

FOUR DAY STATE CLASS ALUMNI STUDENT PRE-CLASS HOMEWORK

Students should bring two copies of their completed homework: one to turn in and one to reference throughout the week. They should bring three copies of their bill.

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 lives in Idaho but is attending the Washington class, they need to do the homework for Washington.

★ *Students attending a class in Nebraska should complete the homework packets found at teenpact.com/nebraska DO NOT complete the homework below if you are signing up for a Nebraska class.*

1 Review the vocabulary and questions from the Pre-Class Vocabulary List (page 10-15)

- ★ All students, first-timers and alumni, will be responsible for this information on quizzes throughout the week. Alumni are not required to turn in the vocabulary and definitions.

★ *Tip: Review your definitions from last year.*

PURPOSE: TO BE PREPARED FOR IN-CLASS DISCUSSIONS.

2

Send a letter to your **state representative** and **state senator** (not federal), thanking them for serving and telling them about one issue or idea you think is important in your state. Refer to the Sample Letter, page 8, for formatting.

- ★ Need to know where to send the letter? Go to Project Vote Smart (votesmart.org) and search for your representative, senator, and/or delegate.
- ★ Remember to check your grammar and spelling.
- ★ In everything be respectful and **address them with their proper titles** (Representative, Senator, Delegate).
- ★ **Mail them** (no emails, please) **at least 2 weeks** before the class to ensure they arrive in time.
- ★ Remember to **pray for your senator and representative by name**.
- ★ *Tip: Try asking questions about their personal beliefs on specific issues or why they became involved with the political arena.*
- ★ *Tip: Remember to write your state senator and state representative, not your federal officials.*

PURPOSE: TO EXPERIENCE HOW EASY IT IS TO COMMUNICATE TO YOUR ELECTED OFFICIALS AND TO PARTICIPATE IN THE PROCESS OF MAKING YOUR OPINIONS KNOWN.

3

Write a one-page bill on an issue important to you and relevant to your state. Please choose a serious topic for the first bill; you may write a second bill with a fun topic if you choose. (Our Sample Bill, page 9, shows a format to use.)

- ★ Include at least five sections in your bill: explaining (1) the purpose, (2) the bill's goal, (3) the plan of action, (4) when the bill will become law, and (5) how the bill will be funded. 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.
- ★ *Tip: Think outside the box about issues that will spark conversation between you and your peers. Be respectful in your topic choice.*

PURPOSE: TO BE PRESENTED BEFORE THE TEENPACT LEGISLATURE.

4

Complete the State Political Fact Sheet (page 16) using resources on the Internet and in your local library.

- ★ You may have to use several sources to get this information:
 - ★ Type www.state.xx.us (insert your state’s abbreviation in place of xx) to log onto your state’s official website.
 - ★ Project Vote Smart (votesmart.org) also has information on your elected officials.
- ★ *If you are completing the homework before January 1, it is possible that some government seats may have changed because of recent 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.*
- ★ **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.*

PURPOSE: TO BE INFORMED REGARDING THE CURRENT LEADERS AND POLITICAL TRENDS IN YOUR STATE.

5

Read or watch your governor’s most recent State of the State Address. Create a list using the worksheet (page 17) of the issues addressed (at least 3 or more) by the governor in his or her speech.

- ★ 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.
- ★ **Tip:** *Keep these questions in mind while you read/watch the State of the State Address. How does this affect your state? What does this tell you about your governor’s priorities? What key issues didn’t they address?*

PURPOSE: TO KNOW THE CURRENT ISSUES IN YOUR STATE, AS DEFINED BY YOUR CURRENT GOVERNOR.

6

Constitutional Analysis (worksheet on page 18).

- ★ 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 answer the questions listed in the Constitutional Analysis worksheet in a 3-5 sentence paragraph.
- ★ **Tip:** *Have a dictionary on hand to look up words or terms that you don't understand.*

PURPOSE: TO BETTER UNDERSTAND THE CONSTITUTION.

7

Research and write two essays (see details below) on the topic of US immigration. Our goal is to help you study, understand, and develop convictions regarding the role of government and your responsibility as a Christian and citizen of the United States of America.

