Who Will Fight to Keep It?

Race, public benefits, and who gets heard

Twelve Riverford households lose a paycheck. Help all twelve a little or cover the rent gap for four. Check a campaign flyer and see who gets a public hearing.

Open the game

Choose **For Class** on Under These Rules. Plan 50 to 60 minutes. For offline play, extract the kit ZIP and open the game's **.html** file in a browser. Use the online link if the preview won't play.

Write four responses

Checkpoint	Minimum words	What to show
Plan forecast	20	Say who gets paid and how much of the rent gap it covers. Give a trade-off and the votes it needs.
Vote and evidence	50	Use the payment data and the two vote counts. Explain how the flyer could change the result for Targeted relief.
Hearing and replay	80	Use one contact list to compare both plans and both signing rules. Explain the counts and name an assumption to test in a real town.
New town and research	80	Use the original hearing requirements with eight paid and with four paid. Say what your note studied and what your evidence could show.

In Millhaven, select **American government**. Choose a note on Medicaid and participation, how renters organize, or how states administered early cash assistance. Name a U.S. place or program in your response.

Type or dictate. You can copy and paste within the same answer box.

Optional practice includes the address check in Riverford and the hearing rule vote in Millhaven.

Turn in your work

Choose **Add answer and continue** for the first three answers, then **Add answer and finish**. Use **Add updated answer** for edits. Enter your name and course or section. Open the Class report, choose **Print or save as PDF** and check the PDF before uploading it to Canvas.

For drafts, use **Save and pause** and check the status. To move devices, use **Download progress** under **Backup and restore**. Ask your instructor about using the case sheets or Canvas text to submit four answers through the alternate method.

Teach the case

Students explain how a claim about a racial or ancestry group can affect a vote. They trace how a payment rule and a contact list can shape whose support reaches a public meeting.

Run a 50-minute discussion

Use Fun or the printable sheets for an in-class run. Give students 5 minutes for the plan, 10 for the vote, 12 for signatures and the replay, 8 for Millhaven, 10 for discussion, and 5 for an exit response. Assign the four Class responses as independent work.

Compare the two votes

Under Targeted, two Alder and two Juniper households would qualify. Ask how the flyer could change a deciding vote while eligibility stays the same. Changing the whole flyer tests the message as a whole.

Trace who can take part

Under Targeted with mail, two households from each group get paid. Mail reaches two paid Alder households and zero paid Juniper households. The help centers reach all four paid households and all four sign.

Check whose signature counts

Keep the same signed Targeted petition from the help centers. E2 is missing from the old address list. The clerk counts three of four signatures. The Juniper count drops from two to one and the petition falls short. Which evidence shows who signed?

Ask for specific evidence

Have students suggest a list of payments, a dated contact list or a list of people at a meeting. Which evidence shows who qualified, who was contacted or who took part? What could county data tell them about one neighborhood?

Score explanations

Use the full instructor guide for the answer tables, case sheets and 0 to 3 rubric. Look for the decision, a number or rule from the case, and an explanation linking evidence to the result. Apply the same rubric to alternate submissions.

Research behind this lesson

Michener (2019), Policy Feedback in a Racialized Polity

Michener (2017), People, Places, Power

Michener and SoRelle (2022), Politics, Power, and Precarity

Lieberman and Lapinski (2001), American Federalism, Race and the Administration of Welfare