Overview

While voting plays a critical role in a healthy republic, many Americans do not take advantage of this civic right. A variety of structural and cultural variables may contribute to this paradox. Data analysis is a method employed by political scientists to understand why this discrepancy exists. In this lesson, students will examine data related to registration and voting. It is important for students to understand why the inconsistencies in voting exist and if there are ways to correct these issues through civic engagement.

- **Part 1: Describe the data presented.** Students examine a graphic, identify the elements of that graphic, and describe the topic.
- **Part 2: Describe patterns and trends in data, AND explain those patterns and trends to draw conclusions.** Students examine a graph to identify patterns that exist on the chart and draw conclusions about what those patterns indicate.
- **Part 3: Explain what the data imply or illustrate about political principles, institutions, processes, policies, and behaviors AND explain possible limitations of the data provided as well as the possible limitations of the visual representation of the data provided.** Students explain the patterns that exist in the graphs and charts and connect those patterns to political concepts, principles, and behaviors they have learned. Students examine their conclusions from the data they have examined and determine what information would help make their conclusions more accurate.
- **Part 4: Develop plans to increase voter turnout.** Students examine graphics regarding registration, voting, and political efficacy in the U.S. Students develop a plan for increasing voter turnout in their community.

Connections to the AP® U.S. Government and Politics Course Framework

- **Unit 5:** Political Participation Lesson 2: Voter Turnout
- **Enduring Understanding MPA-3:** Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

**SUGGESTED TIMING**

This lesson can be completed in one 90-minute class or two 45-minute classes. If Personal Progress Check (PPC) data related to Practice 3: Data Analysis from units 2, 4, and 5 indicate that students need additional practice on this skill, the lesson can be extended to provide extra practice on that skill.
Civic Knowledge & Action in AP U.S. Government & Politics

- **Enduring Understanding LOR-1:** A balance between governmental power and individual rights has been a hallmark of American political development.
- **Enduring Understanding PMI-4:** Widely held political ideologies shape policy debates and choices in American politics.

**Before You Start**

This lesson includes instruction on Disciplinary Practice 3: Data Analysis. The timing allocations in this lesson assume that students have worked on developing the skills for Part 1, Part 2, and Part 3 in Units 2 and 4.

This lesson also asks students to work with multiple graphics that are related to voter turnout. If students are struggling with Disciplinary Practice 3, you may want to focus the lesson on the first graphic introduced in each part and forgo the subsequent steps that deal with other graphics.

**ACTIVITY**

**Part 1  Describe the data presented.**

**20 MINUTES**

- Distribute **Student Handout 1: Describe the Data** and **Graphic A**.
- Ask students to examine **Graphic A**, and complete **Student Handout 1**.
- Debrief the handout with the class using the **Teacher Key**.
- Distribute a second copy of **Student Handout 1: Describe the Data**, this time with **Graphic B**.
- Ask the students to examine **Graphic B**, and complete **Student Handout 1**.
- Using a Peer Revision strategy, have students work with a partner to compare and discuss the answers on their handout. Ask students to revise for accuracy and clarity.
- Use the Teacher Key for **Graphic B** to help with any questions.

**Before Moving On**

In Part 1, students should be able to recognize and describe the individual elements of a graphic. The students should also be able to summarize how the individual elements work together to provide more meaningful information about the data.

**Computer Science/ Math Extensions**

The data sets from which these graphs and charts are drawn offer a rich source of information for teachers who may want to collaborate with a computer science or math colleague. Both the Pew Research Center and the U.S. Census Bureau offer free access and downloads of their data. Data sets can be downloaded as raw data in SPSS format, or a multitude of data can be accessed through tables already created for public consumption.
Part 2 Describe patterns and trends in data, AND explain those patterns and trends to draw conclusions.

