

DIRECTIONS FOR THE PREZIS

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DIRECTIONS FOR THE PREZIS

GRADES: Recommended for Middle School and High School Levels
(4th - 5th Grade State Standards also included)

SUBJECT: Civics, Social Studies

DURATION: Roughly 60 minutes per Prezi

INTRODUCTION:

This document contains a basic outline for using the computer program, called “Prezis,” and accompanying worksheets, in order to prepare students for a class field trip to the Florida Historic Capitol Museum to participate in our *Issues in the House of Representatives: Mock Legislative Session* program. For classes unable to visit the museum, an in-classroom DVD version of the *Issues in the House of Representatives* is also available by request. A non-computer version of the materials is also available online in worksheet form.

The *Issues in the House of Representatives* program allows students to participate in an interactive mock legislative session in the historic House Chamber in the Florida Historic Capitol Museum. There are three historic bills available to debate, the 1961 Cross-Florida Barge Canal, the 1982 Equal Rights Amendment, and the 1999 Opportunity Scholarship Program.

To prepare students for the mock session, we have made four Prezis for teachers to use in their classrooms:

- 1) **How an Idea Becomes a Law in Florida Prezi**—detailing step-by-step how an idea becomes a law in the State of Florida.
- 2) **Cross-Florida Barge Canal Prezi**—describing the location and purpose of the canal, examining the government’s role in building public works, as well as laying out specific arguments from the time on both sides of the issue.
- 3) **Equal Rights Amendment Prezi**—explaining the goals of the ERA, examining the U.S. Constitution’s process for adding amendments, as well as laying out specific arguments from the time on both sides of the issue.
- 4) **Opportunity Scholarship Program Prezi**—investigating the basic plan behind Governor Bush’s program proposal and examining the effectiveness and constitutionality of that proposal from both sides of the issue.

One option is that teachers can choose which of these Legislative Issues they want their students to study. Otherwise, they can allow the students to choose one of the three issues to investigate for debate in a mock legislative session. If the teacher wants to go over the state lawmaking process, we suggest beginning with the How an Idea Becomes a Law in Florida Prezi.

BASIC FORMAT:

The Prezis were designed to help teachers teach about the state lawmaking process and inform their students about one of the three historic public issues. The museum has chosen to prepare a presentation program, the Prezi, to facilitate student viewing.

The Prezis are a flash-based program that can be used individually or by groups of students on computers leading their own way through the program, or by a teacher giving a presentation on the lawmaking process or a public issue that will be up for debate.

Information in the Prezi is presented in frames. Most of the frames in each Prezi are put on a path that can be advanced or reversed using the arrows on the screen. Viewers or the lecturer can set their own pace for advancing or reversing the frames on the Prezi, and they will follow a path that has already been set.

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However, within certain frames, there is additional information for viewers that the viewer can choose to access if desired. These additional informational frames are accessible by using the mouse to click inside the other frame. For instance, definitions are often offered as additional information for a word or phrase in blue text. When you see such a word, an area with smaller text and the blue or red italics word *Definition* also will be in the frame nearby. If you move your mouse over that area, a rectangle should darken around the text. Click this area, and the frame will adjust so the viewer can see the definition. You cannot use the arrows to move to this frame, but once there you can use the arrows to move back to the previous frame or forward to the next. We would suggest playing around with this feature, so you are comfortable if you present the material, or so you can better explain it to your class if they are operating the Prezi themselves. In order to view Prezis directly from our website, your computer must have an internet connection. Prezis can also be downloaded. If you need this option, you will download a zipped folder from the Prezi.com, unzip it, and copy and save that entire folder onto the computer/s you want the Prezi/s to be viewed on. If your classroom is not able to use the Prezi or you prefer a text-alternative to the Prezi, content from the Prezis and the worksheets are also offered, and detailed below.

PREZI WORKSHEETS:

For the **How An Idea Becomes A Law In Florida Prezi**, two worksheets have been created for students to use with the Prezi. One is simpler and allows students to follow along with the Prezi and create a flowchart the lawmaking process. The other worksheet includes activities that go along with the “How an Idea...” Prezi and look at the responsibilities of the state legislative and executive branches in lawmaking.

- Flowchart worksheet: (How_Does_an_Idea_Become_a_Law_Flowchart&Answers.pdf)
- Lawmaking Prezi Worksheet: (How_Does_an_Idea_Become_a_Law_in_Florida_Prezi_Worksheet.pdf)

The three historic public issues that are available for the students to study are the **1999 Opportunity Scholarship Program** bill initiated by Gov. Jeb Bush to help reform the state’s public education system; the **1982 Equal Rights Amendment** legislation to ratify a federal amendment to the U.S. Constitution guaranteeing equal rights for all persons regardless of gender; and the **1961 Cross-Florida Barge Canal** memorial asking the U.S. Congress for money for a public works project that would enhance the state and national economy by building a canal across Florida.

