

Week 1, Day 3 – The Truth About “Separation of Church and State” • Two Defenses of Religious Liberty

The Truth About “Separation of Church and State”

1. Sum up the origin of the phrase “separation between church and state.”

Jefferson wrote a letter to the Danbury Baptists sympathizing with their persecution, and saying that he believed there should be “a wall of separation between church and state.” By that he meant that the government should stay out of matters of religion.

2. How are the functions of the Christian church and the state different?

The church's is to judge Christians, and to forgive outsiders; the state's is to judge and punish “evildoer”—those who harm and/or steal from others.

3. Give an example in which someone wrongs another in the same church, and the dispute falls under the domain of the church, not the state.

AWV.

Two Key Defenses of Religious Liberty

1. What does Roger Williams say are a magistrate's duties toward (a) what he believes are true religious beliefs, and (b) what he sees as false ones?

(a) To have an “honorable testimony” and a “tender respect of truth,” to submit to Jesus Christ, and to protect Christians from violence, and (b) to allow non-Christians the right not to worship God, and the same thing offered to Christians—to also protect them from violence.

2. How does allowing “freedom of conscience,” as William Penn allowed in Pennsylvania, improve the overall environment of a colony or nation?

Its residents aren't constantly worried that they'll be persecuted for their religious beliefs, and therefore are more likely to live in peace with others. Also, it reduces the likelihood that non-Christians will be angry with Christians, whom they might see as oppressors, forcing their beliefs on others via the force of government. This would increase the likelihood of converting non-Christians as well!

Game/Activity Options (choose 1–2 of the following activities based on available time; print any needed instructions and student handouts in advance):

- **“Do They Agree?” Quick Match Challenge (10–15 minutes):** Students compare the ideas of Locke, Bastiat, and Mill to what the Bible says are the legitimate functions of government.
- **Short Film – Supreme Court Breaches Separation Between Church and State in New Ruling (8–10 minutes):** This short film (1:25) discusses a then-recent Supreme Court ruling that if states offer taxpayer money to families to pay for schools, they must offer to pay for religious schools as well. (The QR Code is to the right; the discussion guide is online.)
- **Whose Job Is It? (20–25 minutes):** Using nine scenarios, students distinguish between the proper roles of government, the church, and personal responsibility based on the last book section.



- **Build a Free Society (10–15 minutes):** Students apply Penn’s “Charter of Privileges” ideas about liberty of conscience (religious freedom) and civil peace.
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Homework: Read and complete Q4R for “What a Christian Owes the Government.”

Instructor Notes:

American Government & Politics: A Christian Worldview:
“Do They Agree?” Quick Match Challenge (10-15 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students compare the main ideas of Locke, Bastiat, and Mill to what the Bible says are the legitimate functions of government.

Instructions

1. Put students in pairs, and give them these four guiding ideas:
 - John Locke — Government protects life, liberty, and property.
 - Frédéric Bastiat — Law is collective self-defense; must not become “legal plunder.”
 - John Stuart Mill — Government may act only to prevent harm to others.
 - The Bible — Government exists to punish wrongdoing and uphold justice (protect others from harm).
2. Students read each scenario. For each one, pairs must (a) decide if the government should act, (b) decide how Locke, Bastiat, and/or Mill would agree with the Bible, and (c) briefly explain why they would agree.
3. Students complete the questions (give them 8-10 minutes); discuss as a class.

Scenarios/Key

1. A used car dealer rolls back odometers and lies to customers, selling unsafe cars at high prices. Several buyers later suffer costly breakdowns and financial loss.
Government should act. Agreement: Locke → violation of property; Bastiat → theft by deception (illegal plunder); Mill → harm to others; Bible → wrongdoing that should be punished.
2. A 25-year-old man drinks heavily in his own home every weekend. He harms his health but does not drive, disturb others, or damage anyone else’s property.
Government should NOT act. Agreement: Mill → no harm to others; Locke → no violation of others’ rights; Bastiat → outside law’s proper role; Bible → sin, but not a civil crime unless harming others.
3. A homeowner deliberately cuts down his neighbor’s trees to improve his own view, knowing they are not on his property.
Government should act. Agreement: Locke → violation of property; Bastiat → unlawful taking/destruction; Mill → harm to another; Bible → injustice requiring punishment/restoration.
4. A city passes a law requiring all homeowners earning above \$80,000 per year to pay an extra 10% property tax. The money is used to fund rent payments and grocery stipends for other residents who do not meet that income level.
Government should NOT act. Agreement: Locke → taking property from some who committed no wrong; Bastiat → “legal plunder” (law used to take from some to give to others); Mill → not preventing harm; forcing one group for benefit of another; Bible → government punishes wrongdoing; this is not punishment but compelled transfer.

Wrap-Up/Final Direction

Ask students:

- “Which scenario was the hardest to decide?”
- “What do all four sources consistently protect?”

Key Takeaway: Government’s proper role is consistent across all four—to protect people from harm (life, liberty, property) and to *not* control personal behavior or redistribute without wrongdoing.

American Government & Politics: A Christian Worldview:
“Do They Agree?” Quick Match Challenge

Read each scenario. For each one, (a) decide if the government should act, (b) decide how Locke, Bastiat, and/or Mill would agree with the Bible, and (c) briefly explain why they would agree.

1. A used car dealer rolls back odometers and lies to customers, selling unsafe cars at high prices. Several buyers later suffer costly breakdowns and financial loss.
2. A 25-year-old man drinks heavily in his own home every weekend. He harms his health but does not drive, disturb others, or damage anyone else's property.
3. A homeowner deliberately cuts down his neighbor's trees to improve his own view, knowing they are not on his property.



4. A city passes a law requiring all homeowners earning above \$80,000 per year to pay an extra 10% property tax. The money is used to fund rent payments and grocery stipends for other residents who do not meet that income level.

TEACHER INSTRUCTIONS/KEY

Goal

Students clearly distinguish between the proper roles of government, the church, and personal responsibility.

Instructions

1. Put students in pairs or small groups.
2. Pairs/groups read scenarios together and choose a category: government's job, church's job, or neither/ personal responsibility.
3. Students must answer: "Based on what?"
4. Give students 10-12 minutes to complete the scenarios, then discuss as a class.

Scenarios/ Key

1. A mechanic at a small auto shop secretly removes valuable parts from customers' cars during repairs and replaces them with cheaper, worn-out parts, later selling the original parts for profit.
Government may act (theft — violation of property).
2. A church member has been spreading cruel gossip about others in the congregation, damaging reputations. When confronted privately, he refuses to stop and continues the behavior openly.
Church's job (ongoing sinful behavior within the church; requires discipline).
3. A man becomes angry with his brother and refuses to speak to him for years, holding bitterness in his heart but never acting on it physically.
Church's job (a brother/sister at the church could confront the man if this attitude is known).
4. A pastor in a local church begins teaching that basic Christian doctrines are false, confusing members and leading several people astray.
Church's job (false teaching within the church).
5. A teenager lies to his parents about where he has been, but the lie does not involve any crime or harm to others outside the family.
Neither/personal responsibility (although the family might ask the church for guidance).
6. A man punches his neighbor during an argument over a property line, causing visible injury.
Government's job (assault; physical harm).
7. A church member commits adultery and continues the relationship without repentance, despite private confrontation by others in the church.
Church's job (serious, ongoing sin within the church).
8. A business owner intentionally falsifies financial records to avoid paying thousands of dollars in taxes.
Government's job (fraud/tax evasion).
9. A citizen group asks the government to pass a law requiring all residents to attend weekly religious services.
Neither (improper use of government; government forcing religion exceeds its proper role).

Wrap-Up/Debrief

Ask students:

- "Which scenarios were hardest to place—and why?"
- "What do all the government cases have in common?"
- "What do all the church cases have in common?"

Key Insight to Draw Out: Government deals with harm, crime, and justice (actions); the church deals with sin among believers (spiritual correction). Some things belong to personal conscience, not force.

American Government & Politics: A Christian Worldview:
“Whose Job Is It?” Quick Match Challenge

Read each scenario. For each one, choose a category: it's the government's job, it's the church's job, or neither/personal responsibility.

1. A mechanic at a small auto shop secretly removes valuable parts from customers' cars during repairs and replaces them with cheaper, worn-out parts, later selling the original parts for profit.
2. A church member has been spreading cruel gossip about others in the congregation, damaging reputations. When confronted privately, he refuses to stop and continues the behavior openly.
3. A man becomes angry with his brother and refuses to speak to him for years, holding bitterness in his heart but never acting on it physically.
4. A pastor in a local church begins teaching that basic Christian doctrines are false, confusing members and leading several people astray.
5. A teenager lies to his parents about where he has been, but the lie does not involve any crime or harm to others outside the family.
6. A man punches his neighbor during an argument over a property line, causing visible injury.
7. A church member commits adultery and continues the relationship without repentance, despite private confrontation by others in the church.
8. A business owner intentionally falsifies financial records to avoid paying thousands of dollars in taxes.
9. A woman feels intense hatred toward a coworker but never speaks or acts on it outwardly.



