**ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION**

The Constitution is one of our nation's founding documents. We look to it to understand the supreme law of the land. Deliberation is focused around an issue, generally laws or policy, though it can also include understanding the Constitution itself.

**Objectives**

- Students will become familiar with points of view on the issue.
- Students will be able to list the important democratic principles at stake in the issue.
- Students will be able to identify and describe new points of view.
- Students will be able to craft a personal point of view statement, both of which can be sent to their congressperson.

**Deliberation**

Deliberation is focused around an issue, generally laws or policy, though it can also include understanding the Constitution itself. Deliberation allows for compromise and consensus.

**Points of View**

There is no one right point of view. It is important to be able to express one's own ideas and listen to others. Students should work together to find common ground on the question posed. Deliberation will play a key role in finding common ground. This lesson is designed to promote an atmosphere of mutual respect for differing points of view on controversial issues.

**In the Classroom**

- Have your students read the handout and circle or write in the margins words that reflect the values they think about.
- Encourage your students to work together to find common ground on the question posed and to craft a class Common Values Statement and individually to craft a personal Point of View statement.

**Call to Action**

- Have students refer to values that were discussed with other students or that they have thought of. Then encourage your class to use those values in crafting a personal Point of View statement.

**Student Handout 2**

**Resources**

Student Handout 2

Links to the documents used in this lesson and extension readings for this lesson are available by visiting our website at www.constitutioncenter.org/exchange, or download the free lesson plan and educational resources at www.constitutioncenter.org/exchange/educators.

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**STUDENT HANDOUT 1**

**STUDENT HANDOUT 2**

**STUDENT HANDOUT 3**
Citizenship is a team sport, uniting private individuals in the public life of their country. But what does citizenship require of us? What responsibilities do we have to the team? The Founding Fathers created a nation dedicated to the individual's right to pursue happiness. At the same time, they defined the virtuous citizen as someone who is willing to set aside self-interest to pursue the common good.

Throughout our country’s history Americans have dedicated themselves to national service. They have defended our nation as citizen soldiers and have served their communities to meet civilian needs. Federal programs like AmeriCorps and Peace Corps currently support, fund, and manage these national service programs. If we admire such service, should we also require it of all citizens?

The debate over mandatory national service centers on the competing claims of liberty and community and the roles of government and the private sector. Supporters of mandatory national service say that it is integral to citizenship, fosters a sense of mutual responsibility, and creates opportunities for millions of committed young people to serve their communities. While many agree that national service should be promoted by the government for the common good, others say that requiring it of all Americans would be coercive and undermine the spirit of volunteerism.

Now it's your turn to answer the question:

**Should a year of national service be required for all Americans?**

**YES**

- Our nation already requires citizens to do many things that are in the public interest, such as paying taxes, sending children to school, and serving as jurors.
- Because democracy permits diversity and public disagreement, the government needs to foster a sense of common identity and national purpose among citizens.
- National service enables citizens to meet important national needs, such as maintaining parks, assisting in hospitals, and helping out during natural disasters.

**NO**

- Mandatory national service violates fundamental principles of individual liberty.
- Government can effectively support and promote national service as a voluntary activity, remaining true to the spirit of volunteerism that is a hallmark of American society.
- Mandatory national service will create a large, costly bureaucracy that will do a worse job than the work of private citizens in meeting national needs, and will be less beneficial for participants than if they had volunteered.

"An enlightened regard for themselves constantly prompts [Americans] to assist one another and inclines them willingly to sacrifice a portion of their time and property to the welfare of the state."

- Alexis de Tocqueville (1835)
The Constitution

Section 8, Clause 1

Congress shall have Power To Lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States, and to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.

Article I, Section 8, Clause 1

The Congress shall have Power To Lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States, and to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.

Tribunal

Students must interpret the words of the Constitution in light of the Founders' intentions and the context in which these ideas were developed.

