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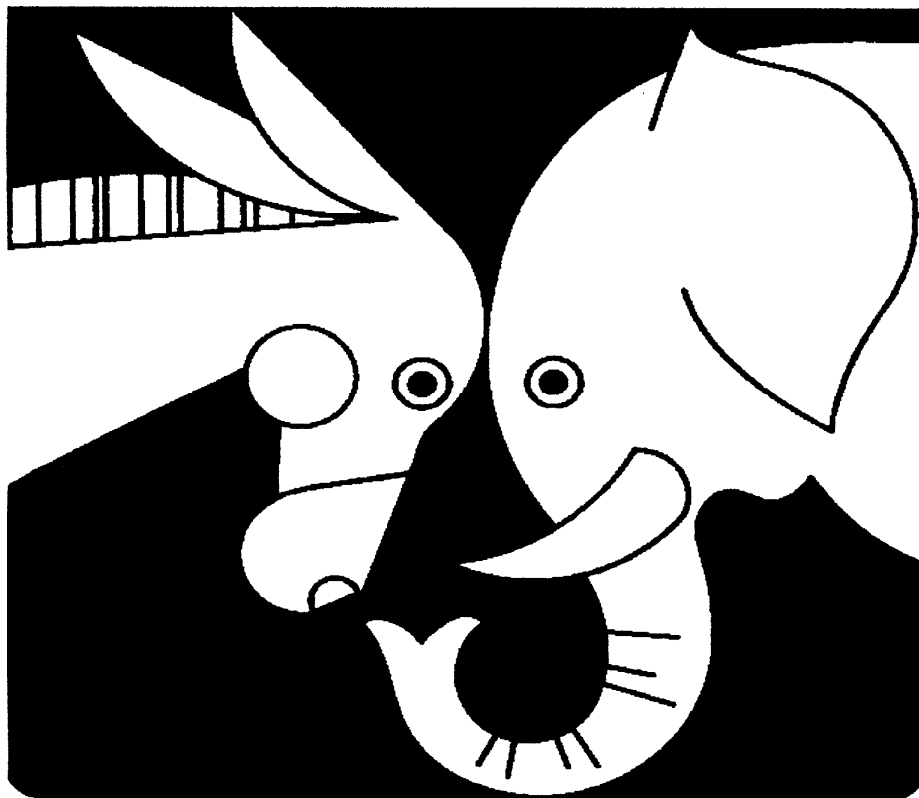
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Games, Activities & Simulations for teaching about Civics

By Lawrence Stevens

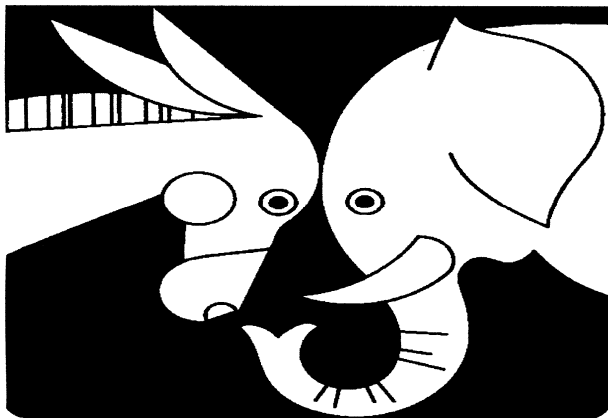


Stevens & Shea Publishers

Games, Activities & Simulations for teaching about Civics

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Grade Level 7-12



Civics

by Lawrence Stevens

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A simulation in passing a bill. Shows impact of interest groups and the committee procedure. 5 pages.

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A simulation that involves students in creating a federal budget and setting tax policy. 3 pages.

THE MEETING GAME

A practice at running a meeting. Students learn Roberts' Rules of Order. 3 pages.

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MINORITY POWER SIMULATION

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CITY PLANNING GAME

Stresses the art of compromise and describes common urban problems. 10 pages.

PLAN YOUR OWN CITY

A game that describes the growth and problems of cities. 5 pages.

The Bill Game

Introduction

The purpose of this game is to involve students in the process of passing a bill. The students will learn the role of committees, the function of legislative leaders and the role of lobbyists. They will also learn the necessity of compromise in the legislative process.

Procedures

Day 1: The purpose of the game is explained; the legislative chairperson is selected (see COMMITTEE HANDOUT for roles and rules); class is divided into four teams; lobbyists are appointed (see LOBBYIST HANDOUT for roles and rules); necessary materials are distributed.

Materials to be distributed

Committee Handout
Lobbyist Handout
Rule sheet
Rules Handout
Legislative Goals Handout

Day 2: Legislative chairperson selects committee chairperson and committees; each team assembles to discuss strategy; lobbyists should assemble to discuss strategy.

Day 3: Legislators and lobbyists make presentations to legislative committees.

Day 4: Legislative hearings continue.

Day 5: Vote on legislation.

One
Power Point

One
Power Point

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The Bill Game

Rules & Scoring

1. The class is divided into four teams. Seven lobbyists must also be appointed. Each legislative team should be balanced as much as possible in terms of numbers. Each team has a list of ten bills that it must try to get the other three teams to accept.

The teams will elect a legislative chairperson to preside over the legislative session when the class votes on the bills that have been passed out of committee and to appoint committee chairpersons and members.

The teams will receive points for the bills that their group supports that are passed into law. The team with the most points will be the winner.

Since each lobbyist has a variety of legislation to contend with, some have a great many bills to look after and others have very few bills. Lobbyists will be judged on the percentage of success in getting favorable bills passed and preventing bills that are harmful to their interests from passing.

Scoring

More points are awarded for passing bills that involve the expenditure of money, either increasing or decreasing it.

Money bills 4 points

Non-money bills 2 points

If a team manages to get a part of a legislative bill passed – in short, it affects a compromise – it will get one-half the points.

Points for Compromises

Money Bills 2 points

Non-money bills 1 point

Many of the bills have one or more parts that can be broken off and blended with other bills to make compromises. This can be done either in committee or in the general legislative session.

Legislation

Each team has a list of ten bills which it should try to pass. These bills will be assigned to committee by the Legislative Chairperson. Many of the bills are in direct conflict with those of other teams. The Legislative Chairperson can make committee assignments and assign bills in such a way that they will be buried. The importance of the

election of the Legislative Chairperson should be emphasized.

Rules Governing the Committees

Each of the six committees should have an even number of members. The Legislative Chairperson selects the chairperson for each committee and the members of the committee. Every team member should have at least one committee assignment. It is possible to have more than two assignments. No lobbyist will be on a committee. Lobbyists and other team members can testify before committees. The committee will vote on whether or not a bill will be passed on to the group as a whole for a vote. Voting will be a voice vote. The committee chair will count the votes and decide in what order the bills assigned to the committee will be considered.

Rules for the General Session

Voting on bills will be done by the raising of a hand. The Chairperson will count the votes. Majority vote wins. Only those bills reported out of committee will be voted on. The Chairperson decides in what order the bills will be presented. Any bill not reported out can be re-introduced to the entire group at any time if two-thirds of the members vote to have it brought up. Amendments may be made using standard parliamentary rules. Lobbyists may not vote. The legislature (the four teams) may decide by majority vote to add to or modify the rules at the beginning or the end of the game. If the students decide to modify the rules it might be useful to play the game again under the new rules.

Rules for Lobbyists

Each lobbyist will have a list of bills that he will want to pass and those that he should try to scuttle. Each lobbyist has ten power points to give to legislators. The lobbyists can make these deals at anytime during the game.

The power points are added to the team point totals. Lobbyists may make deals among themselves in exchanging support and in influencing legislators. They may also transfer power points among themselves.

Legislators may receive power points from lobbyists. These points are added to the team point totals.

The Bill Game

Legislative Bills

Bills are given a letter and a number. Bills of the same number are competing bills. The letters indicate which team is sponsoring the bill.

Team A

Bill 1A: Increases the corporation tax by 20%.

Bill 2A: Increases requirements for pollution control on factories so that they will be pollution free. Requires that the business pay for the controls.

Bill 3A: Increases payments for welfare to keep up with the cost of living. Also provides free food.

Bill 4A: Purchases land for two large parks.

Bill 5A: Provides for free abortions for anyone who wants them.

Bill 6A: Increases education expenditures by \$1,000 per student.

Bill 7A: Provides halfway houses rather than prison for first time felony offenders.

Bill 8A: Abolishes the use of pesticides in farms and gardens.

Bill 9A: Increases taxes on the sale of cars; provides \$1 billion for rapid transit.

Bill 10A: Legalizes the growing and use of marijuana.

Team B

Bill 1B: Increases personal income tax by 20% for those making over \$25,000 a year.

Bill 2B: Increases requirements for pollution controls. Half of the expense of the controls should be paid by the taxpayers. Controls to reduce pollution by 50%.

Bill 3B: Provides free food to welfare recipients.

Bill 4B: Purchases land for one large park.

Bill 5B: Allows for free abortions for those who cannot afford them.

Bill 6B: Increases school expenditures by \$500 per student.

Bill 7B: Provides jobs for convicts released from prison.

Bill 8B: Allows the use of approved pesticides on farms. Must be safe for use around humans.

Bill 9B: Increases gasoline taxes to provide for \$500 million for rapid transit.

Bill 10B: Legalizes gambling in selected areas. Gambling revenues will be taxed.

Team C

Bill 1C: Increases sales tax by 2%.

Bill 2C: Permits pollution controls to be voluntary on the part of the factory owner. Will create special 1% sales tax to pay for pollution controls.

Bill 3C: Provides for a 10% cut in welfare and requires that a welfare recipient must look for a job before receiving welfare.

Bill 4C: Provides for the expansion of one existing park.

Bill 5C: Limits abortions to victims of rape and incest.

Bill 6C: Reduces school expenditures by \$500 per student.

Bill 7C: Provides for mandatory prison sentences for robbers and burglars.

Bill 8C: Requires the use of safety gear in using pesticides.

Bill 9C: Provides for an increase in the gasoline tax to be spent on highways.

Bill 10C: Provides that obscene and pornographic material cannot be sold.

Team D

Bill 1D: Eliminates all taxes on business.

Bill 2D: Eliminates all existing pollution controls.

Bill 3D: Provides for only one year of welfare benefits. By that time the recipient must have found a job or have their benefits eliminated.

Bill 4D: Allows lumber companies to cut down trees in parks.

Bill 5D: Prohibits abortions under any circumstance.

Bill 6D: Gives parents \$2,000 per child to spend on education as they see fit.

Bill 7D: Provides for mandatory death penalty in cases of murder and rape.

Bill 8D: Allows farmers to use pesticides of their choice. Removes all restrictions on the use of pesticides including safety laws regarding their use.

Bill 9D: Provides for \$1 billion for more freeways.

Bill 10D: Requires that prayers will be read in the schools.

The Bill Game

Committee & Legislative Chairperson Handout

Legislative Chairperson

After it has been divided into teams, the entire class will elect a chairperson to preside over the teams when they meet as a legislative body. The chairperson will select chairpeople to preside over the committees listed below. They will assign members of the teams to the committees.

Committees will be comprised of three or five people including the chairperson.

The committee has the power to pass legislation on to the entire body or reject the legislation. Bills that are rejected by the committee may be brought up for a vote of the entire body by a two-thirds vote.

The chairperson shall assign all bills to the appropriate committees. All finance bills which increase or decrease money used by the government must be sent to the Ways and Means committee after it is sent to the appropriate committee to rule on its content.

Any method of voting may be used in the committee. To begin with a voice vote is sufficient. The vote is to be counted by the chairperson of the committee. This rule may be changed by the chairperson or the committee.

Committees

WAYS AND MEANS: Must rule on all revenue bills. Revenue bills, after they pass their initial committee, are forwarded to Ways and Means.

WELFARE: Must rule on all legislation designed to help people.

EDUCATION: Must rule on all bills affecting education.

AGRICULTURE: Must rule on all bills pertaining to farming.

ENVIRONMENT AND NATURAL RESOURCES: All bills to protect and conserve resources, create parks and prevent pollution are sent to this committee.

JUSTICE: Must rule on all bills pertaining to crime and prisons.



The Bill Game

Lobbyist Handout

There are seven lobbyists in this simulation. They are listed below.

