

Harlan County Schools

NTI Days 6-10

"Survivor"

Introduction: Beginning December 5th, any days designated as a Non Traditional Instruction Day will allow students to work from home and complete a 10 day project. By completing work at home on these days, we will not have to "make up" these missed days at the end of the school year. These days will count as a full day of instruction for students and teachers.

This folder contains snow packets for these NTI days for your child to complete if school is cancelled. Please keep the folder in a safe place at home. Every NTI day, please have your child complete the work for the day specified by the County Board. For example, if the board specified that it is NTI day 1, look for the assignment labeled NTI day 1. Your child needs to hand in the work for this day within five school days. Students will receive a participation grade based upon the work completed during each NTI day; therefore, it is important that each student complete each day's work.

Educational Standards that will be covered by the project.

These standards are not apart of the assignment. They are just guidelines for the teachers.

SS-07-3.1.1

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-1.1.1

Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).

SS-08-1.3.2

Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).

SS-06-2.2.1

Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

SS-06-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.

SS-06-3.3.1

Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.

SS-06-4.1.1

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.Math.Content.7.RP.3

Use proportional relationships to solve multistep ratio and percent problems.

CCSS.Math.Content.7.EE.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

CCSS.Math.Content.7.G.4

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Day 6: "Disease Outbreak"

Activities:

Choose 3 of the following activities

- Read through the mock newspaper article and then analyze the map of Harlan County that is provided. After looking over the map decide which area in Harlan that you are going to migrate to for survival purposes. Create a brochure that would persuade people to come to your community for survival. Give your reasoning including the resources of the area and why that area would provide the best chance for survival.
- <https://europeanhistory.boisestate.edu/westciv/plague/07.shtml> Read the primary source on the webpage that is given. Write a comparative essay that compares how the Black Death broke out and the current breakout that is taking place. Use evidence from the source to describe how diseases spread which may help explain the current spread of disease throughout Harlan. Essay must be at least 1 page.
- Using the map provided find the area and circumference of each outbreak circle on the map. Fill in the diagrams on the map to conclude which outbreak circle in Harlan is the biggest.
- Because the virus spreads similar to ebola students will watch the video: Explaining EBOLA: The science behind the outbreak on youtube. <https://www.youtube.com/watch?v=w3joiUbYTy4> After completion of the video students should come up with a survival list of things needed to stop the contraction of the virus then students should draw a diagram of the suits that they have constructed to make sure that their people are protected from the virus.
- Go to the website: <http://kff.org/other/state-indicator/influenza-and-pneumonia-death-rate/> Use the data from the website to create a scatterplot based on the disease statistics. After completing the scatterplot predict which state you believe would be hit most hard by the spread of disease and why you believe so.

Resources Needed

- <http://kff.org/other/state-indicator/influenza-and-pneumonia-death-rate/>
- <https://www.youtube.com/watch?v=w3joiUbYTy4>
- <https://europeanhistory.boisestate.edu/westciv/plague/07.shtml>

Day 7: "Set Up Camp"

Activities:

Choose 3 of the following:

- Your family and friends have fled to Kingdom Come State Park and need to construct a shelter to live in out of the resources around you. Sketch a draft of your shelter that your family will live in. Be sure to include measurements of your living structure. List the people that will be staying in your settlement and figure out how many total that you have. Each person needs at least five square feet of space to sleep comfortably so problem solve to come up with a total amount amount of space needed. Clearly label the dimensions of your settlement and calculate the area of each building as well as the entire settlement together.
- Explore your natural environment and make a list of resources available in your area. Research how those resources are needed for human survival. Create a tri-fold poster to illustrate the natural resources used for survival in the settlement that you have created.
- Read through the article: How Kentucky Got its Name by J.D. Bently. After reading through the article write an essay describing how Kentucky got its name, citing information from the text. Use the last paragraph of the essay to come up with a name for your settlement and describe why you chose that name. Essay must be at least 2 pages in length.
- First meal at your settlement. Prepare a meal that you might be serving for your first meal. Include your recipe showing the measurements you use. Take a picture of your plated meal.
- Read the information from the website about the First Thanksgiving at http://www.pilgrimhallmuseum.org/ap_first_thanksgiving.htm. After reading through the information go and re-create the first meal at your settlement. Make a 3-5 minute video that displays the first meal, why you are in the situation that you are in, and how it compares to the first meal at Plymouth.

Resources Needed

- http://www.pilgrimhallmuseum.org/ap_first_thanksgiving.htm
- Paper Copy of "How Kentucky Got its Name"-J.D. Bently

Day 8: "Rule of Law"

Activities

Select 2 of the Following and complete NTI Math Day 3

- Go to the website <http://www.billofrightsinstitute.org/founding-documents/bill-of-rights/> and read through the United States Bill of Rights. After getting an idea of why the Bill of Rights helps protect the rights of a citizen against a mean and harsh government create the Bill of Rights for your people that will govern your settlement. Be creative and use colors to create a Bill of Rights that will hang in the middle of the settlement that you currently live in.
- Pricing the items of your settlement store: You have created a store in your settlement to sell goods that other settlers will need. Calculate the difference of the prices in 2014 compared to the prices that you have put on goods in your new settlement. See NTI Math Day 3
- Research the weather patterns of Kentucky, create a short (3-5 minute) weather video that will explain to your settlers what they should be prepared for with the upcoming weather at your settlement.
- After reading the Article "Why Do We Need A Bill of Rights?" and developing a bill of rights for your settlement, write an article for settlers needing a safe settlement to move into. Explain how your bill of rights makes your settlement safe and recognizes the human rights of the settlers within your settlement.

