Discovering our American Values
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PURPOSE OF CHIEF JUSTICE

Chief Justice is designed to engage the participants in a variety of debates on constitutional and contemporary issues and then move that debate into the community to affect positive change.

The purpose of the Chief Justice is to:

1. Create a forum in which each participant is motivated to learn patriotism and appreciate the United States Constitution.

2. Teach character education by developing moral values as students engage and challenge each other on the ethical positions they hold.

3. Provide a format for citizenship training as students are asked to create an ethical society based on how they think the laws should be written.

4. Provide an opportunity for cooperative learning as students work with partners in law firms and later in small groups to complete service learning projects.

5. Introduce a process which requires each player to use critical thinking skills.

6. Develop computer literacy by asking students to extensively research their topics on the Internet.

7. Provide a forum where players can develop their public speaking and debating skills.

8. Provide a forum that teaches ethics and values by using the United States Constitution as a moral compass.

9. Provide an opportunity to develop leadership training by having students organize and implement community service projects.

10. Provide an opportunity for participants to move into their communities and perform valuable service learning projects.
INTRODUCTION TO
CHIEF JUSTICE

This country was founded on basic democratic principles which from time to time come under attack from misguided and uniformed forces that reside not only outside our borders, but too often live among us. These forces pose a threat to our survival not because they have a better system to impose upon us but because quite often we do not understand and appreciate the liberties we currently enjoy. Democracy is a concept upon which we own no copyright. We can cherish it, share it and proudly display it to those in the darkness of ignorance and in doing so remain free or we can do nothing and watch it gradually fade away.

We the people are at our best when those of us who understand the true value of democracy fear that it is about to be lost. We have in the past come together as a mighty nation to stand tall against those who would deprive us of it. Over the past two centuries Americans have willingly chosen to lay down their lives on many battlefields to uphold the freedoms they so cherished. Now we face a great challenge in our country. The time has come again for a new generation of Americans to step forward and bravely answer the call.

The question is: “Are we ready for that challenge?” We live in a time when many young people have little or no understanding of the freedoms guaranteed to us under our Constitution and fail to see the danger of not guarding these precious liberties. Many Americans cannot explain the liberties guaranteed under the First Amendment, cannot define the concept of due process, are unaware of the importance of search and seizure laws or other rights guaranteed to protect us under The Bill of Rights. They have no idea who wrote the Bill of Rights and why that document is so important. We must ask ourselves if it will be possible to preserve, protect and defend our country if those young people we call upon to fight for it do not understand the basic beliefs upon which this great country was founded. We must find new ways to inform our young people of the value of the civil liberties we currently enjoy and the dangers of losing them.

Chief Justice provides an exciting new way. Students are asked to research constitutional and contemporary issues, investigate their own conscience about those issues, give voice to it in a debate format and then organize themselves and move into the community to affect positive change. Chief Justice provides an exciting forum for the discussion of key ethical and moral issues. It gives your students a compelling reason to explore and appreciate the Constitution. Chief Justice can be a very valuable addition to a government or civics class, a character education program, a citizenship program, a speech and debate class, a leadership training program or for courses in service learning.
GAME CONTENTS

1. A game poster depicting the U. S. Supreme Court with six steps leading up to the court house. Each step is labeled and represents a career path for an aspiring law student from law school to the top step of supreme court and ultimately Chief Justice of the United States.

2. A list of one hundred game questions for one hundred courtroom trials to be held in a classroom setting focusing on various constitutional and contemporary issues.

3. A supply of colored marker pins to identify where various teams are on the game poster during the course of the game.


5. Game instructions and a suggested lesson plan for playing Chief Justice in your class.

6. A rubric to inform students as to the method of grading to be used and a guideline for the teacher to determine how to measure the students performance and to issue an appropriate grade.

RULES OF THE GAME

SETTING:

This game is most appropriate in a classroom setting, but could be played in any forum where people choose to gather on an ongoing basis and debate constitutional and contemporary issues.

NUMBER OF PLAYERS:

It is necessary that the participants be divided into small groups which are considered “law firms” with two players in each law firm. If you have an odd number of people playing, it is allowable to have a law firm with three players participating. An unlimited number of people can participate in this game as jurors. The number of players participating as attorneys will depend on the size of the class and time constraints.
THE JURY:

A jury can be composed of any number of people who are not the attorneys in the present case. In a classroom situation, the remaining students not involved in the case are the jury. These people listen to the opening statements presented by the attorneys, the cross examination and the closing arguments and then privately deliberate the case and deliver a verdict.

SELECTION OF A JUDGE:

A judge is selected at the beginning of the game to keep order and have the players follow the rules of the game. In a classroom setting this job normally would fall to the teacher.

DUTIES OF THE JUDGE:

1. The first duty of the judge is to determine the players in each law firm. This can be done in a number of different ways, however it is recommended in a classroom setting that the students be allowed to choose their partners. Each law firm should include two attorneys and if there is an odd number of students in the class, some law firms may be made up of three attorneys.

2. Next the Chief Justice booklets are distributed to each student. Each student should read carefully the rules to the game and the rubric which will serve as a guideline for the grading process. The trials are expected to be held on a periodic basis over the course of a semester or perhaps the school year, with trial dates scheduled on a weekly basis or as time allows. A consistent pattern of scheduled trials works best, for example every Tuesday could be used for the purpose of the courtroom trials.

3. The law firms are then directed to select a case from the first 20 questions listed from the Chief Justice booklets. Once the first series of trials have been concluded then the next set of questions from question 21 through 40 would be used for the second set of trials and so forth until the 100 questions have been explored and each law firm has had five chances to win a case and move up to the top step of Supreme Court on the game poster.

4. At the start of each series of trials it is necessary to determine which cases are to be heard. The judge will call two law firms to come forward with their one selection and on the flip of a coin will determine which of the two cases chosen by each law firm will be heard. The team winning the coin toss not only gets to have their case heard but gets to choose the side of the argument they wish to defend.
The law firm that loses the toss will have to take the opposing view of that case and argue that side as effectively as possible. Good attorneys can argue either side of any case brought before them as will happen in the practice of law. This process will continue until all law firms have come forward and all the cases to be tried have been determined.

5. In a classroom situation it is important to allow sufficient time for the law firms to research their cases and schedule court dates for sometime in the future. A minimum of two weeks might be necessary before the first case is heard. Following cases would be scheduled on an ongoing basis over the course of the following weeks as time permits. (Trial schedule is on pages 36 – 41.) Students should be encouraged to use the Internet as an excellent source to gain material for their arguments.

6. During the day of the trial, the judge will call the attorneys to the front of the room where a sufficient number of chairs have been placed to seat them. It is recommended that a podium be placed between the two law firms if one is available and other props such as a gavel or a judge’s robe (black choir robe) might be used to add authenticity to the setting.

