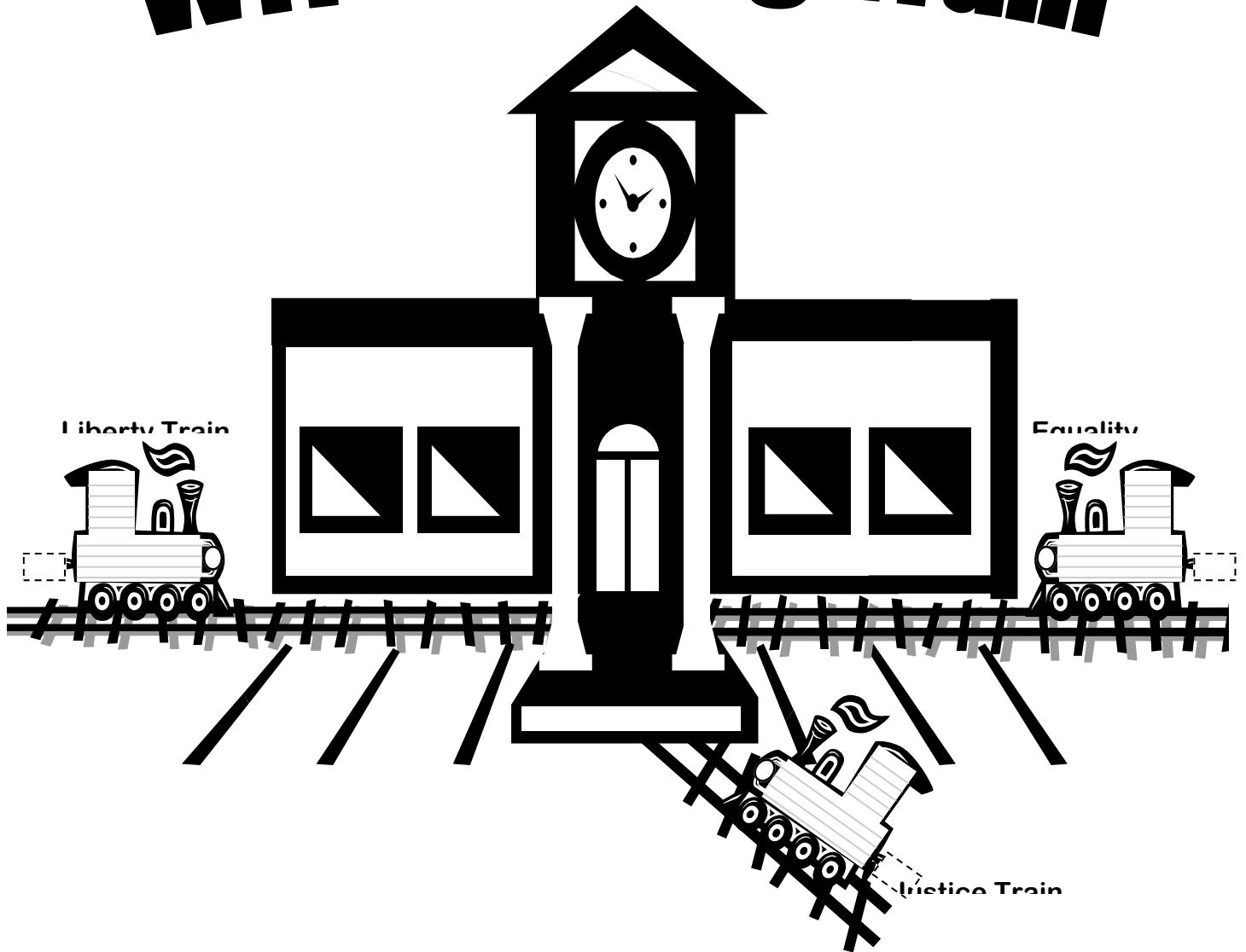


All Aboard... WTP Hearing Train



PRESENTERS:

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GETTING ON TRACK FOR A MODIFIED SIMULATED CONGRESSIONAL HEARING

Learning Objective(s): The students will

1. Demonstrate their understanding of constitutional principles.
2. Communicate their ideas in written form.

TEKS: SS 5.4E, 5.19A,B, 5.21A-D, 5.25A,B,E, 5.26A,B,D,E

Materials Needed: *We the People* books; copies of the attached Congressional Hearing Question Strips for Unit Four & Unit Five, cut apart

