

QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.



Lesson 13.6: Souvenirs



Pincushion Souvenir of Mount Washington Cog Railway, circa 1880–1910
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



Tea Cup from New Hampshire State House, circa 1880–1910
Source: New Hampshire Historical Society



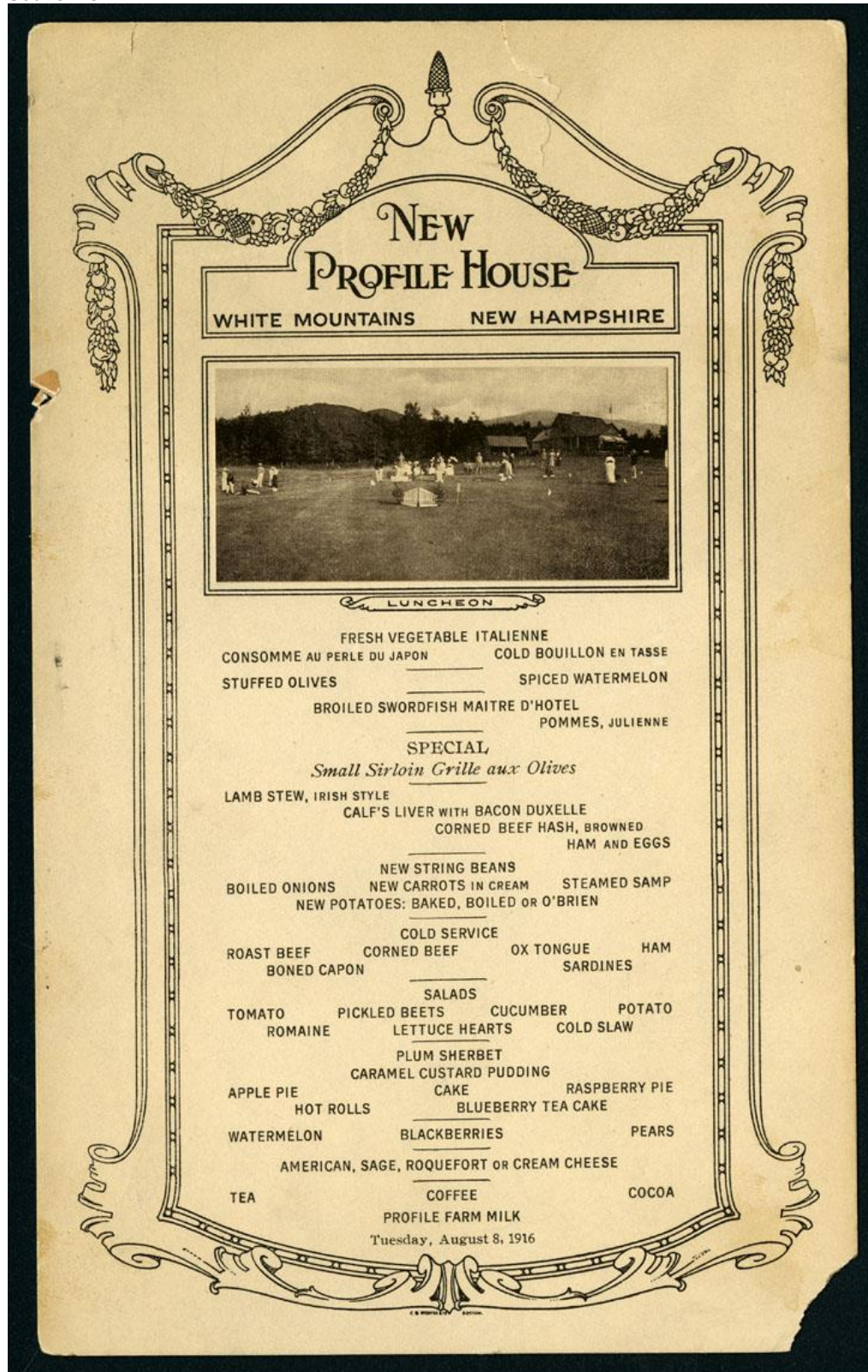
Lesson 13.6: Souvenirs



Pitcher with Old Man of the Mountain, circa 1910
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



New Profile House Luncheon Menu, 1916
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



Souvenir Postage Stamp Box, circa 1880–1910
Source: New Hampshire Historical Society



