

Decisions in Action

Compare models of voting, due process, and caucuses.

8.31.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 Circle the name of each process, underline actions that make it fair or democratic, and write 1, 2, or 3 beside details from the voting, due process, and caucus models so you can compare how each simulation works.

Three Ways to Decide

- ① At Jefferson Middle School, a civic club tested three ways people make public decisions. First, students held a model election about adding bicycle racks. Candidates gave brief statements, and each voter received one paper ballot. Voters marked ballots privately, placed them in a sealed box, and two students counted the results while observers watched. The model showed that voting gives each eligible participant an equal chance to choose a representative or decision. Private ballots can reduce pressure from friends, while an observable count helps people trust the result.
- ② Next, the club modeled due process after a dispute about whether a student had damaged a library book. The accused student received a clear notice of the claim and a chance to explain what happened. A student panel listened to both the librarian and the student, examined the book, and asked questions before deciding. The panel could not punish the student until it considered the evidence. This model showed that due process protects people from unfair government action by requiring notice, a hearing, and a fair decision procedure.
- ③ Finally, the club ran a caucus to select one proposal for the school garden. Students first stood with the proposal they supported. Groups discussed costs and benefits, then students were allowed to move to another group after hearing new reasons. Each group chose a speaker, and the class compared the remaining support before selecting the proposal. Unlike a secret-ballot election, a caucus uses open discussion and visible group choices. The simulation showed how participants can persuade one another and revise their positions before a final choice.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the model election protect voter privacy and make the vote count checkable?

2 Describe two steps in the due process model that happened before the panel could punish the student.

3 Describe two ways the caucus differed from the model election.

4 Which model allowed participants to change positions after hearing new reasons, and what democratic action did that show?

3 YOUR TURN _____ Your own words

Choose voting, due process, or a caucus. Write five sentences that describe a new classroom simulation of that process, including the roles, the order of events, and one way the simulation will be fair.

PART 1 • READ AND MARK

Circle the name of each process, underline actions that make it fair or democratic, and write 1, 2, or 3 beside details from the voting, due process, and caucus models so you can compare how each simulation works. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the model election protect voter privacy and make the vote count checkable?	Voters marked private ballots and placed them in a sealed box. Two students counted the ballots while observers watched.
2	Describe two steps in the due process model that happened before the panel could punish the student.	The student received notice of the claim and a chance to explain. The panel listened to both sides, examined the book, and asked questions before deciding.
3	Describe two ways the caucus differed from the model election.	The caucus used open discussion and visible group choices, while the election used private ballots. Caucus participants could move to another group after hearing reasons.
4	Which model allowed participants to change positions after hearing new reasons, and what democratic action did that show?	The caucus model did. It showed that participants can persuade one another and revise their positions before a final choice.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our class will model due process after a student is accused of taking a poster from the hallway. One student will read the claim, and the accused student will receive time to respond. Two students will present what they saw, while a panel asks questions and reviews a written note. The panel will decide only after hearing both sides and will explain its decision. This sequence makes the model fair because no one is punished before receiving notice and a hearing.

Accept equivalent descriptions that accurately connect each procedure to fairness, participation, or informed decision making. For the open response, look for a clear process, roles, ordered steps, and a realistic fairness protection.