

Virginia & US Government

(High School Government & Economics)

Learning in Place, Phase IV

May 18 – June 5



Norfolk Public Schools
The cornerstone of a proudly diverse community

Name: _____

School: _____

Teacher: _____

Government Learning in Place, Phase IV

May 18-22

✓	Task	Text	Write
	How does the government decide what course of action to take?	Passage 1	1. As you read, create an outline of the information presented in the article. Be sure to include the following terms in your outline: cost-benefit analysis, trade off, & opportunity cost.
	How do I conduct a Cost-Benefit Analysis?	Passage 1 and 2	2. As you read Passage 2, develop a list of costs and benefits of tearing down public housing in Norfolk. 3. Then, using your list and the notes provided on cost-benefit analysis in Passage 1, conduct a cost-benefit analysis to determine whether the city of Norfolk should tear down the public housing in question. Summarize the results of your cost-benefit analysis in a paper where you justify your reasoning. If typed, the paper should be at least 2 pages (12 point font, double spaced) and no more than 3 pages. If handwritten, the paper should be at least 4 pages in length (single spaced) and no more than 6 pages.

May 25-29

✓	Task	Text	Write
	How have individuals and groups affected change in the actions of our government?	Documents 3, 4, and 5	1. As you read , find, and <u>note examples of individuals and groups acting to change how our government works.</u> a. Use a regular underline to highlight the actions of individuals. b. Use a “jazz underline” to highlight the actions of groups (this can be a wavy line, a curly line, stars, etc., or use a highlighter).
	Which is more effective in U.S. Government, the actions of individuals or those of groups?	Documents 3, 4, and 5	2. Now that you have some data to work with, <u>write a paragraph answering the question:</u> “Over the course of these three articles, which was more effective: the actions of individuals or the actions of groups?” a. Remember to include a thesis sentence and supporting sentences. These supporting sentences may include evidence supporting your argument or pointing out the shortcomings of the other.
	How can individuals and citizens apply their efforts to affect current issues?	Documents 3, 4, and 5	3. Lastly, <u>write a final, separate paragraph</u> discussing one last topic: “What is a current issue that you feel should draw attention and action from both individuals and groups, and how can those citizens affect that issue?” a. Use both the work you have already completed and your own experiences to inform your work in this paragraph. b. Be sure to include at least 2 examples for individual action and 2 for group action.

June 1-5

✓	Task	Text	Write
	What is public policy?	Document 6	1. As you read, underline key terms and phrases that help you understand public policy. Then, answer the 4 questions that accompany the information provided in the textbox.
	Interpret possible changes to voting and election public policy in response to the COVID-19 pandemic	Document 7	2. Read the article and answer the accompanying questions.
	Analyze the changes in educational public policy in response to the COVID-19 pandemic	Document 8	3. Read the article and answer the accompanying questions. 4. Then, complete the writing prompt. If typed, the analysis should be no less than 1 page (12 point, double spaced) and no more than 2 pages. If handwritten, the analysis should be no less than 2 pages (single-spaced) and no more than 4 pages.

Passage 1

A **cost benefit analysis** is a decision-making tool widely used in economics. It is applicable to many industries such as IT, software development, construction, education, healthcare, and information technology. *It can and is also used by the U.S. Government when making decisions that may have an economic impact on the nation.* The main purpose of tracking the Cost Benefit analysis steps is to calculate the ratio of benefits over costs. It is a simple technique that can be used for financial decisions. Simply put a Cost Benefit Analysis is conducted to identify how well, or how poorly, a decision will be concluded.

Cost Benefit Analysis? (CBA) Definition

Cost benefit analysis (CBA) is a technique for assessing all the costs and benefits likely to result from an economic decision.

Cost benefit analysis will look at:

- Private costs
- Private benefits
- Social costs
- Social benefits

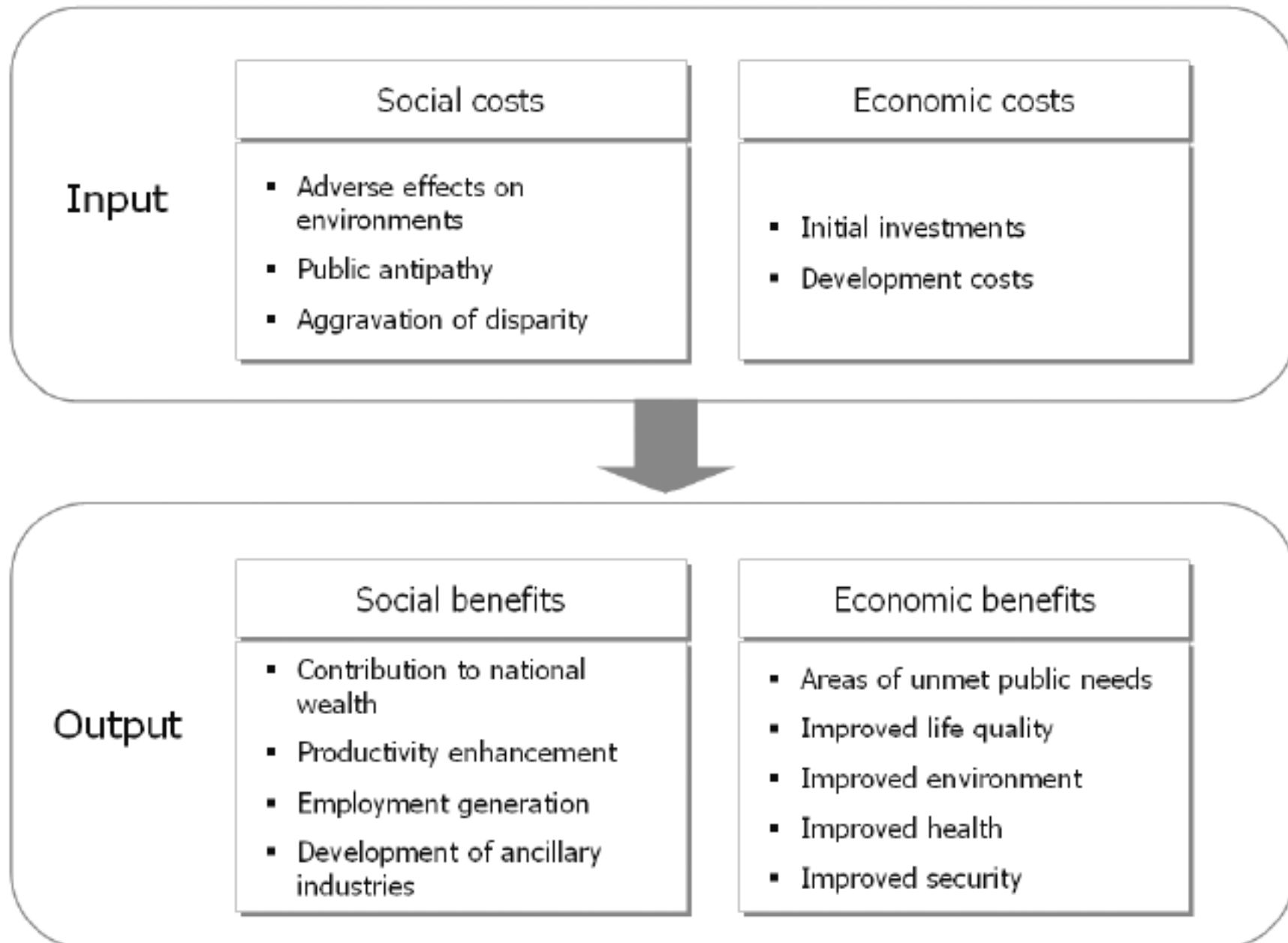


A **trade-off** consists of giving up of one benefit or advantage in order to gain another regarded as more favorable. (*Opportunity Cost*)

A trade-off is not an all-or-nothing decision and is not always monetary.

When creating a new policy that requires funding, or evaluating an existing policy for funding, the government must make choices.

The **opportunity cost** is the money or other benefits lost when one particular course of action is chosen instead of an alternative course of action.



Passage 2

Why Norfolk is planning to tear down half of its public housing

By RYAN MURPHY

THE VIRGINIAN-PILOT | FEB 22, 2018 | 10:00 AM

The redevelopment of the St. Paul's Quadrant – the 200-acre area north and east of Norfolk's downtown that contains more than half of the city's public housing – has been a controversial topic for years. But Norfolk's goal, replacing three public housing communities with mixed-income neighborhoods, fits a 30-year national trend of breaking up concentrations of the poorest citizens. Some residents objected that a plan put forward by city staff last year hadn't taken them into consideration. The City Council ordered staff to gather more input from the affected communities.

Last month, the council approved a revised version. It still calls for tearing down public housing but also includes more services for residents living there now. The council's vote gave the Norfolk Redevelopment and Housing Authority the go-ahead to start putting the vision into action.

In a new draft annual plan, the NRHA says it will seek approval later this year from the federal government to start the first phase of demolitions. That wouldn't start until 2020, after the NRHA has moved families living in those units. The demolition of all 1,700 units between Young's Terrace, Calvert Square and Tidewater Gardens is expected to take a decade or longer. However, opposition to the concept has continued, some founded on the belief powerful interests want to make the increasingly valuable land available for developers.

City Councilman Paul Riddick, whose ward includes the St. Paul's Quadrant and all of the city's public housing, has been a vocal critic and was the lone no vote on the new plan. He said the three communities – Tidewater Gardens, Calvert Square and Young Terrace, which house about 4,200 people – are a stone's throw from some of the priciest real estate in the city. "I believe the shadow government thinks the property is too valuable to house low-income residents," Riddick said. His biggest concern is that people won't be able to return once the new developments go up, as the city has promised. He points to East Beach in Ocean View, where low-income areas were replaced with high-end houses, some of which are worth more than \$1 million today. "I think the city and housing authority needs to be real with the residents," Riddick said.

American governments only got into housing in the United States during the Great Depression. Essentially all civilian housing was privately owned until the 1930s. As cities grew around the turn of the 20th century, living conditions worsened. Slums and tenements sprouted – most famously in New York, but also in other cities, including Norfolk. When the Depression caused widespread homelessness, the federal government built the nation's first publicly owned housing projects in the mid-1930s through the Public Works Administration. A 1937 law aimed to eradicate slums, move families to safer homes and boost

employment. But the legislation's ripple effects ultimately amplified the problems it was meant to solve. A federal housing authority was established to work with the local officials who operated government-owned housing developments. From the late 1930s to early 1940s, the nation spent \$800 million to build almost 600 subsidized housing communities, where residents paid about half the rent. The model continued into the 1960s, with thousands more developments built across the nation while urban renewal efforts sought to turn blighted slums into better and more affordable housing.

Much of Norfolk's public housing dates to this era. Through the early 1950s, the city razed slums. Young Terrace was finished in 1952. Tidewater Gardens followed two years later and Calvert Square two years after that. In Norfolk, those early projects were segregated along racial lines, NRHA executive director John Kownack said. Public housing was meant to be transitional, but racial segregation made it much harder for blacks to find private accommodations – a fact acknowledged by a report from a Norfolk mayor's commission in 1995. So while whites were able to move out, poor black residents were left to languish.

Cycles of poverty

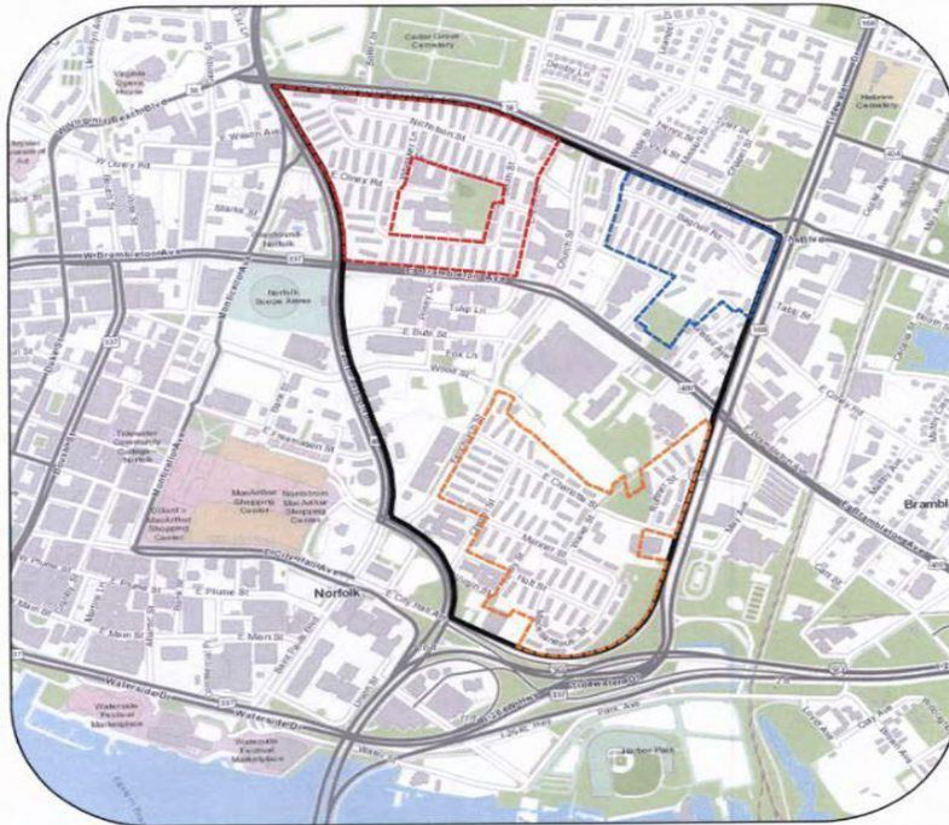
Social changes through the 1970s – including white flight to growing suburbs in neighboring Virginia Beach and Chesapeake – drove Norfolk's public housing to become a semi-permanent solution for people with little to no income, rather than a temporary step up for the working class. Changes in federal policies, including lower income requirements, helped cement public housing communities as dense pockets of poverty. Between 1970 and 1990, the number of Americans living in extremely impoverished neighborhoods doubled. Academics began to study why public housing contributed to a cycle of poverty. One of their conclusions: The neighborhoods are both socially and physically isolated from mainstream society, which cuts off residents from cultural and economic opportunities.

Wrought-iron fences surround many of the neighborhoods in St. Paul's. In Broad Creek, where public housing communities were redeveloped more than a decade ago, the road network had to be completely reworked because streets from the surrounding neighborhoods dead-ended at the edge of the public housing. Starting in the 1970s, Section 8 vouchers let low-income residents find private housing. The program has grown dramatically and is now the primary way of providing housing for poor Americans, said Bob Adams, the executive director of the nonprofit organization Housing Virginia. In addition to giving people a say in where they live, research suggests vouchers can help future generations break the cycle of poverty. Long-term studies have shown people who leave public housing for mixed-income communities are healthier – and have children who go further in school and earn more money – than those who stay. NRHA head Kownack said the best way they've found to improve the lives of public housing residents is to give them a shot at living in areas where they aren't surrounded solely by other impoverished families. "It is the fact that if you have a mixed-income environment where a diversity of cultures are represented and a diversity of ideas and motivations and parental involvement – when you live next to a doctor or go to

school with a doctor's kid, as opposed to kids whose parents don't have high school educations, it does make a difference in how you approach your work and how you approach your life," he said.

Adams, the housing nonprofit executive, said decentralizing poverty is an admirable goal with real benefits, but is only part of the puzzle. He said families also need support and services to rise out of poverty. The city is looking to do that through its People First initiative, a \$3 million effort to give residents of St. Paul's ongoing services like case management, employment aid and financial education.

A new hope

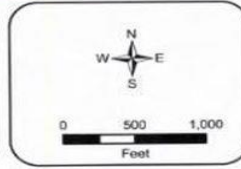


In the 1990s, the federal government launched a program called HOPE VI to turn some of the worst public housing into mixed-income developments. The results are visible today in Norfolk. The mixed-income Broad Creek development, about a mile and a half east of Calvert Square, was funded by HOPE VI money. Where it sits used to be four public housing communities. When the overhaul started in 2000, 767 families lived in that public housing. According to Kownack, about 200 found housing outside of the NRHA system. Of the 553 families that needed to be relocated, about half took vouchers and found private housing elsewhere. And 180 families returned to public housing units at the new Broad Creek, which are government-owned but privately run. Three-quarters of the 540 homes in the new Broad Creek development are public housing, where residents pay the same 30 percent of their income as people in traditional public housing. "We don't really promote the fact that Broad Creek is full of public housing," Kownack said.



LEGEND

- St. Paul's Redevelopment Area
- Calvert Square (310 Units)
- Young Terrace (746 Units)
- Tidewater Gardens (618 Units)



Physical touches in Broad Creek – including interconnected roads, a park and the lack of fences – reflect the new philosophy behind it. Riddick, the councilman who is skeptical of the St. Paul's plan, said things may be OK if it

turns out like Broad Creek. "I think the city of Norfolk needs to commit itself to showing these people that I am wrong, that it's not just gentrification and it's recycling the land," Riddick said.

One of the big hurdles: funding. HUD money has started to dry up, Adams said, and localities can no longer rely on one \$30 million or \$40 million federal grant to cover a massive redevelopment. Instead, officials have to cobble together federal, state and local government funding, along with private money. Norfolk has been exploring how to use tax credits to spur the St. Paul's project. Mayor Kenny Alexander met last week with President Donald Trump to talk about a new "opportunity zone" program that gives tax breaks to developers who build in distressed communities. Kownack said Norfolk has been talking about a plan for years and needs to finally act. "Keeping it as is is not a good option," he said. "We know how that ends. We know how that works out.

