

Young Americans Civics and New Voter Engagement: Power to the People – 3 Stories



COMMUNITY ENGAGEMENT
CIVICS EDUCATION

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Boston, MA**

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Young Americans Civics and New Voter Engagement

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Young Americans Civics and New Voter Engagement: Power to the People – 3 Stories

- “I never vote – it doesn’t make any difference.”
 - “They’re all crooks.”
 - “I don’t understand what I’m voting for.”
 - “My parents don’t vote, why should I?”
 - “I’m not even 18 yet, why should I even care?”

This paper and presentation discusses 3 successful projects which hopefully encouraged many east Tennessee students to engage in the political process.

1. CE2, or “Community Engagement for Civics Education” – a grant funded 2-year project. Community College students prepared and delivered FREE on-campus public sessions about government. Students were mentored by actual government officials (Congresswoman, Mayor, Federal Judge, and Elections Officer). More than 100 community members attended the classes. Note that CE2 was presented at the ASPA TLC in February 2023. This presentation will review the concept and implementation and also discuss lessons learned and future iterations.

2. Civics Bowl & Constitution Day for public school students. Sponsored by the US Federal District Court, 10 local high schools fielded teams of students to participate in a high-pressure “lightning round” format of civics questions with the competitions held in actual courtrooms. Volunteers included Federal and local judges, attorneys, teachers, and graduate students. Special Constitution Day events also brought education events and games to middle schools (8th graders) in rural east Tennessee. Civics Bowl and Constitution Day have seen 2 successful years. Outcomes including voter registrations will be analyzed.

3. “Why Do College Students Vote?” is a student initiated project which twice surveyed local students about their civics knowledge and voting. In spring 2027 we will expand this process to multiple university and community college campuses in our rural east Tennessee 10-county service area. With support of the college administration and involvement of the Tennessee Secretary of State’s office, we will disseminate data to help encourage young voter registration and participation.

A Passion for Civic Engagement

I am beginning my 10th year teaching Political Science and American Government in rural Appalachia of east Tennessee. Pretty amazing for a guy who grew up in New York City, Ivy-League educated, and worked in corporate America for decades. And...Oh yes, also served as a US Peace Corps education volunteer in Jamaica, a radarman in the US Naval Reserve, and currently in my 6th year as a Tennessee County Election Commissioner.

I haven't missed voting since I turned 21 – before the 26th Amendment in 1971. My parents, both immigrants and naturalized citizens, worked hard to understand ballots, and took us kids with them into the old lever-operated mechanical voting booths. My adult kids vote – often differently than my liberal choices – and they revel in our discussions of opposing views.

Encouraging students' voter registration and greater civic engagement amount young people is my passion. Our little college (6000 students) actually won "most new voter registrations" as analyzed by the Tennessee Secretary of State. Our student voting survey was conducted by a freshman PoliSci Community College student as part of her undergraduate research honors project.



State Representative Jeremy Faison speaks to Political Science Class



(L) Citizen Tribune Editor lectures about Selma (R) County Mayor talks about Local Government

Community Engagement for Civics Education: (CE)² or “CE Squared”

- What is the role for higher education in encouraging citizen civic participation?
 - Does teaching civics really increase community interest in the political process?
 - Do “regular” people in the community care about the process of governing?
 - Would our state be a better place if more people registered and voted?

Community Engagement for Civics Education: (CE)², at Walters State Community College (Morristown, Tennessee) culminated in a series of student-led public civics classes presented free on-campus for any member of our multi-county area who was interested in learning more about how our government works and how civic engagement can promote good government.

Section I - (CE)2 Statement of Purpose

I’ve created my classes as experiential. Many students are first-in-family to attend college (or even complete high school). Eight years ago, these courses were lecture/test/lecture/test...etc. formats. By creating an environment which values student dignity, respect, and questioning, rural community college students meet face-to-face many government officials. My students will hear guest presenters – federal judges, mayors, US Congress members, TN legislators, public defenders, US ambassadors, and more. Students prepare intense questions for our guests and understand that “these people work for us!”

So far, so good? Yes, some students enroll in American Government because it fulfills their program requirement for Social Work or Education. Others have stated a Political Science major. Actually this mix promotes more in-depth discussions from broad perspectives and interests. And – we know that I cannot force students to vote (lol), but I do consider being a registered voter as contributing to the student’s class participation grade for the semester.

The (CE)2 project brings basic civics education to the diverse residents of the multi-county area served by Walters State Community College. As a collaboration among WSCC faculty, WSCC students, and local public sector/government leaders, (CE)2 delivered a series of 4 focused, simplified sessions explaining one area of civics engagement. Each session was delivered on campus by a Political Science student and a local civic leader (e.g. the mayor, a judge, a commissioner, etc.) working together to create an interesting and informative 90 minute educational experience for community members.

Section II - (CE)2 Design, Mission, Goals

General Overview of Proposed Project:

Civics is the study of the rights and duties of citizenship. Civic education is a vital part of any democracy, and equips ordinary people with knowledge about our democracy, our Constitution, and important things like voting, taxes, courts, and participating in local community decisions.

Faculty Fellows Scholarship:

The (CE)² project was developed as part of a Faculty Fellows Scholarship competition at Walters State Community College in Morristown, Tennessee in 2021. The purpose of the Faculty Fellows Scholarship program is to allow faculty members the opportunity to participate in scholarly activities that advance the mission of Walters State Community College. The goal of this program is to provide support to faculty in their efforts to improve teaching and learning that increases the educational attainment and workforce preparedness of students.

The (CE)² Project Design:

The (CE)² project was designed to bring basic civics education to the diverse residents of the multi-county area served by Walters State Community College. As a collaboration among WSCC faculty, WSCC students, and local public sector/government leaders, (CE)² proposed to deliver a monthly series of 6 focused and simplified sessions explaining one of the areas of civics engagement. Each session was delivered on campus by a team comprised of a Political Science student and a local civic leader (e.g. the mayor, a judge, a commissioner, etc.) who have worked together to create an interesting and informative 90 minute educational experience for community members.

Each semester Professor Lawrence's American Government and Political Science students have had the opportunity to hear from many local government leaders who have volunteered as guest lecturers in individual classes. Many students have likely never met and/or asked questions of a mayor, a judge, or a US Congressman. Not only do the students learn facts about government, but probably more importantly, they easily become more comfortable with the experience of engaging and participating in the process of governing.

The (CE)² Project Genesis:

The proposal for (CE)² grew out of a conversation with Dennis Inman, Magistrate Judge (Retired), United States District Court, Eastern District of Tennessee. Judge Inman has been a featured guest in my classes for the last 4 years. The simple question arose, "How could we bring these introductory civics sessions to a broader audience?" I am indebted to Judge Inman for his support and for his continuing participation in Civics Engagement with students at Walters State.

The (CE)² series has many benefits:

1. WSCC students can participate and grow their experience in public policy and presentations.
2. CE² may be structured as either a "regular" class project or even an "honors" enrichment project for students.
3. Community members may be drawn to learn more about WSCC and post-secondary education. It is likely that many attendees will come to a campus for the first time.
4. The civic leader "expert" partners will be more engaged with WSCC beyond just visiting the campus.

And obviously, a primary outcome will be:

5. Community members will be more equipped with civics knowledge, and will likely be more involved and engaged in the democratic processes.

Contribution to WSCC Mission, Strategic Plan, and Goals:

(CE)² supports the WSCC Mission to be a learning-centered, comprehensive, public community college dedicated to increasing educational attainment and supporting economic development by providing affordable, high quality educational opportunities. The table below identifies contributions by line item:

Mission Steps		(CE) ² Contribution
Offers programs of study leading to associate degrees or certificates	YES	(CE) ² students will receive full course credit for their participation
Fosters and inspires student engagement and success	YES	(CE) ² students will be important creators of this program and will expand their engagement beyond the traditional classroom
Delivers public service and non-credit programs in support of workforce development and personal enrichment	YES	Community civics classes provide a public service and provides new knowledge and skills which citizens may build on in both employment and continuing education
Employs highly qualified faculty and staff	YES	WSCC Political Science faculty will supervise and lead the (CE) ² students to provide academic continuity
Provides convenient access through multiple campuses and advanced technology including distance learning through digital means	YES	The (CE) ² program can be delivered on multiple campuses. After a pilot project term, the sessions may well be recorded and distributed digitally
Partners with other educational institutions to promote access and facilitate articulation and transfer	TBD	Once certified, the (CE) ² program should qualify for articulation and transfer credit with other TBR institutions.
Pursues external sources of support and entrepreneurial initiatives	YES	(CE) ² students will learn directly from many external (out of WSCC) resources in many areas of government
Assesses and responds to community needs	YES	There is a clear need for Civics education in our communities
Provides opportunities for promoting diversity and enhancing cultural awareness	YES	It is expected that minority participation by both students and citizen participants will be an important factor in project design.
Pursues resourcefulness, effectiveness, and efficiency through comprehensive accountability and continuous improvement programs	YES	The (CE) ² design includes measurement and metrics which can be used to evaluate and continuously improve the model

Strategy, Goals and Indicators:

(CE)² effectively addresses many of the strategies and goals in the WSCC Strategic Plan 2015-2025. The table below highlights the “Top 4”

Strategy	(CE) ²	Indicator
Access	More opportunities for citizens of the region to access courses and programs including underrepresented and underserved populations	Measurement of number of community attendees including analysis of population segments.
Student Success	(CE) ² will attract more interest in the undergraduate Political Science program	Enrollment in declared POLS majors or courses. Persistence to completion among POLS students
Program Quality	Effective partnerships supporting the mission	Evaluation by government partners of the quality and comprehensiveness of (CE) ² citizen programs.
Efficiency	(CE) ² relies on volunteer professional support from government leaders	Tabulation of actual number of volunteer hours worked by government partners.

Alignment with WSCC’s Core Competencies:

Participating POLS students will find that (CE)² gives each student the opportunity to exercise and demonstrate all competency requirements embedded in Walters State Core Competency (CC) courses ENGL 1010, SPCH 1010, MATH 1530, or MATH 1630 or MATH 1710 and INFS 1010, AGRM 2630/2631 or MGMT 1100. All participating (CE)² students will receive a final evaluation which touches on each of these Core Competencies.

