

## Transplanted in a Time Warp



They call me Tim the Dreamer because sometimes I get caught daydreaming in social studies. Some of this old stuff is pretty good. I dream about being in the places and wonder what it would be like going back in a time machine. Boy, would I be famous with all of the stuff I know now! I would be a millionaire or perhaps a famous scientist or maybe even I would be made president of the world. It might not be so great though, they could think I was a witch because I would have these strange ideas and speak a funny language. Maybe they would think I was from another world and would fear me or even worse.

I would have to be very careful if I did go back in time. I wonder what would happen if I did something that changed history. My history books would be all wrong and have to be rewritten. Maybe I would do something that would prevent me from being born. Then I would not exist, would I?

Well, I better listen to my teacher. We are studying the Connecticut Constitutions.

Sounds boring to me. Who cares about some dusty ol' papers made by a bunch of strange old men about something that doesn't affect me.

Or does it? The teach says about 350 years ago, in 1638, the people in this state set up a government where by they ruled themselves. This was during a time when Kings were telling people what to do and running people's lives. My Connecticut ancestors must have been some tough dudes.

Time to take some notes on the board. I better write these terms in my journal in the glossary section:

**AUTHORITY** - the power to control the actions and the lives of others

**GOVERNMENT**- the organization and the exercise of authority through laws

**COMMON GOOD** - what is best for all; the basic standards, values, and goals that are believed to be in the **best** interest of the entire community

**CONSTITUTION** - a set of written laws government officials must follow when operating the government. It is an outline of authority explaining how laws will be made, enforced, and how disagreements will be resolved. It is the highest law of the land:

Gee, I wrote these terms down but I'm not sure I understand them. Particularly authority. That is a heavy term. I better listen to the teacher, Mr. Locke:

"Authority, as you have written, is the power to control the actions of others. We all have

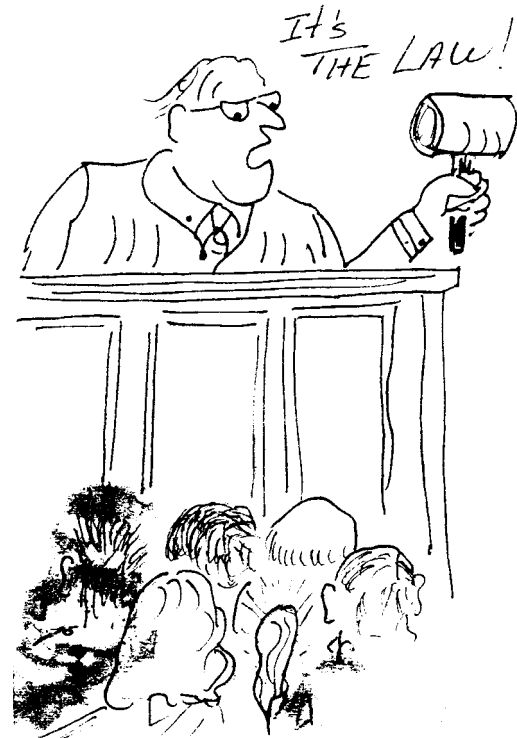
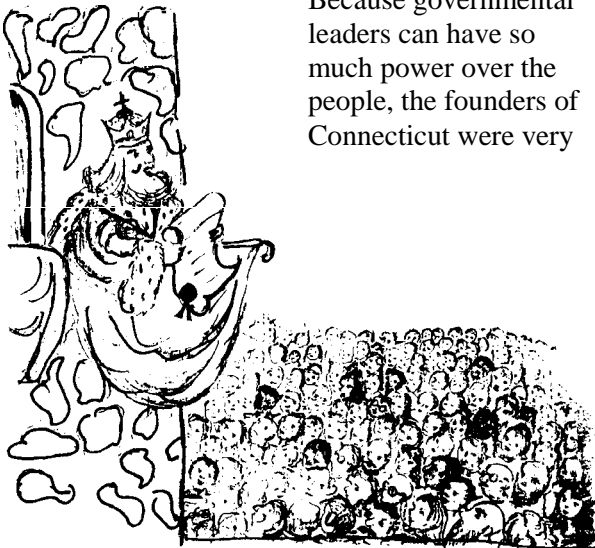
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authority to some degree. I have the authority to give you homework with the expectation of you doing it. Your parents have the authority to set your bed time or to make you eat your dinner. You may have authority over your little brother when your parents go out. Perhaps you can make him wash the dishes, to turn the TV to your favorite show, or to eat your broccoli.

Authority over someone's behavior is a great power. A person with enough authority can determine if someone will be happy or sad, hungry or filled up, tired or rested, and sometimes, alive or dead. A person with authority over a person's behavior also has the power to punish. If you don't do your homework, you may fail this class. If you don't go to bed as your parents say, you may be grounded for a week. Or, if your little brother doesn't eat your broccoli, you can lock him in the bathroom.

When people have governmental authority, power over all the people of a society, they have an awesome responsibility. They are charged with making laws, enforcing laws, and solving conflicts that influence people's daily lives.

Because governmental leaders can have so much power over the people, the founders of Connecticut were very



careful in giving authority to their leaders. The people of Connecticut and the United States today show the same care when giving authority to our leaders when they elect them to office. The citizens of the United States have learned that if authority is given to greedy, self-serving, or dishonest persons, all of us will suffer. With the threat of nuclear war and an environmental catastrophe, our leaders may very well have the fate or our lives in their hands and we must trust in their careful judgment to do the proper thing.

When studying governmental authority we need to analyze this power very carefully, just as our ancestors did when they created the government of Connecticut and the United States. We need to ask and answer important and probing questions. This is what we are going to do in this first unit on the Connecticut Constitutions.

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The first questions we must ask and answer is why do we need authority in the first place? Why do we need laws? Can we live the lives we wish without authority and laws? How can laws apply fairly and equally to everyone?

Second, we need to ask and answer: where should authority come from? How should this power be acquired? Who has the right to decide?

The third set of questions we must analyze is who should be given authority? What kind of person or persons should possess this power? What are the characteristics of a good leader? And how should the power of government be organized?

Lastly we must investigate the answers to these questions: how much authority is needed to allow leaders to do their job? How can limits placed on governmental authority? What kinds of laws should they be able to make and what kinds of laws can they not make? How can we change laws we do not like or are not fair? As we will find out, the best answers to these questions lie in our constitutions."

Boy, I learned a lot about authority. I never realized how powerful authority can be. I think I will exhibit a little authority over Igor, my dog. May be I can stop him from chewing up my homework. Well, that's what I tell Mr. Locke. I'm glad that Mr. Locke didn't exercise his authority and give us those questions for homework. He said we are going to answer these questions by pretending we are on a deserted tropical island. Chill out! That's my kind of homework. Day dreaming in school, great title for a song.

### THE JOURNEY BEGINS

Mr. Locke, we call him Pad for short, told us that he just won the Connecticut State Lottery and he is going to take us on a held trip to the South Pacific. I can see it now: hula girls, grass skirts, and fire spitting dudes with bones in their noses. He said there was only one catch. We will have to go in our imaginations. Bugger, the kid in the seat behind me, asked if I had really believed Mr. Locke. "Of course not", I said, "but it is neat to dream."

Time for my dream mode! I can daydream looking at of Pad and he hardly ever knows when I'm a thousand miles away. Or at least he leaves me alone. Probably because I'm not talking to Inky, the cute blonde girl that sets next to me. We call her Inky because she always has her pen in her mouth and she gets blue ink all over her lips. She looks ugly but she is still cute.





**Day Dream - Act 1 "The Field Trip"** Imagine, my social studies teacher winning the lottery and taking us kids on a field trip to the South Pacific no less. Awesome! The weather is drab today and the South Pacific is a great place for a day dream.

Here we are, all twenty-five of us, sitting on a massive jet flying over the Pacific Ocean. I wonder if the stewardess will give me another Pepsi? I only had six so far and seven tiny bags of raunchy peanuts.

