



Lesson 4.2 “Life in New Hampshire in the 1700s”

Unit 4: Building a Colony

Lesson Objectives

- Students will discuss what people did and didn’t have in the 1700s compared to today.
- Students will complete station activities about life in the 1700s.
- Students will create a mind map showing what life was like in the 1700s.

Lesson Competencies

- I can analyze and explain changes in society and how they impact people in the past and present. (Moose SS)
- 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 integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

Essential Questions

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

Focus Questions

How did towns develop throughout New Hampshire during this time?
How was New Hampshire connected to other colonies, countries, and continents in the 18th century?

Estimated Time

Five 40-minute class sessions

Materials & Equipment

Butter churn, circa 1700–1800, for projection
Quick Connect and “How to make butter” for projection if desired
Group set of “Materials for Stations 1–6”
Class set of “Worksheets for Stations 1–6”
Class set of “Mind Map: Life in the 1700s in New Hampshire” and for projection



Educator Introduction & Rationale

By 1720, the colony of New Hampshire was well established in its southeastern corner, with the thriving urban settlement of Portsmouth dominating the area's economic, social, and political life. The four original New Hampshire towns had grown to nearly a dozen English settlements containing just over 9,000 people, almost all within 30 miles of the seacoast. Throughout the 1700s, though, the population and settlements in New Hampshire experienced a rapid growth as 60% of New Hampshire's towns were founded. Life in the colony at this time for most people was much like life in other colonies—tied to the seasons and made up of constant, repetitive, difficult labor as families established their farms and worked to make a living. Please see the [Educator Overview](#) for more information.

This lesson is the second in Unit 4: Building a Colony. Although it can stand alone, the big idea of lesson 4.1: "Building New Hampshire's Towns" should be conveyed to students: the colony was growing at a rapid pace as many towns were established. People came for the opportunity to own land and build a life. In this lesson, students activate their knowledge of life in the 1700s through learning how to make butter. After establishing what people at this time did and didn't have, students move through six stations to create a picture of what life was like in New Hampshire in the 1700s. These stations do not cover all of life in New Hampshire at this time, but seek rather to provide examples of how people lived. To conclude, students make a class mind map of life in New Hampshire in the 1700s.

The six stations are:

- Station 1: Indigenous People in the 1700s
- Station 2: Farmers in the 1700s
- Station 3: Girls in the 1700s
- Station 4: The Black Community in the 1700s
- Station 5: Women in the 1700s
- Station 6: Boys in the 1700s

There is a reinforcement activity for students to engage further with Donald Hall's award-winning book *Ox-Cart Man*, comparing the main character's activities with modern-day activities. Three extension activities make literature connections, invite students to make their own samplers with an activity from the Victoria and Albert Museum, or create a personal interaction with a historical character. 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

Making butter. Project the image “Butter Churn, 1700-1800,” hiding the caption. Invite students to notice and wonder about the image or use the “Quick Connect” handout if desired. After they have observed its details and asked questions, ask them if they know what it is. Reveal the title, and discuss together what a butter churn is. We buy our butter at the grocery store today; do they know how people made it in the 1700s? It was a labor-intensive process that took knowledge and several tools—not to mention a cow! Project “How to make butter,” noting that this process was how people made it in the 1700s. However, it is still possible today to make butter at home: www.allrecipes.com/recipe/234299/how-to-make-homemade-butter/. If time allows, make butter together as a class.

Direct Instruction

Life in the 1700s. Explain to students that life in the 1700s was very different than it is today. In order to anchor students in the past, ask them to brainstorm a list of what people did and didn’t have in the 1700s that we have today. Knowing the difference between life 50 years ago and 300 years ago is a hard skill! Possible outcomes:

Did have

- Houses and barns
- Fireplaces for cooking
- Newspapers
- Letter writing
- Places to buy or trade individual items
- Roads, horses, wagons, ships
- A king (of England)
- Family and community

Didn’t have

- Electricity
- Telephones, telegraphs, email
- Cars, railroads, bikes, airplanes
- Refrigerators and stoves
- Running water in homes
- Televisions, radios, internet
- Department stores to buy a lot of things in one place
- United States of America

Student Reading

Who lived in New Hampshire in the 1700s? Before moving into Guided Practice, direct students to read these sections in Unit 4: Learn It! about the people who made up New Hampshire’s population in the 1700s: “[Black Americans in NH](#),” pages 1 to 7, “[Scots-Irish Come to New Hampshire](#),” pages 1 to 7, and “[More NH Settlements](#),” pages 6 to 10.

Guided Practice

Six stations. Before students begin the station activity, project or write the question: What was life like in the 1700s? Tell students that they will be expanding their knowledge of life in the 1700s and then creating a class mind map at the end of the activities.

Give students the stations worksheet packet and set up stations 1–6 around the classroom. Depending upon what’s best for your class, let students walk around to find the station materials or have materials available for students to take to their desks. Divide students into groups as best for your class and give students time to work on the stations. If desired, stations could be completed independently, but group work will support students more while they process.

Circulate to support learning; see what questions students have as they learn about life in the 1700s. Pause the lesson as necessary for your class.

Teaching Tip: If time does not permit all students to complete all stations, consider dividing up the stations and having students complete them piecemeal. The class can then work together as a group to construct the mind map, each contributing the knowledge from their own stations.

Independent Practice & Reflection

Mind map. Once students have completed the stations, have groups work together to check answers and understanding. Project the worksheet “Mind Map: Life in the 1700s in New Hampshire” with the question in the center circle and hand out the worksheet to students. Work as a class to create a mind map that answers the question. Encourage students to use their knowledge from the stations of what life was like in the 1700s. What words would they use to describe life for different people? How will they categorize their knowledge of life in the 1700s?

