Utah History: Unit Four

The Struggle for Statehood



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Important Due Dates

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| What is it? | When is it due? |
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Calendar

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| Date | Objective | Homework | Warm Up |
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| **US History Unit 4: Struggle for Statehood**  *Over the next two weeks we will learn about Utah’s struggle to become a state.* |

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| ***BIG Question****: Why did it take so long for Utah to become a state?* | | | | |
| **Essential Questions:** | | | | **Your Proof:** | |
| ***(1). How did polygamy affect Utah’s struggle for statehood?***  This means that I can define polygamy and explain why the manifesto was needed before we could become a state. | | | |  | |
| ***Rate Your Level of Understanding:*** | | | |
| **1** | **2** | **3** | **4** | List pages in the packet helped you understand the essential question. | |
| **Essential Question**  ***(2). What role did women’s suffrage play in Utah’s struggle for statehood?***  This means that I can explain the reason why women received the right to vote in Utah. I can also explain why it was later taken away. | | | | **Your Proof:** | |
| ***Rate Your Level of Understanding:*** | | | |
| **1** | **2** | **3** | **4** | List pages in the packet helped you understand the essential question. | |
| **Essential Question**  ***(3). What does each of branch of government do?***  This means I can name each branch of government and describe what they do. | | | | **Your Proof:** | |
| ***Rate Your Level of Understanding:*** | | | |
| **1** | **2** | **3** | **4** | List pages in the packet helped you understand the essential question. | |
| **Essential Question**  ***(4). How does a bill become a law?***  This means I can draw a diagram of how a bill becomes a law and list the steps involved. | | | | **Your Proof:** | |
| ***Rate Your Level of Understanding:*** | | | |
| **1** | **2** | **3** | **4** | List pages in the packet helped you understand the essential question. | |
| **Essential Questions: Your Proof:** | | | | | |
| ***(4). What are my responsibilities as a citizen?***  This means that I can list 3 responsibilities of being a citizen. | | | |  | |
| ***Rate Your Level of Understanding:*** | | | |
| **1** | **2** | **3** | **4** | List pages in the packet helped you understand the essential question. | |
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**Personal Application**

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| What can I do to have an impact on my community as a non-voting citizen? Describe a time when you felt you had an impact on your community. What did you do? |

**Unit 4 Close Reading Guide**

Directions: Column 1 is the reading assignment. Column 2 gives you specific instructions for how to read the passage and get the most out of it. You don’t need to write anything in Columns 1 and 2. Write your thoughts in Column 3.

