

The Meaning of Citizenship

Class: 7th Grade Social Studies (Other options: 6th Grade Social Studies, 8th Grade Civics, Geography)
Unit: Government and Citizenship
Lesson Title or Topic/Essential Question: What are the duties and responsibilities of citizens in our constitutionally framed, democratic republic? How can citizens influence the government via public opinion? How are the roles of citizens different under other types of government (non-representative governments)?
Estimated Classroom Time Required for the Lesson: Five Days (50 minutes ea.) variable* Day 1: Introduction and Information Day 2-5: Public Issue Research and Flowchart *Additional days may be needed for speeches/presentation depending on class size.
Content Standard Alignment: Idaho Content Standards for Grade 6-9 Geography-Eastern Hemisphere: Standard 4, Goal 3, (6-9GEH.4.3); Standard 4, Goal 5, Objective 1 (6-9GEH.4.5.1) Note: The standards enumerated above are state-specific. Appropriate CCSS ELA Writing "skills" standards can also be cited as practiced in this lesson (e.g., CCSS.ELA-Writing.W.7.1; W.7.7).
Lesson Objectives/Instructional Outcomes: Students will use accurate language, analysis, and persuasive techniques to: <ul style="list-style-type: none">• Describe the duties and responsibilities of citizens in our representative democracy.• Compare these rights and responsibilities to those of citizens living in other types of governments.• Research a current, contentious public issue and write a speech that includes a plan for addressing or solving the issue, that illustrates the specific roles/responsibilities of citizens in doing so.
Lesson's Relationship to Unit Structure: Connections to previous lesson, prior reading, and assignments: This lesson builds on students' knowledge and understanding the differences among nations that have governments with limited powers, and those with authoritarian or totalitarian governments (unlimited powers). This lesson: Students will explore the privileges, duties, and responsibilities of citizens. Public issues will also be discussed as students conduct research into a topic (e.g., a public policy, legislation, etc.) and the role citizens could play in addressing that topic/issue. Foundation for future lessons: This lesson lays the groundwork for discussing different nations' governments and the civic roles of citizens in those countries. (Events such as the Arab Spring, the demonstrations in Tiananmen Square, and other situations may serve as case studies/events to illustrate this lesson.)
Instructional Materials/Resources: Resources: <ul style="list-style-type: none">• Related readings from adapted course text (a variable)• Research prompt and rubric for public issue project and speech• Graphic organizer for research (e.g. Venn Diagram, Concept Map, Flowchart) from curriculum materials or internet sources, such as Teachers Pay Teachers• Access to school computers for students.
Methods and Instructional Strategies
Concept Prerequisites: Key concepts and terms: duties and roles of citizenship; five duties of American citizenship; voting; active citizenship; (review) limited government, unlimited government; (recurrent) comparison of world governments and societies.

Content specific vocabulary and terms include: (review of) sovereign nation, constitution, democracy, representative democracy, totalitarian government; (introduction of new vocabulary, including draft, jury duty, political parties, interest groups, public opinion.

Anticipated Student Misconceptions:

Students might believe: citizenship has few duties or responsibilities; participation in government is difficult, outside of voting; duties and responsibilities of citizenship are the same around the world.

Introduction/Anticipatory Set:

Warm-up:

- Have students make a list of their personal duties and responsibilities (e.g. chores, babysitting, etc).
- Call on students or ask for volunteers to share and compare lists with those of other classmates.
- Discuss: Why do we have duties and responsibilities? How do those duties and responsibilities affect those around us? How do the terms obligations, duties, and responsibilities differ?
- Move from discussion of personal responsibilities to those of citizenship.

Instructional Activities:

Direct instruction:

- Present a brief overview of the duties and responsibilities of citizenship in the United States and how citizens can influence the government.
- Compare the roles in limited and unlimited government.

Student engagement:

- Introduce a public issue project by explaining to students they are to select a public issue/problem (a large issue or an issue that affects the school) and persuade others by proposing a solution.
- Use essential questions to guide students in reaching their own solutions (one-on-one help).
- Have students present their issue and solution to the class (presentation, whole class).

Differentiation According to Student Needs:

Depending on their background, some students may require a review of the government of the United States. For those students with IEP and 504 plans, assignments may be shortened or otherwise altered to accommodate those plans, such as having students complete a flowchart outlining their solution, instead of writing a speech. Consider providing students with guided notes, for use during direct instruction.

Wrap Up- Synthesis/Closure:

For open discussion: How can we fulfill our duties and exercise our roles as citizens? What citizenship roles can those under the age of 18 fulfill?

Assessment (Formative and Summative):

Formative assessment: Include interactive Q and A during direct instruction and one-on-one check-ins with students as they work on their projects. A writing prompt and rubric will incorporate and relate to the lesson's topic and essential questions.

Summative assessment: Evaluate the assessment on a rubric that reflects performance goals of the school or district's adopted writing curriculum goals.

Extension and Evaluation of the Lesson

Enrichment: Which duty or responsibility expected of citizens do you think is the most important? Explain your answer (critical thinking, unit exam question).

Extension: Have students share any volunteer "civic" activities they have participated in. Instruct students in small groups to create a list of volunteer opportunities in their school or local community. Using the list as a guidance, have students make a poster that encourages others to engage themselves as civic volunteers (collaborative learning).

Peer collaboration: Having students write a speech could be a collaborative project with an English teacher(s), in persuasive writing.

Student reflections: Ask student to share their thoughts (written, or oral) on the value of this lesson. Are the instructional goals of the lesson reflected in these thoughts?