7. The judge will then call for the opening statements from each side starting with an attorney representing the proponents side of the question to be considered. For example: If the issue to be debated is “Should minors under the age of 18 who commit first degree murder be given the death penalty?”, then the side arguing that they should be given the death penalty would go first.

8. The attorneys are allowed to use their three page written reports as reference, but they should engage the jury with direct eye contact and not read the report word for word. They should be prepared to speak on the issue and only occasionally use the prepared text for assistance.

9. Only one attorney from each side is allowed to give opening statements and should be limited to five minutes for this phase of the trial.

10. After the opening statements, the attorneys are allowed to cross examine each other. The law firm taking the opposing side of the issue would go first. In the example above that would be the side arguing against the death penalty for minors. Each side would be allowed up to five minutes each to cross examine the opposing law firm and try to expose weaknesses in their arguments.

11. Closing arguments are then given by the attorney who did not give the opening statements. Five minutes are allowed for each side and the law firm
opposing the question would begin. In this case the side against the death penalty would give their closing arguments first and the proponents would present last.

12. At the end of the closing arguments the judge (teacher) would collect the three page research material used by the attorneys and ask the attorneys to wait just outside the classroom with the door closed. The teacher will later administer a grade for their work based on the rubric provided.

JURY DELIBERATION:

1. The jurors (the remaining students in the class) then pick a jury foreman. This should not take much time and it is acceptable to have someone volunteer or have the judge, who is still sitting in the room, select someone to expedite this process. The foreman will take an initial vote on the case by reading the question to the jury and record the number of jurors who raise their hands and are for the death penalty for minors and those that are against it.

2. The jurors are then asked by the foreman to comment on their positions on the case and try to influence the other jurors to vote with their side. The foreman is expected to keep order during this phase and to allow all jurors an opportunity to share their views on the case in an appropriate way. It is important to have selected a responsible student who can carry out these duties.

3. The foreman must conclude the deliberations and reach a final verdict by simple majority vote with at least five minutes remaining in the class. The verdict is kept secret and the attorneys are now asked to reenter the courtroom and take their seats at the front of the room.

4. The judge will then bang the gavel and call the courtroom to order. The foreman will stand and will be asked by the judge if the jury has reached a verdict. After answering in the affirmative, the foreman will then be asked to announce the verdict. The foreman will then announce the verdict.

5. The judge will then move the winning teams colored marking pin up one step on the Chief Justice poster which has been hung on the bulletin board somewhere in the classroom. The judge will declare “The court is now adjourned.”

HOW TO BECOME CHIEF JUSTICE

The highest honor at the end of the game is to become Chief Justice. The game will come to an end when one law firm has reached the level of Supreme Court.
The students are then asked to confirm a Chief Justice by secret ballot. Only one of the attorneys who has reached the level of Supreme Court will become Chief Justice. The Chief Justice should be chosen on the basis of his or her depth of knowledge of constitutional law, the amount of research of the various case laws used during the trials and the degree of articulate persuasion of those moral and ethical principles the attorney has shared during the course of the game.

The final duty of the judge is to announce the name of the Chief Justice to the class and allow that student to move the colored marking pin representing his or her winning law firm to the star on the Chief Justice poster. Applause is very appropriate at this time.

**TIME FRAME TO CONCLUDE THE GAME**

This game is designed to be played in a variety of time frames that suit a course curriculum or the schedule of any club or organization that wishes to provide a forum to debate current moral and legal issues. The time allocated could be as short as one hour for the purpose of debating one case only or be extended over the course of many months to deal with a large number of cases. The time frame allowed can be tailored to meet the needs of the instructor or club organizer. The game can end and the Chief Justice can be determined at a time that fits within the constraints of any setting.

**ANSWER KEY**

It is believed by the author of this game that most of the time the collective wisdom of the majority of the people will determine the “right answer” given enough research, serious contemplation and open debate on any ethical or moral issue before them. Democracy works because We the People have inherent within us the collective wisdom and ability to govern ourselves. In this game students not only research what the laws are relative to the questions before them, but also are asked to decide for themselves what the laws should be.

Chief Justice is designed on the positive assumption that enlightened citizens are very capable of deciding what the laws should be. It is then the duty of all enlightened citizens to become actively engaged in the democratic process to ensure that our liberty and freedom is preserved.

A copy of the U. S. Constitution is included in this game. The students are strongly encouraged to read and interpret this historic document as a guide to finding the answers to as many questions as possible in this game.
# CHIEF JUSTICE
## Critical Thinking Trials

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<td></td>
<td>Student completes a three page typewritten report on one of the 100 questions available.</td>
<td>Student does extensive research, uses critical thinking and references to Constitutional or case law.</td>
<td>Student does complete research, uses critical thinking to complete paper.</td>
<td>Student does complete research, but displays little critical thinking.</td>
<td>Student does not do the paper work to fulfill the minimum requirement.</td>
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<tr>
<td></td>
<td>Student presents the report to the class.</td>
<td>The student shows enthusiasm and engages the jury with animated remarks. Presentation is clear and convincing.</td>
<td>Student does a complete job in conveying the key points. The presentation is convincing but lacks some degree of enthusiasm.</td>
<td>Student does the required assignment. The presentation is standard in quality and does not exceed more than the average effort of the class.</td>
<td>Student does not engage the students and is not providing the standard delivery expected of the presenter.</td>
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<tr>
<td></td>
<td>Student cross examines the opposing side and responds to questions from the opposing side.</td>
<td>Student displays a strong background in the topic that has been researched and is able to present counter arguments to questions posed during cross examination.</td>
<td>Student displays a better than average knowledge of the subject matter and is able to answer most of the questions posed during cross examination.</td>
<td>Student displays average knowledge of the subject matter and is able to answer some questions from the opposing side.</td>
<td>Student displays little knowledge of the subject matter and gives vague and inaccurate answers to questions from the opposing side.</td>
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1. Should school officials be allowed without probable cause to search students for weapons before they enter school?

2. Should the Nazi Party be allowed to peacefully march in a predominately Jewish community?

3. Should young men and women over 18 years of age, serving in the armed forces, be allowed to consume alcoholic beverages in any state in this country?

4. Should professional and amateur athletes who participate in contact sports that can draw blood, be subjected to mandatory testing for AIDS?

5. Should public school officials be required to notify the immigration authorities when illegal immigrants try to enroll their children in school?

6. Should people who seek to buy a handgun be required to wait seven days to have their application approved by the local authorities?

7. Should a confession be admissible in a court of law when that confession is obtained before the accused has had the assistance of counsel?

