



# IDM: Understanding State Symbols

## Educator's Guide

### Compelling Question

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What do our state symbols say about us?

### Supporting Questions

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1. How are forests an important natural resource in New Hampshire?
2. What has threatened New Hampshire forests, past and present?
3. How have people tried to protect New Hampshire's forests?



Caption: New Hampshire's state seal shows a rising sun and the ocean. The wreath is made of laurel leaves, which are a symbol of victory. This ship is the USS *Raleigh*, which was built in Portsmouth in 1776. It was one of the first warships built for the new American navy.



<b>Compelling Question</b>	What do our state symbols say about us?
<b>Staging the Question</b>	Examine the New Hampshire state flag that took a trip to the moon and discuss the power and meaning of symbols.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Why do we have state symbols?	What do our state symbols mean?	Why do state symbols change over time?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Examine the three main symbols of our state and create a list of their uses.	Using evidence from the sources create a glossary that defines the visual components of one of our three main state symbols.	Using evidence from the sources, students identify differences between an old and new version of a symbol and then discuss how state symbols engage people in the legislative process.
Featured Sources	Featured Sources	Featured Sources
<p><b>Source A:</b> New Hampshire Flag Flown on the Moon</p> <p><b>Source B:</b> New Hampshire State Seal</p> <p><b>Source C:</b> New Hampshire State Emblem</p>	<p><b>Source A:</b> New Hampshire Flag Flown on the Moon</p> <p><b>Source B:</b> New Hampshire State Seal</p> <p><b>Source C:</b> New Hampshire State Emblem</p> <p><b>Source D:</b> New Hampshire Almanac</p>	<p><b>Source D:</b> New Hampshire Almanac</p> <p><b>Source E:</b> New Hampshire's First State Seal Plate</p> <p><b>Source F:</b> New Hampshire State Seal, 1848</p>



<b>Summative Performance Task</b>	<b>ARGUMENT</b> What do our state symbols say about us? Choose the state symbol that you think is the best representation of the New Hampshire you know. Create a presentation that uses evidence from the sources to convince others to agree with your position. Be sure to include information about the history of the symbol: when it was created, how it has changed, and how it has stayed the same.
	<b>EXTENSION</b> How should your chosen symbol be used so that more people see and understand it? Write a persuasive paragraph that explains your thinking.
<b>Taking Informed Action</b>	<b>UNDERSTAND</b> Which state symbols are the most recognizable to others and why? Does it have to do with how they are used or what they show?
	<b>ASSESS</b> Create a survey to gather more information about how people in your school or community feel about our state symbols.
	<b>ACTION</b> Based on your findings, design a new symbol that incorporates the features and messages that resonate most with people in your community.

## Standards

For the full listing of standards this IDM meets (NH Frameworks, C3 Framework, NCSS Ten Themes, and Common Core), see p. 6 of this educator’s guide.

<b>“Moose on the Loose” Content Standards</b>	Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy. (3-5.T8.1)
<b>“Moose on the Loose” Skills Standards</b>	Gathering, Interpreting, and Using Evidence (Key Skills 4.S1.1 and 4.S1.2)
	Communicating and Critiquing Conclusions (Key Skill 4.S2.2)
	Understanding and Participating in Government (Key Skill 4.S6.2)
	Using Technology Responsibly (Key Skill 4.S7.1)



## Overview

### Inquiry Description

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This inquiry asks students to investigate the uses and meaning of our many state symbols. Working through a series of supporting questions and formative tasks, students use primary and secondary sources to develop a thorough understanding of way specific images communicate New Hampshire’s history and identity. This inquiry is intended to develop students’ familiarity with the state’s main symbols while also challenging them to think about what those symbols tell others about New Hampshire and how symbols connect people to their state and government. The inquiry concludes with a summative task that challenges students to argue in favor of the symbol they feel best represents New Hampshire.

NOTE: This inquiry is expected to take three to five 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., more supporting questions, formative performance tasks, and featured sources). Please adapt all the material in this inquiry, as necessary, to meet the needs of the students in your classroom.

### Structure of the Inquiry

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In addressing the compelling question “What do our state symbols say about us?” students work through a series of supporting questions, performance tasks, and sources in order to construct an argument supported by evidence while acknowledging competing views.

### Staging the Compelling Question

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Project or distribute Source A: State Flag. Give students a few moments to look at it and then ask students what they notice about the object. Students will likely identify it as a flag; ensure that all students know that it is New Hampshire’s state flag. Tell students that astronaut Alan Shepard, the first American to fly to space and a native of Derry, New Hampshire, took this particular state flag with him to the moon on the Apollo 14 in 1971. On that mission, Shepard became the fifth person to walk on the moon. Discuss with students why they think Shepard took the New Hampshire state flag with him on that trip to the moon. What does it mean to take the flag of one place to another? Does a trip to the moon make the flag mean something more?

