



Colonial Quest

Discover Your Place in History!



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

- o New England Colony slips (Handout A)
- o Colonization date slips (Handout A)
- o Purpose for leaving slips (Handout A)
- o English towns (provided as Handout B); or <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)
- o Connecticut towns (Handout D) or <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
- o Colored pencils or crayons
- o 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?