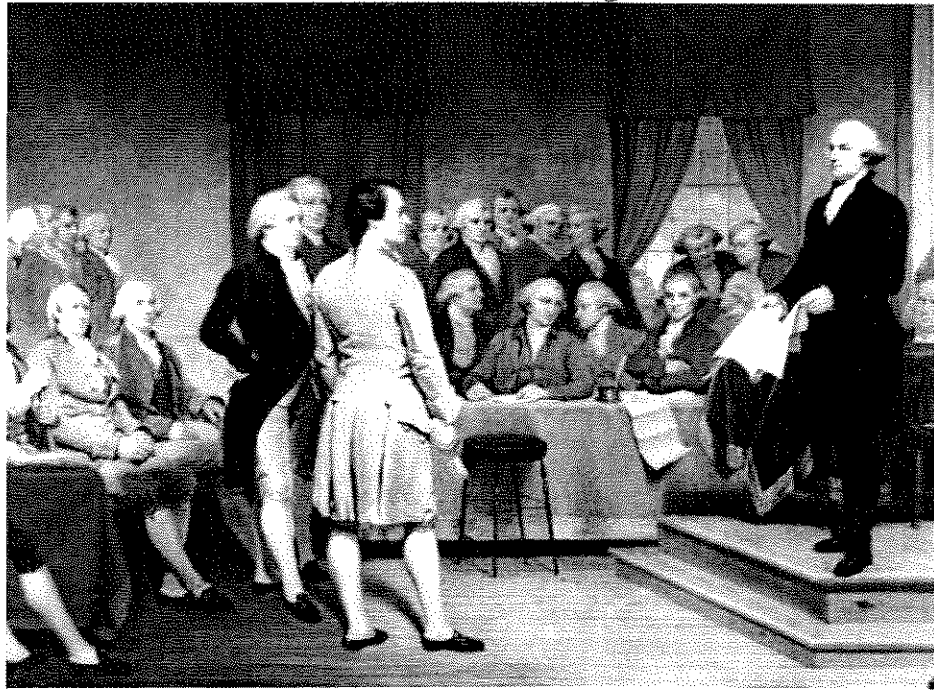


GOVERNMENT UNIT:

The Constitutional Convention Senate Meeting Packet



NAME _____

PERIOD _____

CONSTITUTIONAL CONVENTION & SENATE MEETING SIMULATION

- You must create, from the very foundation, “a more perfect union” by encountering conflicts, decision-making, and compromises.
- You will also participate in a Senate Meeting, where you will present a Bill and use persuasive skills to pass the bill.

CONSTITUTIONAL CONVENTION & SENATE MEETING EXPECTATIONS

- Be safe, respectful, and responsible.
- Be a good listener (show that you care!)
- Be patient with one another.
- When the constitutional convention or senate meetings are in session, those who are allowed to speak are the representatives or senators who are either presenting a bill or are called upon during times of comments or questioning.
- In times of disagreement, representatives must adhere to a strict debate format laid out below.
- Those who are violation of the above expectations are given three strikes. Upon the third strike they are ejected from the convention or meeting.

CONSTITUTIONAL CONVENTION & SENATE MEETING PROCEDURES

- Representatives will sit with the state they represent and name placards will be before each representative.
- Representatives will be addressed with their formal title, calling them “President,” or “Senator.”
- Each state will submit a new name for their new independent nation.
- Each state will submit a rough draft of a national flag.
- During the Constitutional Convention, representatives will present their submissions and the convention will hold a vote.
- All votes will be Blind and Silent Votes. Representatives must adhere to a strict privacy rule, which requires them to vote silently with eyes concealed.
- Majority rules in Constitutional Convention and Senate Meeting votes.
- Each state must present assigned bills at the meeting to be passed as part of the nation’s constitution.
- In times of a debate:
 - Representatives who are pro-bill must present an argumentative speech to be addressed during meetings.
 - Representatives who are anti-bill must then present a counterargument following the pro-bill speech.
 - Pro-bill will be allowed to respond to the counterargument.
 - Anti-bill will be allowed to respond to the argument.
 - Representatives and senators will be allowed to question the debators.
 - Final remarks are allowed for the pro-bill and anti-bill representatives before the bill goes to a final vote.



THE CONSTITUTION OBJECTIVES



VOCAB—DEFINE AND BE ABLE TO USE THESE VOCABULARY WORDS:

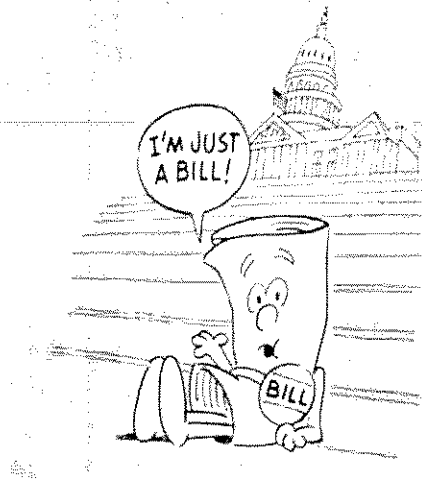
- Corruption—
- Philosopher—
- Humanity—
- Monarch—
- Confederacy (or confederation)—
- Constitution—
- Amendment—
- Principle—
- Popular sovereignty—
- Civic responsibility—
- Federal system—
- Federalism—
- Veto—
- Separation of power—
- Checks and balances—

ESSENTIAL QUESTIONS:

1. Explain why the Founding Fathers feared government having too much power.
2. Explain why the Articles of Confederation failed.
3. Describe the influence of the Enlightenment philosophies and the Great Law of Peace on the framers of the Constitution.
4. Explain the characteristics of democracy and why it is difficult to define.
5. Describe the function and importance of the Bill of Rights.
6. Explain “civic responsibility” and its importance in a democracy.
7. Define American federalism.
8. Describe “separation of powers” and how it limits government power.
9. Explain why we have a process to amend the Constitution.

SENATE MEETING PRESENTATION INSTRUCTIONS & RUBRIC

- Research on the Bill of Rights (10 in all). Each group must divide up the bills.
 - Find suggested websites by visiting the Government page on our class website.
- Write Bill of Rights in your own words (in kid friendly language).
- Explain history behind the Bill of Rights.
- Persuade the audience to pass the bill, by explaining the significance of the bill.



