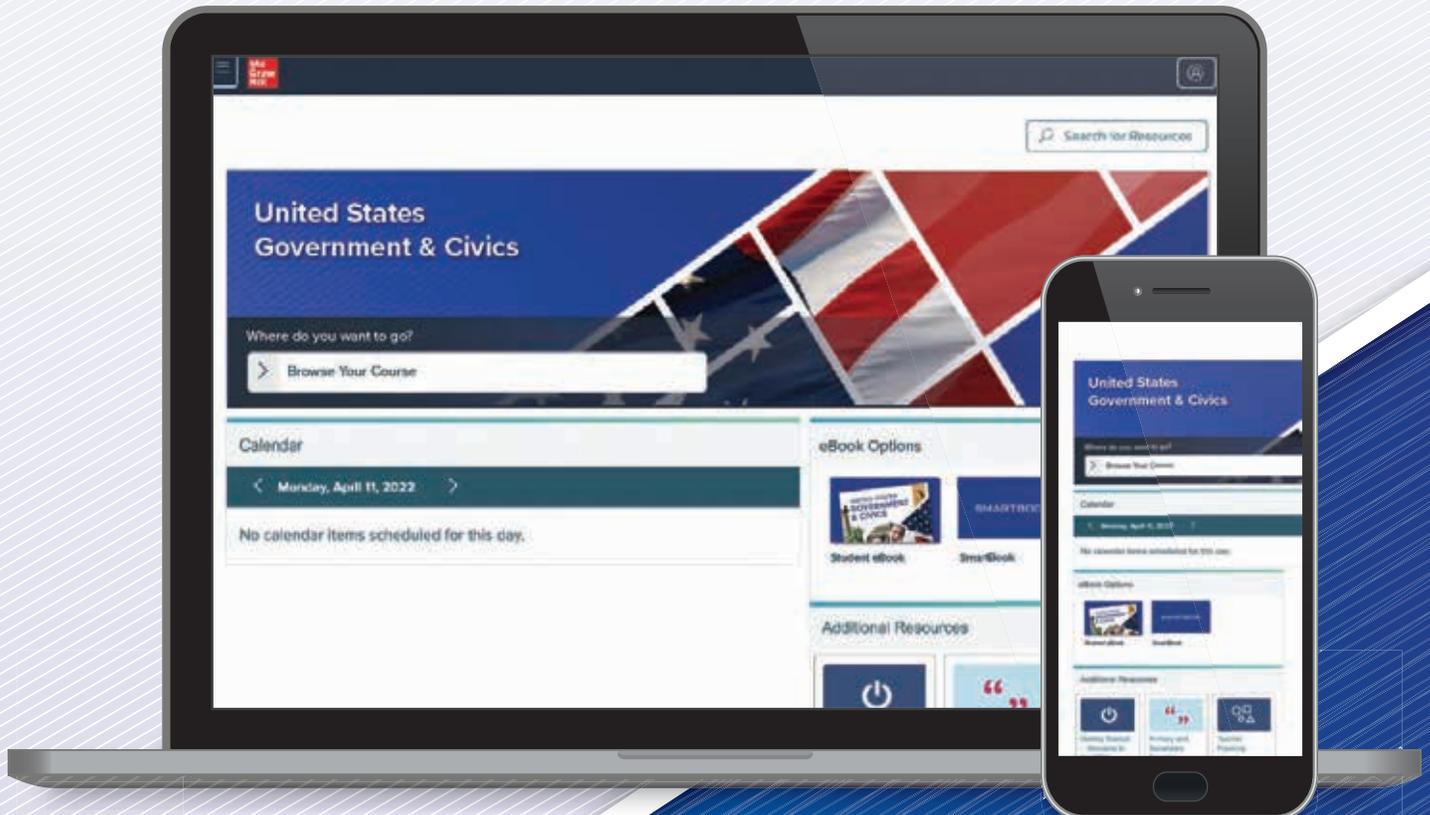
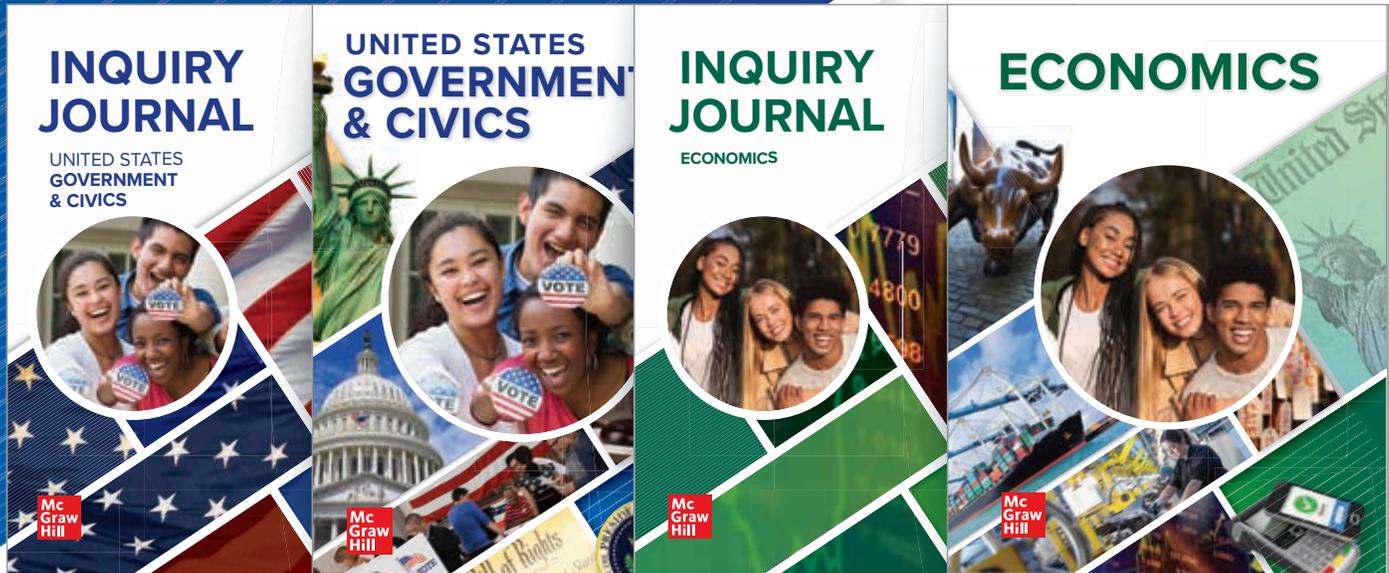




## **UNITED STATES GOVERNMENT & CIVICS ECONOMICS**

# Welcome to United States Government & Civics and Economics





# Create Dynamic Teaching and Learning Experiences

Choose between a variety of learning resources and instructional tools to engage your students in thought-provoking inquiry opportunities, current events, and student-centered exercises and projects that encourage critical thinking, deeper analysis, and the development of essential skills needed for college, career, and civic life.



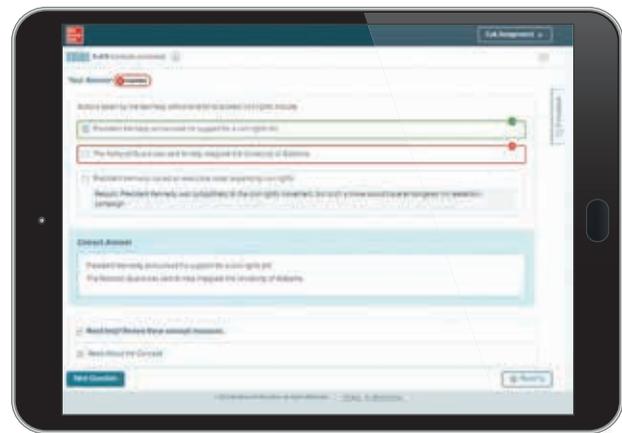
**Student Edition:** Develop essential skills needed for college, career, and civic life. Discover how you can inspire a new generation of critical thinkers, problem solvers, and responsible citizens.



**Inquiry Journal:** Interactive worktext designed around new Compelling Questions and additional primary and secondary sources.



**Interactive eBook** Designed to match the print content with robust digital tools to enhance learning.



**SmartBook®** Built for adaptive personalized learning to empower students to focus on key concepts and achieve mastery through practice and study.

# Support for All Students

## Student and Teacher Editions, Digital Courseware, and more

### Equity of Access to Material

- Accessibility of Digital Material ensures that students with disabilities can access the material.

### Support for Academic Achievement for All Students

- Scaffolding and Differentiation
- Activities for Approaching Level, On Level, and Beyond Level

### Students Gain Awareness to Take Informed Action

- Essential Questions and primary and secondary sources lead to deeper understanding.
- Students are encouraged to be civically minded and Take Informed Action.
- Multiple Perspectives, Deliberations, Debates, and other activities help students analyze government, politics, and civics issues from various points of view.



# Spark Curiosity Through Critical Thinking and Inquiry

Students engage with essential questions that encourage deep thought and reflection at the beginning of every chapter as they prepare to learn and interact with the topic. These questions ask:

- What Will You Learn?
- Why Does This Matter?
- How Will You Know That You Learned It?



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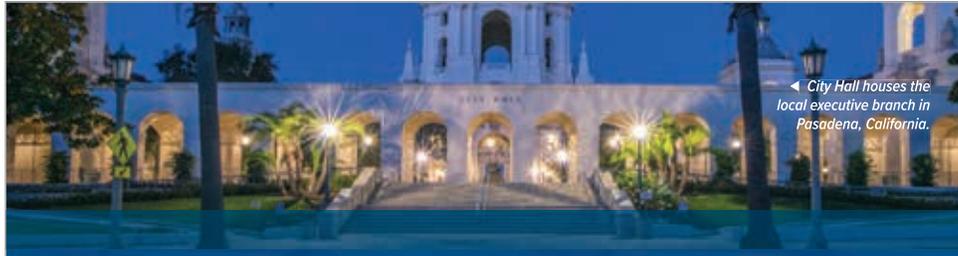
Go online or use your Teacher Edition to explore more teaching strategies and resources.

## Engage

- Videos, Interactive Maps, Slideshows, and Timelines

## Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



◀ City Hall houses the local executive branch in Pasadena, California.

# State and Local Executive Branches

## CHAPTER 12

### ASKING ESSENTIAL QUESTIONS

- How are state and local executive branches structured?
- What are the characteristics of effective governors and mayors?

**What Will You Learn?** You will learn who the executive branch is in state and local government and what the powers and responsibilities are. You will also learn the range of requirements for becoming a governor or mayor.

**ANALYZING PRIMARY SOURCES**  
City Government Budgets

**LESSON 1**  
Powers and Roles of State and Local Executives

be confirmed by the legislature?

- f. take extraordinary actions during a state of emergency? If so, how?
- g. call the legislature into special session? If so, under what circumstances?

**ANALYZING PRIMARY SOURCES**

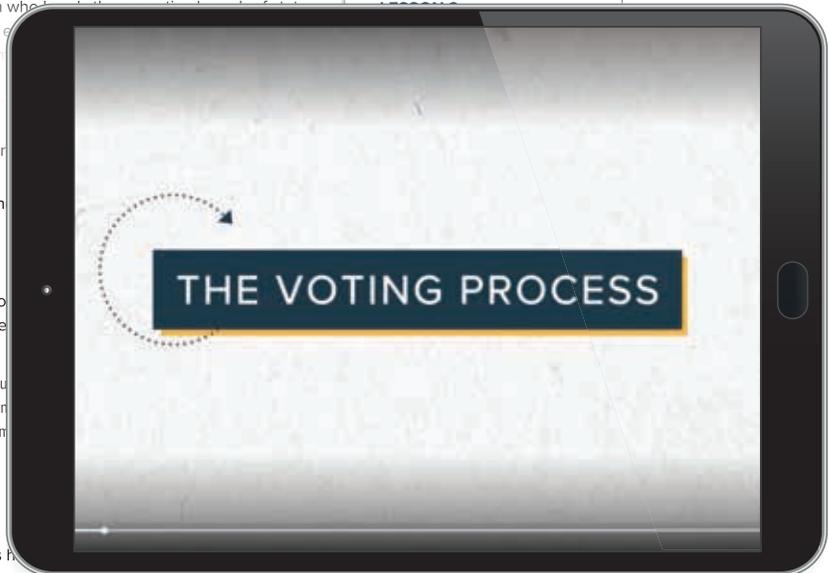
**ANALYZING PRIMARY SOURCES**

- 1. DETERMINING MEANING**  
Reread the excerpt, and then use context clues to determine the meaning of "budget items."
- 2. DRAWING CONCLUSIONS**  
Based on the excerpt, why do you think Governor Inslee mentions vetoing both bills and budget items? Why do you think...

In 2020 Governor Inslee vetoed a \$235 million from the state budget.

“These are difficult choices. Under normal circumstances, good policy and sound fiscal management are the norm. In normal times...”

Some governors have the power to veto bills passed by the legislature with recommended amendments. State legislatures can override their governors' vetoes under certain conditions. Usually a two-thirds vote of all the legislators in each house is required to override a governor's veto. In four states (Alabama, Indiana, Kentucky, and Tennessee), the legislature can override a veto with a simple majority vote. In those states, the governor's veto power is quite weak.



### Differentiate

- Reading Essentials
- SmartBook®
- Spanish Student Edition
- Strategies for Differentiation

### Assess

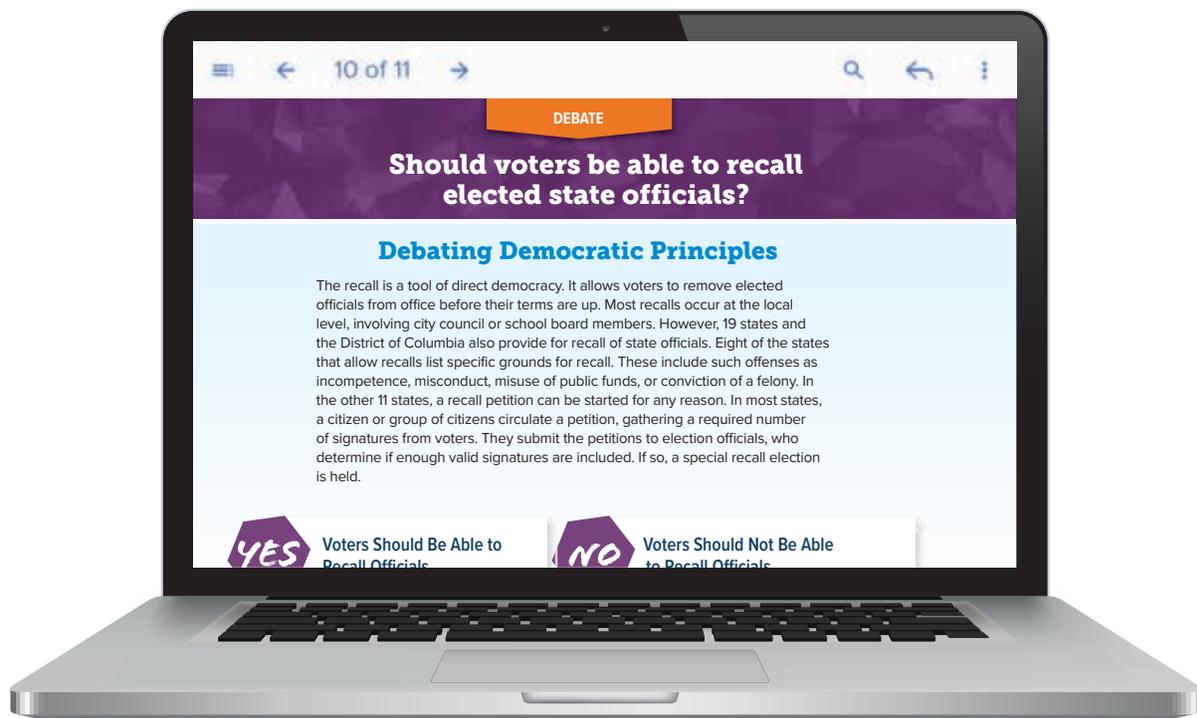
- Preassessment
- Review and Apply

# Challenge Preconceived Notions, Engage in Civil Discourse

*United States Government & Civics* features a strong emphasis on critical thinking, analyzing primary and secondary sources, and the development of essential skills needed for college, career, and civic life.

