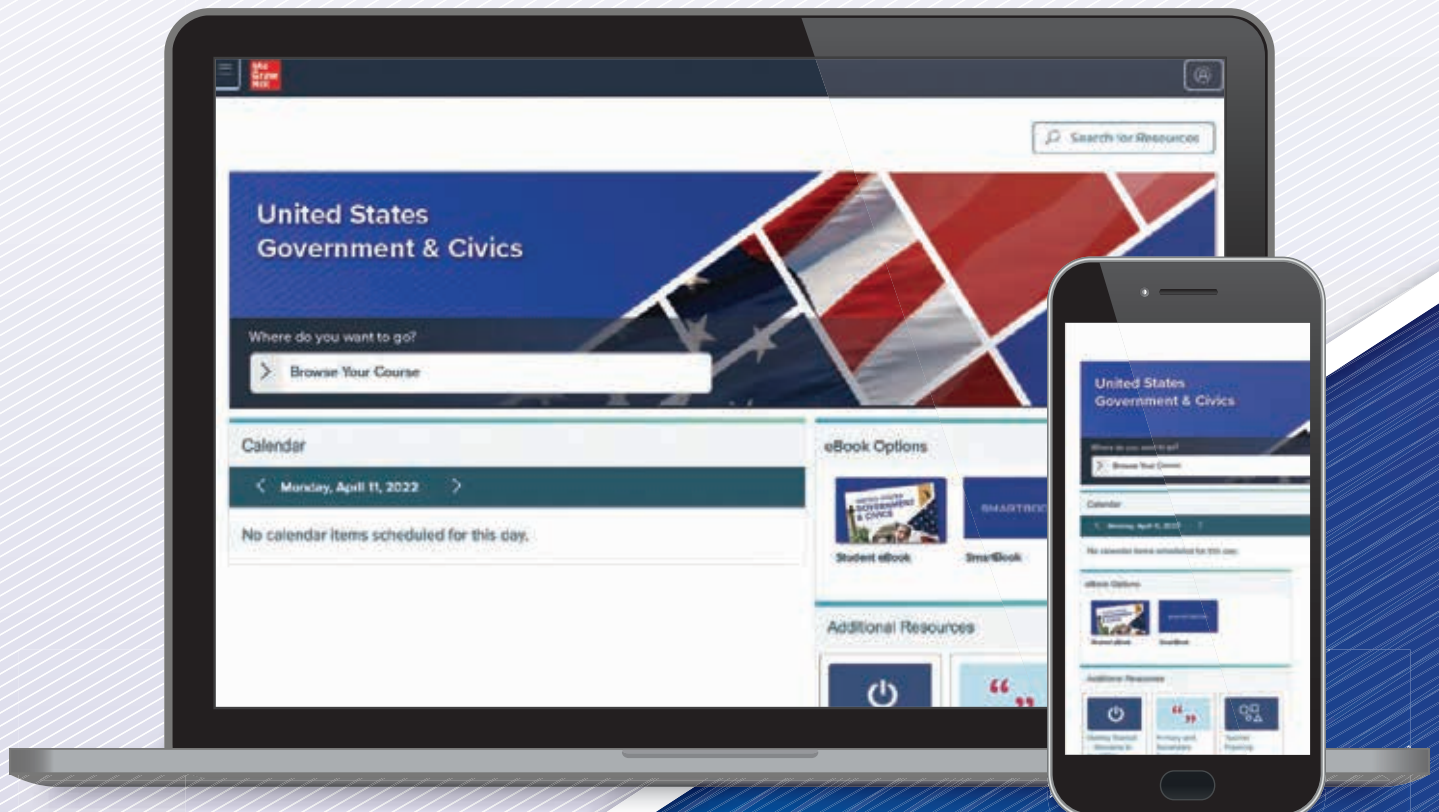




UNITED STATES GOVERNMENT & CIVICS ECONOMICS

Welcome to United States Government & Civics and Economics



Inspire a Student, Change the World

Inspire students to embrace their role in the community, state, country, and world as they engage in civil discourse on their way to becoming future-ready citizens. Prepare them to manage their finances and recognize how the economy influences their lives. Equip them to make informed decisions both inside and outside of the voting booth. Empower them to think critically, ask questions, and make an impact.

Using Analysis Skills

Use the political cartoon to answer the following questions.



15 IDENTIFYING CONNECTIONS What does the ladder represent, and why do you think one step in the ladder is drawn larger than others?

16 IDENTIFYING BIAS What is this cartoon saying about the women in society?

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.



