

Literature and the Moral Imagination Seminar

How Laws Can Be Legally Sound but Morally Unacceptable

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## **Context and Rationale**

### Classroom and School Demographics

Ganado High School (GHS) is set in Burnside, Arizona in Apache County. It is part of the Ganado Unified School District (GUSD) but is separated from the other schools in the district by 5.8 miles. As of the last day of school for the 2022-2023 school year, GHS had 434 total students enrolled. Of those 434 students, 414 were identified as Native American with the rest being Asian, Hispanic/Latino, or a combination of multiple races usually including a Native Tribe. The school is near the center of the Navajo Nation which explains this distinct hegemony of demographics of the students. GHS is made up of 9th to 12th grade students with each grade level containing around 105 of the 434 students. As of 10/17/23, there are 437 students enrolled at our school according to our PowerSchool enrollment number I can see as an administrator of the system.

GUSD is a district where the schools are designated as Title I. All of our students receive free breakfast and lunch. The district and our students suffer from a lack of funding due to the high poverty rate in the surrounding area. The school and surrounding areas the students come from are in a rather infrastructure poor area, making online or outside of class work difficult. The students have been heavily impacted by this due to the shutdown during COVID, where teachers couldn't rely on students doing assignments for lack of internet access. This means that all of our students have a gap of 1.5 years where they were not actively participating in school.

Adding to this lack of knowledge is some of the culture that has been fostered by happenings in the community. One of the key cultural components that are always discussed is the Diné philosophy of being lifelong learners and a strong value of education. The mission statement of the district (Our mission is to ensure all students a quality education and strengthen Diné cultural values for life-long learning) and the high school (To provide a rigorous and applicable curriculum, which allows all students to succeed for college and/or careers) both echo these goals. However, high turnover, outdated materials, lack of technology, and poor infrastructure has frustrated this, causing gaps in student learning and knowledge gain. A good example of this is during the 2022-2023 academic year, in almost every department and covering all grade levels, we had to employ long-term substitute teachers in core subjects for months of the year. This greatly delays and hinders those goals from the school culture. Students learn methods and strategies that are fostered by quick planning, such as reading the textbook, as the only way that school works, making them struggle when they encounter larger or more complex strategies.

My classes consist of students in their 12th grade year, with 1 or 2 juniors involved occasionally interspersed. The school day is set up so that there are 6 class periods and a lunch period for the day, with teachers getting a prep period to themselves for planning. My two classes are U.S./AZ

Government and Economics with each class being taught 2-3 periods a day for a semester in length. Every student is required to take U.S./AZ Government and Economics to graduate, thus I have nearly every senior student during their final year. Each class is taught for a semester at a time. This means that I have roughly 105 students to split between 5 periods and each student will rotate the class at the end of the semester. The students are usually a mixture of all the students in the whole of the senior class, meaning all classes will have students of varying developmental levels and capabilities. This unit is designed for the U.S./AZ Government class as that class strives to get students to understand the unique perspectives of those that are either making the laws or impacted by the laws of the U.S.

In U.S./AZ Government, the task is making sure that students understand what of a government like the U.S. is, how our government functions and exists, and why our government does what it does. There is also a special focus on making sure students understand rights of citizenship and how to be a citizen. Students begin with foundational knowledge of what government is and why our system is designed the way it is and then they move onto how the system works. Because of this, the aim is to have the unit be presented at the end of the overall unit on the Judicial Branch. By that point, students will know what our government is and how our government is formatted to determine why it's functioning the way it does. The Judicial Branch, with its goal of judging whether laws conflict with our Constitution, becomes a good lens to analyze if the laws of this country are not only legally acceptable but also morally justifiable.

## **Rationale**

### Reasons For This Unit

The goal of the unit is to get students to understand impacts of bills and laws and potential harm that may come from them. Since the founding of the country, certain laws have been justified in a legal sense that we know today to be unjust and cause harm to various groups within the country. This unit and the location of the school offer a brilliant opportunity for the purposes of accomplishing that in this unit.

Due to the isolation from much of the world in this place, the students have a hard time grasping how laws will impact them or others. With how the school system has worked for them, our students have a gap of understanding of school processes. With the history of the Navajo Nation and U.S. policies on Native Americans throughout history, the perspective of the people and history provide an excellent guide to if our laws and such are morally just. All of this combines in a unique way that provides a critical gap in the student's understanding of their relation to the world around them when they absolutely need one. This leaves them with a deficit in knowing who they are and how they fit into the world that becomes hard to reconcile without trending towards depression and negativity.

Between the isolation and the gap in schooling, our students lack a very critical understanding of the world around them and why those things are happening or have happened. Very few of our students have any knowledge of events outside the Navajo Nation and if they do, it's an abbreviated note of the event and not much depth of knowledge. Asking students to define things like the genocide only gives mentions of the Holocaust. Asking students about slavery and they will only be able to say that it is bad with no reasoning of why it's bad or harmful. Ask them about Apartheid and they will not know what it was. Ask them about the Trail of Tears and they can relate and usually know a little about it due to the similarities with the Long Walk, but even then, there isn't much depth to the understanding or thinking. They are able to make connections to other Native peoples but beyond that, they have difficulties grasping challenges and problems facing those other groups.

Even worse for our students, there are gaps and lack of knowledge about various governmental policies and decisions that affect their lives in history or present day. Students know of the boarding schools, but they do not fully grasp the message of 'Kill the Indian, Save the Man' or the legacy behind that policy. The students have no knowledge of the uranium spill that occurred in 1979 on their lands or the impact that could have, even as the mine spill in 2015 provided a reminder as the EPA breached a mine and turned the nearby rivers yellow. The students have no concept of the issues with President Trump hanging a portrait of Andrew Jackson in the center of the room when the Navajo code talkers were speaking to him. The students have no knowledge of the Doctrine of Discovery that was just disavowed in March that had been the major driver for all the desolation across Native lands around the world. Students are not able to grasp how all these governmental actions impact their lives and view government as some large monolith beyond them.

Due to these gaps in understanding, our students have difficulties understanding experiences they will encounter off the reservation or how changes in laws affect them. I have seen my students discuss numerous times where they've been thought of as Latino and treated poorly that way because of their looks or someone heard them speaking their language and insulted them for not using English. People lacking understanding on these levels are far more likely to be taken advantage of by policies and actions of others, such as the Tates' Auto Group preying on Natives to make profits that came to light in the last 3 years.

