

**UNIT OVERVIEW**

Unit Title	Resistance and Resilience in Lowell, Massachusetts
Unit Length	10 - 12 lessons
Grade Level(s)/Subject(s)	Written for a pilot in K-1, but works for students in grades K-6.
Unit Overview	<p>In this unit, students will explore how their community in Lowell, MA struggled, as did all communities in the United States, with the problems of enslavement and exploitation. They will also explore how communities dealt with those challenges with resistance, resilience, and justice.</p> <p>This project assists students in identifying and analyzing Lowell’s relationship to slavery in both space and time. Lowell has a rich story of abolition, as well as a role on the Underground Railroad. However, our school is housed in one of the mill buildings of the many textile companies that benefited from the cotton produced in the South by people who were enslaved. “Lowell Cloth ” was made in the mills of Massachusetts with the cotton cultivated through forced labor by Black people who were enslaved on <u>plantations</u> in the South. It was then sold back to those plantation owners for use as clothing for the enslaved laborers. This unit seeks to teach hard history concepts of enslavement, resistance, and racial justice to our youngest learners in kindergarten and first grade. The unit also invites them to learn more about the history of their own city.</p> <p>The standards in kindergarten and first grade encourage students to look for the “helpers” in communities, and to see themselves as helpers who are empowered with the ability to help change things they see as unfair. Students will work as historians, explorers, and social justice activists. They will read and hear stories of people who escaped enslavement and moved to Lowell, as well as stories of people and institutions in Lowell who sought to end slavery, aid in the Underground Railroad, and create a vibrant community in Lowell, MA. They will visit important</p>

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historic sites in town and use resources created by the historians at UMass Lowell and at Visualize Lowell's Black History to ultimately create and explain a **map** of significant people, places, and events using information from their research. They will also use symbols, words, and pictures to create a quilt square that symbolizes their feelings about what they have been learning.

**IN THIS UNIT, students will be using both maps, as well as information from several local museums and historical societies to guide their analyses and final projects.** The following excerpt from the article, "[\*Untold Stories: Lowell Black History\*](#)" by the University of Massachusetts Lowell library introduces some of the maps, background information, and historical sites that students explore to prepare their projects:

**“Anti-Slavery and Underground Railroad District – 34 Downtown Lowell Sites:** The Downtown Lowell Anti-Slavery and Underground Railroad District is located at the Pawtucket Falls on the Merrimack River. These 34 Sites are presented with brief descriptions and links to the Lowell Cultural Resources Inventory Reports, Related Stories and Web Maps. Guided by these maps, one can take a walk through the City while learning our history. In the 1840s and 1850s, Lowell seemed an unlikely community for freedom seekers, assistants, and safe-places on the Underground Railroad. However, this busy northern textile center with its small black community dominating the local barber shops and hairdressing salons, three anti-slavery societies, half a dozen anti-slavery churches, several abolitionist newspapers, and established railroads and stage routes to Canada provided a good location.

Although the stories of some freedom seekers have been preserved, including Nathaniel Booth, Weston Fisher, and Edwin Moore who stopped and settled in Lowell, the number of slaves that passed through Lowell on their way to freedom will never be fully known.

Many of the pre-Civil War commercial buildings and churches in the Downtown Lowell District affiliated with Lowell's Underground Railroad have survived.

**Map 1** Begins on Market Street at the site of the Lowell Manufacturing Company which produced high-end broadloom carpets. The route moves on to stories of Freedom Seekers and their assistants, black owned local businesses, anti-slavery newspapers and churches.

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	<p><b>Map 2</b> Takes us through the Boott Manufacturing complex, whose female textile workers, managers, and investors supported the anti-slavery movement, meeting halls where pleas for support from leading abolitionists were heard, and on to Ladd and Whitney Monument and Memorial Hall, reminders of the terrible conflict of the Civil War.”</p> <p><i>Note for educators: This unit introduces students to sites in their communities that connect to key moments in African American history. To adapt this unit for your community, consider revising the story cards and map to align with sites in your community. The following resource documents African American Heritage Trails in several communities throughout the U.S.:</i></p> <p><a href="https://africanamericanheritagesites.stary.app/en/list/4159">https://africanamericanheritagesites.stary.app/en/list/4159</a></p>
Objectives & Outcomes	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>● Compare and contrast the stories of significant people and places that contributed to the story of Lowell, MA.</li><li>● Explain how the people they are learning about helped to fight injustice.</li><li>● Explain how the people and places they are learning about helped to create a vibrant community in Lowell, MA.</li><li>● With help, create a <b>timeline</b> of significant people, places, and events using information from their research.</li><li>● With help, create and explain a <b>map</b> of significant people, places, and events using information from their research.</li><li>● Use symbols, words, and pictures to create a quilt square that symbolizes their feelings about what they have been learning.</li><li>● Share what they have learned with others using words and pictures.</li></ul>
Standards	<p><b>Standards:</b> <u><i>Social Justice Standards from <b>Learning for Justice</b></i></u> Link: <a href="https://www.learningforjustice.org/frameworks">https://www.learningforjustice.org/frameworks</a></p> <p>JU.K-2.12 I know when people are treated unfairly.</p>

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JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.  
K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.  
AC.K-2.16 I care about those who are treated unfairly  
AC.K-2.17 I can and will do something when I see unfairness—this includes telling an adult.

