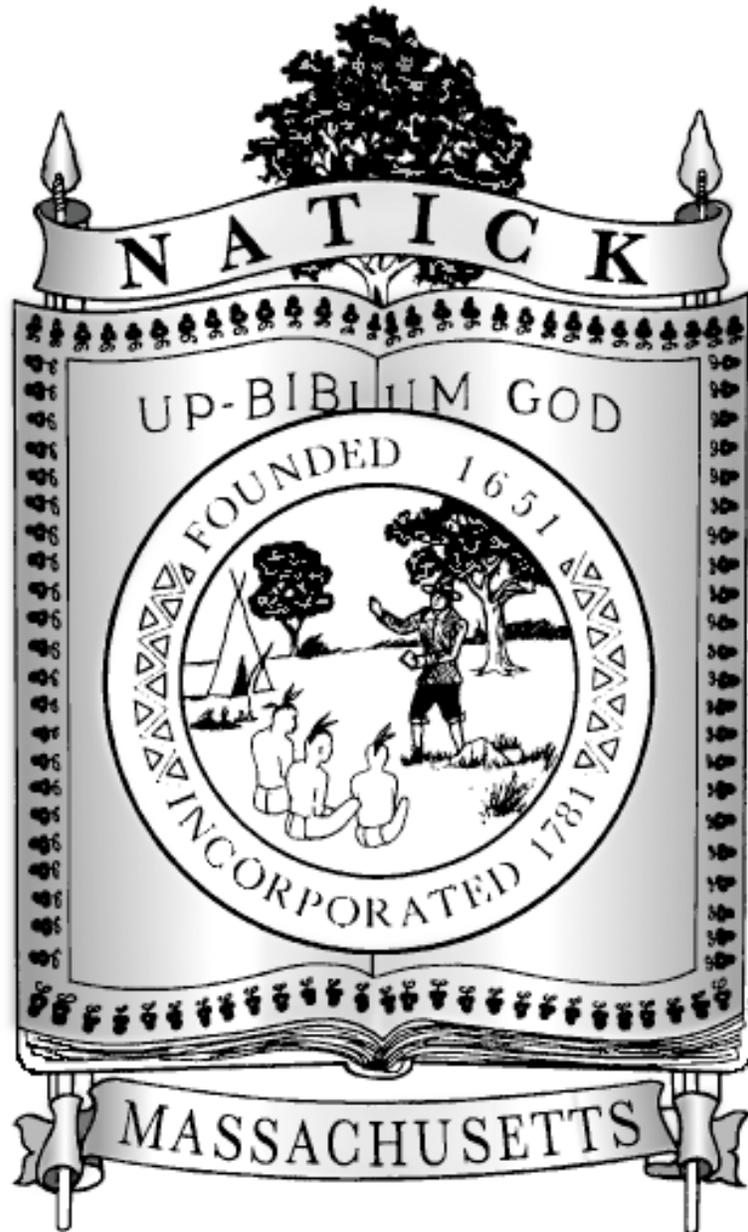


Natick Immigration

Examining places and artifacts around Natick from 1631 to present day



TEC –Teaching American History Program 2008-2009

Teaching American Immigration

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Introduction and Rationale

The guiding question for the first part of our mini-unit introducing the topic of immigration to young children is, “Who were/are the people who came to Natick and what were the contributions they made?” Profiles of four individuals from four historical periods representing different cultures and traditions are offered as examples of people who made the journey to Natick and have contributed to the fabric of the community. The mini-unit encompasses the founding of Natick through the present day and strives to weave together the common strands of their stories. The lessons in this mini-unit provide opportunities for children to relate to the people and their experiences through thinking about their own family histories, imagining the struggles faced by immigrants then and now, and identifying and beginning to understand the contributions made by immigrants in their community. This complementary project serves to strengthen our students’ understanding and awareness of immigration by incorporating physical places and artifacts into their exploration. Natick, like many towns, has a rich history, some of which has been preserved in buildings, architectural details, memorials and artifacts.

Children are natural explorers. In this second mini-unit, we invite them to explore new and/or familiar places and artifacts utilizing their expanding knowledge of immigration and strategies to think historically. Two places and two artifacts attached to the four individuals and four historic periods, will be presented to our students to study. The places and artifacts are worthy of study in their own right. However, they also concretely demonstrate the lasting impact of the contributions made by the immigrant individuals we profiled. The places and artifacts are: a fence in the John Eliot historic district of Natick symbolizing the mission of the praying

Indians; a model of Civil War soldiers; the last shoe factory building remaining in town; and a piece of contemporary jewelry made for sale to supplement income to enable educational hopes and dreams to be realized.

Our hope is that our young students will view these places and objects with wonder and awe, examine them using strategies to think historically, begin to “hear” the stories of these places and objects, tell the stories they’ve learned to their families and friends and continue “listening” to and examining places and artifacts as life-long learners.

Arrowheads and Crosses

The symbolism of the fence surrounding the Indian Burial Ground, South Natick, Massachusetts



Every day hundreds of people pass by the Indian Burial Ground in South Natick. This historic area is filled with many sights to behold. Walking down Pleasant Street one can hear the rushing waters of the beautiful South Natick dam and see the sign and marker for the Indian Burial Ground proudly displayed next to the historic Bacon Free Library. However, it is the fence surrounding the property of the Bacon Free Library and the Indian Burial Ground that tells the story of Natick’s history with the Praying Indians. Look closely at the “pickets” on the fence and one will see alternating crosses and arrowheads symbolizing the assimilation of the praying Indians to Natick under the guidance of Puritan immigrant John Eliot.

