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D O R C H E S T E R

THE COMMUNITY TEACHES

A Resource Book of Information and Activities



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D O R C H E S T E R

THE COMMUNITY TEACHES

A Resource Book of Information and Activities

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This booklet is a collection of curriculum materials developed by the Dorchester 350 Curriculum Group of the Citizenship Education Institute for Learning and Teaching at the University of Massachusetts/ Boston, the John F. Kennedy Library, and the Boston Public Schools.

C O N T E N T S

Introduction	1
Why Community Studies	
What Does This Guide Contain	

Chapter One	DORCHESTER YESTERDAY	3
The Settlement of Dorchester	4	
The First Town Meeting	7	
The First School	7	
Introducing Dorchester	8	
What Do You Know About Dorchester? (K-8)	8	
Dorchester Is. (K-8)	9	
Activities	10	
What Happened First?	10	
Unscramble: People and Places in Dorchester's History	11	
Time Line	12	
Word Search - History of Dorchester	13	
Crossword - A New Town Settled	14	
Places	15	
The Original Seven Hills of Dorchester	17	

Chapter Two	DORCHESTER TODAY	19
Maps, Surveys, & Graphs	20	
Parts and Wholes (K-5)	20	
Who Was It? (K-8)	20	
Where is It? (K-3)	22	
North, South, East, West 1-4	22	
How Do You Get There? (4-8)	22	
A Survey: Who Lives Here? (4-8)	23	
Maps and Views	24	

Language Activities	24
Can You Find It? (K-3)	24
Newspaper Scavenger Hunt 4-8	24
Dorchester Projects	25
Community Clean-up (K-8)	25
Classroom Visitors	26
Classroom Visitors (4-5)	26
Oral History Interview/Dorchester: Yesterday/Today (4-5)	27
Neighborhood Walk	27
Neighborhood Walk to Business District (4-5)	29
Neighborhood Walk - Recreation Areas (K-3)	30
Visit to Carney Hospital or Neighborhood Health Center (K-5)	30
Field Trips	32

Chapter Three RESOURCES

Introduction

Why Community Studies?

We have prepared this manual of resources and activities so that Dorchester teachers and children can explore their community. We have done so in the belief that community studies can be a valuable addition to the curriculum. They involve children in thinking about and taking part in the affairs of their community. Through community studies, children in the process of becoming citizens can learn how to participate in and have an impact on their community. In this time of widespread apathy, despair, and resignation about community problems, education for citizenship is a top priority.

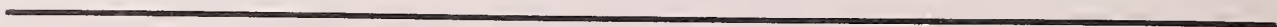
When children are learning about their community, they are learning about themselves. As a result, they are motivated and involved. They learn new skills and practice previously-learned ones with more enthusiasm and energy. Many activities in this manual provide opportunities to practice basic skills of the social scientist--mapping, interviewing, observing, interpreting, comparing, contrasting, and others.

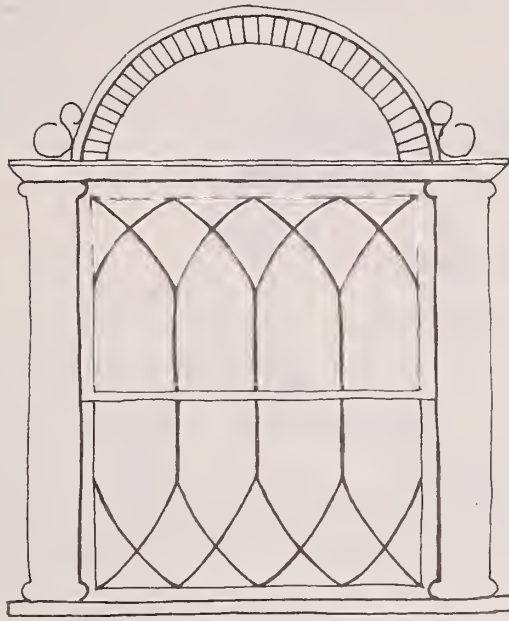
What does this Guide Contain?

This is a multi-disciplinary curriculum which teachers, aides, and volunteers can incorporate into their existing educational program. Taken as a whole, this guide provides enough material for a year-long social studies program. Taken in parts, teachers can construct their own units. Taken as individual activities, any non-programmed time can be put to constructive use.

All the standard school disciplines are incorporated: reading, language arts, social studies, mathematics, and the creative arts. All of these lessons have been successfully used with children in classrooms and background material has been provided.

This material is primarily classroom-oriented. However, for those who enjoy learning experiences outside the classroom some ideas are provided. All that is required is a willingness to learn with the children.





Chapter One

D O R C H E S T E R Y E S T E R D A Y

This section includes background material and activities dealing with aspects of the history of Dorchester. In working with this section the children will be learning inductively. Through the study of background material and accompanying activities the children will learn the events, names, and places which have been influential in the development of their community. As a result they will become more connected to and, hopefully, involved in, community affairs.

This section is divided into parts. "The Settlement of Dorchester" is a booklet for children and teachers which describes Dorchester's settlement and early development. There is historical background on the first Town Meeting, held in Dorchester in 1630, and the first free Public School, built in Dorchester in 1639.

"Introducing Dorchester" is a group of beginning activities. Next are activities through which the children can practice and enjoy their new knowledge. The activities appear in a form which can easily be xeroxed and distributed to the class.

The final part of this section is background material about Places in Historical Dorchester. This is information which can be shared with your class in many ways. It's up to you.

The Settlement of Dorchester

Dorchester was settled on June 6, 1630, some weeks before Boston. The settlement of Dorchester arose from problems in England that had already led to the settlement near Plymouth Rock. The answer to the Puritans' problems was to be found in a Puritan sea-voyage.

The most important person encouraging the Puritans to leave was Rev. John White, Recotor of Trinity Parish, Dorchester, England. It was he who gathered the people in England and organized the church which settled Dorchester.

The town was in all probability names in his honor.

This band of people gathered in New Hospital, Plymouth, England. John White was present and preached in the morning. In the afternoon a church was organized, and the Rev. John Maverick and Rev. John Warham were chosen ministers. On the 20th of March 1630, the company, numbering about one hundred and forty, sailed in the ship "Mary and John," a vessel of four hundred tons, under the command of Captain Squeb.

Rural Dorchester from Mount Bowdoin





Partial map of New England, 1635

During the voyage, a rather pleasant one of seventy days, there was daily preaching, and the first act after landing from the crowded vessel was the singing of a hymn of thanksgiving to God.

