



EMERGENT

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Lesson Description: This lessons places students in a role-playing scenario that builds off of the one described in the book/movie entitled "Divergent."

Reliable sources reveal that a small but very powerful and selfish group in the executive branch of our government known as the **Secret Committee Against Rights for Everyone** (S.C.A.R.E.) is hatching a covert plot that will undermine individual rights listed in the Bill of Rights. S.C.A.R.E.'s goal is to control all of the nation's resources so they can become unbelievably rich and live off the labor of others.

A group of young revolutionaries calling themselves "Emergent" organizes factions that must develop expertise on different aspects of the Bill of Rights. Students use their faction's expertise to collaboratively stop [the] S.C.A.R.E.

Targeted Audience: Grades 4-5.

Time Required (estimates):

Chapter 1: The First Scare

Describing the Context	2-3 minutes.
Analyze the Bill of Rights	30-60 minutes.
The Scope of Our Rights	5 minutes.

Chapter 2: The "Zero Memorandum"

Emergency Broadcast	3 minutes.
Read Zero Memorandum	5-7 minutes.
Factions Selected/Assigned	5- 10 minutes.
Task Description	5-10 minutes.

Chapter 3: The Factions Take Actions

Factions Prepare Presentations	20-30 minutes.
Factions Present	35 minutes.

Chapter 4: S.C.A.R.E. Strikes Back

Read S.C.A.R.E. Testimony	5-7 minutes.
Factions Address S.C.A.R.E. Points	20-30 minutes.

Chapter 5: A Victory for Freedom

Special Committee Decides	1 minute.
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Epilogue: Cracking the Bill of Rights Code 3-5 minutes (optional).



Civics Benchmarks Addressed:

- Civics 3a [Citizenship]: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.
- Civics 3b [Citizenship]: Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

Benchmarks reinforced

- Civics 1b [Government]: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.
- Civics 4b [Participation]: Students will identify and employ the formal and informal methods by which democratic groups function.

Common Core Connections

Reading: Informational Text

CCSS.ELA-Literacy.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Speaking and Listening

CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Essential Questions Addressed:

- Why are the rights in the Bill of Rights important to American citizens?
- To what extent are the rights of American citizens limited?

Enduring Understanding [from Delaware Civics Clarification Document]: “History and experience suggested to the Founding generation that power and those who held it posed a constant threat to liberty and individual rights. The ratification of the Constitution depended partly on some assurances that the increased powers that were delegated to the new national government would be limited in a manner that respected the fundamental rights of a free people.

The Constitution guarantees many different rights to everyone in the United States, but those rights are relative, not absolute. Does one person’s right to a speedy trial infringe on another person’s right to a fair trial? To what extent might freedom of speech threaten public order? Under what conditions might freedom of the press conflict with the right to a fair trial? Does the Second Amendment grant the *individual* right to bear arms? Do property rights forbid sharing of music online? Effective citizenship depends on an understanding of the limits as well as the scope of rights.



Of course, there is some ambiguity and resultant controversy about each of the rights, but that is addressed in the next benchmark. At this grade level, students should know the enumerated rights, understand the reasons for them, and be aware of some of the ambiguities and controversies.”

Materials Needed:

- Emergent Lesson PowerPoint presentation.
- Class copies of Resources 1, 2, 4, and 5 (below).

Optional Preparation

The lesson calls for students to make a presentation to a legislative committee (see Chapter 3 below). While you can be the committee, you may want to recruit some colleagues or Outside Resource Persons (ORPs) to serve as a mock committee. Guidelines for the committee appear on **Resource #3**.

Chapter 1: The First Scare

1. Establish Context: project **PowerPoint slides #3 then 4** and read the following background information to the students.

Many years ago the people who lived where we live today experienced what they viewed as a very serious scare. For years they worked hard to be free and loved being that way. In fact, word spread to different parts of the world that a good place to live was right here because people enjoyed so much freedom than people in other parts of the world.

