

**TEC Teaching American History Program**  
**Monday, August 3 – Friday, August 7, 2009**  
**University of Massachusetts, Boston**  
**History 682: Fall Term 2009**  
**Change & Reform in American Life**  
**New England Immigration**

**Course Description**

*New England: Immigration* will be a weeklong immersion experience in and around Boston focused on the history of immigration and ethnicity. Teachers will explore the immigrant experience in New England, starting with the first Pilgrims at Plymouth up to the present day. The week will combine visits to museums with walking tours that discuss the social history of important New England towns and neighborhoods to illuminate the life of specific ethnic and racial groups and the evolution of those neighborhoods over time. Participants will visit Plimoth Plantation, Lowell National Historical Park, the Paul Revere House, and the John Adams Courthouse. They will explore the Boston neighborhoods of Roxbury, Chinatown, Beacon Hill, The West End, and the North End. Instructors include museum education staff, university history professors and professional historians from a wide variety of historical organizations.

**Course Readings Distributed to Participants**

- *The Times of their Lives: Love & Death in Plymouth Colony*
- *A Short History of Boston (Allison)*
- *All Souls: A Family Story from Southie (MacDonald)*
- *Boston Women's Heritage Trail guidebook*
- *The North End: An Immigrant Neighborhood in the 19<sup>th</sup> Century*
- *Born Before Plastic & My Legacy is Simply This*
- *The Story of an Industrial City (Lowell NHP Guidebook)*

**Course Objective**

Participants will expand their knowledge of historical figures and physical places related to immigration in and around Boston, and examine how these “stories” can be used in the teaching of American History.

**Skills Objectives**

- 1) Participants will build on their ability to “think historically” by studying at museums and historic sites in and around Boston.
- 2) Participants will be able to look at immigration history through multiple viewpoints
- 3) Participants will learn to think critically about the places, such as tenements and entire neighborhoods, that tell the story of immigration both on a large and small scale.
- 4) Participants will share and learn from colleagues in order to improve their teaching of American History
- 5) Participants will be able to use their new understandings to improve student learning.

**Course Requirements**  
**Immigration Course (2):**  
**Summer Institute: New England Immigration**  
***TEC Teaching American History grant program***  
***Cohort 1***

**Course Requirements (for all participants):**

- Attend all of the course sessions  
(New England course runs Monday, August 3- Friday, August 7, 2009)
- Complete all assigned readings and participate in class discussion. Please read:
  - **For August 3:** *The Times of Their Lives: Love and Death in Plymouth Colony, Ch. 1 (pgs. 1-27), pgs. 61-65, and study maps on pg. 40 & pg. 76*
  - **For August 4:** *The Story of an Industrial City (Lowell NHP guidebook)*
  - **For August 5:** *All Souls: A Family Story from Southie, A Short History of Boston, Chapters 4-6, & Born Before Plastic, pgs. 74-84 (Barbara Porter)*
  - **For August 6:** *My Legacy is Simply This, pgs. 120-123 (Yu Szeto) & Pgs. 144-148 (Ada Leung)*
  - **For August 7:** *The North End: An Immigrant Neighborhood in the 19<sup>th</sup> Century*
- Keep a journal of reflections during the week:  
**Reading Reflections for each assignment:** *What aspects of the reading did you find engaging, interesting? What questions does the reading raise for you?*  
**At Least 2 reflections addressing:** *What connections can you make to your classroom practice? What did you learn that was new to you? What did you learn that will particularly “grab” your students? Please submit at the end of the course week.*
- Complete the final immigration course project focused on “places or artifacts” related to the immigrant individuals and families **from your team’s unit or mini-unit** on immigration (see outline and checklist attached)
- Meet with Michelle LeBlanc and/or Tom Brown once during the course week to discuss project ideas.
- The final immigration project must be received no later than:  
**Wednesday, August 26, 2009 at 4 PM.** Please submit both a hard copy and an electronic copy. Electronic copies may be submitted by CD, flash drive (will be returned), or uploaded to the Immigration Wiki at <http://immigrationtah.pbworks.com>.
- If you are taking the course for 3 graduate credits, a check in the amount of **\$305 made out to UMass Boston** is due on the first day of your course week.