This practical, interactive curriculum encourages active citizenship, civic engagement, and civil discourse while challenging students' preconceived notions with numerous activities, including:

- Debates.
- Deliberations.
- Supreme Court Cases.
- Government in Your Community.
- Civic Participation.
- Participating in Your Government.



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Go online or use your Teacher Edition to explore more teaching strategies and resources.

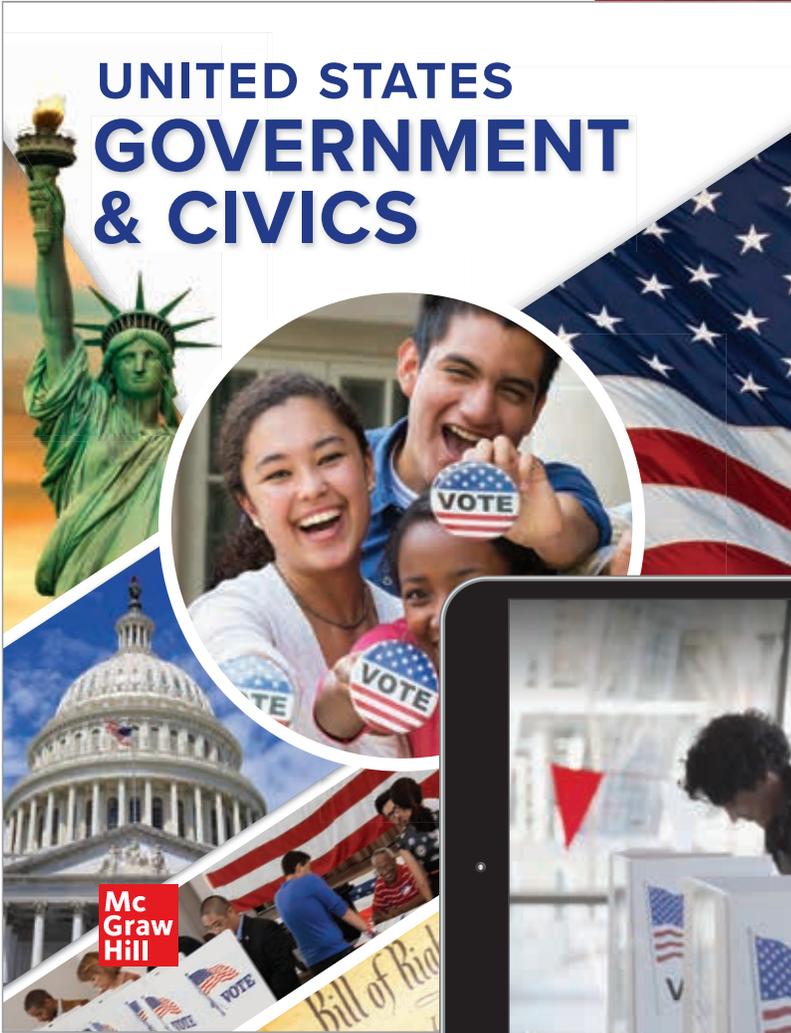
## Engage

- Maps, Timelines, Charts, and Graphs

## Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Analyzing Supreme Court Cases
- Culturally Responsive Connections

# UNITED STATES GOVERNMENT & CIVICS



**SUPREME COURT CASE**

## **Kelo v. New London** (2005)

**FACTS OF THE CASE** The city of New London, Connecticut, experienced a significant economic decline after the closure of a military base. The city formed the New London Development Corporation (NLDC), to lease properties in one neighborhood to a private developer to build hotels, office and residential units. The development plan for the property would require the current homeowners to sell their property using eminent domain. The City of New London forced the homeowners to sell their property using eminent domain is the ability of government, under the Fifth Amendment, to take over private property as the owners are given due process and just compensation.

Eminent domain is used when a local government needs to build or expand a road, build a bridge, or create a public use and benefit. The Kelos refused to move out of their home.

**ISSUE**

Can local government take private property for economic development purposes?

**ARGUMENTS**

**PRO** This case is not in a run-down area. The city wants this property only to generate more tax revenue if the property is sold privately. If states are allowed to take private property to promote economic development, it would be a good idea. What would qualify as "public use" could essentially control all aspects of the city.

**CONTRA** The city should not be allowed to take private property from another private entity. Traditionally, eminent domain, the property taken is for a public domain, the property taken is for a public use. The public purpose served should be the primary concern.

**NEW LONDON** The city of New London was suffering from an economic downturn, and the tax revenue to be gained would substantially benefit the public. Economic development can be as important to a community as an infrastructure project. An area should not have to be in shambles before a city can step in and take property to create economic development.

The Fifth Amendment simply says that property should not be taken without due process and just compensation. The city followed required procedures, and the homeowners in this case were paid enough for their property. Additionally, in this case the property would be owned by the city and leased to the developer. A basic premise of federalism allows localities to make decisions based on their situations—what works in Connecticut.



### Differentiate

- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity
- History & Civics Activity
- History & Geography Activity

### Assess

- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

# Develop Problem Solving Skills, Promote Financial Literacy

Engage students with a variety of hands-on projects and simulations that initiate active learning and deliver context through application and problem solving while promoting collaboration with peers. Featuring new data sets, charts, and graphs, including data from the 2020 census, *Economics* engages students with relevant topics and interactive resources—including brand new videos and interactive maps—that help strengthen their understanding of macro and microeconomic principles.

Promote financial literacy while maximizing comprehension and critical thinking skills with:

- Essential Questions.
- Economic Perspectives.
- Case Studies.
- Debate features and more.
- Global Economy & You Activities.



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Go online or use your Teacher Edition to explore more teaching strategies and resources.

## Engage

- Compelling Question
- Interactive Images

## Enrich

- Making Connections to Today
- Culturally Responsive Connections
- Additional Digital Source (Online Only)

DIFFERENTIATE AND ENGAGE
PLAN, TEACH, AND ASSESS

# ECONOMICS

Mc  
Graw  
Hill

CASE STUDY

## SUPPLY AND DEMAND of SUPER BOWL ADVERTISING

Out of the year, the average cost of a television advertisement spot is about the four-hour block, on one day, on one the price skyrockets to around \$5.6 million. Super Bowl.

es in a market economy, the price for g is set by supply and demand. Advertisers rgest number of viewers with each ad, so d space during a program lots of people w programs are watched by more people , which averages over 100 million viewers

d is higher for ads during the Super Bowl, vision station airing the game) can charge r other programs. The limited supply of ad role in sending the price higher. In 2020 lots available to sell.

the ad space available during the game is television station won't charge a price so s are unwilling to pay. They charge the

ONE YEAR in Super Bowl Ads (2020)

Number of viewers: **102.1 million**

Percent of U.S. households tuned in: **41.7%**

Number of 30-second advertising spots sold: **70**

Top price paid for one 90-second ad: **\$16.8 million**

Average cost of a 30-second ad: **\$5.6 million**

Ad space was sold out **3 months** before the game aired

Cost of 30-second Commercial

### Differentiate

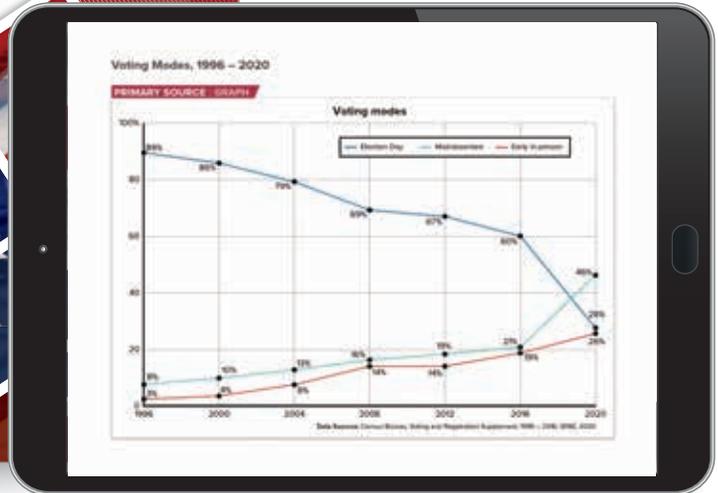
- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook®
- Spanish Student Edition

### Assess

- Examine the Source
- Take Informed Action
- Lesson Quiz

# Advance Learning Through Inquiry

For the teacher who never has enough sources or is all in on inquiry, the Inquiry Journal is designed to extend the inquiry process and delves deeper with a new Compelling Question and a diverse range of additional primary and secondary sources.



