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WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the 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 replica 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 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 introduces students to a fictional reality with real-world problems. This futuristic United States is inhabited by people possessing superpowers by genetic manipulation, cybernetic enhancements, and the use of magical objects. This situation brings with it the age-old clash between individual rights and safety and security for the common good. A post-visit lesson will act as a debrief and reflection on the SIM experience.

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

The Superpowers Simulation—How Would Superpowered Americans Change Our Society?

In many fictional stories including superhero movies, graphic novels, and science fiction novels, the conflicts and themes depicted can help us to understand the world around us. This simulation takes place in a fictional reality but can be used to draw parallels to social and political issues in the real world. These include themes such as gun control, individual rights, public safety, and civil liberties. The simulation can also help us to understand how lawmakers try to find solutions for problems, make decisions, and consider the multiple perspectives that are needed to create laws for millions of people. Like our government in the real world, this fictional Senate exists to address issues in society and keep people safe while respecting individual rights. The pre-visit lesson will serve as an introduction to this fictional reality, a preview of the themes in the SIM, and a brief activity to help students think about allegories in stories. The post-visit lesson asks them to apply their understanding of symbolism and allegory to consider the connections between the SIM’s world and the real world. They will also reflect on their experience as lawmakers.
Pre-Visit Lesson Introduction

The pre-visit lesson will serve as an introduction to a fictional reality, a preview of the themes in the SIM, and a brief activity to have students consider the meanings of allegories in stories.

Lesson Learning Objectives

By the end of the lesson students will be able to:

• Understand main facets of the fictional reality that exist in the SIM:
  1. Some humans have super-powers, either through cybernetic or genetic enhancements.
  2. In this reality, the United States Federal Government is the same in structure and function and Americans enjoy the same rights established under the U.S. Constitution and its amendments.
  3. A magical journal has been unearthed that reveals the location of powerful magical objects, which can also give special powers to those who control them.

• Consider multiple perspectives as they tackle real-world problems in this futuristic society

• Understand the term “allegory” and apply it to examples

Essential Questions

• What are the problems that arise in a society when some but not all citizens have superpowers and the privileges that come with these powers?

• To what extent should the government regulate citizens who have superpowers and how and when they use them?

• Should what a “human being” be redefined to include persons with significant cybernetic or genetic enhancements? Should they have the same rights and privileges as everyone else?

Enduring Understandings

• There are vastly differing opinions on what lies ahead in the cyber-future and whether this technology will greatly improve our lives or bring with it a new set of difficult moral and political challenges.

• Becoming aware of one’s assumptions, values, and beliefs can help inform one’s positions on important issues facing the United States today.
## Pre-Visit Lesson Plan

TOTAL TIME: 50 minutes

<table>
<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>If possible, distribute copies of the <em>Daily Compass</em> and the Superpowers Vocabulary worksheet to students and have them read them in advance of the lesson.</td>
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<td>Have students choose an article from the <em>Daily Compass</em>, annotate it, and summarize it for the class in their own words. Have them refer to the Superpowers Vocabulary worksheet to help with understanding superpowers terminology and issues.</td>
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<td>As students give their summaries, take notes on a three-column chart to record the observations that students are making about this fictional society.</td>
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<td></td>
<td>Label the three columns as follows: “Superpower Abilities,” “Magical Objects,” and “Problems in Superpower Society.”</td>
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<td></td>
<td>Small Groups</td>
<td>Read through the Timeline of Powered Individuals with students. Note how extraordinary powers and cybernetic powers have sometimes been looked upon with suspicion and other times used to the benefit of the country and its citizens.</td>
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<td>Divide students into three groups: 1) those with superpowers, 2) those with health conditions, who could benefit from genetic or cybernetic enhancement, and 3) those who don’t have and don’t want superpowers and don’t believe in the use of magical objects.</td>
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<td>Using the Problems and Solutions in Superpower Society worksheet, ask each group to brainstorm solutions for one of the “Problems in Superpower Society” from the previous activity to share with the class. The solution could be a new rule or law, the creation of a regulatory group, or other idea.</td>
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<td>Have each group evaluate the solutions created in small groups through different lenses or perspectives: Individual Rights, Public Safety, Tolerance, Technology, Civil Liberties. Use up/down arrows to predict if a solution will have a positive, neutral, or negative impact on the lens.</td>
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</tbody>
</table>

