Archipelagos

Country papers and open commissions

Saul Karim Nassau



Willem van de Velde I · Fleet at sea · ca. 1672 · C10

Country or gathering _____

Opened _____

Edition 21

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Preparing the country papers

Choose starting copies and follow the records from landfall to the closing council

Start with 13 pages per country using the suggested stock below. One country may be played by a group or one person. Quantities are adjustable. The cover and this preparation guide are additional optional country copies.

Printed folio	PDF page	Copies	Use
1 Contents	2	1	Keep throughout play.
2 First landfall	4	1	Write once and retain.
3 Island chart	5	1	Update during play and date revisions.
4 Undertaking	6	3	Use a fresh sheet for each undertaking.
5 Council notice	7	1	Keep and update the agreed arrangements.
6 Correspondence	8	2	Use a fresh sheet for each exchange.
7 News report	9	1	Use a fresh sheet for each new report.
8 Accounts	10	2	Continue across rounds and add sheets when full.
14 Country history	16	1	Continue during play and reflect at closing.

Keep extra blank copies available. Retain filled records when adding sheets. The two account copies are starting stock for one continuing account or a separate shared account where needed.

Shared and occasional papers

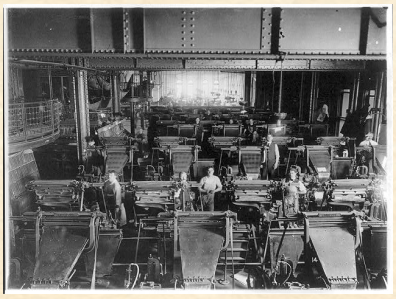
Keep one shared class copy of this guide and folio 9, the shared chart. Countries may keep their own chart copies. Supply folios 10 and 11 for fuller founding records, 12 for a new country or division and 13 for a support proposal. Print individual commissions from folios 85 to 204 only when assigned, usually one per country or working party. The keeper retains the reference papers.

The route through play

Begin with your own landfall on folio 2, draw its places on 3 and bring an undertaking on 4 to the keeper. Develop your answer to the keeper's question before receiving the confirmed result. These supply the first three required working records.

During play, follow the council notice on 5, continue the account on 8 and add dated events to the history on 14. Keep relevant letters and reports beside them. This continuing country record is the fourth required record. At the closing council, complete the reflection on 14 and any commissioned questions to supply the fifth record, the closing account.

Use printed folios for references. The cover is PDF page 1, contents page 2 and this folio 1a is PDF page 3. From folio 2 onward, add 2 to obtain the PDF page position. Print loose forms on one side when they will circulate or be replaced separately.



Linotype machine, New York World printing room · 1909
www.loc.gov/item/2004667832

Archipelagos

Record your landfall and the decisions that follow

FIRST ENTRY / COUNTRY _____ DATE _____

The keeper is your agreed referee and keeps the common record.

To the founders,

Your shore is still unnamed on the shared chart. What shall I call it?

Send me the story of your arrival. What did your people find here, and what did they bring? Explain where their tools, supplies and skills came from. Draw the places in your account. What do your people need first, and how will they obtain it?

As keeper, I will read your account and ask about what you propose. Your answer will help determine what your people can attempt and what follows.

Our first landfall

Founders _____ Speaking for us _____

Saul Karim Nassau · Edition 21 · Write once and retain with your chart.





CHART ENCLOSED WITH OUR ACCOUNT / COUNTRY _____

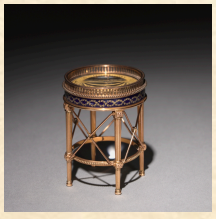
Our island

Draw your coastline and the features your account describes. Mark a town centre, the first work site and a usable route between them.

Keep this chart throughout play. Dotted marks show proposals and solid marks show established places. Date each change and retain earlier versions when redrawing.

Place names, access and what our chart leaves uncertain

Drawn by _____ Agreed _____ Date _____



Miniature Table with Compass · c. 1890–95
clevelandart.org/art/1966.480

UNDERTAKING / COUNTRY _____ ENTRY _____

Our undertaking

Use a fresh sheet for each undertaking. Your country completes the proposal and answer. The keeper completes the reply and confirms the changes below.

Our undertaking and its purpose

How it uses the people, place and means in our account

Route, drawing or working sketch

The keeper's question and our developed answer

The keeper's reply and work still to complete

Changes confirmed now and unit _____ **Conditions** _____

Takes effect _____ **Record updated** _____





Reference illustrations Maliseet canoe model [C17] · Ship and rowboat study [C06]

NOTICE TO THE COUNTRY COUNCILS / DATE _____

At the council

Bring the work your country proposes to the keeper, who holds the common record and confirms what happens. Hear the news that reaches you and exchange offers with the countries whose cooperation you seek. Put accepted terms in both books.

Your country may propose any undertaking, whether or not it appears in this register. Tell the keeper what you intend, the means you will use and how you expect it to work. The keeper hears your answer and confirms the venture, asks for a clearer plan or sets conditions. What follows belongs to the world you have established together.

Where the shared chart places richer islands on exposed outer shores, they face direct pirate attacks while sheltered inner islands initially have less reason to pay for protection. A threatened trade route, a bargain or a new event can change that. Climate conditions can improve or worsen as countries act and discoveries are made.

Agree the basis for deciding an action and understand its known costs before committing. Develop your answer to the question your plan raises. Record the confirmed result and carry it into the next decision.

Time reference used on all linked records _____ Keeper _____

Rounds or meetings and what is announced _____ Shared conditions _____

Information each country may receive _____ Closing conditions _____

Find the record you need

Record	Page
Landfall and island chart	2–3
An undertaking and its reply	4
Letters and agreements	6
News and observations	7
Country and shared accounts	8
The shared waters	9
Founding promise and arrangements	10–11
Another country takes shape	12
A proposal for support	13
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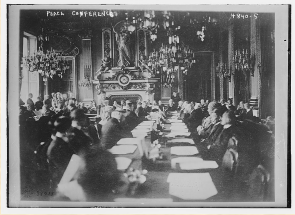
Keep this notice throughout play. Use the same agreed date, round or meeting reference on linked papers. Record later changes here with their effective time. Open other forms as needed.



Peace conference · 18 January 1919
www.loc.gov/item/2014708458

CORRESPONDENCE / COPY KEPT BY _____

To another country

To _____ From _____ Reference _____

Date _____ Concerning _____

Our offer, request or warning, and why we bring it now

Reply received and any terms agreed

Party	What is promised	Due or review date
_____	_____	_____
_____	_____	_____
_____	_____	_____

For agreed terms, how we check fulfilment and address a broken promise

Agreement confirmed by _____ And _____

Use a fresh sheet for each exchange. Record acceptance, refusal, counteroffer or no reply. Each party retains matching agreed terms and dated amendments. Enter completed deliveries in both accounts.





Reference illustrations Fleet at sea [C10] · A Ship at Sea [C03]

REPORT / SENT TO _____ **RECEIVED** _____

News from the shores

Use a fresh sheet for each report and retain it with the records it concerns.

Witness _____ Place _____ Time _____

Chart reference _____ Who may receive this _____

01 *What I observed directly, and how it can be checked*

02 *What another person reported, and who supplied the account*

03 *What I think it means, and what remains uncertain*

Place or measure	Earlier condition	Current condition	Units or evidence
_____	_____	_____	_____
_____	_____	_____	_____

04 *Another possible cause, and the evidence that would distinguish it*

05 *The question or decision this report leaves us*





Reference illustrations *The Approach of the British Pirate Alabama [C12]* · *Captain Worley, an advertising card [C13]*

LEDGER / COUNTRY _____ OPENED _____

Our account

Continue this account across rounds. Date confirmed changes and identify their undertaking, agreement or event and resource unit. When rows fill, open a numbered continuation and carry forward each resource balance once. Retain the earlier sheet.

Date	Resource and unit	Source or ruling	Change	Balance or state
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Continuing costs, promised deliveries and conditions still to be met

A shared undertaking

Countries involved _____ Agreement _____

Need or threat	What each country commits	Delivered and confirmed
_____	_____	_____
_____	_____	_____
_____	_____	_____

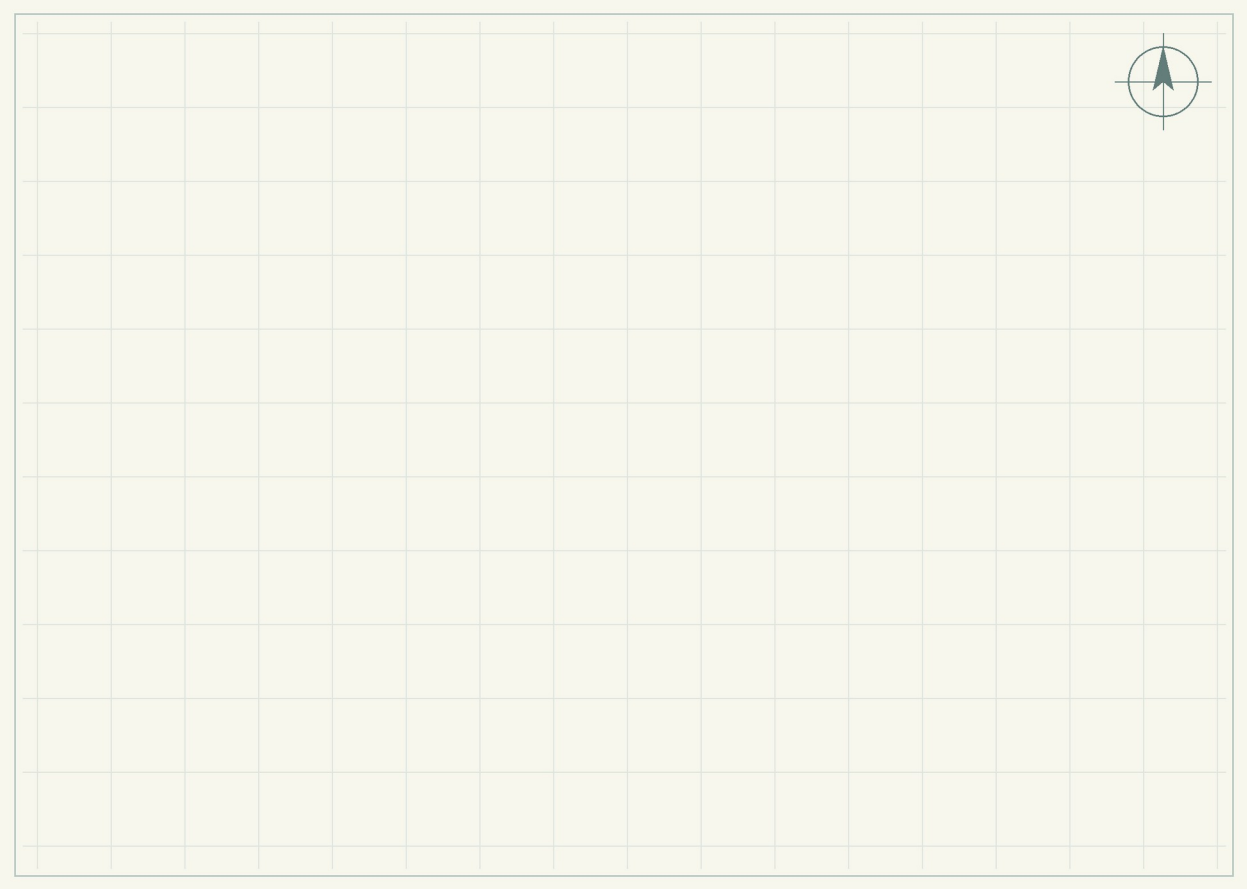
Keep a separate common account when needed. The keeper confirms that the conditions for a proposed or promised benefit have been met before it is credited.



Waltham Bank twenty-dollar note proof · 1862
www.loc.gov/item/2011661509

COMMON CHART / AGREED _____ REVISED _____

The shared waters



Place the agreed islands and countries. Name routes, exposed shores and the places each country depends on. Use the countries' agreed arrangement.

Country or place	Route, exposure or dependency	Confirmed change
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Shared dangers, discoveries and the response agreed

Send a corrected chart when an event changes another country's access. Keep its earlier version with the date.

FOUNDING RECORD / COUNTRY _____

Our founding promise

01 *We name this country, and explain the name*

02 *What we hope to achieve, how we will judge it, and what we may give up*

03 *Our flag or national mark, and what it means*

04 *Who belongs here, and how communities take part*

05 *Who may make binding decisions, and how that authority can change*

06 *How we settle a disagreement, and where a person can seek a remedy*

Choose your own government, customs and economy. Keep revisions beside the founding record. Your arrival account is enough to begin.



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59

COUNTRY CHARTER / AGREED _____

Our arrangements

01 *What we produce, how work is organized, and who receives the output*

02 *Who owns land, water and productive resources, and who may use them*

03 *Who does necessary or unpopular work, and how it is organized*

04 *Rights, protections, duties and any basic needs we guarantee or fund*

05 *Powers held locally or by people outside central government*

06 *Our position on shared defence, environmental action and other countries*

Decision or resource	Who may decide	How the decision becomes binding
National account	_____	_____
Land and production	_____	_____
Treaties and emergency action	_____	_____
A change of government	_____	_____

Use these actual arrangements when explaining a decision and its consequences.



Illuminated initial from a municipal law book · c. 1330
clevelandart.org/art/1953.637

FOUNDING OR DIVISION / EFFECTIVE _____

Another country takes shape

The disagreement, coalition or arrival behind the new country

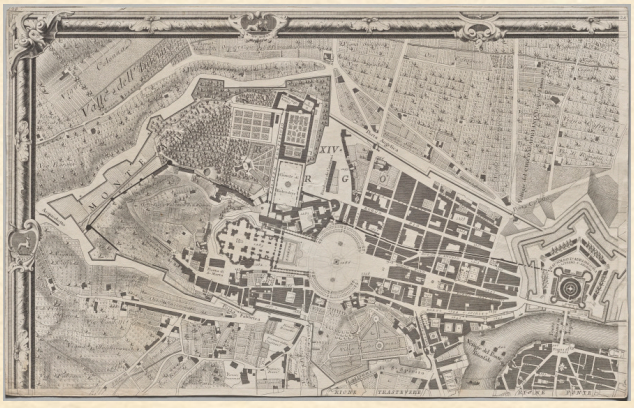
Its people, institutions and political purpose

Food, water, energy, infrastructure and imports it needs

Existing resource or obligation	**Successor or receiving country**	**Amount or share**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Relations with former partners, inherited agreements and unresolved claims

Account for what is transferred and what remains. Division alone creates no extra people, infrastructure or resources. Explain and confirm any new capacity separately.



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

APPLICATION / TO _____ FROM _____

A proposal for support

The problem, proposed work and people it would affect

How it would work, with a drawing or evidence where useful

Materials, expertise, finance, time and cooperation required

Approach considered	**Cost and available means**	**Benefit, risk and obstacle**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Our recommended approach, its stages and how we will check the result

The answer received, its conditions and the changes confirmed

Keep sources and individual inquiries with the joint proposal. Explain its scale and the evidence that would change your advice.



Reference illustrations The Launch of a Ship [C09]

COUNTRY HISTORY / ENTERED BY _____

What became of our promise

During play, add dated events to the table. When it fills, continue on a numbered sheet and retain the earlier history.

Date or round	Decision or event	Consequence and record
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

At the closing council

A promise kept, revised, broken or still contested

Who benefited, who paid, and what another country says happened

What we would now do differently, and why

At the closing council, complete the reflection below the history. Compare outcomes with your founding aims and agreed ending, cite the records and hear challenges from affected countries.



Japanese writing box with pine, camellia and bamboo · 1400s
clevelandart.org/art/1969.124

Instructions to the keeper

Keep Archipelagos open to the countries' writing, charts, research, politics and decisions. As keeper, use these to prepare changing situations and judge their consequences. You may vary the number and arrangement of islands, the number and announcement of rounds, methods of decision and numerical terms. Keep the world, agreed conditions and consequences consistent as decisions change.

Receive proposals beyond these commissions. Ask the question that the undertaking actually raises, hear the country's developed answer and give a reasoned reply. A venture may introduce new places, institutions, inventions or possibilities when you accept them into this world. Confirm what changes, its scale and its conditions, then let the next situation follow from that decision.

Receive what the founders create

Give the founders their arrival account and blank chart. Read what they actually write and draw. Confirm the starting circumstances through their planning, political arrangements, inner or outer position and explanations. You may instead supply particular starting conditions. State those conditions before the founders rely on them. An empty field remains unknown.

Use the country's name and a particular detail from its account. Ask a relevant question about the work it proposes. Receive the developed answer and return a consequence before requesting another plan. The first landfall remains the founders' own writing. A labelled sketch or oral clarification can support it.

Use the basis chosen for this action

Basis	How it operates
A Established conditions	Use established resources, geography, politics, technology and the relationships agreed for these proceedings.
B Dice with modifiers	Use chance and modifiers justified by the established conditions. State the procedure before the cast.
C Quality of explanation	Judge how the proposal could work and how the developed answer responds to the difficulty. Use C alone or combine it with A or B.

Resources and other outcomes follow the actual scenario and the quality of the response. Explain the quantity or scope through those circumstances. Apply comparable reasoning to comparable situations. Length, ornament, fluent delivery and a government's name supply no automatic bonus. Actual political arrangements can matter through authority, work, ownership, distribution and implementation.

The numerical archive retains a complete optional agreement. Its amounts, scales, die and conversions apply only when adopted for the present countries.



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59

The keeper's continuing record

Pirates and unequal incentives

The richer outer islands face direct pirate attacks in the island arrangement described here. The inner islands initially have less incentive to contribute to protection. A dependency, bargain or changing event can give them a reason to pay. Let that reason arise from the countries' circumstances rather than assuming identical interests.

The keeper controls the pirates. Target selection and damage may follow chance or a short contest devised by the keeper. Pirate technology can improve, so the defence required can change. Keep each ruling consistent with the current geography, capabilities and circumstances. The optional numerical file supplies one possible treatment.

Climate and technology

Climate conditions can worsen or improve. Discoveries, new technology, environmental damage and the countries' actions can change what protection is needed or what an intervention accomplishes. Keep protection already achieved, present conditions and any current requirement distinguishable. Carry an established success forward while allowing later circumstances to change.

A consequence belongs in the next situation

Use an actual place, promise, dependency, dispute or discovery to generate the next exchange. A neighbour can answer the offer a country made. A report can concern the route it chose. An invention can open a possibility and create a new question. Preserve accepted, refused, deferred and unfinished actions. The countries decide their response.

Make known costs, constraints and stakes intelligible before commitment, using the information available to each country. After the answer, record the reason for the outcome, its amount or scope, units, conditions and timing. Update the accounts, charts and agreements it changes. A new situation does not silently undo an established result.

Keep each country's papers in order

Keep each country's contribution identifiable while other delegations write, research, inspect a report or negotiate. Give an unclear account a chance to be corrected. Keep private plans and a concealed ending in the appropriate copy. Agree any simultaneous reveal or fallback procedure before using it. Match transfers in both books. With one participant, a human keeper can represent neighbouring countries.

Use the agreed ending and national measures alongside the countries' founding aims. Ask what happened, why and who was affected. The country's fortunes supply material for analysis. Review each member's explanation against the selected inquiry criteria.

A REPAIR AND ITS CONSEQUENCES

This repair file records a complete procedure. Its quantities, timing, country arrangements and savings convention remain comparative until explicitly adopted.



The Launch of a Ship [C09]

The circumstances already established

An outer country has a fishing landing and workers able to repair small wooden structures. Its fishery would normally produce 10 resource units in a round, but the damaged landing causes losses worth 4. This round it therefore has 6 available units. Under this file's terms, unused units can be carried forward. An inner country has 8 available units and depends on food arriving through that landing.

These are confirmed circumstances within this file. The countries did not receive them merely by naming a fishery or writing a longer account. Other countries begin from their own circumstances and explanations.

The proposal and the question

The outer country proposes a larger harbour. The keeper asks how its people could build it with their present skills and means. Its members develop a smaller first stage. They identify the unsafe planks, explain how local builders can replace them, and show how unloading can continue at the other end of the landing. The agreed scope is an immediate repair, with a larger harbour left as a later proposal.

Another country has a reason to answer

The inner country offers 2 resource units toward the repair in return for keeping its food route open. Both sides record that agreement. The repair will cost 3 units under this file's terms. The keeper uses A and C together, checking the established means and the developed explanation. No description-point scale is used.

The confirmed result

The repair is feasible at the stated scale. Its completion restores the 4 units previously lost through the damaged landing, so production can return to 10 from the next round if the work is completed. The gain is explained by restored capacity. It is not a universal reward for a repair proposal or a permanent guarantee against later damage.



Harbor of Boston, with the City in the Distance · c. 1846–47
clevelandart.org/art/2004.35

The account and the next reply

The accepted transfer gives the outer country 2 units and costs the inner country the same 2. The outer country pays the repair cost of 3. Production restored for the next round is kept separate from spendable resources in this round.

Record	***Calculation***	***Confirmed position***
Outer country this round	*6 + 2 − 3*	*5 units remain*
Inner country this round	*8 − 2*	*6 units remain*
Outer production next round	*6 + 4 restored*	*10 units, conditional on completion*

The next situation uses the agreement

After the repair is completed, the keeper returns the result to both countries. The inner country now asks what access its contribution secures if a later poor harvest leaves too little food for every buyer. The outer country must consider its own people, its political arrangements and the promise it accepted. The next decision follows what the countries actually did.

A different explanation can change the result

If the members can explain only a repair to one usable section, the keeper can confirm a smaller recovery of the existing losses. If they cannot explain how the work can be done, it remains a proposal. A convincing account of a larger harbour still needs the means and time that its greater scale requires. The response affects what becomes possible within the circumstances.

Where chance can enter

The keeper could use B for an uncertain delivery or dangerous crossing, identifying that uncertainty and announcing the die procedure and justified modifiers before the cast. That cast would resolve the stated uncertainty. It would not replace the explanation of who can perform the repair. This file supplies no actual die result.

A changed threat remains possible

The pirates may later gain technology or alter their activity under the keeper's control. Climate damage or a discovery may also change the country's needs. Such changes enter through the ongoing world and its records. They do not turn the repair into an automatic success or failure for every future situation.



A ship in a storm [C04]

Comparative country files

These italicized files of countries, choices and consequences remain comparative until explicitly adopted. Consult relevant circumstances and use the countries' actual response for what follows.

Oil and agriculture

Neotopia and the oil discovery

Oil promised Neotopia income while threatening its people, environment and other industries. Council members separately investigated extraction and policy using scholarly evidence, industry records, a real case and a cost and benefit chart. Those with wind or fishing commitments examined how extraction would affect them.

Members kept their recommendations and negotiated rules they could implement and monitor. They tested feasible wind or solar alternatives. The final advice named finance, infrastructure, stages and an obstacle. Individual drafts and a comparison chart or infographic went to the other councils.

Sunshine Union and farming

Sunshine Union relied on agriculture and had promised environmental protection and equitable development. Members compared farming methods through water, soil, output, labour and distribution. They negotiated rules and shared costs, then considered renewable energy, agricultural technology or responsible tourism. The combined findings retained each member's work and evidence.

Resources and practical projects

Baldamort's resource inquiry

Baldamort sought development suited to its resources, cultural life and chosen democratic institutions. Each member investigated a resource sector, its environmental effects, economic opportunities and a real case. Tourism, technology or renewable energy could add another activity if labour, capital, infrastructure and cooperation were available. The council refined the policies and kept drafts and sources.

ManufacTopia's factory initiative

ManufacTopia wanted factories to reduce waste immediately. Reduced packaging, electronic-waste collection, worker education or another limited initiative could serve. The proposer identified the waste, organizer, resources and a result to check before expanding the work.

EcoLandia's energy experiment

EcoLandia sought a small introduction to renewable energy. A solar device, model turbine or solar-cooker workshop needed a purpose, materials, organizers and an audience. The council distinguished a demonstration from infrastructure capable of supplying national electricity. Its size earned no automatic income or technology award.

Three countries became six

Neotopia's division

Neotopia's oil industries divided urban interests from rural demands for environmental protection and sustainable energy. Health care and the distribution of harm added disputes. Industrial Neotopia chose its name, symbols, government, economy, health care and continued oil use. EcoNeotopia chose its institutions, rural provision and energy transition. Each had to fund and implement its plans.

Baldamort's division

Baldamort's demands for representation and autonomy produced successor councils of agreed sizes. One emphasized cultural autonomy and distinct communities. The other emphasized democratic inclusion across the country. Both specified names, flags and institutions, explaining participation, cohesion, transparency, accountability and coexistence.

Sunshine Union's division

Sunshine Union divided over cultural identity, immigration, government and environmental policy. Diverse Sunrise Union developed immigration, language, environmental, water and international cooperation policies. Traditional Sunrise Union chose centralized single-party institutions in this history, with cultural, resource, tourism, information and security policies. Each council explained its combination and the consequences it would manage.

These choices belonged to that division. Other founders could combine cultural outlook and political authority differently. Settle their opening charts and accounts before affected budgets.

Coalitions and energy shocks

Team First and Purple Republic

Drought damaged Team First's energy and Purple Republic's agriculture. A member from each, judging adaptation too slow, joined to found a central country. Their agreement combined technology-driven farming, open trade and a compromise over environmental and economic priorities. They settled leadership, water security, trade and climate commitments. Former partners accounted for lost people and capacity.

El Dorado's separation

El Dorado Core retained minerals and industrial infrastructure. Its leadership favoured security, extraction and hierarchy, while departing skilled people weakened morale and production. Nueva Dorado favoured innovation, collaboration and open trade. It attracted expertise but lacked raw materials. Both needed workable institutions, economies and relations with the other, including any continuing conflicts.

The storm in Insländ

Storms damaged Insländ's wind and solar installations, interrupting food, utilities and defence. It could repair, diversify into geothermal or nuclear power, or justify another plan. One history followed geothermal and nuclear investment that displaced health care and education spending and prompted protests. A different choice needed its own continuation.

Industry and dependency

El Dorado Core's workforce crisis

El Dorado Core began at technology 4 and income 48 with multiplier 12. Extraction, manufacturing and costly automation needed engineers who had left for Nueva Dorado. Excessive demands, falling productivity, harsh conditions and authoritarian rule dissatisfied remaining workers. Councillors considered limited worker councils and benefits, automation, or recruitment from Rice Island or Purple Republic. Recruitment could relieve shortages while creating dependencies and diplomatic tensions.

The commission required an immediate response and a longer industrial plan, including who paid and the strongest objection. A combined policy needed a workable sequence and cost.

Nueva Dorado's energy shortage

Nueva Dorado began at technology 3 and income 30 with multiplier 10. Renewable energy, biotechnology and artificial intelligence ambitions depended on imported resources. Growth strained infrastructure, and citizens questioned foreign investors' influence. Domestic energy construction took time. Imports created dependencies. Redirected spending affected other services. The council's choice needed finance, infrastructure and agreements consistent with its political aims.

Keep the chosen policy, reasons, agreements, immediate result and remaining pressure together. These opening figures belong to the earlier countries.

Food and regional government

Purple Republic's drought

Purple Republic began at technology 2 and income 24 with multiplier 12. Drought halved farm output despite its sustainability commitments. Hunger and imports rose. Industrialists and environmentalists disputed the response, while a member's departure for Rice Island weakened unity. Options included water-saving technology, temporary relaxation of farming restrictions and food or water agreements. The answer had to address supply, trust, what was sacrificed and monitoring.

Team First's revenue dispute

Team First began at technology 3 and income 36 with multiplier 12. Its decentralized government relied on maritime industries and green energy, while declining fish stocks threatened income. The north wanted trade routes and modernized ports. The south wanted inland infrastructure and education. Drought and unequal resources later prompted autonomy demands and accusations of central neglect. Any settlement needed revenue, funded commitments and clear national and regional powers.

Keep the actual policy visible. A claim of greater farming and ecological recovery needs an explanation of both. A promise of autonomy must identify the decisions transferred.

Energy and agricultural exports

Insländ's service dispute

Insländ began at technology 3 and income 36 with multiplier 12. Geothermal and nuclear work pursued energy independence while straining infrastructure and service budgets. Protesters demanded visible improvements or redirected money. Councillors weighed slower expansion against expected prosperity. Their answer had to specify services now and later, a credible promise and the risk of the alternative.

Rice Island's exports

Rice Island began at technology 2 and income 20 with multiplier 10. Agricultural exports and seawater rice technology offered income dependent on foreign demand. Options included farming efficiency, renewable energy or biotechnology, and specialization with limited diversification. The plan needed infrastructure, expertise, trade and finance, and a response to changed demand or requests for its technology.

One council exported rice while withholding the technology and funded advanced industries, military development and energy research. The later sovereignty dispute followed that choice. Another strategy would have changed the next dilemma.

What followed the decisions

Insländ

Insländ published reports, repaired urgently and directed energy income to services. One account reached technology 3.75 and income 45 at multiplier 12. Trust improved slightly as expansion slowed. Later protests concerned slow services and lost energy leadership to countries such as Nueva Dorado. The council again faced competing promises.

Team First

Team First funded northern ports and southern education and infrastructure through shared revenue and regional responsibilities. One account reached technology 3.75 and income 45 at multiplier 12. Unity held despite perceived northern favouritism. A stronger north later demanded autonomy while the south defended redistribution. Confrontational rallies tested the settlement.

Nueva Dorado

Nueva Dorado combined renewable construction, temporary imports and public-private partnerships. One account reached technology 4.5 and income 45 at multiplier 10. Construction supported later independence, while imports strained relations with Insländ and Team First and partnerships raised concern over foreign influence. Reunification advocates proposed joining El Dorado Core to ease shortages. Biotechnology and renewable leaders feared losing autonomy and innovation. The council had to choose how to hear and settle the dispute.

These outcomes belong to the comparative files. A new council's choice needs its own ruling and consequences.

Knowledge and ecological repair

Rice Island

Rice exports without technology disclosure funded advanced industries and energy research. One account reached technology 2.2 and income 22 at multiplier 10. Espionage, strained infrastructure and resources diverted from agriculture accompanied the opportunity. Suspected activity by Nueva Dorado and El Dorado Core, and Purple Republic's demands for technology, raised questions of access, trade and production limits.

El Dorado Core

El Dorado Core combined limited worker councils, recruitment and automation. One account reached technology 4.75 and income 47.5 at multiplier 10. Representation prompted reform demands. Automation displaced workers. Recruitment strained relations with Rice Island and Purple Republic. Reunification movements grew on both sides. One response opposed reunion while combining controlled consultation and security with benefits, retraining, limited representation and trade diplomacy. Its costs and consequences still needed judgment.

Purple Republic

Purple Republic used water-saving technology, temporary changes to environmental protections and regional food and water cooperation. One account reached technology 2.2 and income 26.4 at multiplier 12. Farming improved temporarily as ecological harm and import dependence grew. Environmental opposition and reliance on Rice Island divided the council. Its next answer had to address recovery, food security and the commitment being changed.

This El Dorado continuation used multiplier 10. With multiplier 12, technology 4.75 would yield 57. Use each current country's recorded position and multiplier. A change needs a ruling before it affects income.

A project invitation from the case archive

To the council,

Tell us what you propose, who would benefit and who would pay. Let each member investigate a different approach or question. Bring scholarly evidence, official or industry records and a real case for comparison.

Keep the individual drafts. Compare economic, environmental and social effects, including differences between the real case and your country. Your joint proposal should explain funding, stages, cooperation and a serious obstacle. Add a chart that helps the other councils examine it.

The Archipelagos World Bank

Recipients could accept, negotiate, decline or seek other finance. Research could also support a project they funded themselves. A resource or technology award needed a ruling before entering an account.

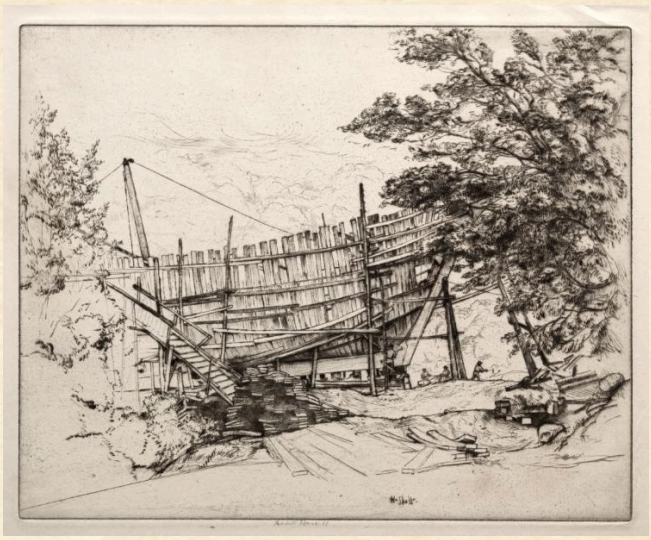




The Launch of a Ship [C09] · Astrolabe [C01]

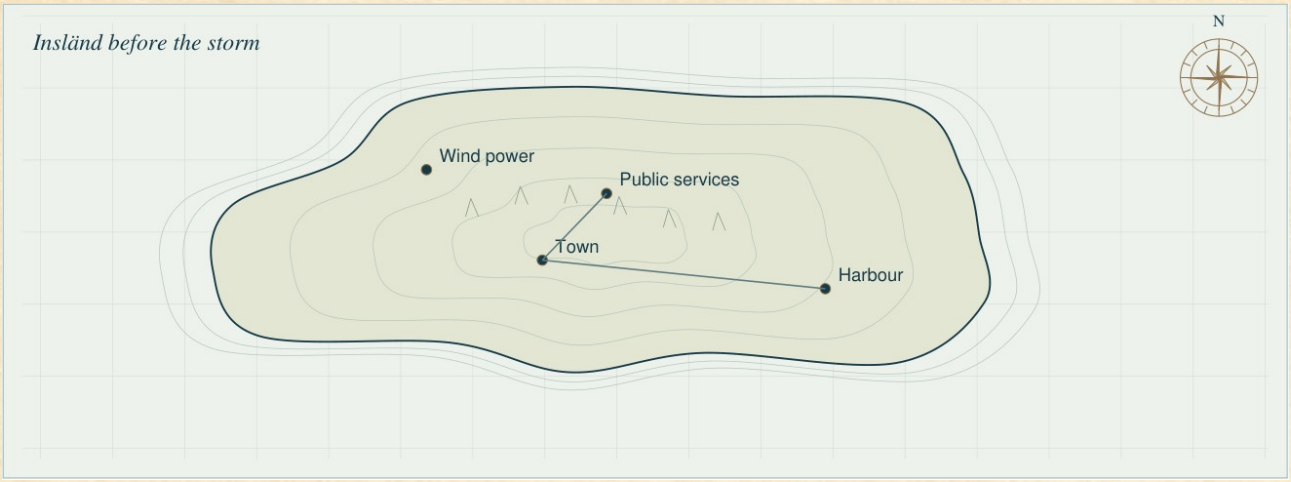


A builder of boats · c. 1904
clevelandart.org/art/1972.905



Shipbuilding · 1891–1925
clevelandart.org/art/1965.52

A STORM AND ITS AFTERMATH



Insländ after the storm

Insländ had promised reliable energy, health care and education. Wind generators stood above the town, with public services along the main road. Severe weather damaged the generators and interrupted food production and utilities.

The earlier chart shows the installations and services before the storm.

Round 5 began at technology 3, giving outer Insländ 36 resources. The other three outer and two inner countries also began at technology 3. Defence required 130. Insländ considered repairs, geothermal or nuclear development, and other justified energy plans.

These figures followed investment of 40 by every country in round 1. Outer countries spent P 10 and G 0, and inner countries P 5 and G 5. In rounds 2 to 4, outer countries spent P 25 and G 11, while inner countries spent P 15 and G 15. With no further investment, technology stayed at 3.

The repair decision

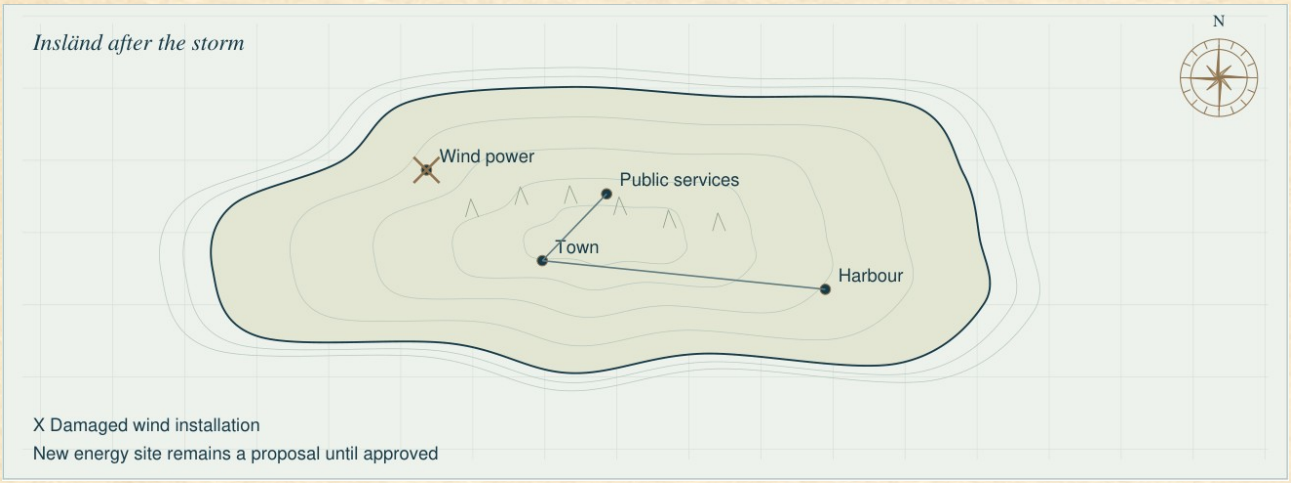
Insländ approved emergency grid repairs and investigation of geothermal and nuclear development. It sought technical cooperation abroad. Large construction remained a proposal.

The ruling charged 6 resources in round 5 to restore immediate reliability. It promised 0.25 technology at the close of round 6 if the work and cooperation were completed. Ordinary investment of 6 would instead have added 0.30 immediately.

Insländ round 5	Units
P for defence	25
I for ordinary investment	3
G for climate mitigation	2
Approved repair cost	6
Total allocated	36

The revised chart marks the damage and the services awaiting repair.

Each other outer country spent P 25, I 8 and G 3. Each inner country spent P 15, I 11 and G 4. Defence reached 130 and climate contributions totalled 19. Insländ's investment added 0.15, closing at technology 3.15. Other outer countries reached 3.40 and inner countries 3.55. The repair award was still pending.



The next council

Protests over health care and education opened round 6. Insländ had 37.80 resources from technology 3.15 multiplied by 12. It spent 6 on immediate services, published the repair conditions and recorded the technical agreement. At the close, the keeper confirmed completion of the repair conditions.

Insländ round 6	Units
P for defence	26
I for ordinary investment	3.80
G for climate mitigation	2
Approved public services spending	6
Total allocated	37.80

Outer technology totalled 13.35. Defence required 50 plus 93.50, or 143.50. The other outer countries each paid 30 and the inner countries each paid 13.75, meeting the requirement with Insländ's 26.

Country ledger entry	Opening technology	Effective I	Additional gain	Closing technology
Round 5	3.00	3.00	0	3.15
Round 6	3.15	3.80	0.25	3.59

Investment added 0.19 and the completed repair added 0.25. Technology reached 3.59, giving later income of 43.08. Clinics resumed regular hours while school repairs awaited another stage. Services spending earned no extra technology. Residents outside town demanded their own timetable.

The storm's wider cost

At round 5, storm damage prompted notice of 30 more required protection units from round 6. Countries had a full council to respond. Climate contributions of 19 raised the balance from 232 to 251, passing the old requirement of 250. The next round began with that same balance against a requirement of 280.

World account entry	Effective G	Credited balance	Current requirement	Remaining gap
Round 5 opening	0	232	250	18
Round 5 closing	19	251	250	0
Round 6 opening after the ruling	0	251	280	29
Round 6 closing	22	273	280	7

Round 6 added 22, from Insländ's 2 and five contributions of 4. The balance reached 273, leaving 7 required. A proposed discovery could lower the requirement to 270 once its conditions were met. Until then it remained 280. Damage to existing protection could instead reduce the balance.

The sheltered island's food route

A sheltered country imported food through an outer harbour. Before budgets closed, the keeper ruled that failed defence would cut its next income by 4 resources. Successful defence would keep the route open.

At technology 3, the country had 30 resources. Its council compared two budgets assuming the others would supply 87 of the 90 needed for defence. Their promises remained uncertain until budgets opened.

Inner-country choice	P	I	G	Closing technology	Next income after route effect
Contribute the remaining defence	3	23	4	4.15	41.50
Leave defence short	0	26	4	4.30	39.00

If the others delivered 87, contributing 3 completed defence and gave next income of 41.50. Withholding it raised technology further, but the route loss reduced income from 43 to 39. A broken promise could still leave defence short.

This consequence belonged to an announced route and round. Another country needed its own recorded dependency and ruling.



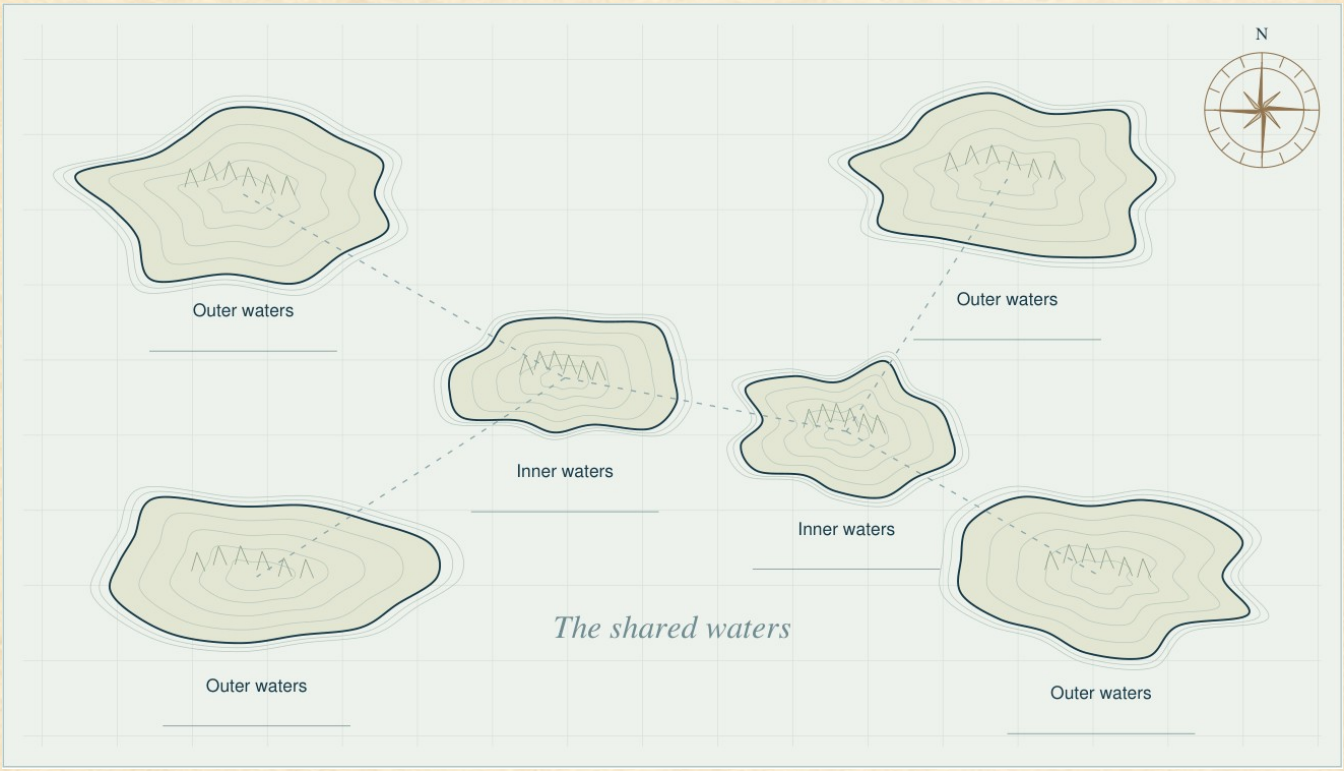
Sufferers from the Floods · 1877
clevelandart.org/art/2019.52



Edward Hall Bowie with weather instruments · 1919
www.loc.gov/item/2016870383

An earlier numerical model

This italicized numerical agreement is optional. Its grant, income multipliers, description points, attack rules, thresholds and ranking belong to these terms. The keeper may adopt, change or combine them consistently with the countries' present agreement.



The common agreement

Six countries agreed to twelve councils. Each began with 50 resources and technology 1. Technology measures productive capacity.

Hear the keeper's news and exchange offers before writing a budget. All budgets open together. Count delivered contributions. Unused resources expire.

Commitment	***What it does***
Defence P	*Combine 50 at the first council to repel the pirates. A shortfall triggers a random attack on one outer country.*
Development I	*Every 20 units after losses adds 1 technology. Partial gains count.*
Climate protection G	*Every unit after losses adds 1 to shared protection. The opening requirement is 250 by the ending.*

Your first project can earn the award in the first council record.

An attacked country loses 30 percent of its allocations and 1 technology, stopping at its protected floor before development is added. An original country's floor is 1. Divide that floor with productive capacity if the country divides. Defence is spent even after failure. Record the result in the country ledger.

Next income is technology multiplied by 12 on an outer island or 10 on an inner island. Defence rises with outer technology under the earlier pirate and climate record.

At the ending, an unmet climate requirement means every country loses. If the world survives, highest technology takes the productive growth placing. The council also judges founding aims on the final council inquiry.

Agree changed terms on the earlier numerical agreement. A discretionary climate requirement increase needs one full council of notice. Other rulings follow the earlier resolution record.

The first council

Fund your first project with at least 6 from one budget line. The keeper awards 1 for naming people, place and available means, 1 for explaining how the plan works and 1 for developing it after a question. Add the award once to that line's contribution. Spending stays within 50.

Count a defence award before comparing contributions with 50. Development or climate awards share any attack loss. Settle the result on the country ledger.

With no award or attack, investing 30 raises technology from 1 to 2.50. A development award of 3 raises it to 2.65. Next outer income is 30 or 31.80 respectively. Inner income is 25 or 26.50.

How a plan is decided

A uses your country's resources, technology and agreed conditions. Ordinary budgets follow these rules. A project or conflict can also be decided this way when the recorded conditions establish what each side can do.

B adds a die roll. The keeper announces the target or opposing test and the advantages or disadvantages that modify the roll. Use the actual cast.

C credits your description and the answer you develop after a question. Explain who acts, where, with what available means and why the plan could work. C can decide an action or combine with A or B. The earlier first council record states the first project's award.

Matter entered	Earlier working convention	Convention for this country
Ordinary budget settlement	A, with the one opening A and C undertaking in the earlier first council illustration	_____
Other actions	A, B, C or a combination stated beforehand	_____
Description credit with C	0 to 3	_____
Die with B	Twenty-sided die	_____
Standard unopposed target	10	_____
Modifier from conditions	−2 to +2	_____

The usual condition modifier is 0 for balanced conditions, +1 for a clear advantage or +2 for a substantial one. Disadvantages carry −1 or −2. Name the terrain, resource, knowledge or commitment that justifies it.

