

# Lesson Plan

## Development of Industrial New Hampshire

This is an adaptation of a lesson plan prepared by Charles Downie and Susan Leclerc while participating in the New Hampshire Historical Society's New Hampshire History Summer Institute.

### What Students Learn

Over a four-week period students work in groups to research and share information about the following topics: Amoskeag Mills, Cochecho Mills, Nashua Manufacturing Company, Belknap Mill, Swenson's Granite Quarry, Abbot and Downing Company, log drives, paper mills (e.g., Berlin Mill Company, Brown Paper Company, James River Company), logging railroad companies, Boston & Maine Railroad, Lake Transportation, ship building in Portsmouth, summer resorts of Lake Winnepesaukee, summer resorts of the White Mountains, Amy Beach, Mary Baker Eddy, Maxfield Parrish, or Augustus St. Gaudens.

### Procedures

**This unit consists of five projects (See the accompanying list of suggested materials.):**

- Students working with research teams write a report with accompanying bibliography (See the accompanying sheet for a suggested timeline for this part of the project.); their first step is to brainstorm with their group what they already know about the topic and what they would like to learn. After the brainstorming session, students write a paragraph explaining what they want to find out and why. During the next several days students conduct research from the sources you have provided (see bibliography) and from other sources in the library and on line. In addition to visiting the New Hampshire Historical Society's web site (<http://www.nhhistory.org/>), students may also find it profitable to visit the *Weirs Times Newspaper* (<http://www.weirs.com/>) and Webster: New Hampshire State Government Online (<http://webster.state.nh.us/>).
- Students role play five days in the life of a character who would be important to their study, creating five diary entries along with illustrations descriptive of the character's life; students will bind their entries and illustrations in their homemade diaries
- Student teams create a quilt square contributing to a visual display of the development of industry in New Hampshire
- Student teams create a visual display (e.g., diorama, working model, illustration, map) representing their topic of study; they will include a brief written defense of their choice of visuals
- Student teams create a life-size representation of a person from the area of study, dressed in period clothing, along with three artifacts that would have been important to him or her.

## Lesson Materials

List of suggested materials for creating visuals

## Bibliography

Most entries, as well as other teacher resources, are available through the New Hampshire Historical Society's Tuck Library and its Museum Store.

Bardwell, John D. and Ronald P. Bergeron. *The Lakes Region: New Hampshire, a Visual History*. Norfolk: Donning Company, 1989.

Bardwell, John D. and Ronald P. Bergeron. *The White Mountains: New Hampshire, a Visual History*. Norfolk: Donning Company, 1989.

Blaisdell, Paul H. *Three Centuries on Winnepesaukee*. Concord: Rumford Press, 1936.

Clements, John. *New Hampshire Facts*. Dallas: Clements Research, Inc., 1987.

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

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

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

*Journal of the Society for Industrial Archeology*, 20 (1 and 2, 1994).

Ober, Richard, ed. *At What Cost? Shaping the Land We Call New Hampshire*. Concord: New Hampshire Historical Society and Society for the Protection of New Hampshire Forests, 1992.

## Assessment Tools and Techniques

Students will be graded on their cooperativeness, upon their workmanship in creating required visuals, and on their display of knowledge and insight in creating their report and other projects.

## Suggested Materials for Projects Relating to Development of Industrial New Hampshire

<b>Project</b>	<b>Materials</b>
Quilt	4 yards of material for front and back panel
	2 yards of material for the shape of New Hampshire
	1 yard of muslin
	2 yards of batting
	thread
	fabric crayons
	Fabric markers
	Thin spools of ribbon
	Heat'n'Bond
Visual	Variety of materials allowing a team to produce a diorama, working model, illustration or map
Person	White butcher paper and a variety of art supplies
Artifacts	Variety of materials to be determined by each group
Diary	Cereal box to make the book, unlined paper, pencils or pens, watercolor paints, needles, construction paper, embroidery thread, color pencils, wallpaper or wrapping paper

## 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

Middle School

### New Hampshire Social Studies Standards

Civics and Government 3, 4; Economics 1, 2, 3; Geography 2, 3, 4, 5

### New Hampshire History Curriculum Focus Topics

Natural Environment and People; Cultures, Races and Ethnic Groups; Technology and Science

### New Hampshire History Curriculum Eras

1870–1900: Development of the Industrial United States

1890–1930: Emergence of Modern America