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| **Reading Assignment** | **While Reading** | **Write Thoughts** |
| 1) On page 130, read the section under “Plural Marriage.” | Make sure to look at the italics on the side. | What is morality?  Why did the eastern US feel polygamy was immoral? |
| 2) On page 137, read the quote in the white box by Judge John W. Judd. | Tip: Sometimes the boxes with quotes help you understand the information more in depth. | Why might judges have had negative opinions on Mormons?  What changed his perspective?  How can it harm people when you’ve made up your mind about them before you even know them? |
| 3) On page 136, read “The Proposed State of Deseret” and “Utah Becomes a Territory.” | Make sure to look at the maps closely! | What does it mean to “propose” an idea?  Why did they choose the name “Deseret”?  In Henry Clay’s compromise, what did Utah become? |
| 4) Read page 214 entirely. | Tip: Look at the italics on the side and the pictures. | How did Utah finally become a state? |
| 5) Read page 216 entirely. | Notice the way that women dressed during this time period. This will come up later, so it’s good to take note! | Make your best guess: What is suffrage?  Look at the activity in the orange box on page 217. Fill out the answers here:  1.  2.  3. |
| 6) Read page 218 entirely. | Tip: Sometimes the text doesn’t give you the definition of hard words, because the authors want you to try to figure out the definition based on the context around the word. However, if you ever get confused, the Glossary at the back of the book is very helpful. | Make a guess: What is a delegate?  Look up the word “delegate” in the Glossary at the back of the book. Write the definition here.  On page 219, you’ll see a list of authors of the UT Constitution. Do you think all groups of Utah people were fairly represented? Why or why not? |
| 7) Skim pages 220 – 222.  Go to page 225 and analyze the map. | Tip: When skimming, be looking for main ideas (or words that come up often). | How did one of the cities in Utah celebrate Statehood?  On page 225, answer the 3 questions here:  1.  2.  3. |
| 8) Go to page 305. | In the 3rd column, draw the 3 levels of government. |  |
| 9) Read pages 313-315 thoroughly. |  | What services are provided by the county government?  What services are provided by the city government? |
| 10) Read pages 6-8 entirely. | While reading, think about what the land was like before people changed it. Think about the land in your neighborhood as well. | How have people changed the land in and around your community?  How have altered landscapes affected people of Utah? |
| 11) Read pages 16-17 entirely. | Make sure to look closely at the map on page 17. | What is the difference between private and public land?  What is the BLM?  Where do Utah schools get their money? |
| 12) Read page 21 entirely. | While reading, think about if your town or city is next to a river or lake. Do farms in your area use irrigation? Think about your surroundings. | What do you do that involves water?  How does the climate of Utah allow you to recreate or not recreate? |
| 13) Read pages 238-239. | Tip: If you don’t know what a word is, remember to take a guess, and then look it up in the Glossary. | Take a guess: What do you think a “watershed” is?  Why are the National Parks and Monuments are protected? Do you think this is important? Why or why not?  Do you think certain parks should be more protected than others? |
| 14) Go to page 227, and read the “Setting the Stage” column (green). | Tip: Often people skip over the Chapter page, but it can have great information and summaries for the chapter! | Take a guess: what do you think “Progressives” mean?  From reading this, what might this chapter be about? |

**Utah’s Peculiar Underground: Writing Assignment**

1. Where did you and your family end up?

2. How did you feel? What are your thoughts?

3. Define Freedom. What words would you use to describe freedom.

1. Engraved on the base of the Statue of Liberty is this statement: *“Give me your tired, your poor, your huddled masses yearning to be free, the wretched refuge of your teaming shores. Send these the homeless tempest tossed to me. I lift my lamp above the golden door.”* What does this statement mean? Compare and contrast the message of the Statue of Liberty with the government’s treatment of the Mormons.

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Becoming a State Notes

**Political Parties**

1. What were the first two political parties in Utah?
2. What are the two National Parties that Mormons eventually joined?
3. How did they decide which party to join?

What about the women… did they get to vote???

1. What is Suffrage?
2. What is women’s suffrage?
3. Why did they give women the right to vote in territorial Utah? (1870)
4. What act took the women’s right to vote way from women in territorial Utah?
5. What year?
6. Why did they take away the women’s right to vote?
7. How long had women been voting and then their right got taken away?

Writing Utah’s Constitution: Utah’s Constitution is based on the US Constitution.

1. What were three things that the Utah constitution had to have?
2. What does Utah’s Constitution and the US constitution have in common?
3. Did the women in Utah get their right to vote returned to them?
4. What year?
5. Name some things they did to celebrate that we would have done as well:
6. What was interesting about the first election of 1896?
7. Where was the first state capital?
8. Why did they choose that city?
9. Where was it moved to?
10. Why?

**State symbols:**

1. What symbols do you see on the state flag?
2. Why do you think they included these symbols… How do they represent Utah?

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1. Emblem:
2. Motto:
3. Song:
4. Mineral:
5. Gem:
6. Bird:
7. Animal:
8. Fish:
9. Insect:
10. Flower:
11. Tree:
12. Fossil:

**The US Constitution vs The Utah Constitution**

The United States Constitution was written in 1787 and signed on September 17th. It has seven parts called articles that describe how the government works. It sets up three branches to exercise power. The legislative branch makes laws. The executive branch carries out the laws. The judicial branch interprets the laws. The rights of the people were not written in the original constitution, so they were added as amendments. These amendments are called the Bill of Rights. Other amendments have been added since then.

