



## Lesson 17.2 “Mason’s Five Ideas about New Hampshire Today”

### Unit 17: New Hampshire Today

#### Lesson Objectives

- Students will write compelling and supporting questions about one of Mason’s five ideas about New Hampshire today.
- Students will research to answer their questions about one of Mason’s five ideas about New Hampshire today.
- Students will create a project with visuals to show their questions and research.

#### Lesson Competencies

- I can ask questions about issues and processes of concern to me, create a strategy to answer them, and carry out my plan by making a claim and presenting my evidence and analysis. (Moose SS)
- I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. (ELA 8)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?  
How have New Hampshire’s people shaped its government?  
How has New Hampshire impacted the nation?

#### Focus Questions

What ideas have defined New Hampshire history and shaped the Granite State’s character?

#### Estimated Time

Four to five 40-minute class sessions

#### Materials & Equipment

“What is a compelling question?” for projection  
Compelling question graphic for projection  
“Mason’s Five Ideas” for projection  
Sets of “Mason’s Ideas About New Hampshire: #(1–5)” as appropriate  
Access to Unit 17 student content for research  
Copies of “Note Page for Mason’s Five Ideas Project” as needed for student notes  
Class set of “Mason’s Five Ideas Project Planning Sheet”  
“Educator Notes for Five Ideas Project” as desired



## Educator Introduction & Rationale

In the 21st century, New Hampshire is characterized by both a greater connection to the global community through technological innovation and a deep commitment to its traditional identity. New businesses and organizations, largely based in technology and education, have taken over the long-shuttered mill buildings. Tourism remains the state's second largest industry, with the majority of visitors coming by car from nearby states. New Hampshire agriculture evolves in tandem with people's growing interest in locally grown and sourced products. New Hampshire also continues to welcome immigrants from around the world. The diverse cultures of New Hampshire's past and present are celebrated in the state's extensive offerings of cultural and ethnic festivals each year. In addition, organizations across the state are working to uncover and share the stories of New Hampshire's historically marginalized populations to create a more complete and inclusive narrative of New Hampshire's past. The independence of Granite State politicians and voters is visible in the state's tendency to be more progressive with social issues while more conservative when it comes to financial issues and the reach of the government. Please see the Educator Overview for more information.

This is the second lesson in Unit 17: New Hampshire Today. It can stand alone from the unit. In this lesson, students examine what makes a compelling question and how supporting questions then scaffold answering compelling questions. They choose one of Mason's five ideas about New Hampshire and work through creating compelling and supporting questions. Research into New Hampshire today with the Unit 17 student content helps students execute a project that merges questioning skills with a demonstration of knowledge. The class creates a gallery of projects that answer compelling questions about New Hampshire today.

This lesson relies on the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for State Social Studies Standards (2013). Recognizing and developing compelling and supporting questions are lifelong skills that elementary students are just beginning. In the article "Questions that Compel and Support" in *Social Education*, S. G. Grant, Kathy Swan, and John Lee say, "A *compelling question frames an inquiry; supporting questions provide the subject matter scaffolding that allows the inquiry to unfold in a coherent fashion. Supporting questions may not be as flashy as compelling questions, but without them, inquiries lose focus.*" Helping students understand the process of how to answer compelling questions is essential. Using Mason's five ideas about New Hampshire as focus for the project gives students structure as they work on these skills. Please see the Supporting Materials page for more resources.

**Teaching tip:** On the "Moose on the Loose" website student homepage, the "Five Ideas Every NH Kid Should Know" was written for educators. This lesson adapts them for student readability.

Reinforcement and extension activities are provided for by differentiation of the project. Please adapt all the material in this lesson, as necessary, to meet the needs of the students 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.

# Learning Activity

## Activation

**What makes a good question?** Ask students what kind of question makes them interested and excited about studying a new topic. Brainstorm examples, accepting all answers but guiding the class towards open-ended, more debatable questions. When appropriate, project “What is a compelling question?” and discuss together.

## Direct Instruction & Discussion

**Compelling questions.** Give some examples of compelling questions, perhaps including:

- Why do we need rules?
- What is the point of studying social studies?
- Is the U.S. government democratic?
- Is it better to be loved or feared?
- When do people become Americans?

Tell students that compelling questions help us want to know more about a topic, which means that compelling questions then need supporting questions to help organize our study. Supporting questions help us figure out what we need to know in order to be able to answer the compelling question.

Project the graphic about compelling and supporting questions and choose one or more of your example compelling questions to delve into. Brainstorm supporting questions together and write them onto the graphic, if possible. For example,

### Why do we need rules?

- What are some rules that families follow?
- What rules do classes, towns, states, or countries follow?
- What happens when you break the rules?
- Are there times when there are more or less rules to follow?

### What is the point of studying social studies?

- What is social studies?
- What topics are part of social studies?
- When do you study social studies?
- Who decides what you study in social studies?
- When do you use your skills and knowledge from social studies?

**Teaching tip:** Be aware that this is an advanced topic for upper elementary grades and may be the first time students have encountered these ideas. They should begin to learn how to differentiate between compelling and supporting questions in their schoolwork, but it will be a difficult skill that needs a lot of teacher support.

## Guided Practice

**Mason’s five ideas about New Hampshire.** The “Moose on the Loose” curriculum has identified five ideas about New Hampshire that every student should know. These ideas define New Hampshire’s history and shape its culture. Tell students that they will choose one of Mason’s five ideas to study while they work on compelling and supporting questions.