Vocabulary: congressional hearing

Teaching Strategy:

1. To introduce the lesson, ask students if they have ever seen a television broadcast of a congressional hearing. Explain that members of Congress hold congressional hearings to gather information to help them make good decisions. At these hearings, they ask experts to answer questions. This information helps members of Congress understand how to address our nation's problems and pass good laws.
2. Tell students that they are going to have the opportunity to role play the part of an expert who has been asked to speak at a congressional hearing. Further explain that the class will be divided into two teams, and each team will be responsible for a unit from the *We the People* book. Each member of the team will contribute to the presentation and speak at the hearing.
3. Divide the class into 2 groups. One group will be responsible for the congressional hearing questions for Unit Four, and the other group will be responsible for the congressional hearing questions for Unit Five.
4. The teacher should give each student one congressional hearing question strip. (The teacher should decide whether he/she wants to hand the questions out randomly or assign specific questions to selected students. There are thirteen questions for each unit grouped by topic and in a sequential order. If there are more than twenty-six students in a class, two students may be assigned to the more complex questions. If there are less than twenty-six students, the teacher can select the questions most appropriate for the students.)

5. Allow time for students answer their assigned question. Students must make reference to the question in their answer. Encourage them to phrase the answer in their own words and not copy verbatim from the text. Explain that some questions may require students to gather additional information or form their own opinions.

CONGRESSIONAL HEARING QUESTION STRIPS

UNIT FOUR

EXPRESSION

1. What is freedom of expression, and why is it important to our democracy?

2. How does the Constitution protect freedom of expression?

3. Are there times when freedom of expression should be limited? Why or why not? Give examples.

4. Do you think that government should regulate the internet? Why or why not?

5. Suppose a small group of people in an audience get angry with a speaker and try to stop the person from speaking. Whose rights should the police protect? Explain.

6. Do you think there are times when your school principal can limit your freedom of expression? Explain.

7. Do you think schools should have the right to require that students wear uniforms to school? Is requiring students to wear uniforms a violation of their freedom of expression?

RELIGION

8. How is freedom of religion protected in the Constitution?

9. When is it acceptable for government to limit the practice of people's religious beliefs?

10. Do you think there should be prayer in the public schools? Why or why not?

EQUAL PROTECTION

11. How has the idea of “equal protection of the laws” been used to protect people’s rights? Give examples.

12. The Bill of Rights did not guarantee rights for all the people, for example women and African Americans. How was this corrected?

13. Are there times when disabled people are discriminated against? Explain.

CONGRESSIONAL HEARING QUESTION STRIPS UNIT FIVE

RESPONSIBILITIES OF CITIZENS

1. As citizens of a democracy, do we have responsibilities to other nations of the world?

2. What are the most important responsibilities of citizens in our democracy?

3. How does one become a citizen of the United States? Do all citizens have the same rights?

4. What rights do people who are not citizens that are living in the United States have?

5. Do you think every citizen should be required to participate in his/her government? How?

6. What can citizens do to change a law that they think is unfair?

7. Why do you think so many people do not fulfill their responsibility to vote?

8. If you had a brother or sister between the ages of 18 and 25, how would you convince them to vote?

9. Do you think the current voting age is appropriate? Should the age be raised or lowered? Defend your answer.

10. Do you think citizens should be fined if they do not vote? Why or why not?

11. Do political parties have responsibilities to the voters? What are those responsibilities?

12. What do you suggest that candidates do to encourage citizens to vote?

13. Some people have suggested that in the future citizens would be allowed to vote from their home computers. What are your opinions about this idea?

ALL ABOARD THE CONGRESSIONAL HEARING TRAIN!

Learning Objective(s): The students will

1. Work cooperatively with peers in order to achieve a common goal.
2. Communicate their ideas in oral and written forms.
3. Participate in the decision-making process, with peers, in order to reach a decision.
4. Enhance their critical thinking skills by synthesizing information.

