

Ohio Government in Action:

Inquiry Designed Curriculum



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FOR LAW-RELATED
EDUCATION**

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Acknowledgements & Licensing

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Table of Contents

Introductory Materials for Curriculum	1-10
Lesson 18:	
Constitutional Comparison Activity	
Lesson Guide	11-12
Student Worksheet	13
Lesson 19:	
Are State Governments Necessary?	
IDM Blueprint	14-15
Sources	16-18
Vocabulary	18
Lesson 20:	
Do Citizens Matter?	
IDM Blueprint	19-20
Sources	21-31
Lesson 21:	
Should the Federal Government Set Public Policy?	
IDM Blueprint	33-34
Sources	35-64
Lesson 22:	
Do Does Representative Democracy End at the Ballot Box?	
IDM Blueprint	65-66
Sources	67-87
Framer Model for Vocabulary Analysis	88
ABC's of Primary Sources	
Teacher Guide	89
Student Worksheet	90

Introductory Materials for Curriculum

Alignment to Ohio Content Standards

Ohio Government in Action: Inquiry Designed Curriculum is designed to align with Ohio’s Learning Standards for the High School American Government Curriculum. These lessons were specifically aligned to content statements 18, 19, 20, 21, and 22. Each lesson meets or exceeds the rigor of each standard. The lessons are designed to actively engage students in the teaching and learning process using an inquiry framework.

Course Syllabus: American Government – Ohio’s New Learning Standards

Content Statements

18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.
19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.
20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.
21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.
22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Overview of Structure

The “lessons” that appear in this series are slightly outside of what one typically sees in a lesson plan binder. Rather than representing a single class period (what is typically thought of as a “lesson”) the inquiries will span multiple class periods. The writers of the C3 Framework say that inquiries are larger than a lesson, but smaller than a unit. That is to say that they will take a few class periods, but should not stretch into weeks-long explorations of a topic.

Each inquiry in this curriculum is structured to take between 120-150 minutes of class time (3-5 typical class periods) including homework for students to write/reflect. This provides students with adequate time to analyze each source explored, and complete the formative tasks within the inquiry. The final task, which asks students to answer the compelling question, will likely take one full class period, plus additional time outside of class for polishing and revision.

The inquiries in this curriculum were designed and arranged so that the inquiries build upon each other, and supplement students understanding. It is expected that students tackling inquiry one will have more interesting responses to the questions raised in inquiry two. Similar themes and concepts are reflected in each inquiry, with the intent that students completing the entire curriculum will have a richer understanding of the form and function of the Ohio government.

However, the inquiries can be used independently of each other, allowing the teacher to select from among them to best match their scope and sequence. Each of the supporting questions within the inquiries can also be broken out and used on their own with the accompanying primary and secondary sources.

Overview of Structure cont.

The inquiries were not intended to be taught “back-to-back,” but instead are intended to be spaced out across the course. The time in between inquiries gives students a chance to reflect on the content, and come back to the question later with different insights.

Standard 22 is intended to be the culmination of a student’s learning in an American Government class, enabling them to evaluate the role of a citizen in identifying and resolving domestic and foreign public policy issues. Although students could arguably tackle this topic earlier in the course, having a richer pool of knowledge to draw from will result in more authentic issues to study and a more thorough sense of the options to solve their issue.

Standards 20 and 22 are linked for students, both combining to help students through OCLRE’s Youth for Justice program. The taking informed action step for standard 20 asks students to complete step 1 of Youth for Justice (identify a social or policy issue to be resolved), and standard 22 asks students to complete steps 2-4 (research, implement, and communicate your solution). Please keep this connection in mind as you plan the order and inclusion of the inquiries.

The lessons in this curriculum package are designed to supplement OCLRE’s resource manual Ohio Government in Action written by Dr. David Naylor. In some instances, portions of the text have been extracted and included in this curriculum. The complete text is available for purchase at www.ocltre.org.

Meeting the Needs of all Learners

Strategies and Scaffolds

All of the lessons require students to read and work from primary or secondary source materials. This type of reading can be challenging for many students. Learning scaffolds will help students to read and make sense of difficult reading material while maintaining high expectations and rigor. So while the material may present a challenge, all students need to build their proficiency in reading primary source material. The Ohio’s Anchor Standards For Literacy in History/ Social Studies, Science, and Technical Subjects articulate these expectations for student learning. Teachers that are tempted to modify primary source material should instead consider using teaching strategies to help students to better access the source material.

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. - Ohio’s New Learning Standards - English Language Arts

There are a number of content literacy strategies that social studies teachers can use to help student read and comprehend primary source text. Using these strategies will give the students scaffolds so that they can better read and comprehend complex text. Scaffolding to aid the reading process occurs prior to reading, during reading, and after reading. Many teachers spend much of their time trying to teach after students have attempted to read a text. Effective teachers spend more time explicitly instructing students before and during reading.

Prereading Strategies

1. Helping students to make connections with the text is necessary for students to be able to comprehend, remember, and use what they have read. This process starts before students begin reading and continues on during and after reading. Prior to reading teachers should question students to get them to make ties to what they already know. Teachers should also help students to connect new reading to concepts that have already been taught. By helping students to build their background knowledge they will be better prepared to make sense and use what they will soon be reading. Use the Primary Source ABC's resources included with this curriculum. The Primary Source ABCs - Teacher's Guide identifies ways that teachers can prepare students for reading. Prior to reading students can answer questions related to the author, author bias, and elaborate on context using the Primary Source ABCs Guide. Teachers may also want to use other strategies, such as, KWL charts and anticipation guides to activate prior knowledge and build connections with the text.
2. Introduce new and difficult vocabulary. Giving students a list of unfamiliar words and then using a dictionary to find the definition is a very traditional approach, but often ineffective means to teach students new vocabulary. Instead, give the students the word list. Have them make predictions about the possible meaning of each word. Next, guide them to the places in the text that give context for the words. After reading the word in context, have the students revise their definition and note the evidence in the text that helped them. For example, they may have found context clues by finding synonyms/antonyms, studying how the word was used in the sentence structure, or by making connections to their own background knowledge based on connections to the text. The Frayer graphic organizer is one way to help students learn new vocabulary. A blank template is provided with these materials and it is used in content standard lesson 21. Using the Frayer graphic organizer students write their own definition based on context clues, list characteristics of the vocabulary word or concept using the text or connections with their prior knowledge. They also list examples and nonexamples of the concept.
3. Good readers set a purpose for reading. Setting a purpose helps readers to focus their attention as they read. This is a skill that many struggling readers do not have or are not able to use proficiently. Teachers can set the purpose or help students to do this. Have students write a question on a sticky note and then have them place it in the text at the point where they will begin reading to answer the question. Struggling readers should read text for a single purpose. This means that they will be working with the text for multiple reads. Using the Primary Source ABC's will help students with this process.

During Reading Strategies

1. Good readers constantly self question as they read to clarify and deepen their understanding of the text. Students need to be encouraged to make connections with the text as they read. Using the Primary Source ABC's will help students to make connections to the text as they read, better understand the writer's point of view, and to clarify their understanding of the ideas and arguments presented in the text.
2. Having students work in collaborative groups is a good scaffold to help struggling readers comprehend difficult text. Teachers can assign each student a role as the group reads the text so that all students read actively and can contribute. The Reciprocal Teaching strategy is a method that students can use to read text collaboratively. To use this strategy, students will work in mixed ability groups. Assign each student a role prior to reading. The roles include a predictor, a questioner, a clarifier, and a summarizer. Here are the purposes and responsibilities of each role:
 - The predictor – This student examines the text prior to reading to make predictions about the text. The predictor leads the group discussion and facilitates the process of making predictions for the group. Students will want to closely examine features of the text. Titles, subtitles, headlines, publication dates, by lines, pictures and captions, and bold or italicized words are all features that students can target for closer examination. Use the Primary Source ABCs – Student Guide to help make predictions and get context before reading. As they examine the text, the collaborative group answers these questions from the Primary Source ABCs guide:

- Who created the source you are using?
 - Does the creator of this source have any bias that should be noted?
 - When was the source created? What was happening politically, culturally, or socially at the time it was created? Why is it relevant to the historical question you are considering?
- The questioner – This student asks questions about the text during reading. The questioner leads the group discussion and helps the group process the content of the text by asking questions. The questioner asks the group who, what, why, how, and when as the text is read. This kind of probing will help the group pay attention to the details of the text as they read.
 - The clarifier – This student asks clarifying questions during and even after reading. The clarifier helps the group clear up any misconceptions about words, phrases, or sentences that are unfamiliar, new, or confusing to them. Some questions the clarifier asks include:
 - How is this word pronounced?
 - What does this word mean?
 - I'm guessing 'public policy' means...
 - I think the author is saying ...
 - Why do you think this information is important?
 - The summarizer – This student facilitates the process of creating a summary of the text. The summarizer helps the group note important details and points. Students benefit from using graphic organizers or strategy tools like the Primary Source ABCs – Student Guide to do this kind of work. Using the Primary Source ABCs – Student Guide the group can work from the questions in the details and evidence sections. The collaborative group determines what information from the source will build an argument to answer the historical question under consideration. The group then pulls from the important details section to decide what information is most relevant to answering the historical question.
3. A fifth student could also be assigned the role of the teacher. The teacher keeps the group on task, prompts for questions, and reads the text aloud. Teachers can set up a valuable scaffold for poor readers by choosing a student with good oral reading skills to read the text aloud. This will allow students with reading deficits to save face and contribute to the group conversation.
 4. Before letting students use the Reciprocal Teaching strategy independently in groups, it is important for the teacher to model each of the roles using a think aloud approach. Modeling the questioning and planning for opportunities to practice with the teacher as the lead questioner will lead to confident and productive group work.
 5. Rewordify.com is a website that can be used to simplify difficult text. Digital text can be cut and pasted into the website and an alternate version of the text with simplified vocabulary is created. The alternate text can be formatted in several different ways and then used by the reader to help read and comprehend the original text.

After Reading Strategies

All students must be able to comprehend what they read. Reading comprehension in the social studies goes well beyond the simple assurance that students understand what they have read by demonstrating the ability to recall facts. After reading, students need to be able to think critically about what they have read and then apply new learning in order to do analysis, form an opinion, make connections with prior knowledge, create a product, or take action. The design of these inquiry lessons requires students to read historical text and think critically in order answer a compelling question. As students complete the summative performance task in each to the lessons, they are engaging with the test at a very high cognitive level. Teachers should be prepared to facilitate this process by explicitly teaching and modeling these skills. We have included a couple of specific strategies for this work.

1. The Primary Source ABCs - Teacher Guide is specifically designed to help students make sense of the text that they have read. The questions will help students to analyze and think critically about the text.
2. RAFT is a writing strategy that helps students to become more focused and considerate writers. The strategy encourages students to write creatively from the perspective and voice of someone other than themselves. Students consider how to best communicate to an audience using a specific writing format. This strategy is an effective tool to get students to analyze information from varied perspectives and to determine what information is important dependent on their role and interaction with their audience.
3. RAFT is an acronym for Role, Audience, Format, and Topic. Students are assigned a specific role as the writer, an audience, a format, and a topic. For example, students may write as a Union battlefield general (role) writing an post battle report (format) to President Lincoln (audience) that summarizes the outcome of the fighting (topic).
4. Timelines help students to visually organize information and to discover connections and relationships between historic events.
5. Venn Diagrams and T Charts - Both of these graphic organizers help students to visually represent information to show connections and relationships, as well as, make comparisons.

Understanding Inquiry

Introducing the C3 Framework

At first blush the C3 Framework seems to be one more thing to throw onto an already over stacked plate of content approaches, district mandates, statewide initiatives, and personal preferences. However, this is thinking about the C3 Framework from the wrong “direction.” The C3 Framework is not one more thing to pile onto the plate, C3 Framework is the plate!

C3 Framework represents a return to best practices, going all the way back to the 5th century B.C.E. when Socrates was surrounded by his students in the Athenian schools of learning. The C3 Framework represents the pursuit of knowledge through questions. The framework encourages students to ask and answer the “big questions,” and then to apply that learning to actually do something concrete. The C3 Framework is not a collection of new standards, rather it is a shell into which teachers insert pre-existing content and curricular aims.

The framework is composed of four dimensions:

1. Developing questions and planning inquiries
2. Applying disciplinary tools and concepts
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action.

When a student is guided through each of the four dimensions, they leave with a deeper understanding of the content and how it fits into the larger context of the course. The dimensions of the framework serve both as a guide for teachers in planning lessons, and also as a road map for students on the path to understanding.

The C3 Framework for Social Studies State Standards



DEVELOPING
QUESTIONS &
PLANNING
INQUIRIES



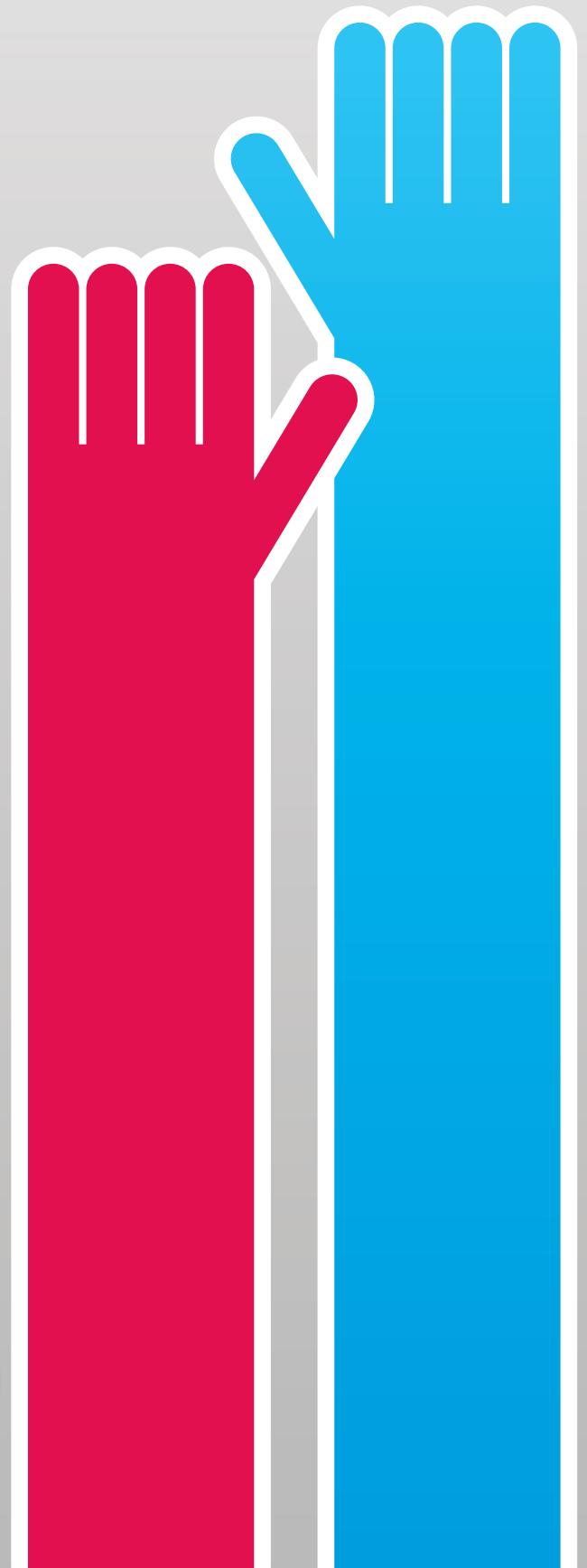
APPLYING
DISCIPLINARY
TOOLS &
CONCEPTS



EVALUATING
SOURCES &
USING
EVIDENCE



COMMUNICATING
CONCLUSIONS &
TAKING INFORMED
ACTION



Developing Questions and Planning Inquiries

Inquiry in the C3 Framework is composed of two types of questions: Compelling questions, and supporting questions. Both types of questions support students on their path to understanding, and work together to complete the inquiry arc. Supporting questions represent the “stepping stones” that enable the deeper thinking required to answer a compelling question.

Compelling questions are open-ended, “big” questions that have many possible answers and require evidentiary support. Compelling questions have two primary qualities: 1. they reflect a social concern that students find engaging, and 2. they reflect an enduring issue in the field of study.

Supporting questions are smaller, more easily answered questions that allow students to categorize pieces of evidence. Supporting questions stem from the compelling question, and form the direction the inquiry will take (influencing the selection of sources).

For example, a compelling question in a civics class might be “Why do we have rules?.” The question is designed to pique students’ interest, and is especially appealing given students exploration of autonomy and authority. It also reflects a fundamental concern of civics generally, drawing references to the social contract.

The supporting questions that help students investigate this topic might be “What are some school rules we follow?” “What does a society look like with no rules?” “What are some of the rules we follow in society?” Each of these supporting questions would shape the parameters of the investigation, and are selected based on the curricular aims of the course (i.e. the supporting questions of a civics class for this topic will look very different from those chosen for a psychology course.)

Applying Disciplinary Tools and Concepts

Dimension two seeks to further frame the inquiry, by drawing the student into the tools and concepts unique to the discipline being studied. In essence, dimension two asks students to approach the subject with the same thought and process that a scholar within that field would use. This is where the framework distinguishes itself from a set of standards. Rather than listing the content students need to know, the framework focuses on skills and mindsets. In doing so, the framework enables students to practice the same skills, regardless of whether they are learning about the Whiskey Rebellion or the Code of Hammurabi.

Dimension two distinguishes between the four major branches of social studies: civics, history, geography, and economics. Within each branch, teachers are encouraged to expose students to the concepts and skills that reflect broader aims and themes. The themes of each branch determine the shape of the compelling question, and determine the sources that will be used to explore the question. See figure 1 below for an example of how the same topic might be approached differently in each of the four disciplines.

EQUALITY EXPLORED

The topic of “equality” can be viewed through many different lenses. In the examples below, the disciplinary lens of each of the four branches is applied, showing how it changes the compelling question students are asked to answer.



CIVICS

Can you legislate equality?



HISTORY

Is equality a new idea?



GEOGRAPHY

Is equality tied to zip code?



ECONOMICS

Can you “buy” equality?

Evaluating Sources and Using Evidence

In Dimension three, students evaluate a series of primary and secondary source documents to chain together an answer to the supporting questions. Ultimately the information they gather through this research phase will enable them to answer the larger compelling question. For those familiar with the concept of document based questions (DBQ) this dimension will not be altogether novel.

In dimension three, students practice the tools of analysis and evaluation. Although many of the sources utilized will be texts, depending upon the topic they may also be artwork, photographs, music, video, etc. In evaluating the sources, students should keep in mind the discipline studied (dimension two) to ensure they are reflecting the concepts and skills relevant to the field (i.e. if studying history, students should read and reflect on a text in the manner in which a historian would evaluate the text).

Communicating Conclusions and Taking Informed Action

In dimension four, students are asked to draw their conclusions to the compelling question, and communicate their findings. The traditional approach at this point, advocated by DBQs would be to have students write a persuasive essay detailing their response to the historical question. Although this is certainly an option, it does not represent the entirety of the possible culminating activities. Students should be encouraged to communicate their findings in a multitude of ways, drawing from contemporary life and student interests.

For example, students investigating the question “Was Abraham Lincoln truly an abolitionist?” might communicate their results to creating a series of tweets about slavery that might be written by Abraham Lincoln if he was @POTUS circa 1861. Or they might write a two person dialogue between Abraham Lincoln and Mary Todd Lincoln that takes place over the breakfast table the morning after the south seceded from the Union. These alternative presentation methods give students a new way to think about topics and explore the benefits and drawbacks of different media.

The second half of dimension four, taking informed action, is one of the most systematic shifts from more traditional social studies education. Social studies as a discipline engages students in an exploration of topics of social importance, many of which are related to contemporary issues. The inquiry arc ends with students drawing upon what they have learned to enter into a collaborative discussion and critique of the topics. Democracies function best when an informed citizenry is able to contribute to and interact with the leadership. Better decisions are reached when the governed collaborate with the government.

The fourth dimension of the C3 Framework allows students to draw from the complete toolbox of engaged citizenship. Examples of taking informed action could include writing letters to legislators about the issue or topic explored, creating an awareness campaign to engage fellow students in the issue, or choosing a political party that most closely aligns with the values a student has identified. By giving students the chance to practice taking informed action, we are preparing them for the “civic life” component of the C3, enabling them to be fuller participants in their democracy as adults.

Using the Framework as the Plate

The lesson plans that follow utilize the Inquiry Design Model (IDM) of the C3 Framework to present topics related to state and local government in Ohio. This is merely one example of how the inquiry arc can be applied to pre-existing standards and curricular aims. Embracing the C3 framework does not require a page-one rewrite of your curriculum, but it may change the format in which topics are presented.

Looking at the standards for each content area, themes and patterns begin to emerge. A C3 teacher will approach their standards through the lens of questioning, determining how the standards fit together to help students answer

questions. Paired with the model curriculum, the supporting questions within each standard become clearer. Teachers would then organize their content in a way that lessons build toward larger understandings of the themes within their content, rather than purely chronological or geographical groupings promoted by most textbooks.

Using this approach, we have grouped the standards related to state and local government in a way that explores the division of power among the people, the state, and the national government. The standards allow for an exploration of who has power, why power was divided in the way it is today, and whether this division suits the needs of the governed or the government. Students think critically about the difficulties of statecraft, and how those difficulties have shaped our modern Ohio society.

In grouping the standards in this manner, some of the inquiries seemingly go beyond what the standard requires. While this may dissuade some teachers from tackling the inquiry, we believe that the depth of study reinforces deep content learning, making it more likely that students will recall the required information on test day. For example, students may not be asked on the OGT whether the 1851 Ohio Constitution was revised to suit citizens needs (reflected in the increase of elected positions) or the convenience of state leaders (reflected in the ending of the annual Supreme Court circuit riding to each Ohio county), but their thinking on this question will help them remember what changes were brought about in 1851.

Constitutional Comparison Activity

Directions

1. The students should have completed the Comparison chart either as homework or as a computer lab activity. They should have the Comparison chart available for the activity. The Ohio Constitution of 1803 and 1851 can be found at the Ohio History Connection or www.ohiohistorycentral.org/w/Ohio_Constitution_of_1851 or www.ohiohistorycentral.org/w/Ohio_Constitution_of_1803
2. In starting the activity tell the students this will be for a grade and that they either get all the points or none of the points. The students receive all the points if they place all the cards correctly. None if even one is out of place.
3. Using a poster board or large sheet of paper create 3 charts
Label – #1 US Constitution #2 –Ohio Constitution of 1803 - #3 Ohio Constitution of 1851
4. Give a group a stack of cards with push pins (or use sticky notes) – Divide the cards among the participants /students – They must place the cards on a larger sheet (poster board) and tell them they should be able to defend why they place them in the category that they do.

