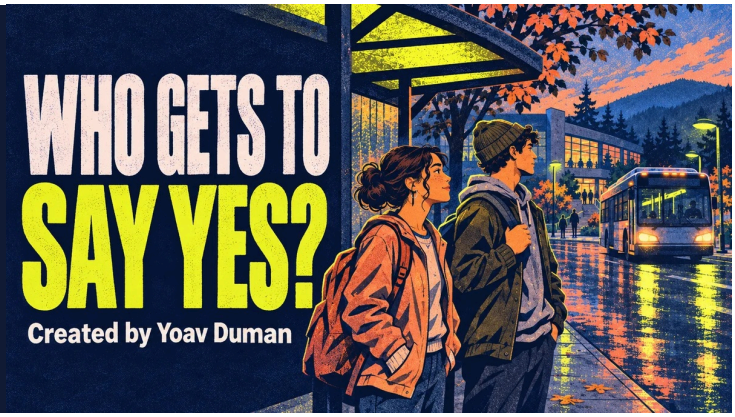
AMERICAN GOVERNMENT

Who Gets to Say Yes?

Instructor guide



A solo homework simulation for introductory American Government, designed for students ages 17-18 before they read Chapter 1. Students follow Sam and Jules through a week of choices, then apply their reasoning to a fresh library case.

Students explain whose options change under a public rule or funding choice, name who can act, and defend a tradeoff with evidence.

Copy into the Canvas assignment

> Before reading Chapter 1, open **Who Gets to Say Yes?** using the For Class link below. Enter your name and add your section if you wish. Type and record six responses, at least 275 words total. You can paste text copied from the same answer.
>
> After **Finish For Class**, choose **Download PDF** or **Print / Save as PDF**. Open the PDF and check your name and responses. Upload the PDF to Canvas, submit it, and check for confirmation.
>
> **Open Who Gets to Say Yes? in For Class**

Post the Class link and accept a PDF upload. The offline HTML and alternate submission instructions are also available.

Time and a place to pause

Plan for **50-70 minutes** including submission. Estimate 33-43 minutes to start and complete the first five cases, 8-12 for the recommendations, and 9-15 for the library and submission.

For two sittings, pause when **The last ride home** opens, or use the checkpoint before the library. In **Progress & backup**, choose **Download progress**. Resume with **Continue For Class** or choose **Open a progress backup** and then **Open this copy**.

After play

Ask students to bring one decision from their own week to the next class. Who could change the rule or spending, and whose options would change? Connect their examples to Chapter 1's questions "Who governs?" and "What does government do?"

What to grade

Use first attempts for feedback. Score current explanations and the reasoning behind revisions. Forecast accuracy is practice.

Decision	Writing	Look for
One seat left	35 words	Explain whose barrier changes, whose remains, and what to ask people who wanted to enroll.
The extra hour	Gross-pay check	Check shift length at $17.13. Carry the shift end into transit.
At the counter	35 words + check	Use the current authority check. Look for a shop duty and a customer consequence.
The last ride	55 words + data check	Connect shift and bus times. Include any cost to Lee, the count limits, and a route evidence request.
Who can review it?	40 words	Use a fact to check and a return time to explain when review is warranted.
Your two decisions	65 words	Name who can act. Explain effects and tradeoffs for both the spending choice and the rule.
Library transfer	12 + 12 + 21 words	Read the two pre-result reasons and the reflection on what to keep or revise.

A compact scoring rubric

Score each criterion from **0-2** for a total out of 8. A 2 meets the description, a 1 gives part of the explanation, and a 0 leaves it absent or materially wrong.

Criterion	Find it in the report	2 points
Decision and authority	6. What would you change? and Food rating authority	Names who can act and how for each recommendation. Uses the food authority check for rulemaking.
Comparison	Any current case response	Explains the effect on two people and a cost or barrier.
Evidence	4. The last ride home or 5. Who can review that decision?	Either case qualifies. For transit, explain count limits and request route evidence. For school, link a fact or record to the reviewer’s decision.
Transfer	Library transfer, reasons and reflection	Connects the reasoning kept or revised to Casey’s restored connection and Alex’s need for a quiet desk.

