



Lesson 14.2 “Tune In and Save the Notch!”

Unit 14: Preserving New Hampshire

Lesson Objectives

- Students will identify pros and cons of deforestation in 20th-century New Hampshire in as a class in discussion.
- Students will read primary and secondary sources to develop and answer questions about the forest preservation movement.
- Students will plan and create a radio ad to raise support for preserving Franconia Notch, including using a budget to decide when and how often to air the ad.

Lesson Competencies

- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)
- 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 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 Questions

How did New Hampshire come to be the way it is?
How has New Hampshire been shaped by many voices?

Focus Questions

How did industrialization threaten the landscape in New Hampshire?
How did people work together to protect the environment in the Granite State?

Estimated Time

Three 40-minute class sessions

Materials & Equipment

“Changing Forests” image set for display or projection
Class set of “Notice and Wonder” worksheet
Class set of “Save the Notch” image set and access to Unit 14, Learn It! [“Saving Franconia Notch”](#)
Class set of “5 Ws and an H: Saving Franconia Notch” worksheet
“Radio Advertisement” for display or projection
Group set of “Radio Ad Plan” worksheet
Supplies for sound effects, for example, aluminum foil, rice or beans, simple percussion instruments
Optional: Simple recording equipment, for example, a digital recorder, or a laptop/mobile device with a recording application
Class set of “Radio Reflection Rubric” worksheet



Educator Introduction & Rationale

In the 1920s, the Society for the Protection of New Hampshire Forests (SPNHF) and the New Hampshire Federation of Women's Clubs (NHFWC) coordinated one of the largest and most successful preservation projects of the early 20th century, a five-year campaign to save Franconia Notch. This area, so essential to New Hampshire's natural landscape and identity, was threatened with the prospect of deforestation after a fire burned down the Profile House Hotel in 1923 and the owners considered selling the surrounding 6,000 acres to lumber companies. Thanks to the efforts of the SPNHF, the NHFWC, and the many small donors who contributed, the state purchased the land. Franconia Notch State Park was dedicated in September 1928. The campaign to Save the Notch burnished the iconic status of the Old Man of the Mountain and generated a fervor for conservation that continues among Granite Staters today. Reference the [Educator Overview](#) for more information.

In this lesson, the second lesson in Unit 14: Preserving New Hampshire, students are immersed in the problems and benefits of the deforestation that characterized the New Hampshire landscape in the late 19th and early 20th centuries. Using a range of primary and secondary sources including photographs, documents, and newspaper headlines from the time, students answer questions about the Franconia Notch dilemma and the strategies used that ultimately encouraged people across the country to join the effort to save it. The advent of radio broadcasting coincided with the campaign to save the Notch in the 1920s. Although radio ads did not seem to be part of the Franconia Notch campaign, students will experiment with the potential this technological innovation had to connect ideas and people by writing and recording their own radio advertisements. Focusing on the power and clarity of sound effects, music, and language, the ads will need to explain the dire situation and rally support for the Notch before listeners change the station.

There is a sorting reinforcement activity for students who need more practice with the concept of deforestation as a problem and a solution. Two extension activities challenge students to think beyond the basics of the lesson. In one, students apply a budget to an existing radio program schedule to decide when and how often to air their ad. In the second, students use the skill and techniques developed during the learning activity to create an ad for a school or community event.

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 this document. You may wish to preview these with your students.

Learning Activity

Activation & Discussion

Notice and Wonder: deforestation pros and cons. Project the images from “Changing Forests” or print and display them around the room. Explain to students that these are images taken in New Hampshire over 100 years ago. Provide students with the “Notice and Wonder” chart and give them time to examine the images, perhaps setting them up as a museum exhibit throughout the classroom. Ask them to record what they notice and what they wonder about the images in the appropriate columns. Then, as a whole group, share observations and conduct a brief discussion prompted by the question: How was deforestation both a problem and solution at the time? Record student thinking. A chart template is provided.

Possible outcome: Students will likely conclude that deforestation was necessary to acquire the natural resources for the logging industry and to make way for roads. They should also conclude that too much deforestation was a problem for animal habitats, could lead to flooding issues, and was ruining the natural beauty of the landscape.

