

Omar Mora - Opening Activity

Although students will explore the intricacies of the legislative process at both the federal and state level, the meta objective is truly allowing students the opportunity to explore the significance of their voice in a democracy.

We will begin this journey with an impressionistic lesson. Students will be provided with pre-cut slips of paper upon which they will answer the following questions:

- What is the importance/value of having your voice heard?
- Name a time when your voice was not heard.
- What might be a significant manner in which that could have been resolved; what would you like to have seen as the outcome?

Students will then roll them up - so as to keep them confidential - and bind them together forming one large collection of "voice scrolls." These will be placed in the classroom throughout the duration of the field experience. At the conclusion of the field experience, students will read aloud their answers to why they feel voice matters and then metaphorically "cast that slip" as their voice ballot in a ballot box in the room.

Omar Mora - Cover Sheet

"Stewardship: Studying the Arizona State Capitol"

"It is our collective and individual responsibility to protect and nurture the global family, to support its weaker members and to preserve and tend to the environment in which we all live." ~ Dalai Lama

When a person, or an institution, has the means and resources to provide certain socially agreed upon needs, we might refer to this as a relationship of power. Although this is a rich and robust subject to explore theoretically, it has a unique opportunity to "come alive" when students engage the topic outside of the classroom environment. When we study this relationship we can look at it through the structures of government and how they impact communities, more particularly.

However, although government has a relationship of power to the governed it also has a relationship of stewardship (also read as protection) over its governed populous. Our Montessori curriculum offers us the ability to step outside of the conventional boundaries of study and approach the intersections of government and stewardship in nuanced ways.

The primary goal of this field experience is to immerse students in the experience of visiting the Arizona State Capitol complex and becoming familiarized with the Arizona legislative process. Through this field experience, students will gain a greater understanding – and perhaps appreciation – of the democratic process. Furthermore, students will begin the broader critical inquiry of how the Arizona democratic process impacts their respective community interest(s) and how they impact the system – both positively and negatively.

Guiding Questions:

- How might the Arizona government demonstrate equity, social justice, and compassion in its attempts at stewardship?
- What are the foundations of the Arizona branches of government?
- What can be done to ensure equitable democratic participation in local government?
- How can government be effectively criticized?

What You Will Learn:

- How to identify and locate the Arizona State Capitol building and complex.
- How to identify the branches of government as they pertain to the State of Arizona.
- How a piece of legislation is drafted, voted on, and passed.
- How to access contact information on respective public officials.

What You Will Do:

- Research student home community public officials: City Council members; District Representatives; State Senators; Federal Senators.
- Create an index of historically influential Arizona state legislature.
- Write a local congressperson a letter regarding an issue (preferably regarding a legislative bill) in support of said congressperson's actions or the aims of persuading the congressperson into a different course of action.

Omar Mora - Parent Communication

Greetings:

As you are aware, your student is currently in their respective Junior Montessori year at Camelback Montessori College Preparatory. Of the several topics they will engage during the course of the year throughout their Government course, understanding the inner workings of the democratic process on both the federal and state/local level will be the most significant.

Students have been introduced to possible thematic connections that may exist between stewardship and governance; we are essentially looking at our government as an institution that has a relationship of care to the greater American population. Because we at CMCP value learning beyond the conventional classroom experience, students will participate in a visit to the Arizona State Capitol building for a comprehensive tour and a familiarization with the state legislative process. In addition, students will have a service volunteering opportunity at the local

Phoenix Indian Center where they will be of meaningful service to an existing community that has been impacted by federal and state legislature, past and present.

Due to the small Junior class community, travel will be completely provided for by the school. We will travel during the school day and return before the end of the school day. There is no admission fee for our visits to either site and lunch will be provided to students.

Should there be any further questions and or concerns, please feel free to contact me directly. Thank you again for your continued support. Your support is paramount - should your student return with any further inquiries, please engage with them. The aim is to foster a desire for interest in the participatory democratic process.

Thank you, again.

Best,

Mr. Omar Mora
Humanities: Social Studies
Camelback Montessori College Preparatory

"I am invisible, understand, simply because people refuse to see me." ~ Ralph Ellison



Omar Mora - Seminar: "Why do so few citizens participate in our democracy?"

Omar Mora - Daily Assignment

Utilizing all the resources you have at your disposal, please answer the following questions:

A. Finish each sentence.

Congress was created by the:

A bill is:

The President will veto a bill if:

A statute is:

If the Senate passes a bill but the House doesn't like it the way it is, then:

Congress can successfully override a veto if:

Usually Congress cannot override a veto because:

"Legislative" means: _____

The reason for thinking up ideas for new laws is:

A bill might die in a: _____

B. Numbers, numbers!

	Answer
Number of Representatives each state gets	
Number of parts Congress is divided into	
Number of Senators each state gets Total number of Senators	

Total number of Representatives	
Fraction of Congress needed to override a veto	
<i>Challenge:</i> Number of Senators needed to override a veto (It's math, but you can do it!)	
<i>Challenge:</i> Number of Representatives needed to override a veto	
Number of Presidents needed to sign a bill	
Number of times a bill might get re-written	

Omar Mora - Community Building Activity

Students will be encouraged to participate in the following community building activity prior to our field experience.

