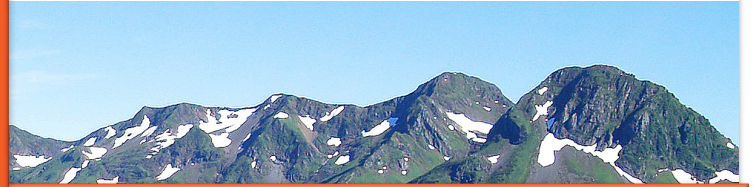




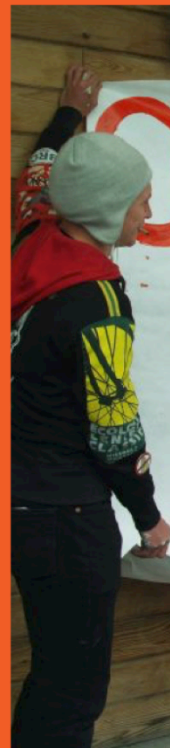
**ACTIVATING
MY
DEMOCRACY!**



GUILTY UNTIL
EXON
PROVEN
WEALTH!

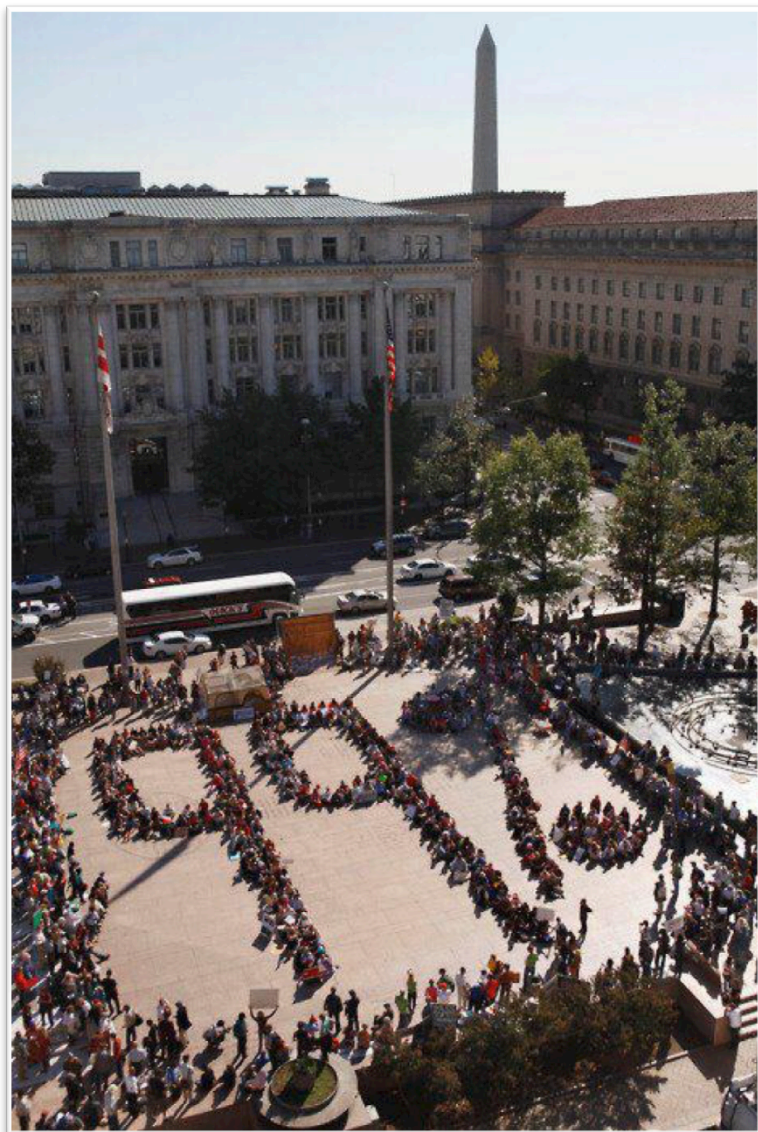


FRONT DOOR CO.
Front Door
CORPORATIONS
ARE ABOVE
THE LAW?