The goal of each lobbyist is to persuade the legislature to pass laws that favor the interest that the lobbyist represents. Lobbyists will be scored separately from legislators.

Since each lobbyist has a variety of legislation to contend with, some have a great many bills to look after and others have very few bills. Lobbyists will be judged on the percentage of success in getting favorable bills passed and preventing bills that are harmful to their interests from passing.

Lobbyists may move freely among the legislators. They may testify in committee meetings. They may use their power points to influence legislators.



Lobbyists

Industry: Wants freedom from controls. Will oppose any legislation favoring pollution controls, minimum wages, etc.

Farming: Will favor any legislation that will benefit farmers such as free irrigation water, freedom to use whatever pesticides they want, etc.

Education: Favors increased funding for schools; more pay for teachers, etc.

Law Enforcement: They want tougher laws for criminals, more prisons and police, and fewer rights for criminals, etc.

Tax Payers' Association: Wants lower taxes and reduced government expenditures, etc.

Conservation: Favors more parks, laws that prevent pollution, protect wildlife, etc.

Moral Force Group: Favors prayer in the schools, opposes abortion, welfare, pornography and free thinking.



Balance the Budget

Balance the Budget Game

This game has two parts. In the first part students must set a budget for the government. In the second part they must set a tax structure.

It is through budgeting and taxation that the government affects a fundamental issue—how much money a person is going to have. The object of the game is to have the students discover the difficulty of choosing among equally desirable requests in spending money and the difficulty of coming up with a “fair” tax policy to pay for government expenditures.

Directions: Government Budgeting

Each student will need a **Budget Request Sheet**. These can be reproduced. Students should be grouped in teams of 5 to 7. Each team should come up with its own budget.

On the **Budget Request Sheet** there are requests from 5 divisions of government: defense, welfare, commerce, education and the interior department. The students must decide on which requests to spend money, and how much should be spent in each category. The total amount of requests is \$1.5 billion. Each department has \$300 million in proposals.

To force the students to limit their expenditures and make some hard choices they should limit the total amount they can spend to a maximum of \$500 million. The amount needed to maintain existing programs is \$400 million.

The teams will then come together in a group and present their proposals on budget expenditures. The entire class must agree on a budget. Prices are attached to particular items so that compromises can be made by partially reducing a category.

Teams can be chosen by what they consider to be the most important considerations in budgeting. In this way the entire team will share the same values and reduce the amount of conflict within a team. On a piece of paper, have the students rank which item is the most impor-

tant government function. The students can use ‘1’ to indicate the most important, ‘2’ the second most important, etc. Use the list below for the ranking.

- Protecting the country.
- Providing for the welfare of the people.
- Encouraging industry so that there will be more jobs.
- Protecting our natural resources.
- Providing for the education of youth.

The teams should be as balanced as possible. Majority vote will prevail in the general class session.

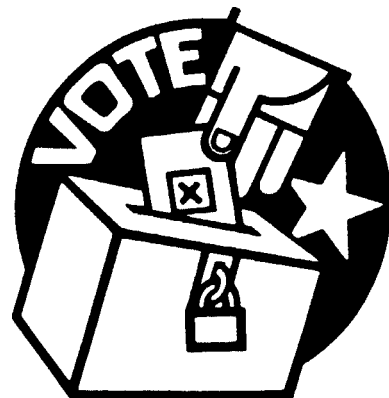
Students might want to revise their budget when they come to grips with the tax issue. They should be allowed to do so.

Directions: Tax Policy

The **Tax Chart** which gives the income distribution and the amount of revenue raised by the various percentages of taxation must be reproduced and distributed to the entire class. If everyone was taxed at the rate of 75% a total of \$1.7 billion could be raised.

The students should work in the same teams to develop a fair tax policy. The money they raise must equal the amount that the class agreed to spend. Each team can propose a tax policy to the class and the class can vote on which it thinks is the fairest.

The students may want to revise their budget to accommodate their tax policy. They should be allowed to do so.



Balance the Budget

Budget Request Sheet

Below are requests for money by various government departments to run existing programs and meet new problems. The total amount of the requests is \$1.5 billion. The maximum amount you can raise in taxes is \$1.7 billion (by taxing everybody at 75% of their incomes.)

You must decide how much and on what you are going to spend your money.

Defense Department

1. Needed to keep up existing army and air force.

Requested \$100 million. Granted _____

2. 100 new bombers at \$1 million per bomber. A neighboring country is increasing its air force.

Requested \$100 million. Granted _____

3. Make 50 hydrogen bombs at \$1 million each.

Requested \$50 million. Granted _____

4. Make 50 rockets to carry H Bombs at \$1 million each.

Requested \$50 million. Granted _____

Total requested \$300 million Granted _____

Welfare Department

1. Needed to run existing program

Requested \$55 million. Granted _____

2. To bring benefits for the aged and crippled up to a decent standard of living will cost \$2,000 per person. There are 10,000 people in this category.

Requested \$20 million. Granted _____

3. There are 5,000 unemployed who have run out of benefits. Need \$5,000 each for a decent standard of living.

Requested \$25 million. Granted _____

4. National health program to cover 100% of medical bills. Costs \$20 million for each 10% of coverage.

Requested \$200 million. Granted _____

Total requested \$300 million. Granted _____

Education Department

1. Needed to run existing school system.

Requested \$190 million. Granted _____

2. Classes are crowded; kids are not learning. Hire 500 new teachers. Cost: \$1 million for 50 teachers.

Requested \$10 million. Granted _____

3. New modern school buildings are needed. 20 new schools are needed at a cost of \$5 million each.

Requested \$100 million. Granted _____

Total requested \$300 million. Granted _____

Commerce Department

1. Needed to run existing program.

Requested \$100 million. Granted _____

2. Needs \$100 million to make factories more modern so they can compete with other countries.

Requested \$100 million. Granted _____

3. Needs \$100 million to research new products.

Requested \$100 million. Granted _____

Total requested \$300 million. Granted _____

Interior Department

1. Needed to run existing program.

Requested \$50 million. Granted _____

2. Need four new parks at \$20 million each.

Requested \$80 million. Granted _____

3. Need \$100 million to clean up air pollution.

Requested \$100 million. Granted _____

4. Need \$70 million to clean up water pollution.

Requested \$70 million. Granted _____

Total requested \$300 million. Granted _____

Balance the Budget

Tax Chart

Use the chart below in setting up your tax system. Government must pay for what it spends. To do this the government sets taxes. The problem with taxes is deciding who should pay and how much they should pay.

There are several methods for raising tax money. We provide you with only one way — the income tax. This is the primary method the Federal government uses to raise money.

Directions

Your society is divided into three income groups which are listed on the left side. The amount of income for each group is also listed.

Across the top are percentages (%). These indicate the percent of an individual's income that might be paid in taxes. It ranges from 0 to 75%. The numbers in the chart indicate the amount of money that would be produced by each percent for each group. (In millions of dollars.)

You are to circle the amount that you want each group to pay in taxes.

You may want some groups to pay a higher percentage than others; you may want some groups to pay nothing at all; or you may want all groups to pay the same percentage.

The total amount you raise must be enough to pay for what you are spending. If it is less, you must add more or cut down on your expenditures.

Income Tax Bracket	0%	5%	10%	15%	20%	25%	50%	75%
The Very Rich annual income bracket \$100,000 and up Total Income: \$250 million	0	12.5	25	37.5	50	62.5	125	187.5
Upper Middle Class annual income bracket \$50,000 – \$100,000 Total Income: \$250 million	0	12.5	25	37.5	50	62.5	125	187.5
Middle Class annual income bracket \$20,000 – \$50,000 Total Income: \$1 billion	0	50	100	150	200	250	500	750
Lower Middle Class annual income bracket \$10,000 – \$20,000 Total Income: \$500 million	0	25	50	75	100	125	250	375
The Poor annual income bracket below \$10,000 Total Income: \$250 million	0	12.5	25	37.5	50	62.5	125	187.5

Total tax revenues _____

The Meeting Game

The Meeting Game

Introduction

The purpose of this game is to introduce students to parliamentary rules and to show them how to participate effectively in a meeting.

Each team is given an agenda to try to carry out using parliamentary procedure.

Steps

1. Divide the class into five teams.
2. Elect a chairperson and secretary to conduct the meeting.
3. Distribute the list of Robert's Rules of Order.
4. Pass out an agenda to each participant.
5. Explain the purpose and rules of the game.

Materials to Reproduce

1. Class set of parliamentary rules
2. Class set of the agenda

Student Directions

1. Each team's objective is to get as many of its goals as possible passed by the class.
2. Each team should try to get its proposals adopted in total or in part. Team members can do this by making main motions or amending their items into other people's motions.
3. Teams can make compromises with other groups to get as many points as possible.

Scoring

- 1 point will be given for each item passed.



The Meeting Game

Team Agendas

Each team should try to get its agenda adopted by the class in a meeting. The team will receive one point for each item passed. The team with the most points wins.

TEAM 1

1. Want dance on Nov. 7.
2. Want dance at Masonic Hall. (cost \$100)
3. Want live music. (cost \$200)
4. Want rock and roll music.
5. Want tickets to sell for \$5.
6. Want bake sale to raise money.
7. Want bake sale on Nov. 22.
8. Want to use bake sale money to buy toys for orphans.

TEAM 2

1. Want dance on Dec. 20.
2. Want dance to be held at school. (no cost)
3. Want dance to be free.
4. Want recorded music. (no cost)
5. Want disco music.
6. Want jogathon to raise money.
7. Want jogathon on Oct. 15.
8. Want to use money raised by jogathon for trip to Disneyland.

TEAM 3

1. Want dance to be held on Halloween.
2. Want dance off campus. (cost \$100)
3. Want live music. (cost \$200)
4. Want punk rock music.
5. Want ticket price to be \$2.
6. Want to have car wash to raise money.
7. Want car wash on Oct. 10.
8. Want to save money raised by car wash.

TEAM 4

1. Want dance to be held on Nov. 22.
2. Want dance to be held on campus. (no cost)
3. Want record dance. (no cost)
4. Want "Oldies but Goodies" music.
5. Want ticket price to be \$1.
6. Want to have raffle to raise money.
7. Want to use money raised to buy food for starving refugees.
8. Want to have raffle on Nov. 20.

TEAM 5

1. Want to have formal dance on Dec. 20.
2. Want live music.
3. Want an orchestra. (cost \$300)
4. Want to charge \$10 per ticket.
5. Want to hold dance in civic auditorium. (cost \$200)
6. Want rummage sale to raise money.
7. Want rummage sale on Sept. 20.
8. Want to use rummage sale money to finance dance.



The Meeting Game

Motion	Purpose	Debatable	Amendable	Priority*	Vote
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Privileged Motions: Require immediate action because they involve personal rights.

Adjourn	Close meeting	No	No	(1)	Majority
Recess	Interrupt meeting	No	Yes (as to time)	(2)	Majority
Question of privilege	Assert rights	No	No	(3)	Chair rules

Subsidiary Motions: Motions used to dispose of or change main motions.

Place on the table	To put aside or postpone	No	No	(4)	Majority
Order previous question	Close debate	No	No	(5)	Two-thirds
Postpone to a definite time	Delay action	No	No	(6)	Majority
Refer to committee	Needs more work	Yes	Yes	(7)	Majority
Amend	Change or modify	Yes	Yes	(8)	Majority

Incidental Motions: Motions that arise during debate; are really settled.

Point of order	Assert rights	No	No		Chair rules
Point of information	Request information	No	No		Chair replies
Appeal decision of chair	Assert rights	Yes	No		Majority
Parliamentary inquiry	Request to clarify rules	No	No		Chair replies
Nominate	Elections	Yes	No		Majority

Principal Motions: The final action to be taken; or a change of mind.

Main motion	To propose new business	Yes	Yes	(9)	Majority
Special order of business	To speed action	Yes	Yes		Two-thirds
Reconsider	Change a decision	Yes	No		Majority

*Priority (precedence): The right of one motion to be considered before another.

The Practical Politician

The Practical Politician

The Practical Politician

Politicians are constantly faced with difficult decisions. In this series of activities you will be making the same types of decisions that politicians do.

There are no right or wrong answers in these decisions.

Politicians sometimes have to make compromises in order to be effective. Would you make compromises in the issues below?

Decision 1

One of the first bills you must vote upon decriminalizes marijuana. You know a vast majority of your constituents oppose this.