### Common Core Standards

CCSS.ELA-LITERACY.RI.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts.

CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Massachusetts State History and Social Studies Standards:**

HSS.1.T1.09: Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens but are still members of the community with rights and responsibilities.

HSS.1.T3.01: Provide evidence to explain some of the ways in which the people of the United States are unified and diverse, hold different beliefs, and have different celebrations, cultural traditions, and family structures...Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community

HSS.K.T1.03: With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.

HSS.1.T1.04: Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read loud, and describe the qualities of a good leader.

<p><b>Facilitation Resources</b></p>	<p><b><u>Optional background resources from <i>The 1619 Project</i></u></b> <a href="#"><u><i>The 1619 Project K-8 Resource from The New York Times</i></u></a> <a href="#"><u><i>Born on the Water</i> by Nikole Hannah-Jones, Renée Watson, Nikkolos Smith</u></a></p> <p><b>Focus texts and videos for this unit:</b> <a href="#"><u>Lowell History: Atlases, Maps, and Plans</u></a> from the University of Massachusetts Lowell library (<a href="#"><u>1845 map</u></a>) <b>TIMELINES of Lowell History:</b> <a href="#"><u>History of Lowell, Massachusetts</u></a> from The History of Massachusetts Blog <b>or</b> <a href="#"><u>Timeline from The Lowell Historical Society</u></a> <a href="#"><u>Lowell Massachusetts Archives - Lost New England</u></a> Picture of Merrimack Street in 1856 is on this website from the National Parks Service: <a href="#"><u>Paper Trails &amp; Freedom Fighters - Lowell National Historical Park (U.S. National Park Service)</u></a> Video: “<a href="#"><u>Lowell: The Continuing Revolution</u></a>” from The National Park Service Map of significant sites in Lowell Black History: “<a href="#"><u>Black History in Lowell – #Lowell: There's A Lot To like, Art, Culture, Dining, Restaurants, Sports, Things To Do</u></a>” from the Lowell, MA Office of Cultural Affairs and Special Events <a href="#"><u>City Atlas of Lowell, MA Map #1 (1879)</u></a> <a href="#"><u>City Atlas of Lowell, MA Map #2 (1879)</u></a> <a href="#"><u>Description of Sites on Map #1</u></a> [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] <a href="#"><u>Descriptions of Sites on Map #2</u></a> [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Joseph Bradley Varnum (The Abolition of the Slave Trade) [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Joseph Bradley Varnum, 1st person [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Amistad Story, 1st person [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Amistad [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Horatio Foster [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Jonathan Levy: From Slaveholder to abolitionist [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Nathaniel Booth’s Barber Shop [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Walker Lewis – Lowell House Hotel [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] <a href="#"><u>Story Card: African Methodist Episcopal (AME) Zion Church</u></a> [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Caroline Van Vronker [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>] Story Card: Martin Luther King Jr. visits Lowell, MA [<a href="#"><u>.pdf</u></a>][<a href="#"><u>.docx</u></a>]</p>
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Story Card: Underground Railroad - St. Anne's Church [[.pdf](#)][[.docx](#)]  
*Stitchin' and Pullin': A Gee's Bend Quilt* by Patricia McKissack  
*Sewing Stories: Harriet Powers' Journey from Slave to Artist* by Barbara Herkert.  
Video: [Harriet Powers: A Story of Art and Faith | Museum of Fine Arts Boston](#)

### **Teaching Materials:**

[Google Earth map with Lowell, MA sites discussed in the unit](#)

Clothesline

Date cards (Index cards with important dates)

Artifacts from Lowell, MA history

PDF of Timeline cards [[.pdf](#)][[.docx](#)]

Quilt Square Model

Cloth

Cloth scraps

Buttons

Fabric paint/markers

Fabric glue

Needles and thread

Large white sheet

Fabric markers or sharpies

Fabric scraps

Ribbons

### **Unit Preparation Tasks for Teachers:**

1. Watch [Contradictory Place](#) from Lowell Telemedia Corporation
2. Print out giant map of Lowell, or use projector/white board to have it available when you're telling the stories of Lowell inhabitants
3. Create a timeline using clothesline, clothespins, and index cards printed with important dates . You should probably choose about 10-15 dates at the most to include on the timeline.

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	<p>4. Either print out and use the story cards that I have created for my unit or use the link to find and create story cards of significant people in the tour. Each story card should have a picture and date on the front, and a brief overview story of the person/place.</p> <p><b>Other support resources:</b> <a href="#">Untold Lowell Stories: Black History</a> (Source: UMass Lowell University Library Center for Lowell History.) <a href="#">Black History in Lowell — #Lowell: There's A Lot To Like, Art, Culture, Dining, Restaurants, Sports, Things To Do</a> (Source: UMass Lowell University Library Center for Lowell History. DIY Lowell, Visualize Lowell's Black History: <a href="#">Pop-Up Black History Trail - DIY Lowell</a> Lowell National Park Service Online Exhibit: <a href="#">Anti-Slavery in Lowell - Lowell National Historical Park (U.S. National Park Service)</a> Walking Tour of Downtown Lowell: A Dozen Sites Associated with Anti-slavery in the Spindle City, 1830-1860: <a href="https://archive.org/details/antislavery-tour_202103/page/n13/mode/2up">https://archive.org/details/antislavery-tour_202103/page/n13/mode/2up</a> Community Project: Quilts: <a href="#">Community Project</a> from Sons &amp; Daughters of the United States Middle Passage (SDUSMP) <u>"Legacy Quilt depicts Black people's impact on American food, 406 times over"</u> by Aaron Hutcherson for <i>The Washington Post</i></p>
<b>Performance Task</b>	<p><b>Performance Task(s):</b></p> <ol style="list-style-type: none"><li>1) With their classmates, students will create a <b>map</b> of significant locations in Lowell's Black History story.</li><li>2) With their classmates, students will create a <b>timeline</b> of significant events in Lowell's Black History story.</li><li>3.) Each student will design a quilt square which symbolizes the themes they have been studying in this unit. These squares will be sewn together to serve as a border around a map of Lowell embroidered onto toweling made at the Boot Cotton Mill in Lowell. This map will feature the locations of the stories students will study in this unit.</li></ol>

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UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Lessons 1-10</i></p> <p>Students use maps and primary source documents to analyze connections between enslavement and textile production, and stories of resistance to enslavement throughout Lowell, MA, and ultimately create a quilt reflecting their learning throughout the unit.</p>				
<p>Lesson 1 (<i>This lesson might take more than one class period, depending on the age of the students.</i>)</p>	<p><b>MAP RESOURCES:</b> For a selection of Lowell, MA historical maps, see: <a href="#">Lowell History: Atlases, Maps, and Plans</a> from the University of Massachusetts Lowell library</p> <p>In our lesson today, we will be focusing on the <a href="#">1845 map</a>.</p> <p><b>TIMELINES of Lowell History:</b> <a href="#">History of Lowell, Massachusetts</a> from The History of Massachusetts Blog <b>or</b></p>	<p><b>We Are Historians Objective:</b> Students will see themselves as historians. They will learn about the tools that historians use, including timelines, maps, and other primary documents.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>● Explain what a <b>map</b> is</li> <li>● Explain what a <b>timeline</b> is</li> <li>● Explain what an <b>artifact</b> is</li> <li>● Explain how historians use maps, timelines, and artifacts to learn about the past.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Whole Group: Ask students if they know how we learn about what happened a long time ago. <i>How do we know what happened?</i> Gather answers.</li> <li>2. Explain to students that <b>historians</b> are people who study what happened a long time ago. They are like detectives. They look at <b>clues</b> to try to figure out what people did, what their towns looked like, and what happened from day to day.             <ul style="list-style-type: none"> <li>● Optional: Introduce students to the narrative by historian Annette Gordon Reed in the <a href="#">The 1619 Project K-8 Resource from The New York Times</a>.</li> </ul> </li> <li>3. “We are going to use our computer, our white board, and our imaginations to go back in time to see what Lowell, Massachusetts was like a long, long, long time ago, before your grandparents were even born. There is an interesting set of pictures of Merrimack Street in Lowell,</li> </ol>	<p><b>Materials:</b> <b>MAPS</b> (Historic maps of Lowell and Google Earth projection map of Lowell)</p> <p><b>TIMELINE</b></p> <ul style="list-style-type: none"> <li>● Clothesline</li> <li>● Date cards (Index cards with important dates)</li> </ul> <p><b>ARTIFACTS:</b> Samples of photos, actually any object that the students can look at as examples. The</p>

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	<p><a href="#">Timeline from The Lowell Historical Society</a></p> <p>***This resource from the blog Lost New England includes interesting comparison pictures of Merrimack Street in Downtown Lowell from 1908 and 2015: <a href="#">Lowell Massachusetts Archives - Lost New England</a></p> <p>Picture of Merrimack Street in 1856 is on this website from the National Parks Service: <a href="#">Paper Trails &amp; Freedom Fighters - Lowell National Historical Park (U.S. National Park Service)</a></p>		<p>Massachusetts in 1856, 1908, and 2015.” Share the images from Lost New England to show the students how a street in Lowell, MA changed through time. Next, engage students in a conversation about what they see in the images (transportation, clothing of people on the street, etc.)</p> <p>4. <b>Using MAPS: Project a Google Earth map of Lowell</b> onto the whiteboard. Explain that this is what Lowell looks like today. Use the navigator features to “drop down” into Lowell and look around. “Drive” down the streets. Ask students what they see. (Cars, buildings, highways, etc.) <b>Time Warp:</b> Explain to students (K-2) that we are going to go back in time, to 1850, to see what Lowell looked like a really, really long time ago. Tell them to put on their seatbelts and helmets, it’s time to go in the Time Machine! <b>Share the 1845 Map from</b> University of Massachusetts Lowell library: Project map onto screen. Ask students what they see. Show them how it is different from the first map (no highways, fewer roads, fewer buildings. Etc.) We can use this map to compare what Lowell looks like now, to what it looked like back then. Explain to the students that we are going to listen to some stories, and look at some pictures and maps, to figure out what it was like to live in Lowell back then.</p> <p>5. <b>Timeline:</b> To teach the students about Lowell history, it’s important to teach them</p>	<p>National Park service sells reproduction artifacts (cotton bolls, fabric, etc.)</p> <p><b>To buy cotton bolls: <a href="#">Cotton Bolls Mini - Ag ClassroomStore at USU</a></b></p>
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			<p>how timelines work. String a clothesline up and tie it at both ends of the room. It should be long. We will use this timeline during the unit to contextualize the people that we “meet” during our exploration.</p> <p>Explain to the students that a timeline is like a ruler. Hold up a ruler. “Instead of measuring how big something is, timelines show us how far back in time something is. It can show us what happened from a really long time ago, all the way up until today.” Put 2022 up on the timeline. Go back in time, adding dates that the students might know about – their birthday year, the year they entered kindergarten, etc. Go back in time some more – your birth year, when you graduated college, etc. Go back to 1845 and remind students that the map they looked at from Lowell was c. 1845. Put an index card labeled 1845 up where it would make sense on the timeline. At the far end of the timeline, add <b>1619</b>. Add important dates from US history/ and/or the Lowell history timeline as you see fit, (see attached resource.) <i>[Teacher note: After this lesson, you should take down all of the cards, so that the timeline is empty in preparation for day 2.]</i></p> <p><b>6. Using ARTIFACTS AND PRIMARY DOCUMENTS:</b> “One of the things historians do if they want to learn about the past is that they look at things that people made back then – drawings, furniture,</p>	
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			<p>paintings, tools, etc. These items help us know what things looked like, and what people used to cook with and decorate their houses with. We also look at what people wrote – their letters, their cards, their homework!” <b>Show examples of primary documents and artifacts.</b> Pass them around. Say, “If I found this at someone’s house, what would that tell me about them?” Collect answers. Tell the students that looking at artifacts from Lowell will give us CLUES that will help us figure out what life was like in Lowell way back then.</p> <p><b>Wrap-Up:</b> Remind students that for the next few classes, they are going to learn about some of the important people from the past who made Lowell the city it is today.</p>	
Lesson 2	Optional resource: Video: “ <a href="#">Lowell: The Continuing Revolution</a> ” from The National Park Service	<p><b>Our Town: Understanding Lowell</b> <b>Objective:</b> Students will learn a brief history of the settlement of Lowell, MA and its role in the Industrial Revolution.</p>	<ol style="list-style-type: none"> <li>Using pictures, artifacts, the timeline, and the video, take students through the history of Lowell, from the time of the Pawtucket and Penacook settlements in the 17<sup>th</sup> century to 2022. Remind students that Lowell was a Mill town, and that a lot of the buildings used to be factories that made things that people needed, like cloth, shoes, cookies, etc. For a quick video about the history of Lowell, you could show the introductory video from the National Park Service: <a href="#">Lowell: The Continuing Revolution</a>. You will have to stop and explain vocab periodically. <i>Alternatively, you could mute the video and</i></li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Internet Connection:</li> <li>Maps of Lowell</li> <li>Cotton boll</li> <li>Cotton cloth</li> <li>Advertisements for Lowell Mills</li> <li>Pictures of Lowell Mills</li> <li>Timeline of Lowell</li> </ul>

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			<p><i>explain the images using more elementary student-friendly language.</i></p> <ol style="list-style-type: none"> <li><b>Time cards:</b> Explain to students that they are going to be helping you make a timeline of Lowell history, and that you have a few date cards that you need help placing. Ask for volunteers to come up and try to put the cards in the right order. With kindergarteners and first graders, you are probably going to have to help them put them in the right order.</li> <li>Together with the whole class, make sure all of the date cards are accurate.</li> <li><b>Tell students that in the next few days, they are going to be learning about some exciting and important things that happened on these dates.</b></li> </ol>	<p>History</p> <p><b>Link to PDF of Timeline cards:</b> (The first one is blank, so you can add dates you think are appropriate to your lesson) Timeline Time Machine Cards (Customizable) [.pdf][.docx]</p>
<p>Lesson 3</p>	<p><b>Resource:</b> Map of Significant sites in Lowell Black History: "<a href="#">Black History in Lowell – #Lowell: There's A Lot To like, Art, Culture, Dining, Restaurants, Sports, Things To Do</a>" from the Lowell, MA Office of Cultural Affairs and Special Events</p> <p>Resources:</p>	<p><b>Unfairness and Exploitation: What to do?</b></p> <p><b>Objective:</b> Students will learn how Lowell became a big, profitable city. We will talk about the reasons that happened, including Lowell's ability to get cheap cotton from the American South. We will talk about <i>Lowell Cloth</i>, and some of the ways that people in Lowell protested things that were unfair. Who were these</p>	<ol style="list-style-type: none"> <li>Introduction: Remind students what they learned in Days 1 and 2.</li> <li>Warm Up discussion: "When we're learning about what happened in the past, sometimes we have to talk about some good things that happened, and sometimes we have to talk about some bad things that happened. Today we're going to talk about some of the unfair things that happened, and how some people tried to protest and fix what they thought was unfair. So my first question is, what does <b>fair</b> mean?"</li> <li>Think-Pair-Share: What does the word "fair" mean?</li> <li>Gather answers, discuss them.</li> <li>Explain to students that while many people got</li> </ol>	<p>Materials:</p> <ul style="list-style-type: none"> <li>Internet Connection:</li> <li>Maps of Lowell</li> <li>Cotton boll</li> <li>Cotton cloth</li> <li>Images of cotton plantations in the south and images of enslaved workers on cotton</li> </ul>

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	<p><a href="#">Lowell Cloth</a> (DIY Lowell Tour Stop #2)</p> <p><b>Map #1:</b> <a href="https://libapps.s3.amazonaws.com/accounts/18969/images/NTF_District_App_-_Map_0_1-17_Lowell_UGRR_District_A.JPG">https://libapps.s3.amazonaws.com/accounts/18969/images/NTF_District_App_-_Map_0_1-17_Lowell_UGRR_District_A.JPG</a> Map 1. Downtown Lowell Anti-Slavery and Underground Railroad District, Sites 1-15, overlaid on the <i>City atlas of Lowell, Massachusetts, 1879</i>, by Griffith Morgan Hopkins Jr., (Publisher) (Cartographer), F. Bourquin (Frederick), b. 1808 (Lithographer). Plates D. UMass Lowell Libraries, Center for Lowell History, Atlas Collection.</p> <p><b>Map #2:</b> <a href="https://libapps.s3.amazonaws.com/accounts/18969/images/NTF_District_App_-_Map_1_8-34_Lowell_UGRR_District_B.jpg">https://libapps.s3.amazonaws.com/accounts/18969/images/NTF_District_App_-_Map_1_8-34_Lowell_UGRR_District_B.jpg</a> Map 2. Downtown Lowell Anti-Slavery and Underground Railroad District Sites, 16-35, overlaid on the <i>City atlas of Lowell, Massachusetts, 1879</i>,</p>	<p>protesters? What did they do? How can one person change something that they think is unfair?</p>	<p>lots of money by making cotton cloth in the mills of Lowell, many people didn't. Show students images of cotton plantations in the south, and the cotton cloth that the mills made. People used this cloth to make clothes, quilts, bed sheets, pillows, and all kinds of things. They sold this cloth in the stores<sup>1</sup>. Explain that the people who worked on the cotton plantations didn't get paid for growing and harvesting the cotton they picked. They were enslaved. Do you remember what that means? <b>[Teacher notes: At this point in the year, our students have already read the children's books <i>The Eagles Who Thought They Were Chickens</i>, <i>The Year We Learned to Fly</i>, <i>The Oldest Student: How Mary Walker Learned to Read</i>, and <i>Born on the Water</i>, so they should have a basic understanding of enslavement.]</b></p> <p>6. Teacher should project the map<sup>2</sup> onto the whiteboard and show the students the numbers on the map. Explain to the students that each number represents the story of someone who lived in Lowell, and who helped make Lowell and the U.S. a better, fairer place.</p> <p>7. OPTIONAL: Have the students make a folder to put copies of each story card in. They can even make their own timeline page, and add the names of the heroes on the timeline. I had my students make a "Book of Lowell Heroes" and they added a copy of each story card in, so they can take a book home at the end of the project.</p>	<p>plantations</p> <ul style="list-style-type: none"> <li>• Advertisements for Lowell Mills</li> <li>• Pictures of Lowell Mills</li> <li>• Timeline of Lowell History</li> <li>• Maps (see resource box)</li> </ul>
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<sup>1</sup> For a description of the Lowell Mills and their production of "Lowell Cloth", see Resource #1 on this page.

<sup>2</sup> See Resource section for the tour maps

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	<p>by Griffith Morgan Hopkins Jr., (Publisher) (Cartographer), F. Bourquin (Frederick), b. 1808 (Lithographer). Plate B with detail from Plate A lower right. UMass Lowell Libraries, Center for Lowell History, Atlas Collection.</p> <p><b>Brief Descriptions of Sites on Maps #1 and #2 from the Lowell Historical Architectural Inventory at University of Massachusetts Lowell:</b>  <u>Description of Sites on Map #1</u> [<a href="#">.pdf</a>][<a href="#">.docx</a>]   <u>Descriptions of Sites on Map #2</u> [<a href="#">.pdf</a>][<a href="#">.docx</a>]</p>			
Lesson 4	<p><i>See Lesson 3 for links to maps</i></p>	<p><b>Abolitionists:</b>  <b>Objective:</b> Students will discuss the stories of abolitionists from Lowell, MA (<b>Charles Turney Torrey, Joseph Bradley Varnum, The Walker and Lew and Lewis</b>)</p>	<ol style="list-style-type: none"> <li>Teachers should project the map of Lowell, MA onto the whiteboard and show the students what number they will learn about today. Explain to students that on this day, we are going to learn about <b>abolitionists</b>. [Remind/teach vocab.]</li> <li>Open the envelope of story cards and show students the picture of the person we will</li> </ol>	<p>Story Card: Joseph Bradley Varnum (The Abolition of the Slave Trade) [<a href="#">.pdf</a>][<a href="#">.docx</a>]          Story Card: Joseph Bradley Varnum, 1st person [<a href="#">.pdf</a>][<a href="#">.docx</a>]</p>

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		<p><b>families, The Amistad case, St. Paul’s Church, Frederick Douglass)</b> and how abolitionists fought against what they saw as unfair. Teacher Prep: Make sure to watch “<a href="#">Contradictory Place: Cotton Mills Alongside Anti-Slavery Efforts in Lowell, Massachusetts</a>”.</p>	<p>learn about today. Read the story card. Discuss:</p> <ul style="list-style-type: none"> <li>• How did this person make Lowell the place it is today?</li> <li>• How did they help change the city?</li> </ul> <p>3. Have the students help you place the story card onto the timeline and show the students the time difference between then and now, and the differences in time between the different stories. Discuss how each person learned from the previous, and led the way for the next hero.</p>	<p>Story Card: Amistad Story, 1st person <a href="#">[.pdf]</a><a href="#">[.docx]</a> Story Card: Amistad <a href="#">[.pdf]</a><a href="#">[.docx]</a></p> <p>Optional story cards:</p> <p>Horatio Foster <a href="#">[.pdf]</a><a href="#">[.docx]</a> Jonathan Levy: From Slaveholder to abolitionist <a href="#">[.pdf]</a><a href="#">[.docx]</a></p>
Lesson 5	<i>See Lesson 3 for links to maps</i>	<p><b>Heroes and Helpers: Underground Railroad:</b> Objective: Students will learn about and discuss Underground Railroad heroes and helpers.</p>	<ol style="list-style-type: none"> <li>1. Teachers should project the map onto the whiteboard and show the students what number they will learn about today (#9 and #4).</li> <li>2. Explain to students that on this day, they are going to learn about some heroes and helpers who lived in Lowell. As you begin each story card story, open the envelope and show them the picture of the person we will learn about today.</li> <li>3. Read the story and discuss: <ul style="list-style-type: none"> <li>• How did this person make Lowell the place it is today?</li> <li>• How did they help change the city?</li> </ul> </li> <li>4. Have the students help you place the story card onto the timeline and show the students the time difference between then</li> </ol>	<p><b>Nathaniel Booth:</b> Story Card #9: Nathaniel Booth’s Barber Shop <a href="#">[.pdf]</a><a href="#">[.docx]</a> <b>Walker Lewis:</b> Story Card #4: Walker Lewis – Lowell House Hotel <a href="#">[.pdf]</a><a href="#">[.docx]</a> Story Card: The <b>Underground Railroad</b> - St. Anne’s Church <a href="#">[.pdf]</a><a href="#">[.docx]</a></p>

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			and now, and the differences in time between the different stories. Discuss how each person learned from the previous, and led the way for the next hero.	
Lesson 6	<i>See Lesson 3 for links to maps</i>	<b>Creating Community:</b> <b>Objective:</b> Students will learn about the many people who helped create a vibrant community in Lowell: Creating Community: Barbers, Potters, Students, Sarah Clay, Teachers, Nathaniel Booth	<ol style="list-style-type: none"> <li>1. Teacher should project the map onto the whiteboard and show the students what number they will learn about today.</li> <li>2. Open the envelope and show them the picture of the person we will learn about today.</li> <li>3. Read the story and discuss: <ul style="list-style-type: none"> <li>• How did this person make Lowell the place it is today?</li> <li>• How did they help change the city?</li> </ul> </li> <li>4. Have the students help you place the story card onto the timeline and show the students the time difference between then and now, and the differences in time between the different stories. Discuss how each person learned from the previous, and led the way for the next hero.</li> </ol>	<p><u><a href="#">Story Card: African Methodist Episcopal (AME) Zion Church</a></u> <a href="#">[.pdf]</a><a href="#">[.docx]</a></p> <p>Optional story cards: Caroline Van Vronker <a href="#">[.pdf]</a><a href="#">[.docx]</a></p> <p>Martin Luther King Jr. visits Lowell, MA <a href="#">[.pdf]</a><a href="#">[.docx]</a></p>
Lesson 7	<i>See Lesson 3 for links to maps</i>	<b>Putting it All Together:</b> <b>Walking Tour using Maps</b> Objective: Using resources from UMass Lowell and Visualizing Black Lowell, students will actually or	<b>Field Trip:</b> Students at LCCPS will go on a walking field trip to learn about some of the places mentioned in the Lowell Black History Tour. If you cannot go on a physical walking tour of Lowell, you can use <i>Google Earth</i> to visit some of the spots on the tour map.	<u><a href="#">Google Earth map of sites in Lowell, MA</a></u>

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		<p>virtually tour important historical sites in Lowell which correspond to the histories we learned about in lessons 3-6.</p>		
<p>Lessons 8 and 9</p>	<p><u><i>Stitchin' and Pullin': A Gee's Bend Quilt</i></u> by Patricia McKissack OR <u><i>Sewing Stories: Harriet Powers' Journey from Slave to Artist</i></u> by Barbara Herkert.</p> <p>Video: <a href="#">Harriet Powers: A Story of Art and Faith   Museum of Fine Arts Boston</a></p> <p><b>Resources and Materials:</b> <b>Examples</b></p> <p>For examples of similar quilt projects, see:</p> <p>Community Project: Quilts: <a href="#">Community Project</a> from Sons &amp; Daughters of the</p>	<p style="text-align: center;"><b>Quilting</b></p> <p>Objective: Students will learn about the importance of quilting in African American culture. We will read books about African American quilts. Students will learn about our project – to use Lowell cloth to create a celebration quilt. We will read <u><i>Stitchin' and Pullin': A Gee's Bend Quilt</i></u> by Patricia McKissack OR <u><i>Sewing Stories: Harriet Powers' Journey from Slave to Artist</i></u> by Barbara Herkert. We will look at some similar quilts, including the Community Project Quilt and the Legacy Quilt Project (see resource list.)</p>	<ol style="list-style-type: none"> <li>1. Remind students about what they learned about during our story card explorations and our tour of town.</li> <li>2. Today we are going to start talking about our art project that we are going to make. We want to share the Black History in Lowell map with others, and we want to make a beautiful QUILT border for our map. Does anyone know what a <b>quilt</b> is? Gather answers. Explain what quilts are and explain to students that quilting – making quilts – is a very important art form in the African American community. People used to make quilts for their families and friends. They made them out of scrap clothing and bits and pieces of cloth. <b>(Show students some quilting scraps.)</b> Some of the cloth might have come from Lowell! “Some people think that enslaved African Americans might have made quilts with secret codes in them. Other people think that’s not true. But we do know that people made beautiful quilts – some with stories on them, some with fancy patterns – and they kept them safe for many years. Some quilts have ended up in museums. Today we’re going to read a story called <u><i>Sewing Stories: Harriet Powers' Journey from Slave to Artist</i></u> by Barbara Herkert.”</li> </ol>	

