



## Lesson Plan: Faces of Citizenship

### Context of the lesson:

This 8<sup>th</sup> grade project will be used as part of a year-long thematic unit on citizenship and tolerance. Students will learn about both the rights and responsibilities of citizenship as they relate to United States history and the Constitution, as well as the necessity of showing tolerance to other citizens as part of one's responsibilities to the country.

### Standards Addressed: History Social Science

**8.2.6:** Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

**8.2.7:** Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

**8.3.6:** Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government.

### Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

### College and Career Readiness Anchor Standards for Writing Grades 6-12

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### **Objective(s):**

- Students will examine the United States citizenship test and interview adults regarding their feelings about citizenship.
- Students will investigate the rights guaranteed by citizenship and the responsibilities of citizenship.



## Lesson Plan: Faces of Citizenship

### Big Idea(s):

- *E Pluribus Unum*: out of many, one
- Tolerance is an essential responsibility of citizenship

### Essential Questions/Issues:

1. What does it mean to be an American citizen?
2. Is citizenship a right or a responsibility?

### Higher Order Thinking Questions:

1. How do people exercise their rights as citizens? (Analysis)
2. Do people pay back society or the government for the privileges of citizenship? (Evaluation)



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**Assessment:** Students will design a project outside of class that addresses the rights and responsibilities of citizenship. Each student will investigate the meaning of citizenship in the U.S. and beyond. They will create a project that focuses on the essential questions and higher order thinking questions. Students will turn in a project that illustrates their findings on citizenship, as well as, a written report that answers the essential questions and discusses what they have learned about citizenship through the project. Students will be assessed through an original project that focuses on the rights, responsibilities, and requirements of citizenship.

**GRASPS:**

	<b>GRASP: Your Mission</b>
GOAL	Your mission to investigate the role of a citizen in democracy, as well as, the rights and responsibilities of citizenship through an original civics project.
Role	Citizen of Oildale, Bakersfield, California, the United States, and the global community
Audience	General public
Situation	You will be exposed to members of the community and groups or individuals with varying perspectives, demographics, and life experiences. You will combine that exposure with original research and community involvement to complete a project that can be presented to the general public on the role of citizens.



	<b>GRASP: Your Mission</b>
Performance	<p>Choose one of the following projects:</p> <ol style="list-style-type: none"><li>1. Oral History- Interview someone who is not a natural born citizen. Talk to them about their experiences with citizenship. Use the interview questions that have been provided to discuss the interviewee's feelings about coming to the U.S. and applying for citizenship.</li><li>2. Comparative analysis of 2 countries- Research citizenship in the U.S. and citizenship in another country. Answer the "big picture" questions by comparing the two countries.</li><li>3. Photo Essay- Use photography or video to document how people pay back society for the privileges of citizenship. You can either document others or document yourself. This is a great opportunity to do community service!</li><li>4. Collage- Use a combination of images, quotes, words, and phrases to create a visual representation of citizenship. Show examples of the rights and responsibilities of citizenship. Use famous quotes or interview people you know to see what they think about citizenship.</li><li>5. Design your own project. All original ideas must be approved in advance.</li></ol>

**Quality Criteria:** Students are assessed using a simple rubric for the final project and a separate rubric for the written report.



# CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

## FINAL PROJECT:

	Letter Grade/Points	Comments
<b>Graphics</b>		
1. Originality		
2. Relevance		
<b>Written work</b>		
1. Relevance		
2. Accuracy		
<b>Required Elements</b>		
<b>Attractiveness</b>		
1. No pencil marks		
2. No spelling/grammar errors		

## Written Report

	Grade/Points	Comments
Content/Accuracy		
Paper Mechanics		
Required Elements: no pencil, double-spaced, follow outline		
Grammar/spelling		



