

Represent

A Simulation of the House of Representatives



About the author

Tom Frederick was a High School Social Studies teacher for 34 years before retiring in 2012. In 1992, he wrote the curriculum for a college-bound course on American Government and taught that course for the next two decades.

Tom was a curriculum assistant for many years, before serving as the Department Head in Social Studies for the last 10 years of his career.

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Welcome to *Represent!*

Taking on the roles of Congressmen and women, students transform the classroom into the floor of the US House of Representatives by enacting the legislative process. Over a four-week period, students research and deliver speeches arguing for or against certain bills, debate the issues, and finally vote according to political and regional allegiances. A realistic sense of party and constituent pressure informs the proceedings and motivates student representatives to fight for the interests of their supporters. Finally, students aim to win reelection by accruing “votes” based on the legislation they are able to pass. Bills concern current issues such as gay rights, abortion, legalization of marijuana, second amendment rights, and more.



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Note to Teacher

Hello to all you Social Studies Teachers!

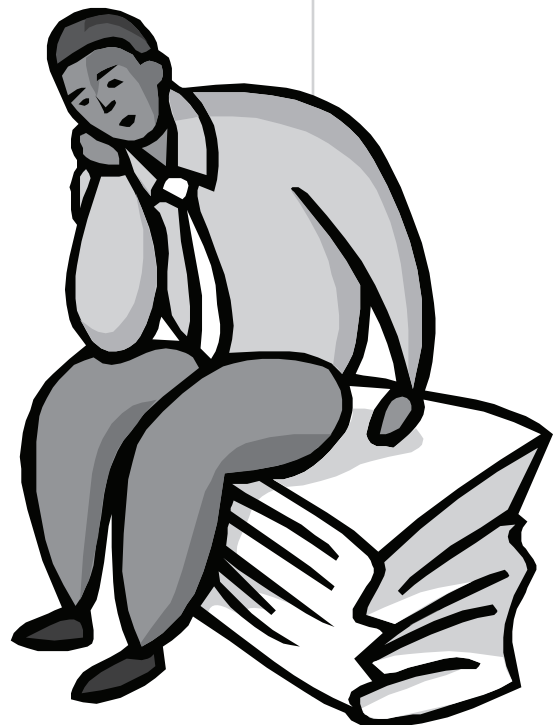
Thank you for using *Represent* in your classroom! I believe that you and your students will really enjoy it. I am sure that all of you are like I was in my American Government classroom in that you are constantly searching for ways to get your students “fired up” about politics and the issues that confront our country. I think that *Represent* will do that for you.

It is not an exact simulation of the House of Representatives. For example, your simulation bills will not go to a committee, and there is no chance to amend a bill before it goes to the House floor. As a professional educator, you may choose to follow this simulation in the way that it is presented here, or you may want to make some adjustments to include committee work or amendments.

This simulation is much different now than what it was when I started. My students played an important role in giving me ideas to modify this classroom experience. All the bills that are included have been written by former students. You may want to have your students do the same as you go from semester to semester. Feel free to use different bills that deal with other issues. The more current the issues, the more you will see your students get involved.

Through the years, I have had former students come back and tell me that *Represent* was the best thing they did in a high school classroom. It is amazing how many students who said that they would never “get into” politics were standing up and debating with all their spirit to get a bill passed or defeated! This simulation will also give your students an opportunity to improve their research skills as well as gain confidence speaking in front of their peers.

I hope that *Represent* is a great experience for you and your students! Good luck!



● Purpose ●

The main purpose of the unit is to engage students in a simulation of the House of Representatives, in which the student “representatives” attempt to pass or defeat bills, to develop their skills of researching, writing, and delivering speeches and critical thinking during debate. Because of time limitations, the entire legislative process is not a part of this activity. However, the students will still gain an excellent idea of the process and difficulty of getting a bill passed. A third purpose is to give the students a chance to debate the important social, economic and political issues of our nation.



● Overview ●

In the way *Represent* is currently structured, it will take about four weeks of class time. For 10 days, students will experience and develop an understanding of what it is like to be a member of the House of Representatives. They will give speeches about bills, debate for or against them, and then vote to pass legislation or defeat it.

There are multiple aspects of this classroom activity that make it exciting and engaging for the students. First of all, this project “simulates” party and constituent “pressure” on our student lawmakers by putting party and region points at stake with every vote they make. Each day, students will know what bill will be discussed and that they will win or lose points based on whether or not that bill is passed.

Secondly, once the speeches for and against the bill are delivered, the floor is open for debate. This part of the simulation is truly the most fun for the students. All of the students now have the chance to debate the bill and attempt to get their classmates to vote for or against it. At the end of the period when a voice vote is taken on the bill, the students will immediately find out how effective their arguments were at influencing other students in the class.

Finally, each student tries to win as many points as possible because they all will want to get “re-elected” at the end of the simulation. The passage or overturning of a bill determines how many points a student wins or loses. The more points a student has at the end of the game increases that student’s odds of being re-elected. It is amazing to watch how motivated many students become as they attempt to convince other students to vote for or against a bill.





Whole class



Whole class



Small group

Simulation Timeline

Day 1

Explain the simulation. Also, explain the “game” points and the “grade book” points.

Day 2

At some point before you begin this simulation, you will need to use some type of test or survey to determine where each student stands on the political spectrum. Using that assessment and student input, assign each student to one of the two parties. This way, on Day 2, you can quickly assemble the parties: the Modernists to the left of the podium and the Traditionalists to the right of the podium.

Hand out **Party Descriptions**. Read and discuss with the class.

While the students are seated in their party sections, have them count off by 8's. This will determine what region each student will be in. Each region will then meet in a different area of the room. Hand out the **Poll Results** for each region so that the students will know what their “constituents” think about each bill. The students in each region will fill in column 3 of their **Legislator's Record Form**.

Day 3

Divide the students into their parties. They should decide who will be their party leader. If more than one student wants to be the leader, the party members will vote. The majority/minority leaders will be in charge of assigning two bills to each student in the party. Students must deliver a speech about each of their designated bills.

There is a form included in this simulation to help in this process. The leaders should write down which students are giving speeches about each bill on the **House Calendar**. (Depending on the size of the class, there will be 2 or 3 students speaking in favor of each bill and 2 or 3 students speaking against each bill.) By the end of this class period, every student should know about what two bills that they will be speaking.

Day 4–8

Go to the library or computer lab to give students time to research the topics of their bills and prepare speeches.

On Day 4, before going to the library or computer lab, you should assign each bill to a specific day so that everyone knows when each bill will be debated. It is very important that the students are told prior to Day 4 to know their schedule for the 10 days of this simulation. Because the class will be discussing one bill a day, every student who has to do a speech on a particular day *must* be there to give his or her speech. You will not want to have a student doing a “make-up” speech on Capital Punishment, for example, on the day that you have speeches planned for another issue. Therefore, on the day of scheduling for each bill, it is beneficial for students to know their schedules for the next two weeks to ensure they don’t have a field trip or a dentist appointment on the days they are expected to deliver a speech. Also, sometime during this week, you should allow time for the nomination and election of the Speaker of the House.



