

United States Government

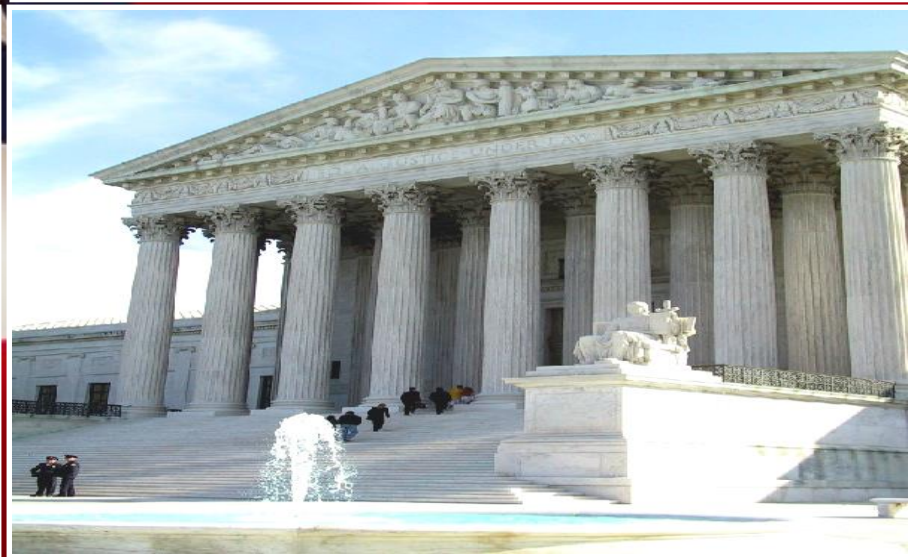
Q/A: Analyze the significance of Abraham Lincoln's quote:
"Government of the people, by the people, for the people." - Abe Lincoln, Gettysburg Address



The White House: Home & office of the United States President



United States Capital Building: Home of The Congress, House & Senate



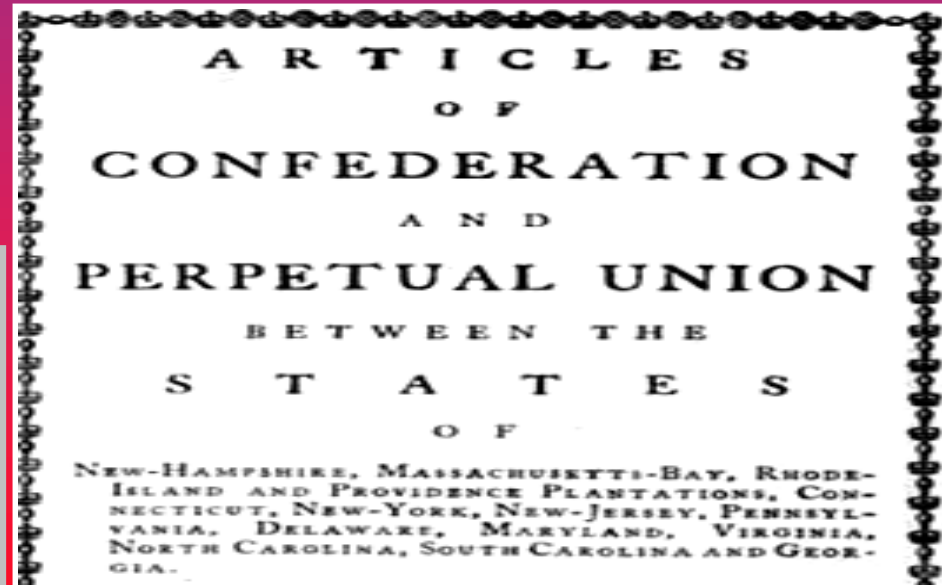
United States Supreme Court; Nine court Justices interpret laws

Articles of Confederation

- Second Continental Congress drafted Articles of Confederation during Revolutionary War to “loosely” unite states for war. Needed a central organization.
- Articles aspired to form a Republic, a government which citizens rule through elected representatives. Ancient Greece & Rome attempted republics.

Historical Perspective

Q/A: Infer why the Articles of Confederation, which was “a firm league of friendship” where states retained “its sovereignty, freedom & independence,” may encounter future problems.



Articles of Confederation united America for the first time

Problems of the Articles of Confederation

- Weak central government under Articles of Confederation. Designed to unite colonies for war; not well constructed to govern a new nation.
- Government could not pass a law unless 9 states voted in favor. Amendments, official change of document, needed approval of all 13 states. Very difficult to get all 13 to agree on anything.

Historical Perspective

Q/A: Analyze the chart & explain why U.S. Constitution was much more effective than the Articles of Confederation.

<u>Articles of Confederation</u>	<u>United States Constitution</u>
Most powers held by individual states	Powers shared between state & central government
National government had no power to tax, no power to enforce laws	National government had power to tax & regulate trade
Unicameral, one house legislature, no executive (president), no federal court system	Three branches: Executive, bicameral legislature, & judicial

The Critical Period

- Nation in *economic depression*, most of society in serious financial trouble. Historians refer to this as “*The Critical Period*,” between War & Constitution.
- Southern *plantations* & middle state *bread basket* farms struggled because of trade disruption.
- Northern cities struggled to trade, American money was worthless, even food *riots* started in some cities.

Economy & Culture

Q/A: Analyze why economic problems forced many to violence against tax collectors, local governments, & wealthy land prospectors who confiscated family farms & local businesses.



Desperate citizens resort to violence

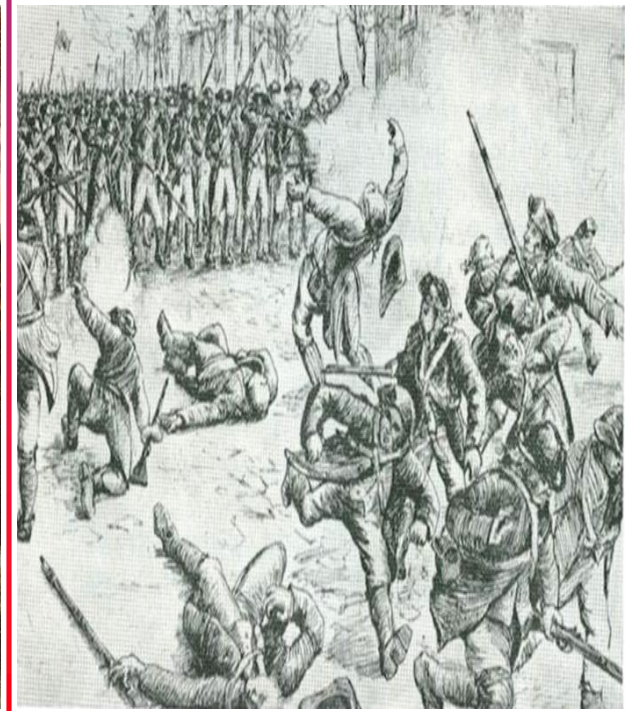
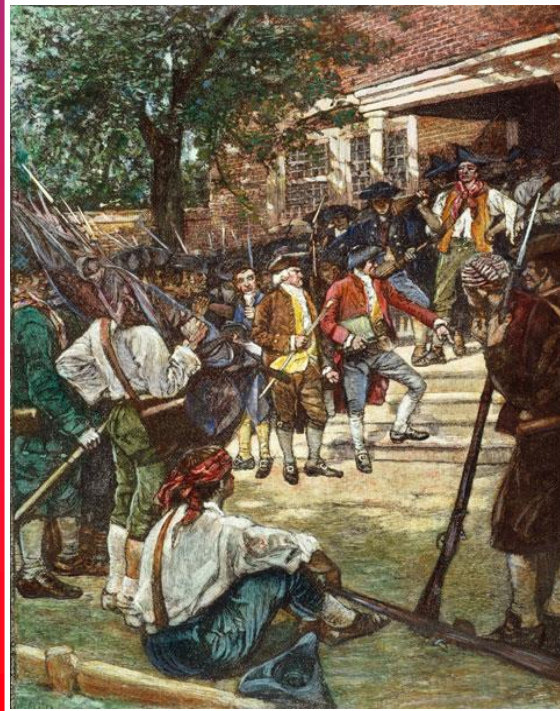
Shays's Rebellion

- Many lost farms because they could not pay taxes. Only valuable item of payment was property.
- Daniel Shays, former Continental Army Captain, led over 1000 farmers against Massachusetts government. 4 killed; forced federal government to make changes.

