# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Welcome to the Kennedy Institute</td>
</tr>
<tr>
<td>4</td>
<td>About this Curriculum</td>
</tr>
<tr>
<td>5</td>
<td>Background Overview</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-VISIT LESSON</strong></td>
</tr>
<tr>
<td>6</td>
<td>Pre-Visit Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Pre-Visit Materials:</td>
</tr>
<tr>
<td>8</td>
<td>Senator Profile Analysis Worksheet</td>
</tr>
<tr>
<td>9</td>
<td>Senator Profiles</td>
</tr>
<tr>
<td>13</td>
<td>Senators' Decisions Worksheet</td>
</tr>
<tr>
<td>14</td>
<td>Exit Ticket Survey and Short Writing</td>
</tr>
<tr>
<td></td>
<td><strong>POST-VISIT LESSON</strong></td>
</tr>
<tr>
<td>15</td>
<td>Post-Visit Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Post-Visit Materials:</td>
</tr>
<tr>
<td>17</td>
<td>Considering My Vote Worksheet</td>
</tr>
<tr>
<td>18</td>
<td>Public Speaking and Rhetoric Worksheet</td>
</tr>
<tr>
<td>21</td>
<td>Exit Ticket Survey and Short Writing</td>
</tr>
<tr>
<td>19</td>
<td>Primary Sources:</td>
</tr>
<tr>
<td></td>
<td>Letter from Senator Martin Heinrich</td>
</tr>
<tr>
<td></td>
<td><strong>CONCLUDING MATERIALS</strong></td>
</tr>
<tr>
<td>22</td>
<td>Standards Alignment</td>
</tr>
<tr>
<td>25</td>
<td>Additional Resources</td>
</tr>
</tbody>
</table>

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ON THE COVER: The dome of the U.S. Capitol building. Photo by Diliff. From Wikimedia Commons, the free media repository.
WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the new Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute aims to teach students about the role of the Senate in our representative democracy, introducing important elements of the legislative process to young audiences and encouraging participation in civic life. Our programs serve the general public, students of all ages, teachers, scholars, senators, Senate staff, international visitors, and others in public service.

The materials in this curriculum are designed to enhance the Institute’s immersive Senate Immersion Module (SIM). The SIM program is an educational, role-playing experience, developed to engage new generations of Americans. This program is conducted in the Institute’s full-scale representation of the United States Senate Chamber. Running with up to 100 students at a time, participants take on the roles of senators to study issues, debate, negotiate, and vote on legislation.

Digital projections, handheld tablets, and a life-size representation of the U.S. Senate Chamber enhance the immersive role play. The resources in this curriculum help students and teachers prepare for the SIM program and discuss the experience afterwards. They can also be used independently as print outs in the classroom.

The Edward M. Kennedy Institute for the United States Senate is dedicated to educating the public about the important role of the Senate in our government, encouraging participatory democracy, invigorating civil discourse, and inspiring the next generation of citizens and leaders to engage in the civic life of their communities.

The Institute encourages classroom preparation for the SIM, active play at the Institute, and debriefing at the end of the experience.
ABOUT THIS CURRICULUM

The purpose of this learning module is to help students learn how a U.S. senator might address an issue of public significance under consideration in the United States Congress. Learning about personal, state, party, and national interests will help students understand representation more fully. It will also help them play their roles more effectively when taking part in the Institute’s SIM.

The pre-visit lesson examines how the practice of representation functions in our government. The post-visit lesson supports critical analysis of each student’s strategic choices and votes, preparing them to communicate their judgment and efforts to represent competing interests and considerations.

SIM Learning Goals

Using this curriculum and the Kennedy Institute SIM, students will be able to:

• Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
• Research and analyze issues of national importance
• Negotiate, persuade, and develop strategies to reach consensus
• Take a stand on issues and proposed solutions
BACKGROUND OVERVIEW

United States Constitution

ARTICLE I. SECTION 1.

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

To guard against tyranny and abuse of power, the Constitution distributes power across three branches of government: the Executive, Legislative and Judicial. Congress, the legislative branch, is comprised of the House of Representatives and the Senate.

The Senate is made up of two senators representing each of the fifty states regardless of geographic size or population. Unlike the House of Representatives, where all members must stand for election every two years, senators serve six-year terms, with one-third due for election every two years.

