



LIVES IN BALANCE

**CIVIC
LEARNING
ACTIVITIES**

TABLE OF CONTENTS

ANNOTATED DOCUMENTS

Share with students these annotated versions of some of the letters and charts they will see in **Lives in Balance**, if they would benefit from more scaffolding.

NEW MEXICO FEDERAL FUNDS LETTER

The annotated version of the fictional letter from the U.S. Office of Management & Budget to the New Mexico Governor, acknowledging a request for funding to support the state's medical needs during the pandemic.

NEW MEXICO STATE REVENUE CHART

The annotated version of New Mexico's fictional revenue projections, as impacted by the pandemic.

ARIZONA STATE REVENUE CHART

The annotated version of Arizona's fictional revenue projections, as impacted by the pandemic.

SOUTHWEST STATES UNEMPLOYMENT CHART

The annotated version of the fictional unemployment numbers across the states that form the Coalition, as impacted by the pandemic.

USA UNEMPLOYMENT RATE

The annotated version of the fictional U.S. unemployment numbers, as impacted by the pandemic.

USA GDP GROWTH CHART

The annotated version of the fictional graph that shows how the pandemic is projected to impact GDP in the U.S.

NAVAJO NATION

A U.S. map showing an overlay of Navajo Nation territory.

ARTICLES OF CONFEDERATION

Use this reflection on two major founding documents before the simulation to help put into context why Americans value a balance of local and central government control.

STATES' POWERS

Use this activity before the simulation to help students define states' powers and find evidence in their own communities of how states exert and institutionalize their power.

SOCIAL CONTRACT

Use this activity after the simulation to help students better understand the social contract, and why people give up some of their freedoms in exchange for the protection and order ideally offered by an organized society.

To view a black and white, printer-friendly version of this packet, click [here](#).

NEW MEXICO FEDERAL FUNDS LETTER

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D. C. 20503

New Mexico Governor,
490 Old Sante Fe Trail Room 400
Santa Fe, NM 87501

This is where the author of the letter works.

Dear Governor,

We are in receipt of your request for coronavirus funding related to medical needs for residents of New Mexico and the tribal lands.

We understand the severity of the matter and are actively looking at avenues to provide you with funding support. We are investigating the potential use of a grant to make the delivery of funds as easy as possible.

We appreciate your patience as we work through the funding avenues.

Sincerely,
Director, Office of Management and Budget

This is the title of the author of the letter. The title tells you what they do.

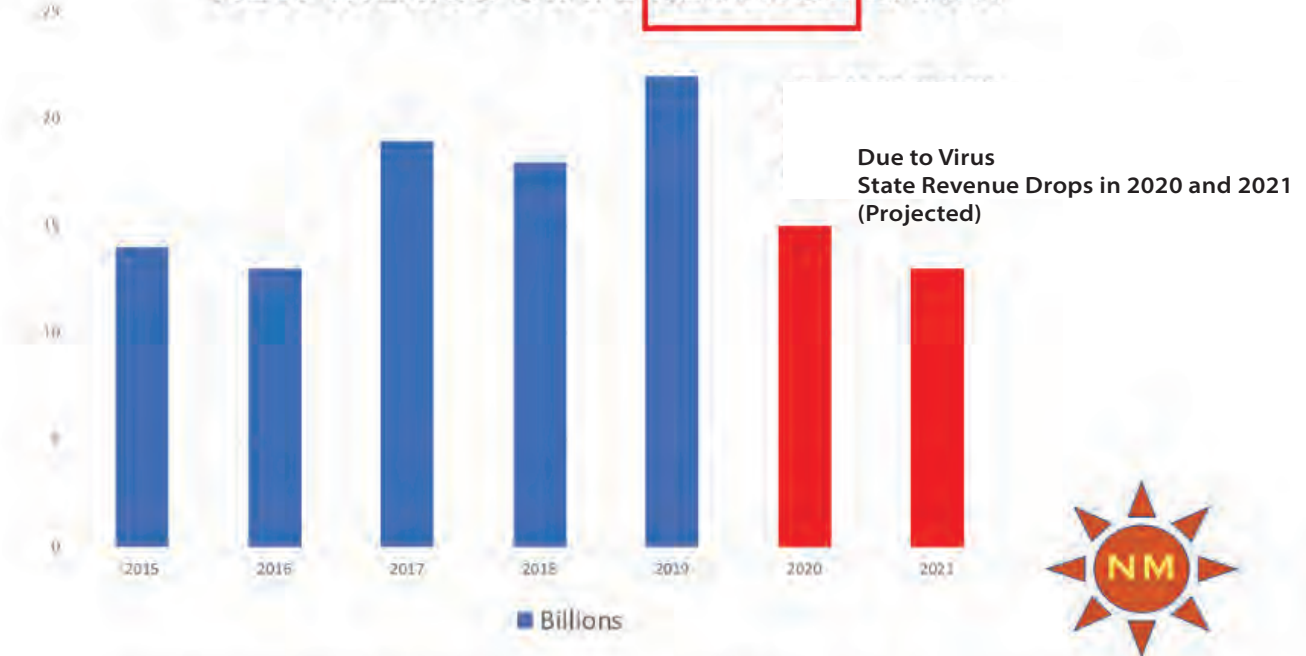
This graphic contains fictional data and is intended for educational purposes only.