It was understood that the "Mary and John" was bound for the Charles River, but Captain Squeb was not familiar with the coast and refused to venture up the harbor beyond Nantasket Roads. So the voyagers had to land with their goods and cattle at what is now Hull and complete their journey in boats borrowed from the "old settlers" who were already established on the coast. This included Thompson and Blackstone who had established themselves about the harbor for the purpose of trading with the Indians. Exploring parties were sent out to find a good place for settlement. One went up the Charles to a point near the location of the Arsenal at Watertown

where they met friendly Indians and spent the night. They ate a boiled fish, probably bass, without bread. This was to become a familiar but boring diet. From the beginning the Dorchester settlers seem to have had friendly dealings with the Indians.

A second group found a place called by the Indians "Mattapanock." It was an excellent spot with large salt marshes for pasture land and a rocky hill close at hand for defense and was immediately chosen as the site of their new home.

Between May 30th and June 6th, the settlers and their belongings were brought up the Harbor and landed at Mattapanock or Dorchester Neck (South Boston). It was very hard work and Sunday, June 6th, was observed as a day of rest and thanksgiving.

Crossing to higher land they raised rude huts of boughs and canvas to serve them as shelter through the summer. The first permanent houses were built near where Pleasant and East Cottage streets meet in present day Dorchester and the nearby hill was Savin Hill where a fort was later built. These houses were simple thatched-roofed cabins as protection against the cold.



Dorchester colonists house with thatched roof.



The New England Indians Home--These were made from saplings, grasses, hides, and bark. The saplings were bent to make dome and covered with grass mat.

Many believed it was important to live close together in case of Indian troubles so a rule was made ordering the settlers to build their homes within a half mile of the Meeting House. As the danger from the Indians disappeared they spread out to farms.

The first meeting house was not finished until 1631. It was a rude structure. It served as a church, a civic center, a school, a place for storage of valuables, and a powder magazine for 14 years. In 1645 a larger and more comfortable meeting house was built on the same spot.

A second ship-load of people arrived from Weymouth, England in July 1633 and brought eighty passengers who settled at Dorchester. At this time Dorchester was the largest and wealthiest town in Massachusetts.

The First Town Meeting

On September 7, 1630, the Colonial authorities ordered that "Tri-mountain be called Boston, Mattapan, Dorchester, and the town upon the Charles, Watertown." The name Dorchester was in honor of the home of some of the settlers--Dorsetshire, England. So the settlement was no longer nameless but it still lacked any organized local government.

For a while the ministers, with the help of Roger Ludlow and Ed Rosseter the magistrates of the Court, settled the local problems and the more important matters were brought to the Colonial authorities who had been chosen by the colonists to make decisions.

On October 8, 1633, it was ordered that the men of the colony should meet on every "Mooneday" at the meeting house before eight in the morning to settle and set down any orders needed for the general good and every man must obey without any argument.

At this same meeting twelve "Select Men" were chosen to meet monthly and run the affairs of the town. This group made taxes for different purposes, granted land, and made decisions about fences and roads.

On this evidence is based Dorchester's claim to having founded the system of local government by the town meeting which has so powerfully influenced the character of our people and the structure of our institutions.

As the number of free men (those who could vote) increased, it became impossible to get them all together in a "General Court" and so each town sent representatives to Boston to deal with matters of interest for the whole colony. The first representatives of the town of Dorchester in what is now the Massachusetts Legislature were Israel Stoughton, William Phelps and George Hill. They were elected in 1634.

The First School

The most exciting gift from Dorchester is the first free school. Before the Puritans left England Rev. John White had told the colonists to provide education for their children as soon as possible. Close to their first meeting house they built, in 1639, their first school on Settlers (Pleasant) Street. The salary of the master was to be paid from taxes from the people who used Thompson's Island to pasture thier sheep. Over seventy men had to pay this tax. To pay other expenses, a small sum was charged each student for tuition. This was either paid in money or fire-

wood. The school was "free" only because all boys, rich or poor, could attend. Girls were admitted in 1784.. The first master was the Rev. Thomas Waterhouse.

In 1645 rules and regulations governing the subjects to be taught, the religious instruction to be given, and the maintenance of discipline were issued. The teacher was ordered to treat both rich and poor alike, to emphasize prayer and to use the rod as needed.

The children went to school six days a week, from Monday to Saturday, for twelve months a year. On Saturday they went over the Sunday School lesson from the week before. From March 1st to October 1st they went to school from seven in the morning to five in the evening with two hours for lunch. From October 1st to March 1st they went from eight in the morning to four in the afternoon because the days were shorter and colder. The main reasons that children in early Dorchester went to school was to learn to read the Bible because parents believed that reading the Bible would guarantee eternal life. If a girl wanted to know she was supposed to ask her husband.

Introducing Dorchester



What Do You Know About Dorchester? (K-8)

Directions: In order to learn what the students know about Dorchester before they begin the unit of study, give them a pre-test (there is a sample attached). Simply read the directions and questions to them. Answer any questions they have. Turn them loose. After they have turned the pre-tests in, you can evaluate just how much they already know and the best direction for you to take in your teaching.

Materials: Copies of the pre-test for each student.

Dorchester Pretest

- 1) Why do people live in Dorchester? Why is your family living in Dorchester?
- 2) Who are some important people or groups of people who live or have lived in Dorchester?
- 3) What kinds of people live in Dorchester?
- 4) Where is your favorite place to visit in Dorchester?

- 5) What are some of the things that people in Dorchester do?
- 6) What is your favorite thing in Dorchester? Can you draw it?
- 7) What do we have in Dorchester that is unique?
- 8) What buildings are presently under construction or newly built that will remain standing and will become places for future generations to learn about and visit?



Dorchester Is (K-8)

Directions: This is a school bulletin board activity. The theme is "Dorchester Is." The children will develop this bulletin board over the course of the school year. Perhaps each class can be responsible for preparing something each month.

- 1) The first step is to get at the children's ideas about their community early in the school year. With younger children, we can use drawings. With older groups we can use packets or questionnaires, and the children can make a drawing to accompany their writing.
- 2) Whatever procedure is used the following material should be elicited from the students. Where do you play in your neighborhood? How do you get around your neighborhood (transportation)? Who are the important people in your neighborhood? What kinds of things can you do after school in your neighborhood? Where do people go shopping? What do the people look like? What is the best place in your neighborhood? What is the worst place in your neighborhood?
- 3) These materials can be collected and displayed on a bulletin board under the heading "Dorchester Is."
- 4) During the course of the year, the same procedure can be used to collect bulletin board materials on the following themes: Dorchester Is Places to Play, Dorchester Is Places to Work, Dorchester Is People, Dorchester Is Many Languages, etc.
- 5) At the end of the year teachers should repeat step one, using the same questions.

Materials: packets, surveys, paper, crayons, markers

Variations of the Activity: When children's ideas have been elicited, distribute Family Interview. Results can be charted, graphed, and used to generate creative writing projects, posters, and bulletin boards on

these and other themes: fruits, trees, people, street names, Dorchester time line, cultural themes.