Then, things changed. The rulers started passing laws that slowly ate away at the people’s freedom. Some laws restricted what the people could make and who they could trade with. Laws also punished people who did not support a particular religion. While the laws benefited the rulers, they reduced the people’s freedom and made them mad.

Long story short, the people launched a revolution against the rulers and won. When they set up the new government, they wanted to make sure that neither they...or their children...or their children’s children...would ever have to experience the same scare i.e. that their rights and their freedom would be taken away. So, they created a legal document that listed what they considered to be their most prized rights. The document was very specific about one thing – it stated that the government could never take these rights away.

It’s been a LONG time since that first scare and many people have forgotten how bad it was. Some have also forgotten what rights they have under the document now known as the “Bill of Rights” **[PowerPoint slide # 5]**



Today we are going to learn about those rights because history teaches us that, if people don't know what rights they have, those with power can ignore them or take them away.

2. Gathering Information – the Bill of Rights: distribute copies of the Bill of Rights (see **Resource #1**). **Resource #1** presents the Bill of Rights in two Columns. The original wording of the Bill of Rights is in the left-hand column. A student friendly version is in the right hand column. Each of the 1st ten amendments is presented separately, but with original and student-friendly versions, on **PowerPoint Slides 6-15**.

Walk the students through the first ten amendments (original version first) - analyzing and explaining provisions in an introductory, grade appropriate manner.

Suggestion to the Teacher: Without giving away what will unfold in Chapter 2 of this lesson, read “The Zero Memorandum” found on **Resource #2** before introducing students to the Bill of Rights so that you get a sense of which aspects of the Bill of Rights you may want to spend extra time on. This may offer students a better chance of being successful with the Chapter 2 task.

3. Mini-Lecture – The Scope of Rights [**Project PowerPoint Slide # 16**]

Students often hold naïve notions or present immature arguments relating to the rights embedded in the Bill of Rights. Some want to believe that their rights have no limits. Discuss the concept of “scope” (or how far rights extend before they cease being rights) as this understanding will come into play in Chapter 4. A classic example of “scope” was the comment (paraphrased) – *one’s right to throw a punch ends where the next person’s nose begins*.

Present students with examples of the scope associate with some rights. For example,

- Although we have a right to free speech, we may not shout fire in a crowded movie theater. Ask students, why?
- Although there is a right to freedom of the press, newspapers may not intentionally tell lies about someone. Ask students, why?
- Although there is a right to assemble, large groups may not disrupt things like the flow of traffic on a city street (unless they requested and received a permit in advance). Why?

Key points to drive home include...

- if we do not have limits on rights, one person exercising his or her right to an extreme degree makes it impossible for other people to enjoy their rights (e.g. a student speaking loudly in class while others are trying to concentrate/learn).



- People who push their rights beyond reason can also bring about harm to others, thereby infringing on their right to be safe from injury (e.g. shouting fire in a crowded movie theater).

Extension

Have students select one Amendment or one provision of one Amendment and illustrate (draw) its meaning.

Check for Understanding

Give an example of a limit that is or should be placed on a right described in the Bill of Rights and explain why that limit should exist.

Chapter 2: The “Zero Memorandum”

Role Play Simulation

1. **Project PowerPoint Slide #17** and tell students that they are now moving to Chapter 2 of this lesson.
2. Establish Context for the Role Playing: read or “broadcast” the urgent announcement described in the shaded box below. Project **PowerPoint Slide #18**.

PowerPoint Slide # 18: We interrupt this class for an extremely urgent message. A very reliable whistleblower has leaked a highly classified, top secret government document indicating that a very dangerous plot is underway [[hold up Resource #2 – the “Zero Memorandum”](#)].

PowerPoint Slide # 19: Solid evidence now indicates that a small but powerful group in the executive branch of our government called the Secret Committee Against Rights for Everyone (S.C.A.R.E.) has concluded that most people in our country have absolutely no idea what their rights are. They believe that this lack of knowledge works in their favor.

