

Social Studies/Language Arts Interdisciplinary Assessment Activity #3:

A Simulation—

Congressional Testimony



Introduction

Each year, the 535 members of the Congress have a great deal of the nation's business to do. In addition to the Federal budget—now in the trillions of dollars—representatives in Congress also consider thousands of bills submitted by its members. Some bills deal with the health and welfare of the average citizen, others deal with international trade, others deal with defense, the environment, labor laws, regulation of the media or policies regarding Federal aid to education. Just about any matter of public policy you can imagine from building highways to research for cancer can be the subject of legislation.

All legislation that raises money must start in the House of Representatives; most other business can be started either in the House or in the Senate. Representatives in the House—all 435 of them—are elected to represent districts of states based on reasonably equal population. Some states such as California have more than 40 representatives because they have large populations. Others such as Wyoming or Alaska may be large in land area, but have low populations and may have only one representative in the House. The Senate, however, represents states, so every state, no matter how small, has 2 senators for a total of 100 for the 50 states.

Either the House or the Senate can call hearings to investigate issues and problems. Congress may gather public input on bills before them, or they may just investigate a subject to determine whether or not laws need to be enacted or changed. The Senate holds hearings before they vote to approve of the President's appointments to high public offices such as his or her cabinet. Congressional hearings are very important in influencing the laws and policies that set the rules for our nation.

In this activity, you will:

- **Prepare a research folder** on the issue being presented before a Congressional committee;
- **Deliver oral testimony** on the subject in the role of a public figure or a private citizen affected by the situation being investigated; and
- **Write a report** in the role of a member of Congress reporting to the voters of your district about what you learned from the hearings and what you propose for solutions.

SS/LA Skills and Knowledge Assessed:

- ❖ The legislative process
- ❖ The role of ordinary citizens and interest groups in the process of formulating public policy
- ❖ The effective use of information sources, including charts and graphs, in drafting testimony and in promoting public policy
- ❖ Oral presentation skills

Your Role for the Congressional Hearing

Your first role will be as a public figure or a private citizen testifying before a congressional committee on a national issue. Your teacher and the class will brainstorm a list of specific roles based on these general descriptions.

1. Lobbyists from various conflicting interest groups.
2. Experts from foundations, universities, or other nonpartisan groups who have studied the problem, and have considerable education in the field.
3. Ordinary citizens who are seriously affected by the matter under discussion.

You will collect information in your research folder for your role described above.

Part I: Research Folder

You are to create a research folder containing:

- A summary of one general article as an overview of the issue (approximately 250 words) with the original article attached
- Summaries of three articles supporting the point of view you are taking (approximately 250 words each) with the original articles attached
- A bibliography of all sources you investigated, including Internet sites, whether you found them useful or not

Plus either of the below:

- Notes from a live interview (or a tape recording) with an adult in the community who has basic knowledge of the issue and/or strong opinions about it (legible, neat recopy)
- Written interpretations of two or three charts or graphs or other visuals relevant to your focus area explaining the significance of each in support of the role (attach the interpretations to the visuals)

Part II: Oral Testimony before a Congressional Committee

You are to prepare testimony of 5-8 minutes for the congressional hearing. It is to contain these parts:

- Introduction and Biography: Introduce yourself in character, providing a brief biography (may be fictionalized if you are not a famous personage).
- Description of the situation facing your group (or the nation as a whole).
- Some hard facts from research including charts or graphs and other exhibits.
- Personal stories illustrating the problem.
- Solutions you advocate.

Your Role as a Member of Congress

When you are listening to the testimony of other members of the class in their roles, you will be assuming the role of a member of Congress. You need to take down notes from the testimony and use these notes plus the information you have gathered in your research folder to write your report to the voters of your district. (See Part III.)

Part III: Writing a Report to the Voters of your District

Take careful notes from testimony and write a report.

As other witnesses present testimony, take notes of the most compelling facts and arguments. Taking the role of a member of Congress, write an article for newspapers in your home district in which you comment on what you have learned about the causes and possible remedies of this problem or issue. Provide a conclusion supporting at least one remedy to the issue. The commentary should be 2-3 double-spaced, typewritten pages (done in drafts on a word processor/computer). Document sources of your notes –refer to character testimonies that influenced your report and/or information from research data, charts, ect.



Establishing a national forum to debate public issues: The rules for public discourse and decision-making were laid out in 1787 when the U.S. Constitution was drafted. It is the oldest constitution still in effect in the world. (Above: George Washington is pictured presenting the Constitution to the Convention for approval.)

Teacher Supplement

Social Studies/Language Arts Interdisciplinary Assessment Activity #3

A Simulation—

Congressional Testimony

Description: In this assessment activity, students take on two roles, first as a citizen testifying before a Congressional committee on a public issue, and second, as a member of Congress reporting to his or her district on the issue before the committee. Students prepare a research folder, deliver an oral presentation before Congress (their classmates), and write a report on the issue to the public.

Prerequisite Skills:

- Understanding of role-playing in simulations
- Fundamentals of public speaking
- Library and Internet research
- Writing a commentary

Intended Depth of Knowledge (DOK) Levels:

Research folder: Level 3

(Social Studies descriptors)

- Drawing conclusions
- Citing evidence

(Language Arts descriptors)

- Explain, generalize, and/or connect ideas
- Summarize information from multiple sources to address specific topic
- Make inferences across entire passages

Oral Presentation: Level 3

(Social Studies descriptors)

- Proposing and evaluating solutions to problems
- Making connections across time and place to explain a concept or big idea

(Language Arts descriptors)

- Develop or explain arguments
- Synthesize information using sequencing, predicting, drawing conclusions
- Identify major themes and support them with connection to life experiences
- Apply themes from texts and sources to personal, cultural, or historical situations

Report to the district: Level 3

(Social Studies descriptors)

- Drawing conclusions
- Citing evidence

(Language Arts descriptors)

- Develop or explain arguments
- Synthesize information using sequencing, predicting, drawing conclusions
- Identify major themes and support them with connection to life experiences
- Apply themes from texts and sources to personal, cultural, or historical situations

Suggested Use in the BOE System and Curriculum

This assessment activity will be best used for evidence in the BOE system for high school graduation in any social studies class where government is studied. This assessment activity can also be used in language arts courses that debate current issues and/or are linked to social studies courses.

Further Suggestions for Administering this Assessment

It may be best to have the entire class focus on only one, 1-3 issues. To simulate the role of a member of Congress, students would need to hear several testimonies, and if there are too many issues, or if the class is small, there would be too few testimonies to provide a range of points of view.

Carefully consider issues you decide to use in terms of resources available, including access to local people knowledgeable on the topic.

Interdisciplinary Social Studies/Language Arts Assessment Activity # 3: Congressional Testimony

Language Arts Standards and Benchmarks

An “A” in the table below indicates the standards and benchmarks in this assessment activity that have the potential to elicit evidence of student learning. An “T” indicates that instructional strategy that is assumed, but not assessed. An “A*” indicates the standards and benchmarks that are assessed only by the optional component. This activity has been recoded to the revised Wyoming 2003 Standards by members of the Wyoming Body of Evidence Activities Consortium.

11.1 READING

Students use the reading process to demonstrate understanding of literary and informational texts.

	Benchmarks
A	11.1.1 Students use the reading process to apply a variety of comprehension strategies before, during and after reading.
	11.1.2 Students demonstrate an understanding of literary texts.
A	11.1.3 Students demonstrate understanding of informational texts.

11.2 WRITING

Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

	Benchmarks
A	11.2.1 Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
A	11.2.2 Students use appropriate strategies to write a variety of expressive and expository pieces.

11.3 SPEAKING AND LISTENING

Students use listening and speaking skills for a variety of purposes and audiences.

	Benchmarks
A	11.3.1 Students speak for a variety of purposes.
	11.3.2 Students use others' works for models for effective speaking.
A	11.3.3 Students use strategies to organize formal presentations.
A	11.3.4 Students use strategies to make persuasive presentations.
	11.3.5 Students present oral interpretations of literature.

I	11.3.6 Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.
	11.3.7 Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, and sound effects) to support presentations. 11.3.8 Students use strategies to contribute to group discussions.
A	11.3.9 Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media.

Social Studies Standards and Benchmarks

An “A” in the table below indicates the standards and benchmarks in this assessment activity that have the potential to elicit evidence of student learning. An “T” indicates that instructional strategy that is assumed, but not assessed. An “A*” indicates the standards and benchmarks that are assessed only by the optional component. This activity has been recoded to the revised Wyoming 2003 Standards by members of the Wyoming Body of Evidence Activities Consortium.

Social Studies

SS 11.1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.

	Benchmarks
	11.1.1 Students describe unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
A	11.1.2 Students explain and/or demonstrate how to participate in the political processes and express personal beliefs and convictions.
	11.1.3 Students explain the historical development of the U.S. Constitution and how it has shaped the U.S. and Wyoming governmental systems.
	11.1.4 Students demonstrate an understanding of the major distinguishing characteristics of the United States and Wyoming Constitutions.
	11.1.5 Students demonstrate an understanding of the U.S. civil and criminal legal systems and distinguish differences between those systems.

SS 11.2 CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

	Benchmarks
	11.2.1 Students explain how various cultural influences impact society.
	11.2.2 Students communicate how shared cultural experiences influence peoples’ perceptions of prominent historical figures, groups, institutions, and world events.

SS.11.3 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on individuals and societies.

	Benchmarks
	11.3.1 Students explain how different economic systems are organized for production, distribution and consumption of goods and services.
	11.3.2 Students formulate solutions to economic problems
	11.3.3 Students describe the impacts of global economic interdependence.
	11.3.4 Students demonstrate an understanding of economic principles that influence individual financial planning.