Place the information below on the cards with one item on each

US Constitution

- Executive is elected by Electoral College
- Supreme Court made up of 9 Justices
- Amendments proposed by Legislative Branch /Ratified by States
- President of Senate is also in the Executive branch
- 2/3 of both Houses propose Amendments and ¾ of States ratify
- Legislature -Congress
- Executive- President
- Bill of Rights is in the first 10 Amendments

Ohio Constitution of 1803

- Executive and Secretary of State are directly elected by the people
- Supreme Court made up of 3 members appointed by Legislature
- Amendments proposed by 2/3 of Legislative body/ Ratified by Voters
- Judiciary to meet at least once a year in each county
- President of the Senate selected by members
- Speaker of the House selected by members
- Executive -Governor
- Bill of Rights is in Article I and contains 28 sections

Ohio Constitution of 1851

- Executive , Lt. Governor ,Secretary of State ,Auditor ,Treasurer are elected
- Supreme Court made up of 5 elected Justices
- Constitutional convention can be called by voters every 20 years.
- Speaker of the House selected by members
- President of the Senate selected by members
- Executive -Governor
- Lt. Governor position is created
- Bill of Rights is in Article VIII and includes 28 sections

5. Once they have placed them the other participants /students can look at the sheets – They can move the cards but before doing so they must talk to the person who put it where it was and justify why would move them. They must agree before it can be moved.
6. Once they have them set –the teacher/presenter goes through the placement and offer to change any they want to change –discuss among the group and reach a final conclusion.
7. After the students have completed the Comparison chart and the activity discuss the following with them.
 - How did the Ohio Constitution change from 1803 to 1851
 - Why were the changes made? Why do the students think the changes were made?
 - What was the benefit of these changes?
 - Who most likely benefitted from the changes

Answer Key

	US Constitution	Ohio Constitution of 1803	Ohio Constitution of 1851
Name of the positions in each of the 3 branches	Legislative-US Senator and US Representative	Ohio Senator Ohio Representative	Ohio Senator Ohio Representative
Offices in the Legislative Branch and how they are chosen	Congress Speaker of the House (Elected by Members) President of the Senate (Vice-President)	Ohio General Assembly Speaker of the House (Selected by members) President of the Senate (Selected by Members)	Ohio General Assembly Speaker of the House (Selected by members) President of the Senate (Selected by Members)
Offices in the Executive branch and how they are chosen	President Vice-President (Both are selected by Electoral votes of the Electoral College)	Governor-Elected Sec. of State/ Auditor Treasurer/ Attorney General (All except the Governor were appointed by the General Assembly)	Governor Lt. Governor Secretary of State Auditor Treasurer Attorney General (All are elected)
Offices in the Executive branch and how they are chosen (numbers in each)	Justices of the Supreme Court (9 total – 1 Chief Justice /8 Justices)	Justices – 3 (Could be increased to 4) Appointed by General Assembly	Justices -5 - Elected
Bill of Rights–Location in each document and the number of Amendments or Sections	First 10 Amendments	Article I- Contains 20 Sections	Article VIII- Contains 28 sections
Location of Supreme Court	Same as Legislative	Required to meet once per year in each county	Columbus
Amending Process	Article V- of the Constitution- 2 methods of proposing -2 methods to ratify	2/3 of the General Assembly votes for a convention –Then it requires a majority vote	2/3 of General Assembly votes for an Amendment- the Amendment is published and goes to the voters for passage- A call for a convention will be voted on every 20 years

Comparing the US Constitution and Ohio's Constitution

Use the chart below to compare the US Constitution and the Ohio Constitutions of 1803 and 1851.

	US Constitution	Ohio Constitution of 1803	Ohio Constitution of 1851
Name of the positions in each of the 3 branches			
Offices in the Legislative Branch and how they are chosen			
Offices in the Executive branch and how they are chosen			
Offices in the Executive branch and how they are chosen (numbers in each)			
Bill of Rights–Location in each document and the number of Amendments or Sections			
Location of Supreme Court			
Amending Process			

Compelling Question

ARE STATE GOVERNMENTS NECESSARY?

What powers should be given to state governments?
Does Ohio's government have enough power?

Standards & Practices

Gov.19. Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the U.S.

Staging the Question

Stop and Jot: As a warm-up activity, students should spend 10 minutes responding to the following question "Should state governments or the federal government have the power to regulate _____?" The blank should be filled with a topic of your choosing (options could include marijuana use, education, prison sentences, abortion, voting rights, etc.). The responses should be opinion based, and do not require students to cite evidence. Teacher could optionally assign a news article related to one of the topics for homework the night before to enrich this warm-up.

Supporting Question

1

What are the roles of the executive, legislative, and judicial branches of the Ohio government?

Formative Performance Task

In a three column chart, list the roles of the executive, legislative and judicial branches of Ohio government. Use text from the sources to describe or explain.

Featured Sources

Legislative
<http://www.lsc.ohio.gov/guidebook/chapter2.pdf>
Article II, Section I: Ohio Constitution

Executive
<http://www.lsc.ohio.gov/guidebook/chapter11.pdf>
Article III, Section I: Ohio Constitution

Judicial
<http://www.lsc.ohio.gov/guidebook/chapter12.pdf>
Article IV, Section I: Ohio Constitution

2

What powers are denied and reserved to Ohio's state government by the US Constitution?

Structure, Powers, Functions, Relationship

In three Venn Diagram or T-Charts, comparing and contrasting the structure of the US vs. Ohio branches of government. Cite evidence comparing contrasting the functions and roles of the

- Ohio General Assembly and the US Congress
- Governor and President
- State Courts and Federal Courts

Chart -- Comparing the Constitutions of Ohio and the United States -- Government in Action book, p. 77

Supporting Question

3

How are the branches of the US and Ohio government similar and different?

Formative Performance Task

Write a paragraph identifying powers reserved and denied to the state of Ohio. Provide evidence and rationale as to how and why powers were reserved and denied to states.

Featured Sources

10th Amendment:
Article 10 of Bill of Rights
Article I , Sect 10 — Denied Powers to states in US Constitution

<http://blog.constitutioncenter.org/2014/02/article-i-the-legislative-branch-powers-denied-to-congress-and-the-states-sections-9-and-10/>

Federalist- No. 45- (Importance of reserved powers to states)

James Madison Quote

Summative Performance Task

ARGUMENT:

Given a case study: What role is the Ohio government playing? How is it uniquely serving Ohio citizens? What role does the federal government play? Who is better equipped to handle the problem: Ohio or federal government?

Suggested topics: certification/licenses (driving, marriage, work), minimum wage, sales tax, education, trade, speed limits, marijuana, punish criminals, voting

EXTENSION:

Position paper: choose one power from the state or federal that you believe is incorrectly allocated. Should it be reassigned?

Taking Informed Action

Take a stance on topics discussed in the summative arguments--either supporting state or federal action, funding, accountability, etc. --by writing a letter to your state or federal congressman; creating a twitter feed with 12 posts; creating a persuasive blog, editorial, poster.

Supporting Question #1

Legislative

Article II, Section I: Ohio Constitution

“The legislative power of the state shall be vested in a General Assembly consisting of a Senate and House of Representatives but the people reserve to themselves the power to propose to the General Assembly laws and amendments to the constitution, and to adopt or reject the same at the polls on a referendum vote as hereinafter provided. They also reserve the power to adopt or reject any law, section of any law or any item in any law appropriating money passed by the General Assembly, except as herein after provided; and independent of the General Assembly to propose amendments to the constitution and to adopt or reject the same at the polls. The limitations expressed in the constitution, on the power of the General Assembly to enact laws, shall be deemed limitations on the power of the people to enact laws.”

Executive

Article III, Section I: Ohio Constitution

“The executive department shall consist of a governor, lieutenant governor, secretary of state, auditor of state, treasurer of state, and an attorney general, who shall be elected on the first Tuesday after the first Monday in November, by the electors of the state, and at the places of voting for members of the General Assembly”

Judicial

Article IV, Section 1: Ohio Constitution

“The judicial power of the state is vested in a supreme court, courts of appeals, courts of common pleas and divisions thereof, and such other courts 28 The Constitution of the State of Ohio inferior to the Supreme Court as may from time to time be established by law”

Supporting Question #2

Comparing the Constitutions of Ohio and the United States

Instructions: How do the constitutions of the State of Ohio and the United States of America compare? This chart will help you find out. Use reference materials to find the appropriate information. Place it in the spaces provided. Then compare and contrast your entries to identify similarities and differences.

	US Constitution	Ohio Constitution of 1803	Ohio Constitution of 1851
Number and Names of Constitutions			
Date Most Recent Constitution Adopted			
Number of Articles Number of Words Type of Legislature			
Terms of Legislators			
Name and Term of Head of the Executive Branch			
Name, Size and Terms of the Court of Last Resort			
Inclusion of a Bill of Rights			
Process for Amending Times Amended Power of Initiative and Referendum			

Supporting Question #3

10th Amendment

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people"

Federalist No. 45

"The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in State governments are numerous and indefinite"

-James Madison

Lesson 19: Vocabulary

Federalism

Form of government in which there is a division of powers between federal and state levels

10th Amendment

Powers not given to the United States (federal government) by the Constitution, and not prohibited to it by the States, are reserved to the States or to the people.

Reserved Powers

Powers assigned to the states and the people (10th amendment)

Denied Powers

Powers that are denied to Congress and the states (Article 1: Section 9 and 10 of Constitution)

Executive Branch

Branch of government responsible for implementing, supporting, and enforcing the laws

Legislative Branch

Branch of government responsible for writing, debating, and passing laws

Judicial Branch

Branch of government responsible for interpreting laws

Checks and Balances

A system that allows each branch to amend or veto acts of another branch so as to prevent one branch from using too much power

Limited Government

A political system in which the government is confined to listed or authorized powers; helps to preserve individual liberty

Ohio Constitution

Founding Father Document laying out the structure of Ohio's government

U.S. Constitution

A federal document setting up the structure of the U.S. Government and its powers and responsibilities

Compelling Question

DO CITIZENS MATTER?

Standards & Practices

20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

- Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

- Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government for each issue.

Staging the Question

Stonewall Riots Image Analysis

Viewing Questions: What is happening in the photograph? Describe what you see. What inferences can you make? What changes are protestors trying to achieve? What methods are they using? Is this an effective way of achieving governmental change? Why or why not?

Vocabulary: citizen, civic participation, public policy, democracy, amendment, reform, petition

Methods of civic action: voting, running for elective office, persuasion, legal action, petition, protest, civil disobedience

Supporting Question

1

How can individual citizens address challenges and problems through participation in state and local government?

Formative Performance Task

List avenues for political participation, public service, and solving problems at the state and local levels.

Featured Sources

George Voinovich's 1991 Inaugural Address
2016 Franklin County Ohio Sample Ballot

2

In what ways can individual citizens work to achieve governmental change?

Create a chart that shows how various methods of civic action have been used to make public policy changes. For each case study, identify who was involved, what actions were taken, what outcomes were achieved.

Women's Suffrage:
1912 Photograph - Ohio Women's Suffrage Headquarters in Cleveland
1913 Postcard - Votes for Women
1915 Journal Article - Jane Addams

Civil Rights:
The Ohio Public Accommodations Law of 1884 and the Smith Amendment
Civil Disobedience: Martin Luther King

Humphrey v. Lane (2000)

Supporting Question

3

Are some methods of civic action more effective than others?

Formative Performance Task

For each historical case study, write a paragraph evaluating the effectiveness the civic action methods. Describe what methods of civic action were used and whether these methods achieved their desired goals.

Featured Sources

Women's Suffrage:
1912 Photograph - Ohio Women's Suffrage Headquarters in Cleveland
1913 Postcard - Votes for Women
1915 Journal Article - Jane Addams

Civil Rights:
The Ohio Public Accommodations Law of 1884 and the Smith Amendment
Civil Disobedience: Martin Luther King
Humphrey v. Lane (2000)

Summative Performance Task

ARGUMENT:

Construct a written argument that addresses the compelling question of whether citizens matter in the process of implementing public policy. Use specific claims and relevant evidence from historical sources while acknowledging competing views.

EXTENSION:

Students could create a petition on a website such as change.org that encourages others to support a specific stance.

Taking Informed Action

Select a public policy issue about which you are passionate (e.g. clean water initiatives, education funding reform, access to healthcare, etc.) and create an action plan for how you would express your concerns and advice to the government. Your response should include: 1) your proposed solution or reforms, 2) the level and branches of government to whom you should/will communicate, 3) the methods you will use to get your message to interested parties.

Stonewall Riots Image Analysis



Teacher Notes:

In the 1960s, many American restaurants and bars refused to serve gay and lesbian patrons. The Stonewall Inn in New York City was one of several Mafia-run bars where gay people could socialize openly. Police raided the bar regularly. A raid on June 28, 1969 turned into a six-day uprising known as the Stonewall Riots. The event would later be credited as a significant turning point in the gay rights movement.

George Voinovich was elected Governor of Ohio in 1990. The speech below is Voinovich's Inaugural Address in 1991. As you read, consider the following questions: How does Voinovich use Ohio's history in this speech? What problems or challenges does Voinovich note in the speech? What does Voinovich see as the role of government in addressing these problems? Are some of these challenges still present today? How can citizens be involved in addressing these challenges?

George Voinovich's 1991 Inaugural Address
14th January, 1991
State Capitol, Columbus, Ohio

Governor Celeste -- Lieutenant Governor Dewine -- Speaker Riffe -- President Aronoff -- Father Murphy and Reverend Moss -- students from the Indianola Alternative Elementary school -- fellow citizens, family, and friends -- thanks to each of you for joining us here this morning.

Before saying anything else, I want to acknowledge the brave men and women in our armed forces stationed in the Middle East as part of operation desert shield -- as well as some family members of those troops who are in attendance today. Please join me in a moment of silent prayer for a prompt and peaceful solution to the Gulf crisis.

It's hard to believe that I'm standing here this morning in front of the Capitol -- the grandson of immigrants -- a kid from the east side of Cleveland who dreamed that, one day, he might become Governor. Today, that dream comes true.

Earlier this morning, the Governor's office adopted Douglas elementary school, and I told the children that George Voinovich is living proof that, if you aim high and work hard, you can achieve your dreams. But I also told them you can't do it alone. First I acknowledged God's help and the help I had along the way from my family, teachers, friends, and so many others, without whom, I would not be Governor today.

As we stand here this morning before our historic Statehouse, I am reminded of a story that's often told about Ohio's early days. In 1802, when our founding fathers met in Chillicothe to organize Ohio's first government, their final working session lasted long into the night.

When they emerged outdoors after hammering out the final details, dawn was breaking over Mount Logan. They were so inspired by what appeared to be God's blessing of their work, that the sunrise they witnessed that morning is now enshrined on the great seal of the state of Ohio.

It is with the same spirit of inspiration that we gather today to observe this moment of passage -- a passage, not so much from one governor to the next or from one political party to another. It is, rather, the first step of a transition into an era of new realities for Ohio.

In the 189 years since that morning in 1802, Ohio has traversed its share of passages. Literally carved out of wilderness -- scratched from hostile territory -- and born in the midst of scarcity and isolation -- Ohio rose from a few rough frontier outposts to a leader among American states.

We could grow anything, build anything, dream anything -- and we did it better than anyone else. From apples to tires -- from corn to steel -- from soybeans to glass -- Ohio led the way for an emerging nation. At the turn of this century, Ohio was the touchstone of the industrial revolution and the cradle of American presidents. Ohioans were first in flight and, in our time, first on the moon.

Ours is a great state with a proud history. But recent years have not been as kind. Ohio today is a no-growth state. Our education system is lagging behind. And a one-and-a-half to two billion dollar budget shortfall looms on the horizon. Clearly, Ohio is not working up to its capacity. These are the new realities that this generation of Ohioans must confront.

Our challenge is to regard these new realities as a golden opportunity to take a fresh look at ourselves and to make Ohio a leader once again. But just as the private sector is adjusting to the new realities of a more competitive world, so, too, must the public sector. We must be realistic about the limits to what government can accomplish and the limits to what government money can buy.

The budget crisis we face obligates me and our State Senators and representatives to reexamine the way Ohio spends taxpayer dollars. Gone are the days when public officials are measured by how much they spend on a problem. The new realities dictate that public officials are now judged on whether they can work harder and smarter, and do more with less.

A recent Wall Street journal editorial put it best when it said that we in government should quit finagling around the edges of the status quo. We must distinguish between what we are able to do well, and what we cannot do at all.

In fact, the notion of not having Government do something about everything is itself an extraordinary opportunity. We should and will propose new approaches to deal with the new realities and with some older, existing problems, as well.

Among the latter, we will place special emphasis on management, economic development, and education.

I'm well aware that talking about better management won't win any popularity contests, but I think some people miss the point. Better management of State resources -- of State services -- and of taxpayer dollars all add up to a better quality of life for the people of Ohio.

The Plain Dealer recently printed a series of letters from citizens who described in detail the drastic impact poor management has had on their lives. One lady wrote, "There's a form of child abuse called neglect from delinquent fathers. These are parents who willingly and deliberately abandon their own flesh and blood."

The writer described the lack of help she had received from the state's child support enforcement agency and from employees who did not seem to care about their jobs and had not bothered to learn the new laws governing child support.

Another citizen asked, "Is the worker's compensation system a good one? Ask the injured workers who have claims today how they feel. Ask them if they lost their family...their homes...their dignity" because the system isn't doing its job.

The lives of these two people have taken severe turns for the worse because of poor management. God only knows how many more there are, and I truly shudder at the thought of how much loss, suffering, and hardship we bring into people's lives everyday because we're just not doing the job. Those two people and thousands more like them will tell you that management does have a direct impact on their quality of life. We've got to do a better job, and we will.

Our second area of special emphasis will be economic development. The people of Ohio understand that a good job is at the heart of the American dream. But as I said earlier, we're still in the midst of some tough times. During the nation's longest peacetime economic recovery in the 1980's, Ohio lagged behind.

Our industrial and manufacturing sectors have lost thousands of jobs. One study rated Ohio 26th out of 29 industrial states in manufacturing environment. Under those circumstances, it was hardly surprising that Ohio lost population over the last decade. As a result, we are losing two United States congressmen.

The Ohio economy is truly at a crossroads. To make matters worse, we're one of 30 states with projected budget shortfalls. That's the bad news. The good news is, if we can deal with our budget deficit and define what we want Ohio to be, we can leap out ahead of our competitors.

We must create a business environment that allows us to retain, expand, and attract more and better jobs. We must emphasize science and technology, and the export of Ohio products into the global marketplace.

Above all else, we must recapture the innovative spirit that made Ohio a leader at the turn of this century so that, when the 21st century dawns, we will be a leader again.

And we all know that if we're going to accomplish this goal, Ohio must recommit itself to something very fundamental -- Education. I will be the Education Governor. Ohio will be the Education State. Education is everybody's business. If we really love our neighbors as the bible teaches, then we must do everything we can to develop their God-given talents.

If we can't reach people with that message, then we've got to tell them that education is also our most important economic development tool. It's not just the best, it's the only tool we've got to prepare our citizens for the jobs of the future.

If all else fails, we must convince Ohioans that education is their best investment. We've had enough crime -- enough drugs -- and enough welfare, but we haven't had enough education. It will be my responsibility to assure the people of Ohio that the dollars we spend on education are well spent.

Our vision for Ohio is a state whose leaders are as good and decent and honest as its people -- a leader in fighting the war against crime and drugs -- a leader in providing access to quality, affordable health care -- a leader in cleaning up our environment -- a leader in everything we do.

For us to be successful, State Government must lead the way. From this first day forward, my goal as governor will be to reinstall in every state employee a sense of the tremendous opportunity we have before us to serve our fellow Ohioans and to make a difference in their lives. If we're going to get Ohio working up to its capacity again, then we must work up to ours.

I'm going to spend a lot of time in the coming months with my fellow public servants in state government to get their ideas on how we can work harder and smarter, and do more with less. And I'm confident that most of the ideas on how to improve State Government will come from our own people.

But we cannot do it alone. We must have the help of others. Already, more than 400 Ohioans are serving as volunteers on committees to help us select our management team for the next four years. We're also putting together an operations improvement task force to help us find ways to streamline state government.

These are just the first steps in a larger plan to mobilize Ohioans from all walks of life -- young and old -- black and white -- in the most far-reaching volunteerism effort our state has ever seen.

It will even extend to Ohio's two million young people, whom we will encourage to get involved in a new Ohio youth corps, aimed at giving girls and boys the chance to do something for other people. A wise man once said that those who bring sunshine into the lives of others cannot keep it from themselves. I want to get our children feeling good about themselves.

Perhaps my greatest challenge as Governor will be to convince every Ohioan that they are truly needed and that they can really make a difference. One organization -- one group -- one person can make a difference in someone's life. That's why this morning, the Governor's office adopted an elementary school. We want to make a difference in the lives of those children and we will.

This is something I understand very well from my own personal experience. My father was urged to quit high school and take a laborer's job when he was 16 by an adopted uncle who was raising him. But two people -- his principal, Mr. Findlay, and his history teacher, Pop Shriver -- helped him find a job in an architect's office at night. Dad went on to graduate from high school, receive a Kroger's scholarship to Carnegie Tech, become an architect, president of the Architects Society of Ohio, and a member of the state board of examiners. Until the day he died in 1974, the pictures of those two men who made a difference in his life hung on his office wall.

Ohio's 200th birthday is right around the corner. It is up to us to decide what kind of celebration it will be. Will we be celebrating our past or our future -- the good old days, or the good new days that lie ahead?

I believe with all my heart that our best days are still ahead. I believe the best chapters of Ohio history are yet to be written. And I believe that our proud past will be outshone by an even prouder future.

With God's help and together, we can do it.

Source: <https://www.library.ohiou.edu/hosted/voinovich/inaug91/>

Franklin County, Ohio Sample Election Ballot November 8, 2016

The following sample ballot shows the range of offices and issues in an Ohio election. As you look through ballot, consider these questions: What are the various office holders that Ohio citizens can elect at the national, state, and local levels? How does this election provide citizens with a voice in government? What issues do citizens decide at the state and local levels? How does this ballot show ways citizens can be serve in government?