Credit: Robert Cornellier, 2008

Credits: Linden O'Toole, 2008



Movement-building

- WILPF
- Move To Amend
- POCLAD
- WSCSS



Activating My Democracy g6–12

TOOLS

Students analyze game-changing action plans and explore their own values and those in the founding documents



RULES

Students learn concepts and structure of government through lens of landmark laws



GAME

CHANGERS

Students learn and exercise lifetime skills in civic engagement



ultimate
CIVICS





Content

- Rationale
- Enduring understanding*
- Essential questions
- Learning objectives
- Vocabulary
- Activities
- Exit ticket



Lesson
1

Moving ideas into action

DO YOU BELIEVE THAT
YOU HAVE THE POWER
TO CHANGE THE WORLD?



Youth leaders: Anne Lee



Brover Youth Award Films

<http://www.broweryouthawards.org/winner/anne-lee/>



How did she do it?

goal

3 Ts

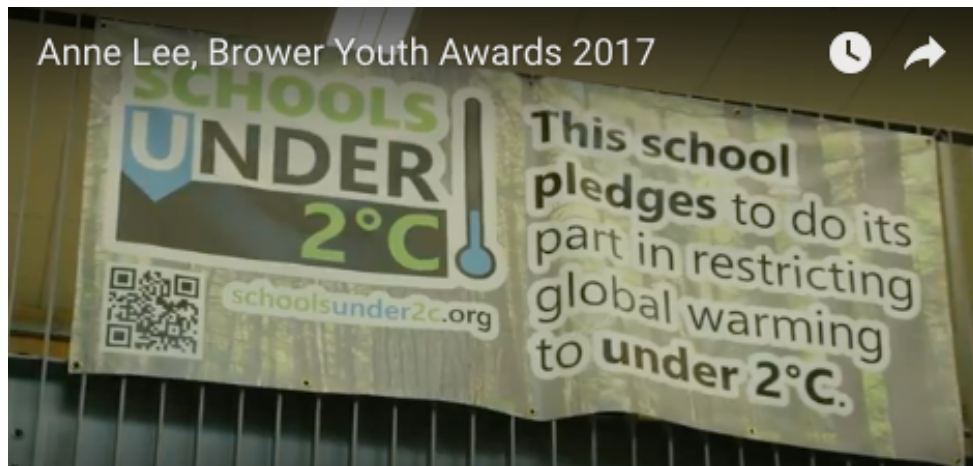
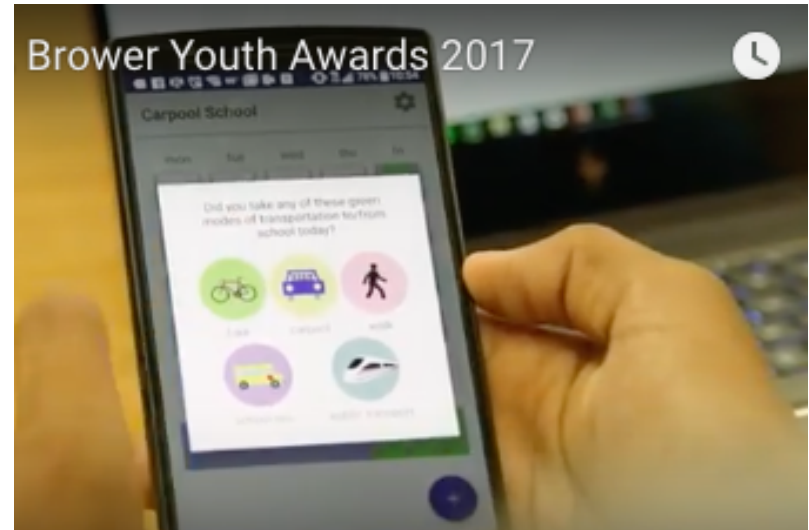
do

strategy

do

do

Specific




Measurable
Achievable
Rewarding
Timely

Lesson
2

Values, wealth & liberties



Ultimate Civics @Ultimate_Civics · Mar 14

Student voices are STRONG voices! "No, we don't support teachers having guns," student tells Georgia classmates" [cnn.it/2pea771](https://www.cnn.com/2018/03/14/us/student-voices-georgia/index.html) #IWillMarch
#MarchForOurLives  #NationalWalkoutDay



