

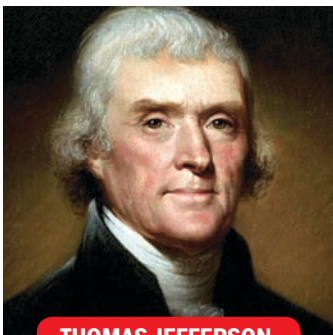


# Constitution day

SEPTEMBER 16, 2016

■ CONTRIBUTED BY KIM FREITAG

Thomas Jefferson stated, “A bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse, or rest on inference.” Jefferson’s view was a product of the new philosophical thought of the 18th century, the Enlightenment.



THOMAS JEFFERSON

Enlightenment thinkers such as the Founding Fathers believed that basic political rights were inherent in man’s nature as a rational being. This was a shift in belief from Medieval times when all political rights and

**The amendment as adopted in 1791 reads as follows:**

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

powers were vested in a “divinely ordained” monarch to whom ordinary people owed unquestioning allegiance. Enlightenment thinkers asserted that the people through their consent were the source of political legitimacy. Thus, the authority governmental officials exercised was a result of the people freely giving them that authority, not the result of divine appointment. Further, the job of government was not to grant rights but to secure and protect these God-given, natural rights for the people.

British intellectual John Locke was an eloquent writer advocating Enlightenment ideas. He articulated life, liberty, and property as natural rights.

His work served as inspiration for the American Founders, particularly Thomas Jefferson. Locke’s countrymen, John Trenchard and Thomas Gordon, writing a series of essays under the title, Cato’s Letters, argued for freedom of speech as a natural right. Thus, Enlightenment thought, augmented by the Founders’ colonial experience of tyranny under British rule as well as the erosion of authority of absolute monarchs and protection of rights and freedoms enshrined in documents from the Magna Carta in 1215 to state constitutions in the post-Revolution era, shaped the fundamental freedoms outlined in the First Amendment. The explicit articulation of these freedoms, however, was not included in the Constitution written in 1787. This absence of a bill of rights was a stumbling block to the document’s ratification.

Debate about ratification of the new constitution was fierce, and the American press played a central role in advancing the arguments of both sides. Those who advocated ratification of the constitution styled themselves as Federalists while the opponents were left with the negative moniker, Anti-Federalists. Federalists Alexander Hamilton, James Madison, and John Jay wrote a series of

HISTORY PAGE 2



### Helping teens to learn to budget

Budgeting can be difficult for anyone, especially teens. Jobs are more scarce, and school and extra-curricular activities can get in the way. Learning to budget is a skill that will come in handy throughout life. Below are tips to help you budget.

**Start slow:** It may be difficult to stick to a budget at first. Give yourself a realistic budget and stick to it.

**Awareness:** Make a list of your expenses. This makes it easier to see where your money goes.

**Reduce expenses:** Which purchases are necessary or not? Cut back where you can.

**Add up income:** How much money do you earn? Subtract expenses from income to see exactly what you're working with.

**Flexibility:** Give yourself room for unexpected costs that can ruin a perfectly planned budget.

**Remember goals:** When you get the urge to spend outside your budget, remember how it will affect your goals.

**Seek opportunities:** Look for ways to increase funds. Get a part-time job or have a garage sale.

**Open a savings account:** Consider starting a savings account. This will give you a safe place to store the money you save, as well as give you the opportunity to earn interest on it.

**Know where to go:** Many financial institutions offer budgeting tools that are ready for you to use. Check to see if yours has one.

## HISTORY

FROM PAGE 1

articles under the pseudonym, Publius, which were published in state newspapers such as the New York Independent Journal and the Gazette of the United States. These 85 essays were later gathered and re-published as the Federalist Papers.

The Anti-Federalists were less organized in their approach; however, opponents of the new constitution such as George Mason, George Clinton, Robert Yates, John Mercer, Samuel Bryan, and Patrick Henry wrote articles or made speeches outlining their arguments against ratification. Anti-Federalist essays were published under various pen names including Brutus, Federal Farmer, and Centinel. A key newspaper that

provided a forum for the Anti-Federalist message was the Philadelphia General Advertiser (also known as the Aurora), published by Benjamin Franklin Bache, grandson of Benjamin Franklin. These essays were also later collected and published as the Anti-Federalist Papers.











While Anti-Federalist arguments against the constitution were mostly variations on a single theme — fear of concentration of power in a central government which could ultimately exercise that power in a tyrannical fashion similar to that of the British crown — the specific criticism of the constitution that most powerfully resonated with the American public was the absence

### First Amendment in action!

#### Politicians in cartoons

Go to the editorial page of the Deseret News and find a political cartoon depicting someone in government. How does the cartoonist represent the person's features? What do you think the cartoonist is trying to say about the person?



| FEDERALISTS  |  | ANTIFEDERALISTS  |  |
|--|--|--|--|
| Wanted a strong central government and weak state governments                        |  | Wanted power in the states not the central government                                |  |
| KEY FEDERALISTS  |  | KEY ANTIFEDERALISTS  |  |
|    |    |    |    |
|    |   |  |    |
|  |    |  |  |
| ISSUE  | FEDERALISTS  | ANTIFEDERALISTS  | NOTES  |
| A Constitution establishing a strong central government                              | Favored  | Opposed  | The chief worry of the Antifederalists was that the states would lose influence with the growth in the national government's power |
| Power of thirteen states   | Favored limiting state power. Argued that Senate (with two representatives per state) adequately represented state interests | Strong supported power and influence of states                                       | Local control was key to Antifederalist concept of democracy. This issue would boil up in states' rights fights in 1800s           |
| Bill of Rights   | Not necessary  | Supported as essential   | The absence of a Bill of Rights in the original Constitution was seen as a real threat to individual citizens' liberties           |
| Articles of Confederation  | Opposed as ineffectual as a governing document.  | Articles needed to be amended, not abandoned   | The decision at the Annapolis Convention (1786) to suggest a national convention to modify the Articles proved to be crucial       |
| Size of nation   | Viewed a large republic as the best protection for individual freedoms   | Favored a small republic   | No experiment in democracy on a scale of America had ever been attempted   |
| Supporters   | Large farmers, merchants, artisans   | Small farmers, often from rural areas  | Only a few wealthy men joined the Antifederalists  |

