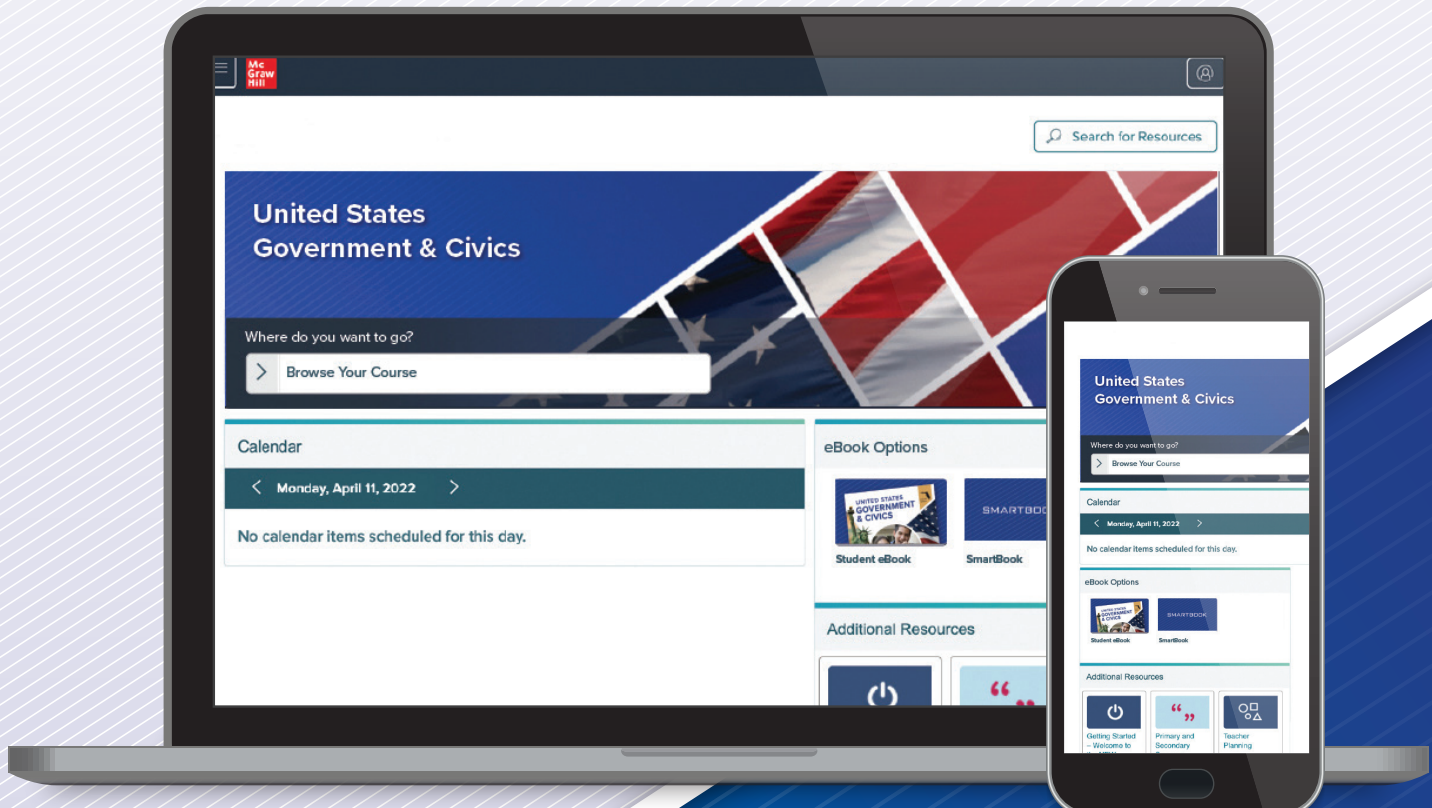
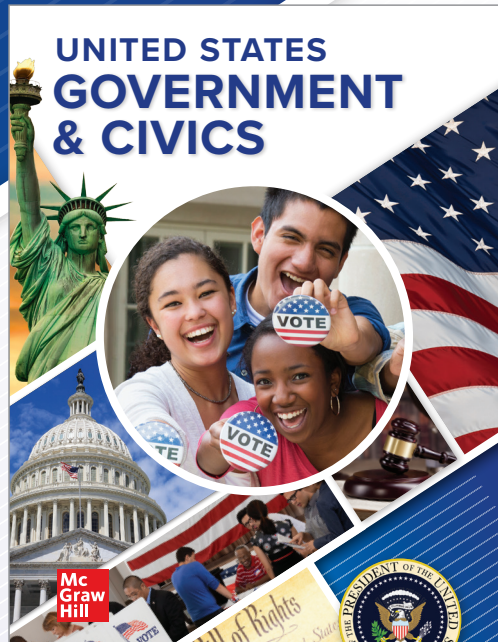