Resources Needed

- <http://www.billofrightsinstitute.org/founding-documents/bill-of-rights/>
- http://articles.dailypress.com/2009-07-01/news/0906300055_1_constitutional-convention-first-amendment-congress
- NTI Math Day 3

Day 9: "The Conclusion"

Activities: Choose 3 of the following:

- Explore the following website <http://animals.about.com/od/forest/p/deciduousforest.htm> and make a list of the plant and animal resources your society has available. What animal would best symbolize your society? Explain your choice and include a picture. (Draw or Print)
- Analyze the social pyramid of India by viewing the picture of the Caste System. After analyzing the picture, create your own social structure for your settlement. After you have created a social structure use the Venn Diagram to compare and contrast your created social structure to the Caste System in Ancient India.
- Write out a written dialogue and create a commercial that will convince people that your settlement has been a success during the spread of the disease. The commercial can be video based or if technology is unavailable, the dialogue can be written out with pictures drawn.
- Create a mock interview between you and a character from your settlement. Find out who they are, how they got to the settlement, and why your settlement has been a success. After the interview is created create a Facebook profile for that person on a piece of plain paper. There is a Facebook Profile template attached that you can use.
- Going Away Holiday: The cure has been found and normal life has returned. To celebrate the end of the disease spread you have been put in charge of the creation of a Holiday to celebrate the end of this event. Go to the website: http://www.educationworld.com/a_lesson/lesson/lesson018.shtml and research some of the strange holidays, then come up with your own holiday for your settlement. Create a plaque or a posterboard that tells about your holiday, why you are celebrating, what traditions you will practice, foods you celebrate with, games you play, and what time of year it is.

Resources Needed

- http://www.educationworld.com/a_lesson/lesson/lesson018.shtml
- <http://animals.about.com/od/forest/p/deciduousforest.htm>

Day 10: "The Reflection"

Create a scrapbook or a powerpoint titled "Survival Scrapbook" with pictures, drawings, letters, etc. that reviews your time throughout the spread of the disease and the creation of your settlement. This project should represent what you've learned from each day of your time at your created civilization.

Day 6 Resources

Newspaper Article

The Harlan

Sunday, Jan. 1, 2015

Virus Attacks Harlan Co.

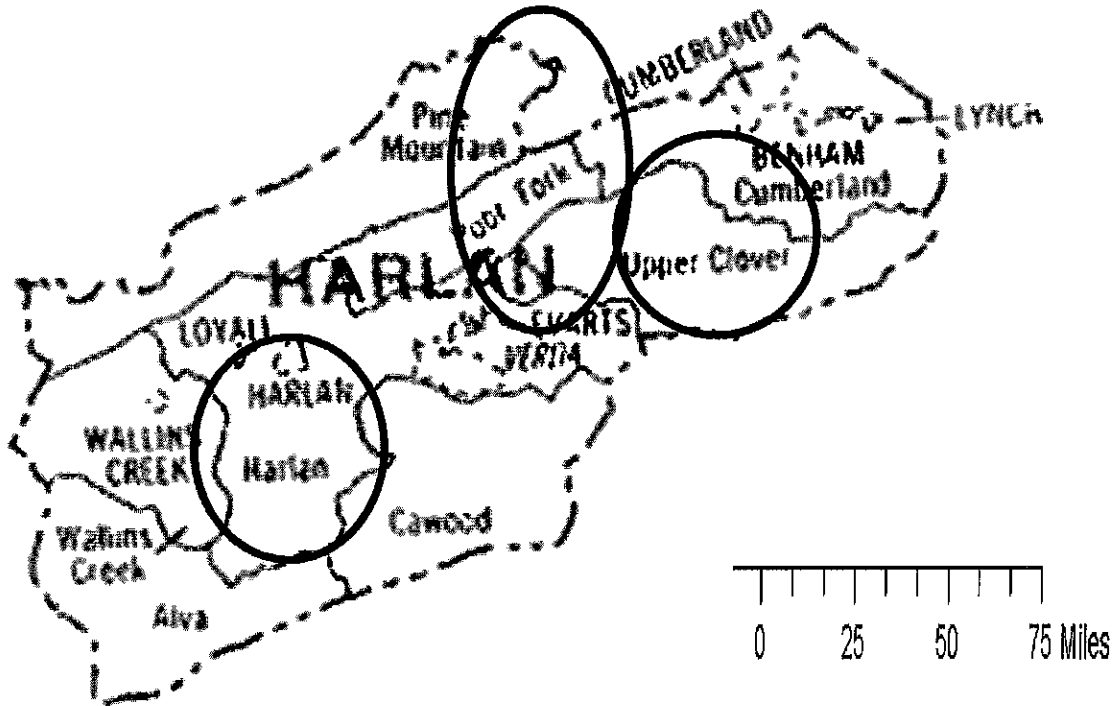
A new virus has made its way to Harlan Co. and it is having devastating effects. Since our first case was confirmed on Friday evening, the virus has spread to 67% of the population over the weekend. People who catch the virus die from severe flu-like symptoms within 24 hours. Hospitals

are closed and survivors are evacuating. The federal government has now placed Harlan County under quarantine—no one can leave and no one can enter. Anyone left in Harlan County must stay and wait out the virus. This will be our last publication. Good Luck to everyone who remains!

