



# AMERICAN GOVERNMENT



## NONCOMPLIANT - CLASS PROJECT

### Project Option

High School Class Project: “Understanding Constitutional Rights and Civic Responsibility”

Project Title:

We the People: Exploring the Constitution, Government Overreach, and Civic Action

Objective:

Students will explore key concepts from Chris Ann Hall's speech related to the U.S. Constitution, state sovereignty, individual rights, and peaceful non-compliance. The project aims to encourage critical thinking about the balance between government authority and personal liberty, and how citizens can uphold their constitutional rights.

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Project Steps:

1. Class Discussion and Group Formation:

- Begin with a discussion about the key themes of the speech (government overreach, state vs. federal authority, individual rights, peaceful resistance).
- Divide students into small groups (3-5 students per group). Each group will focus on a specific theme or issue raised in the speech.

2. Research Component:

- Each group will research one of the following topics:
  - The Role of the Constitution: What rights are guaranteed, and how does the Constitution limit government power?
  - State Sovereignty vs. Federal Power: What powers are reserved for the states, and how do states check federal authority?
  - Historical Examples of Peaceful Non-Compliance: Research key figures or movements (e.g., Civil Rights Movement, James Otis Jr.) who resisted government overreach.
  - The Role of the Sheriff and Local Government: How can local officials, particularly sheriffs, protect citizens' constitutional rights?
  - Contemporary Issues of Government Overreach: Identify current examples where citizens or states have resisted government overreach (e.g., COVID-19 restrictions, local ordinances).



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### 3. Creative Presentation:

- Groups will create a presentation (video, slideshow, poster, or skit) that explains their topic. The presentation should:
  - Define key concepts (e.g., constitutional rights, government overreach).
  - Present historical or contemporary examples.
  - Offer solutions for how citizens can protect their rights.
  - Include a call to action: how young people can get involved in civic responsibility.

### 4. Mock Debate:

- After presentations, hold a mock debate where students take on the roles of state government, federal government, and individual citizens. The debate topic could center on whether states have the right to refuse enforcement of certain federal laws (e.g., environmental regulations or education mandates).

### 5. Written Reflection:

- After the debate and presentations, each student will write a one-page reflection on the following prompt:  
"What does peaceful non-compliance mean in the context of upholding constitutional rights, and how can individuals balance obedience to the law with resistance to unjust government actions?"

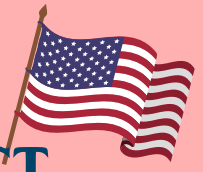
### 6. Action Plan:

- As a class, brainstorm real-life ways students can become more engaged in local government or civic actions. Options could include writing letters to local officials, attending city council meetings, or hosting a school event on civic education.

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### Assessment Criteria:

- Research Quality: Depth of research, use of reliable sources, and historical accuracy.
- Creativity: Innovation and creativity in the presentation of information (visuals, storytelling, etc.).
- Critical Thinking: Ability to analyze and discuss the balance between government authority and individual rights.
- Engagement: Participation in group work, the debate, and classroom activities.
- Reflection Paper: Insight and thoughtfulness in the written reflection, connecting the project's themes to personal beliefs or current events.

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### Extension:

Invite a local government official or lawyer to visit the class and discuss the Constitution's relevance in contemporary law and politics. Students can present their findings and ask questions about real-world applications.