American Government & Politics: A Christian Worldview
Short Film: “Supreme Court Breaches Separation Between Church and State”
(TEACHER INSTRUCTIONS/KEY)

Goal

Students analyze a Supreme Court decision regarding “separation between church and state.”

Time

8-10 minutes

Instructions

1. Play this short film for students:

<https://youtu.be/NkR000g7yiA>

2. Ask students for their overall thoughts.

3. Ask students these questions:

- What did the Danbury Baptists complain to President Jefferson about in their letter?
Their state (Connecticut) had an official state religion.
- What points did Jefferson make in his reply?
That religion was a matter between man and God, and not for the state to interfere in (that there should be a “wall of separation between church and state”).
- In another part of his reply (not included in the book), Jefferson, after agreeing that states should not have official religions, basically told the Danbury Baptists that there was nothing he could do about Connecticut’s state religion of Congregationalism. How is this different from how the U.S. Supreme Court ruled in the Maine school case?
In this modern case, the Supreme Court ordered states to pay for Christian schools for those families who want their children to attend them.
- If you weren’t a Christian, would you want your taxes to pay for Christian schools? Why or why not?
Answers will vary, but probably not, because you wouldn’t want your money to pay for something that you disagreed with.
- If you were a Christian, would you want your taxes to pay for Muslim schools? Why or why not?
AWV, same reason.
- What would be a better way to solve the issue of whether taxpayers should pay for religious schools?
Get government out of education entirely! Then people would pay for their own schools, taught the way they wanted their students to learn, and churches/charities would take up the slack for those too poor to afford schooling (if they didn’t homeschool).
- Do you see how the Bible’s standards for what government should do does NOT include things like paying for schools—just executing judgment and justice, threatening and punishing those who harm and steal from others, and so on? How does this show that God knew exactly what He was doing?
AWV!

American Government & Politics: A Christian Worldview.
Build a Free Society (10-15 Minutes)

TEACHER INSTRUCTIONS

Goal

Students apply Penn's ideas about liberty of conscience (religious freedom) and civil peace.

Instructions

1. Put students in pairs or small groups.
2. Tell students: "You are founding a new colony. You must write three laws about religion. Each law must follow William Penn's principles: (a) no coercion of belief, (b) protection of persons and property, and (c) peaceful coexistence."
3. Give pairs/groups 5-7 minutes to write these down.
4. Have pairs/groups share their answers with the class.
5. Ask students these questions:
 - "Would your laws allow people you disagree with to live freely?"
Answers should be "Yes"!
 - "What were Penn's main ideas in his "Charter of Privileges"?"
No forced worship, no punishment for beliefs, a government that protects the safety of residents.

Debrief/Wrap-Up

Ask students:

- "Was it hard to allow beliefs you disagree with?"
- "What keeps society stable if beliefs are different?"
- "How do the Bible's standards on proper government functions compare with Penn's beliefs as expressed in the Charter of Privileges?"
- "How are the verses you've learned summing up what the Bible says are government's proper functions totally reasonable and helpful to a well-functioning society?"

Week 2, Day 3 – The Renaissance and the Reformation • The Enlightenment

The Renaissance, the Reformation, and America

1. How can “individualism” both benefit and harm a nation?

It can benefit a nation by emphasizing personal responsibility and respect for the rights of everyone, but it can harm a nation by elevating the individual’s wants above the commands of God.

2. How do those who favor a state religion miss the whole point of what the Bible says about the purpose of government? (See Jeremiah 22:3, Ezekiel 45:9, Romans 13:3–4, and 1 Peter 2:13–14.)

Those who favor a state religion ignore (or are unaware of) the Bible’s standards for good government—that it should simply punish violent evildoers and provide justice. There’s nothing whatsoever in the New Testament that endorses a “Christian government,” or a government that forces individuals to follow practices of the Christian faith.

The Enlightenment and America’s Government

1. How do Christians often see scientific discoveries differently than others?

They see them as confirmations of the order in God’s glorious creation, rather than others who see them as proof of the greatness of mankind and his independence from needing God.

2. Explain how a government’s trying to “run an economy” violates the Biblical teaching of the purpose of government.

The government has no moral business inserting itself in how free persons buy and sell with each other. The government’s purpose is to punish violence and spoil (theft), and when voluntary trade occurs, what’s the problem? There’s no need for government to get involved at all.

3. Give an example of how granting one branch of government the power to write, enforce, and judge laws would lead to tyranny.

It would lead that branch to act in a way in which there were no limits on it at all, and to do whatever it felt like doing, lawful or not, moral and just or not. It would also attract the wrong kind of person(s) to wanting that job, since only morally weak or wicked persons would be attracted to a “job” in which nobody restrains them, and they wield absolute power.

Game/Activity Options:

- **Snappy Answers to Government Questions 2 (20–25 minutes):** Students come up with Biblical, informative answers to government questions asked by a friend.
- **Angel or Sinner? (Too-Big or Too-Little Government?) 2 (15–20 minutes).** Students again apply the idea that government is both (a) necessary because humans are sinful, and (b) dangerous because rulers themselves are sinful too. Students must think critically about when society needs stronger enforcement against wrongdoing and when government power itself becomes the threat.
- **Renaissance Men (15–20 minutes):** This activity gives students a chance to discuss their talents and interests and how they can be used to serve God and mankind.
- **Crossword Puzzle 3 (15–20 minutes):** This crossword has review questions from the section “What a Christian Owes the Government” through “Ancient Rome: Examples and Warnings,” as well as some classroom activities.

- **Enlightenment Survivor (10–15 minutes).** Students distinguish between ideas in the Enlightenment that Christians could reasonably support and ideas that conflict with Christianity.
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Homework: Read and complete Q4R for “A Family Resemblance: England and America.”

Instructor Notes:

American Government & Politics: A Christian Worldview.
Snappy Answers to Government Questions, Part 2 (15-20 Minutes)

TEACHER INSTRUCTIONS

Goal

This activity helps students come up with Biblical, informative answers to government questions asked by hypothetical friends/acquaintances/critics/random strangers who accost them on street corners.

Instructions – Follow Carefully!

1. Read the instructions together.
2. Give students 8-10 minutes to answer the questions INDIVIDUALLY (**students' answers must be 20 words or fewer!**).
3. Tell students: **“Don’t let anyone see your answers!”**
4. When time’s up, collect the answer sheets.
5. Tell students: “You’re going to vote for the best, most-accurate, and snappiest-without-being-rude answers to these five questions. **DO NOT VOTE FOR YOUR OWN ANSWERS.**”
6. Read Question #1 out loud, followed by all the answers students wrote to that question.
7. Ask students one at a time to vote for the answer to Question #1 that they thought was the best, and tally up the votes.
8. Announce: “The winner to Question #1 is [answer here], which was written by [student name here]!”
9. Continue with Questions #2 – #5 until all votes are taken.
10. (If you want, you can award bonus points to winners.)

American Government & Politics: A Christian Worldview

Snappy Answers to Government Questions, Part 2

Come up with an answer to these five questions that a friend/acquaintance/critic asks you about American government topics we've discussed. Each answer must be...

- (a) snappy (**20 words or fewer**),
- (b) correct/accurate, and
- (c) polite—no rude insults (but feel free to use humor to make your point ☺).

The Questions:

1. "We need to support laws against smoking and drunkenness. Shouldn't we support those kinds of laws, since things like smoking and drunkenness are harmful to society?"

2. "Sure, I'm a Christian, but there's no way I'm paying that tax! Why should we have to pay taxes that are too high and unfair?"

3. "Our governor? Pray for *him*? Why should I, given that he's a complete *idiot*?"

4. "You Christians are such hypocrites! Why should I want to follow a God who doesn't support the rights of women and foreigners?"

5. "We need to put into place a *Christian* government. Wouldn't that help society improve?"

Now, go back and make sure your answers are all 20 words or fewer!

American Government & Politics: A Christian Worldview:
Angel or Sinner 2? 1 (15-20 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students apply the idea that government is both (a) necessary because humans are sinful and dangerous, and (b) dangerous because rulers themselves are sinful too. Students must think critically about when society needs stronger enforcement against wrongdoing and when government power itself becomes the threat.

