

NEWTON

Slavery, Abolitionists and the Importance of the Underground Railroad

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Place in Massachusetts History
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Special Topics 696

“UNIT OUTLINE”

Grade Level: 8

ESSENTIAL QUESTIONS:

How and why were Newton residents involved in the fight to end slavery in the United States?

What can we learn about Newton’s impact on slavery, the abolitionist movement, and the Underground Railroad using primary and secondary sources?

ENDURING UNDERSTANDINGS:

1. Students will understand the injustices of slavery in the United States, the risks that many slaves took in order gain freedom, and the impact of abolitionists in the struggle against slavery.
2. Students will understand the importance of the town of Newton’s involvement in the Underground RR and the abolitionist movement – the impact of place and people.
3. Students will be able to use maps to track the course of runaway slaves and also possible routes that slaves used to escape from Newton.
4. Students will be able to visit places within their community that will allow them to make more relevant connections to historical events.
5. Students will be able to locate and utilize primary sources using both technology and the resources within their local community.

STANDARDS ADDRESSED:

Massachusetts History Curriculum Frameworks:

- *USI.28 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South.*
- *USI. 30 Describe the formations of the abolitionist movement, the roles of various abolitionists, and the responses of southerners and northerners.*
- *USI. 34 Describe the different economies and cultures of the North and the South.*
- *Subtopic 2D Limited Use of slaves in northern colonies.*

Massachusetts English Language Arts Frameworks:

- *Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.*
- *Composition Strand Standard 20: Consideration of Audience and Purpose. Students will write for different audiences.*
- *Language Strand Standard 2: Students will pose questions, listen to the ideas of others, and contribute own information or ideas in group discussion in order to acquire new information.*

Massachusetts Instructional Technology Standards:

- *Standard 3: Demonstrate ability to use technology for research, problem solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic resources.*

“SLAVERY – INTRODUCTION”

LENGTH: 1 Class Period

ENDURING UNDERSTANDING (S): 1,5

CONCEPT/TOPIC TO TEACH: In order to understand the abolitionist movement and learn about the Underground Railroad students must first understand the injustices of slavery. What was life like for a slave? Why would slaves want/need to risk their lives to escape from the places where they were living? What were these places like? How did their lives differ from those of free peoples?

STANDARDS ADDRESSED:

- Mass. History Curriculum Framework:
USI.28 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South.
USI. 34 Describe the different economies and cultures of the North and the South.
- Massachusetts Instructional Technology Standards:
Standard 3 Demonstrate ability to use technology for research, problem solving, and communication.
Students locate, evaluate, collect, and process information from a variety of electronic resources.

GENERAL GOAL (S): Provide students with pictures and first hand accounts of slave life. HOOK their interests. Make slaves “real” to them in order for them to better understand the work of abolitionists and the importance of the Underground Railroad.

SPECIFIC OBJECTIVES:

Interactive Slide Show
Read slave narratives
Create Bio Poems

REQUIRED MATERIALS:

Projector/Screen
Pictures/slides to illustrate slave life
Spiral Questions
Computers/Internet Access: Slave narratives
Board

STEP-BY-STEP:

- Prepare Classroom for Interactive slide show. The slides will help students to visualize slave life. Examples are available at <http://memory.loc.gov/cgi-bin/query>
- The classroom will be set up so that the room is sufficiently dark, and there is a large screen to project slides.

- Introduce the activity & use spiral questions to guide and encourage students' critical thinking so that all learners remain engaged throughout slide show. Questions will be asked one at a time. Students will be encouraged to go to the screen and point out what in the picture made them come to those conclusions about the characters.
- After questions are complete choose students to perform act-it-out of different slides. The teacher assumes the role of reporter and asks the students questions about the character they are portraying: What can you tell me about the place where you are? What can you tell me about your life?
- After completion of Act-it-Out give students the background on each slide. Lead discussion about the institution of slavery, the difference between Northern and Southern economies, slave and free states etc. Encourage students to share what they already know. Were their interpretations during the slide show correct?
- Introduce slave narratives. Explain to students how different narratives were obtained – public works projects etc. Ask the students why it would be important to have first-hand accounts of slavery from former slaves?
- Give the students the following sites and directions in order to access and read about different narratives:
<http://xroads.virginia.edu/~hyper/wpa/index.html> (University of Virginia Website)
<http://memory.loc.gov/ammem/snhtml/snhome.html> (The Library of Congress)
- As a class read one slave narrative aloud. Discuss what can be learned about the life of this person in the narrative and the places they have been?
- Have students work in pairs accessing the above websites to read the different narratives.
- Review with students how to write a bio poem. Do a sample bio-poem with students on the board for reference.
- Hand out blank bio-poem sheets to each student. (ATTACHED)
- Have students (in pairs) write Bio-Poems independently (to be shared with the class) about the individual they read about.
- Have students share poems with the class.
- Follow up Questions for discussion: What have we learned about slavery? Have we learned anything about the lives of these individuals after they became free?
- At the end of class ask students to fill out an Exit slip answering the following two questions: What have you learned about the lives of slaves? Many of the narratives that we read were the voices of ex-slaves that had lived in the South do you think there were slaves owners and slaves in Newton Massachusetts? The second question is meant to start students thinking about the topic for tomorrow's class.

Homework: Students will read excerpts from Harriet Beecher Stowe's Uncle Tom's Cabin.

ASSESSMENT:

Classroom Participation

Answers to spiral questions

Bio Poems

Exit slips

BIO POEM / Slave Narratives

(Name)

(Four Adjectives that describe the slave)

(A relationship of, e.g. Sister of_____)

Who feels_____

Who gives _____

Who fears _____

Who likes_____

Who dreams of _____

Residents of _____

Name_____

“SLAVERY INTRODUCTION CONTINUED”

LENGTH: 1 Class Period

CONCEPT/TOPIC TO TEACH: The existence of slavery in Newton.

ENDURING UNDERSTANDING (S): 1,5

STANDARDS ADDRESSED:

Massachusetts History Curriculum Frameworks:

- *Subtopic 2D Limited Use of slaves in northern colonies.*
- *USI. 34 Describe the different economies and cultures of the North and the South.*

Massachusetts English Language Arts Frameworks:

- *Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.*
- *Language Strand Standard 2: Students will pose questions, listen to the ideas of others, and contribute own information or ideas in group discussion in order to acquire new information.*

GENERAL GOAL(S): Students will use secondary sources to research the existence of slavery in Newton. Students will learn that slavery was not simply outlawed in the North because of the moral wrongs associated with it but also for economic reasons. (Newton’s economy was never dependent on slave labor.)

SPECIFIC OBJECTIVE:

Read Francis Jackson’s account of slaves in Newton.

Read excerpt from Newton Life & Times 1700-1800, compiled by Dorothy Bates & The Friends of the Jackson Homestead. (1975)*

Complete Graphic Organizer.

REQUIRED MATERIALS:

Francis Jackson’s History of Newton.

Newton Life & Times 1700-1800, compiled by Dorothy Bates & The Jackson Homestead.

STEP-BY-STEP:

- Students will each be given a 1-page selection from the History of Newton by Francis Jackson to read independently.
- Popcorn read the section that lists the slaves and slave owners. Students will be able to associate names with the people that are being discussed.
- Ask students if they are surprised to learn that slaves lived in Newton? Why or Why not?

- Discuss:
 1. The sources that Francis Jackson used as evidence to support this writing (wills etc.)
 2. The difference between primary and secondary sources. (This is a key concept students must understand to gain the most from this unit.)
 3. Discuss the author's goal for writing this history? What year was this written? Do you think that Jackson was sympathetic to slaves or slave owners?
- Provide background info. Sheet on Francis Jackson. (Born in Newton, MA)
(Insert #5 "Looking at Newton History Abolition, The Newton Historical Society at The Jackson Homestead, Newton, MA.)
- Discuss with students that Francis Jackson's lists his own relatives in the book as slave owners but Jackson is what is considered a strong abolitionist. Have a discussion with students about what may have led a Newton family's views to change so drastically over this period of time? Can they think of views that you may have that differ from that of their parents or grandparents about people or places? What has caused you to have different opinions (Religion, Economics, Education, Events, Tastes etc.)? Compare and Contrast these to Jackson and his relatives.
- **ASSESSMENT: GRAPHIC ORGANIZER**
Divide Students into groups of Four.
Assign each group a role:
Slave in Newton (Choose from list of names listed in Jackson's Account)
Newton Slave Owner (Choose from list of names listed in Jackson's Account)
Newton Student in the Year 2003
Southern Plantation Owner
Newton Unskilled Laborer
- Students will be given excerpts to read from Francis Jackson's *History of Newton* (p. 88-90) and *Newton Life & Times 1700-1800* compiled by Dorothy Bates & The Friends of the Jackson Homestead (1975)*.

**Students will be taking a field trip in a later lesson and they will be asked to try and find the gravesite of Tillo, the Newton slave that is mentioned in this excerpt.
- The groups should read the text and then write their reactions from the perspective they have been assigned. This will demonstrate students understanding of the different perspectives on slavery. Ideally this will help lead a further discussion as to how the attitudes of Newton residents about slavery have changed over time.

Homework Assessment: Students will be responsible for reading Chapter 7 (p. 73-90) in *Slavery and Abolition*. (Altman, Linda Jacobs, *Slavery and Abolition in American History*, Enslow Publishers, Inc.: Berkeley Heights, NJ 1999, Available at Newton Free Library, Newton Center, MA J973.7A46S.) This chapter outlines the Compromise of 1850, The Kansas-Nebraska Act, The case of Dred Scott, John Brown's. Students will then draw a timeline of these events. This timeline will be helpful as the class begins to study Abolitionists and the Underground Railroad. The Map should have a key summarizing the events. Students should initially do in pencil in case they need to edit the timeline after we review it.

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EARLY HISTORY OF NEWTON.

"And if any have bene unfaihtfull, negligent, or unprofitable in their service, notwithstanding the good usage of their masters, they shall not be dismissed, till they have made satisfaction, according to the judgment of Authorities."

