

# Lesson Plan

## New Hampshire Unplugged

This is an adaptation by Linda Burdick of a lesson plan prepared by Carol Sullivan. The adaptation is included as a sample lesson plan in the *New Hampshire History Curriculum, Book I* (1997).

### What Students Learn

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.

### Procedures

#### **Question: What is technology?**

- Have students brainstorm ideas about how technology has affected life in New Hampshire and list the ideas on a chart.
- 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

#### **Question: What technologies do I and others use every day?**

- Have students identify the technologies they use throughout the day and describe how technology affects their lifestyles. Have them think about the following topics:
  - Ways we keep warm and cool
  - Ways we get and prepare our food
  - Ways we communicate
  - Ways we travel
  - Ways we have fun
  - Ways we get rid of trash and waste
  - Ways we learn
  - Ways we use spare time
- 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.)

- 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.

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

- 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 New Hampshire 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.
- Have students take photographs of evidence of past technology in their communities — old railroad beds, stonewalls, logging roads, mills, etc. Make a display.

**Question: How has technology affected the natural environment in New Hampshire?**

- 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, papermaking; mining, tourism.
  - What are some technologies that have helped the natural environment?
  - What are some technologies that have harmed the natural environment?
- 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.

## Lesson Materials

Student Worksheet: New Hampshire Unplugged — “Technologies I Use Every Day”

## Bibliography

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## Assessment Tools and Techniques

Have the class discuss differences between today's technologies and technologies available between 1870 and 1900. Devise evaluation rubrics and have students assess their essays, reports, and posters. In student conferences, compare students' evaluations with the teacher's evaluations.

## Worksheet: Technologies I Use Every Day

Identify the technologies you use throughout the day.

Make a visual display of these technologies. You may use photographs, cutouts from newspapers and magazines, and original drawings.

Describe how these technologies affect your lifestyle. Think about:

Ways we keep warm and cool

Ways we communicate

Ways we have fun

Ways we learn

ways we get and prepare food

ways we travel

ways we get rid of trash and waste

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.*

## Curriculum Information

Information relating to the *New Hampshire History Curriculum* refers to the K-12 resource in two volumes developed by the New Hampshire Historical Society in partnership with Public Service of New Hampshire, the New Hampshire Department of Education, and the New Hampshire Council for the Social Studies. The K-6 volume is available on-line through the school programs section of the Society's Web site (<http://www.nhhistory.org>).

### Grade Level

Elementary School and Middle School

### New Hampshire Social Studies Standards

Economics 2; Geography 2, 3, 4, 5; US/NH History 4, 5

### *New Hampshire History Curriculum Focus Topics*

Technology and Science

### *New Hampshire History Curriculum Eras*

1870–1900: Development of the Industrial United States

1968–Now: Contemporary United States