For the **Cross-Florida Barge Canal Prezi**, and **Equal Rights Amendment Prezi**, there is a worksheet that goes along with each topic’s Prezi. Each worksheet presents activities and questions that allow the students to interact with the Prezi (either as individuals/groups at a computer work-station or as a presentation to the class). The Barge Canal and ERA worksheets that go along with the Prezi are self-explanatory. On the worksheets are shapes that are mirrored in the Prezi. When you come to that shape, read the text and look at the graphics. Then students answer the question next to that shape on their worksheet. For each topic, the files for those worksheets are named:

- 1961 Cross-Florida Barge Canal: (1961_Cross_Florida_Barge_Canal_Prezi_Worksheet.pdf);
- 1982 Equal Rights Amendment: (1982_Equal_Rights_Amendment_Prezi_Worksheet.pdf);

The **Opportunity Scholarship Program Prezi** has one worksheet that follows along with the Opportunity Scholarship Prezi. Additionally, we have created an additional activity that allows students to develop a more in-depth analysis and is recommended for slightly older students. This activity is called “Examining the Constitutionality of Florida’s A+ Education Plan.” A lesson plan for “Examining the Constitutionality...” is also needed for this activity. All files associated with the Opportunity Scholarship Program Prezi are:

- 1999 Opportunity Scholarship Program: (1999_Opp_Scholarship_Program_Prezi_Worksheet.pdf)
 - “Examining the Constitutionality ...” Lesson Plan: (Examining_the_Constitutionality_Directions.pdf)
 - “Examining the Constitutionality...” Worksheet: (Examining_the_Constitutionality_Worksheet.pdf)

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Text-alternatives to the Prezis are also available in a combined form with the worksheet that goes along with the Prezi. For the Opportunity Scholar Program, the more-depth activity is called “*Examining the Constitutionality of Florida’s A+ Education Plan*” can also be used with the text-alternative.

The file names for each Prezi text-alternative activity are:

- How an Idea Becomes a Law in Florida: (How_an_Idea_Become_a_Law_in_FL_NonPrezi.pdf);
- 1961 Cross-Florida Barge Canal: (1961_Cross_Florida_Barge_Canal_NonPrezi.pdf);
- 1982 Equal Rights Amendment: (1982_Equal_Rights_Amendment_NonPrezi.pdf);
- 1999 Opportunity Scholarship Program: (1999_Opportunity_Scholarship_Program_NonPrezi.pdf). Additionally the activity *Examining the Constitutionality of Florida’s A+ Education Plan* can be used along with the Prezi text-alternative. The worksheet (Examining_the_Constitutionality_Worksheet.pdf) and lesson plan (file name: Examining_the_Constitutionality_Directions.pdf), are mentioned above.

OBJECTIVES:

Students will use the Prezis and worksheets (or their text alternatives) to learn skills and concepts related to Florida’s state history and its legislative process and apply these new concepts and skills to critical thinking questions. They will analyze a historic public issue and the state legislative process, and be asked to evaluate and to assess the pros and cons of a particular piece of historic legislation and determine if it is, in their opinion, in the best interest of the State of Florida.

In the **How An Idea Becomes A Law In Florida Prezi**, students will focus on the lawmaking process at the state level. Discussion will also go into the role of the citizen in the lawmaking process, the role of the legislative branch in American government, and the differences between the federal and state legislative branches.

In the **1961 Cross-Florida Barge Canal Prezi**, students will focus on the history of the idea to build a canal across Florida and the progress towards doing it. Students will be able to understand the role of government in providing infrastructure to its citizens by way of public works projects. Students will gain a historical perspective on the issue by examining the barge canal from the perspective of mid-20th century legislators, and then they will hear how that decision is viewed after the passage of time.

In the **1982 Equal Rights Amendment Prezi**, students will focus on the Constitutional Amendment process and evaluate gender equality through a historical lens. This issue focuses on what equality means to Americans and will help bring to life the struggles women faced in the mid-to-late 20th century.

The **1999 Opportunity Scholarship Program Prezi** is the most recent public issue we have available for the students to tackle. Students in this activity will focus on a public issue that concerns most of them, public education. Even for private school students, the idea of bringing public monies into private schools in order to make sure the entire population has access to good education opportunities is an issue students can latch onto. In this Prezi, students will focus on what makes good public policy—i.e., how can the government create new programs and policies that improve the standard of life for the government’s citizenry. This Prezi also shows the student the role of constitutions in guiding law and policy. Students will hear about how this proposed bill might be considered unconstitutional under both the federal and state constitutions. Students can make up their own minds about how effective this program will be and whether it meets the constitutional requirements of the nation and state.