TRAIT	4-3.5	3-2.5	2-1.5	1-0.5
IN YOUR OWN WORDS	Language is used to accurately explain the bill of rights in a way that everyone can understand	Language is used to explain the bill of rights in a way that everyone can understand, but may be lacking some key points about the bill.	Language is used from the original bill of right that may make it difficult for everyone to understand (just reworded).	Language used from the bill of rights are not reworded or completely misinterpreted.
HISTORY	A detailed history is given of the bill, which explains the reasons why the Founding Fathers adopted it.	A history is given of the bill, which explains the reason why the Founding Fathers adopted it.	A history is given of the bill, but does not include reasons why the Founding Fathers adopted it.	An incomplete history of the bill is given or may not be included all together.
ORAL PRESENTATION	A thorough explanation of the significance of the bill with argument and counterargument to persuade audience to pass the bill.	An explanation of significance of the bill with argument and counterargument to persuade audience to pass the bill.	An explanation of significance of the bill if given, along with an argument to persuade audience to pass the bill.	An explanation of the significance of the bill is given, but lacks argument and counterargument.

TOTAL SCORE: _____ / 12

PRESENTATION DUE DATE: _____

BAR EXAMS: BECOME A LAWYER



- This will be a pop quiz, which will be for a **participation grade** some time next week. The quiz will have two parts. The first part will be on the **Constitutional Convention** and the second part will be your first **President's Quiz*** (listing the first five).
- The Bar Exam will determine **lawyers** and will determine who the first **presidential candidates** and **his/her cabinet** nominees will be.
- Lawyers will receive a **law certificate** upon passing the bar exam.

LIST OF U.S. PRESIDENTS

1. George Washington 1789 -1797
2. John Adams 1797-1801
3. Thomas Jefferson 1801-1809
4. James Madison 1809-1817
5. James Monroe 1817-1825
6. John Quincy Adams 1825-1829
7. Andrew Jackson 1829-1837
8. Martin Van Buren 1837-1841
9. William Henry Harrison 1841- 1841
10. John Tyler 1841-1845
11. James Knox Polk 1845-1849
12. Zachary Taylor 1849-1850
13. Millard Fillmore 1850-1853
14. Franklin Pierce 1853-1857
15. James Buchanan 1857-1861
16. Abraham Lincoln 1861-1865
17. Andrew Johnson 1865-1869
18. Ulysses S. Grant 1869-1877
19. Rutherford B. Hayes 1877-1881
20. James Abram Garfield 1881
21. Chester Alan Arthur 1881-1885
22. Grover Cleveland 1885-1889
23. Benjamin Harrison 1889-1893
24. Grover Cleveland 1893-1897
25. William McKinley 1897-1901
26. Theodore Roosevelt 1901-1909
27. William Howard Taft 1909-1913
28. Woodrow Wilson 1913-1921
29. Warren G. Harding 1921-1923
30. Calvin Coolidge 1923-1929
31. Herbert Hoover 1929-1933
32. Franklin Delano Roosevelt 1933-1945
33. Harry S. Truman 1945-1953
34. Dwight D. Eisenhower 1953-1961
35. John Fitzgerald Kennedy 1961-1963
36. Lyndon B. Johnson 1963-1969
37. Richard Milhous Nixon 1969-1974
38. Gerald Ford 1974-1977
39. James Carter Jr. 1977-1981
40. Ronald Reagan 1981-1989
41. George H. W. Bush 1989-1993
42. Bill Clinton 1993-2001
43. George W. Bush 2001-2009
44. Barack Obama 2009 - present.

THE ENLIGHTENMENT

In the 1500's and 1600's, famous scientists such as Nicolas Copernicus and Isaac Newton introduced new theories and methods that changed the way people saw the world. The Scientific Revolution, as this period came to be called, led to a new view in which people believed they could explain the universe around them based on scientific or natural laws. By the late 17th century, the accomplishments of the Scientific Revolution encouraged a spirit of confidence across Europe. Philosophers and other scholars believed reason and logic could help improve society, government, and the economy.

This period of new ideas, optimism and reasoning was known as "The Enlightenment," because people believed they would be led forward by the "light" of science and logic. The leading thinkers of this time period were known as "philosophes," the French word for philosophers. Writers such as Montesquieu, Locke, Hobbes, and Voltaire presented new ideas promoting freedom of thought, progress, and an emphasis on humanity. Education grew in importance as people saw it as a way to improve society.

Thinkers also applied these ideas to the economy, as they argued that the marketplace should be driven by the natural laws of supply and demand, rather than the concentration of wealth among a few privileged people. One of the most important shifts in thinking was the way people viewed nature. Before The Enlightenment, people had little understanding of nature; they had no way to explain natural disasters such as floods, droughts, or storms. All the advancements of the 1600's paired with a more scientific view of the world, led people to see the earth and its resources as non-living and available for human use. These changes laid the groundwork for the modern age turning point, industrialization.

As the Enlightenment brought changes and improvements to society, it also brought conflict. As philosophers argued people should be more free, monarchs tried to hold onto their absolute power. As scientists and thinkers claimed the universe was something man could control and understand, religious leaders claimed these new ideas were drawing people away from the Church. Such disagreements led to conflicts but also to remarkable changes in the future.

Based on what you read in the passage, a philosopher could BEST be described as a/an

- A. economist. B. scientist. C. thinker. D. inventor.

Which word is a synonym for "logic"?

- A. spirit B. judgment C. belief D. society

The Scientific Revolution MOST contributed to The Enlightenment its emphasis on

- A. reason and logic.
B. spirit and confidence.
C. philosophy and writing.
D. change and improvement.

Which fact can be inferred from the passage?

- A. The Church eventually accepted Enlightenment thinking.
B. Enlightenment ideas laid the groundwork for the Modern Age.
C. New ideas always cause conflict and disagreement in society.
D. The Enlightenment would not have happened without science.

THE ENLIGHTENMENT ANSWERS & EXPLANATIONS

In the 1500's and 1600's, famous scientists such as Nicolas Copernicus and Isaac Newton introduced new theories and methods that changed the way people saw the world. The Scientific Revolution, as this period came to be called, led to a new view in which people believed they could explain the universe around them based on scientific or natural laws. By the late 17th century, the accomplishments of the Scientific Revolution encouraged a spirit of confidence across Europe. Philosophers and other scholars believed reason and logic could help improve society, government, and the economy.

This period of new ideas, optimism and reasoning was known as "The Enlightenment," because people believed they would be led forward by the "light" of science and logic. The leading thinkers of this time period were known as "philosophes," the French word for philosophers. Writers such as Montesquieu, Locke, Hobbes, and Voltaire presented new ideas promoting freedom of thought, progress, and an emphasis on humanity. Education grew in importance as people saw it as a way to improve society.