Student Reading

New Hampshire’s forests. Before moving to Direct Instruction, direct students to read Unit 14: Learn It! “[New Hampshire’s Forests](#),” pages 1 to 5.

Direct Instruction

Franconia Notch in danger. Project “Forest Cover, 1894” from the image set “Changing Forests.” Ask students what they notice about the amount of green on the map, which represents the amount of forest cover in New Hampshire at that time. Explain that today, a map of New Hampshire would be almost completely green. But over 100 years ago, the logging industry and agricultural development had destroyed most of the forests in the state.

Zoom in on the area that is mostly green and explain to students that:

- Tourists came to visit New Hampshire specifically to see this area, the White Mountain region, because it was remarkably beautiful and had a number of natural features including Mount Washington, the Old Man of the Mountain, and the Flume Gorge.
- In 1923 a fire burned down one of the most famous hotels in the area: The Profile House.
- The Profile House was on 6,000 acres of forested land in Franconia Notch. When the owners of the hotel decided not to rebuild the hotel, they considered selling all of that land to timber companies.
- Many people, including members of the Society for the Protection of New Hampshire Forests, felt it was wrong to deforest this land and decided to campaign to save it.

Student Reading

Saving Franconia Notch. Direct students to read Unit 14: Learn It! “[Saving Franconia Notch](#),” pages 1 to 8, and complete the worksheet as described in Guided Practice below.

Guided Practice **5 Ws and an H: Saving Franconia Notch.** Distribute “5 Ws and an H: Saving Franconia Notch” and “Save the Notch” image set. Explain that they will use both primary (the image set) and secondary (the Learn It! student reading) sources to learn more about the campaign organized to save Franconia Notch from deforestation. Give them time to read the sources in the packet and use the information to answer the questions.

Teaching tip: Use this activity in small reading groups to provide reinforcement and extension as needed.

**Direct
Instruction**

Radio revolution. Project “Radio Advertisement” and ask students what they think is happening in the image. Explain to students that just three years before the Profile House burned down, an amazing technology started spreading across the nation: radio. Do any of the students listen to the radio? When? What do they hear on it? What technologies today are similar to radio?

Explain to students that when radio sets became available for people to have in their homes, the world was connected in a truly revolutionary way. Suddenly, news, music, and other entertainment could be accessed from far away and faster than ever before. Before this time, if you wished to listen to a piece of music, you needed to play it yourself or have a record of it. There was no spoken news publicly available.

Radio stations needed to make money and decided to start airing advertisements during their programs. In 1922, the first radio ad aired on the station known today as WNBC, the precursor to today’s major network NBC.

Teaching tip: Play samples of early radio advertisements for students to give them a sense of the sounds and language used to get listeners’ attention. Search for “advertisements” at the Library of Congress at loc.gov and choose “Audio Recording” for Original format; explore the collection at Old Radio World at www.olderadioworld.com/shows/Vintage_Commercials.php; or listen to the first part of the audiovisual source in the Analyze It! section of the “Moose on the Loose” website.

Guided Practice **Create an advertisement for radio.** Tell students that we do not have evidence that a radio ad campaign was one of the tactics used in the effort to save Franconia Notch. But what if it had been? How many more people would have joined the effort if they had heard about the situation while listening to a favorite radio program?

Explain to students that they will create an advertisement for radio with the goal of getting people to help save Franconia Notch from being sold to lumber companies. Remind students that:

- A radio ad is heard, not seen. Sound effects, music, and language will communicate their message.
- A radio ad is short. They will have just 30 seconds to get their message across.
- A radio ad is appealing or entertaining. They want to engage the listener so they stay tuned in, not switch to another station.

Divide students into pairs or small groups and distribute "Radio Ad Plan." Support students as they write and practice their ads. Provide materials to make sound effects. If students want to record their ads, use a digital recorder or an app on a mobile device or computer.

Reflection

Message received? Give students an opportunity to present, or play, their ads to an audience. Consider presenting the ads to an outside audience unfamiliar with the project. Provide listeners with "Radio Reflection Rubric" so they can share how well they think the ad communicated its message. Give the feedback to students and allow them to edit or change their ads as needed.

