



	<p>Teacher shares article for class reading and discussion. TIME Magazine, (“One Document, Under Siege”) July 4, 2011 pp. 30-45. Article may be found: http://www.time.com/time/nation/article/0,8599,2079445,00.html.</p> <p>Students are to read about each issue in the article and analyze the issue:</p> <ol style="list-style-type: none"> Taking notes on the scope, intensity, duration, and resources involved. Has policy been made in regard to this issue? Can the policy be validated by the constitution? Explain... What is your opinion? <p>Students will read and participate in class discussion on the following:</p> <p>Issue 1: LIBYA Article 1 Section 8 ‘The Congress shall have power..To declare war’. Article II Section 2 ‘The president shall be commander-in-chief of the Army and Navy of the United States’</p> <p>Issue 2: THE DEBT CEILING Article I, Section 8 ‘The Congress shall have power...to borrow money on the credit of the United States.’ 14th Amendment, Section 4, ‘The validity of the public debt of the United States...shall not be questioned.’</p> <p>Issue 3: OBAMACARE Article I, Section 8, Clause 3, ‘The Congress shall have power....to regulate Commerce with foreign nations, and among the several states.’</p> <p>Issue 4:IMMIGRATION 14th Amendment 1868, ‘All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside</p> <p><u>Culminating Project:</u></p> <ul style="list-style-type: none"> Students may choose a topic from the article, or choose from a selected topic list and may serve on a panel of 	<p>Students read independently and take notes on the elements to be considered for each issue.</p> <p>After the class has read the article and all four issues, four groups are established.</p> <p>Each group is assigned one of</p>
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	<p>policy specialists to create their policy.</p> <ul style="list-style-type: none"> As policy specialists they will research and create a public policy report to be presented to the president and his advisors. Instructions for policy paper provided on rubric. Suggested library time one to two days researching policy. In addition, teacher suggests the following: <ol style="list-style-type: none"> Check the local newspaper or go online to see which public officials have spoken out on your issue. Do research on which interest groups have taken positions on your issue. See if you can find public policies that already have been made on your issue. Students are provided with a list of appropriate websites. As outlined in the GRASPS (above) students will present daily first 12 minutes of class. (3 per day until all classes have had an opportunity to present.) Presentation rubric will be used in addition a rubric for public policy paper. See Important Questions to Ask (below) 	<p>the issues and leads a discussion with the class regarding this specific issue and the elements as they apply to this issue: scope, intensity, duration, resources.</p> <p>The group must formulate a question regarding the constitutionality of their issue as it relates to public policy for the class in order to prompt discussion.</p> <p>President and advisors will give specific feedback on the constitutionality of the public policy proposal (in writing), and why they will or will not support the policy.</p>
Beyond		Reflect and share learning.



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Special Needs of students are considered in this lesson:

Students can be paired or provided with accommodations regarding content, technology use, or scaffolding of ideas.

Extension Ideas:

Students create films (documentary) of public policy positions to influence the public.