

CHAPTER

6

PREREADING AND VOCABULARY

Voters and Voter Behavior

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A. Dictionary Skills

Directions: Use a dictionary to look up each word in the Word Bank. If there is more than one definition, find the definition that relates to government. Then write the word from the Word Bank that best completes each sentence.

1. The _____ went to the polls in record numbers to vote for the next President.
2. Officials were accused of _____ when they redrew voting district lines.
3. During elections, anyone who could not pay the poll tax was denied the _____.
4. Voter _____ drives have increased the number of people on the poll books.

Word Bank

disenfranchised
electorate
franchise
gender gap
gerrymandering
independent
injunction
party identification
purge
registration

B. Comprehension

Directions: Read the following sentences. Put a check mark next to sentences in which the bold term is used correctly. If the term is used incorrectly, write the correct term from the Word Bank in the space.

- _____ 5. In the United States, all citizens age 18 and over have the **franchise**.
- _____ 6. A **purge** removed people who had not recently voted from the poll books.
- _____ 7. The **injunction** explains the voting differences between men and women.
- _____ 8. An **electorate** is a person who does not register as a member of a political party.
- _____ 9. African American citizens were often **gerrymandered** in the past by literacy requirements and unfair registration practices.

CHAPTER
6**CHAPTER OUTLINE****Voters and Voter Behavior****2**

Directions: Fill in the outline below. Filling in the blanks will help you as you read and study Chapter 6.

I. Section 1: The Right to Vote**A. History of Voting Rights**

1. The right to vote is called _____ or the _____.
2. The _____ Amendment gave all male citizens of legal age the right to vote. The _____ Amendment gave women the right to vote.
3. In the 1960s, _____ acts were passed to protect voting rights.
4. The _____ Amendment ended the poll tax as a requirement to vote. The _____ Amendment set the minimum voting age at 18.

B. Who Sets Voter Qualifications?

1. The Constitution does not allow the _____ to set voter qualifications.
2. The Constitution places five _____ on the states in setting voter qualifications.

II. Section 2: Voter Qualifications**A. Universal Voting Requirements**

1. United States _____ have the right to vote. Aliens do not have that right.
2. A voter must be a legal _____ of his or her state and must be at least _____ years of age.

B. Registration

1. Qualified voters must _____ to vote in the voting districts where they live.
2. _____ are lists of registered voters.

CHAPTER OUTLINE (continued)

Voters and Voter Behavior

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3. Congress passed the _____ Law in 1993 to make it easier to register to vote.

C. Disqualifying Voters

1. In the past, many states had _____ tests as a requirement for voting.
2. The _____ tax was used in southern states to deny African Americans the right to vote.
3. A _____ from the military may cause a person to lose his or her right to vote.

III. Section 3: Suffrage and Civil Rights

A. The 15th Amendment

1. The 15th Amendment was meant to ensure that all _____ men of legal age could vote.
2. _____ prevented African American men from taking part in primaries.

B. Enforcing the 15th Amendment

1. In *Smith v. Allright*, the Supreme Court ruled that _____ must follow 15th Amendment rules.
2. In *Gomillion v. Lightfoot*, the Supreme Court struck down _____, or the unfair drawing of voting district lines to discriminate against a particular group.

C. Civil Rights Laws

1. The Civil Rights Act of 1957 set up the United States _____.
2. The Civil Rights Act of 1964 outlawed _____ in voting practices and in the workplace.

D. The Voting Rights Act of 1965

The Voting Rights Act of 1965 finally made the _____ Amendment an effective part of the Constitution.

CHAPTER OUTLINE (continued)

Voters and Voter Behavior

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IV. Section 4: Voter Behavior

A. Low Turnout

1. Fewer people vote in _____ - _____ elections than in presidential elections.
2. _____ explains why candidates listed toward the end of a ballot get fewer votes.

B. Why People Do Not Vote

1. Some people believe they have no _____, or the ability to make a political difference.
2. Those who do vote usually have higher _____, better _____, and better _____.

C. Voter Behavior

_____ is the way people get their political attitudes and opinions.

D. Sociological Factors

1. The differences in the way men and women vote is called the _____.
2. Members of most minority groups tend to vote for _____. People in rural and suburban areas tend to vote for _____.