Welcome to United States Government & Civics



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. 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.

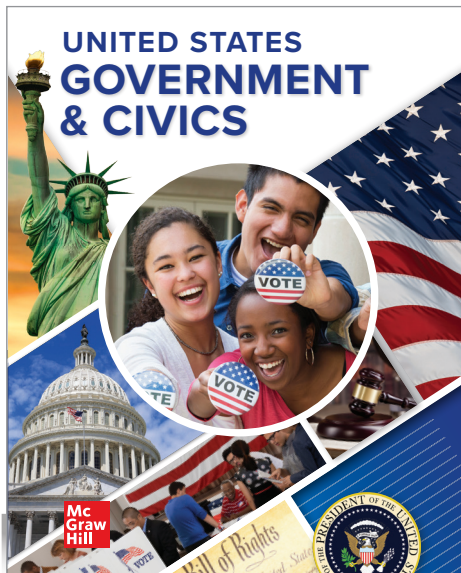


16 IDENTIFYING CONNECTIONS What does the ladder represent, and why do you think one step in the ladder is drawn larger than others?

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.



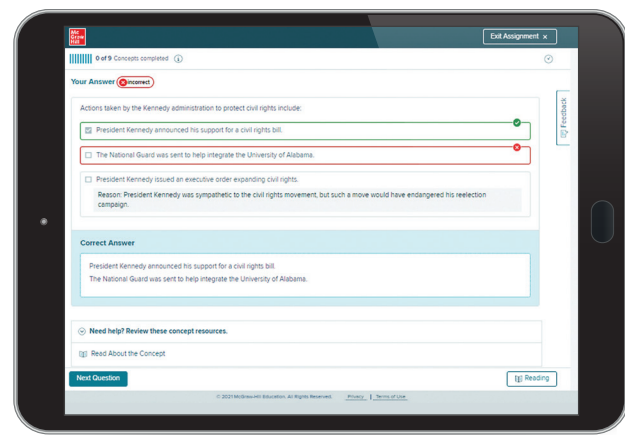
Student Edition: Develop essential skills needed for college, career, and civic life. Discover how you can inspire a new generation of critical thinkers, problem solvers, and responsible citizens.



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 when the state and local government and what the state and local government do. 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

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 requested \$235 million from the legislature to fund...

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

Some governors have the power to override their 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

