

## Educator Guide for Lesson 16.4 “The 1952 Primary”

### Unit 16: The New Hampshire Primary

#### Lesson Objectives

- Students will summarize the 1952 presidential primary campaigns through headlines.
- Students will work collaboratively with members of their group.
- Students will round numbers to the nearest thousand and compare numbers in the ten-thousands.

#### Lesson Competencies

- I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. (ELA 3)
- I can initiate and sustain a focused discussion. (ELA 7)
- I can model, compare, order, estimate, and represent quantities using my understanding of place value to explain my solution or strategy. (Math 2)

#### Essential Questions

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

#### Focus Questions

What impact does the New Hampshire primary have on U. S. presidential elections?  
What role does the average person play in the New Hampshire primary?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Access to student content on the 1952 primary: Republican presidential primary for half the class and Democrat presidential primary for half the class  
“1952 Democratic Primary” worksheet for half the class  
“1952 Republican Primary” worksheet for half the class  
Example headlines for projection  
Big paper & markers for writing headlines, if desired

## Educator Introduction & Rationale

The 1952 presidential primary was the first primary after the 1949 change to the law that allowed the voters to cast their vote directly for the candidate rather than just for delegates. This galvanized the population of New Hampshire in the 1952 primary as the “common man” now felt more connected to the political process. Voter turnout increased and the pattern was set for New Hampshire’s first-in-the-nation primary status. Please see the Educator Overview for more information.

This fourth lesson in Unit 16: The New Hampshire Primary examines the 1952 primary as a case study to demonstrate the power of the individual voter and the advent of retail politics in New Hampshire. The first modern primary showed that candidates needed to take voters in this small state seriously or reap the consequences nationally. Achievement of the learning objectives in the earlier lessons is recommended before engaging with the activities in these lessons. 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 the document. You may wish to preview these with your students.

Students first consider what makes a strong newspaper headline. Headlines are important tools for students because they not only summarize the article but also are supposed to hook the reader emotionally, and, as such, are good for media literacy analysis. The class is then divided into two groups, each of whom do the reading for their party and answer comprehension questions. In this jigsaw style of teaching, students become experts on their own topic and then teach others. Students use the example headlines to craft imaginary headlines that summarize the events, strategies, and conclusions of their party’s primary. Finally, after sharing the headlines, students apply mathematics to assess the votes of the actual 1952 primary and discuss the focus questions.

**Teaching Tip:** Emphasize to students how the 1952 presidential primary differed from earlier elections and how this changed New Hampshire’s perception of its primary. Students should understand that voters felt candidates needed to spend time and energy campaigning in their towns in order to win their votes. During closure discussion, use best practices to structure discussion. Debate both questions as a whole class, choose one question to focus on, or divide your class into two groups and each take one question to present to the other side.

The reinforcement activities are designed for students who may need more reflection on how newspaper headlines can summarize a story or students who need more interactive practice with vocabulary. The extension activity is designed for use during primary season to connect to current events.

# Learning Activity

## PART 1

### Activation & Discussion

**Strong headlines.** Discuss as best for your class. What is the purpose of a newspaper headline? How do headlines grab your attention? Show examples of modern headlines and/or 1952 headlines. Brainstorm and write the traits of a strong newspaper headline on the board.

Headlines from the time of the primary:

Manchester Union-Leader headlines

- "U.S. Gives \$300-Million to British Defense Aid" (1/29/52)
- "Two Tankers Broken Up By Storm Off Cape Cod" (2/19/52)
- "Three Presidential Hopefuls to Tour State Next Week" (2/27/52)

Concord Monitor headlines

- "Night Games by Concord High Football Team Are Banned by School Board" (3/3/52)
- "State Faces Flood Possibilities Unless Thaw Runoff Gradual: Added Peril From Heavy Rain" (3/7/52)
- "Towns Report Strong Turnout For Presidential Voting Despite Wet Snow Clogging Highways" (3/11/52)

### Traits of a strong headline:

short but descriptive  
leads to questions  
grabs attention  
accurate

engaging; makes you want to read article  
capitalized with little punctuation  
not a full sentence

### Guided Practice

**Reading comprehension.** Divide students into two groups, Republicans and Democrats (with a large class, you might make four groups). Distribute the "1952 Democratic Primary" worksheet and the "1952 Republican Primary" worksheet appropriately, and give students access to the content readings. Students should complete only the introduction and their party's student content reading, answer questions, and check responses.

## PART 2

### Guided Practice

**Write headlines.** In their groups, students write a series of headlines outlining what happened in their 1952 primary, starting with the actual headline given, in order to summarize what occurred in their primary to the other half of the class.

