



WE THE PEOPLE WORKSHOP:  
HIGH SCHOOL LEVEL STATE QUESTIONS  
2019-2020 SCHOOL YEAR

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We the People Program  
Overview & Guide

**Included in this brief guide:**

- Program Objectives and Standards
- Curriculum Outline
- Judges Guidelines (for insight into objectives)
- Sample Competition / Evaluation Ballot
- Question Analysis form

# Oregon We the People Program Objectives, Standards, & Hearing Format

## Classroom Law Project's Program Objectives

- Utilize inquiry and employ equity to provide a project-based civic education experience for all students
- Promote civic competence and responsibility
- Provide curriculum & innovative learning strategies to teachers & students
- Support student engagement beyond the classroom
- Teach student-centered, teacher-driven accessible civics skills
- Authentic civic engagement experience / demonstration of skills (assessment)
- Support student engagement with adults & civic leaders
- Build civic skills & dispositions (including but not limited to: teamwork & collaboration, public speaking, problem solving, managing conflict, and reaching consensus)

## Student Learning Objectives

- Identify and describe essential Constitutional concepts
- Connect Constitutional concepts to historical events, primary documents, and current issues
- Create and demonstrate persuasive testimony that responds to in-depth questions about the Constitution
- Compare and contrast the U.S. Constitution with the Oregon Constitution, as well as with other statutes and historical common law ideas
- Compose and communicate thoughtful and critical analyses of the Constitution
- Collaborate and work as a team to defend and support arguments regarding the Constitution
- Demonstrate civic competence, responsibility, and participation

## C3 Framework Standards

High School *We the People* curriculum and simulated congressional hearings meet multiple dimensions of the inquiry-based national C3 Framework

D1.1.9-12	D2.Civ.8.9-12	D3.1.9-12
D1.2.9-12	D2.Civ.9.9-12	D3.2.9-12
D1.3.9-12	D2.Civ.10.9-12	D3.3.9-12
D1.4.9-12	D2.Civ.11.9-12	D3.4.9-12
D1.5.9-12	D2.Civ.12.9-12	D4.1.9-12
D2.Civ.1.9-12	D2.Civ.13.9-12	D4.2.9-12
D2.Civ.2.9-12	D2.Civ.14.9-12	D4.3.9-12
D2.Civ.3.9-12	D2.His.11.9-12	D4.4.9-12
D2.Civ.4.9-12	D2.His.12.9-12	D4.5.9-12
D2.Civ.5.9-12	D2.His.13.9-12	D4.6.9-12
D2.Civ.6.9-12	D2.His.14.9-12	D4.7.9-12
D2.Civ.7.9-12	D2.His.16.9-12	D4.8.9-12

## Oregon Social Studies Standards

High School *We the People* curriculum and simulated congressional hearings meet the following Oregon Social Studies Standards:

## **Civics & Government**

- HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.
- HS.2 Describe core elements of early governments that are evident in United States government structure.
- HS.3 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.
- HS.4 Examine institutions, functions and processes of United States government.
- HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.
- HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.
- HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.
- HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments).
- HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.
- HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.
- HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.).
- HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.

## **Historical Thinking**

- HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.
- HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.
- HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

## Social Science Analysis

- HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
- HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).
- HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.
- HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.
- HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion

## Format of a Simulated Congressional Hearing

- Each full team contains 6 smaller Unit Teams of 3-6 students each.
- Each of the six Unit Teams represents one of the six units in the *We the People* text
- Official state level competition questions are released each August
- Each unit team is responsible for responding to all three questions per unit.

## Hearings:

- Each Unit Team testifies for a ten-minute session to the simulated Congressional Panel (made up of 3 adult community members):
  - 4 minutes - prepared testimony in answer to official questions
  - 6 minutes - response to questions from the panel
- The judge panel gives brief feedback to the unit team
- Hearing concludes

# WE THE PEOPLE: THE CITIZEN & THE CONSTITUTION CURRICULUM OUTLINE



**An exciting class that combines experiential learning with an in-depth exploration of the United States Constitution!**

## Topics of Study in the Text:

### **UNIT 1: *What are the Philosophical and Historical Foundations of the American Political System?***

- What did the Founders think about Constitutional Government?
- What ideas about Civic Life informed the founding generation?
- What historical developments influenced modern ideas of Individual Rights?
- What were the British origins of American Constitutionalism?
- What basic ideas about rights and Constitutional Government did colonial Americans hold?
- Why did American colonists want to free themselves from Great Britain?
- What basic ideas about government and rights did the State Constitutions include?

### **UNIT 2: *How did the Framers create the Constitution?***

- What were the Articles of Confederation, and why did some Founders want to change them?
- How was the Philadelphia Convention organized?
- Why was Representation a major issue at the Philadelphia Convention?
- What questions did the Framers consider in designing the three branches of the National Government?
- How did the delegates distribute powers between National and State Governments?
- What was the Federalist position in the debate about Ratification?

