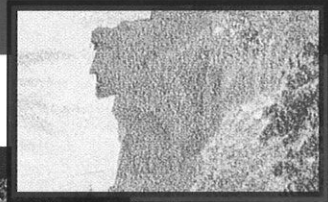
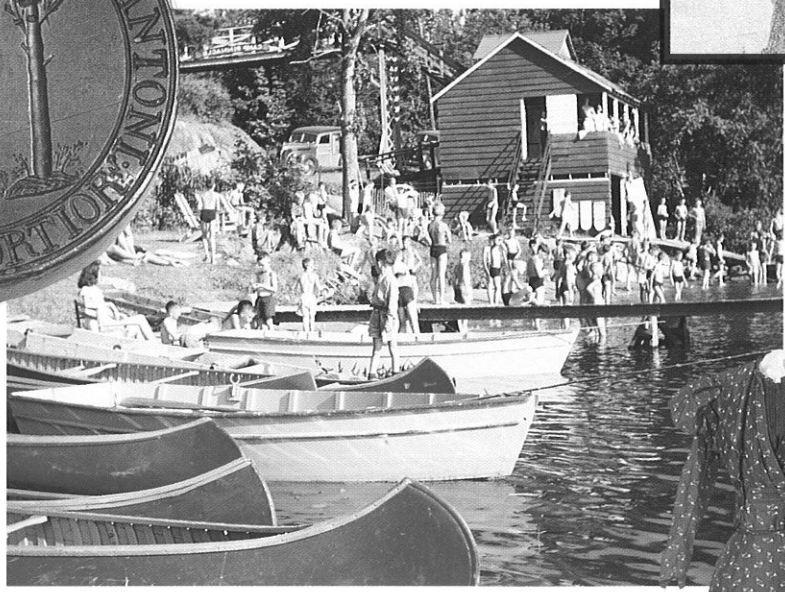


# NEW HAMPSHIRE HISTORY CURRICULUM

BOOK 2  
Grades 7-12



*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 2 Grades 7-12**

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**Sponsored by the New Hampshire Historical Society, a  
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We also wish to acknowledge the Concord School District for administering a Goals 2000 grant from the New Hampshire Department of Education that made the field test phase of the project possible.

Finally, thank you to all the advisors and teachers who shared their experiences and suggestions in developing and using the *New Hampshire History Curriculum, Book 1, Grades K-6*. The dedicated hard work of those who came before made this book possible.

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**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 New Hampshire history curriculum for grades 7-12 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 middle and high 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 middle and high 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 share it with you.

Before we took on the challenge of creating these materials, the Society asked New Hampshire history teachers around the state what would be most helpful to them. In 1990 and 1991 focus sessions, teachers lamented a lack of resources and cited the shortcomings of curriculum materials as major obstacles to teaching state history.

Around the same time, the Society had just completed a strategic plan which emphasized the important role the Society could play in communicating the themes of state history and underscored a 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 long range direction. It was clear that developing curriculum guidelines would be a significant contribution to our mutual goals.

With the blessing and support of the New Hampshire Department of Education and the New Hampshire Geographic Alliance, as well as the professional involvement of social studies teachers throughout New Hampshire, the Society has created a state history curriculum that will serve both teachers and students. Linda Burdick, the Society's former Director of Education, played a leading role in coordinating this project. We are grateful for her extraordinary effort and talent. Marie Hewett, our present Director of Education, has led the current effort, resulting in this curriculum for middle and high schools.

As we developed the K-6 curriculum, Public Service of New Hampshire stepped forward with technical advice and the financial resources to publish and distribute our elementary school curriculum. Once again with this project, PSNH was there when we needed them. Publication of this curriculum would not have been possible without a substantial investment by PSNH. We are grateful for their continued support.

I am delighted to present guidelines that you can use to integrate New Hampshire history into your classes. It is especially satisfying to provide you with better tools to help students forge connections between history and geography and their own sense of place, especially in middle and high schools as they begin to vote, work, and participate in community life. We invite your comments and professional wisdom as you use this curriculum and apply it in the classroom.

**John Frisbee**  
**Chief Executive Officer, N.H.H.S.**



## 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 in near unison:

- (1) a chronology of N.H. history,
- (2) a framework for teaching N.H. history, keyed to the *N.H. 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.

At the same time, as an educator and a native of New Hampshire, I had decided to do something about the lack of a sensible and comprehensive New Hampshire history curriculum. Enthusiastic conversations with Linda Burdick, N.H.H.S. Education Director, led to a partnership with the New Hampshire Historical Society. Responding to the call, N.H.H.S. Director John Frisbee, Linda Burdick, Board of Trustees member Barbara Pitsch, teachers Kathy Lyn Begor, William Kellogg, and Chris Lewis, and a team of field test teachers worked with me to create Book One of the New Hampshire History Curriculum, for K-6.

All public elementary schools in the state have received Book One. To further introduce Book One, Marie Hewett, the current N.H.H.S. Director of Education, has conducted a series of resoundingly successful and popular teacher workshops throughout the 1998-99 school year.

Now we have completed Book Two of the New Hampshire History Curriculum, for grades 7-12. Again we asked teachers to help us create a practical and useful document. The editorial committee – Pat Bolduc, Bill Kellogg, Chris Lewis, Chris Pank, Art Pease, Pat Pflanz, Marcia Spencer, and Marsha Turner – gave feedback for each draft. Our field test teachers tried pieces in their classrooms. The completed K-12 curriculum brings the richness of New Hampshire history to classrooms at every level. Now we all have a framework and format that helps us to see where our resources and lessons can fit into a larger rationale. Now curriculum writers and teachers at all levels can use this as common ground for integrating local history into social studies instruction. Some school districts have even used this curriculum to help in redesigning their social studies courses.

As a former high school social studies teacher and as a teacher of teachers, I am excited to see students learning from their own research. This work rests on the premise that the connections between history and the learner must be made visible. When history becomes personal, then students truly appreciate that history offers a fundamental key to comprehension of the self, community, state, nation, and larger world. Our very best wishes you who use this and many hearty thanks to all who helped!

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

## TEACHING ABOUT NEW HAMPSHIRE IN THE UPPER GRADES

Most teachers, if queried, will say that New Hampshire schools teach about New Hampshire in fourth grade. They will probably say that tradition and law make fourth grade the right and proper site for the teaching of New Hampshire history. In this view, using New Hampshire in the upper grades in the teaching of United States history, world history, government, civics, economics, geography, literature, or American studies seems off the mark, a divergence from a larger body of knowledge with a national or international scope.

This curriculum challenges that thinking and that approach. No law requires New Hampshire history in the fourth grade. New Hampshire law requires that New Hampshire history be taught before the completion of eighth grade and in grades nine through twelve as a component of U.S. history. Furthermore, as students become more cognitively sophisticated, New Hampshire history and New Hampshire studies offer the state's teachers and students in the upper grades several advantages:

- (1) Teaching about New Hampshire offers local, observable examples of how national and international events played out on the local scene. Therefore it brings into reach what often seem to be abstract events far removed from students' reality. It makes abstract history more real and concrete.
- (2) Including teaching about New Hampshire in other courses demonstrates the connections of events in time and space. In fact, because events are connected, New Hampshire studies can serve as a window out to the United States and world. This requires investigation of primary source evidence in ways that attempt to answer questions such as: What outside events and people affected this event on the local level? What information about the wider world would help me understand this local event better? Such an approach prompts challenging shifts in curricula, materials, and teaching methods.
- (3) Studying about New Hampshire puts primary sources within reach of the students so that they can create their own historical narratives and interpretations built on their own research. This teaches that history is an ever-changing picture of the past built on the research and interpretations done by many people over the ages. This therefore eliminates the incorrect idea that history is a fixed body of knowledge presenting an unchanging view of the past that can be written and contained within one, probably large, hard-covered textbook.

One of the difficulties, and strengths, in using local history is that a perfect textbook does not exist with all the evidence and events neatly and accurately organized and analyzed. Therefore, rather than merely receiving knowledge created by other people's research, students need to become involved in the chase. They realize that all the answers have not been found. They can ask questions of the past and find the answers. They can add to what we know. Though more time-consuming, the lessons learned are more likely to stick and, in fact, permanently alter students' understanding of history as knowledge.

Under such circumstances, history becomes exciting. History becomes personal.

Recognizing that an entire course devoted to New Hampshire studies is unlikely in the upper grades, this curriculum shows how pieces of New Hampshire history fit very well into currently acceptable and widely used periodizations and topics covered in middle and high school courses in the social studies, language arts, environmental sciences, and the fine arts.

We hope that teachers and students will pick and choose, select and reject parts and pieces from this curriculum to fit into their own courses of study of the larger world. This could take the form of a special term project or a break from following a textbook. It could mean less lecture and recitation and more problem-solving and active research using inquiry and primary sources. It could mean moving from books and the classroom out into the community. It could mean visiting and using other institutions to find people and resources. It could mean going into the field to observe the sites and effects of historical events.

Therefore this curriculum encourages the use of New Hampshire studies to:

- (1) find examples of and the results of regional, national, and international events and trends,
- (2) explore the antecedents and meanings of life as students find it surrounding them in New Hampshire today,
- (3) use primary sources in understanding and finding personal connections with the past, and
- (4) use focus questions as organizers for research and inquiry.

This curriculum builds on the proficiencies and activities found in the New Hampshire History Curriculum Book 1. Many of the proficiencies and activities suggested in Book 1 could be used in the upper grades with the expectation of more sophisticated completion of projects and more complex understandings of results.

The focus questions can offer ways to revisit material in ever increasing levels of sophistication, reinforcing and adding to previous understandings. Even before this curriculum was made available in a completed form, some New Hampshire school districts used the focus questions and topics chart to map out their coverage of New Hampshire history. What they found pointed out the need to spread teaching about New Hampshire across eras, across grades, and even across subject areas. The focus questions allow and encourage such spread and coverage.

## 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*

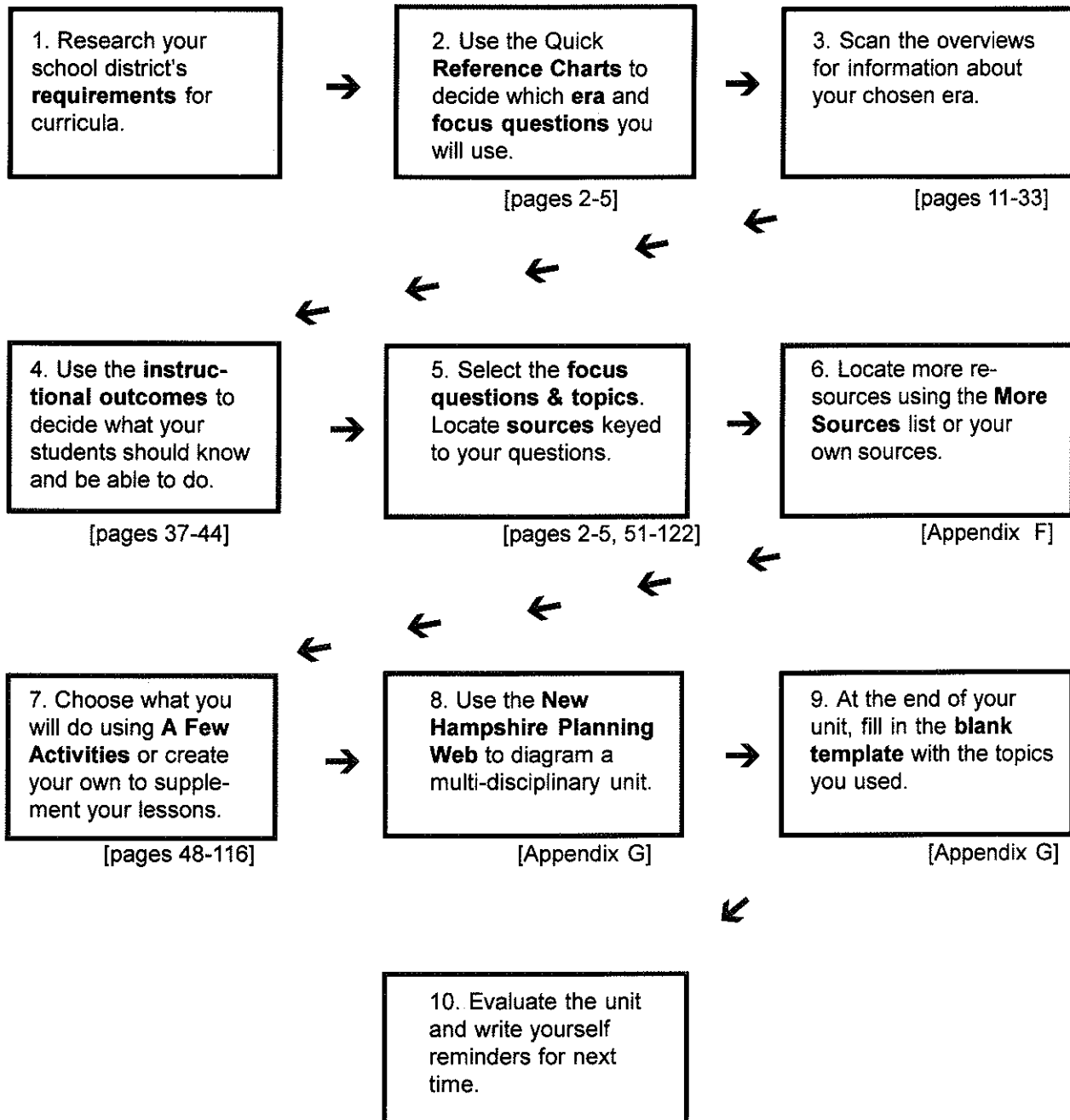
- provide a series of specific lesson plans,
- offer an encyclopedia of New Hampshire facts, or
- serve as a textbook covering New Hampshire history.

## 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.

**Adapt this book to fit your own needs and preferences.**

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.



## ABOUT THE QUICK REFERENCE CHARTS

The two Quick Reference Charts use eight focus questions to organize possible topics to teach within eras. **The New Hampshire History Topics Chart** was included in Book 1. **The U.S. and World History Topics in New Hampshire Studies Chart** is new for Book 2. They are both meant to help find ideas for topics that explore specific focus questions. 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 please 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 New Hampshire History Topics Chart** to help make a plan, whether you are a school district, a school, a department, or an individual teacher. Use this chart when you want to

- decide which eras you presently cover,
- determine which eras you want to cover in more depth, and
- develop a scope and sequence for New Hampshire studies.

**The U.S. and World History Topics in New Hampshire Studies Chart** notes where common topics covered in areas such as U.S. and World History could be addressed by the New Hampshire focus questions. Again, this is not an exhaustive chart. It is meant only to stimulate your creativity. Use this chart when you want to

- see where the focus questions and New Hampshire topics intersect with your 7-12 curricula,
- see where you presently incorporate New Hampshire studies,
- organize what you teach according to this framework, and
- apply the content of New Hampshire studies 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 (1968-1996). 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

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





# UNITED STATES AND WORLD HISTORY TOPICS IN NEW HAMPSHIRE STUDIES by Focus Question and Era

(Many of these topics could appear in other boxes as well. Expand these ideas where appropriate and add your own.)

<b>FOCUS QUESTIONS</b>	<b>ERA 1</b> Different Worlds Meet (Beginnings to 1623)	<b>ERA 2</b> Colonization and Settlement (1623-1763)	<b>ERA 3</b> Revolution and the New Nation (1763-1820s)	<b>ERA 4</b> Expansion and Reform (1801-1861)	<b>ERA 5</b> Civil War and Reconstruction (1850-1877)	<b>ERA 6</b> Development of the Industrial United States (1870-1900)	<b>ERA 7</b> Emergence of Modern America (1890-1930)	<b>ERA 8</b> Great Depression and World War II (1929-1945)	<b>ERA 9</b> Postwar United States (1945-early 1970s)	<b>ERA 10</b> Contemporary United States (1968-present)
 <b>I. BOUNDARIES</b> What are the boundaries of New Hampshire and how did they get there?	<ul style="list-style-type: none"> <li>world land forms</li> <li>European claims</li> <li>Native American tribal lands</li> <li>early maps</li> </ul>	<ul style="list-style-type: none"> <li>treaties with Native Americans</li> <li>Treaty of Paris 1763</li> <li>townships</li> <li>land ownership</li> <li>deeds and grants</li> </ul>	<ul style="list-style-type: none"> <li>Treaty of Paris 1783</li> <li>Massachusetts – New York – New Hampshire – Canada – Vermont</li> <li>counties</li> <li>interior settlement</li> <li>surveying</li> </ul>	<ul style="list-style-type: none"> <li>Manifest Destiny</li> <li>Webster-Ashburton Treaty</li> <li>public lands</li> <li>counties</li> <li>period maps</li> </ul>	<ul style="list-style-type: none"> <li>regionalism vs national identity</li> <li>urban growth</li> </ul>	<ul style="list-style-type: none"> <li>state park system</li> <li>geological survey</li> </ul>	<ul style="list-style-type: none"> <li>public lands</li> <li>regulation of growth</li> <li>fire insurance maps</li> </ul>	<ul style="list-style-type: none"> <li>Vermont – New Hampshire boundary</li> <li>state park system</li> <li>mapping</li> </ul>	<ul style="list-style-type: none"> <li>Maine – New Hampshire boundary</li> <li>deeds and ownership</li> <li>mental boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Maine – New Hampshire boundary and taxes</li> <li>zoning</li> <li>satellite mapping</li> <li>community planning maps</li> </ul>
 <b>II. NATURAL ENVIRONMENT AND PEOPLE</b> How have the natural environment and the way people live affected each other in New Hampshire?	<ul style="list-style-type: none"> <li>prehistory</li> <li>exploration</li> <li>land use</li> <li>place names</li> </ul>	<ul style="list-style-type: none"> <li>Atlantic Basin migration</li> <li>waterways</li> <li>raw materials</li> <li>land use</li> <li>early colonies</li> </ul>	<ul style="list-style-type: none"> <li>raw materials</li> <li>sectionalism</li> <li>land/resource use</li> <li>ports and trade</li> </ul>	<ul style="list-style-type: none"> <li>water power</li> <li>mills</li> <li>transportation barriers</li> <li>canals and waterways</li> <li>sheep and farming</li> <li>railroad building</li> </ul>	<ul style="list-style-type: none"> <li>movement between states</li> <li>deforestation and farming</li> <li>trade between states</li> </ul>	<ul style="list-style-type: none"> <li>industrialization</li> <li>pollution</li> <li>logging and railroads</li> <li>paper industry</li> <li>nature and art</li> </ul>	<ul style="list-style-type: none"> <li>deforestation</li> <li>conservation</li> <li>decline of family farm</li> </ul>	<ul style="list-style-type: none"> <li>roads and automobiles</li> <li>drought, wind, flood</li> <li>fires</li> <li>Dust Bowl effects</li> </ul>	<ul style="list-style-type: none"> <li>reforestation</li> <li>pollution and hazardous wastes</li> <li>recreational sports</li> <li>military bases</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>conservation</li> <li>energy sources</li> <li>ski industry</li> <li>organic farming</li> <li>fishways</li> </ul>
 <b>III. CULTURES, RACES AND ETHNIC GROUPS</b> What has happened when different cultures, races, and ethnic groups have met in New Hampshire?	<ul style="list-style-type: none"> <li>exploration</li> <li>prehistory</li> <li>Europe – America</li> <li>Africa (West)</li> <li>epidemics</li> <li>early contact</li> </ul>	<ul style="list-style-type: none"> <li>Atlantic Basin migration</li> <li>Blacks and slavery</li> <li>Native Americans</li> <li>King Philip's War</li> <li>French and English</li> <li>Columbian exchange</li> </ul>	<ul style="list-style-type: none"> <li>disestablishment</li> <li>religious differences</li> <li>interior settlement</li> <li>Blacks, Indians, British</li> <li>United States Census</li> <li>Alien and Sedition Acts</li> </ul>	<ul style="list-style-type: none"> <li>Blacks – slaves and free</li> <li>British</li> <li>factory workers</li> <li>anti-slavery in NH</li> <li>Underground Railroad</li> <li>nativism</li> <li>myths about the west</li> <li>United States Census</li> </ul>	<ul style="list-style-type: none"> <li>Know-Nothings</li> <li>race riots</li> <li>fugitives</li> <li>ratification of 14th Amendment</li> <li>population decline</li> <li>immigration</li> </ul>	<ul style="list-style-type: none"> <li>immigration</li> <li>emigration</li> <li>industrialization</li> <li>socialism</li> <li>United States Census</li> </ul>	<ul style="list-style-type: none"> <li>immigration</li> <li>education</li> <li>urbanization</li> <li>communism</li> <li>Treaty of Portsmouth</li> <li>United States Census</li> </ul>	<ul style="list-style-type: none"> <li>immigration</li> <li>prison camps</li> <li>small-town life</li> <li>education</li> <li>Nazi movement</li> <li>United States Census</li> </ul>	<ul style="list-style-type: none"> <li>consensus values</li> <li>immigration</li> <li>communism</li> <li>racism</li> <li>United States Census</li> </ul>	<ul style="list-style-type: none"> <li>diversity</li> <li>immigration</li> <li>language in the schools</li> <li>education</li> <li>international health issues (AIDS)</li> <li>United States Census</li> </ul>
 <b>IV. POLITICS</b> How have government and politics affected New Hampshire groups and individuals?	<ul style="list-style-type: none"> <li>Native American tribes</li> <li>exploration</li> <li>European claims and grants</li> </ul>	<ul style="list-style-type: none"> <li>in Europe</li> <li>and religion</li> <li>Treaty of Paris 1763</li> <li>New England politics</li> <li>town government</li> <li>Native American leaders</li> </ul>	<ul style="list-style-type: none"> <li>self-determination</li> <li>Enlightenment ideas</li> <li>United States Constitution</li> <li>Declaration of Independence</li> <li>revolution and taxes</li> <li>state government</li> </ul>	<ul style="list-style-type: none"> <li>slavery and freemen</li> <li>Jacksonian era</li> <li>Manifest Destiny</li> <li>Mexican-American War</li> <li>Republican Party</li> <li>Free Soil Party</li> <li>War of 1812</li> </ul>	<ul style="list-style-type: none"> <li>Know-Nothings</li> <li>raising an army and navy</li> <li>Constitutional amendments</li> <li>Lincoln in NH</li> <li>battles and regiments</li> </ul>	<ul style="list-style-type: none"> <li>railroads, corruption and control</li> <li>suffrage</li> <li>Spanish-American War</li> <li>gold vs silver standard</li> </ul>	<ul style="list-style-type: none"> <li>protective legislation</li> <li>woman suffrage</li> <li>Teddy Roosevelt in NH</li> <li>WWI</li> <li>Progressivism</li> <li>Populism</li> <li>United States expands</li> <li>labor movement</li> <li>Red Scare</li> </ul>	<ul style="list-style-type: none"> <li>women in government</li> <li>WWII</li> <li>raising an army</li> <li>the Great Depression</li> <li>New Deal</li> <li>Franklin Roosevelt in NH</li> <li>welfare</li> </ul>	<ul style="list-style-type: none"> <li>courts</li> <li>newspapers and elections</li> <li>taxes</li> <li>Cold War</li> <li>Red Scare</li> <li>war</li> </ul>	<ul style="list-style-type: none"> <li>Presidential Primary</li> <li>television and elections</li> <li>civil rights and reform movements</li> <li>town meetings</li> <li>taxes</li> <li>Gulf War</li> <li>NH Constitution</li> </ul>
 <b>V. TECHNOLOGY AND SCIENCE</b> How have technology and science affected life in New Hampshire?	<ul style="list-style-type: none"> <li>Age of Exploration</li> <li>prehistory</li> <li>mapping</li> <li>views of world</li> </ul>	<ul style="list-style-type: none"> <li>Scientific Revolution</li> <li>Atlantic Basin migration</li> <li>surveying and mapping</li> <li>water power</li> </ul>	<ul style="list-style-type: none"> <li>roads and bridges</li> <li>transportation</li> <li>Scientific Revolution</li> <li>printing and Revolution</li> <li>health and medicine</li> <li>weaponry</li> </ul>	<ul style="list-style-type: none"> <li>canals</li> <li>railroads</li> <li>steam power</li> <li>water power</li> <li>mills/manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>railroads</li> <li>ships</li> <li>telegraph</li> <li>hot air balloons</li> <li>photography</li> <li>weaponry</li> </ul>	<ul style="list-style-type: none"> <li>telephone</li> <li>railroads</li> <li>industrialization</li> <li>types of workers</li> <li>chemicals</li> </ul>	<ul style="list-style-type: none"> <li>electricity</li> <li>trolley lines</li> <li>airplanes</li> <li>automobiles and roads</li> <li>radio</li> <li>telephone</li> </ul>	<ul style="list-style-type: none"> <li>television and radio</li> <li>weaponry</li> <li>telephone</li> <li>air travel</li> <li>medical changes</li> <li>film</li> </ul>	<ul style="list-style-type: none"> <li>television, radio, records and tape recorders</li> <li>electronic communication</li> <li>space exploration</li> <li>military bases</li> <li>nuclear technology</li> </ul>	<ul style="list-style-type: none"> <li>computers</li> <li>airports</li> <li>seaports</li> <li>space exploration</li> <li>power sources</li> <li>transportation</li> </ul>
 <b>VI. NONGOVERNMENTAL GROUPS</b> What have nongovernmental organizations and groups contributed to New Hampshire life?	<ul style="list-style-type: none"> <li>Protestant Reformation</li> <li>Native American tribes, families, clans</li> <li>explorers</li> <li>joint stock companies</li> </ul>	<ul style="list-style-type: none"> <li>cultural/ethnic/national groups</li> <li>religious groups</li> <li>Great Awakening</li> <li>literacy</li> <li>family</li> </ul>	<ul style="list-style-type: none"> <li>Daughters of Liberty</li> <li>women and boycotts</li> <li>Freemasonry</li> <li>benevolent societies</li> <li>religious groups</li> </ul>	<ul style="list-style-type: none"> <li>doctors vs midwives</li> <li>social reformers</li> <li>abolition</li> <li>women's rights</li> <li>prisons and asylums</li> <li>labor reformers</li> <li>utopian communities</li> </ul>	<ul style="list-style-type: none"> <li>peace movement</li> <li>home front</li> <li>war upheavals</li> <li>surgeons and nurses</li> <li>community efforts</li> <li>labor reformers</li> <li>Underground Railroad</li> </ul>	<ul style="list-style-type: none"> <li>temperance</li> <li>suffrage</li> <li>Grange (farmer's groups)</li> <li>labor unions</li> </ul>	<ul style="list-style-type: none"> <li>home front</li> <li>temperance/prohibition</li> <li>child labor</li> <li>suffrage</li> <li>family</li> </ul>	<ul style="list-style-type: none"> <li>home front</li> <li>veterans</li> <li>labor unions</li> <li>religious groups</li> <li>sports teams</li> </ul>	<ul style="list-style-type: none"> <li>home front</li> <li>veterans</li> <li>peace movement</li> <li>fraternal organizations</li> <li>family</li> </ul>	<ul style="list-style-type: none"> <li>women's organizations</li> <li>hippies</li> <li>peace movement</li> <li>environmental groups</li> <li>religious groups</li> <li>labor unions</li> </ul>
 <b>VII. MATERIAL WANTS AND NEEDS</b> How have people and organizations interacted to produce, distribute and consume wealth and take care of material needs in New Hampshire?	<ul style="list-style-type: none"> <li>prehistory</li> <li>America</li> <li>Europe</li> <li>Africa (West)</li> <li>exploration</li> <li>fishing</li> <li>Columbian exchange</li> </ul>	<ul style="list-style-type: none"> <li>triangular trade</li> <li>labor systems (including slavery)</li> <li>mercantilism</li> <li>raw materials and manufacturers</li> <li>home production</li> </ul>	<ul style="list-style-type: none"> <li>privateers</li> <li>embargo, trade, taxes, smuggling and home manufacturing</li> <li>currencies</li> <li>artisans</li> <li>barter and credit</li> </ul>	<ul style="list-style-type: none"> <li>embargo, trade, and smuggling</li> <li>agriculture</li> <li>early textile mills</li> <li>capitalism</li> <li>banks</li> <li>factory labor</li> <li>pre-capitalism</li> </ul>	<ul style="list-style-type: none"> <li>home front</li> <li>wartime shortages</li> <li>military provisioning</li> <li>financing war</li> <li>manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>unified currency</li> <li>manufacturing</li> <li>trade with other states</li> <li>Westward Ho</li> <li>Gilded Age</li> </ul>	<ul style="list-style-type: none"> <li>home front – WWI</li> <li>women working</li> <li>child labor</li> <li>decline of family farm</li> <li>wage labor</li> <li>Taylorization</li> </ul>	<ul style="list-style-type: none"> <li>home front</li> <li>women working</li> <li>the Great Depression</li> <li>wartime shortages</li> <li>labor unions</li> <li>Social Security</li> </ul>	<ul style="list-style-type: none"> <li>soldiers come home</li> <li>multi-national corporations</li> <li>middle class and consumption</li> <li>housing</li> <li>post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>consumerism</li> <li>service economy</li> <li>women working</li> <li>new forms of exchange</li> <li>NAFTA</li> <li>military base closings</li> </ul>
 <b>VIII. SELF-EXPRESSION</b> How have New Hampshire people expressed their views, and what have they had to say?	<ul style="list-style-type: none"> <li>Native American crafts and oral culture</li> <li>exploration narratives</li> <li>artifacts</li> </ul>	<ul style="list-style-type: none"> <li>music in colonies</li> <li>folk art</li> <li>captivity narratives</li> <li>sermons</li> <li>newspapers</li> <li>gravestones</li> </ul>	<ul style="list-style-type: none"> <li>furniture-making</li> <li>political writings</li> <li>broadside</li> <li>songs of Revolution</li> <li>Anglophilia</li> <li>weaving and needlework</li> </ul>	<ul style="list-style-type: none"> <li>songs of reform</li> <li>novels</li> <li>lyceums</li> <li>painting</li> <li>newspapers</li> <li>essays and books</li> </ul>	<ul style="list-style-type: none"> <li>military music</li> <li>regiment flags and banners</li> <li>letters home</li> <li>photography</li> <li>soldier's journals</li> </ul>	<ul style="list-style-type: none"> <li>monuments and memorials</li> <li>novels</li> <li>sculpture</li> <li>engravings</li> <li>painting</li> <li>parades</li> </ul>	<ul style="list-style-type: none"> <li>Memorial Day</li> <li>historical preservation</li> <li>classical music</li> <li>religious revivals</li> <li>community pageants</li> </ul>	<ul style="list-style-type: none"> <li>Big Bands</li> <li>radio programs</li> <li>folk art and crafts</li> <li>newspapers</li> <li>dance</li> <li>theater</li> </ul>	<ul style="list-style-type: none"> <li>advertising</li> <li>popular magazines</li> <li>rock and roll</li> <li>family photos</li> <li>television on the rise</li> <li>poetry</li> </ul>	<ul style="list-style-type: none"> <li>museums and historical memory</li> <li>video and film</li> <li>home pages</li> <li>rock music</li> <li>special interest groups</li> </ul>



## FOCUS QUESTIONS: What shall we teach? How shall we learn?

This curriculum provides a way to teach across eras and across disciplines by using focus questions. Choosing the content of focus questions involves answering key pedagogical questions: What shall we teach? Whose history shall we teach? What do students need to know? Is there a core body of knowledge that every student should know and understand? The answers are not easy.

