

SIMULATED CONGRESSIONAL HEARING - JUDGES' INSTRUCTIONS



Timing

For each hearing, there will be an official timekeeper. The timekeeper keeps strictly to the framework of ten minutes per group: four minutes for the initial oral presentation and six minutes for the follow-up questioning. Timekeepers will silently notify groups by holding up a card when they have one minute left in their initial oral presentation time and will silently notify judges when there is one minute left in the follow-up question period. When time expires, the timekeeper stops all participants by holding up a printed card with the word *Time!*

Every effort should be made to observe time limits. At the discretion of judges, however, extra time may be allowed to compensate a group for any situation that significantly reduces their allowed response time. For example, if a judge has taken inordinate time to phrase a question, extra time may be granted to allow students to adequately respond.

Use of Notes or Materials

Students may use written aids on note cards or on paper not larger than 8½ x 11 inches during their six-minute presentation period. No other materials or references may be used. Neither notes nor any other materials may be used during the follow-up questioning period.

Judging Criteria

Judges score each student group on six criteria: understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation. These criteria are fully explained on the Judges' Score Sheet (Appendix C.7). Throughout their assessment of student performance, judges should be careful to base their scores on the six established criteria, not on their agreement or disagreement with students' positions.

For each criterion listed, each judge scores the group on a scale of 1 to 10, with 10 being the highest score. Judges must use a separate form for each group. Before beginning a hearing, judges should ascertain that they have the appropriate score sheet (correct teacher name, school name, and unit number). The scorekeeper will total class scores on a separate summary form.

Special care must be taken in judging a group on participation. Groups in which most members speak should be rated higher than those in which one or two students dominate the entire ten minutes. Because it is recognized that certain students have an especially difficult time with speaking in public, it is the policy of the We the People program that a group not be penalized if one or two students do not participate because of shyness, language problems, handicaps, etc. In rating participation, judges should evaluate the extent to which most students respond.

Judges may keep score sheets for all groups seen during one session. Score sheets may be revised during that session. For example, if after judging two or three groups, the judges think they were too harsh or too easy on the first group, they may adjust their scores. Once scores have been turned in, it is no longer possible to make revisions. Judges may consult with one another about scoring; however, they do not need to agree on their scores.

Feedback

Although students should be given some oral feedback, they should not be told how their presentations were scored. Feedback should include comments on the group's strengths and suggestions for improvement. **Teachers require that feedback be brief.**



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- d. How does our nation protect the common welfare while protecting natural rights? Should more importance be placed upon one or the other? Explain your answer.
- e. Do you believe that the rights of some American citizens are not sufficiently protected today? Support your viewpoint. If greater protection is needed, how should citizens respond?
- f. Does the U.S. government and its leaders follow the principles established by Locke? Explain your answer.
- g. How would Locke view attempts by government to place warnings on music, movies, and video games? Explain your answer.
- h. What mechanisms are in place to ensure that government does not violate our natural rights? Have these mechanisms worked? Why or why not?



UNIT 1

WHAT WERE THE FOUNDERS' BASIC IDEAS ABOUT GOVERNMENT?

1. John Locke was an English philosopher who thought about why it was necessary to have a government.
 - What did Locke think would happen without government?
 - What did Locke believe to be the purpose of government?
 - Do you think government might have purposes that Locke did not mention? Explain your answer.

Suggested follow-up questions

- a. How did Locke influence the Founders and Framers? Explain your answer.
- b. How is the purpose of school similar to or different from the purpose of government? Explain your answer.
- c. Do we as a nation emphasize rights to the detriment of responsibilities? Explain your answer.
- d. How does our nation protect the common welfare while protecting natural rights? Should more importance be placed upon one or the other? Explain your answer.
- e. Do you believe that the rights of some American citizens are not sufficiently protected today? Support your viewpoint. If greater protection is needed, how should citizens respond?
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**UNIT 1****WHAT WERE THE FOUNDERS' BASIC IDEAS ABOUT GOVERNMENT?**

2. The Founders were concerned with how to preserve a republican form of government.
 - According to the Founders, what was republican government?
 - What weaknesses did the Founders think would lead to the failure of republican government?
 - How did the Founders think these weaknesses could be prevented? Do you think the Founders' solutions were correct? Why or why not?

