



## Lesson 7.2 “New Hampshire’s State House”

### Unit 7: Building a State, 1784 to 1850

#### Lesson Objectives

- Students will use historical background information to discuss the purpose of a state house and complete a mind map with class ideas.
- Students will research a topic and create a museum exhibit about an aspect of the New Hampshire state house.
- Students will answer the focus question using evidence from a variety of classmates’ museum exhibits.

#### Lesson Competencies

- I can initiate and sustain a focused discussion. (ELA 7)
- 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)
- 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)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How have New Hampshire’s people shaped its government?

#### Focus Questions

How does the state house represent New Hampshire?

#### Estimated Time

Three to six 40-minute class sessions

#### Materials & Equipment

“New Hampshire State House, 2012” for projection  
“State House Discussion Facts,” cut up as desired  
“Purpose of the State House” mind map, class set and for projection  
Focus question for projection  
Class set of “Museum Exhibit: The New Hampshire State House” with  
“Rubric for Museum Exhibit” on the reverse, if desired  
“State House Museum Instructions” by topic as desired  
Class set plus extras of “Note Page for State House Museum Exhibit”  
Class set of “Preparing Your Exhibit”  
Printed images as desired for state house museum  
Materials to make museum exhibits



## Educator Introduction & Rationale

In the years between 1790 and 1850, the people of New Hampshire began to develop a consciousness of their collective identity, just as America was developing its own identity as a nation. What characteristics defined New Hampshire? What did it mean to be a New Hampshire? How could disparate groups and communities be brought together? What symbols would come to represent New Hampshire and its people? The adoption of the New Hampshire state constitution in 1784 encouraged people to think about the state as a single entity rather than a collection of towns, but it would be years before most people made the ideological shift to a statewide perspective.

In 1816, the people of New Hampshire had a new symbol to remind them that they were part of a larger community when builders broke ground on the New Hampshire State House in Concord. For years after the adoption of the New Hampshire state constitution in 1784, the state capital was in flux, rotating through a number of towns but most often settling in Exeter, where it had been during the American Revolution. Legislative sessions were held in public meeting spaces, like town halls or even on occasion in taverns. Officeholders did not actually have offices, and the state's records were passed between individuals, who kept the state records in their homes, rather than in a central location. This arrangement quickly resulted in administrative chaos. As the state's population expanded and shifted west, people grew unhappy with New Hampshire's capital being in the seacoast region. Instead, the small community of Concord, situated at the geographic center of the state, emerged as a more popular alternative. The state house would cement Concord as the state's capital. Please see the [Educator Overview](#) for more information.

This lesson is the second in Unit 7: Building a State. It can stand alone from the unit. In this lesson, students place the construction of the state house in historical context through discussion and a mind map to understand its purpose. They then review museum exhibit topics and expectations, and after topic selection, work independently to research and plan their exhibit. The class then visits their state house museum to gather evidence to answer the focus question.

This project has many possible topics and sources; be sure to select which are best for your class as appropriate. Consider when planning whether this lesson will preview a visit to the state house in person or substitute for a visit that's not possible. A rubric is provided for the museum exhibit; use if desired, or use student answers to the focus question to measure progress. When answering the focus question, encourage students to consider both physical symbols of the state as well as symbolic ones. Resources can be found in the "State House Primary Source Set" at [moose.nhhistory.org/educators/Primary-Source-Sets/Source-Set-NH-State-House](http://moose.nhhistory.org/educators/Primary-Source-Sets/Source-Set-NH-State-House). Additional online resources are listed after the Learning Activity in this educator guide.

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 this document. You may wish to preview these with your students.

## Learning Activity

### Activation & Discussion

**Why have a state house?** Project “New Hampshire State House, 2012” and ask students if they can identify the building. Conduct a discussion with students, asking what is a state house? Why do we have one? Project the mind map template and record responses. If desired, distribute to students as well so they can take notes.

Cut up and distribute “State House Discussion Facts” to various students for them to either read out loud or use as background information during the discussion.