SMART Purposes and Objectives:

SMART	(CE) ²
Specific	Create a Civics education program for the Hamblen County community members. Involving POLS students and community/government leader volunteers. Equip ordinary people with knowledge about our democracy, our Constitution, and important things like voting, taxes, courts, and participating in local community decisions.
Measureable	Six 90-minute public sessions delivered over 6 months.
Achievable	Outreach to volunteers has already resulted in likely volunteers. Faculty is “on board” and interested.
Relevant	Strong support from government and citizen groups is confirmed
Timely	Target date for public component is dependent on post-COVID protocols; however, planning of curriculum and program can be started now.

Project Scaling:

The initial implementation of the (CE)² project was sited on the Morristown WSCC campus. Although open to citizen attendees from a multi-county area, the first six classes focused on Hamblen County participants. However, the model is not dependent on local geography, and therefore, (CE)² could easily be replicated and ported to other WSCC campuses.

Section III - (CE)2 Implementation

“Pilot” Semester:

The original planned program was scheduled for the fall 2021 semester; however, COVID restrictions prevented on-campus, in-person classes. Therefore, we decided to test the concept in an “optional” track in my hybrid (Zoom based) American Government class. All students in my traditional American Government class are required to research a topic of their choosing and make a presentation to the class. I offered students an option of choosing a topic which they could “teach” to an audience of residents of our local counties. Five students accepted the optional track. They worked with volunteer mentors who were all senior government officials. However, instead of presenting each of their topics to the public, they “piloted” their presentations in front of their classmates.

Honors Class and Federal Court Internships Implementation:

After a “pilot” fall semester where students in the traditional American Government class worked on an optional “track” and in partnership with civic leaders, to design civics topics, a new class offering was created for the spring 2022 semester. The class had to meet all TBR (Tennessee Board of Regents) requirements for a 3-credit hour undergraduate Political Science class. However, the format was somewhere between a traditional community college class and a graduate school seminar. The topics which the students prepared and presented, and their mentors were:

Topic	Mentor	Title
Local Government	Bill Brittain	County Mayor
Courts	Cynthia Wyrick	Federal Magistrate Judge
US Gov’t & Congress	Zac Rutherford	Chief of Staff Rep. Diana Harshbarger
Elections	Jeff Gardner	Elections Administrator

Students also participated in a 5-week, 1 day/week, on-site internship in the U.S. Federal District Court in Greenville, Tennessee. Their participation contributed to their individual course grade. Each student attended court sessions, kept a daily journal, wrote a summary report about their activities, and made recommendations as to improvements for continuing this program.

Student Selection and Biographies:

Acceptance for the CE2 program was by application to the professor. Academic Advisors and other faculty also made recommendations. An informational marketing piece (a “rack card” format) was distributed to all academic advisors and prominently displayed in student areas.



Ryan Sadlon—Ryan was a student in both my American Government and Introduction to Political Science classes. He is an active student athlete (golf team) and an honors student who plans a career as a lawyer. [Ryan is completing his second year of Law School.]



Emma Gerding—Emma completed 2 years of college credit before graduating from her high school. [Emma is an Instructor of Strategic Communication Management at the University of Cincinnati.]



Anthony Lee—a Tennessee Re-Connect student, a scholarship program for adults (over 25 years old) and returning military veterans. Anthony worked for 10+ years after graduating high school in an automotive factory. Anthony hopes to work in elected government.



Hailey Barrett—a freshman who recently graduated from a local Christian Academy. Hailey was particularly interested in the CE2 program because of the internship opportunity. [Hailey is completing here second year of Law School.]

SPECIAL PROJECTS: POLITICAL SCIENCE

Community Engagement for Civics Education

POLS 2990 (3 credit hours) is a hybrid course where students are paired with local public sector/government leaders to create an interesting and informative presentation for the community.

THE PROJECT

As a collaboration among WSCC faculty, WSCC students, and local public sector/government leaders, your team will deliver a series of 5 focused and simplified sessions to community members explaining one of the areas of US government. Each session will be delivered on campus by a team comprised of a Political Science student and a local mentor/civic leader (e.g. the mayor, a judge, a commissioner, etc.) who have worked together to create an interesting and informative 50 minute educational experience for community members.

THE COURSE

POLS 2990 (11620) students will meet with Professor Lawrence for 4 class sessions to design and plan their individual projects. Students will work independently and directly with their mentors and communicate through weekly reports which will be reviewed and supervised by the professor.

PREQUISITES

Successful completion of either POLS 1030 or 1010 (or equivalent) or permission of the instructor and a cumulative GPA of at least 2.75. Enrollment is limited to 10 students.

BENEFITS

Some POLS 2990 students may also apply to serve as an unpaid intern working in the United States District Court, Eastern District of Tennessee, in Greenville, TN.

All TN Promise Students must complete and submit eight (8) hours of community service. This course may help you meet your community service requirement.

COURSE INFORMATION

POLS 2990
Spring 2020
3 Credit Hours
CRN: 11620
Contact: Steve Lawrence
Email: Steven.Lawrence@wsc.edu

Mentor Recruiting and Biographies:

Professor Lawrence personally recruited the volunteer mentors. Success of the CE2 program depended on the ability of the mentors to work closely with, and relate to each student. The mentors understood that they were committing weekly time to communicating with and guiding each student in their research of their topic area. Also, mentors were instructed that the student was the “primary” presenter for the public classes – the mentors would speak in a supporting role. Three of the mentors had been guest speakers in our previous American Government classes, and therefore, had experience working with Walters State students.

Bill Brittain is the Mayor of Hamblen County, Tennessee; he was first elected in 2010. The County Mayor is the chief executive officer of the county, and has the powers and duties previously exercised by the county judge, except judicial functions. The County Mayor serves as a non-voting, ex-officio member of each committee of the legislative body. Mayor Brittain has been a guest lecturer in our American Government classes and mentored Emma Gerding to present a public session about Local Government.



Cynthia Wyrick serves as a United States Magistrate Judge in the Eastern District of Tennessee, at Greeneville. She was formerly the City Attorney for Pigeon Forge.

Judge Wyrick also served as Past President of the Tennessee Bar Association. Judge Wyrick has presented a guest lecture about the US and TN judicial systems to my American Government classes. She mentored Hailey Barrett to present the CE2 public class about the court systems. Judge Wyrick also championed the creation of the internship opportunity for CE2 students.



Zac Rutherford is the Chief of Staff at the U.S. House of Representatives for Congresswoman Diana Harshbarger, TN01. Zac has served in various positions related to the U.S. Congress since 2017. As a student at the Citadel military college in South Carolina he increased community involvement, and encouraged and facilitated student involvement on many local and national political campaigns. Zac was a mentor during the pilot CE2 class; he mentored Anthony Lee to present the CE2 public class about the U.S. Congress.



Jeff Gardner is the Administrator of elections for Hamblen County, Tennessee. He is Responsible for the administration of Municipal, Local, State and Federal elections held in the county. The Election Commission Office serves the voting public and candidates in all things pertaining to an election: Local, State and Federal. The Election Commission Office is responsible for filing and maintaining all voter registration records for Hamblen County and Morristown. Mr. Gardner mentored Ryan Sadlon to present the CE2 public class about the Election Process.



Class Deliverables:

Grading met all the requirements of a traditional 3-credit hour class. The syllabus included the following explanation of grading:

Project Proposal	10%
Student Journal of Activities	20%
Design of Presentation Aids	20%
Individual Topic Presentation & Honors Project	25%
Mentor's Evaluation	10%
Class participation & Attendance	15%

Each student's journal tracked and commented on each activity. These included:

- Each class meeting
- Each mentor meeting/discussion
- Research Time
- Internship hours
- Design of your class presentation
- Public Presentation Time

Community Engagement for Civics Education
POLS 2990 Spring 2022
Student Activity Journal

Student Name: _____ Page ____ of ____

Date	Participants	Total Time (Hrs/Min)	Topics/Description/Results	Comments

Course Outcomes

- ▶ 1. Given a selected aspect of the U.S. Constitution and/or American local government structure, the student will be able to identify and/or discuss its significance and function.
- ▶ 2. Given a selected aspect or characteristic of American government, the student will be able to prepare a public presentation to discuss its significance and impact upon citizens.
- ▶ 3. Given a selected aspect, institution, process or branch of American government, the students will be able to identify and discuss its structure and function.



Course Competencies

The student who successfully completes Political Science 2990 should be able to:

- 1. Discuss basic characteristics of American Government
- 2. Discuss basic characteristics of Local and State Governments
- 3. Discuss fundamental structure of the US Court Systems
- 4. Discuss the fundamentals of the U.S. system of Elections
- 5. Demonstrate her/his ability to design and present a class describing the aspects and characteristics of the U.S. Government
- 6. Clearly & Accurately create a Journal of her/his activities while developing a public class/presentation about the U.S. Government



Public Presentations:

The CE2 program culminated in the scheduling and presentation of 4 public classes on the Walters State Morristown Campus. Following are some of the marketing documents and related newspaper stories. Note that a QR Code was created to facilitate easy registration.


**COMMUNITY ENGAGEMENT
CIVICS EDUCATION**
Student Notebook

All **FREE** classes meet at 6:00 pm in Room MBSS 124
Walters State Community College Morristown Campus
Doggett Math & Behavioral Social Sciences Building

Free Parking (after 6:00pm)

Presentation Schedule:

Tuesday, March 22nd	The U.S. Court System
Tuesday, April 5th	The U.S. Congress
Tuesday, April 12th	The U.S. Election System
Tuesday, April 19th	Tennessee Local Governments

Bring this notebook with you to each session!

To register: <https://ws.edu/civics-series>


QR CODE

Community Education for Civics Education is funded by a Faculty Fellows Grant.
Each class is presented by a Political Science Honors Student
&
Mentored by a Government Official

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WSSC offering civics course

From Staff Reports

Political science students at Walters State Community College are offering the public a unique opportunity to see how the government works from the inside – through the eyes of government officials.

“Community Engagement for Civics Education” is the focus of an honors special projects in political science course taught by Steve Lawrence, an adjunct professor at the college. Students have spent time meeting and working with local officials and each will make a presentation on their respective areas of study.

Four sessions are planned:

- March 22: Judicial System, with Magistrate Judge Cynthia Wyrick and student Hailey Barrett.
- April 5: U.S. Congress, with Zac Rutherford, chief of staff for Representative Diana Harshbarger and student Anthony Lee.
- April 12: Elections, with Jeff Gardner, administrator of elections for Hamblen County and student Ryan Sandlon.
- April 19: Local Government, with Hamblen County Mayor Bill Brittain and student Emma Gerding.