Longer, overlapping terms provide the Senate with stability and continuity, and lessen the immediate pressure of public opinion on members of the Senate. Until ratification of the Constitution's 17th Amendment in 1913, senators were elected by the legislatures of their respective states.

The Senate shares the following Constitutional powers with the House of Representatives:

- Make all laws
- Impose taxes
- Borrow money
- Regulate commerce
- Establish rules of citizenship
- Establish bankruptcy rules
- Coin money
- Punish counterfeiting
- Establish Post Offices and postal routes (edited from the Constitution's language “post roads” for clarity)
- Regulate copyright laws
- Create the lower court system
- Punish piracy at sea
- Declare war
- Fund the military
- Suppress insurrections
- Govern the District of Columbia
- Create laws to enforce its own powers

The Senate alone has the power to:

- Advise and consent on treaties
- Advise and consent on presidential appointments
- Try all impeachments

PRE-VISIT LESSON: BEING A SENATOR

Pre-Visit Lesson Introduction

This lesson is an introduction to the legislative process focused on understanding, through experiential learning, the process through which senators determine central issues, seek consensus, and ultimately vote. During these lessons students will need to work with many of the same skills they will use during their upcoming visit. The lesson objectives are achieved through a combination of group and individual work of both a modern and historical nature. This lesson previews a visit to the Edward M. Kennedy Institute for participation in any SIM.

Lesson Learning Objectives

By the end of this lesson students will understand:

- How an elected representative determines his/her position on particular issues
- What brings political parties together and draws them apart
- How to effectively engage in a range of collaborative discussions, and build on the ideas of others while expressing their own ideas clearly
- How to evaluate a speaker’s reasoning and evidence-based critical thinking
- How to express his/her own reasoning, evidence, and rhetoric while also being able to evaluate the same of other speakers

Essential Questions

- How do senators balance the interests and needs of the country, their party, their constituents, and themselves when taking a position on an issue?
- How do senators determine the issues which are the most important to the country?
- What role do constituents play in the political process?
- How does the Senate address problems facing the U.S.?

Enduring Understandings

- As U.S. senators address public problems, they often take into account broad research, multiple differing interests, divergent needs of different constituent groups, political party platforms, and individual personal beliefs.
- The process of making a law is dynamic and driven by many factors including negotiation and compromise.

LESSON DURATION

50 minutes

KEY VOCABULARY

- Senator: one of two elected representatives sent by each state to represent them in the U.S. Senate for six-year terms
- Representation: how the interests of the citizens are promoted by elected officials
- Compromise: an agreement reached by multiple parties each making concessions
- Infrastructure: the basic physical structures and facilities needed for operation of a society
- Foreign Affairs: issues involving other nations or international actors
- Lobby: the act of attempting to influence decisions made by officials in the government
- Domestic Issues: issues arising within a nation or community
**Pre-Visit Lesson Plan**
TOTAL TIME: 50 minutes

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<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td>Warm-Up</td>
<td>Students are instructed to think about how they feel about the following proposition and write down which proposal they support personally.</td>
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<td></td>
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<td>“The School Board has decided to re-design the school day. Their options are to either extend the school day by an hour and a half or to keep the school day at its current length but require three hours of homework per night.”</td>
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<td>Students briefly discuss their initial thoughts with a partner and the teacher leads a brief class discussion on why they felt that way. The teacher will then read aloud or write on the board a list of interest groups who hold a stake in this decision.</td>
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<td>Students, parents, teachers, school officials, athletic coaches and other after-school activity instructors, bus drivers and janitors, police officers, local businesses, alumni of the school.</td>
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<td>In pairs, students are then asked to consider the perspective of one stakeholder and identify which proposal that assigned stakeholder would take on this issue. Student pairs write a 1–2 sentence explanation for why that stakeholder would take the particular stance.</td>
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<td>The teacher concludes this warm-up by having the students vote (as their assigned stakeholders) on which option the school board should take and then asks the following reflection questions:</td>
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<td>1) Would your assigned stakeholder be happy or unhappy with the final decision of the class? How about you personally?</td>
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<td>2) How do you think factoring in the opinions of the interest groups affected your final decision?</td>
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<td></td>
<td>3) What do you think this exercise has to do with the process of being a senator?</td>
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<tr>
<td>15 minutes</td>
<td>Understanding Senator Profiles</td>
<td>Students should remain in their groups and be given a senator profile. Students should read the information and issues presented. Once the students have reviewed the profile, they should be given the “Senator Profile Analysis” worksheet. The teacher and students should discuss their responses and what it means to weigh multiple perspectives on an issue.</td>
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<td>Materials:</td>
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<tr>
<td></td>
<td></td>
<td>- Senator Profile Analysis Worksheet (p. 8)</td>
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<td></td>
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<td>- Senator Profiles (pp. 9–12)</td>
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<tr>
<td>20 minutes</td>
<td>Introduction to Representation</td>
<td>In the same small groups, have students complete the following “Senators’ Decisions” worksheet, explaining how and why they would choose to vote if they were that senator.</td>
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<td>Introduce students to the fact that senators must balance the interests of the nation, the interests of their state, the interests of their party, and their own personal beliefs when making decisions.</td>
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<td>Materials:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Senators’ Decisions Worksheet (p. 13)</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Closing</td>
<td>To close the lesson, hand out the “Exit Ticket Survey and Short Writing” to be filled out either before leaving the classroom or as a homework assignment.</td>
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<td>Materials:</td>
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<tr>
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<td></td>
<td>- Exit Ticket Survey and Short Writing (p. 14)</td>
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</tbody>
</table>
SENATOR PROFILE ANALYSIS