Reinforcement

1. **Then and now.** Get the book *Ox-Cart Man* by Donald Hall and have students read it, making note of the different activities done by the main character and his family. Use the worksheet “Then & Now” to illustrate activities they do compared with how families and communities complete them today. This could also be done using the station 2 materials.

Extension

1. **Literature connections.** Muriel L. Dubois’ *Abenaki Captive*, published in 1994, is a fictionalized account of John Stark’s capture in 1752 by the Abenaki. The story is told from the third-person perspectives of Stark and a fictional Abenaki boy. It’s compelling and does a good job representing indigenous and English points of view, although it is written at the middle-school level. Use the “Abenaki Captive Discussion Questions” with students who are ready to read this book.
2. **Your own sampler.** The Victoria and Albert Museum has an extensive collection of samplers online, ranging from the Middle Ages to present day. Additionally, they provide a “Make Your Own Mexican-Inspired Embroidery” project which teaches different stitches and contains detailed instructions for several projects. www.vam.ac.uk/articles/make-your-own-mexican-inspired-embroidery

3. **Personal interactions.** Invite students to consider a historical character from the stations—for example, John Stark, Primus Fowle, or a fictional person like Elizabeth, whose weekly schedule they created. If they were writing a journal entry or a letter to someone, what might it say? Have students use their imaginations to interact personally with these historical characters.



Supporting Materials

New Hampshire Historical Society Resources

1. Certificate of Apprenticeship of Thomas Hatch to Samuel Lane, 1777
2. Mary Foster's Sampler, 1787
3. Betsy Philbrick's Sampler, circa 1800
4. Laura Sanborn's Sampler, 1814

Other Resources

- Black Heritage Trail of New Hampshire at blackheritagetrailnh.org/
- Butter churn, 1700-1800, Courtesy of the Metropolitan Museum of Art, Gift of Mrs. Russell Sage, 1909
- *Churning Milk into Butter*, The McFarland Historical Society www.mcfarlandhistorical.org/portfolio_page/churning-milk-into-butter/
- Valerie Cunningham, *The First Blacks of Portsmouth*. Historical New Hampshire. Vol. 44, No. 4 (Winter, 1989)
- Donald Hall, *Ox-Cart Man* (1979).
- Muriel L. Dubois, *Abenaki Captive* (1994).
- *Embroidery—a history of needlework samplers*, Victoria and Albert Museum. www.vam.ac.uk/articles/embroidery-a-history-of-needlework-samplers
- Freedom Petition Submitted by Enslaved People to the New Hampshire State Legislature page 1 of 4, 1779. Courtesy of the New Hampshire State Archives
- Jane Nylander, *Our Own Snug Fireplace* (1993).
- Printing Press, circa 1700s. Courtesy of the Portsmouth Athenaeum Gurney Photograph Collection.
- Mark J. Sammons and Valerie Cunningham, *Black Portsmouth, Three Centuries of African-American Heritage* (2004).

Standards

“Moose on the Loose” Content:

- ✓ 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, 3-5.S3.2)
- ✓ Understanding Economics and Economic Systems (3-5.S5.1)

New Hampshire Social Studies Frameworks:

- ✓ Economics: Economics and the Individual (SS:EC:4:1.2)
- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.3)
- ✓ Economics: Financial Institutions and the Government (SS:EC:4:4.1)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ 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)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.1, SS:HI:4:5.3, SS:HI:4:5.4)
- ✓ World History: Political Foundations and Developments (SS:WH:4:1.1)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 5: Individuals, Groups, and Institutions

C3 Frameworks:

- ✓ Construction Compelling Questions (D1.2.3-5)
- ✓ Constructing Supporting Questions (D1.4.3-5)
- ✓ Civic and Political Institutions (D2.Civ.4.3-5)
- ✓ Economic Decision Making (D2.Eco.1.3-5, D2.Eco.2.3-5)
- ✓ Exchange and Markets (D2.Eco.3.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5)
- ✓ Change, Continuity, and Context (D2.His.2.3-5, D2.His.3.3-5)
- ✓ Perspectives (D2.His.4.3-5, D2.His.5.3-5, D2.His.6.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5, D2.His.10.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5, D3.4.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Reading Literature (RL.3.2)
- ✓ Range of Reading and Level of Text Complexity in Literature (RL.3.10)
- ✓ Key Ideas and Details in Informational Text (RI.3.1, RI.3.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.7)
- ✓ Vocabulary Acquisition and Use (L.3.4, L.3.4a, L.3.4b, L.3.4c)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Reading Literature (RL.4.1, RL.4.2)
- ✓ Range of Reading and Level of Text Complexity in Literature (RL.4.10)
- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.7)
- ✓ Vocabulary Acquisition and Use (L.4.4, L.4.4a, L.4.4b, L.4.4c)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Reading Literature (RL.5.2)
- ✓ Range of Reading and Level of Text Complexity in Literature (RL.5.10)
- ✓ Key Ideas and Details in Informational Text (RI.5.1, RI.5.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.5.7)
- ✓ Vocabulary Acquisition and Use (L.5.4, L.5.4a, L.5.4b, L.5.4c)

Lesson Vocabulary

Abenaki	(noun) Name used to refer to the indigenous people of the land now called New Hampshire
apprentice	(noun) A person who is learning a trade from a skilled employer; they usually agree to work for a set amount of time
apprenticeship	(noun) The time a person agrees to work for a skilled employer and learn their trade
card	(verb) With fiber, to clean and detangle it so that it is ready for spinning or weaving
flax	(noun) A plant whose fibers are used to make a cloth called linen
indigenous people	(noun) The first people who lived in an area before people from other cultures arrived
linen	(noun) A type of cloth that comes from flax
sampler	(noun) A piece of needlework made to show sewing skills

