

## **LESSON 4**

### **Townsend – Before and After**

### **A MAP ACTIVITY**

**OVERVIEW:** It's hard for students to imagine an era of horse and buggies, saddle and leather shops, blacksmiths and coopers in an era of ipods and technology advanced games and communications. It's difficult for students to move from the present to an era that brought great change to communities throughout America. Townsend was no different. Although rural towns adapted more slowly to changes and clung to safe reliable practices, the inevitable came upon its residents.

Students will use 1831 and 1856 maps of Townsend to familiarize and compare the characteristics, changes and growth of Townsend.

**OBJECTIVES:** Students will:

- Analyze and interpret early maps of Townsend, MA
- Observe and discuss the growth of Townsend
- Compare and contrast maps of Townsend today vs. 19<sup>th</sup> century.
- Discuss how human interactions with the environment impact the social, political and economic structures of a community.

#### **FRAMEWORKS:**

Concepts and skills – Compare maps of the modern world with historical maps.  
Distinguish between political and other specialized maps

**NCSS:** Humans seek to understand their historical roots and locate themselves in such time. Such understand involves knowing what things were like in the past and how things change and develop. **(Strand II – Time, Continuity and Change)**

**MATERIALS:** 1831 & 1856 maps of Townsend, MA, Map of the Reed House Lot and Tannery c. 1850s, current map of Townsend, Map Analysis Worksheet, Overhead Projector

**LENGTH OF TIME:** Two one hour class periods.

**GUIDING QUESTIONS:** What do the early maps of Townsend tell us about growth and change in this rural community? How do human interactions change the landscape? Affect the economy/lives?

**ACTIVATOR:** Gather students in a circle on the rug. Tell them to close their eyes and create a map of Fitchburg today and Fitchburg in the early 1800s. What does it look like? Tell students to share their thoughts with the person to their right. Discuss as a class in terms of physical landscape, streets, businesses, farms, schools, homes, etc. Tell students they will analyze and interpret old maps of Townsend where the Reed Homestead is located. The maps will unfold a story of their own. It will be their task to use the maps to unfold the geographic history of Townsend.

## **PROCEDURE:**

1. Students will work in pairs or groups of fours. One half of the class will analyze the 1856 map and the other half will analyze the 1831 map. Pairs will then exchange maps.
2. Pass out maps to Map Analysis Worksheets to students.
3. Make sure students understand the expectations of responding to the questions on the worksheet by reading the information and checking for understanding. Set criteria for response.
4. Students are asked to take three minutes to record in their Interactive Notebooks, as many features or characteristics that they note on their map (e.g. rivers, hills, etc)
5. Ask students to share their lists with other group members.
6. Students will then proceed to interpret maps and record response. Tell students they may use highlighters and write notes or questions in their Interactive notebooks.
7. Assist students as needed.
8. Students will be given 30 minutes for each map before processing information as a whole class.
9. Once students have completed both maps. Place each map on the over head and discuss their findings. Then go over the Map Analysis Worksheets. Students will self-correct by using a colored pencil. This will allow for easy assessment of the worksheet.
10. Remind students to focus on the evidence the map provides.
11. Once this lesson is completed, ask students to place all work in their portfolio folders.
12. Gather students in a circle on the rug. Pass out the map of the Reed House lot. Ask students what they notice. Using a transparency of the Map Analysis Worksheet on the overhead, conduct an analysis of this map.
13. Tell students to take this map with them on the day of the field experience. They will create a new site map of the Reed Homestead today.
14. Present a current map of Townsend. Orally compare and contrast the differences. Chart the information and post it in class.

**ASSESSMENT:** Map Analysis Worksheet, teacher observation, Interactive Notebooks, oral discussion

**CLOSURE:** Ask students to do a 10 minute Quick Write on the Guiding Questions presented in the lesson. Discuss as a whole class Then orally read a brief overview of the history of Townsend will be read to the students and compare the maps of Townsend today and Townsend yesterday. Images taken from the *Townsend 250<sup>th</sup> Anniversary* book. More images can be copied to complement the field experience to the Reed Homestead. There are great images on the Grist Mill and the Cooperage.

**Extension Activity:** Students can compare and contrast maps with early Townsend with maps of early Fitchburg.

### **Resources**

1831 and 1856 Maps of Townsend

Images from the *Townsend 250<sup>th</sup> Anniversary Book* written by the *Townsend Historical Society*