



# Student Homework

**2023 FOUR DAY ALUMNI HOMEWORK**  
NEBRASKA STUDENTS ONLY

# 2023 FOUR DAY ALUMNI HOMEWORK - NEBRASKA

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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 9 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, if you live in Nebraska but are attending the Kansas State Class, you should do the homework for Kansas.*

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

- ★ All Students, First Time and Alumni, will be responsible for this information on quizzes throughout the week. Alumni are not required to turn in the vocabulary and definitions.
- ★ **Purpose: To be prepared for in-class discussions.**

### ★ HOMEWORK TIP

*If you still have your homework from your first time at the Four Day Class, feel free to reference that as you complete the Vocabulary List.*

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## 2 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:
  - ★ Visit [teenpact.com/state-official-website](https://teenpact.com/state-official-website) to find your state's official website.
  - ★ Open States ([openstates.org](https://openstates.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.*

3

**Send a letter to your state Senator (not federal), thanking him/her for serving and telling him/her about one issue or idea you think is important in your state.**

- ★ Refer to the Sample Letter (page 17) when formatting your letter.
- ★ Need to know where to send the letter? Go to Open States ([openstates.org](http://openstates.org)) and search for your state Senator.
- ★ Remember to check your grammar and spelling.
- ★ In everything, be respectful and use the proper title of Senator when addressing him/her.
- ★ Take time to pray for your Senator by name before sending your letter.
- ★ Mail the letter at least two weeks before the class to ensure it arrives in time.
- ★ If preferred, it is also acceptable to send your letter via email.
- ★ **Purpose: To experience how easy it is to communicate with your elected official and to participate in the legislative process by making your opinions known.**



**HOMEWORK TIP**

*Consider asking questions about why he/she supports a particular issue or what he/she hopes to accomplish during his/her time in the legislature. Remember to write your state Senator, not federal.*

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4

**Read or watch your Governor's most recent State of the State Address. Create a list using the worksheet (page 18) of the issues addressed (three or more) by the Governor in his/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**



**HOMEWORK 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 did he/she not address?*

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**Write a one-page bill on an issue important to you and relevant to your state.**

- ★ Please choose a serious topic for your bill. If you want to write an additional bill, you may write it on a serious or fun topic.
- ★ Refer to our Sample Bill (page 19) for the correct format when writing your bill.
- ★ Include at least five sections in your bill:
  1. The title
  2. The purpose
  3. The plan of action
  4. When the bill will take effect after becoming law
  5. How the bill will be funded
- ★ Please choose topics which are appropriate for the age and environment of the class.
- ★ **Purpose: To develop a better understanding of the legislative process.**



**HOMEWORK TIP**

*Think outside the box about issues that will spark conversation between you and your peers. Be respectful and try to write your bill on a new topic that you haven't used before.*

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6

**Complete the Constitutional Analysis Worksheet (pages 20-21).**

- ★ Read the resources listed on the worksheet and thoroughly answer the corresponding questions.
- ★ Come to class ready to build upon this knowledge of the Constitution.
- ★ **Purpose: To better understand and appreciate the Constitution.**



**HOMEWORK TIP**

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

## 7

**Alumni Track Preparation**

In the years following the ratification of the Constitution of the United States of America, a long debate ensued over the meaning and scope of the “general welfare” clause. What powers are enumerated for the government and what rights should remain in the hands of the citizenry? How do the people keep the government in check, and what defines the scope of their governance? The question is about both our rights and our responsibilities, and it is toward this question we turn our attention to our 2023 Alumni Track topic: Homelessness in America.

Did you know that there are more than half a million people experiencing homelessness in the United States today? Some people choose this lifestyle. Many do not. In many states, cities, and towns across the country, homelessness has become a real crisis for individuals and communities alike.

Homelessness may be an uncomfortable topic to research, write about, and discuss, but you will quickly find this issue reveals a clear intersection between faith and politics. In this study, you will research the history of homelessness in America, consider root cause and common effects, develop a clearer understanding of how the government should or should not engage with this issue, and explore what our responsibilities and opportunities are as Christians and Americans.

