



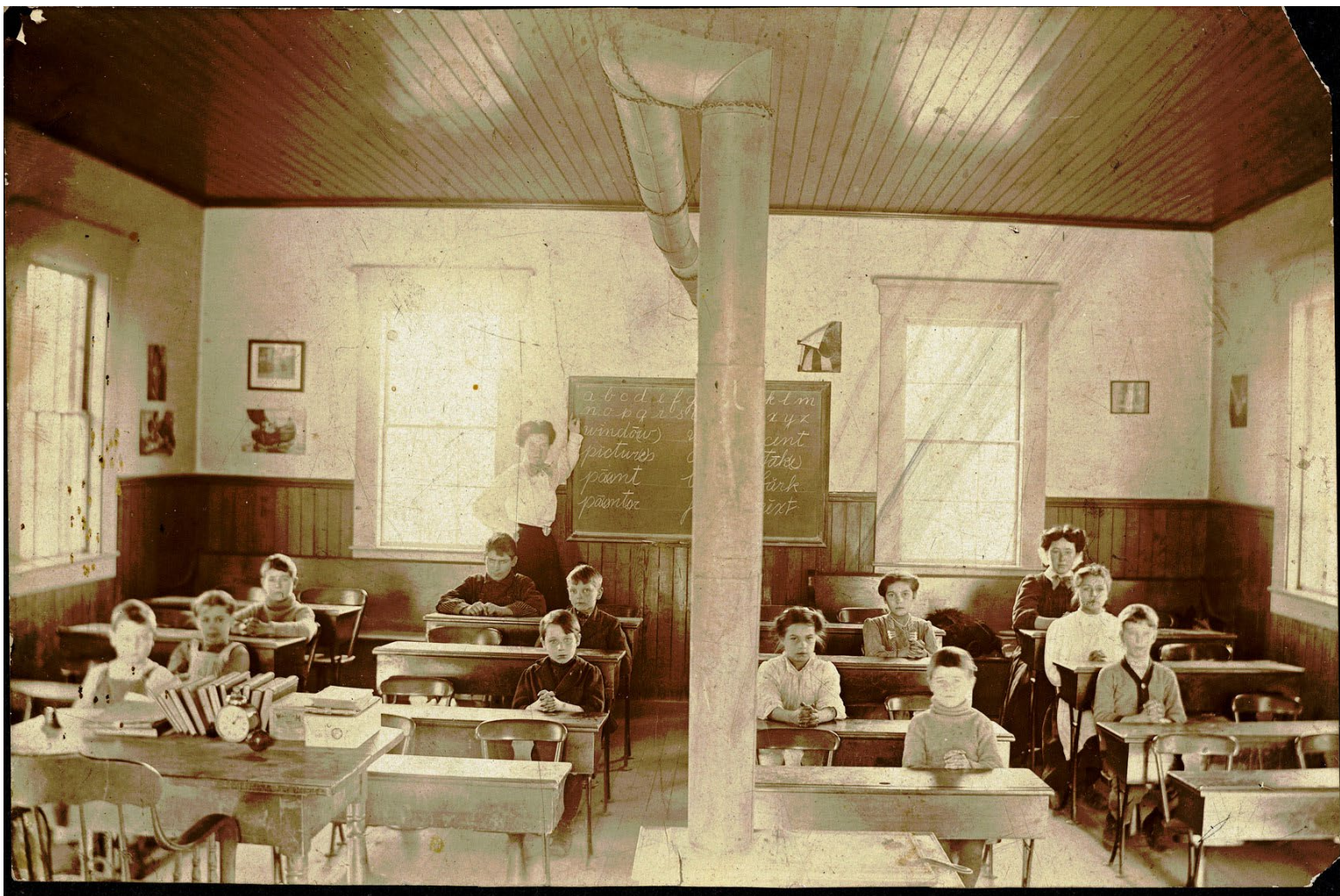
Lesson 9.1: A Citizen's Primer

Comparing Classrooms: Then and Now

Similar	Different



Lesson 9.1: A Citizen's Primer



Candia School, 19th Century.
Source: New Hampshire Historical Society



New Hampshire State Constitution

Article 83. [edited]

Knowledge and learning being essential to the preservation of a free government;

Knowledge and learning spreading the opportunities and advantages of education through the various parts of the country;

Knowledge and learning shall be the duty of the legislators and magistrates, in all future periods of this government,

The government has the duty to promote education to cherish the interest of literature and the sciences, and all seminaries and public schools,