SOURCE: <http://faculty.polytechnic.org>

DESERET NEWS GRAPHIC

of a bill of rights. The American public supported the Anti-Federalist position that explicit guarantees of individual liberties not expressly stated in the constitution were essential. The Anti-Federalist position regarding the bill of rights was bolstered by the opinion of Thomas Jefferson who was absent from the Constitutional Convention as he was serving as the U.S. minister to France. Jefferson wrote to his friend, Madison, and argued that the absence of a bill of rights in the constitution exposed Americans to the risk of tyranny. Jefferson asserted that a bill of rights designed to restrict the powers of the central government was needed.

Thus, the Federalists, recognizing popular support for a bill of rights and anxious to see the new constitution ratified, promised that upon ratification of the Constitution, the first business of the new Congress would be to draft and approve a bill of rights. James Madison, in 1789, drafted the Bill of Rights, which were adopted by the states in 1791.

## THE FIVE FREEDOMS

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

— First Amendment to the Constitution.

A careful reading of the First Amendment reveals that it protects several basic liberties — freedom of religion, speech, press, petition, and assembly. Interpretation of the amendment is far from easy, as court case after court case has tried to define the limits of these freedoms. The definitions have evolved throughout American history, and the process continues today.

SOURCE: <http://www.ushistory.org>

## CLASSROOM ACTIVITY

### Which freedom would you sacrifice?

Divide the class into groups of two, three or four. Have each group decide if they had to give up one of the Five Freedoms, which one would it be? Each group gives its rationale for its decision. Could the groups reach a consensus? Did the different groups come up with the same freedom?

# FIRST AMENDMENT TIMELINE



King John signs the Magna Carta.

**1215:** King John of England signs Magna Carta — the first time that sovereign powers are limited.

**1641:** The First Amendment has its early beginnings when, in 1641, the first broad statement of American liberties is drafted by the Massachusetts General Court, entitled the Massachusetts Body of Liberties containing right to petition and a due process statement.

**1663:** Religious freedom is granted in Rhode Island.

**1689:** English Bill of Rights established.

**1708:** Connecticut passes a statute allowing “full liberty of worship” to Anglicans and Baptists.

**1776:** On July 4th, the Declaration of Independence, in its final form, is adopted by the Continental Congress. Virginia passes its state’s Declaration of Rights — the first state in America to have a bill of rights as part of its state



“Scene at the Signing of the Constitution,” by Howard Chadler Christy.

constitution.

**1777:** Draft of a Virginia state bill addressing religious freedom is completed by Thomas Jefferson, later known as the Virginia Statute for Religious Freedom.

**1789:** U.S. Constitution is adopted, but contains no Bill of Rights.

**1791:** The first 10 amendments (Bill of Rights) to the U.S. Constitution are adopted on December 15.

**1868:** The Constitution’s Fourteenth Amendment is ratified, stating “. . . no State shall deprive any person of life, liberty, or property, without due process of law. . . .”

**1907:** Supreme Court hears the first free-press

case in *Patterson v. Colorado*.

**1917:** With the passage of the Espionage Act, it becomes a crime “to willfully cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States.” or “willfully obstruct the recruiting or enlistment service” of the U.S.

**1918:** Sedition Act is passed, forbidding spoken or printed criticism of the U.S. government, Constitution or flag. (Repealed in 1921.)

**1919:** Clear and present danger test is established in *Schenck v. U.S.*

**1940:** The Smith Act (a.k.a. Alien Registration Act of 1940) is passed making it a crime to advocate violent overthrow of the government.

**1957:** Supreme Court establishes that “obscenity is not within the area of constitutionally protected speech or press.” Obscenity is defined in *Roth v. United States* as “material which deals with sex in a manner appealing to prurient interest.”

**1962:** Supreme Court determines that a state-mandated non-denominational prayer was “contrary to the spirit and command of the First Amendment’s ban against the establishment of religion.”



## WORD SEARCH

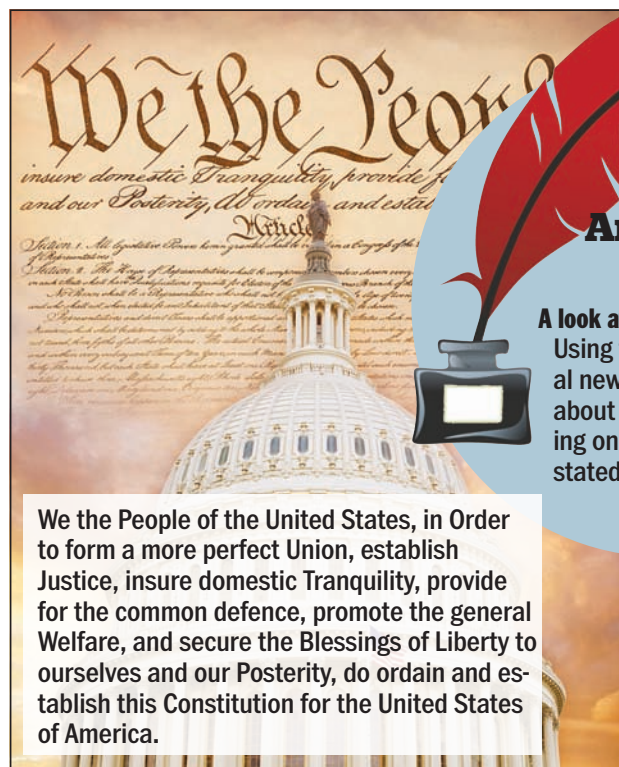
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 RIGHTS  
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ANSWERS ON PAGE 4