SS 11.4 Time, Continuity and Change

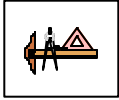
Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

	Benchmarks
A	11.4.1 Students analyze the interactions among individuals and groups and their impact on significant historical events.
A	11.4.2 Students analyze current events to better understand the world in which they live.
	11.4.3 Students evaluate the impact of technology and how it has shaped history and influenced the modern world.
	11.4.4 Students explain how past events impact the present and the future.

SS 11.5 PEOPLE, PLACES, AND ENVIRONMENTS

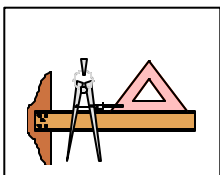
Students demonstrate an understanding of interrelationships among people, places, and environments.

	Benchmarks
A	11.5.1 Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments.
	11.5.2 Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals.
	11.5.3 Students demonstrate an ability to organize and process information about people, places, and environments.



Assessment Guide: SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony

Criterion: <i>Presents evidence on a public issue.</i> Standards and Benchmarks: SS11.5.1; LA11.1.3 Source: Part I - Research folder			
Intended Depth of Knowledge: Level 3			
Level 4	Level 3	Level 2	Level 1
<p>Meets requirements of Level 3,</p> <p>AND</p> <p>Each part is related to others with transitional links, summaries focus on the most significant information related to the issue, and irrelevant pieces of information are not included.</p>	<p>Required information is organized and labeled with summaries of articles and interpretation of graphs and charts all consistently related to the identified issue.</p> <p>Support: Minor support or no support was needed in fulfilling the assignment.</p>	<p>Required information is organized and labeled with summaries of articles and interpretation of graphs and charts, but the information and elements are not consistently related to the identified issue;</p> <p>OR</p> <p>Support: Response fulfills the requirements of a Level 3, but the student received support without which the work would not be of a Level 3 quality.</p>	<p>Required information is not consistently organized and labeled;</p> <p>OR</p> <p>Summaries of articles and interpretation of graphs and charts are not consistently related to the identified issue;</p> <p>OR</p> <p>Significant required pieces are missing;</p> <p>OR</p> <p>Support: Response fulfills the requirements of a Level 2, but the student received support without which the work would not be of a Level 2 quality.</p>

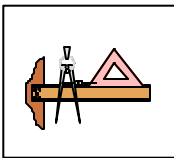


Assessment Guide: SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony

Criterion: <i>Uses evidence from research and testimony to support a point of view when commenting on a public issue</i> Standards and Benchmarks: LA11.1.3; LA11.2.1; LA11.2.2 Source: Part III - Newspaper commentary Intended Depth of Knowledge: Level 3			
Level 4	Level 3	Level 2	Level 1
<p>Meets requirements of a level 3, AND</p> <p>The information is organized with a dramatic introduction, transitions linking each piece of evidence, and a conclusion relating major pieces of evidence of causes to a convincing argument for a remedy.</p>	<p>Identifies and supports credible causes and possible remedies related to the identified public issue with relevant supporting details from research and testimony.</p> <p>There may be some inconsistencies in the evidence provided.</p> <p>Support: Student received no support or minor support.</p>	<p>Identifies and supports causes and possible remedies related to the identified public issue, but causes and/or remedies are not consistently presented with relevant supporting details from research and testimony;</p> <p>OR</p> <p>Does not provide evidence from all the major sources;</p> <p>OR</p> <p>Support: Response fulfills the requirements of a Level 3, but the student received support without which the work would not be of a Level 3 quality.</p>	<p>The theme identified is not evident or is contradictory to the theme of the book;</p> <p>OR</p> <p>Support Response fulfills the requirements of a Level 2, but the student received support without which the work would not be of a Level 2 quality.</p>

Assessment Guide: SS/LA Interdisciplinary Assessment Activity #3: Congressional Testimony

Criteria: <i>Communicates content in appropriate written, oral or visual form.</i> Standards and Benchmarks: LA11.3.3; LA11.3.4. LA3.6; LA11.3.7; LA11.3.9			
Source: Part II Oral Testimony Intended Depth of Knowledge: Level 2			
Level 4	Level 3	Level 2	Level 1
<p>Choices in the use of language enhance the impact of the information.</p> <p>Errors are infrequent and minor.</p>	<p>Uses language (vocabulary, sentence structure, style and organization) to convey information clearly; errors in use of language are not numerous or blatant.</p> <p>Support: Response fulfills requirements of a Level 4, but the student received support without which the work would not be of a Level 4 quality.</p>	<p>The use of language (vocabulary, sentence structure, style, and organization) to convey information is not consistently clear.</p> <p>OR</p> <p>Errors are numerous and interfere with communication between the writer/speaker and the audience.</p> <p>OR</p> <p>Support: Response fulfills requirements of a Level 3, but the student received support without which the work would not be of a Level 3 quality.</p>	<p>The use of language (vocabulary, sentence structure, style and organization) to convey information is not clear.</p> <p>OR</p> <p>Errors are significant and distract the audience from the content and purpose.</p> <p>OR</p> <p>Support: Response fulfills requirements of a Level 2, but the student received support without which the work would not be of a Level 2 quality.</p>



Assessment Guide: SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony

Criterion: *Writes with control using appropriate word choice, voice, sentence fluency, and conventions.*

Standards and Benchmarks: LA11.2.1; LA11.2.2

Sources: Part I - Research folder summaries Part III - Newspaper commentary

Intended Depth of Knowledge: Level 2

Level 4	Level 3	Level 2	Level 1
Word choice, sentence structure, voice and conventions enhance the clarity and meaning of the essay.	Minor errors in word choice, sentence structure, voice, and conventions do not get in the way of the reader's understanding of the content.	Word choice, sentence structure, voice and conventions get in the way of the reader's understanding of the content. OR Support: Response fulfills requirements of a Level 3, but the student received support without which the work would not be of a Level 3 quality.	Word choice, sentence structure, voice and conventions make it difficult for the readers to understand the writer's meaning. OR Support: Response fulfills requirements of a Level 2, but the student received support without which the work would not be of a Level 2 quality.

☐

Evidence of writing process observed by teacher

☐

Word-processing used appropriately

Social Studies and Language Arts Interdisciplinary Assessment Activity #3: Congressional Testimony

Anchor Papers:

This section contains sample student work that has been assessed by Wyoming teachers who participated in the Wyoming Activities-Based Consortium. Using the rubrics for this assessment activity, each example has been assigned score levels and includes accompanying annotated student work and "justifications" explaining assignment of scores.

The examples represent a range of student work collected as a result of piloting in Wyoming high schools during the 2000-2002 school years. In some cases sample student work for particular score points or for particular parts of assessment activities was not available at the date of publication. The BOE Activities Consortium will add sample student work for those parts and at those score points as they become available.

Anchor papers in this set include:

Part I: Research Extracts

CH2-009

CH2-012

CT2-004

Part II: Oral Testimony

(No anchors currently available)

Part III: Report to the District (Newspaper Commentary)

CT2-005

CT2-003

SS/LA Interdisciplinary Assessment Activity # 3:	
Congressional Testimony	
Anchor #: CH2-009	
Criterion: Presents evidence Level: 4	Source: Part I - Research Folder
<p>The research folder contains the required components (news articles, summaries, a bibliography, interview notes or graphs and charts with interpretations). This is a level 4, because the components were complete, organized, and consistently related to the identified issue (National ID card). Each of the summaries and interpretations clearly focused on the most significant information related to the issue and contained no irrelevant material. The first article summarized is balanced and general, and brings out issues of terrorism and security vs. personal rights, as the main conflict between opposing views.</p>	
Criterion: Communicates effectively Level: 3	
<p>The written work in the research folder has few writing errors, which do not get in the way of the reader's understanding of the content. This is a level 3, because word choice, sentence structure, and writing conventions do not further enhance the clarity or meaning of the summaries.</p>	

Anchor #: CH2-009
SS/LA Interdisciplinary Assessment Activity #3:
Congressional Testimony
Part I: Research Folder

Internet Sites Used

http://www.epic.org/privacy/id_cards/

http://www.cc.gatech.edu/computing/SW_Eng/people/Phd/id.html

<http://www.privacy.org/pi/activities/idcard/>

<http://www.cato.org/ci-bin/scripts/printtech.cgi>

http://www.aciu.org/features/National_ID_Feature.html

<http://www.jeremiahproject.com/prophesy/nationid.html>

Presents Evidence:

Internet research is a required component, but the items listed do not adequately identify sources.

CH2-009

Interview—Congressional Hearing

Name of interviewee

Sandy Garber

Reason for selecting this person (How can this person help you make a better presentation?)

Has experience with ID fraud herself and knows first hand
the dangers an ID card could cause.

Date and time of interview

2/12/02 8:53am

Questions: List 10 questions below that you are prepared to ask during the interview. These questions should be insightful, designed to allow the interviewee to elaborate, etc, to further your knowledge on the topic.

1. What do you know about National ID Cards?
2. How do you stand on the issue of National ID Cards?
3. Would you accept an ID Card if it guaranteed your privacy?
4. Have you ever been a victim of Identification Fraud?
5. Do you think a National ID Card could help prevent ID fraud?
6. Do you think that a National ID Card is just another way for the govern
to control us?
7. Are you opposed to making immigrants have an ID Card?
8. Do you think a National ID would help prevent Terrorism in the US?
9. Do you think an ID should include a fingerprint, or retina scan?
10. Do you agree with a Social Security Number being used as a form of I

Presents Evidence:

The interview (here and next
page) is a required component.
It is complete and organized.