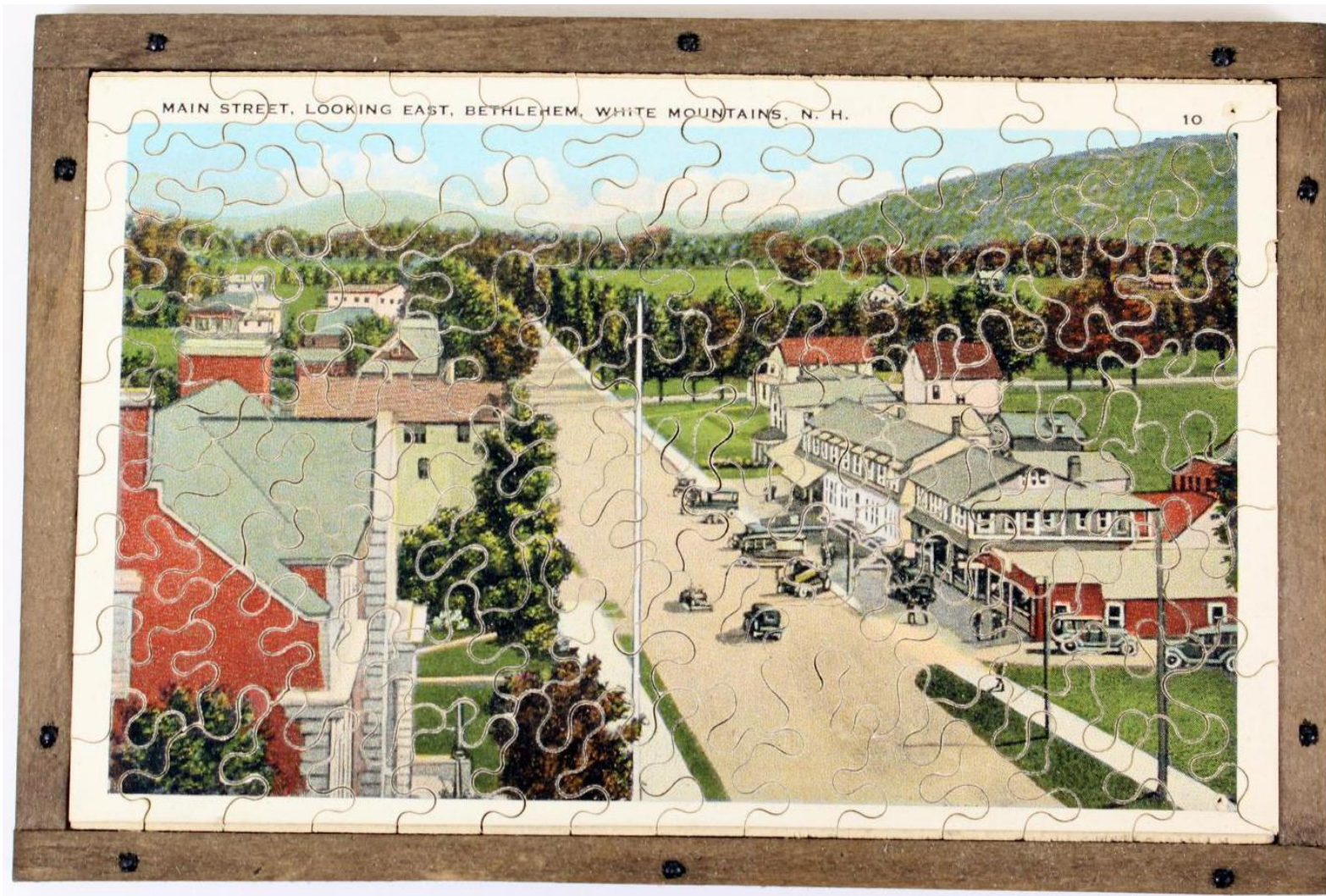
Lesson 13.6: Souvenirs



Souvenir Dish, Old Man of the Mountain, circa 1880–1920
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



Jigsaw Puzzle of Bethlehem, circa 1920
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