The government has the duty promote education to encourage private and public institutions, rewards, and protections for the promotion of agriculture, arts, sciences, commerce,



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The government has the duty promote education to encourage private and public institutions, rewards, and protections for the promotion of trades, manufactures, and natural history of the country;

The government has the duty promote education to promote and teach the principles of humanity and general benevolence,

The government has the duty promote education to promote and teach the principles of public and private charity,

The government has the duty promote education to promote and teach the principles of industry and economy,

The government has the duty promote education to promote and teach the principles of honesty and punctuality, sincerity, sobriety,

The government has the duty promote education to promote and teach the principles of all social affections, and generous sentiments, among the people.



New Hampshire State Constitution

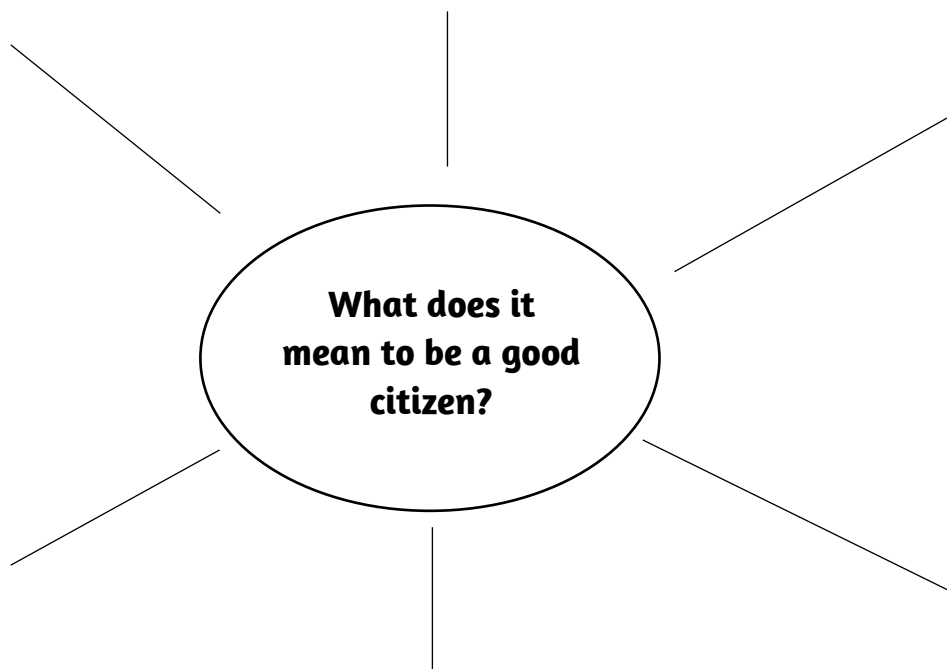
Article 83. [original]

Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government; and spreading the opportunities and advantages of education through the various parts of the country, being highly conducive to promote this end; it shall be the duty of the legislators and magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools, to encourage private and public institutions, rewards, and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections, and generous sentiments, among the people.



Lesson 9.1: A Citizen's Primer

Name: _____





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Name: Possible responses





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Name: _____

**What do people
need to know to
be good citizens?**





Lesson 9.1: A Citizen's Primer

Name: _____ **Possible responses** _____

How to get along with other people who may have a different opinion than you do.

How the government works.

Our history and traditions.

What do people need to know to be good citizens?

How the world around us works (business and the economy, science, technology, culture).

How our democracy works.





Hannah Foster's Sampler



This sampler was made by Hannah Foster, who lived in Canterbury, New Hampshire. A sampler is a piece of needlework made to show sewing skills and display basic literacy knowledge. In the 1700s and 1800s, girls often learned the alphabet and numbers while also learning to sew. Women and girls in New Hampshire's farming communities had to sew all of their own clothes. As girls got older and more skilled at sewing, their samplers became more complicated. Instead of the alphabet, they might embroider poems or Bible verses on their samplers.