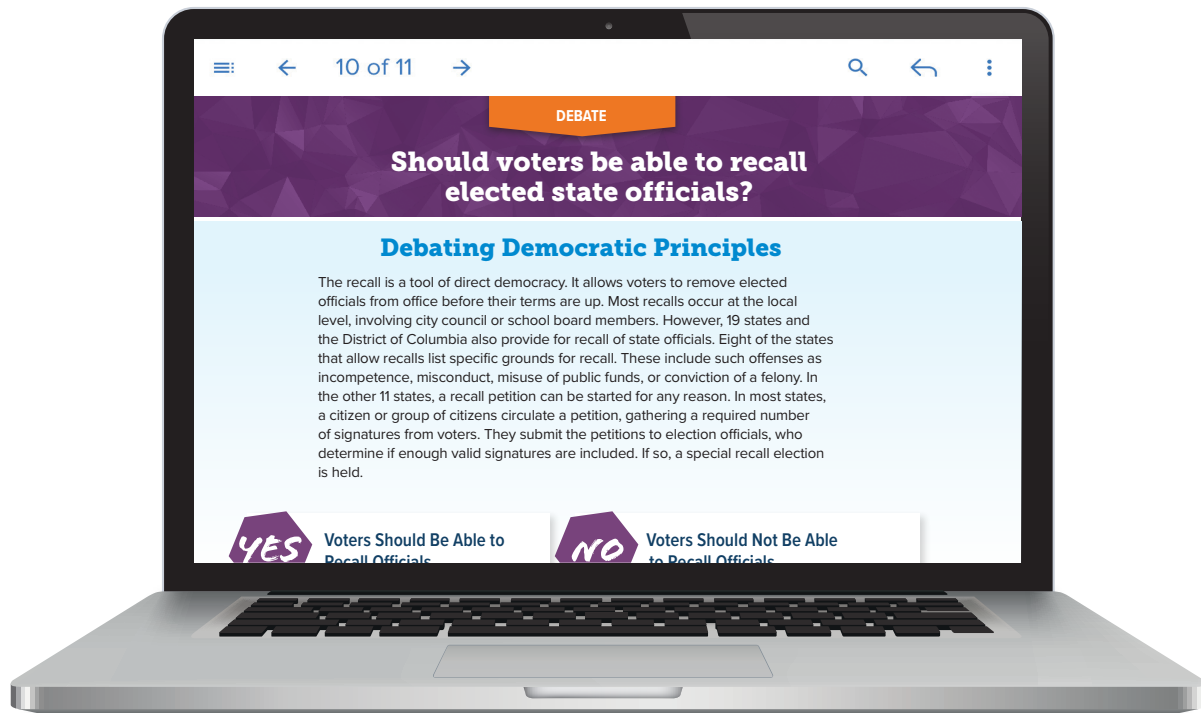
- Preassessment
- Review and Apply

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), which acquired properties in one neighborhood to a private developer to build hotels, office buildings, 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, under the Fifth Amendment, to take over private property for public use. The owners are given due process and just compensation. The city of New London 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 the government take private property for economic development purposes?

ARGUMENTS

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 used for a public purpose, which is a basic principle of the Fifth Amendment.

The case is not in a run-down area, and the city wants this property only for economic development. If states are allowed to take private property for economic development, that would qualify as "public use" and the government could essentially control all private property.

The city should not be allowed to take private property for a private entity. Traditionally, when property is taken for public use, the property taken is for a public use, such as a school or a park.



Differentiate

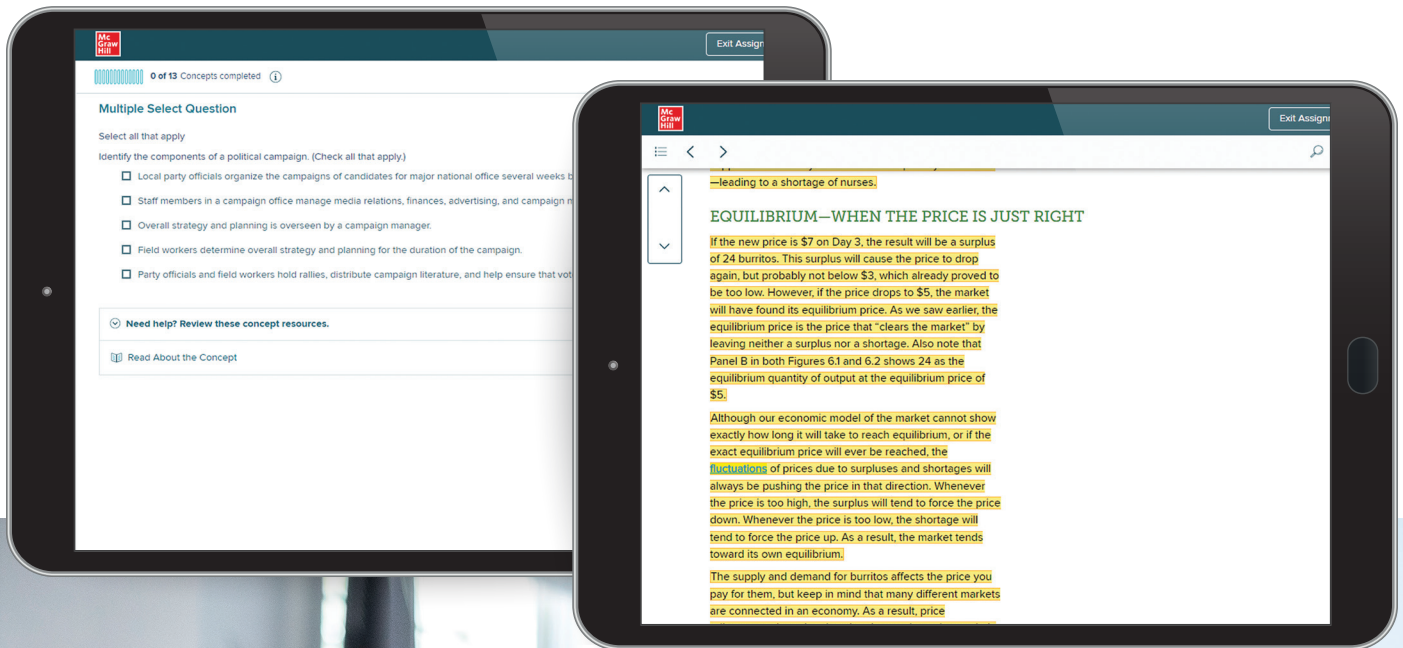
- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity
- History & Civics Activity
- History & Geography Activity

