

What Does It Mean to Be a Good Citizen?

Responsibilities and Rights of U.S. Citizens

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Grade Level	8th – 12th Grade	**Time Frame**	120 minutes
Subject	Social Studies	**Duration**	2 - 3 class periods
Course	U.S. Government, U.S. History		

Essential Question

What does it mean to be a good citizen of our democracy? What are the responsibilities and rights of citizens in our democracy?

Summary

In this lesson, students explore the responsibilities of citizens. Students begin by brainstorming what it means to be a good citizen. They then analyze two documents that provide further information on the responsibilities of citizens within a democracy and summarize their learning in a graphic organizer. Students further extend their knowledge by analyzing a study from the Pew Research Center about citizenship and connecting the study to other texts, the world around them, and their own lives. To conclude the lesson, students rank the most important responsibilities of citizens and justify their rankings.

Snapshot

Engage

Students create a word cloud by identifying the traits of a good citizen.

Explore

Students read, analyze, and compare two documents to understand what it means to be a good citizen.

Explain

Students complete a graphic organizer about the responsibilities of citizenship based on their understanding of the two documents they read.

Extend

Students analyze a Pew Research Center study about citizenship and make connections between the survey and the texts, their own lives, and the world around them.

Evaluate

Students rank the most important responsibilities of citizens and justify their rankings.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple
PPV301: Recognize a clear intent of an author or narrator in somewhat challenging passages
SYN301: Make straightforward comparisons between two passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

8.3.10: Describe the responsibilities of United States citizens such as:
8.3.10A: registering and voting in public elections
8.3.10B: engaging in informed civil discourse
8.3.10C: serving on a jury
8.3.10D: paying taxes
8.3.10E: obeying laws
8.3.10F: registering for military service

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.5.1: Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15thannual deadline,and respecting legitimate authority.

Attachments

- Document Analysis Packet (Teacher)—What Does it Mean to Be a Good Citizen.docx
- Document Analysis Packet—What Does it Mean to Be a Good Citizen - Spanish.docx
- Document Analysis Packet—What Does it Mean to Be a Good Citizen.docx
- Four Corners Signs—What Does it Mean to Be a Good Citizen.docx
- Four Corners Signs—What Does it Mean to Be a Good Citizen.pdf
- Lesson Slides—What Does It Mean to Be a Good Citizen.pptx
- Making Connections Between Texts, Self, and World (Condensed)—What Does it Mean to Be a Good Citizen - Spanish.docx
- Making Connections Between Texts, Self, and World (Condensed)—What Does it Mean to Be a Good Citizen.docx
- Making Connections Between Texts, Self, and World (Teacher)—What Does it Mean to Be a Good Citizen.docx
- Making Connections Between Texts, Self, and World—What Does it Mean to Be a Good Citizen - Spanish.docx
- Making Connections Between Texts, Self, and World—What Does it Mean to Be a Good Citizen.docx
- Responsibilities of Citizens Graphic Organizer (Teacher)—What Does it Mean to Be a Good Citizen.docx
- Responsibilities of Citizens Graphic Organizer—What Does It Mean to Be a Good Citizen - Spanish.docx
- Responsibilities of Citizens Graphic Organizer—What Does It Mean to Be a Good Citizen.docx

Materials

- Lesson Slides (attached)

- Four Corners Signs document (attached; one set)
- Document Analysis Packet handout (attached; one per student; print two-sided, staple)
- Document Analysis Packet (Teacher) handout (attached; optional)
- Responsibilities of Citizens Graphic Organizer handout (attached; one per student; print two-sided, staple)
- Responsibilities of Citizens Graphic Organizer (Teacher) document (attached; optional)
- Making Connections Between Texts, Self, and World handout (attached; two versions available; one per student)
- Making Connections Between Texts, Self, and World (Teacher) document (attached; optional)
- Student devices
- Pens or pencils
- Highlighters
- Large chart paper
- Sticky notes (two per student)

5 minutes

Engage

Teacher's Note: Preparation

Prior to the lesson, prepare for the first activity by creating a Mentimeter word cloud generator for your class. For additional help setup, see the Mentimeter tech tool.