## **Final Course Project Description:**

Each school/district team will enhance their submitted **unit or mini-unit from the first immigration course** by examining “places or artifacts” related to immigration.

Both the New York City and New England summer courses will introduce you to places, such as tenements and entire neighborhoods, that tell the story of immigration both on a small and large scale. What do these places tell us about the individuals who lived, worked, and worshipped there? How are certain places made over and over again in the image of each new immigrant group that arrives?

During both courses, you will also visit museums and view artifacts, documents and objects. What can we learn from these artifacts? How can examining photographs, documents and objects give us insight into the story of immigration?

## **Final Project Outline**

**Each Team must submit the following by: Wednesday, August 26, 2009**

\_\_\_\_\_ **Brief introduction/rationale and conclusion for all of your team’s historical background essays and lesson plans (1 per team)**

Include a brief introduction/rationale and conclusion to present all of your team’s lesson plans and historical background essays. How have you integrated the use of places and artifacts into your study of immigration?

\_\_\_\_\_ **Historical Background Essay on a place or artifact (1 per team member):**

One **3-4 page summary per team member** of a place or artifact that relates to the immigrant individual, family, or time period **that you focused on in your first project**: Each member of the team must submit at least one essay. Each essay should be written and organized in such a way that it will be useful as a teacher resource. A “Place” could be a home, neighborhood, factory, church, etc. An “Artifact” could be any variety of items, from a trunk of possessions to a document or photograph. You must include at least one image or photocopy of the place or artifact with your essay. You may also focus on multiple places or artifacts if you choose.

### **Questions to consider:**

- How does this place or artifact enhance the study of your immigrant individual and/or immigration in general?
- Think about the 5 C’s and PRIMES while writing this essay: how does this place or artifact tell some aspect of the larger story of American immigration?

Each summary must include an annotated bibliography (a brief evaluation of each source) of related resources. When citing direct quotes, paraphrases and summaries drawn from

sources, be sure to cite sources using the MLA method (a sample of MLA method is available on the Wiki).

**Instructional plan (for one lesson) based on your place or artifact that will be integrated into your existing unit or mini unit (1 per team member)**

What big idea(s) or “enduring understanding(s)” about immigration will you address with the study of your place or artifact?

Be sure to provide objectives (or outcomes) and the target student audience, as well as classroom activities, materials, assessments and whatever else you deem appropriate. Incorporate **one new innovative pedagogical approach** you learned in the course into your lesson plan (a new way of looking at photographs, primary documents, how to “read” a historic building, etc.)

**Final Project Checklist:**

**1. Introduction, Conclusion, & Overall Presentation (25%)**  
*(ONE FOR THE ENTIRE TEAM to accompany the essays and lesson plans)*

**Think about (and include) answers to the following questions as these sections are conceived and written:**

\_\_\_\_\_ Has a brief introduction been included at the beginning of the project explaining how your team’s places and/or artifacts enhance your existing unit or mini-unit?

\_\_\_\_\_ What was the rationale for choosing these places and artifacts?

\_\_\_\_\_ How will this project serve the district as a useful resource?

\_\_\_\_\_ Has a brief conclusion been included at the end of the project? Include a **short summary** explaining the significance of the project and what team members have gained through researching and completing it.

\_\_\_\_\_ Is this project organized in such a way that it can be easily used by colleagues in your district as well as other colleagues in Cohort 1 of the TEC Teaching American History Program?

\_\_\_\_\_ Has this project been edited? Is it **well written and properly documented** using the MLA approach to citations with Annotated Bibliographies for each 3-4 page historical essay?

2. **Historical Background Essays on a place or artifact (50%)**  
*(ONE per team member)*

**Include the following in this section:**

\_\_\_\_\_ Has **each team member** included a well-written **3-4 page summary** of each place or artifact and its significance? Think about the following:

- Is each summary complete and well-written?
- Could each summary be used as a resource for teachers who use the project in the future?
- Have all sources been cited correctly, using the **MLA approach**?
- Is an **annotated bibliography** of related resources included with each 2-4 page Historical essay? **Evaluate** the usefulness of **each source** you examined.

\_\_\_\_\_ Does each historical essay relate the place or artifact to an immigrant individual, family or time period required from the first project?