I like to look out of the window and look down at the top of the clouds. They don't look much different from looking up. I see terrific shapes formed by the clouds. Look!

There is one shaped like our principal or Ben Franklin: a bald head and a pot belly. And there's one that looks like George Washington with a white wig and a pony tail.

Wow! What lightening coming from those clouds below us. The plane is really shaking and bumping. I like amusement rides but not at 40,000 feet in the air. It feels

like we tripled our speed and I'm pushed back in my seat. We are not falling.

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There! Everything seems normal again. I like great adventures but this one was getting to serious. Oh, man! The pilot just announced that she has lost radar and all radio contact. Great! Miles high and we don't know where we are. We are descending through the clouds but all I see is sea. A lot of water down there.

There is an island. A big island. As we get closer I see rivers, forests, lakes, mountains, and miles of shoreline. No cities, though. As we get closer I still see no signs of civilization.

There goes the pilot again making my day. She said we passed through some sort of time warp. Her radio is working but she cannot contact anyone. The nearest land is 5,000 miles away except the island below us. We are running low on fuel and will have to land in the water next to the shore.

Wonderful! This sounds like a wacky adventure out of an old Walt Disney movie. We are circling the island but still no signs of civilization. Not a road, a bridge, a building, or even a Pizza Hut.

Here we go! The plane lands in the water like a giant flume ride at Bush Gardens. The plane is floating and all of us scramble onto rafts. Ignat wants to bring his tuba but we threw it into the water. The shore is not too far away but I hope Jaws is on vacation.

Made it! On the beach with all of the kids in my class. Hey! Where is the crew and Mr. Locke? Nowhere! Gone? The teach was such a great person. Great personality, good looking, and always smiling. Oh well, we'll miss him.

Here we are. Twenty-five kids on a deserted island with four life rafts. Am I to spend the rest of my life in this time warp, on this island with 25 ugly kids? No walkman, hamburgers, or even a tooth brush or Right Guard! What a gruesome thought! (I'm really glad this is a day dream.)

Now what? We have to survive. We've got to live together and work together if we ever hope to make it. What will we do?

### **Day Dream Act II** **"On the Beach"**

Among the survival gear on the life raft there is a Rambo pen and a paper. I quickly draw a map of the island as I remembered it from the air. Before we crashed, the pilot said the weather was temperate, a change of seasons, but not too cold in the winter. About 30 degrees at the coldest at night. There will be tropical storms and hurricanes. There is wild life but I do not know how wild. They can't be any more wild than Animal of course. He once ate my homework because I wouldn't let him copy my answers. There appears to be edible plants and there must be fresh water in the lakes I saw from the air. I wonder if there is any other inhabitants on this island? If so, I hope they are friendly.

(Looking around the room, I wonder what it would be like spending the rest of my life on this island with these people, my classmates.)

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There is a large river where we came ashore. We decide to take the rafts up river to look for a place to live. It will be safer away from the ocean and closer to fresh water.

We find a level spot about twenty miles up river where a fresh stream enters the river from a small lake. It is pretty here, nothing but trees, water, and each other. We make a list of the things we need to stay alive for the next few weeks. There are some things on the rafts that might help.

We all wonder how our lives will change now that we are far removed from civilization. We have many questions with uncertain answers. Our whole world is turned upside down. Our plans for the future certainly have changed. The major success in our future will be just to survive. Survive with twenty-five kids for the rest of our lives. Our ideas of happiness have changed. I don't have to worry about my new stereo or getting my drivers license in a few years.

Well, all is not lost. We have no more homework or tests to worry about. If we flunk the test of living together on this island we won't get an "F". We just won't survive.

### **Day Dream - Act III "Time to wake**

A successful and important person on this island does not depend upon a high school or college diploma. It depends upon our ability to cooperate for the benefit of all, to support the common good. I don't like some of the kids in my class but I'd better

learn to get along with them. They have an important job to do: to help keep me alive! Gilligan's Island was never like this.

Ok! Let's get going and start surviving. Let's organize. Do you think we may need some rules? Create some authority? Establish our idea of the common good? Create a constitution?

[The class will break up into groups as directed by your teacher. Although you will be in separate groups, assume your class is together on the island creating your organization.]

## Time to Govern Yourself

**THE FACTS:** You and all of your class-will most likely spend the rest of your life on this island with these people.

**LOOK AROUND THE ROOM: THESE ARE YOUR LIFELONG COMPANIONS.!**

There is edible and poisonous vegetation as well as small and large wild animals. Fresh water is abundant. There are no signs of other human inhabitants on this island, and you suspect you are alone. The weather is temperate but there are large tropical storms and the weather gets cold in the winter. See the picture on the following page to get an idea of what you actually see from where you land.

**REMEMBER:** You are no longer in Connecticut: you are on your own with no laws, rules, regulations, or bosses. On your island no one has the authority to tell you what to do unless you give it to them. Survival, your life and the lives of your classmates, depend upon your class' ability to get along and work together for the common good.

**THE ASSIGNMENT:**

1. The entire class will be divided evenly into five work groups. Although you are in groups, assume you are making decisions for the entire class. Each group will have a task as described on your Group Worksheet.

2. The organization of your work group is for the group to decide. Your group will need to record information, form discussions, make decisions, and report to the class. Each of you must have a copy of the

group's work and you need to keep it with mates

3. When you are through with your group work, the entire class will share and compare the assignments. Through consensus, your class will decide on the best organization for your island society. The class consensus will then be entered into your "Island Constitution" in this journal.

4. After creating your outline of government, you will enact your constitution by giving authority to your leaders (if you have any), making laws, and prosecuting those who break the laws.

After all five groups have completed their assigned tasks, you need to consolidate your ideas into one document. This document will become your island constitution and it will be used as a guide as you make laws and serve justice. A form for this purpose follows the group instruction sheets.

## Group One

**THE SETTING:** In your mind, take yourself out of this classroom to a deserted island, alone with the members of this class. Try to envision how your classmates will act and feel without any laws or authority. Imagine what must be done to acquire and maintain the basic necessities for life.

**THE PURPOSE:** The primary object of creating any government and constitution is to improve the chances for survival by establishing an effective organization and promoting cooperation among the members of the group. The first step toward insuring survival and promoting prosperity is creating the important standards, values, and goals upon which all laws, individual rights and responsibilities can be measured.

**THE TASK:** Your group is charged with determining basic requirements for survival, identifying possible problems in organizing your society, and creating governing guidelines that promotes the common good.

**THE ASSIGNMENT:** Solve the problems and answer the following questions through brainstorming with ALL members of the group. When you have a list of many possible solutions, select the "best" answer through consensus (group agreement by compromise). Answer the questions as completely as possible. All group members must have a copy of these answers.

I. What do you and your classmates need to survive on this island for the rest of your life?

A. Make a list of the BASIC requirements you will need for survival for the

first year. (You may add the things found on the rafts but they must be items that would REASONABLY be found on a life raft.)

B. Make a short list of what you consider to be NECESSITIES at home in Connecticut that no longer are REQUIREMENTS on your island.

II. What difficulties do you think there may be in organizing your class?

A. Will your classmates voluntarily work to help each other or will they be selfish and only care about themselves?

B. Do you think you will need rules of behavior to control your classmates actions or will they naturally act the way they should so everyone can survive?

C. Will you need leaders and some form of organization or will you and your classmates naturally cooperate and choose the best way to survive?

III. Creating Guidelines for the Common Good:

List and then define the most important standards of authority, values, or goals you believe your island government should possess and enforce. Once you have created this list, write a paragraph that lists and defines these guidelines.

The following ideas and background information will be helpful for this assignment:

1. EVERYONE should: have freedom to..., have the opportunity for..., be protected from ..., be able to own..., be guaranteed..., have the right to ..., be treated ....

2. EVERYONE should not: have the freedom to..., be protected from..., be able to..., be guaranteed..., have the right to..., treat others....

