



## Educator Guide for Lesson 16.5 “DBQ on New Hampshire Primary”

### Unit 16: The New Hampshire Primary

#### Lesson Objectives

- Students will analyze primary and secondary sources to assess the Document Based Question.
- Students will construct a persuasive answer to the Document Based Question (DBQ).

#### Lesson Competencies

- I can analyze primary sources and draw appropriate conclusions. (Moose SS)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- 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 been shaped by many voices?  
How have New Hampshire’s people shaped its government?

#### Focus Questions

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

#### Estimated Time

Five 40-minute class sessions

#### Materials & Equipment

White board to record definition of “persuade” and examples of persuasion  
Class set of “Choices for Persuasive Assessment on New Hampshire Primary” worksheet  
Class set of “Rubric for Persuasive Assessment on New Hampshire Primary” worksheet  
“Document Based Question on New Hampshire Primary,” Question A and Question B worksheets as needed  
Materials to create projects



## Educator Introduction & Rationale

This lesson is the final lesson in Unit 16: The New Hampshire Primary. Although achievement of the learning objectives in earlier lessons is not needed before engaging with the activities in this lesson, it is recommended that students do complete Lesson 16.1, "What Is a Primary?" so that they understand the premise of the assessment. Students should also be familiar with unit vocabulary.

In this lesson, students complete a Document Based Question (DBQ) on the New Hampshire primary as a formative assessment before creating a persuasive summative assessment in project form. In a DBQ, students are presented with a question to evaluate. They receive three to ten documents, which could be any type of primary source, like photographs, maps or documents, and/or secondary sources. The documents may have questions to help students interpret and use the sources so they can better answer the main question. DBQs can be done alone or in groups.

DBQs are important for students to practice throughout their social studies education. Students will use DBQs through middle and especially high school, and need to become familiar with them. Additionally, DBQs target essential standards having to do with using evidence from primary and secondary sources and supporting an argument.

**Teaching tip:** The first question "Should New Hampshire keep the first in the nation primary?" is a more difficult question to assess than "Do the New Hampshire primary traditions encourage democracy?" Although many in New Hampshire feel strongly that the first primary should stay in the Granite State, there are diverse viewpoints involved and shown in the evidence. 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 review these with your students.



## Learning Activity

### Actiuation

**Discussion and role-play.** Write the word **persuade** on the board, and ask for definitions. Encourage several responses so students hear the word defined in different ways. Record definitions.

Merriam-Webster.com definition of **persuade**:

1. to move by argument or entreaty to a belief, position, or course of action
2. to plead with: URGE

Ask for two volunteers and have one persuade the other of something.

Suggestions:

- To read a book they like
- To do their chores
- To help them with a project
- Have one of the students try to persuade you not to give homework!

During the first role play, make two columns on the board. Record the reasons used to persuade in two columns, **but do not label the columns**. One is for factual appeals and one for emotional appeals. Continue through a second role play and a third if necessary, while filling the columns. **Possible outcomes:**

- You'll make me happy
- You'll feel accomplished
- You'll feel good helping someone
- It needs to be done
- You learn while reading
- You're my friend

Pause the role plays and ask: what makes effective persuasion?

Discuss with the students the two columns until they realize the categorization behind the columns. Discuss that persuading someone is most effective when both emotion and facts are used. If time allows, invite one or two more role plays as demonstration.

### Guided Practice & Formative Assessment

**DBQ on New Hampshire primary.** Tell students that they will now gather information about a question, then produce a product intended to persuade the audience of their point of view.

Before students begin the DBQ, it is good practice to preview the summative assessment choices so that they know their end goal. Distribute the "Choices for Persuasive Assessment on New Hampshire Primary" worksheet with the "Rubric for Persuasive Assessment on New Hampshire Primary" on the back. Decide if students will do the assessment alone, in pairs, or in groups. Let students know the groupings and the time frame of the project, and review the project choices with them. Have them circle their top two project choices to keep in mind while they work. Review the rubric so they understand project expectations and can envision an "Above Standard" product.



In this DBQ, students can either answer question A, "Should New Hampshire keep the first in the nation primary?" or question B, "Do the New Hampshire primary traditions encourage democracy?" In choosing questions, do what is best for your classroom; either assign questions or let student interest be your guide.

