



Lesson 13.4 “Historic Postcards”

Unit 13: Tourism in New Hampshire, 1826–1920

Lesson Objectives

- Students will define the word “advertisement” and describe how postcards have been used as advertisements.
- Students will categorize historical postcards in groups and analyze their effectiveness as advertisements.
- Students will consider the notable aspects of their town and town history and create a postcard for their town.

Lesson Competencies

- I can recognize how media communicate values, information, and ideology. (Moose SS)
- I can analyze primary and secondary sources and draw appropriate conclusions. (Moose SS)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

Essential Question

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

Focus Question

Why did tourists come to New Hampshire?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Sticky notes
“Advertisement mind map” for projection
Group sets of historic postcard images printed out
Group set of “A Postcard of _____” with “Postcard Rough Draft” on the back
Materials for students to create postcards



Educator Introduction & Rationale

Tourism in New Hampshire developed after 1826, generated by the sensational tragedy of the Willey Slide, and leapt forward with the advent of the railroad, which brought people north more conveniently and quickly. Tourists flocked to New Hampshire's mountains, lakes, and oceanfront, and enjoyed nature far away from busy, industrial cities. Modern printing techniques made guidebooks, brochures, maps, and advertisements cheaper, easier to produce, and far more prevalent than ever before. They broadcast New Hampshire's allure to beleaguered city dwellers as far south as New York, Philadelphia, and Washington, D.C. Postcards, especially, were personal advertisements sent by travelers to friends and family back home. They included topics as diverse as firemen fighting a fire at the opera house in Concord to people sitting on the veranda at the Oceanic Hotel on the Isles of Shoals. Reference the Educator Overview for more information.

This is the fourth lesson in Unit 13: Tourism in New Hampshire, 1826–1920. Achievement of the learning objectives in Lesson 13.1 "Tourists in New Hampshire" is recommended although not necessary before engaging with the activities in this lesson so that students recognize what attractions brought people to New Hampshire in the late 19th century. In this lesson, students create a mind map of the word "advertisement" and categorize historical postcards. With an understanding of how postcards can be used to advertise, students then create postcards of their town in groups.

Teaching Tips:

Use the time with the historical postcards to engage students with primary sources. This set of historical postcards can be considered a primary source set, which is a group of historical sources gathered around a theme. Meaningful inquiry through primary source sets supports the development of essential historical thinking skills and connects students directly to history. If you feel that sorting the historic postcards might not be the best activity match for your students, see the "Moose on the Loose" website on the Educator side, under the "Resources and Tools" tab. The "Primary Sources Sets" page has additional activity suggestions.

If desired, this lesson offers the opportunity to invite a local historian into your classroom to help support your students in designing a postcard for your town. Contact your local historical society or library for help in finding a historian.

There are reinforcement activities suggested for students who will benefit from spending more time investigating sites in New Hampshire or various kinds of advertising, and an extension activity for students who would like to spend more time researching town history. Please 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

What is an advertisement? Guide students in the creation of a mind map for the term “advertisement.” Write the term at the center of a large piece of paper or on a whiteboard. Give each student two sticky notes to write two thoughts that come to mind when they think of advertisements. They should then add their responses to the whiteboard or paper. Work together to read the notes and ask volunteers who see patterns or groupings to move the sticky notes into categories. If students need more support, add categories and questions to the mind map, such as:

- **Who:** Who makes it? Who receives it?
- **What:** What does it look like or sound like?
- **How:** How does it work? How is it shared?
- **Why:** Why do we have ads? What is their purpose?

Direct Instruction & Discussion

Postcards as advertisements. Have students recall postcards they might have sent or been sent. What is pictured on them? Are postcards advertisements? Why or why not? If you have a postcard that you’ve recently received, consider showing it to the students to transition to this part of the activity or ask them ahead of time to bring in postcards they have received.

Possible outcomes:

- **Who:** Postcards are made by business owners or towns. They are sent by people on vacation to people at home.
- **What:** Postcards usually have a picture(s) on the front of something unique or beautiful from the area.
- **How:** Postcards are bought, written on, and then sent through the mail. People at home might hang them on a fridge.
- **Why:** Postcards are advertisements because they are positive representations of a town or location. They are trying to create interest in visiting a place and invite tourism through a tourist communicating with their friends and family in other parts of the world.

