

Unit Template for Place in



Massachusetts History

- Grade Level- seventh, eight
- Subject- Social Studies
- Topic: Changes that effected the physical layout of Marion, Mattapoisett, and Rochester

- Essential Questions

What were the five biggest inventions, discoveries and/ or developments that effected the map (physical place) of the tri- towns over the last three hundred years?

What might the map of your town look like in twenty five years if the old railroad extension is brought back through the towns again.

- Enduring understandings

The students will learn about the general history of their town and how the map of our town has changed over the last three hundred years due to certain occurrences. They will also gain some understanding of future changes to the town layout due to possible inventions, discoveries and/or developments.

- Objectives

- Students will increase their ability to skim sections of reading material
- Students will increase their search for relevant information on the web, including primary source material
- Students will increase their knowledge of their town history
- Students will use primary source and other maps to learn about the history of their town
- Students will use computers to find information on their topic and/or make a power point presentation
- Students will learn how to use a Five paragraph Mnemonic Structure writing template in Language Arts class
- Students will construct an authentic future map of their town with probable changes if the old railroad line was rebuilt. Map making skill will be reviewed in Art class

- Students will share their findings with the class by constructing a map and: writing a report, making a power point presentation, making a chart, constructing a three dimensional project and/ or writing a play.

- Standards

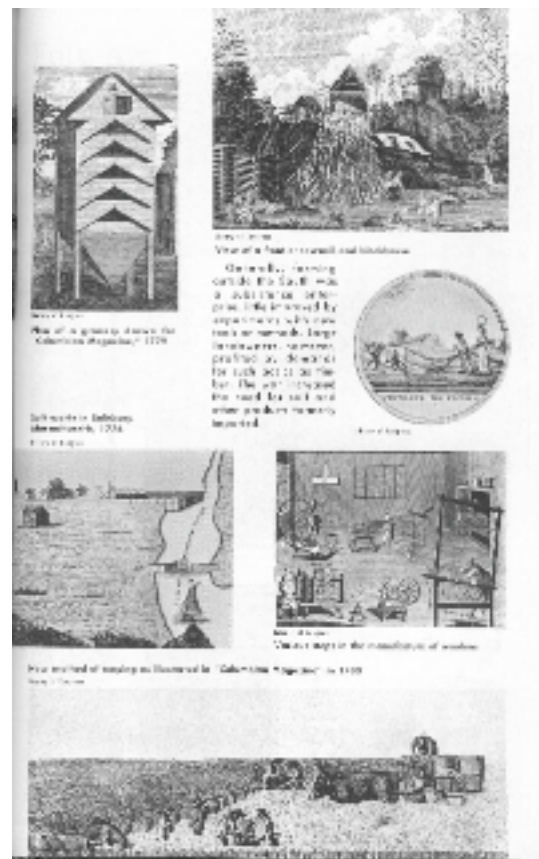
The Learning Standards for History are:

1. Themes for History (p.9).

“The development of
...technology...over time
and their effects on peoples
health, standards of living,
economic growth, government,
religious beliefs, communal
life, and the environment”

2. Grade 7 concepts and skills
(p.47)

- Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history
- Compare information on modern and historical maps of the same region
- Identify multiple causes and effects when explaining historical events
- Define and apply economic concepts: ...natural



resources...markets, trade, barter, supply and demand

3. Grade 8 Concepts and Skills (p. 54)

- Explain how a cause and effect...
- Distinguish between and long and a short term cause and effect
- Show connects between historical events and ideas and larger social, economic and political developments
- Using historic maps...

4. Grade 8 Learning Standards

- Industrial Revolution
- Rise in the agricultural productivity (p.62)
- Transportation movements such as canals, railroads
- New sources of energy
- Population and urban growth
- Child labor laws
- Textile industry in New England (p73)
- Technological improvements
- Immigration
- Roles of women in the factories
- Child labor laws

Assessments

After studying the history of their town, city, they will make a list of five or six developments, inventions and /or discoveries and how they changed the physical layout of their town and why. Then they will make an authentic future map of their town twenty years after a railroad extension into their town. An explanation of the changes

can come in the form of a report, map, three dimensional or class presentation. A Power Point presentations will be encouraged, Web site primary source information can be demonstrated. See Attached Rubric.

