

**The UDL ft. *The Founding Fathers/Patriarchs*: February-March Curriculum**

*United States Government*  
(with a focus on rebuttal speeches)



*"I don't need a curriculum. Fuck that. I do what I want."-Chris Taylor, and all of you, probably*

*"No. I want that quote in there. Keep the quote. I wanna get quoted."-Chris Taylor*

**\*\*Tentative date for this month's tournament is February 27. Communicate this to your students, please.\*\***

**Important Dates:**

- HALF DAY Friday the 13th

- HOLIDAY Monday the 16th
- WINTER BREAK HOLIDAY (Tuesday the 17th - Friday the 20th)

### **Week 1 (February 9 to 13): Intro and Tournament Feedback**

- If your kids competed at the tournament:
  - talk about how they did, rounds they thought were tough, arguments they had trouble responding to, etc. (*20-25 minutes*)
    - go through their flows (the focus of our last curriculum, as we are sure you remember!!!) and work through arguments with them, etc.
  - intro discussion to civics (*35-40 minutes*)
    - depending on what classes your students have taken, they will probably have fairly varied degrees of knowledge of how our government works. Try to gauge this and set the level of your discussion at a bar that is accessible but challenging. We think you probably know enough about the government to handle this.
  - If you run out of discussion, have the students generate arguments for and against one the following decisions
  - *Marbury v. Madison*
    - Established the doctrine of judicial review: the ability of federal courts to declare legislative and executive actions unconstitutional is known as judicial review.
  - *McCulloch v. Maryland*
    - The constitution gives the federal government certain implied powers.
    - i.e. states can't try to curtail valid
  - *Gibbons v. Ogden*
    - Hardcore establishment of interstate commerce clause
    - Possibly why we have such a broad idea of the interstate commerce clause nowadays

## **Week 2 (February 16-20): The Bill of Rights**

**Discussion:** Have a mini-discussion about the bill of rights. This should serve 2 purposes: 1. make sure the students have a general understanding of the amendments. 2. make sure the students understand the controversies surrounding certain amendments and how they can be interpreted differently in different situations. (15-20 minutes)

- **First Amendment**

- 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, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

- **Second Amendment**

- 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.

- **Third Amendment**

- 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.

- **Fourth Amendment**

- 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.

- **Fifth Amendment**

- 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 offence 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.

- **Sixth Amendment**

- 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 defence.
- **Seventh Amendment**
  - 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 common law.
- **Eighth Amendment**
  - Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
- **Ninth Amendment**
  - The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.
- **Tenth Amendment**
  - The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**ACTIVITY: Take an amendment that is usually controversial (1st, 2nd) and propose a policy that would curtail it in some way (not being able to burn draft cards as speech, assault weapons ban) and have the students take turns making one argument for the legislation and then refuting that argument.**

### **Week 3: (February 23-27) Practice Debate**

Since this is the week leading up to the tournament, you should have a practice debate.

This practice debate will be slightly altered. Have them go through the debate like normal, except when the LOR and PMR are done, critique the rebuttal speeches, walk them through what could have been better, and *make them do the speech again*.

Motions: THW abolish free speech zones.

*\*\*free speech zones are cordoned-off areas, outside important political locations (e.g. Democratic National Convention and Republican National Convention, visits from foreign dignitaries, etc.) where protesters may have free speech. In the status quo, protesting outside the free speech zones is not allowed. The motion would mean you could protest anywhere.*

Motions: THW establish progressive bail. (the richer you are the more \$\$\$ it costs to bail you out basically)

Activity about how rights claims affect state and federal interaction, state and citizen interaction, and federal and citizen interaction

**For each amendment, one student makes an argument, another refutes it, and another refutes the refutation**