(Full sample ballot at: https://vote.franklincountyohio.gov/assets/ballots/SAMPLE_0565.PDF)

OFFICIAL GENERAL ELECTION BALLOT

Franklin County, Ohio	General Election	November 8, 2016
<p>Instructions to Voter</p> <ul style="list-style-type: none"> To vote: completely darken the oval (●) to the left of your choice. Note the permitted number of choices directly below the title of each candidate office. Do not mark the ballot for more choices than allowed. Vote either "Yes" or "No," or "For" or "Against," on any issue. If you mark the ballot for more choices than permitted, that contest or question will not be counted. To vote for a write-in candidate: completely darken the oval (●) to the left of the blank line and write in the candidate's name. Only votes cast for candidates who filed as write-in candidates can be counted. Do not write in a candidate's name if that person's name is already printed on the ballot for that same contest. If you make a mistake or want to change your vote: return your ballot to an election official and get a new ballot. You may ask for a new ballot up to two times. 		
<p>For President and Vice President (Vote for not more than 1 pair) A vote for any candidates for President and Vice President shall be a vote for the electors of those candidates whose names have been certified to the Secretary of State.</p> <p><input type="radio"/> For President Donald J. Trump For Vice President Michael R. Pence Republican</p> <p><input type="radio"/> For President Hillary Clinton For Vice President Tim Kaine Democratic</p> <p><input type="radio"/> For President Richard Duncan For Vice President Ricky Johnson Nonparty Candidate</p>	<p>For U.S. Senator (Vote for not more than 1)</p> <p><input type="radio"/> Ted Strickland Democratic</p> <p><input type="radio"/> Tom Connors Nonparty Candidate</p> <p><input type="radio"/> Joseph R. DeMare Green</p> <p><input type="radio"/> Rob Portman Republican</p> <p><input type="radio"/> Scott Rupert Nonparty Candidate</p> <p><input type="radio"/> Write-In</p> <p>For Representative to Congress (3rd District) (Vote for not more than 1)</p> <p><input type="radio"/> Joyce Beatty Democratic</p>	<p>For Clerk of the Court of Common Pleas (Vote for not more than 1)</p> <p><input type="radio"/> Maryellen O'Shaughnessy Democratic</p> <p><input type="radio"/> Besa Sharrah Republican</p> <p>For Sheriff (Vote for not more than 1)</p> <p><input type="radio"/> Dallas L. Baldwin Democratic</p> <p>For County Recorder (Vote for not more than 1)</p> <p><input type="radio"/> Daphne Hawk Republican</p> <p><input type="radio"/> Danny O'Connor Democratic</p> <p>For County Treasurer (Vote for not more than 1)</p> <p><input type="radio"/> Ted A. Berry Republican</p>

D Franklin County, Ohio	E General Election	F November 8, 2016
For Justice of the Supreme Court (Full Term Commencing 1-2-2017) (Vote for not more than 1)	For Judge of the Court of Common Pleas (Full Term Commencing 1-9-2017) (Vote for not more than 1)	#2 Proposed Bond Issue City of Columbus A majority affirmative vote is necessary for passage.
<input type="radio"/> Pat DeWine <input type="radio"/> Cynthia Rice	<input type="radio"/> Richard A. Frye <input type="radio"/> Donald L. Kline	Shall bonds be issued by the City of Columbus for the purpose of acquiring, constructing, renovating, and improving infrastructure for the Department of Recreation and Parks, including municipal parks, playgrounds and recreation facilities, acquiring real estate and interests in real estate, landscaping and otherwise improving the sites thereof, and acquiring furnishings, equipment and appurtenances in the principal amount of \$110,000,000, to be repaid annually over a maximum period of 15 years, and an annual levy of property taxes be made outside the ten-mill limitation, estimated by the county auditor to average over the repayment period of the bond issue 0.73 mill for each one dollar of tax valuation, which amounts to \$0.073 for each one hundred dollars of tax valuation, commencing in 2016, first due in calendar year 2017, to pay the annual debt charges on the bonds, and to pay debt charges on any notes issued in anticipation of those bonds?
For Judge of the Court of Appeals (10th District) (Full Term Commencing 1-1-2017) (Vote for not more than 1)	For Judge of the Court of Common Pleas (Full Term Commencing 7-1-2017) (Vote for not more than 1)	<input type="radio"/> For the Bond Issue <input type="radio"/> Against the Bond Issue
<input type="radio"/> Jennifer Brunner	<input type="radio"/> Kimberly Cocroft <input type="radio"/> Lauren Dolan	#3 Proposed Bond Issue City of Columbus A majority affirmative vote is necessary for passage.
For Judge of the Court of Appeals (10th District) (Full Term Commencing 1-2-2017) (Vote for not more than 1)	For Judge of the Court of Common Pleas Domestic Relations Division (Full Term Commencing 1-5-2017) (Vote for not more than 1)	Shall bonds be issued by the City of Columbus for the purpose of acquiring, constructing, renovating, and improving infrastructure for the Department of Public Safety and the Department of Health, acquiring real estate and interests in real estate, landscaping and otherwise improving the sites thereof, and acquiring furnishings, equipment and appurtenances in the principal amount of \$70,000,000, to be repaid annually over a maximum period of 16 years, and an annual levy of property taxes be made outside the ten-mill limitation, estimated by the county auditor to average over the repayment period of the bond issue 0.45 mill for each one dollar of tax valuation, which amounts to \$0.045 for each one hundred dollars of tax valuation, commencing in 2016, first due in calendar year 2017, to pay the annual debt charges on the bonds, and to pay debt charges on any notes issued in anticipation of those bonds?
For Judge of the Court of Appeals (10th District) (Full Term Commencing 1-3-2017) (Vote for not more than 1)	<input type="radio"/> Kim A. Browne <input type="radio"/> Jim Reese	
<input type="radio"/> Susan D. Brown	#1 Proposed Bond Issue City of Columbus A majority affirmative vote is necessary for passage.	
For Judge of the Court of Appeals (10th District) (Full Term Commencing 2-9-2017) (Vote for not more than 1)	Shall bonds be issued by the City of Columbus for the purpose of acquiring, constructing, renovating, and improving infrastructure for the Department of Public Safety and the Department of Health, acquiring real estate and interests in real estate, landscaping and otherwise improving the sites thereof, and acquiring furnishings, equipment and appurtenances in the principal amount of \$70,000,000, to be repaid annually over a maximum period of 16 years, and an annual levy of property taxes be made outside the ten-mill limitation, estimated by the county auditor to average over the repayment period of the bond issue 0.45 mill for each one dollar of tax valuation, which amounts to \$0.045 for each one hundred dollars of tax valuation, commencing in 2016, first due in calendar year 2017, to pay the annual debt charges on the bonds, and to pay debt charges on any notes issued in anticipation of those bonds?	
<input type="radio"/> William A. Klatt	<input type="radio"/> For the Bond Issue <input type="radio"/> Against the Bond Issue	
For Judge of the Court of Common Pleas (Full Term Commencing 1-1-2017) (Vote for not more than 1)		
<input type="radio"/> Michael J. Holbrook <input type="radio"/> Crysta Pennington		
For Judge of the Court of Common Pleas (Full Term Commencing 1-2-2017) (Vote for not more than 1)		
<input type="radio"/> Julie M. Lynch		
For Judge of the Court of Common Pleas (Full Term Commencing 1-3-2017) (Vote for not more than 1)		
<input type="radio"/> Mark A. Serrott		
For Judge of the Court of Common Pleas (Full Term Commencing 1-4-2017) (Vote for not more than 1)		
<input type="radio"/> Jeffrey M. Brown		

The Ohio Women's Suffrage Amendment (Amendment 23) was on the September 3, 1912 ballot in Ohio. It was one of 42 proposed constitutional amendments on this ballot. What strategies/methods for achieving change are reflected in this photograph? The ballot initiative was defeated by a vote of 57.5% to 42.5%. Based on these results, would you describe their efforts as successful or unsuccessful? How might citizen action help achieve change even when initial goals are not reached?



Woman suffrage headquarters in Upper Euclid Avenue, Cleveland--A. (at extreme right) is Miss Belle Sherwin, President, National League of Women Voters; B. is Judge Florence E. Allen (holding the flag); C. is Mrs. Malcolm McBride

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The source below is excerpted from “The Road to Equality and the Passage of the First Civil Rights Law in Ohio,” published by the Ohio Civil Rights Commission. As you read the account, consider the following questions: What was the role of the legislature in securing civil rights for African-Americans? Why did the initial Public Accommodations Law of 1884 fail to protect these rights? What actions did citizens take to redress these rights violations? How did the court cases highlight the weaknesses of the law?

The Ohio Public Accommodations Law of 1884 and the Smith Amendment

Ohio was one of the first states in the nation to enact a civil rights law, the purpose of which was to protect and secure equal rights for African Americans and to prevent discrimination against them in all places of public accommodation, resorts, institutions and places of amusement.

Introduced in the Ohio Senate by Senator William S. Crowell (Coshocton County) on January 14, 1884, Senate Bill 12 was passed by both the Ohio Senate and Ohio House of Representatives in a matter of weeks, and took effect on February 7, 1884.

The specific prohibition against race and color discrimination was set forth in Section 1:

All persons within the jurisdiction of said State shall be entitled to the full and equal enjoyment of the accommodations, advantages, facilities and privileges of inns, public conveyances on land or water, theaters and other places of public amusement, subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color, regardless of any previous condition of servitude.

After its passage, the new civil rights law was widely heralded as a step in the right direction. The law, however, was less than perfect, primarily because it failed to fully address the societal harms and personal injustices at the time so frequently visited upon African Americans.

To begin with, the new civil rights law enumerated and covered few places of public accommodation—inns, public conveyances on land and water, theatres and other places of amusement. The new law, moreover, provided meager—and, as would soon be obvious, unpredictable—relief to the victims of discrimination who filed a civil action against the party who violated the law, and offered a very lenient punishment for those persons who violated the law under the criminal component of the statute. On top of this, a successful civil lawsuit precluded a criminal prosecution, and vice versa.

Suffice to say, it was evident from the start that the new civil rights law failed to take the steps necessary to afford African-Americans substantial protection of their civil rights, which, of course, was the goal of the legislation.

Regardless of the egregiousness of the discriminatory conduct, and no matter how injurious such conduct was to the victim, a civil action would award to the victim no more than One Hundred Dollars and in some cases only Five Dollars or even less. In a criminal action, a person found guilty of violating the law faced imprisonment for not more than thirty days and a fine

not exceeding One Hundred Dollars, making the penalty a small price to pay and violating the law a minimal risk to take.

In the years following its enactment and subsequent amendment, it became increasingly apparent that the remedy and penalty provisions were hampering effective enforcement.

A series of early cases brought against the proprietors of several roller skating rinks in Youngstown to redress acts of blatant racial discrimination against African American patrons, for example, resulted in only two favorable verdicts, and the damages awarded were simply insulting. In one of the cases, a jury determined that fifty cents would cover the damages incurred by the plaintiff having been refused admission to the roller skating rink on account of his race, while in the other case a jury determined that one cent would suffice.

A few years later, an African American patron brought two successful lawsuits after he was refused the privilege of dining at two restaurants in Cincinnati. In one case, he was awarded twenty-five dollars against the proprietors of one restaurant, but only one cent against the proprietors of the other restaurant. These and other cases made it perfectly clear that the absence of a minimum penalty made it possible for prejudiced courts and jurors to undermine cases won by victims of discrimination by awarding only nominal damages.

As these and other cases demonstrated, discrimination continued unabated and unabashed throughout the state, frustrating both the letter and the spirit of the civil rights law. As aptly summarized by one leading advocate of the time— "The penalty, as the law now stands, is so small that those who discriminate against us in public places of amusement and elsewhere do not fear it and Afro Americans are not encouraged to sue under it."

After almost a decade of mediocre deterrence and enforcement, however, the civil rights law began a significant transformation. The Honorable Harry C. Smith, an African American Representative (Cuyahoga County), quickly understood the law's inherent shortcomings and took action to remedy those deficiencies. On January 16, 1894, Representative Smith introduced House Bill No. 141 to amend the civil rights law by increasing the severity of the redress and penalty clauses. This legislation was enacted and became law on February 7, 1894.

The amendment, known as The Smith Amendment, changed the monetary penalty provision from a fine "not to exceed One Hundred Dollars" to a fine "not less than Fifty Dollars nor more than Five Hundred Dollars, or imprisonment not less than thirty days nor more than ninety days or both."

The impact of this amendment on the effectiveness of the civil rights law could not be overstated. In a civil action, instead of receiving only a nominal monetary amount, the victim of discrimination, if successful in his or her legal action, was given the right to recover not less than Fifty Dollars and up to Five Hundred Dollars against any person who violated the law. Likewise, in a criminal action, the defendant would be fined at least Fifty Dollars and up to Five Hundred Dollars, and faced a minimum prison term of at least thirty days and up to ninety days. Without a doubt, The Smith Amendment put some much-needed teeth into the civil rights law, and the cases following its passage demonstrated the effectiveness of these enhanced redress and penalty clauses.

Source: <http://crc.ohio.gov/Portals/0/Book/History.pdf>



Credit: Library of Congress

Media type: postcard

Museum Number: -LC-USZ62-95344

Annotation: This is a postcard from Women's Suffrage. It shows a young girl sassing a young boy with a poem at the bottom which reads: "For the work of a day, For the taxes we pay, For the laws we obey, We want something to say."

Year: 1913

*Jane Addams, Why Women Should Vote, 1915, Ladies Home Journal
(Excerpt)*

Public-spirited women who wish to use the ballot, as I know them, do not wish to do the work of men nor to take over men's affairs. They simply want an opportunity to do their own work and to take care of those affairs which naturally and historically belong to women, but which are constantly being overlooked and slighted in our political institutions.

In a complex community like the modern city all points of view need to be represented; the resultants of diverse experiences need to be pooled if the community would make for sane and balanced progress. If it would meet fairly each problem as it arises, whether it be connected with a freight tunnel having to do largely with business men, or with the increasing death rate among children under five years of age, a problem in which women are vitally concerned, or with the question of more adequate streetcar transfers, in which both men and women might be said to be equally interested, it must not ignore the judgments of its entire adult population.

To turn the administration of our civic affairs wholly over to men may mean that the American city will continue to push forward in its commercial and industrial development, and continue to lag behind in those things which make a City healthful and beautiful. After all, woman's traditional function has been to make her dwelling-place both clean and fair. Is that dreariness in city life, that lack of domesticity which the humblest farm dwelling presents, due to a withdrawal of one of the naturally cooperating forces?

If women have in any sense been responsible for the gentler side of life which softens and blurs some of its harsher conditions, may they not have a duty to perform in our American cities?

In closing, may I recapitulate that if woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the street; if she would bring the cultural forces to bear upon our materialistic civilization; and if she would do it all with the dignity and directness fitting one who carries on her immemorial duties, then she must bring herself to the use of the ballot - that latest implement for self-government.

May we not fairly say that American women need this implement in order to preserve the home?

Compelling Question

SHOULD THE FEDERAL GOVERNMENT SET PUBLIC POLICY?

Standards & Practices

21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

Staging the Question

Share a recent local or state public policy issue (immigration, marijuana, unemployment, reproductive rights, etc.) that is in conflict with the federal government; find an article and assign as homework prior to the lesson. Discuss the article and ask for student opinions. Immigration is the example used in this lesson.

Example: Your local Sheriff has decided immigration is a problem. He establishes "immigration patrols" that involve stop and frisk searches for any person suspected of being an illegal immigrant. Individuals who are found without legal identification are arrested. He places the suspected illegal immigrants in "tent city" jails where prisoners suffer many indignities. *Does the sheriff have the right to do this? Should he be supported by the local and state governments? The federal government directly prohibits profiling possible illegal immigrants, should they step in and address the sheriff's actions?*

Supporting Question

Formative Performance Task

Featured Sources

1 What is public policy?

Complete a Frayer Model using public policy as the key term.

Project Citizen: Public Policy

Teacher Note: Non-examples of public policy include: Opinion polls, person's opinion, scientific study, rules that don't get enforced, religious rules.

2 How do different branches at different levels shape or respond to public policy?

Summarize an example of federal, state, and local actions that support pro-immigration policy. Minimum of six examples.

Obama 2014 Immigration Speech

5 facts about DACA

What can happen at the state level: Sanctuary Cities

Ohio State Immigration Laws

Supporting Question

3

How do political parties, interest groups, and the media shape and respond to public policy?

Formative Performance Task

Construct a timeline that identifies events and actions surrounding immigration. Write 1-2 sentences for each event showing its connection to subsequent events.

Start: Arizona SB 1070

End: 11/20/2014
Executive Actions

Teacher Note: Students are free to use any of the sources below, or to add to the source list. This can be an independent research project.

Featured Sources

Arizona SB 1070 Section 1-2

Media Source interview with someone impacted by SB 1070

Other states enact similar legislation

SCOTUS Opinion Arizona v. United States (Opinion Announcement Part I and II)

Deferred Action for Childhood Arrivals (media source showing reactions)

Obama Executive Actions: 2014

SB 1070 Loses Power

4

Do local governments have the obligation to submit to state and federal policy, or are state and federal governments obligated to support local policies?

Philosophical Chairs: students read and annotate sources, then participate in philosophical chairs in response to supporting question.

Federalist Paper No. 45

James Madison Letter to Thomas Jefferson

Scalia Dissent Arizona v. United States (Opinion Announcement Part II)

Summative Performance Task

ARGUMENT:

Using the RAFT model, construct an argument (a detailed presentation that includes a letter, visual aid, and spoken component) that addresses the compelling question as it applies to immigration laws in Arizona. Use specific claims, cite examples of evidence, and offer examples of how to implement the suggestions put forth in the argument.

EXTENSION:

Role of the Writer: Concerned citizen of Arizona

Audience: Arizona State Legislature

Format: Presentation to the legislature that includes a letter, visual aid (slide presentation, chart/graph, infographic, etc.) and spoken comments.

Topic: The role of the Federal Government in Arizona's public policies surrounding immigration.

Taking Informed Action

Option One: students send letters to Arizona legislature.

Option Two: students use the same RAFT format and address a local issue in their Ohio community. Students may opt to present at the state level or send their letter to the appropriate legislator.

Source 1A

What is Public Policy?

Getting scholars to agree on a single, all-inclusive definition of public policy is no easy task. Broadly, we might say that a public policy is simply what government (any public official who influences or determines public policy, including school officials, city council members, county supervisors, etc.) does or does not do about a problem that comes before them for consideration and possible action.

Specifically, public policy has a number of key attributes:

- Policy is made in response to some sort of issue or problem that requires attention. Policy is what the government chooses to do (actual) or not do (implied) about a particular issue or problem.
- Policy might take the form of law, or regulation, or the set of all the laws and regulations that govern a particular issue or problem.
- Policy is made on behalf of the “public.”
- Policy is oriented toward a goal or desired state, such as the solution of a problem.
- Policy is ultimately made by governments, even if the ideas come from outside government or through the interaction of government and the public.
- Policymaking is part of an ongoing process that does not always have a clear beginning or end, since decisions about who will benefit from policies and who will bear any burden resulting from the policy are continually reassessed, revisited and revised.

No doubt, there are many problems in our communities that need to be solved. Some problems may readily be dealt with by actions taken in the private sphere (individuals and families) or by our civil society (social, economic, or political associations or organizations).

Public policy problems are those that must be addressed by laws and regulations adopted by government. Your first task in ProCitizen is to firmly establish that the problem you want to work on is, in fact, one which requires government involvement to reach a solution.

Citation

“What is Public Policy?” Public Policy. N.p., n.d. Web. 07 Jan. 2017. <http://www.civiced.org/pc-program/instructional-component/public-policy>

Source 2A

Remarks by the President in Address to the Nation on Immigration

Cross Hall, 8:01 P.M. EST

THE PRESIDENT: My fellow Americans, tonight, I'd like to talk with you about immigration.

For more than 200 years, our tradition of welcoming immigrants from around the world has given us a tremendous advantage over other nations. It's kept us youthful, dynamic, and entrepreneurial. It has shaped our character as a people with limitless possibilities — people not trapped by our past, but able to remake ourselves as we choose.

But today, our immigration system is broken -- and everybody knows it.

Families who enter our country the right way and play by the rules watch others flout the rules. Business owners who offer their workers good wages and benefits see the competition exploit undocumented immigrants by paying them far less. All of us take offense to anyone who reaps the rewards of living in America without taking on the responsibilities of living in America. And undocumented immigrants who desperately want to embrace those responsibilities see little option but to remain in the shadows, or risk their families being torn apart.

It's been this way for decades. And for decades, we haven't done much about it.

When I took office, I committed to fixing this broken immigration system. And I began by doing what I could to secure our borders. Today, we have more agents and technology deployed to secure our southern border than at any time in our history. And over the past six years, illegal border crossings have been cut by more than half. Although this summer, there was a brief spike in unaccompanied children being apprehended at our border, the number of such children is now actually lower than it's been in nearly two years. Overall, the number of people trying to cross our border illegally is at its lowest level since the 1970s. Those are the facts.

Meanwhile, I worked with Congress on a comprehensive fix, and last year, 68 Democrats, Republicans, and independents came together to pass a bipartisan bill in the Senate. It wasn't perfect. It was a compromise. But it reflected common sense. It would have doubled the number of border patrol agents while giving undocumented immigrants a pathway to citizenship if they paid a fine, started paying their taxes, and went to the back of the line. And independent experts said that it would help grow our economy and shrink our deficits.

Had the House of Representatives allowed that kind of bill a simple yes-or-no vote, it would have passed with support from both parties, and today it would be the law. But for a year and a half now, Republican leaders in the House have refused to allow that simple vote.

Now, I continue to believe that the best way to solve this problem is by working together to pass that kind of common sense law. But until that happens, there are actions I have the legal authority to take as President — the same kinds of actions taken by Democratic and Republican presidents before me — that will help make our immigration system more fair and more just.

Tonight, I am announcing those actions.

First, we'll build on our progress at the border with additional resources for our law enforcement personnel so that they can stem the flow of illegal crossings, and speed the return of those who do cross over.

Second, I'll make it easier and faster for high-skilled immigrants, graduates, and entrepreneurs to stay and contribute to our economy, as so many business leaders have proposed.

Third, we'll take steps to deal responsibly with the millions of undocumented immigrants who already live in our country.

I want to say more about this third issue, because it generates the most passion and controversy. Even as we are a nation of immigrants, we're also a nation of laws. Undocumented workers broke our immigration laws, and I believe that they must be held accountable — especially those who may be dangerous. That's why, over the past six years, deportations of criminals are up 80 percent. And that's why we're going to keep focusing enforcement resources on actual threats to our security. Felons, not families. Criminals, not children. Gang members, not a mom who's working hard to provide for her kids. We'll prioritize, just like law enforcement does every day.

But even as we focus on deporting criminals, the fact is, millions of immigrants in every state, of every race and nationality still live here illegally. And let's be honest — tracking down, rounding up, and deporting millions of people isn't realistic. Anyone who suggests otherwise isn't being straight with you. It's also not who we are as Americans. After all, most of these immigrants have been here a long time. They work hard, often in tough, low-paying jobs. They support their families. They worship at our churches. Many of their kids are American-born or spent most of their lives here, and their hopes, dreams, and patriotism are just like ours. As my predecessor, President Bush, once put it: "They are a part of American life."

Now here's the thing: We expect people who live in this country to play by the rules. We expect that those who cut the line will not be unfairly rewarded. So we're going to offer the following deal: If you've been in America for more than five years; if you have children who are American citizens or legal residents; if you register, pass a criminal background check, and you're willing to pay your fair share of taxes -- you'll be able to apply to stay in this country temporarily without fear of deportation. You can come out of the shadows and get right with the law. That's what this deal is.

Now, let's be clear about what it isn't. This deal does not apply to anyone who has come to this country recently. It does not apply to anyone who might come to America illegally in the future. It does not grant citizenship, or the right to stay here permanently, or offer the same benefits that citizens receive — only Congress can do that. All we're saying is we're not going to deport you.

I know some of the critics of this action call it amnesty. Well, it's not. Amnesty is the immigration system we have today — millions of people who live here without paying their taxes or playing by the rules while politicians use the issue to scare people and whip up votes at election time.

