Lesson 16.3: Voting in New Hampshire

Name ____________________________________________

Should the Town Ban Drinking Straws?

How Will Your Voice Be Heard?

There are many ways people can decide on and express their opinions about choices their towns should make. Read this list of six examples. Which do you think is the most important? Which is the least important? Rank them from 1 (most important) to 6 (least important).

☐ Wearing a button or putting a sticker on your car
☐ Reading or listening to the news
☐ Attending a meeting to gain more information and discuss issues
☐ Voting in local, state, and national elections
☐ Volunteering for a campaign (making phone calls or going door-to-door)
☐ Writing a letter to an elected representative

All of these are important examples of civic engagement, but which do you think is the MOST important way for citizens to try to impact the government and have their voice heard? Why?

civic engagement: actions you take to participate in the rights and responsibilities of citizenship in your community
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There are many ways people can decide on and express their opinions about choices their towns should make. Read this list of six examples. Which do you think is the most important? Which is the least important? Rank them from 1 (most important) to 6 (least important).  Possible Responses.

3  Wearing a button or putting a sticker on your car
5  Reading or listening to the news
4  Attending a meeting to gain more information and discuss issues
1  Voting in local, state, and national elections
2  Volunteering for a campaign (making phone calls or going door-to-door)
6  Writing a letter to an elected representative

All of these are important examples of civic engagement, but which do you think is the MOST important way for citizens to try to impact the government and have their voice heard? Why?

I think voting is the most important way to be engaged. Without voting, nothing will change, even if I can convince other people about what I think. If they don’t vote, it doesn’t matter what they think.
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Mind Map on Voting

- Who
- Why
- How
- When
- Where

Voting
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Mind Map on Voting

Possible Responses (bullet points = added after worksheet on NH Constitution)

Why
- To make decisions
- To elect people
- Why do YOU vote? → to make your voice heard

Who
- Citizens only
- 18 and older
- Inhabitants of state

How
- Write on a piece of paper (ballot) and put in counting machine (ballot box)
  - Elections need to be free

When
- On voting day
  - When decisions need to be made
  - Every year, every 2 or 4 years

Where
- Community place or where lots of people meet
  - Polling place

Name__________________________ Answer Key__________________________
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two things need to be true about a person for them to vote in New Hampshire elections?</td>
<td>All elections are to be free, and every inhabitant of the state of 18 years of age and upwards shall have an equal right to vote in any election. [...]. (inhabitant: Someone that lives in a particular place for a period of time)</td>
</tr>
<tr>
<td>What would cause a voter in New Hampshire to lose the right to vote?</td>
<td>No person shall have the right to vote under the constitution of this state who has been convicted of treason, bribery or any willful violation of the election laws of this state or of the United States [...].</td>
</tr>
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<td>When will the government provide extra help with voting?</td>
<td>The general court shall provide by law for voting by qualified voters who at the time of the [elections], are absent from the city or town of which they are inhabitants, or who by reason of physical disability are unable to vote in person [...].</td>
</tr>
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<td>What do you think “easily accessible” means in this sentence?</td>
<td>Voting registration and polling places shall be easily accessible to all persons [...]. (accessible: able to be reached)</td>
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</tbody>
</table>
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Selections from Article 11 of the Bill of Rights, New Hampshire State Constitution

This is from the Bill of Rights in the New Hampshire State Constitution. The main idea of Article 11 is that everyone who is a citizen of the United States in New Hampshire has the right to vote. How does the New Hampshire Constitution protect and encourage voting?

1. All elections are to be free, and every inhabitant of the state of 18 years of age and upwards shall have an equal right to vote in any election. [...].

What two things need to be true about a person for them to vote in New Hampshire elections?

A person needs to live in New Hampshire and they need to be 18 in order to vote in New Hampshire.

2. No person shall have the right to vote under the constitution of this state who has been convicted of treason, bribery or any willful violation of the election laws of this state or of the United States [...].

What would cause a voter in New Hampshire to lose the right to vote?

If a voter was convicted of treason, bribery, or violating election laws, they would lose the right to vote.

3. The general court shall provide by law for voting by qualified voters who at the time of the [elections], are absent from the city or town of which they are inhabitants, or who by reason of physical disability are unable to vote in person [...].

When will the government provide extra help with voting?

If voters are absent from their city or town or can’t vote in person because of a disability, the government will give extra help with voting.

4. Voting registration and polling places shall be easily accessible to all persons [...].

What do you think “easily accessible” means in this sentence?

It means that everyone can get there and get into the building and to the voting booths.
Document 1: 1944 Republican primary ballot, Albany, New Hampshire

Courtesy of the New Hampshire State Archives
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Document 2: 1952 Republican primary ballot, Concord, New Hampshire
Source: New Hampshire Historical Society
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Details of Document 2: 1952 Republican primary ballot, Concord, New Hampshire

Source: New Hampshire Historical Society
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Name

Analyse It! Historic Ballots

1. Look at the documents. What do you think they are about? Write three ideas with your first impressions.

Document 1: ____________________________

Document 2: ____________________________

2. Now look more closely. What can you guess about the type of documents? Are they formal or informal documents? Who is intended to use these documents? How do you know?

Encounter
3. Now compare the two documents and look for similarities and differences. How are they the same and different?  
   Same:  
   Different:  

   From 1944 to 1952, the state of New Hampshire added two columns to the voting ballots. What would be the purpose of the extra columns?  

5. Now think about the story behind the documents. Why would the state change the voting ballots like this?  

6. How do these documents add to your understanding of voting in New Hampshire?
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Name ____________ Answer Key ____________

Analyze It! Historic Ballots

1. Look at the documents. What do you think they are about? Write three ideas with your first impressions.

   **Document 1**
   - Pink with two (2) columns
   - Boxes with names and places
   - Small print, not as much wording

   **Document 2**
   - Tan color with five (5) columns
   - Boxes with names and places
   - Small print, a lot of wording

2. Now look more closely. What can you guess about the type of documents? Are they formal or informal documents? Who is intended to use these documents? How do you know?

   They are probably formal documents because they are typed up and formatted with columns and boxes. They also say the names of towns, which might make them town or state documents. I think the public will use these documents— it seems like there are places for people to check boxes and vote. The documents seem to be about delegates and voting.
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3. Now compare the two documents and look for similarities and differences. How are they the same and different?
   
   **Same:**
   
   They both have columns with “delegate” in them, and lots of names under those columns. They both have boxes to check for voting.

   **Different:**

   They are different colors and shapes.
   
   Document 1: two columns
   Document 2: five columns
   Document 2 has columns titled “President” and “Vice-President.” Document 1 does not.


   From 1944 to 1952, the state of New Hampshire added two columns to the voting ballots. What would be the purpose of the extra columns?

   **Possible Response:** The state’s voters voted for delegates in both 1944 and 1952, but it seems like in 1952 the state wanted to have people vote for which president and vice-president they wanted as well.

5. Now think about the story behind the documents. Why would the state change the voting ballots like this?

   **Possible Response:** The state might have wanted to hear directly from the people about who they wanted for president and vice-president. Although the delegates chose the president and vice-president, by asking the people who they wanted, the state let the people have more of a voice.

6. How do these documents add to your understanding of voting in New Hampshire?

   **Possible Response:** The state is saying that it wants to know what the people think about who should be president—that it wants to hear from the people directly and not just the delegates. The state of New Hampshire cared enough to encourage voting to change the way the ballots were written.