8. Should human cloning be outlawed?

9. Should school districts in the United States have bilingual teachers teach in the primary language spoken by the indigenous population?

10. Should states be required to spend an equal amount on all public school students regardless of the property tax revenues generated by each school district?

11. Should airline pilots, train conductors, bus drivers, taxi cab drivers and any other person in charge of transporting the general public be required to pass random drug and alcohol tests without showing probable cause?

12. Should police officers be required to pass tests for drug or alcohol use without showing probable cause?

13. Should Native American Indians, who for centuries have used peyote and other mind altering drugs, be allowed to use these drugs in their religious rituals?
14. Should convicted criminals be allowed to write books about their crimes from their jail cells and profit from their misdeeds?

15. Should people have a right to purchase automatic weapons, such as the AK47 or the Uzi automatic rifle, as a right guaranteed under the Second Amendment?

16. Should Internet companies be required to turn over encryption “keys” to law enforcement officials to decode messages that might be sent by terrorists?

17. Should Right to Life organizations have the right to publish the names and addresses of abortionists when doing so would put those doctors lives in danger?

18. Should evidence that is obtained in an illegal search by the police be admissible in a court of law?

19. Should public schools be allowed to give breathalyzer tests to students at any time without probable cause at school dances?

20. Should prison officials have the right to obtain DNA samples from prisoners without their consent?

21. Should state prison officials be allowed to routinely give mandatory drug tests to its prisoners?

22. Should the attorney – client privilege end after the client has died?

23. Should undocumented immigrants living in the United States be entitled to the same legal protections as American citizens?

24. Should there be an Equal Rights Amendment?

25. Should capital punishment be considered cruel and unusual punishment and therefore a violation of the Eighth Amendment?

26. Should juries be required by law to be racially balanced when the plaintiff or the defendant is from a minority race?

27. Should persons born in the United States be citizens of this country when their parents came to this country illegally?

28. Should anyone who shoots a burglar to protect his private property be responsible for the injuries when there was no clear and present danger to the property owner?
29. Should public schools have the right to impose dress codes on their students including the wearing of uniforms at all grade levels?

30. Should professional athletes be required to stand during the playing of the national anthem?

31. Should national standardized tests be delayed until national standardized spending is achieved for all public school children across this country?

32. Should lethal injection be the only method allowed in administering capital punishment in the United States?

33. Should juries be required to be balanced according to sex when the defendant is sued for sexual harassment?

34. Should search and seizure laws guaranteed under the Fourth Amendment be suspended in order to control crime in drug infested neighborhoods?

35. Should drug money that is paid by drug dealers to attorneys for legal protection be confiscated from those attorneys?

36. Should the police without a warrant be allowed to draw blood from a drunk driving suspect in order to determine the blood alcohol content?

37. Should the claim of temporary insanity or diminished capacity be a valid defense in a murder case?

38. Should local police have the right to inform a community of the criminal record of a child sex offender who has served his time and is now living in their community?

39. Should airport security be allowed to check your luggage and search your person without probable cause?

40. Should public schools allow religious groups to hold meetings on campus during the school day when those meetings do not conflict with ongoing classes?

41. Should employers be allowed to fire an employee who refuses to work on the employees Sabbath?

42. Should people who advocate the overthrow of the American government by any means necessary be protected under the First Amendment?
43. Should students in parochial schools receive federal funding to supplement the cost of education in those schools?

44. Should school officials be allowed to search school lockers without probable cause?

45. Should members of any religious group have a right to conduct public ritualistic animal sacrifices which are considered essential to their religion?

46. Should a mother who gives her child up for adoption be allowed to change her mind after the adoptive parents have obtained custody?

47. Should fetal tissue from an aborted fetus be allowed to be used as a treatment for disease?

48. Should students in public schools be required to say the pledge of allegiance?

49. Should public schools require a minimum grade point average before students can participate in extra curricular activities such as athletics or cheerleading?

50. Should criminal assault charges be filed against professional athletes who blatantly and flagrantly attack and injure other players during a game?

51. Should unsolicited door to door selling be regarded as an invasion of privacy and therefore be prohibited?

52. Should racial profiling by airport security personnel be allowed to reduce terrorist highjacking?

53. Should the president be allowed to send US troops into combat without congressional approval?

54. Should a husband be allowed by court order to prevent an abortion of his baby by his wife?

55. Should minors under the age of 18 who commit first degree murder be given the death penalty.

56. Should people who are mentally retarded and require public assistance to support themselves be allowed to marry and have children?
57. Should highway patrolmen be allowed to set up roadblocks and give sobriety tests to drivers who have not shown any indication of driving under the influence?

58. Should terminally ill patients have the right to doctor assisted suicide?

59. Should a free press be held criminally responsible for divulging top secret information that could pose a threat to national security?

60. Should musical lyrics be subject to a government imposed rating system to warn the buyer of compact disks and tapes of the content of the material?

61. Should late term abortions of an unborn fetus be legal in the United States?

62. Should the burning of the American flag be a right protected under the First Amendment?

63. Should people whose religious beliefs exclude medical treatment be prosecuted when their children die from lack of appropriate medical care?

64. Should a parent whose child injures or kills other children at school with a handgun or rifle that was not properly locked or secured in the home be charged with a felony?

65. Should students be required by law to have a moment of silence in public schools for the purpose of religious observance?

66. Should federal, state and local governments be required to hire members of minority groups over more qualified white applicants in an effort to redress past inequalities in hiring practices?

67. Should school districts be allowed to bus students out of their own school districts and into other schools to achieve racial balancing in the school enrollments?

68. Should the death penalty be administered to a convicted criminal, when it has been determined by the medical community that the condemned is insane?

69. Should parents be given vouchers from the state educational systems which can be spent at the public, private or parochial schools of their choice?

70. Should motorcyclists be legally required to wear helmets?

71. Should vivisection, the act of cutting into or dissecting a living animal body for scientific investigation, be outlawed?
72. Should jails that house inmates in overcrowded prisons that violate health and safety standards be required to release the least dangerous inmates back into the general public?

73. Should grand juries be able to base indictments on evidence that would not be admissible at trial?

74. Should the Electoral College be abolished?

75. Should local tax dollars be allowed to be spent on nativity scenes during the Christmas holiday season?

76. Should doctors who suffer from the AIDS virus be required by law to inform their patients of their having this disease?

77. Should curfews be allowed to be imposed on juveniles when high crime rates in a locality exceed acceptable standards of the community?

78. Should school districts be allowed to prohibit the wearing of gang related clothing or colors on a public school campus when gang violence is prevalent?

79. Should people who volunteer for the armed services to fight in combat divisions be allowed to claim they are conscientious objectors after they have taken the oath of induction?

