



**2012 Homework Packet:**  
**Four Day Class**  
**First Time Students**

## Four Day First Time Students Pre-Class Homework (ages 13-19)

Please Note: Students attending a class in a state other than their own need to do the homework for the state where they are attending, not the state where they live. For example, if a student is from Idaho but is attending the Washington class, they need to do the homework for Washington.

Updated August 15, 2011

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### 1 Read Tim Echols' book, *Real Citizenship*.

- You can purchase a paper-back copy of the book online during the registration process. Call the TeenPact office for more information.



- Tip: Try breaking it up into 4 or 5 sections and setting aside some time each day for a week.

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### 2 Pray for your STATE Representative and STATE Senator by name every day before you come to the class.

- **Type a letter to both of them.** We recommend that you spell-check and grammar-check your letter, thank them for serving and tell them about one issue/idea you think is important to your state.
- Remember to be respectful and to **address them with their proper titles** (Representative, Senator).
- **Mail them** (no emails please) at least **2 weeks** before the class to ensure they arrive in time.
- **Bring one copy** of each letter to turn in.
- *Purpose: to experience how easy it is to communicate to your elected officials and to participate in the process of making your opinions known*



- Tip: Try asking questions about their personal beliefs on specific issues or why they wanted to become involved with the political arena.
- Tip: Remember to write your STATE senator and STATE representative, not federal.

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### 3 Define the terms and thoroughly answer the questions on the Pre-Class Vocabulary list (below).

- **Bring one copy** of your work to turn in. All students, first-timers and alumni, will

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be responsible for this information on the first quiz.

- *Purpose: to be prepared for in-class discussions*



- Tip: Check multiple dictionaries to better understand any terms that you're confused about. Think about how you have understood the term or heard it used and how that may differ from the dictionary.
- Tip: Use complete sentences when defining each term.

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## 4

**Write a one-page bill on an issue (serious topic for the first bill, optional: write a second bill with a funny topic) important to you and relevant to your state. (Our Sample Bill below shows a format to use.)**

- **Bring three copies of your bill:** one copy to turn in, one for the committee, and one to keep for your own use during the class.
- **Include at least three sections in your bill:** a purpose, a section explaining the bill's goal and plan of action, and a section listing when the bill will become law. Check the Sample Bill to make sure that your format is correct.
- Please choose topics that are appropriate for the age and environment of the class.
- *Purpose: to be presented before the TeenPact Legislature*



- Tip: Think outside the box about issues that will spark conversation between you and your peers. Be respectful and age appropriate.

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## 5

**Complete the State Political Fact Sheet (below) using resources on the Internet and in your local library.**

- You may have to use several sources to get this information: Type <http://www.state.xx.us> (insert your state's abbreviation in place of xx) to log onto your state's official web site.
  - Your local library is also likely to have an index of elected officials in your state.
  - [Stateline.org](http://Stateline.org)
  - [Project Vote Smart](http://ProjectVoteSmart.org)
- *If you are completing the homework before January 1* it is possible that some government seats may change occupants because of elections. It is better to wait and complete the Fact Sheet after you are sure that all elections are over and the current officials are serving in their respective roles.
- **Bring two copies of your Fact Sheet:** one copy to turn in and one to keep as a reference during the class. You will be responsible for this information on the

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first quiz.

- *Purpose: to be informed regarding the current leaders and political trends in your state*



- Tip: Remember to complete the fact sheet according to your STATE government information, not federal.
- Tip: Don't be intimidated— all this project takes is a little patience! Make sure that all of your information is up to date. Double check the number of legislators in the House and Senate. Be sure that you fill this out on your state level.

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## 6

**Memorize 1 Timothy 2:1-3 and Romans 13:1-2 using a Bible translation of your own choice.**

- **Be prepared to write them from memory** when you come to class.
- *Purpose: to begin the process of developing a biblical world view on government and citizenship*



- Tip: Find creative ways to memorize these verses. Start early and practice often.