Student walkouts sweep the US: Live updates

Types of shared wealth

Economic wealth

Total of things that are owned, have value, and could be sold or bartered

Social wealth

Things in demand with no price: trust, relationships, family, knowledge, health, culture, safety, friends

Environmental wealth

Healthy ecosystems; all life & the natural habitat to support it

Political wealth

Inalienable & fundamental human rights; respect of these rights from governments & institutions that people create

When **society** reflects human values

Individual wellbeing

Public welfare

Environmental wealth

Social wealth

Economic wealth

Political wealth

Quality of life



Founding principles

IN CONGRESS, JULY 4, 1776.
A DECLARATION
BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,

We hold these truths to be self-evident,
that all men are **created equal**,
that they are endowed by their Creator with
certain **unalienable Rights**,
that among these are **Life, Liberty** and the
pursuit of Happiness.

1
Thought &
expression

9 & 10
Natural
rights

8
Punishment

14
Protection
against
states

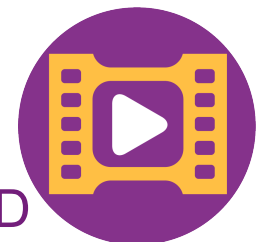
2
Keep &
bear
arms

Bill of Rights
protection against
federal government

6 & 7
Trial by
jury

3 & 4
Secure in
persons &
homes

5
Due
process



Ed TED

<http://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman>

Who Rules?

Rights, privileges & the balance of power

Lesson
3



**HOW MUCH DO YOU
UNDERSTAND ABOUT
YOUR GOVERNMENT?**

Take the Ultimate quiz and find out!

The Ideal: Sovereign self-governance

“We the People”



rulers!

ruled

Government



SOVEREIGN
Fundamental rights
Private sphere

DUTIES
Accountable
Public sphere

Corporations: Creature of law



Wikimedia Commons

“natural person”

A group of persons
with a “**charter**”
or license to do
business



“artificial
person”

“We the People”



SOVEREIGN

Fundamental rights*

*for 4%

Government

Charter rights as
privileges

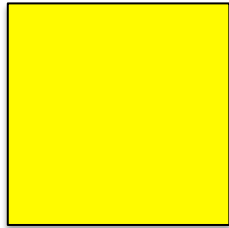
CORPORATION



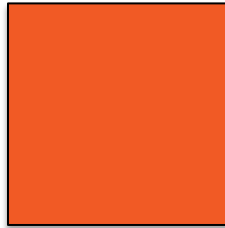
Intro: Timeline of Rights & Powers



**WIN for
PEOPLE**



**internal threats
fear & greed**



1. What do these 3 colors represent?
2. What are 3 ways to change the letter or rule of law?
3. What do the 2 sides of the cards tell?

1. amendment
change in Constitution
PEOPLE!

2. act
a bill passed into
law by government
Congress & President

3. lawsuit
court decides how
to interpret law
Courts

Prep for exploring Timeline: 1857–1947

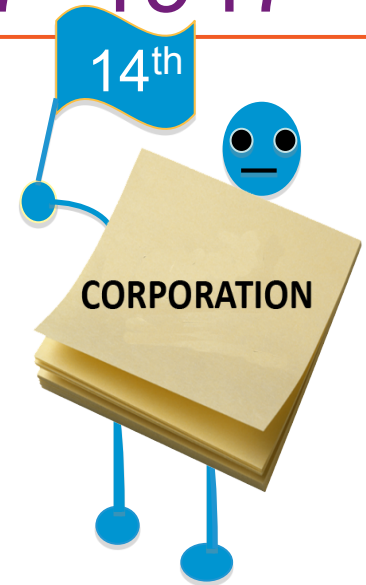


Tables 1857–1886

1. Blue data cards
2. Yellow & Orange data cards

Tables 1893–1947

3. Blue & Yellow data cards + 1947
4. Orange cards except 1947



Review
amendments
1, 4, 5, 6, 10,
13, 14, 15

“We the People”



