



Educator Guide for Lesson 16.2 “Campaign Strategy”

Unit 16: The New Hampshire Primary

Lesson Objectives

- Students will analyze primary sources.
- Students will define vocabulary.
- Students will interpret and add data to a map.

Lesson Competencies

- I can analyze primary sources and secondary sources and draw appropriate conclusions. (Moose SS)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of a topic/text and locate information to support my point of view. (ELA 6)
- I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. (ELA 2)
- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)

Essential Questions

How has New Hampshire been shaped by many voices?
How has New Hampshire impacted the nation?

Focus Questions

What role does the average person play in the New Hampshire presidential primary?
Why are traditions of the New Hampshire presidential primary important?

Estimated Time Two 40-minute class sessions

Materials & Equipment

Photograph of John F. Kennedy in a dogsled for projection
Class set of “Venn Diagram for Campaign Strategies” worksheet
Class set of “Source Comparison” worksheet
Primary source pairs, printed as desired for students
“Source Comparison” answer key for reference
“Mapping the Diners” activity for projection
Class set of “Diner Dash” map and worksheet



Educator Introduction & Rationale

Retail politics, or strategies that create direct connections between candidates and voters, have a historically notable role in New Hampshire's presidential primary. The small size of the state makes it easy for candidates to meet voters in different regions and the fact that New Hampshire's primary occurs first means those interactions get a lot of national attention. Developments in communication technology allow people around the country and the world to experience retail politics in New Hampshire. New Hampshire's voters are also practiced at primary politics; they expect to be part of the process and candidates know they will have an interested audience at their events. Please see [Educator Overview](#) for more information.

This lesson is the second lesson in Unit 16: The New Hampshire Primary. It is designed to be completed in two parts over the course of two class sessions. This lesson can stand alone from the unit; however, completion of the learning objectives in Lesson 16.1 "What Is a Primary?" is recommended before students move through the activities in this lesson. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

Students use two types of resources to explore the concept of retail politics: primary sources and a state map. In Part 1, primary source analysis enables students to define and describe retail politics as a strategy used by candidates and develops their historical thinking skills. Analyzing and comparing pairs of sources also serves as a formative assessment of student understanding.

Teaching tip: It is important to model source analysis first, particularly if this is the first-time students are thinking critically about primary sources. See the [Analyze It!](#) section of the Moose on the Loose website for suggestions for teaching with primary source photographs and objects.

In Part 2, students add a layer of data to a map of New Hampshire to illuminate patterns in campaign strategy. Interpreting that pattern and applying it to their own plan for a "diner dash" through New Hampshire, combined with a written reflection, serves as an assessment of competencies and ability to address the focus questions.

Two reinforcement activities are suggested for students who will benefit from spending more time with the concepts from the lesson. Three extension activities are suggested to build upon students' historical and geographical thinking skills and connect the content of the lesson to a current primary election. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

Learning Activity

PART 1

Actiuation

Reinforce previously learned material. Project or distribute the photograph of John F. Kennedy in a dogsled. Tell students they are looking at a photograph of a campaign event that took place in New Hampshire before the 1960 presidential primary election. Before further analysis of the photograph, review the key vocabulary and ideas learned in Lesson 16.1:

- What is a primary election, and why do we have them?
- What is a candidate?
- What is a campaign, and why do candidates run them?

Discussion

Conduct an analysis of the photo. Ask students to describe what they see in the photograph. Project the “Source Comparison” worksheet, and complete the Encounter section as a class on the board. As you talk about the photograph, discussion should generate answers to the following questions; best practice is to ask students to share evidence for their answers:

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| In what kind of place are the people gathered? | <ul style="list-style-type: none">• Outdoors, an open space near a forest. Trees are visible in the background. The ground is covered with snow. It could be a park or a place to ski. |
| Which person is a candidate? | <ul style="list-style-type: none">• The man sitting in the center is the candidate. |
| Who are the voters? | <ul style="list-style-type: none">• The adult men gathered around are voters. There are also younger boys in the crowd. |
| What are they doing? | <ul style="list-style-type: none">• The candidate is about to go on a dogsled ride. The people around him are waiting for the ride to begin. |
| Why is the candidate in this place? | <ul style="list-style-type: none">• The candidate wants to meet actual New Hampshire voters. He is participating in a traditional New Hampshire activity to show that he is interested in the state and its unique identity. |

Direct Instruction

Define retail politics as one of many campaign strategies.

Provide background details of the photograph for the students.

- The candidate is Democratic presidential primary candidate John F. Kennedy.
- He is visiting Berlin, New Hampshire, as part of his campaign before the 1960 presidential primary election.
- In 1960, Kennedy was a senator from Massachusetts.
- Fun fact: Kennedy is the only adult male in this photograph not wearing a hat. Within a few years, his fashion sense would influence men across the country and wearing hats would become less common.

Explain to students that meeting voters at a public place, like a park or diner, is an example of a strategy that candidates continue to use today when they campaign for president in New Hampshire and other states: **retail politics**.

Student Reading

Primary traditions. Before moving to Guided Practice, direct students to read Unit 16: Learn It! "[NH Primary Traditions](#)," pages 2 and 3, particularly the infographics "[NH Campaign Stops](#)" and "[Town Halls](#)."

Guided Practice

Now project and distribute the "Venn Diagram for Campaign Strategies" worksheet. Note the left circle reads "Retail Politics" and the right circle reads "Other Strategies." Brainstorm and discuss similarities and differences of various strategies. Here are some questions to spark your discussion:

- What are other strategies candidates use to let voters know who they are and what they stand for?
- What do other campaign strategies have in common with retail politics? What makes them different?
- Why would candidates try to connect personally with voters?
- Why are these opportunities important for voters?
- Why would candidates choose a casual place like a diner? What other kinds of places could candidates visit to meet New Hampshire voters?
- What are the advantages to differently sized venues (a diner or a hotel; a town hall meeting or an arena)?

Possible Outcomes: At the end of this discussion and sorting of ideas into the Venn diagram, students should understand that:

- Retail politics is all about face-to-face interactions between candidates and voters.
- Retail politics provides opportunities for voters to directly speak to and be heard by candidates.

Return to the "Source Comparison" worksheet started for the John F. Kennedy photograph on the board together. Complete the Investigate section as a class. Does the photograph show an example of retail politics? Provide supporting details as evidence for the group's response.

Independent Practice & Formative Assessment

Analyze primary sources. To solidify their understanding of retail politics as a tradition of face-to-face interactions between candidates and voters, students will analyze photographs and objects from New Hampshire presidential primary campaigns.

Provide students (individually or in pairs) with a set of two sources, one showing retail politics and one showing a different strategy. Choose from the selection of sources that accompany this lesson. When photocopying for student use, cover caption information.

Give students an "Source Comparison" worksheet and have them complete it to determine whether or not each of their sources shows retail politics. Explain that students should complete the sheet with

descriptive details to support their conclusions about the campaign strategy featured in each source.

Possible outcomes: Students should clearly state whether or not the source shows an example of retail politics and why. If there is time, ask students to share their findings with small groups. Completed analysis sheets can include details about:

- the presence or lack of people.
- the presence or lack of a candidate.
- the setting for a campaign event.
- the purpose of the object.

PART 2

Direct Instruction

Plot and interpret campaign data. Project the “Mapping the Diners” activity. Remind students that New Hampshire’s small size makes it possible for candidates to visit many places in the state in a short amount of time. Explain that they will think more about where candidates choose to go and why. Provide students with the “Diner Dash” worksheet and ask them to look at the chart listing seven New Hampshire diners traditionally visited by presidential candidates. As a group, plot these on the projected map and then reflect on the questions:

- What do you notice about where the diners are located?
- Why do you think candidates go to these particular diners?
- Why would a diner or restaurant be a choice for an unplanned campaign stop?

Teaching tip: The second extension activity uses another layer of data, population density, to think more about where candidates choose to go in New Hampshire and why. If appropriate, consider projecting a population density map (see activity for source) and plotting the diners on it to make a deeper connection between those layers of data.

Independent practice & Formative Assessment

Plan a “Diner Dash.” Provide each student with a “Diner Dash” map. Explain that they will imagine that they are presidential primary candidates spending a day in New Hampshire. They will use the questions on the “Mapping the Diners” activity to choose three of the seven diners to visit and plan the trip. As they work on the “Diner Dash” map and worksheet, leave the “Mapping the Diners” activity with diners plotted projected on the board for reference.

Possible outcomes: A completed “Diner Dash” map and worksheet will show three clearly marked and labeled diners, correct use of scale to compute distances between the diners, and an explanation of the student’s plan written in complete sentences.

Reflection

Primary campaign strategies. Close with a brief discussion revisiting the goals of primary campaign strategies. Ask students to respond to one of three reflection questions, in the format of their choice:

- Why is it important for voters to know about the people who are running for office?