Small group

Day 9–18

These will be the 10 days of the simulation, one bill per day. There is a form included in this booklet on page 37 that provides the script for the Speaker of the House, and another form for the Parliamentary procedure for the simulation. Each day, the Speaker of the House will call the House to order, one of the party leaders will introduce a bill, there will be the speeches for and against the bill, the debate, and finally, the vote by all the members of the House.



Whole class

Day 19

Students work on the **Follow-up Assignment**.



Individual

Day 20—Election

After you have added up all the party points and region points and now have each student’s total game points, every student will roll the die to see if they will be reelected. There is also a form in this booklet regarding this final day of *Represent*.



Whole class

Reelection

Represent ends with each member of the House “running for reelection.” The election is actually each student rolling one die to find out if he or she has been reelected.

After the last bill has been voted on, the teacher will add up each student’s party points and region points to come up with his or her total points. Students are told that winning points in the game means they have pleased their party and the constituents in their region; as a result, the more points students have, the better their chance at getting reelected.” In this simulation, the more points won will mean that the odds of being re-elected are better.

The teacher will read off each student’s party points, region points, and the total points. The student will then roll a die and will be reelected based on the following scale:

- 100 pts or more and rolls a 2, 3, 4, 5 or 6
- 50–99 pts and rolls a 3, 4, 5 or 6
- 0–49 points and rolls a 4, 5 or 6
- -20 – -1 and rolls a 5 or 6
- -21 or less and rolls a 6

If a student is “reelected,” he or she will receive extra credit points—exactly how many will be up to the individual teacher. Obviously, this is not how we elect our leaders. However, during the simulation, the students will understand the difficulty of pleasing both their party and region when voting on a bill. This “reelection” shows the student the difficulty of being reelected if the party and/or the people back home are not happy with how he or she has performed in the House of Representatives. It is also a fun way to end the game!

Description of *Represent*

Simulation of the House of Representatives

Directions

You are about to participate in a legislative simulation game in which you will play the role of a U.S. Representative. As a representative, you will be expected to do many of the things that a member of the U.S. House of Representatives would do.

Your Party

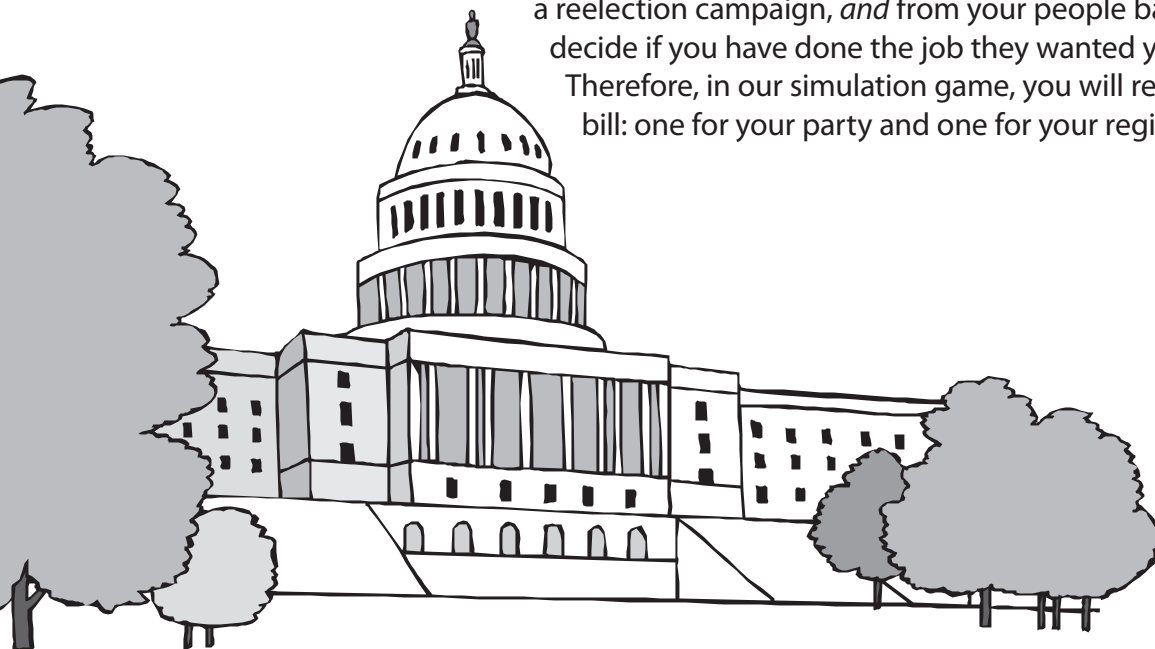
Each person will be assigned to a political party. As a party member, you will be asked to work for or against certain bills, which either agree or disagree with your party's philosophy. Also, each person must act as a specialist on at least two bills. As a specialist, you will be called upon to give a two-minute speech to persuade the rest of the House to vote either for or against each of the bills.

Your Region

As a representative, you will also have a specific region to represent. You will receive an opinion sheet for your region. This opinion sheet will tell you how the people you represent feel about each bill. Also, each bill is rated on this sheet according to its importance for your region. The more important bills have the lower numbers in the rating column of your regional opinion sheet.

Scoring

Like any other legislator, your main goal must be to get reelected because if you are not reelected, you cannot hope to have much to say about the legislation you would like to see enacted in the future. In order to get reelected, you must have the support of your party, which can help to finance a reelection campaign, *and* from your people back home, who will decide if you have done the job they wanted you to do for them. Therefore, in our simulation game, you will receive two scores for each bill: one for your party and one for your region.



Party Points

1. If your party wants the bill passed and it is passed—10 points for every member of the party.
2. If your party wants the bill defeated and it is passed—each member of party loses 10 points.
3. If your party wants the bill defeated and it is defeated—10 points for every member of the party.
4. If your party wants the bill passed and it is defeated—each member of the party loses 10 points.

* If you vote the way your party wants you to vote—you get 10 points.

* If you vote the opposite of what your party wants—you will lose 10 points.

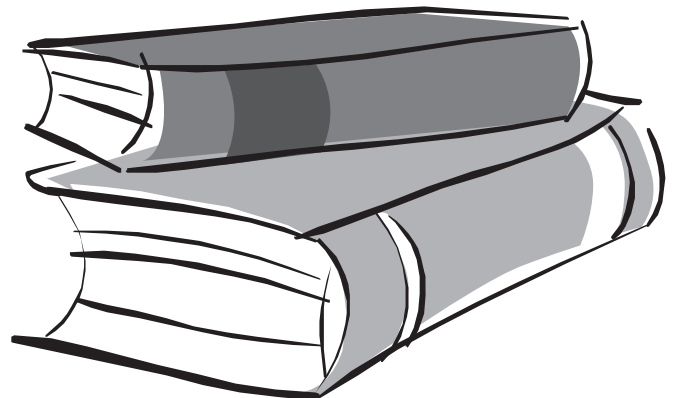
Therefore, it is possible for you to get 20 party points for a bill, 0 party points for a bill, or minus 20 party points for a bill.