\_\_\_\_\_ Are images (or copies if a document) of the places/artifacts included?

\_\_\_\_\_ Are the places and artifacts relevant to specific items (cited) in the Massachusetts History and Social Science Curriculum Frameworks?

\_\_\_\_\_ Is the historical information presented in the essays accurate?

3. **Lesson plans integrating places and/or artifacts into your existing unit or mini-unit (25%)** *(ONE per team member)*

**Include the following in this section:**

\_\_\_\_\_ Is each lesson plan carefully organized and described?

\_\_\_\_\_ Have places and artifacts been incorporated into the existing unit or mini-unit in a thoughtful and meaningful way?

\_\_\_\_\_ Have pedagogical techniques been described in such a cohesive, thorough way that this project could be used by other educators in the future? Are the lesson plans laid out with clear goals or objectives and techniques?

\_\_\_\_\_ Has a new pedagogical technique(s) been included and explained? Has a rationale why this specific technique has been chosen been provided?

**Recommendations:**

- It is strongly recommended that one member of each team writes the Introduction and another member of each team writes the Conclusion.
- It is strongly suggested that a member of each team take on the role as “editor” and use the checklist found above to guarantee that all components are present in the project.
- **All members** of each project team will receive the same grade for the project.

**PROJECT SUBMISSION ADDRESS:**

**Mailing Address**

**The Education Cooperative (TEC)**

PO Box 186

1112 High Street

Dedham, MA 02027

Attn: Michelle LeBlanc, *Teaching American History* Project Director

**Physical Address**

1112 High Street

Dedham, MA 02027

Email: [mleblanc@tec-coop.org](mailto:mleblanc@tec-coop.org)

Please submit both a hard copy and an electronic copy. Electronic copies may be submitted by CD, flash drive (will be returned), or uploaded to the Immigration Wiki at <http://immigrationtah.pbworks.com>.

## Course Schedule

# New England Immigration Course

Monday, August 3 – Friday, August 7, 2009

---

*In case of emergency, or if you are lost, call Michelle LeBlanc's cell at (857) 928-4374*

**Monday, August 3      New England's First Immigrants:  
Plimoth Plantation**

---

**Location:**            *Plimoth Plantation,  
137 Warren Avenue Plymouth, MA 02360  
Phone: 508-746-1622*

**7:30 AM**                Bus leaves from:  
  
                                 **The Education Cooperative (TEC)  
1112 High St.  
Dedham, MA**

**The bus will be waiting along the right side of the building and will leave promptly at 7:30! If you are running late, please call Michelle LeBlanc at (857) 928-4374.**

**8:30 AM**                **Arrive Plimoth Plantation**

**8:45 – 9:00 AM**        **Introduction, Welcome & Logistics**  
*Presenter: Michelle LeBlanc, Project Director*

- **Course overview**
- **Review of syllabus**
- **Sign up for project meeting**

<b>9:00 – 9:15 AM</b>	<b>Introduction to museum and staff presenters</b> <i>Presenter: Kim VanWormer, Education Director</i> How does Plimoth Plantation tell a story from two different perspectives? What is the difference between history and the past? How does our present-mindedness color our perception of the past, and why it is important to understand not just the "what" of history, but the "why" as well?
<b>9:15 - 10:00 AM</b>	<b>"Two Peoples, One Story" orientation film</b> <i>(produced by the History Channel)</i>
<b>10:00 - 10:15 AM</b>	<b>Break</b>
<b>10:15-10:45 AM</b>	<b>Reading Artifacts activity</b>
<b>10:45 - 11:15 AM</b>	<b>Introduction to the Wampanoag: an in-depth look at Wampanoag culture, life ways and worldview in the 1600's.</b>
<b>11:15 AM-12:00 PM</b>	<b>Introduction to the English colonists and their worldview in the 1600's.</b>
<b>12:00-12:45 PM</b>	<b>Group Lunch (provided by TEC)</b>  <b>A Taste of the 17<sup>th</sup> Century: English and Wampanoag favorites.</b> Sample Sobaheg (native stew), Samp (native corn pudding), Roast Foul with Sauce Fricassee of Fish, Seasonal Sallet, 17th Century Cheesecake and Mint Tea
<b>12:45 - 2:00 PM</b>	<b>Self-guided tour of the 1627 English Village, the Wampanoag Homesite, and the Crafts Center.</b> Test out the ideas and concepts you have learned in the morning sessions while visiting the living history sites.
<b>2:00 - 2:30 PM</b>	<b>Primary source activity:</b> Examining cultures in contact: analyzing the 1621 Treaty.
<b>2:30 - 3:00 PM</b>	<b>Primary source activity:</b> What really happened at the "First Thanksgiving"?
<b>3:00 - 3:30 PM</b>	<b>Wrap up and Evaluation</b> <ul style="list-style-type: none"> <li>• <b>Discussion of classroom connections</b></li> <li>• <b>Q &amp; A</b></li> </ul>
<b>3:45 PM</b>	<b>Depart for TEC</b>