Sample from a fictional Class report

> I would reassign Lee’s 8:20 trip. Sam finishes at 8:00, reaches the stop at 8:10, and catches the 8:15 home. Jules can take the 7:15 and arrive at 7:35. Lee loses the only ride. The boarding totals cover different months. I would ask Metro how many people need each route at those times, including people who now miss the last bus.

This earns 2 for evidence. Noticing the different months and leaving the route request vague earns 1. Treat any supported recommendation consistently.

Evidence and assumptions

Public records anchor the problems. The fictional replays show what follows from the stated decision rule, people, times, and resources.

Case	Public source	Use in the simulation
College tuition	Green River College, Running Start costs	Eligible tuition is covered. Fees and materials can still cost money. The $60 materials cost, times, and grant choices are modeled.
College enrollment	SBCTC Green River College Field Guide	2,711 Running Start students in 2024-25. This is enrollment headcount. It leaves demand among eligible students who did not enroll open.
State wage floor	Washington Labor & Industries, minimum wage	$17.13 per hour, effective January 1, 2026. The example assumes a covered job at that state rate. The $19.13 replay holds hours constant and uses gross pay.
Food ratings	King County Public Health, rating system	The Board of Health adopted the posting rule. Public Health inspectors carry it out. The shops, their ratings, and the online-only alternative are modeled.
Youth fares	Metro Transit Development Plan 2026-2031	Riders age 18 and younger ride free on Metro. The route and shifts are fictional. Both students take 10 minutes to reach the stop, and the trip takes 20 minutes.
Youth boardings	King County RTC packet, May 21, 2025, p. 8	Metro estimates 7,002,000 youth bus boardings in Jan-Dec 2023 and 4,845,000 in Jan-Aug 2024. These are boardings across different windows. A route decision needs local evidence.
County budget	King County Council budget process	The County Council adopts the budget. The game's flat transit budget and reallocation of Lee's trip are modeled.

Modeled choices

At a flat budget, running both buses on Sam and Jules's route displaces Lee's last bus. In the school case, separate review uses ten minutes of staff time and can return the phone at noon if the record establishes permission. In the library replay, Casey's internet is restored and Alex still needs a quiet desk.

The cover and six scene illustrations depict the fictional settings. All numbers, labels, and decisions are also presented as text, tables, or native controls.

Chapter reading

By the People, Chapter 1. The most direct connections are government spending and rules (pp. 7-8), two senses of liberty (pp. 11-13), limited authority (pp. 16-19), and opportunity (pp. 28-30).

Verification record

The original edition 1.3 was tested with its packaged JavaScript, simulated browser storage, and inspection of generated PDF pages. The web release adds direct Class and Fun links and uses the same simulation and report logic.

Check	Result
Entry and editing	Checked required name, optional class, structured writing prompts, minimums, and same-answer editing.
Progress and choice	Checked both modes, next-action instructions and focus targets, the library checkpoint, and pre-reveal reasons.
Report integrity	Checked six response totals, actual pay attempts, library timing, college and phone evidence, and a lunch change after completion.
Saving and restore	Checked recovery and conflicts. Reopened 1.0, 1.1, and 1.2 backups with prior writing intact and 1.2 completed reports ready.
PDF routes	Inspected the direct PDF and its filename. Checked the print route with browser-font names and writing, plus report-section labels in both formats.
Offline packaging	Verified seven embedded illustrations, three embedded web fonts, and playable content in one HTML file.

Pilot checks on student devices

Open the For Class link on a device students use. Complete the activity with the keyboard, pause at the library, and resume. Test the direct download and browser-font PDF. Check the student name and responses in both, then try submitting in a Canvas test assignment.

Ask a beginner to record time from opening the activity through submitting. Where relevant, test the approved writing tool and screen-reader access to the report preview.

Full student-device runs, assistive input, browser print, Canvas upload, and student timing need a pilot. The direct export is a searchable, untagged PDF.

Alternate completion for approved tools

Offer Canvas text entry or a file submission in the approved format. Have the student play For Fun and write the six responses in their editor using the minimums on page 2. At the library, they write who can finish and why (12+ words) before choosing their first prediction. After Casey’s internet returns, they explain which plan would let both finish and why (12+ words) before choosing again. After both results, they explain what they would keep or revise and recommend a plan (21+ words). Use the same rubric.

A student who completes For Class and needs another report format can use the structured HTML preview as the source for an approved submission.