Region Points

1. You will win or lose region points based simply on whether the bill is passed or defeated.
2. If the vote for the bill is what your region wants, you will win points.
3. If the vote for the bill is what your region does not want, you will lose points.
4. The amount of region points that you win or lose will depend on how important that bill is to your region.

Grade Book Points

1. Outline Worksheet—20 pts.
2. Speech—40 pts.
3. Participation in Debate—10 pts. (for each bill)
4. Reelected—15 pts. Extra Credit



Bill #1

The Abolition of Capital Punishment

Sponsored by the American Modernist Party

Because there are no methods of capital punishment that are not “cruel and unusual” and because life in prison without parole is the appropriate punishment for a very serious crime such as murder, we believe that the use of capital punishment should be abolished.

We certainly believe that murderers should be punished severely. However, we believe that it is inhumane for our state governments to punish by killing, no matter what that person may have done. Capital punishment does not deter future murders and it does not bring back the victims. In a civilized society, governments should not kill criminals. Therefore, we propose to abolish capital punishment in all states.

Provisions of this bill:

1. Capital Punishment will be banned in all states.
2. Any state government that allows the death penalty will be fined a minimum of \$10,000, payable to the federal government.
3. All prisoners currently on death row will be transferred to a maximum security prison for life without parole.



Bill #2

Concealed Carry of Weapon Law

Sponsored by the American Traditionalist Party

An increase in violent crimes that involve guns has left many law-abiding citizens in danger. Some states in America have the concealed carry of a weapon law whereby citizens are allowed to carry a concealed weapon with them for self-protection. But some states do not have this law. It is a proven fact that the states with this law have seen their crime rates drop, murders and homicides decrease, and fewer gunfights occur. No one is going to point a gun at you if there is a chance you have a gun with you, too. Therefore, it should become a national law that all states allow people to protect themselves under certain conditions:

1. Every individual would be required to take an extensive course to train them how to properly handle a gun, how to maintain gun-safety, and how to shoot correctly.
2. Every purchase of a fire-arm would be registered to the buyer in question and they would not be allowed to re-sell it independently.
3. One would have to be 18 years of age to carry a concealed weapon. Violation would result in a fine and loss of the right to legally carry a weapon again.
4. Local police would have a record of an individual's gun-ownership and would be able to confiscate weapons at any time given probable cause.
5. An extensive background check would be required before purchasing a weapon or receiving training. This background check would screen for:
 - a. Mental illness that has caused violent behavior.
 - b. Any violent crimes.
 - c. Any disorders that could impair judgment.
 - d. Any physical handicap that would impair their ability to handle a gun.
 - e. Any narcotics addiction.



Bill #3

Campaign Finance Reform

Bipartisan Sponsorship

We believe that corruption in politics is one of the worst things that can happen to a democracy, and the thing with most potential to corrupt is money. Wealthy individuals and interest groups are buying our government from the people. Thanks only to their money, they are able to hold huge influence over the candidates elected and the legislation passed.

We believe that the United States needs to implement a serious reform of its campaign finance laws. Therefore, we propose the following:

1. Individuals will be limited to contributions of \$2,000 per candidate per election.
2. Interest groups will be limited to contributions of \$5,000 per candidate per election.
3. All contributors will be limited to contributions of \$10,000 per party each year.
4. Lobbyists, individuals, and interest groups will be prohibited from presenting candidates with any kind of gift.
5. The Federal government will convene a non-partisan Federal Election Agency responsible for inspecting each candidate's campaign fund and ensuring that no laws are violated.
6. Any candidate found to violate any provision of this law will be fined \$10,000.
7. Any political party found to violate any provision of this law will be fined \$100,000.

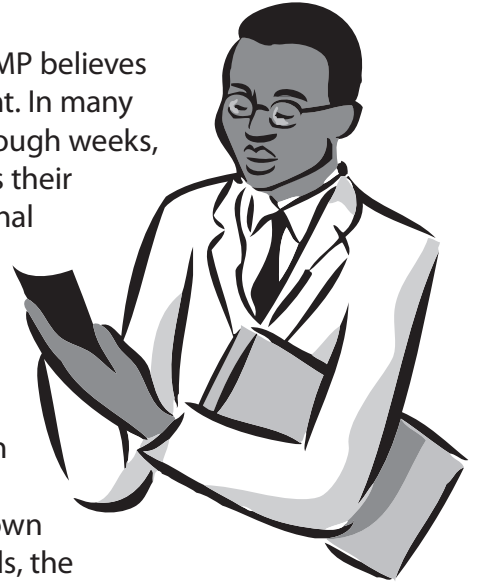


Bill #4

Death with Dignity Bill

Sponsored by the American Modernist Party

The U.S. Constitution guarantees the fundamental right to life. The AMP believes that death, being an inextricable part of life, is implicit within this right. In many cases, patients diagnosed with a terminal illness are forced to live through weeks, months, or even years of debilitating pain until the illness finally takes their lives simply because euthanasia—in which a doctor administers a lethal injection—is illegal. Society largely accepts euthanasia in the case of animals; people routinely “put to sleep” pets that are terminally ill. Why should our mercy extend only as far as a dog, but fall short of another human being? Terminally ill patients who experience extreme pain or have only a short time to live should not have to suffer through the final weeks or months of their lives, burdened with the knowledge that they are merely waiting to die. The AMP believes that the incurably ill should have the right to end their lives on their own terms, instead of suffering at the mercy of a disease. On these grounds, the AMP proposes the following bill:



1. Any person suffering from a debilitating terminal illness has the option of doctor-assisted suicide.
2. The decision must be the patient's; doctors are prohibited from pressuring either way, but may give their professional opinion, if asked.
3. The patient must be physically capable of requesting doctor-assisted suicide, either verbally or in writing.
4. The diagnosis of terminal illness must be affirmed by more than one doctor.
5. The patient must be of sound mind at the time of the decision.
6. There must be at least two witnesses present at the time of the decision, in addition to the patient and the doctor.
7. The decision must be re-affirmed by the patient (also in the presence of the doctor and two witnesses) at least three days after the initial witnessed decision.

