



Lesson 17.1 “A Small State of Many Cultures”

Unit 17: New Hampshire Today

Lesson Objectives

- Students will label a world map to show the countries represented by New Hampshire residents.
- Students will research cultural groups that currently live in New Hampshire.
- Students will create projects that demonstrate their learning and organize them as a festival celebrating the many cultures of New Hampshire.

Lesson Competencies

- I can analyze, use, and construct maps and other geographic representations to explain relationships between people and the environment. (Moose SS)
- I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. (ELA 8)
- I can gather and organize information, and orally deliver short and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. (ELA 7)

Essential Questions

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

Focus Question

How can we celebrate culture and adapt to diversity in New Hampshire today?

Estimated Time

Five 40-minute class sessions

Materials & Equipment

“The World in New Hampshire: Countries” for projection or class set
Class set of “World Map: First Generation Immigrants in New Hampshire”
Two different colored pencils
World atlases and maps for reference
Books, magazine articles, and websites for independent research
Class set of “Culture Research Plan”
Class set of “Culture Research Organizer” with additional copies
Materials for making projects: poster board, cardstock, scissors, glue, markers, recycled objects for games, etc.



Educator Introduction & Rationale

New Hampshire, mirroring the pattern of the United States as a whole, has experienced three major periods of immigration: Early Settlement, from the 1600s until 1790 (see Unit 3: Settling New Hampshire); the Great Wave, from the mid-1840s until 1924 (see Unit 12: Immigration in the Industrial Age); and Modern Immigration, from 1965 to the present. In the first two periods of immigration, most arrivals came from European countries, along with Africans forcibly brought to North America in slavery. However, this modern period of immigration has brought people from different parts of the world, especially Central and South America, Africa, and Asia. Immigrants from these countries have faced much the same challenges as did immigrants during the earlier periods as they assimilate to a new culture, learn a new language, and adapt to new traditions. At the same time, Americans have become increasingly interested in their own ethnic and cultural origins, resulting in explorations of many different heritages. More than ever, Granite Staters are interested in learning about, celebrating, and supporting the diversity of the state as New Hampshire itself becomes more diverse than it ever has before. Reference the [Educator Overview](#) for more information.

This is the first of two lessons in Unit 17: New Hampshire Today. It can stand alone in the unit. Completion of the learning activities in Unit 12: Immigration in the Industrial Age, especially lesson 12.2: "Push and Pull Factors" and 12.3: "Mapping Jobs and Groups," will provide students with useful prior knowledge about reasons for immigration and historical patterns of settlement in the state.

In this lesson, students complete a variety of independent and group activities to research and learn more about the diverse cultures that shape New Hampshire's modern identity. Students also practice important geographic thinking skills through the use and labeling of world maps. Intended to be completed over the course of four or five sessions, these activities culminate in a student-planned festival that teaches others about the traditions and cultures that characterize New Hampshire today.

Reinforcement and extension opportunities are provided through differentiation of mapping, research, and festival tasks. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

Learning Activity

Activation

Melting pot or salad bowl? In the 20th century, most Americans felt the country was a “melting pot” of cultures. People had roots and traditions from other countries and cultures that all melted together to create a unique American identity. Is that the best way to describe what it means to be American in the 21st century? Or are we more of a salad bowl, a single dish that has distinct and delicious ingredients? Ask students to vote for either melting pot or salad bowl and write their reason in one sentence on a post-it. Ask students to stick their post-its in the appropriate column of a labeled t-chart. After voting, review the results and discuss.

Teaching tip: There is an explainer video that explores this topic entitled, “[Mason Explains: Melting Pot or Salad Bowl?](#)” Find the video on the **Unit 12 Find It!** page.

Student Reading

New Hampshire’s people. Before moving to Direct Instruction, direct students to read Unit 17: Learn It! “[The People](#),” pages 3 to 6.