The convoy hearing

A council proposed taking a convoy through a narrow channel. The keeper asked how the escort would spot hostile ships. The council used its chart to explain existing lookouts, a visible signal and a retreat into water too shallow for pursuit.

The answer earned 3 description points. It named people, place and available means, explained their use and developed the plan after a question. A straightforward plan could earn all three. Length and ornament added no points.

With B and C, the announced target was 10. Conditions gave +1. A roll of 6, plus 1 and 3 description points, reached 10. In an opposed action, each side received its own justified modifiers. A tie remained unresolved unless another rule had been agreed.

With A and C, the announced escort cost was 6 resources. The ruling allowed description points to reduce it by at most 2, once. The council therefore paid 4. This local escort ruling left the standing pirate rules unchanged.

With C alone, the account could establish a feasible passage through the existing lookouts and channel. The council still had to possess the people, boats and places it described.

These were alternative hearings. Choose the method before the action. Beyond the first project in the first council record, a description award needs an announced effect, unit, limit and round.

The standing agreement

Write replacements beside the terms you change. Date later amendments and name the accounts or agreements they affect.

Matter agreed	***Earlier convention***	***New entry***
Countries and island positions	*6 countries*	_____
Exposed outer countries	*4 countries*	_____
Sheltered inner countries	*2 countries*	_____
Members representing each country	*2 to 5 members*	_____
Council rounds	*12 rounds*	_____
Final round announced	*Yes*	_____
Budgets revealed	*After all submit*	_____
Results read aloud	*Yes*	_____
National placing if shared survival is achieved	*Highest final technology*	_____
Founding arrangement	*Countries already founded*	_____

If the world survives, final technology determines the placing for productive growth. The closing council also judges founding aims and hears affected neighbours. Agree a different ranking before the first budget.

Keep budgets concealed until all are submitted. Return errors before revealing any. At the deadline, a missing or invalid budget uses confirmed resources after existing costs and accepted transfers. Assign 20 percent to P, 60 percent to

I and 20 percent to G, with the rounding remainder in I. Record the substitution. A concealed ending belongs in the keeper's private copy.

Resources and technology

Resource units measure what your country can commit. Its own arrangements determine ownership, work and spending authority. Technology measures productive capacity. Give particular skills, knowledge or institutions a numerical effect through an agreed ruling.

Economic setting	***Earlier convention***	***New entry***
Opening technology	*1 level*	_____
First round resources	*50 units per country*	_____
Later outer income	*Technology multiplied by 12*	_____
Later inner income	*Technology multiplied by 10*	_____
Investment cost	*20 units for 1 technology level*	_____
Partial investment	*Proportional technology gain*	_____
Unused resources	*Expire at round end*	_____
Technology floor	*1 level*	_____
Transfers	*Accepted and recorded by both sides*	_____
Rounding	*Nearest 0.01 unit*	_____

Use 50 resources in the first round. Thereafter multiply technology by the income rate. Technology 2.50 yields 30 on an outer island or 25 on an inner island. Each 20 units of development remaining after losses adds 1 technology. Record a transfer as equal debit and credit in both countries.

Round resource accounts to the nearest 0.01 unit. Savings need an amendment to the expiry rule. The opening project's award follows the first council record. The fishery case has its own rounding rule.



Punch-Marked Coin · 400–300 BCE
clevelandart.org/art/1967.243



Waltham Bank twenty-dollar note proof · 1862
www.loc.gov/item/2011661509

Pirates and climate protection

Threat setting	Earlier convention	New entry
Base defence requirement	50 resource units	_____
Technology escalation factor	10 resource units	_____
Targets if defence fails	One exposed outer country	_____
Target selection	Random draw among exposed countries	_____
Budget lost in an attack	30 percent	_____
Technology lost in an attack	1 level	_____
Opening climate requirement	250 mitigation units	_____
Changes in climate conditions	Dated rulings by the Keeper	_____

Compare combined P and any opening defence award with the requirement. A shortfall triggers a random attack on one outer country. Its allocations lose 30 percent. Subtract 1 technology to its recorded protected floor, then add its remaining development divided by 20. Announce any change to targets or damage before it applies.

For defence, add the outer countries' opening technology and subtract the starting exposed baseline of 4. Multiply the difference by 10 and add 50. Keep the requirement at least 50 and announce it before budgets. A political division preserves the baseline and total capacity. An actual change in exposure needs an explicit amendment.

Record climate contributions separately from the protection required. A dated event can change either. A discretionary increase in the requirement needs one full council of notice, with its amount, effective round and ways to respond. At the ending, an unmet requirement means every country loses. Otherwise record the national placing and founding aims.

One first budget

The harbour watchers wanted boats. Cargo crews wanted better hauling gear. The council also reserved resources for climate protection. It divided its opening 50 as follows.

An opening outer-country choice	Units
P for communal defence	10
I for technology investment	30
G for climate mitigation	10
Total allocated	50

With no description award or attack, 30 invested added 1.50 technology. Starting at 1, the outer country reached 2.50 and earned 30 next round. An award of 3 for development would raise technology to 2.65. Its climate contribution remained 10.

If all six countries made this choice, defence totalled 60 against the opening requirement of 50. Climate contributions also totalled 60. Each country reached technology 2.50, giving next income of 30 on an outer island or 25 on an inner island.

Use the country ledger for later budgets. Settle losses before development gains, then enter the result.

A successful defence

Every country began at technology 2. The four outer countries received 24 resources each and the two inner countries received 20. Outer technology totalled 8. Subtracting the starting baseline of 4 gave a defence requirement of 50 plus 40, or 90.

Country position	Budget	P	I	G	Closing technology
Each outer country	24	15	5	4	2.25
Each inner country	20	15	1	4	2.05

Defence reached 90 and the pirates were repelled. Climate contributions totalled 24. Each outer country gained 0.25 technology from 5 invested. Each inner country gained 0.05 from 1 invested. Add the climate contribution to the previous balance.

An attack on one country

Using the same starting figures, one outer country instead spent 0 on defence, 20 on development and 4 on climate protection. Combined defence fell to 75 against 90. The draw selected that country.

Entry	Calculation	Result
Effective defence	0 multiplied by 0.70	0
Effective investment	20 multiplied by 0.70	14
Effective mitigation	4 multiplied by 0.70	2.80
Technology after damage	2 minus 1	1
Closing technology	1 plus 14 divided by 20	1.70
World mitigation this round	Five contributions of 4 plus 2.80	22.80

The attack removed 7.20 of its 24 allocated resources. Other countries kept their allocations. Climate contributions totalled 22.80, a loss of 1.20. Defence contributions were spent despite the failure.

An inner country could withhold defence without facing the direct attack. A threatened trade route or changed exposure could still give it a reason to contribute.

Dividing the accounts

An outer country at technology 4 and multiplier 12 had 48 resources. It assigned technology 2 and 24 resources to each successor. Their combined capacity and income stayed the same.

Entry	Before division	After division
Countries in this territory	1	2
Technology recorded	4	2 and 2
Current resources	48	24 and 24
Next income at multiplier 12	48	24 and 24
Existing defence obligation	12	6 and 6
Starting exposed baseline	4	4
Total exposed technology	10	10
Defence required under this accord	110	110

The other three outer countries each had technology 2. Total exposed technology stayed at 10. With the starting baseline of 4, defence remained 50 plus 60, or 110, after division.

An older convention subtracted the current number of outer countries. It required 110 before division and 100 afterward despite unchanged total technology. This agreement retains the starting baseline until an actual exposure change is agreed.

Giving both successors technology 4 would create two incomes of 48. Extra capacity requires a separate ruling. Climate protection stays in the common account.

Divide the predecessor's protected technology floor in the same proportions as its productive capacity. The successor floors together retain the predecessor's floor unless a separate ruling changes it. Use the attacked successor's recorded floor when settling damage.

HOUSEHOLD MARKET AND FISHERY CASES

These comparative cases retain their own tokens, prices, benefits and fishing measures. A conversion into the country account needs an agreed basis.

Six tokens at the market

A household had six trade tokens. Water cost one token per unit and food cost two. It bought whole units in order, taking the first before the second. The table gives its assumed additional benefit from each purchase.

Unit purchased	Additional benefit from water	Additional benefit from food
First	10	15
Second	7	9
Third	3	4
Fourth	1	No further purchase

These trade tokens are separate from country resources. A distribution policy needs evidence about other households and their basic needs.

Food prices after a storm

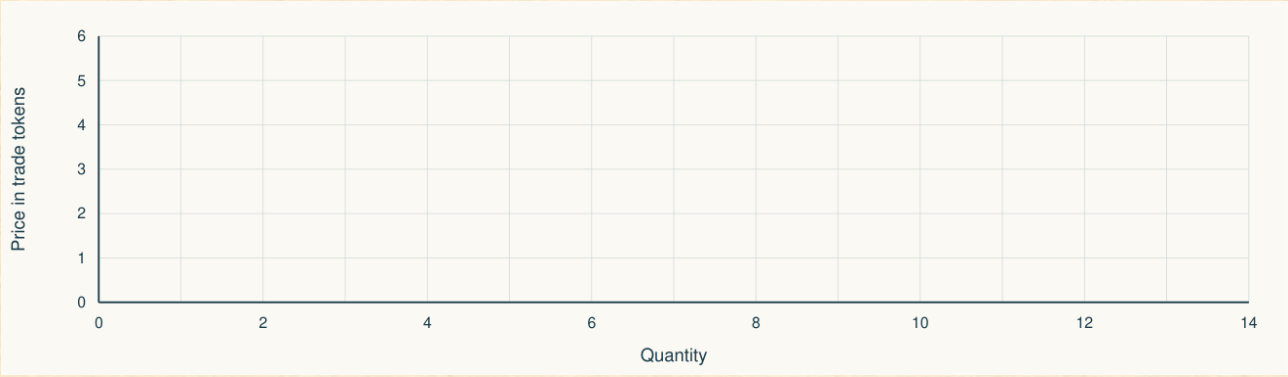
The table records hypothetical quantities buyers wanted and sellers offered. Use straight lines to estimate between the listed prices.

Price in trade tokens	Quantity demanded	Quantity supplied
1	12	3
2	10	6
3	8	8
4	6	10
5	4	12

A storm removed two units of supply at every price. Demand stayed the same. The council considered imports, stored food, support for producers or another justified response.

Plot demand and supply before and after the storm.

A national cost, transfer or income change needs a ruling. A changed market price alone leaves the technology multiplier unchanged.



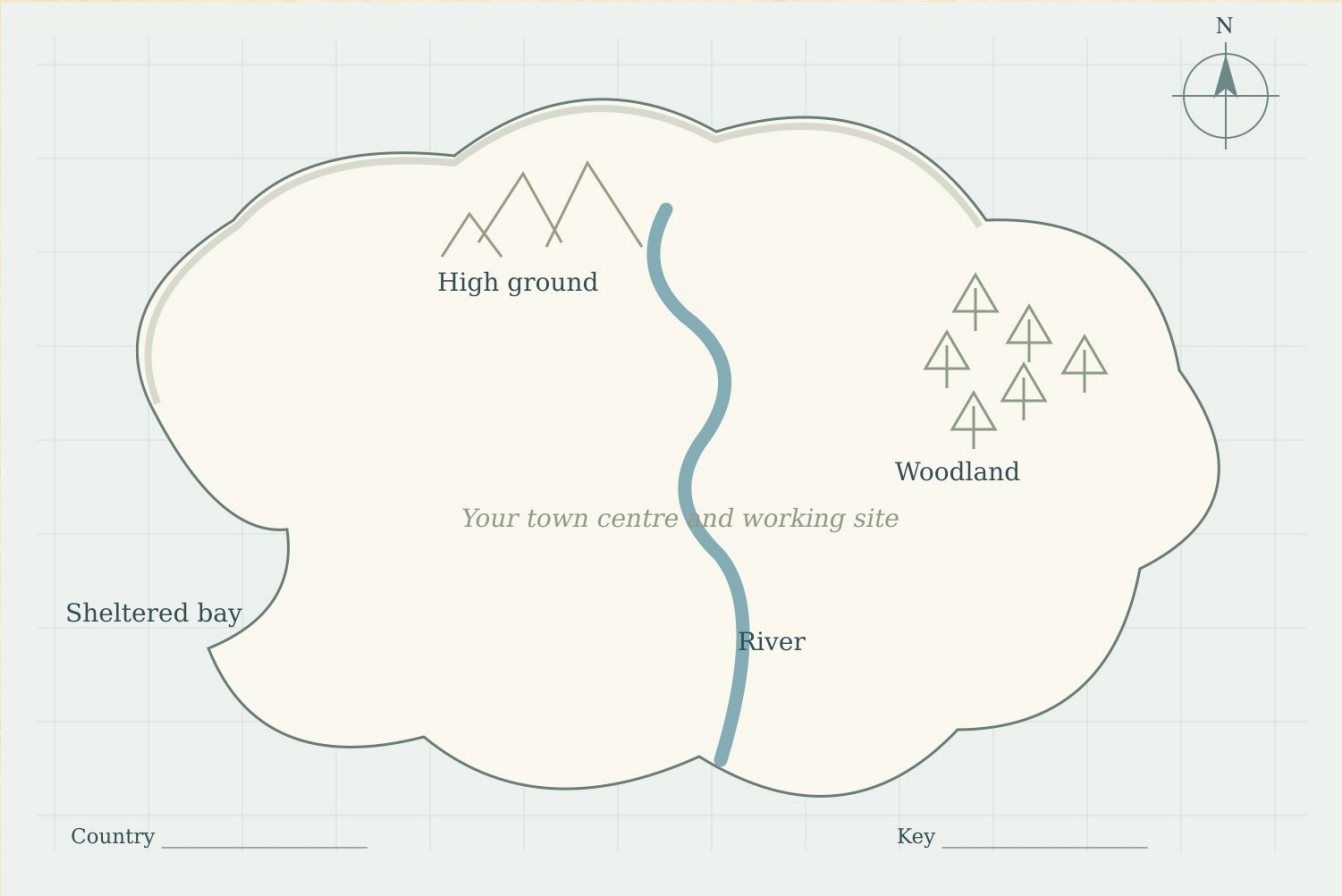
The common fishing ground

The fishery began with 40 tonnes and regained 10 after each round, up to 40. When requested catches exceeded the stock, each country received a proportional share rounded down to 0.01 tonne. The remainder stayed in the water before replenishment.

Fishery entry	First round	Following round with the same requests
Opening stock	40	20
Six requests of five tonnes	30	30
Actual total catch	30	19.98
Stock before replenishment	10	0.02
Stock after replenishment	20	10.02

An environmental ruling can change replenishment or maximum stock before new requests. Fishing affects country resources only through an agreed case rule.

One possible country chart



This island is one possible setting in the archive. Its features remain comparative until adopted. Use your own chart or the starting geography agreed for your countries.



Fish market, Rotterdam · c. 1890–1900
www.loc.gov/item/2001699528



Net Fishing at Night · c. 1800
clevelandart.org/art/1916.1116.c

Inquiry records and sources

The following files retain review questions, inquiries by subject and linked references. The keeper's instructions preserve open decisions. Numerical cases record particular agreements. Select inquiries suited to the work underway and situations the countries have faced.

The keeper's study

Consult the records, course references and research notes before choosing what evidence to request.

Provenance note. Saul Karim Nassau designed Archipelagos as an open role-playing simulation. It expands the collective action setting of the Isle of Ted and combines it with the Island Game's creation of a society. Charters, research, connected dilemmas and changing shared risks furnish material for examining decisions and consequences. [1, 2, 3, 4, 5]

The file follows arrival and founding through accounts, proposals, treaties and national history. These records support individual explanations. A commission linked to a course also needs the disciplinary content named in its selected expectation, including Canadian comparisons, scientific mechanisms, ethnographic evidence or mathematical analysis where appropriate.
[19–44]

The depth of an account

For a first explanation, ask each writer to use a concrete record. For a more advanced account, request competing explanations, disciplinary theory and tested assumptions. Keep vocabulary, sources and timely questions within reach while leaving the country's response open. Consulted guided inquiry research supports attention to the assistance participants receive. [11, 14]

Limits entered beside the evidence

Research note. The consulted studies concern related simulations, analog games, guided inquiry and assessment. Their methods and populations differ. They inform the choice of commissions, questions and closing discussions. They establish neither an effect size nor a validated learning outcome for Archipelagos itself. Judge subject understanding from the work deposited. [10, 11, 12, 13, 14, 15, 16, 17, 18, 46]

The course files pair a campaign record with an additional inquiry and assessable evidence. These are teaching alignments retained for consultation. Formal course or programme assessment remains subject to that course's current requirements and descriptors. [19–44]

Evidence and consulted references

Find the keeper's working notes, evidence requirements, course commissions and supporting sources.

Select a commission to prepare or examine. Its course reference identifies the campaign record and additional disciplinary evidence needed. The full references retain their identifiers so that each claim can be followed to its source.

Your question	Where to begin
How should the proceedings be kept	Preparation, participation and each contributor's evidence. Folio 36.
How are political proposals judged	Authority, mechanisms, uncertainty and consistent treatment. Folio 39.
How can ten meetings be organized	The two week economics sequence. Folio 40.
What must change when a rule changes	The dependent records and accounting relationships. Folio 41.
Whose reasoning supports a finding	Observations, conversations and returned work tied to the commissioned question. Folio 42.
Which study can take up this matter	The register of studies and commissions. Folio 46.
Where are the economic concepts	National budgets, household purchases, markets and shared resources. Folio 55.
How are the illustrative accounts calculated	Methods and results for the supplied hypothetical data. Folio 56.
How can a charter be examined philosophically	A primary text inquiry with an example pair of authors. Folio 57.
How does climate inquiry use actual evidence	Scientific mechanisms and a comparison with the country's stated assumptions. Folio 58.
Which research supports a chosen procedure	Claims, sources and limits of application. Folio 58.
Where is a complete reference	The source directory and full linked entries. Folio 61.
How can one person represent a country	Five prepared neighbours and an opening council conducted by the Keeper Folio 37.

Contributions to the country's proposal

Before the national proposal, ask each member to investigate a different question or approach. Retain their drafts, sources and revisions. Assign or rotate speaking, recording, negotiation and calculation so that each member's contribution remains identifiable in the joint submission. [11, 12, 19]

Review note. A country's success supplies evidence for analysis. It does not determine the judgment of an individual account. A defensible account may examine a failed policy, an adverse event or a political choice different from the reviewer's own. [12, 13, 19]

A council with one country

Optional opening file. Five prepared neighbours allow one country representative and a human keeper to hold a first council without AI.

One person represents a country while the keeper represents its neighbours and surrounding world. Establish that country's landfall and circumstances first. Give the neighbours intelligible needs, offers and limits. The italicized six-country opening below preserves one numerical case.

Country represented by the Keeper	*P*	*I*	*G*	*Opening interest*
North Cape outer	*8*	*34*	*8*	*Keep the patrol while expanding its harbour.*
East Harbour outer	*8*	*34*	*8*	*Obtain a shared defence promise.*
South Point outer	*8*	*34*	*8*	*Protect boats and begin local work.*
Inner Bay inner	*5*	*40*	*5*	*Keep an imported cargo route reliable.*
Reed Island inner	*5*	*40*	*5*	*Develop without taking every shared cost.*

East Harbour sends a negotiable offer. "We can raise our defence contribution from 8 to 12 if your council commits at least 12. We would reduce development from 34 to 30 and keep climate protection at 8. Will you put the same promise in both books?" The recipient can accept, counteroffer or decline. The keeper may approve another affordable agreement.

Calculation note for this opening. The five initial P entries total 34. The represented country's P of 16 meets 50. Accepting East Harbour's offer raises the other total to 38, so 12 meets it. These comparisons assume no description award. The figures belong to this local model and confer no universal country entitlement.

Carry the actual agreement, resources and productive changes forward. Prepare neighbours' next actions from their established interests, available means and accepted promises. Let the country's decisions shape the next situation. The keeper can continue these proceedings without AI.

This optional opening is for one country representative and a human keeper. Its named countries and planned budgets enter current records only when adopted. Other proceedings retain their own countries, records and disclosure terms.

Optional correspondence with an AI reader

The keeper may consult AI scenario suggestions and retains authority over the campaign.

Identification note for the reader. These records concern the island countries of Archipelagos. Enclose the matching current edition and confirmed records. The separate Dominium Mundi civilization papers have their own DM*. Check an older briefing against this edition before using it.

Authorship note. The author writes the submitted landfall, arguments and plans. An AI reader may examine the account, ask relevant questions, identify conditions or suggest a consequence. Each suggested outcome needs a causal connection to the scenario and response. The keeper confirms the result.

Begin with the country's actual answer. Read the account, available means, settled outcomes and continuing promises. Request one situation using a particular detail and leaving a decision open. After the country's response and the keeper's ruling, carry the effects into the next exchange. Keep requests within Archipelagos. The separate Dominium Mundi civilization papers retain their own institutions, models and procedures.

Make known constraints and stakes intelligible before commitment. An AI reader may suggest a dilemma, affected groups, responses and consequences. The country's members develop their answer. The keeper decides the result and records its reason, amount or scope, conditions and timing before updating an account. Government labels earn no automatic modifier.

Keep this edition beside the country records, with the dated amendments used at the opening. A newer web briefing does not automatically alter proceedings already underway. Later instructions to an AI reader include accepted rules and current state. Reconcile conflicting copies through the dated, confirmed record and carry the correction into every affected book.

Supply only information appropriate to the requested role. The keeper's briefing may contain concealed plans. A country's copy contains its available information. Keep private keeper material out of shared prompts and the public website. Prepare the briefing in the browser and download its copy.

Observation note. Observe the quality of proposed situations and the pace of inquiries and meetings. An AI briefing establishes neither learning effects nor a particular AI's reliability. Retain the individual explanations and evidence required elsewhere in this file.

Return to the optional AI connection.

Another reader of your atlas

An AI reader may receive the matching edition, briefing and country records to suggest situations. The human keeper retains authority.

People, maps and these records suffice for Archipelagos. The keeper can introduce every event and resolve every round. If consulted, an AI reader receives the same adopted rules and the country information supplied to it, then suggests a situation following the countries' paths.

Enclose the current edition and relevant country record. Include the chosen configuration, accepted agreements, founders' accounts, available means, recent rulings and the maps or commitments on which the situation depends. Include only information appropriate to the reader's requested role.

www.seminarschools.com/Archipelagos/
Enclose the matching Archipelagos_AI_Briefing.txt. Check the edition of a separately obtained briefing.

Request one situation following from the countries' actual accounts and decisions. State any relevant agreed A, B or C procedure. Request a question developing their explanation and possible causal consequences. Any resource quantity needs a justification specific to the situation for the keeper to consider.

The keeper decides whether to introduce the suggestion. The countries then respond through their chosen institutions. Record the action, ruling and continuing effects as for any other event. An AI suggestion alone changes no account, map, rule or established fact.

For later correspondence, enclose the updated records again. Supply maps as images or describe the relevant positions. State which information each country may receive. Keep private information with the keeper. Consultation can end at any point while the countries continue from the same records.

Enter an adopted suggestion in the council record.

Consult the keeper's notes for optional scenario suggestions.

Political choices and the keeper's ruling

Examine the country's institutions and actions through explicit causal explanations.

The founders establish their country's political ends. Its founding record may express a monarchy, republic, commune, federation, religious order or hybrid. Consider proposals through its actual allocation of authority,

ownership and obligations. Government names carry no automatic income, order, innovation or legitimacy modifier.

Give the ruling a causal explanation. Identify the actor, authority, resources, information, implementation and response of affected groups. Separate established campaign facts from assumptions, uncertain forecasts and numerical conventions. Make known constraints intelligible before commitment. Hear the developed answer, then determine and record the consequence before changing accounts.

Consulted institutional note. Different arrangements can produce results through specified mechanisms. Delegated emergency authority and an assembly's standing mandate may both permit prompt action. A need for new consent may cause delay in a particular case. Apply the country's chosen procedure. Ostrom's institutional analysis offers a framework for examining rules, actors, information and context across diverse arrangements. [50]

Case note. Each supplied history belongs to its particular countries. Retain that history while distinguishing cultural outlook, economic organization, political authority and external relations in an adaptation. Examine proposals through those conditions. A country may revise, disguise or betray a founding commitment, with consequences following the decision and the people affected.

Review note. Judge each contributor's explanation. A contributor may portray an ideal they do not endorse or analyse a failed policy. Keep access to these inquiries distinct from the distribution of power in the country records. The consulted Beutelsbach Consensus supports independent judgment and the presentation of genuine controversy in civic education. It is not Ontario assessment policy. [19, 53]

Research note. Values in design research examines how game choices embody commitments. Sicart's criticism of procedural accounts also directs attention to play. These perspectives inform scrutiny of Archipelagos. No empirical measure of its political neutrality or effects on participants' beliefs has been established for Archipelagos. [51, 52]

When adopted from the earlier numerical example, a technology ranking rewards productive growth under that convention. The founding-aim finding records another judgment, open to challenge by affected countries. Hold resources and circumstances fixed when comparing whether different institutions could perform the same action. Government labels and preferred ideals receive no automatic modifier.

An optional ten meeting calendar

Select the economics work and evidence that the campaign's calendar can accommodate.

This italicized calendar places twelve rounds across ten meetings. The opening situation begins with the founders' account and first undertaking. Research time and the depth of review determine how many later meetings an inquiry needs.



Illuminated initial from a municipal law book · c. 1330
clevelandart.org/art/1953.637

Meeting	*Country work*	*Contributor's evidence*
1	*Landfall, island chart and first common budget*	*Founding account, allocation and first result*
2	*Institutions, ownership and round 2*	*Comparison of a charter choice with an alternative*
3	*Development choices and round 3*	*Budget calculation and opportunity cost*
4	*Household and harbour market cases*	*Marginal utility and supply and demand work*
5	*Research and World Bank proposal*	*Sources, individual comparison and recommendation*
6	*National proposals and rounds 4 and 5*	*Argument, questions and a recorded contribution*
7	*Treaties, shared fishery and rounds 6 to 8*	*Collective action and common-pool comparison*
8	*A country dilemma and rounds 9 and 10*	*Policy cost, distribution and consequences*
9	*Rounds 11 and 12 and national history*	*Evidence of change and a causal explanation*
10	*Review and independent account*	*Independent judgment using records and economic theory*

Consulted course note. CIE3M needs Canadian market and stakeholder comparisons beside the hypothetical cases. CIA4U extends the policy inquiry through real data, economic models and evaluation of an intervention. A shorter civics commission can retain the charter, one contested decision and an individual Canadian comparison. [20, 21]

The round distribution belongs to this optional calendar. A concealed ending requires a private keeper schedule. Retain time for a closing discussion and evaluation of the deposited work when adapting the calendar. [3, 15, 17]

Amendments and dependent records

Carry each confirmed consequence into every affected record. The campaign's settings may be selected and combined. Its established facts, accepted decisions and dependent records remain consistent.

Leave a readable account of the world after each ruling. Enter what changed, why, when it applies and which dependent records need updating. State units and keep every amount connected to its grounds in the particular situation.



Newspaper office, Plain City, Ohio · August 1938
www.loc.gov/item/2017731978

Change	Records and relationships to review
Countries or exposure	Map, access, exposure, affected neighbours and the particular threat or agreement
Production or resource availability	Available means, ongoing work, confirmed gains or losses and affected commitments
A policy or new technology	Cost, funding source, ordinary investment, additional effect, completion conditions and effective round
A climate event	Affected places, confirmed protection or damage, shared commitments and ending outlook
A transfer or treaty	Equal debit and credit, fulfilment, successor obligations and future commitments
Round length or disclosure	Decision deadlines, information available before decisions, concealed records and closing conditions

For a division, account for transferred resources, people, infrastructure, productive capacity and obligations. Enter actual new capacity or changed exposure separately. The earlier division example's baseline and technology-floor calculations apply only if that numerical model is adopted.

Seek clarification before settling an invalid or incomplete account. Check confirmed resources and accepted transfers first. Use a fallback only if the campaign explicitly agreed one, and record the substitution. The earlier numerical agreement's percentages remain an example.

Enter units for resource, technology, mitigation, market tokens and fishery quantities. The optional cases do not automatically convert their measures into the national budget. Any conversion needs a stated case rule.

Individual evidence in the file

Select each contributor's evidence and distinguish their explanation from the country's success.

Consulted Ontario assessment note. Evaluation uses observations, conversations and submitted work against curriculum expectations. Retain evidence of each contributor's understanding. A country outcome supplies material for analysis. The individual explanation establishes what that contributor can explain and justify. [19]

Evidence	What it can show	Contributor's trace
Charter and map	Institutions, ownership, resources and spatial reasoning	Explanation of a named founding decision
Research record	Question, sources, interpretation and limitations	Individual notes, comparison and references
Proposal and treaty	Argument, negotiation, application and communication	Recorded contribution and oral explanation
Budget and settlement	Calculation, allocation and opportunity cost	Own calculation with a written explanation
History and review	Causal explanation, alternatives and reflection	Independent response linked to dated records

An illustrative submission defends public services over faster energy expansion. Its author identifies the charter promise, cites the budget, explains the opportunity cost and evaluates the later result. Judge the account against the selected expectations. A favourable result in the country record also needs an adequate explanation. [12, 13, 19]

Enter the selected expectations, required evidence and criteria already shared with the contributors.

Country outcomes follow the keeper's ruling. Compare two explanations of the same feasible plan to check whether vocabulary or fluency obscures reasoning. Accept labelled diagrams and clarification beside the author's own founding account. Record individual contributions whatever concentration of authority the country has chosen.

Consulted Ontario assessment reference

Match the selected commission with Ontario's assessment requirements and achievement categories.

Reference note. This rubric adapts the four achievement-chart categories to the records in this file. It remains an assessment aid. The selected course's own achievement chart and specific expectations govern formal achievement levels and marks. [19, 20, 21, 22, 23, 24]

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding	Uses a few relevant ideas with major gaps in understanding.	Explains some relevant ideas with gaps or uneven understanding.	Explains relevant ideas accurately and connects them to the decision.	Explains ideas precisely and distinguishes assumptions and limits.
Thinking	Gives little support or examination of alternatives.	Uses some evidence and examines an alternative incompletely.	Uses relevant evidence and evaluates a plausible alternative.	Weighs competing explanations and responds to strong objections.
Communication	The explanation is difficult to follow or uses terms inaccurately.	The explanation is partly organized with uneven use of terms.	The explanation is clear, organized and appropriate to its audience.	The explanation is precise, coherent and effective in the selected forms.
Application	Connections to the country or actual case are weak.	Makes relevant connections with gaps in reasoning.	Applies concepts to the country and actual evidence effectively.	Transfers concepts insightfully and explains where a comparison holds or fails.

Review note. A conventional, carefully justified response can demonstrate strong thinking. Credit novelty through its reasoning and application. Judge evidence and concepts rather than agreement with a preferred political position. [13, 19, 23]

Enter the evidence examined, achievement and next improvement.

Consulted IB assessment references

Select the subject commission and enter its required evidence and criteria.

Reference note. Identify the programme, subject, year and current criteria. The Ontario rubric supplies no IB descriptors. MYP Individuals and Societies uses criteria A through D. DP subjects retain their own objectives and assessment components. [30–41]

MYP Individuals and Societies

Retain the research question and plan, subject concepts, source evaluation, communication and reflection. Consult the appropriate year's descriptors for knowing and understanding, investigating, communicating and thinking critically. A joint country submission needs individual evidence for each contributor whose work is examined. [30]

DP subject evidence

Subject reference note. Economics needs theory, diagrams and relevant data. Global Politics needs political concepts and researched cases. ESS needs environmental systems, evidence and perspectives. The following commission files specify a campaign record and the additional disciplinary work. [31, 32, 33]

Formal submission requirements

Formal submission note. Practice accounts and formal submission have different requirements. Economics internal assessment uses commentaries on published news extracts. ESS investigation needs a research question and gathered and analysed data. Campaign records may support preparation or inquiry. Consult the current subject guide and criteria before commissioning a formal component. [31, 33]

An MYP commission on a country decision

Individuals and Societies criteria A through D [30]

Investigate one country decision. State a focused question and plan, interpret selected sources, communicate the conclusion in a form suited to the audience and evaluate the process. Deposit individual evidence for the selected year's criteria. Apply subject concepts and support a reasoned conclusion with the selected sources.

Enter the programme, subject, selected criteria and individual work required.

Questions for the country's account

Earlier inquiry file. These questions retain the inquiries from existing study tasks. Answer from the country's actual records and the inquiries selected for the commission.

Examine the country's choices through evidence from the campaign.

Country _____ Date or round _____

Prepare an individual account using your charter, research, scenarios and fiscal records. Identify particular decisions and rounds. Attach your answers on separate paper. The economic questions draw on the source references at the back of this file.

The economic plan

Explain each part of your group's founding economic plan. Identify the changes made during the campaign.

Its economic or social goals.

The goods and services produced and the methods of production and distribution.

The use of land, labour and capital.

The basic needs guaranteed to everyone, if any.

Where decision-making authority lay.

The extent and form of government involvement in the economy.

The economic system

Was your system more capitalist or socialist? Was it a market, mixed or command economy? Support your answer with the actual arrangements described above. Explain any feature that makes the classification more complicated.

The economy and environment

How much attention did your group give the environment? Identify ecological or subsistence features in the economy. If these were absent, explain specific features that could have been included. Describe whether economic activity and ecological conditions supported or conflicted with one another, using natural resources and scarcity in your explanation.

Opportunity cost

Explain the opportunity cost of pursuing one of your country's goals. Identify what you gave up and use a particular allocation or policy decision to support the explanation.

A problem and its response

Describe a problem your country faced and how it responded. Explain whether that response was consistent with its economic and political system. Evaluate the outcome. Would you respond differently with another opportunity, and why?

The central question and further inquiries follow. The keeper identifies the questions selected for review before the account is due.

Examine collective wellbeing and the effects of the arrangements you chose.

Country _____ Date or round _____

The central question

Can collective wellbeing be achieved when every individual or country pursues its own self-interest? Use campaign evidence and the ideas studied for this commission to argue for that possibility and examine its difficulties. Answer the strongest alternative position. Explain how institutions, incentives, agreements or shared dangers affect the conclusion.

Further questions for the file

Select questions that fit the events actually recorded. Support each explanation with a decision, record or outcome.

Civic participation. How did participation affect decisions? Analyze a decision that supported or challenged the principles of the country's government.

Economic systems. How did policies express capitalism, socialism or a mixed economy? How did those choices affect development and relations with neighbours?

Environmental stewardship. How did the country manage a conflict between production and environmental conditions? Compare its policy with relevant evidence from external cases.

Collective action. Describe an occasion requiring cooperation, the obstacles to it and the effect of the agreement or its failure. Explain the connection with a global issue such as climate change.

The commons. Explain a fishing or resource-depletion case if one occurred. Distinguish depletion through use from inadequate contributions to a shared fund. If the campaign had no depletion case, use the decisions you observed to explain the distinction.

Cultural diversity. How did differences within the country affect participation, representation or policy? Evaluate the institutions used to accommodate them.

International relations. Analyze a trade, diplomatic or conflict-resolution decision. Explain how it affected the country and the other parties involved.

Review of understanding. Which understanding of civics or government changed as these events unfolded? Explain the evidence for that change and its relevance to citizenship beyond these records.

Evidence note. An outcome entered by the keeper follows the agreed rules of these country records. Support any conclusion about the wider world with appropriate evidence and explain what the adopted model leaves out.

The course reference shelf

Find the consulted course or subject requirements for the commission under examination.

Each course file connects a campaign activity with the additional inquiry and individual evidence required by selected expectations. Follow its link to the full commission. Source links beside expectations lead to official curriculum documents or subject briefs.

Published course or programme	Subject inquiry
CHV2O, CPW4U, CLN4U	Commissions in civics politics and law
CIE3M, CIA4U	Commissions in economics and policy
CGC1W, CGW4U, CGR4M	Commissions in geography and resources
HZT4U, HSB4U, HSP3U	Commissions in philosophy and social explanation
HSC4M, HSE4M, HFA4U	Commissions in culture equity and food
SNC1W, SNC2D, SVN3M	Commissions in science and environmental systems
MTH1W, MDM4U	Commissions in mathematical models and probability
BEM1O, BEP2O, BBB4M and BOH4M	Commissions in enterprise trade and management
ENL1W, ENG3U, ENG4U and selected ESL courses	Commissions in English and additional languages
MYP Individuals and Societies	Investigation, subject concepts, evidence and reflection.
DP Economics, Global Politics and ESS	Economic models, political cases and environmental systems.

Published course or programme	Subject inquiry
DP Geography, Business, Philosophy and Anthropology	Place, organizations, arguments and ethnographic comparison.
DP Mathematics, Language B, Digital Society and TOK	Modelling, communication, digital inquiry and justification.

Find course references through an activity already recorded.

Commissions arising from the country records

Locate a course inquiry through a record or activity already in the campaign.

Follow these entries to the full course file. An activity alone does not establish that a published expectation has been met. The selected commission still needs the course's named disciplinary content and individual evidence.

Matter in the country record	Published study requirements to consult
Founding authority and rights	CHV2O, CPW4U, CLN4U, HZT4U, DP Global Politics or Philosophy.
Ownership and a public budget	CIE3M, CIA4U or DP Economics, with actual economic comparisons.
The island map and shared routes	CGC1W, CGW4U, CGR4M or DP Geography, with researched places.
Institutional change or disagreement	HSB4U, HSP3U or HSC4M, with theories and actual social evidence.
Food water and environmental effects	HFA4U, SNC1W, SNC2D, SVN3M or ESS, with the required mechanisms.
Defence risk and changing requirements	MTH1W, MDM4U or DP Mathematics, with explicit models and assumptions.
An enterprise or export proposal	BEM1O, BEP2O, BBB4M, BOH4M or DP Business, with venture and stakeholder evidence.
Research negotiation and a policy letter	English, selected ESL courses or Language B, with individual language evidence.
Automation information or AI	DP Digital Society, with actual systems and competing perspectives.
A claim drawn from the campaign	TOK or a subject inquiry into the model and its limits.

Compare the selected criteria with the consulted assessment references.

Commissions in civics politics and law

Select founding and policy records for the civics, politics or law inquiry.

CHV2O Civics

Curriculum focus B2.1 and B2.5 [20]

Use the rights charter and one budget decision. Compare the political positions of Canadian parties using their own published platforms. Explain which level of government could act and how the proposed spending would be funded.

Deposit a policy comparison and an individual explanation of priorities.

Course reference note. These expectations require explicit Canadian content beside the government choices entered here.

CPW4U Politics

Curriculum focus B1 and C2 [21]

Compare the charter's allocation of authority with two political thinkers and an actual political institution. Use a treaty to compare campaign cooperation with an actual intergovernmental organization, including Canada's role. Explain what cooperation depends on and which interests remain in conflict.

Deposit a theoretical explanation and a researched institutional comparison.

Reference note. Compare the agreement entered in the country records with actual political institutions.

CLN4U Law

Curriculum focus C3 D3 and E2 [21]

Formulate a legal question from a rights or environmental dispute. Identify the jurisdiction, legal rule and relevant actual case or treaty. Distinguish the decision in the country records from the conclusion supported by legal authority. Use Canadian Charter evidence for C3, a relevant international agreement for D3, or environmental legislation for E2.

Deposit a legal argument using applicable principles and actual legal evidence.

Enter the jurisdiction and the real law or agreement under examination.

Commissions in economics and policy

Set the economic records beside the selected policy and stakeholder comparisons.

CIE3M Economics

Curriculum focus B1.1 B1.4 C1.1 and C1.4 [21]

Complete the household and harbour market cases. Compare the opportunity cost of a country budget with a household purchase. Draw the changed market and investigate a comparable Canadian price change. Compare how different stakeholders value shared defence or the fishery.

Deposit a justified allocation and a researched market comparison.

Enter the market assumptions and explain the inquiry's connection to the Canadian economy.

Related country records and cases

CIA4U Economics

Curriculum focus B1.1 B3.4 C2.4 and C3.1 [21]

Compare economic systems through their production and allocation choices. Examine a policy intervention through the fishery or energy dilemma. Identify a market failure, represent its mechanism and compare benefits, costs and distribution using evidence from an actual case.

Deposit a sourced policy evaluation and an individual account of the opportunity cost.

Enclose actual Canadian or international evidence beside the campaign record.

Related country records and cases

Commissions in geography and resources

Select country maps and resource records for the geographical inquiry.

CGC1W Geography

Curriculum focus E1 and E2 [22]

Compare the island chart with a Canadian community. Use mapped evidence to explain a land-use, transport or energy decision and test the proposal against a sustainability criterion.

Deposit an annotated plan with spatial evidence and an explanation of sustainability.

Enclose the Canadian communities and conditions required by the selected expectation.

CGW4U World Issues

Curriculum focus C1.4 and D1 [21]

Trace one trade, migration or environmental decision across two countries and more than one geographical scale. Compare the mechanism with a researched contemporary case using evidence about affected populations.

Deposit a researched case comparison explaining interdependence.

Support geographical claims with evidence at the appropriate scale.

CGR4M Resource Management

Curriculum focus D1 E2 and E3 [21]

Use the oil, waste, fishery or island-infrastructure case. Compare two management approaches with evidence about resource limits and ecological impacts. Explain monitoring, enforcement and a consequence of the chosen approach.

Deposit an environmental assessment or resource policy that examines alternatives.

Support the account with evidence of actual ecological processes and impacts.

Commissions in philosophy and social explanation

Select a philosophical or social science inquiry into the country's institutions and explanations.

HZT4U Philosophy

Curriculum focus Selected strand G1 through G4 [23]

Use the rights charter to formulate a political-philosophy question. Interpret competing arguments from primary texts, apply them to a disputed clause and defend a conclusion against a strong objection.

Deposit an argument with a clear question, accurate interpretation and replies to counterarguments.

Consulted course note. Use this course reference when social and political philosophy is among the selected strands.

Primary text comparison for a charter dispute

HSB4U Social Change

Curriculum focus B2.2 and B3 [23]

Choose a change involving energy, institutions, migration or automation. Apply a course theory to explain both the proposed change and resistance to it. Compare the explanation with an actual social case.

Deposit a causal account comparing a campaign development with actual social evidence.

Distinguish the applied theory from the keeper's campaign assumptions.

HSP3U Social Sciences

Curriculum focus D1 and D2 [23]

Compare two sociological explanations of a council institution, leadership decision or collective-action problem. Identify what observations each explanation would predict and what evidence could distinguish them.

Deposit a comparison of explanations supported by observations and research.

Explain the theories accurately and identify the limits of the campaign example.

Commissions in culture equity and food

Select the course expectations under which culture, equity or provision will be examined.

HSC4M World Cultures

Curriculum focus D1 and D2 [23]

Choose a representation, migration or language policy. Compare its assumptions with evidence from actual cultural contexts. Explain whose perspective is represented and how a power relationship affects the interpretation.

Deposit a comparison with researched Canadian and international cultural policies.

Use actual cultural contexts. An invented culture cannot serve as ethnographic evidence.

HSE4M Equity and Social Justice

Curriculum focus C1 [23]

Trace benefits and burdens of a development proposal across social groups. Compare a historical or contemporary case and assess a policy intended to change an inequitable outcome.

Deposit an evaluation of a historical or contemporary issue supported by evidence.

Enclose actual social evidence and explain its relevance to the policy comparison.

HFA4U Nutrition and Health

Curriculum focus D1 D2 and D3 [23]

Use the drought or agricultural case to investigate food security. Distinguish access, production, trade dependence and environmental effects. Evaluate the intervention using nutritional and environmental evidence.

Deposit a researched account of food access, farming choices and environmental effects.

Distinguish claims about nutrition, production and distribution. Support each with appropriate evidence.

Commissions in science and environmental systems

Connect environmental entries with the scientific mechanisms required by the consulted course.

SNC1W Science

Curriculum focus B1 and B2 [24]

Construct a systems explanation linking an island activity or climate effect on communities to matter, energy and an ecosystem response. Support the mechanism with a real environmental source and identify a limit of the game model.

Deposit a scientific explanation with a systems diagram and evidence for mitigation choices.

Include the matter, energy and ecosystem relationships required by the selected commission.

SNC2D Science

Curriculum focus D3 and C1.2 [25]

Explain a climate process named in the selected physical science expectations, or examine a chemistry-related environmental solution. Supply scientific evidence and a labelled mechanism that establishes more than a policy preference.

Deposit an explanation of the physical or chemical mechanism supported by evidence.

Scientific reference note. A policy preference alone does not demonstrate the mechanism.

SVN3M Environmental Science

Curriculum focus D1 and E1 [26]

Compare the sustainable-farming or industrial-waste proposals. Identify an environmental mechanism, health implications and economic trade-offs. Use evidence about the chosen process and compare a feasible alternative.

Deposit a researched comparison of economic, health and environmental effects.

Select the investigation and scientific content required by the relevant expectation.

Commissions in mathematical models and probability

Construct and interpret models under the selected mathematical expectations.

MTH1W Mathematics

Curriculum focus D2 [27]

Model the changing defence requirement or climate gap. Define variables and units, state assumptions and test a changed condition. Compare the prediction with the resulting campaign record.

Deposit a mathematical representation, calculations, predictions and an evaluation of the model.

Choose data and mathematics suited to the modelling question.

MDM4U Data Management

Curriculum focus B1.2 [28]

For the optional case with four equally likely exposed targets, calculate each country's expected immediate attack loss under the published damage rule. Compare two budgets and explain how changing the target rule changes the probability model.

Deposit a probability distribution and an interpretation of expected value.

Probability note. Keeper discretion without defined probabilities supplies no known probability distribution.

Commissions in enterprise trade and management

Select a business inquiry into production or organizational decisions.

BEM1O and BEP2O Business

Curriculum focus BEM1O A1 B2 B3 C2 and BEP2O A1 C2 D1 D3 [29]

Propose an island enterprise connected to the country's production plan. Assign roles, set milestones and calculate costs and expected outputs. Compare the actual campaign decisions with the venture plan.

Deposit the venture plan and records of management decisions.

Enter the exact course expectations and enclose real business comparisons where required.

BBB4M International Business

Curriculum focus Trade markets and distribution [42]

Use an export proposal to investigate a real Canadian business and destination market. Analyse entry conditions, distribution and a trade constraint, then revise the proposal using the comparison.

Deposit a comparison with actual Canadian business activity and international markets.

Address the consulted course's Canadian business context and relevant trade conditions.

BOH4M Business Leadership

Curriculum focus Leading and management challenges [42]

Use the island enterprise to analyse a leadership decision, division of work and response to conflict. Apply named management concepts and evaluate the result using evidence from the venture record.

Deposit an analysis supported by named management concepts and evidence.

Course reference note. A government role requires an explicit business or organizational case for this correspondence.

Commissions in English and additional languages

Produce the selected language evidence through reading, research and correspondence.