MATERIALS:

- A means for students to view the Prezi—either with computer workstations for individual or small group work or a projector to display the Prezi for the entire class;
- Relevant worksheet/s to go with the Prezis being explored;

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OR;

- The text alternative worksheets, which offer the Prezi's content in a combined form with the Prezi worksheets. For the *Examining the Constitutionality of Florida's A+ Education Plan* activity, handouts of text of the relevant constitutional amendments can be used. The handouts are located at the end of the activity's lesson plan PDF (separate document from this lesson plan).

STRATEGIES & ACCOMMODATIONS:

- Use of group/cooperative learning.
- Encourage students to make real-life connections and access prior knowledge of a topic.
- Summarize ideas during transitions, mid-lesson and at the end of a lesson.

VOCABULARY:

Because exercise involves legislative terms as well as the texts of the U.S. and Florida Constitutions, there are various vocabulary words that students may or may not be familiar with. Below are some of the words of particular importance for each Prezi:

HOW AN IDEA BECOMES A LAW IN FLORIDA	1961 CROSS-FLORIDA BARGE CANAL	1982 EQUAL RIGHTS AMENDMENT	1999 OPPORTUNITY SCHOLARSHIP PROGRAM
<ul style="list-style-type: none">• Bicameral• Concerned citizen• Legislative bill• Debate• Legislator• Veto• Chamber• Companion bill• Legislative committees• Governor• Lawmaking & the legislative process	<ul style="list-style-type: none">• Barge• Great Depression• Cold War• Dredge• Dam• Memorial• Communism• Commerce• Natural resources• Agriculture• Public works projects	<ul style="list-style-type: none">• Constitution• Constitutional Amendment• Ratify• Military draft• Discrimination• Protest• Suffrage• Unequal pay• Amendment Convention• Employment• Inequalities & equal treatment under the law	<ul style="list-style-type: none">• Public policy• State of the State address• Constituent• Political parties• Public education• Constitutional• School voucher• School districts• State Constitution• Public treasury• Separation of church and state

PROCEDURES:

Before

For the historic public issues (Barge Canal, ERA, and Opportunity Scholarships), background information for the teachers has been included at the end of this document. We would suggest reading the background information and becoming familiar with the Prezi (or its text alternative). Worksheets used with the Prezi show symbols on the worksheet which will appear on the Prezi and cue both teachers and students into stopping to address the relevant worksheet activities.

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During

During each of the Public Issues Prezis there is a time for debate. In the Cross-Florida Barge Canal Prezi, the students hear the issue debated at the Legislative Committee Level, so they get to hear the pros and cons of building the barge canal when considering economic, military, environmental, and transportation issues. In the ERA Prezi, the pros and cons are debated based on four contentious arguments from the time. For the Opportunity Scholarship Program Prezi, the debate goes back and forth on the two main questions on the program: will the program improve public education? And, is the program even constitutional?

If you are presenting the Prezi to the class, these debate sections offer a great opportunity to involve your students in the presentation. You can have the students read the text as if they are debating in front of the class, take a hand poll of the students, or have them move around the room by grouping them on which perspective they agree with more. Worksheets have also been made to go along with each Prezi. Each Prezi has shapes, etc. to designate when students should stop viewing the Prezi to engage with the questions on the worksheet.

After

After completing these pre-visit activities, students are ready for their field trip to the Historic Capitol to conduct their mock legislative session on the issue they've studied. A DVD aid for the mock session is also available by request from the Florida Historic Capitol Museum to allow teachers who are unable to bring their students to the museum to run the program in their classrooms. Additionally, if the teacher is only using the "How an Idea Becomes a Law in Florida" Prezi, Leon County School District has a lesson plan and related materials for conducting a mock session in a 7th grade classroom available here:

<http://sharepoint.leon.k12.fl.us/civics/Mock%20Legislative%20Session/Forms/AllItems.aspx>

Following the mock session on the issue, we encourage teachers to explain the real Florida Legislature's decision on the issue to students, the impact of that decision into the present day, and to encourage students to react to that information and explore how hindsight might have changed their decision (which of course, no legislator ever has!).