TEKS: SS 5.4E, 5.19A,B, 5.21A-D, 5.25A,B,E, 5.26A,B,C,D,E

Materials Needed: *We the People* books; copies of the attached train cars for Unit Four & Unit Five: two sets of the Possible Transition Words attachment, cut out; Transparency 1; Overhead transparency of the Possible Transition Words attachment

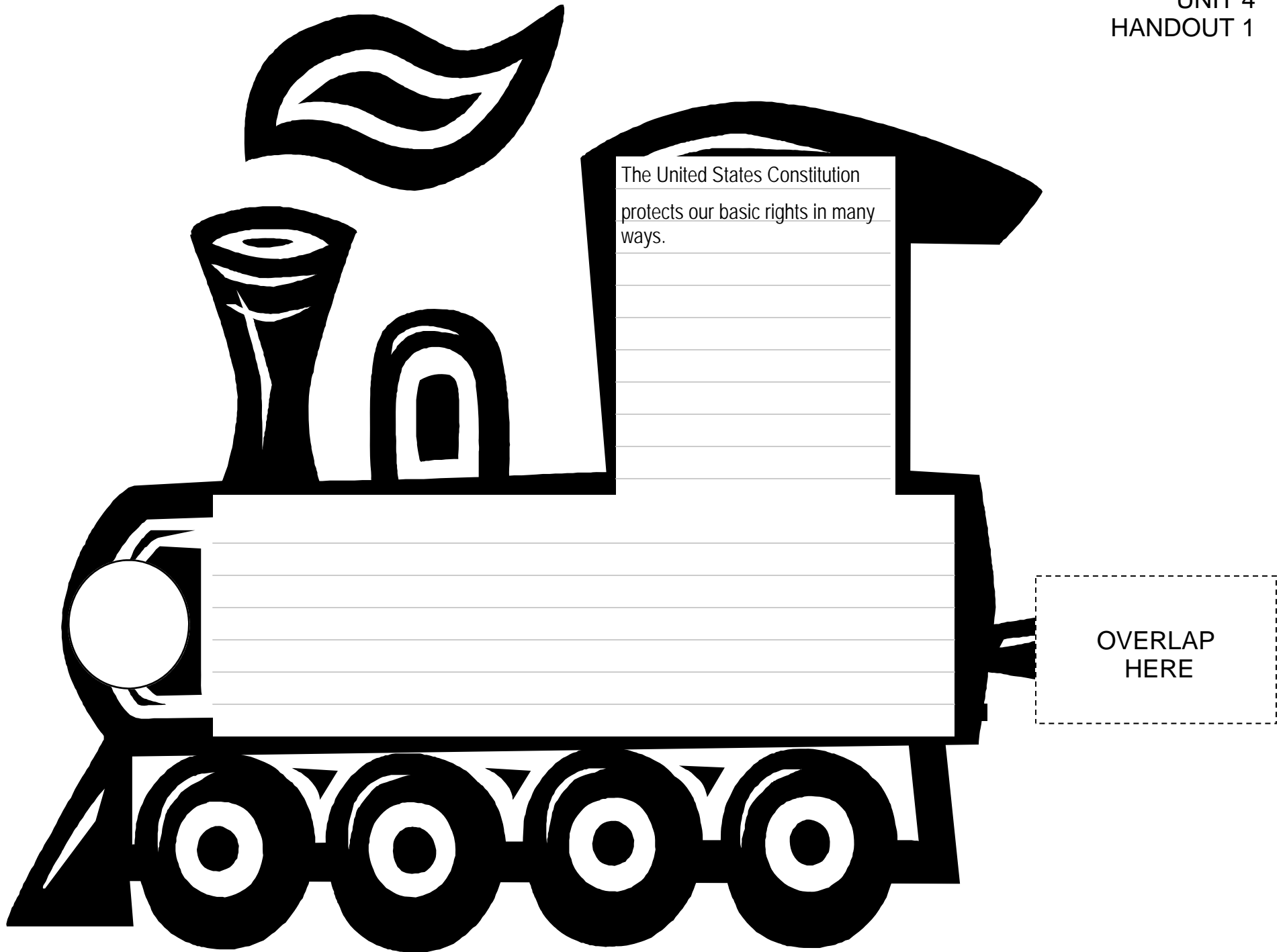
Vocabulary: congressional hearing

Teaching Strategy:

1. Ask the students to get into their unit groups. Distribute the sections of the Congressional Hearing Train to the students. The student(s) who were assigned the first question for each unit should be given the train engine (Unit Four-Handout 1 & Unit Five-Handout 4), and the student(s) assigned the last question for each unit should be given the caboose (Unit Four-Handout 3 & Unit Five-Handout 6). All the other students in the unit groups should receive freight car sheets (Unit Four-Handout 2 & Unit Five-Handout 5).
2. Instruct the students to write their final answers/responses to their assigned questions on the body of their train cars. Explain that their answers/responses must make reference to their question. The student(s) with the first question should note that an introductory comment is already provided on their engine. They should write their response after the introductory sentence. The student(s) with the last question should note that a conclusion is provided on the caboose. Tell all students to write their question's number in the circle on their train piece.
3. When all students have completed their train cars, their unit group should put their Congressional Hearing Train together, in numerical order. Students should then post the train on the classroom wall.
4. Show the students the transparency "Completed Train" (Transparency 1) and point out the dashed connector bars between

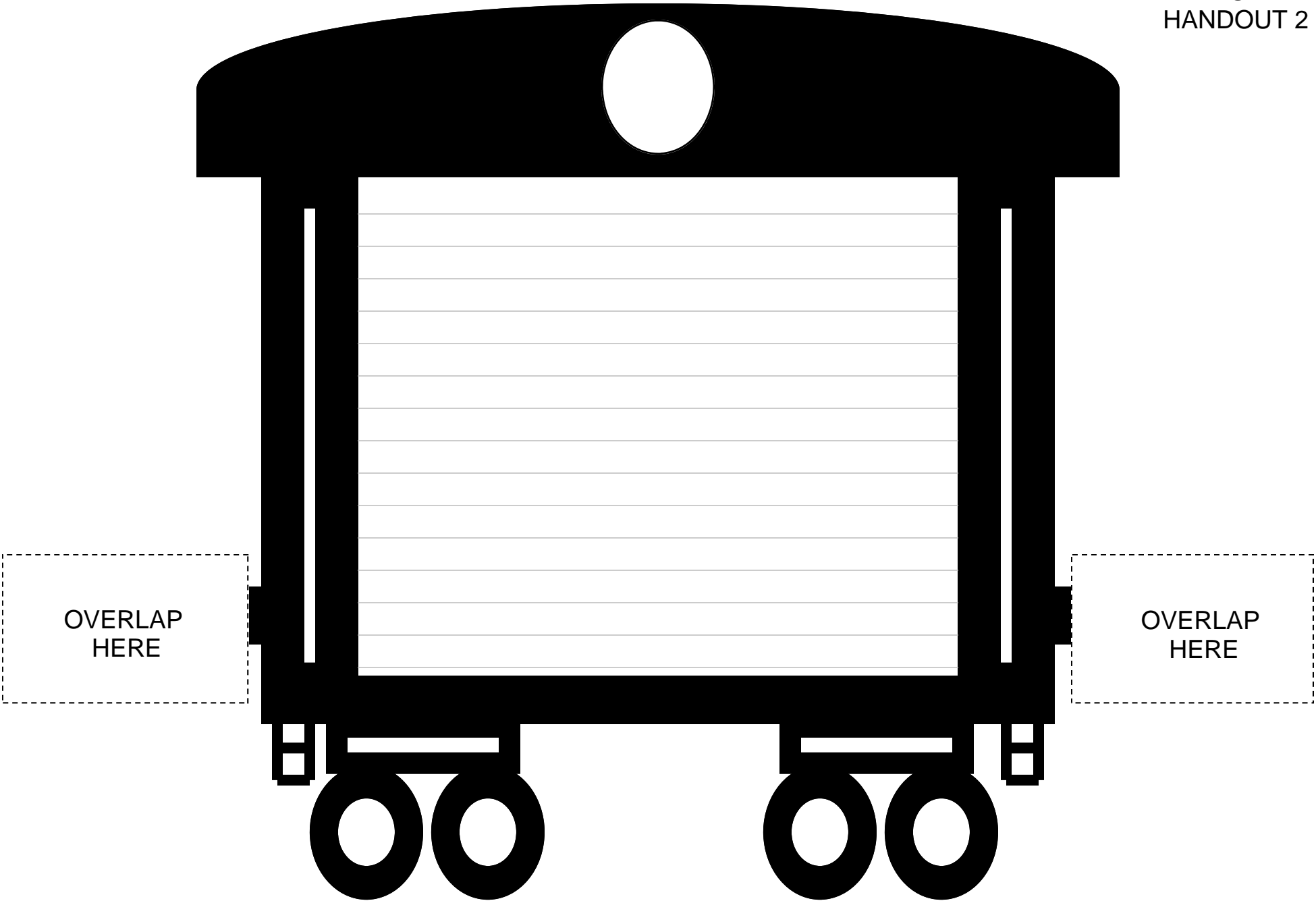
the train cars. This is where a “Transition Card” will be placed. Explain that the transitions are necessary to connect one answer/response to another for a logical, polished presentation just like the connector bars link one car to another for the train to work.

