

# Activating My Democracy

- HIGH SCHOOL -

LESSON  
2

## This Is Right On So Many Levels!

Understanding values,  
wealth, and rights

ultimate  
CIVICS



# Activating My Democracy

**Civics lessons and resources for grades 9–12**  
**First Edition, March 2018**

**Explores how to:** (1) Move ideas into action; (2) Understand values, wealth, and liberties; (3) Understand rights, privileges, and the balance of power; (4) Trace the historic roots of the democracy crisis in current events; (5) Amend the U.S. Constitution to protect human rights; and (6) Exercise our rights to defend what we love.

**Empowers:** Youth by nurturing self-efficacy and by teaching foundational civics concepts and skills to take control of their destiny.

**Engages:** Youth as change agents to define their roles as global citizens during a critical time in human history.

## **Special thanks to**

ad hoc focus group of retired teachers of King County, WA  
Sunnyside Environmental School grades 6–8 (2015–2016)

## **Contributors**

occasional gifts from those able to pay it forward  
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**“It is easier to build strong children than to repair broken men.”  
~ Frederick Douglas**

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# This is right on so many levels!

## Understanding values, wealth, and rights

### Rationale

This lesson takes us back to our future. It takes us back to when a list of grievances of *“repeated injuries and usurpations”* – violations of core principles and values – led to a declaration of independence from the reigning monarchy and the birth of a free and independent nation.

The core principles and values of the vast majority of Peoples who reside in this country are still grounded in the principles of equality and inalienable rights endowed by the Creator, rights such as *“Life, Liberty, and pursuit of Happiness.”*

People endeavored to *“secure these rights”* by instituting a government among people who derived their authority – *“their just powers”* – *“from the consent of the governed.”* Our core values ring out from the Preamble of the Constitution as goals set forth in this mutual endeavor of democracy. *Establish Justice. Insure domestic Tranquility. Provide for the common defense. Promote the general Welfare. Secure the Blessings of Liberty* – meaning freedom from government oppression on our way of life. *For ourselves and our Posterity.*

In codifying or organizing our core values into fundamental rights under the Constitution and Bill of Rights, laws were written that reflected the values of the authors. For example, *“pursuit of Happiness”* became *“property”* under the 5<sup>th</sup> Amendment. Upon discovering this, one middle school student spontaneously blurted out, “Boy, they got that wrong!”

Over time, there were other “wrong” turns as our core values took on priorities, under law, that reflected the practicalities of the courts and the desires of those who most frequently turned to the courts to consolidate their wealth and power. *The Supreme Court monetized justice.* It created new economic theories that it could weigh against the human rights of dignity, freedom, and equality. These economic theories infringed the rights and ignored the full spectrum of values recognized by human people. These “wrong” turns from our core values are the subjects of Lessons 3 and 4.

**“We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands.”**

**~ Martin Luther King, Jr.**



**ultimate  
CIVICS**

Lesson 2 introduces a basic tool of civic engagement – the concept that our rights, and the government created to secure our rights, are derived from what we value and love. For a democracy to work, its citizens must understand how our human rights become legally protected rights and how to exercise these rights responsibly and often to protect and maintain a limited government of, for, and by the people.

### **Enduring Understanding for Civics Grades 9-12\***

- Ability to describe ideas and principles contained in founding documents of the United States, and explain how they influence the social and political system. (D2.Civ.8.)
- Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. (D2.Civ.10.)
- Ability to assess specific rules and laws as means of addressing public problems. (D2.Civ.12.)

\* C3 Framework for Social Studies State Standards

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

### **Essential Questions**

- What are my core values?
- What core values are expressed in the Declaration of Independence, Bill of Rights, and 14<sup>th</sup> Amendment?
- What is the purpose of forming a democratic government?
- What is the relationship among core values, wealth, and rights?
- What is the difference between civil liberties and civil rights?
- What is the basis of “quality of life” and its relation to individuals and societies?

### **Learning Objectives**

Students can:

- Explain their core values.
- Identify and describe some of the core values expressed in the Declaration of Independence, Bill of Rights, and 14<sup>th</sup> Amendment.
- Explain the purpose of a free people in forming a limited government by consensus.
- Give past and current examples of how our rights are used to address public problems of repeated injuries and usurpations.
- Describe “quality of life” in terms of wealth that supports individual and societal health, comfort, and wellbeing.

“More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be co-workers with God, and without this hard work, time itself becomes an ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do right.”

~ Martin Luther King, Jr.