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Map of Harlan County



Map Legend:

- Areas infected by virus

**Harlan
County Areas
Infected by
Virus**

Black Death Primary Source

The Black Death

A Description of the Plague

This first account is from Messina, and it described the arrival and initial progress of the disease.

At the beginning of October, in the year of the incarnation of the Son of God 1347, twelve Genoese galleys . . . entered the harbor of Messina. In their bones they bore so virulent a disease that anyone who only spoke to them was seized by a mortal illness and in no manner could evade death. The infection spread to everyone who had any contact with the diseased. Those infected felt themselves penetrated by a pain throughout their whole bodies and, so to say, undermined. Then there developed on the thighs or upper arms a boil about the size of a lentil which the people called "burn boil". This infected the whole body, and penetrated it so that the patient violently vomited blood. This vomiting of blood continued without intermission for three days, there being no means of healing it, and then the patient expired.

Not only all those who had speech with them died, but also those who had touched or used any of their things. When the inhabitants of Messina discovered that this sudden death emanated from the Genoese ships they hurriedly ordered them out of the harbor and town. But the evil remained and caused a fearful outbreak of death. Soon men hated each other so much that if a son was attacked by the disease his father would not tend him. If, in spite of all, he dared to approach him, he was immediately infected and was bound to die within three days. Nor was this all; all those dwelling in the same house with him, even the cats and other domestic animals, followed him in death. As the number of deaths increased in Messina many desired to confess their sins to the priests and to draw up their last will and testament. But ecclesiastics, lawyers and notaries refused to enter the houses of the diseased.

Soon the corpses were lying forsaken in the houses. No ecclesiastic, no son, no father and no relation dared to enter, but they hired servants with high wages to bury the dead. The

houses of the deceased remained open with all their valuables, gold and jewels. . . . When the catastrophe had reached its climax the Messinians resolved to emigrate. One portion of them settled in the vineyards and fields, but a larger portion sought refuge in the town of Catania. The disease clung to the fugitives and accompanied them everywhere where they turned in search of help. Many of the fleeing fell down by the roadside and dragged themselves into the fields and bushes to expire. Those who reached Catania breathed their last in the hospitals there. The terrified citizens would not permit the burying of fugitives from Messina within the town, and so they were all thrown into deep trenches outside the walls.

Thus the people of Messina dispersed over the whole island of Sicily and with them the disease, so that innumerable people died. The town of Catania lost all its inhabitants, and ultimately sank into complete oblivion. Here not only the "burn blisters" appeared, but there developed gland boils on the groin, the thighs, the arms, or on the neck. At first these were of the size of a hazel nut, and developed accompanied by violent shivering fits, which soon rendered those attacked so weak that they could not stand up, but were forced to lie in their beds consumed by violent fever. Soon the boils grew to the size of a walnut, then to that of a hen's egg or a goose's egg, and they were exceedingly painful, and irritated the body, causing the sufferer to vomit blood. The sickness lasted three days, and on the fourth, at the latest, the patient succumbed. As soon as anyone in Catania was seized with a headache and shivering, he knew that he was bound to pass away within the specified time. . . . When the plague had attained its height in Catania, the patriarch endowed all ecclesiastics, even the youngest, with all priestly powers for the absolution of sin which he himself possessed as bishop and patriarch. But the pestilence raged from October 1347 to April 1348. The patriarch himself was one of the last to be carried off. He died fulfilling his duty. At the same time, Duke Giovanni, who had carefully avoided every infected house and every patient, died.

This account is from Michael Platiensis (1357), quoted in Johannes Nohl, *The Black Death*, trans. C.H. Clarke (London: George Allen & Unwin Ltd., 1926), pp. 18-20.