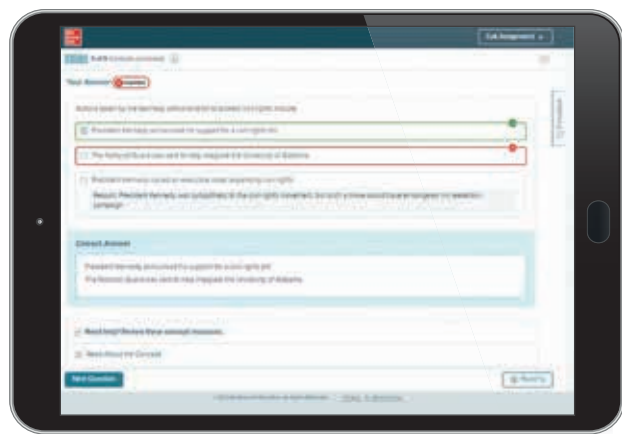
Student Edition: Develop essential skills needed for college, career, and civic life. Discover how you can inspire a new generation of critical thinkers, problem solvers, and responsible citizens.



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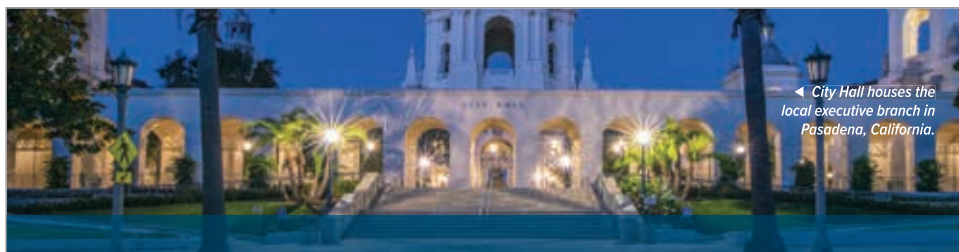
Go online or use your Teacher Edition to explore more teaching strategies and resources.

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, how it is structured, and what the powers and roles of state and local executives 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

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

“These are difficult choices. Under normal circumstances, good policy and sound choices are made at normal times...”

Some governors have the power to veto legislation 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

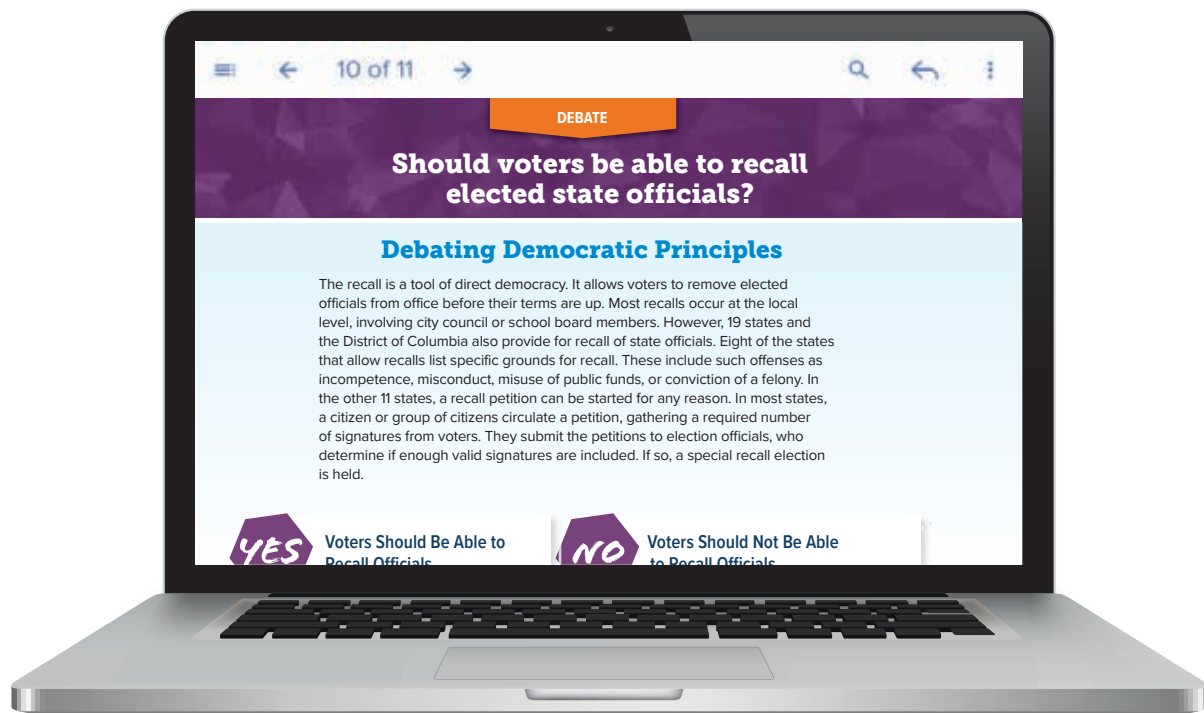
- Preassessment
- Review and Apply

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. 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 for public use and benefit. The Kelos refused to move out of their home.