Anchor #: CH2-009

**SS/LA Interdisciplinary Assessment Activity #3:
Congressional Testimony Part I: Research Folder**

Interview With Sandy Per

1. Not a whole lot, I know it is a proposal hoping to identify terrorists that people hope will help the problem, I think that people are looking for a quick way to fix the problems.
2. Not in favor, some times a solution creates more problems then it fixes, in support of the problem behind the idea against the idea, I think we could be giving a lot to fix very little.
3. Yes, but not sure that's possible.
4. Yes, four years ago.
5. No, could make it worse.
6. I don't think that is the government plan however it could be the result.
7. No.
8. Yes, it could but if there's a possibility of a stolen ID it's not worth it.
9. Anything can be faked granted the more stuff that's on it the harder it would be, but there is always the possibility, people will always find a way to cheat the system. It would make it easy for the government to control us, I guess it all comes down to how it is used and I don't know how it can be promised that a card like this would not be misused. I don't think safeguards always work, and am skeptical about this idea.
10. No, because then everyone that sees it can use your number, it's like saying sure steal my ID. People don't realize how dangerous it is until it happens to them.

Anchor #: CH2-009

SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder

Part I: Research Extracts

National ID Card Summary

CH2-009

Res Folder

The idea of the United States having a National identification card or system is far from a new idea. In fact the idea started in the seventies when the government wanted to extend the Social Security card to the form of an ID card. The idea was rejected because there wasn't enough desire to have a National ID System.

Currently many countries have National ID Systems. These systems have turned out to be very useful and some have replaced the need for a Passport to travel around in Europe. Not all of the countries with ID systems have made them mandatory. However some of the countries that do have mandatory systems, issue large penalties if citizens don't comply.

There are many proposed ideas for identification systems in the US. Including plans for a National Worker Verification system. This would decrease the number of illegal immigrants employed in the US. Identification Cards for Welfare Recipients, which would prevent welfare fraud. A change in Social Security Cards to make them counterfeit proof. In addition, Medical ID cards to monitor the use of health care and make processing health care claims more efficient.

Since the September 11 attacks on the World Trade Center, Interest in National ID Cards has increased, and many have changed their opinion about the issue. Although numerous people believe an ID card is a good idea, others think the government could use it against the people. In the next few years, we should expect to see the Government use this technology to make this country a safer place to be.

Presents Evidence:

This is a concise summary of significant information related to issue.

Communicates:

Sentence fragments do not interfere with the reader's understanding of the content.

Communicates:
Fragment

ELECTRONIC PRIVACY INFORMATION CENTER

NATIONAL ID CARDS

[Action Items/Events](#) | [Latest News](#) | [Resources](#) | [Reports](#) | [Previous News](#) | [Other Material](#)

National ID cards have long been advocated as a means to enhance national security, unmask potential terrorists, and guard against illegal immigrants. They are in use in many countries around the world including most European countries, Hong Kong, Malaysia, Singapore and Thailand

Americans have constantly rejected the idea of a national ID card. Extension of the Social Security Number to the status of an ID card was rejected in 1971 by the Social Security Administration task force on the SSN. In 1973, the Health, Education and Welfare (HEW) Secretary's Advisory Committee on Automated Personal Data Systems concluded that a national identifier was not desirable. In 1976, the Federal Advisory Committee on false Identification rejected the idea of an identifier. In 1977, the Carter Administration reiterated that the SSN was not to become an identifier, and in 1981 the Reagan Administration stated that it was "explicitly opposed" to the creation of an ID card. Throughout the debates over health care reform, the Clinton Administration also constantly stressed that it was opposed to a national identifier. In 1999 Congress repealed a controversial provision in the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 which gave authorization to include social security numbers on drivers' licenses.

In response to the tragic events of September 11, 2001, there has been renewed interest in the creation of national ID cards. Larry Ellison, head of Oracle Corporation, the California based software company, has called the development of a national identification system and offered to donate the technology to make this possible. He proposed ID cards with embedded digitized thumbprints and photographs of all legal residents in the U.S. Proposals for a national ID card are also now being considered by the UK Home Secretary, David Blunkett. So far, however, no such measures have been proposed in Congress and the White House is reportedly "not even considering the idea".

Presents Evidence:

This and the subsequent news articles are required components.
They are clearly relevant to the issue.

Breaking News: White House announces opposition to National ID Card plan, UK Says "No Mandatory Card". White House spokesman Jimmy Orr told the press on September 27 that "We are not even considering the idea." Newsbytes, Infoworld. Meanwhile, in the UK, following reports in *The Observer* reported on 30 September that an ID card will be introduced, which will be mandatory "to use public services, including schools and hospitals, under plans being drawn up by the Home Office", Home Secretary David Blunkett and Lord Rooker said on 1 October that there are no plans to introduce legislation on ID cards this year or early next year. (BBC, Telegraph)

in the wake of the tragic events in the United States, there are reports that many countries are now considering adopting national id cards. These include the United States, United Kingdom, the Philippines, and the Netherlands.

Over the past eleven years, Privacy International has been at the forefront of opposing these proposals in a number of countries including Australia, New Zealand, the Philippines, Thailand, the United Kingdom and the United States. In recent years, attempts to create national ID cards in the US, Korea and Taiwan have all failed because of public opposition.

These pages are an attempt to bring together materials based on PI members' experiences on opposing the proposals. While each jurisdiction may have local variations, the themes remain remarkably similar no matter where the proposals are heard. Our intention here is to discuss the evidence at an international level and to promote debate about the claims made about such card systems.

Anchor #: CH2-009
SS/LA Interdisciplinary Assessment Activity #3 Congressional
Testimony Part I: Research Folder

Communication:
Transition relates
Ellison's views to
other opinions.

National ID Cards
New Technologies. Same Bad Idea:

The new technologies, same bad idea refers to the old idea of National ID Cards. These such cards are thought to be a help to our economy and our nation, by requiring that everyone obtain a national ID. This idea was supported by Larry Ellison, chairman and CEO of Oracle; he stated, "We need a national ID card with our photograph and thumbprint digitized and embedded in the ID card." He also supported the idea by claiming to provide the software, free of charge.

While Larry was supporting, many were agreeing with him. One of the supporters, Representative Mary Bono, explained, "We are in a New World. This event (tragedy of September 11) will change the balance between freedom and security." She also states, "When we consider ourselves to be at war, people are going to have to recognize that some of their freedoms are going to be gone. Whether we are talking about national ID cards I don't know, or fingerprinting everybody. I don't know where we are going to go with security." The Bush Administration was on the other side, saying that national ID cards are not an option.

Such proposals that attack civil liberties during wartime, like has happened in wars of the past, did then and will always remain unsettling with the American's and others that are involved. The article also says that while technologies have changed the problems with the ID cards, has not. The most serious problem with the ID cards is the violation of civil liberties. As former California Representative Tom Campbell has argued, "If you have an ID card, it is solely for the purpose of allowing the government to compel you to produce it. This would essentially give the government the power to demand that we show our papers. It is a very dangerous thing."

There are many things that are involved in the production of National ID Cards. Many of these things involved are the rights of the people and that must first be considered, because of the documents that give the people of the US their rights to begin with.

Presents Evidence:
Conclusion builds a link to
other summaries regarding
government's restriction of
personal liberties.

Presents Evidence:
Significant information
provided in summary.

NR

Communication:

Minor
punctuation error.
Errors are rare
and do not get in
the way.

Presents Evidence:

Summary presents
criticisms of national
cards.

National ID Cards: 5 Reasons Why They Should Be Rejected

After the terrorist attacks of September 11, there have been proposals made about the idea for the national identity card system to maintain the passengers boarding the plane. Not only was it thought to be a good idea for the airlines, but also health care reform and gun control.

With this in mind it was also proposed that the national ID cards wouldn't be keeping it's end of the bargain by solving the problems. The people involved in these acts will find one way or another (legally or illegally) a way to obtain the needed government documents to get the national ID.

It is stated in this article that the price that it would take to complete this project alone would leave the public unhappy. It is estimated that it would take four billion dollars for this "impractical and ineffective" proposal.

It is also argued that the surveillance of citizens would be involved. With coming up with the National ID Cards, it is giving the government permission to basically come into our homes with out us knowing that they are there, and invading the privacy that every human holds dear. It is also said that once this database is started to keep track of people that many more agencies will be getting the right to access that database, further invading the privacy of the people.

In this article it is explained that these ID cards would create new forms of discrimination and harassment. The author compared National ID Cards to the Employer Sanctions Provision of the Immigration Reform and Control Act of 1985, where it was found that 20% of employers took part in discrimination. If a person did not maintain one of these cards, that alone would be a reason for search, detention, or arrest of minorities.

All in all, the article is saying that, it is more of a hassle to have to prove who you are every time you walk around the corner. It would also be discriminate against those who live in a country where birth certificates are not given, as they wouldn't be allowed to have a card without those documents. Along with the other many set backs, the main set back would be the technology that it would take to keep a program like this running. This program would cause more problems then it would in helping and changing anything.

Presents Evidence:

All material in the summary is relevant.

Anchor #: CH2-009

SS/LA Interdisciplinary Assessment Activity #3: Congressional Testimony Part I: Research Folder

Presents Evidence:

Quoted material is most significant evidence (thesis) of the article.

Modern American Studies 2
Article Summary

CH2-009

Presents Evidence: Information shows how state driver's licenses are now standardized.

Big Brother Is Watching You

The author of this article states that National ID Cards are already being used in the US in various forms. This person also states that identification cards are the governments way of fulfilling the prophecy found in Revelations that states, "No man will be able to buy or sell anything unless he has the mark."

