



## Lesson: Mapping a Colonial New Hampshire Town

(To follow Amplify CKLA K, Knowledge 10: Colonial Towns and Townspeople,  
Lesson 8: The Blacksmith)

### At a Glance

In this lesson, students apply their understanding of colonial tradespeople by creating a map of an imaginary colonial New Hampshire town

### Primary Focus Objectives

- Students will review essential trades and features in colonial New Hampshire towns.
- Students will use classroom materials to make a 3-D map of a colonial town.
- Students will write or dictate a label for a location on the map.

### Formative Assessment

- Collaborative map
- Map label

### Standards

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.L.K.1d

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

### Materials

- Trades and Locations t-chart template
- Focus Text: [Map of Hampton \(detail\)](#)
- Blocks, small cardboard boxes, construction paper, glue, markers
- Location Label worksheet and questions

### Time Needed

Three 30-40 minute class sessions

### Learning Activity

1. **Review trades and locations.** As a whole group, fill in a t-chart with a list of typical colonial town trades and locations, and their descriptions. A template is provided. *(15 minutes)*
2. **Revisit the map of Hampton.** Project the detail of the map of Hampton, New Hampshire. Revisit the important locations and discuss the town's layout. *(10 minutes)*
3. **Build a 3-D map of a colonial town.** Provide students with materials and support them as they construct a large 3-D map of a colonial town. *(30 minutes)*
4. **Create location labels.** Assign or allow students to choose a question to answer for a Location Label. Support them as they write or dictate their response and then place it on the map. *(15 minutes)*
5. **Invite visitors to see the map.** Encourage students to act as tour guides for visitors who come to see their map. *(30 minutes)*



## Educator Rationale and Answer Guide

### Connection to Amplify

In this lesson, students use all the knowledge they have gained through Amplify and Moose x Amplify lessons about colonial towns and townspeople to create a large 3-D map of a town. Students review what they have learned by collaboratively creating a chart of important trades and locations. Then, they use classroom materials to build a map of their imaginary town. Students answer interrogative questions about features on the map to create labels and have the opportunity to teach others about what they learned by taking visitors on “tours” of their town.

### Review trades and locations

Using either the provided template or something similar, conduct a whole-group discussion to organize what children have learned about features of colonial towns. You may find it helpful to first ask children about important people or trades and then ask them about important places. Work together to develop brief descriptions of each item included on the chart. These descriptions will be helpful to students later in the lesson as they write their labels for the map. Items on the chart may include but are not limited to: millers, bakers, spinners, weavers, tailors, hatters, cobblers, cordwainers, blacksmiths, farmers, fishermen, masons, builders, carpenters, schools, churches, houses, gristmills, windmills, shops, forges, farms, ports, shipyard, and brickyard.

### Revisit the map of Hampton

Project the detail of the map of Hampton, New Hampshire, and remind students that this is a map of one of New Hampshire’s oldest towns. This map shows where many of its important colonial features were located. Give students time to look at the map and discuss where certain things are located. Help students locate both natural and human-made features, like rivers, buildings, and roads. Talk about why certain features are located in certain places. You may find it helpful to do this step of the lesson prior to creating the t-chart as a way to activate children’s background knowledge.

This is a good place to pause if you are dividing the lesson across two sessions.

### Build a 3-D map of a colonial town

Tell students they will work together to build a big map of an imaginary colonial town that has the important features they’ve been learning about. Depending on student interests and abilities, you may want to assign tasks and allow children to complete certain steps independently (like laying out roads, rivers, ponds, and choosing locations), or you may want to sketch a plan on chart paper as a whole group. Decide as best for your group whether you will allow children to choose a feature from the list to build on the map or if you will assign individuals or pairs to work on a particular feature. Provide students with materials readily available in your classroom, such as blocks, empty containers, construction paper, crayons, glue, and scissors and support them as they layout and build features for their map in a section of the room.

**Create location labels**

This activity is an opportunity for children to reflect on the importance of jobs and features in a colonial town. Prepare the labels and question slips by copying and cutting as many as needed. (Three blank labels are on a page; two of each question are provided.) Allow children to select the question they want to answer about the feature they created for the map and support them as they write or dictate their response on the label. They should place their finished label on the map. Consider working together to create a name for this imaginary New Hampshire town and make a large title for the map. If necessary, have students who are in need of a challenge create a key for the map.

**Invite visitors to see the map**

Ask children who they would like to invite to see their large map. They can write invitations and deliver them to other teachers, administrators, or classrooms. When these visitors arrive, all students take turns being tour guides and explaining the features of their town.

[illegible]

[illegible]

Source: New Hampshire Historical Society



## Location Labels

Paste question here

Paste question here

Paste question here



## Location Questions

Who worked here?

Who worked here?

Why is this place located here?

Why is this place located here?

What work did people do here?

What work did people do here?

How did this tradesperson help the town?

How did this tradesperson help the town?

What materials did this tradesperson need?

What materials did this tradesperson need?

Why is this place important to the town?

Why is this place important to the town?