★ **Assignment for next day (8/4): Please read *The Story of an Industrial City* (Lowell NHP guidebook)**

Tuesday, August 4

## Yankees & Immigrants: Lowell

---

*In case of emergency, or if you are lost, call Michelle LeBlanc's cell at (857) 928-4374*

**Location:**            ***Tsongas Industrial History Center & Lowell National Historical Park***

*304 Dutton Street Lowell, MA 01852 (Lowell Visitor's Center)  
Phone: (978) 970-5000*

**8:30 – 9:00 AM**

**Introduction to Lowell National Historical Park Visitor's Center**

- Overview of day

**9:00-9:30 AM**

**Multimedia presentation: *Lowell: The Industrial Revelation***

**9:30-10:00 AM**

**Walk or trolley over to Boott Cotton Mills Museum**

*(Tsongas Center) 115 John St. Lowell, MA 01852, (978) 970-5080*

**10:00-11:15 AM**

**Immigration, Ethnicity, and Social Class: The Irish in Lowell**

*Presenter: Gray Fitzsimons, Former Historian for Lowell NHP*

What was the Irish experience in 19<sup>th</sup> century Lowell in the context of the larger story of U.S. immigration history? **Gray Fitzsimons** will examine the arrival of the Irish in Lowell and discuss aspects of immigrant life such as family dynamics, the emerging middle class, acculturation and class, ethnic and cultural tensions.

**11:15-11:30 AM**

**Break**

**11:30-12:00 AM**

**A Visit to the Boott Museum exhibits**

What was the immigrant experience in the Lowell mills? Explore this dynamic exhibit to examine the evolution of the Boot mills.

**12:00 -1:00 PM**

**Lunch on your own**

Take this opportunity to visit one of Lowell's many ethnic restaurants.

*Project Director Michelle LeBlanc and Tom Brown will be available to discuss final projects at the Tsongas Center between 12:15 and 1:00 PM*

**1:00-2:15 PM**

**Yankees and Immigrants**

*Presenters: Tsongas Center Education Staff  
(Boot mill, 3<sup>rd</sup> Floor History Studio)*

Take part in this interactive program exploring the waves of immigrants who have arrived to work in Lowell through the years.

**2:15 -3:15 PM**

**Music from the Mills**

*Presenter: Alex Demas, musician*

Experience the history of the Lowell mills and the people who worked in them through music and song.

**3:15-3:30 PM**

**Wrap-up & Evaluation**

---

★ **Assignment for next day (8/5): Please read** *All Souls: A Family Story from Southie, A Short History of Boston, Chapters 4-6, & Born Before Plastic, pgs. 74-84* (Barbara Porter)

*In case of emergency, or if you are lost, call Michelle LeBlanc's cell at 857-928-4374*

**Location:** *Roxbury Heritage State Park, Dillaway Thomas House  
John Eliot Sq. Roxbury, MA 02119, (617) 445-3399*

*\*\*Street parking is available near the Dillaway Thomas House. There is also a state-owned parking lot located to the left of the house.*

**8:30-9:00 AM**      **Overview of Day**

**9:00-10:00 AM**      **A History of Boston Immigration**  
*Presenter: Prof. Robert Allison, Suffolk University*  
Historian **Robert Allison** looks at the arrival of newcomers to Boston, from the first Puritan settlers to immigrants from Central and South America.

