



# Colonial Quest

Discover Your Place in History!



## Session 3: Settling Vermont and New Hampshire

**Focusing Questions:** *When and how was this region settled?*

**Overview:** Students conduct a close read of one family's migration from England to Massachusetts to Connecticut to the Upper Valley. Students generate questions about their own town's settlement and conduct an inquiry using maps. They then make a claim about settlement using evidence from the maps.

**Topical understandings:**

- Families migrated to the Upper Valley from Connecticut and Massachusetts
- Families settled on what was once Abenaki land.

**Materials:**

The Mann Family Story (Handout A: adapted for 4<sup>th</sup> grade)

Maps:

- Upper Valley Map—Lauren do you have a PDF of this?: <http://www.vitalcommunities.org/transport/uvregionmap.htm>
  - Connecticut and/or Massachusetts maps from Session 2
- Colored Pencils

**Length of time to complete:** Two 30 to 45 minute lessons

**Procedures:**

**A. Close Read – The Mann Family Story (Paragraph 1)**

- Read the first paragraph to the class. While reading stop and have the students underline each location with a different color:
- Plymouth and Norfolk Counties (red)
- Hebron, Connecticut (green)
- Orford, NH (blue)

- As a class, trace the family’s migration from England to Orford, NH, on a map and note the dates.
- Discuss: How does the Mann family story match what you have already learned (that colonists moved from England to New England).
- Analyze: What new knowledge does the story provide? (Settlers continued to move with each new generation. Some families who originated in England eventually settled in the Connecticut River Valley.)
- Question: Generate questions about the family and your own town. (Where did the settlers in our town come from?)

## **B. Investigating Upper Valley Town Settlement**

### A. Map Inquiry—Where did the settlers in our town come from?

Hand out the Connecticut or Massachusetts map that students have labeled “Colonization in Connecticut.” Can they find their town? What color is it?

Hand out the Upper Valley Map (or a VT/NH map) and have them mark the four directions. Color the Connecticut River blue.

Find your town and color it the same. Have students continue to match colors between Connecticut and the Upper Valley.

### B. Make a Claim—After gathering evidence from the maps, write a paragraph in which you explain where settlers from your town came from. Support your response with evidence from the map.

## **C. Concluding Discussion**

- Review the migration of people to the Upper Valley, specifically the connections between England, Connecticut and the Upper Valley.
- Guiding questions: How and why did people migrate to the Upper Valley? How did they choose to name their towns? What do you think it meant to Native Americans to have these new people claiming land and renaming the places? What is different about the way Native Americans name places and the English settlers did?