20 MINUTES

- Have the students again examine Graphic A. Distribute Student Handout 2: Describe the Pattern.
- This time instruct the students they will be looking for a pattern in the data.
- Use a Guided Discussion strategy to lead the students in examining the graphic for a pattern. This will help students understand and gain confidence in this practice. Use the Teacher Key for Student Handout 2 for Graphic A to help with any questions. Have the students complete their handout as you guide them through this process.
  - Begin by having the students copy their summary from Student Handout 1 to the top of this handout.
  - Display Graphic A in front of the class. Ask the students to connect the dots for the votes cast by percentage of voting-age population on their Graphic A handout. Demonstrate for them that the pattern moves upward from the left to the right. This pattern shows that the countries at the top of the chart have a greater percentage of votes cast. Next draw a line to connect the dots of registered voters. Demonstrate that this line is very irregular but still moves upward from left to right. Now ask the students to draw an approximation of the pattern on the handout.
  - Next ask the students to describe the pattern. Take responses from the class. The responses should include comments about the lines moving upward from left to right. They may include that the line for the registered voters is more irregular. Ask the students to write a description on their handout.
  - Finally, lead the students in a discussion of why these patterns exist. The data in the graphic do not offer causal information. That is, the student cannot know exactly why these patterns exist; they are offering educated guesses as to why the patterns exist. Some possible conclusions may be:
    - The countries at the top may be wealthier or more educated.
    - Voting might be compulsory in the countries at the top.
    - The countries at the top may offer incentives to vote.
    - Countries at the bottom may have barriers to voting, such as
      - Work and family obligations.
      - Registration.
      - Inability to get to the polls.
- Distribute a second copy of the Student Handout 2: Describe the Pattern.
- Ask the students to examine Graphic B and complete the handout as modeled above.

Guided Discussion

A Guided Discussion allows you to model how to describe a pattern within a graphic for the students.
Instruct the students to use a Think-Pair-Share strategy to check the accuracy of their conclusions. In this Think-Pair-Share strategy, have students think through the accuracy of the student handout on their own, and then pair with a partner to compare and discuss the ideas they have found. Finally, ask students to determine the conclusion they think is most accurate, and share this conclusion with the class.

**Before Moving On**

In Part 2, students should be able to recognize and describe a pattern within a graphic. The students should also be able to formulate a plausible conclusion about the pattern.

**Part 3** Explain what the data imply or illustrate about political principles, institutions, processes, policies, and behaviors, AND explain possible limitations of the data provided as well as the possible limitations of the visual representation of the data provided.

**20 MINUTES**

- Lead the class in a Guided Discussion about Graphic A. Part of data analysis is considering the implications from the graphic. Once students understand implications, they are better able to understand limitations in the data. Use the Teacher Key for Student Handout 3 for Graphic A to help you guide the students through this discussion. Have the students complete their handout as you guide them through this process.
  - Distribute Student Handout 3: Implications and Limitations.
  - Have the students do a 5-minute Quickwrite in the space labeled implications. In this 5-minute Quickwrite, ask students to think about what they believe the data in these graphics imply about voting and registering to vote in the United States. They may want to reference their conclusions from Student Handout 2 as a starting point.
  - After 5 minutes, have students share some of their ideas.
- **Question to pose:**
  - The percentage difference between those who are eligible to vote and those who are registered to vote in the United States is a larger gap than in most other countries. What does that potentially imply? Responses may include:
    - Some do not think voting is important.
    - Some do not think their vote will make a difference.
    - Some believe that the way we organize the process of voting is too difficult, which can create barriers.
    - Work and family obligations can create barriers.
    - Registration can be a barrier.
    - Inability to get to the polls can be a barrier.
Now have the students do a 5-minute Quickwrite in the space labeled Limitations. In this 5-minute Quickwrite, ask students to think about what else they would like to know about the data and what information would help make their implications clearer and more accurate.

After 5 minutes, have students share some of their ideas.

- **Questions to pose:**
  - What limitations do they see in these data?
    - The data do not show cause.
  - What are the limitations in the way the data were presented?
    - The dots are hard to follow.
    - There are too many countries in the list.

- Bring the Guided Discussion to a close with a focus on why this paradox of voter registration exists in the U.S.

### Before Moving On

In Part 3, students should understand that while the data they examine may be accurate, the data may also not be complete enough to answer a question or develop a policy. Students should be able to formulate ideas as to what a graphic illustrates or implies. In the absence of a clear answer, brainstorming implications leads to an understanding of the limitations of the data. Understanding the limitations of data provides a path for future research.

### Part 4  Develop plans to increase voter turnout.

**25 MINUTES**

- Students will now examine reasons for the paradox of unregistered voters in the U.S. and develop a plan for how to increase voter registration.

- Have students work in groups and use a Jigsaw strategy to examine three graphics from the Pew Research Center. Allow about 5 minutes for each stage of the Jigsaw.
  - Place students into groups of 3. In each group, distribute 3 copies of **Student Handout 4: Quick Graphic Analysis**; and one copy of **Graphic C**, **Graphic D**, and **Graphic E** to each group member. Ensure that each group member has a different graphic. In this stage, the students will complete the handout based on the graphic they received.
  