Suggested follow-up questions

- a. How is the common welfare promoted in a republican form of government? Are these methods successful today? Why or why not?
- b. Would you favor a direct democracy over representative democracy? Why or why not?
- c. Does an independent judiciary support or conflict with republicanism? Explain your answer.
- d. Does a republican form of government mean that all those eligible must vote in order that government be effective? Why or why not?
- e. In a republican form of government, should representatives vote their consciences or the will of those they represent? Should they ever compromise? Why or why not?
- f. What led the Framers to establish a republican form of government? Explain your answer.
- g. Who does the federal government represent today? Does our current government follow the principles of our Founders and Framers? Explain your answer.

- e. Does a written constitution ensure that government works for the good of the people? Why or why not?



UNIT 1

WHAT WERE THE FOUNDERS' BASIC IDEAS ABOUT GOVERNMENT?

3. Most nations have a constitution, but they do not all have constitutional governments.
 - How might people organize a constitutional government to prevent the abuse of power?
 - Give an example of a nation in today's world that you think is not a constitutional government. Give reasons for your choice.

Suggested follow-up questions

- a. Is it appropriate for the government to pass laws limiting our First Amendment rights?
- b. What responsibilities does a citizen have in a constitutional government? Explain your answer.
- c. What limitations does the U.S. Constitution place on majority rule? Are these limitations successful? Why or why not?
- d. Explain a time in our history when the federal government went beyond the limitations placed upon it. How was the situation handled? Explain your answer.
- e. Does a written constitution ensure that government works for the good of the people? Why or why not?

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UNIT 2

WHAT SHAPED THE FOUNDERS' THINKING ABOUT GOVERNMENT?

1. The Declaration of Independence told the world why the Americans wanted to free themselves from British rule. The Declaration stated the Founders' beliefs about government.
 - Using the Declaration as your source, in your own words describe the principles of good government.
 - Where did the Founders get these ideas?
 - Do you think these principles are valid today? Why or why not?

Suggested follow-up questions

- a. Thomas Jefferson stated that laws should expire after a generation or that every generation should have a revolution. Do you think the right of the people to revolt is relevant today? Why or why not?
- b. Did the Declaration reflect the opinions of all the colonists at the time? Why or why not?
- c. What mechanisms are in place that would allow us to revolt against our government? Explain your answer.
- d. What basic rights would you add to the Declaration? Explain your answer.
- e. What ideas of the Declaration are reflected in the Constitution and Bill of Rights? Explain your answer.
- f. Do you think the diversity of Americans increases their acceptance of people with different beliefs and lifestyles? Why or why not?
- g. Should a portion of our nation or a state that wishes to remove itself from the United States be allowed to do so? Why or why not?

- d. Why is the Magna Carta an important document?
- e. Why did the British believe the tax and trade laws were fair?
- f. What were Americans like in the 1780s? How did these lifestyles influence the governments they created? Explain your answer.



UNIT 2

WHAT SHAPED THE FOUNDERS' THINKING ABOUT GOVERNMENT?

2. Great Britain had colonies in North America for more than one hundred and fifty years. During that time the colonists had considerable experience governing themselves.
 - Why did American colonists have the rights of Englishmen?
 - What ideas did colonists in America use when they formed their own governments?
 - How did the British government tighten control over the colonies?

Suggested follow-up questions

- a. Did colonists expect more rights than English commoners? Why or why not?
- b. To what extent did the early state governments stay true to or move away from the principles of the Declaration of Independence? Support your answer.
- c. What was the English Bill of Rights?
- d. Why is the Magna Carta an important document?
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3. By the late 1780s, many Founders believed that the Articles of Confederation were not working well.
- What were some achievements of the Congress under the Articles of Confederation?
 - What shortcomings did many Founders see in the Articles?
 - What arguments could you have made in support of the Articles?

Suggested follow-up questions

- The Northwest Ordinance forbade slavery, yet it was allowed in the thirteen states. How do you explain this contradiction?
- Were individual rights more secure under the Articles than they were under British rule? Why or why not?
- Do you think the Framers were justified in creating a new constitution? Would it have been possible to amend the Articles to fix their shortcomings? Explain your answer.
- Compared to the Articles, what shortcomings do we have with the U.S. Constitution today? How would you suggest fixing them? Explain your answer.
- What was Shays' Rebellion and why did it frighten many Americans? What effects did the rebellion have on the Articles of Confederation? Explain your answer.
- What would our nation be like if the Articles of Confederation had remained? Give examples to support your view.

