

**Unit 2:**  
**What Can We Do about the  
Budget Problem?**

## Lesson 4: Methods of Advocacy

### Goal

Define advocacy, give examples of advocacy for ABE services, including participating in rallies; voting; writing, calling, and visiting state legislators; and helping legislators with their work.

### Objective

When asked for examples of ways people can advocate for ABE funding, students will identify six examples.

### Preparation and materials

- Board or newsprint and markers
- Paper and pencils/pens
- One *Set of large pictures of advocacy methods*

### Introduction

**Tell students:** (If you chose to cover only Unit 2 with your class, read the Student Introduction to students now.) Before we talked about services we receive from government, and the taxes we pay to government for these services. We also talked about who pays and whether taxes are fair or unfair. Now we'll talk about we can help keep the money (advocate) for services like our classes, or for other services.

### Warm-up

Brainstorm with class to begin building information. Put responses on board or newsprint. Make separate columns for students' native countries and the US.

### Discuss with the class:

- What are the state services that are important to you and your family? What will happen if the money for those services is cut?
- Who pays for these services? How do we (they) pay?
- In your country, can people tell the government that they want it to change something (advocate for something)? If yes, how can they do this?
- How do they tell the government that they want more money for state services?
- In the US, can people tell the government that they want it to change something? If yes, how can they do this?
- Are the answers about your country and the US the same or different? How?

**Tell students:** In this lesson you will talk about six ways people can help support (advocate for) money for classes and other services.

### Activity

1. **Tell students:** There are many ways people can tell the government that they want more money for state services. Explain that this is advocating.
2. Refer to the list students brainstormed. On the board, put the *Large copies of the pictures of advocacy methods* as you discuss each one. Have students explain what each method means. Add any methods that are missing.

## Enrichment/Extension Activities

### *Beginning ESOL/Literacy students:*

- Give each student pair or group a set of the cards of the *Small pictures of advocacy methods* with the pictures and the words cut apart. Have them match the words with the pictures. You can use this activity as an assessment tool by having students work individually. Have students use the answer sheets to check their work. Have those who answered correctly explain their answers.
- Play a game of concentration: Have students turn the cards with the picture and definition cards face down, mix them up, and have them take turns flipping two cards over at a time, trying to find correct matches.
- Describe what the people are doing in the pictures.

(See also activities for Intermediate/higher ESOL, ASE/high ABE/GED students)

### *Intermediate/higher ESOL, ASE/high ABE/GED students:*

- Show the *Picture of general advocacy method*. Have students talk about their experiences with any method of advocacy. Remind them that they can include such methods as telling their bosses about how their classes help them do better in their jobs, and asking them to advocate for funding as well.
- Discuss the importance of explaining the tax system and budget issues to friends and family to help build support.
- Discuss forms of advocacy with the class, and write responses on board: What happens in your country when people do these things? What happens in the US when people do these things? Why do people choose to do some of these things? Why do some people choose not to do some of these things? Have students write their answers to some or all of these questions.
- Students give presentations about famous events in their countries related to advocacy.
- Near an election, collect flyers, newspaper articles, and other information sources on state and local candidates. Have students read the materials and think about these questions:
  1. Does the candidate talk about taxes? Is s/he specific?
  2. If there are to be cuts, where will the money come from? If there is to be a tax increase, who will pay?
  3. Does the candidate talk about funding for programs?
  4. Where will the money come from? Who will pay? Will another program need to be cut?
  5. Do the candidate's ideas seem fair to you?
  6. If the candidate has been in office, did he or she work for the issues that are important to you?



Go to a rally.

*Lesson 4: Activity - Set of large pictures of advocacy methods*



Write legislators.