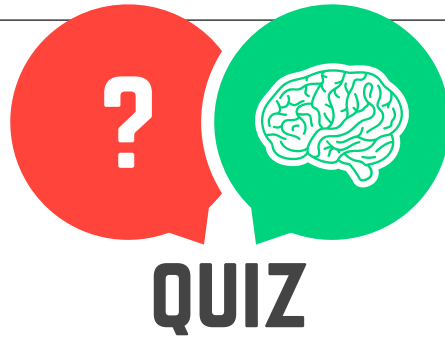


### First Amendment in action!

A look at government purpose  
 Using the Deseret News national news section, find an article about the government fulfilling one of its purposes as stated in the Preamble.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

SHUTTERSTOCK



**1. Those Americans who refused to ratify the constitution unless a Bill of Rights was added were known as the:**

- a) Federalists
- b) Anti-federalists

**2. \_\_\_\_\_ advocated the inclusion of a Bill of Rights to the Constitution during the ratification debate.**

- a) Alexander Hamilton
- b) John Jay
- c) James Madison
- d) Thomas Jefferson

**3. In fulfillment of an assignment to write a book report on any book, a student chooses to present a book report on the Holy Bible before her classmates. The student's action is:**

- a) Constitutional
- b) Unconstitutional

**4. Student religious clubs may meet before or after school using school facilities.**

- a) True
- b) False

**5. A student wears a button in class that says "Legalize Marijuana." The student's action is:**

- a) Constitutional
- b) Unconstitutional

**6. Five students come to school wearing black armbands to protest a new school rule that prohibits**

**students from wearing hats in school. The students' actions are:**

- a) Constitutional
- b) Unconstitutional

**7. How many words are in the First Amendment?**

- a) 45
- b) 65
- c) 85
- d) 95

**8. How many freedoms are listed in the First Amendment?**

- a) 3
- b) 5
- c) 6
- d) 8

**9. How many amendments are in the Bill of Rights?**

- a) 5
- b) 9
- c) 10
- d) 13

**10. What year was the Bill of Rights ratified?**

- a) 1776
- b) 1787
- c) 1791
- d) 1795

**11. School administration says that an "underground" newspaper may be distributed on school grounds but ONLY in the cafeteria during lunch hours. This action is:**

- a) Constitutional
- b) Unconstitutional

**12. Truth is a defense for libel.**

- a) True
- b) False

**13. Web page publishers do not need to operate under press laws.**

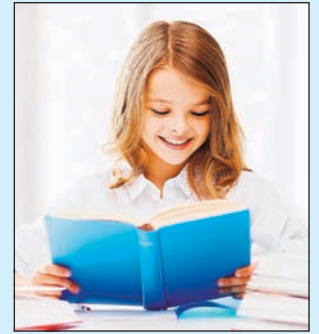
- a) True
- b) False

**14. Student journalists can publish a photo from any web page.**

- a) True
- b) False

**15. The American Nazi Party sought to parade in a community where many Jewish people lived. The Supreme Court would most likely find the parade:**

- a) Unconstitutional, because the march presents a clear and present danger to the community.
- b) Constitutional and uphold the rights of Nazis to parade peacefully.



**Welcome back from Read Today**

Welcome back to school! With a new school year ahead, while you're studying and doing homework, don't forget that one of the most important things you can do for your brain is read books. That's why Deseret News has teamed up with Read Today to encourage kids like you to get reading. Lots of fun things are going on with ReadToday! Learn more at ReadToday.com

As part of the Read Today summer reading program, thousands of kids were able to see a Bees game for free and earn many prizes like a pencil, a voucher for a free McDonald's Happy Meal, and a book after reading 20 minutes a day. We had more readers there than ever before, and we want to see even more at next year's Read with the Bees game. So start getting in the habit now to Read Today.

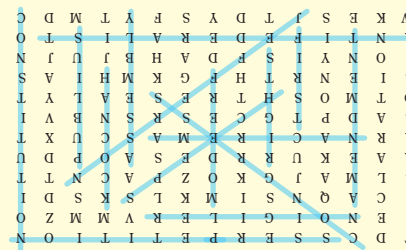
**News search**

**Materials needed:** Newspaper sections from various days containing stories that deal with First Amendment Freedoms; scissors for each student; red pens for each student; glue sticks for each student; 5 sheets of chart paper — label each sheet with one of the Five Freedoms.

- 1.** Distribute newspapers, scissors, and pens to students.
- 2.** Have students scan the papers to find an article dealing with a First Amendment Freedom.
- 3.** When located, the student should read the article to determine the topic or issue reported about in the article. Students can use a red pen to underline key words or phrases that indicate the topic or issue.
- 4.** Next, the student should determine whether the First Amendment Freedom featured in the story is being exercised or threatened. Students can use a red pen to write "E" (exercised) or "T" (threatened) in the margin of the article.
- 5.** Then, students should cut out their article.
- 6.** Finally, students should use a glue stick to attach their article to the appropriate First Amendment Freedom chart paper.