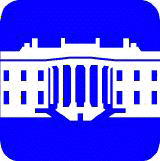
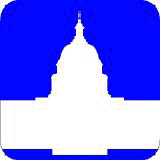
The Utah State Constitution was written in 1895 and signed on May 8th in preparation for Utah to become a state in 1896. It has 24 articles. The first article lists the rights of the people. It sets up three branches of government patterned after the United States Constitution, so it has the legislative, executive, and judicial branches. There have been many amendments, or changes, made since then too.

**UNITED STATES AND UTAH CONSTITUTIONS COMPARISON**

|  | Utah | Both | United States |
| --- | --- | --- | --- |
| Year signed |  |  |  |
| Number of branches of power |  |  |  |
| Where are the rights of the people listed? |  |  |  |
| Number of articles |  |  |  |
| Which branch makes laws? |  |  |  |
| Which branch carries out the laws? |  |  |  |
| Which branch interprets the laws? |  |  |  |

**The Federal Government**

Our federal government has three parts. They are the **Executive,** (President and about 5,000,000 workers) **Legislative** (Senate and House of Representatives) and **Judicial** (Supreme Court and lower Courts). All three parts of our federal government have their main headquarters in the city of Washington D.C.

The **President of the United States** administers the **Executive** Branch of our government. He enforces the laws that the **Legislative** Branch (Congress) makes. The President is elected by United States citizens, 18 years of age and older, who vote in the presidential elections in their states. These votes are tallied by states and form the Electoral College system. States have the number of electoral votes which equal the number of senators and representatives they have. It is possible to have the most popular votes throughout the nation and NOT win the electoral vote of the Electoral College.

The **Legislative** part of our government is called Congress. Congress makes our laws. Congress is divided into 2 parts. One part is called the Senate. There are 100 **Senators**--2 from each of our states. Another part is called the House of Representatives. Representatives meet together to discuss ideas and decide if these ideas (bills) should become laws. There are **435 Representatives**. The number of representatives each state gets is determined by its population. Some states have just 2 representatives. Others have as many as 40. Both senators and representatives are elected by the eligible voters in their states.

The **Judicial** part of our federal government includes the **Supreme Court** and **9 Justices**. They are special judges who interpret laws according to the Constitution. These justices only hear cases that pertain to issues related to the Constitution. They are the highest court in our country. The federal judicial system also has lower courts located in each state to hear cases involving federal issues.

1. What are the 3 branches of our government?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Branch of our government makes the laws.

3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Branch of our government enforces our laws.

4. What are the two parts of our Congress? \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_.

5. There are \_\_\_\_\_ senators.

6. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is elected by eligible United States citizens who vote and by the Electoral College system.

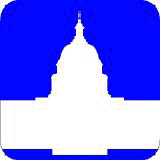
7. \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are elected by voters in their states.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study laws to see if they are correct according to the Constitution.

9. Where do the major branches of our federal government meet and work?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the leader of the Executive Branch of our government.

**Congress**

**Courts Keeping the Balance**

Congress and the Courts balance each other. Congress makes laws, but the Courts interpret them. The Supreme Court decides if a law fits the meaning of the Constitution.

When you go to a baseball game there are several umpires on the field and behind home plate. These umpires did not make the rules for playing the game of baseball, but they are given the duty to decide what the rules mean in a special case. They are like judges. They interpret the rules as they see their original meaning. They are the last word. Judges in our court system are like these umpires. They interpret the rules. The court applies the rules of the Constitution to the nation's business.

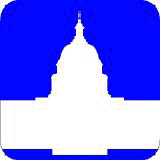
Congress can pass "necessary and proper laws." But what is necessary? What is proper? The Supreme Court may need to decide in special situations.