Source: New Hampshire Historical Society



Lesson 9.1: A Citizen's Primer

Children's Primer Alphabet

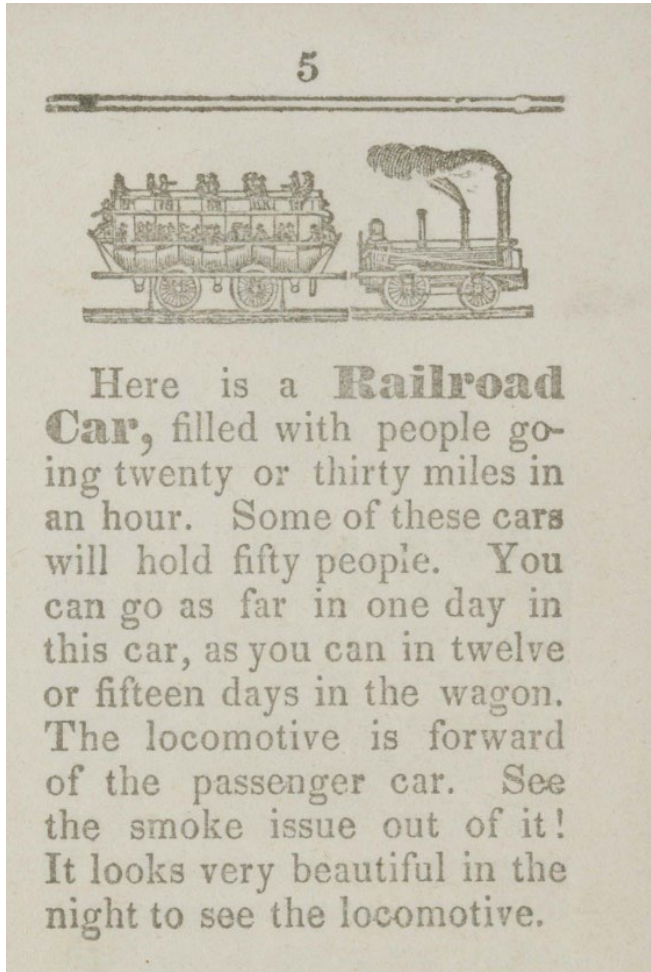
A primer is a type of book used in the 18th, 19th, and 20th centuries that teaches the basics of reading, writing, and math. These pages from a primer written in 1800 show part of the alphabet. There are illustrations, or pictures, to go with each letter.



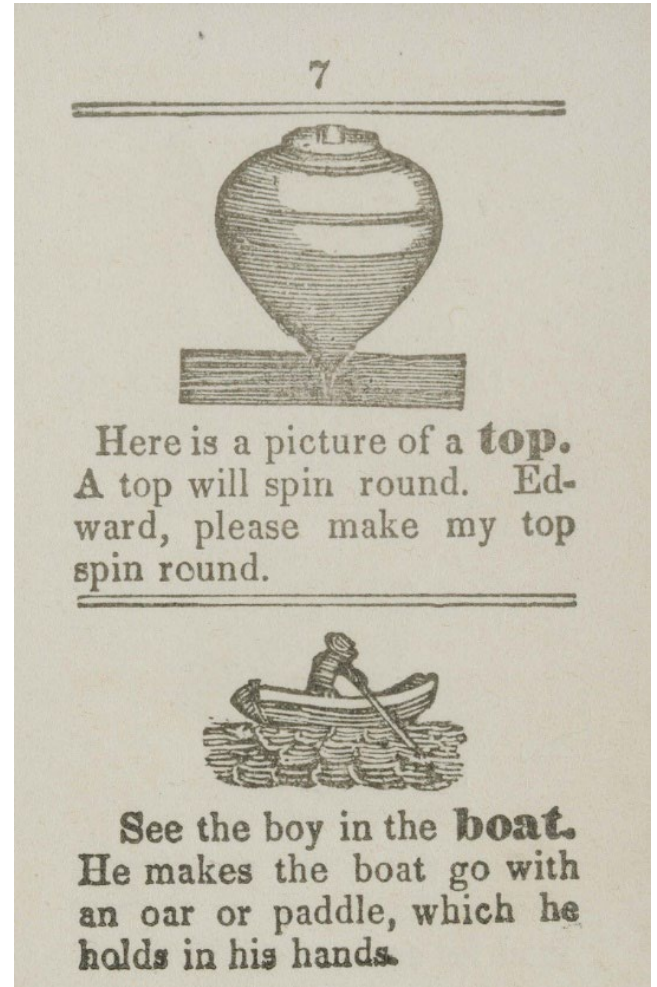


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Boy's Picture Book, Railroads



Boy's Picture Book, Top and Boat



This book was used in the 19th century to teach children how to read. It was small, short, and inexpensive. Each short reading passage had an illustration, or drawing, to go with it. The readings were about places and objects that children in the 1800s would have easily understood or recognized.

