



Lesson 1:

History and Geography

Subject: History and Geography

Course: New England – 6 States Home to the Original Patriots

Grade Level: 4th or 5th grade

Objectives/Outcomes:

- Use maps to *identify the six states* that make up the region known as New England.
- Briefly discuss New England's origin and role in the American Revolution.
- Create maps of the New England region that indicate *capital cities, major rivers, and important natural resources* for each state.
- Discuss the meaning of the word "*Patriots*" and the reasons for the New England football team using that word in its name.
- Using the finished maps as a reference, students will discuss possible reasons why the Patriots team owners and the NFL decided to change their name from the *Boston Patriots* to the current *New England Patriots*.

Curriculum Framework Standards:

- NCSS (National Council for the Social Studies)
- People, Places, and Environments
- Production, Distribution, and Consumption
- Global Connections

Procedure:

1. "Frontloading" (Before)-

a. Preparation & Planning

- i. Students should have a basic knowledge of maps and what they have in our world. (A basic lesson about globes and projection maps should preclude this lesson.)
- ii. Students should have a basic knowledge of how to locate the United States on a globe or flat map.
- iii. Students should have been exposed to a variety of map types, such as; political maps, population maps, physical maps, or natural resource maps.
- iv. Some knowledge of early U.S. history and the original colonies.
- v. Students should have a basic knowledge of the New England Patriots football team and its place in the National Football League.

b. Necessary Materials/Resources:

- i. An online map of the United States which includes political boundaries and physical landmarks.
- ii. An online U.S. map highlighting natural resources.
- iii. A blank online political map of New England states.





- iv. Geography/Social Studies texts or online resources and dictionaries available for additional student research.
- v. A color picture of the past and current Patriot team logo.
- vi. Pencils, colored pencils, and rulers for each student.

2. Assistance and Associations (During)

- a. Open this lesson by having the students review important points from previous lessons in which they explored different types of maps, map keys, and regions.
- b. Explain to students that they will be discussing and dissecting one particular region on a *political map of the United States*.
- c. Ask the students if they have ever heard of the name New England before. Where have they heard that name?
- d. Students most likely will mention the American Revolution or any of the New England sports teams; specifically, the New England Patriots football team.
 - i. Have your class think about *New England Patriots*.
What is a “Patriot”? Through class discussion and dictionary usage, the class will come up with a simple definition of the word “patriot”.
 - ii. Ask the students why the local NFL franchise may have chosen that name.
 - iii. Where do the Patriots play football? Is that part of New England?
- e. Using a map of the U.S., ask students to identify New England on the map. Students will learn that New England is a group of six states in the Northeast region of the U.S. Identify Maine, New Hampshire, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island as the six New England states.
- f. Explain to students that most of these six states were part of the original English colonies that became the United States.
- g. Ask students what they know about the American Revolution and how America became a country.
- h. Explain that each state had an important part in allowing those early colonists to break free of the English monarchy, and that, following war with England, the people who lived in the colonies were then free to create a new country - the United States of America.
- i. Identify the six New England states on a large U.S. political map. Do the students live in one of these states?
 - i. Point out to the students that the New England states are close together. Which of these states share borders? Do any of these states border the ocean? Which ones?
 - ii. Explain to the students that the Patriots football team was originally called the Boston Patriots. Where is Boston? Is it in New England? Why might the Patriots owners have decided to change the team name and home from the city of Boston to all of New England? Discuss.
- j. At this time the teacher can display the past and present Patriots logo and discuss the meaning behind the Revolutionary War uniform on the past logo and the star on the current logo.





3. Reflection & Readiness for Application (After):

- a. Tell the students that they will now be testing their map skills from today's lesson, as well as from previous geography lessons.
 - i. Each student will be sent a *map of the U.S.* that shows *political boundaries, state capitals, and state natural resources that are used for state income.*
 - ii. Each student will also be sent a blank map of the New England states.
- b. Using their maps, geography texts; and blank New England States worksheet, each student will complete a map of New England which must include:
 - i. N.E. state names
 - ii. N.E. state capital cities
 - iii. major rivers or lakes in each N.E. state
 - iv. oceans that border any of the N.E. states
 - v. major natural resources found in each N.E. state

Use the following three-point rubric to evaluate the students' work during and following the completed lesson:

3 points: The student actively participated in virtual class discussions; used books, maps and other class resources properly; created an attractive, accurate, and understandable map of New England that correctly includes all of the labels of state names, state capitals, major water resources, other natural resources, a compass rose and a map key.

2 points: The student participated in virtual class discussions; used books, maps and other class resources to some degree, created a presentable map that was not completely accurate or understandable, but did correctly label most of the state names, capitals, major water resources, other natural resources, a compass rose and a map key.

1 point: The student did not participate in virtual class discussions; was unable to use class resource materials without guidance; created a finished, but inaccurate map that included half or less of the required state names, capitals, major water resources, other natural resources, a compass rose and a map key.

0 points: The student did not participate in class discussion or adequately finish the assigned map project.

Follow Up:

- Students can be tested on several of the new vocabulary terms that were covered in the lesson.
- The class can read a novel called, Johnny Tremain, about a boy in revolutionary New England.
- A trip to the *Patriots Hall of Fame presented by Raytheon* (when re-opened) would include an assignment to find out more about the Patriots team history and the origins of both its names.
- Students could complete similar lessons and maps about other regions/geographic areas of the United States.