REFERENCES:

Many images and photographs are cited in the Prezis and worksheets. But, all images or graphics not cited originate from Microsoft Office Clip Art & Photographs (<http://office.microsoft.com/en-us/images/>)

References for Cross-Florida Barge Canal

- Brandle, Lowell, "Cross Florida Barge Canal Completion Urged" St. Petersburg Times September 4, 1956
- Bryant, Farris "State of the State Address," Journal of the House of Representatives, Florida—April 4, 1961, p. 15
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- Drummond, Geoffrey "Florida Presents a United Front in Appeal for Waterway Funds" St. Petersburg Times June 14, 1961
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- "Legislators Did a Good Job" Ocala Star-Banner, April 27, 1959
- Noll, Steven and David Tegeder, Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future, University Press of Florida, 2009, p. 137 (Congressman Overton Brooks quote)

PRE-VISIT MATERIALS: ISSUES IN THE HOUSE OF REPRESENTATIVES PROGRAM

- Noll, Steven and David Tegeder, Ditch of Dreams, p. 146 (State Geologist Robert Vernon Quote)
- Noll, Steven and David Tegeder, Ditch of Dreams, p. 137 (Florida Secretary of State Tom Adams quote)
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- Weakly, Jim, “Letter to the Editor,” The Evening Independent—Mar 27, 1981: 14A. (Reprinted Jim Weakly’s Miami Herald cartoon, “No Room for that Contraption”)

Other Barge Canal References and Resources:

Noll, Steven and David Tegeder, Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future, University Press of Florida, 2009.

Noll, Steven and David Tegeder, From Exploitation to Conservation: A History of the Marjorie Harris Carr Cross Florida Greenway (http://www.dep.state.fl.us/gwt/cfg/pdf/History_Report.pdf)

Also, see DEP website on the history of the Marjorie Carr Greenway:
<http://www.dep.state.fl.us/gwt/cfg/history.htm>

And also see the Ditch of Dreams authors’ website: <http://www.ditchofdreams.com/References> and

Resources and Resources for the 1982 Equal Rights Amendment

- Shanahan, Eileena, “Vote For Equal Status -- And Equal Burdens: Women's Rights,” New York Times Mar 26, 1972: E6.
- Oelsner, Lesley, “What Can the Equal Rights Amendment Do and What Can't It Do?,” New York Times, 19 November 1977: pg. 22.
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- “Oppose Amendment For Equal Rights: Women of the C.I.O. Circularize House and Senate New York Times,” New York Times, Mar 7, 1943; pg. 5
- Herbers, John, “Equal Rights Amendment Is Mired In Confused and Emotional Debate: Backers Call Issues False” New York Times; May 28, 1978: pg. 1.
- The Phyllis Schlafly Report, Vol. 15, No. 4, Section 2, November, 1981.
- “The Equal Rights Amendment,” Firing Line, Television Series hosted by William F. Buckley Jr. (Mar 30, 1973 in Washington, DC/Broadcast Date: Apr 15, 1973): Program S0089. Transcript available: <http://hoohila.stanford.edu/firingline/programView2.php?programID=575>
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<http://learning.blogs.nytimes.com/2012/03/22/march-22-1972-equal-right-amendment-for-women-passed-by-congress/>
- “Martha Griffiths and the Equal Rights Amendment,” National Archives,
<http://www.archives.gov/legislative/features/griffiths/>

Resources and References for 1999 Opportunity Scholarship Program

- “Jeb Bush vs. Buddy MacKay: Gubernatorial Debate Transcript,” St. Petersburg Times Online, Date: October 20, 1998 at 7:00 p.m. in St. Petersburg, Florida.
<http://www.sptimes.com/Debates98/govdebate transcript.html>

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<http://www.npr.org/templates/story/story.php?storyId=1049040>
- Sanchez, Claudio, “Florida High Court Reviews School Vouchers,” Morning Edition (National Public Radio), June 7, 2005.
<http://www.npr.org/templates/story/story.php?storyId=4683299>
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- ALEC materials promoting school choice in Florida:
<http://www.alec.org/wp-content/uploads/florida.pdf>
- “Trainers Times: Why Teachers Should Use Simulations in Civic Education,” *Constitutional Rights Foundation*, Vol. 10, No. 1: Winter 2006.
- Borman, Kathryn M. and Sherman Dorn, “Introduction: Issues in Florida Education Reform,” in *Education Reform in Florida: Diversity and Equity in Public Policy*, eds. Kathryn M. Borman and Sherman Dorn, SUNY Press, Albany, NY: 2007, pp. 1-18.