To make use of the Student Constitution Center’s service for the Constitution: http://www.constitutioncenter.org/exchange

QUOTEBY CONSIDER

George Washington: Remarks by the President at Signing of the Edward M. Kennedy Serve America Act

We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover.

The General Government

The President of the United States shall have Power To... the Power of War.

Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States, and to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.

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STUDENT WORKSHEET

1. What does the Constitution mean to you as a student? How does it relate to your daily life?

2. Do you think the Constitution is still relevant today? Why or why not?

3. How does the Constitution affect your participation in society?

4. What values does the Constitution promote?

5. In your opinion, what is the most serious potential consequence of each Point of View?

6. What compromises are supporters of each of the Points of View willing to make?

7. Do you agree or disagree with each Point of View? Explain your answer.

The values expressed in the Constitution are intended to support the idea of using values in deliberations. Have students refer to values that were discussed with others and instruct them to complete it.

Call to Action

1. Have students refer to values that were discussed with others and instruct them to complete it.

2. Students should work together to craft a class Common Values Statement and individually to craft a personal Point of View statement, both of which can be sent to their congressperson.

3. Your class can continue the conversation by taking our interactive online nationwide poll.

4. Should a year of national service be required for all Americans? Explain your answer.

5. What values do the Points of View have in common?

6. In your opinion, what is the most serious potential consequence of each Point of View?

7. Ask your students the following questions. Record their answers for the class to see.

DELIBERATION

1. Ask your students to support or build compromise into your position.

2. What values are evident in each of the four Points of View?

3. What compromises are supporters of each of the Points of View willing to make?

4. What is your point of view? Explain your answer.

DELIBERATION

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STUDENT HANDOUT 3

INTRODUCTION

We the People

The Constitution of the United States of America is found in Article I, Section 8, Clause 1 of the Constitution. It includes the power to lay and collect taxes, duties, duties, and excises to pay the debts and provide for the common defense and general welfare of the United States.

VALUES AND QUOTATIONS

George Washington: Remarks at the Signing of the Bicentennial Constitution

Not every idea that once seemed to be the best choice can be made. Essentially, debate is competitive, focusing on who is right and who is wrong.

Value

Citizenship

Point of View 1

Point of View 2

Point of View 3

Point of View 4

1.  Display the values with which the majority of the class agrees. These values will be used in Step 7.

2. List at least one value that is evident in each of the four Points of View.

3. In your opinion, what is the most serious potential consequence of each Point of View?

4. What values do the Points of View have in common?

5. In your opinion, what is the most serious potential consequence of each Point of View?

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DELIBERATION

1. Ask your students to support or build compromise into your position.

2. What values are evident in each of the four Points of View?

3. What compromises are supporters of each of the Points of View willing to make?

4. What is your point of view? Explain your answer.
The Congress shall have Power To Lay and collect Taxes, Duties, Imposts and Excises, to pay for the administration of all laws. But Congress shall not have Power to lay a duty of more than ten Shillings on each gallon of Wine, Spirit, or other Goods and Articles imported from abroad.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the offender is Guilty, shall be admitted into any State; nor any Person holding a Slave, or involuntary Servant, shall be deemed to be citizens of any State in which they may be found.

Permission is granted to teachers to reproduce Student Handouts and Worksheets for their individual classroom use only.

STUDENT HANDOUT 1

LESSON

INTRODUCTION

This research and deliberation activity encourages students to look at the issue of national service and determine what can be done to find common ground between those who have favorable and unfavorable opinions.

Objectives

- Students should be able to craft a personal Point of View statement, both of which can be sent to their congressperson
- Students should use evidence and values that were previously listed to support their answers.
- Students should be able to craft a class common values statement. You can then go to www.constitutioncenter.org/exchange and download the Common Values Statement.

STUDENT HANDOUT 3

STUDENT WORKSHEET

Name: __________________________

E. Statement Question

1. Why are you in favor of national service? Why do you oppose it?

2. If national service is not a constitutional right, what is a better way to get young people involved in the community?

3. In your opinion, what is the most serious potential consequence of each Point of View?

4. What values do the Points of View have in common?

5. What values does each Point of View lack?

6. What words do the Points of View have in common?

7. What values do the Points of View lack?

8. What is the best way to achieve a compromise on the issue of national service?
We are a diverse democracy. The framers of the Constitution envisioned deliberation among a diverse citizenry who work together to find common ground on the question posed at the start of the lesson: Should a year of national service be required for all Americans? The National Constitution Center created this lesson to support the framers’ vision.

The lesson uses a four-part deliberation method called "Town Hall Wall," which offers students the opportunity to explore multiple points of view and then encourages a conversation around the pros and cons of each. Deliberation is focused around an issue, generally laws or policy, though it can also include public behavior and cultural practices. The Town Hall Wall deliberation method offers students the opportunity to look at the issue of national service from multiple points of view and then encourages a conversation around the pros and cons of each. Deliberation is focused around an issue, generally laws or policy, though it can also include public behavior and cultural practices. The Town Hall Wall deliberation method offers students the opportunity to look at the issue of national service from multiple points of view and then encourages a conversation around the pros and cons of each.

The lesson provides students with the opportunity to create a personal position on the issue and to craft a personal Point of View statement, both of which can be sent to their congressperson. Students also are encouraged to explore what it means to be a citizen in a diverse democracy.

DEBRIEFING: COMPROMISE STATEMENT

Students will write a compromise statement that represents an agreement between their two points of view. This statement should be based on a careful consideration of the arguments presented in the Town Hall Wall deliberation. It should reflect a reasonable compromise between the two points of view.

DEBRIEFING: CREATING A COMMON VALUES STATEMENT

Students will also work in small groups to identify common values among the four points of view. These common values will be used to create a common values statement.

DEBRIEFING: CALL TO ACTION

Students will then write a call to action, which they will send to their congressperson. The call to action should be based on the common values statement and should outline specific actions that the congressperson can take to address the issue of national service.

STUDENT HANDOUT 3

Name:
Date:

QUESTIONS TO CONSIDER:

1. How is the theme of service you currently engage in or you recommend if you don’t engage?
   More about your experience has helped your vision regarding service outreach.

2. What part of your personal values statement do you think is most important? Why?
   More about your personal values statement is most important.

3. In your opinion, what role should the government play in national service programs or initiatives?
   More about your opinion is related to the role of the government.

4. What values do the Points of View have in common?
   More about the values that the Points of View share.

5. What values do the Points of View have in common?
   More about the values that the Points of View share.

6. What is the most serious potential consequence of each Point of View?
   More about the most serious potential consequences.

7. Ask your students the following questions. Record their answers for the class to see.
   More about the questions to be asked.

Student Handout 3

STUDENT HANDOUT 2

INTRODUCTION

Print of View 1

Fourteen-year-old John knew that many students in his community volunteer regularly. John felt strongly about the importance of service and was eager to find ways to make a difference in his community. He started a local food bank and helped organize a community cleanup day. John’s experience taught him that service is a powerful force for good in society.

Print of View 2

John’s experience taught him that service is a powerful force for good in society. He believed that everyone should be required to complete a year of national service before they can vote in national elections. John felt strongly that this would help ensure that all members of society actively participate in their communities.

Print of View 3

John’s experience taught him that service is a powerful force for good in society. He believed that everyone should be required to complete a year of national service before they can vote in national elections. John felt strongly that this would help ensure that all members of society actively participate in their communities.

Print of View 4

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DEBRIEFING: CREATING A COMMON VALUES STATEMENT

Students will also work in small groups to identify common values among the four points of view. These common values will be used to create a common values statement.

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Students will then write a call to action, which they will send to their congressperson. The call to action should be based on the common values statement and should outline specific actions that the congressperson can take to address the issue of national service.

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Date:

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   More about the values that the Points of View share.

