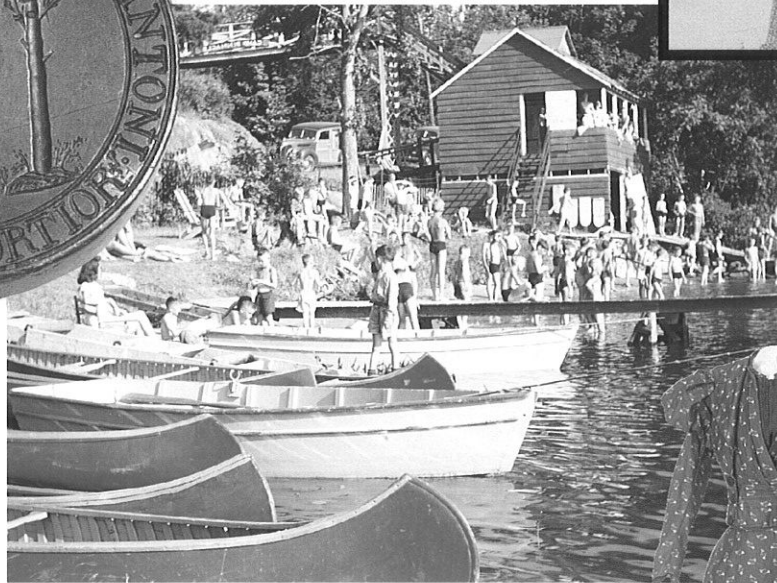
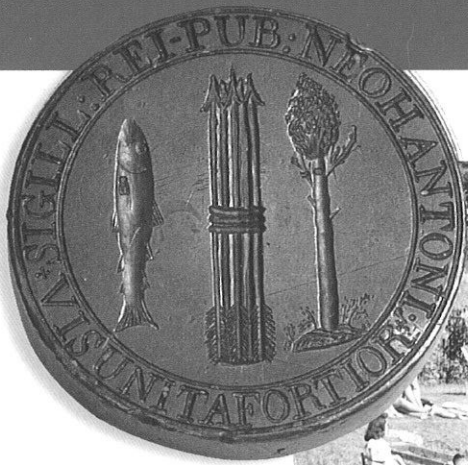




NEW HAMPSHIRE HISTORY CURRICULUM

BOOK I
Grades K - 6



This project was made possible by the generous support of



**Public Service
of New Hampshire**

The Northeast Utilities System

By Judith Moyer

A New Hampshire History Curriculum

Book 1 Grades K-6

Judith Moyer
with
Linda Betts Burdick
Kathy Lyn Begor
William Kellogg
Chris Lewis
Barbara Pitsch

**Sponsored by the New Hampshire Historical Society, a private
organization dedicated to the preservation and dissemination
of New Hampshire history.**

© New Hampshire Historical Society 1997
Contents may be reproduced for educational purposes only.

ACKNOWLEDGMENTS

The New Hampshire Historical Society gratefully acknowledges the following contributors to this project.

Principal funders for the development of this curriculum are **New Hampshire Department of Education** and **Public Service Company of New Hampshire**.

Numerous groups and individuals helped in the development. **The New Hampshire History Advisory Council** helped identify the need and shaped the format of the project. Committee chair and former Director of Education at the New Hampshire Historical Society, Linda Betts Burdick, curriculum consultant Barbara Pitsch, and teachers Kathy Lyn Begor, Bill Kellogg, and Chris Lewis spent countless hours with author and historian Judith Moyer debating and revising numerous drafts.

The **New Hampshire Historical Society Trustee Education Committee** encouraged the curriculum project and gave it continuing support.

The **New Hampshire Council for the Social Studies Executive Board** reviewed the pilot study draft and gave it their endorsement.

The **pilot study teachers** used the curriculum in their classrooms, attended debriefing sessions, and wrote detailed evaluations. They were Reginald Amazeen, Tuftonboro Central School; Maud Anderson, Moultonborough Central School; Donna and Steve Beaupre, Plainfield School; Kathy Lyn Begor, Bristol Elementary School; Sarah Bragg, Bow Elementary School; Barbara Brown and Pam McAdam-Silver, East Rochester Elementary School; Sandra Cotter, Sanborn Regional High School; Debbie Dale, Simonds Elementary School; Susan Fernald, Marston Elementary School; Amy Hogan, Melissa Mitchell, Lynn Rees, and Carol Sullivan, Derry Village School; Sharon Parsons, Goshen-Lempster Elementary School; Betty Ann Sutton, Henniker Elementary School; Wayne Van Gordon, Bessie Rowell Elementary School; and Rachel Young, Memorial Middle School. Their feedback was invaluable!

Dan Dagenais and Carter Hart, former social studies consultants at the **New Hampshire State Department of Education**, gave their advice, encouragement, and support.

Professor J. W. Harris presented a draft of the curriculum in his “Historical Thinking for Teachers” class at the **University of New Hampshire**.

Finally, we give a heartfelt thanks to the **hundreds of teachers** who attended our workshops over the years, reviewed different versions of this document, and gave us their candid evaluations. This curriculum is for you.

CONTENTS

Introductions	v
What Does This Book Do?	viii
How To Use This Book For Planning	ix
Glossary Of Terms Used In This Book	x
The Quick Reference Chart	1
Fold-out Quick Reference Chart	3
Focus Questions As Invitations To Inquiry	5
Summary List of Focus Questions	8
Focus Questions and The NH Social Studies Framework -- Chart	9
The Time Periods Covered By Ten Historical Eras -- Chart	10
Questions To Explore, Instructional Outcomes, & Suggested Activities	11
Focus Question I - Boundaries	12
Focus Question II - Natural Environment & People	16
Focus Question III - National, Ethnic, & Cultural Groups	23
Focus Question IV - Politics	28
Focus Question V - Technology	33
Focus Question VI - Groups & Organizations	38
Focus Question VII - Material Wants & Needs	41
Focus Question VIII - Self-expression	46
Summary List of Instructional Outcomes	51
Overviews & Themes	53
Era 1: Different Worlds Meet	55
Era 2: Colonization and Settlement	57
Era 3: Revolution and the New Nation	59
Era 4: Expansion and Reform	61
Era 5: Civil War and Reconstruction	63
Era 6: The Development of the Industrial United States	65
Era 7: The Emergence of Modern America	67
Era 8: The Great Depression and World War II	69
Era 9: Postwar United States	71
Era 10: Contemporary United States	73
People in New Hampshire History	75
Sample Lesson Plans	79
Appendixes	
A: Statutes Requiring The Teaching of New Hampshire History	105
B: Broad Goals for K-12	106
C: Standards In Historical Thinking	107
D: 1995 K-12 New Hampshire Social Studies Curriculum Framework	108
E: Essential Skills for Social Studies	110
F: More Sources	112
G: New Hampshire Planning Web	118
Blank Era and Focus Question Template	120

“Organized, well-developed, integrating all disciplines...easy to read and understand. This is a wonderful resource that incorporates all disciplines. My students are excited about our state history.”

Sarah Bragg, Bow Elementary School

“I’m excited about using this – I now have a framework to build on. As a novice fourth grade NH history educator, I find this an invaluable tool.”

Melissa Mitchell, Derry Village School

“This is meat and potatoes – what we need. I especially like that this is a framework and not a prescription.”

Betty Sutton, Henniker Elementary School

**BY HER EXCELLENCY JEANNE SHAHEEN
GOVERNOR OF THE STATE OF NEW HAMPSHIRE**

In *Grapes of Wrath*, John Steinbeck's epic novel of the Great depression, one of his characters raises the question, "But how will we know it's us without our past?"

Indeed, our cumulative and shared past is the foundation for the present and future. History provides the context and the continuity so essential to our lives today.

I am vitally interested in our state's rich history and in our long-held traditions of both individualism and community. As Governor of New Hampshire, I know that the fundamental knowledge of our past is crucial to good citizenship and to the quality of the decisions we make every day. We must ensure that all of our children are grounded in a basic understanding of community, state, nation and world – and that they appreciate how the New Hampshire we know today has come to be. To achieve that requires skilled and dedicated teachers supported by a well-conceived educational curriculum that meets real needs.

Thanks to the dedication of a private organization, the New Hampshire Historical Society, and the creative efforts of scores of educators across our state, this K-6 New Hampshire history curriculum is a direct response to critical needs identified by our teachers. This curriculum is a wonderful new resource that fills an existing void. I hope that every elementary school social studies teacher will find it helpful in strengthening our appreciation of New Hampshire's rich heritage.

**Jeanne Shaheen
Governor**

FOREWORD

This curriculum guide for New Hampshire elementary schools is the culmination of years of work by the New Hampshire Historical Society, with the advice and support of classroom teachers across the state. We are pleased to be able to share it with you.

In 1990 and 1991, the New Hampshire Historical Society met with New Hampshire history teachers in several locations. At that time, teachers lamented a lack of resources and cited the shortcomings of curriculum materials as major obstacles to teaching state history.

In 1990, NHHS had also just completed a strategic plan. The plan emphasized the important role the Society could play in communicating the value of state history and the critical need to communicate with those who influence history education in New Hampshire. The needs of the state's educational community happily coincided with the Society's institutional emphasis.

With the blessing and support of the New Hampshire Department of Education and the New Hampshire Geographic Alliance, and the professional involvement of social studies teachers throughout New Hampshire, the Society has served as the vehicle to create a state history curriculum that will serve teachers and students. Linda Burdick, the society's former Director of Education, has played a leading role in coordinating this project and we are grateful for her extraordinary effort and talent.

Publication of this curriculum would not have been possible without a substantial investment by Public Service Company of New Hampshire. We are grateful for their support.

Now it is time to see the results of our efforts. We invite your comments and professional wisdom as you use this curriculum and as you apply it in the classroom.

John Frisbee
Chief Executive Officer, NHHS

“This history curriculum was developed in response to the needs of teachers! Hurrah!”

Maud Anderson, Moultonborough Central School

PREFACE

When the New Hampshire Historical Society asked teachers what they most wanted and needed for curriculum support in teaching New Hampshire history, the answers came loud, clear, and in near unison. They needed

- (1) a chronology of NH history,
- (2) a framework for teaching NH history, keyed to the NH K-12 Social Studies Curriculum Framework,
- (3) accurate, student-appropriate sources of information,
- (4) user-friendly units and guides that can be used in whole or in part, from which to pick and choose,
- (5) interesting, effective, and appropriate handouts and activities for students, and
- (6) assessment tools.

The New Hampshire Historical Society responded to the call. John Frisbee, NHHS Director, Linda Burdick, Education Director, Barbara Pitsch, Board of Trustees member, and teachers Kathy Lyn Begor, William Kellogg, and Chris Lewis worked patiently and tirelessly with me to create a comprehensive New Hampshire history curriculum with plans for subsequent instructional units. The curriculum will, when fully implemented, serve the dual purposes of speaking to teachers' needs and increasing accessibility of the contents and expertise housed at the New Hampshire Historical Society.

As a former high school social studies teacher and as a teacher of teachers, I am excited about helping educators do their jobs better. As a scholar, I am excited about making new and accurate research available to students and teachers. As a practicing public historian (Project "Number, Please" and The Warner Women's Oral History Project), I delight in the opportunity to excite young people about their past.

Finally, this work rests on the premise that the connections between history and the learner must be made visible; history must become personal. Only then, we believe, will students truly appreciate that history offers a fundamental key to comprehension of the self, community, state, nation, and larger world.

**Judith Moyer,
Historian, Educator and Curriculum Author**

WHAT DOES THIS BOOK DO?

This book provides a curriculum, a general plan for teaching and learning New Hampshire history. This book offers an approach that

- (1) provides a road map for teachers who wish to teach toward instructional standards;
- (2) offers opportunities for teaching across disciplines;
- (3) accurately reflects the latest and best in scholarship and research in grade-appropriate ways;
- (4) suggests the placement of New Hampshire history in a larger framework of neighboring states, national events, and international forces so that students see connections between themselves and the larger world;
- (5) amends past emphases on political and institutional history to include other viewpoints such as those from geography, economics, civics, and social history;
- (6) recognizes the racial and ethnic diversity to be found in New Hampshire's past;
- (7) balances early and modern New Hampshire history,
- (8) recognizes the viewpoints and contributions of both women and men in New Hampshire's past;
- (9) links current New Hampshire issues with the past, making history a tool for deciphering the present, for finding possible cause-effect relationships, and for formulating workable proposals for the future; and
- (10) accentuates the active in activities, encouraging student involvement in the processes of historical investigation, analysis, and interpretation.

WHAT DOES THIS BOOK NOT DO?

This curriculum is a broad framework that offers ideas and directions for unit planning. As a general guide for planning and teaching New Hampshire history, this book does not

- (1) provide a series of specific lesson plans.
- (2) offer an encyclopedia of New Hampshire facts.
- (3) serve as a textbook covering New Hampshire history.

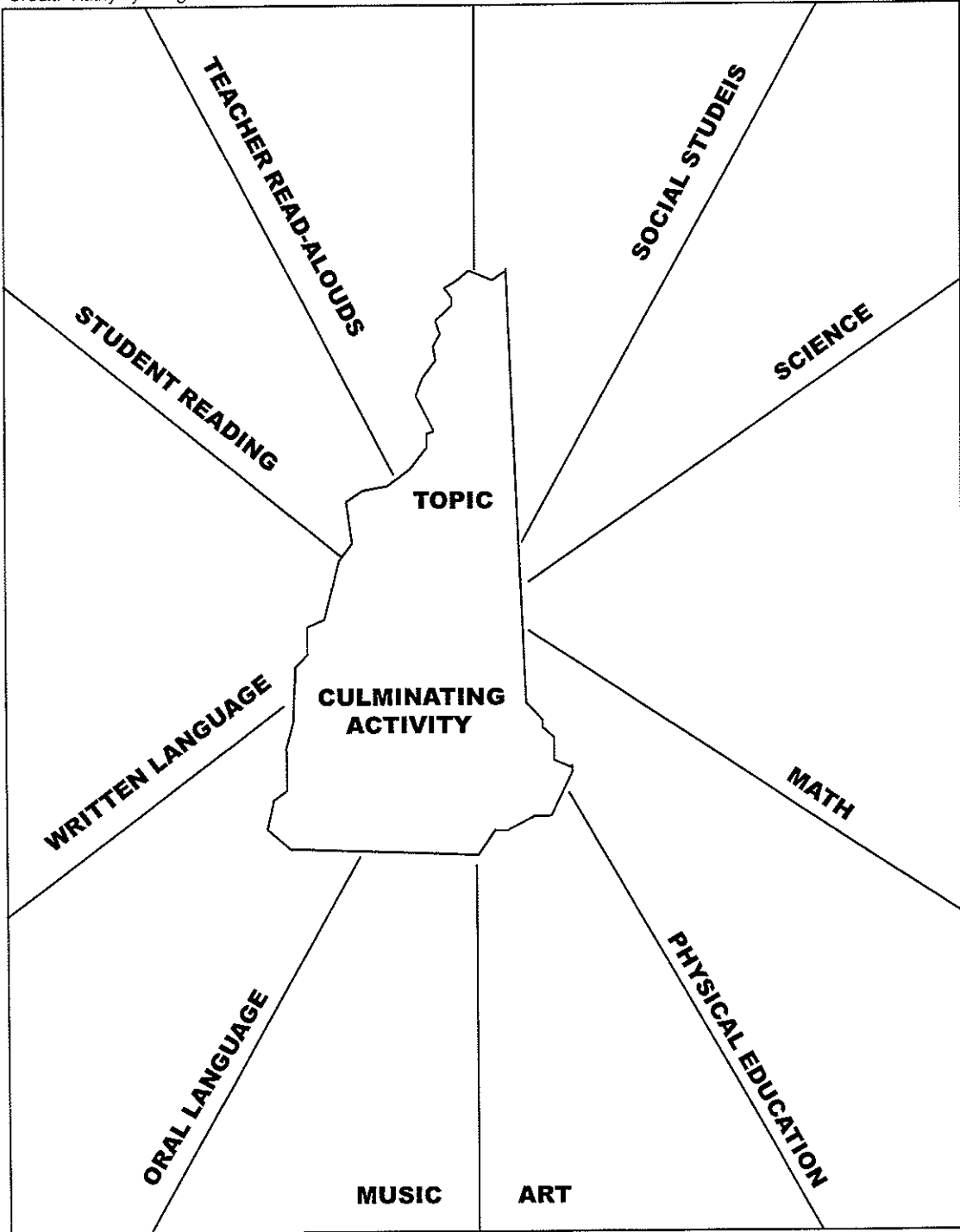
HOW TO USE THIS BOOK FOR PLANNING

**NEW HAMPSHIRE PLANNING WEB
For Interdisciplinary Lessons/Units**

CLASS _____ **DATE** _____

Write outcomes, resources, or activities in the spaces below.

Credit: Kathy Lyn Begor



GLOSSARY OF TERMS USED IN THIS BOOK

chronology -- a listing of events in the order that they happened.

content – what a student should know about a subject.

era – generally refers to an extended time period in history defined by a characteristic or characteristics that changed. Over time the change is considered great enough or significant enough to end one era and begin another.

focus question – a question that encourages learners to direct their inquiry into history in a way that considers and finds answers.

framework -- a series of statements and principles that connect to show the general structure of a course of study. Guides decision-making in classroom planning. The New Hampshire K-12 Social Studies Curriculum Framework is an example.

historical thinking – the cognitive skills necessary for a learner to investigate, interpret, and understand events in the past and how those events relate to the present and future.

inquiry method – a learning method structured by the teacher that involves students in posing questions and investigating to find the answers.

instructional outcomes – what students will know and be able to do upon completion of a lesson or lessons.

overview – a broad look over the trends and events in the ten eras. Offers a way of seeing how units of study fit into the big picture.

proficiencies – samples of student performance to demonstrate attainment of particular skills or knowledge levels. Useful for assessment.

quick reference chart – chart of focus questions, topics, and eras in New Hampshire history.

skill – what a student can do. In educational planning, skills are often identified separate from content.

standards – definitions of what students should know and be able to do. The New Hampshire K-12 Social Studies Curriculum Framework is stated in terms of broad goals and student levels of performance.

themes – a broad idea. Offer a way to tie together a series of topics or related questions.

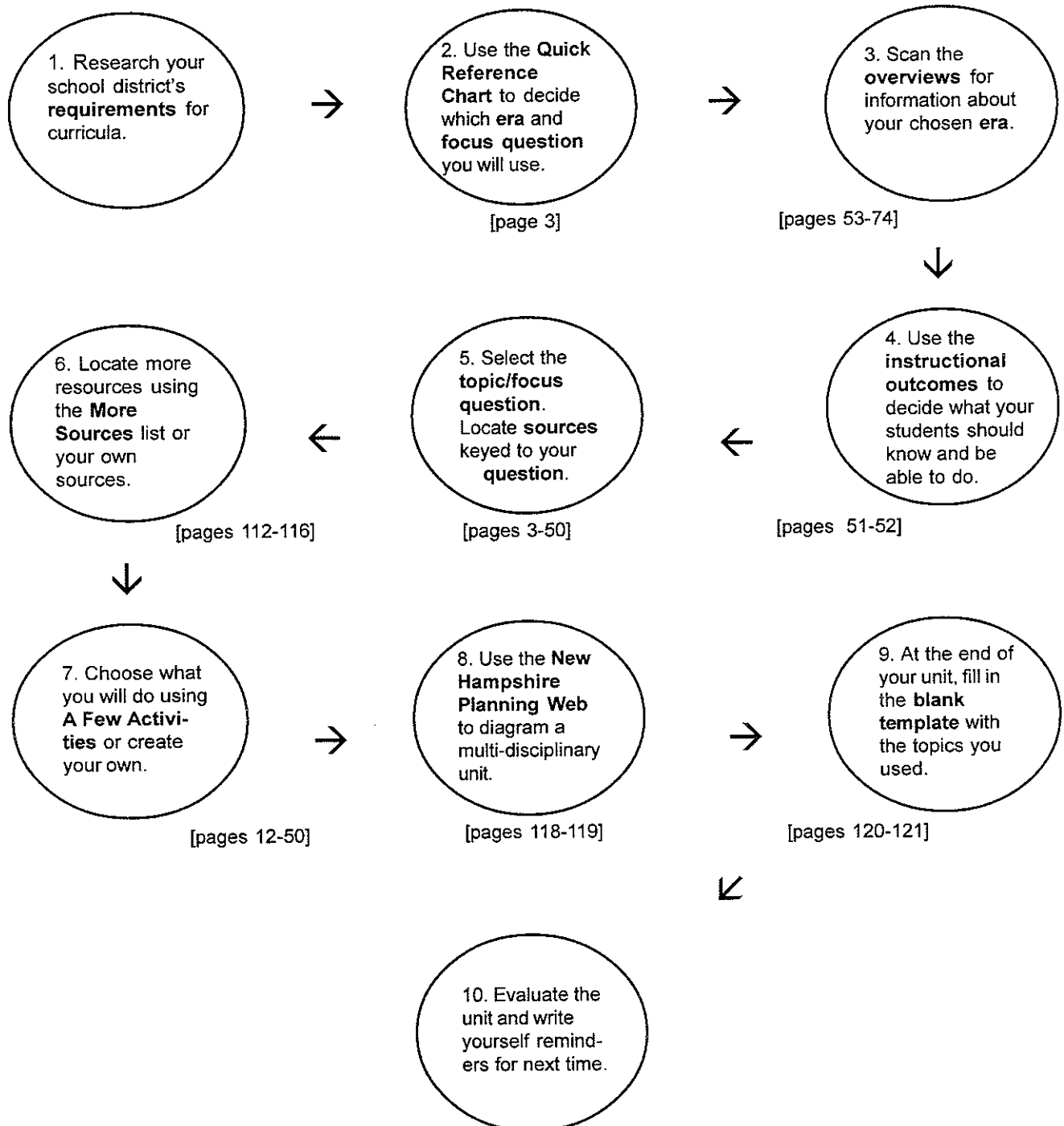
time period – an interval of time.

topic – a single subject.

How To Use This Book For Planning Instructional Units and Lessons

This curriculum is designed to be flexible and open-ended, but its versatility can lead to frustration if you don't know where to start. Here is one way some of our field test teachers used this book to plan a unit.

This is only one way to plan, a way to get started if you are having trouble. The best approach is to sit down and peruse the book to see what it holds. You will feel more comfortable if you become familiar with the contents before you start planning.



THE QUICK REFERENCE CHART

The quick reference chart is meant to help teachers get their bearings or to help an entire school or district to map out a curriculum plan. No one teacher is expected to cover all of this in any one year.

“I use [the chart] so much I needed to laminate it.”

Sharon Parsons, Goshen-Lempster School

ABOUT THE QUICK REFERENCE CHART

The chart on the next page uses eight focus questions to organize possible topics to teach within eras. You and your students can choose from this smorgasbord to suit your needs and appetites. As with a smorgasbord worthy of its name and purpose, however, one cannot consume it all. So rest assured, no one expects you to teach all of this. At the same time, you may wish to add topics of your own.

Use the chart to help make a plan, whether you are a school district, a school, a department, or an individual teacher. Use the chart when you want to

- decide which eras you presently cover.
- determine which eras you want to cover in more depth.
- organize your students' course of study.
- find ideas for topics that explore specific focus questions.
- develop a scope and sequence for New Hampshire studies.
- apply the content of New Hampshire history across grades and disciplines.









WHY FOCUS QUESTIONS? The eight questions help students and teachers focus learning around ideas that connect facts and events. The questions suggest paths for inquiry and thus are more directive than themes.

Beginning with the general focus questions, teachers and students have the freedom to create more specific questions as they follow inquiry at any level--local, state, or national. Even though the emphasis is on history, by virtue of their design the focus questions also call upon geography, economics, civics and government.

A prime advantage of organizing with focus questions is an implicit invitation to compare topics across time. For example, a course of study could investigate Focus Question I (boundaries) in Era 1 (Beginnings to 1623) and then compare the findings to investigations of the same question in Era 10 (1968-present). Similarly, students could explore and compare transportation technologies under Focus Question V (technology) in Era 1, (Beginnings to 1623), Era 3 (1754-1820s), and Era 7 (1890-1930).

WHY ERAS? Events happen in time. We need to keep time in mind in order to see patterns and to discover possible cause-effect relationships. Eras encourage an awareness of time within manageable increments. Although we do not advocate meaningless lists of dates, we do advocate paying attention to pivotal dates or turning points, general sequence, and clusters of related events within and sometimes across eras.

NEW HAMPSHIRE HISTORY TOPICS by Focus Question and Era

FOCUS QUESTIONS	ERA 1 Different Worlds Meet (Beginnings to 1623)	ERA 2 Colonization and Settlement (1623-1763)	ERA 3 Revolution and the New Nation (1763-1820s)	ERA 4 Expansion and Reform (1801-1861)	ERA 5 Civil War and Reconstruction (1850-1877)	ERA 6 Development of the Industrial United States (1870-1900)	ERA 7 Emergence of Modern America (1890-1930)	ERA 8 Great Depression and World War II (1929-1945)	ERA 9 Postwar United States (1945-early 1970s)	ERA 10 Contemporary United States (1968-present)
 BOUNDARIES What are the boundaries of New Hampshire and how did they get there?	<ul style="list-style-type: none"> natural boundaries: NH landscape formation human-made boundaries: Native American lands, European claims and grants mapping 	<ul style="list-style-type: none"> grant controversies Abenaki vs European ideas of ownership Massachusetts Bay and the Merrimack River boundaries after 1763 town boundaries Atlantic community 	<ul style="list-style-type: none"> settlement of the interior NH-VT boundary county boundaries international boundaries 	<ul style="list-style-type: none"> Indian Stream Republic Webster-Ashburton Treaty county boundaries state sale of public lands 	<ul style="list-style-type: none"> state completes sale of public lands 	<ul style="list-style-type: none"> Monadnock first NH state and reserve 	<ul style="list-style-type: none"> White Mountain National Park towns authorized to regulate growth Franconia Notch-state recreation and conservation land 	<ul style="list-style-type: none"> Connecticut River Court Ruling NH State park system state recreation and land conversation 	<ul style="list-style-type: none"> Maine -NH Lobster War zoning geological survey maps 	<ul style="list-style-type: none"> Piscataqua River dispute NH Department of Transportation maps NH, US, and World maps city and regional planning maps zoning satellite maps
 NATURAL ENVIRONMENT AND PEOPLE How have the natural environment and the way people live affected each other in New Hampshire?	<ul style="list-style-type: none"> migrations NH landscape NH climate Native American culture, changes and alteration of land European attraction to NH 	<ul style="list-style-type: none"> animals and people access to Europe and West Indies population distribution transportation regionalism logging, sawdust and rivers 	<ul style="list-style-type: none"> sectionalism in NH sectionalism in the colonies over-hunting and over-trapping over-cutting timber 	<ul style="list-style-type: none"> water: rivers and canals mills and pollution population distribution roads and bridges North Country notches agriculture going west 	<ul style="list-style-type: none"> national sectionalism leaving NH deforestation and farming 	<ul style="list-style-type: none"> logging, railroads, papermaking, Berlin urbanization agriculture mining, quarrying inspiration for art 	<ul style="list-style-type: none"> roads and the automobile Weeks Act tourism and the grand hotels settlement patterns forest fires 	<ul style="list-style-type: none"> CCC Camps Dust Bowl effects drought, flood, wind Victory Gardens fires and fire-fighting 	<ul style="list-style-type: none"> water pollution Interstate Highway System Durham and the Onassis refinery energy sources environmental movement recreational sports 	<ul style="list-style-type: none"> fishing industry cleaning up the environment conservation vs development state parks hunting game animals weather prediction
 CULTURES, RACES AND ETHNIC GROUPS What has happened when different cultures, races, and ethnic groups have met in New Hampshire?	<ul style="list-style-type: none"> Abenaki culture at contact European fishermen Protestant reformation European explorers epidemics in America conflict and cooperation 	<ul style="list-style-type: none"> West African civilizations slave trade English colonists and culture Abenaki culture after contact Londonderry Scots-Irish conflict and cooperation 	<ul style="list-style-type: none"> slaves of NH owners free blacks Native American emigration and assimilation 	<ul style="list-style-type: none"> demographics immigrant mili workers religious sects cult of true womanhood 	<ul style="list-style-type: none"> demographics industrial labor Know-Nothings race riots fugitive slaves, abolitionists, and free blacks 	<ul style="list-style-type: none"> demographics religious diversity Northern European immigrants Canadian immigrants Southern European immigrants unionism 	<ul style="list-style-type: none"> demographics religious differences Eastern European immigrants education and Americanization Red Scare 	<ul style="list-style-type: none"> demographics World War II immigrants African-Americans small-town life 	<ul style="list-style-type: none"> demographics Red Scare population distribution 	<ul style="list-style-type: none"> demographics Asian Americans in NH Native Americans in NH African Americans in NH European Americans in NH Hispanic Americans in NH
 POLITICS How have government and politics affected New Hampshire groups and individuals?	<ul style="list-style-type: none"> Abenaki governance European nation-states European grants and claims 	<ul style="list-style-type: none"> English, French, and Indian wars Abenaki leaders NH and MA Bay colony NH and the English Crown town governments jurisdiction over Native Americans 	<ul style="list-style-type: none"> acts that build resentment Declaration of Independence Rebels, Tories, and war NH and US constitutions NH slave petition-1779 Republican Virtue 	<ul style="list-style-type: none"> embargo and War of 1812 Portsmouth Navy Yard Jacksonian Democracy Daniel Webster NH and national politics education 	<ul style="list-style-type: none"> Republican Party Franklin Pierce locofocos Lincoln in NH NH in battle and on the homefront Morrill Act 	<ul style="list-style-type: none"> industry and government utilities and government education suffrage movement Populism Old Home Day 	<ul style="list-style-type: none"> election reform regulatory and protective legislation welfare acts Prohibition and its aftermath World War I 	<ul style="list-style-type: none"> Governor Winant NH and the New Deal World War II: NH at home and abroad Camp Stark town government city government 	<ul style="list-style-type: none"> First-in-Nation Primary Civil Rights Movement Cold War in NH: Korea, Subversive Activities Law, Vietnam, Pease and Grenier Air Fields tax issues 	<ul style="list-style-type: none"> NH Constitution and amendments community, county, and state government taxation welfare state symbols
 TECHNOLOGY AND SCIENCE How have technology and science affected life in New Hampshire?	<ul style="list-style-type: none"> Native American technologies sailing and navigation technologies European firearms health and medicine 	<ul style="list-style-type: none"> Native American/European exchanges of technologies tools household technologies weaponry transportation water power 	<ul style="list-style-type: none"> embargo and home production print technology and revolution road building and nationhood bridge-building health and medicine 	<ul style="list-style-type: none"> mills: textiles and shoes canals railroads millgirls and immigrant labor Concord Coach capitalism 	<ul style="list-style-type: none"> photography and H.P. Moore Thaddeus Lowe and the Union Balloon Corps weaponry wartime production 	<ul style="list-style-type: none"> paper and pulp Cog Railway railroads: tourism and logging steam engines trolleys household technologies covered bridges 	<ul style="list-style-type: none"> automobile telephone electricity radio household technologies Portsmouth Navy Yard 	<ul style="list-style-type: none"> health and medicine farm machinery defense industries wartime production 	<ul style="list-style-type: none"> communications transportation energy sources construction machinery pollution and ecological damage consumer goods 	<ul style="list-style-type: none"> settlement patterns light manufacturing NH in space urbanization communication transportation
 NONGOVERNMENTAL GROUPS What have nongovernmental organizations and groups contributed to New Hampshire life?	<ul style="list-style-type: none"> Abenaki families and clans joint stock companies (Council for New England) 	<ul style="list-style-type: none"> families joint stock companies churches schools missionaries 	<ul style="list-style-type: none"> Daughters of Liberty women and boycotts revolution and the homefront benevolent societies Freemasonry 	<ul style="list-style-type: none"> religious sects reform organizations NH Historical Society educational societies professional societies lodges and philanthropic organizations 	<ul style="list-style-type: none"> professional societies benevolent societies Secret Order of the Star Spangled Banner patriotic societies 	<ul style="list-style-type: none"> NH Teachers Association NH Grange Woman's Christian Temperance Union NH Woman Suffrage Association NH Bar Association youth camps 	<ul style="list-style-type: none"> Society for the Protection of NH Forests NH Woman Suffrage Association NH Federation of Women's Clubs NH Audubon Society League of NH Craftsmen 	<ul style="list-style-type: none"> Cooperative Extension Service Red Cross camps, scouting, 4-H, and other children's organizations peace movement civic luncheon clubs 	<ul style="list-style-type: none"> peace movement veteran's organizations volunteer organizations private schools civil rights organizations feminist organizations Daughters of the American Revolution 	<ul style="list-style-type: none"> farmers' markets Appalachian Mt. Club religious groups labor unions families
 MATERIAL WANTS AND NEEDS How have people and organizations interacted to produce, distribute and consume wealth and take care of materials needs in New Hampshire?	<ul style="list-style-type: none"> Native American hunting, gathering and agriculture Native American trade European need for resources slavery Columbian Exchange 	<ul style="list-style-type: none"> fur, fish, lumber, farms Abenaki economy after contact mercantilism slavery local colonial economy barter 	<ul style="list-style-type: none"> sectionalism, economics, and politics commerce privateers and war embargo and home manufactures provincial currency gold and silver 	<ul style="list-style-type: none"> cash economy vs barter precapitalism to capitalism farmers and cash banking emigration 	<ul style="list-style-type: none"> wartime manufacturing wartime agriculture wartime commerce 	<ul style="list-style-type: none"> employment of children employment of women farming changes class and leisure emigration and immigration urbanization 	<ul style="list-style-type: none"> textiles labor actions shoe manufacturing agriculture tourism mail order catalogs 	<ul style="list-style-type: none"> The Great Depression in NH faltering industries women working economic recovery wartime economy community canneries 	<ul style="list-style-type: none"> NH Sweepstakes Lottery ski industry tourism agriculture light manufacturing lumber, fish, and minerals 	<ul style="list-style-type: none"> tourism ski industry agriculture resource extraction migrant labor Two NHs
 SELF-EXPRESSION How have New Hampshire people expressed their views, and what have they had to say?	<ul style="list-style-type: none"> Abenaki art, crafts and oral culture European explorer narratives archaeological artifacts 	<ul style="list-style-type: none"> Abenaki legends, traditions and music captivity narratives sermons missionary narratives travel narratives newspapers 	<ul style="list-style-type: none"> US Constitution and the press broad-sides Revolutionary music needlework crafts and art Jeremy Belknap, <i>History of NH</i> 	<ul style="list-style-type: none"> Singing Hutchinsons Shakers Sarah Josepha Hale Thomas Cole court cases songs of reform 	<ul style="list-style-type: none"> Harriet Adams, Our Nig Celia Thaxter photography White Mountain School letters and diaries 	<ul style="list-style-type: none"> Amy Beach Maxfield Parrish Augustus Saint-Gaudens Mary Baker Eddy 	<ul style="list-style-type: none"> Robert Frost Winston Churchill Wallace Nutting Edward MacDowell mass leisure and culture letters and dairies 	<ul style="list-style-type: none"> Robert Frost popular music, big bands, dancing radio shows letters and dairies Willa Cather 	<ul style="list-style-type: none"> newspapers television advertising rock-n-roll flower children Elizabeth Yates 	<ul style="list-style-type: none"> Aerosmith Lotte Jacobe Maxine Kumin Donald Hall May Sarton Jane Kenyon

FOCUS QUESTIONS AS INVITATIONS TO INQUIRY

“The focus questions encourage higher order thinking...and require that teachers and students work together as active learners and investigators.”