Consider these questions as you begin your study: Is homelessness something that individuals, churches, and nonprofits can and should address? Is the problem of homelessness ultimately solvable? Is the government responsible to address this issue through funding and programs, or is such outside of its jurisdiction? Regarding homelessness, what does it look like for the government to “...establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity...”<sup>1</sup>?

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, staff, and other Alumni Students about your research and essays, participate in a survey to discover general public opinion on these issues, and discern what is the role of the government, church, and individual regarding the issue of Homelessness in America.

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<sup>1</sup> <https://www.law.cornell.edu/constitution/preamble>

## 1. Definitions

Research and describe the following terms. When possible, please use Webster's 1828 Dictionary. ([webstersdictionary1828.com](http://webstersdictionary1828.com)).

- ★ Jurisdiction
- ★ Charity
- ★ Needy
- ★ Homelessness
- ★ Social Welfare Program

## 2. Biblical Foundation

Read the following scriptures.

- ★ Genesis 1:27
- ★ Proverbs 29:7
- ★ 2 Thessalonians 3:6-12
- ★ Matthew 25:31-40
- ★ James 2:15-16

## 3. American Origin + Historical Development

**Research the General Welfare Clause found in Article I, Section 8 of the Constitution.**

- ★ James Madison and Alexander Hamilton had a famous disagreement regarding the power and function of the General Welfare Clause. Review this disagreement [here](#).
- ★ How did *United States v. Butler* help settle the debate between Madison and Hamilton? Review this case summary [here](#).

**Research the history of homelessness in the United States.**

- ★ Before the 1820s, fewer than seven percent of Americans lived in cities. How did the American Industrial Revolution lead to a rise in homelessness in the U.S.?
- ★ From 1929 to 1939, the United States experienced a historic economic crash which would be called the Great Depression. How many people went homeless during the Great Depression, and what government programs were created in response to homelessness?
- ★ World War II helped put Americans back to work after the Great Depression, but homelessness escalated in the U.S. after the war ended in 1945. How many homeless veterans are there currently in the U.S.?
- ★ From 1950 to the late 20th century, Urban Renewal changed the landscape of affordable housing. How did new housing regulations (zoning, plumbing, fire codes, etc.) increase the cost of housing?

**Research, using [understandhomelessness.com](http://understandhomelessness.com), the number of people experiencing homelessness in your state and nationally.**

- ★ How many people are experiencing homelessness in your state?
- ★ How many people are experiencing homelessness in the U.S.?

**Compare and contrast these two contrary approaches to combat Homelessness: Addressing Homelessness and Homelessness in America: An Overview.**

- ★ How do these two approaches differ in addressing homelessness?
- ★ Which American city has experienced great success in reducing homelessness?
- ★ How much does the typical person experiencing homelessness cost the government?
- ★ How much does it cost the government to house a person experiencing homelessness?

**Read Faith-Based Organizations: Fundamental Partners in Ending Homelessness.**

- ★ How many people can faith-based organizations house any given night?
- ★ What are key elements that faith-based organizations bring to bear on the issue of homelessness?

**Read Christians Should Be Motivated to Minister to Homeless People.**

- ★ What are some of the reasons people experience homelessness?
- ★ What is the Christian motivation for ministering to homeless people?

**4. Write two (2) essays (500 word minimum each)**

- ★ **What is the role of the government regarding the issue of homelessness?** Consider proper jurisdiction – if and how local, state, and federal governments should be involved in addressing the issues of homelessness in America.
- ★ **What is the role of the church and individuals regarding the issue of homelessness?** Research how the church has historically been involved in this, discussing both failures and successes. How can the church step up in this area, and what can you do as an individual to affect change in your community?

**HOMEWORK NOTE**

***Print two copies of each essay. You will keep one copy of each essay 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.***

## OPTIONAL ACTIVITY

The following assignment will give you 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 you complete it in preparation for the class.

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### 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. During the week, every Student will participate in elections in some capacity: Candidate, Campaign Manager, Grassroots Activist, and Voter. With so many opportunities for participation 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 for 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 made 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

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**Please bring these items to class on Monday:**

- Two copies of your State Political Fact Sheet
- 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 Constitutional Analysis Worksheet
- Two copies of each of your Alumni essays
- One copy of your Campaign Preparation notes (*optional*)



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

# Pre-Class Vocabulary List

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Research the terms using a dictionary or other reference resources, then define each term in your own words. Remember, you won't need to turn in this worksheet, but you will need to bring a copy with you for your personal reference during the class.