ENL1W ENG3U and ENG4U English

Curriculum focus ENL1W B1 D1 D2 D3 and ENG3U or ENG4U Oral Communication and Writing [43]

Research a contested proposal, analyse a relevant speech or argument and draft advice to a named recipient. Revise after questions. Deposit the original, feedback and revision with an explanation of the changes.

Deposit individual research notes, textual analysis, a presentation and revised writing.

Enter the particular course expectations and assess the language work they require.

ESL courses with an ESLCO example

Curriculum focus ESLCO Listening and Speaking 1.2 2.1 2.2 Reading 1.2 and Writing 1 and 2 [44]

Plan a negotiation, source-reading task and written record under the selected ESL course expectations. Keep language support suited to the level and retain each learner's speech and writing evidence separately. Include clarification questions and explanations of decisions in the chosen language task.

Deposit observed interaction, comprehension work and individual written texts.

Consulted course note. Select expectations for the actual ESL level and provide suitable language support.

DP commissions in economics politics and environmental systems

Select the economics, politics or environmental inquiry and collect its subject evidence.

DP Economics

Scarcity externalities public goods trade and development [31]

Examine the harbour market, fishery or country policy case. Draw an appropriate economic model, use relevant data from an actual case and evaluate a specific intervention. Explain the assumptions linking the campaign example to the actual economy. Include the theory and quantitative work required at the selected SL or HL level.

Enter the selected commission, required subject evidence and assessment criteria.

DP Global Politics

First assessment 2026 [32]

Compare the charter's authority or an international agreement with a contemporary political case. Apply power, sovereignty, legitimacy or interdependence and evaluate competing perspectives using evidence. Use the selected thematic study of rights and justice, development and sustainability, or peace and conflict.

Enter the selected commission, required subject evidence and assessment criteria.

DP Environmental Systems and Societies

First assessment 2026 [33]

Use the environmental observation and climate sequence to construct a system with flows and feedbacks. Compare the campaign representation with actual environmental data. Examine an intervention through perspectives and sustainability. HL work can connect the inquiry with environmental law, environmental economics and environmental ethics.

Enter the selected commission, required subject evidence and assessment criteria.

DP commissions in place organizations philosophy and culture

Select the subject commission on place, organizations, philosophy or culture.

DP Geography

Resources climate coasts food and settlement [34]

Use a country map and a researched place to investigate resource security, coastal vulnerability or settlement. Explain spatial patterns at the selected scale and assess a proposed response with mapped evidence.

Enter the selected commission, required subject evidence and assessment criteria.

DP Business Management

First assessment 2024 [35]

Prepare an island enterprise case with finance, operations, marketing or human resources and stakeholder evidence. Apply an appropriate business tool and evaluate a decision through change, creativity, ethics or sustainability.

Enter the selected commission, required subject evidence and assessment criteria.

DP Philosophy

First assessment 2025 [36]

Develop an argument from a rights or authority dispute. Interpret contrasting philosophical positions and primary texts, formulate a clear conclusion and answer a serious objection. Consult the selected ethical, political or social philosophy theme.

Enter the selected commission, required subject evidence and assessment criteria.

DP Social and Cultural Anthropology

Culture institutions and social change [37]

Take an institutional or cultural choice as a question for comparison with course ethnographies. Analyse context, methods and positionality. An invented account alone supplies no ethnographic evidence.

Enter the selected commission, required subject evidence and assessment criteria.

DP commissions in models language digital inquiry and knowledge

Select work in models, language or digital inquiry and make its knowledge claims explicit.

DP Mathematics Applications and Interpretation

Modelling statistics and probability [38]

Construct a mathematical model of defence, expected loss or climate requirements. Define variables, examine data, test sensitivity and interpret the result in context. Choose mathematics appropriate to SL or HL.

Enter the selected commission, required subject evidence and assessment criteria.

DP Language B

Communication and prescribed themes [39]

Conduct a treaty negotiation and write a policy letter for a real communicative purpose in the target language. Assess the selected receptive, productive or interactive skills through course requirements. Connect the work with the prescribed themes of social organization, human ingenuity or sharing the planet.

Enter the selected commission, required subject evidence and assessment criteria.

DP Digital Society

Digital systems power and policy [40]

Select an automation, information or AI policy dilemma. Investigate actual digital systems and their consequences through the course inquiry framework. Evaluate a response using evidence and competing perspectives.

Enter the selected commission, required subject evidence and assessment criteria.

Theory of Knowledge

Knowledge evidence and models [41]

Choose a claim made from a campaign outcome. Identify the model assumptions and compare the justification with evidence from another knowledge context. Explain what additional evidence would change the conclusion.

Enter the selected commission, required subject evidence and assessment criteria.

Economic readings of the country records

Distinguish the economic measures in country, household and market decisions.

Consulted economics note. Choose the decision and evidence appropriate to the concept. Country budgets, household purchases and market prices use different units and levels of analysis. Compare them explicitly without treating every campaign value as an economic measurement. [21, 31, 45]

Concept	Record or task
Scarcity and opportunity cost	Identify a feasible alternative forgone in the country budget or household case.
Factors of production	Use the charter and map to explain land, labour, capital and organization.
Economic systems	Compare ownership, distribution and decision authority in the charter.
Budget constraints	Check which household bundles and national allocations are affordable.
Marginal analysis	Compare the gain and cost of one additional unit in a specified decision.
Marginal utility	Use the household's additional benefit schedule and benefit per token.
Supply and demand	Find agreement between buyers and sellers in the harbour market.
A shift in supply	Represent the storm's two-unit reduction at each market price.
Shortages and surpluses	Compare quantities demanded and supplied at a stated price.

Concept	Record or task
Elasticity	Calculate a proportional response from the market data and state the method.
Externalities	Identify an effect on people outside a production or consumption decision.
Distribution and equity	Trace who pays and who benefits from a public provision or policy.

The household's additional benefit belongs to a marginal-utility exercise. Returns to technology in the earlier numerical model represent productive capacity under its investment convention. Neither measure automatically supplies the other. [45]

Inquiries into collective action growth and trade

Examine shared risks, resources, growth and trade through explicit comparisons.

Concept	Record or task
Public and collective goods	Examine shared protection and the contribution decision.
Free riding	Compare the benefits received and contribution made by an inner country.
Common-pool resources	Trace catches, remaining stock and replenishment in the fishery.
Interdependence	Use the harbour dependency and treaty to explain changed incentives.
Investment and productivity	Explain the technology return and distinguish it from a separately confirmed gain.
Stocks and flows	Separate current income, a technology index and accumulated mitigation.
Compound growth	Calculate how repeated investment affects later income under unchanged rules.
Relative and absolute gains	Compare national placing with changes benefiting several countries.
Risk and expected value	Use an explicit target distribution and the immediate loss in each outcome.
Trade and specialization	Compare the production possibilities and opportunity costs below.
Policy effectiveness	Evaluate a consequence against a stated goal and an alternative.
Growth and wellbeing	Compare the technology measure with services or promises in the charter.

Figures enclosed with a trade proposal

Optional comparison sheet. One worker can produce six grain units or three tool units in country A. One worker can produce four grain units or four tool units in country B. Each country has two workers and may divide labour between goods. These production possibilities are hypothetical. [21, 31]

Calculate the opportunity costs. Compare one worker in each activity with specialization and a trade of five grain units for 3.75 tool units. Explain who can gain, the assumptions needed and a distributional issue the totals leave unresolved.

Calculation notes for the economic cases

Check the figures and assumptions entered in the economic examples.

The enclosed results check the supplied hypothetical data. Show the calculation and its assumptions in the submitted account. A policy recommendation needs further reasoning. [21, 31, 45]

Household purchases

With six tokens, water at one and food at two, two water units and two food units cost six. The stated total benefit is 10 plus 7 plus 15 plus 9, or 41. Four water units and one food unit also cost six and give 36. If water costs two, one water unit and two food units cost six and give 34. Enumerating affordable bundles verifies these results.

The harbour market

The original table has agreement at price 3 and quantity 8. After supply falls by two at every price, straight-line interpolation gives price 3.50 and quantity 7. A discrete market restricted to the listed prices needs a stated trading or rationing procedure. Identify the model used in the account.

Expected immediate loss

With four equally likely exposed targets, each country has probability 0.25 of selection when defence fails. For a country with 24 allocated resources, expected immediate resource loss is 0.25 multiplied by 0.30 multiplied by 24, or 1.80. Technology loss and future income effects remain separate. A changed target rule needs a changed probability model.

The immediate incentive to free ride

In the defended-round example, a contributing outer country closes at technology 2.25. Moving its 15 defence units into investment produces 3.00 if it avoids attack and 1.70 if selected. With four equally likely targets, expected closing technology is 0.75 multiplied by 3.00 plus 0.25 multiplied by 1.70, or 2.675. This single-round comparison leaves later climate loss, relationships and future effects open.

Trade

A sacrifices half a tool per grain unit. B sacrifices one tool per grain unit. With one worker on each good, totals are ten grain and seven tools. Specialization produces twelve grain and eight tools. After the specified trade, A has seven grain and 3.75 tools. B has five grain and 4.25 tools. Each exceeds its initial quantities of both goods under these assumptions.

Primary texts beside a charter dispute

Choose suitable primary texts for the particular charter clause under dispute.

Select a contested charter clause about authority or rights. One inquiry compares Hobbes's Leviathan, chapter XVIII, with Locke's Second Treatise of Government, chapter XI. The references contain the full primary works. Another country may consult suitable primary texts from another tradition. Select passages suited to the course and reading level. Keep each author's premises and argument visible. [48, 49]

1. State a precise question about the just limits of the country's authority.

2. Explain an argument from each selected text using its premises and conclusion. Identify the passage and distinguish the author's argument from your interpretation.

3. Apply each argument to the same charter clause. Explain which institutional choice follows and what further assumption is required.

4. Defend a conclusion against the strongest objection. Consider whether a later country event changes the argument or only its application.

Consulted course note. HZT4U can use this inquiry within the selected social and political philosophy strand when the account interprets philosophical positions and uses philosophical reasoning. DP Philosophy needs its relevant theme and required evidence. The charter dispute supplies a non-philosophical situation for investigation. [23, 36]

Enter the clause, selected passages and individual work to be assessed.

Scientific evidence beside the climate record

Set a campaign claim beside scientific evidence and its stated limits.

Scientific reference note. Campaign mitigation units and requirements are game measures. An explanation needs evidence of the actual environmental system. Consult the IPCC Climate Change 2023 Synthesis Report Summary for Policymakers as an official synthesis. Section A.1 attributes observed global warming to human activities and reports warming for 2011–2020 relative to 1850–1900. [47]

1. Choose one claim about warming, an environmental impact or mitigation from the report. Record the section or figure, variable, unit, baseline and stated uncertainty.

2. Explain the physical or ecological mechanism relevant to the selected science expectation. Construct a labelled diagram of the relationship being examined.

3. Compare that relationship with an environmental entry or ruling in the campaign. Explain what the game represents and what it leaves out.

4. Evaluate one proposed response using the scientific evidence. Distinguish mitigation, adaptation and the distribution of effects where relevant to the task.

Consulted course note. SNC1W, SNC2D and SVN3M require the selected expectation's scientific content. ESS requires systems, evidence and perspectives at the relevant level. A climate-policy preference alone supplies none of those explanations. [24, 25, 26, 33]

Enter the selected expectation, report evidence and required explanation.

Consulted research on the game and collective action

Consult these sources for the game's lineage and comparisons of collective action.

Provenance of the game

Provenance note. Thomas' Isle of Ted supplies a collective action setting for examining contribution incentives, international organization, transparency and relative or absolute gains. The Island Game supplies questions about society's goals, ownership, production, distribution and resource use. Archipelagos combines and expands these activities through country planning, research and continuing scenarios. [1, 4, 5]

Environmental adaptations in the source file

Comparison note. Mitchell's adaptation adds a common-pool fishery and escalating pirate threats to examine climate-related collective action and unequal risk. Compare that model with the campaign's changing environmental conditions. Contributions to shared protection and depletion through extraction need different explanations. [2]

Risk inequality and communication

Experimental reference note. Milinski and colleagues study contributions toward avoiding collective loss under controlled conditions. Tavoni and colleagues examine unequal starting resources and communication in a related public-goods experiment. Consult them on contribution burdens and negotiated cooperation. Their results concern the specified games and treatments. [7, 8]

Changing conditions and the ending

Model and experiment note. Pacheco and Santos couple mitigation success with changing climate risk under wealth inequality in a theoretical model. Fernández Domingos and colleagues experimentally examine uncertainty about when a target must be reached. Consult them when examining changing risk or announcement of the ending. Their models provide comparisons for selected campaign configurations. [9, 15]

Consulted research on inquiry and assessment

Consult these sources on guidance, simulation, assessment and the closing discussion.

Guidance while choices remain open

Guidance note. Asal and Blake discuss simulation structure in relation to learning objectives. Lazonder and Harmsen's meta-analysis reports positive overall effects of guidance in inquiry-based learning. Research questions, comparison records and timely keeper questions can support an inquiry in this campaign while leaving policy choices open. [11, 14]

Limits of the analog game evidence

Review note. Sousa and colleagues examine board, tabletop and other analog game learning, identifying reported outcomes alongside limits in design and accessibility. Baranowski and Weir call for more rigorous assessment of political simulations. Consult these reviews when requiring explicit tasks and evidence. Participation alone cannot establish subject mastery. [10, 16]

Assessment tied to the commission

Assessment note. Raymond and Usherwood address assessment within simulations. Biggs' constructive alignment links intended performances, learning activities and assessment in a conceptual framework. The course files accordingly identify both the concept and the work the learner must produce. [12, 13]

Closing discussion and proposed rule changes

Debriefing note. Forester, Jett and Holtey use an expanded Isle of Ted debrief in which students propose and defend rule changes through course concepts. Tannenbaum and Cerasoli's meta-analysis examines structured debriefing across training and performance settings. Consult them for reflection and redesign commissions, interpreting outcomes within their original contexts. [3, 17]

Climate understanding and engagement

Climate education note. Meya and Eisenack study KEEP COOL through student surveys and game decisions, finding changes in climate-political perceptions. Rumore, Schenk and Susskind investigate adaptation education and engagement through role-play in community contexts. These findings inform the educational

rationale recorded here. Attitudes, engagement and demonstrated disciplinary understanding remain distinct. [18, 46]

Claims entered beside their sources

Trace each educational or design claim to its source and actual scope.

Source note. The following entries explain the foundation or research context of a design choice. Findings from another activity or population do not themselves validate a learning outcome for Archipelagos. Consult the fuller research note and original source before accepting a particular claim.

Question about the proceedings	Sources	Scope of the evidence
Why combine country creation and shared risks	[1, 2, 3, 4, 5]	Published activities and simulation redesign document the origins of Archipelagos.
What shapes collective contributions	[7, 8, 9, 15]	Experiments or theory examine their stated rules, risk, inequality and communication.
How guidance supports inquiry	[11, 14]	Inquiry research and simulation design inform the assistance provided.
What establishes each contributor's understanding	[12, 13, 19]	Published research on simulation assessment and alignment, with Ontario policy, informs the evidence required.
Why review the proceedings in a set order	[3, 17]	Student redesign and debrief research support examination of decisions and rules.
What climate role-play research reports	[18, 46]	Studies concern their particular measures of perception, education or engagement.
How political arrangements can be examined	[50]	Institutional analysis examines rules, actors, information and context.
How rules and participation can carry values	[51, 52]	Published design research and critical game theory inform analysis of the rules and participation.
Why protect independent political judgment	[53]	A civic education consensus supplies a normative reference, not Ontario policy.
Which evidence a study requires	[19–44]	Official curriculum and assessment sources state the requirements of the selected study.

Consult the research file on the game and collective action.

Consult the research file on inquiry and assessment.

The reference catalogue

Find a consulted reference by purpose or its stable numerical identifier.

Each reference has one full entry. Citation numbers identify the same source throughout this file. Select a group below or follow a number directly. Each full entry links back to the discussions that cite it.

Simulation foundations and teaching activities

[1] [2] [3] [4] [5] [6]

Collective risk and changing conditions

[7] [8] [9] [15]

Learning guidance assessment and debriefing

[10] [11] [12] [13] [14] [16] [17] [18] [46]

Ontario curriculum and assessment

[19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [42] [43] [44]

International Baccalaureate subject sources

[30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41]

Economics climate evidence and primary texts

[45] [47] [48] [49]

Institutions values and independent judgment

[50] [51] [52] [53]

Find a design claim and its supporting sources.

Find an official course or programme reference.

Catalogue of reference works

Locate a work by its catalogue number and follow the related paper where it is discussed.

Catalogue numbers remain the same across the source directory, study entries and research papers. Follow a source link to the original material and a related paper to its use in these records.

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Collective risk and changing conditions

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Related papers Political choices and the keeper's ruling



Articles of Glass, an early photograph · 1844
clevelandart.org/art/1992.121

Questions for the country historian

These inquiries help prepare the country's closing account. Choose those commissioned for this account and retain the records behind each answer. Alternative forms of these questions remain in the reference papers.

The country historian's questions

Explain the country's history through its charter where adopted, research and decisions.

Write your own answers and identify the dated decisions or rounds that support them. Keep longer answers with this record.

The economic plan

Explain the original economic plan and its later changes. Address goals, production and distribution, land, labour, capital, any guaranteed needs, decision-making powers and government involvement.

The economic system

Use the actual arrangements to judge whether capitalist or socialist, market, mixed or command descriptions fit. Explain features that complicate the classification.

The economy and environment

Explain the country's environmental choices, including ecological or subsistence practices used or possible. Show where production and environmental conditions supported or conflicted with each other through resources and scarcity.

Opportunity cost

Choose a national goal and explain what pursuing it required you to give up. Use an actual budget or policy as evidence.

A problem and its response

Choose a problem and evaluate the response. Explain how it fitted the country's economic and political arrangements and what you would change if the choice returned.

The inquiry continues below. The Keeper identifies the commissioned questions in advance.

The common good and private advantage

Use the countries' records to examine whether their separate interests could support shared wellbeing.

Could collective wellbeing survive if each person or country pursued its own interest? Develop the strongest reasons on each side. Explain which institutions, incentives, agreements or shared dangers your answer depends on.

For the inquiries below, name the decisions, records or outcomes behind each answer.

Participation and economic arrangements

Trace participation through one decision. Explain how actual policies expressed capitalism, socialism or a mixed economy, and how they affected development and neighbours.

Environment and collective action

Compare a production or environmental policy with real evidence. Examine a cooperation problem, its obstacles and the resulting agreement or failure. Distinguish using up a fishery from contributing too little to a shared fund.

Communities and foreign relations

Trace internal differences through participation, representation or policy. Follow a trade, diplomatic or conflict decision through the countries it affected.

What the record taught

Explain a changed understanding of civics or government through evidence from the country's history. A claim about a researched society needs evidence from that society and a supported comparison with this country's record and agreed conventions.

The closing account

Record the agreed closing conditions and what became of each country's founding promise.

Finding entered by the gathering	Result and supporting record
Agreed shared ending conditions	_____
Any additional criterion agreed for these proceedings	_____
Our founding aim and the evidence of its fulfilment	_____
Another country's response or contested finding	_____

Present the original aim and any dated revision. Judge it kept, revised, broken or contested, with evidence of who and what was affected. Another country may challenge the finding with its own records. Use the agreed closing conditions. Keep the technology ranking with the earlier numerical illustration.

Which initial goals and institutions continued to guide decisions, which changed and what produced the change?

Who benefited from communal defence, who paid and how did location affect those decisions?

Which promises were kept, what made an agreement credible and what happened when it failed?

How did national development and collective survival support or interfere with one another in a particular round?

How did immediate benefits and continuing costs of a decision on a matter arising alter later choices?

Could another feasible set of decisions have changed the result under the same conventions?

Which conclusions followed from decisions, which depended on the conventions and which required researched evidence beyond the country record?

What change to one convention would illuminate a disputed question and how might it alter other incentives?

Register of available commissions

Keep the country record complete and commission the work needed for the matters before it

The register offers 120 commissions. Seventy nine usually answer a matter arising and forty one are standing studies or creative commissions. All 120 remain available for selection. The Keeper selects work suited to the gathering and the country's circumstances. A commission becomes required only for those named to carry it out.

This register cannot name every venture. Your country may bring any undertaking to the keeper and explain how it would work. A venture needs no matching commission. The keeper confirms its terms and consequences after hearing your answer.

A commission awaits issue until its sender, recipient, purpose and assigned version are identified. The keeper's role is defined in the opening papers. Check the required materials before issuing the sheet.

Numbered commissions run in order from folio 85 to folio 204. Cabinet sources are entered at folio 205.

THE FIVE REQUIRED WORKING RECORDS

Working product	Minimum work
Founding account	Write the country's arrival, immediate circumstances, available means and aims.
Working country map	Draw the relevant established geography and retain uncertainty where facts remain open.
First undertaking	The country proposes an action, explains its means, develops an answer to a relevant question and receives a confirmed consequence.
Continuing country record	Record confirmed changes, agreements and obligations beside the decisions that produced them.
Closing country account	Explain consequential choices and outcomes through the dated record. Name each contributor's reasoning wherever it is under review.

Begin with the landfall, chart and undertaking on folios 2 to 4. Continue the account and history as events occur. Complete the closing account at the end. Printing quantities and the opening route are on folio 1a. A charter, flag, formal budget and fuller products follow the keeper's selection and the country's circumstances.

A working sketch can suffice before scale matters. A short closing account can explain what happened in the country. Formal map mathematics, writing for a specified role, audience, form and subject, constitutional ratification and historical research carry the requirements of their selected commissions.

FIND A COMMISSION BY FIELD

Letters and literature / Languages and speaking
History and media / Government law and diplomacy
Economics and enterprise / Geography community and food
Mathematics and statistics / Science and environment
Engineering / Computing
Health and social inquiry / Philosophy arts and redesign



Japanese writing box with pine, camellia and bamboo · 1400s
clevelandart.org/art/1969.124

Open a commission and bring back its findings

Set the required evidence before work begins and carry the answer into the next decision

Begin with a matter before the country or a selected standing question. Identify who needs the findings and the decision they can inform. Enter the sender, recipient, due time and related record on the sheet.

Check the enclosure before issuing the commission. Mark the papers and materials ready or still to obtain, naming any missing item. Supply the required readings, information cards, equipment, data and necessary prior knowledge before the affected work begins. A source link identifies material to obtain and check.

Mark the main, limited or fuller request being assigned and enter any agreed changes in Scope. The limited and fuller versions vary the main task. Identify the instructions and evidence actually required. Choose inquiry depth separately through the evidence available and the support needed. Keep custom scopes explicit.

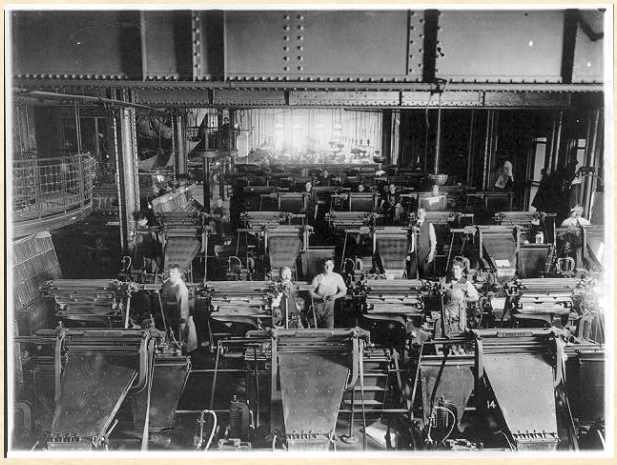
Enter the return form and individual evidence required. Return the work with the commission sheet in that form. A country can submit one shared product while each contributor retains the draft, calculation, annotation or explanation required for their part. Keep any individual requirement already stated in the selected request.

Keep evidence at its actual scale. Identify real observations, researched evidence, model assumptions and invented case data. Hear the explanation and developed answer before confirming consequences through A established conditions, B chance with justified modifiers, C quality of explanation or their agreed combination. Review the required evidence independently of the country's outcome.

Choose inquiry depth within the assigned version

Inquiry depth	Work required
Brief application	Apply a specified concept to a current question using a concise explanation, calculation, diagram or performance.
Supported investigation	Examine supplied evidence, compare approaches and revise a recommendation after a relevant question.
Extended inquiry	Develop a research question, gather appropriate evidence, defend a conclusion and explain its limits.

These original country requests adapt published activities. Consult the linked source for its texts, data and procedures and preserve its context and reuse terms. The keeper's review states checks on the evidence. Conditions needed before work begins belong with the supplied papers and task instructions.



Linotype machine, New York World printing room · 1909
www.loc.gov/item/2004667832

Requests for matters arising

Choose a request when the country has a particular question to investigate or a decision to make

Situation	Files	Reason to open a request
Information instructions and disputed records	008 016 019 024 025 028 030 120	Someone needs instructions, an explanation, reliable information or an investigation of a claim.
Government rights and public decisions	026 031 032 033 034 035 036 037 038 039	Authority, rights, representation or responsibility becomes disputed or changes.
Diplomacy and agreements	002 040 041 042 043	Countries seek cooperation, negotiate terms or address a failed agreement.
Economic policy and trade	044 045 047 049	A budget, exchange, price policy or contribution arrangement needs a justified decision.
Enterprise and working arrangements	050 051 052 053 054 055	An enterprise is proposed, production encounters difficulty or working arrangements become contested.
Mapping settlement and food planning	058 060 061 062 063 064	A proposal depends on location, distance, population needs, supplies or land use.
Community services and access	065 066 067 068 109	Service demand, reception, access requirements or information collection needs investigation.
Population estimates routes risk and correspondence	069 070 071 072 073	A decision requires an estimate, forecast, itinerary, risk comparison or confidential communication.
Scientific and environmental investigations	074 075 076 077 078 079 080 081 082 083 084 085	An observation, development or environmental problem requires evidence about its mechanism.
Engineering commissions	086 087 088 089 090 091 092 093 094 095 096 097	A country proposes construction, protection, transport, treatment or another intervention.
Operational computing	098 100 101	A project needs monitoring, organised records, an evidence query or dispatch protocol.
Health and emergencies	102 103 104	An introduced health problem or established hazard requires investigation or preparation.

Use or adapt a request for the institutions, technologies and hazards the country has established or proposes to introduce. Confirm a new circumstance before treating it as present. An election needs agreed electoral arrangements, and a workplace negotiation needs the relevant parties. A scientific case can remain a standing comparison where its researched setting differs from the country's circumstances.



A builder of boats · c. 1904
clevelandart.org/art/1972.905

Standing studies and creative commissions

Choose the studies needed for the gathering and retain access to every other commission

Purpose of standing study	Files
Literature and writing	001 003 004 005 006 007 009 010 011 012
Language practice	013 014 015 017 018
Historical inquiry and representation	020 021 022 023 027 029
Economic concepts and comparative experiments	046 048 056 057
Geographical comparison	059
Computing and simulation design	099
Social research methods	105 106 107 108
Philosophical inquiry and redesign	110 111 112 113 114
Cultural and artistic projects	115 116 117 118 119

Placement shows the usual reason for opening a commission. A cultural request can call upon an arts study when the need arises. Newspaper production can become a continuing commission. Work on scale can be commissioned before distances govern a proposal.

An extended sequence of meetings can draw from both registers. Set the required texts, concepts and evidence for that sequence. The reference papers retain comparisons with published curricula and the requirements of each field.

If a storm damages an established harbour, one working party could investigate erosion while another prepares a budget revision. A third could examine responsibility, investigate news coverage or test a replacement structure. Each uses the same dated chart and confirmed report. The Keeper selects the work and confirms consequences from the circumstances and explanations.

Find a commission by its number

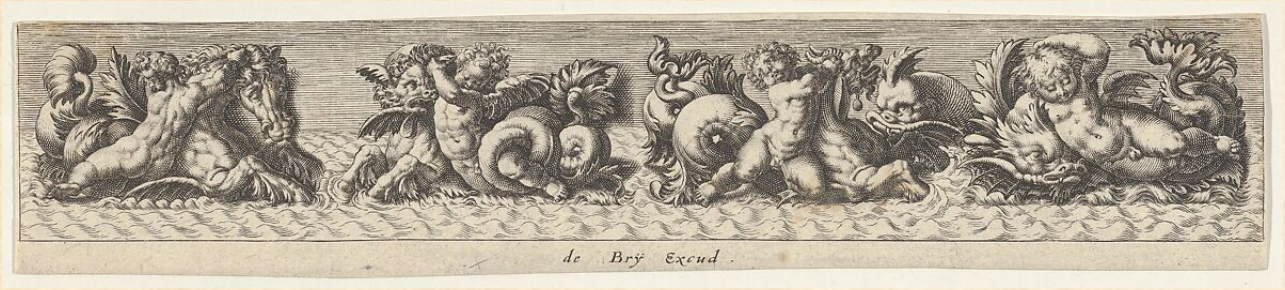
Each field index links to the full commission and its page. Requests are available when their particular need arises. Standing studies become required only for those named to undertake them. Each commission can circulate on its own once the relevant records, source materials and necessary support are supplied.



Lafond and Cherfils examining a painting · c. 1878–80
clevelandart.org/art/1958.25

English and literature

Choose a commission and prepare the records sources and materials needed for its work



Sea monsters [C11]

ID	Occasion	Commission	Page
001	Study	Writing for a particular reader	85
002	Arising	A reasoned request	86
003	Study	Reporting what happened	87
004	Study	A story grounded in history	88
005	Study	Checking history in a story	89
006	Study	Several forms for one enquiry	90
007	Study	Making a poem from selected language	91
008	Arising	Instructions another person can use	92
009	Study	A society examined through literature	93
010	Study	A review supported by evidence	94
011	Study	A picture book for younger readers	95
012	Study	A complete story in fifty words	96

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Courtesan reading a letter · early 1800s
clevelandart.org/art/1985.261

Oral language and ESL

Choose a commission and prepare the records sources and materials needed for its work

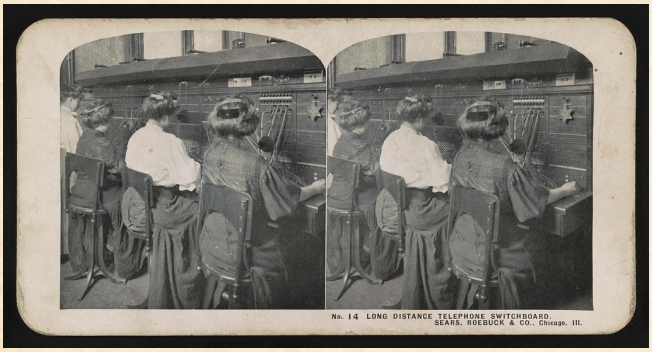


Fleet at sea [C10]

ID	Occasion	Commission	Page
013	Study	Completing the missing information	97
014	Study	Reconstructing an oral report	98
015	Study	Relaying a notice accurately	99
016	Arising	Questions for a public reply	100
017	Study	Preparing to negotiate	101
018	Study	Describing a place through a guided tour	102

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Long-distance telephone switchboard · 1900–1910
www.loc.gov/item/2017651466



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59

History and media

Choose a commission and prepare the records sources and materials needed for its work



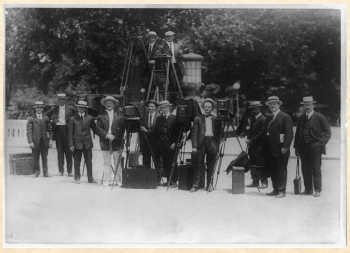


The Approach of the British Pirate Alabama [C12] · Captain Worley, an advertising card [C13]

ID	Occasion	Commission	Page
019	Arising	Reading a record closely	103
020	Study	Preserving a participant account	104
021	Study	Historical research	105
022	Study	Historical commemoration	106
023	Study	Political cartoons	107
024	Arising	Investigating propaganda	108
025	Arising	Checking a disputed claim	109
026	Arising	Who owns the media	110
027	Study	Documentary photo essay	111
028	Arising	Tracing an object	112
029	Study	Connecting events through evidence	113
030	Arising	Recognising sponsored messages	114

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



News photographers with their cameras · 1909–1932
www.loc.gov/item/89713382

Government law and diplomacy

Choose a commission and prepare the records sources and materials needed for its work

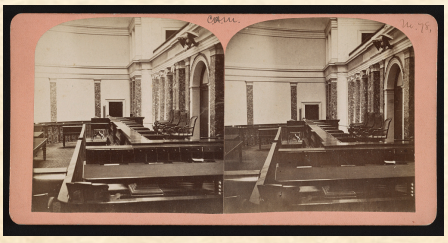


Fleet at sea [C10]

ID	Occasion	Commission	Page
031	Arising	Considering a country charter	115
032	Arising	A public policy portfolio	116
033	Arising	An election campaign	117
034	Arising	A civil hearing	118
035	Arising	Drafting a proposed law	119
036	Arising	Examining a rights dispute	120
037	Arising	Planning civic action	121
038	Arising	A community hearing	122
039	Arising	Mapping responsibilities	123
040	Arising	Preparing a diplomatic position	124
041	Arising	A resolution for shared action	125
042	Arising	A mediated settlement	126
043	Arising	Negotiating between countries	127

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Supreme Court room, Washington, D.C. · 1867–1871
www.loc.gov/item/2017657059

Economics and enterprise

Choose a commission and prepare the records sources and materials needed for its work





The Launch of a Ship [C09] · The Ship John W. Brewer [C05]

ID	Occasion	Commission	Page
044	Arising	Revising the country budget	128
045	Arising	A trade proposal worth accepting	129
046	Study	Investigating prices through an auction	130
047	Arising	Examining a proposed price control	131
048	Study	Comparing policies through stated aims	132
049	Arising	Deciding how contributions are shared	133
050	Arising	Testing the organisation of production	134
051	Arising	Choosing the ownership of an enterprise	135
052	Arising	Calculating a workable price	136
053	Arising	A plan for an enterprise	137
054	Arising	A pitch for a particular audience	138
055	Arising	Negotiating working arrangements	139
056	Study	Investigating shared contributions	140
057	Study	Investigating a shared fishery	141

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



The Old Market, Cleveland · 1920
clevelandart.org/art/1920.279

Geography community and food

Choose a commission and prepare the records sources and materials needed for its work



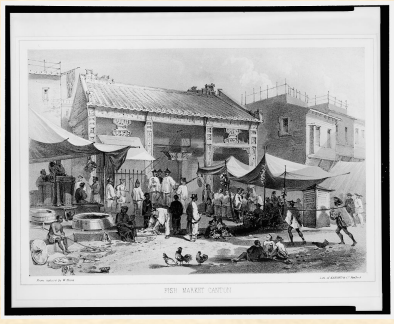


Nassau [C14] · Maine Coast [C15]

ID	Occasion	Commission	Page
058	Arising	Checking the scale of a chart	142
059	Study	Learning from an actual island	143
060	Arising	Choosing a site for a proposal	144
061	Arising	Population pyramids	145
062	Arising	Food origins and trade dependencies	146
063	Arising	Responsible tourism itinerary	147
064	Arising	Food and crop plan	148
065	Arising	Newcomer household support budget	149
066	Arising	Welcoming event and orientation	150
067	Arising	Service access documentation audit	151

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Fish market, Canton · 1856
www.loc.gov/item/2004673336

Mathematics and statistics

Choose a commission and prepare the records sources and materials needed for its work





Astrolabe [C01] · Compass dial [C02]

ID	Occasion	Commission	Page
068	Arising	Community consultation survey	152
069	Arising	Capture and recapture estimation	153
070	Arising	Population growth modelling	154
071	Arising	Constrained route planning	155
072	Arising	Insurance risk analysis	156
073	Arising	Cipher design and testing	157

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



U.S. Geological Survey measuring a baseline, New Mexico · 1883
www.loc.gov/item/2009633602

Science and environment

Choose a commission and prepare the records sources and materials needed for its work





Shell [C08] · An Eruption of Vesuvius [C16]

ID	Occasion	Commission	Page
074	Arising	Food web model	158
075	Arising	Estuarine water quality investigation	159
076	Arising	Biodiversity field study	160
077	Arising	Plant light response investigation	161
078	Arising	Building energy audit	162
079	Arising	Food waste audit	163
080	Arising	Ocean and coastal acidification	164
081	Arising	Reading sea level trends	165
082	Arising	Investigating a hot settlement	166
083	Arising	Following water through a settlement	167
084	Arising	Negotiating a shared climate response	168
085	Arising	Locating a recorded earthquake	169

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Studies of insects · c. 1665–1727
clevelandart.org/art/2022.9

Engineering

Choose a commission and prepare the records sources and materials needed for its work





The Launch of a Ship [C09] · Maliseet canoe model [C17]

ID	Occasion	Commission	Page
086	Arising	Designing a home for flood conditions	170
087	Arising	Comparing water filters	171
088	Arising	Building a floating garden	172
089	Arising	Making wind do useful work	173
090	Arising	Testing a coastal barrier	174
091	Arising	Comparing spill cleanup methods	175
092	Arising	Designing a cargo boat	176
093	Arising	Building a bridge model	177
094	Arising	Testing a structure under shaking	178
095	Arising	Making a solar cooker	179
096	Arising	Comparing insulating materials	180
097	Arising	Moving produce across difficult terrain	181

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Building an elevated railway bridge, Paris · 1888
clevelandart.org/art/1980.289

Computing

Choose a commission and prepare the records sources and materials needed for its work

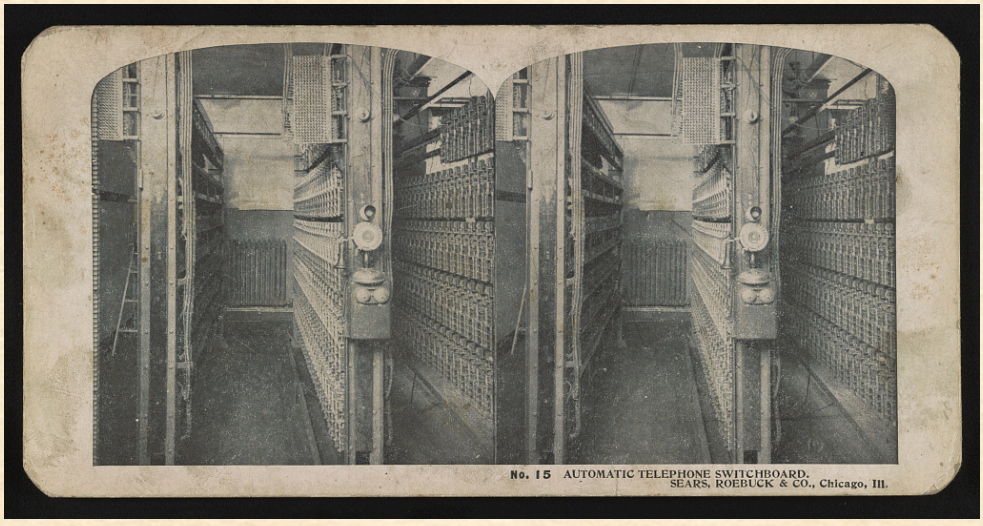
ID	Occasion	Commission	Page
098	Arising	Coding a soil moisture investigation	182
099	Study	Changing an ecosystem simulation	183
100	Arising	Building a queryable country record	184
101	Arising	Network routing and deadlock	185

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Census tabulating machines · 1909–1940
www.loc.gov/item/2016823353



Automatic telephone switchboard · 1900–1910
www.loc.gov/item/2017651467

Health and social inquiry

Choose a commission and prepare the records sources and materials needed for its work

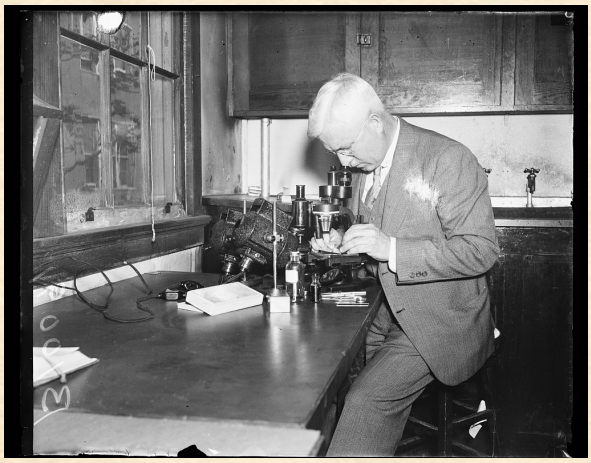


An Eruption of Vesuvius [C16]

ID	Occasion	Commission	Page
102	Arising	Outbreak investigation	186
103	Arising	Public health ethics hearing	187
104	Arising	Emergency preparedness plan	188
105	Study	Naturalistic observation	189
106	Study	Ethnographic field notes	190
107	Study	Material culture interpretation	191
108	Study	Memory demonstration and design critique	192
109	Arising	Privacy and personal information	193

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions

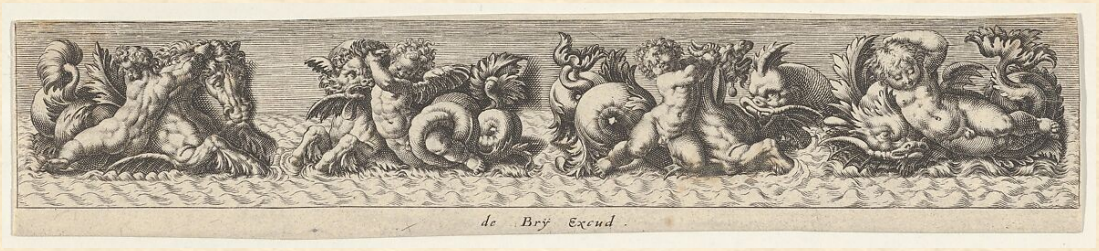


A man using a microscope in a laboratory · 1936
www.loc.gov/item/2016882745

Philosophy arts and redesign

Choose a commission and prepare the records sources and materials needed for its work





Dutch Ship [C07] · Sea monsters [C11]

ID	Occasion	Commission	Page
110	Study	Environmental ethics enquiry	194
111	Study	Identity and continuity	195
112	Study	Ethics Bowl deliberation	196
113	Study	Writing an ethical case	197
114	Study	Model redesign	198
115	Study	National emblem or currency design	199
116	Study	Thematic art exhibition	200
117	Study	Literary monument design	201
118	Study	Sea soundscape composition	202
119	Study	Dramatic tableau	203
120	Arising	Public service announcement	204

Each commission states what to return. Mark the assigned main, limited or fuller request and enter any agreed changes in Scope. Enter the return form and individual evidence required, then check the enclosure. The keeper reviews the work using the notes below the request. The separate lower panel holds keeper review and teaching sources.

Return to the register of commissions



Portrait of a family playing music · 1663
clevelandart.org/art/1951.355

COMMISSION 001 / STANDING STUDY / CORRESPONDENCE

Writing for a particular reader

Choose a voice and purpose for a country document



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59



A Ship at Sea [C03]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An established country account or event. A chosen writer and intended reader. The document form selected by the keeper.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose someone who has a reason to write about an established event in your country. Decide who will read the document and what its writer wants that reader to understand or do. Use details from the account, map or confirmed records to make the situation clear. Write in a form that suits the purpose, keeping the writer's knowledge consistent with what they could know. Read your draft as its intended recipient and identify a passage that needs clearer explanation. Revise that passage, then explain how your choices of voice and form help this particular document do its work.

Submit the finished document and a short explanation naming its writer, reader and purpose. Identify the country records you used and show one revision that improved its communication.

[ ] Limited commission. Use an existing short country document and explain one revision made for its particular reader and purpose.

[ ] Fuller commission. Write two accounts for different readers, then compare how the same established facts require different explanations and forms.

KEEPER'S REVIEW

The source identifies role, audience, format and topic as writing choices. Apply them to documents the country needs. Keep the first landfall in its actual authors' own words. Review purpose, relevant detail and consistency of perspective. A writer's assigned position does not establish the actual author's beliefs.

Next entry. Give the document to its intended recipient. Their response can follow its actual request, information or warning under the keeper's confirmation.

REFERENCE WORK CONSULTED

Using the RAFT Writing Strategy

Writers consider their role, audience, format and topic, compose responses from different perspectives and discuss how those choices shape communication.

https://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 002 / MATTER ARISING / CORRESPONDENCE

A reasoned request

Develop a persuasive letter or recorded policy address

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A request arising from current country circumstances. Evidence and records relevant to the request. A letter format or optional recording device.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Identify a person or group whose decision could affect a current need in your country. State precisely what you are asking them to consider and explain why the request matters now. Find relevant support in country records and any real sources the keeper requires. Develop your strongest reasons, considering an objection the recipient could reasonably raise. Write a letter or script a spoken address in language suited to that audience. Ask a partner to identify what they would still need to know before agreeing. Revise your argument so its evidence, requested action and answer to the objection are easy to follow.

Submit the letter or recording with its script, attributed supporting sources and a brief note explaining a revision prompted by the reader's or listener's questions.

[ ] Limited commission. Present one clear request with supporting evidence and answer a single relevant objection in writing or orally.

[ ] Fuller commission. Research competing approaches and produce revised written and recorded versions, explaining how each addresses its audience and medium.

KEEPER'S REVIEW

The published lesson develops researched persuasive speaking through a podcast. This country letter adapts it to writing. Review reasons, evidence and awareness of the recipient. The request must be feasible under current circumstances. Acceptance remains open to negotiation and the keeper's confirmation.

Next entry. Deliver the request to the relevant party. Preserve their actual acceptance, refusal or counteroffer and record only the terms subsequently confirmed.

REFERENCE WORK CONSULTED

Creating a Persuasive Podcast

Source audience Grades 6 to 10

Students research an issue, develop an opinion script and create a short persuasive podcast that applies speaking, research and argument skills.

https://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Courtesan reading a letter · early 1800s
clevelandart.org/art/1985.261

COMMISSION 003 / STANDING STUDY / CORRESPONDENCE
EDITORIAL REQUEST

Reporting what happened

Produce an edited newspaper account for country readers

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____
An event documented in the country. Available records and willing interviewees. Paper or a document editor.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose an event your readers need to understand and list the questions your report must answer. Examine the available records and interview people who can explain different parts of what happened. Keep direct observations, quoted statements and your own interpretation distinguishable in your notes. Write an opening that communicates the most important established information, then develop the account with relevant details and attributed explanations. Give the article a headline and choose any image or caption carefully. Exchange drafts with an editor who checks accuracy, attribution and unanswered questions. Revise before assembling the newspaper or publishing the selected article for its readers.

Submit the edited article or newspaper, reporting notes and source list. Show an accuracy correction or explain how you resolved an important question during editing.

[ ] Limited commission. Write one news article from a small set of confirmed records and complete a partner accuracy check.

[ ] Fuller commission. Produce a newspaper issue with differentiated sections, editorial decisions and an explanation of how its organisation serves intended readers.

KEEPER'S REVIEW

The source supplies article formats, reporting guidance, feedback and assessment materials. A continuing country newspaper needs a publication frequency selected by the keeper. Review reporting and editing separately from the country's fortunes. Identify opinion pieces and staged images, retaining uncertainty wherever the evidence remains incomplete.

Next entry. Distribute the finished report to the readers entitled to receive it. Later responses can address the information and attributed claims it actually contains.