United States immigration policy was first legislated by Congress but enforced by the individual states. In 1875 this changed with the passing of the Page Act, whereby the federal government took over regulation of immigration policy. A few years later the Immigration Act of 1891 was passed to further enforce federal immigration laws.

When uniting the original thirteen colonies, the Founding Fathers of our country placed a high value on the concept of “common interest.” Many considered this to be the critical component when considering the formation of the government and the success of the nation. Alexander Hamilton, John Jay, and James Madison detailed this position in the Federalist Papers, written to the state of New York in the late 1780's. In 1787, John Jay wrote Federalist #2, stressing the importance of a certain national character derived from the homogeneity of its people.

However, our nation is more divided on immigration today than ever before. Immigration, both legal and illegal, is not only a highly debated topic, but also carries with it social, cultural, political, and economic effects. Immigrants and their U.S.-born children now number approximately 84.3 million people, or 27% of the overall U.S. population. It is estimated that just over 11 million of these are undocumented, illegal aliens, as reported by the Migration Policy Institute.

How do these immigrants affect our society? What kind of influence do their cultures introduce to our country? What impact will this have on the unity our founders sought to create? Our government must develop a comprehensive immigration policy, but where do we start? With debate over border control, sanctuary cities, and the recent refugee crisis, we will explore key concepts such as national sovereignty and federal jurisdiction.

The following assignments will direct your pre-class study and prepare you for in-class sessions. Throughout the week you will dialogue with your Program Director and other alumni students about your research, participate in a survey to discover general public opinion on these issues, and discuss what kind of immigration reform could viably take shape in the United States.

As you research this topic, consider the roles of government, church, family, and the individual. How should our Christian faith affect these social and political matters? We must develop convictions about what we believe, why we believe it, and understand how that affects our lives and communities. As renowned journalist Jim Lehrer once said, “If we don’t have an informed electorate, we don’t have a democracy.”

DEFINE THE FOLLOWING TERMS

- ★ Citizenship
- ★ Naturalization
- ★ Homogeneity vs. Heterogeneity
- ★ Assimilation
- ★ Amnesty
- ★ Chain Migration
- ★ Visas (immigrant and nonimmigrant)

RESEARCH THE FOLLOWING

PART 1: History and Development

- ★ Federalist Paper #2 (1787)
- ★ Hart-Cellar Act (1965)
- ★ U.S. Constitution, particularly the 14th Amendment (1968)
- ★ Immigration Reform and Control Act (1986)

PART 2: Current Events

- ★ Refugee crisis
- ★ Sanctuary cities
- ★ Border security

QUESTIONS TO GUIDE YOUR RESEARCH

- ★ What was the original intent of the Founding Fathers in regard to immigration? Are those views still relevant today? If yes, how so?
- ★ What have been some of the major policy initiatives to shape the landscape of immigration in the United States from that time to the present? What key political figures were behind these policies?
- ★ Has our immigration system been largely successful or unsuccessful? What advantages and disadvantages result from immigration?

QUESTIONS TO GUIDE YOUR RESEARCH (CONT)

- ★ How has immigration impacted our society?
- ★ What is the goal of immigration based on biblical principles and constitutional values?
Should the US be more or less selective with who can become a citizen?
- ★ In what ways could the current system be reformed?

ESSAYS (500 WORD MINIMUM)

- ★ Write one essay about the history of immigration and development of U.S.-policy.
- ★ Write one essay about relevant current events and a suggestion for immigration reform.

IMPORTANT NOTES

- ★ Make sure to use a combination of sources (biblical, historical, and current) when doing research. Wikipedia alone does not count and cannot always be relied on as credible.
- ★ Print two copies of each essay. You will keep one copy of each for your own reference and will be required to turn in one copy of each essay for grading. You will not be required to submit anything related to the terms or research sections of the alumni homework.

SOURCES:

Zong, J., & Batalova, J. (2017, March 8). Frequently Requested Statistics on Immigrants and Immigration in the United States. Retrieved August 27, 2017, from www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states

OPTIONAL The following assignment will give students a better understanding of the Four Day class; however, is not required.