Thinkers also applied these ideas to the economy, as they argued that the marketplace should be driven by the natural laws of supply and demand, rather than the concentration of wealth among a few privileged people. One of the most important shifts in thinking was the way people viewed nature. Before The Enlightenment, people had little understanding of nature; they had no way to explain natural disasters such as floods, droughts, or storms. All the advancements of the 1600's paired with a more scientific view of the world, led people to see the earth and its resources as non-living and available for human use. These changes laid the groundwork for the modern age turning point, industrialization.

As the Enlightenment brought changes and improvements to society, it also brought conflict. As philosophers argued people should be more free, monarchs tried to hold onto their absolute power. As scientists and thinkers claimed the universe was something man could control and understand, religious leaders claimed these new ideas were drawing people away from the Church. Such disagreements led to conflicts but also to remarkable changes in the future.

Based on what you read in the passage, a philosopher could BEST be described as a/an
A. economist. B. scientist. C. thinker. * D. inventor.
(The second paragraph states French thinkers were called "philosophes.")

Which word is a synonym for "logic"?
A. spirit B. judgment * C. belief D. society
(Only choice B makes sense substituted for the word "logic.")

The Scientific Revolution MOST contributed to The Enlightenment its emphasis on
A. reason and logic. * *(Scientific ideas and methods stressed reason and logic to understand and explain the world.)*
B. spirit and confidence.
C. philosophy and writing.
D. change and improvement.

Which fact can be inferred from the passage?
A. The Church eventually accepted Enlightenment thinking.
B. Enlightenment ideas laid the groundwork for the Modern Age. *
C. New ideas always cause conflict and disagreement in society.
D. The Enlightenment would not have happened without science.
(Choices A, C, and D are possible, but choice B is a logical and arguable deduction that can be made based on passage information.)

Sources of Inspiration

Baron de Montesquieu



Baron de Montesquieu was born in 1689 in Bordeaux, France. A philosopher of the Enlightenment, he wrote and studied about government and society as a member of the Bordeaux and French Academies of Science. His most famous work, On the Spirit of the Laws, was published in 1748. In this book Montesquieu wrote about how he thought government should be organized. He argued that government works best if power is balanced among three branches with equal power, but differing responsibilities.

Montesquieu referred to the English government as a good example because it divided power between the king, the Parliament (law making body), and a court system. The philosopher explained that each branch would limit the power of the other two, so that no person or branch would gain too much power and threaten the freedom of the people.

The Magna Carta

The Magna Carta is considered one of the most important documents in the history of democracy. Also known as “The Great Charter” this document limited the power of the English king (King John) by forcing him to consult with his nobles before imposing taxes or going to war with other nations. This importance of this document is two-fold: for the first time a monarch’s power was limited, and for the first time the power of the king was set down in writing. For example, the Magna Carta states that “no scutage (tax) or aid shall be imposed in our kingdom unless by common counsel.” In practice, the Magna Carta did not limit the power of the king that much, but its significance lay in the fact that even the monarch was subject to written law, as opposed to having the unlimited power that he has previously enjoyed.



John Locke



John Locke was born in Bristol, England in 1632. Originally a medical student, he was heavily influenced by other Enlightenment philosophers and the English Civil War, which was fought in part to limit the power of the king. In his most famous work, Two Treatises on Government, he argued that “[We have learned from history] that all peaceful beginnings of government have been laid in the consent of the people.” According to Locke, the purpose of government is to protect the natural rights of life, liberty, and property of all people. He went on to

argue that people have the right to rebel against and replace their government if it does not serve to protect those natural rights.

The Great Law of Peace

The Iroquois Confederacy, (also known as the League of Peace and Power, or The Five Nations) refers to the union of five Native tribes, the Mohawk, Oneida, Onondaga, Cayuga, and the Seneca. The League, formed before Europeans arrived in the Americas, was organized and ruled under a constitution known as The "Gayanashagowa" or The Great Law of Peace. Some excerpts from this document are:



- The Council of the Mohawk shall be divided into three parties. The third party is to listen only to the discussion of the first and second parties and if an error is made or the proceeding is irregular, they are to call attention to it.
- I, Dekanawidah, (the author of the Gayanashagowa), appoint the Mohawk Lords the heads and the leaders of the Five Nations Confederacy. The Mohawk Lords are the foundation of the Great Peace and it shall, therefore, be against the Great Binding Law to pass measures in the Confederate Council after the Mohawk Lords have protested against them.
- All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First, the question shall be passed upon by the Mohawk and Seneca Lords; then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords for final judgment.
- In all cases the procedures must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords who shall render a decision as they see fit in case of a disagreement by the two bodies, or confirm the decisions of the two bodies if they are identical. The Fire Keepers (the Onondaga Lords) shall then report their decision to the Mohawk Lords who shall announce it to the open council.
- When the Council of the Five Nation Lords shall convene (assemble) they shall appoint a speaker for the day. The next day, the Council shall appoint another speaker, but the first speaker may be reappointed if there is no objection.
- If the conditions which shall arise at any future time call for an addition to or change of this law, the case shall be carefully considered and if a new beam seems necessary or beneficial, the proposed change shall be voted upon and if adopted, it shall be called, "Added to the Rafters."



Influencing Our Thoughts

DIRECTIONS: Use information from the handouts, your own ideas, and additional resources as needed to explain the influence that each of the following people or documents had on the ideas and principles of the United States Constitution:

The Enlightenment:

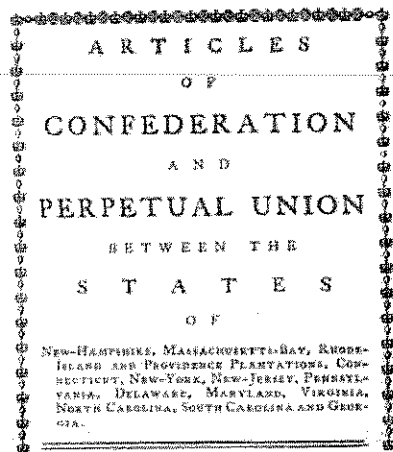
Baron de Montesquieu:

The Magna Carta:

John Locke:

The Great Law of Peace:

U.S. GOVERNMENT #1



While the U.S. Constitution outlines the form and function of America's government, it was not the nation's first plan. The Articles of Confederation, written in 1776 soon after the Declaration of Independence was signed, created the first government. The Articles of Confederation became the first "constitution" in 1781 when it was ratified by the last of the thirteen original states.