Fundamental
rights
Private sphere

SOVEREIGN

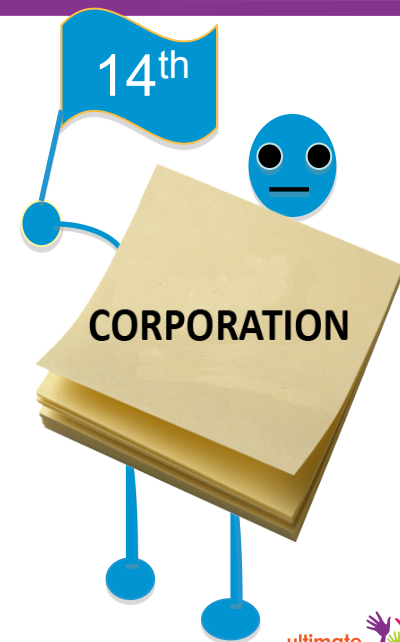


Government



DUTIES

Accountable
Public sphere



The Ultimate Civics Quiz



The founding fathers represented what percentage of the U.S. population in terms of gender, race, and class when they wrote the Constitution, which they began with the phrase, "We the people"?

- 1 percent
- 4 percent
- 10 percent
- 20 percent

 9% completed

Who Rules? The democracy crisis

Lesson 4

Take an Ultimate quiz
and find out!