### Reasons for Moral Imagination and Literature

One of my favorite lessons involving an attempt to get students to connect to another group of people outside their own is when we reach the mock Senate portion of the semester. This comes before the planned Diné Institute lesson. I present to the students a bill that is essentially a rewritten version of the Indian Removal Act. In this bill, I change the target to those foreign

groups more commonly displayed negatively in the U.S. news, tv, or movies: Muslims or Illegal Immigrants. Without any real need to use inflammatory language or denigrate those populations, I can read the basics of the bill: find those in that group, pay them to go to their country of origin by X date, pay for their transportation to that country, and force move those that remain with payment after X date. Classes that ask few questions or those with skewed questioning almost always pass the law. When the students ask questions that empathize with those groups and make them seem more like the students themselves, usually no student in that class votes to pass it. Afterwards, we debrief on why the bill was problematic, its base, and how the students so easily pass or almost pass something so horrible from their own history on to other groups.

Through this activity, the students are able to gain a shared perspective on how easily the country was able to pass such a law. The implementation of the law also had further problems we could discuss, in light of the fact that the U.S. government rarely followed any portion of the law except the removal of Native tribes. If students can understand the reason the oppressing group was able to pass such a law, they can better judge whether other actions of the government are just regardless of how utilitarian or popular they might be.

The difficulty with the isolation of the area then becomes getting students the views from outside perspectives. We do not possess the funds to travel or explore and immerse ourselves in other cultures and groups around the world. We do, however, have literature and stories from those groups and peoples. Through the literature and stories of these peoples, we can humanize and spread our compassion to those groups. While students will never know the exact experience of someone else, they can get a shared connection through literature and stories from those groups.

Through literature and research, students can learn about the impacts the government's policies, laws, and actions have had on other people and relate them to their own experiences. Students might not understand the concept of internment camps but they can empathize with being forced off their land and placed in a new area by the government. Students might not understand DACA or illegal immigration but they can empathize with the yearning of those peoples to travel for a better life with how much of their family goes off the reservation for the same. Students might not understand Separate but Equal but they can empathize with the discrepancy between schools serving certain groups due to media they've consumed showing vastly more advanced classrooms than our own.

Through this shared connection to and awareness of others, students are able to gain access to and evaluate their place in the world. With that understanding, they can then consider whether actions taken by the government are just, even if the action isn't aimed to affect them. With how devastating actions of the government can be on minorities, it is imperative students learn to spot effects early so they can advocate for themselves and try to prevent them. While most of these actions have been legally justified, morally they are reprehensible. Anything that is morally

reprehensible and causes harm to a group of people's ability to pursue happiness should be illegal from a Constitutional standpoint. The discrepancy between these two can only be bridged by a deeper connection between who we are and what is our place in society. This connection will be gained through literature and other media to unite us so we have an understanding of just laws for all members of society.

### Who am I to teach this?

I am very Caucasian. I am from an area far removed from this area or Native peoples. The city I am from is Parkersburg and it sits right on the Ohio border. Just like here, there is one clear group of people that make up the vast majority of the population in both the city and the state. West Virginia is the state with the highest percentage of Caucasian population in the state. In 2023, West Virginia sat at 97.12% Caucasian and Parkersburg sat at 94%. This hegemony colored my experiences in a lot of misguided and prejudiced ways as I simply did not interact with anyone outside of my own race or group until college.

I remember from my high school days, there were only 2 nonwhite students I was aware of. This meant my only experiences of other peoples were those presented in media such as tv or movies. This distorted my perception of others in ways I couldn't fathom and left me unable to empathize until I gained shared experiences in college. I learned how off my worldview had been and how easy it was to cause harm simply by not sharing empathy with someone different than myself.

When I was offered the opportunity to teach out here and decided to accept it, I knew things would be greatly different from what I was familiar with, but I expected a lot of similarities as well. The need to push for my students to advocate for themselves in light of things the government does, and their identity came from those experiences I had of needing to grow and seeing how others had viewed my students. From my grandma asking me questions such as 'Would there be a school building' or 'Am I going to live in a teepee?' to Former Congressman Steve King saying "I would ask you to go back through history and figure out where are these contributions that have been made by these other categories of people you are talking about. Where did any other subgroup of people contribute more to civilization?" to students who went off the Navajo Nation being constantly called Latina even after corrections, I saw a clear need to get my students to engage more in self-advocacy and self-representation before the assimilation process that was attempted decades ago completes itself any further.

### **Content Objectives**

Humans, as a society, have attempted to define what makes a morally good life from antiquity to today. From Socrates trying to determine what a life worth living would be to modern questions about what sort of pursuits a person should have, we have all been trying to define what makes a

life or act or government morally good (Hansing, Piering, 2023). This concept is also important to consider relative to the context of the time and circumstances to the part of history we are posing the question to, as what makes a morally good life today in the U.S. would be vastly different to that of a morally good life under Nazi rule during WWII.

For the purposes of this unit, the students will engage with this concept of moral goodness through the lens of the government and the ways in which it leads to our happiness and cohesion. We can begin this distinction with a look at the Greek philosophers and their ideas on how an individual can live a morally good (virtuous) life. The simplest and oldest definition we can format for our modern society is from Socrates and his successors, the Stoics: For the Stoics, if one is virtuous, one is happy. If one is happy, one is virtuous (Piering, 2023). From this, we get the qualifier of happiness, understood as flourishing, as the key metric in determining if someone is living a morally good and virtuous life.

Aristotle took this further and gave us various virtues we can use to accomplish this good life (Piering, 2023). Under Aristotle, a person is living a virtuous life if they are properly exercising certain virtues and this is what will be necessary for happiness. For Aristotle, his definition of happiness was more akin to flourishing rather than joy and included the community within it (Piering, 2023). So whatever makes an individual flourish is what makes for a good life and whatever makes a community flourish makes for a good society.

More modern philosophers have taken this further and included within it governance and society as a cornerstone of their principles of moral goodness for the individual. Philosophers in the 18th and 19th centuries began to include notions that getting to a true virtuous society where everyone can reach happiness meant that we needed to ensure that everyone had access to those things which allowed them to flourish. John Stuart Mill in particular states “Mankind are greater gainers by suffering each other to live as seems good to themselves, than by compelling each to live as seems good to the rest” meaning that in order for us individually to flourish and live morally good lives, we must allow all others in our society to live the same (Mill, 2009, p. 24).