Societies create guidelines or general principles to define the need for law and order and promote the ideals of their existence. Societies set standards for authority (how everyone should be treated by the government); create values (important moral codes and sacred beliefs); and establish goals (common expectations). The founding fathers of Connecticut and of the United States created such guidelines for their government. The source of these standards, values, and goals came from the Bible, written documents from other societies, their common traditions and customs, and from their personal experiences and beliefs.

The "Preamble to the United States Constitution" lists guidelines for the United States government: to establish justice, to insure peace and security, promote general welfare (prosperity for everyone), secure liberty.

The "Declaration of Independence" lists standards, values, and goals: "all men are created equal", the right of "Life, Liberty, and Pursuit of Happiness", "Governments are instituted ... from the Consent of the Governed", "Safety and Happiness".

The 10 Commandments from the Old Testament had great influence upon our founding fathers: honor your mother and father, do not kill, steal, lie, or be unfaithful to your spouse.

You also have beliefs and values to guide your life and these to come from many sources: family, church, school, friends, television, personal experiences, feelings and beliefs.

These laws and punishments will be helpful in the concluding activity of this unit.

1. Acquiring, using, and abusing the basic requirements for survival - who gets what, how much, and for how long?

2. Family, social, and personal issues - dating, marriage, divorce, child care and birth, crime, substance abuse, health, and safety.

3. Beliefs and practices - religion, morality, codes of proper conduct, forbidden behavior, refusal to accept or perform duties that are against personal beliefs. 4. Individual needs and desires - privacy, movement (travel), expression, ownership, protection, social relationships and events, use of time (leisure and recreation).

5. Education - what, how, when something is taught and who teaches it to whom?

IV. Will you need laws or rules regulating, requiring, or prohibiting certain acts? If so, and if you have extra group time, make a list of suggested laws and corresponding punishments in the areas listed below.



## Group Two

**THE SETTING:** In your mind, take yourself out of this classroom to a deserted island, alone with the members of this class. Try to envision how your classmates will act and feel without any laws or authority. Imagine what must be done to acquire and maintain the basic necessities for life.

**THE PURPOSE:** The primary object of creating any government and constitution is to improve the chances for survival by establishing an effective organization and promoting cooperation among the members of the group. One step toward insuring survival and promoting prosperity is creating laws that fulfill the needs of society and maintains a balance between the common good and individual liberty.

**THE TASK:** Your group is charged with determining the basic requirements for survival, identifying possible problems in organizing your society, and creating the law making organization.

**THE ASSIGNMENT:** Solve the problems and answer the following questions through brainstorming with ALL members of the group. When you have a list of many possible solutions, select the "best" answer through consensus (group agreement by compromise). Answer the questions as completely as possible. All group members must have a copy of these answers.

I. What do you and your classmates need to survive on this island for the rest of your life?

A. Make a list of the BASIC requirements you will need for survival for the first year. (You may add the things found

on the rafts but they must be items that would REASONABLY be found on a life raft.)

B. Make a short list of what you considered to be NECESSITIES at home in Connecticut that no longer are REQUIREMENTS on your island.

II. What difficulties do you think there may be in organizing your class?

A. Will your classmates voluntarily work to help each other or will they be selfish and only care about themselves?

B. Do you think you will need rules of behavior to control your classmates actions or will they naturally act the way they should so everyone can survive?

C. Will you need leaders and some form of organization or will you and your classmates naturally cooperate and choose the best way to survive?

III. The Law maker(s): may have the authority and the right to make any law or rule necessary for the proper operation of society and for the control of individual behavior. The law maker(s) may possess any other duties found necessary and proper to meet the needs of society.

A. Selection: How will you choose your law maker(s)? Explain the method you will use in selecting the law maker(s). [possible options - test of strength; test of intelligence; test of skill or chance; random selection; voting - by whom and what percent? - plurality, majority, 2/3, 3/4, other]

B. Qualifications: Are there any special requirements for lawmaker(s)? [List any special characteristics required: age limit? unique experiences? particular character

or personality traits? possession of certain skills? ineligibility due to past behaviors or background? etc.]

C. Organization:

1. How many law makers will you have?  
[possible options - one, some number, all, no one]
2. How long will they serve? [possible options - a fixed period of time with or without renewal or an indefinite period with or without restrictions]
3. Will you have a special name for your law maker(s)?

D. Procedure: How are laws made?

1. Who can suggest or propose a law?  
[possible options - one or some number of law makers and/or someone who is not a law maker]
2. How does a proposed law become a law?  
[possible options - one or some person(s) declares it a law; by force; voting by some or all law maker(s) and/or members of the class - by majority, 2/3, 3/4, other vote]

E. Additional powers: The law maker(s) shall have the following additional powers - [list any special powers you wish them to possess]

F. Limitations: The law makers shall not have the authority to - [list any special powers they can not possess]

G. Removal: If a law maker does not carry out their duties properly they shall be - [explain the punishment]

IV. Will you need laws or rules regulating, requiring, or prohibiting certain acts? If so, and if you have extra group time, make a list of suggested laws and corresponding

punishments in the areas listed below. These laws and punishments will be helpful in the concluding activity of this unit.

1. Acquiring, using, and abusing the basic requirements for survival - who gets what, how much, and for how long?
2. Family, social, and personal issues - dating, marriage, divorce, child care and birth, crime, substance abuse, health, and safety.
3. Beliefs and practices - religion, morality, codes of proper conduct, forbidden behavior, refusal to accept or perform duties that are against personal beliefs.
4. Individual needs and desires - privacy, movement (travel), expression, ownership, protection, social relationships and events, use of time (leisure and recreation).
5. Education - what, how, when something is taught and who teaches it to whom?

## Group Three

**THE SETTING:** In your mind, take yourself out of this classroom to a deserted island, alone with the members of this class. Try to envision how your classmates will act and feel without any laws or authority. Imagine what must be done to acquire and maintain the basic necessities for life.

**THE PURPOSE:** The primary object of creating any government and constitution is to improve the chances for survival by establishing an effective organization and promoting cooperation among the members of the group. One step toward insuring survival and promoting prosperity is enforcing laws that fulfill the needs of society and maintains a balance between the common good and individual liberty.

**THE TASK:** Your group is charged with determining the basic requirements for survival, identifying possible problems in organizing your society, and creating an organization for law enforcement.

**THE ASSIGNMENT:** Solve the problems and answer the following questions through brainstorming with ALL members of the group. When you have a list of many possible solutions, select the "best" answer through consensus (group agreement by compromise). Answer the questions as completely as possible. All group members must have a copy of these answers.

I. What do you and your classmates need to survive on this island for the rest of your life?

A. Make a list of the BASIC requirements you will need for survival for the first year. (You may add the things found

on the rafts but they must be items that would REASONABLY be found on a life raft.)

B. Make a short list of what you considered to be NECESSITIES at home in Connecticut that no longer are REQUIREMENTS on your island.

H. What difficulties do you think there may be in organizing your class?

A. Will your classmates voluntarily work to help each other or will they be selfish and only care about themselves?

B. Do you think you will need rules of behavior to control your classmates actions or will they naturally act the way they should so everyone can survive?

C. Will you need leaders and some form of organization or will you and your classmates naturally cooperate and choose the best way to survive?

III. The law enforcer(s): may have the authority and the right to enforce any law or rule necessary for the proper operation of society and to insure it is carried out properly. The law enforcer(s) may also maintain proper individual behavior according to the law of this island. The law enforcer(s) may possess any other duties found necessary and proper to meet the needs of society.

A. Selection: How will you choose your law enforcer(s)? Explain the method you will use in selecting the law enforcer(s). [possible options - test of strength; test of intelligence; test of skill or chance; random selection or selection by law makers; voting - by whom and what percent? - plurality, majority, 2/3, 3/4, other]

B. Qualifications: Are there any special

requirements for law enforcer(s)? [List any special characteristics required: age limit? unique experiences? particular character or personality traits? possession of certain skills? ineligibility due to past behaviors or background? etc.]