# Materials & Preparation

## Lesson 2

Lesson introduces a basic tool of civic engagement – the concept that our rights, and the government created to secure our rights, is derived from what we value and love. Students explore and articulate what they value, then organize their values into types of wealth. Students identify values and wealth enshrined in the Declaration of Independence and codified into law under the Bill of Rights and 14<sup>th</sup> Amendment. Based on personal values and current events, students prepare statements of injuries and usurpations of their rights, to learn how, and how well, our rights work to defend our wealth against government abuses of power. This lesson is critical to sustaining effective action on any issue.

### Time

Approximately 100 minutes with assigned reading: Interactive exercises supported by films and PowerPoint slides.

### Materials

- PowerPoint notes and slides
- 1 pocket copy per student of the Declaration of Independence and U.S. Constitution
  - » Bulk discounts available: [www.nccs.net/pc](http://www.nccs.net/pc)
- 18 double-sided copies of “Lesson 2 Vocabulary”
- 1 single-sided, ½-sheet copy per student of ACTIVITY 1, “Understanding Values and Wealth”
  - » Cut sheets in half.
- 1 single-sided copy per half of the number of students in class of ACTIVITY 2, “Back to the Future”
  - » Do NOT cut sheets in half!
- 1 single-sided copy per student of ACTIVITY 3, “Your Values, Your Rights, Your Future”
- Exit ticket: 1 single-sided copy per student of ACTIVITY, “Understanding Values, Wealth, and Rights”
  - » Before making copies, see instructions in orange box on page 16 for exit ticket options.
- White board or piece of paper about 3 feet by 4 feet and 4 colors of marker pens
- 3 films
  - » TED ED: *A 3-minute guide to the Bill of Rights*  
<http://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman>
  - » TED ED: *Why wasn't the Bill of Rights originally in the U.S. Constitution?*  
<https://ed.ted.com/lessons/why-wasn-t-the-bill-of-rights-originally-in-the-us-constitution-james-coll>



- » *Proclaim* with Ta’Kaiya Blaney, 2 minutes  
<https://www.youtube.com/watch?v=UmT2CJ2ssbs>

## Preparation

- Review lesson materials, including PowerPoint notes and slides, vocabulary, films, teaching guides for activities, and resources
- Post online
  - » Vocabulary
  - » Reading and Resources
  - » Declaration of Independence  
<https://www.archives.gov/founding-docs/declaration-transcript>
  - » Bill of Rights, and 14<sup>th</sup> Amendment  
<http://constitutionus.com/#a1s8c16>
- Find and mark page number in your classroom’s pocket Constitutions for:
  - » Declaration of Independence on page \_\_\_\_.
  - » Bill of Rights on page \_\_\_\_.
- Arrange desks in 6 groups
- Note: Instead of writing vocabulary on board, students will be referred to shared resources at their tables.

## First 50 minutes slides 1 - 11

- Provide table groups with:
  - » Pocket Constitutions with Declaration of Independence
  - » 3 shared vocab sheets per table
  - » Slide 3: ACTIVITY 1, “Understanding Values and Wealth”
- On white board or poster paper, make and title two columns as shown in slide 3; the “Type” column should be about 8 inches wide
  - » Clear white board behind screen where slides will be projected
- Slide 9: Cue film for viewing, *Proclaim*

## Second 50 minutes slides 11 - 16

- Provide table groups with:
  - » Pocket Constitutions with Declaration of Independence
  - » 3 shared vocab sheets per table
  - » Slide 13: ACTIVITY 2, “Back to the Future”
- Slide 14: Cue one of the TED ED films for viewing; see instructions in orange box on page 14
- Slide 15: ACTIVITY 3, “Your Values, Your Rights, Your Future”
- Slide 16: Exit tickets 10 minutes before end of end of class, if using them; see instructions in orange box on page 16

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

~ Eleanor Roosevelt



# PowerPoint Notes

## Lesson 2

### 1. Ultimate Civics! COVER SLIDE

Everyone has a story.

#### **Suggested instruction for teacher**

- ADD *your* 1-minute story to set this lesson about values and rights.

In this lesson, we will examine our own personal values and explore how some of our values become protected rights under the Constitution.

We will learn how what we care about relates to protecting and maintaining a democratic government.

### 2. Essential questions

Our essential questions are:

<CLICK> for first question and after each question except last

- What are my core values?
- What core values are expressed in the Declaration of Independence, Bill of Rights, and 14<sup>th</sup> Amendment?
- What is the purpose of forming a democratic government?
- What is the relationship among core values, wealth, and rights?
- What is the difference between civil liberties and civil rights?
- What is the basis of “quality of life” and its relation to individuals and societies?

### 3. Shared Values

To answer these questions, let’s start by identifying our own personal values.