This idea that we must allow others to live their best lives is one of the core concepts of my class. We as people want ourselves to be able to reach our maximum happiness and thereby our best potential means we must allow others to do so as well. In the context of that and the governmental questions of the class, how does one achieve that though? Our government is set up in very specific ways for very exact reasons and those are not always for the benefit of all. So then, how do we endeavor to make sure we are all able to encounter those results for us?

As our U.S. government is heavily inspired by and set up in mirror of principles of John Locke, it seems appropriate to start with his beliefs in answering these questions. Locke’s core beliefs that make up our system of governance are based on people having certain natural rights, and we

enter into governments freely to ensure the protection of those rights when we form societal groups. The natural rights of man according to Locke make sense of what is morally good for humans to have and denying them then becomes harmful and morally unjust (Encyclopædia Britannica, Inc, 2023). Students will have learned of Locke and these principles earlier in the semester when discussing the foundation of our government and we can carry these principles forward in our evaluation of our legal system today with it.

Jeremy Bentham, from the period following Locke, had similar ideas. If our goal as humans is to make sure we all attain happiness, then making sure that every single person in our society achieves the greatest happiness should be our governmental goal (Bentham, J., & Lafleur, L. J., 1948). During this time period, it was common to other or to exclude certain groups of people from this distinction by labeling them either not human and uncivilized or for the belief that these ideas were fulfilled as long as I was at least happier than a person being made unhappy by my actions. For instance, one of the justifications for slavery involved the harm from being enslaved being reasonable and just because the slave owners were benevolently showing them how to live proper civilized lives. Through this way, the principles fail but the core behind it is still the true goal we wish to achieve.

It's through this justification that we see our prejudiced notions of reasons for laws play out time and time again. We give the government the power to protect our natural rights and ensure our happiness, but the government itself might have other aims and goals misleading it. John Stuart Mill echoes this directly with his claim that “The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant” (Mill, 2009, p. 18). Government is thus predisposed to impose its will for our betterment or to protect us, but routinely can cause harm and a loss of happiness, resulting in morally unjust actions. Thus, for Mill, it is preferable for a government to refrain from exercising its power over individuals in decisions regarding their own happiness. Locke, again, is also aware of this in his suggestions that we form a compact with the government and if that is broken by the government, we have full rights to revolt and overthrow them. (Mal Partisan, 2013). This idea of removing or editing our laws is very essential to our U.S. government as we revolted for those rights and changed our entire government once when it was unable to uphold these ideals under the Articles of Confederation.

This idea that our laws can and should be changed for the betterment of all is another of the core concepts of my class. I want students to leave my classroom at the end of the school year knowing that while our government isn't perfect, there are ways to improve it and correct it when it errs. This is also one of the content standards for Civics in Arizona, specifically, the one dealing with ensuring students have a proper understanding of citizenship.



We can then synthesize these two concepts in this particular unit in determining what makes laws morally just and proper for all in a country. After all, as Mill says “Society between human beings... is manifestly impossible on any other footing than that the interests of all are to be consulted. Society between equals can only exist on the understanding that the interests of all are to be regarded equally” (Mill, 2009, p. 57). To ensure that we achieve the most morally good outcomes for all that result in the maximization of happiness for all, we must then perceive the circumstances amongst all of us. If we leave out certain peoples, or worse, aim to do direct harm, we are not properly including them into the equations and thus enacting unjust actions.

How then do we acquire the perspectives of these others that are so distinct from us to render our perceptions of the whole of them impossible? We must exercise and cultivate our moral imagination through media, in the case of this unit, literature, to gain some semblance of understanding of their human condition (Hansen, 2023). Through our moral imagination, we can link our own life experiences to those encountered by the other groups we wish to imagine. In this way, we can arrive at some semblance of the condition of their being and thus understanding some portion of their experience. We can then extrapolate these connections and experiences to determine if our governmental or personal actions will be just and morally sound, especially when put into practice within a pluralistic society.

Through learning of the lived experiences of those who have gone through hardships and been on the receiving end of unjust and morally bankrupt policies, we can start to formulate and understand the reasons oppressing groups would endeavor such actions in the first place. Mill again echoes this idea in his works, stating “...the only way in which a human being can make some approach to knowing the whole of a subject, is by hearing what can be said about it by persons of every variety of opinion, and studying all modes in which it can be looked at by every character of mind” (Mill, 2009, p. 35). We must then, as the saying goes, walk a mile in another’s shoes to understand them.

Thus, to ensure our laws are morally just, we must understand the context and rationale behind all of our laws and understand the circumstances and conditions of those the law will affect. Once we know the true whole of the factors, we are able to use our moral imagination to determine if the outcome of a particular action or law will be just in the end. While we can still encounter errors in lawmaking this way, mostly due to an insufficient understanding of the group or insufficiently exercised moral imagination, we will tend to end up with more laws that are morally justified than are not. And, if Locke is to be believed, when we discover a flaw in our reasoning, we are able to correct this both in the law itself but also in our moral imagination.

In order to flex our moral imagination for this goal, we must begin to take in sources of those groups that are different from us. While for this unit, students will mostly be undertaking this task through the medium of literature, we can endeavor towards this goal with other mediums if

desired. Literature itself, though, is the most accessible medium for these particular purposes as it provides a direct interaction between the reader and the text (Hansen, 2023). While combing through the literature, students will engage with not just the words on the page but their own ideas, notions, and experiences corresponding to what is occurring in the story. Students are able to make inferences about all the actors involved in the text, be it a person or entity, that would not be available, if say, we watched a video where those same things had clearly defined qualities. Thus literature allows the students to uniquely place themselves into the situation, either directly as the characters being discussed or as one closely viewing the events themselves in proper distance.

Bringing this all together, the true goals of this unit are clear. Students will exercise and increase their moral imagination to determine if the ways the government functions are truly just and legally sound in order to ensure we all reach our maximum potential happiness in life. Students should be able to understand unique perspectives of other groups of people. They should then be able to use those perspectives to evaluate if those laws allow for an increase in happiness or cause harm, both in past laws or government actions and future ones without the student being part of those events. As even the smallest of actions the government can take, can sometimes have drastic implications on the lives of the citizens and our goal as morally good citizens is to guarantee that those actions do not cause harm or a drop in potential happiness for our society or the people in it.