Number of Deaths per 100,000 Population Caused by Influenza and Pneumonia

Alabama	19.2
Alaska	14.1
Arizona	10.4
Arkansas	23.2
California	16.6
Colorado	12.0
Connecticut	12.2
Delaware	13.6
District of Columbia	13.2

Florida	9.5
Georgia	16.8
Hawaii	24.1
Idaho	15.1
Illinois	16.8
Indiana	15.3
Iowa	17.8
Kansas	20.1
Kentucky	19.1
Louisiana	18.6
Maine	14.0
Maryland	17.2
Massachusetts	18.0

Michigan	15.8
Minnesota	11.6
Mississippi	24.3
Missouri	18.7
Montana	16.4
Nebraska	14.5
Nevada	18.6
New Hampshire	13.9
New Jersey	12.6
New Mexico	14.8
New York	20.5
North Carolina	18.3
North Dakota	14.6

Ohio	16.6
Oklahoma	18.0
Oregon	10.4
Pennsylvania	16.2
Rhode Island	12.9
South Carolina	14.2
South Dakota	16.2
Tennessee	22.1
Texas	14.4
Utah	18.6
Vermont	9.3
Virginia	17.0
Washington	10.1

West Virginia	20.2
Wisconsin	15.5
Wyoming	18.4

notes

Notes

Age-adjusted rates per 100,000 U.S. standard population. Rates for the United States and each state are based on populations enumerated in the 2010 census as of April 1. Since death rates are affected by the population composition of a given area, age-adjusted death rates should be used for comparisons between areas because they control for differences in population composition.

Causes of death attributable to flu and pneumonia include ICD-10 Codes J09-J18.

New ICD-10 code J09 (Influenza due to identified avian influenza virus) was added to the category in 2007.

Sources

The Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Division of Vital Statistics, National Vital Statistics Report Volume 64, Number 2, 2014, Table 19.

Day 7 Resources

HOW KENTUCKY GOT ITS NAME

AS RECORDED BY J.D. BENTLEY

JUNE 1ST, 2015

Are you a writer? Do you love tradition, history, and the manly virtues? We are now accepting guest posts. [Click here](#) to check out the submission guidelines.

On this day in 1792, the Kentucky Constitution was accepted by the United States Congress and Kentucky was granted statehood, becoming our 15th state.

So to celebrate the occasion, I thought it would be interesting to take a look at the state's name itself. What does "Kentucky" mean and how did such a name stick? One explanation leads us to an adventurer, explorer, hunter, and farmer named Richard Henderson. He was obsessed with power which he figured he could only acquire with wealth, and at the time wealth was tied up in the land. Thus, he founded the Henderson Company to buy up as much of it as he could.

According to Allan W. Eckert's *Frontiersmen*, Henderson's ultimate goal in this acquisition of land was to found his own country, one that would see him as

its supreme ruler. In 1775, Henderson and his company met with 1200 Cherokee to negotiate the purchase of a vast territory. They spent several days determining the specific boundaries of the land until they were finally settled: it was bordered on the east by the Appalachian Mountains, the south by the Cumberland River, the west by the Mississippi, and the north by the Ohio River. This is the land that would later become Kentucky.

Henderson traded \$10,000 in guns and provisions to acquire the land, believing the Cherokee owned it. They, however, did not. The Cherokee merely used the land in treaty with the Shawnee, of whom they were not particularly fond. If problems arose from the white man's occupancy of the territory, they would be the Shawnee's to solve.

Henderson, eager to take the first step in establishing his own country, sent a team led by his best scout to cut a trail through the mountains and establish its capital city. That man was Daniel Boone. Just before leaving, Boone met with the Cherokee chief, Dragging Canoe, who shook his hand and, aware of the danger presented by the Shawnee, said:

"We have given you a fine land, Brother, but you will find it under a cloud and a dark and bloody ground."

For this reason, some have suspected that "kentucky" was the word used to express "dark and bloody ground." I think this is the most interesting story and, while I'd like it to be true, writer Daniel Murphree in *Native America: A State-by-State Historical Encyclopedia* says that neither "kentucky" nor other similar sounding words mean "dark and bloody ground" in any native languages.

It is a possibility, though, that Kentucky is derived from an Indian word, but the root or meaning isn't precisely known. Some candidates are the Iroquois *kentake*, which means "meadow land"; the Wyandotte *ken-tah-the*, which means "land of tomorrow"; the Algonquian *kin-athiki*, which means "river bottom"; or an undefined Shawnee word meaning "head of the river". It's also suggested by Murphree that Kentucky's meaning could be rooted in an Indian term for "cane and turkeys."

The first recorded use of Kentucky as a name comes on April 10, 1753 in a correspondence written by William Trent describing an Indian attack on French traders at a place called Kentucky, believed to be south of the Allegheny River. Since then, the name Kentucky has stuck. There wasn't always a consensus on how to write it, though. A variety of spellings can be found in documents from the early years, including ***Kentucke*** (found in John Filson's 1784 book, *The Discovery, Settlement and Present State of Kentucke*), ***Cantuckey***, and, my personal favorite, ***Kaintuckee***.

Whatever you choose to call it, today we celebrate its official birth 223 years ago.

The "First Thanksgiving" at Plymouth



The First Thanksgiving at Plymouth by Brownscombe

"Our harvest being gotten in, our governor sent four men on fowling, that so we might after a special manner rejoice together."

- Edward Winslow

In early autumn of 1621, the 53 surviving Pilgrims celebrated their successful harvest, as was the English custom. During this time, "many of the Indians coming... amongst the rest their great king Massasoit, with some ninety men."