- Does compromise support or conflict with the fundamental principle of representative government? Explain your answer.
- Do you think the Framers erred in compromising on slavery? Were there any other solutions available to them? Explain your answer.
- The whole Constitution is sometimes described as a compromise. How should leaders decide when to compromise and when to hold firm? Support your opinion.
- What was the result of the Great Compromise? What were its effects on the North and on the South?
- If a new constitutional convention were to be called, what groups would you include? Explain your answer.
- What changes do you think should be made to the Constitution? Support your answer.

**UNIT 3****WHAT HAPPENED AT THE PHILADELPHIA CONVENTION?**

1. Because of different economic systems, Northern and Southern states had different interests. These conflicting interests led to disagreements at the Philadelphia Convention.
 - Describe at least two disagreements between Northern and Southern states at the convention.
 - What parts of the Constitution are the result of compromises that settled disagreements between the Northern and Southern states?
 - Do you think the Framers should have made these compromises? Why or why not?

Suggested follow-up questions

- a. Were all Americans represented at the Philadelphia Convention? Why or why not?
- b. Why did the Framers disregard their original purpose for meeting in Philadelphia? Why were the meetings kept secret from the American people? Do you agree with these decisions? Why or why not?
- c. Does compromise support or conflict with the fundamental principle of representative government? Explain your answer.
- d. Do you think the Framers erred in compromising on slavery? Were there any other solutions available to them? Explain your answer.
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UNIT 3

WHAT HAPPENED AT THE PHILADELPHIA CONVENTION?

2. Articles I, II, and III of the Constitution list the powers of the Congress, president, and the legislative, executive, and judicial branches of the national government.
 - Describe some of the powers the Constitution gives to the Congress. In what ways does the Constitution limit the power of Congress?
 - Describe some of the powers of the president. In what ways does the Constitution limit the power of the president?
 - Describe some of the powers of the judiciary. In what ways does the Constitution limit the power of the U.S. Supreme Court?

Suggested follow-up questions

- a. What checks are placed on the president? Can you cite any examples of these checks in action? Are they enough or would you place further checks on the president? Why or why not?
- b. Should the president be subject to civil trials while in office? Why or why not?
- c. Should the president be required to come before Congress to explain his or her actions? Why or why not?
- d. What impact did the Framers' knowledge and experiences have on the creation of the executive branch? Explain your answer.
- e. What role did George Washington play in the formation of the executive branch?
- f. Does the office of the president reflect a principle of republicanism (representative government)? Why or why not?
- g. What examples can you cite of a current or recent president using Article II powers?
- h. Why was the electoral college created? Is it needed today? Why or why not?

**UNIT 3****WHAT HAPPENED AT THE PHILADELPHIA CONVENTION?**

3. The Framers put forth various plans to solve the problem of representation in Congress.
- What were the advantages and disadvantages of the Virginia Plan?
 - What were the advantages and disadvantages of the New Jersey Plan?
 - Do you think the Great Compromise was a good solution to the problem of representation? Why or why not?

Suggested follow-up questions

- a. What are the advantages and disadvantages of equal representation?
- b. What are the advantages and disadvantages of proportional representation?
- c. Do you think that small or large states benefited the most from the Great Compromise? Explain your answer.
- d. Why did small states want equal representation?
- e. Why did large states want proportional representation?

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UNIT 4

HOW WAS THE CONSTITUTION USED TO ESTABLISH OUR GOVERNMENT?

1. One of the enduring contributions of the Framers was the creation of the federal system of government.
 - What is a federal system of government? Compare it with a unitary or a confederal system of government.
 - How are powers distributed between the states and the national government under our federal system? Give examples.
 - What are the advantages and disadvantages of the federal system? Give some current examples.

Suggested follow-up questions

- a. What happens when state constitutions and the U.S. Constitution conflict? Support your position.
- b. What is the difference between a national government and a federal system?
- c. How are the principles of popular sovereignty and republicanism (representative government) reflected in a federal system? Explain your answer.
- d. Given the size of our nation as compared to the landmass and population in 1787, should we add regional governments? Why or why not?
- e. What issues should fall under the federal government's domain and which should remain with the states? What criteria would you establish for any given issue? Explain your answer.
- f. Given the great mobility of our populace and current technology, is it still necessary to have separate national, state, and local governments and/or separate powers?
- g. Which level of government has the greatest impact on your quality of life? Support your answer.