Meetings begin at 6 p.m. with refreshments. Presentations follow at 6:30 p.m. All presentations will be held in room 124 of the Doggett

See **CIVICS** page A-8

Metrics and Results:

- Four community classes were presented on the Morristown campus.
- More than 100 citizens and guests attended the combined classes.
- Each attendee received a take-home binder with presentation slides and information about WSCC.
- Four students completed their 5-week U.S. Federal District Court internships.
- Four students earned “honors” designation toward their Associates Degree Diploma.
- Four students satisfied their community service requirements for the Tennessee Promise tuition subsidy program.



Civics Bowl & Constitution Day for Public School Students

How can we “Prime the Pump” or continue to create a “Pipeline” of students who will soon enter the Community College system and choose Political Science as their interest or declared major?

The State of Tennessee requires only 1 semester of high school civics for graduating students; it is typically scheduled during the junior (grade 11) year and is often combined with American History.

Under the leadership of the Eastern District of the US Federal District Court in Greeneville, Tennessee, and with the help of members of the Federal Bar Association, two creative and exciting programs were created and delivered targeted at both high school students and also 8th grade middle school students.

Sponsored by the US Federal District Court, 10 local high schools fielded teams of students to participate in a high-pressure “lightning round” format of civics questions with the competitions held in actual courtrooms. Volunteers included Federal and local judges, attorneys, teachers, and graduate students. Special Constitution Day events also brought education events and games to middle schools (8th graders) in rural east Tennessee.

Section I – Civics Bowl Statement of Purpose

The goal of the competition is to provide students with an opportunity to increase their civics knowledge in a fun environment, while interacting with students from other local high schools.

This one-day event is a high school level Quiz Bowl/Scholars Bowl-type contest with all questions focusing on civics. Teachers/Team Sponsors will be provided with a list of topics from which questions will be asked and they are encouraged to have their teams review information regarding those topics in advance of the competition. Bonus questions will be formulated primarily from the material covered by the United States Citizenship and Immigration Services Naturalization Test.

The Greeneville Sun

Sunday, August 9, 2026



The U.S. District Court for the Eastern District of Tennessee at Greeneville held its second annual Civics Bowl Wednesday for area high school students as part of the court's ongoing civics education outreach programming. Teams from Greeneville City Schools, Greene County Schools, Washington County Schools, Sullivan County Schools, Hawkins County Schools, and Hamblen County Schools competed in the Quiz/Scholars Bowl-type competition in which all questions focused on civics-related topics.

2nd Annual Civics Quiz Bowl

U. S. District Court for the Eastern District of Tennessee



Time for the Civics Showdown!

We're thrilled to have you join us for a fun-filled event where knowledge, quick thinking, and teamwork will be put to the test.

DRESS

Casual, school-appropriate attire will be fine. Students who wish to dress up are welcome to do so.

SECURITY

Everyone entering the courthouse will be required to go through security. Bring a photo ID if possible (a driver's license or school ID is acceptable). Coaches may bring cell phones, but no other electronics will be allowed inside the building.

BREAKFAST & LUNCH

A light breakfast and pizza lunch with drinks will be provided.



Wed., March 12, 2025

Registration
9:00-9:30 am



Event Location

James H. Quillen
U. S. Courthouse
220 West Depot St.
Greeneville, TN



Parking

First Baptist Church
211 North Main St.
Greeneville, TN

Questions? Contact
wyrick_chambers@ted.uscourts.gov

Section II – Constitution Day Statement of Purpose

The goal of the Constitution Day programs is to bring to life an understanding of the basic structure of the US Constitution in a fun and exciting interactive event onsite in east Tennessee Middle Schools.

With the cooperation of the Howard Baker Center Institute of American Civics at the University of Tennessee at Knoxville, a simple slide presentation and fast-paced competitive game format was created. Professional volunteers from the courts and college/university communities facilitated these events for typical groups of 400+ eight graders in the school gymnasiums.

During the week of Constitution Day in September, teams of judges, lawyers, and educators travelled around east Tennessee and presented (sometime refereed) learning sessions which sometimes sounded like pep rallies.



- The United States Constitution**
Signed in Philadelphia, 1787
- Created the framework for the American Government
 - Replaced the Articles of Confederation
 - "Supreme Law of the Land"
 - 7 Articles and 27 Amendments
 - First 10 Amendments - Bill of Rights



Executive		Judicial		Legislative	
Power Grab 10pts	Power Grab 20pts	Power Grab 10pts	Power Grab 20pts	Power Grab 10pts	Power Grab 20pts
Power Grab 30pts	Power Grab 40pts	Power Grab 30pts	Power Grab 40pts	Power Grab 30pts	Power Grab 40pts
Power Grab 50pts	Power Grab 60pts	Power Grab 50pts	Power Grab 60pts	Power Grab 50pts	Power Grab 60pts
Power Grab 70pts	Power Grab 80pts	Power Grab 70pts	Power Grab 80pts	Power Grab 70pts	Power Grab 80pts
Power Grab 90pts	Power Grab 100pts	Power Grab 90pts	Power Grab 100pts	Power Grab 90pts	Power Grab 100pts

Section III – Why Do College Students Vote?” Statement of Purpose

“Why Do College Students Vote?” is a student initiated project which twice surveyed local students about their civics knowledge and voting. In spring 2027 we will expand this process to multiple university and community college campuses in our rural east Tennessee 10-county service area. With support of the college administration and involvement of the Tennessee Secretary of State’s office, we will disseminate data to help encourage young voter registration and participation.

My Freshman American Government class (POLS 1030) at Walters State Community College includes a required undergraduate research activity which culminates in a class presentation and short (5-10 page) term paper.

Alyssa Jones, a freshman community college student, wrote:

“Voting is a pillar on which the American peoples’ freedom sits. It is no wonder winning young voters is a topic in nearly every campaign today, and with tensions so high its a very important question. Voting is an essential part of our political system and especially for today’s political atmosphere here in the US. So, what do young voters think? What are the reasons they do or do not vote? Why are their votes so important? What can we as students do to promote change? The United States is a country that is based around freedom and to protect that freedom, the constitution made rules ensuring the public can keep the government in check.



The way the system keeps itself honest is through a series of checks and balances that is upheld by voting. The Executive and Legislative branches are both positions that must be voted on by the public. One of the largest pillars in early American ideals is no taxation without representation. To ensure that people would not be taxed unfairly, the founding fathers made it so the people would decide who was in charge of the governing system. The American people also get to decide continuously every few years who the legislators or President are, or if they are permitted to stay in office. This is why public opinion is such a key principle for politicians.

With this in mind, one has to think about what is actually important to young voters. According to genforward, a survey platform, 40% of proposed 2024 voters were most concerned with things like national debt, economic growth, wealth inequality and poverty. Other topics they were significantly more divided on. (“2024 Presidential Election Survey”). It is also important to think about why their opinions matter so much.

The college student votes have held a heavy weight since 1971 when people could vote at 18. An article from NPR in 2024 states that “Since 2008, winning Democratic candidates have received at least 60% support from young voters, but Harris did not meet that threshold, getting 54%, according to early exit polls.” (Moore). As is common knowledge, Harris did not win the 2024 Presidential election. So, if the only difference between her and former President Joe Biden in student voting numbers was by 4%, then

it can safely be implied that the votes carry significant weight; which might be why it was student votes which were significant enough to earn their own amendment.

Back in the late sixties and early seventies there were lot of protests. But one of the largest topics of protest was the Vietnam War. The government was drafting 18-year old's who could not vote yet, and as one can imagine, this did not go over well. Therefore the 26th amendment was passed. According to section one of this amendment to the US constitution "The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age." (US Constitution). This ensured people's right to vote at the same age they could be drafted. So, with the power to vote in student's pockets, what are the factors that influence their votes?"

Alyssa proceeded to set up a table on the campus central walks and interview random students about their voting experience. Her complete graphical representation of the results is attached at the end of this document; however, we believe that what she accomplished in creating awareness among the student body about elections and voting was as important as the beginning of her research.

She summarized her results as:

"In a survey I did on the Morristown Walters State Community College campus, I got 25 different responses from people. The questions were focused on what the factors are in their voting habits. According to my survey, everyone has an opinion about politics but not everyone puts in the work for their opinion to be heard. Not only that but 52% of voters on WSCC campus choose their political party based on their personal morals, regardless of whether or not they are religious. Only 4% of students picked their political party due to social expectations, which is contrary to what most adults believe, and 8% picked their party due to familial expectations. With how much weight student votes carry and how opinionated students are, one is inclined to ask, how many college age people vote?

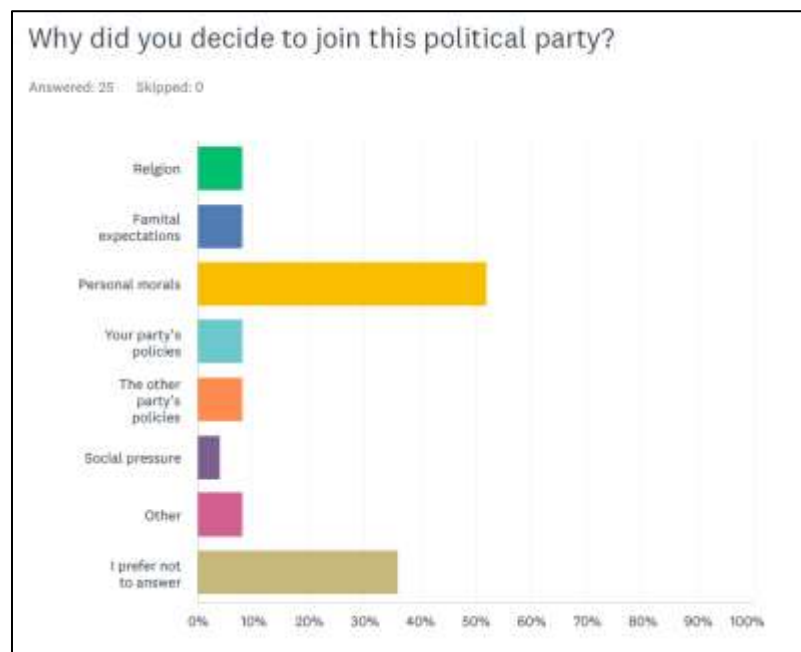
While finding specific statistics for student voters is near impossible, if not completely impossible, the stats for people of college age is available on the US census website. According to this website, 47.4% of people ages 18-24 voted in 2024 ("Vote05"). So less than 50% of college aged students actually voted in the 2024 presidential election. To use an old—slightly altered—saying my grandfather likes to use, "Just like mouths, everyone has an opinion", meaning everyone might have an opinion but that does not always make that opinion a valid one. If someone is willing to talk about their opinion, then they should be willing to put in the work to prove its validity. Putting in the work, in this case, would be upholding their civic duty to vote in elections.