Personally, you believe that current laws are useless. They cost a lot to enforce and they do nothing to reduce marijuana usage. You believe that marijuana use should be legalized and law enforcement should concentrate on more important crime problems.

Do you vote against the wishes of your constituents?

What do you do?

Decision 2

The voters of your district would like to spend money on developing a park in your area. You have introduced a bill to do that.

However, to get your bill passed you will have to make deals with other legislators. One key legislator is Representative Jones. He tells you that he will make sure that your bill is passed if you vote for his bill.

His bill makes a drastic cut in welfare payments. About 1 person in 5 in your district receives some form of welfare. About 50% of the people favor the park.

Would you accept the deal in order to get the park?

What do you do?

Decision 3

The legislature has finally decided to approve a park in your district.

The State Parks Department has decided which land to buy. It is a secret, but they tell you about it.

As soon as the place is announced, the land around the park will increase in value.

You can take advantage of this by buying up, with your friends, the land around the park site.

You have not made any money in politics and you need to provide for the future of your family. If your friends benefit from this they will contribute heavily in future elections, increasing your chances of being re-elected.

What do you do?

The Practical Politician

Campaign Strategy

Planning a political campaign involves many decisions. In this exercise you have to make some typical campaign decisions.

Decision 1

In a campaign you can take one of several approaches to what you are going to say in your talks and press releases.

You can

- A. Play up your own personality and virtues.
- B. You can criticize your opponents' lack of ability.
- C. You can criticize your opponents' stands on the issues and play up your own stands.
- D. You can use a mixture of these approaches.

You are running for office for the first time. You are young and inexperienced, but you have definite ideas about what should be done.

Your opponent has been taking contributions from some business interests that probably want something in return.

WHICH APPROACH DO YOU TAKE?

Decision 2

You need money to run your campaign. You can obtain the money in several ways.

You can

- A. Seek only small contributions.
- B. Seek large contributions from interest groups in return for favors.

- C. Seek large contributions from interest groups whose views you could support.
- D. Seek large contributions but give a signed statement that you will vote the way you see fit.

You are running for the local school board. A grocery wholesaler has offered a large contribution. He has asked for no favors; however, he does do business with the schools.

WHAT APPROACH DO YOU TAKE AND DO YOU ACCEPT THE CONTRIBUTION?

Decision 3

You must decide how to carry out your campaign. You are running in a town that has 30,000 voters.

You can

- A. Rely primarily on TV and radio.
- B. Take your campaign to the streets and walk from door to door.
- C. Use direct mailings to the home of each voter.

The first approach requires a lot of money but is very effective in reaching a large number of voters quickly. The second approach is time consuming and usually requires the help of volunteers. The last approach also costs money but is not as expensive as the first.

WHICH APPROACH DO YOU USE?

The Practical Politician

Conscience, Contributors or Constituents

Legislators are strongly affected in how they vote by the people and interests who contribute campaign money to them and by the voters in their districts.

Occasionally a legislator will vote against the interests of his constituents or his contributors, but if one does it too often, the person will probably not be re-elected.

If you were representing the district below, how would you vote on the issues? A description of the district and the contributors is given below. Write in "yes", "no",; or NV, (for no vote) when you can't make up your mind how to vote. When legislators want to duck an issue they often are absent for the voting.

Description of the District

This district is a heavily Democratic district (60%); Republican, 40%. You have just been elected and won by only 52% of the vote in the election.

Most of the democratic voters in the district are workers in the large steel mills. They belong to powerful labor unions.

Most of the workers are Catholic and have high school educations. They are social conservatives. They do not like welfare.

The district has an increasing crime rate. That and inflation are the two top issues to the voters.

Contributors

Steelworkers' Union	\$5,000
Stockton Steel Company	\$3,000
Chamber of Commerce	\$1,000
Democratic Central Committee	\$1,000
Union Oil Company	\$5,000
National Rifle Association	\$1,000
Police Officers' Association	\$1,000
Democratic Women's Club	\$2,000

PREDICT THE VOTE ON THE ISSUES

1. A law which restricts union picketing at construction sites.

How would you personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

2. A law which will place a tax on inexpensive imported steel from Japan.

How would personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

3. A law which will provide for Federally funded abortions.

How would you personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

4. A large increase in welfare payments.

How would you personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

5. A law which will restrict the sale of guns.

How would you personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

6. A law which will allow oil companies to set whatever prices they want.

How could you personally vote?

How do you think your constituents would want you to vote? _____

Your contributors? _____

Interest Groups

Citizenship and Interest Groups

In this activity you will compete with others to see who is the most effective citizen. Being a good citizen requires more than just voting in an election or reading the local news.

Good citizens must be able to see how their interests and the community are affected by legislation. They must try to predict how legislators will be influenced by campaign contributions from special interests.

Good citizens must be able to tell how special interests will benefit from legislation.

Procedures

Divide the class into teams. The team with the most correct answers out of 25 possible is the winner.

ACTIVITY 1

In this exercise you will have to determine who is helped and who is hurt by a series of laws.
Maximum 10 points

ACTIVITY 2

You must decide how a given person is affected by items of legislation.
Maximum 10 points

ACTIVITY 3

You must determine how a legislator might be influenced by contributions to his or her campaign.
Maximum 5 points



Interest Groups

The Impact of Vested Interests

This is an activity in deciding what types of laws particular vested interests might support and oppose. It is important to be able to determine who is behind the passage of certain types of laws and who will benefit from those laws.

Below are listed some vested interests, followed by some proposed laws. After each law are letters which correspond to the vested interests.

Next to each letter indicate whether the corresponding interest group would be likely to support, oppose, or be neutral to the law. Use a (+) to indicate support; a (-) to show opposition; a (o) to show that the group would probably be neutral to the law.

- A. CONSERVATIONIST LEAGUE (a group interested in protecting the environment)
- B. CAR MANUFACTURERS' ASSOCIATION (interested in keeping the cost of car production low and profits high)
- C. TRUCK OPERATORS' ASSOCIATION (truck company owners who are interested in opposing legislation that will increase their costs)
- D. TEACHERS' UNION (the group promotes the interests of teachers and education)
- E. STATE LABOR COUNCIL, AFL-CIO, (a group of labor unions)
- F. TAXPAYERS' LEAGUE (a group opposing tax increases)



1. Requires new smog protection devices to be added to large trucks.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

2. Bans the sale of handguns to private citizens. All existing handguns must be registered.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

3. Appropriates \$20 million for expanding state parks.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

4. Increases the amount of support for each student in public schools by \$50 per student.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

5. Requires that all employers receive a 15 minute break every two hours of work.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

6. Provides that one does not have to join a labor union if one does not want to. Outlaws union shop contracts.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

7. Requires that trucks be weighed, that the weight of trucks be limited and that fines be imposed for overlimit weights.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

8. Allows private organizations to assess their members to raise funds for political candidates.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

9. Requires mandatory safety air bags to be installed in all new cars.

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

10. Requires that school districts bargain with teachers and that teachers elect a bargaining agent.

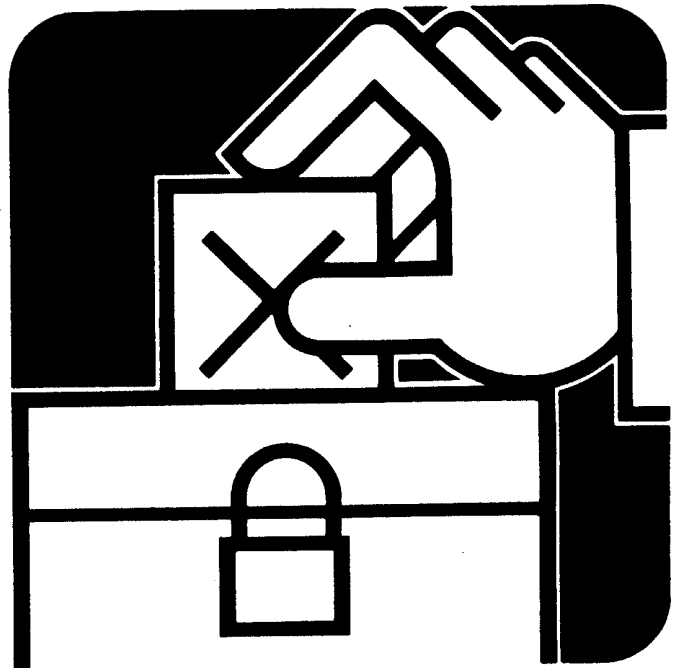
A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

Interest Groups

How Would These Laws Affect Your Life?

Below is a series of proposed laws. Determine whether or not they would affect your life. If they would, tell in what way they would have an impact.

1. A bill is introduced to raise the tax on a gallon of gas.
2. Prison terms will be required for those convicted of selling "angel dust", regardless of the age of the offender.
3. License fees for truck operators are to be increased. The fees will go to improve road maintenance.
4. Eliminates state payment for abortions under welfare medical costs.
5. Requires installation of air pollution devices on old cars back to 1960.
6. Strikes by firemen and policemen will be illegal.
7. A bill that allows lobbyists to spend money on legislators without reporting the amount spent or on whom it was spent.
8. A bill that requires all new drugs and medicines to be tested for effectiveness before they can be marketed.
9. Legislation that will limit the amount of sugar that can be put into breakfast cereal. Any amount of sugar exceeding the limit will require the manufacturer to call the cereal candy.
10. A bill that requires all people to register with the government at the age of 18 for possible national service.



Interest Groups

How Would A Legislator Vote?

In politics, money counts. Tell how each legislator who received one of the following contributions would be likely to vote on the issues below.

Campaign Contributions

- A. Mobil Oil Company, \$1,500
- B. Farm Bureau, \$1,500
- C. Chamber of Commerce, \$1,500
- D. Real Estate Board, \$1,500
- E. Contractor's Association, \$1,500
- F. Minot Wire Manufacturing Company, \$1,200
- G. Truck Operators' Association, \$1,200
- H. Salyer Farms, \$500
- I. Teachers' Union, \$500
- J. Bankers' Political Action Committee, \$500
- K. National Organization of Women, \$500
- L. Stevens Steel (a local company), \$500
- M. Building Trades Council, \$500
- N. Police Officers' Association, \$250

1. A bill places limits on how much a city can expand. Prevents taking farmland and turning it into subdivisions. Forces cities to build upwards and fill in.

The legislator would likely to be

- ☐ for the bill
- ☐ against the bill
- ☐ can't tell

Why? _____

2. A bill that requires pollution control devices on furnaces that are used to make steel and melt the steel ingots for forging.

The legislator would likely to be

- ☐ for the bill
- ☐ against the bill
- ☐ can't tell

Why? _____

3. A bill that provides for stiff penalties for assaulting a police officer or teacher.

- ☐ for the bill
- ☐ against the bill
- ☐ can't tell

Why? _____

4. A bill that increases taxes on oil companies in order to limit excess profits.

- ☐ for the bill
- ☐ against the bill
- ☐ can't tell

Why? _____

5. A bill that requires businesses to tell the truth in advertising. Creates a commission to monitor advertising and prosecute offenders. Fines are imposed on those convicted.

- ☐ for the bill
- ☐ against the bill
- ☐ can't tell

Why? _____

The Election Game

The Election Game Introduction

In this game the students must perform two roles. They must act as voters deciding on the best of several candidates or issues. They must also play the role of active campaigners, promoting a candidate or issue.

As active campaigners the students must decide on a campaign strategy. They must also decide how to promote their candidate or issue.

As voters they must decide which is the best campaign for a candidate or issue.



Game Objectives

The game has two objectives.

Introduce the students to campaign techniques and strategies.

Involve the students in various jobs that must be done in a campaign.

Materials to be Reproduced

Candidates/Issues Handout: This should be reproduced for each member of the team that supports the candidate or issue. This handout describes the issues and positions of the candidates.

Task Handout: This should be reproduced for each member of the class. It describes the various campaign jobs.

Campaign Strategy Handout: This sheet describes various campaign strategies. Should be reproduced for every member of the class.

Rules and Procedures Handout: Should be reproduced for each member of the class.

Evaluation Handout: This is the sheet that the students use to evaluate the campaigns of other teams.

The Election Game

Candidates/Issues Handout

This handout should be cut up and only the team members supporting a given candidate or issue should receive the information about their respective candidate or issue.