This article says that, in numerous ways ID cards are already in affect. It describes how the government has turned state Drivers Licenses into a form of national ID. The government did this when in the year 2000 they prohibited the use of state driver's licenses that didn't include a Social Security number. Even though state's were not required to conform to this many did simply because it made there ID's accepted in the rest of the country.

It also explains how airlines have started to require photo ID to board an airplane. This is another way that people's rights have been stripped. it automatically prevents children without ID from being able to take commercial flights without a parent present. This is, and the thought of national driver's licenses and birth certificates are all a mockery of the 10th amendment.

This document shows why National ID Cards are a bad idea for America and how some ID cards are already in affect today. Some reasons given in the article are that it will give the government too much power along with taking away the power of the people to keep their lives private. By this, it would allow the medical profession to track their patients, for example when they change insurance companies. As the article states, "people are not going to feel comfortable about going to the doctor, because now you are going to have a permanent record that will follow you around the rest of your life that says you had syphilis, or depression, or an abortion, or whatever else."

Communication:

Word choice error. Few errors per page do not impede understanding.

CH2-009

Big Brother Is Watching You!

National ID Cards

Current law puts the government in a position to inappropriately monitor the movements and transactions of every citizen. Not only is the national ID movement underway, it will be a reality by October 1, 2000. The implementation of Orwellian regulations, already approved by Congress and the president to establish a "national identification card," has been postponed. The Subcommittee on National Economic Growth, Natural Resources and Regulatory Affairs will hold hearings on the plan to determine if it should be enacted.

Students of Bible prophecy recognize this as a possible fulfillment of the prophecy found in the book of Revelation which reveals that the antichrist will be able to track and control all financial transactions. The scripture says that NO MAN will be able to buy or sell anything unless he has the mark.

He also forced everyone, small and great, rich and poor, free and slave, to receive a mark of his right hand or on his forehead, so that no one could buy or sell unless he had the mark, which is the name of the beast or the number of his name. - Revelation 13:16-17

Bill Clinton first proposed a national medical identification card in 1993 as part of his ill-fated plan to provide universal health insurance. It generated huge opposition then, and it is generating opposition now. After the failure of his health system plans, however, he has incrementally been achieving his plan one piece at a time. Sometimes the bills are presented as "for the kids" (e.g., the 1997 Kidcare bill) and sometimes as "stop the fraud" (e.g., the 1996 Health Insurance Portability and Accountability Act known as Kennedy-Kassebaum), but the bottom line is to require computerized reporting and to gather more and more information about American citizens on government databases. This piece of the puzzle allowing for national id cards was ordered by Congress in 1996 as part of Kennedy-Kassebaum health-care law that permits employees to take their health insurance with them when they switch jobs.

Another piece of the puzzle is The Immigration Act which was intended to stem the tide of illegal aliens coming into our nation. It prohibits the use of state driver's licenses after Oct. 1, 2000 unless they contain Social Security numbers as the unique numeric identifier "that can be read visually or by electronic means." The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 authorizes the federal Department of Transportation to establish national requirements for birth certificates and drivers' licenses. It would, in essence, transform state drivers licenses into national ID cards. Under the current state of the law, the citizens of states which have drivers' licenses that do not conform to the federal standards by

10B

CH2-009

October 1, 2000, will find themselves essentially stripped of their ability to participate in life as we know it. On that date, Americans will not be able to get a job, open a bank account, apply for Social Security or Medicare, exercise their Second Amendment rights, or even take an airplane flight, unless they can produce a state-issued ID that conforms to the federal specifications. Already the airlines have begun requiring photo id before you can board an airplane. Further, the Immigration Act orders the development of a smart card that "shall employ technologies that provide security features, such as magnetic stripes, holograms, and integrated circuits." This magnetic stripe is expected soon to contain a digitized fingerprint, retina scan, voice print, and other biometric identifiers, and it will leave an electronic trail every time you use it.

The establishment of a "national" drivers' license and birth certificate makes a mockery of the 10th amendment and the principles of federalism. While no state is "forced" to accept the federal standards, is it unlikely they will refuse to comply when such action would mean none of their residents could get a job, receive Social Security, leave the state by plane, or have access to medical care. So rather than imposing a direct mandate on the states, the federal government is blackmailing them into complying with federal dictates.

To overcome this "federalism" issue, in May 1998, Bill Clinton issued Executive Order 13083, "Federalism," which substantially redefined federalism as envisioned by our Founders, and the authors of our American Constitution. Set to become law on August 14th, EO 13083 mandates broad "exceptions" to those powers enumerated in the 10th Amendment, and justifies the abrogation of those powers by the federal government. A few of those exceptions are: "When there is a need for uniform national standards..." "When States have not adequately protected individual rights and liberties..." "When decentralization increases the costs of government..." "When States would be reluctant to impose necessary regulations..." and, "When placing regulatory authority at the State or local level would undermine [federal] regulatory goals..." Quite handy when he institutes National ID cards.

The welfare reform act requires that, in order to receive federal welfare funds, states must collect Social Security numbers from "commercial driver's license" applicants. The Balanced Budget Act of 1997, under the pretense of making "technical corrections" to the welfare act, deleted the word "commercial," thereby applying the requirement to all driver's license applicants.

The "cradle to grave" aspect was originally started with the 1993 Comprehensive Child Immunization Act which authorized the Secretary of Health and Human Services (HHS) "to establish state registry systems to monitor the immunization status of all children." HHS has since sent \$417 million of taxpayers' money to the states to set up these databases. At least half the states have been putting children on state databases, often without their parents' knowledge or consent.

The Deadbeat Dads act established a federal "instant check" New Hires Directory. Employers are now required to "screen" every new employee or job applicant against the new government database of child support order obligees.

11B

<http://www.jeremiahproject.com/prophecy/nationid.html>

2/10/02

CH2 - 009

And, under the Brady Act, starting Dec. 1, no one will be allowed to buy a gun without an "instant background check" with various government databases.

Dr. Richard Sobel, a research fellow at Harvard Law School said, "What ID numbers do is centralize power, and in a time when knowledge is power, then centralized information is centralized power. I think people have a gut sense that this is not a good idea." Phyllis Schlafly points out, "Allowing the government to collect and store personal medical records, and to track us as we move about in our daily lives, puts awesome power in the hands of government bureaucrats. It gives them the power to force us to conform to government health care policy, whether that means mandating that all children be immunized with an AIDS vaccine when it is put on the market, or mandating that expensive medical treatment must be withheld from seniors. Once all medical records are computerized with unique identifiers such as Social Security numbers, an instant check system will give all government agencies the power to deny basic services, including daycare, school, college, access to hospital emergency rooms, health insurance, a driver's license, etc., to those who don't conform to government health policies."

While it is easy to give in to the rhetoric of "protecting" children or some other defenseless group, we must be cautious that in a rush to provide protection in the short-term, we do not do permanent damage to our national heritage of liberty. Benjamin Franklin once wrote, those who would give up essential liberty for temporary security deserves neither liberty nor security.

**The Department of Health and Human Services is charged with
creating the system.**

Insurance companies and public health researchers, say the advantages to a national health identity card would outweigh the disadvantages. Doctors and hospitals would be able to monitor the health of patients as they switch from one insurance plan to the next. Patients would not have to wade through a cumbersome bureaucracy to obtain old records. Billing would be streamlined, saving money. A national disease database could be created, offering unlimited opportunities for scientific study.

One advantage mentioned is that if we had a streamlined system like what's being proposed, it could decrease the cost of health care delivery or reduce the cost of insurance. Does anyone honestly believe they would receive that benefit? I contend that if a savings were realized, it would be the insurance companies that reaped greater profits and the patient would get nothing. Much of the high price of health care delivery now is caused by bureaucracy and greed of the insurance industry.

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Few people today can trust the IRS, the VA, or any of those alphabet agencies with

CH2-009

private information. National security agencies can barely keep a secret. And insurance companies are already trading information. If they have your Social Security number, they can virtually look up the entire gamut of information about you. This national id card system would just makes things easier for HMO's to get together and deny claims. Or maybe the information gets back to people in the town you live. The banker finds out that you had a heart attack and they don't want to give you a loan because of it. In 1996, a Medicaid clerk in Maryland tapped into a computerized database and sold patient names to an HMO for as little as 50 cents each. About one-third of all Fortune 500 companies review health information before making hiring decisions.

Privacy advocates and some doctors' groups warn that sensitive health information might be linked to financial data or criminal records and that already tenuous privacy protections would be further weakened as existing managed care databases, for example, are linked. They say that trust in doctors, already eroded by managed care, would deteriorate further, with patients growing reluctant to share intimate details. And in a world where computer hackers can penetrate the Pentagon's computer system, they ask, will anyone's medical records be safe?

So far, they have not decided on what kind of identifier should be used. Some have proposed using the Social Security number, which is already used as an identifier by many health plans. Others have suggested a composite number, consisting of the patient's date of birth, the latitude and longitude of the hometown and some additional digits. Still others say the identifier should not be a number at all but rather a "biomedical marker," like a thumb print or an electronic scan of the retina. I wonder if anyone has suggested some variation on the numbers: 666?

Dr. Christopher Chute, the head of medical information resources at the Mayo Foundation, who participated on a panel advising The Department of Health and Human Services said, "We have the technology to do such a thing. What we don't have is the social infrastructure to support it."

A.G. Breitenstein, director of the Health Law Institute, an advocacy group based in Boston, said: "That information will be irrevocably integrated into a cradle-to-grave medical record to which insurers, employers, government and law enforcement will have access is, to me, exactly what privacy is not. People are not going to feel comfortable going to the doctor, because now you are going to have a permanent record that will follow you around for the rest of your life that says you had syphilis, or depression, or an abortion or whatever else."