**10:00-10:15 AM**      Break

**10:15 AM-12:00 PM** **Exploring Immigration around Eliot Square**  
*Presenter: Marcia Butman, Executive Director, Discover Roxbury*  
Teams will set off to explore Eliot and Dudley Squares and “interview” sites related to patterns of neighborhood immigration. Return and share the results of your “interviews”—if these buildings could talk what would they say?

**12:00-12:15 PM**      **Travel by trolley to Daddy Grace's United House of Prayer, Dorchester (formerly Temple Mishkan Tefila)**  
*206 Seaver St., Dorchester, MA 02121*

**12:15-1:00 PM**      **Lunch**  
**United House of Prayer Kitchen (soul food)**

**1:00-3:00 PM**      **Trolley Tour**  
**Religious Institutions as a Window on Roxbury Immigration:**  
*Presenter: Marcia Butman, Executive Director, Discover Roxbury*  
Explore 375 years of Roxbury's religious history from its Puritan founding, to 19th century Roman Catholic and European Protestant immigration, and the 20th century movement of Jewish synagogues and Black churches and mosques.  
This trolley tour will visit St. Cyprian's Episcopal Church and its remarkable Black History in stained glass, Mission Church, founded by German immigrants and the modern Islamic Society of Boston Cultural Center.

**3:00-3:30 PM**

**End at Dillaway Thomas House:**

- **Discussion of classroom connections**
  - **Wrap-up and evaluation.**
- 

**★Assignment for next day (8/6): Please read *My Legacy is Simply This*, pgs. 120-123 (Yu Szeto) & Pgs. 144-148 (Ada Leung)**

**Thursday, August 6 Immigrant Boston: Chinatown,  
The West End & Beacon Hill**

---

*In case of emergency, or if you are lost, call Michelle LeBlanc's cell at (857) 928-4374*

**Location:** Meet on the Boston Common at the corner of Tremont and  
Boylston Streets (in front of the Green Line Boylston T stop)

**8:30-8:45 AM Overview of Day**

**8:45-10:45 AM Tour of Boston's Chinatown**

*Presenters: Mary Smoyer, Retired, Boston Public  
School Elementary Teacher, Polly Kaufman,  
Professor of History, University of Southern Maine,  
Portland, Stephanie Wong-Fan. Board Member,  
Chinese Historical Society of New England*

Boston's Chinatown was established between 1869 and 1870 when the completion of the Transcontinental Railroad brought Chinese railroad workers to manufacturing jobs in Boston and other parts of the Northeast. The first workers pitched their tents in Ping On Alley. Chinatown grew slowly over a hundred and thirty years, from a community of predominantly male "sojourners" to a 46-acre neighborhood that is one of the last ethnic communities in the city of Boston. Explore the history, sites and sounds of one of Boston's most dynamic immigrant neighborhoods.

**11:00 AM-1:00 PM Open project work time, exploration of Chinatown & lunch on your own**

*Tom Brown and Michelle LeBlanc will be available to meet to discuss project ideas between 11:45 & 1:00 at the Starbucks at 62 Boylston St. (on the corner of Boylston & Tremont Streets)*

**1:00-2:15 PM Beacon Hill & Boston's Black Heritage Trail**

*Presenter: Ryan McNabb, Ranger African American NHS  
\*\*Tour will begin at the Robert Gould Shaw Memorial on Beacon Sreet, across from the State House*

While seen today as an upscale neighborhood of row houses, Beacon Hill once encompassed a vibrant community of free blacks, the wealthiest of Boston society and later a mix of European immigrants in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Tour the sites of the Black Heritage Trail and explore the racial and ethnically diverse history of the neighborhood.

**2:15-3:15 PM**

**Tour of the Vilna Shul**

*Presenters: Vilna Shul guides*

*18 Phillips St., Beacon Hill*

Founded in 1898 in the West End, this Eastern European immigrant synagogue moved to the north slope of Beacon Hill in 1906 and finally to Phillips Street in 1919. It is the last remaining immigrant era synagogue of the Boston Jewish Community.