Maude Anderson, Moultonborough Central School

The inquiry method of learning depends on a partnership in investigation between the students and teacher. Using inquiry, the students learn how to ask questions and then find resources to explore and answer those questions. Learning becomes compelling. Students create hypotheses and use historical thinking skills to satisfy their own curiosity. They learn content in the excitement of the investigation.

The role of the teacher changes. The teacher no longer needs to be the source of all knowledge or to know all of the answers ahead of time. Instead the teacher plans the desired learning outcomes, the sequence of investigation, and the resources needed. Then the teacher and students can find the answers together.

Inquiry encourages the use of primary resources and evidence. Inquiry encourages students to interpret evidence rather than to memorize other people’s interpretations. The teacher can structure the research experience and act as a guide while still becoming a fellow researcher with the students, modeling effective learning strategies and habits.

The focus questions provide initial broad questions for inquiry. Each focus question in the book is supplemented with a list of related questions, **Questions to Explore**. You and your students can use these or your own questions to start your investigations into New Hampshire history. Examining the same questions in greater and greater depth or examining different aspects of the same questions, students and teachers can return to the investigation of history over several grade levels, building on previous knowledge. In this way students learn to handle increasing complexity with higher-level skills.

See Appendix C for a historical thinking skills list and Appendix E for a social studies skills list.

FOCUS QUESTIONS AS INVITATIONS TO INQUIRY

Focus Question	Description
<p>Focus Question I – BOUNDARIES. What are the boundaries of New Hampshire and how did they get there?</p>	<p>Question I locates the study of New Hampshire in space as well as time. It provides a place to practice the usual skills of mapping and geography, but also suggests exploration of the social and political aspects of boundaries.</p>
<p>Focus Question II -- NATURAL ENVIRONMENT & PEOPLE. How have the natural environment and the way people live affected each other in New Hampshire?</p>	<p>Question II invites an exploration of the interactions between the natural environment and human activity over time. It invites cross-disciplinary study of highly important issues using science and history.</p>
<p>Focus Question III -- CULTURES, RACES, & ETHNIC GROUPS. What has happened when different cultures, races, and ethnic groups have met in New Hampshire?</p>	<p>Question III encourages investigation about diverse groups and cultures and their interactions, including evidence of conflict, cooperation, and assimilation. It turns the inquiry toward the understanding and appreciation of variety and differences in lifeways.</p>
<p>Focus Question IV -- POLITICS. How have government and politics affected New Hampshire groups and individuals?</p>	<p>Question IV allows inquiry from the bottom up as well as from the top down. Students can investigate not only what the famous and powerful have accomplished, but also what the common people have experienced in the realm of government and politics. In the process students can study the structure of government and the activities of citizenship.</p>

FOCUS QUESTIONS AS INVITATIONS TO INQUIRY

Focus Question	Description
<p>Focus Question V -- TECHNOLOGY. How has technology affected life in New Hampshire?</p>	<p>Question V gives students a chance to explore, from several perspectives, how technology pervades our lives and the history of New Hampshire. Depending on the students, study can stay on the descriptive level or delve deeper into issues and answers surrounding technology and culture.</p>
<p>Focus Question VI -- GROUPS & ORGANIZATIONS. What have groups and organizations contributed to New Hampshire life?</p>	<p>Question VI encourages a look at the powers and purposes of formal and informal groupings of people not part of official government. Such study of nongovernmental organizations reveals less visible sides of society and adds much to the understanding of how multiple levels of power, influence, interests, and group action interact.</p>
<p>Focus Question VII – MATERIAL WANTS & NEEDS. How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?</p>	<p>Question VII suggests an economic framework for studying New Hampshire history. While economics alone do not explain the events of history, they can help clarify events as well as provide an entry into the study of the use of resources in ways that are characteristic of the state.</p>
<p>Focus Question VIII – SELF-EXPRESSION. How have New Hampshire people expressed their views, and what have they had to say?</p>	<p>Question VIII offers a bridge between New Hampshire history and the language arts, fine arts, and philosophy. It encourages looking at primary sources such as diaries, paintings, novels, poetry, sculpture, and songs that give direct evidence of the thoughts and feelings of people in former times.</p>

SUMMARY LIST OF FOCUS QUESTIONS

Photocopy this list and keep it handy for reference as you are planning.

Focus Question I – BOUNDARIES. What are the boundaries of New Hampshire and how did they get there?

Focus Question II – NATURAL ENVIRONMENT & PEOPLE. How have the natural environment and the way people live affected each other in New Hampshire?

Focus Question III – CULTURES, RACES, & ETHNIC GROUPS. What has happened when different cultures, races, and ethnic groups have met in New Hampshire?

Focus Question IV – POLITICS. How have government and politics affected New Hampshire groups and individuals?

Focus Question V – TECHNOLOGY. How has technology affected life in New Hampshire?

Focus Question VI – GROUPS & ORGANIZATIONS. What have groups and organizations contributed to New Hampshire life?

Focus Question VII – MATERIAL WANTS & NEEDS. How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?

Focus Question VIII – SELF-EXPRESSION. How have New Hampshire people expressed their views, and what have they had to say?

NEW HAMPSHIRE'S K-12 SOCIAL STUDIES CURRICULUM FRAMEWORK

Although interesting and exciting activities make an exciting classroom, teachers must have a pedagogical reason for spending time on those activities. The teacher can use this curriculum as a guide in deciding what skills and content to teach in the classroom.

Standards that recommend appropriate skills and content can be found in numerous sources, including The 1995 New Hampshire *K-12 Social Studies Curriculum Framework*. The table below shows how the focus questions in this New Hampshire history curriculum relate to the New Hampshire social studies standards. The instructional outcomes under each focus question are also consistent with the standards.

We recommend that teachers anchor all of their social studies teaching in a systematic strategy that answers the question, *“What should my students know and be able to do when they have finished this lesson?”* This chart is for planning the answer to that question. Also see **Appendix D** for the 1995 New Hampshire *K-12 Social Studies Curriculum Framework* standards, **Appendix C** for a list of historical thinking skills, and **Appendix E** for a list of social studies skills. For a more detailed version and an addendum to the New Hampshire Standards, contact your school principal or the New Hampshire State Department of Education in Concord, New Hampshire.

Focus Questions & NH State Social Studies Standards Chart

Focus Questions	NH Standards That Could Apply
Questions I-VIII	History 16, 17, 18
Question I - Boundaries	Geography 10, 11, 12
Question II - Natural Environment & People	Civics & Government 3 Economics 9 Geography 12, 13, 14, 15
Question III - Cultures, Races, & Ethnic Groups	Civics & Government 3, 4 Economics 7, 8, 9 Geography 11, 13, 14, 15
Question IV - Politics	Civics & Government 1, 2, 3, 4 Economics 5, 8, 9
Question V - Technology	Civics & Government 4 Economics 5, 8 Geography 11, 14, 15
Question VI - Groups & Organizations	Civics & Government 4 Economics 9 Geography 13, 14
Question VII - Material Wants & Needs	Economics 5, 6, 7, 8, 9 Geography 13, 14
Question VIII - Self-expression	All Social Studies curriculum standards and standards from Art, Music, and Language Arts

TIME PERIODS COVERED BY TEN HISTORICAL ERAS

The chronology used in this curriculum is based on common periodizations of American history. We use them to emphasize the connections between New Hampshire and United States history. The chronology easily applies to local, state, and national history, allowing a course of study to make connections between local, state, national, and world events.

Era	Description	Date
Era 1	Different Worlds Meet	Beginnings to 1623
Era 2	Colonization and Settlement	1623-1763
Era 3	Revolution and the New Nation	1754-1820s
Era 4	Expansion and Reform	1801-1861
Era 5	Civil War and Reconstruction	1850-1877
Era 6	The Development of the Industrial US	1870-1900
Era 7	The Emergence of Modern America	1890-1930
Era 8	The Great Depression and World War II	1929-1945
Era 9	Postwar United States	1945-1970s
Era 10	Contemporary United States	1968-present

QUESTIONS TO EXPLORE, INSTRUCTIONAL OUTCOMES, & SUGGESTED ACTIVITIES

About the New Hampshire History Sources Listed in This Section

Sources are listed **at the end of the instructional outcomes for each focus question** and in **Appendix F**. Not all are appropriate for K-6 students, but more advanced titles have been included for teacher reference. These are just to get you started. Many more sources are available.

Titles that are out of print have been included. While not uniformly available everywhere, they can often be found in local libraries, through inter-library loan, in private libraries, at yard sales, and at book sales. An “N” indicates which sources are available through the New Hampshire Historical Society’s Tuck Library in Concord, New Hampshire. Call (603)225-3381 for information.

An * indicates those sources that are available at the Museum of New Hampshire History Store. The store has a continuously updated and expanded stock of books, cassettes, and videotapes.

A useful annotated reference is the loose-leaf book *New Hampshire History Resources for Teachers: A Guide*, prepared by a committee of educators and edited by Linda Betts Burdick, then Director of Education at the New Hampshire Historical Society. A copy of this was sent to every public elementary school in the state – check your school library. This is also available from the Museum Store and at the NHHS web page, <http://newwww.com/org/nhhs/>. For information and mail orders, call (603)226-3189.

These are just to get you started. Many more sources are available. For information and mail orders, call the Museum of New Hampshire History Store at (603)226-3189, or write to the Museum of New Hampshire History Store, 6 Eagle Square, Concord, NH 03301.

“Instructional outcomes helped to focus unit and lesson plans...I looked over the suggested activities and then incorporated my own based on past knowledge, experience, and materials.”

Kathy Lyn Begor, Bristol Elementary School

QUESTIONS TO EXPLORE, INSTRUCTIONAL OUTCOMES, & SUGGESTED ACTIVITIES

Focus Question I: BOUNDARIES **What are the boundaries of New Hampshire** **and how did they get there?**

Questions to Explore for Focus Question I

- What is a boundary?
- Are there boundaries around me? Where are they? What do they mean to me?
- Where are there boundaries in New Hampshire?
- Where am I in relation to the boundaries of New Hampshire?
- Why do we have boundaries in New Hampshire?
- How can I tell where a boundary is?
- How were the natural boundaries in New Hampshire formed?
- How have people set manmade boundaries in New Hampshire?
- Have boundaries in New Hampshire always been in the same place? If they have moved, when did they, where did they, who moved them, and why?

Outcome 1A K-3 students should be able to...

define, describe and locate the boundaries of self, home, school, neighborhood, and town.

A Few Activities -- K-3 students might...

- (1) give reasons for manmade boundaries and cite examples from the students' own world.
- (2) on a grid system, locate geographic and manmade features in their community.
- (3) create a map showing the relative locations of their community and places within it.
- (4) using a New Hampshire map, find and explain the uses of the compass rose, the legend, and grid marks.
- (5) locate New Hampshire and its boundaries on a world map or globe, identifying the United States, North America, Canada, Mexico, and Atlantic Ocean.

Outcome 1B In addition to the above, 4-6 students should be able to...

describe and locate the boundaries of New Hampshire and discuss their meanings.

A Few Activities -- 4-6 students might...

- (1) locate the major physical features of New Hampshire and describe how they were formed.
- (2) describe relationships between major physical features and New Hampshire boundaries.

- (3) identify and compare landform, climate, and natural vegetation regions of New Hampshire. Locate and discuss how New Hampshire is divided into the following geographical regions: The Seacoast, The Merrimack River Valley, The Monadnock Region, The Connecticut River Valley, The Lakes Region, The White Mountains, The North Country.
- (4) describe and locate the political boundaries of New Hampshire within the northeastern part of North America; show how and why those boundaries have changed over time, using specific examples from history.
- (5) describe the differences between natural and manmade boundaries, and give examples from New Hampshire.
- (6) describe and compare Native American concepts of boundaries and land ownership in Eras 1 & 2 with European concepts of boundaries and land ownership in the same eras.
- (7) sketch and label, from memory, a map of New Hampshire that shows the relative location, size, and shape of important geographic features.
- (8) sketch and label a map of New Hampshire that shows counties, the capital, and major cities.
- (9) locate cities and towns on a map of New Hampshire using latitude and longitude.
- (10) describe basic spatial units of measurement and, on a New Hampshire map, use them to:
- calculate area
 - estimate and calculate distances between locations in miles, kilometers, and time.
- (11) research the origins of place names in the students' own neighborhood, community, county, and the state. Note any name changes over the years and centuries.
- (12) identify significant groups, individuals, institutions, and events in the history of boundaries in New Hampshire; identify and describe the significance of each and place them within the correct historical eras.

Topics for Focus Question I

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics to suggest areas of inquiry** and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own,** using the blank template of eras and focus questions from **Appendix G.**

Examples of Sources for Focus Question I

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

N Batchellor, Albert Stillman, ed. Provincial Papers of New Hampshire, vol. 19. Manchester: John B. Clarke, 1891.

N Belknap, Jeremy. History of New Hampshire, vols. 1-3. Boston: 1784-92.

SN* Bell, Neill. The Book of Where, or How to Be Naturally Geographic. Boston: Little, Brown and Company, 1982.

SN* Calloway, Colin. The Abenaki. New York: Chelsea House Publishers, 1989.

N* Clark, Charles E. The Eastern Frontier: The Settlement of Northern New England, 1610-1763. Hanover: University Press of New England, 1983.

* Doan, Daniel. Indian Stream Republic: Settling a New England Frontier, 1785-1842. Hanover: University Press of New England, 1997.

N Farmer, John, and Jacob B. Moore. A Gazetteer of the State of New Hampshire. Concord, New Hampshire: J.B. Moore, 1823.

N Hayward, John. A Gazetteer of New Hampshire, containing descriptions of all the counties, towns, and districts in the state. Boston: J.P. Jewett, 1849.

N Merrill, Eliphet, and Phinchas Merrill. Gazetteer of the State of New Hampshire. Exeter: C. Norris, 1817.

N* Mudge, John T.B. Mapping The White Mountains: A History of the cartography of the White Mountains of New Hampshire with reproductions of maps from the 16th to the 20th century. Etna, New Hampshire: The Durand Press, 1993.

N* The New Hampshire Archeologist 33/34, no. 1 (1994). [New Hampshire Native American edition]

S New Hampshire Atlas & Gazetteer: Topographic Maps of the Entire State. Freeport, ME: DeLorme, 1996.

S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.

SN* Old New Hampshire County Map Series of 1892 from Saco Valley Printing in Fryburg, Maine.

S Rand-McNally 1997 Road Atlas. Skokie, IL: Rand-McNally & Co., 1997

* Raymo, Chet, and Maureen E. Raymo. Written in Stone: A Geological History of the Northeastern United States. Old Saybrook, Connecticut: The Globe Pequot Press, 1989.

- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- N* Ruell, David. "The Bird's Eye Views of New Hampshire: 1875-1899," Historical New Hampshire 28, no.1 (Spring, 1983).
- N* Seiberling, Catherine L., and Robert B. Stephenson. Jaffrey Then and Now: Changes in Community Character. Jaffrey, New Hampshire: Jaffrey Historic District Commission, 1994.
- VanDiver, Bradford B. Roadside Geology of Vermont and New Hampshire. Missoula, Montana: Mountain Press Publishing Company, 1992.

The NH State Department of Transportation in Concord, NH has free road and tourist maps of the state.

Also try:

Newspapers

land deeds

historical maps

satellite maps

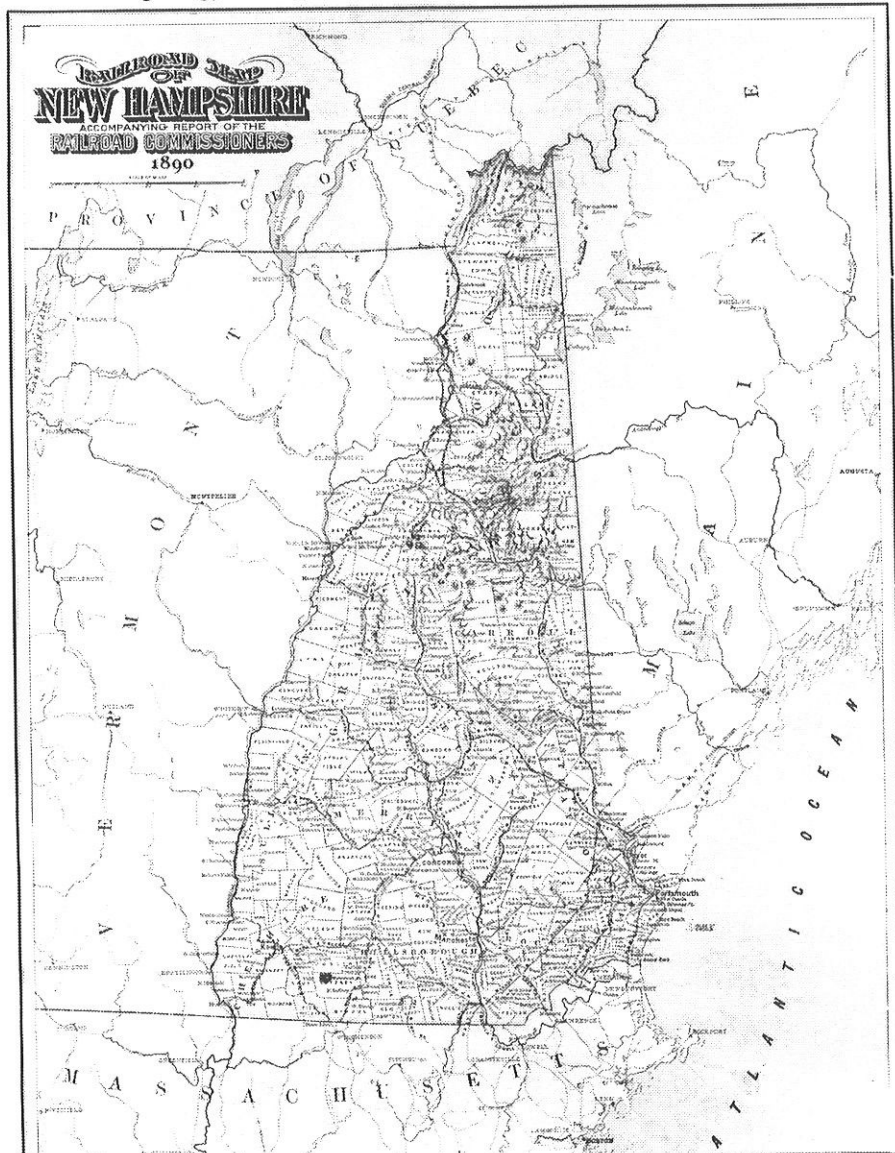
local boundary markers

city and town master plans

geological survey maps

town histories

Also look for sources on geology and regional and cultural geography.



Focus Question II: NATURAL ENVIRONMENT & PEOPLE
How have the natural environment and the way people live
affected each other in New Hampshire?

Questions to Explore for Focus Question II

- What is the natural environment?
- What is the natural environment around me like?
- How do I cause changes in the natural environment?
- How does the natural environment affect what I do and how I do it?
- What are the seasons where I live and how do they affect me?
- What is the natural environment like in the different regions of New Hampshire--The Seacoast, The Merrimack River Valley, The Monadnock Region, The Connecticut River Valley, The Lakes Region, The White Mountains, The North Country?
 - What is the climate in the regions of New Hampshire?
 - What plants live in the regions of New Hampshire?
 - What animals and insects live in the regions of New Hampshire?
- Where do people live in the regions of New Hampshire?
 - How has the natural environment influenced the way people have lived in New Hampshire?
 - How has the natural environment helped or given pleasure to people in New Hampshire?
 - How has the natural environment made living harder for people in New Hampshire?
- How have people changed the landscape in New Hampshire?
- How have people affected other living things in New Hampshire?
- How have people helped the natural environment in New Hampshire?
- How have people harmed the natural environment in New Hampshire?
- How has the natural environment affected New Hampshire economics?

Outcome 2A K-3 students should be able to...

use maps to describe the natural and manmade environment around them, identifying some of the ways the two affect each other.

A Few Activities -- K-3 students might...

(1) make and compare several maps of their community showing

- boundaries, major geographical features, and the names and locations of neighboring communities. Students locate where they live on this map.
- transportation systems such as roads, trains, bus routes, bicycle paths, walking routes. Each student identifies and traces her or his route from home to school on this map.
- current land use, labeling
 - ⇒ recreational areas
 - ⇒ stores
 - ⇒ agricultural areas
 - ⇒ industrial areas
 - ⇒ government buildings
 - ⇒ residential areas
 - ⇒ where the students live

(2) find a map illustrating land-use and transportation in at least one earlier era to introduce the concept of change. Students compare this with current community maps and identify and explain differences.

Outcome 2B In addition to the above, 4-6 students should be able to...

use maps to describe the natural and manmade environment in New Hampshire, identifying some of the ways the two have affected each other, now and in the past.

A Few Activities -- 4-6 students might...

- (1) make, compare, and explain a series of maps of New Hampshire showing
 - state boundaries, major geographical features, and the names and locations of neighboring states.
 - natural resources that people either enjoy or use to make a living.
 - the areas of greatest and least population density in the state; determine how the population density of the students' own community compares with nearby communities and other parts of the state.

- (2) locate on a current tourist map of New Hampshire
 - the students' own community.
 - current transportation networks such as major roads, trains, bus routes, airports, and hiking routes. Each student chooses a destination in the state and traces how to travel there from his/her community, estimating distance and time.
 - major tourist attractions. Using the map, tourist brochures, and guidebooks, each student plans an imaginary or real trip to one of the attractions.

- (3) locate on a current map of the area around the students' community
 - sources and areas of current or past environmental impact by human activity in the students' own community and nearby areas.
 - projects (such as waste-water treatment plants, replanted forests, wildlife reserves, organic farming) to correct or control environmental impact by humans.
 - current and past sites or systems (such as bridges, dams, covered ice arenas, ski area snow-making) built by humans to control effects of the natural environment on human activity.

- (4) identify on a topographical map of New Hampshire
 - features of the physical environment that first attracted people to the area of the students' community.
 - features of the natural environment that attracted people to the Seacoast, Merrimack River Valley, Monadnock Region, Connecticut River Valley, Lakes Region, White Mountains, and North Country at different times in New Hampshire history.

Outcome 3A K-3 students should be able to...

use observation and primary source materials to research and discover the ways humans and the natural environment have affected each other in the students' own community.

A Few Activities -- K-3 students might...

- (1) compare visual records such as photographs, paintings, and etchings of the community in the past with the actual sites now to answer questions such as: How did human use of this site change over time?

(2) explore and map the natural habitat around the students' school. Identify plants and animals present there. Observe sections of the school and grounds at different times of the day and year to identify how the school and students affect the form and health of this habitat. Make observations to identify how the habitat affects the students and the school. Using available source materials and evidence, compare how the habitat looked in the past with how it looks now.

(3) using observation, find examples of the ways people depend upon, use, and alter the physical environment in the students' own home, school, and community. Compare these with past ways people have altered the same or similar places.

(4) using observation, identify and describe the effects of weather and climate on their own lives such as the clothes they wear, the food they eat, and the kinds of houses in which they live. Compare these with the effects of New Hampshire weather and climate on people in the past.

Outcome 3B In addition to the above, 4-6 students should be able to...

Use observation and primary source materials to research and discover the ways humans and the natural environment have affected each other in New Hampshire.

A Few Activities -- 4-6 students might...

(1) compare visual records such as photographs, paintings, and etchings of New Hampshire in the past with the actual sites now to answer the question, How has use of these sites changed over time? Students record events in the visuals on a timeline.

(2) using local sources such as newspapers, photos, and letters, find stories and illustrations of (a) the effects of the natural environment on humans and (b) the effects of humans on the natural environment. Students place the events on a timeline of their own community.

(3) summarize the ways people have depended upon, used, and altered the natural environment in New Hampshire; locate these in historical eras; identify and evaluate the benefits and disadvantages of these environmental uses.

Outcome 4A K-3 students should be able to...

Explore a topic by posing questions, making observations, and recording information based on those observations.

A Few Activities -- K-3 students might...

(1) as a group in class make a list of questions about how an old tool was used--examples are household tools, farm tools, manufacturing tools, logging tools. Take a field trip or invite an artisan in to demonstrate use of the tool. Observe and take notes or draw diagrams. Using the notes and diagrams, students try to answer their own questions. Ask the artisan the same questions and compare.

(2) write down questions to ask an imaginary student from Era 5, 6, 7, 8, or 9 about how people used to dress during different seasons in New Hampshire. Observe the dress of people in old photographs and imagine what the answers to the questions would be.

(3) decide on a simple research question about the kinds of housing people have built in a neighborhood around the school or in the students' own community, such as: What kinds of roofs do the houses have on this street? Take a walking tour and try to answer the question by using observation. Draw a picture of the evidence (i.e. sketches of the roofs). Compare the sketches with old photos of the same buildings and note similarities and differences.

Outcome 4B In addition to the above, 4-6 students should be able to...

Pose research questions, create hypotheses by identifying possible cause-effect relationships, and summarize research results.

A Few Activities -- 4-6 students might...

(1) research and identify New Hampshire plants and animals that are important to human quality of life. Using specific examples such as the beaver or sugar maple, hypothesize and then research how human activities have affected plants and animals in New Hampshire.

(2) research and identify extinct or endangered plants and animals in New Hampshire. Hypothesize what effects the loss of these species have had/will have on human activities. Compare student hypotheses with what scientists have found. Research what people are doing to affect the endangered species now.

(3) make a timeline showing events important in the history of conservation of New Hampshire resources and explain links between events.

(4) Research and illustrate the New Hampshire state bird, animal, tree, flower, insect, and amphibian. Why were they chosen? Where do they live?

Topics for Focus Question II

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own,** using the blank template of eras and focus questions from **Appendix G.**

Examples of Sources for Focus Question II

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Also check sources for Focus Questions V and VII.

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

N* Allen, E. John B. From Skisport to Skiing: One Hundred Years of an American Sport, 1840-1940. Amherst: University of Massachusetts Press, 1993.

S* Allison, Linda. The Reason for Seasons. Boston: Little, Brown and Company, 1975.

S* Applebaum, Diana. Giants in the Land. Boston: Houghton Mifflin Company, 1993.

N* Armstrong, John Borden. Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969. North Andover, Massachusetts: Museum of American Textile History, 1985.

S Bartlett, Brewster, and Christopher Harper. Waterpower and Fishways and Watersheds. Acid Rain. Home Energy Conservation. Supplemental Energy Sources. Manchester: Public Service Company of New Hampshire. [Free high school teaching units with some material adjustable for elementary levels. Good resource. Call 634-3372.]

N* Beale, Galen, and Mary Rose Boswell. The Earth Shall Blossom: Shaker Herbs and Gardening. Woodstock, Vermont: The Countryman Press, 1991.

N* Belcher, C. Francis. Logging Railroads of the White Mountains. Boston: Appalachian Mountain Club, 1980.

S Bottino, Marlane. The Portsmouth Sourcebook: A Guide to Using Primary Sources for the Study of History. Portsmouth: Strawberry Banke Museum, 1993.

NS Braun, David P. and Esther K. Braun. The First Peoples of the Northeast. Lincoln, Massachusetts: Lincoln Historical Society, 1994.

S* The many Native American plant and animal stories and teacher guides by Joseph Bruchac, Fulcrum Publishing, Golden, Colorado.

SN* Calloway, Colin G. The Abenaki. New York: Chelsea House Publishers, 1989.

S* Cherry, Lynne. A River Ran Wild: The Nashua River Valley, An Environmental History. New York: Harcourt Brace & Company, 1992.

N* Cronon, William. Changes in the Land: Indians, Colonists, and the Ecology of New England. New York: Hill and Wang, 1983.

S* D'Alclio, Jane. I Know That Building! Discovering Architecture with Activities and Games. Washington, DC: The Preservation Press, 1989.

* Dobbs, David, and Richard Ober. The Northern Forest. White River Junction, Vermont: Chelsea Green Publishing Company, 1995.

- SN* Hall, Donald. Ox-Cart Man. New York: Penguin Books, 1983.
- S* Hall, Donald. The Farm Summer, 1942. New York: Dial Books, 1994.
- N* Hancock, Frances Ann Johnson. Saving the Great Stone Face: the chronicle of the Old Man of the Mountain. Canaan, New Hampshire: Franconia Area Heritage Council, 1984.
- SN* Hawkins, Susan B. Heritage: A North Country Sourcebook. Gorham, New Hampshire: Sun World Printing, 1993.
- N Marchand, Peter J. Northwoods: An Inside Look at the Nature of Forests in the Northeast. Boston: Appalachian Mountain Club, 1987.
- S Miller, Ronald, Frank Mitchell, and Laura Ryder, eds. A Study Guide to New England's Freshwater Wetlands. Concord: New Hampshire Fish and Game Department, 1994.
- N* Morse, Stearns, ed. Lucy Crawford's History of the White Mountains. Boston: Appalachian Mountain Club, 1978.
- N* The New Hampshire Archeologist 33/34, no. 1 (1994) [New Hampshire Native American edition]
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- S New Hampshire Fish and Game Department Outdoor Education Unit. From The Mountains to the Sea: New Hampshire Environmental Educators Resource Book. Concord: New Hampshire Fish and Game Department, 1992.
- N* Ober, Richard, ed. At What Cost? Shaping the Land We Call New Hampshire: A Land Use History. Concord: the New Hampshire Historical Society and the Society for the Protection of New Hampshire Forests, 1992.
- SN* Price, Chester B. Historic Indian Trails of New Hampshire. Rye Beach, New Hampshire: New Hampshire Archeological Society, 1958.
- SN Regional Center for Educational Training. Perspectives '76: being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire. Hanover, New Hampshire, 1975.
- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- S* Shemie, Bonnie. Houses of Bark: tipi, wigwam and longhouse. Montreal, Quebec: Tundra Books, 1990.
- Short, Frederick T., ed. The Ecology of the Great Bay Estuary, New Hampshire and Maine: An Estuarine Profile and Bibliography. Durham: Jackson Estuarine Laboratory, University of New Hampshire, 1992.
- S Shuffleton, Ariane Allen. An Interdisciplinary Unit on Endangered Animals. Concord: New Hampshire Fish and Game Department.
- S* Siegel, Beatrice. Indians of the Northeast Woodlands. New York: Walker and Company, 1992.
- N* Siegler, Hilbert R. New Hampshire Nature Notes. Orford, New Hampshire: Equity Publishing Corporation, 1962.