Bill #5

Drug Testing for High School Students

Sponsored by the American Traditionalist Party

Due to the difficulty of enforcing the Activities Code in high schools around America, the ATP believes that it is time to make a statement to the young people of this country that it is not acceptable to abuse drugs and alcohol. In particular, the ATP believes that students taking part in extra-curricular activities should view involvement in these programs as a privilege and adhere to the policies of the Activities Code. Because so many high school students are breaking the code, the ATP proposes that all high schools in the United States require all students involved in extra-curricular activities to submit to random drug tests throughout the school year. The bill that the ATP is proposing would include the following provisions:

1. Students wishing to participate in any competitive extra-curricular activity—band, choir, sports, forensics, etc.—would be required to submit to random drug and alcohol tests throughout the school year.
2. On any given day, all students involved in activities would have their urine tested in order to determine if they are breaking the Activities Code by using drugs or alcohol.
3. Any student testing positive for drugs or alcohol would be given the following consequences:
 - a. First offense, out of season: Community service.
 - b. First offense, in season: Suspension for 2 games/events.
 - c. Second offense, in season or out of season: Suspension for 6 months.
 - d. Third offense: Suspension for 1 calendar year.



Bill #6

Single-Payer National Health Insurance

Sponsored by the American Modernist Party

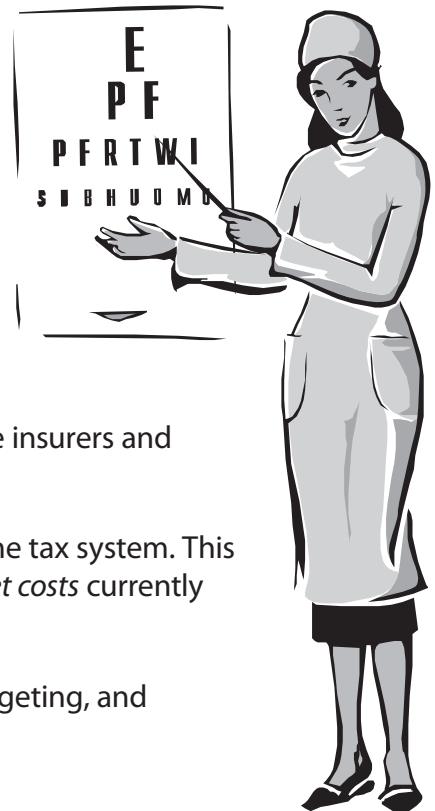
Currently, the United States health care system is outrageously expensive, yet inadequate. Despite spending more than twice as much on health care as other industrialized nations (over \$7,000 per capita), the United States performs more poorly in comparison on major health indicators such as life expectancy, infant mortality, and immunization rates. In addition, other advanced nations provide comprehensive coverage to their entire populations, while the U.S. leaves over 40 million completely uninsured and millions more inadequately covered.

The reason we spend more and get less than the rest of the world is because we have a patchwork system of for-profit payers. Private insurers necessarily waste health dollars on things that have nothing to do with care: overhead, underwriting, billing, sales and marketing departments, as well as huge profits and very high executive pay. Doctors and hospitals must maintain costly administrative staffs to deal with all the private health plans. Collectively, the administration costs of health care in the U.S. consume almost 30% of American health care dollars.

Single-payer financing is the only way to reallocate this wasted money. Single-payer national health insurance would be financed by a single public agency, but *delivery of care would remain largely private.*

Under the single-payer national health insurance system:

1. All Americans would be covered for all medically necessary services, including doctor, hospital, preventive, long-term care, mental health, prescription drug, and medical supply costs.
2. Patients would have free choice of doctor and hospital.
3. Doctors would be paid fee-for-service according to a negotiated formula, or receive a salary from a hospital or their group practice.
4. A single-payer system would be financed by eliminating private insurers and reallocating funds previously wasted on administrative costs.
5. There would also be a tax increase under our progressive income tax system. This tax increase would *replace all current premiums and out-of-pocket costs* currently paid by individuals and businesses.
6. Costs would be controlled through negotiated fees, global budgeting, and bulk purchasing.



Bill #7

Drinking Age Bill

Bipartisan Sponsorship

Since the drinking age was raised to 21, there has been significant demand among teenagers, some parents, and alcohol retailers to *lower* the drinking age to 19. They contend that, since many 18 year olds are still in high school, it would be a good idea to keep alcohol illegal for that age group. However, legal adults aged 19 and older should be able drink alcohol. Therefore, this bill proposes that we impose a national drinking age of 19. To ensure that no one under the age of 19 consume alcohol, the following penalties would be enforced:

1. Anyone under the age of 19 found in possession of, selling, or consuming alcoholic beverages would receive a \$500.00 fine for the first offense. For the second offense would result in a \$1,000.00 fine and suspension of driver's license for 6 months. For each subsequent offense, the fine and license suspension time would double.
2. Anyone caught drinking and driving while under the age of 19 would have their license suspended for 3 years and would receive a \$1,000.00 fine.
3. Anyone furnishing alcohol to those under the age of 19 would be fined \$250.00 for the first offense, \$500.00 for the second offense, and \$1,000.00 plus three months in jail for the third offense. For each subsequent offense, the fine and jail time would double.



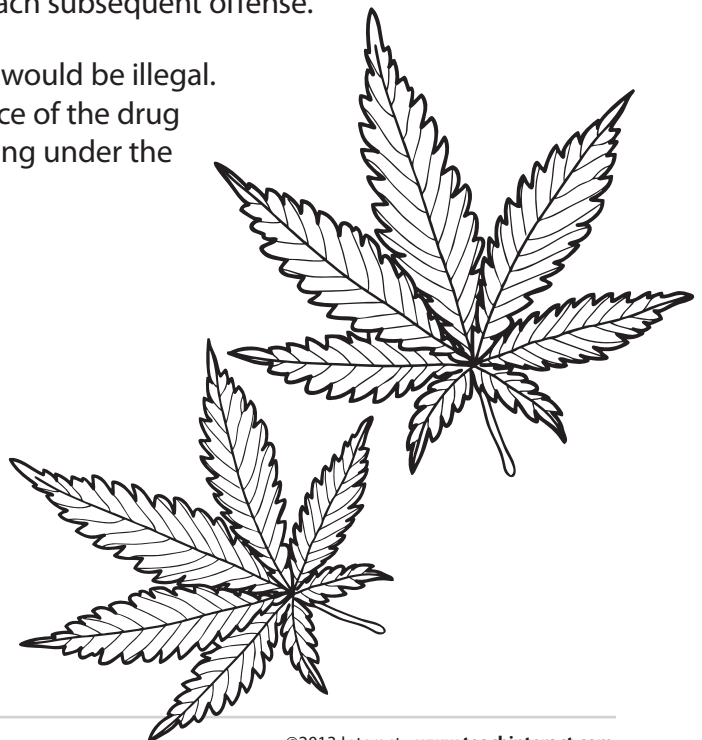
Bill #8

Legalization of Marijuana Bill

Sponsored by the American Modernist Party

The American Modernist Party believes that the use of marijuana is not a healthy practice. However, it is not addictive and is no more dangerous than alcohol, which is legal. In the United States, many people already use marijuana illegally. They buy it from drug dealers who are making large amounts of money. These dealers are using this money to sell, buy, and re-sell far more dangerous drugs like cocaine and heroin. If marijuana were legal, it could be strictly regulated by the government. It would be sold by licensed businesses and would be checked to make sure it was clean and safe. In proposing the legalization of marijuana, the AMP believes that the bill needs to include the following:

1. The possession and use of marijuana would be legal for all people aged 21 or older.
2. Persons under the age of 21 would not be allowed to possess or use marijuana. Violation would result in:
 - a. \$100.00 fine for the first offense
 - b. \$500.00 fine and 40 hours of community service for each subsequent offense.
3. Any person over the age of 21 caught providing persons under the age of 21 with marijuana would receive the following:
 - a. \$500.00 fine for the first offense
 - b. \$1,000.00 fine and one month in jail for each subsequent offense.
4. Driving while under the influence of marijuana would be illegal. Anyone caught driving while under the influence of the drug would face the same penalties as a person driving under the influence of alcohol.



Bill #9

Ban of Abortion

Sponsored by the American Traditionalist Party

For almost 40 years, American morals have gone downhill. Americans have made some terrible mistakes by passing laws that do more harm than good. A woman who has an abortion will have emotional damage for the rest of her life. She must live every day knowing that she ended the life of her baby.

There are those who argue that the woman has the right to privacy and the right to make a choice about whether or not she should give birth to the child in her womb. The ATP believes that the woman should not have that right of choice because the baby in her womb deserves the right to live.

To ensure the women are spared the emotional damage of having an abortion and to save the lives of unborn babies, the ATP proposes that we ban abortion in all cases. The following are provisions for this law outlawing all abortions:

5. A woman who is pregnant in *any* case (including a teenage pregnancy, rape, and incest) has two options. The first is to keep the child and raise the child. The second is put the child up for adoption.
6. Any woman who has an abortion after this law goes into effect must serve 3–5 years in prison, depending on the case. The woman would also be required to undergo counseling for a period of 2 years.
7. Any doctor who performs an abortion would serve 5–8 years in prison, depending on the case.
8. For each repeat offense, the woman would serve a prison sentence of 6–10 years. Any doctor who performs another abortion after a first offense would be sentenced to life in prison.



Bill #10

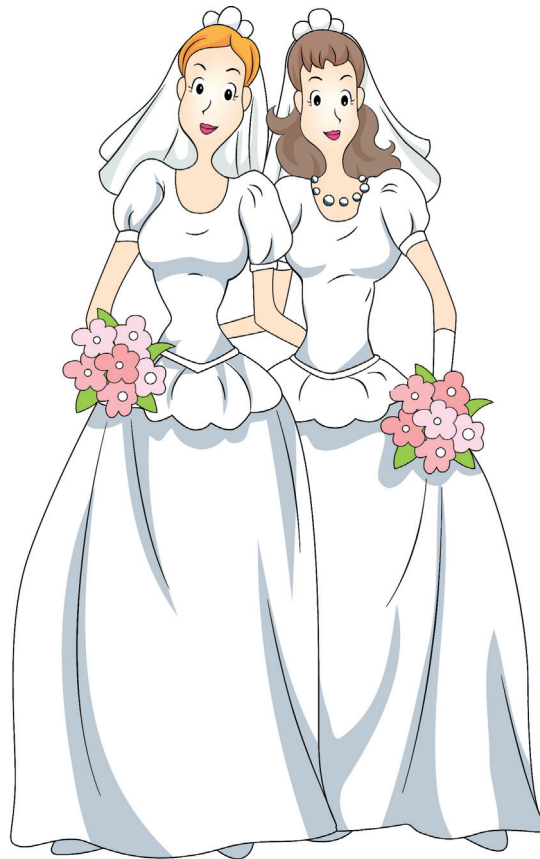
Ban on Gay Rights

Sponsored by the American Traditionalist Party

In recent years, it has become apparent that the homosexual population has begun to overwhelm our society. In the Bible, it clearly states that homosexuality is a sin against nature. Our nation was founded on religious morals which have always declared that homosexual acts are perverse. So why should we let it continue? Pedophilia and other perverse sexual acts are outlawed. Why should homosexuality continue to gain acceptance from our government. Homosexuality is amoral and steps should be taken to discourage and prevent it.

Provisions of this bill would be:

1. The complete ban of gay marriage. Any public official attempting to unite two homosexuals in marriage would be imprisoned for 6 months and the union would be annulled.
2. Homosexual couples would not be allowed to adopt children. In order to preserve the morals of this country, this bill would prevent homosexual couples from instilling homosexual tendencies in children.
3. Homosexuals would not be allowed to serve in the military. Homosexuals who are quartered with heterosexual soldiers would foster distrust and anxiety among the troops.



Party Descriptions

Description of the American Modernist Party (AMP)

The American Modernist Party subscribes to the ideas associated with liberalism. The party stands for the greatest possible development of individual rights and opportunities in a way that faces both the realities of the present and the possibilities of future social conditions. The AMP considers itself the party of the “common man.” All individuals are assumed to be equal to one another. The party feels that, as much as possible, the government should regulate the forces of our society so as to cultivate the most productive societal developments. It is believed that a completely *laissez-faire* society (one without government regulation) inevitably results in serious inequalities in wealth and power and the consequent deterioration of liberty for a majority of Americans. The AMP believes that minority rights and privileges must be protected at all times. It argues that the founding documents and policies be interpreted according to the human and social problems of current times.

On the domestic scene, the AMP favors programs designed to aid the development of public health care, education, and welfare. Accordingly, the party pushes for legislation to regulate fair employment practices, establish stabilizing federal regulation of the economy, to protect civil rights, provide adequate housing, direct federal aid toward the development of education, and provide public health insurance.

Description of the American Traditionalist Party (ATP)

The American Traditionalist Party follows a philosophy of conservatism. This means the party tries to direct the forces of change in a way that will conserve the best elements of the past and maintain as many traditional institutions as possible.

The ATP emphasizes a philosophy of individual initiative. In short, this means it favors private, rather than public, ownership and control of property. This party also favors policies that protect American business enterprises and promote their growth. In line with this policy, the ATP favors a balanced budget and opposes deficit spending (spending more than you make). The ATP also favors tax reductions, particularly corporate tax reductions. It believes that this will increase individual desire to achieve.

The American Traditionalists strongly oppose any concentration of power in the federal government and advocate for reducing government involvement in public affairs. It favors cuts in federal aid programs, both international and domestic.



