Educator Guide for Lesson 16.3 "Voting in New Hampshire"

Unit 16: The New Hampshire Primary

Lesson Objectives

- Students will discuss the purpose of voting and the aims of civic engagement.

- Students will analyze historic ballots and draw conclusions about the changes over time.

- Students will explain how New Hampshire's government encourages the people to vote.

Lesson Competencies

- I can describe how citizens can participate in the government. (Moose SS)

- I can analyze primary sources and draw appropriate conclusions. (Moose SS)

- I can describe how citizens can participate in the government. (Moose SS)

Essential Questions	How has New Hampshire been shaped by many voices? How have New Hampshire's people shaped its government?
Focus Question	What role does the average person play in the New Hampshire primary?
Estimated Time	Two 40-minute class sessions
Materials & Equipment	Class set of "Should the Town Ban Drinking Straws?" worksheet Class set of "Voting Mind Map" worksheet Class set of "Selections from Article 11 of the Bill of Rights, New Hampshire State Constitution" worksheet Historic ballot images, Documents 1 and 2 for each pair or group Class set of "Analyze It! Historic Ballots" worksheet Audio clip/transcript of NHPR interview of Richard Upton (if desired)

Educator Introduction & Rationale

In this lesson, the third in Unit 16: The New Hampshire Primary, students evaluate the meaning and power of voting. This abstract concept is made concrete through a specific sequence of activities. Achievement of the learning objectives in lesson 16.1 "What Is a Primary?" is recommended before engaging with the activities in these lessons. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

First, students discuss civic engagement through imagining how to make their voice heard in a local matter. Students then create a mind map about voting and expand that knowledge by reading and reflecting on Article 11 from the New Hampshire State Constitution's Bill of Rights. The language of this document is dense and has been excerpted and divided into short sections for a grade-level appropriate investigation. The full text is available at the New Hampshire government website, "NH-at-a-Glance" (www.nh.gov/glance/).

Teaching tip: A mind map is a powerful way for students to examine their existing knowledge for patterns and categories. If your students are new to mind-mapping, use the template to help them organize their thinking. When encountering the historic ballots, encourage students to observe first, as directed in the "Encounter" section of the worksheet. When analyzing primary sources, students frequently wish to leap to conclusions rather than take the analysis step-by-step, which leads to a more authentic understanding of the documents.

The final part of the lesson connects the importance of voting to history through an analysis of historic presidential primary ballots used by New Hampshire voters. This analysis supports students' evaluation of the significance of the 1949 legislation that changed the way New Hampshire voters expressed their views through the ballot box.

Please adapt the material presented in this lesson to accommodate the specific needs of the learners in your classroom. A reinforcement activity is provided for students who may need additional emphasis on the power of voting. Two extension activities are provided for students who would like to explore present-day ballots or would like to engage with the question of banning plastic straws.

Learning Activity

PART 1

Activation

Civic engagement. Define **civic engagement**. Discuss and complete "Should the Town Ban Drinking Straws?" worksheet and pretend town vote on banning drinking straws. Use Think-Pair-Share or other discussion method.

Possible outcomes: By the end of the discussion, students should understand that:
- There are many ways to have your voice heard in civic matters.
- Some increase your education on the matter.
- Some you participate in to help create informed voters and influence them.
- Voting is a key way to make your voice heard: other civic engagement methods influence voters, but voting is what makes the change

Direct Instruction & Discussion

Build the mind map: voting. Where did voting fall in the students' rankings? Use "Voting Mind Map" worksheet to create a class mind map on voting, confirming and correcting their contributions as necessary. Discuss: How does New Hampshire encourage voting?

Add to the mind map: voting in New Hampshire. Distribute or project "Selections from Article 11 of the Bill of Rights, New Hampshire State Constitution" worksheet. After students work through the document and answer the questions, add more information to the mind maps from the worksheet. Return to the question: How does New Hampshire encourage voting? See answer keys.

PART 2

Activation

Voting day. Discuss voting day with students. What do they know about how to vote? Vocabulary likely to arise:
- Polling place
- Ballot
- Ballot box
- Voter participation
- Candidate

Return to the idea of the importance of civic engagement, voting, and how the state encourages voting.

Direct Instruction

Encounter the historic ballots. Use "Analyze It! Historic Ballots" worksheet to aid students in analyzing the ballots and to continue to answer the question "How does New Hampshire encourage voting?" Give the first historic ballot, Document 1, to students to encounter and model as a class. Then give them the second ballot, Document 2, also to encounter and compare. See the "Analyze It! Historic Ballots" worksheet answer key for possible outcomes.

