

## Chapter 6

### Section 4: Voter Behavior

**Guiding Question:** What factors influence voter behavior?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will understand the various reasons behind nonvoting.
- ❑ Students will explore the psychological and sociological factors that influence voting behavior.

**Bellringer** Display Transparency 6D, Voters and Nonvoters, a political cartoon about nonvoters. Write on the board: **Study the cartoon and write your answers to the questions in your notebook.**

**Vocabulary** Have students look up the vocabulary words *political efficacy* and *political socialization* in the Glossary and write a sentence for each term. Repeat for *straight-ticket voting* and *split-ticket voting*

#### TEACH

Tell students that, as citizens of a democracy, we believe in voting. Despite our nation’s long struggle for universal suffrage, many voters do not exercise this right. In this section students will learn about the factors that influence voter turnout. Review the Bellringer questions with students and then have them read the first two subsections to themselves.

After students have finished reading, explain that the behavior of those people who do vote is influenced by many factors. Campaign strategists are very interested in these predictors of voter behavior, because this information helps them to shape their candidate’s message to appeal to the segments of the population they need to reach in order to win the election. Direct students’ attention to the figure titled, “Voting by Groups in Presidential Elections.” Then have them read the remainder of the section.

##### Ask:

- What is political efficacy? (*a feeling of influence or effectiveness in politics*)

##### Learning Styles: Logical/Mathematical

Ask students to create a circle graph showing one of the segments from “Voting by Groups in Presidential Elections”: race, age, education, or party identification. Have students avoid the segments of gender and income since they each have only two kinds of voters. Ask students to use a different color for each category in their graph. If numbers do not add to 100 percent, advise students to include an “other” category in their graphs. When they are finished, have volunteers share their graphs with the class.

##### Other Strategies

Learning Styles: Body/Kinesthetic (2)

Learning Styles: Auditory/Verbal

ELL/ESL Strategy

Learning Styles: Interpersonal/Group Learning

#### 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)

**Chapter Test B** (All-in-One, pp. 103–106)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 95–96)

**Section Quiz B** (All-in-One, p. 99)

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

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