**C. Organization:**

1. How many law enforcers will you have? [possible options - one, some number, all, no one]

2. How long will they serve? [possible options - a fixed period of time with or without renewal or an indefinite period with or without restrictions]

3. Will you have a special name for your

**D. Procedure:** What will happen if a law is broken? What is the duty of the law enforcer(s)?

**E. Additional powers:** The law enforcer(s) shall have the following additional powers - [list any special powers you wish them to possess]

**F. Limitations:** The law enforcers shall not have the authority to - [list any special powers they can not possess]

**G. Removal:** If a law enforcer does not carry out their duties properly they shall be - [explain the punishment]

**IV.** Will you need laws or rules regulating, requiring, or prohibiting certain acts? If so, and if you have extra group time, make a list of suggested laws and corresponding punishments in the areas listed below. These laws and punishments will be helpful in the concluding activity of this unit.

1. Acquiring, using, and abusing the basic requirements for survival - who gets what, how much, and for how long?

2. Family, social, and personal issues - dating, marriage, divorce, child care and birth, crime, substance abuse, health, and safety.

3. Beliefs and practices - religion, morality, codes of proper conduct, forbidden behavior, refusal to accept or perform duties that are against personal beliefs. 4. Individual needs and desires - privacy, movement (travel), expression, ownership, protection, social relationships and events, use of time (leisure and recreation).

5. Education - what, how, when something is taught and who teaches it to whom?

### Group Four

**THE SETTING:** In your mind, take yourself out of this classroom to a deserted island, alone with the members of this class. Try to envision how your classmates will act and feel without any laws or authority. Imagine what must be done to acquire and maintain the basic necessities for life.

**THE PURPOSE:** The primary object of creating any government and constitution is to improve the chances for survival by establishing an effective organization and promoting cooperation among the members of the group. One step toward insuring survival and promoting prosperity is settling disputes and conflicts between group members. The process of conflict resolution should fulfill the needs of society and maintain a balance between the common good and individual liberty.

**THE TASK:** Your group is charged with determining the basic requirements for survival, identifying possible problems in organizing your society, and creating an organization for settling disputes and providing justice to the society.

**THE ASSIGNMENT:** Solve the problems and answer the following questions through brainstorming with ALL members of the group. When you have a list of many possible solutions, select the "best" answer through consensus (group agreement by compromise). Answer the questions as completely as possible. All group members must have a copy of these answers.

I. What do you and your classmates need to survive on this island for the rest of your life?

A. Make a list of the BASIC requirements you will need for survival for the first year. (You may add the things found **Why Government?**

on the rafts but they must be items that would REASONABLY be found on a life raft.)

B. Make a short list of what you considered to be NECESSITIES at home in Connecticut that no longer are REQUIREMENTS on your island.

II. What difficulties do you think there may be in organizing your class?

A. Will your classmates voluntarily work to help each other or will they be selfish and only care about themselves?

B. Do you think you will need rules of behavior to control your classmates actions or will they naturally act the way they should so everyone can survive?

C. Will you need leaders and some form of organization or will you and your classmates naturally cooperate and choose the best way to survive?

III. The conflict resolver(s) or judge(s): will have the authority and the right to settle disputes and insure the law is applied fairly and equally to all members of the group. The judge(s) should insure proper legal procedures are maintained and followed when making and enforcing the laws of society. The judge(s) will possess any other duties found necessary and proper to meet the needs of society.

A. Selection: How will you choose your judge(s)? Explain the method you will use in selecting the judge(s). [possible options - test of strength; test of intelligence; test of skill or chance; random selection or selection by law enforcers or law makers; voting - by whom and by what percent? - plurality, majority, 2/3, 3/4, other]

B. Qualifications: Are there any special

requirements for judge(s)? [List any special characteristics required: age limit? unique experiences? particular character or personality traits? possession of certain skills? or ineligibility due to past behaviors or background? etc.]

C. Organization:

1. How many judges will you have? [possible options - one, some number, all, no one]
2. How long will they serve? [possible options - a fixed period of time with or without renewal or an indefinite period with or without restrictions]
3. Will you give a special name for your

D. Legal Procedure:

1. What is the duty of the judge(s) when someone breaks a law or there is an argument or dispute between two people?
2. Will you have a trial to determine guilt or responsibility?
3. Who will determine guilt or responsibility and determine the proper punishment?

E. Additional powers: The judge(s) shall have the following additional powers - [list any special powers you wish them to possess]

F. Limitations: The judges shall not have the authority to - [list any special powers they can not possess]

G. Removal: If a judge does not carry out their duties properly they shall be - [explain the punishment]

IV. Will you need laws or rules regulating, requiring, or prohibiting certain acts? If

so, and if you have extra group time, make a list of suggested laws and corresponding punishments in the areas listed below. These laws and punishments will be helpful in the concluding activity of this unit.

1. Acquiring, using, and abusing the basic requirements for survival - who gets what, how much, and for how long?
2. Family, social, and personal issues - dating, marriage, divorce, child care and birth, crime, substance abuse, health, and safety.
3. Beliefs and practices - religion, morality, codes of proper conduct, forbidden behavior, refusal to accept or perform duties that are against personal beliefs.
4. Individual needs and desires - privacy, movement (travel), expression, ownership, protection, social relationships and events, use of time (leisure and recreation).
5. Education - what, how, when something is taught and who teaches it to whom?

## Group Five

**THE SETTING:** In your mind, take yourself out of this classroom to a deserted island, alone with the members of this class. Try to envision how your classmates will act and feel without any laws or authority. Imagine what must be done to acquire and maintain the basic necessities for life.

**THE PURPOSE:** The primary object of creating any government and constitution is to improve the chances for survival by establishing an effective organization and promoting cooperation among the members of the group. One step toward insuring survival and promoting prosperity is guaranteeing civil rights. It is important to create a process that insures individual rights are respected and also maintains a balance between the common good and individual liberty.

**THE TASK:** Your group is charged with determining the basic requirements for survival, identifying possible problems in organizing your society, and creating rights and responsibilities for the members of your class.

**THE ASSIGNMENT:** Solve the problems and answer the following questions through brainstorming with ALL members of the group. When you have a list of many possible solutions, select the "best" answer through consensus (group agreement by compromise). Answer the questions as completely as possible. All group members must have a copy of these answers.

I. What do you and your classmates need to survive on this island for the rest of your life?

A. Make a list of the BASIC requirements you will need for survival for the

first year. (You may add the things found on the rafts but they must be items that would REASONABLY be found on a life raft.)

B. Make a short list of what you considered to be NECESSITIES at home in Connecticut that no longer are REQUIREMENTS on your island.

H. What difficulties do you think there may be in organizing your class?

A. Will your classmates voluntarily work to help each other or will they be selfish and only care about themselves?

B. Do you think you will need rules of behavior to control your classmates actions or will they naturally act the way they should so everyone can survive?

C. Will you need leaders and some form of organization or will you and your classmates naturally cooperate and choose the best way to survive?

III. Individual Rights and Responsibilities A. List the basic rights and freedoms guaranteed to everyone on your island. (list as many as you find necessary)

B. List the basic responsibilities or obligations of every member of your society. (list as many as you find necessary)

\* [The following questions may give you some ideas.]

1. What should be private property {a right} and what property should be shared equally among all members of the group {a responsibility}?