Unfortunately, on WSCC main campus, the statistics are different than the ones nationwide 1. This was a *random* sample, so there was no way to ensure that all populations were documented evenly. According to the student survey I conducted Tuesday, October 21st 2025 only 24% of students who are able vote

ultimately voted; however, 100% of the students who took the survey had a political opinion. This survey does have its limitations, being a student survey of only 25 people and on a predominantly Caucasian populated campus. There was a decent amount of variation between surveyors with 40% being Caucasian, 38% being African American, 28% being Hispanic, and 4% being Native American. Everyone cares at least a little, no matter the race or gender they are, but only certain people care enough to do something about it and try to promote change.

The way to change things is fairly simple: vote, organize and protest. College campuses in general are a space that is used very commonly as a place to hold protests. Knowing that, the next question to ask is how many college students protest? According to *Pew Research Center*, about 40% (Barroso). Now, there is definitely a conclusion that can be drawn from these numbers. 47% of people college-aged vote; 40% of college students protest. With these facts, one can strongly infer that about 40-45% of college students pay attention to politics. This percentage of students works to make their voices be heard; however, that still leaves 55-60% who simply do not care enough to be involved.

College students are the next generation of working to upper class people for the United States. It is incredibly important that they pay attention to what is going on in the world because it will soon be their responsibility to decide how their future will progress. Out of the next generation of politicians, only 40% are paying attention to what is going on in the political atmosphere. It is a civic duty in any democracy to vote, but in times with changes as dramatic as the ones happening now, it becomes especially crucial. With issues like how to handle artificial intelligence invading the workforce and global tensions at such a high, many people who should be paying attention, have not been.”



Steve Lawrence Biography and Goals:

Steve Lawrence has been an Adjunct Instructor teaching “Introduction to Political Science” and “American Government” courses since 2017. He brings experience in private sector corporate senior management and has also worked in state, local and federal government roles.

He is well known in Morristown City and Hamblen County as an advocate for civics engagement. In 2019 he was a candidate for election to the City Council, and he has served since 2021 as a County Election Commissioner.



In 2019 he was co-writer and Assistant Director of a successful Board of Regents grant-funded project called “RHITA - Recruiting Hispanics to Achieve” which doubled entering Hispanic freshman enrollment over 2 years. He was nominated by his peers and recognized with the “Distinguished Adjunct Faculty Award” for 2021-2022.

Steve also served as a United States Peace Corps volunteer; he served for almost 3 years as a volunteer teacher in very rural, economically disadvantaged primary schools in Jamaica, West Indies.



Lawrence has been an invited speaker about Civics and the Constitution at events sponsored by local organizations including the Daughters of the American Revolution, the Taskforce on Diversity, the Tennessee Immigrant & Refugee Rights Coalition, and he has testified about government issues before the County Commission and City Council.

Mr. Lawrence hopes that CE2 becomes a regular offering on the Walters State course schedule.

U.S. District Court Civics Bowl at Greeneville Instruction Sheet for Readers

Before the round starts

1. Many of our teams have limited to no prior quiz bowl experience so before beginning the first round only, please share only the following bolded information with the students, as the additional information is for you only:
 - a. **Each team should designate a captain.**
 - b. **When you know the answer to a question, use your buzzer to buzz in but do not begin answering until you are called on in case someone else buzzed in before you did.**
 - c. **On toss-ups, only the person who buzzed in may provide the answer, and you'll only have about three seconds after being called on to begin the answer.**
 - d. **The clues in the question become easier the more of the question that is read, so don't be discouraged or tune out if you don't initially know the answer.**
 - e. **Generally, a correct answer to each toss-up is worth 10 points; however, the first part of each question has a bolded portion, and if a team member answers correctly after only the bolded portion of the question has been read, the reader will indicate that the question has been answered in "power" and that team will receive 15 points for the toss-up.**
 - f. **On the other hand, if a team buzzes in before the entire question has been read and answers incorrectly, there is a 5-point deduction from the team's score, referred to as "neg 5." There is no point penalty for an incorrect answer given after the entire question has been read.**
 - g. **If a team buzzes in and answers a question incorrectly, the other team will be given the opportunity to answer it. If a team has answered incorrectly before the entire question was read, the reader will then begin to read the rest of the question. The other team should still answer as soon as they know the answer because they can still be awarded a "power" bonus if the power portion of the question has not been fully read, and there will be no deduction for an incorrect answer as only one "neg 5" can be assessed per question.**
 - h. **The team answering a toss-up question correctly will then be given the opportunity to answer a two-part bonus question. Even if the team cannot answer one or both questions correctly, the other team is not given a chance to answer them. The entire team can consult during the bonus questions and the team captain should give the team's answers. Each correct answer is worth 10 points. While you cannot ask for a toss-up question to be reread, you can ask for a bonus question to be reread but that will shorten your time to answer. You have a total of 10 seconds to answer the two-part bonus question. The reader will silently count off the ten seconds without a timer.**
 - i. **At the end of ten toss-up/bonus question sets, there will be a very short break, where teams can substitute one or both of their alternates for other players if they wish to do so.**

- j. **Players are to take bathroom breaks only between full rounds absent an emergency to keep the competition running on time.**
 - k. **You may protest as to any question/answer if you believe there is some significant flaw in the question, that you gave an answer that was correct but not accepted, or that you believe the answer provided for the question is inaccurate. If you wish to protest your captain is to advise the reader before the next question is started and state the basis for the protest. The reader will then mark that question and note the nature of your protest. If at the end of the round, the outcome of that question would have potentially made a difference in the outcome of the round, the protest will be brought to the attention of the tournament director, and the director's decision will be final.**
 - l. **No participant or member of the audience is permitted to record the competition.**
2. There are 2 additional toss-up questions with bonuses for each round to use if there is a problem with any toss-up or bonus question. DO NOT use these two extra sets of toss-up/bonus questions except as a substitute for the first 20 questions. Only 20 toss-up/bonus question sets should be scored per round.

During the round

3. The reader should provide roughly 3 seconds after a participant has buzzed in for them to begin their answer.
4. If a participant buzzes in early such that the full question is not read but answers incorrectly or does not answer, the reader should finish reading the question and allow the other team an opportunity to answer.
5. If the reader has read the entire question without a participant buzzing in, then the reader should provide 5 seconds after the question is finished for a team to buzz in, and if neither team buzzes in, skip the bonus questions, and move to the next toss-up. If a team buzzes in during the 5 seconds but answers incorrectly, give the other team 5 seconds within which to try to answer the question. Please always announce the answer to questions that go unanswered or are answered incorrectly because we want to make sure we are pouring as much civics education into students as possible.
6. If a team answers the toss-up correctly, then that team alone is given the opportunity to answer the bonus question associated with the toss-up. The team should be given ten seconds to answer the bonus question. These are two-part questions but both parts will be read together. If a team asks for you to repeat the bonus question, you may repeat it.
7. If a participant buzzes in while only the bolded part of the toss-up question has been read and then answers correctly, the reader should state that it was answered in "power" for the benefit of the scorer. When one team has buzzed in early and answered incorrectly, and you begin reading the remainder of the question, if there is a bold portion that remains and the second team buzzes in while you are reading a bolded portion, they have answered in power, and you should advise the scorer.
8. If the full question has not been asked and a participant buzzes in and answers incorrectly, the reader should state "neg 5" which will indicate to the scorekeeper that 5 points should be deducted. Only one neg 5 is to be assessed per question so even if both

teams answer incorrectly before the question is fully asked, it is only the first team that buzzed in who will be assigned the neg 5.

Halftime

9. At the end of the first ten questions, take just a minute to have the scorekeeper announce the score for the first half of the questions before finishing the round, and give teams an opportunity to make any substitutions.

End of the round

10. If the teams are tied at the end of the game, the tie stands, and each team is awarded a .5 win. DO NOT use the extra questions provided to break the tie. Those are only to be used if there is an issue with one of the first twenty toss-up/bonus packets.
11. When the round is complete, remain in the room while the scorekeeper tallies the final scores for the round. The scorekeeper will then come to the Jury Assembly Room to turn in scoresheets and pick up the questions and scoresheet packet for the next round. After the third round, please escort the teams to the Jury Assembly Room where lunch will be provided for teams, coaches, and volunteers.
12. To enable us to provide students with the maximum number of competition rounds, we are on a tight time schedule, so it will be important to enforce the per-question response time limits and to start the rounds on time to the greatest extent possible.

**THANK YOU SO MUCH FOR HELPING TO ENSURE THAT OUR
CIVICS BOWL COMPETITION IS A SUCCESS!**

Power Grab Game

Constitution
Week



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Constitution
Day 2025

*Celebrating Our Nation's
Foundation*



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MTAS
EAST TENNESSEE STATE
UNIVERSITY

Power Grab Game

Constitution
Week



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What is the U.S. Constitution?

The highest law of the land in the United States is the Constitution. This is why we spend so much time learning about it in school. The Power Grab activity will improve your knowledge on the Constitution, checks and balances, separation of powers, and the Bill of



Constitution Power Grab Game: Objectives

- Identify the three branches of American government and describe their function. (GC.06 & 07).
- Understand how each branch creates “balance” by acting as a “check” on the others (B.23, GC.06).

The Power Grab Game!

- Break into **groups** (4-5 students) *or* a class can compete v. other classes
- Select a **record keeper** to track their team's score and questions asked.
- View game home question slide and allow group/representative to **choose a “Power Grab” question and point level** (“Legislative for 60 points,” or “I’ll take Executive for 10 points!”)
- **All** groups/contestants search for proof in their copies of the U.S. Constitution that the “power grab” is unconstitutional. Group record keepers write down their answer/question/points and raise their hand indicating ready.
- **Strong answers** include: *Article, Section, and Clause or*

Executive		Judicial		Legislative	
Power Grab 10pts	Power Grab 20pts	Power Grab 10pts	Power Grab 20pts	Power Grab 10pts	Power Grab 20pts
Power Grab 30pts	Power Grab 40pts	Power Grab 30pts	Power Grab 40pts	Power Grab 30pts	Power Grab 40pts
Power Grab 50pts	Power Grab 60pts	Power Grab 50pts	Power Grab 60pts	Power Grab 50pts	Power Grab 60pts
Power Grab 70pts	Power Grab 80pts	Power Grab 70pts	Power Grab 80pts	Power Grab 70pts	Power Grab 80pts
Power Grab 90pts	Power Grab 100pts	Power Grab 90pts	Power Grab 100pts	Power Grab 90pts	Power Grab 100pts

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Executive Branch Power Grab | 10pts 1 Min

A serious economic crisis takes place in the U.S. The President decides to run for a third term.

