

UNIT 1—I Declare! MY POWER TO PETITION

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4 A PEEP 2 DIS TH POLTCL BONDS WHCH HV...

TEXT
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TEXT

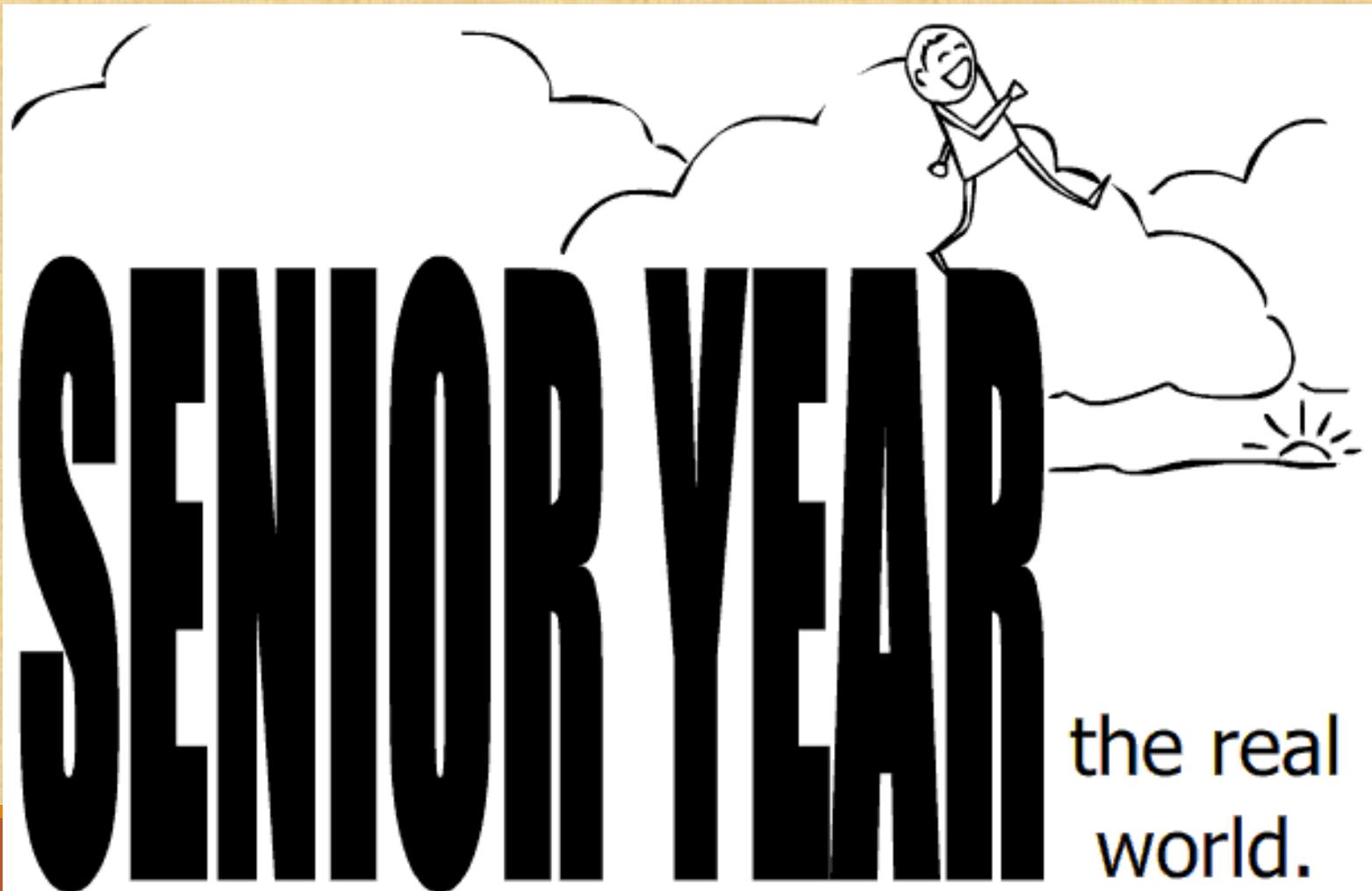


JEFFERSON
TODAY.

FITZSUMMERS © THE AZ DAILY SPIN 2011
CASLECARTOONS.COM

Welcome to U.S. GOVERNMENT AND CITIZENSHIP

<https://www.youtube.com/watch?v=Kw-Ew5bVxs>



the real
world.

Learning Targets

Students will

Process key concepts using Picto-words, Cornell Notes and Problem-based Learning skills.

Recognize key class policies in the Class Constitution.

Investigate the structure and principles of the Declaration of Independence.

Petition for change by writing a complaint letter, using the Declaration of Independence as a template.

On your blue card, please write

Your Name

The grade you hope to earn in the class.

Your plans after high school

What you'll be doing in 10 years

Extra-curricular activities (job, teams, clubs, talents, etc.)

Anything else I need to know to help you succeed (seat preference; no computer and/or internet; learning challenges; whatever else you think you should share).

On the back of the card, please draw a Picto-Name

Change 3-4 letters in your first name into pictures that represent you:

Future college major/career

Talents & Awards

Sports & Recreation

Genres of music/art

Food

Other???????????

Class Constitution

<https://www.youtube.com/watch?v=ss2hULhXf04>

Read the Class Constitution

Answer the questions on the Class
Constitution Quiz

Go to “Cornell Notes” PowerPoint
and handout

Please Set up your paper for Cornell Notes

MY POWER TO PETITION

QUESTIONS

NOTES



Read Entry Document—"Letter from FVHS Students"

Topic: DoI: PETITIONING THE GOVERNMENT

Write this in the QUESTION column:

What do we already know about problem?