DIRECTIONS: Select a Senator Profile sheet and use it to answer the following questions. Use the evidence on the profiles, as well as your own decision-making skills to complete the exercise.

What profile number did you select?

What political party do you represent? Where did you find that information?

Based on the arrows of the profile sheet, what does your party believe about the issues listed? (Don’t think of it as “for” or “against” an issue, but frame your answer as if you were trying to persuade your constituents.)

What state do you represent? Where did you find that information?

If your political party and state had different positions about a bill, which one would you vote with? Why?

What if your personal beliefs contradicted the positions of your political party and state? Would you have the courage to take a stand against the people who helped you come to power? Why or why not?
SENATOR 1
CALIFORNIA (D)

ABOUT YOU
As Mayor of San Francisco, you helped get funding to rebuild the city's cable car system, way back in the '80s. Now, you're an insider, a ranking member on a major committee, and an advocate for causes like gun control.

Democrat
The Democratic Party views America as a land of opportunity. It believes that an active government can use its power to make the lives of people better.

California
More than a quarter of your state's residents are immigrants. Opportunities in your state in farming and in the sciences attract people from Latin America and Asia. The population leans liberal in a number of areas and is often the catalyst for new civil rights laws.

Your Personal Interests

GOVERNMENT SPENDING
NATIONALISM
TAXES

TECHNOLOGY
CIVIL LIBERTIES
FARMING

ECONOMIC MOBILITY
CIVIL LIBERTIES
REGULATION
**SENATOR 2**
**FLORIDA (R)**

**ABOUT YOU**
You rose to prominence by defeating a popular, moderate Republican governor and gaining the support of the strongly conservative Tea Party. You’re a rising star in the party and immigration reform is a cause particularly important to you.

---

**Republican**
The Republican Party believes that the best government is a limited government and empowering individuals and the private sector is the best path to prosperity.

- **NATIONAL SECURITY**
- **REGULATION**
- **TAXES**

---

**Florida**
Florida has been important in national elections for the last two decades. Its economy thrives on tourism. The state has one of the largest immigrant populations in the country, with many people coming from Cuba and other Caribbean countries.

- **ECONOMIC MOBILITY**
- **RULE OF LAW**
- **FARMING**

---

**Your Personal Interests**

- **RULE OF LAW**
- **JOBS**
- **CIVIL LIBERTIES**
SENATOR 3  
MASSACHUSETTS (D)

ABOUT YOU
You're a former law professor who came to prominence as a consumer advocate during the financial crisis. You voted as a Republican for many years, but now you're a progressive Democrat working hard to fight for the middle class.

Democrat
The Democratic Party views America as a land of opportunity. It believes that an active government can use its power to make the lives of people better.

Massachusetts
Massachusetts is known for its liberal tendencies, and its top-tier government officials follow this suit by pushing the economy forward in new ways. Through technology and environmental reform, Massachusetts believes it can be a role model for how the country can move in a new direction.

