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NEW ENGLAND

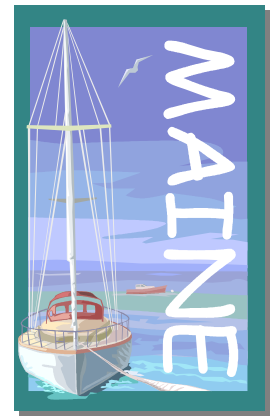
FILM IDEAS, INC.

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Grade Levels: 3-9

22 minutes

2 Instructional Graphics Enclosed



DESCRIPTION

The "cradle of the Revolution" is another name for the New England region of the United States, comprised of Maine, Massachusetts, Vermont, New Hampshire, Connecticut, and Rhode Island. Surveys the geography, climate, and history of the region before focusing on each state. Notes the size, population, history, capital, and commerce.

ACADEMIC STANDARDS

Subject Area: Geography: Places and Regions

- Standard: Understands the concept of regions
 - Benchmark: Knows areas that can be classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)
- Standard: Understands the physical and human characteristics of place
 - Benchmark: Knows how social, cultural, and economic processes shape the features of places (e.g., resource use, belief systems, modes of transportation and communication; major technological changes such as the agricultural and industrial revolutions; population growth and urbanization)

Subject Area: United States History

- Standard: Understands how political, religious, and social institutions emerged in the English colonies
 - Benchmark: Understands ideas that influenced religious and political aspects of colonial America (e.g., how the growth of individualism contributed to participatory government, challenged inherited ideas of hierarchy, and affected the ideal of community; whether political rights in colonial society reflected democratic ideas; how Benjamin Franklin's thirteen virtues in his Autobiography compare to Puritan ideas and values)
 - Benchmark: Understands characteristics of religious development in colonial America (e.g., the presence of diverse religious groups and their contributions to religious freedom; the political and religious influence of the Great Awakening; the major tenets of Puritanism and its legacy in American society; the dissension of Anne Hutchison and Roger Williams, and Puritan objections to their ideas and behavior)

Subject Area: Historical Understanding

- Standard: Understands and knows how to analyze chronological relationships and patterns
 - Benchmark: Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

INSTRUCTIONAL GOALS

1. To introduce the New England region and its respective states of the United States.
2. To examine reasons why early settlers arrived in the New England region.
3. To illustrate how this region became the forerunner of today's United States.
4. To depict the battles, geography, economy and climate of this region.

BACKGROUND INFORMATION

Descendents of the Paleo-Indians, the Algonquian Indians, were the first known inhabitants to occupy the New England region. Later, the first European settlers, mostly from England, began to explore this region during the early 1600s.

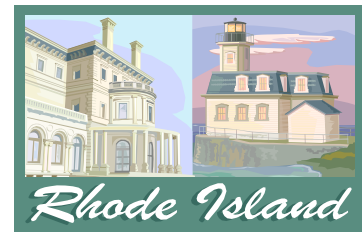
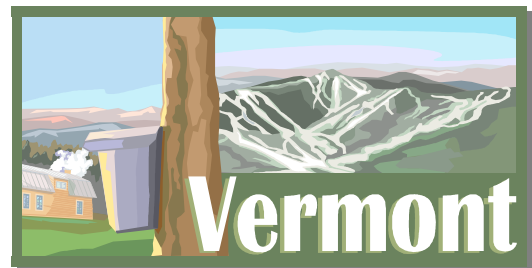
Aboard ships, these early settlers arrived in New England seeking religious and political freedom. Eventually, tensions grew between the new settlers and the British authorities in Europe. Those tensions lead to the Revolutionary War in 1775. Lexington, Massachusetts, is where the Revolutionary War began. After the war, the New England states began to form a union, which eventually grew and is known today as the United States of America.

Along with its rich history, New England also has geographical significance. Located along the Atlantic coast, New England is a major seaport for the fishing industry.

As we study New England, we begin to understand where we as a nation have been, and how far we have gone—as this region offers us a place of origin, a place of beauty and a place to learn.