  After this round of the jigsaw is complete, ask all of those examining **Graphic C** to get into one group, those examining **Graphic D** to get into one group, and those examining **Graphic E** to get into another group. Have students in these expert groups share and compare the information from their handout. Allow some time for corrections or additions.
  
  After the expert groups have finished, ask the students to return to their original groups. Now ask each expert to share the information about their graphic with the other members of their group.
■ Bring the focus back to the entire class. Ask students to enter a short brainstorming session about what they see as the biggest barriers to voter registration and suggestions they would offer to increase voter registration. Record the responses on the board or on paper.

■ Conclude the lesson with a discussion about voter registration. Ask each student to write down their thoughts for how best to increase voter registration and collect responses from the class. Introduce the students to the Civic Knowledge and Action Projects.

Before Moving On
In Part 4, students should have used the graphics to identify reasons for the disparity in voter registration in the U.S. and understand that citizens play an important role in addressing issues in our communities.

Debrief and Check for Understanding

5 MINUTES

■ Conduct a debrief in which students discuss the following:
  - What is difficult and what is beneficial in examining data presented in graphs and charts?
  - Why does the paradox of voter registration exist in the U.S.?
  - How do you, as future voters, think the issue could be addressed?

Before Moving On
In this lesson, students should have improved their skill at examining information they encounter in the form of graphs or charts. Students should be able to clearly identify challenges with voter registration in the U.S. and offer productive suggestions for addressing this issue.

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### Student Handout 1: Describe the Data

#### Title
What is the title of this graph/chart? What is topic of this graphic?
Write a sentence or two that describes the thesis or theme of the entire graph/chart.

#### Key
What information is being presented in the key for the graphic?

#### Y-Axis
What information is being presented on the y-axis?
Write a sentence or two that describes the data on this axis.

#### X-Axis
What information is being presented on the x-axis?
Write a sentence or two that describes the data on this axis.

#### Summary
Write a paragraph of 3–5 sentences that describes what this graphic is about. Be sure to include details about the title, the key, the y-axis, and the x-axis.
## Student Handout 2: Describe the Pattern

### Summary
Copy the summary you created in *Student Handout 1*: Describe the data here. What is the topic of the graph?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Draw the Pattern
Without using labels, simply draw the pattern that you see from the data. The focus for this exercise is the pattern that is represented by the data.

### Describe the Pattern
Write a sentence or two that describes the pattern you have drawn.

### Conclusions
Why do you think the pattern you have identified exists? Do you see any irregularities in the pattern? What are they?
Student Handout 3: Implication and Limitations

**Implications**

**Limitations**
# Student Handout 4: Quick Graphic Analysis

<table>
<thead>
<tr>
<th>Task</th>
<th>Narrative/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the data.</td>
<td></td>
</tr>
<tr>
<td>Describe the pattern.</td>
<td></td>
</tr>
<tr>
<td>Explain the patterns and trends to draw conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
Graphic: A
By international standards, U.S. voter turnout is low

*More details on this data can be found at the Pew Research Center website. "U.S. trails most developed countries in voter turnout." Pew Research Center, Washington, D.C. (May 21, 2018) [https://www.pewresearch.org/fact-tank/2018/05/21/u-s-voter-turnout-trails-most-developed-countries/}
Figure 1.
**Voters Among the Total, Citizen, and Registered Voting-Age Populations: 2016**
(Population 18 years and older, in thousands)

<table>
<thead>
<tr>
<th>Category</th>
<th>Voting-age population 245,502</th>
<th>Citizen population 224,059</th>
<th>Registered population 157,596</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noncitizens</td>
<td>21,443</td>
<td>32,662</td>
<td>18,933</td>
</tr>
<tr>
<td>No response to voting question</td>
<td>32,662</td>
<td>32,662</td>
<td></td>
</tr>
<tr>
<td>Nonvoters</td>
<td>53,860</td>
<td>53,860</td>
<td>137,537</td>
</tr>
<tr>
<td>(Voting rate)</td>
<td>(56.0%)</td>
<td>(61.4%)</td>
<td>(87.3%)</td>
</tr>
</tbody>
</table>

* Represents those who were registered with no response to initial voting question.

Figure 1
Most People Are Never Asked to Register to Vote
Percentage of respondents who experienced each invitation to register, by registration status

Have you been asked to register to vote in any of the following ways?

