



Educator Guide for Lesson 16.1 “What Is a Primary?”

Unit 16: The New Hampshire Primary

Lesson Objectives

- Students will define unit-specific vocabulary and concepts.
- Students will evaluate state sports, debate them, and make an informed decision about them.
- Students can create and use a bar graph representing class data on voting.

Lesson Competencies

- When appropriate, I can use context to determine intended meanings of words and phrases. (ELA 1)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)
- I can represent whole number, decimal, and fractional quantities in multiple ways (with words, symbols, models, expressions, equations, etc.). (Math 1)

Essential Questions

How have New Hampshire’s people shaped its government?
How has New Hampshire impacted the nation?

Focus Question

What impact does the New Hampshire primary election have on U.S. presidential elections?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Projector with sound for video “[Mason Explains: How a Primary Works](#)” (accessible from the Unit 16 [Find It!](#) page)
Whiteboard & markers
Class set of “What Is a Primary?” worksheet
Copies of sports in New Hampshire image set



Educator Introduction & Rationale

This is the first lesson in Unit 16: The New Hampshire Primary. It focuses on the question “What Is a Primary?” This lesson can stand independently from other lessons in the unit. After activation and watching the explainer video which introduces vocabulary and basic concepts, students participate in a classroom primary about New Hampshire sports to experience how primaries narrow the field to two nominees. Students then connect to math skills by representing the voting results mathematically and answer questions that explore the purpose of the lesson: What is a primary and why do we have them? What impact does a primary election have on U.S. presidential elections?

Teaching Tips: In Activation, be sure to guide students to the idea of Democrats and Republicans competing against their own party members before they compete against each other. In Guided Practice, be clear that while a nominee is generally a candidate, a candidate is only a nominee if others choose them to be so. In the classroom primary, accept enough candidates that there is a wide field from which to choose but do not let students propose so many that it will be difficult to get a winner. In general, try to use lesson vocabulary throughout the lesson. Please, adapt all the material in this lesson, as necessary, to meet the needs of the learners 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.

The reinforcement activities are provided for those students who need more review of the basic idea of a primary or of the vocabulary of the lesson. The extension activities are intended for students who could use an additional math challenge or who would like to research a primary occurring in the news.

Learning Activity

Activation **Discuss.** How does a person become the president? Invite thoughts and questions, then discuss.

Direct Instruction **Show video.** Primaries can narrow choices in any kind of election. The video will show how primaries work. Write vocabulary on the board and preview.

Show video "[Mason Explains: How a Primary Works.](#)" Length: approximately 5 minutes, 30 seconds

Guided Practice **Review concepts.** Answer student questions, distribute "What Is a Primary?" worksheet, and complete the first page about vocabulary. Review answers as a class and complete Venn diagram. See Answer Key.

- **Candidate:** Someone who applies for a job. A candidate becomes a nominee when others put them forward for the job.
- **Nominee:** Someone whom another person or group proposes for a job; you usually do not nominate yourself. A nominee is always a candidate, unless the person refuses the nomination.

Student Reading **What is a primary?** Before moving to Guided Practice, direct students to read Unit 16: Learn It! "[What is a Primary?](#)" pages 1 to 6.

Guided Practice **Conduct a primary.** Imagine New Hampshire wants to reevaluate which sport should be the state sport; currently, it is downhill skiing. The governor is asking for nominations in the winter sports category and the summer sports category from 4th grade classrooms as well as a final vote. Direct your class in:

- Proposing nominations
- Debating candidates
- Conducting a primary to decide their nominees in each category
- Making a final decision

First, write nominations on the board. If necessary, use images from the New Hampshire Historical Society to prompt nominations. Students should fill in candidates on the second page of their worksheet.

Do a quick, confidential poll of how students intend to vote to get a baseline and record results. Polls are often conducted before voting day to get a feeling of where the voters stand. Then have students identify:

- Who are the candidates?
- Who are the front-runners in each category?
- Who are the underdogs?
- How are the two political parties (i.e., winter and summer sports) represented?

Teaching Tip: This is a good spot to pause if you will divide the lesson between two teaching periods.

Guided Practice

Voting strategies. Next, divide students into summer and winter categories either based on their preference or based upon best practices in your classroom. Remind students that while they might have voted for different candidates, they all voted within the same category, or political party, so should have a goal of getting a summer or winter winner overall. Then in groups, they discuss their voting strategy:

- What is the best strategy for getting their category a win? Should they focus on broad appeal or committed fans?
- Think about how outsiders see their candidates. Does the sport take a lot of skill? Does it cost a lot of money?
- What are the positives and negatives of each candidate?
- How will they convince others to support their category and candidates?

Discussion

Invite discussion. Choose how you will structure discussion, organize the class, and have a debate on the best nominees. Why would a winter or summer sport be better than another for New Hampshire state sport? Use images from the New Hampshire Historical Society of summer and winter sports as evidence to support opinions and/or further debate.

Finally, when discussion is complete, conduct the primary; decide if you wish to use ballots or raise hands. Announce nominees in each category and write voting results on the board.

Extension: Discuss how much the results changed from the poll to the primary. In general, what convinces someone to change their vote?

Independent Practice & Reflection

Close activity. Have students complete the worksheet, independently or with a partner. Especially review the questions, "What is a primary, and why do we have them? What impact does a primary election have on U.S. presidential elections?"

Assist students as necessary.

Students should decide which nominee will receive their vote in the general election. Give time for final discussion if desired. Conduct general election and announce winner!

Reinforcement

1. **Process of an election.** Complete the “The Process of an Election” worksheet. Students can write out the steps in order, cut and arrange them, or each take a step and physically order themselves in the classroom.
2. **Crossword.** Complete the “Vocabulary Practice Crossword” worksheet.
3. **Personal primaries.** Conduct a personal primary among family and friends and record results in bracket. Consider: Favorite Candy: Chocolate-based, Non-Chocolate Based; Favorite Book: Fiction, Non-Fiction.

Extension

1. **Current primaries.** If primary season has begun, research current candidates for president. Make brackets showing how the primary will be set up.
2. **Fractions of voting.** Use fractions to show how the class voted in the primary.
3. **Building on primary sources.** Take a closer look at one or more of the images used in the lesson. Interact with it further: write a story inspired by the picture, look closely and evaluate what you see, or write the conversation that is happening between the people in the photo.

Supporting Materials

**New Hampshire
Historical
Society
Resources**

1. Alpine Skier, circa 1937–1942
2. Tennis Instruction, circa 1958–1975
3. Hiking on Mount Washington, 1928
4. Dog Sledding, circa 1940–1984
5. Cross Country Skiing, circa 1914–1987
6. Golf Course at Crawford House, circa 1900
7. Snowmobiling, circa 1925–1991
8. Ice Hockey, circa 1947–1988
9. Swimming in New Hampshire's Lakes, 1958
10. Canoeing on New Hampshire's Lakes, circa 1958–1987
11. Sailing on New Hampshire's Lakes, undated
12. Fishing in the Peabody-River Glen, 1872
13. Ice Fishing in New Hampshire, 1988

Standards

“Moose on the Loose” Content:

- ✓ Students will understand that throughout the 20th century, New Hampshire’s economic and political life evolved and modernized. They will understand that communities responded to economic cycles, and new immigration began. (3-5.T7.2)

“Moose on the Loose” Skills:

- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)
- ✓ Understanding and Participating in Government (3-5.S6.1, 3-5.S6.2)

New Hampshire Social Studies Frameworks:

- ✓ Political Foundations and Development (SS:HI:4:1.1)
- ✓ American Identity (SS:HI:4:4.1)

NCSS Themes:

- ✓ Theme 6: Power, Authority, and Governance
- ✓ Theme 10: Civic Ideals and Practices

C3 Frameworks:

- ✓ Participation and Deliberation (D2.Civ.9.3-5)
- ✓ Processes, Rules, and Laws (D2.Civ.11.3-5)
- ✓ Communicating Conclusions (D4.1.3-5)

Common Core ELA Grade 3:

- ✓ Craft and Structure in Reading Informational Text (RI.3.4)

Common Core ELA Grade 4:

- ✓ Craft and Structure in Reading Informational Text (RI.4.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c; SL.4.1d)
- ✓ Vocabulary Acquisition and Use in Language (L.4.4a)

Common Core ELA Grade 5:

- ✓ Craft and Structure in Reading Informational Text (RI.5.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1c; SL.5.1d)
- ✓ Vocabulary Acquisition and Use in Language (L.5.4a)

Common Core Math:

- ✓ Represent and Interpret Data in Measurement and Data (3.MD.3)

Lesson Vocabulary

ballot	(noun) Something used to cast votes in an election. Ballots can either be on a piece of paper or a computer.
candidate	Someone who is applying for a job. In a presidential primary election, a candidate is a person who is trying to get the job of president of the United States.
front-runner	(noun) The person who everyone thinks is going to win an election
general election	(noun) The final election that decides who will win a position. In the presidential general election, it is a national election where voters choose from nominees from different political parties.
nominee	(noun) Someone who is proposed for a position. In a presidential primary election, the nominee is the candidate who wins the most votes among all the candidates from the political party.
political party	(noun) An organized group of people with similar goals and opinions about how a nation should function. The United States has two major political parties: the Democratic Party and the Republican Party.
primary election	(noun) An election before the general election when voters choose which candidates will represent each party in the general election
underdog	(noun) A person who is behind in a contest and not expected to win