***Lesson 4: Activity - Set of large pictures of advocacy methods***



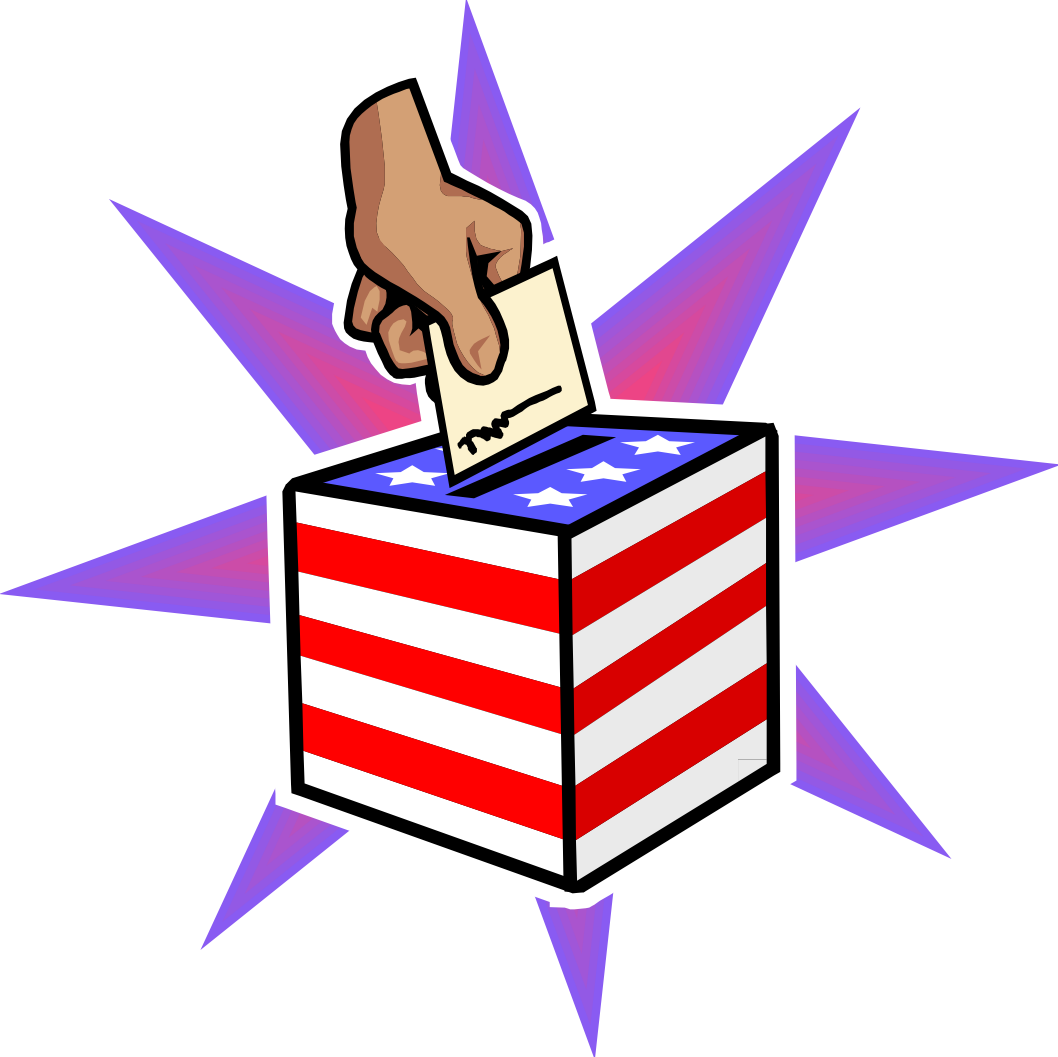
**Call legislators.**

*Lesson 4: Activity - Set of large pictures of advocacy methods*



Visit legislators.

*Lesson 4: Activity - Set of large pictures of advocacy methods*



Vote.





Help candidates and legislators who support a service you need.

**Lesson 4: Enrichment/extension - Set of small pictures of advocacy methods**



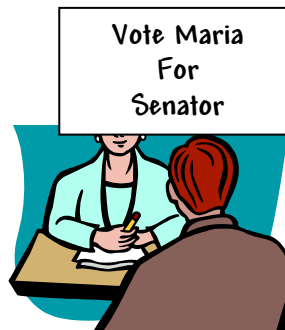
Go to a rally.



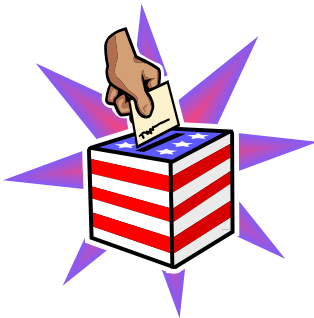
Write legislators.



Call legislators.



Visit legislators.



Vote.



Help candidates and legislators who support a service important to you.

***Lesson 4: Enrichment/Extension - Pictures of general advocacy method***



## Lesson 4 Assessment

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. Here is the information you will learn in this lesson. Before class begins, only **look at** the information below, to see what you will learn.
2. After the lesson, when your teacher tells you to, **circle** what you have learned.

You can give examples of ways to keep money (advocate) for classes and for other services:

Go to a rally.	Write legislators.	Call legislators.	Visit legislators.	Vote.	Help candidates and legislators who support a service important to you.
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Student name \_\_\_\_\_ Date \_\_\_\_\_

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You can give examples of ways to keep money (advocate) for classes and for other services:

Go to a rally.	Write legislators.	Call legislators.	Visit legislators.	Vote.	Help candidates and legislators who support a service important to you.
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## Lesson 5: The Process of Advocacy

### Goal

Define the processes for participating in rallies; voting; and writing, calling, and visiting state legislators.

### Objective

Given graphics of advocacy techniques, students will choose one method and identify its process.

### Preparation and materials

- Board or newsprint and markers
- Set of large pictures of advocacy methods* (from Lesson 4). If this will be used as an assessment, consider how many methods of advocacy you wish students to know the steps for, and make the corresponding number of copies.
- Steps for advocacy methods*: Copy the pictures (including the descriptive sentences); cut them up and paste each step onto an index card. For beginning level students you may want to include the numbering, or you may choose not to include the numbering to challenge intermediate and higher levels. Mix up the order of the cards (within sets). Make enough sets for each group of students, or to address the assessment goals you set. Make answer sheets by copying the entire page for each student.
- Copies of *Suggestions for Speaking to and Writing the Governor and Legislators* for each student. Note that the budget line item number for adult basic education is 7035-0002.