That 1621 celebration is remembered as the "First Thanksgiving in Plymouth." There are two (and only two) primary source descriptions of the events of the fall of 1621. In Mourt's Relation, Edward Winslow writes:

"our harvest being gotten in, our governor sent four men on fowling, that so we might after a special manner rejoice together, after we had gathered the fruits of our labors; they four in one day killed as much fowl, as with a little help beside, served the Company almost a week, at which time amongst other Recreations, we exercised our Arms, many of the Indians coming amongst us, and amongst the rest their greatest king Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five Deer, which they brought to the Plantation and bestowed on our Governor, and upon the Captain and others. And although it be not always so plentiful, as it was at this time with us, yet by the goodness of God, we are so far from want, that we often wish you partakers of our plenty."

In *Of Plymouth Plantation*, William Bradford writes:

"They began now to gather in the small harvest they had, and to fit up their houses and dwellings against winter, being all well recovered in health and strength and had all things in good plenty. For as some were thus employed in affairs abroad, others were exercised in fishing, about cod and bass and other fish, of which they took good store, of which every family had their portion. All the summer there was no want; and now began to come in store of fowl, as winter approached, of which this place did abound when they came

first (but afterward decreased by degrees). And besides waterfowl there was great store of wild turkeys, of which they took many, besides venison, etc. Besides, they had about a peck of meal a week to a person, or now since harvest, Indian corn to that proportion. Which made many afterwards write so largely of their plenty here to their friends in England, which were not feigned but true reports."



**Detail from Brownscombe's
First Thanksgiving at Plymouth**

The Pilgrims did not call this harvest festival a "Thanksgiving," although they did give thanks to God. To them, a Day of Thanksgiving was purely religious. The first recorded religious Day of Thanksgiving was held in 1623 in response to a providential rainfall.

LATER SIGNIFICANCE OF THANKSGIVING

"The Pilgrim Fathers incorporated an early thanksgiving day among [their] moral influences... it blessed and beautified the homes it reached."

- Sarah Josepha Hale, 1865

"Thanksgiving is celebrated at the expense of Native Peoples who had to give up their lands and culture for America to become what it is today."

- Linda Coombs, Aquinnah Wampanoag, 1997

The religious day of thanksgiving and the harvest festival evolved into a single event: a yearly Thanksgiving, proclaimed by individual governors for a Thursday in November. The custom of an annual Thanksgiving celebrating abundance and family spread across America.

Some presidents proclaimed Thanksgivings, others did not. Abraham Lincoln began the tradition of an annual national Thanksgiving in 1863.

Thanksgiving is an enduring symbol from which millions of immigrants have learned "Americanism." While not all Native Peoples celebrate the day, the story of the Pilgrims and Wampanoag sharing a harvest celebration remains an inspiration to many.

Day 8 Resources

THE BILL OF RIGHTS – FULL TEXT

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

NTI Math Day 3

Below are what certain items cost in the years of 2008 and 2014. It is up to you to determine what the prices are going to be for the store at the settlement you have created. Calculate the difference between the prices of goods in 2014 and your chosen prices for your new settlement.

Items	Price in 2008	Price in 2014	Your Chosen Settlement Price	Difference
Loaf Bread	1.68	1.98		
Lb Potatoes	0.32	0.49		
Gallon of Milk	2.65	3.15		
Lb Bacon	2.96	5.48		
Doz Eggs	1.29	1.98		
24 Pack Coke	5.48	7.18		
12 Pack of Water	1.9	2.5		
Lb of Tomatoes	0.68	1.18		
Lb Cornflakes	2.34	2.98		
Frozen Pizza	2.49	2.98		
5 Lb Bag of Sugar	2.68	1.98		
5 Lb Bag of Flour	1.97	1.98		
Lb Ground Beef	3.68	5.98		

Choose one item, create an equation, table and graph to represent the function.

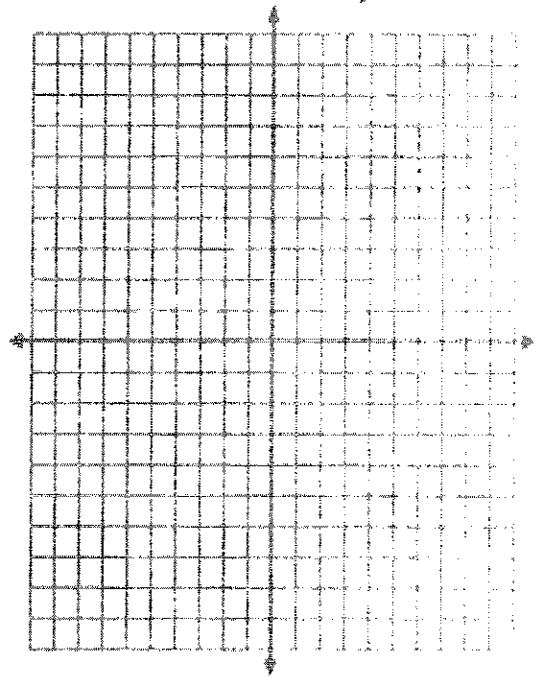
Item Chosen: _____

Equation: _____

Lbs	Cost
1	
2	
3	
4	

Ordered Pairs

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Why Do We Need The Bill Of Rights?

