

Chapter 7

Section 2: Elections

Guiding Question: How are elections conducted in the United States?

GET STARTED

Lesson Goals:

- Students will understand the role of Congress in administering elections.
- Students will explain the time, place, and manner of elections.
- Students will list the various ways people can cast their votes.

Bellringer Display Transparency 7B, How America Votes. Ask students to examine the transparency and answer the questions in their notebooks.

Vocabulary Have students find the meaning of each term. Then have them draw pictures or write descriptions of the mental images the terms invoke.

TEACH

Discuss the answers to the Bellringer activity. (1. Overall, most voters cast their ballots at the polls. 2. Possible response: The transparency suggests that election laws and voting methods vary from state to state.) Set out a stack of 9" x 12" colored paper and black marking pens. Tell students that as they read this section, they will learn many interesting facts about how America votes. Have volunteers read each subsection aloud. As a subsection is finished, invite students to point out interesting facts, write them on colored paper, and post for all to see. Point out that the election process has changed and will continue to change, responding to changes in the nation and the world. Distribute the Section 2 Core Worksheet (Unit 2 All-in-One, pp. 136–137) and have students work in pairs to complete. Discuss their concerns and suggestions as a class.

Ask:

- Why was the Help America Vote Act needed? (*Many problems arose in the presidential election of 2000.*)
- What times of year should we expect to vote? (*November or in the spring*)

Learning Styles: Visual/Spatial Learning

Help students visualize the coattail effect by explaining that, during the 1800s, many men wore jackets with long, split backs—called coattails—much like the men’s formal wear they may have seen at a prom or wedding. Ask students to draw a political cartoon or find one on the Internet that demonstrates the coattail effect. Remind students to review the explanation of the term before proceeding. When students have completed their work, hold “museum time,” during which students leave their work on their desks, and class members walk up and down the rows, enjoying the display.

Other Strategies

Learning Styles: Logical/Mathematical
Learning Styles: Body/Kinesthetic (2)
Learning Styles: Auditory/Verbal
ELL/ESL Strategy

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 7 Outline (All-in-One, pp. 117–119)

Other Resources

Reading Comprehension Worksheet
(All-in-One, pp. 133–134)

Section Quiz B (All-in-One, p. 141)

Audio support is available for this section.

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