Lessons

Lesson 1:

ESSENTIAL QUESTION

How can I skim a variety of primary and secondary sources to investigate major inventions and discoveries that may have effected the physical layout of my town?

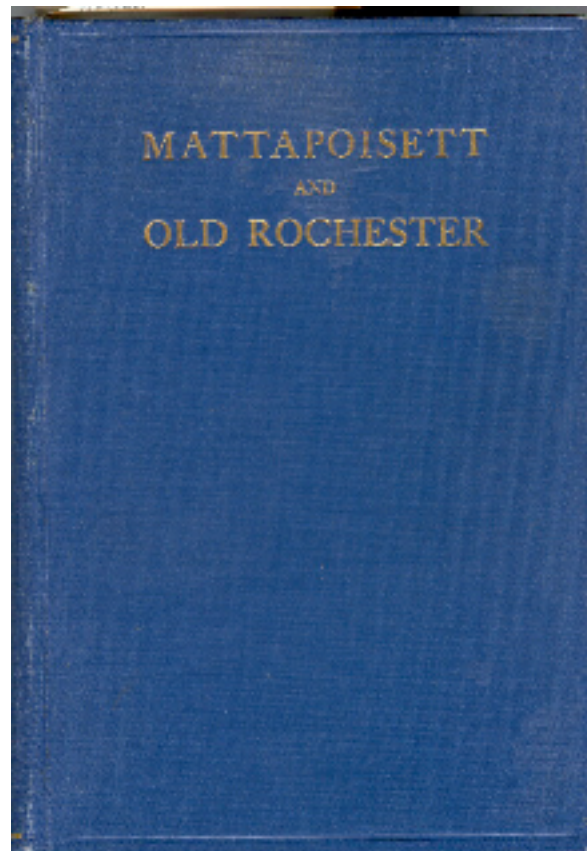
OBJECTIVES

- students will skim designated sections of textbooks, teacher made packets, books, brochures maps to investigate possible inventions and developments that brought about changes in the physical layout of their towns
- students will increase their knowledge of the history of the town over the last five hundred years
- students will use primary source material for their investigation and theories

STANDARDS

1. Themes for History (p.9).

“The development of



...technology...over time and their effects on peoples health, standards of living, economic growth, government, religious beliefs, communal life, and the environment”

2. Grade 7 concepts and skills (p.47)

- Compare information on modern and historical maps of the same region
- Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history
- Identify multiple causes and effects when explaining historical events

TASK

Students will work in groups of threes. The group chairperson will be a high achieving student. Each student will develop their own unique product. The students can share ideas. Students will receive an explanation sheet with a rubric. A teacher mad kit with packets of information will be developed which will cover their town history relative to major inventions, discoveries and developments that have taken place locally or nationally. Local history books and materials as well as their U.S. history books will be available to them for their research. Students will begin their research. The art teacher will demonstrate three different ways to make a map: regular, tourist with pictures in the map and tourist with a key.