Legislator's Record Form

Name: _____ Group # _____

Your Party: _____ Your Region: _____

AMP—American Modernist Party

ATP—American Traditionalist Party

Sponsoring Party	Bill	Poll Results in Your Region	Action on the Bill Passed/Defeated
AMP	1. Capital Punishment	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
ATP	2. Concealed Carry of Weapon	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
Bipartisan	3. Campaign Finance	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
AMP	4. Death with Dignity	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
ATP	5. Drug Testing for High School Students	Rating: _____ % For: _____ % Against: _____ % IDK: _____	

AMP	6. National Health Care	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
Bipartisan	7. Drinking Age	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
AMP	8. Legalization of Marijuana	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
ATP	9. Abortion	Rating: _____ % For: _____ % Against: _____ % IDK: _____	
ATP	10. Ban of Gay Rights	Rating: _____ % For: _____ % Against: _____ % IDK: _____	

IDK—"I Don't Know" response

Poll Results for AGRA

Bill #	Voter Opinions	Rating
1	55% For 40% Against 5% IDK	6
2	35% For 50% Against 15% IDK	5
3	40% For 55% Against 5% IDK	4
4	35% For 60% Against 5% IDK	1
5	55% For 30% Against 15% IDK	2
6	55% For 45% Against 0% IDK	9
7	40% For 55% Against 5% IDK	7
8	<i>no poll results</i>	—
9	40% For 50% Against 10% IDK	3
10	40% For 50% Against 10% IDK	10

IDK—"I Don't Know" response

The rating of "1" means voters consider the bill of greatest importance.

Poll Results for BAHA

Bill #	Voter Opinions	Rating
1	45% For 35% Against 20% IDK	6
2	50% For 42% Against 8% IDK	3
3	40% For 55% Against 5% IDK	9
4	40% For 55% Against 5% IDK	1
5	40% For 60% Against 0% IDK	2
6	43% For 53% Against 4% IDK	4
7	50% For 40% Against 10% IDK	5
8	30% For 40% Against 30% IDK	10
9	40% For 50% Against 10% IDK	7
10	48% For 37% Against 15% IDK	8

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Poll Results for *CORO*

Bill #	Voter Opinions	Rating
1	<i>no poll results</i>	—
2	45% For 35% Against 20% IDK	6
3	50% For 40% Against 10% IDK	4
4	55% For 40% Against 5% IDK	2
5	45% For 55% Against 0% IDK	3
6	40% For 50% Against 10% IDK	5
7	55% For 40% Against 5% IDK	1
8	35% For 40% Against 25% IDK	9
9	40% For 30% Against 30% IDK	7
10	<i>no poll results</i>	—

IDK—"I Don't Know"

The rating of "1" means voters consider the bill of greatest importance.

Poll Results for *DAMI*

Bill #	Voter Opinions	Rating
1	30% For 60% Against 10% IDK	5
2	45% For 35% Against 20% IDK	9
3	50% For 40% Against 10% IDK	8
4	60% For 35% Against 5 % IDK	2
5	35% For 65% Against 0% IDK	1
6	35% For 50% Against 15% IDK	6
7	60% For 35% Against 5% IDK	4
8	40% For 50% Against 10% IDK	7
9	40% For 30% Against 30% IDK	10
10	65% For 35% Against 0% IDK	3

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Poll Results for *EFRA*

Bill #	Voter Opinions	Rating
1	30% For 60% Against 10% IDK	5
2	45% For 35% Against 20% IDK	9
3	50% For 40% Against 10% IDK	8
4	60% For 35% Against 5 % IDK	2
5	35% For 65% Against 0% IDK	1
6	35% For 50% Against 15% IDK	6
7	60% For 35% Against 5% IDK	4
8	40% For 50% Against 10% IDK	7
9	40% For 30% Against 30% IDK	10
10	65% For 35% Against 0% IDK	3

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Poll Results for **GARU**

Bill #	Voter Opinions	Rating
1	50% For 35% Against 15% IDK	4
2	35% For 50% Against 15% IDK	3
3	40% For 55% Against 5% IDK	5
4	30% For 60% Against 10% IDK	1
5	60% For 30% Against 10% IDK	2
6	45% For 35% Against 20% IDK	8
7	30% For 45% Against 25% IDK	6
8	<i>no poll results</i>	—
9	30% For 45% Against 25% IDK	7
10	<i>no poll results</i>	—

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Poll Results for HELA

Bill #	Voter Opinions	Rating
1	50% For 35% Against 15% IDK	5
2	40% For 55% Against 5% IDK	4
3	25% For 40% Against 35% IDK	6
4	35% For 55% Against 10% IDK	1
5	<i>no poll results</i>	—
6	45% For 35% Against 20% IDK	7
7	45% For 55% Against 0% IDK	2
8	35% For 40% Against 25% IDK	9
9	45% For 55% Against 0% IDK	3
10	<i>no poll results</i>	—

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Poll Results for **INDA**

Bill #	Voter Opinions	Rating
1	<i>no poll results</i>	—
2	50% For 35% Against 15% IDK	6
3	55% For 40% Against 5% IDK	5
4	60% For 30% Against 10% IDK	1
5	30% For 60% Against 10% IDK	2
6	35% For 45% Against 20% IDK	7
7	60% For 35% Against 5% IDK	3
8	<i>no poll results</i>	—
9	50% For 35% Against 15% IDK	4
10	30% For 40% Against 30% IDK	9

IDK—"I Don't Know"

The rating of "1" means voters consider that bill of greatest importance.

Speech Guidelines

1. If your party *sponsored* the bill, that means your party is **for** the bill. If your party *did not* sponsor the bill, that means your party is **against** the bill.
2. If the majority (or plurality) of your region agrees with the bill, that means your region is **for** the bill. But, if the majority (or plurality) of your region disagrees with the bill, that means your region is **against** the bill.

Determining the Angle of Your Speech

Party	Region		
For	For	=	Give a speech for the bill.
For	Against	=	Do not volunteer to give a speech.
Against	Against	=	Give a speech against the bill.
Against	For	=	Do not volunteer to give a speech.
Bipartisan	For	=	Give a speech for the bill.
Bipartisan	Against	=	Give a speech against the bill.

What if there are “No Poll Results” for a bill and...

- ...your party sponsors the bill = Give a speech **for** the bill.
- ...your party does not sponsor the bill = Give a speech **against** the bill.
- ...the bill is *bipartisan* = Give a speech according to your own conscience or your own strategy



Outline Worksheet

As you work on researching your speech, use this worksheet to help you organize your thoughts.

- A. In your speech, you will be trying to persuade others to vote either for or against the bill. List the 3 main arguments that you will use to convince them your position is the right one.

1.

2.

3.

- B. List 2 quotes from one or more people who have spoken on this issue. Alternately, you may use statistics instead of quotes. Be sure to cite the person who made the statement, or the name of the organization that supplied the data (for statistics).

1.

2.

- C. List at least 2 of the sources that you referred to in writing your speech. Be sure to use the proper bibliographical format.

1.

2.

Speech Requirements

1. Length: 2 minutes minimum.
2. Content: background information and arguments for or against passage of your assigned bill.
3. Do not write your speech out so you can read it word-for-word. Instead, write key words and phrases on note cards to prompt you as you address the class.
4. *Practice your speech!*
5. Include in your speech:
 - a. A creative, attention-getting introduction.
 - b. At least 3 arguments for or against the bill.
 - c. At least 3 facts that support your arguments.
 - d. A conclusion that summarizes why your audience should agree with your position.

Include a strong closing sentence to emphatically remind everyone how you would like them to vote on the bill.

6. In delivering your speech, you must be sure to:
 - a. Maintain clear, audible volume.
 - b. Maintain good posture.
 - c. Make eye contact with your audience.
 - d. Convey an endearing persona: You must be both persuasive and appear sincere when speaking on the bill.
7. If you create a good quality visual aid, you may earn a minimum of two and a maximum of ten extra credit points.

Speech Evaluation Form

(Turn in prior to your speech)

Name: _____ Party: _____ Region: _____

I am speaking **for** / **against** (circle one) the bill on _____

Speech Contents

Points

_____ (5) Great Introduction to your speech

_____ (6) Arguments for or against the bill (at least 3)

_____ (6) Facts to support arguments (at least one per argument)

_____ (3) Appropriate concluding statement

Speech Technique

Points

_____ (6) Appropriate form, style, and organization

_____ (5) Degree of Persuasiveness

_____ (5) Quality of Eye Contact

_____ (4) Appropriate Time (at least 2 min)

_____ Visual Aids

Speech Evaluation Form

(Turn in prior to your speech)

Name: _____ Party: _____ Region: _____

I am speaking **for** / **against** (circle one) the bill on _____

Speech Contents

Points

_____ (5) Great Introduction to your speech

_____ (6) Arguments for or against the bill (at least 3)

_____ (6) Facts to support arguments (at least one per argument)

_____ (3) Appropriate concluding statement

Speech Technique

Points

_____ (6) Appropriate form, style, and organization

_____ (5) Degree of Persuasiveness

_____ (5) Quality of Eye Contact

_____ (4) Appropriate Time (at least 2 min)

_____ Visual Aids

Parliamentary Procedure

1. Calling the House to Order

- a) After the teacher has taken roll and handled any other issues, the students will move to their party's side of the classroom. The Traditionalists (Republicans) sit to right of the podium and the Modernists (Democrats) sit to the left.
- b) The student who has been elected Speaker of the House will stand at the podium; they hit the gavel once and say, **"The House will come to order."**

2. Introducing the Resolution for the Day

- a) After calling the House to Order, the Speaker will then ask, **"Are there any resolutions before the House?"**
- b) The leader of each party will already know which bills they need to introduce. Each leader introduces every bill sponsored by his or her party. The teacher will also assign one bipartisan bill to each leader.
- c) So when the Speaker asks if there are any resolutions before the House, one of the party leaders will say, **"Mr. Speaker!"** (or **Madame Speaker** if it is female Speaker). The party leader may not speak further until recognized by the Speaker. The Speaker recognizes the leader by saying, **"Representative _____"** (using the leader's last name).
- d) After being acknowledged by the Speaker, the party leader *stands* and says, **"Mr. (Madame) Speaker, I move the adoption of the resolution concerning _____."** (Here the leader will say the name of the day's scheduled bill.)

3. The Motion Must Be Seconded

- a) A motion cannot be discussed unless it is seconded. Any member of the House, other than the party leader who made the motion, may second it. When the Speaker asks for a "second to the motion," any student who wishes to do so remains seated and simply responds, **"I second the motion."**
- b) The Speaker must then repeat the motion in full. (See pg 37 for Speaker's script.)

4. Speeches

- a) After the Speaker repeats the motion in full, he or she will then say, **"Are there any speeches in favor of the bill?"**
 1. Before the class begins the research for their speeches in the library, the teacher will spend a few minutes scheduling each bill.
 2. It works best to schedule one bill per day.
 3. By the time the bills are scheduled, party leaders will have decided which party members will speak on which topic. Each student will have two topics, and give one speech on each.
 4. When the teacher schedules the order of the bills, students should already know which two bills they will speak on.

5. Because the class will be doing one bill per day, every student who is scheduled for a speech on a particular day must be present to give his or her speech!
 6. Therefore, on the day the teacher schedules each bill, it is beneficial for students to know their schedules for the next two weeks to ensure they don't have a field trip or a dentist appointment on the days they are expected to give a speech.
- b) After the Speaker asks if there any speeches for the bill, the students assigned to give their speeches will do so.
 - c) After all speeches for the bill have been delivered, the Speaker says, **"Are there any speeches against the bill?"**
 - d) Those speeches against the bill will be given. (See page 32 for speech requirements.)

5. Debate

- a) When the speeches for the day are done, the Speaker returns to the podium and says, "The floor is now open for debate."
- b) This is the time when every student has the opportunity to express his or her opinion on whether the bill should be passed or defeated.
- c) No member of the House may speak until "recognized by the Speaker." Any member who wants the floor, simply says, **"Mr. Speaker!"** or **"Madame Speaker!"**
- d) When the Speaker recognizes a member by saying, **"Representative _____"** (using the student's last name), the member may stand and now has the floor to debate.
- e) The teacher will instruct the Speaker to be sure to include all students who want to speak and to try to go back and forth between members of the two parties to get the contrasting opinions on the issue.

6. The Vote

- a) As the class period nears the end, the teacher will call for the end of the debate and for the vote to proceed.
- b) The teacher will call the name of each member of the House and each member will vote verbally for or against the bill.
- c) The teacher will tally the votes and declare whether the bill is passed or defeated.
- d) The teacher will then read off the region points for that bill.

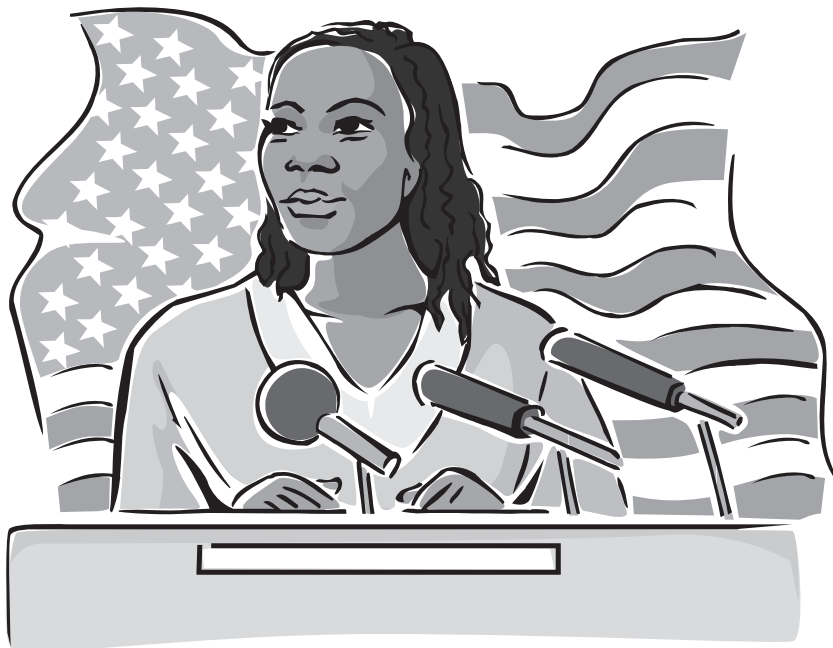
House Calendar

Party: _____ Party Leader: _____

Sponsoring Party	Bill	Speakers: Pro	Speakers: Con
AMP	1. Capital Punishment		
ATP	2. Concealed Carry of Weapon		
Bipartisan	3. Campaign Finance		
AMP	4. Death with Dignity		
ATP	5. Drug Testing for High School Students		
AMP	6. National Health Care		
Bipartisan	7. Drinking Age		
AMP	8. Legalization of Marijuana		
ATP	9. Abortion		
ATP	10. Ban of Gay Rights		

Speaker of the House Script

1. Bang the gavel and say: **"The House will come to order!"**
2. Ask: **"Are there any resolutions before the House?"**
3. After one of the party leaders makes a motion for the adoption of a resolution, state:
"Congressman/woman _____ has made a motion that the House adopt a resolution concerning _____."
4. You then ask: **"Is there a second to that motion?"**
5. When the motion is seconded, you then state: **"A motion to adopt the resolution concerning _____ has been made and seconded. Are there any speeches in favor of the bill?"** (There may 2 or 3 speeches.)
6. After we complete the speeches in favor of the bill, ask: **"Are there any speeches against the bill?"**
7. After all the speeches have been delivered, come back to the podium, bang the gavel once, and say, **"The floor is now open for debate!"** You are in charge of the debate. A student may only speak if you recognize him or her by saying, **"Representative _____."** Use the gavel if another student or students do not "have the floor" and are talking over the student who does "have the floor."
8. Your teacher will take care of voting when the debate is over.



Student Score Sheet for Regional Points

Region	1	2	3	4	5	6	7	8	9	10
Agra										
Baha										
Coro										
Dami										
Efra										
Garu										
Heal										
Inda										



Follow-up Assignment

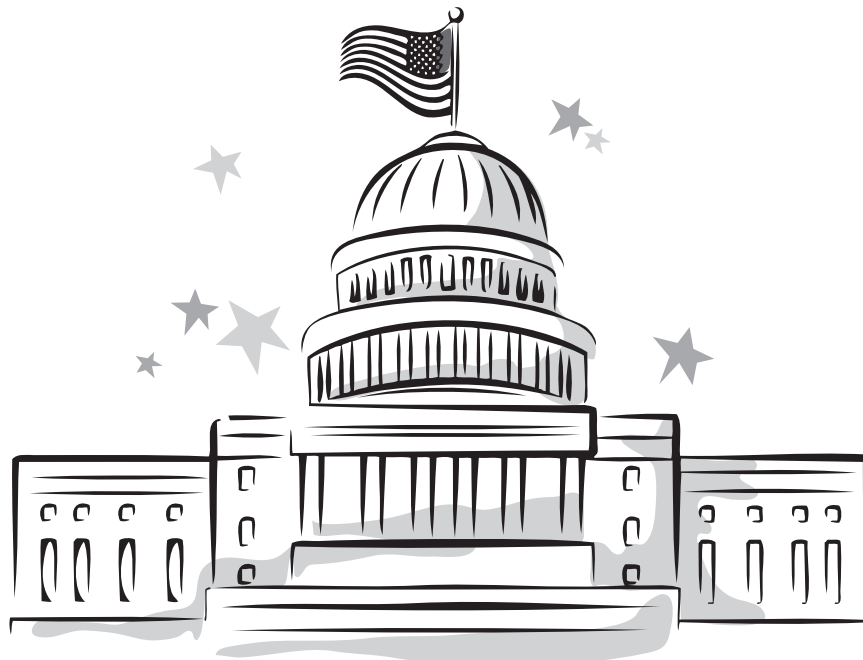
1. Pick one of the bills that we have just debated and rewrite it into a piece of legislation that you believe would be good for our country. Be specific and go into detail when you are writing your bill. At the same time, keep the bill about the same length as the bills in the Represent packet. It will be important to explain the main idea behind your bill and have specific provisions and/or penalties included in your legislation. (20 pts.)

Or:

Pick an entirely different issue and write a bill that you believe should be passed by our state or national government. Again, be specific and write your bill in complete detail. (20 pts.)

This assignment needs to be typed and is due _____.

2. During the course of this simulation, we covered ten issues. Pick two issues that you thought were the most controversial during the simulation and explain the arguments that were given for *both* sides of each issue. (10 pts. each)
3. What were some of your frustrations, if any, as you tried to decide on how to vote on a Represent bill? Explain your answer. (5 pts.)
4. Explain how “politics” was a factor as you and others decided on how to vote on a bill. (5 pts.)
5. What is your evaluation of this simulation? Explain why you enjoyed or didn’t enjoy playing *Represent*. Do you have any suggestions on how to improve it? (5 pts.)



Tables of Regional Scores

Table of Regional Scores if Bill Passes

Region	1	2	3	4	5	6	7	8	9	10
Agra	15	-15	-15	-50	50	10	-15	0	-10	10
Baha	10	15	-15	-20	-20	-15	15	-10	-10	10
Coro	0	10	10	15	-15	-10	30	-5	10	0
Dami	-30	10	10	50	-50	15	30	-10	10	50
Efra	-20	-10	15	15	15	15	-20	15	10	-10
Garu	15	-15	-15	-50	50	10	-15	0	-15	0
Heal	15	-15	-15	-25	0	10	-15	-5	-15	0
Inda	0	15	15	50	-50	-10	30	0	15	-10

Table of Regional Scores if Bill Is Defeated

Region	1	2	3	4	5	6	7	8	9	10
Agra	-15	15	15	50	-50	-10	15	0	15	10
Baha	-10	-15	15	20	20	15	-15	10	10	-10
Coro	0	-10	-10	-15	15	10	-30	5	-10	0
Dami	30	-10	-10	-50	50	15	-30	10	-10	-50
Efra	20	10	-15	-15	-15	-15	20	-15	-10	10
Garu	-15	15	15	50	-50	-10	15	0	15	0
Heal	-15	15	15	25	0	-10	15	5	15	0
Inda	0	-15	-15	-50	50	10	-30	0	-15	10

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Comments: _____

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Signature: _____ Date: _____

Address:

Phone: _____

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