“Zoom” is an activity that helps develop communication skills, perspective taking, and problem solving skills.

- A series of 30 sequential “pictures within pictures” will be utilized to form a larger narrative.
- Each student will receive one pre-cut picture (some students will be asked to increase the difficulty by taking on more than one; to ensure that all 30 are used up in a 22 student room).
- Students may only look at their own picture, since it contains important information to help solve a problem.
- The challenge is for the group to complete the full picture sequence without visually revealing their images to others.
- When the group believes they have their images aligned correctly (placed on the floor on main rug), the pictures may then be turned over.
- At this point we will reconvene and process the activity (Awareness of Process).

Total time allotted: 30 - 35 minutes.

Omar Mora - Community Service Rationale

Description

The very early beginnings of our Government course will expose students to the ideas of governance, democracy, and stewardship. As students begin to understand the broader ideologies, they will be further exposed to the inner workings of the legislative processes of law making at both the federal and state level. With the expressed purpose of broadening student understanding in-and-out of the classroom environment, students will be afforded the opportunity to travel to the Arizona State Capitol where they will familiarize themselves with the site of lawmaking in the State of Arizona.

However, because the thematic exploration students will be undergoing is one of stewardship, students will also have an additional service opportunity included in their field experience. The State of Arizona (along with the Federal government, at large) holds a historically complicated relationship with the Native and Indigenous populations of America. Because of this, it is of value to have students engage with and serve a group of people directly and indirectly impacted by Arizona Governance, past and present. The Phoenix Indian Center, which serves as “.. the oldest and the first American Indian non-profit organization in the United States,” has an ongoing volunteer relationship with the greater Phoenix Metropolitan area. The plan is to have students serve in whichever capacity the center best deems. Per the center, volunteers may typically serve in the areas of:

- Adopt-A-Family for the Holidays
- Thanksgiving Food Drive
- Office and Staff Support
- Navajo Clothing Program
- Back to School Supplies

Further details regarding the specifics of the assigned and/or most needed service will be determined closer to the date of the field experience.

Contact Information

Volunteer Emails/Inquiries: info@phxindcenter.org
Phoenix Indian Center
Phone: 602-264-6768
4520 North Central Avenue, #250
Phoenix, Arizona 85012
Website: <http://phxindcenter.com/support-us/volunteer/>

Further Processing and Reflecting

Students will reflect on their service experiences by answering the following written prompt in a 1-2 page essay format:

Prompt: “Now that we have visited the State Capitol and have seen where and how laws are

written in the State of Arizona, and now that we have discussed the limitations some groups have had (continue to have) regarding participating in the voting process, please answer the following - why do you feel there is a need for an American Indian Center that focuses on community outreach for Native and Indigenous populations in the area?

Evaluation

Thank you for your time in completing this survey. Your input will help us improve our service practices and our program.

Please circle the appropriate rating, ranging from 5 (Excellent) to 1 (Poor):

How well did our students do at following directions?	5	4	3	2	1
How well did our students display manners & courtesy?	5	4	3	2	1
How was the students' level of engagement in all activities?	5	4	3	2	1
How flexible and helpful was the Camelback staff?	5	4	3	2	1
How well planned was the Camelback staff?	5	4	3	2	1
How well did the Camelback staff manage students? (Keeping them focused, involved, inspired, and respectful)	5	4	3	2	1
Overall attitude of Montessori students:	5	4	3	2	1
Overall attitude of Montessori staff:	5	4	3	2	1

What was the best part about working with our staff & students?

What improvements would you recommend?

Any additional comments?

Omar Mora - Travel and Field Logistics

The Junior Camelback Montessori College Preparatory class has 22 total students. The Phoenix Union High School District travel protocol is as follows:

- The sponsoring teacher must secure and reserve travel dates with the Assistant Principal of Student Opportunities office prior to field experience.
- All students must have parent/legal guardian sign and return a district-created permission form.
- The Arizona State Capitol is located approximately 10 miles from the school campus; school vans (capacity 14) will be used for travel. This will require an additional teacher to accompany and chaperone.
- The sponsoring teacher must fill out the district-created travel requisition form 10 business days prior to scheduled field experience.
- The Arizona Capitol Museum is free for admission and no advance reservations are required. Hours of operation are: Monday - Friday, 9:00am - 4:00pm.
- The Phoenix Indian Center is located approximately 4 miles from the school campus; school vans (capacity 14) will be used for travel. This will require an additional teacher to accompany and chaperone.
- The trips will be held on subsequent class meeting times (not on the same day).
- Both trips must be registered with the Assistant Principal of Student Opportunities office separately.