E. Psychological Factors

1. _____ is the loyalty of people to a particular party.
2. _____ - _____ voting is when a person votes for all the party's candidates in every election.
3. People who call themselves _____ do not belong to any party.

CHAPTER

6

SECTION 1

READING COMPREHENSION

The Right to Vote

3

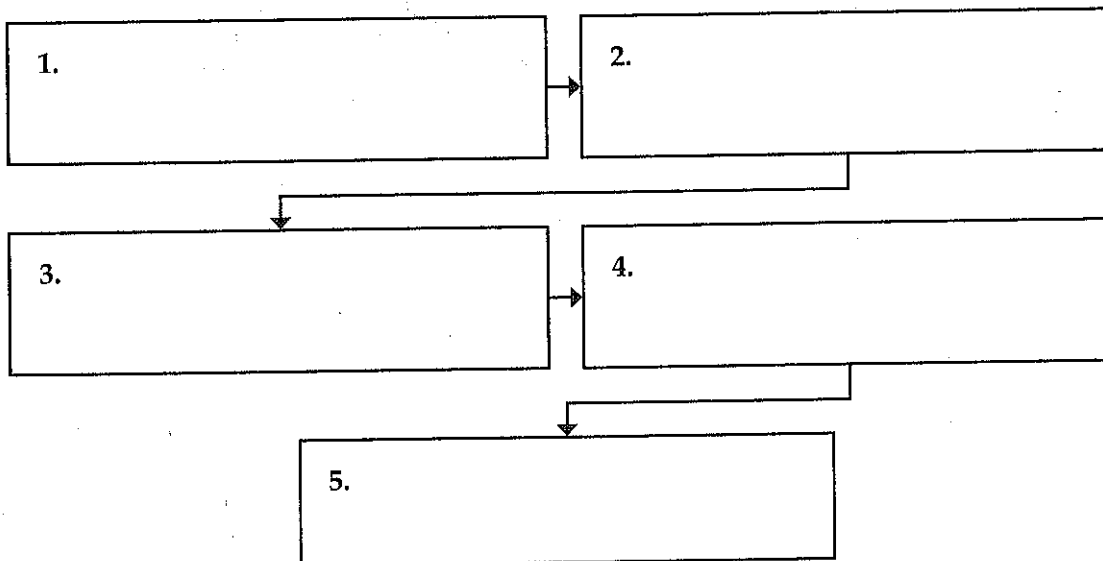
1. To whom did the Framers give power to set voter qualifications?

2. What are two terms that both mean "the right to vote"?

3. When the Constitution went into effect in 1789, who had the right to vote?

4. What is the *electorate*?

5. Describe the two trends in the expansion of the American electorate.
a. _____
b. _____
6. Summarize the five stages in the extension of voting rights in the chart below.



7. List the five restrictions that the Constitution places on the ability of the States to set qualifications for voting.
a. _____
b. _____
c. _____
d. _____
e. _____

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SECTION 1

READING COMPREHENSION

The Right to Vote

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Directions: Write your answer to each question. Use complete sentences.

1. The following two terms both have the same meaning. What is that meaning?

Suffrage

Franchise

Definition:

2. What does it mean to be disenfranchised?

3. Summarize the five stages of the extension of voting rights in the United States by completing the chart below.

Time Period	Extension of Voting Rights
Early 1800s	
1870	
1920	
1960s	
1971	

CHAPTER

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SECTION 1

CORE WORKSHEET

The Right to Vote

3

Each event below was important in the history of voting rights. Using the data provided here, information in your text, and other research, make a poster that illustrates one of these events. You may draw images or use copies of images found in other sources. Your poster should answer the following questions:

- When did this event happen?
- What events led up to it?
- Who was involved?
- Why is this event significant in the history of voting rights?
- How did the people involved participate in public affairs?