Document 3

Activist and Labor Organizer: Cesar Chavez

By Cesar Chavez Foundation, adapted by Newsela staff / Source: https://newsela.com/read/bio-activist-organizer-cesar-chavez/id/23272/?collection_id=339&search_id=13a7c5d6-ff63-43ce-9658-93e34d95e129

Synopsis: Born near Yuma, Arizona, in 1927, Cesar Chavez employed nonviolent means to bring attention to the plight of farmworkers. Along with Dolores Huerta, he co-founded the National Farm Workers Association, which later became United Farm Workers. As a labor leader, Chavez led marches and protests and went on several hunger strikes. He passed away in 1993, in San Luis, Arizona. Senator Robert Kennedy described Cesar Chavez as "one of the heroic figures of our time."

Life As A Migrant Farmworker

A first-generation American, Cesar Chavez was born on March 31, 1927, outside Yuma, Arizona. At age 11, his family lost their farm during the Great Depression and became migrant farmworkers. Chavez traveled throughout California laboring in the fields, where he was exposed to the hardships and injustices of farmworker life. Chavez finished his formal education after the eighth grade and worked the fields full-time to help support his family.

Chavez joined the U.S. Navy in 1946 and served in the Pacific. He returned from the service in 1948 and married Helen Fabela, whom he met while working in the fields and vineyards in California. Together, they settled in the East San Jose neighborhood of Sal Si Puedes ("Get Out if You Can"), and had eight children, later enjoying 31 grandchildren.

Establishing The UFW

Chavez's community organizing career began in 1952 at the Community Service Organization (CSO), the most prominent Latino civil rights group of its time. Chavez spent 10 years with CSO, coordinating voter registration and get-out-the-vote drives and leading campaigns against racial and economic discrimination. In the late 1950s and early 1960s, he served as CSO's staff director.

Yet Chavez's dream was to organize a union that would protect and serve the farmworkers whose poverty and powerlessness he had experienced. He also realized that the only thing holding him back from trying to organize farmworkers was his financial security. In 1962, at the age of 35, he had his first steady job. But he also

understood the cycle of poverty that had trapped farmworkers for generations.

So in 1962, Chavez resigned from CSO, leaving the first decent-paying job he had ever had. With \$1,200 in life savings he founded the National Farm Workers Association with 10 members — himself, his wife Helen, and their eight young children. The group later became the United Farm Workers of America (UFW). The Chavez family moved to Delano, California, a dusty little farm town in California's Central Valley. Chavez traveled to other farm towns, trying to recruit workers into his infant union. It was a tough sell at first, and he would often talk to 100 workers before finding one or two who weren't afraid to join.

Nonviolent Protests On Behalf Of Farmworkers

When Cesar Chavez began building the farmworker movement 50 years ago, he simply wanted to build a strong union. He soon realized it would require a larger movement to overcome the burdens of poverty, discrimination and powerlessness. Chavez began a burial program, the first credit union for farmworkers, health clinics, daycare centers and job-training programs. With the help of the movement, he also built affordable housing.

From Mahatma Gandhi and Dr. Martin Luther King Jr., Chavez adopted historic methods and tactics that were new to organized labor. He demanded farmworkers stick to a pledge of nonviolence. This different vision of organizing people sparked opposition from within the UFW. Some strikers and staff left the union during Chavez's 25-day fast for nonviolence, but he prevailed. Senator Robert Kennedy came to Delano as the fast ended and called Chavez "one of the heroic figures of our time."

Chavez used nonviolence to win disputes with management. Millions of people across North America rallied to the farmworkers' cause, boycotting grapes and other products. By refusing to buy grapes, they forced growers to bargain union contracts and agree to California's pioneering farm labor law in 1975.

UFW's Most Important Accomplishments

Under Chavez, the UFW achieved huge gains for farmworkers, establishing it as the first successful farmworkers union in American history.

The group helped win the first union contracts requiring rest periods, toilets in the fields and clean drinking water. Other contracts banned sexual harassment of women workers and prohibited pesticide spraying while workers were in the fields. The UFW also won the first comprehensive union medical benefits for farmworkers and their families.

Because of Chavez and millions of Americans who supported farmworkers by boycotting grapes and other products, California passed the historic Agricultural Labor Relations Act of 1975. It was the nation's first and only law guaranteeing farmworkers the right to organize.

Death And Legacy

Chavez died in his sleep on April 23, 1993, in the small farmworker town of San Luis, Arizona. More than 50,000 people attended his funeral.

Chavez's motto, "Si se puede!" ("Yes, it can be done!"), coined during his 1972 fast in Arizona, embodies the uncommon legacy he left for people around the world. His birthday, March 31, is an official holiday in 10 states. In 1994, President Bill Clinton posthumously awarded Chavez the Presidential Medal of Freedom, the nation's highest civilian honor, at the White House.

Chavez liked to say that his job as an organizer was helping ordinary people do extraordinary things. He gave people the faith to believe in themselves, even if they were poor and unable to receive the best education. Chavez succeeded where many others failed for 100 years to organize farmworkers.

Document 4

The education reform movement in Antebellum America

By Barbara Winslow, Gilder Lehrman Institute of American History, adapted by Newsela staff / Source:

https://newsela.com/read/lib-education-reform-antebellum/id/54172/?collection_id=339&search_id=8dde513d-3af6-40ea-b80e-5d4ee5e2fcaa

In the 1820s, American society was changing quickly. In the North, the rise of factories was transforming the economy and way of life. New roads, bridges, canals and railroads were built every year. Young men and women were leaving the farms for factory life, leading to a growth of towns and cities, and changing traditional family forms.

As these changes unfolded, new social problems emerged. In many places, working and living conditions were unhealthy, poverty and debt were rising, and the gap between rich and poor was getting wider. At the same time, however, politics were becoming more democratic. Voting rights were extended to all white male citizens, which increased political participation. As more people became wage workers, labor began to form unions to fight for working conditions. Other reform movements were organized in areas like prison, mental health, land ownership, women's rights and slavery. Another major area of change was education. Reformers focused on three core goals: education for the all men and women, greater access to higher education for women, and schooling for African-Americans.

The Rise Of The "Common School Movement"

Reformers believed that a free education focused on good citizenship and morality would go a long way. The "common school movement" sought to provide free public school for all citizens. The goal was to make education available to all children regardless of how much money they had (although African-Americans or Irish Catholics were often treated differently or excluded). Another goal was to prepare the emerging working classes for a successful life in the new industrial society.

The best known leader of the common school movement was Horace Mann (1796–1859). He was a lawmaker before becoming secretary of the Massachusetts Board of Education. Mann believed that education was a child's "natural right," and that moral education should be at the

heart of schooling. He supported a more standard curriculum and greater government involvement in teacher training. He was firmly convinced that public education had the power to make American society more stable and equal.

Criticism Of School Movement

A criticism of the common school movement, however, was that it failed to address the racism and segregation. African-American parents and their political allies had to fight for many decades against schools excluding non-white students. Other critics have questioned whether the common school movement was really designed to bring Americans closer together. Historian Michael Katz and others argue that it was, in fact, really about controlling the lower classes. Shaping children from a young age, schools enforced the norms of the ruling Protestant class. Moreover, they taught students to respect discipline and authority as a way of preparing them for lives as factory workers.

Other reformers, meanwhile, fought to make education available to women and girls. At the time, most women in the United States were denied educational opportunities at every level. In 1830, just half as many women could read as men.

Women's Rights And Education

Emma Willard (1787–1870), Catharine Beecher (1800–1878), and Mary Lyon (1797–1849) were three leading reformers. Before fighting for education for other women, they had to first overcome barriers to get an education themselves. Emma Willard started teaching when she was 17 years old. In 1814, she founded the Troy Female Seminary, the first recognized institution for educating young women. It was later renamed the Emma Willard School. In 1819, she addressed the New York State Legislature and challenged Thomas Jefferson's false

views about women's mental capacities. Her entire life was devoted to women's education, and many of the graduates of the Emma Willard School joined the ranks of the women's rights movement.

Catharine Beecher's interest in reform grew out of her frustration at how limited her educational options were as a girl. As an adult, she became determined to provide greater opportunities for women. In 1823, she founded the Hartford Female Seminary, and offered her students an advanced academic program with an emphasis on women's physical education. Unlike Willard, however, Beecher was not a feminist. For example, she was against women having the right to vote. In her view, the purpose of women's education was to prepare them to be better mothers and teachers.

Breaking New Ground

A few women tackled education reform at the same time that they fought slavery and racial injustice. In 1831, Prudence Crandall (1803–1890) founded the Canterbury (Connecticut) Female Boarding School. The next year she admitted Sarah Harris, an African-American student. This led some white parents to protest and take their daughters out of the school. In response, Crandall reopened her school as an academy for African-American girls. In 1837, Mt. Holyoke Female Seminary in South Hadley, Massachusetts, became the first institution of higher education for women. It was established by Mary Lyon, who served as its first president. Soon, more women's colleges were founded, such as Wellesley, Smith and Vassar.

In the coming years, women gradually gained greater access to higher education. Oberlin College in Ohio was the first to admit women; Antioch College (founded by Horace Mann) was the first to hire woman professors and pay them equally with men. Both colleges were "stations" on the Underground Railroad and graduated generations of leading education reformers as well as social justice activists throughout the 19th and 20th centuries.

Resistance To Change In The South

Reform movements did not sweep through the American South as they did in the North. The economy in the South continued to be based on slavery, and white Southerners relied primarily on voluntary, parental, and church schooling. Wealthy planters sent their sons (and sometimes their daughters) to private academies in the North and South and to England. Education for poor white southerners was provided by charity schools and some religious institutions.

Education for black slaves was forbidden, especially after Nat Turner's slave uprising in 1831. The abolitionist movement, however, provided some educational opportunities for African-Americans. Quakers were at the forefront of this movement, establishing racially integrated schools in cities like New York, Philadelphia and Boston. There were a tiny handful of schools for African-Americans in the South. Though some progress was made there, it was not connected to larger social reform movements.

Freedom Schools Created For Freed Slaves

After the Civil War, education continued to become more accessible. Freedom Schools were created to educate newly freed slaves. Soon, historic black colleges, such as Howard University, were founded.

In the early years of the 20th century, efforts to desegregate schools gained strength. At the same time, women educational opportunities continued to expand. Today, the structure and role of public education are still the subject of the national debate.

Document 5

Washington Post: Pro-gun activists using Facebook groups to push anti-quarantine protests

By Isaac Stanley-Becker and Tony Romm / April 19, 2020

A trio of far-right, pro-gun provocateurs is behind some of the largest Facebook groups calling for anti-quarantine protests around the country, offering the latest illustration that some seemingly organic demonstrations are being engineered by a network of conservative activists. The Facebook groups target Wisconsin, Ohio, Pennsylvania and New York, and they appear to be the work of Ben Dorr, the political director of a group called “Minnesota Gun Rights,” and his siblings, Christopher and Aaron. By Sunday, the groups had roughly 200,000 members combined, and they continued to expand quickly, days after President Trump endorsed such protests by suggesting citizens should “liberate” their states.

The Dorr brothers manage a slew of pro-gun groups across a wide range of states, from Iowa to Minnesota to New York, and seek primarily to discredit organizations like the National Rifle Association as being too compromising on gun safety. Minnesota Gun Rights, for instance, describes itself as the state’s “no-compromise gun rights organization.” The online activity instigated by the brothers helps cement the impression that opposition to the restrictions is more widespread than polling suggests. Nearly 70 percent of Republicans said they supported a national stay-at-home order, according to a recent Quinnipiac poll. Ninety-five percent of Democrats backed such a measure in the survey.

Still, the Facebook groups have become digital hubs for the same sort of misinformation spouted in recent days at state capitol buildings — from comparing the virus to the flu to questioning the intentions of scientists working on a vaccine. Public health experts say stay-at-home orders are necessary to slow the spread of the new coronavirus, which has already killed more than 40,000 in the United States. The Trump administration last week outlined three phases for states to reopen safely — guidelines contradicted by the president when he urged citizens to rise up against the rules that heed the recommendations of his own public health advisers. “If people feel that way, you’re allowed to protest,” Trump said Sunday. “Some governors have gone too far, some of the things that happened are maybe not so appropriate.”

Facebook said Sunday it did not remove the groups or events partly because states have not outlawed the activity. Organizers also have called for “drive-in” protests, in keeping with recommendations that people keep a short distance between each other. In other cases, involving protests planned for states like New Jersey and California, the company has removed that content, Facebook said. “Unless government prohibits the event during this time, we allow it to be organized on Facebook. For this same reason, events that defy government’s guidance on social distancing aren’t allowed on Facebook,” said Andy Stone, a spokesman for the company.

None of the Dorr brothers responded to calls and emails on Sunday. “Wisconsinites Against Excessive Quarantine” was created on Wednesday by Ben Dorr. His brother Christopher is the creator of “Pennsylvanians Against Excessive Quarantine,” as well as “Ohioans Against Excessive Quarantine.” A third brother, Aaron, is the creator of “New Yorkers Against Excessive Quarantine.” The online coordination offered additional clues about how the protest activity is spreading nationwide, capturing the imagination of the president and of Fox News even though it represents the views of a small minority of Americans. Trump himself tied the protests to gun rights — a primary cause for the Dorr brothers — in telling Virginians that the Second Amendment was “under siege” as he urged them to liberate the state.

On the ground, pro-Trump figures — including some who act as surrogates for his campaign — as well as groups affiliated with prominent conservative donors have helped organize and promote the demonstrations. Some of the most vehement protest activity, in

Michigan, has been organized by the Michigan Conservative Coalition. Its founders are a Republican state lawmaker and his wife, Meshawn Maddock, who sits on the Trump campaign's advisory board and is a prominent figure in the "Women for Trump" coalition.

Jeanine Pirro, a Fox News host and avid Trump supporter, interviewed Maddock on her show Saturday, telling her, "Keep going. Thank you." Tucker Carlson, another Fox host, featured Maddock last week. "Thank you for coming on tonight, and thank you for exercising your constitutionally protected rights as an American," he told her. "Bless you."

Also promoting the demonstrations — including spending several hundred dollars to advertise the event on Facebook — was the Michigan Freedom Fund, which is headed by Greg McNeilly, a longtime adviser to the DeVos family. He served as campaign manager for Dick DeVos, the husband of Education Secretary Betsy DeVos, when he ran unsuccessfully for governor of Michigan in 2006.

The state's Democratic governor, Gretchen Whitmer, who has become a target for Trump and his conservative allies, last week criticized the nonprofit, noting it was "funded in large part by the DeVos family," and saying it was "really inappropriate for a sitting member of the United States president's cabinet to be waging political attacks on any governor, but obviously, on me here at home." McNeilly said the funds used to promote the event were "not dedicated program funds" but instead came from "our grass-roots fundraising efforts," and so had "nothing to do with any DeVos work."

In certain cases, the Dorr brothers have bypassed rules requiring them to register as lobbyists by arguing they are instead involved in "pro-gun grassroots mobilization," as "Ohio Gun Owners," whose board Chris Dorr directs, describes its work.

A now-retired state legislator in Iowa, who in 2017 sought to close a loophole allowing the brothers to skirt lobbying rules, said he was not surprised the Dorr brothers were involved in fomenting resistance to the public health precautions. "The brothers will do anything to fan the flames of a controversial issue, and maybe make a quick nickel," said the former state legislator, Republican Clel Baudler.

Nearly 97,000 people had joined "Wisconsinites Against Excessive Quarantine" by Sunday afternoon, a Facebook group whose posts are visible only to members that asserted Gov. Tony Evers has been on a "power trip, controlling our lives, destroying our businesses" and "forcing us to hand over our freedoms and our livelihood!" In the group, some members speculated Evers closed most state businesses and shuttered schools to appease pharmaceutical giants — not because of data showing the novel coronavirus is highly contagious and deadly, infecting more than 4,300 in the state and killing 220.

The group, along with Ben Dorr, created an event on Facebook for a "drive-in rally" at the capital next Friday that has attracted hundreds of pledged participants. They also seek to steer visitors to a website for the "Wisconsin Firearms Coalition," where people can enter their names, email addresses and other contact information and share their views with the state's governor. In doing so, they encourage visitors who are not "already a member of the Wisconsin Firearms Coalition" to "join us." A page asking users to join the Minnesota group offered several rates for membership, from \$35 to \$1,000.

Another private Facebook group focused on Pennsylvania, gaining more than 63,000 members by Sunday. Many questioned the wisdom of wearing masks publicly, contrary to recommendations by state and federal officials, and linked to a similar website catering to Pennsylvania gun owners. Still another targeting New York had become a forum for roughly 23,000 members to question whether the coronavirus is really that bad — despite the fact New York City has become the epicenter of the U.S. outbreak. "While seizing power at a breathtaking pace," the group's description began, "Andrew Cuomo is sending NY's economy into a death spiral! [Story continues... edited for length]"

Document 6

What Is Public Policy?

Public Policy Defined

The definition of public policy is *the laws, priorities and governmental actions that reflect the attitudes and rules selected for the public*. What do we mean by that? Let's break it down and see.

1st, what is a policy?

Generally, it is a set of ideas, a plan or system of what to do in particular situations that has been officially agreed to by a group of people, an organization, or any level of government, that is in the best interests for a group.

For example...

Let's look at just one current policy at NPS: why is there a policy that all visitors must report to a front desk, or school office, and show a valid ID? **We know the answer is to protect students in school.**

How many of us are familiar with the policy for boarding an airplane? The taking off of shoes, emptying out of our pockets, being wanded, and no liquids are familiar to some of you. Do you know why that policy was implemented (put in place)? **In response to the 9/11 attacks, to keep people safe while traveling by airplane and avoid another terrorist attack.**

Public policy works the same way.

Federal, state, and local governments create policies to maintain order and to help protect their citizens. Policy doesn't happen by accident, it usually being with an issue that needs to be solved. From there, citizens, or anyone in the government, looks at the options available to address the issue. While elected officials are often important in shaping policy, most policy outcomes are the result of significant debate, compromise, and tweaking that happen over years and are finalized only after input from multiple bodies within government, as well as from interest groups and the public. However, some policies from crucial conditions happen in a matter of weeks, such as post 9/11 policies.

Using the document below, read and answer the analysis questions.

THE SOCIAL SAFETY NET

During the Great Depression of the 1930s, the United States created a set of policies and programs that constituted a social safety net for the millions who had lost their jobs, their homes, and their savings. Under President Franklin Delano Roosevelt, the federal government began programs like the Work Progress Administration and Civilian Conservation Corps to combat unemployment and the Home Owners' Loan Corporation to refinance Depression-related mortgage debts. As the effects of the Depression eased, the government phased out many of these programs. Other programs, like Social Security or the minimum wage, remain an important part of the way the government takes care of the vulnerable members of its population. The federal government has also added further social support programs, like Medicaid, Medicare, and the Special Supplemental Nutrition Program for Women, Infants, and Children, to ensure a baseline or minimal standard of living for all, even in the direst of times.



In recent decades, however, some have criticized these safety net programs for inefficiency and for incentivizing welfare dependence. Critics deeply resent the use of taxpayer money to relieve social problems like unemployment and poverty; workers who may themselves be struggling to put food on the table or pay the mortgage feel their hard-earned money should not support other families. "If I can get by without government support," the reasoning goes, "those welfare families can do the same. Their poverty is not my problem."

So where should the government draw the line? While there have been some instances of welfare fraud, the welfare reforms of the 1990s have made long-term dependence on the federal government less likely as the welfare safety net was pushed to the states. And with the income gap between the richest and the poorest at its highest level in history, this topic is likely to continue to receive much discussion in the coming years.

*Questions: Where is the middle ground in the public policy argument over the social safety net?
How can the government protect its most vulnerable citizens without placing an undue burden on others?*

1. What are some of the challenges to getting a new public policy considered and passed as law?
2. Why is compromise necessary in forming public policy?
3. What connections can you make about the policies set during the Great Depression and policies that have been set during Covid-19?
4. Why is it important to set these types of public policies?

Source: James E. Anderson. 2000. *Public Policymaking: An Introduction*, 4th ed. Boston: Houghton Mifflin.

Document 7

Virginia's elections must adapt to a COVID-19 world to maintain our democracy

By Stephen Cobb, Paul Reagan, Ashley Taylor and Sarah E. Hunt

Apr 18, 2020

Source: Richmond Times-Dispatch

The right to vote is the bedrock of our democratic society, but without a functioning voting infrastructure, the right to vote is an abstract right with no practical impact. COVID-19 is but the latest in a long line of events, some natural, some manmade, to test our commitment to ensuring a strong voting infrastructure. Some states have deferred elections and others are considering following course. Virginia should lead by example and take the necessary steps to reinforce our voting infrastructure. We cannot be certain of what the future holds, but we can take the proactive steps necessary to ensure that our democratic processes are prepared for a new normal. Over the past three months, Virginia has made great strides in expanding access to the electoral process by making improvements in several key areas: developing bipartisan redistricting reform, improving and — in some cases — eliminating unnecessary voter ID laws, creating no-excuse absentee voting and automatic voter registration.

However, we live in a world that is very different from the one of even just a few weeks ago, and the COVID-19 crisis demands we re-examine what additional steps we can undertake. Making the necessary preparations to ensure the mechanics of our democratic process requires further legislative action — including, in some cases, appropriations and collaboration with the federal government — to ensure the right to vote does not become an abstract right found only in our historical documents.

First, we need to expand opportunities to vote by mail. Today, five states conduct all elections entirely by mail: Colorado, Hawaii, Oregon, Washington and Utah. While permanently expanding Virginia to vote entirely by mail is something to debate, the need to expand voting by mail for the coming election cycle is mandatory. Contrary to some assertions, this is a safe and secure alternative to voting in person. Second, we need to expand voting opportunities more generally. We can increase engagement and awareness for requesting an absentee ballot electronically, and we can provide postage for all absentee ballots. Voters should not have to pay to exercise their democratic responsibility in a manner that protects public health concerns. Expanding opportunities to vote by mail is not just the right thing to do now, it is good public policy in any circumstance.

Third, we also must ensure that we are making in-person voting more accessible and safe. This means not only making sure that the voting locations are appropriate in size and location, but that they are appropriately staffed. Too often, we have witnessed election days fraught with stories of long lines, as thousands across our commonwealth (and in states across the country) waited hours for the chance to cast their ballot. That burden is no longer just undemocratic, it is a public health concern. We need to ensure that every locality has the staff and the machinery to make election day quick, convenient and safe.

The past several weeks have been a time of uncertainty and upheaval. While we all learn to adapt to trials of COVID-19, our leaders are faced with the unenviable task of dealing with new emergencies in real time. Resources are stretched thin and uncertainty abounds. These actions will take great effort beyond the passage of a bill and the appropriation of the necessary funds. Our state, our localities and we as individuals all have a part to play. There will be needs for recruiting volunteers, additional election officials and educating the public on the ways they may vote. It will take months of effort — from all parties.

This is a fluid situation. Each day and each week, we see states and localities trying to make the necessary plans for elections. As we look down the barrel of the next many months, there are some changes we have had to make that will hopefully return to a pre-COVID-19 normal, and some

changes will forever be the new normal. One of the areas that demands our immediate attention is ensuring that our elections and democratic processes remain steadfast and beyond reproach. Together, we can make this happen. This is not a partisan issue — this is about ensuring every Virginian's right to vote, to do so safely and to have their vote counted.