80. Should any public employee entrusted with public safety, such as police officers, firemen and air traffic controllers, be allowed to go on strike?

81. Should private clubs have the right to remain all male or all female if they so choose?

82. Should the Boy Scouts or Girl Scouts be allowed to deny membership to any applicant who refuses to say the pledge of allegiance?

83. Should the media be prohibited from informing the public on how terrorists make chemical or biological weapons so as not to educate uninformed enemies of this country?

84. Should term limits be imposed on public officials?

85. Should stem cell research be allowed on tissue from an aborted fetus?

86. Should an accused child molester be given the right to confront the witness against him if that may cause additional emotional damage to the child?
87. Should executive privilege be extended to the president’s secret service agents who are guarding the president?

88. Should elected government officials be denied the right to give themselves a raise until they stand for reelection?

89. Should a public school district be allowed to invite members of the clergy to give an invocation at graduation?

90. Should a member of the KKK be allowed to burn a cross in a public park in a predominately black community?

91. Should department stores be allowed to refuse to hire a non-white male to be a Santa Claus because of the color of his skin?

92. Should recordings in a person’s diary be protected under the Fifth Amendment?

93. Should the families of deceased celebrities be allowed to profit from the sale of edited film footage that would suggest that a product is endorsed by the deceased?

94. Should capital punishment be televised on closed circuit cable to the viewing public?

95. Should limits be placed on media coverage of a combat area during wartime?

96. Should the Ten Commandments be posted in classrooms in all public schools?

97. Should repressed memory testimony be admissible in court?

98. Should individuals be required to testify before a grand jury if promised that their testimony will not be used against them?

99. Should a sitting president be required to defend himself or herself during their presidency for alleged crimes or misdemeanors committed before they became president?

100. Should the news media be allowed to disclose the name of a felony suspect before a trial?
THE CONSTITUTION OF THE UNITED STATES

We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defense, promote the general welfare, and secure the Blessings of Liberty to ourselves and our posterity, do ordain and establish this Constitution of the United States of America.

ARTICLE ONE

SECTION 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives.

SECTION 2. The House of Representatives shall be composed of Members chosen every second Year by the People of several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other persons. The actual Enumeration shall be made within three years after the first meeting of the congress of the United States, and within every subsequent Term of ten Years, in such manner as they shall by law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantation one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any state, the Executive Authority thereof shall issue Writs of Election to fill such vacancies.

The House of Representatives shall choose their speaker and other Officers; and shall have the sole Power of Impeachment.
SECTION 3. The Senate of the United States shall be composed of two senators from each state., (chosen by the Legislature thereof,) for six Years; and each Senator shall have one vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year: (and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.)*

No Person shall be a Senator who shall not have attained to the Age of thirty years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of the State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases Of Impeachment shall not extend further than removal from Office, and disqualification to hold and enjoy any Office of honor, Trust of Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

SECTION 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by law make or alter such Regulations, except as to the Place of Choosing Senators.
The Congress shall assemble at least once in every year, and such Meeting shall (be on the first Monday in December,) unless they shall by Law appoint a different Day.

SECTION 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a majority of each shall constitute a Quorum to do Business; but a smaller number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each house may provide.

Each house may determine the Rules of its Proceedings, punish it Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session shall without the Consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

SECTION 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no person holding any Office under the United States, shall be a Member of either House during this continuance of Office.

SECTION 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with the Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a Law, be presented to the President of the United States; If he approves he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal,
and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by Yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Day (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its return, in which Case it shall no be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

SECTION 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Tomes of Authors and Inventors the exclusive Right to their respective Writing and Discoveries;

To constitute Tribunals Inferior to the Supreme Court;
To define the punish Piracies and Felonies committed on the high Seas, and Offense against the Law of Nations;

To declare War, grant letters of Marque and Reprisal, and make rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, Suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining the Militia and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases Whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the consent of Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-yards, and other needful Buildings.

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

SECTION 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The privilege of the Write of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the Public Safety may require it,

No Bill of Attainder or ex post facto law shall be passed.
No capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

SECTION 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto law, or law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State Shall, without the Consent of the Congress, lay any Imports or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such laws shall be subject to the Revision and Control of the Congress.

No State shall, without the Consent of Congress, lay any duty of tonnage, keep Troops, or Ships of War, unless actually invaded, or in such imminent Danger as will not admit of delay.

ARTICLE II

SECTION 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice-President, chosen for the same Term, be elected, as follows.

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person
holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which they shall make a List of all the Persons voted for, and of the number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and the House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person has a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; a quorum for this Purpose shall consist of a Member or Members from two-thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President. (Superseded by the twelfth amendment)

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of the Constitution, shall be eligible to the office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States.

**[ In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and duties of the said Office, the same shall devolve on the Vice-President, and the Congress may by Law, provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.]**

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been
elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

SECTION 2. The President Shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called in the actual Service of the United States; he may require the Opinion in writing, of the principal Officer in each of the executive Departments, upon any subject relating to the Duties of their respective Offices, and he shall have Power to Grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the Advice and consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments. The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

SECTION 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall Judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Minister; he shall take Care that the Laws be faithfully executed, and shall commission all the Officers of the United States.

SECTION 4. The President, Vice President, and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.
ARTICLE III

SECTION 1. The Judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good behavior, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

SECTION 2. The Judicial Power shall extend to all Cases, In Law and equity, arising under this Constitution, the Laws of the United States, Treaties made, or which shall be made, under their Authority;- to all Cases affecting Ambassadors, other public Ministers and Consuls;- to Controversies between two or more States;- between a State and Citizens of another States-between Citizens of different States; between Citizens of the same State claiming Lands under Grants of different states, and between a State, or the citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said crime would have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

SECTION 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of treason shall work corruption of Blood, or Forfeiture except during the Life of the Person attained.

ARTICLE IV

SECTION 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and Judicial Proceedings shall be proved, and the Effect thereof.
SECTION 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several states.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

[No Person held to Service or Labor in one State, under the Laws thereof, escaping Into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or labor, but shall be delivered upon Claim of the Party to whom such Service or Labor may be due.]

SECTION 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

SECTION 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

ARTICLE V.

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two-thirds of the several States, shall call a Convention for proposing Amendments, which, In either Case shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three-fourths of the several States, or by Conventions in three-fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress: Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate
ARTICLE VI

All Debts contracted and Engagements entered into, before the Adoptions of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in Pursuance thereof; and all treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and Judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

ARTICLE VII.

The Ratification of the Conventions of nine States shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present on the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth.