VOCABULARY

1. Algonquian Indians
2. Appalachian Region
3. Boston Tea Party
4. coniferous
5. deciduous
6. Green Mountains
7. Minutemen
8. New England
9. Paleo-Indians
10. Pilgrims
11. Plymouth Rock
12. Thanksgiving
13. White Mountains



AFTER SHOWING

Discussion Items and Questions

1. Today such conveniences as computers, telephones, automobiles, electricity, etc., are used to enhance our modern-day lives. Explain how these enhancements differ to those used during the time New England was being discovered.
2. Imagine what it would be like to be an early explorer. Discuss issues which may have concerned these early settlers: weather conditions, commerce, regional terrain, food/vegetation, dealing with homeland authorities in England, France, Spain, etc.
3. Both geographical and historical information has been documented throughout the world. Explain why this type of information is important when studying New England, and how it relates to our everyday lives. Furthermore, how do the disciplines of geography and history interact or relate with other areas of study in your school's curriculum?
4. Since tensions must have existed between the early American settlers and the European authorities, i.e., the Boston Tea Party, assemble the students into small groups to negotiate or debate the interests of these two groups.
5. America was founded by many principles originating from early New England settlers, i.e., religious freedom. What are those principles, and how do they differ from those originating in other countries throughout history? What impact do these principles have on past and future generations?

Applications and Activities

1. Draw a map or print one from the computer of the New England region, indicating significant points of interest. For example, the capital cities, i.e., Montpelier, Vermont; important events, i.e., the Boston Tea Party; names of early explores, i.e., Roger Williams for Rhode Island; etc.
2. Arrange a trip near your community to visit museums, cultural centers, state parks, etc., to stimulate your imagination to explore the beautiful history of New England.
3. Create and illustrate a time line using the information provided on the chronology. (See INSTRUCTIONAL GRAPHICS.)
4. Name the states and their capital cities on the activity sheet. (See INSTRUCTIONAL GRAPHICS.)

RELATED RESOURCES



Captioned Media Program

- Mississippi River Region #8822
- Mountain States #8825
- The Pacific Region #3638
- Southeast Region #9419
- Southwest Region #9421





World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **NETSTATE.COM**

http://www.netstate.com/state_geography.htm

Click on one of the 50 states to view its location on the continent of North America; to obtain statistical information, its border states, and other features.

- **GEOLOGIC INFORMATION ABOUT THE NEW ENGLAND STATES**

http://geology.er.usgs.gov/states/new_eng.html

Highlights selected research on the states of Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont and offers links to other online resources for each state.

- **LOWELL NATIONAL HISTORICAL PARK**

http://www.nps.gov/lowe/loweweb/lowell_history/waltham_lowell.htm

"Experience Your America" such as the success of the early spinning mills of southern New England in the years before 1810 by Lowell. Contains links to other national parks in Massachusetts. Has a TTY number.

- **ALGONQUIAN INDIANS**

http://www.ohiokids.org/ohc/history/h_indian/tribes/algonqui.html

Provides a brief background on the Algonquian Indians with highlighted links to other essential vocabulary words such as the Delaware Indians, American Revolution, and others. Also, click on other information relating to this Indian tribe, such as its lifestyle, events, places, people, artifacts, and more!

INSTRUCTIONAL GRAPHICS

- CHRONOLOGY OF THE NEW ENGLAND REGION
- THE NEW ENGLAND REGION

Chronology of the New England Region

- 25,000 years ago:** Paleo-Indians migrated from Asia into North America by using a land bridge which at one time connected Asia with Alaska.
- 10,000 years ago:** Last Ice Age began moving from the Arctic into New England.
- 1100:** Vikings explored the area which eventually became the state of Maine.
- 1499:** John Cabot was the first European to explore the waters off the coast of Maine.
- Early 1600s:** First Europeans arrived in the New England region. The Algonquian Indians, descendants of the Paleo-Indians, occupied the region during their arrival.
- 1602:** Thomas Pring, an Englishman, was the first European explorer to visit New Hampshire.
- 1620:** First Pilgrims landed at Plymouth Rock in Massachusetts aboard the "Mayflower."
- 1621:** New American settlers celebrated their first harvest--an event which eventually became known as Thanksgiving Day.
- 1630:** Boston became the capital of Massachusetts.
- 1633:** Early Dutch and English settlers established Connecticut.
- 1636:** Roger Williams became the first settler of Rhode Island.
- 1724:** First European settlement was established in Vermont.
- 1773:** On December 6, 1773, Bostonians dressed as Indians, boarded a British ship carrying a cargo of tea and threw it into the harbor protesting the tax England was placing on tea, an event known as the Boston Tea Party.
- 1775:** The Revolutionary War began.
- 1776:** On January 6th, New Hampshire declared its independence from England.
- 1788:** Connecticut, New Hampshire, and Massachusetts became members of the Union.
- 1790:** Rhode Island was admitted to the Union.
- 1791:** Vermont was admitted to the Union.
- 1805:** Montpelier became the capital of Vermont.
- 1812:** The War of 1812 began.
- 1820:** Maine was admitted to the Union.

The New England Region



★ = Location of Capital City

Directions: List the name of the state and its capital city.

State

Capital City

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____