



## Lesson 3.4 “The First English Settlements”

### Unit 3: Settling New Hampshire

#### Lesson Objectives

- Students will analyze and sort features needed by early English settlers to build communities.
- Students will examine and create maps to identify and describe geographical and human-made features that supported early English settlements in New Hampshire.
- Students will reflect on the characteristics of the four English settlements and write about where they would choose to live.

#### Lesson Competencies

- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can analyze, use, and construct maps and other geographic representations to explain relationships between people and the environment. (Moose SS)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?

#### Focus Questions

Why did the English settle New Hampshire?  
What was life like in the early English settlements?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Class set of “Supplies for a New England Settler” worksheet  
“Life in 17th-century New Hampshire” chart for projection or printing  
“New Hampshire Major Lakes and Rivers” map for projection or printing  
“Seacoast Area” map for projection or printing  
“An Exact Map of New England and New York” detail map for projection or printing  
Class set of “17th-century New Hampshire Community Features” worksheet  
Class set of “New Hampshire’s First English Settlements” worksheet



## Educator Introduction & Rationale

When they returned to Europe, early English explorers reported that the land we call New Hampshire was rich in natural resources, particularly timber and fish, setting off a mania in Britain about the northern coast of America. The Council of New England was established by the British Crown in 1620 to settle and establish industry in the region. Following two short-lived ventures—David Thomson’s 1623 fishing operation at Odiorne Point in Rye and John Mason’s 1629 Laconia Company, a fur trading operation spread over several small settlements—four permanent settlements remained the primary communities in New Hampshire throughout the 17th century: Dover, Portsmouth, Exeter, and Hampton.

Portsmouth and Dover were founded by adventurers from England hoping to make their fortunes in fish and furs. Exeter and Hampton were founded by Puritans from Massachusetts who migrated north seeking greater opportunities for wealth and more religious freedom. Each of the four communities adopted a town-based form of governance in a model similar to that established in Massachusetts. The New Hampshire towns also shared a strong sense of community responsibility. There were town-based services and institutions. Reference the Educator Overview for more information.

This lesson is the fourth in Unit 3: Colonization and Settlement. Achievement of the learning objectives in Lesson 3.1 “Explorers” and Lesson 3.2 “Early Industries” is recommended before engaging with the activities in this lesson so that students are familiar with the goals and resources that influenced English settlement. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

In this lesson, students analyze historic maps and documents to understand how the geography of New Hampshire influenced not only where English settlers established their communities but also what they needed to build and support those communities. Students begin their investigation by sorting information from a 17th-century guide for early settlers. This is followed by direct instruction, through an analysis of seacoast geography, about the realities faced by the settlers who came to New England during that time. Next, students learn about the human-made features of New Hampshire’s early settlements and combine that knowledge with their geographical understanding to plan a layout for their own settlement. They complete the lesson by reading short descriptions of New Hampshire’s original English settlements, analyzing their locations on a map, and reflecting upon which settlement they would choose to join.

Two reinforcement activities are suggested for students who need more time with the concepts of the lesson. Two extension activities are suggested for students who are ready to create their own historical maps or investigate a mysterious, but common, 17th-century household object. Please adapt all the material in this lesson as necessary to meet the needs of the students in your classroom.

## Learning Activity

### Activation

**Supply sort.** What's necessary to plan a settlement? In 1630, Reverend Francis Higginson wrote a guide for settlers planning to set up communities in New England. Distribute "Supplies for a New England Settler" worksheet and review the instructions with students. Consider having students work with partners or independently. Review responses as a whole group. Please note that some spellings will be unfamiliar to students.

### Direct Instruction

**Life in 17th-century "New Hampshire."** Transition by asking students what they think New Hampshire in the 17th century looked like and why settlers would need the kinds of tools and supplies recommended by Higginson. Collect student ideas and add their responses to the chart, "Life in 17th-century New Hampshire." A blank chart is provided for projection or printing during a whole group discussion.

**Assess geography.** Project the "New Hampshire Major Lakes and Rivers" map. Ask students to identify their current location on the map. Then, ask students to predict where they think the English first chose to establish their settlements in New Hampshire. If needed, guide students towards the seacoast. Once students have established that settlements were made near the seacoast, zoom in on this area using the "Seacoast Area" map. Mark the predicted locations, temporarily on the screen or on paper. Whether predictions are made in pairs, small groups, or independently, students should report their reasoning, orally or in writing, behind their selections.

Then, project the detail from "An Exact Map of New England and New York." Explain that students are looking at an enlarged section of a map made in 1675 to show a large region that included New England and New York. Ask students to locate the four first settlements of New Hampshire: Portsmouth, Dover, Exeter, and Hampton. Circle or note these towns and explain that other town names appear on this map because it was created decades after the establishment of the first four settlements.

Compare the students' predictions to the actual locations of the settlements. Then, guide an analysis of the map with the following questions and add student responses to the appropriate columns on "Life in 17th-century New Hampshire" chart.

- What do you notice about the location of the four original settlements?
- What geographical features are near each settlement?
- What else are the settlements close to on the map?
- Why do you think the English settlers chose those locations?

Be sure that the discussion emphasizes these points:

- The coast was visible and known to settlers in the 17th century, while further inland was less familiar.
- The coast provided easy access for ships.
- Many rivers opened to the ocean and settlement along those rivers provided sources of power, fertile land for farming, and transportation routes.