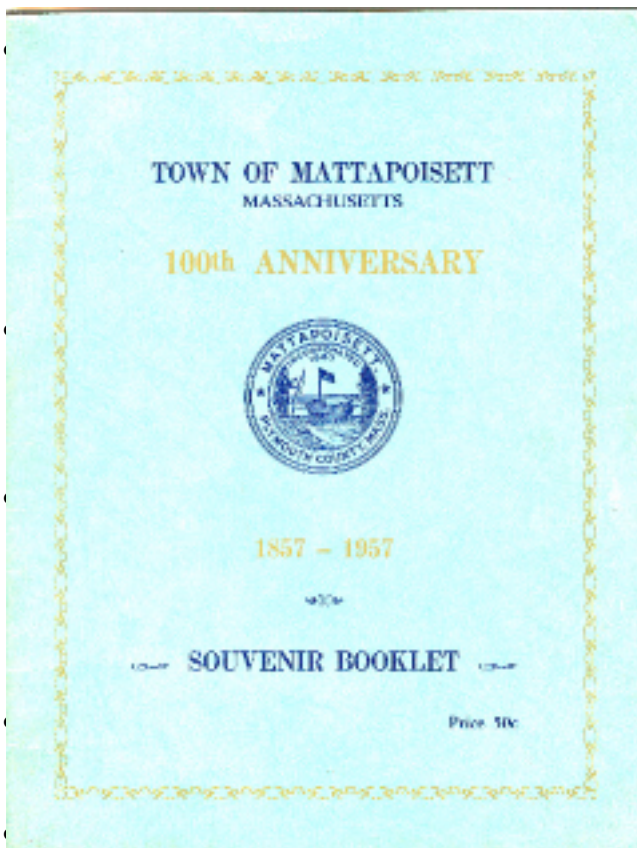
Lesson 2:

ESSENTIAL QUESTION:

What information on this topic can I find on the Web. What primary source material can I locate? Can I find maps from different centuries on the Web?

OBJECTIVES

- Students will increase their knowledge of their town history
- Students will use primary source and other maps to learn about the history of their town
- Students will use computers to find information on their topic and/or make a power point presentation



STANDARDS

Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history

Compare information on modern and historical maps of the same region

Identify multiple causes and effects when explaining historical events

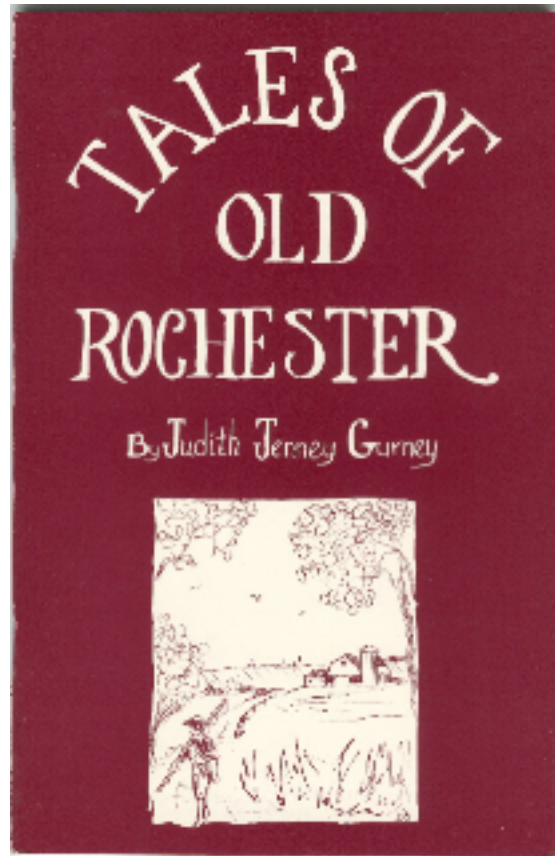
Explain how a cause and effect...

Distinguish between and

- long and a short term cause and effect
- Show connects between historical events and ideas and larger social, economic and political developments
- Using historic maps...

TASK

Students will work the mobile computer lab. A list of web sites will be given to them and they will search for information and primary source material for their project. They can also work on their power point presentation or start to type their report.



Lesson 3

ESSENTIAL QUESTION

How can the Five Paragraph Mnemonic Structure writing template help me organize my report? How can a power point presentation help me with my presentation?

OBJECTIVES

- Students will use computers to find information on their topic and/or make a power point presentation
- Students will share their findings with the class by constructing a map and: writing a report, making

a power point presentation, making a chart, constructing a three dimensional project and/ or writing a play.

