



10

MODEL
LESSONS

GOVERNMENT

UNITED STATES

TEACHER AND STUDENT
RESOURCE MATERIAL

GOVERNMENT & POLITICS ○ Contains

- Simulations
- New Constitutional Convention
- Louisiana Literacy Test
- Personal Political Platform
- Local Government and More



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Teacher's Guide

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New Constitutional Convention

Reproduce page 1 for each student and follow the directions as listed. Students represent the delegates to this new convention. They should debate and vote on the proposed changes. Instructors may consider awarding extra credit if a change is enacted.

A New Government Simulation

Reproduce pages 2–4 and assign and have students read the assignment for homework. Divide the class into groups and follow the directions on the bottom of page 3. Note: This new constitution is the old “Articles of Confederation” of the first U.S. Government after the American Revolution.

Louisiana Literacy Test

Reproduce pages 5–8 Prior to being outlawed by the federal government, this literacy test was only given to blacks. Distribute the exams to the students. Students are to follow the directions listed on the exam. After the students have completed the exam, discuss the answers and the ambiguities that would have made it impossible to achieve a passing grade. No person ever passed this exam during the period of its administration.

Constitutional Vs. Unconstitutional Governmental Actions

Reproduce pages 9–11 for each student. Students are to complete the assignment per the directions on the assignment. Answers to the questions appear below:

Answer Key

1. B. No, it is unconstitutional. ARTICLE I SECTION 3 PARAGRAPH 3
2. B. No, it is unconstitutional. ARTICLE I SECTION 6 PARAGRAPH 1
3. B. No, it is unconstitutional. ARTICLE I SECTION 7 PARAGRAPH 2
4. A Yes, it is constitutional. ARTICLE 2 SECTION 2 PARAGRAPH 2
5. A Yes, it is constitutional. ARTICLE 2 SECTION 2 PARAGRAPH 2
6. B. No, it is unconstitutional. ARTICLE 5
7. B. No, it is unconstitutional ARTICLE I SECTION 6 PARAGRAPH 2
8. A. Yes, it is constitutional. ARTICLE I SECTION 6 PARAGRAPH 2
9. B. No, it is unconstitutional. ARTICLE I SECTION 8 PARAGRAPH 1

10. B. No, it is unconstitutional. ARTICLE VI 1st AMENDMENT OR SECTION PARAGRAPH 3

11. B. No, it is unconstitutional. ARTICLE 2 SECTION 1 PARAGRAPH 7

You Be The Judge, Legal Analysis Exercise

Reproduce pages 12–13 for each student. Students should read both cases and answer the questions listed on each page. Page 10 demonstrates how to brief a case. There is no correct answer to this hypothetical question. Some states would allow recovery while others would not. Page 13 provides the law and students should be able to deduce the correct answer.

Constitutional War Powers & The War Powers Resolution Of 1973

Reproduce pages 14–15 for each student. This handout summarizes the war powers of the President and Congress. It also provides the major provisions of the War Powers Resolution of 1973. The Founding Fathers deliberately divided the war powers between the President and Congress. Use the information and questions in these handouts for class discussion or as a writing assignment.

Terror At The 2004 Olympics

Reproduce pages 17–18 for each student. Students may be divided into groups and discuss how the President should react to this crisis. Instructors may point out to the class, as background information, that U.S. governmental officials have admitted a lack of security at some nuclear power plants which has resulted in missing or unaccounted for discrepancies in nuclear materials. Also in light of the breakup of the Soviet Union, numerous officials publicly worry about the security of nuclear material. Students need to realize that although the President is considered the leader of the free world, his powers are not infinite. He must deal with foreign leaders who may have their own political agenda. Presidential actions have consequences. Try to make long-range and short-range projections for the United States based upon the action of each group.

Constitutional Issues

Reproduce pages 19–21 for each student. Have students complete the assignment and then discuss the answers. The key is listed below:

Answer Key

1. In the case of *Gideon vs. Wainwright*, the Supreme Court held that all defendants in felony trials are entitled to an attorney. In the class exercise, the conviction would be overturned.
2. This law would probably be held unconstitutional as a violation of the Second Amendment. However, the Second Amendment has never been applied to the

states via the due process clause of the Fourteenth Amendment. This is still an open question.