### **Teaching Strategies**

The following list of strategies have been selected for the teacher to easily scaffold up to expand student knowledge. The whole class instruction and questioning strategies help to establish a solid foundation of understanding of the overall topics and goals of the unit. This expands further upwards to the think-pair-share and group case study to allow students to work through and analyze the topics of the unit on a small group level. The unit then finishes with the individual student synthesizing the information to form the research to present the material on their topic to the class who will then analyze what they hear using criteria from the base of the unit.

#### Whole class instruction

In the whole class instruction, students will be presented with various information on the topic, in this case morality, and they will take notes. In this strategy of teaching, the teacher is the facilitator of all the knowledge and students receive that knowledge. This is done as an introduction to the new concepts and ideas so that all students will share the same information and basic understanding of the concepts, before they are further delved into.

This strategy will also be used to instruct the students on directions for each of the activities. While directions and instruction will be done orally, materials will also be supplied in written format for students to refer back to or use in instances they didn't hear or understand the oral wording. All directions will be on paper students can hold in their hands. Lecture notes will be supplied directly on the board and in our Google Classroom. This allows students to follow along who have difficulties with oral only content.

### Graphic Organizers

Students in this strategy will be taking notes on morality and filling in information on a prepared sheet. This sheet will allow students not only to take notes but to visually organize what they are gaining knowledge of. Using this, students can easily evaluate ideas brought up later within the framework we've developed. This will be a tool in assisting them with analyzing later points and will cut down on the need to search through notes for the information as it will be properly organized for quick access. This strategy is part of our Readership Apprenticeship program we have been working with for 3 years.

### 25-Word Summary Routine

In this teaching strategy, students will read information and create a 25-word summary describing what they have read in it. Giving the students such a small word limit has students distill the information down to just the essential points. This allows students to share the main ideas of a text or paragraph easily with each other or create simplified versions of multiple texts so they can compare the main points. This strategy is part of our Readership Apprenticeship program we have been working with for 3 years.

### Questioning

Questioning is a teaching strategy that can be used to check the understanding of students on a topic. Its function is as a formative assessment to ensure that all students are comprehending the subject matter before them. Questioning can also be used for higher order thinking by asking open ended questions that students then have to share their answer after carefully considering the question itself.

### Talk to the Text

For this strategy, students will be given a text and they will interact directly with the text instead of the teacher. They will read through a short story or article and react to it as they read. They will be sharing their thoughts on the text as they explicate the message of the story. Students will

react to not only the context of the story but also their thoughts and feelings as they read the passages.

Upon completion of any readings, students will then analyze the message and thoughts they had during the text. They will react unbiased to the information, probing their thoughts on it in the context of the unit. Afterwards, they will be given specific open ended questions to answer about the text. This strategy is part of our Readership Apprenticeship program we have been working with for 3 years.

### Think-Pair-Share

For this strategy, students take part in a collaborative learning activity. Students will have been paired up in groups of 2 to 4, depending on what amount of pairs are needed. Students will then be given material to think about, in this case, the text they read and answered about. Students will think carefully about it and put it into a format that allows them to share. Students will then share the information and thinking they have had with the others in the group. Finally, students will use the shared information to further synthesize their knowledge and understanding of the concepts. This strategy is part of our Readership Apprenticeship program we have been working with for 3 years.

### Group Case Study Problem Solving

For this strategy, students will participate in a collaborative learning activity. Students will read through two cases in history as a group. Students will read the texts and attempt to analyze them through guided questioning. Questions will attempt to get students to evaluate how these things could happen, why they could happen, and the morality behind them. Students will be tasked to synthesize the information between the two different stories and their own cultural history to create connections and broaden their comprehension of the subject and ideas.

### Whole Group Discussion and Sharing

This strategy is more a combination of others that were used, but needs its own section due to the combination of those two. Students will be completing the Group Case Study Problem Solving, portions of the Analysis of Text, and Questioning together as a whole class. The teacher will facilitate a discussion on the two stories that students read, guiding them through thinking with questions designed to get them to reach deeper levels of knowledge. Students will carefully consider thoughts on the questions and share their feedback on them, citing specific examples from the text for why they believe that way. Students will then be asked to respond and provide comments on the thoughts that other students have shared, creating a collaborative understanding process.

## Research

This strategy is an individualized knowledge gain that students will undertake. Students will become purveyors of knowledge on a specific topic through detailed research online, or potentially in our library. The goal is to have students gain enough information to evaluate it within a set criteria and present it to the classroom who will then evaluate the information presented.

## Presentation

Students will create and format a collaborative presentation on the topic they have researched. Students will present the factual information on that subject to the class who will then evaluate the material. Students will attempt to convey multiple perspectives on the material they present so that the other students gain a fuller understanding of the whole of the subject itself. This allows students to share in the knowledge gain of one student, allowing them to share multiple experiences without having to complete the research on each one themselves.

## **Classroom Activities**

### Graphic Organizer & Whole Class Instruction – Morality and Just Laws

Students will begin with a graphic organizer note taking activity. By this point, students will be somewhat familiar with the various graphic organizers we have used throughout the semester and notes we have taken, so they will be prepared with taking the notes that follow. Students will be given whole class instruction consisting of a PowerPoint presentation (permalink to presentation:

[https://docs.google.com/presentation/d/1jIwOJsFQsOYPSQIhdeTFDdD1LVkf1YTdQ-RQH0w7LKE/edit?usp=share\\_link](https://docs.google.com/presentation/d/1jIwOJsFQsOYPSQIhdeTFDdD1LVkf1YTdQ-RQH0w7LKE/edit?usp=share_link)) covering the topics of morality and just laws. As students listen to the presentation, they will fill in the graphic organizer (permalink to graphic organizer: <https://docs.google.com/document/d/1225BCI753NCN04ONq04uESjQ40EQKCGQitUIDx42OvY/edit?usp=sharing>).

