



Student Homework

FOR STUDENTS AGES 13-19

2021 FOUR DAY FIRST TIME 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. We encourage you to refer to the homework checklist on page 7 when preparing your homework for class.

If you are attending a class in a state other than your own, you will need to do the homework for the state where you are attending, not the state where you live. For example, you live in Idaho but are attending the Washington class, you should do the homework for Washington.



NOTE FOR NEBRASKA STUDENTS

*Students attending a class in Nebraska should complete the homework packets made specifically for Nebraska, which can be found at teenpact.com/homework. **Do not complete** the homework below if you are attending a Nebraska class.*

1

Read Tim Echols' book, *Real Citizenship*.

- ★ You can purchase a digital download of the book at teenpact.com/shop.
- ★ **Purpose: To develop a biblical worldview of citizenship.**



HOMework TIP

Try breaking it up into four or five sections and setting aside some time each day for a week.

2

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.
- ★ **Purpose: To develop a biblical worldview on government and citizenship.**



HOMework TIP

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

3

Define the terms and thoroughly answer the questions on the Pre-Class Vocabulary list (page 8-13).

- ★ All Students will be responsible for this information on quizzes throughout the week.
- ★ **Purpose: To be prepared for in-class discussions.**



HOMEWORK TIP

Check multiple dictionaries to better understand any terms that seem confusing. Think about how you have previously understood the term or heard it used, and how that may differ from the dictionary. Use complete sentences when defining each term.

4

Complete the State Political Fact Sheet (page 14) using resources on the internet and in your local library.

- ★ You may have to use several sources to get this information:
 - ★ Visit teenpact.com/state-official-website to find 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.
- ★ **Purpose: To be informed regarding the current leaders and political trends in your state.**



HOMEWORK TIP

*Remember to complete the fact sheet according to your **STATE** government information, not federal. Don't be intimidated—it just takes a little patience! Make sure all of your information is up to date.*

5

Send a letter to your **state Senator and **state Representative/Delegate/Assembly-Member** (state, 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 15) when formatting your letter.
- ★ Need to know where to send the letter? Go to Project Vote Smart (votesmart.org) and search for your state Senator and State Representative, Delegate, or Assemblymember.
- ★ Remember to check your grammar and spelling.
- ★ In everything, be respectful and address them with their proper titles (Representative, Senator, Delegate, Assemblyman, etc.).
- ★ Mail the letters at least two weeks before the class to ensure they arrive in time.
- ★ Take time to pray for your elected officials by name before sending your letter.
- ★ **Purpose: To experience how easy it is to communicate to your elected officials and to participate in the process of making your opinions known.**



HOMWORK TIP

Consider asking questions about why they support a particular issue or what they hope to accomplish during their time in the legislature. Remember to write your state legislators, not federal.

6

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 three or more) by the Governor in his or her speech.

- ★ You can usually find the speech on your Governor’s website under “Press Releases” or “Speeches.” In some cases, you may have to call the Governor’s office and ask how to obtain a copy. If your Governor was recently elected or hasn’t given an address yet, use the last address available.
- ★ **Purpose: To know the current issues in your state, as defined by your current Governor.**



HOMWORK 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?

7

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. If you want to write an additional bill, you may write it on a serious or fun topic.
- ★ Refer to our Sample Bill for the correct format (page 17) when you’re writing your bill.
- ★ 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 your format is correct.
- ★ Please choose topics which are appropriate for the age and environment of the class.
- ★ **Purpose: To develop a better understanding of the legislative process.**



HOMWORK TIP

Think outside the box about issues that will spark conversation between you and your peers. Be respectful in your topic choice.

8

Complete the Bill Analysis Worksheet (pages 18-19).

- ★ 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.
- ★ **Purpose: To develop critical thinking skills regarding current issues and legislation.**



HOMEWORK 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 (page 20).

- ★ Read 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.
- ★ **Purpose: To better understand and appreciate the Constitution.**



HOMEWORK TIP

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

OPTIONAL ACTIVITY

The following assignment will give Students a better understanding of the Four Day State Class and the fundamental ideas and strategies involved in the campaign process. While this assignment is not required, we do highly recommend that Students complete it in preparation for the class.