Milestones in the History of Voting Rights

Year	Event
Early 1800s	Voting rights expand as religious, property, and tax requirements begin to disappear; by the 1850s, most white men over 21 can vote.
1848	Seneca Falls Convention issues Declaration of Sentiments in which women demand the right to vote.
1870	15th Amendment is ratified, seeking to ensure voting rights for former slaves, who were freed following the Civil War.
1872	Susan B. Anthony and her sisters convince officials in Rochester, New York, to allow them to vote in the presidential election. Two weeks after casting their votes, Anthony and her sisters are arrested for voting illegally.
1913	17th Amendment is ratified, requiring popular election of senators and ending the practice by which State legislators chose senators.
1920	19th Amendment is added, guaranteeing suffrage for women.
1924	Indian Citizenship Act passes, granting Native Americans full rights of citizenship, including the right to vote. This act was part of the federal policy to assimilate Native Americans into white society and was influenced by their military service during World War I.
1961	23rd Amendment is added, giving residents of Washington, D.C., the right to vote in presidential elections and at least three votes in the electoral college.
1964	24th Amendment is ratified, banning poll taxes, which had been a widely used barrier to African American voting rights.

CORE WORKSHEET (continued)**The Right to Vote****3**

Year	Event
1965	President Johnson signs the Voting Rights Act of 1965, which bans literacy tests as a qualification for voting and allows federal examiners to oversee voter registration and elections in areas where discrimination against African American voters was common.
1971	26th amendment is passed, ensuring no person 18 years of age or older can be denied the vote on the basis of age.
1993	National Voter Registration Act, signed by President Clinton, makes registration easier by allowing voters to register when they apply for or renew their driver's license, when they apply for public assistance, or by mail.
2002	President George W. Bush signs the Help America Vote Act; it requires States to buy new voting machines that enable voters to verify their selections; allows people to cast provisional ballots if their registration is in question; requires voters to provide identification; and establishes a system for voters to voice complaints.

CHAPTER

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SECTION 1

CORE WORKSHEET

The Right to Vote

2

The chart below lists seven key events in the history of voting rights. Use the information in the chart, your text, and other sources to make a poster that shows one of these events. You may use images to make your poster more interesting. Your poster should answer these questions:

- When did this event happen?
- What events led up to it?
- Who was involved?
- Why is this event important in the history of voting rights?
- How did the people involved take part in public affairs?

Milestones in the History of Voting Rights

Year	Event
1848	<p>Seneca Falls Convention Elizabeth Cady Stanton and Lucretia Mott were activists. They called together the first meeting to deal with women's rights and issues. This meeting took place in Seneca Falls, New York. At this meeting, they drew up the Declaration of Sentiments. This document used the Declaration of Independence as a model. It insisted that women have "all rights ... which belong to them as citizens of the United States."</p> <p>68 women and 32 men signed the document.</p>
1870	<p>15th Amendment The 13th Amendment made enslaved people free. The 14th Amendment made freed people citizens. Congress then passed the 15th Amendment in February 1869. This amendment gave all male citizens who were 21 or older the right to vote. Some states did not want to ratify, or approve, the amendment. So Congress took quick action. To enter the Union again, Southern states had to ratify both the 14th and 15th amendments. The Southern states had little choice. Finally, in 1870, the 15th Amendment became part of the Constitution.</p>

CORE WORKSHEET (continued)**The Right to Vote****2**

Year	Event
1920	19th Amendment On June 4, 1919, the Senate passed the 19th Amendment. This amendment gave women the right to vote. People who wanted women to have the right to vote worked long and hard for this amendment. But their job was not over. They had to work even harder to get the states to ratify the amendment. They needed approval from three fourths of the states. Finally, on August 19, 1920, the 19th Amendment was added to the Constitution.
1924	Indian Citizenship Act This act gave all Native Americans full rights as citizens. These rights included the right to vote. The Indian Citizenship Act was part of a federal policy to include Native Americans in American society. Many Native Americans had served in World War I. Their service was one reason that the act passed.
1965	Voting Rights Act Some states made it hard for African Americans to vote. People who fought unfair voting practices were often attacked. Some were even killed. President Lyndon Johnson took action. He issued a call for a strong voting rights law. Under the Voting Rights Act, states could no longer use a reading test to decide who could vote. Also, certain states had to get approval from the Federal Government before they could make any changes to laws that would affect voting.
1993	National Voter Registration Act This act is also called the "Motor Voter Act." It made registering to vote much easier. People can register to vote when they get or renew their driver's license. People can also register to vote two other ways. They can register by mail or when they apply for public aid.
2002	Help America Vote Act There were many problems in the voting process during the 2000 presidential election. President George W. Bush signed the Help America Vote Act to deal with these problems. Under this act, states must have a statewide registration system and must update their voting machines. They must also train poll workers and improve voter education. Voters must now identify themselves before they can register.