PowerPoint Slide # 20: S.C.A.R.E wants to take advantage of the people’s ignorance to give themselves ALL power. They plan to use this power to take away as many of your rights as they can so that they can do whatever benefits them. S.C.A.R.E. operatives only care about themselves. They want to be filthy rich, control everything, and punish and silence anyone who tries to stop them. And they hope to put their plot into action while no one is paying attention.

History is repeating itself. The S.C.A.R.E. is back and entirely capable of pulling off its heinous plot!

3. Distribute copies of **Resource # 2:** The “Zero Memorandum.” Read the *highly classified* “Zero Memorandum” along with the class.

Teacher Note: Why is it called the “Zero Memorandum?” Just as in the book/movie *Divergent*, let curiosity build. See if students can figure out one or more reasons. Zero is this lesson’s version of the *Divergent* character “Four,” but Zero is a villain. Zero refers to (a) the code name of the individual who sent out the Zero Memorandum, (b) how much the head of SCARE thinks people actually know about their rights, (c) the number of rights that the head of SCARE wants people to have, (d) how many of the first ten amendments SCARE actually likes, and (e) how much we know about Executive Zero.

4. Continue reading the “Emergency Broadcast” presented below:

PowerPoint Slide # 20: In response to the Zero Memorandum, a group of talented and admirable young people has organized a movement to stop the S.C.A.R.E tyrants. The revolutionaries call their movement “Emergent.” The name comes from the idea that young people who know and defend their rights are *emerging* as the very best citizens required in a society that wants to preserve its freedoms. This class will join the movement.

PowerPoint Slide # 21: As of today, consider yourselves ... ***“EMERGENTS!”***

PowerPoint Slide # 22: The leaders of Emergent have broken the movement down into 4 factions because they believe (a) that there is a lot of work to be done in a very short period of time and (b) that people will do best that which they believe in the most.

5. **PowerPoint Slide # 22:** Describe the 4 factions that students can join then let them select the one they prefer (or, you can tell them that their work all year has revealed their “aptitude” and that you will place them in groups based on what their work has revealed).
Do not show students the symbols of each faction on PowerPoint Slide 23 until AFTER they have chosen or been appointed to a faction “based on their aptitude” (so that they do not choose their faction based on a symbol].
Divide students from the same factions in smaller subgroups of 3-5.
6. **PowerPoint Slide # 23-26:** these slides present the symbols of each faction. The symbols are purely for entertainment purposes and to create “lesson to novel (*Divergent*) connections.”

Chapter 3: The Factions Take Actions

1. **PowerPoint Slide # 27:** Introduces the next chapter of the lesson.

Task Description for Chapter 3: Students will work collaboratively in their factions to prepare a presentation to an investigative committee set up by the legislative branch. The presentation should be aimed at what S.C.A.R.E. is up to, why they are a threat, and why the legislative branch should take action.

2. **PowerPoint Slide # 28:** Read the script in the yellow box below to the students. It describes the next activity's scenario and assignment details:

PowerPoint Slide # 28:

S.C.A.R.E. is a covert group inside the executive branch of our government. No one knows how many people are involved or how high up their activities go.

Some members of Congress – our legislative branch – have gotten wind of S.C.A.R.E. and they know that the responsibilities of the legislative branch in which they work include investigating national threats and checking the actions of the executive and judicial branches. So, Congress has formed a Special Committee on Individual Rights and has scheduled a committee hearing to investigate S.C.A.R.E. and its alleged plot. Emergent factions have been subpoenaed to testify.

PowerPoint Slide # 29:

This Special Committee investigating S.C.A.R.E. want your presentations to address the 3 questions (see below):

- What do you know about SCARE and how do you know it?
- What specifically is SCARE doing that is against the laws of this country? They want to know specific policies and which rights they are violating. Support your answers with quotes from the Bill of Rights.
- What do you want Congress to do?

Presentations must be no longer than 3 minutes, after which the Special Committee may ask your group a few questions.

