Whose Terms?

Teaching review · 26 October 2026

# The Common Fund student guide

## Evidence and revision

Open How to assess this decision for the relevant facts, a comparison method, a limit and a further-evidence question. Your next move follows the existing task. Read the sources named by the question even when only one attachment is required. A selected source records an attachment; your explanation must show why it matters.

Trace this rule previews the current and proposed ledger rules and the exact teaching-reserve calculation before a choice is enacted. Compare membership, service access and authority as separate questions. The optional land example and the retrospectively dated 1932–1936 evidence can qualify an explanation; a model output cannot independently verify a historical argument.

# Quick start for the current game

**Your role.** You play a Zionist decision-maker advising successive boards of a fictional Jewish cooperative in Palestine, beginning in 1905. The cooperative operates within the historical Zionist national project of building a Jewish national home through work, land, and social institutions. Palestinian workers and neighbors have their own rights, aims, and representatives. Playing this role calls for evidence-based analysis, including criticism; it does not require endorsing the project.

## Choose an opening mode

Just for learning retains all cases, evidence, choices, and feedback. Writing and name are optional; no submission is required. Choose For class for assigned work, enter your name, and follow the assigned route and settings. Switching modes preserves writing and reopens missing class work.

For class retains the assigned decision explanations, specified evidence, separate evidence checks and feedback review, pauses, follow-ups, final analysis, new-case transfer, source acknowledgment, and any required midpoint backup. The screen shows the active minima and requirements.

## Use the game in this order

The task overview shows choice and card counts before you open details.

• Select Core, Full, or Seminar as assigned. Read the case and fictional people; identify who can act.

• Read the focused source cards. Select the circle labeled Use E... in my explanation to attach evidence. Reading a card alone does not select it. Use every source named in the writing prompt.

• Choose a fund rule you can finance. Answer the separate evidence check and read its feedback when required. Your rule is a policy judgment; the check asks which explanation the evidence supports.

• Explain the rule and its human consequence. Apply a correction or distinction from feedback when prompted. Record the rule, inspect the outcome and its limits, and complete assigned pauses and final work.

## Explain and test the argument

Evidence is material used to support or test a claim; your answer record contains your own choices and writing. Saving does not submit work.

Reconstruct Shafir and Peled's account accurately. Connect a named rule, actor, or resource to a consequence. Use the evidence the prompt specifies and explain its relevance, limits, or a serious alternative. Supported disagreement is allowed. Keep historical records, scholarly interpretation, fictional perspectives, and model outcomes distinct. Word counts check length, not argument quality. Completion confirms required entries, not a grade or certification of learning.

## Save and hand in work

Use Save & export for class or Save progress for learning. Browser saves stay with this browser and address. Keep a JSON file to resume on another device or between online and downloaded copies. PDF, HTML, and TXT are readable records; submit the format your course requests separately to Canvas or your course system. Nothing is sent automatically. Just for learning records are personal; no submission is required.

### Using the detailed guide

Detailed guidance follows. Older Explore, Exploration, and Practice labels mean Just for learning. Names are optional for learning and required for class. All assigned academic tasks and minima remain; this quick start adds none.

## Follow the story. Test the account.

Begin with what brought people to this decision. Identify what each person wants, what they fear losing, and who has the power to act. Follow how earlier choices affect the next file.

Understanding someone’s perspective does not make every claim accurate. Use the evidence checks to distinguish a supported claim, a misleading omission, a contradiction, and something the sources cannot establish. A disagreement about what is fair is a different question from a factual error.

Use your existing responses to connect a rule to its human consequences. Keep historical evidence, the author’s interpretation, and the game’s invented people and outcomes distinct.

Use a fictional cooperative to investigate how rules turn resources, national membership, and recognized contribution into access and authority. Historical evidence is supplied inside the simulation. Your task is to explain an institutional mechanism and its limits.

### Choose the route assigned for your class

Core has 9 decisions and takes about 60 minutes. Full has 11 decisions and takes about 90 minutes. Seminar adds a comparison and takes about 105 minutes. These are planning estimates, not time limits. For assigned work, choose For class, enter your name, and check the assigned Class settings before beginning.

### There is no historical victory score

Do not try to maximize a solidarity or voice index. Judge what a rule does, whom it includes, and what remains beyond the cooperative. Your choices and programmed outcomes do not change or prove what happened historically.

### Work through a decision

• Read the situation and the three people affected. They are fictional composite characters, not historical testimony.

• Choose a rule you can finance. Read the focused source cards. The reserve represents finite political and financial capacity; its numerical costs are invented teaching values, not historical accounts.

• Record your first explanation-check response and read its feedback. A wrong answer can proceed after review. Use one correction or distinction in your explanation when checks are required.

• Write the required explanation, choose evidence where required, and record the decision. Read the outcome and connect it to the rule you adopted.

# Writing saving and submission

## Make the explanation do some work

State your chosen rule, describe its material consequence, and use the source to explain who was left out. Name the author or document and add the source-card ID in parentheses. Explain the source's relevance rather than writing only "E21 says that…" Use the named person in the prompt to trace access, job security, standing, or authority.

The default class minimum is 20 words per decision. Reflection pauses and feedback follow-ups use 10 words. Final analysis uses 40 words and the new-case explanation uses 30. Seminar includes a further comparison. Your instructor can change requirements; the screen shows the current minimum.

## Keep a portable copy

Browser saves stay with the current browser and address. After the fifth decision, new written-assignment attempts request a JSON checkpoint during the existing pause. Check that your browser kept the file. Save & export also offers a resumable JSON download at any time. JSON can restore unfinished writing on another device or when browser data is cleared.

Use Resume file to import a JSON checkpoint and review it before replacing the active attempt. Moving between the website and the downloaded game also requires export and import. Keep your most recent file until the assignment is accepted.

## Submit the readable record

At the end, use Save & export to download the PDF record or open Print / Save as PDF. Readable HTML and text records are also available. Review the exported work, then submit it through your course assignment. The simulation does not send work to your instructor automatically. The JSON file is for resuming, rather than the readable submission.

## Use the support that helps

Reading options provide larger text, stronger contrast, reduced motion, a focused view, and browser-supported read aloud. Definitions open by hover, keyboard focus, or tap; on a phone they expand within the text. All character quotes remain visible. On small screens, the writing reference panel opens with the rule and evidence beside the task.

Created by Yoav Duman. A Whose Terms? investigation based on Gershon Shafir and Yoav Peled, Being Israeli (2002). https://yoavduman.com/lab/whose-terms/the-common-fund