**Materials:**
- Superpowers Vocabulary Worksheet—one copy per student (p. 11)

- Timeline of Powered Individuals—one copy per student (p. 12)
- Problems and Solutions in Superpower Society Worksheet—one copy per student group (p. 14)
## Pre-Visit Lesson Plan (Continued)

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>Class Discussion</td>
<td>Define allegory for this context: a story that can be interpreted to reveal a second, deeper meaning, typically a moral or political one.</td>
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<td>Explain the use of allegory in a story that students might be familiar with, such as <em>The Giving Tree</em> by Shel Silverstein.</td>
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<td>This story describes the relationship between a boy and an apple tree. When he was small, he loved the tree. He played in its branches and slid down</td>
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<td>the trunk. As he grew older, he didn’t care as much about the tree. He took the apples, then the branches, and then the whole tree. All that was</td>
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<td></td>
<td>left of the tree when he was an old man was the stump, so he sat on it and rested.</td>
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<td></td>
<td>Encourage students to discuss the allegorical meaning of this story and how it describes the way we relate to the natural world. One interpretation</td>
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<td>is that we should be stewards of nature and the earth rather than thinking that it is just for us to use as we see fit.</td>
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<td></td>
<td>Ask students to discuss other social and political issues that relate to this allegory.</td>
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<tr>
<td></td>
<td></td>
<td>Then have students discuss the allegorical meanings in the superpower world. And ask them to relate the problems of the superpower world to the</td>
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<td></td>
<td>social and political issues we face today.</td>
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<td></td>
<td>(Note: Other popular allegorical examples are: <em>The Lorax</em>, <em>Animal Farm</em>, <em>1984</em>, <em>The Handmaid’s Tale</em>, and the Narnia books.)</td>
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| 10 minutes | Closing             | Students should reflect on their positions on the issues relating to superpowers. Have them respond to this prompt.                           |
|           |                     | Do you support the full rights of people with superpowers or should their superpowers be regulated in some way? Provide three reasons to support  |
|           |                     | your position.                                                                                                                             |

**Materials:**
- Allegory in Stories
- Journaling
Washington, D.C. — Senators and staff representing all 50 states were on hand to celebrate the twenty-year anniversary of Senator Powell Randle’s election to the United States Senate this week. While it is not uncommon for Senators to serve for such a stretch, the Illinois Senator was not even elected until after his 75th birthday.

Randle had previously served in America’s first superpowered special forces team, which was first deployed in 1942 in Guadalcanal and later in the European theater throughout World War II. Dubbed “The American Colossus” by the foreign press, his existence was officially denied by the United States government until 1966, and his identity remained a secret until his retirement from the military in 1954.

Still, the nonagenarian lawmaker is in peak shape by most people’s standards. “I may be a half a century younger than him,” said Morgan Brigg, a longtime staffer, “but I think I’ve been doing all the aging for the both of us these past couple of decades.”

Liberty National Committee Chair Mimi Ernst also spoke at the celebration with the Freedom Party Senator, thanking him for his lifetime of service. “When my parents were collecting tin cans and newspapers for the war effort,” she recalled, “Senator Randle was taking the fight for freedom to the Nazis. When my father was working as an engineer for the Army during the Korean War, Senator Randle and his team were charging northward toward China, liberating the Korean people with every step. When I was a little girl, Senator Randle was topping the Vietcong and the world from what could have otherwise been a disastrous failure against Communist expansion. He then spoke passionately and eloquently in favor of ensuring the victory in Vietnam for the Vietnamese people — not for a new American form of imperialism. Today, we have a free and unified Europe, a free and unified Korea, and a free and unified Vietnam. That is due in no small part to Senator Randle, who is still every bit the ‘American Colossus’ in the Senate that he was in the wars. We may be from different parties, but he is a living reminder that we are still a free and united America.”

Notably absent from the celebration was any discussion of the current controversy surrounding powered people. Senator Randle remains possibly the most famous powered in the world and the first successful product of the military experiments that led to the genetic anomalies causing powers to manifest in people today. The Illinois Senator’s longevity and service record have largely insulated him from association with other powered people. Randle has also been noncommittal in his positions regarding powers regulations.

POUGHKEEPSIE MAYOR USES POWERS FOR GOOD

Poughkeepsie, N.Y. — First-term mayor Rufus Anthony was on his early morning jog when he saw smoke billowing from a single-family home in Poughkeepsie’s Crown Heights neighborhood. Picking up his pace from jog to sprint, Anthony charged toward the blaze.