<http://ultimatecivics.org/take-a-quiz/>

Prep for exploring Timeline: 1950s–2016



Timeline 1954–1970s

- Blue data cards

Timeline 1976–2014

- Orange data cards except 2005 data cards

Timeline 2001–2016

- Yellow & Blue data cards plus Orange 2005 cards



Review
amendments
1, 4, 5, 6, 10,
13, 14, 15

Monied Power organizes

Executive

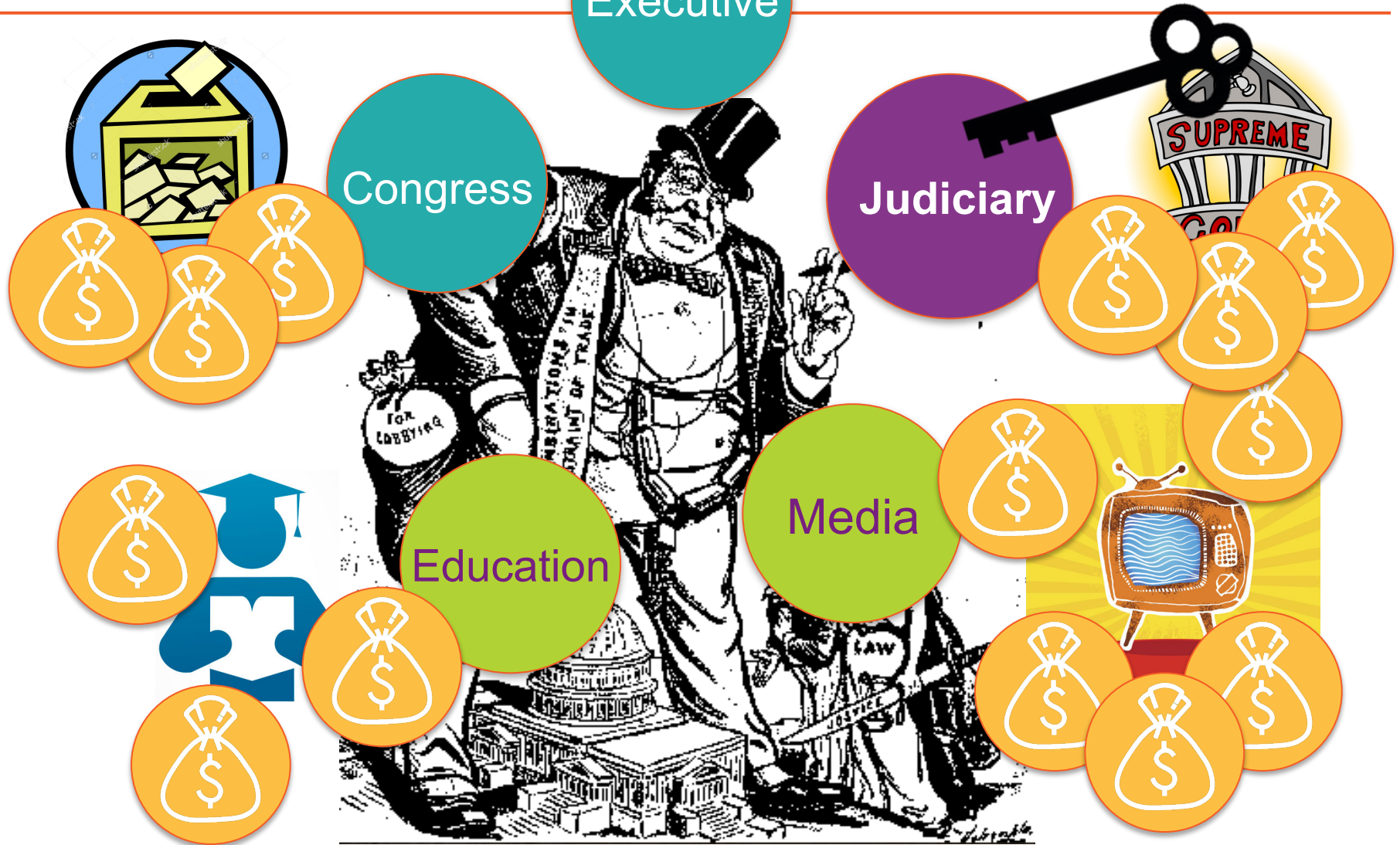
Congress

Judiciary

Education

Media

Powell Memo 1971



Jay Z – The War on Drugs

U.S. prison population

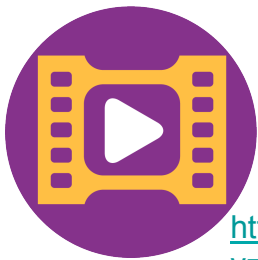
1971
200,000

2013
2,200,000
+ 4,700,000 on
parole or probation



African Americans

13.6%
of U.S. population
Black men
40.2%
of all prison inmates



<https://www.youtube.com/watch?v=HSozqaVcOU8>

Challenge questions



Sovereign

How did We the People start as sovereign and... become marginalized by our own government?



?

Government

How did corporations start as a business model and... gain power over the people?



Real people to the rescue!

Lesson 5



i

YESMAGAZINE.ORG

What the Real Marjory Stoneman Douglas Would Do

The spirit and sass of the Parkland school's namesake live on in the...

Democracy first aid

Ideal amendment?

BOTH issues!