#### **Instructions for Slides 3–4**

- Identifying individual values
  - » Use the “Personal values” column of your ACTIVITY sheet.
  - » Write things you like, what has worth or value to you, what is useful or important to you – or what you can’t imagine living without.
  - » Work in silence for 3 minutes.
  - » Give students a “30 seconds left” notice.
- Identifying shared values
  - » Ask students to share a value.
  - » Write these on the white board or poster paper under the “Value” column.
  - » Ask students to share values that are not already listed.
  - » Write about 15 values.

### 4. Types of shared values

Let’s organize our shared values into types.

- What things on this list have a sticker price? They cost money to buy? Or something of equal value to trade?
  - » Students identify values from list. Ask for explanation if it is not obvious.
  - » In left column under “Type,” write a “\$” for economic wealth.





<CLICK>

These values represent “economic wealth.”  
Read definition from slide.

**Economic wealth** is the total of things with a sticker price; things that are owned, have value, and could be sold or bartered.

- What things on this list represent the environment or the natural world?
  - » Students identify values from list. Ask for explanation if it is not obvious.
  - » In left column under “Type,” write an “E” for environmental wealth in a different color marker pen.
  - » Consider using a different color marker for each type of wealth.

<CLICK>

These values represent “environmental wealth.” Read definition from slide.

**Environmental wealth** is healthy ecosystems – all life and the natural habitat to support it.

Environmental wealth includes light, dark, air, water, soil, trees, rainbows, minerals, wildlife, stars and planets, and more.

Students should start to notice that values often fall into different types of wealth. These are core vocabulary. Encourage this discussion.

- What things on this list represent things like trust, health, relationships, culture, knowledge, satisfaction or enjoyment – thing that don’t have a sticker price because they are priceless?
  - » Students identify values from list. Ask for explanation if it is not obvious.
  - » In left column under “Type,” write an “S” for social wealth in a different color marker pen.

<CLICK>

These values represent “social wealth.” Read definition from slide.

**Social wealth** is things in demand but with no price like: trust, relationships, family, knowledge, health, culture, safety, friends. It is also peace of mind, happiness, enjoyment of art, music, sciences; i.e., priceless things.

Social wealth is the glue that holds a civil society together.

For example, friendships and marriages are based on trust. Barter or trade is built on trust.

<CLICK>

- What things on this list represent “political wealth” – our rights that hold the space for fair treatment and opportunity for all?
  - » Students identify values from list. Ask for explanation if it is not obvious.
  - » In left column under “Type,” write a “P” for political wealth in a different color marker pen.

These values represent “political wealth.”  
Read definition from slide.

**Political wealth** is our inalienable rights – and the government and institutions that we create respecting our human rights.



### Instructions

- After completing the shared list, ask students to take a minute to categorize their personal values.
  - Turn to a partner and share your favorite values and the types of wealth they represent.
- Ask students to share as a class.

The point of this exercise is that our values are shared, complex, and interwoven.



## 5. When society reflects human values

When a society or culture reflects what people love and value, our types of wealth weave together like a giant tapestry to create a “*quality of life*.”

<CLICK>

Our personal “*wellbeing*” depends on all forms of wealth to create and maintain a state of health, happiness, and comfort.

<CLICK>

Our quality of life as a society *improves* when people – and the government and businesses we create – all work together to use and maintain our shared wealth in ways that will allow future generations to do the same.

<CLICK>

Protecting these forms of wealth are critical to the general welfare of society – the health, happiness, and comfort of everyone.

**“A nation’s greatness is measured by how it treats its weakest members.”**

**~ Mahatma Ghandi**

**“Any society, any nation, is judged on the basis of how it treats its weakest members – the last, the least, the littlest.”**

**~ Cardinal Roger Mahony, 1998 letter, Creating a Culture of Life**

## 6. Founding concepts

What does the term “human rights” mean to you?



### RESOURCES

Kate Pickett and Richard Wilkinson, *The Spirit Level: Why Equality is Better for Everyone* (Bloomsbury Press, 2009)

Robert Putnam, *Our Kids: The American Dream in Crisis* (Simon & Schuster, 2015)

Inequality data sources  
[https://en.wikipedia.org/wiki/Wealth\\_inequality\\_in\\_the\\_United\\_States#cite\\_note-NYT-20140722-6](https://en.wikipedia.org/wiki/Wealth_inequality_in_the_United_States#cite_note-NYT-20140722-6)



### Instructions and discussion guide

- Discuss at your tables.
- After a few minutes, ask students to share and explain their answer.
- Concepts might include:
  - » Responsibility: If everyone has the same rights, an individual shouldn’t violate another’s right when exercising their own right.
  - » Access: It’s about equal opportunity to survive and thrive and that means access to resources and opportunities.
  - » Inherent or universal: People are born with them.
  - » Equality, dignity, and respect for yourself and others.