Abenaki Handicraft Basket, circa 1930
Source: New Hampshire Historical Society



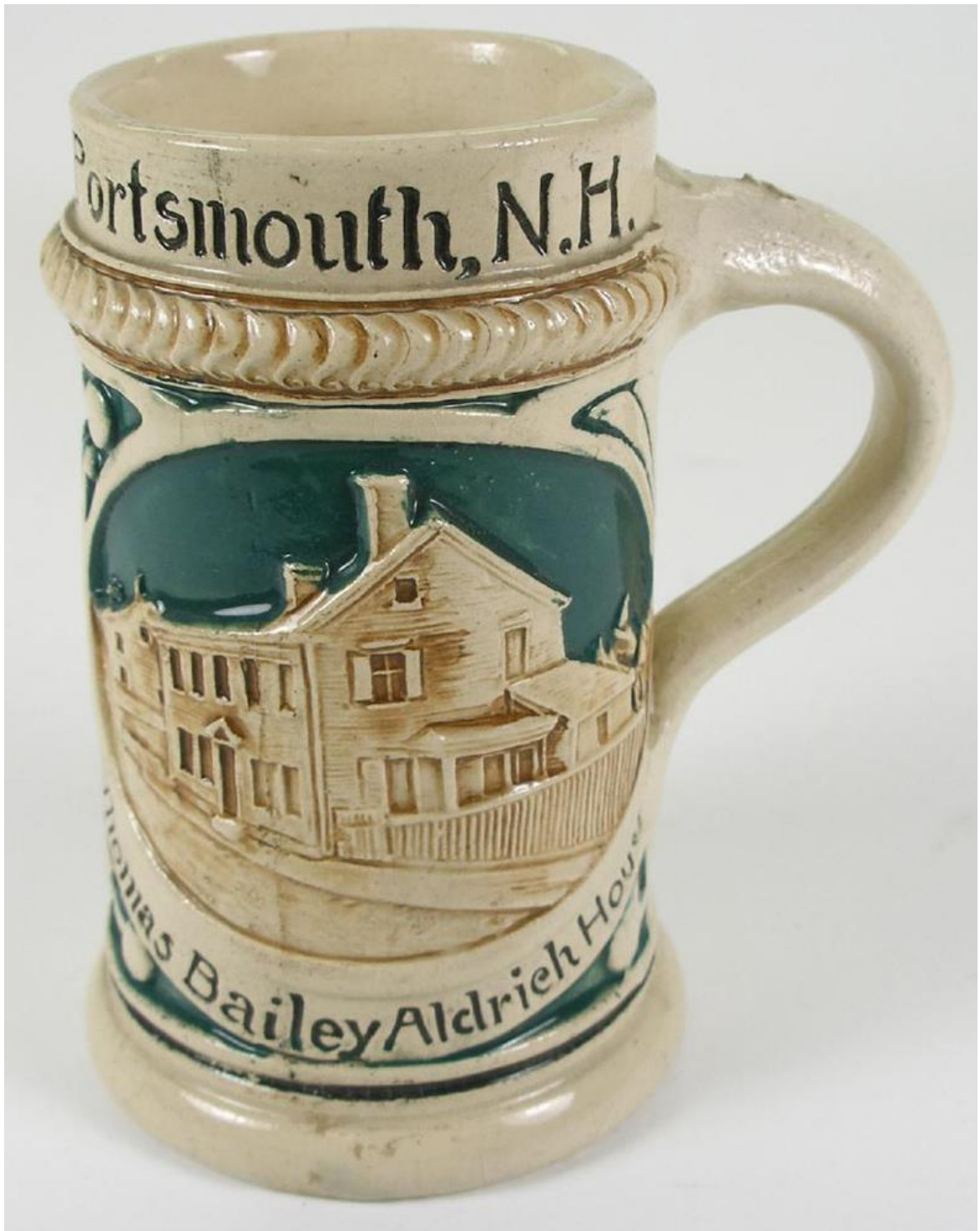
Lesson 13.6: Souvenirs



New Hampshire and Maine Themed Stack of Cards, 1903
Source: New Hampshire Historical Society



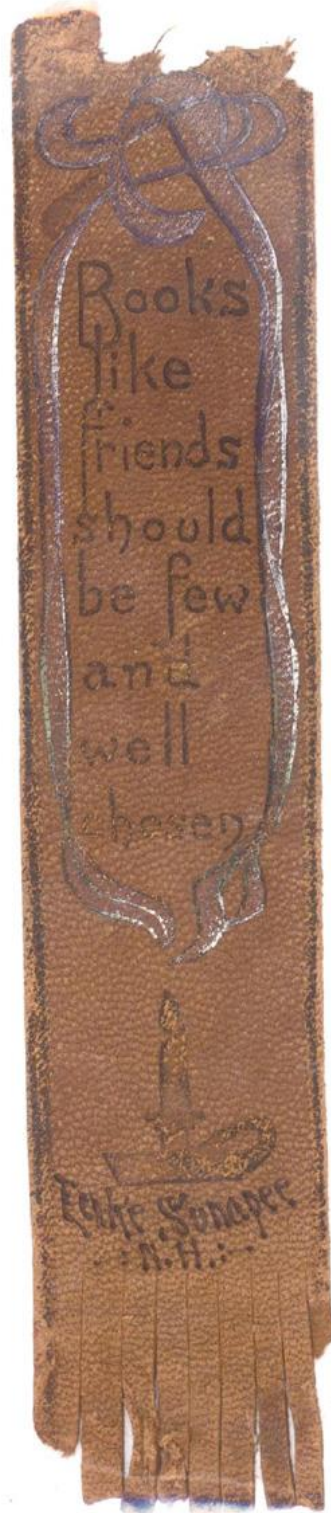
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Stein from Portsmouth, circa 1910
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs



Bookmark from Lake Sunapee, circa 1900–1920
Source: New Hampshire Historical Society



Lesson 13.6: Souvenirs

Name _____

Vocabulary Development

Use words and drawings to fill in the boxes around the center word.

Divide the word into syllables.	Explain the etymology of the word.
Make a pronunciation key.	
souvenir	
Define the word.	Draw a picture of the word.



