Lesson: Natural Resources in New Hampshire

(To follow Amplify CKLA K, Knowledge 11: Taking Care of the Earth,

Lesson 3: Natural Resources)

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| At a Glance | In this lesson, students will learn about New Hampshire resources: fish, forests, granite, and rivers. |
| Primary Focus Objectives | * Students will identify and describe natural resources and will explain why they are important. |
| Formative Assessment | * Invention activity |
| 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.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text. |
| Materials | * Focus Texts:   [Unit 1: New Hampshire Geography, Learn It! “Features of the Land,” page 4 (rivers).](https://moose.nhhistory.org/units/new-hampshire-geography/learning#tab-4)  [Unit 3: Settling New Hampshire, Learn It! “New Hampshire’s Early Industries,” pages 2–3 (fish).](https://moose.nhhistory.org/units/settling-new-hampshire/learning#tab-2)  [Unit 3: Settling New Hampshire, Learn It! “New Hampshire’s Early Industries,” pages 9–11 (forests).](https://moose.nhhistory.org/units/settling-new-hampshire/learning#tab-2)  [Unit 12: Big Factories and New Industries, 1820–1920, Learn It! New Hampshire’s Main Industries, pages 10–12 (forests).](https://moose.nhhistory.org/units/big-factories-and-new-industries/learning#tab-2)  [Infographic: All About Granite](https://moose.nhhistory.org/Moose/media/Default/Documents%20and%20PDFs/Unit-1-docs/U1-IG-Granite.pdf)   * Natural resource discussion chart * Optional: [Virtual Field Trip: New Hampshire Rocks!](https://moose.nhhistory.org/educators/virtual-field-trips/Virtual-field-trip-nh-rocks) * *Marvelous Mattie: How Margaret E. Knight Became an Inventor,* by Emily McCully Arnold * Invention planning packet |
| Time Needed | Three 30-40 minute class sessions |
| Learning Activity | 1. **Read the Focus Texts.** Read the recommended Learn It! selections about New Hampshire’s natural resources. Use the provided chart to organize student responses. (*30 minutes)* 2. **Optional: Take a Virtual Field Trip.** Watch the “New Hampshire Rocks!” video and learn about how rocks have been used in New Hampshire. *(20 minutes)* 3. **Read about a young inventor.** Read aloud as a group*Marvelous Mattie: How Margaret E. Knight Became an Inventor,* by Emily McCully Arnold. *(20 minutes)* 4. **Invent with natural resources.** Guide students to plan, draw, and make a model of an invention that uses or helps New Hampshire’s natural resources. *(30 minutes)* |

Educator Rationale and Answer Guide

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| Connection to Amplify | In this lesson, students will think about New Hampshire resources by reading non-fiction texts, learning more deeply about one New Hampshire resource, and then will create an invention either out of a New Hampshire resource or to help a New Hampshire resource. They will apply the things they’ve learned in the Focus Text to a hands-on creative project. |
| Read the Focus Texts | There are many Learn It! selections that discuss historic uses of New Hampshire’s natural resources. The recommended selections address the resources that are the focus of this lesson: forests, fish, granite, and rivers. Discussion might center around how a fish or rocks can be a resource. Try talking about what our state would look like without these resources. Discuss how students can be stewards and protectors of New Hampshire’s resources. Use the provided chart to organize student responses to these questions: Where do we find this resource? How can you use this resource? |
| Optional: Virtual Field Trip | If time allows, watching this video will help students have a deeper understanding of one New Hampshire resource. Rocks have been used for more than just building in New Hampshire and this virtual field trip explores many of those historic uses. It is not necessary for students to complete the pre- and post-trip activities for this lesson. |
| Read about a young inventor | This illustrated biography of Margaret E. Knight, who was born in Maine and moved to Manchester, New Hampshire, at a young age and worked in the mills, can be used to inspire students before they begin the invention activity. Mattie, as she was known, kept a sketchbook of invention ideas and even invented something to improve safety in the mills where she worked before going on to found a company that made use of a natural resource to solve a problem. |
| Invent It | In this step, students will think about how to use or how to help New Hampshire resources. Working individually or in small groups, students first need to think about a problem to solve or something that would be helpful for their community. Or they could think of an invention that could be helpful to the New Hampshire resource. Then they will draw and describe their invention. You could take this another step by having students build their invention using recycled materials or (if it’s part of their plan) sticks and rocks. |

**Where do we find this natural resource?**

**How can we use this natural resource?**

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| Water |  |  |
| Wood |  |  |
| Fish |  |  |
| Granite |  |  |

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