- e. Is judicial review consistent with democracy, republicanism (representative government), and popular sovereignty? Why or why not?
- f. If the Supreme Court did not act as the ultimate guardian of our political system as defined in our Constitution, what or who would serve that purpose? Explain your answer.
- g. If the Supreme Court has the power to declare laws null and void, should this power be clearly stated in the Constitution rather than implied? Why or why not?



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UNIT 4

HOW WAS THE CONSTITUTION USED TO ESTABLISH OUR GOVERNMENT?

2. Judicial review is an important part of our constitutional system of government.
 - How did the Supreme Court acquire the power of judicial review?
 - Do you think the Supreme Court should have the power to declare an act of Congress unconstitutional? Why or why not?
 - How should justices determine the meaning of the words of the Constitution?

Suggested follow-up questions

- a. Is the power of judicial review essential to a constitutional government? Why or why not?
- b. Do you believe that an independent judiciary is essential to good government?
- c. Describe one method of interpreting the Constitution. What are the strengths and weaknesses of this method?
- d. What checks are there on judicial review? Are they effective? Explain your position.
- e. Is judicial review consistent with democracy, republicanism (representative government), and popular sovereignty? Why or why not?
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**UNIT 4****HOW WAS THE CONSTITUTION USED TO ESTABLISH OUR GOVERNMENT?**

3. Political parties are an important part of our political system today, yet they are not mentioned in the Constitution.
- Why did the Framers fear political parties?
 - Why and how did political parties develop?
 - Do political parties play a useful role today? Why or why not?

Suggested follow-up questions

- a. Would you favor a constitutional amendment that banned political parties? Why or why not?
- b. Have political parties helped or hindered the democratic process? Explain your answer.
- c. Have political parties helped or hindered the legislative process? Explain your answer.
- d. If we were a nation of only one political party, would that be a problem? Why or why not?
- e. What does the growing number of independent parties say about our system? Explain your answer.
- f. What principles do the modern Republican and Democratic parties stand for? Which party more closely represents the ideals of the Federalists and which represents the ideals of the Republicans of Jefferson's time? Explain your answer.
- g. If James Madison were writing his Federalist 10 today, speaking out against factions, what examples would he use? Explain your answer.
- h. Do factions have a right to participate in the political process? Would you regulate the political influence of special interests? Explain your answer.

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- e. Congress and various state legislatures allow a prayer to be recited at the opening of each legislative session. Is this practice a violation of the establishment of religion clause? Why or why not?
 - f. Do you think that the establishment clause and the free exercise clause support contradictory principles? If you believe they are contradictory, how should the conflict be resolved? Support your answer with examples.
- to limit a student's free exercise of religion? Explain your answer.
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UNIT 5

HOW DOES THE CONSTITUTION PROTECT OUR BASIC RIGHTS?

2. Due process of law has been called the “primary and indispensable foundation of individual freedom” because it protects the individual from government wrongdoing.
- What is the right to due process? Where in the Constitution is due process protected and how is the meaning of due process applied?
 - How does the equal protection clause of the Fourteenth Amendment prevent state governments from practicing unfair discrimination?
 - Should young people under the age of eighteen have the same due process rights as adults? Why or why not?

Suggested follow-up questions

- What is the most important due process right? Explain your answer.
- Is there a difference in due process rights for citizens and illegal immigrants? Should there be? Why or why not?
- Why is it important to assure procedural due process for people accused of serious crimes? How does protecting the rights of the accused also protect the rights of law-abiding citizens? Explain your answer.
- How does due process help to ensure that public officials will not abuse their power? Explain your answer.
- What processes do you believe are required under the Fifth and Fourteenth Amendments? What is the difference between the two amendments? Explain your answer.
- Is it appropriate to limit the Fourteenth Amendment’s protection against unreasonable search and seizure in school settings? Why or why not?
- In times of crisis, such as war or mayhem, should due process be limited? Why or why not?

- Should it be lawful to put information on the Internet about how to make a bomb? Why or why not?

