

PART #1

Unit Title: Citizenship: values, rights and responsibilities

Subject/Topic Areas: 12th Grade Social Science (Government)

Time Frame: 10 days

Key words: Citizen, Democracy, Dictatorship, Socialism, Communism, Bill of Rights, Declaration of Independence, Responsibility, Genocide, Rights, Responsibilities, Athens, Rome, Sparta, Ku Klux Klan, Watergate

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For grade 12 at Northeast High School

PART #1A

Rationale for and Brief summary of Unit:

Citizenship in the United States is taken too lightly. People speak of the rights they are afforded as citizens but neglect the responsibilities that maintain those rights. United States citizenship is a privilege and many people have forgotten that. This unit titled *Citizenship: values, rights and responsibilities* addresses this issue. This unit looks at topics such as rights and responsibilities afforded to citizens today as well as during 18th, 19th and 20th centuries. Students will also have the opportunity to look at citizenship in great societies that shaped American citizenship such as but not limited to Athens, Rome and Sparta. As a class we will investigate what made people like George Washington and Eleanor Roosevelt “good” citizens as well as why we despise “bad” citizens like Richard Nixon and Nathan Bedford Forrest. This unit culminates in a two-day examination period where the students get to define what they believe to be good citizenship. Students will work in pairs to create a citizenship test they will give to another pair to take and then write an essay on why they believe their test questions represented good citizenship. While the United States has a definition for citizenship, this is not nearly as important as how the United States is defined by its citizens. To understand this, it must first be studied.

PART #2

Pennsylvania State Standards

5.1.12A - Evaluate the importance of the principles and ideals of civic life

5.1.12C - 5.2.12G - Evaluate what makes a competent and responsible citizen

5.1.12I - Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.

5.2.12A - Evaluate an individual's civic rights, responsibilities and duties in various governments.

5.2.12D - Evaluate political leadership and public service in a republican form of government.

5.2.12G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

5.3.12K - Evaluate the strengths and weaknesses of various systems of government.

5.3.12G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

Enduring Understandings:

- A. Citizenship is not something that should be taken lightly.
- B. Citizenship comes with certain rights and responsibilities that must be considered and valued.
- C. Citizenship not only represents individuality and his/her rights but also and just as importantly how that individual fits into the greater society and/or nation he/she is a citizen of.

PART #2A

Essential Questions:

1. What is citizenship?
2. What is citizenship like in other forms of Government?
3. What were the roles and responsibilities of citizens in the US during the 18th, 19th, 20th and 21st centuries?
4. What are the rights afforded to Citizens of the United States of America?
5. Responsibilities are what accompany the rights citizens are born with
 - a. Without responsibility, rights are useless
6. What makes a "good" citizen?
7. What makes a "bad" citizen?
8. What does it mean to be a Citizen of the World?
9. What do you as a student believe makes a good Citizen?

Part #2B

Students will know

- ❖ What citizenship meant in Ancient:
 - Rome
 - Athens
 - Sparta
 - England
- ❖ How citizenship was perceived in the United States in the:
 - 1700's
 - 1800's
 - 1900's
 - Present Day
- ❖ What constitutes "good" American Citizenship historically
- ❖ What constitutes "bad" American Citizenship historically
- ❖ The facts about:
 - Rwandan Genocide
 - Darfur Genocide
 - Holocaust
 - Al-Anfal Campaign
 - Apartheid
- ❖ How citizenship is perceived in:
 - Democratic Government
 - Communist Government
 - Socialist Government
 - Dictatorship
- ❖ The Bill of Rights
- ❖ How the Bill of Rights not only protects citizens but limits the powers of the United States Government
- ❖ The responsibilities that accompany rights they are provided

Students will be able to (Objectives)

- ❖ Students will be able to explain the differences in citizenship between Athens, Rome, Sparta and Ancient England
- ❖ Students will be able to analyze and write in their own words which ancient society he/she would prefer most to live in
- ❖ Students will be able to work together in groups to assess the salient points of each great society (Athens, Rome, Sparta, Ancient England) assigned and present it to the class
 - Each group of students will be assigned 1 great society to present so there is a total of 4 groups presenting 4 great societies
- ❖ Students will be able to finish the graphic organizer on citizenship

- ❖ Students will analyze the similarities and differences between: Democracy, Dictatorship, Socialism and Communism
- ❖ Students will be able to analyze which government style serves the people best
- ❖ Students will analyze the roles citizens have in different societies
- ❖ Students will be able to explain in their own words how citizenship has changed since the 1700's
- ❖ Students will be able to discuss in groups the differences in how citizenship was perceived between 1700-2000
- ❖ Students will analyze the Bill of Rights
- ❖ Students will be able to explain why the Bill of Rights protects citizens
- ❖ Students will explain in their own words the necessity of the Bill of Rights in a ½ page essay
- ❖ Students will be able to explain that while the framers believed Government was intended to protect the people, it was important to put it in writing to make it a contract that could not be broken
- ❖ Students will be able to understand that rights do not live in a vacuum without the responsibilities that accompany them
- ❖ Students will be able to demonstrate that responsibilities must accompany rights for a democracy to be civil
 - Students will be able to analyze and value their rights more by looking through the window of responsibility
- ❖ Students will be able to analyze what makes a good and bad citizen
- ❖ Students will be able to explain in their own words what qualifies good citizenship
- ❖ Students will be able to assess the values they hold important in citizenship
- ❖ Students will be able to analyze what makes a good and bad citizen
- ❖ Students will be able to explain in their own words what qualifies good citizenship
- ❖ Students will be able to assess the values they hold important in citizenship
- ❖ Students will be able to interpret what it means to be a citizen of the World
- ❖ Students will be able to assess the value of serving mankind
- ❖ Students will be able to discuss in groups differing opinions of responsibilities attributed to being a citizen of the world
- ❖ Students will be able to work in pairs and define in their own words what makes a good citizen
- ❖ Students will be able to explain what they believe determines citizenship
- ❖ Students will be able to demonstrate a solid knowledge base on rights and responsibilities of citizenship in America as taught earlier in the week by writing a one page essay
- ❖ Students will be able to explain in their own words why they picked certain questions to define citizenship
- ❖ Students will be able to make a citizenship test in pairs

Part #3

Instructional Strategies

- ❖ Group work
- ❖ Student Presentations
- ❖ PowerPoint
- ❖ Videos
- ❖ Lecture
- ❖ Stations
- ❖ Test making (by the students)
- ❖ Differentiation
- ❖ Graphic Organizers
- ❖ Analysis of primary documents
- ❖ Essay writing

Materials/Equipment (Teacher)

- ❖ Lesson 1:
 - graphic organizer, Athens, Sparta, England and Rome citizenship handout, preclass handout
- ❖ Lesson 2:
 - Handouts on: Democracy, Dictatorship, Socialism, Communism. Graphic organizer, preclass handout
- ❖ Lesson 3:
 - Descriptions of citizenship in the: 1700's, 1800's, 1900's, today, graphic organizer, preclass handout
- ❖ Lesson 4:
 - Citizens' rights PowerPoint, Bill of Rights stations documents, preclass handout
- ❖ Lesson 5:
 - Kitty Genovese story, graphic organizers to hand out, station handouts on voting, education, follow the laws, Protection of the State (10 per station), preclass handout
- ❖ Lesson 6:
 - force choice charts (Strongly Agree, Agree, Disagree, Strongly Disagree), handouts with character traits, preclass handout
- ❖ Lesson 7:
 - powerpoint, graphic organizer (backside of the previous day's graphic organizer), preclass handout
- ❖ Lesson 8:
 - Group worksheet on: Rwandan Genocide, Holocaust, Darfur Genocide, Apartheid, al-Anfal Campaign, preclass handout
- ❖ Lesson 9:
 - Handout on making citizenship test "How do YOU define Citizenship?", preclass handout

Materials/Equipment (Student)

- ❖ Lesson 1:
 - citizenship test, graphic organizer, Athens, Sparta, England and Rome citizenship handout, preclass handout
- ❖ Lesson 2:
 - Handouts on: Democracy, Dictatorship, Socialism, Communism. Graphic organizer, preclass handout
- ❖ Lesson 3:
 - Graphic Organizer, preclass handout
- ❖ Lesson 4:
 - graphic organizer, preclass handout
- ❖ Lesson 5:
 - graphic organizer, preclass handout
- ❖ Lesson 6:
 - 1 piece of computer paper each
- ❖ Lesson 7:
 - preclass handout, graphic organizer (backside of the previous day's graphic organizer)
- ❖ Lesson 8:
 - Graphic Organizer, preclass handout
- ❖ Lesson 9:
 - Handout on making citizenship test, preclass handout, multiple sheets of computer paper to write on

Part #4 ***Assessment Evidence***

Performance Tasks/Evidence of Learning

- ❖ Students will take the United States Citizenship test
- ❖ Students will complete a graphic organizer on:
 - Good citizens
 - Eleanor Roosevelt, Abraham Lincoln, George Washington, Harriet Tubman, Martin Luther King Jr.
 - Bad citizens
 - Richard Nixon, Ted Bundy, Benedict Arnold, Timothy McVeigh, Nathan Bedford Forrest
- ❖ Students will complete a graphic organizer on:
 - Citizenship in:
 - Athens, Rome, Sparta, Ancient England
 - Citizenship during the:
 - 1700's, 1800's, 1900's, present day
- ❖ Students will complete and turn in their preclass assignments
 - Must be 5-7 sentences each

- Must be in paragraph form
- Must support their responses with facts learned in class
- ❖ Students will write a one page essay on which form of Government (Democracy, Dictatorship, Communism, Socialism) they would prefer to be considered a citizen of and why
 - Must support responses with information learned in class
- ❖ Students will write a ½ page essay on which century they would prefer to be a citizen in and why? Must also include in their essay which century they would have least liked to have lived in and why.?
 - Must support responses with information learned in class
- ❖ Students will write a ½ page essay on which Amendment they believe is most important and why
 - Must support responses with information learned in class
- ❖ Students will complete for homework a 2 paragraph essay on what they believe constitutes a good and bad citizen and why
- ❖ Students will write a one page essay on the genocide they learned about in class
 - How they believe the US government or international community should have handled it
 - Do they believe it can happen again
 - How can it be stopped
 - How can it be prevented
- ❖ Students will work in pairs and design a Citizenship test their peers will take
- ❖ Students will take another pair's citizenship test
- ❖ Students will, in pairs, write a one page analysis of the test they made
 - Why the questions they chose to include define citizenship
 - What made this a good determinant of citizenship
 - What made them choose the questions they did
 - Was it a fair test – why/why not
 - How did it feel taking another pairs test
 - Was their test fair – why/why note
- ❖ Students will take a test on the final day of the unit designed by the teacher
 - Test will include
 - Multiple choice questions
 - True/False questions
 - Essay questions
- ❖ Mastery:
 - Determined based on amount and quality of work completed
 - Culminating test at the end of the unit
 - Based on quality of Citizenship test they make on the 8th day of the unit
 - Based on essay they write in pairs about the Citizenship test they created

Student Self-Assessment:

- ❖ Students will take, in pairs, a citizenship test other students have made
 - Students will include in their one page essay:
 - Why the questions they chose to include define citizenship
 - What made this a good determinant of citizenship
 - What made them choose the questions they did
 - Was it a fair test – why/why not
 - How did it feel taking another pairs test
 - Was their test fair – why/why note