Issue: Tax Limitation

TEAM A: Believes

- There is waste in government.
- There is welfare fraud.
- Government will continue to grow.
- Government should be limited by limiting its ability to raise money.

TEAM B: Believes

- There are social problems that can be solved with tax money. A tax limit will make it difficult to solve these problems.
- A tax limit will be harmful to education. More money, not less, is needed here.
- Attempts to control pollution will be harmed.
- Attempts to conserve the environment will be restricted.
- People's needs will not be taken care of.

Issue: Growth Limitation

TEAM C: Believes that

- Continued growth takes up valuable farmland.
- Continued growth leads to the destruction of central city areas.
- Continued growth spreads thin city services such as police and fire.
- Growth destroys a sense of community.
- Sprawl makes transportation costly and difficult.

TEAM D: Believes that

- Growth limits will reduce jobs.
- Limits will make housing more expensive.
- Limits will make area less attractive to new industry.
- Limits will reduce the amount of new business and money in the community.

Candidates For Office

CANDIDATE E: Belives in

- Reducing the cost of government.
- Eliminating social welfare programs that sap initiative.
- Helping business because business provides jobs for people.
- Reducing taxes so that people can spend their money the way they want.

CANDIDATE F: Believes in

- Using government to help people.
- Taxing the wealthy so that the wealth is more evenly distributed; the rich pay more than the poor.
- Government should create jobs if business can't.
- Welfare should be provided for those who can't help themselves.

CANDIDATE G: Believes in

- Not sticking your neck out on any issue.
- Representatives serve their people best when they reflect the opinions of the majority of the people.
- A representative should not have opinions but should only reflect the opinions of the voters.
- The truth is always somewhere between two extremes.

CANDIDATE H: Believes in

- Justice and equality for all people.
- That fundamental changes will have to take place in order to protect people and the environment.
- That business will have to be strictly controlled.
- That poor people will have to be helped directly with government loans, land grants, etc.
- That the rich will have to have their wealth taken from them by government action.

The Election Game

Campaign Strategy Handout

There are various approaches or strategies to use in a campaign.

Attack the Opponent of the Issues

In this approach you may point out where the other side is wrong. You want to show how voting for the opposition will be harmful to people. **Attack the Opponent on Personal Matters**

This is what is known as “mudslinging.” You attack the character of the candidate or the people backing an issue. You might point out or suggest that a person is an alcoholic or possibly a crook. This approach usually uses name-calling, using terms that have emotional appeal. Sometimes the attack is not made on the candidate directly but on friends and relatives of the candidate. A typical approach is to suggest that the motives of people are less than honorable; that they are greedy and selfish.

Promote Your Own Ideas About the Issues

In this approach you promote your own opinions and arguments about the issues. You want to show your positions will do more to benefit people and society.

Promote Your Own Personality

In this approach you want to play up your positive personal characteristics. It is a commonly used approach. You see pictures of the candidate’s family, or you see them with their sleeves rolled up which suggests that they are hard working.

You may use a combination of these approaches.

Campaign Themes

Campaigns are often organized around some sort of theme. There are several ways to do this.

A Symbol or Logo

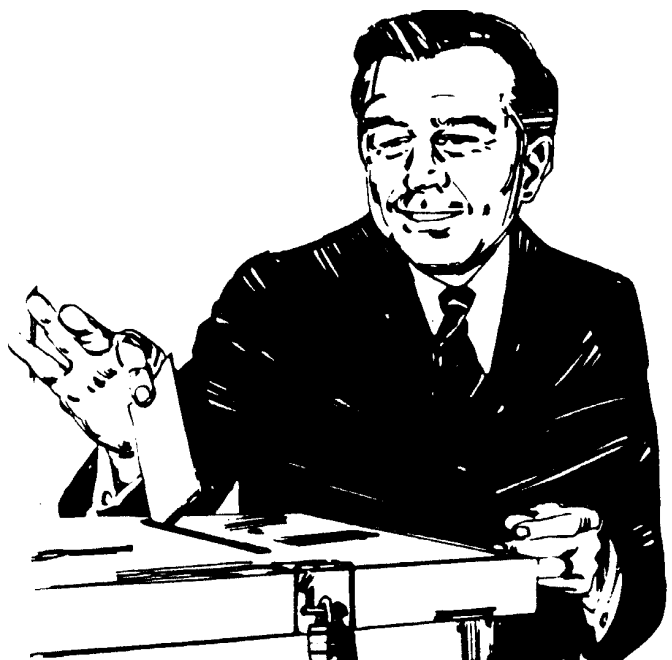
Businesses often use symbols or logos so that they can be easily recognized. Shell Oil uses a sea shell, while Exxon Oil uses its name in a stylized print. Exxon’s ads always use the same print style for its name. Do you recognize the golden arches? Political candidates often use patriotic symbols such as the American flag, stars, the Liberty Bell, etc.

Color

Campaigns usually select color themes that they use during the entire campaign. Often it is some combination of red, white and blue – patriotic colors. There are some color combinations that are used because they are particularly visible: red on blue or, yellow on black, for example.

Slogans

Campaigns often use slogans. “The people’s candidate” and “Defeat special interests” are examples of commonly used slogans.



The Election Game

Rules and Procedures

Step 1

The class is divided into eight teams. Four teams will campaign on two issues, two on each issue. The other four teams support candidates of different political persuasions. The teams should be equally balanced.

Issue: Tax Limitation

Team A is in favor

Team B is opposed

Issue: Growth Limitation

Team C is in favor

Team D is opposed

Candidates for Congress

Team E supports conservative

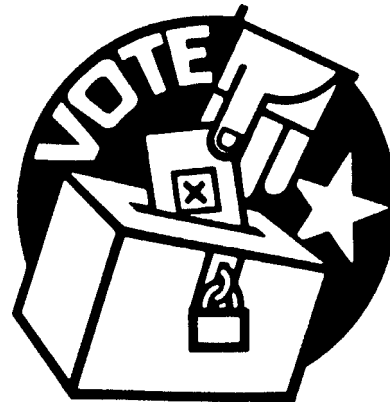
Team F supports liberal

Team G supports moderate

Team H supports radical

Step 2

The teams are given descriptions of the candidates and issues. They are also informed of the object of the game. Task Handouts should be distributed so that students know what they have to do. One or two periods should be allotted to preparing the ads and speeches. The campaign strategy sheet should be distributed to aid the teams in planning their campaigns.



Step 3

The teams should make their presentations. This will take one or two class periods. The presentations will include a radio ad, a campaign speech and a newspaper ad.

Step 4

The evaluation form is handed out and the teams are evaluated on their presentations. The team that receives the most points is the winner.



The Election Game

Evaluation Form

This is an evaluation of the presentation of the competing teams. It is not an evaluation of whether or not you agree with the candidate or issue. It is an evaluation of how good a job the team did in preparing campaign materials.

Use the following scale to judge each team regarding each part of their presentation. Each presentation will have three parts: a speech, a newspaper ad, and a radio ad.

3-Excellent; very clear and persuasive

2-Good; convincing but not dominating

1-poor; unclear and not persuasive



Team Evaluated: _____

Speech: _____

Newspaper Ad: _____

Radio Ad: _____

Total: _____

Team Evaluated: _____

Speech: _____

Newspaper Ad: _____

Radio Ad: _____

Total: _____

Team Evaluated: _____

Speech: _____

Newspaper Ad: _____

Radio Ad: _____

Total: _____

Team Evaluated: _____

Speech: _____

Newspaper Ad: _____

Radio Ad: _____

Total: _____

The Election Game

Task Handout

Each team is to perform the following tasks.

Campaign Speech

One member of the team should be selected to give a campaign speech on behalf of a candidate or issue. The speech should be short – no longer than 500 words.

Newspaper Ad

The ad should be done on 8 1/2 by 11 inch paper. The ad should be simple enough so that the message can be grasped in a fraction of a second. The lettering and art work should be large enough to be seen at a distance. Some consideration should be given to a slogan and/or symbol to represent the candidate or issue.

Radio and TV Ad

This ad should be no longer than 75 words which should take about 1 minute to read. One person or several people can read the ad. The ad can be written in a narrative form, as a dialogue, or some combination of the two.

Steps to Follow

Members of the teams should divide the various tasks among themselves. One person can write the speech while the others work on the ads. These efforts should be cooperative efforts. Each person's work should be reviewed by the entire team to make sure that the presentations conform to the point of view the team is trying to project. The tasks should be accomplished within one or two periods.

Once each team is ready the teams will take turns in making their presentations. The four candidates will make their presentations while the other four teams evaluate each presentation. Then the four teams dealing with the issues will present and be evaluated by the teams representing candidates.



Liberal vs. Conservative

Use the following scale to indicate the extent to which you agree or disagree with the statements below:

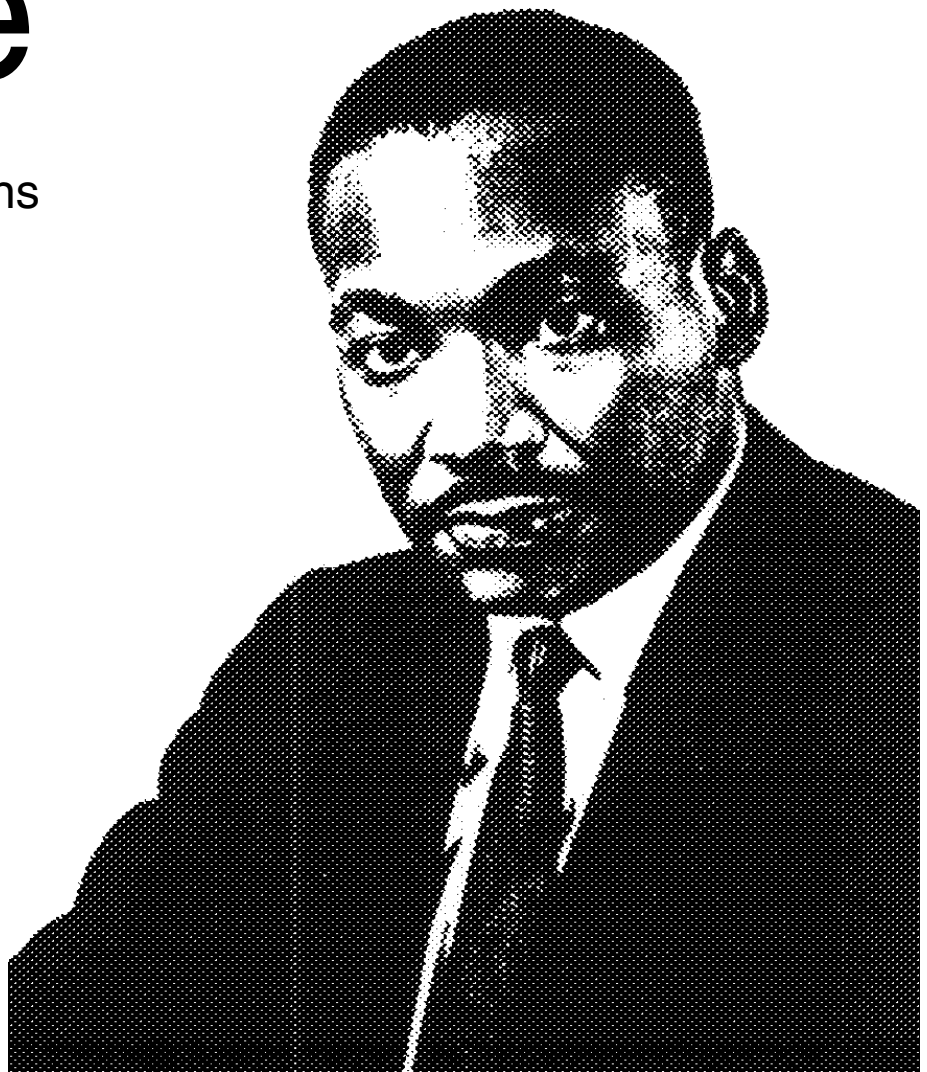
- 5=strongly agree
- 4=agree
- 3=neutral
- 2=disagree
- 1=strongly disagree

1. ___ The government should spend more money on education and welfare and less on the military.
2. ___ People should not be allowed to criticize the government during a time of crisis like war.
3. ___ A woman should be allowed to have an abortion if she wants to.
4. ___ The United States should stop giving money to foreign countries.
5. ___ If people cannot find work, the government should step in and provide them with jobs.
6. ___ Students in public schools need more discipline. There should be dress codes and corporal punishment.
7. ___ Capital punishment should be abolished because it is unfair to the poor.
8. ___ If the United States is to grow and prosper, it will have to conserve energy and not build nuclear power plants because they are too dangerous.
9. ___ The government should help the poor.
10. ___ If the U.S. suspected another country was going to attack it, it should try to negotiate peace with that country before it tries any military action.
11. ___ Prisons should be improved upon so that prisoners can be rehabilitated.
12. ___ Child care should be provided to all families that need it.
13. ___ Americans should increase foreign aid to poor countries.