**TOPIC 18 - VOTING AND ELECTIONS**

## Creating Your State's Voting Reform Plan

**2. COMPULSING QUESTION**

What steps should be taken to strengthen democracy by improving voting in your state?

**Plan Your Inquiry**

In this Inquiry Article, you will develop Supporting Questions regarding the need for voting reform in your state based on the Compelling Question. You will then examine primary sources. Finally, you will answer your Supporting Questions, communicate your research conclusions, and take action based on what you have learned.

**Background Information**

The Framers of the Constitution did not include voting requirements in the original Constitution when it was written in 1787. Article I, Section 2 gave the only guidance on elections and voting ability. "The Times, Places and Manner of holding Elections for Senate and Representatives, shall be prescribed in each State by the Legislature thereof: but the Congress may at any time by Law make or alter such Regulations, except as to the Place of choosing the Senators." This led to very different voting requirements among the states. Late amendments to the U.S. Constitution expanded the franchise of voting and established uniform national requirements:

- **Amendment 15** - Universal male suffrage (all males regardless of "race, color, or previous condition of servitude")
- **Amendment 19** - Women's suffrage
- **Amendment 23** - District of Columbia gains three electoral votes (votes for president and vice president) in the Electoral College
- **Amendment 24** - Abolished poll taxes (payment required to vote)
- **Amendment 26** - 18-year-olds guaranteed the right to vote

However, even though these amendments made more people eligible to vote, the percentage of people who do vote is declining. Some scholars see this reduction of participation in the electoral system as a symptom of a greater problem that is eroding democracy. Some see it as a natural consequence of ensuring the goal of voters. Some people think that voter fraud (voting more than once, non-citizens voting, voter impersonation, etc.) is a more urgent problem than voter turnout.

Individual citizens and groups have formulated plans to address these problems. Some aim to make the process of voting open to more people, easier to navigate, and/or more secure from impersonation or tampering.

What voting requirements does your state currently have? Are they sufficient? Are there regulations that should be added to insure all eligible voters are able to vote? Are there regulations that should be added to address concerns about voting security?

**Apply Source Analysis Skills**

Analyzing Plans and Sources that you will work with a variety of primary sources. These sources focus on voting reforms across states and reactions to those reforms. As you read, use the graphic organizer to take notes and to organize information about the sources.

Source	Title and Author/Creator	Notes
A	Mississippi Report of Senate	
B	Voter Identification Laws by State Map	
C	George Secretary of State's Office	
D	Amendment Support for Voting by Mail - Poll	

**Analyze Plans and Sources**

Review and analyze Plans A-D. There are questions that accompany each plan to help you evaluate the sources and check for understanding. There are also questions that will ask you to analyze the plan.

**D**

### Mail-in Ballot Voting

Five states had already in existence with the option to vote in person at the polls, the rest of voters ballots, but there is still an option to vote in person. Citizens' movement' absolute ballot voting which gives voters an option to request a ballot by mail or in person at the polls (30 states in 2020). In the 2016 election, 88% of voters (almost one-quarter of voters) voted either by absentee ballots or in person at the polls. Due to the danger of voting in person and the difficulty of voter officials to serve during the COVID-19 pandemic, increased attention has been put on mail-in voting. In all 2020 elections, just over half of U.S. voters in primary and the general election were cast by mail.

Just that mail-in voting decisions voter security while supporters want to the necessarily mail-in voting has generated little confidence of trust.

**U.S.'s Support for 'Voting by Mail and Americans' View on the Impact of Mail on Voter Fraud**

**ISSUE: PUBLIC OPINION POLLS**

**Support for Voting by Mail**

Approved View on the Impact of Voting by Mail on Voter Fraud

Year	Strongly Oppose	Oppose	Neutral	Support	Strongly Support
2019	1%	1%	1%	1%	1%
2020	1%	1%	1%	1%	1%

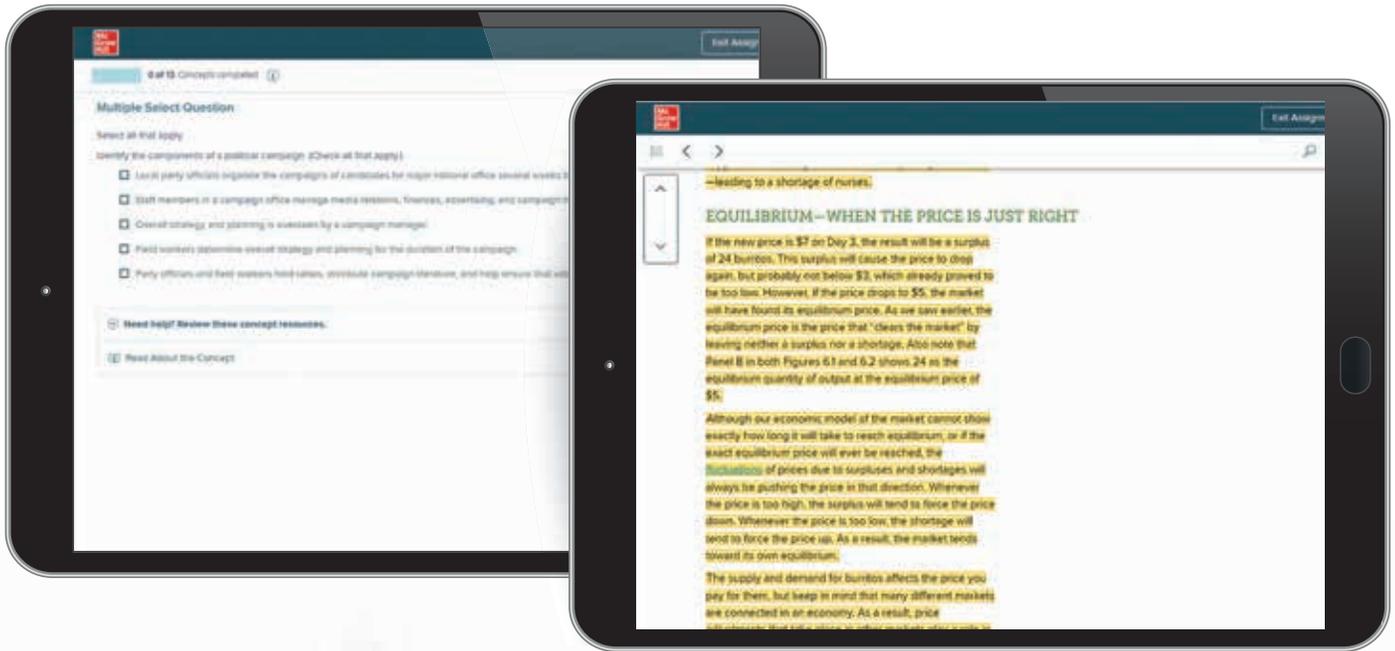
Based on telephone interviews conducted April 14-26, 2020 with a random 7,426+ adults, ages 18+, living in all 50 U.S. states and the District of Columbia, all sampling error is a 3 percentage point.

**THE SOURCES**

**Key Question:** What information are you given about how the plans were conducted? or that information, how reliable are these plans?

