



### Lesson Plan: Faces of Citizenship

**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  |              |          |