**Lesson Plan: Faces of Citizenship**

**Activity Steps:**

Purpose	Teacher	Student
<p>Hook</p> <p>30 minutes</p>	<p>Teacher places 5-6 quotes relating to citizenship around the classroom and asks students to stand by the quote that they agree with the most. Once students have a group to defend their quote and its accuracy/relevance.</p>	<p>Students read each quote and stand by the one they like best. Students then have 3-5 minutes to discuss the quote and formulate a defense for that quote’s accuracy. Once students have discussed their quotes, they will pick one spokesperson to defend the quote to the rest of the class.</p>
<p>Set</p> <p>1 day homework assignment</p> <p>10 minutes in class</p>	<p>Teacher asks students to think about citizenship and answer 3 questions briefly in class: What is citizenship? What are our rights as citizens? What are our responsibilities as citizens?</p>	<p>Students do a quickwrite in class to answer questions and then interview an adult using the same questions as a homework assignment. Homework is due the next day and students report interviews back to the class.</p>
<p>Assessment</p> <p>2 weeks</p>	<p>Teacher introduces citizenship project where students have the choice between 4 projects that are related to the big questions:</p> <ul style="list-style-type: none"> <li>• Citizenship Interview</li> <li>• Comparative Analysis</li> <li>• Photo Essay/Documentary</li> <li>• Collage.</li> </ul> <p>Guidelines for each project and student contract may be found under “student handouts”.</p>	<p>Students choose a project and turn in a contract outlining the details of their project and their commitment to finishing. Students have 2 weeks to complete project and it is graded as the bulk of their participation grade for the quarter.</p>



# CALIFORNIA ON MY HONOR

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Assessment	Teacher grades all students on the same rubric and expects all students to turn in a project and a written report. Written reports will answer the big questions and discuss what students have learned about citizenship.	Students will produce an original project based on ideas that teacher has given. Projects will focus on the rights and responsibilities of citizenship and how people participate in government.
Beyond	Teacher provides students with a list of non-profit organizations that are in need of volunteers. Teacher builds on citizenship project by introducing service learning to all classes.	Students will choose an organization and donate at least 5 hours of their time over the course of 1 quarter. Students will log their hours and get them signed off by a supervisor and will produce a short written report detailing their experiences with community service.

### Special Needs of students are considered in this lesson:

I chose projects for my special education students and facilitated those so that the students could be successful. The special education students did volunteer work on campus and received a specific outline so that they could write their report. I worked with one student to help him put his thoughts into complete sentences. With my help, he was able to go back and write complete paragraphs on his own.

### Extension Ideas:

This project was completed in the first quarter of school. For the second quarter, students will do service learning. In the third quarter, they will focus on comparing governments as part of the unit on the constitution. Ideally, they will complete a comparative analysis of a country that has a democracy and a country that uses an alternative government regime.



## Lesson Plan: Faces of Citizenship

### Materials and Resources Needed:

Depending on the project chosen, students will need

- Computer, printer, and internet access
- Construction paper
- Markers and/or colored pencils
- Digital camera
- Glue and scissors
- Transportation for community service projects
- Library access for research

### References:

- [www.betterworld.net/quotes/citizenship-quotes.htm](http://www.betterworld.net/quotes/citizenship-quotes.htm)  
*This website provided citizenship quotes for the hook activity.*
- [www.uscis.gov](http://www.uscis.gov)  
*This is the U.S. Citizenship and Immigration Services website.*
- <https://www.cia.gov/library/publications/the-world-factbook>  
*This website was used by students who were doing a comparative analysis of citizenship in multiple countries.*



## Lesson Plan: Faces of Citizenship

### Citizenship Test

Answer each question to the best of your ability. You do not need to use complete sentences.

1. What is one right or freedom from the First Amendment?
2. What did the Declaration of Independence do?
3. What is the economic system of the United States?
4. Who is in charge of the Executive Branch?
5. What are the two parts of the U.S. Congress?
6. How many U.S. Senators are there?
7. If both the President and Vice President can no longer serve, who becomes President?
8. What is the highest court in the United States?
9. What is one responsibility that is only for U.S. citizens?
10. What is one promise you make when you become a U.S. citizen?
11. What are two ways that Americans can participate in their democracy?
12. Who lived in America before the Europeans arrived?
13. Who wrote the Declaration of Independence?
14. When was the Constitution written?
15. Name one war fought by the United States in the 1800's?
16. What did the Emancipation Proclamation do?
17. Who did the United States fight during World War II?
18. Name one American Indian tribe in the United States.
19. Where is the Statue of Liberty?
20. Why does the flag have 13 stripes?



## CITIZENSHIP INTERVIEW

INTERVIEW ONE ADULT IN YOUR LIFE. ASK THEM THE FOLLOWING QUESTIONS ABOUT CITIZENSHIP. RECORD THEIR ANSWERS AND WRITE YOUR OWN SUMMARY OF THE INTERVIEW. YOUR SUMMARY SHOULD EXPLAIN THE ANSWERS YOU GOT IN THE INTERVIEW.

1. WHAT DOES IT MEAN TO BE A CITIZEN OF THE U.S.?
2. WHAT IS OUR MOST IMPORTANT RIGHT AS CITIZENS? WHY?
3. WHAT IS OUR MOST IMPORTANT RESPONSIBILITY AS A CITIZEN? WHY?
4. HOW DID YOU BECOME A CITIZEN?

