Day One:

Bellringer	"Who Runs the City?"	8-10 minutes
Presentation	"The Importance of Local Politics"	14-16 minutes
Activity	"Design Your Own City"	20-24 minutes
Exit Ticket	"Congratulations Mayor!"	4-6 minutes

Day Two:

Bellringer	"What is MAPS?"	8-10 minutes
Presentation	"Selected History of OKC"	14-16 minutes
Activity	"MAPS Timeline"	20-24 minutes
Exit Ticket	"MAPS and Me"	4-6 minutes

Day Three:

Bellringer	"What is a Penny Worth?"	8-10 minutes
Presentation	"How City Taxes Work"	14-16 minutes
Activity	"MAPS Survey"	14-18 minutes
Homework	"MAPS 4 Fact Sheet"	6-8 minutes
Exit Ticket	"Mock MAPS 4 Vote"	4-6 minutes

Supplemental Material:
"MAPS Assessment"

Extension Activity:
"Vocabulary Matching"

Objectives

Students will be able to:
- describe the complexities of city government operations.
- explain the historical context of MAPS in Oklahoma City.
- distinguish between the forms of taxation at the local level.
- list the various projects proposed in MAPS 4.

Essential Questions

- How do local elections and referendums directly effect the lives of city residents?
- What does engaged citizenship look like at the local level?

Materials

Reproducibles:
- "Who Runs the City?" Bellringer
- "What is MAPS?" Bellringer
- "Design Your Own City" Activity
- "MAPS Timeline" Activity
- "Congratulations Mayor!" Exit Ticket
- "MAPS and Me" Exit Ticket
- "Mock MAPS 4 Vote" Exit Ticket
- "MAPS 4 Fact Sheet" Take Home Voter Guide
- "MAPS 4 Assessment" Supplemental Material
- "MAPS Vocabulary Matching" Extension Activity

Slide Show Presentations:
- "The Importance of Local Politics"
- "Selected History of OKC"
- "How City Taxes Work"

Overview:

This mini unit is designed to supplement existing curriculum in central Oklahoma classrooms ahead of the MAPS 4 referendum on December 10, 2019. Alignment to Oklahoma Academic Standards for *United States Government* and *Oklahoma History* are included. Beyond education, the goal is increased voter participation in the MAPS 4 vote on December 10, 2019.

Vocabulary:

citizenship (noun) the quality of an individual's response to membership in a community

municipal (adjective) relating to a city or town or its governing body

ordinance (noun) a law enacted by a municipal authority

capital improvement (noun) addition of permanent structure or restoration of a property for the purpose of enhancing value

referendum (noun) a vote in which all the people in an area decide on an important question

electorate (noun) all the people who are allowed to vote

ward (noun) a division of a city for representative, electoral, or administrative purposes

constituency (plural noun) a body of citizens entitled to elect a representative

tourism (noun) the process of spending time away from home in pursuit of recreation and pleasure

social services (plural noun) government services provided for the benefit of the community, such as education, medical care, and housing

MAPS 4 Curriculum – Aaron Baker
Alignment for Oklahoma Academic Standards for Social Studies

<u>Oklahoma History (OKH)</u>

OKH.4.6 Describe the division, function, and sharing of powers among levels of government including city, county, state and tribal.

OKH.4.7 Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety.

OKH.6.2 Analyze the impact of economic growth in various sectors including:
F. oil and gas boom and bust, including the discovery of new fossil fuel resources

OKH.6.8 Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the Grapes of Wrath, the musical Oklahoma!, Route 66, and the professional basketball team the Oklahoma City Thunder.

OKH.6.9 Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.

<u>United States Government (USG)</u>

USG.3.3 Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.

USG.5.1 Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15th annual deadline, and respecting legitimate authority.

USG.5.3 Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.

USG.6.1 Examine the budget process including significant policy issues and examples of economic trade-offs that occur when addressing competing public needs.

USG.6.2 Examine how the government influences the economy using fiscal and monetary policy.