Pounding on the door and ringing the doorbell repeatedly, he roused the home’s inhabitants. While the family of three got out of the house quickly and safely, they were unable to draw out their dog as the smoke and fire rapidly spread throughout. Anthony didn’t hesitate; he charged into the fire to retrieve the family’s pet. Anthony was on his early morning jog when he saw smoke billowing from a single-family home in Poughkeepsie’s Crown Heights neighborhood. Picking up his pace from jog to sprint, Anthony charged toward the blaze.

Huddled in front of the engulfed colonial revival home, Don and Wendy Regis quietly prayed for their unknown savior’s safety as their five-year-old daughter cried for her dog, Percy. As fire trucks arrived at the scene, Anthony burst through the front door, cradling a safe but rattled dog in his arms as flames jumped out from behind them.

“I don’t think we could have done much to save that dog,” said Lieutenant Fisher Adams of the Poughkeepsie Fire Department. “The fire spread really fast and it was smoky as all get-out. Most folks couldn’t have managed what Mayor Anthony did without a SCBA (breathing apparatus) and other gear. I’m just glad he was running by.”

Mayor Anthony, the first openly powered official to be elected in the state of New York, was genetically enhanced in 2002, triggering heightened strength, agility, and damage resistant skin. He is also able to hold his breath for significantly longer than an average person. This is not the first time his powers have come in handy in the service of his neighbors. In 2006, Anthony was working on a construction crew and stopped a crane from tipping over long enough for workers to evacuate the area.

Wendy Regis thanked Anthony as he handed the dog over to their sobbing child. “Not a problem. Someone from my office will be in touch to help with recovery and rebuilding,” he said before checking in with the fire department and continuing his run. “I didn’t vote for him last time,” Don Regis volunteered, “but I’m sure as heck going to next time.”

ARMSTRONG PROSTHETICS ADDING 200 NEW JOBS

Bradenton, Fla. — Armstrong Prosthetics, America’s leading manufacturer of cybernetic prosthetics, has announced that it will expand its manufacturing facilities and add 200 jobs by the end of next year.

“Florida has been supportive of Armstrong for over fifty years. Since the beginning of the cybernetics craze, the government has seen the value of supporting and investing in a company that accommodates the wants of the people in order to create top-of-the-line, affordable equipment for those who need it,” said Lisa Cañon, Chief Executive Officer of Armstrong. “Manatee County offers the most affordable equipment for those who need it,” said Lisa Cañon, Chief Executive Officer of Armstrong. “Manatee County offers the most affordable equipment for those who need it.”

Armstrong was founded in New Jersey in 1938, manufacturing artificial limbs for casualties of World War I. The company moved to Florida in 1963. It struggled to keep its doors open until 2001 when a deal was reached by former Armstrong executive Robert L. Miller and then-Florida governor Ally Blaire-Lamb to secure a government loan of $10.9 million to update the company’s facility and refocus on cybernetic prosthetics. In return for the no-interest loan, Miller provided at-cost cybernetic prosthetics and mobility assistants for Florida residents through the state’s Centers for Medicare Services. Cañon, then Chief Visionary Officer, used the facilities’ new capabilities to create enhanced prosthetics, launching open-source, modification-friendly units in 2006.

In 2010, Armstrong completed repayment of its loan. The company remains private, but estimates place it as one of the top twenty most valuable companies in the United States. Last year, Armstrong reportedly sold over 2 million prosthetics worldwide, ranging in cost from anywhere between $500 and $100,000 each.
Detroit, Mich. – A group of fifth graders would anxiously as a volunteer docent explains the ancient artifacts on the padded tables in front of them. Under their feet lay foam mats that are difficult to stand on, but can absorb impact from up to twenty feet. “Pick up the stone in front of you with your dominant hand,” the docent says calmly. “Keep your mind clear.” She smiles as she says, “Now think up.”

As soon as she says it, a boy shirks with fear and glides simultaneously. His feet are about five inches off of the ground. Other children spring in and out of some cases a few feet. One boy vontos in this calling when the docent shoots up toward her and calmly explains that the student has established a stronger connection with the levitation stone, and to concentrate on moving with more care. Twenty minutes later, the docent says as the young woman begins her descent. “Think down,” he calls out. “Think down.”