Societies & Government

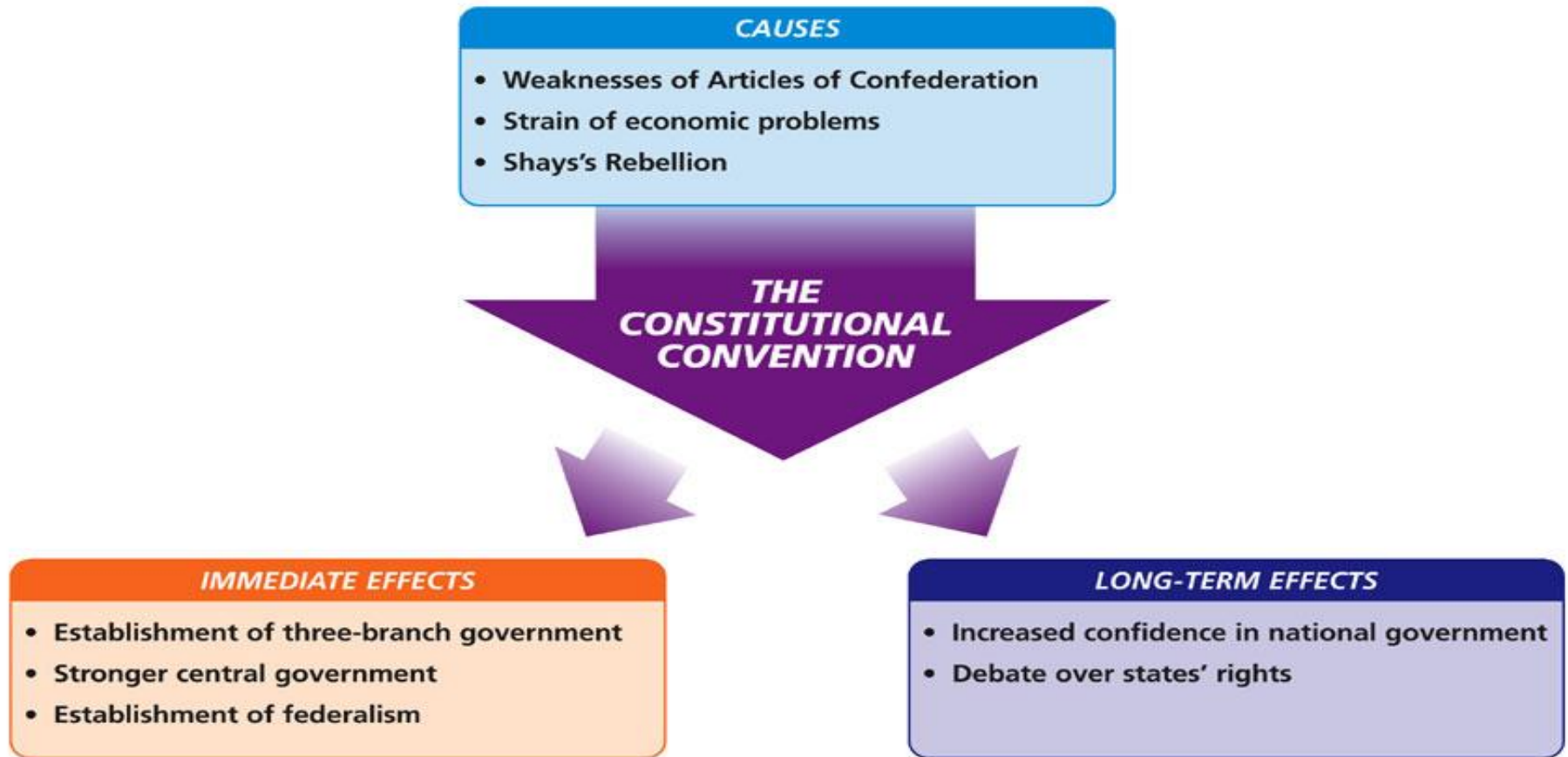
Q/A: Explain why the violence of Shays's Rebellion frightened many Americans.
Analyze how the rebellion helped lead to the United States Constitution.

Massachusetts militia kill 4 violent rebels



Constitutional Convention Causes & Effects

The Constitutional Convention



Government

Q/A: Explain causes of the Constitutional Convention. Describe immediate & long term effects of The Constitutional Convention.

Constitutional Convention 1787

- Delegates from states met in Philadelphia to fix problems of struggling government. Agreed to throw out Articles of Confederation but disagreed on two plans of government:
 - *Virginia Plan gave larger states more power. Wanted representation based on population.
 - *New Jersey Plan gave equal representation to states. Wanted equal representation for all states.

Societies & Government

Q/A: Analyze why large states argued against equal representation & small states argued against representation based on population. Predict what compromise will be made to solve the dispute.

Delegates debate structure & details of new Constitution's framework of government



The Great Compromise In Detail

The Great Compromise

VIRGINIA PLAN

- The legislative branch would have two houses.
- Both houses in the legislature would assign representatives according to state population or wealth.

NEW JERSEY PLAN

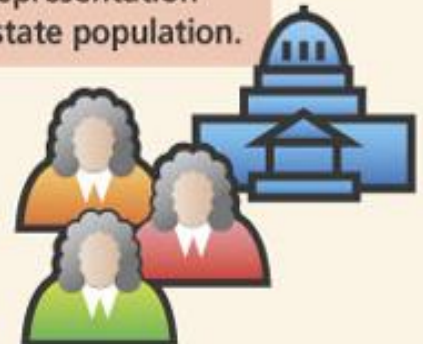
- The legislature would have one house.
- Each state would have one vote in the legislature.

THE GREAT COMPROMISE

- The Senate would give each state equal representation.

The legislature would have two houses.

- The House of Representatives would have representation according to state population.



Historical Perspective

Q/A: Explain how the delegates compromised & cooperated to form our United States Congress, a two house legislature.

The Great Compromise

- A bicameral, two-house legislature, was created.
- House of Representatives based on population.
- Senate based on equal representation.
- Constitution created system of Federalism, sharing of power between state & federal governments.

Culture & Societies

Q/A: Explain why compromise through the bicameral legislature, separation of powers between federal, state, & local governments were necessary to form The United States Constitution.

Bicameral Congress: House & Senate

House of Representatives

Senate



Three-Fifths Compromise

- North & South argued about representation power & how to count slaves. North did not want slaves to count in population & South wanted to count all slaves. Agreed on Three-Fifths Compromise, counted 5 slaves for 3 citizens for representation in Congress.

North based economy on cheap paid labor, farming, manufacturing, & markets



South based economy on agricultural cash crop plantations & slavery



Historical Perspective

Q/A: Analyze why compromise, necessary to unite America, later helped lead to Civil War between North & South.



Constitution Preamble

Preamble states main ideas:

- Form a more perfect union (**unite states**)
- Establish justice (**law & order**)
- Insure domestic tranquility (**homeland peace**)
- Provide common defense (**U.S. military**)
- Promote general welfare (**policies for people**)
- Secure liberty (**protect individual rights**)
- Popular Sovereignty (**authority of the people**)



U.S. Military

Historical Perspective

Q/A: Explain the significance of, “We The People,” as the first three words of the U.S. Constitution’s Preamble.

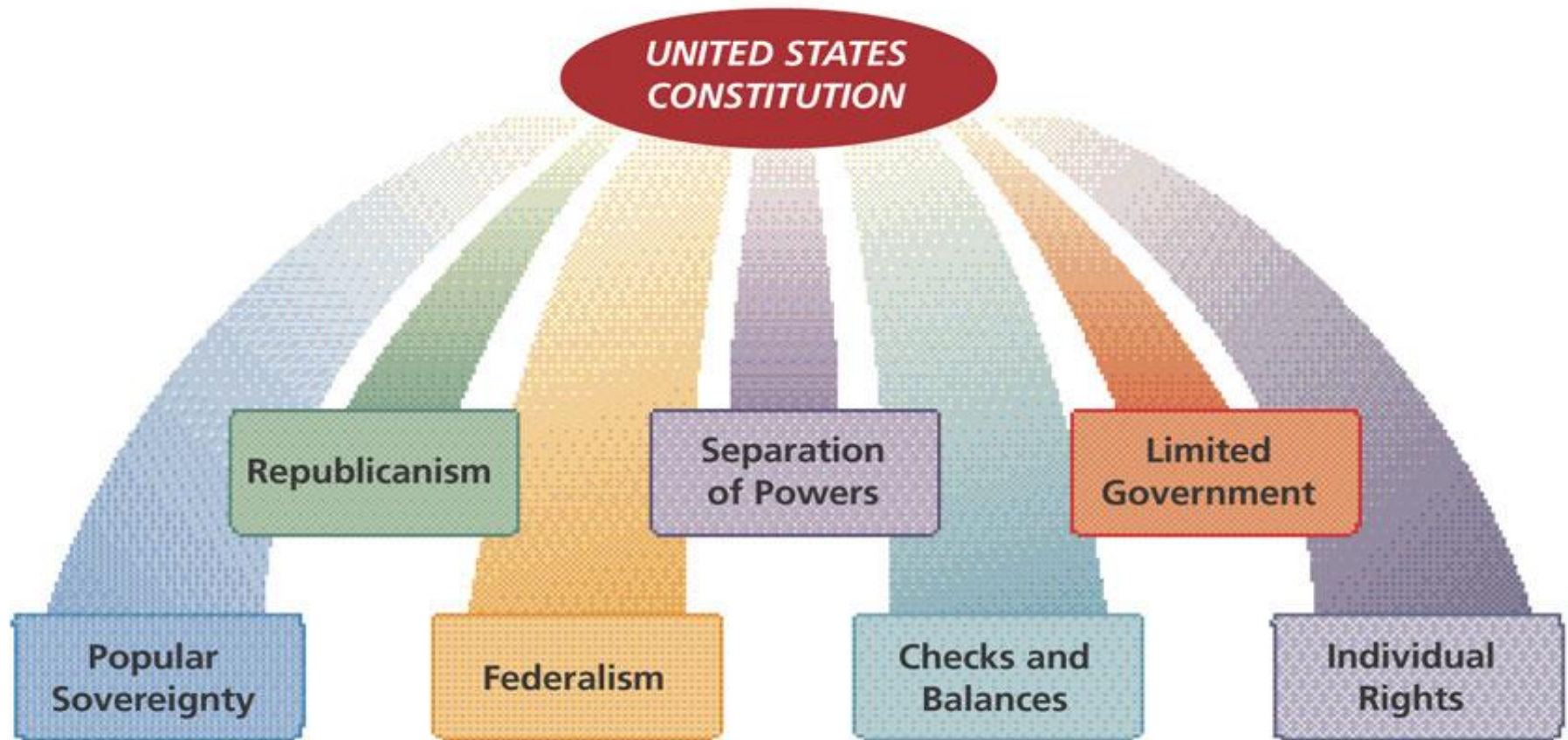


Justice for all



Symbols of America

United States Constitution Breakdown



Government & Societies

Q/A: Explain each of the seven major principles of the United States Constitution.