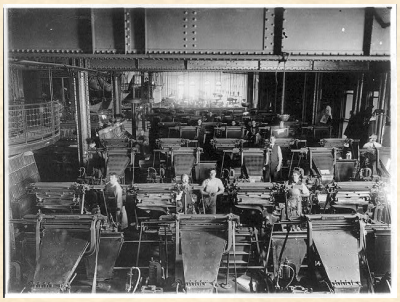
REFERENCE WORK CONSULTED

Creating a Classroom Newspaper

Students examine newspaper features, write and edit articles, apply reporting guidance and arrange their work into a published classroom newspaper.

https://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-newspaper

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____



Linotype machine, New York World printing room · 1909
www.loc.gov/item/2004667832

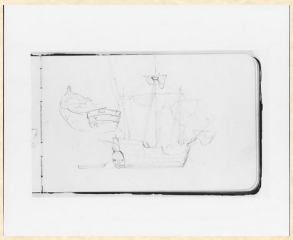
COMMISSION 004 / STANDING STUDY / CORRESPONDENCE

A story grounded in history

Research a real setting before writing historical fiction



A Scientist Seated at a Desk by Candlelight · 1755
clevelandart.org/art/2023.1



Ship and rowboat study [C06]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A suitable historical novel or selected passages. Reliable sources about its real historical setting. An approved question connecting the reading with the country.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Select a real historical setting connected to the question under inquiry. Read the selected fiction and investigate details that a character in that setting would encounter. Keep notes separating historical evidence from possibilities you are inventing. Develop a character with a clear purpose and a difficulty shaped by the researched circumstances. Write a story in which the character acts, encounters a consequential choice and experiences a plausible result. Ask a reader to identify a detail that needs stronger historical support. Revise your narrative and add a note explaining which features come from sources and which belong to your fiction.

Submit the historical story, a character sketch, research notes and a source list. Include an author's note identifying a significant supported detail and an important invention.

[ ] Limited commission. Write one researched scene and annotate the evidence supporting its setting, separating that evidence from invented dialogue or action.

[ ] Fuller commission. Develop a longer narrative with several consequential choices and a commentary addressing historical perspective, source limits and important revisions.

KEEPER'S REVIEW

The original unit combines historical novels, research, character development and original fiction. Keep inquiry into an actual historical setting distinct from an Archipelagos story drawn from its country records. Review how research constrains the story and how the writer distinguishes documented circumstances from invented actions and characters.

Next entry. A relevant historical comparison can inform discussion of the country's choices. The story itself adds no facts to the country's record.

REFERENCE WORK CONSULTED

Traveling the Road to Freedom Through Research and Historical Fiction

Source audience Grades 6 to 8

Students read historical fiction, research historical perspectives and circumstances, develop a character and produce an original narrative grounded in that research.

https://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 005 / STANDING STUDY / CORRESPONDENCE

Checking history in a story

Compare a historical narrative with nonfiction evidence

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An age appropriate historical story. Reliable nonfiction about the same setting or event. A comparison sheet or ordinary paper.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the selected historical story and choose details that seem important to its account of an epidemic or other event. Turn those details into questions you can investigate in nonfiction sources. Record what each source actually supports, including any information that remains uncertain. Compare the story's treatment of people, circumstances and events with the evidence you found. Explain how an invented character or scene might help tell a story while still requiring careful historical checking. Write a reflection using particular passages and findings. Review one conclusion with a partner and revise it if your evidence supports a narrower or different claim.

Submit a comparison record with story passages, nonfiction findings and their sources, followed by a reflection explaining what the investigation established and what remains uncertain.

[ ] Limited commission. Investigate two consequential details from a short passage and explain what reliable nonfiction supports about each one.

[ ] Fuller commission. Compare more than one fictional treatment and discuss how their different narrative choices shape a reader's understanding of the same history.

KEEPER'S REVIEW

The published lesson uses historical fiction about epidemics and nonfiction research. Historical inquiry retains the selected real setting and appropriate sources. Keep literary invention, historical evidence and the country's own record separate. Review the quality of comparison and justified conclusions without forcing every detail into a simple true or false category.

Next entry. Use a supported historical comparison to question a proposed response or explanation in the country, while preserving the limits of the comparison.

REFERENCE WORK CONSULTED

Looking for the History in Historical Fiction: An Epidemic for Reading

Source audience Grades 3 to 5

Students read historical fiction concerning epidemics, investigate related nonfiction and write a reflection distinguishing researched history from a story's invented elements.

https://www.readwritethink.org/classroom-resources/lesson-plans/looking-history-historical-fiction

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Articles of Glass, an early photograph · 1844
clevelandart.org/art/1992.121

COMMISSION 006 / STANDING STUDY / CORRESPONDENCE

Several forms for one enquiry

Connect different genres through a shared literary question

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An assigned novel or substantial literary text. Reading notes and relevant country records. A keeper selected set of genres.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a question about the assigned text that can connect meaningfully with a contested event in the country. Gather passages and reading notes that support different parts of your interpretation. Plan several pieces in different forms, giving each one a purpose within the whole enquiry. A diary, letter or report should reveal something its chosen form can communicate clearly. Write connecting commentary that explains how the pieces relate to the literary evidence and to one another. Ask a reader to identify a connection that is difficult to follow. Revise the sequence and commentary so the final dossier develops a coherent interpretation.

Submit the linked pieces, connecting commentary and references to the studied text. Identify your individual contribution and explain a revision that strengthened the dossier's overall interpretation.

[ ] Limited commission. Connect two contrasting forms through one literary question and a short commentary grounded in particular passages from the text.

[ ] Fuller commission. Develop a broader dossier with competing perspectives, sustained commentary and an account of how sequencing changes the reader's interpretation.

KEEPER'S REVIEW

The original project depends on novel reading, discussion notes, literary analysis and a multigenre presentation. Literary inquiry retains textual evidence. Country records can supply a comparison question, while the dossier's formats remain parts of one enquiry. Review the coherence of the interpretation and each form's particular contribution.

Next entry. Fictional pieces may enter the country record when authorship and status are clear. Keep literary commentary for readers' discussion and the keeper's review.

REFERENCE WORK CONSULTED

Weaving the Multigenre Web

Source audience Grades 9 to 12

After reading and discussing a novel, students analyse literary elements and connect several writing genres in a coherent multigenre presentation.

https://www.readwritethink.org/classroom-resources/lesson-plans/weaving-multigenre

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

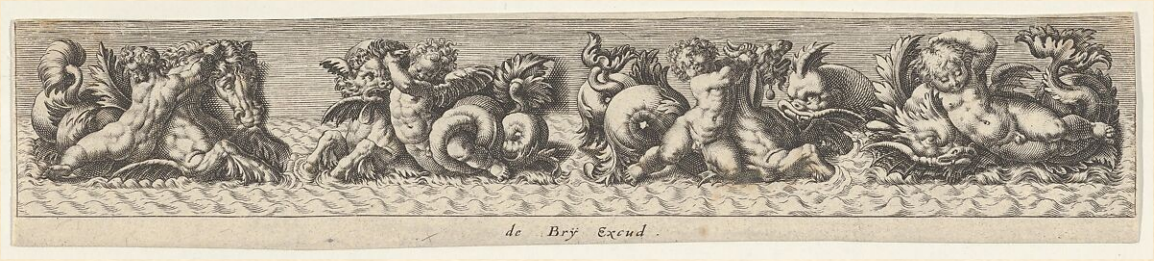


Japanese writing box with pine, camellia and bamboo · 1400s
clevelandart.org/art/1969.124

COMMISSION 007 / STANDING STUDY / CORRESPONDENCE

Making a poem from selected language

Explain how selection and structure shape a poetic response



Sea monsters [C11]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An attributed descriptive passage or country record. A studied poem for the parallel variation. A record of the language selected.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the selected passage closely and identify words or phrases that communicate a place, event or perspective strongly. Choose language for a found poem and arrange it into lines that develop a particular impression. Keep a record of where the selected words came from and follow the keeper's rules about changing or adding language. Read the poem aloud, listening for the effect of its sequence and line breaks. Alternatively, write a parallel poem using the structure of the studied model. Add a commentary explaining one important selection or structural choice, then revise after a reader describes the impression your poem creates.

Submit the poem, its source attribution and a marked record of selected language or the structural model. Explain how a revision changed its emphasis or effect.

[ ] Limited commission. Create a short found poem from one attributed passage and explain one line break or selection that changes emphasis.

[ ] Fuller commission. Produce contrasting poetic treatments of the same material and compare how selection, arrangement and perspective produce different interpretations.

KEEPER'S REVIEW

The source includes found poetry assembled from descriptive passages and original parallel poems following a model's line structure. Select one variation for this commission. Review close reading, purposeful arrangement and explanation of form. Keep transformed language identifiable as a poem rather than an unchanged quotation or neutral report.

Next entry. A poem can be shared as an attributed cultural work or response to an established event, without changing the factual record of that event.

REFERENCE WORK CONSULTED

Found Poems/Parallel Poems

Source audience Grades 6 to 8

Students select language from descriptive passages for found poems and create original parallel poems using the line structure of a studied model.

https://www.readwritethink.org/classroom-resources/lesson-plans/found-poems-parallel-poems

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 008 / MATTER ARISING / CORRESPONDENCE

Instructions another person can use

Write a clear procedure for an established task

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A real demonstrated process or agreed country procedure. An intended reader with a practical need. Materials needed to check the instructions.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a process that another person genuinely needs to follow. Identify what the reader must know, have or prepare before beginning. Watch or perform the process carefully and record its actions in a workable order. Write instructions that explain important decisions and include measurements or labelled drawings where they help. Use precise words for objects and locations so the reader can identify them. Give the draft to someone who can try the procedure or explain how they would follow it. Notice where they hesitate or need information. Revise the instructions and explain how your changes make the procedure easier to carry out.

Submit the revised procedure with necessary diagrams, preparation requirements and a short record of the reader's questions. Explain one change made after checking its usability.

[ ] Limited commission. Explain a short established procedure and revise it after one reader identifies missing information or an unclear instruction.

[ ] Fuller commission. Develop a fuller manual with labelled diagrams, alternative conditions and troubleshooting guidance grounded in actual tests or confirmed procedures.

KEEPER'S REVIEW

The original lesson studies manuals and publishes how to writing for a real future audience. Reader testing is added in this adaptation. Review completeness, sequencing and clarity through an actual known procedure. Describing a machine does not establish that the country possesses it or can build it with its confirmed means.

Next entry. Give the instructions to their intended recipient. Their use may reveal a question or support an undertaking after the keeper's confirmation.

REFERENCE WORK CONSULTED

How-To Writing: Motivating Students to Write for a Real Purpose

Source audience Grades 3 to 5

Students examine manuals, develop how to essays for an actual future readership and publish explanations intended to serve a practical purpose.

https://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



A builder of boats · c. 1904
clevelandart.org/art/1972.905

COMMISSION 009 / STANDING STUDY / CORRESPONDENCE

A society examined through literature

Design and critique institutions through a studied utopian text

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Selected utopian literature. The country's founding aims and established arrangements. Paper or an ordinary document editor.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the assigned utopian work and identify a question it raises about organising a society. Use particular passages to explain how the text presents its institutions and their consequences. Develop a prospectus for your country's proposed arrangements, connecting each important choice with an aim and a workable means of pursuing it. Explain who would make decisions, who would be affected and where disagreement could arise. Ask another group to question one arrangement using the literary evidence and the circumstances of your country. Revise your prospectus, then reflect on what a later country event reveals about the relationship between your aspirations and their operation.

Submit the prospectus, references to the literary text, received peer questions and a reflection explaining a revision or an unresolved difficulty in the proposed arrangements.

[ ] Limited commission. Examine one institution in the studied text and defend a proposed country arrangement through a passage and a specific objection.

[ ] Fuller commission. Develop connected institutional choices and revisit the prospectus after several events, analysing the assumptions and consequences that became visible.

KEEPER'S REVIEW

The source combines utopian literature, society design, peer response and reflection, with a paper alternative to blogging. Retain literary study and critique in the inquiry. Institutional proposals await a confirmed country decision. Review explanations and responses to objections without favouring a political or economic label.

Next entry. Bring a particular institutional proposal to the relevant country decision. Record what is adopted, amended or deferred rather than treating the prospectus as automatically enacted.

REFERENCE WORK CONSULTED

Blogtopia: Blogging about Your Own Utopia

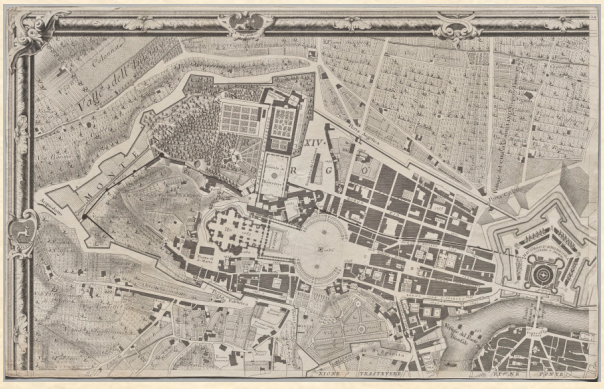
Source audience Grades 9 to 12

Students study utopian literature, design a society, present its habits and institutions, respond to peers and reflect on their proposed utopia.

https://www.readwritethink.org/classroom-resources/lesson-plans/blogtopia-blogging-about-your

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

COMMISSION 010 / STANDING STUDY / CORRESPONDENCE

A review supported by evidence

Recommend and contextualise a text for country readers

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A selected book and reading notes. Reliable sources for contextual annotations. A chosen readership.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the chosen book and keep notes on passages that matter to your judgment of it. Decide which readers might find the book useful or interesting and develop a clear recommendation for them. Support that recommendation through particular features of the writing, using enough plot information to explain your reasons. Choose references or contextual details that require research and prepare accurate annotations explaining them. Discuss your draft with another reader who can question its evidence and intended audience. Revise the review so its reasons form a connected judgment, then check that each annotation adds relevant, sourced information rather than repeating the review.

Submit the evidence supported review and researched annotations with sources. Identify each member's contribution where work is shared and explain one change made after discussion.

[ ] Limited commission. Review a short selected text using two relevant passages and add one researched annotation that helps its intended readers.

[ ] Fuller commission. Compare possible reading selections and defend a library recommendation through fuller criticism, contextual research and consideration of an alternative judgment.

KEEPER'S REVIEW

The published lesson combines literature circle work, a group review and individually researched annotations. Use an ordinary document instead of dated web authoring instructions. Review the defended judgment, textual references and relevance of contextual research. A review should explain why a text serves its readers through particular evidence from the book.

Next entry. A country library or reading group can consider the recommendation. Any decision to acquire, circulate or discuss the book remains with the relevant participants.

REFERENCE WORK CONSULTED

Book Reviews, Annotation, and Web Technology

Source audience Grades 6 to 8

Literature circle reading and journals lead to an evidence supported group book review, with individual research annotations adding relevant contextual information.

https://www.readwritethink.org/classroom-resources/lesson-plans/book-reviews-annotation-technology

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

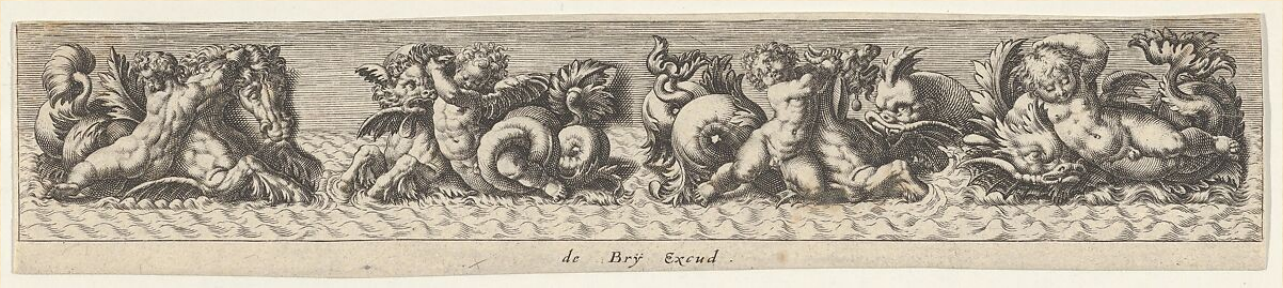


Lafond and Cherfils examining a painting · c. 1878–80
clevelandart.org/art/1958.25

COMMISSION 011 / STANDING STUDY / CORRESPONDENCE

A picture book for younger readers

Develop a story through purposeful relationships between words and images



Sea monsters [C11]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Selected picture books for study. A defined younger readership. Drawing materials or suitable document tools.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Examine the selected picture books and discuss how their words and images share the work of telling a story. Identify the younger readers your book will address and plan a character, setting, difficulty and consequential choice suited to them. Develop an original story connected with the island world, keeping its fictional status clear. Make a storyboard that shows what the reader learns on each spread and how the sequence develops. Present the plan to a partner and ask where the story becomes difficult to follow. Revise the sequence, write and illustrate the pages, then prepare the finished book for its intended audience.

Submit the picture book, storyboard and a short account of revisions. Explain how a particular relationship between text and image helps younger readers understand the story.

[ ] Limited commission. Create and revise one complete short sequence, explaining how its words and images jointly develop the reader's understanding.

[ ] Fuller commission. Produce the complete book with a planned presentation and feedback process suited to its younger readership, followed by a reflection on revisions.

KEEPER'S REVIEW

The source has older writers study and produce picture books for younger audiences. Review story development, text and image relationships, sequencing and revision. An island legend may be invented as literature. A claim that it is an established national tradition requires the keeper's confirmation.

Next entry. Offer the book through a country library, school or cultural exchange if that setting exists or is later established on the record.

REFERENCE WORK CONSULTED

The Children's Picture Book Project

Source audience Grades 9 to 12 producing books for younger readers

Students study picture books, develop and pitch a story, storyboard, write, illustrate, assemble and present an original book for younger readers.

https://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 012 / STANDING STUDY / CORRESPONDENCE

A complete story in fifty words

Edit a mini saga while preserving its decisive events



A ship in a storm [C04]



Woman with a Letter ·
1750–1800
clevelandart.org/art/2017.217

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A short narrative model selected by the keeper. An established event or clearly identified fictional idea. A way to count and revise words.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the selected mini sagas and identify how each gives the reader a situation, a development and an ending within a small space. Choose an established country event or a clearly invented island story and write a first version that makes its decisive action understandable. Edit the narrative to exactly fifty words, keeping the connections a reader needs to follow what happens. Read it to a partner and ask them to retell its main movement. Find a place where your compression caused confusion and revise it. Keep an earlier draft so you can explain which words you removed and why the revised story still works.

Submit the fifty word story, an earlier draft and a short explanation of a consequential edit. Identify whether its events are confirmed country history or literary invention.

[ ] Limited commission. Edit one draft into the required form and explain a single change that preserves an essential narrative connection.

[ ] Fuller commission. Write contrasting versions of one event and analyse how different selections change perspective while preserving the relevant established facts.

KEEPER'S REVIEW

The source teaches creative writing and editing through fifty word mini sagas at B1 level. Preserve that form for this commission. Review intelligibility, narrative development and purposeful editing. A compressed factual account retains important relationships and uncertainty. An invented story remains labelled as fiction.

Next entry. A selected story may become a literary contribution to the country chronicle. Its literary status should remain clear beside the confirmed event records.

REFERENCE WORK CONSULTED

Writing: Mini things

Source audience Age 13 to adults at CEFR B1

Learners read fifty word mini sagas, develop original short narratives and practise creative writing and editing within the specified compact form.

https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/writing-mini-things

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 013 / STANDING STUDY / ORAL REPORT

Completing the missing information

Ask and clarify until a shared task can be completed

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Complementary information prepared from confirmed records. A shared task requiring both contributions. Separate copies and a common recording space.

Before work begins. Prepare complementary information that is accurate and necessary for the task. Keep concealed country information within the access conditions agreed for its recipients.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the information you have been given and identify what you still need to complete the shared task. Your partner or another group holds relevant details that you can obtain through conversation. Prepare questions that request particular information rather than inviting guesses. Listen to each answer and ask for clarification when a word, quantity or connection is uncertain. Record the information in a form both parties can check, then use the combined account to complete the task. Compare your finished record with the supplied information and discuss one misunderstanding you corrected. Explain how your questions or restatements helped the group arrive at an accurate shared understanding.

Submit the completed joint record and a brief individual account of the information you contributed, the specific questions you asked and one clarification that mattered.

[ ] Limited commission. Exchange a small set of missing details and complete one joint record, checking an uncertain answer through clarification.

[ ] Fuller commission. Combine several complementary reports, compare conflicting details and explain the checks used before developing a shared recommendation or plan.

KEEPER'S REVIEW

The source describes an information gap in which communication supplies missing information. Jigsaw reading is a variation for this inquiry. Review questioning, listening, clarification and recording.

Next entry. Use the completed record for the relevant proposal or exchange. A misunderstanding can prompt clarification before a confirmed decision changes the country's circumstances.

REFERENCE WORK CONSULTED

What is an information gap activity?

Learners hold different or incomplete information and communicate with one another to obtain the details necessary to complete a shared task.

https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/d-h/what-information-gap-activity

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Speaker notes



Long-distance telephone switchboard · 1900–1910
www.loc.gov/item/2017651466

COMMISSION 014 / STANDING STUDY / ORAL REPORT

Reconstructing an oral report

Combine listening notes to preserve a message accurately

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A short keeper prepared report. An agreed listening and note taking procedure. Paper for individual notes and group reconstruction.

Before work begins. Select a report whose vocabulary and length suit the listeners. Keep country information within established knowledge permissions.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Listen to the short report first so you can understand its overall subject and purpose. During the next reading, note the words and relationships you need to remember its important information. Work with your group to compare notes and reconstruct a connected version of the report. Discuss uncertain details openly and choose wording that expresses the message as accurately as your evidence permits. When the original becomes available, compare its meaning with your reconstruction and identify an omission or change. Revise your version and explain how the group recovered a relationship, corrected a misunderstanding or improved the language while preserving the original message.

Submit individual listening notes, the group reconstruction and its revision. Explain one difference between the reconstruction and original that changed meaning or required closer attention.

[ ] Limited commission. Reconstruct a short report from notes and explain one meaningful correction after comparison with the original supplied text.

[ ] Fuller commission. Compare independent group reconstructions and analyse how omitted relationships or ambiguous language produced different interpretations of the same report.

KEEPER'S REVIEW

Dictogloss uses listening notes to reconstruct a text's meaning through group discussion. Review understanding, reconstruction and negotiated wording. A reconstructed report from this language exercise requires checking before it becomes an authoritative record.

Next entry. Check against the original and retain an accurate report for permitted recipients. Country action follows the verified message and the keeper's confirmation.

REFERENCE WORK CONSULTED

Dictogloss

Learners listen to a short text, note key language and use their notes collaboratively to reconstruct its meaning in connected writing.

https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/d-h/dictogloss

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Speaker notes



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59

COMMISSION 015 / STANDING STUDY / ORAL REPORT

Relaying a notice accurately

Read remember dictate and check an important message

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A short posted text based on an agreed record. Pairs or small groups. An accessible route between text and recorder.

Before work begins. Select a short text suited to the listeners.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Work with a partner to reproduce the posted notice accurately. One person visits the text, reads a manageable part and returns to dictate what they remember while the other records it. Use a safe walking pace and follow the keeper's movement arrangement. Ask each other to clarify words, spelling or punctuation where needed, then change roles so both people contribute. Continue until you believe the notice is complete. Check your version against the original and mark differences before revising. Discuss which differences could change what a reader understands or does, and explain one technique that helped you relay the message more accurately.

Submit the checked copy of the notice with corrected differences and a short account of how both partners contributed to reading, dictating and recording it.

[ ] Limited commission. Relay a short notice in small sections and check a few differences that could alter its practical meaning.

[ ] Fuller commission. Compare relay strategies or reproduce connected notices, then explain how checking procedures reduce consequential errors in an information chain.

KEEPER'S REVIEW

The source combines reading, remembering, speaking, listening and writing through paired dictation. Walking and seated relays preserve its communication task. Review accuracy and clarification. Check the notice against its authoritative version before anyone relies on its details.

Next entry. Place the corrected notice with the appropriate country records. Its recipient can then respond to the actual information rather than an unchecked relay error.

REFERENCE WORK CONSULTED

Running dictation

Source audience CEFR A2 activity

Partners visit a posted passage, remember sections, dictate them to a recorder, exchange roles and compare their completed text with the original.

https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/pre-intermediate-a2/running-dictation

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Speaker notes



Printing telegraph · c. 1908
www.loc.gov/item/96515694

COMMISSION 016 / MATTER ARISING / ORAL REPORT

Questions for a public reply

Prepare and conduct a press conference about an established decision

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

An established decision or proposed action and a short fact sheet. Model question frames and supported answer vocabulary. A record of questions and responses.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Prepare to question a person or group who can explain an established country decision or current proposal. Read the available records and write questions that seek information your readers or listeners genuinely need. The speakers should prepare from what their roles can know and identify any information they are unable to confirm. During the conference, listen carefully before asking a follow up question so it responds to what was actually said. Keep a clear record of the answers and their attribution. Afterwards, identify a question that remains open and prepare an accurate summary of the information the conference established for its intended audience.

Submit your questions and notes or an agreed recording. Add a short summary showing who said what. Include a useful follow-up question and one question that still needs an answer.

[ ] Limited commission. Prepare a few focused questions and conduct a short exchange, followed by an accurate summary of the answers received.

[ ] Fuller commission. Investigate competing accounts, conduct a fuller conference and prepare a report explaining confirmed information, attributed positions and questions requiring further evidence.

KEEPER'S REVIEW

The original activity practises question forms through brief interviews. Where A2 support is needed, provide question frames, a short decision fact sheet and useful answer vocabulary. Keep turns short. Support follow up questions and the attributed summary. Review preparation, responsive questioning and accurate reporting. Speakers use role appropriate knowledge and identify information they cannot confirm.

Next entry. Circulate the agreed summary to its permitted audience. Follow up an unanswered question through a relevant report, discussion or proposal rather than inventing its answer.

REFERENCE WORK CONSULTED

The press conference

Source audience Age 13 to adults at CEFR A2

Learners prepare general reporter questions, interview people in assigned roles and practise clear question forms through a structured press conference activity.

https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/pre-intermediate-a2/press-conference

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Speaker notes



Newspaper office, Plain City, Ohio · August 1938
www.loc.gov/item/2017731978

COMMISSION 017 / STANDING STUDY / ORAL REPORT

Preparing to negotiate

Clarify interests and develop language for workable exchanges



Jean-Gabriel du Theil at the Treaty of Vienna · 1738–40
clevelandart.org/art/1964.89



Fleet at sea [C10]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A genuine matter for negotiation. Confirmed information about available means and commitments. A partner with a different negotiating role.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the circumstances of the proposed negotiation and distinguish what your party is asking for from the interests that make the request important. Prepare questions that could help you understand the other party's needs and identify information you should clarify before making a commitment. Develop possible offers using means your country actually has or could obtain through an explained arrangement. Rehearse a short exchange in which you ask questions, summarise what you understand and respond to a counteroffer. After the rehearsal, compare each person's understanding of the proposed terms. Revise your language or preparation where the discussion revealed an assumption or misunderstanding.

Submit preparation notes, a record of the rehearsal and revised proposed terms. Explain one clarification that changed your understanding of the other party's position or interests.

[ ] Limited commission. Rehearse one offer and counteroffer, using clarification and a summary to check that both parties understand the proposed terms.

[ ] Fuller commission. Prepare several negotiable variables, conduct a fuller rehearsal and evaluate how language, information and changing priorities affected the possible agreement.

KEEPER'S REVIEW

The source develops negotiation preparation, positions, interests, vocabulary and paired role play at B2 level. Select suitable language support. Review how negotiators ask, clarify and respond independently of agreement. Rehearsed offers remain practice until the parties enter actual country negotiations and confirm their outcome.

Next entry. Use the revised preparation in a later actual negotiation. Preserve the distinction between a rehearsed possibility and terms the countries subsequently accept.

REFERENCE WORK CONSULTED

Negotiations 2: Positions and interests

Source audience Adults at CEFR B2

Learners discuss negotiation preparation, distinguish positions from interests, practise useful language and complete problem solving and paired role play activities.

https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-2-positions-and-interests

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

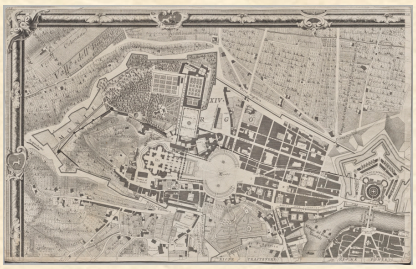
COMMISSION 018 / STANDING STUDY / ORAL REPORT

Describing a place through a guided tour

Help another person imagine a coherent physical setting



Nassau [C14]



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A remembered place or an established country chart. A partner and an accessible working space. A clear distinction between memory and chart based description.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a place you know well or a part of the country already established in its chart and account. Prepare to guide a partner through its physical arrangement using precise descriptions of position, distance, surfaces and noticeable features. Begin from a clear starting point and describe a route whose connections another person can follow. Your partner can ask brief questions when a feature or direction is uncertain. After the tour, ask them to describe or sketch the arrangement they understood. Compare that understanding with your intended setting and revise an unclear part of the description, explaining which words or relationships made the difference.

Submit a short tour plan or record, your partner's reconstruction and a reflection explaining an important clarification. Identify whether the described place was remembered or drawn from the chart.

[ ] Limited commission. Describe one short route and use a partner's sketch or retelling to identify and clarify an uncertain spatial relationship.

[ ] Fuller commission. Develop a longer guided tour with changes of scale and viewpoint, then analyse how descriptive choices shape another person's understanding of the place.

KEEPER'S REVIEW

The original drama activity guides a partner through a remembered physical place using detailed spatial description. An established country location is an adaptation. Adjust movement arrangements to the available space and participants. Review coherent geography and descriptive precision. A vivid description alone does not confirm newly invented terrain or resources in the country.

Next entry. Use a checked description to clarify an established site for another participant. Any genuinely new geographical claim still requires the keeper's confirmation.

REFERENCE WORK CONSULTED

Tour of a Place

Source audience Upper primary and secondary

Partners guide one another through a vividly remembered physical place, describing its arrangement and details while the listener asks brief clarifying questions.

https://dbp.theatredance.utexas.edu/teaching-strategies/tour-place

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 019 / MATTER ARISING / EVIDENCE FILE

Reading a record closely

Interpret a source or agreement through its wording and context

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A selected real primary source or confirmed country document. Its author date and relevant context where known. A focused interpretive question.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read or examine the selected source and record what you can directly observe in its wording, structure or visible features. Identify its author, date, intended audience and circumstances where the evidence permits. Form an interpretation that answers the keeper's question, supporting it through particular details. Separate what the source states from what you infer and identify a question the document cannot answer by itself. Compare another relevant record or contextual source before revising your interpretation. If the source is an agreement, explain which wording establishes a proposed obligation and whose authority would be needed to make that obligation binding in the country.

Submit an annotated source or observation record, a supported interpretation and the contextual sources consulted. Identify an inference, an unresolved question and a revision prompted by comparison.

[ ] Limited commission. Examine a short source, support one interpretation with precise details and identify information needed to answer a remaining question.

[ ] Fuller commission. Compare sources with different authors or purposes and defend an interpretation while addressing conflicting evidence, source limitations and a serious alternative reading.

KEEPER'S REVIEW

The Library of Congress tool organises observation, reflection, questioning and further investigation. Historical inquiry requires an actual historical source in its specific context. Country documents support an adapted close reading inquiry. Distinguish the wording of an agreement, its interpretation and the authority established to enforce it.

Next entry. Present the interpretation to the relevant participants when an agreement or record is disputed. The authorised decision determines its consequence.

REFERENCE WORK CONSULTED

Teacher's Guides and Analysis Tool

Students observe a primary source, reflect on its meaning, formulate questions and pursue further investigation using selected prompts and contextual evidence.

https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes



Illuminated initial from a municipal law book · c. 1330
clevelandart.org/art/1953.637

COMMISSION 020 / STANDING STUDY / EVIDENCE FILE

Preserving a participant account

Plan and document an oral history interview

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A willing real interviewee. Agreed arrangements for notes or recording and use. Background information and prepared open questions.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a willing person who can speak about an actual experience relevant to your enquiry. Read the available background information and prepare open questions that invite detailed accounts without supplying the answers. Agree how the interview will be recorded or noted and how the material may be used. Listen carefully during the conversation and ask follow up questions about particular events, decisions or unclear details. Afterwards, check the accuracy of your notes or transcript and select excerpts that address the enquiry. Introduce the interviewee and context, then explain what their account contributes and which claims would require comparison with another source.

Submit the agreed interview record, prepared questions, contextual introduction and attributed excerpts. Explain a useful follow up question and one limit of the account as evidence.

[ ] Limited commission. Conduct a short agreed interview on one focused experience and introduce a small selection of accurately attributed excerpts.

[ ] Fuller commission. Compare several willing participants' accounts with other records and produce an edited presentation explaining convergences, disagreements and the limits of retrospective testimony.

KEEPER'S REVIEW

The Smithsonian guide supports planning, conducting, documenting and presenting real interviews. Actual participation in Archipelagos can be the interview subject. An invented character's interview remains a fictional rehearsal. Respect the interviewee's agreed recording and use arrangements, preserving their words and uncertainty accurately.

Next entry. An agreed account may enter the country archive with its attribution and status. Participants can compare it with records before drawing further conclusions.

REFERENCE WORK CONSULTED

Smithsonian Folklife and Oral History Interview Guide

Interviewers prepare questions, conduct and document conversations, preserve the material and develop attributed and contextualised presentations of participants' accounts and traditions.

https://museumonmainstreet.org/sites/default/files/Smithsonian%20oral%20history%20guide.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes



A photographer with a camera · 1909–1923
www.loc.gov/item/2016820334

COMMISSION 021 / STANDING STUDY / EVIDENCE FILE

Historical research

Develop a historical argument from evidence and explain its relevance to a country question



Dutch Ship [C07]



Articles of Glass, an early photograph · 1844
clevelandart.org/art/1992.121

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A focused question about a real historical case. Accessible primary and secondary sources. The selected country decision or record.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a question about a real historical event that can help your country examine a current decision. Narrow it to a place, period and issue you can investigate. Read sources that offer different kinds of evidence and record who created each one, when and for what purpose. Develop an answer that explains what happened and why your evidence supports it. Organise your findings as a paper, exhibit, documentary, performance or website chosen with the keeper. Explain which part of the historical case helps you understand your country and which differences limit the comparison. Distinguish the country record from the actual historical evidence gathered for comparison.

Submit a historical argument with attributed evidence and a bibliography. Include a short explanation of the country question, the comparison you made and the important differences between the cases.

[ ] Limited commission. Provide a small source packet and require one supported historical claim with an explanation of its relevance to the country.

[ ] Fuller commission. Add independent source discovery, competing interpretations and a sustained argument whose bibliography explains the contribution of important sources.

KEEPER'S REVIEW

Historical research requires a real question and evidence. Choose a manageable source set and suitable output without importing competition requirements automatically. Review the investigator's argument, contextual understanding and use of evidence. Country records can motivate the inquiry but cannot substitute for evidence about the historical case.

Next entry. Present the relevant finding to the country as advice. The council decides how the comparison affects its proposal under the current circumstances.

REFERENCE WORK CONSULTED

Get Started on Your Project

Source audience Junior division Grades 6 to 8 and senior division Grades 9 to 12

National History Day guides students through historical research and argument, with papers, exhibits, documentaries, performances and websites as alternative forms of presentation.

https://nhd.org/en/contest/get-started/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 022 / STANDING STUDY / EVIDENCE FILE

Historical commemoration

Use a timeline and evidence of significance to justify a commemorative proposal

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Sources about a real historical programme or development. A timeline with attributed evidence. A proposed occasion or purpose for commemoration.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Investigate a real historical development selected with the keeper and construct a timeline of its important decisions and consequences. Choose one event or contribution that you think deserves commemoration. Explain its significance through the people affected, the extent or duration of change and what it helps people understand about the period. Design a commemorative stamp or image and explain how its visual choices communicate your argument. Consider a competing choice and answer the strongest reason for selecting it instead. If your country also wants a commemoration, use this investigation to explain what evidence its own proposed recognition would need.

Submit the sourced timeline, commemorative design and a written justification. Identify your criteria of significance, explain the competing choice and distinguish the researched historical case from any country adaptation.

[ ] Limited commission. Use a supplied timeline and select one event for commemoration, supporting the choice with two relevant pieces of evidence.

[ ] Fuller commission. Research contrasting accounts of significance and explain how the proposed commemoration might be interpreted differently by affected groups.

KEEPER'S REVIEW

The source investigates the Canadian welfare state. Retain that real investigation for Canadian historical inquiry, or choose an appropriate equivalent case. Review the significance argument separately from drawing skill. The country's own commemorative proposal may use confirmed country records, which supply no evidence about Canadian history.

Next entry. Bring the country commemoration to the relevant decision maker. Record the accepted design and any disagreement about what it represents.

REFERENCE WORK CONSULTED

Put Your Stamp on Canada: the Development of the Welfare State

Source audience Grades 10 to 12

Students trace the development of a Canadian social programme and propose a commemorative image, defending the historical significance of the event it represents.

https://historicalthinking.ca/lesson/700

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes

COMMISSION 023 / STANDING STUDY / EVIDENCE FILE

Political cartoons

Interpret a visual argument and create a clearly explained response from another viewpoint

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A political cartoon with reliable contextual information. An established public question or decision. Drawing materials or a suitable digital tool.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Study a political cartoon chosen with the keeper. First describe what you can actually see, including figures, words, symbols and the arrangement of the image. Investigate the event and audience needed to understand it. Explain the position the cartoon appears to advance and identify the visual choices that support your reading. Then select an established question from the country and make a cartoon expressing a particular position on it. Add a commentary explaining your intended audience, the meaning of your symbols and the argument you want readers to consider. Include a possible different interpretation of your image and explain how you would respond.

Submit an analysis of the selected cartoon, your original country cartoon and its commentary. Attribute the source image and separate contextual evidence, interpretation and the choices you made as an artist.

[ ] Limited commission. Analyse one clearly contextualised cartoon and create a labelled thumbnail showing an alternative position on the same country question.

[ ] Fuller commission. Compare cartoons addressing the same issue from different positions and revise the original design after readers explain their interpretations.

KEEPER'S REVIEW

The Library of Congress guide supplies observation, reflection and questioning prompts. Cartoon creation is an adaptation supported by its related lesson. Review contextual interpretation and the visual argument. Explain unfamiliar symbols and distinguish an interpretation from a verified claim about the artist's intention. Artistic polish alone does not establish political understanding.

Next entry. Publish or present the cartoon where its intended audience can encounter it. Any response follows the country's actual institutions and information conditions.

REFERENCE WORK CONSULTED

Teacher's Guide: Analyzing Political Cartoons

The guide supports close observation of political cartoons, interpretation of their context and perspective, and questions that lead to further investigation.

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Political_Cartoons.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes



English elections, a satirical print · 1841
clevelandart.org/art/1943.509

COMMISSION 024 / MATTER ARISING / EVIDENCE FILE

Investigating propaganda

Examine how a public message uses context audience and evidence to advance its purpose





English elections, a satirical print · 1841
clevelandart.org/art/1943.509

The Approach of the British Pirate Alabama [C12]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A selected historical source with appropriate context. A confirmed or introduced country message. Evidence about the message and its circulation.

Before work begins. Preserve the historical specificity of the Holocaust museum materials and choose age appropriate selections. Require analysis and responses without requiring anyone to reproduce hateful propaganda.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Examine the historical material selected by the keeper and identify who produced each message, when it circulated and whom it addressed. Describe its words and images before explaining how they advance a particular purpose. Check which claims can be supported, which depend on omitted context and which questions require more evidence. Record how the historical circumstances matter to your interpretation. Apply the same questions to a country message that has actually been introduced. Prepare a response explaining what its audience can reasonably conclude and what remains uncertain. Support your conclusions with specific details rather than calling every persuasive message propaganda.

Submit an attributed message analysis and a reasoned country response. Include evidence about context and audience, an explanation of the communication choices and the questions your investigation has not resolved.

[ ] Limited commission. Provide one contextualised source and a focused country message, then ask for a short supported analysis of purpose and audience.

[ ] Fuller commission. Compare messages across time or audiences and investigate how distribution, censorship or countercommunication affected their possible reception in the selected case.

KEEPER'S REVIEW

The country comparison is separate and supplies no equivalence between the country's events and the Holocaust. Review explanation through contextual evidence.

Next entry. Send the supported response to its relevant audience. A ruling about the message's consequences must use established country information and circumstances.

REFERENCE WORK CONSULTED

Teacher Guide: Exploring State of Deception

Source audience Adaptable for Grades 7 to 12

Students investigate exhibition materials, examine propaganda's messages and historical context, complete analytical organisers and share interpretations through discussion, reflection and optional extensions.

https://www.ushmm.org/m/pdfs/USHMM-Teacher-Guide-State-of-Deception.pdf

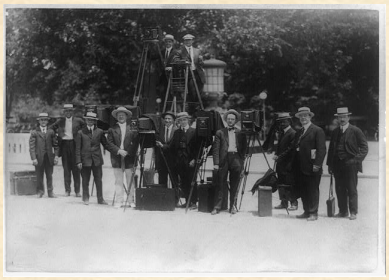
Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 025 / MATTER ARISING / EVIDENCE FILE

Checking a disputed claim

Document the evidence behind a claim and teach another reader how to check it



News photographers with their cameras · 1909–1932
www.loc.gov/item/89713382



The Approach of the British Pirate Alabama [C12]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A checkable external claim related to the current question. Access to relevant original sources. A record of the searches and checks performed.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Select a claim that matters to a current country proposal and identify exactly what would need to be true for the claim to hold. Find the original source where possible and investigate who produced it, what evidence it supplies and whether other reliable sources support the same conclusion. Record each useful check and explain what it established. Distinguish an unsupported claim from one that evidence contradicts. Prepare a concise finding for the country and a short guide showing another reader how to repeat an important check. If the disputed statement concerns country events, examine their actual records and seek necessary confirmation from the keeper.

Submit the original claim, a verification log, the sources used and a bounded conclusion. Add a brief peer guide that demonstrates a checking technique through the evidence you actually examined.

[ ] Limited commission. Provide a focused claim and two candidate sources, requiring an explained source check and a carefully bounded finding for the country.

[ ] Fuller commission. Investigate the claim's original context and later circulation, then test whether another investigator can repeat the verification using the guide.

KEEPER'S REVIEW

The source includes authentication practice and a media product teaching peers a verification tactic. Review the evidence trail, not the number of links. External information requires external checks. Country claims require country records. A missing source or unsuccessful search does not by itself establish that a statement is false.

Next entry. Attach the finding to the proposal or report it concerns. Identify what the evidence changes before the keeper confirms any consequence.

REFERENCE WORK CONSULTED

Reality Check: Authentication 101

Source audience Grades 9 to 12

Students evaluate information reliability, practise authentication techniques and create a media product that teaches other people a useful way to verify information.

https://mediasmarts.ca/teacher-resources/reality-check-authentication-101

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 026 / MATTER ARISING / EVIDENCE FILE

Who owns the media

Compare ownership arrangements and defend a decision through evidence about power and representation

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A real media ownership case and dated evidence. A country decision about an established information service. The proposed decision procedure and affected parties.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Investigate a real media organisation or ownership question chosen with the keeper. Identify who owns the service, who makes editorial decisions and what evidence is available about its content and audiences. Compare different explanations of how ownership might affect representation, access or accountability. Then examine the information service your country is considering and prepare a position on its proposed arrangements. Explain who would control decisions, how people could challenge them and what practical means the arrangement requires. Hear a competing proposal and respond to its strongest argument. Keep a claim about ownership distinct from a claim about what a particular publication actually says.

Submit a dated evidence dossier, a comparison of proposed arrangements and your defended recommendation. Include the strongest competing argument and identify the evidence that would lead you to reconsider your position.

[ ] Limited commission. Use a supplied ownership case and compare two proposed arrangements through their decision authority, accountability and stated practical requirements.

[ ] Fuller commission. Research ownership and a sample of actual coverage, explaining what the evidence does and does not establish about their relationship.

KEEPER'S REVIEW

The source uses readings and a formal debate about Canadian representation and media ownership. Its dated readings are historical teaching material, not a current ownership inventory. Obtain current evidence for contemporary claims. Apply this inquiry to an information service that exists or is genuinely proposed, without prescribing a preferred ownership form.

Next entry. Present the recommendation to whoever has authority over the service. Accepted arrangements take effect only through the country's confirmed decision process.

REFERENCE WORK CONSULTED

Diversity and Media Ownership

Source audience Grades 9 to 12

Students examine readings about media representation and ownership in Canada, compare arguments and participate in a structured debate concerning the effects of ownership.

https://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Diversity_Media_Ownership.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes

COMMISSION 027 / STANDING STUDY / EVIDENCE FILE

Documentary photo essay

Use an attributed sequence of photographs and captions to investigate a real event or activity



Maine Coast [C15]



A photographer with a camera · 1909–1923
www.loc.gov/item/2016820334

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A real activity or event suitable for documentation. Permission to photograph participating people. A camera and a way to arrange images and captions.

Before work begins. Photograph real activity with permission, or label fiction and staging clearly.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a real activity connected to the country that you can document with permission. Study how the selected documentary photographs and captions tell a story, then plan the question your own sequence will investigate. Take photographs that provide different relevant details rather than repeating the same view. Keep notes about when, where and how the images were made. Select and order the images, write accurate captions and explain how your choices guide the reader's attention. Identify any staged image or reconstruction clearly. Ask another reader what account the sequence communicates and revise details that are unclear or unsupported.

Submit the selected photo sequence, accurate captions and a short rationale explaining the documentary question, selection and order. Include all required permissions and identify reconstructions or staged scenes.

[ ] Limited commission. Create a short sequence of permitted photographs documenting one actual undertaking, with captions and an explanation of selection.

[ ] Fuller commission. Add background research and interviews, compare possible image sequences and explain how a revised arrangement changes the reader's understanding.

KEEPER'S REVIEW

The Getty lesson studies Dorothea Lange and develops a researched social-documentary photo essay. Retain that artistic study in the inquiry. Review evidence, framing, sequencing and captions. A photograph records a selected view and needs context for broader conclusions.

Next entry. Place the documented account in the country record or exhibition. Treat any new country claim within it as requiring the relevant confirmation.

REFERENCE WORK CONSULTED

Picturing a Story: Photo Essay about a Community, Event or Issue

Source audience Grades 6 to 12

Students study social-documentary photography, investigate a subject, plan and create photographs, write captions and present a related sequence about a community, event or issue.

https://www.getty.edu/education/for_teachers/curricula/dorothea_lange/lange_lesson08.html

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 028 / MATTER ARISING / EVIDENCE FILE

Tracing an object

Build a supported account of an object through movement ownership and the limits of its record





Astrolabe [C01] · Maliseet canoe model [C17]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An object biography and associated evidence supplied by the keeper. A real or confirmed country object. A chronology or provenance table.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the object biography and evidence supplied by the keeper. Identify where the object was made, how it moved, who possessed it and which events can be connected to those changes. Put supported stages in chronological order and attach each entry to its evidence. Keep uncertain dates, missing owners and disputed transfers visible. Explain what the object's route reveals about relationships between places or people. If the investigation concerns a country object, use its confirmed records and identify testimony separately. Prepare a concise museum label or ownership report that communicates the strongest supported account while preserving important gaps.

