



## Lesson: What Are My Rights...and My Responsibilities?

**Context of the lesson within the project:** The unit will introduce students to the rights and responsibilities of U.S. citizens and how these rights impact the function of democracy in our country. This particular lesson will be a follow-up to the introductory lesson as a review of the rights and responsibilities and will conclude with an introduction to the public service announcement project.

### Standards Addressed:

#### Civics Standards:

**8.3 Students understand the foundation of the American political system and the ways in which citizens participate.**

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 (e.g., function of elections, political parties, interest groups).

#### Visual and Performing Arts Standards:

##### Development of Partner and Group Skills

**2.7 Demonstrate** originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

##### Common Core State Standards for English Language Arts and Literacy in History/Social Science, and Technical Subject 6-12

##### Speaking and Listening Standards: 8<sup>th</sup> Grade

##### Presentation of Knowledge and Ideas

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Objective(s):** Students will demonstrate knowledge of the rights and responsibilities of U.S. citizenship. They will compare and contrast examples of public service announcements and determine characteristics necessary for their own projects.



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### Essential Questions/Issues:

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



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### GRASPS:

<b>GOAL</b>	To win a contest being held by Public Broadcast Service to create a public service announcement that models active U.S. citizenship. This announcement will ultimately be used as part of the educational process for immigrants seeking citizenship. Additionally, the winning announcement will be aired on a special <i>News Hour</i> episode on Immigration.
<b>Role</b>	You are a film major at the International Academy of Film and Design working on your senior project with a group of your classmates.
<b>Audience</b>	The contest selection committee at PBS headquarters made up of board members, on-air personalities, stockholders
<b>Situation</b>	Your professor has announced a contest being held by the Public Broadcast Service on what it means to become a citizen in the United States. The announcement should clearly outline the rights and responsibilities attached to being an active U.S. citizen. The winning announcement will be used as part of the preparation of applicants for citizenship.
<b>Performance</b>	A 60 Second public service announcement educating applicants of the rights and responsibilities of U.S. citizenship
<b>Standards for Success</b>	Through analysis of the rights and responsibilities of U.S. citizens, students will distinguish and demonstrate the characteristics of active citizenship.  The culmination of the presentation will be student evaluation of the impact good citizenship has on the strength of our democracy.



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## Public Service Announcement Presentation Rubric:

Criteria	Advanced	Proficient	Basic	Below Basic
<b>Content/ Accuracy</b>	Strong evidence that demonstrates both rights and responsibilities; Two – three examples of each.	Clear demonstration of rights and responsibilities; One – two examples of each.	Some Demonstration of rights and responsibilities; One - two examples but not of both types.	No clear demonstration of rights and responsibilities; no specific examples of either.
<b>Use of Time/ Organization</b>	Sophisticated organization and presentation of content; fulfills time requirement of a full 60 seconds.	Organized sequence of material and is of adequate length – between 45 and 60 seconds.	Presentation of content is loosely connected and follows some sequence with few deviations – only 45 seconds.	Content is not entirely evident, scattered; presentation is not adequate in length – only 30 seconds or less.
<b>Effectiveness of Message</b>	Viewer comes away with strong understanding of expectations for U.S. citizens.	Message of presentation is clear; viewer gains insight into model citizenship.	Presentation of content leaves the viewer with some idea but still unclear message.	Content not arranged in a format that gets the viewer to understand the message in any way.
<b>Visual/Audio Formatting</b>	Use of technology enhances the effectiveness of message and engages the viewer.	Use of technology strongly supports the message.	use of technology is limited in its function and does not engage the viewer.	technology hinders message to a degree of distraction.
<b>Creativity</b>	Outstanding use of performance skills; authentic and engaging word choice, use of props meaningful and supportive of purpose.	Authentic and appropriate use of language, props and performance skills.	Some use of textbook language and some authentic language which creates ambiguity for viewer; limited audience engagement.	Textbook language used throughout presentation, no use of props, lacks a clear demonstration of understanding by presenters.

**OVERALL SCORE:** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_



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### Lesson Activity Steps:

1. HOOK: Partner students and give them the opportunity to visit a website: [www.teacher.scholastic.com/activities/immigration](http://www.teacher.scholastic.com/activities/immigration) to read immigration stories from present day children and from a woman who immigrated at a difficult time in history (use worksheet to guide gathering of information)
2. Students are grouped and given a package of rights and responsibilities, some of which are real and others not those granted to citizens.
3. Students are to organize the cards into two columns with the correct rights and responsibilities while leaving those not granted to citizens on the side.
4. Teacher projects answer key and begins class discussion around correct answers.
5. Teacher explains authentic assessment overview and shares rubric for project.
6. Teacher shows example PSAs and asks students to rate their effectiveness then discusses with the class.
7. Students evaluate examples viewed and share through a class discussion.
8. Students are grouped to begin projects.

