

Budget Simulation for Secondary Students

Essential Question: How do legislators serve the economic interests of their constituents?

Students will:

- Examine/Understand the history and function of the Washington State Legislature
- Assess the economic profile/needs of one legislative district with respect to current economic viability and geographic/regional characteristics
- Identify the leadership of that district based on 2006-7 biennium committee work
- Relate the member's committee work to the economic profile/needs of the district
- Evaluate the 2006-7 budget, work with competing members to finalize – be sure to get some good stuff for your district! Compromise!!
- Summarize the member's work on the budget and specifically how it will positively impact their district

Assessment:

Students create a newsletter, oral presentation, press release, TVW podcast, document that is a 'report card' to the constituents – in what specific ways did the member's work on the budget directly positively affect the legislative district's economic viability?

Teacher Directions:

Day One:

Introduce the lesson – explain the resources available to students – (see below)

What do you already know about the leg? What does it do? How do you become a leg? Why would you want to? What is a leg district? Brainstorming/assessment of what kids know and want/need to know.

Students get into leg district groups (three kids per district, one is a Senator, two are House Members)

NOTE: Be sure to use leg districts that are not too close to each other – don't overlap large multiple districts AND allow for regional political differences. Yes, you will need to look at the map.

Day Two:

Students get into leg district groups in lab, use worksheet to create a profile.

Worksheet should include – key economic forces, geography, political demographics (dems or GOP)

Each student should look at the bios and committee work the members and Senators worked on in the last biennium 06-07.

Homework: Each student takes home the Ax and Tax packet to preview (choose your pet budget items based on your district needs)

Day Three: (this may take as many as 100 minutes)

Get leg districts together by disparate regions, debate the budget line by line.

Day Four:

Decompress the budge debate-

Assign the assessment - create a report card about how well you gained benefits for your leg. district

Day Five:

Present report card to class based on the needs of the district – how well did you do for your people?

Resource list:

library/lab time on day two

glossary of civic terms

<http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade10glossary.pdf>

<http://www.leg.wa.gov/WorkingwithLeg/glossary.htm>

County economic profiles

<http://www.workforceexplorer.com/article.asp?ARTICLEID=8346&PAGEID=4&SUBID=>

<http://access.wa.gov/statefacts/index.aspx>

Find your legislator/district maps/History of State Legislature

<http://apps.leg.wa.gov/DistrictFinder/Default.aspx>

Ax and Tax – A budget Exercise – Alan Rosenthal

TVW

<http://www.tvw.org/index.cfm>

Access Washington

<http://access.wa.gov>

Want students to expand this project into a **CBA**? Go here!

Washington State Classroom-Based Assessment – Government Revenue and Responsibility

<http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade10Civics-GovernmentRevenue.pdf>