### Introduction

**Tell students:** We talked about ways people can try to help keep money for classes or for other services. Now we will talk more about how to do these things. After this, you can choose one way (or more) and you will know what to do.

### Warm-up

1. Have students review the ways of advocating, and put the *Set of large pictures of advocacy methods* on the board.
2. **Discuss with the class:**
  - Have you ever done any of these things? If yes, for what reason? How did you do it/them? (Note answers on board.)
  - If you never did any of these things, how do you think you do them? (Note reasonable answers on the board.)
3. **Tell students:** In this lesson you will pick one way people can support money for classes or other services and explain how to do it. You will also talk about what can happen if you do it.

### Activity

1. Put each picture from the *Set of large pictures of advocacy methods* in a different area of the classroom. Have each student choose one, and stand near that picture to form groups. Give each group the set of pictures on index cards representing the steps for their chosen advocacy method. Tell students that these are only examples of the steps, and that there are other ways possible. Have them work together to order the steps. Have students use the answer sheets to

check their work. Afterwards, have groups look at each other's ordered cards. If you will be assessing students, you can have them repeat the activity, or have them write out the steps.

**Note:** For those who choose to vote, tell them they can get information by reading brochures, newspapers, watching television coverage, going to a rally, or going to a community meeting that legislators often hold.

2. Remove the large pictures of Vote and Go to a rally, telling students that you're focusing on the other methods for the next activity.

**Tell students:** Ok, now that you've had a chance to look at the steps to practice some advocacy methods, now we will have a chance to do it here in class. Soon we will know the names and contact information of the people we will contact, but for now we will practice what to say and write if we choose to contact them. We're going to stay in the same "advocacy method " groups that we are in now, but those of you who chose vote or go to a rally need to switch to another group. Choose one: call your legislator, visit your legislator, or write your legislator.

Pass out the student handout, "Suggestions for Speaking To, Calling and Visiting the Governor and Legislators" Tell students that in a later lesson you will complete the first section. Model the processes for students (group by group) according to the following:

- **If they chose call or visit:** Recite from the handout the dialogue, using your personal information and the program's name. Invite a few student volunteers to model for the rest of the group and class. Instruct group members to role-play with a partner using the dialogue. Encourage them to try it without the handout and to expand on what's written in the dialogue. Also, explain to students that they often will make contact with an aide instead of the legislator.
  - **If they chose write governor or legislators:** Have students in this group brainstorm about how the program has helped/is helping them. Write their responses on the board. Next have students brainstorm about what problems they would have if they didn't have their class. Encourage discussion that may naturally flow from this brainstorming session. Write a sample of an appeal letter on the board, modeling it after the guidelines given on the handout. Referring to the handout, note that students need to change the personal pronouns from you to I, and that they need to give the specific name of the program. Have students write sentences about the effects of program funding/cuts that are personal to them. (Refer them to brainstormed lists on the board.) Check students' writing, and ask volunteers to share their letters with the class.
3. After, discuss with students the positive and negative things that can happen if people use these methods of advocacy. For example: feeling good about working together with others for something important, feeling part of their community, feeling shy about their English skills, feeling nervous about identifying themselves.

## **Enrichment/Extension Activities**

*Beginning ESOL/Literacy students:*

- In pairs, describe what the people are doing in the pictures.
- Small groups pantomime a method of advocacy, and the other students identify it.

*Intermediate/higher ESOL, ASE/high ABE/GED students:*

- Choose one advocacy method. Write out instructions for doing it.
- Write about any experiences with advocacy.
- Students research famous advocates, their causes, and their methods of advocacy in their countries or in the US. They can give a presentation or write a short report on their findings.

**Lesson 5: Activity - Steps for advocacy methods**

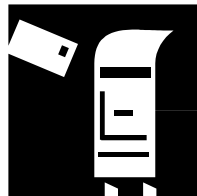
**Write a letter to your legislators:**



1. **Find out how to write a business letter.**



2. **Find out your legislators' addresses.  
Prepare what you want to write.  
Write your letters and check them.**



3. **Mail your letters.**



**Call your legislators:**



1. **Prepare what to say.**



2. **Practice saying it.**



3. **Find out your legislators' phone numbers and call.**

**Visit your legislators:**



1. **Call your legislator. Find out if s/he will be in your neighborhood, or make an appointment to visit at his/her office.**



2. **Prepare what you want to say.**



3. **Practice saying it.**



4. **Wear appropriate clothes.**

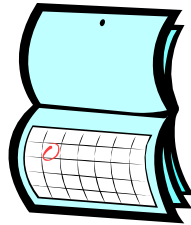


5. **Visit with your legislator.**

**Vote:**



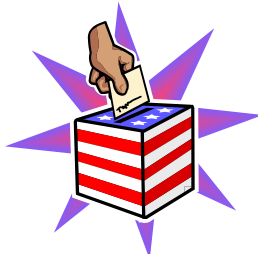
1. **Get a voter registration card.  
Fill it out and give it to the correct office.**



2. **Find out about election dates.**



3. **Get information about candidates.  
Decide on the one you like best.**



4. **Vote.**

**Go to a rally:**



1. **Get information about rallies from your program, community organizations, friends, or newspapers. Decide if you respect the organization that is having the rally. Decide if you believe in the purpose of the rally.**