In Witness whereof We have hereunto subscribed our names,
NEW HAMPSHIRE.
John Langdon
Nicholas Gilman

MASSACHUSETTS.
Nathaniel Gorham
Rufus King

NEW JERSEY.
Wil: Livingston
David Brearley
Wm. Paterson
Jona: Dayton

PENNSYLVANIA.
B. Franklin
Thomas Mifflin
Robt. Morris
Thos. FitzSimons
James Wilson
Geo. Clymer
Jared Ingersoll
Gouv Morris

DELAJER.
Geo: Read
John Dickinson
Jaco: Broom
Gunning Bedford
Richard Bassett

ATTEST:
William Jackson, Secretary

CONNECTICUT.
Wm: Saml Johnson
Roger Sherman

NEW YORK.
Alexander Hamilton

MARYLAND.
James McHenry
Danl Carrol
Dan of St. Thos. Jenifer

VIRGINIA.
George Washington, Presidt. and
Deputy from Virginia
John Blair
James Madison Jr.

NORTH CAROLINA
Wm Blount
Hu Williamson
Richd. Dobbs Spaight

SOUTH CAROLINA
J. Rutledge
Charles Pinckney
Charles Cotesworth Pinckney
Pierce Butler

GEORGIA
William Few
Abr Baldwin
THE AMENDMENTS OF THE CONSTITUTION

ARTICLE ONE

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

ARTICLE TWO

A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

ARTICLE THREE

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

ARTICLE FOUR

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE FIVE

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
ARTICLE SIX

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE SEVEN

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

ARTICLE EIGHT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE NINE

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE TEN

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.

ARTICLE ELEVEN

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.
ARTICLE TWELVE

The electors shall meet in their respective States, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President and all of persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate; the President of the Senate shall, in the presence of the Senate and House of Representatives, open to all the certificates and the votes shall then be counted; the person having the greatest number of votes for President shall be the President, If such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States and a majority of all States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President shall be the Vice-President, If such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the senate shall choose the Vice-President; quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

ARTICLE THIRTEEN

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.
ARTICLE FOURTEEN

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime the basis of representation therein shall be reduced in the proportion which the number of such make citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation.
ARTICLE FIFTEEN

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

_ARTICLE SIXTEEN

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

_ARTICLE SEVENTEEN

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the Legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

_ARTICLE EIGHTEEN

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.
Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

ARTICLE NINETEEN

The rights of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

ARTICLE TWENTY

Section 1. The terms of the President and Vice-President shall end at noon on the twentieth day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

Section 3. If, at the time of fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the fifteenth day of October following the ratification of this article.
Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

ARTICLE TWENTY-ONE

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, territory, or possession of the United States for delivery or use therein of intoxication liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by convention in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

ARTICLE TWENTY-TWO

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

ARTICLE TWENTY-THREE

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:
A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE TWENTY-FOUR

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE TWENTY-FIVE

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4. Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is
unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

ARTICLE TWENTY-SIX

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or any state on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE TWENTY-SEVEN

No law, varying the compensation for the services of the senators and representatives, shall take effect, until an election of representatives shall have intervened.
TRIAL SCHEDULE

EXAMPLE

September 22, 19XX

Should school officials be allowed without probable cause to search students for weapons before they enter school?

Smith and Barnstable v. Holmes and Turner

DATE:___________________

CASE:____________________________________________________________

__________________________________________________________________

__________________________________________________________________

______________________ v. ______________________

DATE:___________________

CASE:____________________________________________________________

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______________________ v. ______________________

DATE:___________________

CASE:____________________________________________________________

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______________________ v. ______________________
SERVICE LEARNING PROGRAM
FOR
CHIEF JUSTICE

I. OBJECTIVES OF SERVICE LEARNING FOR CHIEF JUSTICE

A. The main purpose of this unit is to have students move their focus from an analytical approach of issues raised in Chief Justice in the classroom to a service learning approach in the community. The true test of a learning environment is if the lesson that has been carefully researched, debated and processed can then be applied in the form of activism that hopefully brings about a desired change in the real world. It is very important that the students realize that social activism is the final step that must be completed to achieve a participatory democracy. However it should be kept in mind that changing the social landscape can be a very slow process and incremental improvement of any kind should be considered worthwhile.

B. Students will understand that the positions that they defend in the Chief Justice classroom debates may be reality tested. This should have the effect of bringing a far greater degree of seriousness and purpose while those debates are taking place. This form of validation of classroom work can be transferred to other forms of learning that take place during the year. The students understand that their course work is taken seriously by all involved.

C. Students will be asked to raise awareness not only at their schools but in the community on a broad range of social issues identified in Chief Justice. The students are encouraged to work in the community and bring to the attention of as many people as possible the need to improve conditions on a variety of issues of concern.

D. Students will be asked to actively participate in working directly with a variety of social service groups to help where help is needed. In the process of doing effective and worthwhile community service, the students will achieve a great deal of fulfillment in knowing that their efforts are creating positive changes in their communities.

E. Students will be asked to demonstrate leadership in the goal setting, planning, coordinating, implementing, analyzing, finalizing and reporting of the
community service projects. These leadership skills will serve them well and may be applied to a wide range of future endeavors.

F. Students will learn how to work cooperatively with fellow students to achieve a desired goal within a specific plan of action. Through effective coordination of the efforts of many, the students will learn that the sum total of all their effort is very often greater than the isolated labor of a many individuals working alone. This is an extremely worthwhile lesson for the students to learn.

II. IMPLEMENTATION OF THE SERVICE LEARNING PROGRAM

A. Chief Justice provides 100 critical thinking questions from which to choose. These questions were designed specifically to be used in a debate format within a classroom environment and focus on constitutional and contemporary issues of the day. However, many of these questions can be adapted for use as the basis for the service learning project. Students will be asked to choose those questions from the Chief Justice manual that are easily adaptable to community service. Once this is done students will then begin the process to identify, research, debate, process, visualize, plan, coordinate, implement, document, analyze, finalize and report the issue to be covered.

B. In the first phase, students will be assigned to “law firms” with two students in each firm. If you have an odd number of students, it is allowable to have a law firm with three students participating. After they are formed into law firms they will be asked to identify issues of concern from the Chief Justice manual which can be used to raise awareness through a community service project. Those issues that are chosen by the students will be much more enthusiastically studied and acted upon than any that are assigned by the teacher. The issues that have been selected in this manual have constitutional implications and require that the students spend time studying the U.S. Constitution. It is believed that by asking the students to identify and select their own issues they will have a far better understanding of the U.S. Constitution and will have a far greater appreciation of the freedoms we enjoy in this country.