## 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 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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**SECTION THREE**

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Republic

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Democracy

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Democratic Republic

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Which of these terms best describes the United States' form of government at the federal and state level? Why?

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SECTION FOUR

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Legislative Branch

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Executive Branch

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Judicial Branch

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Checks and Balances

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How does the separation of powers between the Legislative, Executive, and Judicial branches provide *Checks and Balances* for one another?

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SECTION FIVE

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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* and *Appointment*?

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**SECTION SIX**

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Political Party \_\_\_\_\_

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Bipartisan \_\_\_\_\_

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**SECTION SEVEN**

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District \_\_\_\_\_

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Redistrict \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Gerrymander \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the difference between *Redistricting* and *Gerrymandering*? \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

SECTION EIGHT

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Primary Election

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General Election

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Runoff Election

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Grassroots

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What are examples of *Grassroots* involvement in elections?

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

# State Political Fact Sheet

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

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1. My Senator is \_\_\_\_\_.
2. There are (#) \_\_\_\_\_ Senators currently in office in my state.
3. The ratio of Democrats, Republicans, Independents, and vacancies in the Senate is \_\_\_\_ D, \_\_\_\_ R, \_\_\_\_ I, and \_\_\_\_ V.
4. My Governor is \_\_\_\_\_.
5. My Lt. Governor is \_\_\_\_\_.
6. My Attorney General is \_\_\_\_\_.
7. My Secretary of State is \_\_\_\_\_.
8. My Chief Justice is \_\_\_\_\_.
9. My President of the Senate is \_\_\_\_\_.
10. I live in state Senate District number \_\_\_\_\_.
11. There are (#) \_\_\_\_\_ Supreme Court Justices in my state.
12. My state Supreme Court Justices are:  Elected  Appointed  
If both, please explain the process: \_\_\_\_\_

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# Sample Letter to your Senator

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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



## HOMWORK TIP

*Always use the correct title of Senator when writing your letter!*



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

# State of the State Address Worksheet

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Read or watch your Governor's most recent State of the State Address. Create a list of the issues addressed (three or more) by your Governor in his/her speech.

ISSUE # 1 \_\_\_\_\_

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ISSUE # 2 \_\_\_\_\_

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ISSUE # 3 \_\_\_\_\_

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ISSUE # 4 (OPTIONAL) \_\_\_\_\_

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ISSUE # 5 (OPTIONAL) \_\_\_\_\_

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# 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 ←	<b>Author</b>
Senate Bill # _____ ←	<b>Bill number</b>
<b>A BILL TO BE ENTITLED AN ACT</b>	
Motorist Safety Act of 2023 ←	<b>Title</b>
<b>PURPOSE:</b> To reduce the number of deaths and severe injuries caused by traffic accidents. ←	<b>Reasons you think this bill is important.</b>
<b>BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF (your state name)</b>	
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. ←	<b>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.</b>
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. ←	<b>State exactly when your bill will take effect if passed.</b>
Section 6. Upon approval by the Governor, this bill will be reviewed by the Appropriation Committee for funding. ←	<b>State how your bill will be funded.</b>



## 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: \_\_\_\_\_

# Constitutional Analysis

## THE ARTICLES OF CONFEDERATION

Research the Articles of Confederation and answer the following questions:

★ Why did the Founding Fathers find it necessary to have a document establishing a structured government and law? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Based on your research, what were the *Articles of Confederation*? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Why did the Founding Fathers find it necessary to replace the *Articles of Confederation*? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## THE CONSTITUTION

Research the U.S. Constitution and answer the questions below. Consider referring to The Heritage Guide to the Constitution and the Interactive Constitution to get started.

★ Describe the difference between an *Article* and an *Amendment* in the Constitution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ Where in the Constitution is the process for amending defined? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ Define *Ratification* as it pertains to the Constitution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ Define *Enumerated Powers*: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ Define *Implied Powers*: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ Research and identify Biblical principles that support the rights protected by the Constitution:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ What role should the government play in preserving these rights and principles?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_