John Eliot is referred to as “The Apostle to the Indians” (Wilson 2). He helped establish fourteen communities in New England called praying towns. Natick led the “praying Indian”

revolution as the first praying town in America. There were many “push” and “pull factors affecting Puritan immigration and changing Indian values that directly correlate with the PRIMES method of studying history.

John Eliot immigrated to the New World to establish God's commonwealth on earth, a community of visible saints following the Bible, and to found churches. The Puritans believed in the community, that individuals should support and help one another. According to the charter of Massachusetts Bay, the “pricipall ende” of the colony was “to wynn and incite the native of [the] country to the knowledge and obedience of the onlie true God and Savior of mankind, and the Christian faythe” (Winslow 16). The colony seal, showing an Indian with arms outstretched saying, “Come over and help us” continually reminded the colonists of this pledge. Eliot himself, confessed that the colony seal and his own “pity for the poor Indians” had moved him to begin his missionary work (Winslow 17).

The arrowheads and crosses on the fence surrounding the Indian Burial Ground symbolize the complex relationship formed between the Puritan values and traditional Indian culture. Eliot’s first goal was to civilize the Indians. He wanted them to know, serve, and pray unto God. The Indians adopted a code of laws designed to enforce English stands of behavior. They prescribed death as punishment in cases of sodomy, adultery and murder. They outlawed polygamy and severely punished wife beating. They established penalties for fighting, drunkenness, lying, fornication, breaking the Sabbath, idleness and consulting medicine men. At first the major opposition to the Christian missionaries had come from the powwows, Indian medicine men who healed the sick. The Puritans, considering powwows to be witches and sorcerers in league with Satan, taught the Indians to avoid them. John Eliot expected the Indians to abandon many practices because the English found them barbarous. Men were fined for

wearing long hair. Women were required to tie up their hair, and they were penalized for going with naked breasts. The Indians were fined if caught eating lice, greasing their bodies or playing their former games. Even their traditional manner of mourning by painting themselves was forbidden (Crawford 9). However, even with all the restrictions on Indian culture, the Puritan values and Praying Indian society flourished.

The Natick Indians built a round-stockaded fort to protect themselves from hostile tribes, and an English-style meetinghouse and a school followed. They laid out house lots along three long streets. In the spring they planted apple orchards, sowed corn, and set fish traps in the river. A council of men governed the town according to Biblical precedent rather than tribal laws. When the colony's governor visited Natick in the fall of 1651, he was impressed; he declared, "The Foundation is laid, and such a one that I verily believe the gates of Hell shall never prevail against" (Wilson 9). A church was founded in 1660, the first Indian Christian church in the English colonies.

For 25 years the town prospered. Then, with the outbreak of King Philip's War in the summer of 1675 brought a violent end to the success of the praying villages. The colonial authorities imprisoned all Christianized Indians on an island in Boston Harbor. Deprived of sufficient food, shelter, fuel, and clothing, many died there. The war lasted for almost two years (Lepore 1). When it ended, some Indians returned to Natick, but the town struggled to survive. The death of John Eliot in 1690 only made matters worse. The English confined the Natick Indians repeatedly over the next 30 years. By 1716, only 170 Indians remained in Natick, the Indian church had dissolved, and there was no schoolmaster. In 1719, the Indians divided the land they had held in common among 20 families. By 1781, the year Natick was formally

incorporated, there were few vestiges left of the "Praying Indian" town that had thrived there a century earlier (Crawford, 13).

Visitors who pass by the fence surrounding the Indian Burial Ground might not understand the tumultuous history between Christian beliefs and Indian culture, but a closer look at the "pickets" of arrowheads and crosses on the fence combined with reading the markers and signs in the Burial Ground portrays a piece of early Natick history. Despite John Eliot's efforts to "civilize" the Indians, the differences between the Old South Natick Cemetery, located up the street, and the Indian Burial Ground are visible. The Indian Burial Ground consists of rolling land with a small marker and a sign. Although there are no gravestones, historians believe that numerous Natick Praying Indians are buried inside the fence. Indian culture dictated for individuals to be buried with their belongings, and many artifacts have surfaced in the area over time. At the end of Union Street, the Old South Natick Cemetery is marked with most graves bearing religious inscriptions and detailed information about the individuals buried there.

Both places of rest tell pieces of history about Natick's early inhabitants. Visiting the historical South Natick center gives many clues to the Praying Indian and Puritan society of the late 1600's to the early 1700's.

Works Cited

Crawford, Michael. *Natick: A History of Natick, Massachusetts, 1650-1976*. Natick

Historical Commission, n.d.

Crawford was commissioned by the Natick Historical Society to write Natick: A History of Natick, Massachusetts, 1650-1976. This easy to read book highlights Natick history from the time of praying Indians to modern Natick. This text includes primary source photographs of historical events in Natick.

Lepore, Jill. "When Deer Island Was Turned Into Devil's Island." *Bostonia Magazine*,

5.30 (2006): 1.

Jill Lepore wrote "When Deer Island Was Turned Into Devil's Island" for Bostonia Magazine in 2006. The article explores the cruel irony of the colonists' interning at least 500 Indians on Deer Island during King Philip's War (1675-76) was that the victims were pro-English Christian converts.

