



Lesson 3.2 “Early Industries”

Unit 3: Settling New Hampshire

Lesson Objectives

- Students will identify factors that caused Europeans in the 17th and 18th centuries to leave their home countries and pursue opportunities in New Hampshire.
- Students will examine primary sources to discover New Hampshire’s greatest natural resources during settlement.
- Students will evaluate an early trade report and write a response about the king’s reaction.
- Students will identify how early industries functioned to take natural resources and make products for England.

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 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 state an opinion that answers a question about a topic or text. (ELA 6)
- I can investigate and describe basic economic principles and explore how they impact communities. (Moose SS)

Essential Question

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

Focus Questions

What did explorers find when they first encountered the land?
Why did the English settle New Hampshire?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

“Ships from the Colonial Era” image set for projection
Class set of “Colonial Ship Vocabulary” worksheet
“Land Comparison” image set for projection
Class set “Trade and Settlement Report” source and worksheet
“[White Pine Tree](#)” infographic for projection or printing
Class set of “Early New Hampshire Industries: Forests” worksheet
Class set of “Early New Hampshire Industries: Fish” worksheet
Class set of “Early New Hampshire Industries: Fur” worksheet



Educator Introduction & Rationale

In the 17th century, early European explorers to New England reported abundant natural resources, spurring investors to establish money-making settlements in New Hampshire. The 17th century saw the arrival of the first English adventurers, bent on making fortunes from New Hampshire's natural resources, primarily through fish, fur, and forests.

- Cod, abundant in the Atlantic Ocean off the coast of New England, was a relatively cheap foodstuff for most people, and when dried and salted, it remained edible for long periods of time. The settlements along the coast of New Hampshire were built to take advantage of the market for cod.
- New Hampshire was home to an abundance of fur-bearing animals and a European craze for beaver pelts and beaver hats at this time encouraged fur trapping as a financial venture.
- New Hampshire's forests were covered with chestnut, oak, maple, birch, and pine. Wood was used to build most of the items essential for people in this period—buildings of all kinds; containers; tools; furniture; bridges; and boats, ships, wagons, and other types of transportation. The most significant lumber trade of the colonial period was the mast trade. Wood was also the primary source of fuel, necessary for heating homes, cooking food, and maintaining the fires for blacksmithing and other trades. Plus, harvesting trees cleared the land to make way for farming, which was widespread from the colony's earliest years.

This is the second lesson in Unit 3: Settling New Hampshire. In this lesson, students conduct a Notice & Wonder activity about colonial-era ships and what natural resources were necessary for them. They then explore the factors that brought Europeans to New Hampshire in the 17th and 18th centuries and the available natural resources that led to settlement of the area. Before reflecting with a letter from the king to industry builders, students delve deeper into imagining the three main early industries in the state: timber, fish, and beaver pelts. 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 the document. You may wish to preview these with your students.

There is a reinforcement activity for students who would enjoy drawing one of the new industries, and two extensions for those who would like to practice formal language or examine New Hampshire's industries today.

Learning Activity

Activation & Discussion

Notice & Wonder: colonial ship construction. Project the image set “Ships from the Colonial Era” and conduct a Notice & Wonder close-looking activity. Show each image for about a minute and ask students first what they notice and then what they wonder about the ship. Record observations and questions as is best for your class.

To include in discussion:

- They were all sailing ships and moved only by wind, rather than engines.
- The ships were very tall. Draw attention to the numerous vertical masts.
- Except for the sails and the ropes, the ships were made almost entirely of wood.
- The wood needed to construct the ships would have been different shapes and sizes, from planks to masts.
- These were working ships, rather than decorative, fancy ships, with many moving parts that required skill to sail.
- Ships had to be large and well-built in order to be able to sail across the ocean.

Distribute the “Colonial Ship Vocabulary” to each student and review instructions. Complete and review as best for your class.