14. ___ Homosexuals should have the same rights as anybody else.
15. ___ Premarital sex is acceptable.
16. ___ Marijuana should be legalized.
17. ___ Greater efforts should be made by the government to eliminate sex discrimination.
18. ___ More money should be spent on public schools.
19. ___ People should be free to join whatever religious cult they want.
20. ___ People should receive enough welfare to lead a decent life.
21. ___ The United States needs a system of national health insurance.
22. ___ The government should spend more money on the needs of the people.
23. ___ Rich people should pay a higher proportion of their income in taxes.
24. ___ The best way to help the poor is to give them adequate benefits and a good education.
25. ___ There should be laws to protect the environment from pollution.
26. ___ People are not responsible for their own behavior. They are products of their environment.
27. ___ The government should protect the consumer from shoddy products and unfair practices.
28. ___ The poor should pay no taxes.
29. ___ The government should promote more integration, affirmative action, civil rights and busing to help minorities.
30. ___ The government should build more housing for the poor.

Minority Power Game

By Lawrence Stevens



Stevens & Shea Publishers

Minority Power Game

Introduction

Minority groups generally have had very little power to influence decisions which affect the lives of the members of the group. Within the setting of an American city, this game demonstrates the difficulties that minority groups have in obtaining decisions favorable to their interests. The game also familiarizes students with the kinds of issues faced by minorities in an urban situation.

One of the problems that these groups have in exercising power is that they are small and fragmented from other groups that are in similar positions. In order to gain power, minorities must form coalitions with other groups. This game emphasizes the importance of coalition politics.

The game is simply structured to enable students who cannot handle the freedom and complexity required in many game simulations to play this game.

Minority Power Game should take from two to four class periods to play and can be used in grades seven through twelve.

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Minority Power Game

by Lawrence Stevens

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Minority Power Game

Teacher Directions

The following items should be reproduced for class use:

- A. Map of the city – one class set
- B. Role sheet – one class set
- C. Student directions – one class set (optional)
- D. Issues – one class set
- E. Student score sheet – one for each group and teacher (10)

Distribute map and role sheet to students. Distribute student directions if the teacher finds this useful.

Read student directions and explain where required. Orient students to map and role sheet. Explain that this is the city in which they will live and these are the interest groups that have control over the decisions made in the city.

Divide students into interest groups. Since students vote as a bloc it is not necessary to have any specific number of students in a group. You can use the number of votes that group has as a guide to the number that should be assigned to that particular group. There are a total of 39 votes in the game.

Students or teacher can select a chairperson to read the issues and control the debates and voting, and a secretary to record the votes. Each group should also have a chairperson.

Issues sheets should be distributed. The chairperson or teacher should read each issue. The students should have time to caucus to decide what option their group will support. Then a certain amount of time should be allotted for debate. Students may also, if the teacher deems it worthwhile, be allowed to lobby other groups by passing notes and allowing one or two members of each group to visit other groups. This activity, which can be noisy and chaotic, should be kept separate from the debate and a specific amount of time should be allotted for it. The amount of time for debate and lobbying should be determined by the teacher according to the students' ability to fruitfully sustain such activity.

The voting will take place by each group submitting a piece of paper giving the name of the interest group, the number of votes they have, and the letter of the option which they want. The secretary will tabulate the votes. The teacher using the master score sheet will inform the students about how many points they received.

The students may have some difficulty identifying which proposals they should support on some issues. The teacher should not hesitate to help them identify what their interest is. It might be useful at the beginning of the game to play through the first issue so that students become familiar with the procedures.

After the students vote on an issue, the votes will be collected by a secretary and tabulated. The teacher, or the secretary, will tell the groups how many points they received by referring to the MASTER SCORE SHEET. If the class adopts a position that strongly favors a particular group(s), those group(s) will receive two points. If the group is harmed by the class decision, they receive no points.

In certain cases when a group has no immediate and direct concern with an issue, that group will receive one point if it voted with the winning side. This should be emphasized to the students. On these issues the group can use its votes to bargain with other groups. The group can offer its support to one group or another in return for pledges of support on issues that have a direct effect upon the group.

The students will record the number of points they receive on the STUDENT SCORE SHEET. The easiest way of presenting the scores is by making a transparency of the STUDENT SCORE SHEET and writing in the number of points that each group receives.

After the game, the teacher will have the students discuss the following questions:

Did the minority groups have any effect on the decisions made in the city? Why did, or didn't they?

Which groups seemed to exercise the strongest influence? Why did they seem to have the most influence?

If minority groups lacked power in this game, what could they have done to have had a greater influence?

Student Directions

(to be read to the students by the teacher)

You are about to play a game about power. When you play the game you will become part of an interest group. As a member of this group your goal will be to get decisions that are favorable to the interests of your group. Some groups will have more power than other groups; they will have more votes. The groups that have less power are racial and ethnic minorities such as African-Americans, Latinos and Asians. In order for these groups to win, they will have to get others to vote with them.

After you are divided into groups, you will be presented issues which will affect your group. Each issue will have several courses of action for you to choose from. Some choices will favor your group; others will not. Some are "compromise" choices which fall in-between. You and your group will have to decide which choices favor your group. Your group will have a certain number of votes and you will cast those votes in a bloc.

For a particular choice to win, it must have a majority of the 39 votes in the game. Since there are more than two choices for each issue it may take more than one vote to reach a majority. In case that no single choice has a majority, the choice that has the smallest number of votes will be dropped from the voting. This will be done until one choice has a clear majority.

There are certain issues where some groups will not have a direct interest. That is, it will make no difference to that group which choice wins. In those cases your group will receive a point for voting with the majority. At these points in the game you have a perfect opportunity to exchange your vote for the support of other groups on issues that are important to your group.

Once a decision has been made, the teacher will tell you how many points your group will receive. The team with the most points will win. At the end of the game you will discuss whether or not minorities have made any gains and why they did, or did not, achieve decisions favorable to their interests.

BLACKS – 5 VOTES

Most blacks live in the "ghetto" section of the city. The unemployment rate is twice as high among blacks as whites. One-third of the black families are on welfare. The crime rate in the ghetto is higher than in other parts of the city. They would like to see their area improved and more jobs available.

ASIANS – 2 VOTES

Chinatown is overcrowded and housing is old and run-down. The average family income is higher than that in the barrio or ghetto but is less than the average white income. There is very little crime and very few on welfare in the Asian area. They want to improve their neighborhood.

MERCHANTS – 5 VOTES

They own the stores in the downtown area where the people buy most of their goods and employ a large number of the city's residents. They want laws which will continue to encourage people to come to their stores to buy.

LIBERALS – 2 VOTES

They come from professional groups such as lawyers, educators, ministers, etc. They favor equal rights, opportunities and justice for all people. They live in both the urban and suburban areas and make better than average incomes.

ORGANIZED LABOR – 5 VOTES

Labor unions represent most of the blue collar jobs in the factories and the skilled jobs such as plumbers, carpenters, etc. They want to protect the jobs of their members and keep their wages high. They would like to see more jobs created in the city.

LATINOS – 5 VOTES

Most Latinos live in the "barrio" section of the city. The unemployment rate is twice as high among Latinos as whites. One-third of the Latin population is on welfare. The crime rate in the barrio is higher than in other parts of the city. Many of the families speak only Spanish. They want improvements in the area.

SUBURBAN MIDDLE CLASS – 5 VOTES

Mostly whites who are well-off live in the new subdivision north of the city. They would like to have the conveniences of city living but want to avoid the problems of crime, pollution, etc. that cities have.

URBAN MIDDLE CLASS – 5 VOTES

Mostly whites who live in the main part of the city. They do not want to see their area become run-down. Most of the people in this area have jobs though some are on welfare.

INDUSTRIALISTS – 5 VOTES

They own the factories which employ most of the people of the city. They would like to see more industry located in the city. They do not like any laws which interfere with their operations.

STUDENTS

Read the role situations carefully. They will help you understand what positions you will take on the issues and who your potential allies and friends may be.

Minority Power Game

Score Sheet

Interest Groups		1	2	3	4	5	6	7	8	9	Interest Groups
1. District Voting	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	1. Blacks
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	2. Latinos
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	3. Asians
2. Freeway Location	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	4. Liberals
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	5. Merchants
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	6. Industrialists
3. Community Center	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	7. Labor
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	8. Suburban Middle Class
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	9. Urban Middle Class
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
4. Youth Project	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
5. Urban Renewal	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
6. Urban Renewal	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
7. School Integration	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
8. Affirmative Action	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
9. Public Housing	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
10. Park Location	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
11. Garbage Dump	A.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	B.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	C.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
	D.	[]	[]	[]	[]	[]	[]	[]	[]	[]	

Minority Power Game

Master Score Sheet

Interest Groups		1	2	3	4	5	6	7	8	9	Interest Groups
1. District Voting	A.	[2]	[2]	[2]	[2]	[0]	[0]	[0]	[0]	[0]	1. Blacks
	B.	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[2]	[2]	2. Latinos
	C.	[0]	[0]	[0]	[0]	[2]	[2]	[2]	[1]	[1]	3. Asians
2. Freeway Location	A.	[1]	[1]	[1]	[1]	[0]	[0]	[2]	[2]	[2]	4. Liberals
	B.	[0]	[0]	[0]	[0]	[2]	[2]	[2]	[1]	[1]	5. Merchants
	C.	[1]	[1]	[1]	[1]	[0]	[0]	[2]	[1]	[1]	6. Industrialists
3. Community Center	A.	[1]	[2]	[1]	[1]	[0]	[0]	[1]	[0]	[0]	7. Labor
	B.	[2]	[1]	[1]	[1]	[0]	[0]	[1]	[0]	[0]	8. Suburban Middle Class
	C.	[0]	[0]	[0]	[0]	[1]	[1]	[1]	[2]	[1]	9. Urban Middle Class
	D.	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[2]	
4. Youth Project	A.	[2]	[2]	[2]	[2]	[2]	[M]	[2]	[M]	[M]	The teacher will use this sheet to tell the students the points they have won on each issue.
	B.	[1]	[1]	[1]	[1]	[1]	[M]	[1]	[M]	[M]	
	C.	[0]	[0]	[0]	[0]	[0]	[M]	[0]	[M]	[M]	
5. Urban Renewal	A.	[1]	[2]	[1]	[M]	[M]	[M]	[2]	[M]	[0]	The letter "M" indicates those issues in which the group does not have a strong interest. The points for these groups will be determined by whether or not they voted with the choice that received the most votes. If they did, they receive one point.
	B.	[2]	[1]	[1]	[M]	[M]	[M]	[2]	[M]	[0]	
	C.	[1]	[1]	[2]	[M]	[M]	[M]	[2]	[M]	[0]	
	D.	[0]	[0]	[0]	[M]	[M]	[M]	[2]	[M]	[2]	
6. Urban Renewal	A.	[2]	[2]	[2]	[M]	[0]	[0]	[2]	[M]	[0]	
	B.	[0]	[0]	[0]	[M]	[1]	[1]	[2]	[M]	[2]	
	C.	[1]	[1]	[1]	[M]	[2]	[2]	[2]	[M]	[1]	
7. School Integration	A.	[0]	[0]	[0]	[0]	[M]	[M]	[2]	[2]	[0]	
	B.	[2]	[2]	[2]	[2]	[M]	[M]	[2]	[0]	[1]	
	C.	[0]	[0]	[0]	[0]	[M]	[M]	[2]	[1]	[2]	
8. Affirmative Action	A.	[0]	[0]	[0]	[0]	[M]	[M]	[2]	[2]	[2]	
	B.	[1]	[1]	[1]	[1]	[M]	[M]	[1]	[1]	[1]	
	C.	[2]	[2]	[2]	[2]	[M]	[M]	[0]	[0]	[0]	
9. Public Housing	A.	[0]	[0]	[0]	[0]	[M]	[M]	[0]	[2]	[2]	
	B.	[2]	[1]	[1]	[1]	[M]	[M]	[2]	[1]	[1]	
	C.	[1]	[2]	[1]	[1]	[M]	[M]	[2]	[1]	[1]	
	D.	[2]	[2]	[2]	[2]	[M]	[M]	[2]	[0]	[0]	
10. Park Location	A.	[2]	[1]	[1]	[2]	[M]	[M]	[M]	[0]	[0]	
	B.	[1]	[2]	[1]	[2]	[M]	[M]	[M]	[0]	[0]	
	C.	[0]	[0]	[0]	[0]	[M]	[M]	[M]	[2]	[1]	
	D.	[0]	[0]	[0]	[0]	[M]	[M]	[M]	[1]	[2]	
11. Garbage Dump	A.	[0]	[1]	[1]	[0]	[M]	[M]	[M]	[2]	[2]	
	B.	[1]	[0]	[1]	[0]	[M]	[M]	[M]	[2]	[2]	
	C.	[2]	[2]	[2]	[2]	[M]	[M]	[M]	[1]	[0]	
	D.	[2]	[2]	[2]	[2]	[M]	[M]	[M]	[0]	[1]	

Neighborhood (or District) Voting

Local government officers have been elected by the entire city. About 70% of the voters are white and middle class; about 30% are from racial or ethnic minorities and poor. Under at-large voting (having the entire city vote for an official) minorities had little chance of ever being elected. There are several proposals to change this system of voting.

- A. All local government officials, such as the city council and school board, will be elected by district or neighborhood with representatives to be chosen from the barrio and the ghetto.
- B. One-half of all government officials will be chosen at-large and one-half will be chosen by district.
- C. There will be no change in how government officials are chosen. All government officials will be chosen at-large.

Freeway Location

The state government has offered to build a freeway between freeways one and two (see map). It has left the decision of the exact location of the freeway to the local government. Several locations have been proposed.

- A. A route following the north bank of the river on the northern edge of the city.
- B. A route just below the commercial area following the street between 5 and 6 on the grid.
- C. A route just below the ghetto and barrio on the southern edge of the city.

Community Center Location

It has been decided that the city needs a community center where dances for young people could be held. There could be recreation for all ages and a place for civic groups to meet. Several proposals have been made for a location.

- A. D6
- B. F7
- C. D2
- D. F4

Neighborhood Youth Project

Since young people have trouble getting jobs, it has been proposed that the city sponsor a program to provide jobs for young people. Minority youths have the most difficulty in finding work. Several proposals have been made.

- A. The city should provide 500 jobs.
- B. The city should provide 250 jobs.
- C. The city should not provide any jobs because this will increase taxes.

Urban Renewal Project

The Federal Government has provided a certain amount of money for a project to replace run-down slum housing. It is up to the city to decide where the project will take place. There is only enough money to replace one block on the map.

- A. The block in the southwest corner of the barrio.
- B. The block in the southeast corner of the ghetto.
- C. Chinatown
- D. The block around school 'C.'

Urban Renewal Project

The city must decide what it will build in place of the torn down slums.

- A. Housing for people with low incomes.
- B. Housing for people with middle and upper incomes.
- C. Commerical buildings.

School Integration

The schools of the city are for the most part segregated. Mostly, Latino students go to school A, black students to school B, and white students to school C. School C is overcrowded and a new school must be built. Where should it be located?

- A. In the new subdivision.
- B. In the downtown commercial area so that the school could be integrated.
- C. Increase the size of school C.

Affirmative Action Program

Very few minorities have jobs with the city. An affirmative action program is a way of increasing the number of minorities who work for the city. There have been several proposals about what should be done.

- A. Nothing should be done.
- B. Minorities will be hired only if they are qualified.
- C. A quota system will be used. When new workers are hired a certain percentage will have to be minority.

Public Housing

Most of the poor people in the city live in run-down housing. It has been proposed that new housing should be built for them. Several proposals have been made.

- A. No new housing should be built because it would take tax money.
- B. New housing should be built in area G7.
- C. New housing should be built in area A6.
- D. New housing should be scattered and built at the following locations B1, E2, and H4. In this way segregation will be avoided.

Park Location

The city does not have many parks. The Federal Government will provide money for a large new park. The city must decide where it will be located.

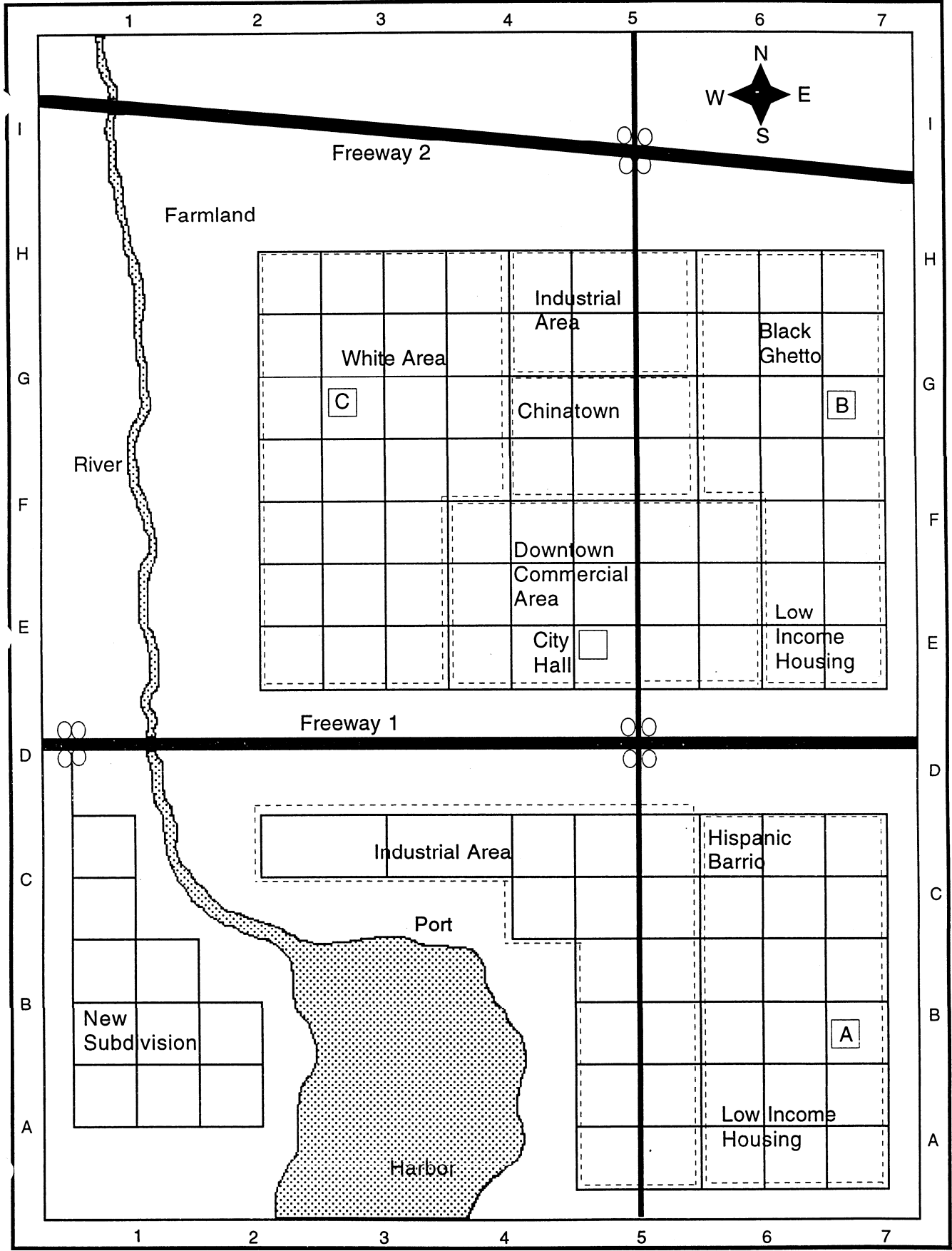
- A. E6
- B. A5
- C. C1
- D. G1

New Garbage Dump

The city's old garbage dump has reached its limit and the city has to find a new location for a dump. Several sites are being considered.

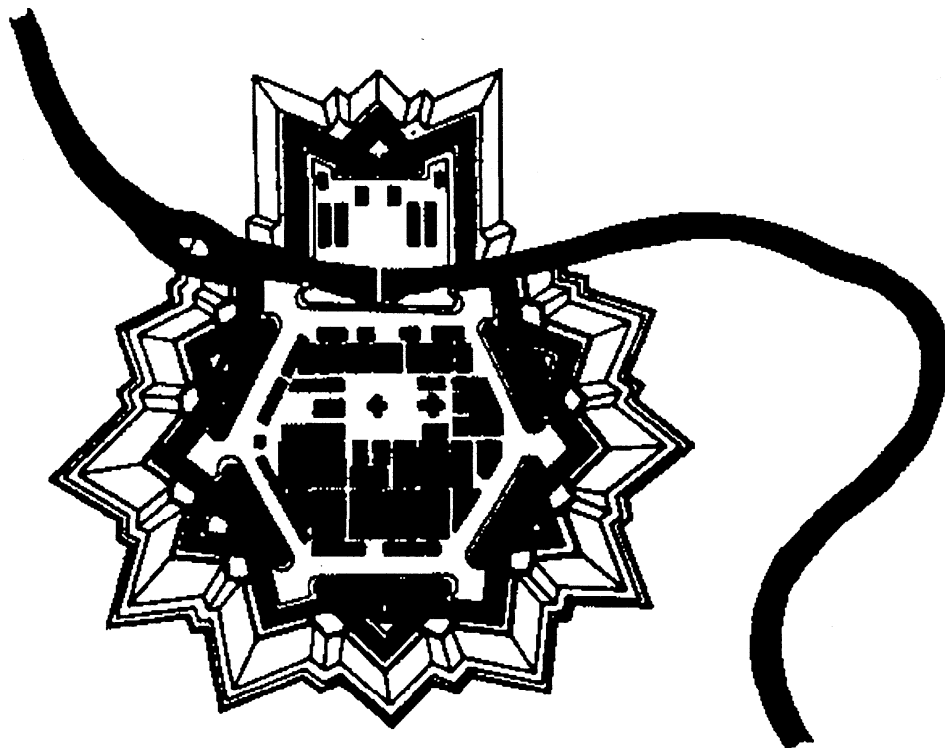
- A. H7
- B. D7
- C. I1
- D. D1

Minority Power Game



City Planning Game

By Lawrence Stevens



Stevens & Shea Publishers

Introduction

The purpose of this game is to familiarize students with the kinds of planning decisions that are made by city governments and the various interest groups that affect those decisions.

The issues used in the game are common to many cities throughout the United States. Students will be able to examine the effects of their decisions upon the city, and the influence of vested interest groups upon the decision making process.

The game is simply structured to enable students who cannot handle the freedom and complexity required in many game simulations to play the game.

This game should take from two to three class periods to play, and can be used in grades 7 to 12.

This simulation may be reproduced for use in the single school that purchased it. Reproduction for any other purpose is prohibited without the written permission of the publisher.

Teacher Directions

1. Preparations

Reproduce copies of the following items:

- Role sheet (one for each student)
- Map of city (one each)
- Issues sheet (one each)
- Student directions (one each, optional)
- Score sheet (one for each interest group and teacher— 9)

2. Directions to students

Read the directions to the class, or hand out copies to each student.

3. Handouts

Role sheet, map, and issues sheet should be handed to students. Teacher orients students to each of the sheets so that they clearly understand them.

4. Choosing groups

The class should be divided into interest groups. The teacher can use the number of votes each group has as a guide to the number that should be in each group. There is a total of 41 votes. However, the number of students in a group is flexible because the group votes as a bloc. Each group should have a chairperson to conduct the affairs of the group. A chair and secretary for the class should also be chosen. The chairman will read the issues to the class, control the debate and voting. The secretary will record the votes and points. The teacher may choose, or allow students to elect such officials.

5. Debating and voting

The teacher should have the chairman read an issue. Each group will have to decide whether or not the issue concerns them and what option favors their group. The teacher should allow a reasonable time for debate, depending, of course, on student interest and ability. Students should be reminded that when there are more than two options, a plurality will win. To vote, each group will write its name on a piece of paper and indicate which option it prefers. All of the options of a given issue will be voted upon simultaneously.

(continued)

City Planning Game

by Lawrence Stevens

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Note

Students should be reminded that there are some issues in which certain groups have no compelling interest. This is particularly true of the zoning and transportation issues and of the low and middle income groups which have rather amorphous interests in the area of city planning. In those cases where there is no vested interest, the groups will receive two points for voting with the “winners.” It should be emphasized that these cases afford the best opportunity for making deals, trading votes, etc. Time should be allowed for students to move to other groups to lobby and make deals. If the students cannot determine whether or not their group has an interest in the issue, the teacher should tell them. Such cases are indicated on the master score sheet by the letter “M.” In scoring, if the groups that do not have an interest vote for the option that receives the most votes, those groups will receive two points.

6. Evaluation

When the game is finished and a “winner” has been determined, students should be asked to examine the effects of their decisions upon the city. A transparency of the city map or a drawing on the blackboard can be used to record the changes caused by the students’ decisions and serve as a focus for discussion.

Students should be asked the following questions: what group or groups had the strongest influence on the decisions? Was this influence desirable? Which decisions do you think will help the city? Which decisions might hurt the city?

7. Scoring

The students vote on an issue. The votes are collected by the secretary and tabulated. The teacher, or the secretary, will tell the groups how many points they scored by referring to the **Master Score Sheet**. If the class adopts a

position that strongly favors those groups, they will receive two points. For a less direct benefit, they receive one point. If a group is harmed by the decision it will receive no points.

Groups that have no direct interest in the decision – they will not gain from or be harmed by the decision – will get two points by voting with the winning side.

The number of points each group should receive is indicated in brackets on the **Master Score Sheet**. The students will record their scores on the **Student Score Sheet**. The easiest way to present the scores is by making a transparency of the **Student Score Sheet**.

8. Management of groups

If eight different groups proves too unwieldy for the teacher to advise and control, the class can be combined into four groups. Realtors, businessmen, gasoline and auto companies, construction and labor can be put into one group because of their general orientation toward economic growth. Middle income, low income and conservationists will continue as separate groups. The voting power of the business bloc should be reduced to 12 votes. For many classes this is a more practical way to run the game.

Another problem with many students is the lack of understanding of what the interests of various groups are. It might be advisable to spend some time explaining the roles and how the interest groups might respond to specific proposals.

The middle income group, in most cases, has no definable economic interest in the issues. In such cases it should be emphasized that they should vote for what they think is the best interest of the city. There should be an odd number of people in the group so a decision is always reached.

Student Directions

You are about to play a game about city planning. You will have to make decisions that will affect the development of a city. The decisions are the same kind that city governments have to make in real life.

You will become a member of an interest group. There are eight interest groups in this game – businessmen, realtors, organized labor, construction industry, gasoline and auto companies, conservationists, middle income, and low income residents. These interest groups will try to affect the decisions made by the government.

As a member of an interest group you will try to get the rest of the town to make planning decisions that will favor your interest group. If the town makes a decision that favors your group, your side will win points.

Each issue that comes up will have several possible choices. You will have to get together with members of your group to decide what position you will take on the issue. You have a chance to try to persuade others to vote for your position.

At the end of the voting, the teacher will tell you how many points you won. The team with the most points at the end of the game will be the winner. The entire class will discuss at the end of the game whether or not the decisions would have really benefitted the town as a whole. Each team will record its points on a score sheet.

When you have to decide on an issue that has three or more choices, the option that receives the most votes, even if it is less than a majority, will win.

There are some issues in which your group will have no particular interest. In those cases, you receive two points for casting your votes with the choice that receives the most votes. These are the best times to lobby and make deals with other groups.

To start the game, the teacher will either appoint or let you volunteer for the interest groups. Each group should choose a chairperson and read the role sheet carefully. It will tell you how many votes your group has and how you should decide on the issues. Each group will cast its votes in a bloc.

City Planning Game

Student Score Sheet

1. Suburban Development

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []

2. Suburban Development

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []
 D. [] [] [] [] [] [] [] [] [] [] [] [] []
 E. [] [] [] [] [] [] [] [] [] [] [] [] []
 F. [] [] [] [] [] [] [] [] [] [] [] [] []

3. Freeway Location

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []
 D. [] [] [] [] [] [] [] [] [] [] [] [] []

4. Sewer Plant Location

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []

5. Land Use

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []

6. Land Use

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []
 D. [] [] [] [] [] [] [] [] [] [] [] [] []

7. Land Use

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []

8. Suburban Development

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []

9. Zoning

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []

10. Zoning

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []

11. Transportation

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []

12. Transportation

A. [] [] [] [] [] [] [] [] [] [] [] [] []
 B. [] [] [] [] [] [] [] [] [] [] [] [] []
 C. [] [] [] [] [] [] [] [] [] [] [] [] []

City Planning Game

Student Score Sheet Master

		R	B	CS	G/A	LI	MI	L	CONSERV.
1. Suburban Development	A.	[2]	[2]	[2]	[2]	[M]	[M]	[2]	[0]
	B.	[0]	[0]	[0]	[0]	[M]	[M]	[0]	[2]
	C.	[1]	[1]	[1]	[1]	[M]	[M]	[1]	[1]
2. Suburban Development	A.	[1]	[1]	[2]	[2]	[2]	[0]	[2]	[1]
	B.	[1]	[1]	[2]	[2]	[2]	[0]	[2]	[1]
	C.	[2]	[2]	[2]	[2]	[1]	[2]	[2]	[1]
	D.	[2]	[2]	[2]	[2]	[1]	[2]	[2]	[0]
	E.	[2]	[2]	[2]	[2]	[1]	[2]	[2]	[0]
	F.	[2]	[2]	[2]	[2]	[1]	[2]	[2]	[0]
3. Freeway Location	A.	[2]	[1]	[2]	[2]	[1]	[M]	[2]	[0]
	B.	[2]	[2]	[2]	[2]	[0]	[M]	[2]	[0]
	C.	[1]	[1]	[2]	[2]	[1]	[M]	[2]	[0]
	D.	[0]	[0]	[0]	[0]	[0]	[M]	[0]	[2]
4. Sewer Plant Location	A.	[0]	[0]	[0]	[0]	[M]	[0]	[0]	[2]
	B.	[1]	[1]	[2]	[2]	[M]	[1]	[2]	[0]
	C.	[2]	[2]	[2]	[2]	[M]	[2]	[2]	[1]
5. Land Use	A.	[0]	[0]	[0]	[0]	[M]	[M]	[0]	[2]
	B.	[2]	[2]	[2]	[2]	[M]	[M]	[2]	[0]
	C.	[0]	[0]	[0]	[1]	[M]	[M]	[0]	[2]
6. Land Use	A.	[2]	[2]	[2]	[M]	[2]	[M]	[2]	[0]
	B.	[1]	[2]	[2]	[M]	[2]	[M]	[2]	[0]
	C.	[2]	[2]	[2]	[M]	[2]	[M]	[2]	[2]
	D.	[2]	[2]	[2]	[M]	[2]	[M]	[2]	[0]
7. Land Use	A.	[2]	[2]	[2]	[M]	[M]	[M]	[2]	[0]
	B.	[0]	[0]	[0]	[M]	[M]	[M]	[0]	[2]
	C.	[1]	[1]	[1]	[M]	[M]	[M]	[1]	[1]
8. Suburban Development	A.	[0]	[0]	[0]	[0]	[M]	[M]	[0]	[2]
	B.	[2]	[2]	[2]	[2]	[M]	[M]	[2]	[0]
9. Zoning	A.	[M]	[M]	[M]	[M]	[M]	[0]	[M]	[0]
	B.	[M]	[M]	[M]	[M]	[M]	[2]	[M]	[2]
10. Zoning	A.	[M]	[2]	[M]	[M]	[0]	[M]	[M]	[0]
	B.	[M]	[0]	[M]	[M]	[2]	[M]	[M]	[2]
11. Transportation	A.	[M]	[M]	[0]	[0]	[M]	[M]	[0]	[2]
	B.	[M]	[M]	[2]	[2]	[M]	[M]	[2]	[0]
12. Transportation	A.	[M]	[M]	[0]	[0]	[M]	[M]	[0]	[2]
	B.	[M]	[M]	[2]	[2]	[M]	[M]	[2]	[0]
	C.	[M]	[M]	[2]	[0]	[M]	[M]	[2]	[2]

Students should study their roles carefully so that they can make decisions which benefit their interest group.

Realtors (4 votes)

You want the city to grow. Your income depends upon the sale of houses and land. You would like to see more houses and businesses built. You want your city to be attractive to new homebuyers.

Businessmen (4 votes)

You would like to see the community grow and prosper. But you don't want growth to be so rapid that it would cause serious problems such as a large increase in taxes.

Construction Industry (4 votes)

Your income depends on the construction of new buildings and roads. The more construction, the greater your income.

Gasoline and Auto Companies (4 votes)

You sell, service and supply cars (which is the major means of transportation.) Car dealers, auto repair shops, and service stations provide many jobs in the community.

Low Income Residents (4 votes)

You want to improve your neighborhood. You want money to help improve your area and you would like to see more high paying jobs made available to people in your neighborhood.

Middle Income Residents (12 votes)

You have invested a large amount of money in your house. You don't want anything to happen which will run down your neighborhood, and the value of your house. You want your city to be attractive and pollution-free.

Conservationists (5 votes)

You want to prevent urban sprawl and save open space and farmland around the city. You want to prevent and reduce pollution of all kinds. You would like to see less use of the automobile as a form of transportation. In general, you want a nicer and more pleasing city to live in.

Organized Labor (4 votes)

You are chiefly interested in protecting and increasing jobs in the community. You want construction to continue so that there will be jobs in the building trades. You would like to see more industry locate in the community. You want good housing for all people.

1. Suburban development

A request has been made by a property developer to build a subdivision just north of the river. The area is now farmland.

- A. Grant the request.
- B. Deny the request.
- C. Help the developer find another location.

2. Suburban development

If C was selected in issue #1, you must decide where a subdivision will be allowed. The subdivision will cover three square inches on the map. The possible locations are:

- A. A1-3
- B. I1-3
- C. I3-5
- D. H1-2/I 1-2
- E. D5-7
- F. C-D7, C6 or D6

3. Freeway location

The state highway department wants to connect the two freeways. You must decide whether or not the freeway should be built and its location.

- A. A route following the north bank of the river.
- B. A route between the downtown commercial area and the low income area.
- C. A route following the southern edge of the low income area.
- D. No freeway should be built.

4. Sewer plant location

Because of possible growth, there is a proposal for a new sewer plant.

- A. Do not build the sewer plant. You don't think it will be needed because growth in the town will be restricted.
- B. Build a new sewer plant at the point where the river flows into the port.
- C. Build a new sewer plant in the industrial area.

5. Land use

Two proposals have been made for the use of the land between the city and the river. Currently it is used as farmland.

- A. Leave it as farmland.
- B. Allow a subdivision to be built.
- C. Develop a park.

6. Land use

Several new industries want to locate in the city. The existing industrial areas are filled. The new industries will need one square inch of space.

- A. Square A3, next to existing industrial area.
- B. Square D5, next to existing industrial area.
- C. Square I3, between the industrial area and the freeway.
- D. Squares A1 or I1.

7. Land use

A land developer wants to build highrise apartments along the port on both sides of the river mouth. Conservationists have proposed that a park be developed here.

- A. Allow the developer to use the land as he wants.
- B. Use the land for a park.
- C. Allow the developer to use the land on one side of the river mouth and hold the other side for a park.

8. Suburban development

Conservationists have proposed that an urban limit line be established. The city would not be allowed to grow beyond this line. They propose that the river on the north and the freeway on the east would be the limit beyond which there would be no more development.

- A. Approve the urban limit line.
- B. Reject the urban limit line.

9. Zoning

The road in the new subdivision next to the port is lined with expensive homes; it is the nicest part of the city. It has been proposed that the eastern part of the road be zoned for apartments as well as homes.

- A. Approve the new zoning.
- B. Reject the new zoning.

10. Zoning

The area across from school B is single family homes. A proposal has been made to change the zoning to commercial in one section so that a mini-mart and pool hall can be located there

- A. Approve the new zoning.
- B. Reject the new zoning.

11. Transportation

A group of bicyclists has proposed that the city use some of its transportation money to build bicycle paths along the city's main roads. The money would ordinarily be spent on roads.

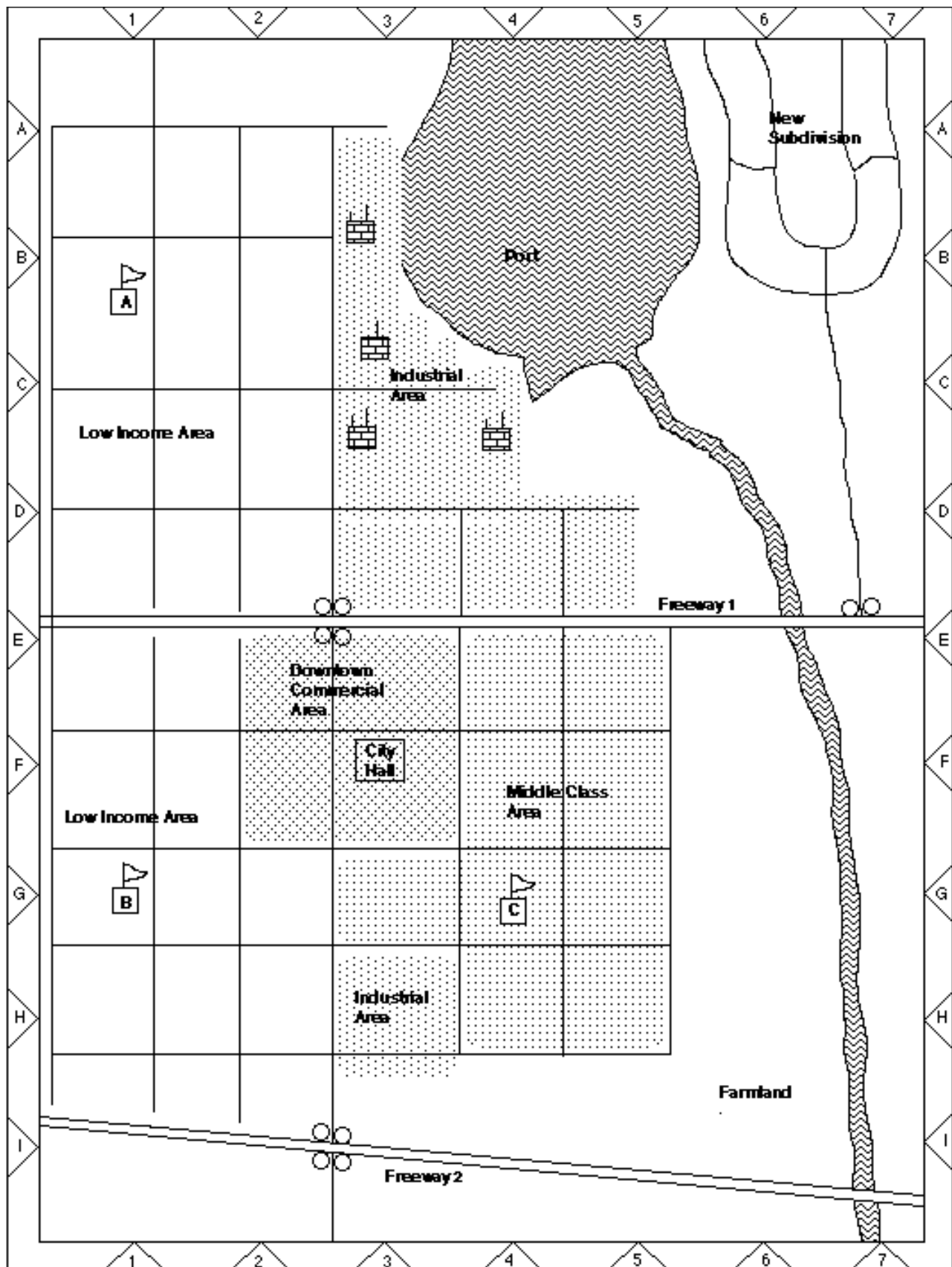
- A. Approve the proposal.
- B. Reject the proposal.

12. Transportation

It has been proposed by the state highway commission that a freeway be built from the new subdivision around the edge of the port, to the port industrial area. Others have proposed that if transportation is needed, a rapid transit system should be constructed.

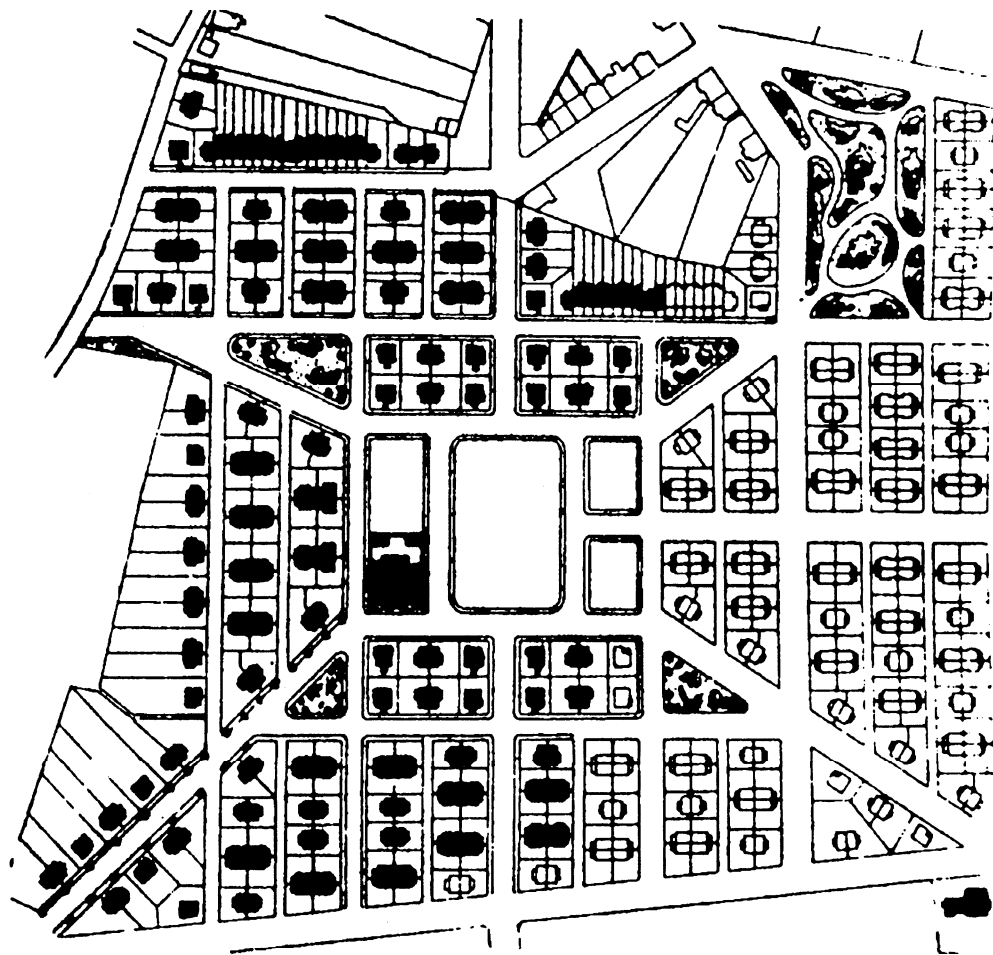
- A. Do nothing and rely on existing roads.
- B. Build the freeway.
- C. Build a rapid transit system.

City Planning Game



Plan Your Own City

By Lawrence Stevens



Stevens & Shea Publishers

Introduction

The basic purpose of this game is to help students realize the importance and necessity of urban planning. The student is asked to found a settlement. The teacher announces increments of growth that the student must add to his settlement. Soon, the student has an unplanned, rapidly growing city.

In evaluating the city the student must apply specific rules of good city planning. The student can apply the same rules to re-planning the city.

The game will take from three to five class periods to complete. The game can be used in grades 6 to 12.

Contents

Page 1: Directions

Page 2: Directions for the growth and evaluation of the city

Page 3: Score sheet.

Page 4: Symbols

Page 5: Map

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Teacher Directions

1. Reproduce class sets of the map, symbols and score sheet.
2. Distribute the map and symbols to the students.
3. Explain the purpose and rules of the game.
4. Read the Student Directions to the game.
5. Have the students build the city by giving the amounts by which the city will increase.

6. Have the students evaluate their city.

7. Repeat the city building process with what the students have learned.

Student Directions

You are to plan and build your own city. You will do this by drawing buildings and roads on your map. Your teacher will tell you what to draw. Use the symbols given for drawing different types of buildings. Make your buildings the same size as the symbols.

The small asterisks (*) on the map represent trees. You may destroy a tree that gets in your way by drawing over it. You may add more trees if you want by drawing in more asterisks the same size as the ones on the map.

Your city will grow in 10 stages. The teacher will tell you what to add to your city in each stage. Remember, make your buildings the same size as those on the symbols sheet.

The teacher will begin by telling students what should be put on the map. It should be stressed that the students should use the symbols on their map and keep them the same size as on the symbols sheet.

Plan Your Own City

by Lawrence Stevens

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Plan Your Own City

Build the City

Each student is the first settler and must select a site for his or her home.

Round 1

One house. The student should add roads and footpaths as necessary. Each building must connect with a road or footpath, and the first road must connect with the main highway in the lower right-hand corner of the map. All roads must eventually connect with the main highway.

Round 2

Add one store and fourteen houses.

Round 3

Add one factory and ten houses.

Round 4

Add one store, one factory, five apartments and ten houses.

Round 5

Add one school, one government building, one power plant and one sewer plant.

Round 6

Add three factories, three stores and thirty houses.

Round 7

Add ten houses, one factory and one store.

Round 8

Add ten houses, two stores and two factories.

Round 9

Add twenty-five houses, two factories and two stores.

Round 10

Add forty houses.

Totals

Each student should have 150 houses, 10 stores, 10 factories, 2 schools, 1 government building, a power plant and sewer plant in his or her city.

Evaluation

Students should evaluate their cities. Questions that should be asked: Are you happy with your city? Can you see where you made mistakes? What improvements would you make in your plan?

The teacher should distribute the score sheet and explain the rules for scoring and the basic planning principles. Students should score their own plan.

A New Plan

Students should be given a new map. The process of developing a city should be repeated.

Students should compare their two plans. They can discuss and/or write essays focusing on these questions:

In what ways does the second plan differ from the first?

What did you do to make the second plan better?

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Plan Your Own City

Score Sheet

There are certain basic rules to good city planning. You will use these rules to evaluate and score your city plan. The basic rule is described in the column on the left. How you score your paper is described in the middle column. Put our score on the right.

The lower your score, the better planner you are.

Rules for Planning

You should save as much open space as possible for recreation and ecological reasons.

How You Score

You get 10 points for each square that has a building or road in it.

Score: _____

You should save as much of the natural environment as possible – trees, lakes, streams, etc.

You get 1 point for each tree you destroy, each bridge you build over a river and each building you place within one-half inch of the lake. Subtract 1 point for each tree you added to the map.

Score: _____

Separate people from automobiles and do not rely on the car as a form of transportation around town. This cuts down on pollution, noise and accidents.

You get 1 point for each inch of road you have placed on your map.

Score: _____

Keep residences close to schools, shopping and work to save on transportation costs and provide for convenience.

You get 1 point for each house that is more than two squares from the nearest school. Do not count the square the school is in. The squares may be counted diagonally.

Score: _____

Separate houses from industry and shopping through zoning. Group factories, stores and houses separately.

You get 1 point for each store and factory that is not within one-half inch of another store or factory.

Score: _____

Total: _____

Plan Your Own City

Use these symbols on your map. Make the symbols the same size on the map as they are on this sheet.



House



Apartment



Store



Factory



Government Building



Power Plant



School



Sewer Plant



Road



Footpath

Plan Your Own City