MAPS 4 Curriculum – Aaron Baker

Day One:

Objective:
> Students will be able to describe the complexities of city government operations.
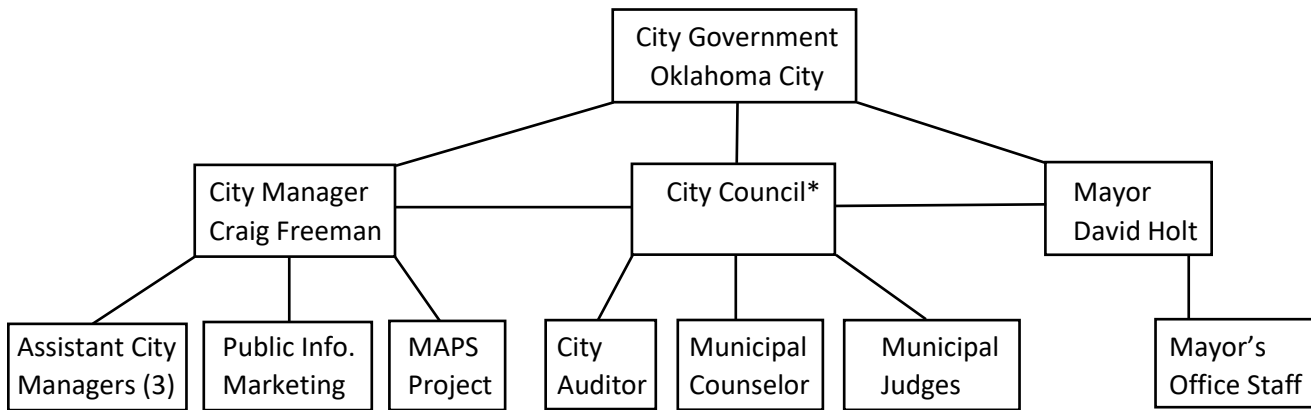
Overview:
This lesson focuses on how cities operate and the complex decisions made by city leaders. In this lesson, students will examine city governance and place themselves in the position of an influential city leader.

Agenda:
Bellringer	"Who Runs the City?"	8-10 minutes
Presentation	"The Importance of Local Politics"	14-16 minutes
Activity	"Design Your Own City"	20-24 minutes
Exit Ticket	"Congratulations Mayor!"	4-6 minutes

Procedure:

1. Hand out a copy of "Who Runs the City?" to each student.
2. Have students use the information in the flowchart to answer the questions.
3. Once students have had sufficient time, lead a class discussion with students sharing out the correct answers.
4. Explain to students that Oklahoma City uses a "Council-Manager" form of government. That means that the day-to-day operations of the city are overseen by the City Manager. The Mayor functions as an "at-large" councilor and presides over City Council meetings. The other eight members of the City Council are elected in each Ward and serve part time at the head of city government.
5. Guide students through the slide show presentation, "The Importance of Local Politics."
   https://tinyurl.com/tte8vhm

6. Hand out a copy of "Design Your Own City" Activity sheet to each student.
7. Allow ample time for students to think critically about decisions, discuss ideas with classmates, and complete the activity. (If time permits, guide students through a think-pair-share that encourages students to articulate a "why" for the more difficult decisions they had to make while designing their city.)
8. Assist students is understanding the complexities of city government decisions by drawing attention to all the services that had to be moved to the suburbs or completely eliminated in their cities. Remind them that this activity represents limited geography available to cities, but also limited financial resources available to cities.
9. Transition to "Exit Ticket" by explaining that each student is to imagine that they have just been elected Mayor of Oklahoma City. Instruct them to write a 20-word description of what kind of mayor they plan to be and include three services from the "Design Your Own City" activity that will be important to them as mayor. Let them know that their "Exit Ticket" is to be turned in on the way out of the door at the end of class.

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                          ┌─────────────────────┐
                          │   City Government    │
                          │    Oklahoma City     │
                          └─────────────────────┘
        ┌──────────────────┬──────────┴───────────┬──────────────────┐
┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│  City Manager   │   │  City Council*  │   │     Mayor       │
│  Craig Freeman  │   │                 │   │   David Holt    │
└─────────────────┘   └─────────────────┘   └─────────────────┘
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| Assistant City Managers (3) | Public Info. Marketing | MAPS Project | City Auditor | Municipal Counselor | Municipal Judges | Mayor's Office Staff |

*Ward 1 – James Greiner, Ward 2 – James Cooper, Ward 3 – Larry McAtee, Ward 4 – Todd Stone, Ward 5 – David Greenwell, Ward 6 – JoBeth Hamon, Ward 7 – Nikki Nice, Ward 8 – Mark K. Stonecipher

Circle the correct answer choice using the flowchart above.