**ANSWERS**



- Nazis to parade peacefully.
- 15. b)** Constitutional and uphold the rights of
  - 14. b)** False
  - 13. b)** False
  - 12. a)** True
  - 11. a)** Constitutional
  - 10. c)** 1791
  - 9. c)** 10
  - 8. b)** 5
  - 7. a)** 45
  - 6. a)** Constitutional
  - 5. a)** Constitutional
  - 4. a)** True
  - 3. a)** Constitutional
  - 2. d)** Thomas Jefferson
  - 1. b)** Anti-federalists



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Art director: Heather Tuttle

# CONNECT 123

Your Family • Community • World

## ACTIVITY

You probably know someone in your neighborhood or in your school, who works especially hard to make that community successful. This person is probably a good helper and a great team player. What does this person do that's a good example of building community?



# Building community

## WORKING TOGETHER TO BUILD A BETTER COMMUNITY

It's important for a person to feel like he's part of a community. Schools are communities. So are churches and temples, neighborhoods, towns and cities.

In the dictionary, a community is described as "a group of people living and working together." "Together" is the important word here, because if everyone in a community kept to themselves and did their own thing, there would be no community! Communities depend on people contributing their skills and helping each other.

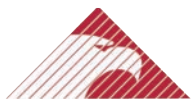
We all have some things we do really well, and some things others do a whole lot better. That's where teamwork comes in. Think about a baseball team: you've got to have a good pitcher, a good catcher, good runners, good fielders and good hitters. And then all those talented players have to work together well. That's called cooperation. So if your team has good players and good cooperation, chances are you'll win a

bunch of games! Your team has built a happy and successful community!

So, how can you contribute to building your community? How can you be a good player on your community team? Well, it starts by caring about and helping others in your neighborhood, in your school or in your town. It might be as simple as picking up trash on a street corner, or getting together with friends at a local recreation center. It might be helping out with a food drive or fundraiser at your place of worship. It might be pitching in to paint an old school or a park bench on a Saturday.

Every little bit of help, caring, teamwork and cooperation goes a long way to building a community. And the best part is getting to know other responsible people in the community, just like you!





**MOUNTAIN AMERICA**  
CREDIT UNION



## Community Service can help you succeed

Community service can be more than a way for you to give back to your community. In addition to the experience volunteering can provide, community service also gives you the chance to improve your resume and college applications.

Volunteering has numerous benefits when it comes to finding a job. Younger job-seekers often have less experience in the working world, which can put you at a disadvantage. When employers see volunteer work on your resume, it shows that you are not only committed to helping others, but you also have the type of skills and qualities desired in an employee.

Putting volunteer work on a resume is an opportunity to differentiate yourself from others. Detail exactly what your duties and responsibilities were — skills you learned, how long you volunteered and any quantifiable results that came from it.

Volunteer work is a great way for you to stand out on a college application. College applications featuring volunteer work show that you are engaged with the community and capable of handling responsibility and care about its future.

Young people who volunteer their time and effort will find that community service isn't just good for their resumes and college applications, it's good for them as well.



Every afternoon at 3:30, right after school, Michael rode his bicycle to the corner of Chase and Montcrest Streets, where he met the man who drove the Lewistown Globe van.

The Globe was Lewistown's only evening newspaper, and it was Michael's responsibility to deliver it to the 54 customers in his community, rain or shine. Michael adored his job. He loved riding his bike through the familiar neighborhood streets, and never tired of the thrill of tossing the paper within inches of the same spot on every lawn, every single day.

Michael also appreciated the interesting people he met on his paper route. There was Mr. Richards, forever polishing his beautiful antique Ford Model T. There was Mrs. Walters, jogging behind her three golden retrievers. There were the Travis twins, playing baseball, football, kickball or Frisbee on their front lawn. And there was Alice Thompson, on her porch in her ancient wicker rocking chair, drinking lemonade and reading the Bible.

Alice was a fascinating lady, and sometimes Michael would spend too long sitting with her, listening to old stories about Lewistown's history. All of these characters in the community were like Michael's extended family. He counted on them to be there in their customary spots, as much as they relied on him to deliver the news.

Michael could have written his own paper about the neighborhood because, without ever being nosy, he knew everything important that was going on in every house on his route. He knew when Tommy Travis sprained his ankle. He knew when Mr. Richard's eldest daughter got engaged. He was the first to know when Mrs. Walter's third child was born. And he always knew when Alice's grandkids were coming to visit, because she talked about it for weeks.

In a funny way, Michael was the center of his community. He liked it that way, and so did his 54 satisfied customers.

One cool day in late April, something was terribly wrong. Sure, Michael had seen Mr. Richards polishing his Model T. He had ridden past Mrs. Walters and her three dogs, and he had waved to the Travis twins playing kickball on their front lawn. But when he got to Alice Thompson's house, the old wicker rocking chair was empty.

"That's so strange," thought Michael as he steered his bike into her driveway. "She hasn't missed a visit for two and a half years!" Michael walked up to the front door and knocked gently. No answer. He knocked a little louder. Still no answer. "Mrs. Thompson!" he called through the old screen door. Then suddenly he thought he heard something. He listened carefully and there it was again. A faint voice calling from upstairs. Michael opened the door, walked inside and called her name again. This time he heard it loud and clear.

"Michael!" It was Alice. "I need help!" she cried. Michael ran up the stairs and found Mrs. Thompson, lying on her side in the upstairs hallway. "I think I've broken my hip," she said. "Please call the hospital." Michael got through to the ambulance, and within minutes he and Alice could hear the siren pulling down her street. "What would I have done if you hadn't been bringing my paper?" she asked, holding Michael's hand in hers.