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4. HOW DID YOU BECOME A CITIZEN?



## CITIZENSHIP PROJECT: FIRST QUARTER

This quarter, we will be examining the rights and responsibilities of citizenship. We will also be comparing citizenship in the United States to citizenship in other parts of the world. By the end of the project, students should be able to answer the three “big questions.”

1. What does it mean to be a citizen?
2. What are the rights of citizenship?
3. What are the responsibilities of citizenship?

Students will have the opportunity to create an original project that answers the big questions and illustrates the theme of citizenship.

All students are expected to complete a project and a written report.

Written reports: This is a 5 paragraph essay that covers the big questions. Paragraph one should briefly explain the project and how it fits the theme, etc. Paragraphs 2-4 should answer the 3 big questions. Paragraph 5 is a conclusion and should include what the student learned or how their beliefs changed or were confirmed during the course of the project.

Project Options:

1. Comparative Analysis: Research the role of citizens in the U.S. and one other country of your choice. Research should answer the big questions and provide information about the process of becoming a citizen in each country. Research can be presented in a written report or a power point presentation. Reports should include a bibliography.
2. Photo essay or documentary: Document citizens in action. You can either document yourself or others participating in government. Go to a city council meeting or a board meeting. Watch a protest, sit-in, tea party, etc. You can also do community service and document yourself. Photo essays should include a description of the project, captions for all pictures, and a summary of observations. Observations can be done by recording your own reactions to



- what you witnessed or by interviewing participants in the event you documented.
3. Collage: Pick a theme related to citizenship and the big questions. Use a variety of pictures, quotes, words, phrases, original prose, etc to design a collage on your chosen theme. Be sure that collages focus on one theme and that the theme relates to the main project idea.
  4. Citizenship Interview: Interview someone who is a naturalized citizen and discuss the citizenship process with them. You can use a list of interview questions that I have already created or you can design your own set of questions. The final project should include the written report, a list of questions, your interview notes, and a picture of the person you interviewed.
  5. Design your own project. You are welcome to design your own project as well. All original projects must be approved ahead of time and should focus on the citizenship theme and the big questions.

**\*\*All projects must include a written report, as well as, the project itself. Projects should be free of spelling and grammar errors. All written work should either be typed or written in blue/black ink and double-spaced.**



**CITIZENSHIP PROJECT RUBRIC**

FINAL PROJECT:

	Letter Grade/Points	Comments
<b>Graphics</b>		
1. Originality		
2. Relevance		
<b>Written work</b>		
1. Relevance		
2. Accuracy		
<b>Required Elements</b>		
<b>Attractiveness</b>		
1. No pencil marks		
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Written Report

	Grade/Points	Comments
Content/Accuracy		
Paper Mechanics		
Required Elements: no pencil, double-spaced, follow outline		
Grammar/spelling		



**FIRST QUARTER CITIZENSHIP PROJECT  
STUDENT CONTRACT**

ALL CONTRACTS ARE DUE BY OCTOBER

Student Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Project Idea:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ALL STUDENTS WILL BE HELD ACCOUNTABLE FOR THEIR PROJECTS AND YOU ARE REQUIRED TO DO THE PROJECT THAT YOU LISTED ON YOUR CONTRACT. BY SIGNING THIS CONTRACT, YOU ARE AGREEING TO DO A CITIZENSHIP PROJECT AND TO FOLLOW THE GUIDELINES THAT WERE GIVEN BY MRS. COSGROVE. YOUR SIGNATURE ALSO MEANS THAT YOU UNDERSTAND THE DUE DATES AND WILL TURN IN EACH PART OF YOUR PROJECT ON TIME.