After six months open to the public, the Magical Objects Museum in downtown Detroit has already exceeded expectations for visitation. Tickets are claimed through the next box and located with rolling carts selling out within minutes every morning and group tours being snapped up by schools and tour operators alike.

Since magical objects have become easier to track following the decoding of the “Darkstar Journal” by Queen College professor of anthropology Apolonia Magos, items like the levitation stones the students used in the demonstration have moved from the mythical to commonplace. Magos and her team’s acquisition of some of the most powerful objects mentioned in the Journal, including the Ring of Awakening, which reanimates the dead, and the Animus Cincture, which grants the wearer the ability to transform into an animal, generated controversy as the objects were kept at the college campus in rural Maine for research purposes. A financial agreement made between the college and the Magical Objects Museum soon before opening, which included an undisclosed and strict protocol, led to a rotating exhibit and professional presentations of some of the more impressive and dangerous artifacts by specially trained staff.

“Fingerless gloves that don’t have to be wore exclusive with praise. Only limited school groups are offered free admission, leading to complaints by underserved communities neighboring the museums, specifically school districts and parent-teacher groups. The museum also saw protests over demonstrations of the powers of “The Hell Staff,” a five-foot walking stick that allows its wielder to create and manipulate fire. Magos explained that the museum of advocating Satanism, prompting a variety of religious groups of numerous denominations to call for the a boycott.

As the group climbed onto their bus to go back to school, the children were less concerned about the moral or educational implications of their visit. Instead, they compared notes about whether it was better to disappear under a cloak of invisibility or to walk through a wall with the necklace that grants intangibility. One lamented not being given more time to master levitation. They began discussing how they might use the magical objects in the real world. “With the cloak, you could sneak out of class,” one declared. “The power ring makes you as strong as having robot arms without having to get surgery,” another suggested. The girl who rocketed up at the beginning of the visit sat quietly while the debate raged around her, her nose in a children’s biography of Dr. Magos. Asked what she’d like to do with magical objects, she looked up, smiled a big smile, and said “I want to find them!”

POWERED CUTS SUBMARINE CABLES, ASIAN COMMS STALLED

Guangdong Province, China – The Chinese government is demanding answers from the United States following an accident 1000 miles off the coast. Last Saturday, a tech billionaire Slater Bright unveiled a revolutionary magical object at a self-funded exposition called the Crown of Zarka. The crown reportedly grants its owner the ability to rocket through water at speeds upwards of 500 miles per hour, surrounding them in an impenetrable sphere. While performing a demonstration of his new device, Bright drowned himself from San Francisco’s Pier 39 and rocketed underwater toward the Chinese mainland. During his journey, the protected sphere made contact with the China-US Cable Network (CUCN) submarine communications cable, causing massive communications disruptions in Japan, China, and Taiwan. The communication was streamed live via a handheld video camera onto Brightlight, a social media platform which Bright inherited his sophomore year at Queen College in 2007.

Rumblings against Bright’s behavior and its potential impact on his nation’s economic security have swelled. Yang stood steady on making any connection between the tech billionaire and the American government. Still, the expectation that the United States should take responsibility for damages was made explicit. “America must take responsibility for the actions of its citizens on the world stage,” Luen said in a public statement. “Whether by paying damages or extraditing this reckless businessman, it must be made clear that attacks on not just China but virtually all of Asia will have consequences. And make no mistake, this matter is being pursued as it was an attack.”

Secretary of State Jackie Belco acknowledged the damage caused by Mr. Bright, but denied any American responsibility for the action. “This incident occurred in international waters, which are governed by the United Nations. Furthermore, while Mr. Bright’s actions were undeniably reckless and irresponsible, this is not the first time a submarine communications cable has been accidentally cut. Nobody has demanded the heads of fishing trawler captains for causing similar damage in the past.” Mr. Bright’s office did not return multiple calls from this news organization.

There have been numerous disruptions caused by damage to submarine communications cables around the world, including a major outage in Egypt in 2011. This is the first such disruption to affect communications between the United States and China.