2. What behaviors should not be against the law {a right} and what behaviors can not be allowed {a responsibility}?

3. What \*beliefs and \*expressions should be guaranteed {a right} and what ones should be restricted {a

\*a. beliefs - religion, morality (determining what is right & wrong)

\*b. expression - what you say (speech), what you write (press), and who you can hang around with (assembly)

4. What should be private concerns {a right} and what should concern everyone in the society {a responsibility}?

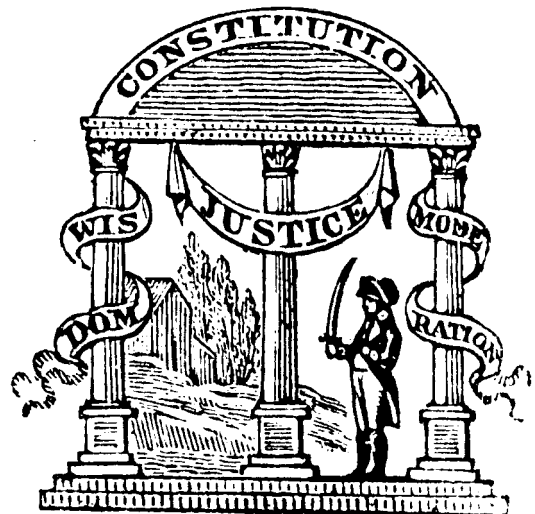
a. dating, marriage, having and raising children, divorce, family problems  
b. health, safety, and care for the injured or old

c. privacy, travel, location and use of shelter

d. use of time and leisure

e. what and how much is eaten, smoked, or drunk

IV. Societies protect their rights and enforce responsibilities by laws. If you have extra group time, make a list of suggested laws and corresponding punishments from your list of rights and responsibilities. These laws and punishments will be helpful in the concluding activity of this unit



## **Parliamentary Procedure**

As you organize your island society into a government, you should organize your meetings. The settlers of Connecticut used a set of rules called parliamentary procedure in their town meetings. Parliamentary procedure allows everyone to be heard and decisions to be made with little confusion.

For this first exercise, your teacher will act as meeting leader or the moderator. The first order of business is to name your island society. When someone has an idea for the name of your island, they must raise their hand to be recognized by the moderator.

### **STEP ONE - THE MOTION**

When the person with a suggestion is called upon by the moderator he says: "I move we call the island (suggestion) ." [This puts an idea or proposal up for discussion.]

### **STEP TWO - THE SECOND TO THE MOTION**

A motion must be "seconded" by another member before discussion begins. A second means the idea or proposal has some support. The person who supports the idea raises their hand to be called on by the moderator and when recognized says, "I second the motion."

### **STEP THREE - DISCUSSION AND DEBATE**

The moderator will now say, "A motion has been made and seconded to (moderator repeats the motion) . Is their any discussion on this motion?" The person who made the motion usually speaks first. He explains the reasoning behind his motion and why others should support his ideas. If anyone else would like to agree or disagree with the motion, they raise their hand to be called upon by the moderator.

**IMPORTANT:** All comments must be made to the moderator and CAN NOT be made to another meeting member. There can not be discussion between other members of the group to avoid arguments.

Once discussion has finished, (or the time limit set by the moderator is up), the moderator announces that it is time for a vote.

### **STEP FOUR - THE VOTE**

A vote of the members can be done by voice (yea or nea), by raising hands, by calling each member individually, or by paper ballot. Most motions can be passed by majority vote (51 %). Because paper is very rare on your island and to save time, you should vote first by voice. If the moderator can not determine the result by voice, then he should call for a show of hands. A member can only vote once.

The moderator repeats the motion and says, "All those in favor of the motion indicate your vote by saying yea if you agree with the motion, or nea if you disagree." The moderator listens or counts the votes and declares the motion passed or defeated. [If the motion receives a majority vote it passes. If it does not, a new motion is proposed and the process starts all over again.]

Parliamentary procedure is not as complicated as it sounds. Once you have a little practice you can have orderly discussions and make decisions easily and quickly. Remember to follow the steps and allow the moderator to conduct the meeting.

## Island Constitutional Convention

Please open your Connecticut Journal to the outline of your island constitution. Once you have decided on the name of your island, write it in on the line provided.

Group one listed and defined the standards for authority, created guiding values, and established common goals for your island society. A member of this group should report their findings. Then another member of the group should make a motion for these guiding principles to be incorporated into the "Preamble" of your **island constitution**.

Follow proper parliamentary procedures in discussing and adopting these guidelines. Your teacher will remain moderator until you complete your constitution and then the class can choose your own meeting leader according to the process created by your groups.

Repeat this process for groups two through five. It is advisable to discuss and vote on an entire group's work rather than on each segment of their assignment.

Yo

u may revise the groups suggestions by discussion and make a new motion to accept

After you have approved segments I. through V., you must move to accept the entire document. If this motions passes you have ratified your constiution and it is now in effect.

L Enacting your constitution - Choose the

leaders you created by you in your constitution by using the process you developed in your groups. Assign the role of meeting leader or moderator to one of the leaders if not done previously.

H. It's the Law - If there was enough group time, each group was asked to suggest some laws and assign punishments in the categories listed below:

1. Acquiring, using, and abusing the basic requirements for survival - who gets what, how much, and for how long?
2. Family, social, and personal issues - dating, marriage, divorce, child care and birth, crime, substance abuse, health, and safety.
3. Beliefs and practices - religion, morality, codes of proper conduct, forbidden behavior, refusal to accept or perform duties that are against personal beliefs.
4. Individual needs and desires - privacy, movement (travel), expression, ownership, protection, social relationships and events, use of time (leisure and recreation).
5. Education - what, how, when something is taught and who teaches it to whom?

The newly designated moderator should ask for a motion for a law and a motion for its assigned punishment. Do one at a time. Use proper parliamentary procedure and remember, THE MODERATOR IS BOSS of the meeting!

## Island Court

If you wish to try out the judicial process you created, read the situation below and act out an island court.

### Back to Jim the Dreamer

It doesn't seem possible. We have been on this island for a month and we are still alive and well. Well, pretty well. This is not like home or a scout camping trip. At first, there were a lot of arguments over what was the best way to survive. Since we created our constitution, living together has been a lot easier. We named our island Pad Locke Isle and we chose real good leaders. I am the chief and I run the meetings. I don't get any special privileges though. Each of us has an assigned duty and as Mr. Locke would say, "all for the promotion of the common good."

Yesterday however, I found out that not everyone believed in the common good. After a our daily island meeting and the duties for the day were assigned, the class decided to explore more of the island. For safety reasons we made a law to travel together in the jungle.

We headed east toward the big mountain and after about a half hour someone noticed that Sam was not with us. He was assigned to carry our only knife. We made a law declaring the knife as property of the group even though it was Sarah's before. She kept it in her but for safe keeping and the group decided when and how it was to be used.

We turned back to find Sam. Besides, who knows when we would need the knife to fight any wild lions, tigers, or bears! Oh no!

Upon reaching our camp a couple of kids thought they saw Sam run into the jungle. We looked around but all we found was Sara's but all torn apart. What a mess. Her

stuff was scattered everywhere and the knife that she kept in her but was gone. She last remembers putting it under her bed.

Sam was no where to be found. A few of us took off into the direction where the kids thought they saw Sam running. We called and called for Sam but heard no answer. It was getting dark so we went back to our camp. Still no Sam.

It was my turn to keep the fire going all night. This would keep away any wild animals and perhaps it would be a guide for poor Sam. It said 1:15 a.m. on my trusty cubscout watch when I saw a shadow move in the darkness. I called, "Who goes there?" but nothing. Needless to say, I was a bit worried. I picked up my sharpened stick and walked quietly toward where I last saw the shadow. I reached the edge of the jungle where it was pitch black. This big and hairy critter jumped me from behind. The critter and I wrestled on the ground punching, kicking, and screaming. Soon others came with torches. Then I saw that the critter was Sam. We stopped fighting. Sam stood up and just looked at me.

"What are you doing you bone head?", I screamed! My nose was bloody and felt like it was broken. I had a bump on my head the size of a turtle egg. My clothes were all torn and my trusty scout watch was broken. "We have laws you know, you turkey! Don't you know it is against our island law code to steal our knife which is public property, to damage Sara's private property, to abandon the exploration group when traveling in the jungle, to not do your assigned task by carrying the knife for our protection, and to beat up on the best looking dude on the island? Wait until we put you on trial for all of those crimes. Our island court will find you guilty of all charges and then you will be sorry!"