History shows that when government gains the power to monitor the actions of the people, it eventually uses that power to impose totalitarian controls on the populace.

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SS/LA Interdisciplinary Assessment Activity # 3: Congressional Testimony	
Anchor #: CH2-012	
Criterion: Presents evidence Level: 3	Source: Part I Research Folder
<p>The research folder contains required components that are well organized. The folder components consistently relate to the identified issue (charts illustrate the effect of banning guns on crime, article summaries adequately related to gun control, interview targeted gun control). There is relevant information on homicides and other crimes, but the following articles on gun ownership in Switzerland and the response to terrorism threat, etc., do not have transitions linking one summary to the next. Clearly linking these ideas would make this a Level 4.</p>	
Criterion: Communicates Effectively Level: 4	
<p>Word choice, sentence structure, voice, and conventions enhance the reader's understanding of the article summaries (language usage/syntax/vocabulary are exceptional: "amazing irony" . . . "rampant homicides" . . . , "inspire reverent awe for guns" . . .), making this a Level 4.</p>	

Anchor #: CH2-012

SS/LA Interdisciplinary Assessment Activity #3: Congressional Testimony

Part I: Research Folder

*Part I:
Research Extracts*

2/10/02
Modern American Studies

Bibliography

CH2-012

- www.nraila.org
- www.geoffmetcalf.com/aus.html
- www.newsmax.com/archives/articles/2001/9/17/184507.shtml

Presents Evidence:

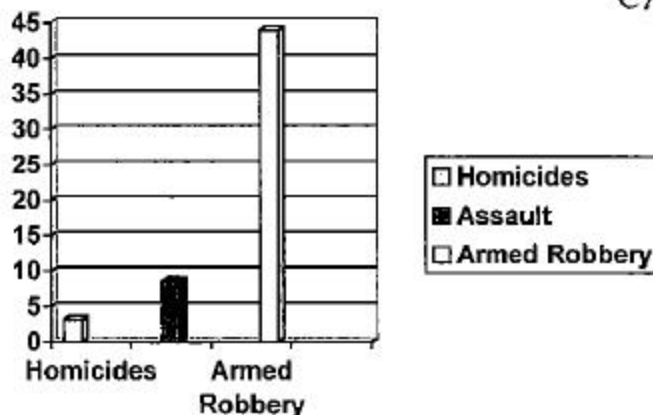
Unless articles have web address included, it would be questionable as to whether they were a source.

Presents Evidence:

Only URL's are cited which is inappropriate bibliography format.

Anchor #: CH2-012
SS/LA Interdisciplinary Assessment Activity #3:
Congressional Testimony Part I: Research Folder

Research:
 Graphs relate to identified issue.



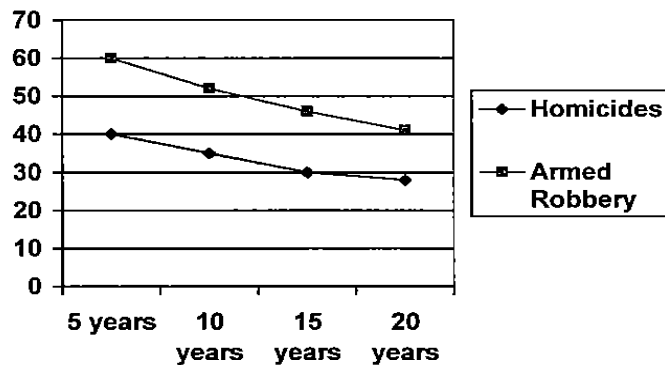
Presents Evidence:
 Organized—required
 graphs/charts are included with
 student interpretation.

If we use zero as the level that all homicides, assaults, and armed robberies were at before the gun ban, then the chart indicates the percent increase that each went up *after* the ban. This is an amazing example of what can happen if guns are taken away from the general public. When this happens, it opens the door to criminals who have access to them through illegal trade, the black market, and underground means. These bans, as shown by this chart, do not help, but rather hurt, the people. Our founding fathers knew this when they allowed for the guns to be used and said that no one should infringe upon the right of people to own and use guns. They did this to prevent the government having absolute control over the people because they knew that the people could keep the government in check if there was a possibility of an uprising. This safeguards our freedom by allowing us to ensure that the government is really of the people, by the people, and for the people.

Australia has had a safe country with declining crime rates, and is considered to be a safe country by world standards. This has proven otherwise with the use of the gun bans that they have experienced. Indeed, allowing a gun ban has opened the door to crime and in fact, has had the opposite effect on the society than was planned. Australia can reverse this however, and allow guns to be used once again. America has the advantage of being able to see the effects of what banning guns can do to a society and then take steps to prevent that from happening to us. I believe that we already have enough laws banning guns in the United States and we only need to enforce those ones that we do have.

Anchor #: CH2-012

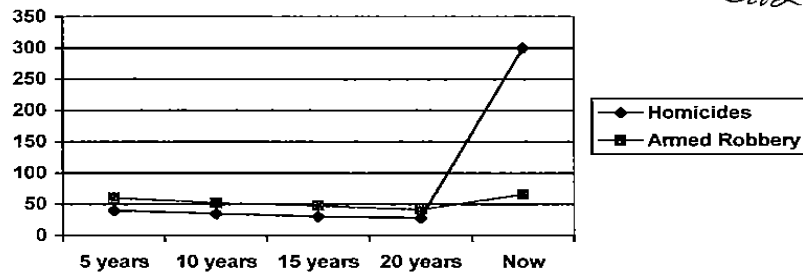
SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder



We will look at Australia once again because they are a country that is similar to the United States and they have experienced the effects of what a gun ban will do to their society. They have experienced first hand the negative effects this has had. In the previous twenty five years Australia's homicide and armed robbery categories of crime have been steadily decreasing. In fact, from 1910 until now Australia has had a homicide rate of 1.8 per 100,000 people. This is a safe society by any standard. This graph represents the rates dropping before the anti gun ban that happened this last year. Because of that ban, these rates have skyrocketed to the point that Australia is in increasingly dangerous country. For example, there has been a large increase in the number of attacks on the elderly and in Victoria there has been a 300% increase in homicides! This graph below shows the increase in crimes now compared to the last twenty-five years.

Anchor #: CH2-012

**LA/SS Interdisciplinary Assessment Activity #3:
Congressional Testimony Part I: Research extracts**



This increase shows a society of unrest and political turmoil about the increase in crime. It seems to me that the criminals know that the people are unarmed and they are trying to take advantage of that as best they can.

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Anchor #: CH2-012

Social Studies Assessment Activity #3: Congressional Testimony
Part I: Research extracts

Communicates:

Advanced vocabulary and language usage enhance clarity and understanding of the subject.

Presents Evidence:

Required organized articles and related summaries of articles are included.

CH2-012

1/24/02
Summary

An Armed Society

An amazing irony is taking place in Switzerland! This irony is even more profound in light of the recent gun bans in Europe, Australia, and in the United States. The irony is this: the freedom of the country rests in the arms (and guns) or an armed civilian population. This seems almost ludicrous and yet they do not have the gun/crime problems that we have in the US, and they don't have the rampant homicides and robberies that we have.

Their entire society is made up of people who have been born using guns. It has ensured their safety because they were never invaded or even threatened during WWI or WWII. This is amazing because they are right in the middle of it. Elite gun and shooting clubs inspire a reverent awe for guns and safety is stressed extremely. Could this possibly be a hint to the gun control activists in the United States that it is not a gun problem, but a people problem. We have enough gun laws to make owning one unfriendly and yet the problem remains. This is best summed up in the simple fact that *our gun laws are not enforced!* If they were we wouldn't hear of any Columbine massacres or any other display of public violence involving gun use. If a person's heart is right they can sleep on a stack of guns and never, ever, even think of shooting anyone. It is a problem that won't go away until the general public stands up and does something. Taking away the guns only hurts the honest citizen and it gives the government one more little bit of control over our lives and our freedom. If I remember right, that is why we left England and fought for our own country to be free.

Anchor #: CH2-012

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder**

Communicates:

Emphatic voice and use of
parallel phrasing enhance
the impact of the argument.

CH2 - 012

1/23/02
Summary

Gun Ban Promotes Hijacking

With many gun control groups pushing their agendas, there needs to be a resounding cry from the many people who own and enjoy guns. In the aftermath of the September 11 attacks, the agenda changed to that of terrorists and their use and possession of guns. Because of the recent and close encounters with terrorists for so many Americans, it is becoming easier for them to give up their guns for fear of being attacked by someone again. I suggest fighting fire with fire. If we take away guns and screen them from every flight, every train, every office, and every house, we are opening ourselves up to another terrorist attack. We obviously haven't done a very good job protecting our airlines yet, so why not allow guns into the hand of citizens who are capable and responsible with their use. There would most likely have to be a test and screening, but after that they would be allowed to carry a gun on an airline.

The random gun placement, not only on airlines but everywhere, will deter criminals and terrorists because they do not know who has a gun and who does not. Many times, they will not want to risk being shot or killed for a simple robbery. It is a fear tactic that we have shoved right back into their court! If we let fear control our everyday lives, then we are essentially stripping ourselves of the very freedoms we have been founded on.

Presents Evidence:

Summary is written in voice of author of
original article, not as an objective
summation of author's point.