**Guided Practice**    **Plan a settlement.** Distribute “17th-century New Hampshire Community Features” worksheet and review the instructions with students. Support students as they match each settlement feature to its definition and then, as they use their geographical knowledge to plot those features on a map to make plans for their own settlement. Share as is best for your class.

**Independent Practice & Reflection**    **Where would you choose to live?** Provide students with “New Hampshire’s First English Settlements” worksheet. Give students time to read through the descriptions of each settlement and respond to the questions. Share and review as best for your class.

## Reinforcement

1. **Find the supplies.** Provide students with "Supplies at Work." In this activity, students examine an excerpted list of recommended supplies from Francis Higginson's 1630 *New England Plantation* and search for those items in a 17th-century woodblock print of men tending an orchard in New England.
2. **Let's go to the future.** Provide students with "Let's Go to the Future." In this activity, students contemplate the opportunity to move to one of the moons of Jupiter and plan for making that move.

## Extension

1. **Make an historical map.** What other needs does a community have? What features of these new settlements were built to meet those community needs? Provide students with a large projection or print out of "Historical Map of Hampton," drawn in 1989. The Meeting House Green was the center of the original settlement. Using this as a starting point, students can create their own historical map of Hampton by drawing the Meeting House Green and other locations marked with 17th-century dates (anything between 1600 and 1700). Afterwards, students can analyze their finished maps to see what was most important to the early English settlers. What did they choose to build first? Why were those features important to the community?
2. **Object analysis.** Project or distribute copies of "Lamp." Cover the image name but share with students that this is a type of object that early English colonists would have needed as they built their settlements in New Hampshire. Give students time to look closely at the image. Use a "Quick Connect" sheet to guide a brief whole-group analysis of the object. Select the prompts from each section that best suit your students and the time available for instruction.

### Possible outcomes:

- Students should be able to determine that the object is made of metal (iron) and has been shaped by human-powered tools.
- Its shape may remind students of a genie's lamp, a great connection to make as the object is, indeed, a lamp.
- The shallow bowl was filled with fish oil, the fuel that kept the wick (usually a piece of twine or a twist of cotton rag) lit. The lit end of the wick would have rested on the spout, while the rest of the wick was submerged in the oil.
- The handle rising up from the back made it possible to carry the lamp from one place to another.
- These lamps were smoky, smelly, and easily dripped oil.
- In the dark wilderness of 17th-century New Hampshire, they were an absolute necessity if candles were not on hand.



## Supporting Materials

**New  
Hampshire  
Historical  
Society  
Resources**

“Supplies for a New England Settler” excerpted from Higginson, F. *New England Plantation* (1630), p. 8, *New Hampshire Through Many Eyes*.

Lamp, circa 1600–1700

“Seacoast Area” map

**Other  
Resources**

“New Hampshire Major Lakes and Rivers.” NH GRANIT Database, Complex Systems Research Center, University of New Hampshire.

“An Exact Map of New England and New York” (1702)  
[//collections.leventhalmap.org/search/commonwealth:3f462t13m](http://collections.leventhalmap.org/search/commonwealth:3f462t13m)

“Historical map of Hampton” (1989)  
[www.hampton.lib.nh.us/hampton/images/maps/wallachHistoricalMap1989.jpg](http://www.hampton.lib.nh.us/hampton/images/maps/wallachHistoricalMap1989.jpg)

## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that European exploration led to the colonization of the region that became New Hampshire. They will understand that, beginning in the early 1600s, colonial New Hampshire was home to people from different areas of the world. (3-5.T2.1)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1)

### New Hampshire Social Studies Frameworks:

- ✓ Geography: The World in Spatial Terms (SS:GE:4:1.2, SS:GE:4:1.5)
- ✓ Geography: Environment and Society (SS:GE:4:5.1, SS:GE:4:5.2)

### NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 3: People, Places, and Environments

### C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.1.3-5, D2.Geo.2.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.8.3-5)
- ✓ Causation and Argumentation (D2.His.14.3-5, D2.His.16.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.1)
- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Text Types and Purposes in Writing (W.4.1a, W.4.1b)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c)

## Lesson Vocabulary

<b>Abenaki</b>	(noun) Name used to refer to the indigenous people of the land now called New Hampshire
<b>blacksmith forge</b>	(noun) A building that houses the fire and tools needed to make items from iron and other heavy metals
<b>brickyard</b>	(noun) A place where clay is mixed and baked to make material for buildings
<b>burying ground</b>	(noun) An area set aside for laying to rest members of a settlement who have died
<b>compass rose</b>	(noun) A symbol that represents a compass showing cardinal and intermediate directions
<b>garrison house</b>	(noun) A strong, defensive structure all residents of a settlement can go to for protection if necessary
<b>gristmill</b>	(noun) A building next to a river that uses water power to move large stones that grind grain into flour
<b>indigenous people</b>	(noun) The first people who lived in an area before people from other cultures arrived
<b>meeting green</b>	(noun) A large green space near the center of a settlement; animals may be pastured there
<b>meeting house</b>	(noun) A building for gathering for town meetings, worship, and school
<b>natural resources</b>	(noun) Something found in nature that is used by people, such as animals, plants, or fossil fuels
<b>sawmill</b>	(noun) A building along a river with a machine to cut logs into timber for building
<b>settlement</b>	(noun) A place where people establish a community
<b>shipyard</b>	(noun) A place near a forest and a river with space to build ships
<b>timber</b>	(noun) Trees that have been cut into larger beams or smaller planks to be used in construction