As you complete the investigate and build sections of the worksheet as a class, use direct instruction and discussion to inform students:

- These are voting ballots from presidential primaries.
- Document 1 is from 1944 and Document 2 is from 1952.
- 1952 ballot has two additional columns to vote for President and Vice-President of the United States that the 1944 ballot does not have; the Document 1 (1944) ballot is complete in the image.
- To show their preference for president, people voted for **delegates**—other people from a variety of communities—who they may or may not know, and who may or may not actually vote for the candidate they "pledged" to vote for.
- Voters in 1944 could therefore ONLY vote for delegates and not say which candidate they preferred.
- In 1949, Richard Upton, Speaker of the New Hampshire House of Representatives, introduced legislation that required candidate names to be on the presidential primary ballot. See the transcript of his 1990 interview on NHPR for to hear about his motivations for making this change.
- It was not until 1952 that voters in New Hampshire could make their voice directly heard about who they wanted for president, although delegates still did the actual choosing—and still do!

Ask students: How would they feel about voting for president in 1944? How would they feel in 1952? Tip: Voter participation doubled in the 1952 primary!

Reflection

Continue to build. Using as evidence the mind maps, the Bill of Rights excerpt, and the historic ballot worksheets, ask students to think about the question: How does New Hampshire's government encourage people to vote?

Students can respond in writing or in a discussion. Consider having students create an explanatory cartoon strip to show how the state encourages its citizens to vote. Post the cartoons in the classroom and outside in the hallway.

Reinforcement

1. **Get out the vote**. Provide students with voter registration information from the New Hampshire secretary of state's office or your local town or city hall. Ask them to make posters or flyers encouraging New Hampshire voters to get to the polls with information about when, where, and how to vote in the primary election. Use http://sos.nh.gov/VoteInforLook.aspx.

Extension

1. **Modern ballot**. Compare the 1952 ballot with a ballot from the most recent election or the upcoming election. Has anything else changed? What has stayed the same? Why do they think this is so?

2. **Local debate**. Invite interested students to research banning drinking straws. Who has banned them? Why? What do students think should happen locally? Finally, how can they make their voice heard on this issue?

Supporting Materials

New Hampshire Historical Society Resources

1952 Republican Primary Ballot

Other Resources

From New Hampshire State Archives: 1944 Republican Primary Ballot

NHPR. Transcript of Selection of Martin Murray Interview with Richard Upton, February 23, 1990. Rebroadcast August 27, 2015. Accessed October 25, 2018. http://www.nhpr.org/post/archives-richard-upton-man-who-modernized-nh-primary#stream/0

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.S1.1)
✓ Communicating and Critiquing Conclusions (3-5.S2.1; 3-5.S2.2)
✓ Understanding and Participating in Government (3-5.S6.1, 3-5.S6.2)

New Hampshire Social Studies Frameworks:

✓ The Nature and Purpose of Government (SS:CV:4:1.1; SS:CV:4:1.2)
✓ Rights and Responsibilities (SS:CV:4:4.1)
✓ Social/Cultural (SS:HI:4:5.2)

NCSS Ten Themes:

✓ Theme 2: Time, Continuity & Change
✓ Theme 6: Power, Authority & Governance
✓ Theme 10: Civic Ideals & Practices

C3 Frameworks:

✓ Civic and Political Institutions (D2.Civ.2.3-5)
✓ Participation and Deliberation (D2.Civ.8.3-5)
✓ Historical Sources and Evidence (D2.His.11.3-5, D2.His.12.3-5)
✓ Communicating Conclusions (D4.2.3-5)

Common Core ELA:

✓ Phonics and Word Recognition in Reading and Foundational Skills (RF.4.3)
✓ Fluency in Reading and Foundational Skills (RF.4.4.c)
✓ Comprehension and Collaboration in Speaking and Listening SL.4.1.c; SL.4.1.d; SL.4.2; SL.4.3)
✓ Key Ideas and Details in Reading Informational Texts (RI.4.1, RI.4.2)

Lesson Vocabulary

accessible   (adjective) Capable of being reached (Merriam-Webster)

candidate   (noun) Someone who is applying for a job

citizen   (noun) A person who legally belongs to and has the rights and protections of a particular country (Merriam-Webster)

ballot   (noun) A record of an individual vote, usually in writing

ballot box   (noun) A secure enclosure where ballots are collected to be counted

civic engagement   (noun) Actions you take to participate in the rights and responsibilities of citizenship in your community

delegate   (noun) A person appointed or elected to represent a group

democracy   (noun) Government by the people (Merriam-Webster)

inhabitant   (noun) Someone that lives in a particular place for a period of time

polling place   (noun) A public place where citizens go to vote

voter participation   (noun) The number of people who are able to vote that actually do vote. This number is most often shown as a percentage.