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Executive Power Grab | 10pts Answer

The 22nd Amendment

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Executive Branch Power Grab | 20p

The President declares
war on China.

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Executive Power Grab | 20pts Answer

Article I, Section 8, Paragraph 11

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Executive Branch Power Grab | 30pts

1 Min

The President makes an appointment to a U.S. Senator's seat who resigned for personal reasons.

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Executive Power Grab | 30pts Answer

Article I, Section 3, Paragraph 2

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Executive Branch Power Grab | 40pts

1 Min

To fight terrorism,
anyone found guilty of
hijacking will be punished
by having their
fingernails ripped off

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Executive Power Grab | 40pts Answer

The 8th Amendment

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Home

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Executive Branch Power Grab | 50pts

1 Min

The President decides
that Congress will meet
in regular session on
December 15th each
year.

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Executive Power Grab | 50pts Answer

The 20th Amendment, Section 2

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Executive Branch Power Grab | 60pts

1 Min

The President orders that a mass murderer be sent back to Washington from Oregon.

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Executive Power Grab | 60pts Answer

Article IV, Section 2, Paragraph 2

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Executive Branch Power Grab | 70pts

1 Min

A famous actor is arrested and charged with a state crime. The President pardons him.

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Executive Power Grab | 70pts Answer

Article II, Section 2, Paragraph 1

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Executive Branch Power Grab | 80pts

1 Min

Your land is in the way of
a federal highway, so the
Department of
Transportation takes your
land without compensation.

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Executive Power Grab | 80pts Answer

The 5th Amendment

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Home

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Executive Branch Power Grab | 90pts

1 Min

The President orders that since all citizens over 18 want to vote for the President, they may do so by popular vote.

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Executive Power Grab | 90pts Answer

The 26th Amendment

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Home

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Executive Branch Power Grab | 100pts

1 Min

The President, concerned about drug violations in Tennessee, allows the Governor and Attorney General to suspend democracy for a period of one month.

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Executive Power Grab | 100pts Answer

Article IV, Section 4

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THE UNIVERSITY OF
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Legislative Branch Power Grab | 10pts

1 Min

Congress passes a 10%
tax on lumber being
exported from California.

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Legislative Power Grab | 10pts Answer

Article I, Section 9, Paragraph 5

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THE UNIVERSITY OF
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Legislative Branch Power Grab | 20pts

1 Min

Congress passes a law
that people from Georgia
may not drive cars in
Tennessee because of
pollution.

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Legislative Power Grab | 20pts Answer

Article IV, Section 2, Paragraph 1

[Return Home](#)

THE UNIVERSITY OF
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Legislative Branch Power Grab | 30pts

1 Min

Congress impeaches
the President because of
a pardon he issued.

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Legislative Power Grab | 30pts Answer

Article II, Section 4

[Return Home](#)

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Legislative Branch Power Grab | 40pts

1 Min

Congress decides that
beards are illegal;
anyone who wore one in
the last year must pay a
\$100 fine.

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Legislative Power Grab | 40pts Answer

Article I, Section 9, Paragraph 3

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Home

THE UNIVERSITY OF
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Legislative Branch Power Grab | 50pts

1 Min

Congress decides to
impeach the President
with the President Pro
Tempore of the Senate
presiding.

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Legislative Power Grab | 50pts Answer

Article I, Section 3, Paragraph 6

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Legislative Branch Power Grab | 60pts

1 Min

A House member dies. The House takes four days off to mourn, but the Senate says they can only have two days off.

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Legislative Power Grab | 60pts Answer

Article I, Section 5, Paragraph 4

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THE UNIVERSITY OF
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Legislative Branch Power Grab | 70pts

1 Min

Congress passes a law
naming 15 university students
guilty of crimes against the
government orders them
expelled from school.

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Legislative Power Grab | 70pts Answer

Article I, Section 9, Paragraph 3

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THE UNIVERSITY OF
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Legislative Branch Power Grab | 80pts

1 Min

Congress passes a law
that says you can sue
your state in federal
court.

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Legislative Power Grab | 80pts Answer

The 11th Amendment

Return
Home

THE UNIVERSITY OF
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Legislative Branch Power Grab | 90pts

1 Min

Congress decides because
of the contributions of
Michael Jordan in
basketball, they will honor
him with the title, "Sir
Michael Jordan."

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Legislative Power Grab | 90pts Answer

Article I, Section 10, Paragraph 1

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THE UNIVERSITY OF
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Legislative Branch Power Grab | 100pts

1 Min

Congress passes a law
that Presidents can only
be elected to one term of
six years.

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Legislative Power Grab | 100pts

Answer

Article IV **-or-** the 22nd
Amendment

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Home

THE UNIVERSITY OF
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Judicial Branch Power Grab |

10pts

1 Min

A district Court rules that
the government may not
issue patents because of
the need for technological
advance.

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Judicial Power Grab | 10pts Answer

Article I, Section 8, Paragraph 8

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THE UNIVERSITY OF
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Judicial Branch Power Grab | 20pts

1 Min

A district court rules that since Washington D.C. is not in any state, residents there may not vote in national elections.

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Judicial Power Grab | 20pts Answer

The 23rd Amendment

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Home

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Judicial Branch Power Grab | 30pts

1 Min

The Supreme Court rules
that because of our large
national debt, the U.S.
can no longer borrow
money.

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Judicial Power Grab | 30pts Answer

Article I, Section 8, Paragraph 2

[Return Home](#)

THE UNIVERSITY OF
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Judicial Branch Power Grab | 40pts

1 Min

The Court decides that religion and politics don't mix, therefore; no government official is required to take an oath of office.

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Judicial Power Grab | 40pts Answer

Article II, Section 1,
Paragraph 8 -or- Article
VI, Section 3

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Home

THE UNIVERSITY OF
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Judicial Branch Power Grab | 50pts

1 Min

The ambassador to
Spain is brought home
and tried in a New York
court for crimes.

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Judicial Power Grab | 50pts Answer

Article III, Section 2, Paragraph 1

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Judicial Branch Power Grab | 60pts

1 Min

The Supreme Court rules that the heads of departments may no longer make appointments of inferior officers, but only the President of the U.S.

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Judicial Power Grab | 60pts Answer

Article II, Section 2, Paragraph 2

[Return Home](#)

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Judicial Branch Power Grab | 70pts

1 Min

A male teacher in Tennessee sues alleging sexual discrimination by taking the case directly to the Supreme Court.

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Judicial Power Grab 70pts Answer

Article III, Section 2, Paragraph 2

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THE UNIVERSITY OF
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Judicial Branch Power Grab | 80pts

1 Min

The Court rules that
income tax is illegal, and
you don't have to pay.

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Judicial Power Grab | 80pts Answer

The 16th Amendment

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Home

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Judicial Branch Power Grab | 90pts

1 Min

The Court rules that because of the difficulty in finding honest, qualified candidates, they will allow Senator Howard Baker to serve concurrently as Secretary of the Interior.

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INSTITUTE OF AMERICAN CIVICS

Judicial Power Grab | 90pts Answer

Article I, Section 6, Paragraph 2

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Judicial Branch Power Grab | 100pts

1 Min

The Courts find a
defendant guilty of
treason based on the
testimony of one witness.

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Judicial Power Grab | 100pts Answer

Article III, Section 3, Paragraph 1

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Questions

?



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Institute of American
Civics,
InstitutePrograms@utk.edu



Let's Learn Together Today!

- Tammy Smith

- Teacher Government/History
- Morristown West High School



- Steve Lawrence

- Professor American Government
- Walters State College
- County Election Commissioner

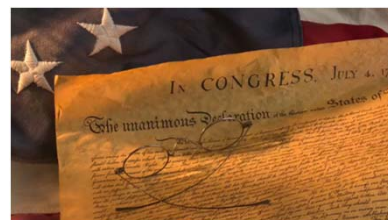


Let's Learn Together Today!

- LaRae Ganger
 - Assistant Federal Defender
 - Federal Defender Services of Eastern TN
- Will Magill
 - Clerk, Bankruptcy Court
 - United States Bankruptcy Court
 - Eastern District of TN

What Is Constitution Day?

- Celebrated every year on September 17th
- Honors the signing of the Constitution of the United States in 1787



The United States Constitution

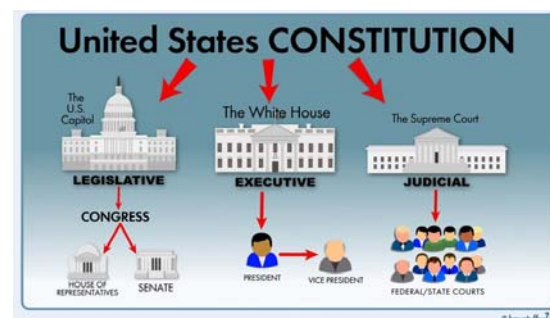
Signed in Philadelphia, 1787

- Created the framework for the American Government
- Replaced the Articles of Confederation
- "Supreme Law of the Land"
- 7 Articles and 27 Amendments
- First 10 Amendments - Bill of Rights



The Three Branches of Government

- Legislative Branch
 - Makes laws
- Executive Branch
 - Enforces laws
- Judicial Branch
 - Interprets laws



The Legislative Branch (Article I)

- Congress = Bicameral Legislature (2 Houses)
 - 435 House Seats
(based on population)
 - 100 Senate Seats (2 per state)
- Congress writes and passes laws
- Key Constitutional Power: Declare war and "Power of the Purse" (approve federal spending)



The Executive Branch (Article II)

- The President is head of this branch
- Enforces laws and
 - runs the government
- Commander-in-Chief of the military
- Key Constitutional Power: Makes treaties (with Senate approval)



The Judicial Branch (Article III)