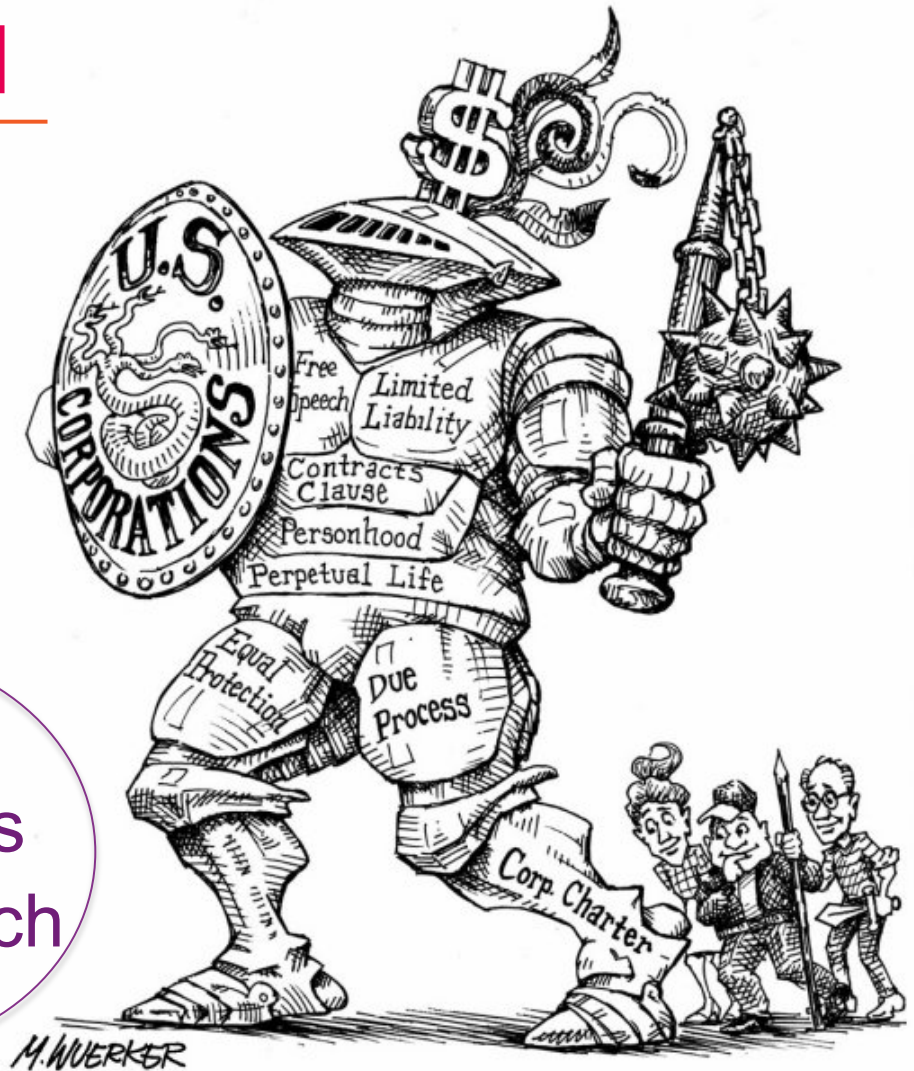
NO weasel words!

1

only natural persons have natural rights

2

money is **not** speech





What does this bill do?

- ✓ Establishes only natural persons have inalienable rights
- ✓ Confirms government power to grant corporate privileges
- ✓ Confirms corporate privileges are NOT inalienable rights
- ✓ Establishes money is not speech
- ✓ Confirms government power to regulate campaign financing
- ✓ Confirms government power to require donor reporting



Missing?



Added?

	HJR 48	HJR 31	SJR 20

Our future is a constitutional right!

Lesson 6

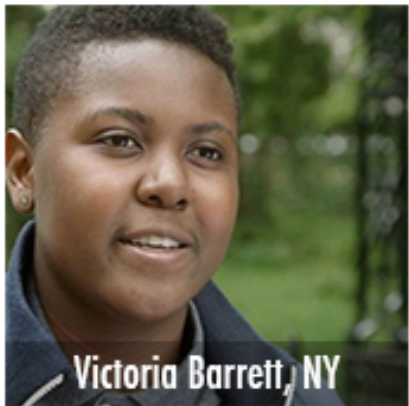
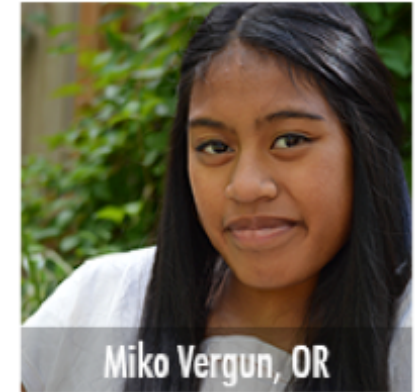
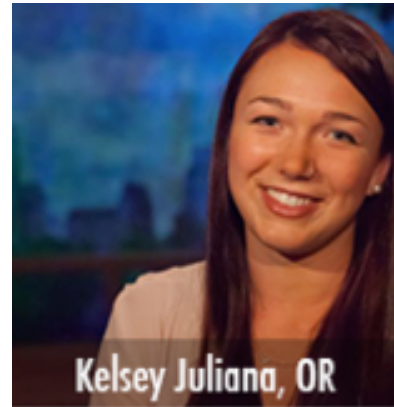
Ultimate Civics Retweeted