<CLICK>

The United States was founded on these core human values in a process that resulted in three founding documents – the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

The thirteen self-declared united States of America issued a Declaration of Independence to separate from England as a free and independent nation. The document is a statement of purpose and demands. Central to the declaration is a list of “*repeated injuries and usurpations*” – or harms to core principles and values.

Before we identify these core principles and values in the Declaration of Independence, let’s review some vocabulary.

ALTERNATIVELY, if students already know this vocabulary (below), **ask** students for definitions before using the <CLICK>.

<CLICK for vocab>

- **Unalienable...**

<CLICK for definition>

... means cannot be transferred or sold. The root word comes from the Latin *alienus*, meaning “of or belonging to another.”

<CLICK for vocab>

- **Unalienable rights...**

<CLICK for definition>

... are universal human rights – rights that people are born with. These rights that cannot be transferred, sold, or denied. Unalienable rights are also known as natural rights, because they belong only to natural persons, meaning human.

<CLICK for vocab>

- **Liberty:** What does this mean?
  - » Ask students to define it. Most think it means “freedom.”
  - » Ask: Freedom from what?

<CLICK for definition>

- Read definition: “freedom from government oppression on one’s way of life.”
  - » Allow discussion.

## RESOURCES

What does the concept “human rights” mean to you?  
<http://hrlibrary.umn.edu/center/anniversaryproject/quotes-humanrights.html>

Universal Declaration of Human Rights  
<http://www.un.org/en/universal-declaration-human-rights/>

## 7. Founding principles



*“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.” ~ Declaration of Independence*

### Instructions

- Work at your tables: Find and read this sentence (on slide) in the Declaration of Independence on page \_\_\_\_.
- What were the Founders saying? Discuss the key principles.
- Identify the values and types of wealth.
- Be ready to share.

### Class discussion guide

#### Key values

- equality
- inalienable rights like life, liberty, and pursuit of happiness



- “among these” – list of natural rights is not inclusive

#### Types of wealth

- Social: equality, life and quality of life, happiness
- Political: equality, inalienable rights, liberty
- Environmental: quality of life, happiness
- Economic: quality of life, happiness

## 8. Founding purpose



#### **Instructions**

- Work at your tables: Starting where we just left off, read the rest of the paragraph to bottom of page.
- Answer these three questions:
  - » What is the purpose of forming a government?
  - » From where does government derive its power to exist?
  - » What is the duty of citizens if their government repeatedly abuses its powers?

#### **Class discussion guide**

The main points are:

- “... that to secure these rights...”

The purpose of forming a government is to recognize and secure natural rights for people – human beings.

- “... deriving their just powers from...”

A democratic government exists through consent of the governed. “Just powers” are given by the people through elected representatives. The government is a separate and distinct entity, created by the people.

- “... becomes destructive of those ends...”



Meaning when any government causes repeated injuries to and usurpations of natural rights, instead of securing and protecting natural human rights.

- “... it is their right, it is their duty...”

Since government exists by consent of the governed, the duty lies with the people, ultimately, to judge whether their government is no longer serving the people, using “prudence” (caution, common sense), and, second, if this is the situation, to do something about it.

- “... alter or abolish it, and institute new government...”

The “and” is important. Simply abolishing government leads to anarchy. Social chaos happens when people don’t have or don’t recognize rules.

## 9. Defending our values and wealth with our rights

When people feel their values and way of life are threatened by government abuses of power, people use their rights to defend what they love.

Let’s review our types of rights before we watch a short film.

- <CLICK>



#### **Instructions and discussion guide**

- Look at the types of rights defined on your vocabulary sheet.
- With a partner, determine:
  - » In the left box on the slide: Which of the rights listed are civil rights?
  - » The civil rights are based on which fundamental rights?
  - » in the right box on the slide: Which of the rights listed are Native American rights?
- Be prepared to explain your answers.

### Civil rights

- Right to reproductive freedom, based on fundamental right to privacy.
- Right to same-sex marriage, based on fundamental right to marry.
- Right to gender equality in the workplace, based on fundamental right to equal protection under law.

**Ask:** What are other names for civil liberties?

- Fundamental rights
- Constitutional rights

**Ask:** What is the basic difference between civil liberties and civil rights?

- Civil liberties concern the actual basic freedoms.
- Civil rights concern the treatment of an individual regarding certain rights.