CH2-012

January 21, 2002

Never Surrender!: Check Out NewsMax's Churchill Collection

Inside Cover

• Limbaugh: I Can

Finally Hear My
Own Show

• Brooklyn

Borough Prez:

Ground Zero

Firemen Statue

Will Be Authentic

• NYC Official:

Thomas Jefferson
was a 'Pedophile'

• Rumsfeld Slams

Clinton Military

Cutbacks

• Powell and

Rumsfeld Mum on

China Plane

Bugging Charge

• 9/11 Statue

Makers Deny Role

in Politically

Correct

Controversy

• Tina Brown's

'Talk' Mag Bites

the Dust

• Report:

Andersen Recovers

Missing Enrongate

Files

• Peterson Honors

MLK With 'Jackson

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Gun Ban Promotes Hijacking

Martin L. Fackler, M.D.

Tuesday, Sept. 18, 2001

Each time I am delayed by "security" at airports, the same painful thought crosses my mind: this metal-detector-enforced prohibition of handguns on airplanes not only doesn't prevent hijackings, but it contributes to their success. Metal-detector-based "security" effectively disarms the passengers; and takes away any chance they might have of thwarting the hijacking. What hijacker could ask for more?

The hijackings of Sept. 11 proved the truth of another part of my thought: that sufficiently motivated and well-financed terrorists can hijack any airliner they wish. We saw four separate airliners hijacked within minutes of one another. All were specifically selected because they were scheduled for a transcontinental trip, with full fuel tanks.

Let's face it: Five strong males, working together, can take over a plane with no more than their own hands and fists as weapons. Who is going to stop them? Passengers taken by surprise and paralyzed by fear? Or they can claim to have a bomb – and who is going to call that bluff?

Only passengers carrying concealed handguns (and adept in their use) can thwart a hijacking. Sky marshals are a poor second choice. A terrorist group could easily learn to identify them, so they could be disarmed by surprise as the first step in a hijacking.

A Solution

The solution is simple. Solicit all active-duty and retired

SE
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Sign
Michae
mails!
Wilson
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Smith
Spyi
Frisa
Bill O'
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Alden
Perry:
CNN:
Own M
Michae
In th
Malzbe
Sign
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Irvine:
Plagi
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Limba
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Lunev
U.S.
Nuclea
Farber

47B



Hot Topics

- War on Terrorism
- Enron
- Bioterrorism
- Al-Qaeda
- Saddam Hussein/Iraq
- Homeland/Civil Defense
- Middle East
- Israel
- Media Bias
- Immigration/Borders
- Bush Administration
- Clinton Scandals
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- Missile Defense
- Great Speeches
- Sen. Hillary Clinton
- Janet Reno
- Elizabeth Dole
- California Governor's Race
- Panama Canal
- Hanssen Spy Case
- NewsMax.com Company News

military and law enforcement personnel, and all who have a state concealed-carry permit, to carry concealed handguns when they travel by air.

The element of surprise is critical. If the hijackers don't know who is armed, they subject themselves to being shot at any time chosen by any armed passenger. That is why random armed citizens are the most effective deterrent to crime. The uncertainty created in potential hijackers by knowing there are unidentified armed persons aboard would certainly prevent the success of multi-plane coordinated hijackings such as we saw on Sept. 11.

Those who predicted disaster here in Florida, and in the 31 other states whose laws permit qualified citizens to get a permit to carry concealed handguns, will again be horrified at what I am suggesting. Yet they were wrong about those states: violent crime has declined in all of them. Rational analysis shows they would also be wrong about armed airplane passengers.

Some respond negatively to any increased use of firearms. These also probably believe the popular myth that one bullet hole in the fuselage of a high-altitude airliner will cause it to crash. One bullet hole will not cause an airplane to crash; neither will a dozen.

The crime-deterrent effect of concealed handguns carried by ordinary citizens is clearly predictable. Nothing is more disquieting to the criminal than the recognition that a potential victim is likely to be carrying a concealed handgun, and might be very adept in using it.

Although we cannot prevent hijackings, we can prevent them from succeeding – if we act rationally. But what have we seen thus far? "Stringent new security guidelines." More of the same system which failed to prevent the events of Sept. 11. More "stringent" actually means more wasted time and increased inconvenience to airline passengers: for example, removing their capacity to peel an orange or slice a banana – or cut off a loose thread.

The cost, the time-wasting effort, and the mind-boggling inconvenience caused by the futile expansion of our airport "security" system could have a paralyzing effect on our entire democratic system - which is the ultimate goal of the terrorists. Even the damage done on Sept. 11 will cause little harm to our republic compared to our system's erosion by unthinking overreaction to that damage.

48B

Boortz
Gov.
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Anchor #: CH2-012

SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder

Gun Ban Promotes Hijacking

Page 3 of 3

• Cooled-off Hot
Topics



As the shock wears off, it will become apparent that we have entered a new era. A hijacking no longer means simply a detour through Cuba; it is now likely to mean death. When this sinks in, future hijackers are less likely to have such compliant victims as they have had in the past.

Read more on this subject in related Hot Topics:

[War on Terrorism](#)
[Guns/Gun Control](#)

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49B

Anchor #: CH2-012

SS/LA Interdisciplinary Assessment Activity #3:

Congressional Testimony

Part I: Research Folder

CH2-012

1/23/02

Summary: Australia

In light of the recent agenda of banning all guns, and, especially, assault rifles, we face a problem that can best be explained by looking at Australia and the results of what they have done. One year ago, Australia decided that it would be safer in their country to ban guns. Now, with the results of twelve months of crime observation in, there is a startling trend between gun bans and criminal activity. Read on to see for yourself.

All across Australia homicides are up 3.2% and assaults are up 8.6% from a year ago. Armed robberies are up a whopping 44%! That is not a mistake. The gun ban hurts the honest citizens and gives the criminal the advantage. In the previous twenty-five years, homicides and armed robberies have been steadily decreasing. Now, with the implantation of a gun ban those figures have rose in some areas 300%.¹

Along with these increases, there have also been an increasing number break-ins and assaults with the elderly. All the while the Prime Minister has been saying, "Self defense is not a reason for owning a firearm." Those are weak, empty words when it is your grandparents who are being attacked.

Australia has found out the hard way that gun control is not what people think it is. It does not deter criminals and it only affects honest citizens, the same ones that would not be doing anything anyway. With this program costing 500 million dollars, the government of Australia has taken a loss with this campaign while gun control advocates resound like clanging bells, "Just wait...we'll be safer...you'll see..." Will we?

¹ In the state of Victoria homicides with firearms are up 300%.

50B

SS/LA Interdisciplinary Assessment Activity #3: Congressional Testimony

Part I: Research Folder

Presents Evidence:

Questions posed do not consistently prompt reflection or explore deeper reasons for views.

Presents Evidence:

Interview targets the public issue of gun control.

CH2-012

Interview—Congressional HearingName of interviewee Matt Teeters

Reason for selecting this person (How can this person help you make a better presentation?)

He is the page for the Wyoming House of Representatives.

Date and time of interview 2/10/02 11:40

Questions: List 10 questions below that you are prepared to ask during the interview. These questions should be insightful, designed to allow the interviewee to elaborate, etc, to further your knowledge on the topic.

1. Are you a gunowner?

2. Is the Wyoming State House working with this proposal at all? I don't believe so. Wyoming is anti gun control.
3. Do you think that a gun ban would cause more crimes to be committed? It has the potential to cause organized crime.
4. Do you think that more laws should be made to regulate guns? No, I don't think so. There are more laws than we need.
5. Some people say that banning guns will prevent future terrorist attacks. Do you agree or disagree? It would make us more vulnerable.
6. Would you feel safer with a gun or without one? I would feel safer without one.
7. Would banning guns (especially assault rifles) solve the crime problems we are facing? Nope.
8. Do you think that the punishment for gun-related crimes should be stricter? Crime is crime and it should all be treated the same.
9. Have you ever considered killing someone with a gun? No.
10. Do you feel that this proposal for an assault weapon ban is infringing on our constitutional rights? Why or why not? I do, yes. Our founding fathers put the right to bear arms in the constitution for a reason. There is no room for interpretation.

Matt Teeters
Signature of the interviewee

2-10-02
Date

(5/13)

SS/LA Interdisciplinary Assessment Activity #3: Congressional Testimony	
Anchor #: CT2-004	
Criterion: Presents evidence Level: 1	Source: Part I-Research Folder
<p>The research folder has many of the required components (an overview article, five supporting articles, a bibliography, notes from an interview, and charts/graphs). This is a level 1, because it is missing an essential required component (summaries of articles). Without summaries, no determination can be made of the student's understanding of the content.</p>	
Criterion: Communicates effectively Level: Undetermined	
<p>No summaries were included in the research folder. Therefore, there is no student work to evaluate.</p>	

Anchor #: CT2-004

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder**

Bibliography

- World Book Encyclopedia 2000.
- Guide to the U.S. Supreme Court: Elder WH, 1990.
- Microsoft Encarta Encyclopedia Standard 2001.
- David Saurman, PhD from Jackson. December 10, 2001. 6:00 P.M.

Internet Sites That I Examined:

- www.elf.com
- www.cnn.com
- www.arusa.com/templ/sect.3.htm
- www.denverpost.com
- www.latimes.com
- www.chlaqotribune.com
- www.susps.org/Images/graph1.gif
- www.geocities.com/pentagon/bunker/2613/totalbar
- www.ask.com/main/followup.asp?cat=gov_ask=overview+of+immigrationlaw
- www.supremecourtus.gov
- www.ins.com
- www.senate.com
- www.newsweek.com

Presents Evidence:

Bibliography is a required component—not all entries are complete.

21B

CT2-004

Immigration Overview

The federal law of immigration determines whether or not a person is an alien. It provides means by which certain aliens can become naturalized citizens with full rights of citizenship. Immigration is the act of coming to a foreign country to live. The heaviest immigration took place from the early 1800's to the Great Depression. About 60 million people moved to a whole new land. The main reason for immigration has been economic opportunity in their homeland. They immigrate to find better land and better jobs.