Prompt with additional questions to ensure the class touches all aspects of the purposes of a state house:

- What do you think a state house symbolizes?
- What happens in a state house?

### Student Reading

New Hampshire’s State Culture. Before moving into Guided Practice, direct students to read Unit 7: Learn It! “[Developing a State Culture](#),” pages 1 to 6. Consider having students watch “[Mason Explains: The New Hampshire State House](#),” which can be found on page 5 and on the [Unit 7 Find It!](#) page, to learn more background information relevant to the museum project.

### Guided Practice

**State House Museum.** Studying the state house is beneficial whether classes are able to visit or not; they will either have a greater understanding of the history and features before they go, or they will learn about an essential institution of New Hampshire.

Inform the class they will be creating a state house museum to teach each other and others about the state house. Project or write the big question: How does the state house symbolize New Hampshire? Tell students there are many ways in which the state house represents the state, from physical ways to symbolic ones.

As you distribute “Museum Exhibit: The New Hampshire State House,” ask students what is in a museum exhibit. Fairly quickly, they should say special objects or images but encourage them to recall that museums also include information about their topics and artifacts as well as maps and sometimes timelines.

Review the museum instructions with students and choose topics together. Choose for your class whether students will work in pairs, small groups, or individually. Note that there are 13 possible exhibits; if desired, some may be omitted or combined for fewer topics.

**Teaching tip:** Students are instructed to include 2–4 dates relevant to their topic. Creating a class timeline with all the dates could be an additional topic or could be done by the teacher. Additionally, students also locate their topic on a map of the museum; compiling this information could also be an additional topic.



**Independent Practice**

**Creating the museum: resources and schedule.** Once students have been assigned topics, distribute the "State House Museum Instructions" by topic. Notice with students that all pages contain supporting questions on their topic. How will each group's answers to these supporting questions help the class answer the big question?

Give students time in class to plan and complete their projects. Distribute "Note Page for State House Museum Exhibit" as needed to help students stay organized.

Resource images for this project are organized in the "State House Primary Source Set," found at [moose.nhhistory.org/educators/Primary-Source-Sets/Source-Set-NH-State-House](http://moose.nhhistory.org/educators/Primary-Source-Sets/Source-Set-NH-State-House). Give students access to the images for their projects; think also about allowing students to create their own images. Ideally, students will have access to the Moose on the Loose website for information as well as additional resources as necessary. See the "Online Resources Beyond 'Moose on the Loose'" on the next page for suggestions of additional resources.

Individual topics will take two–three days to complete thoroughly. Encourage students to recheck the instructions to be sure all parts are included by having them use "Preparing Your Exhibit."

**Reflection**

**Visiting the museum.** Set up your State House Museum in your classroom, hallway outside, or other public area. Invite community members to its opening and encourage other classes to visit.

Students should visit the museum, taking time to read through each exhibit so that they can answer the focus question thoroughly. Select for your class how students will present their response; they can write a paragraph, make a list of symbolic and physical symbols of New Hampshire in the state house, make a mind map, or present their ideas in some other way. Be sure to encourage them to use the Activation discussion and mind map as well as the museum exhibit to reflection on the symbolism of the state house.

**Reinforcement & Extension**

Provided through differentiation of project.

## Online Resources Beyond “Moose on the Loose”

*General Court of New Hampshire Visitor Center.* Homepage of the Visitor Center, links to two videos touring the state house. Videos broken down by timing and topic on following page. [https://www.gencourt.state.nh.us/nh\\_visitorcenter/](https://www.gencourt.state.nh.us/nh_visitorcenter/)

Bird’s eye satellite image of state house and grounds. <das.nh.gov/bpm/docs/state-house-satellite-demo-map.png>

*A History of the State House, New Hampshire Almanac.* Short history of the state house, mostly about the building of it. [www.nh.gov/almanac/state-house.htm](http://www.nh.gov/almanac/state-house.htm)