Because of its authors' fears of a strong central government, the document gave most powers to the states and strictly limited those of the federal government. Instead of forming a strong government to cement the new states together, the Articles of Confederation instead established "a firm league of friendship" among them.

The government under the Articles of Confederation served to hold the states together long enough to fight the Revolution. Afterward, it became clear that changes were needed, but the Articles of Confederation didn't include an **amendment** process. The Founding Fathers saw that a new, stronger government was necessary, so the Constitutional Convention was held in 1787 to draft a new plan, which was put into effect in 1789.

Based on the reading, a confederation could best be described as a

- A. strong government.
- B. war for independence.
- C. collection of states.
- D. group of friends.

The Articles of Confederation were the

- A. foundation of America's government.
- B. first constitution of the United States.
- C. plan for a strong central government.
- D. declaration of American independence.

When did the Articles of Confederation go into effect?

- A. 1776
- B. 1781
- C. 1787
- D. 1789

Which definition **BEST FITS** the use of the word "amendment" in the last paragraph?

- A. to correct or alter
- B. a change for the better
- C. formal change to a document
- D. a change in or addition to a bill

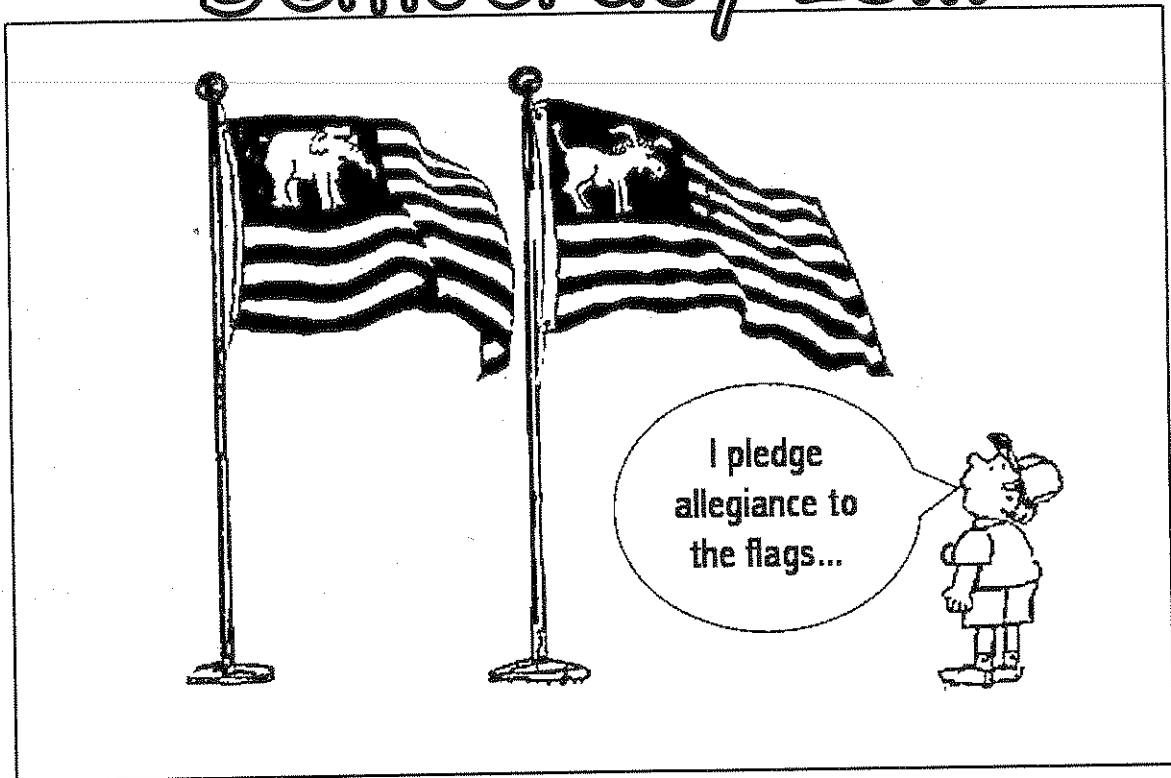


Guiding Principles of American Government

DIRECTIONS: Briefly research each of the six guiding principles to learn what each means and how it might protect the rights of citizens. Then give at least one example of each.

Guiding Principles	Meanings	Protective of Rights	Examples
(1.) Power comes from those who are governed			
(2.) Limited government powers and the rule of law			
(3.) Federalism			
(4.) Separation of powers			
(5.) Checks and balances			
(6.) Judicial review			

Democracy Is...



Based on the cartoon, the artist seems to think democracy is a government

- A. in which people develop civic responsibility by participation.
- B. with competing ideas that tend to promote the common good.
- C. in which each citizen participates directly in making decisions.
- D. whose main function is to guarantee liberty to all of its citizens.

The flags in the cartoon stand for

- A. major political parties.
- B. animals in the local zoo.
- C. two states in the union.
- D. the Pledge of Allegiance.

The boy in the cartoon

- A. is most likely an Eagle scout.
- B. clearly favors the donkey flag.
- C. seems to appreciate both flags.
- D. is not interested in government.

What do YOU think is a good definition of democracy and why?



IN A DEMOCRACY

DIRECTIONS: Democracies are governments by the people but can differ in form and what they value most. Read about the different views of what people say democracy “should be” and rate each as: Very Important (**VI**); Important (**I**); or Not Important (**NI**) to YOUR idea of what democracy means.

