



Lesson: New Hampshire's Living State Symbols

(To follow Amplify CKLA 3, Knowledge 2: Animal Classification, Lesson 2: Classifying Animals)

At a Glance	In this lesson, read about and sort a list of state plants and animals into categories and then focus on one of those species to learn more about features of informational text in a newspaper format.
Primary Focus Objectives	• Students will sort a list of state animals into categories and provide evidence for their reasoning. • Students will read different styles of informational text. • Students will identify features of informational text and key details
Formative Assessment	• "Living State Symbols" • "News Article Text Features"
Standards	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-LITERACY.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Materials	• "Living State Symbols" chart and image set • Focus Text: "It's daring, it's jumping, and now it's the NH state spider." • "News Article Feature Search" worksheet
Time Needed	Two 30-40 minute class sessions
Learning Activity	1. Discuss state symbols. As a whole group, briefly discuss what students think of when they hear the word "symbol," why we use symbols and how they help us. Make a list of state symbols students already know. (5 minutes) 2. Sort state plants and animals. Explain to students that every state has symbols to help people understand what is important or special about it. Give students time to read the informational text and use it to complete the chart about New Hampshire's living state symbols. (25 minutes) 3. Read the Focus Text and complete activity. Ask students how they think state symbols are chosen. Distribute the Focus Text and worksheet. Support students as they identify text features and learn how the state spider was chosen. (30 minutes)



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students extend their developing ability to use text features to find important information within a short piece of text. Students connect previously learned information about animal and plant classification to New Hampshire's twelve living state symbols. An AP News article about one of those living symbols introduces students to features of a specific type of informational text and provides students with a model of an article similar to what they have the opportunity to create in MxA Lesson: A New Hampshire Wildlife Magazine.

Discuss state symbols

This whole group discussion might begin with a consideration of any kind of symbol, from those used for traffic and road signs to those used for popular businesses or sports teams. Ensure that students understand that symbols communicate a lot of information. They can communicate a simple meaning but also something more complicated like a value or unique quality. Like most states, New Hampshire has a large selection of symbols that communicate what is important or special about the state. Students may be familiar with some symbols, like the image of the Old Man of the Mountain, which is still featured on road signs and license plates even though that geographical feature crumbled off the side of Cannon Mountain in 2003. Make a list of all the state symbols students already know. Consider returning to this list at the end of the lesson to add symbols to it.

Sort the state plants and animals

Explain to students that New Hampshire has a long tradition of independent thinking, living, and responsibly using and caring for natural resources. The symbols of our state help communicate that history and those values. Twelve of our state symbols are living things that are found in the state. Preview the "Living State Symbols" chart and images. Review the category vocabulary and briefly discuss what students already know about each category before giving students time to complete the activity. (A full list of state symbols can be found at nh.gov/almanac/state-symbols.) Answers: 1- red spotted newt; 2 - Karner blue butterfly; 3 - white birch tree; 4 - purple finch; 5 - pumpkin; 6 - white tailed deer; 7- pink lady's slipper; 8 - daring jumping spider; 9 - purple lilac; 10 - brook trout; 11 - ladybug; 12 - striped bass

This is a good place to pause if dividing the lesson across two class sessions.

Read the Focus Text and complete the activity

More than one of our state symbols were presented to the New Hampshire state legislature by elementary school students. This brief text provides an introduction to the text features of news articles and provides details about how one class of third graders used their knowledge of spiders to convince the legislature to establish a new state symbol. This activity is suitable for whole group, small group, or independent work.

Living State Symbols

These living things were selected by the people of New Hampshire as symbols of our state. Can you figure out which category each belongs to? Read the descriptions and **underline or highlight characteristics** that help you make your decision. Write the correct category under the name of each symbol. Cut and paste the image into the correct row.