10 Campaign Preparation

During the TeenPact week, we will hold class-wide elections for Governor and Senator. Once elected, these officials will have the distinct honor of representing the Student body at graduation. Every Student, during the week, will participate in elections in some capacity: Candidate, Campaign Manager, Grassroots Activist, and Voter. With so many roles to participate in, we recommend that you:

- ★ **Develop a campaign slogan** - Your slogan should be memorable for the other Students. Think about your goal for the campaign. You can make your slogan quick and catchy, or a little more thought provoking. Your slogan will help the Students remember who you are and understand your campaign. Choose wisely!
- ★ **Write a short speech on why you might make a good Governor or Senator to represent your fellow Students** - During the class, you will have the opportunity to answer questions and convince the other Students why you would represent the class well as their Governor or Senator. Think of a few reasons to present to the class, and you'll be that much more prepared.
- ★ **Think about a favorite Bible verse or message you can share with your fellow Students** - This will help in preparation for your campaign, give clear reasons why you are running, and help Students connect with your candidacy.
- ★ **Bring campaign supplies** - Be creative with candy, signs, flyers, etc! Have fun thinking of ways to relate to your fellow Students who will be voting in the election.
- ★ **Read about campaigning** - Understanding what a campaign looks like will help you as you participate in campaigning throughout the week. Review some historical campaigns and basic principles that make them successful. If you plan to run for office, think of ways you can build a campaign team and share with them what you learn in your research.
- ★ **Purpose: To be prepared for in-class elections.**

Completed Homework Checklist

Please bring these items to class on Monday:

- Two copies of your Pre-Class Vocabulary Worksheet
- Two copies of your State Political Fact Sheet
- Two copies of your letter to your **state** Representative (*for your district*)
- Two copies of your letter to your **state** Senator (*for your district*)
- Two copies of your State of the State Address Worksheet
- Three copies of your bill
- Two copies of your Bill Analysis Worksheet
- Two copies of your Constitutional Analysis Worksheet
- One copy of your campaign preparation notes (*optional*)



Name: _____

Pre-Class Vocabulary List

Research the terms using a dictionary or other reference resources, 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

Republic _____

Democracy _____

Democratic Republic _____

Based on the definitions you found of the terms *Direct Democracy* and *Representative Democracy*, which of these terms best describes the United States' form of government? _____

What about your state? _____

Explain why? _____

SECTION FOUR

Legislative Branch _____

Executive Branch _____

Judicial Branch _____

Checks and Balances _____

How does the separation of powers between the Legislative, Executive, and Judicial branches provide *checks and balances* for one another? _____

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

Democrat _____

Republican _____

Bipartisan _____

SECTION SEVEN

District _____

Redistrict _____

Gerrymander _____

What is the difference between *redistricting* and *gerrymandering*? _____

SECTION EIGHT _____

Primary Election _____

General Election _____

Runoff Election _____

Grassroots _____

What are examples of *grassroots* involvement in elections? _____

State Political Fact Sheet

Research and fill in the blanks. Remember to use state government information rather than federal government information. **All information should be memorized.**

1. My Representative/Delegate/Assemblyman's name is _____.
2. My Senator's name is _____.
3. There are (#) _____ Representatives/Delegates/Assemblymembers currently in office in my state.
4. There are (#) _____ Senators currently in office in my state.
5. The ratio of Democrats, Republicans, Independents, and vacancies in the House is ____D, ____R, ____I, and ____V.
6. The ratio of Democrats, Republicans, Independents, and vacancies in the Senate is ____D, ____R, ____I, and ____V.
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? Elected Appointed
If both, please explain the process. _____

If your state does not have a Supreme Court, fill out these questions with information from your state's highest court.

Sample Letter to your Senator, Representative, Delegate, etc.

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/her service to your community and state.
- ★ Tell him/her that you are praying for him/her.
- ★ 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 after class ends on Thursday or Friday. (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



HOMEWORK TIP

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



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 three or more) by the Governor in his or her speech.**

ISSUE # 1 _____

ISSUE # 2 _____

ISSUE # 3 _____

ISSUE # 4 (OPTIONAL) _____

ISSUE # 5 (OPTIONAL) _____

Sample Bill

This is a standard format to follow when writing 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	
Motorist Safety Act of 2021 ←	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 statename)</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 means 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. ←	State 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. ←	State how your bill will be funded.



NOTE TO PARENTS

All Students will have the chance to present their bills before the class; however, due to time constraints, not every bill will be further debated during TeenPact’s mock-legislature.



Name: _____

Bill Analysis

BILL INFORMATION

Bill Title _____ Bill Number _____

BILL ANALYSIS

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)? If so, which one(s)?

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."

Constitutional Analysis

Read 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?
- ★ What is the fundamental intent behind the inclusion of this amendment in the Constitution?

AMENDMENT # _____

AMENDMENT # _____

AMENDMENT # _____