Interview form for Dorchester Is Unit

Family Interview

Name _____

Person Interviewed _____

- 1) Where did our ancestors come from? _____
 - 2) Who came here? _____
(mother, grandmother, etc.)
 - 3) Where did we live before Dorchester? _____
 - 4) Where was I born? _____
 - 5) What languages do our family members speak? _____
 - 6) Why do we live in Dorchester? _____
 - 7) What's good about living here? _____
 - 8) What problems does Dorchester have? _____
 - 9) What special food does our family like? _____
 - 10) Where does our family shop? _____
 - 11) Where do people in our family go to school? _____
 - 12) Where do people in our family play? _____
 - 13) What work do people in our family do? _____
 - 14) What do we do when we aren't working? _____
-

Activities



What Happened First?

These are the events that happened during the settlement of Dorchester. They are not in order. Put a 1 in front of the thing that happened first, a 2 in front of the second event, and so on.

_____ The voyagers came with their goods and cattle at Hull.

_____ Chose "Mattapanook" as the site of their new home.

-
- _____ Rev. John White gathered the people and organized the church.
- _____ Borrowed boats from Thompson and Blackstone and set out to find a good place to settle.
- _____ Built homes near Pleasant and East Cottage Streets.
- _____ Problems in England made the Puritans unhappy and want to leave.
- _____ More people arrived from Weymouth, England.
- _____ Held the first town meeting.
- _____ Built the first free school.
- _____ Built the first meeting house.

(Answers: 3, 5, 2, 4, 6, 1, 10, 8, 7, 9)



Unscramble: People and Places in Dorchester's History

Directions: Unscramble the following names of important people and places in the early history of the settlement of Dorchester. The capital letters will help you get started. List them in the blanks below.

- | | |
|--------------------|------------------------|
| 1. anSvi iHll | 11. Rgoer dLluow |
| 2. lteasPna etrSte | 12. ooneMdya |
| 3. yraM adn oJhn | 13. hTomopsn Ilsnad |
| 4. lymoutPh koRc | 14. sraelI tStouoghn |
| 5. naitPur | 15. weN latipsoH |
| 6. veR. noJh Wihet | 16. Rve. ohnJ vaMercik |
| 7. Clasher rRvie | 17. sToomphn |
| 8. naiaCpt Sbqeu | 18. csaoBtlenk |
| 9. aaattnnMpcko | 19. lliiWam Ppelhs |
| 10. eeMting | 20. eeoGrq Hllu |



TIME LINE

NAME _____

Using the reading "The History of Dorchester," match the events below to the dates on the Time Line by placing the letter of the event in the appropriate space on the line.

- | | |
|---|--|
| R. The first Meeting House was finished. | H. It was ordered that the men of the colony should meet every "Mooneday" and set down any orders needed for the general good. |
| O. Dorchester was settled. | S. The first school was built close to the Meeting House. |
| R. Girls were admitted to school. | T. A larger and more comfortable Meeting House was built. |
| E. The first representatives of the town of Dorchester were elected. | E. Rules and regulations were issued to govern subjects, religion and discipline in school. |
| D. Captain Squeb and 140 Puritans sailed on the "Mary and John" from Plymouth, England. | C. A second ship-load of eighty people from Weymouth, England settled in Dorchester. |

Reenactment of
Settlement of Dorchester





Word Search - History of Dorchester

A	I	F	T	E	A	R	S	T	O	N	E	A	W	S
R	M	O	T	H	A	T	C	H	E	D	R	S	T	I
E	M	A	S	T	E	R	L	R	S	I	M	O	W	S
T	I	Z	R	A	I	N	D	I	A	N	S	S	O	H
S	N	L	I	Y	V	A	R	V	C	C	R	E	F	G
E	I	T	O	M	A	G	I	S	T	R	A	T	E	U
H	S	W	Q	T	E	N	G	L	A	N	D	E	R	O
C	T	E	E	L	A	I	D	N	E	R	I	R	S	B
R	E	T	A	G	N	O	E	J	D	M	C	N	G	O
O	R	H	A	T	U	I	T	I	O	N	G	A	L	E
D	J	H	T	U	O	M	Y	E	W	H	O	L	H	W
R	E	C	T	O	R	M	I	T	H	O	N	T	M	E