2. **Talk to people to find out what you should do at a rally.**

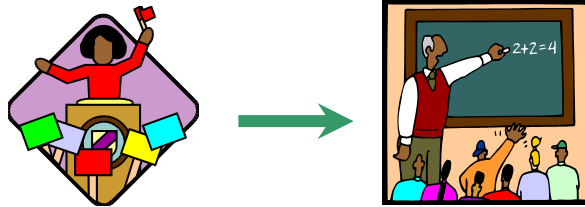


3. **Go to the rally.**

**Help candidates and legislators who support ABE:**



1. **Find out names of the governor and your legislators. If it is an election year, find out names of people who want to be elected (candidates).**



2. **Find out if the governor, legislators, or candidates support the services important to you.**



3. **Contact their offices to see how you can help them with their work.**

## **Lesson 5: Activity - Suggestions for Speaking to and Writing the Governor and Legislators**

### **Who to call, visit, or write:**

- Senator \_\_\_\_\_
- Representative \_\_\_\_\_
- Senate President \_\_\_\_\_
- House Speaker \_\_\_\_\_
- Governor \_\_\_\_\_

### **What to say:**

- My name is \_\_\_\_\_
- I am a resident of the legislator's district. I live at \_\_\_\_\_
- I would like to ask my legislator to support \_\_\_\_\_  
If you know the line item number (the part of the budget), give that information. For example, the line item number for adult basic education is #7035-0002.
- It is important to me because \_\_\_\_\_
- Thank you. Goodbye.

### **An example to support ABE classes:**

- I am a student at \_\_\_\_\_
- The program is important to me because \_\_\_\_\_
- Without this program I can not/will not \_\_\_\_\_
- I had to wait \_\_\_\_\_ months/years to get into this program.
- Please give more money for adult basic education so more adults like me can learn to read and write better, learn to speak English better, study for their high school diploma, or become citizens. Thank you.

## Lesson 5 Assessment

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. Here is the information you will learn in this lesson. Before class begins, only **look at** the information below, to see what you will learn.
2. After the lesson, when your teacher tells you to, **circle** what you have learned.

You can choose one way people can support a service (advocate). You can explain how to do it. Circle one:

4	3	2	1
All of the steps are in order.	Most of the steps are in order.	Some of the steps are in order.	None of the steps are in order.

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. Here is the information you will learn in this lesson. Before class begins, only **look at** the information below, to see what you will learn.
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Student name \_\_\_\_\_ Date \_\_\_\_\_

Review this sheet before you begin the lesson. After you complete the lesson, circle what you know.

You can choose one way people can support a service (advocate). You can explain how to do it. Circle one:

4	3	2	1
All of the steps are in order.	Most of the steps are in order.	Some of the steps are in order.	None of the steps are in order.

## Lesson 6: The Budget Process: Who Can We Contact About It?

### Goal

Name the governor of Massachusetts and elected state legislators from students' own district, give their contact information, and state how they (the governor and legislators) can influence state tax and budget decisions.

### Objectives

- Asked "Who is the Governor of Massachusetts?" and "Who are the legislators from your district?", identify the governor of Massachusetts and the legislators from own district and know how to find their contact information.
- Asked "How do the governor, senators and representatives influence state tax and budget decisions?", state the influence each one has.

### Preparation and materials

- White board/Newsprint
- Markers
- Masking tape
- Pencils/pens
- Paper for students
- Glue sticks
- Activity 1: One copy each of the *Pictorial signs* for the *governor, representatives, and senators*.
- Activity 1: Print out contact information pages of each student's representatives and senators and a copy of the contact information for the governor, the Senate president, and the speaker of the House for each student. This contact information can be found at <http://www.mass.gov/legis/citytown.htm>. The governor's contact information can be found at [www.mass.gov](http://www.mass.gov). (<http://www.vote-smart.org/> is another source.) Note that the students living in the larger cities will have different legislators based on the precinct they live in. Make sure to have students' address information when going to the website.
- Activity 2: Copies of the *Massachusetts State Budget Process* worksheet for each student

### Introduction

#### Review

Quickly review concepts from previous lessons, asking students to remind you of the types of taxes there are and who pays them and what the people get in return. Ask them to think for a minute about if they have a problem with the taxes they pay and/or the services they get in return, what do they do about it? Who can they contact?

**Tell students:** In this lesson we are going to find out **which** people in government can help us when we have problems with government services. We are also going to study **how** these people make a difference in what service we get.

As you recall from Lesson 1, the United States has a form of government called a democracy and this means that we can all "advocate" for ourselves. We discussed how to advocate in the previous lesson. One of the first steps of advocacy is finding out **who** we need to contact.



## Warm-up

Have students brainstorm about the names and titles of state government officials. They may say something like president or leader. Agree with them that the president is a leader but the leader of the state is called the governor. They are probably less likely to know the titles of representative and senator; in this case, supply them, including that the term “legislator” can be used interchangeably with these terms. These can be written on the board. If any students give the titles of governor, representative or senator, ask them if they know the names of the people who hold those offices. Example: Yes, the governor is the leader of the state. Do you know his/her name? etc. Let the students know that you will be finding out the names and contact information of these people later in the activity.