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## 7

**Read or watch your Governor's most recent State of the State Address.**

- You can usually find the speech on your governor's web site under "Press Releases" or "Speeches". In some cases you may have to call the Governor's office and ask how to get a copy. If your governor was recently elected or hasn't given an address yet, use the last Address available.
- **Create a list of the issues addressed** (at least 3 or more) by the Governor in his or her speech.
- **Bring two copies of this list:** one copy to turn in and one to keep as a reference during the class.
- *Purpose: to know the current issues in your state, as defined by your current (or recent) Governor*



- Keep these questions in mind while you read— How does this affect your state? What does this tell you about your governors priorities? What key issues didn't they address?

## 8 Bill Analysis Worksheet

- Find and browse the list of legislation from your STATE legislature's web site and print a bill of interest to you.
- Analyze this bill using the worksheet given (below).
- **Bring a copy of your bill analysis** to turn in.
- **Purpose: to develop critical thinking skills regarding current issues and legislation.**

*\*Worksheet compiled from David Barton's article ["Analyzing Legislation"](#).*



- Tip: Thoroughly answer every question on the worksheet. If a question is not relevant to the bill that you chose, explain why it does not apply.

## 9 Constitutional Analysis

Read the first Five Articles of the United States Constitution, as well as the first Ten Amendments (the Bill of Rights). **Choose three of the first Ten Amendments and write a paragraph answering the following questions about each:**

- What right(s) does this secure?
- How does this amendment provide checks and balances to federal government?
- What is a possible example (real or fictional) of the federal government stepping outside its bounds in relation to this amendment?
- How would you interpret the purpose of this amendment?
- **Bring a copy of your constitutional analysis** to turn in.



- Tip: Have a dictionary on hand to look up words or terms that you don't understand.

***Please make sure that you show your parents your homework before turning it in. Student assignments not completed will impact a student's final score in the class.***



# TeenPact Pre-Class Vocabulary List

Name: \_\_\_\_\_

1. Type or hand-write answers to the following questions.
2. Research the terms in **bold** using your family dictionary or other printed/online references, then define each term in your own words. Webster's 1828 Dictionary is an excellent resource to find definitions untainted by politically correct revision.
3. To receive full credit, respond to all questions and do all comparisons and contrasts.

## SECTION ONE

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### **Government**

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"That government is best which governs least." Based on this quote (which is commonly attributed to Thomas Jefferson) and the general definition of the term "government," do you agree or disagree with this quote? Why or why not?

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Considering the definition of the term "government," how would you define the term "self-government"?

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## SECTION TWO

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### **Justice**

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### **Liberty**

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Compare and contrast "justice" and "liberty."

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### SECTION THREE

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#### Democracy

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#### Republic

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Based on the definitions you found of the terms "democracy" and "republic," which of these terms best describes the systems of government we have in the United States? \_\_\_\_\_

In your state? \_\_\_\_\_ Why?

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### SECTION FOUR

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#### Legislative

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#### Executive

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#### Judicial

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Considering Isaiah 33:22 and the definitions of the words "legislative," "executive," and "judicial," what is the role of each of the three branches of government?

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#### Separation of Powers

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**Checks and Balances**

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How do the three branches of government provide "checks and balances" to each other?

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**SECTION FIVE**

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**Statesman**

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**Politician**

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Compare and contrast the two terms. How are they different?

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**SECTION SIX**

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**Election**

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**Appointment**

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Considering the definitions of these two terms, what are some governmental positions that are "by election?"

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What are some governmental positions that are "by appointment?"

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What are some advantages and disadvantages to election? Appointment?

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## **SECTION SEVEN**

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**State (as in government)**

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**Church**

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**Family**

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Considering the definitions of the last four terms, what is the role of each of the three authorities, "state," church," and "family," and how are they different?

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## Sample letter to your senator or representative

123 My Street  
Small Town, State 11233

Senator Fred Dyson  
100 State Capitol Avenue, Room 225  
Capital City, State 22311

*Always use the correct title (Representative,  
Senator, or Delegate) when writing to your  
legislators!*

Dear Senator Dyson,

*In the body of your letter, make sure that you:*

- Thank your legislator for his/her service to your community and state.*
- Tell him/her that you are praying for him/her.*
- Briefly tell him/her about TeenPact and what you will be learning about during the class.*

*Other ideas include:*

- Respectfully write about an issue that relates to your state.*
- Ask if you can stop by your legislator's office either before TeenPact begins on Monday or after it ends on Thursday. (NOTE: This may not be possible if you have a residential class. Contact your State Coordinator if you have questions about the best time to set up an appointment!)*

Sincerely,

*Jane Doe*

Jane Doe



## Sample Bill

This is a standard format for making your bill for TeenPact Legislature. Each state legislature has their own design for their bills. Take a look at a bill from your state to check out the similarities and differences.