- N Silver, Helenette. A History of New Hampshire Game and Furbearers. Concord: New Hampshire Fish and Game Department, 1957.
- N* Steinberg, Theodore. Nature Incorporated: Industrialization and the Waters of New England. Amherst, Massachusetts: University of Massachusetts Press, 1994.
- N* Tolles, Bryant F., ed. The Grand Resort Hotels and Tourism in the White Mountains: Proceedings of the Third Mount Washington Observatory Symposium. Concord: New Hampshire Historical Society, 1995.
- * Whittaker, Robert H. Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land. Dover, New Hampshire: Alan Sutton Publishing Inc., 1994.
- S Wyzga, Marilyn C. Homes for Wildlife: A Planning Guide for Habitat Enhancement on School Grounds. Concord: New Hampshire Fish and Game Department, 1993.

Also try:

photographs in books and collections
 reports by local environmental groups such as the
 Society for the Protection of NH Forests
 reports by industry

environmental impact studies
 tourist brochures, available at sites, tourist
 centers, and state tourist agencies



Focus Question III: NATIONAL, ETHNIC, & CULTURAL GROUPS

What has happened when different national, ethnic, and cultural groups have met in New Hampshire?

Questions to Explore for Focus Question III

- What ethnic, national, or cultural groups are part of my own history? What do I know about their ways of life?
- What ethnic, national, and cultural groups have lived in New Hampshire? When? Where? Why?
- What ways of life did these groups follow?
- What happened when these groups met in New Hampshire?
 - How did they cooperate?
 - How did they conflict? Why? When? How did they solve conflicts?
 - How did their ways of life change? When? Why?
- What has been the dominant cultural group in New Hampshire since 1763?
- How have ethnic, national, and cultural groups left their marks on New Hampshire history?
- Where do I fit into the history of ethnic, national, or cultural groups in New Hampshire? How has my life borrowed from different groups?

Outcome 5A K-3 students should be able to...

identify and describe national, ethnic, and cultural groups from the past and present of their own community.

A Few Activities -- K-3 students might...

- (1) show examples of their own household, ethnic, community, or regional cultures to classmates.
- (2) ask household members when and why groups of particular ethnic or national ancestries came to the students' community or region.
- (3) on a tour of the community or region, find and identify buildings and places associated with ethnic history.
- (4) ask household members how and when different ethnic, national, or cultural groups have taken part in the community's or region's economic, civic, or artistic life.

Outcome 5B In addition to the above, 4-6 students should be able to...

identify and describe national, ethnic, and cultural groups from past and present New Hampshire; identify and describe examples showing how the groups interacted with each other and with other groups in the state.

A Few Activities -- 4-6 students might...

- (1) describe and show examples of the cultures of ethnic or national groups found in New Hampshire; describe changes that took place in one or more of those cultures when in New Hampshire.
- (2) research when and why groups of particular ethnic or national ancestries came to New Hampshire
- (3) on a map of New Hampshire, locate where groups of people of particular ethnic or national ancestries tended to settle during at least one earlier historical era.

- (4) on a tour, find and identify buildings and places associated with New Hampshire's ethnic history.
- (5) research and explain how and when different ethnic, national, or cultural groups--including Native Americans--have taken part in New Hampshire's economic, civic, or artistic life.
- (6) research the changing work force in a New Hampshire mill such as the Amoskeag Mills. Find out where the workers came from and what contributions they made to the community.
- (7) research how Native American life changed after contact with Europeans in Eras 1 and 2 and compare this with prehistoric native life.
- (8) research how Native Americans live in New Hampshire, Vermont, Maine, and Quebec today. Compare this with prehistoric native life in the northeastern woodlands.
- (9) find evidence of Native American culture--such as transportation routes, place names, clothing, and food--that have become part of contemporary New Hampshire culture.

Outcome 6A K-3 students should be able to...

identify and describe how national, ethnic, and cultural groups in the students' own households, school, community, and region have expressed and transmitted their beliefs and ways (such as through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language).

A Few Activities -- K-3 students might...

- (1) find and ask members of the community or region with diverse ancestries to speak to the class about their cultural heritage. On a map of the world, find and identify the places of origin of these diverse ancestries.
- (2) identify, list, and show examples of foods, household items, clothing, words, celebrations, songs, and other items used in the students' own homes, school, community, and region that originated in diverse cultures or nations.
- (3) bring examples to class of foods such as potatoes, maple syrup, pumpkins, beans, and tapioca that originated in the Americas. Also bring examples of foods such as kiwis and oranges that were introduced to the Americas from abroad.
- (4) research object and place names that have their origins in Native American languages.

Outcome 6B In addition to the above, 4-6 students should be able to ...

identify and describe how national, ethnic, and cultural groups in New Hampshire have expressed and transmitted their beliefs and ways (such as through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language).

A Few Activities -- 4-6 students might...

- (1) identify, list, and show examples of foods, household items, clothing, words, celebrations, songs and other items used in New Hampshire that originated in diverse cultures or nations. On a map of the world, locate and identify the places of origin of these.

(2) find and ask members of the state with diverse ancestries to speak to the class and demonstrate their cultural heritage. On a map of the world, find and identify the places of origin of these diverse ancestries.

(3) research how archaeology and Native American oral sources describe prehistoric Abenaki life in New Hampshire and how that life changed over time.

(4) using journals, letters, diaries, and photographs, research the different experiences of peoples who arrived in New Hampshire after 1865.

Topics for Focus Question III

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own,** using the blank template of eras and focus questions from **Appendix G.**



Examples of Sources for Focus Question III

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

N* Allen, E. John B. From Skisport to Skiing: One Hundred Years of an American Sport, 1840-1940. Amherst: University of Massachusetts Press, 1993.

N Andrews, Edward Deming. The People Called Shakers: A Search for the Perfect Society. New York: Dover Publications, 1963.

N* Armstrong, John Borden. Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969. North Andover, Massachusetts: Museum of American Textile History, 1985.

N* Beale, Galen, and Mary Rose Boswell. The Earth Shall Blossom: Shaker Herbs and Gardening. Woodstock, Vermont: The Countryman Press, 1991.

* Blum, Stella, ed. Fashions and Costumes from Godey's Lady's Book, 1837-69. New York: Dover Publications, Inc., 1985.

N* Brault, Gerard. The French-Canadian Heritage in New England. Hanover: The University Press of New England, 1986.

N* Braun, David P. and Esther K. Braun. The First Peoples of the Northeast. Lincoln: Lincoln Historical Society, 1994.

S* The many Native American stories and teacher guides by Joseph Bruchac, Fulcrum Publishing, Golden, Colorado.

SN* Calloway, Colin G. The Abenaki. New York: Chelsea House Publishers, 1989.

N* Calloway, Colin G. Dawnland Encounters: Indians and Europeans in Northern New England. Hanover: University Press of New England, 1991.

N Calloway, Colin G. North Country Captives: Selected Narratives of Indian Captivity from Vermont and New Hampshire. Hanover: University Press of New England, 1992.

* Carr, Frances A. Shaker Your Plate: Of Shaker Cooks and Cooking. Hanover: University Press of New England, 1985.

S* Cowen-Fletcher, Jane, and Nancy M. Thompson. Learning About Shakers. Canterbury, New Hampshire: Pleasant Grove Publishing Co., 1988.

S* D'Alelio, Jane. I Know That Building! Discovering Architecture with Activities and Games. Washington, DC: The Preservation Press, 1989.

N* Hareven, Tamara K. and Randolph Langenbach. Amoskeag: Life and Work in an American Factory City. New York: Pantheon Books, 1978.

- N* Kaplan, Emma Nogrady, and Sidney Kaplan. The Black Presence in the Era of the American Revolution. Amherst: The University of Massachusetts Press, 1989.
- N* Koop, Allen V. Stark Decency: German Prisoners of War in a New England Village. Hanover: University Press of New England, 1988.
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- NS Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- S* Siegel, Beatrice. Indians of the Northeast Woodlands. New York: Walker and Company, 1992.
- N* Ulrich, Laurel Thatcher. Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750. New York: Random House, 1991.
- SN* Weitzman, David. My Backyard History Book. Boston: Little, Brown and Company, 1975.
- N Wilson, Harriet. Our Nig; or, Sketches from the Life of a Free Black. [reprint] New York: Random House, 1983.
- SN* Yates, Elizabeth. Amos Fortune, Free Man. New York: Puffin Books, 1989.

Also try:

family heirlooms, letters, diaries, and stories
 oral history
 newspapers
 local museums and collections
 photographs

local histories
 church records
 genealogical records
 fraternal organizations such as Association Canado-
 Americaine

Focus Question IV: POLITICS
How have government and politics
affected New Hampshire groups and individuals?

Questions to Explore for Focus Question IV

- What are politics?
- What is government?
- Why do we have rules and laws?
- Why do I have to follow rules and laws made by government?
- Where did the rules and laws under which I live come from?
- What are some of the rules and laws that I have to obey?
- Will I be able to make or change any of the rules and laws that I have to obey? When? How?
- How have other people in New Hampshire history made or changed the rules and laws that they had to obey?
- How have people, including Native Americans, been governed in New Hampshire history?
- What form of government do we have today in New Hampshire?
- How have politics affected New Hampshire history?
- What do politics have to do with me today?

Outcome 7A K-3 students should be able to...

identify and describe their community's and county's government and its functions.

A Few Activities -- K-3 students might...

- (1) identify rules and laws made by the governing bodies of their school and community; from this, discuss why we have rules and laws.
- (2) name their community's form of government and define very simply what that form means.
- (3) define democracy and tell the ways voting can be used in a democracy; use voting to decide an issue in their own school or classroom after deciding who should be allowed to vote, how to make the vote fair, and what method of voting should be used (e.g. secret ballot, show of hands, voice vote).
- (4) identify their community's current political leaders; invite a community political leader to visit the classroom to talk about what that person does and how this affects the students.
- (5) invite a police officer or judge to the classroom to talk about her or his job and how this affects the students.
- (6) visit their community's seat of government and talk to town officials on site; research and visit other buildings used for government in the community today or in the past.
- (7) interpret and discuss grade-appropriate historical and contemporary New Hampshire stories and newspaper articles illustrating ideas central to democracy such as: individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; the importance of education, work, and volunteerism. Discuss how these ideas have and will affect the students' own lives.

Outcome 7B In addition to the above, 4-6 students should be able to...

identify and describe New Hampshire government and its functions, past and present.

A Few Activities -- 4-6 students might...

- (1) identify some New Hampshire laws (such as traffic laws or driving and voting age limits) that affect the students; from this, explain why we have rules and laws.
- (2) make and explain simple diagrams showing
 - the parts of the local community government.
 - the parts of the county government.
 - the branches of New Hampshire state government.
 - the path of a bill as it is proposed, becomes New Hampshire state law, is enforced, and is amended.
- (3) find out who are their county's and state's current political leaders; invite a county or state official to visit the classroom to talk about how government works and how this affects the students.
- (4) visit different sites used by county and state government including court houses, hospitals, and garages; identify and research the history of some of the buildings and talk to officials on site.
- (5) propose a new law. Role play the steps the legislation would take to make the proposal a law. Students play the roles of citizens, senators, representatives, committee chairs, and governor.
- (6) compare the rights and requirements of full New Hampshire citizenship--such as voting, property ownership, and restrictions based on age, sex, religion, and race--now and in historical Eras 3 or 4.
- (7) in a U.S. presidential primary year, choose a candidate to follow, support, and meet personally if possible.
- (8) in a state or local election year, choose a candidate to research and follow in the news throughout the campaign; meet that candidate personally if possible.
- (9) contact their representatives and other government officials. Write and send a letter to an official about an issue.
- (10) invite a judge or attorney to the class to talk about how specific New Hampshire court decisions have affected life in New Hampshire.
- (11) identify and explain the significance of important individuals, groups, institutions, and events (including reform and dissension) in New Hampshire politics and government during
 - precolonial and colonial times (Eras 1 and 2)
 - the American Revolution and early national period (Era 3)
 - pre-Civil War times and the Civil War (Eras 4 and 5)
 - industrialization and modernization (Eras 6 and 7)
 - the Great Depression and World War II (Era 8)
 - the Cold War (Eras 9 and 10)
 - contemporary times (Era 10)

Topics for Focus Question IV

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own**, using the blank template of eras and focus questions from **Appendix G**.

Examples of Sources for Focus Question IV

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

- * Albert, Peter J., and Ronald Hoffman, eds. Women in the Age of the American Revolution. Charlottesville, Virginia: University Press of Virginia, 1989.
- N Anderson, Leon W. New Hampshire Women Legislators, Golden Anniversary, 1921-1971. Concord: New Hampshire Savings Bank, 1971. [pamphlet]
- N Anderson, Leon W. To This Day: the 300 Years of the New Hampshire Legislature. Canaan, New Hampshire: Phoenix Publishing, 1981.
- N* Brereton, Charles. First in the Nation: New Hampshire and the Premier Presidential Primary. Portsmouth: Peter E. Randall, 1987.
- SN Burkush, Patricia Cresta. Women of the Granite State: Their Changing Role. Concord: New Hampshire Equal Opportunity Office, 1982. [pamphlet]
- SN* Calloway, Colin. The Abenaki. New York: Chelsea House Publishers, 1989.
- N* Cash, Kevin. Who the Hell is William Loeb? Manchester, New Hampshire: Amoskeag Press, Inc., 1975.
- N Clark, Charles E. The Eastern Frontier: The Settlement of Northern New England, 1610-1763. Hanover: University Press of New England, 1983
- N* Clark, Charles E. The Public Prints: The Newspaper in Anglo-American Culture, 1665-1740. New York: Oxford University Press, 1994.
- N Cole, Donald B. Jacksonian Democracy in New Hampshire, 1800-1851. Cambridge: Harvard University Press, 1970.
- N Daniell, Jere R. Colonial New Hampshire: A History. Millwood, New York: KTO Press, 1981.
- N Daniell, Jere R. Experiment in Republicanism: New Hampshire Politics and the American Revolution, 1741-1794. Cambridge: Harvard University Press, 1970.

- N* Gara, Larry. The Presidency of Franklin Pierce. Lawrence: University Press of Kansas, 1991.
- N Gardner, William, Frank C. Mevers, and Richard F. Upton, eds. New Hampshire: The State That Made Us A Nation, A Celebration of the Bicentennial of the United States Constitution. Portsmouth, New Hampshire; Peter E. Randall, 1989.
- N* Gregg, Hugh. The Candidates: See How They Run. Portsmouth, New Hampshire: Peter E. Randall, 1990.
- N* Gregg, Hugh, and George Hippauf. Birth of the Republican Party. Nashua, New Hampshire: Resources of New Hampshire, Inc., 1995.
- S* Hall, Donald. The Farm Summer, 1942. New York: Dial Books, 1994.
- * Hauptly, Denis J. "A Convention of Delegates": The Creation of the Constitution. New York: Athenaeum, 1987.
- N* Hengen, Elizabeth Durfee, and Gary Samson. Capital Views: A Photographic History of Concord, NH, 1850-1930. Concord: Heritage Concord and New Hampshire Historical Society, 1994.
- S* Jackson, Edgar N. Green Mountain Hero. Shelburne, Vermont: The New England Press, 1961. [fiction]
- N* Jager, Ronald. Last House On The Road: Excursions Into A Rural Past. Boston: Beacon Press, 1994.
- N* Kaplan, Emma Nogrady, and Sidney Kaplan. The Black Presence in the Era of the American Revolution. Amherst: The University of Massachusetts Press, 1989.
- SN LRE Concepts: The Law-related Education Newsletter of the New Hampshire Bar Association. [Published by the New Hampshire Bar Association, 112 Pleasant Street, Concord, NH 03301-2947.]
- N New Hampshire Civil War Centennial Commission. New Hampshire and the Civil War. 1965. [pamphlet]
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- N* Nichols, Roy Franklin. Franklin Pierce, Young Hickory of the Hills. [reprint] Newtown, Connecticut: American Political Biography Press, 1993.
- SN* Regional Center for Educational Training. Perspectives '76: being a Compendium of Useful Knowledge About Old -Time Vermont and New Hampshire. Hanover, New Hampshire, 1975.
- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- SN Rosal, Lorenca Consuelo. The Liberty Key: The Story of the New Hampshire Constitution, Level I. Orford, New Hampshire: Equity Publishing Corporation, 1986.
- N* Shewmaker, Kenneth E., ed. Daniel Webster: "The Completest Man." Hanover: University Press of New England, 1990.
- N Turner, Lynn. The Ninth State: New Hampshire's Formative Years. Chapel Hill: University of North Carolina Press, 1983.

- SN* Wilderson, Paul W. Governor John Wentworth & the American Revolution: The English Connection. Hanover: The University Press of New England, 1994.
- N* Wright, James. The Progressive Yankees: Republican Reformers in New Hampshire, 1906-1916. Hanover: University Press of New England, 1987.
- SN* Yates, Elizabeth. We, The People. Hanover, New Hampshire: Regional Center for Educational Training, 1976.

Also try:

local histories

Manual for the General Court (The NH House of Representatives is called the General Court.)

official legislative records

NH State Archives, Fruit Street, Concord, NH

court records

NH Constitution (available from the state house)

local government minutes and records

speakers from government

US Constitution



Focus Question V: TECHNOLOGY
How has technology affected life in New Hampshire?

Questions to Explore for Focus Question V

- What is technology?
- What technologies do I use every day?
- What technologies would I like to use?
- Where do technologies come from?
- What decides who gets to use technologies?
- What are some of the technologies people have used at different times in New Hampshire history? Who used them? When? Why?
- How has technology affected the natural environment in New Hampshire?
 - What are some examples of how technology has helped the natural environment?
 - What are some examples of how technology has harmed the natural environment?

Outcome 8A K-3 students should be able to...

define technology; give examples from their own experience and community of how technologies affect people and how people use technologies.

A Few Activities -- K-3 students might...

- (1) identify, describe, and make a visual list of the technologies they use throughout a day, from wake-up time until sleep-time; compare this with some of the daily technologies a New Hampshire adult would use. Compare these with what would be used in another time in history.
- (2) identify how technology affects the lifestyles of people in their community by observing and identifying:
 - the ways people keep warm and cool
 - the kinds of houses people live in
 - the ways people procure and prepare their food
 - the ways people communicate
 - the ways people travel
 - the ways people make a living
 - the ways people have fun
 - the ways people get rid of trash and waste
- (3) compare current uses of technology (above) with uses of technologies in other eras.
- (4) identify technologies visible in old photographs of students' families, households, and communities. Compare these with technologies today.
- (5) visit a local industry or farm to learn about the technologies used on-site for production; compare this with technologies used by an earlier version of the same industry, and hypothesize how the differences affected workers and products.
- (6) determine, by asking older people in the household or community, how changes in technology have changed life in the student's home and community in the last three generations.
- (7) identify, in old magazines, early versions of household technologies; compare the old with the contemporary and hypothesize how life has changed with changes in household technologies.
- (8) make or collect pictures of transportation technologies used in the students' community in the present, recent past, and distant past.

(9) pick a spot in the community and listen quietly; identify which sounds come from sources of human technology; hypothesize what sounds would have greeted a listener in at least one earlier era in the same location.

(10) tour and make a map of a local neighborhood showing what parts of the landscape have been affected by technology; evaluate whether the effects are beneficial or harmful to (a) the community and (b) the ecosystem.

(11) invite household, school, or community members to speak to the class and use examples from their own lives to find out how (a) life is better now than it used to be, thanks to technology, and/or (b) life is worse now than it used to be, thanks to technology.

Outcome 8B In addition to the above, 4-6 students should be able to...

define technology; give examples from their own experience and from New Hampshire of how technologies affect people and how people use technologies, now and have used them in the past.

A Few Activities -- 4-6 students might...

(1) describe how technological development contributed to the growth or decline of an industry in New Hampshire (Examples: water-powered machinery and textile mills in Era 4, automobiles and tourism in Era 7).

(2) study an old New Hampshire tool or object and hypothesize what it was used for in an earlier era; research the answer and write a fictional story about a person who might have used that tool.

(3) choose a New Hampshire site and identify, using maps, illustrations, photographs, and documents, how land is used there. Identify and explain how people use technology on the site. Compare this with land use in the same area in the past.

(4) identify and describe technologies people use to earn their livings at different sites in New Hampshire; compare these with technologies people used in the same communities in at least one other historical era, noting especially the changes that have occurred.

(5) identify the technologies people in New Hampshire have used for fun in the past; compare these with technologies the students themselves use for fun.

(6) tour a site in New Hampshire where technology has been used to clean-up or control pollution; identify the source(s) of the pollution and determine if it comes from using technology.

(7) make a list of people, institutions, and events in New Hampshire history related to technology and place those within their correct historical eras.

(8) identify NH inventions. Who made them? Why? Illustrate an invention and tell how the invention was used.

Topics for Focus Question V

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own**, using the blank template of eras and focus questions from **Appendix G**.

Examples of Sources for Focus Question V

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord,

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

See also sources under Focus Questions II and VII.

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

SN* Adams, John P. Gundalow. Durham, New Hampshire: John P. Adams, 1982.

N* Allen, E. John B. From Skisport to Skiing: One Hundred Years of an American Sport, 1840-1940. Amherst: University of Massachusetts Press, 1993.

S* Applebaum, Diana. Giants in the Land. Boston: Houghton Mifflin Company, 1993.

N* Armstrong, John Borden. Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969. North Andover, Massachusetts: Museum of American Textile History, 1985.

N* Batchelder, Jean. History & Heroes of New Hampshire Aviation. Spring Hill, Florida: Arrow Publishing Company, 1995.

N* Beale, Galen, and Mary Rose Boswell. The Earth Shall Blossom: Shaker Herbs and Gardening. Woodstock, Vermont: The Countryman Press, 1991.

N* Belcher, C. Francis. Logging Railroads of the White Mountains. Boston: Appalachian Mountain Club, 1980.

* Blackburn, Graham. The Illustrated Encyclopedia of Woodworking Handtools, Instruments and Devices. Chester, Connecticut: The Globe Pequot Press, 1992.

N* Brault, Gerard. The French-Canadian Heritage in New England. Hanover: The University Press of New England, 1986.

N Braun, David P. and Esther K. Braun. The First Peoples of the Northeast. Lincoln, Massachusetts: Lincoln Historical Society, 1994.

Brouder, Edward, Jr. Granite and Ether: A Chronicle of New Hampshire Broadcasting. Bedford: New Hampshire Association of Broadcasters, 1993.

- N* Brown, Dona. Inventing New England: Regional Tourism in the Nineteenth Century. Washington, DC: Smithsonian Institution Press, 1995.
- SN* Calloway, Colin. The Abenaki. New York: Chelsea House Publishers, 1989.
- S* Cherry, Lynne. A River Ran Wild: The Nashua River Valley, An Environmental History. New York: Harcourt Brace & Company, 1992.
- S* Cobb, Mary. The Quilt-Block History of Pioneer Days with Projects Kids Can Make. Brookfield: The Millbrook Press, 1995.
- N* Coons, Martha, and Katherine Koob. All Sorts of Good and Sufficient Cloth: Linen-Making in New England, 1640-1860. North Andover, Massachusetts: Merrimack Valley Textile Museum, 1980.
- SN* Copeland, Peter F. Early American Trades Coloring Book. New York: Dover Publications, Inc., 1980.
- N* Corrigan, Grace George. A Journal for Christa: Christa McAuliffe, Teacher in Space. Lincoln: University of Nebraska Press, 1993.
- N* Cronon, William. Changes in the Land: Indians, Colonists, and the Ecology of New England. New York: Hill and Wang, 1983.
- S* D'Alelio, Jane. I Know That Building! Discovering Architecture with Activities and Games. Washington, DC: The Preservation Press, 1989.
- N* Dublin, Thomas, ed. Farm to Factory: Women's Letters, 1830-1860. New York: Columbia University Press, 1981. [See also others by Dublin.]
- N* Garvin, Donna-Belle, and James L. Garvin. Instruments of Change: New Hampshire hand tools and their makers, 1800-1900. Concord: New Hampshire Historical Society, 1985.
- SN* Hawkins, Susan B. Heritage: A North Country Sourcebook. Gorham, New Hampshire: Sun World Printing, 1993.
- N* The Journal of the Society for Industrial Archeology 20, nos. 1 & 2 (1994). [New Hampshire industrial archeology edition]
- N* Lane, Charles Stuart. New Hampshire's First Tourists in the Lakes and Mountains. Meredith, New Hampshire: The Old Print Barn, 1993.
- SN* Macaulay, David. Mill. Boston: Houghton Mifflin Company, 1983.
- N* Marshall, Richard G. New Hampshire Covered Bridges: A Link With Our Past. Concord: New Hampshire Department of Transportation, 1994.
- N Nashua History Committee. the Nashua experience: history in the making, 1673/1978. Nashua, New Hampshire: Nashua Public Library, 1978.
- N* The New Hampshire Archeologist 33/34, no. 1 (1994). [New Hampshire Native American edition]
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- N* Patten, Matthew. The Diary of Matthew Patten of Bedford, NH from 1754-1788. [reprint] Camden, Maine: Picton Press, 1993. [primary source]

- S* Paterson, Katherine. Lyddie. New York: Penguin Books, 1991. (fiction)
- SN* Regional Center for Educational Training. Perspectives '76: being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire. Hanover, New Hampshire: 1975.
- SN Rosal, Lorena Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- SN* Ross, Pat. Hannah's Fancy Notions: A Story of Industrial New England. New York: Penguin Books, 1988.
- N Sackett, Everett B. Fifty Years of Service: A History of Public Service Co. of New Hampshire. Manchester: Public Service Co. of New Hampshire, 1976.
- N* Scheiber, Harry N. Abbot-Downing and the Concord Coach. Concord: New Hampshire Historical Society, 1989.
- S* Shemie, Bonnie. Houses of Bark: tipi, wigwam, and longhouse. Montreal, Quebec: Tundra Books, 1990.
- S* Smith, A.G. Historic Houses of New England Coloring Book. New York: Dover Publications, Inc., 1993.
- N* Stabler, Lois K., ed. Very Poor and of a Lo Make: The Journal of Abner Sanger, 1774-1794. Portsmouth, New Hampshire: Peter E. Randall, 1986. [primary source]
- N* Steinberg, Theodore. Nature Incorporated: Industrialization and the Waters of New England. Amherst: University of Massachusetts Press, 1994.
- N* Tolles, Bryant F., ed. The Grand Resort Hotels and Tourism in the White Mountains: Proceedings of the Third Mount Washington Observatory Symposium. Concord: New Hampshire Historical Society, 1995.
- N* Ulrich, Laurel. Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750. New York: Oxford University Press, 1982.
- * Wilbur, C. Keith. Home Building and Woodworking in Colonial America. Old Saybrook, Connecticut: The Globe Pequot Press, 1992.
- * Wilbur, C. Keith. Revolutionary Medicine, 1700-1800. Old Saybrook, Connecticut: The Globe Pequot Press, 1980.
- N* Winship, Stephen. A Testing Time: Crisis and Revival in Nashua. Nashua: Nashua, New Hampshire Foundation and New Hampshire Historical Society, 1989.
- * Whittaker, Robert H. Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land. Dover, New Hampshire: Alan Sutton Publishing Inc., 1994.

Also try:

Museum of New Hampshire History exhibition,
 "New Hampshire Through Many Eyes"
 local environmental studies and reports
 local histories

photographs in books and collections as visual
 sources
 direct observation of local technologies
 PSNH's Amoskeag Fishways

Focus Question VI: GROUPS & ORGANIZATIONS

What have groups and organizations contributed to New Hampshire life?

Questions to Explore for Focus Question VI

- What is a nongovernmental group or organization?
- To what nongovernmental groups or organizations do I belong? Why? What do the groups to which I belong do?
- To what groups do people I know belong? Why? What do the groups do?
- What groups or organizations have helped form New Hampshire history? How? When? Where? Why?
- What do nongovernmental groups do that the government does not do?
- How have nongovernmental groups changed the government?
- How have nongovernmental groups affected the quality of New Hampshire life?

Outcome 9A K-3 students should be able to...

identify nongovernmental groups in the students' own community and describe those groups' functions.

A Few Activities -- K-3 students might...

(1) identify and describe household life now and in the recent past in the students' own community; compare this with household life in at least one other historical era in the same locale.

(2) identify and describe nongovernmental groups and organizations in which the students take part; identify and describe what the groups do and why/if they are important to the students and community life. (examples: 4-H, Girl and Boy Scouts)

(3) ask family, household members, or neighbors what community groups they belong to and find out why they belong.

(4) invite an officer or member from a community service group to visit the class and explain what that group does. Discuss how the group's activities affect the students.

(5) contact a local service group to find out how the class can help with a local civic project. Invite an officer of the group to class to help make a cooperative plan of action and a timetable of activities for class participation. Take photographs, put them in an album, and label them as the class and group members carry out the project. Post in-progress reports in a public place for the community to see. Evaluate the project when completed and make a public presentation reporting the results.

Outcome 9B In addition to the above, 4-6 students should be able to...

identify nongovernmental groups in New Hampshire and describe those groups' functions, now and in the past.

A Few Activities -- 4-6 students might...

(1) identify and describe varieties of family and household life now and in the recent past in New Hampshire; compare these with varieties of family and household life in other historical eras in New Hampshire and among different ethnic groups.

(2) identify a local group from the past and describe the group's purpose, who belonged, why people belonged, and what the group accomplished.

- (3) research a significant nongovernmental group or organization that had a strong influence on an event or events in New Hampshire history. What and when was this? Did the group gain, use, or exercise its influence? Why was it significant?
- (4) research and describe a nongovernmental group in the present or past in New Hampshire that tried to affect government policy and outcomes. Describe its methods and evaluate how successful it was.
- (5) interview an older member of the community to find out about an organization or group that was important in their past. Find out why the group was important to that person, what the group did, who belonged, where and when the group met, and what happened to the group.
- (6) invite an officer or member of a community or statewide service group to visit your class and explain what that group does. Discuss how the group's activities affect the students. Research the history of the group and make a presentation at one of the group's meetings.
- (7) contact a service group to find out how the class can help with a local or statewide civic project. Invite an officer of the group to class to help make a cooperative plan of action and a timetable of activities for class participation. Take photographs and keep a journal as the class and group members carry out the project. Post in-progress reports in a public place for the community to see. Evaluate the project when completed and make a public presentation reporting the results.
- (8) identify a local or state sports team and follow its progress. Observe and talk to fans and players to find out why they participate. Write a fictional story based on the findings.

Topics for Focus Question VI

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own,** using the blank template of eras and focus questions from **Appendix G.**

Examples of Sources for Focus Question VI

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

N* Beale, Galen, and Mary Rose Boswell. The Earth Shall Blossom: Shaker Herbs and Gardening. Woodstock, Vermont: The Countryman Press, 1991.

N* Brault, Gerard. The French-Canadian Heritage in New England. Hanover: The University Press of New England, 1986.

- SN* Braun, David P. and Esther K. Braun. The First Peoples of the Northeast. Lincoln, Massachusetts: Lincoln Historical Society, 1994.
- SN Burkush, Patricia Cresta. Women of the Granite State: Their Changing Role. Concord: New Hampshire Equal Opportunity Office, 1982. [pamphlet]
- SN* Calloway, Colin G. The Abenaki. New York: Chelsea House Publishers, 1989.
- Finley, Ruth E. The Lady of Godey's: Sarah Josepha Hale. Philadelphia: J.B. Lippincott Company, 1931.
- SN* Hengen, Elizabeth Durfee, and Gary Samson. Capital Views: A Photographic History of Concord, NH, 1850-1930. Concord: Heritage Concord and New Hampshire Historical Society, 1994.
- N* Kaplan, Emma Nogrady, and Sidney Kaplan. The Black Presence in the Era of the American Revolution. Amherst: The University of Massachusetts Press, 1989.
- * Larkin, Jack. Children Everywhere: Dimensions of Childhood in Early 19th-Century New England. Sturbridge: Old Sturbridge Village, 1987.
- N* Nashua History Committee. the Nashua experience: History in the making. 1673/1978. [sic] Nashua, New Hampshire: Nashua Public Library, 1978.
- N* Nylander, Jane C. Our Own Snug Fireside: Images of the New England Home. 1760-1860. New Haven: Yale University Press, 1993.
- N Piotrowski, Thaddeus M. The Albanian Community of Manchester, NH 1977.
- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- N* Ulrich, Laurel Thatcher. Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750. New York: Random House, 1991.
- S* Weitzman, David. My Backyard History Book. Boston: Little, Brown and Company, 1975.

Also try:

family history

newspapers

town histories

records of local and state sports teams

oral history

pamphlets from organizations & businesses

local histories of organizations and clubs

philanthropic contributions of local and state businesses

Focus Question VII: MATERIAL WANTS & NEEDS
How have people and organizations interacted
to produce, distribute, and consume wealth
and take care of material needs in New Hampshire?