NEW MEXICO STATE REVENUE CHART

revenue =
money earned



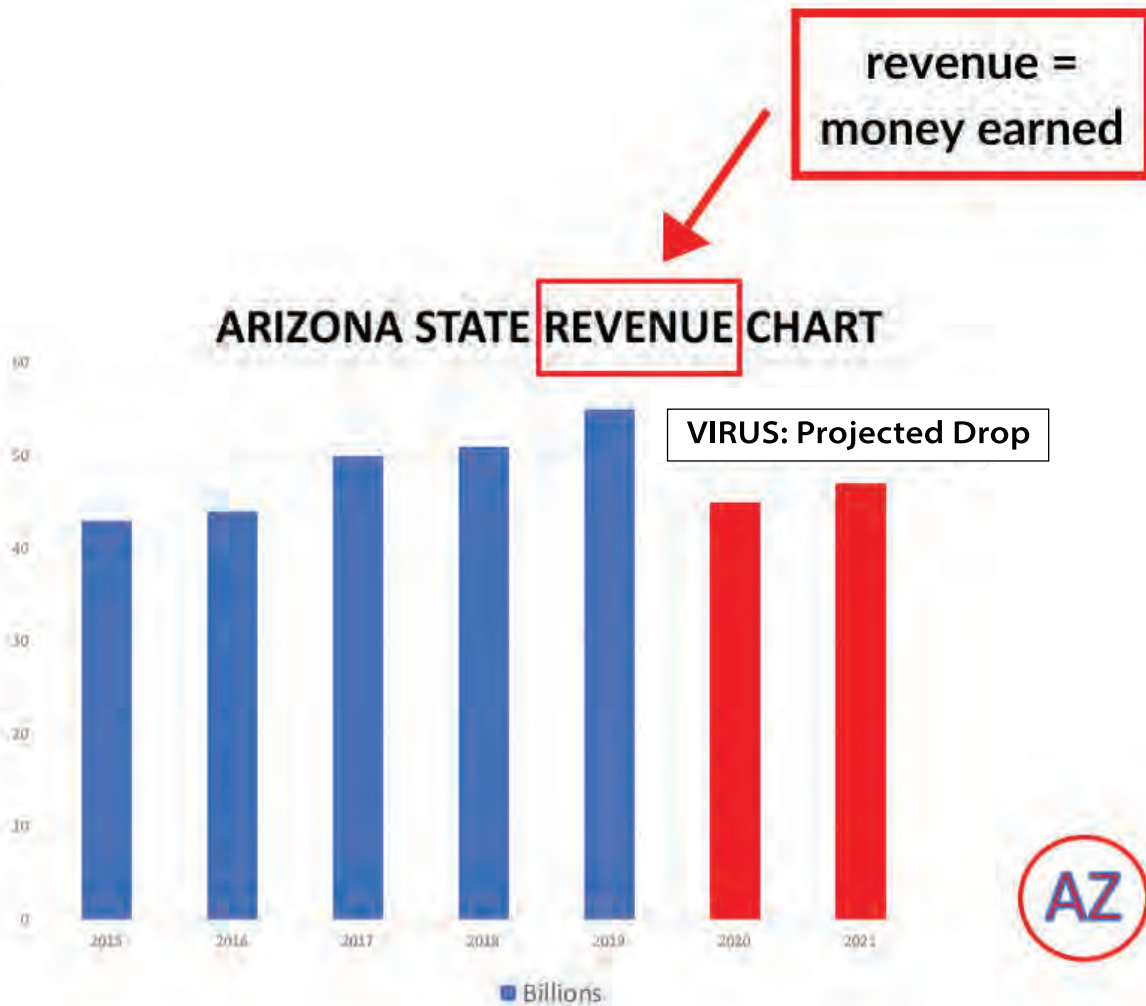
NEW MEXICO STATE REVENUE CHART



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ARIZONA STATE REVENUE CHART

This graphic contains fictional data and is intended for educational purposes only.



SOUTHWEST STATES UNEMPLOYMENT CHART

This graphic contains fictional data and is intended for educational purposes only.

