



Lesson 13.6 “Souvenirs”

Unit 13: Tourism in New Hampshire, 1826–1920

Lesson Objectives

- When presented with example souvenirs, students will use close looking techniques to develop a working definition of “souvenir” and will examine the etymology of the word.
- Students will design a New Hampshire souvenir and explain the idea behind their design in writing using content vocabulary from the tourist unit.

Lesson Competencies

- 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 use grade-appropriate word analysis and word-study skills such as syllable types, morphology, and etymology to decode and comprehend unfamiliar words. (ELA 1)
- I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. (ELA 5)

Essential Questions

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

Focus Questions

Why did tourists come to New Hampshire?

Estimated Time

One 40-minute class session

Materials & Equipment

“Quick Connect” guide for projection
Souvenir image set per group
Class set of “Vocabulary Development” worksheet or “Vocabulary Development: Student Reference” worksheet for shorter activity
“Souvenir Design Worksheets,” student choice
Class set of “New Hampshire Souvenirs: Reflection” worksheet



Educator Introduction & Rationale

This is this sixth lesson in Unit 13: Tourism in New Hampshire, 1826–1920, and it focuses on the practice of purchasing souvenirs to remember experiences while visiting New Hampshire. This lesson builds on prior learning from previous lessons in the tourism unit, specifically to discuss what kinds of souvenirs best represent New Hampshire as a state. Background knowledge about New Hampshire tourism will make the activities in this lesson more meaningful so Lessons 13.1 “Tourists in New Hampshire” and 13.3 “Where to Stay” are particularly recommended.

The lesson begins with a close-looking activity that gives students an opportunity to examine historical New Hampshire souvenirs to create context and generate interest. It also includes a vocabulary lesson on the word “souvenir” to build word-study skills that can be applied across all content areas. Students then apply their learning by designing a souvenir that a New Hampshire tourist might wish to purchase to remember their trip.

The lesson concludes with a formative assessment where students reflect on their souvenir design in writing. Alternatively, educators may choose to have students share their designs orally. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. This lesson supports and extends learning about New Hampshire tourism and can be adapted to fit time constraints.

Teaching Tip: Several options for the vocabulary lesson about souvenirs are provided, including different versions of the same worksheet. One version of the vocabulary worksheet allows students to work through each step independently or with a partner. This option provides a greater challenge to students and requires more time. The other version has some answers already filled in. Using this worksheet, educators may provide it to students as a reference and resource to guide discussion.

A reinforcement activity is designed for students who may need more help with mapping skills. Two extension activities are provided for students who may want to showcase personal souvenirs or investigate the “Moose on the Loose” [media library](#).

Learning Activity

Activation

Historical souvenirs. Create pairs or groups of three students and tell them they will be doing a close-looking activity to analyze historical souvenirs people bought in order to remember their vacations in New Hampshire.

There are many variations on close-looking activities, but all are designed to help students engage with primary sources. Project the “Quick Connect” guide and provide each group with images of New Hampshire historical souvenirs or real souvenirs if you have some available.

Provide time for groups to discuss the following questions:

- What do these objects have in common?
- How do these objects connect to the unit on tourism?
- What New Hampshire tourist places are seen in these images?
- What questions do you have about these objects?

Discussion

Connecting to today. Give each group time to briefly report their observations, connections, and questions to the rest of the class. Help to guide the discussion toward connections with previous lessons on tourism.

Ensure the following questions are presented for discussion:

- Who might have purchased these objects?
- Why might a person purchase these items?
- Which ones are similar to souvenirs you would purchase today? Which are not?
- How have souvenirs changed from the 19th century to today?
- Why have they changed? What kind of souvenirs are purchased today?

Direct Instruction

Vocabulary Lesson. If the word “**souvenir**” was not already mentioned by a student, introduce it at this time. Pass out the “Vocabulary Development” worksheet. For larger groups, project a copy of the worksheet on the board, using a document camera or other device, if one is available.

Begin by focusing on **syllables** and **pronunciation**. Say the word and have the students repeat it (soo-vuh-NIR). Clap the word to count syllables and record it in the appropriate box (sou.ve.nir). Provide students with the pronunciation key, explaining that the first syllable is written in all capitals to show that it is the stressed (louder, stronger) syllable.

Explain that understanding the history of a word, or learning where a word comes from, can often help us understand the meaning of a word. Teach students that **etymology** is the study of the history of words. Using the answer key as a reference, explain that the word "souvenir" has Latin and French roots. In French, **souvenir** means "memory" or "to remember."

Discuss with the class: How does the etymology of souvenir help us understand the meaning of the word? Provide a definition of the word "souvenir" and have the students record it on their worksheets or allow students to work with partners to locate the definition in the dictionary. Let students draw a picture of a souvenir to help them remember the meaning of the new vocabulary.