3. Unless a defendant agrees to waive their right to a speedy trial, a criminal trial must take place within one year. This was the decision of the Supreme Court in *Soggett vs. U.S.*
4. The stolen stereo equipment could not be used as evidence. It is in violation of the Fourth Amendment. To stop a car, a policeman must have reasonable suspicion that a crime is afoot. Being young, or the wrong race in a particular area does not constitute *reasonable suspicion*. If the initial stop was illegal, all evidence discovered because of the search is inadmissible.
5. The naked women would be convicted. In free exercise cases, the court weighs the religious liberty of the person versus the rights of society. Here the right of society to reserve the peace is greater than the person's right to walk around naked.

Local Government

Reproduce pages 22–25. Divide the students into groups of three. Students are to follow direction and complete the charts for all three local governmental areas and answer the application questions.

Personal Political Platforms

Reproduce page 26 and distribute to class. This assignment requires the students to create their own political platforms and justify their positions. The students must be made aware that their positions on issues cannot be in opposition to each other. As an example, a student cannot be for both a balanced budget and increased spending policies. Alternative assignments might require the students to work in groups to reach a consensus on the issues or debate them in class.

New Constitutional Convention

Background

Article V of the U.S. Constitution allows for amendments to the document. If three-fourths (38) of the fifty states call for a constitutional convention, Congress is required to convene such a meeting. All or any changes made to the constitution must also be ratified by three-fourths of the states before they take effect. Presently, 36 states, two short of the three-fourths needed to call a new constitutional convention, have voted for such a meeting to pass a “Balanced Budget Amendment.” Scholars have pointed out that a new constitutional convention could not be limited to any specific topic. This convention could clarify, amend, or completely rewrite any and all sections of the constitution.

Simulation

A new constitutional convention has been convened by Congress at the request of $\frac{3}{4}$ of the states. You are a delegate to this convention. What changes would you propose to our present constitution?

Points to Remember

1. Read the entire Constitution and Amendments.
2. Formulate changes or new amendments for the document and know where they are to be located. (Article & Section or new amendment)
3. Formulate arguments to support your changes.
4. Align support for your ideas with other members.
5. Each student is limited to two constitutional changes.

Format

1. The class may select or the instructor may assign a chairman to preside over the meeting.
2. Each student will read their proposals to the class.
3. Class will prioritize the changes and develop an agenda.
4. A majority is needed to pass a proposal.

A New Government: *Can It Work?*

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The year is 2015. You are an American astronaut who just returned to Earth from the planet Mars. You have been on Mars since the July of 2010. While you were on Mars a very unusual thing happened. In January of 2009, communications with Earth suddenly stopped. No matter how hard you tried, you could not contact anyone on Earth. In July of 2009, you were able to contact the American headquarters on the moon. They reported that they were having the same difficulty with their communications with Earth. During November and December your radio station on Mars started picking up short news broadcasts from Earth. The broadcasts described a revolution in the United States which had overthrown the existing government and replaced it with a new government. On January 7, 2010 a group of seven American astronauts, including yourself, boarded their space craft and headed for Earth. On January 10, 2015 your space craft landed at Los Angeles Interplanetary Airport.

When you stepped out of your spacecraft, you were immediately met by 12 police officers and taken to an underground room where one of the police officers described the present situation in the United States.

“Gentlemen, last September the government of the United States was overthrown by leaders from each of the fifty-one states. The states started the revolution because they believed the federal government had gained too much power. The central government which exists today is quite different. In just one minute I will give each of you a copy of the new constitution for you to examine. Become familiar with these new laws because you will have to live by them. Each of you no longer is employed by the federal government. You will have to find new jobs starting tomorrow. After you have read the new constitution you will remain in this room until 12:00 noon tomorrow. We will supply you with food and a place to sleep until that time.”