1. ——— People should be directly involved in all decisions influencing their lives. They should participate in deciding school rules, how a company operates, what services their city provides, or how their local hospital operates. Decision-making in every organization in society should be open to having every person involved in it to promote political, social, and economic equality, and justice.
2. ——— People elect representatives in a democracy. The voters should be informed and free to decide issues as they see them. If they don't like their elected officials, they can vote for new representatives in the next election. Meanwhile the job of the government is to guarantee as much liberty as possible. Individuals should be as free as possible to make their own decisions without the government getting involved.
3. ——— People should have many chances to be involved in the political life of their community. They should be informed, vote for government officials, and tell their officials what they think. By becoming involved people learn how to make good decisions for themselves and their community. They learn about the common good and the need to balance their needs with those of their fellow citizens.
4. ——— People should have free access to information, elections should be open and free with votes counted accurately, and each person's vote should count equally. Courts are independent, government powers are separate, and people have freedom to see, speak, read, and write what they choose.
5. ——— People should be more important than money. People work to create a sense of community, and businesses are run by those who work in them. People work toward reducing the gap between the rich and poor, and decisions are made based on what is right instead of what will make the most money. Businesses consider how their decisions affect the lives of the people and the environment. Cooperation and the well-being of others are seen as very important when making decisions.
6. ——— Many different groups compete to promote their interests. Good decisions occur when anyone who wants to can express an opinion and affect the political process. Competing interests balance each other, even if everyone doesn't get involved. If everyone always wants input, compromise and the democratic process wouldn't work. Of course some people must be interested and involved in politics, but too much involvement slows the process of solving problems and making decisions. Special interest groups represent those with a stake in decisions and people become involved when their interests are at stake. Power is shared among competing groups, so in the end no one is powerful enough to achieve everything their group wants.
7. ——— Procedures used to elect governmental official and make governmental decisions should make decisions that are fair for everyone. Democracy is not only a process, but also the results of voting and other political processes. Every voice should weigh equally when decisions are made so results should benefit each member of the society while causing the least amount of harm to any one person.

RATIFYING THE CONSTITUTION

Votes for Ratification

State	Year	Votes
Delaware	1787	30-0
Pennsylvania	1787	46-23
New Jersey	1787	36-0
Georgia	1788	26-0
Connecticut	1788	128-40
Massachusetts	1788	187-168
Maryland	1788	63-11
South Carolina	1788	149-73
New Hampshire	1788	57-47
Virginia	1788	89-79
New York	1788	30-27

*** Bill of Rights passed in 1789 ***

North Carolina	1789	194-77
Rhode Island	1790	34-32

After the Constitution was written and signed, the document had to be ratified by the states. Approval by nine states was required for it to go into effect. Yet many people across the new nation were not satisfied with the document.

State conventions were held at which delegates argued its pros and cons. Those who supported the plan, called Federalists, believed a strong central government was needed for the new nation to succeed.

Anti-Federalists, who were opposed to the Constitution, feared a strong federal system of government after suffering so much under British rule. The Anti-Federalists were also displeased with the fact that the Constitution did not spell out the rights and freedoms of individuals and states.

After much heated discussion and debate, a compromise was finally reached. The

Anti-Federalists would ratify the document if a Bill of Rights was added to it. Following the process outlined in the Constitution, ten amendments were agreed upon and added to the end of the document, and all of the thirteen states ratified it.

Which word is a synonym for the word "ratified"?

- A. argued B. supported C. approved D. opposed

The Federalists _____, while the Anti-Federalists _____.

- A. supported the Constitution ... were displeased with it.
 B. attended the state conventions ... boycotted them.
 C. feared a strong government ... were satisfied with it.
 D. wanted a Bill of Rights ... were opposed to it.

Which states were **MOST STRONGLY** "federalist" in their views?

- A. Pennsylvania, Connecticut, and New Hampshire
 B. Massachusetts, South Carolina, and Virginia
 C. New York, North Carolina, and Rhode Island
 D. Delaware, New Jersey, and Georgia

Explain each viewpoint and the reasons supporting it:
 Federalist:

Anti-Federalist:

THE BILL OF RIGHTS

AMENDMENT I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II: A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III: No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII: In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX: The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

The Greater Good

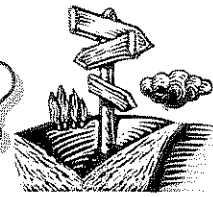
In order for a democracy to be successful, citizens must take their responsibilities as seriously as they do their rights. Since democratic government is “of the people, by the people, and for the people,” citizens must contribute to their community, speak up for injustice, participate in their government, and be personally responsible for their own actions.

In your own words, explain what you think the statement above means:

Do you agree with this statement? Why or why not?

To what extent do you think America is a “successful democracy,” based on this description? Explain your ideas.

What Would YOU Do?



DIRECTIONS: Answer the questions, briefly explaining each decision.

You live in a multi-story apartment building and are awakened in the night by the sound of glass breaking and a woman screaming "Help!" from the apartment below. What would you do?

- A. Ignore the noise and go back to sleep.
 - B. Run down and knock on the woman's door.
 - C. Immediately jump out of bed and call 911.
 - D. See if the noise stops and later call the police.
-
-

While walking down the street, you see a wallet lying on the ground. What do you do?

- A. Ignore it, because it isn't your problem or concern.
 - B. Without looking at the contents, turn it in to the police.
 - C. Look inside for an ID, and call the person who owns it.
 - D. Take it, and use the credit cards to go on a shopping spree.
-
-

A bully in your neighborhood has been harassing and threatening people for years. You witness some friends who have decided to "give him some of his own medicine" by beating him up. The next day the police come to your door to investigate the beating. What do you do?

- A. Deny that you know or saw anything.
 - B. Pretend you are not home to avoid involvement.
 - C. Tell the truth without naming your friends.
 - D. Explain everything you know and saw to the police.
-
-

The government is involved in a war you strongly disagree with. As a member of the Army Reserves, you may be called up for duty. What do you do?

- A. Shoot yourself in the leg so you will be unable to serve.
 - B. Refuse to serve and get a lawyer to defend you in court.
 - C. Leave the country so you cannot be reached for service.
 - D. Report for service if you are called, because it's your duty.
-
-

You work for a huge drug company and discover that one of the drugs your company sells causes cancer in lab rats. When you tell your immediate supervisor, you are warned to keep the information to yourself. What do you do?

- A. You comply with your superior's orders and say nothing.
 - B. You secretly leak the story to a local television reporter.
 - C. You don't worry, since the drug may not even cause cancer in humans.
 - D. You try to talk the company owners into taking the drug off the market.
-
-



Your Turn

DIRECTIONS: Considering what you believe to be the civic responsibilities of Americans, create three “What Would You Do?” scenarios requiring “responsible” actions or decisions.

QUESTION #1: _____

- A.
- B.
- C.
- D.

QUESTION #2: _____

- A.
- B.
- C.
- D.

QUESTION #3: _____

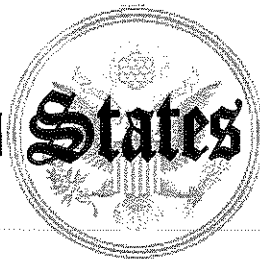
- A.
- B.
- C.
- D.