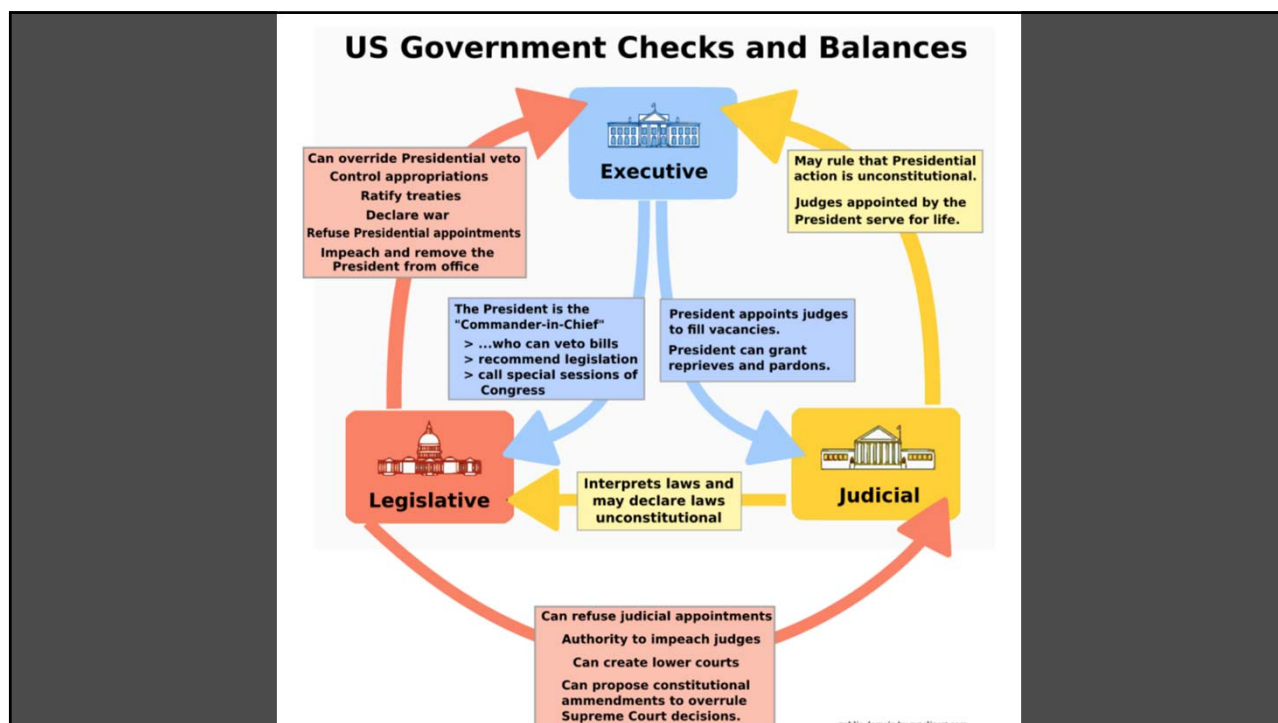
- Supreme Court
+ lower federal courts
- Interprets laws
and the Constitution
- Supremacy Clause
- Can rule Acts of Congress and Executive
Actions unconstitutional
- Protects individual rights and liberties



Checks and Balances (Connection Between Branches)

- Each branch has power
over the others
 1. President can veto laws
 2. Congress can override vet
 3. Courts can strike down laws
- Prevents any branch from becoming too
powerful



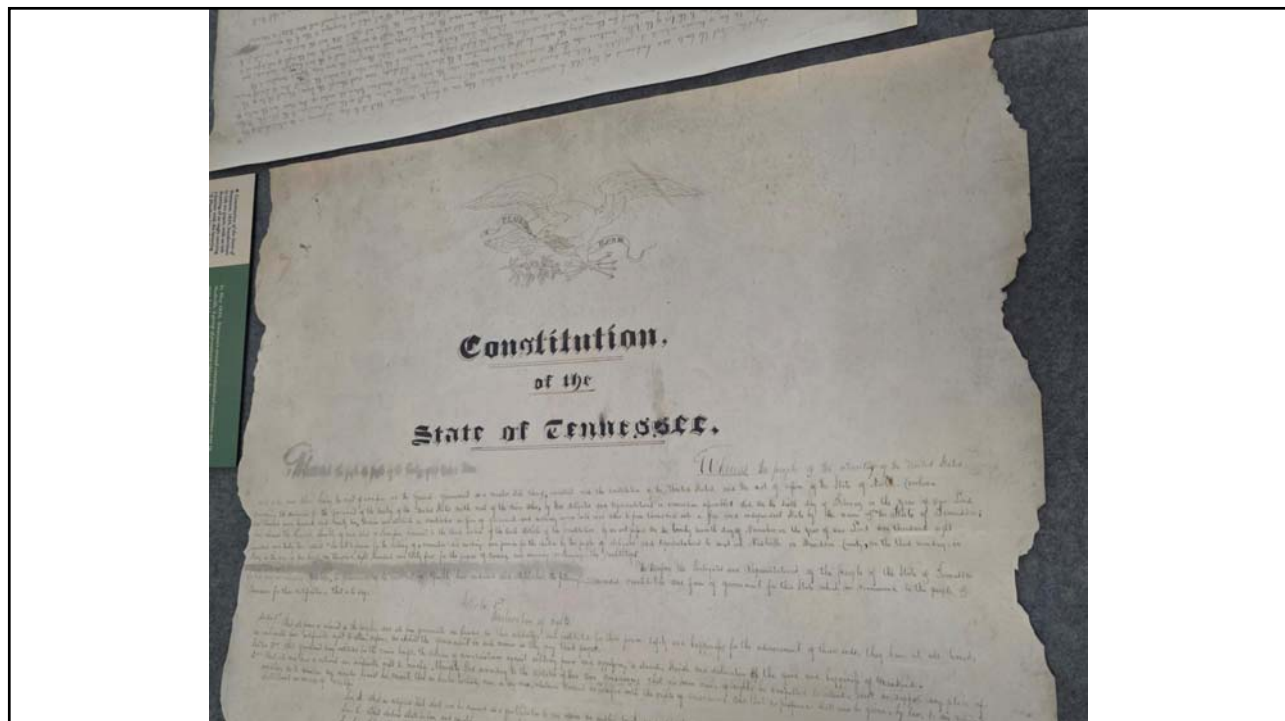


Why the Constitution Matters

- Protects individual freedoms and rights
- Provides stability and structure
- Allows for change through amendments
- Connects citizens to government

Did you know that each state also has its own state constitution?

- Outlines state government structure
- State constitutions can provide more rights for citizens than the federal constitution and are often longer and more detailed
- Proposed amendments are ratified by voters
- State Constitutions are “legally” inferior to the U.S. Constitution



Tennessee State Constitution

- The first constitution for the state of Tennessee was adopted in 1796
- President Washington signed the bill providing for Tennessee to have statehood on June 1, 1796
- Since the original, the Tennessee State Constitution has been revised in 1834 and 1870
- Connects Tennesseans to government

Did you know that Tennessee has 95 Counties, and counties and cities can have a charter?

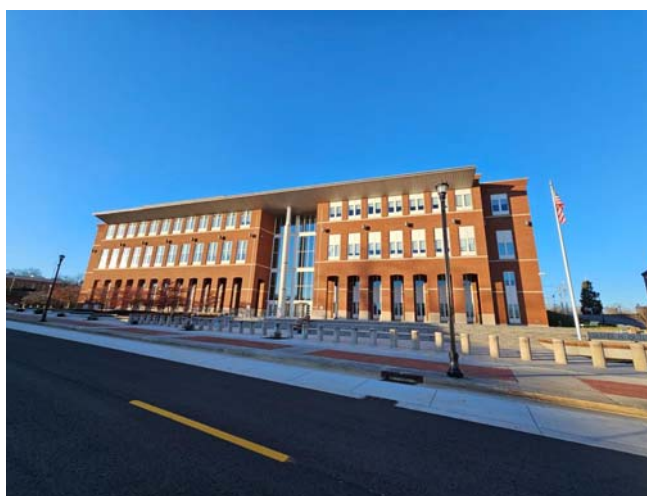
- The U.S. Constitution set a precedent and provided a model for state constitutions and for state county and city charters
- Tennessee County Charters are in many ways mini-constitutions on home rule and code
- Charters are publicly available, including online, ensuring Tennesseans can review how local government works, specific powers, and rules

How is the Constitution *LIVED OUT* every day in our local communities?



Public Servants

Reflections on the U.S. Constitution: Considering the Judicial Branch





Reflections on the U.S. Constitution: *Teaching about our Republic*

HELP US CELEBRATE...

CONSTITUTION DAY 2025
ART CONTEST

A PROGRAM BY:
THE UNITED STATES DISTRICT COURT FOR THE EASTERN DISTRICT OF TENNESSEE

THEME: "The Power of Place."
How do you see the Constitution at work in your community?

**JAMES H. QUILLEN
UNITED STATES COURTHOUSE**

220 W. DEPOT STREET GREENEVILLE, TN
QUESTIONS? CONTACT: WYTRICK_CHAMBERS@TNED.USCOURTS.GOV

SUBMISSION DEADLINE:
OCT 17

INSTITUTE OF AMERICAN CIVICS
GREENE COUNTY HERITAGE TRUST
HISTORIC JAIL PUBLIC SERVICE

Civic Art Contest: The Power of Place – America 250

This project asks you to reflect on the theme: "The Power of Place." This theme highlights that the strength of America's 250 years is rooted not only in Washington D.C., but right here at home.

Prompt: How do you see the Constitution at work in your community?

Using the text of the U.S. Constitution as your canvas, your artwork should capture how the U.S. Constitution connects to your local community and is embodied in the people and places, and local government brings its ideals to life.

INSTRUCTIONS:

1. Use the Constitution text (page 3) as the background for your artwork. All artwork must be drawn, painted, or designed directly on that page.
- No borders, frames, or backing—just the artwork on the provided page.
2. Your art should connect to the theme **"The Power of Place,"** highlighting how the Constitution is visible in your local community and local government.
3. On the back of your artwork, bottom right corner, clearly write:
 - Your name
 - School
 - Grade
 - Phone number
 - Teacher name and phone number

Judicial Civics Education Programs

Opportunities across Tennessee

Eastern TN

The Eastern District offers numerous programs at the courthouse and at schools, including:

- Mock Trials
- Court Tours
- Visits with a Judge
- Civics Bowls
- Teachers Law School

• September 24-25, 2025
in Chattanooga, Tennessee!

Please visit <https://connections.tned.uscourts.gov> to schedule your visit!

