**Mr. Kay’s American Government Project for Unit 3: Congress**

**Individual Project:**

Writing Assignment:

1. Explain the several roles of members of Congress. A good answer to this question will demonstrate an understanding of the competing goals of a member of Congress. Specifically, members of Congress must legislate for the good of the nation, yet satisfy the constituents who elect them. You should take a position on the role of Congress and defend that position with evidence.  
2. You must demonstrate an understanding of the party system and the lawmaking process. You must outline and defend a strategy for members of Congress to balance the competing roles of party member and lawmaker.  
3. A good answer will articulate an opinion about the role of debate in Congress and support that opinion with evidence.

4. Paper must be minimum 3 pages long, double spaced, and you must use 12 point and Times New Roman font

**Group Project:** Only 2 students per group unless special permission is granted by Mr. Kay

Students will take a stand on the war powers of Congress and justify their positions through an appropriate video, Prezi, and or PowerPoint presentation. OR due one of the following options below:

**Option 1:**

You must explain in detail how the war powers are divided between Congress and the President. This division of powers has been contentious over the years, as Congress must raise and provide for the armed services, while the President is the commander in chief of those forces. The Constitution, however, gives no details about the duties of the commander in chief. You must review the war powers by reading Article I, Section 8, Clauses 11–16 and Article II, Section 2, Clause 1 of the Constitution.  
Take a position on whether Congress may withhold funds to force the President to end an armed conflict and explain in great detail.

**Option 2:**

You will formulate and defend an opinion on whether the filibuster protects minority rights or gives the minority too much power. You must also define the meaning of filibuster and explain how a filibuster can be forced to end. You will defend your positions and be prepared to answer any questions the teacher may ask you during your presentation.

**Option 3:**

Answer what is the significance of the Court’s decision in McCulloch v. Maryland.

The decision in McCulloch v. Maryland is important because it established the meaning of the Necessary and Proper Clause. The Court authorized a broad reading of the Constitution that has allowed Congress to pass laws relating to issues not specifically mentioned in the Constitution. Explain why the ruling confirmed the constitutionality of implied powers. Create a time line that shows the main events in the case and be prepared to answer any question the teacher may ask you during your presentation.

**Option 4:**

Explain in great detail how a bill becomes law. Why do you think the passage of a bill is such a momentous occasion? For instance, who introduces the bill in the House? In the Senate? Explain the process in detail and be prepared to answer any question the teacher may ask you during your presentation.

**Option 5:**

Answer these critical thinking questions and be able to explain the answers in great detail:

Chapter 10: Whose views should members of Congress represent when voting?  
Chapter 11: What should be the limits on the powers of Congress?  
Chapter 12: Can and should the lawmaking process be improved?

Be prepared to answer any question the teacher may ask you during your presentation.

**Option 6:**

Come up with your own idea from Unit 3: Chapters 10, 11, and 12 and present it to Mr. Kay for approval.

**Rough Draft Version: Due December 16th \*\*Rough Draft of Unit 3 Project send electronically to** [**mrkayweebly@gmail.com**](http://mrkay.weebly.com/uploads/2/9/3/5/2935169/mrkayweebly@gmail.com)

**Final Version: Due December 19th**