Resources and References for Florida Lawmaking Process

- Florida Senate Kids! <http://www.flsenate.gov/senatekids/bill-becomes-law.cfm>
- Rosenthal, Alan, “Beyond the intuition that says “I know one when I see one,” how do you go about measuring the effectiveness of any given legislature?” *NCSL State Legislatures* magazine, July/August 1999: *The Good Legislature*. Website: <http://www.ncsl.org/legislatures-elections/legislatures/the-good-legislature.aspx>
- Florida Education Association, “How a Bill Becomes a Law.”
Website: <http://feaweb.org/how-a-bill-becomes-a-law>
- Florida House of Representatives, “Just for Students.” Under it are links to the “How an Idea Becomes a Law (Introductory)”; “How an Idea Becomes a Law (Intermediate)”; and, “How an Idea Becomes a Law (Advanced)” informational sheets.
Website: <http://www.myfloridahouse.gov/Sections/PublicGuide/PublicGuide.aspx>

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RELATED SUNSHINE STATE SOCIAL STUDIES STANDARDS FOR THE PRE-VISIT PREZIS AND WORKSHEETS:

Fourth Grade

- SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.
- SS.4.A.9.1: Utilize timelines to sequence key events in Florida history. *(Cross-Florida Barge Canal only)*
- SS.4.G.1.2: Locate and label cultural features on a Florida map. *(Cross-Florida Barge Canal only)*
- SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state. *(Cross-Florida Barge Canal only)*
- SS.4.C.1.1: Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government. *(Opportunity Scholarship Program only)*
- SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each. *(Focus on the Legislative branch)*

Fifth Grade

- SS.5.A.1.1: Use primary and secondary sources to understand history.
- SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. *(Cross-Florida Barge Canal only)*
- SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- SS.5.C.3.4: **Describe the amendment process as defined in Article V of the Constitution and give examples. *(Equal Rights Amendment only)***
- SS.5.C.3.6: Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. *(Opportunity Scholarship Program only)*

Sixth Grade

- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures. *(Cross-Florida Barge Canal only)*
- SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. *(Focus on the Technology—Cross-Florida Barge Canal only)*
- SS.6.W.1.3: Interpret primary and secondary sources.

Seventh Grade

- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America *(Cross-Florida Barge Canal only)*

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- SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. (*Equal Rights Amendment and Opportunity Scholarship Program*)
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.3.5: Explain the Constitutional amendment process. (*Equal Rights Amendment only*)
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society. (*Opportunity Scholarship Program mainly*)
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. (*Focus on the Legislative branch*)
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels. (*Focus on the state level*)

Eighth Grade

- SS.8.A.1.1: Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day. (*Equal Rights Amendment only*)
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. (*Cross-Florida Barge Canal only*)
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. (*Cross-Florida Barge Canal only*)
- SS.8.E.2.2: Explain the economic impact of government policies. (*Cross-Florida Barge Canal only*)

Ninth-Twelfth Grade

- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. (*Equal Rights Amendment only*)
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. (*Equal Rights Amendment only*)
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present. (*Equal Rights Amendment only*)
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.17: Examine key events and peoples in Florida history as they relate to United States history.

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- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. (*First Amendment—in Opportunity Scholarship Program*)
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. (*Via the Florida's state legislative branch*)
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. (*Focus on the state level*)
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

TEACHER BACKGROUND INFORMATION: 1999 OPPORTUNITY SCHOLARSHIP PROGRAM

BACKGROUND STORY:

The A+ Education Plan was a set of laws and policies for public schools in Florida proposed initially by the Republican candidates for Governor and Lieutenant Governor, Jeb Bush and Frank Brogan, in 1998. The Plan focused on school assessment and accountability to improve the state's public schools by covering a wide range of issues from testing, to improved teacher training programs, and even school safety.

During the 1998 election, Bush and Brogan campaigned on this plan. Bush's opponent, Buddy MacCay, the state's Lt. Governor at that time, was very much against it. They debated the issue several times during their gubernatorial debates. MacCay argued that rather than improving public schools, the plan would take money away from public schools that needed the money most and weaken the public school system in Florida.

That year, though, Bush won the election. He became Florida's Governor in January 1999. He argued that his election showed that Florida citizens were also behind this new plan for schools. Gov. Bush strongly pushed the State Legislature to pass all parts of his A+ Education Plan in his first State of the State address. The plan included several bills that had to be passed by the State Legislature. The most controversial part of the A+ Education Plan was the "Opportunity Scholarship Program," which is the public policy your class will be considering.