- Should expression that is offensive to some students be restricted by “speech codes”?

Should speech codes be subject to the limitations of the First Amendment or should schools and colleges be allowed to limit expression as they see fit? Why or why not?

- Is it appropriate to allow government greater flexibility to regulate commercial speech, such as advertising, than political speech? Why or why not?

- In your opinion, do time, place, and manner restrictions violate the right to free expression? Why or why not?



UNIT 5 HOW DOES THE CONSTITUTION PROTECT OUR BASIC RIGHTS?

3. The First Amendment states that laws shall not be passed that abridge freedom of speech.
- Why did the Founders think freedom of speech was so important?
 - Do you believe there are times when freedom of expression should be limited? Explain your response.
 - Should a public speaker who calls for violent action be protected by the First Amendment whereas an audience member who performs the action can be sent to prison? Why or why not?

Suggested follow-up questions

- In the case of *Tinker v. Des Moines*, the court said that although students do not give up their rights at the schoolhouse gate, expression that interferes with the school's mission can be limited. Does the *Tinker* decision give school officials too much authority to limit free speech? Explain your position.
- The French philosopher Voltaire said he might not agree with what you are saying but he would defend to the death your right to say it. What is your opinion of this idea? Explain your answer.
- Should it be lawful to put information on the Internet about how to make a bomb? Why or why not?
- Should expression that is offensive to some students be restricted by "speech codes"? Should speech codes be subject to the limitations of the First Amendment or should schools and colleges be allowed to limit expression as they see fit? Why or why not?
- Is it appropriate to allow government greater flexibility to regulate commercial speech, such as advertising, than political speech? Why or why not?
- In your opinion, do time, place, and manner restrictions violate the right to free expression? Why or why not?

Why is it important to assure protection of the rights of the accused also protect serious crimes? How does protecting the rights of the accused also protect the rights of law-abiding citizens? Explain your answer.

How does due process help to ensure that public officials will not abuse their power? Explain your answer.

What processes do you believe are required under the Fifth and Fourteenth Amendments? What is the difference between the two amendments? Explain your answer.

Is it appropriate to limit the Fourteenth Amendment's protection against unreasonable search and seizure in school settings? Why or why not? Explain your answer.



UNIT 6

WHAT ARE THE RESPONSIBILITIES OF CITIZENS?

1. Many people believe that an informed citizenry is essential if democracy is to work.
 - Should people be required to pass periodic citizenship tests to maintain their citizenship? Why or why not?
 - Would you favor requiring literacy tests, fairly administered, before allowing citizens to vote? Why or why not?

Suggested follow-up questions

- a. Should people be required to have the ability to read and write before they can vote? Why or why not?
- b. Is possessing civic virtue the definition of a good citizen? Why or why not?
- c. Should a high school diploma be required of all citizens? Why or why not?
- d. What are the expectations of a citizen? How are these expectations different from those of a visitor to our country? Explain your answer.
- e. How do Americans and recent immigrants learn what is expected of citizens? Give examples.
- f. In some countries, a person must serve in the military before becoming a citizen or gaining the right to vote. Do you think this requirement is reasonable? Why or why not?
- g. What is the most important responsibility of a citizen today? Explain your answer.

- d. Should the government give rewards for civic participation and penalties for not participating? Why or why not?
- e. What is government's role in improving civic participation? Is government at fault for the lack of civic participation? Explain your answer.
- f. What are the advantages of U.S. citizenship, if any? Should there be a required renewal of citizenship? Should people who violate the law lose their citizenship? Explain your answer.



UNIT 6

WHAT ARE THE RESPONSIBILITIES OF CITIZENS?

2. Voting is one way a citizen may participate in politics. Many other activities are available.
- What activities besides voting are available to citizens?
 - Which of these activities, if any, do you think is most useful? Explain your answer.
 - How should a citizen decide which of these various activities to participate in?

Suggested follow-up questions

- How can students your age participate in government? Explain your answer.
- How would you encourage more people to participate in government? Explain your answer.
- If people vote and engage in civic participation, does that mean they are good citizens? Why or why not?
- Should the government give rewards for civic participation and penalties for not participating? Why or why not?
- What is government's role in improving civic participation? Is government at fault for the lack of civic participation? Explain your answer.
- What are the advantages of U.S. citizenship, if any? Should there be a required renewal of citizenship? Should people who violate the law lose their citizenship? Explain your answer.