Assess

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

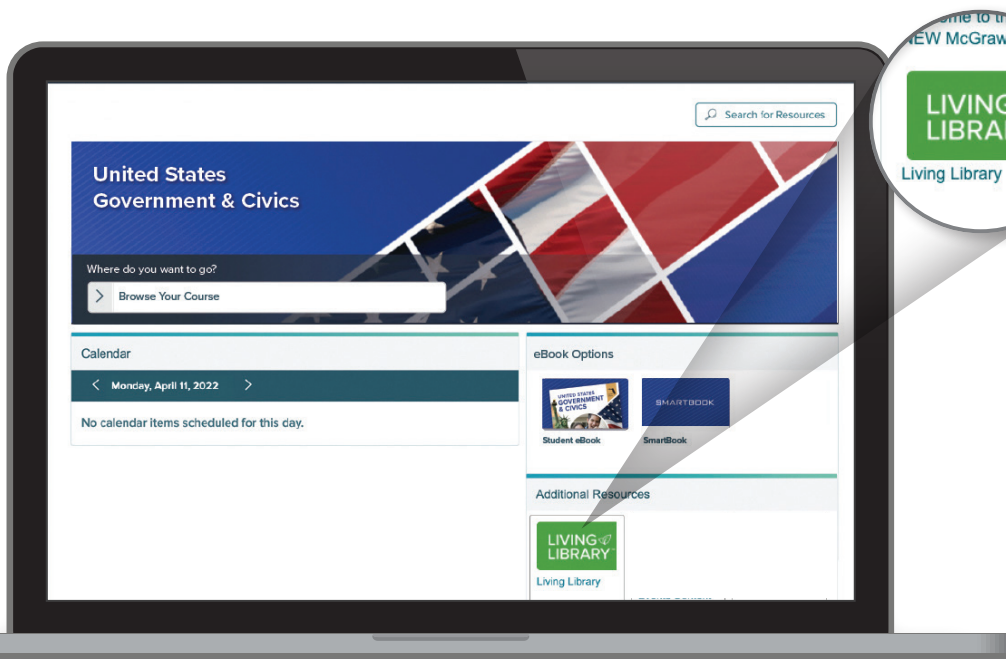
Personalize Learning for Every Student

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.



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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, who may be officers of the United States, (1) to enter and attend at any place for

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.

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 H. 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%.”