Lesson 13.6: Souvenirs

Name _____

Vocabulary Development: Student Reference

Use words and drawings to fill in the boxes around the center word.

Divide the word into syllables. sou.ve.nir Make a pronunciation key. SOO-vuh-neer	Explain the etymology of the word. <table border="1"><tr><td>LATIN <i>subvenire</i> to come to mind</td><td>FRENCH <i>souvenir</i> to remember</td><td>ENGLISH <i>souvenir</i> An item to remember a place</td></tr></table> The word is borrowed from the French word "souvenir," which means memory or to remember.	LATIN <i>subvenire</i> to come to mind	FRENCH <i>souvenir</i> to remember	ENGLISH <i>souvenir</i> An item to remember a place
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Lesson 13.6: Souvenirs

Name _____ Answer Key _____

Vocabulary Development

Use words and drawings to fill in the boxes around the center word.

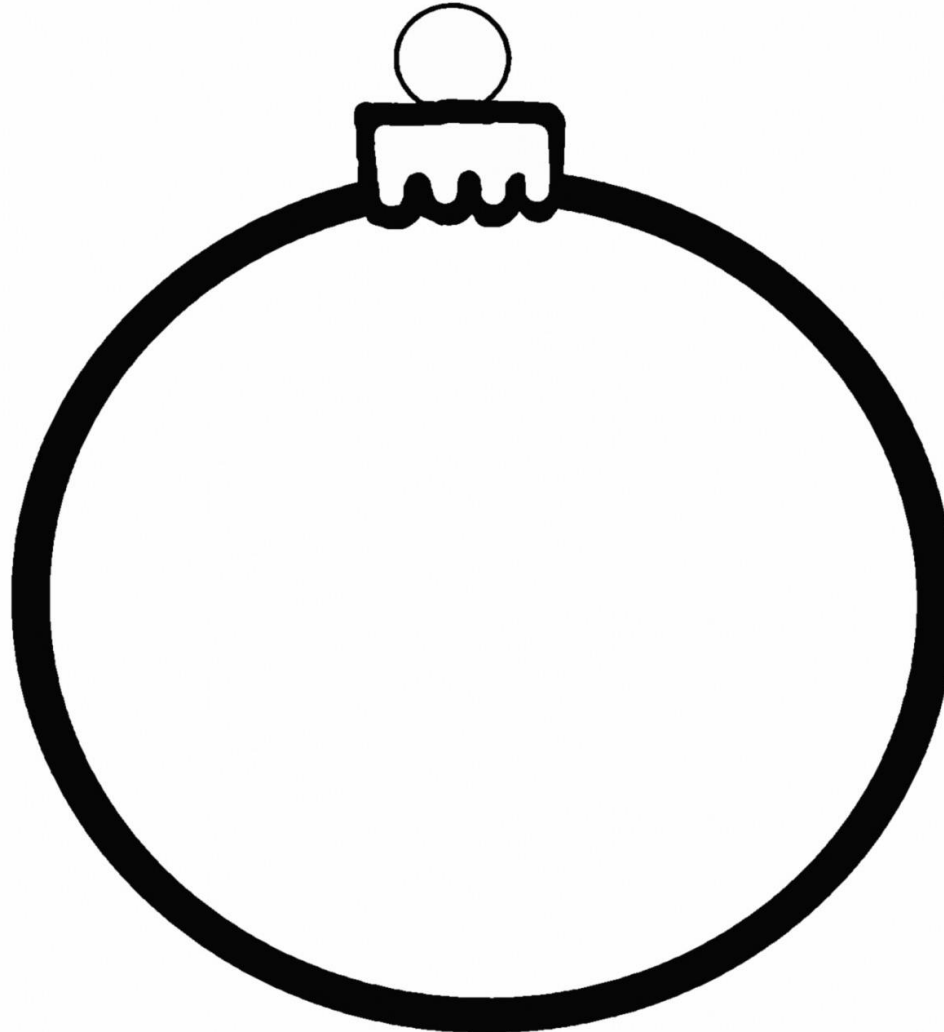
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A usually small and relatively inexpensive item given, kept, or purchased as a reminder of a place visited. Define the word.	Answers will vary. Drawing should represent a souvenir such as a key chain, hat, T-shirt, etc. Draw a picture of the word.			