- In some countries, a person must serve in the military before becoming a citizen or gaining the right to vote. Do you think this requirement is reasonable? Why or why not?
- What is the most important responsibility of a citizen today? Explain your answer.



UNIT 6

WHAT ARE THE RESPONSIBILITIES OF CITIZENS?

3. Today, the nations of the world are increasingly dependent on each other.
- How have the U.S. Constitution and Bill of Rights influenced other countries?
 - How have other countries influenced the United States?
 - How do nations of the world interact with each other?

Suggested follow-up questions

- a. What does it mean to be a sovereign nation?
- b. How do nation-states enforce international law?
- c. What power does the U.S. Constitution give the president to deal with other nations?
- d. What power does the U.S. Constitution give the Congress to deal with other nations?
- e. Who has authority over nation-states?

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5	RESPONSIVENESS To what extent did participants' answers address the question asked?		
6	PARTICIPATION To what extent did most group members contribute to the group's presentation?		
GROUP TOTAL			
JUDGE	*Tiebreaker	TIEBREAKER*	
	Designate a score of any number between 0 and 100 that reflects this group's OVERALL performance. (This score will be used only in the event of a tie.) Use the following scale:	Outstanding Very Good Above Average Average	90 to 100 points 80 to 89 points 70 to 79 points 50 to 69 points

Teacher _____
 School _____
 Congressional District _____
 State _____
 Date _____



For each criterion listed, score the group on a scale of 1 to 10, with 10 being the best score.
 Use a separate form for each group.

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

		SCORE	NOTES
1	UNDERSTANDING To what extent did participants demonstrate a clear understanding of the basic issues involved in the question?		
2	CONSTITUTIONAL APPLICATION To what extent did participants appropriately apply knowledge of constitutional history and principles?		
3	REASONING To what extent did participants support positions with sound reasoning?		
4	SUPPORTING EVIDENCE To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?		
5	RESPONSIVENESS To what extent did participants' answers address the question asked?		
6	PARTICIPATION To what extent did most group members contribute to the group's presentation?		
GROUP TOTAL			

JUDGE		TIEBREAKER*	
*Tiebreaker	Designate a score of any number between 0 and 100 that reflects this group's OVERALL performance. (This score will be used only in the event of a tie.) Use the following scale:		
	Outstanding	90 to 100	points
	Very Good	80 to 89	points
	Above Average	70 to 79	points
	Average	50 to 69	points
	Below Average	30 to 49	points

SCOREKEEPER'S SUMMARY SCORE SHEET



Teacher _____
 School _____
 Congressional District _____
 State _____
 Date _____

For each group, record the totals from the Simulated Congressional Hearing—
 Judges' Score Sheets (one per judge) in the spaces provided.

Then, add the group totals to determine the Combined Group Total. For example, if group one received scores of 48, 46, and 51 from three judges, you would record a 145 for unit one's group.
 Add all Combined Group Totals to obtain the Class Grand Total.

Unit Group Number	JUDGE 1	JUDGE 2	JUDGE 3	Combined Group Total
UNIT 1	[] + [] = []	[] + [] = []	[] + [] = []	[]
UNIT 2	[] + [] = []	[] + [] = []	[] + [] = []	[]
UNIT 3	[] + [] = []	[] + [] = []	[] + [] = []	[]
UNIT 4	[] + [] = []	[] + [] = []	[] + [] = []	[]
UNIT 5	[] + [] = []	[] + [] = []	[] + [] = []	[]
UNIT 6	[] + [] = []	[] + [] = []	[] + [] = []	[]
CLASS GRAND TOTAL =				[]

Scorekeeper

Make sure that you retain all Simulated Congressional Hearing — Judges' Score Sheets to
 use in more classes. If you are a scorekeeper, the right scorekeeper points.

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Grade level _____ Course _____
 Number of students _____
 Number of classes _____
 participating _____
 per class/organization _____
 () Fax _____
 Phone _____
 Email _____
 School/Organization Address _____
 School/Organization Name _____
 Teacher/Leader Mr./Mrs./Ms. _____
 Public Private Parochial Youth Org. Other

Grade level _____ Course _____
 Number of students _____
 Number of classes _____
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