FOLLOWING THE TULSA INCIDENT, LEGAL QUESTIONS

Tulsa, Okla. – Authorities investigating the “Tulsa Incident,” in which a powered individual took over the minds of at least 20 people and wreaked havoc on the city’s popular Utica Square shopping center, continue to struggle bringing formal charges against suspect Roger Crane. Crane also claimed Claremore, Okla., has been accused of taking over the minds of 20 people, including two police officers, and instructing them to destroy storefronts and attack shoppers. Due to the nature of the allegations and no other instances of mind control on record, appropriate charges remain to be determined. “We have uncharted territory here,” said Tulsa County District Attorney Brenda Flatt. “We have about a dozen survivors who themselves committed acts of terror and insist that an 18-year-old student, a TKI-trained Attorney Brenda Fulz. “We have about a dozen survivors who themselves committed acts of terror and insist that an 18-year-old student, a TKI-trained attorney must be made clear that attacks on not just China but virtually all of Asia will have consequences. And make no mistake, this matter is being pursued as it was an attack.”

For their part, the alleged mind control victims insist upon their innocence. Tulsa Police Officer Blake Tovaid, currently being held for murder after shooting and killing his partner and three shoppers during the incident, has declared through an attorney that he will not plead guilty to any pending charges. Officer Tovaid’s attorney released the following statement: “Officer Tovaid did not murder anyone, as he was not in control of himself. He is a victim of a powerful individual, just like his friend and partner Officer Rick Steeds.”

The Tulsa Incident claimed the lives of 23 civilians and caused over $25 million in damages to the Utica Square area. All surviving attackers are currently in custody and undergoing ongoing mental evaluations. Crane is being held in a federal facility in a medically-induced coma, prompting a variety of religious groups of numerous denominations to call for the boycott.

As the group climbed onto their bus to go back to school, the children were less concerned about the moral or educational implications of their visit. Instead, they compared notes about whether it was better to disappear under a cloak of invisibility or to walk through a wall with the necklace that grants intangibility. One lamented not being given more time to master levitation. They began discussing how they might use the magical objects in the real world. “With the cloak, you could sneak out of class,” one declared. “The power ring makes you as strong as having robot arms without having to get surgery,” another suggested. The girl who rocketed up at the beginning of the visit sat quietly while the debate raged around her, her nose in a children’s biography of Dr. Magos. Asked what she’d like to do with magical objects, she looked up, smiled a big smile, and said “I want to find them!”

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## SUPERPOWERS VOCABULARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td><strong>Superpowers</strong></td>
<td>Physical or psychological powers possessed by some humans, produced either through genetic or cybernetic enhancements or by possession of magical objects. Superpowers were historically explained as “magical abilities” and people with such abilities are now also called “powered individuals.”</td>
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<tr>
<td><strong>Civil Rights</strong></td>
<td>The right to be free from discrimination on the basis of having superpowers; full legal, social, and economic equality for superpowered people</td>
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<tr>
<td><strong>Regulations</strong></td>
<td>Rules that are used to help enforce laws</td>
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<tr>
<td><strong>Right to Bear Arms</strong></td>
<td>The right of Americans to own and use weaponized cybernetics and magical objects in the same ways and with the same protections as ordinary firearms</td>
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<tr>
<td><strong>Right to Privacy</strong></td>
<td>Being free from government surveillance; the ability to keep sensitive information out of the public sphere</td>
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<tr>
<td><strong>Tolerance</strong></td>
<td>A fair and permissive attitude toward superpowered people</td>
</tr>
<tr>
<td><strong>Cybernetics</strong></td>
<td>The science of communications and automatic control systems in both machines and living things</td>
</tr>
<tr>
<td><strong>Telekinesis</strong></td>
<td>The ability to move objects at a distance by mental powers or other nonphysical means</td>
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<tr>
<td><strong>Prosthetics</strong></td>
<td>The making and fitting of artificial body parts</td>
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<tr>
<td><strong>Allegory</strong></td>
<td>A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one</td>
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### Political Parties

<table>
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<tr>
<th>Party</th>
<th>Description</th>
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<tr>
<td><strong>The Freedom Party</strong></td>
<td>Believes in small government and maximum freedom. That means they don’t want the government keeping tabs on otherwise innocent people, nor do they want any restrictions on what Americans are allowed to own, believe, or do. The motto of the Freedom Party is “live and let live,” though there is growing concern within it that some government intervention may be necessary to deal with possible super-powered threats.</td>
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<tr>
<td><strong>The Liberty Party</strong></td>
<td>Believes in equality and inclusivity as basic tenants of Americanism. As such, the party platform has called for tolerance and acceptance of superpowers. They do favor registration of super-powered objects and prosthetics due to safety concerns.</td>
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<tr>
<td><strong>The Purist Party</strong></td>
<td>Is a new type of political organization. Reminiscent of far-right authoritarian parties of the past, Purists focus on a type of human purity that discounts anyone with genetic or cybernetic powers as non-human. The Purist Party believes that anyone less than 100% human is not human at all.</td>
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TIMELINE OF POWERED INDIVIDUALS

1620
The Mayflower Compact is signed establishing the first representative government in the New World and specifically excluding those with “magical abilities” or extraordinary powers. Those with “magical abilities” are labeled “witches” and this agreement establishes decades of persecution.