### Native American rights

- All of them
- Sovereign, inherent rights under Tribal Nations and U.S.
- Natural rights and fundamental rights derived from them
- Civil rights of equal treatment

#### RESOURCES

Fundamental versus civil rights  
<https://civilrights.findlaw.com/civil-rights-overview/civil-rights-vs-civil-liberties.html>

Native American rights  
<https://legal-dictionary.thefreedictionary.com/Treaty+Rights>

<http://law.jrank.org/pages/8748/Native-American-Rights-Reserved-Rights-Doctrine.html>

**Ask:** What do you think a “treaty right” is?

- Treaties are formal agreements between countries.
- Treaties outline specific rights that Tribes gave up, not those that were retained.
- The reserved rights doctrine holds that any rights not abrogated or taken away in treaties are reserved to the Tribal Nations.

If students have more questions, mention that all resources are posted on-line, along with the reading for tomorrow’s lesson.

Now, let’s watch this 2-minute film about a young Indigenous teenager who is passionate about her culture and is using her rights to defend against government actions that are causing injuries and usurpations.

Listen for core values and rights. Be prepared to write and share what you heard.



### SHOW FILM



#### Instructions

- Take a minute to write some of the types of wealth or rights that you heard on Part 2 of your ACTIVITY sheet, “Values and Wealth.”
- After a minute or two, ask volunteers to share some of the values, wealth, or rights that they heard.

#### Values and wealth

- Environmental and social wealth: Land, homes, food, medicine, history, culture, wellbeing, way of life, healing, identity, our future, right to choose future, children, generations to come, water, diversity.



- Economic and political wealth are inferred in the ability to protect and maintain culture and ways of life over time.

#### Rights

- Inalienable rights in World Proclamation of 1763
- Sovereign rights in U.N. Declaration on the Rights of Indigenous Peoples
- Come together in one canoe: Fundamental right to peaceful assemble
- Joining voices: Fundamental right to speak

If time permits or as take-home reflection:

- **Ask** students to compare the personal values on their ACTIVITY sheet with those expressed by Ta’Kayia.

#### RESOURCES

Musician Robby Romero, Native Children’s Survival Campaign  
<https://www.robbYROmero.com/native-childrens-survival/>

Actress, singer, climate activist Ta’Kaiya Blaney  
[http://www.takaiyablaney.com/Earth Revolution](http://www.takaiyablaney.com/Earth%20Revolution), <https://www.youtube.com/watch?v=I9tTdy40nQs>

World Proclamation of 1763 – a cornerstone of Native American law in North America  
<http://www.history.com/topics/native-american-history/1763-proclamation-of>

Declaration on the Rights of Indigenous Peoples (UNDRIP)  
<http://www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx>

- Ask class for observations at the end of this class (or the start of Part 2).

## 10. Prep for exploring! REVIEW

Reading and resources for this lesson are online. To prepare for tomorrow’s activities, please read or review:

- The list of “repeated injuries and usurpations” in the Declaration of Independence, starting where we left off today
- The Bill of Rights
- The 14<sup>th</sup> Amendment

As you read, think about what values, wealth, and rights are being expressed.

## 11. *Ultimate Civics!* COVER SLIDE

Completion of part 1: Values, wealth, and rights. Suggested stopping point for class.

Next: Understanding how defend our values and wealth with our rights

## 12. Review essential questions

Let’s review our essential questions again.

<CLICK> for the first questions and after each question except last

- What are my core values?
- What core values are expressed in the Declaration of Independence, Bill of Rights, and 14<sup>th</sup> Amendment?
- What is the purpose of forming a democratic government?
- What is the relationship among core values, wealth, and rights?
- What is the difference between civil liberties and civil rights?
- What is the basis of “quality of life” and its relation to individuals and societies?





### Values and Wealth Comparison

If the class did not finish the film discussion from slide 9, continue and finish this activity before proceeding.

If the class did complete the film discussion, proceed to slide 13.

## 13. Repeated injuries and usurpations

Let's look at some of the injuries to human rights that led to establishing a new government – and nation.



### Instructions and discussion guide

- Look at your ACTIVITY, “Back to the Future.”
- With a partner, read each statement.
- Then identify the core values and types or wealth.
- After a few minutes, ask students to share what they discovered.
  - » See Activity Guide.
  - » Also, students might draw similarities between the “injuries and usurpations” written in 1776 and current events.

If this happens, see Activity Guide for examples of amendments later drafted to guard against the new government from repeating these “repeated injuries and usurpations” again! Note shorthand: e.g., 6A is 6<sup>th</sup> Amendment.

### Advanced discussion guide

The Constitution addresses the other “injuries and usurpations.” Here is a brief summary if students are interested.