Sorting historical postcards. Create groups of three or four and distribute a set of the historical postcards to each group. Invite students to examine the postcards for differences, similarities, and themes. What categories can they create? Which items go in which categories? If students are having trouble sorting the postcards, suggest categories, and encourage them to think creatively and ask questions about the sources.

Discuss as a class. What images are typically on postcards? What categories did students create for the historical postcards? Which postcards do they think are more effective advertisements for New Hampshire and its attractions? Why? Which postcards would students like to send or receive? Why?

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



Guided Practice **Postcards of your town.** First, brainstorm as a class what makes effective postcard advertisements. Should they have people? Activities? Words? What kind of images should be included? Guide the discussion to include what a postcard of your town might include. If appropriate, invite a local historian or librarian to discuss with the class important town features and moments in history.

Place students in groups of three and distribute "A Postcard of _____." Have them write in the name of your town in the title and then review the instructions as is best for your class. Give students time to write their list of five things and then to do their rough draft.

Once groups have completed their rough drafts, review it with them, and then provide them materials to create their postcard. Students might print pictures from an appropriate website, draw their own images, cut images from a magazine or newspaper, or if time allows, take their own photos of town to print.

Formative Assessment & Reflection **Display postcards.** Once all postcards are complete, showcase them in the classroom or elsewhere in the school or town. Consider having students include writing about why they chose those images of town.

Students should also reflect in writing or discussion:

- What are the positives and negatives about using postcards for advertising?
- Are postcards effective advertising?

Reinforcement

1. **Postcard exploration.** Have students choose one or two favorite historical postcards and allow them access to the "Moose on the Loose" website to learn more about the image. Use New Hampshire's official tourism website, visitnh.gov, for additional information.
2. **Advertisements in Visitor's Guide to New Hampshire.** Go to visitnh.gov and find the button "Order a Visitor's Guide," which is in the upper margin. Either order one (it's free!) or click the hypertext to view it online. Students should look through the Visitor's Guide and select three advertisements each. Do they think the advertisements are more effective or less effective than postcards? Why?

Extension

1. **Town history and features.** Invite students to explore the history and features of your town further and do research at the local historical museum or through the internet. Students can then create multiple postcards for your town or make historical postcards from other time periods.

Supporting Materials

**New
Hampshire
Historical
Society
Resources**

1. Veranda of Oceanic Hotel, circa 1873–1915
2. The Flume Gorge, 1938
3. The Presidential Range with Bretton Woods Hotel, circa 1915–1953
4. Mount Washington, 1938
5. Jacob's Ladder on the Cog Railway, circa 1876–1938
6. Old Man of the Mountain, 1920
7. Mai's Cabins on Lake Winnisquam, circa 1920–1950
8. Covered Bridge in Groveton, circa 1852–1939
9. Boar's Head on Hampton Beach, circa late 1800s–early 1900s
10. New Hampshire State House, circa 1898–1952
11. "Kearsarge" on Lake Sunapee, circa late 1800s–early 1900s
12. Manchester Hermit with Pet, 1909
13. Miss Underhill's Chair, circa late 1800s–early 1900s
14. Main Street in Durham, undated
15. White Island, Isles of Shoals, circa 1878–1930s
16. Star Island, circa 1876–1915
17. Dam in Lakeport, undated
18. Wolfeboro Bay, circa 1898–1952



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.S2.2)

New Hampshire Social Studies Frameworks:

- ✓ Geography: Places and Regions (SS:GE:4:2.5)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.3)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 3: People, Places, and Environments

C3 Frameworks:

- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.6.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5, D2.His.13.3-5)

Common Core ELA:

- ✓ Key Ideas and Details for Informational Text (RI.4.1, RI.4.2)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c, SL.4.1d)



Lesson Vocabulary

cog railway	(noun) A steep mountain railroad that has a center rail with teeth on the edge. The teeth are grabbed by a cogwheel under a train engine which prevents the train from slipping.
grand resort hotels	(noun) Large hotels where guests come to stay for an extended period of time and find dining and recreational experiences on-site
landscape	(noun) A view of an outdoor setting
notch	(noun) A rugged pass through mountains
souvenir	(noun) An item purchased or collected to remember an experience
tourism	(noun) Travel for recreation