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6. What is the most serious potential consequence of each Point of View?
   More about the most serious potential consequences.

7. Ask your students the following questions. Record their answers for the class to see.
   More about the questions to be asked.

STUDENT HANDOUT 1

STUDENT WORKSHEET

Print of View 1

Fourteen-year-old John knew that many students in his community volunteer regularly. John felt strongly about the importance of service and was eager to find ways to make a difference in his community. He started a local food bank and helped organize a community cleanup day. John’s experience taught him that service is a powerful force for good in society.

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**STUDENT HANDOUT 1**

**ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION**

The Constitution outlines the powers of the federal government. It is a blueprint for the United States of America, written by the Founding Fathers. The Founding Fathers believed that a written constitution was necessary to prevent the government from becoming too powerful. They also believed that a written constitution would make it easier for people to understand their government.

**STUDENT HANDOUT 2**

**INTRODUCTION**

The Constitution is a document that outlines the powers of the federal government. It was written by the Founding Fathers in 1787. The Constitution is divided into seven articles, with each article covering a different aspect of government.

**STUDENT HANDOUT 3**

**QUESTIONS TO CONSIDER**

1. How do you think the process of deliberation in a town meeting could be applied to a classroom setting?
2. What values do the Points of View have in common?
3. What values do the Points of View disagree on?
4. What values do the Points of View have in common that you support?
5. What values do the Points of View have that you disagree with?

**STUDENT WORKSHEET**

**OPENING: TOWN HALL WALL**

1. The town hall will be held in your school. The town hall will be open to the public. The public will have the opportunity to ask questions of the mayor and council members.

**LESSON**

**VALUES: CONSTITUTION AND QUOTES**

1. Discuss the Constitution with your students in a class. Review the guidelines for deliberation and discuss how it can be used to enhance the classroom experience.

**ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION**

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STUDENT HANDOUT 1

ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION

The Constitution is the United States’ central governing document. It is the supreme law of the nation and the source of all other laws and governmental powers. Understanding the Constitution is essential to participating in American democracy. In this lesson, you will be asked to deliberate on a question related to national service. Be sure to read all the materials before you start your deliberation.

1. Read all the materials and gain an understanding of the perspectives of the four points of view included in the handout.

2. Use the “Common Values” section to identify values that are shared by all of the points of view.

3. In your opinion, what is the most serious potential consequence of each point of view?

4. What tensions or conflicts exist between the points of view?

5. Create a common values statement for your class, which is negotiated among supporters of each perspective and is used to base further discussion.

6. Use the “Debriefing and Compromise” section to identify a perspective that could be supported by your group. If you are unable to select a perspective, use the common values statement.

WE THE PEOPLE

The Constitution is 224 years old, but its principles endure today. The founders of our nation created a system of government that is based on the idea that the people have the power to govern themselves. This system is called democracy, and it is reflected in the Constitution.

The Constitution is the legal foundation of our government. It sets out the framework for how our government is run and guarantees basic rights and freedoms. The Constitution also contains the power to amend or change its provisions, a process that requires the agreement of the people.

The Constitution is not a living document. It is a set of principles that guide our government and society. It is not meant to be a blueprint for the future. As a result, the Constitution must be interpreted and applied to new situations.

INSTRUCTION

Students can use the “Debriefing and Compromise” section to identify a perspective that could be supported by their group. If they are unable to select a perspective, they should use the common values statement.

DEBRIEFING AND COMPROMISE

You will find examples of compromise in the “Debriefing and Compromise” section. Look for the words “compromise” and “consensus” to identify points of agreement. Then, identify the values that were used to reach these agreements. Use these values to help you find common ground with your classmates.