DORCHESTER

RECTOR

TON

BOUGHS

THATCHED

MAGISTRATE

TUITION

MARY AND JOHN

ENGLAND

MINISTER

INDIANS

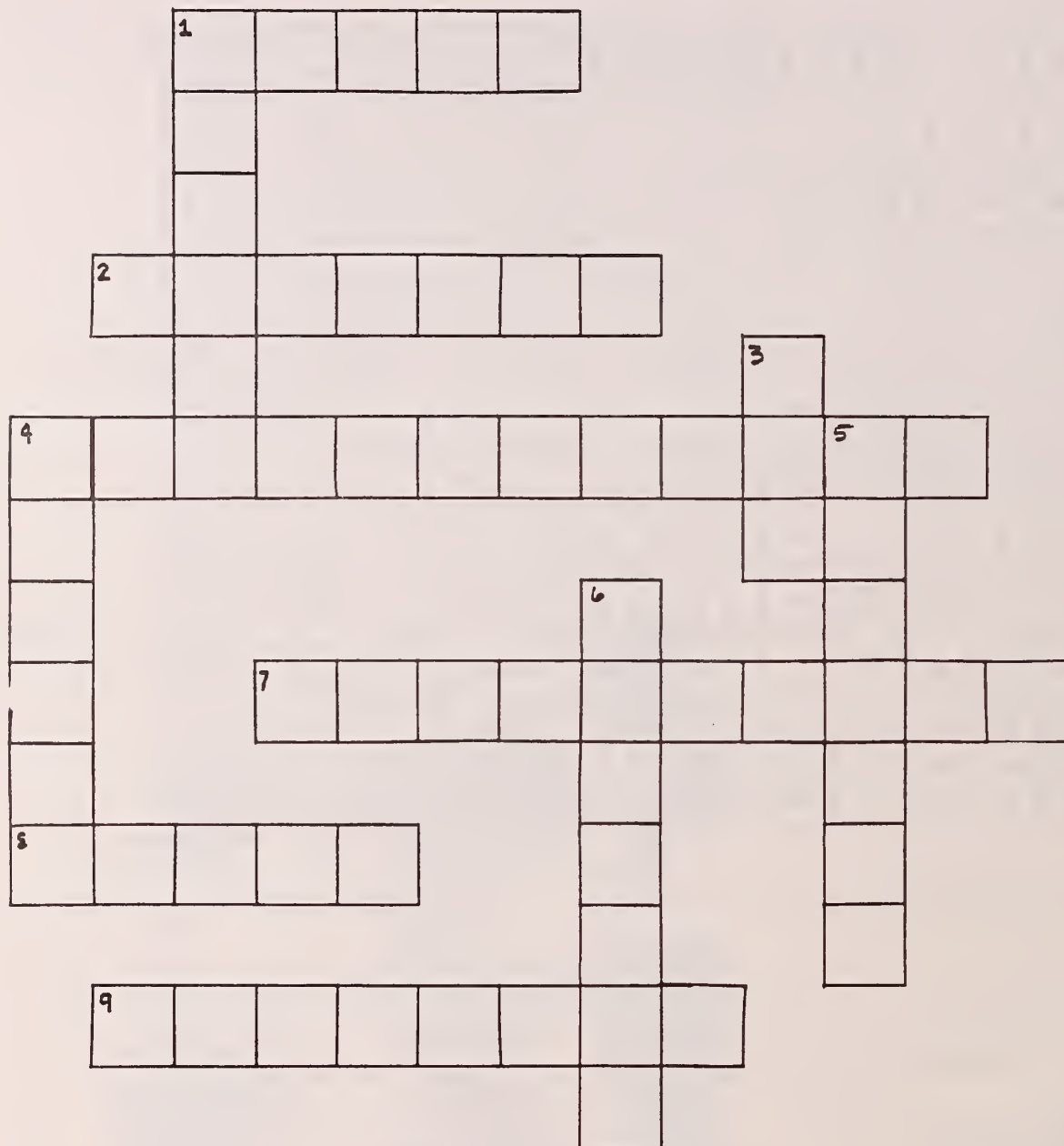
ETERNAL

MASTER

WEYMOUTH



A New Town Settled



ACROSS

- 1) Captain in command of "Mary and John"
- 2) protection
- 4) another name for Dorchester neck
- 7) _____ was settled on June 6, 1630
- 8) laws; another word
- 9) kind of roof made from dried grass

DOWN

- 1) Puritans first settled on Pleasant _____
- 3) the unit of measure used to describe the weight of "Mary and John"
- 4) a word for the teacher of the first school
- 5) someone in command of a ship
- 6) the river where the Puritan were supposed to land

Variations of the Activities

- . Cross-word puzzles
- . Creative writing:
 - a. A diary of the trip on the Mary and John
 - b. The rules and regulations for the first free school
 - c. What a day was like in the first school
- . Vocabulary development of underlined words in history
- . Mapping of trip from England to the colonies and where they went once they landed

If I lived 300 years ago, this is how everything would look: The streets would not have cement, they would be dirt paths. The houses would not be made of brick, they would be made of damp wood. The schools would be just one little house. I would not have a stove. instead I would have an open fire and thats how I would live 300 years ago.

Beatriz Casso
Quincy E. Dickerman School
Grade 4

Places

Blake House

The Blake House stands today in Richardson Park near Edward Everett Square. William Blake built it about 1648 on Cottage Street across the Square. When the Dorchester Historical Society acquired the Blake House, it was moved to its present site.

Clapp House

The Clapp House is on Willow Court off Boston Street. It was built by Captain Roger Clapp early in the seventeenth century. He lived there until his removal to Castle Island, when it passed into the hands of relatives. The present house was much enlarged by Captain Lemuel Clapp.

Dorchester Common

From earliest times Dorchester Common at Meeting House Hill has been preserved for the use of the people. It has long been used as a park and is the site which contains a soldier's monument in honor of the Dorchester men who served in the Civil War. To the east of the monument

is the Firsh Parish Church, Lyceum Hall and the Mather School. On the north side was the building where bread was first baked for public sale. The first baker, Shepherd, later transferred this activity from his home to a bake house which he built at the corner of Winter and Bowdoin Streets.

Edward Everett House

The Edward Everett House was built in 1745 for Robert Oliver, a West Indian merchant. A tablet marks the site at Edward Everett Square. The Rev. Oliver Everett bought it in 1794, and here was born one of Dorchester's most distinguished sons.



Edward Everett Square, 1914

Fields Corner

Fields Corner is located at the junction of Adams Street and Dorchester Avenue. It commemorates a Dorchester boy who lost his life in the War of 1812.

First Parish Church

The First Parish Church traces its origin to the year 1630 when the ship Mary and John brought from England in the Puritan migration a group of settlers who were already organized into a church group by the Rev. John White and Rev. John Maverick. In later years the church became affiliated with the Unitarian movement, the oldest religious society in the City of Boston. The Unitarian Meeting House is located at the Winter and Parish Streets, Meeting House Hill.

Old North Burying Ground

The Old North Burying Ground at Upham's Corner holds the interest and reverence of many Dorchester residents. Here are buried the Puritans who cleared the land and made it flower, who established and developed the institutions of which we are justly proud. Since 1634 it has been used as a burial place. Here are buried Richard Mather, William Stoughton, Josiah Flint, Humphrey Atherton, Issac Royal, Samuel Pierce, Lemuel Robinson, George Minot, Bernard Capen, and John Foster, the first printer in Boston. Here are buried the forefathers of the Clapp, Blake, Bird and Pierce families, and in a single lot, forty unknown soldiers who died during the siege of Boston.



First Parish Church and Lyceum Hall on Meeting House Hill, 1907

Uphams Corner

This is where Dudley, Stoughton, Hancock Streets and Columbia Road meet. It perpetuates the name of the Upham Family who maintained a store at this spot over a hundred years ago.

THE ORIGINAL SEVEN HILLS OF DORCHESTER

Ashmont Hill

Located between Codman Square shopping district and the Ashmont MBTA line. The homes consist mainly of one-family and two-family structures.

Codman Hill

Located in southern section of Dorchester. One of Dorchester's younger communities. The first houses were built at the turn of the century. Parks, beaches and shopping facilities are within about a ten minute walk from Ashmont Station.

Jones Hill

Highest point in Dorchester. Mixture of Victorian, two and three family homes. Includes St. Margaret's Hospital, Uphams Corner, St. Kevin's School and Church and, at the foot of the hill, the Strand Theatre.

Meeting House Hill

Located in central Dorchester. One of Dorchester's oldest neighborhoods. The area was settled around First Parish Church in 1630 and overlooks Dorchester Bay.