souvenir



Name: _____

New Hampshire Souvenirs: Design an Ornament

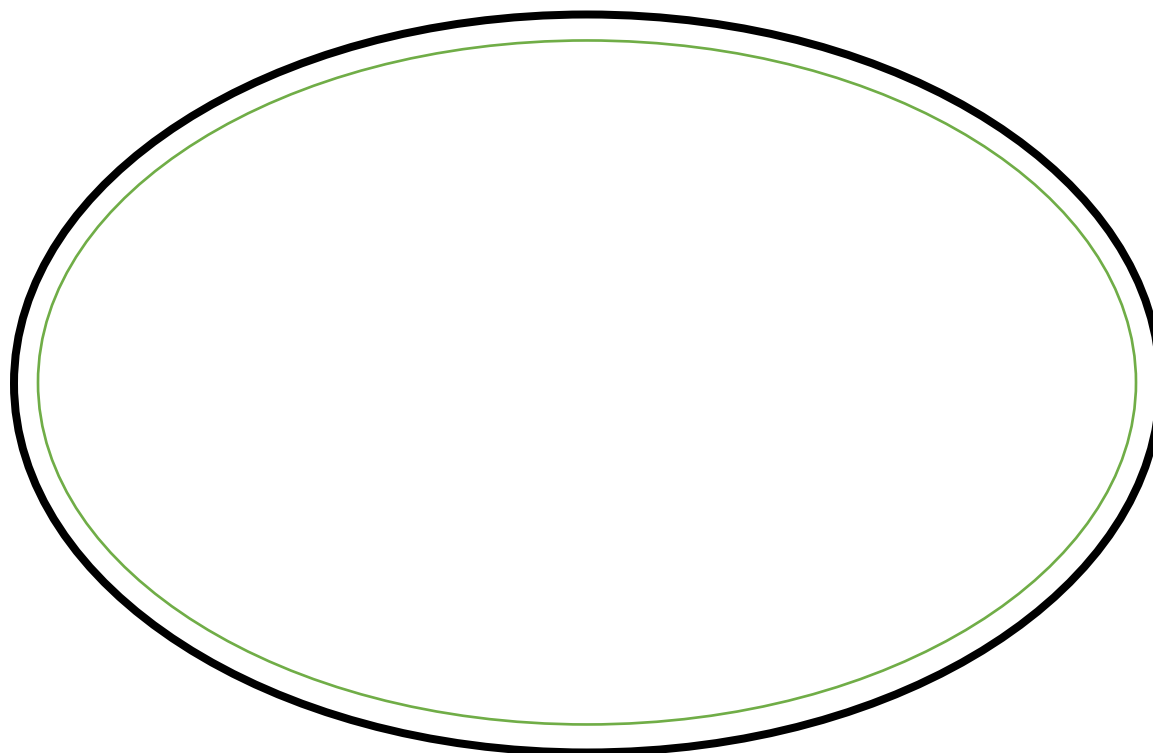




Lesson 13.6: Souvenirs

Name: _____

New Hampshire Souvenirs: Design a Sticker





Name: _____

New Hampshire Souvenirs: Design a Hat

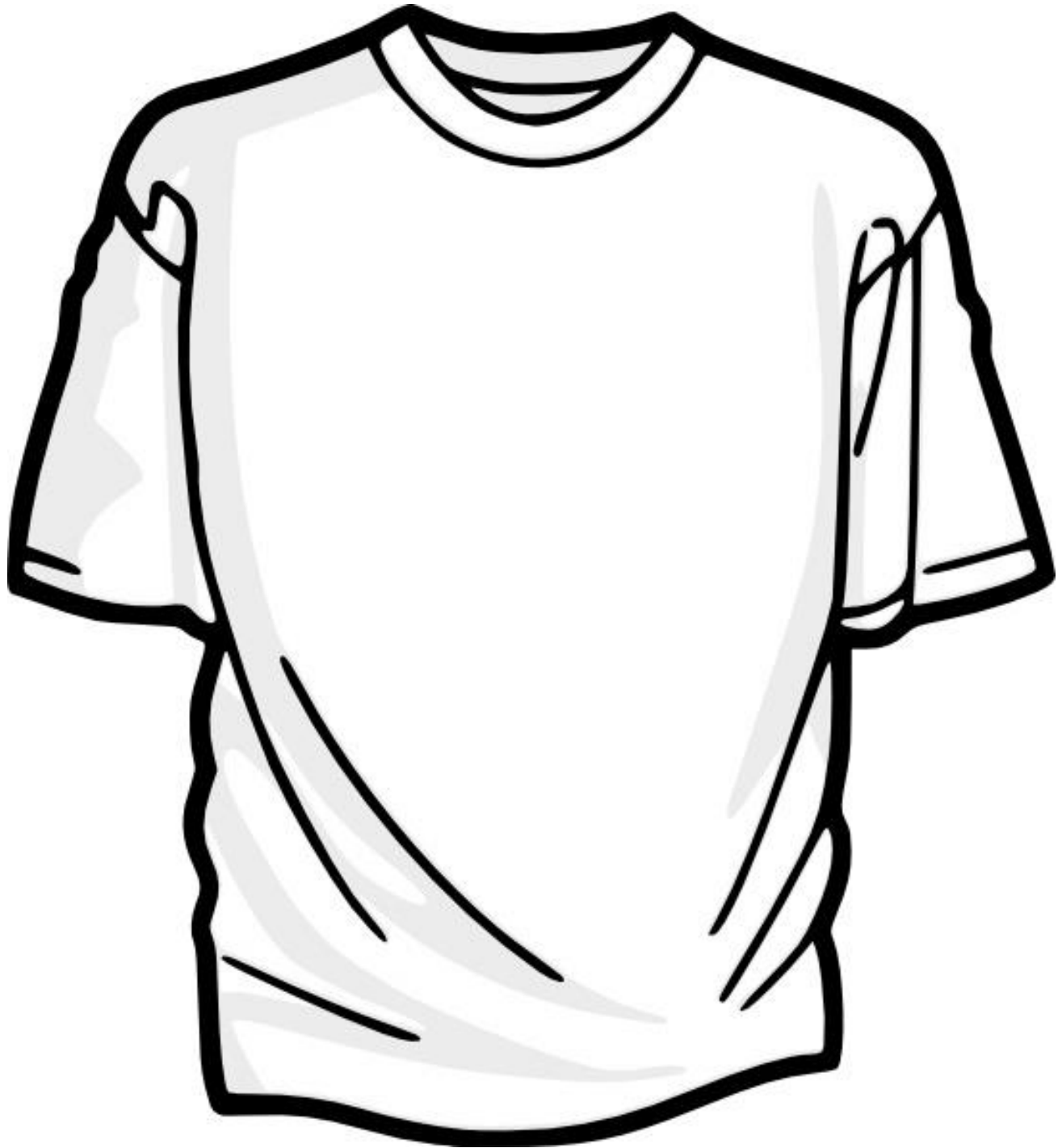




Lesson 13.6: Souvenirs

Name: _____

New Hampshire Souvenirs: Design a T-shirt

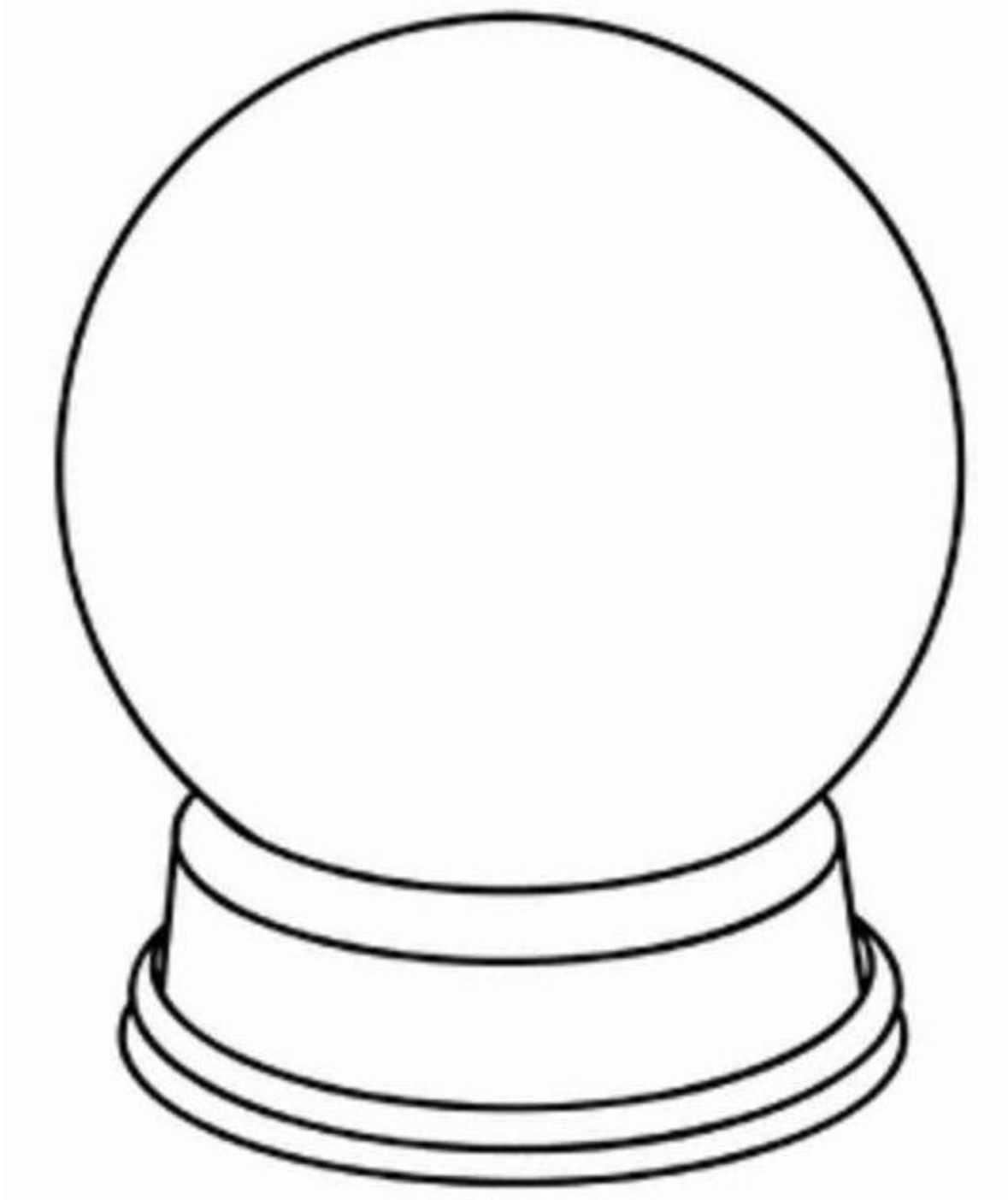




Lesson 13.6: Souvenirs

Name: _____