Your Personal Interests

JOBS  EDUCATION  TAXES
SENATOR 4
IOWA (R)

ABOUT YOU
You’re a long-serving Republican who hasn’t missed a single Senate vote since the 90s—and the time you did, it was because of a natural disaster! That’s quite a batting record. You are the chair of a major Senate committee.

Republican
The Republican Party believes that the best government is a limited government and empowering individuals and the private sector is the best path to prosperity.

<table>
<thead>
<tr>
<th>NATIONAL SECURITY</th>
<th>REGULATION</th>
<th>TAXES</th>
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</table>

Iowa
Once primarily an agricultural state, Iowa has diversified to include manufacturing, financial services, and information technology in its economic portfolio. Iowa, historically, has been ahead of the curve on many important civil rights issues, including being the third state to have its laws banning same-sex marriage overturned.

<table>
<thead>
<tr>
<th>FARMING</th>
<th>CIVIL LIBERTIES</th>
<th>BUSINESS</th>
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Your Personal Interests

<table>
<thead>
<tr>
<th>JOBS</th>
<th>ECONOMIC MOBILITY</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
</table>
SENATORS’ DECISIONS

DIRECTIONS: For each scenario, write two sentences explaining how you would vote in this situation and why. All of these scenarios are ones faced by actual senators.

SCENARIO #1
You are a Republican senator from Rhode Island. Your father is a legendary Rhode Island senator and you are proud to represent your state just as he did. The President is a Republican as well. In the wake of the September 11th attacks, he has sought Congressional approval to invade the country of Iraq. The people of Rhode Island (and the nation) are almost evenly divided on this. You are personally anti-war, but almost all of your Republican allies are for authorizing the invasion of Iraq. How do you vote on this bill? Explain your reasoning.

SCENARIO #2
You are a Republican senator from Pennsylvania. The National Institutes of Health (NIH) considers you one of their biggest supporters in the federal government. As a two-time cancer survivor and an open-heart surgery patient, you are personally invested in increasing research to find medical cures. You were previously a Democrat but switched to the Republican Party because you agreed with their more fiscally conservative stances; however, your Republican opponent in the upcoming primary campaign is gaining steam for his more traditional limited government views. President Obama has just proposed a $787 billion economic stimulus package, and Republicans are opposing it, saying it is too expensive and will not help end the current recession. However, the stimulus package includes a huge increase in NIH’s budget, from $29 billion to $39 billion. How do you vote on this bill? Explain your reasoning.

SCENARIO #3
You are a Democrat from Arkansas in your second term. During your time in the Senate, you have worked hard to pass three major “Farm Bills,” which sent government aid and subsidies to help the rural farmers in your state. However, your state is becoming increasingly frustrated with the Democratic leadership in Washington, and is particularly against government spending. Your state’s once Democratic-leaning demographics have shifted, and in the upcoming election, you know you will be opposed by a popular and widely-favored Republican congressman. President Obama’s Affordable Care Act is currently up for vote. It will send more government funding for health care to your state, and could greatly improve health outcomes for a lot of people. It is exclusively favored by Democrats, though, and increases government spending. Opposing it could appease many of your constituents. How do you vote on this bill? Explain your reasoning.

SCENARIO #4
You are a Democratic senator from Louisiana, a state that relies heavily on income from its oil production and sale. A new pipeline connecting Canada and the Gulf Coast, known as the “Keystone Pipeline,” will bring in lots of income for your state. The environmental impact of this pipeline is unknown and therefore Democrats vehemently oppose it. You have been a rank-and-file Democrat up until now, but many of your constituents believe this bill is vital to the Louisiana economy. How do you vote on this bill? Explain your reasoning.
What have you learned today about how elected representatives determine how they are going to vote on a particular issue? What are the four factors they must take into account?

What have you learned today about how you are going to make decisions as a senator during the Senate Immersion Module (SIM) at the Edward M. Kennedy Institute for the United States Senate?
POST-VISIT LESSON: BEING A SENATOR

Post-Visit Lesson Introduction

The post-visit lesson is focused on understanding the process through which senators determine central issues, seek consensus, and ultimately vote. This lesson reviews a visit to the Edward M. Kennedy Institute after participation in any Senate Immersion Module (SIM).