Author  
Bill number

By: John Doe  
House Bill # \_\_\_\_\_

### A BILL TO BE ENTITLED AN ACT

Title To reduce the speed of motorist traveling the highways of this state.

Reasons you think this bill is important. **PURPOSE:** To reduce the number of deaths and severe injuries, caused by traffic accidents.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF (your state's name):**

The actual specific law that you want to pass with all the details spelled out. This will include definitions, plan of action and details of enforcement.

**Section 1.** For the purpose of this act, "motorist" shall mean any person controlling a motorized vehicle used for the purpose of moving persons or freight on the highways of this state.

**Section 2.** It is unlawful for a motorist to travel at a speed of more than 65 miles per hour on an interstate or more than 55 miles per hour on any other highway in this state.

**Section 3.** Any person who violates this act shall be subject to a fine not to exceed One Thousand Dollars (\$1,000.00) per violation.

**Section 4.** All laws or parts of laws in conflict with this act are hereby repealed.

Exactly when your bill will take effect if passed. **Section 5.** This act shall become effective 30 days after approval by the Governor or upon its otherwise becoming a law.



## State Political Fact Sheet

Name (first and last): \_\_\_\_\_ State: \_\_\_\_\_

Research and fill in the blanks. Write as neatly as possible! All information should be memorized.

- 1.) My Senator's name is \_\_\_\_\_.
- 2.) My Representative's name is \_\_\_\_\_.
- 3.) There are (#) \_\_\_\_\_ Representatives in my state.
- 4.) There are (#) \_\_\_\_\_ Senators in my state.
- 5.) The number of Democrats and Republicans in the House is \_\_\_\_\_ D to \_\_\_\_\_ R.
- 6.) The number of Democrats and Republicans in the Senate is \_\_\_\_\_ D to \_\_\_\_\_ R.
- 7.) My Governor's name is \_\_\_\_\_.
- 8.) My Lt. Governor's name is (if applicable) \_\_\_\_\_.
- 9.) My Attorney General's name is \_\_\_\_\_.
- 10.) My Secretary of State's name is \_\_\_\_\_.
- 11.) My Chief Justice is \_\_\_\_\_.
- 12.) My Speaker of the House is \_\_\_\_\_.
- 13.) My President of the Senate is \_\_\_\_\_.
- 14.) I live in State House District number \_\_\_\_\_.
- 15.) I live in State Senate District number \_\_\_\_\_.
- 16.) There are (#) \_\_\_\_\_ of State Supreme Court Justices in my state.
- 17.) Are my State Supreme Court Justices elected or appointed? \_\_\_\_\_.



## TeenPact Bill Analysis Worksheet

Name: \_\_\_\_\_

Bill Title: \_\_\_\_\_ Bill Number: \_\_\_\_\_

Briefly state the problem or issue addressed by this bill:

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What relationships are affected by this bill? (e.g. parent to child, husband and wife, business to business, contracts, state to citizen, state to business, etc.)

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Are there any aspects of this bill which are addressed by the Bible? If so, does this bill contradict any Biblical teaching?

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Does this bill usurp power from another jurisdiction (e.g. family, church, private business, local community)? Which ones?

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Does this bill limit or expand government size, powers or intrusiveness?

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Does this bill take away, or give more rights to the people? Explain your answer.

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Does this bill support the authority of local government, or does it give more power to a centralized state government? Explain your answer.

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Does this bill cost money? How will it increase or decrease taxes?

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Does this bill encourage or discourage free enterprise? Explain.

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How does this bill effect home and family life? Traditional values?

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Does this bill encourage personal responsibility for actions? How so?

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