



Lesson: Rivers and New Hampshire Cities

(To follow Amplify CKLA 2, Knowledge 2:
Early Asian Civilizations, Lesson 8: The Yellow and Yangtze Rivers)

At a Glance

In this lesson, students analyze the locations of New Hampshire's cities relative to its rivers and then complete a timeline activity about how people in New Hampshire have used its rivers throughout history.

Primary Focus Objectives

- Students will examine a map of New Hampshire and locate its major rivers and cities.
- Students will read and respond to non-fiction text about rivers in New Hampshire.
- Students will look at historic images, sort them chronologically, and label them.

Formative Assessment

- "People and Rivers" timeline

Standards

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Materials

- Map: New Hampshire Cities and Rivers
- Focus Texts: [Unit 1: New Hampshire Geography, Learn It! "NH's Physical Characteristics," page 3](#), and [Unit 1: New Hampshire Geography, Learn It! "Features of the Land," page 4](#).
- Reading Reflection: New Hampshire's Waterways
- Image set: People and Rivers in New Hampshire
- Timeline strips: One 3' x 2" strip of paper for each student or pair; marked at even increments with 1600, 1700, 1800, 1900, 2000, 2100

Time Needed

Two 30-40 minute class sessions

Learning Activity

1. **Analyze the map.** Project the New Hampshire Cities and Rivers map and as a whole group identify and discuss the locations of some of New Hampshire's cities and rivers. (15 minutes)
2. **Read the Focus Texts.** Project and read aloud the selections from Unit 1: New Hampshire Geography. Make connections between place names in the text and those identified on the map. (15 minutes)



3. **Complete the reading reflection.** Distribute copies of the Reading Reflection and support students as they read independently and identify main ideas. *(20 minutes)*
4. **Build a timeline.** Distribute an image set and timeline strip to individual students or partners. Discuss how students organized their images, changes they might make, and what they notice about continuity through history. *(20 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students extend and reinforce knowledge about how people use rivers to develop civilizations acquired during Amplify CKLA 2, Knowledge 2: Early Asian Civilizations, Lesson 8: The Yellow and Yangtze Rivers. Students apply this understanding to the rivers all around them in New Hampshire and how those waterways influenced where and how people have lived on this land for thousands of years. Students use map analysis, listening, reading, and chronological thinking to investigate what has changed and what has remained the same about the way the people of New Hampshire live with rivers.

Analyze the map

This map shows New Hampshire's cities and some of its rivers. New Hampshire has many more rivers of different sizes and more than 200 towns that are not shown on the map; for ease of analysis, just the cities and their nearest rivers are shown. Conduct a notice and wonder exercise to begin analysis of the map; allow students to share what they see and what questions they have. Use guiding questions to help students focus on the location of the cities relative to the rivers. Ask students why they think all the cities are located next to or very near to rivers. Brainstorm a list of ways people use rivers on a piece of chart paper or white board.

Read the Focus Texts

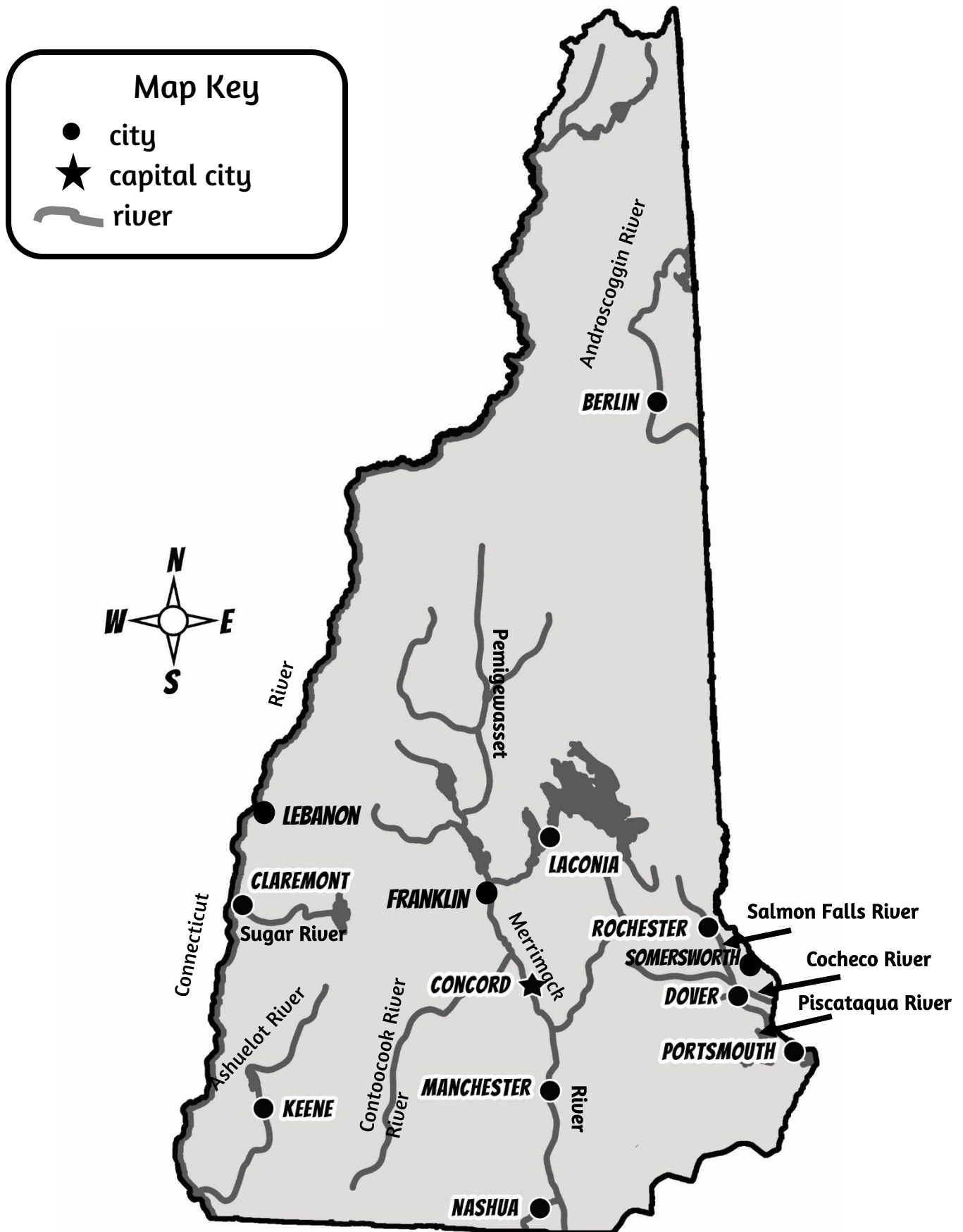
The two suggested pages come from different tabs in the [Learn It!](#) section of Unit 1: New Hampshire Geography in Moose on the Loose. Some of the information on these pages relates to lakes and ponds. Decide as is best for your students if you will read all of the content. Project the web pages and model reading the text. Ask students if they heard or read any familiar place names from the map analysis or if they heard or read any of the river uses brainstormed earlier in the lesson. Consider placing check marks next to ideas on the chart paper that were mentioned in the text.