July 01, 2009 | By Walter E. Williams

Why did the Founders of our nation give us the Bill of Rights? The answer is easy. They knew Congress could not be trusted with our God-given rights. Think about it. Why in the world would they have written the First Amendment prohibiting Congress from enacting any law that abridges freedom of speech and the press? The answer is that in the absence of such a limitation Congress would abridge free speech and free press. That same distrust of Congress explains the other amendments found in our Bill of Rights protecting rights such as our rights to property, fair trial and to bear arms. The Bill of Rights should serve as a constant reminder of the deep distrust that our Founders had of government. They knew that some government was necessary, but they rightfully saw government as the enemy of the people and they sought to limit government and provide us with protections.

After the 1787 Constitutional Convention, there were intense ratification debates about the proposed Constitution. Both James Madison and Alexander Hamilton expressed grave reservations about Thomas Jefferson's, George Mason's and others' insistence that the Constitution be amended by the Bill of Rights. Those reservations weren't the result of a lack of concern for liberty. To the contrary, they were concerned about the loss of liberties.

Alexander Hamilton expressed his reservation in Federalist Paper No. 84, "(B)ills of rights ... are not only unnecessary in the proposed Constitution, but would even be dangerous." Hamilton asks, "For why declare that things shall not be done (by Congress) which there is no power to do? Why, for instance, should it be said that the liberty of the press shall not be restrained, when no power is given (to Congress) by which restrictions may be imposed?" Hamilton's argument was that Congress can only do what the Constitution specifically gave it authority to do. Powers not granted belong to the people and the states. Another way of examining Hamilton's concern: Why have an amendment prohibiting Congress from infringing on our right to picnic on our back porch when the Constitution gives Congress no authority to infringe upon that right in the first place?

Alexander Hamilton added that a Bill of Rights would "contain various exceptions to powers not granted; and, on this very account, would afford a colorable pretext to claim more (powers) than were granted. ... (it) would furnish, to men disposed to usurp, a plausible pretense for claiming that power." Going back to our picnic example, those who would usurp our God-given liberties might enact a law banning our right to have a picnic. They'd justify their actions by claiming that nowhere in the Constitution is there a guaranteed right to have a picnic.

To mollify Alexander Hamilton's and James Madison's fears about how a Bill of Rights might be used as a pretext to infringe on human rights, the Ninth Amendment was added that reads: "The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people." In essence, the Ninth Amendment says it's impossible to list all of our God-given or natural rights. Just because a right is not listed doesn't mean it can be infringed upon or disparaged by Congress. The 10th Amendment is a reinforcement of the Ninth saying, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people." That means if a power is not delegated to Congress, it belongs to the states or the people.

The Ninth and 10th Amendments mean absolutely nothing today, as Americans have developed a level of naive trust for Congress, the White House and the U.S. Supreme Court that would have astonished the Founders, a trust that will lead to our undoing as a great nation.

Day 9 Resources

Plant and Animal Resources

Deciduous forests once stretched from New England south to Florida and from the Atlantic Coast west to the Mississippi River. When European settlers arrived and in the New World, they began clearing timber for use as fuel and building materials. Timber was also used in ship making, fence building, and railroad construction.

As the decades passed, forests were cleared on an ever-expanding scale to make way for agricultural land use and the development of cities and towns.

Tree
Oak Tree Removal
Cut Down Tree
Tree Stump Grinder
Tree Cutting Services

Today, only fragments of the former forests remain with strongholds along the spine of the Appalachian Mountains and within national parks.

The eastern deciduous forests of North America can be divided into four regions:

1. Northern hardwoods forests include species such as white ash, bigtooth aspen, quaking aspen, American Basswood, American beech, yellow birch, northern white cedar, black cherry, American elm, eastern hemlock, red maple, sugar maple, northern red oak, jack pine, red pine, white pine, red spruce.

2. Central broad-leaved forests include species such as white ash, American basswood, white basswood, American beech, yellow birch, yellow buckeye, flowering dogwood, American elm, eastern hemlock, bitternut hickory, mockernut hickory, shagbark hickory, black locust, cucumber magnolia, red maple, sugar maple, black oak, blackjack oak, bur oak, chestnut oak, northern red oak, post oak, white oak, common persimmon, white pine, tulip poplar, sweetgum, black tupelo, black walnut.

3. Southern oak-pine forests include species such as eastern red cedar, flowering dogwood, bitternut hickory, mockernut hickory, shagbark hickory, red maple, black oak, blackjack oak, northern red oak, scarlet oak, southern red oak, water oak, white oak, willow oak, loblolly pine, longleaf pine, sand pine, shortleaf pine, slash pine, Virginia pine, tulip poplar, sweetgum, and black tupelo.

4. Bottomland hardwood forests include species such as green ash, river birch, yellow buckeye, eastern cottonwood, swamp cottonwood, bald cypress, box elder, bitternut

hickory, honey locust, southern magnolia, red maple, silver maple, cherrybark oak, live oak, northern pin oak, overcup oak, swamp chestnut oak, pecan, pond pine, sugarberry, sweetgum, American sycamore, swamp tupelo, water tupelo.