- Obeying laws
  - » Article II, Section 3, Take Care Clause

- Naturalization and citizenship
  - » State Citizenship: Article IV, Section 2, Clause 1
  - » 14<sup>th</sup> Amendment
- Administration of Justice
  - » Article III
  - » Chief Justice role in impeachment: Article II, Section 3, Clause 6
  - » Limits to judicial power: 11<sup>th</sup> Amendment
- Impartial judges
  - » Nomination and confirmation: Article II, Section 2, Clause 2
  - » Term and pay: Article III, Section 1
- Military and militia, control of
  - » Military establishment: Article I, Sections 11–14
  - » Militia, congressional powers: Article I, Section 15
  - » Militia, providing for: Article I, Section 16
  - » Militia, presidential powers: Article II, Section 2, Clause 1
  - » Militia, rights of citizens: 2<sup>nd</sup> Amendment, 5<sup>th</sup> Amendment
- Foreign jurisdiction
  - » Foreign affairs, President’s power: Article II Section 2 Clause 2
  - » Foreign commerce, Congress’ power: Article I Section 8 Clause 1
- Obeying laws – see above
- Causing domestic insurrections
  - » Bill of Rights to limit tyranny of centralized government
  - » Other amendments that recognize fundamental rights: 13A, 14A, 15A, 17A, 19A, 24A, 26A
  - » Recognition of other fundamental rights through the courts is discussed in Lessons 3, 4, and 6.



## Back to the Future

### Declaration of Independence

"He has refused his Assent to Laws, the most wholesome and necessary for the public good."

"He has... [obstructed] the laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither..."

"He has obstructed the Administration of Justice..."

"He has made Judges dependent on his Will along, for the tenure of their offices..."

"He has affected to render the Military Independent of and superior to the Civil power."

"He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws, giving his Assent to their Acts of pretended Legislation."

"For depriving us in many cases, of the benefits of Trial by Jury:"

"For transporting us beyond Seas to be tried for pretended offences:"

"He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives or our people."

"He has excited domestic Insurrections amongst us..."

"Our repeated Petitions [for Redress] have been answered only by repeated injury."

Identify core value(s) and  
Type(s) of wealth

Core value(s): \_\_\_\_\_ obeying the laws, public welfare  
Type(s) of wealth: \_\_\_\_\_ political and social

Core value(s): \_\_\_\_\_ equality, dignity, respect, freedom  
Type(s) of wealth: \_\_\_\_\_ social

Core value(s): \_\_\_\_\_ justice, peace  
Type(s) of wealth: \_\_\_\_\_ social and political

Core value(s): \_\_\_\_\_ justice  
Type(s) of wealth: \_\_\_\_\_ political

Core value(s): \_\_\_\_\_ domestic peace, common defense  
Type(s) of wealth: \_\_\_\_\_ social and political (2A)

Core value(s): \_\_\_\_\_ obeying laws, justice, domestic peace  
Type(s) of wealth: \_\_\_\_\_ political and social

Core value(s): \_\_\_\_\_ equality, dignity, respect, freedom  
Type(s) of wealth: \_\_\_\_\_ social (6A, 7A)

Core value(s): \_\_\_\_\_ equality, dignity, justice, freedom  
Type(s) of wealth: \_\_\_\_\_ social and political (6A)

Core value(s): \_\_\_\_\_ obeying laws, life, property, liberty  
Type(s) of wealth: \_\_\_\_\_ all 4 types (5A)

Core value(s): \_\_\_\_\_ domestic peace  
Type(s) of wealth: \_\_\_\_\_ political and social

Core value(s): \_\_\_\_\_ equality, dignity, respect, freedom  
Type(s) of wealth: \_\_\_\_\_ social (1A)



## RESOURCES

U.S. Declaration of Independence, searchable text

<https://www.archives.gov/founding-docs/declaration-transcript>

U.S. Constitution, searchable text

<http://constitutionus.com/#a1s8c16>

## Introducing students to Bill of Rights

If students have not been introduced to the Bill of Rights, consider showing this 3-minute TED Ed film first:

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

And consider introducing the Bill of Rights with *Activating My Democracy* lesson 2 for middle school.

## 14. Bill of Rights

Many of the core values stated in the Declaration of Independence have their roots in the Declaration of Rights produced by the First Continental Congress.

The rights in these two declarations were restated and “codified” or organized in the Bill of Rights. The Bill of Rights was proposed as an amendment in the First Congress.

When the Bill of Rights was ratified by nine of the States, it became law – an official rule change to the Constitution.