3. Preparing Presentations: Put students in their faction groups. Project **PowerPoint Slide #29** so that the students can revisit the expectations as needed. Make sure that students have copies of the “Zero Memorandum” and the Bill of Rights so that they have the resources to prepare effective presentations for the Special Committee.

4. Presentations: Students present their information to the Special Committee. Recruit Outside Resource People (ORPs) to serve as members of the Special Committee (e.g. parents, colleagues in your building, student teachers). Instructions for the committee members are found on **Resource #3**. You as the teacher can serve as the “committee” in the event that cannot find ORPs to serve.

Chapter 4: S.C.A.R.E. Strikes Back

1. **PowerPoint Slide # 30**: introduces the next “Chapter” in this lesson.
2. Tell students that S.C.A.R.E. learned everything that the factions presented to the Special Committee from their well-placed sources. And, they have struck back quickly with a stunning response. Specifically, S.C.A.R.E. presented its side of the story to the committee. They argued quite persuasively that S.C.A.R.E. is not the real threat. Rather, it is groups like Emergent and its various factions that pose the threat. SCARE testified that the Emergent factions have absolutely no understanding of...
 - a. what S.C.A.R.E. is trying to do, or
 - b. why the rights listed in the Bill of Rights are actually very dangerous.
3. **PowerPoint Slide # 31**: Tell the students that you have obtained a transcript of S.C.A.R.E.’s presentation to the Special Committee. Distribute copies of **Resource #4: S.C.A.R.E. Transcript** and go over it with the students.
4. **PowerPoint Slide # 32**: Response Task for Factions: the directions for the faction’s response task are on **Resource #5**. Briefly, the final task for the factions is to craft a brief, written response to the questions posed in the S.C.A.R.E. transcript (**Resource #4**). Each faction has one question to address.
5. Tell the students that you will submit their responses to the Special Committee. Review their work then get back to them a day or so later with the Committee’s decision (available in Chapter 5 on **PowerPoint slide #32** see text in shaded box below).

Chapter 5: A Victory for Freedom

1. **PowerPoint Slide # 33**: this slide introduces Chapter 5 of the lesson.
2. **PowerPoint Slide # 34**: It is time to let the students know that their work has paid off. Project **PowerPoint Slide # 34** and read the text in the shaded box below:

PowerPoint Slide # 34



This Just In!
Special Committee Reaches its Decision

For Immediate Release:

The Special Committee on Individual Rights has reviewed and weighed the information presented by S.C.A.R.E. and the Emergent factions and now calls for the immediate end to S.C.A.R.E. and its policies. Furthermore, we call for the immediate resignations of Executive Zero and members of S.C.A.R.E.

The Committee expresses its deepest gratitude to those of you who have taken time to understand and defend the Bill of Rights. In doing so, you have helped preserve the freedoms that this country enjoys.

Epilogue: Cracking the Code

1. **PowerPoint Slide # 35:** the next activity is optional. Students try to break the Bill of Rights code.
2. **PowerPoint Slide # 36:** Tell students that a group of Constitutional scholars has been working on what they believe to be a hidden message embedded in the Bill of Rights. The message, dating all the way back to the 1790s, was originally written in code. That code has yet to be broken. Scholars believe that a close analysis of the code and the actual Bill of Rights will reveal the encoded message left by those who wrote the Bill of Rights. **Project PowerPoint Slide # 36.** Tell students that the Emergent factions have been asked to try and uncover the Bill of Rights Code because they demonstrated such deep understanding of the Bill of Rights over the past few days.

Distribute copies of the Bill of Rights and give students time in their factions to try to crack the code.

The code is available for the teacher in the shaded box below (right hand column).

For the Teacher - Bill of Rights Code Breaker	
The Bill of Rights Code	Key to Unlocking the Code
1 – 20.	1 st number = amendment number.
2 – 24.	2 nd number = the number of the word in the amendment.
3 – 8.	The broken code is...
4 – 8.	“Freedom
5 – 39.	shall be



6 – 5.	secure when the rules and laws are [p]reserved. “
7 – 46.	
8 – 13.	
9 – 8.	
10 - 19 [p]20.	