"Thank goodness we don't have to think about that, do we?" Michael said. He followed the ambulance to the hospital on his bicycle. When he saw that Alice was going to be okay, he drove back to the neighborhood to finish delivering the evening paper. Some of the folks in the community got their Globe a little later than usual that day, but under the circumstances, they were very understanding.



# Fair and square

Last Monday, Ms. Gloria, our principal, made a special announcement. She was starting a committee to look into ways to improve our school community, and wanted us to nominate and elect a student representative. She asked us to write down two names of kids whom we thought helped out a lot in our school.

Tuesday morning at announcements, she told us the election was between a rabbit named Boris Greenleaf, who was always volunteering at the school library, and an owl named Judy Nightshade, who had been a great hall monitor for two years. They were both outstanding candidates! It was going to be hard to decide. Ms. Gloria asked us to think about it all week, and we'd vote Friday afternoon.

Well, a very strange thing happened to our school community that week. Although I thought either Boris or Judy would be great for the job, most of the students were pretty divided on the issue. Kids made up posters and fliers for each candidate. Wednesday afternoon after school, there were rallies for both students on opposite sides of the playground. It seemed like each group was trying to see who could outshout the other!

Thursday morning, I noticed two kids who used to be great friends saying mean things to each other, all over this silly election! Mr. Salam Ander had to stomp on the floor in class because there was so much arguing and bickering that he couldn't get our attention. Then at recess the whole situation got even more ridiculous, when a bunch of animals started pushing and shoving each other. Finally, Ms. Gloria ran outside and broke it up. Then she said something that made us all feel a little ashamed. "This election was meant to help our school community, not tear it apart! What we

need here is cooperation and teamwork, not arguing and fighting!"

Well, that really calmed everybody down. I think most of us realized that we had forgotten what this election was all about. On Friday, we all voted, and before we left for the day, Ms. Gloria announced that Judy Nightshade was our new student representative. Ms. Gloria said that since Judy had won fair and square, she hoped we could all get together and work toward making our school the best it could be.

When the bell rang, everyone rushed outside to congratulate Judy, even the critters who had voted for Boris. Boris came outside and gave Judy a handshake and a hug, and told her he'd be happy to help her in any way she needed with her new responsibility. Probably a hundred critters stood and sat around that afternoon laughing and talking about the election and the school in general. It was a tough week here, and a hard lesson to learn, but I think now our sense of school community is stronger than ever!



## QUESTIONS

- 1) Why did Ms. Gloria think a committee and an election would help the school community?
- 2) Why were Judy and Boris both good candidates?  
What do you think would make someone a good candidate for this position in your school?
- 3) How did the students react to the election?
- 4) Why did Ms. Gloria say the students were tearing down the community instead of building it up?
- 5) What happened after the election that made the narrator think the community was stronger than ever?
- 6) If you were elected student representative, what kind of improvements would you work toward in your school community?

### Different skills make a great team

Directions: Think of a group of your friends who would make a great team of community helpers. List their names to the right. Then next to each name describe each person's skills that would make him or her a helpful member of your team.

#### FRIENDS

#### SKILLS

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |





### 9 REASONS TO READ

- 1. Learn something new:**  
*"The more that you read, the more things you will know. The more that you learn the more places you'll go."*  
— Dr. Seuss
- 2. Relax and enjoy:**  
*"A book is good company."*  
— Henry Ward Beecher
- 3. Behold the power of great writing:**  
*"By elevating your reading, you will improve your writing or at least tickle your thinking."*  
— William Safire
- 4. Visit far-away places:**  
*"Reading gives us someplace to go when we have to stay where we are."*  
— Mason Cooley
- 5. Meet new (and old) people:**  
*"The reading of all good books is like conversation with the finest men of past centuries."*  
— Descartes
- 6. Make new friends:**  
*"A good book is best of friends, the same today and forever."*  
— Martin Fuqua Tupper
- 7. Forget the world around you:**  
*"I have never known any distress that an hour's reading did not relieve."*  
— Montesquieu
- 8. Improve yourself and learn new skills:**  
*"We decided to teach reading because the kids couldn't read well, and because you had to be able to read in America in order to be equal."*  
— James Herndon
- 9. Solve a mystery:**  
*"There is more treasure in books than in all the pirate's loot on Treasure Island."*  
— Walt Disney



### In the newspaper

**Directions:** Many times in the newspaper there are articles about people who are especially helpful in their communities. That community could be a town, a city, the state, the country or the whole world. Find one of these stories, and in the space below, describe in your own words what that person did that helped build his/her community.

### Now it's your turn

**Directions:** Can you think of someone you know personally who would make a great subject for a newspaper article about building community? In a few sentences, tell their interesting story below. Do you have a photograph to go with your article? If not, can you draw this person's picture next to your story?

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### COMMUNITY COOPERATION

**Directions:** There are lots of smaller words hidden in these two big words (community and cooperation). See how many you can list below.