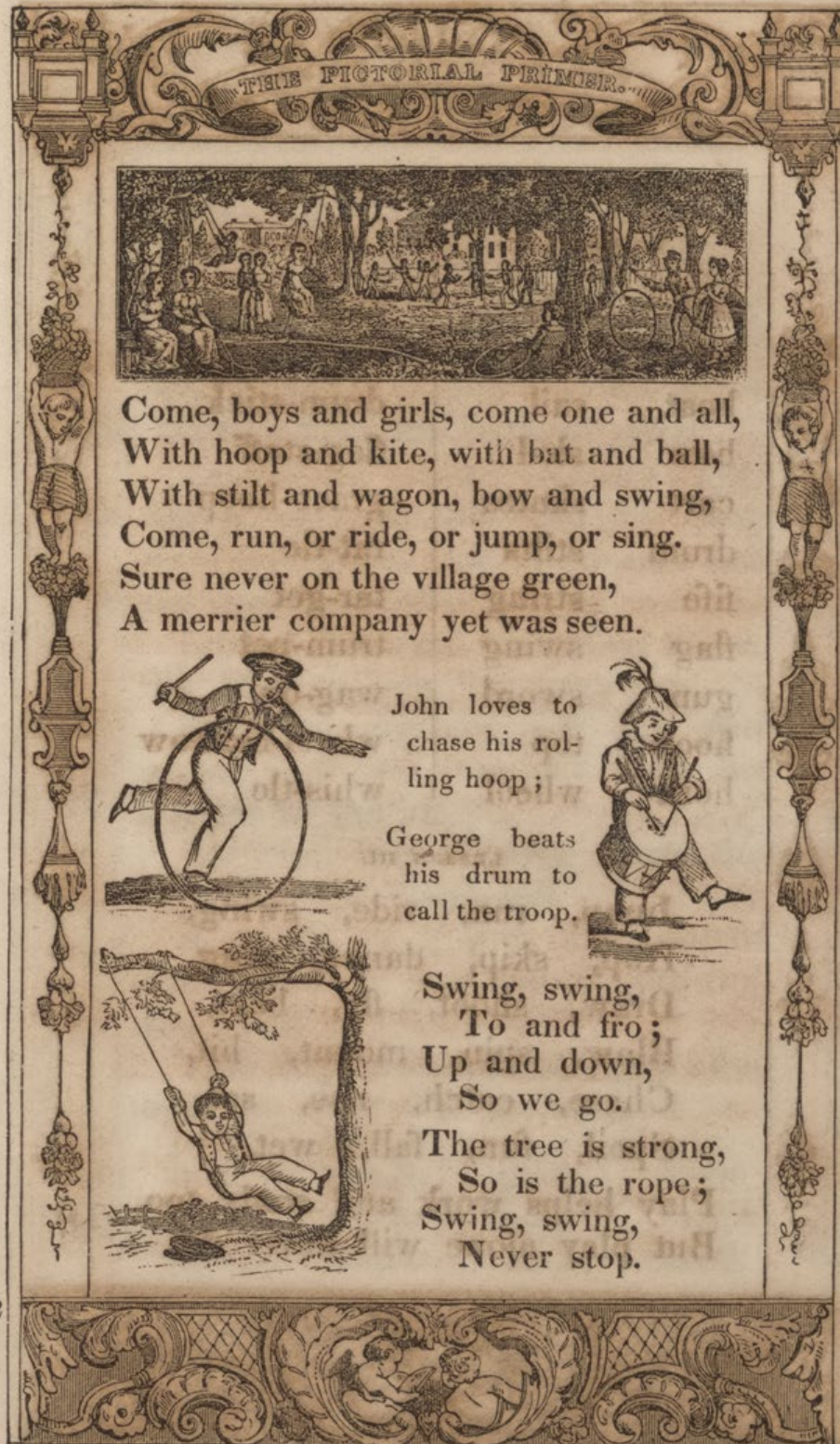
Source: The Internet Archive



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Children's Primer Drummer Boy

A primer is a type of book used in the 18th, 19th, and 20th centuries that teaches the basics of reading, writing, and math. This page from a primer has short poems, rhymes, and drawings.



QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.

[illegible]



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Alphabet Book Brainstorm

Letter	Word / Phrase	Illustration
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		



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Alphabet Book Brainstorm

Letter	Word / Phrase	Illustration
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		



Name _____

Note Page for a Classroom Primer

What is your page about? What is the title?

Topic or question or idea	Notes to give more details