- Why do candidates choose retail politics or different strategies during primary campaigns? What is their goal?
- If you were preparing to vote in New Hampshire, would you attend a campaign event? What kind? Why?

Reinforcement

- 1. Category sort.** Provide students with a "Category Sort" worksheet and printouts of the entire source set. Remind students that in retail politics a candidate has direct contact with voters. Ask the students to examine the sources and then sort them into "Retail Politics" and "Other Strategies" with that distinction in mind.
- 2. Strategy description and sort.** Provide students with printouts of the entire source set and "Strategy Description and Sort" worksheet. Instruct students to write a description of how the strategy is shown in each source in the appropriate column.

Extension

- 1. Track the candidates.** Is it presidential primary season? Ask students to look for photographs, articles, and advertisements about campaign events and materials. Organize them by type of strategy, by candidate, or location. If a candidate is coming to your town or city, consider a class trip to experience the campaign first hand. Take photos and write captions or journal entries to create your own collection of primary sources about the event for future historians.
- 2. Politics and population density.** How do candidates decide where to make campaign stops in New Hampshire? Population density data offers some clues. Ask students to examine a map showing population density across the state and compare it to the location of the diners they mapped in Part 2 of the lesson. What new information do they have about why those diners might be traditional campaign stops? NH GRANIT includes a simple population density map in their Map Atlas: www.granit.unh.edu.
- 3. New Hampshire retail politics over time.** Provide students with the "New Hampshire Retail Politics Over Time" worksheet, printouts of the retail politics sources only, and the "Source Comparison" answer key. Have students order the sources along the timeline. Ask the students to look for what seems to stay the same in the sources and what changes over time. If time allows, have the students tape the pages together and display in the classroom.

Supporting Materials

New Hampshire Historical Society Resources

1. Lamar Alexander Campaign Button, 1995
2. Campaign Yard Sign, 2012
3. Hillary Clinton Campaign Door Hanger, 2016
4. Robert Taft Campaigning, circa 1951–1952
5. Campaign Stop at Robie's Country Store, 1987
6. Meeting with Voters, 1987
7. Obama Rally Admission Ticket, 2007

Other Resources

1. Estes Kefauver Campaign Motorcade, circa 1951-1952; National Archives and Records Administration
2. Campaigning Door to Door, circa 2000; New Hampshire Political Library
3. John F. Kennedy in a Dogsled, 1960; New Hampshire Political Library
4. Town Boundaries Map, NH GRANIT Database, Complex Systems Research Center, University of New Hampshire

Standards

New Hampshire Historical Society 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)

New Hampshire Historical Society Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Thinking (3-5.S4.1)
- ✓ Understanding and Participating in Government (3-5.S6.2)

New Hampshire Social Studies Frameworks:

- ✓ The World in Spatial Terms (SS:GE:4:1.1; SS:GE:4:1.2)
- ✓ Social/Cultural (SS:HI:4:5.2)

NCSS Ten Themes:

- ✓ Theme 2: Time, Continuity & Change
- ✓ Theme 3: People, Places & Environments
- ✓ Theme 6: Power, Authority & Governance
- ✓ Theme 10: Civic Ideals & Practices

C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.3.3-5)
- ✓ Historical Sources and Evidence (D2.His.10.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5)

Common Core ELA Grade 4:

- ✓ Text Types and Purposes in Writing (W.4.1b)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1, SL.4.3)
- ✓ Presentation of Knowledge and Ideas in Speaking and Listening (SL.4.4)
- ✓ Knowledge of Language (L.4.3)
- ✓ Vocabulary Acquisition and Use in Language (L.4.6)

Common Core ELA Grade 5:

- ✓ Text Types and Purposes in Writing (W.5.1b)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1, SL.5.3)
- ✓ Presentation of Knowledge and Ideas in Speaking and Listening (SL.5.4)
- ✓ Knowledge of Language (L.5.3)

Common Core Math:

- ✓ Using the four operations with whole numbers to solve problems in Operations and Algebraic Thinking (4.OA.A.2)
- ✓ Building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers (4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.c, 4.NF.B.4)

Lesson Vocabulary

- campaign** (noun) A connected series of events or actions to make something happen; for example, a political campaign is waged to win elections
- (verb) To work in an organized way towards a goal. In a presidential primary, a candidate campaigns to win the election
- candidate** (noun) Someone who is applying for a job. In a presidential primary election, a candidate is a person who is applying for the job of President of the United States.
- retail politics** (noun) A style of political campaigning in which the candidate tries to connect with individual voters by attending local places events and talking with people