*Exterior Statues and Memorials at the New Hampshire State House Complex* by New Hampshire Division of Historical Resources. List, images, and information on monuments on the grounds of the state house. [www.nh.gov/nhdhr/publications/esm/](http://www.nh.gov/nhdhr/publications/esm/)

*Descriptions of Portraits and Likenesses* by New Hampshire Division of Historical Resources. Links to comprehensive listing and information on portraits in the state house with some images. [www.nh.gov/nhdhr/portraits/index.html](http://www.nh.gov/nhdhr/portraits/index.html)

*New Hampshire State House Portraits* by Images of New Hampshire History, private website. Comprehensive list and images of state house portraits, including murals. Scarce information provided. [www.images-of-new-hampshire-history.com/State-House-Portraits.php](http://www.images-of-new-hampshire-history.com/State-House-Portraits.php)



## State House Tour Videos by Topic

| State House Student Video Tour<br>(26 min 5 sec) |   | CSPAN State House Tour<br>(20 min 7 sec) |                              |
|--|---|--|------------------------------|
| Building and additions                           | Beginning until 2 minutes in                                  | Doric Hall/ Hall of Flags                | Beginning until 3 min 20 sec |
| Statues and grounds                              | Begin at 1 min 45 sec   | Additions                                | Begin at 3 min 20 sec        |
| Doric Hall/ Hall of Flags                        | Begin at 4 min 0 sec  | Great Hall/ Representatives Hall         | Begin at 4 min 20 sec        |
| Paintings throughout                             | Begin at 7 min 30 sec and continue through part of Great Hall | Senate Chamber                           | Begin at 9 min 45 sec        |
| Great Hall/ Representatives Hall                 | Begin at 8 min 30 sec (includes paintings in Great Hall)      | Governor's Office                        | Begin at 14 min 5 sec        |
| Senate Chamber                                   | Begin at 14 min 10 sec (includes murals in Senate Chamber)    | Visitor's Center                         | Begin at 17 min 40 sec       |
| Governor's Office                                | Begin at 19 min 55 sec (includes governor's paintings)        |  |                              |
| Visitor's Center                                 | Begin at 24 min 30 sec  |  |                              |

## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that after the revolution, the United States of America established a federal government; colonies established state governments. They will understand that the New Hampshire State Constitution established the basic structure of government for the state and created laws to protect the people and interests of the state. (3-5.T3.2)
- ✓ 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)
- ✓ Understanding and Participating in Government (3-5.S6.1)

### New Hampshire Social Studies Frameworks:

- ✓ Civics and Governments: The Nature and Purpose of Government (SS:CV:4:1.2)
- ✓ Civics and Governments: Structure and Function of United States and New Hampshire Government (SS:CV:4:2.1)
- ✓ Geography: The World in Spatial Terms (SS:GE:4:1.2)
- ✓ Geography: Places and Regions (SS:GE:4:2.5)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.1, SS:HI:4:1.2, SS:HI:4:1.3)

### NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 5: Individuals, Groups, and Institutions
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Constructing Supporting Questions (D1.4.3-5)
- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Civic and Political Institutions (D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.5.3-5)
- ✓ Processes, Rules, and Laws (D2.Civ.13.3-5)
- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.5.3-5)
- ✓ Change, Continuity, and Context (D2.His.1.3-5, D2.His.3.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5, D2.His.10.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5, D3.4.3-5)
- ✓ Communicating Conclusions (D4.1.3-5, D4.2.3-5)



### Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Informational Text (RI.3.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.3.7, RI.3.9)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.3.10)
- ✓ Fluency in Foundational Skills (RF.3.4, RF.3.4a)
- ✓ Text Types and Purposes in Writing (W.3.2, W.3.2a, W.3.2b, W.3.2c)
- ✓ Production and Distribution of Writing (W.3.4, W.3.6)
- ✓ Research to Build and Present Knowledge (W.3.7, W.3.8)
- ✓ Presentation of Knowledge and Ideas (SL.3.4, SL.3.5)
- ✓ Conventions of Standard English in Language (L.3.1, L.3.2)
- ✓ Vocabulary Acquisition and Use (L.3.6)

### Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.7, RI.4.9)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Fluency in Foundational Skills (RF.4.4, RF.4.4a)
- ✓ Text Types and Purposes in Writing (W.4.2, W.4.2a, W.4.2b, W.4.2d, W.4.2e)
- ✓ Production and Distribution of Writing (W.4.4, W.4.6)
- ✓ Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9)
- ✓ Presentation of Knowledge and Ideas (SL.4.4, SL.4.5)
- ✓ Conventions of Standard English in Language (L.4.1, L.4.2)
- ✓ Vocabulary Acquisition and Use (L.4.6)

### Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Informational Text (RI.5.2)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.5.7, RI.5.9)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.5.10)
- ✓ Fluency in Foundational Skills (RF.5.4, RF.5.4a)
- ✓ Text Types and Purposes in Writing (W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e)
- ✓ Production and Distribution of Writing (W.5.4, W.5.6)
- ✓ Research to Build and Present Knowledge (W.5.7, W.5.8, W.5.9)
- ✓ Presentation of Knowledge and Ideas (SL.5.4, SL.5.5)
- ✓ Conventions of Standard English in Language (L.5.1, L.5.2)
- ✓ Vocabulary Acquisition and Use (L.5.6)



## Lesson Vocabulary

|                                 |  |
|---------------------------------|--|
| <b>Civil War</b>                | (noun) A war from 1861 to 1865 between the northern and southern parts of the United States. The southern states left the United States to form their own country called the Confederate States of America, but the northern states didn't want to let them go. The war was fought to see if the United States would break into two countries or remain one country. |
| <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>democracy</b>                | (noun) A government ruled by majority vote of the people   |
| <b>executive</b>                | (adjective) Describing the person or branch of government who puts plans and laws into effect  |
| <b>executive branch</b>         | (noun) The section of government that puts plans and laws into effect  |
| <b>executive council</b>        | (noun) An elected group of people who advise the leader of a place   |
| <b>General Court</b>            | (noun) The official name for the New Hampshire state legislature   |
| <b>government</b>               | (noun) A group of people that have the power to make and carry out laws for a community  |
| <b>governor</b>                 | (noun) The leader of the executive branch of a state government  |
| <b>House of Representatives</b> | (noun) One of two legislative chambers; usually larger than the Senate   |
| <b>judicial</b>                 | (adjective) Describing the people or branch of government that decides if laws are fair  |
| <b>judicial branch</b>          | (noun) The section of government that decides if laws are fair   |
| <b>justice</b>                  | (noun) 1 Behavior or treatment that is fair and right 2 A person who knows the law and decides for the community whether actions follow the law; justices are similar to judges but sit on state supreme courts or the U.S. Supreme Court  |
| <b>legislative</b>              | (adjective) Describing the people or branch of government that makes laws  |
| <b>legislative branch</b>       | (noun) The section of government that makes laws   |
| <b>legislator</b>               | (noun) A person elected to serve in either the House of Representatives or Senate  |



|                          |   |
|--------------------------|---|
| <b>legislature</b>       | (noun) A group of people chosen or elected to make the laws for a colony or state   |
| <b>political party</b>   | (noun) An organized group of people with similar goals and opinions about how a nation should function. The United States has two major political parties: the Democratic Party and the Republican Party. |
| <b>politician</b>        | (noun) Someone whose profession is to be in government  |
| <b>representative</b>    | (noun) The person selected by a group of people who will communicate their views and make laws for them   |
| <b>Revolutionary War</b> | (noun) The war between the 13 American colonies and Great Britain when the colonies fought for and won their independence; the war lasted from 1775 to 1783   |
| <b>Senate</b>            | (noun) One of two legislative chambers; usually smaller than the House of Representatives   |
| <b>state house</b>       | (noun) The building where a state legislature meets   |