



Lesson Plan: Duties of Citizenship

Lesson Activity Steps: Lesson Activity Steps Day 1

Purpose	Teacher	Students
<p>Hook <i>Engage students</i></p> <p>10 minutes</p>	<p>Hand out the Primary Resource and participate in the <i>Divided Image</i> activity.</p> <p>Divide the jury room picture into quarters. Give the students one quadrant of the picture and have them analyze only that piece. Continue to give them quadrants until the entire jury room picture is put together</p>	<p>Will sit in groups of 2 or 3 and will analyze a quadrant of a full picture. Students will analyze every aspect of that quadrant and then make a prediction on what is happening in the picture.</p> <p>Students will continue this process until the picture is completed.</p>
<p>Intro</p> <p>20 minutes</p> <p>10 minutes</p>	<p>Teacher will ask the students why they think they are seeing a picture of a jury room. Teacher will guide them toward civic responsibility.</p> <p>Teacher will then brainstorm out loud with students what they think are duties that citizens have in our democracy. (teacher records answer on board)</p> <p>Teacher will hand out the Student citizenship questionnaire.</p>	<p>Student brainstorm ideas of what is a civic duty.</p> <p>Students will fill out questionnaire individually.</p>
<p>Beyond</p> <p>30 minutes</p>	<p>Teacher will ask the students to sit in their group and rank what they believe are the 5 most important civic duties on the citizenship questionnaire.</p> <p>Teacher will go to each group and have them reveal what they think is the most important civic duty. Teacher will ask prompting questions to generate discussion.</p> <p>Teacher will hand out the parent questionnaires and have the students give them to their parents. Students must ask their parents to rank their top 3 and why.</p>	<p>Students will discuss and rank the 5 most important duties in their opinion.</p> <p>Students will reveal their top 5 civic duties and give concrete reasons why they rank them in that order and why they left some of their top 5.</p> <p>Students will prompt discussion at home with their parents about their parents' citizenship.</p>



DAY 2

Purpose	Teacher	Students
Hook <i>Engage students</i> 5 minutes	Quick discussion on the Parent Questionnaires	Students will reveal their parent rankings
Intro 10 minutes 10 minutes	<p>Teacher will have the students remember back to the jury divided image. Teacher will ask students to reveal anything they think they know about juries.</p> <p>Teacher will give the back ground of jury duty. Discussion topics could be: Make up of juries, how a citizen is called to jury service, roles of a jury in a trial, how a jury deliberates, etc.</p> <p>Teacher will divide the class in half; one side will be for the defense and one for the prosecution. Then the teacher will instruct the students in each half to form groups of 2-3</p> <p>Teacher will intro how to play the jury selection game.</p>	<p>Student brainstorm ideas about jury service.</p> <p>Students will listen to how the jury selection game is played and then will fill out their Jury Outline sheet.</p>
Beyond Jury selection Game 40 minutes	<p>Once the students fill out their jury outline sheet. The Teacher will direct the students to choose their 12 potential jurors and choose 2 Jurors they would like to strike.</p> <p>Once this is done the teacher will then tell each half of the class that they will have to work together to generate their Jury. Teacher will generate discussion questions about the student choices.</p> <p>Teacher will reveal the hidden values of each juror. The side with the most points will win the game.</p> <p>Teacher will hand out the 3 differentiated essay prompts for the students to complete about citizenship.</p>	<p>Students fill out the work sheet and then discuss which jury members are good or bad for their side.</p> <p>The defense side and the prosecution side will work separately to create their list of Jurors they like and Jurors they will strike.</p> <p>Students will choose one of the 3 essay prompts.</p>
Assessment		



Special needs of students are considered in this lesson:

This lesson provides the teacher the flexibility to choose one the three essay prompts for each level of student. Students also have flexibility in their choice of essay prompts as well. The more difficult the essay they choose the higher grade they could earn.

Extension Ideas:

Teacher can invite guest speakers in such as citizens who have served on juries to discuss their experience. Lawyers can also be invited to give more in depth experience on what they look for in potential jurors.

Teacher can encourage students to visit a courtroom to watch a trial or view jury selection in process.