Resource 1: The Bill of Rights (original & student friendly versions).

Original Wording	Student Friendly Wording
<p>Amendment 1 Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.</p>	<p>Government cannot...</p> <ul style="list-style-type: none"> • ...try to get you to support a religion, or • ...stop you from being a part of a religion that you choose, or • ...keep you from expressing or publishing your ideas (like in a newspaper or a book). And Congress cannot • ...stop you from meeting peacefully for a demonstration to ask the government to change something.
<p>Amendment 2 A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.</p>	<p>Congress can't stop people from buying and owning weapons so that they can defend the country.</p>
<p>Amendment 3 No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner; nor in time of war, but in a manner to be prescribed by law.</p>	<p>The government cannot force people to keep soldiers in their houses, except if a war breaks out, and even then only if Congress has passes a special law to allow it.</p>
<p>Amendment 4 The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.</p>	<p>Government cannot search you or your private property (e.g. your house, papers) unless they can convince a judge that they have a reasonable amount of evidence linking you to a crime. In most situations, the search cannot take place unless the judge gives the officer a search warrant.</p>

<p>Amendment 5</p> <p>No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself; nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.</p>	<p>Government cannot...</p> <ul style="list-style-type: none"> • ...put you on trial for a serious crime without a special jury concluding that there is enough evidence to justify a trial. • ...try you again for the exact same crime if one jury has already found you to be not guilty; • ...force you to testify against yourself if you have been accused of a crime. • ...take away your life, freedom, or property in an unfair manner. • ...take your private property unless the government pays you fairly for it.
<p>Amendment 6</p> <p>In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor; and to have the assistance of counsel for his defence.</p>	<p>People who are accused of committing crimes in the United States...</p> <ul style="list-style-type: none"> • must be tried within a reasonable amount of time so that they are not sitting in jail for a long time without ever having been found guilty. • have a right to a trial that is open to the public so that they can make sure that the trial is fair. • have the right to have a jury (not the government) decide whether they are guilty or not. • have the right to know what crime or crimes they are accused of. • have a right to see, hear, and challenge the people who are witnesses against them. • have the right to have the government help them get witnesses who may help defend them, • have the right to a lawyer who understands the law and can defend them effectively.

<p>Amendment 7 In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of common law.</p>	<p>People who are not accused of crimes but are being sued also have the right to a trial by jury if the amount involved in the dispute is high (used to be \$20 but much higher now).</p>
<p>Amendment 8 Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>	<p>The government cannot make a person pay a ridiculous amount of money as a punishment (fines) or to get out of jail until their trial comes up (bail).</p> <p>The government also cannot punish those who are found guilty in unusually cruel ways.</p>
<p>Amendment 9 The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.</p>	<p>The Bill of Rights lists what people considered to be our most important rights. This amendment emphasizes that you may have other rights as well.</p>
<p>Amendment 10 The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.</p>	<p>Powers not granted to the national government belong to the states.</p>

Resource #2: The Zero Memorandum

Memorandum

Status: Highly Classified

To: S.C.A.R.E. Inner Circle
CC: Head of Government Enforcement Agency
From: Executive "Zero," Secret Committee Against Rights for Everyone (S.C.A.R.E.)
Re: Concerns over Excess Freedom

Please treat this document with utmost secrecy.

Our time has come. Our experiments have shown what we knew all along. The people are largely unaware of their rights. We can ignore them for our own advantages and they will do nothing.