1. With which of the following does the Mayor work closest?
   a. Assistant City Managers
   b. City Auditor
   c. City Council
   d. City Manager

2. How many Wards does Oklahoma City have?
   a. 6
   b. 8
   c. 10
   d. 12

3. The MAPS Project Office operates directly under the supervision of which of the following?
   a. Mayor
   b. City Auditor
   c. City Council
   d. City Manager

4. Based on the information in the flowchart, Oklahoma City is likely to use which of the following forms of local government?
   a. Council-Manager
   b. Mayor-Council
   c. Council-Mayor
   d. Mayor-Commissioner

"Design Your Own City" Activity Name _____

MAPS 4 – December 10, 2019 – Oklahoma City

Choose from the following list of 36 structures and services to include in your own city in the table below. Choose carefully, noting that your city only has 20 available spots (only 1 service or structure in each spot). You can have 3 services or structures moved to the suburbs below your city. Cross out the items as you use them.

City Hall	Library	Entertainment District	Jail	Event Arena	High School (1)
Hospital	Police	Luxury Apartments	Church	Fire / Rescue	Sports Stadium
Courthouse	Museum	Homeless Services	Zoo	Affordable Housing	Middle School (1)
Factory	River Port	Amusement Park	Casino	Bus Depot	Skyscraper
University	City Park	Subway Depot	Airport	Botanical Gardens	Movie Theater
City Pool	Fairgrounds	Elementary School (3)	Post Office	Shopping Mall	Cultural Center

My City

suburbs

"Congratulations Mayor!" Exit Ticket   Name _____
MAPS 4 – December 10, 2019 – Oklahoma City

Congratulations! You are the newly elected Mayor of Oklahoma City! In the lines below, write a 20-word description
of what kind of leader you plan to be as Mayor. Use complete sentences, and include 3 of the structures or services from
the "Design Your Own City" Activity that are most important to you as Mayor.

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

"Congratulations Mayor!" Exit Ticket   Name _____
MAPS 4 – December 10, 2019 – Oklahoma City

Congratulations! You are the newly elected Mayor of Oklahoma City! In the lines below, write a 20-word description
of what kind of leader you plan to be as Mayor. Use complete sentences, and include 3 of the structures or services from
the "Design Your Own City" Activity that are most important to you as Mayor.

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

"Congratulations Mayor!" Exit Ticket   Name _____
MAPS 4 – December 10, 2019 – Oklahoma City

Congratulations! You are the newly elected Mayor of Oklahoma City! In the lines below, write a 20-word description
of what kind of leader you plan to be as Mayor. Use complete sentences, and include 3 of the structures or services from
the "Design Your Own City" Activity that are most important to you as Mayor.

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

Day Two:

Objective:
        Students will be able to explain the history of and motivation for MAPS.

Overview:
This lesson focuses on providing for students an overview of MAPS. In this lesson, students will examine city competitiveness, create a large-scale MAPS timeline, and situation MAPS events within their own lifetimes.

Agenda:

Bellringer	"What is MAPS?"	8-10 minutes
Presentation	"Selected History of OKC"	14-16 minutes
Activity	"MAPS Timeline"	20-24 minutes
Exit Ticket	"MAPS and Me"	4-6 minutes

Procedure:

1. Hand out a copy of "What is MAPS?" to each student.
2. Instruct students to write down as many new word arrangements as they can in 4 minutes
3. While students are writing, walk around the room and identify specific word arrangements that utilize words and ideas from lesson 1.
4. Once 4 minutes have passed, read the directions aloud and call on those students that were identified in step 3 as having written word arrangements that engage their prior knowledge from lesson 1. (This will avoid the possibility of students sharing out inappropriate words.)
5. Tell students that later in the lesson they will see other possible words arrangements for the acronym "MAPS," and that in each lesson, new material will engage and build upon their prior knowledge from previous lessons.
6. Guide students through the slideshow "Brief History of OKC" utilizing the following background information.
    A. https://tinyurl.com/uy5pg8y

    B. In 1969, Stanley Draper led the charge to annex large portions of Oklahoma County not already claimed by other municipalities.
    C. I.M. Pei was a Chinese-American architect most famous for designing the glass pyramid at the Louvre Museum in Paris, France. He also designed an urban renewal initiative for Oklahoma City in the 1960s and 1970s, often called the "Pei Plan." Like many U.S. cities, the population in the heart of Oklahoma City was declining as highways were being built and many people were moving to the suburbs. The Pei Plan included an expansion of downtown parking and the destruction of many historic buildings in the downtown area. This led to public resentment to the idea of urban renewal for decades to come.
    D. Penn Square Bank, located in the back of Penn Square Mall, made its name by giving high-risk energy loans in the late 1970s and early 1980s. The bank failed in July of 1982, and 138 other Oklahoma banks failed throughout the 1980s.
    E. Show students the "OKC MAPS 20th Anniversary" video. (6:12)
7. Create a large-scale timeline on the classroom wall with dark colored tape or on a large white board with a dry erase marker. Timeline needs to be at least six feet long and labeled with at least four dates (such as 1992, 2002, 2012, and 2020).
8. Hand out one "MAPS Timeline" for every four students.
9. Hand out a MAPS event to each student. For classes larger than 24, you will need to make additional copies of "_____ is born."   "_____ begins kindergarten."   and   "_____ graduates high school."