That's the real amnesty — leaving this broken system the way it is. Mass amnesty would be unfair. Mass deportation would be both impossible and contrary to our character. What I'm describing is accountability — a common-sense, middle-ground approach: If you meet the criteria, you can come out of the shadows and get right with the law. If you're a criminal, you'll be deported. If you plan to enter the U.S. illegally, your chances of getting caught and sent back just went up.

The actions I'm taking are not only lawful, they're the kinds of actions taken by every single Republican President and every single Democratic President for the past half century. And to those members of Congress who question my authority to make our immigration system work better, or question the wisdom of me acting where Congress has failed, I have one answer: Pass a bill.

I want to work with both parties to pass a more permanent legislative solution. And the day I sign that bill into law, the actions I take will no longer be necessary. Meanwhile, don't let a disagreement over a single issue be a dealbreaker on every issue. That's not how our democracy works, and Congress certainly shouldn't shut down our government again just because we disagree on this. Americans are tired of gridlock. What our country needs from us right now is a common purpose — a higher purpose.

Most Americans support the types of reforms I've talked about tonight. But I understand the disagreements held by many of you at home. Millions of us, myself included, go back generations in this country, with ancestors who put in the painstaking work to become citizens. So we don't like the notion that anyone might get a free pass to American citizenship.

I know some worry immigration will change the very fabric of who we are, or take our jobs, or stick it to middle-class families at a time when they already feel like they've gotten the raw deal for over a decade. I hear these concerns. But that's not what these steps would do. Our history and the facts show that immigrants are a net plus for our economy and our society. And I believe it's important that all of us have this debate without impugning each other's character.

Because for all the back and forth of Washington, we have to remember that this debate is about something bigger. It's about who we are as a country, and who we want to be for future generations.

Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance to get right with the law? Or are we a nation that gives them a chance to make amends, take responsibility, and give their kids a better future?

Are we a nation that accepts the cruelty of ripping children from their parents' arms? Or are we a nation that values families, and works together to keep them together?

Are we a nation that educates the world's best and brightest in our universities, only to send them home to create businesses in countries that compete against us? Or are we a nation that encourages them to stay and create jobs here, create businesses here, create industries right here in America?

That's what this debate is all about. We need more than politics as usual when it comes to immigration. We need reasoned, thoughtful, compassionate debate that focuses on our hopes, not our fears. I know the politics of this issue are tough. But let me tell you why I have come to feel so strongly about it.

Over the past few years, I have seen the determination of immigrant fathers who worked two or three jobs without taking a dime from the government, and at risk any moment of losing it all, just to build a better life for their kids. I've seen the heartbreak and anxiety of children whose mothers might be taken away from them just because they didn't have the right papers. I've seen the courage of students who, except for the circumstances of their birth, are as American as Malia or Sasha; students who bravely come out as undocumented in hopes they could make a difference in the country they love.

These people — our neighbors, our classmates, our friends — they did not come here in search of a free ride or an easy life. They came to work, and study, and serve in our military, and above all, contribute to America's success.

Tomorrow, I'll travel to Las Vegas and meet with some of these students, including a young woman named Astrid Silva. Astrid was brought to America when she was four years old. Her only possessions were a cross, her doll, and the frilly dress she had on. When she started school, she didn't speak any English. She caught up to other kids by reading newspapers and watching PBS, and she became a good student. Her father worked in landscaping. Her mom cleaned other people's homes. They wouldn't let Astrid apply to a technology magnet school, not because they didn't love her, but because they were afraid the paperwork would out her as an undocumented immigrant — so she applied behind their back and got in. Still, she mostly lived in the shadows — until her grandmother, who visited every year from Mexico, passed away, and she couldn't travel to the funeral without risk of being found out and deported. It was around that time she decided to begin advocating for herself and others like her, and today, Astrid Silva is a college student working on her third degree.

Are we a nation that kicks out a striving, hopeful immigrant like Astrid, or are we a nation that finds a way to welcome her in? Scripture tells us that we shall not oppress a stranger, for we know the heart of a stranger — we were strangers once, too.

My fellow Americans, we are and always will be a nation of immigrants. We were strangers once, too. And whether our forebears were strangers who crossed the Atlantic, or the Pacific, or the Rio Grande, we are here only because this country welcomed them in, and taught them that to be an American is about something more than what we look like, or what our last names are, or how we worship. What makes us Americans is our shared commitment to an ideal — that all of us are created equal, and all of us have the chance to make of our lives what we will.

That's the country our parents and grandparents and generations before them built for us. That's the tradition we must uphold. That's the legacy we must leave for those who are yet to come.

Thank you. God bless you. And God bless this country we love.

END

8:16 P.M. EST

Citation

"Remarks by the President in Address to the Nation on Immigration." *The White House, The United States Government*, 20 Nov. 2014, www.whitehouse.gov/the-press-office/2014/11/20/remarks-president-address-nation-immigration.

Source 2B

5 facts about the Deferred Action for Childhood Arrivals program

By Mark Hugo Lopez and Jens Manuel Krogstad

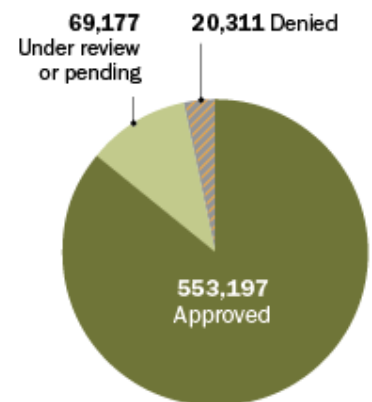
Two years ago today, the U.S. Citizenship and Immigration Services began accepting applications for the Obama administration's Deferred Action for Childhood Arrivals program. Known as DACA, the program provides temporary relief from deportation and a two-year work permit to qualifying young adults ages 15 to 30 who were brought to the U.S. illegally as children. Many of those approved are now eligible to re-apply to renew their work permit. The program does not provide a pathway to citizenship.

Here are some facts and figures on DACA.

1. The vast majority of young unauthorized immigrants who applied have received relief from deportation and a temporary work permit. Through March 31, 2014, 86% of 643,000 applications accepted have been approved, according to government data. When the program started, the Pew Research Center estimated that up to 950,000 young unauthorized immigrant youths were immediately eligible to apply for the new program, but not all those eligible have applied for the program. Each application carries a \$465 fee.
2. Some 77% (428,000) of those who have received a temporary work permit are Mexican. Those from El Salvador, at 4%, have the next highest number of approvals. No other country accounted for more than 3% of approvals.
3. California has 162,000 deferred action recipients, compared with 88,000 from Texas. Both states border Mexico and have the highest populations of Mexican immigrants. Arizona, another border state with many Mexican immigrants, has the highest application rate. Some 66% of 34,000 eligible people have applied, according to the Migration Policy Institute.
4. When the program was announced in 2012, there was general support among the U.S. general public. Nearly two-thirds of U.S. adults (63%) approved of the new immigration program, according to a 2012 Pew Research Center survey. An even greater share of Hispanics (89%) said the same, according to the Pew Research Center's 2012 National Survey of Latinos.
5. President Obama has discussed a number of executive orders to expand deportation relief to unauthorized immigrants, though no announcement has occurred yet. Among the options being considered is an expansion of the deferred action program to the parents of those whose applications have already been approved under the program. Such a move could extend deportation relief to up to 1 million people, according to one estimate.

Most DACA Applications Approved

Status of requests for temporary work permits and deportation relief



Note: Applications are from Aug. 15, 2012 to March 31, 2014.
Source: U.S. Citizenship and Immigration Services

PEW RESEARCH CENTER

Citation

Lopez, Mark Hugo, and Jens Manuel Krogstad. "5 facts about the Deferred Action for Childhood Arrivals program." Pew Research Center. N.p., 15 Aug. 2014. Web. 07 Jan. 2017. <<http://www.pewresearch.org/fact-tank/2014/08/15/5-facts-about-the-deferred-action-for-childhood-arrivals-program/>>.

Source 2C

Pro-Immigration Initiatives Can Happen at the State Level



Karthick Ramakrishnan, a professor and associate dean of the school of public policy at the University of California, Riverside, is co-author of "The New Immigration Federalism" and "Framing Immigrants."

UPDATED SEPTEMBER 12, 2016, 3:21 AM

The prospects for immigration reform at the state level look much brighter than they do in Washington. States like California and Connecticut have taken the lead in passing a variety of pro-integration initiatives. The results of these efforts can help other states.

For instance, Connecticut has passed laws allowing undocumented residents access to drivers' licenses and in-state tuition for public universities, and has limited state cooperation on deportations involving minor offenses. California has gone even further, allowing undocumented immigrants access to state financial aid, professional licenses and child health benefits. These measures have withstood constitutional scrutiny so far, and could easily be adopted by other states.

California and Connecticut have built public support for immigration reform by enlisting the help of agribusiness, chambers of commerce, religious institutions and police departments. For example, support from mayors and police chiefs in Connecticut helped the state pass its 2013 law limiting cooperation on immigration enforcement. And a coalition of agribusiness, religious organizations and insurance companies pushed for the passage of California's driver's license law.

Of course, many of these efforts have been in the works for some time. The "California Package" of immigration reform, by far the most comprehensive set of state laws today, took more than 15 years to assemble, with advocates and legislators carefully choosing and sequencing bills that were sensitive to political and budgetary circumstances.

Moving too quickly can be a problem. The "New York is Home Act," a 2014 comprehensive bill tried to play catch-up with California and Connecticut, and was a spectacular failure. The bill included various measures to help undocumented immigrants such as drivers' licenses, state financial aid, health care benefits, equal protection under state laws and even more ambitious elements like voting rights. But the proposed changes were too big, and too fast, for even sympathetic legislators to consider signing on.

Recent setbacks in immigrant integration at the federal level should prompt a new round of integration efforts at the state level. If these state-level efforts succeed, they will not only serve as stop-gap measures for federal inaction, they will also help build policy momentum and political support for comprehensive immigration reform in the coming decade.

As states consider new laws, the contrasting lessons from New York and California could not be more clear: For state-level reforms to succeed, patient investments and piecemeal reforms win the race. Indeed, these are important lessons that even legislators in Washington should consider.

Citation

Ramakrishnan, Karthick. "Pro-Immigration Initiatives Can Happen at the State Level." *The New York Times*. N.p., 12 Sept. 2016. Web. 7 Jan. 2017. <<http://www.nytimes.com/roomfordebate/2016/09/12/is-any-immigration-reform-possible-in-this-political-climate/pro-immigration-initiatives-can-happen-at-the-state-level>>.

Source 2D

Welcome to FindLaw's coverage of existing Ohio legislation and rules related to individuals' immigration status. Below you will find information on what, if any, rules Ohio has regarding immigration checks by law enforcement, educational institutions, and employers, as well as the existence of E-Verify requirements, restrictions on public benefits based on an individual's immigration status, and more.

Law Enforcement and Immigration in Ohio

Under a federal program called "Secure Communities," all arrestees are fingerprinted and run through a federal database which checks their criminal record and immigration status.

Employment & Immigration

Refer to federal employment eligibility verification rules and the requirements for Form I-9.

Ohio E-Verify Requirements

No E-Verify requirement.

Driver's License/ID Requirements

Must show documentation proving the following: Legal name, date of birth, Social Security number (if assigned), U.S. citizenship or legal residence, and Ohio residency.

Public Benefits Restrictions

Under federal law, illegal immigrants are prohibited from receiving most public benefits. However, they are allowed to receive emergency services, health care and other programs that have been deemed "necessary to protect life and safety."

Education Checks

N/A

Voting ID Rules

Must present non-photo ID (either a valid photo identification, current utility bill or similar correspondence showing current residence).

Housing Ordinances and Immigration

N/A

Citation

"Ohio State Immigration Laws." Findlaw. N.p., n.d. Web. 07 Jan. 2017. <<http://immigration.findlaw.com/immigration-laws-and-resources/ohio-state-immigration-laws.html>>.

Source 3A

S.B. 1070

- §1 -

Be it enacted by the Legislature of the State of Arizona:

Section 1. Intent

The legislature finds that there is a compelling interest in the cooperative enforcement of federal immigration laws throughout all of Arizona. The legislature declares that the intent of this act is to make attrition through enforcement the public policy of all state and local government agencies in Arizona. The provisions of this act are intended to work together to discourage and deter the unlawful entry and presence of aliens and economic activity by persons unlawfully present in the United States.

Sec. 2. Title 11, chapter 7, Arizona Revised Statutes, is amended by adding article 8, to read:

ARTICLE 8. ENFORCEMENT OF IMMIGRATION LAWS

11-1051. Cooperation and assistance in enforcement of immigration laws; indemnification

A. NO OFFICIAL OR AGENCY OF THIS STATE OR A COUNTY, CITY, TOWN OR OTHER POLITICAL SUBDIVISION OF THIS STATE MAY ADOPT A POLICY THAT LIMITS OR RESTRICTS THE ENFORCEMENT OF FEDERAL IMMIGRATION LAWS TO LESS THAN THE FULL EXTENT PERMITTED BY FEDERAL LAW.

B. FOR ANY LAWFUL CONTACT MADE BY A LAW ENFORCEMENT OFFICIAL OR AGENCY OF THIS STATE OR A COUNTY, CITY, TOWN OR OTHER POLITICAL SUBDIVISION OF THIS STATE WHERE REASONABLE SUSPICION EXISTS THAT THE PERSON IS AN ALIEN WHO IS UNLAWFULLY PRESENT IN THE UNITED STATES, A REASONABLE ATTEMPT SHALL BE MADE, WHEN PRACTICABLE, TO DETERMINE THE IMMIGRATION STATUS OF THE PERSON. THE PERSON'S IMMIGRATION STATUS SHALL BE VERIFIED WITH THE FEDERAL GOVERNMENT PURSUANT TO 8 UNITED STATES CODE SECTION 1373(c).

C. IF AN ALIEN WHO IS UNLAWFULLY PRESENT IN THE UNITED STATES IS CONVICTED OF A VIOLATION OF STATE OR LOCAL LAW, ON DISCHARGE FROM IMPRISONMENT OR ASSESSMENT OF ANY FINE THAT IS IMPOSED, THE ALIEN SHALL BE TRANSFERRED IMMEDIATELY TO THE CUSTODY OF THE UNITED STATES IMMIGRATION AND CUSTOMS ENFORCEMENT OR THE UNITED STATES CUSTOMS AND BORDER PROTECTION.

D. NOTWITHSTANDING ANY OTHER LAW, A LAW ENFORCEMENT AGENCY MAY SECURELY TRANSPORT AN ALIEN WHO IS UNLAWFULLY PRESENT IN THE UNITED STATES AND WHO IS IN THE AGENCY'S CUSTODY TO A FEDERAL FACILITY IN THIS STATE OR TO ANY OTHER POINT OF TRANSFER INTO FEDERAL CUSTODY THAT IS OUTSIDE THE JURISDICTION OF THE LAW ENFORCEMENT AGENCY.

E. A LAW ENFORCEMENT OFFICER, WITHOUT A WARRANT, MAY ARREST A PERSON IF THE OFFICER HAS PROBABLE CAUSE TO BELIEVE THAT THE PERSON HAS COMMITTED ANY PUBLIC OFFENSE THAT MAKES THE PERSON REMOVABLE FROM THE UNITED STATES.

F. EXCEPT AS PROVIDED IN FEDERAL LAW, OFFICIALS OR AGENCIES OF THIS STATE AND COUNTIES, CITIES, TOWNS AND OTHER POLITICAL SUBDIVISIONS OF THIS STATE MAY NOT BE PROHIBITED OR IN ANY WAY BE RESTRICTED FROM SENDING, RECEIVING OR MAINTAINING INFORMATION RELATING TO THE IMMIGRATION STATUS OF ANY INDIVIDUAL OR EXCHANGING THAT INFORMATION WITH ANY OTHER FEDERAL, STATE OR LOCAL GOVERNMENTAL ENTITY FOR THE FOLLOWING OFFICIAL PURPOSES:

- §2 -

1. DETERMINING ELIGIBILITY FOR ANY PUBLIC BENEFIT, SERVICE OR LICENSE PROVIDED BY ANY FEDERAL, STATE, LOCAL OR OTHER POLITICAL SUBDIVISION OF THIS STATE.

2. VERIFYING ANY CLAIM OF RESIDENCE OR DOMICILE IF DETERMINATION OF RESIDENCE OR DOMICILE IS REQUIRED UNDER THE LAWS OF THIS STATE OR A JUDICIAL ORDER ISSUED PURSUANT TO A CIVIL OR CRIMINAL PROCEEDING IN THIS STATE.

3. CONFIRMING THE IDENTITY OF ANY PERSON WHO IS DETAINED.

4. IF THE PERSON IS AN ALIEN, DETERMINING WHETHER THE PERSON IS IN COMPLIANCE WITH THE FEDERAL REGISTRATION LAWS PRESCRIBED BY TITLE II, CHAPTER 7 OF THE FEDERAL IMMIGRATION AND NATIONALITY ACT.

G. A PERSON MAY BRING AN ACTION IN SUPERIOR COURT TO CHALLENGE ANY OFFICIAL OR AGENCY OF THIS STATE OR A COUNTY, CITY, TOWN OR OTHER POLITICAL SUBDIVISION OF THIS STATE THAT ADOPTS OR IMPLEMENTS A POLICY THAT LIMITS OR RESTRICTS THE ENFORCEMENT OF FEDERAL IMMIGRATION LAWS TO LESS THAN THE FULL EXTENT PERMITTED BY FEDERAL LAW. IF THERE IS A JUDICIAL FINDING THAT AN ENTITY HAS VIOLATED THIS SECTION, THE COURT SHALL ORDER ANY OF THE FOLLOWING:

1. THAT THE PERSON WHO BROUGHT THE ACTION RECOVER COURT COSTS AND ATTORNEY FEES.

2. THAT THE ENTITY PAY A CIVIL PENALTY OF NOT LESS THAN ONE THOUSAND DOLLARS AND NOT MORE THAN FIVE THOUSAND DOLLARS FOR EACH DAY THAT THE POLICY HAS REMAINED IN EFFECT AFTER THE FILING OF AN ACTION PURSUANT TO THIS SUBSECTION.

H. A COURT SHALL COLLECT THE CIVIL PENALTY PRESCRIBED IN SUBSECTION G AND REMIT THE CIVIL PENALTY TO THE DEPARTMENT OF PUBLIC SAFETY FOR DEPOSIT IN THE GANG AND IMMIGRATION INTELLIGENCE TEAM ENFORCEMENT MISSION FUND ESTABLISHED BY SECTION 41-1724.

I. A LAW ENFORCEMENT OFFICER IS INDEMNIFIED BY THE LAW ENFORCEMENT OFFICER'S AGENCY AGAINST REASONABLE COSTS AND EXPENSES, INCLUDING ATTORNEY FEES, INCURRED BY THE OFFICER IN CONNECTION WITH ANY ACTION, SUIT OR PROCEEDING BROUGHT PURSUANT TO THIS SECTION TO WHICH THE OFFICER MAY BE A PARTY BY REASON OF THE OFFICER BEING OR HAVING BEEN A MEMBER OF THE LAW ENFORCEMENT AGENCY, EXCEPT IN RELATION TO MATTERS IN WHICH THE OFFICER IS ADJUDGED TO HAVE ACTED IN BAD FAITH.

J. THIS SECTION SHALL BE IMPLEMENTED IN A MANNER CONSISTENT WITH FEDERAL LAWS REGULATING IMMIGRATION, PROTECTING THE CIVIL RIGHTS OF ALL PERSONS AND RESPECTING THE PRIVILEGES AND IMMUNITIES OF UNITED STATES CITIZENS.

Citation

Arizona SB 1070 <https://www.azleg.gov/legtext/49leg/2r/bills/sb1070s.pdf>
Accessed on 01/07/2017

Source 3B

Source 3B is a media source. To access the video, please visit the link below:

<https://www.youtube.com/watch?v=IK6Vk9ye72c>



Citation

CNN. YouTube. YouTube, 26 Apr. 2010. Web. 09 Jan. 2017.
<<https://www.youtube.com/watch?v=IK6Vk9ye72c>>.

Source 3C

For a richer experience, students can visit the Oyez Project website. Here they can see an interactive recording of the oral arguments, and the announcement of the opinion. Portions of the website are reproduced below for classrooms with limited access to technology.

PETITIONER	RESPONDENT
Arizona et al.	United States
DOCKET NO.	
11-182	
DECIDED BY	
Roberts Court (2010-2016)	
LOWER COURT	
United States Court of Appeals for the Ninth Circuit	
CITATION	
567 US _ (2012)	
GRANTED	
Dec 9, 2011	
ARGUED	
Apr 25, 2012	
DECIDED	
Jun 25, 2012	

Facts of the case

On April 23, 2010, the Arizona State Legislature passed S.B. 1070; Governor Jan Brewer signed the bill into law. On July 6, 2010, the United States sought to stop the enforcement of S.B. 1070 in federal district court before the law could take effect. The district court did not enjoin the entire act, but it did enjoin four provisions. The court enjoined provisions that (1) created a state-law crime for being unlawfully present in the United States, (2) created a state-law crime for working or seeking work while not authorized to do so, (3) required state and local officers to verify the citizenship or alien status of anyone who was lawfully arrested or detained, and (4) authorized warrantless arrests of aliens believed to be removable from the United States.

Arizona appealed the district court's decision to the U.S. Court of Appeals for the Ninth Circuit. The appellate court affirmed the district court's decision, holding that the United States had shown that federal law likely preempted: (a) the creation of a state-crime for violation of federal registration laws, (b) the creation of a state-crime for work by unauthorized aliens, (c) the requirement to verify citizenship of all detained persons, and (d) the authorization for police officers to effect warrantless arrests based on probable cause of removability from the United States. Arizona appealed the court's decision.

Question

Do the federal immigration laws preclude Arizona's efforts at cooperative law enforcement and preempt the four provisions of S.B. 1070 on their face?

Conclusion

Yes for provisions 1, 2, and 4; No for provision 3. Justice Anthony M. Kennedy, writing for a 5-3 majority, reversed in part and affirmed in part. The Supreme Court held that provision 1 conflicts with the federal alien registration requirements and enforcement provisions already in place. Provision 2 is preempted because its method of enforcement interferes with the careful balance Congress struck with federal laws on unauthorized employment of aliens. Provision 4 is preempted because it usurps the federal government's authority to use discretion in the removal process. This creates an obstacle to carrying out the purposes and objectives of federal immigration laws.

The Court upheld provision 3 as constitutional on its face. This provision merely allows state law enforcement officials to communicate with the federal Immigrations and Customs Enforcement office during otherwise lawful arrests. The provision has three limitations that protect individual rights: a detainee is presumed not to be an illegal alien if he/she produces a valid Arizona drivers license; an officer may not consider race, color, or national origin during a check; and the check must be implemented in a manner consistent with federal law. Justice Kennedy noted that this decision did not foreclose any future constitutional challenges to the law on an as applied basis.