- Students will use computers to find information on their topic and/or make a power point presentation
- Students will learn how to use a Five paragraph Mnemonic Structure writing template in Language Arts class
- Students will construct an authentic future map of their town with probable changes if the old railroad line was rebuilt. Map making skill will be reviewed in Art class

STANDARDS

- Industrial Revolution
- Rise in the agricultural productivity (p.62)
- Transportation movements such as canals, railroads
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- Child labor laws
- Textile industry in New England (p73)
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TASK

Students will begin to make their rough drafts and organize their presentations or reports. Students can work in the classroom with the teacher, with the computers on the

mobile lab, or the computer lab with the co-teacher. Students will use the Five paragraph graphic organizer. Simple future maps of the town will be constructed.

Lesson 4:

ESSENTIAL QUESTION

How can I prepare a presentation summarizing my theories and demonstrating my future map of the town? A variety of methods can be used: report, poster, power point presentation, three dimensional model or a combination.

OBJECTIVES

- Students will use computers to find information on their topic and/or make a power point presentation
- Students will learn how to use a Five paragraph Mnemonic Structure writing template in Language Arts class
- Students will construct an authentic future map of their town with probable changes if the old railroad line was rebuilt. Map making skill will be reviewed in Art class

STANDARDS

Explain how a cause and effect...

- Distinguish between and long and a short term cause and effect
- Show connects between historical events and ideas and larger social, economic and political developments
- Using historic maps...

TASK

Students will present their reports or presentations along with their findings and theories. At the end of the presentations, a class discussion will be held on the future of the town as far as its physical layout, economic future, education changes etc. The best projects will be displayed on a school board.

Primary Sources

- Book- Mattapoisett and Old Rochester-1907 (first edition)
- Book- Lands of the Sippican-1934 (first edition)
- Book- Colonial Times on Buzzards Bay-1894 (first edition)
- Book - Sailing Days in Mattapoisett-1870-1960 (first edition)
- Book- Maps of Massachusetts- 1600 to present ?
- Booklet- Old Landings Days in Marion- 1952 (first edition)
- Booklet- Other Indian Events of New England 1941 (first edition)
- Booklet- Village Street in Marion- 1900c
- Booklet- Walks Around Mattapoisett vol. I and II
- Booklet- Tales of Old Rochester
- Booklet- Mattapoisett a Bicentennial-1976 (first edit.)
- Booklet- Town of Mattapoisett 100th Aniv.(first edit)
- Booklet- Centennial Calandar-1986
- Map- Wampanoag Canoe Passage
- Map Contact Period Native Trails
- Map Native Villages Southeastern map 1500c.
- Map Map of Marion and Mattatpoisett around 1958

- Map Map of Marion, Mattapoisett and Rochester-Dept of the interior Geologic Survey-topographical Map 1977
- Map Mattapoisett - 1980
- Post Cards Misc. historic post cards of Marion, Mattapoisett and Rochester

Integration of Technology

Internet Links

[Massachusetts Archives](#), State Archives Building, 220 Morrissey Boulevard, Boston, MA 02125. *Town Maps, 1794, 1830* series; additional primary sources at State Archives include Mass. Archives collection, and public records of state government. Web site has teacher lessons related to primary sources at

[National Geographical Society](#), *Key to the National Geography Standards, Geography for Life: National Geography Standards*, Washington, DC, 1994 Sherer, Thomas E. Jr., *The Massachusetts Atlas, A Student's Guide to the Geography of the Bay State* (Old Lyme, Ct, Kilderatlas Publ. Co.) 1995. Also *A Teacher's Guide to The Massachusetts Atlas*.

Massachusetts Historical Society Proceedings, Massachusetts Historical Society, 1154 Boylston Street. Boston, MA 02215. Also publishes The Massachusetts Historical Review . See www.masshist.org for more details.

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[www. plumblibrary.com/historicalsociety.html](http://www.plumblibrary.com/historicalsociety.html)

www.digitalhistory.uh.edu/

Interdisciplinary connections

- The art teacher will acquaint the students with three different map styles
- The Language Arts teacher will help the students with the Five Paragraph Mnemonic Structure writing graphic organizer
- The computer teacher will acquaint the students in Power Point Presentations

Relation to Community

- The Marion, Mattapoisett, Rochester town web site
- The Mattapoisett, Marion or Rochester town museums
- The town libraries will be available for primary and secondary resources