



Lesson 3.1 “Explorers”

Unit 3: Settling New Hampshire

Lesson Objectives

- Students will identify the reasons explorers traveled to the land now called New Hampshire.
- Students will compare and contrast historic maps of New England with present day maps.
- Students will identify what explorers brought to New England and assess the impact on indigenous life.

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 construct and analyze maps and other geographic representations to explain relationships between people and the environment. (Moose SS)
- 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)

Essential Questions

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

Focus Questions

How were the Abenaki impacted by the arrival of the Europeans?
What did explorers find when they first encountered the land?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Partner set of “Historic Map of New England”
“New England” Map for projection
Class set of “Comparing Maps” worksheet
Excerpt from *The Voyage of Martin Pring, 1603*
Class set of “Note-taking Sheet: The Voyage of Martin Pring” worksheet
“Mason Explains: European Explorers” video
Image set “Settlement Supplies” for projection or group printouts
Class set of “Settlement Supplies” worksheet



Educator Introduction & Rationale

Colonization, and eventual settlement, in New Hampshire was a process that spanned from the early 1600s to 1720. The early European explorers came to New England in search of natural resources, with the intent of making money. Later settlers intended to create permanent communities and were encouraged to become farmers, merchants, fishermen, and skilled craftsmen.

Shortly after Christopher Columbus encountered America in 1492, Italian explorer Sebastian Cabot sailed the New England coastline and claimed it for England. In 1603, 23-year-old English sea captain Martin Pring led an expedition of two ships and 44 men to the region. The expedition was looking for sassafras, which was used as a popular medicinal treatment of the time. Pring landed in what would become Portsmouth harbor. The crew sailed up the various rivers that poured into the harbor—the Saco, York, and Kennebunk Rivers in what is now Maine, and the Piscataqua River in New Hampshire—and this was the first documented landing of Europeans in New Hampshire. They failed to find sassafras in New Hampshire, although did find some in the Cape Cod area later in the same voyage. Over a decade later, John Smith explored the coast from Maine to Cape Cod. He named the islands off the coast of New Hampshire Smith’s Isles, and they later became the Isles of Shoals.

Throughout this time of exploration, both John Smith and Martin Pring noted that the area of New Hampshire was rich in natural resources, specifically forests and fish. These resources made New Hampshire a prime location to settle and invest in. Please reference the Educator Overview for more information.

This is the first lesson in Unit 3: Settling New Hampshire and focuses on the exploration of what is now New Hampshire. Students will compare two maps of New England, one from the 1700s and one from present day. This activation guides students to consider what is included in each map and to think about what was important to settlers in the 1700s. During direct instruction, students will listen to an excerpt from Martin Pring’s journey to New England and take notes on the important resources found in the region. Lastly, students will discuss the resources the new land provided and the tools and other items that settlers brought with them to this new land to identify the impact settlers made on the land and indigenous people.

A reinforcement activity is provided for students who would benefit from a review of vocabulary terms related to this time of exploration and settlement. Extension activities are for students who benefit from additional resources to challenge their thinking. Students compare the writings of John Smith with Martin Pring and consider absolute and relative location.

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 **Then and now.** Put students into partnerships and hand out a copy of “Historic Map of New England” to each set of partners. Have them study it while you either project the current map of New England on an interactive whiteboard or hand out copies for the students. Give them the “Encountering Maps” worksheet to guide their comparison of the maps. Discuss together as a class.

Direct Instruction **Exploring with Martin Pring.** Tell the students that explorers came to New England for various reasons, most particularly to see if the land was appropriate for settlement or could be productive economically.

Show students “Mason Explains: European Explorers” video if desired. Find the video in the Media Library by selecting “Explainer Videos” resource type and this unit. Students can take notes in a T-chart listing why explorers left Europe and what they encountered.

Martin Pring was one of the first explorers who came to the area and he was looking for sassafras, which is a tree. All parts of it, the bark, roots, leaves, and wood, are useful to humans. Pring wrote about his experiences; read aloud the given excerpts from *The Voyage of Martin Pring, 1603* and have students simply listen the first time through. What did Pring find? As students talk about what they heard, encourage them to think of the findings in categories, like edible plants, animals, and trees.

Teaching tip: Please note with students that Pring’s account talks about finding sassafras on this voyage, although it was not found in what would become New Hampshire. He found sassafras in Cape Cod, Massachusetts.

Hand out “Note-taking Sheet: The Voyage of Martin Pring” worksheet and read the excerpt through again, having students take notes on it this time.

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

Guided & Independent Practice

What will you bring? Talk with students about what it was like for settlers to come to a land that they considered empty and unused. Note with students that the Abenaki people had lived in this land for thousands of years and created a complex society, but that European explorers did not recognize or acknowledge the developments made by the Abenaki people.