1774
The First Continental Congress starts and begins the colonial separation with Britain. The representatives agree to exclude those with “magical abilities” from the Congress and any future role in governing North America.

1775
The Revolutionary War begins as the colonists openly revolt against the British. Both sides quietly recruit those with extraordinary abilities to fight.

1776
The colonies declare independence from the British Empire with the Declaration of Independence. Americans begin to drive Empire Loyalists and those with extraordinary powers from the Thirteen Colonies. Fighting rages until 1781 and the surrender of the British at Yorktown.

1788–1791
The United States Constitution and the Bill of Rights are adopted establishing the fundamental rights of American citizens. African-Americans, Native Americans, women, and powered individuals are excluded.

1812–1815
The United States and Britain are at war again. Both sides quietly use soldiers with extraordinary powers in battle. The war ends as a draw. The Treaty of Ghent includes an agreement that the combatants will not use powered individuals as soldiers in future conflicts. Other nations adopt this practice over the next three decades.

1816
The United States begins a policy of “conscripting and confining” those with extraordinary abilities. This system of slavery and confinement remains in place until the passage of the Thirteenth Amendment.

1865–1870
With the passage of the Thirteenth, Fourteenth, and Fifteenth Amendment enslaved peoples are freed and given full citizenship.

1875
French doctors complete the first medical procedures that eliminate naturally-occurring “extraordinary abilities.” Within 20 years, it is widely accepted by the medical community that these powers are detrimental and should be removed from individuals. By 1900, naturally occurring superpowers in humanity are nearly eliminated.

1914
With the outbreak of World War I, German scientists begin working on genetic mutations and empowered prosthetics to create soldiers with super powers. French, British, and American scientists follow behind.

1918
Armstrong Prosthetics, America’s largest cyber prosthetics corporation, is founded in New Jersey.

1922–1945
Work on human genetic mutations and empowered prosthetics continues in post-World War I Germany and Europe. The effort to reignite extraordinary
abilities and create powered people continues and is pushed forward by all nations as World War II erupts. Minor breakthroughs in telekinesis and strength are witnessed.

1954
After decades of cybernetic failure in the scientific community, George Devol and Joe Engleberger design the first programmable robot ‘arm’. Publicly used for industry, the robot arm also begins the human cybernetic revolution.

1954–1968
Brown v. Board of Education is decided by the United States Supreme Court ending racial segregation and accelerating the Civil Rights Movement. The movement is a period of legislation restoring and establishing equal rights and equality in American society for minorities, but excludes individuals with enhanced or cybernetic abilities.

1980s–1990s
Cybernetics become commonplace in the American medical community for remedies and procedures. The first full human-cybernetic being is created in 1999 after a farmer is saved from a near fatal accident.

2002
Powhkeepsie Mayor, Rufus Anthony receives genetic enhancements as modifications become increasingly commonplace in American society.

2006
Armstrong Prosthetics creates open-source, modification-friendly prosthetics.

2008
Researchers at Cornell University and Armstrong Prosthetics build the first self-replicating robot. Robots and cybernetic parts begin self-replicating. This launches the debate in American society about limits and regulations on “Powered Americans.”

2017
More than 20 people are killed during the “Tulsa Incident” in which a powered individual and his mind-controlled accomplices went on a rampage in an Oklahoma shopping center. Questions about the accomplices’ culpability and responsibility are debated.

2018
Senator Beauford Halden from Oklahoma introduces the Safety From Empowered Americans Act. This bill is a first attempt to impose restrictions and regulations on the development of cybernetics, genetic enhancements, and any technology that will create extraordinary abilities and advantages for some Americans. The bill is defeated in the Senate after a heated debate led by Senator Powell Randle.
PROBLEMS AND SOLUTIONS IN SUPERPOWER SOCIETY

Part 1: Choose one of the “Problems in Superpower Society” from the Pre-Visit warm-up and brainstorm a possible solution.