Direct Instruction and Discussion

The world in New Hampshire. Remind students that New Hampshire, just like the United States as a whole, is populated by people from all over the world. Some people have lived here for generations, while others are newer arrivals. Remind students that people who have moved from one country to live in another are called **immigrants** and the process of making that move into a new country is called **immigration**. People move to New Hampshire from other countries for many of the same reasons that they moved here in earlier waves of immigration. Can students think of some reasons why people continue to immigrate to New Hampshire? Discuss and ensure students identify at least the following:

- More job opportunities
- Improved quality of life (housing, education, religious freedom)
- Safety (the home country is at war or no longer a good place to be)

Teaching tip: Review the reasons for immigration by watching “[Mason Explains: Push-Pull Factors](#).” Find the video in the [Media Library](#) by selecting “Explainer Videos” resource type and Immigration topic. (moose.nhhistory.org→Educators→Resources and Tools→Media Library)

Tell students that one big difference between the immigration of the 20th century and the immigration of the 21st century is that New Hampshire has more new residents from a wider range of countries. This means that New Hampshire is a more diverse place now than it has ever been before. Project “The World in New Hampshire” and give students a few moments to look at the list of countries represented by New Hampshire residents. Do the students have connections to any of the countries on the list?

Guided Practice **Label a world map.** Provide students with the blank “World Map” or a political world map of your choice. Begin by working together to mark the map with the approximate location of New Hampshire and shade it with one color. Show them the atlas and explain how to use it to look up a country’s location. If accessible, demonstrate how to use the Britannica Kids online world atlas (<https://kids.britannica.com/kids/browse/atlas>) or Mr. Nussbaum’s Interactive World Map (<https://mrnussbaum.com/interactive-world-map-and-world-map-games>).

Students should shade (and label, if desired) countries from around the world that are represented in New Hampshire. Give students time to use the available resources to work on their maps. Their completed maps will show New Hampshire in one color and countries represented by people living in New Hampshire in another color.

Teaching tip: Some students may benefit from using a labeled political map instead of a blank map for this activity. They can still engage with a print or online atlas to complete the shading and will practice geographic thinking in the process. Or, print out an enlarged blank world map so that multiple students can work together on one. Divide the list of countries among the students to make the task manageable in the time available.

Teaching tip: This is a good place to pause before moving on to the research and planning activities.

Student Reading **Celebrating heritage.** Before moving to Independent and Guided Practice, direct students to read Unit 17: Learn It! “[The People](#),” pages 7 to 19.

Independent and Guided Practice **Research projects and planning a festival.** Ask students if they have ever attended a cultural festival and brainstorm with them some of the cultural festivals in the state or region of the state. Some of these are:

- Highland Games: A celebration of Scottish culture (see nhscot.org/)
- Glendi: A celebration of Greek culture and heritage (see www.stgeorgenh.org/activities/glendi/)
- Poutine Fest: A celebration of the French-Canadian classic food (see www.nhpoutinefest.com/)
- We Are One: African/Caribbean Celebration (see <https://manchesterinklink.com/we-are-one-festival-set-for-aug-19-organizers-seeking-vendors-sponsors-and-new-blood/>)

Help them connect each festival with an ethnic community and explore the impact these ethnic groups may have had in the area where the festivals were held. Are there other businesses or organizations in that area that have ties with those ethnic groups? Ask them why they think such festivals are held. Conduct a brief discussion to emphasize that cultural festivals:

- Bring communities together to celebrate and have fun
- Give people an opportunity to enjoy shared traditions
- Teach people new things about other cultures

If students have not had experiences attending or participating in cultural festivals, considering showing video clips from festivals held around the state. There are an increasing number of cultural and multicultural festivals held throughout the year such as those held in Concord, Berlin, and Nashua. Discuss the difference between cultural (one ethnic group) and multicultural (many ethnic groups) festivals. How might the two types of festivals differ?

