ACTIVATING MY DEMOCRACY!
Credit: Linden O'Toole
Credit: Tony Bickert, 1993
Credit: Robert Cornellier, 2008
Credits: Linden O'Toole, 2008
Movement-building

- WILPF
- Move To Amend
- POCLAD
- WSCSS

Dear 1%,
We fell asleep for a while.
Just woke up.
Sincerely, the 99%
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.
Content
• Rationale
• Enduring understanding*
• Essential questions
• Learning objectives
• Vocabulary
• Activities
• Exit ticket
DO YOU BELIEVE THAT YOU HAVE THE POWER TO CHANGE THE WORLD?
Youth leaders: Anne Lee

Anne Lee, Brower Youth Awards 2017

Brower Youth Award Films
http://www.broweryouthawards.org/winner/anne-lee/
How did she do it?

3 Ts

Specific

Measureable

Achievable

Rewarding

Timely
Student voices are STRONG voices! "No, we don’t support teachers having guns," student tells Georgia classmates" cnn.it/2pea771 #IWillMarch
#MarchForOurLives #NationalWalkoutDay

Student walkouts sweep the US: Live updates
**Social wealth**
Things in demand with no price: trust, relationships, family, knowledge, health, culture, safety, friends

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

**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

Types of shared wealth
When society reflects human values

- Individual wellbeing
- Environmental wealth
- Social wealth
- Economic wealth
- Political wealth
- Public welfare

Quality of life
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.
Thought & expression
Keep & bear arms
Secure in persons & homes
Due process
Trial by jury
Punishment
Natural rights
Protection against federal government
Protection against states
Bill of Rights
protection against federal government
Lesson 3

Who Rules?
Rights, privileges &
the balance of power

HOW MUCH DO YOU
UNDERSTAND ABOUT
YOUR GOVERNMENT?

Take the Ultimate quiz and find out!
The Ideal: Sovereign self-governance

“We the People”

SOVEREIGN
Fundamental rights
Private sphere

Government

DUTIES
Accountable
Public sphere
Corporations: Creature of law

A group of persons with a "charter" or license to do business

"natural person"

"artificial person"

Privileges

CORPORATION
“Person” – What did the Founders mean? Human persons? Artificial persons? Both?
1. Turn to a partner.
2. Read each statement.
3. Circle your answers.

Constitution & Bill of Rights

Preamble Human Artificial
“We the People of the United States...

Article I, Sec. 2 Human Artificial
“No Person shall be composed of...

... and so on ...
We the People

SOVEREIGN

Charter rights as privileges

Fundamental rights*

*for 4%
Intro: Timeline of Rights & Powers

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

---

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?
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”

Government

DUTIES

Accountable

Public sphere

Fundamental

rights

Private sphere

SOVEREIGN

14th

CORPORATION
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

Take an Ultimate quiz and find out! [http://ultimatecivics.org/take-a-quiz/](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

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

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

Lesson 5

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

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- Missing?
+ Added?
Our future is a constitutional right!

Lesson 6

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

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<th>Personal values</th>
<th>Harm claimed</th>
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Juliana v. U.S.

Photos: Permission from Our Children's Trust
Due process & equal protection

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

Juliana v. U.S.
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

Court of Appeals

Trial or district courts

State agencies

Petition filed

Motion to dismiss

State complies

Orders State to comply

Takes on direct appeal

Court orders State to reduce GHG emissions and set limits that drop annually. State Governor 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
  o Mainstream NGOs
  o Rebel NGOs
  o Individual teachers

• Guest teaching
  o Paid positions
  o V-Day or week

• Educator trainings
  o Social studies/justice conf
  o Media for educators

• Youth trainings
  o Power Shift Network
  o CA Students Sustain C.
Partnership goals

Climate justice
Democracy/
Ending corporate rule

Education
Outreach
Action

goals
strategies
## 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
  o Review lessons
  o List of allies
  o Research groups

• OUTREACH
  o Local allies
  o List of allies
  o Research

• ACTION
  o Make a local action plan
  o Implement
  o Share
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