Mainstream history and education have long structured the periodizations of our past around the familiar textbook events of government and wars. The history of power and control, of order and disorder, has often left much of the past invisible or diminished in our narratives. Likewise the history of ideas has held a strong position in our telling of the past, as a way of explaining what nurtured and drove sometimes otherwise inexplicable actions. The ideas covered have most often been those of the powerful, public, and prominent. Historians now have taken inquiry into new corners and realms, exploring ways to understand the histories of everyday occurrences and everyday people, to find the invisible, and to add detail to our incomplete picture of the past.

It is difficult *not* to rely on textbooks to structure knowledge and teaching. Consequently, more than one student has left school believing that textbooks represent unalterable historical authority. In practice, because of space and marketing needs, textbooks most often summarize superficial and non-controversial views of historical events. Even worse, textbooks cannot keep up with the latest scholarship. New research can take years to make its way into school texts. Textbooks can take years to develop, print, and distribute, and once a school buys a set of textbooks, those books will not be replaced for several years.

This curriculum promotes the idea that students will understand how research and interpretation of primary sources lead to historical narratives if they themselves carry out research and interpretation. This requires that students understand how to find and analyze historical evidence. Without sources, without evidence, there can be no history.

Students who learn to conduct research themselves, as well as read other historians' interpretations, learn that historical knowledge grows and changes just as scientific knowledge does. They learn that textbooks are not ultimate authorities. They learn that history is not, and never has been, a static body of knowledge that gives a perfect rendition of how the past "really was."

Therefore, students can question the value of studying the past. Using focus questions, teachers can guide students to inquiry about aspects of history that offer connections to the present. Thus engaged, students can create historical narratives in order to glimpse the reasoning behind what we call knowledge. The focus questions invite this kind of inquiry, looking for and interpreting evidence in order to work toward answers to a central question. In the **Outcomes** section of this curriculum, each focus question is accompanied by examples of questions to explore.

Based on questioning, 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 seek the answers together.

As an example of this, see the lessons by Marie Hewett and Marcia Spencer in the **Using Primary Sources** section of this guide. 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. Multiple intelligences and a variety of learning styles can all be used to work toward the same goals.

The focus questions in this curriculum, the same questions as in Book 1, provide initial broad directions for inquiry. Each focus question in the book is supplemented with a list of related **Questions to Explore** (pages 48, 54, 66, 76, 86, 97, 105, & 113). You and your students can use these or make your own to start your investigations into New Hampshire studies. 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 can learn to handle increasing complexity with the higher-level skills that we try so hard to teach them.

The following sources provide information about learning theory relevant to inquiry teaching strategies.

Fosnot, Catherine Twomey. *Constructivism: Theory, Perspectives and Practices*. New York: Teachers College, Columbia University, 1996.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books, 1993.

Piaget, Jean and B. Inhelder. *The Psychology of the Child*. New York: Basic Books, 1969.

Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Edited by M. Cole, S. Scribner, V. John-Steiner, and E. Sauberman. Cambridge: Harvard University Press, 1978.

**Please see Appendix C for a historical thinking skills list and Appendix E for a social studies skills list.**

## 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?*” The chart below is for planning the answer to that question. Also see **Appendix C** for a list of historical thinking skills, **Appendix D** for the 1995 New Hampshire *K-12 Social Studies Curriculum Framework* standards, and **Appendix E** for a list of social studies skills. For a more detailed version and an addendum that gives teaching ideas and explains the New Hampshire Standards, contact your school principal or the New Hampshire State Department of Education in Concord, New Hampshire.

**Focus Questions & N.H. State Social Studies Standards Chart**

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

## SUMMARY OF FOCUS QUESTIONS

**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?

## 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 U.S.	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

## NEW HAMPSHIRE HISTORY OVERVIEWS AND THEMES FOR TEACHERS

Focus questions allow the exploration of specific issues within a larger context. Such an approach can be incorporated into courses taught chronologically by investigating focus questions within eras or by revisiting the same focus questions over two or more eras. To help teachers get their bearings, the following overviews and themes help put New Hampshire history in a chronological context. They paint a big picture to keep in mind during both planning and instruction while indicating where specific focus questions apply.

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.

We encourage teachers in the upper and lower grades to share thoughts about these overviews. If the upper grades desire to build on what has been learned in the lower grades, then teachers at all levels must have a unified vision and know how and where each instructional piece fits into the larger picture.

The ideas in boldface 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-1623)**

### **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 have theorized 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. New evidence suggests a different, earlier route. 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 prehistory 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 prehistoric 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.

**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 prehistoric 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 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, or at least a voice in, 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.

**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, U.S. 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 Hampshirites 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, twenty N.H. slaves petitioned the N.H. 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. Political parties developed, and 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 questions such as what was a citizen, what constituted virtue in citizens, how could the states ensure a supply of virtuous citizens, what should become of slavery, and 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.

As a state with a busy seaport, New Hampshire was concerned about the new nation's trade and political relationships with Native Americans as well as European nations. The Napoleonic wars, Jefferson's Embargo, and The Louisiana Purchase suggested new questions and new answers.

### **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 and international conflict on the economics and politics of the coastal and inland regions in New Hampshire [ Focus Questions IV, VIII ]
- G. the character of the local economy and the barter system of exchange [ Focus Question VII ]
- H. 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. 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 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 N.H. 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 U.S. Senate. In 1852 Franklin Pierce, a Democrat from New Hampshire, won the U.S. presidential election on a ballot 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.

**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 ]



**Concord City Directory, 1878.**  
**New Hampshire Historical Society**

City directories can be used to determine ethnic population, occupations, positions of women in society, and businesses and services available at a specific time. Because directories were issued annually, changes can be seen by comparing directories year to year.

CONCORD [0] DIRECTORY. 125

- Nudd Warren B., farmer, h. Turnpike, n. Bow line  
 Nutter Charles C., painter, h. Spring, cor. Cambridge  
 Nutter Eliphalet S., house Montgomery, cor. Main  
 Nutter George L., house 163 State  
 Nutter Isabel F. Miss, teacher Centre Intermediate school,  
 house 163 State  
 Nutter John P., reg. probate, house 9 Tahanto  
 Nutter Malvina D. Miss, teacher Centre primary school,  
 house 163 State (51 State  
 Nutting Charles (Putney & Nutting), granite dealer, h.  
 Nutting George W., laborer, h. Potter, E. Concord  
 Nutting George W., bds. N. Marden's, Beacon  
 Nutting J. P. Rev., house Perley, corner Grove  
 Nutting Laura A., widow of Franklin, house Main, West  
 Concord  
 Nye John H., clerk, bds. John K. Stokes', 108 State
- O'BRIEN CORNELIUS, laborer, house Crescent, Fish-  
 erville (Boscawen)  
 O'Brien Dennis, tin peddler, house Church, cor. Spring,  
 Fisherville  
 O'Brien Edward, hairdresser, Sanders block, Main, house  
 Spring, cor. Church, Fisherville  
 O'Brien Ellen Mrs., restaurant, fruit and confectionery,  
 Main, near American House, house 3 Montgomery  
 O'Brien Mary, widow, house Washington, near Centre  
 O'Brien Patrick, at Harris' mill, house Spring, Fisherville  
 O'Connell Daniel, laborer, house Cross, near South  
 O'Connell Philip, laborer, house Spring, cor. Short  
 O'Connell Philip J., fireman, house Cross, near Myrtle  
 O'Connor Bernard, stone cutter, house 1 Washington ct.  
 O'Connor Frank J., compositor Statesman office, boards  
 4 Fremont  
 O'Connor Martin, at Page Belting Co., house Walnut  
 O'Connor Thomas, marble worker Cummings Brothers,  
 house 4 Fremont  
 O'Connor Timothy, cement pipe maker, h. South, n. Cross  
 O'Connor William S., job teamster, house 248 Main  
 Odlin John W., musician, house 6 White's block, Capitol  
 Odlin Woodbridge, house Main, nearly opp. City Hall  
 Ogden Elizabeth, widow of Aaron S., boards 22 Main  
 Oger John, carder Penacook mill, h. Main, Fisherville  
 Oger Peter, carder Penacook mill  
 O'Hara Nancy, widow, house Rolfe, Fisherville  
 O'Hern David, laborer, house Fosterville  
 O'Hern John, laborer, house Fosterville  
 O'Hern Thomas, at Page Belting Co., boards Charles J.  
 Rand's, Penacook  
 Ohlsson John, case maker Ford & Kimball, bds. 78 Main

## 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 N.H.. 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 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 battlefields. 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.

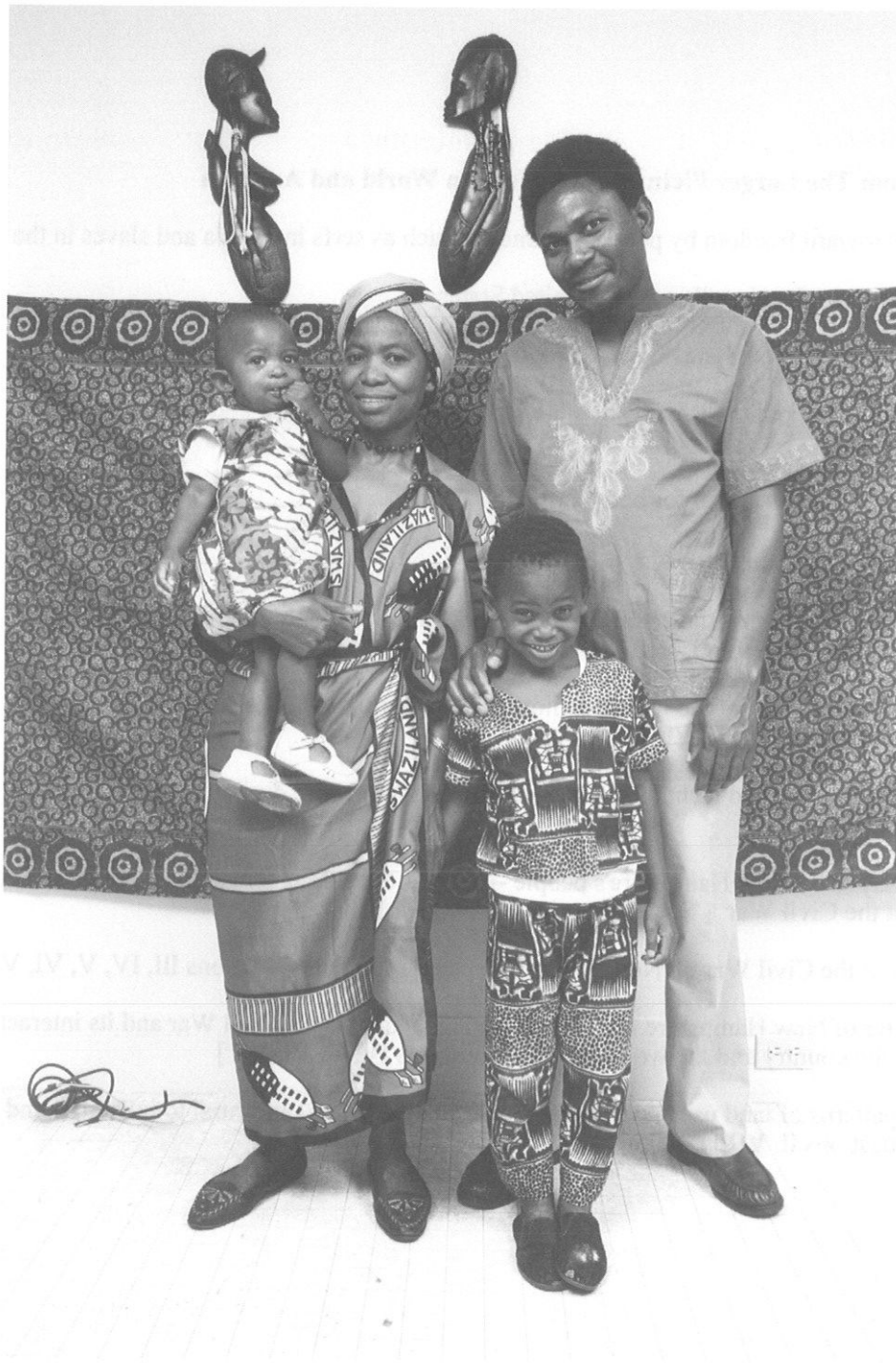
The 1870 census showed the only net population decline in New Hampshire since the official census began. Deaths and relocations from the Civil War as well as westward movement caused the state's population to drop from 326,073 in 1860 to 317,976 in 1870. It has risen in all subsequent censuses.

**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
- C. the causes of the United States Civil War
- D. the military, social, political, and economic aspects of the Civil War and its effects on the American people
- E. 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 ]



**African-American family in traditional clothing, 1987.  
Courtesy Gary Samson, University of New Hampshire**

New Hampshire's population becomes more diverse through immigration and migration during the nineteenth and twentieth centuries.

## **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 divided 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 1,000 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.

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

- A. the expansionism 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 States' 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 N.H. 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 N.H. 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 N.H. 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.

**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, such as the Spanish-American War
- E. social, political, and economic changes in the United States before, during, and after World War I

**Era 7: New Hampshire Themes**

- A. participation of New Hampshire in the Spanish-American War and journalistic coverage of the war in New Hampshire [ Focus Questions III, IV, V, VI, VIII ]
- B. the domination of political reform and government regulation as issues in New Hampshire politics early in the century [ Focus Questions IV, VI, VIII ]
- C. the use of government regulation to address New Hampshire social and economic issues during the Progressive Era [ Focus Questions II, III, IV, VI, VII ]
- D. New Hampshire's responses to World War I, abroad and on the home front [ Focus Questions III, IV, VIII ]
- E. the effects of technology and science on New Hampshire before the Great Depression [ Focus Questions III, V, VII, VIII ]
- F. difficulties and changes in the New Hampshire economy before, during, and after World War I [ Focus Questions II, III, IV, VII, VIII ]
- G. 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 ]
- H. the growth of leisure culture as a part of the New Hampshire culture and economy [ Focus Questions II, VII, VIII ]
- I. 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, 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.

Perhaps a less known aspect of World War II was the camp at Stark that housed German prisoners of war and Camp Simon on Mt. Kearsarge that housed conscientious objectors.

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 1,000.

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.

**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 and 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 4,575 and 2,505 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 box 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, nationwide 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.

**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 and the increasing role of the U.S. as "international policeman"
- B. the economic and baby booms hand-in-hand with the social transformation of postwar America
- C. U.S. domestic policies and political debates after World War II
- D. the expansion of science and technology for political, economic, and social ends and the new world created by the results
- E. 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 ] and the effects of economic boom and recession on development, growth, and maintenance of New Hampshire's character [ Focus Questions II, V, VII ]
- I. the unique characteristics of New Hampshire that distinguished it from other states and regions [ All Focus Questions ]

## TEACHER'S OVERVIEW OF ERA 10: Contemporary United States (1968-present)

### ERA 10 HIGHLIGHTS IN NEW HAMPSHIRE: POLITICS, TAXES, THE ENVIRONMENT, INDUSTRY, TOURISM, LAW AND ORDER, CHANGE, LOCAL RULE, SEABROOK, PRESIDENTIAL PRIMARY, ELECTRONIC COMMUNICATION AND 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 pledge" to not champion a state sales or income tax became a prerequisite for successful candidacy for governor during the decades of ascendancy by the *Manchester Union Leader*. This was in question by the late 1990s when, in the Claremont school case, the N.H. Supreme Court declared local property taxes an unconstitutional means of supporting local schools.

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. In the 1990 census, New Hampshire workers 16 years-of-age and older were more white-collar than blue-collar. Only 1.4% of the workers were in farming, forestry, or fishing occupations. In 1990, 51.6% of New Hampshire lived in urban areas.

### **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, including national debates over the role of government
- 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 on national and foreign policy of the international role of the United States as the only remaining super-power
- F. political and social movements in the United States and how they defined public and private life
- G. the global economy and free trade zones vs. political nationalism in the international arena
- H. 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 arts and their support 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. using ballots rather than town meetings to determine local issues in some towns [ Focus Question IV ]

**LEARNING OUTCOMES AND ACTIVITIES**

## FOCUS QUESTIONS AS INVITATIONS TO INQUIRY

The next section gives learning outcomes and activity suggestions that can grow out of specific focus questions.

Focus Question	Description
<p><b>Focus Question I – BOUNDARIES. What are the boundaries of New Hampshire and how did they get there? (page 48)</b></p> <p style="text-align: center;"><b>Learning Outcomes: 1A, 1B, 1C, 1D</b></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. It applies well to the issues of colonization, nation-building, government, and economics. It can also apply to expanding boundaries of the mind.</p>
<p><b>Focus Question II -- NATURAL ENVIRONMENT &amp; PEOPLE. How have the natural environment and the way people live affected each other in New Hampshire? (page 54)</b></p> <p style="text-align: center;"><b>Learning Outcomes: 2A, 2B, 2C, 2D 3A, 3B, 3C, 3D 4A, 4B, 4C, 4D</b></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. Much material around environmental issues arising during colonization, the Age of Industrialization, and today can be used in U.S. history courses.</p>
<p><b>Focus Question III – CULTURES, RACES, &amp; ETHNIC GROUPS. What has happened when different cultures, races, and ethnic groups have met in New Hampshire? (page 66)</b></p> <p style="text-align: center;"><b>Learning Outcomes: 5A, 5B, 5C, 5D 6A, 6B, 6C, 6D</b></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. The eras of colonization, industrialization, and the twentieth century are rich with New Hampshire material applicable to U.S. and world history.</p>
<p><b>Focus Question IV -- POLITICS. How have government and politics affected New Hampshire groups and individuals? (page 76)</b></p> <p style="text-align: center;"><b>Learning Outcomes: 7A, 7B, 7C, 7D</b></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 on national and local stages through New Hampshire history in all eras.</p>



## FOCUS QUESTIONS AS INVITATIONS TO INQUIRY

Focus Question	Description
<p><b>Focus Question V -- TECHNOLOGY. How has technology affected life in New Hampshire?</b> (page 86)</p> <p style="text-align: center;"><b>Learning Outcomes: 8A, 8B, 8C, 8D</b></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. These relate nicely to similar issues on regional, national, and international levels.</p>
<p><b>Focus Question VI -- GROUPS &amp; ORGANIZATIONS. What have groups and organizations contributed to New Hampshire life?</b> (page 97)</p> <p style="text-align: center;"><b>Learning Outcomes: 9A, 9B, 9C, 9D</b></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. This question can address issues and teach concepts in civics and government, in cultural diversity, reform, and virtually all other aspects of our history.</p>
<p><b>Focus Question VII – MATERIAL WANTS &amp; NEEDS. How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?</b> (page 105)</p> <p style="text-align: center;"><b>Learning Outcomes: 10A, 10B, 10C, 10D</b></p>	<p>Question VII suggests an economic framework for studying New Hampshire history. While economics alone does 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. Economics can link local events with national and international trends and events.</p>
<p><b>Focus Question VIII – SELF-EXPRESSION. How have New Hampshire people expressed their views, and what have they had to say?</b> (page 113)</p> <p style="text-align: center;"><b>Learning Outcomes: 11A, 11B, 11C, 11D 12</b></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. American studies courses will find much relevant material of interest here.</p>

## LEARNING OUTCOMES BY FOCUS QUESTION

Learning outcomes are listed beneath each focus question. The outcomes are listed in four different skill levels rather than in grade levels because, as teachers know only too well, students in a given grade can vary in abilities and needs. Skill levels A and B are from Book 1 of this curriculum, repeated here in Book 2 because Levels C and D build on them. In the next section -- Themes, Questions to Explore, and Activities -- related activity suggestions are organized by these outcomes.

Some teachers of middle or high school will find that activities suggested for the lower levels are appropriate or adaptable to some Grade 7-12 students, with expectations for outcomes adjusted for age and skill levels.

We recommend that teachers in grades 7-12 have periodic dialogues with teachers in grades K-6, within the same school district. Through discussions, teachers can integrate their efforts and create a sequenced curriculum that builds on itself.

The learning outcomes in this curriculum are based on an expanding world model and increasingly complex cognitive skills. The levels build sequentially on each other:

**Level A** – basic skills, concrete, about self and community, requires sequencing with some knowledge of chronology.

**Level B** – basic skills with more detail and exploration throughout the state; requires sequencing, awareness of eras, and some specific dates; asks students to identify, describe, construct a narrative, list; basic use of some primary sources and artifacts.

**Level C** – looks beyond state boundaries to see forces and make comparisons in a larger context; uses sequencing, eras, and specific dates; asks students to use multiple perspectives, formulate questions, hypothesize cause and effect, and use primary sources to investigate.

**Level D** – calls for higher-order thinking such as evaluation of evidence, analysis of multiple points of view, problem-solving, and formulation of courses of action in historical contexts. Builds on A, B, and C.

## LEARNING OUTCOMES AND SKILL LEVELS A Summary

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

**1A** Students should be able to...

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

**1B** In addition to the above, students should be able to...

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

**1C** In addition to the above, students should be able to...

find and use primary source materials relating to New Hampshire to demonstrate varieties of personal, local, regional, and national boundaries.

find and use evidence showing how the various sections of New Hampshire boundaries have been set and maintained over time, noting changes and how these have affected the boundaries of neighboring states and Canada.

compare the setting and maintenance of New Hampshire boundaries with the setting and maintenance of other stable and unstable boundaries in other times and places in United States and world history.

**1D** In addition to the above, students should be able to...

analyze and interpret primary source materials relating to New Hampshire to determine how local, regional, national, and international people and events have contributed to conflict and conflict resolution in the setting of New Hampshire's boundaries.

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

**2A** Students should be able to...

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

**2B** In addition to the above, students should be able to...

use maps to describe the natural and manmade environments in New Hampshire, identifying some of the ways the two affect each other.

**2C** In addition to the above, students should be able to...

use maps to describe and compare the natural and manmade environments in New England and to visualize New Hampshire's relative place within the region.

**2D In addition to the above, students should be able to...**

use maps to describe and compare the natural and manmade environments in the United States and to visualize New Hampshire's relative place within the country.

use maps to describe and compare the natural and manmade environments in the world and to visualize New Hampshire's relative place on the globe.

**3A 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.

**3B In addition to the above, 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.

**3C In addition to the above, students should be able to...**

find and use primary sources and conduct original research to identify how the natural environment and the way people live have affected each other in New Hampshire; compare the results with similar effects regionally, nationally, and worldwide.

**3D In addition to the above, students should be able to...**

analyze and interpret primary sources and original research to determine the interplay of forces between New Hampshire, New England, and the larger world relating to the effects of humans and the natural environment on each other.

**4A Students should be able to...**

explore an environmental topic by posing questions, making observations, and recording information based on those observations.

**4B In addition to the above, students should be able to...**

pose research questions on environmental topics, create hypotheses by identifying possible cause-effect relationships, and summarize research results.

**4C In addition to the above, students should be able to...**

identify a problem related to humans and the natural environment in New Hampshire and research possible solutions.

compare evidence of environmental problems in New Hampshire with evidence of environmental problems elsewhere.

research solutions already tried to solve environmental problems in New Hampshire and identify the results.

compare approaches to environmental problems in New Hampshire with similar approaches tried elsewhere.

**4D In addition to the above, students should be able to...**

evaluate the pros and cons of a variety of solutions to a problem or problems related to humans and the natural environment in New Hampshire, identify economic dimensions of the solutions, hypothesize the possible outcomes of the solutions, choose a preferable course of action, and support the choice with evidence and logical argument.

extrapolating from available evidence, hypothesize plausible future environmental problems in New Hampshire and brainstorm possible ways to avoid, mitigate, or solve these; support the hypothesis with evidence and logical argument.

**Focus Question III: NATIONAL, ETHNIC, & CULTURAL GROUPS What has happened when different national, ethnic, and cultural groups have met in New Hampshire?**

**5A Students should be able to...**

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

**5B In addition to the above, 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.

**5C In addition to the above, students should be able to...**

find and use primary sources and conduct original research to explore the contributions, problems, successes, and interactions -- including assimilation -- related to national, ethnic, and cultural groups in New Hampshire.

identify a problem related to people and national, ethnic, and cultural groups in New Hampshire and research possible solutions.

compare evidence of problems related to national, ethnic, and cultural groups in New Hampshire with evidence of national, ethnic, and cultural group problems elsewhere.

research solutions to problems related to national, ethnic, and cultural groups already tried in New Hampshire and identify the results; compare results with approaches to similar problems elsewhere.

**5D In addition to the above, students should be able to...**

identify and assess the relative importance of local, regional, national, and international events that affected the movements of peoples to and from New Hampshire.

**6A Students should be able to...**

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

**6B In addition to the above, students should be able to ...**

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

**6C In addition to the above, students should be able to ...**

compare the cultural expressions of national, ethnic, and cultural groups in New Hampshire with those of similar groups still living in their place of origin; hypothesize reasons for similarities or differences.

**6D In addition to the above, students should be able to ...**

research the lives of individuals and hypothesize how or if their experiences have affected their methods and content of expression.

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

**7A Students should be able to...**

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

**7B In addition to the above, students should be able to...**

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

**7C In addition to the above, students should be able to...**

identify and describe how New Hampshire state law and government mesh with United States law and government to create a federal system.

compare New Hampshire state government and politics with those of other states, the United States, and other countries.

**7D In addition to the above, students should be able to...**

identify and analyze how New Hampshire people and politics have affected politics outside New Hampshire's borders, including the U.S. presidential primary; identify and analyze how national and international people and politics have affected New Hampshire.

identify conflicts that have arisen between New Hampshire's local, state, and federal government officials, agencies, and policies; research how these have been resolved; identify successful collaborations of these groups and hypothesize why they were successful, supporting the hypothesis with evidence.

identify, research, and evaluate solutions for problems that have arisen in New Hampshire government and politics.

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

**8A Students should be able to...**

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

**8B In addition to the above, 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 invent and use technologies.

**8C In addition to the above, students should be able to...**

compare how technology and people have affected each other in New Hampshire (as in **8B** above) with examples from New England, the United States, and the world.

identify and describe benefits and disadvantages of technology as used and experienced in New Hampshire, and support these judgments with evidence.

identify and describe the interaction of forces, people, and events inside and outside of New Hampshire that have affected the uses and consequences of the uses of technology in New Hampshire.

identify and describe how technology in New Hampshire has affected people and events outside of New Hampshire.

**8D In addition to the above, students should be able to...**

identify problems related to people, the environment, and technology in New Hampshire; research and evaluate the pros and cons of possible solutions; hypothesize likely outcomes of various solutions; select the best course(s) of action; and support the selection with evidence and logical argument.

using and projecting available evidence, identify possible problems in the future uses of technology in New Hampshire; hypothesize plausible ways to avoid, mitigate, or solve the projected problems.

**Focus Question VI: GROUPS & ORGANIZATIONS What have groups and organizations contributed to N.H. life?**

**9A Students should be able to...**

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

**9B In addition to the above, students should be able to...**

identify nongovernmental groups in New Hampshire and describe those groups' functions.

**9C In addition to the above, students should be able to...**

identify nongovernmental groups in New Hampshire that have/had ties to groups outside of the state; describe how those ties affected people and events in the state.

find and use primary sources to determine how nongovernmental groups have affected politics, law, and government in New Hampshire.

find and use primary sources to determine how nongovernmental groups have affected the quality of life in New Hampshire.

compare nongovernmental groups and their actions with nongovernmental groups in other times and places.

**9D In addition to the above, students should be able to...**

identify particular problems and issues that have been addressed by nongovernmental groups in New Hampshire; research membership and strategies of the groups, and assess their effects.

**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 Students should be able to...**

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

**10B In addition to the above, students should be able to ...**

identify and describe the economy of New Hampshire and how the economy has created ties among people.

**10C In addition to the above, students should be able to ...**

identify and describe past and present ties between the New Hampshire economy and the economies of New England, the United States, and the world.

identify, describe, research, and analyze strengths and weaknesses in the New Hampshire economy in the past and present, supporting these judgments with evidence.

**10D In addition to the above, students should be able to ...**

identify, describe, and analyze present and possible future problems in the New Hampshire economy, research the pros and cons of various solutions, select a best course of action for solution, and support the selection with evidence and logical argument.



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

**11A Students should be able to...**

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

**11B In addition to the above, students should be able to ...**

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

**11C In addition to the above, students should be able to ...**

compare New Hampshire products of creative expression with those made by people outside New Hampshire.

identify and define ideas, attitudes, and materials that are used in products, artwork, advertisements, legends, and stereotypes to express the qualities or character of New Hampshire; compare these with ideas, attitudes, and materials from other times and places.

**11D In addition to the above, students should be able to ...**

identify symbols and stories that have arisen from ideas about New Hampshire as a locale and as a culture and use evidence to evaluate the accuracy of these symbols and stories.

recognize similarities and differences between New Hampshire and non-New Hampshire creative works related to schools of art and periods of style and expression.

**12 K-12 students should be able to...**

use the arts, music, crafts, and language to express their ideas and feelings about living in their community and in New Hampshire.



**Supporters for Republican candidate Henry Cabot Lodge in front of the New Hampshire State House, 1964. (*Concord Monitor*)**

New Hampshire's first-in-the-nation presidential primary, initiated in 1952, enables voters to directly participate in the selection of their party's candidate. Because New Hampshire's primary is considered a barometer of success for a candidate's chances of winning the White House it draws national media attention. The political primary, a process that originated in Wisconsin during the Progressive Era, increases direct voter involvement in political decision-making.