New Hampshire Souvenirs: Design a Snow Globe





Lesson 13.6: Souvenirs

Name: _____

New Hampshire Souvenirs: Reflection

1. What is a souvenir?
2. Why do tourists buy souvenirs? What can souvenirs tell about the place or the people?
3. Explain the souvenir you designed. How would this object help a tourist remember their experience in New Hampshire?



Name: _____ Answer Key _____

New Hampshire Souvenirs: Reflection

1. What is a souvenir?

A souvenir is something small you buy to help you remember a place you go to, usually on vacation or special trip.

2. Why do tourists buy souvenirs? What can souvenirs tell about the place or the people?

They buy souvenirs to remember a vacation. Souvenirs can tell you what people find special about a place or the hobbies of the people.

3. Explain the souvenir you designed. How would this object help a tourist remember their experience in New Hampshire?

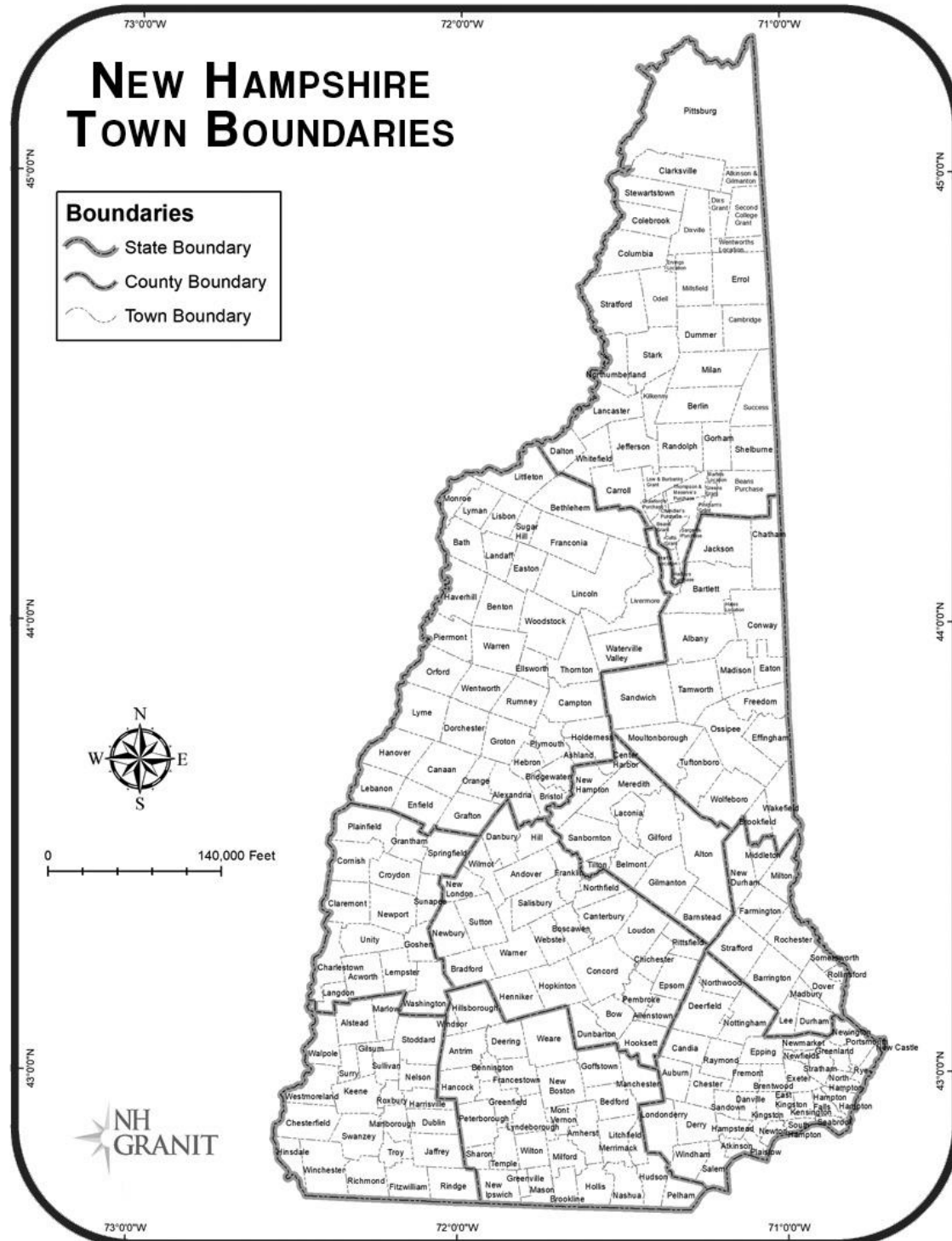
Answers will vary.