Middle and West TN

These districts offer similar civics education programs, including:

- Court visits
- Civics education
- Educational resources

Learn More:

Middle TN:
<https://www.tned.uscourts.gov/outreach-and-education>

West TN:
<https://www.tned.uscourts.gov/civics-education-and-community-outreach>
6th Circuit:
<https://connections.ca6.uscourts.gov/>



Questions?

THANK YOU!



Acknowledgements

United States District Court for the Eastern District of Tennessee Greeneville Division Civics Education Committee

- Coordination and Scheduling
- Presenters
- Artwork Contest-Activity and Prizes

University of Tennessee – Institute for American Civics

- Content- Slide Deck & Power Grab Game
- Pocket Constitutions

East Tennessee State University: TISL Delegation

- Student Volunteers

University of Tennessee – Institute for Public Service (MTAS)

- Content – Slide Deck
- Artwork Contest/Activity

America 250 Committee of the Greene County Heritage Trust

- Art Competition Theme
- Judges for Art Competition

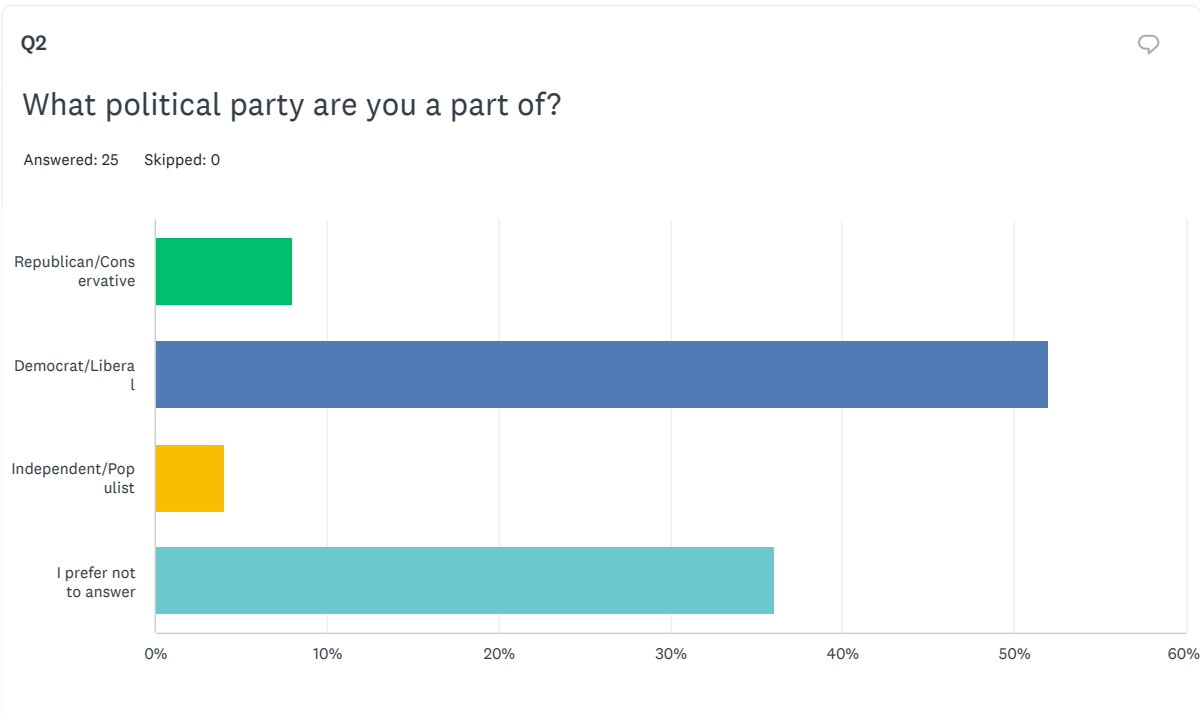
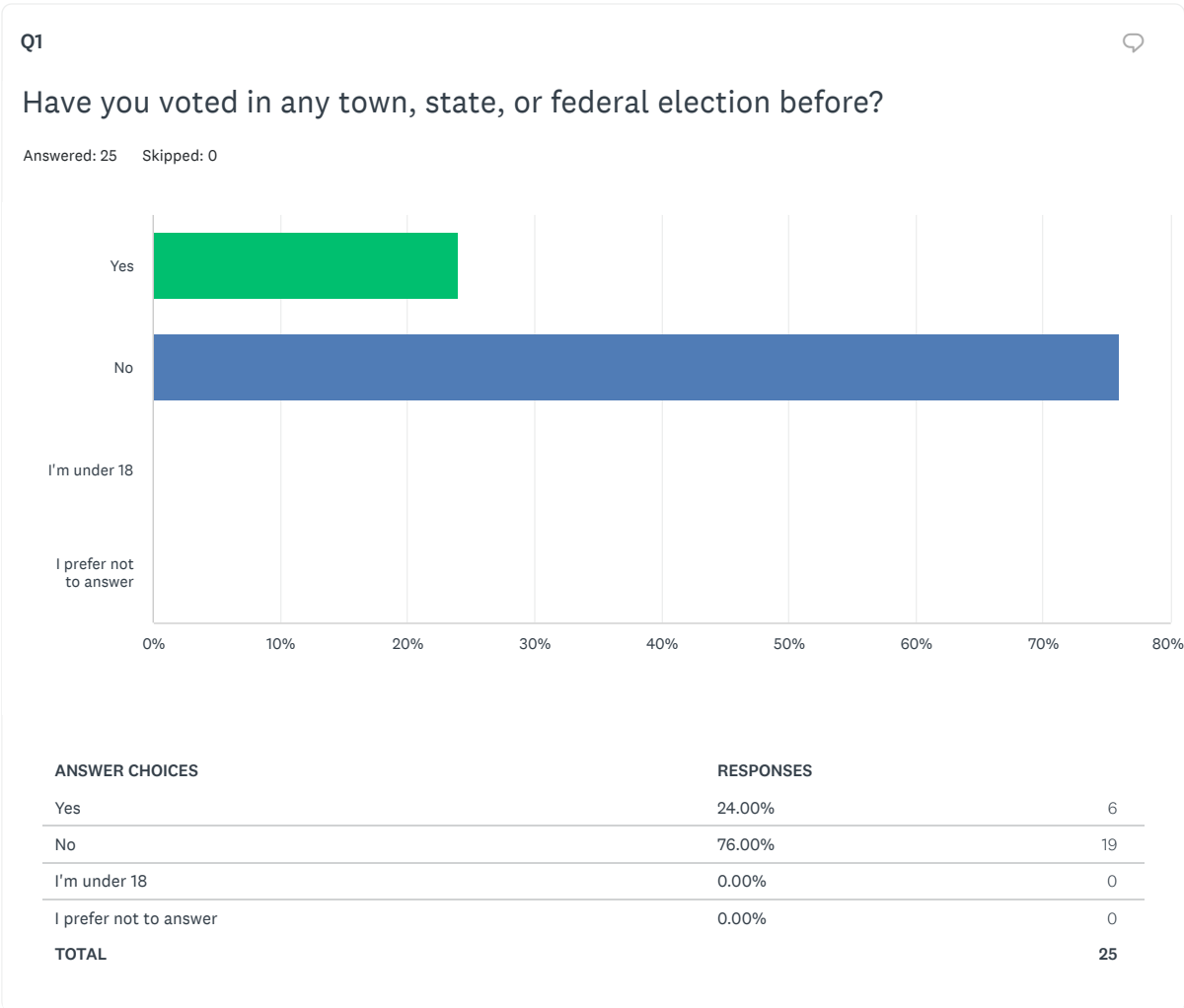


THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

INSTITUTE OF
AMERICAN CIVICS

Institute of American
Civics,
InstitutePrograms@utk.edu

Alyssa Jones Student Voting Survey 2025



Share Link

COPY

25 responses

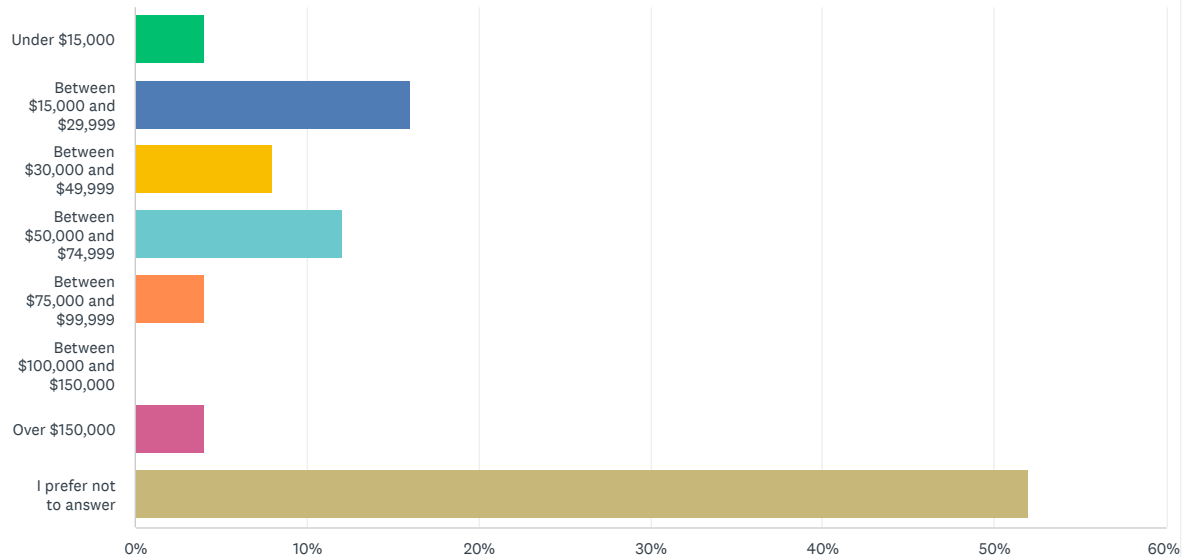
Republican/Conservative	8.00%	2
Democrat/Liberal	52.00%	13
Independent/Populist	4.00%	1
I prefer not to answer	36.00%	9
TOTAL		25

Q3



How much was your household's income last year?

Answered: 25 Skipped: 0



ANSWER CHOICES	RESPONSES	
Under \$15,000	4.00%	1
Between \$15,000 and \$29,999	16.00%	4
Between \$30,000 and \$49,999	8.00%	2
Between \$50,000 and \$74,999	12.00%	3
Between \$75,000 and \$99,999	4.00%	1
Between \$100,000 and \$150,000	0.00%	0
Over \$150,000	4.00%	1
I prefer not to answer	52.00%	13
TOTAL		25

Q4



What is your race?