Article I: Legislative Branch

- Congress: Bicameral house, law-making branch.
 - Senate: Equal Representation, 2 per state. (6 year term)
 - House of Representatives: Representation based on population; closest to common people. (2 year term)
- * Powers of Congress: create laws, tax, coin money, regulate national trade, declare war, impeach officials, ratify treaties.

Societies & Government

Q/A: Explain why the Constitution granted Legislative Branch, Congress, the power to make laws, declare war, & tax.

House committee debate details of bill proposal



How A Bill Becomes A Law

Societies & Government

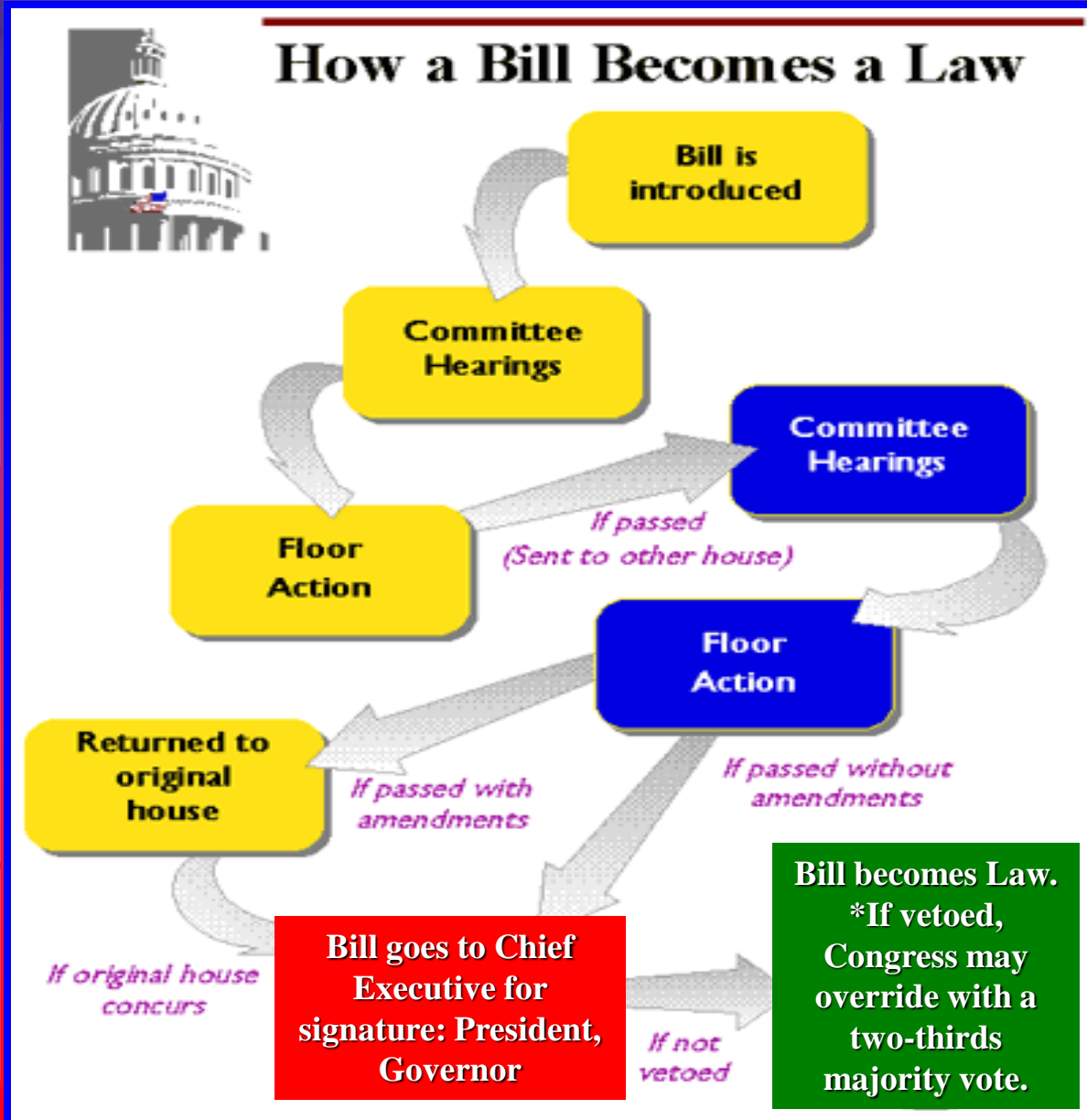
Q/A: Analyze the diagram & explain the process of how a bill becomes a law.

Checks & Balances

Executive Branch can veto bills, call special sessions of Congress, & recommend laws.

Judicial Branch can declare laws "Unconstitutional."

<http://youtu.be/H-eYBZFZf8>



Article II: Executive Branch

- President, Vice President, Cabinet (4 year term)
 - Carry out / enforce national laws & policies.
- * Powers of President: Commander & Chief of military, conducts foreign relations with leaders, sets national agenda, appoints cabinet members, federal judges, & Supreme Court Justices.

Government & Societies

Q/A: Analyze the chart & explain why cabinet offices have increased over the course of history.

Checks & Balances

Legislative Branch can override veto, impeach & remove, refuse treaties & Executive appointments.

Judicial Branch can rule laws or executive acts are unconstitutional

Departments of the Executive Branch

<u>Department of State</u> (1789) Foreign Policy	<u>Department of Health & Human Services</u> (1953) Public Health
<u>Department of Treasury</u> (1789) Collects, borrows, spends, prints \$	<u>Department of Housing & Urban Development</u> (1965) City needs
<u>Department of Defense</u> (1949) Merged Departments of War & Navy	<u>Department of Transportation</u> (1966) Highways, air, sea, & RR's
<u>Department of the Interior</u> (1849) Public lands & natural resources	<u>Department of Energy</u> (1977) National Energy Plan
<u>Department of Justice</u> (1870) Law Enforcement	<u>Department of Education</u> (1979) Advice & Funding for schools
<u>Department of Agriculture</u> (1889) Farms & farm products	<u>Department of Veterans Affairs</u> (1989) Veterans services
<u>Department of Commerce</u> (1903) Trade, Tourism, Business	<u>Department of Homeland Security</u> (2001) Terrorism & Natural Disasters
<u>Department of Labor</u> (1913) Working conditions & wages	More to be determined...

American Presidential Elections

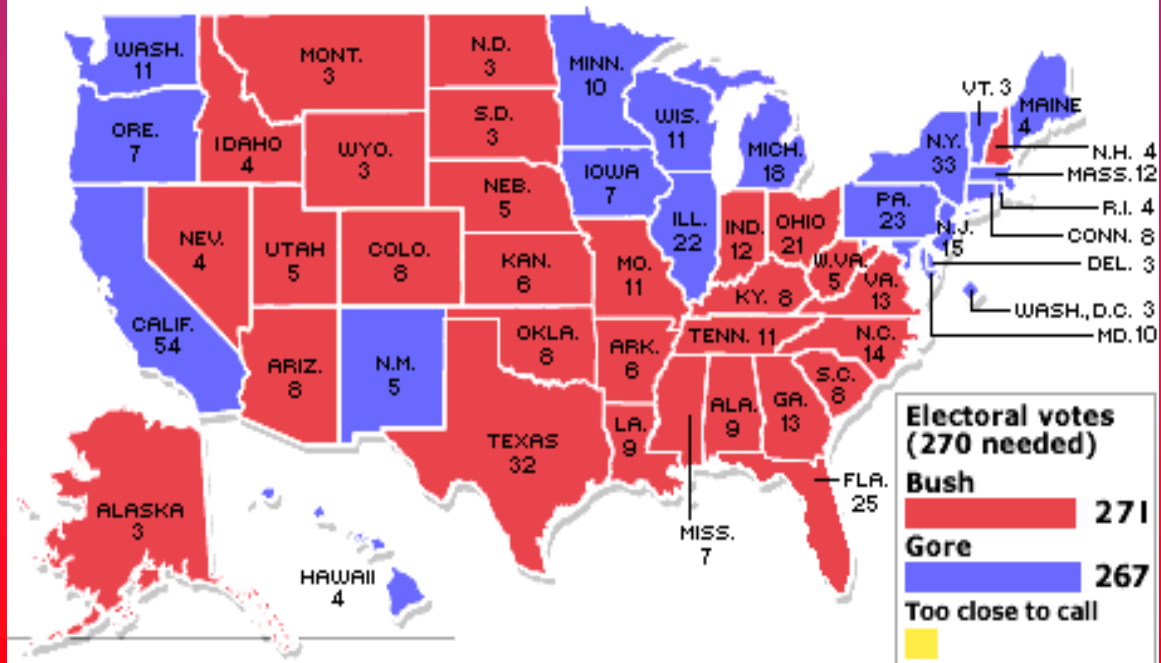
- Popular vote important, but Electoral College elects President. Some framers feared direct popular vote due to low education levels. Also created to give all states some voting relevance.
- Five occasions in U.S. history- 1824, 1876, 1888, 2000, and 2016 candidate with most popular votes not win.