Guided Practice

Why settle elsewhere? In the 17th and 18th centuries, some Europeans decided to leave their homes and settle in the New World. Why might someone want to leave their town or village to go far away to live somewhere new? Discuss as a class.

Possible outcomes:

- Religious or political freedom
- Adventure
- Economic reasons: needed resources, new jobs and available land provided opportunity

Briefly discuss ideas as they are mentioned, drawing student attention to economic reasons. When thinking about going to a new place for opportunity in the 17th century, what guides where you go? Confirm with students that the main focus of choosing places for settlement and industry would be the available natural resources.

Natural resources and settlement. Project the “Land Comparison” image set and discuss natural resources.

- What is a natural resource?
- What are examples of natural resources?
- What natural resources does New Hampshire have? Are the natural resources of today the same as the ones in the 17th century?
- Are natural resources unlimited? Why or why not?

Possible outcomes:

- A natural resource is something found in nature that is used by people.
- Natural resources include fish, animal pelts, timber, waterfalls, salt, oil, natural gas, iron, diamonds, and gold.
- Natural resources specific to New Hampshire include fish, animals, timber, water, granite, Christmas trees, hay, and maple sap.
- Natural resources in New Hampshire have developed over time so that some, like granite, are the same and some, like Christmas trees, are different.
- Natural resources are limited and people need to use these resources wisely.

Examine image 3 with students and compare it with the forests in the New World. By 1650, England needed wood for almost every aspect of daily living from constructing buildings and furniture to burning it for cooking and heat to building carts and ships. However, England had cut down much of its timber. New Hampshire’s natural resources were exciting for explorers.

Teaching Tip: If you do not have a projection screen, the activity can be done with groups and printed out images.

Guided Practice

News from the New World. Distribute “Trade and Settlement Report, 1699” image and worksheet. Inform students that in 1699, English explorers William Partridge and Benjamin Jackson surveyed the natural resources in New England and wrote a letter to the government in England detailing their findings. They were hoping to convince the king and his representatives that they should supply England with wood for ships.

Read the letter out loud to the class and have students underline words or phrases they don’t understand. Discuss the language. Why is it so formal? Have students work together to examine the letter and answer the questions. Circulate to support learning.

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

Independent Practice

Building an industry. After the news about New Hampshire’s natural resources spread, there were many settlers interested in building industry in the area. One of the most important industries for England was timber, as the “Trade and Settlement Report, 1699” proposed.

Help students understand why New Hampshire pines were so special. Project “The White Pine Tree” infographic and read with students. White pines in the 1600s were much taller than the ones we see today! Tell students that there were white pines all over New Hampshire, and they were perfect for use in England’s shipbuilding.

Have students imagine they are settlers, starting a new timber business, and this tree is in the middle of the forest, miles away from the ocean. How are they going to get these big trees back to England to sell them? Step by step, how would they harvest the tree?

Divide students into small groups and distribute copies of the "New Hampshire Industries: Forests" worksheet. Circulate to support learning and ask guiding questions to groups having trouble imagining the steps. After the groups have completed the worksheet, review and discuss as best for your class.

Independent Practice

Fish & fur. Once students have a grasp for the steps involved in harvesting timber for the king, expand learning to explore the other two early industries in the New Hampshire area: fish and fur.

Divide the class into two groups. Distribute copies of the "Early New Hampshire Industries: Fish" worksheet to one group and "Early New Hampshire Industries: Fur" worksheet to the other. Similar to the timber industry, students should discuss the steps, tools and supplies, and challenges involved in these industries. Students can find information about these industries on the Unit 3 "Learn It!" page on the tab titled "New Hampshire's Early Industries."

Circulate to support learning and ask guiding questions to groups having trouble imagining the steps. Once each group has finished their worksheet, have pairs of students present their industry to each other.

Reflection & Discussion

Circling back to focus questions. Process the information and skills from this lesson by circling back around to the unit focus questions. Of the four questions, the two below are particularly answered in this lesson. Start or continue class mind maps with the focus questions at the center.