C. Students will then be asked to research their selected topics of concern by using search engines on the internet, interviewing people who are directly involved with the issue at hand, visiting local libraries, reading resource materials and gathering information from newspapers, television, radio and other media outlets to give them the necessary background to effectively debate and later engage the issue. This process of information gathering is to insure that the students are well aware of how the laws are currently written on any given topic of
concern. It will later be their task in Chief Justice to determine how they feel the laws should be written.

D. The students will be given ample time to research their work so as to be ready to debate their issues against other students in other law firms who have been chosen to represent the opposing side of the issue at hand. The instructions for these debates are given in detail in the Chief Justice program at the front of this manual. These debates will take place periodically given the time availability to be determined by the teacher. Each debate will end with a verdict that will be determined by those students in the class (the jury) not directly involved as lawyers. Those students in the jury are to assess the debate and determine what the law “should be” relative to the case they just heard. It is their responsibility to not only know what the law is but decide how the law should be written to provide the best direction for this society. This should be based on their own sense of moral and ethical inner guidance to determine the right course of action. They are being asked to investigate and clarify their own values and give voice to their conscience. Those students who win the debate will advance in the Chief Justice game and in time one student from the class will become Chief Justice.

E. After the debate the students will be asked to process what they have discussed with the intention of applying their conclusion (verdict) to effect change in the community. This is the important link that transforms ideas into action and must be part of any effective democratic society. The question that must be answered here is... “How can we take the enthusiasm and energy generated by this debate and bring it into the community to bring about positive change?” It is at this time that the instructor should give helpful ideas of workable projects that could be accomplished. (See Suggested Activities Below, Section III). Students should be given sufficient time to explore possibilities of workable community projects and choose their project with the approval of the teacher.

F. The next step of choosing leaders who have the capacity to visualize the process necessary to achieve a successful result is very important and the teacher should spend significant time defining what makes an exceptional leader. Students from the class should be chosen by the teacher as team leaders who are capable of having the vision, execution, inspiration, drive, ownership, empathy and devotion to get this project done. Definitions of what these terms mean are as follows:

1. “Vision” is the ability to bypass the obvious and see opportunities that evade others: to link the unlinkable: to chance the structure of things--to create new ways of connecting things--to see new ways of doing things. It enables the exceptional leader to see new and valuable relationships.
between many diverse ideas, events, things and people. Vision includes new discoveries as well as the rearrangement of long standing ideas.

2. The leader must be able to “execute” his or her vision and therefore execution becomes a very important part of leadership. The exceptional leader gets all the data, input from all competent people, spends the necessary time to reflect on the problem and then when all is ready...acts decisively. “Vision without action is hallucination. Action without vision is random activity.”

3. The leader must have the ability to “inspire” those working with them not for them. These leaders have a deep passion for the rightness of their cause and convey that enthusiasm to those around them. Most people respond to leaders who are ethical, fully focused on what they want to achieve, clear about their values and willing to demonstrate them to others.

4. “Drive” is the intense desire to succeed and not allow obstacles to deter one’s actions. Exceptional leaders have high levels of drive, “obsessed” with accomplishing a vision. They dramatically increase the drive of others through example. They have the ability to persevere through adversity and not let obstacles stop them from attaining their final goal. They see adversity as a temporary situation from which a lesson can be learned. The benefits of that lesson learned will aid them in achieving success.

5. “Ownership” is the level of accountability that exists for oneself and one’s actions. They accept personal responsibility for both successes and failures, realizing that experiencing failure does not make one a failure. Leaders with this quality have the ability to persist through obstacles that would normally defeat the average person. They are committed to getting the job done because they have taken personal responsibility in coming to a positive end. Any obstacle or setback is seen as an inconvenience and does not deter the leader from moving forward.

6. “Empathy” is the ability to understand others. Exceptional leaders learn to relate to all types of people and they develop the skills to build and maintain a team effort. They quickly develop and maintain a rapport and trust necessary to create “competitive collaboration” whereby individuals compete and cooperate simultaneously.

7. “Devotion” is not only the unyielding dedication and commitment to get this job done, but the lifelong commitment to improving competence in every area of leadership.”

* The seven components of effective leadership were taken in part from the book “Seven Secrets of Exceptional Leadership” by Christopher J. Hegarty and
G. The team leaders task will be to plan and coordinate the community service project. These leaders should meet to determine:

1. What goal is going to be accomplished.
2. The time needed to complete the task.
3. The key personnel in the community to be contacted.
4. The division of labor among the students involved in the project.
5. The identity of students responsible to complete certain tasks.
6. The deadlines upon which those tasks will be completed.
7. The resources and materials needed to accomplish their tasks.
8. The required actions needed to be employed to achieve the desired results.
9. The recorded documentation needed for review and analysis of the labor done.
10. A final agreed upon result at a specific point in time in the future that signals the end of the project.
11. Collection of student logs and helping the teacher grade rubrics for each student.
12. A final meeting of all concerned to hear the post summary report.

H. Students will be asked to implement the agreed upon course of action under the direction of their team leaders and the teacher. The implementation will require that each student carry out his or her assigned duties and be willing to follow instructions carefully. Each student is responsible to his team leader and should do the jobs assigned as skillfully and completely as possible.

I. Students will be asked to document their activities so as to be able to follow the progress of the project. This can be accomplished if each student keeps an up to date log journalizing the events that he or she is encountering along the way. This would include, but not be limited to, a recording of dates, times, personnel, worksites, phone numbers, addresses, actions taken, deadlines and any pertinent data that would be useful later in reviewing the progress of the project. It is highly recommended that a small group of students be assigned to capture the project on videotape. These videotapes should be done with as much professionalism as possible to chronicle the project and will be used in the future
as training tapes for other students who wish to follow the lead of the groups that have gone before them. Prizes could be awarded to camera crews who do outstanding jobs in this regard and film festival competitions could be set up with other classes using Chief Justice as these projects mature from year to year.

J. The documentation needs to be *analyzed* periodically by the student leaders and the teacher to ensure that the project is on schedule and that areas of concern are attended to. It would be at these meetings that new courses of action might be suggested to alter the original plan in order to achieve the desired final outcome. All plans are subject to revision.

K. The ultimate goal is to *finalize* the project by achieving the desired results with a culminating event taking place. This is the moment which signals the end of the project that all students have coordinated their efforts to reach. It is a moment that everyone has worked toward and should have an emotional impact which makes everyone aware that the final goal has been met!

L. The post summary *report* should be read by the student leaders to all students involved. It should summarize the project in such a way as to give credit to as many students as possible who were instrumental in achieving the goal. Hopefully everyone will have an opportunity to hear commendation. They will also make suggestions for improvement if possible and ask for recommended changes from the assembled students so that future projects can be as successful.

### III. WORKING TO RAISE AWARENESS

A. An appropriate application of Chief Justice for service learning are projects that focus on raising awareness on local, state or national public policy issues. For example, students could work on projects that gather information on how the general public feels about those issues raised in the Chief Justice manual and bring that information to the attention of those elected officials who have the capacity to influence legislative or administrative change. This type of project could be coordinated with newspaper, TV and radio outlets, community service organizations, political organizations, various governmental agencies, legislative bodies, and a variety of elected public officials. By working cooperatively with these organizations and officials, students would learn invaluable lessons on how participatory democracy works at the same time they work to effect positive change in their world.

B. Students could be encouraged to use the questions from Chief Justice in the following ways:
1. Work with local and regional newspapers, radio and television stations to conduct public opinion polls and report those results to the community through those media outlets.

2. Work with elected officials to survey their constituents on public policy issues which have been debated using Chief Justice.

3. Invite public officials to debate their opposing views in a Chief Justice format at a public forum. These events could be televised on local cable outlets or broadcast on local or regional radio stations.

4. Work with the school officials and the local police departments to sponsor Chief Justice style debates on various laws and policies that particularly effect students lives.

5. Gain permission from administrators at the high school, middle school and elementary schools to show videotapes that have been produced on past projects and explain the ongoing projects being conducted by students.

6. Make presentations and show videotapes that have been produced on past projects and explain the ongoing projects being conducted by students to public and private organizations such as those listed in Section IV, B.

7. Invite students from other high school debating teams, Academic Decathlon Teams, or the top students from government and civics classes to debate the best students at your school on issues from Chief Justice.

8. Work with public and private community service organizations to participate in Chief Justice style debates held at their clubs, lodges and meeting halls to raise awareness on issues of public policy which are of special concern to them.

9. Work with media outlets and community service organizations to organize and promote walkathons, bike riding events, toy drives, clothes drives, canned food drives to promote public awareness on issues of concern which need reform.

10. Work with public and private non profit organizations to provide support for ongoing projects which focus on changing the status quo through legislative reform.

11. Organize petition drives within the school with the help of the student council leaders and interested members of the student body to effect some positive change on campus.

12. With the help of interested community service organizations assist in organizing ballot measures within the community to modify existing laws or enact new ones for positive change.
IV. WORKING WITH COMMUNITY SERVICE GROUPS,

A. It will be the duty of student leaders to contact community service groups that might be interested in providing support for the Chief Justice Projects. It is highly recommended that the local and regional news outlets such as newspapers, cable TV outlets and local radio stations be notified of the ongoing project. There coverage should bring additional support from organizations and individuals who may not have been aware of the effort. The student leaders will then plan and coordinate the activities with these community service groups to insure that a successful outcome is achieved. (See Section II, G)

B. Those groups and organizations might include: Rotary Clubs, Kiwanis Clubs, YMCA/YWCA Youth and Government Programs, VFW Organizations, American Civil Liberties Union, Special Education Programs, State Highway Patrols, Senior Centers, National Rifle Association, Mothers Against Drunk Driving, Students Against Drunk Driving, Boy’s and Girls Clubs, Boy Scouts, Girl Scouts, Police Departments, Drug Abuse Programs, The NAACP, The National Organization of Women, The Red Cross, The Salvation Army, The Sierra Club, Drug Treatment Centers, Special Olympics, Victim Support Groups, Juvenile Correctional Programs, Law Enforcement Training Facilities, Air Force, Navy and Marine Corps Junior ROTC Programs, School Boards, City Councils, County Boards of Supervisors, County Offices of Education, State Offices of Education, Offices of State Legislative Representatives, Blood Banks, Community Health Planning Organizations, Handicapped Individuals Aid Organizations, Meals on Wheels, Human Needs Centers, Adoption Centers, United Way Organizations, Vietnam Veteran Centers, Alcohol and Drug Abuse Treatment Programs, College Fraternities & Sororities, National Forensic League, High School Debating Teams, Parent Teacher Organizations, student leadership programs, student councils, churches, synagogues, etc.,

V. EVALUATION METHODS

A. One method of evaluating the students is to provide a rubric which gives a detailed list of expectations that will be used to grade the performance of this service learning project. It is distributed at the beginning of the project to each student so that they have a clear idea of what is expected of them and how
they will be graded. This rubric will accompany the student logs and will be graded by the teacher at the end of the project. The following is a sample generic rubric to grade student leaders for Chief Justice service learning that can be modified by the teacher.

**Chief Justice Service Learning Rubric**

*for*

**Student Leaders**

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<th><strong>A</strong></th>
<th><strong>B</strong></th>
<th><strong>C</strong></th>
<th><strong>D</strong></th>
<th><strong>F</strong></th>
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</thead>
<tbody>
<tr>
<td>Visualization</td>
<td>Very strong ability to see solutions not currently apparent to most students.</td>
<td>Strong ability to connect new ideas with the status quo.</td>
<td>Acceptable level of connecting new ideas with the status quo.</td>
<td>Poor ability to think outside the box and see beyond the present.</td>
<td>No ability to think ahead and see new ways of dealing with problems.</td>
</tr>
<tr>
<td>Planning &amp; Coordination</td>
<td>Strong ability to determine, goals, time, personnel, resources, labor, etc.</td>
<td>Shows good ability to bring all resources together to achieve desired goal.</td>
<td>Average ability to plan for essential aspects of project.</td>
<td>Shows ability to bring some resources together to gain success for project.</td>
<td>No ability to plan for a successful project.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Very skillful in achieving all desired results from the agreed upon plan</td>
<td>Success in completing essential results in the service learning project.</td>
<td>Acceptable completion of most of the desired results in the project.</td>
<td>Less than desired results in achieving goals established in plan.</td>
<td>No success completing desired results of the plan.</td>
</tr>
<tr>
<td>Documentation (See Section II, I)</td>
<td>Excellent records showing all pertinent facts for work done.</td>
<td>Complete records kept in student logs to record progress of service learning project.</td>
<td>Records are maintained with standard care, all relevant data is recorded.</td>
<td>Some relevant data missing and less than standard care attained.</td>
<td>No records kept.</td>
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<tr>
<td>Analysis (See Section II, J)</td>
<td>Quick and accurate adjustments applied after careful review and analysis.</td>
<td>Good analysis of problems with effective remedies applied.</td>
<td>Adequate changes made after careful analysis applied.</td>
<td>Less than desired results achieved after some analysis applied.</td>
<td>No analysis of project and no remedies of problems encountere d.</td>
</tr>
<tr>
<td>Finality (See Section II, K)</td>
<td>Project attains more than desired goals and great success is achieved.</td>
<td>Project reaches all of its desired goals and success is achieved.</td>
<td>Project reaches most of its desired goals with modest success.</td>
<td>Less than desired result with few successes claimed.</td>
<td>Project failed.</td>
</tr>
<tr>
<td>Reporting (See Section II, L)</td>
<td>Report is extremely well written, complete, accurate and delivered in a strong presentation</td>
<td>Report is well written, complete and accurate and well delivered.</td>
<td>Report written in clear language presented with acceptable presentation.</td>
<td>Report is missing important details and delivery is less than expected of a leader.</td>
<td>No report made.</td>
</tr>
</tbody>
</table>
B. Student logs will afford another opportunity for evaluation of the performance of each student. The student logs should chronicle the progress of the project and the active participation of the individual students contributions to achieving the success of that project. All logs should be collected and graded on a comparative basis with the best logs serving as a standard for A work. The teacher should enumerate specific formatting details that should be included in the logs. Periodic group work can serve as an opportunity for students to review how other students are compiling their logs.

C. A project videotape is highly recommended to record the ongoing events in a step by step fashion. This videotape can be used in the future as an example of how former students have completed Chief Justice projects.

Students will be asked to volunteer to serve as a camera crew with one lead student serving as the director. If a video camera is not available at school, a student can be added to the camera crew who can provide the family video camera. A written permission form signed by the parents is strongly encouraged.

The video should be approximately ten minutes long. There should be a strong opening statement that clearly identifies the nature of the topic to be videotaped as well as a closing which summarizes what has been seen. Credits should be added at the end to commend those participating in the effort. Special attention should be paid to eliminate background noise in all scenes. A logical sequence should be followed with students strongly encouraged to story board the video project before they start to videotape. Each scene should not be more 15 seconds long. Vary camera angles as much as possible to give a more interesting point of view to the videotape. Creativity is very important, but should be used only when it enhances the story which is being told. Special editing, such as adding animation and background music for the introduction and closing credits, is strongly encouraged and will add greatly to the impact of the tape.

D. Another method of evaluating the students is to provide a rubric which gives a detailed list of expectations that will be used to grade the performance of this service learning project. It is distributed at the beginning of the project to each student so that they have a clear idea of what is expected of them and how they will be graded. The following is a sample generic rubric to grade each student for Chief Justice service learning that can be modified by the teacher.
**Chief Justice Service Learning Rubric**

*for*

*All Students*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td><strong>Job Performance</strong></td>
<td>Student shows exemplary skills in completing all assigned tasks.</td>
<td>Assigned tasks completed at deadlines, job well done.</td>
<td>Assigned tasks completed at deadlines, basic standard met.</td>
<td>Most deadlines met, work is less than desired standard.</td>
</tr>
<tr>
<td><strong>Student Log</strong></td>
<td>All tasks are clearly and accurately listed, additional detail work impressive.</td>
<td>All tasks are clearly and accurately recorded, more than meets standard.</td>
<td>All tasks are recorded to meet basic standards required.</td>
<td>Most tasks are recorded, some information missing, standard not met.</td>
</tr>
<tr>
<td><strong>Meeting Deadlines</strong></td>
<td>All work done in excellent manner before deadlines.</td>
<td>All work done with some work completed before deadlines.</td>
<td>All work done by deadlines, basic standards met.</td>
<td>Some deadlines missed, work is less than basic standard.</td>
</tr>
<tr>
<td><strong>Achieved Learning Goals</strong></td>
<td>All desired learning goals are exceeded, student</td>
<td>All desired learning goals met, student gains</td>
<td>Most desired learning goals are met with</td>
<td>Some desired outcomes are met, but less than</td>
</tr>
</tbody>
</table>
A. It is highly recommended that the teacher along with student leaders review the project with the entire class. Those students who exemplified the qualities and characteristics that deserve commendation should be given special praise at this meeting. Any awards or merit ribbons that would be appropriate should be given at this time. This last project meeting which is designed to summarize the highlights of the service learning project should be conducted in such a way as to give an enthusiastic boost to all students who worked hard to bring about its’ successful conclusion. Special attention should be focused on how this project met the desired goals set forth by the student leaders by giving specific examples. Attention also needs to be focused on areas where the project did not meet desired goals.

B. The Teachers assessment of the students performance (grading) is based on direct observations, rubrics, student logs, and reports from the logs submitted by project leaders. Those students who failed to meet the expectations of the project should be advised as to how they can improve their performance and should be encouraged to meet realistic expectations in the future.

C. Personal reflections as well as recommendations and modifications for improving future projects should be obtained from the students. This allows the students to have an ownership interest in the next project. The following types of questions would be appropriate:

1. How did you personally benefit from this project?
2. How did the community benefit from this project?
3. What leadership skills have you learned in this project?
4. What made this project a success?
5. What other organizations did you learn about while conducting this project?
6. What could we do differently next time to improve our service learning experience?
7. Who most impressed you as you worked on this project?
8. What will you remember most from this experience?
9. Describe your most difficult as well as most successful moment?
10. How will this experience help you become a better citizen?
D. The videotape of the project should be shown at this time.

VII. SUMMARY

A. Chief Justice has been designed to provide a structure for students to research constitutional and contemporary issues, investigate their own conscience about those issues, give voice to it in a debate format and then organize themselves and move into the community to effect positive change.

B. Chief Justice is designed for those teachers who are interested in providing a curriculum that is student centered and project based, teaches critical thinking and debating skills, requires cooperative learning, and includes leadership training and service learning. It is an answer for those who are searching for a way to teach ethics and values by using our own U.S. Constitution as a moral compass.

C. Chief Justice provides an exciting forum for the discussion of key ethical questions and moral issues. It gives your students a compelling reason to explore the Constitution and can be a very valuable addition to a government or civics class, a character education program, a citizenship program, a speech and debate class, a leadership training program or for courses in service learning.
A game for four to six players, plus any number of other people who serve on a jury. The game is designed for ages 14 and up and is well suited for educational settings and social gatherings.

**CHIEF JUSTICE**

Chief Justice is an educational game designed to give the players an appreciation of the United States Constitution and of our democratic form of government. This game contains 100 critical thinking questions that incorporate today's most important moral and ethical issues. By using persuasive arguments and clear logic, each player must convince a jury of the merits of his or her case and attempt to win enough cases to climb the steps of the Supreme Court to become the Chief Justice. Chief Justice gives your students a compelling reason to explore the Constitution and is a valuable addition to a government or civics class, a character education program, a citizenship program, a speech and debate class, a leadership training program or for a course in service learning.

**GAME CONTENTS**

Game Poster, Game Rules and Regulations, Grading Rubrics, 100 Critical Thinking Questions, Assorted Colored Marker Pins, and 1 Copy of the U.S. Constitution.