### **UNIT 3: *How has the Constitution been changed to further the ideals contained in the Declaration of Independence?***

- How have amendments and Judicial Review changed the Constitution?
- What is the role of Political Parties in the Constitutional system?
- How did the Civil War test and transform the American Constitutional system?
- How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- How has the right to vote been expanded since the adoption of the Constitution?

### **UNIT 4: *How have the values and principles embodied in the Constitution shaped American institutions and practices?***

- What is the role of Congress in American Constitutional Democracy?
- How does Congress perform its functions in the American Constitutional system?
- What is the role of the President in the American Constitutional system?
- How are National laws administered in the American Constitutional system?
- What is the role of the Supreme Court in the American Constitutional system?
- How does American Federalism work?

### **UNIT 5: *What rights does the Bill of Rights protect?***

- What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- How does the First Amendment affect the establishment and free exercise of religion?
- How does the First Amendment protect free expression?
- How does the First Amendment protect freedom to assemble, petition, and associate?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the Judicial System?

### **UNIT 6: *What challenges might face American Constitutional Democracy in the Twenty-First Century?***

- What does it mean to be a citizen?
- What is the importance of civic engagement to American Constitutional Democracy?
- How have civil rights movements resulted in fundamental political and social change in the United States?
- How have American political ideas and the American Constitutional system influenced other nations?
- What key challenges does the United States face in the future?
- What are the challenges of the participation of the United States in world affairs?
- What does 'Returning to Fundamental Principles' mean?

The ideas of Civic Engagement, Democracy, and how American government works culminates with participation in statewide mock congressional hearings defending the concepts embodied in the Constitution.



## CLASSROOM LAW PROJECT PRESENTS

# *We the People: The Citizen & The Constitution* OREGON HIGH SCHOOL STATE TOURNAMENT



## JUDGE INFORMATION & GUIDELINES

### MOCK CONGRESSIONAL HEARING COMPETITION

This academic and civics competition takes the form of a simulated congressional hearing. This is a culminating activity for students who have been studying the Constitution using the *We the People* curriculum. Every student on each team has become an expert on one of six units of Constitutional study and are prepared to testify based on their knowledge.

#### Your role as a judge is to help students:

1. Demonstrate what they have learned;
2. Take pride in the knowledge and skills they have acquired;
3. Deepen their understanding of, and appreciation for, the values and principles in the Constitution; and
4. Foster a determination to participate in the political life of their community and nation

Many of the students participating rarely get to interact with professionals from the community outside of their schools. Please model for them:

- Generosity
- Positive Feedback
- Reason & Logic
- Inclusion & Fairness

### HEARING FORMAT:

Judges introduce themselves / Students introduce themselves	1 minute
Judge reads question	1 minute
Student Prepared Response	4 minutes (timed by official timer)
Judge/Student Follow up Question & Response Time	6 minutes (timed by official timer)
Judge Feedback & Commendations	3 minutes (1 minute each)

## Interacting with Students in Mock Congressional Hearings

### SETTING:

- You will be sitting on a panel of **3 judges** facing a panel of **3-6 students** at the front of a courtroom.
- The official Timer will be sitting at the front so you and the students can see the time signals clearly.
- Classmates and audience will be behind the student panel to support them.

## EACH HEARING:

### Entering the Courtroom/Opening:

- **SMILE** as you enter the room; try to relieve the students' nervousness
- The timer/facilitator will let you know which side of the courtroom to enter the bench
- Set out your table tents when you sit down behind the bench
- A pre-chosen member of your judge panel will lead the introductions (often panels switch leaders each hearing – you can decide this during prep time)
- **SPEAK LOUDLY** enough for the entire audience in the classroom to hear
- Introduce yourself by giving your name and profession
- Tip: Write each student's first name down on your score sheet as they introduce themselves.
- Panel leader will read the entire question (including all bullet points)

### Prepared Presentation (4 Minutes):

- Timing begins as soon as reading the question is **concluded**
- Use the Score Sheet to take notes and prepare for what you may want to add to your follow up questions
- Evaluate the students as a **unit** (not individually), based on the **content** of their presentation (**not** their attire, eye contact, or delivery).
- The official timer will hold up a sign when 1 minute is left in the prepared presentation
- The timer will then hold up and call "Time" when the 4 minutes is expired
- If the full 4 minutes are not used, the remaining time will be added to the follow-up period

### Follow-Up Questions (6 Minutes):

- You can use your prepared follow up questions, but try to tailor your follow-ups to the students' presentation
- **Be concise** – you want to give more time to the students' responses than to your own questions
- Address your questions to the whole group, not just one student
- If students do not understand your question, rephrase or ask a different one
- The official timer will hold up a sign indicating 1 minute left in the follow-up period
- Once time has expired, it is the judges' discretion whether extra time can be given to a student completing a response.

