



Lesson 13.1 “Tourists in New Hampshire”

Unit 13: Tourism in New Hampshire, 1826–1920

Lesson Objectives

- Students will identify the natural wonders and popular attractions that draw tourists to New Hampshire using primary sources.
- Students will group the tourist attractions into categories to explain why people come to New Hampshire.
- Students will map specific tourist attractions in the state.

Lesson Competencies

- I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. (ELA 8)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- I can construct and analyze maps and other geographic representations to explain relationships between people and the environment. (Moose SS)

Essential Questions

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

Focus Question

Why did tourists come to New Hampshire?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Class set of *The Conway Daily Sun* article, “White Mountain Chronicles: The Willey Slide of August 1826” (9/2/2016)
“New Hampshire Regions Map” for projection
Class set of “Reasons to Visit New Hampshire” student worksheet
Copies of primary source photographs and paintings to create stations



Educator Introduction & Rationale

New Hampshire has drawn tourists to the state for more than 100 years due to the natural beauty of its lakes, mountains, and valleys, as well as being a place to relax and get away. The earliest visitors to New Hampshire stayed in taverns and inns, and, from the 1850s on, railroads encouraged tourism as travel became possible to more remote areas. Larger resort hotels became popular, and guests escaped the cities of the Industrial Revolution for both weekends and whole summers. In the early 1900s, as the automobile became the chosen mode of transportation, more people traveled to motels and campgrounds, especially if they couldn't afford the luxury of a grand hotel. Campgrounds also offered people the chance to enjoy the outdoors at a reasonable cost. Many entrepreneurs saw opportunity in the tourism industry in New Hampshire and created businesses that catered specifically to tourists. The many artists and photographers who came to the state promoted New Hampshire's many attractions by sharing their work, inadvertently marketing the Granite State to potential tourists.

One of the first of America's major tourist attractions was the Willey House. The Willey family (Samuel Willey Jr., his wife Polly, their 5 children, and two men who were working on the property as hired help) lived in a small house in Crawford Notch. During the summer of 1826, they fled their house seeking shelter during a heavy downpour that caused a landslide. Tragically, the house was untouched by the landslide, but the family ran directly into the landslide's path and perished. The house became a historic site that was the first location to draw tourists in a phenomenon that later became known as "disaster tourism." Since then, many artists and writers have used New Hampshire's landscape, beauty, and powerful nature as inspiration for their art form. Their work encouraged people to visit, thus creating a tourism industry in New Hampshire. Reference the [Educator Overview](#) for more information.

This lesson is the first in Unit 13: Tourism in New Hampshire, 1826–1920. Students will explore reasons why tourists come to New Hampshire, then identify and map the natural wonders and attractions within the state using historical photographs. Students will make connections to places they've visited in New Hampshire and analyze print resources in learning about the tragic Willey Slide of 1826. These activities are designed to help students understand the reasons why tourism is one of the largest industries in the state as well as enhance their understanding of the geography of New Hampshire. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. The lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students before beginning the lesson.

The extension activities can be used to enhance students' understanding of the geography of New Hampshire or to give them experience with planning a trip. A reinforcement activity is given for students who might need more practice with sorting.

Learning Activity

Activation

Why visit New Hampshire? Pair students up to share about one destination that they have visited in New Hampshire outside of their hometown. Have them each answer the following questions:

- Where did you visit?
- Why did you go there?
- What time of year was it?
- What did you do while you were there?
- How long did you stay?

Project the "Reasons for Visiting New Hampshire" student worksheet and discuss the five reasons why people visit different places in New Hampshire (natural beauty, amusement, relaxation, specific activities, education/history). Discuss with students that many people visit New Hampshire for its natural beauty and landscape; however, they come for other reasons as well. Tourists visit for specific outdoor activities such as skiing or for education at a museum. Have students turn-and-talk with their partner to discuss which category their own trip falls into.

Place one of the five reasons on each table of the room and direct students to go to the table that best matches their trip. If students are unsure, guide them to the correct choice by asking clarifying questions. Once the students have all chosen their category, have one person per table share with the entire class where they went and why they visited that location.

Student Reading

Beginning of tourism. Before moving to Direct Instruction, direct students to read Unit 13: Learn It! "[What to do in New Hampshire](#)," pages 1 and 2.

Direct Instruction

The Willey Slide. Have the students come to the circle with a clipboard or stay at their seats, and pass out the article from *The Conway Daily Sun*, "White Mountain Chronicles: The Willey Slide of August 1826" (9/2/2016). Read the article as is best for your class and discuss what drew people to visit the Willey Slide. Which of the five categories would this fall into?

Teaching Tip: Alternatively, view the video "[Mason Explains: The Willey Slide](#)" as a class and discuss the same question. Find the video on the Unit 13 [Find It!](#) page.

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

Guided Practice

Mapping tourist sites in New Hampshire. Tell students that you have chosen popular tourist sites from the decades after the Willey Slide, when people used railroads and stagecoaches to travel on vacation, to explore why people came to New Hampshire.