## Activity 1

1. Post the *pictorial signs Governor, Representatives, and Senators* beside each other on the board.
2. **Ask students:**
  - Do these people have the same jobs? Do we vote for or elect all of them?
  - Who leads the others? Representatives? Senators? The Governor?
  - How can we organize these signs to show how these people work together?
3. Ask a student volunteer or volunteers to come to the board to rearrange the pictures, showing first the working relationship, then the authority between the governor and the two groups. Have the student making the change explain to the class why he/she moved the signs the way they did. If other students agree or disagree, encourage them to elaborate. If they have trouble with the activity after they've tried for a few minutes, arrange the pictures in the following ways, explaining each relationship:
  - **Hierarchy:** Place the governor on top and the representatives and senators on the same level beneath. Explain that the governor is the leader of the state including the representatives and senators.
  - **Linear:** Place all three on the same level and explain how they all work together to decide what is best for the people. Add that even though the governor is the leader, it is the law that he or she cannot make decisions about the state without help from the representatives and senators. (Except in an emergency--sometimes the governor can make budget cuts without approval from the legislators.)

**Ask students:** How many governors are there? They may know that there is only one governor, but probably will not know how many representatives and senators there are. Let them know that it's not important to know exactly how many there are in total, but that based on the amount of people living in a certain area, there are certain numbers of representatives. At the state level, each person is represented by one senator and one representative. Big cities have more than one representative--they have one representative for each district of the city. Remind students of the three levels of government. List the following grid on the board without the government leaders' titles. Ask students to help you complete the grid.

Government	Government Leaders
Local (city, town)	Mayor, selectmen
State (Massachusetts)	Governor, representatives senators (legislators)
Federal (U.S.A.)	President, representatives, senators (legislators)

Discuss briefly who the current government leaders are at the different levels and how they think they affect tax and budget decisions at those levels. Solicit students to give the names of the government leaders at each level.

**Tell students:** We've learned that there are many representatives and senators working for us all over the state. Now let's find out who your representatives and senators are based on where you live. The ones who can help you best are the ones who represent the area where you live (your entire city or town, or the neighborhood in your city or town).

1. Group students by town and/or city. Distribute the printouts of the state representatives and senators who represent the cities and or town of students in the group, and of the governor. (See the precinct note regarding precincts in the Preparation and materials section above.) Have students locate the names and contact information.
2. Distribute printouts of the Speaker of the House of Representatives and the Senate President. **Tell students:** These two people are the leaders of all the representatives and all the senators. They have special powers with all the legislators and the governor. Have students note who these people are and locate their contact information.
3. Have students take out the handout from Lesson 5, *Suggestions for Speaking to and Writing the Governor and Legislators*, and copy the names of their Senator, Representative, the Speaker of the House, the Senate President and the Governor onto the handout. Tell students: You will need their addresses, telephone numbers or email addresses later if you choose to advocate.

**Note:** Some of the legislators have more than one address and telephone number. Have students choose the state house address and telephone, unless one of the local addresses is more convenient for them to use.

## Activity 2

**Tell students:** Now we will study specifically **how** these people decide what services are provided to the people who live in Massachusetts.

1. Ask students: What is a budget? Some students may know this word and can give you at least a partial answer. Write students responses on the board. Words given may include money, low budget, cheap, not enough money, save, etc. Allow students to offer a definition of the word. Ask for a student volunteer to look the word up in the dictionary and read the definition aloud to the class. Finally, write the following definition on the board, asking students to write it in their notebooks:  
**Budget:** A plan of how to spend money. (Longman Basic Dictionary of American English. Pearson Education, 1999.) Ask students if they have a budget for personal use. Ask students who say they do why they have one, if it helps them, and how.

Tell students that the governor, representatives, and senators help decide what services are provided to the people by taking part in the **budget process**.

2. Distribute the *Massachusetts State Budget Process* worksheet. Have volunteers read each paragraph. Ask students to discuss the following questions in small groups, and then have the whole class share what their groups said:
  - How do you think contacting the governor or your representatives or senators during the budget process can change the way they write their budgets?

- How do you think contacting the governor or your representatives or senators during the budget crisis time can change the way services are funded or cut?
- When do you think is a good time to contact your representatives or senators about the budget? During the budget process or during the budget crisis? Before? After? Have students explain their answers.
- How can we make sure they hear us?