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### Tips

- 1)** Cooperation and teamwork are difficult concepts to convey to kids who still believe they are "the center of the universe." Sharing, helping and working together with others may not be exactly what your child has in mind or sees as in his best interests. Look for opportunities to promote cooperation in non-threatening situations, when your child has little to lose and when it can be shown that in the end, "everyone wins."
- 2)** It's a sad reality that very few of us get to know even our closest neighbors on the street where we live. In some cases, our communities have been reduced to our own immediate families in our own houses. We might benefit from our association with other people in the neighborhood. Who knows when you might need a neighbor's assistance, or when you could be the one around to help somebody else? There might be some other families with kids your age a block or two away. It will certainly benefit your child to realize he is an important small part of a bigger community picture.
- 3)** Although their ability sometimes falls behind their enthusiasm, kids can learn to be great helpers around the house. Kids are often eager to help with a household task, especially if this task has always been designated as an "adult" chore. It helps also if the job is presented in a fun and creative way. This is a great opportunity to promote the concept of teamwork, too. Demonstrate to your child that when all the members of your family contribute to completing a project, you make a great team and everyone benefits.
- 4)** Teach your child what it means to be a responsible member of the community. That community may be the neighborhood, school, a place of worship, the town, the city or the state. A community builder does many things outlined in the Project: Solution series – he or she gives service, demonstrates honesty, nurtures family and friends, models democracy, does the right thing, takes initiative and respects others. All of these positive character traits will benefit your child, your family and the community at large.

DESERET NEWS  
**CLASSROOM Connections**

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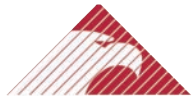




# Deseret News

# CONNECT 1 2 3

Your Family • Community • World



**MOUNTAIN AMERICA**  
CREDIT UNION



## Your first checking account

One of the most essential components of money management is a checking account. It allows you to keep your money in a safe place and then access it when you need it, using a check, debit card or electronic transfer. But when is the best time to open your first checking account?

If you have a part-time job or pay some of your bills (for example, mobile phone or video game subscription), then it's probably a good idea to open a checking account. This way you can get used to managing your finances.

Once you decide to open a checking account, consider the following:

**Fees:** As much as we all dislike paying fees, the truth is that virtually every checking account has at least a couple of fees.

**Interest:** If you tend to carry a balance, then you'll probably want a checking account that earns interest. The rates are generally lower than those of a traditional savings account, but at least your money isn't sitting idle.

While not essential, these services definitely can improve your checking experience:

- Debit card
- Online banking and bill pay
- Mobile banking
- Remote deposit

After you've weighed the pros and cons, you can go ahead and open that new account. Make sure you bring a parent or guardian with you since you'll most likely need a co-signer to open a new account.

## A TALE OF TWO CITIES

*This section will feature 2 cities which experienced the horrors of World War II bombings. From the ashes, they grew to be prosperous and beautiful once again. Though war is terrible, and some things can never be replaced, life does go on and improves.*

# London today

*London has existed as a community since before Roman times. It has experienced plagues, fires and wars of every kind. During World War II it received a massive pounding, that tested the resolve of its people. Since then the economic growth of London has been dramatic. According to the 2012 Urostat's Urban Audit, London was second only to Paris in Gross Metropolitan product.*

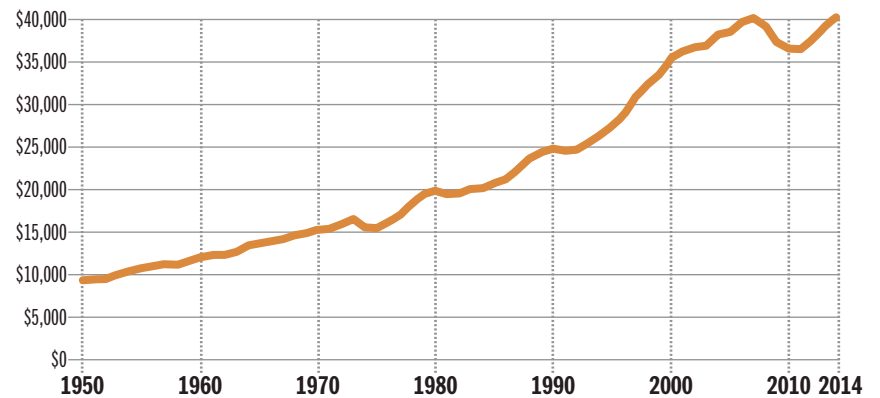
## 7 FUN FACTS LONDON

- 1.** Nowhere in the U.K. is more than 70 miles (113km) from the sea! A place called Coton in the Elms is the furthest place from the sea.
- 2.** It is considered an act of treason to put a postage stamp with the queen's head upside down on an envelope!
- 3.** The British eat over 11.5 billion (1,500,000,000) sandwiches every year!
- 4.** England's first telephone directory was published in 1880 and had only 248 names and addresses (there were no telephone numbers as you had to call the operator and ask for someone's name to get connected).
- 5.** Our wonderful city London has not always had this name. In the past it has been called Londinium, Ludenwic, and Ludenburg!
- 6.** In 1945, a flock of birds landed on the minute hand of Big Ben and put the time back by 5 minutes.
- 7.** Big Ben is not actually the name of the clock, it is the name of the bell which is inside the clock.

## Real gross domestic product in the U.K.

Per capita 1950-2014, in U.S. dollars\*

Following chart shows through GDP the economic growth of the United Kingdom since 1950. Except for a few dips during recessions, economic improvement has gone up since World War II



SOURCE: Office for National Statistics

\*Adjusted for inflation

DESERET NEWS GRAPHIC



### DID YOU KNOW? LONDON OLYMPICS 2012

2012 was not the first time London hosted the Olympics. They hosted 2 other times, in 1908 and 1948.



The London Philharmonic Orchestra recorded 205 national anthems in just 52 hours.

**LET'S REWIND TIME TO 1940:**  
Go to page 6 to learn about the bombing of London and Dresden during WWII.



SHUTTERSTOCK IMAGE

The Tower of London and the London Tower Bridge are seen along the bank of the River Thames.