Complete the Reading Reflection

This activity combines parts of the Focus Texts into one reading selection and gives students an opportunity to practice identifying the overall main idea and the main ideas of separate paragraphs. Review the directions with students and have them complete it independently or in reading groups.



NEW HAMPSHIRE CITIES AND RIVERS





Reading Reflection: New Hampshire's Waterways

Highlight or underline important ideas in each paragraph. Summarize those ideas to explain the main idea of each paragraph.

New Hampshire has many rivers. There are more than 40,000 miles of rivers and streams in New Hampshire. Two major rivers are the Connecticut River and the Merrimack River. These flow into other New England states. In fact, New Hampshire is sometimes called the "Mother of Rivers" since these important New England rivers begin in the Granite State.	What is the main idea of this paragraph?
New Hampshire's rivers used to be full of fish, including trout and salmon. The Merrimack River had so many fish that an Abenaki legend claimed a person could walk across the river on top of the fish and not fall in. Today, people still catch fish from the rivers. But they do so more for fun than for meeting their need for food.	What is the main idea of this paragraph?



New Hampshire's rivers have always been important to the people who live on this land. Long ago, the Abenaki used the rivers like highways and traveled up and down them in canoes. Later on, people used flatboats to transport goods on the rivers. In the late 1800s, people discovered that the moving water in rivers could power machines in mills and factories. People used this water power to make goods they needed.

What is the main idea of this paragraph?

Today, New Hampshire's rivers are not often used to transport people or goods. Only a few water-powered mills still work in the state. But people still enjoy fishing, boating, and watching the wildlife who live around New Hampshire's rivers. People also work to keep the rivers clean.

What is the main idea of this paragraph?

Think about what you read. What is the main idea of the whole article?



Today, people work hard to keep New Hampshire's rivers clean.

A raft barge, like this one from **1853**, was once a common site on the Merrimack River. These barges transported people, animals, and goods down rivers all over New Hampshire.



Loggers, as shown in this painting from **1856**, floated cut trees down rivers to be cut into boards at sawmills.

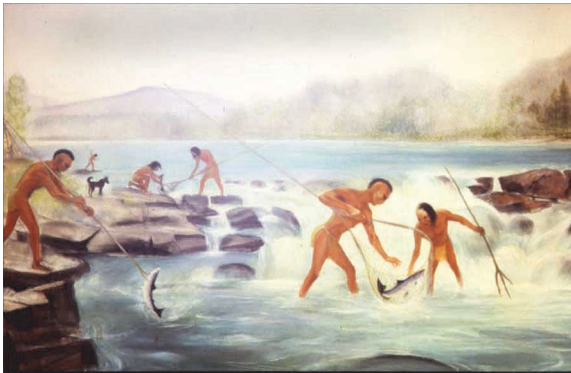


This gristmill was built in **1764** in Haverhill, New Hampshire. It used the river's water power to grind grain for the townspeople.

In the **1870s**, as more tourists came to New Hampshire, fishing in rivers became a popular activity along the rivers.



This shows the banks of the Nashua River in **1973**. Factories, construction sites, and other businesses had been dumping their waste in the river for many decades.



For thousands of years, the Abenaki people fished for food in the rivers of New Hampshire. This painting shows how the Abenaki fished at Amoskeag Falls on the Merrimack River around the year **1630**.

As mills grew into bigger factories, towns and cities around them grew, too. This picture shows the growing city of Berlin in **1888**.