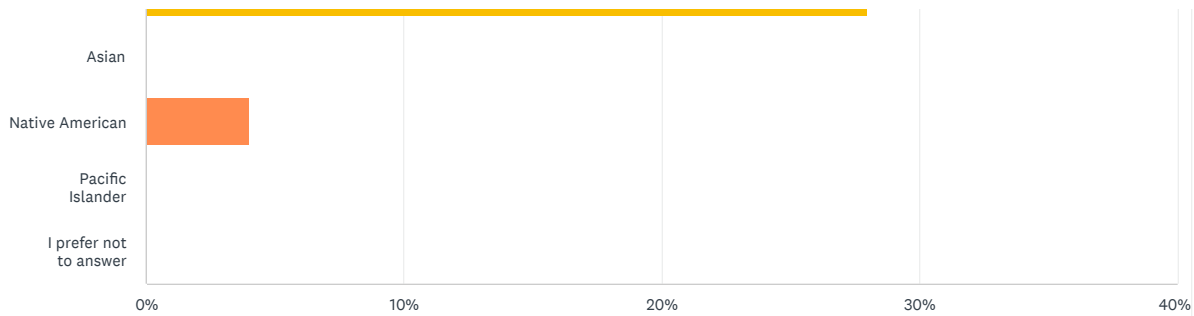
Answered: 25 Skipped: 0



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25 responses



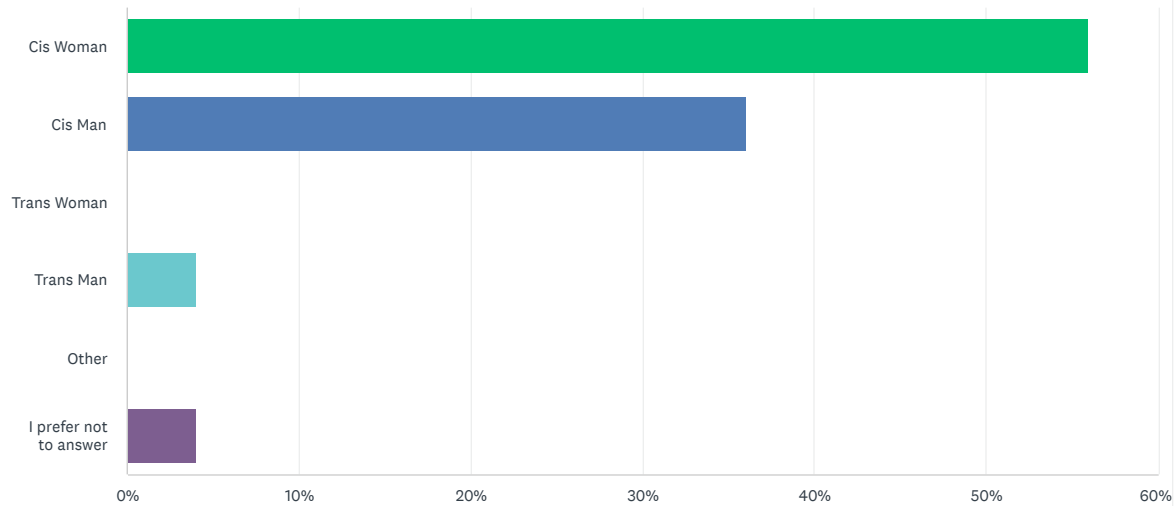
ANSWER CHOICES	RESPONSES	
Black	28.00%	7
White	40.00%	10
Hispanic/Latino	28.00%	7
Asian	0.00%	0
Native American	4.00%	1
Pacific Islander	0.00%	0
I prefer not to answer	0.00%	0
TOTAL		25

Q5



What's your gender?

Answered: 25 Skipped: 0



ANSWER CHOICES	RESPONSES	
Cis Woman	56.00%	14
Cis Man	36.00%	9
Trans Woman	0.00%	0
Trans Man	4.00%	1
Other	0.00%	0
I prefer not to answer	4.00%	1

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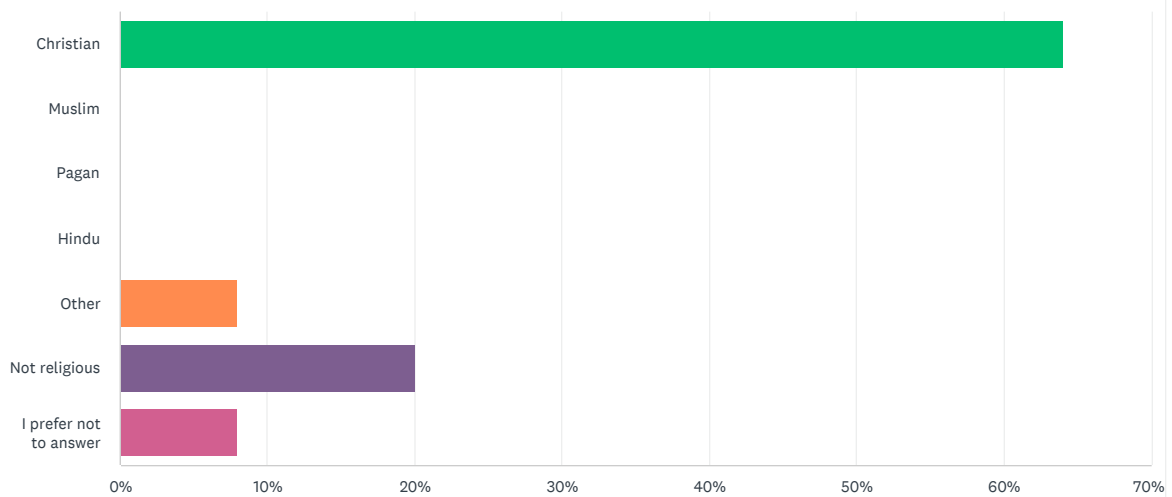
25 responses

Q6



Are you religious? If so please specify

Answered: 25 Skipped: 0

**ANSWER CHOICES****RESPONSES**

Christian	64.00%	16
Muslim	0.00%	0
Pagan	0.00%	0
Hindu	0.00%	0
Other	8.00%	2
Not religious	20.00%	5
I prefer not to answer	8.00%	2

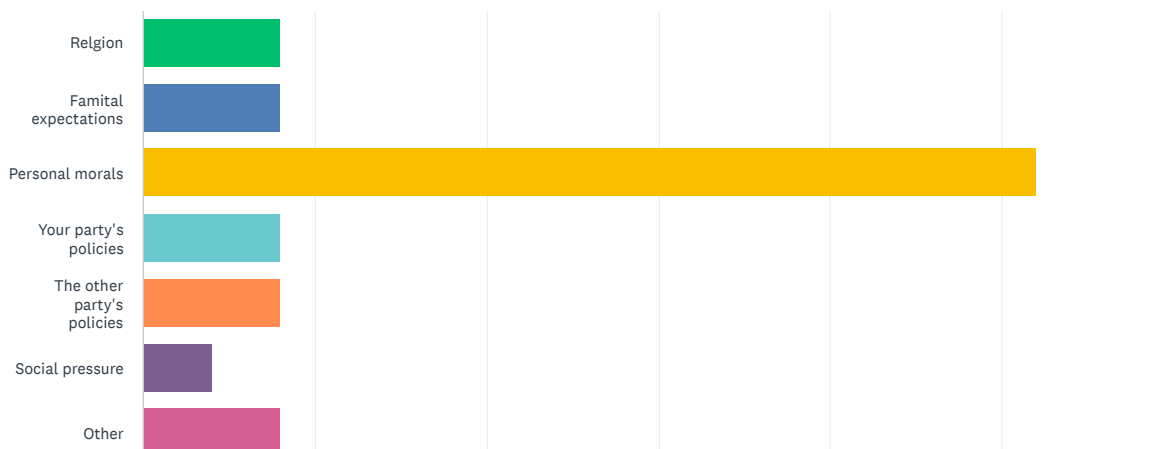
Total Respondents: 25

Q7



Why did you decide to join this political party?

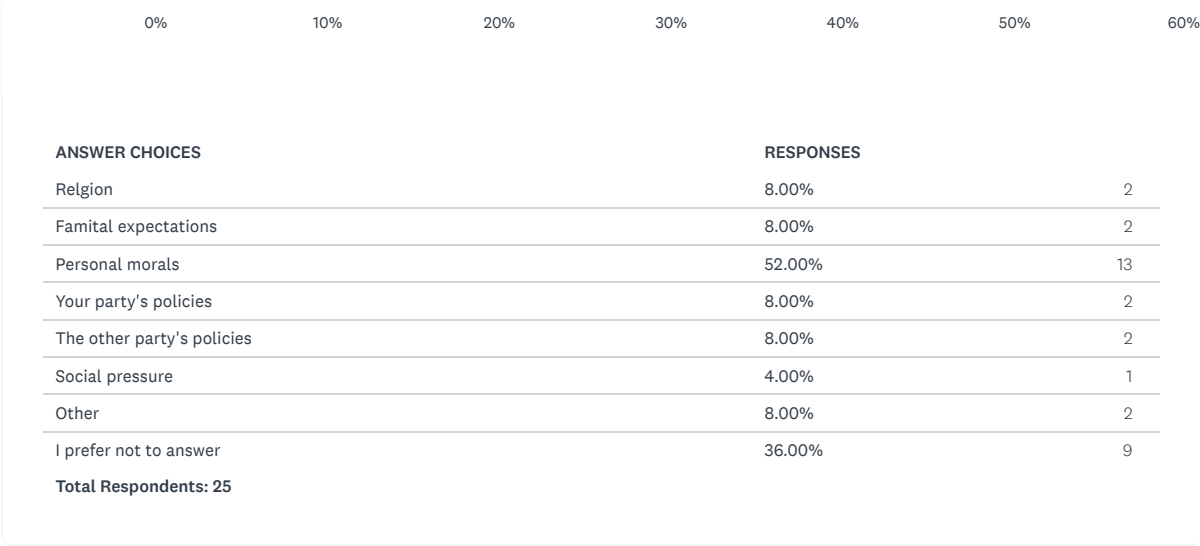
Answered: 25 Skipped: 0



Share Link

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25 responses



Q8

Please explain your answer(s) from above if needed

Answered: 4 Skipped: 21

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