Reinforcement

1. **Deforestation sort.** Provide students with two index cards, labeled "problem" and "solution," and the "Changing Forests" image set. Ask them to sort the images according to whether they think it shows a problem of deforestation or a solution to a need. Discuss their thinking or have them write a sentence or two explaining each image.

Extension

1. **Radio math.** Challenge students to think about when and how often they should air their ad on the radio. Provide them with "Radio Math," which explains their budget and provides a sample schedule based on actual programming from the 1920s and listener numbers. Students will need to figure out how to reach the most listeners as time and money allows.
2. **Attention-grabbing headlines.** Give students the "Save the Notch Newspaper and Magazine Headlines." These are from real articles from the 1920s that were trying to grab attention for the campaign. What might the accompanying articles say? Have students write a nonfiction piece to go with the headline.
3. **School "airwaves."** Ask students to create an ad about an upcoming school or community event or fundraiser using the skills and techniques they developed making their Franconia Notch ads. Coordinate with school administration to allow students to perform their ad over the PA system.

Supporting Materials

“Changing Forests” Image Set

1. Forest Cover, 1894
2. Logging Workmen and Horse Team, undated
3. Grazing Sheep, circa 1880–1985
4. Clearcutting near Albany, 1915
5. Inside a Paper Mill, circa 1927
6. Workers at a New Hampshire Factory, 1910
7. Farmland in New Hampshire, 1902

“Save the Notch” Image Set

1. Tree Purchase Certificate, circa 1927
2. Buy a Tree, 1927

Radio Advertisement, 1922

Other Resources

- Edward W. Brouder Jr., *Granite and Ether: A Chronicle of New Hampshire Broadcasting*. Bedford: New Hampshire Association of Broadcasters, 1993.
- Kimberly A. Jarvis, *Franconia Notch and the Women Who Saved It*. Lebanon: University of New Hampshire Press, 2007.
- Library of Congress www.loc.gov
- Old Radio World www.olderadioworld.com

Standards

“Moose on the Loose” Content:

- ✓ 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. (4.T6.2)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (4.S1.1, 4.S1.2)
- ✓ Communicating and Critiquing Conclusions (4.S2.1, 4.S2.2)
- ✓ Effective Historical Thinking (4.S3.1, 4.S3.2)
- ✓ Comprehensive Geographic Reasoning (4.S4.1)
- ✓ Using Technology Responsibly (4.S7.1)

New Hampshire Social Studies Frameworks:

- ✓ Geography: Environment and Society (SS:GE:4:5.1, SS:GE:4:5.2)
- ✓ US / NH History: Economic Systems & Technology (SS:HI:4:4.2)

NCSS Themes:

- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 5: Individuals, Groups, and Institutions

C3 Frameworks:

- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.2.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5)
- ✓ Historical Sources and Evidence (D2.His.10.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Communicating Conclusions (D4.2.3-5, D4.3.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Informational Text (RI.3.1, RI.3.3)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.7, RI.3.9)
- ✓ Range of Reading and Level of Text Complexity (RI.3.10)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.2, RI.4.3)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.9)
- ✓ Text Types and Purposes in Writing (W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e)
- ✓ Production and Distribution of Writing (W.4.4, W.4.5)
- ✓ Research to Build and Present Knowledge (W.4.8)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c)
- ✓ Presentation of Knowledge and Ideas (SL.4.4, SL.4.5)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Informational Text (RI.5.1, RI.5.3)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.5.7, RI.5.9)
- ✓ Range of Reading and Level of Text Complexity (RI.5.10)
- ✓ Text Types and Purposes in Writing (W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e)
- ✓ Production and Distribution of Writing (W.4.4, W.4.5)
- ✓ Research to Build and Present Knowledge (W.4.8)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1c)
- ✓ Presentation of Knowledge and Ideas (SL.5.4, SL.5.5)

Lesson Vocabulary

advertisement	(noun) An announcement promoting an event, service, or product
conservation	(noun) The act of protecting an environmentally or culturally important place or thing from harm
deforestation	(noun) The removal of trees from an area
radio	(noun) Technology that sends sound waves through the air to deliver information or entertainment; radios were common in homes in America by the late 1920s