Quietly and gradually put the following policies into operation beginning at 8:00 a.m. tomorrow:

1. The police and military are to arrest anyone gathering in groups of 4 or more.
2. Individuals or groups who criticize the government or its leaders are to be arrested and held for an indefinite period of time.
3. Seize all weapons from those who are not members of the government's police or military.
4. Authorize the police to arrest anyone who they suspect might challenge government policies.
5. The police are hereby authorized to search the homes of anyone who appears to be resisting the policies listed in this memo.
6. Station one soldier in the homes of those who appear to be opposed to our policies. Homeowners are required to provide bedding and food.
7. Put any suspect who refuses to answer questions asked by police, soldiers or S.C.A.R.E. officers in jail indefinitely.
8. No person arrested for opposing these policies shall be put on trial for at least 2 years.
9. Those found guilty of opposing S.C.A.R.E policies are to be whipped in public to serve as an example.
10. Judges appointed by S.C.A.R.E. are authorized to decide the guilt or innocence of those on trial.
11. Those found not guilty of violating S.C.A.R.E. policies may be put on trial additional times if there is a possibility that he or she may be found guilty at a later trial.

12. Only newspapers approved by S.C.A.R.E. may write articles about S.C.A.R.E. or its activities.
13. Individuals accused of violating S.C.A.R.E. policies will be put on trial in a courtroom no closer than 300 miles from the place where their crimes were committed.
14. Individuals under arrest & in jail are responsible for getting their own witnesses for trial.
15. Those attempting to get others to sign petitions against S.C.A.R.E. are to be fined no less than \$13,000.
16. Seize the homes of those resisting these policies so that they can be used to house our police.
17. All schools are to remain open year round to keep our nation's youth busy and discourage resistance.



Resource #3: Instructions to Special Committee.

Background to this Lesson: The students you will be working with today are learning about the Bill of Rights. They studied the Bill of Rights and are now role playing. They have been told that a small and secret group in the executive branch of government called S.C.A.R.E. has hatched a plot to gradually take away rights guaranteed in the Bill of Rights. The students are part of a movement called “Emergent” (emerging citizens). Emergent aims to stop S.C.A.R.E. The Emergents broke-up into four factions. Each faction has a different interest.

- Contego Faction’s Interest – defending the people of this country.
- Justitia Faction’s Interest – insuring justice, especially to those accused of crimes. .
- Libertas’s Interest –protecting our freedoms.
- Substantia’s Interest – protecting private property.

Each faction’s presentation will focus on different aspects of the Bill of Rights due to their particular interests. They are also focusing on particular policies that S.C.A.R.E. is trying to implement.

- I. **Audience Considerations:** Remember that you are working with 5th grade students. Many will be nervous. Put them at ease but in a manner that supports the teacher’s desire to carry out the simulation and give students opportunities to present in a somewhat formal manner.
- II. **Open the Committee’s Investigation.** Read the following to the students:

Good morning (or afternoon). My name is _____ (allow anyone else on the panel to introduce themselves). Congress has been informed that a group in the Executive branch is plotting to undermine the rights guaranteed to the American people under the Bill of Rights. One role of our legislative branch is to check the actions of the other two branches to ensure that they are not trying to abuse their powers. This committee has been set up to investigate the alleged plot and make recommendations to Congress.

You have been invited to present to this Special Committee on Individual Rights because of your knowledge of the bill of Rights and the actions allegedly taken by a group called S.C.A.R.E. The members of this committee thank you for coming today and sharing what you know.

We will give you up to 3 minutes to make your presentations then take a few extra minutes to ask 2-3 questions if we have any.

Are you ready to present?



Please remember to introduce yourselves before you begin.

- III. **Students Present:** Let students make their presentations without interruptions.
- IV. **Questioning Period** (please bear in mind time constraints and limit yourselves to 2-3 questions per presentation group). Questions should focus on getting the students to demonstrate their understandings of the Bill of Rights. The students were originally asked to address three questions. Be sure to follow-up if the presentations overlook any of these:
 - a. What do you know about SCARE and how do you know it?
 - b. What specifically is SCARE doing or trying to do that is against the laws of this country? Support your answer with information from the Bill of Rights.
 - c. What do you want Congress to do?
- V. **Conclude the simulation.** Commend and thank students for making fine presentations.

Tell students that the committee will discuss the information presented today then offer recommendations to the other members of the legislative branch in the very near future.