Justice Antonin Scalia concurred in part and dissented in part, writing that all four provisions are constitutional. He argued that the Arizona statute does not conflict with federal law, but enforces federal immigration restrictions more effectively. Justice Clarence Thomas concurred in part and dissented in part, agreeing with Justice Scalia that all four provisions are constitutional. He argued that there is no conflict between the ordinary meaning of the federal laws and the Arizona statute. Justice Samuel A. Alito, Jr. concurred in part and dissented in part, agreeing with the majority on provisions 1 and 3, but disagreeing on 2 and 4. Justice Elena Kagan took no part in the consideration or decision in the case.

Citation

"Arizona v. United States." Oyez, <https://www.oyez.org/cases/2011/11-182>. Accessed 12 Jan. 2017

Source 3D

Your complete guide to Obama's immigration executive action

The Washington Post, By Max Ehrenfreund November 20, 2014

President Obama unveiled Thursday a major executive action on immigration policy, offering temporary legal status to millions of illegal immigrants, along with an indefinite reprieve from deportation.

There are roughly 11 million undocumented immigrants in the United States, and political leaders of both parties agree the current system is broken and needs fixing. Yet Obama's action has outraged Republicans in Congress, who say the president doesn't have the authority to delay deportations for such a large class of people without legislation.

This post contains what we know about the executive action-- and other key questions and answers about immigration policy in the United States. If you have a specific question, we'll try to answer it (@wonkblog).

What will Obama's executive action do?

The executive action will have two key components:

1. It would offer a legal reprieve to the undocumented parents of U.S. citizens and permanent residents who have resided in the country for at least five years. This would remove the constant threat of deportation. Many could also receive work permits.
2. It would expand the 2012 Deferred Action for Childhood Arrivals (DACA) program that allowed young immigrants, under 30 years old, who arrived as children to apply for a deportation deferral and who are now here legally. Immigrants older than 30 now qualify, as do more recent arrivals.

People in both groups will have to reapply every three years. The executive action will also include:

- A program to facilitate visas for people who invest in the United States and those who pursue science, technology, engineering and math degrees
- Modifying federal immigrant detention procedures
- Adding resources to strengthen security at the border

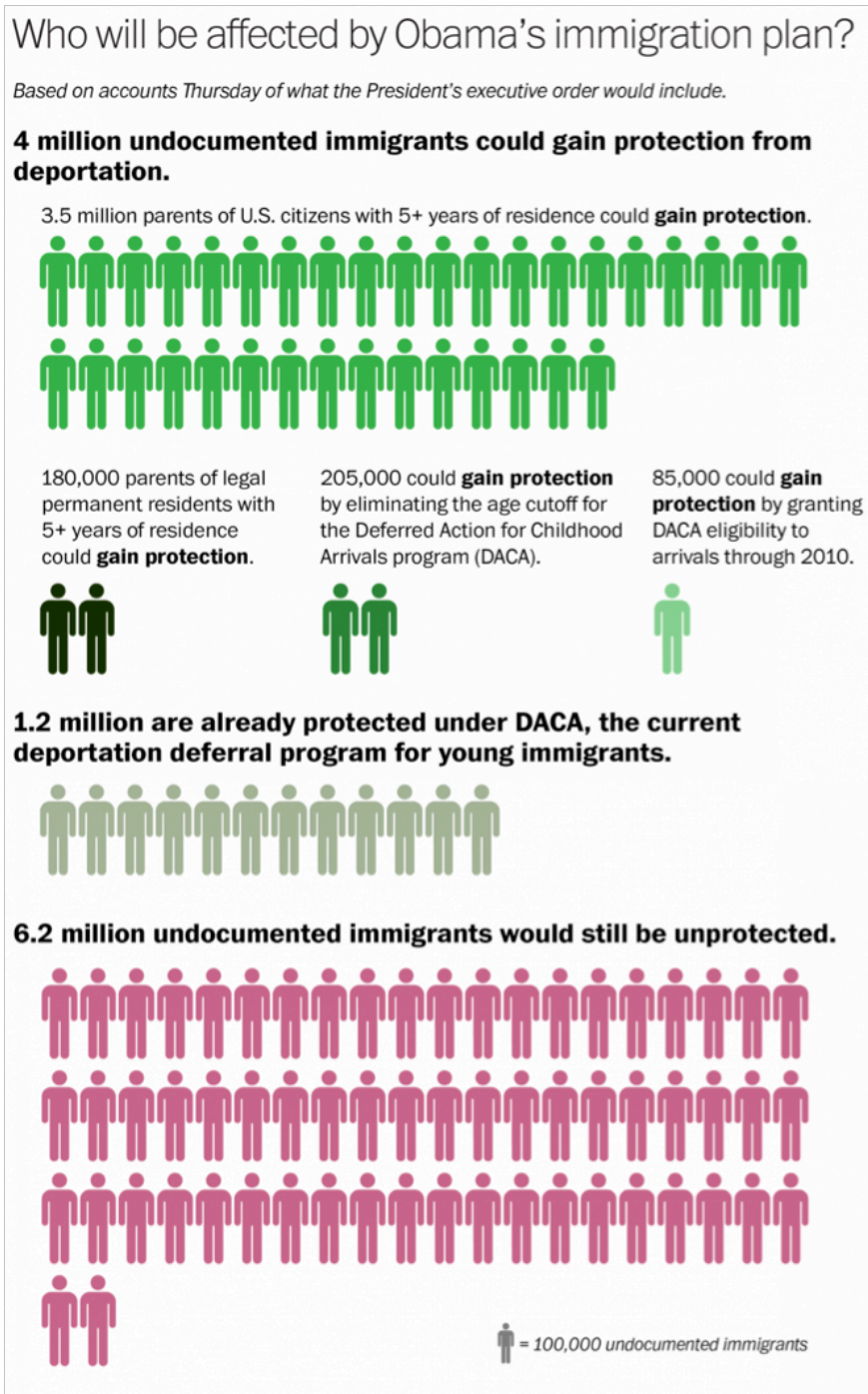
But notably, the action will not:

- Extend protections to hundreds of thousands of parents of young immigrants who participated in the DACA program -- a group totaling 671,000 people.
- Expand visas for migrant farm workers. According to The Times, "farm workers, for example, will not be singled out for protections because of concerns that it was difficult to justify legally treating them differently from undocumented workers in other jobs, like hotel clerks, day laborers and construction workers."
- Expand the existing H-1B visa program for highly skilled foreigners
- Offer access to the Affordable Care Act for newly protected immigrants

How many people actually would be covered by the action?

The Migration Policy Institute came out with new estimates Wednesday that suggests that about 4 million undocumented immigrants would be directly affected by the action. According to the group, there are 3.71 million undocumented immigrants who have children who are U.S. citizens or legal permanent residents.

Then, 290,000 new people would join the 1.2 million young immigrants eligible for deferred deportation under the administration's 2012 program.



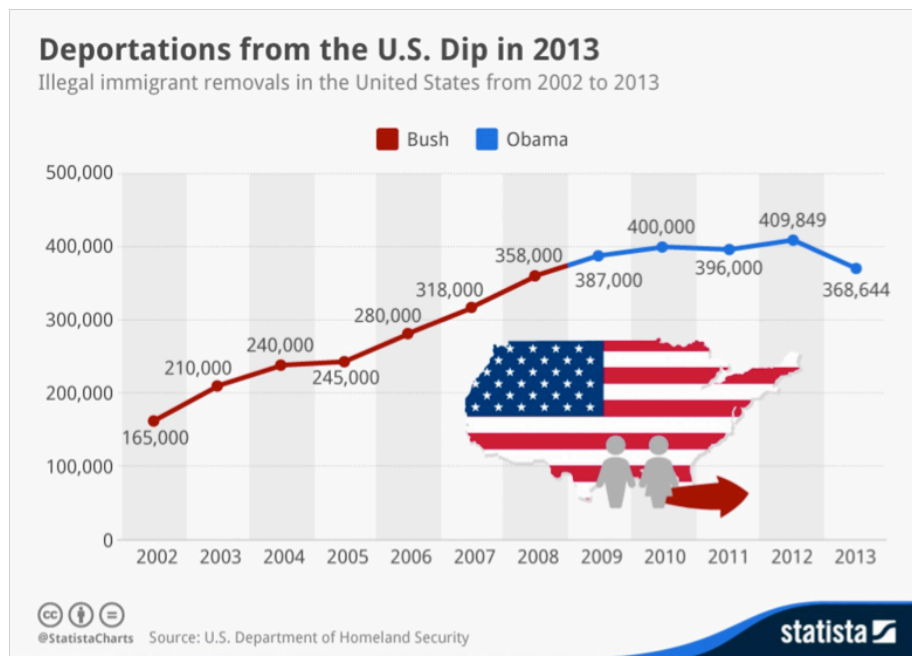
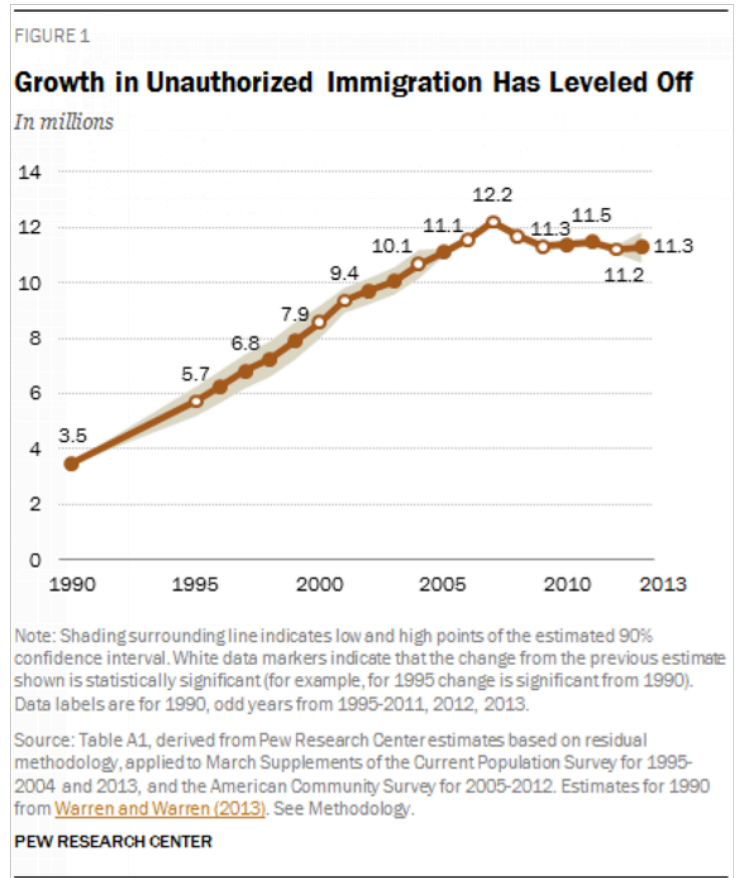
Back up a second. Where did these undocumented immigrants come from, anyway?

The number of undocumented immigrants in the country rose steadily from about 3.5 million in 1990 to 12.2 million in 2007, according to the Pew Research Center. Since then, the number has declined to about 11.3 million. There are now fewer immigrants entering the United States from Mexico than leaving it, often because they miss their families at home.

The typical undocumented immigrant has now been living in the United States for nearly 13 years. More than half of undocumented immigrants are from Mexico, according to the Department of Homeland Security. The rest are largely from other countries in Latin America and Asia.

Meanwhile, the Obama administration has been deporting more and more people. Deportations began to increase during the President Bush's second term, and federal law enforcement deported more than 400,000 in 2012, the most ever in one year.

Another 369,000 were deported last year. At that rate, it would take more than 30 years to deport all 11.3 million undocumented immigrants currently living in the United States, which is part of the reason that lawmakers and the president say the current system is impractical.



The most recent attempt at reform was a bill that the Senate passed with strong support in both parties last year. The House has never considered it, however, which Obama says is part of the justification for his acting unilaterally.

What is the demographic make up of the undocumented population in the United States?

The Migration Policy Institute has detailed statistical tables on the demographic breakdown of the U.S. undocumented population. Most illegal immigrants are relatively young in the United States, between 16 and 44. There are shy of a million undocumented immigrants under 16, and just a bit less over 55.

A majority of illegal immigrants have resided in the United States for under 10 years, with the largest group residing in the U.S. between 5 and 9 years. By a slim margin, a majority of undocumented immigrants do not have a high school diploma or equivalent. About 13 percent have a college degree or higher. As noted above, about 3.5 million undocumented persons have a U.S. citizen child. Almost double that number do not have a child.

Can Obama just do it himself?

Obama has never claimed an ability to offer a path to citizenship for illegal immigrants. But he does claim a more limited power to act.

Whether he actually has that power is disputed. Part of Obama's legal argument relies on the widely accepted principle that law enforcement officers are responsible for choosing where to focus their efforts. The cops don't stop every car that is traveling 66 miles per hour on the interstate. District attorneys might choose to drop charges against someone who has committed a minor infraction if they're busy with a case against a mob boss.

It's a concept known as prosecutorial discretion.

Conservatives, though, argue that issuing a blanket reprieve for millions of immigrants isn't exercising prosecutorial discretion -- it's rewriting the law. It's a tricky distinction, in any case.

The Obama administration will also likely claim that the executive action is based on existing immigration law as explicitly written.

President Reagan and later President George H.W. Bush relied on this explicit authority when they unilaterally exempted roughly 1.5 million undocumented immigrants from deportation after passing a law granting amnesty to millions more. The action were not especially controversial at the time. These questions ultimately may bear little weight on whether Obama's action is actually carried out. The only way that the courts could stop Obama is if he were sued. And while House Republicans have contemplated suing him, legal experts say a challenge would be how they would assert standing in court, given that they haven't been harmed in any specific way.

One possibility is that states such as Texas could sue the president, arguing that they will have to pay for education and health care for the newly legal undocumented immigrant population.

[VIDEO REMOVED FROM SOURCE. VISIT WASHINGTON POST TO VIEW VIDEO]

Will the order mean that undocumented immigrants get Obamacare?

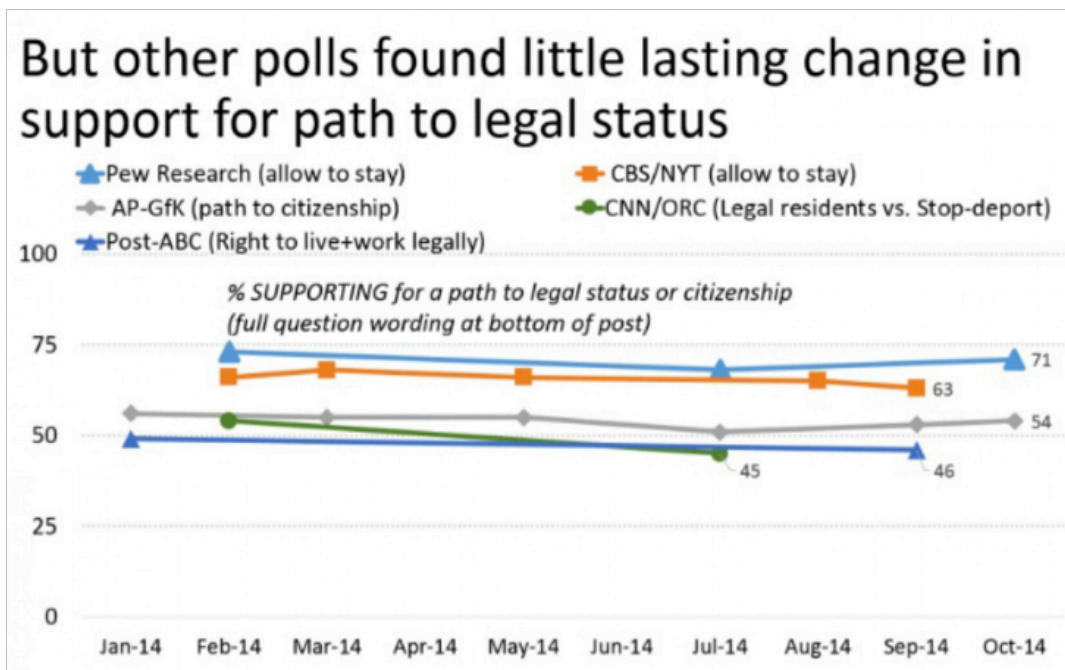
No. Although the federal government does pay for health care for many undocumented immigrants and has for years, they won't receive subsidies through Obamacare under this executive action. Jason Millman has more.

How will this executive action affect the economy?

It's probably too early to say anything about this particular order, but as Wonkblog has written previously, comprehensive immigration reform generally would benefit the economy. It would help stabilize the federal debt by encouraging more younger workers to come the country, who will pay taxes without drawing on Social Security and Medicare for many years. It would raise the wages of workers already in the country. Leaders in both parties recognize these facts. "Immigration reform will help our economy," House Speaker John Boehner (R-Ohio) said in September.

What do Americans think of all this?

Most people do think undocumented immigrants should be allowed to stay and should eventually receive citizenship. Public support declined during the summer when child migrants were overwhelming detention facilities, but has since recovered.



A poll by The Wall Street Journal-NBC News released Wednesday found that 48 percent of respondents opposed executive action on immigration, a plurality. A USA Today poll last week found that, by a margin of 46 percent to 42 percent, Americans think Obama should wait for Republicans to act on immigration in Congress act rather than issue an order now on his own. But the poll didn't consider the possibility that Republicans might not act.

In another recent poll by The Washington Post-ABC News, respondents were asked whether Obama should take action on his own if Congress does not act, and a majority said he should.

In other words, the answer depends on how you ask the question.

So, what happens now?

Obama is scheduled to announce the order Thursday night on prime time television, but Republicans will probably look for a way to retaliate. One option would for them to shut down the government next month, but there are less confrontational approaches as well once they take control of the Senate next year, as Ramesh Ponnuru describes.

For example, they could make rescinding the order a condition of funding the Border Patrol or some other crucial agency. This is essentially the strategy that Sen. Ted Cruz (R-Tex.) endorsed in a column in Politico Magazine Wednesday. Cruz also says Republicans should not consider any presidential nominations except those for “vital national security positions.”

In any case, this executive order likely isn't the final word on immigration policy. Undocumented immigrants will have to keep waiting to learn if any protection they receive is permanent.

Citation

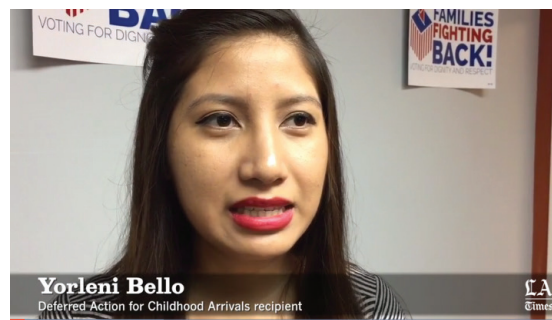
Ehrenfreund, Max. "Your Complete Guide to Obama's Immigration Executive Action." *The Washington Post*. WP Company, 20 Nov. 2014. Web. 12 Jan. 2017. <https://www.washingtonpost.com/news/wonk/wp/2014/11/19/your-complete-guide-to-obamas-immigration-order/?utm_term=.e3f6f2b0eb39>.

Source 3E

Deferred Action for Childhood Arrivals

Source 3E is a media source. To access the video, please visit the link below:

<http://www.latimes.com/visuals/video/91880822-132.html>



Citation

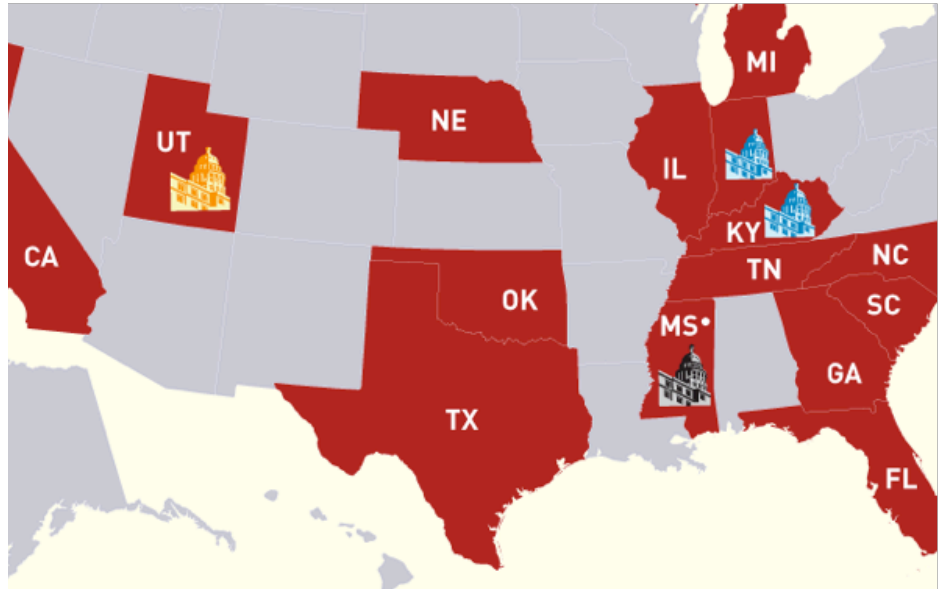
Los Angeles Times. Los Angeles Times, n.d. Web. 13 Jan. 2017. <<http://www.latimes.com/visuals/video/91880822-132.html>>.

Source 3F

Bills Modeled After Arizona's SB 1070 Spread Through States

The copycat legislation is just the beginning, however. States have introduced a record number of anti-immigrant bills this year.

UPDATE @ 6:55 ET: North Carolina just became the 16th state to introduce an SB 1070 copycat bill. Unlike Arizona's law, the North Carolina bill states that only a "law enforcement officer who is authorized by the federal government to verify or ascertain a person's immigration status" may enforce the new law. The effect, as I discuss below in the context of other states, is a blurring of the lines between state and federal immigration enforcement programs.