Questions to Explore for Focus Question VII

- What do I need to survive in New Hampshire?
- What do I want but not need?
- How do/can I get these things?
- Where do these things come from?
- How have people in New Hampshire throughout history gotten the things they needed and wanted? When? Where?
- What in the natural New Hampshire environment have people used to make what they needed or wanted? To make goods or earn money that they could exchange for what they needed or wanted?
- What ways did people use to trade and exchange what they had for what they wanted or needed in New Hampshire history?
- How has government helped people get the things that they need or want in New Hampshire history?
- How has technology helped people get things that they need or want?
- What ethnic or national groups came to New Hampshire for economic reasons?
- How have economic reasons decided where people in New Hampshire live?

Outcome 10A K-3 students should be able to...

identify and describe the economy of their community and how the economy creates ties among people.

A Few Activities -- K-3 students might...

- (1) identify and describe the items they need for survival; identify and describe items they want but do not need. Compare the two lists.
- (2) of the items they need for survival, identify which ones are produced within the community; of the items they want but do not need, identify which ones are produced within the community.
- (3) of the items they need for survival, identify the actual sources of these on a map of the world; of the items they want but do not need, identify the actual sources of these on a map of the world.
- (4) choose an item produced in the community and describe the means of communication and transportation necessary to deliver it to the student.
- (5) identify the uses the students make of barter and/or exchange of money to obtain what they need and want in their own lives.
- (6) interview people in the community to find out what they do for work, where they work, and how far they travel to work. Locate these on a map.
- (7) compare the jobs of people who work at home with those who work outside the home.
- (8) identify businesses in the community, what they do, and how many people they employ.

Outcome 10B In addition to the above, 4-6 students should be able to ...

identify and describe the economy of New Hampshire and how the economy creates ties among people, now and in the past.

A Few Activities -- 4-6 students might...

- (1) choose an item produced in New Hampshire. Write to the company and ask them to describe the means of communication and transportation necessary to deliver it to users in New Hampshire; to users outside of New Hampshire. Report findings to the class.
- (2) identify major businesses in New Hampshire, what they do, and how many people they employ; compare these with businesses in another era in New Hampshire history.
- (3) using U.S. Census information determine
 - the major occupations of women in New Hampshire today. Compare these with the major occupations of men in New Hampshire. Discuss.
 - how many people in New Hampshire work in agriculture and what kind of products are produced. Compare this with agriculture in another era in New Hampshire history.
 - how many people in New Hampshire work in manufacturing and what kind of products are produced. Compare this with manufacturing in another era in New Hampshire history.
 - how many people in New Hampshire work in service industries and what kinds of services are provided; compare this with service industries in another era in New Hampshire.
- (4) identify goods and services produced in New Hampshire that have been exported to other nations in specific historical eras, including the present. Find examples of these at home and school. Make a chart arranging these by era.
- (5) identify and compare goods and services that New Hampshire has imported from other nations in specific historical eras, including the present. Find examples of these at home and school. Make a chart arranging these by era.
- (6) discuss how the exchange of goods and services around the world has created economic interdependence between New Hampshire and people in different places.
- (7) identify and describe, using examples from their own households and/or New Hampshire history, the variety of activities, including producing, consuming, saving, and investing, that individuals and households undertake in order to satisfy their economic needs and wants. Small groups make charts of these from different eras.
- (8) visit a bank and learn how it works. Ask a banker to visit the class and explain simply how banks and stock markets affect the New Hampshire economy. With help from the teacher and speaker, students discuss how this affects the students, their households, and the school.
- (9) choose a New Hampshire product and draw a diagram or graph to show how supply, demand, and competition affect prices of this product. Talk to a representative of the company or talk to people who sell and people who use this product to see if the diagram is right.

Topics for Focus Question VII

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own**, using the blank template of eras and focus questions from **Appendix G**.

Examples of Sources for Focus Question VII

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

See also sources under Focus Questions II and V.

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

SN* Adams, John P. Gundalow. Durham, New Hampshire: John P. Adams, 1982.

S* Applebaum, Diana. Giants in the Land. Boston: Houghton Mifflin Company, 1993.

N* Armstrong, John Borden. Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969. North Andover, Massachusetts: Museum of American Textile History, 1985.

N* Beale, Gaen, and Mary Rose Boswell. The Earth Shall Blossom: Shaker Herbs and Gardening. Woodstock, Vermont: The Countryman Press, 1991.

N Belcher, C. Francis. Logging Railroads of the White Mountains. Boston: Appalachian Mountain Club, 1980.

S* Blos, Joan W. A Gathering of Days: A New England Girl's Journal, 1830-32. New York: Simon and Schuster, 1979. [fiction]

S Bottino, Marlane. The Portsmouth Sourcebook: A Guide to Using Primary Sources for the Study of History. Portsmouth: Strawberry Banke Museum, 1993.

N* Brown, Dona. Inventing New England: Regional Tourism in the Nineteenth Century. Washington, DC: Smithsonian Institution Press, 1995.

SN* Calloway, Colin G. The Abenaki. New York: Chelsea House Publishers, 1989.

S* Cherry, Lynne. A River Ran Wild: The Nashua River Valley, An Environmental History. New York: Harcourt Brace & Company, 1992.

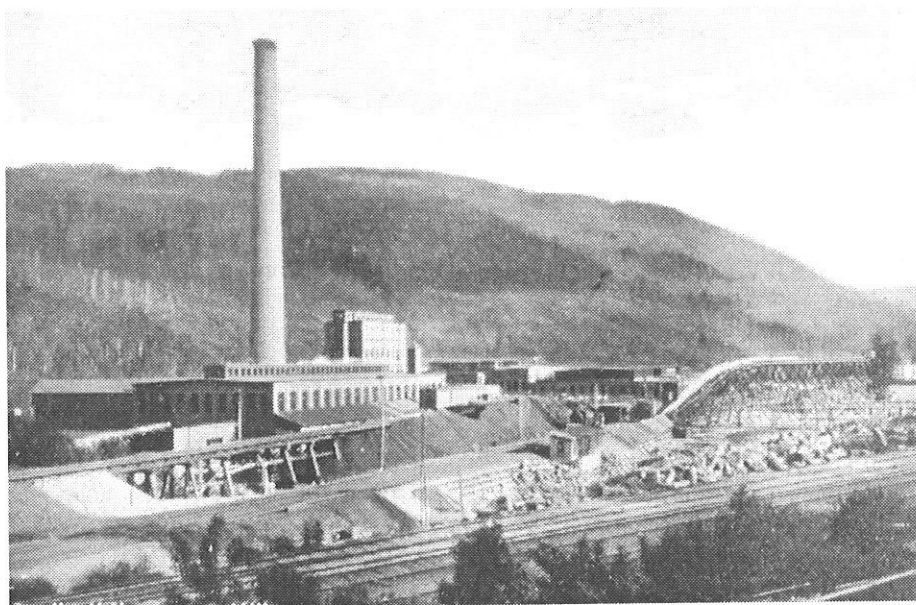
N* Clark, Charles E. The Eastern Frontier: The Settlement of Northern New England, 1610-1763. Hanover: University Press of New England, 1983.

- S* Cobb, Mary. The Quilt-Block History of Pioneer Days with Projects Kids Can Make. Brookfield, Connecticut: The Millbrook Press, 1995.
- N* Coons, Martha, and Katherine Koob. All Sorts of Good and Sufficient Cloth: Linen-Making in New England, 1640-1860. North Andover, Massachusetts: Merrimack Valley Textile Museum, 1980.
- SN* Copeland, Peter F. Early American Trades Coloring Book. New York: Dover Publications, Inc., 1980.
- N Daniell, Jere R. Colonial New Hampshire: A History. Millwood, New York: KTO Press, 1981.
- N* Dublin, Thomas. Transforming Women's Work: New England Lives in the Industrial Revolution. Ithaca: Cornell University Press, 1994. [And see also others by Dublin.]
- N* Dunlap, Donald, and Philip Zea. The Dunlap Cabinetmakers: A Tradition in Craftsmanship. Mechanicsburg, Pennsylvania: Stackpole Books, 1994.
- N* Garvin, Donna-Belle, and James L. Garvin. Instruments of Change: New Hampshire hand tools and their makers, 1800-1900. Concord: New Hampshire Historical Society, 1985.
- S* Hall, Donald. Ox-Cart Man. New York: Penguin Books, 1983.
- N* Hareven, Tamara K. and Randolph Langenbach. Amoskeag: Life and Work in an American Factory City. New York: Pantheon Books, 1978.
- N* Heffernan, Nancy Coffey, and Ann Page Stecker. Sisters of Fortune. Hanover: University Press of New England, 1993.
- SN* Macaulay, David. Mill. Boston: Houghton Mifflin Company, 1983.
- N* Nashua History Committee. the Nashua experience: History in the making, 1673/1978. [sic] Nashua, New Hampshire: Nashua Public Library, 1978.
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- N* Nylander, Jane C. Our Own Snug Fireside: Images of the New England Home, 1760-1860. New Haven: Yale University Press, 1993.
- N* Ober, Richard, ed. At What Cost? Shaping the Land We Call New Hampshire: A Land Use History. Concord: New Hampshire Historical Society and Society for the Protection of New Hampshire Forests, 1992.
- N* Patten, Matthew. The Diary of Matthew Patten of Bedford, NH from 1754-1788. [reprint] Camden, Maine: Picton Press, 1993. [primary source]
- S New Hampshire Economic Review. Manchester, NH: Public Service Company of New Hampshire, annually. Economic charts describing NH industries.
- S* Regional Center for Educational Training. Perspectives '76: being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire. Hanover, New Hampshire: 1975.
- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.

- N* Scheiber, Harry N. Abbot-Downing and the Concord Coach. Concord: New Hampshire Historical Society, 1989.
- N* Stabler, Lois K., ed. Very Poor and of a Lo Make: The Journal of Abner Sanger, 1774-1794. Portsmouth, New Hampshire: Peter E. Randall, 1986. [primary source]
- N* Tolles, Bryant F., ed. The Grand Resort Hotels and Tourism in the White Mountains: Proceedings of the Third Mount Washington Observatory Symposium. Concord: New Hampshire Historical Society, 1995.
- N* Ulrich, Laurel. Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750. New York: Oxford University Press, 1982.
- N* Ward, Barbara McLean. Produce and Conserve, Share & Play Square: The Grocer & The Consumer on the Home-Front Battlefield During World War II. Hanover: University Press of New England, 1994.
- N* Winship, Stephen. A Testing Time: Crisis and Revival in Nashua. Nashua: Nashua, New Hampshire Foundation and New Hampshire Historical Society, 1989.
- * Whittaker, Robert H. Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land. Dover, New Hampshire: Alan Sutton Publishing Inc., 1994.

Also try:

mail order catalogs
 US census reports
 histories of local and state businesses
 business and banking records and annual reports
 ads in old newspapers and magazines



Focus Question VIII: SELF-EXPRESSION
How have New Hampshire people expressed their views,
and what have they had to say?

Questions to Explore for Focus Question VIII

- How do I express my thoughts and feelings?
- What creative arts and crafts could I use to express my thoughts and feelings? Writing? Talking? Drama? Music? Drawing? Painting? Sculpture? Needlework? Dancing? Others?
- How have different ethnic, cultural, or national groups expressed their thoughts and feelings in or about New Hampshire?
- How have individuals expressed their thoughts and feelings in or about New Hampshire?
- What can I learn about New Hampshire history by looking at the arts and crafts of New Hampshire people?
- What artists and craftspeople are connected to New Hampshire? What does their work say to us? How did/do they say it? When?
- What artworks do I like?
- What writers are connected to New Hampshire, and what does their work say about the state? About life? What writers do I like to read or hear?

Outcome 11A K-3 students should be able to...

find out how people have expressed ideas and feelings in the students' own community.

A Few Activities -- K-3 students might...

- (1) explore public and private sources to find and experience examples of how community people and groups have expressed themselves--including oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language--now and in the past.
- (2) invite a local artist, musician, actor, writer, or craftsman to demonstrate his or her work to the class and tell how living in New Hampshire has affected that work.
- (3) read books or stories by local authors.
- (4) listen to music by local musicians or look at visual creations such as paintings or photographs by local artists.

Outcome 11B In addition to the above, 4-6 students should be able to...

find out how people expressed ideas and feelings in New Hampshire.

A Few Activities -- 4-6 students might...

- (1) identify, describe, and explain the meanings of the official symbols of the state such as the state seal, the state song, the state bird, state flower, and state flag.
- (2) compare paintings by artists from the White Mountain School with views of the actual places; describe the moods the paintings evoke.
- (3) choose an event, question, or controversial issue in New Hampshire history and research that question using primary sources such as old New Hampshire newspapers. How did people express their ideas and feelings about the question?

(4) examine editorials from New Hampshire newspapers now and in the past to see what concerns people had in specific eras of New Hampshire history and what they had to say about those concerns.

(5) read works by a New Hampshire writer and see how much of the work uses New Hampshire settings and details; summarize what the writer has to say, compare that to what the student thinks, and evaluate the writer's accuracy.

(6) visit a museum and identify items created by people expressing their ideas or feelings. Try to figure out exactly what the person was trying to say and decide if the person said it successfully.

(7) look at old photographs taken in New Hampshire and try to determine what the photographs tell about the state, about the people in the photograph, about the photographer, and about history. What was the photographer trying to capture in the picture?

(8) use art, literature, music, sculpture, crafts, and popular culture as primary sources to approach a question in New Hampshire history. For example, how have New Hampshire people used and thought about technology?

(9) choose a New Hampshire art or craft and research it using actual examples, written sources, videos, photos, visits to exhibits, and people. Try creating something similar.

(10) choose an item of art or craft. Examine it closely. Describe it carefully. Using the item as evidence, what can be surmised about the artist? The artist's culture? How was the item used? What does it express?

(11) look for scripts of pageants and magazine and newspaper articles about pageants and parades in New Hampshire. Ask older people about parades and pageants they have seen or participated in in New Hampshire. What was the purpose of the pageants? When were they performed? Choose an event to commemorate in a pageant and perform it for a group of elders. After the pageant ask the elders to tell about pageants they have been in or seen.

Outcome 12 K-6 students should be able to...

use art and language to express their ideas and feelings about their community and New Hampshire.

A Few Activities -- K-6 students might...

(1) paint, draw, or sculpt a New Hampshire landscape in a way that shows how the student thinks or feels about the site.

(2) write a story about New Hampshire using historical details learned from studying New Hampshire history.

(3) write a story about a New Hampshire student's life in the family, household, school, community, or state.

(4) learn folk songs, folk tales, folklore, or folk dances from a local elder and perform or report about them for class.

(5) write and perform a play based on a historical event in New Hampshire.

(6) make a class quilt out of paper with squares showing events from the history of the class, community, or state.

Topics for Focus Question VIII

Check the Quick Reference Chart for topics that could be used for Focus Question VIII. Although particular topics may appear in only one or two eras, many of the topics may actually apply across several or even all of the eras. Please also remember that the chart does not pretend to be complete. It contains **examples of topics** to suggest areas of inquiry and questions to explore, and no one is expected to cover all the topics.

Other examples may occur to you and your students. **You could make a topics list of your own**, using the blank template of eras and focus questions from **Appendix G**.

Examples of Sources for Focus Question VIII

S = for classroom/students

* = available at Museum of New Hampshire History Store, Concord, NH

N = available at Tuck Library at New Hampshire Historical Society in Concord, NH

Check your school library for:

SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.

Other sources, some of which may be out of print:

SN* Andler, Kenneth. Mission to Fort No. 4.

S* Bloss, Joan W. A Gathering of Days: A New England Girl's Journal, 1830-32. New York: Simon and Schuster, 1979. [fiction]

* Brown, Jeanell Wise. Amy Beach and Her Chamber Music: Biography, Documents, Style. Metuchen, New Jersey: The Scarecrow Press, Inc., 1994.

SN* The many Native American stories by Bruchac, Joseph, Golden, Colorado: Fulcrum Publishing, 1995.

Carroll, David M. The Year of the Turtle: A Natural History. Charlotte, Vermont: Camden House Publishing, Inc., 1991.

N* Cheney, Michael P., ed.. "Beauty Caught and Kept: Benjamin Champney in the White Mountains," Historical New Hampshire (Fall/Winter 1996) .

N* Clark, Charles E. The Public Prints: The Newspaper in Anglo-American Culture, 1665-1740. New York: Oxford University Press, 1994.

N* Corrigan, Grace George. A Journal for Christa: Christa McAuliffe. Teacher in Space. Lincoln: University of Nebraska Press, 1993.

Doty, Robert. By Good Hands: New Hampshire Folk Art. Hanover: University Press of New England, 1989.

N* Dunlap, Donald, and Philip Zea. The Dunlap Cabinetmakers: A Tradition in Craftsmanship. Mechanicsburg, Pennsylvania: Stackpole Books, 1994.

N Finley, Ruth E. The Lady of Godey's: Sarah Josepha Hale. Philadelphia: J.B. Lippincott Company, 1931.

- * Gilbert, Alma. Maxfield Parrish: The Poster Book. Berkeley: Ten Speed Press, 1994.
- N* Gilmore, Robert C. New Hampshire Literature: A Sampler of Writings. Hanover: University Press of New England, 1981.
- N Hall, Donald. String Too Short to Be Saved. New York: Viking Press, 1961. [See also others by Hall.]
- N Hawthorne, Nathaniel. The Great Stone Face and Other Tales of the White Mountains. Boston: Houghton Mifflin Company, 1889.
- * Julyan, Robert and Mary Julyan. Place Names of the White Mountains. Hanover: University Press of New England, 1993.
- Kumin, Maxine. Up Country. New York: Harper & Row, 1972. [See also others by Kumin.]
- N* Lathem, Edward Connery, ed. The Poetry of Robert Frost: The Collected Poems. New York: Henry Holt and Company, Inc., 1975.
- Lederer, Richard. Crazy English: The Ultimate Joy Ride Through Our Language. New York: Simon & Schuster, 1989.
- * Morgan, Keith N. Shaping an American Landscape: The Art and Architecture of Charles A. Platt. Hanover: University Press of New England, 1995.
- N* Morse, Stearns, ed. Lucy Crawford's History of the White Mountains. Boston: Appalachian Mountain Club, 1978.
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- N* Older, Julia. The Island Queen, Celia Thaxter of the Isles of Shoals: A Novel. Hancock, New Hampshire: Appledore Books, 1994.
- N Pichierri, Louis. Music in New Hampshire, 1623-1800. New York: Columbia University Press, 1960.
- SN Rosal, Lorenca Consuelo. The Liberty Key: The Story of the New Hampshire Constitution, Level I. Orford, New Hampshire: Equity Publishing Corporation, 1986.
- SN Rosal, Lorenca Consuelo. "God Save The People": A New Hampshire History. Orford, New Hampshire: Equity Publishing Corporation, 1988.
- SN* Ross, Pat. Hannah's Fancy Notions. New York: Puffin Books, 1992.
- N Thaxter, Celia. Among the Isles of Shoals. Boston: J.R. Osgood & Co., 1873.
- N Thoreau, Henry David. The Concord and The Merrimack. New Haven, Connecticut: College & University Press, 1965.
- N Tolles, Bryant F., Jr., and Carolyn K. Tolles. New Hampshire Architecture: An Illustrated Guide. Hanover: University Press of New England, 1979.
- N University Art Galleries. A Circle of Friends: Art Colonies of Cornish and Dublin. [An exhibition catalog] Durham: University of New Hampshire, 1985.

- N Vallier, Jane E. Poet on Demand: The Life, Letters and Works of Celia Thaxter. Camden, Maine: Down East Books, 1982.
- N Wilder, Thornton. "Our Town" in 3 Plays (Perennial Library Edition) New York: Harper & Row, 1985.
- N* Wilson, Harriet. Our Nig: or, Sketches from the Life of a Free Black. [reprint] New York: Random House, 1983.
- S* Yates, Elizabeth. Sound Friendships: The Story of Willa and Her Hearing Dog. Greenville, South Carolina: Bob Jones University Press, 1992. [See also others by Yates.]
- N* Yunginger, Jennifer. Is She or Isn't He? Identifying Gender in Folk Portraits of Children. Sandwich, Massachusetts: Heritage Plantation of Sandwich, 1995.

Also try:

architecture
 concerts
 local crafts
 local artists' work and exhibitions
 museums and galleries
 recordings
 students' own works of self-expression

film and video
 League of New Hampshire Craftsmen & Sunapee
 Crafts Fair
 McDowell Colony
 NH Writers' Project
 sculpture



SUMMARY LIST OF INSTRUCTIONAL OUTCOMES

FOCUS QUESTION	K-3 students should be able to...	4-6 students should also be able to...
<p>Focus Question I: BOUNDARIES What are the boundaries of New Hampshire and how did they get there?</p>	<p>1A define, describe and locate the boundaries of self, home, school, neighborhood, and town.</p>	<p>1B describe and locate the boundaries of New Hampshire and discuss their meanings.</p>
<p>Focus Question II: NATURAL ENVIRONMENT & PEOPLE How have the natural environment and the way people live affected each other in New Hampshire?</p>	<p>2A use maps to describe the natural and manmade environment around them, identifying some of the ways the two have affected each other, now and in the past.</p> <p>3A use observation and primary source materials to research and discover the ways humans and the natural environment have affected each other in the students' own community.</p> <p>4A explore a topic by posing questions, making observations, and recording information based on those observations.</p>	<p>2B use maps to describe the natural and manmade environment in New Hampshire, identifying some of the ways the two have affected each other, now and in the past.</p> <p>3B use observation and primary source materials to research and discover the ways humans and the natural environment have affected each other in New Hampshire.</p> <p>4B pose research questions, create hypotheses by identifying possible cause-effect relationships, and summarize research results.</p>
<p>Focus Question III: NATIONAL, ETHNIC, & CULTURAL GROUPS What has happened when different national, ethnic, and cultural groups have met in New Hampshire?</p>	<p>5A identify and describe national, ethnic, and cultural groups from the past and present of their own community.</p> <p>6A identify and describe how national, ethnic, and cultural groups in the students' own households, school, community, and region have expressed and transmitted their beliefs and ways - such as through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language.</p>	<p>5B identify and describe national, ethnic, and cultural groups from past and present New Hampshire; identify and describe examples showing how the groups interacted with each other and with other groups in the state.</p> <p>6B identify and describe how national, ethnic, and cultural groups in New Hampshire have expressed and transmitted their beliefs and ways -- such as through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language.</p>

FOCUS QUESTION	K-3 students should be able to...	4-6 students should also be able to...
Focus Question IV: POLITICS How have government and politics affected New Hampshire groups and individuals?	7A identify and describe their community's and county's government and its functions.	7B identify and describe New Hampshire government and its functions, past and present.
Focus Question V: TECHNOLOGY How has technology affected life in New Hampshire?	8A define technology; give examples from their own experience and community of how technologies affect people and how people use technologicis.	8B define technology; give examples from their own experience and from New Hampshire of how technologies affect people and how people use technologies, now and have used them in the past.
Focus Question VI: GROUPS & ORGANIZATIONS What have groups and organizations contributed to New Hampshire life?	9A identify nongovernmental groups in the students' own community and describe those groups' functions.	9B identify nongovernmental groups in New Hampshire and describe those groups' functions, now and in the past.
Focus Question VII: MATERIAL WANTS & NEEDS How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?	10A identify and describe the economy of their community and how the economy creates ties among people.	10B identify and describe the economy of New Hampshire and how the economy creates ties among people, now and in the past.
Focus Question VIII: SELF-EXPRESSION How have New Hampshire people expressed their views, and what have they had to say?	11A find out how people have expressed ideas and feelings in the students' own community.	11B find out how people expressed ideas and feelings in New Hampshire.

We recommend that planning be anchored in a systematic strategy to teach content and skills. These Instructional Outcomes are stated in terms of content and skills, what students should know and be able to do at different grade levels. This is a list from which to select, depending on student needs, teacher preferences, available time, the district/school curriculum plan, available resources, and individual interests.

NEW HAMPSHIRE HISTORY OVERVIEWS AND THEMES FOR TEACHERS

“Well thought out and user-friendly. Having all this information in one book is much easier than having to search through many books.”

Susan Fernald, Marston Elementary School

About the New Hampshire History Overviews and Themes for Teachers

The following overviews and themes help put New Hampshire history in perspective. They paint a big picture to keep in mind during both planning and instruction.

New Hampshire history does not begin and end at the borders of the state. Events outside of our borders flow to us and affect events inside our borders. Likewise, events inside New Hampshire flow outward and affect what happens in the larger world. In order to teach accurately, teachers need to know how the large picture looks. Knowing this, they will not teach about New Hampshire as if it exists as a sealed universe of its own.

The overviews, then, are not meant to be one-page, era-by-era summaries of essential information that teachers and students should know. Instead, they give general views of the eras. The overviews suggest themes that arise in particular eras, and they suggest points of connection between New Hampshire and the outside world. They are meant to serve as a conceptual framework for teachers. Please note that some of the eras overlap because themes do not always adhere perfectly to arbitrary dates.

A teacher of grades K-3 might ask why she/he needs to be familiar with the same overviews that teachers of the upper grades use. Like masons laying the groundwork for a building, teachers in the lower grades must have a vision of the final product. If the upper grades build on what has been learned in the lower grades, then teachers at all levels must know how and where each instructional piece fits into the larger picture.

The ideas in bold face at the beginning of each era summarize some of the major issues of the era in New Hampshire history. The discussion sections expand on the themes. When choosing to teach topics in a particular era, the teacher can refer to the overview for that era as a reminder and as a source of ideas.



Teacher's Overview of Era 1 Different Worlds Meet (Beginnings-1620)

ERA 1 HIGHLIGHTS IN NEW HAMPSHIRE: geological formation of the land, changes in prehistoric peoples, the beginnings of New Hampshire history, the coming of explorers from Europe, the first meeting of cultures

Geological evidence suggests that the continents were once part of the same land mass. Current theory surmises that they broke apart, collided, and moved away from one another during the formation of the world as we know it. During the last two million years the Atlantic Ocean has grown, and continues to grow bigger. It has flooded the land we call New Hampshire and contributed soil. Faults, folds, and volcanic activity have formed great mountain ridges. In the last two million years, glaciers covered New Hampshire four times, the latest being the Wisconsin period of glaciation that ended about 10,000 years ago. The glaciers carved wide river beds and deep mountain notches. They lopped off the tops of mountains and redeposited soil and boulders across the landscape. Erosion, too, wore away at the land. As the climate became more mild, New Hampshire became a habitat for humans and species of animals that we would recognize.

Archaeologists theorize that humans multiplied and spread south and east from their probable entry point to North America across a land bridge between Asia and Alaska at least 25,000 years ago. Current archaeological evidence of the coming of humankind to New Hampshire goes back about 10,000 years, after the last glacier melted and the climate warmed. Evidence suggests that at least two different prehistoric peoples have populated New Hampshire, the second representing the Native Americans found here by European explorers after 1500.

Native American pre-contact history in New Hampshire is divided into the Paleo-Indian (circa 11,000-9000 years *Before Present*), Archaic (9000-3000 *BP*) and Woodland (3000-400 *BP*) periods, and contact (400-200 *BP*).

Native American cultures diversified so greatly that no one description will represent their ways. Even within the land we call New Hampshire, the ways of Native Americans differed between tribes and changed over time. The Western Abenaki tribe subdivided into bands with different names, each band associated with a general geographical area. In general, hunting large game animals gave way to hunting smaller game, as the larger animals became extinct. Tribes tended to become more settled and less nomadic as time went on, though they did make limited seasonal migrations to gather and grow food. Because of climate and length of growing season, tribes in the north of New Hampshire probably engaged in more hunting while tribes in the south engaged in relatively more agriculture, although it is likely that agriculture never had the importance in pre-contact New Hampshire that it had further south in what we now call Massachusetts.

Early European explorers grazed the coast of New Hampshire. Evidence suggests that the first Europeans in New Hampshire probably did not go far inland, but rather used the Isles of Shoals as seasonal fishing camps for processing fish before taking it back to Europe. The early encounters between Europeans and Native Americans ranged from curious to friendly to warlike. The two worlds learned from each other, however, and the encounters changed both worlds forever.

New Hampshire events were part of a bigger picture. Western Abenaki homelands in New Hampshire and Vermont must be seen in relation to the territories staked out by the Eastern Abenaki in Maine to the east and the Iroquois to the west. Europeans came because of population pressures, political consolidations, economic ambitions, philosophical thought, Christian upheaval, and technological applications in Europe. The coming of Africans must be seen in the context of European expansion into Africa and the enslavement of Africans.

Themes for Era 1 Different Worlds Meet (Beginnings 1623)

Era 1: Themes from the Larger Picture: The World and America

- A. the formation of the land masses of the world
- B. the spread of people around the world
- C. the increased rate of change with increased economic and cultural interactions, continent-to-continent, beginning in the fifteenth century
- D. similarities and differences between societies from the Americas, western Europe, and West Africa that interacted more and more, beginning in the fifteenth century
- E. geographic, economic, technological, and cultural reasons for the interaction of the Americas, western Europe, and West Africa
- F. new European thought that challenged older religious and philosophical systems
- G. characteristics of European exploration and colonization of the non-European world
- H. differentiation among cultures in Central and South America as well as North America
- I. characteristics of the cultural and ecological exchanges accompanying early European exploration and colonization in the Americas

Era 1: New Hampshire Themes

- A. formation and character of the landscape we call New Hampshire [Focus Questions I, II]
- B. the arrival, characteristics of, and changes in pre-contact societies and cultures in the area we now call New Hampshire [Focus Questions II, III, IV, V, VII, VIII]
- C. characteristics of the European and Native American cultures at the time that they met in the area we now call New Hampshire [Focus Questions II, III, IV, V, VII, VIII]
- D. geographic, technological, economic, and cultural reasons for the meeting of different cultures in New Hampshire [Focus Questions II, III, IV, V, VII, VIII]
- E. character of European exploration of New Hampshire [Focus Questions I, II, III, IV, V, VII, VIII]
- F. characteristics of the early cultural and ecological exchanges accompanying European exploration of New Hampshire [Focus Questions III, V, VII]
- G. the role of individuals and nongovernmental groups in exploration and exchange in New Hampshire [Focus Questions VI & VII]

Teacher's Overview of Era 2 Colonization and Settlement (1623-1763)

ERA 2 HIGHLIGHTS IN NEW HAMPSHIRE: permanent English settlements; arrival of black Africans; human-landscape interactions; cultural exchange; colonial government; English, Native American, and French rivalries and warfare; differences with Massachusetts

The first permanent English settlements in New Hampshire occurred later than those of the French to the north or the Spanish to the distant south. Europeans came to New Hampshire for economic reasons, looking to exploit the resources of the area, especially forests, furs, and fish. The placement of the first four English towns--Portsmouth, Dover, Exeter, and Hampton--along the coastal fall line demonstrates one of the many effects of the physical environment on human settlement. English settlers' cutting of timber along Great Bay is an early example of how European settlement affected the ecosystem.

In this era Native American, European, and African peoples from three continents converged. Colonial New Hampshire society was a complex product of cultural interaction. Cultural interaction, for instance, brought European diseases that wiped out up to 95% of the Native American population before most European settlers had arrived. Likewise both sides learned about new foods, articles of clothing, words, and ways of life.

England and France acted out their rivalries around the globe, and one of their troublesome battlegrounds turned out to be northern New England between 1500 and 1763. Native Americans were often drawn into the conflict as allies to one or the other side, even when they tried to remain neutral. Leaders such as Passaconaway and Wonalancet tried to formulate the best reaction to European intrusions on the Native American homeland, and those reactions varied from all out warfare to accommodation. The narratives of white captives during this conflict became a new American literary form, usually with religious overtones. The Treaty of Paris in 1763 marked the victory of England over France. After this, the interior of New Hampshire opened up to English settlement. Many Abenakis retreated into what is now Vermont and Canada as a result of pressure from the English population.

During the same period, in Africa, some tribal societies had grown into large and prosperous kingdoms. England participated in the African slave trade, and when English colonists came to America, slaves and free men came with them. The African slave trade, fired by a need for labor in the New World, depleted and disrupted the populace in the interior of Africa, creating political imbalance on that continent. African slaves were brought to New Hampshire very early. The first recorded slave in Portsmouth appears in the records in 1645.

Economic investors, political contenders, the English Crown, Native Americans, Africans, and Massachusetts Bay Colony contended for control of the government during the New Hampshire colonial era. In that mix there were, however, ideas in law and government that would eventually form the bases for democratic rule. The Wentworths figured preeminently in New Hampshire colonial government for sixty years before the Revolution. Wentworth family rule hit its stride in 1717 when John Wentworth became lieutenant governor, continued through the twenty-five years that John's son Benning held the post of first royal governor of New Hampshire, and ended in 1775 when Benning's nephew Governor John Wentworth, fled his post under pressure from the Revolutionaries.