Reflecting on Responsibility



1. Which question was the easiest to answer? Why?
2. Which question was the most difficult to answer? Why?
3. Do you think it is important to get involved in your community? Why or why not?
4. Do you think most people agree about what is "right?" Explain.
5. Why do people sometimes choose NOT to do what they know is right?
6. Explain what you think is meant by "the greater good"? How do you think we can promote the greater good in a democracy?
7. Why do you think civic responsibilities are important in a democracy?

The United States Constitution



Notes

ARTICLE I.

Section 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.

Clause 1: The House of Representatives shall be composed of Members chosen every second Year by the People...

Clause 2: No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Clause 3: Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. ...

Clause 4: When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

Clause 5: The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3.

Clause 1: The Senate of the United States shall be composed of two Senators from each State, chosen ... for six Years; and each Senator shall have one Vote.

Clause 2: Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

Clause 3: No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

Clause 4: The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

Clause 5: The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

Clause 6: The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Clause 7: Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4.

Clause 1: The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

Clause 2: The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5.

Clause 1: Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members....

Clause 2: Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Clause 3: Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy....

Clause 4: Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section. 6.

Clause 1: The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same. ...

Section. 7.

Clause 1: All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Clause 2: Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. ... If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Clause 3: Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be re-passed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section. 8.

Clause 1: The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 2: To borrow Money on the credit of the United States;

Clause 3: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

Clause 4: To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

Clause 5: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Clause 6: To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

Clause 7: To establish Post Offices and post Roads;

Clause 8: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Clause 9: To constitute Tribunals inferior to the supreme Court;

Clause 10: To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Clause 11: To declare War, ... make Rules concerning Captures on Land and Water;

Clause 12: To raise and support Armies...

Clause 13: To provide and maintain a Navy;

Clause 14: To make Rules for the Government and Regulation of the land and naval Forces;

Clause 15: To provide for calling forth the Militia to execute the Laws of the Union...

Clause 16: To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States...

Clause 17: To exercise exclusive Legislation ..., become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;

Clause 18: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section. 9.

Clause 1: The Migration or Importation of such Persons as any of the States now existing shall think proper to admit (*slaves*), shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

Clause 2: The Privilege of the Writ of Habeas Corpus (*the right to a fair trial before imprisonment*) shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. ...

Clause 5: No Tax or Duty shall be laid on Articles exported from any State.

Clause 6: No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

Clause 7: No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Clause 8: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, ... or Title, of any kind whatever, from any King, Prince, or foreign State.

Section. 10.

Clause 1: No State shall enter into any Treaty, Alliance, or Confederation....

Clause 2: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and...shall be for the Use of the Treasury of the United States....

Clause 3: No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

ARTICLE II.

Section. 1.

Clause 1: The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Clause 2: Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Clause 3: The Electors shall meet in their respective States, and vote by Ballot for two Persons...and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President..

Clause 5: No Person except a natural born Citizen... shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

Clause 6: In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

Clause 7: The President shall, at stated Times, receive for his Services, a Compensation. ...

Clause 8: Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2.

Clause 1: The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States...

Clause 2: He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the Supreme Court, and all other Officers of the United States....

Clause 3: The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them... he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

ARTICLE III.

Section. 1.

The judicial Power of the United States, shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges... shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services, a Compensation...

Section. 2.

Clause 1: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers ... to Controversies to which the United States shall be a Party; to Controversies between two or more States; between a State and Citizens ...

Clause 2: In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the Supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the Supreme Court shall have appellate Jurisdiction....

Clause 3: The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3.

Clause 1: Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Clause 2: The Congress shall have Power to declare the Punishment of Treason....

ARTICLE IV.

Section. 1.

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. ...

Section. 2.

Clause 1: The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

Clause 2: A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

Clause 3: No Person held to Service or Labor in one State, under the Laws thereof, escaping into another, shall ... be discharged from such Service or Labor, but shall be delivered up on Claim of the Party to whom such Service or Labor may be due (*slaves*).

Section. 3.

Clause 1: New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State...

Clause 2: The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States...

Section. 4.

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and ... against domestic Violence.

ARTICLE V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof...

ARTICLE VI.

Clause 1: All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Clause 2: This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the Supreme Law of the Land; and the Judges in every State shall be bound thereby...

Clause 3: The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

ARTICLE VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

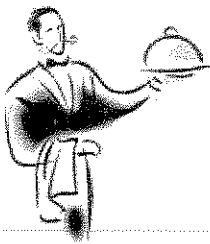
Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,



Geo Washington, Presidt. And deputy from Virginia

[Signed also by the deputies of twelve States – 38 delegates in all]

- | | | | |
|------------------------|--|-----------------------|--|
| Delaware: | Geo: Read
Gunning Bedford jun
John Dickinson
Richard Bassett
Jaco: Broom | Georgia: | William Few
Abr Baldwin |
| Maryland: | James MCHenry
Dan of ST ThoS. Jenifer
DanL. Carroll. | New Hampshire: | John Langdon
Nicholas Gilman |
| Virginia: | John Blair
James Madison Jr. | Massachusetts: | Nathaniel Gorham
Rufus King |
| North Carolina: | WM Blount
RichD. Dobbs Spaight.
Hu Williamson | Connecticut: | WM. SamL. Johnson
Roger Sherman |
| South Carolina: | J. Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler | New York: | Alexander Hamilton |
| | | New Jersey: | Wil: Livingston
David Brearley
WM. Paterson
Jona: Dayton |
| | | Pennsylvania: | B Franklin ThoS. FitzSimons
Thomas Mifflin Jared Ingersoll
RobT Morris James Wilson
Geo. Clymer Gouv Morris |



Delegated and Reserved

The 10th Amendment

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

The United States has a federal system of government. In federalism there are levels of government with powers divided between them. U.S. federalism divides power between the national, or federal, and state governments.

The federal government typically has power over issues of national concern, while the states have power over state issues. The powers of the national government are called “delegated powers,” since they are listed specifically in Article I, Section 8, Clause 18 of the U.S. Constitution.

The state powers are called “reserved powers.” These are not written down in the U.S. Constitution, but as the 10th Amendment says, if a power is not given to the national government in the U.S. Constitution, it usually belongs to the states.

Now there are some powers that are shared by the national and the state levels of government. For example, both the national government and state governments can tax people to raise money they need to provide services.

DIRECTIONS: Name at least ONE power that would fit each category.