Wilson, Christy. *John Eliot's Vision for New England*. Gordon-Conwell Theological

Seminary. n.d.

John Eliot's Vision for New England is an analysis of John Eliot's life and contributions to society. Christy Wilson divided her research into compartments of Eliot's life such as preacher, strategizer, visionary, sufferer, etc. The book gives a concise overview of Eliot's life.

Winslow, Ola Elizabeth. *John Eliot: Apostle to the Indians*. Boston: Houghton Mifflin, 1968.

*This book is an amazing compilation of John Eliot's achievements with the praying
John Eliot: Apostle to the Indians is well-researched, analytical and detailed book.*

Little Guys

Benjamin Thomas, a contributing Natick Civil War Veteran
As created by Cary Holmes, a Civil War Historian
The Morse Institute Library, Natick, Massachusetts



During a biography report, a former student representing Frederick Douglas, presented this quote: “Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder, and bullets in his pockets, there is no power on earth which can deny that he has earned the right to citizenship in the United States.” Approximately 180,000 African Americans comprising 163 units served in the Union Army during the Civil war. (nps.gov). The most widely known battle fought by said group was the assault on Fort Wagner by the 54th Massachusetts unit on July 18, 1863. A lesser-acclaimed

group was the 5th Massachusetts Cavalry with 20 participants from Natick. Contributors, Benjamin and Samuel J. Thomas were the subjects of my last project.

I have selected this artifact, attempting to harness the unique attributes of: openness, curiosity, passion and imagination, specific to the seven and eight year old students I teach. I sought to connect my previous project titled: “Samuel J. Thomas and Benjamin Thomas, Natick Civil War Veterans” to this artifact. Finally, it is fitting to reference that these individuals “remain with us today”, buried at a cemetery, within walking distance of the school and as former residents of a home, still standing, within our school district. The actual artifact is housed in our public library along with an array of other connected items. Young children need to connect history in a concrete way via exploration. Their imaginations are easily captivated and once that happens the possibilities for learning seem endless.

Few people know that Natick contributed significantly to an African American cavalry during the Civil War. Often eclipsed by larger units, “the Fifth Massachusetts Cavalry was about the only African American regiment raised in the Northern States during the Civil War” (Warner).

In the scene from the “Little Guys”:

**Benjamin Thomas, from Natick and a member of the 5th Massachusetts Cavalry, standing guard as his Sergeant Major surveys the road to Richmond, Virginia on the Morning of April 3, 1865.
The 5th Massachusetts Cavalry led the Union army into The fallen Confederate capital later that day.**

This is the story, as rendered by Mr. Cary Holmes: “I wanted to depict Benjamin Thomas and the other figures in full clean uniforms.” These “little guys”, wearing the blue patch on their caps, indicating that they were part of the 25th Corps appear, to me, extraordinarily proud? This

is an excellent opportunity to insert the use of the SIGHT approach with students as they take a closer look:

What is the context? What does the body language reveal? What is the message? Is there tension?



Holmes relates, “my intent is to depict the military, symbolic and ceremonial meaning of the fact that the 5th Massachusetts was chosen to lead the Union troops to the captured capital of the Confederacy.” Holmes included sabers, given “the symbolic meaning of the day and the 5th Massachusetts Cavalry’s role in the triumphal march.” (Warner 13). No backpacks were denoted because “the cavalry carried all of their clothes/cooking utensils etc. on their saddles.” (Holmes 2009)

There is very limited further information about this unit. In *Massachusetts Soldiers, Sailors & Mariners in the Civil War*~ three men were killed and 19 wounded during one offensive at Baylor’s farm (marching towards Petersburg). Ultimately in the fall of 1865 the

same source indicates that the unit arrived in Boston Harbor, “where it remained until the latter part of November when it was paid off and discharged.”

In actual numbers, African American soldiers comprised 10% of the entire Union Army. Losses were high, approximately 1/3 of all African Americans enrolled during the Civil War lost their lives (nps.gov.) Although these soldiers proved themselves to be reputable, discrimination in pay existed. It was not until 1862 that African American soldiers were paid more than \$10.00 a month.

In the past paper both Samuel J. Thomas and his brother Benjamin, returned to Natick. Fifty-nine African Americans enlisted, twenty from Natick. Only the Thomas family and the Cobb family stayed on. Beverly Hector Smith, the great, great granddaughter remains there today.

I can envision so many connections to this artifact study:



- Finding the grave of Benjamin Thomas at the nearby Dell Park Cemetery.
- Understanding the unique cross that signifies a Civil War Veteran status at the grave.
- Understanding that the nearby Civil war Monument only names those that died in combat
- Inviting Mr. Alan Chamberlain to depict a reenactment of the Civil war in full regalia.
- Inviting Ms Sonia Grimes (related to the Paul Haskill/Thomas family) to come, dressed as vintage participants.
- Creating a display of additional memorabilia, including belt buckles, medals and flags, authentic to the time period, all housed at the Natick Morse Institute.
- Visit the Morse Institute current program with displayed pictures of veterans, creating an on-site timeline including Admiral Gerald E. Thomas and Benjamin Thomas.

The possibilities for exploration, retention and relevance are endless, especially in the minds and imaginations of young children.

Works Cited

Warner, John Dwight. "Crossed Sabres: A History of the Fifth Massachusetts Volunteer Cavalry, an African-American regiment in the Civil War." Boston College Dissertations and Thesis, 1 January 1997.

<http://scholarship.bc.edu/dissertations/AAI9722517>.

John Dwight Warner's work is one of the sole contributions documenting contributions and details of the Fifth Massachusetts Volunteer Cavalry.

Holmes, Cary. Personal Interview. 29 July 2009

Mr. Cary Holmes is a civil war historian, former chair of the history department at Newton South High School, currently employed by the Natick Morse Institute. He has assembled countless programs, artifacts and historical documents at said library, culminating in acclaimed programs, open to the public. Mr. Holmes is often sought by members of the military and historical commissions to authenticate programs seeking to educate the public.

**Referenced in Mr. Holmes papers: Massachusetts Adjutant Generals' Office.*

"Massachusetts Soldiers, Sailors & Marines

In the Civil War", 1937.

National Park Service. [History of African Americans in the Civil War](http://www.itd.nps.gov/cwss/history/aa_history.htm). 31 July 2009.

http://www.itd.nps.gov/cwss/history/aa_history.htm

This website has served as an authentic resource in the study of past and current historical research. The text includes countless links and primary source photographs of many events in American history.

The Last Shoe Factory Building

25 Washington Street, Natick

On Washington Street, in downtown Natick, is the last standing shoe factory building in Natick. It was formerly the Winchell Shoe Company which closed in 1971. In actuality there is another older shoemaking facility remaining in town. On the corner of Route 135 and Speen Street is, a “ten footer” belonging to Henry Wilson where he practiced his trade as a cobbler before entering public service as a US Senator and ultimately serving as the 18th Vice President of the United States of America under Ulysses S. Grant (Wikipedia 2009). A “ten footer” is a term used to describe a small building (usually about 10 square feet in size) that was built as a workshop often in backyards (Wikipedia 2009). These two structures anchor the time line in the shoe making business in Natick, from pre-industrial craftsmanship at the Henry Wilson shop to the height of late 19th and early 20th century industrialized manufacturing at the old Winchell Shoe Company at 25 Washington Street.



The Henry Wilson Workshop

The Natick Historical Society summarizes the history of shoe manufacturing in Natick.

The shoe industry (which started as a cottage industry with piece work given out and picked up each day by runners) gradually became mechanized, and by 1836 (when the Boston and Albany Railroad came through Natick) became one of the largest producers of boots and shoes and by 1880 had 23 shoe manufacturers. During the early part of this century the shoe industry suffered and

the last shoe factory in Natick, the Winchell Shoe Co., closed in 1971 (Natick Historical Society 2009).

All of the former shoe factories were destroyed either in fires or planned demolitions. New buildings now occupy their former locations including, the Natick Outdoor Store, and the Walcott Building constructed in 1888 after the fire of 1874. The Winchell Shoe Company building still stands.

Natick's shoe manufacturing industry provided employment for many of its residents, including Mr. Vasil Tutuny, profiled in the first half of this mini-unit. After arriving in the United States, Mr. Tutuny ultimately became employed in shoe manufacturing. The opportunities provided through employment for him and others extended far beyond a paycheck. An employed man could offer marriage and support a family. Vasil Tutuny was earning a living and therefore was in a position to offer marriage to Kristina. They had three children and were able to help educate their children at the college level (Tutuny 2009).

In looking at census records for the downtown area where the Tutuny family resided, many immigrant men and older boys list "shoe factory" as their employment. Many other Albanian immigrants to Natick also found their start in the shoemaking industry. A contributor to the Mass Memories Road Show Project, Ted Ziko, shared a photograph of nine men, including his father, all of whom emigrated from Albania to Natick in 1912. He stated that several of the men worked at the Winchell Shoe Factory (Jordan 2008). Mr. Ziko, like Mr. Tutuny, found employment and opportunities for themselves, their children and subsequent generations of Albanian Americans.

The old Winchell Shoe Factory building has a new stucco façade over its older brick walls. It has been subdivided to house multiple businesses. The actual address of 25

Washington Street, the address previously assigned to the Winchell Shoe Factory, is owned by Dah Mee a Korean/Japanese restaurant. It is interesting to note the evolution of the building. At the turn of the century it provided employment for immigrants from Ireland, Italy and Albania. Today it houses an Asian fusion restaurant, a liquor store owned by an Italian immigrant, a barber shop, a hair salon, a tailor shop and an Italian restaurant. The building and its various businesses has been the entrée for generations of immigrants seeking opportunity, the chance to make a contribution and find personal and economic success.



The old Winchell Factory Building, which occupies, nearly a block of downtown Natick is shown above from the side and front views.



The rear-view of the old Winchell Shoe Factory Building shows the original brick exterior.

Works Cited

Jordan, Abby. Metrowest Daily News. 27 September 2008.

<http://www.metrowestdailynews.com/homepage/x1335924149/Program-allows-Natick-residents-to-put-memories-online>

This brief article introduces the Mass Memories Project and includes quotes, oral histories, video clips and photographs of participants in the project. The Natick Public Library, the Morse Institute, participated in the project and helped collect oral histories from members of the Albanian community in Natick as well as others. It is a useful introduction and exposure to the type of information available.

Natick Historical Society. 2009. http://www.natickhistoricalsociety.org/natick_history.html

The Natick Historical Society provides a brief overview of the history of Natick politically, socially and economically. The quick summaries are very useful and would be useful with students as well.