- What did explorers find when they first encountered the land?
- Why did the English settle New Hampshire?

- Reinforcement** 1) **Early industry artist.** Distribute copies of the “Early Industry Artist” worksheet and have each student draw and color a picture of an early New Hampshire colonist doing one of the jobs discussed in this lesson: harvesting and producing ship masts, fishing for cod, or trading beaver pelts.
- Extension** 1) **King for a day (or at least a representative!).** Invite students to imagine they are the representative of the king that has received the letter from part one and are writing a response to that letter. What would it say? Should England buy masts and other ship materials from Partridge and Jackson? Did they show in their letter that they knew how to make these items? Would England be able to get them as quickly as they needed? Are Partridge and Jackson going to charge the right amount of money? Encourage them to use the fanciest words they can think of!
- 2) **New Hampshire’s industries today.** Ask students to think about what they know about the state’s economy. What do they think are the major industries in New Hampshire today? Provide access or printouts of NPR’s *New Hampshire Economy*, which lists NH’s three main industries today. www.nhpr.org/topic/new-hampshire-economy#stream/0 What do students think? Where do they see evidence of these industries?

Supporting Materials

New Hampshire Historical Society Resources

1. Trade and Settlements Report, 1699
2. Old Pine in Kensington, 1863
3. The White Pine Tree infographic

Other Resources

- English Coast
- English Countryside
- White Pine Forest
- Dutch Ship
- Galleon
- *London* Ship Model from 1770
- *New Hampshire Economy* from NHPR. www.nhpr.org/topic/new-hampshire-economy#stream/0

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)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1, 3-5.S4.2)
- ✓ Understanding Economics and Economic Systems (3-5.S5.1, 3-5.S5.2)

New Hampshire Social Studies Frameworks:

- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.3)
- ✓ Economics: International Economics and Trade (SS:EC:4:5.1, SS:EC:4:5.2, SS:EC:4:5.3)
- ✓ Geography: The World in Spatial Terms (SS:GE:4:1.2, SS:GE:4:1.3, SS:GE:4:1.5)
- ✓ Geography: Places and Regions (SS:GE:4:2.1, SS:GE:4:2.2, SS:GE:4:2.3, SS:GE:4:2.4)
- ✓ Geography: Environment and Society (SS:GE:4:5.1, SS:GE:4:5.2, SS:GE:4:5.3)

NCSS Themes:

- ✓ Theme 3: People, places, and Environments
- ✓ Theme 7: Production, Distribution, and Governance

C3 Frameworks:

- ✓ Economic Decision Making (D2.Eco.2.3-5)
- ✓ Exchange and Markets (D2.Eco.3.3-5, D2.Eco.8.3-5)
- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.2.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.5.3-5, D2.Geo.6.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.7.3-5, D2.Geo.8.3-5)
- ✓ Global Interconnections: Changing Spatial Patterns (D2.Geo.11.3-5)
- ✓ Historical Sources and Evidence (D2.His.11.3-5)

Common Core ELA:

- ✓ Key Ideas and Details in Reading Informational Text (RI.4.1, RI.4.2, RI.4.3)
- ✓ Craft and Structure in Reading Informational Text (RI.4.4)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.4.3)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1a, SL.4.1c)
- ✓ Vocabulary Acquisition and Use (L.4.4a, L.4.6)

Lesson Vocabulary

Abenaki	(noun) Name used to refer to the indigenous people of the land now called New Hampshire
colonist	(noun) A person living in an area governed by another, often distant, country
colony	(noun) An area governed by another, often distant, country
industry	(noun) 1 Making products by using machinery and factories 2 A group of businesses that provide a particular product or service
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 the Americas
pelt	(noun) The skin of an animal, usually with fur
settlement	(noun) A place where people establish a community
timber	(noun) Trees that have been cut into larger beams or smaller planks to be used in construction