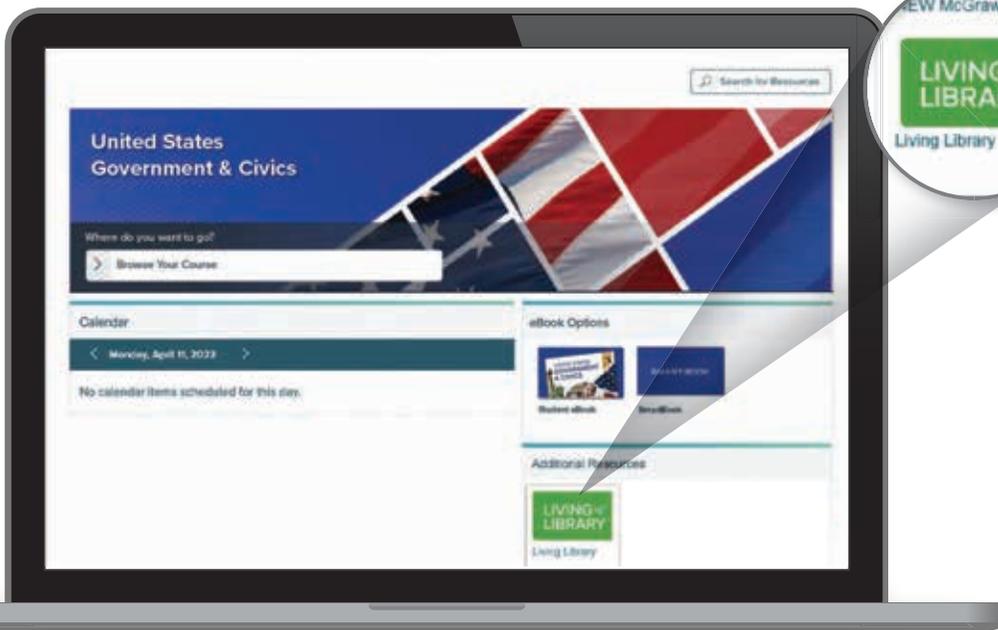
# Personalize Learning for Every Student

*SmartBook*® delivers personalized, adaptive learning tailored to each student's individual needs by pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign a specific chapter, lesson, or concept and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.



# Fuel Engagement With a Curriculum That Grows Over Time

Experience a platform that puts resources at your fingertips, including new content added regularly with the Living Library.



The Living Library—brand new digital content added to every chapter, every single year to provide an ever-expanding library of regularly updated resources.

Videos enhance core content and bring history to life with compelling stories, stunning graphics, historical photographs, and archival footage.

The ReadAnywhere app provides access to the Student eBook on any mobile device.



Interactive maps include dynamic tools, embedded media, and additional data sources. Select from different basemaps, draw, measure between two points, or print a hard copy of the map. Interactive Reference Atlas Maps include different basemaps and data sets so that students can explore the places they study.



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

## Historical Documents and Speeches

### Voting and Elections

#### The Voting Rights Act of 1965

AN ACT To enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color. . . .

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State with respect to which the determinations have been made under subsection (b). . . .

(b) The provisions of subsection (a) shall apply in any State or in any political subdivision of a state which (1) the Attorney General determines maintained on November 1, 1964, any test or device, and with respect to which (2) the Director of the Census determines that less than 50 percentum of the persons of voting age residing therein were registered on November 1, 1964, or that less than 50 percentum of such persons voted in the presidential election of November 1964. . . .

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class. . . .

SEC. 8. Whenever an examiner is serving under this Act in any political subdivision, the Civil Service Commission may assign, at the request of the Attorney General, one or more persons, . . .

Digital worksheets provide additional support and extend learning with:

- Hands-On Topic Projects.
- Reading and Writing Essentials.
- Activities in Guided Reading, Reteaching, Review and Apply, Video Response, History & Geography, History & Civics, and History & Economics.

# Plan Your Way

Explore teaching resources that offer flexibility as you choose the resources and activities that meet your classroom needs. Topics for professional learning videos include educational equity culturally responsive pedagogy, inquiry, and much more.

### CHAPTER 18 Analyzing Primary Sources

#### ENGAGE

**Presenting Information** Write the following age ranges on the board: 18–29, 30–44, 45–64, 65+. Ask:

- Which of these age groups do you think is most likely to vote? (65+)
- Which is least likely to vote? (18–29)

Encourage students to speculate on why young people are the least likely to vote. Have students briefly search online to learn the percentages of people who vote in each age group and report back to the class.

#### TEACH & ASSESS

##### Background Information

Youth voting—or failure to vote—has been studied by a number of researchers. The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University is a good source for information on youth engagement and voting. Its website provides a wide array of resources on the topic. According to CIRCLE, the following are important factors in encouraging young people to vote: (1) contact with an organization or candidate, (2) ease of registration, (3) information about when and where to vote, (4) high-quality civic education, and (5) family members who are engaged and vote.

##### Reading Skills

**Evaluating Evidence** Organize the class into groups of four or five students and assign one source to each group (multiple groups may have the same source). Note that Sources B and D are more challenging, so you may want to assign them to groups that include some advanced students. Tell each group they should be prepared to present the following information on their source to the class:

- What type of source is it?
- Who created the source and why?
- What is the point of view of the person who created the source?
- What information does the source provide relevant to the questions posed in the introductory paragraph?

Allow groups about 10 minutes to analyze their sources, providing assistance in interpreting any difficult passages. Have groups make their presentations, encouraging students to take notes as other groups make their presentations.

682 It's All Online

### ANALYZING PRIMARY SOURCES

## THE YOUTH VOTE

Despite youth voter optimism in the 2020 election, young people—especially those 18 to 24 years old—have lower rates of voter registration and turnout than the general population. Why do you think this is the case? Read and analyze the primary and secondary sources, and answer the questions that follow.

**PRIMARY SOURCE**

**A**

Consistent with much of the recent past, older adults voted at higher rates in 2020 than their younger counterparts. However, younger age groups showed the greatest turnout increase in that election, rising by 8 points for those aged 18 to 29. In total, over half of these young adults turned out to vote.

—William K. Hoy, “Turnout in 2020 Election Spiked among Both Democratic and Republican Voting Groups, New Census Data Shows,” *Brookings*, May 5, 2021

**PRIMARY SOURCE**

**B**

Electional laws and policies had an impact. Researchers found a strong association between higher youth voting and states with more policies in place that make voting and registration easier, such as automatic registration, same-day registration, early voting, no-excuse absentee voting, etc. In aggregate, states with four or more of these policies had 54% youth voter turnout; states with one to three of these policies had 43%.

—TurkNote, “Half of Young People Voted in 2020: Major Increase From 2016,” *April 29, 2021*

**SECONDARY SOURCE**

Comparing Youth and Total Voter Registration and Voting in 2012 and 2020 Presidential Elections

682 It's All Online

### CHAPTER 18 Voting and Elections

## PLANNER

#### ESSENTIAL QUESTIONS

- Who should have the right to vote in a democracy?
- What factors influence voters and election campaigns?
- What are the key steps in voting?

##### FORMATIVE ASSESSMENT

- Pretest
- Graphic Organizers
- Written paragraphs
- Lesson Reviews
- Online Self-Check Quizzes

##### SUMMATIVE ASSESSMENT

- Project-Based Learning Hands-On Chapter Project
- Chapter Activities and Assessment
- Chapter Tests

#### SUGGESTED PACING GUIDE

Introducing the Chapter	½ day
Lesson 1 Expanding Voting Rights	½ day
Lesson 2 Influences on Voters	1 day
Lesson 3 Campaigns and Financing	1 day
Lesson 4 Voter's Guide	½ day
Chapter Wrap-Up and Assessment	½ day
<b>TOTAL TIME</b>	<b>4 Days</b>

#### Key for Using the Teacher Edition

**SKILL-BASED ACTIVITIES**

Types of skill activities found in the Teacher Edition

- S** Social Studies Skills help students apply social science analysis skills.
- R** Reading Skills help students practice reading skills and master vocabulary.
- W** Writing Skills provide writing opportunities to help students comprehend the text.
- SL** Speaking and Listening Skills help students participate in conversations and collaborations.
- ELL** English Language Learner Skills help students develop proficiency in English language and literacy.