### Supporting Question 1

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The first supporting question—“Why do we have state symbols?”—asks students to build on their discussion in the staging activity. New Hampshire’s state flag, state seal, and state emblem are the official ways the state government represents itself to the nation and the world. Project or distribute the three source images and give students time to look closely at each image and make a list of different ways they think these symbols are used. Then, compare their ideas to the uses described in Source D: New Hampshire Almanac.



### **Supporting Question 2**

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The second supporting question—“What do our state symbols mean?”—asks students to focus on one of the three main symbols of New Hampshire: the state flag, state seal, or the state emblem. Close-looking at an image of the symbol, combined with gathering information from the recommended secondary source, will allow students to create a glossary that defines each visual component of the symbol. Each of the three main symbols has several components, including words. For example, the state emblem makes use of the state motto, which has its own interesting story you may wish to share with students. Students should refer to their completed glossaries to summarize what the symbol says about New Hampshire.

### **Supporting Question 3**

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The third supporting question—“Why do symbols change over time?”—challenges students consider how and why the look and list of New Hampshire’s state symbols have changed over time. Examine the sources to identify the changes between a first and more recent versions of the state seal to determine what the new seal communicates about New Hampshire that the older seal did not. The recommended secondary source provides information about state symbols that have been established over the many decades that New Hampshire has been a state. Many of them were proposed by citizens who wished to highlight something unique about the state or engage young students in the legislative process. How do those newer symbols add to the communication about New Hampshire’s identity and its citizens?

### **Summative Performance Task**

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Students’ arguments likely will vary. Refer to the provided rubric for a description of completed tasks.

### **Taking Informed Action**

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Students have the opportunity to Take Informed Action by collecting data to determine which state symbol is most meaningful to others in their community. Using visual images to support the questions posed, students can survey which symbols people feel represent New Hampshire best. Students can collect words respondents associate with the symbols, how they would use the symbols, or what symbol they would add or change. That data can be transformed into charts, graphs, or word clouds. Then, using those findings, students can design a new symbol that incorporates the features and ideas that resonate most with the respondents. Coordinate with the public library, community center, or parks department to display posters that include the new symbol. Spread the visual word about what makes New Hampshire special!



## Overview

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### “Moose on the Loose” Content Standards:

- ✓ Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy. (3-5.T8.1)

### “Moose on the Loose” Skills Standards:

- ✓ Gathering, Interpreting, and Using Evidence (4.S1.1, 4.S1.2)
- ✓ Communicating and Critiquing Conclusions (4.S2.1, 4.S2.2)
- ✓ Understanding and Participating in Government (4.S6.2)
- ✓ Using Technology Responsibly (4.S7.1)

### New Hampshire Social Studies Frameworks:

- ✓ Acquiring information (Skills 2.1.A.1, 2.1.A.3, 2.1.B.2, 2.1.B.6, 2.1.B.7, 2.1.C.1, 2.1.C.2)
- ✓ Organizing & Communicating Information (Skills 2.2.G.1, 2.2.G.2, 2.2.G.4, 2.2.G.7, 2.2.H.1, 2.2.H.2, 2.2.H.3, 2.2.I.1, 2.2.I.4)
- ✓ Real World Application of Social Studies (Skills 2.3.J.1, 2.3.K.1, 2.3.K.2, 2.3.K.3)
- ✓ The Nature and Purpose of Government (SS:CV:4:1.2)

### C3 Framework:

- ✓ Constructing Supporting Questions (D1.4.3-5)
- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.4.3-5)
- ✓ Communicating Conclusions (D4.1.3-5, D4.2.3-5, D4.3.3-5)
- ✓ Taking Informed Action (D4.7.3-5)

### NCSS Ten Themes of Social Studies:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 5: Individuals, Groups, and Institutions

### Common Core ELA:

- ✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.4.2.b)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.7)
- ✓ Presentation of Knowledge and Ideas (SL.4.4; SL.4.5)



Name:

	<b>Above Standard (4)</b>	<b>At Standard (3)</b>	<b>Approaching Standard (2)</b>	<b>Below Standard (1)</b>	<b>Self</b>	<b>Teacher</b>
<b>Completeness</b>	A claim is clearly stated and supported with evidence from multiple primary and secondary sources.	A claim is stated and supported with evidence from a primary or secondary source.	A claim is stated but not supported with evidence from a primary or secondary source.	A claim is not present or not clearly stated and supporting evidence has not been provided.		
<b>Creativity</b>	Multiple formats were used appropriately to share information including text, visuals, and audio.	More than one format was used appropriately to share information, including text and visuals.	Only one format was used appropriately to share information, either text or visuals.	Selected formats were not used appropriately to share information.		
<b>Communication</b>	The claim and evidence were presented in a clear, cohesive way in order to teach others new information. Audience was engaged by project.	The claim and evidence were presented in a fairly clear way in order to teach others new information.	The claim and evidence were presented. Audience had some difficulty understanding new information.	The claim and evidence were not presented in a way that demonstrated the purpose of teaching others.		
<b>Effort and Time</b>	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:					Total of 20 points:	