First-Time Nebraska Pre-Class Homework

2026 STATE CLASSES

TeenPact
LEADERSHIP SCHOOLS

FOR STUDENTS AGES 13-19

2026 FOUR DAY FIRST TIME HOMEWORK - NEBRASKA

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 6 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.

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

- You can purchase a digital download online 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 (pages 7-12).

- 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 13) 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.
  - Open States (**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.*

---

5 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 14) when formatting your letter.
- Need to know where to send the letter? Go to Open States (**openstates.org**) and search for your state (not federal) 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 with proper formatting 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.

6 Read or watch your governor's most recent State of the State Address. Create a list using the worksheet (page 15) of the issues addressed (three or more) by your 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?

---

7 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 16) 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 in your topic choice.

---

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.
- ★ **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 Complete the Constitutional Analysis Worksheet (pages 19-20).

- ★ 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.

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.

---

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. 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, 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.**

TEENPACT
LEADERSHIP SCHOOLS

Name: _____

Completed Homework Checklist

Please bring these items to class on Monday:

- ☐ ☐ Two copies of your Pre-Class Vocabulary List
- ☐ ☐ 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 Bill Analysis Worksheet
- ☐ ☐ Two copies of your Constitutional Analysis Worksheet
- ☐ One copy of your Campaign Preparation notes *(optional)*

TEENPACT
LEADERSHIP SCHOOLS

Name: _____

Pre-Class Vocabulary List

Research the terms using a dictionary or other reference resources, then define each term in your own words. Remember, all students will need to know this information throughout the week.

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 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

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

_____

_____

_____

_____

_____

_____

SECTION SIX

Political Party

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? _____

TEENPACT
LEADERSHIP SCHOOLS

Name: _____

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 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 lieutenant-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: _____

    _____

    _____

    _____

Sample Letter to Your Senator

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 of senator when writing your letters.

TEENPACT
LEADERSHIP SCHOOLS

Name: _____

State of the State Address Worksheet

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

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**

Senate Bill # _____ ← **Bill number**

A BILL
TO BE ENTITLED
AN ACT

Motorist Safety Act of 2026 ← **Title**

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

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF (your state name)

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.

← **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 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 Appropiation 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 Legislature.

TEENPACT
LEADERSHIP SCHOOLS

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."

TEENPACT
LEADERSHIP SCHOOLS

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?

_____

_____

_____