Congress cannot interfere with the freedoms spelled out in the Bill of Rights. It can't punish a person for something that was not a crime when he did it. Any citizen can go to a court to protect his civil liberties. The citizen may even go to the Supreme Court to get a final verdict.

Sometimes, the Constitution does not cover a law that the people want. The people can then vote directly by states to add a special section to the Constitution. This is called an amendment. Back in 1895, the Supreme Court would not let Congress put a tax of two cents a dollar on everyone's wages, (money people earned). So later, an income tax amendment was added to the Constitution.

**QUESTIONS:**

1. Write in your own words how the Supreme Court checks Congress.
2. What happens when the people want a law that is not covered by the Constitution?
3. What amendment would you like to see added to the constitution? Support your opinion with concrete facts and reasoning.



**Congress - President**

Our government has three branches. This keeps any one part from having too much power. Sometimes people think a President is very powerful. But people must realize that Congress always keeps a watchful eye on a President's decisions. The President has special ways to check Congress and Congress has special ways to check the President.

The President checks Congress when he vetoes a bill. Congress can check him if a 2/3 majority votes to override his veto.

The President decides what money is needed for each government department. He prepares a budget and shows it to Congress. But Congress holds the purse strings and can vote "yes" or "no" on the money spent. If citizens are concerned about the money issues, they should write both the President and their congressmen.

The President is checked in foreign policy (dealing with other countries) too. When a President makes a treaty (bargain) with another country, it doesn't really start until 2/3 of the Senate (67 members) approve it.

If the President feels Congress is being too big of a problem so that he can't get things done, he can call a news conference or go on television and talk directly to the people. Truman (a Democrat) had problems with the 80th Congress (which had mainly Republican members). He rode all over the nation by train telling the people how little this Congress had done. The people listened and voted some new congressmen into office.

Congress gives the President large amounts of power in time of emergency. They have no other choice. All the same, members of Congress don't like the President to "walk over" them. If these senators and representatives feel slighted, look out, Mr. President! Congress can cut off money, start an investigation, and be as stubborn as a donkey or as strong as an elephant--- like the party symbols show!

Some Presidents get along with Congress better than others. These Presidents call in legislative leaders from Capitol Hill to talk about problems and new programs. But sometimes the President's party is divided, or the other party controls Congress. A struggle develops between Congress and the President. Sometimes this lasts a long time. Other times, both sides decide to compromise and work toward common goals.

**QUESTIONS:**

1. How does Congress check the President's veto?
2. Who holds the nation's "purse strings"?
3. How can the President check a Congress?
4. How does the Senate check the President on treaties?
5. How can the President check Congress to keep a bill from becoming a law?

# OUR GOVERNMENT'S SEESAW

Pretend that three people who weigh the same take turns on a seesaw. No matter which two people are on the seesaw at opposite ends, they are balanced. Our government is the same way. The three that take turns riding the seesaw are -

(1) Congress - Legislative Branch

(2) President - Executive Branch

(3) Supreme Court - Judicial Branch

How do these branches balance and check each other? Each branch has different powers from another branch. But each weighs the same.

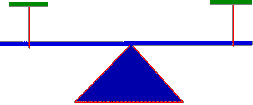
Using the lists below, fill in the seesaws on the next page to show how each branch balances the other.

|  |  |
| --- | --- |
| President:   * Makes treaties with other nations * Carries out laws * Vetoes bills Congress passes if he thinks they are wrong * Appoints judges in the Judicial Branch for a life term * Writes the budget   **Congress:**   * Makes laws * Can override a President's veto of a bill by 2/3 vote * Can impeach (fire) a President for misconduct * Must approve presidential appointments for judges and justices * Gives the O.K. on budget spending and treaties * Can remove judges from office for misconduct   **Supreme Court:**   * Interprets laws * May decide that some laws that Congress makes or decisions that the President make are not right according to the Constitution. |  |

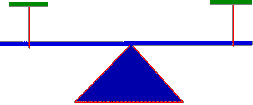
USE THE INFORMATION ON THIS PAGE TO COMPLETE THE BALANCE OF GOVERNMENT PAGE.

