Citizen Power & Participation

#BETHECHANGE

[Image of hands raised in the air]

[Text: Young People Making Things Happen]
Student Learning Targets

- Develop Civic Literacy by becoming an A4 Citizen:
  - Aware Reader/Listener
  - Astute Questioner
  - Articulate Writer/Speaker
  - Active Problem-solver

- Investigate the responsibilities and obligations of a citizen.

- Identify ways citizens take part in civic life.

- Examine the election and voting process.

- Recognize the need for selective service in maintaining a military.
Civic Literacy is exercising your POWER to become an A4 Citizen

- **AWARE Reader/Listener**: What happening in my state and country?
- **ASTUTE Questioner**: Why should I care enough to question those in power?
- **ARTICULATE Writer/Speaker**: Where do I stand on issues important to me?
- **ACTIVE Problem-solver**: How can I form/join alliances for change?
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Reflection
See, I told you we need tougher enforcement at the border...
2 Ways to Become an American Citizen

Native-Born
- Born in U.S.
- Born in another country to parents who are U.S. citizens

Naturalized
- Immigration Facts
  - [https://www.uscis.gov/](https://www.uscis.gov/)
Becoming an American Citizen

- U.S. = has 5% of total world population, but 20% of the immigrants
- As of 2010 (last census), 40 million or 13% Americans are foreign born.

https://www.dhs.gov/data-statistics

Requirements for Naturalization

- 18 years old
- Live LEGALLY in U.S. for at least 5 years
- Complete application
- Interview with U.S. Citizenship and Immigration Services (USCIS) to test your ability to speak, read & write English
- Take 100 question Civics Test
- LAST STEP: OATH OF CITIZENSHIP

https://www.youtube.com/watch?v=Rv0WOzEv39k
Civics Test

答尽可能多的问题。从学校练习测试中。

这里有链接，可以研究50个问题的卡片：

https://quizlet.com/101057012/civics-test-flash-cards/

这里链接，可以看所有100个问题及答案:


这里有链接，可以看政府的卡片:

https://www.youtube.com/watch?v=5TXU-p2QaA0
Write a 4-5 sentence REFLECTION in your Cornell notes using this prompt:

Do you agree/disagree with the new Utah law that requires high school seniors (YOU!!!!) to pass a Civics test in order to graduate from high school?

Include at least one argument in favor and one opposed in your reflection.
Legal v. Illegal Immigration

https://www.youtube.com/watch?v=i8T9651KKag
America's attitude toward immigration in a nutshell...

I'll pay cash if you help me build this barrier.

Illegal stays out!
Lawful Permanent Resident

- aka Resident Alien
- Arrived in U.S. with a legal visa
- Received a green card to legally live & work in the U.S.
- May remain without becoming a citizen.
- 8.8 million legal residents in the U.S. are eligible to become citizens

Preference given to:
- Immigrants with needed job skills
- Immigrants related to a U.S. Citizen
- Refugees

GREEN CARD
What do we learn about migration from this map?
Aesha

Traded into marriage at 14 years old to pay for her uncle’s crime

Jailed for 5 months for running away from her abusive husband

Maimed by her husband for continuing to run away

Brought to U.S. as a refugee

Undergoing multiple surgeries to restore her nose and ears

https://www.youtube.com/watch?v=w1WAo9tedLY&feature=em-sub_digest

REFUGEES
Refugees from the Holocaust

Refugees from Communist Cuba
Refugees from “ethnic cleansing” in Yugoslavia

Part 1
https://www.youtube.com/watch?v=6-RYNZxj2E

Lost Boys of Sudan

https://www.youtube.com/watch?v=3Qct_fDjiQE
Analyze Deseret News Editorial
(3 Logos, Pathos, Ethos, Claim)
Refugees


Analyze
Topeka-Capital
Journal Editorial
Rhetorical Triangle

RHETORIC: *Words, written or spoken, which support a claim.*

PURPOSE: *To change the beliefs or behavior of a reader or listener.*

**LOGIC (LOGOS):**

Does the argument make sense?
Does it include evidence, facts or statistics?

**EMOTIONAL APPEALS (PATHOS):**

Does the argument “feel right”?
Does it connect to the values and interests of the audience?
Does it include stories, humor, imagery, patriotism or fear tactics?

**CREDIBILITY (ETHOS):**

Does the writer/speaker
- Seem trustworthy?
- Have personal experience with the issue?
- Acknowledge opposing viewpoints (counterclaims)?
- Quote experts?
Analyze Syrian Refugee Editorials

* Please highlight and label 3 examples EACH of logos (proving with facts, evidence); pathos (connecting through emotions and values); ethos (showing credibility using experts, counterclaims, and personal experiences); and underline the claim (thesis sentence).
Write a 4-5 sentence REFLECTION in your Cornell notes using this prompt:

*Do you agree/disagree with Governor Herbert’s position on Syrian Refugees?*

*Use at least three arguments in your reflection from the editorials we highlighted in class. Be sure to show your “ethos” by including at least one counterargument.*
President Trump’s Speech to Congress

- As you read/listen to the speech, please find and highlight examples of the following—

- Everyone – Logos, Pathos, Ethos
- Group #1 – Fact Checkers
  - [www.politifact.com](http://www.politifact.com)
- Group #2 – Bipartisan support/oppose
- Group #3 – Domestic issues & solutions
  - jobs, immigration, crime, regulations, taxes, etc.
- Group #4 – Foreign threats & solutions
  - allies/treaties, terrorism, military, etc.
White House Press Release


President Trump’s Speech to Congress

Why do Millennials (and sometimes Utahns) have low voter turnouts?
### Utah Voters by Party & Status

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<th></th>
<th>Active</th>
<th>Inactive*</th>
<th>Total</th>
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<tbody>
<tr>
<td>Unaffiliated</td>
<td>494,489</td>
<td>104,982</td>
<td>599,471</td>
</tr>
<tr>
<td>Republicans</td>
<td>644,490</td>
<td>70,330</td>
<td>714,820</td>
</tr>
<tr>
<td>Democrats</td>
<td>155,003</td>
<td>19,878</td>
<td>174,881</td>
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<tr>
<td>Independent American</td>
<td>21,888</td>
<td>1,512</td>
<td>23,400</td>
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<tr>
<td>Libertarian</td>
<td>11,175</td>
<td>2,048</td>
<td>13,223</td>
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<tr>
<td>Constitution</td>
<td>4,627</td>
<td>894</td>
<td>5,521</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,331,672</strong></td>
<td><strong>199,644</strong></td>
<td><strong>1,531,316</strong></td>
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**Last Updated 2/13/17**

An "Inactive Voter" is a voter that has not voted in 2 regular general elections and has failed to respond to a notice sent to them by the county clerk.
Source: Gallup Poll


Millennial Poll on Voting

https://fusiondotnet.files.wordpress.com/2015/02/politics-affiliations-comedian.pdf
Turnout among 18-29 year-olds

Percentage of the Young Adult Electorate that Voted in the Election

- 2000: 41%
- 2004: 48%
- 2008: 52%
- 2012: 49%
- 2016: 50%

Election Year

Source: Center for Information and Research on Civic Learning and Engagement

https://www.brookings.edu/blog/fixgov/2016/11/21/how-millennials-voted/
Composition of Young Supporters by Race, Gender, and Education

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<tbody>
<tr>
<td>Trump</td>
<td>15%</td>
<td>18%</td>
<td>14%</td>
<td>32%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Clinton</td>
<td>15%</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>17%</td>
<td>35%</td>
</tr>
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Should people be forced to vote?

https://www.youtube.com/watch?v=qzTtsIf43WY
How do I vote?

- [https://www.youtube.com/watch?v=AQbr2Y4YUAc](https://www.youtube.com/watch?v=AQbr2Y4YUAc)

How do I register to vote in Utah?

- [https://www.youtube.com/watch?v=FiyUHtASqS8](https://www.youtube.com/watch?v=FiyUHtASqS8)
- [www.vote.utah.gov](http://www.vote.utah.gov)

Utah Caucus/Primary System

- [https://www.youtube.com/watch?v=FiyUHtASqS8](https://www.youtube.com/watch?v=FiyUHtASqS8)

Where can I learn about candidates and issues?

- [http://votesmart.org](http://votesmart.org)

Where can I fact-check candidates?

- [www.politifact.com](http://www.politifact.com)

Where can I find poll results?

- [www.realclearpolitics.com](http://www.realclearpolitics.com)
The framers chose to create a “Compound Constitutional Republic” partly because it was impractical for everyone to study, debate and vote on every issue.

Do you think citizens should be required to learn about the issues and vote? Why or why not?

With widespread Internet and social media access, do you think a direct democracy, where everyone could debate issues and vote online would be wise? Why or why not?
Recognize the need for selective service in maintaining a military.
How does a young man register?

On-line through the Agency’s web site at http://www.sss.gov

By filling out a Selective Service registration form at any U.S. Post Office

By completing a registration reminder postcard which he may receive in the mail shortly before his 18th birthday

By telephone, if he receives a registration card in the mail from Selective Service with a PIN number allowing telephone registration

By agreeing to be registered when completing a FAFSA application or when applying for entry into a Federal job training program
What happens if you don’t register?

No Federal grants or loans
No Federal job training programs
No Federal employment
No U.S. citizenship for immigrants

Prosecution by Department of Justice
Fine of up to $250,000
Prison term of up to 5 years

Men who do not register increase the likelihood of involuntary service for those who do register.
The Military Selective Service Act

- Establishes the Selective Service System (SSS)
- Congress must act to reinstate the draft
- Only males are required to register with the Selective Service System

President Franklin Roosevelt signed the Military Selective Service Act
Women in the Military

- 200,000 women on active-duty
- Women make up 14.5% of the 1.4 million total serving in our armed forces
- 7.1% of generals & admirals are women
First draft was attempted during the Civil War in 1863.

Court upheld constitutionality--government has right to wage war and citizens have an obligation to serve.

Law provided 300,000 troops for nine months of service.
A lottery based on birth dates began in 1969 during the Vietnam War

Changes in the first age group: Men reaching age 20 first, then 21, 22, 23, 24, 25, 19, and lastly 18

Used for random selections
Two drums used - one containing 366 days of the year, the other containing 366 sequence numbers
One birthday and sequence number are drawn
A4 = Active
Problem-solver
Volunteering

Figure 5: Word cloud showing what volunteering means to students

- giving back
- helping the community
- helping others
- unpaid
- enjoyable/satisfying
- selfless
- moral/worthwhile
- giving up time
- building relationships
- good for the CV

“Aren’t there enough problems in the world already?”
Percent distribution of volunteers by type of main organization, September 2014

- Religious
- Educational or youth service
- Social or community service
- Hospital or other health
- Civic, political, professional, or international
- Sport, hobby, cultural, or arts
- Environmental or animal care
- Public safety
- Other
- Not determined

Past DHHS Volunteer Projects

- Gathering toilet paper, bottled water, peanut butter, soccer equipment, educational kits, canned food, and shoes
- Organizing clean-ups, ASL story time, a lacrosse clinic and a 3-par Challenge
- Collecting donations for socks, hygiene kits, malaria nets, Christmas for an entire family, and a professional-grade stove to prepare meals for homeless families
- Sewing tiny blankets for newborns and twin blankets for those seeking a new start
- Singing to the terminally ill and playing instruments to help music teachers
Constructing shelves and dog beds and emergency flags

Teaching kids to defend themselves, swim, avoid steroids, dance, make art, eat healthy, and appreciate our veterans

Serving senior citizens

Making blogs, websites, tumblr accounts, brochures and documentaries

See links to other projects on the next slide
Student website
http://unemploymenthighschoolhelp.weebly.com/

Sharing Talents https://docs.google.com/presentation/d/1c2IM5whCI-pHU_01TMr8qOGEWUcxtwMZ6YHGpD7Pv1I/edit#slide=id.p3

Collecting Books
https://prezi.com/pdjt0hxoeswx/the-importance-of-literacy/?utm_campaign=share&utm_medium=email

Other student examples
http://mrsenoswebsite.weebly.com/a4-citizen-project.html
Comments from Gov’t Seniors Who Volunteered

- “Sometimes I feel hopeless, like I can’t control something; my project gave me a chance to at least do something.”
- “I only raised $57, but then I thought that maybe one of my dollars will be the one that cures cancer.”
- “What language do crayons speak?”
- “I wish someone would have done this for my grandpa.”
- “Some things can’t be learned in a classroom.”
“I sort of got off track last semester, but I found myself again when I was passing out those lunches to the little kids.”