**THEMES, QUESTIONS TO EXPLORE, & ACTIVITIES**

## ABOUT THE NEW HAMPSHIRE HISTORY SOURCES LISTED IN THIS CURRICULUM

Sources are listed at the end of the instructional outcomes for each focus question and in **Appendix F**. These are just to get you started. Many more sources are available. An “N” indicates which sources are available through the New Hampshire Historical Society’s Tuck Library in Concord, New Hampshire. Call (603)225-3381, ext. 11, 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. Call (603)226-3189, ext. 200, for information.

Some of the titles in the bibliographies do not mention New Hampshire specifically but are helpful in providing context or interpretations of what was happening in New Hampshire. Titles that are out of print have also 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. [Perhaps some of the more popular out-of-print titles, if enough demand is made, will be reprinted. Let the publisher or the New Hampshire Historical Society know if you cannot find an important source because it is out of print.]

For more titles and sources, scour the footnotes, endnotes, and bibliographies in the works cited as well as the other bibliographies listed in the resources in the appendix. Probably the most extensive, but now dated, bibliography of New Hampshire history is the multi-volume T.D. Seymour Bassett and John Haskell, Jr., eds., *New Hampshire: A Bibliography of Its History*, published in Hanover by The University Press of New England in 1983. It is volume 3 of John Borden Armstrong, ed., *Bibliographies of New England History*. An addendum, volume 8 in the series, was published in 1989. Look for Roger Parks, *New England: Additions to the Six State Bibliographies*. This should be available in many large libraries.

A useful, smaller annotated reference is the loose-leaf book, Linda Burdick, ed., *New Hampshire History Resources for Teachers: A Guide* (1994). A copy of this was sent to every public school in the state – check your school library. This is also available from the Museum Store and through the N.H.H.S. Web site, [www.NHHistory.org](http://www.NHHistory.org).

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

The boundaries of New Hampshire have not remained constant. Even in the late twentieth century, a portion of the state boundary, that along the Piscataqua River, is in dispute. The various disputes that have arisen and been settled offer studies in power, government, economics, geography, and mapping. This focus question introduces opportunities to see how different cultures – Native Americans and Western European – defined boundaries and land ownership. It encourages thinking about different kinds of boundaries – personal, geographic, political, economic, social, local, regional – how each is defined, and by whom. Comparing a variety of maps from different eras in New Hampshire brings up questions of technology and mapping, of land ownership, of travel, and of map aesthetics. Of particular interest might be the early disputes between the first grantees of Massachusetts and New Hampshire, the disputes between New York and New Hampshire over towns in what is now Vermont, the dispute between Vermont and New Hampshire that was decided by George Washington, the northern boundary settled by a treaty negotiated by Daniel Webster, and the Maine-New Hampshire boundary dispute that has continued up to the end of this century. Studying the history of the setting of local boundaries, of early grants, and of land ownership in the students' own communities will expose local peculiarities. It can also raise issues such as state laws from the eighteenth and nineteenth centuries that forbade married women to own land and that required voters to be land owners. Moving from the strictly geographic, boundaries can also be personal and psychological. Mental boundaries such as ideas that define the concepts of we/they and insiders/outsideers or ideas about near/far and provincial/cosmopolitan can be explored by this focus question. Exploring boundaries created by racial stereotypes, sexual attitudes, or economic power can provide an interesting dimension for some students.

**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?
- What are the different kinds of boundaries?
- 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?
- What are the regions within New Hampshire – physical, cultural, economic?
- 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?
- How do/could New Hampshire boundaries affect me legally?
- How does surveying work?
- How do maps reflect New Hampshire history and serve as sources of historical evidence?
- What are some of the kinds of maps that have been made of New Hampshire, and how do they compare with each other?
- What personal and mental boundaries do I draw in my life and what do they mean?
- How did surveying relate to the colonization and white settlement of New Hampshire and western lands?

**Outcome 1A** Level A students should be able to...

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

**A Few Activities – Level A 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, Level B students should be able to

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

**A Few Activities – Level B 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 neighborhoods, community, county, and the state. Note any name changes over the years and centuries and desktop publish the findings to deposit in the school library.
- (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.

**Outcome 1C In addition to the above, students should be able to...**

find and use primary source materials relating to New Hampshire to demonstrate varieties of personal, local, regional, and national boundaries.

find and use evidence showing how the various sections of New Hampshire boundaries have been set and maintained over time, noting changes and how these have affected the boundaries of neighboring states and Canada.

compare the setting and maintenance of New Hampshire boundaries with the setting and maintenance of other stable and unstable boundaries in other times and places in United States and world history.

**A Few Activities – Level C students might...**

- (1) visit local historical societies, libraries, museums, and individuals in search of a New Hampshire map made in the past. Try to answer the Basic Primary Source Questions (See page 126.) for the map.
- (2) as a class, create a collection of facsimiles of New Hampshire maps. Write short, explanatory labels and display in a public place.
- (3) choose a historical era. Locate a New Hampshire map depicting or made during that period. Try to answer the Basic Primary Source Questions for the map. In a short paper, students tie in information from the map with something(s) they have learned about history in that era in the state, region, country, or world.
- (4) spend a day with a surveyor. Find out what people hire surveyors to do, what tools surveyors use, and how surveying is used to make maps. Find out how surveying has changed from Era 2 through Era 10. Create a display or write a report.
- (5) ask a lawyer, clerk, or surveyor how to conduct a title search. Students find out when and why title searches might be necessary. They choose a parcel of real estate and conduct a title search on it. They keep a log of what they did and what they found. They report to the class.
- (6) locate aerial, satellite photos of the local area and compare them with the information on a geological survey map of the same area. Students write a paragraph describing how they are similar. They write another paragraph describing how they are the same. Write a third paragraph describing what uses would be good for each.

- (7) identify which New Hampshire boundaries are international. If possible, travel there and cross the boundary(s). What was the process like? Write a report or create a photo essay.
- (8) find maps showing your town in its New Hampshire legislative districts in two different decades. Find out how districts are set. Make overhead transparencies of the maps and explain the process of redistricting to the class.

**Outcome ID    In addition to the above, Level D students should be able to...**

analyze and interpret primary source materials relating to New Hampshire to determine how local, regional, national, and international people and events have contributed to conflict and conflict resolution in the setting of New Hampshire's boundaries.

**A Few Activities – Level D students might...**

- (1) choose a boundary dispute in New Hampshire history – involving the boundaries between New Hampshire and Massachusetts, Vermont, New York, Maine, or Canada or an internal dispute between counties, municipalities, or individuals. Write a summary of the dispute including who, what, when, where, and why. Make a map illustrating the dispute.
- (2) visit and if possible walk along a New Hampshire boundary. Take photos or make a sketch. Find out how, when, and why that boundary was set.
- (3) using examples from New Hampshire history, write a paper stating the local, regional, national, and international purposes of boundaries.
- (4) locate a historical New Hampshire map. Answer the Basic Primary Source Questions and the So What questions for that map. (See page 126.)
- (5) find and summarize early New Hampshire laws defining who could acquire and own land. Compare those with land ownership laws today and discuss the social consequences.

**Topics for Focus Question I**

Check the Quick Reference Charts for topics that could be used for Focus Question I. 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 charts do not pretend to be complete. They contain **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**

- \* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)
- N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

- N\*    Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: 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, N.H.: John B. Clarke, 1891.
- N Belknap, Jeremy. *History of New Hampshire*. 3 vols. Boston, Mass.: 1784-92. Reprinted many times.
- \* Bell, Neill. *The Book of Where, or How to Be Naturally Geographic*. Boston, Mass.: Little, Brown and Company, 1982.
- N\* Calloway, Colin. *The Abenaki*. New York, N.Y.: Chelsea House Publishers, 1989.
- N\* Charlton, Edwin A. *New Hampshire As It Is*. (reprint of 1855 edition) Bowie, Md.: Heritage Books, 1997.
- N Clark, Charles E. *The Eastern Frontier: The Settlement of Northern New England, 1610-1763*. Hanover, N.H.: University Press of New England, 1983.
- N\* 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, N.H.: 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, Mass.: J.P. Jewett, 1849.
- N *History of Coos County*. Syracuse, N.Y.: W.A Fergusson & Co., 1888. reprinted 1972.
- N Merrill, Eliphalet, and Phinehas Merrill. *Gazetteer of the State of New Hampshire*. Exeter, N.H.: 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, N.H.: The Durand Press, 1993.
- N\* *The New Hampshire Archeologist*, vol. 33/34, no. 1 (1994). New Hampshire Native American edition.
- N\* *New Hampshire Atlas & Gazetteer: Topographic Maps of the Entire State*. Freeport, Me.: DeLorme, 1996.
- \* *New Hampshire Through Many Eyes: An Activity Book for Students*. Concord, N.H.: N. H. Historical Society, 1995.
- N\* *Old Maps of [New Hampshire Counties] Series*. Fryburg, Me.: Saco Valley Printing, 1981-1990.
- Road Atlas*. Skokie, Ill.: Rand-McNally & Co., 1997
- Raymo, Chet, and Maureen E. Raymo. *Written in Stone: A Geological History of the Northeastern United States*. Old Saybrook, Conn.: The Globe Pequot Press, 1989.
- N\* Renes, Peter. *New England Prospect: A Loan Exhibition of Maps at The Currier Gallery of Art*. Boston, Mass.: Boston University Scholarly Publications, 1981.

- N Rosal, Lorenca Consuelo. *"God Save The People": A New Hampshire History*. Orford, N.H.: Equity Publishing Corporation, 1988.
- N Ruell, David. "The Bird's Eye Views of New Hampshire: 1875-1899," *Historical New Hampshire*, vol. 28 (Spring 1983).
- N\* Seiberling, Catherine L., and Robert B. Stephenson. *Jaffrey Then and Now: Changes in Community Character*. Jaffrey, N.H.: Jaffrey Historic District Commission, 1994.
- \* Shaw, Lisa, ed. *New Hampshire vs. Vermont: Sibling Rivalry Between the Twin States*. Grafton, N.H.: Williams Hill Publishing, 1997.
- \* VanDiver, Bradford B. *Roadside Geology of Vermont and New Hampshire*. Missoula, Mont.: Mountain Press Publishing Company, 1992.
- N Wallace, R. Stuart. "The 'Irish Party' and the New Hampshire/Massachusetts Boundary Controversy, 1719-1741." *Historical New Hampshire*, vol. 49, no. 2 (1994).

The N.H. State Department of Transportation in Concord, N.H. 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?**

The relationship between the natural environment and people in New Hampshire has varied over time, from group to group, from community to community, and from individual to individual. Intimately tied to questions of economics and quality of life, this focus question also provides a way to integrate history with science, environmental studies, and conservation. Of particular interest might be the environmental impact of prehistoric Native Americans on the environment, the shaping of the Native American way of life by climate and resources, the effects of geography on patterns of settlement, the impact of early European colonists on the environment, the relationships between geography and technologies such as power sources and transportation, the impacts of technologies such as paved roads and automobiles, the environmental impacts of nineteenth-century industrialization, the economic pluses and minuses of New Hampshire's natural resources, the links between tourism and the environment, the history of the conservation movement, sport and the environment, contemporary environmental challenges, and endangered species. The histories and roles of governmental regulation and community planning can help students see the origins of current approaches to the environment. The links between local problems such as air quality and acid rain and other locations such as midwestern coal-burning electricity generation facilities are provocative evidence that no single state or region can turn inward and expect to remain insulated from the rest of the world.

**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?
- How has the government tried to control the effects of the environment on people and of people on the environment?
- How have economic trends, historical events, and technology affected how people have used the natural resources of New Hampshire?
- What historical events have left their marks on the landscape of New Hampshire?
- How have national ecological trends affected New Hampshire?



**“A View of Crawford Notch in the White Mountains”**

**Thomas Hill, 1872**

**Oil painting**

**New Hampshire Historical Society**

Paintings can be used to show attitudes towards nature, to record the site of a well-known New Hampshire disaster story, and to reflect the beauty of the White Mountains. Scenes like this promoted tourism in northern New Hampshire.

**Outcome 2A Level A students should be able to...**

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

**A Few Activities – Level A 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, Level B students should be able to...**

use maps to describe the natural and manmade environments in New Hampshire, identifying some of the ways the two affect each other.

**A Few Activities – Level B 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 2C In addition to the above, Level C students should be able to...**

use maps to describe and compare the natural and manmade environments in New England and to visualize New Hampshire's relative place within the region.

**A Few Activities – Level C students might...**

- (1) make, compare, and explain a series of maps of New England 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 region; determine how the population density of the students' own community compares with nearby communities and other parts of the region.

Note how New Hampshire fits into this picture of New England.

- (2) locate on a current tourist map of New England
  - 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 region 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.

Note how New Hampshire fits into this picture of New England.

- (3) locate on a current map of New England
  - major sources and areas of current or past environmental impact by human activity.
  - some projects (such as wastewater treatment plants, replanted forests, wildlife reserves, organic farming) to correct or control environmental impact by humans.
  - some 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.

Note how New Hampshire fits into this picture of New England.

- (4) on a topographical map of New England, identify features of the physical environment that first attracted people to particular areas of the region. Note how New Hampshire fits into this picture of New England.

**Outcome 2D In addition to the above, Level D students should be able to...**

use maps to describe and compare the natural and manmade environments in the United States and to visualize New Hampshire's relative place within the country.

use maps to describe and compare the natural and manmade environments in the world and to visualize New Hampshire's relative place on the globe.

**A Few Activities – Level D students might...**

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

Note how New Hampshire fits into this picture of the United States.

- (2) locate on a current tourist map of the United States
- 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 region 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.

Note how New Hampshire fits into this picture of the United States.

- (3) locate on a current map of the United States
- major sources and areas of current or past environmental impact by human activity.
  - some projects (such as wastewater treatment plants, replanted forests, wildlife reserves, organic farming) to correct or control environmental impact by humans.
  - some 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.

Note how New Hampshire fits into this picture of the United States.

- (4) on a topographical map of the United States, identify features of the physical environment that first attracted people to particular regions. Note how New Hampshire fits into this picture of the country.

**Outcome 3A Level A 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 – Level A 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, Level B 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 – Level B 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 3C In addition to the above, Level C students should be able to...**

find and use primary sources and conduct original research to identify how the natural environment and the way people live have affected each other in New Hampshire; compare the results with similar effects regionally, nationally, and worldwide.

**A Few Activities – Level C students might...**

- (1) choose an environmental issue such as air quality, water quality, soil quality, endangered species, threats to human health, visual pollution, or excess noise and find how that issue has appeared in New Hampshire history. Compare resolutions of the issue in New Hampshire with the way(s) similar issues have been resolved in other parts of the U.S. or world.



- (2) find a copy of New Hampshire's current use regulations for taxing and using timberland and farmland. Find and talk to state officials responsible for current use regulation. Find out the arguments for and against current use. Make a map showing acreage protected under current use regulations at the present time. Students report their findings to the class.

**Outcome 3D In addition to the above, Level D students should be able to...**

analyze and interpret primary sources and original research to determine the interplay of forces between New Hampshire, New England, and the larger world relating to the effects of humans and the natural environment on each other.

**A Few Activities – Level D students might...**

- (1) choose an environmental issue such as air quality, water quality, soil quality, endangered species, threats to human health, visual pollution, or excess noise and find how that issue has appeared in New Hampshire history. Identify and research how forces outside of New Hampshire have contributed to the problem and the resolution, if there was one. In a paper, class report, or display, report findings. Include citations. If the issue is current, hypothesize how outside forces could contribute to a solution. Students propose a solution that seems the best in their judgment. They support their judgments with evidence.
- (2) choose a national event or trend in U.S. history that reflected the interplay between environment and humans. Look at New Hampshire history for evidence of how that trend or event affected the state. Students choose a primary source that illustrates their findings. Write an analysis of how that primary source demonstrates the national event at a local or state level. Use answers to the Basic Primary Source Questions and the So What questions in the analysis.

**Outcome 4A Level A students should be able to...**

explore an environmental topic by posing questions, making observations, and recording information based on those observations.

**A Few Activities – Level A 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, Level B students should be able to...

pose research questions on environmental topics, create hypotheses by identifying possible cause-effect relationships, and summarize research results.

**A Few Activities – Level B students might...**

- (1) research and identify New Hampshire plants and animals that are important to the 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 the 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?

**Outcome 4C** In addition to the above, Level C students should be able to...

identify a problem related to humans and the natural environment in New Hampshire and research possible solutions.

compare evidence of environmental problems in New Hampshire with evidence of environmental problems elsewhere.

research solutions already tried to solve environmental problems in New Hampshire and identify the results.

compare approaches to environmental problems in New Hampshire with similar approaches tried elsewhere.

**A Few Activities – Level C students might...**

- (1) search local sources for evidence of an environmental problem in the past. Research the possible solutions that were proposed. Find evidence of the success or failure of the action that was taken – or not taken. Students put their findings in a form that can be used by future scholars who want to know about the problem on a local level, and place their findings in a local library or archive.
- (2) search local sources for evidence of a current environmental problem. Conduct a survey to identify the degree and quality of local awareness of the problem. Students research possible solutions to the problem and choose one or two that they feel would be the best course(s) of action. They initiate or join an already existing group to explore and carry out a solution. Students keep a log of their activities and what they learn.

**Outcome 4D** In addition to the above, Level D students should be able to...

evaluate the pros and cons of a variety of solutions to a problem or problems related to humans and the natural environment in New Hampshire, identify economic dimensions of the solutions, hypothesize the possible outcomes of the solutions, choose a preferable course of action, and support the choice with evidence and logical argument.

extrapolating from available evidence, hypothesize plausible future environmental problems in New Hampshire and posit possible ways to avoid, mitigate, or solve these; support the hypothesis with evidence and logical argument.

**A Few Activities – Level D students might...**

- (1) choose a current New Hampshire environmental issue such as air quality, water quality, soil quality, endangered species, threats to human health, visual pollution, or excess noise. Draw a map and locate the problem. Talk to people who support different sides of the issue. Find out what they believe and the evidence they have to support their beliefs. (Hint: There can be more than two sides to a question.) Conduct their own research. Write a summary of the issue telling who, what, when, where, and why. Analyze the evidence and use it to formulate what they think is the best solution to the issue. Write a letter to a government representative or official and tell what solution they support and why.
- (2) keep a log of their activities during a three-day period. Leave a blank page facing each page they write. At the end of the three days, look at their log and, on the blank pages, write how they think each of their activities affected the environment, in either a positive or negative way. Choose one of the positive effects and make a plan that would increase those in their life activities. Choose one of the negative effects and make a plan of action that would decrease those in their life activities. Keep a log for another three days and try to put their two plans into action.

**Topics for Focus Question II**

Check the Quick Reference Charts for topics that could be used for Focus Question II. 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 charts do not pretend to be complete. They contain **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**

- \* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)
- N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

Also check sources for Focus Questions V and VII.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

- N\* Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: New Hampshire Historical Society, 1994.

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

- N\* Adams, John P. *Drowned Valley: The Piscataqua River Basin*. Hanover, N.H.: University Press of New England, 1976.
- N\* Allen, E. John B. *From Skisport to Skiing: One Hundred Years of an American Sport, 1840-1940*. Amherst, Mass.: University of Massachusetts Press, 1993.
- N\* Armstrong, John Borden. *Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969*. North Andover, Mass.: Museum of American Textile History, 1985.
- Bartlett, Brewster, and Christopher Harper. *Waterpower and Fishways and Watersheds. Acid Rain. Home Energy Conservation. Supplemental Energy Sources*. Manchester, N.H.: 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, Vt.: The Countryman Press, 1991.
- N\* Belcher, C. Francis. *Logging Railroads of the White Mountains*. Boston, Mass.: Appalachian Mountain Club, 1980.
- N\* Bicentennial Educational Resources Program, ed. *Perspectives '76: Being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire*. Hanover, N.H., Regional Center for Educational Training, 1975.
- Bottino, Marlane. *The Portsmouth Sourcebook: A Guide to Using Primary Sources for the Study of History*. Portsmouth, N.H.: Strawberry Banke Museum, 1993.
- N\* Braun, David P. and Esther K. Braun. *The First Peoples of the Northeast*. Lincoln, Mass.: Lincoln Historical Society, 1994.
- \* Bruchac, Joseph. The many Native American plant and animal stories and teacher guides by Joseph Bruchac, Fulcrum Publishing, Golden, Colo.
- N\* Calloway, Colin G. *The Abenaki*. New York, N.Y.: Chelsea House Publishers, 1989.
- \* Charlton, Edwin A. *New Hampshire As It Is*. (reprint of 1855 edition) Bowie, Md: Heritage Books, 1997
- \* Cherry, Lynne. *A River Ran Wild: The Nashua River Valley, An Environmental History*. New York, N.Y.: Harcourt Brace & Company, 1992.
- N\* Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York, N.Y.: Hill and Wang, 1983.
- \* D'Alelio, 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, Vt.: Chelsea Green Publishing Company, 1995.

- N\* Downs, John W. *Sprays of Salt: Reminiscences of a Native Shoaler*. Portsmouth, N.H.: Peter E. Randall, 1997.
- N\* Gosselin, Guy A., and Susan B. Hawkins. *Among the White Hills: The Life and Times of Guy L. Shorey*. Portsmouth, N.H.: Peter E. Randall, 1998.
- N\* Hancock, Frances Ann Johnson. *Saving the Great Stone Face: the Chronicle of the Old Man of the Mountain*. Canaan, N.H.: Franconia Area Heritage Council, 1984.
- N\* Hawkins, Susan B. *Heritage: A North Country Sourcebook*. Gorham, N.H.: Sun World Printing, 1993.
- N Hitchcock, C.H. *The Geology of New Hampshire*. 3 vols. Concord, N.H.: Edward A. Jenks, 1874.
- \* Julyan, Robert, and May Julyan. *Place Names of the White Mountains*. Hanover, N.H.: University Press of New England, 1993.
- N\* Marchand, Peter J. *Northwoods: An Inside Look at the Nature of Forests in the Northeast*. Boston, Mass.: Appalachian Mountain Club, 1987.
- N\* Meader, J.W. *The Merrimack River: Its Source and Its Tributaries*. (reprint of 1869 edition) Decorah, Ohio: The Anundsen Publishing Co., 1989.
- \* Merchant, Carolyn. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill, N.C.: The University of North Carolina Press, 1989.
- McManis, Douglas R. *Colonial New England: A Historical Geography*. New York, N.Y.: 1975.
- Miller, Ronald, Frank Mitchell, and Laura Ryder, eds. *A Study Guide to New England's Freshwater Wetlands*. Concord, N.H.: New Hampshire Fish and Game Department, 1994.
- \* Milne, Lorus, and Margery Milne. *A World Alive: The Natural Wonders of a New Hampshire River Valley*. Exeter, N.H.: J.N. Townsend Publishing, 1997.
- N\* Morse, Stearns, ed. *Lucy Crawford's History of the White Mountains*. Boston, Mass.: Appalachian Mountain Club, 1978.
- N\* Mudge, John T.B. *The White Mountains: Names, Places & Legends*. Etna, N.H.: The Durand Press, 1995.
- N\* *The New Hampshire Archeologist*, vol. 33/34, no. 1 (1994). New Hampshire Native American edition.
- New Hampshire Fish and Game Department Outdoor Education Unit. *From The Mountains to the Sea: New Hampshire Environmental Educators Resource Book*. Concord, N.H.: 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, N.H.: New Hampshire Historical Society and Society for the Protection of New Hampshire Forests, 1992.
- N\* Pike, Robert E. *Tall Trees, Tough Men*. New York, N.Y.: W.W. Norton, 1967.

- \* Price, Chester B. *Historic Indian Trails of New Hampshire*. Rye Beach, N.H.: New Hampshire Archeological Society, 1958.
- \* Randall, Peter E., and Maryellen Burke, eds. *Gosport Remembered*. Portsmouth, N.H.: Peter E. Randall, 1997.
- N Rosal, Lorenca Consuelo. *"God Save The People": A New Hampshire History*. Orford, N.H.: Equity Publishing Corporation, 1988.
- N Saltonstall, William G. *Ports of Piscataqua*. Cambridge, Mass.: Harvard University Press, 1941.
- \* Shemie, Bonnie. *Houses of Bark: Tipi, Wigwam and Longhouse*. Montreal, Can.: Tundra Books, 1990.
- Short, Frederick T., ed. *The Ecology of the Great Bay Estuary, New Hampshire and Maine: An Estuarine Profile and Bibliography*. Durham, N.H.: Jackson Estuarine Laboratory, University of New Hampshire, 1992.
- Shuffleton, Ariane Allen. *An Interdisciplinary Unit on Endangered Animals*. Concord, N.H.: New Hampshire Fish and Game Department.
- N Siegler, Hilbert R. *New Hampshire Nature Notes*. Orford, N.H.: Equity Publishing Corporation, 1962.
- N Silver, Helenette. *A History of New Hampshire Game and Furbearers*. Concord, N.H.: New Hampshire Fish and Game Department, 1957.
- N\* Spaulding, John H. *Historical Relics of the White Mountains*. [reprint of 1855 edition] Littleton, N.H.: Bondcliff Books, 1998.
- N\* Steinberg, Theodore. *Nature Incorporated: Industrialization and the Waters of New England*. Amherst, Mass.: 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, N.H.: New Hampshire Historical Society, 1995.
- *The Grand Resort Hotels of the White Mountains*. Boston: David Godine, 1998.
- Wessels, Tom. *Reading the Forested Landscape: A Natural History of New England*. Woodstock, Vt.: Countryman Press, 1997.
- \* Whittaker, Robert H. *Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land*. Dover, N.H.: Alan Sutton Publishing Inc., 1994.
- Wien, Richard. "The Big Stink in Walpole." *Country Journal* (December 1975): 65-84.
- 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 N.H. Forests, the Audubon Society, the Nature Conservancy
- environmental impact studies
- tourist brochures, available at sites, tourist centers, and state tourist agencies
- reports by industry

**Focus Question III: NATIONAL, ETHNIC, & CULTURAL GROUPS**  
**What has happened when different national, ethnic, and cultural groups have met in New Hampshire?**

Most people, when queried, will say that New Hampshire is a homogeneous state. If looked at only in terms of total numbers, that is true. Yet if we look closely, we can find many different national, ethnic, and cultural groups represented by those who have lived and worked here. U.S. Census figures are a very good way to trace when immigrants arrived and where they lived. Identifying former and current places of worship is also a way to trace the movements and settlements of groups, because people tended to carry their beliefs and habits of worship with them. Church records often supply invaluable information about immigrants. Of course some individuals came and went by themselves and did not always move in groups of similar origin. Yet there are identifiable times when clusters of people from similar backgrounds did arrive. In New Hampshire history, Northern Europeans, mostly of English origin, represent the first wave of immigrants, during Eras 2 and 3. Some Black Africans came with them, as slaves, apprentices, and seamen. In the nineteenth century, just before the Civil War, Irish families came to the state to work in the growing textile mills. After the Civil War, French-Canadians came in great numbers to work in the industrialized cities and in the White Mountain logging camps. Twentieth-century immigration of eastern and Southern Europeans rose with the dislocations of war. They too tended to move into the cities, where they could find work and perhaps others of similar ethnic background. Black Americans came with the armed forces to the Portsmouth Naval Shipyard and Pease Air Force Base and some stayed to live. With the Vietnam War, Asians began coming in greater numbers. At the end of the twentieth century, Latinos have increased in numbers. Migrant workers move in and out of the state with harvest time, particularly with the apple-picking season. Assimilation has not always been smooth and easy. There were slaves in the state well into the nineteenth century. The Know Nothings and Ku Klux Klan appeared in reaction to non-Whites and non-Protestants. Examining schooling for students for whom English is a second language might bring home current issues to students. Comparing all of the above with other parts of the country and the world through the eras will make ties between New Hampshire and others more evident.

**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?
- What primary sources can tell me more about national, ethnic, and cultural groups in New Hampshire?
- How do national, ethnic, and cultural groups tie New Hampshire to other parts of the U.S. and world?
- What national and international events have affected the flow of national, ethnic, and cultural groups to and from New Hampshire? Has New Hampshire reflected the national pattern?
- What can U.S. Census records tell me about immigrants and emigrants? What other primary sources can I use to find out about immigrants?
- When and how have prejudice and discrimination found expression in New Hampshire? What was done about it?
- What are the legal requirements for citizenship in New Hampshire? In the U.S.?

**Outcome 5A Level A 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 –Level A 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, Level B 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 – Level B 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, a lumber mill, or some other manufacturing establishment. Find out data such as whether the workers were male or female, adults or children, native-born or foreign-born, from in-state or out-of-state, full-time or part-time, married or unmarried. Find out 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 5C In addition to the above, Level C students should be able to...**

find and use primary sources and conduct original research to explore the contributions, problems, successes, and interactions -- including assimilation -- related to national, ethnic, and cultural groups in New Hampshire.

identify a problem related to people and national, ethnic, and cultural groups in New Hampshire and research possible solutions.

compare evidence of problems related to national, ethnic, and cultural groups in New Hampshire with evidence of national, ethnic, and cultural group problems elsewhere.

research solutions to problems related to national, ethnic, and cultural groups already tried in New Hampshire and identify the results; compare results with approaches to similar problems elsewhere.

**A Few Activities – Level C students might...**

- (1) visit local museums, libraries, and historical societies to find and select one item or artifact that is evidence of a national, ethnic, or cultural group. Answer the Basic Primary Source Questions and the So What questions for this item or artifact.
- (2) compile a catalog and bibliography of all the sources they can find about a national, ethnic, or cultural group that lives or has lived in their area. The sources do not have to be about the New Hampshire group, just about the group in general. Place the catalog and bibliography in the local and school libraries for use by other scholars.
- (3) chart the ebb and flow of immigrants and populations to and from their area in the nineteenth century. Students use census and local records to illustrate their summaries. They include exact numbers, if they can find them, as well as mentioning reasons for the population's movements (or stability).
- (4) create a chart summarizing the ebb and flow of immigrants and populations to and from their area in the twentieth century. Students base their charts on census and local records. They include exact numbers, if they can find them, as well as mentioning reasons for the population's movements (or stability).
- (5) find evidence (including interviews and stories) of how people from different ethnic groups have fared New Hampshire. Report to the class.

**Outcome 5D In addition to the above, Level D students should be able to...**

identify and assess the relative importance of local, regional, national, and international events that affected the movements of peoples to and from New Hampshire.

