



## Lesson 13.7 “How I Spent My 19th-century Summer in New Hampshire”

### Unit 13: Tourism in New Hampshire, 1826–1920

#### Lesson Objectives

- Students will use information learned from the unit and personal experience to decide upon the details of their 19th-century summer vacation in New Hampshire.
- Students will plan, research, and write journal entries about their 19th-century summer vacation in New Hampshire.

#### Lesson Competencies

- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)
- I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus. (ELA 4)
- I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. (ELA 4)

#### Essential Question

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

#### Focus Questions

Why did tourists come to New Hampshire?  
How did technology and industrialization impact tourism in New Hampshire?  
How did people preserve their ideas of nature through art?  
How did the rise of tourism change New Hampshire?

#### Estimated Time

Five 40-minute class sessions

#### Materials & Equipment

Class set of “How I Spent My 19th-century Summer in New Hampshire”  
Class set of “How I Spent My 19th-century Summer in New Hampshire Project Rubric”  
Class set of “Creating My Vacation”  
Class set of “Planning My Journal”  
Materials to make student journals  
Historical resources printed and copied for students to add to journals



## Educator Introduction & Rationale

Tourism has been an important part of the New Hampshire economy since the 1830s and has brought visitors from all over the nation and the world to the Granite State. During the 19th century, the growth of railroads and the growth of tourism in New Hampshire went hand-in-hand. Although both the railroads and the first taverns developed for commercial traffic, as more and more people traveled to appreciate the natural wonders of the Granite State, entrepreneurs saw a business opportunity. Railroads facilitated shorter and cheaper journeys for visitors who needed overnight accommodations, which sprouted up along the railroad lines. The more visitors that came—encouraged by artists and photographers who marketed tourist destinations—the more the railroads expanded and the more hotels were built.

This unit includes both the White Mountains region of New Hampshire, as well as locations in the seacoast, such as Rye Beach and Little Boar’s Head in North Hampton, and the Lakes Region, such as Wolfeboro (“America’s oldest summer resort”) and other towns. Reference the [Educator Overview](#) for more information.

This is the seventh and final lesson in Unit 13: Tourism in New Hampshire, 1826–1920 and is a project lesson. Students take on the persona of a person vacationing in New Hampshire in the 19th century and write a series of journal entries detailing their summer. Although Lessons 13.1 “Tourists in New Hampshire” and 13.3 “Where to Stay” are particularly necessary for students to complete the project successfully, achievement of the learning objectives in all earlier lessons is recommended so that students produce more thoughtful and thorough projects.

Students should use information and sources from the unit to complete the project, including information and sources from lessons the class did not complete. All [Learn It!](#) sections from Unit 13 will be helpful, as will the resources on the [Find It!](#) page. See the [Resources](#) tab in the unit plan for resources beyond the curriculum. 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.

There are no separate reinforcement or extension activities in this lesson, as those goals can be met by revisiting important topics in the unit or extending the project with additional materials.

**Teaching Tips:** Use this project to encourage multiple types of learning styles in the classroom. Much of what students will convey in their journals can be done through drawings, newspaper-style articles, poems, or the construction of small-replica artifacts. Additionally, the entries could be done through videos, multi-media presentations, or other technology-enhanced products rather than written entries.



## Learning Activity

### Actiuation

**Memorable vacations.** Ask students to think about a vacation they have taken recently or in the past. It could be a one-day outing or a longer trip, but they should try to think of their most memorable vacation. Ask them to turn-and-talk with a neighbor or to discuss in groups: What makes a vacation memorable? Have them list as many thoughts as they can.

After giving students a few minutes to talk, pause their discussions and ask them to categorize their responses. How can they group or sort what makes a vacation memorable? Either give students a few minutes to talk or invite whole-group discussion. Write responses in categories on the board.

**Expected outcomes:** Possible responses.

#### Way of traveling

- By boat
- By plane
- By car

#### Place I stayed

- Hotel
- Lake house
- Grandparent's house

#### Things I did

- Swimming
- Sightseeing
- Fun park

#### People I was with

- Cousins
- Grandparents
- Friends

### Direct Instruction

**Hand out project directions.** To each student, give "How I Spent My 19th-century Summer in New Hampshire" with "How I Spent My 19th-century Summer in New Hampshire Project Rubric" copied on the back. Review as appropriate for your classroom. Best practice is to help students envision what an "Above Standard" project might look like using the rubric and instructions. Determine and be explicit about due dates; posting them in an appropriate place in the classroom works well.

This assessment is planned as an individual project but could also be done in pairs. Decide what works best for your class or give students a choice.

### Guided Practice

**Creating their vacation.** Once students understand what they will do in the project, hand out the student worksheet "Creating My Vacation" with "Planning My Journal" on the back. Remind students of the activation completed at the beginning of the period. What kinds of transportation, lodging, and activities were available to tourists in the 19th century? What will they plan in order to make their 19th-century vacation memorable?



Remind students of the definition of **brainstorming**: gathering ideas. Invite them to gather ideas about their fictional vacation; they should get their ideas written down and not worry about them being perfect or finalized. Note that the instructions encourage creativity but remind students to be historically accurate. If students are having trouble brainstorming, have them work together to spark ideas.

