How Energy Policy Affects Stakeholders

Students work in small groups to examine the consequences to stakeholders of measures being considered as part of the Energy Policy and Conservation Act of 1975. Groups create a consequences web for each of their assigned measures to visually illustrate potential consequences. They then use the information they have gathered to complete a Stakeholder Table. Groups share their stakeholder tables with one another, and then groups can make adjustments to their own tables as they see fit.

GRADES

9 - 12+

SUBJECTS

English Language Arts, Geography, Human Geography, Social Studies, U.S. History

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OVERVIEW

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For the complete activity with media resources, visit:

http://www.nationalgeographic.org/activity/how-energy-policy-affects-stakeholders/

DIRECTIONS

1. Have students review documents from previous activities to identify potential consequences to stakeholders of the Energy Policy and Conservation Act.

Return students' completed Stakeholder Tables, Possible Measures Tables, Geographic and Political Considerations worksheets, and both annotated briefings. Briefly remind students of what each document includes. Have students work in the same small groups from the previous activities to review these documents and highlight any information relating to consequences to stakeholders of the measures under consideration for inclusion in the Energy Policy and Conservation Act.

2. Have each group create a consequences web for two of the measures identified on the Possible Measures Table.

Model how to make a consequences web by drawing a square in the middle of the board and writing "Measure 1" in the square. Then draw a circle and connect it to the square with a line. In the circle write "direct consequence 1." Draw another circle and line in the same way and label the second circle "direct consequence 2." Explain that students should draw as many circles as they need to list all the direct consequences of Ford's decision. Then model how to illustrate indirect consequences. Draw a line from one of the circles to a new circle. In the new circle write "indirect consequence." Assign each group two of the measures listed on the Possible Measures Table. Have students work with their groups to draw a consequences web for each measure based on what they have learned in previous lessons and the cascading consequences they think the decision to include that measure would create. Give students time to briefly review the consequences webs created by other groups.

3. Have groups explore the effects of the Energy Policy and Conservation Act on stakeholders.

Direct students to the Stakeholder Tables they began in Activity 1. Model how to use the table by filling in the first row with the class. Then have groups complete the rest of the table. Students should reference the briefings and other handouts from previous activities to help them complete the chart. Be sure students understand that they are looking at the effects of the act as a whole, not just individual measures.

4. Have groups compare their completed tables to those of the other groups.

Make enough copies of each group's Stakeholder Table for each group to have one full set. Distribute the copies to groups along with the Stakeholder Discussion Prompts handout, and ask students to take a few minutes to compare other groups' tables to their own. Ask students to discuss the questions from Part 1 of the handout within their group. Then ask groups to look more closely at a table that differs significantly from theirs. Have them discuss the questions from Part 2 of the handout within their group. Allow time for groups to share some of their insights with the class. Collect students' Stakeholder Table, Possible Measures Table, Political and Geographic Considerations worksheet, and both annotated briefings for use in the final activity of this lesson.

TipTeacher Tip

In Step 2, if there are measures remaining after you have assigned two to each group, assign them to groups that need an additional challenge or to groups who finish their consequences webs first.

Informal Assessment

Use students' consequences webs and stakeholder tables as a formative assessment. Look for evidence that students understand how various measures could affect stakeholders.

OBJECTIVES

Subjects & Disciplines

- English Language Arts
  Geography
  - Human Geography
  Social Studies
  - U.S. History

Learning Objectives

Students will:

- identify and analyze possible consequences to stakeholders of measures considered for the Energy Policy and Conservation Act of 1975

Teaching Approach

- Constructivist

Teaching Methods

- Cooperative learning
- Discussions
- Information organization
- Reading

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Learning and Innovation Skills
    - Communication and Collaboration
    - Critical Thinking and Problem Solving
- 21st Century Themes
  - Civic Literacy
  - Global Awareness
- Critical Thinking Skills
  - Analyzing
  - Applying
  - Understanding
- Geographic Skills
  - Analyzing Geographic Information

National Standards, Principles, and Practices

IRA/NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS

- Standard 1:

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM STANDARDS

- **Theme 2:**
Time, Continuity, and Change

NATIONAL GEOGRAPHY STANDARDS

- **Standard 11:**
The patterns and networks of economic interdependence on Earth's surface
- **Standard 13:**
How the forces of cooperation and conflict among people influence the division and control of Earth's surface
- **Standard 17:**
How to apply geography to interpret the past
- **Standard 4:**
The physical and human characteristics of places

NATIONAL STANDARDS FOR HISTORY

- **Historical Thinking Standard 5:**
The student engages in historical issues-analysis and decision-making
- **U.S. History Era 10 (5-12) Standard 1:**
Recent developments in foreign and domestic politics
- **U.S. History Era 10 (5-12) Standard 2:**
Economic, social, and cultural developments in contemporary United States

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

- **CCSS.ELA-LITERACY.RH.11-12.10:**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **CCSS.ELA-Literacy.RH.9-10.10** :

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- **D2.Civ.13.9-12:**

Evaluate public policies in terms of intended and unintended outcomes, and related consequences

- **D2.Eco.1.9-12:**

Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

- **D2.Eco.8.9-12:**

Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

- **D2.His.1.9-12:**

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

- **D2.His.4.9-12.:**

Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Highlighters
- Paper
- Pens

PHYSICAL SPACE

- Classroom

GROUPING

- Large-group instruction

RESOURCES PROVIDED: HANDOUTS & WORKSHEETS

- [Stakeholder Discussion Prompts](#)

BACKGROUND & VOCABULARY

Background Information

Prior Knowledge

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Recommended Prior Activities

- None

Vocabulary

Term	Part of Speech	Definition
intended consequences	*noun*	results of an action or situation that are deliberately brought about and/or anticipated.
stakeholder	*noun*	person or organization that has an interest or investment in a place, situation, or company.
unintended consequences	*noun*	results of an action or situation that are not deliberately brought about and/or anticipated.

For Further Exploration

Reference

- National Geographic Education: Stakeholder Consequences Decision Making

Video

- National Geographic Channel: Gerald R. Ford: A Test of Character

Websites

- Gerald R. Ford Presidential Foundation
- Gerald R. Ford Presidential Library & Museum
- DeVos Learning Center at the Gerald R. Ford Presidential Museum
- Department of Energy: Energy.gov

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