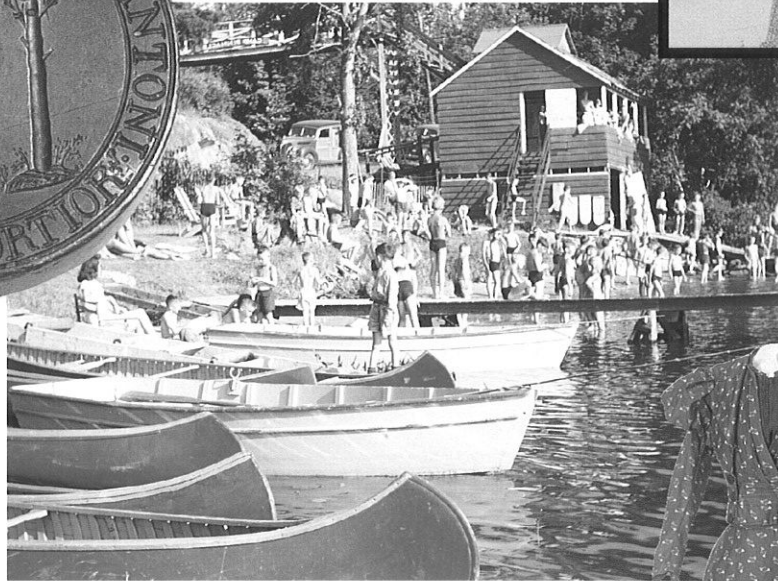
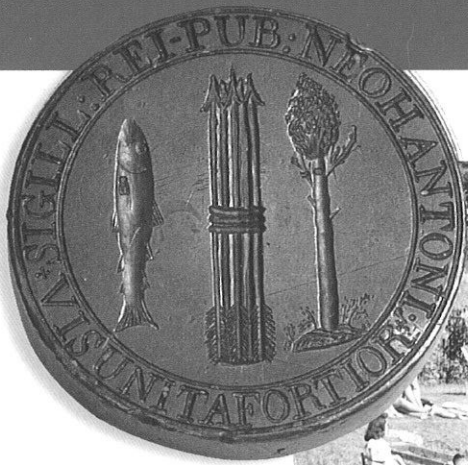




# NEW HAMPSHIRE HISTORY CURRICULUM

BOOK I  
Grades K - 6



*This project was made possible by the generous support of*



**Public Service  
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The Northeast Utilities System

By Judith Moyer



# **A New Hampshire History Curriculum**

## **Book 1 Grades K-6**

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

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

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

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

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

Sarah Bragg, Bow Elementary School

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

Melissa Mitchell, Derry Village School

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

Betty Sutton, Henniker Elementary School

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

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

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

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

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

**Jeanne Shaheen  
Governor**

## FOREWORD

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

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

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

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

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

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

**John Frisbee**  
Chief Executive Officer, NHHS

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

**Maud Anderson, Moultonborough Central School**



## PREFACE

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

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

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

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

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

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

## WHAT DOES THIS BOOK DO?

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

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

## WHAT DOES THIS BOOK NOT DO?

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

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

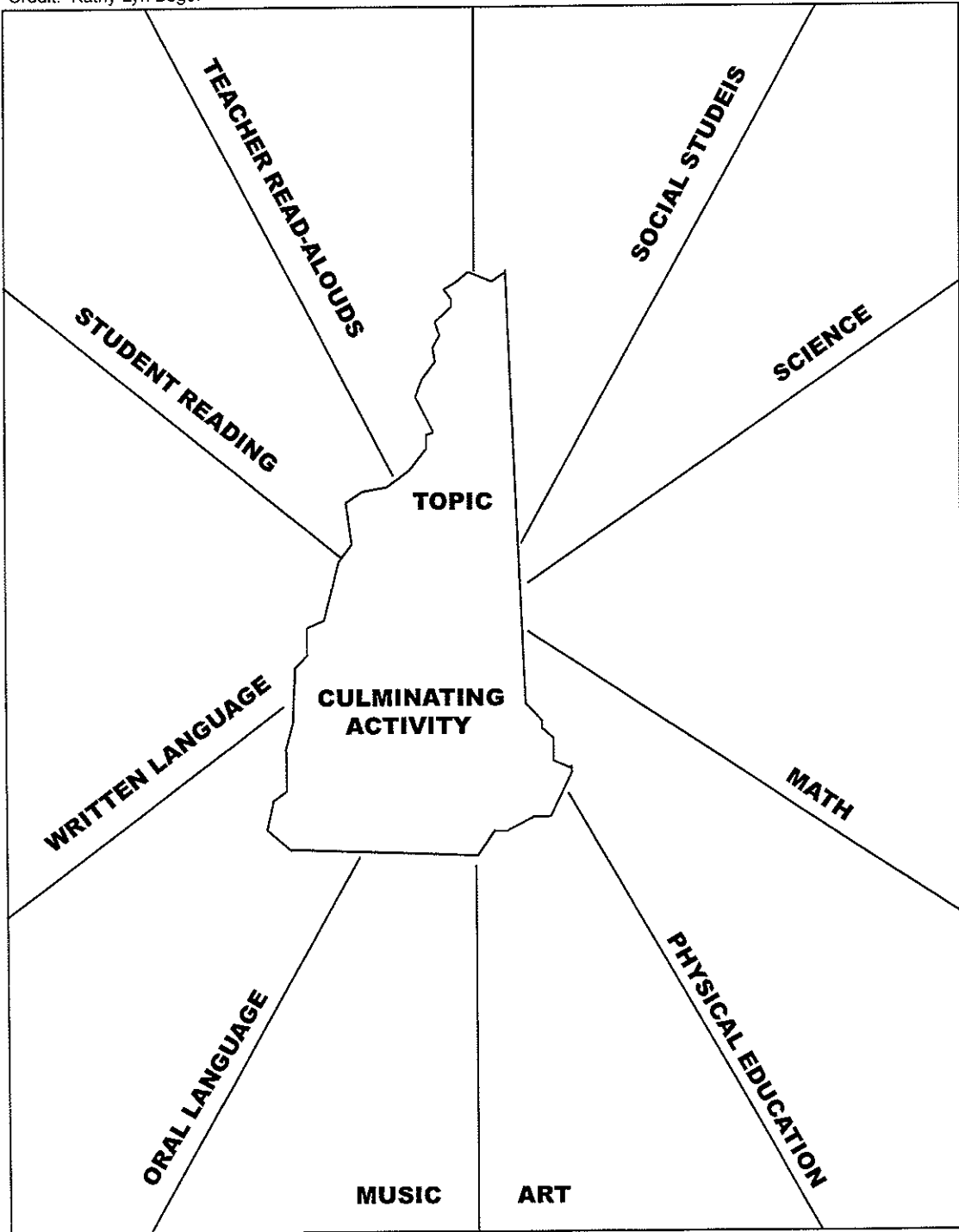
**HOW TO USE THIS BOOK FOR PLANNING**

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

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

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

Credit: Kathy Lyn Begor



## GLOSSARY OF TERMS USED IN THIS BOOK

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

**content** – what a student should know about a subject.

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

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

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

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

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

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

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

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

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

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

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

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

**time period** – an interval of time.

**topic** – a single subject.

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## How To Use This Book For Planning Instructional Units and Lessons

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

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