Violetta Tutuny. Personal interview. 12 March 2009.

Wikipedia. "Henry Wilson Shoe Shop" 2009.

http://en.wikipedia.org/wiki/Henry_Wilson_Shoe_Shop.

The Wikipedia online encyclopedia entry for Henry Wilson and the Henry Wilson Shoe Shop features a concise chronology of Henry Wilson's careers and political accomplishments. It is a great over-view and introduction to Henry Wilson.

Necklaces For Harvey

Artifact from interview with Beatriz Reyes, Natick, Massachusetts



When Beatriz Reyes came to the United States from Venezuela she was 16 years old. She came without her parents and met her two sisters who were already living in an apartment in Brighton, Massachusetts. She came to get an education but she did not speak any English. Beatriz went to high school in a time when ELL programs were few and far between. The high school she attended did not have a program for students who could not speak English. She had to learn English on her own and each day was a struggle.

While Beatriz was going to school and learning a new language, a new city, and a new culture, she had the added stress of financial insecurity. To make ends meet the sisters took odd jobs. One of the jobs was working for a man named Harvey making jewelry. Harvey taught the girls how to make intricate bead necklaces and he would pay them for their work. Each evening, after a long day of school or work, the sisters would sit and work on the jewelry together. “It was work but it was also bonding,” remembers Beatriz. “We would sit and talk about the day” (Reyes 2009).

The necklaces were made from small glass beads. Beatriz would use a fine clear filament strung on a needle to string the beads. “It was very delicate work,” she remembers. As the girls grew more skilled at the beadwork, Harvey gave them more creative license. “He would tell us to make up our own designs, what we thought looked good and he would sell it for us” (Reyes 2009).

I chose the necklace as an artifact to represent Beatriz because it represents the work she and her sisters did to make ends meet. It also shows how hard they were willing to do to obtain an education.

This artifact enhanced my study of this immigrant because it made me realize the struggle so many immigrants face when they first arrive in this country. Not only do many not know the language, but they may not have family support or financial resources. It is like having three strikes against them right away. It is inspiring that Beatriz and her sisters not only survived, but thrived. This necklace represents their struggles, but it is also a symbol of their perseverance and hard work. It is a reminder of their willingness to work together as team for the common good. Many times the girls would all work on the same piece of jewelry.

Like immigrants from all over, in all time periods, Beatriz and her sisters had to work hard to pay bills and put food on the table. I am reminded of Nathalie an immigrant from 1850 who raised four children alone in a tenement apartment on 97 Orchard Street in New York City. Nathalie was able to support her family by making dresses for people in her living room (Granfield 4).

In terms of PRIMES the reason Beatriz originally came to the US was Intellectual, her family wanted her to have a strong education and thus more opportunities than she could have had in her native Venezuela. The economic reality of the sisters living alone in a strange, expensive city led them to seek support from a new friend named Harvey. Harvey provided a source of economic support by teaching them how to make the beaded necklaces and then selling them. Harvey also was a close friend and a source of social support. He was in Beatriz's words, "Like another family" (Reyes 2009).

Making the necklaces seems like a long time ago to Reyes. She and her sisters have been in the United States for more than 25 years now. They are college-educated professionals, mothers, and community leaders. Yet they all remember the lean early days and making necklaces for Harvey.

Works Cited

Granfield, Linda. 97 Orchard Street, New York. New York: Tundra Books, 2001.

Granfield's book is a useful guide to the history of tenement life on the lower East Side of New York City. The photographs are especially poignant and offer a rich source of discussion with students.

Reyes, Beatriz. Personal Interview. 29, July 2009.

Ms. Reyes provided an account of her arrival in the United States, why she came and what life was like for her as a new immigrant. She has spoken with candor and humor throughout this project.

Lesson Title: Praying Indians and Puritans in South Natick (Field Trip to South Natick Graveyard and Indian Burial Ground)

Teacher Johnson School - Natick	Course/Subject Social Studies
Grade(s) 1 st and 2 nd	#students 20+ # with IEP, 504 N/A
Date and length of class 3 hours (including transportation)	
<p>Unit/Theme/Topic(s)/ Focus Question(s) FOCUS: How does a historian uncover the past through the use of primary source artifacts (graves)?</p> <ul style="list-style-type: none"> • Locate the cemetery on town map. Describe its location, size and immediate neighbors. Why do you think this site was selected? • Who is buried here? Look for names that are found throughout town (names of schools, streets, ponds, etc.). • What years are covered in this cemetery? List oldest and most recent you find. • What kinds of gravestone shapes do you find and what symbols are on them? • Identify stones representing different levels of wealth and status in the community. 	
<p>Materials/Resources Needed</p> <ul style="list-style-type: none"> • Greene, Meg. <u>Rest in Peace: A History of American Cemeteries</u>. Breckenridge: Twenty-first Century Books, 2007. • Website: http://www.gravestonestudies.org/faq.htm. Great resource - especially for interpreting symbolism on graves • Computer(s) or laptop(s) to share website • Large sheets of tracing paper, crayons, clipboards, pencils 	
<p>Learning Standards Addressed (from MA Curriculum Frameworks or Local Standards)</p> <p>GRADE 1 CONCEPTS AND SKILLS</p> <p><u>History and Geography</u></p> <p>1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time and recognize the existence of changing historical periods (other times, other places). (H)</p> <p>4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)</p> <p><u>Civics and Government</u></p> <p>8. Give examples that show the meaning of the following words: politeness, achievement, and reliability. (C)</p> <p>GRADE 1 LEARNING STANDARDS</p> <ul style="list-style-type: none"> • 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H) <p>GRADE 2 CONCEPTS AND SKILLS</p> <p><u>History and Geography</u></p> <p>2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (H)</p> <p><u>Civics and Government</u></p> <p>7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made</p>	