Differences between Massachusetts Bay Colony and New Hampshire also began in this era. In general, while the first New Hampshire colonists pursued economic ends, the Puritan government of Massachusetts Bay pursued religious ends. At times, such as during the rule of Lt. Governor John Wentworth, New Hampshire was united with Massachusetts Bay. At other times, New Hampshire kept its autonomy. From the start, however, New Hampshire was both a refuge and a coveted object for Massachusetts Bay colonists. Religious dissenters from Massachusetts Bay settled Exeter; another group from Massachusetts Bay, who were not dissenters, settled Hampton. Both groups contended for control of the government.

Themes for Era 2
Colonization and Settlement (1623-1763)

Era 2: Themes From The Larger Picture: The Western World and America

- A. the unprecedented movement of peoples, products, ideas, and ways of life around and across the Atlantic and Pacific Oceans
- B. colonization of non-European areas by Europeans, and the struggles for control in the Americas
- C. the arrival of Europeans and Africans in the Americas, and how these people interacted with Native Americans
- D. the emergence of political, social, and religious institutions in the Americas
- E. the transplanting of European economic values and institutions to the colonies
- F. how slavery reshaped European and African life in the Americas

Era 2: New Hampshire Themes

- A. the movement of people, products, ideas, and ways of life to and from New Hampshire [Focus Questions II, III, IV, V, VI, VII, VIII]
- B. the arrival of Europeans and Africans in New Hampshire, and how they interacted with the Abenakis and with each other [Focus Questions I, II, III, IV, V, VI, VII, VIII]
- C. the emergence of political institutions in New Hampshire and the tensions that resulted [Focus Questions I, IV]
- D. the emergence of religious institutions and practices in New Hampshire and the tensions that developed [Focus Questions III, VI, VIII]
- E. European economic beliefs and practices such as mercantilism that affected New Hampshire [Focus Questions I, II, III, VII]
- F. how labor systems--including apprenticeships, indentured servitude, and slavery--shaped and were shaped by New Hampshire society [Focus Questions II, IV, VI, VII]
- G. the impact of the environment on the early European settlement of New Hampshire [Focus Questions I & II]

Teacher's Overview of Era 3 Revolution and the New Nation (1754-1820s)

ERA 3 HIGHLIGHTS IN NEW HAMPSHIRE: differences among groups in revolutionary New Hampshire, Fort William and Mary, Battle of Bennington, Battle of Bunker Hill, the Revolution on the home front, state constitutions, US Constitution, social and cultural changes, the economy

Connections between New Hampshire history and events outside the state could hardly be more evident than in Era 3. Divisions outside of New Hampshire led to divisions within. The class, economic, and religious ties of Loyalists and Revolutionaries separated individuals, groups, and regions. The Revolution in New Hampshire, as elsewhere, did not ride a unified ground swell of support; the state had revolutionary instigators as well as Loyalists.

After Governor John Wentworth left and in the absence of a viable royal government, the state of New Hampshire declared a provisional government in January of 1776. The New Hampshire delegates to Philadelphia signed the Declaration of Independence of the thirteen colonies later that same year. State documents illustrate the ideas of the time. There were two state constitutions as a response to revolution and statehood, one in 1776 and one in 1784. The 1784 Constitution, with amendments, forms the state constitution of today.

New Hampshireites contributed their share to military events of the Revolution. The 1774 bloodless raid on casually-guarded Fort William and Mary came after Paul Revere rode north to Portsmouth to warn that the British were coming to remove the stores of gunpowder there. The Revolutionaries used that gunpowder later at the Battle of Bunker Hill. While no battles were fought in New Hampshire, the state's soldiers were active throughout the Revolution. In addition to fighting at Bunker Hill, John Stark and New Hampshire troops were critical in the victory at the Battle of Bennington. Some Loyalists stayed in the state, but others like John Wentworth left for safer ports. Privateers sailed in and out of Portsmouth, and smuggling flourished. When the campaign moved south, some New Hampshire troops went, too, while others returned to their farms and shops.

More people experienced the Revolution on the home front than on the battlefield. The home front can be traced through the activities and fortunes of women, slaves, children, Loyalists, men who stayed home, and government officials. For example, caught up in the ideas of the Revolution, 20 NH slaves petitioned the NH legislature for freedom in 1779; their petition was tabled, even though it contained ideas similar to those found in the Declaration of Independence.

Social and political change brought anxiety. Some New Hampshire people depended on religion to accommodate and explain the upheavals they felt. The Shakers, the Baptists, the Universalists, and the New Lights were radical religious sects that formed around the edges of Revolutionary society.

New Hampshire was the ninth and deciding state to ratify the United States Constitution in 1788. New Hampshire voters just barely gave the edge to the Federalists, but there was always a strong feeling for states' rights in New Hampshire.

The successful fight for independence opened vexing questions: Who was a citizen? What constituted virtue in citizens? How could the states ensure a supply of virtuous citizens? What should become of slavery? What place should be accorded to women and Blacks, neither of whom were allowed to vote? The people and the presses of New Hampshire pursued the questions and answers with as much zeal as people did in the rest of the new United States.

Themes for Era 3
Revolution and the New Nation (1754-1820s)

Era 3: Themes From The Larger Picture: The Western World and America

- A. the causes and consequences of political revolutions in the late eighteenth and early nineteenth centuries
- B. the growth and spread of commerce and science in the western world
- C. the causes of the American Revolution, the ideas and interests involved in forging the Revolutionary movement, and the reasons for the American victory
- D. the re-formation of American society by different governmental and non-governmental groups and individuals in the era of the American Revolution
- E. the impact of the American Revolution on politics, economy, and society
- F. the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

Era 3: New Hampshire Themes

- A. the sources and expressions of democratic ideas and revolution in New Hampshire [Focus Questions III, IV, V, VI, VII, VIII]
- B. the part New Hampshire and New Hampshire groups and individuals played in the American Revolution and the American victory [Focus Questions IV, VI, VII, VIII]
- C. how different social, cultural, and economic groups in New Hampshire took part in and experienced the American Revolution [Focus Questions II, III, IV, VI, VIII]
- D. the formation, content, and operation of New Hampshire state government during the Revolution and early nation building [Focus Questions I, IV, VIII]
- E. the parts New Hampshire and New Hampshire groups and individuals played in the new nation, especially in wars, economics, and politics. [Focus Questions IV, V, VI, VII]
- F. the impact of national policy on the economics and politics of the coastal and inland regions in New Hampshire [Focus Questions IV, VIII]
- F. the character of the local economy and the barter system of exchange [Focus Question VII]
- G. the importance of geographic and political factors in setting New Hampshire boundaries [Focus Question I]

Teacher's Overview of Era 4 Expansion and Reform (1801-1861)

ERA 4 HIGHLIGHTS IN NEW HAMPSHIRE: population changes, embargo, the Industrial Revolution, textile mills, transportation changes, farming and wagework, immigrant labor, politics, slavery, an era of reform

While the country expanded westward, a bit of territory was added to New Hampshire through the settlement of the Indian Stream Republic disagreement in 1842 by the Webster-Ashburton Treaty. Overall, New Hampshire felt the nineteenth century westward drive toward territorial expansion as a drain on her population.

Overwhelmingly rural at the beginning of Era 4, New Hampshire became more urban as it was affected by industrialization. The embargo of American trade with Europe in 1808 and the War of 1812 led to the decline of the hitherto healthy shipbuilding and trading port of Portsmouth, New Hampshire. Yet the need for textiles formerly supplied by Europe led to the growth of the textile industry in New England.

The advent of the Industrial Revolution in New Hampshire came with textile machinery, powered by New Hampshire rivers. Textile mills built early in the century transformed the economic and demographic profile of the state. Farmwork and wagework existed side-by-side for awhile, as farm families worked in factories seasonally. Young, unmarried New Hampshire farm girls were a major source of labor for early textile factories, many of them in Massachusetts. The textile mill complex at Amoskeag in Manchester, NH, began during this period. Soon it became less expensive for households to buy machine-made cloth than to make it, and the woman's world of home textile production changed forever. The shoe industry also employed many workers. Southern New Hampshire women sewed shoe uppers as outwork for Massachusetts shoe factories.

As factory-made goods replaced the homemade or artisan-made, and as the need for cash increased in order to buy factory-made goods, capitalism transformed New Hampshire society. The switch from a barter, pre-capitalist economy toward an industrial, cash economy caused hardship for those such as small farmers who could not accumulate cash. Transportation changes in the form of canals and railroads tied the state to sources and markets south and west and hastened the flow of people and goods. Canals struggled briefly, soon replaced by railroads. New Hampshire contributed the popular Concord Coach to the transportation revolution. Abbot & Downing exported their coaches to the American West and all over the world.

As competition developed, less expensive immigrant labor, especially Irish, replaced native-born farm girls. By the end of Era 4, even though the foreign-born represented only 4.3% of the total NH population, and even though only 520 "free-colored" lived in the state, Nativism and Know-Nothings appeared, espousing sometimes violent opposition to foreigners.

Politics mediated between old ideas and new. Notions of Republican Motherhood and civic virtue translated into increased education for girls. Ideas of political democracy called forth pressure for universal male suffrage. Jacksonian Democrats were elected in the state. The nationally volatile slavery issue led the country, including New Hampshire, into the Civil War era. Anti-slavery forces in New Hampshire contributed to the formation of the Republican Party. Massachusetts Senator Daniel Webster, a New Hampshire native, was a giant in the US Senate. In 1852 Franklin Pierce, a Democrat from New Hampshire, won the U.S. presidency by an electorate split by the question of slavery.

Partially fulfilled promises of democracy, coupled with religious fervor, female education, and the destabilizing effects of industrialization led to a great reform era that tackled all manner of social ills through applications of scientific thinking. This was an era when people formed many voluntary associations around special interests; barred from voting, women used such voluntary associations as their political arenas. The movement for abolition gained strength in the north, especially after adoption of the Fugitive Slave Law.

**Themes for Era 4
Expansion and Reform (1801-1861)**

Era 4: Themes From The Larger Picture: The Western World and America

- A. continuing spread of industry, commerce, capitalism, and western democratic ideas
- B. United States territorial expansion, the Mexican-American War, the concept of Manifest Destiny, and its effects on relations with external powers and Native Americans
- C. the changing lives of Americans and regional tensions as a result of the Industrial Revolution, the rapid expansion of slavery and westward movement
- D. the extension, restriction, and reorganization of political democracy after 1800
- E. Jacksonian Democracy and the sources, character, efforts, and results of reform movements in the antebellum period

Era 4: New Hampshire Themes

- A. ideas in science and technology applied to transportation, industry, education, and medicine in pre-Civil War New Hampshire [Focus Question V]
- B. settlement of New Hampshire's northern boundary and relations with Canada [Focus Question I]
- C. the impact of the Industrial Revolution and market revolution on the New Hampshire landscape, economy, politics, and population [Focus Questions II, III, IV, V, VII]
- D. changes in New Hampshire's population as a result of changing patterns of emigration and immigration [Focus Questions II, III, V, VII]
- E. the efforts and results of social and political reform movements in New Hampshire and their links to national reform movements [Focus Questions IV, VI, VIII]

Teacher's Overview of Era 5 Civil War and Reconstruction (1850-1877)

ERA 5 HIGHLIGHTS IN NEW HAMPSHIRE: transportation changes, Civil War industry, the state in national politics, the Republican Party, abolition, wartime agriculture, New Hampshire people in the war, the peace movement, westward migration

Transportation changes gained momentum in Era 5, preparing for the industrial boom that was to come in the next fifty years. Canals, never fulfilling the hopes of their builders, declined: in 1854 only 11 miles remained in operation in NH. Railroads made the difference. In the decade before the war, railroad track mileage in New Hampshire increased 41%, from 465 miles to 656 miles.

The Civil War focused New Hampshire on wartime production, national political issues, New Hampshire involvement in military campaigns in the south, and the effects of war on individuals.

The politics of the era featured the beginnings of the Republican Party. Franklin Pierce won election, the only United States president from New Hampshire. Democrat Pierce's position mollifying southern interests made him unacceptable to anti-slavery forces. Senator John P. Hale was a well-known mover in national politics and as a prominent abolitionist. Abraham Lincoln himself visited New Hampshire--his son attended Phillips Exeter Academy--and, it is said, enthusiastic acceptance of Lincoln's speeches here convinced him that he could run successfully for the presidency. Renomination of Lincoln split the Republican Party in New Hampshire as well as nationally, but in the election Lincoln and Johnson narrowly won this state.

African-Americans felt the contradictions in New Hampshire attitudes toward racism and slavery. Significant battles over slavery occupied the state's politicians, and, while no slaves remained in the state, black author Harriet Adams Wilson wrote a novel, Our Nig, loosely based on her own unhappy experiences as an indentured servant in southern New Hampshire.

In 1850, agriculture employed, by far, the most workers: 47,440 free males 15 years and older to manufacturing's 27,082 males and females. By 1870, farms occupied 62.4% of New Hampshire, and more of the state was deforested than at any other time.

Both agriculture and manufacturing in New Hampshire responded to war needs. Mechanized shoe manufacturing and textile mills, for instance, helped supply the Union Army, as did ammunition and firearm manufacturers. The industrial North prospered as a result of the war, and New Hampshire industry was no exception. On the agricultural side, New Hampshire farmers provided for war needs and made up for some war losses. Tobacco growing, for example, increased from 50 pounds in 1850 to 155,334 pounds in 1870. Southern cotton supplies for northern cotton mills fell victim to war, but that production problem for New Hampshire manufacturers could not be alleviated by local farmers. Local farmers could supply wool, however.

New Hampshire men served in Northern uniforms. Women such as Harriet P. Dame served as nurses on the battle fields. Other women who stayed home supported the war effort through their labor in the factories and through volunteer work.

Anti-war sentiment also had its advocates in the state, making the picture more complicated than the generalization that Northerners united wholeheartedly in the war to preserve the Union and free the slaves.

The 1870 census showed the only net population decline in New Hampshire since the official census began. Deaths and relocations from the Civil War as well as westward movement caused the state's population to drop from 326,073 in 1860 to 317,976 in 1870. It has risen in all subsequent censuses.

**Themes for Era 5
Civil War and Reconstruction (1850-1877)**

Era 5: Themes From The Larger Picture: The Western World and America

- A. movements toward freedom by people in bondage such as serfs in Russia and slaves in the U.S.
- B. the development of regionalism in the United States
- B. the causes of the United States Civil War
- C. the military, social, political, and economic aspects of the Civil War and its effects on the American people
- D. the results of Reconstruction for both North and South

Era 5: New Hampshire Themes

- A. the interplay between pro-slavery and anti-slavery forces in the state
[Focus Questions III, IV, VI, VIII]
- B. New Hampshire as part of the industrial northeast, rather than the less industrialized south and west [Focus Questions II, IV, V, VII]
- C. the influence science and technology exerted in New Hampshire during this era
[Focus Question V]
- D. the parts played by New Hampshire's people – such as the soldiers, marching bands, and nurses – throughout the Civil War [Focus Questions IV, V, VI, VIII]
- E. the effects of the Civil War on New Hampshire people [Focus Questions III, IV, V, VI, VII]
- F. the character of New Hampshire life before, during, and after the Civil War and its interactions with the rest of the country and the world [Focus Questions IV, V, VI, VII]
- G. changing patterns of land use and occupations from agricultural and rural to industrial and urban
[Focus Questions II, VII]

Teacher's Overview of Era 6 The Development of the Industrial United States (1870-1900)

ERA 6 HIGHLIGHTS IN NEW HAMPSHIRE: industrialization, immigration, people of color, changes in power sources, the economy, effects on the environment, politics and power, women in the public sphere, social welfare actions

As the title suggests, industrial development defined the era. While attempts at Reconstruction in a devastated South struggled with the questions of a bi-racial society, New Hampshire, with much of the rest of the North, enjoyed a burst of industrialization following the Civil War. The Amoskeag Manufacturing Company in Manchester, for instance, grew into the largest textile complex in the world.

Most of the state's population lay in the south, as did most of the manufacturing. A surge of immigrants from French Quebec rode the railroads into New Hampshire to work in the mills. By 1900, 2% of the state's population was foreign-born. Blacks and Asians numbered fewer than 1000 in a total New Hampshire population of 411,588.

Steam power had begun to replace water power by 1870, but by 1900 gasoline engines and electric motors foretold an even newer age of power to come.

During Era 6, manufacturing became the dominant employer of workers in New Hampshire; agriculture would never again dominate the New Hampshire economy. Boots and shoes topped the leading industries, followed by cotton goods, once first but now second. Wool manufacturing, lumber and timber products, and paper and wood pulp followed in that order.

Railroads provided a way for raw materials and finished products to come and go between New Hampshire and the rest of the country. Local farming suffered from competition from Midwestern products shipped in by the railroads, but, on the other hand, highly perishable local dairy products could be shipped to nearby city markets like Boston. Farms therefore turned more toward dairying.

The railroads opened up the North Country to logging. Other technologies contributed. The adoption in 1877 of the production of paper from wood pulp rather than rags made Berlin the industrial center of the North Country, and Berlin eventually became the biggest producer of newsprint in the world. Record timber harvests alarmed some environment watchers, and exuberant industry began to have adverse effects on water quality and availability. Immigrants came to work in both the logging and paper industries.

The railroads also led to the rapid expansion of tourism. The upper classes and moneyed vacationers patronized the large hotels in the White Mountains or on the shore, and middle class vacationers paid to stay with farm families who took in summer boarders from the cities.

Profits from industrialization led to new sections of cities built in spirited Victorian styles. These can still be seen today in most New Hampshire cities and towns.

Politically, the expansion of industry led to moves by industry to influence and control government. In this era, increasing political corruption and influence peddling was perceived to be against the interests of the "common people."

Still not allowed to vote, women were finally accepted into the State Teachers' Association and a few became practicing lawyers and doctors. The temperance and suffrage movements joined forces and regularly petitioned legislatures and constitutional conventions for action in favor of their causes. Many of the causes begun as ideas for reform in the pre-Civil War era developed into social welfare action.

Themes for Era 6
The Development of the Industrial United States (1870-1900)

Era 6: Themes From The Larger Picture: The Western World and America

- A. the expansion of Western industrialized political and economic influence in Latin America, Africa, and Asia
- B. transformations of the American peoples and society as a result of big business, labor, heavy industry, and mechanized farming
- C. massive immigration to the United States after 1870 and its effect on new social patterns, conflicts, and ideas of national unity amid growing cultural diversity
- D. the Populist Movement, the rise of the American labor movement, and contributing issues of monetary policy
- E. ideas of national identity and destiny reflected in Federal Indian policy and United States foreign policy after the Civil War

Era 6: New Hampshire Themes

- A. the growth of urbanization and regionalization and the exploitation of the natural landscape as a result of industrialization [Focus Questions II, III, IV, V, VII]
- B. changes in the state's population caused by immigration and emigration patterns, fueled by economic factors [Focus Questions III, V, VII]
- C. the relationships between technological and scientific developments, the temper of the times, and the expansion of New Hampshire industry and capitalism [Focus Questions V, VII]
- D. reflections of local and national social and economic issues in the political conflicts of the times [Focus Questions IV, VII]
- E. reflections of New Hampshire society in activities by nongovernmental groups and individuals [Focus Question VI]
- F. the changing qualities of New Hampshire life (including the arts and tourism) due to economic and social changes [Focus Questions II, III, IV, V, VI, VII, VIII]

Teacher's Overview of Era 7 The Emergence of Modern America (1890-1930)

ERA 7 HIGHLIGHTS IN NEW HAMPSHIRE: Populism, Spanish-American War, Russo-Japanese Treaty, national and international politics, women and the vote, Progressive Era politics and reform, changing technologies, World War I, Red Scare, people leave the countryside, foreshadows of the Great Depression

The Spanish-American War signaled the United State's new willingness to expand its sphere of influence globally. The signing of the Russo-Japanese Treaty of 1905 at the Portsmouth Naval Shipyard brought diplomats to New Hampshire, international prestige to the United States, and the Nobel Prize to peace broker Theodore Roosevelt. Roosevelt's ties to the state continued, and, later, some prominent New Hampshire politicians encouraged and supported Roosevelt's Bull Moose Party.

Political change washed through the state. The 1902 NH Constitutional Convention passed a resolution to submit a proposal to the people allowing women to vote. It did not pass, but New Hampshire voters did ratify the 19th amendment to the U.S. Constitution in August 1919.

Urbanization, industrialization, immigration, and political corruption arising from the Gilded Age following the Civil War prompted an era of reform, the Progressive Era, that attempted to solve problems that many thought had grown out of hand. Prior to World War I, the state legislature passed much progressive legislation aimed at using the power of government to regulate business and ameliorate social ills: a law forbidding free railroad passes for government officials, establishment of a Public Service Commission, a Mother's Pension Law, a Family Desertion Act, protective labor legislation for women and children, help against tuberculosis, provisions for health inspections in schools, and a requirement to register motor vehicles. The state benefited from the Weeks Act that established the White Mountain National Forest, as part of the drive for conservation of resources. Overall, New Hampshire politicians embraced reform by government, unlike the later conservative trends in the state.

As new technologies were adopted, New Hampshire saw all aspects of daily life change. Technology also made war more brutal than ever. New Hampshire men served as soldiers in World War I, and some women joined the armed forces as nurses, office staff, and communications operators. Women replaced servicemen in jobs left empty at home, such as shipbuilding and farming. In the decade after World War I, New Hampshire adopted technologies on a grand scale: radio, the telephone, electricity, automobiles. The wide use of technology shortened the social and psychological distance between New Hampshire and the rest of the world in a process that would gain momentum over the century.

Cynicism and fear, often referred to as the Red Scare, reached into New Hampshire after the war. Almost 300 suspected New Hampshire Communists and labor radicals were arrested in 1920 as part of U.S. Attorney General Palmer's nationwide raids on suspected Communists and agitators. The state took on a more active role in the education of New Hampshire students with the 1919 school reform, removing some of the power from local towns and attempting with regulation, organization, and money to equalize educational opportunities within the state.

Throughout Era 7, much of New Hampshire's population continued to drain from the rural countryside to the cities and to other states. Governor Rollins proclaimed Old Home Day in 1899 to promote the return of prodigal natives to their family origins. Many just stayed for the day, and by the 1920s the state was actively promoting tourism, which changed from long-term stays by rail passengers to short-term visits by people traveling in automobiles. The introduction of skiing by immigrants from Scandinavia began an industry that supplemented the usual summertime tourism. By the end of the era, manufacturing concerns such as the former textile giant Amoskeag Manufacturing Company showed signs of weakness, foreshadowing The Great Depression to come.

Themes for Era 7
The Emergence of Modern America (1890-1930)

Era 7: Themes From The Larger Picture: The Western World and America

- A. the causes and consequences of expansionism, the arms race, and World War I
- B. the use of science and technology to achieve varied ends for both nations and individuals
- C. the Populist, Progressive, and other responses to industrial capitalism, urbanization, and political corruption through World War I
- D. expansionism, intervention, and isolation in U.S. foreign policy from 1890 to 1930
- E. social, political, and economic changes in the United States before, during, and after World War I

Era 7: New Hampshire Themes

- A. the domination of political reform and government regulation as issues in New Hampshire politics early in the century [Focus Questions IV, VI, VIII]
- B. the use of government regulation to address New Hampshire social and economic issues during the Progressive Era [Focus Questions II, III, IV, VI, VII]
- C. New Hampshire's responses to World War I, abroad and on the home front [Focus Questions III, IV, VIII]
- D. the effects of technology and science on New Hampshire before the Great Depression [Focus Questions III, V, VII, VIII]
- E. difficulties and changes in the New Hampshire economy before, during, and after World War I [Focus Questions II, III, IV, VII, VIII]
- F. changes in roles of women in the first three decades of the twentieth century as a result of war, the modern capitalist economy, social reform, and suffrage [Focus Questions IV, V, VI, VII, VIII]
- G. the growth of leisure culture as a part of the New Hampshire culture and economy [Focus Questions II, VII, VIII]
- H. the effects of the spread of the telephone, electricity, and the automobile on New Hampshire life [Focus Questions V, VII, VIII]

**Teacher's Overview of Era 8
The Great Depression and World War II (1929-1945)**

ERA 8 HIGHLIGHTS IN NEW HAMPSHIRE: the Great Depression, surviving, governmental responses, Civilian Conservation Corps, World War II, wartime production, immigration

The Great Depression and World War II once again demonstrate the necessity of understanding the greater context in order to understand local events. National events intruded on New Hampshire experience down to the personal level to an unprecedented degree. In New Hampshire, as elsewhere, rural populations had the option and habit of growing much of their own food while urban populations often did not. Circumstances challenged middle class family structures; looking for ways to help families survive, women took low paying jobs when men in the family had no work. Other families broke up and recombined as members went to find work. Life became a mixture of unrest, conflict, and mutual help. Both national and state governments were occupied with finding ways to weather the crisis, and the population at large began to expect more from government; legislation brought expanded social welfare to New Hampshire.

Governor John Winant shepherded New Hampshire through the beginning of the Great Depression, at first following the policies of President Hoover and then with policies and sentiments more akin to the New Deal. Elections in New Hampshire after that revealed mixed opinions when it came to federal aid to the state. One New Deal program that left a mark on the state was the Civilian Conservation Corps (CCC). In the countryside, CCC camps brought in young urban men, and many stayed to marry girls they met who lived near the camps.

Mills in the state struggled and some died, unable to solve their supply and labor problems and compete in international markets. The demise of the Amoskeag Manufacturing Company in 1936 is an example. The failure of the Amoskeag mills hurt Manchester and the state severely. World War II brought New Hampshire and the United States out of the Depression; wartime production and military service provided jobs. Men and women who had never been out of the state suddenly found themselves in uniform, encountering the world. New Hampshire workers moved to jobs in munitions plants, sometimes in other states. Workers were brought into Portsmouth by the thousands to build submarines at the Portsmouth Naval Shipyard. Three to four thousand women worked in the shipyard, an unprecedented number. Industries of all types contributed to the war effort. The need for uniforms, for example, gave knitting mills, textile mills, and shoe factories temporary new life.

World disorder and the need for workers changed the state's demographics. French-Canadians topped the list of foreign whites in the state with the next closest category being English-Canadians, but there was an increase of other European and non-European immigrants. The state's nonwhite population remained very small, still under 1000.

Through it all, people found they had money to spend once again. The tide of consumer buying was held in check by wartime shortages, ready to expand into the consumer economy of the fifties and sixties once production changed from wartime to peace.

Themes for Era 8
The Great Depression and World War II (1929-1945)

Era 8: Themes From The Larger Picture: The Western World and America

- A. the world tensions and conflicts caused by the competing ideologies of fascism, communism, and capitalism
- B. the emerging picture of costs and benefits of using science and technology
- C. the causes of the Great Depression and its effects on American society
- D. economic ties and collaboration in the industrialized and industrializing world
- E. how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state
- F. the origins and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in world affairs
- G. changes in popular culture through movies, radio, the automobile, and advertising

Era 8: New Hampshire Themes

- A. changes in New Hampshire demographics during the Great Depression and World War II [Focus Questions II, III, VII]
- B. men's and women's work in New Hampshire during the Great Depression and World War II [Focus Questions IV, V, VI, VII]
- C. daily life during the Great Depression and World War II [Focus Questions III, VII , VIII]
- D. the effects of the New Deal in New Hampshire in the 1930s [Focus Questions IV, VII]
- E. political developments in New Hampshire during the Great Depression and New Deal [Focus Question IV]
- F. New Hampshire's involvement in and responses to World War II, at home and abroad [Focus Questions III, IV, V, VI, VII, VIII]
- G. changes in technology such as radio, movies, and advertising that contributed to changes in popular culture in New Hampshire [Focus Questions V, VIII]
- H. the creative arts and artists in New Hampshire [Focus Question VIII]

Teacher's Overview of Era 9 Postwar United States (1945- 1970s)

ERA 9 HIGHLIGHTS IN NEW HAMPSHIRE: Cold War, returning soldiers, woman's place, middle class ideals, the consumer culture, conservative politics, the tax question, dissension of the 1960s

The big themes of this era center on the fears and hopes of post-war politics, economics, and technology set against a background of the atomic bomb and a growing mass consumer culture.

During the 1950s, New Hampshire was still finding out how national and international trends and forces would play out in the state. New Hampshire took part in the postwar economic boom. Soldiers came home, married, bought houses, and started families. As the men returned, women found that they had to leave many of the jobs they had held during the war. The dominant middle class social expectation was that women would return to the home and become homemakers.

The home became the center of consumerism. Household gadgets and appliances defined the modern household. While the ideal had the appearance of a consensus view, many individuals and families in New Hampshire could not afford or did not choose to follow the middle class ideal of the modern household; a higher percentage of women continued to work for pay than in the other New England states, and some households resisted modern gadgets to accomplish work done in more traditional ways.

Nonwhites in the state increased during the 1950s, until by 1960 there were 2,587, partially because of members of the armed forces at Pease Air Force Base. By 1970, the nonwhite population was 4575 and 2505 of those were black in a total population of 737,681.

The economic profile of New Hampshire changed. Once textiles had been the industrial backbone of the state, but now small manufacturing and electronics firms moved into the forefront in a resurgence of industry. Agriculture began an almost unnoticed rebirth with organic farming that would take thirty years to develop. Tourism grew to become a major part of the New Hampshire economy. Automobiles on improved roads moved tourists and sports enthusiasts to and from the state. Recreational visits became shorter and more frequent, unlike the extended sojourns of the nineteenth century, and this demanded different kinds of recreational services.

In politics, the Cold War reached into the state and New Hampshire became a kind of conservative bell-weather. William Loeb bought the *Manchester Union Leader* in 1946; as owner and editor of the only statewide New Hampshire newspaper, Loeb achieved a national reputation as the irascible conservative voice of dour Yankees. Under the influence of Loeb, taxes became the guiding issue for elections. By the 1970s, to win the governorship, candidates had to promise not to introduce broad-based taxes.

New Hampshire state politics kept a conservative Republican cast. The New Hampshire legislature created a commission in 1949 to investigate Communist activities in the state. In 1951 the legislature passed a Subversive Activities Act. Under the umbrella of this act, Louis Wyman, as New Hampshire Attorney General from 1953-1961, with the public support of the *Manchester Union Leader*, headed a government search to ferret out Communist sympathizers in the state. In the same decade, New Hampshire's first-in-the-nation presidential preference primary quickly became a national political barometer.

Cracks appeared in the public persona of the state, however. Issues such as what kind and quantity of taxes would pay for local schools arose every election year. In addition, nation-wide movements in the 1960s -Civil Rights, women's rights, peace, rock music, and flower children -- chipped away at what some declared to be the New Hampshire way of die-hard conservatism.

Themes for Era 9
Postwar United States (1945- 1970s)

Era 9: Themes From The Larger Picture: The Western World and America

- A. the influence of the Cold War and the Korean and Vietnam conflicts in domestic and international politics
- B. the increasing role of the U.S. as "international policeman"
- C. the economic and baby booms hand-in-hand with the social transformation of postwar America
- D. U.S. domestic policies and political debates after World War II
- E. the expansion of science and technology for political, economic, and social ends and the new world created by the results
- F. the struggle for racial and gender equality and for the extension of civil rights and liberties

Era 9: New Hampshire Themes

- A. the growth of a consumer economy in New Hampshire and the economic and social consequences [Focus Questions V, VII]
- B. the involvement and responses of New Hampshire people to armed conflicts in Korea and Vietnam [Focus Questions III, IV, VIII]
- C. change and challenges presented to New Hampshire society by returning soldiers from World War II, Korea, and Vietnam [Focus Questions III, VI, VII]
- D. New Hampshire supporters of the Cold War, anti-communism, and conservative politics, and what those supporters did | Focus Questions III, IV, VI, VII]
- E. diversity, homogeneity, and conformity in New Hampshire through the three decades after World War II [Focus Questions II, III, IV, VI, VII, VIII]
- F. issues of taxation and local vs. centralized political control come to dominate New Hampshire politics and create challenges for town, city, and state government. [Focus Questions II, V, VI]
- G. the uses of science and technology in private and public life and the effects on the economy and environment | Focus Questions II, III, IV, V, VI, VII, VIII]
- H. economic changes fueled by growth of the consumer economy [Focus Questions V, VII]
- I. the unique characteristics of New Hampshire that distinguished it from other states and regions [All Focus Questions]
- J. the effects of economic boom and recession on development, growth, and maintenance of New Hampshire's character [Focus Questions II, V, VII]

Teacher's Overview of Era 10 Contemporary United States (1968-1996)

ERA 10 HIGHLIGHTS IN NEW HAMPSHIRE: politics, taxes, the environment, industry, tourism, law and order, change, local rule, Seabrook, presidential primary, electronic communication's effects on community, diversity, New Hampshire's image

Conflicts and struggles arose between those who had political power and those who wanted it, between those for and against specific issues such as the Vietnam War or broad-based taxes. Between environmental concerns and industrial interests, between those who hold on to the old ways and those who welcome the new, between the maintenance of and challenges to law and order. These express the essence of Era 10.