Government & Societies

Q/A: Analyze the map & election results & argue why the Electoral College is still relevant in modern America.

*Popular Vote & States Won
Pres. Bush: 50,460,110 & 30
V.P. Gore: 51,003,926 & 21*
*Washington D.C

ELECTORAL VOTE MAP



Election of 2016

- Businessman **Donald J. Trump** (Republican) vs. Former First Lady, Senator, & Secretary of State **Hillary R. Clinton** (Democrat).
- **Main Issues**: Health Care, Economic Inequality, Terrorism, Foreign Policy (Russia, Iran, Syria, North Korea, “Brexit”), Gun Control, Treatment of Minorities, Immigration, Shifting Media Landscape.
- Clinton 1st female presidential nominee of a major political party. Clinton was big favorite, but Trump won large in Electoral College. 5th election (1824, 1876, 1888, 2000, 2016) that pop. vote winner lost.

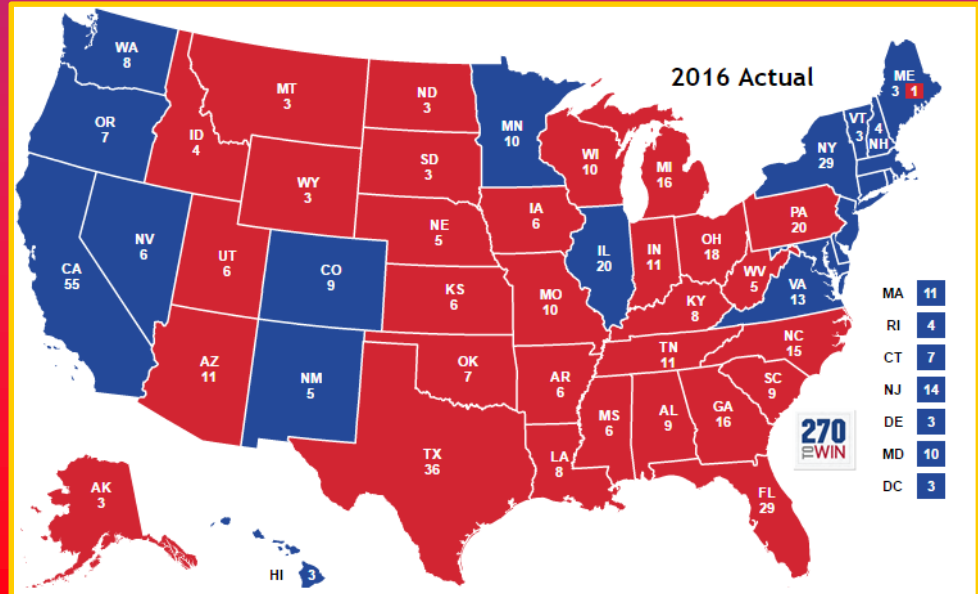


***Popular Vote & States Won**

Donald Trump: 62,980,160 & 30 (306)

Hillary Clinton: 65,845,063 & 21* (232)

***Washington D.C**



Article III: Judicial Branch

- Supreme Court (Term For Life) & Federal Court System
 - Interpret national laws, punishes lawbreakers
- * Powers of the courts: Judicial Review in cases involving Constitution, laws passed by Congress, & state disputes.

Q/A: Analyze chart & explain role of United States court system.

Checks & Balances

Legislative can create lower federal courts, refuse judicial appointments, propose amendments, impeach & remove judges

Executive can appoint Supreme Court & federal judges & grant pardons

Federal Courts: Lower, Appeals, Supreme Court

Supreme Court

Reviews cases appealed from lower federal courts & highest state courts



Court of Appeals

Review appeals from district courts



District Courts

Hold initial trials

Judicial Review

- Judicial review is the power of a court to review a law or an official act of a government for constitutionality or for the violation of basic principles of justice.

Culture & Societies

Q/A: Explain how the Supreme Court could rule segregation constitutional in 1896, & rule it unconstitutional in 1954.



Plessy v. Ferguson (1896) established "Separate but Equal." Wilson Elementary 1956.



Brown v. Board of Education, Topeka, Kansas (1954) Landmark Supreme Court ruling: school segregation unconstitutional.

Major Supreme Court Decisions

- **Marbury v. Madison, 1803 (4-0 decision)** Established the Supreme Court's power of judicial review over Congress.
- **Dred Scott v. Sandford, 1857 (7-2 decision)** Denied citizenship to African Americans both freed and enslaved.
- **Plessy v. Ferguson, 1896 (7-1 decision)** Established “Separate But Equal” segregation laws.
- **Brown v. Board of Education of Topeka, Kansas, 1954 (9-0 decision)** Declared “Separate was not equal” & declared Segregation unconstitutional.
- **Gideon v. Wainwright, 1963 (9-0 decision)** Criminal defendants have a right to an attorney even if they cannot afford one.
- **Miranda v. Arizona, 1966 (5-4 decision)** Prisoners must be advised of their rights before being questioned by police.
- **Roe v. Wade, 1973 (7-2 decision)** Abortion rights extended throughout the land.
- **National Federation of Independent Business v. Sebelius, 2012 (5-4 decision)** Upheld the mandate that most Americans have health insurance.
- **Obergefell v. Hodges, 2015 (5-4 decision)** Same-sex marriage is legalized across all 50 states.

System of Checks & Balances

Legislative Branch (Congress)

Executive Branch: Override veto, impeach & remove, refuse treaties & Executive appointments.

Judicial Branch: Create lower federal courts, refuse judicial appointments, propose amendments, impeach & remove judges

Executive Branch (President)

Legislative Branch: Veto bills, call special sessions of Congress, & recommend laws.

Judicial Branch: Appoint Supreme Court & federal judges & grant pardons

Judicial Branch (Supreme Court)

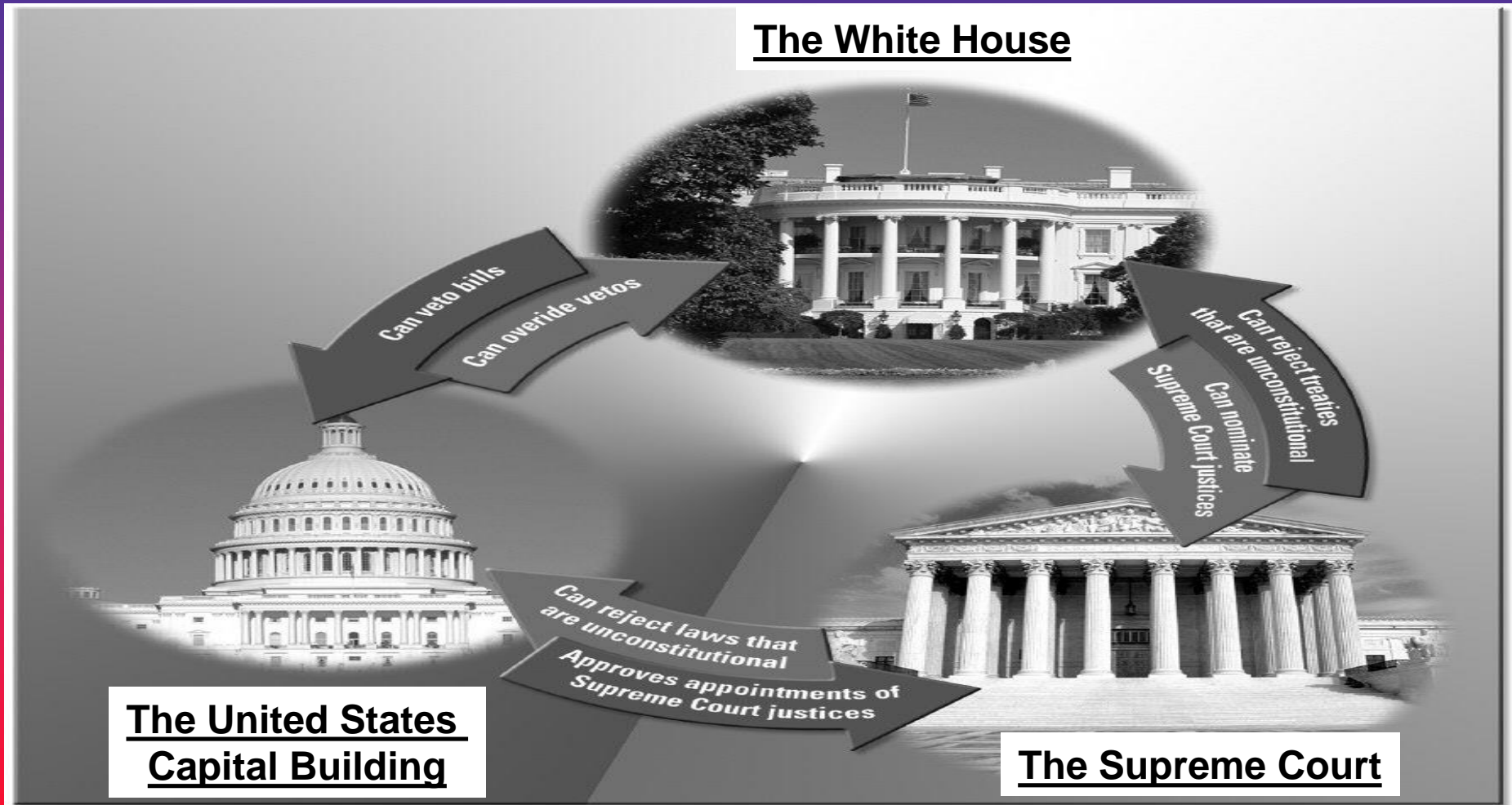
Executive Branch: Rule laws or executive acts unconstitutional

Legislative Branch: Declare laws unconstitutional.

Government & Civics

Q/A: Analyze how the System of Checks & Balances, designed by the Constitution, prevented any one branch from becoming too powerful.

System of Checks & Balances



Q/A: Analyze the image. Explain why both the Congress and the President share the blame for tax bills that affect the American people.

Federalism: Federal & State Governments

Q/A: Explain why powers of state & federal government are sometimes shared & sometimes separate.

National

- Declare War**
- Maintain armed forces**
- Regulate interstate & foreign trade**
- Admit new states**
- Establish post office**
- Set standard weights & measures**
- Coin Money**
- Establish foreign policy**
- Make necessary & proper laws**

Shared

- Maintain law & order**
- Levy taxes**
- Borrow Money**
- Charter banks**
- Establish courts**
- Provide for public welfare**

State

- Establish & maintain schools**
- Establish local governments**
- Regulate business within state**
- Make marriage laws**
- Provide public safety**
- Assume other powers not given to national government**

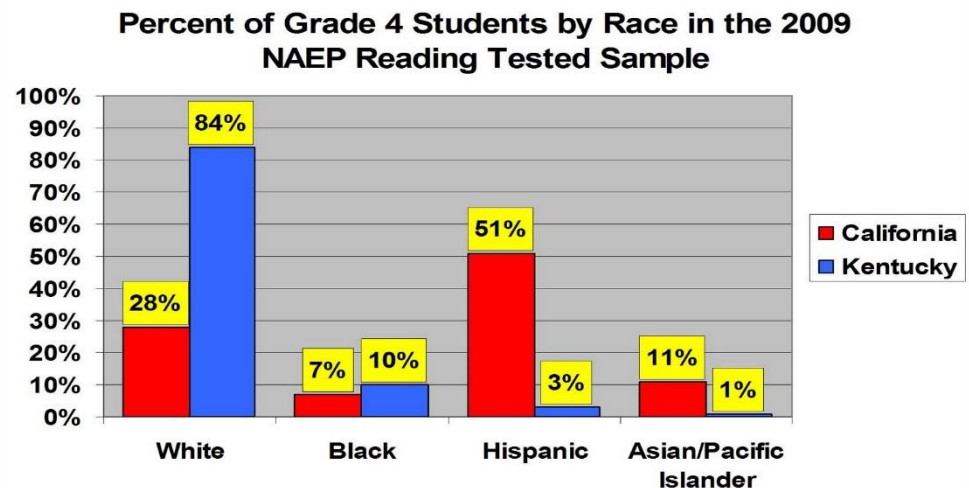
Federalism: Need For Shared Power

- **Federalism** needed for states to **ratify** Constitution. State governments, which held majority of control under **Articles of Confederation**, would not accept new Constitution without shared & separate powers.
- Federal government realized states needed power for state & local issues, but needed strong central power or new nation would fail.

Culture & Societies

Q/A: Analyze the chart & explain why it is better for state & local governments to establish & maintain schools than the federal government.

California & Kentucky Schools compared



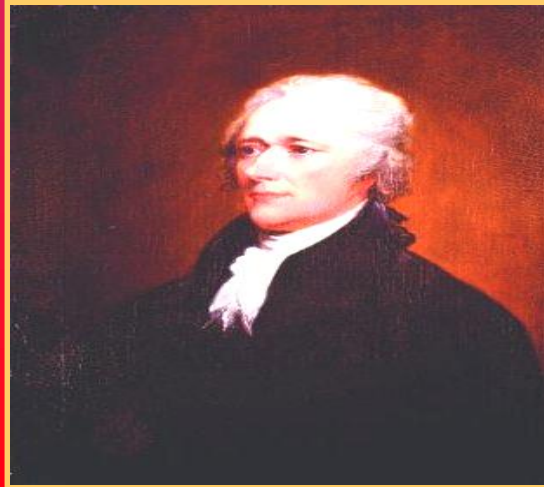
Opposing Viewpoints

- Not everyone supported Constitution. Some feared a powerful central government may take away liberty.
- Federalists supported Constitution & strong central govt. Anti-Federalists opposed Constitution & *strong central government*, favored more state & local power.
- Anti-Federalist only supported Constitution with a Bill of Rights to protect individual rights & liberties.

Government & Societies

Q/A: Explain why Anti-federalists refused to support Constitution until it had a *Bill of Rights*; protective shield for individual rights.

Alexander Hamilton
Federalist



Patrick Henry
Anti-Federalist



Federalists & Antifederalists

FEDERALISTS

- Supported removing some powers from the states and giving more powers to the national government
- Favored dividing powers among different branches of government
- Proposed a single person to lead the executive branch

ANTIFEDERALISTS

- Wanted important political powers to remain with the states
- Wanted the legislative branch to have more power than the executive
- Feared that a strong executive might become a king or tyrant
- Believed a bill of rights needed to be added to the Constitution to protect people's rights

Government & Historical Perspective

Q/A: Explain why Federalists & Antifederalists were forced to cooperate & compromise to reach agreement on the U.S. Constitution.

Modern Political Parties

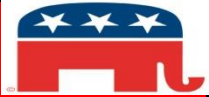
Democratic Party



Left Wing (Liberals)

- More government power/programs
- More government funding for social programs, Higher taxes
- Economy is big priority (pro worker)
- Less military for national defense
- Pro-Choice (abortion is okay)
- Anti-Death Penalty
- Support worker labor unions
- Separation of church/state, no religious values in government
- More concerned with environment
- Support "Universal Health Care," run by government & paid for by tax payers.
- Support less border security, want more safety nets for illegal immigrants

Republican Party



Right Wing (Conservatives)

- Less government power/programs
- Less government funding for social programs, Lower taxes
- Economy is big priority (pro employer)
- More military for national defense
- Pro-Life (against abortion)
- Pro-death Penalty
- Against worker labor unions
- Separation of church/state, religious values respected in government
- Less concerned with environment
- Support "Health Care," but want it run more at state, local, & through private businesses.
- Support more border security, want less safety nets for illegal immigrants.

Government & Societies

Q/A: Analyze the political spectrum chart & describe what political party most represents your beliefs.

Bill of Rights

- **Bill of Rights** First 10 amendments of the Constitution: Protects individual & state rights.
- **1st Amend**: Freedom of speech, religion, press (media), *peacefully* assemble, & petition government.
- **2nd Amend**: Right to bear arms. (own weapons)

Culture & Societies



Civil Rights protesters



NRA advocate 2nd Amend

Q/A: Explain why the framers made these freedoms the first two Amendments.
Analyze pictures & describe why there are restrictions to 1st & 2nd Amendment rights.



KKK preach hate

Your Rights Are Like Your Muscles



EXERCISE THEM

© flashbunny.org

Assault weapons debate

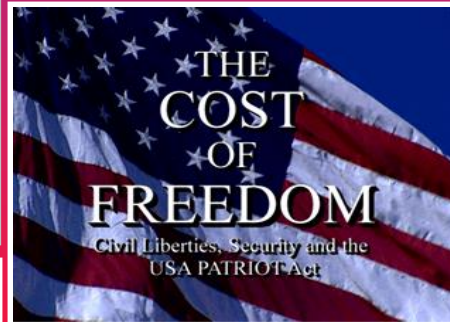
- **3rd Amend**: Protection from quartering troops
- **4th Amend**: Protection from illegal search & seizures

Government & Societies

Q/A: Explain why evidence may be thrown out of court if obtained illegally. Argue whether or not we give up too many 4th Amendment rights with increased airport security, internet filters, & international wire taps.



Officers present search warrant



“Those who surrender freedom for security will not have, nor do they deserve, either one.”- Ben Franklin



Airports search all customers

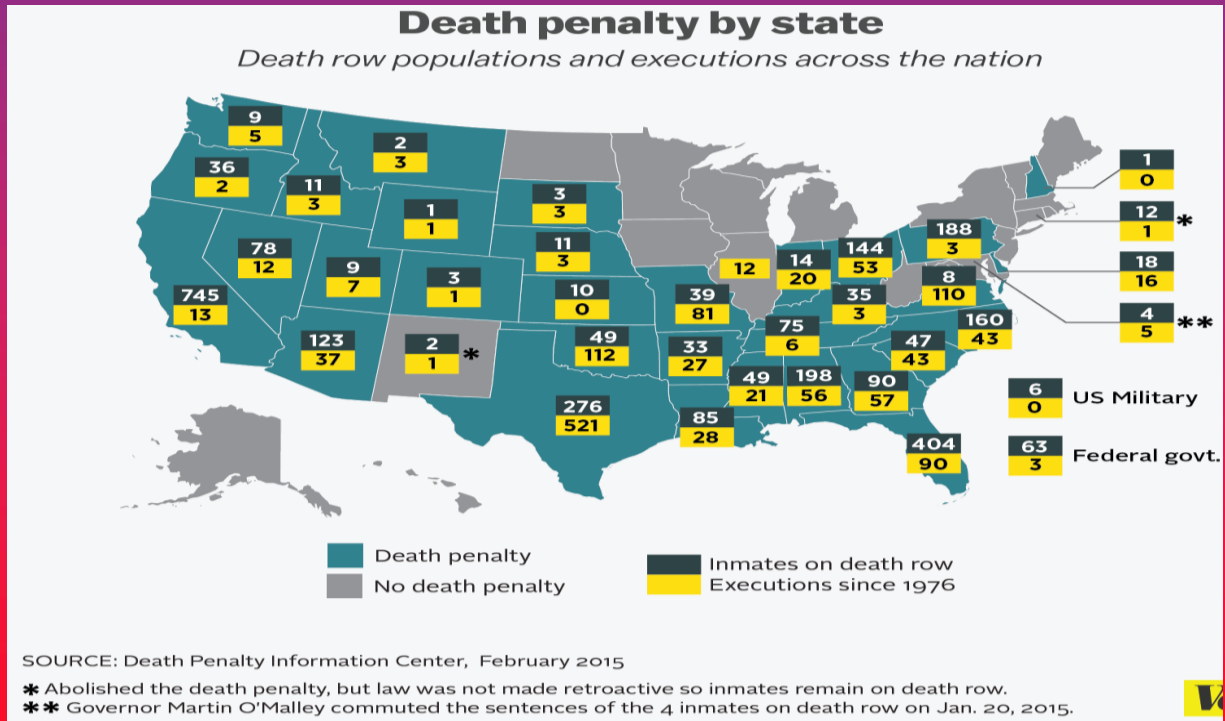
Debate over privacy vs. security

- **5th Amend**: Rights of Accused: Do not have to testify against yourself, protected from **double jeopardy**
- **6th Amend**: Right to jury & a fair & speedy trial
- **7th Amend**: Right to jury in a Civil lawsuit
- **8th Amend**: Protection from cruel & unusual punishments & excessive bails

Q/A: Explain the importance of right to trial by a “jury of your peers.”



The 8th Amendment
 "...excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."



Q/A: Argue whether or not the death penalty is “Cruel & unusual punishment.”

- *The Bill of Rights* serves like a protective shield for personal liberties & justice.
- *9th Amend*: Powers reserved to the people. (rights are not limited to those mentioned in the Constitution)
- *10th Amend*: Powers reserved to the states. (protects from all powerful federal government)

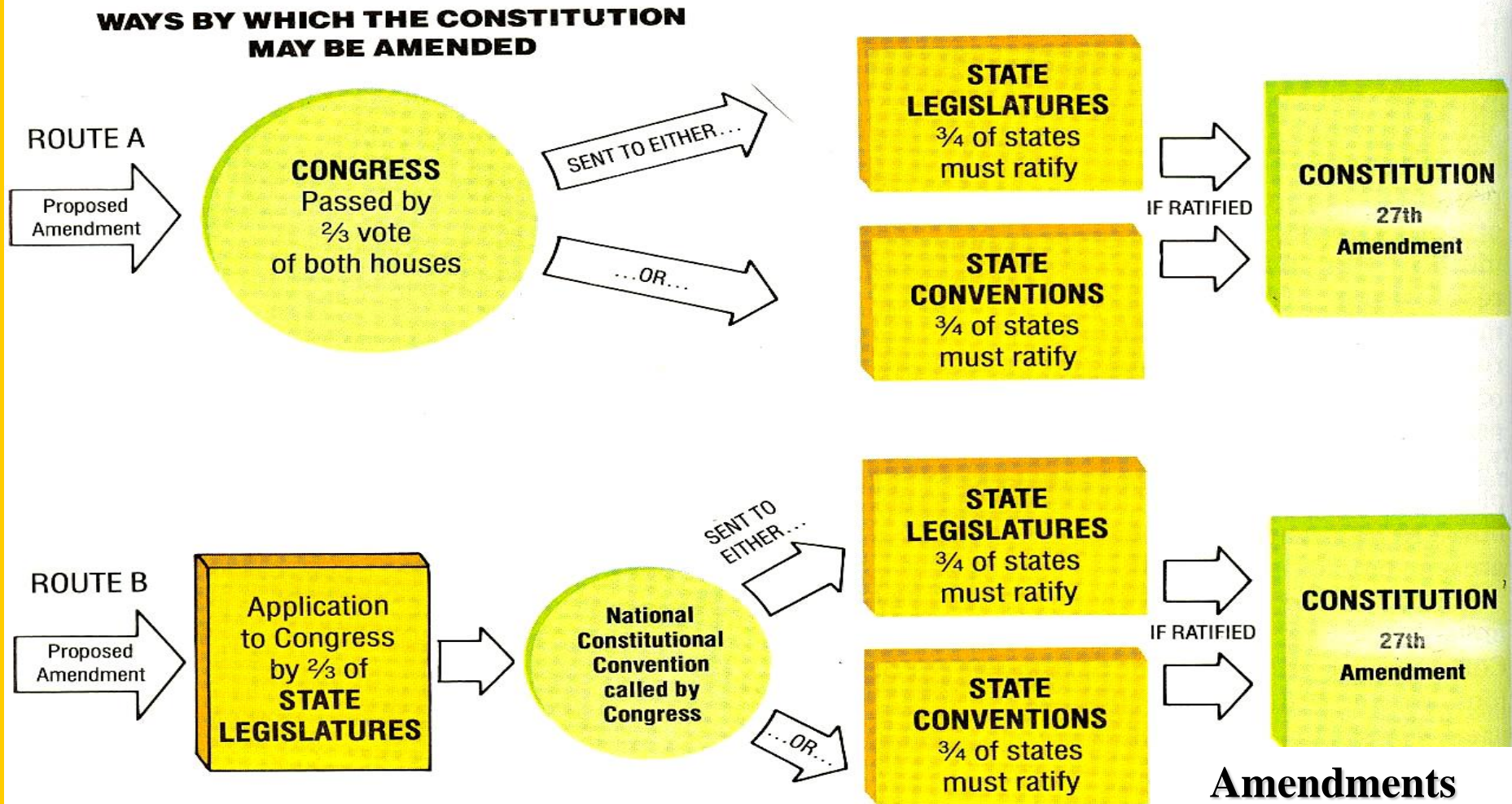
Political Cartoon

Q/A: Analyze the political cartoon & describe why the balance of security & liberty is a constant struggle for the American people & government.



Constitutional Amendments

Q/A: Analyze the chart & explain why the framers made it possible yet difficult to amend The United States Constitution.



Notable Amendments

- 13th Amendment: 1865 Ended slavery
- 14th Amendment: 1868 guaranteed “Equal Protection.”
- 15th Amendment: 1870 Prohibits vote based on race

Historical Perspective



Q/A: Analyze the impact Jim Crow Laws & segregation had on the development of America for one hundred years.



August 28, 1963, nearly 100 years after the Civil War, Dr. King marched for African-American suffrage rights



January 20, 2009, 41 years after the assassination of Dr. King, America inaugurated its 1st black President.

- **19th Amendment**: 1920
Woman's Suffrage
(Voting Rights)
- **24th Amendment**: 1964
Eliminates Poll Taxes
(African-American Vote)
- **26th Amendment**: 1971
Voting Rights for 18
year-olds, war age
citizens

Historical Perspective

Q/A: Explain the importance the seventy-year fight for Woman's Suffrage had on the development of America.
Analyze how the Vietnam War lead to the 26th Amendment.



Women fought for right to vote from before Civil War in 1848 until 1920



Teenagers burn Vietnam draft cards in 1968, able to go to war but not vote

Political Cartoons

- Political cartoons use artwork & satire to send a message about political issues. Artist gives point of view.

Culture & Historical Perspective

Q/A: Interpret political cartoon
about how well the Republican &
Democratic parties work together.



Q/A: Interpret political cartoon
on the status of the American
debt crisis.



Rights, Responsibilities & Duties of Citizens

- **Citizen Rights**: Participating in community activities, voting in elections
- **Citizen Responsibilities/Duties**: Obey the law, pay taxes, serving on a jury, registering for military.

Societies & Government

Q/A: Describe the difference in a civic right & a civic responsibility/duty.
Explain why active citizen participation is essential to a successful representative democracy.

Get out to vote
advertisement



Change doesn't happen
unless WE make it happen

Jurors study trial
evidence



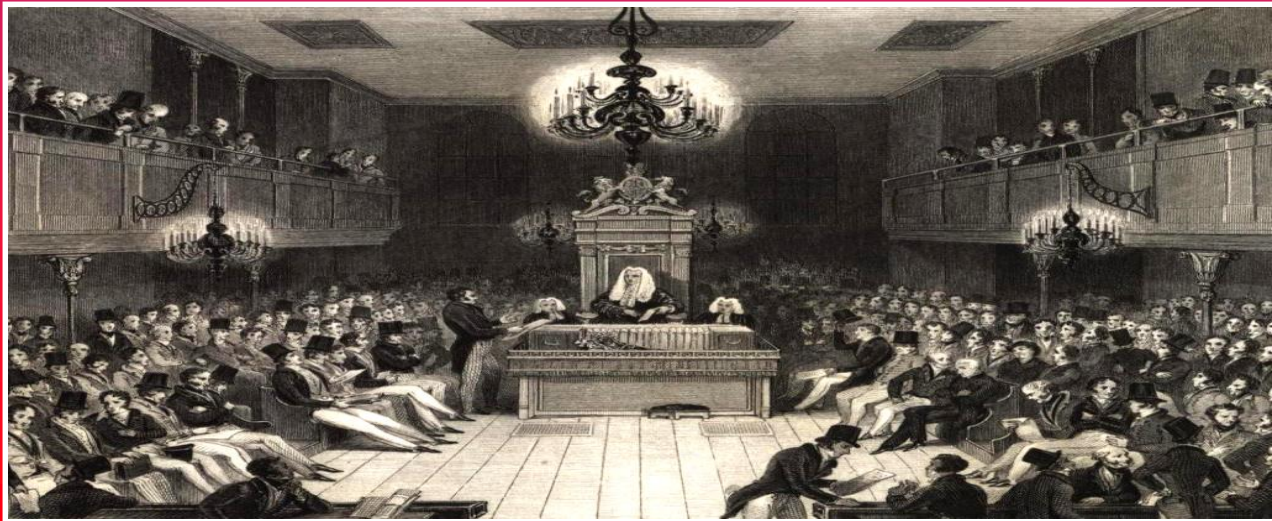
British Influences On Constitution

- *Magna Carta* (1215) Weakened power of king. Forced to accept “*the will of the king could be bound by law.*”
- *The English Bill of Rights* (1689) Statement of certain positive rights that citizens &/or residents of a constitutional monarchy ought to have. Natural Law.
- *British Parliament: bicameral* with upper house, House of Lords, & a lower house, the House of Commons

Historical Perspective

Representatives of British Parliament meet with king

Q/A: Explain the role British heritage played in the development of The United States government.



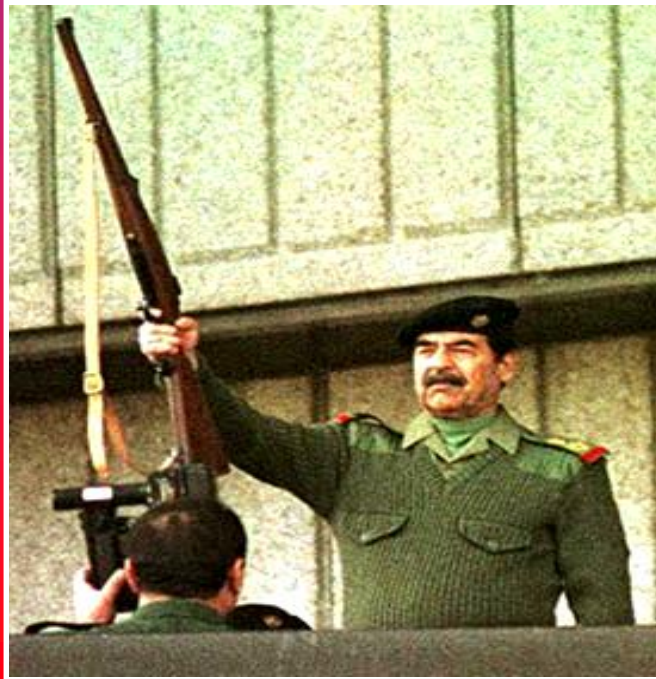
Common Forms of Government

- Monarchy: rule of single leader, king or queen
- Democracy: rule of direct popular vote
- Republic: people rule through elected officials
- Dictatorship: rule of one person or small group
- Theocracy: ruled by religious leaders

Government & Civics

Q/A: Compare
purposes &
sources of
power in the
most common
forms of
government.

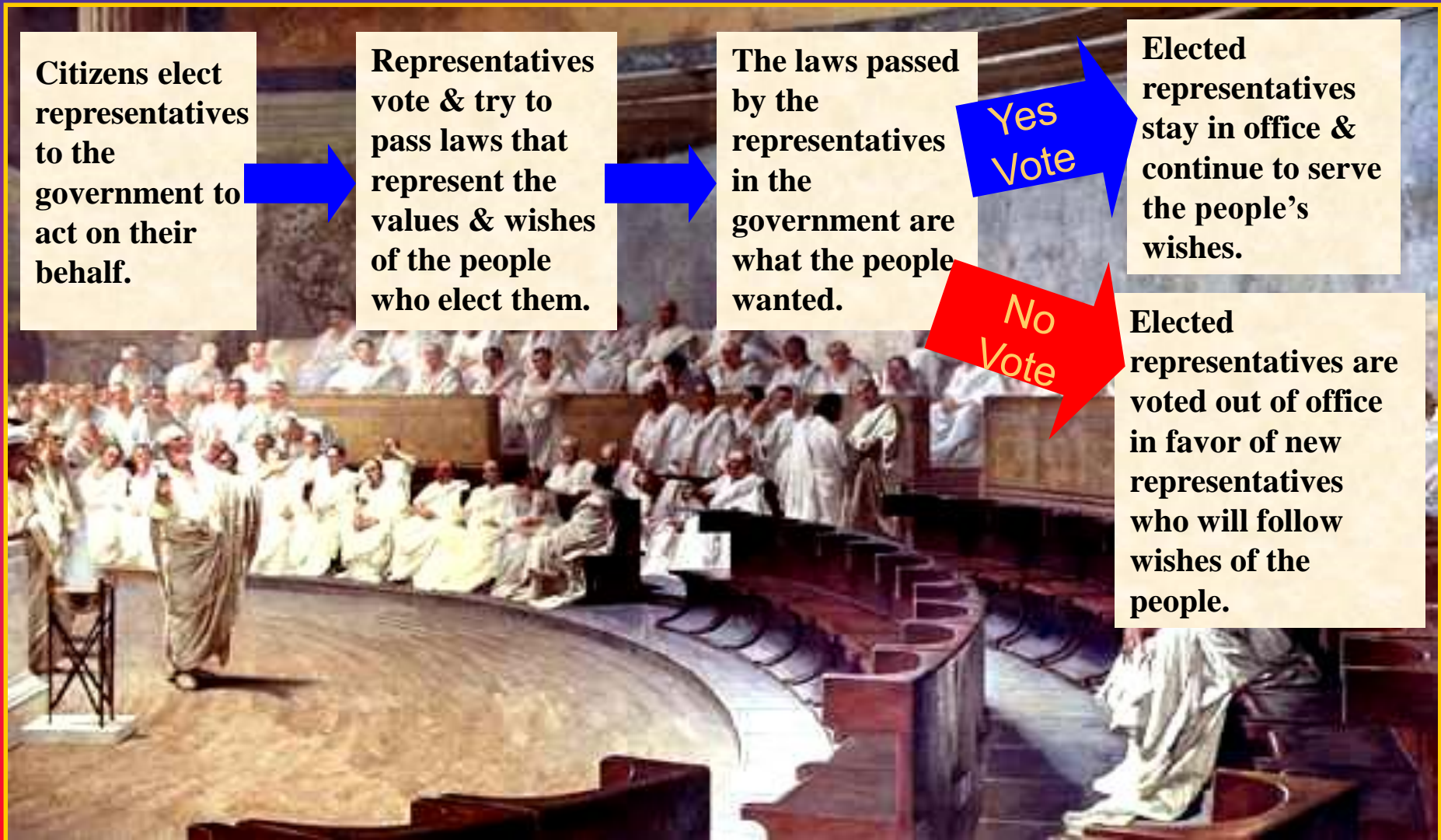
Saddam Hussein, Dictator



Theocracy v. Democracy



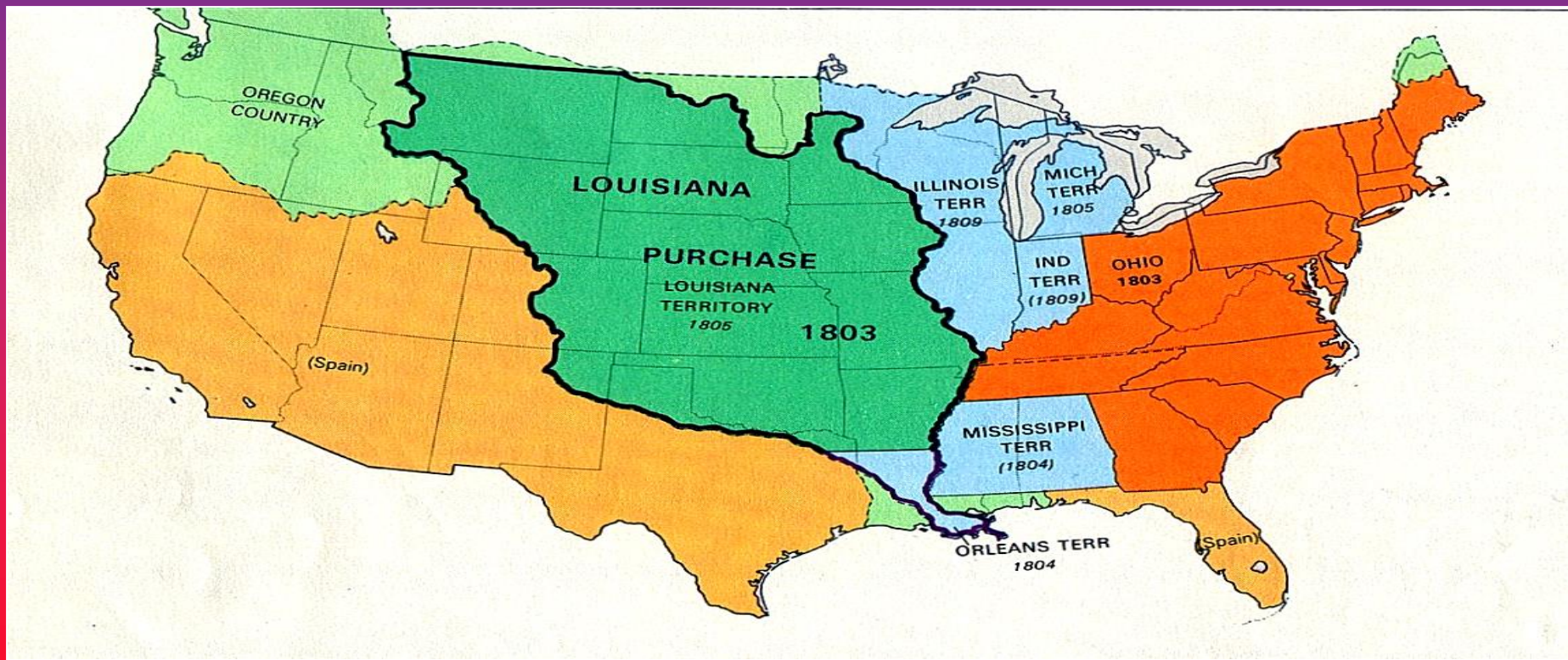
Q/A: Analyze the flow chart & describe how the Roman Republic influenced the American system of government.



