Session 2: From Old England to New England

Focusing Questions: When and why did colonists leave England for New England? Where did they settle?

Overview: In this lesson, students learn - in broad strokes - when and why colonists left England for the New England colonies. Students ‘travel’ across the Atlantic in families: to different places, at different times, and for a variety of reasons. Using maps, students locate English place names: first in England, then across the Atlantic in New England.

Topical understandings:
- The colonization of New England
- English place names
- Re-naming the New England landscape

Materials
- New England Colony slips (Handout A)
- Colonization date slips (Handout A)
- Purpose for leaving slips (Handout A)
- English towns (provided as Handout B); or [http://maps.google.com/?mid=1293811969](http://maps.google.com/?mid=1293811969) (One copy per student on 11 x 17 paper) / Adapt for your part of the state and CT towns (Handout C)
- Connecticut towns (Handout D) or [http://www.ct.gov/ecd/LIB/ecd/20/14/townmap.pdf](http://www.ct.gov/ecd/LIB/ecd/20/14/townmap.pdf) (One copy per student on 11 x 17 paper) OR Massachusetts towns (Handout E) [http://www.sec.state.ma.us/cis/cispdf/ma_counties.pdf](http://www.sec.state.ma.us/cis/cispdf/ma_counties.pdf)
- Colored pencils or crayons
- Masking tape

Length: One 40 - 55 minute lesson
Procedures

A. Introductory Conversation

1. Why might people move from one place to another?

2. Discuss the general definition of colonization
   *Colonization*: the act of colonizing
   *Colonizing*: to establish a colony
   *Colony*: a body of people living in a new territory but retaining ties with the parent state

B. Acting Out Colonization

1. On the classroom floor, a simplified map of the Atlantic basin is constructed using masking tape (with England to the east, New England to the west, the Atlantic Ocean in between).
2. Students sit on one side of the room, in England.
3. The population is growing; the countryside is becoming deforested; there is little economic, social or religious mobility.
4. Small groups - representing families - receive (handout A) a date to leave, a place to go, and a reason for leaving.
5. One by one, families cross from old England to New England, stating where they’re going, when they went, and why they went.
6. On the far shore students, one at a time, declare their colony – this place and on this date – a NEW colony of ENGLAND in the name of GOD and the KING.

C. Reflective Discussion

1. Reflect again on the definitions of colonization.
2. Do these definitions accurately depict this act?
3. Why do you think people colonize other places?
4. Is colonization a peaceful process? Yes or no? Why or why not?
D. New England in Old England – Adapt for YOUR cluster of towns

1. Pass out worksheet – Map of England
   Let's take a look at where the colonists came from.
2. Have students label the map “NEW ENGLAND IN OLD ENGLAND” Look. Do some of these names seem familiar?
3. Next, have them mark the four directions on the map: NORTH at the top, SOUTH at the bottom, WEST left, and EAST right.
4. In the southeast corner of England find LONDON and color it YELLOW.
5. North of London – along the coast search for NORWICH and color it BLUE.
6. Southwest of Norwich find THETFORD and color it PURPLE.
7. Southwest of Thetford, find ENFIELD. Color it ORANGE.
8. Follow the coastline moving south and then west from London. Can you find LYME and color it BROWN?
9. Between Lyme and London look for WINDSOR and color it RED.
10. Further north find HARTFORD and color it PINK.

E. Reflective Discussions

Most of these towns and cities were founded between the years 1000 – 1200 AD, five hundred years before English Colonists traveled to and colonized New England. Some of these are originally “native” place names - indicating specific natural settings. Can you decode the language of one or more of these place names?