# The Balance of Government

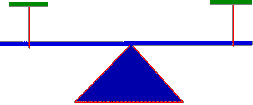
|  |  |
| --- | --- |
| **EXECUTIVE** | **LEGISLATIVE** |
| Makes \_\_\_\_\_\_\_\_\_\_\_\_ with other countries.  Carries out \_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_ bills he does not like.  \_\_\_\_\_\_\_\_\_\_ the budget. | \_\_\_\_\_\_\_\_\_\_\_\_ treaties and budget.  Makes \_\_\_\_\_\_\_\_\_\_\_.  Overrides President's \_\_\_\_\_\_\_ with \_\_\_\_\_\_ vote.  Can \_\_\_\_\_\_\_\_ President for misconduct. |



|  |  |
| --- | --- |
| **JUDICIAL** | **LEGISLATIVE** |
| Interprets\_\_\_\_\_\_\_\_\_.  Can prove laws to be against the \_\_\_\_\_\_\_\_\_\_\_. | \_\_\_\_\_\_\_\_\_\_ presidential appointments for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Can \_\_\_\_\_\_\_\_\_ judges for misconduct. |

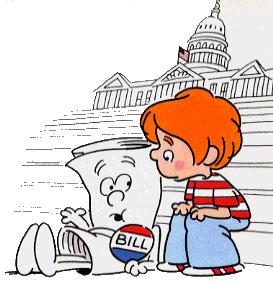


|  |  |
| --- | --- |
| **EXECUTIVE** | **JUDICIAL** |
| \_\_\_\_\_\_\_\_ judges for a \_\_\_\_\_\_\_\_ term. | Can prove laws to be \_\_\_\_\_\_\_\_\_\_\_\_\_. |



How does a bill become a law?

Draw a diagram below:



How a Bill Becomes a Law in Utah Notes

**Step 1:** Idea

Legislators need an idea!

Ideas come from:

* + - * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiences
      * Utah Citizen
      * Special Interest Groups or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Utah legislators get help from lawyers while they write their bills

**Step 3:** Bills Read

Once Bills are written, they need to be \_\_\_\_\_\_\_\_\_\_\_\_ to Congress (either the House of Representatives or the Senate)

After they’re read, bills are given a \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_and sent to committees

**Step 4:** Committees Can…

1. \_\_\_\_\_\_\_\_\_\_\_\_\_: Make changes to the bill
2. Substitute: Replace the bill with an entirely new bill that is about the same topic)
3. Hold: Take no \_\_\_\_\_\_\_\_\_\_\_\_\_
4. Table: Decide not to deal with the bill until the next meeting
5. Pass the Bill: pass the bill…Now it can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the rest of the Senate/House

**Step 5:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are read to Legislators

Can happen in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or House of Representatives

1. Bills are read, including their title and number
2. The sponsor will explain the bill and answer questions from legislators
3. All members of Congress will make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the bill (they have to be relevant!) or substitute the bill for another one
4. Legislators vote on the Bill—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wins!

**Step 6:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Bill has to pass the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What if the bill doesn’t pass both houses?

**Step 7:** Bill is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the leaders of both houses

This is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and helps the Bill get ready to send to the Governor

**Step 8:** The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ decides

The Governor has 20 days to choose if he wants to:

1. \_\_\_\_\_\_\_\_\_ the Bill (Makes it a law)
2. Not sign the Bill (It won’t be a law)
3. \_\_\_\_\_\_\_\_\_ the Bill (It won’t be a law)

**Step 9:** What if both houses want the Bill to become a law?

If both houses has \_\_\_\_\_\_\_\_\_\_\_ of people vote to make the Bill a law, they override the Governor’s veto.

The Bill becomes a law!

**Writing a Bill Assignment**

For this assignment, we will be practicing the legislative process as individuals and as a class! Here is how the process works:

1. You will be acting like member of the Legislature (a Senator or a House Representative). You will be assigned a problem/issue/question, such as “Should people be aloud to text and drive?” You will then do research online about this topic, so that you can become the “expert” on this topic. You will read articles, research what laws already exist about this idea, etc. until you feel that you know sufficient information so that if others ask you questions, you are educated on the topic and can answer them. A few students will be assigned your same topic as well, but you will each research on your own.

**Topics and Questions: CIRCLE the one you have been assigned.**

**a.**     **Natural Resources**— Utah needs to move to renewable energy resources.

**b.**     **Settlement**—Utah does not have enough drinking water to support the growing population.

**c.**      **Land Use**— A decision needs to made about which lands should be used for recreational use and what the criteria is to determine the size of National Parks and Monuments.

**d.**     **Transportation Development**— Utah needs a way to deal with the extreme traffic problems and air quality along the Wasatch Front.

1. Once you’ve done your research, you will present your ideas to a committee that has been researching the same issue. You will then come up with the best ideas you have as a group and create a bill together. A bill is like a law, only it hasn’t been passed yet. You will select a person from your group to present the bill to the House and another person for the Senate, so it needs to be well thought-out and you need to believe in it! One way to make sure it is a good bill is to ask yourself what potential questions your classmates could ask when you present it in the future. The bill will need to have these things:
   1. A clear opening statement that says **exactly what the law is**, such as: “It is illegal for drivers in the state of Utah to have their phones in their hands. This includes not texting, picking music, talking on the phone if it is in the palm, or any kind of activity where the phone is in the hand.”
   2. An explanation of **how the law will be enforced**. For example, “If this were to become a law, we would put cameras over every traffic light to ensure that people weren’t holding their phones. If caught on camera, the state would send a ticket of $500 to your home, because your address is linked to your license plate number. Failure to pay the fine would result in an additional $1,000 fine.”
   3. If your bill will cost the state money, you need to explain **how you will get the money**. For example, “Because these traffic cameras and the installation of them will cost money, we will raise income tax by 0.3% to gain the money for this bill. New employees will be hired to send out the fines in the mail and monitor the cameras, and these employees will also be paid with the raised income tax.”
   4. Finally, you need to explain **why this bill is important** and why it should be passed. Pretend as though you are really selling this to Congress!
2. You will be divided into houses of Congress: The Senate and the House of Representatives. You will be assigned to one house. There, you will go through the process of presenting and voting on bills, using the “How a Bill Becomes a Law” process we learned in class. Make sure you come prepared on this day with a well-written bill to present!

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Bill**

Topic Assigned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your research here: (Remember to explain the issue by giving background knowledge needed by using statistics, arguments supporting your opinion, arguments that oppose your opinion, and why they are not valid. *Make sure to include any current Utah laws about the topic.)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What were some of your sources for this information? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Bill (You get to choose the name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Clear opening statement (what is the law?): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation of how the law will be enforced:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If your bill will cost the state money, you need to explain how you will get the money: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why this bill is important and why arguments against it are inaccurate or less important:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Votes **for** this bill in House\_\_\_\_\_\_\_\_\_\_Votes **against** this bill in House\_\_\_\_\_\_\_\_\_\_ Passed\_\_\_\_Failed\_\_\_

Votes **for** this bill in Senate\_\_\_\_\_\_\_\_\_Votes **against** this bill in Senate\_\_\_\_\_\_\_\_\_\_ Passed\_\_\_\_Failed\_\_\_

Presidential signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Veto bill\_\_\_\_\_\_\_\_\_\_\_