Groups must:

- Have at least five headlines
- Create descriptive, factual headlines
- Describe the essential parts of their primary race in an engaging, informative way

Starter headlines on student worksheets:

- Republican: "Sen. Taft to Challenge Ike for N.H. Support" (*Manchester Union-Leader*, 1/29/52)
- Democrat: "Truman, Kefauver Battle Due; Four-Way Scramble Set for Republican Vote" (*Manchester Union-Leader*, 1/31/52)

Students then present their headlines to the opposite group. Evaluate the headlines. Can the groups summarize what happened in the other primary?

If space allows, headlines can be posted in the room or hallway. If desired, project the final headlines from the 1952 primary:

- "Ike Scores Smashing Win In Concord, Takes all NH Republican Delegation; Kefauver Crushes Truman Backers" (*Concord Monitor*, 3/12/52)
- "Truman Bitter at NH Results, Won't Talk to Newsman, Aides" (*Concord Monitor*, 3/13/52)

### Independent Practice

**Complete worksheets.** Students should return to the worksheet and record for whom they would vote. They then finish the worksheet for math practice, independently or in pairs.

### Formative Assessment & Discussion

**Reflect on focus questions.** Discuss the focus questions using best practices for your classroom.

- **What impact does the New Hampshire primary have on United States presidential elections? Possible outcomes:**
  - New Hampshire is the first primary, a proving ground that the whole country watches. If someone does not do well in NH, they could drop out or need to work harder. If they do well, they are better set up for future primaries.
  - A wider selection of candidates means New Hampshire's vetting experience is important. New Hampshire voters are good at vetting candidates and care a lot about it. There are usually fewer candidates after New Hampshire.
- **What role does the average person play in the New Hampshire primary? Possible outcomes:**
  - Retail politics is important in New Hampshire. The average person might expect candidates to answer their questions and listen to their opinions. People in New Hampshire have a strong sense of civic duty and feel like their vote counts, which increases voter participation.
  - In the 1952 primary, retail politics was essential in deciding the winners. Neither Truman nor Taft expected the retail politics of New Hampshire to impact the race as much as it did; they lost because of that. Candidates in New Hampshire have to pay attention to the power of the average person.

## Reinforcement

1. **Review content.** Students do the other group's reading and highlight which facts were covered by the group's headlines.
2. **Forehead game!** Students play the vocabulary game in partners: put vocab words on small pieces of paper. They pick one without looking at it and put it up to their forehead for the other person to read. The other person has to define their word without saying it in order to get the first person to say the word.

## Extension

1. **Current events.** If it is primary season, students should gather relevant headlines from the news about the primary. Post in the classroom.

## Supporting Materials

### Other Resources *Manchester Union-Leader* headlines

- "U.S. Gives \$300-Million to British Defense Aid" (1/29/52)
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## 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, 3-5.S2.2)
- ✓ Understanding and Participating in Government (3-5.S6.1)

### New Hampshire Social Studies Frameworks:

- ✓ Political Foundations and Development (SS:HI:4:1.1, SS:HI:4:1.3)
- ✓ World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.2)

### NCSS Themes:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 6: Power, Authority, and Governance
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Civic and Political Institutions (D2.Civ.2.3-5)
- ✓ Participation and Deliberation (D2.Civ.10.3-5)
- ✓ Causation and Argument (D2.His.17.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Reading Informational Texts (RI.4.1, RI.4.3)
- ✓ Craft and Structure in Reading Informational Texts (RI.4.4)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)

### Common Core Math:

- ✓ Generalize place value understanding for multi-digit whole numbers in Number and Operations in Base Ten (4.NBT.A.2, 4.NBT.A.3)
- ✓ Use place value understanding and properties of operations to perform multi-digit arithmetic in Number and Operations in Base Ten (4.NBT.B.4)

## Lesson Vocabulary

<b>campaign</b>	(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.
<b>front-runners</b>	(noun) The person who everyone thinks is going to win an election
<b>media</b>	(noun) A system to communicate with a large number of people, such as television, radio, or newspapers; for example, the news media communicates about events
<b>retail politics</b>	(noun) A style of political campaigning in which the candidate tries to connect with individual voters by attending local events and talking with people
<b>vet</b>	(verb) To evaluate for a position. Just as a veterinary doctor makes a careful examination of an animal, voters carefully examine a candidate's ideas, past actions, and plans for the future.
<b>voter participation</b>	(noun) The number of people who are able to vote that actually do vote. This number is most often shown as a percentage.