“I started working on the project and my heart just followed.”

“Somebody has to set up.”

“The best kind of service empowers others to help themselves.”

“After the project was over, I decided to keep on going.”
This is my former student, Kris Thomas.

He chose the issue of the Taliban in Afghanistan for his A-4 project.

He spent his 4 Participation hours volunteering in the army recruitment office.

He missed his high school graduation to start basic training.

He was recruited as the youngest Army Ranger because of his marksmanship.

After only six weeks in Afghanistan, he died in a helicopter crash on February 18, 2007.
From an article in the Los Angeles Times reporting the death of Army Ranger Kristopher Thomas:

“Thomas’ friends and family members say he had an unusual drive, sense of purpose and social consciousness. In his 2005 [A4 Project] at Roseville High School, Thomas wrote that he questioned the reasons why the United States was at war in Iraq, but felt compelled to join the military to help the many Americans fighting overseas.
Thomas’ mother, Deborah Getz, didn’t know that her son had written the report until his teacher, Kathy Enos, brought it to her after his death.”

The words on the next slide are from Kris’ A4 Project, and are carved into his headstone at the Newcastle, CA cemetery.
‘I came to the conclusion that the people fighting for us are everyday people, my brother Nic included. I didn’t want to just sit back and watch the casualty numbers climb on CNN. I need to do something to help out. That’s why I signed up for the Army,” he wrote. “There are always others willing to make a choice for the greater good of society to fight for the right of those who need them most. Whether it be a fight in the field or a battle against AIDS, whatever the case may be, we need people who help those who are oppressed.’

The red words are engraved on his headstone at the Newcastle, CA cemetery.
With your partner, review Student Handout A: Forms of Civic Participation.

Read the 3 case studies on Student Handout B to learn about the forms of civic participation that individuals or groups used to address problems.

Highlight and label forms of civic participation that you see being used in each case study.

Try to find at least 5 examples in each case study.

Did the actions these people took make a difference? If so, for whom?
Iqbal Masih

- worked for six years in bonded labor for a carpet manufacturer in Pakistan until he escaped
- argued that children should be sent to school rather than put to work
- What actions might Iqbal and others have taken to address the problem of bonded labor?
- What might the results of their actions have been?
With a partner, please read the 1st case study on Student Handout B: Civic Participation Case Studies.

Highlight and label forms of civic participation that you see being used in this case study.

Did Iqbal make a difference? If so, for whom?

https://www.youtube.com/watch?v=t0D6K18wq8A
Ryan White

- Contracted AIDS through a blood transfusion at age 13
- Worked to educate people about AIDS until his death at age 18
- Wanted to be able to attend school and have a job
- Congress passed the Ryan White Comprehensive AIDS Resources Emergency Care (CARE)

https://www.youtube.com/watch?v=Mx6_4juzI4U
Read the 2nd case study on Student Handout B.

Highlight and label any forms of civic participation that you see being used in this case study.

How did Ryan, his mom, and SB Prez Jill make a difference?
This is Candy Lightner and her 13-year-old daughter, Cari, who was struck and killed by a car driven by a drunk driver.

As a result, Candy Lightner formed the advocacy group MADD=Mothers Against Drunk Driving.

https://www.youtube.com/watch?v=WMA7MsouGYg
Read the 3rd case study on Student Handout B.

Highlight and label any forms of civic participation that you see being used in this case study.

Did Ms. Lightner make a difference? If so, for whom?

Could you carry out actions like these for a cause you believe in? Why or why not?

https://www.youtube.com/watch?v=rkkUEU_9SQQ
MADE POSSIBLE THROUGH THE GENEROUS SERVICE OF A VETERAN NEAR YOU.