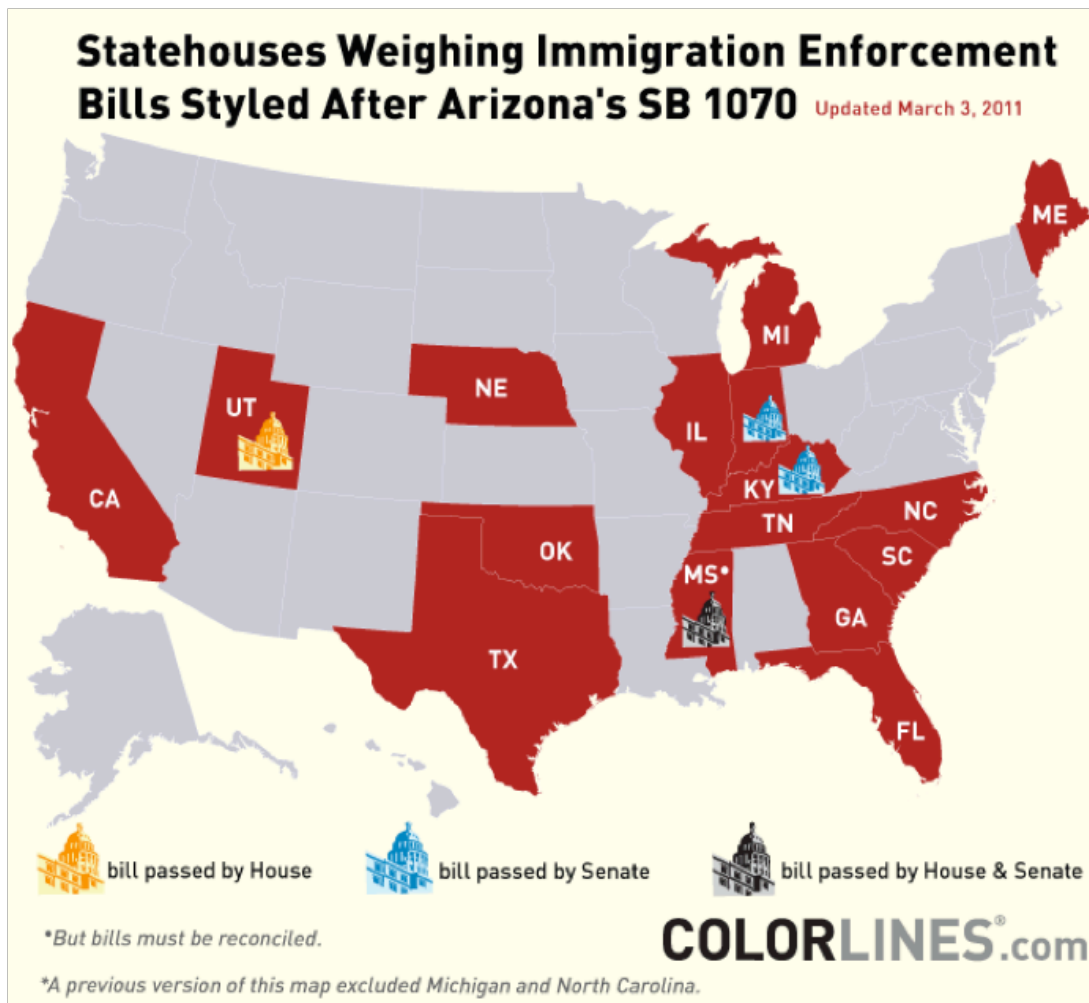


In Arizona's state legislature, racial profiling is so 2010. It introduced a set of anti-immigrant bills last week that make last year's SB 1070 look a bit like a passing nuisance. But outside the Grand Canyon State, SB 1070 is far from last year's news. A round of similarly crafted and in many cases more extreme bills are now spreading all over the country.

At least 16 state legislatures have introduced SB 1070 copycat bills in the current legislative session. They are undeterred by the suite of lawsuits that have thus far kept Arizona from implementing the most controversial elements of its law.

Arizona's SB 1070, signed into law last year, made it a misdemeanor for non-citizens to be in the state without documentation. The law also made it a crime to shelter, hire or transport undocumented immigrants and required cops to check the immigration status of anyone suspected of being undocumented. A federal judge has blocked the bulk of the law while courts weigh legal challenges. The Justice Department says the law unconstitutionally preempts federal authority to regulate immigration; civil rights advocates add that it legislates racial profiling.

The SB 1070 copycat laws now introduced across the country all look similar, though most have been tweaked to make them even more draconian. In four states--Indiana, Utah, Mississippi and Kentucky--at least one chamber of the legislature has passed an SB 1070-style bill. In 11 states considering bills--California, Georgia, Illinois, Florida, Maine, Michigan, Nebraska, South Carolina, Tennessee and Texas--the legislation is still in the committee process.



Who Will Pass the Next Bill?

It's unlikely that all of these bills will become law, as they face real opposition, both inside and outside of the legislatures. A Colorado legislative committee already killed a copycat bill, for instance, and the same fate may befall the bills in other states.

In California, a bill introduced in January by Assemblyman Tim Donnelly, who has previously been a member of the Minutemen, mimics SB 1070 but adds a set of other components, including a mandate for employers to implement the federal E-Verify program and an outright ban on so-called sanctuary city policies, which offer municipal protection against state and federal enforcement initiatives. Observers of California politics consider Donnelly's bill a longshot at best there. Tennessee and South Carolina, however, are widely expected to pass their bills. Both houses of Mississippi's legislature have already passed legislation, but the bills are meaningfully different and need to be reconciled.

In Oklahoma, SB 1446 would not only authorize cops to check immigration status but would also allow law enforcement to confiscate the property of undocumented immigrants. The same bill would also make it illegal to hire undocumented workers and would bar undocumented students from in-state tuition at state colleges.

In Florida, copycat bills have been pre-introduced in both chambers, so they're ready when the legislature returns on March 8. While Gov. Rick Scott has voiced his support for the law, some Republicans are less sure, raising concerns about the financial impact of bills like SB 1070. The Chamber of Commerce in that state has come out against the legislation, arguing that immigrants bolster local economies. Similarly, in Maine, where a Republican legislator says she has introduced an SB 1070-copycat bill (the bill's language is still not available), business owners have joined a coalition of immigrant rights and civil liberties groups to oppose the bill.

Economics will be decisive in determining how the bills will play in each state. While anti-immigrant politicians have regularly played upon economic anxieties, the negative economic impact of bills like SB 1070 is starting to become clearer. The toll taken by opposition movements could be significant as well. The Center for American Progress estimates that boycotts against Arizona in response to SB 1070 could cost the state more than \$250 million in taxes, tourist spending and wages.

Some states may also be waiting to see the fate of Arizona's SB 1070 in court, which is not likely to be settled until it makes its way to the Supreme Court. In the meantime, states that do pass their own versions are sure to face costly legal challenges from both the federal government and from advocates.

Unprecedented Wave of Legislation

The court challenges against Arizona's SB 1070 are significant because they will determine whether and to what extent states can make their own immigration policies. But as in Arizona, the SB 1070 copycat bills sweeping the country may be the least immediate challenge states are creating for immigrants in day-to-day life. State and local governments are now considering a record number of bills to restrict immigrants from accessing public services, make it harder for undocumented immigrants to work and appoint local cops as immigration agents.

Hundreds of anti-immigrant bills fill state legislatures.

In Oregon, for example, conservative state legislators have decided not to introduce SB 1070-copycat legislation but, rather, have introduced a list of smaller bills, including one requiring employers to report undocumented workers. "The anti-immigrant groups know that 1070 has no chance and has no future in court," explains Francisco Lopez, director of the Oregon immigrant rights group CAUSA. "So instead they break it up and hope some of it gets through."

Texas is one of the states weighing an SB 1070 copycat bill, but Gov. Rick Perry, a likely 2012 presidential candidate, instead favors a ban on sanctuary city policies.

Arizona is however blazing ahead with a different, less piecemeal approach. Russell Pearce, the state's conservative Senate president, introduced a set of bills that would essentially block undocumented immigrants from accessing anything public. One of those, SB 1611, makes it a crime for undocumented immigrants to drive in the state. The bill would also bar undocumented families from access to subsidized housing and require landlords to evict undocumented tenants from subsidized units. Another bill would force medical practitioners to report undocumented immigrants. All of this legislation puts the Obama administration in a tricky position, both politically and legally. Many state lawmakers are crafting their bills to avoid the expensive, unattractive lawsuits that SB 1070-copycat bills will likely draw from the feds. They've couched their legislation within the confines of existing federal deportation programs.

In Virginia and Ohio, for example, legislatures will consider laws that create statewide 287g programs—a controversial federal initiative that deputizes local cops as immigration agents. That program has come under attack for facilitating racial profiling, much like the SB 1070.

That some governors and legislatures are using existing federal programs to pursue SB 1070-like ends begs the question of where the White House stands. On the one hand, the administration is suing Arizona over SB 1070, arguing that immigration enforcement is charged to the federal government, not the states. On the other hand, the administration is actively facilitating the devolution of immigration enforcement to the states.

The federal devolution is most pronounced in the rapidly expanding Secure Communities program, in which jurisdictions send immigration information on anyone booked into a local jail to ICE. ICE claims it targets only immigrants with serious criminal convictions, but the majority of the 60,000 people who have been deported through the program were convicted of either a low-level offense or no crime at all. The Department of Homeland Security wants Secure Communities implemented in all jurisdictions by 2013. If that happens, every local criminal justice system in the country would become an immigration enforcement agency.

The feds say these positions don't contradict themselves, because 287g and Secure Communities agreements delegate federal authority to the states, while SB 1070-style laws attempt to usurp federal authority. But from the perspective of the immigrants living in the real world, that's a distinction without a difference.

Citation

Freed Wessler, Seth. "Bills Modeled After Arizona's SB 1070 Spread Through States." *Colorlines*. N.p., 18 Apr. 2015. Web. 13 Jan. 2017. <<http://www.colorlines.com/content/bills-modeled-after-arizonas-sb-1070-spread-through-states>>.

Source 4A

***The Alleged Danger From the Powers of the Union
to the State Governments Considered For the Independent Journal***

MADISON

To the People of the State of New York:

HAVING shown that no one of the powers transferred to the federal government is unnecessary or improper, the next question to be considered is, whether the whole mass of them will be dangerous to the portion of authority left in the several States. The adversaries to the plan of the convention, instead of considering in the first place what degree of power was absolutely necessary for the purposes of the federal government, have exhausted themselves in a secondary inquiry into the possible consequences of the proposed degree of power to the governments of the particular States. But if the Union, as has been shown, be essential to the security of the people of America against foreign danger; if it be essential to their security against contentions and wars among the different States; if it be essential to guard them against those violent and oppressive factions which embitter the blessings of liberty, and against those military establishments which must gradually poison its very fountain; if, in a word, the Union be essential to the happiness of the people of America, is it not preposterous, to urge as an objection to a government, without which the objects of the Union cannot be attained, that such a government may derogate from the importance of the governments of the individual States? Was, then, the American Revolution effected, was the American Confederacy formed, was the precious blood of thousands spilt, and the hard-earned substance of millions lavished, not that the people of America should enjoy peace, liberty, and safety, but that the government of the individual States, that particular municipal establishments, might enjoy a certain extent of power, and be arrayed with certain dignities and attributes of sovereignty? We have heard of the impious doctrine in the Old World, that the people were made for kings, not kings for the people. Is the same doctrine to be revived in the New, in another shape that the solid happiness of the people is to be sacrificed to the views of political institutions of a different form?

It is too early for politicians to presume on our forgetting that the public good, the real welfare of the great body of the people, is the supreme object to be pursued; and that no form of government whatever has any other value than as it may be fitted for the attainment of this object. Were the plan of the convention adverse to the public happiness, my voice would be, Reject the plan. Were the Union itself inconsistent with the public happiness, it would be, Abolish the Union. In like manner, as far as the sovereignty of the States cannot be reconciled to the happiness of the people, the voice of every good citizen must be, Let the former be sacrificed to the latter. How far the sacrifice is necessary, has been shown. How far the unsacrificed residue will be endangered, is the question before us. Several important considerations have been touched in the course of these papers, which discountenance the supposition that the operation of the federal government will by degrees prove fatal to the State governments. The more I revolve the subject, the more fully I am persuaded that the balance is much more likely to be disturbed by the preponderancy of the last than of the first scale.

We have seen, in all the examples of ancient and modern confederacies, the strongest tendency continually betraying itself in the members, to despoil the general government of its authorities, with a very ineffectual capacity in the latter to defend itself against the encroachments. Although, in most of these examples, the system has been so dissimilar from that under consideration as greatly to weaken any inference concerning the latter from the fate of the former, yet, as the States will retain, under the proposed Constitution, a very extensive portion of active sovereignty, the inference ought not to be

wholly disregarded. In the Achaean league it is probable that the federal head had a degree and species of power, which gave it a considerable likeness to the government framed by the convention. The Lycian Confederacy, as far as its principles and form are transmitted, must have borne a still greater analogy to it. Yet history does not inform us that either of them ever degenerated, or tended to degenerate, into one consolidated government. On the contrary, we know that the ruin of one of them proceeded from the incapacity of the federal authority to prevent the dissensions, and finally the disunion, of the subordinate authorities. These cases are the more worthy of our attention, as the external causes by which the component parts were pressed together were much more numerous and powerful than in our case; and consequently less powerful ligaments within would be sufficient to bind the members to the head, and to each other.

In the feudal system, we have seen a similar propensity exemplified. Notwithstanding the want of proper sympathy in every instance between the local sovereigns and the people, and the sympathy in some instances between the general sovereign and the latter, it usually happened that the local sovereigns prevailed in the rivalry for encroachments. Had no external dangers enforced internal harmony and subordination, and particularly, had the local sovereigns possessed the affections of the people, the great kingdoms in Europe would at this time consist of as many independent princes as there were formerly feudatory barons. The State government will have the advantage of the Federal government, whether we compare them in respect to the immediate dependence of the one on the other; to the weight of personal influence which each side will possess; to the powers respectively vested in them; to the predilection and probable support of the people; to the disposition and faculty of resisting and frustrating the measures of each other. The State governments may be regarded as constituent and essential parts of the federal government; whilst the latter is nowise essential to the operation or organization of the former. Without the intervention of the State legislatures, the President of the United States cannot be elected at all. They must in all cases have a great share in his appointment, and will, perhaps, in most cases, of themselves determine it. The Senate will be elected absolutely and exclusively by the State legislatures. Even the House of Representatives, though drawn immediately from the people, will be chosen very much under the influence of that class of men, whose influence over the people obtains for themselves an election into the State legislatures. Thus, each of the principal branches of the federal government will owe its existence more or less to the favor of the State governments, and must consequently feel a dependence, which is much more likely to beget a disposition too obsequious than too overbearing towards them.

On the other side, the component parts of the State governments will in no instance be indebted for their appointment to the direct agency of the federal government, and very little, if at all, to the local influence of its members. The number of individuals employed under the Constitution of the United States will be much smaller than the number employed under the particular States. There will consequently be less of personal influence on the side of the former than of the latter. The members of the legislative, executive, and judiciary departments of thirteen and more States, the justices of peace, officers of militia, ministerial officers of justice, with all the county, corporation, and town officers, for three millions and more of people, intermixed, and having particular acquaintance with every class and circle of people, must exceed, beyond all proportion, both in number and influence, those of every description who will be employed in the administration of the federal system. Compare the members of the three great departments of the thirteen States, excluding from the judiciary department the justices of peace, with the members of the corresponding departments of the single government of the Union; compare the militia officers of three millions of people with the military and marine officers of any establishment which is within the compass of probability, or, I may add, of possibility, and in this view alone, we may pronounce the advantage of the States to be decisive. If the federal government is to have collectors of revenue, the State governments will have theirs also. And as those of the former will be principally on the seacoast, and not very numerous, whilst those of the

latter will be spread over the face of the country, and will be very numerous, the advantage in this view also lies on the same side.

It is true, that the Confederacy is to possess, and may exercise, the power of collecting internal as well as external taxes throughout the States; but it is probable that this power will not be resorted to, except for supplemental purposes of revenue; that an option will then be given to the States to supply their quotas by previous collections of their own; and that the eventual collection, under the immediate authority of the Union, will generally be made by the officers, and according to the rules, appointed by the several States. Indeed it is extremely probable, that in other instances, particularly in the organization of the judicial power, the officers of the States will be clothed with the correspondent authority of the Union. Should it happen, however, that separate collectors of internal revenue should be appointed under the federal government, the influence of the whole number would not bear a comparison with that of the multitude of State officers in the opposite scale. Within every district to which a federal collector would be allotted, there would not be less than thirty or forty, or even more, officers of different descriptions, and many of them persons of character and weight, whose influence would lie on the side of the State. The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite. The former will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce; with which last the power of taxation will, for the most part, be connected.

The powers reserved to the several States will extend to all the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the people, and the internal order, improvement, and prosperity of the State. The operations of the federal government will be most extensive and important in times of war and danger; those of the State governments, in times of peace and security. As the former periods will probably bear a small proportion to the latter, the State governments will here enjoy another advantage over the federal government. The more adequate, indeed, the federal powers may be rendered to the national defense, the less frequent will be those scenes of danger which might favor their ascendancy over the governments of the particular States. If the new Constitution be examined with accuracy and candor, it will be found that the change which it proposes consists much less in the addition of NEW POWERS to the Union, than in the invigoration of its ORIGINAL POWERS. The regulation of commerce, it is true, is a new power; but that seems to be an addition which few oppose, and from which no apprehensions are entertained. The powers relating to war and peace, armies and fleets, treaties and finance, with the other more considerable powers, are all vested in the existing Congress by the articles of Confederation. The proposed change does not enlarge these powers; it only substitutes a more effectual mode of administering them.

The change relating to taxation may be regarded as the most important; and yet the present Congress have as complete authority to REQUIRE of the States indefinite supplies of money for the common defense and general welfare, as the future Congress will have to require them of individual citizens; and the latter will be no more bound than the States themselves have been, to pay the quotas respectively taxed on them. Had the States complied punctually with the articles of Confederation, or could their compliance have been enforced by as peaceable means as may be used with success towards single persons, our past experience is very far from countenancing an opinion, that the State governments would have lost their constitutional powers, and have gradually undergone an entire consolidation. To maintain that such an event would have ensued, would be to say at once, that the existence of the State governments is incompatible with any system whatever that accomplishes the essential purposes of the Union.

PUBLIUS.

Citation

Federalist Paper No. 45: http://avalon.law.yale.edu/18th_century/fed45.asp, Accessed on 01/07/2017

Source 4B

TO THOMAS JEFFERSON.¹ 1 From Madison's Works. The correct date of the letter is doubtless March 18th, as Jefferson acknowledged on June 20th the receipt of two letters, dated respectively March 18th and 19th, and this letter evidently preceded the other letter to Jefferson dated March 19th. The letter should be taken in connection with that of April 8th to Randolph and April 16th to Washington as developing Madison's plan of government. See also the letter on the subject of the Kentucky constitution, January 6, 1785, to George Muter. New York, March 19th [18th], 1787. Dear Sir, —My last was of the 11th of February, and went by the packet. This will go to England in the care of a French gentleman, who will consign it to the care of Mr. Adams. The appointments for the Convention go on auspiciously. Since my last, Georgia, South Carolina, New York, Massachusetts, and New Hampshire, have come into the measure. The first and the last of these States have commissioned their delegates to Congress as their representatives in Convention. The deputation of Massachusetts consists of Messrs. Gorham, Dana, King, Gerry, and Strong. That of New York, Messrs. Hamilton, Yates, and Lansing. That of South Carolina, Messrs. J. Rutledge, Laurens, Pinckney, (General,) Butler, and Charles Pinckney, lately member of Congress. The States which have not yet appointed are Rhode Island, Connecticut, and Maryland. The last has taken measures which prove her intention to appoint, and the two former it is not doubted will follow the example of their neighbours. I just learn from the Governor of Virginia that Mr. Henry has resigned his place in the deputation from that State, and that General Nelson is put into it by the Executive, who were authorised to fill vacancies. The Governor, Mr. Wythe, and Mr. Blair, will attend, and some hopes are entertained of Col. Mason's attendance. General Washington has prudently authorised no expectations of his attendance, but has not either precluded himself absolutely from stepping into the field if the crisis should demand it. What may be the result of this political experiment cannot be foreseen. The difficulties which present themselves are, on one side, almost sufficient to dismay the most sanguine, whilst on the other side the most timid are compelled to encounter them by the mortal diseases of the existing Constitution. These diseases need not be pointed out to you, who so well understand them. Suffice it to say, that they are at present marked by symptoms which are truly alarming, which have tainted the faith of the most orthodox republicans, and which challenge from the votaries of liberty every concession in favor of stable Government not infringing fundamental principles, as the only security against an opposite extreme of our present situation. I think myself that it will be expedient, in the first place, to lay the foundation of the new system in such a ratification by the people themselves of the several States as will render it clearly paramount to their Legislative authorities. 2dly. Over and above the positive power of regulating trade and sundry other matters in which uniformity is proper, to arm the federal head with a negative in all cases whatsoever on the local Legislatures. Without this defensive power, experience and reflection have satisfied me that, however ample the federal powers may be made, or however clearly their boundaries may be delineated on paper, they will be easily and continually baffled by the Legislative sovereignties of the States. The effects of this provision would be not only to guard the national rights and interests against invasion, but also to restrain the States from thwarting and molesting each other; and even from oppressing the minority within themselves by paper money and other unrighteous measures which favor the interest of the majority. In order to render the exercise of such a negative prerogative convenient, an emanation of it must be vested in some set of men within the several States, so far as to enable them to give a temporary sanction to laws of immediate necessity. 3dly. To change the principle of Representation in the federal system. Whilst the execution of the acts of Congress depends on the several Legislatures, the equality of votes does not destroy the inequality of importance and influence in the States. But in case of such an augmentation of the federal power as will render it efficient without the intervention of the Legislatures, a vote in the general Councils from Delaware would be of equal value with one from Massachusetts or Virginia. This change, therefore, is just. I think, also, it will be practicable. A majority of the States conceive that they will be gainers by it. It is recommended to the Eastern States by the

actual superiority of their populousness, and to the Southern by their expected superiority; and if a majority of the larger States concur, the fewer and smaller States must finally bend to them. This point being gained, many of the objections now urged in the leading States against renunciations of power will vanish. 4thly. To organize the federal powers in such a manner as not to blend together those which ought to be exercised by separate departments. The limited powers now vested in Congress are frequently mismanaged from the want of such a distribution of them. What would be the case under an enlargement not only of the powers, but the number of the federal Representatives? These are some of the leading ideas which have occurred to me, but which may appear to others as improper as they appear to me necessary.

Citation

*James Madison Letter to Thomas Jefferson; March 19, 1787. Partly in Cipher. Transcription: The Writings of James Madison, ed. Gaillard Hunt. New York: G.P. Putnam's Sons, 1900-1910. https://www.loc.gov/resource/mjm.02_0935_0940
Accessed on 01/07/2017*

Compelling Question

DOES REPRESENTATIVE DEMOCRACY END AT THE BALLOT BOX?

Standards & Practices

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Staging the Question

Show students the photograph of Bradley Manning protests at Barack Obama's campaign headquarters in 2012. The protest took place in August 2012, three months before Barack Obama was reelected for his second term. Not until the final three days of his presidency in January 2017 did he consent to commute the sentence for Chelsea (née Bradley) Manning. Question for discussion: Are demonstrations like this protest an effective means of influencing lawmakers?

Supporting Question

1

How do citizens and organizations influence candidates for office?

Formative Performance Task

After reviewing the sources, students will create a 1 sentence summary describing at least 4 ways a citizen or organization can exert influence over a candidate for office.

Featured Sources

- A. Excerpt of 1996 Presidential Debate transcript
- B. Opinion Polling Results
- C. Politifact Obameter
- D. Nixon Kennedy 1960 Debate
- E. 2012 Primary Results
- F. What is a Super Pac Article
- G. Federalist 57 Excerpts

2

How do citizens and organizations influence elected officials while in office?