**3:15 – 3:30 PM**

**Wrap up & Evaluation**

---

★ **Assignment for next day (8/7): Please read** *The North End: An Immigrant Neighborhood in the 19<sup>th</sup> Century*

## Friday, August 7      **Immigrant Boston: The North End**

---

**\*\*Please note: this day will run until 4:15 PM**

*In case of emergency, or if you are lost, call Michelle LeBlanc's cell at (857) 928-4374*

**Location:**            **Paul Revere House**  
*19 North Sq. Boston, MA 02113*  
*617-523-2338*

**8:30 - 8:45 AM**            **Welcome & Introduction to the day's sessions**

**8:45 – 9:15 AM**            **History of Immigration in the North End and the Paul Revere House**  
*Presenter: Emily Holmes, Education Director, Paul Revere House*  
Each room of the Revere House and the outside courtyard space relates to multiple periods in the history of the North End. Examine the history of immigration into the neighborhood from the 17th through the 20th centuries. Learn about the Puritans and their slaves inside the Hall, the 147 persons listed as living at the house in 1840, the candy makers who honored local Irish politician “Honey Fitz,” in the kitchen, and the Italian cigar rolling business on the second floor.

**9:15 – 10:30 AM**            **Lathrop Place: Help Solve a Mystery**  
Using the museum's newest building as a case study, learn about typical patterns of building usage in the North End during the 19th and 20th centuries. This 1835 two family house built on land originally belonging to Paul Revere and acquired by the Paul Revere Memorial Association in 2007, is undergoing renovations to expand into a modern Education and Visitor's Center. Break into small groups to examine primary source documents related to Lathrop Place. What was life like there in different time periods? As each group presents their findings to the class a facilitator will weave the history of this particular building into the context of patterns of immigrant life in the North End.

**10:30 - 10:45 AM**            **Break**

**10:45 AM-12:30 PM** **Boston's North End: The Immigrant Experience**  
Paul Revere's North End changed dramatically in the 1800's as Irish, Russian, and Italian immigrants settled in the colonial dwellings in huge numbers. Examine artifacts from the Revere's original property and find fascinating clues about the families who

lived and worked on this site. On a walking tour through the North End's twisting streets and alleyways, hear true stories, drawn from oral histories about growing up in the tenements. Fascinating details emerge about personal hygiene, formal and informal education, and chores.

**12:30-1:30 PM**

**Lunch in the North End & Walk to John Adams Courthouse**

**1:30-3:00 PM**

**Immigration and the Case of Sacco & Vanzetti**

*John Adams Courthouse, One Pemberton Square, 617-557-1000*

*Presenters: Barbara Berenson & Tom Brown*

Examine the case of two of Boston's most famous immigrants, Nicola Sacco and Bartolomeo Vanzetti, Italian immigrants and anarchists charged with committing robbery and murder at a shoe factory in Braintree in 1920. On July 14, 1921, the jury convicted both men; by the time the Commonwealth of Massachusetts executed Sacco and Vanzetti on August 23, 1927, their case had become a national and international sensation. This session will make extensive use of the courthouse exhibit and primary documents, including photos of the trial evidence and excerpts from the trial testimony, to examine this trial and its important place in American history.

**3:00-4:15:**

**Wrap-up**

- Classroom connections discussion
- Evaluation
- Post-assessment

## Course Directions:

**MONDAY, August 3, 2009**

**MEET AT 7:15 AM (Bus Leaves promptly at 7:30 AM)**

**The Education Cooperative (TEC) (to Plimoth Plantation)**

- *If possible, carpooling or having someone drop you off is ideal due to limited parking at TEC*

**1112 High Street**

**Dedham, MA 02027**

**781-326-2473**

**TEC HOURS: 8 AM- 4 PM Monday-Friday**

From Route 95/128 North or South: Get off at exit 16A (Route 109 East) toward Dedham. Continue on High Street for 6 tenths of a mile. Take a right into school driveway (signage says "The Education Cooperative" and "VNACare"). Follow signs to TEC entrance and parking. (As you look at the building, the TEC entrance is on the right.)

**It is highly recommended that everyone ride the bus together as a group. If you would prefer to drive to Plimoth on your own, directions are below:**

### **Plimoth Plantation**

#### **From Boston and Points North:**

Take Route 93 South to Route 3 South. Take exit 4 (Plimoth Plantation Highway) off Route 3. **This is a left exit.** Continue on Plimoth Plantation Highway for approximately 1 mile and take the exit for the museum. At the end of the exit ramp turn right, and proceed up the street for 20 yards. Turn right at the sign for the museum into the driveway. At the stop sign at the end of the driveway, cars and campers should turn left and park in our main lot or overflow lot. Buses, RVs or visitors with handicapped plates should turn right and park in the bus parking lot.