This activity will begin with questioning students. The first part of their graphic organizer will be for students to fill in any knowledge they still remember on laws we've discussed in class. By this point into the semester, we've discussed Hammurabi's Code, the Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, a number of colonial laws, the Indian Removal Act, and a number of major Supreme Court cases along with some laws the students have created themselves. Students will fill in ones they remember then be given

time to share which ones still have stuck in their brains so that they may put in other student's as well. Then they will return to this part after they complete the overall note taking.

After students have filled in some laws they still remember, we will begin in earnest. Students will be presented explanations on morality, justice, fairness, and utilitarianism. On their graphic organizer, students will record the definition of the words and relevant ideas from the presentation, at the end of each section, students will create a 25-Word Summary of what they were told about the word that has to be different from the definition, and they will have to give an example.

Once the presentation is complete, students will return to the top of the organizer where they have written the laws and complete the information about them. Students will use the information from the presentation to evaluate from the laws they've heard if they are morally just or unjust, if they follow the principles of utilitarianism, and their own personal opinion of the law itself.

This is being done this way to ensure students are evaluating the laws from multiple perspectives. Some of these laws are very hard to separate from our personal feelings as well as our student population having difficulty sharing their opinions on topics. The students should be familiar with opinion sharing by this point, reinforcing it helps articulate the importance of forming opinions and being able to properly express them. Through these lenses, students can gain critical understanding of the importance of empathy and how these laws that might have impacts on their lives can be seen from other perspectives.

For an example of this, we can all understand in today's world that the Indian Removal Act was vastly harmful and morally unjust. The law did horrible things to a specific minority and the specifics in the law weren't even properly followed, exacerbating the situation further. But when we start to look at it from a perspective of legal justifications and Utilitarianism, our gut reactions of how wrong and horrible it is come into conflict with these principles.

Legally speaking, the Indian Removal Act followed all the steps set forth by the Constitution to become law. This means that it was allowed to become law. But should it have been? Students can use the words of the Constitution and the Amendments to determine if it was actually violating some of the principles of the document itself. Does this act properly establish justice or promote the general welfare or secure the blessings of liberty to the people it affects? Does this count as a cruel or unusual punishment, and if so, what was the crime? Does this act impact the ability of those affected to flourish and acquire happiness? Students need to analyze how laws exist but also the connection to the judicial branch and its ability to judge laws based on the Constitution.

Under the principles of Utilitarianism, is the Indian Removal Act justified? The complexities of this could be a classroom discussion topic for a week and still not satisfactorily explain it to the students. Under this principle, the actions that bring the greatest happiness to the most people are the morally correct ones to do. So if actions that make one person unhappy or negatively impact them exist, they are morally justified if it makes any number of other people happier in combination than the unhappiness inflicted on this one person. We use this principle all the time in schools, when we teach simplified versions of lessons so every student can understand the material even though it bores the higher achieving students or when we add wheelchair access ramps to any stairs so that people who have mobility issues can access all areas of school. These things ensure that the majority of the students' lives are improved and the negatives are low level; slight boredom or more space needed for inclines along with extra spending to construct them.

If we look at this in terms of the Indian Removal Act, the complexity increases drastically. The negatives become very harsh for all the Native peoples removed from this. The destruction of their lives, culture, and heritage would be extremely hard to overcome regardless of positives. If we look at those areas where they were displaced from today, a number of those areas are highly developed and full of happy descendants of those that displaced the original inhabitants. So is the happiness from all these people living today equal or more than the life ruining unhappiness caused by the law? Almost certainly not, but students should be able to think through all those steps to adequately judge the laws and events we will come across as far too often the governmental actions will not be to this level of monumental harm that makes the distinction easy.

### Talk to the Text, Whole Group Discussion, and Think-Pair-Share – Short Stories

Once we have completed the graphic organizers, students will begin looking at the topics of morality and just laws through a number of short stories. We'll begin by working on a few short stories as a class. Students will read through and talk to the text for the couple stories, then they will discuss the stories as a whole class. Questioning techniques will be used to ensure students are looking towards the right places in the story to decide if the topics in them fit the requirements of: what is the moral question in the story; are the actions in the story morally justified; are the actions in the story legally justified; and the student's opinion on the actions in the story.

The first story we will be looking at is a short story titled "Bread" by Margaret Atwood. In this story, the reader is asked to imagine themselves in a number of situations relating to bread. They go through various scenarios about eating bread, being hungry, and desiring bread. From this story, students are able to analyze those questions multiple times. It also allows a multitude of opportunities for students to talk to and react to what is happening in the text. For instance, one

of the paragraphs asks the reader to imagine they are in prison and facing the choice of either giving up information that will get their comrades killed or be killed in the morning. What did the reader do? What sort of law would send them to prison with those choices as options? Which option is the morally correct one? What thoughts go through their head as they think about those decisions? Friends? Family? Activities?

This story also shows the purpose of the unit. The goal of starting with “Bread” is that it will hopefully unlock student’s brains to the idea that they can relate to others, even if they haven’t been in the position themselves. As the story is literally about bread, students can easily imagine bread. They’ve been hungry before so they can put themselves in scenarios about hunger for food and how good a slice of bread would be to them. The connection between the story and our own past experiences is the bridge to which we can increase the moral understanding of situations and build empathy in our students (Hansen, 2023).

The second story we will be looking at is a series of poems titled “Bloodflow” by Reed Bobroff from the book *The Great Vanishing Act: Blood Quantum and the Future of Native Nations*. This series of four poems is about the importance of blood in the lives of Native peoples. It is a Navajo story and likely deals with things the students themselves have thought by this point or have had their elders talk about with them.

The first poem is about the ways the author loves. It will give students unique thoughts and a strong ability to react in the text when he talks of having “... odes to your armpits, toes, cuticles...”. The second poem details how it feels like he needs to ensure he finds a Navajo wife and the Navajo parts of himself. If he doesn’t find a Navajo wife, is he killing off his Navajo line? Where can he find his identity laid out in his blood? The third poem contains details on what sounds like a split between the two focused around blood and identity as well as him donating blood and potentially losing all that. For example, if you are not 100% Navajo and give blood, is it possible to give up the Navajo blood in your veins and stop being Navajo until it replenishes? The final poem is about how the blood inside him makes him feel and how he doesn’t feel all that different without the blood in his veins after donating away his tribal enrollment.