This solution could be a new rule or law, the creation of a regulatory group, or other idea. For example,

- require regulation of all superpowered individuals.
- invest in technology to suppress superpowers.
- confiscate all superpowered objects.
- recommend a presidential pardon for those involved in the “Tulsa Incident.”
PROBLEMS AND SOLUTIONS IN SUPERPOWER SOCIETY *(Continued)*

**Part 2:** Evaluate the solution, thinking through the following perspectives: Individual Rights, Public Safety, Tolerance, Technology, and Civil Liberties. Use up/down arrows to predict if the solution will have a positive or negative impact and a zero if it will have a neutral impact. Then explain why you think the solution will have this impact.

<table>
<thead>
<tr>
<th>Evaluate solution from these perspectives.</th>
<th>Predict if the solution will have a positive (↑), neutral (0), or negative (↓) impact.</th>
<th>Explain why you think the solution will have this impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Rights</td>
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<td>Civil Liberties</td>
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</table>
**Post-Visit Lesson Introduction**

In this lesson, students will debrief their experiences as senators in debating the issues raised in a superpowered America. They will research different approaches to these issues. They will create a creative message to express their opinions on these issues.

**Lesson Learning Objectives**

By the end of this lesson students will:

- Make connections among themes in the SIM and modern-day issues, such as civil rights and ethical issues of cybernetic society
- Reflect on their experience in the SIM and their experience acting as lawmakers representing multiple interests

**Enduring Understandings**

- The development of cybernetic technology in enhancing human capabilities will have lasting effects on American society.
- Becoming aware of the moral and political issues surrounding cybernetic technology can help inform one’s positions on the issues facing the United States today.

**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 does the superpowers allegory give us insight into the moral and political issues facing our society today?
## Post-Visit Lesson Plan

**TOTAL TIME: 50 minutes**

<table>
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<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
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<tr>
<td>15 minutes</td>
<td>Senator Reflection Warm-Up</td>
<td>Distribute the Considering My Vote worksheet and each student’s individual 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 results of their vote so they can reference it while filling out the worksheet. Students should analyze their decisions in the SIM using their activity summaries to evaluate how they voted.</td>
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<td><strong>Materials:</strong>&lt;br&gt;- Considering My Vote Worksheet (p. 18)</td>
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<td>20 minutes</td>
<td>Reflect on social and ethical issues from the SIM.</td>
<td>Have the students think of message they would like to illustrate about a topic from the SIM, such as superpowers, cybernetics, civil rights, or technology. For a bonus, include a character or idea from the Daily Compass or the Darkstar Journal. Example: “Superpowered humans work with the government to create Superpowered Bill of Rights.” Optional: Assign this activity as homework.</td>
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<td><strong>Materials:</strong>&lt;br&gt;- Access to the internet using computers or cell phones</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Journal/Discussion</td>
<td>Have students write in their journals and then discuss the following questions:&lt;br&gt;1. What factors did you consider as you made decisions in the SIM?&lt;br&gt;2. What did you learn about lawmaking from the SIM?&lt;br&gt;3. What issues from this fictional SIM seem symbolic of a real-world issue?</td>
</tr>
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CONSIDERING MY VOTE

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

1. How did you vote?

2. Was the senator you represented during the SIM pleased with the outcome of the vote? Why or why not?

3. What would your senator have wanted to change about the Superpower Act that was created?
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons along with the SIM, itself, are aligned to the following Common Core and Massachusetts standards.

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.T4.05 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.

U.S. History II Standards

USII.T2.04 Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newseet coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh

USII.T2.05 Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs.

American Government Standards

USG1.3 Describe the purposes and functions of government.

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or 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, and 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 national or community interests or perceptions of 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.
STANDARDS ALIGNMENT (Continued)

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

CYBERNETICS RESOURCES
Resources related to cybernetics, cyborgs, and comics as allegories

Cybernetics—A Brave New World!
https://www.sccs.tcd.ie/tangney/ComputersAndSociety/08-09-Assignments/p2-cybernetics.pdf

Marvel’s Civil War: An Allegory of September 11 in the American Civil War Framework
https://www.start.umd.edu/publication/marvel-s-civil-war-allegory-september-11-american-civil-war-framework

The Revolt of the Comic Books—The American Prospect
https://prospect.org/culture/revolt-comic-books/

Comics and the Bible—SLB Publications

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

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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