Pope's Hill

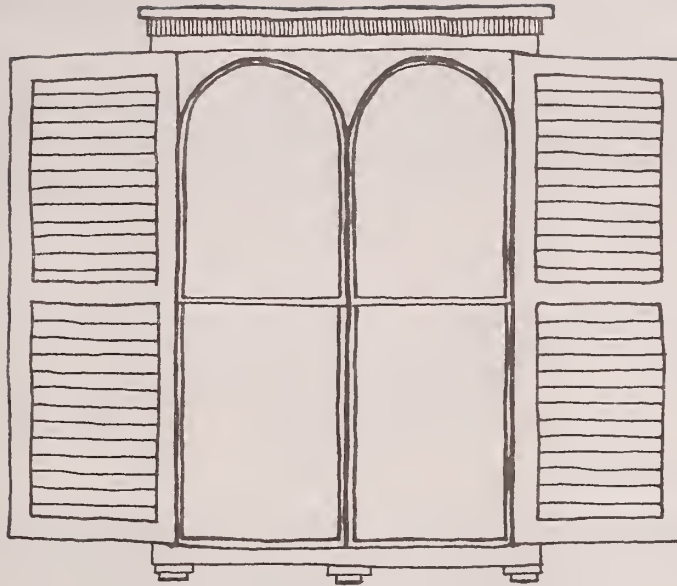
One of the southernmost neighborhoods of the city of Boston. It is located around the Murphy Community School area, including St. Ann's School and Church and boasts being part of Neponset.

Savin Hill

Located 5 Subway stops from downtown Boston. Named after the savin trees. Extends along Savin Hill Avenue from Morrissey Blvd. to a few blocks beyond Dorchester Avenue. Savin Hill was first known as Rock Hill and later as Old Hill. It was given its present name by Joseph Tuttle who purchased the Wiswell Estate in 1833, and established the first seaside hotel near Boston. This was the Tuttle House which stood on Savin Hill Avenue where St. William's Parochial School now is. At the time of the Revolution it was fortified, forming the end of the Patriot siege works surrounding Boston. The Hill is now a public park, while a playground and beach lie to the south.

Wellington Hill

Located between Blue Hill Avenue and Harvard Street, from Morton to Walk Hill Streets. Convenient to Morton Village, American Legion Highway and Mattapan Square.



Chapter Two

D O R C H E S T E R T O D A Y

This section involves the children in learning through inquiry. Each activity requires "finding out" something about Dorchester as it is today. The children will be learning about their community and at the same time, participating and developing a stake in it. Many of these activities provide opportunities to practice basic skills. Others introduce children to mapping, interviewing and other new skills.

"Mapping, Surveys, and Graphs" is a group of activities involving data collection, interpretation, presentation, and the building of a mental model of Dorchester. Many different kinds of maps of Dorchester are available, and everyone will need at least one good map to carryout the activities in this section. A list of good sources for maps is provided at the end of this introduction.

"Language" activities deal with words-reading, writing, and interpreting - in the context of the Dorchester community. These are activities with community newspapers and creative writing ideas.

"Dorchester Projects" provides ideas for long-term involvement for the children; trips, visitors, interviews, and research ideas are all included. They can be done separately or as an exciting culmination to the childrens' study about Dorchester.

Maps, Surveys, & Graphs



Parts and Wholes (K-5)

Directions: Ask children what school, grade, and classroom they are in and who their friends are. Write responses on the board. Discuss size in terms of number of people in each category. Put labels in concentric circles. Ask children what country, state, city, and neighborhood they live. Discuss size. Draw concentric circles on the board and ask children to label the circles. Discuss other analogies - i. e. body, arm, hand, finger. Ask for other examples. Pass out $8\frac{1}{2}$ x 11 blank paper. Have children draw the outline of a refrigerator. Pass out 7" x $5\frac{1}{2}$ " paper. Have children draw a freezer and paste in on the refrigerator. Pass out 2" x 3" paper. Have children draw on ice cube tray and paste it on the freezer. Pass out 1" x 1" paper. Have children paste the ice cube on the tray.

Materials: paper, crayons, and paste

Variations of the Activity: Children select a letter, write a word with that letter, write a sentence with that word.



Who Was It? (K-8)

Directions: Students will brainstorm about (use the name of your school) Who do you think he/she was? When do you think she/he lived? Why do you think they named a school after him/her? Who do you think he/she looked like? Teacher will record the students' thoughts. Teachers and students will construct a bulletin board asking "Who was _____" consisting of sentences written by the children beginning "He/She was . . ." and will be accompanied by a drawing showing what he looked like.

Teachers and children will brainstorm about how to answer the question-- where can you go? Whom can you ask? Where can you call? Which books would be helpful and which people?

Variations of the Activity: This procedure may be generated by any question which relates to the entire community for example "Who was Ronan? "Why is Magnolia Street called Magnolia Street, etc."

A school-wide "Who was _____" contest will be announced. The contest will continue until someone finds an answer. A reward will be given to the entire class of the child who finds the answer. They then prepare a new bulletin board, sharing the answer with the rest of the school.

206 Magnolia Street
Dorchester, MA. 02121
March 18, 1980

Dear Sir:

My name is Paula Johnston. I'm 9 years old. I go to Quincy E. Dickerman School. I have been there for four years now. I like it here. I was wondering who is Quincy E. Dickerman.
What was Quincy E. Dickerman like. Is he dead or alive. There are other people who want to know too.

Thank you,

Paula Johnston
Quincy E. Dickerman School
de 4



Dear Sir:

I am Helen. I want to know who Quincy Dickerman was. I am writing to you. I've been reading lots of books to see who Quincy E. Dickerman was. We don't even know who made this school. We asked a lot of people about it. But I can't figure it out. Can you please help me, so I can solve the problem. Now the only thing I want to tell you is thank you for your help and thank you for reading the letter.

Thank you,

Helen Febres
Quincy E. Dickerman School
Grade 4

206 Magnolia Street
Dorchester, MA. 02121
March 18, 1980



Where Is It? (K-3)

Directions: Use a large, oversized map of the school, neighborhood, or draw one on the board. On another part of the board, draw the school and other neighborhood landmarks suggested by the children. Transfer them to (draw them on) the large map after children have pointed to where they think they belong. When children have answered some location questions, using just a few landmarks, add more. Add the children's houses. They can do this themselves using markers they have made beforehand.

Materials: Large map of school neighborhood, pins with flags or other markers which can be used on a map.

Variations of the Activity: Any number of map activities can be spun-off of this. 1) Size - children can choose the best representation of a place and put it on the map, 2) Symbols - children can make up symbols for various places and put them on the map in the correct location, 3) then make a large graph on board or with construction paper. Develop questions.



North, South, East, West (1-4)

Directions: Over the course of one week the class will learn the four basic directions of North, South, East and West. It will be presented first on the chalkboard, then on master sheets with basic neighborhood maps. The children will then make maps by cutting and pasting buildings in Dorchester which are North, South, East and West of each other.

Materials: paper, paste, scissors, crayons, teacher-made maps, and student-made maps.

Variations of the Activity: Using a compass the class can determine North, South, East and West in the schoolyard, and then discuss what points of interest lie in a northerly, southerly, easterly, and westerly direction of the school.