These poems serve the purpose of getting students to consider the moral implications of blood quantum, one of the most powerful forces in their lives. How does one define their Native identity? Are they allowed to date outside of their tribal affiliations, even when their own blood quantum is low? Do they have to do blood quantum math before they can date? Is the morally correct choice one for love or one for tribe? Does the blood quantum allow them to flourish and achieve happiness? Should there be another metric for recording who is and who isn’t Native?



Once the initial stories are completed, students will work in table groups of 4 (the desk format they are already in) to read through a random selection of stories from the list of stories in the references section. Students again will be talking to the text as they read through the story they ended up with. Since these are a bit longer stories, I will not be expecting students to talk quite as much as on the shorter ones though their reactions to the topics in the stories are still highly pertinent. When complete, students will analyze the morality seen in the story using our prior criterion. Students will finish up their story by creating a 25-Word Sentence covering the main moral question the story is asking and a second 25-Word Sentence covering the basics of the story.

Once students have completed their story sentences, they will pair up with all the other students that have the same story they read through. The groups will discuss the story and create a shared consistent 25-Word Sentence for the basics and a second 25-Word Sentence for the moral question in the story.

Once each group has their two sentences for the overall story of each, the students will return back to their original groups. In their original groups, students will share both sentences for the other students to record on their graphic organizers. The goal is so that all students have recorded the information for the stories while also hearing the information. The stories have a unique bent to them so that over the course of all of this activity students will be talking to the text or each other to create a synthesis of the information and to really demonstrate their understanding of morality. The overall goal being to get students to further relate to all the people in the stories.

### Group Case Studies – Rubric and Initial Governmental Stories

To begin this part, students will be given a rubric to grade laws. This is viewable under the assessment plan. Students will be using this rubric over the final two activities, this case study analysis and the research presentation up next. Now that students have a better understanding of morality and have hopefully empathized with other groups from the stories we have read so far, we will be looking at the abstract realm of governmental laws and actions. Moral actions get a lot more complex when we scale it up to the size of a government like the U.S., with the large number of individuals with differing interests we have in this country. Any laws that get created must be looked at in how they will affect the almost 350 million people that are U.S. citizens and all the other members of society that live within our borders.

To start with, students will be given 1 of 2 stories to read through. As they read their assigned text, they will Talk-to-the-Text and follow the instructions for that activity under Teaching Strategies. The two stories involve very clear horrendous treatment of a people by the government for two different aims. Students will be reacting directly to the thoughts and feelings

of those involved while reading the stories. Then they will be answering questions to help them analyze what happened and why it happened.

Once students have completed their Talk-to-the-Text, they will create a 25-Word Summary of their text. They will then find someone who had the other story to talk to about both stories using Think-Pair-Share. They will share their summary, their questions and answers, and their thoughts during the story. Then working as a pair, they will attempt to use the rubric to judge how morally sound and legally just the governmental actions in these cases were.

One of the stories has very clear moral harm as its main focus, the story “The Great Hanoi Rat Massacre Did Not Go As Planned”. Students should very easily be able to pick up on the government being morally wrong with clear goals to discriminate against a group of people and favor another. The actions and results of the actions are also very clearly morally wrong throughout the story, though at the time, it was done perfectly within the legal framework of the country making them legally acceptable. So students should see the discrepancies between legally correct and morally wrong governmental actions. This opens them up to see that the government can easily disguise acts of harm and give them morally justifications to get the population to accept them.

“The Great Hanoi Rat Massacre Did Not Go As Planned” features a case where the French were attempting to build houses for its citizens in Hanoi. In their planning, they wanted their citizens and only their citizens to have all the advancements the French had access to in their country. They did not, however, want to include the natives in these advancements. So they only created them in their section of the town with the big thing being the sewer system. Due to this attempt to not include the natives, this government action causes net harm to both by the end with a mass outbreak of rats and poor governmental actions to solve the problem. So this story works as a great introduction to the main topic of the unit: how governmental actions can be legally sound but morally reprehensible as the case followed all the proper legal channels in France.

The other story isn't as clear cut and dry. This story, the internment camp story, features a country fresh at war after a devastating surprise loss. Students will be reading from information on History Channel's page for the Japanese Internment Camps of what occurred to start the internment all the way through the court cases involving it. The choice to have students read this instead of a short story or detailed account from someone living through it was made due to students already being in the process of reading *Farewell to Manzanar* as part of the English 12 curriculum at the same time as this unit is happening. Through this, students will gain a factual detailing of what was happening as well as personal experiences with the internment camps across their curriculum.

Faced with recovery from the horrendous loss at the start of WWII for the United States with the bombing of Pearl Harbor, the U.S. implements the Japanese internment camps to protect from possible espionage from Japanese citizens now that we are at war with Japan. The U.S. government and people used a number of reasonings to justify their actions and it becomes harder to parse how morally sound this action was with the horrors of war floating over their heads. Students will read the information about the internment camps and the case summary from Oyez.

Students will be asked to analyze, relying heavily on their personal experiences, their English class readings, and opinions, if this action was morally justified. They will analyze it both as a lens of that time period and with what all we know today about the results. Through the Oyez court decision, we can tell the internment camps were legally justified all the way throughout. Our government deemed this action totally morally acceptable under the circumstances due to how valuable information and intel can be during a war. We'll see if students think the same both for the time period and today. We'll also briefly discuss how a few of the internment camps ended up being on Native American reservations to see if that causes a further wrinkle in this. This connection to the camps themselves is designed to give the students a further bridge to gaining sympathy and compassion, as they now share a moment of history.

### Presentation and Research

After a closing group conversation on the rats and internment camps, we'll close out the unit with the major evaluation piece: the presentation. Students will begin by selecting a topic from a pre-chosen list of topics seen in the resources section. This number of topics has been chosen to ensure that every class member gets a unique one, given I can have close to 80 students a semester in my U.S. Government classes. The topics feature a large swath of actions the U.S. government has taken over the years of its existence. Some of these topics are very clearly hurtful and morally unjust. Some of these topics are very clearly positive and have almost purely morally just implications. Some of these topics cause both harm and positives, so students will have to properly analyze if the positives outweigh the harm in these cases.