Our Children's Trust @youthvgov · Mar 19

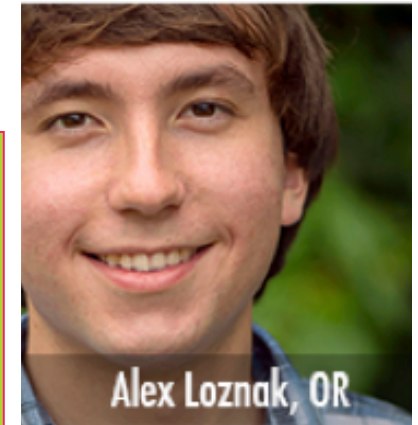
Our Children's Trust is seeking legal interns! Check out this exciting opportunity here: ourchildrenstrust.org/jobs-internshi...



Statement of standing



1. Make a name tag for plaintiff
2. Read declaration of standing
3. Write 4 values & cause of harm
4. Find 3 other plaintiffs & share



Personal values

Harm claimed

4

4



Juliana v. U.S.

Due process & equal protection

5th

14th

No person shall be deprived of life, liberty, or property, without due process of law ... and equal protection of law



Juliana v. U.S.

2017 Robin Loznak

Jury Ballot – New right

Discuss and vote on each question.



Yes

No

Can **justice** be secured without a stable climate system?

Can **domestic peace** be secured without a stable climate system?

Can **general wellbeing** be secured without a stable climate system?

Can our **liberties** be secured without a stable climate system?

Game changer: Massachusetts



Supreme Court

Takes on direct appeal

Orders State to comply

Court of Appeals

Court orders State to reduce GHG emissions and set limits that drop annually. **State Governor complies.**