Resource #4: S.C.A.R.E. Transcript [excerpts]

Executive Branch Testimony Before the Senate Special Committee on Individual Rights Subject: The Zero Memorandum

Representative of Executive Branch: It is our understanding that an extremely radical group called Emergent and its four factions are spreading misinformation about work going on in the Executive Branch. We would like to thank the Committee for giving us this time to clear things up. We suggest that the work of Emergent must be stopped because they have not taken the time to understand some of the REALLY important questions surrounding the Bill of Rights.

Senator: OK, please get to your points.

Representative of Executive Branch: Trust me, I will. The most important point we want to make today is that the Bill of Rights is the real threat to our country, not some secret group in the Executive Branch. What Emergent is not telling you is that the first ten amendments create real opportunities to damage the way of life that we enjoy in this country. For this reason, groups like S.C.A.R.E. are trying to correct the mistakes made by those who wrote the Bill of Rights.

Senator: Are you serious? Are you really suggesting that the Bill of Rights is bad for this country? That's a first! How? Give us some examples. And they better be good.

Representative of Executive Branch: We offer the following as examples of how the rights listed under the Bill of Rights are problems:

1. The Libertas faction demands free speech. The First Amendment grants people the right to free speech. **Should people be allowed to say really bad things about our President? Why? If this is a right and people keep saying bad things, the people will stop respecting the President and he or she will lose all respect and authority.**
2. The Contego faction says that it wants to protect Americans from our enemies. The Second Amendment gives people the right to bear arms. **Does everyone have the right to own and carry weapons? Even our enemies or other dangerous people? Why?**
3. The Justicia faction is obsessed with treating people who are accused of crimes fairly. **Should our government have to use our tax dollars to provide every person accused of committing very serious crime like murder or terrorism with a trial, a jury, a lawyer, witnesses etc.? Why?**
4. The Substantia faction argues that the 5th Amendment states that people's property cannot be taken away without compensation. Slaveowners used to consider slaves to be their property. **Do we now have to compensate the relatives of former slaveowners because their "property" was taken away? Do we have to pay armed robbers for their guns if police officers take them away? Why?**

The big question here is – how far do these rights listed in the Bill of Rights go?



Stated briefly, we would argue that the Emergent factions will **not** be able to respond persuasively to these questions in a way that would justify taking action against those responsible for the Zero Memorandum.



Resource #5: Factions' Response Task Description.

Faction Tasks

Directions: S.C.A.R.E. argues that the Emergent factions really do not understand either the Bill of Rights or the dangers that they represent. The Special Committee on Individual Rights has asked for your responses in writing.

Work cooperatively with those in your factions to develop written responses to the following questions. Put your answers in writing so that they can be submitted to the Special Committee for review.

Note that each faction has been asked to address 1-2 questions based on your expertise on the Bill of Rights. You only have to write responses for the questions listed under your faction's name.

Assignments

Libertas Faction's Assignment [Amendment 1]

The first Amendment states that people have a right to free speech. Should people be allowed to say really bad things about our President? Why? If this is a right and people keep saying bad things, the people will stop respecting the President and he or she will lose all respect and authority.

Contego Faction's Assignment [Amendment 2]

The first Amendment states that people have a right to "bear arms." Does everyone have the right to own and carry weapons? Even our enemies or other dangerous people? Why?

Justicia Faction's Assignment [Amendments 6 & 7]

Amendments 6 & 7 describe rights of people accused of committing crimes. Should our government have to use our tax dollars to provide every person accused of committing very serious crime like murder or terrorism with a trial, a jury, a lawyer, witnesses etc.? Why?

Substantia Faction's Assignment [Amendments 5]

Amendment 5 states that a person's property cannot be taken away without "just compensation." The Slaveowners used to consider slaves to be their property. Do we now have to compensate the relatives of former slaveowners because their "property" was taken away? Do we have to pay armed robbers for their guns if police officers take them away? Why?

Resource # 6 (for the Teacher only)

The Bill of Rights Code

1 - 20

2 - 24

3 - 8

4 - 8

5 - 39

6 - 5

7 - 46

8 - 13

9 - 8

10 - 19 [p]20.