

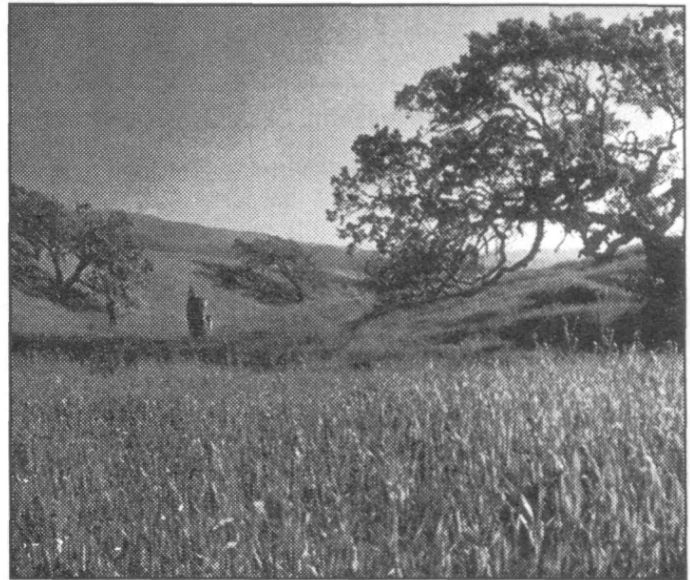
Videotape
Teaching Guide

Video: 20 minutes

From Sea to Shining Sea Series
New England

Major Concepts

- The New England region was the earliest settled area in America.
- The New England region was part of the original 13 colonies.
- The New England region is made up of six states along the Atlantic coast.
- Shipbuilding and fishing were important to the early economy of the New England region and remains so even today.
- The use of Town Meetings was originated in the New England region.



Summary

This program examines the New England region - Maine, Massachusetts, Connecticut, Vermont, Rhode Island, and New Hampshire. Students will learn how the Atlantic Ocean and its bays helped develop the early economy of the region. They will also view some of the early history of the United States and learn about the lives of the early Puritans. Throughout the video, viewers will be exposed to the beauty of the New England region.

Before Viewing

1. List the glossary terms on the board or on the overhead. Tell the students to try to interpret the meaning of the words as they watch the program. Discuss the terms after viewing the program. When students are in doubt of the meaning of a term, assign a student to research the word in a dictionary or social studies book and share the information with the class.
2. Make a transparency of the map on the back page and project it on the chalkboard. Trace the map on the board, but do not fill in the names of the states, rivers, and oceans. Outline only the New England states. Explain to students that the outlined states will be discussed in the video.

Glossary

Bay—an arm of a sea or lake extending into the land; broad inlet. A bay is usually smaller than a gulf and is widest at its mouth.

Bog—wet, spongy ground made up chiefly of decayed plant material; marsh; swamp.

Harbor—protected place on the coastline of a sea, lake or river, used as a shelter for ships and boats.

Lobster—a saltwater animal having five pairs of legs, including one pair with large pincer claws.

Oyster—any of a group of shellfish found in shallow coastal waters, having a soft body enclosed in two irregular ear-shaped shells hinged at the narrow end.

Pilgrim—one of the group of English Puritans who founded the Plymouth Colony in 1620.

Promontory—a raised portion of land extending out into a body of water.

Puritan—a member of a sect of English Protestants in the sixteenth and seventeenth centuries who wanted simpler religious ceremonies and high standards of morality.

Town Meeting—a meeting of the qualified voters of a town to act upon town business.

Urban—relating to, or characteristic of a city or city life.

Focus Question

To give students a specific purpose for viewing, ask:
What part of America's history took place in the New England region?

Questions For Discussion

1. What was the first town founded in the United States? Who founded it?
2. What role did geography play in the development of the region?
3. Name two areas that were used as whaling ports.
4. What was the importance of "Bunker Hill" in Boston?
5. Why do you think dairy farming is more important in Vermont than agriculture?
6. What is tourism? Name some of the major tourist attractions in this region.
7. What is the climate like in this region?
8. What are the three main physical features of the New England region?

Interdisciplinary Connections

Language Arts

1. Assign each New England state to a group of students. Have each group write to the Chamber of Commerce of the various major cities of their state asking for any literature or brochures describing their cities and states. Materials should be displayed in class. Students could also write or call airlines that service their state and ask for any complimentary posters. Once materials are in place, each group should give an oral presentation to the class as if they were travel agents trying to entice the audience to take their next vacation in their assigned state. (Research/Writing/Creativity/Cooperation/Listening/Interpretation)
2. Assign some students to write and give an oral report on the following: Old North Church, Paul Revere, Faneuil Hall, Plymouth Colony, Hawthorne, Melville, Longfellow, Thoreau, and Emily Dickenson. (Research/Writing)
3. Assign a group of students to make a chart of the New England region. The chart should include important areas, resources, industries, names of states and surrounding areas. (Research/Writing/Interpretation)

Social Studies

1. Make a copy of the map on the back page for each student. Have students fill in only states in the New England region. They should also put down capitals, and major physical features. You may also wish to have them fill in the states that border this region. (Research/Creativity)
2. Have students locate and write down the latitude and longitude of each of the following cities: Bath, Maine; Boston, Massachusetts; Mystic, Connecticut; Hartford, Connecticut; and Montpelier, Vermont. (Research)
3. Divide the class into small groups assigning each group a New England state to research its history. (Date of statehood, economy, resources, recreational facilities, famous people, nicknames and so forth.) Have each group make a poster which provides important information about their state. You may wish to invite another class to be the audience. (Research/Writing/Interpretation)

Art

Assign students to make a salt and flour map of each state in the New England region. Display maps in the classroom. (Research/Creativity/Cooperation)

After Viewing

1. Review glossary terms.
2. Turn objectives into questions to make sure students understand main ideas.
3. Review the focus question.
4. Ask students to tell one thing that they learned from this program.