—Luttwak, “Half of Young People Voted in 2020, Major Increase From 2016,” *April 26, 2021*

SECONDARY SOURCE

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

682 It's All Online

ENGLISH LANGUAGE LEARNERS SCALE

ELL Reading/Viewing Closely

Entering and Emerging	Developing	Expanding
<p>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></p>	<p>Support partners as they make the main ideas of grid B and E. Encourage them to make inferences or draw conclusions about the variety of verbs and their discussion, such that, suggests, and so on.</p>	<p>Support partners as they make the main ideas of grid B and E. Encourage them to make inferences or draw conclusions about the variety of verbs and their discussion, such that, suggests, and so on.</p>

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

- Protect
- 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

- SS** Social Studies Skills help students apply social science analysis skills.
- R** Reading Skills help students practice reading skills and master vocabulary.
- W** Writing Skills help students 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
- B** 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**
- 5. 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;**

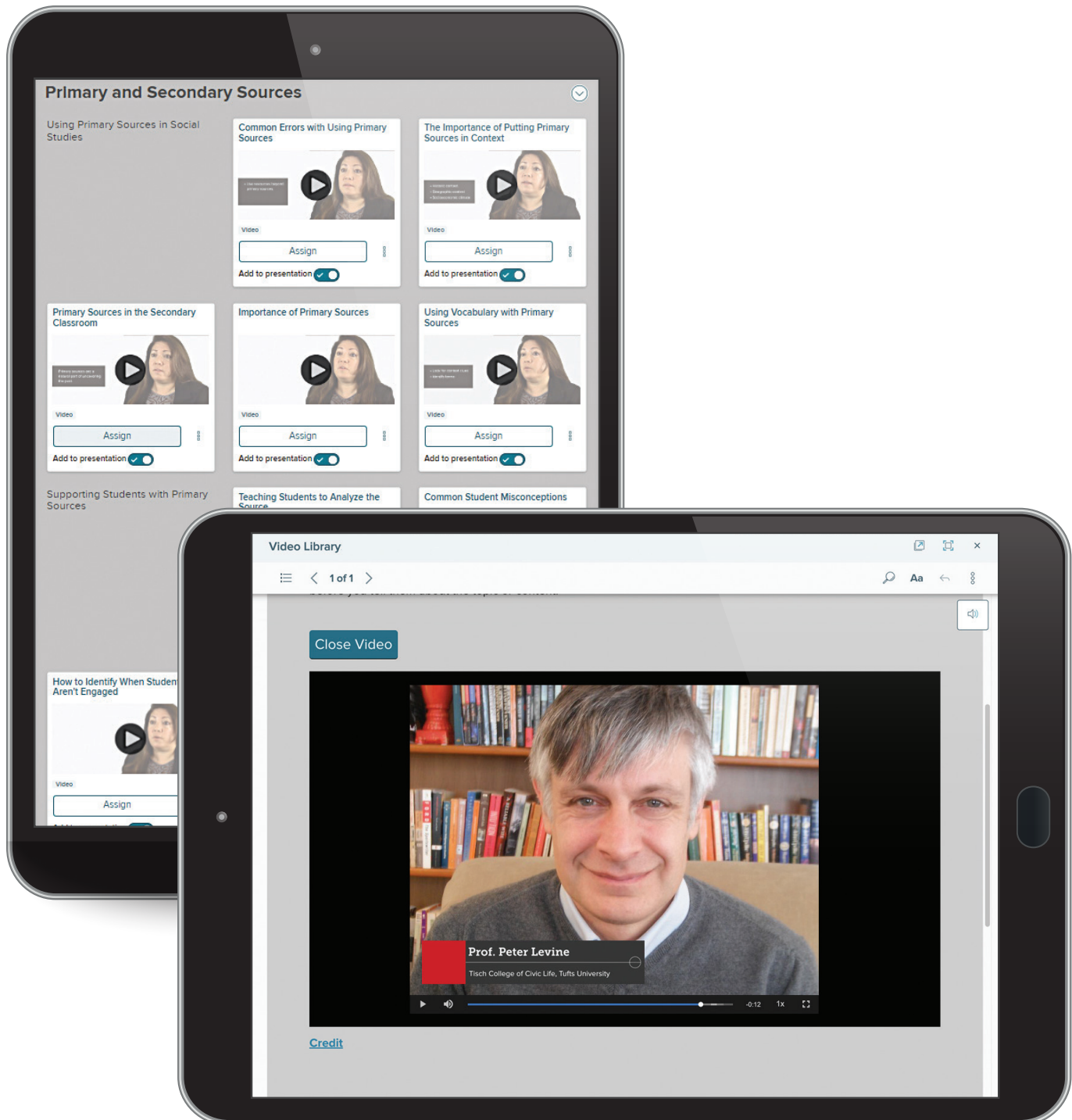
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- 2. TIME, CONTINUITY, AND CHANGE**
- 5. The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;**
- 7. The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;**
- 3. PEOPLE, PLACES, AND ENVIRONMENTS**
- 8. 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**
- 2. 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**
- 3. The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;**
- 7. How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups;**
- 6. POWER, AUTHORITY, AND GOVERNANCE**
- 2. 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**
- 1. 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;**
- 3. 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);**
- 6. That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices;**