**Guided Practice** **Planning their journal.** While students work or at another time, lay out the available resources that can accompany their journals. You may wish to have students sign up for a resource so you know how many copies to make or you can make a number of copies of each resource ahead of time. When students are ready, either individually or as a class, remind them that they will be using actual historical evidence to make their journals more realistic. Call students up in groups and have them look at the other side of their worksheet, "Planning My Journal." Guide them in selecting resources to use and recording their plan. Remind students that the project is intended to showcase their unit knowledge, so they should be using their unit materials while they work.

**Teaching Tip:** This lesson plan offers a wide variety of resources for students to use in their journal. If too many choices overwhelm some students, pre-select some of the resources and offer fewer options.

**Independent Practice** **Creating their journals.** Decide for your class how students will construct their journals. Do you have notebooks students can use or will they use folded 8.5 x 11 plain white paper? Students also could include their journal within a social studies notebook used throughout the year.

Encourage creativity when students are constructing their journals. Writing the entries meets most of the criteria of the project, but including the historical resources as part of the story of their summer will add to the dimension of the product.

Give students work time in the classroom to construct their journals. Decide for your class if they will be able to work at home on the project and how and when you will provide them with the historical resources to add into the journal.

**Summative Assessment** **Present the projects.** When students have completed their journals, they should grade themselves on the rubric before they hand in the projects and rubric.

Give students a chance to present their expertise. They can share them in groups, other classes, or even in a local public space like the town library or school lobby. Invite each student to present their journals and to talk about the events and stories of their 19th-century vacations in New Hampshire.

**Reinforcement & Extension** Provided through differentiation of project.



## Supporting Materials

**New  
Hampshire  
Historical  
Society  
Resources**

1. Hotel Guests Playing Cards, 1888
2. The Wentworth Hotel, 1874
3. Tourists at the Willey House, circa 1839–1870
4. Tea Cup from New Hampshire State House, circa 1890–1910
5. Train Ticket for Trip from Profile House to the Flume, 1884
6. Old Man of the Mountain Carte de Visite, undated
7. People on a Picnic, circa 1887–1920
8. Oceanic Hotel, Star Island, 1915
9. White Island, Isles of Shoals, circa 1878–1930s
10. Miss Underhill's Chair, circa late 1800s–early 1900s
11. "Kearsarge" Lake Sunapee, circa late 1800s–early 1900s
12. Canobie Lake Hotel, circa 1907–1915
13. Beach at Little Boars Head, circa 1908–1926
14. Covered Bridge in Groveton, circa 1852–1939
15. Jacob's Ladder on the Cog Railway, circa 1876–1938
16. Railroad Time Table, 1870
17. New Profile House Luncheon Menu, 1916
18. Northwood Express Stagecoach, 1898
19. Summit of Mount Washington, circa 1850s–1907
20. Crystal Cascade, White Mountains, NH, 1864
21. The White Mountains, 1934
22. Relaxing in Camp, circa 1870s–1920s



## 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:

- ✓ Effective Historical Thinking (3-5.S3.1)

### New Hampshire Social Studies Frameworks:

- ✓ Geography: Places and Regions (SS:GE:4:2.5)
- ✓ Geography: Environment and Society (SS:GE:4:5.2)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.3)

### NCSS Themes:

- ✓ Theme 1: Culture

### C3 Frameworks:

- ✓ Historical Sources and Evidence (D2.His.13.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)

### Common Core ELA Grade 4:

- ✓ Text Types and Purposes in Writing (W.4.3a, W.4.3d)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.8)
- ✓ Range of Writing (W.4.10)
- ✓ Conventions of Standard English in Language (L.4.1, L.4.2)

### Common Core ELA Grade 5:

- ✓ Text Types and Purposes in Writing (W.5.3a, W.5.3d)
- ✓ Production and Distribution of Writing (W.5.4)
- ✓ Research to Build and Present Knowledge (W.5.8)
- ✓ Range of Writing (W.5.10)
- ✓ Conventions of Standard English in Language (L.5.1, L.5.2)

## Lesson Vocabulary

<b>cog railway</b>	(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.
<b>camp</b>	(noun) A location with temporary or simple shelters like tents or huts that became a popular choice of accommodation for tourists to New Hampshire in the 19th century
<b>commercial</b>	(adjective) Making or intending to make a profit (Merriam-Webster.com)
<b>freight</b>	(noun) Goods carried by train or truck
<b>grand resort hotels</b>	(noun) Large hotels where guests come to stay for an extended period of time and find dining and recreational experiences on-site
<b>infrastructure</b>	(noun) Human-made features that help a society function, including railroads, bridges, and road systems
<b>landscape</b>	(noun) A view of an outdoor setting
<b>Mount Washington Carriage Road notch</b>	(noun) Now called the Mount Washington Auto Road, the Mount Washington Carriage Road is 7.6 miles and travels up the mountain to the top. It climbs 4,618 feet and was completed in 1861.
<b>souvenir</b>	(noun) A rugged pass through mountains
<b>stagecoach</b>	(noun) An item purchased or collected to remember an experience
<b>stagecoach</b>	(noun) A horse-drawn passenger and mail coach running on a regular schedule between established stops (Merriam-Webster.com)
<b>stereoscope</b>	(noun) A tool for viewing photograph cards with two of the same image printed side-by-side. The lenses of a stereoscope allow the viewer to see the image in 3-D.
<b>taavern</b>	(noun) A place where travelers can stop for a meal and, especially long ago, stay overnight
<b>timetable</b>	(noun) A passenger railroad schedule of departures and arrivals at stations along a route
<b>tourism</b>	(noun) Travel for recreation
<b>turnpike</b>	(noun) A road built for heavy travel on which travelers pay a toll