After reviewing the sources, students will assign an "efficacy" value to different ways citizens and organizations can influence lawmakers. The efficacy score is 1-10, with 1 being the least effective means of influence, and 10 being the most effective.

- A. Project Citizen News Story
- B. How to Write a Legislator
- C. Calling a Legislator
- D. SB 5 Protest Article
- E. You Need to Understand Lobbying
- F. Laws on Recall Elections

Summative Performance Task

ARGUMENT:

In Federalist 52, Madison (or Hamilton) wrote: "As it is essential to liberty that the government in general should have a common interest with the people, so it is particularly essential that the branch of it under consideration should have an immediate dependence on, and an intimate sympathy with, the people. Frequent elections are unquestionably the only policy by which this dependence and sympathy can be effectually secured." Do you agree, or disagree with this statement that elections are the only means by which citizens (and organizations) can guarantee influence over lawmakers?

.....

EXTENSION:

Students should choose a policy area about which they have particular interest. They should then research to find at least one example of each of the following:

- A. A candidate speaking on the campaign trail about their plan for the issue
- B. Materials created/distributed by a nonprofit addressing policy recommendations for the issue
- C. A Political Action Committee (PAC) organized around, or commenting on the policy issue
- D. Opinion Polling results on the issue
- E. A form letter created that can be sent to legislators on the issue
- F. News articles, social media posts, or photographs portraying citizen comments/protests on the issue

Taking Informed Action

Complete the Project Citizen program

Select a public policy issue about which you are passionate (e.g. clean water initiatives, education funding reform, access to healthcare, etc.) and create an action plan for how you would express your concerns and advice to the government. Your response should include: 1) your proposed solution or reforms, 2) the level and branches of government to whom you should/will communicate, 3) the methods you will use to get your message to interested parties.

“Staging the Question” Source



Source: Brooke Anderson for (savebradley) Bradley Manning Support Network

Caption: Dozens of veterans and activists stormed President Obama's campaign office in Oakland on Thursday, August 16th, demanding PFC Bradley Manning's freedom.

Wikimedia commons: https://commons.wikimedia.org/wiki/File:Manning_Obama.jpg

Source 1A

Pre-Reading Question: What do the candidates actually say about the influence of special interest groups making donations to their campaigns.

October 6, 1996: The First Clinton-Dole Presidential Debate

LEHRER: Mr. President, the Senator mentioned trial lawyers and campaign, that means campaign financing. How do you personally avoid being unduly influenced by people who give you money or give you services in your campaigns?

CLINTON: Well, I try to articulate my positions as clearly as possible, tell people what I stand for and let them decide whether they're going to support me or not.

The Senator mentioned the trial lawyers. In the case of the product liability bill, which they passed and I vetoed, I think that's what he's talking about, I actually wanted to sign that bill. And I told the people exactly what the Congress exactly what kind of bill I would sign. Now, a lot of the trial lawyers didn't want me to sign any bill at all, but I had thought we ought to do what we could to cut frivolous lawsuits, but they wouldn't make some of the changes that I thought should be made.

Now, let me just give you an example. I had a person in the Oval Office who lost a child in a school bus accident where a drunk driver caused the accident directly, but there were problems with the school bus. The drunk driver had no money. Under the new bill, if I had signed it, a person like that could never have had any recovery. I thought that was wrong. So I gave four or five specific examples to the Congress and said, prove to me that these people could recover but we're going to eliminate frivolous lawsuits, I'll sign the bill. But generally I believe that a president has to be willing to do what he thinks is right. I've done a lot of things that were controversial. My economic plan, my trade position, Bosnia, Haiti, taking on the NRA for the first time, taking on the tobacco companies for the first time. Sometimes you just have to do that because you know it's right for the country over the long run. That's what I've tried to do and that's what I will continue to do as president.

LEHRER: Senator Dole.

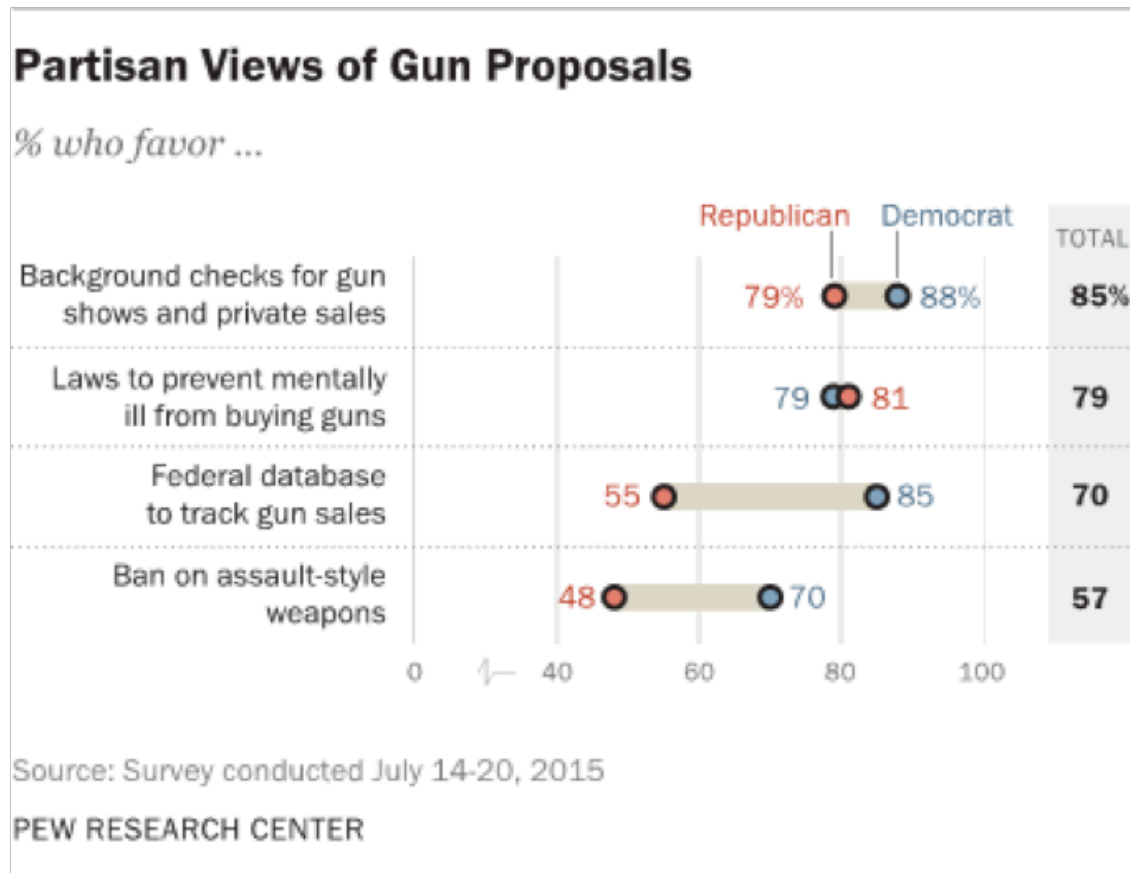
DOLE: How does he avoid conflict? Well, I don't know in the case of the trial lawyers. I look at the trial lawyers, and when you're a few million short, you run out to Hollywood and pick up two to four million and organized labor comes to Washington, D.C. and puts 35 million into the pot. Now, if these aren't special interests, I've got a lot to learn. I was there for a while before I left on June the 11th. The trial lawyers and I don't -- you know, my wife's a lawyer. We're the only two lawyers in Washington that trust each other. But we're lawyers, I like lawyers. I don't dislike trial lawyers. But it seemed to me there's got to be some end to the frivolous lawsuits and there's got to be some cap on punitive damage. You're putting a lot of business people out of business. Small businessmen and businesswomen who paid 70 percent of your nineteen, your \$265 billion tax increase, the largest tax increase in the history of America. I said that one day and Pat Moynihan, a Democrat, say, no, he said, in the history of the world. So I modified it, the largest tax increase in the history of the world. And it seems to me that there is a problem there, Mr. President. And I will address you as Mr. President. You didn't do that with Mr. with President Bush in 1992.

Citation

Commission on Presidential Debates, Accessed 1/7/17, <http://www.debates.org/index.php?page=october-6-1996-debate-transcript>

Source 1B

Opinion Polling on Gun Proposal by Party



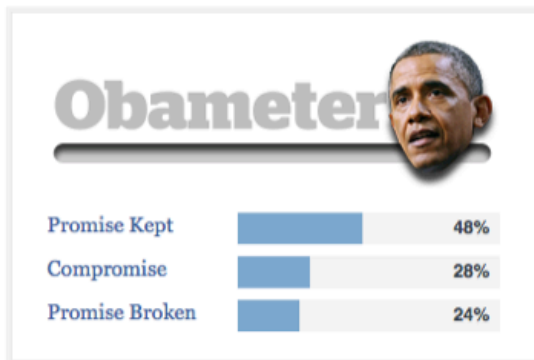
Source 1C

Obameter (PolitiFact)

The Obameter



Tracking Obama's promises



PolitiFact tracked 533 campaign promises made by Barack Obama on our Obameter. Browse the library of promises below or see the final report card and our special interactive report [here](#).

PolitiFact's top 25 promises

By subject

- Economy
- Health Care
- Taxes

Promises we've rated recently

Create a prison-to-work incentive program

The Promise: "Will create a prison-to-work incentive program, modeled on the Welfare-to-Work Partnership, to create ties with employers, third-party agencies that provide training and support services to exoffenders, and to improve ex-offender employment and job retention rates."

Update January 5th, 2017: Obama took some steps to help ex-offenders find jobs

**Citation**

Politifact.com

Accessed 1/7/17

<http://www.politifact.com/truth-o-meter/promises/obameter/>

Source 1D

Nixon Kennedy Debate 1960

Looking at the source, students should consider the following questions.

1. What does the picture show?
2. Who is the intended audience?
3. How would the audience impact the candidates?
4. How does the televised debate hold candidates accountable?

Ultimately we are looking for students to explore how transparency (televised debates, recorded transcripts) create accountability for candidates and may influence their statements.



Citation

Associated Press; Wikimedia Commons

Accessed 1/7/17

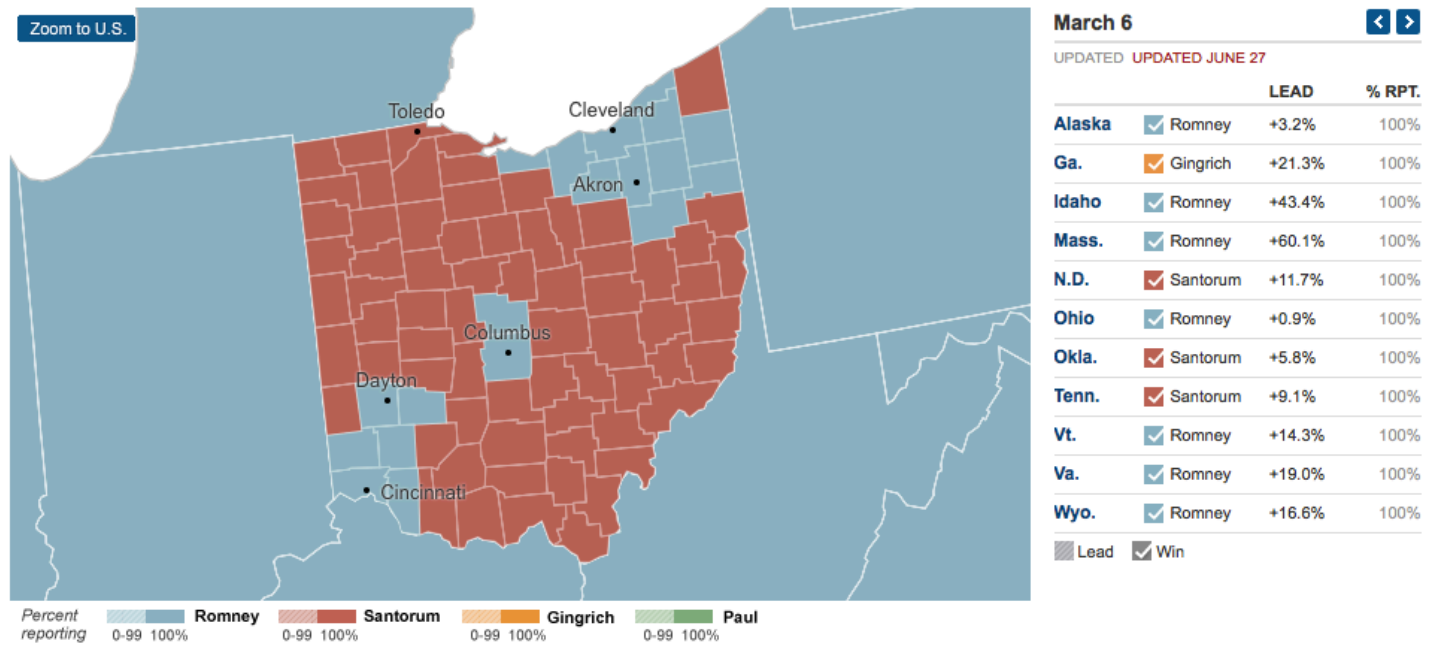
https://upload.wikimedia.org/wikipedia/commons/d/db/Kennedy_Nixon_debate_New_York_1960.jpg

Source 1E

2012 Republican Primary Results By State

Republican Primary Map

FACEBOOK TWITTER



Citation

Accessed 1/7/17

<http://elections.nytimes.com/2012/primaries/results#OH>

Source 1F

What is a Super PAC? A Short History

By Gregory J. Krieg, ABC News, August 9, 2012

To start, what a Super PAC is not: “A popular video game for smartphones.”

No shame though if that was your initial thought. A statistically significant number of people, when asked a question like the one in the headline and given four potential answers, chose the option quoted above.

Nor is “Super PAC” the nickname for a “Congressional committee on the budget deficit” (9 percent of respondents). Many would argue that Super PACs are far more efficient than any body formed in the halls of the House or Senate.

Only 40 percent of Americans, according to last week’s [Washington Post/Pew Research poll](#), correctly identified Super PAC as groups “able to accept unlimited political donations.”

For the other half (and then some), here’s a brief primer:

Before Super PACs became “super,” they were just PACs, or Political Action Committees. The groups could support a candidate or a cause, but were heavily regulated under the terms of campaign finance law. Individuals were allowed to give \$2,500 -- no more -- and corporations and unions were strictly forbidden from making donations.

In 2010, that all changed. Two court cases decided in the space of two months re-wrote the book on campaign spending and ushered in the era of the Super PAC. First, there was the Supreme Court ruling now referred to simply as “Citizens United.”

... The Court struck down all caps on the amount of money a person could give to a PAC. More controversially, the ruling also declared that corporations and unions could also make unlimited donations.

The groundwork had been put in place and two months later, another court ruling -- [Speechnow.org v. FEC](#) -- cleared the way for the creation of “independent expenditure-only” groups, or Super PACs. Super PACs are barred from coordinating activities with any candidate or campaign, but the dividing line is murky. The two most closely dedicated to supporting the Obama and Romney campaigns, respectively, are run by former aides to the president and his Republican challenger.

When comedian Stephen Colbert founded his satirical “[Americans For A Better Tomorrow, Tomorrow](#)” Super PAC last year, then decided to “run for President of South Carolina,” he was forced by law to pass off control -- which he did, to his Comedy Central colleague Jon Stewart. Stewart re-named it “The Definitely Not Coordinating With Stephen Colbert Super PAC” and issued a statement assuring the public, “Stephen and I have in no way have worked out a series of morse-code blinks to convey information with each other on our respective shows.”

As of this hour, there are 593 registered Super PACs, advocating everything from fat old men to hungry young zombies. More notably, there is Priorities USA, which supports President Obama and has spent nearly \$18 million (as of June 30) to further his cause since being co-founded by former White House deputy press secretary Bill Burton.

On Mitt Romney's side is Restore Our Future, by far the biggest Super PAC, according to the nonpartisan Sunlight Foundation. Restore Future has taken in more than \$82 million and spent a reported \$61,985,504.82. The organization is run by a board including former Romney political director, Carl Forti (who, it should be noted, also helps run Crossroads USA, Karl Rove's big-spending Super PAC).

In all, Super PACs during this maiden campaign cycle have collected more than \$316 million, issuing expenditures of \$181,217,664.69. With a little less than three months until Election Day, expect those numbers to keep on rising.

Citation

ABCNews.com

Accessed 1/7/17

<http://abcnews.go.com/Politics/OTUS/super-pac-short-history/story?id=16960267>

Source 1G

FEDERALIST No. 57

The Alleged Tendency of the New Plan to Elevate the Few at the Expense of the Many Considered in Connection with Representation

*From the New York Packet.
Tuesday, February 19, 1788.*

HAMILTON OR MADISON

To the People of the State of New York:

THE THIRD charge against the House of Representatives is, that it will be taken from that class of citizens which will have least sympathy with the mass of the people, and be most likely to aim at an ambitious sacrifice of the many to the aggrandizement of the few.

Of all the objections which have been framed against the federal Constitution, this is perhaps the most extraordinary. Whilst the objection itself is levelled against a pretended oligarchy, the principle of it strikes at the very root of republican government.

The aim of every political constitution is, or ought to be, first to obtain for rulers men who possess most wisdom to discern, and most virtue to pursue, the common good of the society; and in the next place, to take the most effectual precautions for keeping them virtuous whilst they continue to hold their public trust. The elective mode of obtaining rulers is the characteristic policy of republican government. The means relied on in this form of government for preventing their degeneracy are numerous and various. The most effectual one, is such a limitation of the term of appointments as will maintain a proper responsibility to the people.

...

Who are to be the electors of the federal representatives? Not the rich, more than the poor; not the learned, more than the ignorant; not the haughty heirs of distinguished names, more than the humble sons of obscurity and unpropitious fortune. The electors are to be the great body of the people of the United States. They are to be the same who exercise the right in every State of electing the corresponding branch of the legislature of the State.

Who are to be the objects of popular choice? Every citizen whose merit may recommend him to the esteem and confidence of his country. No qualification of wealth, of birth, of religious faith, or of civil profession is permitted to fetter the judgement or disappoint the inclination of the people.

If we consider the situation of the men on whom the free suffrages of their fellow-citizens may confer the representative trust, we shall find it involving every security which can be devised or desired for their fidelity to their constituents.

In the first place, as they will have been distinguished by the preference of their fellow-citizens, we are to presume that in general they will be somewhat distinguished also by those qualities which entitle them to it, and which promise a sincere and scrupulous regard to the nature of their engagements.

In the second place, they will enter into the public service under circumstances which cannot fail to produce a temporary affection at least to their constituents. There is in every breast a sensibility to marks of honor, of favor, of esteem, and of confidence, which, apart from all considerations of interest, is some pledge for grateful and benevolent returns. Ingratitude is a common topic of declamation against human nature; and it must be confessed that instances of it are but too frequent and flagrant, both in public and in private life. But the universal and extreme indignation which it inspires is itself a proof of the energy and prevalence of the contrary sentiment.

...

All these securities, however, would be found very insufficient without the restraint of frequent elections. Hence, in the fourth place, the House of Representatives is so constituted as to support in the members an habitual recollection of their dependence on the people. Before the sentiments impressed on their minds by the mode of their elevation can be effaced by the exercise of power, they will be compelled to anticipate the moment when their power is to cease, when their exercise of it is to be reviewed, and when they must descend to the level from which they were raised; there forever to remain unless a faithful discharge of their trust shall have established their title to a renewal of it.

Source 2A

Ohio Gov. signs bill to ban texting while driving; Dayton area kids help out

By Anthony Shoemaker | Friday, June 1, 2012, 03:16 PM

By Jackie Borchardt Columbus Bureau

COLUMBUS — Lawmakers often say children are the future leaders of the state, country and world, but a group of Beavercreek middle school students proved they don't have to wait.

A handful of seventh-graders witnessed Gov. John Kasich sign a statewide ban on texting while driving Friday - a bill they helped shape with lawmakers during the last two years.

The new law makes it illegal to text while driving, punishable as a secondary offense such as a seatbelt violation, and bans all electronic devices for teen drivers. Teens can be pulled over for violating the electronics ban and have their license suspended for 60 days in addition to being fined \$150.

Two years ago, about 30 fifth-graders at Beavercreek's Main Elementary School researched a texting ban proposal for a civic competition called Project Citizen. After months of research, they reported their findings to Beavercreek officials who said they were waiting for state action before making a local decision.

Later in 2010, the students heard state lawmakers were considering a bill to ban texting while driving. They wanted to help so they called their former teacher Jessica Parthemore and they spoke with the bill's co-sponsor Rep. Nancy Garland, D-New Albany, who asked the students to testify in favor of the ban.

Students presented their research before House and Senate committees and carefully followed news about the bill. When the bill stalled in one chamber, the students thought it was over. The bill reached the Senate floor one year after the students' testimony and two years after their first project presentation.

Some traveled to the Statehouse to watch the lengthy floor debate. Student Kailey Helton said Senators made good points, especially about enforcement, but there were times she wanted to stand up and join the debate.

For part of their research, students counted the number of drivers fiddling with their phones while driving past their school. Helton said they counted 15 in one 5-minute period. Parthemore said the project put reading, writing and thinking skills to work but also encouraged students to be aware of policy issues.

"To make it real and authentic for them is extremely important because these kids will know how the legal process works," Parthemore said. "When they get old enough to vote and make decisions, they'll be very informed."

They said the process "took too long" but didn't scare them away from becoming a lawmaker some day. When asked whether they would text or use a phone while driving, the tweens answered with a resounding, "No."

"Not after seeing what you can do or can happen to you," student Lloryn Cylin said. "Just don't do it - I don't know how much we can say it."

Citation

Borchardt, Jackie. "Ohio Gov. signs bill to ban texting while driving; Dayton area kids help out." *Dayton Daily News*, June 1, 2012. http://m.tie2.daytondailynews.com/blogs/content/shared-gen/blogs/dayton/ohiopoltics/entries/2012/06/01/ohio_gov_signs_bill_to_ban_tex.html/. Accessed Jan. 7, 2017.

Source 2B

How to write a legislator **Created by the Office of the Ohio Consumers' Counsel**

Writing a hand written letter to your legislator can be one of the most effective ways to communicate a problem or your position on an issue to a legislator.

Consumers can mail a letter to their state representative's attention by using this address:

The Honorable (fill in the name of your state representative)
77 South High Street
Columbus, OH 43215-6111

Consumers can mail a letter to their state senator's attention by using this address:

The Honorable (fill in the name of your state senator)
Statehouse, Senate Building
Columbus, OH 43215

To write a letter to your U.S. Representative or U.S. Senators visit our national elected officials page.

Tips for writing an effective letter to your legislators

1. Include your contact information in the letter: Legislators should respond to your letter with their position or thoughts on the issue you write about. Be sure to include your full name, address, e-mail and phone number in the letter so they can respond to you.
2. Keep the letter short and sweet, but make sure to include the essentials:
 - Who you are (name and occupation, if relevant);
 - Why you are writing (if you know the number of the bill, you should include it. If not, make sure you state what issue you are writing about and your position on the issue); and
 - What you would like the legislator to do (i.e. vote for or against the bill).
3. Send a letter to all relevant legislators

Writing the initial letter is always the hardest. Once you have one written, make sure to write the same/similar letter to your each of your relevant state legislators and, if appropriate, national elected officials, as well.