### **Enrichment/extension activities:**

#### *Beginning ESOL/Literacy*

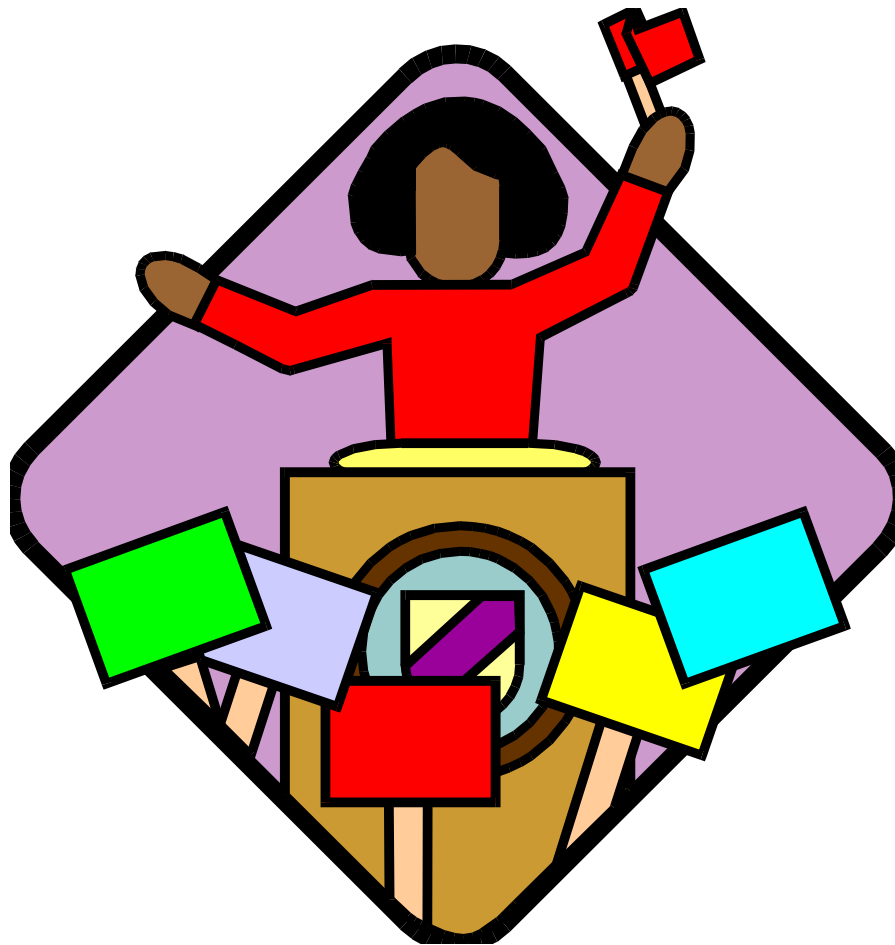
1. Copy the *Legislator Contact Cards* onto colored paper with different colors representing the governor, representatives, and senators and cut the cards to separate them. Give students the printouts of the governor and legislators' contact information. Have students locate the information needed to complete the contact cards. Have them transfer the contact information to the contact cards. Ask them to also write their names on the cards so they can identify them easily later. Place the pictures of the legislators and the governor on a table accessible to the entire class. Invite one group up at a time to match the cut-up pictures to the pictures on the printouts of their legislators on their handouts. Tell them to take the pictures back to their seats. (Note that some of the legislators' pictures are not available on the website, hence not on printouts or on the table. Tell the students that if there is no picture on their printout, then there is no picture available on the table.) Tell students to glue the picture to the back of their contact cards.
2. Find (on the Internet or elsewhere) and make copies of photos of the governor and of the legislators representing each student, cut apart. (These can be copied right from the contact sheets and cut out, or when you go to the sites indicated above, right mouse click on the photo and save the photo as a file, then insert the picture into a word document. See handout for a photo of the governor as an example.) Place the pictorial signs for governor, senators, and representatives in the hierarchical position on the board. Ask one member of each group to come to the board and tape their contact cards under the appropriate pictorial sign. They can choose to display it with the contact information showing or with the picture showing. The result should be a somewhat balanced graphic display of state government. Have students look at the completed display. Ask them: Does the display look democratic? Invite students to elaborate on the concepts of representation and democracy. What does the display tell you about who decides what services the government will provide? If students have difficulty responding, tell them that this means that many legislators who speak for the people who they represent in their towns, cities, districts and/or and precincts decide what services the government provides. Have student collect their cards and tell them that they can keep them in their wallets for reference when/if they decide to advocate for themselves.
3. Post a large Massachusetts map on the wall and have students post their contact cards on the map. Add some of the others from different parts of the state to show students visually that different state representatives and senators represent different areas of the Commonwealth.
4. Cut up the *Massachusetts State Budget Process* paragraphs and have students work in pairs to order the steps. Have them look for words signaling time and/or order words to help them.