Students will begin looking up information on their topic. They will find the background about the topic and synthesize the information in a way that will present well. Students will be tasked to determine what time period the action happens in and what were common thoughts on the topic during that time period. Students will be tasked with finding the justification and reasoning behind taking this government action. Students will then begin to fill out the rubric on their own group with their research.

Once students have acquired all the information necessary to complete their research, they will begin to synthesize their information into a presentation. Their presentation will be an oral

presentation with pictures to display in the background. While a PowerPoint presentation might allow the students to share more in depth, this will fit better in the schedule and still get all the relevant information with this format. It also ensures that students will have to become highly knowledgeable in that topic to be able to discuss it in front of the class without the aid of a PowerPoint behind them. Students will choose a group of pictures that represent their topic and have those in rotation behind them while they speak.

The presentation itself will have students present the information in as succinct of detail as they can get it without leaving any relevant information out. The goal is to have the students inform the others about the background information, the reasonings, and the effects the action had. Through this, students will be able to morally judge if the law was just or not. While hearing the presentations of the class, students will be filling in the rubric for each group as it presents. This way we have a full class set of all the government actions judged. We can then also use this in other classes so we get a better understanding of all of them.

With the close of this, the goal is to have the students write about the actions the government has taken in each case to determine how well the students are able to connect with their fellow humans. Were the students able to increase their compassion and reach a mutual understanding of each other? Were they able to put themselves properly into the lives of someone affected by the government action? Did they make their decisions about the actions from that place? They should be able to place themselves in the time period and not judge with today's standards. Even at the time of the Constitution, the founders were able to say that slavery was morally wrong. Students should be able to reach that same conclusion today or back then. The issue becomes with how it was justified and legally allowed to the point we had to have the civil war to end the practice, at least in nonincarcerated fashion.

### **Student Assessment Plan**

The student assessment plan will be a combination of the presented materials the students will do and the writing they will do on both their own and the other students using the rubric. Students will be assessed on their presentation for the depth of knowledge they were able to uncover as well as the key points from the rubric they are able to showcase. Students will be assessed on their writing based on how well they understand the topics and how well they explain their reasoning on why they arrived at that conclusion.

For the presentation assessment, I will be looking at the background information students provide first. They should be sharing the events that lead to the specific government action being taken, the specific action the government took, the arguments for and against that government action, and the impacts this action has had. Students should be emphasizing key demographics that government action has interacted with, whether as forces of moral justice or not.

For the first portion of the writing, students will be assessed on their responses to the rubric. They will be judged based on how well they were able to express their opinion on the morality of the government's actions from the presentations, including their own. Students should reveal their analysis of the complexity of each action the government has taken in their writing. They should reach a conclusion of was this a just action or not and was it truly legally acceptable.

For the second portion of the writing, students will be assessed on their reasoning skills. They will be asked to explain how they reached their conclusions about the actions the government takes. They will be asked to explain why the action is just or not, why the action should or should not be legally acceptable, why they think the government took this action, and how this action might impact them.

#### Rubric

For the rubric on these activities, students will be instructed to answer the following questions in a couple sentences with an explanation of their meaning to analyze the effect the laws are having. The questions will be:

Did the law accomplish its purpose? Was the law just? Did the law cause any harm? Were their groups more impacted by the law than others? Which? Was the impact due to the idea behind the law or the implementation of the law?

Does this action by the government specify a certain demographic group as a target?

Does this action seem like it is meant to cause harm to a certain demographic group?

Does this action attempt to do a moral good?

Did this action accomplish its purpose?

Did this action negatively affect one or more demographic groups?

Did this action positively affect one or more demographic groups?

Was the negative or positive effect intended?

Does that positive effect outweigh the negative effects damage? Is it the Utilitarian thing to do?

What is the legal justification for this action?

Did this action get evaluated by the Supreme Court? What did they say in regards to it?

Should this action have violated the Constitution?

#### **Alignment with Standards**

##### Standards That Will Be Used

For this particular unit, the following Arizona History Civics standards will be the core of the focus:

C2: Citizens have individual rights, roles, and responsibilities.

C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

HS.C2.1 Explain the importance of individual participation in civic and political institutions.

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.

HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

HS.SP2.2 Analyze the ways in which perspective shapes recorded history.

HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

For this particular unit, the following Diné Character Building Standards will be the core of the focus:

Concept 3 - I will have self-respect.

PO 1 - I will speak honorable words.

PO 2 - I will express compassion and acknowledgement to all.

PO 3 - I will express sympathy to others.

For this particular unit, the following Diné History Standards will be the core of the focus:

Concept 1 - I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.

PO 3 - I will research and analyze the Diné historical events.

Concept 4 - I will understand the integrity of my culture, language and values that are protected and maintained.

### Explanation of the Standards Used

The core civics standards used in this unit (C2, C3, C4) represent how the people and government interact with each other. This process has the government create and pass laws that then get applied to the people who will react to the various ways the laws impact them. With morally unjust laws being the focus of this unit, we want to examine those and how people go about fixing the issues they cause. The other Arizona Civics Standards follow these same principles of evaluating perspectives of people through the lens of history. We'll be using this lens to analyze how morally appropriate these laws and actions were.

The Diné Character Standards go directly to the overall goal of this unit; that is, getting students to see the world through other perspectives. To begin with, they must have self-respect so they can adequately see themselves as equals of others. They must choose honorable words so that they are discussing the merits properly and not just hurling insults or disrespecting each other. Lastly, compassion and sympathy are the whole goals of this unit. Students see themselves as equals and can experience the feelings, emotions, and journeys of others to build up their compassion and sympathy for all other peoples.

The Diné History Standards cover another core aspect of this unit and in fact this whole program. This is a unit about Diné people and actions taken against them by the government. This program is about getting Diné students to learn better to accelerate their regaining of culture, language, and place in the world. While not every part of this unit looks at Diné specific examples, a number of the parts apply to them and have continued to impact them to this day.

### **Resources**

Information For Planning the Lesson and Student Information

Mill, J. S. (2009). *On Liberty: from a 1909 edition*. Auckland, New Zealand: *The Floating Press*. [https://arizona-nau.primo.exlibrisgroup.com/permalink/01NAU\\_INST/1tbnpba/alma991009224418803842](https://arizona-nau.primo.exlibrisgroup.com/permalink/01NAU_INST/1tbnpba/alma991009224418803842)  
This is a look into what makes actions morally just as well as fully understanding their fellow man.