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date



## INTERVIEW QUESTIONS

1. WHAT IS YOUR NAME?
2. WHAT COUNTRY WERE YOU BORN IN?
3. HOW OLD WERE YOU WHEN YOU CAME TO THE UNITED STATES?
4. WHY DID YOU LEAVE THE COUNTRY OF YOUR BIRTH?
5. HOW DID YOU PICTURE THE U.S. BEFORE YOU CAME HERE?
6. HOW WAS THE U.S. DIFFERENT FROM WHAT YOU WERE EXPECTING?
7. DID YOU ALREADY SPEAK ENGLISH WHEN YOU CAME HERE OR DID YOU HAVE TO LEARN?
8. HOW OLD WERE YOU WHEN YOU BECAME A CITIZEN?
9. WHAT DID YOU HAVE TO DO TO BECOME A CITIZEN?
10. WHY DID YOU WANT TO BECOME A CITIZEN?
11. DO YOU EVER GO BACK TO VISIT YOUR COUNTRY OF BIRTH?
12. IF YOU DO VISIT, WHY DO YOU GO BACK?
13. HOW DO YOU PRESERVE THE CULTURE THAT YOU CAME FROM? DO YOU STILL CELEBRATE THAT CULTURE OR DO YOU ONLY CELEBRATE AMERICAN CULTURE NOW?
14. WHAT WAS IT LIKE TO TRY AND BLEND INTO AMERICAN CULTURE WHEN YOU FIRST CAME TO THE U.S.?
15. DO YOU THINK THAT THE U.S. IS MORE ACCEPTING OF IMMIGRANTS NOW OR WHEN YOU FIRST CAME TO THE U.S.?
16. WHAT IS THE BEST THING ABOUT BEING AN AMERICAN CITIZEN?
17. WHAT HARDSHIPS HAVE YOU FACED AS AN IMMIGRANT?
18. IF YOU COULD GO BACK TO WHEN YOU FIRST DECIDED TO COME TO AMERICA, WOULD YOU STILL IMMIGRATE OR WOULD YOU STAY IN THE COUNTRY OF YOUR BIRTH? WHY?
19. WHAT ADVICE WOULD YOU GIVE TO NEW IMMIGRANTS?
20. WHAT ADVICE WOULD YOU GIVE TO YOUNG PEOPLE TO HELP THEM UNDERSTAND THE IMMIGRANT EXPERIENCE?



## 2<sup>ND</sup> QUARTER CITIZENSHIP PROJECT

This quarter, you will be asked to complete a minimum of 5 hours of community service as part of your participation grade. This is 10% of your grade for the quarter! You will also be asked to complete a short written report, a time log, and a contract.

You can use any of the suggestions I have given you or you can find a volunteer opportunity on your own. All volunteer work **MUST** be documented on a time sheet and signed off by a supervisor at the facility you are working at.

### **DUE DATES:**

- **CONTRACTS ARE DUE NO LATER THAN FRIDAY, NOVEMBER 13**
- **TIME SHEETS AND WRITTEN REPORTS ARE DUE FRIDAY, DECEMBER 11**

### **EXTRA CREDIT:**

**ANY DOCUMENTED HOURS THAT YOU LOG BEYOND THE ORIGINAL 5 HOURS WILL BE EXTRA CREDIT!**



**2<sup>ND</sup> QUARTER CITIZENSHIP PROJECT  
STUDENT CONTRACT**

I, \_\_\_\_\_, am committed to donating a minimum of 5 hours of my time to my community by December 11, 2009. I understand that I am expected to log 5 hours and do a written report for my participation grade this quarter. I know that this assignment is 10% of my grade for history class.

I will be volunteering with \_\_\_\_\_  
(Name of organization, church, etc.)

I will be helping out with \_\_\_\_\_  
(what will you be doing for volunteer work?)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Class Period

\_\_\_\_\_  
Today's Date

\_\_\_\_\_  
Parent Signature



**CITIZENSHIP PROJECT**  
**2<sup>ND</sup> QUARTER TIME SHEET**

DIRECTIONS: All students must log a minimum of 5 hours by December 11, 2009. Any additional hours need to be logged for extra credit. All hours must be signed off by a supervisor from the group you are working with for community service! Timesheets also need to be signed by a parent.

Name of Organization:

Brief description of activity:

DATE OF SERVICE:	DATE OF SERVICE:	DATE OF SERVICE:
# OF HOURS:	# OF HOURS:	# OF HOURS:
JOB TITLE FOR SIGNATURE PERSON:	JOB TITLE FOR SIGNATURE PERSON:	JOB TITLE FOR SIGNATURE PERSON:
SUPERVISOR SIGNATURE:	SUPERVISOR SIGNATURE:	SUPERVISOR SIGNATURE:

**\*\*If you have additional hours, get a new timesheet!**



**2<sup>nd</sup> Quarter Citizenship Project  
Written Report Outline**

Reports and timesheets are due December 11!

**I. Introduction**

- A. Attention Getter
- B. Describe the organization
  - 1. Who are they and where are they located?
  - 2. Who do they help?
  - 3. How do they help?

**II. Why did you pick this organization?**

- A. Did you have any previous connections to this organization?
- B. Did you volunteer on your own or with friends/family?
- C. Was your choice based on an interest or hobby?

**III. What did you do?**

- A. Dates and times
- B. Describe what you did to help out.
- C. Did you need any training or special permission, paperwork, etc?

**IV. Conclusion**

- A. What did you learn?
- B. Would you do it again? Why or why not?