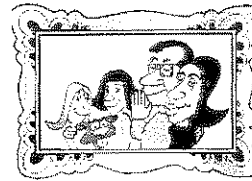
DELEGATED POWER	RESERVED POWER	SHARED POWER

Which One Does What?

DIRECTIONS: Study the Constitution and Bill of Rights to decide if you think each power belongs to the **FEDERAL** government, the **STATE** government, or **BOTH**. Support your answers, using the documents when possible.

Power	Federal, State, or Both	Why?
1. Declare war		
2. Oversee education		
3. Defend our borders		
4. Make laws		
5. Conduct elections		
6. License doctors, lawyers, and teachers		
7. Establish punishments for crimes		
8. Print money		
9. Meet with foreign leaders		
10. Admit new states		
11. Regulate foreign trade		
12. Collect taxes		
13. Raise an army		
14. Borrow money		
15. Establish courts		
16. Regulate local businesses		
17. Establish public schools		
18. Establish post offices		
19. Set highway speeds		
20. Decide marriage laws		
21. Restrict alcohol sales		
22. Make treaties with other countries		
23. Try foreign ambassadors		
24. Establish parks		
25. Claim private property for public use		
26. Allow the death penalty in murder cases		
27. Regulate trade among states		
28. Maintain a navy		
29. Charge tax on items bought		
30. Amend the U.S. Constitution		
One more:		

The Powers Family - Part I



Characters:

Alicia

John

Gorge

Estella

Carmella

(Alicia and John are in the kitchen talking.)

Alicia - It's so unfair! Dad makes all of the rules and we never get to do ANYTHING!

John - Yeah, I hear you. Not only does he make the rules, but he changes them to suit himself whenever he wants. Remember the one about the car needing to be washed every Saturday. Then, when he wanted to go the game on Saturday, he got on my case because I didn't wash the car on FRIDAY -- like I'm supposed to be a mind reader. He makes all of the decisions to suit himself, and none of the rest of us get to voice what WE want. He makes the rules and enforces them. And, since it's up to him to decide what they mean, he can change them to mean whatever he wants.

Alicia - Maybe things will change when Grandma moves in. When is she supposed to get here, anyway?

John - I think she sold the old house and is coming on Friday. It's got to be hard losing Gramps and having to move, but things will get better for her. It should be great for us, though. She really knows how to handle Dad!

(Gorge comes in with Grandma Estella.)

Gorge - Welcome to my castle! I know it is hard to leave your house, Mama, but this is your new home and we're all glad you're here. We'll just get you settled in and I'll get you up to speed on how we do things. Carmella knows to have dinner ready promptly at 5:30 every day, and TV is allowed from 6:30 until 10:00. I have a couple of programs I like to watch, but afterwards it's quiet time. I have to get my sleep since I leave so early for work. Alice vacuums the house every Friday afternoon at 4:00 so it's done before I get home; I just can't stand the vacuum noise. Breakfast is at 6:30. We usually trade off between pancakes and eggs because those are my favorites and...

Estella - Gorge, my son, I know that you mean well but we have to talk. I'm used to being on my own and doing things with your dad, bless his soul. I agreed to move here to make things easier for all of us, but I don't want to move into a prison. Maybe we need to think about some new ways of doing things here. The weight of having to make all of the decisions and rules is really too much for you. It will wear you out and, besides, if we divide things up to make your life easier, I think everyone else might be a bit happier, too. What do you say?

Gorge - Mama, you know I always respected you for being a wise person, but I like doing things my way. And besides...

Estella - Well YOU may like doing things your way, but I don't think it makes everyone ELSE happy. Did you ever think about that?

Gorge - Actually, no.

Estella - So do you want a happy wife and kids?

Gorge - Of course I do.

Estella - Fine, then we all need to think about how we can divide up operating this house so each of us has some responsibility and power, but so no one is the DICTATOR. Why don't we all think about this and discuss it together later.

(LATER)

Estella - OK, I've talked to everyone in the house, and I can tell you there are some unhappy people here. There are bound to be problems when one person makes the rules, decides what they mean, enforces them, and is responsible for the day-to-day operation of everything. That's just WAY too much power and responsibility for one person. We have to come up with some new "house rules" to share the power a little more equally. No?

Carmella, Alicia, and John - Yes!

Gorge - I don't know; I don't think...

Estella - It doesn't really matter what you think. We have four "yeses": your wife, your kids, and me, so the "yeses" have it.

Gorge - But...

Estella - No "buts"; just listen and we can come up with a plan that is fair for everyone. Gorge, you've been making rules, changing what they mean to suit you, and you enforce them, too. You've had all of the power, so the first thing we have to do is make sure you share that power with other members of the family. *(Estella takes out notes to read.)*

Carmella, you should be responsible for the day-to-day operation of the house. You decide what groceries to buy and make sure the kids get where they're supposed to be. You prepare meals, see the house is clean, keep track of everyone's schedules, pay the bills, remember family birthdays, remind people about chores, deal with the neighbors and try to keep them happy, and go to school to talk to teachers. There are probably more things for you to do, but I think that begins to get at the basics. You're the person responsible for making sure that what needs to get done does. Does that sound good to you?

Carmella - That sounds wonderful to me. I've always done most of those things, but Gorge almost always tells me how and when. I like being able to make decisions on my own.

Estella - Ok, next Gorge. You've been setting rules to make sure everything get done, but we're going to change some of your "rules" to make them more general. For example, you might say we should try to save more money. Then everyone has to figure out how to contribute to that goal. Or you might say we should keep

the house neater. Then everyone does their share, even if they don't always do as well as you'd like.

You've been making very specific rules like when and what to have for dinner or when to vacuum or wash the car. I want you to let Carmella figure out for herself how to get the work done. You earn some of the money and decide how it gets spent, but Carmella contributes, too.

Alice and John, you've basically been doing what you are told to do. While you may not like that, it's normal for adults to have more power than kids. Still, we should be sensitive to your feelings and ask for your input. You are citizens of this family, so you deserve to have a say in what we do.

John and Alicia - AWESOME!

Gorge - Ok, Mama, you've come up with all these ideas for the family, but you haven't said what your role is. I think we all agree that you are fair and can see everyone's point of view. Maybe you should be the referee, the one we go to if we need someone to decide what's fair. *(to the family)* What do you think guys?

John, Alicia, and Carmella - *(nod and make positive comments)*

Estella - Sure, I'll do my best to decide what is fair and clarify Gorge's general rules if they aren't clear. I can also decide if someone has broken any of the "rules" and if so, what we should do about it.