As we read the letter, highlight key background information and make a list of facts about the problem in the NOTES section

BRAINSTORM—What do we already know?

PROBLEM STATEMENT

3 PARTS:

OUR ROLE

OUR TASK

RESULTS WE HOPE TO ACHIEVE

Write this in the following format:

How can we as (ROLE), (TASK), so that (RESULTS)

WRITE A “Problem Statement” IN THE
NOTES SECTION

Write this in the QUESTION column:

What else do we need to know to solve the problem?

In the NOTES SECTION, brainstorm a list of questions.

BRAINSTORM:
What do we need to know?

How are the 7 sections of the Dol a template for a complaint letter?

Use a class copy of the Dol to answer the questions on the Dol Study Guide.

This will help you prepare for the Dol assessment and to write the complaint letter.

- ✓ **Read the newspaper “ad” on the next slide.**
- ✓ **Overall, do you think this ad was an effective way for the parents to get the varsity basketball coach fired?**
- ✓ **What’s missing from the ad that could help the parents be more persuasive?**

?? Roseville High School??

??What does it take for a change??

- Do the Tigers have enough talent to be competitive in boys' basketball?
- Can you show how the basketball program is competitive?
- How does the Tigers' basketball program compare within the SFL?

Consider:

- An overall success percentage over the last 5 years of less than 28%!!
- A league percentage that is even worse!!
- How does the competitiveness of Roseville's program compare to either the Woodcreek or the Granite Bay programs?
- One year may not be a fair comparison, but does anyone believe the trend is positive for the Tiger program, looking at the past 5 years?

To keep doing the same thing and expecting different results shows a total lack of leadership by the administration.

The boys of Roseville High deserve an opportunity to be competitive.

No one deserves to lose so consistently or for so long.

**Why would a basketball player want to go to Roseville?
What does it take for a change to take place?**

Text of Dol

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

1. PURPOSE for Writing the Document

**to justify/explain
the reasons why the
colonists have the right to
separate from Great
Britain**

2. Justifications (self-evident truths) why these complaints should be taken seriously

Can't use these on the test—

All men are born equal (even the king!!!!)

All men have “unalienable” rights to life, liberty and pursuit of happiness

**Government gets its power
from the consent (vote) of the
people (popular sovereignty)**

**Government should protect
citizens' safety and happiness,
not take it away.**

**Citizens can abolish
(overthrow) or alter
(change) unfair gov't &
replace it with a better
gov't.**

3. Legislative Complaints Against the King

- He abolished laws already passed by the colonists in their colonies' legislatures.
- He refused to sign laws pass by colonies' legislatures.
- He made it difficult for legislatures to meet.
- He refused to hold elections.

3. Judicial Complaints

- He bribed judges w/more \$\$\$\$ to rule in his favor (corruption!!!)
- He threatened to fire judges who didn't rule in his favor (more corruption!!!)
- He deprived citizens of trial by jury
- He held trials at sea where rights of the accused didn't apply since it wasn't British territory.

3. Military Complaints

- He sent soldiers (standing armies) to the colonies without declaring war
- He forced colonists to house (quarter) soldiers in their private homes
- British soldiers incited citizens to fight against each other
- British soldiers incited Native Americans to fight against colonists

3. Economic \$\$\$ Complaints

- **He cut off trade between colonies and all other countries except Great Britain**
- **He imposed high taxes without a vote (representation) of the people**
- **He stopped the immigration of needed workers to colonies**

4. Previous attempts to resolve their problems

Warned (threatened to separate)

Reminded (warned again)

Petitioned (warned in writing)

Appealed (warned in writing again)

Conjured (pleaded/begged)

5. Desired Action Steps of free and independent states to

1. **Declare war**
2. **Conclude peace (sign treaties w/other countries)**
3. **Contract alliances (form partnerships like NATO)**
4. **Establish commerce (trade w/any other country)**

6. Pledge to Follow Through

The signers pledged their:

- **Lives**
- **Fortunes (wealth \$\$\$\$)**
- **Sacred honor (reputations)**

7. Signatures

56 men signed
the document

Now that you've learned about the DoI, please label the 7 Sections, on the "FVHS Letter" and highlight facts to help you write your complaint letter to the superintendent.

- 1. Purpose for writing**
- 2. Justification of why Superintendent should take these complaints seriously and help the FVHS Seniors**
- 3. Specific Complaints—(unfair requirements)**
- 4. Previous attempts to fix the problem (Mr. King and principal)**
- 5. Desired action steps (these are found in the FVHS letter; you should find 4-5 more reasonable requirements from our Thunder Government Disclosure)**
- 6. Pledge—(your next step if things don't change)**
- 7. Signature—DHHS Seniors**

REVIEW: Need to Know List

What are the 7 sections of the Declaration of Independence and a complaint letter?

What are 4-5 reasonable requirements from our Class Constitution?

What else do we need to know before we write the letter?

So now you are ready to write the complaint letter.

Address the letter to the Superintendent of the Frozen Valley School District: Superintendent Dee Claire Aton.

Explain that you are writing on behalf of the FVHS seniors.

Just write one copy of the letter, with partners alternating writing each section.

Leave a space between each section/paragraph.

Make sure you've included ALL 7 sections in your letter, IN THE RIGHT ORDER!

Please turn in your:

Complaint Letter

Scoresheet (w/your name(s) and class period

Labeled FVHS letter

Study for the Dol assessment

Cornell Note Reflection (4-5 sentences)

- ✓ **Think of a current situation you'd like to change (in a class, on campus, at home, at work, in a relationship, etc.).**
- ✓ **Explain how you could use the 7-sections of the D of I to petition for change.**

Dol Music Video

https://www.youtube.com/watch?v=A_56cZGRMx4