



“Moose on the Loose” Content Upper Elementary Social Studies New Hampshire Historical Society

Topic 1 The Land We Call New Hampshire

Beginnings to 1623

Key Idea 3-5.T1.1

Students will understand that New Hampshire has a diverse geography, with mountains, seacoast, and farming land. They will understand it has been inhabited for thousands of years, and has a variety of resources.

Deeper Knowledge:

- Students will study the regions of New Hampshire and their resources.
- Students will understand the political divisions of NH’s towns and counties.
- Students will use maps of New Hampshire of varying scales and features.

Key Idea 3-5.T1.2

Students will understand that the Abenaki inhabited the area that became known as New Hampshire for thousands of years before European settlement. They will understand that the Abenaki interacted with the environment and used its resources to meet their needs.

Deeper Knowledge:

- Students will examine the locations of early Abenaki settlements in relation to geographic features, noting how certain physical features of the area are more likely to support settlement and larger populations.
- Students will investigate how the Abenaki adapted to and modified their environment to provide themselves with food, clothing, and shelter.

Key Idea 3-5.T1.3

Students will understand that the Abenaki had a unique way of life characterized by customs, beliefs, and values.

Deeper Knowledge:

- Students will identify the patterns of organization and governance among the Abenaki.
- Students will explore Abenaki traditions, work specialization and the roles of men, women, and children in their society, transportation systems, and technology.
- Students will investigate the interactions and relationships between the Abenaki and early settlers, noting the different perspectives toward land ownership and use of resources.
- Students will identify contributions of the Abenaki that are present today in New Hampshire.



Topic 2 Settlement in New Hampshire

1623-1763

Key Idea 3-5.T2.1

Students will understand that European exploration led to the colonization of the region that became New Hampshire. They will understand that, beginning in the early 1600s, colonial New Hampshire was home to people from different areas of the world.

Deeper Knowledge:

- Students will investigate European exploration and seasonal communities of the region that became New Hampshire.
- Students will investigate various patterns of settlement and colonial life under the English, examining the diverse purposes of the people living in the New Hampshire colony.
- Students will investigate the emerging New Hampshire regions and their contrasting identities.
- Students will examine the effects of increased colonization on the Abenaki, identifying changes in their daily patterns of life, health, and settlement locations.
- Students will explore the relations between and among colonial settlements and the Abenaki.

Topic 3 Revolution and the New Nation

1763-1820s

Key Idea 3-5.T3.1

Students will understand that growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. They will understand that people in New Hampshire played a part in both sides of the revolution.

Deeper Knowledge:

- Students will examine struggles over political and economic rights that led to the American Revolution and how they were reflected in New Hampshire.
- Students will explore different perspectives and experiences of New Hampshire's people during the struggle for independence by analyzing key events.

Key Idea 3-5.T3.2

Students will understand that after the revolution, the United States of America established a federal government; colonies established state governments. They will understand that the New Hampshire State Constitution established the basic structure of government for the state and created laws to protect the people and interests of the state.

Deeper Knowledge:

- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions.
- Students will trace the political development of New Hampshire governance and identify what makes the system unique to the state.
- Students will identify elements of the New Hampshire state seal and state flag and explain the meaning of those elements.

Topic 4 Expansion and Conflict

1800-1870

Key Idea 3-5.T4.1

Students will understand that economic activities in New Hampshire were varied and have changed over time with improvements in transportation and technology.

Deeper Knowledge:

- Students will describe key developments in transportation and communication technology and their effects on the state and its national and global connections.
- Students will identify New Hampshire's main agricultural products during the 1800s and discuss the evolution of farm life.
- Students will investigate the beginnings of Industrialization in New Hampshire and how life began to change for its people.



Key Idea 3-5.T4.2

Students will understand that the United States became divided over several issues in the decades before the Civil War, including slavery, which resulted in rising tensions throughout the nation. They will understand that New Hampshire played a part in these relationships.

Deeper Knowledge:

- Students will describe slavery and indentured servitude in New Hampshire, and trace the rise of abolitionism.
- Students will learn about Franklin Pierce as a national political figure and the actions he took as President of the United States.
- Students will explore the various problems that led to the Civil War and how they were reflected in New Hampshire.

Key Idea 3-5.T3-5.3

Students will understand that the Civil War affected the whole nation. They will understand that New Hampshire supported the Union during the war in various ways.

Deeper Knowledge:

- Students will explore how New Hampshire supported the Union during the Civil War.
- Students will explore the contributions and experiences of New Hampshire soldiers and people on the home front during the Civil War.

Topic 5 The Development of the Industrial United States 1870-1924**Key Idea 3-5.T5.1**

Students will understand that improved technology such as the steam engine and telegraph made transportation and communication faster and easier. They will understand that this led to rapid industrialization in the state and the world and the growth of various industries and manufacturing.

Deeper Knowledge:

- Students will explore the location and use of natural resources throughout New Hampshire as well as the changing landscape over time.
- Students will investigate major economic activities across different regions of New Hampshire.
- Students will investigate manufacturing and industrial development throughout New Hampshire, particularly the evolution of mills, from differing perspectives.

Key Idea 3-5.T5.2

Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development.

Deeper Knowledge:

- Students will explore the patterns of migration of New Hampshire's people throughout the state.
- Students will trace the arrival of various immigrant groups to New Hampshire and examine why they came, where they settled and their impact on the state.
- Students will investigate the experiences of immigrants and the local responses to immigration over time in New Hampshire.



Key Idea 3-5.T5.3

Students will understand that industrialization in the 19th century changed patterns of settlement as well as the way people lived in New Hampshire.

Deeper Knowledge:

- Students will explore how industrialization transformed settlement in New Hampshire.
- Students will explore how the rise of urban living changed daily life for people during Industrialization.
- Students will examine how changes in the economic system have impacted their local communities since industrialization.

Topic 6 Wild and Beautiful New Hampshire**1870 through 1900s****Key Idea 3-5.T6.1**

Students will understand that as transportation developed and all of New Hampshire was more accessible to the public, tourism grew and developed in the state.

Deeper Knowledge:

- Students will examine the rise of tourism in the White Mountains in New Hampshire.
- Students will investigate summer and winter tourism in New Hampshire, its effects, and how it has changed over time.

Key Idea 3-5.T6.2

Students will understand that by the end of the 19th century, the results of the development of industry had led some to prioritize preserving New Hampshire's natural landscape.

Deeper Knowledge:

- Students will study the logging industry in New Hampshire and its effects.
- Students will investigate the development of New Hampshire's White Mountains National Forest.
- Students will explore how the rise and decline of the logging industry and the establishment of the national forest affected people in New Hampshire.

Topic 7 20th Century New Hampshire**1900 - present****Key Idea 3-5.T7.1**

Students will understand that New Hampshire responded to conflict and change from outside the state in various ways as well as participated in national events.

Deeper Knowledge:

- Students will investigate how New Hampshire and its people reacted and contributed to World War I and II, both on the front and at home.
- Students will study how New Hampshire and its people coped with the Great Depression.

Key Idea 3-5.T7.2

Students will understand that throughout the 20th century, New Hampshire's economic and political life evolved and modernized. They will understand that communities responded to economic cycles, and new immigration began.

Deeper Knowledge:

- Students will learn about the establishment of the New Hampshire presidential primary and its effects on New Hampshire and the nation.
- Students will examine the uniqueness of the New Hampshire primary.
- Students will examine how New Hampshire communities have responded to cycles of economic growth and decline.
- Students will explore immigration to New Hampshire in the late 20th and 21st centuries as well as how New Hampshire's culture has evolved.



Topic 8**Modern New Hampshire****Present day****Key Idea 3-5.T8.1**

Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy.

Deeper Knowledge:

- Students will examine everyday life for New Hampshire's people in the 21st century.
- Students will examine how New Hampshire's people have responded to the changing world around them.
- Students will explore the local and state government of New Hampshire today.
- Students will explore New Hampshire uniqueness today and what it means to be a Granite Stater.
- Students will examine New Hampshire's economy and culture today.