How Do You Get There? (4 - 8)

Directions: Children will work in small groups with desk-sized maps of the local community, transportation systems, etc. Children will suggest a starting place and a destination and, using their maps, will trace but as many "ways to get there" as they can. Teacher will draw a copy of the children's maps on the board and children can come to the board and draw their routes. They should also be able to give verbal directions. This is especially good for use before the children's community visits.

Materials: desk-size maps of local community, desk-size transportation map.

WHAT CAN I DO TO MAKE DORCHESTER A BETTER PLACE TO LIVE

I could clean up the neighborhood and take the paint off public buildings and help people to better themselves and better myself. I could tell my parents to vote for somebody who can do something.

Warren Apperwhite
Quincy Dickerman School
Grade 5



A Survey: Who Lives Here? (4 - 8)

Directions: 1) Mount an enlarged street map on the wall for the student to observe. Using the address of each student, help him locate his home on the street map. He can put a small colored pin where he lives. 2) Discuss in which area do most of the students live. Discuss what is an ethnic group. Discuss possible ethnic groups that predominate their neighborhood. Lead discussion to using a survey to find out exactly what ethnic groups are in their neighborhood. 3) Present the class with a sample survey form. Have a definite practice session. Several children could perform before the class, or each group could practice together, presenting one demonstration to the class. The children should then discuss how to react to a cranky or overly talkative person and how to deal with refusals to respond or confusing answers, etc. 4) The class is almost ready to do the survey. The students should survey in pairs. They should not go inside the house or apartment. They should do all the families in their own house and the house on either side (so each team does 6 houses).

Materials: Street map of Dorchester-BRA, colored pins, survey forms.

The Survey

Hello, I'm _____ and I go to _____ school. My class is studying the groups of people in the neighborhood and I would like to ask you a few questions.

Address _____

1. How long have you lived here? _____
2. How many people live in the house or apartment with you? _____
3. Where did you live before you moved to Dorchester? _____
4. Why did you move to Dorchester? _____
5. What ethnic group do you belong to? _____
6. Does anyone else in your house or apartment belong to a different group? _____

If so, what? _____

Maps and Views

"City Maps" Neighborhood close-ups, 18 x 24, BRA (City Hall, 9th floor
(Information and Mapping Offices) \$3.00

"History of Dorchester - 1930", BRA \$1.00

"Dorchester" 1977, 17 x 22, Poster on one side, street map on other
BRA Information Center, free

"Dorchester Historical Map" - Dorchester Historical Society - free

"Map of Dorchester" Local Little City Hall in Dorchester, Dorchester
Board of Trade - 96 Neponset Ave. - free

"MBTA MAP" - 1977-1978, 50 High Street, Boston - free

The Boston Globe's Basic Boston 1978, a map and guide to Boston and
Cambridge - free

"Boston in 1640" - BRA, plan of Boston showing existing ways and owners
for December 25, 1640 - free - George Lamb

"Massachusetts: Covered Bridges" Department of Commerce and Development

"Geological Survey Map - Boston South" - Commonwealth of Massachusetts,
Department of Public Works, Hammets, U.S. Department of Interior

Public Safety in Boston - Dorchester District 11 Police Department

Language Activities



Can You Find It? (K-3)

Directions: This involves the teacher preparing questions about the community whose answers can be found in the newspaper. The children will work in small groups to answer the questions and will share their answers with the other groups at the end. For example, very little kids can answer questions like "On what page can you find a picture of a house?" "On what page can you find a picture of someone working, something to eat?" etc. Older kids can focus on advertising. For example, "Where would you go to buy a pair of shoes?" "Which supermarket is having a special on chicken?" "What number do you call if there's a fire?" etc.

Materials: One copy of local newspaper for each child (Dorchester Community News or Argus-Citizen is easily obtained), chart, markers for recording answers.



Newspaper Scavenger Hunt (4 - 8)

Directions: Divide the children into small groups. Assign each group something to find. One group can look for articles that give information,

articles that try to persuade you of something, articles that try to sell you something, articles that give an opinion, that tell you something is going to happen, etc. Have each group share what they found, and justify each choice.

What's in a Name available from Boston Public Schools, 26 Court Street is a good source.

Materials: Local newspaper (Dorchester Community or Argus-Citizen easily available), chart, markers for recording answers.

Variations of the Activity: This activity can be repeated any number of times, using various categories; children can write their own newspaper stories of various types, children can make advertising posters, children can talk to a paper boy or girl in their neighborhood, children can read articles about community problems and discuss them, children can interview people who do various jobs on newspapers, and children can visit a printing press or newspaper office.

Dorchester Projects



Community Clean-up (K-8)

Directions: Canvass your neighborhood for a statue, monument, plaque, building of local significance and find one that is in need of cleaning or repairing - i. e.: trim bushes around it, remove paint, clean up debris, etc. Discuss with children why these sites are important and why they should help clean it up.

Materials: Hedge clippers, plastic bags, broom, cleaning materials, rags.

Variations of the Activity: Once the monument has been cleaned up, a rubbing can be taken of the inscription.

I will do my best to find out what Dorchester needs. I'll do what I can to show that I care. I will do my best on picking up trash and putting it where it belongs. I will sweep the hallways and the stairs. I will take up what I swept. When I see my friends fighting and leaving things on the ground, first I will brake up the fight and pick up the things they dropped on the ground. They asked me, "Why am I picking up things?" I answered, "Because you are making a mess and that is why most people hardly like Dorchester."

Jacqueline Smith
Quincy Dickerman School
Grade 5



Classroom Visitors (K-3)

Directions: Role-play, or write about the following issues:

- what will the person look like? (man, woman, uniform or not, etc.)
- what are some things they have to know how to do?
- how are they helpful?
- if you were they, what would you like and not like about your work?
- tell a situation in which you would meet this person or act it out.
- tell a situation in which you already did meet them or act it out (if applicable)
- how do you think they feel about coming to our class? Are they scared?
- what are some things you would like to know? (assign each child a question)
- how can we help them?
- is anything hard about their job? Is anything easy?

Record and display children's answers on chart paper. When the visitor has left, develop an experience chart or class story to cover the same material, children can also draw pictures or write stories "If I were."

Materials: Chart paper, workbook, pictures now and then

Variations of the Activity: Invite Officer Friendly to give presentation to class. He demonstrates the need for laws and safety. Later compare what children in the past had for police protection.



Classroom Visitors (4-5)

Directions: Read a newspaper article or story relating to the speaker. If possible, get some printed material on their life or work. Go over vocabulary and list interesting words. Read selection with the children.

Using the reading as a base, brainstorm the following questions:

- what do I want to know about this person/job?
- how is this person/job helpful to people?
- who else does this person work with?
- in what ways are they like you?
- what do they have to know how to do?
- how did they learn how to do their job?
- would you like to be them? Why or why not?
- how do you think they feel about talking to our class?
- in what ways are they different from you?

Using questions made up by the children, divide children in pairs and have them interview each other. Be sure each child is responsible for asking at least one question.

Have the children write a report about the person who came to our class. The report should tell: 1) their name, 2) how they help the community, 3) some things they have to know how to do, 4) how are they like you or different from you, 5) what do they have to do with Dorchester? and 6) tell anything else that you remember about the visit.



Oral History Interview Dorchester Yesterday/Today (4-5)

Directions: Ask what "Oral History" is. Before you actually do an oral history some preparation must be done. Teach the technical aspects of recording live interviews, the method of selecting a subject for the interview, the purpose and procedure of interviewing, and the selection of appropriate questions and questioning technique. Each student will interview a neighborhood resource person to learn more about a specific topic related to Dorchester: Yesterday/Today. The focus of the oral history report will be on learning details of local history through interviewing interested neighborhood "experts."

The interview should be based on a series of questions in three main areas: early interest in the specific topic, incidents and anecdotes from the past, and changes and growth in the area of interest today.

Materials: A list of at least three questions in each area plus the name of the neighborhood resource person to be interviewed. (Due one week after the beginning of the report.) A written report. The final written report will be due one month after the report is assigned. Also, should be prepared to give an oral report on their interviews.



Neighborhood Walk (K-3)

Directions: Divide the children into small groups. On a large wall map show the children the route they will be taking. Take time to let the children go over the route with each other. Each group will be assigned something to find, count, etc. Possible topics for this age group would be fire hydrants, signs, things with wheels, buildings, people, workers, people playing, etc. Let each group report what they found, verbally, and by drawing a picture accompanied by a sentence "I saw..." Over the course of a few days, the pictures can be used to elicit ideas from the children about community needs. "Why do we have fire hydrants?" (Talk about what happens when people open them.) "What does an oil truck do?" etc. Classes will develop an experience chart.

Materials: map, chart paper, markers

Variations of the Activity: Children can take photographs to answer the questions.





Neighborhood Walk to Business District (4-5)

Directions: For this group, find the business district or shopping area which is closest to the school. The children will locate this area on a map and plot out their route. Children will be divided into small groups. Each group will be responsible for a topic. Topics can include transportation, stores, languages, places to learn, food, music, work. Provide each group with a worksheet. After all data has been collected, children will use their observations to develop a chart of community needs and how they are met.

Materials: paper, pencils, chart paper, permission slips, worksheet

People Need

Our Neighborhood Has

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Neighborhood Walk - Recreation Areas (K-3)

Directions: Walk to nearby recreation areas - beaches, playgrounds, tennis courts, basketball courts, swimming pools, gyms, boys' club, girls' club, YMCA, etc. . . Distribute mimeographed map upon return to school. Have children identify and mark sites visited. Color codes can be used for each type of facility - red for beach, green for playground, blue for park-yellow for basketball court, etc. Paste maps on construction paper.

Materials: map, construction paper, crayons

Variations of the Activity: Using pictures from other historical periods, compare recreation then and now. Using maps from other historical periods, compare the neighborhood - then and now. Paste maps on backing and cut up to make floor puzzles.

Dorchester is such a pity
 I never really like the city
 I really hate this town
 There so many frowns
 Dorchester has so many mice
 it isn't ever nice
 I wish in my mind
 Some hope I would find
 What has happened to Dorchester?

John McCrimmon
 Quincy E. Dickerman School
 Grade 4



Visit to Carney Hospital or Neighborhood Health Center (K-5)

Directions: Tour the first two floors of the hospital, clinics and administration. Tour tells children what happens if they ever become sick and have to go to the hospital. If hospital tour is not possible; a tour of a local Health Clinic would be a good alternative.

Materials: Pre-discussion with pictures of what we shall see; how do they help us? Brochures available; doctor kits; contact Steve Allen at Carney Hospital.

Variation of the Activity: Invite school nurse and school doctor to speak to class. Have class draw pictures of their visits to the doctor, clinic or hospital or visit to Children's Museum - emphasize Health Center exhibit.



FIELD TRIPS

Children's Museum - "Slice of the City" - "Meeting Ground" 426-6500 reservation

"Where's Boston" - 60 State Street, Boston, 661-6575 (children group rates
\$1.25 per child)

Carney Hospital - Trip of Emergency - Ward and Film - Steve Allen
Public Relations Department - 296-4000

Bronson Museum - Attleboro - New England Indian Life

First Parish Tours - Call Rev, Allen 436-0527 (church)

MBTA Field Trip - visit the control room 722-3301

Dorchester Courts - Helen Dooley 288-9500 ext. 61

Mounted Police person from Station #11 come to the school - 247-4330

Thompson's Island - call Educational Center - Geraldine Coughlin - 742-7015

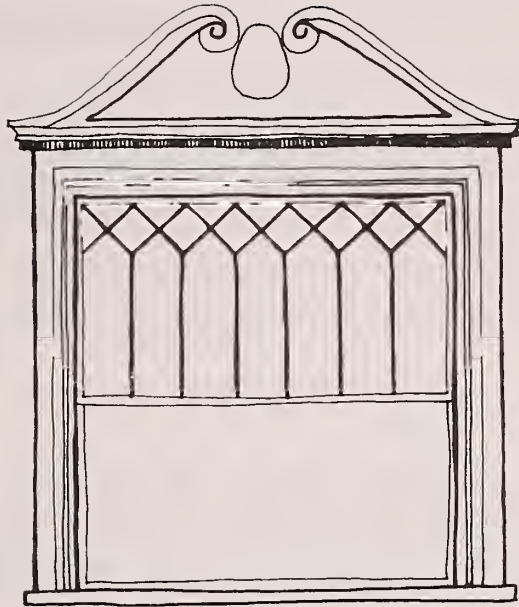
University of Massachusetts - Tom Kelly 288-4520

John F. Kennedy Library - Sam Rubin 929-4500

Museum of Transportation - Don Gratz 426-6633

Col. Daniel Marr's Boys' Club - Peter Williams 268-7120

Dorchester Historical Society, Roger Clapp House, 436-0527 or 265-2995
Anthony Samarco, Caretaker 395-5184



Chapter Three

R E S O U R C E S

PUBLICATIONS

A Bibliography of Sources on Dorchester History, Joan Richardson, Boston University, 1977.

A Guide to Cultural Institutions in Massachusetts, Massachusetts Department of Education, Bureau of Curriculum Services, 192 Tremont Street, Boston.

Ashmont Hill: District Study Committee Report, Boston Landmarks Commission BRA, 1979.

Boston Environment: Land and People, Arlene Nichols - Elbanabscot, Inc., Weir, Hill Road, Sudbury, MA 01776, Environmental

Boston's History: A Resource Book, Boston College History Department and The American Studies Center.

Boston's Triple Deckers - City of Boston - BRA.

Built in Boston - City and Suburbs - Douglas Shand Tucci.

"Children Becoming Citizens" Nancy Wyner, Wheelock College.

Citizenship in Boston, 1925, The John C. Winston Company, Philadelphia.

Community-Based Education, Roger M. Berg available through ILT, U/Mass/Boston Harbor Campus.

Dorchester - Boston 200 Neighborhood, Hostory Series 1976 The Boston 200 Corporation, Little City Hall.

Dorchester 1630 - Old and New - 1930, Chapple Publishing Co. LTD 1930.

Dorchester: In The Old Bay Colony - 1972, Tribune Publishing Co.

Living in Boston - Office of Program Development, City Hall, Boston 367-6111.

Man's Habitat - The City - National Wildlife Federation - Minnesota Environmental Sciences Foundation, Inc.

My Backyard History Book - Weitzman, Little, Brown and Co., Boston.

Political Discovery Resource Book, EdCo, 14 Beacon St., Boston 742-0180.

"Social and Political Thinking in Children, Nancy Wyner, Wheelock College.

Streetcar Suburbs, Sam Warner, Sr., published by Harvard University Press, 1976.

Tercentenary of the Founding of Boston, 1930, City of Boston Printing Department.

The Memorial History of Boston, Winsor, V.I. Copyright 1980 by James R. Osgood and Company.

The Three-Deckers of Dorchester - Arthur Krim, Boston Landmarks Commission BRA 1977.

This World Is Made For All Men, Boston Public School Document #5, 6,7,8 - ESAA Office - 1977.

Unit on Latin America, Hispanic Americans, Afro-Americans, Asian Americans, ESAA Office.

Young Professionals and City Neighborhoods, Parkman Center for Urban Affairs, 33 Beacon Street, Boston, MA 02108.

PAMPHLETS

"Living in Dorchester" - Patrick Cooke (available for free at Little City Halls, and BRA).

"What's In a Name" - Boston Public Schools (background information of mostly all the names of the Boston schools).

"Safety in Boston" - Boston Police Department.

Savin Hill Neighborhood Society has numerous pamphlets available including the following:

"Dorchester Has A Style All Its Own"

"Architectural Treasure Hunt, Columbia"

"Take A second Look At Your Neighborhood"

POSTERS

Dorchester Posters - Little City Hall
Uphams Corner Calendar - Little City Halls
Photographs - Dorchester Historic Society

FILMS - FILMSTRIPS

Why we have Elections? The Kings of Snark - 9 minutes, elementary K - 6.
Why we have Laws: Shriver, Gobble and Snor - 7 minutes, grade level - K - 3,
adults - Learning Corporation of America, 27 Kingswood Road, Westwood, MA 02090,
(617) 326-9439 - Anthony Gulla.
Flag Day Filmstrips - George Washington Filmstrips, Abraham Lincoln Filmstrips.

VIDEOTAPE

Oral History Interview with Dave Powers (available from Institute for Learning
and Teaching, UMass/Boston, 287-1900 ext. 2381.

CULTURAL RESOURCES

Elma Lewis School of Fine Arts, 122 Elm Hill Ave., 442-8820.

Afro-American Museum, 90 Warren St., 723-8863.

Alianza Hispana, 409 Dudley St., 427-7175.

Rafael Hernandez School, 287-1093.

Tchuba, 14 Beacon Street, 227-2070.

Children's/Transportation Museums

Boston Flamenco Ballet, 304 Commonwealth Ave., 262-0292.

Cooperative Artists Institute, 6 Marmion Street, Jamaica Plain, MA
521-0378.

Mayor's Office of Cultural Affairs, Boston City Hall, Rafael de Gruttola,
Project Director, 725-3008.

ILT Multicultural Coordinator Resource List, Institute for Learning and
Teaching, UMass/Boston, 287-1900, ext. 2381.

Grohana, P.O. Box 762, Dorchester, MA 02124.

RECREATIONAL RESOURCES

Sportman's Tennis Club, 930 Blue Hill Ave., Dorchester, MA 288-9092 or 288-1156.

Franklin Park Children's Zoo, 442-2216 or 442-0991.

Dorchester House, 1353 Dorchester Ave, 288-3230.

YMCA, 776 Washington Street, Dorchester, MA., 436-7750 or YMCA, 401 Warren Street, Roxbury, MA 427-5300.

Upham's Corner Public Library, 500 Columbia Road, 265-0139.

Youth Activities Commission, 144 Dorchester Ave., 288-8833.

City of Boston - Park and Recreation, 725-4430.

Codman Square Library, 690 Washington Street, Dorchester, MA, 436-8214.

SOCIAL - POLITICAL RESOURCES

MBTA (Community Service), maps, schedules, 722-3700.

Fire Department, Community/Public Relations, 442-8000.

Police Department/Community Relations, 247-4283.

Boston Redevelopment Authority, 772-4300.

Dorchester Little City Hall, 288-3710.

*Dorchester Community News, Mike Prokosch, 265-1696 or 542-5351.

Dorchester Argus Citizen, Chris Lovett, 361-6500.

Bay State Banner, 25 Ruggles Street, 442-4900.

Dorchester United Neighborhood Association, 288-3570.

Dorchester Fair Share, 1344 Dorchester Ave., Joseph Twarog, 436-4192.

Dorchester 350 Committee, 4 Minot Street, Dorchester, MS 02122.

Police Station - District 11, 40 Gibson Street, 247-4330, Community Service Officer, Beverly Vesselney - Headquarters, 247-4200.

Fields Corner Organizing Association, Bill Henderson, 436-7374.

Urban Court Program, Codman Square, Roscoe Morris, Roxbury Little City Hall Manager.

*Dorchester Community News (265-1696) can be picked up at 2 Marlowe Street Fields Corner on front porch first Thursday of each month - free.

Massachusetts Legislators and other elected officials - 1979-80
Associated Industries of Massachusetts.

Organization of the City Government of Boston - 1979
City of Boston - Printing Section

Mt. Bowdoin Community Group, Helen and Rosalind Horner, 288-4836

Bowdoin Street Health Center, Meeting House Hill Improvement Association,
St. Peter's Mothers Association, Alice France, 265-0028.

A POEM OF DORCHESTER

Dorchester is nice,
like sugar and spice.
Dorchester is mean,
like a steam machine.
Dorchester had birds all over the place.
Dorchester has nice people, mean people,
kind people.
Dorchester has people all over the place.
Dorchester has hospitals for sick people to.
Dorchester is nice, nice, nice, nice.

LaNeice Moon
Quincy E. Dickerman School
Grade 5