Immigration law serves as a gatekeeper for the nation's border: it determines who may enter, how long they may stay, and when they must leave. The United States has had a long history of immigration laws. The Immigration and Nationality Act of 1952, continues to be the basic immigration law of the country. For INA purposes, an "alien" is any person who is not a citizen or a national of the United States. There are different categories of aliens: resident and nonresident, immigrant and nonimmigrant, and documented and undocumented (illegal).

A foreign national cannot simply go to the United States and expect to be allowed to enter the country. He or she, in most cases, needs a visa -which only gives permission to ask to be allowed into the United States. Once at the designated port of entry, he or she must convince the INS inspector that he or she merits admission into the USA. While all of this works quite smoothly for many people every day, underlying the whole process is a series of complex laws designed to regulate the flow of foreign nationals to the USA and to effectuate the immigration policies of the government.

US immigration and nationality law is easily broken down into two distinct categories: immigrant and nonimmigrant. In simple terms, a foreign national fits into the immigrant category if he or she wishes to obtain permanent residency in the USA and remain there permanently. A foreign national fits into the nonimmigrant category if he or she intends to keep an overseas residence but wishes to visit, attend school, or work temporarily in the USA. Each of these two categories breaks down into many subcategories with complex individual requirements.

Immigrants

There are five ways through which a foreign national can obtain permanent residency in the USA: employment, family, asylum, investment and lottery. Along with meeting the requirements of one of these categories, a foreign national who wishes to become a permanent resident of the USA must not satisfy the requirements for exclusion from the USA. Permanent residency can be taken away if it is proven that the foreign national has abandoned his or her intention to reside permanently in the USA or commits acts which satisfy the requirements for exclusion from the USA. A permanent resident after five years (or three years if based upon marriage) can apply to become a naturalized citizen of the USA.

Nonimmigrants

22B

CT2-004

There are many ways through which a foreign national can enter the USA on a temporary basis but most of these ways require that the foreign national exhibit an intention to return to his or her home. In many consuls abroad, this burden of convincing the consular officers that the visit to the USA is temporary is nearly impossible to overcome. Additionally, in many cases the foreign national must show documentary evidence that he or she has the financial ability to remain in the USA since work authorization is not usually given in many situations. There are a number of nonimmigrant visas, which allow employment in the USA as long as a series of criteria are met. If any of conditions of foreign national's status in the USA are violated, the foreign national is subject to deportation proceedings.

Exclusion/Deportation

The INS considers it a benefit to be allowed to enter the USA, thus it has the right to exclude (barring) individuals who do not meet the standards of entry into the USA or deport them if they fail to maintain the standards of their status in the USA. If a foreign national is forcibly deported from the USA, he or she cannot apply for entry into the USA for five years.

http://www.ask.com/main/followup.aspx?cat=gov_&ask=Overview+of+ImmigrationLaw

Presents Evidence:

The overview and supporting articles are included; however, summaries are missing.

23B

Anchor #: CT2-004
SS/LA Interdisciplinary Assessment Activity #3:
Congressional Testimony Part I: Research Folder

CT2-004

INTERVIEW

Date: December 10, 2001
Time: 6:00 P.M.

1. What impact has the Hispanic population had on the Jackson community?
 - More workers
 - They do a lot of jobs that others wouldn't want: hotels, construction laborers
 - Bring in more diversity such as to the local restaurants
 - Very hard workers
 - Overall positives
2. Do you think the community is better with the Hispanics?
 - Yes, they add culture and economic diversity to our society.
3. Personal impacts?

The clinic that Dave works at was set up to cater to the Hispanic population, so as a result he gets a lot of business having them there. Many more Hispanic patients.
4. Are a lot still immigrating in?

It appears to him that there are more Hispanics everyday. When he first moved to Jackson 15 years ago, the Hispanic population was zero.

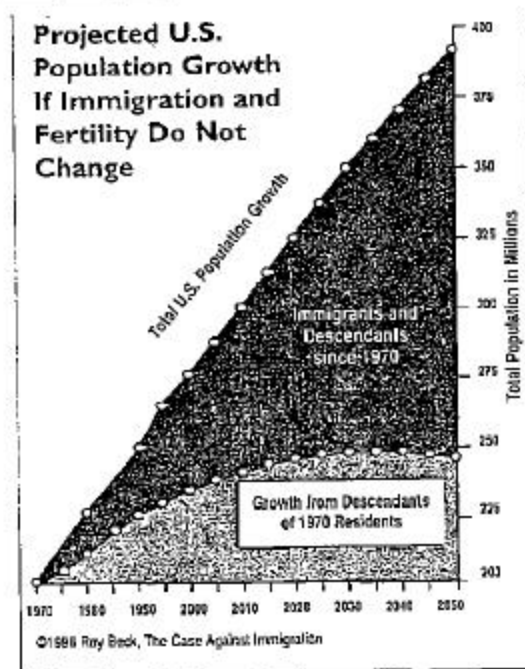
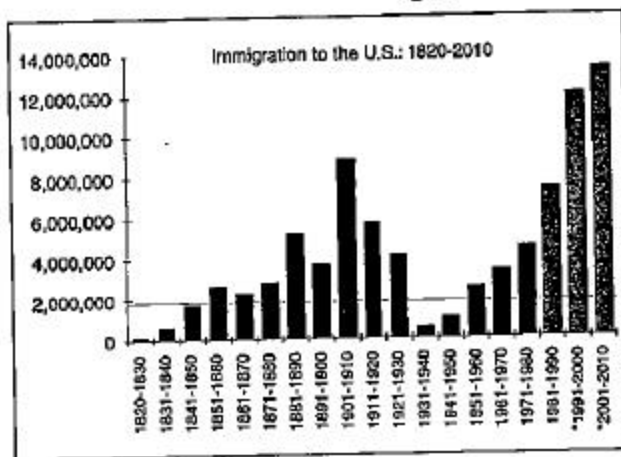
24B

Anchor #: CT2-004

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part I: Research Folder**

Presents Evidence:

Because an interview is
also included, this is an
optional component.

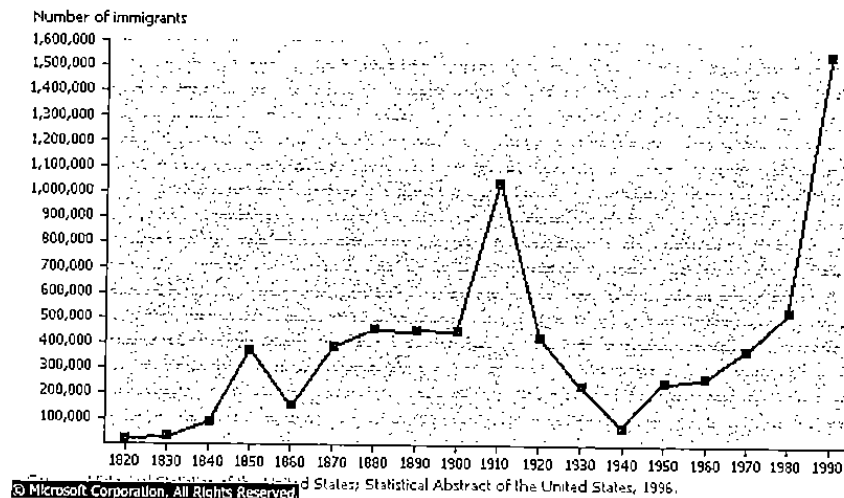


Anchor #: CT2-004

**SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony
Part I: Research Folder**

Immigration to the United States

CT2-004



This graph demonstrates the drastic fluctuations in the number of Immigrants to the United States between 1820 and 1990.
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27B

SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony
Anchor #: CT2-005
<p>Criterion: Uses evidence to comment on a public issue Source: Part III-Report to District Level: 3</p> <p>The report to district clearly identifies the public issue (immigration), related problems (illegal immigration), and solutions (stricter border control, use of national guard, VISA supervision for immigration). There are relevant supporting details from research and testimonies included in the report (Chinese Exclusion Act, Irish potato famine, references to individual testimonies). This paper is not a Level 4 because no conclusion supporting a particular solution was clearly proposed (student notes in last paragraph that a solution is needed, but does not provide supportive ideas for a solution).</p>
<p>Criterion: Communicates Effectively Level: 3</p> <p>Although there were minor errors in writing conventions and word choice (capitalization, punctuation, misspellings), these errors did not detract from the reader's understanding of the report. This is a level 3 response, because these elements did not further enhance the clarity or meaning of the commentary.</p>

Anchor #: CT2-005

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part III: Report to District**

Part III: Report to District
CT2-005
Congress's Stand on Immigration

Washington DC- Today congress held a special session on what the United States of America's policy on immigration should be. Although a few of the members felt it should be pretty much stopped, the majority felt it is good for the country, but should be limited more. They feel we need tighter, border control and stronger enforcement of our immigration policies.

Our country has a long, deep history concerning immigration. This country's first European settlers came here from Spain. Soon after them, the pilgrims came from Great Britain, and settled in the east. Later, after we purchased the Louisiana Territory, immigrants started pouring into our country. When the Irish Potato Famine started, millions of Irish began to immigrate to the US. It is thought that an average of one million immigrants come to the US every year, so when you think about it, unless you are a Native American, someone in your family immigrated to the US.

Most immigrants had different reasons why they immigrated to the United States. Some came to the U.S. in order to escape persecution or famine. Others came in search of a better life or to get a new start. Many came for better paying jobs, or for higher learning. Others just came for freedom and the right to own their own land. So, as you can see, people had many different reasons for immigrating to the United States.