<p>them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). GRADE 1 LEARNING STANDARDS</p> <ul style="list-style-type: none"> 2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)
<p>Lesson Objectives (If applicable, include specific high level skills and concepts.)</p> <ul style="list-style-type: none"> To use gravestones as a primary source artifact to help students think historically.
<p>Setting the Stage (Activate, Review, Generate Interest, State Objectives and Agenda) Teacher will:</p> <ul style="list-style-type: none"> Tell students will be taking a field trip to the South Natick Graveyard and Indian Burial Ground to learn more about early Natick history Read aloud: <u>Rest in Peace: A History of American Cemeteries</u> by Meg Greene Show students images from http://www.gravestonestudies.org/faq.htm to understand historical symbolism on gravestones
<p>Instructional Strategies: Acquisition and Consolidation of Skills/Knowledge (Explanation, Modeling, Checking for Understanding, Guided and Independent Practice) Teacher will:</p> <ul style="list-style-type: none"> Read aloud: <u>Rest in Peace: A History of American Cemeteries</u> by Meg Greene Show students images from http://www.gravestonestudies.org/faq.htm to understand historical symbolism on gravestones Discuss how graves are primary source documents Explain to students that they will “think like a historian” when looking at graves by asking questions and using analytical thinking skills Introduce chart to complete at graveyard and explain expectations Show students how to conduct a grave rubbing effectively and respectfully using crayons and chart paper Break students up into small working partner groups for field trip activity Monitor, observe and assist children at graveyard during field trip
<p>Closure (Summarize, Review, Homework, Preview Next Day) Teacher will:</p> <ul style="list-style-type: none"> Lead class discussion using chart questions as a basis for conversation Allow students time to share, compare and analyze finding of names, symbols, and dates found in graveyard Visit http://www.gravestonestudies.org/faq.htm to understand historical symbolism on gravestones Record common data on large easel paper Let partner groups show grave rubbings and compare and contrast the rubbings
<p>Assessment/ Evidence of Learning</p> <ul style="list-style-type: none"> Grave rubbings and verbal analysis/presentation of rubbing Complete of chart and discussion of findings Teacher observations/formative assessment – use of questioning/analytical thinking, group participation

Name: _____ Date: _____

South Natick Cemetery and Indian Graveyard Field Trip

Directions: Fill out the chart listed below. Choose one grave to do a rubbing to share with the class.

List some surnames that are also names found in Natick. (Ex: names of schools, streets, ponds, etc.)	What is the oldest year you saw?	What is the most recent year you saw?
Write or draw some interesting gravestone shapes. (Label with surname)	Draw a symbol on a gravestone. What do you think it means? (Label with surname)	Draw a symbol on a gravestone. What do you think it means? (Label with surname)
Draw a symbol on a gravestone. What do you think it means? (Label with surname)	Draw a symbol on a gravestone. What do you think it means? (Label with surname)	Draw a symbol on a gravestone. What do you think it means? (Label with surname)

Lesson Title: “Thinking Historically” about the Civil War

Teacher	Johnson School	Course/Subject	Immigration/Civil War
Grade(s)	2	20 #students	# with IEP, 504
Date and length of class 45 minutes (with trips, classroom visits as extensions)			
Unit/Theme/Topic(s)/ Focus Question(s):			
<ul style="list-style-type: none"> • Natick African American Immigrants Contributing to the Civil War • Understanding of primary resource materials • How does using primary resources enliven a history project • Understanding that contributors are “still here” • Using personal artifacts and places to tell a real story 			
Materials/Resources Needed			
<ul style="list-style-type: none"> • Power Point: “Natick Men Who Served with Glory”. • Artifacts, as provided by the Natick Morse Institute • Grave sites at Dell Park cemetery • Re-enactors of the Civil War (Tonya grimes and Benny White) • S.I.G.H.T. method to better analyze images • Student journals • David Adler Picture Book Biography: <i>Frederick Douglas</i>, • “What’s happening here? Can You Hear the Voices” Edward T. O’Donnell, 2009 			
Learning Standards Addressed (from MA Curriculum Frameworks or Local Standards			
<ul style="list-style-type: none"> • After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction. • Give examples of real people in the community who were good leaders and explain the qualities that made them admirable. • Provide elementary students with experiences which enable them to begin understanding primary sources 			
Lesson Objectives (If applicable, include specific high level skills and concepts.)			
<p>The students will:</p> <ul style="list-style-type: none"> • Continue to better understand the contributions Natick African Americans made during the Civil War. • Construct their own understanding of primary source materials. • Create a poster which organizes primary source materials to tell a story. • Develop research skills using community resources. • Better develop research vocabulary. 			