Categories					
Amphibian	Bird	Insect	Fish	Mammal	Plant

Name/Category	Description	Image
brook trout	Brook trout like to swim in small to medium rivers and eat invertebrates that live in water. Their skin has a variety of color and spots. Their fins always have a white edge and their tail is only slightly forked.	
daring jumping spider	The daring jumping spider is small with eight powerful legs that help it jump away from predators. It releases a silk line to hold it to a leaf or branch while it jumps to catch insects.	
Karner blue butterfly	In New Hampshire, the Karner blue butterfly lives in the Concord Pine Barrens. It uses its long tongue to drink nectar from the lupine flower. Its body and wings are blue, with flecks of black and orange. Its wingspan is the width of a postage stamp.	



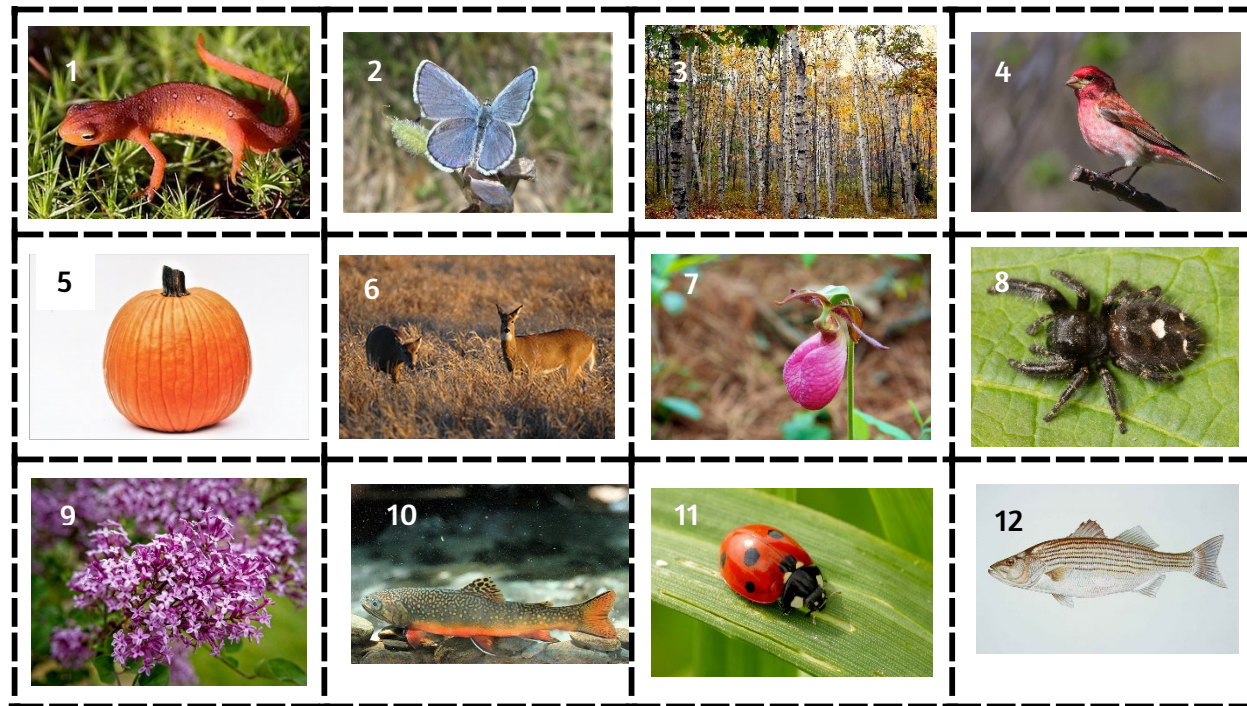
ladybug	Ladybugs have six legs and dome-shaped wing covers. The wing covers are usually brightly colored and covered with dots. Ladybugs eat aphids, nectar, and pollen.	
Pink lady's slipper	Pink lady's slipper grows best in shady forests. It takes many years for them to grow from seed to flower. Their petals are white to pink and curve together to look like a shoe.	
pumpkin	A pumpkin is a type of winter squash. It grows from the flower on the pumpkin vine. It comes in many colors including orange, yellow, green, and white. Pumpkin flesh and seeds are used in many recipes.	
purple finch	The purple finch has a short forked brown tail and brown wings. Adult males have raspberry red feathers on the head. Females build nests in coniferous trees. They eat seeds, berries, and insects.	
purple lilac	Purple lilac bushes have light purple to lavender flowers and heart-shaped leaves. They grow best in moist areas that have lots of coniferous trees nearby. They have a very strong fragrance.	