**Special Needs of students are considered in this lesson:** Student groups will be selected with teacher assistance. This will insure that groups are a cross-section of the class and not based on friendships. The teacher should have a way to separate students based on their 'expertise' such as, actors, writers, artists, etc. Once this type of grouping has taken place, the teacher can make project groups that are balanced with different types of learners.

**Extension Ideas:** Perform/play student-created announcements for another class of students without prior instruction on citizenship and have students facilitate a question/answer session to check for understanding based on their work alone.



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### Materials and Resources Needed:

- Computers with internet access for hook activity
- Package of rights/responsibilities cards provided by the teacher
- projector to project answer key, show example PSAs
- evaluation form to be completed by students

**References:** Website with selected examples to show students



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1. Game cards/answer key

### Website viewing worksheet (step 1 of lesson)

Go to [www.teacher.scholastic.com/activities/immigration](http://www.teacher.scholastic.com/activities/immigration)

Answer the following questions in the space provided.

1. Click on: **Meet three kids who have recently arrived**
  - What was it like to be a newcomer to America?
  
  
  
  
  
  
  
  
  
  
  - How would you feel being new to America?
  
2. Click on: **Meet Li Keng Wong who arrived in 1933**
  - How was Li Keng's experience different than the stories of the recent immigrants?
  
  
  
  
  
  
  
  
  
  
  - How was her mother treated? Which rights was she not granted?
  
  
  
  
  
  
  
  
  
  
  - What was the family's experience growing up in CA during the Depression and WWII?



3. Interview a parent or relative who is an immigrant to the United States. Use the **Writer's Workshop** to publish this story on the scholastic website.

\*\*Be sure to include some questions that focus on what it means to this person to have become a citizen and what rights/responsibilities are most important to them.

### Evaluation Questions for Sample PSAs (step 6 of lesson)

Use the following website:

<http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html>

1. Play the featured video: **Human Right #1 - We are all born free and equal**
2. Ask students to rate the effectiveness of this announcement based on the following criteria:
  - What was the message?
  - How was the message clear?
  - What tools were used to grab the viewer's attention?
  - What the message's length appropriate in order to achieve its purpose?

Rate the PSA on a score of 1 – 5: \_\_\_\_\_

3. Use the above format to rate two more PSAs and discuss as a class.

[www.derechoshumanosaz.net/citizenship-psa-video/](http://www.derechoshumanosaz.net/citizenship-psa-video/)

- What was the message?
- How was the message clear?
- What tools were used to grab the viewer's attention?
- What the message's length appropriate in order to achieve its purpose?

Rate the PSA on a score of 1 – 5: \_\_\_\_\_



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\*Teacher notes:

- Make sure to discuss pros/cons of video being in Spanish
- Pay particular attention to images used and interview
- Ask: How does historical context of events such as WWII and 9/11 change experience for immigrants

<http://www.schooltube.com/video/ebc94bf5b2dc3b009c19/Digital-Citizenship-PSA>

- What was the message?
- How was the message clear?
- What tools were used to grab the viewer's attention?
- What the message's length appropriate in order to achieve its purpose?

Rate the PSA on a score of 1 – 5: \_\_\_\_\_

\*Teacher notes:

- discuss that this PSA is student generated
- although content is different, how is it similar in its message?

4. After students have rated sample PSAs and answered questions, preview rubric to be used with the authentic assessment they will create.

How would they evaluate the PSAs we viewed based on the detailed criteria?



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## Basic Human Rights

## Rights protected under U.S. Citizenship

[The Right to Life](#)

The Right to Vote

The Right to [No Slavery](#)

The Right to Trial

The Right to [No Torture](#)

The Right to Free Press and Speech

The Right to Play

The Right to Unlawful search and seizure of belongings/property

The Right to education

The Right to own a gun

The Right to Food and Shelter

The Right to Freedom of Thought



Basic Human Rights:

\*The Right to  
freedom of thought



\*The Right to No  
Slavery



\*The Right to No  
Torture





# \*The Right to Play



# \*The Right to an education



# \*The Right to Food and Shelter





Rights Granted under U.S. Citizenship:

\*The Right to  
Vote



\*The Right to a fair  
trial



\*The right to  
assembly/petition



\*The Right to equal



# protection under the law



# \*The Right to serve on a jury



# \*The Right to hold public office





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Outline of Unit Plan: American Citizenship: What Does it Mean and Why do I Want it?