#### *Intermediate/higher ESOL, ASE/high ABE/GED students:*

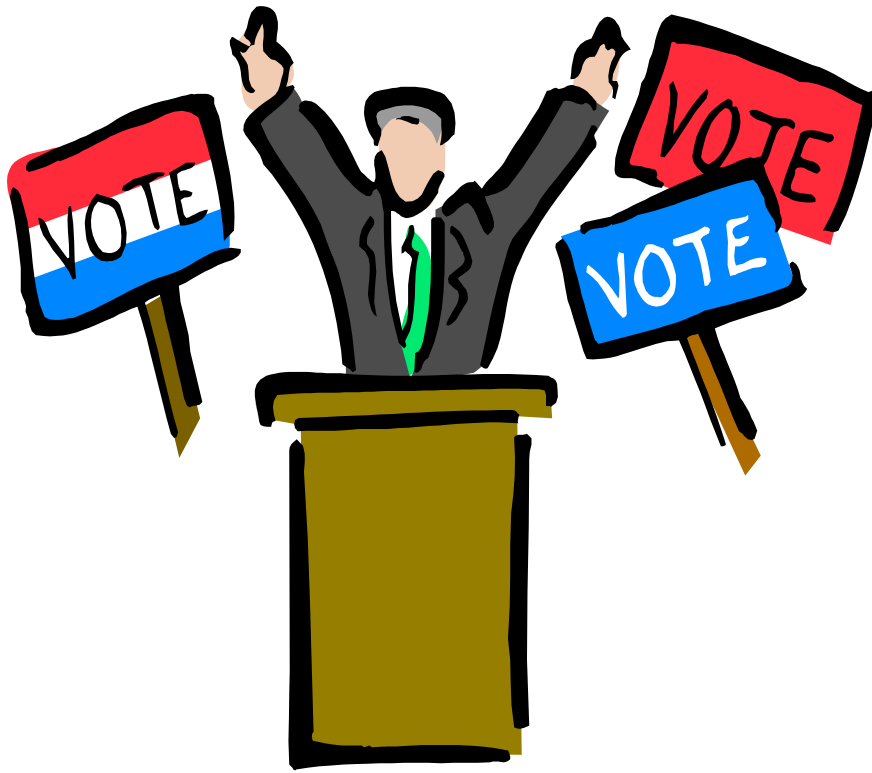
1. Have students go on the Internet and go to <http://www.state.ma.us/legis/member/>, entering in their address and getting the information about their senators and representatives on their own. They can fill out the legislators contact cards right there at the computer.

2. Extend Activity 3 by having students also identify the party, profession, organizations, and public offices held by their senators and representatives. Have them write short biographies of these people in their own words.
3. Extend Activity 1 by defining/having students research the differences between the Democratic/Republican parties.\*
4. Extend Activity 1 by having students research where their legislators stand on the issues that currently exist.\*
5. Have students write at least a paragraph about how they personally can influence the budget process.
6. Have students either discuss or write about how a cut in adult basic education services will affect their program.

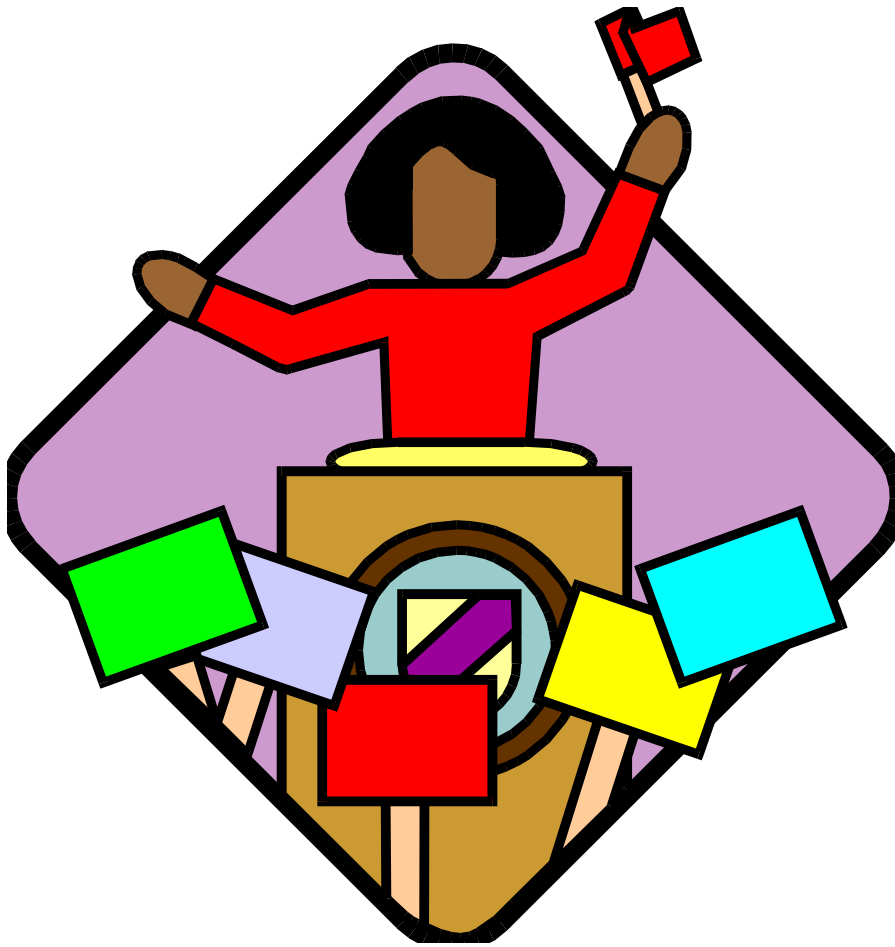
\*Consider linking extension activities 3 and 4 above with Lesson 3, Activity 1 on Taxation methods.