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	<p>United States Middle Passage (SDUSMP)</p> <p><a href="#">“Legacy Quilt depicts Black people’s impact on American food, 406 times over” by Aaron Hutcherson for <i>The Washington Post</i></a></p> <p>For good examples of different types of quilts, see:</p> <p>Online African American Quilt Exhibit: <a href="#">African American   International Quilt Museum - Lincoln, NE</a></p>		<ul style="list-style-type: none"><li>You can also show the video: <a href="#">Harriet Powers: A Story of Art and Faith   Museum of Fine Arts Boston</a></li></ul> <ol style="list-style-type: none"><li>You can also read the story: <b><i>Stitchin’ and Pullin’: A Gee’s Bend Quilt</i></b> by Patricia McKissack.</li><li>Wrap Up: Why were quilts important to Harriet and her community? Why were they so important to the people who lived in Gee’s Bend? Next time we are going to look at some more quilts that people in the African American community made, and then we will start to design our own quilt squares to add to our history map.</li></ol>	
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	<p><b><u>Teacher Background Information Resources:</u></b> <i>Underground Railroad Quilt Codes: What We Know, What We Believe, and What Inspires Us:</i> <a href="#">“Underground Railroad Quilt Codes: What We Know, What We Believe, and What Inspires Us” by Marie Claire Bryant for Folklife Magazine</a></p> <p><a href="#">“The Stories Behind African American Quilts”</a> by Deanna Parenti for <i>Arts Help</i>.</p>			
Lesson 10		<p><b>Quilting Workshop</b> Students will use Lowell cloth to create a celebration quilt that reflects their learning from the unit.</p>	<ol style="list-style-type: none"><li>1. Review the Timeline that we have created with the Story Cards. “What did you learn about the people who are in our timeline?” Discuss answers.</li><li>2. Tell students that they are going to work on creating a <u>quilt square that honors the people that we studied</u>. Remind them of some of the stories we learned about. For example, if we were going to make a quilt square honoring Quork Walker, what are</li></ol>	<p><b>Lesson Materials</b></p> <ul style="list-style-type: none"><li>● Quilt Square Model</li><li>● Cloth</li><li>● Cloth scraps</li><li>● Buttons</li><li>● Fabric paint/markers</li><li>● Fabric glue</li></ul>

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			<p>some words and pictures we could use on our quilt square. (Gather answers, write them on the board.) “Great! We are going to draw and write on our quilt squares with our fabric paint and markers. We can cut out shapes out of this scrap fabric and glue it onto our square. Maybe we can find a button or a piece of trim that we want to add. When we’re all done with our own squares, we are going to stitch them together into one big quilt, and we’re going to put our map in the middle.</p> <p><b>3.</b> For an example to share with students, you can look at: <a href="https://pin.it/3MHo6Ne">https://pin.it/3MHo6Ne</a></p>	<ul style="list-style-type: none"> <li>• Needles and thread</li> </ul>
Lesson 11		<p><b>Quilting Workshop</b> Students will use Lowell cloth to create a celebration quilt that reflects their learning from the unit.</p>	<ol style="list-style-type: none"> <li>1. During this lesson, students will be working on their quilt squares. It is important to go around and help them – offer ideas, help with gluing, etc.</li> <li>2. Once the squares are all done, you will need to stitch/glue them to a border fabric which will be used as the backing for the map (which goes in the middle.)</li> </ol>	<p><b>Lesson Materials</b></p> <ul style="list-style-type: none"> <li>• Cloth cut into 10x10 squares</li> <li>• Fabric scraps</li> <li>• Buttons</li> <li>• Fabric paint/markers</li> <li>• Fabric glue</li> <li>• Needles and thread</li> </ul>
Lesson 12			<ol style="list-style-type: none"> <li>1. <b>The MAP:</b> To make the map, I would recommend buying a white cotton twin sheet, and taping it up over the white board (or the</li> </ol>	<p><b>Lesson Materials</b></p> <ul style="list-style-type: none"> <li>• Large white sheet</li> </ul>

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		<p>Students will create a map to accompany their quilt squares and communicate what they learned about resistance against enslavement in Lowell, MA.</p>	<p>board where the image can be projected.) Project the image from the LCD projector onto the sheet, and trace it using sharpies. Older students can help with this, but I wouldn't try with K-1.</p> <ol style="list-style-type: none"><li>2. After the map is traced onto the sheet, have students help add color – they can glue blue ribbons onto the river, create buildings and people out of fabric scraps and glue them to the important sites, etc.</li><li>3. <b>Optional:</b> If you want to turn your map quilt into an interactive exhibit piece, create pockets at the building sites and insert information from the story cards into the pockets. People can lift the story card out of the pocket and read about the importance of that site.</li></ol>	<ul style="list-style-type: none"><li>● Fabric markers or sharpies</li><li>● Fabric scraps</li><li>● Ribbons</li><li>● Fabric glue</li></ul>
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