Everyone was in such a state of shock that there was only silence. Each of you is given a copy of the new constitution. The police leave your group alone in the room. Here is a summary of the powers which the central government now has under the new constitution.

Article 1

The central government shall consist of a Congress having two to seven representatives from each of the 51 states (Puerto Rico became a state in 2001.) Each state, regardless of size, shall only have one vote in Congress. A two-thirds vote (34 states) will be needed to approve any legislation. A unanimous vote of all states will be required to change this constitution.

Article 2

The representatives to the Congress will be paid by their own states and will vote as instructed by their own state governments.

Article 3

The laws approved by the Congress will be enforced by the state governments. There will be no executive branch (no President) of the central government to enforce laws approved by Congress.

Article 4

The Congress will not have the power to settle legal disputes between states. The state courts will have the power to settle legal disputes between the states. (No Supreme Court or federal courts)

Article 5

The states, not Congress, will have the power to regulate trade agreements with foreign countries and trade between the states.

Article 6

Congress has the power to print money in the form of gold and silver coins, but must ask the states for gold and silver. If Congress cannot obtain enough gold and silver to supply each state with adequate printed coins, then each state shall have the power to print its own money.

Article 7

Congress shall have the power to declare war, but must ask the states for people to fill the ranks of the armed forces.

Article 8

Congress shall have the power to tax the citizens, but the states shall be the only ones with the power to collect taxes.

Directions:

Now that you have read the new constitution, you must apply it to the United States and see how it affects the whole country. Using the information in the new constitution, describe the problems which might arise in the following areas.

1. Trade with foreign countries.
2. Trade between the states.
3. Raising and maintaining the armed forces to defend the country against foreign invasion.
4. Obtaining adequate funds to finance the operation of the central government.

5. Settling legal disputes between two or more states where various laws on the same topic are contradictory.
6. The printing and usage of money.

Literacy Test

The State of Louisiana

Literacy Test—This test is given to anyone who cannot prove a fifth grade education.

Do what you are told to do in each statement, nothing more, nothing less. Be careful as *one* wrong answer denotes failure of the test. You have ten minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below, draw three circles, one inside (engulfed by) the other.

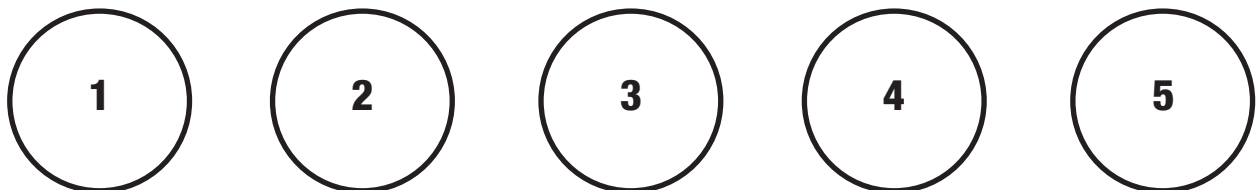
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

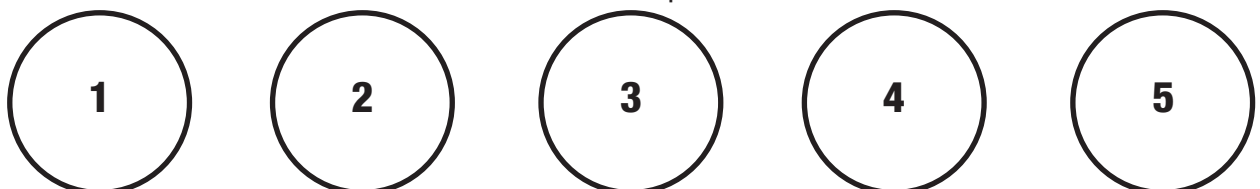
10. In the first circle below, write the last letter of the first word beginning with “L”



11. Cross out the number not necessary when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 3 and above circle 4.



13. In the line below, cross out each number that is more than 20 but less than 30.

31 16 48 29 53 47 22 37 98 26 20 25

14. Draw a line under the first letter after “h” and draw a line through the second letter after “j”.

a b c d e f g h i j k l m n o p q

15. In the space below, write the word “noise” backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of numbers below, and place on the blank, the number that should come next.