The eastern deciduous forests of North America provide habitat for a variety of mammals, birds, amphibians, reptiles, and invertebrates. Some of the mammals found in this region include mice, shrews, woodrats, squirrels, cottontails, bats, martens, armadillos, opossums, beavers, weasels, skunks, foxes, raccoons, black bear, bobcats, and deer. Some of the birds that occur in the eastern deciduous forests include owls, hawks, waterfowl, crows, doves, woodpeckers, warblers, vireos, grosbeaks, tanagers, cardinals, jays, and robins.

Ecozones: Terrestrial

Ecosystem: Forests

Region: Nearctic

Primary Habitat: Temperate Forests

Secondary Habitat: Eastern Deciduous Forests of North America

Appalachian National Scenic Trail

Great Smokey Mountains

Shenandoah

Create-Your-Own Holiday When There's Nothing to Look Forward To!

Boring August! No holidays! Why not ask your students to invent their own holidays for August?

Boring August! No holidays! January has Martin Luther King Day. February has Presidents Day. March has Saint Patrick's Day and the first day of spring. ... But what has August got? Boring August! No holidays!

I smell a learning activity that encourages kids to think critically and write persuasively!

A BUNCH OF STRANGE HOLIDAYS!

There's a holiday for everything -- or so it seems. Some of the holidays celebrated across the United States are pretty odd, I dare say.

Take a quick look in your public library's reference section and you're bound to find a copy of *Chase's Calendar of Events*, the bible of special days and celebrations. One look at *Chase's* will prove to you that there is a holiday for everything. The volume is thicker than the Manhattan telephone directory!

Not long ago, *Boys' Life*, the national Scouting magazine, did a scan of *Chase's*. Here are just a few of the holidays found!

- **National Nothing Day** (January 16), created by a journalist to give people one day when they can just sit, "without celebrating, observing, or honoring anything."
-
- **National Kazoo Day** (January 28), a day to appreciate that handy musical instrument.
-
- **Get a Different Name Day** (February 13), for those with boring names.
-
- **National Honesty Day** (April 30), when "Honest Abe" Awards (named for President Abraham Lincoln) are presented to honest people and honest companies.
-
- **Yell "Fudge" at the Cobras in North America Day** (June 2), because -- according to the holiday's sponsors -- the word *fudge* makes cobra snakes gag and slither away.
-
- **Hug Holiday** (June 15 to 22), to show appreciation of others in any way you can, but especially with a simple hug.
-
- **Take Your Houseplants for a Walk Day** (July 27), because your houseplants will become healthier from knowing their environment.
-
- **National Mustard Day** (August 5), a day when mustard lovers can slather their favorite spread on everything, pretzels and ice cream included.
-
- **Middle Children's Day** (August 13), to salute kids born between brothers and sisters.
-
- **World Hello Day** (November 21), a day set aside to advance peace by saying hello to at least ten people you meet that day.
-
- **Underdog Day** (December 16), honors all the underdogs and unsung heroes who give so much to people.
-
- **National Whiner's Day** (December 26), dedicated to those who complain endlessly as they return holiday gifts in crowded stores.
-
- **Noon Year's Eve** (December 31), celebrated in Albuquerque, New Mexico, for early risers who have difficulty staying awake until midnight on New Year's Eve.

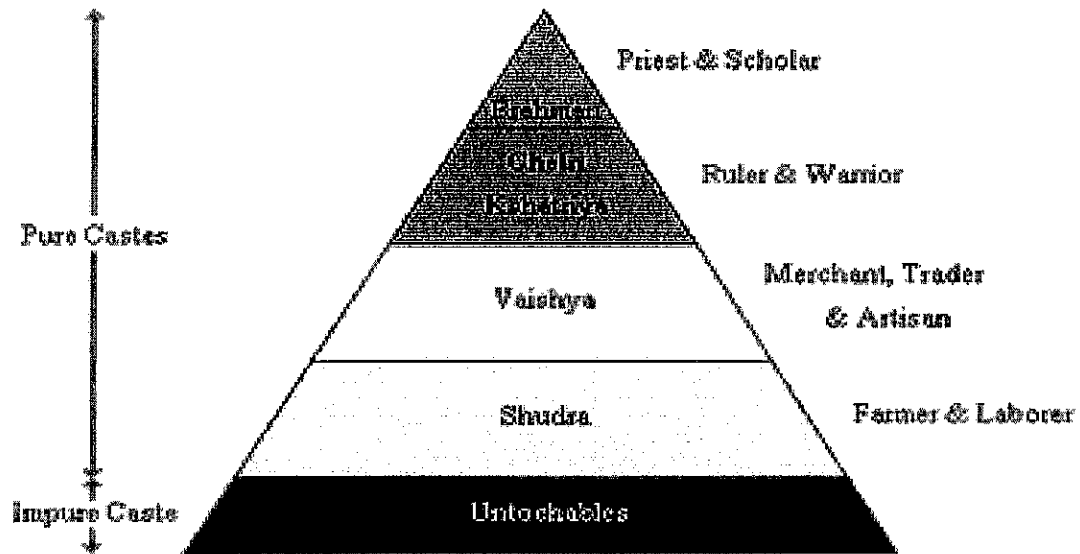
FOR EXAMPLE ...