Conflict between local rule versus large industrial and commercial interests was tested when the town of Durham successfully fought off an attempt by Governor Meldrim Thomson and Aristotle Onassis to build an oil refinery on Durham Point in 1974. Another battle, the building of the Seabrook nuclear power plant, was fought by many of the same people, but this time the plant was built.

In politics, no matter what the election, taxes maintained a high profile as a pivotal recurring issue. The first-in-the-nation Presidential Primary ensured a place in the national media for New Hampshire every four years. Candidates traveled the state, meeting voters in stores, town meetings, diners, on the street, and in homes. Politics had a personal, face-to-face quality. The new influence of television in elections was not tested until the election of 1978. By the 1996 election, television advertising made the New Hampshire campaign much like that in other parts of the country, a media event of sound-bite-sized messages. The characteristic personal touch, possible because of New Hampshire's relatively small area, was not quite lost, however. The first elected female governor in New Hampshire, Jeanne Shaheen, was elected in 1996.

The electronic communications revolution reduced the relative and real-time distance between the residents of rural farmhouses, city apartment dwellers, and the rest of the world. Old values and ways associated with New England and New Hampshire conflicted with the homogenizing effects brought by vehicles and electronics delivering people, attitudes, values, and products. Local battles in the 1990s over the coming of chain stores such as Wal-Mart and Rite-Aid forced communities to confront and debate related economics and quality-of-life questions.

Change and a mobile population loosened community cohesion. Paradoxically, a counter-force to community disruption was the determination of people to escape what they saw as the ills of large-scale urban living and to build ties in more manageable environments such as New Hampshire.

In another apparent paradox, economic and technological change in the context of global and regional events parlayed into a more ethnically and culturally diverse demographic landscape even while promoting homogenization by mass culture. In 1990 only 45.8% of the population was born in New Hampshire and 3.7% were foreign-born. The communication explosion has also given diverse people more means and contexts in which to express themselves, and that act has led to greater conflict as well as greater understanding.

The computer and other electronic communications now make another series of changes possible in the state. People can live in remote areas while working and talking to their colleagues and counterparts all over the world via high-tech channels. The social, cultural, and economic results remain to be seen.

More than ever, the state is tied to the fate of the larger whole, yet the tourist industry and media cling to an image of old values and semi-secluded quaintness. Evidence arguing against New Hampshire's untouched quaintness shows that New Hampshire is more industrialized than Vermont, another state that banks on its country image. According to the census in 1990, 51.6% of New Hampshire lived in urban areas.

Themes for Era 10
Contemporary United States (1968-1996)

Era 10: Themes From The Larger Picture: The Western World and America

- A. the effects of the Vietnam War and its aftermath on national life
- B. changing international conflicts and alignments amidst the demise of the Cold War and the break-up of the Soviet Union
- C. the relationships between worldwide quality of life and science and technology
- D. the more-and-more apparent fragility of the world ecosystem and international attempts to address environmental degradation
- E. the effects of global economic and cultural links on global and local identities
- F. the effects on national and foreign policy of the international role of the United States as the only remaining super-power
- G. political and social movements in the United States and how they defined public and private life
- H. national debates over the role of government
- I. the global economy and free trade zones vs. political nationalism in the international arena
- J. the uses and effects of technological developments such as the computer and electronic communication

Era 10: New Hampshire Themes

- A. expectations of state, local, and national government held by New Hampshire people and the results when expectations are not met [Focus Question IV]
- B. the contributions of technology and science to New Hampshire economic and social life [Focus Questions V, VII]
- C. tensions between local vs. centralized government that lead to debates over taxation and the common good and determine political careers and budget decisions [Focus Questions I, II, IV, VI, VII]
- D. growth of conservation and the environment vs. industrial development as a political issue [Focus Questions II, IV, V, VII]
- E. the expression of New Hampshire character and issues in the arts, the lure of New Hampshire to artists, and the support of the arts through public funding [Focus Questions IV, VIII]
- F. the contributions of tourism to the New Hampshire economy [Focus Questions II and VII]
- G. partnerships between government and nongovernmental groups in facing the challenges of the environment, education, and job development [Focus Questions II, IV, VI, VIII]
- H. the reasons for and effects of using ballots rather than town meetings to determine local issues in some towns [Focus Question IV]

PEOPLE IN NEW HAMPSHIRE HISTORY A WORK IN PROGRESS

Teachers said to us, “We need a list of people who are important in New Hampshire history.”

What names belong on such a list? Who is most important? Who lacks significance? Who decides who is and is not worthy of study? What criteria should we use to decide?

The famous and public usually win inclusion over the unknown and private. Most lists include politicians, warriors, businessmen, and writers. That view of history misses the common person and everyday experiences. Such lists often miss important experiences of minorities, the lower classes, and women. In other words, the perspectives of such lists fail to take into account the majority of people who have lived in the past.

The historian, teacher, student, and citizen must always ask of a list, “Is this perspective accurate? Whose vision does it represent?”

Historical fame is often a function of deeds recorded in writing. For instance, how are we to know about pre-contact Native American leaders? Written records do not exist to tell us, and the oral traditions of Native Americans were severely disrupted after contact with Europeans. Therefore a list of people important in New Hampshire’s past can give the erroneous impression that no Native Americans of importance existed before Europeans came and wrote about the people already here.

A list of people in history also reflects the perspectives and interests of the compilers. The list below contains no sports figures, yet someone attuned to sports might consider Olympians and baseball players vital in representing New Hampshire history.

The founders of our nation recognized that a good citizen in a democracy is an educated, aware citizen. We must examine our visions of the past and become aware of why we have formed them as we have. We must become aware of why we choose some people over others for their significance to us. Even elementary school students can begin to examine our (and their) choices of historical figures to study and immortalize.

A beginning list follows. It includes some Native Americans, some famous politicians, some ethnic minorities, some women, some common people. You may consider some of the choices for inclusion and exclusion rather odd. You may recognize some of the names immediately, and you may never have encountered some of the others.

The purpose of this list, then, is to incite critical thought and debate among teachers, students, and community members. Look for other lists. Compare them. Evaluate them.

Some of the following names were included because they are considered by many to be of standard political importance. Some were included because they bring to mind topics that are appropriate for K-6 students. Some have been omitted because they are not named in widely available sources. Others have been omitted because the research has not been done, so we do not know of their deeds. In addition, many of the names could appear in more than one era.

This list should always be A Work In Progress, reflecting changing research and interpretations of our history. Please, add names that you and your students find. How about making your own list, keeping it in a visible place, and amending it through the year?

To help you, most of the names below can be found in one or more of the following sources.

Anderson, Leon W., Alice V. Flanders, and Edward J. Gallagher. New Hampshire Woman Legislators, 1921-1971. Concord, NH: The New Hampshire Savings Bank, 1971. [pamphlet available on the internet at <http://www.state.nh.us/nhsl/>]

Jager, Grace, and Ronald. New Hampshire: An Illustrated History of the Granite State. Woodland Hills, California: Windsor Publications, Inc., 1983.

Heffernan, Nancy Coffey, and Ann Page Stecker. New Hampshire: Crosscurrents In Its Development. Hanover: University Press of New England, 1996.

Kaplan, Sidney, & Emma Nogrady Kaplan. The Black Presence in the Era of the American Revolution. Amherst, MA: The University of Massachusetts Press, 1989.

New Hampshire State Library. Famous New Hampshire. [on the internet at www.state.nh.us/nhsl/]

Mevers, Frank, ed. The Papers of Josiah Bartlett. Hanover, NH: University Press of New England, 1979.

Pillsbury, Hobart. New Hampshire: Resources, Attractions, and Its People. New York: The Lewis Publishing Co., Inc., 1927. (5 volumes)

Regional Center for Educational Training. Perspectives '76: being a Compendium of Useful Knowledge About Old -Time Vermont and New Hampshire. Hanover, New Hampshire, 1975.

Rosal, Lorenca Consuelo. "God Save The People" A New Hampshire History. Orford, NH: Equity Publishing Corporation, 1988.

Squires, James Duane. The Granite State of the United States: A History of New Hampshire from 1623 to the Present. New York: The American Historical Company, Inc., 1956. (4 volumes)

Tardiff, Olive. They Paved The Way: A History of New Hampshire Women. Exeter, NH: Women for Women Weekly Publishing, 1980.

Have fun with this!

PEOPLE IN NEW HAMPSHIRE HISTORY

A WORK IN PROGRESS

Era 1: Different Worlds Meet (Beginnings to 1623)

Abenakis

John Cabot

Queen Elizabeth I

Fernando Gorges

Martin Pring

Your additions:

Samuel D. Champlain

Leif Erickson

John Mason

Capt. John Smith

Era 2: Colonization & Settlement (1623-1763)

Eunice "Goody" Cole

Hannah Duston

Kancamagus

David Thomson

Wonalancet

Benning Wentworth

Sarah Hunking Wentworth

Your additions:

John Cutt

John Eliot

Passaconaway

Richard Waldron

Weetamo

Lt. Governor John Wentworth

Era 3: Revolution and the New Nation (1754-1820s)

Josiah Bartlett

Jeremy Belknap

Wentworth Cheswill

King George III

Marquis de Lafayette

John Pickering

Benjamin Pritchard

Jonathan Sewall

Molly Stark

Benjamin Thompson

Matthew Thornton

Meshech Weare

Frances Deering Wentworth

William Whipple

Your additions:

Mary Bartlett

Samuel Blodget

Amos & Violate Fortune

Jude Hall

John Langdon

William Plummer

Paul Revere

John Stark

John Sullivan

Sarah Walker Rolfe Thompson

George Washington

Governor John Wentworth

Prince Whipple

Era 4: Expansion and Reform (1810-1861)

J. Stephens Abbot & Lewis Downing

Hannah Davis

Harriet Farley

Singing Hutchinsons

Nathaniel, Mary, and Daniel Rogers

Henry Wells

Your additions:

Sarah Bagley

Lucy Crawford

Sarah Josepha Hale

Thomas B. Loughton

Daniel Webster

John Greenleaf Whittier

Era 5: Civil War and Reconstruction (1850-1877)

W.H. Abel
Benjamin Champney
Harriet P. Dame
John P. Hale
Thaddeus Lowe
Henry P. Moore
Celia Thaxter

William Brown (Brown Paper Co.)
Salmon P. Chase
Frank Jones
Abraham Lincoln
Sylvester Marsh
Franklin Pierce
Harriet Adams Wilson

Your additions:

Era 6: Development of the Industrial United States (1870-1900)

Thomas Bailey Aldrich
Augustus Saint-Gaudens
Marilla Ricker
R.G. Sullivan

Mary Baker Eddy
John, George, & Charles Pillsbury
Ezekial Straw

Your additions:

Era 7: Emergence of Modern America (1890-1930)

Amy Cheney Beach
Dr. Mary Louise Farnum & Jessie Doe
Edward & Marian MacDowell
Maxfield Parrish
Theodore Roosevelt

Mary Hill Coolidge
Daniel Chester French
Wallace Nutting
Governor Frank Rollins
John W. Weeks

Your additions:

Era 8: Great Depression and World War II (1929-1945)

Hilda Constance Fredericka Brungot
Francis P. Murphy
John Winant

Robert Frost
Franklin Roosevelt

Your additions:

Era 9: Postwar United States (1945- 1970s)

Sherman Adams
William Loeb
John Swenson

John King
Alan Shepard
Elizabeth Yates

Your additions:

Era 10: Contemporary United States (1968-present)

Acrosmith
Lotte Jacobi
Maxine Kumin
Aristotle Onassis
Jeanne Shaheen
David Souter
Meldrim Thomson

Dudley W. Dudley
Donald Hall
Christa McAuliffe
Vesta Roy
Shaw Brothers
John Sununu

Your additions:

SAMPLE LESSON PLANS

The following lesson plans were edited by Linda Burdick and William O. Kellogg from lessons developed by the pilot study teachers as part of their evaluation and use of this curriculum during the 1996-1997 school year. The plans illustrate the use of several focus questions and eras. The efforts of the pilot study teachers in developing these plans are thankfully acknowledged.

As teachers become familiar with the curriculum, many will develop exciting lessons. It is hoped that ways will be found to share these ideas either at conferences and meetings or through publications.

Teachers interested in sharing lesson plans are invited to contact the Education Director at the NHHS.

“Suddenly it started to become clear and understandable! I found a way to begin and a way to proceed that made sense to me...I chose areas that I could concentrate on, knowing that I couldn't cover it all.”

Carol Sullivan, Derry Village School

LESSON: TIME TO HANG OUT

Adapted by Linda Burdick from a unit by Maud Anderson, Moultonborough Central School.

THIS LESSON IS A GOOD WAY TO START A HISTORY UNIT, AND HELPS STUDENTS GRASP THE CONCEPTS OF PAST, PRESENT, AND FUTURE. YOU CAN REVISIT THIS ACTIVITY THROUGH-OUT THE YEAR, AND USE IT FOR A CULMINATING ACTIVITY.

FOCUS QUESTION: This activity is useful for ALL of the focus questions.

ERAS: ALL eras

INSTRUCTIONAL OUTCOMES: Students should be able to locate events in time--past, present and future; construct time lines of significant personal, community and state events; and interpret time lines. Students should demonstrate an understanding that historical artifacts and documents represent historical evidence of the past. Students should understand that they, as individuals, are part of an on-going story of their communities, state, and nation.

QUESTIONS TO EXPLORE:

1. What does a timeline represent?

Methods:

- A. Create a clothesline timeline. Materials needed: 100 foot clothesline, 2" red plastic tape (to mark centuries), 1.5" blue plastic tape (to mark decades), clothespins (spring type), index cards (to mark dates).
- Decide how long a period of time you want your timeline to represent.
 - Decide on scale. (Our class timeline runs from 1400--2010 A.D., with one foot representing a decade: 6.1 centuries = 61 feet, with leftover line at either end so we can easily hang the timeline.)
 - Use the red tape to mark the centuries, the blue tape to mark the in-between decades.
 - Make date cards to mark the centuries and half-centuries. (Hold the clothespins upside-down so the dates hang down from the top of the pin, otherwise the dates will flip down when you hang them on the clothesline).
 - Make timeline cards for a few other events you have been discussing in class--perhaps Columbus' first voyage to North America, the landing of the Mayflower, or the Declaration of Independence. Students continue to make timeline cards as the year progresses.
- B. Find a large space to unfurl the timeline. We use our cafeteria. The class sits on bleachers on the side of the room so they can see the entire timeline. We tie the timeline to a stool or support at one end of the room, then have a student unfurl the timeline to its full extent.
- I hang a few momentos on the timeline: a current class photo to represent the current year; a graduation cap tassel to represent the year our class will graduate from high school; a toy baby bottle or a pair of booties to represent the year(s) the students were born.
- The students determine that this is a timeline and identify what the hanging objects represent.

2. How are timelines organized?

Methods:

- A. On the timeline, hang dates or objects that they are familiar with—student birthdays, holidays, etc. Establish that the one foot intervals represent 10 years or a decade (from the Greek word *DEKA*, meaning ten, as in decathlon, decahedron). Every 10 feet represents 100 years or a century (from the Latin *CENTUM*, meaning 100, as in cent, centipede, centimeter).
- B. Call on individuals to hang date cards for the centuries and the half-centuries, for dates you've been discussing in class, etc.

3. How am I part of a timeline?

Methods:

- A. Introduce the concept of *generations*. Have someone stand by the timeline to show when the fourth graders' parents were kids; when their grandparents were kids, etc.
- B. Students interview parents and make timeline cards for significant dates in their parents' lives and in their own lives. If possible, have them interview grandparents or older people in town.

4. How can historical documents help us find out what happened in the past and when events occurred?

Methods:

- A. Use events you have been discussing in class, and ask, "How many years ago was _____?" How long ago was this in terms of your lifetime thus far? What other events were taking place at the same time? (For example, when we placed Sarah Clark's diary on the timeline--1861--we discussed how the Civil War was being fought at that time.)
- B. Continue to add timeline cards for events you discuss in class. My class has recently been reading diaries and historical fiction from the nineteenth century. We wondered about when various inventions were developed and became readily available. Pairs of students investigated specific inventions (railroad, telegraph, electric light bulb, etc.) and then prepared cards for our timeline. Students can also attach actual objects to their timeline cards to represent the invention (a tin can for the invention of the canning process, a light bulb, etc.).

ASSESSMENT:

1. Students construct a timeline of significant events in their personal lives, using the concept of intervals.
2. Students construct a timeline of significant events in their community.
3. Students interpret time lines and explain events in sequence.
4. Students use historical documents and other data and accurately place events on a timeline.

SOURCES:

Moyer, Judith. *A Timeline of New Hampshire History*. Concord, NH: New Hampshire Historical Society, 1996. Accompanying teacher's guide available.

NH STANDARDS: History 16, 17, 18

LESSON: BOUND TO BE NEW HAMPSHIRE

Adapted by Linda Burdick from a unit by Barbara Brown, East Rochester School.

THIS UNIT TRACES ONE FOCUS QUESTION THROUGH ERAS TO SHOW CHANGE OVER TIME, CONCENTRATING ON NH LANDSCAPE FORMATION, NATURAL BOUNDARIES, HUMAN BOUNDARIES, AND BOUNDARY DISPUTES.

FOCUS QUESTION I: What are the boundaries of New Hampshire and how did they get there?

ERAS: 1 (Beginnings to 1623), 2 (1623-1763), 3 (1754-1820), 4 (1801-1861), 5 (1850-1877), 6 (1870-1900), 7 (1890-1930)

INSTRUCTIONAL OUTCOMES: Students should be able to identify neighborhood, town, and state boundaries. Students should be able to distinguish between natural and man-made boundaries. Students should be able to identify major state geological features. Using maps, students should be able to explain how NH boundaries have changed over time.

QUESTIONS TO EXPLORE (inquiry questions taken from NH History Curriculum):

1. Are there boundaries around me? Where are they? What do they mean to me?

Methods: [Note: See resource list for books mentioned in the methods section.]

- A. Using Sobel's book as a reference, have the children draw maps of their neighborhoods, including their boundaries. How far will their parents let them go on their own? Then have the students discuss their maps and boundaries.
- B. Make oaktag stencils of the outline of your town. (Town maps are available in your local library, historical society, town hall, or at the New Hampshire Historical Society.) Students use the stencils at their desks while you work with an overhead projector. Students trace the outline of their town on paper. Then guide them through adding bordering communities and natural features such as rivers. Students devise a compass rose and legends for their maps.

2. Where are there boundaries in New Hampshire?

Methods:

- A. Small groups look at state maps of NH. What are some natural boundaries? Each group lists the major topographical features. Compare lists.
- B. Make oaktag stencils of the state. Use the same process as 1.B. Use the lists generated in activity 2.A., and have students draw these on their maps. Then discuss the political boundaries. Do they match the natural boundaries? Use other boundaries, such as major regions of New Hampshire. (See Brietbart map or Ladd map.)
- C. Do map worksheets in "Literature Based Map Skills" (Sniffen).

3. How were the natural boundaries in New Hampshire formed?

Methods:

- A. Show the video, "Franconia Notch." (See student worksheet for directed viewing.) The video illustrates the glacier effect on the NH landscape and introduces vocabulary.
- B. Give students fact sheets about glaciers. (Lacasse, 1977, and see following pages.) Read aloud and discuss.
- C. Make a model of a glacier. Freeze a large pan of ice with colored aquarium rocks mixed in. Place on a "mountain" of soil. Let the ice melt. Students should record their observations.

- D. Color an outline map of North America. Color land one color and the ocean blue. Using the Holt science book, students sketch in the boundary of the glacier. Students take cotton balls and glue over the sketched in area representing the glacier. Note the location of NH.
- E. Students list evidence they have observed of glaciers' effect in New Hampshire. What natural features were formed by glaciers?

4. Have man-made boundaries in New Hampshire always been in the same place? If not, who moved them and why?

Methods:

- A. Discuss the native peoples of NH. Where did they live? Using the "Indians of NH" map (or maps found in Calloway's books or "Facts on File"), see if you can find any natural boundaries between the different tribes. Write your conclusions. What natural features formed boundaries most often?
- B. Discuss European exploration and colonization. Use maps found in "Facts on File" to trace where they explored and settled in New England and NH.
- C. Using a series of maps (Drake, 1889; Bailey, 1960; Bardwell, 1989; Gilmore, 1989), compare boundary changes from the 1600s to 1997. Discuss why changes were made and the impact of population growth. Using maps, discuss Benning Wentworth's role in granting town charters in the interior of NH and what is now Vermont. Highlight the major boundary changes-- the Mason grant and the impact that had on future disputes, the 1740 boundary, the Indian Stream controversy, the Connecticut River boundary dispute, and the modern day boundary dispute with Maine. Have students plot the changes and the dates they occurred on a series of blank state maps. What conclusion can they draw? (That our state boundaries have changed over time.)
- D. Have students research in newspapers what citizens and editors had to say about different boundary disputes. (The NH-ME line is the most recent--mid 1990s.) Role play a decision to change a boundary. Have students be judges, lawyers, and citizens from both sides of the boundary.
- E. Using several maps and time lines, create a time line of important facts relating to NH boundaries.

ASSESSMENT:

1. Students label boundaries, natural features, and neighboring communities on a blank town map.
2. In an essay, students explain how glaciers impacted the NH landscape, and give examples. Use a rubric to evaluate.
3. Students label man-made boundaries, natural features, neighboring states, and country on a blank NH map.
4. In an essay, students explain that NH man-made boundaries have changed over time, and give examples. Use a rubric to evaluate.

SOURCES:

- Abruscato, Joseph , et al. *Holt Science*. New York: Holt, Rinehart and Winston, 1986. Chapter on glaciers.
- Bailey, Lillian. *Up and Down New Hampshire*. Oxford, NH: Equity Pub., 1960.
- Bardwell, John D., and Ronald P. Bergeron. *The Lakes Region of New Hampshire, A Visual History*. Norfolk, VA: The Donning Co., 1989.
- Benjamin, Cynthia. *Literature-Based Map Skills--Northeast United States*. Kent, CT: Sniffen Court Books, 1994.
- Blaisdell, Katherine. *Over the River and Through the Years for Children, Book One, Early History of the Upper Connecticut Valley*. Littleton, NH: Sherwin/Dodge Printers, 1985.
- Brietbart, Janice, et al. *State of New Hampshire--The Indians of New Hampshire*. Workbook for grade 4.
- Browne, G. Waldo and Rilma Marion Browne. *The Story of New Hampshire*. Manchester, NH: Standard Book Co. Inc., 1925.

- Calloway, Colin. *The Abenaki*. New York: Chelsea House Publishers, 1989.
- Drake, Samuel Adams. *The Making of New England*. Cambridge, MA: Riverside Press, 1889.
- Facts on File, Inc. 1984.
- Fiske, John. *The Beginnings of New England*. Cambridge, MA: Riverside Press, MA: 1889.
- *Franconia Notch State Park*. Distributed by NH Movies, Cineworks Productions, Inc. 124 Great Bay Road, Greenland, NH 03840.
- Gilmore, Robert C. and Bruce E. Ingmire. *The Seacoast of New Hampshire*. Norfolk, VA: The Donning Company, 1989.
- Hearse Brothers,. "Indians of New Hampshire." 1973. Map.
- Lacasse, Maryann Jewell. *History, Facts and Fun with New Hampshire*. 1977.
- Ladd, Richard J. *New Hampshire Past and Present*. Seabrook, NH: Whitney Press.
- Landau, Elaine, *The Abenaki*, Danbury, CT: Franklin Watts, 1996.
- Marsh, Carole. *New Hampshire Timeline: A Chronology of Our State's History, Mystery, Trivia, Legend, Lore and More!* Decatur, GA: Gallopade Pub., 1992.
- Moses, George Higgins. "New Hampshire, the Granite State," *National Geographic Magazine* 60, no. 3 (Sept. 1931) 257-310.
- Murphy, Francis, Co-operating Sponsor. *American Guide Series, New Hampshire, A Guide to the Granite State*. Boston, MA: Houghton Mifflin Co., 1938.
- Pettengill, Samuel B. *The Yankee Pioneers-- A Saga in Courage*. Hanover, NH: Regional Center for Educational Training, 1977.
- Price, Chester. "Historic Indian Trails of New Hampshire, " *The New Hampshire Archeologist* 14 (June 1967) Available as a poster from the Museum of New Hampshire History Store.
- Robinson, William F. *Abandoned New England--Its Hidden Ruins and Where to Find Them*. Boston: New York Graphic Society, 1976.
- Sobel, David. *Children's Special Places. Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood*. Tucson, AZ: Zephyr Press, 1993.
- Speare, Eva. *Indians of New Hampshire*. Littleton, NH: Courier Printing Co., Inc., 1965.
- Thomson, Betty Flanders. *The Changing Face of New England*. Boston: Houghton Mifflin Co., 1958.
- Wingate, Martha., principal at Gonic Elementary School, formerly Rochester Elementary School teacher. Several fact sheets on glaciers.

NH STANDARDS: Civics 1, 2, 4; Geography 10, 11, 12, 13, 15; History 16, 17

BACKGROUND FOR UNIT AND STUDENT WORKSHEET FOLLOW.

NEW HAMPSHIRE'S BOUNDARIES: BACKGROUND

New Hampshire was shaped by the Great Ice Age. The mountain tops were scraped off. The glacial melt made streams that changed the surface. Boulders were moved to other places. The Connecticut and Merrimack Rivers were great glacial lakes as were many other rivers. The lowlands were pushed down due to the weight of the ice. Therefore, the ocean was further inland than today. "The glaciers did more than any other one thing to shape the land we know today." (Bailey, 1960)

Political boundaries have changed over time. The Abenaki tribes seasonally roamed over territory encompassing present day Vermont, New Hampshire, Maine, and part of Canada. Sub-tribes had distinct territories within New Hampshire. When Europeans came to settle, they defined the boundaries of the different colonies. Sometimes the boundary decrees made little sense because of ignorance of the geography of the land. When John Mason received his charter, he assumed that the southern end of the Merrimack River continued westward instead of turning north, and thereby the stage was set for continuing border disputes with Massachusetts. Massachusetts understood their boundary to include all land three miles south and west of the Merrimack River and three miles north of its headwaters (at Lake Winnepesaukee) in a line running northwest.

The boundary between Massachusetts and New Hampshire was "settled" under the King's Decree of 1740--the southerly boundary was drawn due west from the most southerly curve of the Merrimack River at Lowell. Both States approved a later survey, made between 1885 and 1898. "Starting from the sea, it runs in a wavy line for thirty miles, north of and roughly paralleling the Merrimack River at a distance of three miles therefrom, and follows a straight, if not absolutely due western, course to the Connecticut River." (Murphy, 1938)

There were also disputes with New York. There was a great deal of argument about where the boundaries of New Hampshire were. In fact, Governor Benning Wentworth thought New Hampshire included all of what is now Vermont, and started chartering towns there. However, the governor of New York also claimed Vermont and started chartering towns in the same area. The dispute was sent to the king to be settled. He decided in 1764 that all land beyond the western bank of the Connecticut River belonged to New York. (Bailey, 1985) The boundary between New Hampshire and Vermont runs from a point on the 45th parallel, for about one and three-fourths miles to the west bank of the Connecticut River. The boundary then follows the river for 168 miles. The west bank of the river was set by the Supreme Court in a decision in 1934. (Murphy, 1938) Again, this is an interesting story, as the western boundary changed depending on court cases fought with neighboring Vermont.

The commissioners of the king made a survey in 1737 to originally establish the eastern boundary between Maine and New Hampshire. "By this original survey, the eastern boundary line passed through the mouth of the Piscataqua Harbor and up the Newichwannock, part of which is now called Salmon Falls, and through the middle of the same up to the farthest head thereof and from thence two degrees westerly until 120 miles be finished from the mouth of Piscataqua harbor aforesaid or until it meets his majesties other governments; and that the dividing line shall part the Isle of Shoales and run through the middle of the harbor between the islands to the sea on the southerly side, and the south-westerly part of said islands shall lye in and be part of the providence of New Hampshire." (Murphy, 1938)

Other surveys were done to establish the eastern boundary. A "final" survey was done in 1874. This survey established the line through the northern forests, the White Mountains, and south through the Salmon, Chocheco, and Piscataqua Rivers to the ocean. In this survey, the three southern islands in the Isle of Shoals are within the New Hampshire boundaries. The shoreline became the southern end of the eastern boundary. (Murphy, 1938) In the last decades of this century, New Hampshire and Maine have disagreed over where their boundary is located in relation to the Piscataqua River. As of 1997, that dispute was not settled.

The boundary between Canada and New Hampshire was established on August 9, 1842, by the Webster-Ashburton Treaty. "Commencing at the 'Crown Monument,' so called at the intersection of the New Hampshire, Maine, and Providence of Quebec boundaries, . . . thence by an irregular line along the divide to the head of Halls Stream and down the middle of that stream to . . . the 45th parallel of latitude." (Murphy, 1938) The story that led up to this treaty is well-worth relating to the students, as it involved part of New Hampshire seceding from the United States to form what was known as the Indian Stream Republic!

BOUND TO BE NEW HAMPSHIRE FACT SHEET
By the East Rochester, NH Fourth Grade Teachers

Most of the state's lakes were formed by the action of the great glaciers that covered the state four times to enormous depths of 8,000 feet or more. Grinding relentlessly over the earth, they dug basins that filled with water to become lakes. Sometimes glacial till formed natural dams, which backed up water for miles.

Glaciers formed many of the natural features of present day New Hampshire. In addition to the lakes, huge circular valleys, known as glacial cirques, were scooped out. These form some of the most attractive scenery in the state. Southern New Hampshire has many hills shaped like whales' backs. These hills, sometimes clay and sometimes rock or other material, are called drumlins.

The glaciers were most "generous" to the state in the gift of boulders. They were trundled overland from their original sites with infinite slowness and "graciously" deposited in New Hampshire when the ice melted. These are found in incredible numbers and sizes. Some areas are entirely covered with great glacial boulders in weird and jumbled masses.

It is hard to believe that the boulders, even on the lofty top of Mt. Washington, were deposited there by glaciers. The Madison boulder is said to be the largest "erratic" boulder in the United States. It weighs almost 8,000 tons (7,257 metric tons) and is over 80 feet (24 meters) long.

New Hampshire's famous flumes are also relics of the Ice Age, as are the Polar Caves near West Plymouth.

The weight of the glaciers was so tremendous that the level of the land was pressed down much lower than it now is. When the ice melted, the land began to rise slowly, like a sponge that expands when it is no longer being squeezed. The melting ice also raised the level of the seas, and parts of New Hampshire that had once been land were submerged. The famous Drowned Forest near Jenness Beach was probably growing on the New Hampshire shore until the sea rose to overwhelm it.

Many major features of New Hampshire were formed by forces much older than the glaciers. Fantastic slow upward and downward movements of the land raised mountain chains or brought in shallow seas. Much of the mountain region owes its present form to the centuries-old processes of erosion. The enormous quantities of granite that are such a marked feature of the state were forced to the surface by the forces of heat and pressure deep in the earth.

New Hampshire divides naturally into six geographical districts: the North Country and the White Mountain Region, the Monadnock Region, the Lakes District, the Connecticut River Valley, the Merrimack Valley, and the Eastern Seacoast.

STUDENT WORKSHEET: FRANCONIA NOTCH VIDEO Name _____

CIRCLE THE WORDS THAT MEAN THE SAME AS THE FIRST WORD:

1. Notch = gap pass trail cave valley
2. Flume = trail boardwalk gorge cliff river

CIRCLE EACH ACTIVITY THAT YOU CAN DO WHEN YOU VISIT FRANCONIA NOTCH STATE PARK:

- rock climb hike camp hunt fish shop at the mall
ski swim bike take pictures paint rest

CIRCLE WHAT YOU CAN SEE WHEN YOU VISIT FRANCONIA STATE PARK:

- wild animals airport wild flowers tourists lakes
a school a rock face a cable car a church

FILL IN THE CORRECT NUMBERS AS YOU HEAR THEM ON THE FILM.

1. The Old Man of the Mountain Profile is _____ feet above the valley.
2. The White Mountains are _____ million years old.
3. The Ice Age happened _____ thousand years ago.
4. Most of the grand hotels were built in the (check one) _____ 1600s _____ 1700s
_____ 1800s _____ 1900s
5. The Aerial Tramway can carry _____ passengers.
6. The main form of transportation to the mountains from Boston and other cities was by train
_____ years ago.

CIRCLE ALL OF THE WORDS THAT TELL HOW FRANCONIA NOTCH WAS FORMED:

- volcanic action bulldozers wind action water action
earthquakes frost and ice action forest fires sun gravity

WRITE YES OR NO IN THE BLANK BEFORE THE SENTENCE.

1. _____ The White Mountains are older than the Rockies in the western U.S., the Alps
_____ in Europe, and the Himalayas (including Mount Everest) in Asia.
2. _____ The bedrock under most of the state of New Hampshire is granite.
3. _____ Franconia Notch is still changing.
4. _____ People are responsible for a lot of the damage which is done to the park.