2 4 8 16 ____

18. Look at the line of numbers below, and place on the blank, the number that should come next.

3 6 9 ____ 15

19. Draw, in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

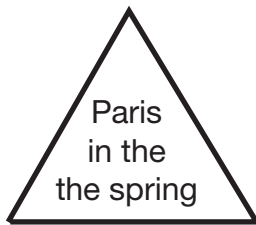
21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and a circle around the last the in the second line of this sentence.

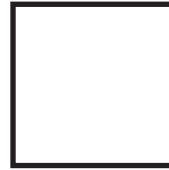
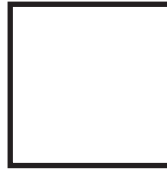
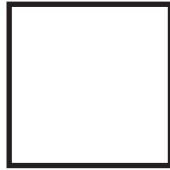
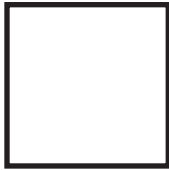
23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down, on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.



27. Write right from the left to the right as you see it spelled here.

28. Divide a vertical line in to equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.

29. Write every other word in this first line and print every third word in the same line, original type smaller and first line ended at comma) but capitalize the fifth word that you write.

30. Draw five circles that one common inter-locking part.

Constitutional vs. Unconstitutional Governmental Actions

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Directions: In the hypothetical situations that follow, you are to pretend that you are a member of Congress. Using the U.S. Constitution, you are to determine whether or not the situations described are fitting or proper according to the Constitution. You must list where you found the information specially in the Constitution. See example below.

EXAMPLE: The U.S. Congress has just passed a new law that overhauls our tax system. President Clinton says the bill is complex and he will study it before making a decision whether to sign it or veto it. Three weeks later the President vetoes the law stating it is unfair to the middle class.

- A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE 1 SECTION 7 PARAGRAPH 2
1. Wasting no time, you ran for the House of Representatives the first year in which you were constitutionally eligible. Following your election, you decide that you will move on to the Senate at the first opportunity. After only one term in the House, your chance arrives; there is a Senate election. So, instead of filing for re-election to the House, you file for election the U.S. Senate.
 - A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
 2. Senator Blowhard, one of your bitterest enemies, in a blistering speech on the floor of the Senate, calls you a "thief, a traitor to the U.S.... (expletives deleted)... and a murderer." After the session, you announce to the press that you have started libel proceedings against Senator Blowhard.
 - A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
 3. After the House voted to override a Presidential veto, the Senate votes 60 to 40 in favor of overriding the same veto. As Senate majority leader, you declare the bill is now a law.
 - A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____

4. After a bitter debate, the Senate votes 61-30 (nine Senators absent) to approve a treaty with an unpopular military dictatorship. You announce to the President that the treaty is now ratified.
- A. Yes, it is constitutional.
- B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
5. Upon the resignation of a Justice of the Supreme Court, the President sends the name of a successor to the Senate. His nominee, unfortunately, has been a controversial figure in the past and the Senate barely squeaks out a majority for approval, 53-47. With a sigh of relief, the new Justice takes his seat on the Supreme Court.
- A. Yes, it is constitutional.
- B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
6. A proposal to amend the Constitution regarding the Electoral College passed the House of Representatives by a vote of 275-115. You support the proposed amendment, and lead the Senate in a vote to approve it by 61-33. You then direct the proposal to the states for ratification.
- A. Yes, it is constitutional.
- B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
7. The President has put a good deal of faith in you as the Senate majority leader. One reason is that your party has a narrow 55-45 edge in the Senate. Knowing that you are an expert on foreign policy, the President asks you to serve as Secretary of State while you remain in the Senate, just as the British Foreign Minister serves in the Parliament while he serves. The President feels that this will give you a chance to push foreign policy in a more direct way. Several Senators like the idea, because they will be able to question you on policy matters at any time. You agree to this plan and the Senate confirms your appointment as Secretary of State.
- A. Yes, it is constitutional.
- B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
8. You get into an argument with a furniture dealer over a bill for some furniture you have purchased. The dealer wants a payment in full without delay, but you claim certain pieces of the group were not delivered. On your way to a session of the Senate, a process server hands you a summons to appear in small claims court over the issue. You chose to ignore the matter at the time, feeling your presence in the Senate is more important than this sort of court summons.
- A. Yes, it is constitutional.
- B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____