# REMEMBERING WORLD WAR II

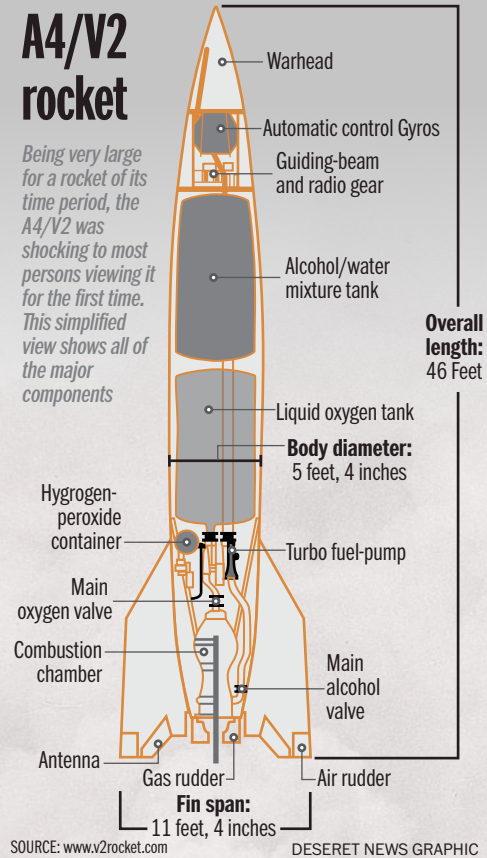


# A TALE OF TWO CITIES London Dresden

Used toward the end of World War II by the Germans, the A4/V2 rocket would revolutionize our ability to fly into space and contribute to the threat of global nuclear destruction

## A4/V2 rocket

Being very large for a rocket of its time period, the A4/V2 was shocking to most persons viewing it for the first time. This simplified view shows all of the major components

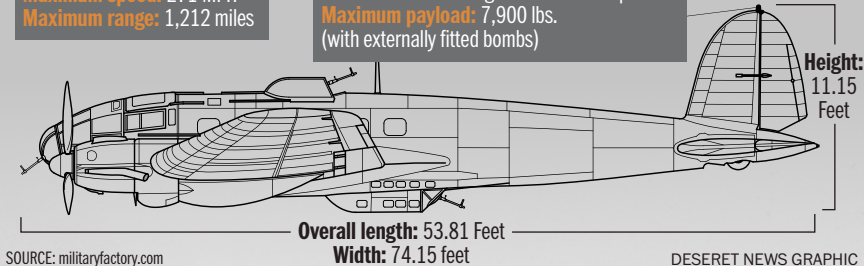


## Heinkel He 111

A medium bomber that was used extensively during the Battle of Britain; the Heinkel He 111 dropped thousands of tons of explosive bombs onto London. Entire neighborhoods were reduced to rubble because of this plane.

**Maximum speed:** 271 MPH  
**Maximum range:** 1,212 miles

**Armament:** Machine guns bombs or torpedoes  
**Maximum payload:** 7,900 lbs. (with externally fitted bombs)



### CASUALTIES OF THE BLITZ

**Bombs dropped:** 6,540 tons of incendiary and explosive bombs

**People killed:** Estimated minimum of 35,000

**People injured:** Not known

**Structural damage:** Of the 28,410 buildings, 24,866 were destroyed in central Dresden. Zwinger Museum Palace, Frauenkirche Cathedral, SemperOper were all destroyed

SOURCE: historylearningsite.co.uk

On September 7, 1940, German air forces began area bombing of major British Cities. Over a period of 267 days, London was attacked 71 times. During one grueling period, London was bombed for 57 consecutive nights. Germany's objective was to break the will of the British people and cripple their air force so as to make an invasion of England possible. Efforts to attain these objectives would ultimately fail due to Allied resources (mainly from the U.S.) sustaining Great Britain and Hitler's decision to wage war on the Soviet Union around the same time.

Dresden was once called "the Florence of the Elbe." The city was highly regarded for its art, museums and beauty. From February 13-15, 1945, Allied bombers from Great Britain and the U.S. would saturate the city with high explosive and incendiary bombs. Like London, the idea was to break the will of the German people. Unlike London, Dresden held no real strategic value. The bombing took place toward the end of the war when Germany was on the verge of collapse. To this day, the morality of bombing Dresden is questioned, and hotly debated.

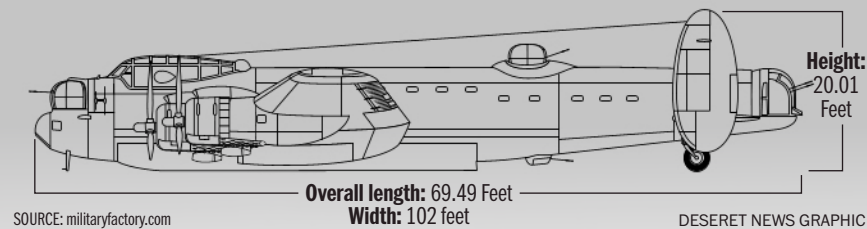
## Avro Lancaster

A heavy bomber used by the Royal Air Force for strategic night time bombing of various cities in Europe. Its primary objective was to destroy the means of production and demoralize the civilian population of the Germans

**Maximum speed:** 287 MPH  
**Maximum range:** 2,529 miles

**Armament:** Machine guns and bombs  
**Maximum payload:** 22,000 lbs.

**Service ceiling:** 24,508 feet  
**Weight fully loaded:** 69,999 lbs.



LIBRARY OF CONGRESS  
**Dresden Frauenkirche (Church of Our Lady) as it appeared in 1880.**

### CASUALTIES OF THE BLITZ

**Bombs dropped:** 41,000 tons of bombs

**People killed:** Around 40,000

**People injured:** Estimated at 139,000 people

**Notable buildings destroyed:** Christ Church Greyfriars, City of London Lying-in Hospital, Great Synagogue of London, Inner Temple, Library & Hall, St. Mary Aldermanbury

SOURCE: bbc.co.uk  
**MORE ABOUT MODERN DRESDEN:** Go to page 8 to see Frauenkirche rebuilt.