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 primary 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

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!

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?

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>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. [E]</p>	<p>RESEARCHING THE HISTORY OF</p> <p>Assign students the history of the pocket veto about the history of the pocket veto research the use of the pocket veto president. Have students compare pocket veto by the current president President Franklin D. Roosevelt. [E]</p>

LESSON 2: HEAD OF STATE AND CHIEF EXECUTIVE

APPROACHING LEVEL LEARNER ACTIVITY	BEYOND LEVEL 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. [E]</p>	<p>ANALYZING JUDICIAL APPOINTMENTS</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. [E]</p>

LESSON 3: COMMANDER IN CHIEF AND CHIEF DIPLOMAT

TEACH & ASSESS

Engage

Bellinger: 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.)* [E] [E]

Assess

Journal Studies Skills

Write a paragraph describing the exercise at the end of the lesson. For the items they should not be able to take, draw a circle around the word "power." If the student actually has the power to take each action.

EXPLORE THE 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.

ESTADOS UNIDOS: GOBIERNO Y CIVISMO

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. Idea principal: 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:** Otros miembros del personal están a cargo de las relaciones con los _____ las finanzas, la recaudación de fondos, la publicidad, las _____ de opinión 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

NAME _____ DATE _____ CLASS _____

Hands-On Chapter Project

Voting and Elections

▲ Analyzing an Election Campaign

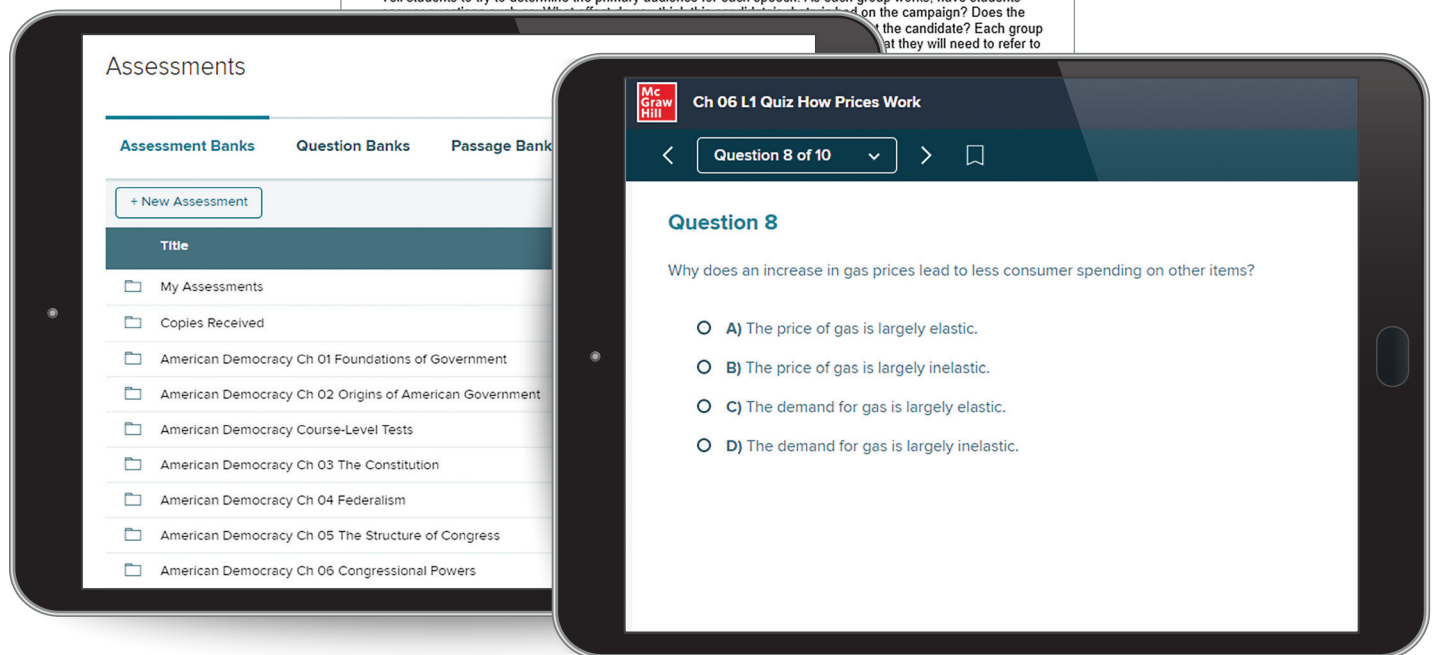
Working in groups, students will select and research a presidential campaign they have heard of or read about. They will create a slide show in which they analyze the candidate's speaking style, positions on major issues, and any propaganda the candidate may have used in the campaign process. During the course of this project, students will be able to answer the Essential Question: *What factors influence voters and election campaigns?*