CIRCLE EACH ONE AS YOU SEE IT OR HEAR ABOUT IT ON THE FILM: Cannon

- Mountain the Flume Pemigewassett River the Basin Eagle Cliffs Mt.
Lafayette Profile Lake Maine, Vermont and New York aerial tramway

LESSON: NEW HAMPSHIRE UNPLUGGED

Adapted by Linda Burdick from a unit by Carol Sullivan, Derry Village School.

THIS LESSON USES A FOCUS QUESTION TO COMPARE MODERN LIFE WITH LIFE IN THE PAST, PARTICULARLY IN THE AREAS OF MANUFACTURING, COMMUNICATION, TRANSPORTATION AND LEISURE.

**FOCUS QUESTION V: HOW HAVE TECHNOLOGY AND SCIENCE AFFECTED LIFE IN NH?
ERAS : 6 (1870-1900) and 10 (1968-present)**

INSTRUCTIONAL OUTCOMES: Students should be able to define technology, give personal experiences of how technology affects people and how people have used technology. Students should be able to compare the technology of today with technology in one era of the past.

QUESTIONS TO EXPLORE (inquiry questions taken from NH History Curriculum):

1. What is technology?

Methods:

- A. Have students brainstorm ideas about how technology has affected life in NH and list the ideas on a chart.
- B. Have students look up *technology* and *technical* in different dictionaries and a thesaurus.
- *technology*: a) practical application of knowledge especially in a particular area, b) a manner of accomplishing a task especially using technical processes, methods, or knowledge, c) the specialized aspects of a particular field or endeavor.
 - *technical*: having a special and usual practical knowledge especially of a mechanical or scientific subject.
 - thesaurus synonyms: industry and commerce

2. What technologies do I and others use every day?

Methods:

- A. Have students identify the technologies they use throughout the day and describe how technology affects their lifestyles. Have them think about the following topics:
- the ways we keep warm and cool
 - the ways we get and prepare our food
 - the ways we communicate
 - the ways we travel
 - the ways we have fun
 - the ways we get rid of trash and waste
 - the ways we learn
 - the ways we use spare time
- B. To organize their thoughts, students can prepare individual posters on how they use technology in a day, and group posters on each topic. They can prepare surveys and graphs on who uses what technology. They can write essays on how technology affects their daily lives. (See student worksheet. Sample descriptions may be deleted as teacher's discretion.)
- C. Have students identify how technology affects the lifestyles of other people in their community by observing and identifying the topics listed above for the community as a whole. They should interview adults as part of their research. Students can prepare posters and displays as projects.

3. What are some of the technologies people used at different times in New Hampshire history? Who used them? When? Why?

Methods:

- A. Have students look at photographs or images from photography books, scrapbooks, town histories, etc., that depict their community in the late 1800s. (These are probably available in your local library and local historical society. Books that depict the Victorian era in general can be found at the NH Historical Society library and Museum of New Hampshire Store.) Students can take notes, write a report, and illustrate with posters the ways people kept warm and cool, etc.
- B. Have students take photographs of evidence of past technology in their communities -- old railroad beds, stone walls, logging roads, mills, etc. Make a display.

4. How has technology affected the natural environment in New Hampshire?

Methods:

- A. Have students brainstorm in groups and choose one technology to research and report back. Use old newspapers as well as resource books. Discuss *fact* vs. *opinion*. Possible topics: farming, logging, railroads, paper-making; mining, tourism.
- What are some technologies that have helped the natural environment?
 - What are some technologies that have harmed the natural environment?
- B. Ask speakers to come to class and discuss their jobs. Have students devise interview questions. Ideas: the local recycling center manager, a forester, a logger, a horticultural nursery owner, a dairy farmer, a highway maintenance supervisor.

ASSESSMENT: Have the class discuss differences between today's technologies and technologies in Era 6. Devise evaluation rubrics and have students assess their essays, reports, and posters. In student conferences, compare students' evaluations with the teacher's evaluations.

SOURCES:

- Aiting, Diane. *A New Hampshire History and Electric Timeline, 1820-1985: A Reproducible Teacher Resource*. Manchester, NH: Public Service Company. Call (603) 634-2557.
- AMC and Forest Service Workshop in Crawford Notch.
- "The Industrial Revolution." *Cobblestone*, September, 1981.
- Gillon, Edmund V. Jr. *Cut and Assemble a Nineteenth Century Mill Town*. New York: Dover Publications.
- Govatski, David, articles and hand-outs (time line, articles on the railroad industry, and maps of railroads) White Mountain National Forest, 1996.
- *Granite Monthly*, Vol. VII, No.5, May 1912. Article on John E. Henry, "Lumber King."
- "Lumber King of the North Country," *Granite Monthly*, September, 1914. Article on George Van Dyke.
- Macauley, David. *Mill*. Boston: Houghton Mifflin, 1983.
- Museum of New Hampshire History Tour, Concord, NH. Call (603)226-3189.
- Ober, Richard, ed. *At What Cost? Shaping the Land We Call New Hampshire*. Concord, NH: New Hampshire Historical Society, 1992. New Hampshire forest history timeline.
- Ross, Pat. *Hannah's Fancy Notions*. New York: Penguin Books, 1988.
- Society for the Protection of New Hampshire Forests. Books, pamphlets, speakers. Concord, NH.
- Weisman, Joanne B., ed. *The Lowell Mill Girls*. Lowell, MA: Discovery Enterprise.

NH STANDARDS: Geography 11, 13, 14, 15; History 16, 17, 18; Economics 7

STUDENT WORKSHEET FOLLOWS.

STUDENT WORKSHEET: NEW HAMPSHIRE UNPLUGGED

What technologies do I use every day?

1. Identify the technologies you use throughout the day.
2. Make a visual display of these technologies. You may use photographs, cut-outs from newspapers and magazines, and original drawings.
3. Describe how these technologies affect your lifestyle. Think about:

the ways we keep warm and cool	the ways we get and prepare food
the ways we communicate	the ways we travel
the ways we have fun	the ways we get rid of trash and waste
the ways we learn	the ways we use spare time

Your project should include at least three of the above ideas. Your display should be organized and neat. The description may be part of the display or may be done separately. Tell how each technology affects your life. How would life be different if we did not have these technologies? Give well thought out answers.

Here are some sample descriptions:

Food

I get my food at the supermarket. A lot of it comes in cans or boxes. Some of it is frozen. Other people grow and raise my food. If there were no supermarkets or packaged foods, I would have to raise, hunt, or gather my own food. I would not have the variety that I have now. I would only eat what could be found or grown in my neighborhood. I would have to get extra food during good times and store some for winter.

Communication

I can get information from around the world from newspapers, television, and my computer. I can talk to just about anyone in the world with my telephone. If I did not have these, I would only get information by talking to people near me. I would not be able to talk to friends and relatives who live far away. I could write letters.

Transportation

I use a car to travel long distances with ease. I also have lots of comfortable shoes so I can walk without getting tired or sore feet. Without these I would have to stay near home or walk in less comfortable footwear.

Personal Chores

There are lots of products that help me do my chores. I do not have to spend a lot of time scrubbing to get things clean. This gives me more time for fun. Also, there are products that I can use to help me stay clean and healthy. I do not have to suffer with not being able to see, or have missing teeth.

UNIT: WHO NEEDS IT?

Adapted by William Kellogg from units prepared by Kathy-Lyn H. Begor (ERA 1) Bristol Elementary School and Sharon Parsons (ERA 4) Goshen - Lempster School, Goshen.

THIS UNIT ON THE INTERACTION OF PEOPLE TO PRODUCE WEALTH AND GOODS INCLUDES SUCH TOPICS AS A BARTER VS CASH ECONOMY AND NATIVE AMERICAN HUNTING, GATHERING, AGRICULTURE AND TRADE. IT COMBINES INFORMATION FROM LESSONS DEVELOPED BY TWO TEACHERS ON THE SAME FOCUS QUESTION BUT IN DIFFERENT ERAS. THE TEACHER MAY PICK THOSE PARTS THAT SEEM BEST SUITED FOR A PARTICULAR CLASS OR MAY USE THEM ALL.

FOCUS QUESTION VII: How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?

ERAS: 1 (Beginnings to 1623) and 4 (1801-1861)

INSTRUCTIONAL OUTCOMES:

From the NH History Curriculum...

1. Students should be able to identify and describe how the economy creates ties among people.

From the teacher's lesson plans...

2. Students should be able to explain the needs and wants of an Abenaki family or group and/or of a family or group in the first half of the 19th century and compare them to the needs and wants of the students' family or household today;
3. Students should be able to explain how each member of an Abenaki and/or of a family or group in the first half of the 19th century cooperatively contributed towards the needs of everyone and compare them to how the students' family or household works cooperatively today.

QUESTIONS TO EXPLORE (inquiry questions taken from NH History Curriculum):

1. What do I need to survive in New Hampshire? What do I want but not need?

[Note: A teacher can vary the order of the methods or pick and choose those that will work best with a class.]

Methods:

- A. Brainstorm in small groups and make a list of things that students and their families NEED today for their survival. Discuss the lists as a class and compile a consolidated list for the entire class on the board. Are there items on the list that we could survive without? Identify these as WANTS, not NEEDS, on the list by starring them. Are the items that are left essential (absolute needs) for our survival? Ask them to explain the difference between a want and a need and why these items might differ from person to person and household to household.
- B. Ask students to imagine themselves as a small animal living in the woods of New Hampshire. Ask, "What would you need for survival? Would your needs change with the seasons?" Discuss and compile a list. Compare this list with the first one of students' needs. Can you find any patterns or similarities?
- C. Assign as homework the chart on *Things I need/ Things I want*, which is attached. In class share the homework assignments. Decide where the objects needed and wanted are made. Are any made in the community?

- D. Ask students individually on their own to fill in a copy of the *Household Job Chart*, which is attached. Have them fill in the chart listing the jobs and responsibilities of each person living in their home. Explain how jobs may change seasonally and be sure they all fill in the chart accordingly. Have them take the chart home to have those living there add items. In class have the students share in small groups their charts and consolidate for each group the information in like categories. (You will probably want to have this consolidation tabulated on poster size paper to be placed around the room for study and discussion.) Share each group's chart with the whole class and compare similarities.
- E. Ask students to think about the people who lived in the forests of New Hampshire about 500 years ago. Explore with the students the two questions, "What do you know about these people? What do you think their needs might have been?" (Sitting in a circle on the floor and passing a "talking stick" is an effective strategy for organizing this type of discussion.) List ideas and responses on the board. Compare this list to the one created about their own needs and about the animal's needs. Keep the three lists on display and encourage students to think about adding to the list on Native American needs. Ask the students, "What else do we want to find out about the Abenaki people to help us expand on the list?" (Misinformation should be taken note of during this discussion and then corrected as new information presents itself or is supplied by you to address misinformation. It is probably better for the discussion if you do not correct it on the spot.)
- F. Read or have students read the information on the Abenakis that is attached. Then in small groups and using a variety of sources (see list below and the bibliographies in the NH History Curriculum), have students read and keep notes about Abenaki family life. What were their needs? What were their individual responsibilities? How did each member help with the needs of the whole group? Did these jobs change with the seasons? (and connecting with question 2 below) What did they do when they needed something but didn't have it? How did they keep food that they caught or grew so that it would last all year long? Within each group fill out another *Household Job Chart* (Again, you may want it to be on poster board.) using information from their readings and notes. Share each group's information with the class and compare results presented in the charts. Post the charts. At some point you may wish to compile a class chart consolidating all the information. Watch the movie "People of the Dawnland" (from the *Our NH* series on Channel 11) and ask students to watch for jobs being done by males and females. Compare what they see in the video to the information already recorded in their group's *Household Job Chart*. Add any information not already recorded. (and connecting to questions 2 and 3 below) Were there things shown in the movie that the Abenaki did not make themselves? Where did they come from? (The movie introduces trade with the early settlers.)
- G. Discuss as a class the Abenakis focusing on their needs and wants and how they made or obtained what they needed. This is a good time to be certain that any misinformation about the Abenakis is corrected.
- 2. How do/can I and others get the things I need and want? How have New Hampshire people in the past gotten the things they needed and wanted?**

Methods:

- A. See F. and G. above for some ideas which relate to this question.
- B. Have each student pick one object from his/her homework assignment on *Things I need/Things I want* and, using a piece of construction paper, cut out a large circle. Have the students draw a picture of the item in the center of the circle and then around the outside of the object draw the cycle (steps) it takes to produce and distribute the object. Discuss the pictures and discuss the complexity of the production and distribution. Compare this with how the Abenaki made and distributed items they needed.

- C. Read aloud Donald Hall's book *Ox Cart Man*. Discuss how the whole household worked together and each person had a particular job to do. Compare this with their own *Household Job Chart*. (See above.) What are the similarities and differences between the family jobs in the *Ox Cart Man* and in their homes? Discuss what each student could have contributed to the family in the *Ox Cart Man* story. Discuss, if it seems appropriate in your class, what each student could contribute to her/his household today if the household needed help. Compare the needs of the household in the story with the needs of the Abenakis and with the needs of their own households. compare how the needs are filled. (For a geography exercise you can have the class map the journey to Portsmouth on an outline map of New Hampshire.)
- 3. In what ways did people trade and exchange what they had for what they wanted or needed in New Hampshire history?**

Methods:

- A. Use dictionaries to look up what *bartering* means. Look up *service* and *good(s)*. Establish the differences between the two. Have everybody think of an example that can be shared of when they may have bartered for something either a good or a service. Share examples and discuss. Refer to the *Ox Cart Man* as an illustration of how farming households in the early years of this nation met their needs. Farming households seldom had much cash and it presented a hardship to them.
- B. Have each student bring to class an object they would like to exchange for something else. Review what bartering means and what is meant by a *good* and by a *service*, both of which we usually pay for with money today. Discuss what type of services could be given to each other at school. Discuss if the student wants to trade his/her object for a good or a service. Give the students a chance to show what they brought and to express what they would like in exchange, and then give them time to try to negotiate a trade. Debrief by discussing the ease and difficulties they encountered. Introduce the concept of the cash economy. What are the advantages and disadvantages of a cash economy? of a barter economy?
- C. Review and discuss the trade portrayed in the *People of the Dawnland* video. View the video if not already seen or, if appropriate for your class, show it again. Discuss how the Abenaki traded. Compare that with how the farmer traded and how they trade today. Bring the unit to an end with a review of the three questions and comparisons of needs, wants, and trade in the pre-Columbian period, the early 19th century, and today. Pick a final assessment if that is appropriate.

ASSESSMENT:

- Included in the Methods are several activities that may be used for assessment.
- Ask each student to prepare a written, oral or pictorial response to one or more of the following:
 - How did the Abenaki people get all of the things they needed for survival?
 - How did each member of the Abenaki family help out?
 - Explain the differences between a cash economy and bartering.
 - Explain how people in New Hampshire either in the early 17th or early 19th centuries worked together to produce, distribute and barter to take care of material needs. Use the rubrics from the NH Assessment Test to evaluate the students. Use the modified rubrics (see example attached) for students to do a self evaluation of their written work. Have a conference to discuss their evaluation and yours.
- This can be done as individuals or a small group (4 students) evaluation. Have each student bring in an item from home that reminds him or her of something they have seen or learned in class about the Abenaki. Use these for a display in the class. Have students draw a picture of or write brief descriptions of each object. (Or you can take photos of each object for each student or group of students. This is rather expensive unless you have photography available in the school district.) Give each student (or small group) a poster with two headings: WANTS and NEEDS. Have them attach their drawings or descriptions under the headings. Have the students give reasons for their placement orally or in a paper. You will need rubrics for the group evaluation which includes evaluating participation.

4. Have students do independent projects presenting examples of wants and needs, family job distribution or bartering and trade. These may be from a different time period or area of the world. The reports can be written, oral, or pictorial, depending on the student and the project. Guidelines for evaluation should be established when the project is approved.

SOURCES:

[For the Abenaki and ERA 1. See also sources in curriculum under Focus Questions I-III. Those preceded by an S are suitable for students.]

- American Friends Service Committee. *Wabanakis of Maine and the Maritimes*. Bath, ME: Maine Indian Program, 1989.
- S Blaisdell, Katherine. *Over the River and Through the Years for Children: Book One*. Littleton, NH: Sherwin Dodge Printers, 1985.
- S Calloway, Colin. *The Abenaki*. New York: Chelsea House Publishers, 1989.
- Eames-Sheavly, Marcia. *The Three Sisters*. New York: Cornell University Cooperative Extension, 1993.
- Knotts, Sharon. *A Village Along the Merrimack*.
Public Service of New Hampshire, Amoskeag Fishways, Manchester, NH. (Teacher seminars and information booklet.)
- S Landau, Elaine. *The Abenaki*. Danbury, CT: Grolier Publishing, 1996.
- S New Hampshire Public Television. *Our New Hampshire: People of the Dawnland*. Durham, NH. (Educational TV program.)

[For ERA 4, see bibliographies in NH History Curriculum.]

- S Hall, Donald. *Ox Cart Man*. New York: Penguin Books, 1983.

NH STANDARDS: Economics 5, 6, 7, 9 (in part); History 16, 17, 18 (in part)

WORKSHEETS AND BACKGROUND MATERIAL FOLLOW.

HOUSEHOLD JOB CHART

	SUMMER	FALL	WINTER	SPRING
W O M E N				
M E N				
G I R L S				
B O Y S				

WORKSHEET: THINGS I NEED, THINGS I WANT

Name: _____ Date _____ # _____

Homework assignment: Use this worksheet to make a list of wants and needs that you have in your life. You will need to separate the items that you need from the items that you want but don't really need.

Make a list of...

Things I need:	Things I want, but don't really need:

Pick one object from each list and answer the following questions with that object in mind.

1. Where does this object come from?	1. Where does this object come from?
2. Did the people of New Hampshire in the early 1800s need or want this object?	2. Did the people of New Hampshire in the early 1800s need or want this object?
3. What did people use from the natural environment to make this object?	3. What did people use from the natural environment to make this object?

WHO NEEDS IT?

Background: The Late Woodland Period Abenakis

Food: Abenaki people living in the land we now call New Hampshire obtained their food by hunting, trapping, gathering wild plants, and growing some domesticated food plants. Men were responsible for hunting and trapping while women gathered wild plants and grew the “three sisters,” corn, beans, and pumpkins (squash). The Abenaki made maple syrup. They made clay pots and birchbark containers for food, and cooked over open fires. Extra food was dried, smoked, or stored in underground pits for use during the lean winters.

Shelter: Wigwams were made by men from saplings, bark, and woven mats. When New Hampshire Abenaki migrated to follow the growing, fishing, and hunting seasons, they set up temporary wigwams.

Clothing: Clothing was made from animal hides (leather or fur) with quills for decoration. Footwear consisted of moccasins. In winter they traveled in snow on snowshoes.

Tools: Tools were required to help provide the Abenaki’s basic needs. The tools used by the Abenaki and their ancestors changed over time. By the time of extensive contact with Europeans they used spears, bows and arrows (stone arrowheads), nets, stone chipping tools, stone gauges, stone knives, and bone hooks. The bow and arrow was a relatively new tool for the Abenaki in New Hampshire at that time. Before that they had used spears with throwing sticks. Needles were made of bone. They used open fires to cook and for warmth.

Personal wants and needs: Most Abenaki activities were dependent on the seasons. There was a well-defined division of labor between men and women as well as a strong spirit of cooperation and respect between children and adults. Gift exchanges were common among Abenaki leaders, and they enjoyed the benefits of being part of a large trade network that reached from tribe to tribe, exchanging food, arrowheads, beads, and jewelry with their neighbors.

Personal wealth: Personal wealth was not measured by vast physical possessions. It was impractical to accumulate belongings that needed to be carried from place to place during the seasonal migrations. Personal wealth came from spiritual gifts and from the support of a large network of nuclear and extended families. The family was based on sharing and on harmonious relationships.¹

¹ Based on information from American Friends Service Committee, *The Wabanakis of Maine and the Maritimes*, Bath, ME: Maine Indian Program.

WRITING EVALUATION
Rubrics for Student Self-Evaluation Adapted From NH State Assessment Test

Use this list to decide whether your work is a **1, 2, 3, 4, 5, or 6.**

<p>1.</p> <p>No organization. Doesn't follow the questions. No details. Hard to read or understand because of errors in grammar.</p>	<p>2.</p> <p>Little focus on questions. Only a few details. Errors in grammar.</p>
<p>3.</p> <p>Some topic development and supporting details. Errors in grammar. Uses simple words (limited vocabulary).</p>	<p>4.</p> <p>Focuses on question. Good details. Some errors in grammar. Acceptable words used.</p>
<p>5.</p> <p>Organized. Strong details. Few errors in grammar. Appropriate language. Easy to understand.</p>	<p>6.</p> <p>Careful organization. Topics and details very strong. Correct grammar. Rich language.</p>

LESSON: WE HAD A RIOT

Adapted by William Kellogg from a unit prepared by
Betty-Ann Sutton, Henniker Elementary School, Henniker.

THIS LESSON FOCUSES ON THE PINE TREE RIOT, A RESULT OF BRITISH ACTIONS THAT BUILT RESENTMENT AMONG THE COLONISTS AND THAT LED TO THE DIVISION INTO REBELS AND TORIES. THE UNIT USES TWO FOCUS QUESTIONS IN ONE ERA.

FOCUS QUESTION IV: How have government and politics affected New Hampshire groups and individuals?

FOCUS QUESTIONS VI: How have groups and organizations contributed to New Hampshire life?
ERA: 3, Revolution and the New Nation (1754-1820's)

INSTRUCTIONAL OUTCOMES: Students should be able to understand how one group reacted to government directives and how the government dealt with them.
Students should be able to describe how one non-governmental group acted to create NH History.

QUESTIONS TO EXPLORE: (inquiry questions from NH History Curriculum)

1. How have people in NH history made or changed the rules and laws that they had to obey?

Methods:

- A. Maintain a bulletin board time line of national and regional events covered in this era (pre-Revolution) to include: Sugar Act, April 1764; Stamp Act, March 1765; Repeal of Stamp Act, March 1766; Townshend Acts, June 1767; British Troops land in Boston, Oct. 1768; Boston Massacre, March 1770; Repeal of Townshend Acts, 1770; Pine Tree Riot, April 1772; Boston Tea Party, Dec. 1774; Raid on fort William and Mary, 1774; fighting at Lexington and Concord, April 1775; Declaration of Independence, July 1776. Have students write brief descriptions of each event to put on the board.
- B. Read article on "Colonial Masting" from *Perspectives '76* (see Resource list.) Have students read orally in cooperative groups. Then do closed-book note taking and have each student write a short summary of the article, OR have the cooperative groups list the order for cutting and hauling the mast trees and the events that affected the operation of masting. Then develop a master list of the steps and events. Have each student select an item from the list to illustrate on poster paper. Finally, create a linear bulletin board using the posters or insert them on the bulletin board described above.

2. What non-governmental groups have helped form NH history?

Methods:

- A. Read the summary article on the Pine Tree Riot (attached). Have each student select the role of a person involved in the Pine Tree Riot (see attached list of 21 people mentioned in the article). Have each student write a letter to Gov. John Wentworth describing and explaining one character's participation in and opinion about the riot. The letters can be read aloud in front of the class. In art class have students draw portraits of their characters using reference books to help them make accurate clothing and hair styles.
- B. (Optional) Develop a role play based on the summary article on the Pine Tree Riot. Use the court meeting in Portsmouth with Blodget and the trial before the four judges for the role play.

- C. Hold a class discussion on how one can change or affect laws with which they disagree. Include analysis of the techniques used by the Pine Tree Rioters. Discuss how they might have achieved their goals without violence. Emphasize that this was action by a nongovernmental group. You will probably want to compare the Pine Tree Riot to other actions at the time of the Revolution and/or with more recent events such as the Civil Rights Movement or local events where citizens petitioned or acted independently to change rules or laws.

ASSESSMENT:

Within the Methods described above are items for assessment. They include discussion, writing and artistic presentations. Each teacher can vary the assessment depending on the approach taken within the class and the ability of the students. In designing any assessment be certain to keep in mind the Instructional Objectives stated above. For any written evaluations create rubrics to use in discussing the writing with individual students. Develop rubrics for the evaluation of any group work.

SOURCES: [Those preceded by an S are suitable for students.]

- S Appelbaum, Diana. *Giants in the Land*. Houghton Mifflin, 1993. A picture book about Colonial masting. An excellent resource.
- S Begor, Kathy-Lyn. *New Hampshire Through the Years*. Littleton Enterprises, 1986.
- S *Cobblestone Magazine*. September 1983. Patriotic Tales of the American Revolution.
- S Grant, Louise. *The Fort and the Flag*. Regional Center for Educational Training, 1977. Fictionalized account of the raid on Fort William and Mary.
- S King, David C. *America's Story: Forming a New Nation*. Sundance Publishers. 1993. Contains short, grade level articles with study questions.
- S Randall, Peter. *New Hampshire: Years of Revolution 1774-1783*. Article on the raid on Fort William and Mary by Anne and Charles Eastman.
- S Shackburg, Richard. *Yankee Doodle*. Half Moon Book, 1965. Words and music about the song.
- S Sutton, Betty-Ann. *A Summary of the Pine Tree Riot*. Written for Fourth Graders. Attached. From Weare, NH's Town History.
- S Weber, Laurence. "Colonial Masting," *Perspectives '76*. Hanover: Regional Center for Educational Training, 1976. (Available at the Museum of New Hampshire History store.)

NH STANDARDS: Civics 1, 2; Geography 14; History 16, 17

WORKSHEETS AND BACKGROUND MATERIAL FOLLOW.

WE HAD A RIOT

Background: The Pine Tree Riot - Weare, NH, April 1772

Summarized by Betty-Ann Sutton from *History of the Town of Weare, New Hampshire*

There's a white pine tree in the town of Somersworth, New Hampshire that is 128 feet tall. That's as tall as an eight-story building. The trunk of this white pine is six and one-half feet across at the base. It's the tallest white pine in New Hampshire and one of the very few white pines left in our state that would be considered large enough to be used as a mast for one of the wooden sailing ships built for the Royal Navy of King George III in the 1700's.

In the early 1700's more and more people were leaving England and Europe and coming to the American Colonies. The towns along the coast of New Hampshire were developing into trading centers for the supplies that the colonists needed to buy from England. The colonists also had materials to sell to the ships that were sailing back to England.

One of our most abundant resources was trees. By the late 1600's, England had few forests left that could provide suitable trees for the giant masts, support timbers, and lumber for their growing Royal Navy and merchant ships. Tall, straight white pines were needed for "single-stick" masts. A single stick mast was hewn from one tree, rather than fastening two or more trees together with wooden pegs. A single-stick mast was by far the superior mast. It could hold full sail in the heaviest gales.

The colonists soon started moving away from the farms and towns along the coast. In the mid-1700s, Governor Benning Wentworth granted huge parcels of land to many of his friends and granted charters for incorporation to newly developing towns west of the Merrimack River. Families made the dangerous trip from the coastal towns to the forests. They cleared the land for farms and built roads for travel.

No matter who owned or cleared the land, the white pines on the land belonged to the King of England. In 1772 the British Parliament and King George III made a law protecting "any white pine tree of the growth of twelve inches in diameter." There was already a law protecting the larger white pine trees. All of these laws meant that the settlers couldn't cut any white pines unless they had the Deputy Surveyor come to mark the trees with the broad arrow, saving them for masts. Then the settlers had to pay a tidy sum of money to get a royal license to cut the rest of the white pines from their own land.

Deputy surveyors of the King's Woods were appointed by the governor. The Deputy Surveyor and his crew had the authority to mark any and all suitable white pines with the broad arrow mark of the king. The Deputy Surveyor also had the authority to check the sawmills run by the settlers. If he found any white pine logs or lumber that had been cut without a royal license, he could mark each piece with a broad arrow. The logs and lumber could then be seized by the sheriff and the owner of the sawmill had to pay a huge fine or go to jail.

While Benning Wentworth was governor of New Hampshire, he did little to enforce the pine tree laws. He rarely sent the Deputy Surveyor to the new towns, like Dunbarton, Weare, and Henniker, that were so far away from Portsmouth. And the governor saw little reason to deny the settlers their trees as long as there were enough masts being hauled to Portsmouth for the Royal Navy.

Benning's nephew, John Wentworth, became governor in 1766. John Wentworth soon saw how much money was being lost by not enforcing the license fees and fines for the pine tree laws in the new towns, so he instructed the Deputy Surveyors to attend to their duties.

In the winter of 1771-72, John Sherburn, a Deputy Surveyor of the King's Woods, visited the sawmills in the towns of the Piscataquog Valley. Sherburn found just what he hoped he would discover - white pine logs that measured 15 to 36 inches in diameter at six different mills in Goffstown and Weare. He claimed them as "The King's White Pine Trees" and chopped the mark of the broad arrow in every log. The owners of the mills were warned not to touch the logs and to appear before the Court of Vice Admiralty in Portsmouth on February 7, 1772 to pay their fines.

The sawmill owners hired Samuel Blodget, Esquire, a lawyer from Goffstown to represent them at court in Portsmouth. Blodget didn't represent them very well. He forgot his loyalty to them when the governor offered him a job as a Surveyor of the King's Woods. But Blodget did arrange for the sawmill owners to pay their fines and to get their logs back.

The mill owners from Goffstown paid their fines at once and had their logs returned to them. But the sawmill owners from Weare did not. They decided to be "obstinate and notorious" even though Blodget had sent them letters warning them against it.

On April 13, Benjamin Whiting, the Sheriff of the County, and his deputy, John Quigly, rode to South Weare. They came with a warrant for the arrest of sawmill owner Ebenezer Mudgett. Mudgett was the leader of the Weare mill owners. The sheriff thought that if he arrested Mudgett, the other mill owners would give in and pay their fines.

It was nearly dark when Sheriff Whiting and Deputy Quigly found Ebenezer Mudgett. Mudgett agreed to meet the sheriff at Aaron Quimby's inn in the morning and pay his fine. News of the sheriff's arrival spread quickly through Weare. That night scores of men gathered at Mudgett's house to work out a plan for paying the sheriff in a way that he wouldn't soon forget.

Mudgett rode to Quimby's Inn at dawn and burst in on the sheriff, who was still in bed. Then more than twenty townsmen, with their faces blackened for disguise, rushed into the sheriff's room and began to beat him with tree branch switches. Sheriff Whiting tried to grab his guns so he could defend himself, but he was thoroughly outnumbered. Men grabbed him by his arms and legs, hoisted him up, face to the floor, while others continued to switch him mercilessly. Whiting later reported that he thought the men would surely kill him. Deputy Quigly was also pulled from his room and received the same treatment from another group of townsmen.

The sheriff and deputy's horses were brought around to the inn door. The soot-blackened townsmen cropped off the horses' ears and sheared off their manes and tails - ruining the value of the animals. The two men were forced to mount and were shouted and slapped down the road toward Goffstown.

At this point the sheriff was not about to admit defeat. He went to Colonel John Goffe and Colonel Edward Goldstone Lutwyche and arranged for them to bring a posse of soldiers to Weare to arrest Mudgett and the other rioters. By the time the posse arrived, the rioters were long gone. They had disappeared into the woods without a trace.

But Sheriff Whiting didn't give up on the whole matter. Later in the spring he was able to capture one of the rioters, so the rest of the men agreed to pay the bail money and appear in court to accept their punishment.

In September, eight men from Weare were brought before His Majesty's Superior Court. They were Timothy Worthley, Jonathan Worthley, Caleb Atwood, William Dustin, Abraham Johnson, Jotham Tuttle, William Quimby, and Ebenezer Mudgett. They were charged with being rioters and disturbers of the peace and with "making an assault upon the body of Benjamin Whiting, Esq., Sheriff, and that they beat, wounded and evilly intreated him and other injuries did so that his life was despaired of." They were also charged with going "against the peace of our Lord the King, his crown and dignity."

Four judges heard the case in the Superior Court in Amherst. They were Theodore Atkinson, Meshech Weare, Leverett Hubbard and William Parker. The rioters were very humble and submitted themselves to the grace of the court and king. They were lucky. The judges fined each of the men 20 shillings and ordered them to pay the cost of the court hearing.

It was certainly a light punishment for the crimes they had committed. The small fine ordered by the judges showed that they understood why the men from Weare attacked the sheriff and deputy. The judges, like many other citizens of New Hampshire, thought the pine tree laws were oppressive and unfair. The pine tree laws were just another way of making the colonists pay taxes to the British king.

The Pine Tree Riot, the raid on Fort William and Mary in Newcastle, the threats to the Tax Stamp Master in Portsmouth, and many other acts of rebellion grew from the anger that the citizens of New Hampshire felt over these laws. They all helped to bring New Hampshire into the Revolutionary War against Great Britain.