**TUESDAY, August 4, 2009**

**MEET AT 8:30 AM**

**Meet at Lowell National Historical Park Visitor's Center**

**304 Dutton Street**

**Lowell, MA 01852**

**(978) 970-5000**

**(address is the parking lot behind the Visitor's Center)**

**\*\*Due to limited free parking, it is recommended that you arrange to carpool.**

#### **Internet and GPS planning:**

Use 304 Dutton Street Lowell, MA 01852 as target destination.

### **Directions to Lowell National Historical Park Visitors Center**

The Visitor Center is physically located at 246 Market Street. Free parking is available at the Visitor Center parking lot at **304 Dutton Street**, with signage directing you through Market Mills to the Visitor Center.

Additional Park visitor facilities are located throughout downtown at the following addresses:

- Boott Cotton Mills Museum and Event Center, 115 John St.
- Tsongas Industrial History Center, 115 John St.
- Boarding House Park, 40 French St.
- Mogan Cultural Center, and the Mill Girls and Immigrant Exhibit, 40 French St.
- River Transformed Exhibit, 600 Suffolk St.

Please note: nearby vehicle parking at these locations is available only at City garages for a fee. You are welcome to park at the Visitor Center parking lot for any park activities and either take the trolley (in season) or walk to these Park sites.

### **Getting There:**

#### *Car*

To drive to Lowell National Historical Park, from either Interstate Route 495 (Exit 35C) or Route 3 (Exit 30A if traveling southbound, Exit 30B if traveling northbound)

- Take the Lowell Connector to Thorndike Street (Exit 5B).
- On Thorndike Street, which becomes Dutton Street, continue straight through four traffic lights.
- At the fifth traffic light, turn right from Dutton Street into the Visitor Parking Lot.
- Free parking is available here during Park operating hours in the gated section of the lot with ticket validation at the Visitor Center.
- From the lot, follow the signs and walk to the Visitor Center through the mill archways and courtyard to the left section of the mill building on the far side of the courtyard.

### **Public Transportation:**

The Lowell commuter line originates at North Station in Boston. From the train station, it is a 15 minute walk or there is a shuttle available to the Visitors Center.

**WEDNESDAY, August 5, 2009**  
**MEET AT 8:30 AM**  
**Roxbury Heritage State Park, Dillaway Thomas House**

**Dillaway Thomas House**  
**John Eliot Square**  
**Roxbury, MA 02119**  
**617-445-3399**

Street parking is available near the Dillaway Thomas House. There is also a small state-owned lot located to the left of the house.

\*\*Carpooling or public transportation are recommended.

### **Driving Directions**

**From Rt. 93**, take the Mass Ave exit. Go across Mass Ave onto Melnea Cass Boulevard. Follow Cass Boulevard to end and take left onto Tremont St. Stay in left lane. Take a left at the Reggie Lewis Center on Malcolm X Boulevard and immediately get into the right lane. Take your 2<sup>nd</sup> right onto Roxbury St. (it's a very sharp right). Park in the lot next St. James St. Johns – this is the Heritage parking lot.

**From Downtown Boston**, take Washington St. toward Dudley Square. Take a right onto Roxbury St. Park in the lot next St. James St. Johns – this is the Heritage parking lot. Park in the lot next St. James St. Johns – this is the Heritage parking lot.

### **Public Transportation**

From downtown Boston, take the Orange line outbound to Roxbury Crossing. Once out of the T station, keep the Reggie Lewis center on your left and walk east along Malcolm X Boulevard. Look for a stairway to the Heritage Park on your right.

**THURSDAY, August 6, 2009**  
**MEET AT 8:30 AM**  
**Corner of Tremont and Boylston Streets on Boston Common (in front of Boylston T station)**

**Call 857-928-4374 if you are lost this day.**

This will be the meeting point for the Chinatown walking tour. It is directly in front of the Boylston Street stop on the Green Line. When you come out of the station, the group will assemble in the area just ahead of you.