ISSUE

Should local government take private property for economic development purposes?

ARGUMENTS

THIS CASE 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, to what would qualify as "public use" could essentially control all property. The city should not be allowed to take private property from another private entity. Traditionally, in eminent domain, the property taken is for public use, not to build some type of private facility. The public purpose served should be clear.

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.



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Differentiate

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

Assess

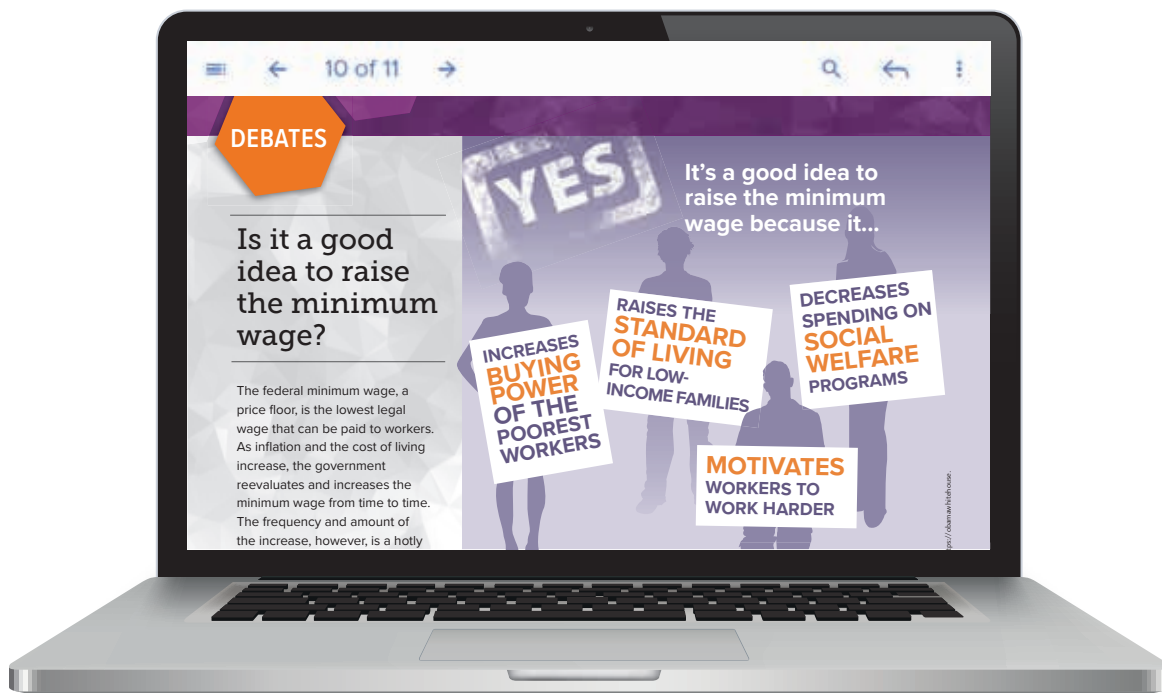
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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



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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)

ECONOMICS

CASE STUDY

SUPPLY AND DEMAND

SUPER BOWL ADVERTISING

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 30-second ad: **\$16.8 million**

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

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

Cost of 30-second Commercial

PRICES AS A SYSTEM

Mc Graw Hill

207

Differentiate

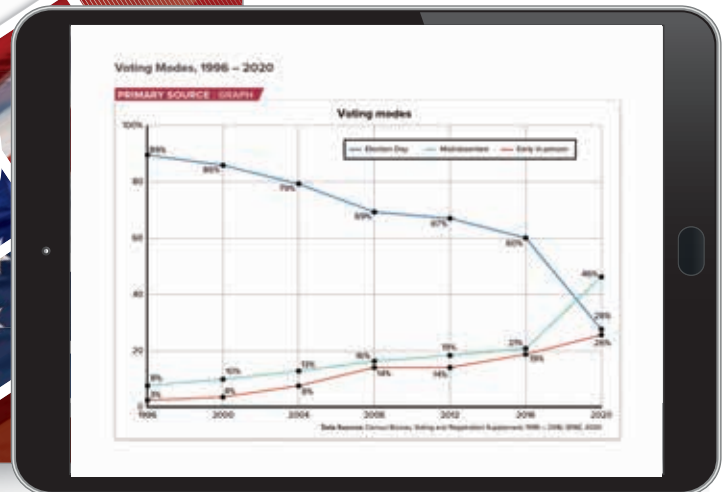
- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook®
- Spanish Student Edition

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. COMPELLING QUESTION

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

Plan Your Inquiry

In this Inquiry Activity, 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 eligibility: "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 Senators." This led to very different voting requirements among the states. As amendments to the U.S. Constitution expanded the franchise of voting and established constitutional requirements:

- Amendment 15** - (prohibited states suffrage (all states regardless of "race, color, or previous condition of servitude")
- Amendment 19** - Women's suffrage
- Amendment 23** - District of Columbia gets three electoral 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 in participation in the electoral system as a symptom of a greater problem that is undermining democracy. Some see it as a natural consequence of enlarging the pool of voters. Some people think that voter fraud (voting more than once, non-citizens voting, voter impersonation, etc.) is a more urgent problem than low 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 regulations 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 Next, you will work with a variety of primary sources. These sources have 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 House of Representatives	
B	Voter Identification Laws by State Map	
C	Arguments for and Against Same-Day Voting	
D	Voter Turnout Data Chart	
E	George Sorrells of State's Office	
F	Chances Voter Will Buy a Pollcard as Requested by Law	
G	Efforts to discourage and discourage voter	
H	Amendment Support for Voting by Mail - Polls	
I	Voting Modes Graph	

Analyze Plans and Sources

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

D. In Ballot Voting

Five states had all-mail in elections with no option to vote in person at the polls. The rest of states had in-person voting, but there is still an option to vote in person. Others have "all-mail" elections but voters are given the 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 two-thirds of voters) came and either by absentee ballot or in person at the polls. Due to the danger of voting in person and the difficulty of ballot officials to serve during the COVID-19 pandemic, increased attention has been paid to 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 were security while supporters used for the historically mail-in voting has generated little evidence of fraud.

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

U.S. Support for Voting by Mail

U.S. support for voting by mail, measured by the percentage of voters who support it, has increased since 2010. The chart shows the percentage of voters who support it, by state, in 2010 and 2018.

State	2010	2018
Alabama	45%	55%
Alaska	55%	65%
Arizona	65%	75%
Arkansas	45%	55%
California	55%	65%
Colorado	65%	75%
Connecticut	55%	65%
Delaware	55%	65%
District of Columbia	65%	75%
Florida	45%	55%
Georgia	45%	55%
Hawaii	55%	65%
Idaho	45%	55%
Illinois	55%	65%
Indiana	45%	55%
Iowa	55%	65%
Kansas	45%	55%
Kentucky	45%	55%
Louisiana	45%	55%
Maine	55%	65%
Maryland	55%	65%
Massachusetts	55%	65%
Michigan	55%	65%
Minnesota	55%	65%
Mississippi	45%	55%
Missouri	45%	55%
Montana	55%	65%
Nebraska	45%	55%
Nevada	45%	55%
New Hampshire	55%	65%
New Jersey	55%	65%
New Mexico	45%	55%
New York	55%	65%
North Carolina	45%	55%
North Dakota	55%	65%
Ohio	45%	55%
Oklahoma	45%	55%
Oregon	55%	65%
Pennsylvania	55%	65%
Rhode Island	55%	65%
South Carolina	45%	55%
South Dakota	55%	65%
Tennessee	45%	55%
Texas	45%	55%
Utah	45%	55%
Vermont	55%	65%
Virginia	55%	65%
Washington	55%	65%
West Virginia	45%	55%
Wisconsin	55%	65%
Wyoming	55%	65%

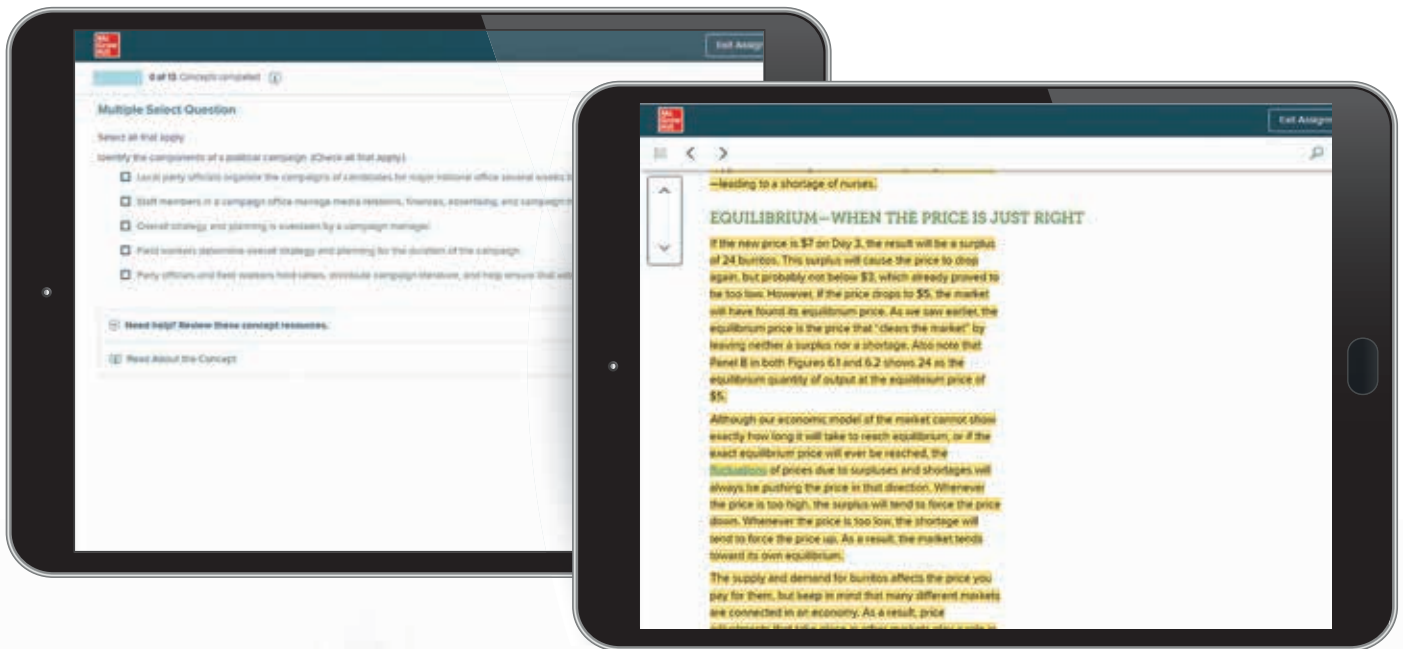
Source: Pew Research Center, based on a survey of 10,000 U.S. adults, ages 18 and older, conducted April 14-20, 2020 with a random margin of sampling error in 3.8 percentage points.

Key Concepts

What conclusion can you draw about how participating in politics is a part of the people's opinions regarding voting by mail?

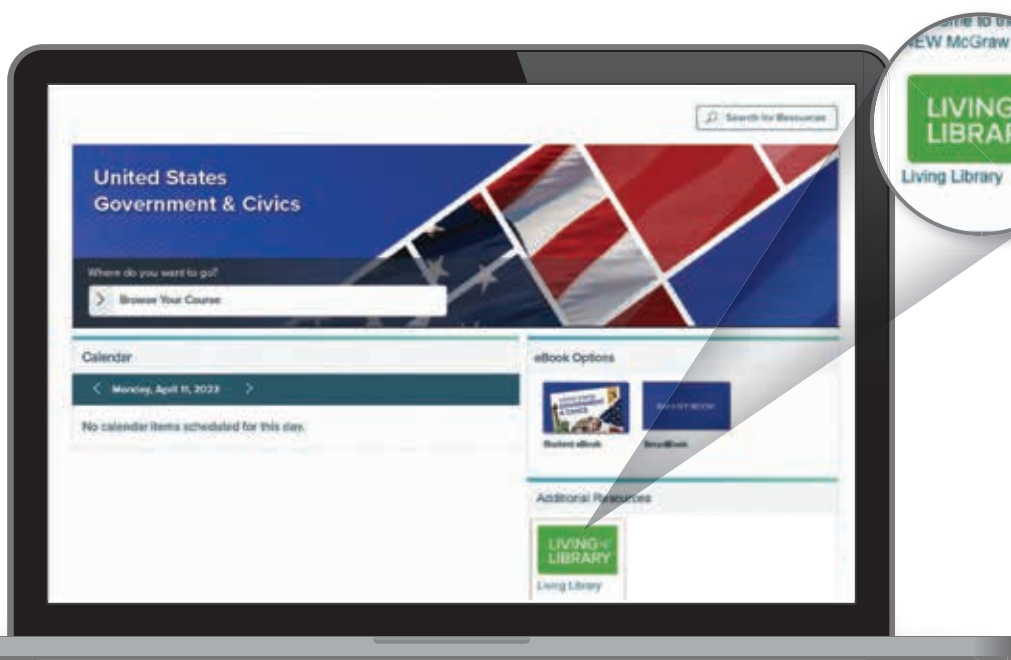
Personalize Learning for Every Student

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.



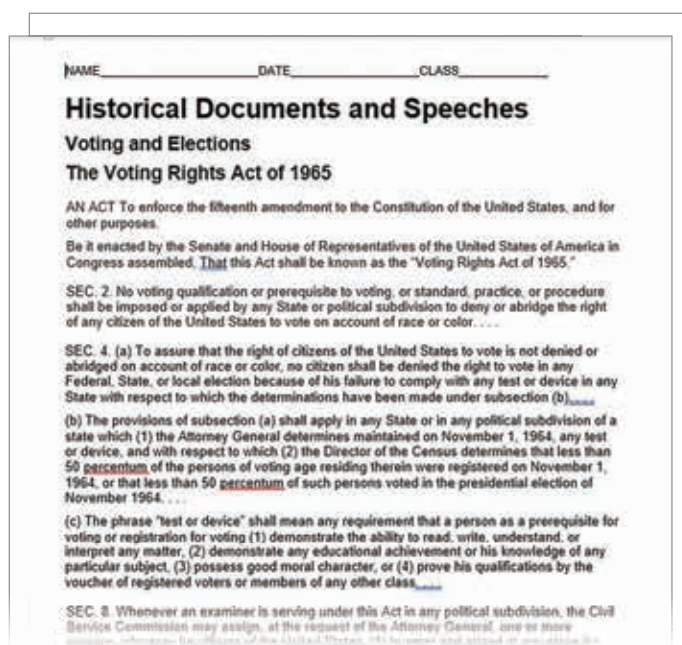
The Living Library—brand new digital content added to every chapter, every single year to provide an ever-expanding library of regularly updated resources.

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.



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.

R 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. Frey, “Turnout in 2020 Election Spiked among both Democratic and Republican Voting Groups, New Census Data Shows,” Brookings, May 5, 2021

PRIMARY SOURCE B

“Electoral 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%.”

—Jutta Kline, “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

Voter Registration and Turnout 2012

Category	18 to 24 years of age	25 to 34 years of age	35 to 44 years of age	45 to 54 years of age	55 to 64 years of age	65 and older
Registered to vote	49.4%	58.6%	68.6%	74.4%	78.4%	80.4%
Voted	26%	38%	48%	54%	60%	64%

2020

Category	18 to 24 years of age	25 to 34 years of age	35 to 44 years of age	45 to 54 years of age	55 to 64 years of age	65 and older
Registered to vote	66.7%	74.4%	80.4%	84.4%	88.4%	90.4%
Voted	45.4%	54.4%	64.4%	70.4%	76.4%	80.4%

Source: U.S. Census Bureau, U.S. Census Bureau, U.S. Census Bureau, U.S. Census Bureau, U.S. Census Bureau, U.S. Census Bureau

682 It's All Online

ENGLISH LANGUAGE LEARNERS SC

ELL Reading/Viewing Closely

Entering and Emerging	Developing	Expanding
Help students discuss what is happening in the political cartoon in primary source E. Encourage students to make inferences or draw conclusions about how the cartoonist feels about voting and presidential candidates. Provide sentence starters to help students use familiar verbs, such as: <i>After studying this cartoon, it seems that _____</i>	Support partners as the main ideas of primary source E. Encourage students to make inferences or draw conclusions about the cartoonist's feelings about voting and presidential candidates. Provide sentence starters to help students use familiar verbs, such as: <i>After studying this cartoon, it seems that _____</i>	Support partners as the main ideas of primary source E. Encourage students to make inferences or draw conclusions about the cartoonist's feelings about voting and presidential candidates. Provide sentence starters to help students use familiar verbs, such as: <i>After studying this cartoon, it seems that _____</i>

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

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.

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

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.

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;

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- 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 major ways citizens can participate in the democratic process.

CHAPTER 18

Voting and Elections

Voting and Elections

CHAPTER 18

ANALYZING PRIMARY SOURCES
The Youth Vote

LESSON 1
Expanding Voting Rights

LESSON 2
Influences on Voters

LESSON 3
Campaigns and Financing

LESSON 4
Voter's Guide

GO DIGITAL
It's All Online!

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.

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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

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 9: THE PRESIDENCY

STRATEGIES FOR DIFFERENTIATED INSTRUCTION

LESSON 1: SOURCES OF PRESIDENTIAL POWER

APPROACHING LEARNER ACTIVITY	BEYOND LEARNER ACTIVITY
<p>READING AND COMPREHENSION</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. 2A</p>	<p>RESEARCHING THE HISTORY OF</p> <p>Assign students the Enrichment Activity about the history of the pocket veto and have them research the use of the pocket veto. Have students compare pocket vetoes by the current president, President Franklin D. Roosevelt. 2B</p>

LESSON 2: HEAD OF STATE AND CHIEF EXECUTIVE

APPROACHING LEARNER ACTIVITY	BEYOND LEARNER ACTIVITY
<p>READING AND COMPREHENSION</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. 2A</p>	<p>ANALYZING JUDICIAL APPOINTMENTS</p> <p>Have students research to discover the process of judicial appointments made by President Obama of all the judicial appointments made by Barack H. Obama. Then have students share the information with the class. Ask students to categorize these appointments as executive, legislative, or judicial. 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. 2A</p>

LESSON 3: COMMANDER IN CHIEF AND CHIEF DIPLOMAT

CHAPTER 9, Lesson 1

Sources of Presidential Power

ENGAGE

Bellringer Ask students to think about the president's power. Ask them to write down what they know about the presidency and what they think the president should do. Ask them to share their ideas with the class. Ask them to write down what they think the president should do. Ask them to share their ideas with the class.

TEACH & ASSESS

Activity Have students work in groups to research the history of the pocket veto. Have them research the use of the pocket veto. Have students compare pocket vetoes by the current president, President Franklin D. Roosevelt. **2B**

Strongly support small groups as they express their opinions about each of the actions in the list. Help students understand the difference between comparison and contrast.

Provide sentence frames, such as: Only _____ because _____ It may be _____

to prison time for tampering with an election. The president pardons the staffer, releasing her from prison.

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Bill of Rights

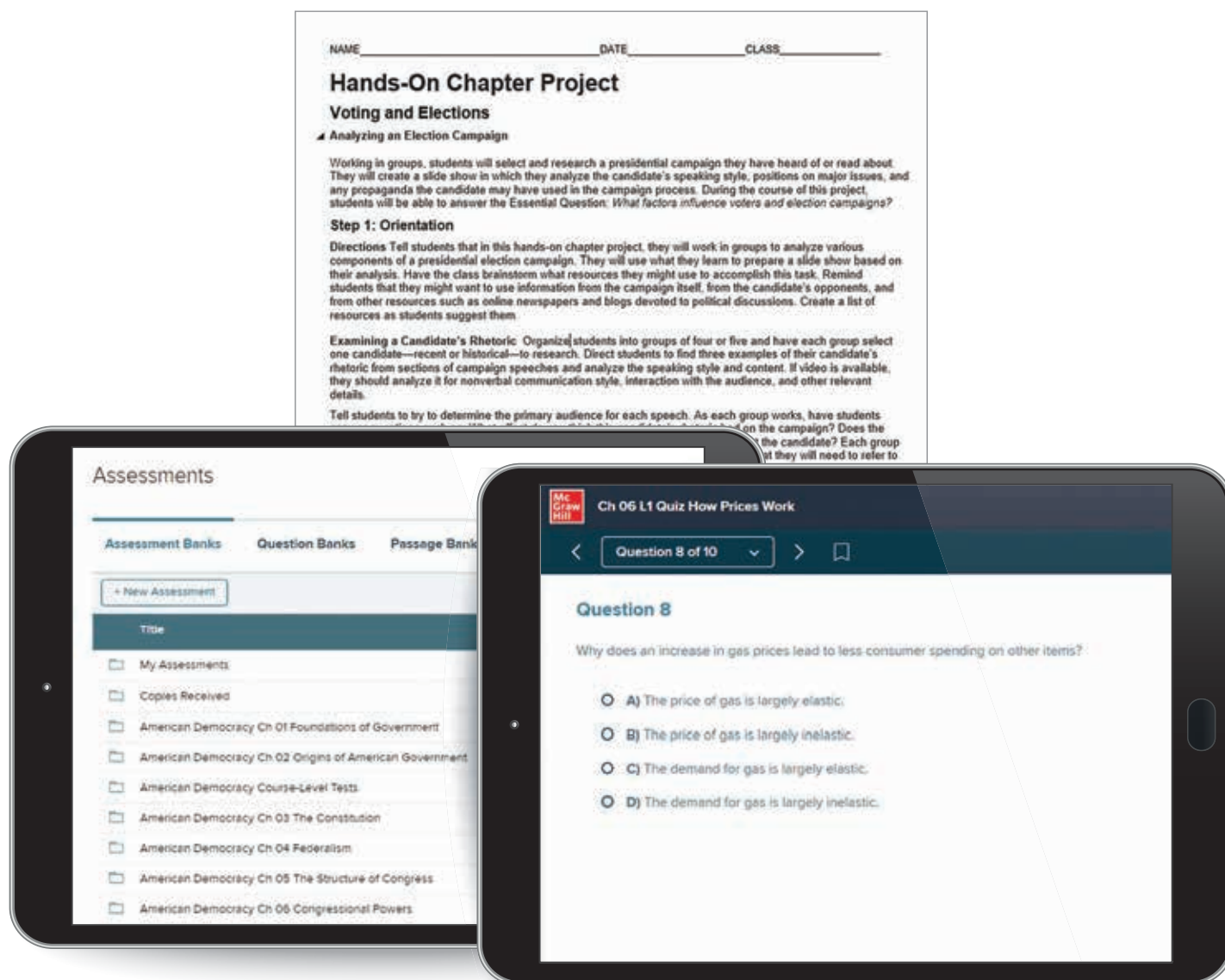
THE PRESIDENT OF THE UNITED STATES

5. **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:

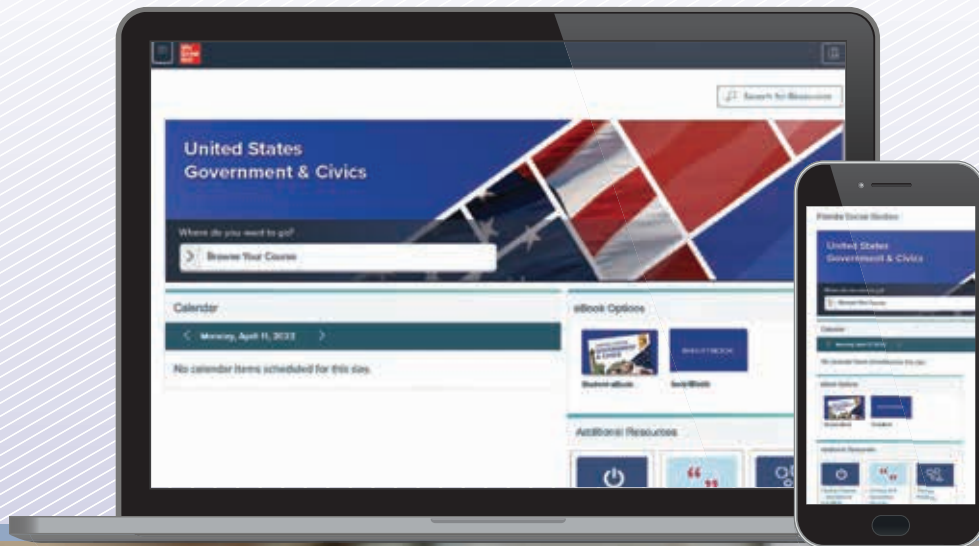
- Preassessment
- Student Edition Lesson Activities
- *SmartBook*® Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes
- Chapter Tests, Forms A and B
- Hands-On Topic Project



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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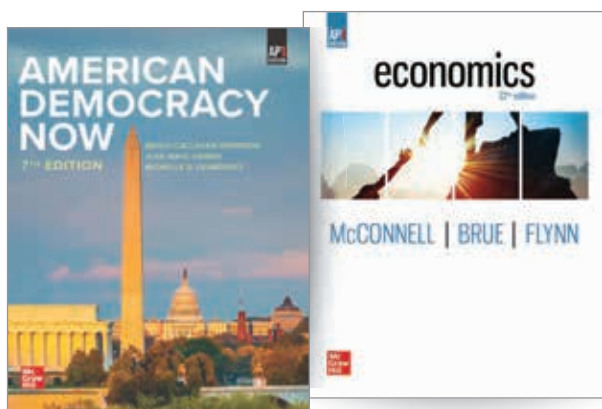
Notes

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