Project the "New Hampshire Regions" map and ask students to predict where most of the tourist sites you'll study will be. Gather predictions, then distribute student worksheet "Reasons for Visiting New Hampshire" to each student. Do students know these sites? Together, define and map each one; note that students will add definitions to their worksheets but you will map sites together on the projected map. Now look at the map; to what regions of New Hampshire did tourists go? Ask students if they notice any patterns in the locations.

Possible outcomes:

- There are three main regions with broad tourist attractions: White Mountains, Lakes Region, seacoast.
- People are drawn to the natural beauty of New Hampshire: seashore, lakes, mountains.

Images of tourism. Display the images throughout the classroom in seven stations. Explain that students will investigate the images and read the captions to decide which of the five reasons for visiting New Hampshire each image represents. Each of the places can fall into more than one of the five categories.

Model looking at the Cog railway photograph. Ask students what they notice about the photograph and discuss:

- What three words would they use to describe the photograph?
- What do they see? What are the people doing?
- What about the caption tells us more about this photograph?

Have students turn their attention to the worksheet. Which category does this photograph fall into? Why?

Student Reading

Tourist options. Before moving to Independent Practice, direct students to read Unit 13: Learn It! "[What to do in New Hampshire](#)," pages 3 to 9.

Independent Practice

Categorizing tourism. Place the remaining images on different tables throughout the classroom. They will discuss together images of the following:

1. Isles of Shoals
2. Cog Railway
3. Flume
4. Old Man of the Mountain
5. Pine Island Park
6. Town of Wolfeboro on Lake Winnepesaukee
7. Presidential Range and Mount Washington

Remind students that places can fall into more than one category and divide them into groups to start them at the stations. Set a timer for two minutes per station. Students will rotate around to each table to sort the images into the appropriate category or categories on their worksheet.



Discussion & Reflection

Attracting tourists. Once students have finished, discuss how they sorted each tourist site and why. You can have each group present one of the stations and its appropriate category or choose to keep it a whole class discussion. Ask students what about the images helped them to sort the tourist sites into different categories. See educator's answer key in the Worksheets and Resources file for this lesson plan.

Have students reflect in writing on the following questions:

- What about New Hampshire attracts tourists from all over the United States? Give two examples from the activity to back up your reasoning.
- Do you think the main attractions of New Hampshire have changed over time? Why or why not?

Reinforcement

1. **Sorting current-day tourism.** Gather brochures from current-day tourist sites in New Hampshire. Have students work with a partner to sort the brochures according to the five categories from the "Reasons to Visit New Hampshire" worksheet.
2. **Free time.** View the video "[Mason Explains: The Invention of 'Free Time'](#)" to further cement the changes through the decades. It can be found on the Unit 13 [Find It!](#) page.

Extension

1. **Visiting tourist sites.** Gather brochures from current-day tourist sites in New Hampshire. Have students plan a trip to a destination of their choice. They should research elements of the trip such as cost, transportation, overnight accommodations, etc.
2. **Mapping current-day tourism.** Gather brochures from current-day tourist sites in New Hampshire and have students map the locations of the sites. Students can then compare the geography of current-day New Hampshire tourism with tourism in the past.

Supporting Materials

New Hampshire Historical Society Resources

1. Appledore Island Boat Landing, undated
2. Suspended Boulder at the Flume, circa 1850s - 1883
3. Flume, 1917
4. Mount Washington Cog Railway at Jacob's Ladder, circa 1892–1906
5. Old Man of the Mountain carte de visite, circa 1850s–1904
6. The Willey Slide, 1854
7. Pine Island Park, 1902–1962
8. Presidential Range in the White Mountains, 1886
9. Wolfeboro Town on Lake Winnepesaukee, 1873
10. Mount Washington Summit View, circa 1844–1900

Other Resources

The Conway Daily Sun, "White Mountain Chronicles: The Willey Slide of August 1926"

www.conwaydailysun.com/news/white-mountain-chronicles-the-willey-slide-of-august/article_154de85b-73fb-531f-9417-8205adaf0007.html

Optional for reinforcement and extension: Brochures from attractions throughout New Hampshire found at local libraries, town halls, museums, or rest stops

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.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)

New Hampshire Social Studies Frameworks:

- ✓ Environment and Society (SS:GE:4:5.2)

National Council for Social Studies Themes:

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

C3 Frameworks:

- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.7.3-5)
- ✓ Historical Sources and Evidence (D2.His.11.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Reading Informational Texts (RI.3.1)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.3.1)
- ✓ Vocabulary Acquisition and Use (L.3.6)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Reading Informational Texts (RI.4.1)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1)
- ✓ Vocabulary Acquisition and Use in Language (L.4.6)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Reading Informational Text (RI.5.1)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1)
- ✓ Vocabulary Acquisition and Use in Language (L.5.6)

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.
stagecoach	(noun) A horse-drawn passenger and mail carriage running on a regular schedule between organized stops
tourism	(noun) Travel for recreation