(TWO WEEKS LATER ... John and Alicia are talking.)

John - I don't think I like this new family plan.

Alicia - Me neither.

John - Mom decides when and what to have for meals and makes whatever she likes. Dad says we have to save money, but Mom only wants to save on stuff we like to do and not on things she likes. Dad makes these rules like, "Everyone except him has to help around the house." It's just not fair to the rest of us.

Alicia - Yeah, I actually thought his one about being environmentally conscious was cool until Mom said it meant we couldn't drive to school any more. It seems Dad controls some things and does what HE wants, Mom controls some things and does what SHE wants, and we just go along for the ride - and it's a bumpy ride!

The only thing that's better now is Dad doesn't have ALL of the power. At least it's divided between Mom and him. If he wants a good dinner, at least he knows he has to be nice. It's a little better because no one has all of the power to make decisions anymore. Now Dad knows he has to at least think about what Mom wants, too.

Alicia and John - *(laugh)*

John - Maybe we should talk to Grandma about this.

(To be continued...)

Observation of Powers

PART I:

1. What is the "issue" the Powers family is confronting? _____

2. In what way(s) is their problem similar to the power issue confronting the Founding Fathers in designing the U.S. government? _____

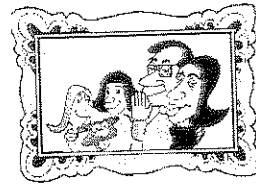
PART II:

3. What problems arose after Estella's first plan went into effect? _____

4. How Did Estella propose to solve those problems? _____

5. Explain how Estella used separation of powers and checks and balances to solve the Powers family's problems. _____

The Powers Family - Part II



(Later that day Alicia and John approach Estella.)

Alicia - Grandma, this whole plan just doesn't seem to be working out that well. It's true that Mom and Dad and you have different responsibilities and powers, but both of them seem to forget that John and I may have different opinions and needs than they do.

John - Before Dad had all of the power and did whatever he wanted. Now he and Mom share the power, and they can both do pretty much as they please. They do sometimes remember to check with us, but it's mainly when what they want to do impacts the rest of us. And even then, sometimes they don't.

Estella - Well, we agreed that my job was to help us understand what Gorge's big ideas meant and to be sure that Carmella's day-to-day decisions were fair, so maybe it is time for me to find out more. What do you see as the problems?

John - OK, Dad said we needed to save money so that we can pay for college in a few years but he didn't say how. It's been up to Mom to decide where to cut back. So without even asking us what we think, she decided to keep Alicia home this summer instead of letting her go to basketball camp again. Then she decided I couldn't buy a head gasket I need to get my car back on the road. I know the college money is going to be spent on us, but it doesn't seem right that ALL of the savings for it has to come out of our pocket!

Alicia - Another example is: Dad set a policy of eating nutritious food, but I have to say I'm getting sick of the organic spouts and salad three nights a week. I know it's healthy and easy to fix -- open the bag and dinner's served. But just because Mom wants to lose weight doesn't mean the rest of us should have to turn green!

John - Oh, and what about Dad's rule that we should be more aware of the environment? Mom decided Alicia should take the bus to school to save gas, but then Mom drives as much as she ever did. It's just not fair!

Alicia - And don't forget Dad's "policy" that we have to be nice to each other. Just what does he mean by that anyway? Do I have to buy him a gift every day? I really don't know what he had in mind with that one. I know not to call each other names or snap at each other, but how can he tell if we're being nice? What does he expect? I'm really not sure.

Estella - Well, this certainly is cause for thought. It looks like my effort to separate powers between your mom and dad made things a little better because each of them only controls part of life here, but it didn't solve all the problems. We have to do more. Somehow we have to figure out how each of their powers can be used to keep the other's power in check.

In a sense I'm already doing that by deciding what is fair. I can also interpret what Gorge means when he makes general rules like "be nice," so maybe we can build on that model. First, let's decide what "being nice" means.

John - For me it means being polite.

Alicia - And treating others with respect

Estella - Be more specific.

Alicia - Well, listening when others speak, considering their feelings, thinking about what they need...

John - Maybe asking permission if you want to watch a TV program when someone else is in the room. We could let others know we appreciate something kind they did or said.

Estella - Ok, now you have a bunch of specific behaviors. Still, we can't make a laundry list of everything anyone could possibly do counts as "being nice." Even if we did, we'd surely leave something important out.

What if I suggest at a family meeting that "being nice" can be boiled down to treating people the way you would want to be treated? If we all stopped and said, "How would I feel if someone did to me what I am thinking about doing," we would know pretty quickly what being nice meant. Do you agree?

John and Alicia - Yes.

Estella - Now let's think about the power issue. As I said, I'm sort of a check on both of their powers, and they're a check on me. If I make bad decisions, they can ask me to leave or stop making decisions in this house. So we balance each other.

What do you think would happen if I proposed that before Carmella could implement one of Gorge's big ideas, she would have to check in with me? Then we could be sure that what she wants makes sense as a means of doing what Gorge wants. I can also see that Carmella's decisions are fair. I would sort of have a veto over what Carmella does.

We could also suggest that when Gorge has a "big idea," he would have to discuss it with Carmella and get her to agree to it. That way he'd know she could apply it. That would give Carmella veto power over Gorge's ideas.

Of course on the other hand, we also have to think about how to keep Carmella from abusing her powers. We could make her review her plans to carry out Gorge's ideas with him.

And last, but not least, you two may not have formal responsibilities here, but you are still "citizens" of the household and we need to consider your views. How about if anything directly involves you, your time, or your property, we would have to consult with you before a decision is made? I can't guarantee that you would always get your way, but at least we can guarantee that you would be heard. We might even be able to let you have the power to veto, say, two ideas a year. That way if you really, really don't like something, you can block it. The only hitch should be that in order for your veto to take effect, you would have to come up with another solution that we can all agree upon? How does that sound?

John - It works for me.

Alicia - Grandma, you are so smart and wise.

Estella - OK, now we just have to sell the ideas to your mom and dad.

ASSIGNMENT CHECK LIST & DUE DATES

ASSIGNMENT	DUE DATE	COMPLETED?

COMPLETED _____ / 10

CONSTITUTIONAL CONVENTION/SENATE MEETING REFLECTION

How did you feel about the Constitutional Convention/Senate Meeting simulation experience? Explain.

How do you think it reflected decisions made by our Founding Fathers in establishing a new government? Explain.

What did you learn about how a government is run?

Comments for the teacher: