

U.S. Government

Unit Two: Rock, Paper, Caesars...

Assignments: Note that all dates are due dates. See individual assignment for source (text, handout, etc.). Assignments may be removed (beginning at rear of this document) in order to be turned in.

Date Due (September)	Assignments
W1	Read excerpts from The Code of Hammurabi (text p. 780). Be prepared to discuss: Do these rules violate any of the six purposes of government listed in the Preamble to the Constitution?
F3	Read excerpt "Second Treatise on Government" by John Locke (text p. 11) and review the Ten Commandments from Exodus 20 (Calendar p. 3). Complete Assignment 2.1. Daily Quiz 2.1 over readings.
W8	Read text pp. 12-16 and complete Assignment 2.2. Daily Quiz 2.2 over reading.
F10	Read pp. 28-33 and complete Assignment 2.3. Daily Quiz 2.3 over reading. Position Paper 3: Is the Constitution the Supreme Law of the Land? (1-2 pp.)
T14	Unit 2 test over readings, discussions, notes, and media
W15	Position Paper 4: What Does Patriotism Mean to Me? (Contest prompt)

Issue Journal: Generally completed in class; full prompt given on date due.

Date Due (Sept.)	Issue Journal Entries
T31	Gun Ownership: Individual Liberty and the Public Good
Th2	The Powell Doctrine: Clear Objectives
T7	Prop. 19: Legalize It—And Tax It
Th9	Prop. 25: Drive, Park, or Reverse?

Position Papers: See Calendar p. 2 for format.

Date Due (Sept.)	Position Papers
F10	Is the Constitution the Supreme Law of the Land? (1-2 pp.)
W15	FRA Contest: What Does Patriotism Mean to Me? (350 words or less)

One Minute Speeches: Delivered on day scheduled. See syllabus for details.

Sept.	One-Minute Speeches (Speakers' Choice)
W8	Groups 1 and 2
Th9	Groups 3 and 4
W15	Groups 5 and 6

Position Paper Rubric

100/100: On time, responds to prompt, correct format, typed.

80/100: On time, either does not respond to prompt; incorrect format; or not typed.

70/100: On time, does not respond to prompt and displays incorrect format.

30 pts. subtracted per day late.

Format: Typed. Single-spaced. Times New Roman 12-font. Full name, topic, and Essay number in upper right corner. No additional headings or titles.

Criteria: Follows format. Demonstrates thought and reflection. Flows logically.

Exhibits good writing and proofreading. Reflects personal involvement with previous weeks' reading and discussion. Identifies sources of reference or quotations. Refrains from plagiarism or overdependence on source material.

Uses thesis statement, paragraphs, and topic sentences to best effect. Tables or charts, if included, should not be large enough to detract from overall length of piece.

Notes and Observations on Unit 2

Exodus 20:1-21 (English Standard Version)

1. And God spoke all these words, saying,

2 “I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery.

3 “You shall have no other gods before me.

4 “You shall not make for yourself a carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth. 5 You shall not bow down to them or serve them, for I the Lord your God am a jealous God, visiting the iniquity of the fathers on the children to the third and the fourth generation of those who hate me, 6 but showing steadfast love to thousands of those who love me and keep my commandments.

7 “You shall not take the name of the Lord your God in vain, for the Lord will not hold him guiltless who takes his name in vain.

8 “Remember the Sabbath day, to keep it holy. 9 Six days you shall labor, and do all your work, 10 but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work, you, or your son, or your daughter, your male servant, or your female servant, or your livestock, or the sojourner who is within your gates. 11 For in six days the Lord made heaven and earth, the sea, and all that is in them, and rested on the seventh day.

Therefore the Lord blessed the Sabbath day and made it holy.

12 “Honor your father and your mother, that your days may be long in the land that the Lord your God is giving you.

13 “You shall not murder.

14 “You shall not commit adultery.

15 “You shall not steal.

16 “You shall not bear false witness against your neighbor.

17 “You shall not covet your neighbor's house; you shall not covet your neighbor's wife, or his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbor's.”

18 Now when all the people saw the thunder and the flashes of lightning and the sound of the trumpet and the mountain smoking, the people were afraid and trembled, and they stood far off 19 and said to Moses, “You speak to us, and we will listen; but do not let God speak to us, lest we die.” 20 Moses said to the people, “Do not fear, for God has come to test you, that the fear of him may be before you, that you may not sin.” 21 The people stood far off, while Moses drew near to the thick darkness where God was.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....

--Thomas Jefferson
Declaration of Independence

All that makes existence valuable to any one, depends on the enforcement of restraints upon the actions of other people. Some rules of conduct, therefore, must be imposed, by law in the first place, and by opinion on many things which are not fit subjects for the operation of law.

--John Stuart Mill
On Liberty

A wise ruler...cannot and should not keep his word when such an observance of faith would be to his disadvantage....if men were all good, this rule would not be good; but since men are a contemptible lot and will not keep their promises to you, you likewise need not keep yours to them. A prince never lacks legitimate reasons to break his promise.