5. Display an overhead transparency of the “Possible Transition Words” attachment. Instruct the students to get into pairs (Question 1 with Question 2, Question 3 with Question 4, etc.) to select the best transition to connect their answers/responses together. After each pair has selected the best transition card, they should tape it in the space provided. Reassign students to meet with the person on the other side of them (Question 2 with Question 3, Question 4 with Question 5, etc.) to decide on the best transition word to connect their answers/responses together. The selected transition cards should be taped in the space provided. Continue this process until all train cars are connected. (NOTE: The teacher may have to help students with the best transition.)
6. When both trains are complete, the students should practice making their presentations by reading the information that they have written on their train cars in numerical order. (The first and last presenters should rehearse their introductory or concluding sentence(s), also. The teacher can help students make any necessary corrections to make the presentation flow more smoothly.
7. The members of the Unit Four group should make their presentations. (If time allows, students should be given the opportunity to answer some follow-up questions.) The members of Unit Five should make their presentations next and answer follow-up questions, if time permits.
8. Debrief students by discussing, in verbal or written form, the following questions:
 - How does the Constitution protect our basic rights such as freedom of expression, religion, equal protection, due process, and the right to vote?
 - What are some of the responsibilities of citizens?
 - How can citizens promote the common good?
 - What did you learn about yourself by making the presentation?