## Island Court

### Building a Case!

Sam will now be put on trial for his alleged crimes: stealing public property, the knife; damaging private property, Sarah's hut; assault, beating up Jim; not performing required tasks, protecting the group with

You may choose to deal with Sam in the way established in your constitution or you may choose to adapt the following role play to your constitution:

**Case for the Defense** - Choose someone to play the role of Sam. Sam is to choose two people to help him prepare his case. Sam should plead not guilty to the charges. He and his two "lawyers" will create an account explaining Sam's actions. They may add anything they wish to the story but can not change the circumstances as presented in the above narrative. Make up a story using your imagination. Interpret the facts to serve your purpose and your case. The defense may seek witnesses to backup Sam's story or they may wish produce "evidence" to prove his innocence.

(completing items 1., 2., & 3. in Briefing a Case below may be helpful)

**Case for the Prosecution** - Choose someone or a small team to prove Sam's guilt. Three would be a good number. Jim, Sarah, and witnesses could prosecute Sam or independent "lawyers" could be used. The team may add anything they wish to the story but can not change the circumstances as presented in the above narrative. Make up a story using your imagination. Interpret the facts to serve your purpose and your case. The defense may seek witnesses to backup the charges as presented. They may wish produce "evidence" to prove his guilt.

(completing items 1., 2, & 4. in Briefing a Case below may be helpful)

### Other Roles

**Judges** - If your island constitution does not provide for judges, perhaps you may wish to choose one or a panel of judges to officiate this case. The judge(s) may ask questions pertaining to the case and the testimony but must remain fair and unbiased. The judge(s) duties will be to keep the "court" in order and to moderate the proceeding.

**(While the defense and the prosecution are preparing their case, the judges can be making up questions to ask the defense and prosecution. Perhaps they may wish to work in pairs. Completing items 1. & 2. in Briefing a Case below may be helpful.)**

**Jury** - The remainder of the class can take part as the jury. They could have the power to determine guilt on any or all of the charges. Guilt can be determined by unanimous decision, by vote - majority, 2/3, 3/4 etc., or by any other means determined to be fair. If Sam is found guilty, the punishments can be determined by the jury, the judge(s), or by the entire class. (While the defense and prosecution are preparing their case, the jury may analyze the case from an non-biased perspective. Perhaps they may wish to work in pairs for this assignment and receive credit. Completing items 1.& 2. in Briefing a Case below may be helpful as well as completing 5. & 6. after the trial has been concluded)

### Trial Procedure

Because this is to simulate a court created by your class on an island, develop your own procedure based upon your own ideas and experiences.

## Briefing a Case

- I. Identify the facts of the case: What you know to be true as presented in the narrative.
  
- II. Produce questions that clarify circumstances, reasons for actions, or reasons for inaction.
  
- III. Create arguments that could be used to find Sam not guilty. (Identify the best argument)
  
- IV. Create arguments that could be used to find Sam guilty. (Identify the best argument)
  
- V. Decide upon the evidence presented - what would be the most reasonable verdict? (guilty, not guilty, undecided)
  
- VI. Justify the reason for your verdict - (list your doubts as well as your reasons)

## **THE CONSTITUTION OF: \_\_\_\_\_**

I. Preamble: In order to insure the survival of our island society and to guarantee a prosperous and rewarding life for all, we agree on the following guiding principles and common values:

II. Legislative Organization and Function: In order carry out the guiding principles and common values of our society, we create the following law making process:

A. Structure:

time period.

1. There shall be ( ) law maker(s), who shall serve for

B. Powers & Procedures: A law maker shall have the authority to:

- \_\_\_\_\_ can suggest and propose laws?
- For a proposal to become law, it must be agreed to by:

C. Limitations: A law maker shall not have the power to:

III. Executive Organization and Function: In order to enforce the guiding principles and common values of our society, we create the following law enforcement process:

A. Structure:

1. There shall be law enforcer(s), who shall serve for a time

B. Powers and Process: A law enforcer will have the authority to:

- can call for an island meeting.
- will run island meetings.
- will make sure the law is followed by the members of our society.

C. Limitations: The law enforcers shall not have the authority to:

IV. Judicial Organization and Function: In order to carry out the guiding principles and common values of our society, we create the following judicial process:

A. Structure:

1. There shall be judge(s), who shall serve for a time period.
2. A judge shall be selected by:

B. Powers and Process: A judge will have the authority to:

- will determine who is guilty or responsible for doing something wrong.
- will issue punishments.

C. Limitations: A judge shall not have the authority to:

V. Individual Rights Preserved and Responsibilities Defined:

[Write restrictions below if determined to be necessary and proper] The following shall be the qualifications for the right to vote:

The following shall be the qualifications for the right to hold office:

The following shall be the qualifications for the right to own property: B.

Everyone on the island has the duty and obligation to:

C. If a leader does not carry out their duties properly or in the best interest of this society or in accord with this constitution, he/she shall be:

V. This constitution shall be binding upon all members of this island society. This constitution shall be the supreme law of the island and can only be changed or amended by the will and consent of:

VI. Signed, dated, and ratified by the will and consent of:

## Functions of Government

Objectives:

- I. Identify how governmental functions were dispersed within the island society.
- II. Discuss the concept of separation of governmental power.
- III. Speculate on advantages and disadvantages of concentrating or distributing governmental power.
- IV. Explore concept of "representative government".

*How were the three functions of your island government delegated?*

1 One person made laws, enforced law and settled disputes?

2. A few people made laws, enforced laws, and settled disputes?

3. All of your classmates or their representatives made laws, enforced laws, and settled disputes?

Which of the above options "best" fits the way your island government was organized?  
(1) (2) (3) (Circle answer)

Why did your class choose this option? What are some of the advantages to this form of government?

What are some of the disadvantages to the other two methods?

**USING THE CHART ON THE NEXT PAGE, WHAT WOULD YOUR GOVERNMENT BE CALLED?**

Organization of Governments

**ONLY ONE PERSON**  
makes the law enforces  
the law settles disputes  
  
**with no input from other  
citizens**

**Monarchy/Dictatorship**

**JUST A FEW PEOPLE**  
make the law enforce the law  
settle disputes  
  
**with no input from other  
citizens**

**Oligarchy**

**ALL THE PEOPLE DIRECTLY  
SHARE IN**  
making the law  
enforcing the law  
settling disputes  
  
**with input from ALL citizens**

**Democracy**

**THE PEOPLE CHOOSE  
REPRESENTATIVES TO**  
make the law enforce the law  
settle disputes  
  
**with input from ALL citizens**

Representative Democracy

**How Do You Know if a Law is Good or Bad?**

A good law respects human rights and individual liberty. It also protects and defends the common good. A law should not serve the special interest of a few people or cause harm to the well being of the society or the individual.

It is difficult to determine if a law is good or

harmful unless we use a reasonable method to analyze the law. The following "*Test of a Good Law*" will help determine if a law is good or bad.

**DID YOUR CLASS MAKE GOOD LAWS OR BAD ONES?**

Choose a law and punishment created by your class and give the "TEST OF A GOOD LAW". The "test" on the next page.

A. What law and punishment did you make?

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B. What test statement(s) must you answer no? (i.e. 1.d. or 3.c.)

C. If your law is not good, can it be corrected? (yes) (no) If it can be corrected, rewrite the law and punishment:

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If it can not be corrected, do you wish to keep it or eliminate the law?

Explain your reasoning –

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(Mark [X] in the proper column)	YES	NO
1. The law serves a useful purpose if:		
a. It supports the common good or helps the society prosper.	<input type="checkbox"/>	<input type="checkbox"/>
b. It corrects something that is wrong or makes something better.	<input type="checkbox"/>	<input type="checkbox"/>
c. It does not create more problems than it solves.	<input type="checkbox"/>	<input type="checkbox"/>
d. There is a real need for the law.	<input type="checkbox"/>	<input type="checkbox"/>
2. The law is fair if:		
a. It does not discriminate unjustly against any group or person.	<input type="checkbox"/>	<input type="checkbox"/>
b. It is easily understood and possible to follow.	<input type="checkbox"/>	<input type="checkbox"/>
c. It can be applied equally to everyone.	<input type="checkbox"/>	<input type="checkbox"/>
d. It balances the common good and individual liberty.	<input type="checkbox"/>	<input type="checkbox"/>
e. It is not contrary to the accepted standards, values, or goals of society.	<input type="checkbox"/>	<input type="checkbox"/>
f. It applies to the leaders as well as to the people.	<input type="checkbox"/>	<input type="checkbox"/>
g. It does not impose cruel or unjust punishments.	<input type="checkbox"/>	<input type="checkbox"/>
3. The law is practical and reasonable if:		
a. It is flexible enough to apply to new or unique situations.	<input type="checkbox"/>	<input type="checkbox"/>
b. It is worth the cost of enforcement.	<input type="checkbox"/>	<input type="checkbox"/>
c. It possible to change if found to be unfair, Impractical or unreasonable.	<input type="checkbox"/>	<input type="checkbox"/>
d. It is relatively easy to enforce.	<input type="checkbox"/>	<input type="checkbox"/>
e. It holds society responsible for enforcement.	<input type="checkbox"/>	<input type="checkbox"/>
f. The law and punishment is known to the members of society.	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>	_____	_____

17 yes - it is most likely a good law  
Under 15 yes - will you look to rewriting the law?  
under 13 yes - will you consider changing the law or throwing it out?

## The U.S. Constitution and the Island

### Objectives

**I. Review the content and format of the United States and the "Island" constitutions**

**II. Compare and contrast the outline of authority and framework of freedom within the two constitutions.**

The Constitution of the United States serves as a model for many countries in the world. It was considered to be the first constitution to do the following:

A. Establish the source & supremacy of authority (Preamble - "We the people..." & Article VI).

B. Identify guiding principles and common values (Preamble - "establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty...")

C. Create a structure of governmental authority: selection & qualifications for leadership; designation of leadership roles

1. Law makers - Article I - Congress - the legislature
2. Law enforcers - Article II - President - the executive
3. Law resolvers - Article III - Supreme Court - the judiciary

D. Define the function of governmental authority: rules, procedures, responsibilities, & powers for the legitimate use of power

1. Article I - Congress
2. Article II - President
3. Article III - Supreme Court

E. Limit the authority of the government to prevent tyranny and abuses of power

1. Article I; Section Nine
2. Article IV; Section Two

F. Guarantee citizen's rights 1. Article I; Section Nine 2. Article III; Section Three

3. The Bill of Rights & other amend-

G. Establish legal procedures for changing the Constitution (Article V).

H. Provide for popular consent and ratification (Article VII).

### Questions:

**Does your island constitution accomplish these same things? Indicate, by section and article number, where your Constitution does the following:**

A. Identifies the source of authority & establishes the Constitution as the supreme law of the land:

B. Identifies guiding principles and common values:

C. Creates a structure of governmental authority: selection & qualifications for leadership; designation of authority

D. Defines the function of governmental authority: rules, procedures, responsibilities, & powers for the legitimate use of authority

E. Limits the authority of the government to prevent totalitarian control

F. Guarantees citizens rights

G. Establishes legal procedures for changing the constitution

H. Provides for popular consent and ratification

## How Is Authority Created?

**OBJECTIVES:**

- I. List options for creating authority.
- II. Determine how authority was created on the island.
- III. Analyze the positive and negative consequences for allocating authority.



*Was authority on your island created by:*

- |                                     |   |
|-------------------------------------|---|
| Force?                              | (taken by the strongest or the smartest)  |
| Chance?                             | (random selection; a lottery system)  |
| Tradition or custom?                | (someone who assumed leadership because they were a class leader before the trip) |
| Mutual agreement?                   | (voted on as being the best one for the job or most popular person)               |
| Everyone sharing authority equally? |   |
| No one assuming authority ?         | (everyone did as they wished)   |

**A. Which example above best applies to your Island?** \_\_\_\_\_

**B. Why was authority created in this manner? List the advantages for creating authority in this way?** \_\_\_\_\_

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**C. Why didn't you choose some of the other options? Select the option that you think would cause the most problems for your society and list its disadvantages.**

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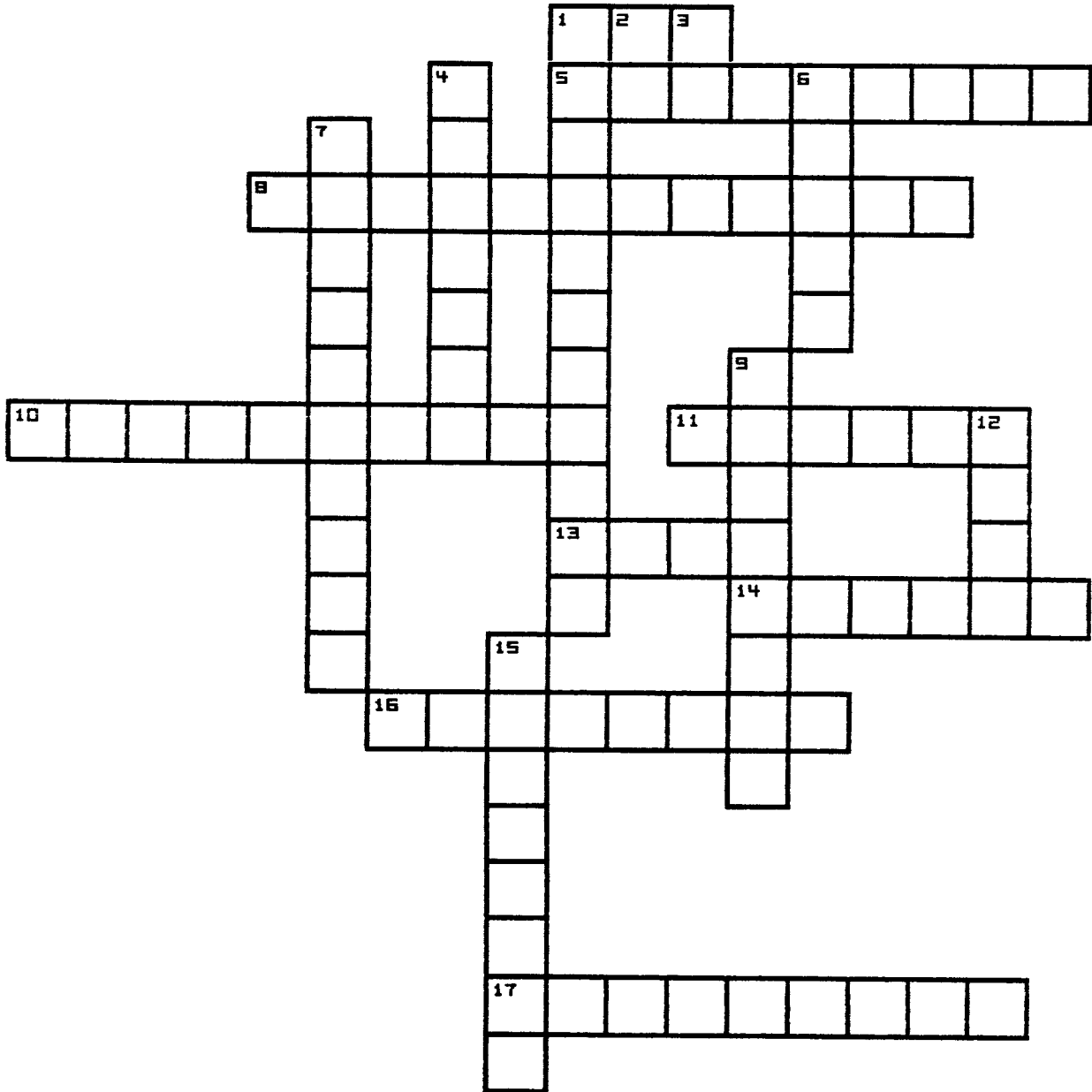
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INTRO.GRADE 5



### ACROSS

1. a rule of behavior imposed upon members of a group
5. administrative function of government
8. written framework of government explaining rights & obligations of the leaders & citizens
10. organization and exercise of authority through laws
11. freedoms guaranteed by a constitution
13. to choose government leaders
14. citizens vote for a constitution
16. to have the same rights and opportunities as everyone else
17. power to control the actions and lives of others

### DOWN

1. the law making function of government
2. a sharp wood cutting tool
3. \_\_\_\_\_ the People
4. to be provided fair treatment under the law
6. to form together for the common good
7. what is best for all
9. freedom
12. a democracy is a \_\_\_\_\_ government
15. disputes are settled through this function of government

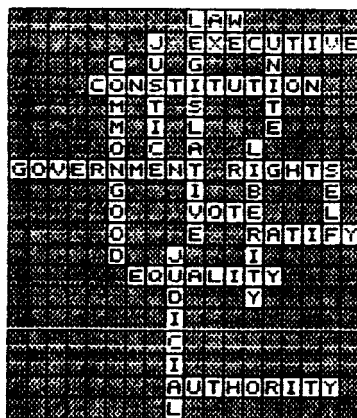
### WORD LIST: INTRO.GRADE 5

AUTHORITY  
CONSTITUTION  
COMMON GOO  
D EQUALITY  
EXECUTIVE

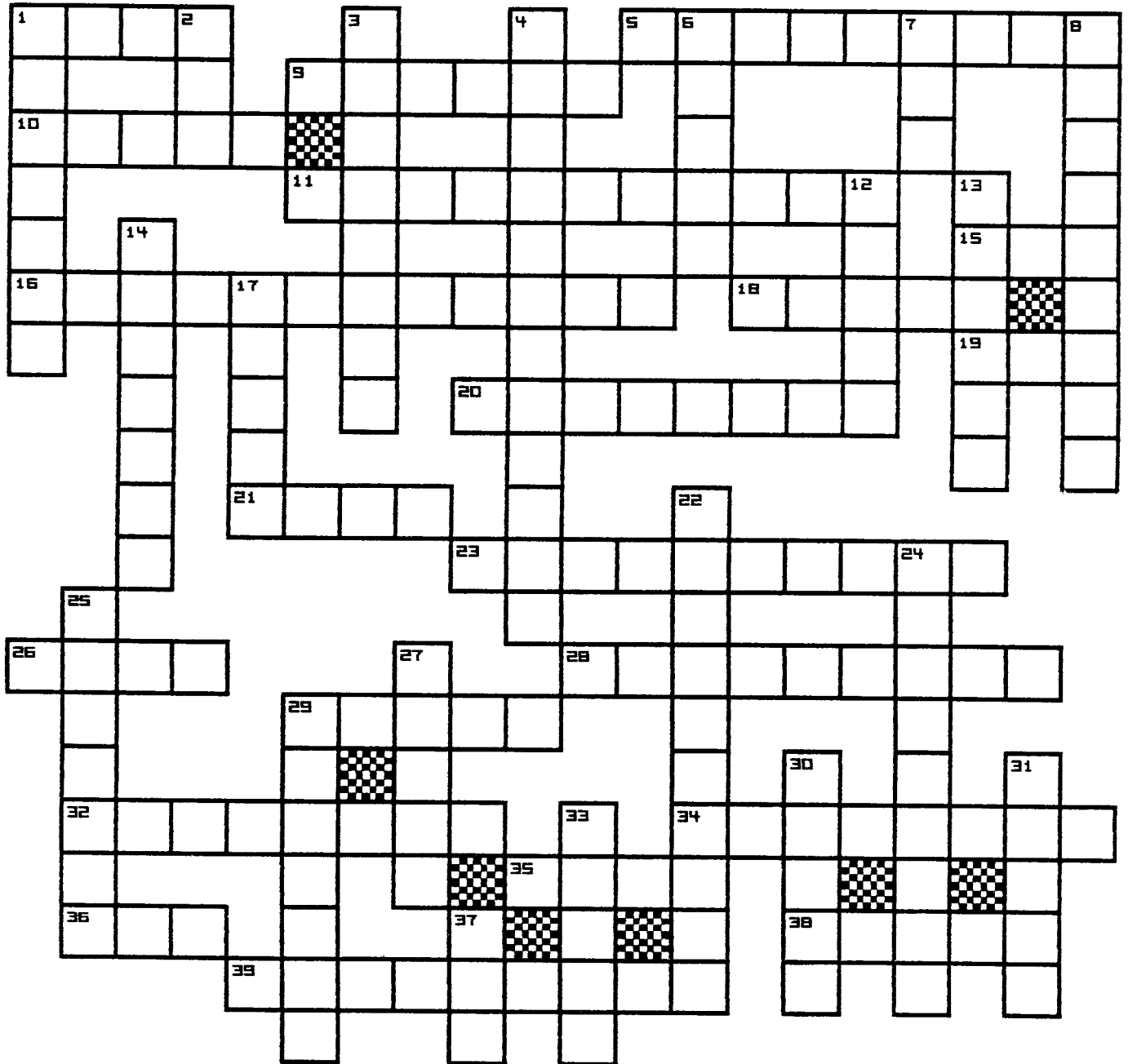
GOVERNMENT  
JUSTICE  
JUDICIAL LAW  
LEGISLATIVE  
LIHERITY

RATIFY  
RIGHTS  
SELF  
UNITE  
VOTE  
WE

### ANSWERS: INTRO.GRADE 5



## INTRO TO GOVERNMENT



## ACROSS CLUES

1. citizens who determine guilt of accused
5. power to control the lives and actions of others
9. to promote the \_\_\_\_\_ good
10. gaseous water
11. law making function of government
15. abbr. advertisements
16. written outline of authority; a "higher law" of a state; contains a list of civil rights
18. where judicial truth is discovered and grievances redressed
19. sick
20. disputes are settled and justice served through this function of government
21. rules and regulations that allow citizens to live peacefully within their community
23. In a democracy, the gov't must serve this; for the benefit of all and not self-serving
26. a voting place or to ask for a vote or opinion
28. the function of government that enforces the law
29. liquid refreshment
32. to enjoy the same rights as others; a democratic virtue of opportunity and justice
34. government by hereditary ruler who reigns with absolute power
35. to give or deny your consent; suffrage; a right of democratic citizenship
36. a way for government to acquire money; "the power to destroy"
38. different or something else
39. chief executive In a republic

## DOWN CLUES

- i. liberty; to be treated fairly
2. to voice approval In a meeting
3. at home or in one's country; opposite of foreign
4. written or unwritten guidelines of gov't which make leaders obey the law & limit their power
6. to form together for a common purpose
7. to campaign for political office 8. the person responsible for good government in a democracy
12. "\_\_\_\_\_ Justice Under the Law" - tenet of Supreme Court; possessing the same
13. voters approval of a constitution; to legally certify
14. with out laws or government; a state of chaos
17. absolute or complete
22. an organization persons having the authority to make and enforce laws & settle disputes
24. a government ruled by a few people; rule by an elite segment of society
25. to give permission or to agree; a republic is a governed by \_\_\_\_\_ of the governed
27. a governmental unit; a partner In a federal republic
29. health, happiness, & general well being; what a republic is sworn to uphold
30. to organize Into federation; to come together for mutual benefit
31. to cooperate and to promote the general welfare
33. use of authority; the ability to control the life, liberty, and property of others
37. not to loose

# INTRODUCTORY ACTIVITIES

Secondary Level

WORD LIST: INTRO TO GOVERNMENT

ADS  
ANARCHY  
AUTHORITY  
COMMON  
CONSTITUTION  
COURT  
COMMONGOOD  
CONSTITUTION  
CONSENT  
DOMESTIC  
EQUALITY  
EQUAL  
EXECUTIVE  
GOVERNMENT

ILL  
JURY  
JUDICIAL  
JUSTICE  
LAWS  
LEGISLATIVE  
MONARCHY  
OLIGARCHY  
OTHER  
POLL  
POWER  
PRESIDENT  
RATIFY  
RUN

SHARE  
STEAM  
STATE  
TAX  
TOTAL  
UNITE  
UNION  
VOTE  
WATER  
WELFARE  
WIN  
YEA  
YOURSELVE

ANSWERS: INTRO TO GOVERNMENT