In the 1990s, cities, counties and states around the country were considering vouchers as a way to improve troubled public schools. Vouchers allowed students in failing public schools to switch to different schools. The state government would pay for the cost of switching from the state public education budget. The city of Cleveland launched a voucher program in 1995, which was authorized by the state of Ohio. The law enacting this program was challenged and eventually made it all the way to the Supreme Court in 2002. The court case against Cleveland's voucher program was playing out on the national stage as Jeb Bush pushed for a statewide voucher program in Florida. If Bush's plan was passed, it would make Florida the first state in the nation to have a statewide program.

The way Florida's Opportunity Scholar program worked was this: To be eligible to receive this "opportunity scholarship," the student's public school had to be rated as failing for two years out of four. Only then could parents request a scholarship for their child. This scholarship or voucher would be worth about \$4,000. Parent could give the scholarship to a better public school or private school, including religious schools. Private schools could choose to accept vouchers. If they did, they would have to accept the voucher as full tuition for these students.

One major concern at the time was that even though only four schools in Florida were rated as failing, roughly 170 schools were close to failing. That would mean that over 150,000 students could be eligible for vouchers. People weren't sure what would happen to low-performing public schools if so many schools were graded as "failing." Would teachers lose their jobs? Would the whole school shut down? How would the education of students who did not request vouchers be effected? Many teacher organizations pushed against passing the legislation. Others believed it violated the U.S. Constitution's First Amendment, as well as the more-strongly worded "No-Aid" Provision in the State Constitution, and the description of public education required to be provided by the state in the State Constitution.



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Gov. Bush argued that we had to act instead of be satisfied with the status quo. He argued that vouchers had worked in other places, and that Florida should be a leader of new innovative ideas.

WHAT HAPPENED NEXT?

Governor Bush's lobbying was successful and the law passed the Florida Legislature in 1999. It was signed into law by Governor Jeb Bush. However, that was not the end of it. Groups that opposed the law challenged its constitutionality in the courts. The U.S. Supreme Court ruled in 2002, that a very similar law for school vouchers in Ohio **was constitutional**. Since this case (*Zelman v. Simmons-Harris*, 2002) ruled out a challenge in federal court, opponents pushed forward with their argument that the law violated state law. In particular, opponents pointed to two parts of the Florida State Constitution they believed were in violation. These were:

1. The No-Aid Provision which states,

“No revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution.”;

2. The Education Articles, which say in part,

“It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education.”

In 2004, the Florida First District Court of Appeal held that the Opportunity Scholarship program violated the “No-Aid” provision in the State Constitution (*Bush v. Holmes*, Fla. 1st DCA 2004). The case was petitioned to the Florida State Supreme Court. In 2006, the Supreme Court decided that the State Constitution's Education Articles mandate public education must be provided only through a “uniform” public school system. The Supreme Court interpreted that phrase to mean that the state could not offer publicly funded education opportunities outside the traditional public system. The Supreme Court refused to rule on the First District Court of Appeal's ruling about the “no-aid” provision since the law was already ruled unconstitutional (*Bush v. Holmes*, Fla. 2006). So, in 2006, the main part of the Opportunity Scholarship Program was dismantled by the Supreme Court of Florida by ruling that it was unconstitutional under the Florida State Constitution.

Today, no similar program has replaced the Opportunity Scholarship program, but the state has seen a surge in new “charter” schools as a new challenge to the standard mold of public education. Both criticism and praise have been heaped on the charter school movement. Commended for pushing forward new educational ideas, but also critiqued for being profit-driven and for many charters schools performing same or worse as traditional public schools, charter schools—like the Opportunity Scholarship Program in Florida—have been a lightning rod for widely-varying and sometimes hyperbolic assessments.

TEACHER BACKGROUND INFORMATION: 1982 EQUAL RIGHTS AMENDMENT

BACKGROUND STORY:

19th Amendment.

These included unequal legal rights in a marriage and not receiving equal pay for equal work. Congress and state legislatures passed laws, but progress seemed to come too slowly. Adding an amendment that guaranteed equal rights in the U.S. Constitution seemed like a good idea to many advocates for women's rights. In 1971, the House passed it by the required two-thirds majority. The following year the Senate did the same. The ERA was then sent to the state legislatures for ratification.

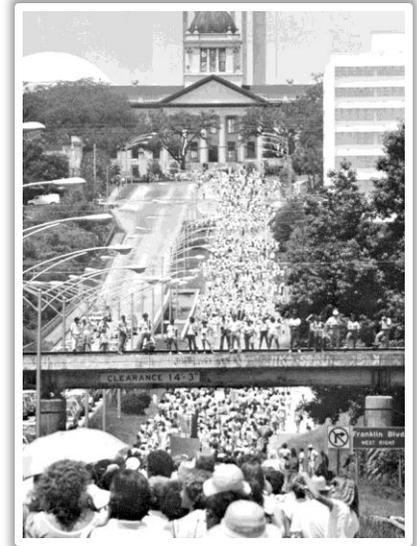
For an amendment to be added to the U.S. Constitution, the Constitution says one of two things has to happen:

1. Both chambers of the U.S. Congress can approve the amendment by a two-thirds vote. Then, the amendment is sent to the states. Three-fourths of all the state legislatures also have to pass the amendment.
2. Two-thirds of the state legislatures call for an Amendment Convention. All states would send delegates to this convention. To ratify an amendment, three-fourths of the delegates would have to support it. (This method has never been used in the nation's history.)