### Immediate Feedback (1 minute per judge):

- Be brief. **ONLY** one minute per judge please
- Identify the group's **strengths**, especially regarding the **substance** and **content** of their testimony
- If you want to offer suggestions for improvement, please make them about the **content**
- Focus on the students' reasoning and evidence rather than any opinions they express
- Thank the students for their presentation, recognize the parents, teacher(s) and coaches
- Leave as soon as your 3 minutes of feedback is done so you have time to score and move to next hearing (don't forget to take your table tent with you!)
- Do not shake hands with students – it slows everything down and it's flu season! (The students will be told this as well)

## SCORING:

*Sample Score Sheet and a Scoring Guide are attached.*

### Scoring Rules:

- Be sure you have the appropriate score sheet (correct color & unit number) before the hearing begins (all members of the panel should be using the same color/unit)
- Use the score sheet for notes, but remember that **teams will see the score sheets after the competition**, so positive feedback is best along with any notes you make on their content
- Score each group on the basis of the **six criteria**:
  - Understanding
  - Constitutional Application
  - Reasoning
  - Supporting Evidence
  - Responsiveness
  - Participation
- Your scoring should be based on the criteria in the Scoring Guide, not on whether you agree or disagree with the students' positions or opinions
- After you leave the hearing room move to your next location first, before you consult with each other
- To gain perspective on the group's performance, consult with your fellow panel members on how you scored the group
- Judges **do not need to agree** on scores, but they should be within 2-3 points of each other for each category
- Students should not be awarded or penalized for manner of dress, personal appearance, speaking ability. **It is inappropriate to score or comment at all on anything but the six criteria.**
- Students should not be penalized for asking judges to repeat, clarify, or re-phrase follow up questions





JUDGE: \_\_\_\_\_

UNIT: \_\_\_\_\_

## Congressional Hearing Unit Group Score Sheet

For each criterion listed, score the group on a scale of 1 to 10.

1-2 = Poor      3-4 = Fair      5-6 = Average      7-8 = Above Average      9-10 = Excellent

		SCORE
<b>UNDERSTANDING:</b> To what extent did participants demonstrate a clear understanding of the basic issues involved in the question?		
<b>CONSTITUTIONAL APPLICATION:</b> To what extent did participants appropriately apply knowledge of constitutional history and principles?		
<b>REASONING:</b> To what extent did participants support positions with sound reasoning?		
<b>SUPPORTING EVIDENCE:</b> To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?		
<b>RESPONSIVENESS:</b> To what extent did participants' answers address the question asked?		
<b>PARTICIPATION:</b> To what extent did <u>most</u> group members contribute to the group's presentation? To what extent did the whole team work together and support each other?		
		<b>TOTAL</b>
<b>OVERALL/TIEBREAKER</b> (this score will only be used as a tiebreaker if needed) 1-2 = Poor    3-4 = Fair    5-6 = Average    7-8 = Above Average    9-10 = Excellent		

NOTES	
Student Names:	

**SCORING NOTES:**

Main Question	SubQuestion 1	SubQuestion 2

Follow Up Question #1

Follow Up Question #2

Follow Up Question #3

Follow Up Question #4

Follow Up Question #5



## WE THE PEOPLE HEARINGS

# Scoring Guide

- You will score each hearing group 1-10 in EACH of the following categories
- Start with an assumption of 5-6 (Average) and move up or down from there.
- 9-10 scores should be **RARE**, and only for the truly exceptional
- Your judge panel can compare hearings up until the 2<sup>nd</sup> or 3<sup>rd</sup> round, when score sheets will need to be turned in
- Starting after the 2<sup>nd</sup> round, score sheets will be collected after each round by CLP volunteers
- Your scores do not have to match your fellow panel judges, but they should be within 2-3 points of each other
- Your critique should be brief but meaningful
- Do NOT score or comment on appearance, eye contact, speaking ability, or individuals or anything outside the following six categories.

### UNDERSTANDING

The group showed **clear understanding of the issues** by

- Referring to key concepts and/or themes
- Identifying relationships between concepts/themes
- Defining terms
- Acknowledging opposing viewpoints

### CONSTITUTIONAL APPLICATION

The group **applied knowledge of constitutional history and/or principles** using

- Historical application
- Current application
- Examples, future issues

### REASONING

The group **supported its position(s) with sound reasoning** by

- Backing opinions with clear reasons
- Grasping principles
- Making logical inferences

### SUPPORTING EVIDENCE

The group **backed its reasons with historical and contemporary evidence** through

- Examples
- Descriptions
- Court cases
- News events
- Historical events

### RESPONSIVENESS

The group **addressed the questions asked**

- Accurately and with a full response in their prepared testimony
- With responses to the main and sub questions in their prepared testimony
- In their follow up responses

### PARTICIPATION

**Most or all group members** contributed:

- To the prepared testimony
- To the follow up responses

### Suggestions for verbal and/or written Feedback/Critiques:

- Always begin with positive comments
- Be sure that positive feedback outweighs negative
- Use "I" Messages:
  - I heard...
  - I was listening for...
  - I really liked...
- Say things like:
  - I was impressed with the historical reference to...
  - I heard excellent examples such as.... to support...
  - I noticed important connections between....

## Classroom Law Projects

### **NO FAIL Recipe for a Successful Testimony**

- Answer the question (including core democratic value)
- Everyone participates
- Cite & connect to the Constitution
- Refer to the historical context
- Connect with current events, life experience
- Cite Court Cases
- For extra flavor, use a quotation