<table>
<thead>
<tr>
<th>Option</th>
<th>Unregistered</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked by a candidate or political group</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Asked by a religious group</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Asked by a civic organization or another group that was not political or religious</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Asked by a friend or family member</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Asked by an official at a motor vehicle agency, social service agency, or other government office</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Asked at school or as part of a class</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>I have never been asked to register</td>
<td>62%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Notes: Respondents could select more than one answer. See Appendix B: Voting Frequency Survey Topline, available on the chartbook webpage, for more details about the survey questions.

Source: Pew Voting Frequency Survey
© 2017 The Pew Charitable Trusts

Figure 6
Voters Have Different Opinions Than Nonvoters and the Unregistered About the Responsibilities of Citizenship
Percentage selecting each civic activity, by voter type

<table>
<thead>
<tr>
<th></th>
<th>Frequent voters</th>
<th>Semifrequent voters</th>
<th>Occasional voters</th>
<th>Rare/nonvoters</th>
<th>Unregistered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vote in elections</td>
<td>94%</td>
<td>88%</td>
<td>71%</td>
<td>41%</td>
<td>30%</td>
</tr>
<tr>
<td>Pay attention to government decisions and political happenings</td>
<td>86%</td>
<td>76%</td>
<td>63%</td>
<td>43%</td>
<td>37%</td>
</tr>
<tr>
<td>Serve jury duty if called</td>
<td>87%</td>
<td>83%</td>
<td>71%</td>
<td>56%</td>
<td>46%</td>
</tr>
<tr>
<td>Participate in a religious community</td>
<td>42%</td>
<td>30%</td>
<td>23%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Donate money to help others</td>
<td>51%</td>
<td>47%</td>
<td>41%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Volunteer their time to help others</td>
<td>64%</td>
<td>60%</td>
<td>54%</td>
<td>53%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Notes: Respondents were asked, “People often disagree about what it takes to be a good citizen. Do you think that a person must do the following to be a good citizen?”

Source: Pew Voting Frequency Survey
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Graphic: E

Figure 7
Unregistered and Infrequent Voters Are Less Likely to Understand Government or Say Voting Can Influence It

Respondent attitudes, by voter type

<table>
<thead>
<tr>
<th>Voter Type</th>
<th>Government operates by rules I don't really understand</th>
<th>Government operates by rules I find clear and easy to understand</th>
<th>Voting by people like me doesn't really affect how the government runs things</th>
<th>Voting gives people like me some say about how the government runs things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unregistered</td>
<td>77%</td>
<td>19%</td>
<td>69%</td>
<td>28%</td>
</tr>
<tr>
<td>Rare/nonvoters</td>
<td>80%</td>
<td>16%</td>
<td>65%</td>
<td>31%</td>
</tr>
<tr>
<td>Occasional voters</td>
<td>79%</td>
<td>20%</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td>Semifrequent voters</td>
<td>72%</td>
<td>27%</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Frequent voters</td>
<td>62%</td>
<td>36%</td>
<td>26%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Source: Pew Voting Frequency Survey
© 2017 The Pew Charitable Trusts

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### Teacher Key: Student Handout 1 for Graphic A

#### Student Handout 1: Describe the Data

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this graph/chart? What is topic of this graphic? Write a sentence or two that describes the thesis or theme of the entire graph/chart.</td>
</tr>
<tr>
<td>The title is, “By international standards, U.S. voter turnout is low.” This graphic is comparing people who are old enough to vote and those who are registered in the U.S. with many other countries in the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is being presented in the key for the graphic?</td>
</tr>
<tr>
<td>The x-axis shows the percentage amount from 1-100.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Y-Axis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is being presented on the y-axis? Write a sentence or two that describes the data on this axis.</td>
</tr>
<tr>
<td>The y-axis lists many countries in the world and the year in which the statistics about voting were taken.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>X-Axis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is being presented on the x-axis? Write a sentence or two that describes the data on this axis.</td>
</tr>
<tr>
<td>The two items identified in the key for this graphic are the percent of votes cast by the voting-age population and the percent of votes cast by registered voters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a paragraph of 3–5 sentences that describes what this graphic is about. Be sure to include details about the title, the key, the y-axis, and the x-axis.</td>
</tr>
<tr>
<td>The graphic titled, “By international standards, U.S. voter turnout is low” addresses voting in many countries around the world. The graphic displays the votes cast by the percentage of the population that is of voting age as well as the percentage of registered voters in each country. This information allows the reader to compare what this data look like in many different countries. The title suggests that these percentages are not as high as they are in other countries.</td>
</tr>
</tbody>
</table>

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## Student Handout 1: Describe the Data

### Title
What is the title of this graph/chart? What is topic of this graphic?
Write a sentence or two that describes the thesis or theme of the entire graph/chart.

