

## Chapter 6

### Section 2: Voter Qualifications

**Guiding Question:** What are the requirements for voting, and how have they changed over time?

#### GET STARTED

##### Lesson Goals:

- Students will list the universal voting requirements.
- Students will explore the registration process and consider the controversies that have arisen regarding it.
- Students will understand how voting qualifications have changed over time.

**Bellringer** Display Transparency 6B, Voter Identification, a political cartoon about voter identification laws. Write on the board: **Examine the cartoon and answer the questions in your notebook.**

**Vocabulary** Tell students to look at the vocabulary words in the section. Have them break each word into syllables and use a dictionary to note the part of speech of each. Then read random definitions and have students supply the correct term.

#### TEACH

Tell students that in this section they will learn about the ways in which the federal and state governments establish qualifications for voting. Tell students that literacy and tax requirements are no longer in use, but requirements of age, citizenship, and residence still are. Go over the Bellringer activity and discuss students' answers. Ask them to think about the requirement of showing a photo I.D. before voting as they read the section. Have students also consider the information in the figure titled, "Registering to Vote." After they have finished reading, discuss which requirements they believe are fair, which, if any, are unfair, and why. Conclude by asking the following question: **Does the registration requirement result in lower voter turnout?**

##### Ask:

- What can you infer about literacy as a requirement for voting from the second sentence under the heading "What was the qualification of literacy?" (*Literacy is no longer a requirement for voting.*)

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 6 Outline** (All-in-One, pp. 58–60)

##### Learning Styles: Interpersonal/Group Learning

Organize students into groups of four. Have groups research the residency requirements in their state, including the specifics of local registration and polling. Students should use online resources, telephone interviews, or the local newspaper to identify the registration period for the next election, as well as the locations and hours of polling places. Finally, have groups make posters that tell citizens what they need to do to register to vote in their state.

##### Other Strategies

ELL/ESL Strategy

Learning Styles: Logical/Mathematical

Learning Styles: Visual/Spatial

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 73–74)

**Extend Activity** (All-in-One, p. 83)

**Section Quiz B** (All-in-One, p. 85)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**