Ask students, if you were settling the land based on Martin Pring's account, what would you bring with you to make your life in the new world successful? What tools, supplies, and other items would help establish a settlement best? Brainstorm together and write a list for students to see. If desired, use the image set "Settlement Supplies" to aid brainstorming and support students envisioning what was needed.

Then ask, how might these items impact the land and the people who were already there? Hand out the "Settlement Supplies" worksheet. If your brainstormed list doesn't match the worksheet list, adjust as needed.

As a class, fill out the first row as a whole group as an exemplar. Discuss what positive and negative impacts the items listed could have on the settlers coming from England, the indigenous people already living there, and the land itself. If students need additional support, complete the second row with them as well. Have students work with a partner to fill out the remaining rows of the items brought by settlers.

Discussion & Reflection

Making predictions. Have students come to the carpet or area of main instruction to review the "Settlement Supplies" worksheet. Discuss the impact each item could have, whether positive or negative, on the land and people in New Hampshire. Have students make predictions:

- How could these items impact future relations with the indigenous people?
- How could these items impact the growth of the colony?
- Which items will need to be continuously supplied by England, and which items can be made or found in the new world?
- What resources in the new world do you think will be most valuable to the Europeans in trade?

During your discussion, circle back around to reinforce knowledge about the Focus Questions:

1. How were the Abenaki impacted by the arrival of the Europeans?
2. What did explorers find when they first encountered the land?



Reinforcement

1. **Vocabulary review.** Have students complete the “Vocabulary Review” worksheet. Reinforcing vocabulary definitions with visual representations helps students process and internalize their understanding of the words.
2. **Reading *A Description of New England*.** Students complete a close reading of John Smith’s writing selection *A Description of New England*. Give students the reading, the worksheet, and four colored pencils.

Extension

1. **Absolute and relative location.** Give students access to Martin Pring’s and John Smith’s writings and the modern-day New England map. Review with students the definition of absolute and relative locations and have them complete the “Absolute and Relative Location” worksheet.
2. **Compelling writing: Martin Pring and John Smith.** Give students copies of Martin Pring’s writing and John Smith’s writing, as well as the “Compelling Writing” worksheet. Students compare the two men’s accounts of the New World to determine which they find more compelling. Students who are particularly interested may wish to look at John Smith’s original writing to observe differences between our English today and the English of his time.



Supporting Materials

New Hampshire Historical Society Resources

1. 17th-century Ax Head, circa 1600–1700
2. 17th-century Jug, circa 1650–1670
3. Bear Trap, circa 1650
4. Silver Tablespoon, circa 1675

Other Resources

- 17th-century Man's Clothing, circa 1625–1635; ©Victoria and Albert Museum, London
- 17th-century Screw, circa 1675; ©The Board of Trustees of the Science Museum
- 17th-century Shoe, circa 1670–1699; ©Victoria and Albert Museum, London
- Early 17th-century Brass Kettles, circa 1610–1620; ©McCord Museum
- Early 17th-century Musket, circa 1610–1620; ©The Trustees of the British Museum
- Historic Map of New England, 1675; courtesy of the Norman B. Leventhal Map and Education Center at the Boston Public Library
- John Smith, A Description of New England, 1616. digitalcommons.unl.edu/zeaamericanstudies/3/
- Knife and Fork, circa 1600; ©The Trustees of the British Museum
- Late 17th-century Hand Saw, circa late 1600s; ©The Board of Trustees of the Science Museum
- Martin Pring, The Voyage of Martin Pring, 1603. content.wisconsinhistory.org/digital/collection/aj/id/2425
- New England Map, 2019. NH GRANIT Database, Complex Systems Research Center, University of New Hampshire
- Table Salt, Wikimedia Commons



Standards

“Moose on the Loose” Content:

- ✓ 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. (3-5.T1.1)
- ✓ 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. (3-5.T2.1)

“Moose on the Loose” Skills:

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

New Hampshire Social Studies Frameworks:

- ✓ Geography: Places and Regions (SS:GE:4:2.1, SS:GE:4:2.5)
- ✓ Geography: Human Systems (SS:GE:4:4.4)
- ✓ Geography: Environment and Society (SS:GE: 4:5.2)

NCSS Themes:

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

C3 Frameworks:

- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5, D3.2.3-5)

Common Core ELA:

- ✓ 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.4.7, RI.4.8, RI.4.9)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.3)

Lesson Vocabulary

explorer	(noun) A person who travels to an area unknown to them, usually in search of information or opportunity
indigenous people	(noun) The first people who lived in an area before people from other cultures arrived
natural resources	(noun) Something found in nature that is used by people, such as animals, plants, or fossil fuels
New World	(noun) A term used by Europeans for the Americas, especially starting in the 16th century when they were first exploring this part of the world
sassafras	(noun) A tree from the east coast of North America; all parts of the tree, like bark, leaves, and roots, are helpful to humans
settlement	(noun) A place where people establish a community