**Voters Among the Total, Citizen, and Registered Voting-Age Populations: 2016** This graphic is about voters in the U.S. and whether they are old enough to vote, citizens, and registered.

### Key
What information is being presented in the key for the graphic?

Population 18 years and older, in thousands*
This graphic shows how many people are in each category.

*This can be a little tricky for the students because the information for the key is directly below the title.

### X-Axis
What information is being presented on the x-axis?
Write a sentence or two that describes the data on this axis.

The x-axis has groups in the population to measure. Each category is a smaller group of the total population (Voting-age Population, Citizen Population, Registered Population).

### Y-Axis
What information is being presented on the y-axis?
Write a sentence or two that describes the data on this axis.

The y-axis has descriptive labels of segments of the population (Noncitizens, No response to voting question, Nonvoters, Voters). There is also a row that describes the percentage of the Voting Rate.

### Summary
Write a paragraph of 3–5 sentences that describes what this graphic is about. Be sure to include details about the title, the key, the y-axis, and the x-axis.

The graphic titled, "Voters Among the Total, Citizen, and Registered Voting-Age Populations: 2016" three different groups of the total population within the U.S. The graphic shows three columns to examine, the voting-age population, citizen population, and registered voter population. The first column shows the percentage of voters compared to the total population. The 2nd column show the percentage of voters among the citizens of the US. The last column shows the percentage of registered voters.
**Teacher Key: Student Handout 2 for Graphic A**

**Student Handout 2: Describe the Pattern**

**Summary**
Copy the summary you created in **Student Handout 1: Describe the Data** here. What is the topic of the graph?

The graphic titled, "By international standards, U.S. voter turnout is low" addresses voting in many countries around the world. The graphic displays the votes cast by the percentage of the population that is of voting age as well as the percentage of registered voters in each country. This information allows the reader to compare what this data look like in many different countries. The title suggests that these percentages are not as high as they are in other countries.

**Draw the pattern**
Without using labels, simply draw the pattern that you see from the data. The focus for this exercise is the pattern that is represented by the data.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Pattern Diagram" /></td>
<td></td>
</tr>
</tbody>
</table>

**Describe the Pattern**
Write a sentence or two that describes the pattern you have drawn.

There are two lines, both moving upward from left to right. The yellow dots form a line that show the number of registered voters in each country. The blue dots form a line that shows how many people are eligible to vote.

**Conclusions**
Why do you think the pattern you have identified exists? Do you see any irregularities in the pattern? What are they?

The countries at the top of the chart are wealthier and more educated. But the United States is near the bottom, and it is wealthy and educated. An irregularity in the pattern is the gap between registered voters and those who are eligible to vote in the United States. It is much larger than other countries.
Teacher Key: Student Handout 2 for Graphic B

Student Handout 2: Describe the Pattern

Summary
Copy the summary you created in Student Handout 1: Describe the data here. What is the topic of the graph?

The graphic titled, "Voters Among the Total, Citizen, and Registered Voting-Age Populations: 2016" three different groups of the total population within the U.S. The graphic shows three columns to examine, the voting-age population, citizen population, and registered voter population. The first column shows the percentage of voters compared to the total population. The 2nd column show the percentage of voters among the citizens of the U.S. The last column shows the percentage of registered voters.

Draw the Pattern
Without using labels, simply draw the pattern that you see from the data. The focus for this exercise is the pattern that is represented by the data.

Describe the Pattern
Write a sentence or two that describes the pattern you have drawn.

The three columns get shorter from left to right. The number of voters stays the same, but the percentage increases.

Conclusions
Why do you think the pattern you have identified exists? Do you see any irregularities in the pattern? What are they?

The graphic shows that registered voters are likely to vote, but the number of registered voters compared to the number of citizens has a big gap.
# Student Handout 3: Implication and Limitations

## Implications

The countries at the top of the chart are wealthier and more educated. But the United States is near the bottom, and it is wealthy and educated. An irregularity in the pattern is the gap between registered voters and those who are eligible to vote in the United States. It is much larger than other countries.