Alternative vocabulary lesson. If you are limited on time, print out class copies of the "Vocabulary Development: Student Reference" worksheet for students to use as a discussion tool. This option will move discussion along more quickly since students need only draw a picture of a souvenir to help them remember the new vocabulary.

Student Reading

New Hampshire souvenirs. Before moving to Independent Practice, direct students to read Unit 13: Learn It! "[Souvenirs](#)," pages 1 to 4.

Independent Practice

Design a souvenir. Have students recall tourist sites they have been to in New Hampshire and inform them they will apply their understanding by designing their own souvenir of New Hampshire.

Decide for your class whether you will choose one of the souvenir design templates for all students to use or allow students to select a souvenir template from the options: T-shirt, ornament, sticker, hat, or snow globe.

Explain that the souvenir should be specific to New Hampshire and draw on their prior learning from lessons throughout the tourism unit. Decide what specific criteria to set for your class to meet specific goals for your students. For example, you may choose to have students create a souvenir that is specific to a destination that you have previously studied or visited as a class on a field trip. You could also choose from the tourist sites in Lesson 13.1 "Tourists in New Hampshire."

Reflection

Discussion. Have students answer the questions on the "New Hampshire Souvenirs: Reflection" worksheet and create a display of your class souvenirs. They should verbally answer the questions by explaining their design using content-specific vocabulary from the tourism unit. Support and prompt students with questions as needed.

Reinforcement

1. **Mapping souvenirs.** Assist students with identifying each of the tourist destinations associated with the historic souvenirs. Give students the "Mapping Souvenirs" worksheet with a map of New Hampshire and have them map the locations of the destinations. Students may need help determining the town of many of the destinations.

Extension

2. **Personal souvenirs.** Encourage the students to bring in and share souvenirs that they have brought back from trips when they have been tourists, either in New Hampshire or in other locations.
3. **Media library.** Allow students access to the "Moose on the Loose" [media library](https://moose.nhhistory.org/media-library) at moose.nhhistory.org→Educators→Resources and Tools→Media Library. Have them search for objects they think would make good souvenirs of locations in New Hampshire. Have them justify their reasoning.

Supporting Materials

New Hampshire Historical Society Resources

1. Pincushion Souvenir of Mount Washington Cog Railway, circa 1880–1910
2. Tea Cup from New Hampshire State House, circa 1880–1910
3. Pitcher with Old Man of the Mountain, circa 1910
4. New Profile House Luncheon Menu, 1916
5. Postage Stamp Box Souvenir, circa 1880–1910
6. Old Man of the Mountain Souvenir Dish, circa 1880–1920
7. Bethlehem Jigsaw Puzzle, circa 1920
8. Abenaki Handicraft Basket, circa 1930
9. New Hampshire and Maine Themed Stack of Cards, 1903
10. Stein from Portsmouth, circa 1910
11. Bookmark from Lake Sunapee, circa 1900–1920

Other Resources

"Town Boundaries." NH GRANIT Database, Complex Systems Research Center, University of New Hampshire.

Souvenir templates:

- T-shirt: www.publicdomainfiles.com/show_file.php?id=13929656411102
- Ornament: www.needpix.com/photo/1381200/christmas-ornament-holiday-decoration-trim-tree-outline-silhouette
- Hat: publicdomainvectors.org/en/free-clipart/White-baseball-cap-vector-image/4293.html
- Snow Globe: owips.com/clipart-9259912

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. (Key Idea 3-5.T6.1)

“Moose on the Loose” Skills:

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

New Hampshire Social Studies Frameworks:

- ✓ Economics: Economics and the Individual (SS:EC:4:1.3)
- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.3)
- ✓ Geography: Environment and Society (SS:GE:4:5.2)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.3)

NCSS Themes:

- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 7: Production, Distribution, and Consumption

C3 Frameworks:

- ✓ Economic Decision Making (D2.Eco.2.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.7.3-5)
Global Interconnections: Changing Spatial Patterns (D2.Geo.11.3-5)

Common Core ELA Grade 3:

- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.7)

Common Core ELA Grade 4:

- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.7)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1a)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.4.3a)
- ✓ Vocabulary Acquisition and Use (L.4.4b, L.4.4c, L.4.6)

Common Core ELA Grade 5:

- ✓ Integration of Knowledge and Ideas in Informational Text (RI.5.7)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1a)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.5.3a)
- ✓ Vocabulary Acquisition and Use (L.5.3b, L.5.4c, L.5.6)

Lesson Vocabulary

souvenir (noun) Something kept as a reminder (as of a place one has visited)