**DIFFERENTIATED INSTRUCTION**

All activities are written for the on-level student unless otherwise marked with the leveled labels below.

- AL** Approaching Level
- BL** Beyond Level
- ELL** English Language Learners

**HOMEWORK OPTIONS**

**HOMEWORK** can be completed in class or assigned as homework.

\*Letters are followed by a number when there is more than one of the same type of skill on the page.

### NCSS Thematic Strands

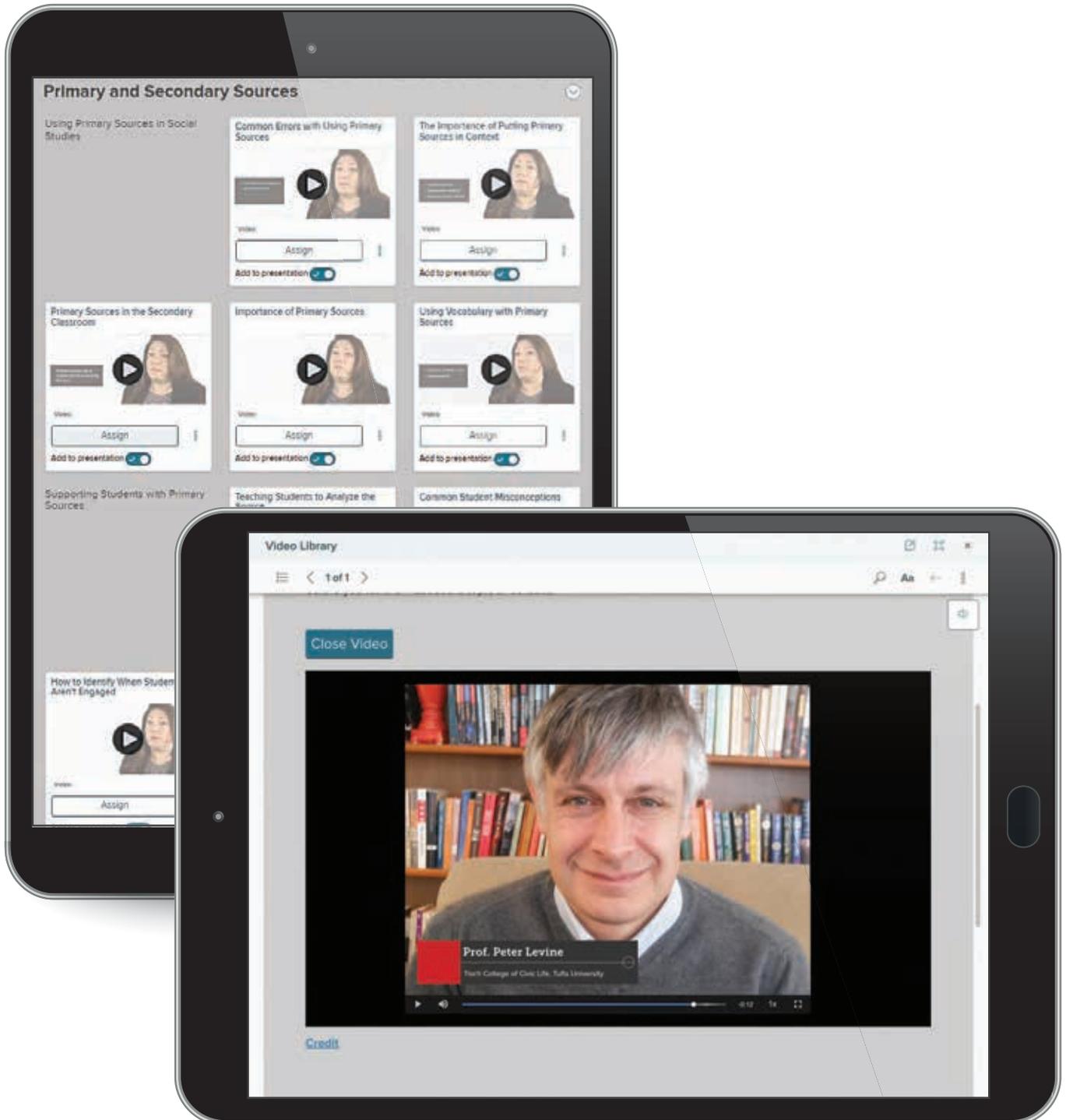
Below are the National Council for the Social Studies Revised Thematic Strands covered in this chapter.

The student knows and understands:

- 2. TIME, CONTINUITY, AND CHANGE**
- The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;
- The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;
- 3. PEOPLE, PLACES, AND ENVIRONMENTS**
- The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time.
- 4. INDIVIDUAL DEVELOPMENT AND IDENTITY**
- Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;
- 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS**
- The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;
- How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups;
- 6. POWER, AUTHORITY, AND GOVERNANCE**
- Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);
- 10. CIVIC IDEALS AND PRACTICES**
- The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice;
- Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);
- That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices;

Chapter 18 Planner 681A

Discover professional development resources at point of use. Contact your sales representative to learn more about customizing professional development for your school or district.



# Teach Your Way

Support every student with additional strategies for you to choose from. Look for labels in the Teacher Edition such as differentiated instruction, multiple strategies to support learning, culturally responsive connections, making connections, and many more.



◀ Voting is one of the main ways citizens can participate in the democratic process.

## CHAPTER 18

### Voting and Elections

## Voting and Elections

### CHAPTER 18

#### ASKING ESSENTIAL QUESTIONS

- Who should have the right to vote in a democracy?
- What factors influence voters and election campaigns?
- What are the key steps in voting?

**What Will You Learn?** You will learn how and why voting rights have expanded over time, what factors influence voters' choices, how election campaigns operate, and how and when to register and vote.

**Why Does This Matter?** Your vote is important as it is your voice in the government. The people you vote to elect will make the laws and set public policy. Your vote affects your everyday life, the life of your family, and many other people across the nation.

**How Will You Know That You Learned It?** You will be able to explain the current voting requirements and how the requirements for voting have changed over time. You will be able to explain how election campaigns function and how they influence voters.

**ANALYZING PRIMARY SOURCES**  
The Youth Vote

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**LESSON 1**  
Expanding Voting Rights

---

**LESSON 2**  
Influences on Voters

---

**LESSON 3**  
Campaigns and Financing

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**LESSON 4**  
Voter's Guide

And Stelby/Bea Images/Getty Images

**GO DIGITAL**  
*It's All Online!*

**681**

## Letter from the Authors

### Dear U.S. Government Teacher,

Most Americans are eligible to vote at age 18, but many choose not to. Americans vote at lower rates than people in many other democracies. Understanding the process by which to vote is one of the primary things young people can do to prepare for active citizenship. Our voting procedures and rules raise many underlying questions for consideration: Who should be allowed to vote? Who should not, and why? How can we ensure fair elections and maximum participation? How should we pay for elections?

#### CHAPTER 18

### Voting and Elections

## ENGAGE

**Bellringer** Ask a student to read aloud the title of the chapter: "Voting and Elections." **Ask:** **How important are voting and elections to a democracy?** Have students answer by holding up a closed fist (not at all important), three fingers (somewhat important), or five fingers (very important). Record students' responses so you can refer to them in a subsequent lesson.

### ASKING ESSENTIAL QUESTIONS

Ask students to work in small groups to answer the Essential Questions. Have students use a T-chart to predict their responses to the questions before they read the chapter. Then have them go back to record their understanding after they have completed the chapter.

### CULTURALLY RESPONSIVE CONNECTIONS

**Points to Consider** As you plan your instruction for this chapter, think about students in your classroom and their cultural contexts as well as your own. How might you support students with different backgrounds as they learn about people's voting rights? Think about the following points as you create your lesson plans.

- **Voter Suppression** Have students consider how restrictions such as poll taxes, literacy tests, violence, and intimidation have affected African American and other marginalized voters over the past 100 years. What should students know about this history? Why is it important for them to know this history?
- **Increased Voter Turnout** Young people between the ages of 18 and 20 have been eligible to vote since 1971 with the addition of the Twenty-Sixth Amendment to the U.S. Constitution. However, voter turnout from young voters was traditionally low until the early 2000s. Have students consider factors and issues that may have led to an increase in turnout over the years.
- **Voting Laws in Your State** Familiarize yourself with voting laws in your state that might affect students. Have students consider some of these laws so they can ensure they will not be denied the right to vote once they reach voting age. You may want to discuss any recent changes made to your state's voting laws and the impact they might have on students hoping to vote in upcoming elections.
- **Influences on a Voter** As students read about factors that influence voters, have them consider the role of personal experience, education, age, geography, socio-economic status, race, and gender on themselves as soon-to-be voters. What effect do these factors have on voters and their voting decisions?

• Connections to Today

The Teacher Edition offers a wide variety of differentiation support, including at point-of-use with English language learner scaffolds to make the text accessible to students who are learning English at different levels of proficiency.

### CHAPTER 9: THE PRESIDENCY

## STRATEGIES FOR DIFFERENTIATED INSTRUCTION

**LESSON 1: SOURCES OF PRESIDENTIAL POWER**

APPROACHING LEVEL LEARNER ACTIVITY	BEYOND LEVEL LEARNER ACTIVITY
<p><b>READING AND COMPREHENSION</b></p> <p>Share with the class the latest public opinion survey rating presidential approval. After students have read about public opinion as a source of presidential power, have students express their opinions about how the president's current rating helps or hinders him or her in leading the nation. Ask what they think the president could do to improve his or her current rating. <b>2A</b></p>	<p><b>TEXT EVIDENCE</b></p> <p>As students read about the growth of presidential power, have them create a chart with the following column headings: President, Situation or Event That Required a Response, Powers Assumed, and Reaction of Congress. Then conduct a classroom discussion speculating how the presidency might be different today if past presidents had not used their inherent powers in such bold ways. <b>2B</b></p>

**LESSON 2: HEAD OF STATE AND CHIEF EXECUTIVE**

APPROACHING LEVEL LEARNER ACTIVITY	BEYOND LEVEL LEARNER ACTIVITY
<p><b>READING AND COMPREHENSION</b></p> <p>After students have read the entire lesson, have them write a paragraph comparing and contrasting the roles of head of state and chief executive. Ask students to conclude their paragraphs with an opinion about which role requires more of the president's time. <b>2A</b></p>	<p><b>TEXT EVIDENCE</b></p> <p>Have students create a chart that categorizes executive orders. Then have students work in groups to brainstorm suggestions for executive orders that they would recommend to the current president. Have the groups list their suggestions on the board; then have the class vote on the top five suggestions. Conclude the discussion by asking students to categorize these suggestions and add them to their charts. <b>2B</b></p>

**CHAPTER 9, Lesson 1**

### Sources of Presidential Power

**ENGAGE**

**Bellringer** Ask students to think about what they know about the presidency and consider whether they would want to be president. **Ask: Is there a particular role or power you would enjoy having?** (Students' answers will vary; they may mention the power to shape U.S. domestic and foreign policy, the role of commander in chief of the military, or other roles/powers.) **2A 2B**

**TEACH & ASSESS**

**21st Century Skills**

**Critical Studies Skills**

Students work in pairs to classify the items they should not be able to take, complete the list, and explain why they would have that power. If they do not have that power, they should explain why not. At the end of the lesson, students actually have the power to take each action.

**ENGLISH LANGUAGE LEARNERS SCAFFOLD**

**ELL Justifying/Arguing**

**Entering and Emerging**

Strongly supported small groups as they express their opinions about each of the actions in the list. Help students understand the difference between certain actions. Provide sentence frames, such as: Only \_\_\_\_\_ because \_\_\_\_\_ if they be \_\_\_\_\_

### LESSON 1

## Sources of Presidential Power

**ESSENTIAL QUESTION**

**What are the powers and roles of the president and how have they changed over time?**

Read about each of the actions below. Decide whether you believe the president should be able to take each action. Explain your reasons for each decision.

- A group of rebels in a foreign country overthrows its president and surrounds the American Embassy. The U.S. president declares war on the rebel government.
- The president has nominated a new federal judge, but the Senate has not yet approved the appointment. It seems unlikely that the Senate will vote to confirm the new judge. When the Senate goes on a holiday break, the president appoints the judge without the Senate's approval.
- The president meets with the leader of a foreign country. Together, the two leaders agree not to charge tariffs, taxes on imports) on each other's cars and trucks.
- Congress passes a law that bans possession of certain drugs. The president instructs the Drug Enforcement Agency to focus their enforcement efforts on suspects who appear to be selling large amounts of the illegal drugs and not to prosecute people who are caught with small amounts.
- A staff member from the vice president's office is sentenced to prison time for tampering with an election. The president pardons the staffer, releasing her from prison.

Authentically translated Spanish resources are available in print and digital. Digital Spanish resources include the Student eBook, Inquiry Journals assessments, and closed captioning for videos. Printed Spanish resources include the Student Edition, Inquiry Journal, and Chapter Tests & Lesson Quizzes.

NOMBRE \_\_\_\_\_ FECHA \_\_\_\_\_ CLASE \_\_\_\_\_

### Actividad de lectura guiada

#### Votación y elecciones

**Lección 3: Campañas y financiación**

**Preguntas de repaso**

**Instrucciones:** Lee las ideas principales. Busca en tu libro de texto detalles que sustenten o expliquen cada idea.

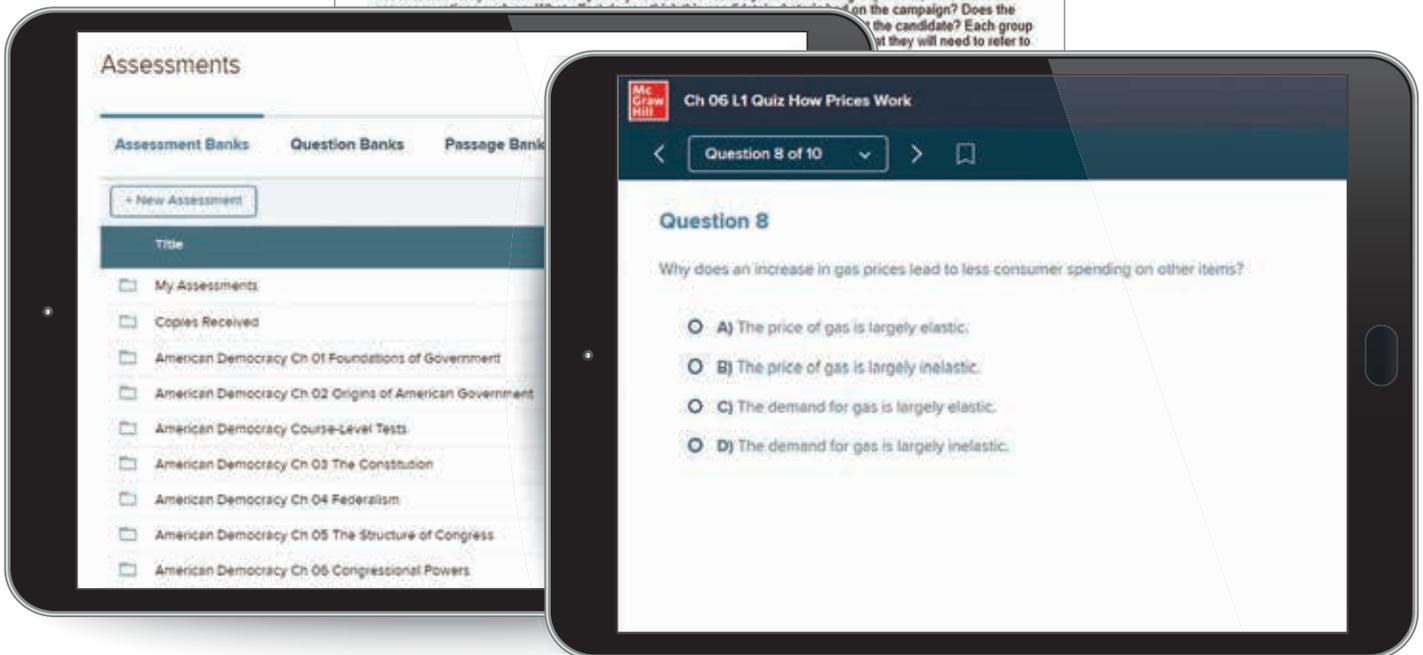
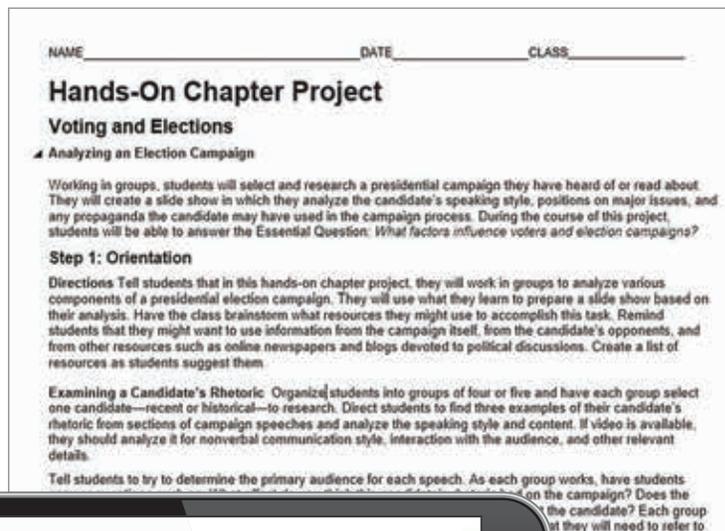
**A. Ideas principales:** Una buena organización de campaña y estrategias de campaña efectivas son cruciales para ganar las elecciones.

- Detalle:** Una organización de campaña es liderada por un \_\_\_\_\_ responsable de la estrategia global y la planificación.
- Detalle:** Cinco miembros del personal están a cargo de las relaciones con los \_\_\_\_\_, las finanzas, la recaudación de fondos, la publicidad, las \_\_\_\_\_ de operación y el material de campaña.
- Detalle:** Los \_\_\_\_\_ de las campañas, que suelen ser voluntarios, desempeñan una variedad de tareas para asegurar que los votantes voten por su candidato el día de las elecciones.
- Detalle:** La \_\_\_\_\_ que en su mayoría se podría considerar \_\_\_\_\_ por ser sesgada, es un gasto importante de las campañas electorales.
- Detalle:** La herramienta de comunicación más importante para un candidato presidencial es la \_\_\_\_\_.

# Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options include:

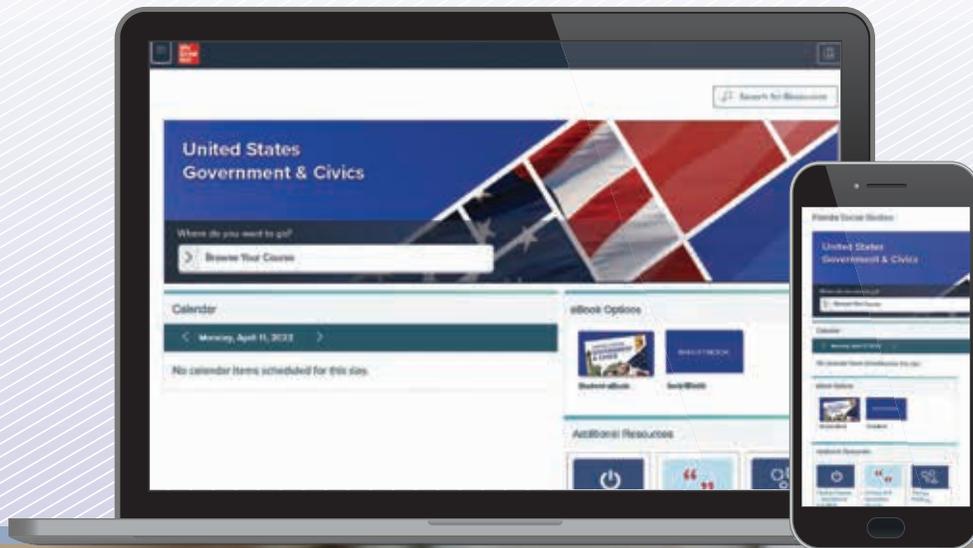
- Preassessment
- Student Edition Lesson Activities
- *SmartBook*® Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes
- Chapter Tests, Forms A and B
- Hands-On Topic Project



Digital assessments offer automatic grading on multiple choice, true/false, matching, and fill-in-the-blank questions. Digital test banks allow you to select and write new questions to create customized assessment.

# We're Your Partner Every Step of the Way

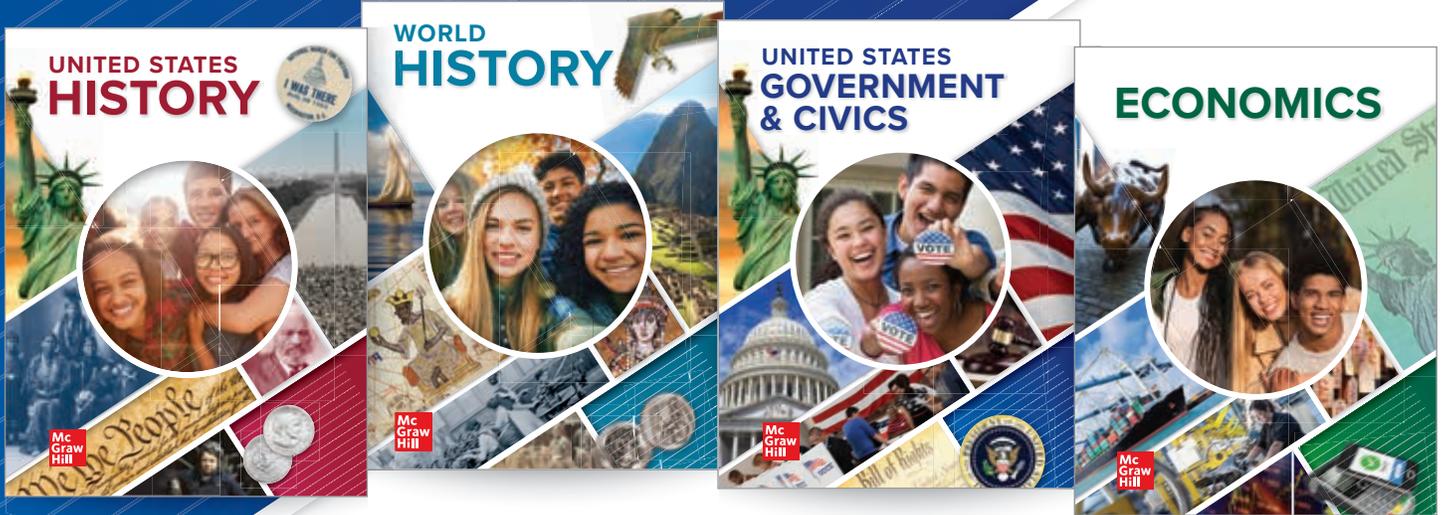
Easily integrate with Schoology®, Canvas, Clever, Google Classroom, and more. Device-agnostic technology allows students to learn any way they want. Our Digital Integration Services team is here to help with all your platform integration needs.



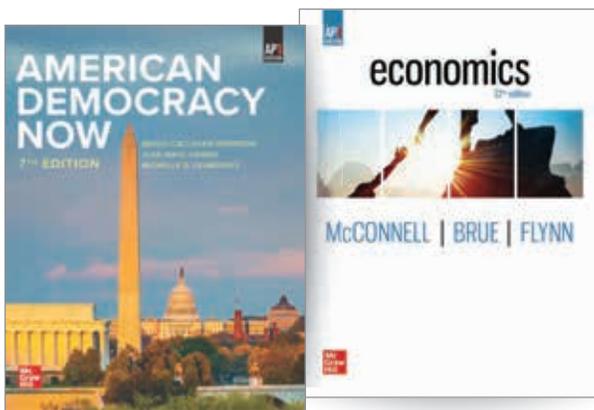




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