# IMPACT OF LAWS & PROJECTS (9-12)

**OBJECTIVE:** Students will be able to evaluate the positive/negative, short-term/long-term effects of a law or project

**STANDARDS:**

- **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world.
- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present.

**CIVICS EXAM QUESTIONS:**

- Who makes Federal Laws?  **A:** Congress

**TIMELINE:** This lesson is best suited during the Implementation and Evaluation phase. It can also be used before and during the Idea Collection phase, prior to developing ideas into proposals.

**APPROXIMATE LESSON LENGTH:** 85 minutes

**SUPPORTING MATERIALS:**

- _The Voting Rights Act of 1965: Transforming Democracy in America_
- _Text Dependent Questions on The Voting Rights Act of 1965 (9-12)_

**VOCABULARY:**

- Impact
- Evaluate

**INSTRUCTIONS:**

## 1. Engage

- Ask the students to think of a school policy or rule they would like to see changed.
- Make a list on the board of students' ideas.
- Students will work with a partner to select one of the policies and discuss the following questions:
  - How does this rule or policy impact students?  (their education, choices, etc.)
  - How does this rule or policy impact the school community?

- Who in the school community is benefiting from this rule or policy?
- Who in the school community is negatively impacted by this rule or policy, and how so?
  - A stricter tardy policy may cause students to rush to class, while teachers would deal with fewer interruptions, or kids who were never late may not see much change.

## 2. Explore

- Share with students that Congress passed the Voting Rights Act of 1965 in response to increased pressure from African Americans and public outcry over the events in Selma. (Note: this lesson fits best in a larger unit on Civil Rights or Voting.)
- Students will read about the Voting Rights Act of 1965 using the text, *The Voting Rights Act of 1965: Changing Democracy in America*.
  - Differentiation: Students can read in groups out loud, or teacher can read with students.

## 3. Explain

- Students will answer the *Text Dependent Questions on The Voting Rights Act of 1965 (9-12)* independently.
- Students will write two questions of their own about the Voting Rights Act.
  - Differentiation: Shorten the number of questions students have to answer (i.e. students answer only odd-numbered questions).

## 4. Elaborate

- Place students in small groups for small group discussion using the *Text Dependent Questions on The Voting Rights Act of 1965 (9-12)*.
- Students can use the given questions and their own to discuss the impact of the Voting Rights Act. Ensure all students actively participate in the conversation.
- Circulate around the room to support discussion, encouraging an academic atmosphere.
  - Differentiation: Students can write their peers' ideas down in how they relate to their own answers.

## 5. Evaluate

- Provide each small group one School Participatory Budgeting project from previous years (if you don't have enough projects, there can be repeats).
- Revisit the same questions as at the beginning of the lesson.
- Instruct students to analyze their project using the following questions:
  - How does this rule or policy change impact students (their education, choices, etc.)?

- How does this rule or policy impact the school community?
- Who specifically in the school community is benefiting from this rule or policy?
- Who in the school community is negatively impacted by this rule or policy, and how so?
- Ask students to give the project a rating between 1-5 stars, and to justify the rating.
- Have students share their projects with the rest of the class. Encourage students to ask questions and briefly debate.
- Ask students why this practice is important to keep in mind as they go through the ideas after the Idea Collection phase.

**EXTENSION ACTIVITIES:**

The groups can take those questions out to the school community and find out how they feel about the projects.

The class can create their own evaluation tool based on their rating of past projects (ex: number impacted, location access, etc.).