“Thet” = a river in England; “ford” = river crossing
“Nor” = abbreviation for north; “wich” = a village
“En” = short for end; “field” is self-explanatory

E. Now let’s look how colonists tried to replicate Old England in New England

1. Pass out a map of Connecticut towns
2. Label the map: COLONIZATION IN CONNECTICUT (OR MASSACHUSETTS if you are in a “MA town”)
3. Begin by labeling the four directions on the map of Connecticut: write NORTH at the top of the map, SOUTH at the bottom, WEST to the left of the map, and EAST to the right.
4. Connecticut was colonized in 1636. You can see the Abenaki heritage in the name Connecticut, meaning “long
tidal river;” as well as the transition of “old” England into New England in the transparent naming of ‘New London.’ Find NEW LONDON on the jagged southern coastline and color that city YELLOW.

5. Upstream from New London search for NORWICH, Connecticut and color that town in BLUE.

6. Two towns west of Norwich find LEBANON, Connecticut and color it PURPLE.

7. Northeast of Norwich can you find PLAINFIELD, Connecticut? Color it ORANGE.

8. Follow the coastline west from New London. Can you find LYME, Connecticut and color it BROWN?

9. Now try to place your fingertip in the center of the state of Connecticut. Can you find Wethersfield, Hartford and Windsor all in a row? Color WEATHERSFIELD in GREEN.

10. Now color HARTFORD in PINK…

11. And finally, color WINDSOR in RED.

F. Reflective discussions:
How did the colonists name their ‘new’ communities?
Why do you think they named them in this fashion?
Some names were clearly for places…New London from London
Others were named for powerful people…
   Bennington, VT from Governor Benning Wentworth; OR
Or to honor / receive favor from the landed gentry / nobility…
   Thetford, from the Viscount of Thetford
   Orford, from the Earl of Orford
How did the colonial way of naming differ from the way natives named places? And why?
Session 2: Assessment Rubric

From Old England to New England

<table>
<thead>
<tr>
<th>Group work Participation</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<tbody>
<tr>
<td>Student made little effort to participate in “Crossing from England” activity.</td>
<td>Student participated in the “Crossing” activity.</td>
<td>Student actively participated – and understands ONE when, where and why.</td>
<td>Student worked well with group, understands TWO (or more) when, where and why.</td>
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<th>Discussion / Analysis</th>
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<tr>
<td>Student was unfocused in group discussions, distracted, or distracting to others</td>
<td>Student was following discussions, but not active in responding to or asking questions.</td>
<td>Student was engaged in group discussions, and asked OR answered questions</td>
<td>Student was actively engaged in the group discussion: BOTH asking and answering questions</td>
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<tr>
<th>Map / Product</th>
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<tbody>
<tr>
<td>Student did not make an effort to complete the map work according to instructions</td>
<td>Student followed directions and completed the map activity</td>
<td>Developing, PLUS student understands the movement from UK to CT</td>
<td>Accomplished, PLUS students understand motivation(s) and chronology</td>
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<tr>
<th>Content / Mastery</th>
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<tr>
<td>Student cannot name Upper Valley towns found in England (or Connecticut).</td>
<td>Student can name two or three towns common to UK, CT and the UV</td>
<td>Student can name more than four towns common to the UK, CT and UV</td>
<td>Accomplished, PLUS the student knows geophysical locations, chronology plus motivations for colonization</td>
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<td>Connecticut</td>
<td>1639</td>
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<td>Rhode Island</td>
<td>1636</td>
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<tr>
<td>New Hampshire</td>
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<td>Massachusetts</td>
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<td>New York</td>
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<td>Maine</td>
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WHY WE GO

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FISH
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TREES
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RELIGIOUS FREEDOM
-------------------------------------
TO OWN LAND
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ECONOMIC OPPORTUNITY
-------------------------------------
A FRESH START
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Session 2: Handout C
Connecticut Towns
Oldest Town: Plymouth - 1620
Oldest City: Boston - 1820
Newest Town: East Brook - 1920
Newest City: BRAINTREE - 2007
Smallest by population: Town of Gosnold - 86, City of North Adams - 14,681
Largest by population: Town of Framingham - 66,910, City of Boston - 589,141

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