Lesson Learning Objectives

By the end of this lesson students will know and be able to explain:

• The responsibilities of a senator and how they displayed each of these responsibilities
• How and why they voted in a particular way on the issue(s) presented during the SIM

Enduring Understandings

• Congress has the constitutional powers to make laws to address problems facing the country.
• Addressing public problems requires senators to take into account research, the multiple interests and needs of the country, their party, their constituents, and their own personal beliefs and ideas.
• The process of making a law is dynamic and driven by negotiation.

LESSON DURATION

50 minutes

KEY VOCABULARY

• Issue Analysis: examination and interpretation of the merits of various components of a dilemma
• Negotiation: discussion aimed at reaching an agreement
• Decision-making: the process by which a determination about how to proceed is made
• Constituents: those who are voting members of a community or organization and have the power to appoint or elect

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## Post-Visit Lesson Plan

TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
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<tr>
<td>20 minutes</td>
<td>Considering My Vote: Negotiating, Deliberating &amp; Taking a Stand</td>
<td>Distribute “Considering My Vote: Negotiating, Deliberating &amp; Taking a Stand” worksheet and each student’s individual Student Voting Record which they filled out and turned in at the end of their SIM at the Kennedy Institute. Also distribute a copy of the final results of their vote so they can reference that while completing the worksheet. Students should analyze their own decisions in the SIM using their individualized activity summaries to evaluate how they voted.</td>
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<tr>
<td>Materials:</td>
<td>- Considering My Vote Worksheet (p. 17)</td>
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<td></td>
<td>- Student’s Voting Record</td>
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<td>- Class’s Voting Record</td>
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<td>25 minutes</td>
<td>Public Speaking and Rhetoric</td>
<td>Give students “Public Speaking and Rhetoric” worksheet and “Letter from Senator Martin Heinrich.” Students should use the “Public Speaking and Rhetoric” worksheet to engage in a close reading of Sen. Heinrich’s message to his constituents.</td>
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<tr>
<td>Materials:</td>
<td>- Public Speaking and Rhetoric Worksheet (p. 18)</td>
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<td>- Letter from Senator Martin Heinrich (p. 19)</td>
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<td>5 minutes</td>
<td>Exit Ticket Survey and Short Writing</td>
<td>Students will respond to this prompt as an exit ticket or as a homework assignment: “Compare and contrast your decision-making style to that of Senator Heinrich. Did you defend your beliefs in the SIM like Senator Heinrich did? Did you depart from the opinions of your constituents? How would you explain your decisions in the SIM vote to constituents who were upset with you?”</td>
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<tr>
<td>Materials:</td>
<td>- Exit Ticket Survey and Short Writing (p. 21)</td>
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## CONSIDERING MY VOTE: NEGOTIATING DELIBERATING & TAKING A STAND

Fill out the worksheet; refer to your individualized report of your voting decisions in the SIM for details of your decisions.

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<th>INTRODUCTION</th>
<th>TOPIC OF BILL(S)</th>
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<th>YOUR VOTE</th>
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<tr>
<th>RATIONALE</th>
<th>REASONS FOR YOUR VOTE (INCLUDE AT LEAST THREE)</th>
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<tr>
<th>WHAT WAS DIFFICULT ABOUT YOUR STAND ON THE ISSUE(S)?</th>
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<th>WITH WHOM DID YOU WORK, AND WHY?</th>
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<tr>
<th>CONCLUSION</th>
<th>SUMMARIZE YOUR STANCE</th>
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<tr>
<th>EXPLAIN YOUR STANCE TO YOUR CONSTITUENTS</th>
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### PUBLIC SPEAKING AND RHETORIC

Consider Senator Martin Heinrich's explanation of the Senate resolution and his vote on it. Use this worksheet to organize your thoughts, and reflect on how his letter was similar to, or different from your own.

<table>
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<th>INTRODUCTION</th>
<th>TOPIC OF BILL(S)</th>
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<tbody>
<tr>
<td></td>
<td>SEN. HEINRICH'S VOTE</td>
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<th>LOGIC</th>
<th>REASONS FOR SENATOR HEINRICH'S POSITION ON THE ISSUE</th>
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<tr>
<th>WHAT WAS DIFFICULT ABOUT SEN. HEINRICH'S STAND ON THE ISSUE(S)? HOW DOES HE ACKNOWLEDGE THIS?</th>
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<thead>
<tr>
<th>CONCLUSION</th>
<th>HOW DOES SEN. HEINRICH REVIEW HIS REASONING?</th>
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| HOW DOES SEN. HEINRICH CONVINCE HIS CONSTITUENTS THAT HE MADE A SOUND DECISION? |
Dear Friends,
The last week has been the most difficult I have experienced in my more than eight years in public office. What I share with you now will not win me any popularity awards, and some of you may well never forgive me for my decision today.

