



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

GRASPS:

GOAL	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.
Role	You are a film major at the International Academy of Film and Design working on your senior project with a group of your classmates.
Audience	The contest selection committee at PBS headquarters made up of board members, on-air personalities, stockholders
Situation	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.
Performance	A 60 Second public service announcement educating applicants of the rights and responsibilities of U.S. citizenship



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Standards for Success	<p>Through analysis of the rights and responsibilities of U.S. citizens, students will distinguish and demonstrate the characteristics of active citizenship.</p> <p>The culmination of the presentation will be student evaluation of the impact good citizenship has on the strength of our democracy.</p>
------------------------------	--

Public Service Announcement Presentation Rubric:

Criteria	Advanced	Proficient	Basic	Below Basic
Content/Accuracy	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.
Use of Time/Organization	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.
Effectiveness of Message	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.
Visual/Audio Formatting	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.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Creativity	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: _____