Instructions

1. Read the instructions together. (Students must choose one response: “Need More Government Control” or “Government Needs More Limits.”)
2. Give students individually 10-12 minutes to write brief responses, then discuss in pair/small groups.
3. Discuss as a class.

Scenarios/Suggested Answer Key

1. **The Speech Ban** – Government officials begin fining citizens for “offensive” political opinions posted online. Authorities claim this is necessary to reduce “social tension.”
Government Needs More Limits. Reasoning: Government should protect liberty and not suppress dissent or controlling opinions beyond its proper role.
2. **The Weak Judge** – A judge becomes famous for refusing to jail violent repeat offenders because he believes punishment is cruel. Several released criminals later seriously injure innocent people.
Need More Government Control. Reasoning: Government’s duty includes punishing evildoers and deterring future violence. Failure to punish criminals harms innocent citizens.
3. **The Expanding School Mandates** – Government schools begin requiring students to participate in political activism projects supporting whichever policies current leaders favor.
Government Needs More Limits. Reasoning: Governments going beyond their proper role and using institutions to shape political thinking and expand control are improper and dangerous.
4. **The Border Invasion** – A violent criminal group repeatedly attacks border towns, steals property, and kidnaps citizens, but national leaders refuse to respond because they fear appearing too forceful.
Need More Government Control. Reasoning: Governments should protect citizens from outside invaders and violent threats.
5. **The Endless Tax Increase** – A government continually expands programs unrelated to protecting citizens from violence or fraud, requiring constant tax increases and heavy debt.
Government Needs More Limits. Reasoning: Governments expanding beyond their Biblical purpose and continually increasing control and taxation are improper and harmful.
6. **The Lawless Neighborhood** – Residents in one neighborhood stop cooperating with police entirely because they believe all authority is illegitimate. Soon gangs begin controlling businesses and intimidating families.
Need More Government Control. Reasoning: Without lawful authority restraining violence and intimidation, stronger criminal groups often seize power instead.

Wrap-Up/Final Direction

Ask students:

- How can power be abused by governments?
- What is the greater danger in these scenarios—criminals or governments? Why?

American Government & Politics: A Christian Worldview: **Angel or Sinner? 2**

Read each scenario and choose either “Need More Government Control” or “Government Needs More Limits”; write a brief sentence explaining your reasoning, based on what we’ve learned so far.

1. **The Speech Ban** – Government officials begin fining citizens for “offensive” political opinions posted online. Authorities claim this is necessary to reduce “social tension.”
2. **The Weak Judge** – A judge becomes famous for refusing to jail violent repeat offenders because he believes punishment is cruel. Several released criminals later seriously injure innocent people.
3. **The Expanding School Mandates** – Government schools begin requiring students to participate in political activism projects supporting whichever policies current leaders favor.



4. **The Border Invasion** – A violent criminal group repeatedly attacks border towns, steals property, and kidnaps citizens, but national leaders refuse to respond because they fear appearing too forceful.
5. **The Endless Tax Increase** – A government continually expands programs unrelated to protecting citizens from violence or fraud, requiring constant tax increases and heavy debt.
6. **The Lawless Neighborhood** – Residents in one neighborhood stop cooperating with police entirely because they believe all authority is illegitimate. Soon gangs begin controlling businesses and intimidating families.

TEACHER INSTRUCTIONS/KEY

Instructions

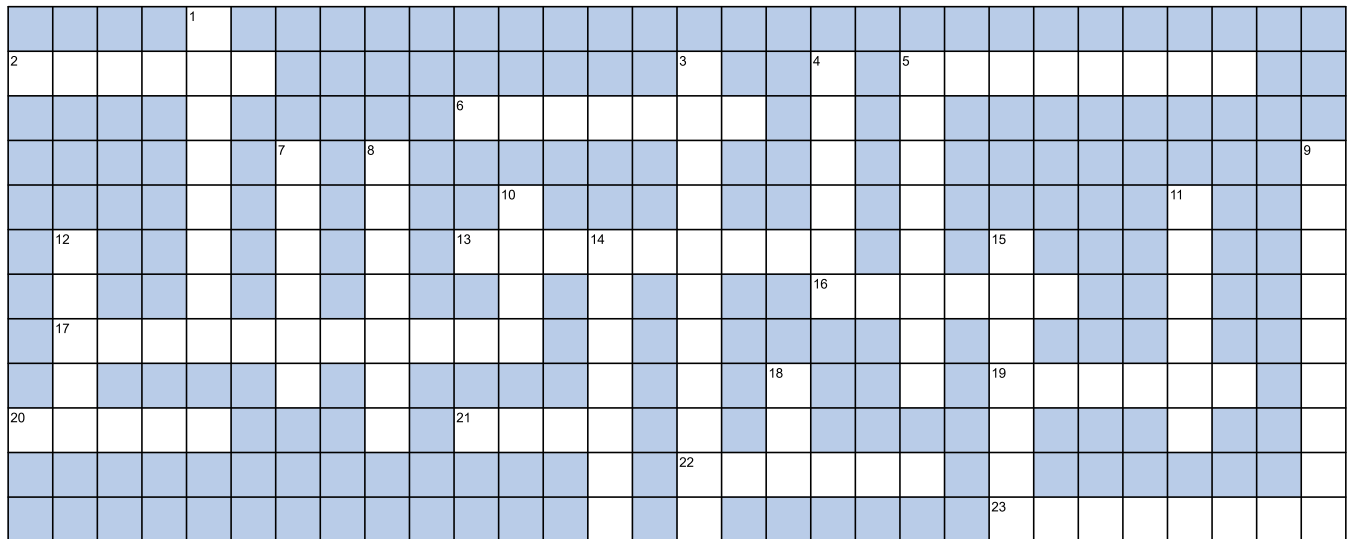
1. Ask students if they remember the term “Renaissance Man” from the previous book section (individuals like Leonardo da Vinci or Benjamin Franklin who had talents in many different areas), and ask for a volunteer to explain the term.
2. Tell students to take out a sheet of paper and write down a list of three or four of (a) their skills/talents and (b) their interests. Underneath each skill and interest, have students write a brief explanation of how they could use this skill or interest to serve God and/or mankind. (Give students about 8-10 minutes.)
3. Have students share these in class one at a time, going around the room! (This is also a fun way for students to display some of their own talents and “brag a little without bragging.”) Just have students share one of their talents/interests at a time, then go around the room again to share more.

American Government & Politics: Crossword Puzzle 3

[illegible]

EclipseCrossword.com

American Government & Politics: Crossword Puzzle 3



EclipseCrossword.com

Across

2. He wrote "The History of the Decline and Fall of the Roman Empire"
5. "Freedom of conscience" is another phrase that means "freedom of ____."
6. ____ law: the idea that everyone has inherent rights of life, liberty, and property
13. A student of Plato
16. The Greeks said that the law should also be followed by ____.
17. Rule by a few
19. What Rome's republic turned into
20. Jesus told Pilate: "My kingdom is not of this ____" (John 18:36).
21. In a short film we saw, the moderator and speakers compare America to this nation
22. This Roman governmental body was appointed, not elected
23. Rule by one, in other words
5. A government that uses representatives
7. The Greeks famously applied ____ to their thinking on government.
8. The author of "It Started with Plato" says government should be not a captain of the team, but a ____.
9. Rule by many or a majority
10. Christians are to ____ for those in authority (1 Timothy 2:1-2).
11. Many early Americans saw him as the greatest ancient Roman
12. Greek author of "The Republic"
14. Romans 13:1 tells Christians to be "____ to the higher powers."
15. An article we read was "Democracy Is Not the Same Thing as ____."
18. "We ought to obey God rather than ____" (Acts 5:29).

Down

1. Famous Greek philosopher
3. The "ism" made famous by Ancient Greeks (using reason)
4. One infamous 20th-century leader influenced by "The Republic"

Week 5, Day 1 – Article I: Congress • Three Controversial Clauses

Discussion (8–10 minutes): As a class, discuss the Q4R from “Congress and Three Controversial Clauses”:

1. As noted, the U.S. Constitution originally provided for one representative for every 30,000 residents. Now some simple division. The U.S. has about 330 million residents, so how many representatives would the U.S. need to match that initial ratio of 30,000 residents for every representative? (Compare that number to how many representatives the U.S. Congress has today.)

330,000,000 divided by 30,000 = 11,000 representatives, instead of the 435 we have now! That’s more than 25 times the current number.

2. What is strange about the Constitution’s listing the only powers of Congress in Section 8, then listing powers Congress does not have in Section 9?

If Congress only has the powers listed in Section 8, what’s the point of saying in Section 9, “They’re not allowed to do this and that”? Doesn’t listing specific powers in Section 8 automatically mean that’s it?

3. Answer these claims about the Constitution you hear somebody make: (a) “The ‘general welfare clause’ means Congress may provide for schools, since they benefit everybody”; (b) “Congress should make more laws dealing with trade among the states—the ‘commerce clause’ gives them the power to do it”; (c) “Congress needs to make a law forcing everyone to be vaccinated against the bolonavirus—it’s ‘necessary and proper’ for the nation’s health.”

AWV, but might sound similar to this: (a) “No, schools are specific welfare, given to those who have children whom they want to send to government schools.” (b) “No, they shouldn’t; “regulate” trade means to “make it regular”—to make sure trade laws are open and fair. Besides, how much can a group of government officials know about the infinitely complex buying habits and decisions of hundreds of millions of Americans?” (c) “You have obviously been drinking heavily.” Or possibly, “Wrong. the ‘necessary and proper clause’ only allows Congress to make laws to help them carry out the list of powers they’re specifically granted in Article I, Section 8. Do you see the power to force everybody to be vaccinated in that list of powers? Me either.”

Game/Activity Options:

- **30,000 or Bust! (10–15 minutes):** Students work with numbers to see how representation in the House of Representatives was calculated under the Constitution, see why Southern and Northern states argued over slave population counts, and understand why the Three-Fifths Compromise was primarily about political power and representation—not a statement about human value.
- **The “General Welfare” Sales Pitch (15–20 minutes):** Students recognize persuasive political reasoning used to expand government power under the “General Welfare” clause.
- **Interpretation Showdown, Part 2 (15–20 minutes):** Another round of statements for students to analyze so they can see how Nationalists could interpret actual constitutional wording broadly—and why the real Federalists were alarmed.

Homework: Read and complete Q4R for “Article II: Not the King They Say He Is.”

Instructor Notes:

TEACHER INSTRUCTIONS/KEY

Goal

Students work with numbers to see how representation in the House of Representatives was calculated under the Constitution, see why Southern and Northern states argued over slave population counts, and understand why the Three-Fifths Compromise was primarily about political power and representation—not a statement about human value.

Instructions

1. Divide students into pairs or small groups.
2. Read the instructions together as a class.
3. Give student pairs about 8–10 minutes to determine how many representatives (1 per 30,000) that each hypothetical state gets, using the free/slave population numbers, and decide whether that state would support the 3/5 compromise or not.
4. Ask for volunteers to offer their answers, and discuss as a class.
5. **SWITCH-UP:** Now tell teams that **slaves count for full persons** and have them **recalculate** the populations AND determine how many representatives each state has now!

Key (3/5 Representation)

STATE A:	Free: 148,000; Slave: 4,000	$3/5$ of 4,000 = 2,400, so total: 150,200 (5 representatives)
STATE B:	Free: 61,000; Slave: 89,000	$3/5$ of 89,000 = 53,400, so total: 114,400 (3 representatives)
STATE C:	Free: 122,000; Slave: 0	$3/5$ of 0 = 0, so total: 122,000 (4 representatives)
STATE D:	Free: 84,000; Slave: 66,000	$3/5$ of 66,000 = 39,600, so total: 123,600 (4 representatives)

Key (Full Representation)

STATE A:	Free: 148,000; Slave: 4,000	New Total: 152,000 (still 5 representatives)
STATE B:	Free: 61,000; Slave: 89,000	New Total: 150,000 (5 representatives – 2 additional)
STATE C:	Free: 122,000; Slave: 0	Same Total: 122,000 (still 4 representatives)
STATE D:	Free: 84,000; Slave: 66,000	New Total: 150,000 (5 representatives – 1 additional)

Wrap-Up/Final Direction

Ask students:

- Which states gained the most political power when slaves counted fully?
- Which states gained little or nothing?
- Why would Northern states resist full counting?
- Why would Southern states favor it?
- Why is it inaccurate to say the Three-Fifths Compromise said slaves were “worth” only 3/5 of a person?

American Government & Politics: A Christian Worldview: 30,000 or Bust!

For each state below, do the following:

1. Calculate the population used for representation (free persons + $\frac{3}{5}$ slave population).
2. Determine the number of House representatives; assume 1 representative per 30,000 individuals.
3. Decide: Would this state SUPPORT the Three-Fifths Compromise or OPPOSE it? Why?

STATE A: Free: 148,000; Slave: 4,000

Population used for representation:

Number of House representatives:

Would this state support the $\frac{3}{5}$ compromise or not?

STATE B: Free: 61,000; Slave: 89,000

Population used for representation:

Number of House representatives:

Would this state support the $\frac{3}{5}$ compromise or not?

STATE C: Free: 122,000; Slave: None

Population used for representation:

Number of House representatives:

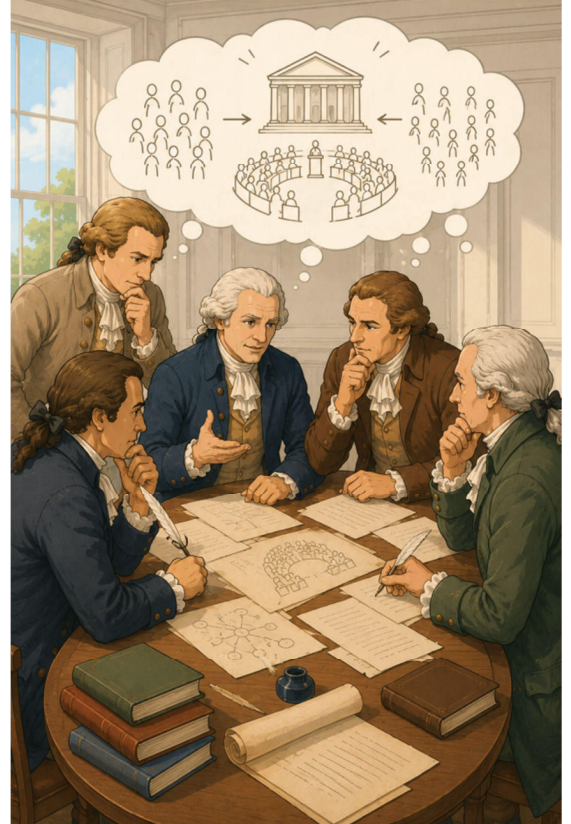
Would this state support the $\frac{3}{5}$ compromise or not?

STATE D: Free: 84,000; Slave: 66,000

Population used for representation:

Number of House representatives:

Would this state support the $\frac{3}{5}$ compromise or not?



American Government & Politics: A Christian Worldview:
“General Welfare” Sales Pitch (15–20 minutes)

TEACHER INSTRUCTIONS/KEY

Goal

Students recognize persuasive political reasoning used to expand government power under the “General Welfare” clause.

Instructions

1. Divide students into pairs or groups of three.
2. Print Page 2, cut the scenarios into strips, and let student teams draw a scenario. (Of course, if you have other ideas, feel free to use those!)
3. Explain to teams that for their scenario, they must prepare a political speech arguing that their proposal is “for the general welfare of the United States.” Rules for speeches:
 - **It must sound persuasive and serious.**
 - **It must explain how the public benefits.**
 - **It cannot admit that the idea is silly in any way.**
4. Give student groups about 8–10 minutes to finish their speeches.
5. Ask each team to read its pitch aloud.

Wrap-Up/Final Direction

Ask students:

- How easy was it to justify almost anything?
- Why did Madison and many others fear this clause could be stretched?
- What happens when broad phrases have no clear limits?

Conclusion: If government can spend money on anything officials claim helps the “general welfare,” then government power is not truly limited.

Government-funded birthday parties

Federal free ice cream program

A national video gaming league

Government-funded vacations

Federal shoe subsidies

National Department of Entertainment

Government-funded backyard pools

Taxpayer-funded free snacks

Nationwide mandatory nap hour

Government-funded robot pets

American Government & Politics: A Christian Worldview.
Interpretation Showdown, Part 2 (15–20 Minutes)

TEACHER INSTRUCTIONS

Goal

The second round of students learning see how Nationalists could interpret actual constitutional wording broadly—and why (the real) Federalists were concerned about it.

Instructions

1. Together, read the instructions.
2. Give students 8-10 minutes to answer the questions INDIVIDUALLY, then in pairs/small groups.
3. Ask for volunteers to share their answers, which will certainly vary!
4. If necessary, push students to see how these phrases could be “interpreted” to give the U.S. government to violate individual rights and/or to dangerously empower the U.S. government.

Wrap-up/Debrief

Ask students these questions (they’re the same ones from Part 1; see if students remember!):

- Which phrase was easiest to “stretch”?
- Which wording seemed the most dangerous—something that could lead to “misinterpretation” by government officials who seek power over others?
- Were Federalists’ fears reasonable?
- What is inherently iffy about phrasing that everyone agrees immediately can be “interpreted” in different ways?

American Government & Politics: A Christian Worldview

Interpretation Showdown, Part 2

Each one of the quotes below is pulled directly from the U.S. Constitution. For each quote:

- Explain how a Nationalist could interpret it broadly.
- Explain why a Federalist might object.

Be creative, but believable!

ROUND 1 – “Habeas Corpus”

“The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.” (Article I, Section 9)

Broad Nationalist Interpretation –

Anti-Federalist Objection –

ROUND 2 – “Commander in Chief”

“He [the President] shall be Commander in Chief of the Army and Navy of the United States....” (Article II, Section 2)

Broad Nationalist Interpretation –

Anti-Federalist Objection –

ROUND 3 – “Private Property Taken”

“Nor shall private property be taken for public use, without just compensation.” (Fifth Amendment)

Broad Nationalist Interpretation –

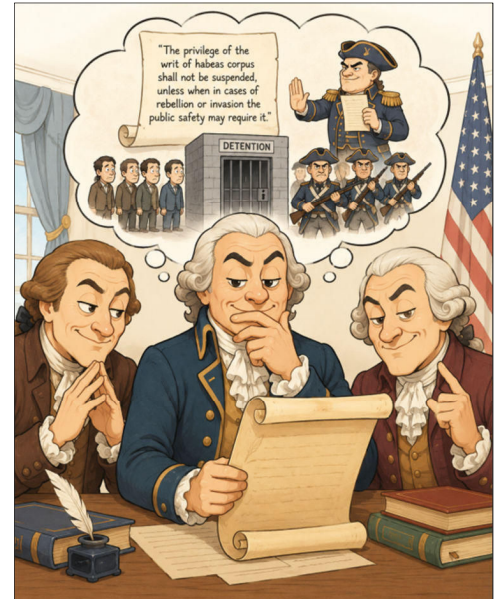
Anti-Federalist Objection –

ROUND 4 – “Freedom of Speech”

“Congress shall make no law... abridging the freedom of speech....” (First Amendment)

Broad Nationalist Interpretation –

Anti-Federalist Objection –



Week 7, Day 5 – Quiz 5

Quiz 5 (12–15 minutes): Instructions, Quiz 5, and a template to create your own Quiz 5 are online.

Game/Activity Options:

- **Word Search 4 (15–20 minutes):** This puzzle asks students to define terms, then to find those in a word search puzzle. This puzzle reviews sections “Article III: ‘Gods’ on Mount Olympus?” through “The Bill of Rights: States Need Not Apply.”
- **Short Film – “Secretary of Education Spelling Contradicts Herself” (10–12 minutes):** In this short (5:35) film, interviewer Jan Helfeld tries to pin down former Secretary of Education Margaret Spellings on why she thinks the U.S. government should be involved in education—trying to explain away both the Ninth and Tenth Amendments.
- **Constitutional Loophole Lab (15–20 minutes):** In this game, students play the role of ambitious federal officials who want powers the Constitution never specifically grants. Their job is to invent constitutional-sounding excuses to justify taking those powers anyway.



Homework: Read and complete Q4R for “Amendment 11: Fixing a Bad Decision” and “Washington and Adams on Foreign Relations.”

Instructor Notes:

TEACHER INSTRUCTIONS/KEY

Instructions

1. **Objective:** Students individually practice their knowledge of American government terms and persons by giving one-word answers to clues, then finding those words in a word search puzzle.
2. Hand out a copy of Page 2 to each student.
3. Tell students they have 15 minutes to complete! (If they want, they can check their notes or American government book for answers to the clues!)
4. When students are finished, discuss as a class. Ask for volunteers!

Answer Key

1. SENATE
2. TREASON
3. LIFE
4. REPUBLICAN
5. AMEND
6. PURSUANCE
7. RELIGIOUS
8. FALSE
9. HENRY
10. STATE
11. PREAMBLE
12. EVILDOERS

American Government & Politics: A Christian Worldview. Word Search 4

Solve each clue. Then find and circle the answer word in the grid!

Clues

1. The _____ must approve a President's Supreme Court justice appointments.
2. Article III, Section 3 defines the crime of _____ as "levying war against [the states]."
3. U.S. Supreme Court justices keep their positions for _____.
4. Article IV, Section 4 guarantees every state a _____ form of government.
5. To update or change the Constitution, in other words: _____
6. Article VI says that the U.S. Constitution is the "supreme law of the land," but only when it is "in _____ thereof."
7. Article VI also says that there will never be any _____ test of U.S. government officials.
8. True/False: The Bill of Rights is a list of rights granted to the people: _____
9. Federalist who "smelled a rat" and demanded that a Bill of Rights be added to the U.S. Constitution (last name): _____
10. The Bill of Rights in the U.S. Constitution should not apply to _____ governments.
11. The Bill of Rights has a _____, or opening statement.
12. Rulers are sent by God for the "punishment of _____" (1 Peter 2:14).

E	F	R	H	Q	Y	Y	D	D	D	T	S	J	U	D
A	N	W	B	S	K	X	O	T	N	H	E	V	V	M
S	Z	A	Z	G	S	C	O	K	E	E	N	T	L	S
J	R	I	C	T	Q	M	P	E	M	N	A	H	G	T
C	X	E	A	I	I	J	C	H	A	R	T	U	R	U
Q	K	T	O	E	L	N	W	R	N	Y	E	E	S	E
N	E	V	F	D	A	B	A	Y	Q	O	A	P	J	J
X	F	G	V	U	L	D	U	X	U	S	C	C	E	A
E	R	G	S	H	S	I	Y	P	O	G	U	E	Z	Z
C	T	R	B	D	F	D	V	N	E	F	E	F	I	L
A	U	E	C	M	H	A	Q	E	K	R	A	O	J	F
P	R	E	L	I	G	I	O	U	S	W	E	L	E	U
J	G	Y	E	T	R	R	E	L	N	A	M	E	S	B
H	N	W	R	Q	E	L	B	M	A	E	R	P	B	E
L	R	X	R	F	R	P	N	Q	T	E	Q	N	W	P

American Government & Politics: A Christian Worldview.
Short Film: “Secretary of Education Contradicts Herself” (10–12 Minutes)

TEACHER INSTRUCTIONS

Goal

In this short (5:35) film, interviewer Jan Helfeld tries to pin down former Secretary of Education Margaret Spellings on why she thinks the U.S. government should be involved in education.

***Note:** Spellings served under President George W. Bush, from 2005–2009. She was in some ways “conservative” and was heavily criticized by leftists/statists, but she doesn’t come off as very principled about government’s legitimate role and following the Constitution in this short interview.*

Instructions

1. Play the short film above here: <https://www.youtube.com/watch?v=Jv4M7Ae5728>, and tell students to take notes.
2. Have students in pairs/groups discuss for 3–5 minutes, and then discuss as a class.

Debrief/Wrap-Up Questions

1. What is the main point that Helfeld (the interviewer) is trying to make? ***That since the Constitution doesn’t give the U.S. government the power to be involved in education...it shouldn’t be involved in education!***
2. How do Article I, Section 8 and the Tenth Amendment apply to this discussion on education? ***Article I, Section 8 doesn’t give the U.S. government power to get into education, so it should stay out of it, to repeat. The Tenth Amendment doubles down and says that if a power isn’t listed in the Constitution specifically, it’s prohibited.***
3. What does the word *pragmatist*, which Spellings keeps using, mean? What does Helfeld point out is off with her claiming this and saying she wants to obey the Constitution? ***A pragmatist is somebody who acts practically. Spellings says she’s a “political pragmatist,” meaning that there are others who want the Department of Education to continue, so she doesn’t want to fight against it, claiming that it’s not practical. But Helfeld very reasonably asks, “Aren’t you supposed to obey the Constitution? Why is that not “pragmatic”?!?!”***
4. What is your reaction to Spellings’s statement “The Constitution doesn’t say that the federal government *can’t* get involved in education? ***This is an incredibly naïve/uninformed/ridiculous thing to say, especially for a high-ranking U.S. government official. It shows that either she has no idea that the Ninth Amendment exists, or that she doesn’t care.***

American Government & Politics: A Christian Worldview.
Constitutional Loophole Lab (15–20 Minutes)

TEACHER INSTRUCTIONS

Goal

Students pretend to be ambitious federal officials who want powers the Constitution never specifically grants. Their job is to invent constitutional-sounding excuses to justify taking those powers anyway.

Instructions

1. Students work in pairs or small groups; allow 10–12 minutes.
2. Discuss as a class.

Suggested Key

Answers will vary! What's important is whether answers resemble arguments commonly used by supporters of broad federal power.

Debrief/Wrap-Up Questions

- Which clause was easiest to use to justify new federal powers?
- Which clause appeared most often?
- Why do advocates of limited government argue that these interpretations of these clauses conflict with the Tenth Amendment?
- At what point does a broad interpretation become too broad?
- If these arguments can justify almost any power, what practical limit remains on federal authority?

American Government & Politics: A Christian Worldview.

Constitutional Loophole Lab

For each scenario:

- Assume (correctly) that the Constitution does not grant the U.S. government that power.
- Pretend you are a federal official who wants that power anyway.
- Write a brief justification/excuse using the “commerce clause,” the “necessary and proper clause,” or the “general welfare” clause. Your goal is to make your justification sound as convincing as possible!

Scenarios:

Congress wants to control the curriculum taught in every Christian school in America.

Congress wants authority to require every citizen to purchase a government-approved health plan.

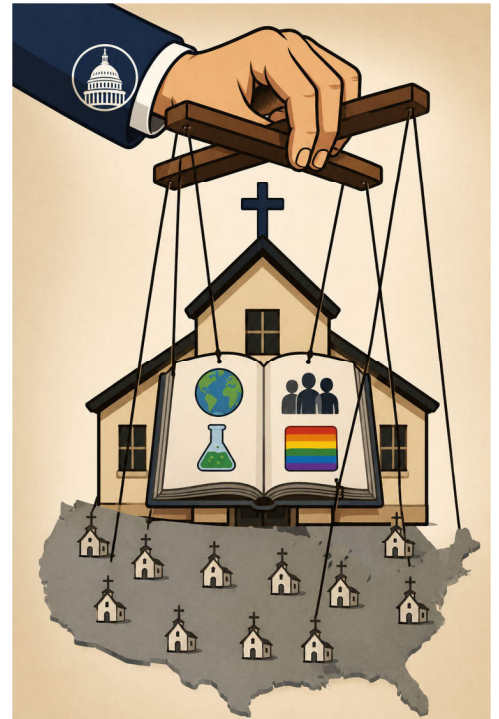
Congress wants to set nationwide nutrition standards for all restaurants, including small local restaurants that never serve customers from another state.

Congress wants authority to regulate how much water private homeowners may use in their gardens.

Congress wants authority to regulate homeschooling requirements nationwide.

Congress wants to regulate farming practices on small family farms whose products never leave the state.

Congress wants to establish national standards for all professional licenses, including barbers, plumbers, electricians, and real-estate agents.



Week 12, Day 4 – The Department of Sunshine and Rainbows

Discussion (10–15 minutes): First in pairs/groups, then as a class, discuss the Q4R from “The Department of Sunshine and Rainbows”:

1. Briefly give a response to someone who says, “You’re against the Environmental Protection Agency? I can’t believe that there are people who want to live in a world with polluted air and streams filled with toxic chemicals!”

AWV, but you might say, “Of course I don’t! But the EPA isn’t constitutional. Just because I oppose the government’s doing something doesn’t mean I oppose doing it at all.”

2. Practice using the above conversation model with somebody who says, “We *have* to have a Department of Agriculture. Like the saying goes: ‘No Farms, No Food!’ Anybody who doesn’t think agriculture is important is crazy.”

AWV.

Game/Activity Options:

- **The Bureau of Things That Don’t Need a Bureau (20–25 minutes):** Students work in groups to create and defend a ridiculously unnecessary federal agency, so they (a) recognize how real government bureaucracy often expands beyond constitutional limits and (b) learn to question whether any federal agency truly serves a legitimate purpose.
- **Government-tionary 6 (30–45 minutes):** This game covers book sections “Articles IV & V: Equalizing, Escaping, Amending” through “Amendment 1: Worshiping God, Speaking Freely.”

Test 4 Announcement/Review:

- Test 4 is in our next class!
- It has 20 questions instead of 10 (unlike quizzes), and it is also multiple choice, A–D.
- There is no homework except to study for the test!
- Students at tables/groups or in pairs try to predict what big-idea questions will be on the test.

Homework: None except to review for Test 4.

Instructor Notes:

American Government & Politics: A Christian Worldview.
The Bureau of Things That Don't Need a Bureau (25–30 Minutes)

TEACHER INSTRUCTIONS

Goal

Students work in groups to create and defend a ridiculously unnecessary federal agency, so they (a) recognize how real government bureaucracy often expands beyond constitutional limits and (b) learn to question whether any federal agency truly serves a legitimate purpose.

Instructions

1. Put students in groups of 3–4.
2. Read the instructions together.
3. Students complete the handout. (Allow 15–20 minutes.)
4. Discuss as a class via volunteers for each group.

Debrief/Wrap-Up Questions

- Was it easy or hard to defend something unnecessary? Why?
- The Constitution only grants about 20 powers to Congress. Did any of your agencies actually (sort of) match any of those powers? Which ones?
- The book sections asks: “What did Americans do before these departments existed?” Did your group have a good answer for that?
- If it's easy to invent a ridiculous federal agency, what does that say about the real ones?

American Government & Politics: A Christian Worldview.

The Bureau of Things That Don't Need a Bureau

Step 1: Name Your Agency (3 minutes). Brainstorm and choose a name for your new federal agency. It should sound official, important, and vaguely bureaucratic. Use real agencies from the reading as inspiration (Department of Energy • Bureau of Alcohol, Tobacco, Firearms, and Explosives • National Pesticide Information Center • President's Council on Fitness, Sports, and Nutrition, etc.). Make it sound important, something like Bureau of Refrigerator Temperature Standardization, Department of Toilet Paper Quality Assurance, Federal Commission on Proper Lawn Mowing, Office of Couch Cushion Retrieval, and so on.

Your agency name:

Step 2: Write Your Mission Statement (5 minutes). Every federal agency has a formal mission statement that sounds crucial but says very little. Write a 1–2 sentence mission statement for your agency. Use grand, vague language like “ensure,” “promote,” “protect,” “safeguard,” “uphold,” “guarantee,” “regulate,” “oversee.”

Your mission statement:



Step 3: Create Your Slogan (3 minutes). Every government agency needs a catchy slogan. The slogan should sound reassuring and patriotic. Examples: “Keeping America’s Refrigerators Safe Since 2026,” “Your Couch Cushions: Secured,” or “A Greener Lawn for a Stronger Nation.”

Your slogan (rhyming or alliteration encouraged!):

Step 4: Defend Your Agency (6–8 minutes). Now comes the hard part. You must prepare a 90-second defense of your agency as if it were absolutely vital. Your defense must answer ALL of the following questions:

1. What problem does your agency solve (even if the problem doesn't exist)?
2. What did Americans do before your agency existed (suffered terribly, of course)?
3. How does your agency benefit all Americans (use emotionally charged “buzzwords”)?
4. Is your agency constitutional? (It's not, but you must argue “Yes.” You can use one of “those clauses” if you'd like....)
5. What would happen if your agency were abolished (doom, chaos, and disaster, of course)?

American Government & Politics: A Christian Worldview.
Government-tionary 6 (30–35 minutes)

TEACHER INSTRUCTIONS/KEY

Goal/Prep

- **Objective:** Students review American Government terms and persons.
- Print the instructions on this page, the category page (Page 2), and either a color or black and white game board (Page 3 or 4). All words (except for the “Persons” category) come from the American Government book or audio-visuals or articles discussed in class.

Materials Needed:

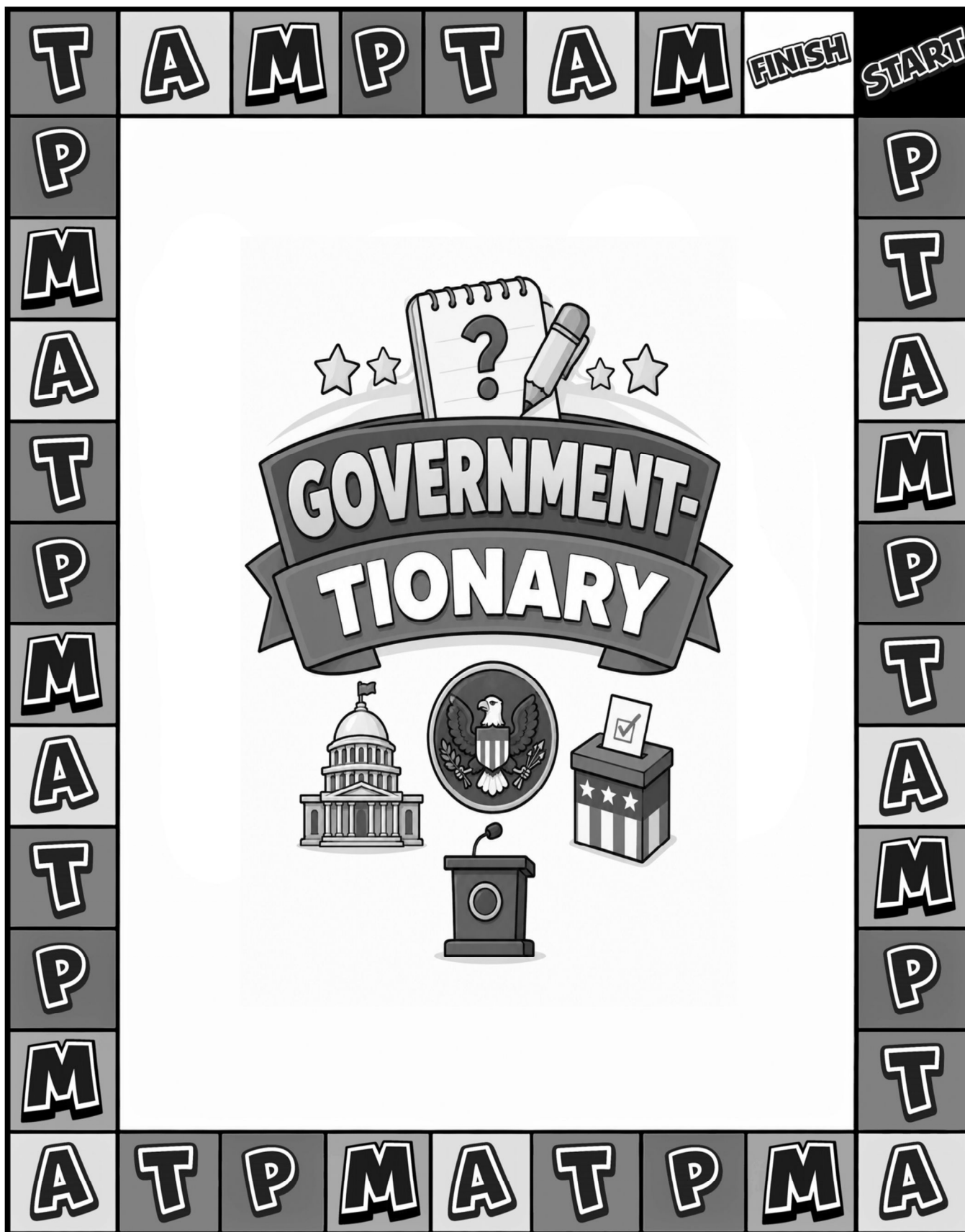
A 6-sided die • 2 whiteboards/dry erase markers (pens/pencils/paper will do in a pinch)
2 “service bells” • 2 game tokens (different coins will do) • A timer (a smartphone is fine)

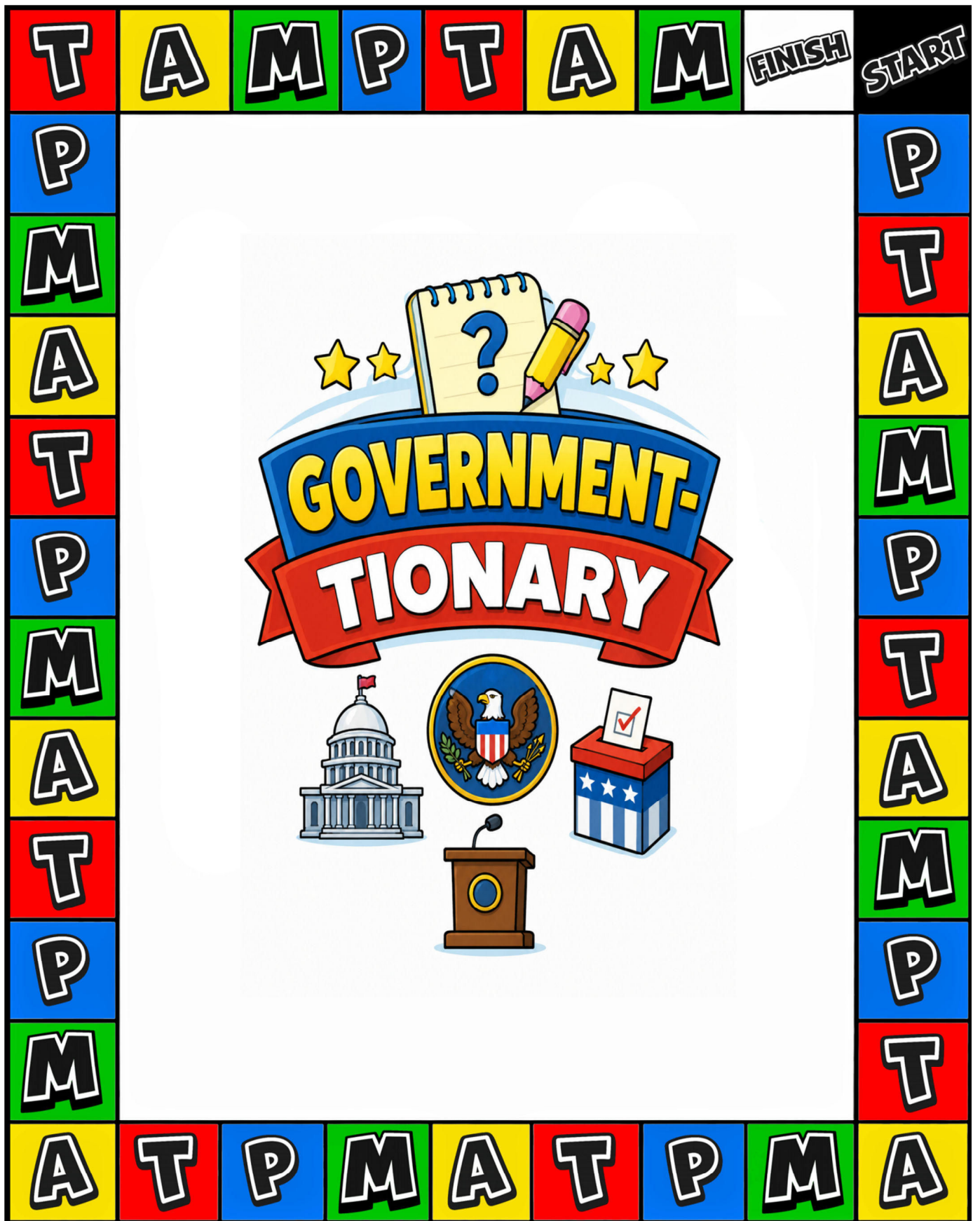
Instructions

1. Divide class into 2 teams; tell teams to get in some kind of order and **stay in/rotate using** this order!
2. Decide which team goes first by having one member of each team roll the die. Higher number wins.
3. First team member/artist rolls the die and moves token that number. Whatever space the token lands on is the category that artist draws. (P = Person, T = Term/Object, A = Action, M = Miscellaneous). Tell students: All of the words/terms/persons in this game are found in the book!
4. Look at your category list for the first item on whatever space that token lands on, write this word/term down (on your own whiteboard if you have one), and show it **ONLY** to the first artist on both teams.
5. Set the timer for 45 seconds, say, “GO!” and watch the artists draw a picture to get their teams to say the word/term first. The first artist to ring the bell (after hearing the word said by his team) wins. (If neither team gets the answer in time, choose the next two artists and a random category for them.)
6. Artists may **NOT** draw numbers, letters, or words with blanks to show how many letters the answer has. They also may not gesture with their hands, point, speak, or mouth any words!
7. When a team wins a round, the next player on that team rolls the die and moves the token, gets the corresponding category word from you, and takes a turn as the artist, drawing against the next player on the other team.
8. First team to reach the finish line wins! (You’ll probably have enough time to play two games.)

GOVERNMENT-TIONARY CATEGORIES

PERSON(S)	TERM/OBJECT	ACTION	MISCELLANEOUS
SHEPHERD	HEART	READ	KEY
BABYSITTER	NAIL	QUOTE	BASKETBALL
CHRISTIAN	TABLE	LEND	SHORT
CHILD	HAND	WORSHIP	STOP
WRITER/AUTHOR	CITY	FLEE/ESCAPE	BICYCLE
SLAVE	EUROPE	GIVE	WAR
ADULT/GROWNUP	ROOF	DRIVE	CALL
PARENT	LIBRARY	SWEAR	RIGHT
PROFESSOR	SQUIRREL	TURN	OPEN
GOVERNOR	NORTH CAROLINA	SHOOT	NEW YORK
LIBRARIAN	KNEECAP	SPEAK	ROAD
HOBBIT	CAR	HUNT	BOOK
JULIUS CAESAR	ENGLAND/BRITAIN	EAT	BROOMSTICK
VIKING	HOME	SWIM	NOSTRIL
NOAH	SOUTH CAROLINA	POINT	NEWSPAPER





Week 16, Day 1 – How Presidents Can Execute Justice, Part 2: The Pardon

Discussion (10–15 minutes): Pairs/Groups → Whole Class, discuss the Q4R from “How Presidents Can Execute Justice, Part 2: The Pardon”:

1. How could the threat of immediate presidential pardons also control unconstitutional or just plain bad Supreme Court rulings?

If the Supreme Court makes a bad/unconstitutional ruling, a President can just announce, “It doesn’t matter what the Supreme Court ruled; I’ll still pardon anyone convicted of breaking that unconstitutional law.”

2. Ask a parent, relative, or adult friend to name an immoral or unjust law that anyone convicted of breaking should be pardoned by the President, and why. *AWV*.

Game/Activity Options:

- **Chapter X for Five-Year-Olds (30–45 minutes):** Students distill the main ideas of a book section they choose into no more than 10 sentences, or a short fable/fairy tale—direct at a group of five-year-olds. (In the process, they ideally reinforce the section’s concepts in their own heads!)
- **Presidential Pardon Project: (20–25 minutes):** This activity shows students several famous presidential pardons in history (not the same ones in the book) and puts them into the role of a U.S. President who must consider pardoning five individuals convicted of federal crimes.

Homework: Read and complete Q4R for “Supreme Court Case #8: *Engel v. Vitale*.”

Instructor Notes:

American Government & Politics: A Christian Worldview.

Chapter X for Five-Year-Olds

TEACHER INSTRUCTIONS/KEY

Purpose

Students distill the main ideas of a book section they choose into no more than 10 sentences, or a short fable/fairy tale—direct at a group of five-year-olds. (In the process, they ideally reinforce the section's concepts in their own heads!)

Prep

Assign a different book section for each student in your class.

Alternative: Allow students to choose any book section they want after you explain the instructions.

Instructions

1. Tell students which book section they've been assigned to (or hold off on this step if you're going to allow students to choose their own book sections), and have students get a piece of paper.
2. Explain to students that their job is to sum up one or two main ideas from the book section that you (or they) chose. **Their audience is a group of five-year-olds!** They may take either of these two approaches:
 - Write a straight-up summary of **no more than 10 sentences, no more than 100 words total.**
 - Write a story or fairy tale about some character or characters who learn one or two main ideas from the section. These stories may be **up to 250 words long.**

(Of course, you may modify these parameters however you wish.)

Tell students they're welcome to be creative and use humor to make their point! REMEMBER: They should write so five-year-olds can understand their pieces!

3. Give students 15–20 minutes to finish.
4. Go around the room and have students read their summaries and stories! (You might have students vote on the best tale/fable/summary.)

American Government & Politics: A Christian Worldview.
Presidential Pardon Project (20–25 Minutes)

TEACHER INSTRUCTIONS

Goal

This activity shows students several famous presidential pardons in history (not the same ones in the book) and puts them into the role of a U.S. President who must consider pardoning five individuals convicted of federal crimes.

Instructions

1. Suggestion: Print the handout front to back, and tell students not to turn over the sheet yet!
2. Have students volunteer to read the pardon summaries on the front side of the handout.
3. Tell students to turn over the handout, and read the instructions together.
4. Give students 10–15 minutes to answer these questions individually (more or less, of course, based on your classroom time).
5. Ask for volunteers to answer; get several per scenario if possible!

Suggested Key

***Note:** Like the recent veto activity, student answers should reflect a commitment to limited government and Constitutional adherence. Students should focus on the lack of enumerated powers (Article I, Section 8) and the protections under the Bill of Rights.*

1. **Scenario 1 (Pardon – Unconstitutional):** This is a direct violation of the First Amendment. Requiring a “fee” to express an opinion on public platforms is a tax on free speech.
2. **Scenario 2 (Pardon – Unjust):** This is an unjust law; it is a victimless commerce regulation that violates the right of individuals to consensually trade goods when no fraud or harm has occurred.
3. **Scenario 3 (Pardon – Unconstitutional):** This violates the First Amendment right to assemble. Protecting the state from “panic” is not an enumerated power that overrides the right of people to gather peacefully.
4. **Scenario 4 (?):** Even though Splithers frames his actions as political protest against inflation, he is arguably creating fraudulent currency. This could undermine the economy’s stability and functions as a direct, non-consensual theft from anyone who unknowingly accepts the fake notes. Of course, on the other hand, a president might pardon him if he believes Splithers was simply trying to provide a coupon-like system that defrauded no one.
5. **Scenario 5 (Pardon – Unconstitutional):** This law clearly violates the Fourth Amendment. A citizen has the right to be secure in his effects. The government lacks the power to track all privately owned storage devices.

American Government & Politics: A Christian Worldview.

Presidential Pardon Project

Famous U.S. Presidential Pardons

John Adams (1800): Pardoned John Fries, a leader of a rebellion in Pennsylvania protesting a federal property tax.

Thomas Jefferson (1801): Granted pardons to all those convicted under the controversial Alien and Sedition Acts, often referring to the laws as null and void.

James Madison (1812): Pardoned John P. Van Ness, a prominent D.C. figure, for his involvement in a duel, a common but illegal practice among the political elite.

James Monroe (1817): Pardoned those who deserted the U.S. Army during the War of 1812.

John Quincy Adams (1826): Issued a conditional pardon to James B. Nones, a naval officer who had been court-martialed for disobedience.

James K. Polk (1846): Commuted the death sentence of William W. Scott, a soldier who had deserted his post during the Mexican-American War.

Andrew Johnson (1868): Issued a universal pardon for all citizens who had participated in the “rebellion” against the United States (Confederates), including Confederate States of America President Jefferson Davis.

Rutherford B. Hayes (1878): Issued a pardon to Dr. Samuel Mudd, the physician who had treated John Wilkes Booth after the Lincoln assassination, in recognition of his service during a yellow fever outbreak in prison.

Grover Cleveland (1886): Pardoned James W. “Jim” Butler, a man convicted of mail robbery, based on evidence that he had been a victim of a forced confession.

Woodrow Wilson (1920): Pardoned John T. “Jack” McCue, a man wrongly convicted of military desertion.

Warren G. Harding (1921): Commuted the 10-year sentence of socialist leader Eugene V. Debs, who was convicted under the Espionage Act for an anti-war speech.

Calvin Coolidge (1924): Pardoned Dr. Charles A. Lindbergh Sr. (posthumously), who had been prosecuted for his anti-WWI sentiments.

Harry S. Truman (1947): Granted amnesty to nearly 1,600 men who had violated the Selective Service Act during WWII.

American Government & Politics: A Christian Worldview.

Presidential Pardon Project

You are the President of the United States. Several potential presidential pardon cases have come before your desk. For these below cases, decide whether or not to pardon the individuals and scenarios in which they are involved, then briefly explain the reason(s) why you did or did not pardon them.

The Broadcast Tax: Ohio-based Internet radio host William Jasper was convicted under a federal law requiring a “Digital Civic Responsibility Fee” to broadcast opinions online, arguing the fee funds “verified information” programs. (Jasper refused to pay the fee.)

Decision: ☐ PARDON ☐ DENY

Reason:

The Nutritional Mandate: Florida homemaker Lois Cauwels was jailed for violating a federal law forbidding the sale of raw milk between neighbors, intended to force all dairy consumption through federally-inspected, industrial processing plants that U.S. government agents say are unsafe.

Decision: ☐ PARDON ☐ DENY

Reason:

The “Crisis” Assembly: A group was convicted for meeting in a private home to discuss concerns about federal overreach, violating a federal Emergency Order that forbids unauthorized gatherings to prevent the spread of what U.S. agents say will panic the public.

Decision: ☐ PARDON ☐ DENY

Reason:

The Currency Restorer: Texas doctor George Splithers was convicted of producing high-quality monetary notes that exactly mimic federal currency, arguing that these notes are “private community vouchers” designed to help his local town avoid the inflation caused by federal monetary policy.

Decision: ☐ PARDON ☐ DENY

Reason:

The Privacy-Seeker: North Carolinian Bonnie Fern was convicted for refusing to register several digital storage drives with the Department of Commerce, after the passage of a law intended to keep track of all personal data kept by private citizens.

Decision: ☐ PARDON ☐ DENY

Reason: