



## Lesson 13.3 “Where to Stay”

### Unit 13: Tourism in New Hampshire, 1826–1920

#### Lesson Objectives

- Students will compare the vacation lodging available in New Hampshire from 1880 to 1920 using primary and secondary sources.
- Students will assess a variety of advertising strategies.
- Students will use persuasive communication to create an advertisement about lodging available for vacationers in New Hampshire from 1880 to 1920.

#### Lesson Competencies

- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can recognize how media communicate values, information, and ideology. (Moose SS)
- I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. (ELA 8)
- I can strategically use precise language (including academic and domain-specific vocabulary, shades of meaning), syntax, and discourse appropriate to my purpose and audience. (ELA 8)

#### Essential Question

How has New Hampshire come to be the way it is?

#### Focus Questions

Why did tourists come to New Hampshire?  
How did the rise of tourism change New Hampshire?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Pre-selected current-day advertisements from newspapers or magazines  
Class set of “Advertising Strategies” worksheet  
Class set of “Advertising Lodging in New Hampshire” worksheet with “Draft of Advertisement” on reverse  
Access to Unit 13 student content “How to Get There, Where to Stay”  
Printed out primary source images of lodging, divided by type  
Materials to create advertisements



## Educator Introduction & Rationale

The tourist industry grew in New Hampshire in the years after the Willey Slide in 1826. Tourists first stayed in taverns and boarding houses, then small hotels. As cities grew during the Industrial Revolution, people began searching for cooler, less-crowded locations during which to spend their leisure time, which was a new idea in itself. New Hampshire's beauty and famous natural attractions like the Flume Gorge, Mount Washington, and the Old Man of the Mountain brought thousands of tourists to the state. With the growth of railroads, the "golden age" of the grand resort hotels began in the 1880s. Some people spent entire summers at the luxurious hotels, while others enjoyed more rustic accommodations camping. Still others bought summer homes in New Hampshire, which were frequently farm houses abandoned by those who had left the state to join the push westward. Please reference the Educator Overview for more information.

This is the third lesson in Unit 13: Tourism in New Hampshire, 1826–1920. It focuses on the various lodging options people had while on vacation in the state. Achievement of the learning objectives in Lesson 13.1 "Tourists in New Hampshire" is recommended before engaging with the activities in this lesson so students understand why people traveled to New Hampshire.

Media literacy is a focus in this lesson. Students will engage in assessing how advertisements persuade viewers, and then they investigate different advertising strategies. After learning about the choices tourists made to stay in either grand hotels, summer homes, or family camps in New Hampshire, students will choose an advertising strategy and create an advertisement for their kind of lodging. Discussion then focuses on the effectiveness of advertisements and why tourists made different lodging choices.

**Teaching Tip:** Media literacy is also addressed in lesson 16.5 "DBQ on the New Hampshire Primary" when students discuss the word "persuade" and think about what it means to convince someone of something. If you think your class could benefit from additional review of that vocabulary word, that part of the lesson is adaptable beyond the content.

A reinforcement activity is provided for students who may need more help identifying types of advertising. Extension activities are provided for students who would like to adapt advertisements or research current-day vacation lodging in New Hampshire. Adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

## Learning Activity

### Activation

**Does it persuade you?** Tell students you will be analyzing advertisements and how effective they are. Create four signs printed in large letters with one label per sign and place each sign in a different corner of the classroom:

- Yes, definitely
- Yes, I guess
- No, not really
- No, definitely not

For each advertisement, you will be asking students, “Does it persuade you to buy their product?” Recall with students that the word “**persuade**” means convince. They should look at the advertisement, think about their response, and move to the sign that reflects how much the advertisement persuades them.

Select and show students roughly five advertisements for various products using a diversity of strategies (see “Advertising Strategies”). After students see the advertisement and respond by moving to a corner of the room, ask for volunteers to give reasons why they moved to where they did. What about the advertisement particularly persuaded them or why did they not feel persuaded? During the discussion, help students begin to identify types of advertising strategies.

### Direct Instruction

**Advertising strategies.** Have students sit down, pass out the worksheet “Advertising Strategies,” and review it. Display all five advertisements the class just looked at and have students talk with a partner about which advertising strategies are present in the five advertisements. Note them on the worksheet. Discuss as a class the examples and help students recall and note other popular advertisements to demonstrate other categories.

### Guided Practice

**Advertising lodging in New Hampshire.** Ask students to imagine they are members of an advertising firm in the 1890s and they have been hired to bring tourists to New Hampshire. Since there are a variety of people with different interests and economic classes coming to the state, the advertising firm will create three kinds of advertisements: for grand hotels, summer homes, and family camps in New Hampshire from 1880 to 1920.



Divide the class into groups of three or four students and assign them one of the three groups. Hand out the worksheet "Advertising Lodging in New Hampshire" with "Draft of Advertisement" on the reverse and review with the class. Provide access to Unit 13 student content "How to Get There, Where to Stay" sections on Grand Resort Hotels, Summer Homes, and Family Camps as well as the primary source images and allow groups to work collaboratively to fill out the worksheet. Note that primary source images are divided by type of lodging. Circulate to ensure understanding.

**Teaching Tip:** This is a good spot to pause to divide the lesson between two teaching periods.

### Independent Practice

**Creating the advertisements.** Decide how long you will give groups to create the advertisements and move the class onto drafting their advertisements on the reverse of the worksheet. Provide necessary materials such as colorful paper, markers, and glue to construct the final draft of the advertisements. Be clear with students on their allowed time.

### Formative Assessment & Reflection

**Display and discussion.** When groups have completed their advertisements, create a display with the finished products. Discuss together the various kinds of lodging and types of advertising strategies by answering one or both of the following questions as best for your class:

- 1) If you were to visit New Hampshire during this time, in which kind of lodging would you have liked to stay? Why?
- 2) Which advertising strategies do you think are most effective? Why?

### Reinforcement

- 1) **Current-day advertisements.** Gather or have students bring in current-day advertisements then identify what kinds of strategies are used in each advertisement. Invite them to consider advertisements they hear on the radio or see on the television as well.

### Extension

- 1) **Adapting advertisements.** Collect current-day advertisements and have students identify the strategies used in each advertisement. Then, have students discuss how they might change the advertisement to change advertising strategies.
- 2) **Lodging today.** Students research online where tourists might stay today when visiting New Hampshire; consider pre-selecting websites for students to access. If possible, they could compare the cost of various options for a week's stay.



## Supporting Materials

**New  
Hampshire  
Historical  
Society  
Resources**

1. The Wentworth Hotel, 1874
2. Oceanic House, Star Island, circa 1873–1915
3. The Mount Pleasant House Dinner Menu, 1920
4. Camp Cozy, circa 1922
5. Family Picnic on Isle of Shoals, undated
6. Follansbee House, Newfound Lake, circa 1900s
7. Camping at Lake Sunapee, circa 1890
8. Relaxing in Camp, circa 1870s–1920s
9. A Group Camping in New Hampshire, circa 1870s–1920s
10. Platts Farm Advertisement, 1905
11. Gilman Farm Advertisement, 1905



## Standards

### “Moose on the Loose” Content:

- ✓ 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 (3-5.T6.1)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)

### New Hampshire Social Studies Frameworks:

- ✓ Geography: Human Systems (SS:GE:4:4.1)
- ✓ US/NH History: Social/Cultural (SS:HI:4:5.3)

### NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 3: People, Places, and Environments

### C3 Frameworks:

- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Economic Decision Making (D2.Eco.2.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.6.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.7.3-5, D2.Geo.8.3-5)
- ✓ Historical Sources and Evidence (D2.His.13.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

### Common Core ELA:

- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.8)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c)
- ✓ Knowledge of Language (L.4.3a, L.4.3b)

## Lesson Vocabulary

<b>camp</b>	(noun) A location with temporary or simple shelters like tents or huts that became a popular choice of accommodation for tourists to New Hampshire in the 19th century
<b>grand resort hotels</b>	(noun) Large hotels where guests come to stay for an extended period of time and find dining and recreational experiences on-site
<b>souvenir</b>	(noun) An item purchased or collected to remember an experience
<b>tourism</b>	(noun) Travel for recreation