9. The state of New York feels that the new Tariff Act which raises important taxes on Japanese goods is too low. Therefore, New York passes a law raising import taxes on Japanese goods coming into New York by 20 percent.
- A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
10. The legislature of the State of New Hampshire feels that there is a moral crisis facing the state. The New Hampshire legislature feels that religion must play a greater role in state affairs. Therefore, the state now requires a religious test for all public or government employees.
- A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____
11. President Schwartz is very unpopular. Polls show that only 15 percent of the people feel he is doing a good job. The Senate and House vote to cut the President's salary from \$200,000 per year to \$25,000 per year, hoping President Schwartz will resign from office.
- A. Yes, it is constitutional.
 - B. No, it is unconstitutional. ARTICLE ____ SECTION ____ PARAGRAPH ____

You Be The Judge

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Legal Analysis Exercise

Claudette Cook was exhausted but happy after the birth of her first son Greg. As a maternity nurse was bringing Greg to his mother for the first time, she slipped and the baby fell out of her arms. The newborn hit the tiled floor with a sickening thud; his skull had been fractured. Several hours later, Claudette Cook suffered severe emotional distress from the shock of seeing her baby fall while she was lying helplessly in a bed nearby.

The hospital accepted the responsibility for the injury suffered by the baby. It was unwilling, however, to pay for Claudette's suffering which resulted from this emotional trauma. Claudette decided to sue the hospital to make it pay for her mental injuries.

At the trial, the hospital's lawyer explained that there were some limits to the liability of the hospital for the negligent act of one of its employees. "If our employee had negligently treated Claudette, then the hospital would of course be liable." He said. "But in this case, she was only a bystander, a witness to the negligent conduct."

Claudette's attorney brushed aside this argument in asking the court to award damages for her mental anguish. "It was the negligent conduct of the hospital employee that directly caused Claudette's pain and suffering. There is no question that had the baby been properly handled, then Claudette would not have suffered this trauma."

DIRECTIONS: The story you just read is a true case based on a Supreme Court of North Dakota decision. You must brief this case, providing the decision and reasoning. Be sure and provide the four parts to a legal brief:

- A Issue—what is the court asked to decide?
- B. Facts—what happened?
- C. Decision—what was the decision of the court?
- D. Reasoning—explain in detail, why the court reached its decision.

Legal Analysis Exercise

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Roman A. Round, a traveling salesman with districts in the states of Maryland and New York, married his childhood sweetheart, Susan, in a civil ceremony in Maryland in 1955. In 1962, twin daughters, Annie and Fannie, were born to them. Roman, however, also had a girlfriend named Alice who also lived in Maryland. Alice had a son, Homer, by Roman in 1962. Susan died in 1963, at which time Roman moved in with Alice. They lived together as husband and wife, and in 1973 had another child, Rupert. In addition, they adopted a seventeen-year-old girl named Ruby in 1974. In 1971, Roman met and married Nora in New York. He lived with her when in New York, and lived with Alice when in Maryland. Roman and Nora had a child, Fred, in 1972.

Roman attended a sales convention in Atlantic City in 1975, at which time, while swimming with Rita, a cocktail waitress, he was devoured by a shark. Rita was not injured. Roman left no will, but he did leave an estate of \$500,000.

APPLICABLE STATE LAW

1. When there is no will, both states of Maryland and New York divide property equally among the decedent's living legal wife and legitimate children.
2. Marriage at common law in both states is valid after seven years of cohabitation.
3. Legitimate children are children born of a valid marriage.
4. Bigamy, entering into a marriage while already married, is illegal, and all marriages subsequent to a valid one are void.

