skills*

2. Use correctly words and phrases related to time, changing historical periods, and causation.
4. Describe how maps and globes depict geo-graphical information in different ways.
5. Read globes and maps and follow narrative ac-counts using them.

#### English Language Arts

- 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.

### Grade 3

#### English Language Arts

- 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.

### Grade 4

#### History and Social Science

##### *Concepts and Skills*

2. Interpret a map using information from its title, compass rose, scale, and legend.

#### English Language Arts

- 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.

## Grade 6

### History and Geography

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization. (G)

This program also touches on many of the main concepts in the 6<sup>th</sup> grade curriculum, including...

- Location, refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time.
- The concept of place refers to the physical and man-made characteristics of a place such as a town or city.
- Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons.
- The movement of people, goods, and ideas.