All I ask is that you read this entire letter and seek to understand how I came to make this decision. I have always believed that my decisions in public office should reflect my best judgment and what I believe to be the best course for our nation. Most of the time that leads to votes that are well-aligned with most of you as constituents. Just as importantly, it means that I can look my children in the eye and explain my positions with honesty, never having to explain why a vote was the result of politics or pressure. Today, I am taking a position that I believe is in line with those values.

From my position on the Intelligence Committee, I have been briefed regularly for eight months now on developments in Syria. Those developments have been very difficult to watch. Most people only hear about these things on a news report, where it is difficult to imagine the scale and intensity of this violence. I have had a much closer view.

Bashar al-Assad is a dictator who has shown a willingness to reduce residential neighborhoods to rubble, to imprison and torture children, and who has watched callously as his actions have killed over a hundred thousand civilians and displaced millions of Syrian refugees.

Despite that, I remain of the belief that as a nation, we cannot become directly entangled in a civil war that we do not fully understand. It is for this reason that I do not think we should arm the Syrian rebels and I do not support sending American troops into this conflict.

However, over recent months I also learned of the facts that are now the subject of so much debate here and around the world. What I can tell you from my perspective, having seen the public evidence as well as much that remains classified, I do not have any doubt about the following facts:

- **One:** a chemical weapons attack occurred on August 21;
- **Two:** that attack was planned and carried out by Bashar al-Assad’s regime; and
- **Three:** that as a result, hundreds of children and non-combatants were gassed to death in the suburbs of Damascus.

I have seen how Assad incrementally tests the international community as he employs more and more brutal tactics in order to cling to power. And I can tell you that August 21 was not just some anomaly, but that it is part of a long and predictable pattern of behavior.

What’s more, I believe that when any country chooses to ignore the international norms against chemical weapons, they have made a deeply immoral decision with worldwide implications, implications that the United States and the international community cannot ignore. If you want to understand why chemical weapons were singled out for international actions, you can watch videos that were taken in the aftermath of the Damascus attacks. These videos show the real effects of chemical weapons and are completely consistent with international forensic evidence showing that the agent was Sarin nerve gas. I would warn you not to view these with children in the room. They are real and they are horrible.

I know that we are a nation that is not only rightfully weary of war, but also jaded by the dishonest use of cooked intelligence reports that led to terrible mistakes in Iraq. But this is not Iraq and we have a moral obligation to deter Assad and every regime watching him from thinking that they can gas their people with impunity, commit genocide, or employ internationally prohibited weapons.

(continued on p.20)
It is for this reason, and this reason alone, that I will support President Obama’s request for the authorization of use of military force.

I will seek to make sure that the resolution before the Senate remains narrow in scope and does not put American troops on the ground in another Middle Eastern war. But I believe that President Obama and the international community should be able to send a message to Bashar al-Assad: that he is not above international norms and that he will suffer real, military consequences should he choose to gas civilians.

I will continue to support additional foreign aid to alleviate the humanitarian and refugee crisis in Syria and neighboring countries, and I will also continue supporting diplomatic options so long as they are credible, verifiable, and enforceable.

While I know that my vote on this matter will be controversial, especially among some of my closest supporters, I want you to know that I have little doubt it is the right decision.

Sincerely,

https://www.heinrich.senate.gov/newsroom/statements-and-speeches/heinrich-statement-on-president-obamas-address-on-syria
EXIT TICKET
SURVEY AND
SHORT WRITING

Compare and contrast your decision-making style to that of Senator Heinrich. Did you defend your beliefs in the SIM like Senator Heinrich did? Did you depart from the opinions of your constituents? How would you explain your decisions in the Sim vote to constituents who were upset with you?
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons and the SIM are aligned to the following Common Core and Massachusetts standards. This lesson plan also fulfills the College, Career, and Civic Life (C3) Inquiry Arc.