**A Few Activities – Level D students might...**

- (1) look at U.S. Census population reports before the U.S. Civil War. Make a table or map showing the numbers of free blacks and slaves in southern, eastern, central, western, and northern regions of the state for each decade for which there are numbers available. What can one conclude about why blacks settled where they did in antebellum New Hampshire? Compare the data with another state's; what explanations are there for where slaves were located?
- (2) look at U.S. Census population reports for 1910 and 1920. Make a table showing the numbers of people of different nationalities in New Hampshire. What hypotheses can be drawn about the effects of World War I on immigration to New Hampshire? Write a page supporting the hypotheses.
- (3) look at U.S. Census population reports for 1960, 1970, 1980, 1990, and 2000 when available. Make a table showing the numbers of people of different nationalities in New Hampshire in those years. What hypotheses can be drawn about the effects of the Vietnam War on immigration to New Hampshire? Write a page supporting the hypotheses.
- (4) interview an immigrant to New Hampshire from another country. Find out why that person came to this country and this state. Research political and economic events that the person mentions as reasons affecting that person's decision to immigrate. Write a two-page report and read it to the class. Answer the class's questions.
- (5) each person in class conducts an interview with an immigrant, as in activity (2) above. As a whole, the class makes a list on the board of all the events that led to people immigrating. Using this list and examples from history, each writes a page summarizing the forces that cause people to immigrate.

**Outcome 6A Level A students should be able to...**

identify and describe how national, ethnic, and cultural groups in the students' own households, school, and community 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 – Level A 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, food, and place names that have their origins in Native American languages.

**Outcome 6B** In addition to the above, Level B students should be able to ...

identify and describe how national, ethnic, and cultural groups in New Hampshire and the 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 -- Level B 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.

**Outcome 6C** In addition to the above, Level C students should be able to ...

compare the cultural expressions of national, ethnic, and cultural groups in New Hampshire with those of similar groups still living in their place of origin; hypothesize reasons for similarities or differences.

**A Few Activities -- Level C students might...**

- (1) identify and research the courtship and marriage rituals of an ethnic group living in New Hampshire. Research the courtship and marriage rituals of people in the groups' country of origin. Write down the similarities and differences between the two. Hypothesize the reasons for the similarities and differences. Students write a paper and use their research as evidence to support or dispute their hypotheses.
- (2) interview a teenager who has immigrated to New Hampshire from another country. Ask about (and observe) what parts of his or her culture he or she still maintains (for example, language, music, religious worship, dress). Ask why. Interview a person from an older generation who has recently immigrated to New Hampshire from the same country as the teenager. Ask about (and observe) what parts of his or her culture he or she still maintains. Ask why. Hypothesize the reasons for similarities and differences between the two people interviewed. What hypotheses can be made about age, immigration, and culture?

**Outcome 6D** In addition to the above, Level D students should be able to ...

research the lives of individuals and hypothesize how or if their experiences have affected their methods and content of expression.

### A Few Activities – Level D students might...

- (1) identify an artist, musician, or writer in the past in New Hampshire who came from an identifiable national, ethnic, or cultural group. Research that person's life and work. Look for evidence of expression of or reaction to life experiences in that person's art. Which of those could have been related to the person's ethnicity? Students create an exhibit about the person that shows and supports their hypotheses and conclusions. Display the exhibit in the local library.
- (2) identify a current artist, musician, or writer in new Hampshire who comes from an identifiable national, ethnic, or cultural group. Research that person's life and work. Interview or visit the person if possible. Look for evidence of expression of or reaction to life experiences in that person's art. Which of those could have been related to the person's ethnicity? Students create an exhibit about the person that shows and supports their hypotheses and conclusions. Display the exhibit in the local library.

### Topics for Focus Question III

Check the Quick Reference Charts for topics that could be used for Focus Question III. 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 charts do not pretend to be complete. They contain **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

\* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)

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

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

N\* Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: 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, Mass.: University of Massachusetts Press, 1993.

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

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

N\* Baker, C. Alice. *True Stories of New England Captives Carried to Canada During the Old French and Indian Wars*. (reprint of 1897 edition) Bowie, Md.: Heritage Books, 1990.

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

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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 l'Association Canado-Americaine



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

Many sources exist for exploring the history of politics in New Hampshire. Although public sources provide much insight into the subject, informal and nonpolitical sources such as letters and diaries also can be helpful. Especially fruitful will be the early period of confusing and conflicting European grants, the colonial period of sparing and courting with Massachusetts, the Indian Wars when white settlement moved farther north and into the interior through the movement of individuals but also through giveaways such as the Narragansett Grants that gave land to veterans of King Philip's War, the period of revolution and constitution-building, the Jeffersonian Period when writer Jeremy Belknap published his state history and opined on the benefits of a happy and virtuous society of farmers, the War of 1812, the Jacksonian Period when support for Jackson could be found in New Hampshire and when Nicholas Biddle and a Portsmouth Bank caused a national bruhaha, the New Hampshire origins of Daniel Webster, the many and strong supporters of nineteenth-century reform, the presence of New Hampshire men in the beginnings of the Republican party, the Civil War, the corrupt ties between industrialists and politicians after the Civil War that culminated in the rise of the Progressives in New Hampshire, the political fallout from the Spanish-American War and the two world wars, the long and finally successful fight for woman suffrage, the growth of the importance of the New Hampshire primary in presidential politics, and finally the swift change in the character of New Hampshire politics with the use of television in elections. Many local people and issues as well as the study of particular legislation and its effects can make the common person and the underrepresented more visible in this focus question.

**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?
- From where did the rules and laws under which I live come?
- 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 people in New Hampshire history made or changed the rules and laws that they had to obey? In U.S. history?
- How have people, including Native Americans, been governed in New Hampshire history?
- What form of government do we have today in New Hampshire, and what is its structure?
- How did we get the form of government that we have today in New Hampshire? How does this compare with the establishment of the U.S. government?
- How have politics affected New Hampshire history?
- What do politics have to do with me today?
- How have New Hampshire politics affected national politics?
- What are my rights as a citizen of New Hampshire?
- What are my responsibilities as a citizen of New Hampshire? Of the U.S.?
- What powers do I hold as a citizen of New Hampshire? Of the U.S.?
- As a citizen of New Hampshire, what powers do I agree to give to government?
- How do I exert power in New Hampshire government? In the U.S. government?
- How have people in the past exerted power in New Hampshire government?
- In what ways is New Hampshire government likely to affect me when I am an adult?
- What powers does the state hold that the federal government does not?
- What powers does the federal government hold that the state does not?

**Outcome 7A Level A students should be able to...**

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

**A Few Activities – Level A 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, Level B students should be able to...**

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

**A Few Activities – Level B 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 the candidate 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)

**Outcome 7C In addition to the above, Level C students should be able to...**

identify and describe how New Hampshire state law and government mesh with United States law and government to create a federal system.

compare New Hampshire state government and politics with those of other states, the United States, and other countries.

**A Few Activities – Level C students might...**

- (1) make three columns on a large sheet of paper. Using the N.H. State Constitution and the U.S. Constitution, list which powers are held by the state government, by the federal government, and by citizens.
- (2) after identifying important individuals, groups, institutions, and events in New Hampshire government and politics, choose one and assess its national significance.

- (3) find newspaper descriptions of the Palmer Raids of the 1920s in New Hampshire and the rest of the United States. Make a portfolio of the descriptions, including citations identifying where and when the articles appeared. Using the articles and secondary sources, identify the powers yielded by government in the raids.
- (4) find newspaper descriptions of the McCarthy era in New Hampshire and the rest of the United States. Make a portfolio of the descriptions, including citations identifying where and when the articles appeared. Using the articles and secondary sources, identify the powers yielded by government in the hearings and related actions.
- (5) as a class, construct a chart that compares the reasons, actions, and results of the Palmer and McCarthy events researched in (3) and (4).
- (6) Using eighteenth-century sources, outline the arguments in New Hampshire for and against ratification of the federal constitution proposed at the constitutional convention following the Revolutionary War. Pay especial attention to arguments around states' rights versus a strong central government.
- (7) interview an immigrant who has lived under another system of government. Ask how the experience of living under the political system of New Hampshire and the U.S. differs from the experience of living under the other political system. Take notes or tape-record. Using excerpts from the interview – the person's own words – report the results of the interview to the class.
- (8) a a class, research the political system under which the person interviewed in (7) lived. Discuss how that person's experiences were related to the political system.

**Outcome 7D In addition to the above, Level D students should be able to...**

identify and analyze how New Hampshire people and politics have affected politics outside New Hampshire's borders; identify and analyze how national and international people and politics have affected New Hampshire.

identify conflicts that have arisen between New Hampshire's local, state, and federal government officials, agencies, and policies and research how these have been resolved; identify successful collaborations of these groups and hypothesize why they were successful, supporting the hypothesis with evidence.

identify, research, and evaluate solutions for problems that have arisen in New Hampshire government and politics.

**A Few Activities – Level D students might...**

- (1) in a presidential election year, keep a clipping file of newspaper and magazine articles about the effects of candidates' New Hampshire campaign. After the presidential election, reread the contents of the file and draw some conclusions, giving evidence such as election returns to support them.
- (2) in a local and state election year, note which candidates are supported by funds and political figures from out-of-state. Research and make a chart showing how much out-of-state money is contributed to these candidates, the sources of the money, what events are attended by the out-of-staters, and other ways that outside influences are used.

- (3) before election day, predict the results of a local election where at least one candidate has been supported from out-of-state. After the election, compare the prediction with the actual results. Using the election and what they have found out about out-of-state support as evidence, students write an imaginary newspaper editorial either for or against out-of-state political support in local and state elections.
- (4) choose one time period or event – for example, the early national period, the Jacksonian period, the slavery question and Civil War, the Depression, the Sixties and Vietnam War – and research the issues and arguments of that time in New Hampshire for and against state’s rights or strong centralized powers. Make a packet of four primary source documents that accent or illustrate the central arguments. Answer the Basic Primary Source Questions and the So What questions. Distribute the four primary sources to the class and have the class as a whole try to answer the Basic Primary Source Questions. Lead the class in discussion of the So What questions.
- (5) choose an environmental issue -- such as the Onassis oil refinery proposal in Durham in the 1970s – where local and state government disagree. Create a chronology of events around the issue and show how it was resolved.
- (6) choose an international agreement signed by the federal government. (Webster-Ashburton, Bretton Woods, NAFTA, or others) Examining consequent history, evaluate how the agreement affected New Hampshire. Students see specific evidence to support their conclusions.

#### Topics for Focus Question IV

Check the Quick Reference Charts for topics that could be used for Focus Question IV. 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 charts do not pretend to be complete. They contain **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

- \* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)
- N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

- N\* Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: New Hampshire Historical Society, 1994.

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

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- Elliott, Judith. *Young New Hampshire Workers: Historical and Contemporary Issues*. Concord, N.H.: New Hampshire AFL-CIO, 1999. Curriculum packet including outcomes, activities, and primary source readings. Keyed to N.H. Social Studies Curriculum Standards.
- N Fredriksen, John C. "A New Hampshire Volunteer in the War of 1812: The Experiences of Charles Fairbanks." *Historical New Hampshire*, vol. 40 (Fall/Winter 1985).
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- N\* Wilderson, Paul W. *Governor John Wentworth & the American Revolution: The English Connection*. Hanover, N.H.: The University Press of New England, 1994.
- N Williams, David. "Sowing the Wind: The Deportation Raids of 1920 in New Hampshire." *Historical New Hampshire* 34 (Spring 1979): 1-31.
- N Wright, James. *The Progressive Yankees: Republican Reformers in New Hampshire, 1906-1916*. Hanover, N.H.: University Press of New England, 1987.
- N\* Yates, Elizabeth. *We, The People*. Hanover, N.H.: Regional Center for Educational Training, 1976.
- Zahn, Gordon C. *Another Part of the War: The Camp Simon Story*. Amherst, Mass.: University of Massachusetts Press, 1979.

Also try:

- local histories
- Manual for the General Court (The N.H. House of Representatives is called the General Court.)
- official legislative records
- N.H. State Archives, Fruit Street, Concord, N.H.
- Library & Archives of New Hampshire N.H. Political Tradition, N.H. State Library
- court records
- N.H. Constitution (available from the state house)
- local government minutes and records
- speakers from government
- U.S. Constitution

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

There is something for everyone in the technology focus question, and many rich resources are available for investigation. In an age that is both enamored and leery of technology, students will have no trouble finding a technology that has had a profound effect on their own lives. The history and issues surrounding individual technologies encompass a fast-changing body of knowledge. The study of technology in New Hampshire can range from Native American prehistoric hunting and agricultural tools to nuclear submarines, from drums to computers, from eighteenth-century Yankee agriculture to twentieth-century organic farming. Those who wish to be less concrete and more philosophical can find evidence to build arguments for or against technological development. Environmental issues, quality of life, the nature of work, tools and human community, economic causes and effects of technologies – these and more could explore national and international subjects on the local level while still keeping in mind the question, “What makes New Hampshire unique?” The social aspects that surround the application of an invention bring the study out from science into the realms of social history, politics, cultural exchange, economics, the environment, the arts. Indeed, all of the other focus questions can be accessed through an examination of technology.

**Questions to Explore for Focus Question V**

- What is technology?
- What technologies do I use every day?
- What technologies would I like to use?
- From where do technologies come?
- Who and what decide 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, compared with the parts of the rest of the world?
  - What are some examples of how technology has helped the natural environment?
  - What are some examples of how technology has harmed the natural environment?
- How do/have New Hampshire technologies compare/d with those used in the rest of the world?
- How have economics affected the development and use of various technologies in New Hampshire?
- How have technological ideas flowed to and from New Hampshire through history?
- How have technologies affected people?

**Outcome 8A    Level A students should be able to...**

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

**A Few Activities – Level A 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.



**Herrick Aiken and his flying machine, Mineola, New York (Long Island).  
May 28, 1911  
Photograph  
New Hampshire Historical Society**

Aiken is the descendant of a famous family of New Hampshire inventors. He and his friends flew and crashed planes all over Long Island! The airplane was to have significant impact on travel, the delivery of mail, and the distance people could travel to work and on vacation. Photographs provide documentation about how things looked and a record of important as well as everyday events.

- (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, Level B 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 invent and use technologies.

**A Few Activities – Level B 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 N.H. inventions. Who made them? Why? Illustrate an invention and tell how the invention was used.

**Outcome 8C** In addition to the above, Level C students should be able to...

compare how technology and people have affected each other in New Hampshire (as in **8B** above) with examples from New England, the United States, and the world.

identify and describe benefits and disadvantages of technology as used and experienced in New Hampshire, and support these judgments with evidence.

identify and describe the interaction of forces, people, and events inside and outside of New Hampshire that have affected the uses and consequences of the uses of technology in New Hampshire.

identify and describe how technology in New Hampshire has affected people and events outside of New Hampshire.

**A Few Activities – Level C students might...**

- (1) identify technologies that are perceived as part of old Yankee New England and look for actual examples of the same in New Hampshire. Take photographs and make a display for the classroom.
- (2) identify a technology that is considered a characteristic part of New Hampshire and New England. Identify a comparable technology from another region of the U.S. or world that is very different from the New England version. (example: New England white clapboard houses versus Southwestern adobe houses) Compare the two, identifying the similarities and differences and possible regional reasons for the differences. Prepare and present a 5-10 minute mini-lecture on the subject.
- (3) choose a technology and trace its history of development and use in New Hampshire or locally. (examples: electricity, telephone, automobile, housing) Construct a timeline.

- (4) identify a New Hampshire invention and the impact it had on the United States. Students search on the World Wide Web as well as in museums and historical societies for information. They write a summary of their findings, identify each source that they used, and label each source as “primary” or “secondary.”
- (5) interview a N.H. worker who “telecommutes.” Find out what they like about telecommuting and what they do not like. Interview a worker who travels to an office daily. Find out what they like about commuting and what they don’t like. Using the findings, write a fictional *Newsweek* article from the future titled: “They All Telecommute - What N.H. Office Workers Like and Dislike in the Year 2025.”
- (6) find and document (e.g., with a photo, illustration, pamphlet, sample) an example of an old technology that has been reproduced for sale as replicas or crafts. Write and deliver a monologue by a fictional N.H. user/maker of the old technology. Include what he or she thinks of the new trade in old things. (examples: hand-made crafts, reproductions of old house styles, models, photographic reproductions)

**Outcome 8D In addition to the above, Level D students should be able to...**

identify problems related to people, the environment, and technology in New Hampshire; research and evaluate the pros and cons of possible solutions; hypothesize likely outcomes of various solutions; select the best course(s) of action; and support the selection with evidence and logical argument.

identify possible problems in the future uses of technology in New Hampshire by using and projecting available evidence; hypothesize plausible ways to avoid, mitigate, or solve the projected problems.

**A Few Activities – Level D students might...**

- (1) tour a site in New Hampshire that is polluted. They...
  - (a) identify the probable source(s) of the pollution and determine if it comes from using technology.
  - (b) explore what has been done or is being considered to clean up the site. Find out what governmental agencies have jurisdiction and what they have done or said about the site.
  - (c) research alternative ways to clean up the site, evaluate the pros and cons of each, and interview experts about likely outcomes of each.
  - (d) write a position paper stating their judgment of the best course of action and the evidence upon which they based their conclusions.
  - (e) determine if similar situations exist in other states, and if so, find how they have dealt with these.
- (2) identify other problems related to technology and take the same steps as in (1).
- (3) identify a problem in New Hampshire history and research how technology was used to solve the problem. Think of alternative ways the problem could have been solved. Write a paper putting forth the problem, the possible solutions, and an argument with evidence supporting one of the possible solutions. (example: Seabrook nuclear power plant)
- (4) talk to an official in a town or city with a strong industrial base. Ask about the affects of industry on local taxes. Draw a map showing the town or city and its industries. (The municipality may have one already made that can be copied.) Summarize and explain the tax effects, using official numbers from the annual report.

- (5) talk to an official in a town or city with a weak or non-existent industrial base. Ask about the affects on local taxes. Draw a map showing the town or city and its industries. (The municipality may have one already made that can be copied.) Summarize and explain the tax effects, using official numbers from the annual report.
- (6) make a table or graph comparing the findings of (4) with the findings in (5). Write conclusions in an explanatory paragraph.

### Topics for Focus Question V

Check the Quick Reference Charts for topics that could be used for Focus Question V. 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 charts do not pretend to be complete. They contain **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

- \* = available at Museum of New Hampshire History Store, Concord , N.H. (subject to change)
- N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

See also sources under Focus Questions II and VII.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

- N\* Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: New Hampshire Historical Society, 1994.

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

- N\* Adams, John P. *Gundalow*. Durham, N.H.: John P. Adams, 1982.
- N\* Allen, E. John B. *From Skisport to Skiing: One Hundred Years of an American Sport, 1840-1940*. Amherst, Mass.: University of Massachusetts Press, 1993.
- N\* Arbor, Marilyn. *Tools & Trades of America's Past: The Mercer Museum Collection*. Bucks County, Pa.: Bucks County Historical Society, 1994.
- N\* Armstrong, John Borden. *Factory Under the Elms: A History of Harrisville, New Hampshire, 1774-1969*. North Andover, Mass.: Museum of American Textile History, 1985.
- N Baker, George Pierce. *The Formation of the New England Railroad Systems*. Cambridge, Mass. : 1949.
- N\* Batchelder, Jean. *History & Heroes of New Hampshire Aviation*. Spring Hill, Fla.: Arrow Publishing Company, 1995.



- N Beale, Galen, and Mary Rose Boswell. *The Earth Shall Blossom: Shaker Herbs and Gardening*. Woodstock, Vt.: The Countryman Press, 1991.
- N\* Belcher, C. Francis. *Logging Railroads of the White Mountains*. Boston, Mass.: Appalachian Mountain Club, 1980.
- N\* Bicentennial Educational Resources Program, ed. *Perspectives '76: Being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire*. Hanover, N.H., Regional Center for Educational Training, 1975.
- \* Blackburn, Graham. *The Illustrated Encyclopedia of Woodworking Handtools, Instruments and Devices*. Chester, Conn.: The Globe Pequot Press, 1992.
- N\* Brighton, Ray. *Tall Ships of the Piscataqua, 1830-1877*. Portsmouth, N.H.: Peter E. Randall, 1996.
- N\* Brault, Gerard. *The French-Canadian Heritage in New England*. Hanover, N.H.: The University Press of New England, 1986.
- N\* Braun, David P. and Esther K. Braun. *The First Peoples of the Northeast*. Lincoln, Mass.: Lincoln Historical Society, 1994.
- \* Bray, Donald. *Cog Railway*. Mt. Washington, N.H.: Mount Washington Railway Company, 1991.
- N\* Brouder, Edward, Jr. *Granite and Ether: A Chronicle of New Hampshire Broadcasting*. Bedford, N.H.: New Hampshire Association of Broadcasters, 1993.
- N\* Brown, Dona. *Inventing New England: Regional Tourism in the Nineteenth Century*. Washington, DC: Smithsonian Institution Press, 1995.
- N\* Calloway, Colin. *The Abenaki*. New York, N.Y.: Chelsea House Publishers, 1989.
- N\* Candee, Richard. *Atlantic Heights, A World War I Shipbuilder's Community*. Portsmouth, N.H.: Peter E. Randall, 1985.
- N\* Candee, Richard. *Building Portsmouth: The Neighborhoods & Architecture of New Hampshire's Oldest City*. Portsmouth, N.H.: Portsmouth Advocates, 1992.
- N\* Candee, Richard. " 'The Shaker Sock': A New Hampshire Contribution to Nineteenth-century Machine Knitting," *Historical New Hampshire* vol. 52 (Fall/Winter 1997).
- \* Cherry, Lynne. *A River Ran Wild: The Nashua River Valley, An Environmental History*. New York, N.Y.: Harcourt Brace & Company, 1992.
- \* Cobb, Mary. *The Quilt-Block History of Pioneer Days with Projects Kids Can Make*. Brookfield, Conn.: 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, Mass.: Merrimack Valley Textile Museum, 1980.

- N\* Corrigan, Grace George. *A Journal for Christa: Christa McAuliffe, Teacher in Space*. Lincoln, Nebr.: University of Nebraska Press, 1993.
- N\* Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York, N.Y.: Hill and Wang, 1983.
- N\* Cummings, O.R. *Capital City Streetcar Days: Electric Railways and Predecessors, 1878-1933*. Forty Point, Pa: Harold E. Cox, 1996.
- \* 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, N.Y.: Columbia University Press, 1981. (See also others by Dublin.)
- Elliott, Judith. *Young New Hampshire Workers: Historical and Contemporary Issues*. Concord, N.H.: N.H. AFL-CIO, 1999. Curriculum packet including outcomes, activities, and primary source readings. Keyed to N.H. Social Studies Curriculum Standards.
- N Estes, J. Worth., and David M. Goodman. *The Changing Humors of Portsmouth: The Medical Biography of an American Town, 1623-1983*. Boston, Mass.: The Francis A. Countway Library of Medicine, 1986.
- N\* Garvin, Donna-Belle, and James L. Garvin. *Instruments of Change: New Hampshire Hand Tools and Their Makers, 1800-1900*. Concord, N.H.: New Hampshire Historical Society, 1985.
- N Garvin, Donna-Belle, and James L. Garvin. *On The Road North of Boston: New Hampshire Taverns and Turnpikes, 1700-1900*. Concord, N.H.: New Hampshire Historical Society, 1988.
- N\* Gove, Bill. *J.E. Henry's Logging Railroads: The History of the East Branch & Lincoln and Zealand Valley Railroads*. Littleton, N.H.: Bondcliff Books, 1998.
- N\* Hathaway, Michael R. *Everything Happened Around the Switchboard*. Conway, Me.: Reflection Publications, 1996.
- N\* Hawkins, Susan B. *Heritage: A North Country Sourcebook*. Gorham, N.H.: Sun World Printing, 1993.
- N *Industrial New Hampshire*. Concord, N.H.: New Hampshire Office of Industrial Development, 1963.
- Inventive Yankee: 200 Years of Yankee Inventions*. Camden, Me.: Yankee Publishing, Inc., 1989.
- N\* *The Journal of the Society for Industrial Archeology*, vol. 20, nos. 1 & 2 (1994). New Hampshire industrial archeology edition.
- N\* Jung, S. Paul. *John Tabor and John Tabor Jr., Two New England Clay Tobacco Pipe Makers: A Family History and Illustrated Catalogue*. Bel Air, Md.: S. Paul Jung Jr., 1996.
- N\* Kerr, Ronald Dale. *Lost Railroads of New England*. 2<sup>nd</sup> ed. Pepperell, Mass.: Branch Line Press, 1996.
- N Kirkland, Edward C. *Men, Cities, and Transportation: A Study in New England History*. Cambridge, Mass.: Harvard University Press, 1948.

- N\* Lane, Charles Stuart. *New Hampshire's First Tourists in the Lakes and Mountains*. Meredith, N.H.: The Old Print Barn, 1993.
- N\* Macaulay, David. *Mill*. Boston, Mass.: Houghton Mifflin Company, 1983.
- N Macey: Barry A. "Charles Sanger Mellen: Architect of Transportation Monopoly." *Historical New Hampshire* 26 (Winter 1971): 3-29.
- \* Mansir, A. Richard. *Stagecoach: The Ride of the Century*. Watertown, Mass.: Charlesbridge Publishing, 1999.
- N\* Marshall, Richard G. *New Hampshire Covered Bridges: A Link With Our Past*. Concord: N.H. Department of Transportation, 1994.
- N Marlowe, George Francis. *Coaching Roads of Old New England: Their Inns and Taverns and Their Stories*. New York, N.Y.: The MacMillan Company, 1945.
- N\* Martin, Richard A. *The Only Mill in Town: The Story of the Pail-making Industry in Richmond, New Hampshire*. Richmond, N.H.: Richard A. Martin, 1995.
- N\* McAvoy, George E. *And Then There Was One: A History of the Hotels of the Summit and the West Side of Mt. Washington*. Littleton, N.H.: The Crawford Press, 1988.
- N\* Mead, Edgar T., Jr. *Through Covered Bridges to Concord: A Recollection of the Concord and Claremont RR*. Brattleboro, Vt.: Stephen Greene Press, 1970.
- N Mitchell, Edwin Valentine. *The Horse & Buggy Age in New England*. New York, N.Y.: Coward-McCann, Inc., 1937.
- N\* Nashua History Committee. *The Nashua Experience: History in the Making, 1673/1978*. Nashua, N.H.: Nashua Public Library, 1978.
- N\* *The New Hampshire Archeologist*, vol. 33/34, no. 1 (1994). New Hampshire Native American edition.
- N\* Openo, Woodward D. *Tugboats on the Piscataqua*. Portsmouth, N.H.: Peter E. Randall, 1992.
- N\* Patten, Matthew. *The Diary of Matthew Patten of Bedford, N.H. from 1754-1788*. (reprint) Camden, Maine: Picton Press, 1993.
- \* Rogers, Fred Blackburn. *Montgomery and the Portsmouth*. (reprint of 1958 edition) Portsmouth, N.H.: Peter E. Randall, 1990.
- N Rosal, Lorenca Consuelo. *"God Save The People": A New Hampshire History*. Orford, N.H.: Equity Publishing Corporation, 1988.
- N\* Ross, Pat. *Hannah's Fancy Notions: A Story of Industrial New England*. New York, N.Y.: Penguin Books, 1988.
- N Sackett, Everett B. *Fifty Years of Service: A History of Public Service Co. of New Hampshire*. Manchester, N.H.: Public Service Co. of New Hampshire, 1976.

- N\* Sawtelle, Joseph G., ed. *John Paul Jones and the Ranger*. Portsmouth, N.H.: Peter E. Randall, 1994.
- N\* Scheiber, Harry N. *Abbot-Downing and the Concord Coach*. Concord, N.H.: New Hampshire Historical Society, 1989.
- \* Shemie, Bonnie. *Houses of Bark: Tipi, Wigwam, and Longhouse*. Montreal, Quebec, Can.: Tundra Books, 1990.
- N\* Stabler, Lois K., ed. *Very Poor and of a Lo Make: The Journal of Abner Sanger, 1774-1794*. Portsmouth, N.H.: Peter E. Randall, 1986.
- N\* Steinberg, Theodore. *Nature Incorporated: Industrialization and the Waters of New England*. Amherst, Mass.: University of Massachusetts Press, 1994.
- N Thompson, Thomas C. "The Life Course and Labor of a Colonial Farmer." *Historical New Hampshire* 40 (Fall/Winter 1985): 135-55.
- N\* Tolles, Bryant F. *The Grand Resort Hotels of the White Mountains: A Vanishing Architectural Legacy*. Jaffrey, N.H.: David R. Godine, 1998.
- N\* Tolles, Bryant F., ed. *The Grand Resort Hotels and Tourism in the White Mountains: Proceedings of the Third Mount Washington Observatory Symposium*. Concord, N.H.: 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, N.Y.: Oxford University Press, 1982.
- \* Whittaker, Robert H. *Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land*. Dover, N.H.: Alan Sutton Publishing Inc., 1994.
- \* Wilber, C. Keith. *Civil War Medicine, 1861-1865*. Old Saybrook, Conn.: The Globe Pequot Press, 1998.
- Winslow, Richard E. *The Piscataqua Gundalow*. Portsmouth, N.H.: Portsmouth Marine Society, 1983.
- \* Wilbur, C. Keith. *Home Building and Woodworking in Colonial America*. Old Saybrook, Conn.: The Globe Pequot Press, 1992.
- \* Wilbur, C. Keith. *Revolutionary Medicine, 1700-1800*. Old Saybrook, Conn.: The Globe Pequot Press, 1980.
- N\* Winship, Stephen. *A Testing Time: Crisis and Revival in Nashua*. Nashua, N.H.: Nashua, New Hampshire Foundation and New Hampshire Historical Society, 1989.
- N\* Wood, Frederic J. *The Turnpikes of New England*. (reprint of 1919 edition) Pepperell, Mass.: Branch Line Press, 1997.
- N Woodbury, George. *John Goffe's Mill*. New York, N.Y.: W.W. Norton & Company, Inc., 1931.

Also try:

- Museum of New Hampshire History exhibition
- PSNH's Amoskeag Fishways
- local environmental studies and reports
- local histories
- photographs in books and collections as visual sources
- direct observation of local technologies

**Focus Question VI: GROUPS & ORGANIZATIONS**  
**What have nongovernmental groups and organizations**  
**contributed to N.H. life?**

One of the great strengths of our democratic society is the social web of voluntary organizations to which people belong. Nongovernmental groups, those not officially a part of formal government, bind our society together, champion causes that interest them, and offer an outlet for human interaction. A comparison of U.S. society with others such as Russia, where voluntary associations unsanctioned by the government have been demolished over a period of centuries, will show how important these groups are to a functioning free society. Freedom of association is an important one in this country. Local versions of national and international groups can be found and studied by students. Looking backward, students will find fraternal and religious organizations in the revolutionary period, many learning and reform organizations in the antebellum period, organizations related to training and licensing of professions gaining impetus in the eighteenth century, stronger moves toward politics by women's organizations after the Civil War, patriotic and "historical" organizations after the Civil War, and many groups organized around specific issues such as the peace movement during the twentieth century. Some, of course, have been for just plain fun. Various forms of family, another group with functions and meanings that have developed and changed over time, could also be studied here.

**Questions to Explore for Focus Question VI**

- What is a group?
- Why do people form groups?
- 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 the state and federal governments regulated, affected, or changed nongovernmental groups?
- How have nongovernmental groups affected the quality of New Hampshire life?
- Why are nongovernmental groups important to a democracy or republic?
- What is freedom of association and why is it an important right?
- What would a society without voluntary groups be like?
- What are some national nongovernmental groups that have members in New Hampshire? Do they affect New Hampshire life?

**Outcome 9A Level A students should be able to...**

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

**A Few Activities – Level A 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, Level B students should be able to...**

identify nongovernmental groups in New Hampshire and describe those groups' functions.

**A Few Activities – Level B 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 the 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.

**Outcome 9C In addition to the above, Level C students should be able to...**

identify nongovernmental groups in New Hampshire that have/had ties to groups outside of the state; describe how those ties affected people and events in the state.

find and use primary sources to determine how nongovernmental groups have affected society, politics, law, and government in New Hampshire.

find and use primary sources to determine how nongovernmental groups have affected the quality of life in New Hampshire.

compare nongovernmental groups and their actions with nongovernmental groups in other times and places.

**A Few Activities – Level C students might...**

- (1) make a list of non-profit organizations from which people in the class members' households have received membership or donation solicitations in the past year. Determine which are exclusively N.H. organizations and which have ties out of state. Determine the purposes of each. Using this information, write a paper supporting or refuting this statement: It is possible to live unaffected by non-profit organizations in New Hampshire.
- (2) identify a nonprofit organization that performs services in New Hampshire that more likely would be performed by the government in a socialist state. Research the group, its history, and how it carries out its mission. Invite someone from the organization to visit the class and explain about being a non-profit organization.
- (3) using primary and secondary sources, explore appearances of the Ku Klux Klan in New Hampshire history. Identify when and why they appeared. Research the origins and spread of the Ku Klux Klan. Give a report to the class about how the New Hampshire Klan was similar to or different from the Klan elsewhere in appearance, actions, and stated purpose.



- (4) using local and state examples, research how women's clubs acted as arenas for women in politics before women won the right to vote in 1920. Find an example of legislation that came out of New Hampshire women's efforts in women's clubs before 1920. Make copies of the legislation and distribute to the class. Lead efforts by members of the class to answer the Basic Primary Source Questions. Tell them the answers that they cannot figure out or find.
- (5) read the minutes of meetings belonging to a nongovernmental group that met in the students' town or city at least fifty years ago. From the minutes and other available primary sources, determine if and how the group affected quality of life for the members and/or for the town. Do any of the results of their efforts still exist? (examples: meeting hall, fountain in the public square, a memorial statue, an endowment fund, a law or ordinance still in force)

**Outcome 9D In addition to the above, Level D students should be able to...**

identify particular problems and issues that have been addressed by nongovernmental groups in New Hampshire; research membership and strategies of the groups, and assess their effects.

**A Few Activities – Level D students might...**

- (1) identify an antebellum reform group in New Hampshire. (examples: abolition, temperance, suffrage, health, prisons and asylums, education) Find members' statements of the problem or problems that they were dedicated to addressing. Find evidence of their actions to address the problem and evidence of their successes or failures. Make a collection of facsimiles of some of the important pieces of evidence, construct a bibliography, and write identifications and explanations for each of the facsimiles. Assemble these in a folder and archive in the school library for future scholars to use.
- (2) look in the media for evidence of the anti-Vietnam War movement in New Hampshire. Determine if the movement was organized or a loose coalition of individuals. Find and interview people who took part in the anti-War movement. Ask them to describe what action they took and assess their effectiveness at the time. Write a description of a nongovernmental group and determine if the anti-war movement in New Hampshire fits the description. Write a page on the anti-Vietnam War movement in New Hampshire, citing specific evidence and sources.

**Topics for Focus Question VI**

Check the Quick Reference Charts for topics that could be used for Focus Question VI. 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 charts do not pretend to be complete. They contain **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

\* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)

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

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

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

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

N Adamovich, Shirley Gray. *The Road Taken: The New Hampshire Library Association, 1889-1989*. West Kennebunk, Me.: Phoenix Publishing, 1989.

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

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

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

N Buck, Solon Justus. *The Granger Movement: A Study of Agricultural Organization and Its Political, Economic, and Social Manifestations, 1870-1890*. Cambridge, Mass.: 1933.

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N\* Calloway, Colin G. *The Abenaki*. New York, N.Y.: Chelsea House Publishers, 1989.

Carnes, Mark C. *Secret Ritual and Manhood in Victorian America*. New Haven: Yale University Press, 1989.

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N\* Clark, Charles E. *The Meetinghouse Tragedy*. Hanover, N.H.: University Press of New England, 1998.

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----- *Builder of Men: Life in C.C.C. Camps of New Hampshire*. Portsmouth, N.H.: Peter E. Randall, 1992.

Elliott, Judith. *Young New Hampshire Workers: Historical and Contemporary Issues*. Concord, N.H.: N.H. AFL-CIO, 1999. Curriculum packet including outcomes, activities, and primary source readings. Keyed to N.H. Social Studies Curriculum Standards.

- N Finley, Ruth E. *The Lady of Godey's: Sarah Josepha Hale*. Philadelphia, Pa.: J.B. Lippincott Company, 1931.
- N Foss, Gerald D. *Three Centuries of Freemasonry in New Hampshire*. Concord, N.H.: Grand Lodge of New Hampshire Free and Accepted Masons, 1972.
- N Goetz, Stephen H. "The Ku Klux Klan in New Hampshire, 1923-1927," *Historical New Hampshire* 43 (Winter 1988): 245-263.
- N Hansen, Karen V. "Challenging Separate Spheres in Antebellum New Hampshire," *Historical New Hampshire* vol. 443 (Summer 1988).
- N\* Hengen, Elizabeth Durfee, and Gary Samson. *Capital Views: A Photographic History of Concord, New Hampshire, 1850-1930*. Concord, N.H.: 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, Mass.: The University of Massachusetts Press, 1989.
- Larkin, Jack. *Children Everywhere: Dimensions of Childhood in Early 19th-Century New England*. Sturbridge, Mass.: Old Sturbridge Village, 1987.
- N Lawrence, Robert F. *The New Hampshire Churches*. Claremont, N.H.: Claremont Manufacturing Company, 1856.
- Marini, Stephen A. *Radical Sects of Revolutionary New England*. Cambridge, Mass.: Harvard University Press, 1982.
- N McLoughlin, William G. *Soul Liberty: The Baptists' Struggle in New England, 1630-1833*. Hanover, N.H.: University Press of New England, 1991.
- N\* Nashua History Committee. *The Nashua Experience: History in the Making, 1673/1978*. Nashua, N.H.: Nashua Public Library, 1978.
- N\* Nylander, Jane C. *Our Own Snug Fireside: Images of the New England Home, 1760-1860*. New Haven, Conn.: Yale University Press, 1993.
- N Paradis, Wilfred. *Upon this Granite: Catholicism in New Hampshire*. Portsmouth, N.H.: Peter Randall, 1998.
- N Pillsbury, Parker. *Acts of the Anti-Slavery Apostles*. Concord, N.H.: 1883.
- N Piotrowski, Thaddeus M. *The Albanian Community of Manchester, N.H.*: 1977.
- N Rosal, Lorenca Consuelo. *"God Save The People": A New Hampshire History*. Orford, N.H.: Equity Publishing Corporation, 1988.
- Scott, Anne Firor. *Natural Allies: Women's Associations in American History*. Chicago, Ill.: University of Illinois Press, 1993.
- N Sherman, Rexford. "The New Hampshire Grange, 1873-1883," *Historical New Hampshire* 26, (Spring 1971): 3-25.

Stewart, James Brewer. *Holy Warriors: The Abolitionists and American Slavery*. New York, N.Y.: Hill and Wang, 1976.

N\* Ulrich, Laurel Thatcher. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York, N.Y.: Random House, 1991.

N Wadleigh, Clarence B. *The New Hampshire 4-H Story*. South Lancaster, Mass.: The College Press, 1969.

Also try:

- family history
- newspapers
- town histories
- records of local and state sports teams
- Red Cross
- church records
- educational groups and organizations
- oral history
- pamphlets from organizations & businesses
- local histories of organizations and clubs
- philanthropic contributions of local and state businesses
- museums
- environmental organizations

**Letter written by Mary Baker Eddy to her son, George.  
August 22, 1881  
New Hampshire Historical Society**

Letters often reveal the innermost thoughts of ordinary as well as famous people. Mrs. Eddy, founder of the Church of Christ Scientist, often wrote to her son while she lived in Concord, NH. The letter tells us about her personal relationships with her son, several New Hampshire acquaintances -- "God bless them all if they deserve it," and her fondness for her granddaughter and namesake, Mary.

-3-

Concord, N. H. Aug. 22nd.

My dear Son

I have got about ready to return to hard work again, in other words, to teach and perhaps preach, this however, will depend on the acceptance of my resignation. The Church has not acted upon it, and are not willing, if I am there, to give me up.

I have been getting ready another edition of "Science and Health" since we left Boston June 10th and have nearly got ready for printing it in three Vols. this time. Now I think of it, I will tell you the reason I did not go to N. York as you suggested. It was the delay of the parties you referred to in acknowledging the receipt of my book, and in their brief note saying they received it, and thanking me for it, they never invited me to call if I was there, or seemed the least like wanting to see me. I think they are not interested. Now dear Geo, I went to Tilton last week to see Mrs. Tilton and expected to meet Mrs. Pillsbury (sister Martha) and Nell and her husband as I learned they were there to pass the summer. But I was disappointed in that, for they had left to return West two days before I was there. Never called on me. All right I can live and have lived without them but Nell would have been in her grave but for Geo. This however she denies and lays her recovery to a change in her health, cause unknown. God bless them all if they deserve it. He has blessed me and I expect always will. Mr. Peabody, the partner of Mrs. Tilton in business, said to me alone Tell your son Mrs. Tilton thinks strange he does not write to her oftener he had better write once a month she would think so much of it.

Now George be sure and take his advice and write always in the same hand to your Aunty once a month. Your Father would like to go and see you this fall but he has

not done any business since you were here, but to save his own life and mine from the m\_\_\_\_\_s and this keeps him busy I can assure you. I have much I want to tell you that I cannot write. We shall sail just as soon as we can. Love from your father and me to all. Tell Miss Mary, my namesake, I shall see her some time and kiss her fat cheek for myself

Your affectionate Mother

M. B. G. Eddy.

**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?**

In both prehistory and history, people have had to organize in order to supply many of their material needs and wants. The discipline of economics can guide students in searching for resources and interpreting their meanings in this focus question, which has something for everyone. Students might explore and compare their own wants and needs with those of other young people in other eras in New Hampshire. Global, national, regional, and local economic trends can be tied through history to New Hampshire experiences. Reducing economic principles to a local venue and then expanding again to a global venue might help students understand issues that have previously puzzled or never interested them. In studying economics, connections to the other focus questions will abound. Investigation can stay on the concrete level, or in the abstract it can look for local evidence supporting or refuting axioms of global economic theories such as Marxism or capitalism. Particularly relevant in New Hampshire might be the study of the economics of Native American cultures at the time of contact with Europeans, economic reasons for the Age of Discovery, different economic groups and their support or rejection of the American Revolution, the economic impact of nineteenth-century industrialization, labor and the mills in the nineteenth and twentieth centuries, the economic use and conservation of New Hampshire's natural resources, the economic underpinnings of tourism, the Great Depression, the impact of wars on New Hampshire economics, the development and transformation of money and currency over the entire span of human occupation of New Hampshire, and current issues such as pollution and aging that face people in New Hampshire as well as elsewhere.

**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? With whom did they trade?
- 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?
- How have economic developments in the U.S. affected economic development in New Hampshire?
- How have international economic conditions affected life in New Hampshire?
- What impact has New Hampshire had on international trade and economics?

**Outcome 10A Level A students should be able to...**

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

**A Few Activities – Level A 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, Level B students should be able to ...**

identify and describe the economy of New Hampshire and how the economy has created ties among people.

**A Few Activities – Level B 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.

**Outcome 10C In addition to the above, Level C students should be able to ...**

identify and describe past and present ties between the New Hampshire economy and the economies of New England, the United States, and the world.

identify, describe, research, and analyze strengths and weaknesses in the New Hampshire economy in the past and present, supporting these judgments with evidence.

**A Few Activities – Level C students might...**

- (1) using coin and paper money catalogs, secondary sources, and local archives, determine what different items were used for money and exchange during the first five eras in New Hampshire history. Find examples of some of these or make replicas or sketches. Create a display with labels. Write an explanatory essay describing how local and national methods of exchange affected each other during one of these eras.
- (2) identify times of boom or bust in the history of the U.S. or world economy. Students look for primary sources such as newspaper articles, account books, diaries, and artwork of that time in New Hampshire for evidence of similar economic boom or bust. Using a specific example from their research, they hypothesize how and why regional, national, and international events affected local economic well-being in this case.
- (3) using government bulletins, annual reports, U.S. Census reports, and other primary sources, identify and describe a leading industry in the New Hampshire economy in a given historical era. (examples: railroads, textiles, logging, fishing, tourism) Using statistics, make a chart showing the growth and decline of the industry over time. Under the chart, list reasons for the growth of the industry and/or its decline.



- (4) using government bulletins, annual reports, U.S. Census reports, and other primary sources, identify and describe a dying industry in the New Hampshire economy in a given historical era. (examples: railroads, textiles, logging, fishing) Using statistics, make a chart showing the growth and decline of the industry over time. Under the chart, list reasons for the decline of the industry.
- (5) interview someone who lived during the Great Depression. Find out how the Depression affected the way they lived. Take notes or tape-record. Write out an edited version of the interview but use the person's own words to tell the story in the first person. Compare the interview with stories of people who lived in other parts of the country during the Depression.
- (6) draw a map showing the expansion of railroads in New Hampshire and the United States during the nineteenth century. Make overhead transparencies and explain to the class how railroad connections affected New Hampshire agriculture, tourism, logging, and emigration.

**Outcome 10D In addition to the above, Level D students should be able to ...**

identify, describe, and analyze present and possible future problems in the New Hampshire economy, research the pros and cons of various solutions, select a best course of action for solution, and support the selection with evidence and logical argument.

**A Few Activities – Level D students might...**

- (1) listen to local radio or television, read state and local economic reports, or check local newspapers and magazines for indications of problems in the New Hampshire economy. Choose one. Research the pros and cons of various solutions, select a best course of action for solution, and support the selection with evidence and logical argument.
- (2) research the functions of banks in different eras in the New Hampshire economy. Compare these in two different eras.
- (3) keep a clipping file of newspaper and magazines articles and news items about a New Hampshire economic problem over a period of at least four weeks. (examples: a business closing, a bank failing, the decline of businesses on a town's main street) Find local people who are being affected or who are likely to be affected by the problem and find out what they think might be a solution. Speak to local politicians to find out their opinions. Conduct independent research. Make a prediction as to the outcome, based on the findings.
- (4) talk to workers and managers in a non-union shop and a union shop and to union organizers. Find out what each thinks about unions. Write down the arguments for and against unions. Students write essays saying why they would like to work in a union or non-union shop. Students support their opinions with evidence gathered during their research.

**Topics for Focus Question VII**

Check the Quick Reference Charts for topics that could be used for Focus Question VII. 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 charts do not pretend to be complete. They contain **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

\* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)  
N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

See also sources under Focus Questions II and V.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

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

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

N\* Adams, John P. *Gundalow*. Durham, N.H.: John P. Adams, 1982.

N Albion, Robert G., William A. Baker, and Benjamin W. Labaree. *New England and the Sea*. Mystic, Conn.: Mystic Seaport Museum, 1994.

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

N Arnold, Dexter P. *New Hampshire Labor History: An Annotated Bibliography*. Concord, N.H.: AFL-CIO, 1998.

N Baker, George Pierce. *The Formation of the New England Railroad Systems*. Cambridge, Mass.: 1949.

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

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

N\* Bicentennial Educational Resources Program, ed. *Perspectives '76: Being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire*. Hanover, N.H., Regional Center for Educational Training, 1975.

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\* Brighton, Ray. *Port of Portsmouth Ships and the Cotton Trade, 1783-1829*. Portsmouth, N.H.: Peter E. Randall, 1986.

\* Bolster, Jeffrey. *Black Jacks: African American Seamen in the Age of Sail*. Cambridge, Mass.: Harvard University Press, 1997.

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- \* Bray, Donald. *Cog Railway*. Mt. Washington, N.H.: Mount Washington Railway Company, 1991.
- N\* Brighton, Ray. *Tall Ships of the Piscataqua, 1830-1877*. Portsmouth, N.H.: Peter E. Randall, 1996.
- N\* Brighton, Ray. *They Came to Fish*. (reprint of 1979 edition) Portsmouth, N.H.: Peter E. Randall, 1994.
- \* Brown, Dona, ed. *A Tourist's New England, 1820-1920*. Hanover, N.H.: University Press of New England, 1999.
- N\* Brown, Dona. *Inventing New England: Regional Tourism in the Nineteenth Century*. Washington, DC: Smithsonian Institution Press, 1995.
- N\* Calloway, Colin G. *The Abenaki*. New York, N.Y.: Chelsea House Publishers, 1989.
- \* Cherry, Lynne. *A River Ran Wild: The Nashua River Valley, An Environmental History*. New York, N.Y.: Harcourt Brace & Company, 1992.
- N Clark, Charles E. *The Eastern Frontier: The Settlement of Northern New England, 1610-1763*. Hanover, N.H.: University Press of New England, 1983.
- \* Cobb, Mary. *The Quilt-Block History of Pioneer Days with Projects Kids Can Make*. Brookfield, Conn.: 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, Mass.: Merrimack Valley Textile Museum, 1980.
- N\* Copeland, Peter F. *Early American Traddes Coloring Book*. New York, N.Y.: Dover Publications, Inc., 1980.
- \* Crane, Elaine Forman. *Ebb Tide in New England: Women, Seaports, and Social Change, 1630-1800*. Boston, Mass.: Northeastern University Press, 1998.
- N Daniell, Jere R. *Colonial New Hampshire: A History*. Millwood, N.Y.: KTO Press, 1981.
- N\* Dublin, Thomas. *Transforming Women's Work: New England Lives in the Industrial Revolution*. Ithaca, N.Y.: Cornell University Press, 1994. (See also others by Dublin.)
- N\* Dunlap, Donald, and Philip Zea. *The Dunlap Cabinetmakers: A Tradition in Craftsmanship*. Mechanicsburg, Pennsylvania: Stackpole Books, 1994.
- Eisenmenger, Robert W. *The Dynamics of Growth in New England's Economy, 1870-1964*. Middletown, Conn.: Wesleyan University Press, 1967.
- Elliott, Judith. *Young New Hampshire Workers: Historical and Contemporary Issues*. Concord, N.H.: N.H. AFL-CIO, 1999. Curriculum packet including outcomes, activities, and primary source readings. Keyed to N.H. Social Studies Curriculum Standards.
- N\* Garvin, Donna-Belle, and James L. Garvin. *Instruments of Change: New Hampshire Hand Tools and Their Makers, 1800-1900*. Concord, N.H.: New Hampshire Historical Society, 1985.

- \* Goddu, K.A. *Monday's Mourning: A Retrospective of the 1915 Strike at the Nashua Manufacturing Company*. Kearney, Nebr.: Morris Publishing Co., 1996.
- N\* Hareven, Tamara K. and Randolph Langenbach. *Amoskeag: Life and Work in an American Factory City*. New York, N.Y.: Pantheon Books, 1978.
- Haskin, Eleanor, ed. *Independent Telephony in New England, 1876-1976*. Burlington, Vt.: George Little Press, New England Chapter, Independent Telephone Pioneer Association, 1976.
- N\* Heffernan, Nancy Coffey, and Ann Page Stecker. *Sisters of Fortune*. Hanover, N.H.: University Press of New England, 1993.
- N\* Hubka, Thomas C. *Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England*. Hanover, N.H.: The University Press of New England, 1984.
- N\* Kenison, Arthur M. *Dumaine's Amoskeag: Let The Record Speak*. Manchester, N.H.: Saint Anselm College Press, 1997.
- N\* Macaulay, David. *Mill*. Boston, Mass.: Houghton Mifflin Company, 1983.
- N\* Martin, John Frederick. *Profits in the Wilderness: Entrepreneurship and the Founding of New England Towns in the Seventeenth Century*. Chapel Hill, N.C.: University of North Carolina Press, 1991.
- \* Martin, Kenneth R. *Heavy Weather and Hard Luck: Portsmouth Goes Whaling*. Portsmouth, N.H.: Peter E. Randall, 1998.
- N Munyon, Paul Glenn. *A Reassessment of New England Agriculture in the Last Thirty Years of the Nineteenth Century: New Hampshire, A Case Study*. New York, N.H.: Arno Press, 1976.
- N\* Nashua History Committee. *The Nashua Experience: History In The Making, 1673/1978*. Nashua, N.H.: Nashua Public Library, 1978.
- S *New Hampshire Economic Review*. Manchester, N.H.: Public Service Company of New Hampshire, annually. Economic charts describing N.H. industries.
- N\* Nylander, Jane C. *Our Own Snug Fireside: Images of the New England Home, 1760-1860*. New Haven, Conn.: Yale University Press, 1993.
- N\* Ober, Richard, ed. *At What Cost? Shaping the Land We Call New Hampshire: A Land Use History*. Concord, N.H.: New Hampshire Historical Society and Society for the Protection of New Hampshire Forests, 1992.
- N\* Patten, Matthew. *The Diary of Matthew Patten of Bedford, N.H. from 1754-1788*. (reprint) Camden, Me.: Picton Press, 1993.
- N\* Pike, Robert E. *Tall Trees, Tough Men*. New York, N.Y.: W.W. Norton, 1967.
- N\* Purchase, Eric. *Out of Nowhere: Disaster and Tourism in the White Mountains*. Baltimore, Md.: Johns Hopkins University Press, 1999.
- N Rosal, Lorenca Consuelo. *"God Save The People": A New Hampshire History*. Orford, N.H.: Equity Publishing Corporation, 1988.

- N\* Russell, Howard S. *A Long, Deep Furrow: Three Centuries of Farming in New England*. (2<sup>nd</sup> edition) Hanover, N.H.: University Press of New England, 1982.
- N\* Scheiber, Harry N. *Abbot-Downing and the Concord Coach*. Concord, N.H.: 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, N.H.: Peter E. Randall, 1986.
- N\* Tolles, Bryant F., ed. *The Grand Resort Hotels and Tourism in the White Mountains: Proceedings of the Third Mount Washington Observatory Symposium*. Concord, N.H.: New Hampshire Historical Society, 1995.
- N\* Tolles, Bryant F. *The Grand Resort Hotels of the White Mountains: A Vanishing Architectural Legacy*. Jaffrey, N.H.: David R. Godine, 1998.
- N\* Ulrich, Laurel. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York, N.Y.: Oxford University Press, 1982.
- N\* Violette, Alderic. *Merrimack County Telephone Company: The First Hundred Years*. Contoocook, N.H.: MCT, Inc., 1997.
- N\* Whitehouse, Robert A., and Cathleen C. Beaudoin. *Port of Dover: Two Centuries of Shipping on the Cochecho*. Portsmouth, N.H.: Peter E. Randall, 1988.
- N\* Ward, Barbara McLean. *Produce and Conserve, Share & Play Square: The Grocer & The Consumer on the Home-Front Battlefield During World War II*. Hanover, N.H.: University Press of New England, 1994.
- \* Whittaker, Robert H. *Land of Lost Content: The Piscataqua River Basin and The Isles of Shoals. The People. Their Dreams. Their Land*. Dover, N.H.: Alan Sutton Publishing Inc., 1994.
- N Wilson, Harold Fisher. *The Hill Country of Northern New England: Its Social and Economic History, 1790-1930*. New York, N.Y.: 1936.
- N\* Winship, Stephen. *A Testing Time: Crisis and Revival in Nashua*. Nashua, N.H.: Nashua, New Hampshire Foundation and New Hampshire Historical Society, 1989.
- N\* Winslow, Richard E. "Wealth and Honour:" *Portsmouth During the Golden Age of Privateering, 1775-1815*. Portsmouth, N.H.: Peter E. Randall, 1988. (See also others by Winslow.)

Also try:

- mail order catalogs
- histories of local and state businesses
- ads in old newspapers and magazines
- U.S. Census reports
- business and banking records
- annual reports

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

The arts are a mirror of the society from which they spring. By examining arts and crafts of New Hampshire, students can find a two-way window that looks both inward and outward. This focus question, however, assumes a broader definition of self-expression to also include architecture, popular music, dress, speeches, people's actions in political demonstrations and elections, novels, poetry, folk dance, language, newspapers, whatever vehicle New Hampshire people have used to express themselves. Students can begin by examining their own modes of expression and then comparing themselves with other people in other times. Or they can choose a medium and explore its use by New Hampshire people over time. A single artifact can lead to a world of history when its background is explored. Few Native American artifacts survive from New Hampshire prehistory, but some of their qualities can perhaps be deduced from present-day Native American arts and from prehistoric artifacts surviving in places that had less acidic soil. Attempts by the Puritans to control dance, music, and drama might be a valuable subject of study, as would political controls and guarantees on free expression through New Hampshire history. The New Hampshire League of Arts and Crafts, founded in the early twentieth century, today offers a venue for students to find and view products made by New Hampshire craftspeople. New Hampshire resources are rich for early American portrait painting, the White Mountain School of painting, the Cornish art colony around the turn of the last century, the artists who gathered around Celia Thaxter at the Isles of Shoals, writers from John Smith in the Age of Discovery to late twentieth-century poets, and old buildings that tell the stories of the people who built and used them. This focus question is limited only by your imagination.

**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?
- How have artists, writers, and musicians been treated in New Hampshire and U.S. history?

**Outcome 11A Level A students should be able to...**

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

**A Few Activities -- Level A 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, Level B students should be able to ...**

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

**A Few Activities – Level B 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 11C In addition to the above, Level C students should be able to ...**

compare New Hampshire products of creative expression with those made by people outside New Hampshire.

identify and define ideas, attitudes, and materials that are used in products, artwork, advertisements, legends, and stereotypes to express the qualities or character of New Hampshire; compare these with ideas, attitudes, and materials from other times and places.

**A Few Activities – Level C students might...**

- (1) visit a New Hampshire League of Arts and Crafts store or fair. Take notes describing the types of products for sale and which ones can be recognized as coming from New Hampshire just by the way they look, their style, or the materials from which they are made. Visit a souvenir shop in New Hampshire and make the same survey. Now visit a shop or shops outside of New Hampshire and do the same survey. Compare the results of the surveys and put the results in a form that can be presented to class.
- (2) attend an art or crafts exhibit or fair that includes New Hampshire and non-New Hampshire artists and products. In looking at the products and articles, try to identify any characteristics that allow one to differentiate those from New Hampshire from those not from New Hampshire.

**Outcome 11D In addition to the above, Level D students should be able to ...**

identify symbols and stories that have arisen from ideas about New Hampshire as a locale and as a culture and use evidence to evaluate the accuracy of these symbols and stories.

recognize similarities and differences between New Hampshire and non-New Hampshire creative works related to schools of art and periods of style and expression.

**A Few Activities – Level D students might...**

- (1) study examples of the White Mountain School of painting. Compare with nineteenth-century painters of the west. To what can one attribute differences and similarities? Write a paper on the subject, using visuals to illustrate.
- (2) if possible, visit a Shaker village or exhibit. Gather pictures of Shaker furniture. Identify which are from New Hampshire and which from outside New Hampshire. Identify differences and similarities. To what can one attribute the differences and similarities? Write a paper on the subject, using visuals to illustrate.
- (3) find an article or story that presents a stereotype of the Yankee New Hampshire or Yankee New Hampshire village. Using evidence from personal experience to either support or refute the stereotype, write a companion article.



- (4) pretend to be foreigners who speak English well but do not know anything about New Hampshire. Keep a log of bumper stickers seen on New Hampshire vehicles. Using only the bumper stickers as evidence, write a list of characteristics that describe New Hampshire peoples' "character." Draw three conclusions about evidence, stereotypes, and regional character.

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

use the arts, music, crafts, and language to express their ideas and feelings about living in their community and in New Hampshire.

**A Few Activities – Students at any level 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 dance, play, or pageant based on a historical event in New Hampshire that had an impact on the nation.
- (6) make a class quilt out of cloth or paper with squares showing events from the history of the class, community, or state.

**Topics for Focus Question VIII**

Check the Quick Reference Charts 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 charts do not pretend to be complete. They contain **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**

\* = available at Museum of New Hampshire History Store, Concord, N.H. (subject to change)  
N = available at Tuck Library at New Hampshire Historical Society in Concord, N.H.

Check your school library or the Web site [www.NHHistory.org](http://www.NHHistory.org) for:

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

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

- Aldrich, Lillian Woodman (Mrs. Thomas Bailey). *Crowding Memories*. Boston, Mass.: Houghton Mifflin Co., 1920.
- N\* Aldrich, Thomas Bailey. *The Story of a Bad Boy*. (reprint of 1894 edition) Hanover, N.H.: University Press of New England, 1990.
- N\* Averill, R.W. *The Moosilauke Reader*. 2 vols. Warner, N.H.: Moose Country Press, 1999.
- N\* Block, Adrienne Fried. *Amy Beach, Passionate Victorian: The Life and Work of An American Composer, 1867-1944*. New York, N.Y.: Oxford University Press, 1998.
- N Blodgett, Geoffrey. "Winston Churchill: The Novelist as Reformer." *The New England Quarterly* 47 (December 1974): 495-515.
- N\* Blos, Joan W. *A Gathering of Days: A New England Girl's Journal, 1830-32*. New York: Simon and Schuster, 1979. (fiction)
- \* Bober, Natalie S. *A Restless Spirit: The Story of Robert Frost*. New York, N.Y.: Henry Holt and Company, Inc., 1991.
- N Brink, Carol. *Harps in the Wind: The Story of the Singing Hutchinsons*. New York, N.Y.: The MacMillan Co., 1947.
- \* Brown, Dona, ed. *A Tourist's New England, 1820-1920*. Hanover, N.H.: University Press of New England, 1999.
- \* Brown, Jeanell Wise. *Amy Beach and Her Chamber Music: Biography, Documents, Style*. Metuchen, N.J.: The Scarecrow Press, Inc., 1994.
- N\* Bruchac, Joseph. The many Native American stories by Joseph Bruchac, Golden, Colo.: Fulcrum Publishing.
- Buell, Lawrence. *New England Literary Culture: From Revolution Through Renaissance*. New York, N.Y.: Cambridge University Press, 1986.
- \* Burnham, Michelle. *Captivity and Sentiment: Cultural Exchange in American Literature, 1682-1861*. Hanover, N.H.: University Press of New England, 1997.
- Burt, Olive. *Sarah J. Hale: First Woman Editor*. New York, N.Y.: Julian Messner, Inc., 1961.
- N Campbell, Catherine H., Donald D. Keyes, Robert L. McGrath, and R. Stuart Wallace. *The White Mountains: Place and Perceptions*. (exhibit catalog) Hanover, N.H.: University Press of New England, 1980.
- Carroll, David M. *The Year of the Turtle: A Natural History*. Charlotte, Vt.: Camden House Publishing, Inc., 1991.
- N Carter, George Calvin. *Walter Kittredge: Minstrel of the Merrimack*. Manchester, N.H.: 1953.

- N Chase, Francis. *Gathered Sketches from the Early History of New Hampshire and Vermont*. (reprint of 1856 edition) Somersworth, N.H.: New Hampshire Publishing Company, 1970.
- N\* Chaney, Michael P., ed. "Beauty Caught and Kept: Benjamin Champney in the White Mountains," *Historical New Hampshire*, vol. 51 (Fall/Winter 1996).
- N\* Clark, Charles E. *The Public Prints: The Newspaper in Anglo-American Culture, 1665-1740*. New York, N.Y.: Oxford University Press, 1994.
- \* Colby, Virginia Reed, and James B. Atkinson. *Footprints of the Past: Images of Cornish, New Hampshire, and the Cornish Colony*. Concord, N.H.: New Hampshire Historical Society, 1996.
- \* Conway, J. North. *New England Women of Substance: Fifteen Who Made a Difference*. North Attleboro, Mass.: Covered Bridge Press, 1996.
- N\* Corrigan, Grace George. *A Journal for Christa: Christa McAuliffe, Teacher in Space*. Lincoln, Nebr.: University of Nebraska Press, 1993.
- N\* Doty, Robert. *By Good Hands: New Hampshire Folk Art*. Hanover, N.H.: University Press of New England, 1989.
- \* Driesbach, Janice T. *Direct from Nature: The Oil Sketches of Thomas Hill*. Sacramento, Calif.: Crocker Art Museum, 1997.
- N\* Dunlap, Donald, and Philip Zea. *The Dunlap Cabinetmakers: A Tradition in Craftsmanship*. Mechanicsburg, Pa.: Stackpole Books, 1994.
- Elliott, Judith. *Young New Hampshire Workers: Historical and Contemporary Issues*. Concord, N.H.: New Hampshire AFL-CIO, 1999. Curriculum packet including outcomes, activities, and primary source readings. Keyed to N.H. Social Studies Curriculum Standards.
- N Faison, S. Lane, Jr. *The Art Museums of New England: New Hampshire, Vermont, & Maine*. Boston, Mass.: David R. Godine, 1982.
- N Fjelstul, Alice Bancroft, Patricia Brown Schad, and Barbara Marhoefer. *Early American Wall Stencils in Color*. New York, N.Y.: Bonanza Books, 1989.
- N Finley, Ruth E. *The Lady of Godey's: Sarah Josepha Hale*. Philadelphia, Pa.: J.B. Lippincott Company, 1931.
- Friebert, Lucy M., and Barbara A. White. *Hidden Hands: An Anthology of American Women Writers, 1790-1870*. New Brunswick, N.J.: Rutgers University Press, 1988.
- N Frost, Robert. *New Hampshire*. New York, N.Y.: Henry Holt, 1923. [See also others by Frost.]
- \* Frost, Robert. *The Road Not Taken*. New York, N.Y.: Henry Holt and Company, Inc., 1971.
- N Gallagher, Edward J. *Stillson Hutchins, 1838-1912: A Biography of the Founder of the Washington Post*. Laconia, N.H.: Citizen Publishing Co., 1965.
- \* Gilbert, Alma. *Maxfield Parrish: The Poster Book*. Berkeley, Calif.: Ten Speed Press, 1994. (See also others by Gilbert.)

- N\* Gilmore, Robert C. *New Hampshire Literature: A Sampler of Writings*. Hanover, N.H.: University Press of New England, 1981.
- Gilmore, William J. *Reading Becomes a Necessity of Life: Material and Cultural Life in Rural New England, 1780-1835*. Knoxville, Tenn.: University of Tennessee Press, 1989.
- Glassberg, David. *American Historical Pageantry: The Uses of Tradition in the Early Twentieth Century*. Chapel Hill, N.C.: University of North Carolina Press, 1990.
- N\* Gosselin, Guy A., and Susan B. Hawkins. *Among the White Hills: The Life and Times of Guy L. Shorey*. Portsmouth, N.H.: Peter E. Randall, 1998.
- Hale, Sarah Josepha. *The Genius of Oblivion and Other Poems by A Lady of New Hampshire*. Concord, N.H.: Jacob B. Moore, 1823.
- N\* Hale, Sarah Josepha, ed. *Godey's Lady's Book*. 1832-83. (nineteenth-century periodical)
- N\* Hall, Donald. *String Too Short to Be Saved*. New York, N.Y.: Viking Press, 1961. (See also others by Hall.)
- Harris, Sharon M. *American Women Writers to 1800*. New York, N.Y.: Oxford University Press, 1996.
- N Hawthorne, Nathaniel. *The Great Stone Face and Other Tales of the White Mountains*. Boston, Mass.: Houghton Mifflin Company, 1889.
- \* Hebert, Ernest. *Live Free or Die*. Hanover, N.H.: University Press of New England, 1990. (See also other novels by Hebert about fictional Darby, N.H.)
- Hofstadter, Richard. "Winston Churchill: A Study in the Popular Novel." *American Quarterly* vol. 11, no. 16 (Spring, 1950).
- \* Jobe, Brock, ed. *Portsmouth Furniture*. Hanover, N.H.: University Press of New England, 1995.
- \* Julyan, Robert and Mary Julyan. *Place Names of the White Mountains*. Hanover, N.H.: University Press of New England, 1993.
- \* Kerr, Ronald Dale, ed. *Indian New England, 1524-1674: A Compendium of Eyewitness Accounts*. Pepperell, Mass.: Branch Line Press, 1999.
- Kumin, Maxine. *Up Country*. New York, N.Y.: Harper & Row, 1972. (See also others by Kumin.)
- Kupperman, Karen Ordahl. *Captain John Smith: A Select Edition of His Writings*. Chapel Hill, N.C.: University of North Carolina Press, 1988.
- N\* Loughton, Oscar. *Ninety Years at the Isles of Shoals*. (reprint of 1930 edition) Boston, Mass.: Star Island Corporation, 1971.
- N Lathem, Edward Connery, ed. *The Poetry of Robert Frost: The Collected Poems*. New York, N.Y.: Henry Holt and Company, Inc., 1975.
- \* Lederer, Richard. *Colonial American English: A Glossary*. Essex, Conn.: Verbatim, 1985.

- Lederer, Richard. *Crazy English: The Ultimate Joy Ride Through Our Language*. New York, N.Y.: Simon & Schuster, 1989.
- N\* McGill, Jr., Frederick T. *Letters to Celia: Written During the Years 1860-1875 to Celia Loughton Thaxter by Her Brother Cedric Loughton*. Boston, Mass.: The Star Island Corp., 1972.
- N\* McShane, Linda. "When I Wanted the Sun to Shine": *Kilburn and Other Littleton New Hampshire Stereographers*. Littleton, N.H.: Sherwin Dodge, 1993.
- \* MacAdam, Barbara. *Winter's Promise: Willard Metcalf in Cornish, New Hampshire, 1909-1920*. Hanover, N.H.: Hood Museum of Art, 1999.
- \* Morgan, Keith N. *Shaping an American Landscape: The Art and Architecture of Charles A. Platt*. Hanover, N.H.: University Press of New England, 1995.
- N\* Morse, Stearns, ed. *Lucy Crawford's History of the White Mountains*. Boston, Mass.: Appalachian Mountain Club, 1978.
- N\* Mudge, John T.B. *The Old Man's Reader: History and Legends of Franconia Notch*. Etna, N.H.: The Durand Press, 1995.
- N\* N.H. Historical Society. *Full of facts and Sentiment: The Art of Frank A. Shapleigh*. Hanover, N.H.: University Press of New England, 1982. Exhibit catalogue.
- \* Older, Julia, ed. *Celia Thaxter: Selected Writings*. Hancock, N.H.: Appledore Press, 1997.
- N\* Older, Julia. *The Island Queen, Celia Thaxter of the Isles of Shoals: A Novel*. Hancock, N.H.: Appledore Books, 1994.
- \* Peters, Margot. *May Sarton*. New York, N.Y.: Alfred A. Knopf, 1997. (See also titles by Sarton.)
- N Pichierra, Louis. *Music in New Hampshire, 1623-1800*. New York, N.Y.: Columbia University Press, 1960.
- N Rogers, Sherbrooke. *Sarah Josepha Hale*. Grantham, N.H.: Thompson & Rutter, Inc., 1985.
- N Rosal, Lorenca Consuelo. *The Liberty Key: The Story of the New Hampshire Constitution, Level I*. Orford, N.H.: Equity Publishing Corporation, 1986.
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- N\* Ross, Pat. *Hannah's Fancy Notions*. New York, N.Y.: Puffin Books, 1992.
- N\* Rowen, Peter, and June Hammond Rowen. *Mountain Summers: Tales of Hiking and Exploration in the White Mountains from 1878 to 1886 as Seen Through the Eyes of Women*. Gorham, N.H.: Gulfside Press, 1995.
- N\* Rutledge, Lyman V. *The Isles of Shoals in Lore and Legend*. Boston, Mass.: Star Island Corporation, 1971.

- Schneider, Robert W. *Novelist to A Generation: The Life and Thought of Winston Churchill*. Bowling Green, Ohio: Bowling Green Popular Press, 1976.
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- N\* Smith, Gail, ed. *The Life and Music of Amy Beach: The First Woman Composer of America*. Pacific, Mo.: Mel Bay Publications, 1992.
- N\* Smith, Gail, ed. *The Life and Music of Edward MacDowell*. Pacific, Mo.: Mel Bay Publications, 1996.
- \* Spahr, P. Andrew, ed. *Community of Creativity: A Century of MacDowell Colony Artists*. Manchester, N.H.: Currier Gallery of Art, 1997.
- \* Stryker-Rodda, Harriet. *Understanding Colonial Handwriting*. Baltimore, Md.: Genealogical Publishing Co., Inc., 1998.
- N\* Thaxter, Celia. *Among the Isles of Shoals*. Boston, Mass.: J.R. Osgood & Co., 1873. (See also others by Thaxter.)
- N\* Thaxter, Celia. *An Island Garden*. (reprint of 1894 edition) New York, N.Y.: Houghton Mifflin Co., 1988.
- N\* Thaxter, Rosamund. *Sandpiper: The Life and Letters of Celia Thaxter*. (reprint of 1963 edition) Portsmouth, N.H.: Peter E. Randall, 1999.
- N Thoreau, Henry David. *The Concord and The Merrimack*. New Haven, Conn.: College & University Press, 1965.
- Titus, Warren I. *Winston Churchill*. New York, N.Y.: Twayne Publishers, 1963.
- N Tolles, Bryant F., Jr., and Carolyn K. Tolles. *New Hampshire Architecture: An Illustrated Guide*. Hanover, N.H.: University Press of New England, 1979.
- N\* University Art Galleries. *A Circle of Friends: Art Colonies of Cornish and Dublin*. (An exhibition catalog) Durham, N.H.: University of New Hampshire, 1985.
- N\* Vallier, Jane E. *Poet on Demand: The Life, Letters and Works of Celia Thaxter*. Camden, Me.: Down East Books, 1982.
- \* Vallier, Jane E., ed. *The Poems of Celia Thaxter*. Portsmouth, N.H.: Peter E. Randall, 1996.
- N Wilder, Thornton. "Our Town." In *3 Plays* (Perennial Library Edition) New York, N.Y.: Harper & Row, 1985.
- N\* Wilson, Harriet. *Our Nig: or, Sketches from the Life of a Free Black*. (reprint) New York, N.Y.: Random House, 1983.

- N\* Yunginger, Jennifer. *Is She or Isn't He? Identifying Gender in Folk Portraits of Children*. Sandwich, Mass.: Heritage Plantation of Sandwich, 1995.
- \* Zea, Philip, and Donald Dunlap. *The Dunlap Cabinetmakers*. Mechanicsburg, Pa.: Stackpole Books, 1994.

Also try:

- architecture
- concerts
- local crafts
- local artists' work and exhibitions
- museums and art galleries
- recordings
- students' own works of self-expression
- film and video
- League of New Hampshire Craftsmen & Sunapee Crafts Fair
- McDowell Colony
- N.H. Writers' Project
- sculpture
- antique shops

USING PRIMARY SOURCES



## ABOUT SOURCES

**Primary Sources** - A primary source gives direct evidence of an era, person, or event. A primary source could be a letter, an artifact, a footprint, a song, minutes of a meeting, a diary, a nation's constitution – anything that can give the investigator direct information. This curriculum encourages the use of primary sources by both students and teachers. Without an intervening voice to tell us what a piece of historical evidence means, we as educators and researchers must try to understand basic questions about each primary source. We try to decipher the historical meaning of the source. We try to fit the evidence we have found into the larger body of historical knowledge. We try to build a historical context for the primary source. We try to understand how the source adds new knowledge, inspires a new way of looking at former interpretations, or supports existing interpretations.

For example, as a hypothetical case, finding a Norseman's metal buckle dated about 1000 C.E. in New Hampshire might be interpreted as hitherto unknown evidence that Norsemen were here. Alternatively, it might be interpreted to mean that wide-ranging Native American trading networks brought the buckle here from Norsemen encountered in Canada. More evidence might sway us toward one or another of the interpretations. Finding the remains of a Norse village close to where the buckle was found would argue in favor of the first interpretation. (None has been found here.)

**Secondary Sources** - A secondary source, such as a textbook or town history book, is at least a step removed from the direct evidence. Because historians uncover new evidence and build new interpretations as time goes on, we must remain alert when using secondary sources as authorities. Some stand up better than others to the tests of new knowledge. Many are better understood when treated as evidence of how the author at the time of publication looked at the past.

**Use of Citations** - Historians ask questions about the past, gather evidence, and ask questions about the evidence in order to find answers. Usually all the questions about a piece of evidence are not answered satisfactorily. Usually there is some piece of information missing. Herein lies the mystery, and herein lie the dangers of making "best guesses" and having them quoted thereafter as truth.

Diligent use of citations – footnotes, endnotes, bibliographies – allows other investigators to find the sources that one used. Citations are a way of leaving a trail, to save others work and to open one's own conclusions to evaluation. The moaning and sighing of students who can see no good reason for learning bibliographic and note forms will diminish once they have a need to use the footnotes of others to follow a trail of primary sources. They will then appreciate the necessity.

Forms for bibliographies and notes vary by discipline and by opinion. Bibliographies in scientific work can differ from those in humanities writing, for instance. The most widely accepted authority for such forms, and for many other questions of usage that arise in preparation of scholarly work for publication, is *The Chicago Manual of Style*. This extensive style book is published and frequently updated by The University of Chicago Press. As far as possible, this curriculum follows the humanities guidelines recommended in *The Chicago Manual of Style*. As part of emphasizing the importance of noting sources, we recommend that schools within districts agree on an accepted style for citations and teach that consistently from class to class, to avoid confusing students.

## THOUGHTS ABOUT RESEARCH & EVIDENCE FOR STUDENTS

Historians and detectives search for evidence and then draw conclusions. The quality of their conclusions depends on the quality of their evidence.

- Keep an open eye about different types of sources that one is likely to encounter in local New Hampshire historical research. For example, beware of gender, class, or ethnic biases in documents such as town histories, biographies, and autobiographies. These can be analyzed as an expression of a particular author or group of people and their ideas at a particular time in history.
- Check sources of information for accuracy by using other evidence. Pay attention to who wrote what and why they wrote it. Examining assumptions and conclusions made in secondary sources, ask, “Is this accurate according to what I know?” and “Does this fit the evidence that I have found?”
- Beware of holes in public records. When interpreting and citing public documents, ask, Who is not represented here? What people are invisible here? Do public records represent the entire picture?
- Become a Footnote and Bibliography Hound. Learn to retrace evidence through footnotes. Dig into the footnotes and bibliographies in articles and books to find sources that you might use for your own purposes.
- Cite your sources. Just as you will need to use other people’s citations, so they will need to use yours. Make accurate footnotes and bibliographies. (Check with your instructor for the form to use.) Tell your readers where you got your information, then your readers can return to your sources for their own research. Readers need to know when and where evidence was published/produced/found. This curriculum will stimulate much original research by others, and if we are to build on each other’s ideas, we need to know where to find information and evidence. With good citations to follow, we will be able to judge each other’s conclusions and interpretations.
- Do not despair if your library does not have a source. Try the New Hampshire State Library. Try the New Hampshire State Archives. Try the New Hampshire Historical Society. Try interlibrary loan services through your town or city library.
- Use the internet to gain access to and search university and research libraries for the titles of sources.
- Be creative about what you use as historical evidence. Anything a detective would use, you can use.
- The more you know about the Big Picture in history, the better you can understand the evidence that you find. Get to know the general history of the time and topic that you are researching.
- Go for it! Local history is full of mysteries and unknowns that your research might bring to light. You may come up with a new piece of information or new interpretation that no one else has ever considered.
- Find a place to archive or publish what you have found. Your work, if it is accurate and in a useable form, is important. Do not throw it away. Put it where it can be used by others who follow after you.

## **Basic Primary Source Questions**

When trying to understand a piece of historical evidence, ask...

**What is this?**

**Who produced it?**

**When?**

**Where?**

**For what purpose was this produced?**

**For whom was this produced?**

**How was it supposed to work?**

**Did it succeed in its purpose?**

## **So what?**

Now try to clear up more of the mystery.

**What ideas lie behind this?** (For example, for a tool, the ideas could be existing or new technical knowledge as well as social ideas around gender, class, and ethnicity about users. For a document, the ideas could be philosophical, legal, literary, or social. )

**How was this viewed by different people at the time it was produced?**

**How has this been viewed by later people (including historians)?**

**How does this fit into what I already know?**

**How does this add to what I already know?**

**What other research do I need to do to understand this more fully?**

**What other questions could I ask to direct my research?**

**What am I overlooking?**

## **Using Objects, Documents, and Photographs to Learn About The Past**

**Marie Hewett, Education Director, Museum of New Hampshire History**

This is a general approach that can be used with any artifacts from any era.

### **Background Information About "Reading" Artifacts**

In recent years, the artifact has assumed increasing importance as a type of historical record. The historical artifact, both the rare and the commonplace, can provide insights into the skills, tools, techniques, popular preferences, traditions, and standards of living about the time and place it represents. The purpose of the artifact "reading" activity is to develop skills of observation and analysis. The ability to interpret or explain the meaning of artifacts increases a student's historical perspective and sensitivity. Students are encouraged to become historical investigators or detectives by formulating hypotheses about the past based on personal observation and handling of artifacts. A variety of objects from the near and distant past can stimulate discussion concerning production methods, forms, functions, and customs characteristic of a specific era or locale. Ideally, students develop an appreciation of the role of historical artifacts in understanding and studying the past as a result of their personal observation and conclusions.

### **Objectives**

1. To develop skills of reading artifacts: observation, hypothesis formation, formulation of a plan for research, developing conclusions.
2. To recognize the role of objects in studying and understanding the past.
3. To stimulate continued interpretation of historical artifacts as a means of historical investigation.

### **Object-Reading Activity**

Teachers may wish to use a Civil War-related object for the object study section of this lesson. A low-cost, reproduction belt buckle marked "U.S." is available through the Museum Store at the Museum of New Hampshire History. The buckle is packaged with information about the object.

Note: It is important to emphasize when the activity begins that the name of the object is not the most important piece of information. The way in which the object was manufactured and used are more important. Naming the object should come towards the end of the activity. Experience has shown that once an object is named, we tend to think that we know everything about it and therefore examine the object no further, sometimes missing important clues about the object's past.

**Procedure:** It is recommended that a student volunteer has eyes closed and hands, palms up, extended to receive the object. The student is asked to describe what is felt, smelled, or heard. The teacher serves as the facilitator by asking questions, not giving answers, or indicating whether student's answers are correct or not.

See the "Object Study Sheet" for suggested questions.

Once the student has exhausted all descriptors, eyes can be opened and other characteristics can be given. The object can then be passed around to other students for examination and naming of other characteristics. The teacher can list these descriptors on a flip chart sheet.

1. What do we call the ideas we have about a topic or the possible answers for a problem? (a hypothesis) Explain that scientists and historians work with hypotheses all the time as part of their method of inquiry, sometimes called the scientific method or inductive reasoning.
2. How do we find out if we are correct or not? (List possible sources: library, ask people who may have used the object, go to a museum and talk to a curator who cares for a collection, find primary and secondary sources that have information about the object.)
3. Students should be asked to do further research about the object and report their findings back to the class. Review the hypotheses and formulate conclusions.

### **Object Study Questions**

1. Describe the object:  
What material(s) is it made of?  
What unusual features does it have?
2. How do you think this object was made? What tools would be needed?
3. How would (is) this object be used?
4. Think of a name for this object.
5. Who would have owned or used this object?
6. If an object similar to this is still used today, how has its design changed?
7. How could you learn more about this object?

## Photograph Reading Activity

Use photograph: "Quarters Libby and Hynes, 3rd N.H. Regiment"

Photographed by Henry P. Moore. N.H.H.S. Collections, S1992.502.311,

Negative F2439. This photograph can be ordered from the N.H.H.S. Special Collections Library; fee charged. (603) 225-3381 extension 25.

**Background information:** Henry P. Moore, born in Goffstown, N.H., took more than 100 albumin prints which reside in the New Hampshire Historical Society's Special Collections department. Moore was a civilian who traveled with the N.H. regiments to the Carolinas in 1862. He photographed regiments from N.H. (3rd regiment), Vermont, and New York (48th regiment). Both of these regiments were guarding captured territory. He also photographed slaves behind Yankee lines as well as scenes aboard ships, at repair facilities for ships, and at fortifications. He returned to Concord in 1863.

Source: Wilding-White, Sherry Buckband. "Civil War Photographs by Henry P. Moore: the N.H. Historical Society Collection.," *Historical New Hampshire* 49 (Spring 1994): 25-44.

**Procedure:** The photograph can be used as a slide or a transparency on an overhead projector. To encourage looking at details, you can take a second copy of the photograph and divide it into sections giving one section to a small group of students to examine and analyze without realizing that they don't have the "whole picture," literally and figuratively. Use the questions below to analyze the photograph.

After a small group examines each section, have conclusions reported back. Collect the sections and put together, then refer to the intact photograph. What do the students see or know now that they didn't before? This exercise brings home the point that historians and museum curators often do not have the whole object or document and have to develop a hypothesis on partial information. Thus we have to be prepared to change our conclusions about what seem to be facts as more information becomes available.

### Questions:

1. What is the topic of the photograph?
2. Why was the photograph taken?
3. What type of photographic process was used?
4. Is the photograph an accurate representation of the event or place?
5. Who was the photographer? Is there a particular point of view that the photographer was trying to get across to the viewer?
6. Is there a bias, distortion, posing? Is this a "natural" scene?
7. What does this photograph tell about the event or place?
8. What questions for further study does the photograph raise?

Students can research the photograph and photographer further. They may find that field photographs taken by photographers, sometimes government-sponsored, were meant to present a particular point of view. Photographs taken during twentieth-century wars were used in this way: photographs of the sinking of the USS Maine aroused Americans against Spain during the Spanish-American War, photographs taken in Vietnam showed American soldiers killing civilians thus encouraging an anti-war attitude at home, World War II photographs such as the photo of the raising of the flag on Iwo Jima showed heroism. What purpose would Civil War photographs have? Why are these photographs significant to New Hampshire?

**Suggested Reading for Teachers:**

Schlereth, Thomas J. *Material Culture Studies in America*. Nashville, TN: American Association for State and Local History, 1982.

Shuh, John Hennigar. "Teaching Yourself to Teach With Objects," *Art to Zoo* (September 1980): 4.



**Folding fleam**

**Metal with wood handle**

**19<sup>th</sup> century**

**New Hampshire Historical Society**

The fleam's wide, double-edged blades of various sizes were used in the eighteenth and nineteenth centuries for bloodletting. Bloodletting was done to drain swollen surface capillaries to reduce inflammation. This type of fleam could be used for people and animals.





**Quarters of Lts. Libby and Hynes, 3<sup>rd</sup> NH Regiment  
Photograph by Henry P. Moore, 1862  
New Hampshire Historical Society**

## SAMPLE LESSONS

### **New Hampshire and the Civil War** **The Edward F. Hall Letters: Politics and Self-Expression** Marcia C. Spencer, Sunapee Middle-High School

This lesson allows students to analyze generalities found in standard textbooks about the Civil War, its causes and impact. By examining the letters of one New Hampshire private, students are able to experience the war through his eyes and to appreciate those political and personal issues that were of greatest importance to one man.

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

**FOCUS QUESTION VIII:** How have New Hampshire people expressed their views, and what have they had to say?

**ERA: 5** - Civil War and Reconstruction (1850-1877).

**INSTRUCTIONAL OUTCOMES:** Students should be able to...

**7D.** identify and analyze how New Hampshire politics affect politics outside New Hampshire's borders.

**7D.** identify and analyze how national and international politics affect New Hampshire politics.

**11B.** find out how people expressed ideas and feelings in New Hampshire.

**11C.** compare New Hampshire products of creative expression with those made by people outside New Hampshire.

**12.** Use the arts, music, crafts, and language to express their ideas and feelings.

**DIRECTIONS TO EXPLORE:** This lesson asks students to read and evaluate letters from a New Hampshire soldier in the Civil War. They will compare/contrast that account with general sources on U.S. history and with primary source materials written by soldiers from other areas of the country. Students will "interview" Private Edward F. Hall, then construct their own creative responses to his account.

### **Lesson 1**

**QUESTIONS TO EXPLORE:**

How have politics affected New Hampshire history? How have New Hampshire politics affected politics elsewhere?

**METHODS:**

This lesson should be conducted after students have explored events up through the election of 1860 and the firing on Fort Sumter.

### Class (Day 1)

- Begin by brainstorming as a class words to describe the Civil War, writing student answers on the overhead or board. List or web the responses.
- Working from the words, relate them first to the causes of the war, in the process discussing the following questions:
  - a. Why did each side go to war? (review)
  - b. How did each side stand on major issues of the day, such as states' rights and slavery? (review)
  - c. Where did New Hampshire fit in? How did citizens of New Hampshire feel about these issues? Have students speculate, then research the questions in groups, using general source materials on New Hampshire history such as those by Nancy Coffey Heffernan and Ann Page Stecker, *New Hampshire: Crosscurrents in Its Development* (Grantham, N. H.: Tompson and Rutter, Inc., 1986); J. Duane Squires, *The Story of New Hampshire* (Princeton: D. Van Nostrand and Company, Inc., 1964); and Lorenca Consuelo Rosal, *"God Save the People": A New Hampshire History* (Orford, N. H.: Equity Publishing Corp., 1988), which are cited in the bibliography. Each group should be composed of four members: a group leader to direct activities, a recorder to summarize the results of investigation for the group, and two researchers to look up information. Students should be directed to look for different views on slavery. The careers of Franklin Pierce and John P. Hale may serve as starting points.
- After allowing time for research, analysis, and summary activities, discuss as a whole class, noting how politics brought New Hampshire into the Civil War and how contributions by New Hampshire added power to the Union side. At this time, note how many soldiers from New Hampshire served and how many were lost, information which is included in Rosal, pp. 352-355.
- Ask students what they think the war was like for individual soldiers who fought in it. Discuss.

### Homework

Have students write an analysis of what a typical day might be like for an individual New Hampshire soldier in the Civil War.

## **Lesson 2**

### **QUESTIONS TO EXPLORE:**

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 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? What creative arts and crafts could I use to express my thoughts and feelings? Writing? Talking? Drama? Music? Drawing? Painting? Sculpture? Needlework? Dancing? Others?

## **METHODS:**

### Class (Day 2)

- Review with students their perspectives on what a typical day might have been like for an individual New Hampshire soldier in the Civil War. Discuss.
- Show selected clips from Ken Burns' *The Civil War* series. Discuss the following questions:
  - a. What makes the diary sources quoted in the film such powerful testimony?
  - b. How do students think the filmmaker selected the quotations?  
How would we choose materials, if we were to write on the life of the soldier?
  - c. What questions would students ask of a Civil War soldier from New Hampshire if they were able to interview him? Discuss.
- Discuss materials from Judith Moyer's *Ask and Listen: Oral History for the Classroom* (Concord: The New Hampshire Council for the Social Studies and the New Hampshire Historical Society, 1993). Note the need for well-selected but open-ended questions.
- Working in groups, students will generate a list of possible questions for such an interview. They should then read the Hall letters that appear in the attachments and answer as many questions as possible from the letters. They should also add to the list of questions and answers based on their reading of the letters. There should be four students per group: a group leader to direct activities, two students who will first serve as question developers then researchers, and a group recorder to write down the results of the group's efforts. Group work on the Hall letters will take at least one, possibly two class periods, depending on the age of the students. The instructor should circulate to assist groups as needed.

### Homework

Have students polish the questions and answers. Each student should also write an analysis of the interview. Was there any information that surprised them, political or personal? What information was missing in the letters? What else would they like to know? [Note: Students should not make up missing information].

### Class (Day 3)

- Have each group present their questions and answers, with one group member serving as interviewer and another playing the part of Edward F. Hall.
- After all groups have presented, analyze in discussion which questions were most effective.
- Discuss as well how Hall's perspective might have differed from that of a Confederate soldier.

### Homework

Have students write an analysis of how perspectives of soldiers, North and South, might be both similar and different.

### Class (Day 4 and after)

- Using diaries or letters of soldiers from elsewhere in the country, students should construct interviews for these soldiers, then present them to the class. The process should be similar to that used on the Hall letters.

After the presentations, discuss the interviews and the information which they elicited. In the process, ask:

- a. How might the soldiers have perceived the landscape differently? If the war had been fought in New Hampshire, how might a Confederate soldier have seen it?
- b. What would a Union and a Confederate soldier have had to say to each other? On what would they have agreed? On what would they have disagreed? With whom would students have felt more comfortable? Why?

### Homework

As a culminating activity, have students create individual or group projects. Give them freedom in choosing their projects, each of which should have a rubric distributed by the instructor before students begin work. Depending on the requirements, this activity will take several days or even several weeks. Sample projects might include:

#### **Writing:**

- Write letters to Edward F. Hall, responding as his wife or son. Base your letters on his correspondence, as well as on research about the home front in N. H. during the Civil War.
- There are many personal narratives, some published and available in the N. H. State Library. There are also other collections of letters or diaries available in the archives collection of the N. H. Historical Society. Arrange with the respective agencies to research one of these diaries or letters. Write an analysis of them, comparing and contrasting the views of the author with those of Edward Hall.
- Arrange to see the Henry Moore Collection of Civil War photographs available in the archives collection of the N. H. Historical Society. Research photography during the Civil War. Write an analysis of Moore as an historian and as a photographer. [Moore took many photographs of the 3rd N. H. Regiment and the 7th N. H. Regiment. The 3rd N. H. was Hall's regiment]. There are several useful sources on Moore, on Mathew Brady, and on Civil War photography in general listed in the bibliography.
- Write a poem based on personal narratives of N. H. soldiers from the Civil War. Compare your poem with others of the period, some of which are included in Paul Negri, ed., *Civil War Poetry: An Anthology* (Mineola, N. Y.: Dover Publications, 1997).
- Read personal narratives and letters and/or regimental histories from the 3rd N.H. and the 7th N. H. from July to September of 1863. Both regiments participated in the campaign against Fort Wagner, as did the Massachusetts 54th Regiment, whose activities are recorded in the movie, *Glory*. How does the account in the movie compare to accounts by New Hampshire soldiers?

#### **Talking:**

- Conduct a talk show in which New Hampshire soldiers and Confederate soldiers tell their stories. Again, personal narratives in the form of diaries and letters are available at the N. H. Historical Society Library and archives, as well as at the N. H. State Library. One useful source from the Confederate perspective is Richard B. Harwell, ed., *The Confederate Reader: How the South Saw the War* (New York: Barnes and Noble, 1992).
- Conduct oral history interviews with veterans from World War II in your community. How did their experiences compare with those of New Hampshire soldiers in the Civil War? Write a paper analyzing the results of your interviews and evaluating the differences and similarities in the two wars.

**Drama:**

- Write and perform a drama about New Hampshire Civil War soldiers, based on the Hall letters and other personal narratives.

**Music:**

- Study Civil War songs. There are several sources listed in the bibliography. Then write your own song based on the Hall letters.

**Drawing/Painting/Sculpture/Needlework:**

- Study Civil War photographs by Henry Moore, Mathew Brady, or others. Paint or draw several scenes from the Hall letters or other personal narratives from New Hampshire. The drawings might take the form of a sketchbook diary.
- Create a sculpture based on Civil War photographs and the Hall letters or other personal accounts from New Hampshire.
- Make a class quilt, with panels depicting scenes from the Hall letters or other diaries or letters from New Hampshire.

**ASSESSMENT:**

There are a number of assessment tools cited above:

1. Results of group research on New Hampshire's response to the issues of Civil War times.
2. Individual group descriptions of a typical day for a New Hampshire Civil War soldier.
3. Interviews of Edward F. Hall, composed in groups and performed by group members.
4. Analysis of interviews by individual students.
5. Analysis of how views of Union and Confederate soldiers might compare.
6. Interviews of Confederate soldiers, composed in groups and performed by group members.
7. Projects, which vary in terms of outcomes.
8. Responses to discussion questions (daily).

**SOURCES:**

There is a wealth of information on the Civil War, both in general source materials and in personal narratives to be found at the N. H. Historical Society and at the N. H. State Library. There are far too many to list in total. The bibliography includes sources which may prove useful as starting points. When appropriate, annotations have been provided. In addition, there are valuable documents on New Hampshire soldiers in the Civil War at the N. H. Division of Records Management and Archives.

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**N. H. STANDARDS:**

Civics: 2 and 4; Geography: 11, 13, 14, 15; History: 16 and 17.



## Background: Edward F. Hall

According to the register for the Hall letters, Edward F. Hall was born in 1824. A native of Epping, he lived later with his wife Susan in Exeter, N. H. They had a son Edward, or "Eddie," who was born in 1847.<sup>1</sup> His official military records are found in the first attachment.<sup>2</sup> There is a discrepancy between the official document and Hall's letters regarding his absence in February of 1864. He is listed as a deserter in the military records.<sup>3</sup> His letter of March 1864 makes reference to a furlough in New York City.<sup>4</sup> Students may be asked to determine which of the two seems more likely in the context of the other letters.

Much of Hall's time during the war was spent in South Carolina on the islands of Hilton Head, Edisto, James Island, Botany Bay, St. Helen, and Morris Island.<sup>5</sup> The regiment's record of action is included in Ayling's documents.<sup>6</sup> Both the 3rd and the 7th N. H. were involved in action at Fort Wagner, an engagement referred to by Hall in his letter of July 13, 1863.<sup>7</sup> The main assault took place on July 18.

Hall himself was moved from the islands to a hospital in Beaufort, South Carolina, in October of 1863. He commented in a number of letters home about suffering from dysentery and other ailments. In April of 1864, he was moved to Virginia.<sup>8</sup>

On August 16, 1864, he was wounded at Deep Bottom, Virginia, in one of the major engagements of the war for the 3rd N. H.<sup>9</sup> Subsequently, Hall lost his right arm. There is a gap in the letters between August 1864 and September 6. The first reference to his wound in the archives is in the September correspondence.<sup>10</sup> He was discharged in October of 1864, having reached the end of his service.<sup>11</sup>

There is no date of death listed for him, though the register includes a pension award to his widow in 1903.<sup>12</sup>

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<sup>1</sup> Edward F. Hall Letters, Register, New Hampshire Historical Society Manuscripts.

<sup>2</sup> Augustus D. Ayling, *Revised Register of the Soldiers and Sailors of N. H. in the War of the Rebellion, 1861-1866* (Concord, N. H.: Ira C. Evans, 1895), 122.

<sup>3</sup> Ayling, 122.

<sup>4</sup> Edward F. Hall to Susan Hall, March 25, 1864, Edward F. Hall Letters, Box 1, Folder 15. New Hampshire Historical Society Manuscripts.

<sup>5</sup> Edward F. Hall Letters, Register.

<sup>6</sup> Ayling, 101.

<sup>7</sup> Edward F. Hall to Susan Hall, July 13, 1863, Box 1, Folder 10.

<sup>8</sup> Edward F. Hall, Register.

<sup>9</sup> Ayling, 122.

<sup>10</sup> Edward F. Hall to Susan Hall, September 6, 1864, Box 1, Folder 16.

<sup>11</sup> Ayling, 122.

<sup>12</sup> Edward F. Hall Letters, Register.

## Primary Sources: Hall Letters

Concord, N. H.  
Aug 13th, 1861<sup>13</sup>

Dear Susan,

Here I sit in a tent, the rain falling in torrents, wet to the skin, shivering with cold caused by standing guard four hours last night. When I wrote before we did not expect to leave Exeter for some time, but last Wednesday, the order came to start for the camp the next day. Accordingly Thursday morning we took the cars and arrived here at one o'clock. There are three companies here now, and we expect 3 or 4 more this week. How soon the regiment will be filled up and organized, I don't know. There is some grumbling among the men about the living, and some have named it, "Camp Hungry..." It is tough for anyone coming from a good home or boarding house. We have not had much to do yet except cook our rations and stand guard. Ten men are taken from each company every day, each ten standing 2 hours in turn, making 8 hours for each man every day he is on guard duty.... When it rains as it did last night it is pretty tough, though there is nothing bad about it in pleasant weather. I received your last letter last night. It arrived in Exeter after we left, and Mother remailed it for Concord. I was very glad to hear from you and wish I could see you. I miss you more and more every day, and when I think how unlikely it is that we shall ever meet again, it makes me sad.... Eddie, too - I want to see him very much. Give my love to him and tell him to write often, be a good boy, and remember his father. It is doubtful that I will get a furlough long enough to come and see you. Direct your next letter to Concord (care of Captain John E. Wilbur). Good-bye till I hear from you again.

Ed F Hall

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Port Royal S.C.  
Sunday, March 9th, 1862<sup>14</sup>

My dear Susan,

The appearance of Hilton Head Island has altered some, since the great expedition came. The difference between Yankee Industry, and the shiftlessness of Southern Chivalry can plainly be seen everywhere. Before we came, the indolent southerner only fixed a place first big enough to signal on, build a little sandfort, mount some twenty guns, and sit themselves down, content to wait for the coming of the Yankees, with the full confidence that they could sink every vessel that came within range of their guns. How they were woefully deceived when the fleet came is published to the world. No sooner had the hardy and industrious northerners effected a landing than they went to work, clearing up large fields for camping grounds, smoothing off large spaces for drilling grounds, building large store houses for the storage of provisions and ammunition, [building] large stables for the horses, a long wharf for the unloading of vessels. It is 1500 feet long from the bank to the end, with a cross across the end 350 feet long, same as you would cross a T. It is built by driving spikes 20 feet into the bottom of the river and framing and planking on the top ends. The timber is out in the woods nearby, and the work is done by the army. A large entrenchment has been thrown up, 60 or 70 guns mounted on it. Four or five magazines are

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<sup>13</sup> Edward F. Hall Letters, Box 1, Folder 1,1.

<sup>14</sup> Edward F. Hall Letters, Box 1, Folder 1,1.

built at regular distances along the works, to keep the ammunition in. A large general hospital has been built, or nearly so, capable of accommodating one thousand sick and disabled soldiers. It is built one story high, in the form of a hollow square 325 feet on each side or front and a piazza all around it, about an acre of land inside the square, which is to be made into an ornamental garden. Traders have come and put up little stores which can be taken down again in parts and jacked up and transported to some other place when necessary. Two or three long blocks for barracks for the negroes have been put up, a large bakery has been built, where good soft bread is baked for the army, and a steam saw mill is being built, close to a heavy growth of hard pine timber. In fact industry has taken the place of indolence in everything to be seen. It is likely to be quite a town here some day I think. It looks like quite a town now in the vicinity of the Fort. It is an excellent harbour here and would be a good place for a navy yard and a city which might rival Charleston, and perhaps will some day. Labor, work, industry, has done all this, and in this lies the superiority of northerners over southerners. This labor is what the southerner is too proud to do himself, and too aristocratic even to be a boss carpenter, or mason, or to oversee his farm or plantation on this Island. The buildings are poor affairs, no large barns and store houses to keep their crops in, as in New England. And their houses to live in are old, small, and ill-contrived and not so good as are built in New England for the mechanic to live in. They don't need very warm houses, but I should think they would want them more tasteful and neat looking. I suppose they are in their towns and cities. What they want is Yankee energy and thrift, and a little less aristocracy. I see by the papers, that the cotton sent from here has sold as high as 63 cents per pound, some was, at least, in N.Y. I will send this in my next letter to you.

E. F. Hall

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Hilton Head  
Dec. 2d, 1862<sup>15</sup>

Dear wife and son,

Your letter of the 23rd I received yesterday and was very glad to hear that you were both well. Glad also to learn that you had got the \$15 on the allotment. We all were somewhat anxious about that because we were so long in hearing from it.

I hope that Eddie will enjoy his new clothes and skates. It is a good thing to have good warm clothes in the cold winter coming - I suppose things to live on are high, but hope you will not suffer on that account.

Yesterday we all went out to see the deserter shot. He was a large good looking man and met his doom without flinching. 9 bullets went through his breast and cut his back bone completely off, and he was dead before the surgeons could reach him, and they stood only a few feet from him when he was shot. If you see the papers, you will see a much better account of the sad affair than I can give you. He said to the last that he was innocent of the crime of desertion.... - and a good many think it was so, but of course we have no means of knowing. He got out off the wagon, pulled off his overcoat, and dress boots, without any help and knelt on his coffin, as coolly as if nothing serious was to happen. All the soldiers on the Island were there to witness the execution, except those on other duty, and the sick. He was only 21 years of age, and it was a sad sight to see so young a man die in such a manner. He made a few remarks, but I wasn't near enough to hear them. I shall always remember the sight --

I have nothing more to write now, and will bring my letter to a close. I wrote you on Sunday; can't tell anything about when this will go. As you say, letters are a good while going and coming, nowadays. Your last one however was not long on the way - and I hope this will go as quickly.

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<sup>15</sup> Edward F. Hall Letters, Box 1, Folder 1,8.

I see by the papers that the Democrats are rejoicing very much over their recent victories, and so far as it is a condemnation of the abolitionists, I can rejoice with them, but I don't see how they are to settle with the rebels any better than the party in power. As I understand it, the rebels will not accept any terms short of a separation from the North - and if we give up that we give up all we are contending for - so I don't see as we are any nearer peace than we were before. Besides, those Democrats who are elected to Congress are not to take seats in that body for a year to come. If they could have a chance to put a stop to the corruptions, and abolition schemes, of the administration party, I should be glad, but I can't see as they will have a chance, even if they have the disposition. Hoping things will come out right, I remain your absent husband and father,

E F Hall

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Folly Island  
Monday, July 13th, 1863<sup>16</sup>

Dear Susan,

I now seat myself to let you know what has happened to me and the rest of us in the last two weeks. Two weeks ago tomorrow I was taken sick with dysentery. Friday night, July 3rd, we got very sudden orders to break up camp and go on board a steamer bound for Folly Island. And at it we went, and on the morning of the 4th, we had put everything on the vessel, got on ourselves and laid out in the stream ready to sail. And before noon we were on the way, and sometime in the night, we landed on Folly Island. I was sick all this time, but managed by having my things carried on the trams to come along with the rest myself, but it was pretty hard, and when I got here I was about used up. We came up the beach about 2 miles on Sunday and pitched our camp. Just at night Capt. Jackson came to me and said he had got permission from the surgeon to put me in the hospital, so in I went for the first time - in the regimental hospital, I mean, and I have been there ever since. Just a week last night, after 5 or 6 days, I began to get better, and now my bowels are very nearly well. It has been the severest sickness I ever had, I think, and has weakened me considerably, but I am in hopes now I shall soon be all right again. While I have been sick the regiment has been through scenes of excitement and danger, and some of the poor fellows are sent to their long homes, while others are suffering from wounds. It appears that the rebels had made up their minds that we were to do nothing here this summer and had drawn off nearly all their troops to other points, leaving barely enough to garrison the forts and batteries all around Charleston. Our generals had spies out and discovered this state of things and concluded this was the time to strike. Accordingly, on the 10th our brigade, consisting of the 48th New York, 76th Pennsylvania, 7th Connecticut, 9th Maine and 3rd N. H. and led by Gen. Strong, made a strike on Morris Island. While another brigade went on James Island, our regiment, along with the 7th Connecticut, charged on a battery and took it, had captured some prisoners and chased the others up towards the upper end of the island, where they took refuge in the famous Cummings Point Battery [Fort Wagner] of which we have all heard and read so much. This is a very strong work, and was the chief battery that helped take Fort Sumter from Maj. Anderson. We have got all the rest of the Island except that, and it is thought that in a few days we shall have that. The 76th Pennsylvania, 7th Connecticut and 9th Maine made a charge on it one day, but they were repulsed with great loss. The 76th lost over 200, the 7th Connecticut lost their colonel and 7 out of 11 officers. I don't know how many men. They had to charge through a creek up to their necks in water. It is said now that the commanders have concluded it can't be taken in that way, at least without too great a loss of life. They have gone at work building batteries to see if they can't take it with artillery in

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<sup>16</sup> Edward F. Hall Letters, Box 1, Folder 1,10.

connection with the gun boats. The loss of the 3rd N.H. was eight killed and six wounded. Company B's loss was one killed and six wounded. No Exeter men were hurt except Warren Dearborn. He got a slight bruise on the abdomen by a piece of shell. It is pretty sore, but it is not dangerous. The one who was killed was James J. Locke, one of those who went home on furlough. Our regiment lays within reach of the enemies guns now, and this morning a story comes that two more of Company B's men were wounded by a shell last night. Can't learn their names. A few sick ones are here in camp, some 6 or 7 miles from the scene of action, and some of the slightly wounded, those who were able to walk, have come down and are here, too. It has been an exciting time to us here in camp: all sorts of stories coming to us of what had been and was to be done, some of them the wildest kind. It is said no mail will be allowed to leave here for the north until Morris Island is ours. I thought I would have a letter ready to go to you with the first news that goes north, so you might not have a long time of suspense and anxiety in regard to me. With much love I will now close.

Edward F. Hall

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Beaufort S.C.  
Jan 17, 1864<sup>17</sup>

My dear wife and son,

I received the letter written by both of you on the 5th of January last evening just before going to bed. Glad to hear you say you both are well. It does seem odd to write 1864, but we shall soon get used to it. True, this is the year we have looked forward to so long, and we expect to meet again before its close. I hope nothing will occur to prevent it. Month after month are passing away, & soon it will be summer again, & the month of August will soon be along. Till then I must stay in S.C., I suppose. There is no particular change in the state of my health since I wrote last. It continues about the same. I am gaining flesh and strength slowly, fully as fast though as I can expect after so long and severe a sickness. Probably shall be well enough in the spring to go to my regiment.

Thursday morning Jan. 21.

Last evening about eight o' clock, 5 men from the hospital went on to the steamer Cosmopolitan, bound for N. Y. One man is discharged, the other 4 are to go into some northern hospital, so the doctor says. One man of the 4th N.H. went, but the night before he was taken worse, and last night he was too bad to be moved, so he was left behind, and this morning he appears to be about gone. Singular he should be taken so much worse just as he was on the point of leaving for somewhere near home. It made me a little homesick when I saw them going and I could not. However, I did not much expect to be one of the number. A mail arrived yesterday but brought nothing for me. I have nothing more in particular to write now. In regard to money matters, I suppose if what you draw for Ned [Eddie] is stopped this month, you will need something more than what you draw for yourself alone. If so you must draw from my little bank enough to make you both comfortable. I think you had best keep the boy at school till I get home.

My health remains about the same - no perceptible alteration.

Hoping this will find you both well and happy, I will now close.

Edward F. Hall

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<sup>17</sup> Edward F. Hall Letters, Box 1, Folder 1,15.

Beaufort S.C.  
March 25, 1864<sup>18</sup>

Dear Susan,

I have arrived at the hospital all safe and will now write you a few words. I left N.Y. last Sunday morning about 10 o' clock. It was a cold, windy day and continued so till we arrived here. It was a rough passage. We had a schooner in tow loaded with cattle. Tuesday about noon the wind blew so hard and the sea ran so high, that the hawser broke, and the schooner went adrift. We tried till dark to get a line to it again, but we had to give it up. The next morning the schooner was nowhere to be seen. Tuesday and Wednesday night the waves broke over the steamer every little while, and it was hard to keep myself in the bunk. We arrived at the entrance to Port Royal harbor a little after dark Wednesday night and had to lay there till morning, when we came up to the dock. We landed at 10 o' clock, making 4 days from N.Y. If I had arrived in N.Y. one day sooner, I would have come by the Arago. She sailed Friday, and I got there on Saturday. As it was I had to stay in N.Y. eight days. I stopped at the N. E. rooms, and it was a very good place to stop at. N.Y. is a great town. It is enough to make a man crazy to hear the noise on Broadway. I saw the Astor House, the St. Nicholas, the Metropolitan and lots of other hotels of less note. Went up Broadway as far as the Central Park. That I should think would be a splendid place in summer when everything is green. I have not got rid of my cold yet. I was cold all the way down. My head aches bad today, and my appetite is all gone. The doctor thinks I look better than when I left. It is warm and pleasant today, and I guess the warm weather will take the cold out of me. Last night when I arrived here I found six letters waiting for me. Two from you and Eddie, one from Sam, one from Mother, and one from a man who used to be in this hospital and went to N. Y. among those sick ones that went on the Cosmopolitan. One of your's was dated Jan. 21st and contained one from Eddie. The other one was from yourself and dated Jan. 31st - Sam says his health is very fair now and his hand is getting stronger. Two of the furlough men from this hospital came by the Arago, and one beside me came by the Fulton. There are two more who have not come yet, and the doctor says if they don't come by the next boat, he shall report them as deserters. The hospital is filled up with the wounded from the Florida fight. Some of them are wounded bad. Others have little flesh wounds that don't amount to much.

I dont think of anything more to write and will close. Write soon.

From your affectionate husband,

Edward F. Hall

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<sup>18</sup> Edward F. Hall Letters, Box 1, Folder 1,15.

Sept. 6th, 1864<sup>19</sup>  
Balfour Hospital, Ward 10  
Portsmouth, Va.

Dear wife,

Your last letter I received yesterday. The \$2 and four stamps were all safe. Now I will try and write you a few lines to let you know how I am getting along. My general health is very good. My appetite is good. I have not lost much flesh yet, and my strength is not much reduced. My arm, so they all say, is doing nicely, and it looks well, certainly, but pains me a good deal yet, and cheats me out of a good deal of sleep. A good deal of the pain seems to be in the fingers and other parts of the hand that is gone. Of course I can't expect to get along without considerable pain, and probably I don't have more than I ought to expect. I am living on what is called "Full Diet" - A pint of coffee and two slices of bread and butter for breakfast; a piece of roast beef, two or three potatoes, a small quantity of tomatoes one slice of bread and a pint of coffee for dinner. For supper I get two slices of bread with butter, some peaches cut up and a little sugar put on them, and a cup of tea. This is not bad living, but there isn't much variety in it. It is the same every day. I sometimes think I would like a change. However, I can get along very well with it. How soon I shall get home, it is impossible to say. The doctor doesn't say anything to me about it - I have not been able to learn who was killed or wounded in Company B or the regiment. I saw a partial list in a N. Y. paper one day, but it was so incomplete that I couldn't tell much about it - It seems the discharged men didn't get home till nearly a week after their time was out.

If it hadn't been for this broken wing of mine, I would have been there, too - wish it could have been so, but never mind, it may be all for the best. Hope so. What troubles me most now is thinking about what I am to do with one arm to get an honest living. It is rather a blue look. Ed wants to know if I can afford to keep him at school another term. It is hard telling what I can afford now. He will have to depend on his own labor for his living soon, certainly. Perhaps one more term will make but little difference. But I will leave it for you and him to decide the question whether he shall attend school another term or go to work. Sam's being sent to his regiment is something new to me. I supposed he would be at home before this. I was thinking of it the other day and rather expected when your letter came to hear he had got home. Perhaps he may be as unlucky as I was and get wounded just as his time is out. I hope not, though - it would be bad for him with his family. It has been very warm most of the time since I was hurt, but the last few days have been quite cool and comfortable - it is a good deal better for the wounds. I believe I have written about all I can think of just now, so I will close. Remember me to all the rest and accept much love from your absent and afflicted husband.

Edward F. Hall  
Balfour Hospital, Ward 10  
Portsmouth, Va.

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<sup>19</sup> Edward F. Hall Letters, Box 1, Folder 1,16.

**Lesson: Petition of 1779 from Twenty Slaves in Portsmouth**  
**Developed by Patricia Pflanz, Sunapee Middle School,**  
**based on a lesson prepared by William Kellogg**

THIS LESSON FOCUSES ON THE ATTEMPT OF BLACK SLAVES TO AFFECT NEW HAMPSHIRE'S COLONIAL GOVERNMENT, AN ATTEMPT AT CHANGE THAT WAS SOUGHT IN OTHER PRE-REVOLUTIONARY COLONIES. THE LESSON RELATES TO THREE FOCUS QUESTIONS AND ERA 3 (1754-1820).

**FOCUS QUESTION III:** What has happened when different cultures, races, and ethnic groups have met in New Hampshire?

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

**FOCUS QUESTION VIII:** How have New Hampshire people expressed their views, and what have they had to say?

**INSTRUCTIONAL OUTCOMES:** Students should understand how a group of black slaves tried to affect change in New Hampshire's colonial government. Students should be able to explain the issue of slavery as it existed in colonial Portsmouth. Students should be able to read and explain the meaning of the primary documents used in the lesson.

**QUESTIONS TO EXPLORE:** What inspired the writing of the petition? What other events influenced the black slaves? How did the established government react? What are the main ideas of each document, similarities, and differences? Have might the writers of each primary document have influenced each other?

**METHODS:**

1. (a) Students will work in groups and read the Petition from Twenty Slaves of Portsmouth, N.H. After they read the petition, they will answer the primary source questions:

- What is this document?
- Who produced it?
- When was it produced?
- Where was it produced?
- For what purpose was the petition produced?
- For whom was the petition produced?

(b) Students participate in a full-class discussion using the primary source questions to discover the purpose of this document.



(c) Teacher asks additional questions:

- What do you feel inspired the slaves to write this document?
- What other events had occurred recently that might have influenced them?
- What do you think was the reaction of the members of the council?

2. (a) Students and teacher will read out loud the excerpts from the proposed New Hampshire Constitution of 1779.

(b) The teacher will use the following questions to lead a discussion to compare the two documents:

- What are the chief, main, and essential ideas (philosophical, legal, social, economic, etc.) behind each document?
- What are the major similarities and differences between the documents?
- In what ways might the writers of the document have influenced each other?

3. Students will learn more about the black slaves who lived in Portsmouth at this time. They will read excerpts from Valerie Cunningham and Mark Sammon's history of the first blacks of Portsmouth. (In addition to the materials that follow, see also [www.seacoastnh.com](http://www.seacoastnh.com).) As they read, they should complete the following reading guide questions:

- How was the first known black person in Portsmouth captured?
- Why were the merchants ordered to return this person to his home in Africa?
- How many slaves worked in Richard Cutts' shipyard in Kittery?
- How many slaves were in New Hampshire in 1775?
- Where were many of the slave sales held?
- Describe the "slave court" of Portsmouth.
- According to the information packet, was any action taken on the slave petition of 1779?

4. Students should view the film *Amos Fortune and Blacks of New Hampshire*.

#### **ASSESSMENT:**

Students take an open-note test that is based on class discussion and materials received during the unit:

- What was unique about the group that produced the petition of 1779? (10 pts.)
- In your opinion, what was the most compelling argument given by that group for their emancipation? (10 pts.)
- As per our discussion in class, what two documents most likely inspired the writing of the petition? (10 pts.)
- What action did the New Hampshire assembly take concerning the petition? (10 pts.)
- True or False. Justify your answer. The proposed Constitution for the State of New Hampshire was approved by the New Hampshire Assembly in 1779. (7 pts.)

**PETITION FROM TWENTY SLAVES OF PORTSMOUTH, N.H. TO THE COUNCIL AND HOUSE OF REPRESENTATIVES OF SAID STATE<sup>20</sup>**

[6-109]

[Petition from Slaves, 1779-]

State of New Hampshire

To the Hon(orable) the Council and House of Representatives of said State now sitting [sic] at Exeter in and for Said State—

The Petition of Nero Brewster, Pharaoh Rogers, Romeo Rindge, Cato Newmarch, Cesar Gerrish, Zebulon Garner, Quam Sherburne, Samuel Wentworth, Will Clarkson, Jack Odiorne, Cipio Hubbard, Seneca Hall, Peter Warner, Cato Warner, Pharaoh Shores, Winsor Moffatt, Garrott Colton, Kittindge Tuckerman, Peter Frost & Prince Whipple, Native of Africa, now forcably [sic] detained in Slavery in said State most humbly Sheweth [sic]. that the God of Nature, gave them, Life, and Freedom, upon the Terms of the most perfect Equality with other men; That Freedom is an inherent Right of the human Species, not to be surrendered, but by Consent, for the Sake of social Life; That private or publick Tyranny, and Slavery, are alike detestable to Minds, conscious of the equal Dignity of human Nature; That, in Power and Authority of Individuals, and to dispose of their Persons and Properties, consists the compleatest [sic] Idea of private and political Slavery; That all men being amenable [sic] to the Diety, for ill Improvment [sic] of the Blessings of his Providence, They hold themselves in Duty bound, strenously [sic] to exert every Faculty of their Minds, to obtain that Blessing of Freedom, which they are justly intitled [sic] to from the Donation of the beneficent Creator; That thro' Ignorance and brutish Violence of their native Countrymen, and by the sinister Designs of others (who ought to have taught them better) and by the Averice [sic] of both; They while but yet Children, and incapible [sic] of Self-Defence, whose Infancy might have prompted Protection, were seized imprisoned and transported from their native Country, where, (Tho' Ignorance and Inchristianity prevail'd) They were born free, to a Country, where (Tho' Knowledge, Christianity, and Freedom, are their Boast) They are compelled & thier [sic] unhappy Posterity to drag on their Lives in miserable Servitude!—Thus, often is the Parent's Cheek wet for the Loss of a Child, torn by the cruel hand of Violence from her aking [sic] Boosom [sic]! Thus, often, in vain, is the Infant's Sigh for the nurturing Care of its bereaved Parent! and thus, do the Ties of Nature and Blood, become Victims, to cherish the Vanity and Luxery [sic] of a Fellow Mortal! Can this be Right?— Forbid it gracious heaven!—

Permit again your humble Slaves to lay before this Honorable [sic] Assembly some of those Greivances [sic] which They dayly [sic] experiance [sic] and feel; Tho' Fortune hath dealt out our Portions with rugged [sic] hand, Yet hath She smiled in the Disposal of our Persons to those, who claim us as thier [sic] Property; of them as Masters, we do not complain: But from what Authority, they assume the Power to dispose of our Lives, Freedom and Property, we would wish to know;

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<sup>20</sup> Albert Stillman Batchellor, *New Hampshire State Papers*, Vol. XVIII (Manchester, N.H.: John B. Clarke, 1891) 705.

## **Key Passages form the Proposed New Hampshire Constitution, 1779**

### **A DECLARATION**

#### **Of Rights, and Plan of Government for the State of New Hampshire**

Whereas by tyrannical Administration of the Government of the King and Parliament of Great-Britain, this State of New Hampshire, with the other United States of AMERICA, have been necessitated to reject the British Government; and declare themselves INDEPENDENT STATES: all which of more largely set forth by the CONTINENTAL CONGRESS, in the Resolution of Declaration of the fourth of July A.D. 1776.

AND WHEREAS, it is recommended by said CONTINENTAL CONGRESS to each and every of the said United States to establish a FORM OF GOVERNMENT most conducive to the Welfare thereof. We the DELEGRATES of the said State of NEW HAMPSHIRE chosen for the purpose of forming a permanent Plan of Government subject to the Review of our CONSTITUENTS, have composed the following DECLARATION OF RIGHTS, and PLAN OF GOVERNMENT; and recommend the same to our CONSTITUENTS for their Approbation.

### **A DECLARATION of the RIGHTS of the PEOPLE of the STATE OF NEW HAMPSHIRE**

First, We declare, that we the people of the State of New Hampshire, are free and Independent of the Crown of Great Britain.

Secondly, We the People of this State, are entitled to Life, Liberty, and Property: and all other immunities and Privileges which we heretofore enjoyed.

## SLAVERY IN NEW HAMPSHIRE<sup>21</sup>

### First Known Black

The first known black person in Portsmouth, N.H. came from the west coast of Africa 1645. He was captured one Sunday when slave merchants attacked his village in Guinea, killing about a hundred person and wounding others. Upon arrival in Boston, the slave was bought by a Mr. Williams "of Piscataqua." When the General Court of the colony learned of the raid and kidnapping, it ordered the merchants to return the African to his home. Slavery was not the issue of concern, for human bondage was legal in the region. The court was "indignant" that raiders had violated the Sabbath and that they had committed "ye haynos and crying sin of man stealing."

The size of the black population in 17th-century New Hampshire was small and, therefore, easily overlooked. However, surveys of wills and inventories show that slaves were included in the estates of several prominent early Portsmouth families. For instance, eight slaves who worked in Richard Cutts' Kittery shipyard at mid-century were among the earliest blacks in the region; five of the eight were eventually willed to Widow Cutts in 1675.

### Determining Black Population

Published census figures for slaves and free blacks during the colonial period are known to be inaccurate and inconsistent. For instance free blacks sometimes were counted with slaves or not counted at all, and at other times, they were included with whites. The number of black people reported in provincial New Hampshire was only:

70 in 1707  
160 in 1715  
656 in 1775

### Prince Whipple

Prince Whipple was born in Amabou, Africa, of comparatively wealthy parents. When about ten years of age, he was sent by them, in company with a cousin, to America to be educated. An elder brother had returned four years before, and his parents were anxious that their child should receive the same benefits. The captain who brought the two boys over proved a treacherous villain, and carried them to Baltimore, where he exposed them for sale, and they were both purchased by Portsmouth men, Prince falling to General Whipple. He was emancipated during the [Revolutionary] war, was much esteemed, and was once entrusted by the General with a large sum of money to carry from Salem to Portsmouth. He was attacked on the road, near Newburyport, by two ruffians; one was struck with a loaded whip, the other he shot.... Prince was beloved by all who knew him. He was the "Caleb Quotom" of Portsmouth where he died at the age of thirty-two leaving a widow and children.

As was customary, Prince took the surname of his owner, William Whipple who would later represent N.H. by signing the Declaration of Independence. Like many prominent whites, north and south, William Whipple was a slave owner. He married Catherine Moffatt and they lived in her father's mansion on the river in downtown Portsmouth, today one of the city's surviving historic houses. The slave quarters, where Prince, his cousin (or brother) Cuffy, and others likely lived, can still be seen.

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<sup>21</sup> Valerie Cunningham, [www.seacoastnh.com](http://www.seacoastnh.com). Used with permission.

When William Whipple joined the revolution as a captain, Prince accompanied him and was in attendance to General Washington on Christmas night 1776 for the legendary and arduous crossing of the Delaware. The surprise attack was a badly needed victory for America, and for Washington's sagging military reputation.

In 1777 Prince's white owner was summoned to Exeter, promoted to Brigadier General and ordered to drive British General Burgoyne out of Vermont. According to the story popularized by Portsmouth reporter Charles Brewster in the mid-1800s, Prince Whipple protested. "You are going to fight for our liberty," he reportedly said to his master, "but I have none to fight for." General Whipple agreed to free Prince after the military campaign. Historians differ on whether William Whipple made good on his promise. Local researcher Valerie Cunningham asserts that Prince was kept in service to the Whipple family for another seven years before his release.

### **The Negro Court**

Whatever problems they may have faced, Portsmouth blacks were able to participate in political and community-wide events. The Negro Court provides ample evidence of political activity among Portsmouth's black community. Much is unclear about this institution, but based on the available information, this "court", in existence during the latter half of the 18th century, seems comparable to others located in black communities elsewhere. These courts—sometimes called "slave courts"—were based on African and European traditions, blended in a governing body which set the standards of behavior among its black constituency. Officers were elected annually by their peers. Apparently, officers consisted of men who not only were respected for the conduct of their own lives, but who also could be trusted to negotiate with white community leaders?

Too little is known about the actual jurisdiction of the Court in Portsmouth but it appears that the body tried and punished blacks who committed minor offenses; one man who was tried for theft was prosecuted by the county court when he repeated the crime. Those who sat on the Negro Court were elected, by their peers, and election day for the Court was a particularly festive occasion. Servants, excused from work, dressed in their finest clothing and gathered at Portsmouth plains to celebrate and vote. A regular convening of the Court was an occasion for exchanging news about friends and loved ones who lived outside the town; blacks also discussed the activities of white families with whom they had close contact. This kind of communication network was essential in slave societies for relaying vital information about their safely individually and as a community.

The known leaders of the Negro Court in Portsmouth were among nineteen slaves who submitted a petition to the New Hampshire Council and House of Representatives in 1779.

Therefore your humble Slaves most devoutly pray  
 for the sake of injured Liberty, for the sake of Justice,  
 Humanity, and the Rights of Mankind; for the Honour  
 of Religion, and by all that is dear, that your Honours  
 would graciously interpose in our Behalf, and enact such  
 Laws and Regulations, as you in your Wisdom shall be  
 proper, whereby we may regain our Liberty & be ranked  
 in the Class of free Agents, and that the Name of Slave  
 may not more be heard in a Land gloriously containing  
 for the Slaves of Freedom; And your humble Slaves  
 as in Duty bound will ever pray.

Portsmouth November 12<sup>th</sup> 1779

Samuel Hall	Nero Brewster
Peter Warner	Pharack Rogers
Eato Warner	Bornes Kinsidge
Pharack Shores	Eato Newmarch
Winnor Maffatt	Esar Gosses
Garrill Cotton	Johnston y. Dyer
Hillindge Suckerman	Luam Shuburne
Peter Frost	Samuel Min'worth
Prnce Whipple	Will. Clarkson
	Jack Adairson
	Cupio Hubbard

Portion of Portsmouth Slave Petition showing signatures of petitioners.  
 November 12, 1779.  
 New Hampshire Record Management and Archives.

## **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.

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

The N.H. 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 N.H. 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.

# APPENDIX E: ESSENTIAL SKILLS FOR SOCIAL STUDIES

## *Essential Skills for Social Studies: Acquiring Information*

Suggested strength of instructional effort

Minimum or none    
  Some    
  Major    
  Intense

K-3    4-6    7-9    10-12  
**A. Reading Skills**

**1. Comprehension**

- .....Read to get literal meaning
- .....Use chapter and section headings, topic sentences, and summary sentences to select main ideas
- .....Differentiate main and subordinate ideas
- .....Select passages that are pertinent to the topic studied
- .....Interpret what is read by drawing inferences
- .....Detect cause and effect relationships
- .....Distinguish between the fact and opinion; recognize propaganda
- .....Recognize author bias
- .....Use picture clues and picture captions to aid comprehension
- .....Use literature to enrich meaning
- .....Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
- .....Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals

**2. Vocabulary**

- .....Use usual word attack skills: sight recognition, phonetic analysis, structural analysis
- .....Use context clues to gain meaning
- .....Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, text, word lists
- .....Recognize and understand an increasing number of social studies terms

**3. Rate of Reading**

- .....Adjust speed of reading to suit purpose
- .....Adjust rate of reading to difficulty of the material

**B. Study Skills**

**1. Find Information**

- .....Use various parts of a book (index, table of contents, etc.)
- .....Use key words, letters on volumes, index, and cross references to find information
- .....Evaluate sources of information—print, visual, electronic
- .....Use appropriate source of information
- .....Use the community as a resource

**2. Arrange Information in Usable Forms**

- .....Make outline of topic
- .....Prepare summaries
- .....Make timelines
- .....Take notes
- .....Keep records
- .....Use italics, marginal notes, and footnotes
- .....Listen for information
- .....Follow directions
- .....Write reports and research papers
- .....Prepare a bibliography

K-3    4-6    7-9    10-12  
**C. Reference & Information-Search Skills**

**1. The Library**

- .....Use card catalog to locate books
- .....Use *Reader's Guide to Periodical Literature* and other indexes
- .....Use COMCATS (Computer Catalog Service)
- .....Use public library telephone information service

**2. Special References**

- .....Almanacs
- .....Encyclopedias
- .....Dictionary
- .....Indexes
- .....Government publications
- .....Microfiche
- .....Periodicals
- .....News sources: newspapers, news magazines, TV, radio, videotapes, artifacts

**3. Maps, Globes, Graphics**

- .....Use map- and globe-reading skills
- .....Orient a map and note directions
- .....Locate places on map and globe
- .....Use scale and compute distances
- .....Interpret map symbols and visualize what they mean
- .....Compare maps and make inferences
- .....Express relative location
- .....Interpret graphs
- .....Detect bias in visual material
- .....Interpret social and political messages of cartoons
- .....Interpret history through artifacts

**4. Community Resources**

- .....Use sources of information in the community
- .....Conduct interviews of individuals in the community
- .....Use community newspapers

**D. Technical Skills Unique to Electronic Devices**

**1. Computer**

- .....Operate a computer using prepared instructional or reference programs
- .....Operate a computer to enter and retrieve information gathered from a variety of sources

**2. Telephone and Television Information Networks**

- .....Ability to access information through networks

From "In Search of a Scope and Sequence for Social Studies." *Social Education*, 53(6), October 1989, 376-385. This is part of a report of the NCSS Task Force on Scope and Sequence.

## Essential Skills for Social Studies: Organizing & Using Information

Suggested strength of instructional effort



K-3    4-6    7-9    10-12

### A. Thinking Skills

#### 1. Classify Information

- ☉ ☉ ☉ ☉ .....Identify relevant factual material
- ☉ ☉ ☉ ☉ .....Sense relationship between items of factual information
- ☉ ☉ ☉ ☉ .....Group data in categories according to appropriate criteria
- ☉ ☉ ☉ ☉ .....Place in proper sequence:  
(1) order of occurrence  
(2) order of importance
- ☉ ☉ ☉ ☉ .....Place data in tabular form: charts, graphs, illustrations

#### 2. Interpret Information

- ☉ ☉ ☉ ☉ .....State relationships between categories of information
- ☉ ☉ ☉ ☉ .....Note cause and effect relationships
- ☉ ☉ ☉ ☉ .....Draw inferences from factual material
- ☉ ☉ ☉ ☉ .....Predict likely outcomes based on factual information
- ☉ ☉ ☉ ☉ .....Recognize the value dimension of interpreting factual material
- ☉ ☉ ☉ ☉ .....Recognize instances in which more than one interpretation of factual material is valid

#### 3. Analyze Information

- ☉ ☉ ☉ ☉ .....Form a simple organization of key ideas related to a topic
- ☉ ☉ ☉ ☉ .....Separate a topic into major components according to appropriate criteria
- ☉ ☉ ☉ ☉ .....Examine critically relationships between and among elements of a topic
- ☉ ☉ ☉ ☉ .....Detect bias in data presented in various forms: graphics, tabular, visual, print
- ☉ ☉ ☉ ☉ .....Compare and contrast credibility of differing accounts of the same event

#### 4. Summarize Information

- ☉ ☉ ☉ ☉ .....Extract significant ideas from supporting illustrative details
- ☉ ☉ ☉ ☉ .....Combine critical concepts into a statement of conclusions based on information
- ☉ ☉ ☉ ☉ .....Restate major ideas of a complex topic in concise form

K-3    4-6    7-9    10-12

- ☉ ☉ ☉ ☉ .....Form opinion based on critical examination of relevant information
- ☉ ☉ ☉ ☉ .....State hypotheses for further study

#### 5. Synthesize Information

- ☉ ☉ ☉ ☉ .....Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
- ☉ ☉ ☉ ☉ .....Reinterpret events in terms of what *might* have happened, and show the likely effects on subsequent events
- ☉ ☉ ☉ ☉ .....Present visually (chart, graph, diagram, model, etc.) information extracted from print
- ☉ ☉ ☉ ☉ .....Prepare a research paper that requires a creative solution to a problem
- ☉ ☉ ☉ ☉ .....Communicate orally and in writing

#### 6. Evaluate Information

- ☉ ☉ ☉ ☉ .....Determine whether or not the information is pertinent to the topic
- ☉ ☉ ☉ ☉ .....Estimate the adequacy of the information
- ☉ ☉ ☉ ☉ .....Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency

### B. Decision-Making Skills

- ☉ ☉ ☉ ☉ .....Identify a situation in which a decision is required
- ☉ ☉ ☉ ☉ .....Secure needed factual information relevant to making the decision
- ☉ ☉ ☉ ☉ .....Recognize the values implicit in the situation and the issues that flow from them
- ☉ ☉ ☉ ☉ .....Identify alternative courses of action and predict likely consequences of each
- ☉ ☉ ☉ ☉ .....Make decision based on the data obtained
- ☉ ☉ ☉ ☉ .....Take action to implement the decision

### C. Metacognitive Skills

- ☉ ☉ ☉ ☉ .....Select an appropriate strategy to solve a problem
- ☉ ☉ ☉ ☉ .....Self-monitor one's thinking process

## Essential Skills: Interpersonal Relationships & Social Participation

K-3    4-6    7-9    10-12

### A. Personal Skills

- ☉ ☉ ☉ ☉ .....Express personal convictions
- ☉ ☉ ☉ ☉ .....Communicate own beliefs, feelings, and convictions
- ☉ ☉ ☉ ☉ .....Adjust own behavior to fit the dynamics of various groups and situations
- ☉ ☉ ☉ ☉ .....Recognize the mutual relationship between human beings in satisfying one another's needs

### B. Group Interaction Skills

- ☉ ☉ ☉ ☉ .....Contribute to the development of a supportive climate in groups
- ☉ ☉ ☉ ☉ .....Participate in making rules and guidelines for group life
- ☉ ☉ ☉ ☉ .....Serve as a leader or follower
- ☉ ☉ ☉ ☉ .....Assist in setting goals for the group

K-3    4-6    7-9    10-12

- ☉ ☉ ☉ ☉ .....Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting
- ☉ ☉ ☉ ☉ .....Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

### C. Social and Political Participation Skills

- ☉ ☉ ☉ ☉ .....Keep informed on issues that affect society
- ☉ ☉ ☉ ☉ .....Identify situations in which social action is required
- ☉ ☉ ☉ ☉ .....Work individually or with others to decide on an appropriate course of action
- ☉ ☉ ☉ ☉ .....Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- ☉ ☉ ☉ ☉ .....Accept and fulfill social responsibilities associated with citizenship in a free society

From "In Search of a Scope and Sequence for Social Studies." *Social Education*, 53(6), October 1989, 376-385. This is part of a report of the NCSS Task Force on Scope and Sequence.

## APPENDIX F: MORE SOURCES FOR TEACHERS & STUDENTS

\* = Available at Museum of New Hampshire History Store, Concord, N.H.

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

### Examples of Lists & Bibliographies

- N Bassett, T.D. Seymour, and John Haskell, Jr., eds. *New Hampshire: A Bibliography of Its History*. Vol. 3 of *Bibliographies of New England History* by John Borden Armstrong. Hanover, N.H.: 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 *Bibliographies of New England History* edited by John Borden Armstrong. Hanover, N.H.: University Press of New England, 1989.
- N\* Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord, N.H.: New Hampshire Historical Society, 1994.
- N Close, Virginia. *Index to Historical New Hampshire, Volumes 26-35, 1971-1980*. Concord, N.H.: New Hampshire Historical Society, 1995.
- Gilbreth, Donna V. *New Hampshire Authors*. 5th Edition. Concord, N.H.: New Hampshire State Library, 1995.
- N Hanrahan, E.J., ed. *Hammond's Check List of New Hampshire History*. Somersworth, N.H.: New Hampshire Publishing Company, 1971.
- Hammond, Otis G. *Check List of New Hampshire Local History*. Concord, N.H.: New Hampshire Historical Society, 1925.
- New Hampshire Fish and Game Department Outdoor Education Unit. *From The Mountains to the Sea: New Hampshire Environmental Educators Resource Book*. Concord, N.H.: 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, N.H.: Bicentennial Commission, 1974.
- Nichols, Charles L. *Checklist of Maine, New Hampshire and Vermont Almanacs*. Worcester, Mass.: American Antiquarian Society, 1929.
- Reference and Information Section, N.H. State Library, *Genealogical Sources In New Hampshire*, Concord, N.H.: N.H. State Library, 1996. Available at N.H. State Archives and N.H. State Library in Concord, N.H. See Web site at <http://www.state.nh.us/state/archives.htm>.

[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. Some may be out of print.]

### 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*. 3 vols. Boston, Mass.: 1784-92. Numerous reprints.
- N Fogg, Alonzo J. *The Statistics and Gazetteer of New Hampshire*. Concord, N.H.: D.L. Guernsey, 1874.
- N\* Heffernan, Nancy Coffey and Ann Page Stecker. *New Hampshire: Crosscurrents in Its Development*. Hanover, N.H.: University Press of New England, 1996.
- N Hill, Evan. *The Primary State: An Historical Guide to New Hampshire*. Taftsville, Vt.: The Countryman Press, 1976.
- N Jager, Grace, and Ronald Jager. *New Hampshire: An Illustrated History of the Granite State*. Woodland Hills, Calif.: Windsor Publications, Inc., 1983.
- N Morison, Elizabeth Forbes, and Elting E. Morison. *New Hampshire: A Bicentennial History*. New York, N.Y.: W.W. Norton & Company, Inc., 1976.
- N.H. 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. Inquire about other brochures available for the state's historic sites. Write N.H. Division of Parks and Recreation, State of New Hampshire, P.O. Box 856, Concord, N.H. 0332-3254. Call (603)271-3254.
- N Pillsbury, Hobart. *New Hampshire: Resources, Attractions, and Its People*, vols. 1-5. New York, N.Y.: 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, N.Y.: The American Historical Company, Inc., 1956.
- N Stackpole, Everett. *History of New Hampshire*, vols. 1-5. New York, N.Y.: American Historical Society, 1916-1917.
- N\* Moyer, Judith. *Timeline of New Hampshire History*. (A wall poster with six-page teacher's guide.) Concord, N.H.: New Hampshire Historical Society, 1996.

### Examples of Books With Many Photographs and Pictures

- N\* Adams, John P. *Gundalow*. Durham, N.H.: John P. Adams, 1982.
- N\* Bardwell, John D., and Ronald P. Bergeron. *The Lakes Region, New Hampshire: A Visual History*. Norfolk, Va.: The Donning Company, 1989.
- N\* Bardwell, John D. *The White Mountains, New Hampshire: A Visual History*. Norfolk, Va.: 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, N.H.: New Hampshire Historical Society, 1988.
- N\* Gilmore, Robert C., and Bruce E. Ingmire. *The Seacoast, New Hampshire: A Visual History*. Norfolk, Va.: The Donning Company, 1989.
- N\* Hengen, Elizabeth Durfee, and Gary Samson. *Capital Views: A Photographic History of Concord, New Hampshire, 1850-1930*. Concord, N.H.: New Hampshire Historical Society and Heritage Concord, Inc., 1994.
- N Jager, Grace, and Ronald Jager. *New Hampshire: An Illustrated History of the Granite State*. Woodland Hills, Calif.: Windsor Publications, Inc., 1983.
- N Leavitt, Richard F. *Yesterday's New Hampshire*. Miami, Fla.: E.A. Seeman Publishing, Inc., 1974.
- \* *New Hampshire Through Many Eyes: An Activity Book for Students*. Concord, N.H.: New Hampshire Historical Society, 1995.
- N\* Morley, Linda. *The Western Regions, New Hampshire: A Visual History*. Norfolk, Va.: 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, Va.: The Donning Company, 1989.
- Scheller, William G. *New Hampshire: Portrait of the Land and Its People*. Helena, Mont.: American Geographic Publishing, 1988.
- N Scheller, William G. *New Hampshire Backroads*. Helena, Mont.: 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, N.H.: University Press of New England, 1994.

[Also try the Travel, Local Interest, Photography, New England, 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, N.H. 03301.
- LRE Concepts: The Law-related Education Newsletter of the New Hampshire Bar Association*. The New Hampshire Bar Association, 112 Pleasant Street, Concord, N.H. 03301-2947.



*Magazine of History: For Teachers of History.* Quarterly journal by the Organization of American Historians, 112 N. Bryant Street, Bloomington, Ind. 47408-4199. Highly recommended.

*Wild Times for Kids.* The New Hampshire Fish and Game Department, Public Affairs Division, 2 Hazen Drive, Concord, N.H. 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
N.H. 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*. 2<sup>nd</sup> ed. Hauppauge, N.Y.: 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.

**Some Sites** (as of April 1999):

- AMDOCS - Documents for the Study of American History - <http://wysiwyg://234/http://www.ukans.edu/earrie/docs/amdocs-index.html>
- 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>
- Cobblestone - <http://cobblestonepub.com>
- Color Landform Atlas of the United States - <http://fermi.jhuapl.edu/states/states.html>
- Creating Rubrics - <http://edweb.sdsu.edu/triton/july/Rubrics/Rubrics-for-Web-Lessonshtml>
- Crossroads Curriculum - <http://ericir.syr.edu/Virtual/Lessons/crossroads/>
- Discovery Channel - <http://discoveryschool.com>
- Education Department suggested sites - <http://www.ed.gov/EdRes/EdCurric.html>
- Genealogy research / *Ancestors*, PBS series - <http://www.2.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 19<sup>th</sup> century magazine edited by Newport, N.H.'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/~dgoals/boals.html>
- Lessons to Teach Like an Historian - <http://educate.si.edu/lessons/lists/sslist.html>
- Mount Washington - [www.inch.com/~dipper/nh.html](http://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://www.NHHistory.org>
- New Hampshire Public Radio - <http://www.nhpr.org>
- New Hampshire state government - <http://webster.state.nh.us>
- New Hampshire information - [www.state.nh.us/](http://www.state.nh.us/)
- New Hampshire State Library - <http://www.state.nh.us/nhsl/>
- NOAA weather - [http://www.esdim.noaa.gov/weather\\_page.html](http://www.esdim.noaa.gov/weather_page.html)
- No Sweat - Homework Central - <http://www.homeworkcentral.com>
- Prentice Hall School - Social Studies - <http://www.phschool.com>
- Primary Source Activities - <http://www.bowdoin.edu/~prael/writing-guides/primary.htm>
- Public Television - <http://pbs.org>
- Seacoast New Hampshire Black History - [http://www.seacoastnh.com/black history](http://www.seacoastnh.com/black%20history)
- Social Studies School Service - <http://socialstudies.com/index.html> [supplementary learning materials]
- State of New Hampshire - <http://www.state.nh.us>
- Track Star – 77 pages of lessons - <http://scrtec.org/track/index/all.html>
- 12<sup>th</sup> Regiment, N.H. Volunteers - <http://www.dc.net/jaburns/>
- United States Census Bureau - <http://www.census.gov/>
- United States Geological Service - <http://www.usgs.gov>
- United States History Timelines - <http://www.serve.com/ushistory/timeline>
- United States Senate Archives - <http://www.senate.gov>

- University of New Hampshire library special collections online exhibits - <http://www.sc.library.unh.edu/specoll/exhibits.htm> [New Hampshire topics]
- Using Oral History Teacher Material - <http://learning.loc.gov/.learn/lessons/oralhist/ohteach.html>
- You Be The Historian - <http://www.si.edu/nmah/notkid/ubh/oointro.htm>
- Web66 - <http://web66.coled.umn.edu/schools.html> [This site has interfaceable 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.

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.

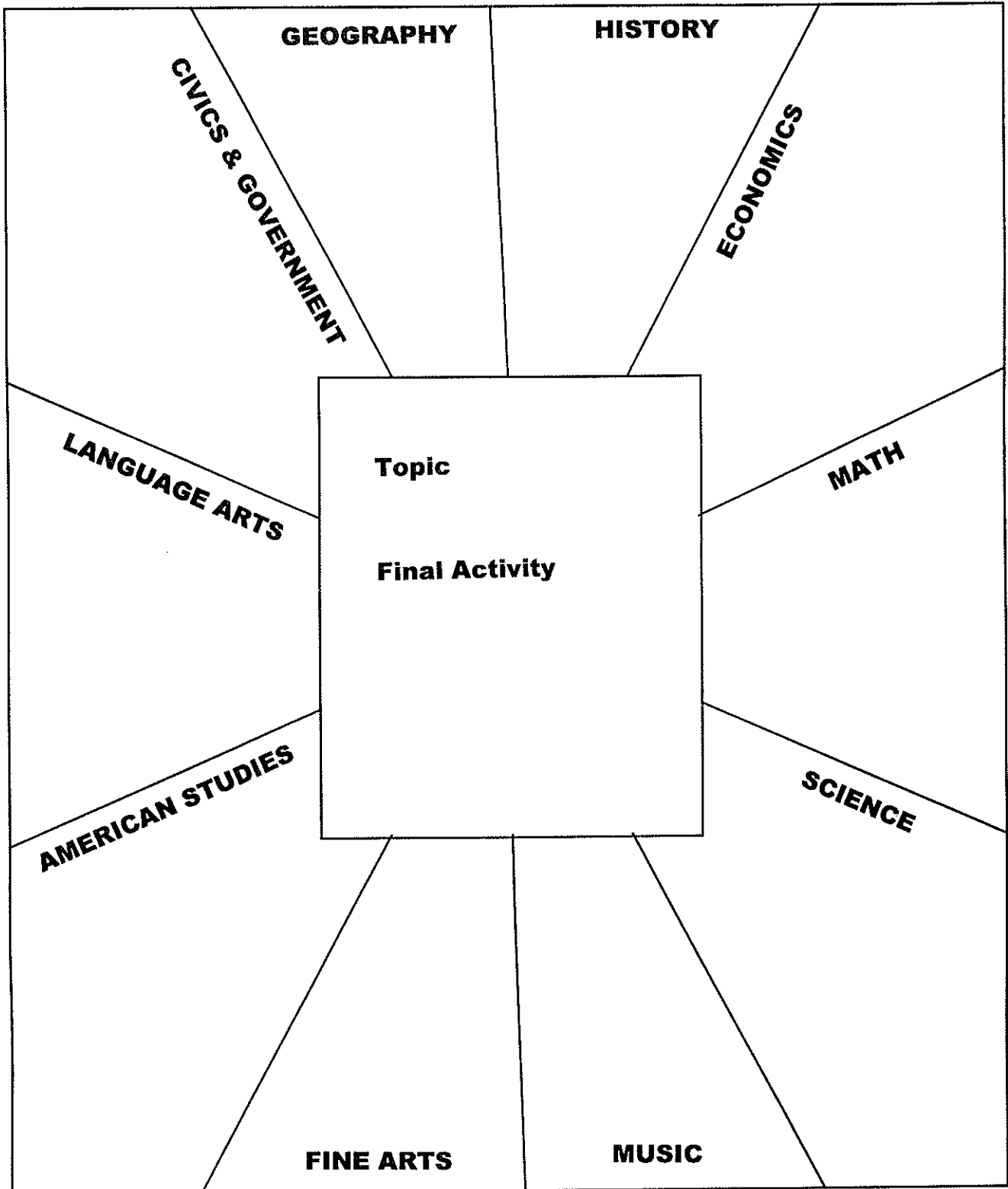
You may find the grid helpful in planning a multidisciplinary unit.

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

Credit: Kathy Lyn Begor

**CLASS** \_\_\_\_\_ **DATE** \_\_\_\_\_

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



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 (1945-1970s)	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 Cocheco 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 Cocheco Manufacturing Company*, Dover, N.H., circa 1880s.

*Paper money from Pawtuckaway Bank*, Epping, N.H., circa 1855.

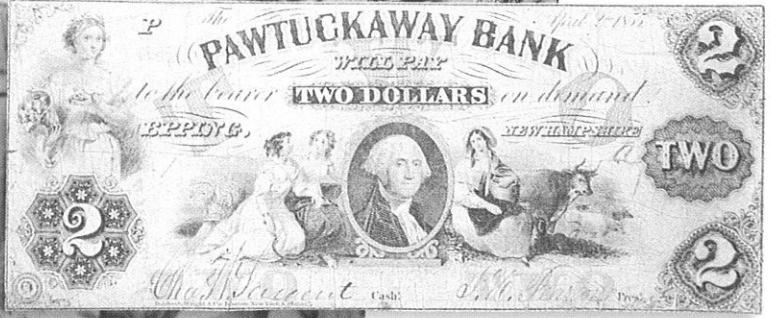
*Nineteenth-century landscape artist Edward Hill*.

*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 1770.



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for Women and Children in Manufacturing Industries



## FRED H. BROWN

MAYOR OF SOMERSWORTH

*A project of the New Hampshire Historical Society*