

FOUR DAY STATE CLASS FIRST TIME 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 Read Tim Echols' book, *Real Citizenship*.

★ You can purchase a paper-back copy of the book during the registration process or at teenpact.com/store.

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

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 7, 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

Define the terms and thoroughly answer the questions on the Pre-Class Vocabulary list (page 9-14).

- ★ All students will be responsible for this information on quizzes throughout the week.
- ★ *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.*

PURPOSE: TO BE PREPARED FOR IN-CLASS DISCUSSIONS.

4

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 8, 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.

5

Complete the State Political Fact Sheet (page 15) 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.

6

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

- ★ Be prepared to write them from memory when you come to class.
- ★ **Tip:** *Find creative ways to memorize these verses. Start early and practice often.*

PURPOSE: TO BEGIN THE PROCESS OF DEVELOPING A BIBLICAL WORLDVIEW ON GOVERNMENT AND CITIZENSHIP.

7

Read or watch your governor's most recent State of the State Address. Create a list using the worksheet (page 16) 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.

8

Complete the Bill Analysis Worksheet (pages 17-18).

- ★ Find and browse the list of legislation from your **state legislature's** website and print a bill of interest to you.
- ★ Analyze this bill using the worksheet given.
- ★ *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.*

PURPOSE: TO DEVELOP CRITICAL THINKING SKILLS REGARDING CURRENT ISSUES AND LEGISLATION.

9

Constitutional Analysis (worksheet on page 19).

- ★ 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.

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

10

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 (for your district)
- 2 copies of your letter to your **state** senator (for your district)
- 2 copies of your Pre-Class Vocabulary Worksheet
- 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 your Bill Analysis Worksheet
- 2 copies of your Constitutional Analysis Worksheet
- 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: _____

Bill Analysis

Bill Title _____

Bill Number _____

Briefly state the problem or issue addressed by this bill _____

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

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

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

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

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

How does this bill affect home and family life?

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

Worksheet compiled from David Barton's article "Analyzing Legislation".



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 # _____