Maybe there are other barriers to voting in the United States. Some people must work, and they can’t get off work to go vote. Other people must take care of children or elderly people in their homes and can’t leave them to go vote. Some people don’t have cars and may not be able to get to the polling places to vote.

I think some people just don’t think their vote will matter or that it will make a difference. They know they are “supposed to” vote, but don’t understand why or don’t believe it will matter.

## Limitations

The graphic does not tell us why the countries at the top of the chart vote at higher rates. What is the level of literacy in each country? What is the economic health of each country?

Do any of the countries require citizens to vote? Do people have to register to vote? Is registration automatic or do the citizens have to make an extra effort to register?
**Task** | **Narrative/Notes**
--- | ---
Describe the data. | Graphic C shows data about whether people have been asked to vote. It shows different categories of how someone might have been asked to register to vote. Did a political candidate ask them to register? Did a civic group ask them to register? How about a friend or family member? A government official or office? Were they ever asked at school or as part of a class to register to vote? The final category was simply that no one ever asked them to register to vote.

Describe the pattern. | The pattern is that each category has some number of people in it. There is not a steady rise or decline in the pattern. However, the last category has 10 times more responses than the others.

Explain the patterns and trends to draw conclusions. | There are a lot of groups in the U.S. that are interested in people registering to vote. However, most of the people who responded to this poll were never even asked to register to vote. It might seem like there is no need for more groups to encourage people to register to vote, but this data go against that thought.
Teacher Key: Student Handout 4 for Graphic D

<table>
<thead>
<tr>
<th>Task</th>
<th>Narrative/Notes</th>
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</thead>
<tbody>
<tr>
<td>Describe the data.</td>
<td>Graphic D shows data about people feel about some of the things you should do as a responsible citizen. People were asked if they thought you should do these tasks to be a good citizen. The list included voting in elections, paying attention to government decisions, serving jury duty when asked, participating in a religious community, donating money to help others, and volunteering their time to help others. The groups they asked were made up of voter types: frequent voters, semifrequent voters, occasional voters, rare/nonvoters, and unregistered voters.</td>
</tr>
<tr>
<td>Describe the pattern.</td>
<td>The pattern showed a steady decline in how each group felt about these tasks. Even if the overall score for a task was low, there was still a steady decline across the groups. The decline was more severe when it came to rare/nonvoters and unregistered voters.</td>
</tr>
<tr>
<td>Explain those patterns and trends to draw conclusions.</td>
<td>People who take the time to vote or overcome barriers to vote are probably thinking more about being a good citizen. It might not cause them to see these tasks as important to be a good citizen, but it certainly lines up that way. Registering to vote has a greater impact than just voting. It seems to help citizens remember that they need to be involved more to be good citizens.</td>
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</table>
Teacher Key: Student Handout 4 for Graphic E

<table>
<thead>
<tr>
<th>Task</th>
<th>Narrative/Notes</th>
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</thead>
<tbody>
<tr>
<td>Describe the data.</td>
<td>Graphic E shows data about people feel about how much they understand the government or whether they believe they can make a difference in what government is going to do. The groups of people they asked were divided by voter type: Unregistered voters, rare/nonvoters, occasional voters, semifrequent voters, and frequent voters. These people had to choose between whether they believed government operated by rules that were clear and understandable or by rule they didn't really understand. They were also asked if they believe voting gave them some say in how the government runs things or if they believed their vote didn't really impact how the government runs at all.</td>
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<tr>
<td>Describe the pattern.</td>
<td>The pattern showed a steady decline in how each group felt about these tasks. Frequent voters scored highly positive on both questions, and the percentages decreased steadily to negative scores with unregistered citizens. There was a big overall difference between whether they understood the government and whether they believed their vote made a difference. The scores were much lower across the board when it comes to understanding how government operates. Only 36% of frequent voters said they believe government operates by rules they find clear and easy to understand, whereas 71% of the same group said they believe their vote makes a difference.</td>
</tr>
<tr>
<td>Explain those patterns and trends to draw conclusions.</td>
<td>People who vote generally have a more positive view of the government and their relationship to it. Voting and registering to vote are important steps toward seeing the government in a more positive light. However, there seems to be a consensus that more education about how government operates is necessary. Registering to vote and voting frequently has a greater impact than just voting. It seems to help citizens remember that they are an important part of the governing process in this country.</td>
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</tbody>
</table>