Distribute the "Document Based Question on New Hampshire Primary" worksheet, noting which students should get the Question A worksheet and which should get the Question B worksheet. Students should work alone or in pairs, although if your class is not used to working with DBQs, it might be easier for students to work in pairs. They should answer the questions after each of the six sources. Check for understanding while circulating, and let students reference the answer keys as appropriate.

**Independent Practice & Summative Assessment**

**Decide upon and construct persuasive assessments.** As students finish with the DBQ, have them decide upon their assessments in whatever groupings work for your classroom.

Give students time to work, in class or out of class, and make the due date clear. Check in regularly, ask how they are persuading their audience using emotion and facts, and remind them to cite their sources using document numbers.

**Closure**

**Presentations.** Give time for students to present or show their projects. Consider inviting community members into the classroom to see the presentations. Take a few minutes when projects are due to have students self-assess with the rubric. Spend time with the class discussing how projects effectively use emotions and facts to persuade the audience. Grade projects with the rubric and display projects.

**Reinforcement & Extension**

Provided through selecting appropriate question to challenge or support students. Possible to remove or add additional sources for students to use.



## Supporting Materials

### Other Resources

- Cox, Stephen. "Interview with the Honorable William Gardner, Secretary of State for the State of New Hampshire." *Historical New Hampshire* 42, no. 3 (1987): 307.
- Gardner, Bill and Hugh Gregg. *Why New Hampshire? The First-in-the-Nation Primary State*. Resources—NH, 2003, ix.
- Hugh Gregg with New Hampshire Map, New Hampshire Political Library.
- Levin, Carl. "Michigan Democrats Approve Challenge to NH Primary." *New Hampshire Sunday News*, May 9, 1999.
- Levin, Carl. "Mich. Democrats look to unseat N.H. tradition." *Nashua Telegraph*, April 10, 1999.
- McDonald, Dr. Michael. "2016 Presidential Nomination Contest Turnout Rates." United States Elections Project. [www.electproject.org/2016P](http://www.electproject.org/2016P) (retrieved October 29, 2018).
- "Primary Blues: First-in-the-Nation Status is About Money, Not Democracy." *Eagle Times*, April 15, 1999.
- Shaheen, Jeanne. "Keeping Our 'Primary' Status." *New Hampshire Editions*, January 1999.



## 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:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1; 3-5.S2.2)
- ✓ Effective Historical Thinking (3-5.S3.2)

### New Hampshire Social Studies Frameworks:

- ✓ The Nature and Purpose of Government (SS:CV:4:1.1)
- ✓ World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.2)
- ✓ Political Foundations and Development (SS:HI:4:1.3)

### NCSS Thematic Strands:

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

### C3 Frameworks:

- ✓ Participation and Deliberation (D2.Civ.8.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5; D3.4.3-5)
- ✓ Communicating Conclusions (D4.1.3-5; D4.3.3-5)

### Common Core ELA Grade 3:

- ✓ Range of Reading and Level of Text Complexity in Reading Informational Texts (RI.3.10)

### Common Core ELA Grade 4:

- ✓ Integration of Knowledge and Ideas in Reading Informational Texts (RI.4.7)
- ✓ Range of Reading and Level of Text Complexity in Reading Informational Texts (RI.4.10)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge in Writing (W.4.9.b)
- ✓ Knowledge of Language (L.4.3a)



### Common Core ELA Grade 5:

- ✓ Integration of Knowledge and Ideas in Reading Informational Texts (RI.5.7)
- ✓ Range of Reading and Level of Text Complexity in Reading Informational Texts (RI.5.10)
- ✓ Production and Distribution of Writing (W.5.4)
- ✓ Research to Build and Present Knowledge in Writing (W.5.9.b)
- ✓ Knowledge of Language (L.5.3a)

## Lesson Vocabulary

<b>candidate</b>	(noun) 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.
<b>civic duty</b>	(noun) Responsibilities a person has because they are a citizen, like serving on a jury, paying taxes, or voting
<b>democracy</b>	(noun) A government ruled by majority vote of the people
<b>good citizenship</b>	(noun) Actions people take to properly behave as a member of a community, such as civic duty
<b>primary election</b>	(noun) An election before the general election when voters choose which candidates will represent each party in the general election
<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>tradition</b>	(noun) A well-known belief or custom shared by a group of people over many years
<b>underdog</b>	(noun) A person who is behind in a contest and not expected to win
<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.