# Governor

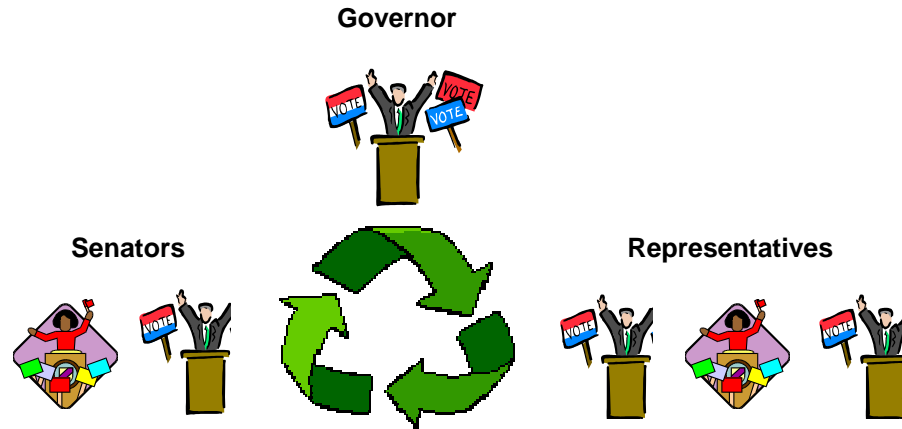


# Representatives



# Senators

## Lesson 6: Activity 2 - Massachusetts State Budget Process



The state budget process takes a different amount of time each year. Massachusetts has been late with its budget many times.

1

At the beginning of the budget cycle, the governor finds out what the different departments need for money for the coming (**fiscal**) year. Then, in January or February, he or she completes his/her budget that shows what services he/she thinks taxpayers in Massachusetts should get.

2

In March, the **representatives** complete their budget that shows what services they think taxpayers in Massachusetts should get. The different departments of the state help the representatives create this budget. The representatives can agree, disagree or ignore the governor's budget when creating their budget. Next the representatives debate (talk about, argue!) their budget to make sure they all agree that it is the best it can be. Finally, the representatives vote on their budget to make it final.

3

In April, the **senators** complete their budget. The different state departments also help the senators create this budget. The senators can agree, disagree or ignore the representatives and the governor's budgets. The senators also debate and vote on their budget.

4

In May and June, a special group of people called the **Ways and Means Conference Committee** meet and take both the senators' budget and the representatives' budget and combine them or make them one. Then all the representatives and senators vote "yes" or "no" on this new budget. This is supposed to happen by July 1.

5

Finally, the governor has 10 days after the vote to decide on the budget. The Governor cannot go back to his/her original budget--only veto line items in the Legislative Budget. The representatives and senators can "override" or reverse anything the governor takes away or changes if 2/3 of them disagree and vote on it. When the governor, representatives and senators are finished, the budget is complete and the people will get the services that are included in this final budget.

6

Sometimes, after the budget process, there is a **budget crisis**. This means that the government does not have enough money to pay for the services that are in the completed budget. If this happens, the government must take back some of the money that they gave to the departments. Some of the government services, for example, education, could be cut or reduced. The governor, the representatives, and the senators could decide what services are cut or reduced. During certain times of "**emergency**", the governor can take away money and services without agreement from the representatives and senators.



**Lesson 6: Enrichment/extension – Legislator Contact Cards**

**My Legislators**

**Governor** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Senator** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Senator** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Representative** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Representative** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**My Legislators**

**Governor** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Senator** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Senator** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Representative** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Representative** \_\_\_\_\_  
Office # \_\_\_\_\_ Telephone \_\_\_\_\_  
Email \_\_\_\_\_

## Lesson 6 Assessment

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. Here is the information you will learn in this lesson. Before class begins, only **look at** the information below, to see what you will learn.
2. After the lesson, when your teacher tells you to, **circle** what you have learned.

4	3	2	1
<p>Who?</p> <p>1. Identify elected state legislators from your own district.</p> <p>2. You can show that all legislators help decide the budget and where tax money is spent.</p>	<ul style="list-style-type: none"> <li>▪ You can give the names and the titles of the governor, the senators, and representatives from your district.</li> <li>▪ You can show that legislators either help decide the budget or where tax money is spent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You can give the name and/or title of at least the governor.</li> <li>▪ You can show that legislators help decide the budget or where tax money is spent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You can give the name or title of some legislators.</li> <li>▪ You can show that legislators help decide where tax money is spent.</li> </ul>

Student name \_\_\_\_\_ Date \_\_\_\_\_

3. Here is the information you will learn in this lesson. Before class begins, only **look at** the information below, to see what you will learn.
4. After the lesson, when your teacher tells you to, **circle** what you have learned.

4	3	2	1
<p>Who?</p> <p>1. Identify elected state legislators from your own district.</p> <p>2. You can show that all legislators help decide the budget and where tax money is spent.</p>	<ul style="list-style-type: none"> <li>▪ You can give the names and the titles of the governor, the senators, and representatives from your district.</li> <li>▪ You can show that legislators either help decide the budget or where tax money is spent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You can give the name and/or title of at least the governor.</li> <li>▪ You can show that legislators help decide the budget or where tax money is spent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You can give the name or title of some legislators.</li> <li>▪ You can show that legislators help decide where tax money is spent.</li> </ul>