The ERA was pursuing the first option. When Congress passed the ERA in 1972, many people believed it would easily be ratified as well. But over the next 10 years, the opposite happened. Critics questioned how it would affect our society and the country became split. The amendment had seven years to be ratified by three fourths of the state legislatures, and as 1979 approached, it appeared the amendment would not be ratified by the deadline. Congress and the President extended the ratification deadline (controversially) until 1982. At this point, only three more states needed to ratify it. No one knew if it would happen, but four state legislatures were considering adopting it, Oklahoma, North Carolina, Illinois and Florida.

Some of the major arguments for the ERA were that women had made lots of progress since the 19th Amendment passed. However, women still were being paid less than men for the same work. Women and men also had unequal rights within marriage. In some states, women were entitled to being cared for financially by their husbands, which meant the husband couldn't require them to work. At the same, though, women had no control over purchases or property, like their homes, which were controlled by their husbands. Some people pointed to the draft (since the Vietnam War draft was still a clear memory) as a negative for Equal Rights. Advocates however argued that full citizenship for women came with both rights and responsibilities, and being equally able to be drafted for military service was one of these responsibilities. These advocates for the ERA argued that the amendment was necessary to guarantee equality for the sexes. For fifty years, women had seen piecemeal legislation that improved their standing in society. But it was still far from equal. They argued the text of the amendment was simple and morally just. By passing it, women wouldn't have to wait for legislation to address their problem, but instead could take their complaint to the courts for a swifter remedy.

Being able to argue their case in court was one of the most worrying aspects for foes of the ERA. Opponents saw advocates as radical and unreasonable. These opponents argued there were obvious



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biological differences between men and women, which would be denied by ratifying this amendment. They argued that parents did not want to see their precious daughters drafted into military combat, and that women did not want to lose their privileges to be supported by their husbands in marriage. Some of their arguments were smaller, that the ERA would affect daily life in ways unintended. One example often cited was that with the ERA, men and women could not have separate restrooms. Opponents argued for a more measured approach. They believed that when an inequality, such as equal pay for equal work, came about women should lobby their legislators to pass laws to forbid such activities. They believed the Equal Rights Amendment was too radical a departure for traditional American families and that radical feminists could use the courts to push equality to an uncomfortable and unreasonable level.

Since the U.S. Congress passed the ERA in 1972, the Florida Legislature tried to pass the Equal Rights Amendment three times before 1982. The Florida House of Representatives approved it all three of those times. The first time the Florida House voted on the ERA was in 1972, two days after it was sent to the states to be ratified. The vote was 91-4 in favor of the amendment. That year, the Senate President (who was very much against the ERA), cited a procedural rule and declined to allow the Florida Senate to vote on it. But, in the two more recent votes, the margin in the House had shrunk, while the Florida Senate had always rejected it.

Sensing this was the last chance to ratify the ERA, thousands of protestors descended on the State Capitol in Tallahassee. The streets and buildings of the state government were filled with citizens expressing their opinion to their elected officials. How would the State Legislature vote this time?

WHAT HAPPENED NEXT?

The Florida House passed the Equal Rights Amendment with a slim 60-58 vote in favor of the amendment. The Florida Senate, however, voted against ratification, 16-22. No other states voted to ratify the amendment that year as well. Many people believed that if Florida had ratified it, other states would have followed. But of course, no one knows for sure what would have happened.

Today, 21 states have included a variation on the amendment in their state constitutions. Five of the states that have added a section on equal rights for men and women did not ratify the original Equal Rights Amendment. Florida is one of those five.

Many ERA supporters continue to try to get the Equal Rights Amendment ratified to the U.S. Constitution, but so far, no political will has coalesced around the movement to take it back up as a national issue. Women today are still discriminated against in the work pay, even with stronger laws protecting them. Questioning about that fact even came up in the 2012 Presidential Debates.