8

Campaign Preparation.

During the TeenPact week we will hold class elections for governor and senator. Begin thinking about running, as it is a tremendous learning experience and a ton of fun! For those interested in running, we recommend that you:

- ★ Develop a campaign slogan.
- ★ Write a short speech on why you might make a good class governor or senator.
- ★ Think about a favorite Bible verse or message you can share with your fellow students.

PURPOSE: TO BE PREPARED FOR IN-CLASS ELECTIONS.

Completed Homework Checklist

PLEASE BRING THESE ITEMS TO CLASS ON MONDAY.

- 2 copies of your letter to your state representative
- 2 copies of your letter to your state senator
- 3 copies of your bill
- 2 copies of your State Political Fact Sheet
- 2 copies of your State of the State Address Worksheet
- 2 copies of each of your alumni essays
- 1 copy of your campaign preparation notes (optional)

It's recommended that students show their homework to their parent(s) prior to turning it in during the first day of State Class. Student assignments not completed will impact a student's final score in the class.

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

Sample Letter to your Senator, Representative, or Delegate

123 My Street
Small Town, State 11233

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

Dear Senator Dyson,

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

- ★ Thank your legislator for his service to your community and state.
- ★ Tell him that you are praying for him.
- ★ Tell him 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

NOTE 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.

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.

By: John Doe ←	Author
House Bill # _____ ←	Bill number
A BILL TO BE ENTITLED AN ACT	
To reduce the speed of motorist traveling the highways of this state. ←	Title
PURPOSE: To reduce the number of deaths and severe injuries caused by traffic accidents. ←	Reasons you think this bill is important.
<i>BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF (your state's name):</i>	
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. ←	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 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.	
Section 5. This act shall become effective 30 days after approval by the Governor or upon its otherwise becoming a law. ←	Exactly when your bill will take effect if passed.
Section 6. Upon approval by the Governor, this bill will be reviewed by the Appropriation Committee for funding. ←	How your bill will be funded



Name: _____

Pre-Class Vocabulary List

Research the terms in bold using your family dictionary or other printed/online references, then define each term in your own words. **To receive full credit, respond to all questions and do all comparisons and contrasts.**

SECTION ONE

Government _____

“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?**

Considering the definition of the term “government,” how would you define the term **“self-government”?**

SECTION TWO

Justice _____

Liberty _____

SECTION THREE

Direct Democracy _____

Representative Democracy _____

Based on the definitions you found of the terms “Direct Democracy” and “Representative Democracy,” which of these terms best describes the system of government we have in the United States?

In your state? _____

Why? _____

SECTION FOUR

Legislative _____

Executive _____

Judicial _____

Separation of Powers _____

Checks and Balances _____

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

SECTION FIVE

Election _____

Appointment _____

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

What are some governmental positions that are “by appointment?”

What are some advantages and disadvantages to election? Appointment?

SECTION SIX

District _____

Redistrict _____

Gerrymander _____

What is the difference between redistricting and gerrymandering?

SECTION SEVEN

Primary Election _____

General Election _____

Runoff Election _____

Grassroots _____

What are examples of grassroots involvement in elections?



Name: _____

State Political Fact Sheet

Research and fill in the blanks. 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 (#) _____ State Supreme Court Justices in my state.
- 17) Are my State Supreme Court Justices elected or appointed? _____
If both, please explain the process _____



Name: _____

State of the State Address

Read or watch your governor's most recent State of the State Address. **Create a list of the issues addressed (at least 3 or more) by the governor in his or her speech.**

ISSUE # 1

ISSUE # 2

ISSUE # 3

ISSUE # 4 (OPTIONAL)

ISSUE # 5 (OPTIONAL)



Name: _____

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 of 3-5 sentences answering the following questions about each:

- ★ What right(s) does this secure?
- ★ How does this amendment provide checks and balances to federal government?
- ★ How would you interpret the purpose of this amendment?

AMENDMENT # _____

AMENDMENT # _____

AMENDMENT # _____