Point of View 1

The government should require that everyone serve at least one year of national service to a private nonprofit organization. These organizations are often swamped by the needs of the people and may lack the resources to address these needs effectively. It is important to note that the desire for universal service is not universal. Point of View 2

The government should require that everyone serve one year of national service to a private nonprofit organization. These organizations are often swamped by the needs of the people and may lack the resources to address these needs effectively. It is important to note that the desire for universal service is not universal. Point of View 3

The government should not require everyone to serve one year of national service to a private nonprofit organization. There is already a large public service system in place that can address the needs of the people. The problem with this system is that it is not universal, and it may not be able to meet the needs of everyone.

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STUDENT WORKSHEET

Name: ___________________________
Date: ___________________________

QUESTIONS TO CONSIDER:

1. Has the issue of service in your community affected you or your community? If so, in what ways?

2. What types of service do you believe are most effective in addressing community needs?

3. What are some potential problems with the current system of service? How can these problems be addressed?

4. How can you be involved in promoting and supporting community service?

5. What other solutions do you think are needed to address the issue of national service?
The Constitution

ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION

When you participate in a deliberation, you will be expected to:

1. Consider multiple perspectives.
2. Listen carefully to other ideas and consider the source of those ideas.
3. Be prepared to speak before being allowed to do so. Not everyone will have the opportunity to speak.
4. Contribute ideas, cite sources, and offer support for your own and other ideas.

FOR USE IN A DELIBERATION

• The National Constitution Center is located in Philadelphia, just a few hundred yards from Independence Hall where the Constitution was signed. The Center is dedicated to the idea that the Constitution is a living document that protects the freedoms enshrined in our Constitution is in the hands of the people.
• In a deliberation, it is important to consider the basic values that should be upheld by everyone. By considering a variety of perspectives, we can understand one another better in the search for common ground.

The Constitution

The Constitution of the United States is a legal document that sets forth the form of government for the United States of America. It was signed on September 17, 1787, by delegates to a convention called to ratify the Articles of Confederation. The Constitution established a federal system of government, with power divided between the federal government and the states. It also created the three branches of government: legislative, executive, and judicial. The Constitution is considered one of the most important legal documents in the world, and it is considered the foundation of the American legal system.

PUBLISHING AND DISTRIBUTION

• Viewing or participating in the live Internet Webcast Join the nationwide conversation by...

WE THE PEOPLE

The Constitution was designed to replace the Articles of Confederation, a weak central government that could not enforce its laws. The Constitution was intended to create a stronger, more effective government that would be able to preserve the Union and protect the freedoms of the people. The Constitution is still in effect today, and it is considered a living document that continues to evolve as the United States changes and grows.

PUBLISHING AND DISTRIBUTION

• Interest in deliberating current events in your classroom couples have the right to marry?" still ring true today:

POSSIBLE ACTIONS

• Do not dominate the conversation, and do not speak more than twice before allowing everyone else to have the opportunity to be heard.

ADVICE TO STUDENTS FOR CONSTITUTIONAL DELIBERATION

We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

INTRODUCTION

STUDENT HANDOUT 1

STUDENT HANDOUT 2

STUDENT HANDOUT 3

STUDENT WORKSHEET

A Government of the People, for the People, by the People.

“Should a year of national service be required for all Americans?”

The Exchange

Marcia Buter, Ph.D., President

www.nccitizen.org/education/League-of-Uncle-Sam.php

The Exchange is a marketplace for student ideas.

www.constitutioncenter.org/exchange

LEON k. GOLDMAN, Ph.D.

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INTRODUCTION

A Republic,
in taking part in our nation's political, social and economic discourse. The responsibility for maintaining a challenge and encourages students to walk in the steps of the Founders and deliberate the future of our country.

WE THE PEOPLE

But I'm asking you to stand up and play your part. I'm asking you to help change history's course. Put your shoulder up against the wheel.

We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover.

— Ronald Reagan (1979)

Every student should be encouraged to craft their personal Point of View on the question posed at the start of the lesson: "Should a year of national service be required for all Americans?"

The percentages presented in the Video and the results from the class vote may be used to support or build compromise into your position. Whether you support or oppose mandatory service, the evidence presented in the video may be used to support your arguments.

The Exchang...