CHAPTER

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SECTION 1

SKILLS WORKSHEET

The Right to Vote

3

Draw Inferences and Conclusions

Read the article below about the passage of the 26th Amendment. Then answer the questions that follow on a separate sheet of paper.

The seeds of the 26th Amendment to the United States Constitution, which lowered the voting age to 18, were sown during World War II. Thousands of young American men were losing their lives, many of them under the age of 21. Thus, it became fashionable to say, "well, if they're old enough to fight for their country, they're old enough to vote for their country."

One man, U.S. Sen[ator] Jennings Randolph, fought on Capitol Hill to secure voting rights for 18-, 19-, and 20-year-olds. He proposed legislation to amend the Constitution. But 1940s America was not ready to give young people the key to the ballot box.

By the 1960s, the mood of the country had changed. The war in Vietnam was raging, being fought by U.S. soldiers whose average age was 19. The slogan "old enough to fight, old enough to vote" became popular once again.

Senator Randolph proposed his legislation once more, and this time, the bill passed—unanimously in the Senate, and with only 19 opposing votes in the House. It took exactly 100 days to get the states to ratify it. On July 4, 1971, President Richard Nixon signed the 26th Amendment into law. . . .

But three decades after the fight to gain that voting voice was won, many young people take the privilege for granted and frequently ignore it. In 1996, only about one-third of 18- to 20-year-olds voted in the presidential election. That rate is low compared with other age groups . . .

—Sara Steindorf, "Old Enough to Fight, Old Enough to Vote,"
The Christian Science Monitor, February 1, 2000

Apply the Skill

- 1. Summarize Information** Write one paragraph that summarizes the main points or key ideas of the article.
- 2. Study the Facts** List three facts provided in the article.
- 3. Apply Other Facts or Prior Knowledge** Use what you know about the events of the 1960s to make an inference about why Americans were more willing to lower the voting age at that time than they were in the 1940s.
- 4. Decide if the Information Suggests an Unstated Fact or Conclusion** Based on the article, what conclusions can you draw about the impact of the 26th Amendment on American political life?

CHAPTER

6

SECTION 1

SKILL ACTIVITY

Drawing Conclusions

2

Read the article below about the passage of the 26th Amendment. Then answer the questions that follow on a separate sheet of paper.

"[D]uring World War II . . . [t]housands of young American men were losing their lives, many of them under the age of 21. Thus, it became fashionable to say, 'Well, if they're old enough to fight for their country, they're old enough to vote for their country.'

"One man, [U.S. Senator] Jennings Randolph, fought on Capitol Hill to secure [win] voting rights for 18-, 19-, and 20-year-olds. He proposed legislation to amend the Constitution. But 1940s America was not ready to give young people the key to the ballot box.

"By the 1960s, the mood of the country had changed. The war in Vietnam was raging, being fought by U.S. soldiers whose average age was 19. The slogan 'old enough to fight, old enough to vote' became popular once again.

"Senator Randolph proposed his legislation once more, and this time, the bill passed. . . . It took . . . 100 days to get the states to ratify it. On July 4, 1971, President Richard Nixon signed the 26th Amendment into law. . . .

"But three decades after . . . [the vote] was won, many young people take the privilege for granted and frequently ignore it. In 1996, only about one-third of 18- to 20-year-olds voted in the presidential election. That rate is low compared with other age groups. . . ."

—Sara Steindorf, "Old Enough to Fight, Old Enough to Vote,"
The Christian Science Monitor, February 1, 2000

Apply the Skill

- 1. Summarize Information** Write two sentences to summarize the main point of the article.
- 2. Apply Prior Knowledge** Why do you think Americans were more willing to lower the voting age in the 1960s than in the 1940s?
- 3. Draw Conclusions** Based on the article, to what extent has the 26th Amendment changed American politics?