Mill, J. S. (2009). *Utilitarianism: from a 1879 edition*. Auckland, New Zealand: *The Floating Press*. [https://arizona-nau.primo.exlibrisgroup.com/permalink/01NAU\\_INST/1tbnpba/alma991009224416303842](https://arizona-nau.primo.exlibrisgroup.com/permalink/01NAU_INST/1tbnpba/alma991009224416303842)  
Provides insight into utilitarianism and how to make sure actions achieve the greatest moral good. Used for planning.

Bentham, J., & Lafleur, L. J. (1948). *An introduction to the principles of morals and legislation*. *Hafner Pub. Co*.  
Provides insight into the moral complexity of laws and how they can be legally sound but morally unjust. Used for planning.

*Encyclopædia Britannica, Inc.* (2023). *Two Treatises of Government*. <https://www.britannica.com/biography/John-Locke/Two-Treatises-of-Government>  
Covers information on what a government should be and how it should function to allow for the greatest happiness of the citizens in the country. Used for planning and given to students early in the semester.

Mal Partisan. (2013, March 17). O.A.R. Ep. 23: John Locke [Video]. *Youtube*. <https://youtu.be/UDCfzXB76h0>  
Used in class as part of a normal unit but emphasizes the role government plays in our lives and what would make a government morally unjust.

Piering, J. (2023, June 20-22). *Virtue Ethics*. [Conference presentation]. *Diné 2023 Summer Intensive Session*, Flagstaff, AZ, United States. Goes over basics and ideas of what makes someone virtuous from various viewpoints throughout history starting with Socrates and Aristotle. Used for planning.

Piering, J. (2023, June 23-24). *Existentialism and Ethics*. [Conference presentation]. *Diné 2023 Summer Intensive Session*, Flagstaff, AZ, United States. Goes over the ideas of existentialism and how humans exist at their core. Used for planning.

Hanse, A, Piering, J. *Literature, Philosophy, and the Moral Imagination*. Zoom fellowship meeting. April 5, 2023. Gives overview and starting ideas of what to do for the unit. Used for planning.



Castagno, A. E., (2023, June 27) CRAIS Principles: Core Principles of Culturally Responsive Schooling with/in Indigenous Communities. Diné 2023 Summer Intensive Session, Flagstaff, AZ, United States. Inspired ideas on what to do to be better inclusive with culture and wording in my class. Used for planning.

Hansen, A. (2023, June 24-28). Literature and the Moral Imagination. [Conference presentation]. Diné 2023 Summer Intensive Session, Flagstaff, AZ, United States. Provides insights on how to improve the moral imagination in students that will then further their empathy and ability to see the world through the lens of others. Used for planning.

TED. (2012, March 5). Bryan Stevenson: We need to talk about injustice [Video]. *Youtube*.

<https://youtu.be/c2tOp7OxyQ8>

Watched years ago and it inspires me to be better about educating students on the way the system actually functions and has strong ties to the unit in that all of our laws may not function justly for all members of society. Used in planning but may be given and shown to students.

TED. (2022, July 7). How ethics can help you make better decisions [Video]. *Youtube*.

<https://youtu.be/BAswj8evFZk>

Goes over how our actions affect others and the perspectives of those kinds of actions exist based on the system of ethics and morality that we know. Used in planning but may be given and shown to students.

TED. (20120, March 22). Science can answer moral questions [Video]. *Youtube*.

<https://youtu.be/Hj9oB4zpHww>

Covers how science can help us answer questions surrounding morality for the whole of humanity and how each individual can achieve a life that is flourishing.

#### Stories Used In The Lesson

The Lottery by Atef Abu Saif

The Lottery by Shirley Jackson

Harrison Bergeron by Kurt Vonnegut, Jr

The Test by Theodore Thomas

Lady or the Tiger by Frank R. Stanton

Coup de Grace by Ambrose Bierce

A Jury of Her Peers by Susan Glaspell

I Bought a Little City by Donald Barthelme

#### Potential Presentation Topic List

1. Redlining - property zones
2. Japanese Internment
3. Russian Internment
4. Don't Say Gay
5. Roe V Wade
6. Separate But Equal
7. Plessy V Ferguson
8. Dredd Scott
9. Indian Removal Act
10. Stop and ID
11. Voter ID restrictions
12. Mail in Voting
13. Electoral College
14. Iraq & Afghanistan Invasions
15. Spanish Flu response
16. Alien and Seditious Act
17. Emancipation Proclamation
18. Statehood of WV
19. Statehood of Hawaii
20. Bombing of Japan to end WW2
21. NAFTA
22. Patriot Act
23. Affirmative Action
24. Defense of Marriage Act
25. Creation of the FDA
26. Creation of the EPA
27. National Parks
28. Death Penalty
29. Banning of Marijuana
30. Banning of psychedelics
31. Stop and Frisk
32. DACA
33. Standing Rock and Native pipelines
34. Civilization Fund Act of 1819 and Compulsory Indian Education Act
35. COVID Stimulus Checks
36. Citizen's United Case and Decision
37. Trillion Dollar Coin
38. The G.I. Bill
39. Prison System
40. Marijuana Drug Classification

41. Tax Rate Country Start to Now
42. Effect of Tax Cuts
43. Social Security
44. Medicare
45. Medicaid
46. American Civics Act
47. Arizona Career Action Plan for Students
48. Student Loans
49. FEMA
50. Native Boarding Schools
51. Doctrine of Discovery
52. Minimum Wage
53. Outsourcing
54. Commercial Space Flights
55. Church Rock Uranium
56. Gold King Mine
57. Blood Quantum
58. The Declaration of Independence
59. The Monroe Doctrine
60. The Louisiana Purchase
61. The 3/5ths Compromise
62. The Great Compromise
63. The Missouri Compromise
64. WWI involvement
65. WWII involvement
66. The Dawes Act
67. Indian New Deal 1934
68. Columbus Day Creation
69. Addition of "Under God" to pledge and money
70. New Deal
71. League of Nations
72. United Nations
73. The 14th Amendment
74. The 15th Amendment
75. The 26th Amendment
76. Stimulus Checks
77. Space Race
78. North Korea Sanctions
79. Iran Sanctions
80. 2008 bank bailouts

81. Single Payer Healthcare

82. Police