Step 1: Orientation

Directions Tell students that in this hands-on chapter project, they will work in groups to analyze various components of a presidential election campaign. They will use what they learn to prepare a slide show based on their analysis. Have the class brainstorm what resources they might use to accomplish this task. Remind students that they might want to use information from the campaign itself, from the candidate's opponents, and from other resources such as online newspapers and blogs devoted to political discussions. Create a list of resources as students suggest them.

Examining a Candidate's Rhetoric Organize students into groups of four or five and have each group select one candidate—recent or historical—to research. Direct students to find three examples of their candidate's rhetoric from sections of campaign speeches and analyze the speaking style and content. If video is available, they should analyze it for nonverbal communication style, interaction with the audience, and other relevant details.

Tell students to try to determine the primary audience for each speech. As each group works, have students



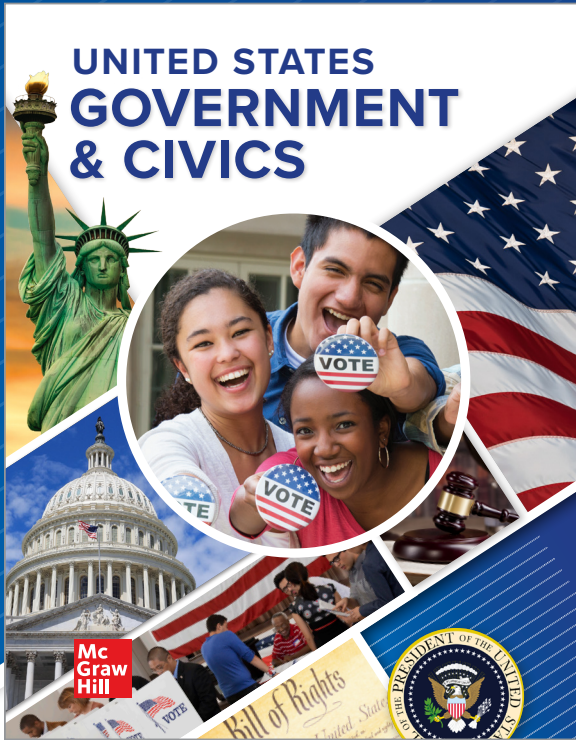
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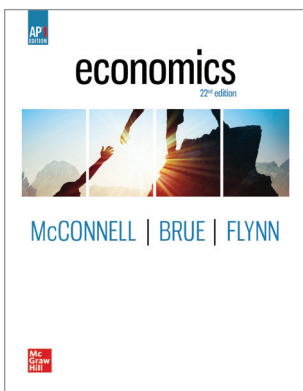
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