red-spotted newt	Red-spotted newts live in ponds, marshes and shallow lakes; they hide under dead leaves and stumps. Adults have smooth olive green to brown skin with yellow bellies and red spots. They have four legs and a long tail. They lay eggs on underwater plants.	
striped bass	Striped bass can live in salt or fresh water. Their long, silvery-blue bodies have stripes running along the sides. They have two dorsal fins and a forked tail. Females lay up to 3 million eggs in rivers.	
white birch	The white birch has bark that looks like paper when it is peeled. Their leaves are oval-shaped with a pointed tip. They can grow 50-70 feet tall.	
white-tailed deer	White-tailed deer have brownish-red to brownish-gray fur on their bodies and white fur under their tails. Males grow antlers. Females give birth to fawns in June. The fawns stay with their mother for a year.	

Living Symbols Image Set

Cut out the images and paste them in the correct row on the chart.





IT'S DARING, IT'S JUMPING, AND NOW IT'S THE NH STATE SPIDER

BY HOLLY RAMER

June 11, 2021

New Hampshire now has an official state spider, thanks to third-graders who went from being afraid of arachnids to promoting them as symbols of the state's strengths.

Gov. Chris Sununu signed a bill Friday designating the daring jumping spider as the official state spider of New Hampshire. He was joined by students at Hollis Primary School, who drafted the legislation after a weeklong unit designed to reduce fear of spiders.

"I started out with a class yelling 'Ewwww' and by the end of the week ... they were literally waiting in line to hold a little black spider with their bare hands," teacher Tara Happy told a House committee in January.

Students researched various spiders before settling on the daring jumping spider—formal name *Phidippus audax*. They emphasized the fuzzy, quarter-sized spider's winter hardiness, described it as "cute and colorful like New Hampshire's trees in autumn" and evoked the state's "Live Free or Die" motto in recounting how the spiders create "parachutes" to fly to new homes.

The legislative process was not a tangled web for the Hollis students. The spider bill cleared the House on a voice vote and passed the Senate with unanimous support.

This article was originally published by the Associated Press. It has been edited for length.



News Article Feature Search

1. Underline the headline . What is the title of the article?	
2. Circle the byline . Who is the author?	
3. Circle the lead . This is the introductory paragraph. It quickly gives the 5Ws about the article. What are they?	Who?
	What?
	Where?
	When?
	Why?
4. The supporting paragraphs provide more detail about the 5Ws. What did you think were the most important details?	
5. Which details did you find most interesting?	



News Article Feature Search – Answer Key

1. Underline the headline . What is the title of the article?	It's daring, it's jumping, and it's now the NH state spider
2. Circle the byline . Who is the author?	Holly Ramer
3. Circle the lead . This is the introductory paragraph. It quickly gives the 5Ws about the article. What are they?	Who? Third graders
	What? A state spider was named with the passing of a new law.
	Where? New Hampshire
	When? Friday/ June 2021
4. The supporting paragraphs provide more detail about the 5Ws. What did you think were the most important details?	Why? Students believed the spider is a symbol of New Hampshire's strengths.
	Answers may vary but could include: • The spider was selected because its actions illustrate New Hampshire's spirit: winter hardiness and jumping to escape predators • The bill passed the House and Senate easily. • Governor Chris Sununu signed the bill into law. • The students overcame their fear of spiders by learning about them.
5. Which details did you find most interesting?	Answers will vary.