1. Navigate mentimeter.com and select "Sign up" or "Log in" in the top right corner.
2. Select "New Menti."
3. Create a title for your presentation by selecting "Untitled presentation" at the top of the page.
4. Select "Start from scratch."
5. Under "Slide type," select "Word Cloud" from the dropdown list of popular question types.
6. Enter the prompt "What does it mean to be a good citizen of our democracy? Submit words or phrases that answer this question," in the "Question" field.
7. Select the "Design" panel.
8. Select "Share" in the upper-right corner of your screen to share with students.
    - Depending on the size of your screen, this option may be hidden in the "..." menu next to the "Present" button.
9. Copy the code from the "Share" screen. Add the code to **slide 3** of the **Lesson Slides** in place of the highlighted text.
    - Adjust the option under "Access code expiration" within Mentimeter to ensure that the code will still be valid when you present the Mentimeter.
10. To later display participant responses, select "Present" in the upper-right corner of the screen.
11. To share results with participants at a later time, select "Link to the live results" then select "Copy link."

Use the attached **Lesson Slides** to guide the lesson. Organize students into groups of 3–4. Display **slide 3** and ask students to consider the question on the slide, "What does it mean to be a good citizen of our democracy?"

Introduce students to the Collaborative Word Cloud instructional strategy. Have students use their phones or school devices to navigate to menti.com. Have students enter the code on the slide to access the prepared word cloud. Have students respond to the question within Mentimeter. As students enter their responses, use the "Presentation" mode in Mentimeter to display the word cloud on the board as it is being created.

Once students submit their responses, call on individuals to share out their observations about the ideas in the word cloud. Additionally, you can offer your own insights.

Optional Word Cloud Alternatives

If you would rather not use Mentimeter, you could add a new blank slide to the slideshow, and as students verbally share out, type their answers into the slide to make a class list. Alternatively, you could create a shared Google Doc with the prompt and ask that students submit their answers there while displaying it on the board.

After students share their initial thoughts with the class, display **slide 4**. Explain to students that they are going to continue exploring the following essential questions:

- What does it mean to be a good citizen of our democracy?
- What are the responsibilities and rights of citizens in our democracy?

Consider also sharing **slide 5** with students to introduce the learning objectives for the lesson.

45 minutes

Explore

Teacher's Note: Preparation

Prior to this phase of the lesson, print the attached **Four Corners Signs**. Hang each sign in one of four different areas of the classroom where students can easily reference them at the end of this phase.

Additionally, read the articles in the attached **Document Analysis Packet (Teacher)** document prior to this portion of the lesson. Consider also using the Why-Lighting instructional strategy to annotate the two documents your students will analyze as part of the lesson. This will help you facilitate the activity.

Display **slide 6** and give each student one copy of the attached **Document Analysis Packet** handout and one highlighter. Tell students that, in order to begin answering the essential questions, they should read the pair of articles included in the packet.

Draw students' attention to the first article in the packet, "Responsibilities of U.S. Citizens." Introduce students to the Why-Lighting instructional strategy and have them highlight important information that helps them answer the question "What does it mean to be a good citizen in our democracy?"

Tell students that, for any information they highlight, they should make notes in the document margins explaining their reasoning for why they highlighted the information. If you think students need additional structure for this activity, consider asking them to Why-Light at least three, or another number of your choosing, pieces of information with annotations. Allow them adequate time to Why-Light the document.

Bring the whole class back together and display **slide 7**. Call on multiple groups to share out some of the ideas they highlighted along with their reasoning.

Possible Student Responses

Example student responses are provided beneath Document 1 in the attached Document Analysis Packet (Teacher).

Teacher's Note: Evaluating Credible Sources

As students discuss a citizen's responsibility to be informed, you may choose to extend the conversation by sharing the A-CLAP instructional strategy with students. The strategy helps them think about how to identify credible sources when consuming information. You can apply this strategy in multiple ways. You could have students consider the authority currency, learning, accuracy, and purpose of the article by assigning each student group one of the five components to consider and discuss as they read and analyze the documents. Each group could then discuss their assigned component over the course of the whole-class discussion. Alternatively, you could introduce A-CLAP to students during the discussion and have a casual conversation about how they could determine if the documents qualify as credible sources.

Display **slide 8** and draw students' attention to the second document in the packet, *President Obama's Farewell Address.* Tell students that presidents traditionally give a farewell address or speak to the nation one last time to offer insight based on their experiences serving as president. Share that this tradition dates back to George Washington's presidency, noting that students previously studied his farewell address.

Consider also reviewing some of the main ideas from Washington's *Farewell Address*. These main ideas include avoiding foreign alliances, keeping the national government strong, limiting the power and influence of political parties, promoting education of the nation's citizens, etc.

Have student groups read President Obama's farewell address and ask them to Why-Light information in the document that helps them answer the question "What does it mean to be a good citizen of our democracy?" Tell student that, for each piece of information they highlight, they must make notes in the document margins explaining the reasoning behind why you highlighted each piece of info. If you think that it would be helpful to provide students with additional structure for this activity, consider asking them to include at least three (or another number of your choosing) Why-Lighted annotations.

Bring students back together as a whole class and display **slide 9**. Call on several groups to share some ideas that they highlighted and why.

Possible Student Responses

See possible student responses for this activity in Document 2 of the attached Document Analysis Packet (Teacher).

Display **slide 10** and transition to the final page of the handout, "Comparing the Texts." This section contains questions based on the New York Times's "Comparing Two or More Texts" handout. Ask students to consider both texts in the packet and select one of the four questions listed both on the page and the slide.

Once students select a question, introduce a modified version of the Four Corners instructional strategy. Have students take their Document Analysis Packet handouts and move to a corner of the room, marked with one of the Four Corners Signs, based on which question they selected from the packet. Students should be in a corner of the room with others who chose the same question. For example, all students who chose the first question should be in the corner of the room marked with a sign that displays the first question.

Display **slide 11**. Allow student groups a few minutes to discuss how they would answer their selected questions. Invite a representative from each group to summarize what their group discussed for the whole class. Summarize the discussion by reviewing and synthesizing major points discussed in this part of the lesson.

Possible Student Responses

For possible student responses to the discussion questions, please see the "Comparing the Texts" section in the attached Document Analysis Packet (Teacher).

At this point, you may choose to move to the next section of the lesson. Alternatively, you may choose to have students record their responses to the questions on the handout in addition to the discussion. Consider encouraging students to record responses of at least four complete sentences in the space provided in the packet, however, you may wish to adjust these expectations. Clearly communicate with students about your expectations for their responses.

Optional Lesson Length Adjustments

If you think this activity may take too much time, consider the following alternate activities:

Alternative 1: Have students Why-Light only the first document, "Responsibilities of U.S. Citizens." Skip the analysis of *President Obama's Farewell Address* and skip the Four Corners text comparison activity.

Alternative 2: Have half of the students in each group read and Why-Light "Responsibilities of U.S. Citizens" while the other half read and Why-Light *President Obama's Farewell Address.*

Use the Paired Texts H-Chart instructional strategy to have students create their own H-charts. Have students label each side of the chart with one of the document names. Have students, in their groups, teach each other the main ideas of the documents they read. As students listen, have them complete their H-charts, filling in each side with information they learn from their peers.

Have students then discuss what it means to be a good citizen based on the information they learned from the texts. Have them synthesize this information into a third "text" and have them record this text in the middle portion of the H-chart. You may choose to have student groups share out the main ideas from each document or their third texts. You may then have students do the Four Corners activity, or you may choose to skip it.

40 minutes

Explain

Display **slide 12** and distribute one copy of the attached **Responsibilities of Citizens Graphic Organizer** to each student. Explain to students that they should work within their groups to complete the graphic organizer using information from the Document Analysis Packet. Have them first summarize each responsibility of citizenship in their own words, then have them explain why each responsibility is important to our democracy. Students should use 1–2 complete sentences to fill in each section of the chart.

When students finish their graphic organizers, assign each group one responsibility to share out during the whole-class discussion. Encourage students to modify the responses on their organizers based on the feedback they receive during the discussion.

Possible Student Responses

For sample student responses to each of the responsibilities of citizenship, see the attached **Responsibilities of Citizens Graphic Organizer (Teacher)** document.

Summarize the discussion, noting that each of these responsibilities is important for citizens to carry out to ensure that our democratic government thrives. Explain that, however, people might feel that some responsibilities are more important than others.

20 minutes

Extend

Teacher's Note: Making Connections Between Texts, Self, and World Handouts

There are two versions of the **Making Connections Between Texts, Self, and World** handout in the attachments. One version is the condensed version, and the other offers additional space for students to write their responses. Prepare copies of the condensed version if you would prefer students respond in a notebook, on notebook paper, or in a digital format. Prepare copies of the other copy if you would prefer students write on the handout itself.

Explain to students that in 2018 the Pew Research Center conducted a survey to gauge how the American people felt about some of the responsibilities of citizenship and which responsibilities they viewed as most important. Distribute copies of your chosen version of the attached **Making Connections Between Texts, Self, and World** handout to students. Display **slide 13** and draw students' attention to the survey results on the first page of the handout.

Teacher's Note: Pew Research Center Information

For more information about the mission of the Pew Research Center, visit the Pew Research Center's website. For additional information related to the survey results used in this lesson, read the article "The Responsibilities of Citizenship" by the Pew Research Center.

Allow students a few minutes to discuss their observations in their small groups. Consider asking students prompting questions like the following:

- What trends do you notice?
- What surprises you about the results?
- What does not surprise you about the results?
- What are your general reactions?

Bring students back together as a whole class and invite several students to share out their observations. As they share, synthesize major points and share an additional information you believe to be necessary.

Display **slide 14** and questions on the handout. These questions are based on the activity from Facing History and Ourselves. Ask students to work individually to make a text-to-text connection and either a text-to-self or text-to-world connection.

Explain to students that they should make a text-to-text connection between the Responsibilities of U.S. Citizens survey results and either *President Obama's Farewell Address* or the "Responsibilities of U.S. Citizens" article.

Tell students that if they choose to make a text-to-self connection, they should consider how the survey results relate to their own lives, ideas, and experiences. Tell them that if they choose to make a text-to-world connection, they should consider how the survey results relate to the broader world in the past, present, or future. Have students complete their responses digitally, on the handout, in a notebook, or in another format of your choosing based on the handout you selected. Encourage students to write responses of 3–5 complete sentences and to use the sentence starters on the handout to help them create responses.

Possible Student Responses

See the attached **Making Connections Between Texts, Self, and World (Teacher)** document for examples of student responses.

When students finish writing their responses, call on students to share out for each type of connection: text, self, and world. Synthesize students' main ideas and offer any additional insight.

15 minutes

Evaluate

Teacher's Note: Sticky Bar Preparation

Before class, arrange an area such as a poster, whiteboard, or projector to use the Sticky Bars instructional strategy. Along the bottom or the side of the display, write each of the nine responsibilities of citizenship. Leave enough room above each responsibility for students to place their sticky notes. For an example version of the chart, see **slide 16**.

Display **slide 15** and introduce the Sticky Bars instructional strategy. Tell students that they should now participate in a new survey about the responsibilities of citizenship.

Give each student two sticky notes. Ask students to consider everything they learned during the lesson and their own beliefs about citizenship. Have students determine which two responsibilities are the most important for democracy to thrive and write each responsibility on a sticky note. Have them also include their name and a brief explanation justifying their choice on each sticky note.

Have students place their sticky notes above the corresponding responsibilities on the Sticky Bars display. The end result should be a visual respresentation of which responsibilites of citizenship are most important to the class. To provide students an example of what this representation should look like, display **slide 16**.

Consider discussing the final Sticky Bars results as a class. Conclude the lesson by reminding students that democracies get their power from the people. Tell students that, because of this, it is extremely important that all citizens participate in democracy and take their responsibilities seriously.

Resources

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