Trial or district courts

State agencies

Petition filed

Motion to dismiss

State complies

Year • 2011 • 2012 • 2013 • 2014 • 2015 • 2016 • 2017

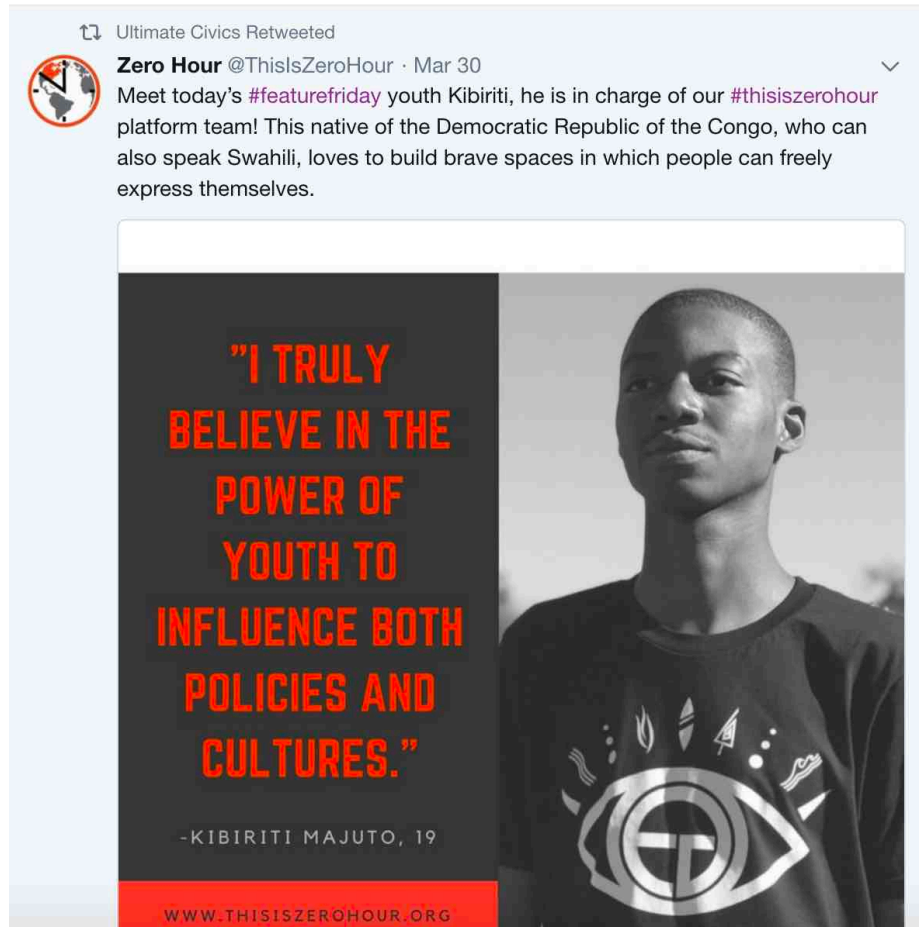
Working with educators and students



Sunnyside Environmental School 6th–8th graders
U.S. District Court, Eugene, OR, March 2016

How did I get into schools?

- Community workshops
- Educator allies
 - Mainstream NGOs
 - Rebel NGOs
 - Individual teachers
- Guest teaching
 - Paid positions
 - V-Day or week
- Educator trainings
 - Social studies/justice conf
 - Media for educators
- Youth trainings
 - Power Shift Network
 - CA Students Sustain C.



Partnership goals

ultimate
CIVICS



Women's International League
for Peace and Freedom

goals

Climate justice
Democracy/
Ending corporate rule

strategies

Education
Outreach
Action

How can WE share with youth?

OUTSIDE

Mainstream educator gps

- NCSS state chapters

Progressive educator gps

- Opt-Out Academies
- TSJ, NWTSJ
- Teachers for Change
- Teachers Unite

Community workshops

- Churches
- Climate Reality Project

Youth trainings

- Alliance for Youth Action
- CA Students Sustain C.
- Power Shift Network

INSIDE

Educator allies

- Current & retired
- Supers in PSDs
- Pre-service students

Educator trainings

- Opt-Out Days
- NCSS chapters: 2X/yr*
- NWTSJ: Oct, Mar*
- Teachers Social Justice

Special events

- In-service days
- After school programs
- Teach-ins, clubs
- Parent groups

How YOU can get involved & benefits

- EDUCATION

- Review lessons
- List of allies
- Research groups



- OUTREACH

- Local allies
- List of allies
- Research

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CIVICS



- ACTION

- Make a local action plan
- Implement
- Share

Resources

Edu NGOs Mainstream

- NCSS state chapters

Edu NGOs Progressive

- Badass Teachers Assoc.
- Classrooms Not Computers
- Opt-Out Academies
- Parents Across America
- Teachers for Social Justice
- Teachers Unite
- Teaching for Change

Community NGOs

- Climate Reality Project
- Our Children's Trust
- United Church of Christ
- Univ Unitarians Assoc.

Youth-led NGOs

- Alliance for Youth Action
- CLDC Youth Action Camps
- CSSC CA students
- Earth Guardians & iMatter
- Power Shift Network
- Teens Action
- Zero Hour



"We are going to make the politicians take action for system change -- or we will vote them out."

**Jamie Margolin,
Founder, This is Zero Hour**



[ThisIsZeroHour.org](https://thisiszerohour.org)