Setting the Stage (Activate, Review, Generate Interest, State Objectives and Agenda) (including extensions)

- Review Power Point presentation: Men of Glory” (as included in previous project) Use SIGHT and VTS techniques to interpret images.
- Visit Morse Institute for a presentation by Mr. Cary Holmes viewing both artifacts and documents (see attached)
- Present Adler’s book: A Picture Book of Frederick Douglas.
- Invite re-enactors of the 5th Massachusetts Cavalry to perform for the grade-level students, in full regalia.
- Using clues, maps and teams: find the graves of Benjamin and Samuel Thomas at dell Park Cemetery.
- Visit the Civil war Monument to better understand the criteria for the inclusion of names.

Instructional Strategies: Acquisition and Consolidation of Skills/Knowledge (Explanation, Modeling, Checking for Understanding, Guided and Independent Practice)

- Using the KWL Chart “dip-stick” as to prior knowledge relative to information students know about primary resources.
- Students will present their own life artifacts- baby pictures, artwork, stories, awards
- Students will participate in the presentation of Civil War artifacts at the Natick Morse Institute.

Respond to guiding questions:

1. Why was this item saved?
2. How can you find this item
3. What did you learn from this item
4. Does a particular group of items tell an accurate story about immigration/history?
5. Why is this information worthwhile?
6. How has your thinking changed?

Groups should use photographs of both their personal items and the artifacts at the library to create posters.



Closure (Summarize, Review, Homework, Preview Next Day)
Posters should be presented with guiding questions included.

After enjoying the presentation of the Civil War re-enactors
(coloredladyboston@yahoo.com) students can plan a trip to the gravesites of Benjamin
and Samuel Thomas

Assessment/ Evidence of Learning

Using writing journals, students should differentiate between graves, artifacts and photos, now primary sources and the costumes of the re-enactors.

siege of Charleston, in several engagements on John's Island and James Island; also, at Jacksonville and Pilatka, Fla. From June, 1864 commanded brigade on Folly Island, and two engagements on James Island, in one of which two Napoleon guns and a flag of 27th regiment S. C. Inf. were taken by 55th Mass.; and in an expedition in November, 1864 from Hilton Head up the Broad River to cut the Charleston & Savannah Railroad, and keep Hardee from getting away from Savannah. This resulted in battle of Honey Hill, where I was wounded four times, and had my horse killed under me, while leading my brigade in a charge on a Confederate battery; took the field again in February, 1865, in command of a brigade on James Island, making a reconnaissance in force on the enemy's works. Later on landed at Bull's Bay in the rear of Sullivan's Island, and after crossing over to Charleston, marched my brigade through the city upon an expedition into the interior of the state; and in the following month another expedition into the interior. Had skirmishes at Monks Corners and ~~Dutaw~~ ^{hit in hand, side, foot, & by bullet glancing from saddle in back} Springs during these expeditions. After Lee's surrender until August, 1865, commanded a district in So. Carolina, stationed respectively at Summerville, Orangeburg and Columbia, S. C.

Alfred S. Hartwell

Lesson Title: Factory Worker Lesson Plan

Teacher	Johnson School	Course/Subject:	Social Studies
Grade(s)	1-2	#students	20
		# with IEP,	504
Date and length of class			
Unit/Theme/Topic(s)/ Focus Question(s)			
<ul style="list-style-type: none"> • Immigration • Economics • Writing Process • How would you prioritize your expenses? • What does it mean to step into someone else's shoes? 			
Materials/Resources Needed			
<ul style="list-style-type: none"> • Paper • Pencils • Chart paper/white board with the following written on it. <ul style="list-style-type: none"> ○ Salary: \$15.00/week = \$60.00/month = \$720.00/year ○ House: \$2,000.00 to buy; \$40.00/month to rent (\$480.00/year) ○ Car: \$600.00 to buy ○ Food: \$10.00/week ○ Movies: \$.10/per person ○ Candy: \$.05/per candy ○ Shirt: \$2.00 ○ Pants: \$4.00 ○ Shoes: \$5.00/pair ○ Books: \$1.00/book 			
Learning Standards Addressed (from MA Curriculum Frameworks or Local Standards)			
<p><u>Economics</u></p> <p>8. Give examples of people in the school and community who are both producers and consumers. (E)</p> <p>9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)</p>			
Lesson Objectives (If applicable, include specific high level skills and concepts.)			
<ul style="list-style-type: none"> • Read data on a chart. • Calculate weekly, monthly and annual expenses. • Engage in the writing process. • Use data from the chart as evidence/rationale in essay. • Understand the adage of stepping into someone else's shoes. 			
Setting the Stage (Activate, Review, Generate Interest, State Objectives and Agenda)			
<ul style="list-style-type: none"> • Post chart with annual salary, cost of housing, transportation and basic necessities. • Tell children that we are going back in time to 1910. They are no longer students, but workers in a shoe factory in Natick. They work five or six days a week. Listed on the board or chart paper are some of the expenses that they may have. They will each be paid \$15.00 a week (or \$60.00 a month, or \$720.00 a year). • Ask if they have heard of the expression, "stepping into someone else's shoes?" Discuss the meaning. 			

- Remind children of the writing process.
- Tell students to begin writing their essays about how they would prioritize their earnings and to imagine themselves in the role of the wage earner supporting a family. What does it mean to step into someone else’s shoes? How will they choose to spend their money? What is important to him/her and his/her imaginary family? Will he/she be able to “earn a living” on the salary he/she is paid?