The Bill of Rights recognizes some of our inalienable rights, and the fundamental human rights derived from them. These rights are tools for people to protect against oppression by the federal government and the institutions it creates.

<CLICK>

After the Civil War, the 14<sup>th</sup> Amendment extended most of these rights to limit the powers of state governments as well. This was meant as tools for people to protect against oppression by state governments.

Let’s watch a short film about why the Bill of Rights wasn’t in the second Constitution when it was proposed. We’ll discuss the reasons after the film.

## RESOURCES

Declaration of (Colonial) Rights

[https://en.wikipedia.org/wiki/Declaration\\_and\\_Resolves\\_of\\_the\\_First\\_Continental\\_Congress](https://en.wikipedia.org/wiki/Declaration_and_Resolves_of_the_First_Continental_Congress)

Continental Congresses and core values

<https://www.britannica.com/topic/Continental-Congress>

History of the Bill of Rights

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/billofrightsintro.html>

Constitution Center, interactive guide to amendments

<https://constitutioncenter.org/interactive-constitution/amendments/>

Amendments that apply to states by 14th Amendment

[https://www.law.cornell.edu/wex/incorporation\\_doctrine](https://www.law.cornell.edu/wex/incorporation_doctrine)





## SHOW FILM

- After film, **ask:** So – why was a declaration of rights not part of the second Constitution?

<CLICK>



### Instructions and discussion guide

- Work at tables or as class to answer question.

#### Reasons given in film

- It would have required a compromise during the ratification process.
- Changing the not-yet ratified Constitution, after some states had ratified it, would have been difficult.
- Rights guaranteed by democratic process (for people representing 4% of populace)
- Creating list of things government can't do might imply that government can do everything else.

<CLICK>

- **Ask challenge question:** What was the central contradiction between the Bill of Rights and the second Constitution?
  - » Note: Challenge questions have clues or support questions and require research.
- **The clue is:** What were the three compromises really about?
  - » This clue refers to the compromises, stated in the film, that led to the second national Constitution.

**"A bill of rights is what the people are entitled to against every government on earth."**

~ Thomas Jefferson, 1787



### Instructions for challenge question

- Follow the clues first.
  - » Identify the compromises.
  - » Look up the citations on the slide.
  - » Address the support question (clue).
- Discuss and answer the challenge question.

#### Compromises suggested in film

- State representation, taxation power, and how to elect a president.

#### Compromises were really about what?

- Protecting property in form of human slaves
- Preserving rule by minority of economic elite

#### The central contradiction was what?

- The Constitution institutionalized slavery, racism, and classism, preserving rule by and for a small minority ...
- ... while the Bill of Rights supposedly recognized and protected rights of citizens of the new nation.

<CLICK>

This central contradiction set up a power dynamic that has played out since the founding documents were ratified. We will examine this power dynamic in the next lesson set that explores, "Who Rules?"

## 15. Your values, your rights, your future

Now let's explore how events long past have set the stage for current affairs.



### Instructions

- Look at your ACTIVITY, "Your Values, Your Rights, Your Future."
- Then identify 3 or 4 of your core values. Make sure all types of wealth are included.

- List the rights needed to protect your values and wealth. This can be recognized rights or yet-to-be recognized rights; inalienable, fundamental, or civic rights.
- Identify current “injuries and usurpations” of your rights.
- Prepare a statement for each of the 1 or 2 values you feel most strongly about, like this.

#### Example of a value statement

“I like my privacy. That falls into social wealth – choosing with whom, where, and how I spend my time. Privacy is environmental wealth – as I prefer spending time in healthy indoor and outdoor environments. Also, privacy is political wealth – freedom of life, liberty, and property, a 5<sup>th</sup> Amendment right, and freedom from corporate surveillance, a yet-to-be recognized right.”

#### Example of an “injuries and usurpation” statement

“I feel that my sense of privacy and 5<sup>th</sup> Amendment rights are being violated by government and corporate surveillance without my consent.”

- Allow about 10 minutes for students to prepare their statements.
- Ask students to share their statements with others.
  - » If other statements match one of yours, mark a check near your value.
  - » If other statements are different, write down the values, rights, and harms claimed.
- Allow about 10 minutes for sharing.
- Ask students to take their seats and open to class discussion.

#### **Discussion guide**

- Allow students to share experience with activity.

#### **Exit ticket options**

Depending on your students, teachers may opt to allow another 10 minutes for class discussion instead of using exit tickets.

- **Consider** compiling a list of shared values on the white board along with a list of rights violated. Compare how many are existing rights. Identify any yet-to-be recognized rights.
- Depending on how many of the latter there are, **consider** asking if students would like to self-organize in smaller groups or pairs to focus on specific rights. Students could determine status of any current efforts to recognize specific rights and share findings in the next class.