HISTORY CONTENT STANDARDS (MASSACHUSETTS)

U.S. United States and Massachusetts Government and Civic Life

HSS.8.T3.02 Examine the relationship between the three branches of government (the checks and balances system).

HSS.8.T3.05 Describe the role of political parties at the state and national levels.

HSS.8.T4.03 Distinguish among civic, political, and private life.

HSS.8.T4.04 Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.)

HSS.8.T4.05 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

HSS.8.T4.07 Apply knowledge of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and the national levels.

HSS.8.T4.08 Explain the importance of individuals working cooperatively with their elected leaders.

HSS.8.T4.10 Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

HSS.8.T4.12 Examine the role of political protest in a democracy.

U.S. History I Standards

USI.11 Describe the purpose and functions of government.

USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.

American Government Standards

USG1.3 Describe the purposes and functions of government.

USG2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension with conflict.

USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, or debates.

High School Elective: United States Government and Politics

GOV.T1.10 Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights).

GOV.T4.06 Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion.

COMMON CORE STANDARDS

Anchor Standards for Reading (see differentiated Reading Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.

RH.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.10: Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing (see differentiated Writing Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

WHST.9–10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9–10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.SL.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCR: SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR: SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCR: SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR: SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21ST CENTURY SKILLS (FROM WWW.P21.ORG)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.
• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).
• Demonstrate ability to work effectively and respectfully with diverse teams.
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
ADDITIONAL RESOURCES

BEING A SENATOR RESOURCES
Resources related to being a senator

http://www.senate.gov/pagelayout/history/one_item_and_teasers/IdeaoftheSenate.htm
Essay concerning the concepts the Senate represents

http://www.senate.gov/artandhistory/history/common/briefing/Origins_Development.htm
Essay concerning the origins of the Senate

http://www.senate.gov/artandhistory/history/common/briefing/Majority_Minority_Leaders.htm
Essay explaining the role of Majority/Minority Leaders/Whips and a listing of the individuals who have held those positions

http://www.senate.gov/pagelayout/history/one_item_and_teasers/partydiv.htm
A listing of the party breakdown of every Senate

http://www.senate.gov/artandhistory/history/common/briefing/Committees.htm
An explanation of the Committee system and how it works in the Senate

http://www.senate.gov/artandhistory/history/common/briefing/Filibuster_Cloture.htm
An explanation of filibusters and cloture votes

http://www.annenbergclassroom.org/page/the-legislative-process-how-a-bill-becomes-a-federal-law
Video of Sen. Feinstein explaining the legislative process

http://www.annenbergclassroom.org/page/one-schools-fight-the-making-of-a-law
Video of a school working to get a bill passed

https://www.annenbergclassroom.org/resource/lawcraft/
Law Craft Game

Download for Understanding Democracy: A Hip Pocket Guide

Joint Resolution Concerning Syria

http://www.opencongress.org/
resource designed to help constituents track their elected representatives and how they voted on bills, perhaps useful for students to see how their representatives voted concerning the Syria issue Sen. Heinrich wrote about in his letter

GENERAL RESOURCES
The following general resources provide more information and curriculum about the U.S. Congress and the Senate.

Annenberg Classroom
https://www.annenbergclassroom.org/
Provides resources for teaching civics

GovTrack
https://www.govtrack.us/
This website helps track activities in the U.S. Congress

iCivics
https://www.icivics.org
Free curriculum and games to learn civics

Library of Congress
https://www.loc.gov/
Supports Congress in fulfilling their duties and contains millions of resources, like books, photographs, maps, etc.

Library of Congress teacher’s page
http://www.loc.gov/teachers/usingprimarysources/guides.html
Numerous resources, pay special attention to the “Using Primary Sources” section

Library of Congress teacher’s page
http://www.loc.gov/teachers/classroommaterials/
Section containing Primary Source sets, lesson plans and numerous other valuable resources

PopVox
https://www.popvox.com/
Enables you to share your opinion about a bill with your representatives and the public

Senate.gov
https://www.senate.gov/
Provides information about past and present Senates

CongressLink
https://www.loc.gov/item/2003557479
Provides resources for teachers about Congress
ADDITIONAL RESOURCES

(CONTINUED)

Being a Senator Curriculum
https://www.emkinstitute.org/resources/being-senator-curriculum
Curricular materials to prepare students for the senate immersion modules at the Kennedy Institute

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INSTITUTE of PLAY

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