Stephen Cobb, a Democrat, served as a deputy attorney general of Virginia under Mark Herring and as an Obama administration appointee at the U.S. Department of Commerce.

Paul Reagan, a Democrat, served as chief of staff to former Virginia Gov. Terence McAuliffe and former U.S. Sen. Jim Webb of Virginia.

Ashley Taylor, a Republican, served as a deputy attorney general of Virginia under Mark Earley and was appointed by President George W. Bush to U.S. Commission on Civil Rights.

Sarah E. Hunt, a Republican, is the CEO and co-founder of the Joseph Rainey Center for Public Policy, a post-partisan think tank founded on the values of equality, freedom and a more perfect union. She was previously a director at the American Legislative Exchange Council and practiced political law at Kevin L. Mannix, P.C. in Salem, Ore.

Analysis Questions

1. What public policy issue does this article address? Why should this issue be addressed now? What election is in November?
2. Why do the authors feel that this public policy issue should be addressed right now?
3. The authors recommend expanding the possibilities of voting by mail. Why would this be an important public policy to address right now?
4. What public policy suggestion is being made to make mail in voting a better opportunity to voters?
5. What public policies would need to be in place in order to make traditional, in-person voting more accessible and safe?
6. With so many important public policies (healthcare, economic relief, social distancing, etc...), needing to be addressed every day, why does voting also need to be a public policy that is taken into consideration by the state, local, and national governments during this pandemic?
7. There are four contributing authors to this article, all agreeing that voting and elections are extremely important policies right now. What do you notice about their political affiliations? Why is it important to have agreement amongst different political parties as new public policies need to be made in response to Covid-19?

Document 8

Public Education's Response to the Coronavirus (COVID-19) Pandemic

www.ncsl.org

Quinn Bracknell

4/24/2020

NCSL is monitoring the evolving situation related to Coronavirus and will continue to update this page as new information becomes available. For information related to higher education, visit this page.

K-12 Education

In response to the spread of the novel coronavirus (2019-nCoV), governors and legislatures have called for the statewide closure of at least 124,000 public schools in 48 states and every U.S. territory.

School Meals

While school closures may be necessary to slow the spread of the virus, they can adversely affect both parents, who might have to take off work to care for their child, as well as students, particularly low-income students, who rely on school meals for lunch. The U.S. Department of Agriculture (USDA) announced flexibilities to ensure that students receive meal service during school closures while minimizing potential exposure to the novel coronavirus. The USDA has issued waivers to exempt states from the congregate meal requirement as they develop customized strategies to respond to their population's needs. This will allow schools to leverage their participation in one of the USDA's summer meal programs.

Accountability

On March 12, 2020, the U.S. Department of Education (ED) announced that it would consider targeted one-year waivers on assessment and accountability requirements that could be impacted by the COVID-19 outbreak. Waivers could relax state assessment requirements and identification of low-performing schools if schools are closed for a significant portion of the year. The ED would also consider waiving the 95% testing participation rate and measures of chronic absenteeism.

On March 20, 2020, Secretary of Education Betsy DeVos announced the Department will grant a waiver to any state that is unable to assess its students due to the ongoing national emergency, providing relief from federally mandated testing requirements for this school year. Any state that receives this waiver may also receive a waiver from the requirement that this testing data be used in the statewide accountability system due to the national emergency.

By April 1, 2020, the ED had granted waivers of federal testing requirements for **all 50 states, Washington, D.C., Puerto Rico, and the Bureau of Indian Education**. These waivers provide state education agencies with the flexibility to bypass assessment and accountability requirements in the Every Student Succeeds Act for the 2019–2020 school year.

Instructional Time

The ED released a Q&A on providing services to students with disabilities during the COVID-19 outbreak. Per the guidance, if a school district does not provide general instruction due to COVID-19, schools are not required to provide services to students with disabilities during that time. If general instruction is offered during school closure, districts must ensure that students with disabilities also have equal access to the same opportunities as general education students. If a student with disabilities is homebound due to COVID-19 infection, schools must continue to provide educational services to the student.

While virtual or remote instruction can replace in-person instruction, it is important to note the limitations of this practice. Many students lack access to the technology needed to learn remotely. A study from the Associated Press found that 17% of U.S. students do not have computers in the home and 18% of students lack access to high-speed internet.

College Readiness

The outbreak has also disrupted the admissions process related to testing, the next scheduled nationwide tests of both the ACT and SAT have been cancelled. The CollegeBoard which administers the SAT, cancelled the May 2 test as well as the makeup test for earlier cancellations in March, students who registered for the test will receive refunds. The ACT postponed its April 4 test date to June

13. The CollegeBoard has also announced plans to allow students to take Advanced Placement (AP) tests from home. ETS, which administers the GRE has also announced an at-home version of the exam will be available to students who wish to take the test for graduate and professional schools. Because of disruptions in testing, several schools have announced plans to remove ACT/SAT requirements for admissions and become test-optional.

State Legislation

Access our bill tracker to stay up-to-date on education-related state action regarding the outbreak.

For a complete list of legislation related to COVID-19, please see NCSL's State Action on Coronavirus (COVID-19) page.

Analysis Questions

1. What public policy issues does this article address?
2. While education is a policy issue that is dealt with at state issue, what federal agencies are involved in the public policy discussed in this article?
3. What actions is the USDA taking during this crisis?
4. What further policies could the USDA implement to help students during this crisis?
5. What actions is the Department of Education taking during this time crisis
6. What further policies could the Department of Education implement to help students during this crisis?
7. What specific group of students are mentioned in this article? Why might they need additional public policy protections compared to general education students? Are there are other specific group of students you believe should receive additional protection at this time as well?
8. What public policies would you suggest could be implemented to lessen both the short term and long term effects of this crisis in education?
9. How can you influence the public policies during this time? What specific action can you take?
10. What can be done in the future so that if there is another crisis we are better prepared?

Writing Prompt

How are you, as an active participant in public education and American democracy going to be impacted by the public policy changes due to the COVID-19 pandemic?