10. Instruct students to work together using the small timelines to find where their particular event should be placed on the timeline on the wall.
11. As students are ready to place their event on the wall, provide them with the necessary tape, and ensure that they are placing their event in the correct area on the timeline.
12. Tell students that some events will need to be placed further above or below the timeline because of limited space.
13. Once all event are placed on the large-scale timeline encourage students to stand at a distance to see all of the events in their correct order.
14. Hand out "MAPS and Me" Exit Tickets, and explain to students that the numbers in parentheses on the timeline represent the particular MAPS project, 1-4. Also explain to students that all the MAPS events listed on the timeline represent completed projects with the exception of the "Convention Center Groundbreaking." Let them know that their "Exit Ticket" is to be turned in on the way out of the door at the end of class.

"What is MAPS?" Bellringer   Name _____
MAPS 4 – December 10, 2019 – Oklahoma City

MAPS stands for "Metropolitan Area Projects." How many other word arrangements can you create to spell the acronym "MAPS"? When you can, utilize words related to city government that were introduced in lesson one.

1. _____   _____   _____   _____

2. _____   _____   _____   _____

3. _____   _____   _____   _____

4. _____   _____   _____   _____

5. _____   _____   _____   _____

6. _____   _____   _____   _____

7. _____   _____   _____   _____

8. _____   _____   _____   _____

"MAPS and Me" Exit Ticket   Name _____
MAPS 4 – December 10, 2019 – Oklahoma City

    1.   What MAPS event from the timeline occurred closest to your birthday?

        _____

    2.   What is the average number of years between a MAPS approval and a completed project? _____

MAPS 4 Curriculum – Aaron Baker

Day Three:

Objective:
   Students will analyze city taxes and be able to distinguish between regressive and progressive taxation.

Overview:
   This lesson focuses on the economics of MAPS 4 and provides students with a "MAPS 4 Fact Sheet" to share with eligible voters in their lives.

Agenda:
Bellringer	"What is a Penny Worth?"	8-10 minutes
Presentation	"How City Taxes Work"	14-16 minutes
Activity	"MAPS Survey"	14-18 minutes
Homework	"MAPS 4 Fact Sheet"	6-8 minutes
Exit Ticket	"Mock MAPS 4 Vote"	4-6 minutes

Procedure:

1. Write the following on a whiteboard or display with a projector / smartboard:
   "What is a Penny Worth?"
   "For every $1 spent on most products like groceries and clothing in Oklahoma City, 1 penny goes into a trust for future MAPS projects. There are over 640,000 residents of Oklahoma City."
   "If every resident of Oklahoma City and 60,000 visitors each spent $50 on eligible products in a single week, about how much revenue would be collected from the sales tax related to MAPS in that single week?"
2. Instruct students to work together to solve the math problem. After a few minutes, have students share out their answers. Help students understand how to get the answer, $350,000. Ask students to reflect on the "MAPS and Me" Exit Ticket from lesson two. Have a volunteer share out why they think it takes so long for MAPS projects to be completed. Make sure students understand that the reason for the time gap is because projects are fully funded before they even begin.
3. Tell students that it is difficult to know the actual amount of revenue for MAPS that is collected on a given week. What we do know is that city officials estimate that a total of $978 million would be collected under MAPS 4 over the next 8 years.
4. Transition to "How City Taxes Work" Presentation by instructing students to mentally compare and contrast the estimated $978 million with the annual budget for the city. The budget for fiscal year 2020 (July 1, 2019 – June 30, 2020) for the city of Oklahoma City is $1.55 billion. "This includes $482 million for the General Fund for day-to-day-operations and provides funding for 4,869 staff positions throughout the city.
5. Guide students through "How City Taxes Work" Presentation.
   https://tinyurl.com/rjta36o

6. (For "MAPS Survey" each student will need access to an internet connected device.)
7. In preparation for taking the "MAPS Survey" tell students that one of the criticisms of MAPS projects is that many of them provide services or events that are not considered affordable, and therefore not available to many Oklahoma City residents. Tell students that one of the objectives of this survey is to collect data on who is using services provided by MAPS projects and how often they are using them.
8. Have students complete the online survey at https://tinyurl.com/wtxhkjy.
9. While students are filling out the survey, hand out a "MAPS 4 Fact Sheet" to each student.