Contact Information

Arizona State Capitol Museum
 Phone: 602-926-3620
 1700 West Washington Street
 Phoenix, Arizona 85007

Phoenix Indian Center
 Phone: 602-264-6768
 4520 North Central Avenue, #250
 Phoenix, Arizona 85012

Omar Mora - Leadership Rubric

Students, please utilize the following rubric to reflect on and assess your leadership in preparation for and during our field experience.

Levels/Criteria	<u>Distinguished Performance</u>	<u>Successful Performance</u>	<u>Acceptable Performance</u>	<u>Unacceptable Performance</u>	<u>Score/Level</u>
	4	3	2	1	
<u>Responsibility</u>	Demonstrates perfect attendance, always on time or early, and exceptional participation.	Demonstrates adequate attendance, arrives on time, and adequate participation.	Demonstrates average attendance, occasionally	Has poor attendance, consistently tardy, and rarely	

			arrives late, and minimally participates.	participates.	
<u>Respect</u>	Demonstrate sensitivity, honesty, ethical consideration, and respect for the culture, language, gender, socioeconomic status, and exceptionalities.	Demonstrates ability to respectfully interact with all students and peers. Accepts feedback and follows directions.	Demonstrates developing understanding of respect in an educational environment.	Is not respectful of others or differences.	
<u>Reliability</u>	Quality work is submitted and/or provided on time. Keeps accurate records of field experience requirements.	Work is submitted on time. Student can be relied on to follow through with tasks.	Occasionally skips assignments or misses paperwork deadlines.	Frequently skips assignments or misses paperwork assignments.	
<u>Communication</u>	Demonstrates professionalism in all situations, conversations, and documents.	Demonstrates effective oral and/or written communication skills.	Selectively demonstrates effective oral and/or written communication.	Demonstrates ineffective oral and/or written communication skills.	
<u>Collaboration</u>	Equitably collaborates on projects, planning, discussion, and meetings. Demonstrates ability to work with peers and host teacher.	Shares responsibility for the creation and application of ideas, activities, and projects.	Shares some responsibility for completing tasks. Offers ideas or asks questions sporadically.	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	
<u>Contributions</u>	Contributes meaningfully to discussions, searches for answers, encourages and supports others. Demonstrates ability to work with peers and host teacher.	Often contributes valuable ideas during discussions and in meetings. Is a positive team player.	Seldom contributes valuable ideas during discussions and in meetings. Emerging as a team player.	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	
<u>Self-Reflection</u>	Demonstrates learning and growth from self-reflection on experiences, learning, practices.	Demonstrates ability to reflect, understand and make connections between theory and practice.	Seeks out and reflects on experiences and practices from various sources.	Minimally reflects on experiences, learning, practices, and understandings.	

Self-Evaluation

Utilizing the leadership rubric and your combined State Capitol and Phoenix Indian Center experiences, please reflect on your overall experience as it relates to the 3 P's: Participation, Progress, and Performance. Please, write a minimum 1 page reflection.

Omar Mora - Calendar of Assignments

Because our Government block schedule will only meet on Mondays, Wednesdays, and Thursdays the following will be the loosely scheduled calendar of events for the field experience.

Week 7

Monday - 9/19:

- Opening Activity
- Cover Sheet
- Ensuing discussion: Question and Answer
- Seminar: “Why do so few citizens participate in our democracy?” presented

Wednesday - 9/21

- Seminar: “Why do so few citizens participate in our democracy?”
- Field Experience permission slips provided
- Parent communication sent home

Thursday - 9/22

- Daily Assignment: “Understanding the Legislative Branch”

Monday - 9/26

- Field Experience: Arizona State Capitol museum

Wednesday - 9/28

- Leadership Rubric completed

Thursday - 9/29

- Community Service: Phoenix Indian Center

Monday - 10/3

- Closing Activity

Omar Mora - Closing Activity

After having successfully visited the Arizona State Capitol and served at the Phoenix Indian Center, students will bring their field experience to a close by reading the following short article about teen involvement in the democratic process:

Article: “In politics, teens discover their voices”

<https://share.america.gov/in-politics-teens-discover-their-voices/>

We will bring the experience to a close with a brief Socratic Seminar and ceremoniously placing our “voices scrolls” in a ballot box to signify the importance of voice. In addition, an optional assignment for students to write to their respective District Congressperson, State or Federal Senator about issues they feel their representative is supporting (and that they agree with) or issues they feel their representative has ignored in their community.