In 1882 the first immigration law, the Chinese Exclusion Act, was put into action. Since the enactment of that law, our country has been debating over the issue of immigration, should more laws be created concerning immigration or should we take some of the laws away? This issue has raised some very interesting thoughts and questions. One question is whether we should tighten our border control. It is estimated

Communicates:
Writing convention and word choice errors do not detract from reader's understanding.

Supports Issue:
Clear identification of public issue is presented.

Supports Issue:
Relevant supporting details from research are included.

SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony Part III: Report to District

C12-005

that around 6.5 million illegal immigrants have crossed the border in the last year. Only one out of every three illegal immigrants are caught while crossing the border. So how can we, as a nation, prevent this?

Supports Issue:
Exploration of problems of immigration are evident.

One proposed way of stopping illegal immigration is to hire more border patrol agents. But that costs money, which America doesn't have. So, where do we get the money from? taxes? I am sure you don't want to pay more taxes. So, what is another option? One of the citizens suggested building a wall along the border. When we asked him how we would get the money to build a wall over 6,000 miles long and that was high enough to block illegal immigrants from entering, he had no response. Secondly, what would others think of our nation if we had a wall blocking our boarders after we fought so hard to bring down the Berlin Wall?

Supports Issue:
Example of possible solution to problem is included.

Supports Issue:
Example of witness testimony is included.

Another proposal, by a lobbyist, was to place National Guard or army troops along the border. He said we already pay them, so why not use them? But then someone asked, why place trained forces on our border, when we need them to help establish peace in other countries? He believes that our borders are our biggest concern right now. Last year illegal immigrants trying to cross the border killed over 70 boarder patrol agents. Also in the last year 19,434 pounds of marijuana, and 407.28 pounds of cocaine were seized at the border. But despite some of these alarming facts, some people say that immigrants will work harder for less money than Americans will work for. Although this cannot be proven, I believe it to be true. If you think about it, most immigrants have seen how hard life can really be without freedom, so when they get the chance to be free, they are willing to work hard.

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Anchor #: CT2-005

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part III: Report to District**

**Supports
Issue:**
Example of
problem
identified.

CT2-005

While most of the members concentrated on the illegal immigrants who crossed the border, a few of the members brought up the issue that many illegal immigrants come to the United States legally, then overstay their visas. Four out of every ten illegal immigrants in our country today, entered the US legally, and then over stayed their visas.

One person brought up the issue, that sixteen of the September 11th hijackers entered the country with visas. Which brings up another tough question, how do we prevent this?

One person suggested that we create some way of tracking them, through their visas.

When asked how to do that, he did not have an answer.

Although the members of Congress all felt a little different about the issue of immigration, the majority felt that we, as a nation, need to cut down on illegal immigration, but just don't know how to yet. Those members felt that legal immigration is a necessity, and helps shape America, I agree. Although Congress did not have a clear solution to the issue of immigration, they agreed that we needed to cut down on the illegal immigrants coming into our country and deal with the illegal immigrants that are presently in our country.

**Supports
Issue:**
Possible
remedy
identified.

Supports Issue:
No concluding
solution is proposed.

Communicates:
Control of word
choice and
conventions support
the writer's purpose.

17

SS/LA Interdisciplinary Assessment Activity #3 Congressional Testimony
Anchor #: CT2-003
<p>Criterion: Uses evidence to comment on public issue Source: Part III-Report to District Level: 2</p> <p>The writer stays in the character of a congressperson throughout the commentary. A general discussion of the topic is given and witness testimony is cited (lobbyist in paragraph 5). This is a Level 2 response, because the writer lacks a conclusion and discussion supporting a particular remedy.</p>
<p>Criterion: Communicates effectively Level: 3</p> <p>Word choice, sentence structure, voice, and conventions do not get in the way of the reader's understanding. Although there were some minor errors (sentence structure, sentence fragments, word choice), they did not interfere with the reader's understanding of the content. This is a Level 3 because, for the most part, writing does not further enhance the clarity or meaning of the issue.</p>

Anchor #: CT2-003

SS/LA Interdisciplinary Assessment Activity #3 Congressional
Testimony Part III: Report to District

Part III: Report
to District CT2-003

Dec. 16, 2001

During these past couple of weeks the House of Representative and Senators met in Congress to deal with issues plaguing the nation as a whole. Of course one of the main issues that we discussed was immigration, both legal and illegal. I, as a Senator of the wonderful state of Massachusetts, learned about the possible cures of this demanding issue. I also learned about some of the causes of this national concern that I was not currently aware of. Some of the concerns from around the United States I was well aware of while others gave me a whole new perspective of the aspect of immigration. I now bring you these facts and new paradigms from around the United States so that you can help the state of Massachusetts decide what our stand is on immigration.

One of the main concerns in Congress was the increasing amount of people in our country that are here illegally. One thing needs to be clarified before we go on is the term "illegal immigrants." Most "illegal" immigrants don't enter our country by running across the desert land, dodging border patrol men and infrared scopes or by putting all belongings on a little raft a little more than an inner-tube (although sometimes less than inner-tubes), putting life and limb in danger while braving waves and wind. No, most illegal immigrants cross our borders legally. Kind of a contradiction if you think about it but it is true. Most illegals have legal visas whether it being student visas, tourist visas, or work visas. They just simply stay beyond their expiration dates. In fact authorities believe that 16 of the 19 hijackers involved in the September 11th attacks were here on legal American visas.

By definition the United States did not have illegal immigration before 1875. Before that year anyone who wanted to come to the United States, could. Even though the United States is based on immigrants, everyone living in the country has immigrant history, with exception to the native Americans. But there are those who want to put a stop, or at least a sifter to immigration. A lobbyist against immigration said that illegal immigration causes higher poverty levels, adds to the national illiteracy rate and takes away living space.

Communicate:

Use of the word 'sifter' enhances reader understanding, but writer does not consistently select effective words.

Supports

Issue:

Public issue is identified.

23

Anchor #: CT2-003

SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part III: Report to District

CTA-003

Dec. 16, 2001

A fair number of non-governmental body speakers were against immigration, saying that the immigrants brought overpopulation to the United States and they came to deal illegal drugs such as marijuana and cocaine to the citizens of this great country. A very informed speaker told us that for every 100 illegal immigrants that enter our country, 65 natural citizens lose their jobs. Although illegal and legal immigration is considered "bad" in the eyes of these speakers there were some other people who support immigration.

Those people supporting immigration also gave of facts showing the members of congress how immigration helps the economy. A lobbyist who supports immigration stated that if we do allow immigrant families to enter the United States of America, this causes the money to stay in America. Those working here will not be sending support checks back home to the wife and kids, thus causing the money be spent here buying food, clothes and houses here. This same lobbyist also pointed out that if we have more immigrants coming into the United States that means that they will want citizenship, which in turn gives the federal government more tax money. Most of the people that are in support of immigration were quick to point out misinterpretations that the American people have about the immigrants coming into the United States. Fact: The immigrants are taking away our jobs. Truth: the immigrants are actually taking the jobs that no one wants to do, such as maid at hotels. Fact #2: immigrants live on welfare paid for by the American people. Truth: less immigrants are on welfare than natural born citizens, immigrants come to this country to work and raise their children in the land of opportunity. Most immigrants believe in family unity thus less divorcees. They also want to learn English, there is a high demand for English classes, that are not currently being fulfilled. Most supporters believe that immigration helps the economy. But one has to consider the drop in economy levels caused by the terrorist attacks. Because this is a nation is based on immigration we can not just say no more immigration and everybody will be OK with that, we cannot stop immigration, but how do we protect ourselves?

Supports Issue:

Writer cites testimony relevant to the issue.

Communicates:

Inclusion of the word 'of' is inappropriate, but does not confuse the reader. The word 'congress' should be capitalized.

Communicates:

Run on sentence may confuse reader, but does not interfere with understanding of issue.

24

Anchor #: CT2-003

**SS/LA Interdisciplinary Assessment Activity #3: Congressional
Testimony Part III: Report to District**

CT2-003

Dec. 16, 2001

How do the United States protect our borders against terrorist? There where many possible answers to that question, from putting up a 50 foot wall along our borders like the Berlin Wall to a national identification card for everybody. While the "Berlin Wall" idea was quickly shot down, some of the other ideas to protect our borders were takes into account. A popular idea was to have a tougher border patrol. More jobs, and better pay for the people who work along the border, especially along the American/Mexico border. Some of the other ideas that were floating around was to allow more visas into the United States thus decreasing the number of illegal immigrants. Others suggested that we allow the immigrants that are already here legal and illegal alike complete and instantaneous citizenship, so that they have to pay taxes. Another said that the immigrants coming into the United States should take a tougher immigration test, have to pay a tax to enter America, and the immigrant have to prove that they have a stable job within 6 months or be deported.

One of the ideas was to have a improved electronic database to keep track of immigrants in the US so we could have instantus files on immigrants. To grow on that idea, one person suggested that the American citizens have a electronic identily card, that you had to carry with you always, a be able to show it at a drop of a hat. This card is kind of like a drivers license but a citizen license. All of these ideas have merit, causing me to wonder about the position of the Massachusetts people.

Whether you are for or against immigration, one thing is for certain. The United States has a problem, how to protect our borders. As representative from your state I am asking you where you stand on immigration.

**Supports
Issue:**
Summary
provides details
from research
and testimony.

Supports Issue:
Writer stays in character of
a Congressperson
throughout essay.

Supports Issue:
Some remedies are
identified, but the
writer fails to clearly
support any particular
one.

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