Submit the provenance chronology, evidence references and a concise interpretive label or report. Mark uncertain or disputed stages and explain one connection between the object's history and its wider context.

[ ] Limited commission. Use a short object dossier to construct an attributed chronology with clearly marked gaps and one supported contextual conclusion.

[ ] Fuller commission. Compare competing provenance accounts and investigate how an uncertain transfer affects the interpretation, exhibition or disputed ownership of the object.

KEEPER'S REVIEW

The source assigns biography preparation to the teacher and contextualisation and chronology to students, with a short museum label as an extension. Keep that division between keeper and investigator. Provenance may inform a dispute. A possession sequence alone does not settle every legal or ethical ownership claim.

Next entry. Give the report to the party considering the object. Separate established history, unresolved provenance and any proposed ruling about possession or return.

REFERENCE WORK CONSULTED

Using Object Biographies to Reveal How Our Pasts Are Interconnected

Students analyse a teacher-prepared object biography, contextualise evidence and create a chronology of its movement and ownership, with an optional concise museum label.

https://www.euroclio.eu/wp-content/uploads/2021/02/SEH-Using-object-biographies.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 029 / STANDING STUDY / EVIDENCE FILE

Connecting events through evidence

Distinguish a supported causal explanation from a sequence that only shows what came next

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected archival document sequence. Context needed to interpret each document. A separately identified sequence of confirmed country records.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Examine the archival sources selected by the keeper and establish what each document shows about its event. Place the events in order and write an explanation for each link between neighbouring events. Decide whether the evidence supports a causal connection, a continuing development or only a sequence in time. Identify the action or mechanism that would connect a proposed cause to its consequence. Compare your explanation with a plausible alternative and note any further evidence required. Then apply the same questions to a short chain of confirmed country decisions, keeping the historical investigation and the country comparison clearly separate.

Submit the dated document chain and an explanation for each connection. Identify links supported as causal, links that remain uncertain and the evidence or mechanism needed to improve an unresolved explanation.

[ ] Limited commission. Provide three contextualised documents and require supported explanations of the two links, distinguishing chronology from a possible causal relationship.

[ ] Fuller commission. Investigate alternative causal accounts and select additional sources that could distinguish them, explaining how the evidence changes the proposed chain.

KEEPER'S REVIEW

The original task uses actual archival documents concerning changes between the Dred Scott decision and the Civil Rights Act of 1875. Preserve historical context and source interpretation. Review the reasoning connecting events, including legitimate uncertainty. A later event does not become a consequence merely because it follows an earlier event in the sequence.

Next entry. Use the recorded chain to explain a disputed consequence or revise a proposal. The keeper confirms any correction to established country history.

REFERENCE WORK CONSULTED

From Dred Scott to the Civil Rights Act of 1875: Eighteen Years of Change

Source audience Grades 10 to 12

Students examine sequential primary sources and explain connections between historical events, explicitly considering whether a relationship is causal or simply a sequence in time.

https://docsteach.org/lesson/from-dred-scott-to-the-civil-rights-act-of-1875-eighteen-years-of-change/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Evidence notes



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

COMMISSION 030 / MATTER ARISING / EVIDENCE FILE

Recognising sponsored messages

Investigate a message before relying on it as independent information



Captain Worley, a cigarette advertising card, ca. 1888 [C13]



Durand & Co. banknote engravers' specimen · 1824–1840
www.loc.gov/item/2016645685

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A selected advertisement review or sponsored message. Access to information about its producer and sponsorship. A country proposal affected by the message's claims.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Examine the message selected for your investigation and describe what it asks its audience to believe or do. Identify who produced it, where it appears and any information about payment, sponsorship or commercial relationships. Compare its features with the characteristics of an advertisement and an independent review. Follow useful links or attributions to check claims and look for evidence beyond the message itself. Explain which findings support your classification and which remain uncertain. Prepare advice for the country about how it should use this message when considering the associated proposal. Support your advice with the actual checks you performed.

Submit an attributed copy or reference, a record of sponsorship and claim checks, and an explained classification. State which information the country can use and what still needs independent support.

[ ] Limited commission. Compare two supplied messages and explain the evidence for classifying each as advertising, independent commentary or an unresolved case.

[ ] Fuller commission. Trace a message across several platforms and examine whether changes in presentation make its sponsorship or selling purpose easier to recognise.

KEEPER'S REVIEW

The source compares advertising with reviews and asks students to investigate undisclosed commercial relationships. Review evidence of selling intent and sponsorship rather than appearance alone. A commercial interest does not automatically make every statement false. For country messages, use relationships already established or introduced by the keeper.

Next entry. Attach the advice to the decision it concerns. Distinguish the message's reliability, the merits of its proposal and any confirmed country response.

REFERENCE WORK CONSULTED

Ads That Don't Look Like Ads

Source audience Grades 5 to 9

Students examine how advertising can resemble other media genres and investigate selling intent and commercial relationships when judging a message's reliability and possible bias.

https://mediasmarts.ca/teacher-resources/ads-dont-look-ads

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 031 / MATTER ARISING / COUNCIL PAPER

Considering a country charter

Defend adoption amendment or refusal of a proposed arrangement through its likely consequences

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The proposed charter clause and the country's established arrangements. A confirmed decision procedure. Selected historical material for any constitutional history inquiry.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the proposed clause and explain what authority, protection or duty it would create. Identify who could use it, who would be affected and how it could operate under your country's circumstances. Prepare a position supporting adoption, proposing an amendment or explaining why you would refuse it. Use relevant evidence from the country record and any historical material the keeper assigns. Hear another position and answer its strongest concern. If you suggest a change, write the revised wording and explain how it answers that concern. Record the decision through the procedure the country has actually adopted.

Submit your position, evidence and any amended wording. Include the competing concern you considered and the confirmed decision or remaining disagreement, with the procedure and date recorded.

[ ] Limited commission. Choose one clause and prepare a concise supported position, followed by a reply to one substantial objection raised during discussion.

[ ] Fuller commission. Compare historical ratification arguments with the country dispute and evaluate how alternative wording would allocate authority under different foreseeable circumstances.

KEEPER'S REVIEW

The original lesson examines the US Constitutional Convention and ratification through different age-level activities. Retain that inquiry for historical claims. This country commission concerns a specific proposal and need not import US institutions or compulsory constitutional convention. Review reasoning and responses to objections independently of adoption.

Next entry. Place an adopted amendment with the country's earlier arrangements. Proposed wording changes no country authority until the relevant decision has been confirmed.

REFERENCE WORK CONSULTED

To Sign or Not to Sign: The Ultimate Constitution Day Lesson Plan

Source audience Elementary middle and high school versions

Students examine competing arguments about signing and ratifying the US Constitution through historical materials, discussion, performance or debate, then consider the meaning of acceptance.

https://constitutioncenter.org/education/classroom-resource-library/classroom/to-sign-or-not-to-sign-the-ultimate-constitution-day-lesson-plan

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Illuminated initial from a municipal law book · c. 1330
clevelandart.org/art/1953.637

COMMISSION 032 / MATTER ARISING / COUNCIL PAPER

A public policy portfolio

Investigate a public problem compare responses and explain how a recommended policy could operate

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A defined problem affecting an established community. Evidence about the problem and feasible alternatives. The relevant decision maker and available means.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Define a public problem in your country for investigation and explain who experiences it. Gather evidence that helps establish its causes, extent and present effects. Compare feasible responses, including the consequences of continuing the current arrangement. Recommend a policy and explain why it addresses the problem better than the alternatives you considered. Identify who has authority to act, what resources and cooperation the policy requires and how people could check whether it works. Organise the findings into a portfolio that another reader can follow from the problem through alternatives to the proposed action and implementation plan.

Submit a portfolio explaining the problem, alternative responses, recommended policy and implementation plan. Attribute evidence, identify each contributor's work and state the finding or uncertainty that could change the recommendation.

[ ] Limited commission. Use a focused evidence packet and compare two feasible responses before submitting a supported recommendation and a short implementation explanation.

[ ] Fuller commission. Gather independent evidence from appropriate sources, consult affected perspectives and propose measures that could distinguish success from an unintended consequence.

KEEPER'S REVIEW

Project Citizen addresses real community public policy and civic participation. This country commission adapts its portfolio structure. Review evidence, comparison and implementation reasoning. Its original participation objectives require real community inquiry and appropriate civic action. A portfolio exercise practises those forms without establishing real policy adoption.

Next entry. Present the portfolio to the relevant country decision maker. The resulting questions, conditions and confirmed decision become part of the proposal's record.

REFERENCE WORK CONSULTED

Project Citizen

Source audience Grades 4 to 12

Students investigate a community public-policy problem, compare alternatives and develop a portfolio presenting a proposed policy, an action plan and reflection on their work.

https://civiced.rutgers.edu/programs/project-citizen

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Decision or next reply awaited _____



Road menders at Saint-Rémy · 1889
clevelandart.org/art/1947.209

COMMISSION 033 / MATTER ARISING / COUNCIL PAPER

An election campaign

Compare proposals and conduct an election through the country's established electoral arrangements

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A confirmed electoral arrangement and the decision or office concerned. Candidate or proposal information that voters can examine. The agreed voting and counting procedure.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Establish what the election will decide and who may take part under the country's adopted arrangements. Candidates prepare proposals that address actual questions facing the country and explain how their plans could operate. Voters compare those proposals, check relevant claims and prepare questions that help distinguish the alternatives. Participate in the agreed discussion or debate and record what you learned. Conduct voting and counting through the procedure confirmed before the election. Report the result accurately and explain what it authorises. Keep a candidate's promise separate from a completed action and preserve the evidence needed to examine fulfilment later.

Submit the candidate or voter research appropriate to your role, a question or comparison showing your reasoning, and the confirmed result. Keep election promises and later confirmed actions identifiable.

[ ] Limited commission. Compare two stated proposals and use a simple agreed vote, recording one evidence-based reason behind each voter's evaluation of the alternatives.

[ ] Fuller commission. Investigate how different electoral arrangements could affect representation, then compare a researched Canadian example with the procedure selected by the country.

KEEPER'S REVIEW

Student Vote supports Canadian electoral learning through research, campaign analysis and voting procedures. Canadian electoral inquiry retains the selected Canadian materials. A country election requires adopted institutions. Create no universal voting rules or predetermined parties. Review evidence and understanding independently of which candidate or proposal receives the most votes.

Next entry. Record the confirmed result and its actual scope of authority. Later promises require implementation and further confirmation under the country's established conditions.

REFERENCE WORK CONSULTED

Student Vote Canada Classroom Resources

Source audience Elementary Grades 4 to 8 and intermediate secondary resources

Students investigate government and elections, evaluate campaign information, research parties and candidates, examine issues and debates, and learn how voting and counting procedures operate.

https://studentvote.ca/canada/resources/

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English elections, a satirical print · 1841
clevelandart.org/art/1943.509

COMMISSION 034 / MATTER ARISING / COUNCIL PAPER

A civil hearing

Prepare claims evidence and questions for a reasoned decision about an established dispute

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

An original case based on a confirmed country dispute. The applicable country rule or agreement. An agreed hearing procedure and the relevant evidence.

Before work begins. Provide the applicable rule and fair access to necessary information before the hearing.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the precise dispute and the rule or agreement that the hearing must interpret. Separate agreed facts from disputed claims and list the evidence available to each side. Prepare the work needed for your assigned role, including a clear claim or response, relevant documents and questions that could clarify a material uncertainty. During the hearing, explain how the evidence supports your position and answer questions honestly. Distinguish what a witness observed from what the witness inferred or heard from someone else. The decision maker explains the finding, its reasons and any remedy within the authority actually given to the hearing.

Submit your role preparation, attributed evidence and relevant questions. Keep a record of the finding and its reasons, including unresolved facts and any remedy that has actually been confirmed.

[ ] Limited commission. Use a small agreed evidence packet and a short hearing focused on one disputed fact or one clause of an agreement.

[ ] Fuller commission. Add competing witness accounts, document interpretation and written reasons that address the strongest argument advanced by each side during the hearing.

KEEPER'S REVIEW

OJEN's package explains civil proceedings and role preparation. Keep it unchanged as a procedural reference for an original country case. Canadian civil law and the country's adopted rules remain distinct. Review relevance, evidence and reasoning rather than theatrical confidence.

Next entry. Attach the confirmed finding and remedy to the dispute record. Record any unresolved issue and the authority for carrying out the decision.

REFERENCE WORK CONSULTED

Civil Law Mock Trial Role Preparation Package

The package explains civil proceedings and gives preparation guidance for lawyers, witnesses, judges, jurors and court staff participating in a classroom mock trial.

https://ojen.ca/en/resource/civil-law-mock-trial-role-preparation-package/

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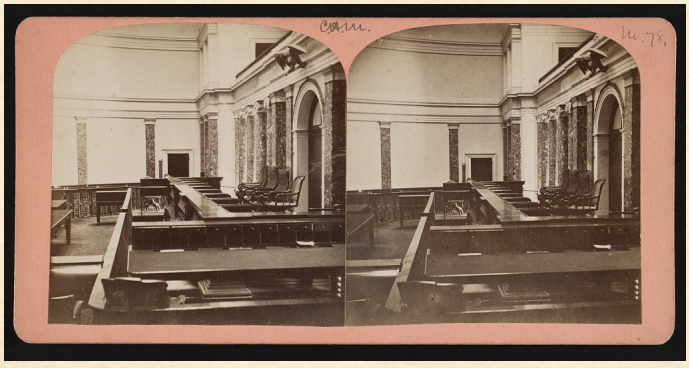

Supreme Court room, Washington, D.C. · 1867–1871
www.loc.gov/item/2017657059

COMMISSION 035 / MATTER ARISING / COUNCIL PAPER

Drafting a proposed law

Write a workable proposal and explain its authority effects and means of implementation

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A defined regulatory problem in the country. The country's relevant lawmaking arrangements. Evidence about affected people and implementation requirements.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Describe the problem the proposed law is intended to address and identify who would be affected. Check which person or institution has authority to make a binding rule in your country. Write the proposal so a reader can understand what it requires, permits or prohibits, whom it applies to and when it would operate. Explain how compliance could be checked and what means implementation requires. Consider a likely benefit, a possible burden and an alternative approach. Present the proposal through the country's actual procedure, answer questions about unclear wording and keep a record of amendments and the confirmed decision.

Submit the proposed wording, a justification and an implementation explanation. Include the effects considered, a substantial objection and your response, and any amendment or decision confirmed through the adopted procedure.

[ ] Limited commission. Draft one focused provision with a clear purpose, affected group and explanation of how the country could apply it in practice.

[ ] Fuller commission. Compare alternative provisions, examine a relevant real law and revise definitions or implementation arrangements after a hearing on likely consequences.

KEEPER'S REVIEW

The Ontario lesson uses a provincial bill and drafting activity. Inquiry into that subject retains Ontario jurisdiction and procedure. The country adaptation uses only established authority and institutions. Review clear scope, workable provisions and explanation of effects. Submission alone does not make a proposal binding law.

Next entry. Record adopted wording with its authority and effective date. Future actions can then raise specific questions about the provision's application or effects.

REFERENCE WORK CONSULTED

Create a Provincial Bill Lesson Plan

Students examine a provincial bill, identify an issue, complete a proposed bill template and discuss the positive and negative effects of their proposal.

https://www.ola.org/en/visit-learn/school-programs/teaching-resources/lesson-plans/create-a-provincial-bill-lesson-plan

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COMMISSION 036 / MATTER ARISING / COUNCIL PAPER

Examining a rights dispute

Identify the applicable protection and evaluate a claim through facts context and possible remedies

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A selected real Ontario human-rights case for any inquiry into that law. The relevant protection and context. A separately identified country dispute and established rules.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the selected case and identify the people involved, the disputed action and the protection being considered. Distinguish the facts supplied from interpretations or information that remains missing. Explain how the relevant rule applies and consider the strongest argument available to each position. Identify what evidence could change your finding and examine a remedy that addresses the actual issue. If you also analyse a country dispute, state its own applicable rule and confirmed circumstances before comparing it with the real case. Explain which similarities make the comparison useful and which differences prevent you from transferring the conclusion directly.

Submit a case brief stating the issue, relevant facts, applicable protection, competing arguments and reasoned finding. Identify uncertainty and explain the basis for any proposed remedy or country comparison.

[ ] Limited commission. Use one contextualised case and a focused protection, requiring a supported finding and one question about information that could affect it.

[ ] Fuller commission. Compare related cases or protections and explain why a difference in facts, jurisdiction or legal wording changes the analysis or possible remedy.

KEEPER'S REVIEW

The Ontario Human Rights Commission guide includes cases based on actual decisions. Preserve distinctions between the Ontario Human Rights Code, the Canadian Charter and country arrangements. Use current authoritative material for claims about present law. Review application of the identified rule and treatment of evidence independently of any preferred conclusion.

Next entry. Present the country analysis as advice or a proposed finding. The competent country authority and keeper confirm any remedy and resulting changes.

REFERENCE WORK CONSULTED

Teaching human rights in Ontario - A guide for Ontario schools

Students use fact sheets and case studies based on actual human-rights decisions to examine discrimination, relevant protections, competing arguments and responses in Ontario.

https://www.ohrc.on.ca/en/book/export/html/10772

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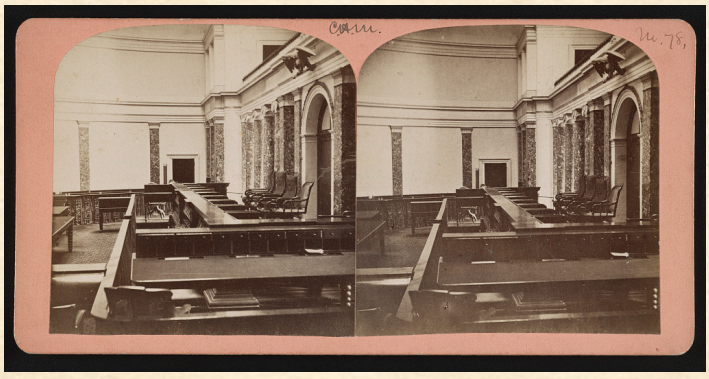

Supreme Court room, Washington, D.C. · 1867–1871
www.loc.gov/item/2017657059

COMMISSION 037 / MATTER ARISING / COUNCIL PAPER

Planning civic action

Develop a feasible strategy for seeking a public change through the available institutions

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A defined public change sought in the country. Historical civic-action cases selected by the keeper. Information about relevant authority supporters and constraints.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Examine the historical case selected by the keeper and identify what people wanted to change, how they organised and which institutions they tried to influence. Use specific evidence to explain how their actions connected with their aims. Then define a public change your group seeks in the country. Identify who can act, who might support or oppose the proposal and what information those people would need. Compare possible actions and prepare a strategy that fits the country's actual circumstances. Explain the sequence, responsibilities and means required, and identify how you will judge whether the action has affected the decision.

Submit the historical case analysis and country action plan. Identify the change sought, relevant authority, chosen actions, responsibilities, evidence used and a way to examine the response or outcome.

[ ] Limited commission. Study a supplied case and plan one feasible country action, explaining its intended audience, requested change and available means of carrying it out.

[ ] Fuller commission. Research additional civic-action approaches, compare their circumstances and revise the strategy after evidence about support, opposition or institutional response becomes available.

KEEPER'S REVIEW

Elections Canada links historical civic-action cases with planning contemporary participation. Retain the historical inquiry. The country plan rehearses civic reasoning without establishing real community action. Review links between purpose, institutional route, means and likely response. The country need not adopt the historical case's political arrangements.

Next entry. Introduce only the action the participants actually undertake and the keeper confirms. Record responses and use them to reconsider the next step.

REFERENCE WORK CONSULTED

Civic Action: Then and Now

Students analyse historical cases of civic action, identify different ways people seek change and develop a plan for pursuing a public issue they select.

https://electionsanddemocracy.ca/civic-action-then-and-now

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Decision or next reply awaited _____



Road menders at Saint-Rémy · 1889
clevelandart.org/art/1947.209

COMMISSION 038 / MATTER ARISING / COUNCIL PAPER

A community hearing

Examine a proposed change through the evidence and interests of people it would affect

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A specific proposed change or public problem. Established information about affected groups. A confirmed purpose and decision procedure for the hearing.

Before work begins. Define the issue and context before assigning positions.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the proposed change and identify the people whose work, access, resources or commitments it could affect. Prepare the position of your assigned or chosen participant using the information actually available. Explain what that person wants, why it matters in the situation and what evidence supports the concern. Ask questions that could clarify the proposal or change your position. Listen to other participants and identify a substantial point that your first account did not address. Offer a revision or explain a remaining disagreement. End with a clear record of the positions heard and any next step confirmed through the hearing's actual procedure.

Submit your position preparation, one consequential question and a response showing how you considered another perspective. Keep the hearing record and any confirmed decision separate from statements that remained proposals.

[ ] Limited commission. Use a focused proposal and a small set of affected positions, with one prepared contribution and one question from each participant.

[ ] Fuller commission. Add researched evidence, revised proposals and a written response explaining which concerns were addressed, deferred or left unresolved by the decision.

KEEPER'S REVIEW

The source uses dramatic roles to explore perspectives in a community facing change. A participant's role does not reveal their personal political beliefs. A hearing may inform a decision without binding it. Review evidence, questioning and responsiveness independently of confidence or number of spoken contributions.

Next entry. Send the hearing's record to the relevant decision maker. Carry accepted revisions and continuing concerns into the next proposal or confirmed action.

REFERENCE WORK CONSULTED

Town Hall Meeting

Source audience Early primary through high school versions

Students adopt community roles, prepare perspectives and take part in a meeting about a proposed change, examining concerns and possible responses through discussion.

https://dbp.theatredance.utexas.edu/teaching-strategies/town-hall-meeting

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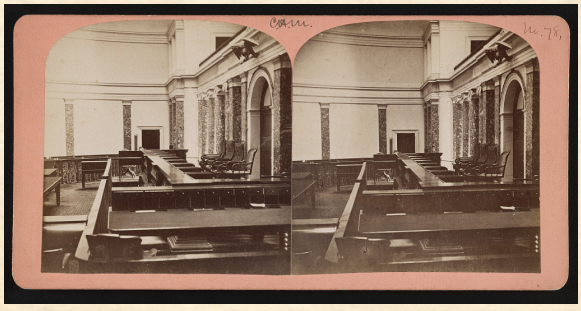

Supreme Court room, Washington, D.C. · 1867–1871
www.loc.gov/item/2017657059

COMMISSION 039 / MATTER ARISING / COUNCIL PAPER

Mapping responsibilities

Negotiate what established institutions and groups can ask of one another

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The country's actual institutions groups and relevant powers. A concrete issue requiring coordination. A shared diagram and record of proposed commitments.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the institutions and groups that already exist in your country and explain their relevant functions in the current issue. Prepare a statement of what your group can do, what it needs from others and the limits of its authority or means. Negotiate each request with the group concerned. Record whether the request is accepted, amended, refused or still open, and explain the reason. Build a relationship map showing the commitments actually accepted and distinguish these from unconfirmed demands. Examine whether anyone affected by the issue has been left without a way to contribute or obtain a response.

Submit the relationship map and a commitment record naming the parties, accepted responsibilities, required means and review arrangements. Identify unresolved demands and explain one coordination problem the map makes visible.

[ ] Limited commission. Map a few established actors and negotiate one specific request between them, recording the accepted responsibility and any unresolved condition.

[ ] Fuller commission. Trace a failure of coordination through the map and test a revised arrangement against authority, resources, accountability and the interests of affected participants.

KEEPER'S REVIEW

The original activity examines government, media, citizens and civil-society organisations in an ideal democratic society. Retain that model for comparative civics inquiry or adapt actors explicitly to established country arrangements. Review negotiated responsibilities and explanation of interdependence. A diagram line cannot create authority or a commitment without agreement.

Next entry. Keep accepted responsibilities with the relevant agreement. Subsequent events can test their fulfilment, while new powers or obligations require the appropriate confirmation.

REFERENCE WORK CONSULTED

Making Links

Four actor groups define functions, negotiate reciprocal demands, record accepted responsibilities and construct a visible relationship map concerning the operation of a democratic society.

https://www.coe.int/pt/web/compass/making-links

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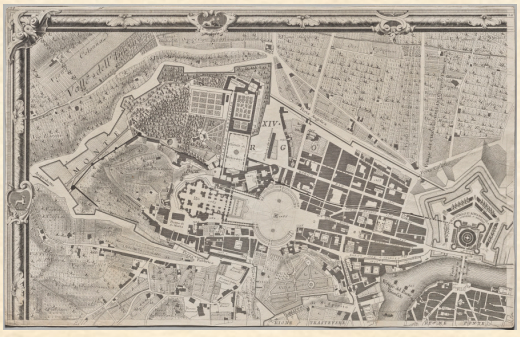

Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

COMMISSION 040 / MATTER ARISING / COUNCIL PAPER

Preparing a diplomatic position

Explain the country's interests evidence and feasible proposals before a shared negotiation



Jean-Gabriel du Theil at the Treaty of Vienna · 1738–40
clevelandart.org/art/1964.89



Fleet at sea [C10]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A defined shared issue and confirmed country information. Evidence about relevant agreements and outside claims. A negotiation whose participants and purpose are known.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the shared issue the negotiation will address and explain how it affects your country. Review the relevant agreements, confirmed circumstances and evidence about the problem. Distinguish your country's actual commitments from actions it has only proposed. State the outcome you seek and explain the interests behind it. Develop feasible proposals that identify what your country could do, what cooperation it requests and what conditions matter. Consider another participant's likely concern using available evidence and explain a possible response. Organise the position so a reader can follow the problem, the relevant framework and the proposals you intend to bring.

Submit the position paper with attributed evidence, clear country interests and feasible proposals. Identify existing commitments, requested cooperation and a substantial concern that could affect the negotiation or your preferred outcome.

[ ] Limited commission. Prepare a concise position identifying the issue, one relevant commitment, the country's interest and a feasible proposal requiring a clear response.

[ ] Fuller commission. Research alternative approaches and possible partners, then revise the position after new evidence or an initial exchange exposes an important constraint.

KEEPER'S REVIEW

The university handout structures researched diplomatic positions through the problem, relevant frameworks and proposed solutions. Its conference typography and length remain optional. Real institutional claims require research. Country positions use the actual country record. Review interests, evidence and feasibility separately from the eventual success of negotiations.

Next entry. Use the paper to prepare the delegation's actual offers and questions. Keep authorised commitments distinct from preferences, negotiating positions and possible concessions.

REFERENCE WORK CONSULTED

NMUN Simplified Position Paper Guide

The guide asks delegates to explain an issue, identify relevant international, regional and national frameworks, and present researched proposals in a structured position paper.

https://www.valdosta.edu/academics/mun/documents/nmun-simplified-position-paper-guide.pdf

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 041 / MATTER ARISING / COUNCIL PAPER

A resolution for shared action

Draft a joint proposal with clear responsibilities and a way to review its results

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Confirmed issue and participating countries. Existing agreements and decision powers. A shared draft and amendment record.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose the shared problem your countries are trying to address. Read the relevant accounts and agreements before drafting. Begin with a short explanation of the problem and the evidence supporting action. Write separate action paragraphs naming who would do what, which means they would use and when the work would be reviewed. Exchange the draft with another delegation and ask which promises are unclear or impossible under current circumstances. Negotiate revisions and keep a record of amendments. Present the final proposal through the decision procedure already adopted by the participating countries, explaining which provisions remain disputed.

Submit the joint proposal, its amendment record and a brief individual explanation of one negotiated change. Identify the responsibilities accepted, refused or still awaiting confirmation and the reasons given.

[ ] Limited commission. Draft one justified action paragraph and revise it after another country questions its responsibility, means or timing.

[ ] Fuller commission. Compare two draft texts, negotiate amendments and evaluate whether the final arrangement can be implemented and reviewed.

KEEPER'S REVIEW

Check whether the proposed body or parties possess the powers claimed. Review evidence, precise commitments and responses to objections. The source teaches conference resolution conventions. Its formatting and voting rules apply only through deliberate adoption, and a resolution acquires binding force only through the country's established authority.

Next entry. The keeper confirms which commitments enter country records. Record accepted obligations in participating countries' books and revisit them when performance becomes due.

REFERENCE WORK CONSULTED

National Model United Nations Delegate Preparation Guide

Delegates research a committee issue, develop working papers and resolutions, negotiate amendments and keep proposals within the committee's institutional mandate and conference procedures.

https://www.nmun.org/assets/documents/nmun-delegate-prep-guide.pdf

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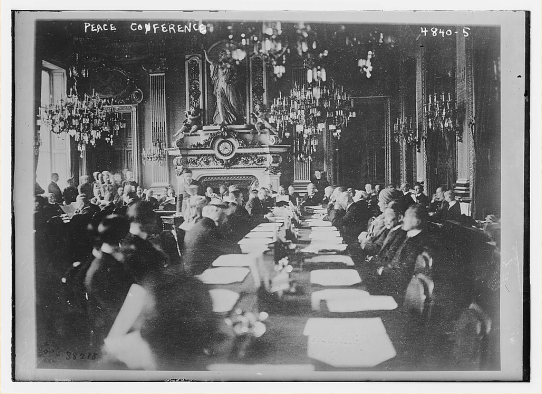
Decision or next reply awaited _____



Peace conference · 18 January 1919
www.loc.gov/item/2014708458

COMMISSION 042 / MATTER ARISING / COUNCIL PAPER

A mediated settlement

Explain the interests of each party and test a proposed settlement with an outside mediator

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A confirmed dispute and information each party may know. Separate party and mediator preparation notes. A record of proposed terms.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the dispute from your party's position. Separate your party's stated demand from the interests that make it important. Identify an outcome you could accept, information you need and a commitment you are authorised to make. Meet the mediator, explain your concerns and listen to the other party's account. Ask the mediator to clarify a disputed point or help develop an option both sides can examine. Test each option against available means and existing obligations. Record the terms accepted by each party and describe any disagreement that remains after the meeting.

Submit your preparation notes, the proposed settlement and an individual explanation of one turning point in the discussion. Preserve any unresolved claim and identify who must confirm the proposed terms.

[ ] Limited commission. Mediate one clearly defined disagreement and record the parties' positions, one tested option and their responses to it.

[ ] Fuller commission. Pause for progress reports, reconsider alternatives and compare the proposed settlement with the parties' existing commitments and possible consequences.

KEEPER'S REVIEW

The original lesson concerns majority and minority groups and an outside party. Apply its structure to an established country dispute while preserving each party's information and authority. Review accurate listening, explained interests and workable terms. An unresolved mediation can produce substantial evidence of understanding and does not require an invented agreement.

Next entry. The parties may accept, amend or refuse the proposed settlement. The keeper confirms resulting obligations and carries the remaining dispute into later exchanges.

REFERENCE WORK CONSULTED

Simulation on Outside Party Mediation

Source audience High school

Students prepare as two parties in conflict and an outside mediator, negotiate possible power sharing, report progress and consider resuming discussions after feedback.

https://teach.conflictresolution.gmu.edu/wp-content/uploads/2025/10/Simulation-on-Outside-Party-Mediation_2025.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

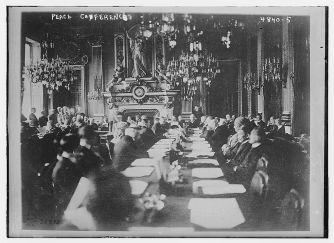


Jean-Gabriel du Theil at the Treaty of Vienna · 1738–40
clevelandart.org/art/1964.89

COMMISSION 043 / MATTER ARISING / COUNCIL PAPER

Negotiating between countries

Prepare a strategy and revise it through an exchange with other delegations



Peace conference · 18 January 1919
www.loc.gov/item/2014708458



Fleet at sea [C10]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A shared issue and role information. Confirmed country interests and available means. Strategy and negotiation notes.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the information available to your delegation and identify what your country hopes to achieve. Prepare an opening statement explaining your main concern and a possible approach. Decide what you can offer, what you need to learn and which matters require consultation before you commit. Meet other delegations, ask questions and record their replies accurately. After the first exchange, revise your priorities in light of what you learned. Continue negotiating without treating another country's proposal as an accepted promise. Finish with a closing statement identifying achievements, unresolved matters and the evidence supporting your account of the negotiation.

Submit your opening statement, dated negotiation notes, revised strategy and closing statement. Each delegate should explain one change in the country's position and the information or reasoning that produced it.

[ ] Limited commission. Prepare an opening statement, conduct one exchange and explain whether the information received changes the position you would defend.

[ ] Fuller commission. Run several meetings, retain revisions and compare the final commitments with each delegation's starting aims and available alternatives.

KEEPER'S REVIEW

The museum guide supplies strategy, opening statement, mid negotiation and closing statement worksheets. Its historical and hypothetical packets have their own settings. Use those intact for comparison or define an explicitly adapted country issue. Review preparation, information use and justified revision while preserving each delegation's actual authority to commit.

Next entry. Confirmed offers and obligations can guide later decisions. Record refusals and deferred matters accurately so that the next exchange responds to what actually happened.

REFERENCE WORK CONSULTED

Teaching Diplomacy in the Classroom with Diplomacy Simulations Teacher Guide

Source audience Middle school high school and college

Stakeholder teams prepare strategies and statements, negotiate a supplied diplomatic scenario, reconsider priorities during meetings and explain their achievements and unfinished work in closing statements.

https://diplomacy.state.gov/wp-content/uploads/2022/10/Teachers-Guide.pdf

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 044 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Revising the country budget

Compare feasible allocations and explain who gains or bears a cost

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required [ ] **Ready** [ ] **Still to obtain** _____

An adopted budget and confirmed available means. Current costs and accepted obligations. A stated change requiring a decision.

Terms of the request [ ] **Main commission**

Begin with the country's confirmed budget and the change the council must address. Check the units, available means and obligations already accepted. Prepare at least two feasible revisions that answer the same problem. For each revision, explain which activities receive more or less, who is affected and what alternative use of those means is forgone. Check the arithmetic and identify assumptions about future receipts or costs. Recommend one revision using the country's stated aims and evidence. Respond to a question from an affected group before submitting the final recommendation, retaining the earlier version so the change can be examined.

Submit the original and revised allocations, checked totals, comparison of alternatives and a justified recommendation. Each investigator explains one opportunity cost and one consequence for an affected group.

[ ] Limited commission. Revise one budget line while identifying its funding source, the alternative forgone and the people affected by the change.

[ ] Fuller commission. Compare several revisions under alternative receipt or cost assumptions and defend which decision remains workable if conditions change.

Keeper's review

Use this when the country uses a relevant budget. Monetary, material and labour accounts need their own units. The published lesson revises a United States federal budget. Its spending categories, targets and simulator assumptions do not prescribe this country's finances. Review feasibility, arithmetic, distributional reasoning and justified choices.

Next entry. The council and keeper confirm the adopted revision and its effective date. Update only the affected accounts and carry its commitments into subsequent situations.

Reference work consulted

National Budget Simulation

Source audience Grades 9 to 12

Students revise a federal budget, examine expenditure categories and trade offs, consider who benefits from public services and explain the consequences of proposed cuts or taxes.

https://econedlink.org/resources/national-budget-simulation/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Punch-Marked Coin · 400–300 BCE
clevelandart.org/art/1967.243

COMMISSION 045 / MATTER ARISING / ACCOUNTS AND PROPOSALS

A TRADE PROPOSAL WORTH ACCEPTING

Use production possibilities and opportunity costs to examine an exchange



The Ship John W. Brewer [C05]



Harbor of Boston, with the City in the Distance · c. 1846–47
clevelandart.org/art/2004.35

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Published production cards or confirmed production possibilities. A common labour period and compatible units. A proposed exchange and transport conditions.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the supplied production possibilities for two countries and two goods. State how much of one good must be given up to produce another in each country. Compare those opportunity costs before identifying a possible pattern of specialisation. Calculate a baseline in which the countries produce separately, then examine a proposed exchange using the same labour and units. Show what each country could retain after trade and explain the conditions needed for both to gain. Consider transport, reliability or distribution where evidence permits. Recommend terms and explain why a country might still refuse the offer despite an increase in total output.

Submit the production and opportunity cost calculations, baseline comparison, proposed trade and quantities retained. Explain the assumptions supporting the recommendation and one issue that aggregate gains leave unsettled.

[ ] Limited commission. Calculate opportunity costs for two goods and explain whether a proposed exchange could improve both countries' available quantities.

[ ] Fuller commission. Test alternative terms, transport costs or changes in production conditions and investigate how gains might be distributed within each country.

KEEPER'S REVIEW

The original lesson uses fictional countries and production cards to distinguish productivity, absolute advantage and comparative advantage. Keep those data within the source comparison unless the country adopts them. Review correct opportunity costs and consistent comparisons. Distribution, transport and changing capabilities require additional evidence rather than an assumed gain.

Next entry. The countries negotiate using their actual available goods and capabilities. The keeper confirms production and deliveries before the participating accounts record an exchange.

REFERENCE WORK CONSULTED

Comparative Advantage: Trading Pizzas and Brownies

Students use production cards for two fictional countries, compare production possibilities and opportunity costs, and investigate how specialisation and trade can affect available goods.

https://www.stlouisfed.org/~/media/Education/Lessons/pdf/comparative_advantage_trading_pizzas_and_brownies.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 046 / STANDING STUDY / ACCOUNTS AND PROPOSALS

INVESTIGATING PRICES THROUGH AN AUCTION

Compare two controlled markets and explain the limits of the comparison

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Published auction instructions and keeper supplied credits. Comparable goods for the two auctions. A bid and sale record.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the auction rules and identify what remains the same and what changes between its two rounds. Before bidding, predict how the stated change might affect prices and explain your reasoning. Participate under the announced rules and record the prices actually paid. Compare the two sets of results, checking that you are comparing equivalent goods. Explain whether the observations support your prediction and consider other features of the experimental auction that might matter. Write a conclusion about the mechanism this experiment investigates. Then identify information needed before applying that explanation to an actual economy or this country.

Submit the prediction, auction records, price comparison and conclusion. Identify the changed condition, a relevant control and a limit on what the results can establish about other price changes.

[ ] Limited commission. Use the completed auction record to compare equivalent goods and explain the mechanism the activity was designed to investigate.

[ ] Fuller commission. Repeat the experiment with a justified changed condition, compare results and research a real price episode using appropriate economic evidence.

KEEPER'S REVIEW

The original holds auction goods constant while increasing money available to bidders. Preserve its announced experimental conditions. It isolates a proposed spending and supply mechanism rather than explaining every inflation episode. Trial credits and sale prices establish results only within this activity and create no automatic country currency or exchange rate.

Next entry. The findings may inform a council question or economic argument. Any explanation of country prices must also address the circumstances and evidence actually established there.

REFERENCE WORK CONSULTED

Teaching About Money, Spending, & Inflation Using an Auction

Source audience Middle school and high school

Students participate in two auctions with identical goods and different money supplies, compare prices and discuss how spending relative to available goods can affect prices.

https://www.federalreserveeducation.org/teaching-resources/economics/inflation/classroom-inflation-auction

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



The Old Market, Cleveland · 1920
clevelandart.org/art/1920.279

COMMISSION 047 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Examining a proposed price control

Use a stated market model to calculate quantities and evaluate a policy

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

Published supply and demand data or an adopted market model. A proposed maximum or minimum price. Evidence about the policy aim and affected groups.

Terms of the request **[ ] Main commission**

Read the supplied market data and identify the price and quantity at which the model clears. Examine the proposed maximum or minimum price and decide whether it changes the outcome under those assumptions. Calculate the quantities buyers and sellers would seek at that price. Represent the comparison in a labelled graph or table and explain any difference between the quantities. Identify who the proposal is meant to help and consider effects on other groups. Recommend whether to adopt, revise or reject the policy, explaining what additional arrangements or evidence would be needed to judge how it operates in practice.

Submit the labelled model, calculations, policy classification and recommendation. Explain the stated assumptions and distinguish the model's predicted quantities from confirmed transactions or distribution arrangements in country records.

[ ] Limited commission. Classify one proposed control using a supplied table and explain the resulting relationship between quantities demanded and supplied.

[ ] Fuller commission. Compare several control levels, investigate an actual policy case and evaluate how implementation or market changes affect the model's usefulness.

Keeper's review

The published activity examines price ceilings and floors using supplied market data. Check equilibrium reasoning and whether the proposed control binds. Explain the mechanism rather than repeat a preferred policy verdict. Actual allocation, enforcement and changes in supply or demand need their own country evidence and rulings.

Next entry. A confirmed policy enters the country's arrangements with its scope and timing recorded. Later reports can examine its actual effects and prompt a justified revision.

Reference work consulted

Price Ceilings and Floors Infographic Activities

Students interpret supply and demand information, distinguish price ceilings from floors and classify whether a proposed price restriction affects the equilibrium in the supplied model.

https://www.federalreserveeducation.org/resources/lessons/lesson--price-ceilings-floors-infographic.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Market Place, No. 2, Cleveland, Ohio · 1926
clevelandart.org/art/1942.904

COMMISSION 048 / STANDING STUDY / ACCOUNTS AND PROPOSALS

Comparing policies through stated aims

Explain how a proposal advances some goals while creating costs or tensions elsewhere

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

Published policy cards or two clearly stated alternatives. The goals being used for comparison. Evidence about affected people and likely consequences.

Terms of the request **[ ] Main commission**

Identify the aims against which you will compare the proposed policies. Explain what each aim means in this inquiry and how you would recognise progress towards it. Read the alternatives and describe how each could affect those aims. Support the links with evidence or make the remaining assumption explicit. Record where a policy serves one aim while creating a difficulty for another, and identify who experiences each effect. Present a recommendation to another group and hear its strongest question. Revise your judgment where warranted, explaining which consideration changed your advice or why your original conclusion survives.

Submit the stated aims, comparison of alternatives, supporting evidence and final recommendation. Each investigator explains one tension between goals and responds to an objection that bears on the chosen policy.

[ ] Limited commission. Compare two policies against two explicitly defined aims and explain one consequence that makes the choice difficult to settle.

[ ] Fuller commission. Research an actual policy, compare perspectives and examine whether a changed assumption or priority would alter the recommendation.

Keeper's review

The source ranks a specified set of broad social goals, examines policy cards and uses a gallery discussion. Treat that set as a source framework with its own scope. Countries retain their chosen aims. Review clear definitions, supported consequences and justified priorities rather than agreement with a prescribed ranking.

Next entry. The analysis can inform a country decision when the selected aims and consequences are relevant. Record which advice was adopted and examine later evidence against it.

Reference work consulted

Trade-offs with Broad Social Goals

Source audience Grades 9 to 12

Students rank broad social goals, analyse policies for competing consequences, present their reasoning through posters and discussion, and reconsider their initial priorities after examining alternatives.

https://www.stlouisfed.org/~/media/Education/Lessons/pdf/trade_offs_broad_social_goals.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Road menders at Saint-Rémy · 1889
clevelandart.org/art/1947.209

COMMISSION 049 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Deciding how contributions are shared

Calculate alternative schedules and defend the principle used to judge their fairness

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required [ ] **Ready** [ ] **Still to obtain** _____

A defined contribution proposal. Supplied household or country data with clear units. The fairness criteria being compared.

Terms of the request [ ] **Main commission**

State what the proposed contributions would fund and identify the people or countries being asked to pay. Use the supplied data to calculate at least two contribution schedules for the same funding need. Explain the principle behind each schedule, such as benefits received or ability to pay. Compare the amounts and their burden in relation to the relevant income, wealth or benefit measure, keeping those measures distinct. Identify a case in which the schedules treat the same contributor differently. Defend one approach, answer an objection and explain what further information or political agreement your recommendation would require before implementation.

Submit the schedules, checked calculations and a reasoned recommendation. Define the criterion of fairness being used and explain an objection from someone who would prefer a different distribution of contributions.

[ ] Limited commission. Compare two contributors under two schedules and explain why the chosen fairness principle changes who is asked to pay.

[ ] Fuller commission. Test additional schedules, investigate an actual tax debate and explain how exemptions, enforcement or missing information could affect the comparison.

Keeper's review

The source explores benefits received and ability to pay as ways of judging tax fairness. Separate normative criteria from calculations. Its United States tax context does not establish another jurisdiction's current law or the country's chosen system. Review consistent units, accurate burdens and the argument connecting evidence with the recommendation.

Next entry. The country or participating parties decide whether to adopt a contribution arrangement. Record its authority, covered contributors, units, conditions and effective date before changing accounts.

Reference work consulted

How to Measure Fairness

Students examine benefits received and ability to pay as fairness principles, distinguish relevant economic measures and use lesson materials to evaluate different ways of sharing tax burdens.

https://apps.irs.gov/app/understandingTaxes/teacher/whys_thm03_les01.jsp

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Kushan-period coin, Mathura · c. 106–149 CE
clevelandart.org/art/1999.227

COMMISSION 050 / MATTER ARISING / ACCOUNTS AND PROPOSALS

TESTING THE ORGANISATION OF PRODUCTION

Measure output under stated conditions and explain a proposed improvement



Factory workers, Manchester, New Hampshire · September 1937
www.loc.gov/item/2017728625



The Launch of a Ship [C09]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A defined production task and published activity materials. An announced trial schedule with controlled conditions. An output record and any supplied cost data.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the production task and agree how you will count completed output of an acceptable standard. Record the workers, tools, workspace and duration for each trial. Make the announced change between trials and keep the other relevant conditions consistent. Record total output and calculate output per worker, then examine the change associated with adding labour or reorganising work. Use the supplied cost information where required. Explain any bottleneck, crowding or coordination difficulty supported by your observations. Recommend an improvement for another trial and state what result would support or challenge your explanation of how the production arrangement works.

Submit the trial record, productivity calculations and a recommendation grounded in observed work. Explain the changed condition, a relevant control and one limitation affecting the comparison or its application elsewhere.

[ ] Limited commission. Compare two controlled production trials and explain one observed difference using workers, tools, workspace or the organisation of work.

[ ] Fuller commission. Design and test a revised arrangement, compare costs and investigate whether the improvement persists when another production constraint changes.

KEEPER'S REVIEW

The original lesson produces paper fans in timed rounds and varies labour to examine production and costs. Keep the activity's trial rules explicit. Review measurement, calculations and causal caution. A trial improvement supports a country proposal through an explained analogy and confirmation rather than automatically increasing the country's productive capacity.

Next entry. A country can submit the investigation with a workshop proposal. The keeper examines whether its reasoning and available means justify a confirmed change at the proposed scale.

