NEWTON

Slavery, Abolitionists and the Importance of the Underground Railroad

Colleen Pullman Onderdonk
Place in Massachusetts History
April 16, 2003
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 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 than 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.
Early History of Newton.

Excerpt courtesy of the Jackson Homestead Archives, Newton, Mass.

- **Jackson, Francis**

<table>
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<tr>
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<th>Male/Female</th>
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<th>Age</th>
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<td>M</td>
<td>1710</td>
<td>1</td>
<td></td>
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<td>1772</td>
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<td>Dea. William Townshend</td>
<td></td>
<td>1744</td>
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</table>
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-ling 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

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

Read and React

Text Statements

Your Reactions

__________________________________

__________________________________

__________________________________

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__________________________________

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 will 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.
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<td>Burrill Smith for Boarding Joseph Dear</td>
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<td>Frederick Parker for clothes</td>
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<td>Catherine Grelund board of fugitives</td>
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<td>Catherine Green</td>
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<td>H. Ames, fugitive slave to New Bedford</td>
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<td>Mar</td>
<td>Lewis Howard: boarding</td>
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<td>Mr. Seymour: 2 ½ weeks at 3</td>
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Boston Vigilance Committee, Treasurers Account, October 1850. Publication Date 1866.
Newton Free Library, 330 Homer Street, Newton Centre, MA 02459,
N973711B65T1850-51.
“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 teaches 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

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.
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
quarter to five chamber morning.
She rose and asked what
was wanted. Dr. Bowerstof
applied it was the with a run-
away slave whom the master
hunger to hide it moving,
and then that's time on this 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 the could take a car for
Canada. He could not have safely
left from many Boston station. We
were watched. So many were at
that time escaping into Canada
that a peeling candle was used to meet
at the home then to make a light
for them in. They were wholly destitute
[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 Wm. Jackson at
Newton. His house being on the Worcester Railroad,
she could easily forward any one. One person, I
(with others) drove to Concord in a two-horse carry-
sall, 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 Grant,
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.
“THE JACKSON HOMESTEAD – CONTINUED”

LENGTH: 1 Class Period

ENDURING UNDERSTANDING: 1,2,3,

CONCEPT/TOPEK 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.
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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"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”
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

<table>
<thead>
<tr>
<th></th>
<th><strong>ADVANCED</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>IN PROGRESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Detailed and accurate responses to all questions.</td>
<td>Detailed and accurate responses to every question.</td>
<td>Responds to most questions but lacks great detail.</td>
<td>Missing many responses and lacks sufficient detail.</td>
</tr>
<tr>
<td></td>
<td>Makes numerous important connections to readings and class discussions.</td>
<td>Connects readings and class discussions.</td>
<td>Does not make sufficient connections readings and class discussions.</td>
<td>Ideas are not developed and there are no connections made to readings or class work.</td>
</tr>
<tr>
<td></td>
<td>Strong Character Development, numerous supporting details help to clarify points.</td>
<td>Strong Character development. Details are given to support points.</td>
<td>Shows awareness of character but lacks details to support points.</td>
<td>Inadequate development of character. Shows lack of understanding of slave life, the Underground RR, and Newton’s role.</td>
</tr>
<tr>
<td><strong>ORGANIZATION &amp; MECHANICS</strong></td>
<td>There are seven journal entries and a cover page, each entry is titled and dated.</td>
<td>There are seven journal entries and a cover page, each entry is titled and dated.</td>
<td>There are six journal entries and a cover page.</td>
<td>There are five or less journal entries and no cover page.</td>
</tr>
<tr>
<td></td>
<td>Stays on topic and has clear focus.</td>
<td>Stays on topic and has clear focus.</td>
<td>Each entry is titled and dated.</td>
<td>The entries are not titled and there are no dates. Lacks focus.</td>
</tr>
<tr>
<td></td>
<td>Exceptional control of writing conventions: mechanics go beyond grade level expectations.</td>
<td>Control of writing conventions: mechanics represent high quality work.</td>
<td>Strays off topic. Proficient control of writing conventions: some errors, but mechanics fulfill grade-level standard.</td>
<td>Inadequate control of writing conventions: too many errors cause confusion to reader. Too many errors in punctuation, capitalization and spelling. Journal is sloppy and well below grade level expectations.</td>
</tr>
<tr>
<td></td>
<td>Few spelling, punctuation or capitalization errors. Has a logical flow.</td>
<td>Few spelling, punctuation or capitalization errors. Has a logical flow.</td>
<td>Many spelling, punctuation or capitalization errors. Writing is choppy and sloppy.</td>
<td></td>
</tr>
<tr>
<td><strong>ILLUSTRATIONS</strong></td>
<td>Each entry and the cover have colored illustrations.</td>
<td>Each entry and the cover have colored illustration.</td>
<td>Six of the journal entries have color illustrations.</td>
<td>Only five or less of the journal entries have color illustrations.</td>
</tr>
<tr>
<td></td>
<td>MAP: has great detail. All major stops of the slave are marked on route.</td>
<td>MAP: is detailed. One major stop is not clearly marked on route.</td>
<td>There is a front cover but is not illustrated.</td>
<td>There is no cover and therefore -no illustration.</td>
</tr>
<tr>
<td></td>
<td>States are labeled and are drawn to appropriate scale.</td>
<td>States are labeled but not drawn to appropriate scale.</td>
<td>MAP: does not clearly mark stops of slave and the map is not drawn to scale.</td>
<td>MAP: is sloppy, geographically incorrect and is not labeled with the stops that slave took along the way.</td>
</tr>
</tbody>
</table>
“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 leaned 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](http://www.ci.newton.ma.us/) Newton MA homepage history section: [http://www.ci.newton.ma.us/](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, Intenions of Marriage, Marriages, and Deaths, in Newton, prepared by the Registrars, are for the year 1856. [These reports should have been in the last year's account of "Reports and Expenditures of Newton," but it was not prepared in season.]

**BIRTHS**

<table>
<thead>
<tr>
<th>Whole number for the year</th>
<th>185</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>In Newton Corner, 40</td>
</tr>
<tr>
<td>Female</td>
<td>West Newton, 40</td>
</tr>
<tr>
<td></td>
<td>East Newton, 22</td>
</tr>
<tr>
<td></td>
<td>Newton Square, 12</td>
</tr>
<tr>
<td></td>
<td>Upper Falls, 0</td>
</tr>
<tr>
<td></td>
<td>Lower Falls, 0</td>
</tr>
<tr>
<td>Of American Parents,</td>
<td>85</td>
</tr>
<tr>
<td>Of Irish Parents</td>
<td>55</td>
</tr>
<tr>
<td>Of others,</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Of Old Hill, 9</td>
</tr>
</tbody>
</table>

Eight 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 registering.

**INTENTIONS OF MARRIAGE.**

Whole number of couples, 79.
Where one party belonged to Newton, 43.
Where both parties belonged to Newton, 26.

**MARRIAGES.**

Whole number in Newton, 49.
First Marriage of 25.
Older person married, 15 years, 1 Widower and Widow, 16.
Youngest, 14.

**DEATHS.**

Whole number for the year 1856, 52.

<table>
<thead>
<tr>
<th>Causes of Death</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumption</td>
<td>21</td>
</tr>
<tr>
<td>Brain Fever</td>
<td>9</td>
</tr>
<tr>
<td>Intermittent Fever</td>
<td>6</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>4</td>
</tr>
<tr>
<td>Other Causes</td>
<td>14</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
</tr>
</tbody>
</table>

The oldest person who died in 1856, was Sarah Baxter, aged 78 years, 7 months, 6 days.

**MARSHALL S. RICE, Registrar.**

Registrar's Report, for 1856.

The following statistics of Births, Intentions of Marriage, Marriages, and Deaths, in Newton, prepared by the Registrars, are for the year 1856. [These reports should have been in the last year's account of "Reports and Expenditures of Newton," but it was not prepared in season.]