## **16. Ultimate Civics! COVER SLIDE**



#### **Instructions**

- Hand out exit tickets.
- Allow about 10 minutes for students to complete exercise.
- If time allows, invite students to share their “take-aways” from the lesson.
- Collect tickets as students exit.

Find exit ticket guide right before the vocabulary section.



# Understanding values, wealth & rights

## Exit ticket guide

1. **Identify some of your core values and types of wealth that are expressed in the Declaration of Independence, Bill of Rights, or 14<sup>th</sup> Amendment.**

Similar to the values statements in, “Your Values, Your Rights, Your Future,” without injury statement.

For example: “I like my privacy. That falls into social wealth – choosing with whom, where, and how I spend my time; environmental wealth – healthy indoor and outdoor environment; and political wealth – freedom of life, liberty, and property, a 5th Amendment right, and freedom from corporate surveillance, a right that could be recognized under the 9th and 14th Amendments.”

2. **Explain the purpose of a free people in forming a limited government by consensus.**

The purpose of forming a government is to recognize and secure natural rights for human persons.

3. **Describe the difference between civil liberties and civil rights.**

Civil liberties concern the basic freedoms or fundamental human rights.

Civil rights concern the treatment of an individual regarding certain rights.

4. **Give past and current examples of how our rights are used to address, involving injuries and usurpations.**

Youth might have examples similar to their “injuries and usurpations” statements in “Your Values, Your Rights, Your Future.”

The Bill of Rights addressed many of the injuries and usurpations stated in the Declaration of Independence. However, some harms are being repeated.

### **Other examples:**

Harm: an independent military  
Right to bear arms, 2nd Amendment  
Current example: conflict between rights under 2A and 5A

Harm: depriving people of jury trial  
Right to speedy & public jury trials, 6A, 7A  
Current example: conflict with USA PATRIOT Act

Harm: destroyed our lives  
Right to life, liberty & property, 5A  
Current example: conflict between rights under 2A and 5A

Harm: ignored petitions for redress  
Right to petitions for redress, 1A  
Current example: conflict with immigration policies and 1A

5. **Describe quality of life in terms of wealth of individuals and societies.**

Quality of life is based on four types of wealth: economic, environmental, social, and political.

Personal “wellbeing” depends on all forms of wealth to create and maintain a state of health, happiness, and comfort.

Our quality of life as a society improves when people – and the government and businesses we create – all work together to use and maintain our shared wealth in ways that will allow future generations to do the same.

6. **What is your “take-away” from this lesson?**



# Vocabulary

## Core Vocabulary

**rights:** those things that one is morally or legally entitled to do or to have

**civil rights:** basic entitlements of citizens to political and social freedom and equality; derived from inalienable and fundamental rights and based on certain protected characteristics (race, gender, religion, ethnicity, ability, etc.) in settings such as employment, education, housing, voting, and access to public facilities

**fundamental rights:** moral entitlements derived from natural human rights; rights recognized as liberties under the Constitution and by the Supreme Court as requiring a high degree of protection from government infringement; constitutional rights; civil liberties

**inalienable rights:** universal human rights that cannot be transferred, sold, or denied, because a human is born with them; natural rights

**wealth:** abundance of something good

**economic wealth:** total of things with a sticker price; things that are owned, have value, and could be sold or bartered

**environmental wealth:** healthy ecosystems; all life and the natural environment to support it

**political wealth:** inalienable and fundamental human rights and respect for these rights from governments and institutions that people create

**social wealth:** things in demand, but priceless like health, trust, relationships, family, friends, culture, safety, peace of mind, happiness

## Support Vocabulary

**general welfare:** the state of being healthy, happy, and comfortable as a society

**individual wellbeing:** the state of being healthy, happy, and comfortable as an individual

**liberty:** freedom from government oppression on one's way of life, behavior, or political views

**quality of life:** the standards of health, comfort, and happiness experienced by an individual or a society



## Legal Vocabulary

**amendment:** an official change made to a legal document like a constitution, law, or contract

**due process:** a fair legal process with equal opportunity and treatment

**eminent domain:** the power of government to take private property for public use

**just compensation:** fair payment for loss of value or property after an eminent domain seizure or “taking”

**police power:** capacity of states to regulate behavior and enforce order for the betterment of the health, safety, morals, and general welfare of their inhabitants

**ratify/ratification:** approve or adopt a bill into law; final approval or adoption of a bill into law

**taking:** eminent domain seizure

**usurp:** take someone’s power or property by force