10. Tell students that their homework is to take the fact sheet home and explain MAPS to an eligible Oklahoma City voter in their lives.
11. Read through the fact sheet together as a class, stopping for potential questions along the way.
12. Be prepared to answer questions about specific MAPS 4 projects. Questions can be sent to the public information email, public.info@okc.gov. Students can also be directed to https://www.okc.gov/government/maps-4/ideas-4-maps-faqs
13. Hand out "Mock MAPS 4 Vote" Exit Tickets and tell students to mark "yes" or "no" and vote on the way out of the classroom.
14. (Optional: Prepare a ballot box that students can place their ballot in on the way out of the classroom.)

EXHIBIT "A"

PROPOSITION

SHALL ORDINANCE NO. 26.255 ("ORDINANCE") OF THE CITY OF OKLAHOMA CITY ("CITY") BE APPROVED?

The Ordinance levies a City excise tax of one percent (1%) upon the gross proceeds or gross receipts derived from all sales taxable under the sales tax laws of the State of Oklahoma for a limited term of eight (8) years. The Ordinance provides for the sales tax levy to become effective at 12:00 a.m. on April 1, 2020, with the eight-year term expiring at 12:00 a.m. on April 1, 2028. Section 1 of the Ordinance would be codified as Section 52-23.7 in Article II of Chapter 52 of the Oklahoma City Municipal Code, 2010. The sales tax levied by the Ordinance would be cumulative of other City sales tax levies effective as of April 1, 2020. The Ordinance is subject to approval by City voters pursuant to Section 2705 of Title 68 of the Oklahoma Statutes.

FOR THE ORDINANCE—YES [ ]

AGAINST THE ORDINANCE—NO [ ]

MAPS Assessment   Name _____

MAPS 4 – December 10, 2019 – Oklahoma City

Circle the correct answer.

1. Which form of government does the city of Oklahoma City use?
A. Mayor-Council   C. Manager-Mayor
B. Council-Manager   D. Mayor-Governor

2. What is the name of the elected body that serves at the head of city government in Oklahoma City?
A. City Wardens   C. City Aldermen
B. City Managers   D. City Council

3. Who serves as an "at-large" councilor and presides over City Council meetings in Oklahoma City?
A. Mayor   C. City Manager
B. County Commissioner   D. County Sheriff

4. About how years has it been since the original MAPS passed?
A. 6 years   C. 16 years
B. 116 years   D. 26 years

5. If approved, what percent of Oklahoma City sales tax would go to MAPS 4?
A. 4.25%   C. .75%
B. 1%   D. 2.25%

6. Taxes that disproportionately effect lower income households are called what?
A. Progressive   C. Conservative
B. Radical   D. Regressive

7. Which MAPS was specifically for area school improvements?
A. MAPS   C. MAPS for Kids (MAPS 2)
B. MAPS for Schools (MAPS 3)   D. MAPS 4

8. How many wards are in Oklahoma City?
A. 8   C. 10
B. 12   D. 14

9. True or False: Oklahoma City is very large partly because in the late 1960s it annexed much of the surrounding area.
True   False

10. Which of the following best describes MAPS?
A. a progressive property tax that helps fund core services of the city of Oklahoma City
B. a permanent sales tax that is managed by the Mayor's office
C. a temporary sales tax that would increase the total sales tax in Oklahoma City
D. a temporary sales tax that is managed by City Council and a volunteer advisory board.

Draw a line from the vocabulary word on the left to the correct definition on the right.

1. electorate

the process of spending time away from home in pursuit of recreation and pleasure

2. tourism

the quality of an individual's response to membership in a community

3. ordinance

a vote in which all the people in an area decide on an important question

4. citizenship

relating to a city or town or its governing body

5. social services

addition of permanent structure or restoration of a property for the purpose of enhancing value

6. municipal

a division of a city for representative, electoral, or administrative purposes

7. constituency

all the people who are allowed to vote

8. ward

a body of citizens entitled to elect a representative

9. referendum

government services provided for the benefit of the community, such as education, medical care, and housing

10. capital improvement

a law enacted by a municipal authority