REFERENCE WORK CONSULTED

Entrepreneurship in Your Community — Lesson 9 Production and Costs

Source audience Secondary school

Students manufacture paper fans across timed production rounds, vary labour, record output and use production and cost calculations to examine productivity and employment decisions.

https://www.federalreserveeducation.org/resources/lessons/lesson--entrepreneurship-in-your-community.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 051 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Choosing the ownership of an enterprise

Compare authority responsibility and obligations before recommending an arrangement

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

An enterprise proposal and the country's existing arrangements. Published comparison materials or researched organisational cases. Information about ownership authority and obligations.

Terms of the request **[ ] Main commission**

Describe the enterprise being proposed and the people or groups who would participate. Identify what must be decided about ownership, control, financing and responsibility for obligations. Compare two possible arrangements using the source materials and any relevant researched cases. For each arrangement, explain who can make decisions, contribute means, receive returns and answer for a loss or unfulfilled commitment. Relate those features to the enterprise's actual needs and the country's established rules. Recommend an arrangement, respond to a question from an affected participant and identify any permission or information still needed before the proposal could operate.

Submit a comparison, the evidence used and a recommended ownership arrangement. Explain one consequential difference between the alternatives and how the selected form would allocate a specific decision or obligation.

[ ] Limited commission. Compare who would control one important decision and bear one obligation under two possible arrangements for the same enterprise.

[ ] Fuller commission. Investigate a real organisation or interview an entrepreneur, then compare its documented arrangements with the proposed enterprise and their relevant differences.

Keeper's review

The source compares business forms in a United States setting and includes investigation and presentation tasks. Clarify which categories describe legal forms and which describe commercial arrangements. Real cases require the appropriate jurisdiction's evidence. Country enterprises follow the country's adopted institutions. Review functional comparisons rather than advantages assigned to a label.

Next entry. Confirmed ownership and authority enter the enterprise record. Use those actual arrangements when later disputes concern decisions, returns, responsibilities or the fulfilment of commitments.

Reference work consulted

Entrepreneurship in Your Community — Lesson 6 Legal Forms of Business

Source audience Secondary school

Students compare advantages and disadvantages of business forms, investigate local enterprises or interview an entrepreneur, and justify an ownership choice through written work and presentation.

https://www.federalreserveeducation.org/resources/lessons/lesson--entrepreneurship-in-your-community.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Shipbuilding · 1891–1925
clevelandart.org/art/1965.52

COMMISSION 052 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Calculating a workable price

Explain costs and assumptions before recommending how an enterprise should charge

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

A defined enterprise and output unit. Documented or keeper supplied cost data. An explicit sales assumption and relevant alternatives.

Terms of the request **[ ] Main commission**

Define the good or service the enterprise would supply and the period covered by your calculation. List the costs supported by the available information, distinguishing the relevant cost categories and opportunity costs. Calculate a break even price or sales quantity using an explicitly stated assumption about output and sales. Check the units and show your working. Compare the result with another feasible price or scale of operation. Explain what you would need to know about customers and alternatives before predicting sales. Recommend a price or further investigation and show how a changed cost or sales assumption would affect your advice.

Submit the cost sheet, break even calculation, assumptions and price recommendation. Explain one cost that is easy to overlook and one uncertainty preventing the calculation from guaranteeing profitable sales.

[ ] Limited commission. Calculate one clearly defined break even result and explain which cost and sales assumptions must hold for it to apply.

[ ] Fuller commission. Compare several prices or output levels, add customer evidence and test how sensitive the recommendation is to changed costs or sales.

Keeper's review

The original lesson distinguishes economic resources and costs and requires pricing calculations and explanations. Keep enterprise accounts separate from household and national accounts. Check calculations and opportunity costs. Costs alone do not establish demand, so review the evidence and assumptions used to move from a calculation to a recommendation.

Next entry. A confirmed price becomes an offer or adopted enterprise arrangement. Actual purchases, deliveries and costs enter the appropriate accounts only when their occurrence is established.

Reference work consulted

Entrepreneurship in Your Community — Lesson 8 I'm in Business, Now What Do I Charge?

Source audience Secondary school

Students examine explicit and opportunity costs, identify productive resources, calculate break even prices and explain which costs an entrepreneur should consider when choosing a price.

https://www.federalreserveeducation.org/resources/lessons/lesson--entrepreneurship-in-your-community.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



The Old Market, Cleveland · 1920
clevelandart.org/art/1920.279

COMMISSION 053 / MATTER ARISING / ACCOUNTS AND PROPOSALS

A PLAN FOR AN ENTERPRISE

Connect an identified need with customers means costs and an achievable operation

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An identified need and proposed good or service. Available means and evidence about potential users. Cost information and a way to record transactions.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Identify the need your enterprise would address and explain who might use its good or service. Gather evidence about those potential users and the alternatives available to them. Describe what the enterprise would do, where it would operate and how its people and materials would be obtained. Prepare a costed plan using consistent units and distinguish confirmed means from resources still requested. Explain how work, delivery and records would be organised. Identify a serious risk and a response you could actually carry out. Present the plan, hear a question about its feasibility and revise the recommendation with reasons.

Submit the need and user evidence, operating plan, costs, risks and revised recommendation. Identify each member's inquiry and distinguish a forecast receipt from an actual transaction or confirmed source of support.

[ ] Limited commission. Prepare a concise operating proposal that identifies a user, a feasible activity, its necessary means and a serious unresolved cost or risk.

[ ] Fuller commission. Research demand, compare locations or products, prepare alternative budgets and revise the plan after stakeholder questions or a limited trial.

KEEPER'S REVIEW

FAO's market garden material links market research, budgeting, business planning, records and marketing. Its agricultural setting can remain the study case or inform an adapted enterprise. Review whether the proposal connects actual users and means to a feasible operation. Funding, productive capacity and income require country confirmation rather than proposal completion.

Next entry. The country or prospective supporter can accept, condition or refuse the proposal. Record confirmed support and commitments, then use actual operations to examine the forecast.

REFERENCE WORK CONSULTED

Setting up and running a school garden

Learners investigate a market garden's products and customers, prepare budgets and business plans, consider risks, keep sales records and present a marketing approach to supporters.

https://www.fao.org/4/a0218e/A0218E08.htm

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Market Place, No. 2, Cleveland, Ohio · 1926
clevelandart.org/art/1942.904

COMMISSION 054 / MATTER ARISING / ACCOUNTS AND PROPOSALS

A PITCH FOR A PARTICULAR AUDIENCE

Use evidence and deliberate design choices to present a proposed solution

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A defined proposal and intended audience. Evidence supporting the claims being made. Relevant examples of the chosen presentation form.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the request and identify the audience your pitch must address. Explain the problem and the particular response you are proposing. Study examples of the presentation form you will use and identify choices that help communicate its message. Plan your wording, images or performance so the audience can understand the offer and examine the reasons for it. Check every factual claim against available evidence and identify conditions that still need agreement. Present the pitch, ask what the audience understood and listen to its questions. Revise one important feature and explain how the revision improves the communication of the proposal.

Submit the pitch, a record of feedback and an explanation of the revision. Identify the audience, supporting evidence and deliberate choices of wording, layout, imagery or performance that serve its purpose.

[ ] Limited commission. Produce one clear pitch for a specified audience and explain how two deliberate choices communicate an evidence supported proposal.

[ ] Fuller commission. Compare responses from different audiences, revise the pitch and examine whether the claims remain accurate across the selected formats.

KEEPER'S REVIEW

The original strategy uses an advisory role responding to a character's advertising or design problem. Review accurate content, audience awareness and explained communication choices. Keep a persuasive representation distinct from evidence that a project works. A compelling presentation does not automatically secure support or establish its claims as country facts.

Next entry. The intended recipient responds to the actual proposal. Record any confirmed offer or condition and let the country decide how to answer the questions received.

REFERENCE WORK CONSULTED

Advertising/Design Pitch

Source audience Upper primary middle school and high school

Students research advertising forms, apply content knowledge to a character's design problem, develop a pitch individually or collaboratively, and share it for feedback from the teacher and other students.

https://dbp.theatredance.utexas.edu/teaching-strategies/advertisingdesign-pitch

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Durand & Co. banknote engravers' specimen · 1824–1840
www.loc.gov/item/2016645685

COMMISSION 055 / MATTER ARISING / ACCOUNTS AND PROPOSALS

Negotiating working arrangements

Prepare interests offers and conditions for a workplace agreement



Factory workers, Manchester, New Hampshire · September 1937
www.loc.gov/item/2017728625



The Launch of a Ship [C09]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required [ ] Ready [ ] Still to obtain _____

Established workplace relationships and the actual dispute. Role information and authority to make commitments. Available cost and working condition information.

Terms of the request [ ] Main commission

Read the information for your workplace position and identify the dispute to be negotiated. Separate the conditions your group seeks from the reasons those conditions matter. Examine the available information about work, costs and existing commitments before preparing an opening offer. During the meeting, ask questions, explain your priorities and record the other side's proposals accurately. Compare possible combinations of terms rather than treating every demand separately. Check what your representatives are authorised to accept. Draft any terms both sides support and identify how their fulfilment would be checked, preserving matters that remain contested or require further consultation.

Submit preparation notes, the offers exchanged and the proposed agreement or remaining disagreement. Each participant should explain one trade off, the evidence considered and the limits of the authority exercised.

[ ] Limited commission. Negotiate one defined working condition and record the evidence, offers and responses that explain the result of the exchange.

[ ] Fuller commission. Negotiate a package of terms, consult represented groups and evaluate implementation when later information changes costs or working conditions.

Keeper's review

The source uses employer, employee and union roles to negotiate wages and working conditions. Use that structure only when relevant relationships exist or as an explicitly separate comparison. Review explained interests, feasible commitments and accurate records. Agreement is an outcome to investigate rather than a guaranteed requirement for a satisfactory inquiry.

Next entry. Authorised parties confirm any accepted terms. Keep matching records and use later reports about work or delivery to examine whether the commitments were fulfilled.

Reference work consulted

Trade Union Meeting

Participants prepare as employers, employees and union representatives, negotiate wages and working conditions using role information, and reflect on the process and resulting agreements.

https://www.coe.int/en/web/compass/trade-union-meeting

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 056 / STANDING STUDY / ACCOUNTS AND PROPOSALS

Investigating shared contributions

Compare individual choices and collective returns in a stated experiment

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

Published card experiment instructions. Announced individual and shared return rules. Anonymous choices and results tables.

Terms of the request **[ ] Main commission**

Read the contribution rules and calculate what one choice would mean for your own return and for the group. Check your understanding before the experiment begins. Make choices independently under the announced procedure and record the group's results after each round. Compare contributions and returns across the completed rounds, including any announced change in conditions. Explain the incentives faced by an individual and how those incentives relate to the collective outcome. Use the actual results to evaluate your explanation. Then compare the experiment with a shared country problem, identifying which features match and which important conditions differ.

Submit the return calculations, round results and an explanation of individual and collective incentives. Support the comparison with country evidence and identify an assumption that limits transfer between the two settings.

[ ] Limited commission. Analyse a supplied round record, calculate individual and collective returns and explain the contribution incentive created by the stated rules.

[ ] Fuller commission. Compare several announced experimental conditions and investigate which changes in information, returns or communication might explain differences in observed contributions.

Keeper's review

Swarthout's published hand run activity explains card choices, returns and discussion. Keep its payoff system confined to the announced experiment. Review accurate calculations and the distinction between individual incentives and group results. Observed contributions establish what participants did under those conditions, without proving a universal account of cooperation or determining country outcomes.

Next entry. The comparison can inform a council's argument about shared provision. The country's actual risks, contributions and consequences remain governed by its own confirmed circumstances and conventions.

Reference work consulted

Public Goods Experiment

Students choose between private returns and contributions benefiting a group, calculate experimental earnings and discuss how individual incentives relate to collective provision and free riding.

https://serc.carleton.edu/econ/experiments/examples/36647.html

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Building an elevated railway bridge, Paris · 1888
clevelandart.org/art/1980.289

COMMISSION 057 / STANDING STUDY / ACCOUNTS AND PROPOSALS

INVESTIGATING A SHARED FISHERY

Use a sequence of catches and remaining stocks to examine management choices



Fleet at sea [C10]



Net Fishing at Night · c. 1800
clevelandart.org/art/1916.1116.c

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Published simulation instructions and fishing materials. Announced harvesting and replenishment rules. Catch and stock records for each season.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the fishery rules and explain how catches, remaining stock and replenishment will be recorded. Participate in successive seasons using the announced equipment and conditions. Keep accurate records before deciding how to fish in the next season. Compare what happened to catches and stocks as practices or capabilities changed. Explain how one group's decision could affect others using the shared resource. Recommend a management arrangement and show which observations support it. Identify a limitation of the model, then compare its resource relationships with an actual country fishery or a researched real case without assuming their numerical rules are identical.

Submit the seasonal log, a graph or clear stock comparison and a supported management proposal. Explain an effect on another group and identify which assumption matters most to your conclusion.

[ ] Limited commission. Interpret a completed seasonal log and explain how one harvesting decision changes the options available in a subsequent season.

[ ] Fuller commission. Compare alternative management arrangements under stated conditions and research how monitoring, access or enforcement affects an actual fishery case.

KEEPER'S REVIEW

The source models consecutive fishing seasons, equipment changes, replenishment and fishing practices. Its catch requirements and reproduction rules belong to that simulation. Review stock accounting, interdependence and supported comparisons. Verify any historical real world statistics before reuse. An observed simulation result does not establish the condition of a fish population outside that model.

Next entry. Countries may use the investigation to propose a fishery arrangement. The keeper confirms any adopted access, monitoring or harvesting terms and the consequences justified by the country's circumstances.

REFERENCE WORK CONSULTED

Fishing for the Future

Source audience Grades 6 to 10

Students simulate fishing across consecutive seasons, record catches and stocks, examine equipment and replenishment changes, and discuss the social, environmental and economic implications of management choices.

https://www.pbs.org/emptyoceans/educators/activities/fishing-for-the-Future.html

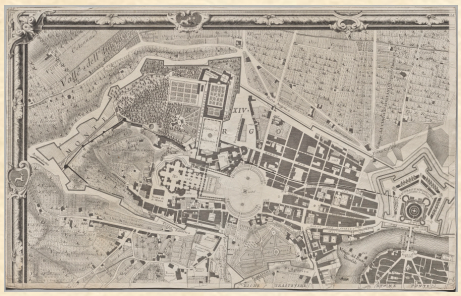
Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

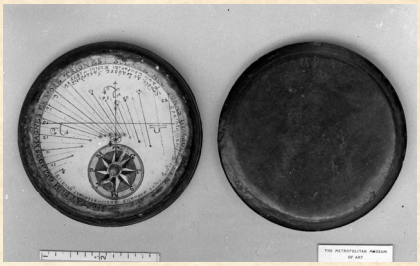
COMMISSION 058 / MATTER ARISING / SURVEY PAPER

Checking the scale of a chart

Distinguish length and area changes when a map is reproduced or used for measurement



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10



Compass dial [C02]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A map with a stated scale. A stated reproduction change or measured reference. Ruler squared paper and working space.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the scale on the supplied map and explain the relationship between a map length and the distance it represents. Examine the stated change in the reproduced map and decide whether the information describes length or area. Show how you find the new linear scale, using a diagram or calculation to justify your reasoning. Test the result with a known distance and compare a corresponding area on the two versions. Apply the same reasoning to a relevant route or site only where its scale and geography are established. Explain what a reader could get wrong by confusing length and area factors.

Submit the scale calculation, labelled diagram and distance and area checks. Include a short explanation distinguishing the reproduction's area factor from its linear factor and identify any unestablished map measurement.

[ ] Limited commission. Solve the supplied reproduction problem and use one labelled length check to explain why an area factor needs different treatment.

[ ] Fuller commission. Prepare two usable versions of an established country chart and check route distances and site areas at each stated scale.

KEEPER'S REVIEW

NRICH's original problem reduces a map to a stated proportion of its original area and asks for the new scale. Review proportional reasoning and units rather than an unsupported answer. A country can begin with its own unscaled chart. Use mathematical scaling when chosen for this inquiry or a relevant decision.

Next entry. Confirmed measurements can support a route or construction proposal. New precision records established geography and does not silently create additional land, resources or access.

REFERENCE WORK CONSULTED

Photocopied Map

Source audience Ages 14 to 16

Students determine a map's new scale after its area is reduced, explain the relationship between area and length factors, and check equivalent represented distances.

https://nrich.maths.org/problems/photocopied-map

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 059 / STANDING STUDY / SURVEY PAPER

Learning from an actual island

Use a geographical comparison to investigate a defined country question



Morning Haze in Chichester Harbor · 1922
clevelandart.org/art/2010.581



Nassau [C14]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A focused question about the country. Maps and reliable information about an actual island. The relevant confirmed country geography.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a geographical question raised by your country and identify an actual island that offers a useful comparison. Explain why the comparison is relevant before collecting information. Use maps and reliable sources to investigate the physical processes and human decisions that bear on the question. Prepare a clear account of the spatial relationships you find and identify the evidence for them. Compare those conditions with what is established about your own country. Recommend what the council could learn from the case and explain an important difference that limits the recommendation, keeping unknown conditions visible instead of filling them with assumptions.

Submit the focused question, an annotated map or figure, a source based case account and a bounded comparison. Explain one mechanism and one relevant difference affecting the proposed lesson for the country.

[ ] Limited commission. Compare one relevant geographical relationship in an actual island case with the confirmed conditions of the country and explain a limitation.

[ ] Fuller commission. Investigate contrasting islands or changing conditions over time and evaluate which features make a proposed response more or less transferable.

KEEPER'S REVIEW

The RGS sequence examines island formation, change, risks, human geography and geopolitics. Select source lessons relevant to the geographical question. Review explanation of processes, spatial evidence and comparative reasoning. Actual island information supplies a case to examine and does not establish this country's geography, population or circumstances by similarity alone.

Next entry. The council may consider the researched comparison when answering a live question. Any new country circumstance or proposed intervention still requires explanation and confirmation in country records.

REFERENCE WORK CONSULTED

Understanding Islands

Source audience Key Stage 3

Learners examine the physical and human geography of islands through lessons on formation, change, risk, island life and geopolitics, supported by downloadable teaching materials.

https://www.rgs.org/schools/resources-for-schools/understanding-islands

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 060 / MATTER ARISING / SURVEY PAPER

Choosing a site for a proposal

Compare locations and reconsider the recommendation when relevant information changes



Maine Coast [C15]



U.S. Geological Survey measuring a baseline, New Mexico · 1883
www.loc.gov/item/2009633602

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A defined project and at least two possible sites. The country's working chart and confirmed constraints. A dated additional evidence or condition report.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the project request and identify what a suitable location must provide. Mark the candidate sites on the country's existing chart and compare their access, available means and effects on affected people or places. Explain which evidence supports each claimed advantage or difficulty, keeping uncertain features separate. Recommend a site and state the most important reason for your choice. Examine the additional report supplied after this first decision. Decide whether it changes your recommendation, showing how the new information bears on the same criteria. Present the revised advice and explain what must still be checked before work could begin.

Submit the annotated chart, comparison criteria, initial recommendation and revised advice. Identify the new information, explain its effect on the decision and preserve any unresolved site condition requiring investigation.

[ ] Limited commission. Compare two sites against the same criteria and explain whether one additional piece of relevant information changes the recommendation.

[ ] Fuller commission. Research comparable siting decisions, consult affected groups and compare alternative responses to uncertainty before defending the final recommendation and its conditions.

KEEPER'S REVIEW

The original simulation asks groups to select a school site and reconsider after regulatory or environmental information arrives. Use its supplied setting as a separate case or adapt it to the country's geography. Review explicit criteria, evidence and justified revision. A recommendation establishes neither ownership nor permission to build without confirmation.

Next entry. The decision maker and keeper confirm any chosen site, permissions and conditions. Update the working chart when the resulting change is established and retain the earlier proposal.

REFERENCE WORK CONSULTED

Activity: Site Selection - A Land Use Simulation

Groups choose a school site, examine additional regulatory and environmental information, reconsider their first choice and explain the reasoning behind their revised land use recommendation.

https://fte.org/teachers/teacher-resources/lesson-plans/eelessons/site-selection-a-land-use-simulation/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 061 / MATTER ARISING / SURVEY PAPER

Population pyramids

Construct age profiles and use their evidence to advise on public services

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Original population data packet. Graph paper or spreadsheet. Confirmed country population if available.

Before work begins. Provide the original country data or an identified update with age bands and population totals.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the age and sex counts in the supplied source packet to calculate each group's percentage of the total population. Record the denominator and show one calculation before constructing a population pyramid with matching scales on both sides. Describe the largest age groups and compare the shape with another country in the packet. Identify which observations support your interpretation and which possible explanations require further evidence. Write a conditional recommendation for schools, housing, work or care services. If you also use confirmed country records, construct a separate graph and state its date. Keep actual source findings separate from country planning.

Submit the labelled pyramid, percentage table, one worked calculation, a comparison paragraph and a service recommendation that identifies its evidence, assumptions and the population to which it applies.

[ ] Limited commission. Construct one pyramid from supplied counts and use two visible features to justify one conditional public service recommendation.

[ ] Fuller commission. Compare several dated datasets, examine migration and cohort explanations, and test how different assumptions alter a future service proposal.

KEEPER'S REVIEW

Check that percentages share an appropriate denominator and that the graph uses comparable scales. Discuss alternative explanations for shape without treating demographic associations as certainty. Country records must already exist before investigators graph them or propose numerical service requirements.

Next entry. Bring the graph and service proposal to the council. The keeper decides whether the evidence supports a planning decision or further investigation.

REFERENCE WORK CONSULTED

Power of the Pyramids Canada

Source audience Grades 6 to 12

Students calculate population percentages, construct age and sex pyramids for supplied countries, compare their shapes and consider implications for past events and future growth.

https://populationeducation.org/resource/power-of-the-pyramids-canada/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes

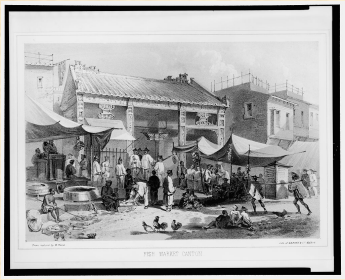


Census tabulating machines · 1909–1940
www.loc.gov/item/2016823353

COMMISSION 062 / MATTER ARISING / SURVEY PAPER

Food origins and trade dependencies

Trace food supplies and compare ways to reduce dependence on a vulnerable route



Fish market, Canton · 1856
www.loc.gov/item/2004673336



The Ship John W. Brewer [C05]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Food labels or source packet. Atlas or mapping tool. Confirmed country trade records.

Before work begins. Supply labels with legible origin information and distinguish country of origin from a company's address.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose foods from the supplied labels or source packet and record the stated origin of each. Locate those places on a world map and distinguish the product's origin from packaging or distribution locations. Use geographical evidence to explain why a place might import each item. Mark any route as confirmed, inferred or unknown according to the available evidence. Then examine the country's established food imports and identify dependencies supported by its records. Propose an alternative supplier, substitute or local investigation for one dependency. Explain what further information is needed before adopting the proposal, keeping actual source trade evidence separate from the country chart.

Submit an annotated origin map, an evidence table, explanations for two imports and one country supply proposal with uncertainties and the information needed to evaluate its feasibility.

[ ] Limited commission. Map three evidenced food origins, explain one import and identify one documented dependency in the existing country supply record.

[ ] Fuller commission. Investigate seasonal variation, several potential suppliers and transport evidence, then compare the resilience and limitations of competing procurement proposals.

KEEPER'S REVIEW

Require evidence before accepting shipping routes, growing conditions or country suppliers. Proposed possibilities do not establish island facts. Review geographical reasoning and the accuracy of the evidence trail rather than the number of map annotations.

Next entry. Present the dependency map during procurement discussions. Proposed suppliers and routes require confirmation in country records before they can change access to food.

REFERENCE WORK CONSULTED

Food and global trade

Learners locate the origins of supermarket foods using maps and atlases, then discuss imports, exports and geographical reasons for obtaining food from other places.

https://www.rgs.org/schools/resources-for-schools/global-trade/food-and-global-trade

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 063 / MATTER ARISING / SURVEY PAPER

Responsible tourism itinerary

Design an itinerary and explain its environmental and community effects



Nassau [C14]



Vale of Kashmir · 1867
clevelandart.org/art/2014.12

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Original lesson materials. Verified destination information. Established country places and routes.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the holiday choices in the source lesson and explain which decisions could affect local people and the environment. Working with a partner, design an itinerary that specifies travel, accommodation, meals and activities for a destination supported by the supplied information. Explain each choice using evidence rather than an unsupported sustainability label. Identify who might benefit and who might face costs or inconvenience. If proposing a country visit, use only established places, routes and available services, marking any new service as a proposal. Present the itinerary to another group and revise one choice after their questions about practicality and consequences.

Submit the itinerary, short justifications for its principal choices, the sources used, one unresolved practical question and a revision explaining how peer feedback affected the final proposal.

[ ] Limited commission. Plan one day of a visit with travel, food and an activity, explaining likely effects on local people and surroundings.

[ ] Fuller commission. Compare two itineraries, investigate stakeholder perspectives and transport evidence, and revise the proposal after a structured consultation about tradeoffs.

KEEPER'S REVIEW

The original lesson targets teenage A2 English learners, so retain accessible language and opportunities for speaking. Supply sufficient destination information to prevent invented facilities or prices. Require explanations of whose interests a choice serves. A proposed tourism activity does not establish visitor demand, income or environmental benefit within the country.

Next entry. Submit the itinerary as a tourism proposal. The keeper considers permissions, available services and recorded circumstances before deciding what visitors could do.

REFERENCE WORK CONSULTED

Responsible tourism Planning a sustainable holiday

Source audience Ages 13 to 17 at CEFR A2

Students discuss responsible holiday choices, then collaborate on a sustainable itinerary covering transport, accommodation, food and activities and explain its effects on people and environment.

https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/pre-intermediate-a2/responsible-tourism-planning

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes

COMMISSION 064 / MATTER ARISING / SURVEY PAPER

Food and crop plan

Match a food plan to nutritional needs and the supplied growing conditions

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

FAO growing food activities. Reliable crop information. Established land and water records.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Use the food and crop activities to identify what a proposed garden or food plan should provide. Select candidate crops from reliable information and investigate their requirements for season, space, water and care. Prepare a crop expert entry for each choice, recording the source and any unresolved growing condition. Compare those requirements with observations of an actual permitted garden or with confirmed country records. Separate suitable choices from choices that need further investigation. Explain how the plan combines locally supported possibilities with foods obtained elsewhere. Revise the selection when a requirement cannot be met, without treating a planned crop as an achieved harvest.

Submit the crop expert entries, a requirements comparison, the proposed food and growing plan and an explanation of one revision made because evidence did not support an initial choice.

[ ] Limited commission. Investigate two candidate crops and select one using documented growing requirements and the conditions actually supplied for the garden or country.

[ ] Fuller commission. Develop a seasonal planting and sourcing plan, compare several crop combinations and revise it after gathering additional observations of limiting conditions.

KEEPER'S REVIEW

Use the FAO selection and crop investigation tasks to support planning. Supply suitable current crop information for the actual location under consideration. Keep dietary discussion within the source's educational purpose. Research can establish requirements, while actual growth and yields need observations. Country soil, water, seasons and crop access must come from adopted records or inquiry findings.

Next entry. Bring the crop plan to the food council. Any planting, procurement or expected yield remains a proposed action until inquiry establishes its feasibility and outcome.

REFERENCE WORK CONSULTED

Setting up and running a school garden Teaching Toolkit Growing Food

Learners examine food needs, investigate food plants, choose crops for a school garden and prepare crop expert findings about what those crops require to grow.

https://www.fao.org/4/i1118e/I1118E05.htm

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes



Harvesting wheat in Kansas · c. 1920–1930
www.loc.gov/item/2012646378

COMMISSION 065 / MATTER ARISING / SURVEY PAPER

Newcomer household support budget

Calculate essential household costs and explain whether the support budget is adequate

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

UNHCR school activity guide. Current official support information. Dated local price evidence.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the UNHCR activity to investigate the economics of seeking asylum in the locality selected for this inquiry. Find current official information about the support available to the specified household and record the date, eligibility conditions and payment period. Gather comparable prices for essential purchases, including the communication, school or clothing needs identified in the source task. Build a budget using the same currency and time period throughout. Explain what the evidence shows about adequacy and what remains unknown. For a country proposal, prepare a separate household support plan using only the supplied circumstances and explicitly adopted amounts rather than transferring real entitlements.

Submit dated sources, the household assumptions, an itemised budget with consistent units, a short adequacy review and a separate country proposal if the keeper has supplied relevant circumstances.

[ ] Limited commission. Compare the verified support for a specified household with a small basket of dated essential prices and explain one evidenced shortfall or uncertainty.

[ ] Fuller commission. Compare household circumstances, changing prices and payment periods, then evaluate several support proposals under an explicitly supplied country budget and eligibility rule.

KEEPER'S REVIEW

The linked official combined PDF includes the UNHCR school activity guide. Select that activity without requiring the unrelated materials. Use a defined locality and household description. Check current official eligibility and payment periods rather than supplying remembered allowances. Review evidence and arithmetic while preserving the distinction between actual asylum arrangements and the country's assistance decisions.

Next entry. Use the country budget proposal to discuss assistance choices. The keeper confirms eligibility, available funds and consequences from the country's established circumstances.

REFERENCE WORK CONSULTED

Teaching About Refugees School activity guide Ages 15 to 18

Source audience Ages 15 to 18

Students research financial support available to asylum seekers, investigate grocery prices, include communication, school and clothing needs, and assess whether the resulting budget meets essential costs.

https://www.unhcr.org/neu/wp-content/uploads/sites/15/2025/06/ENG-UNHCR-x-Moomin-edu-materials-1.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes

COMMISSION 066 / MATTER ARISING / SURVEY PAPER

Welcoming event and orientation

Design and test arrival information for people who need to use it

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

UNHCR school activity guide. Verified source school or country information. Supplied arrival needs.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the guide's welcoming event activity and identify the practical information a newcomer would need to participate. Plan a voluntary welcoming event or an orientation rehearsal using verified source school information or established country services. Prepare an invitation, an order of activities and a short explanation of how the relevant place works. Allocate responsibilities and identify questions about access, language or participation that require consultation rather than assumptions. Ask another group to test whether the directions and information are usable, then revise the plan. Clearly label a proposed event or rehearsal and distinguish its proposed benefits from any outcomes actually observed.

Submit the invitation draft, event schedule, orientation information, responsibility list and a revision note identifying one problem discovered through the group test and how the plan addresses it.

[ ] Limited commission. Create a welcoming invitation and a short orientation, then test the clarity of directions and information with another group.

[ ] Fuller commission. Develop alternative ways to participate, consult supplied stakeholder feedback and revise the event plan to address practical barriers and unresolved responsibilities.

KEEPER'S REVIEW

The original activity proposes welcoming evenings or regular breakfasts with games, food and explanations of school life. A plan or rehearsal completes this inquiry. Actual school events require ordinary school arrangements and participant input. Use stated needs and verified information. Do not infer a person's language, preferences or participation wishes from their migration status.

Next entry. Offer the orientation plan to the council as a proposed welcome. The keeper determines available services and any response from arriving people.

REFERENCE WORK CONSULTED

Teaching About Refugees School activity guide
Ages 15 to 18

Source audience Ages 15 to 18

The guide invites students to arrange welcoming evenings or monthly breakfasts with games, food and information explaining school life to new arrivals and their families.

https://www.unhcr.org/neu/wp-content/uploads/sites/15/2025/06/ENG-UNHCR-x-Moomin-edu-materials-1.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes



Nolli's plan of Rome, one sheet · 1748
clevelandart.org/art/2020.276.10

COMMISSION 067 / MATTER ARISING / SURVEY PAPER

Service access documentation audit

Trace a service application and explain where its requirements create barriers

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

UNHCR school activity guide. Official local service requirements. Adopted country access rules.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose the public services identified for this inquiry and investigate their published access requirements in a named real locality. Record the service provider, eligibility conditions, documents requested and the date of the information. Distinguish a document that is compulsory from an alternative or a requirement that remains unclear. Explain how the published process could affect someone who lacks the specified documentation without assuming their legal status. Then examine any adopted country access rules separately and propose a supported change to one process. Identify who would have authority to make that change and what unresolved question needs an official answer before implementation.

Submit a sourced requirements table, an explanation of one documented access barrier and a proposed process change that identifies the responsible authority, limits of the evidence and any unanswered question.

[ ] Limited commission. Research one service's published requirements and explain an evidenced documentation barrier, distinguishing confirmed conditions from questions that remain unanswered.

[ ] Fuller commission. Compare several providers or jurisdictions, identify alternative documentation routes where officially stated and evaluate how proposed country reforms would affect different applicants.

KEEPER'S REVIEW

The source investigates everyday services and access without recognised status. Use current official provider information and a defined jurisdiction. Avoid turning incomplete research into eligibility advice. Investigators may examine adopted country rules separately. Their proposed documents or reforms do not change actual legal status or establish a real service entitlement.

Next entry. Present the country access proposal to the relevant authority. The keeper confirms existing rules, decision powers and any consequences before the proposal takes effect.

REFERENCE WORK CONSULTED

Teaching About Refugees School activity guide
Ages 15 to 18

Source audience Ages 15 to 18

Students research documents needed to use everyday services and consider how people without recognised status might face barriers to participation in their local community.

https://www.unhcr.org/neu/wp-content/uploads/sites/15/2025/06/ENG-UNHCR-x-Moomin-edu-materials-1.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Survey notes



Japanese writing box with pine, camellia and bamboo · 1400s
clevelandart.org/art/1969.124

COMMISSION 068 / MATTER ARISING / CALCULATION PAPER

Community consultation survey

Graph a survey and explain whose views the results represent

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

Statistics Canada activity. Selected survey questions. Tally sheet or spreadsheet.

Terms of the request **[ ] Main commission**

Choose a practical question from the source activity or agree an equivalent question with the keeper. State the group you intend to ask and how the answers will help evaluate a proposed service. Collect the permitted responses, record how many people answered and organise the results in a table. Calculate counts or percentages using an identified denominator and make an appropriate graph. Explain the most useful finding and one limitation of the evidence. If these results inform a country decision, identify them as views of the actual surveyed group, keeping any model consultation supplied by the keeper separate.

Submit the question, description of the group surveyed, anonymous response totals, calculation table, graph and a recommendation that states which people the evidence represents and what it cannot establish.

[ ] Limited commission. Ask one agreed question, tally permitted responses and graph evidence for a bounded service recommendation for the surveyed group.

[ ] Fuller commission. Compare groups using the same question, examine nonresponse and wording effects, and revise the recommendation after considering alternative interpretations of the findings.

Keeper's review

The original activity uses classroom community questions and asks how findings might inform a service. Choose questions appropriate to respondents and avoid unnecessary identifiers. Check missing responses and denominators before discussing percentages. Actual answers provide evidence about that sampled group. They do not measure the preferences or characteristics of national residents.

Next entry. Bring the recommendation to a council discussion with its sampling limit attached. The keeper decides how the actual consultation relates to the country decision.

Reference work consulted

2026 Census Teacher Kit Activity 3 Classroom community questions

Learners answer classroom community questions, discuss interesting findings and differences between classes, and consider a service that could improve life for their own classroom community.

https://www.statcan.gc.ca/en/census/census-engagement/educator/2026-teachers-kit/activity-3/classroom-community

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Working and checks



Census tabulating machines · 1909–1940
www.loc.gov/item/2016823353

COMMISSION 069 / MATTER ARISING / CALCULATION PAPER

Capture and recapture estimation

Estimate a population from repeated samples and explain the assumptions involved

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required **[ ] Ready** **[ ] Still to obtain** _____

NRICH source activity. Counters and mixing container. Recording sheet or spreadsheet.

Terms of the request **[ ] Main commission**

Use counters to model a population whose total is hidden from the estimating group. Follow the source activity to mark an initial sample, return it and mix the counters before drawing a new sample. Record the marked total, second sample size and number of marked counters recaptured. Use the relationship between those quantities to estimate the hidden population, explaining the proportional reasoning. Repeat the sampling and compare estimates before checking the actual counter total. Discuss how mixing, sample size and population changes affect the method. For the country, write a research recommendation rather than treating the counter simulation as measured fish or wildlife abundance.

Submit the sampling records, worked estimates, comparison with the counter total and an explanation of the assumptions that would need investigation before applying the method to an actual population.

[ ] Limited commission. Complete repeated counter samples, calculate estimates where possible and explain why the estimates differ even though the hidden counter total stays fixed.

[ ] Fuller commission. Systematically vary the sample size or mixing procedure, compare the spread of estimates and evaluate which assumptions matter for a proposed field investigation.

Keeper's review

Keep the total unknown to the estimating group until comparisons are complete. Counters allow the original sampling task without handling animals. Discuss trials with few or no recaptures and avoid inventing a finite estimate when the calculation cannot support one. Separate variation within the model from evidence about any wildlife stock outside the sampled model.

Next entry. Use the findings to propose how an uncertain stock could be investigated. The keeper decides whether a survey is feasible and what evidence it produces.

Reference work consulted

Capture and Recapture

Source audience Ages 11 to 16

Students simulate capture and recapture with counters, use samples to estimate a hidden population, compare repeated estimates and consider the assumptions underlying the method.

https://nrich.maths.org/problems/capture-and-recapture

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Working and checks



Studies of insects · c. 1665–1727
clevelandart.org/art/2022.9

COMMISSION 070 / MATTER ARISING / CALCULATION PAPER

POPULATION GROWTH MODELLING

Compare population forecasts and explain how their assumptions change the result

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

BioInteractive model and materials. Graphing or recording tool. Identified baseline data if used.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Explore the exponential and logistic population models in the source resource. Record the starting settings, population units and time interval before producing a baseline graph. Change one parameter at a time and compare the resulting curves using labelled axes and the same scale. Explain how the model represents growth and, where applicable, carrying capacity. Identify assumptions that might fail for the population under discussion. If modelling a confirmed country population, state the source of the starting value and label every projection as conditional. Recommend what observations would help evaluate the assumptions before anyone uses the model to plan services or resource use.

Submit the baseline and comparison graphs, a settings table, explanations of the parameter changes and a conditional planning note that distinguishes observations, adopted values and model generated projections.

[ ] Limited commission. Compare a baseline curve with one changed parameter and explain the resulting difference together with one important assumption of the model.

[ ] Fuller commission. Compare exponential and logistic fits to an identified dataset, examine residual patterns and show how alternative assumptions change a planning recommendation.

KEEPER'S REVIEW

Select the source activities appropriate to investigators' mathematics background. Require consistent time units and controlled parameter comparisons. Carrying capacity is a model input or concept requiring justification, rather than an automatically known island limit. Review interpretation of the model's assumptions and predictions. Do not treat a plausible curve as a measured demographic forecast.

Next entry. Present the conditional projections during a planning debate. The keeper weighs the assumptions and country evidence before adopting any population expectation or response.

REFERENCE WORK CONSULTED

Population Dynamics

Source audience High school and college

Learners explore exponential and logistic population models, change parameters, interpret population graphs and examine how growth patterns and carrying capacity relate to the supplied cases.

https://www.biointeractive.org/classroom-resources/population-dynamics

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Working and checks



Census tabulating machines · 1909–1940
www.loc.gov/item/2016823353

COMMISSION 071 / MATTER ARISING / CALCULATION PAPER

Constrained route planning

Compare route times and explain which permitted journey is quickest



Charing Cross Railway Bridge · 1896
clevelandart.org/art/1924.5



Compass dial [C02]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected original journey map or an adopted country route map. Explicit movement rules and time costs for that map.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Find the starting point and the place the traveller needs to reach. Read the movement rules for the selected map. Explain bridge, bend and rest costs when using the original journey. For a country map, use its confirmed travel conditions and time costs. Trace one route that follows those rules. Add the time for each part of the journey and show your working. Find another route and work out its total time in the same way. Compare your answers. Explain which permitted journey is quickest and show how you know. Ask a partner to check your route and your sums. If the check finds a missed rule or a mistake, correct it and explain what changed.

Submit the marked routes, a calculation for each total, the chosen journey and a short explanation showing how it satisfies the supplied conditions and responds to the partner's check.

[ ] Limited commission. Compare two permitted journeys, total their supplied time costs and explain which route gets the traveller to the destination more quickly.

[ ] Fuller commission. Use a supplied network with additional travel conditions, compare several feasible journeys and explain how a changed condition affects the preferred route.

KEEPER'S REVIEW

The reference problem is designed for ages five to seven. When that comparison is chosen, use its visual map and stated time costs. A country commission may begin with its own confirmed routes and explicit travel conditions. Distinguish the shortest drawn line from the quickest permitted journey. State any additional constraints and identify a proposed new route on the chart.

Next entry. Offer the checked journey as a movement proposal. The keeper confirms the route conditions and resolves any encounter or travel outcome under recorded conditions.

REFERENCE WORK CONSULTED

Twizzle's Journey

Source audience Ages 5 to 7

Children help a giraffe choose the fastest journey through a flooded zoo by comparing routes and accounting for the supplied bridges, bends and resting times.

https://nrich.maths.org/problems/twizzles-journey

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 072 / MATTER ARISING / CALCULATION PAPER

Insurance risk analysis

Compare insurance costs with possible losses and justify a choice under uncertainty



A ship in a storm [C04]



Sufferers from the Floods · 1877
clevelandart.org/art/2019.52

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

Papers required [ ] Ready [ ] Still to obtain _____

NRICH phone insurance problem. Supplied probabilities and costs. Explicit country coverage terms.

Terms of the request [ ] Main commission

Read the source insurance problem and list its stated costs, possible losses and probabilities. Check the period covered and identify any policy terms needed for the comparison. Calculate the expected cost of the insured and uninsured options, showing how each possible outcome contributes. Explain what a long run average tells you and why an individual case can differ. Then evaluate a country insurance or reserve proposal only if its costs, probabilities and coverage terms have been supplied. Make a recommendation that considers both the numerical comparison and the consequences of an unaffordable loss, identifying uncertain assumptions instead of inventing evidence for them.

Submit an outcome table, worked expected cost calculations, a recommendation and an explanation of how uncertain probabilities, coverage terms and the consequences of an individual loss affect the decision.

[ ] Limited commission. Calculate expected costs for the supplied insurance options and explain one reason an individual might choose differently from the lowest expected cost.

[ ] Fuller commission. Test how changing the probability, excess or premium alters the comparison, then evaluate a reserve proposal under an explicitly supplied loss scenario.

Keeper's review

The reference case compares phone insurance. The keeper may supply that comparison or a country offer with explicit costs, probabilities and coverage terms. Identify estimates as estimates. Expected cost provides one comparison rather than a complete decision rule for every household or polity. A single incident cannot establish a stable loss probability. Review calculations alongside interpretation of individual exposure.

Next entry. Present the risk comparison with its assumptions. The keeper confirms which contracts or reserves are available before resolving any decision and later incident.

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Reference work consulted

To insure or not to insure

Source audience Ages 14 to 16

Students compare mobile phone insurance costs with possible uninsured losses, using probability and expected value while considering how an individual's experience differs from a long run average.

https://nrich.maths.org/problems/insure-or-not-insure

COMMISSION 073 / MATTER ARISING / CALCULATION PAPER

CIPHER DESIGN AND TESTING

Design a cipher and test whether its intended reader can recover the message

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

NRICH code activity. Alphabet strips or cipher wheel. Keeper approved test message.

Before work begins. Use the source's shift alphabet and cipher wheel as the starting method. Keep exchanges within the inquiry group and make the key available for the initial test.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Explore the alphabet shift in the source activity and explain how each original letter becomes a coded letter. Make an alphabet strip or cipher wheel and write the key clearly enough for another group to use. Encode a short test message, keeping the original available for checking. Exchange the coded message and key with a partner group, then compare their decoded version with the original. Record any errors caused by the rules, missing information or transcription. Revise and test again. If using a diplomatic country message, keep its content within established circumstances and explain that this experimental cipher does not demonstrate modern communication security.

Submit the cipher rules and key, original and encoded messages, the partner's decoded result and a test record explaining any error, revision and final check of the system.

[ ] Limited commission. Use a supplied alphabet shift to encode a short message, exchange it with a partner and check every decoded letter against the original.

[ ] Fuller commission. Design another consistent coding rule, test it with several messages and compare the information a recipient needs to decode each system reliably.

KEEPER'S REVIEW

Review consistent transformation, recoverability and explanation of errors. An optional interception follows agreed country information rules. Successful decoding or encoding establishes no real cybersecurity protection.

Next entry. Give the tested message and rules to the keeper. Any delivery, interception or decoding consequence follows the country's adopted information and adjudication rules.

REFERENCE WORK CONSULTED

Some Secret Codes

Source audience Ages 7 to 11

Learners use shifted alphabets and cipher wheels to decode and create secret messages, investigate how the codes work and consider other possible coding systems.

https://nrich.maths.org/problems/some-secret-codes

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Working and checks



Printing telegraph · c. 1908
www.loc.gov/item/96515694

COMMISSION 074 / MATTER ARISING / FIELD INQUIRY

Food web model

Build a food web and use its relationships to investigate a proposed change



Studies of insects · c. 1665–1727
clevelandart.org/art/2022.9



Shell [C08]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Original Gorongosa organism cards. Arrow and label materials. Sourced country species if used.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Use the source organism cards to identify producers and consumers in the Gorongosa ecosystem. Build several food chains, then connect them into a food web with arrows whose meaning you explain consistently. Attach evidence from the cards or supporting source material to relationships that might be disputed. Choose the disturbance supplied by the keeper and trace plausible direct and indirect effects through the web. Identify where the model is incomplete and where an outcome remains uncertain. For a country proposal, construct a separate web only from established or researched organisms appropriate to its setting, without importing the Gorongosa species as assumed island inhabitants.

Submit the labelled web, an explanation of arrow direction, evidence for selected relationships and a disturbance analysis that distinguishes supported pathways, uncertain effects and missing ecological information.

[ ] Limited commission. Connect a small set of supplied organisms into a labelled web and trace one plausible effect of the specified disturbance.

[ ] Fuller commission. Compare alternative disturbance pathways, investigate a missing relationship and revise the web to show how new evidence changes the ecological recommendation.

KEEPER'S REVIEW

Retain the original Mozambique context when using the Gorongosa cards. Check that arrows consistently represent the intended transfer or relationship. Require explanations of indirect effects rather than merely naming affected organisms. A food web simplifies an ecosystem. Country species and feeding relationships need evidence, and the model alone does not establish the size of a harvest impact.

Next entry. Use the web to advise on the proposed land or resource action. The keeper weighs ecological uncertainty before deciding what the evidence establishes.

REFERENCE WORK CONSULTED

Creating Chains and Webs to Model Ecological Relationships

Source audience High school

Students use Gorongosa organism cards to construct food chains and webs, represent ecological relationships and energy flow, and reason about the possible effects of disturbances.

https://www.biointeractive.org/classroom-resources/creating-chains-and-webs-model-ecological-relationships

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

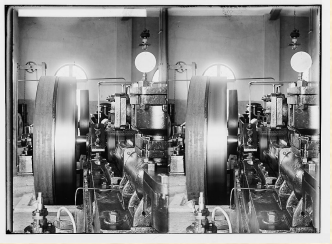
COMMISSION 075 / MATTER ARISING / FIELD INQUIRY

Estuarine water quality investigation

Compare water quality observations and examine possible causes of a difference



Maine Coast [C15]



Waterworks pumping station at Solomon's Pools · 1917 or 1918
www.loc.gov/item/2019696017

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

NOAA investigation and dataset. Graphing tool. Supplied investigation question.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Use the NOAA investigation to examine an identified estuary, monitoring station and period. Record the variables, units and sampling intervals before making graphs that address the inquiry's water quality question. Compare patterns in the selected measurements and identify missing observations or changes in scale that affect interpretation. Explain which findings support a possible explanation and which would require further evidence. Compare at least one alternative explanation rather than diagnosing a cause from a single graph. If the country includes a harbour investigation, present the NOAA case as relevant background or analyse separately labelled model samples, keeping actual station records distinct from model measurements for the island.

Submit a dataset description, labelled graphs, an evidence based interpretation, one alternative explanation and a request for further observations that would help distinguish the competing accounts of water quality.

[ ] Limited commission. Graph one identified water quality variable over time and explain a visible pattern, a limitation and one useful follow up observation.

[ ] Fuller commission. Compare stations or several variables over a common period, evaluate competing explanations and revise the investigation plan using the strongest available evidence.

KEEPER'S REVIEW

Choose a manageable part of the progressive NOAA investigations and retain its actual location and dates. Check units, sampling gaps and whether comparisons refer to the same period. The relationship between variables can suggest a question without proving a cause. Do not present a real estuary dataset as measurements of this country or presume that every anomaly explains ecological damage.

Next entry. Bring the interpretation and sampling request to the harbour discussion. The keeper confirms what the country evidence supports before resolving any response.

REFERENCE WORK CONSULTED

Monitoring Estuarine Water Quality

Source audience Grades 6 to 8

Learners use real estuarine monitoring data in progressive investigations, graph water quality variables and explore relationships among conditions such as temperature, salinity and dissolved oxygen.

https://www.noaa.gov/office-education/data-in-the-classroom/water-quality-for-teachers

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 076 / MATTER ARISING / FIELD INQUIRY

Biodiversity field study

Sample a defined study area and explain what its biodiversity evidence supports



Insect on Viburnum · 1700–1750
clevelandart.org/art/2025.120



Shell [C08]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

NPS activity and recording sheet. Permitted observation area. Identification references if provided.

Before work begins. Use the source's schoolyard observation approach at an authorised site and agree common categories before comparison.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Follow the source field study in the selected permitted observation area. State its boundary, the observation period and the method used before recording the organisms or recognisable organism groups you actually observe. Use the same recording categories as the groups with which you will compare results, and label uncertain identifications. Organise the observations into a table and explain what they suggest about the diversity recorded within the study area. Compare another group's findings while considering differences in effort or conditions. If advising a country conservation decision, use this as a method demonstration unless separate country evidence establishes the island's organisms and habitats.

Submit the site and method description, observation table, identification uncertainties and a supported comparison explaining what was recorded, the sampling limits and what further observations could improve the judgment.

[ ] Limited commission. Observe one agreed area for a fixed period, record the organisms detected and compare the resulting table with another group's equivalent record.

[ ] Fuller commission. Repeat observations under a consistent method, compare sites or periods and evaluate how identification uncertainty and observation effort affect the apparent diversity.

KEEPER'S REVIEW

Distinguish observed organisms, tentative identifications and organisms not detected. A brief visit cannot establish exhaustive absence or the full biodiversity of a habitat. Keep local field evidence separate from country geography while allowing proposals for a suitable survey method for the country.

Next entry. Present the survey method and any actual country findings as separate evidence. The keeper decides whether further ecological investigation is needed before development.

REFERENCE WORK CONSULTED

Biological Diversity Field Study

Source audience Grades 6 to 8

Students observe biological diversity in a schoolyard, record organisms using the activity materials, compare group findings and support judgments about the diversity they have observed.

https://www.nps.gov/teachers/classrooms/biological-diversity-field-study.htm

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 077 / MATTER ARISING / FIELD INQUIRY

Plant light response investigation

Control a growing experiment and explain what its observations show about light

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

NASA investigation procedure. Keeper supplied plant materials. Observation and measurement record.

Before work begins. Use the published procedure and suitable keeper supplied equipment. Agree measurements and comparable conditions before observations begin.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the NASA investigation and state a prediction about the plant response being tested under the supplied light conditions. Identify the changed condition, the response you will observe and the other conditions the procedure keeps comparable. Follow the keeper approved procedure and record dated observations using consistent measurements or descriptive categories. Keep unexpected results and unsuccessful trials in the record. Compare the treatments and use your observations to support a claim, explaining limitations and possible improvements. Then write a conditional greenhouse recommendation for the country, distinguishing the tested plants and light conditions from any untested island crops, environmental conditions or assumptions about production.

Submit the prediction, variable and procedure record, dated observations, comparison of treatments and a claim supported by evidence, followed by one justified improvement and a conditional country recommendation.

[ ] Limited commission. Compare the supplied light treatments using consistent observations and write one claim whose strength matches the actual results and their limitations.

[ ] Fuller commission. Repeat trials or investigate an additional controlled light condition, compare variability and revise the greenhouse proposal in response to the accumulated observations.

KEEPER'S REVIEW

Review whether the conclusion matches the recorded results, including inconclusive results. The source's space research context can support comparison without making this trial equivalent to a space experiment. A plant response does not by itself establish national crop yields.

Next entry. Bring the conditional growing recommendation to the council. The keeper confirms whether the tested conditions apply before resolving any proposed greenhouse action.

REFERENCE WORK CONSULTED

Investigating Science Plant Response to Stimuli

Source audience Grades 5 to 8

Students investigate plant responses to different light wavelengths, make predictions and observations, and use evidence and reasoning alongside the source's account of related space research.

https://www.nasa.gov/stem-content/investigating-science-plant-response-to-stimuli/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



White Cape Coast lily, botanical plate · 1806
clevelandart.org/art/1955.142

COMMISSION 078 / MATTER ARISING / FIELD INQUIRY

Building energy audit

Measure energy use and justify a proposed efficiency improvement

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

NEED published materials. Permitted building observation area. Provided energy information or readings.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the source materials to inspect the permitted room or building area identified for this inquiry. Record the energy uses you can observe and the information supplied about equipment, operating times or meter readings. Keep direct measurements separate from estimates based on rated power and assumed use. Where calculations are appropriate, state the units and show how power and time relate to energy. Identify an improvement supported by the audit and explain what evidence would be needed to estimate its effect. For a country public building, use separately supplied records and present the change as a proposal rather than assuming a measured saving.

Submit the observation record, any supplied readings, clearly labelled estimates and a recommendation that explains its evidence, units, assumptions and how an actual change in energy use could be checked.

[ ] Limited commission. Record visible energy uses in a permitted room and recommend one evidenced change, identifying extra information needed to estimate a saving.

[ ] Fuller commission. Compare comparable operating periods, calculate energy estimates from supplied data and design a follow up measurement that could evaluate the proposed improvement.

KEEPER'S REVIEW

The original elementary resource treats the school building as a learning laboratory. Define the permitted observation area and provide equipment data or readings needed. Use ordinary visible observations without opening equipment or accessing electrical systems. Check the difference between power and energy. Claimed savings need a stated comparison and cannot be inferred from a recommendation alone.

Next entry. Present the public building proposal with its estimates labelled. The keeper decides what resources, permissions and evidence are needed before adopting the change.

REFERENCE WORK CONSULTED

School Energy Inspectors Elementary

Source audience Grades 3 to 5

Elementary students investigate energy use in their school building through guided observations, recording activities and energy information, then identify opportunities to improve how the building uses energy.

https://www.need.org/product/school-energy-inspectors-elementary/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Landscape with a Windmill · 1646
clevelandart.org/art/1967.19

COMMISSION 079 / MATTER ARISING / FIELD INQUIRY

Food waste audit

Measure food waste and use the findings to improve provision

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

EPA school audit guide. Approved audit or supplied dataset. Scales and recording materials if used.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Use the school audit guide with the approved procedure or an identified dataset from an audit. State the place, meal period, food categories and measurement units before recording or analysing the results. Keep the number of meals or another relevant denominator alongside the waste totals so comparisons are meaningful. Make a table and graph that answer a question about the observed waste. Identify which categories suggest a prevention opportunity and explain what further evidence would help evaluate it. Prepare a country procurement or food provision proposal separately, using only supplied country records rather than treating the school sample as a national waste rate.

Submit the audit description, category totals with units and denominators, a graph and a prevention proposal that explains its supporting evidence, limits and a way to evaluate any later change.

[ ] Limited commission. Analyse one supplied meal audit, graph waste by category and recommend one prevention question that can be investigated with further observations.

[ ] Fuller commission. Compare several comparable meal periods, calculate waste per meal and design a follow up audit to evaluate a specific proposed change in provision.

KEEPER'S REVIEW

Use the guide's planning and handling procedure for any actual school audit, with the appropriate school arrangements and equipment. A supplied dataset offers an alternative inquiry route. Check consistent categories, measurement periods and meal counts. Differences between observations may reflect participation or menu changes. Review evidence for prevention without treating a single meal sample as representative of all provision.

Next entry. Use the country proposal in food provision discussions. The keeper confirms whether changing procurement or service is feasible and resolves any subsequent effects.

REFERENCE WORK CONSULTED

A Guide to Conducting Student Food Waste Audits A Resource for Schools

Students conduct a planned school food waste audit, measure and record waste by category, analyse the results and identify opportunities to prevent food from being wasted.

https://www.epa.gov/sustainable-management-food/guide-conducting-student-food-waste-audits-resource-schools

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



The Old Market, Cleveland · 1920
clevelandart.org/art/1920.279

COMMISSION 080 / MATTER ARISING / FIELD INQUIRY

Ocean and coastal acidification

Interpret acidification evidence and explain the limits of a coastal prediction

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

NOAA investigation and datasets. Graphing and map materials. Selected chemistry question.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the NOAA investigation to examine identified carbon dioxide, pH or aragonite saturation records. Record the actual locations, dates, variable definitions and units before comparing the supplied graphs or maps. Explain the relevant chemical relationship using the source materials, taking care with the meaning of the pH scale. Describe which patterns support a concern about changing conditions and which questions the dataset cannot answer. Consider other information needed to investigate an ecological observation. If advising a country reef or shellfish decision, distinguish the real NOAA case from any separately supplied model measurements and make a conditional recommendation whose strength matches the evidence available.

Submit the dataset description, annotated graph or map, chemistry explanation and a conditional recommendation that distinguishes observed patterns, supported relationships, ecological uncertainties and the additional evidence needed to investigate them.

[ ] Limited commission. Interpret one identified chemistry graph, explain the relevant relationship and state one ecological question that the available measurements cannot settle by themselves.

[ ] Fuller commission. Compare several locations or periods, investigate interacting conditions and evaluate competing explanations before revising a proposed monitoring or coastal management response.

KEEPER'S REVIEW

Select the appropriate stage of NOAA's progressive investigations and preserve actual data locations and time periods. Check the distinction between pH, carbon dioxide and saturation measurements rather than treating them as interchangeable. An ecological symptom needs investigation and cannot be attributed to acidification from resemblance alone. Keep model sampling and production consequences explicitly dependent on country evidence.

Next entry. Present the chemistry report and monitoring proposal to the coastal council. The keeper determines what the country record establishes before resolving any management response.

REFERENCE WORK CONSULTED

Understanding Ocean and Coastal Acidification

Source audience Grades 9 to 12

Learners investigate ocean and coastal acidification using real datasets, maps and graphs of carbon dioxide, pH and aragonite saturation through progressively more demanding questions.

https://www.noaa.gov/office-education/data-in-the-classroom/ocean-acidification-for-teachers

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes

COMMISSION 081 / MATTER ARISING / FIELD INQUIRY

Reading sea level trends

Build a spreadsheet investigation and explain how the chosen time period affects a coastal claim



Maine Coast [C15]



Morning Haze in Chichester Harbor · 1922
clevelandart.org/art/2010.581

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

NASA sea level dataset and its measurement notes. Spreadsheet software and graphing instructions. The coastal claim or planning question being examined.

Before work begins. The source's grade metadata is inconsistent, so select the mathematical demand explicitly. Check the chosen dataset and software before use.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the coastal question your country wants answered. Open the supplied sea level file and identify what was measured, where the measurements apply, and which units are used. Import the data into a spreadsheet and draw a graph with a title and labelled axes. Compare a short section of the record with the complete series, keeping your method consistent. Add a trendline where required and explain what changes when you choose different starting and ending dates. Write advice that distinguishes the recorded global trend from any further evidence needed about your particular coast.

Submit the spreadsheet, both graphs, the selected date ranges and a short explanation of the conclusion each graph supports. Identify the dataset and retain its units and measurement context.

[ ] Limited commission. Use a prepared spreadsheet to compare two date windows and explain their different impressions.

[ ] Fuller commission. Test additional windows, compare trendline choices and explain uncertainty in a carefully bounded planning recommendation.

KEEPER'S REVIEW

The published lesson covers data import, graphing, trendlines and time windows. Review interpretation alongside spreadsheet technique. Historical global measurements cannot alone supply a forecast for the country settlement or its local flood exposure.

Next entry. The council can question a coastal proposal using the graphs, then confirm which local information and practical response it still needs.

REFERENCE WORK CONSULTED

Graphing Sea-Level Trends

Learners import sea level data into spreadsheets, create graphs and trendlines, and compare short samples with the longer historical record.

https://www.jpl.nasa.gov/edu/resources/lesson-plan/graphing-sea-level-trends/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 082 / MATTER ARISING / FIELD INQUIRY

Investigating a hot settlement

Compare surface temperatures and use the observations to examine a proposal for shade or ground cover

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Selected surfaces and an approved thermometer. A recording table with units and observation times. A settlement question about shade or surface materials.

Before work begins. Choose accessible surfaces and a suitable procedure before measurements begin.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose the approved surfaces or places for comparison. Explain what you expect to find and why the comparison could help the settlement. Measure each surface using the same instrument and method, and record the time, shade and other conditions that might affect the result. Repeat the measurements as directed rather than relying on one reading. Make a table or graph that lets another group check your comparison. Recommend a change to the proposed settlement and explain which observations support it. State what your surface measurements leave unanswered about the temperature people would experience in the surrounding air.

Submit your prediction, measurement record, comparison graph and settlement recommendation. Include the instrument, units, observation conditions and a limitation that could change how the results are interpreted.

[ ] Limited commission. Use supplied temperatures and photographs to compare surfaces and explain one supported change to a site plan.

[ ] Fuller commission. Repeat observations across different times or conditions and examine how that additional evidence changes the proposed shade or surface treatment.

KEEPER'S REVIEW

NASA's activity investigates heating through measurements of different materials and locations. Review control of conditions, recording and explanation. Surface temperature and air temperature are different measures. The measured comparison informs a proposal while its application to the country requires a justified account of place and scale.

Next entry. A planning reply can address the actual site, materials and maintenance required before confirming any change to conditions in the settlement.

REFERENCE WORK CONSULTED

What makes cities hot? An urban heat island activity

Source audience Grades 3 to 5

Learners measure temperatures of different surfaces and locations, record their observations, and investigate how materials contribute to urban surface heating.

https://mynasadata.larc.nasa.gov/lesson-plans/what-makes-cities-hot-urban-heat-island-activity

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Edward Hall Bowie with weather instruments · 1919
www.loc.gov/item/2016870383

COMMISSION 083 / MATTER ARISING / FIELD INQUIRY

Following water through a settlement

Test model surfaces and explain how a proposed development could change runoff

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Materials and containers specified in the selected model activity. A consistent water input and a collection measure. A proposed change to the country's mapped surface or drainage.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the development being considered and draw how you think water currently moves through that place. Build the natural and developed surface models using the selected instructions. Decide which condition you will change and which conditions must remain comparable. Apply the same measured water input to each model, collect the runoff and record what happens. Repeat or revise a test when the procedure makes comparison uncertain. Use the observations to explain a drainage recommendation for the proposed development. Identify a feature of the real site that the model leaves out and explain why it could affect the advice.

Submit the initial water pathway sketch, model descriptions, test conditions, runoff measurements and recommendation. Show how the comparison supports your explanation and which site evidence remains necessary.

[ ] Limited commission. Use prepared models or supplied test results to trace the water pathways and explain the observed difference.

[ ] Fuller commission. Compare additional surface or drainage treatments through repeated controlled tests, then defend a recommendation against a competing design.

KEEPER'S REVIEW

The original activity compares natural and urban water cycle models and permits investigations of precipitation conditions. Choose one manageable variable and identify collection units. Review the causal explanation rather than appearance alone. Model dimensions, surface properties and test duration limit transfer. Country rainfall, drainage capacity and resulting losses remain matters for the established record and confirmed ruling.

Next entry. The country can revise a road or settlement proposal with an explained drainage provision, whose feasibility and effects the keeper considers.

REFERENCE WORK CONSULTED

Natural and Urban "Stormwater" Water Cycle Models

Source audience Grades 6 to 8

Learners construct natural and urban water cycle models, form hypotheses, test precipitation conditions and explain differences in the movement of stormwater.

https://www.teachengineering.org/activities/usf_stormwater_lesson01_activity1

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes

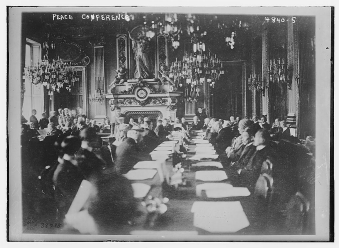
COMMISSION 084 / MATTER ARISING / FIELD INQUIRY

Negotiating a shared climate response

Prepare evidence based commitments and reconsider them after examining the combined response



A ship in a storm [C04]



Peace conference · 18 January 1919
www.loc.gov/item/2014708458

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected stakeholder briefings and proposal form. Relevant climate evidence and the chosen real world model. A separate record of the country's established environmental situation.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the stakeholder briefing selected for the real world climate inquiry and identify its concerns, means and proposed commitments. Prepare an opening position supported by the supplied evidence. Meet other delegations, ask questions about their offers and record the terms they actually accept. Examine the combined proposals through the selected procedure, then explain whether you would revise your position. Compare that cooperation problem with the current situation in Archipelagos. Write a separate country proposal grounded in its own geography, capabilities and agreements. Explain which lessons transfer and which model assumptions require further examination.

Submit the prepared position, negotiation record, revised commitments and comparison with the country. Keep real world model outputs and proposed country actions clearly identifiable throughout.

[ ] Limited commission. Use a small briefing selection and supplied evidence for one negotiation, followed by a short comparison with the current country issue.

[ ] Fuller commission. Run successive negotiations, investigate distributional effects and record individual explanations of how new evidence changed a delegation's recommendation.

KEEPER'S REVIEW

The original simulation uses national or regional roles and C ROADS to examine real world pledges. Its negotiation materials can also inform an adapted council. Preserve the simulator's actual scope and supplied briefing context. Review evidence, responsiveness and explanation. The country's mitigation units cannot be entered or interpreted as equivalent real world climate measurements without a justified model.

Next entry. The keeper can introduce an adapted country proposal for discussion and confirm any agreement, obligations and environmental consequences through the country's chosen procedure.

REFERENCE WORK CONSULTED

World Climate Simulation Materials

Delegations use stakeholder briefings, negotiate climate commitments, examine combined pledges with C ROADS and reconsider proposals through facilitated discussion and reflection.

https://www.climateinteractive.org/world-climate-simulation-resources/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 085 / MATTER ARISING / FIELD INQUIRY

Locating a recorded earthquake

Read seismograms and prepare a bulletin explaining the location and scale of a recorded event

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Selected seismograms and their station locations. The source travel time graph and magnitude procedure. A map and suitable measuring tools.

Before work begins. Check the selected recordings, scales and linked tools before inquiry, providing a paper packet where needed.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the supplied recording information and locate the stations on your map. Identify the first arrivals of the waves specified in the instructions and measure their separation using the correct time scale. Use the supplied travel time relationship to estimate the distance from each station to the event. Plot the distances and explain how their agreement helps locate an epicentre. Complete the selected magnitude calculation using the given wave information and method. Prepare a bulletin that shows your working, identifies uncertainty in reading the traces and separates what these recordings reveal about this event from questions about future earthquakes.

Submit annotated seismograms, the station map, distance and magnitude working, and your bulletin. Explain any disagreement between estimates and identify a measurement that most affects your confidence.

[ ] Limited commission. Use marked wave arrivals and the required graph, then focus on distance estimation and the reasoning behind the mapped location.

[ ] Fuller commission. Compare independently read traces, estimate reading uncertainty and explain how additional stations or clearer recordings could change the location estimate.

KEEPER'S REVIEW

The source lesson combines actual seismogram interpretation with epicentre and magnitude work. Review correct use of the supplied relationships and transparent reasoning. Locating a recorded earthquake does not predict a future event or establish seismic risk for an unexamined island.

Next entry. For an established country seismic event, the keeper can compare the bulletin's proposed interpretation with confirmed local reports.

REFERENCE WORK CONSULTED

Earthquakes Living Lab: Finding Epicenters & Measuring Magnitudes

Source audience Grades 9 to 11

Learners interpret recorded seismograms, use wave arrival intervals to locate an epicentre, and apply supplied wave information to examine earthquake magnitude.

https://www.teachengineering.org/activities/csm_findingepicenters_activity1

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Ruins after the San Francisco earthquake · 1906
www.loc.gov/item/00652579

COMMISSION 086 / MATTER ARISING / DESIGN AND TEST

Designing a home for flood conditions

Construct a model and use a consistent flood test to revise its design

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The chosen Practical Action design and testing materials. A recorded flood problem and intended building use. An agreed model test and material limits.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the flood problem selected for your team and identify what a home must protect. Draw a proposed structure and explain how its materials, shape and supports answer that problem. Build the model within the announced material limits. Before testing, agree how water will be applied and what observations will show success or failure. Record the result carefully, including where water enters or parts move. Revise the design to address a specific weakness and repeat a comparable test. Present your preferred design with the evidence behind it and explain what construction or site questions the model cannot answer.

Submit the design drawing, material record, test observations and revised model or drawing. Explain which feature changed, why it changed and whether the new test supports your explanation.

[ ] Limited commission. Compare prepared models under one common test and justify a revised feature through the observations.

[ ] Fuller commission. Test alternative foundations or wall materials repeatedly and compare performance, available means and maintenance in a reasoned construction proposal.

KEEPER'S REVIEW

The published challenge concerns flood resistant housing on the fictional island of Watu and includes pupil and teacher resources. Retain that context when using its original packet. An Archipelagos commission uses the country's confirmed site and problem. Review design reasoning and testing. A successful test model establishes performance under its test conditions rather than permanent flood protection.

Next entry. The country can request a construction ruling that considers its actual site, materials, labour and explanation before confirming what protection is achieved.

REFERENCE WORK CONSULTED

Beat the flood

Teams examine flooding, design and build model homes for the fictional island of Watu, test their resistance and evaluate the designs.

https://practicalaction.org/schools/beat-the-flood/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes



Sufferers from the Floods · 1877
clevelandart.org/art/2019.52

COMMISSION 087 / MATTER ARISING / DESIGN AND TEST

Comparing water filters

Investigate selected filtration materials and explain what the results establish about a treatment proposal

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Prepared water samples and selected filter materials. Collection containers and the source recording sheet. A stated property or pollutant the test will examine.

Before work begins. Select the sample, measures and handling procedure before testing begins. Never taste any water sample, even when it looks clean.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Observe the prepared water sample and record the properties specified for examination. Never taste any sample. Compare the available filtering materials and predict what each might remove or allow through. Plan a filter, drawing the order of its layers and explaining your choices. Use the agreed amount of water and record what happens as it passes through. Compare your observations with another design tested in the same way. Revise a feature where the evidence gives you a reason. Explain what your test found, which properties you measured and which questions about the country's proposed water treatment remain unanswered.

Submit the filter drawing, prediction, test record and comparison. State which observations support your recommendation and identify a property or contaminant that this test did not examine.

[ ] Limited commission. Use two prepared filter designs with a common sample to compare observations and explain a supported choice.

[ ] Fuller commission. Investigate one layer or material at a time through repeated tests and explain the treatment steps still needed beyond the model.

KEEPER'S REVIEW

The source investigates aeration and filtration. Visual clarity does not establish drinking safety. Review the link between mechanism and observation. Limit conclusions to tested properties. A test filter does not confirm a country water supply.

Next entry. A treatment proposal can cite the findings while the keeper asks about the actual source, scale, maintenance and remaining treatment requirements.

REFERENCE WORK CONSULTED

The Dirty Water Project: Design-Build-Test Your Own Water Filters

Source audience Grades 3 to 5

Teams investigate aeration and filtering methods, design and construct water filters, test prepared samples and record observations using a supplied data sheet.

https://www.teachengineering.org/activities/cub_environ_lesson06_activity2

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes

COMMISSION 088 / MATTER ARISING / DESIGN AND TEST

Building a floating garden

Test a floating structure and explain how it could support a proposed growing area

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Selected floating structure materials and a water container. An agreed load and common testing procedure. A researched growing need and the proposed site.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the account of farming where land is regularly flooded and identify the problem a floating garden is meant to address. Draw a structure that could hold the specified load. Explain which materials you expect to float and how the load will be supported. Build the model and test it using the same loading method as the other teams. Record whether it remains afloat and stable, then revise a weak feature and test again. Prepare a country proposal that uses those findings while identifying the growing medium, crops, water conditions and continuing care that would still need investigation.

Submit the drawing, material choices, loading observations and revised design. Include a short proposal explaining what the floating test supports and what agricultural questions remain open before implementation.

[ ] Limited commission. Provide a small selection of materials and one common load, then compare stability and explain a proposed improvement.

[ ] Fuller commission. Compare repeated load tests and research an actual floating agriculture case before addressing site conditions, cultivation and maintenance in the proposal.

KEEPER'S REVIEW

The source connects farming in flood prone places with constructing and testing a floating model. It provides teacher notes and pupil sheets. Review buoyancy, stability and revision through evidence. A load test investigates the supporting structure. It does not establish crop growth, nutrition, yield or suitability for an unexamined part of the country's waters.

Next entry. The keeper can consider the proposed structure together with researched growing conditions and the country's confirmed means before establishing any new capability.

REFERENCE WORK CONSULTED

Floating garden challenge

Learners examine farming difficulties in flooded areas, construct a model floating garden and test whether its structure floats and supports the intended use.

https://practicalaction.org/schools/floating-garden-challenge/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes

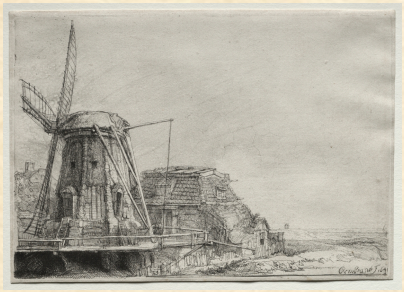


American cowslip, botanical plate · 1801
clevelandart.org/art/1952.213

COMMISSION 089 / MATTER ARISING / DESIGN AND TEST

Making wind do useful work

Build a wind powered lifting device and compare design choices through a common test



The Windmill · 1641
clevelandart.org/art/1941.657



A Ship at Sea [C03]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected turbine and lifting materials. A controlled source of moving air and common load. A proposed country use for wind power.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the selected account of wind power and identify the useful work your model must perform. Draw the blades and lifting arrangement, explaining how movement of air should produce the required motion. Build your device and test it with the announced load under consistent airflow conditions. Record what it lifts and how the test was carried out. Change one feature where possible, then compare the result with the earlier version. Present the design you would recommend for further investigation. Explain how its mechanical lifting performance relates to the country's proposed use and what additional components or evidence that use would require.

Submit the design drawing, test conditions, results for the versions compared and an explanation of your chosen design. Identify the intended country application and the further work it requires.

[ ] Limited commission. Compare two prepared blade arrangements on the same lifting apparatus and explain the result under one consistent airflow condition.

[ ] Fuller commission. Investigate a selected blade variable repeatedly, then research an actual wind application and evaluate additional requirements for the country proposal.

KEEPER'S REVIEW

The published challenge uses a simple wind powered device to lift a cup and connects the activity with access to energy. Choose age appropriate materials and test arrangements from the guide. Review controlled comparison and mechanical explanation. Lifting performance is distinct from electricity generation. An electrical or larger scale proposal needs its own explained components and site evidence.

Next entry. A council can request further development while the keeper considers wind conditions, materials, expertise and the intended application before confirming a capability.

REFERENCE WORK CONSULTED

Wind power challenge

Source audience Ages 7 to 19

Pupils learn about access to energy, design and build a simple wind powered machine, and test its ability to lift a cup.

https://practicalaction.org/schools/wind-power-challenge/

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 090 / MATTER ARISING / DESIGN AND TEST

Testing a coastal barrier

Measure erosion around model seawalls and use the comparison to revise a protection proposal



Maine Coast [C15]



Harbor of Boston, with the City in the Distance · c. 1846–47
clevelandart.org/art/2004.35

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected beach model and barrier materials. A common wave procedure and erosion measure. A confirmed coastal concern and chosen design constraints.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Study the coastal problem and identify what the proposed barrier is meant to protect. Draw a seawall using the available model materials and explain how its position and shape might affect moving water and sand. Build it within the constraints announced for this investigation. Before making waves, record the beach condition and agree how change will be measured. Apply the same wave procedure to each test and record erosion, movement and any damage. Revise the design using a particular observation. Recommend a further response for the country, explaining which coastal features and longer term effects the tray model leaves out.

Submit the design, material or cost record, before and after measurements, test procedure and revised recommendation. Explain a weakness the tests exposed and show how the revision addressed it.

[ ] Limited commission. Use prepared coastal barriers and one shared wave procedure to compare erosion and propose an evidence based revision.

[ ] Fuller commission. Run repeated tests of alternative positions or structures and research possible effects on neighbouring shores before defending a protection plan.

KEEPER'S REVIEW

The source uses a simulated beach, recycled materials, a design budget and measured erosion. Adopt the chosen test constraints explicitly for this inquiry. Review measurement and causal reasoning alongside construction. The model budget does not create country currency rules. Model performance supports a bounded comparison and cannot certify protection of an actual coastline under every storm.

Next entry. The country can amend its coastal proposal, and the keeper can consider local geography, construction means and effects on neighbouring places.

REFERENCE WORK CONSULTED

Engineering a Seawall to Prevent Storm Erosion

Source audience Grades 3 to 5

Teams design a constrained model seawall, test it on a simulated beach, measure storm erosion and revise the design using their observations.

https://www.teachengineering.org/activities/uof-2630-engineering-seawall-storm-erosion-activity

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 091 / MATTER ARISING / DESIGN AND TEST

Comparing spill cleanup methods

Measure the performance of selected materials and justify a response to a model spill

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Prepared model spills and selected absorbent materials. The chosen measurement and collection equipment. A recorded spill problem and response constraints.

Before work begins. Select the sample and handling procedure from the guide.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the supplied spill report and identify what the response is intended to remove or protect. Examine the available cleanup materials and predict how each could help. Plan a fair comparison using the prepared model spill, keeping the starting amounts and application method consistent. Test the selected materials and record the agreed measure of performance. Compare results in a table or graph, including an observation that complicates your first prediction. Recommend a method or combination for further consideration. Explain what happens to the used materials and which features of a real spill your model has not tested.

Submit the prediction, comparison procedure, measurement record, graph and response recommendation. Identify the tested materials and explain a limitation that matters when considering a larger cleanup.

[ ] Limited commission. Compare two prepared materials with the same model spill and explain the recommendation through the recorded result.

[ ] Fuller commission. Repeat measurements, compare material use and research a real response before considering containment, disposal and longer term consequences.

KEEPER'S REVIEW

The source activity compares absorbent materials through a constrained engineering investigation and presentation. Review measurement, fair comparison and the recommendation's reasoning. Absorbency in the model is distinct from full marine remediation, containment, disposal and recovery. Apply the findings only within the scope they actually support.

Next entry. The keeper can ask how the proposed response reaches the affected place and handles collected waste before confirming any cleanup result.

REFERENCE WORK CONSULTED

Oil Spill Clean-Up

Source audience Grades 2 to 4

Learners compare absorbent materials in model oil spills, measure removal, graph findings and present an engineering recommendation under the activity's stated constraints.

https://www.teachengineering.org/activities/uof-2704-oil-spill-clean-up-engineering-design-activity

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes



Oil pumping at Summerland, California · c. 1920
www.loc.gov/item/2012647900

COMMISSION 092 / MATTER ARISING / DESIGN AND TEST

Designing a cargo boat

Compare hull designs through consistent load tests and explain the design you recommend



Shipbuilding · 1891–1925
clevelandart.org/art/1965.52



Maliseet canoe model [C17]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Equal quantities of the selected hull material. A water container and consistent test weights. A proposed transport need and common loading procedure.

Before work begins. Keep material quantity and weight placement comparable.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify what the proposed boat needs to carry and which conditions your model test can examine. Use the announced amount of foil to shape a hull, drawing its form before testing. Predict how the shape will affect floating and stability. Add the common test weights in the agreed way and record how much the boat holds before it fails. Note whether the failure comes from sinking, tipping or another observed cause. Change the design and repeat a comparable test. Recommend a design using your results, then explain what additional evidence would be needed about a real boat's materials, movement and operating conditions.

Submit the hull drawings, material quantity, loading procedure, results and comparison. Explain the observed failure and how your revision changed the design's performance under the test conditions.

[ ] Limited commission. Test one common hull design and one design revision, focusing on a clear prediction and an observed reason for failure.

[ ] Fuller commission. Compare repeated tests of selected hull dimensions and explain the trade between load capacity, stability and the intended transport use.

KEEPER'S REVIEW

NOAA's foil boat activity investigates buoyancy and stability through incremental loading and redesign. Review how hull form and observations support the explanation. Model load capacity cannot be scaled directly into vessel tonnage. Real construction, propulsion, weather and navigation require further consideration within the proposed country undertaking.

Next entry. A boatbuilding proposal can use the model findings while the keeper examines materials, builders, route and operating conditions before confirming transport capacity.

REFERENCE WORK CONSULTED

Build a boat

Source audience Grades 6 to 12

Learners shape foil boats, add weights gradually, observe floating and stability, and redesign their hulls after comparing the results of loading tests.

https://www.noaa.gov/office-education/outreach-communication/hands-on-science-activities/build-a-boat

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 093 / MATTER ARISING / DESIGN AND TEST

Building a bridge model

Test a structure to failure and explain how the observations guide a revised crossing design

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The selected bridge materials and joining method. A common span and supervised loading arrangement. A mapped crossing problem and agreed design constraints.

Before work begins. Select the span and supervised test procedure before work begins.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the crossing proposal and identify what the bridge must connect. Sketch a model using the announced span and materials, and explain where you expect its parts to carry the load. Build the structure and record changes you make to the original sketch. Test it using the supervised loading procedure, noting the load and the place where movement or failure begins. Use your observations to explain a revised design rather than simply adding more material everywhere. Present the version you would investigate further and identify the foundations, site conditions and construction questions that your test model does not resolve.

Submit the original and revised drawings, material record, loading results and failure explanation. Connect each proposed change to a particular observation or supported structural principle.

[ ] Limited commission. Use a prepared bridge for a common load test, then draw and justify a focused structural revision.

[ ] Fuller commission. Compare repeated tests of different geometries while recording material use, then research how the actual crossing would affect construction choices.

KEEPER'S REVIEW

The published spaghetti bridge activity uses construction and loading to examine structural geometry, tension and compression. Review failure interpretation and design revision. Material limits are inquiry conditions. Performance of pasta and joints cannot by itself establish the capacity, foundations or durability of a country bridge.

Next entry. The country can submit its revised crossing plan, and the keeper can consider the mapped crossing, builders, materials and access before confirming effects.

REFERENCE WORK CONSULTED

Spaghetti Bridges

Source audience Grades 6 to 8

Teams build spaghetti bridges, load them to failure and examine how their geometry and structural forces affect performance before discussing possible improvements.

https://www.teachengineering.org/activities/wpi_spag_act_joy

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes



Building an elevated railway bridge, Paris · 1888
clevelandart.org/art/1980.289

COMMISSION 094 / MATTER ARISING / DESIGN AND TEST

Testing a structure under shaking

Use a consistent model test to identify failure and revise a proposed building

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The selected building materials and model constraints. A supervised shake table and stated loading procedure. An established reason to investigate seismic construction.

Before work begins. Follow the source's supervised construction and testing arrangements.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the building's proposed use and the shaking problem being examined. Read the model limits and draw a structure that can support the prescribed test load. Explain how its geometry and connections should respond when the base moves. Build the model, record its dimensions and test it using the announced shake table procedure. Observe where movement, damage or failure begins. Revise the feature your evidence identifies as important and repeat a comparable test. Recommend a design for further investigation, explaining how the observations support it and which differences between the model and a real building limit the recommendation.

Submit the design log, material or budget record, test conditions, observed failure sequence and revised design. Explain the reasoning behind the revision and compare the results of the tests.

[ ] Limited commission. Analyse a supplied design and test record, then propose a structural revision supported by the observed pattern of movement or damage.

[ ] Fuller commission. Test multiple revisions with controlled dimensions and loading, then explain how material behaviour and actual ground conditions affect transfer.

KEEPER'S REVIEW

The source uses a constrained building model, prescribed load, shake table testing and redesign. Review structural reasoning, consistent trials and failure analysis. This inquiry applies when seismic concerns are relevant or selected for study. The model does not certify a real structure or establish an unconfirmed country hazard.

Next entry. A building proposal can incorporate the explanation while the keeper examines the actual site, expertise and construction requirements before confirming any capability.

REFERENCE WORK CONSULTED

Testing the Effects of an Earthquake on the Structural Integrity of a Building

Source audience Grades 10 to 12

Learners construct constrained building models supporting a prescribed load, test their response on a shake table, identify structural failure and redesign their structures.

https://www.teachengineering.org/activities/nds-2787-earthquake-effects-structural-integrity-building

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes



Ruins after the San Francisco earthquake · 1906
www.loc.gov/item/00652579

COMMISSION 095 / MATTER ARISING / DESIGN AND TEST

Making a solar cooker

Construct a solar oven and explain the conditions under which it performs useful heating

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Materials in the selected NASA solar oven instructions. Suitable sunlight and an approved testing setup. A stated heating need and observation method.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the solar oven instructions and identify which parts admit, redirect or retain energy from sunlight. Draw the arrangement and explain how you expect it to heat the space inside. Construct the cooker using the selected materials and set it up through the approved procedure. Record the conditions and agreed heating observations. If temperature readings are available, keep their times and units together. Explain whether the observed performance answers the proposed heating need. Identify what would still have to be investigated about weather, capacity, repeated use and the materials available to the country.

Submit the construction drawing, explanation of its parts, observation record and a recommendation. State the conditions of the test and distinguish an observed result from a prediction about further use.

[ ] Limited commission. Build the supplied design and explain its parts through a labelled drawing and a carefully bounded account of the observed heating.

[ ] Fuller commission. Add timed measurements or compare one design feature under similar conditions, then investigate seasonal and practical requirements for the proposed application.

KEEPER'S REVIEW

NASA supplies construction instructions for a solar oven used to heat a snack. A systematic temperature series or design comparison is a separately selected extension. Review the energy explanation and careful recording. Weather and setup affect the result. A model heating demonstration does not establish a national cooking system or a reliable output across seasons.

Next entry. The keeper can consider an explained cooking proposal with its site, materials, weather dependence and intended users before confirming its practical contribution.

REFERENCE WORK CONSULTED

Make Sun S'mores

Source audience Grades 5 to 8

Learners follow instructions to construct a solar oven that traps energy from sunlight and use the resulting heating to prepare a snack.

https://www.nasa.gov/stem-content/make-sun-smores/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes



Charles G. Abbot with his solar heat engine · September 1936
www.loc.gov/item/2016878428

COMMISSION 096 / MATTER ARISING / DESIGN AND TEST

Comparing insulating materials

Use controlled melting tests to examine a proposal for storage or temperature control

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Selected insulating materials and comparable containers. Consistent ice samples and measurement equipment. A proposed storage or building application.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Identify the temperature control problem and predict how the available materials might affect heat transfer. Plan the comparison using the selected ice melting procedure. Keep the starting ice amount, container dimensions, surrounding conditions and observation times comparable. Record the agreed measure and retain the units. Compare the materials through a table or graph, then explain whether the results support your prediction. Recommend an arrangement for further investigation and discuss material availability and practical use. Identify what this small melting test leaves unanswered about the country's proposed storage space or building.

Submit the prediction, method, results, graph and recommendation. Identify controlled conditions, a possible source of uncertainty and the evidence linking the preferred material to its proposed use.

[ ] Limited commission. Use a common test record for two materials and explain a preference while identifying a limitation of the comparison.

[ ] Fuller commission. Repeat tests of a selected material property and examine how thickness, cost and maintenance affect the proposed storage or construction choice.

KEEPER'S REVIEW

The original activity compares insulating materials through hypotheses, ice melting measurements and heat transfer explanations. Select the sample and measurement procedure consistently. Review reasoning about energy transfer as well as data handling. The model's dimensions and temperatures limit its application. A measured difference in melting does not directly establish a building's energy consumption or a national resource saving.

Next entry. A country can revise a storage or building proposal using the findings while the keeper examines the actual requirements and available means.

REFERENCE WORK CONSULTED

Insulation Materials Investigation

Source audience Grades 9 to 12

Learners form hypotheses, compare insulating materials through ice melting measurements, analyse the results and explain their findings using ideas about heat transfer.

https://www.teachengineering.org/activities/uoh_insulation_activity1

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Sketch or test notes

COMMISSION 097 / MATTER ARISING / DESIGN AND TEST

Moving produce across difficult terrain

Design a transport model and test whether it delivers a load without damage



The Bridge of Palalda (near Amelieles-Bains) · 1851–52
clevelandart.org/art/1987.130



Fleet at sea [C10]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The selected challenge materials and model terrain. A common produce load and agreed damage measure. The country's actual transport problem or a stated comparison case.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the account of farmers transporting produce in Nepal and identify the difficulties their route creates. Examine the selected model terrain and draw a transport system that could move the specified load between its starting and finishing places. Explain how the design supports and controls the load. Build it within the announced material limits and record how the test will judge delivery, damage and any other chosen measure. Test the system, revise a feature and compare the results. Prepare a proposal for your country using its actual route, explaining which parts of the original case and model transfer to that setting.

Submit the transport drawing, material record, test procedure, results and revised proposal. Explain how the design responds to the route and identify a practical requirement beyond the test model.

[ ] Limited commission. Test a prepared system and identify a cause of damage or failure before proposing one specific revision.

[ ] Fuller commission. Compare alternative systems through repeated deliveries and investigate material supply, operation, maintenance and the needs of people using the proposed route.

KEEPER'S REVIEW

Practical Action's source concerns produce transport in Nepal and model systems moving tomatoes down a mountain without damage. Retain that context when using the original materials. An island route is a separate adaptation using country geography. Review the explanation, load handling and revision. Successful model delivery does not establish the scale, maintenance or productive effect of a real transport system.

Next entry. The country can negotiate access or request construction support, with the keeper considering the actual route and obligations before confirming a transport capability.

REFERENCE WORK CONSULTED

Squashed tomato challenge

Source audience Ages 7 to 16

Learners investigate produce transport difficulties in Nepal, then design, construct and test a model system for moving tomatoes down a mountain without damage.

https://practicalaction.org/schools/squashed-tomato-challenge/

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 098 / MATTER ARISING / SYSTEMS BRIEF

Coding a soil moisture investigation

Program a monitor and explain what its calibrated readings reveal about selected soil conditions

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

microbit hardware probes wires and power specified in the activity. The selected coding environment and data recording method. Comparable soil samples and a stated investigation question.

Before work begins. The source sequence requires microbit hardware and prior knowledge of block coding and downloading programs. Select the hardware and calibration procedure before inquiry.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Read the monitoring question and draw how the probes and microbit will be connected through the selected procedure. Program the device to collect and display the required readings, then test that the code behaves as intended. Compare readings from supplied reference conditions before interpreting the numbers. Plan soil tests that keep the relevant probe placement, sample size and other conditions consistent. Record the readings and conditions in a table, then graph or analyse them as directed. Explain the pattern and the limits of the measurement. Recommend what further evidence a proposed irrigation decision would need.

Submit the working code, connection drawing, reference readings, experimental record and analysis. Explain a code choice, a controlled condition and how the calibration affects the interpretation of the results.

[ ] Limited commission. Use starter code and reference conditions to explain the readings and test one clearly defined soil comparison.

[ ] Fuller commission. Add repeated or timed data logging, investigate probe consistency and evaluate how an actual irrigation proposal would use the measured information.

KEEPER'S REVIEW

The source connects voltage readings with designed soil experiments and reporting. Review programming and scientific interpretation separately. A raw electrical reading is not automatically an absolute water content measurement or proof of the country's agricultural requirement.

Next entry. The keeper can consider a monitoring proposal while keeping the measured test result distinct from field conditions still to be established.

REFERENCE WORK CONSULTED

Soil Moisture investigation

Source audience Teacher selected level with prior block coding knowledge

Learners program microbit voltage readings, design soil moisture experiments, collect and analyse the resulting data, and communicate their investigation through a report.

https://makecode.microbit.org/courses/ucp-science/soil-moisture/overview

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Connection sketch or test notes

COMMISSION 099 / STANDING STUDY / SYSTEMS BRIEF

Changing an ecosystem simulation

Modify code and explain how the model rules produce a different outcome

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The selected source ecosystem simulation and coding environment. A record of the original code and model behaviour. A specific coding challenge and a method for recording trials.

Before work begins. Check access to the selected activity and review its scientific explanations before inquiry.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Open the selected ecosystem simulation and describe what its organisms do under the original rules. Identify the challenge stated in the activity and locate the code that could affect it. Predict what a proposed change will do before editing the program. Save the original version, change the selected code and run a comparable trial. Record what changed in the program and in the result. Test further where one run gives an uncertain impression. Present a working version with an explanation of its rules, then identify a feature of actual ecosystems that this programmed model leaves out.

Submit the original and edited code or a precise change record, trial observations and your model explanation. Distinguish debugging a program from testing whether its ecological assumptions match evidence.

[ ] Limited commission. Use starter code and one specified change, then require a prediction, an observed result and an explanation of the relevant instructions.

[ ] Fuller commission. Compare alternative model rules through repeated trials and use researched ecology to evaluate what the simulation represents and leaves out.

KEEPER'S REVIEW

The source lesson offers ecosystem simulations to investigate and modify in response to stated challenges. Review executable changes, predictions and interpretation. A programmed outcome follows the model's rules. It does not establish how a real ecosystem or the country's environment must respond.

Next entry. A country may cite the model as a proposed investigation, with assumptions identified for examination before any environmental outcome is confirmed.