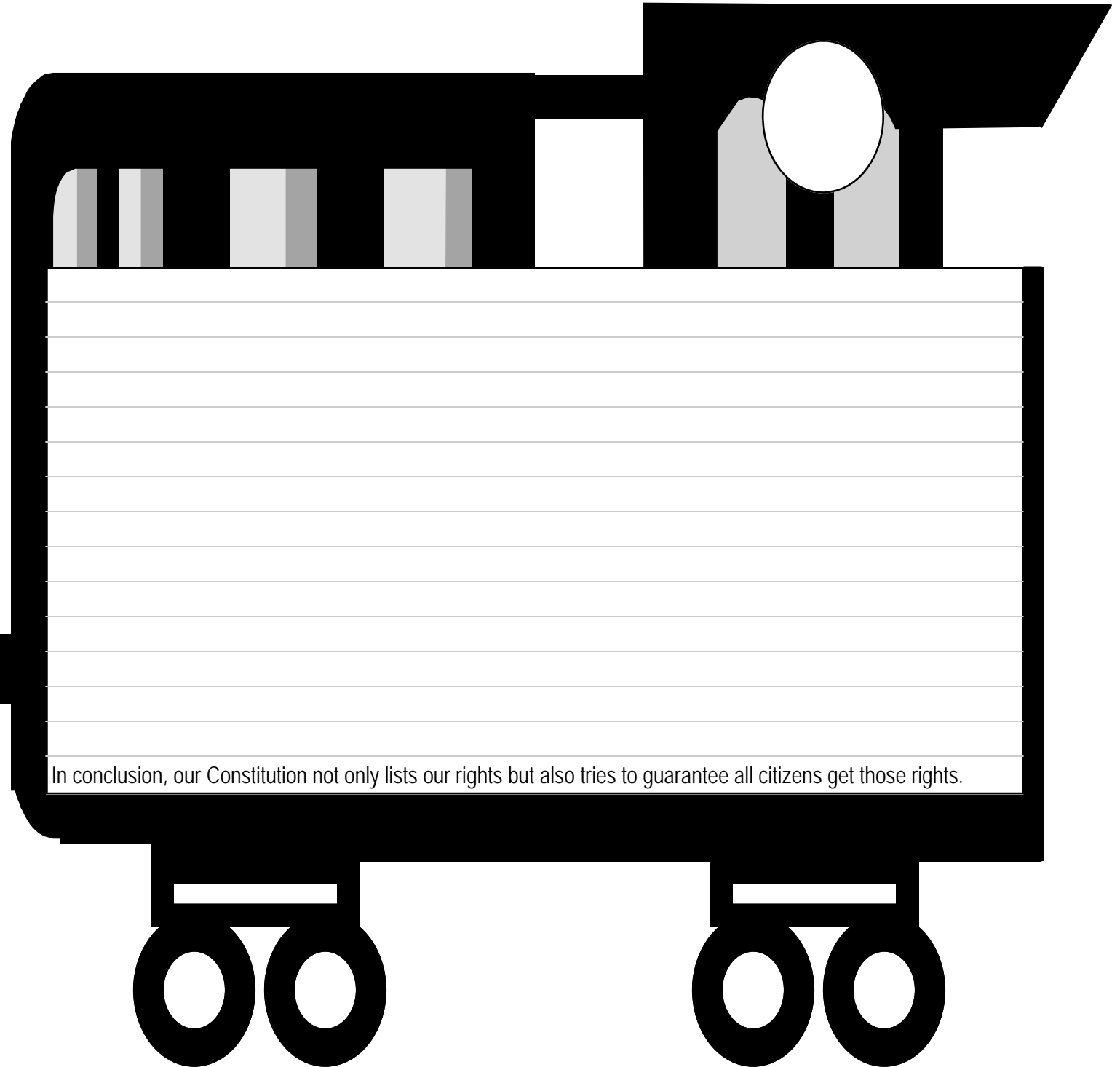


The United States Constitution
protects our basic rights in many
ways.