--Niccolo Machiavelli
The Prince (1532)

U.S. Government

2.3: Our Political Beginnings (Read pp. 28-33)

You should be able to:

- List three basic concepts of government that had developed by the 1600's.
- Identify historical influences upon the British colonies in North America.
- Describe types of colonial government.
- Explain the significance of the Magna Carta, the Petition of Right, and the English Bill of Rights.
- Express opinions on the proper role and scope of government.

1. List and briefly explain the Three Basic Concepts of government.

2. Summarize these British documents by completing the following table.

<i>Document</i>	<i>Date</i>	<i>Summary</i>
Magna Carta		
Petition of Right		
Bill of Rights		

(Go on to the next page)

3. Distinguish between types of government in the American colonies by completing the following.

Type of Colony	Examples of each (13 total)	Controlling Legal Authority/ Structure of Government

4. Who is the “we” in the Magna Carta (p. 33)? Contrast this with the “we” in the Preamble to the United States Constitution (p.8). How does this affect the tone of the Magna Carta?

5. Should it be a priority of the United States to export the Basic Concepts of Government? Or should our nation strive to maintain its own traditions as an example, and let the world do as it wishes? Briefly explain your answer.

Name _____ Per. _____

U.S. Government

2.2: Forms of Government (Read text pp. 12-16.)

You should be able to:

- Use three basic questions to identify forms of government.
- Classify the United States government using these three questions.
- Express an opinion concerning who comprises "the people" in America.

Answer the questions in the right-hand column with a brief sentence or phrase.

<i>Form</i>	<i>Who can participate in government?</i>
Democracy	
Dictatorship	

<i>Form</i>	<i>How is power distributed geographically?</i>
Unitary	
Federal	
Confederate	

<i>Form</i>	<i>How are the executive and legislative branches related?</i>
Presidential	
Parliamentary	

Respond to the following.

1. Using these three classifying methods, how would you describe the government of the United States?
2. What is the closest thing to a confederate government in today's world?
3. Your text (p. 13) distinguishes between those who see America as a democracy (accountable to "the people") and those who see it as a republic (accountable to "those eligible to vote"). Which, in your opinion, best describes the United States? Explain your answer in a brief paragraph.

U.S. Government**2.1: SOAPS Document Analysis Practice**

1. Read the two documents. Then complete the SOAPS analysis for each, using one or two brief sentences per category. (10 pts.)

Document: Second Treatise on Government (Excerpt—Text p. 11)

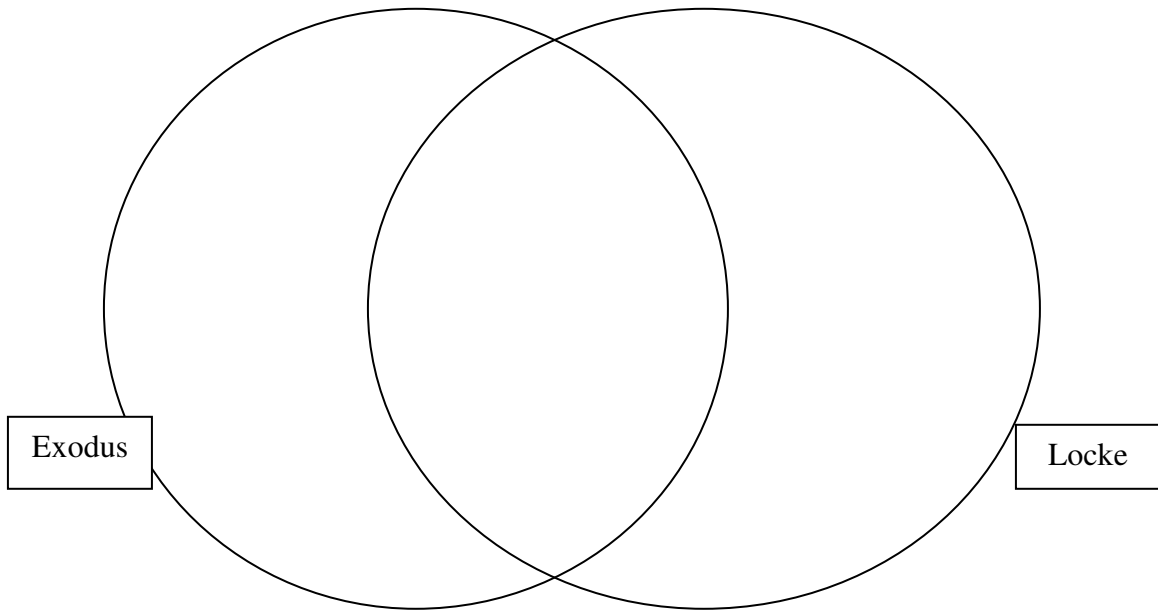
S ubject	
O ccasion	
A udience	
P urpose	
S peaker	

Document: Exodus 20:1-21

S ubject	
O ccasion	
A udience	
P urpose	
S peaker	

Go on to the other side.

2. Create a Venn diagram comparing and contrasting the two passages, especially as they address the origins of government and the role of the laws in preserving life, liberty, and property. Attempt to include two items per section.



3. Are the views in these two documents contradictory? Could both be true at the same time? Explain your evaluation in a brief paragraph.