If you need help figuring out who your elected officials are visit occ.ohio.gov/action or call the OCC if you need assistance at 614-466-8574.

Citation

Created by the Office of the Ohio Consumers' Counsel.
<http://www.occ.ohio.gov/action/howtowrite.shtml>
Accessed 7 January, 2017.

Source 2C

Here's Why You Should Call, Not Email, Your Legislators*The New York Times*

By DANIEL VICTOR NOV. 22, 2016



Senator Chuck Schumer, Democrat from New York, on Capitol Hill. *Michael Reynolds/European Pressphoto Agency*

Kara Waite, an English teacher at Bunker Hill Community College in Charlestown, Mass., made a rule for herself: For every political rant she posts on Facebook, she must pick up the phone and call a legislator.

"It's kind of a swear jar for political action," Ms. Waite said recently.

Ms. Waite, who volunteers for liberal causes and who created a widely shared document last week to teach others her methods, figures that a phone ringing off the hook is more difficult for a lawmaker to ignore than a flooded inbox.

Activists of all political stripes recommend calling legislators, not just emailing — and certainly not just venting on social media. Several lawmakers, along with those who work for them, said in interviews that Ms. Waite is right: A phone call from a constituent can, indeed, hold more weight than an email, and far outweighs a Facebook post or a tweet.

To understand why, it helps to know what happens when someone answers the phone at a legislator's office.

Even if you don't speak directly to the lawmaker, staff members often pass the message along in one form or another.

Emily Ellsworth, whose jobs have included answering phones in the district offices of two Republican representatives from Utah — Jason Chaffetz, from 2009 to 2012; and Chris Stewart from 2013 to 2014 — said the way your points reach a lawmaker depends on how many calls the office is getting at the time and how you present your story.

In some cases, it's a simple process. When a caller offered an opinion, staff members would write the comments down in a spreadsheet, compile them each month and present reports to top officials, she said. If the lawmaker had already put out a statement on the issue, the staff member would read it to the caller, she said.

But a large volume of calls on an issue could bring an office to a halt, sometimes spurring the legislator to put out a statement on his or her position, Ms. Ellsworth said. She recommended the tactic in a series of tweets shared thousands of times.

"It brings a legislative issue right to the top of the mind of a member," she said. "It makes it impossible to ignore for the whole staff. You don't get a whole lot else done."

When her branch in Utah received a lot of calls, she contacted the Washington office and coordinated the messaging, involving the communications director, the legislative director or the chief of staff, Ms. Ellsworth said.

While scripts found on the internet can be useful for people uncomfortable talking on the phone, she suggested making the phone calls as personal as possible. In some cases, if she was moved by a call, she would pass on the comments to her district director, she said.

“What representatives and staffers want to hear is the individual impact of your individual story,” she said. “I couldn’t listen to people’s stories for six to eight hours a day and not be profoundly impacted by them.”

Representatives in Congress may not be able to respond to individual phone calls, but your odds may be higher if you contact officials at the local or state levels.

A New York State Senator, Phil Boyle, a Republican, said that one of his staff members would contact him after a constituent called his office, and that he would try to call everyone back. That’s a perk exclusive to those who call in, since he sometimes gets more than 300 emails per day, he said.

“I couldn’t possibly do that for emails,” Mr. Boyle said.

When it’s a subject in which he lacks expertise, he said, the calls have made a difference. In one case, several retired law enforcement officers called him about a gun control law that was enacted in 2013, worried that they would have to give up their service revolvers.

Senator Boyle, who said he doesn’t use firearms much, was unaware of that possibility and proposed an amendment to grant them an exception. Gov. Andrew M. Cuomo granted the exception seven months after the law was passed.

Most calls can be handled by staff members, said Brian Kolb, the Republican minority leader in the New York State Assembly. Many callers just want to express an opinion and don’t even offer a name, he said.

In other cases, callers who want to talk out an issue more fully could be directed to a staff member who has expertise in the area, said State Senator Liz Krueger, a Democrat in New York.

Ms. Waite, who has had a calendar reminder for each Monday morning alerting her to “call party leadership,” said that first-time callers often fear they will be quizzed or interrogated, but that they generally just need to offer their opinion and basic personal information, like name and city.

She implored people to be courteous, since the staff members might be getting many calls.

“Communicate in a way that someone can’t ignore,” Ms. Waite said.

Correction: November 22, 2016

An earlier version of this article misstated the position of Brian Kolb, a Republican lawmaker. He is the minority leader in the New York State Assembly, not the Senate.

Citation

Victor, Daniel. “Here’s Why You Should Call, Not Email, Your Legislators.” *The New York Times* [New York]. 22 Nov. 2016. Web. 7 Jan. 2017. <<https://www.nytimes.com/2016/11/22/us/politics/heres-why-you-should-call-not-email-your-legislators.html>>.

Source 2D

At least 8,500 protest over collective bargaining Amendments to Senate Bill 5 introduced

By Catherine Candisky

Columbus Dispatch, March 1, 2011



Photo Credit: Fred Squillante

Worthington firefighter Mark Lundy joins other opponents of Senate Bill 5 in the "Rally to Save Ohio's Middle Class" on the west side of the Ohio Statehouse.

Binding arbitration for safety forces would be replaced by a procedure giving ultimate authority over contracts to elected officials, according to a key provision of a massive amendment to a bill that would sharply curtail collective bargaining rights.

The 99-page amendment, outlined today at hearing of the Senate Insurance, Commerce and Labor Committee, also removes the right to strike for all public employees and establishes stiff fines for public workers who defy the no-strike ban.

"We're staying focused on reducing the cost of government and making Ohio competitive, and the first place to start is with our own budgets," said Sen. Shannon Jones, R-Springboro, sponsor of Senate Bill 5. "This bill gives power back to the taxpayer and restores flexibility to the management of their hard-earned dollars."

As an estimated 8,500 protesters demonstrated against the bill on the west lawn of the Statehouse, the committee met for about a half-hour to hear Jones outline amendments to her bill. The committee is expected to vote on the bill Wednesday with a vote on the Senate floor likely either shortly afterward or Thursday.

Firefighters, teachers, nurses, labor unions and others arrived this morning for the demonstration. By 10 a.m., they were chanting, waving signs and showing their opposition to the bill. The rally is expected to continue until 6 p.m.

The Capitol Square Review and Advisory Board is estimating the crowd at 8,500. They don't keep formal records of protest crowds, but anecdotally, spokesman Gregg Dodd said, there is consensus this is largest crowd of its kind in at least 15 years.

Columbus firefighter Lt. David Blair said that for him, the issue is more than money.

"For me, it's about safety. Our fire gear is subject to negotiation. If they take away the tools to do our job, people will perish," he said.

The committee chairman, Sen. Kevin Bacon, a Minerva Park Republican, said he is confident there are enough votes on the committee to move the collective bargaining bill to the Senate floor, even though all four committee Democrats and at least one Republican, Sen. Bill Seitz of Cincinnati, are opposed.

Seitz declined to name other Republicans on the committee who might oppose the bill, although Jim Gilbert, president of the local police union, said he had talked with Sen. Jim Hughes of Columbus and said he was undecided. Hughes could not be reached for comment.

Seitz said he did not know whether Senate leaders would replace him and other potential no-voting Republicans on the committee.

Jones, who said there are enough GOP votes to pass the bill in the Senate and move it to the House, explained her amendment amid objections from committee Democrats that they had not had enough time to review it.

One key provision that Gov. John Kasich has insisted upon would replace binding arbitration for police and firefighters, the process in which a neutral third-party arbitrator is empowered to impose a settlement.

Binding arbitration would be replaced by a process in which a fact-finder agreed upon by both sides presents his or her findings. If an agreement is not reached within 14 days of publication of the findings, then the last best offers made by the government employer and the union are presented at a public hearing. At the end of the hearing, the government employer is required to accept either its last best offer or the union's.

Such an arrangement, Gilbert said, would almost certainly lead to a pre-ordained outcome in which the employer would approve its last best offer. But Jones said that public participation in the process would ensure that the union employees are treated fairly.

Although police and firefighters are already prohibited from striking, the amendment would eliminate the right to strike for all public employees. Those who go on strike anyway would have pay deducted at the rate of twice their daily rate of pay for each day of the strike. The penalty for violating a court injunction against a strike is a fine up to \$1,000, up to 30 days imprisonment, or both.

Jones' original bill would require that public employees pay at least 20 percent of the cost of their health care insurance premiums, but the amendment reduces the amount to 15 percent. The amendment also reinstates pay ranges for all public employees except police and firefighters, but eliminates automatic pay increases based on factors such as seniority and requires that any raises granted within the pay ranges be based solely on merit.

Teachers' salaries could still be bargained outside the proposed law's pay ranges, but any pay raises for teachers would have to be based on merit. Under the bill, teacher performance is measured by considering the level of license held by the teacher, whether the teacher is a "highly qualified teacher" as defined in law, which includes factors such as student performance and other criteria. Teachers would be allowed to negotiate an initial contract of up to three years, with subsequent contracts ranging from two to five years.

Seeking to monetize the passion created by Senate Bill 5, Kasich and the leader of the Ohio Democratic Party today e-mailed fundraising requests to supporters.

Kasich's included a link to his campaign fund, saying he is trying "to give more power to the taxpayers of our state." State Democratic Chairman Chris Redfern's e-mail noted that it takes 17 votes in the Senate to kill the bill and asked for contributions of "just \$17 to our efforts to get to the 17 votes we need."

Also yesterday, eight separate police and fire unions, organized under a group called Protect Ohio Protectors, sought to put pressure on GOP senators by publishing their comments supporting collective bargaining in a half-page Dispatch ad. The senators' quotes about protecting the right of public safety forces to collectively bargain were taken from 2010 and 2008 Fraternal Order of Police questionnaires.

Among those quoted in the ad were committee members Bacon, Sen. Tim Schaffer of Lancaster and Sen. Bill Beagle of Tipp City.

Bacon stressed that the bill protects collective bargaining rights and said he does not consider it inconsistent with his support for those rights.

Citation

Candisky, Catherine. "At least 8,500 protest over collective bargaining." *The Columbus Dispatch* [Columbus]. 1 Mar. 2011. Web. 7 Jan. 2017. <http://www.dispatch.com/content/stories/local/2011/03/01/collective-bargaining_protest.html>

Source 2E***You Need to Understand Lobbying****Mar 13 2008*

When news stories about questionable doings on Capitol Hill appear these days, more often than not they involve lobbyists. Think of the Jack Abramoff affair and its many spinoffs, or the ruckus over the New York Times story about John McCain and his dealings with one particular lobbyist. Small wonder that many Americans continue to think of lobbyists as little more than back-room influence peddlers.

The truth, though, is rather different. Most lobbyists are hard-working professionals who understand how to navigate the political process, gain access to lawmakers and key executive-branch officials, and build a strategy to achieve their legislative goals. Whether or not you like the prominent place they occupy in our system, lobbyists have become such an integral part of how our government operates that you can't really understand Washington unless you also understand the role they play in it.

Let's start with the basics. Lobbying is a huge business. There are roughly 30,000 registered lobbyists, but that does not include the marketers, public relations experts, pollsters, support personnel and others who back up their work. One lobbying expert, American University government professor James Thurber, puts the total number of people involved in lobbying at 261,000.

This army of people — whose activities, remember, are aimed at influencing just 535 members of Congress and a relative handful of federal officials — cost and spend several billion dollars each year. At least one company spent more than \$1 billion in lobbying activities last year, at the federal and state levels.

A good lobbyist can make four or five times what a legislator or high-ranking official earns, and there's a reason for this. Groups with interests in Washington pay big money for the lobbyists they hire because if they're successful, the payoffs can be huge: subsidies for business; tax breaks for corporations and industries; immunity from lawsuits or even from laws their competitors must obey.

Regardless of which party controls the White House or Capitol Hill, it has become clear to pretty much every interest imaginable in recent years that Washington can stack the deck in its favor or tilt the field against it, and the lobbying workload has soared as a result. In a very real sense, lobbyists have become intermediaries between Washington and the organizations that represent the vast diversity of people, beliefs, and interests in our society.

Even without the occasional scandal, Americans tend to be skeptical about this development. They see lobbyists as agents of special interests who get privileged access to decision-makers, in part by buying it through campaign contributions. There's truth to this. Many Washington lobbyists are active in raising money and support for candidates who back their positions; they make hard-headed judgments about who will most strongly support their industries or causes and hence get their cash. And lobbyists undoubtedly get the chance to press their cases on Capitol Hill with access that your average farmer or teacher can only envy.

Yet the reality is more complicated than "special interests" overwhelming "the public interest." Lobbyists deal in facts — the best of them know that what lawmakers want is straightforward, understandable, and accurate information on a given issue. So on any tough policy matter, which will inevitably find Americans coming down on every side of the issue, all the various interests will be armed with good arguments that make the strongest possible case for their position. While it's too simplistic to say that they cancel one another out, this does mean that they serve an invaluable purpose in helping members of Congress understand an issue and, perhaps even more important, to understand how various constituencies view it.

This suggests a responsibility on the part of public officials who are being lobbied. It is their job not simply to be passive recipients of arguments and information, but to sort through it, and in particular to understand that it comes with a point of view — to listen carefully, in other words, but also remember that a lobbyist presents only one side of a complex issue. The skillful lobbyist, of course, will identify his or her position with the broader public good, but an equally skillful politician understands how to separate the wheat from the rhetorical chaff.

At the same time, ordinary voters should remember that they have one attribute that a member of Congress prizes highly: a vote. For all the campaign contributions they hand out and access they enjoy, lobbyists don't actually have the final say on whether a member of Congress gets re-elected; that's up to the folks back home. Which is why transparency — strict reporting laws on campaign contributions and lobbying expenditures, with easy access to that information for reporters and ordinary Americans — is so important.

For in the end, the voters have to judge whether a member of Congress has allowed lobbyists' arguments and contributions to outweigh the interests of his or her constituents and of the public at large. If so, that's what the voting booth is for.

(Lee Hamilton is Director of the Center on Congress at Indiana University. He was a member of the U.S. House of Representatives for 34 years.)

Citation

Hamilton, Lee. *The Center on Congress at Indiana University*. "You Need to Understand Lobbying." 13 Mar. 2008. Web. 7 Jan. 2017. <<http://centeroncongress.org/print/31>>

Source 2F

What You Should Know about Recall Elections

Q: What is a recall election?

A: Recall is a method that can be used to remove an official from a public office before the end of his or her term. A recall election is a right reserved to the people served by the official. It can only take place after a petition signed by the required number of qualified voters is certified.

Q: Could an Ohio governor be removed through a recall election?

A: No. Neither the Ohio constitution nor the Ohio Revised Code (ORC), Ohio's collection of written laws, provide for recall elections for statewide offices. For this reason, Ohio voters cannot use recall to remove a governor.

Q: Can a city official be recalled in Ohio?

A: Yes. The ORC provides that any elective officer of a municipality may be removed from office by qualified voters as long as that official has served at least one year of his or her term. Although state law allows cities to hold recall elections, any particular city's charter may either allow or forbid such an election. The wording of the city charter determines whether recall is an option.

Q: Assuming a city's charter allows it, how can a city official be recalled in Ohio?

A: In Ohio, a petition must be signed by qualified voters. By law, the number of signatures required must equal at least 15 percent of the total votes cast at the most recent municipal election. In the petition, the voters demand that the city official in question be removed in favor of another official to be chosen by the voters in a recall election. This petition must be filed with the board of elections. If the board of elections finds the petition to be valid and the official in question does not resign from office within five days, then the lawmaking authority in that city may set a day for a recall election. The recall election is held 30 to 40 days after the petition is validated.

Q: Would I be voting for one person over another in a recall election, like in a regular election?

A: No. You actually have two separate votes. The first vote asks you to decide, with a "yes" or "no" vote, whether you wish to remove the official from office. The second vote asks you to select, from a list of qualified candidates, a successor for that official. The second vote is considered only if the first vote results in the removal of the official. The official who voters are being asked to recall may not include his or her name as one of these candidates to be considered.

Q: How would a successor candidate qualify for the ballot?

A: In a recall election, there is no primary election. Rather, a candidate who wants to replace the incumbent must file his or her intent to run for office with the board of elections at least 20 days before the special election. Each candidate must provide a petition with signatures equal to 10 percent of the total votes cast at the most recent regular municipal election. Call your local board of elections to get the exact number of signatures required.

Q: How many votes are needed to recall an official?

A: If a majority of voters decide the official should be removed, then the official will be removed. Whoever is chosen to succeed the official will then hold office for the remainder of the recalled official's unexpired term.

Q: If the official is not recalled, can he or she be compensated for recall election expenses?

A: Yes. If the voters decide to keep the official in office after a recall election, that official is entitled to be repaid his or her actual and legitimate expenses from the city treasury, up to 50 percent of allowed campaign expenses for any regular city election.

12/2/2015

This "Law You Can Use" consumer legal information column was provided by the Ohio State Bar Association. It was prepared by Philip C. Richter, Executive Director of the Ohio Elections Commission.

Articles appearing in this column are intended to provide broad, general information about the law. This article is not intended to be legal advice. Before applying this information to a specific legal problem, readers are urged to seek advice from a licensed attorney.

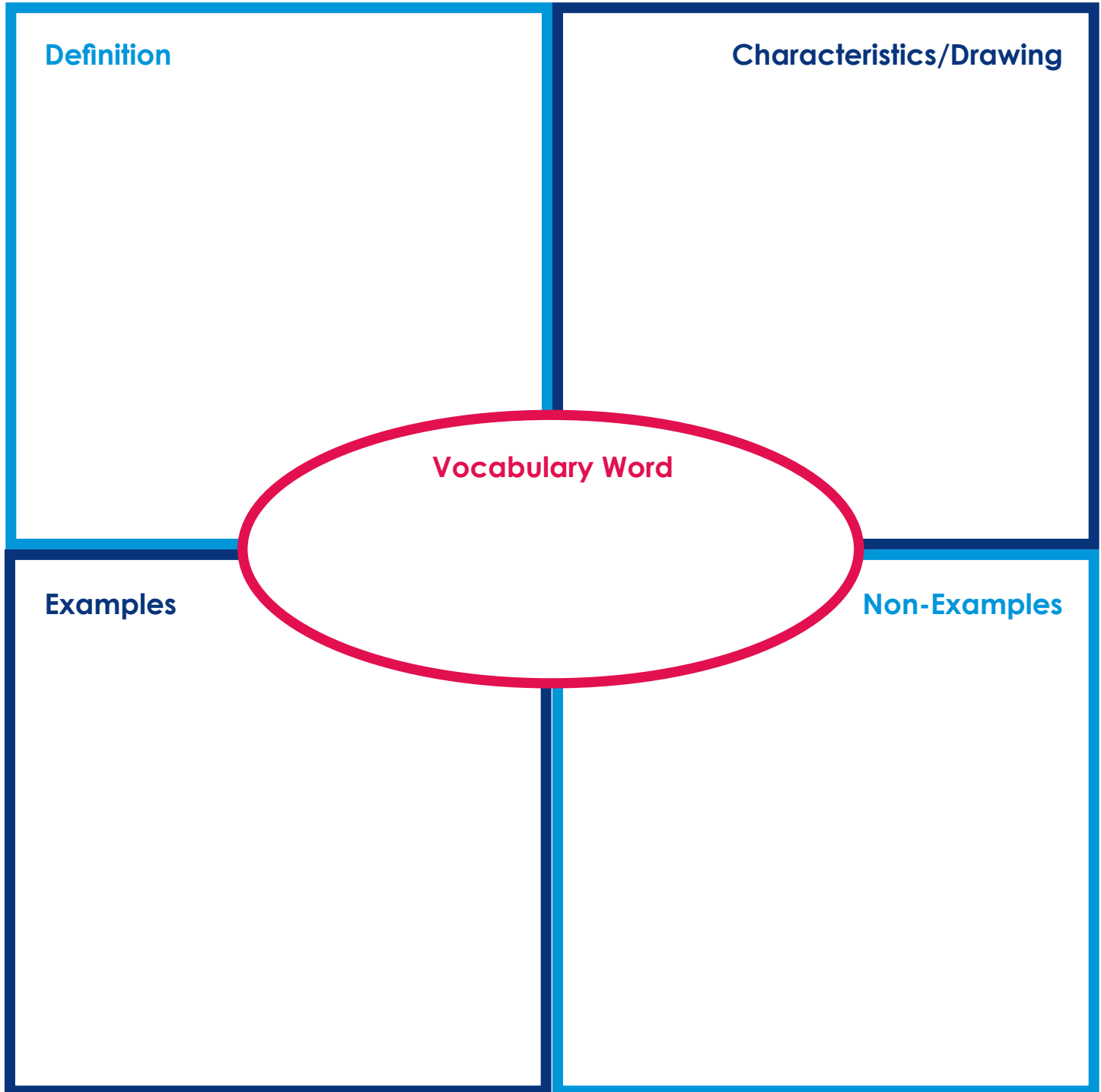
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Frayer Model for Vocabulary Analysis

Definition	Characteristics/Drawing
Examples	Non-Examples

Vocabulary Word



The method below serves as a guide for primary source analysis. The steps go in order from A - E, with A, B, and C being pre-reading strategies. The deepest learning comes when students draw connections to prior learning.

Prereading

Use the questions below to direct a discussion of the source material. Take the time to draw out connections that the students have with the text. Offer connections with content that has already been taught.

Author of the source

Who created the source you are using? This could be the author, photographer, director, songwriter, journalist, etc.

What do you know about the author?

Bias of the creator

Does the creator of this source have any bias that should be noted? E.g. are they a member of any particular political group?; Are there personal details that might influence their viewpoint?; Are they being paid by someone else to express their views?; etc.

Context of the source

When was the source created? What was happening politically, culturally, or socially at the time it was created? Why is it relevant to the historical question you are considering? What prior knowledge do you have about this topic?

During Reading

Students learn best when a single purpose for reading is set. Use the questions below to guide students as they actively engage with the source. Reading the source multiple times for differing purposes will increase student comprehension.

The most important **D**etails of the source

Summarize the key elements of the source. What are the important points that the creator raises? Be brief here, you can always go back to the source if you need a full explanation of one of the points.

What **E**vidence can you use to answer the question?

What information will help you to answer the historical question? Pull from the important details section to decide what information is most relevant. Is the evidence the author used sufficient to support their claim?

Post Reading

Is this source consistent with what you know about the topic?
 Did anything in the source surprise you?
 Have you encountered similar ideas or sources before?
 Does the source change any previously held assumptions?
 Is the author's bias apparent in the source text?

ABC's of Primary Sources

STUDENT HANDOUT

Name of Source: _____

<u>A</u>uthor	<u>B</u>ias	<u>C</u>ontext
<u>D</u>etails	<u>E</u>vidence	
Post Reading Reflections		

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