Project “Mason’s Five Ideas.” Read them as a class. If you have studied New Hampshire social studies, prompt students to think of a few topics that fall under each idea. See “Educator Notes for Five Ideas Project” for examples. The five ideas are found throughout the curriculum but are particularly apparent in Unit 17: New Hampshire Today.

**Teaching tip:** Note that the more advanced version of “Five Ideas Every NH Kid Should Know” can be found on the “Moose on the Loose” home page.

## Independent or Group Practice

**Choosing ideas and writing questions.** Decide for your class if students will work in small groups, individually, or in pairs. Have them choose which idea they will study or select their topic for them. Based on your schedule and class, decide if the class will study all five ideas or just one or two.

When students know what ideas they are studying, distribute “Mason’s Ideas About New Hampshire: #(X)” appropriately. Have them read in groups or individually and brainstorm what might be a compelling question for their topic. Use peer conferences and teacher conferences for selection and editing.

**Teaching tip:** Students should receive approval on their compelling question before moving on to supporting questions. Note that some students may need more support than others in this area and that simply turning Mason’s statement for each of the five ideas into a question might be best. See “Educator Notes for Five Ideas Project” for suggested compelling questions.

After their compelling question is approved, students should turn to the back of the page and write supporting questions. What do they need to know about New Hampshire today in order to answer their compelling question?

**Researching and creating the project.** As the class is ready, move students onto researching their supporting questions. Give students "Note Page for Mason's Five Ideas Project" and access to the student content for Unit 17. The "Educator Notes for Five Ideas Project" matches suggested topics with Mason's ideas.

"Mason's Five Ideas Project Planning Sheet" is available for students to use when they have completed their research and are ready to move on to visualizing their project. This project is designed to be flexible, requiring only compelling and supporting questions and answers and some sort of visual so that students can produce a display reflecting their interests and ideas.

### Reflection

**Gallery walk.** Create an exhibit of completed projects or have students present them as appropriate. Allow the class to view and make notes about connections they notice in other students' projects. Consider inviting other classes or staff to visit the exhibit; students may wish to provide guided tours or create a quiz for visitors to take after exploring the projects.

### Reinforcement & Extension

Provided through differentiation of project.



## Supporting Materials

An essential resource for teaching with compelling and supporting questions is [c3teachers.org/](http://c3teachers.org/) which has the article "What are compelling questions?" at [c3teachers.org/what-are-compelling-questions/](http://c3teachers.org/what-are-compelling-questions/)

Glenn Wiebe provides rationale, links, suggestions, and overall knowledge about teaching with compelling questions in "So You Need a Compelling Question? How About a Couple Hundred?" at [www.techlearning.com/news/so-you-need-a-compelling-question-how-about-a-couple-hundred](http://www.techlearning.com/news/so-you-need-a-compelling-question-how-about-a-couple-hundred)

Stefanie Wager discusses her state's move to standards that complement teaching with compelling questions and links to resources that teach with the inquiry arc in "Making the classroom a compelling experience" at [iowacore.gov/blog/making-classroom-compelling-experience](http://iowacore.gov/blog/making-classroom-compelling-experience).

Quote in Educator Introduction and Rationale from "Questions that Compel and Support" by S. G. Grant, Kathy Swan, and John Lee in *Social Education* 81(4), pp. 200–203 at [Questions-that-compel-and-support](#)

For more about the College, Career, and Civic Life (C3) Framework, see the guide created under the auspices of the National Council for the Social Studies at [www.socialstudies.org/standards/c3](http://www.socialstudies.org/standards/c3)

## Standards

### “Moose on the Loose” Content:

- ✓ 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:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)

### New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ US / NH History: Contacts, Exchanges & International Relations (SS:HI:4:2.1)
- ✓ US / NH History: World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.2, SS:HI:4:3.3)
- ✓ US / NH History: Economic Systems & Technology (SS:HI:4:4.1, SS:HI:4:4.2, SS:HI:4:4.3)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.1, SS:HI:4:5.3, SS:HI:4:5.4, SS:HI:4:5.5)

### NCSS Themes:

- ✓ Depending upon how many of Mason’s five ideas are researched, all themes are possible.

### C3 Frameworks:

- ✓ Construction Compelling Questions (D1.1.3-5, D1.2.3-5)
- ✓ Constructing Supporting Questions (D1.4.3-5)
- ✓ Change, Continuity, and Context (D2.His.3.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5, D2.His.17.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5, D3.4.3-5)
- ✓ Communicating Conclusions (D4.1.3-5, D4.2.3-5, D4.3.3-5)

### Common Core ELA:

- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Fluency in Foundational Skills (RF.4.4)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9)
- ✓ Range of Writing (W.4.10)
- ✓ Vocabulary Acquisition and Use (L.4.6)



## Lesson Vocabulary

<b>citizen legislature</b>	(noun) A group of people chosen or elected to make the laws for a colony or state; different from a common legislature because individuals are paid very little and usually have other jobs
<b>compel</b>	(verb) to make someone do something
<b>immigrant</b>	(noun) A person who moves from one country to live in another country
<b>independent</b>	(adjective) Describing when a country, person, or other organization is not controlled or ruled by anything else
<b>interdependent</b>	(adjective) Describing when systems, things, or people are mixed together and rely on one another
<b>multicultural</b>	(adjective) Describing when people from several cultures are together
<b>multi-ethnic</b>	(adjective) Describing when people from several traditions are together
<b>natural resources</b>	(noun) Something found in nature that is used by people, such as animals, plants, or fossil fuels
<b>reform</b>	(noun) A change made to improve something
<b>traditions</b>	(noun) A well-known belief or custom shared by a group of people over many years