Readers of the *Hartford Courant* were asked to create a special holiday that might be celebrated annually in the state of Connecticut. The fifth-grade students at the Wells Road School in Granby, Connecticut, had some great ideas:

- **Children's Day**, a day when kids "can do anything they want. And parents cannot tell you what to do."
- **Goof-Off Day**, "so kids can have some fun in their life because our parents make us do all the chores" and because "we might just have too much stress, and we might have to get it out."
- **Best Friends Day**, a day when friends would do projects together.
- **Teachers' Day**, because "they prepare us to take over for them."
- **Repeat Day**, a day "to increase our vocabulary ... by having everybody learn a new word and try to say it [in sentences] as many times as they can."
- **Treat People Nice Day**, when "we would clean the mess the cat makes and wash the windows, vacuum and do the dishes. Then we would go to bed early and go to church and not fuss."

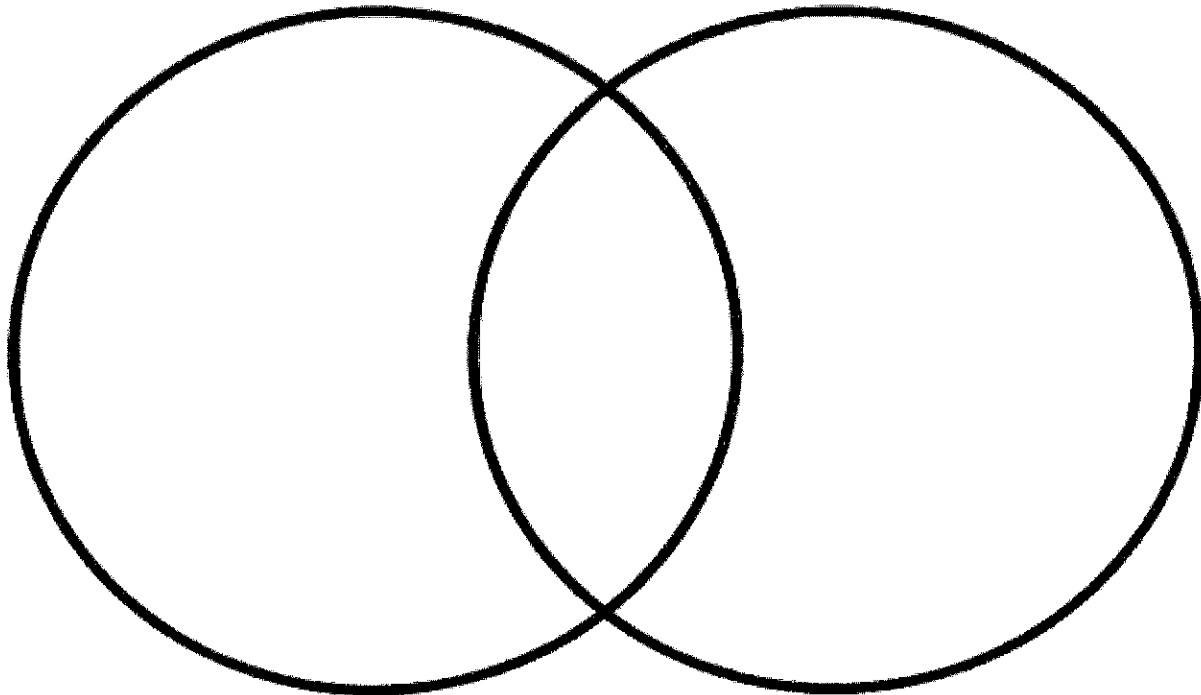
- See more at: http://www.educationworld.com/a_lesson/lesson/lesson018.shtml#sthash.4Kv7xK6w.dpuf

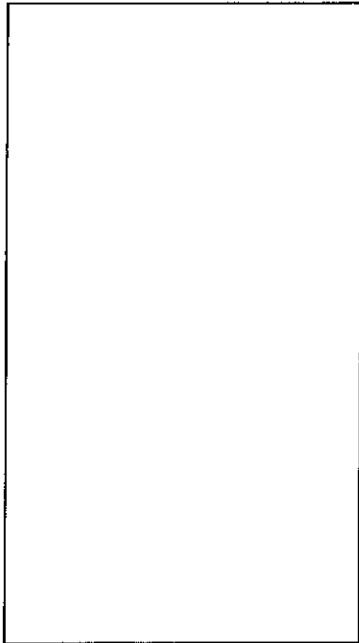
Hindu Caste System



VENN DIAGRAM

Different ***Same*** ***Different***





Status:

5 minutes ago

- Wall
- Info
- Photos
- +

Basic information

Sex:

Home

Town/State:

Birthday:

Relationship
Status:

Biggest
Achievement:

Political Views:

Personal Information

Hobbies/Interest
:

Favourite Song:

Favourite TV
Show:

Favourite
Quote:

Information

Relationship Status:

Current City:

Birthday:

Friends

About Me:

Contact Information

Email:

Education and Work

College:

Employer:

Dates

Employed:

Previous Jobs:
