

Decisions in Action

Read how classroom models show democratic processes.

6.22.A “describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the steps in each process, then write 1 by voting steps, 2 by caucus steps, and 3 by due-process steps. This will help you compare how each model supports a fair decision.

A Class Models Fair Decisions

- ① At Cedar Middle School, students used a model meeting to learn how a group can make a decision. The issue was whether to spend council funds on new library books or sports equipment. First, each student received one paper ballot. They read the two choices, marked one privately, and placed it in a box. Two student counters tallied the ballots while classmates watched. The choice with more votes became the council’s decision. This simulation showed that voting gives each voter an equal chance to choose.
- ② Before a different decision, the class held a caucus, a meeting where people with similar views talk together. Students who favored books gathered on one side of the room, and students who favored equipment gathered on the other side. In each group, students listed reasons, chose a speaker, and listened to questions from classmates. Then the speakers shared their groups’ ideas with everyone. A caucus does not have to make the final decision. It helps people organize opinions, hear reasons, and prepare for a later vote or another group decision.
- ③ In the final model, Jordan was accused of tearing a campaign poster. The class did not decide guilt right away. Jordan was told the claim and allowed to explain what happened. A student panel heard Jordan, listened to the student who made the claim, and considered a witness’s statement. The panel then used the same rules for both students before reaching a decision. These steps modeled due process, which protects people by requiring fair procedures and a chance to be heard before a government decision affects them.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did students do with their ballots before the votes were counted, and how did the class decide which choice won?

2 What is one purpose of a caucus, according to the passage?

3 Name two due-process steps the class used before the panel reached a decision about Jordan.

4 How is a caucus different from voting in the class models?

3 YOUR TURN _____ Your own words

Design a short simulation for a town council deciding whether to add a public garden. In 4 or 5 sentences, explain when participants caucus, how they vote, and two due-process steps the council uses if someone challenges the process.

PART 1 • READ AND MARK

Underline the steps in each process, then write 1 by voting steps, 2 by caucus steps, and 3 by due-process steps. This will help you compare how each model supports a fair decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did students do with their ballots before the votes were counted, and how did the class decide which choice won?	Students marked one choice privately and placed the ballot in a box. The choice with more votes won.
2	What is one purpose of a caucus, according to the passage?	A caucus helps people organize opinions, hear reasons, and prepare for a later vote or decision.
3	Name two due-process steps the class used before the panel reached a decision about Jordan.	Accept any two: Jordan was told the claim, Jordan could explain, the panel heard both students, the panel considered a witness statement, or the panel used the same rules for both students.
4	How is a caucus different from voting in the class models?	A caucus is a discussion among people with similar views to organize ideas and choose speakers. Voting uses ballots to choose between options and decide which choice has more votes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our town council first lets residents meet in caucuses to discuss the garden and choose speakers. After speakers present reasons, every eligible voter casts one secret ballot, and two counters report the total. If a resident says a ballot was wrongly rejected, the council tells the resident the reason and lets the resident show evidence. A neutral review group applies the same rule to every challenged ballot before making a decision.

Accept equivalent descriptions of the passage's processes when students clearly identify their purposes and steps. For the open response, look for a logical caucus, an equal voting procedure, and two fair procedures that give a challenged person notice and a chance to be heard.