Unemployment Rate = the percentage of people looking for work who are unable to find it

Southwest States Coalition: **Unemployment Rate** - Virus Impact (Last 2 Months)



Note: Rates shown are a percentage of the labor force. Data refer to place of residence. Estimates for the current month are subject to revision the following month

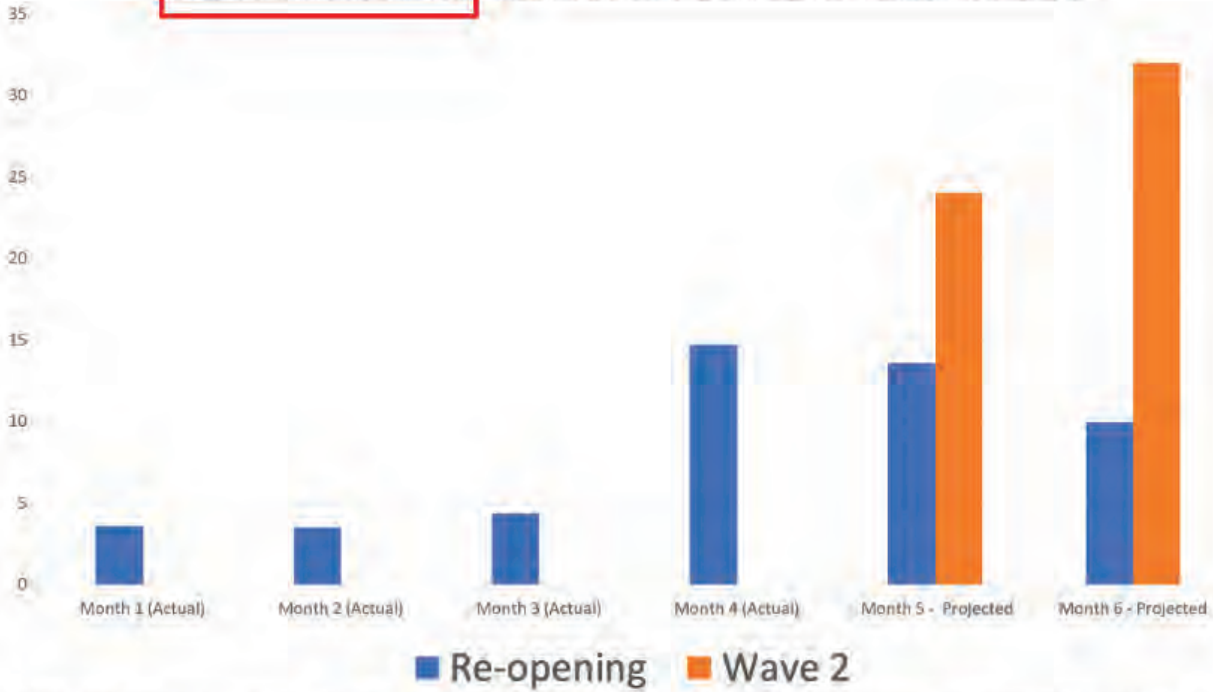
USA UNEMPLOYMENT RATE

This graphic contains fictional data and is intended for educational purposes only.

Unemployment Rate = the percentage of people looking for work who are unable to find it

USA: Unemployment Rate

- Reopening vs. Virus Impact (Projection for Wave 2)



Note: Rates shown are a percentage of the labor force. Data refer to place of residence. Estimates for the current month are subject to revision the following month.

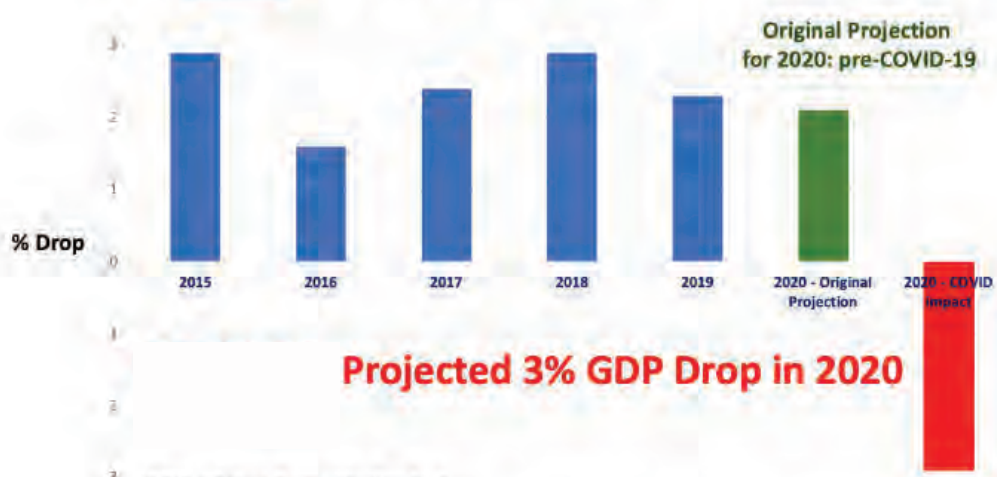
USA GDP GROWTH CHART

This graphic contains fictional data and is intended for educational purposes only.

GDP = Gross Domestic Product

The GDP is a measurement of how healthy our economy is. If the GDP goes up, that's a good sign!

USA GDP GROWTH – SHARP DROP DUE TO PANDEMIC



Projected 3% GDP Drop in 2020

GDP = Gross Domestic Product
It is a percentage measure of the total value of goods and services produced in a country



NAVAJO NATION



OBJECTIVE

Articulate the purpose of the Articles of Confederation, their shortcomings, and how their aims compare to those of the U.S. Constitution in terms of the balance of state and federal power.

TIME

20–30 minutes

SEQUENCE

Offer this optional activity before playing *iThrive Sim: Lives in Balance*.

INSTRUCTIONS

Have students complete the worksheet on the next page, also available as an editable Google doc [here](#).

CLICK HERE TO ACCESS THE ARTICLES OF
CONFEDERATION WORKSHEET (GOOGLE DOC VERSION)

Watch the Khan Academy video, "[The Articles of Confederation](#)" and answer the questions below.

PART ONE: What were the Articles of Confederation? Why were they drafted?

PART TWO: List three goals the Founders had for the Articles of Confederation.

- 1.
- 2.
- 3.

PART THREE: List and describe two major issues or problems that arose with the Articles of Confederation.

Issue / Problem 1:

Issue / Problem 2:

PART FOUR: Read this short article, "[The Constitution of the United States](#)." Then read the preambles to the Articles of Confederation and the U.S. Constitution.

Preamble to Articles of Confederation (Written in 1777, ratified 1781)

"To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names send greeting. Whereas the Delegates of the United States of America in Congress assembled did on the fifteenth day of November in the Year of our Lord One Thousand Seven Hundred and Seventy Seven, and in the Second Year of the Independence of America agree to certain articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia in the Words following, viz. "Articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia."

Preamble to U.S. Constitution (Written in 1787, ratified 1788)

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Answer at least two of the following:

1. How is the U.S. Constitution like a "colossal merger?"
2. What is the biggest difference you notice between the two preambles?
3. What words in the preamble to the U.S. Constitution let us know that this document is for one united country rather than a collection of individual states?

OBJECTIVE

Describe powers that belong to the states, and identify institutions that exemplify those powers.

TIME

15-20 minutes

SEQUENCE

Offer this optional activity before playing *iThrive Sim: Lives in Balance*.

INSTRUCTIONS

Have students complete the worksheet on the next page, also available as an editable Google doc [here](#).

CLICK HERE TO ACCESS THE STATES' POWERS
WORKSHEET (GOOGLE DOC VERSION)

PART ONE: After reading [this article](#), list the three main categories of powers that belong to states and not the federal government:

- 1.
- 2.
- 3.

PART TWO: Do online research to find three institutions or organizations in your state that exemplify “states’ powers.” List your state and the three institutions or organizations below. Explain how each institution is an example of states’ powers:

Your State:

Institution	How is it an example of states’ powers?

<p>OBJECTIVE</p>	<p>Students apply their experience weighing conflicting priorities in <i>Lives in Balance</i> to understanding the social contract.</p>
<p>TIME</p>	<p>25 minutes (longer with optional extension activity)</p>
<p>SEQUENCE</p>	<p>Offer this optional activity after playing <i>iThrive Sim: Lives in Balance</i>.</p>
<p>INSTRUCTIONS</p>	<div data-bbox="488 894 691 947" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p>STEP ONE</p> </div> <p>Introduce the "Social Contract." Help students understand the concept of the social contract with the following resource and/or others that you like to use.</p> <ul style="list-style-type: none"> • Watch Khan Academy Video: "The Social Contract". <div data-bbox="488 1241 691 1293" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p>STEP TWO</p> </div> <p>Apply the social contract to <i>Lives in Balance</i>. Ask students to reflect and share:</p> <ul style="list-style-type: none"> • Why would the governors in <i>Lives in Balance</i> bother to form a Coalition if it means giving up some control over the choices they make for their state? • What values were the characters in <i>Lives in Balance</i> trying to balance? • Why does anyone give up some of their personal freedoms to live in an organized society? <div data-bbox="488 1766 691 1818" style="background-color: #00728f; color: white; padding: 2px; margin-bottom: 10px;"> <p>OPTIONAL</p> </div> <p>Create a contract for your virtual classroom using this approach from Facing History and Ourselves.</p>