Roman senators debate laws during Roman Republic

Built To Last, Built To Grow

-America grew rapidly during the 1800s. Each new territory presented a challenge in spread of a democratic republic & balance of power between North & South.



Q/A: Explain how the growth of democracy & geographic expansion were significant to the development of America.

Separation of Powers

U.S. Constitution



Legislative Branch *Congress*

- Writes the laws
- Confirms presidential appointments
- Approves Treaties
- Grants money
- Declares War
- Bring up charges of Impeachment

Executive Branch *President/Cabinet*

- Proposes laws
- Enforces laws
- Commander and Chief of armed forces
- Appoints Ambassadors & other officials
- Conducts foreign policy
- Makes treaties

Judicial Branch *Supreme Court*

- Interprets the Constitution & other laws
- Reviews lower-court decisions
- Declares laws Constitutional or Unconstitutional

Q/A: Explain how the separation of powers keeps power balanced in the U.S. Constitution & prevents one branch from gaining too much power.

Law Making Simulation

- Assignment will give you an inside look into the law-making process within the Legislative Branch. The process requires hard work, research, skilled debate, & persuasion. All group members need to contribute! Grades will be given on an individual (not group) basis.
- You will serve as a member of the Legislative Branch, the Kentucky State Assembly. The Legislative Branch enacts legislation (make laws) for state citizens. Your group will identify an issue or problem you feel needs to be changed, & author a bill to provide a solution. The bill should include all of the following:

Title: An act to ...

Enacting Clause: Be it hereby enacted by the annual Youth Legislature of the Commonwealth of Kentucky.

Body of the Bill: (Number every line of the Bill so people can quickly reference it)

1. **Section I:** State the purpose of the bill.
- 2.
3. **Section II:** State the current problem faced and how your bill will help solve
4. the current problem.
5. **Section III:** State the approximate cost of the bill, and where you
6. may find the funds to pay for enacting it.
7. **Section IV:** State when the bill will be enacted.

*(Bill should have at least four sections, more possible)

Bill to Law Process

- The Body of the Bill should include factual information, clearly & concisely stated. For "floor" debate process you will have 3 minutes total to introduce & give a summary speech for your bill on the floor. Introductions are meant to "sell" your bill & persuade Congress to support your bill. It should be no longer than one minute 30 seconds so you have time at the end to give your closing argument & rebut any arguments against your bill. After your opening, I will call on delegates for "Pro-Con" debate. During this time, we will have at least 3 speeches in favor, & 4 speeches against your bill. Speeches in favor & against are not personal attacks or endorsements, rather arguments for or against the bill.

Debate Process

1. **Bill introduction**: Try to persuade the legislative body to vote for your bill. You will have 3 minutes total for introduction and closing arguments, so use your time wisely. Introductions and closings should be about 1 minute 30 seconds each. Use current event, personal, and or shocking examples to try and persuade the legislature to agree with your bill. Explain with detail WHY it is important for your bill to be passed into law.
2. **Pro-Con debate**: There needs to be at least 3 speeches in support and 3 speeches against a bill, maybe more. Each person will have 30 seconds maximum to speak in favor or against the bill. Other students may move to the front of the room and ask a delegate to "Yield" their time if they do not use the entire 30 seconds. Students will receive a copy of the bills in advance of the debate in order to prepare pro/con arguments. I will call on students for pro/con speeches if we do not have enough volunteers. *Bill presenters should be copying notes from the "Pro/Con" debate in order to address these arguments during your closing argument.
3. **Conclusion speech**: Again, you are trying to persuade the legislature to vote in favor of your bill. Use this time to address the "Pro-Con" arguments, and have a prepared conclusion to solidify your argument! Remember to use your time wisely. You will only have the remaining time from your original 3 minutes to persuade the legislature... Once the 3 minutes is up, you will be cut off.

Scoring Rubric

Bill Writing/ Law Making Scoring Rubric

_____ (25 pts) Classroom participation/ Group research:

-Student is on task and productive during group research and preparation work.

_____ (25 pts) Written bill proposal:

-Bill proposal is clearly typed, includes all necessary steps.

_____ (25 pts) Floor debate participation:

-Student participates in group presentation.

-Student participates in "Pro/Con" debate during another group's bill presentation.

_____ (75 pts) Total/Comments:

- **Guide to Constitutional Dilemmas**
- **Dilemma 1** Your client wants to become president of the United States in 2016. He is now 34, and his birthday is on January 16. Can he serve?
- *Yes, he can serve, unless you are doing this activity after the year 2016. Article II, Section 1 states that no person can be president unless he or she has “attained” the age of 35.*
- **Dilemma 2** The Senate and the House of Representatives have passed a bill requiring all teenagers, including females, to shave their heads. Who can stop this law from taking effect?
- *As outlined in Article I, Section 7, the president can veto the bill. If the president signs it, or if Congress overrides the veto with a two-thirds vote, the Supreme Court can declare the new law unconstitutional (Article 3, Section 2).*
- **Dilemma 3** A certain congressman is tired of living in Washington, D.C. He wants to move back to his home state and run his ranch full-time. He proposes that Congress not meet at all this year. Is his proposal constitutional?
- *No, his proposal is not constitutional. Article I, Section 4 states that Congress must meet once a year.*
- **Dilemma 4** You have a neighbor who was born and raised in Austria. She moved to the United States five years ago. She loves politics and wants to hold any office—president, senator, member of the House of Representatives—she doesn’t care which. Can she?
- *No, she cannot. Article I, Section 2, states that anyone elected to the House of Representatives must have been a citizen for seven years. Article I, Section 3 states that anyone elected to the Senate must have been a citizen for nine years. Article II, Section 1 states that the president must be a natural-born citizen.*

- **Dilemma 5 The Senate's 100 members cannot agree on a law that forces all fast-food**
- restaurants to sell veggie burgers only. They are split right down the middle: 50 are in
- favor, and 50 are against. Who can break the tie?
- *The vice president can vote to break the tie. Article I, Section 3 gives the vice*
- *president the power to break ties in the Senate.*
- **Dilemma 6 A blizzard strikes the nation's capital. Only 200 of the 435 members of the**
- House of Representatives show up for that day's session. Can they pass bills?
- *No, 200 members do not constitute a quorum. Article I, Section 5 states that each*
- *house must have a majority present to constitute a quorum to do business.*
- **Dilemma 7 A member of Congress is asked by the president to become secretary of**
- defense. Her comment is "Cool. Now I can be both a congresswoman and cabinet member.
- I'll have so much power and make a ton of money." Can she hold both positions
- simultaneously?
- *No, she cannot. According to Article I, Section 6, she would need to resign from Congress*
- *to become Secretary of Defense.*
- **Dilemma 8 The president gets mad at Illinois and decides to declare war on the state.**
- Who can stop him from completing such a strange and unconstitutional act?
- *The Congress can stop him. Article I, Section 8 gives only Congress the power to declare war.*

- **Dilemma 9** It has been revealed that the president has been stealing money from the treasury. He now owns Madagascar. That's right. He purchased Madagascar with stolen money. Under the Constitution, what actions should be taken against him?
- *The president should be impeached under Article II, Section 4, which says the president should be removed for "high crimes and misdemeanors."*
- **Dilemma 10** Your client is having trouble with his mail service. Who is the best person to call: his congresswoman, the president, or the chief justice of the Supreme Court?
- *He should call his congresswoman. Article I, Section 8 gives Congress authority over the postal service.*
- **Dilemma 11** In a Senate vote, 52 senators vote in favor of a treaty with Belarus, while 48 vote against. Is the treaty approved?
- *No, it is not approved. Article II, Section 2 requires a two-thirds vote of the Senate for approval of treaties.*
- **Dilemma 12** The people of the states of Colorado, Wyoming, and Montana vote to become one gigantic, beautiful state. Whose approval do they need?
- *According to Article IV, Section 3, state legislatures and the Congress must approve of any state formed by the "junction of two or more states."*