Explain that students will research and plan their own mini-multicultural festival to teach others about the cultures that are present in New Hampshire today. Students will choose one of the countries from "The World in New Hampshire" and use the "Culture Research Organizer" graphic organizer to complete a short research project that will create an interactive feature for the festival. Students may wish to choose a country they know little about or a country connected to their own heritage. Ask students to complete "Culture Research Plan" first.

Provide students with the resources suggested in "Supporting Materials," either organized prior to the lesson or give them access on a computer. Support them as they work through the tasks in the research graphic organizer, "Culture Research Organizer." Final projects may be completed in class or as homework, depending on available time.

When students complete their projects, work as a group to plan and hold the festival.

Teaching tip: Consider creating a large version of the world map completed earlier to display during the festival. Highlight or circle the countries students researched for their festival.

Reflection

Revisit the melting pot and salad bowl. After the festival, take time to discuss the event as a class. Return to the t-chart of ideas about the metaphors for American culture. Did holding the event change or add to their thinking about these descriptions? Return post-it notes to students and give them time to add to, change, or move the location of their response.

Reinforcement & Extension

Provided through differentiation of project.

Supporting Materials

Suggestions for research tools:

- National Geographic Kids: Countries kids.nationalgeographic.com/geography/countries
- Google Lit Trips www.googlelittrips.org/
- Google Arts and Culture: Places <https://artsandculture.google.com/category/place>
- Globe Trottin' Kids <https://www.globetrottinkids.com/>

Sources for "World Map: First Generation Immigrants in New Hampshire:"

- "Refugee Facts" from the *New Hampshire Department of Health and Human Services* at <https://www.dhhs.nh.gov/programs-services/health-equity/refugee-program#refugee-facts>
- "State Immigration Data Profiles" at *Migration Policy Institute* at www.migrationpolicy.org/programs/data-hub/state-immigration-data-profiles

Standards

“Moose on the Loose” Content:

- ✓ 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. (3-5.T7.2)
- ✓ Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy. (3-5.T8.1)

“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, 3-5.S2.2)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1, 3-5.S4.2)

New Hampshire Social Studies Frameworks:

- ✓ Geography: The World in Spatial Terms (SS:GE:4:1.2, SS:GE:4:1.3)
- ✓ Geography: Human Systems (SS:GE:4:4.2, SS:GE:4:4.3)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.3)
- ✓ US / NH History: Contacts, Exchanges & International Relations (SS:HI:4:2.1)
- ✓ US / NH History: World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.2, SS:HI:4:3.3)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.1, SS:HI:4:5.4, SS:HI:4:5.5)
- ✓ World History: World Views and Value Systems and their Intellectual and Artistic Expressions (SS:WH:4:3.1)
- ✓ World History: Social/Cultural (SS:WH:4:5.1)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 5: Individuals, Groups, and Institutions

C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.1.3-5, D2.Geo.2.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.5.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.4.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)
- ✓ Taking Informed Action (D4.6.3-5)

Common Core ELA Grade 3:

- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.7)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.3.10)

Common Core ELA Grade 4:

- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Fluency in Foundational Skills (RF.4.4)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9)
- ✓ Range of Writing (W.4.10)
- ✓ Vocabulary Acquisition and Use (L.4.6)

Common Core ELA Grade 5:

- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.5.10)
- ✓ Fluency in Foundational Skills (RF.5.4)
- ✓ Production and Distribution of Writing (W.5.4)
- ✓ Research to Build and Present Knowledge (W.5.7, W.5.8, W.5.9, W.5.10)
- ✓ Vocabulary Acquisition and Use (L.5.6)

Lesson Vocabulary

culture	(noun) The beliefs, values, and practices learned and shared by a group of people from generation to generation
heritage	(noun) Something, like traditions or property, that comes to a person or group from ancestors
immigrant	(noun) A person who moves from one country to live in another country
immigration	(noun) The act of moving to a new country to live permanently
tradition	(noun) A well-known belief or custom shared by a group of people over many years