If you drive, there is also a large underground garage under Boston Common. The entrance is off of Charles Street, between Boylston and Beacon Streets.

**THURSDAY, August 6, 2009**  
**MEET AT 1:00 PM**  
**Robert Gould Shaw Memorial**

The Robert Gould Shaw Memorial is located directly across from the State House on Beacon Street (near the corner of Park and Beacon Streets).

This is the departure point for the Beacon Hill and Black Heritage Trail walking tour.

**FRIDAY, August 7, 2009**  
**MEET AT 8:30 AM**  
**Paul Revere House**

**Paul Revere House**  
**19 North Sq.**  
**Boston, MA 02113**  
**617-523-2338**

The Paul Revere House is located between the Faneuil Hall and Old North Church stops on the Freedom Trail. The site can be reached by car, but the narrow one way streets and limited parking make the subway the best option.

#### **By Subway**

Green Line to Government Center or Haymarket stations; Blue Line to Government Center or Aquarium stations; Orange Line to State or Haymarket stations.

#### **By Foot**

On the Freedom Trail (---) in Boston's North End, follow the signs and the red line on the sidewalks. Ten minutes from Faneuil Hall / Quincy Market.

#### **By Car**

From North: Route 93 South to Exit 24A - Government Center. Follow the ramp to the surface, staying to the left, and bear left at the light. Follow the signs for the North End onto Atlantic Avenue. Take a left on Richmond Street. The third street is North Street, take a right.

From West: Route 90 East (Mass. Pike) to Route 93 North to Exit 23. Turn right at the first light onto North Street.

From South: Route 93 North to Exit 23. Turn right at the first light onto North Street.

### **Parking**

Street parking near the Revere House is very limited. Try to park in lots marked P on the map.

**FRIDAY, August 7, 2009**

**MEET AT 1:30 PM**

**John Adams Courthouse**

**John Adams Courthouse  
One Pemberton Square  
Boston, MA  
617-557-1000**

From the North End, follow Hanover Street to Congress Street. Make a left on Congress and then a right on State Street. Follow State/Court Street until it forks at Cambridge Street. In front of you across the street will be a curved building called Center Plaza. Take the stairs or escalator located at Three Center Plaza up to Pemberton Square. The John Adams Courthouse is the building directly in front of you.

### **Project Partners' Web Sites and Contact Information:**

#### **Plimoth Plantation**

[www.plimoth.org](http://www.plimoth.org)

Kim VanWormer, Director of Education

[Education@plimoth.org](mailto:Education@plimoth.org)

#### **Tsongas Industrial History Center**

[www.uml.edu/tsongas](http://www.uml.edu/tsongas)

Sheila Kirschbaum

[Sheila\\_kirschbaum@uml.edu](mailto:Sheila_kirschbaum@uml.edu)

#### **Discover Roxbury**

[www.discoverroxbury.org](http://www.discoverroxbury.org)

Marcia Butman, Executive Director

[Marcia@discoverroxbury.org](mailto:Marcia@discoverroxbury.org)

#### **Boston Women's Heritage Trail**

[www.bwht.org](http://www.bwht.org)

Mary Smoyer, Board Member BWHT

[howsmoyer@aol.com](mailto:howsmoyer@aol.com)

**Boston African American Historic Site**

[www.nps.gov/boaf](http://www.nps.gov/boaf)

Ryan McNabb, NPS Ranger

[Ryan\\_McNabb@nps.gov](mailto:Ryan_McNabb@nps.gov)

**Vilna Shul**

[www.vilnashul.com](http://www.vilnashul.com)

**Paul Revere House**

[www.paulreverehouse.org](http://www.paulreverehouse.org)

Emily Holmes, Education Director

[staff@paulreverehouse.org](mailto:staff@paulreverehouse.org)

**John Adams Courthouse**

[www.mass.gov/courts/sjc/visit\\_john\\_adams\\_courthouse.html](http://www.mass.gov/courts/sjc/visit_john_adams_courthouse.html)

Barbara Berenson, Senior Administrative Attoreny, Supreme Judicial Court

[Barbara.berenson@sjc.state.ma.us](mailto:Barbara.berenson@sjc.state.ma.us)