Instructional Strategies: Acquisition and Consolidation of Skills/Knowledge (Explanation, Modeling, Checking for Understanding, Guided and Independent Practice)

- Circulate to remind students of writing process and use of the data.
- Pull small groups as needed to maintain focus and work on writing process skills.
- Pair students to review each other’s work.
- Modify dollar amounts as needed for students to access the lesson.

Closure (Summarize, Review, Homework, Preview Next Day)

Summarize: Student volunteers will share their work by reading aloud at the end of the writing period.

Assessment/ Evidence of Learning

Students will include data from the chart. They will have at least one reason based on the data as part of their rationale.

Name_____

Date_____

Family and Student Interview

We are learning about our heritages in second grade. We are also learning about primary source documents and what we can learn from them. This interview will help us with our next social studies' lesson in school. Thank you!

Directions: Please ask a family member to help you answer the following questions. If you don't know or don't want to answer a particular question, just leave it blank.

1. What is your name?
2. How did you get your name (first, middle or last)?
3. Many people come to the United States for different reasons and have come at different times in history. Where is your family from (what countries)? Or What do you consider to be your heritage, if any.
4. Are there customs or traditions that you keep or celebrate (holidays, recipes, etc)?

For the following questions the person being interviewed and the student both answer the question.

Interview Subject (Family Member)

You (Second Grade Student)

How much homework did you have in elementary school?

How much homework do you have?

What was your favorite memory of second grade?

What is your favorite memory of second grade?

What special things from your childhood do you still have?

What special things are you keeping?

Family Records and Primary Source Documents and Artifacts

1. What important records or documents does your family keep for you that are primary source documents, records or artifacts? (e.g., photographs, diaries, letters, taxes, birth certificates, marriage certificates, special mementos, etc.)

Write down an example or two of the types of things you have at home.

Don't bring them to school!

2. Do draw a picture of what your item is. If you aren't able to access it or look at it, draw what you imagine it would look like.

Lesson Title: Making Necklaces: An Immigrant Experience

Teacher Johnson	Course/Subject History	History Immigration/Present Day
Grade(s) 1/2	#students 20	with IEP, 504
Date and length of class 1 hour		
Unit/Theme/Topic(s)/ Focus Question(s)		
<ul style="list-style-type: none"> • What can immigrant children do to help the family? 		
Materials/Resources Needed		
<ul style="list-style-type: none"> • Beads • Clear filament 		
Learning Standards Addressed (from MA Curriculum Frameworks or Local Standards)		
First grade standards:		
<u>Civics and Government</u>		
8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> . (C)		
<u>Economics</u>		
9. Give examples of products (goods) that people buy and use. (E)		
10. Give examples of services that people do for each other. (E)		
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)		
Lesson Objectives (If applicable, include specific high level skills and concepts.)		
<ul style="list-style-type: none"> • Students will imagine what it would be like to be an immigrant child who does beadwork to help support the family. 		
Setting the Stage (Activate, Review, Generate Interest, State Objectives and Agenda)		
Imagine you have just arrived in a new country. You don't know the language, you are with older sisters but your parents are thousands of miles away. You help with cooking, cleaning and laundry and you go to school for six hours each day. You must do your homework and to help earn money for your family you have to help make jewelry at night. Your task is to make beaded necklaces. You get paid by the necklace, so the more you can bead, the more money you can make for your family. You need to be up early for school tomorrow, but you work as long as your tired fingers will let you.		
Instructional Strategies: Acquisition and Consolidation of Skills/Knowledge (Explanation, Modeling, Checking for Understanding, Guided and Independent Practice)		
<ul style="list-style-type: none"> • Teacher passes out materials of beads and string. • Teacher models beading and explains that students are to string as many beads as possible in the 15 minute session. • Teacher explains that students will be "paid" by the bead 10 cents per bead. • Students begin to bead • At the end of 15 minutes have them stop, count and figure out their pay. 		
Closure (Summarize, Review, Homework, Preview Next Day)		
<ul style="list-style-type: none"> • As a class discuss the following questions How did it feel while you were working? 		

How do you think it would be to do this after a long day of school and chores?

What would it be like to have your work help determine how much money your family has to buy food and pay bills?

Assessment/ Evidence of Learning

- Students produce beads, figure out “pay” and participate in discussion with thoughtful answers.
- Students get to keep their bead necklaces as a physical reminder of the lesson.

Conclusion

We began this project with the questions who are the people who came to Natick and what were their contributions? What places and things were important to these people?

The places we have studied are still here, like the old shoe factory that now houses Italian and Korean restaurants. We are reminded of the Lower East Side of Manhattan where the same buildings housed wave after wave of immigrants. We are reminded of those we have studied when we see the graves of members of the families we studied and their homes, still standing in our school district.

The most important things we have gained through this project are the relationships we have made with amazing people in our community. We are also struck by a sense of continuity, a historical thread that ties us all together. For example Ms. Tutuny not only was a valuable resource for this project, but she was also a teacher to two of us in high school. Now we are teachers to some of the Albanian community that she holds so dear and the cycle continues. Our study represents the promise of lasting connections to these contributors to the history of Natick.

The lessons we have developed and the insights we have gained will inform our teaching for years to come. We have a new vocabulary of acronyms: VTS, SIGHT, 5Cs.

In this course we have become travelers. We have traveled to different cities, through different time periods. We have become students of immigration, but more than that we have become historical thinkers. We know that we too leave a trail behind us as we teach the next generation.