Lesson 13.6: Souvenirs

Name _____

Mapping Souvenirs

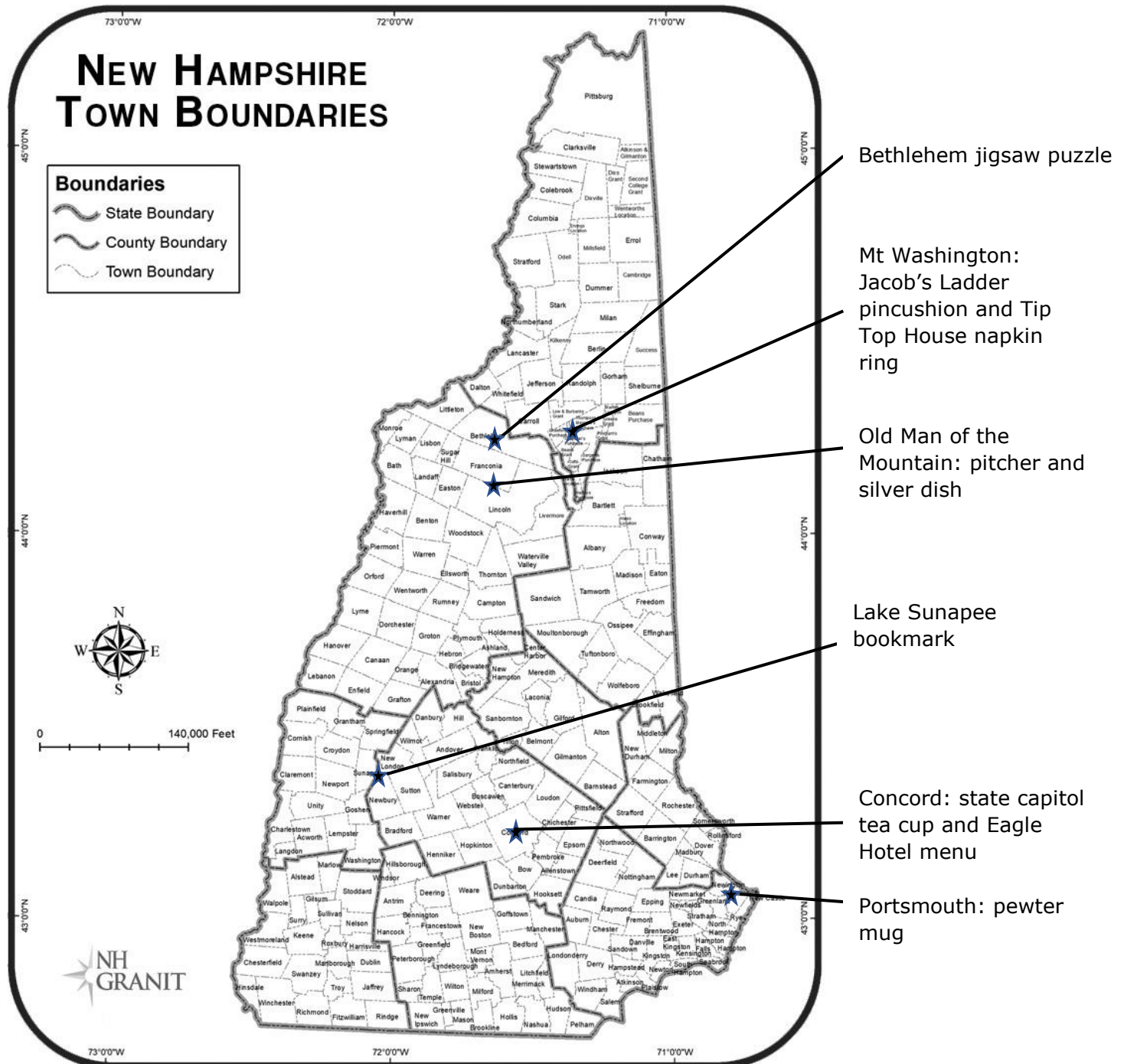




Lesson 13.6: Souvenirs

Name _____ Answer Key _____

Mapping Souvenirs



No location: deck of cards, handicraft basket and doll