REFERENCE WORK CONSULTED

Coding My Ecosystem

Learners explore ecosystem simulations, identify a stated challenge, modify the corresponding code and examine how changes affect the simulated food chain and its outcomes.

https://lesson-plans.code.org/csc-ecosystems-2023/20250403010542/teacher-lesson-plans/Coding-My-Ecosystem.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Connection sketch or test notes



Insect on Viburnum · 1700–1750
clevelandart.org/art/2025.120

COMMISSION 100 / MATTER ARISING / SYSTEMS BRIEF

Building a queryable country record

Organise verified entries and use queries to explain the evidence behind an investigation

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Supplied or keeper confirmed records. A chosen database tool and clear field definitions. An investigation question that the available records can answer.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the investigation question and examine the supplied records. Decide which fields are needed, what each field means and which formats will keep entries consistent. Enter the records into the selected database and compare a sample with its original source to check accuracy. Make the queries needed to answer the question, saving the conditions you used. Examine whether missing entries or ambiguous wording could change the result. Prepare a report showing the records behind each conclusion and what remains unknown. Explain how another person could repeat your query without receiving a different interpretation of the fields.

Submit the field definitions, checked database, saved query conditions and an evidence report. Include a correction record and distinguish a missing value from a confirmed zero or absent event.

[ ] Limited commission. Use the field structure and a small checked dataset to save two queries and explain their evidence.

[ ] Fuller commission. Design the structure, verify a larger dataset and investigate how ambiguous fields or missing records affect alternative queries.

KEEPER'S REVIEW

The source sequence moves from human databases to digital entry, verification, filtering and an investigation report. Its original detective activity uses particular texts and software. A country dataset is an adaptation using available tools and appropriately supplied records. Review data structure, accuracy and query reasoning. A query result establishes what the recorded data support rather than an unrecorded country fact.

Next entry. The keeper can examine the report against confirmed records and decide whether a correction, further inquiry or proposed action is warranted.

REFERENCE WORK CONSULTED

Computing Databases Unplugged Updated Version

Source audience Original sequence ages 6 to 16

Learners develop database concepts through physical and digital activities, enter and verify records, apply filters or queries, and report evidence from an investigation.

https://classic.csunplugged.org/documents/activities/community-activities/databases/DatabasesUnplugged-Version2.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Connection sketch or test notes

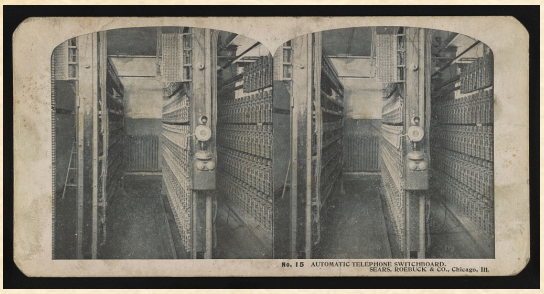


Census tabulating machines · 1909–1940
www.loc.gov/item/2016823353

COMMISSION 101 / MATTER ARISING / SYSTEMS BRIEF

Network routing and deadlock

Test how messages move through a network with limited space



Automatic telephone switchboard · 1900–1910
www.loc.gov/item/2017651467



Fleet at sea [C10]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The source network rules and labelled objects. A group able to represent the network. A trial record with routes and delays.

Before work begins. Keep capacity and movement rules explicit so groups can compare procedures.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Investigate a proposed message or goods network and its blockages. Study the supplied network and explain the movement rules before beginning. Run a trial with each labelled object travelling towards its destination, and record where movement stops. Discuss a different way of coordinating the moves, then test it under the same rules. Trace at least one object through both trials so another group can follow your reasoning. Explain which change improved movement, whether it introduced another difficulty and what the model leaves out about the country's actual communication or transport arrangements.

Submit a labelled network, a record of the two trials and a proposed routing procedure. Use a particular blockage and its later resolution to explain your recommendation.

[ ] Limited commission. Use one supplied network and explain a single blockage before proposing and testing a change to its movement procedure.

[ ] Fuller commission. Compare several network arrangements or changing demands and test whether the proposed protocol continues to work under each condition.

KEEPER'S REVIEW

The source is an unplugged computing activity on routing and deadlock. Review the explanation of coordination and failure. The written protocol is added to the source activity. A successful model trial still needs interpretation before application to the country.

Next entry. The proposed procedure is for whoever manages relevant routes or messages. The keeper confirms any change through the country's established circumstances.

REFERENCE WORK CONSULTED

The Orange Game—Routing and Deadlock in Networks

Source audience Ages 9 and above

Participants pass labelled objects through a limited network, attempt to deliver them correctly and discuss the cooperative procedures that prevent routing deadlock.

https://classic.csunplugged.org/documents/activities/routing-and-deadlock/unplugged-10-routing_and_deadlock.pdf

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 102 / MATTER ARISING / WELFARE INQUIRY

Outbreak investigation

Use a case data packet to investigate a reported illness pattern

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Original case data or an identified dataset. Graph paper or spreadsheet access. Definitions of the supplied variables.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Investigate the supplied illness reports and explain what the evidence currently supports. Read the case definitions and identify how the records describe people, places and times. Organize the supplied observations into tables and useful graphs, retaining their units and dates. Look for a pattern that could help investigators decide what to examine next, and formulate a possible explanation. Identify evidence that would strengthen that explanation and evidence that could challenge it. Prepare a report that distinguishes the observations, your interpretation and the information still needed before a stronger conclusion could be reached.

Submit your organized data, labelled graphs, a supported hypothesis and a request for further evidence. Identify a plausible alternative explanation and explain how investigators could distinguish it.

[ ] Limited commission. Use selected case records and one graphing question to develop a hypothesis and a justified request for additional evidence.

[ ] Fuller commission. Compare competing hypotheses across the full packet and revise the report after a supplied additional evidence release.

KEEPER'S REVIEW

Use the original scientific case and its materials to establish the inquiry's evidence base. Any model dataset for the island must be labelled and supplied deliberately. Review organization, interpretation and limits of inference. This investigation produces neither a clinical diagnosis nor instructions for managing an actual illness.

Next entry. The report informs a proposed investigation or precaution within the supplied case. The keeper introduces subsequent findings and confirms consequences after the response.

REFERENCE WORK CONSULTED

I Have a Gut Feeling...E. coli O157:H7 Case Study

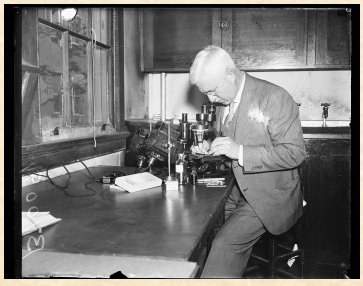
Students graph and model surveillance information by person, place and time, then develop evidence based hypotheses about an E. coli case study.

https://www.cdc.gov/science-ambassador/documents/hs-i-have-a-gut-feeling-2014.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



A man using a microscope in a laboratory · 1936
www.loc.gov/item/2016882745

COMMISSION 103 / MATTER ARISING / WELFARE INQUIRY

Public health ethics hearing

Compare evidence and competing interests before recommending a policy

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The original fictional outbreak and relevant readings. Assigned stakeholder information. A record of the decision being considered.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Examine the choice in the supplied fictional outbreak case and the affected people's different responsibilities and concerns. Prepare your stakeholder's position using the scientific readings, explaining both the evidence and the values behind your recommendation. Hear the other participants and ask questions that could change your judgment. After the discussion, write your own recommendation. Explain an important objection, who could bear a cost under your proposal and what new evidence would make you reconsider. Keep your individual judgment distinguishable from the position you represented during the hearing.

Submit your preparation notes and an individual policy recommendation. Support it with supplied evidence, answer a serious objection and identify an unresolved uncertainty relevant to the decision.

[ ] Limited commission. Use a small set of supplied readings and stakeholder positions, followed by a short individual recommendation that answers one objection.

[ ] Fuller commission. Add an evidence update and reconvene the hearing to explain which recommendations change and which arguments remain persuasive.

KEEPER'S REVIEW

The published activity uses a fictional outbreak, stakeholder work, scientific literature and a written strategy. Preserve that evidentiary structure. Review scientific explanation and ethical justification separately. Defensible recommendations may differ. A country hearing remains a policy inquiry and provides no medical guidance for actual illness.

Next entry. The hearing's advice is for the country's actual decision maker. That authority considers the proposal through the country's established arrangements.

REFERENCE WORK CONSULTED

RAGE Outbreak: Making Grueling Public Health Decisions

Students examine a fictional outbreak through discussion and stakeholder research, then write an individual strategy supported by scientific evidence and ethical reasoning.

https://www.cdc.gov/science-ambassador/documents/hs-rage-outbreak-cleared.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Studies of a hospital interior · late 1800s or early 1900s
clevelandart.org/art/1925.1001

COMMISSION 104 / MATTER ARISING / WELFARE INQUIRY

Emergency preparedness plan

Prepare responsibilities supplies and communication for an established hazard



Ruins after the San Francisco earthquake · 1906
www.loc.gov/item/00652579



An Eruption of Vesuvius, 1824 [C16]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The selected age appropriate source booklet. The country's actual map and known hazard. Available means and communication arrangements.

Before work begins. Select the Red Cross resource suited to the investigators and preserve its concrete planning activities.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Examine the established hazard that could affect your settlement. Use the confirmed map and current records to identify who and what could be affected. Explain how a warning would reach people, who would undertake each response and where people could seek shelter or move if necessary. Prepare a supply list using the means actually available, and identify anything the country would need to obtain. Check your plan against the routes, time and access described in the situation. Exchange plans with another group, answer their questions and revise any instruction they could not follow.

Submit an annotated map, responsibilities and communication plan, and a justified supply inventory. Identify one limitation still requiring a decision or another country's cooperation before the plan can operate.

[ ] Limited commission. Focus on one confirmed hazard, one warning route and a small set of responsibilities that the country can explain and check.

[ ] Fuller commission. Test the plan against a changed access condition or missing supply and revise its dependencies, responsibilities and communication arrangements.

KEEPER'S REVIEW

Country plans do not replace actual local emergency instructions. Review whether the proposed response uses established routes, available means and intelligible responsibilities. A plan becomes a country commitment only through the relevant confirmation.

Next entry. The country can request supplies, negotiate access or assign responsibilities using its plan. The keeper confirms preparations and later tests them through relevant circumstances.

REFERENCE WORK CONSULTED

Expect the Unexpected

Source audience Separate resources for ages 7 to 8 9 to 11 and 12 to 13

Age specific activity books guide pupils through identifying risks, preparing emergency plans and supplies, and discussing preparedness with their families or communities.

https://www.redcross.ca/how-we-help/emergencies-and-disasters-in-canada/resources-for-teachers-and-voluntary-sector-organizations/teachers-and-educators-of-children/expect-the-unexpected-program

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 105 / STANDING STUDY / WELFARE INQUIRY

Naturalistic observation

Define an observable behaviour and examine what recorded observations support

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The original APA procedure and keeper approval. An appropriate public observation setting. An anonymous observation schedule.

For a new observation study, preserve the APA conditions for public settings, anonymity, no audio or video and no observation of people apparently younger than high school age. Exclude private, embarrassing or illegal behaviour. The original specifies at least thirty observations.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Investigate a real observable behaviour relevant to resource use or group activity. Define exactly what you will count and state a question about its relationship with another observable variable. Explain your coding rules so a second observer could apply them. Follow the approved procedure to record observations without identifying people, and compare any disagreements in coding. Organize the data into a table or graph that answers your question. Explain what the pattern supports, what other factors could produce it and how your choice of setting, timing or measurement limits the conclusion. Keep observations separate from assumptions about anyone's motives.

Submit the research question, operational definitions, observation schedule, anonymous raw data and a methods report. Explain coding reliability, a limitation and the difference between an observed association and a causal claim.

[ ] Limited commission. Code a supplied observation record and compare interpretations, explicitly identifying the activity as methods practice rather than a newly conducted study.

[ ] Fuller commission. Use the approved original procedure and compare observers or settings, then explain how the design could better address a competing explanation.

KEEPER'S REVIEW

Invented accounts of inhabitants supply no empirical data, and an observed association does not establish causation.

Next entry. A methods report can inform a discussion of how evidence is gathered. Any application to country policy requires an explicit explanation of its limits.

REFERENCE WORK CONSULTED

Naturalistic Observation: Group Dynamics

Source audience High school psychology

Learners operationalize sustainability behaviour and another variable, gather at least thirty naturalistic observations, examine reliability and present anonymous data with a final report.

https://www.apa.org/ed/precollege/topss/lessons/activities/naturalistic-observation.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes

COMMISSION 106 / STANDING STUDY / WELFARE INQUIRY

Ethnographic field notes

Distinguish observed activity participant meanings and your interpretation

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Workbook Activity 2 Thinking Ethnographically. An appropriate real activity to observe. A field notebook and participant explanations where available.

Before work begins. Use the freely available Activity 2. Other exercises on the page may require access to eHRAF readings.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose an everyday activity that you can describe through an appropriate real observation. Record what you see and hear, the sequence of actions, the setting and the roles people take. Keep your initial description separate from your explanation of what the activity means. Where appropriate, ask participants how they understand what they are doing and record their account accurately. Write a short ethnographic description that distinguishes their perspective from your analytical interpretation. Explain how your own position, the brief observation period and any missing participant accounts affect what you can conclude. Identify one interpretation that changed as you gathered information.

Submit dated field notes and an ethnographic account. Distinguish observed actions, participant explanations and your interpretation, then identify an uncertainty and a limitation arising from your position or access.

[ ] Limited commission. Use a short approved observation and write two clearly distinguished paragraphs describing the activity and offering a tentative interpretation of it.

[ ] Fuller commission. Revisit the activity or compare accounts from participants, then explain how additional evidence alters the description, interpretation or identified limitations.

KEEPER'S REVIEW

Explain emic and etic through the difference between participant meanings and analytical interpretation. An imagined version remains a rehearsal. Descriptions of the country cannot substitute for observations of actual cultural practice.

Next entry. The work can support reflection on observed exchanges or a carefully bounded comparison. Any application to the country retains the difference between observed evidence and imagined practice.

REFERENCE WORK CONSULTED

An Introduction to Fieldwork and Ethnography

Activity 2 asks learners to observe an everyday activity, record field notes and produce a brief ethnographic account using emic and etic perspectives.

https://hraf.yale.edu/teach-ehraf/an-introduction-to-fieldwork-and-ethnography/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Market Place, No. 2, Cleveland, Ohio · 1926
clevelandart.org/art/1942.904

COMMISSION 107 / STANDING STUDY / WELFARE INQUIRY

Material culture interpretation

Compare an initial interpretation with the explanation supplied by its owner



Japanese writing box with pine, camellia and bamboo · 1400s
clevelandart.org/art/1969.124



Maliseet canoe model [C17]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A voluntarily shared appropriate object. The owner or creator's explanation. A record for initial and revised interpretations.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Select an object that its owner or creator is willing to share. Begin by describing its visible materials, form, marks and condition without deciding what it must mean. Offer a tentative interpretation of its use or significance and identify the observations supporting that interpretation. Hear the owner or creator's account, record it accurately and compare it with your initial explanation. Revise your interpretation where the account supplies different information. Explain which conclusions changed, which remain uncertain and what the object alone could never establish about its owner or a wider community. Clearly label any object newly created for the country.

Submit the initial description, tentative interpretation, owner or creator's account and revised interpretation. Identify the evidence responsible for one correction and a question the available accounts leave open.

[ ] Limited commission. Work with one volunteered object and record a single interpretation that changes after hearing its owner or creator's explanation of its significance.

[ ] Fuller commission. Compare several carefully documented accounts or exhibit labels and explain how context, ownership and intended audience change the resulting interpretation.

KEEPER'S REVIEW

The original asks pupils to share cultural artifacts and compare an outside interpretation with the owner's explanation. Sharing remains voluntary. Review description, provisional inference and revision rather than a supposedly correct cultural stereotype. One person's object does not establish a general fact about an entire culture or community.

Next entry. A revised label or account can enter an exhibition or cultural exchange when its owner or creator approves the description being shared.

REFERENCE WORK CONSULTED

Looking at Our Own Cultural Artifacts

Students interpret an object voluntarily shared by another learner, hear its owner's account and revise their conclusions in response to the additional information.

https://www.amnh.org/content/download/1885/25249/file/sc_u07_looking.pdf

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 108 / STANDING STUDY / WELFARE INQUIRY

Memory demonstration and design critique

Compare recall results and examine the limits of the demonstration

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Activity 3.2 How to Study Actively. Approved voluntary anonymous participation. The source word lists and recall record.

Before work begins. Preserve the announcement of later recall and specified recall periods. Stronger studies require keeper review of allocation and counterbalancing.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Use the approved memory demonstration to investigate how two ways of processing words relate to recall. Read the instructions, including the announcement of the later recall task, before choosing whether to participate. Follow the assigned procedure consistently and record the anonymous totals. Compare results using a suitable table or graph, then examine the design. Consider whether list differences, the order of tasks, practice or the way participants were assigned could explain a pattern. Write a conclusion at the scale of this demonstration and propose a change that would help distinguish between two possible explanations.

Submit the procedure, anonymous results, a comparison and a design critique. Identify a competing explanation, a specific improvement and a conclusion the demonstration does not yet justify.

[ ] Limited commission. Analyse supplied demonstration results and identify how order or list differences could affect the interpretation of the comparison being made.

[ ] Fuller commission. Develop an approved redesign that addresses allocation and order, then compare what the revised design would allow investigators to conclude.

KEEPER'S REVIEW

The source's one group demonstration has design weaknesses. Avoid promising an outcome. Results describe the participants and procedure rather than an invented national population.

Next entry. The analysis may inform a proposed briefing or learning guide. Explain the evidence and its limits before applying it to any communication decision.

REFERENCE WORK CONSULTED

Memory

Source audience High school psychology

Activity 3.2 compares recall after two word processing tasks, then invites examination of task design, including order, allocation and possible counterbalancing.

https://www.apa.org/ed/precollege/topss/lessons/memory.pdf

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Writing tablet (aide-mémoire) · c. 1760–70
clevelandart.org/art/2009.59

COMMISSION 109 / MATTER ARISING / WELFARE INQUIRY

Privacy and personal information

Investigate the value collection and use of personal data

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The privacy resource and selected service information. The actual proposal being considered. A record of data collected purposes and recipients.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Your country is considering a service that would collect information about people. Read the proposal and identify what information would be requested, who would receive it and what each recipient could gain from it. Check the supplied service information before making claims about its operation. Explain which information is necessary for the stated purpose and whether people would have a meaningful choice about sharing it. Compare the service's benefits with the consequences of collection, retention and further use. Prepare a short public explanation that helps its audience understand the proposal and recommends a change supported by your findings.

Submit an information flow record and a public explanation of your recommendation. Identify the evidence behind your claims and an unanswered question that matters to the proposed decision.

[ ] Limited commission. Examine one supplied service description and explain a particular information request, its stated purpose and a question the description leaves unanswered.

[ ] Fuller commission. Compare alternative service arrangements and produce a revised information policy together with a clear public explanation of the choices it offers.

KEEPER'S REVIEW

The published lesson examines the value of personal information, digital business models and privacy choices, ending in a public service announcement. Use actual service information to check claims about digital systems. A policy exercise can rehearse the analysis while real systems require verification through appropriate current sources.

Next entry. The recommendation reaches whoever can approve the service under the country's arrangements. Any policy change follows the accepted decision and its confirmed conditions.

REFERENCE WORK CONSULTED

Know the deal: The value of privacy

Source audience Grades 6 to 8

Learners investigate the economics and value of personal information, examine privacy choices and create a public service announcement explaining what others should understand.

https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/resources-for-teachers/lesson-plans-for-the-classroom/lesson_03/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

Field notes



Courtesan reading a letter · early 1800s
clevelandart.org/art/1985.261

COMMISSION 110 / STANDING STUDY / REASONED OPINION

Environmental ethics enquiry

Use a studied story to examine giving obligation and resource use



Rocky, Wooded Landscape with a Dell and Weir · c. 1782–1783
clevelandart.org/art/1984.59



Maine Coast [C15]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

Access to the selected book. The public enquiry questions. A precise question linked to a current choice.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the selected story and choose a philosophical question that also bears on a resource choice your country faces. Explain the relevant event in the story before offering your position. State a reason for your judgment and identify the assumption connecting that reason to your conclusion. Hear a different interpretation and ask a question that tests it fairly. Consider whether your argument changes when the giver, recipient, need or future consequence changes. Write your revised position, using the story and the discussion accurately, and explain which objection you still find difficult to answer.

Submit the chosen question, a supported position, a serious objection and your reply. Identify the story passage or event used and distinguish its interpretation from your own proposed conclusion.

[ ] Limited commission. Discuss one carefully chosen question and write a supported position together with the strongest objection raised during the exchange.

[ ] Fuller commission. Compare the argument across two materially different cases and explain whether the distinction justifies changing the conclusion or maintaining the original position.

KEEPER'S REVIEW

The Prindle resource supplies philosophical questions about giving, altruism, relationships and nature. Arrange access to the book and retain its actual events. Facilitate disagreement without prescribing a moral answer. Review reasons, assumptions and responses to objections rather than agreement with the narrator, keeper or country's preferred policy.

Next entry. The resulting argument can inform advice on the country's actual resource choice. The relevant authority considers that advice alongside the established circumstances.

REFERENCE WORK CONSULTED

The Giving Tree - Teaching Children Philosophy

The resource offers book based discussion questions through which children examine giving, altruism, relationships and the ethical significance of the natural world.

https://www.prindleinstitute.org/books/the-giving-tree/

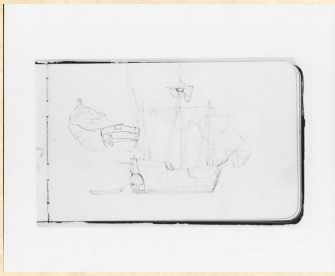
Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 111 / STANDING STUDY / REASONED OPINION

Identity and continuity

Test proposed criteria through the Ship of Theseus thought experiment



Ship and rowboat study [C06]



A builder of boats · c. 1904
clevelandart.org/art/1972.905

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The supplied thought experiment or a model ship. A record of the question being examined. Space to track examples and counterexamples.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Consider the supplied ship whose parts are gradually replaced. Decide what you mean by calling it the same ship and state a criterion that another person could apply. Test that criterion as the circumstances change, explaining which feature of each case affects your judgment. Listen to a rival criterion and construct a fair case that puts pressure on it. Reconsider your own criterion in response to the same challenge. If you connect the enquiry with a repaired vessel or divided country, explain the connection and keep questions of identity distinguishable from decisions about legal ownership or authority.

Submit your proposed criterion, its application to the supplied cases, a counterexample and a revised argument. Explain any assumption needed when extending the argument to the country.

[ ] Limited commission. Apply one proposed criterion to two supplied cases and explain whether it produces a result that you can defend consistently.

[ ] Fuller commission. Compare rival criteria across additional cases and defend a revised account against the strongest remaining counterexample raised during the enquiry.

KEEPER'S REVIEW

Use the substantive public enquiry and retain the structure of replacement and competing identity claims. The page supplements The If Machine. Review clarity, consistency and counterexamples. A metaphysical argument about continuity does not automatically determine ownership, succession or the country's legal arrangements, which require their own stated grounds.

Next entry. An identity argument may inform a dispute's reasoning. The keeper and relevant parties still distinguish that argument from the country's established rules of ownership or succession.

REFERENCE WORK CONSULTED

The Ship of Theseus

Learners investigate identity by considering a model ship whose parts are replaced, proposing criteria and testing those criteria against changing cases and objections.

https://www.philosophy-foundation.org/enquiries/view/the-ship-of-theseus

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 112 / STANDING STUDY / REASONED OPINION

Ethics Bowl deliberation

Examine a contested decision through reasons questions and replies

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A selected published case or approved country case. Relevant evidence and discussion questions. A record of positions questions and replies.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Read the selected case and identify the ethical question that reasonable participants could answer differently. Clarify the relevant facts and separate them from assumptions or missing information. Prepare a position that explains whose interests matter and why your reasons support the conclusion. Present it to another group, hear their questions and comments, and respond to the strongest challenge they raise. Examine their reasoning with the same care. After the exchange, explain whether your position changed, what caused that change and which uncertainty or disagreement remains. Your task is to develop a defensible judgment through the discussion.

Submit a concise case analysis, the strongest objection encountered and your reasoned reply. Include a record of any revision and identify the evidence or argument that prompted it.

[ ] Limited commission. Examine one case in a short exchange and write a position that answers a genuine objection raised by another participant.

[ ] Fuller commission. Add relevant evidence or a revised circumstance and hold a second exchange to test whether the judgment survives the changed case.

KEEPER'S REVIEW

The source provides ethical cases and questions for deliberation. Nobody must defend an assigned opposing side. Review accurate case understanding, relevant reasons and responsive discussion. Separate ethical justification from what a law or country rule permits. Competition procedures remain separately selected arrangements rather than binding country rules.

Next entry. Deliberation about a recorded country dilemma can supply advice to its decision maker. The authority and consequences remain those established for that situation.

REFERENCE WORK CONSULTED

National High School Ethics Bowl Case Library

Source audience High school and beyond

Teams analyse ethical cases, present their reasoning and respond to questions and comments, using discussion to examine disagreement and develop a defensible judgment.

https://nhseb.org/case-library

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Jean-Gabriel du Theil at the Treaty of Vienna · 1738–40
clevelandart.org/art/1964.89

COMMISSION 113 / STANDING STUDY / REASONED OPINION

Writing an ethical case

Turn a documented conflict into a question others can investigate

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

A documented country conflict or researched situation. Evidence for any externally checkable claims. Readers able to test the draft.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose a documented situation containing an ethical question that permits reasonable disagreement. Establish the relevant circumstances before explaining the competing interests or obligations. Write a case that gives readers enough information to reason while allowing them to identify uncertainty. Support real historical, scientific or legal claims with appropriate sources, and label country material with its authorship and record status. Avoid writing a conclusion that tells the reader which answer to adopt. Exchange drafts and ask another group to state the central question and two defensible responses. Revise any missing information, misleading emphasis or wording that made a position impossible to understand fairly.

Submit the revised case, its sources and discussion questions, together with a short revision note. Explain how readers' responses helped you clarify the disagreement without deciding its answer.

[ ] Limited commission. Develop a concise approved case with a clear ethical question, the necessary circumstances and two questions that support further investigation.

[ ] Fuller commission. Research the wider context, test the case with several readers and prepare a revised version with an accompanying explanation of source and framing choices.

KEEPER'S REVIEW

The published writing task requests an original ethical scenario of five hundred to seven hundred words. Any different length must be identified as an adaptation. Review factual grounding, balanced intelligibility and a substantive ethical question. External submission is unnecessary for this inquiry.

Next entry. Another group may use the case for reflection or deliberation. Recasting a past conflict does not alter the country record or its confirmed consequences.

REFERENCE WORK CONSULTED

National High School Ethics Bowl Case Submission

Source audience High school

High school students write an original five hundred to seven hundred word ethical scenario presenting a clear moral issue that allows reasonable disagreement.

https://nhseb.org/case

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____



Illuminated initial from a municipal law book · c. 1330
clevelandart.org/art/1953.637

COMMISSION 114 / STANDING STUDY / AMENDMENT PROPOSAL

Model redesign

Defend a proposed change through country records and analytical concepts



The Launch of a Ship [C09]



Building an elevated railway bridge, Paris · 1888
clevelandart.org/art/1980.289

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The country's actual rules and records. The concepts selected for analysis. A separate register of proposed changes.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Choose a feature of the country's working model that you can examine through its actual rules and outcomes. Explain what happened, which choices contributed to it and which analytical concept helps account for the result. Propose one change and describe exactly how it would operate with the rules already in force. Predict effects on different participants, including a consequence that could undermine your intention. Compare the proposal with an alternative and respond to another group's strongest question. Revise where necessary, then identify what a later trial could test to determine whether the change achieves its purpose.

Submit the existing rule or procedure, supporting country evidence, the proposed revision and its predicted interactions. Include an objection, your reply and a feasible way to examine the proposal's effects.

[ ] Limited commission. Examine one outcome, propose one clearly defined revision and explain a benefit, a possible cost and a concept that supports the prediction.

[ ] Fuller commission. Compare rival redesigns through a small approved trial or carefully specified counterfactual analysis, retaining the original country record for comparison.

KEEPER'S REVIEW

The open article describes collaborative revisions, conceptual links, individual reflection and later discussion of implementation. Distinguish explaining the country's recorded outcomes from proposing a different model. Review the stated mechanism and consequences. A proposed revision changes no current rule without separate adoption by the keeper.

Next entry. The proposal can inform future use or an explicitly agreed amendment. Record adoption separately before any new procedure affects current practice.

REFERENCE WORK CONSULTED

From "Lab Rats" to "Mad Scientists": Cultivating Agentic Learning Through Student-Led Simulation Redesign

Students collaboratively propose simulation revisions, identify the concepts those revisions demonstrate, reflect individually and discuss implementation and likely effects in a subsequent class.

https://doi.org/10.1017/S1049096523001142

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 115 / STANDING STUDY / CULTURAL COMMISSION

National emblem or currency design

Research and explain the visual choices in a public symbol



Kushan-period coin, Mathura · c. 106–149 CE
clevelandart.org/art/1999.227



Dutch Ship [C07]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

The country's stated aims and relevant records. Research sources for chosen people places or symbols. Drawing materials and a design brief.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Using the chosen design brief, prepare a proposed public symbol for the country. Identify its purpose and the people who will encounter it before selecting images, colours or words. Research any real person, place or historical reference you plan to use. Develop an initial drawing and explain how its choices express the intended meaning. Ask another group what they understand from the design before giving your own explanation, then consider where their reading differs. Revise the work and prepare a short design statement that identifies the evidence, intended associations and compromises behind the final version.

Submit the initial and revised designs, research notes and a design statement. Explain a deliberate visual choice, an audience interpretation and a revision made in response to feedback.

[ ] Limited commission. Use one agreed design purpose and a small set of researched symbols, then explain an audience response and a resulting revision.

[ ] Fuller commission. Compare alternative designs, investigate contested representations and prepare a commission presentation explaining how the final choice responds to the country's stated aims.

KEEPER'S REVIEW

The source asks learners to research a portrait subject and symbols for a Canadian banknote. Preserve that research when using the original task. A flag or national mark is an adaptation of its design enquiry. Currency applies only where the country uses it. Review visual communication and justified choices rather than drawing polish alone.

Next entry. Offer the design to its commissioning authority or community. Acceptance, circulation or display follows the country's decision rather than completion of the drawing.

REFERENCE WORK CONSULTED

Design your own bank note

Source audience Grades 4 to 10

Students research a banknote portrait subject, theme and symbols, develop a Canadian note design and explain how their visual choices represent their vision.

https://www.bankofcanadamuseum.ca/2022/11/design-your-own-bank-note/

Reply received _____ Checked by _____ Record _____

Decision or next reply awaited _____

COMMISSION 116 / STANDING STUDY / CULTURAL COMMISSION

Thematic art exhibition

Build an interpretation through researched works labels and arrangement



Lafond and Cherfils examining a painting · c. 1878–80
clevelandart.org/art/1958.25



Dutch Ship [C07]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Access to the selected artworks and their metadata. A clear exhibition question or theme. Space or a document for an exhibition plan.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Develop a small exhibition that examines a theme relevant to your country's experience. Begin with the selected artworks and research their makers, dates, contexts and purposes. Choose works that allow a meaningful comparison, then explain what their relationships help visitors notice. Write accurate labels that distinguish documented context from your interpretation. Plan an arrangement and an introductory text that give visitors a clear way into the enquiry. Invite another group to review the exhibition and record where its argument remains unclear. Revise the selection, labels or arrangement, explaining why the changes improve the interpretation offered.

Submit the selected works with accurate metadata, an exhibition plan, interpretive labels and an introduction. Include peer feedback and explain a revision to the exhibition's selection or arrangement.

[ ] Limited commission. Compare two researched works through a shared question and prepare labels explaining both a connection and an important difference between them.

[ ] Fuller commission. Develop a larger exhibition with a researched interpretive argument, visitor review and a documented revision of its selection, labels or spatial arrangement.

KEEPER'S REVIEW

The Getty lesson pairs Lange's work with another artist's treatment of a shared theme. Retain that contextual comparison for the original art enquiry. Country artifacts can join a clearly labelled adaptation. Review selection, evidence, interpretive claims and arrangement. An attractive display alone does not establish a supported exhibition argument.

Next entry. A country may propose the exhibition to an established institution or community. Its content and public reception can become material for later discussion.

REFERENCE WORK CONSULTED

Exhibiting Common Threads

Source audience Grades 6 to 12

Students compare Lange with another artist, select works around a shared theme, research context, write exhibition texts, plan a display and review peers' exhibitions.

https://www.getty.edu/education/for_teachers/curricula/dorothea_lange/lange_lesson07.html

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 117 / STANDING STUDY / CULTURAL COMMISSION

Literary monument design

Use textual research to justify a public representation

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED **[ ] READY** **[ ] STILL TO OBTAIN** _____

The selected literary work and relevant passages. Examples of researched monuments or portraits. Drawing and model making materials.

TERMS OF THE REQUEST **[ ] MAIN COMMISSION**

Examine the selected literary work and identify what a monument could help its audience consider. Support your interpretation with particular passages before choosing an image, form, material or proposed location. Research how an existing monument or portrait makes a related representational choice. Prepare drawings and a model that another group can examine, then explain how the design communicates your interpretation. Hear a different reading of the text or the proposed monument and answer it fairly. Revise your design statement to show what the monument emphasizes, what it leaves out and why those choices fit the commission.

Submit textual research, design drawings, a model and a statement explaining form and representation. Identify an alternative interpretation and show how your design responds to that challenge.

[ ] Limited commission. Use one selected passage to develop a drawing and a supported design statement that responds to a different interpretation of the text.

[ ] Fuller commission. Research contrasting commemorative approaches and develop a model, location proposal and defended commission presentation grounded in the selected literary work.

KEEPER'S REVIEW

The original combines artwork examination, literary research and drawings with a three dimensional monument model. Ground literary interpretation in the actual text. A commission about an invented founder becomes an adapted art inquiry. Review the connection between evidence and design, including the significance of choices about emphasis and omission.

Next entry. The commissioning group considers the proposal through the country's established arrangements. Construction, siting and public acceptance remain further decisions with their own circumstances.

REFERENCE WORK CONSULTED

Looking at Portraits: Literary Monuments

Source audience Grades 9 to 12

Students examine portraits and monuments, research literature and use their interpretation to produce drawings and a three dimensional model for a proposed literary monument.

https://www.getty.edu/education/for_teachers/curricula/portraits/portraits_lesson01.html

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

Sketch or rehearsal notes



Schoolchildren at a statue of George Washington · c. 1899
www.loc.gov/item/2001696797

COMMISSION 118 / STANDING STUDY / CULTURAL COMMISSION

Sea soundscape composition

Represent a chosen setting through sound and a readable score



Attributes of Music · 1863
clevelandart.org/art/1980.233



A ship in a storm [C04]

Issued by _____ Addressed to _____

Country _____ Due _____ Related record _____ Scope _____

Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

Available percussion voices or body percussion. A chosen established setting or voyage. Materials for a graphic score.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a place or moment from your country's account that your group wants listeners to imagine. Explore the sounds you can make with the available instruments, voices or body percussion. Decide how changes in loudness, speed, layers and sound quality will represent the setting or a change within it. Agree how the piece begins, develops and ends, then draw a graphic score showing what each performer does. Rehearse from the score and invite listeners to describe what they hear. Use their responses to revise a musical choice and perform again, explaining what you changed.

Submit the graphic score and perform the revised composition. Explain one musical choice, how the performers coordinated it and a change made after hearing listeners' responses to the first version.

[ ] Limited commission. Create a short soundscape using a few agreed sounds and a simple graphic score that each performer can follow during the performance.

[ ] Fuller commission. Develop contrasting sections, layered parts and clearer performance notation, then explain how the changes support the intended sequence or musical effect.

KEEPER'S REVIEW

The Oak unit develops seaside, ocean, river and storm soundscapes through percussion, voices and graphic scores. Match the sequence to performers' experience. Review intentional sound choices, coordination and use of the score. Older performers need greater compositional demands than the unchanged primary activity in a different setting.

Next entry. The performance may become part of a chosen ceremony, exhibition or recorded chronicle when the country decides where and how to share it.

REFERENCE WORK CONSULTED

Compose and create: soundscapes of the sea

Source audience Year 2

Pupils create sea related soundscapes using pitched and unpitched percussion, vocalisations and body percussion, recording musical choices through graphic scores and ensemble performance.

https://www.thenational.academy/teachers/programmes/music-primary-ks1/units/compose-and-create-soundscapes-of-the-sea/lessons

Reply received _____ Checked by _____ Record _____

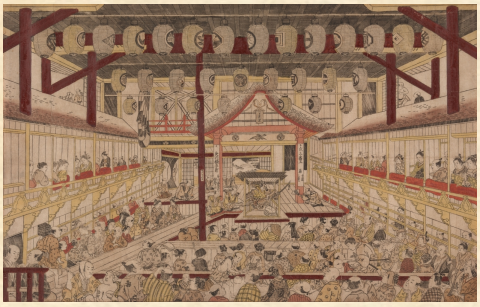
Decision or next reply awaited _____

Sketch or rehearsal notes

COMMISSION 119 / STANDING STUDY / CULTURAL COMMISSION

Dramatic tableau

Communicate an interpretation through a staged frozen image



Interior of the Nakamura Theatre · 1740
clevelandart.org/art/1916.1154



Captain Worley, an advertising card [C13]

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

A selected event text or established country moment. A clear performance space. A way to record observations and revisions.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Choose a moment whose relationships or tensions you can explain from the selected evidence. Discuss what the audience needs to understand before arranging a frozen image with your bodies. Use position, distance, level, gesture and facial expression deliberately, and give every performer an intelligible part in the composition. Hold the image while observers describe what they notice and the interpretation they draw from it. Compare their responses with your intention without claiming that every interpretation is equally supported. Revise a physical choice and present the image again. Explain how the change affects the relationships the audience can see.

Present the original and revised tableau and submit a brief explanation of the evidence behind it. Identify a physical choice, an observer's interpretation and the reason for a revision.

[ ] Limited commission. Create one frozen image, hear a few observations and revise a single physical choice while explaining the meaning you intend it to convey.

[ ] Fuller commission. Develop a sequence of related tableaux or contrasting viewpoints and explain how changes in composition alter the interpretation of the same evidence.

KEEPER'S REVIEW

The source invites small groups to represent an idea, event, theme, text or character through a frozen stage picture. Review how physical choices communicate a supported interpretation. A photograph or performance represents a staging, and its status should stay clear if later placed among country records or historical materials.

Next entry. A staged image can contribute to an exhibition, performance or reflective account. Any claim about the represented event still depends on its actual records.

REFERENCE WORK CONSULTED

Frozen Picture/Stage Picture

Source audience Upper elementary through high school

Groups create frozen physical images representing an idea, theme, text, event or character, then interpret and refine the meaning communicated through bodies and words.

https://dbp.theatredance.utexas.edu/teaching-strategies/frozen-picturestage-picture

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

COMMISSION 120 / MATTER ARISING / CULTURAL COMMISSION

Public service announcement

Communicate accurate information for a particular audience and purpose

Issued by _____ Addressed to _____
Country _____ Due _____ Related record _____ Scope _____
Return work with this sheet. Form _____ Individual evidence _____

PAPERS REQUIRED [ ] READY [ ] STILL TO OBTAIN _____

An actual information need and intended audience. Reliable information supporting the message. Available performance or recording materials.

TERMS OF THE REQUEST [ ] MAIN COMMISSION

Work from the established need for a public explanation. Identify what people need to understand or do, then check the information on which the message depends. Study an appropriate announcement and discuss how its words, sounds and images serve its purpose. Prepare a brief script that gives the audience a clear message and the information needed to act on it. Rehearse or record the announcement and ask another group to explain what they understood. Revise any misleading, unsupported or unclear part, then present the final version with an explanation of the choices you made.

Submit the checked information, script and final performance or recording. Explain the intended audience, a communication choice and a revision prompted by feedback about the message's clarity or accuracy.

[ ] Limited commission. Develop a short spoken announcement using verified information, then revise it after a listener explains the message and any instruction they understood.

[ ] Fuller commission. Compare versions for different audiences or media and justify how changes in language, sound or image improve the communication of the same information.

KEEPER'S REVIEW

The source uses announcements lasting thirty to sixty seconds, peer response and revision. Preserve brevity as a communication demand where appropriate. Review accurate content, audience and purposeful use of sound, image or performance. The announcement can communicate an adopted policy, while an unaccepted proposal must remain identifiable as a proposal.

Next entry. The completed announcement can reach its audience through the country's confirmed communication arrangements. Any response becomes material for the next situation and ruling.

REFERENCE WORK CONSULTED

Public Service Announcement

Source audience Early elementary through high school

Students study public service announcements, create and rehearse a brief message using performance elements, share it with peers and revise the work after feedback.

https://dbp.theatredance.utexas.edu/teaching-strategies/public-service-announcement

Reply received _____ Checked by _____ Record _____
Decision or next reply awaited _____

Sketch or rehearsal notes



Newspaper office, Plain City, Ohio · August 1938
www.loc.gov/item/2017731978

The keeper's cabinet record

Illustrations throughout these papers are comparative records. Their sources follow here. The countries create their own shores, people and possibilities.

The following works are consulted images. Their dates, places and objects belong to their collections. They may inspire an undertaking without placing any feature, craft, creature or institution in a country. Each image is identified as Public Domain in The Metropolitan Museum of Art's Open Access collection. The blank parchment surface is a newly generated design texture.

[C01] 'Umar ibn Yusuf ibn 'Umar ibn 'Ali ibn Rasul al-Muzaffari. Astrolabe of 'Umar ibn Yusuf ibn 'Umar ibn 'Ali ibn Rasul al-Muzaffari. 690 AH/1291 CE.

The Metropolitan Museum of Art. Edward C. Moore Collection, Bequest of Edward C. Moore, 1891. Object 91.1.535a–h. Public Domain.

https://www.metmuseum.org/art/collection/search/444408

[C02] Paulo Contarini. Compass dial. 1835.

The Metropolitan Museum of Art. Gift of Giovanni Danieli, 1909. Object 09.207a, b. Public Domain.

https://www.metmuseum.org/art/collection/search/191253

[C03] Ludolf Backhuysen. A Ship at Sea. 1650–1708.

The Metropolitan Museum of Art. Rogers Fund, 1960. Object 60.79. Public Domain.

https://www.metmuseum.org/art/collection/search/335058

[C04] Stefano della Bella. Water, a ship at sea during a storm, from The Four Elements. ca. 1645–50.

The Metropolitan Museum of Art. Bequest of Phyllis Massar, 2011. Object 2012.136.430.2. Public Domain.

https://www.metmuseum.org/art/collection/search/410876

[C05] Chinese Painter. The Ship John W. Brewer. ca. 1845.

The Metropolitan Museum of Art. Rogers Fund, 1941. Object 41.14. Public Domain.

https://www.metmuseum.org/art/collection/search/13003

[C06] Albert Bierstadt. Study of a Ship and Rowboat from Sketchbook. ca. 1891.

The Metropolitan Museum of Art. Bequest of Marguerite H. Rohlfs, 1995. Object 1995.379.3g recto. Public Domain.

https://www.metmuseum.org/art/collection/search/16253

[C07] Utagawa Yoshitomi. Dutch Ship. 2nd month, 1861.

The Metropolitan Museum of Art. Bequest of William S. Lieberman, 2005. Object 2007.49.236. Public Domain.

https://www.metmuseum.org/art/collection/search/73527

[C08] Maker not recorded. Shell. Date not recorded.

The Metropolitan Museum of Art. The Cesnola Collection, Purchased by subscription, 1874–76. Object 74.51.5251. Public Domain.

https://www.metmuseum.org/art/collection/search/244130

[C09] Reinier Nooms, called Zeeman. The Launch of a Ship. 17th century.

The Metropolitan Museum of Art. The Elisha Whittelsey Collection, The Elisha Whittelsey Fund, 1954. Object 54.539.3. Public Domain.

https://www.metmuseum.org/art/collection/search/380694

[C10] Willem van de Velde I. A Large Dutch Ship with a Fleet at Sea and Two Small Vessels. ca. 1672.

The Metropolitan Museum of Art. Robert Lehman Collection, 1975. Object 1975.1.811. Public Domain.

https://www.metmuseum.org/art/collection/search/459343

[C11] Johann Theodor de Bry, after Giovanni Andrea Maglioli. Frieze with Sea Monsters. 1580–1600.

The Metropolitan Museum of Art. Gift of Harry G. Friedman, 1957. Object 57.658.13(5). Public Domain.

https://www.metmuseum.org/art/collection/search/423873

[C12] After Winslow Homer; published by Harper's Weekly and Harper & Brothers. The Approach of the British Pirate Alabama from Harper's Weekly, Vol. VII. April 25, 1863.

The Metropolitan Museum of Art. Harris Brisbane Dick Fund, 1928. Object 29.88.4(4). Public Domain.

https://www.metmuseum.org/art/collection/search/392190

[C13] George S. Harris & Sons, lithographer; Allen & Ginter, publisher. Captain Worley, Setting out from New York, from the Pirates of the Spanish Main series (N19) for Allen & Ginter Cigarettes. ca. 1888.

The Metropolitan Museum of Art. The Jefferson R. Burdick Collection, Gift of Jefferson R. Burdick. Object 63.350.201.19.30. Public Domain.

https://www.metmuseum.org/art/collection/search/408866

[C14] Winslow Homer. Nassau. 1899.

The Metropolitan Museum of Art. Amelia B. Lazarus Fund, 1910. Object 10.228.4. Public Domain.

https://www.metmuseum.org/art/collection/search/11128

[C15] Winslow Homer. Maine Coast. 1896.

The Metropolitan Museum of Art. Gift of George A. Hearn, in memory of Arthur Hoppock Hearn, 1911. Object 11.116.1. Public Domain.

https://www.metmuseum.org/art/collection/search/11126

[C16] Johan Christian Dahl. An Eruption of Vesuvius. 1824.

The Metropolitan Museum of Art. Gift of Christen Sveaas, in celebration of the Museum's 150th Anniversary, 2019. Object 2019.167.1. Public Domain.

https://www.metmuseum.org/art/collection/search/438159

[C17] Maliseet maker, not named in museum record. Canoe Model with Accoutrements. before 1845.

The Metropolitan Museum of Art. Ralph T. Coe Collection, Gift of Ralph T. Coe Foundation for the Arts, 2011. Object 2011.154.6a–p. Public Domain.

https://www.metmuseum.org/art/collection/search/319021

Image and data policy

https://www.metmuseum.org/policies/frequently-asked-questions-image-and-data-resources

Letters from an open world

Rex Brynen. "(Ending) Civil War in the Classroom A Peacebuilding Simulation." PS Political Science & Politics 43, no. 1 (2010), 145–149, especially 146–147. https://doi.org/10.1017/S1049096510990719

Brynen describes broad choices judged by human Control and replies carried through fictional staff correspondence. His "Connections US 2018 report" also discusses preserving the narrative while adjudicating. These are consulted comparisons for the keeper's practice. The undertaking notice in this book is Archipelagos wording.

https://paxsims.wordpress.com/2018/07/20/connections-us-2018-report/

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