TEACHER BACKGROUND INFORMATION: 1961 CROSS-FLORIDA BARGE CANAL

BACKGROUND STORY:

The Cross-Florida Barge Canal was a plan dreamed up hundreds of years before the 1961 vote on the memorial for funding the project. For years, explorers had searched for a waterway through Florida to keep ships away from the coral reefs that surrounded the southern part of the state. In the 19th century, other places in the country invested in canals, which greatly helped local and regional economies. The Cross-Florida Canal continued to be just a dream, however.

In the 1930s, as the country was working to recover from the Great Depression, President Roosevelt included the canal on his list of public works projects to be built and to give jobs to the unemployed. Work began on the canal, but opposition was fierce. The canal would be 30 feet deep for ship travel. South Floridians worried that the canal would break into the freshwater aquifer and ruin half the state's drinking and agricultural water source. The ship canal was eventually abandoned. But with World War II and German submarines posing a threat in the following decade, more calls for a safe passage for business and military purposes through the peninsula were made.

As the Cold War began with the U.S.S.R., the threat posed by Cuba offered a new reason canal supporters could cite for building a canal. In the late 1950s and early 1960s, the campaign to build the canal picked up support from state officials, U.S. Congressmen, and even the President, John F. Kennedy.

The route proposed would follow the same route as the 1930s-era canal. It would follow the St. John's river south from Jacksonville and then cut west across the state. It would try to follow many of the natural waterways in the region to lessen the work. It would also only be 12 feet deep to reduce the possibility that freshwater would be contaminated with saltwater. But, 32-miles of land would still need to be dredged to form the canal and two rivers would have to be dammed for the canal to be complete.

In order to accomplish this large-scale public works project, the Governor and State Legislature proposed asking the federal government for funding. In order to show that the state's elected leaders were behind the project, the Florida Legislature sent what is called a "memorial" to Congress. This memorial is an official request for funding to complete a project that has a national interest.

Supporters cited the increased economic activities that would come from having a canal cut off transit miles and more safely connect the Atlantic Seaboard with the Gulf of Mexico. They also argued that the canal was strategically important because of communist Cuba's proximity to South Florida's shores. Besides improving economics, supporters argued that it would increase



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recreational spots for local residents to boat and fish, and it would help the state's agricultural industry move their goods to market more quickly.

Opponents argued that the canal still posed a risk of contaminating the water supply. They also argued that the economic benefits of the canal were slight compared to its cost. They also believed that the military threat was overblown and not worth the estimated \$350 million dollar price tag.

The Florida Legislature had to decide whether they were going to officially support this massive public works project and ask the federal government for funds to complete it.

WHAT HAPPENED NEXT?

Both the Florida House and Senate approved the memorial. At that time, voice votes were common, and unless the result was questioned, a vote tally often was not taken. So, we don't know how many legislators supported the memorial, but many did. Eventually the U.S. Congress put through the funding and the U. S. Army Corps of Engineers construction began in 1964. As the 1960s moved forward, opposition to the canal grew fiercer.

The Environmental Movement was beginning to take root in the United States and early environmentalists, particular from Gainesville and the University of Florida began to protest the canal. Rather than give residents new recreational opportunities, these opponents argued that the canal was destroying wilderness that could never be reclaimed. In 1969, the Environmental Defense Fund filed a lawsuit in federal district court asking that the construction work stop until a new study could determine the real social costs of building the canal. The lawsuit was aided by a newly-passed federal law, called National Environmental Policy Act (NEPA), which required that environmental impact studies be done for public works projects like this barge canal.

In early 1971, the environmental protestors gained a valuable ally. President Richard Nixon signed an executive order stopping work on the canal. At that point, one-third of the canal had been built, and roughly \$74 million had been spent on the project. In 1976, the Army Corps of Engineers estimated it would cost an additional \$370 million to finish the project. The state and federal government moved slowly over the next few decades to deauthorize the project. In 1991 the land was turned into the Cross Florida Greenway State Recreation and Conservation Area, and several years later renamed the Marjorie Harris Carr Cross Florida Greenway to honor the leader of the 1960s protests that succeeded in stopping the canal.

Of course with hindsight, good and bad decisions are easy to see. And, today the Cross-Florida Barge Canal is considered to be one of the biggest blunders in the state's history because of the high cost and unaccounted for environmental damage the canal caused central Florida. One particularly upsetting outcome from the canal was that the "wild" Oklawaha River was reduced to a trickle. This happened when the river was dammed to build locks for the barge canal. This dam created a lake that sits behind the dam, and greatly reduced the original flow of the river. Some people today are still calling for the dam to be released slowly so the Oklawaha can once again try to resume its original path. Others are content to let lessons be learned but argue that the lake should remain for current recreation uses like fishing and boating.