OVERLAP
HERE

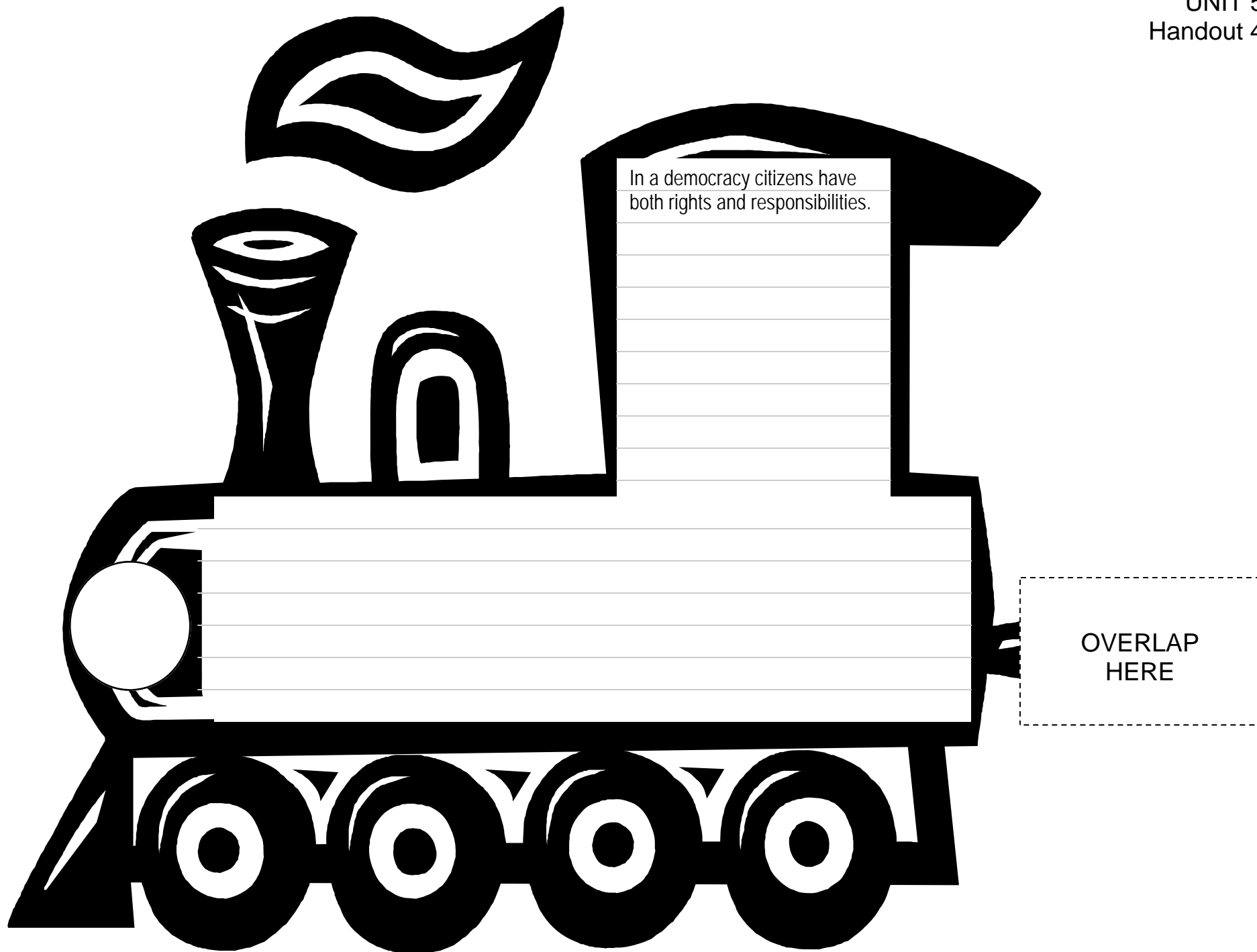


UNIT 4
HANDOUT 3



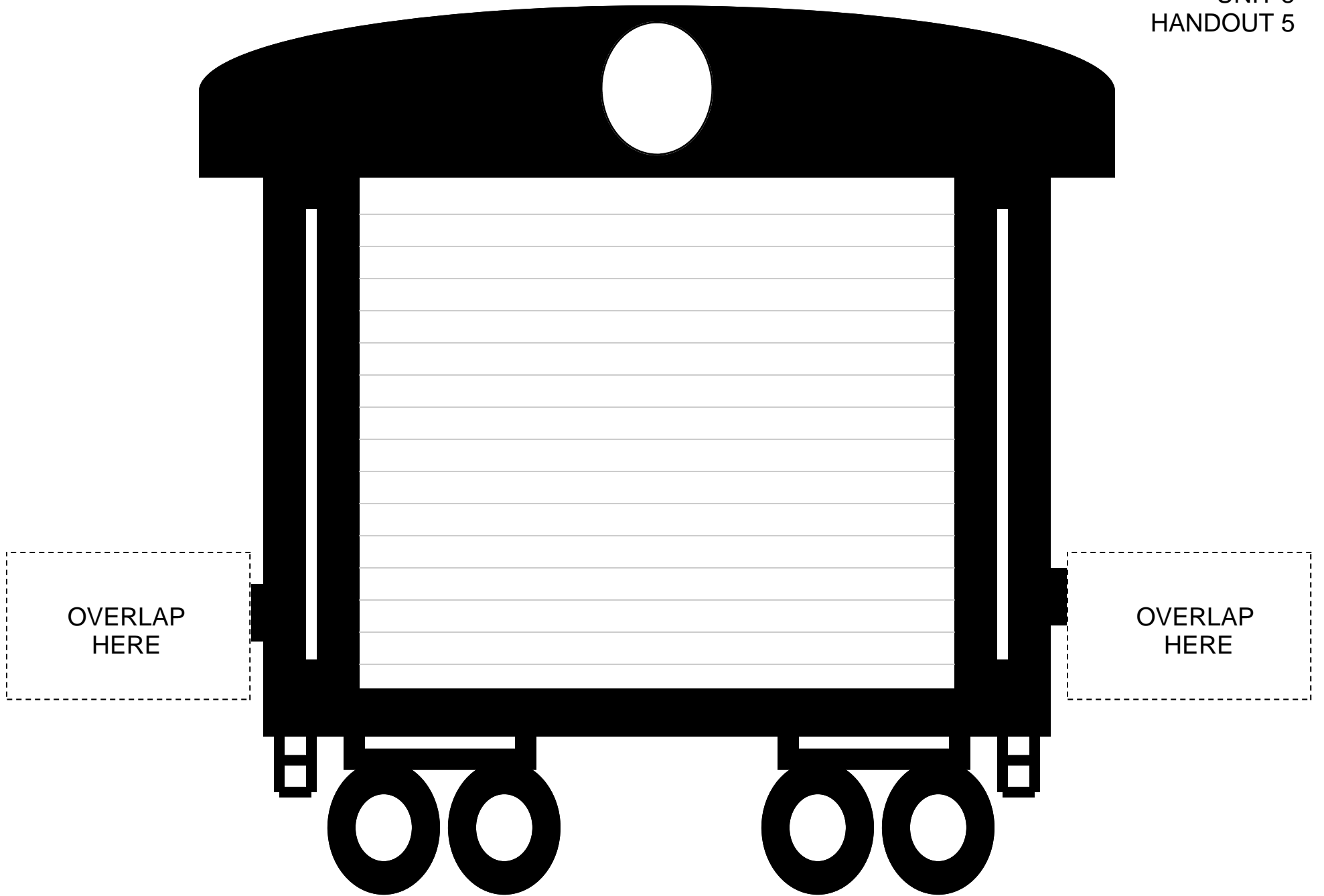
OVERLAP
HERE

In conclusion, our Constitution not only lists our rights but also tries to guarantee all citizens get those rights.



In a democracy citizens have both rights and responsibilities.

OVERLAP
HERE



OVERLAP
HERE

OVERLAP
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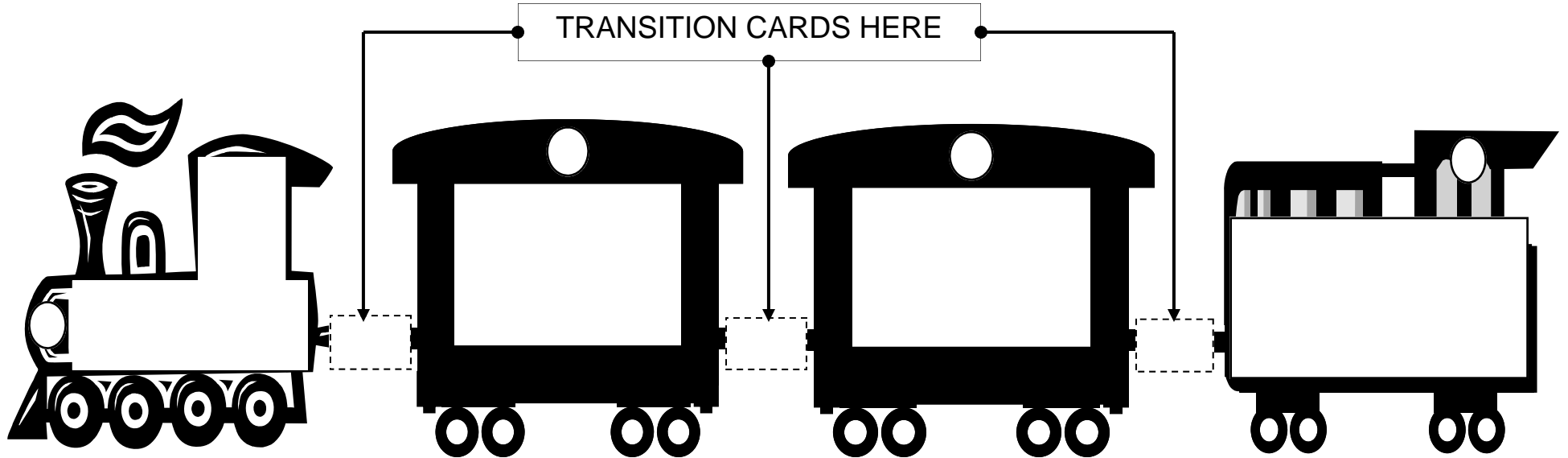
UNIT 5
HANDOUT 6



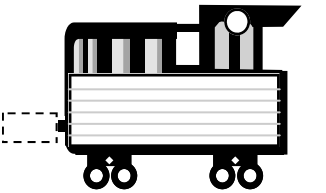
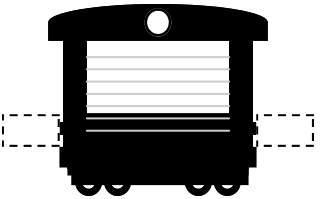
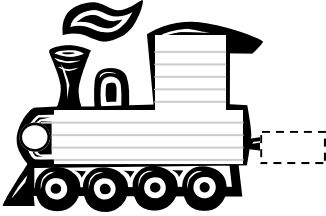
OVERLAP
HERE

In conclusion, our citizens enjoy many rights by living in a democracy. They also should accept the responsibilities that come with those rights.

COMPLETED TRAIN



**POSSIBLE
TRANSITION
WORDS**



For that reason

Furthermore

Accordingly

Along those
same lines

Because of that

On that same
topic

Secondly

In other words

Therefore

In addition

In view of that

So

Besides that

Another
important idea

Consequently

Also

On the other
hand

As a result

Expanding on
that idea

Consequently