THEATLANTIC.COM  
**Dresden near the ruins of Frauenkirche (Church of Our Lady) as it appeared in 1952. Seven years on and the rubble from the bombings are still being cleaned up.**



NATIONAL ARCHIVES AND RECORDS ADMINISTRATION  
**The Tower of London and the London Tower Bridge are seen along the bank of the River Thames as they appeared during the Blitz of 1940.**

### EXPERIENCE AN INTERACTIVE MAP

See the exact location of every bomb dropped onto London during the Blitz:

[bombsight.org/#10/51.4908/0.0021](http://bombsight.org/#10/51.4908/0.0021)

**LEARN MORE ABOUT WORLD WAR II:**  
[www.telegraph.co.uk/history/world-war-two](http://www.telegraph.co.uk/history/world-war-two)

# Dresden today

Though not as beautiful as it was before World War II, many of the great buildings of the city have been rebuilt. Additionally, Dresden, along with the rest of Germany, have made an astounding economic come-back. According to the International Monetary Fund (2015), Germany ranked number one in gross domestic product among the countries of Europe.

## 7 FUN FACTS DRESDEN

### 1. The coffee filter was invented in Dresden

In 1908, Amalie Melitta Bentz came up with the idea of using paper to block coffee grounds from getting into coffee cups. Her name is still present in the filter company Melitta, although it is not based in Dresden anymore.

### 2. Toothpaste was invented in Dresden

The first version of this now common product was invented by Pharmacist Ottomar Heinsius von Mayenburg.

### 3. Hosts one of the largest porcelain tile artworks in the world

Known as the "Fürstenzug," it stretches 331 feet, and is composed of 24,000 porcelain tiles. They depict dukes, kings and scientists.

### 4. Dresden is an ancient habitation

Dresden is known to have been settled by humans as early as 7,000 B.C., by Neolithic Tribes.

### 5. The Nutcracker

This tool for getting at nuts was invented in the nearby Ore Mountains.

### 6. Napoleon's headquarters in 1813

During his conquest of Europe, Dresden became the headquarters, and the site, of one of his greatest victories.

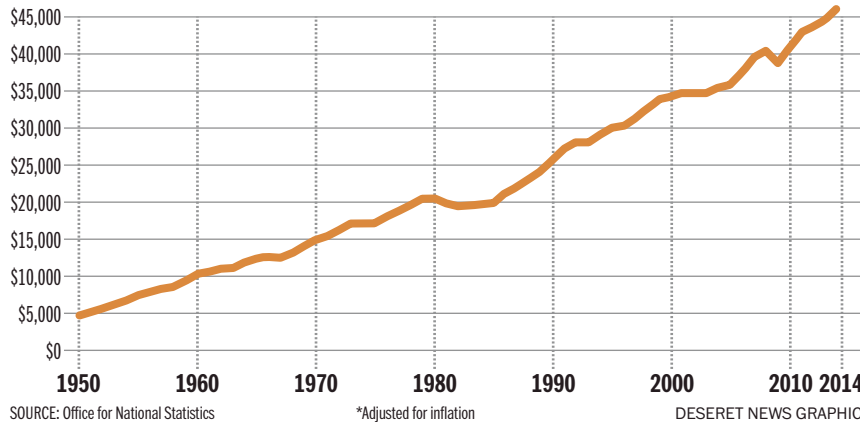
### 7. Cross at the top of the Frauenkirche

Near the end of reconstruction the pinnacle of the Frauenkirche had a cross installed that was constructed by a British silversmith who was a son of one of the pilots who dropped bombs on Dresden.

## Real gross domestic product in Germany

Per capita 1950-2014, in U.S. dollars\*

Following chart shows through GDP the economic growth of the GERMANY since 1950. Except for a few dips during recessions, economic improvement has gone up since World War II



### DID YOU KNOW? Dresden is still a great place to go for art

The painting known as **The Sistine Madonna** is one of the most famous pieces found in the Gemäldegalerie in Dresden. If you don't recognize the characters in the main portion of the canvas, you will most likely recognize the angels at the bottom center, which have been copied countless times. This painting is over 500 years old.



PUBLIC DOMAIN



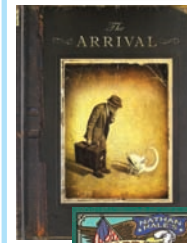
SHUTTERSTOCK IMAGE

Frauenkirche (Church of Our Lady), in Dresden as it appears today, after being fully restored.

## CHECK IT OUT



The City Library  
THE SALT LAKE CITY PUBLIC LIBRARY SYSTEM



This month the librarians at Salt Lake City Public Library have chosen the theme: "Sequential Art: Comics and Graphic Novels." Check out their picks and start reading.



"The Arrival," by Shaun Tan



"Donner Dinner Party (Nathan Hale's Hazardous Tales)," by Nathan Hale



"The Invention of Hugo Cabret," by Brian Selznick



"Smile," by Raina Telgemeier

"The Stratford Zoo Midnight Revue Presents Macbeth," by Ian Lendler



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