91. "There shall never be any bond slavery, villinage, or Captivite amongst us, unless it be, lawfull Captives taken in just warres, and such strangers as willingly sell themselves, or are sold to us. And these shall have all the liberties, and Christian usages, which the law of God established in Israel, concerning such persons, doeth morally require."

"This exempts none from servitude, who shall be judged thereto, by Authority."

"If any man stealeth a man or mankinde, he shall surely be put to death."

According to the census taken by order of the Government in the last month of 1754, and the beginning of 1755, the number of slaves in Massachusetts was then about two thousand five hundred and seventy, of which one thousand two hundred and seventy were in Boston. The number returned for Newton, was ten males and three females.

There are about thirty-six slaves named upon the Will and Inventories, and the record of deaths, during about fifty years, held by the following persons, viz:—

Names.	Died.	No.
Edward Jackson, Sen.,	1681	2
Capt. Thomas Prentice,	1710	1
Samuel Jackson, Esq.,	1742	1
Rev. Edward Jackson,	1754	2
Capt. John Jackson,	1755	1
Capt. Thomas Prentice,	1780	2
Capt. Caleb Kenrick,	1771	2
Dea. William Trowbridge,	1744	4

SLAVERY.

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Names.	Died.	No.	Value.
Daniel Cooke,	1764	1	£375
Rev. John Cotton,	1757	2	
James Barton,	1729	3	
Joseph Hall,	1786	1	
Joshua Flagg,		1	
Judge Abraham Fuller,	1794	1	
John Pigeon,		1	
Median Gibbs,	1783	1	
Capt. Joshua Fuller,	1777	1	
Alexander Shepard,		1	
Edward Durant,	1740	3	
General Bartlett,	1751	1	
Dr. John Allen,	1750	1	
Thomas Brown,	1754	1	
Robert Brown,	1754	1	
James Mason,		1	

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There were, probably, other slaveholders in Newton, whose names do not appear on any record.

The names of some of the slaves were as follows: Rose, Numbo, Courtley, Charley, Sam, Phillis, Dinah, Nantux, Quarius, Lewis, Jemima, Tiddy, Tom, Pompey, Ben, &c.

The ancestors of these slaves, were, doubtless, brought over from the West Indies. There was much trade between this colony and Barbadoes, and several families went from Massachusetts and settled there. William Spring, brother of our first settler of that name, was one of them. It is probable that negro slaves were first introduced here, by means of that connection.

Samuel, the Englishman, who visited this country, and was here from 1663 to 1673, describing Boston, says, "they have store of children, and are well accommodated with

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Jackson, Francis *History of the Early Settlement of Newton*, from 1639 to 1800. Boston: Stacy and Richardson, 1854. Excerpt courtesy of the Jackson Homestead Archives. Newton Mass.

Slavery in Newton

"In 1775 thirteen slaves were listed as being owned in Newton and a total of thirty-six during that century. The last remnant of slavery was Tillo (Othello). A life-long encumbrance of the estates of General William Hull. Tillo died in Newton, and is buried beside his former master in the Cemetery on Centre Street. This slave, as he was known in his old age, seemed to live a very independent life, laboring only so much as was agreeable to him...and during Divine service used to occupy the southeast and northeast corners of the audience-room in the old church...above the choir. Before 1800 slavery was outlawed in Massachusetts, but apparently many (like Tillo) apparently did not claim their freedom."

Newton Life & Times 1700-1800

The Jackson Homestead, Compiled by Dorothy Bates, 1975, The Friends of the Jackson Homestead Inc.

Graphic Outline:

Your perspective on: “Early History of Slavery in Newton”

Role: _____



Needs



Concerns

Text Statements

Read and React

Your Reactions

Summary Position Statement/ Why may you think this way?

“THE WORK OF ABOLITIONISTS and THEIR ROLE IN THE UNDERGROUND RAILROAD”

LENGTH: 1 Class Period

ENDURING UNDERSTANDINGS: 1,5

CONCEPTS / TOPIC TO TEACH:

Abolitionists played an important and crucial role in the fight to end slavery in the United States and helped many slaves escape to freedom.

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks: *USI.30 Describe the formation of the abolitionist movement and the roles of various abolitionists.*
- Massachusetts English Language Arts Frameworks: *Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.*

GENERAL GOAL(S): Students will know be able to use a primary source to draw their own conclusions about the work of abolitionists.

SPECIFIC OBJECTIVES:

Read and make observations about *The Boston Vigilance Treasurers Report*.

REQUIRED MATERIALS:

The Boston Vigilance Committee Treasurers Report

Pens, Notepads

Questionnaire

STEP-BY-STEP:

- Review last nights reading and homework. Allow students to take notes and make changes to timelines if necessary. Collect. The reading, class discussion and review should give students a clear understanding of the impact of different events and rulings such as The Fugitive Slave Act. This will further help to clarify the importance of the work of abolitionists..
- Do a **KWL** with the word Abolitionist. Ask students what they **know** about this subject, What they **want** to know and follow up at the end of class with was has been **learned**.
- Use these answers as a prompt for discussion: Ask students where they think most abolitionists lived? What was it about these places that stirred them to become involved in this struggle?
- Students should each be given a copy of the report.

- Put the questions to be discussed on an overhead (DO NOT INCLUDE POSSIBLE ANSWERS – ALLOW STUDENTS TO MAKE THEIR OWN OBSERVATIONS):
 What do you notice about the report?
 Who is writing the report?
 What types of expenses are listed?
 Are there any patterns as to the town that the individuals listed are from?
 Is there anyone from Newton listed as making or receiving a contribution?
 Do you see any patterns to certain groups that make donations? If so what do these groups have in common?
 Is there anyone “famous” listed as a donor?
 What was the largest donation and expense?
 What do you think the purpose is of this organization?
 What else do you notice that you think is important?
- Ask for volunteers to answer the questions as well as to comment on anything else that they noticed about the document.
- Collect Paragraphs.
- Follow Up/Possible Points for discussion: Discuss why certain groups (religious, women’s groups) may have given to the cause so often. Do you think that the money that the committee paid to them motivated some of those that helped runaway slaves? Did they notice the individuals from Boston that made contributions? (There are approximately 9 listed – including Wm. Jackson). What would be the different motivations of abolitionists and those opposed to slavery?
- ASSESSMENT:
 Class Participation
 After students have completed the questions. Ask students to each write three paragraphs about what they have learned about the Boston Vigilance Committee and the work of abolitionists from the class discussion as well as the report.

The Vigilance Committee Dr.

1850				
October 21	Henry Taylor for use of Faneuil Hall	8		
" 24	Boston Atlas for publishing Meeting	10		
" "	Advertising meeting in Traveller			
" "	Journal Transcript Post Courier	4	25	
" "	Daily Advertiser and Chronotype			
" "	Wm. B. Hall Telegraphing Fred Douglass re.	1	96	
" 25	Expenses Douglass expenses to the Meeting	20		
	Expenses of the Faneuil Hall Meeting	44	21	

Committee Dr.		Francis Jackson Treasurer Cr.	
1850			7
October			
21	Geo. W. Russell West Rox. Donation	50	
"	Robert E. Apthorp Boston "	5	
28	Mrs E. Hunt by Rev. E. Apthorp "	10	
"	J. Ingersoll Bowditch "	10	
"	Friend by " " "	10	
"	Friend " " " "	50	
"	Friend " " " "	10	
"	Friend " " " "	5	
"	Friend " " " "	5	
"	Friend " " " "	10	
"	J. Russell " " " "	3	
"	Friend (1224) " " " "	10	
"	F. Boardman J. Russell St. M. Episcopal Church (Boston)	7	35
"	Friend by Rev. John Parkman	5	
29	Peter C. Brooks by Dr. Bowditch	10	
30	Timothy Gilbert (Chairman of the Committee)	50	
Nov.	F. G. Shaw West Roxbury	25	
"	Rev. Mrs. J. White West Newton	5	
"	Friend by Dr. Bowditch	5	
"	Charles Ellis Roxbury	5	
"	Friend (Mrs. Lawrence) by Rev. E. Apthorp	10	
"	Sarah Carter by Rev. E. Apthorp	1	
"	Friend by Rev. E. Apthorp	10	
"	Charles C. Barry	5	
"	Friend by Rev. John Parkman	5	
"	Two Friends at Salem (A. M. & L. H.) by E. G. Loring	20	
	Amount carried over	341	35

Boston Vigilance Committee, Treasurers Account, October 1850. Publication Date 1866.
 Newton Free Library, 330 Homer Street, Newton Centre, MA 02459,
 N973711B65T1850-51.

Dr. The Vigilance Committee

1860	To amount bro't forward		4.69	66
June	Burrill Smith for boarding Joseph & Mary Dimes	6	6	50
July	Frederick Parker for clothes	6	7	08
Aug st	Catherine Greenland board of fugitives	10	75	
"	Maria Bell for boarding Mr Alexander	5	12	
October 19	Jacob - slave of Borden or Bolen of Va to Canada	5	12	
" 26	Mrs R. Young for boarding Amanda Brown 6 weeks at 2.	5	15	
Nov. 22	Catherine Greenland boarding two fugitives, slave	3	58	48
" "	Johnson from Baltimore Henry Ash burst from Va 1 1/2 weeks			
" 27	Atlas \$730 for advertising for slaves for fugitive slaves			
Dec. 30	James Simmons this two sisters from Richmond Virginia			
" 31	Balance carried to New Acct		598	47

Dr. The Vigilance Committee				
1861	John Curtis clothes for Ab ^m Galloway	12		
January	Catherine Greenland for boarding Jones & Wife } H. & A. Ames - fugitives & sent to New Bedford } Lewis Howard for boarding } Wm Seymour 2 1/2 Weeks at 3.	10		
March	John B. Manley clothes for } Wellington Davis }	8		
April	Lewis Howard boarding }	20		
"	Willis Rogers 2 Weeks & shoes }	9	30	
"		59	30	

Do.		Francis Jackson Treas ^r		Cr.	
1852		Amount brot over by Bazaar		1240	25
Nov.		Timothy Gilbert H ^o Boston	10		
"		Abner Curtis	5		
"		Emory B Fay	5		
"		Willis Howes 1 st	2		
"		A. L. Haskell 1 st	2		
"		Isaac C Hall 1 st	3		
"		Edw Bassett 2 ^d	2		
"		Luther Newhall 1 st	2		
"		M. A. Grath 1 st	2		
"		C. Wakefield 1 st	2		
"		Chapman 1 st	2		
"		Bill 1 st three friends	4	50	
"		Abner Curtis	5		
"		Six Friends	10		
"		Ralph Waldo Emerson Concord	5		
"		Donated 74 th and 75 th and 76 th and 77 th and 78 th and 79 th and 80 th and 81 st and 82 nd and 83 rd and 84 th and 85 th and 86 th and 87 th and 88 th and 89 th and 90 th and 91 st and 92 nd and 93 rd and 94 th and 95 th and 96 th and 97 th and 98 th and 99 th and 100 th	57	50	
"		Donation from the Treasury of the Vigilance Committee	121	57	
		Boston Nov. 6 1852 Errors excepted	1420	32	
		Francis Jackson Treasurer	400	32	
		1. d 1	1420	32	

“THE WORK OF ABOLITIONISTS and THEIR ROLE IN THE UNDERGROUND RAILROAD CONTINUED”

LENGTH: 1 Class Period

ENDURING UNDERSTANDINGS: 1,3, 5

CONCEPTS / TOPIC TO TEACH:

Students will use technology to learn more about the Underground Railroad. This lesson is primarily internet based.

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks:
USI. 30 Describe the formations of the abolitionist movement, the roles of various abolitionists, and the responses of southerners and northerners.
- Massachusetts English Language Arts Frameworks:
Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.
- Massachusetts Instructional Technology Standards:
Standard 3: Demonstrate ability to use technology for research, problem solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic resources.

GENERAL GOAL(S): Have students utilize technology in order to gain a better understanding of the Underground Railroad and to give them accredited sites to use for further research.

SPECIFIC OBJECTIVES:

Computers with Internet Connection
Map of U.S. prior to the Civil War
Guide for internet research

STEP-BY-STEP:

- Popcorn read hand out on the Underground Railroad. Ask for questions or comments after each paragraph. Available: <http://www.nps.gov/undergroundrr/ugsum.htm>
- Review Goals for today's lesson. Students should be made aware that the information that they collect today will help them with their Culminating Lesson for the Unit.
- Have students work independently and log on to:
<http://www.nationalgeographic.com/railroad/>
This is the National Geographic interactive Underground Railroad site.
- First task: “The Journey” - Students will assume the role of a slave travelling on the Underground Railroad. They should record the options that they choose and their

reasoning for each choice. Students should continue to finish the guidelines on the handout.

- Students will plot their route on the U.S. Maps provided – as handout.

- **ASSESSMENT**

Class Participation in discussion

Students Questionnaire and maps.

Guide for Internet Research on the Underground Railroad

<http://www.nationalgeographic.com/railroad/>

1. Assume the role of a slave on the Underground Railroad. Record the path you travel on your journey. What options did you choose and why you did so? Do you make it to freedom? If so, how does it feel?
2. What places did you stop? What do you know about these places?
3. Plot on the U.S. Map the places that you stopped and your final destination.
4. Continue to explore the website. Use the map to draw arrows of three commonly traveled routes. Why do you think these routes were often traveled? Where do most of the routes stop?

Next log onto the National Park Service site: <http://www.nps.gov/boaf/urrsitesma.htm>

5. Review the list of New England stops on the Underground Railroad. Are there any similarities to these places or their locations? Be sure to use your map to help you answer.
6. Of the towns in Massachusetts listed as places where there are Underground RR stops what towns have you visited?

Next log onto The Jackson Homestead site:
<http://www.ci.newton.ma.us/jackson/default.htm>

7. Explore the site to see what you can learn about Newton's history with the Underground Railroad.

Make sure you bookmark all sites for future reference!

“THE JACKSON HOMESTEAD”

LENGTH: 1 Class Period

ENDURING UNDERSTANDINGS: 1,2,5,

CONCEPT/TOPIC TO TEACH: Contributions of one Newton family to end slavery.

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks:
USI. 30 Describe the formations of the abolitionist movement, and the roles of various abolitionists.
- Massachusetts English Language Arts Frameworks:
Guiding Principle 7: An effective English language arts curriculum teachers the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.

GENERAL GOAL(s): Allow students to relate the work of abolitionists and the Underground Railroad to specific individuals living in Newton. Have students evaluate primary sources.

SPECIFIC OBJECTIVES:

Read “*With a Welcome to Any of the Workers of Slavery*”, by Sheila Sibley, The Jackson Homestead and view Pictures of the Jackson Homestead and the family.
Use memoir and letter to understand The Homesteads role in Underground Railroad.

REQUIRED MATERIALS:

Jackson Family Portrait
Drawing of Homestead from Candle Wrapper 1838 Map of the Worcester Railroad
Select reading from Ellen Jackson’s Memoirs
Wm. Bowditch letter regarding use of The Jackson Homestead
Summary from the The Jackson Homestead
Pens, Paper

Step-By-Step

- Ask how many students in the class have visited The Jackson Homestead. If students have already visited ask them to share their experiences with the class. Use this as a prompt to start discussion about the homestead and the family.
- Show students pictures/slides:
Family Portrait: First ask students to make observations about picture. Read the Names and the years that each individual lived.

Candle Label: (Candle making was the family business.) Ask the students if they recall seeing this building on Washington Street. Ask them what looks different about the house today? (The barn and the candle making building are no longer there.)

- Provide students with further information about the family and the Homestead: William Jackson's involvement in founding the Elliott Church, their candle making business, why they were involved in the Underground RR.
- Examine the evidence. Discuss with class the difficulty of documenting The Underground Railroad in Massachusetts. Why would people not have kept detailed records?
- Group students in pairs: Give each pair a copy of
Ellen Jackson's memoir
William Bowditch Letter
Ask students what they know about these individuals – if necessary give a brief background on them. Re: Bowditch reference:
<http://www.cr.nps.gov/nr/travel/underground/ma3.htm>
- Each pair should discuss the following questions – but each students should answer the questions independently:
Describe these documents: what are they (letter, article, memoir, etc.)?
What year were they written?
Is the author writing about something that is currently happening or are they reflecting on an event?
What do these items say about The Jackson's, The Homestead, and The Underground Railroad?
What do these letters tell us about William Jackson?
- As a class develop a chart of different answers.
- Homework: students will complete their own chart at home from the class discussion. Today's chart can be used as a guide.
- **ASSESSMENT:**
Class work, discussion, class chart, students chart.

Pictures/Slides to Show Class



STANDING (*From left to right*)

Caroline Bennett Jackson, 1819-1906, Age 27
Lucretia Jackson, 1812-1848, Age 34
Cornelia Wiswell Jackson, 1836-1903, Age 9
Edward Jackson, 1827-1882, Age 19
Ellen Dorinda Jackson, 1825-1882, Age 19
Frances Elisabeth Jackson 1829-1868, Age 17
Mary Bennett Jackson, 1823-1905, Age 23

SITTING (*From left to right*)

Marion Jackson, 1809-1868, Age 37
Sarah Jackson, 1807-1884, Age 39
Stephen Winchester Dana Jackson, 1834-1889, Age 12
William Jackson, 1783-1855, Age 63
Mary Bennett Jackson, 1792-1867, Age 54
William Ward Jackson, 1831-1881, Age 15
Timothy Jackson, 1811-1870, Age 35
Louis Jackson, 1816-1853, Age 30

The Jackson Family, 1846, from a daguerreotype by Whipple of Boston." Photo courtesy of the Jackson Homestead Archives, for "The Jackson Homestead -- Station on the Underground Railroad," a Massachusetts Local Legacies project.

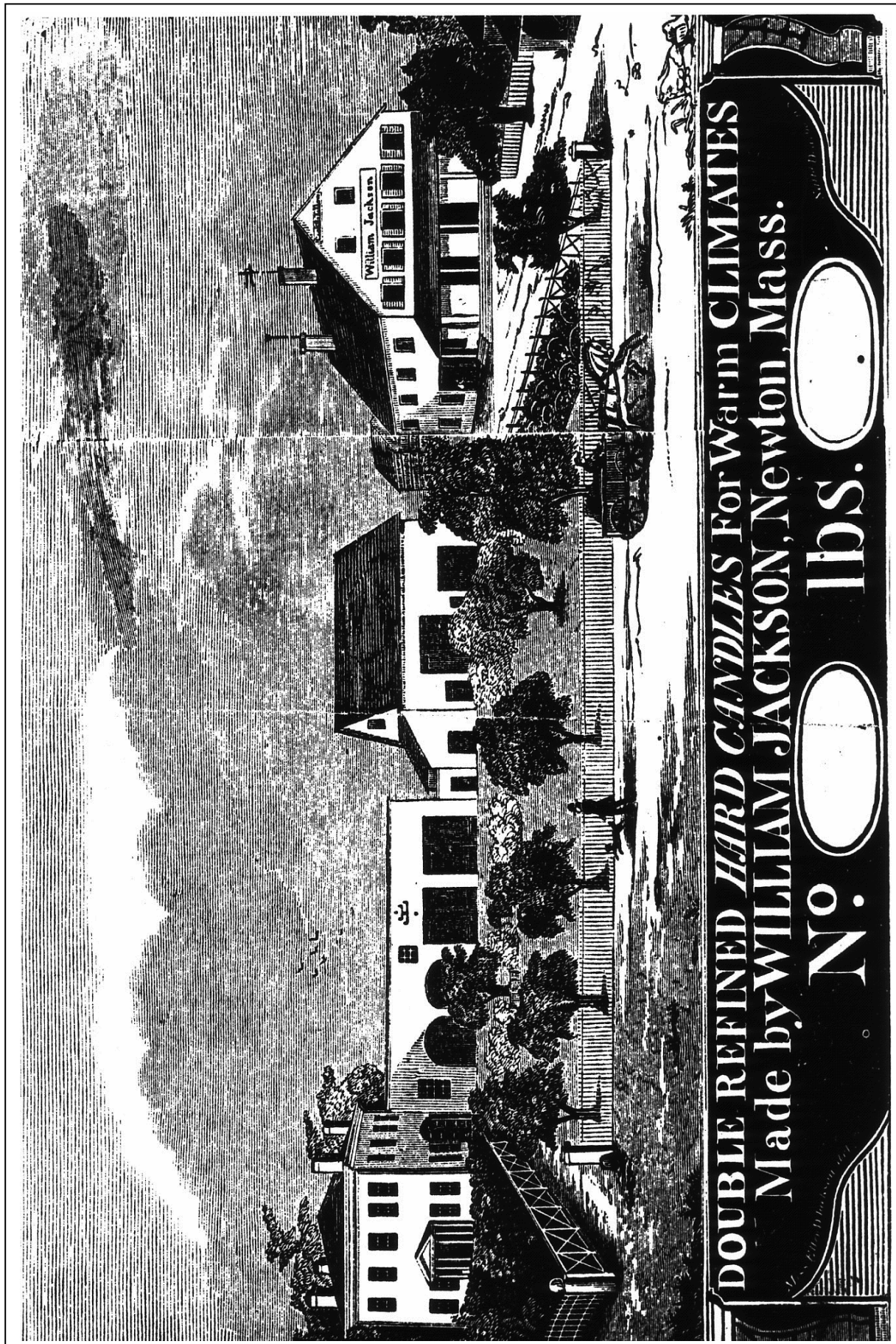


Photo Courtesy of The Jackson Homestead, Newton Mass.
Copy of original candle label designed by Ellen Jackson.

There ~~was~~ ~~has~~ always been a strong
 anti-slavery sentiment felt
 by the inmates of the "Homestead"
 especially by father, He did
 indeed give his time money
 and much of his thought to the
 abolition of slavery. Thus the
 Homestead stood ever
 open with a welcome to any of
 the workers against slavery
 for as often and as long as suit-
 ed their pleasure & convenience.
 The Homestead was one of the
 Stations of the underground Rail
 Road, which was continually
 helping runaway slaves from
 the South to Canada. One night
 between twelve and one o'clock
 I well remember father was

Select pages of Ellen Jackson's Memoir *Annals from The Old Homestead* 1884-1895,
 recalling a time when her father helped a runaway slave. Excerpt courtesy of The
 Jackson Homestead, Newton Mass.

awakened by pebbles thrown a-
gainst his chamber window.
He rose and asked what
was wanted. In Bowditch re-
plied it was he with a run-
away slave whom he wished
father to hide till morning,
and then help him on his way
to Canada, for his master was
in Boston looking for him. Father
took him in and next morning
drove fifteen miles to a station
where he could take a car for
Canada. He could not have safely
left from any Boston station, etc
were watched. So many were at
that time escaping into Canada
that a sewing circle used to meet
at the homestead to make clothes
for them for they were wholly destitute.

Select pages of Ellen Jackson's Memoir *Annals from The Old Homestead* 1884-1895,
recalling a time when her father helped a runaway slave. Excerpt courtesy of The
Jackson Homestead, Newton Mass.

[Massachusetts, Suffolk County]

Boston, April 5, 1893.

Dear Sir:-

In reply to the question contained in your letter of Mar. 28, last, I would say:

We had no regular route and no regular station in Massachusetts. I have had several fugitives in my house. Generally I passed them on ^{to} Wm. Jackson at Newton. His house being on the Worcester Railroad, he could easily forward any one. One person, I (with others) drove to Concord in a two-horse carryall, and deposited him with Mr. Brooks, the mother of Judge Geo. M. Brooks. Sometimes we rescued them from the ships in the harbor.

I have had in my house Wm. and Ellen Craft, John Brown, Jr., Henry (Box) Brown, and others.

I send to your address by mail a pamphlet that may help you.

Respectfully yours,

Wm. I. Bowditch

W. H. Siebert,
Columbus, Ohio.

* Copy of letter referred to in Article of Siebert's book (I have copy of the book)
NOTICE: MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW (Title 17 U.S. Code) - OHIO HISTORICAL SOCIETY

Letter by Wm. I. Bowditch 1893, Courtesy of the Ohio Historical Society, W.H. Siebert Papers/Collection. The letter was written by Wm. I. Bowditch to W.H. Siebert and was referenced in his book *The Underground Railroad from Slavery to Freedom* (1898).

“THE JACKSON HOMESTEAD – CONTINUED”

LENGTH: 1 Class Period

ENDURING UNDERSTANDING: 1,2,3,

CONCEPT/TOPIC TO TEACH: The importance of Newton’s geographic location on the Underground Railroad.

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks:
USI. 30 Describe the formations of the abolitionist movement, the roles of various abolitionists, and the responses of southerners and northerners.
- Massachusetts English Language Arts Frameworks:
Language Strand Standard 2: Students will pose questions, listen to the ideas of others, and contribute own information or ideas in-group discussion in order to acquire new information.

GENERAL GOAL(s): Allow students to work as historians researching The Underground Railroad in Newton using primary sources.

SPECIFIC OBJECTIVES:

Using Ellen Jackson’s memoir and Wm. I Bowditch letter, the students will mark possible stops that William Jackson could have taken the slaves mentioned to board a train to Canada on the Worcester Railroad Line.

REQUIRED MATERIALS:

Rulers, Pens, Paper, and Questionnaire.

1838 Map of the Worcester Railroad

1894-1895 Select reading from Ellen Jackson’s Memoirs

1893 Bowditch letter regarding use of Jackson home on The Underground Railroad.

Scissors, Paste/Tape

Step-By-Step

- Review yesterday’s lesson and the work with the letters referring to The Jackson Homestead. Discuss with students the risks that William Jackson took as well as the danger he put his family in by hiding runaway slaves.
- Review the map and look at the differences in Newton and Boston. As a class list/make observations about the possible differences in places. Possible answers: less people in Newton, more houses in Boston, more streets and roads in Boston etc. Advise students to keep this in mind during the next activity.
- Students will work in pairs.
- Hand out directions and copies of letters and maps.
- Review the directions with students.

- **DIRECTIONS:**

Students Role: Historian researching Newton's involvement in the Underground Railroad.

Task: In reading Ellen Jackson and William Bowditch's letters you notice that no specific rail stop is mentioned. You need to come up with possible locations that Jackson may have taken runaways to board the train. You must support your findings. Students will be given a map of the Worcester Railroad line. The map will be in pieces so first the students must cut and paste/tape it together. Students will be responsible for using the scale provided on the map to use as their guide.

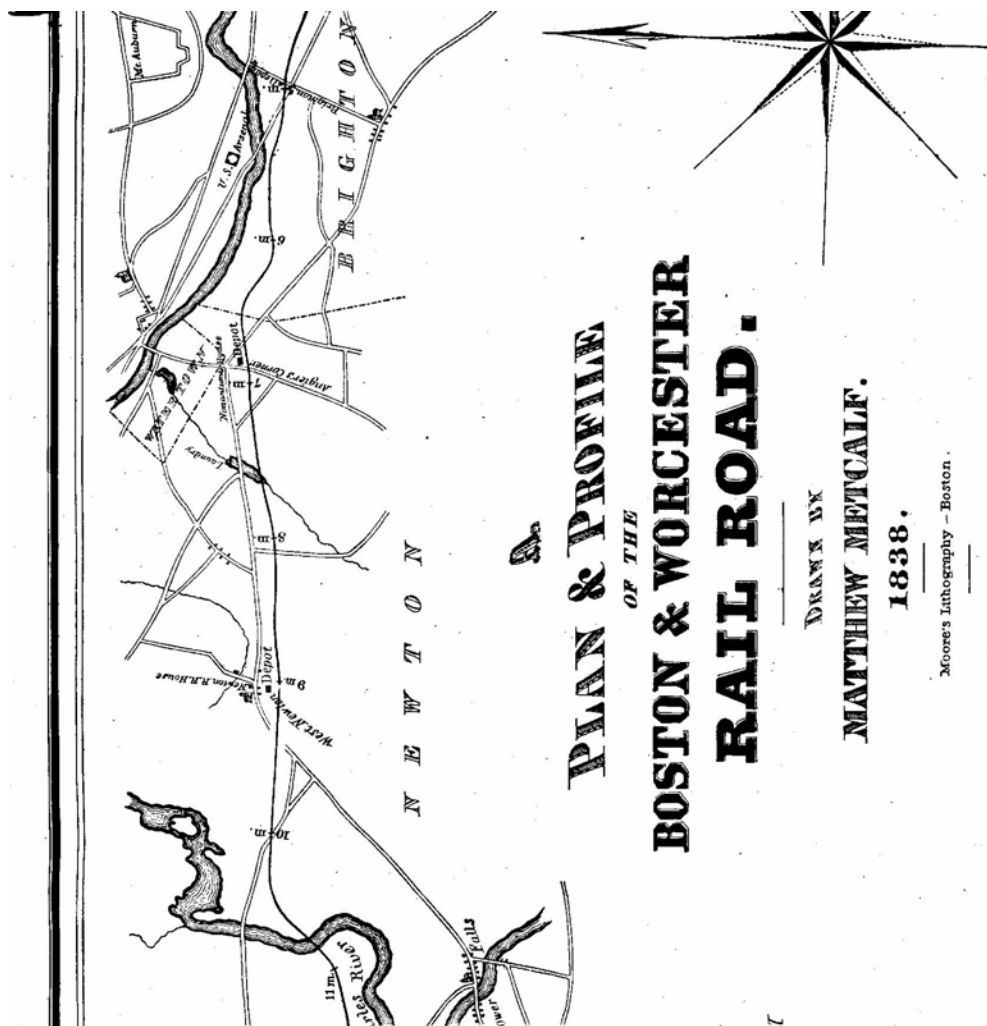
On the Map Plot: The Jackson Homestead

Plot three most likely Railstops that Jackson would have taken slaves.
(Be sure to use the clues given in the letters!)

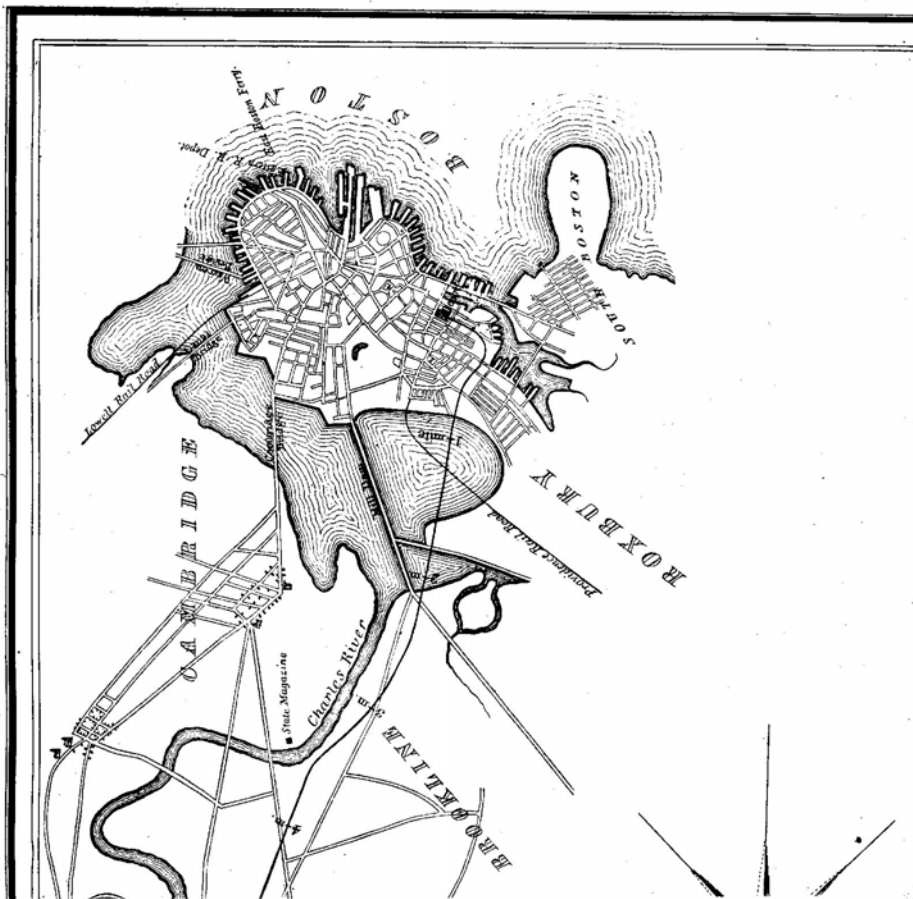
Individually: As a follow up question: Students must answer: What made Newton a desirable stop for runaway slaves? Why would slaves come to Newton rather than Boston?

What can you gather from this map regarding this? .

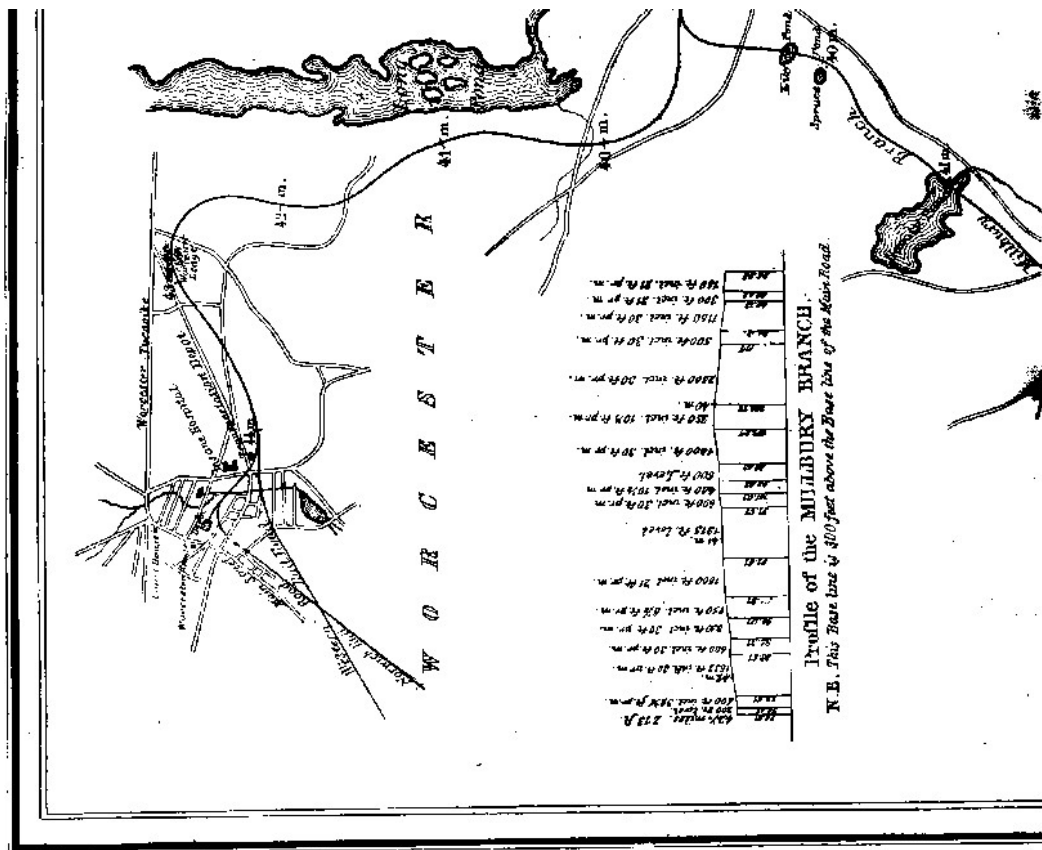
Assessment: Map: Students must be sure to follow the directions and completely answer all of the questions. There is no one correct answer. Because the information was never specifically recorded we are not sure of the answer and it would be inaccurate to guess. Therefore, no answer is incorrect but students will be assessed on the clarity in which they explain their answer. From this activity students will know that Newton's geographic location made it an ideal stop for many travelers of the Underground Railroad because of the access to public transportation, sympathizers to their cause, and its "lower" profile.



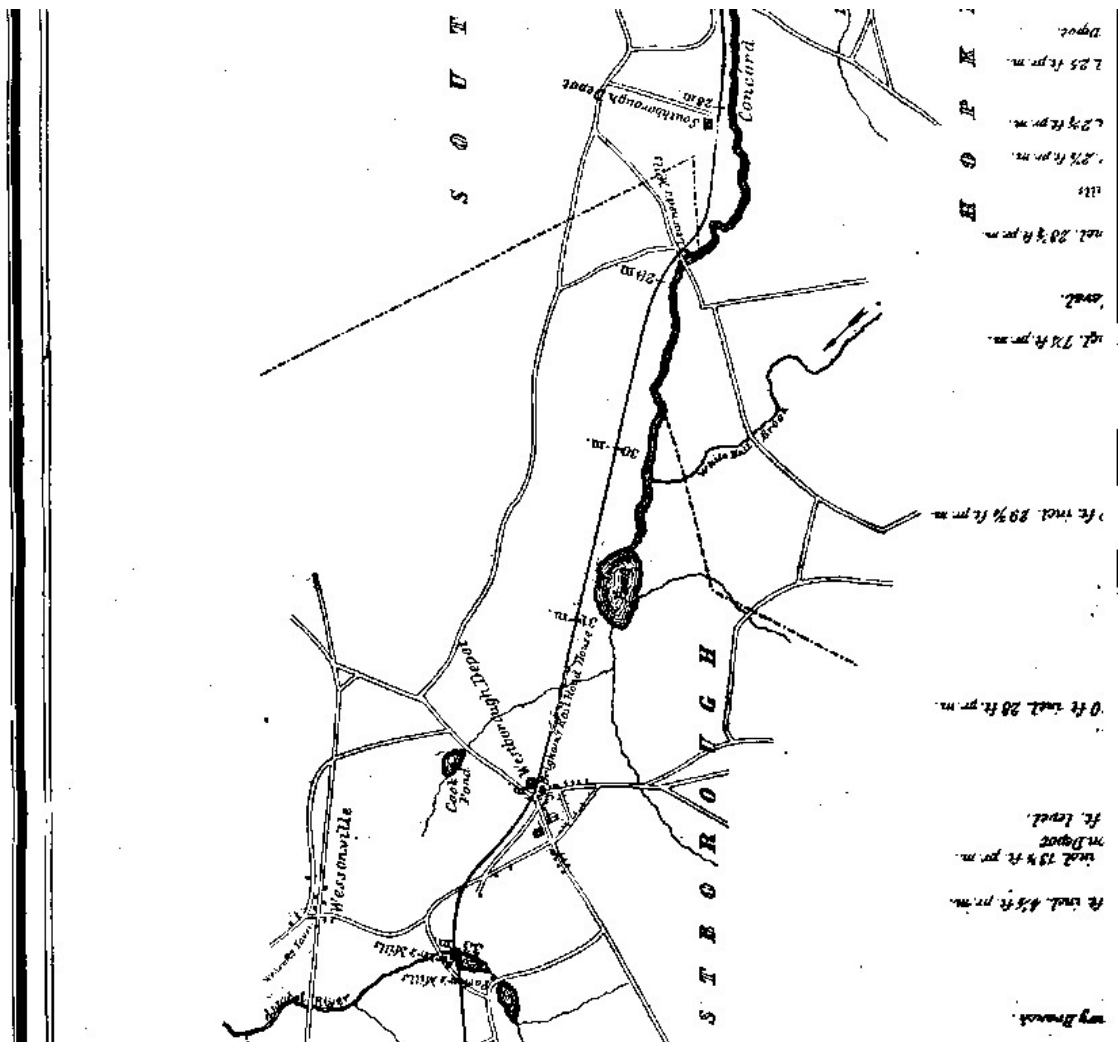
1838 Plan & Profile Map of the Boston Worcester Railroad, Drawn by Matthew Metcalf, Moore's Lithography – Boston. Courtesy of The Jackson Homestead, Newton, MA ***Actual Map Size Significantly larger than these copies.



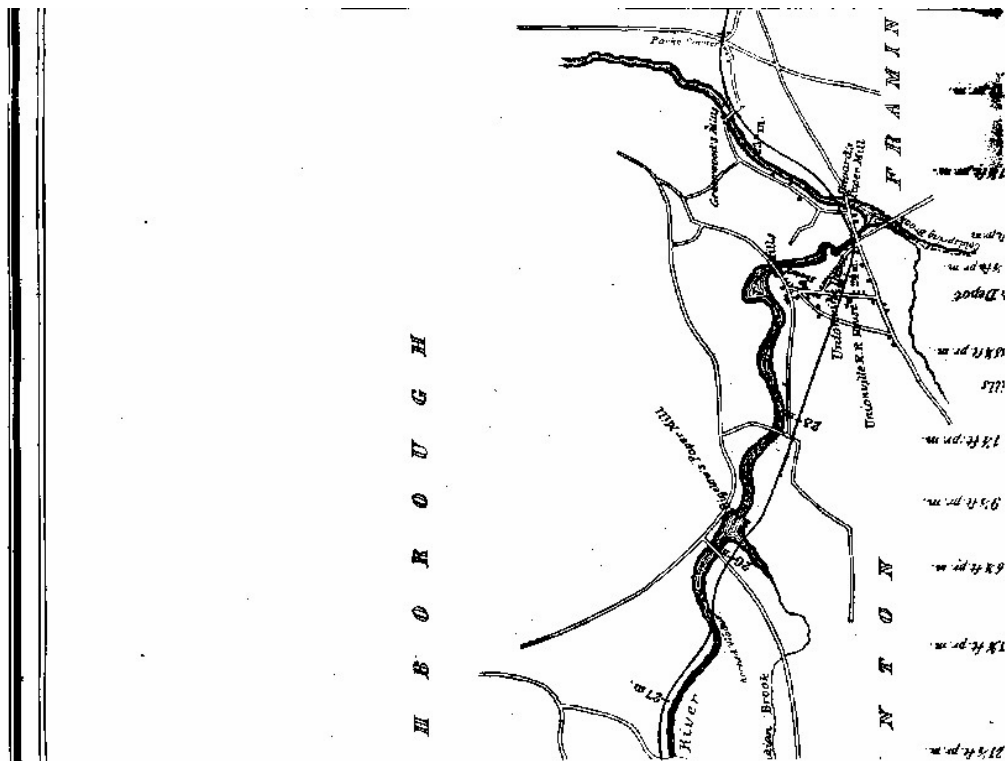
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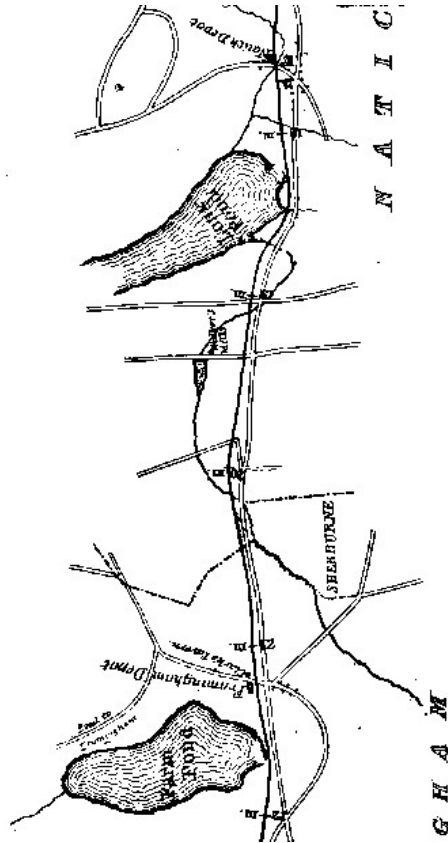
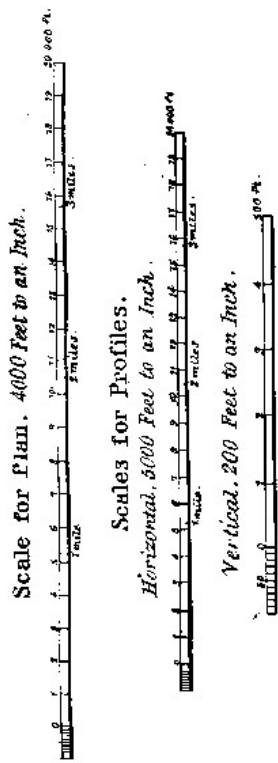
1838 Plan & Profile Map of the Boston Worcester Railroad, Drawn by Matthew Metcalf, Moore's Lithography – Boston. Courtesy of The Jackson Homestead, Newton, MA ***Actual Map Size Significantly larger than these copies.



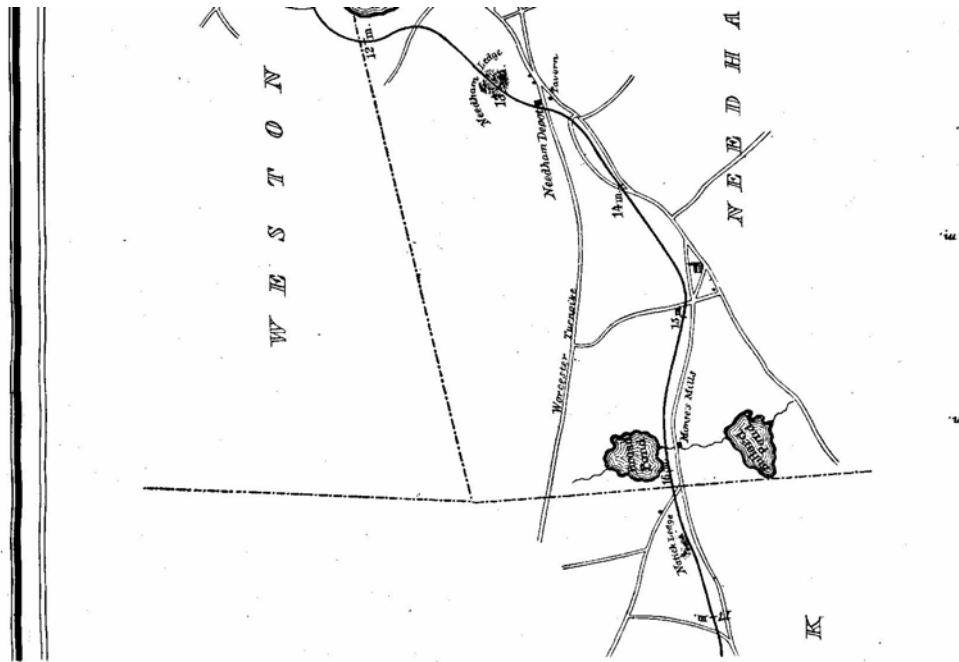
1838 Plan & Profile Map of the Boston Worcester Railroad, Drawn by Matthew Metcalf, Moore's Lithography – Boston. Courtesy of The Jackson Homestead, Newton, MA ***Actual Map Size Significantly larger than these copies.



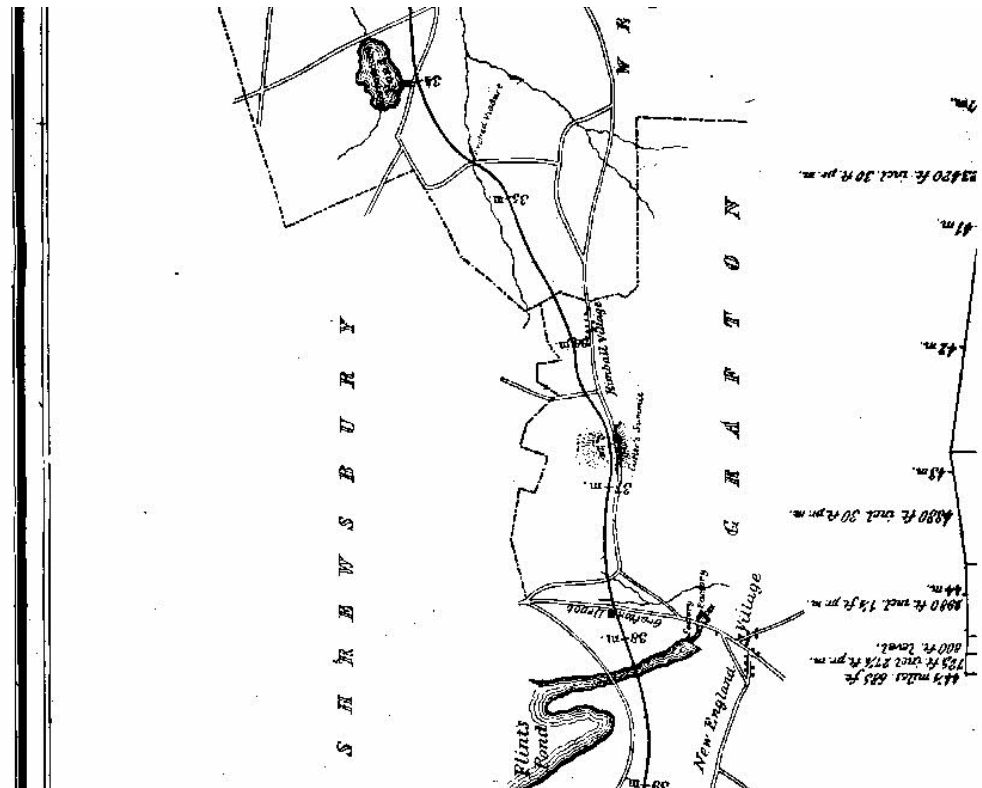
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1838 Plan & Profile Map of the Boston Worcester Railroad, Drawn by Matthew Metcalf, Moore's Lithography – Boston. Courtesy of The Jackson Homestead, Newton, MA ***Actual Map Size Significantly larger than these copies.

“NEWTON FIELD TRIP ”

LENGTH: 2 Class Periods (But ideally designed to be a full day field trip)

CONCEPT/TOPIC TO TEACH: Students will be able to use their community as an interactive classroom to learn more about Abolitionists and The Underground Railroad.

ENDURING UNDERSTANDINGS ADDRESSED:1,2,4,5

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks:
USI. 30 Describe the formations of the abolitionist movement, the roles of various abolitionists, and the responses of southerners and northerners.
Subtopic 2D Limited Use of slaves in northern colonies.
- Massachusetts English Language Arts Frameworks:
Composition Strand Standard 20: Consideration of Audience and Purpose. Students will write for different audiences.

GENERAL GOAL(S): Have students be able to go to different sites in community to better understand the overall unit.

REQUIRED MATERIALS:

Busing must be provided for the students.
Notepads/Pens

STEP-BY-STEP:

- Students (that have handed in permission slips in advance) will board bus at school and will be given an itinerary of the trip, as well as the expectations for their accomplishments at each stop.
- Itinerary:
First Stop: Arrive at the Centre Street Cemetery (Centre & Cotton Streets, Newton, MA).
This is the oldest cemetery in Newton. Many of the individuals we have learned about from Newton are buried here. Students will be provided with a list of names of some of the individuals we have discussed that are buried in the graveyard such as:
Slave Owners Ex. Edward Jackson, Sr., Samuel Jackson, Capt. John Fuller
William Jackson
Ellen Jackson
Francis Jackson Etc.

**Also on the list will be Tillo – the slave of General Hull that is supposedly buried in the cemetery beside his master.

Students will be responsible for locating as many graves as they can and recording observations about the tombstone or marking:

What is the condition of the grave?

What is written on the gravestone? (Including full name, dates, and any other writing)

What does this grave tell us about this individual? (Ex. Is it modest, ornamental etc.)

What if anything does this cemetery show us about the changes in thinking or public opinion about slavery in Newton? (Ex. Both slave owners and abolitionists from the same family are buried together.)

Students will be asked to sketch ONE of the grave sites that interests them the most.

Between stops have a discussion with students about what they have learned.

SECOND STOP

The Jackson Homestead. www.ci.newton.ma.us/jackson

Students will participate/attend a lecture about the Jackson Family and their role in the Abolitionist movement. Students will be able to take a tour of the house and view the root cellar, which is one of the suspected hiding places for runaway slaves.

THIRD STOP

Return to school.

ASSESSMENT:

Students will be responsible for handing in their drawing of one gravestone. The drawing must be neat and accurately depict the grave to the best of the students' abilities. Secondly the students will be responsible for writing a paragraph about what they could tell or not tell about the person from their gravestone. These drawing will be presented to the class.

RESUME: (2-3 nights to complete) Students will be responsible for creating a resume for one of the individuals we have learned about on today's trip: Francis Jackson, William Jackson, Ellen Jackson, William Bowditch, etc. The resume will be graded on neatness, creativity, and accuracy.

Some things students will be able to see on the Field Trip:

The Centre Street Cemetery, Centre & Cotton Streets, Newton, MA



THE JACKSON HOMESTEAD, 527 Washington Street, Newton, MA 02458.

“Root Cellar”



“GUEST SPEAKER FROM THE NEWTON FREE LIBRARY”

LENGTH: 1 Class Period

CONCEPT/TOPIC TO TEACH: How students can access various primary and secondary resources both online and within our own community.

ENDURING UNDERSTANDING: 5

STANDARDS ADDRESSED:

- Massachusetts Instructional Technology Standards:
Standard 3: Demonstrate ability to use technology for research, problem solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic resources.
- Massachusetts English Language Arts Frameworks:
Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.
Composition Strand Standard 20: Consideration of Audience and Purpose. Students will write for different audiences.

GENERAL GOAL(s): Help students to prepare students to do research for final culminating project. Get the students excited about using the library!

SPECIFIC OBJECTIVES: A Newton Librarian will address the class and discuss how to use the library. The representative will bring in useful resources from the Newton History Room at the library regarding The Jackson Family, Newton Abolitionists, Slavery etc. Also, the representative will show students how to access Newtonia – an online resource stool about the community. If students do not have library cards they will be given a library application and permission slip in order to obtain a card.

Required Materials:

Pens, Notebooks
Computers with Internet Access

Step-By-Step:

- Students will listen to presentation and take notes on different community resources: maps, annuals, magazine, newspapers, photographs, oral histories, etc. that are available at the main branch as well as the other smaller libraries.
- Students will log on to the Newton Library and receive a virtual tour of the collection. Focusing specifically on the Newtonia Collection:
<http://www.ci.newton.ma.us/Library/Reference/index.htm>
- Students will be able to use any remaining class time to ask questions or research information for their culminating project. (Description Follows this lesson.)

- Homework Assessment:

Role: Reporter

Audience: Newton Middle School Students

Publication: School newspaper.

Students will write an article to be submitted to the school newspaper about all that the Newton Library has to offer students their age.

The students will exchange articles with one another to be edited.

After submitting the letters to be graded, students will have the opportunity to vote on which article should be submitted to the school library for publication.

Unit Culminating Project: Journal

Enduring Understandings 1-5

Background: You have read various accounts of slave life and about the many hardships that slaves endured. You have learned about abolitionists, The Underground Railroad, and The Jackson Homestead.

Task: You are a slave that is traveling in secret on the Underground Railroad. Unlike many of the slaves we have learned about you have been taught to read and write by your “master.” Keep a journal of your experiences.

Audience: After you are free - your journal entries will be featured in the *Boston Abolitionist Paper* to encourage others to become involved in the fight against slavery.

Purpose: The purpose of this journal is to demonstrate your knowledge the experiences of slaves on the Underground Railroad, the work of abolitionists, and the significance of Newton’s contribution to these causes.

Research: use “Newtonia Collection”, websites, secondary and primary sources as references or to get ideas.

Procedure:

1. Write a journal describing your experiences.
 - The journal must have seven six entries.
 - Each entry should be illustrated.
 - All journal entries should be dated. (Keep in mind: When did slavery take place in the United States? When did the Underground Railroad begin? What years did William Jackson hide slaves? Your journal entries can also include “fictitious” but historically possible dates within these years.)
 - The questions are meant to help guide your writing. Students are encouraged to give as many additional details as possible.
3. FOLLOW THE RUBRIC!

First Entry: *Describe your life as a slave.*
Questions to address:
What is your life like as a slave?
What state do you live in?
What are your duties as a slave?
Why are you running away?
What are you leaving behind?
Do you have a family?

Second Entry: *Describe your escape.*
Questions to address:
How did you know it was your time to go?
How did you escape?

Did you have a guide?

Third Entry: *Describe your journey.*
Questions to address:
Are you traveling alone?
What stops are you making?
What are your travel conditions like?

Fourth entry: *On one of your stops you arrive in Newton, Massachusetts and are staying at the Jackson Homestead.*
Questions to address:
How did you know to come to Newton?
What are your impressions of this place? How is it different from the other places you have been?
Is William Jackson helping you reach your next destination or will you be going alone?
Do you have any access to any money for your travels?

Fifth Entry: *You have finally arrived at your final destination.*
Questions to address:
How does it feel to be free?

Sixth Entry: Draw a map of your route to freedom.

Seventh Entry: *A representative from the Boston Vigilance Committee has asked you to publish a journal of your experiences.*
Why would you do this?
What do you know of this organization?

Have fun and be creative!

We will do this journal in steps during class. Any work that is not completed in class must be finished for homework.

We will go over a sample journal before we begin writing the journals. This sample will remain in the classroom for students to refer to if necessary.

Students are encouraged to ask questions throughout the journal writing process.

JOURNAL RUBRIC

	ADVANCED	PROFICIENT	BASIC	IN PROGRESS
CONTENT	<p>Detailed and accurate responses to all questions.</p> <p>Makes numerous important connections to readings and class discussions.</p> <p>Strong Character Development, numerous supporting details help to clarify points.</p>	<p>Detailed and accurate responses to every questions.</p> <p>Connects readings and class discussions.</p> <p>Strong Character development. Details are given to support points.</p>	<p>Responds to most questions but lacks great detail.</p> <p>Does not make sufficient connections readings and class discussions.</p> <p>Shows awareness of character but lacks details to support points.</p>	<p>Missing many responses and lacks sufficient detail.</p> <p>Ideas are not developed and there are no connections made to readings or class work.</p> <p>Inadequate development of character. Shows lack of understanding of slave life, the Underground RR, and Newton's role.</p> <p>No character development. Lacks supporting detail.</p>
ORGANIZATION & MECHANICS	<p>There are seven journal entries and a cover page, each entry is titled and dated.</p> <p>Stays on topic and has clear focus.</p> <p>Exceptional control of writing conventions: mechanics go beyond grade level expectations.</p> <p>No spelling, punctuation or capitalization errors. Has a logical flow.</p>	<p>There are seven journal entries and a cover page, each entry is titled and dated.</p> <p>Stays on topic and has clear focus.</p> <p>Control of writing conventions: mechanics represent high quality work.</p> <p>Few spelling, punctuation or capitalization errors. Has a logical flow.</p>	<p>There are six journal entries and a cover page.</p> <p>Each entry is titled and dated.</p> <p>Strays off topic. Proficient control of writing conventions: some errors, but mechanics fulfill grade-level standard.</p> <p>Many spelling, punctuation or capitalization errors.</p> <p>Writing is choppy and sloppy.</p>	<p>There are five or less journal entries and no cover page.</p> <p>The entries are not titled and there are no dates. Lacks focus.</p> <p>Inadequate control of writing conventions: too many errors cause confusion to reader. Too many errors in punctuation, capitalization and spelling.</p> <p>Journal is sloppy and well below grade level expectations.</p>
ILLUSTRATIONS	<p>Each entry and the cover have colored illustrations.</p> <p>MAP: has great detail. All major stops of the slave are marked on route.</p> <p>States are labeled and are drawn to appropriate scale.</p>	<p>Each entry and the cover have colored illustration.</p> <p>MAP: is detailed. One major stop is not clearly marked on route.</p> <p>States are labeled but not drawn to appropriate scale.</p>	<p>Six of the journal entries have color illustrations.</p> <p>There is a front cover but is not illustrated.</p> <p>MAP: does not clearly mark stops of slave and the map is not drawn to scale.</p>	<p>Only five or less of the journal entries have color illustrations.</p> <p>There is no cover and therefore -no illustration.</p> <p>MAP: is sloppy, geographically incorrect and is not labeled with the stops that slave took along the way.</p>

“THE TOWN OF NEWTON DURING THIS TIME”

LENGTH: 2 Class Periods

ENDURING UNDERSTANDINGS: 5

CONCEPTS / TOPIC TO TEACH:

What else can we learn about other residents of Newton during this time. By this lesson students should know that Jackson family were active abolitionists. They also would have learned from the visit to The Jackson Homestead that there were other active abolitionists such as the postmaster – Henry Ross, and Nathaniel Allen. But what was life in the town like for others? Was everyone active in the abolitionist cause? What was the actual place like? What did different residents do on a daily basis? This lesson is meant to have the students think critically about what has already been discussed about The U.S. at this time and bring it to a more local level.

STANDARDS ADDRESSED:

- Massachusetts History Curriculum Frameworks:
USI. 34 Describe the different economies and cultures of the North and the South.
Massachusetts History Curriculum Standards:
- Massachusetts English Language Arts Frameworks:
Guiding Principle 7: An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.
- Massachusetts Instructional Technology Standards:
Standard 3: Demonstrate ability to use technology for research, problem solving, and communication.
Students locate, evaluate, collect, and process information from a variety of electronic resources.

GENERAL GOAL(S): Students will use Auditors report to make observations about Newton and the characteristics of this place during the time of the underground Railroad and the abolitionists movement.

SPECIFIC OBJECTIVES:

Students read and make observations about the town of Newton in 1856

REQUIRED MATERIALS:

Auditors Annual Report, 1856. (Select Pages) City (Town) of Newton, printed by Franklin Printing House, Boston. ****Only select pages included. Entire report can be obtained at the Newton Free Library, Newton, Massachusetts.

1838 Plan & Profile Map of the Boston Worcester Railroad

Poster board, markers

Computers with internet Access

STEP-BY-STEP:

- Students will work in-groups of four. The students should each make observations about the report – the population, size of town, number of villages, finances, new roads, churches, schools, births (why are these only listed by: American, Irish, and other? Why are those of Irish decent singled out? Who is represented in the other category? Do you think most people living in Newton at this time were working class? Farmers etc.? Do you think there were many free Blacks living here?)
- Students will review 1838 Plan & Profile Map of the Boston Worcester Railroad what does this tell us about the location of Newton to the city of Boston, other towns, railroads etc.?
- Students will have access to the internet if there is additional data they think they can obtain on-line that may be useful. Newton Public Library:
<http://www.ci.newton.ma.us/Library/default.htm>
Newton MA homepage history section: <http://www.ci.newton.ma.us/>
- Students will then make a marketing poster describing Newton in the year 1856. Students are encouraged to use both illustrations and text to make the posters appealing.
- The posters should be designed to appeal to one of the following groups: abolitionists, runaway slaves, free blacks, recent immigrants, farmers, or white merchants and their families.
- Students should be able to explain why they think that Newton would be most appealing to the group that they chose. They should also be able to address why it would not be appealing to certain groups.
- **Assessment:** The following day students will present their posters to the class. The students will be assessed on overall understanding of the assignment, incorporation of what we have learned about Newton and the United States during this time, group work, poster design, and presentation skills.

Registrar's Report, for 1856.

The following statistics of Births, Intentions of Marriage, Marriages, and Deaths, in Newton, prepared by the Registrar, are for the year 1856. [The laws now require these to be made out by the year, from Jan. 1st to Jan. 1st.]

BIRTHS.

	41
In Newton Corner,	41
" West Newton,	26
" Newton Centre,	19
" Upper Falls,	18
" Needhamville,	13
" Lower Falls,	13
" Abnerville,	8
" Oak Hill,	9
Not enumerated above.	—
	198
Whole number for the year,	198
Males,	98
Females,	100

	198
Of American Parents,	103
" " "	78
Of Irish	17
Of others,*	17
	198

fourteen others were recorded, a part of whom were born in previous years; and a part were born in other towns, and the parents had removed to Newton previous to January, the month for recording; these last would lose their record, unless they are recorded in Newton.

INTENTIONS OF MARRIAGE.

INTENTIONS OF MARRIAGE.		60
Whole number of couples,		36
Where both parties belonged to Newton,		24
Where but one party belonged to Newton,		60

MARRIAGES

MARRIAGES.
The whole number of marriages in 1836, was 39.
The oldest person married was 49.
The youngest " " 16.
First Marriage of 71 persons. 1
Widowers and Widows 7. 1

DEATHS.

DEATHS.		
The whole number of Deaths in 1856, was 64.	13	Under 5 years, 100.
Consumption,	4	Between 5 and 10
Bowel Complaints	4	" 10 " 20
Dropsy,	4	" 20 " 30
Casualties,	4	" 30 " 40
Typhoid Fever,	3	" 40 " 50
Increased,	3	" 50 " 60
Old Age,	2	" 60 " 70
Scarlet Fever,	1	" 70 " 80
Other Causes,	27	" 80 " 90
	64	Unknown,

	1	"	70	"	80
Scarlet Fever,	27	" <td>80</td> <td>" <td>90</td> </td>	80	" <td>90</td>	90
Other Causes,	—	" <td>90</td> <td>" <td>100</td> </td>	90	" <td>100</td>	100
	64	Unknown.			

MARSHALL S. RICE, Registrar.

The two oldest persons who died in 1856, were Johanna Sullivan, aged 93 years, and Mary Fuller, aged 90 years.

POPULATION AND MORTALITY IN NEWTON,
FOR 9 YEARS.

Some deaths among the foreign population of Newton, may have escaped the knowledge of the Registrar, but according to this best information, obtained by a careful investigation, the following table is very near correct, viz:

Year	Population	One is about 87% of the pop.
1848	1,710	73
1850	2,068	66
1852	2,328	50
1854	2,530	37
1856	2,700	25
1858	2,833	13
1860	2,900	8
1862	2,950	5
1864	3,000	4
1866	3,050	3
1868	3,100	2
1870	3,150	1

It thus appears that for the 9 past years the average mortality among those who died of disease was about 1 to 36 persons in town. During these years, 1849, 1850 and 1851, the annual number of deaths was about 150 compared with the population was 1 in 53. During the same years, in Suffolk County, the proportion of deaths to the population was 1 to 35. These facts show but a little over half the mortality in Newton, of the State at large; and much less than half the mortality of Boston. We can here see the wisdom of those who select their homes in our pleasant villages; and of the Sanitary Commissioners, appointed by Gov. Briggs, in selecting Newton as a remarkably healthy town, with which to compare other places less favored.

Registration of Deaths for a number of years looking over rates of mortality from all causes, we find that the fourth of the cases of mortals died from Consumption! We fear the Small Pox and Cholera; but what have they done compared with the ravages of this disease? Comparatively nothing! This disease baffles the skill of our best physicians; consequently our only hope is in prevention. A large majority of those who fall by this disease are females. When will the tyrant, Fashion, yield to reason and the laws of health? Probably not till hundreds more have fallen victims! When a less number of our houses are excitedly haunted by funerals; when our young Ladies upon their heads have more sole under their feet; more sleeves upon their arms; and, in good weather, ramble over his hills and valleys more,—then, in my opinion, Will Consumption not stand so far before all other causes of death.

MARSHALL S. RICE, Registrar.

Newton Centre, Feb. 10, 1857.

LIST OF THE
TAX PAYERS IN NEWTON,
for 1856.

NAME	Pos. Pos.	Tag on last Season	Tag on last Season	Total
Adams, Seth	1 50	84 06	2 58	23 14
Adams, Gabe	1 50			1 50
Adams, William	1 50	8 51		10 01
Adams, John	1 50	37 15	46 54	83 69
Adams, George	1 50	24 35	47 71	72 06
Adams, Jacob	1 50	21 15	1 29	22 44
Adams, E. Marco Place	1 50	11 35		11 35
Adey, Edward	1 50	33 50	2 06	1 50
Adkins, William	1 50	17 34		17 34
Adkins, horse, barn & land	1 50			1 50
Alcott, William A.	1 50	21 67	11 53	34 69
Allen, William	1 50	10 35	2 58	20 33
Allen, Francis E.	1 50			1 50
Allen, George	1 50	20 85	8 16	37 63
Allen, George W.	1 50			1 50
Allen, George W.	1 50	26 13	26 57	53 69
Allen & Barber	1 50			1 50
Land and Buildings of				
J. J. Collins		18 03	13 32	31 35
J. J. Collins		10 13	10 13	20 26
Allen & Carpenter				
Allen & Chapman Place				
Allen, Augustus	1 50	18 08		19 58
Allen, Jeremiah	1 50	18 50	56 76	76 76
Allen, Asa	1 50	12 50		14 40
Allen, Asa	1 50	3 04		5 04
Allen, Col. J. 100 feet				
Allen, Jeremiah Id.	1 50	1 50	1 55	3 05
Allen, Charles E.	1 50		3 10	4 60
Allen, Nathaniel T.	1 50			1 50
Allen, Frederick A.	1 50	11 37		12 87
Allen, George	1 50		11 35	12 85
Allen, Jacob, Jr.	1 50	18 90	7 22	26 12
Allen, Lucius, heirs	1 50			1 50
Allen, Lucius, heirs	1 50			1 50
Allen, E. S.	1 50			1 50
Allen, David	1 50			1 50
Anderson, John	1 50		1 03	2 53
Anderson, William H.	1 50			1 50
Anderson, Robert	1 50		2 10	3 60
Andrews, John	1 50			1 50
Andrews, John	1 50			1 50