Participants in the Pine Tree Riot

1. Jonathan Clement - sawmill owner
2. John Sherburn - Deputy Surveyor of the King's Woods
3. Samuel Blodget, Esquire - Sheriff of the County
4. Benjamin Whiting, Esquire - Deputy Sheriff
5. John Quigley, Esquire - Deputy Sheriff
6. Aaron Quimby - owner of the Pine Tree Inn
7. Ebenezer Mudgett - resident of Weare, rioter
8. Timothy Worthley - resident of Weare, rioter
9. Caleb Atwood - resident of Weare, rioter
10. William Dustin - resident of Weare, rioter
11. Abraham Johnson - resident of Weare, rioter
12. John Sherburn - Deputy Surveyor of the King's Woods
13. Jotham Tuttle - resident of Weare, rioter
14. William Quimby - resident of Weare, rioter
15. Colonel John Goffe - head of regiment that marched to Weare
16. Colonel Edward Goldstone Lutwyche - head of regiment
17. Matthew Patten - local judge or justice
18. Honorable Theodore Atkinson - Chief Justice
19. Honorable Meshech Weare - Justice
20. Honorable Leverett Hubbard - Justice
21. Honorable William Parker - Justice



APPENDIX A: STATUTES REQUIRING THE TEACHING OF NEW HAMPSHIRE HISTORY

Many people believe that New Hampshire history is required in fourth grade. Actually, by law, the teaching of New Hampshire history and government is to begin in all public and private schools in the state by not later than the beginning of the eighth grade, continuing into high school. The following paragraphs are direct quotations from the New Hampshire statutes:

Part Ed 308 Minimum Standards for Elementary Schools

Final Rules: April 8, 1987

Statutory Authority: RSA 186:5, 186:8, 189:25, 194:23-d

(n) Social Studies

The social studies program shall include the understanding of democratic beliefs; the study of geography, including lands and peoples (international studies); the development of the skills of decision making, data gathering, and critical thinking; opportunities to practice citizenship in the school and community; as well as instruction in history and government as defined in RSA 189:11. Social studies education shall develop the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the nation, and the world.

New Hampshire Education Laws

189:11 Instruction in National and State History and Government. In all public and private schools in the state there shall be given regular courses of instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government. Such instruction shall begin not later than the opening of the eighth grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.

“The statutes are eye-opening!”

Sarah Bragg, Bow Elementary School

**APPENDIX B: BROAD GOALS FOR K-12
NEW HAMPSHIRE DEPARTMENT OF EDUCATION, 1993**

The NH Department of Education has set out general expectations of what New Hampshire students should know and be able to do in the social studies at the end of grade twelve.

- “ Students will demonstrate a thorough understanding of the fundamental principles, organization, and operation of government at all levels in the United States.
- “ Students will understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens as expressed in the Declaration of Independence and the Constitutions of the United States and New Hampshire.
- “ Students will demonstrate a thorough understanding of economic concepts, including the American system of economics and its contributions to the development of our nation.
- “ Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world and understand the impact of geography on political, economic, and social developments.
- “ Students will demonstrate an awareness of and concern for the ways that the world's people, resources, and environments are interrelated and interdependent.
- “ Students will demonstrate a thorough knowledge of the history of their community, New Hampshire, the United States, Western civilization, and the world, including the contributions of famous men and women, ordinary citizens, and groups of people.
- “ Students will demonstrate a thorough understanding of and appreciation for the heritage of our nation, including its ideals, principles, institutions, and collective experiences.
- “ Students will be able to read and examine narratives, documents, and other evidence of the past to clarify, illustrate, or elaborate upon their understanding of history.
- “ Students will be able to examine cause and effect, review chronologies, consider ideas, and analyze trends in order to understand the past and the present and prepare for the future.
- “ Students will be able to use the knowledge, skills, principles, and ideals of civics and government, economics, geography, history, and other fields of the social studies to understand and address contemporary problems and issues.

APPENDIX C: STANDARDS IN HISTORICAL THINKING FROM THE 1996 NATIONAL STANDARDS FOR HISTORY

Standard 1. Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing their [students'] own historical narratives.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Create time lines.
- G. Explain change and continuity over time.

Standard 2. Historical Comprehension

- A. Identify the author or source of a historical document or narrative.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Read historical narratives imaginatively.
- E. Appreciate historical perspectives.
- F. Draw upon the data in historical maps.
- G. Draw upon visual and mathematical data presented in graphs.
- H. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

- A. Formulate questions to focus their [students'] inquiry or analysis.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Analyze historical fiction.
- D. Distinguish between fact and fiction.
- E. Compare different stories about a historical figure, era, or event.
- F. Analyze illustrations in historical stories.
- G. Consider multiple perspectives.
- H. Explain causes in analyzing historical actions.
- I. Challenge arguments of historical inevitability.
- J. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshall needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Analyze the interests and values of the people involved.
- C. Identify causes of the problem or dilemma.
- D. Propose alternative choices for addressing the problem.
- E. Formulate a position or course of action on an issue.
- F. Identify the solution chosen.
- G. Evaluate the consequences of a decision.

APPENDIX D: K-12 SOCIAL STUDIES CURRICULUM FRAMEWORK NEW HAMPSHIRE - 1995

This is a summary list. The full curriculum framework, including proficiency standards, is available from the NH State Department of Education.

Civics & Government

Curriculum Standard 1. Students will demonstrate an understanding of the purpose of government and how government is established and organized.

Curriculum Standard 2. Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Curriculum Standard 3. Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.

Curriculum Standard 4. Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.

Economics

Curriculum Standard 5. Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

Curriculum Standard 6. Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

Curriculum Standard 7. Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

Curriculum Standard 8. Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.

Curriculum Standard 9. Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings

Geography

Curriculum Standard 10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Curriculum Standard 11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions.

Curriculum Standard 12. Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.

Curriculum Standard 13. Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.

Curriculum Standard 14. Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

Curriculum Standard 15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

History

Curriculum Standard 16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

Curriculum Standard 18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

Essential Skills for Social Studies: Organizing & Using Information

Suggested strength of instructional effort Minimum of none Some Major Intense

Appendix A

<p>A. Thinking Skills</p> <p>1. Classify Information</p> <p> Identify relevant factual material</p> <p> Sense relationship between items of factual information</p> <p> Group data in categories according to appropriate criteria</p> <p> Place in proper sequence: (1) order of occurrence (2) order of importance</p> <p> Place data in tabular form: charts, graphs, illustrations</p> <p>2. Interpret Information</p> <p> State relationships between categories of information</p> <p> Note cause and effect relationships</p> <p> Draw inferences from factual material</p> <p> Predict likely outcomes based on factual information</p> <p> Recognize the value dimension of interpreting factual material</p> <p> Recognize instances in which more than one interpretation of factual material is valid</p> <p>3. Analyze Information</p> <p> Form a simple organization of key ideas related to a topic</p> <p> Separate a topic into major components according to appropriate criteria</p> <p> Examine critically relationships between and among elements of a topic</p> <p> Detect bias in data presented in various forms: graphics, tabular, visual, print</p> <p> Compare and contrast credibility of differing accounts of the same event</p> <p>4. Summarize Information</p> <p> Extract significant ideas from supporting illustrative details</p> <p> Combine critical concepts into a statement of conclusions based on information</p> <p> Restate major ideas of a complex topic in concise form</p>	<p> Form opinion based on critical examination of relevant information</p> <p> State hypotheses for further study</p> <p>5. Synthesize Information</p> <p> Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information</p> <p> Reinterpret events in terms of what <i>might</i> have happened, and show the likely effects on subsequent events</p> <p> Present visually (chart, graph, diagram, model, etc.) information extracted from print</p> <p> Prepare a research paper that requires a creative solution to a problem</p> <p> Communicate orally and in writing</p> <p>6. Evaluate Information</p> <p> Determine whether or not the information is pertinent to the topic</p> <p> Estimate the adequacy of the information</p> <p> Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency</p> <p>B. Decision-Making Skills</p> <p> Identify a situation in which a decision is required</p> <p> Secure needed factual information relevant to making the decision</p> <p> Recognize the values implicit in the situation and the issues that flow from them</p> <p> Identify alternative courses of action and predict likely consequences of each</p> <p> Make decision based on the data obtained</p> <p> Take action to implement the decision</p> <p>C. Metacognitive Skills</p> <p> Select an appropriate strategy to solve a problem</p> <p> Self-monitor one's thinking process</p>

Essential Skills: Interpersonal Relationships & Social Participation

<p>A. Personal Skills</p> <p> Express personal convictions</p> <p> Communicate own beliefs, feelings, and convictions</p> <p> Adjust own behavior to fit the dynamics of various groups and situations</p> <p> Recognize the mutual relationship between human beings in satisfying one another's needs</p> <p>B. Group Interaction Skills</p> <p> Contribute to the development of a supportive climate in groups</p> <p> Participate in making rules and guidelines for group life</p> <p> Serve as a leader or follower</p> <p> Assist in setting goals for the group</p>	<p> Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting</p> <p> Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</p> <p>C. Social and Political Participation Skills</p> <p> Keep informed on issues that affect society</p> <p> Identify situations in which social action is required</p> <p> Work individually or with others to decide on an appropriate course of action</p> <p> Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights</p> <p> Accept and fulfill social responsibilities associated with citizenship in a free society</p>
--	--

APPENDIX F: MORE SOURCES FOR TEACHERS & STUDENTS, K-6

S = for classroom/students.

* = Available at Museum of New Hampshire History Store, Concord, NH.

N = Available at Tuck Library at New Hampshire Historical Society in Concord, NH.

Examples of Lists & Bibliographies

- N Bassett, T.D. Seymour, and John Haskell, Jr., eds. New Hampshire: A Bibliography of Its History. [vol. 3 of Armstrong, John Borden, ed. Bibliographies of New England History] Hanover: University Press of New England, 1983.
- and an addendum to the series:
- N Parks, Roger. New England: Additions to the Six State Bibliographies. [vol. 8 of Armstrong, John Borden, ed. Bibliographies of New England History] Hanover: University Press of New England, 1989.
- SN* Burdick, Linda Betts, ed. New Hampshire History Resources for Teachers. Concord: New Hampshire Historical Society, 1994.
- N Close, Virginia. Index to Historical New Hampshire, Volumes 26-35, 1971-1980. Concord: New Hampshire Historical Society, 1995.
- Gilbreth, Donna V. New Hampshire Authors. 5th Edition. Concord: New Hampshire State Library, 1995.
- N Hanrahan, E.J., ed. Hammond's Check List of New Hampshire History. Somersworth: New Hampshire Publishing Company, 1971.
- S New Hampshire Fish and Game Department Outdoor Education Unit. From The Mountains to the Sea: New Hampshire Environmental Educators Resource Book. Concord: New Hampshire Fish and Game Department, 1992.
- N New Hampshire American Revolution Bicentennial Commission. New Hampshire's Role in the American Revolution, 1763-1789. Concord: Bicentennial Commission, 1974.
- Reference and Information Section, NH State Library, Genealogical Sources In New Hampshire, Concord, NH: NH State Library, 1996. Available at NH State Archives and NH State Library in Concord, NH. See web site at <http://www.state.nh.us/nhsl/>.

[Many institutions with collections have lists of their holdings; see Linda Betts Burdick, ed. New Hampshire Collections: A Guide to Our Cultural Heritage, for a list of 125 museums and their major collections. Also, many of the books listed in this guide have useful bibliographies and footnotes.]

General Histories & Guides

- Auchter, Dorothy, Todd A. Larson, Scott Merriman, and Dennis A. Trinkle. The History Highway: A Guide to Internet Resources. Armonk, NY: M.E. Sharpe, Inc., 1997.
- N Belknap, Jeremy. History of New Hampshire, vols. 1-3. Boston, Massachusetts: 1784-92.
- N Fogg, Alonzo J. The Statistics and Gazetteer of New Hampshire. Concord, NH: D.L. Guernsey, 1874.
- N* Heffernan, Nancy Coffey and Ann Page Stecker. New Hampshire: Crosscurrents in Its Development. Hanover, New Hampshire: University Press of New England, 1996.
- N Hill, Evan. The Primary State: An Historical Guide to New Hampshire. Taftsville, Vermont: The Countryman Press, 1976.
- N Jager, Grace, and Ronald Jager. New Hampshire: An Illustrated History of the Granite State. Woodland Hills, California: Windsor Publications, Inc., 1983.
- N Morison, Elizabeth Forbes, and Elting E. Morison. New Hampshire: A Bicentennial History. New York: W.W. Norton & Company, Inc., 1976.
- NH Division of Parks and Recreation. Along the New Hampshire Way. Packet with list of state parks and a state map. Handouts on New Hampshire History and Historic Sites, Leaders In History, Mt. Washington, Mt. Monadnock, The Robert Frost Farm, New Hampshire Parklands, New Hampshire Natural Areas, New Hampshire Seacoast. Also field trip information. Write NH Division of Parks and Recreation, State of New Hampshire, PO Box 856, Concord, NH 0332-3254. Call (603)271-3254.
- N Pillsbury, Hobart. New Hampshire: Resources, Attractions, and Its People, vols. 1-5. New York: The Lewis Historical Publishing Co., Inc., 1927.
- N Squires, James Duane. The Granite State of the United States: A History of New Hampshire from 1623 to the Present, vols. 1-4. New York: The American Historical Company, Inc., 1956.
- N Stackpole, Everett. History of New Hampshire, vols. 1-5. New York: American Historical Society, 1916-1917.
- SN* Moyer, Judith. Timeline of New Hampshire History. [A wall poster with six-page teacher's guide.] Concord: New Hampshire Historical Society, 1996.

Examples of Books With Many Photographs and Pictures

- N* Adams, John P. Gundalow. Durham, New Hampshire: John P. Adams, 1982.
- N* Bardwell, John D., and Ronald P. Bergeron. The Lakes Region, New Hampshire: A Visual History. Norfolk, Virginia: The Donning Company, 1989.
- N* Bardwell, John D. The White Mountains, New Hampshire: A Visual History. Norfolk, Virginia: The Donning Company, 1989.
- N* English, Benjamin W., Jr., and Edwin B. Robertson. A Century of Railroading in Crawford Notch. 1990.

- N Garvin, Donna-Belle, and James. Garvin. On The Road North of Boston: New Hampshire Taverns and Turnpikes, 1700 -1900. Concord: New Hampshire Historical Society, 1988.
- N* Gilmore, Robert C., and Bruce E. Ingmire. The Seacoast, New Hampshire: A Visual History. Norfolk, Virginia: The Donning Company, 1989.
- N* Hengen, Elizabeth Durfee, and Gary Samson. Capital Views: A Photographic History of Concord, New Hampshire, 1850-1930. Concord: New Hampshire Historical Society and Heritage Concord, Inc., 1994.
- N Jager, Grace, and Ronald. New Hampshire: An Illustrated History of the Granite State. Woodland Hills, California: Windsor Publications, Inc., 1983.
- N Leavitt, Richard F. Yesterday's New Hampshire. Miami, Florida: E.A. Seeman Publishing, Inc., 1974.
- S* New Hampshire Through Many Eyes: An Activity Book for Students. Concord, NH: New Hampshire Historical Society, 1995.
- N* Morley, Linda. The Western Regions, New Hampshire: A Visual History. Norfolk, Virginia: The Donning Company, 1989.
- N* The Old Photograph Series and Images of America series of specific towns and cities.
- N* Samson, Gary. The Merrimack Valley, New Hampshire: A Visual History. Norfolk, Virginia: The Donning Company, 1989.
- Scheller, William G. New Hampshire: Portrait of the Land and Its People. Helena, Montana: American Geographic Publishing, 1988.
- N Scheller, William G. New Hampshire Backroads. Helena, Montana: American Geographic Publishing, 1989.
- N* Ward, Barbara McLean. Produce and Conserve, Share & Play Square: The Grocer & The Consumer on the Home-Front Battlefield During World War II. Hanover: University Press of New England, 1994.

[Also try the Travel, Local Interest, Photography, and New Hampshire sections of bookstores for New Hampshire picture books, calendars, and maps.]

Periodicals

- N* Historical New Hampshire [Quarterly journal of the New Hampshire Historical Society, 30 Park Street, Concord, NH 03301.]
- LRE Concepts: The Law-related Education Newsletter of the New Hampshire Bar Association. [Published by the New Hampshire Bar Association, 112 Pleasant Street, Concord, NH 03301-2947.]
- Wild Times for Kids. [Published by the New Hampshire Fish and Game Department, Public Affairs Division, 2 Hazen Drive, Concord, NH 03301.]

Examples of Other Sources To Consider

church records	broadsides and posters
court records	cemeteries
family records	deeds and other land records
government records	genealogical records
historical maps	historical buildings and places
letters, diaries, wills, and keepsakes	interviews with elders
local town and city histories	literature
local historical museums and collections	local oral histories and memoirs
local and state newspapers	local photographs
municipal master plans	military records
paintings	music
NH State transportation, tourist and historical materials	reports: town, city, school, institution, club, business
probate records	petitions
sculpture and monuments	tax records
tourist guides and maps	town clerk's records
U.S. Census records	videos, films, and home movies

Also, United States history textbooks will help you review the larger themes that were the background for New Hampshire events. For example, see by New Hampshire author:

Kellogg, William O. American History the Easy Way. 2nd ed. Hauppauge, NY: Barron's Educational Series, 1995.

Videos

There are a number of videos that are useful in teaching New Hampshire history. New ones are produced continually. The Museum of New Hampshire History Store carries several good videos and stays abreast of new titles.

Examples of Internet Sites

Internet sites change constantly. Some towns have internet sites. Some schools have internet sites. More and more government agencies are discovering uses, as are businesses, private organizations and individuals. This list will just get you started. Try these and then search and see what else you find. As with any sources or documentation, be cautious about the historical accuracy, reliability, and degree of objectivity of material on the internet. A visit to almost any bookstore will yield directories of internet sites. For example:

Auchter, Dorothy, Todd E. Larson, Scott A. Merriman, and Dennis A. Trinkle. The History Highway: A Guide to Internet Resources. Armonk, NY: M.E. Sharpe, 1997.

Clark, Michael. Cultural Treasures of the Internet. Prentice Hall P T R, 1997.

Hahn, Harley. Internet & Web Yellow Pages. New York: Osborne/McGraw-Hill, 1997. **[Caution, some of the sites in this directory are not appropriate for children.]**

Polly, Jean Armour. The Internet Kids & Family Yellow Pages. New York: Osborne/McGraw-Hill, 1997.

Some Sites (as of 4 November 1997):

- The American Civil War - <http://funnelweb.utcc.utk.edu/~hoemann/cwarhp.html>
- American Memory From the Library of Congress - <http://rs6.loc.gov/amhome.html>
- Color Landform Atlas of the United States - <http://fermi.jhuapl.edu/states/states.html>
- Connections - <http://mcrel.org/connect/plus/index.html> [standards, lesson plans, activities, resources by subject area]
- Education Department suggested sites - <http://www.ed.gov/EdRes/EdCurric.html>
- Genealogy research / *Ancestors*, PBS series - <http://www2.kbyu.byu.edu/ancestors/>
- Genealogy research/ family tree and other blank forms - <http://www2.kbyu.byu.edu/ancestors/teachersguide/charts-records.html>
- Godey's Lady's Book Online - <http://www.history.rochester.edu/godeys/> [a popular 19th century magazine edited by Newport, NH's Sarah Josepha Hale]
- The History Channel - <http://www.historychannel.com/> [Use *This Day in History* link to find events related to particular dates.]
- History/Social Studies Web Site for K-12 Teachers - <http://www.execpc.com/~dboals/boals.html>
- Mount Washington - www.inch.com/~dipper/nh.html
- National Archives and Records Administration - <http://www.nara.gov/>
- National Geographic Society - <http://www.nationalgeographic.com>
- NativeWeb - <http://www.maxwell.syr.edu/nativeweb/>
- New Hampshire Public TV - <http://www.nhptv.org>
- New Hampshire Division of Records Management and Archives - <http://www.state.nh.us/state/archives.htm>
- New Hampshire Historical Society - <http://newwww.com/org/nhhs>
- New Hampshire Public Radio - <http://www.nhpr.org>
- New Hampshire state government - <http://webster.state.nh.us>
- New Hampshire information - www.state.nh.us/nhunfo.html
- New Hampshire State Library - <http://www.state.nh.us/nhsl/>
- NOAA weather - http://www.csdm.noaa.gov/weather_page.html
- Social Studies School Service - <http://socialstudies.com/index.html> [supplementary learning materials]
- State of New Hampshire - <http://www.state.nh.us>
- United States Census Bureau - <http://www.census.gov/>
- United States Geological Service - <http://www.usgs.gov>
- University of New Hampshire library special collections online exhibits - <http://wwwsc.library.unh.edu/specoll/exhibits.htm> [New Hampshire topics]
- Web66 - <http://web66.coled.umn.edu/schools.html> [This site has interfaccable maps of North America and lists of schools on the web from each state.] For New Hampshire listing, type <http://web66.coled.umn.edu/schools/US/New Hampshire.html>

APPENDIX G: PLANNING WEB BLANK ERA & FOCUS QUESTION TEMPLATE

The next three pages are for your use. Photocopy and use them as you plan, teach, and evaluate.

The page with the outline of New Hampshire on it is a planning web. You may find the web helpful for organizing multidisciplinary units. Photocopy the web template as often as needed. Use the web divisions to note outcomes, resources, or activities that correspond to the subject areas. You can write the topic(s) and culminating activity in the center. The example of the filled-in planning web shows how it could be used in planning a unit on boundaries; see parts of a boundaries unit in the sample lesson plan on page 82.

You and your students could use the era and focus question grid to track or make notes of items such as topics, people, or dates in New Hampshire history that

- you have taught.
- you have discovered that are not on the chart.
- you wish to teach.
- that different teachers/grade levels teach in your school district.

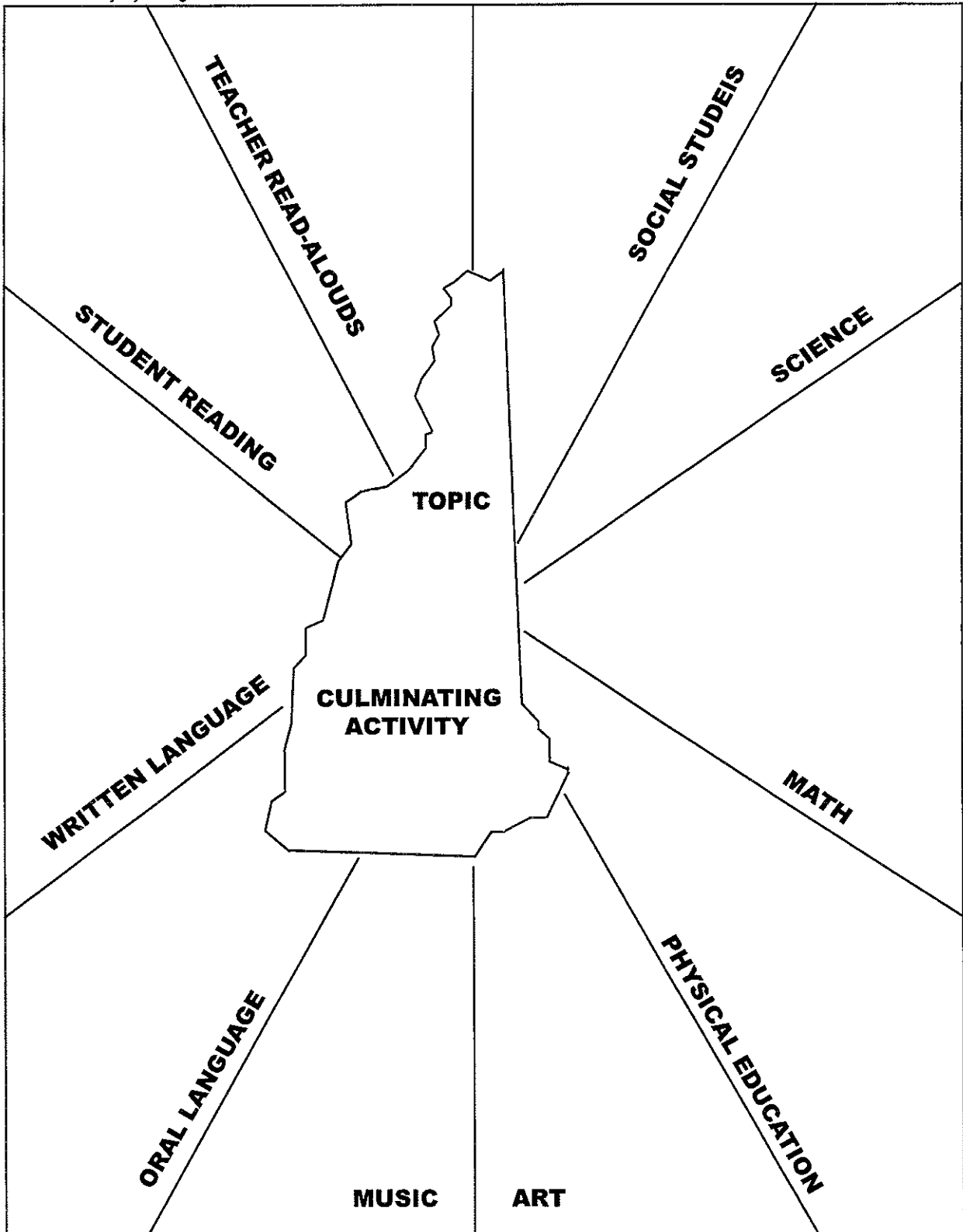
You may find the grid helpful in planning a multidisciplinary unit.

NEW HAMPSHIRE PLANNING WEB
For Interdisciplinary Lessons/Units

CLASS _____ **DATE** _____

Write outcomes, resources, or activities in the spaces below.

Credit: Kathy Lyn Begor

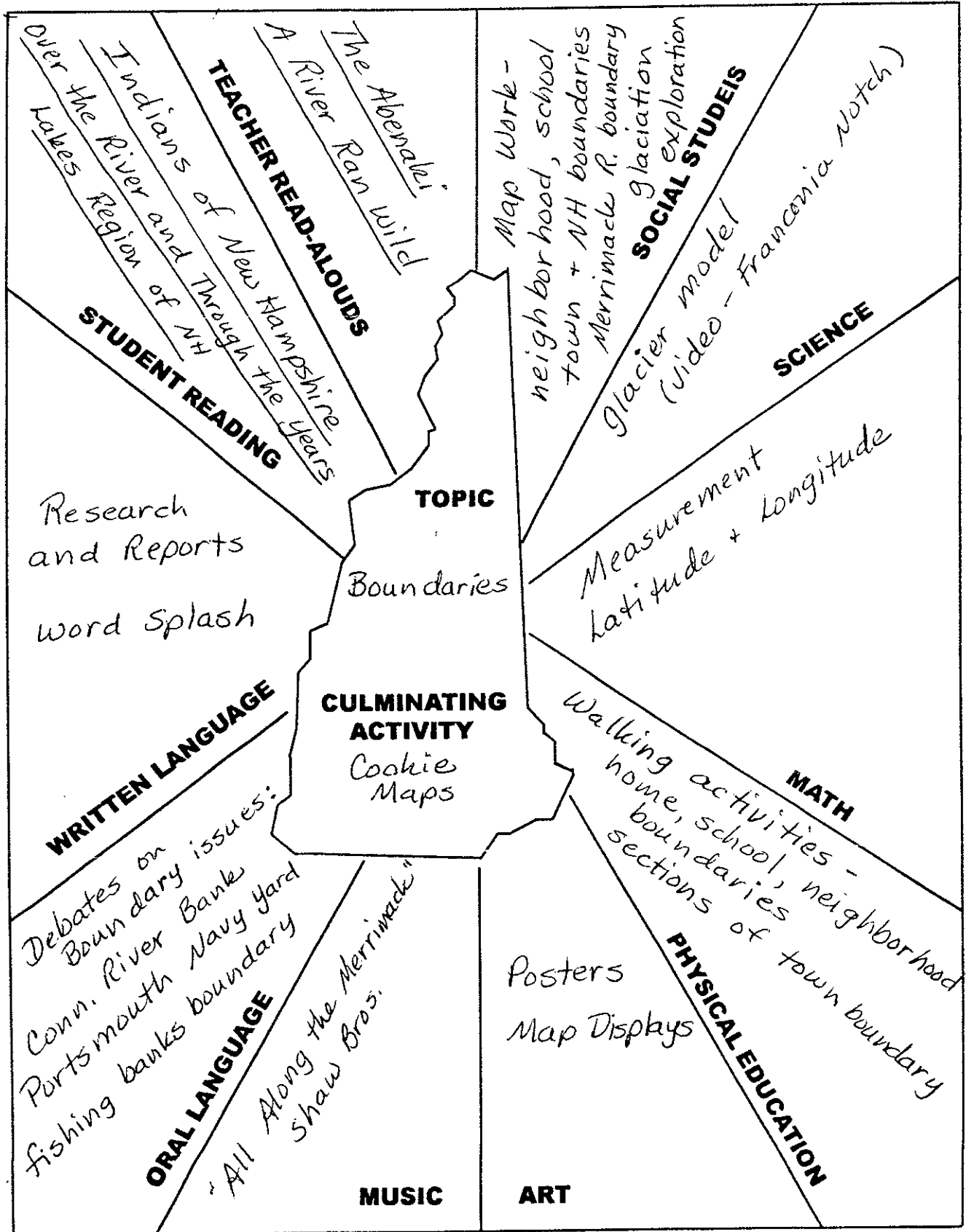


Sample Web

NEW HAMPSHIRE PLANNING WEB For Interdisciplinary Lessons/Units

CLASS _____ DATE _____

Write outcomes, resources, or activities in the spaces below.



(see the resource list for this unit)

Focus Questions	Era 1: Different Worlds Meet (Beginnings to 1623)	Era 2: Colonization & Settlement (1623-1763)	Era 3: Revolution & New Nation (1754-1820s)	Era 4: Expansion & Reform (1801-1861)	Era 5: Civil War & Reconstruction (1850-1877)
I. BOUNDARIES					
II. NATURAL ENVIRONMENT & PEOPLE					
III. CULTURES, RACES, & ETHNIC GROUPS					
IV. POLITICS					
V. TECHNOLOGY & SCIENCE					
VI. GROUPS & ORGANIZATIONS					
VII. MATERIAL WANTS & NEEDS					
VIII. SELF-EXPRESSION					

Focus Questions	Era 6: Development of Industrial United States (1870-1900)	Era 7: Emergence of Modern America (1890-1930)	Era 8: Great Depression & World War II (1929-1945)	Era 9: Postwar United States (1845-1970s)	Era 10: Contemporary United States (1968-present)
I. BOUNDARIES					
II. NATURAL ENVIRONMENT & PEOPLE					
III. CULTURES, RACES, & ETHNIC GROUPS					
IV. POLITICS					
V. TECHNOLOGY & SCIENCE					
VI. GROUPS & ORGANIZATIONS					
VII. MATERIAL WANTS & NEEDS					
VIII. SELF-EXPRESSION					

Illustrations from the New Hampshire Historical Society's collections unless otherwise noted.

FRONT COVER:

Watercolor of Abenaki man and woman, courtesy of the Montreal Central Library.
Dress, circa 1880s, made of fabric produced by Cochecho Manufacturing Company, Dover, N.H.
Students enjoying New Hampshire history.
New Hampshire's first state seal, designed by John Ward Gilman of Exeter, N.H. in 1776.
4H Club haying in Webster, N.H.
Old Man of the Mountain, Franconia Notch, N.H.
Camp Pinnacle, Lyme, N.H.

BACK COVER:

Mill workers at the Cochecho Manufacturing Company, Dover, N.H., circa 1880s.
Paper money from Pawtuckaway Bank, Epping, N.H., circa 1855.
Nineteenth-century landscape artist Edward Hill.
Engraving of New Hampshire native Sarah Josepha Hale, author of *Mary Had a Little Lamb*.
Veterans at the New Hampshire State House, Concord, N.H.
Political advertisement from Fred Brown's successful 1922 campaign for governor.
Sign from the General Wolfe Tavern, Rochester, N.H., circa 1930.

TEXT:

15. *Railroad map of New Hampshire*, 1890.
22. *Logging on the Androscoggin River*, Berlin, N.H. circa 1930.
25. *Visitors to Camp Pinnacle*, Lyme, N.H.
32. *Political protesters*, circa 1980.
45. *Postcard of Cascade Mills*, Berlin, N.H.
50. *Artist in her Concord, N.H., studio in the 1880s*.
54. *The Mount Washington Hotel and Resort*, Bretton Woods, N.H.
104. *Seacoast Fishermen*, circa 1970.



This project was made possible by
the generous support of
Public Service of New Hampshire



**Public Service
of New Hampshire**

The Northeast Utilities System



FOR GOVERNOR
VOTE FOR

For Immediate
Passage of
**48-Hour
Law**
to Women and
Children in
Manufacturing
Industries



FRED H. BROWN
MAYOR OF SOMERSWORTH

A project of the New Hampshire Historical Society
Text printed on Astrolite 70 lb. smooth text
Monadnock Paper Mills, Inc.
Bennington, NH 03442-2405