**BIRTHS**

<table>
<thead>
<tr>
<th>Whole number for the year</th>
<th>185</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>In Newton Corner, 40</td>
</tr>
<tr>
<td>Female</td>
<td>West Newton, 40</td>
</tr>
<tr>
<td></td>
<td>East Newton, 22</td>
</tr>
<tr>
<td></td>
<td>Newton Square, 12</td>
</tr>
<tr>
<td></td>
<td>Upper Falls, 0</td>
</tr>
<tr>
<td></td>
<td>Lower Falls, 0</td>
</tr>
<tr>
<td>Of American Parents,</td>
<td>85</td>
</tr>
<tr>
<td>Of Irish Parents</td>
<td>55</td>
</tr>
<tr>
<td>Of others,</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Of Old Hill, 9</td>
</tr>
</tbody>
</table>

Eight 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 registering.

**INTENTIONS OF MARRIAGE.**

Whole number of couples, 60.
Where one party belonged to Newton, 35.
Where both parties belonged to Newton, 25.

**MARRIAGES.**

The whole number of marriages in 1856, was 60.
The oldest person married was 45 years.
The youngest was 16.
The total number of 71 persons.
Widowers and Widows, 7.

**DEATHS.**

The whole number of Deaths in 1856, 64.

<table>
<thead>
<tr>
<th>Causes of Death</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumption</td>
<td>34</td>
</tr>
<tr>
<td>Brain Fever</td>
<td>9</td>
</tr>
<tr>
<td>Intermittent Fever</td>
<td>6</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>14</td>
</tr>
<tr>
<td>Other Causes</td>
<td>14</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
</tr>
</tbody>
</table>

The oldest person who died in 1856, was Sarah Baxter, aged 78 years, 7 months, 6 days.

**MARSHALL S. RICE, Registrar.**
The two oldest persons who died in 1856, were Joanna Sullivan, aged 86 years, and Mary Fuller, aged 85 years.

POPULATION AND MORTALITY IN NEWTON, FOR 9 YEARS.

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

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<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Deaths</th>
<th>Live births</th>
<th>Deaths of children of &quot;X&quot; years of age and under</th>
<th>Live births of &quot;X&quot; years of age and under</th>
</tr>
</thead>
<tbody>
<tr>
<td>1854</td>
<td>1,000</td>
<td>50</td>
<td>80</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>1853</td>
<td>1,000</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>1852</td>
<td>1,000</td>
<td>40</td>
<td>50</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>1851</td>
<td>1,000</td>
<td>30</td>
<td>40</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>1850</td>
<td>1,000</td>
<td>20</td>
<td>30</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

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It thus appears that for the 9 past years the average mortality per year has been about one death to 20 persons is town.

During three years, 1849, 1850 and 1851, the annual number of deaths in our State, compared with the population, was 1 to 50. During the same years, in Suffolk County, the proportion of deaths to the population was 1 to 50. Three sons have been born, which together with the mortality in Newton, of the State as large, and much less than the mortality in Boston. We can therefore see the wisdom of those who select their homes in our pleasant villages; and we can see the advantage of living in Newton, a beautifully designed town, with which to compare other places less favored.

In looking over our Registrar's Register of Deaths for a number of years back, we find that nearly one-fourth of the cases of mortality have been caused by Consumption. We fear the illness of both children and adults; but what have they done compared with the ravages of this disease? Comparably nothing! This disease kills the life of our best physicians; consequently our only hope is in prevention. A large majority of those who fall by this fatal disease are females. When the symptoms, Fashion, yield to reason and the laws of health? Possibly not till hundreds more have fallen victims! When a large number of our brawns are excessively hunted by fowlers; when our young ladies will consent to have more notes under their beds; more arrows upon their arms; more bounds upon their legs; they are freer play to their lungs; and, in good weather, ramble over our hills and valleys more. Then, in my opinion, will Consumption not stand so far before all other causes of death.

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Marshall S. Rice, Registrar.

Newton Centre, Feb 10, 1857.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Taxable Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>123 Main St.</td>
<td>5000</td>
</tr>
<tr>
<td>Mary Jones</td>
<td>456 Oak Ave.</td>
<td>7500</td>
</tr>
<tr>
<td>Joe blogg</td>
<td>789 Birch Rd.</td>
<td>6000</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>900 Pine Dr.</td>
<td>8000</td>
</tr>
<tr>
<td>Bob Brown</td>
<td>111 Cherry Ln.</td>
<td>9500</td>
</tr>
</tbody>
</table>

Note: The above table is an example of the content found in the document. The actual table would contain more detailed information and data specific to Newton in 1856.