Directions:

Determine the inheritance rights of Susan, Fannie, Homer, Rupert, Rita, Nora, Annie, etc. and be prepared to explain your answer.

War Powers Listed In The Constitution

Article I, Section 8, Clause 11

The Congress shall have the power: To declare war, grant letters of marque, and make rules concerning captures on land and water.

Article I, Section 8, Clauses 12, 13, 14, 15

The Congress shall have the power: To raise and support armies (12)... To provide and maintain a navy (13)... To make rules for the government and regulations of the land and naval forces (14)... To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions (15).

Article II, 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...

Article IV, Section 4

The United States shall guarantee to every state in this Union a republican form of government, and shall protect them against [foreign] invasion...

Questions To Consider

1. What powers are granted to the President as Commander-in-Chief?
2. What war powers are given to the Congress?
3. Does the Constitution make a clear distinction between the President and Congress regarding war powers and authority?

Provisions Of The War Powers Resolution Of 1973

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1. Whenever possible the President shall consult with Congress before committing American servicemen into hostile situations.
2. Within forty-eight hours after committing American troops to foreign combat, the President must report to Congress in writing, detailing the circumstances and the scope of his actions.
3. The use of American forces in combat must end within sixty days, unless Congress authorizes a longer commitment. However, the deadline may be extended by thirty days if the President certifies the extension is necessary to safeguard the withdrawal of the forces involved.
4. American forces engaged in combat abroad without a declaration of war or other congressional authorization must be withdrawn immediately if the Congress should pass a concurrent resolution to that effect. This concurrent resolution is not subject to a presidential veto.
5. The Speaker of the House and the President Pro-Tempore of the Senate may reconvene Congress if it is not in session at the time of the President's action.
6. A resolution to remove troops from combat shall become the pending business in both the House and Senate.
7. In the case of the Senate, debate must be divided evenly between proponents and opponents of the action with a three day maximum for debate. This will eliminate the chance of a filibuster.
8. If any provision of the resolution was declared invalid, the remainder of the resolution would not be affected.

Note: This last section takes on added significance considering the United States Supreme Court's decision outlawing the legislative veto. In reality, due to the Supreme Court's decision, Congress would have to pass a joint resolution to remove the troops.

Questions To Consider

1. What is meant by the term "War" in today's world?
2. What does the Constitution and WPR say about covert action as seen in Nicaragua and El Salvador during the Reagan Administration?
3. How would covert actions such as "The Bay of Pigs" be restricted by the WPR?

4. How would actions such as Nixon's secret bombings of Cambodia be restricted by the WPR?
5. Does this bill represent a capitulation on the part of Congress to the Executive Branch over war powers?
6. Do military advisers sent abroad represent troops in hostile situations?
7. Would the Supreme Court rule on the constitutionality of this during a crisis?
8. What precedents were set by President Reagan in Lebanon and Grenada concerning the WPR?

Terror At The 2004 Olympics

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Background

The modern Olympic games were designed to provide athletic competition among nations. During the games it is hoped that hostile nations will put aside their differences and compete in a friendly atmosphere. In theory, the games are to be free of international politics.

Past history, unfortunately, has negated this goal. In 1936, Adolph Hitler hoped to prove the superiority of the German people. Thanks in part to Jesse Owens, he was proved wrong. In 1968, two black American athletes raised their hands in a clenched fist while being awarded their medals to symbolize the inequality of blacks in the U.S. In 1972, the P.L.O. kidnaped and murdered members of the Olympic team from Israel. In 1980, the Americans led a boycott of the Moscow games to protest the Soviet invasion of Afghanistan. In 1984, the Russians reciprocated by not attending the games in Los Angeles.

It appears, due to the international spotlight on the games, that they have served as a means for political protest and terrorism.

Problem

The 2004 games will be held in Athens, Greece. Its population will swell by 1,000,000 during the games. The Macedonia Liberation Movement (M.L.M.), through its international connections has been able to infiltrate U.S. nuclear facilities and confiscate the materials need to create a crude, but effective, nuclear device. The Macedonia Liberation Movement has planted the bomb in Atlanta the, site of the 1996 Olympic games. During the games, a top secret list of demands is sent to the President of the United States and the Prime Minister of Greece. The list of demands is as follows:

1. The U.S. and Greece must recognize Macedonia as an independent country.
2. All M.L.M. prisoners must be released from jail.
3. The U.S. must give Macedonia ten billion dollars to help its economy.
4. The U.S. guarantees that Greek troops will not be used against Macedonia at a future date.
5. Any attempt to find the location of the bomb will result in its immediate detonation.
6. These demands will be made public in 48 hours.
7. The governments have 72 hours to meet the demands.

Assignment

You are the national security adviser to the President. You must formulate a plan of action explaining in detail how you would handle this situation for the President of the United States. You must try to predict what implications your actions will have on the resolution of the problem. Try to consider the long-range implications of your actions as well as the immediate effects on the President and his successors, the United States, Greece and the world.

Constitutional Issues

Listed below are various scenarios dealing with individual rights and the government’s attempt to limit those rights. Your task is to identify which amendment of the constitution pertains to the scenario and whether or not you think the state should have the authority to limit the right in question.

- 1. A person is tried in court and found guilty of a felony. He later appeals the case on the grounds that he could not afford to hire a lawyer and consequently had to represent himself in court. The State had a lawyer to prosecute the case.

A. Constitutional Issue

B. Your position and argument

- 2. You walk into a sporting goods store and want to buy a deer rifle. That state has passed a law forbidding the sale of fire arms within the state.

A. Constitutional Issue

B. Your position and argument

3. In May a young woman was arrested for robbing a bank. Her trial to determine whether or not she is guilty is not scheduled until over a year away. She is being held without bail.

A. Constitutional Issue

B. Your position and argument

4. 4. Two young people are pulled over by the police in a nice part of town. The policeman could not give them any reason for being pulled over. While talking to the people the officer notices numerous pieces of stereo equipment on the front and back seat of the car. Can the state use this as evidence in the courts to prosecute the two young people?

A. Constitutional Issue

B. Your position and argument

5. A woman walks into the mall naked. Immediately, she is arrested. She claims that nudity is a religious sacrament and the government cannot interfere with her free exercise of religion.

A. Constitutional Issue

B. Your position and argument

LOCAL GOVERNMENT

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The local government of a state offers many services to their constituency. Fill in the following charts for the three levels of local government. (Terms may vary from state to state)

The easiest procedure would be to look in the telephone book for Government pages. List the agency, address, and telephone number. List the purpose of each agency through discussion with classmates, or by calling the agency.

1. When you have completed the charts, list on a separate piece of paper how you could make use of the agencies.
2. List and explain how each government listed in the chart affects your daily life.

County/Parish

Agency	Address/Telephone	Purpose

City/Town/Village

Agency	Address/Telephone	Purpose

State

Agency	Address/Telephone	Purpose

Personal Political Platform

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Each student is to establish their own political position as it pertains to ten of the topics listed below. On a separate page(s) for each issue, you are to write your position as if you were running for President. Your platform must include the reasoning for your position. Students must obtain information on the issues below from newspapers and magazines to make intelligent decisions. Students are also encouraged to discuss these topics with their friends and family. Be sure that you examine all of your positions to be sure they are internally consistent. In other words, one position must not conflict with another. Example: It is inconsistent to favor balancing the budget yet increasing entitlements.

After you have identified your position on the ten issues, you are to analyze which political party and candidates most closely align with your platform. Overall, would you be considered right of center (conservative), left of center (liberal), or in the middle (moderate)?

Topics

Affirmative Action	Abortion
Environment	Death Penalty
Balanced Budget	Entitlement Programs
Foreign Policy	Defense Spending
Federal Aid to Education	PACs
Term Limits	Immigration
Flat Tax	Gun Control
Judicial Reform	Prayer in School
Deregulation of Business	Less Government
Value Added Tax	Drugs
Tax Cuts	Other