



## GeoCivics Lesson: What are the rights and responsibilities of US citizenship?

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<b>Teacher(s):</b> Cindy James-Maynard	<b>Unit Title:</b> Citizenship and the Constitution  <b>Lesson Title:</b> What are the rights and Responsibilities of Citizenship	<b>Grade Level:</b> 8th Grade
<b>Notes:</b> N/A		
<b>Pre-existing Knowledge:</b> Students should have some basic knowledge and understanding of human rights and responsibilities; as well as some understanding of the Bill of Rights; what a naturalized citizen is; the values of good citizenship; the skills required to promote responsible citizens; and the duties of a good citizen and knowledge of voting rights.		
<b>Overview of Content:</b> <ul style="list-style-type: none"> <li>● Citizenship in the United States is determined in several ways: A person can become an American citizen in one of two ways: by birth or by naturalization. People are born U.S. citizens if they are born in the United States or if they are born abroad to U.S. citizens. A person can also be a U.S. citizen if they are under 18 years old and are a lawful permanent resident when one of their parents becomes a naturalized citizen or if they are adopted by a U.S. citizen.</li> <li>● Requirements to become a naturalized citizen: A person can become a naturalized citizen if they are at least 18 years old, are able to read, write and speak basic English, and are of good moral character. They must also be a lawful permanent resident for at least five years, or are married to a U.S. citizen, or are a U.S. military service member or are a child of a U.S citizen.</li> <li>● Difference between a naturalized citizen and a native born US citizen: Both naturalized citizens and native born citizens have the same rights and responsibilities as citizens, Both can vote and both must pay taxes to the state and federal government. The biggest difference is that naturalized citizens must go through an application process to become a citizen rather than being born as one.</li> <li>● Voting rights act: The Voting Rights Act of 1965, signed into law by President Lyndon B. Johnson, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution.  <a href="https://www.history.com/topics/black-history/voting-rights-act">https://www.history.com/topics/black-history/voting-rights-act</a> </li> </ul>		

- Other constitutional rights: The United States Constitution provides many civil rights and civil liberties. The 1<sup>st</sup> Amendment gives citizens freedom of religion, freedom of speech, freedom of the press, and freedom of assembly. The 2<sup>nd</sup> Amendment gives them the right to keep and bear arms. The 3<sup>rd</sup> Amendment restricts housing soldiers in private homes, and the 4<sup>th</sup> Amendment protects against unreasonable search and seizure.

**Purpose: *What students will learn:***

In this lesson students will learn about how citizenship in the United States is determined in several ways, and how citizens are expected to fulfill a number of important duties. They will also learn about active citizen involvement in government and the community, and about the duties and responsibilities of citizens, as well as learn about the basic constitutional rights.

**National & State Social Studies Standard(s):**

**National:**

**Theme 10 CIVIC IDEALS AND PRACTICES:**

- An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

**St. Croix: Smithsonian Learning Lab Standards:**

- **D4.2.6-8** - Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- **D2.Civ.8.6-8** - Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.Civ.7.6-8** - Apply civic virtues and democratic principles in school and community settings.
- **D2.Civ.1.6-8** - Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental context
- **D2.Civ.14.6-8** - Compare historical and contemporary means of changing societies, and promoting the common good.

**National & State Geography Standard(s):**

**National: Standard 12: Essential Element IV. HUMAN SYSTEMS**

- The processes, patterns, and functions of human settlement.

**St. Croix Geography Standards: N/A**

**ELA Standards:**

- **CCSS.ELA-Literacy.RH.6-8.1** - Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-Literacy.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**ISTE Teacher and/or Student Standard:**

**Student: 1.3 Knowledge Constructor:**

1.3.d Explore Real-World Issues:

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

**Language Functions:**

- **Summarizing and Informing:** Students use language to identify, report or describe information
- **Evaluation:** Students use language to assess and verify with of an object idea, or decision

**Culturally Responsive Lesson Strategies:**

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, etc.
- **ACCESS:** Lesson/Activity communicated ideas in several different ways
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences

**Objective(s):**

- Students will read and understand that American citizenship involves great privileges and serious responsibilities.
- Students will have a full understanding of the difference between naturalized and US born citizens.
- Students will be able to explain the voting rights of U.S. citizens and explain how these voting rights compare and contrast between citizens in U.S.states and citizens in the U.S. Territories.

**SIOP**

	<b>SIOP Elements</b>	
<b>Preparation</b>	<b>Scaffolding</b>	<b>Grouping Option</b>
Adapting content	Modeling	<b>Whole class</b>
<b>Linking to background</b>	Guided practice	<b>Small groups</b>
<b>Linking to past learning</b>	Independent practice	<b>Partners</b>
Strategies used	Comprehensible input	<b>Independent</b>
<b>Integrating Processes</b>	<b>Application</b>	<b>Assessment</b>
Reading	<b>Hands-On</b>	<b>Individual</b>
Writing	<b>Meaningful</b>	Group
Speaking	<b>Linked to objectives</b>	<b>Written</b>
Listening	<b>Promotes engagement</b>	<b>Oral</b>

**Evidence of Mastery (Measurable):**

**Formative** – While conducting research on questions regarding U.S.citizenship, the students will write down their answers to the questions and will share these out with their fellow classmates, and as the students share out their research findings and take notes on the information shared out by their fellow students, the teacher will circulate around the room making note of students’ oral response to the questions and also have the students turn in their written responses in their notebooks and use both as a formative assessment of student learning/understanding.

**Summative** -After conducting research on the rights and responsibilities of U.S. citizens with a key focus on voting rights and then engaging in a debate about whether citizens should be mandated to vote or not, and then engaging in class activities to learn about how being a U.S. citizen in a U.S. territory compares and contrasts to being a citizen in a U.S. state, the student will do a Write Up of their learning by answering the following 2 summarizing questions:

1. *Did your position on mandating voting change after engaging in the debate based on your classmates' evidence? If Yes, explain, if No, explain, and use evidence from the debate to justify your position. Write at least 5-8 sentences.*
2. *What do you think about citizenship and voting rights in the territories and in the District of Columbia? How are they different from those of the citizens of the states? And how are they similar? Why do you think they are different? And do you think they should be? Write 6 - 8 sentences.*

Then the teacher will assess students’ learning using the Write Up Rubric (In Lesson Materials Document) with a score of 20 or higher indicating mastery.

<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>● <b>Bill of Rights:</b> the first ten amendments to the US Constitution spelling out American’s rights in relation to their government</li> <li>● <b>Constitution:</b> A set of rules that guide how a country, state, or other political organization works.</li> <li>● <b>Naturalized citizens</b> a person who was born outside the United States and obtained U.S. citizenship</li> <li>● <b>Deport:</b> expel from a country, typically for having violated an immigration law or having committed a crime.</li> <li>● <b>Draft:</b> a piece of writing that is done early in the development of a work to help prepare it in its final form</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Student access to notebooks for writing down notes</li> <li>● Copies of Graphic Organizer - one per student - (in Lesson Materials Document)</li> <li>● Computer and Projection device to show videos to the class.</li> <li>● Video: <i>Duties and Responsibilities of Citizens:</i> (6.06 min.) (Link in Sources below)</li> <li>● Vdeo: <i>US Citizenship Benefits</i> (5.28 min.) (Link in Sources below)</li> <li>● Copies of the Great Debate Scoring Rubric - one per student (In Lesson Materials Document)</li> <li>● Student access to laptops/computers to conduct research - one per student group)</li> <li>● Video: <i>Citizenship in the US territories and District of Columbia:</i> (6.11 min.) (Link in Sources below)</li> <li>● Write-Up Rubric (In Lesson Materials Document)</li> </ul>
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**Sources:**

- Youtube: Video: Duties and Responsibilities of Citizens: [Duties and Responsibilities](#)

- Youtube Video: US Citizenship Benefits | Benefits of US Naturalization 2023: [US Citizen Benefits](#)
- The Great Debate Scoring Rubric (source): <https://www.teacherspayteachers.com/Product/Debate-Rubric-2348884?st=d183b15cff816098402bf8cfbc317788>
- Video: Citizenship in the US territories and District of Columbia: [Citizenship in the US territories and District of Columbia \(video\) | Khan Academy](#)

### Engage:

#### Teacher Will:

1. Ask students: *What does it mean to be a US Citizen?* and have them write down everything that comes to mind in their notebooks. Instruct them to turn and talk for 1 minute with their partner about what it means to them to be a US citizen. Teacher will circulate around the room and listen in to what students are discussing and what is written in their notebooks.

**(NOTE)** The teacher will partner students strategically to provide language and/or learning support for ELLs/SPED and gifted students.

2. The teacher will select one or two students to share out their response to the whole class, and have the other students provide feedback to them about what is shared using the following Sentence Stems:
  - *I agree with you on..... because....*
  - *I disagree with you on..... because....*
  - *I think that you make a good point about....*
  - *I think we need more evidence on....*
  - *I am wondering about...*

#### Students Will:

1. Listen to and reflect on the question asked by the teacher and write down in their notebook any thought that comes to mind about what it means to be a US citizen, and then turn and share their thoughts with their partner.

**(Grouping: Whole class/Partners) (Preparation: Linking to background) (Integrating processes: Listening/Speaking)**

2. Either share out their responses to their classmates or listen to their classmate's responses and use the sentence stems provided to give feedback to them and to ask clarification questions.

**(Grouping: Whole class/Independent) (Integrating processes: Listening/Speaking)**

### Explore:

#### Teacher Will:

**IQ 1#:** *What duties and responsibilities do we have as citizens of the U.S., and what are the benefits of being a citizen?*

1. Pass out copies of the [graphic organizer](#) for students to take notes on, and play the video [Duties and Responsibilities of Citizens](#), and have students write down notes on their handouts to record key points as they watch the video.

#### Students Will:

1. Engage in a class discussion of the lesson vocabulary words and write down each word and its meaning in their notebooks.

**(Grouping: Whole Class) (Integrating Processes: Listening/Speaking/Reading/Writing)**

2. Now introduce the lesson vocabulary words to the class and engage students in a discussion of each word and its meaning, having the students write them down in their notebooks. Ask: *what connections can you make with the vocabulary words with what you saw in the video?* When playing the video the teacher will stop it at 3 minutes to ensure students have captured a few notes, and then will play the remainder of the video.

**(NOTE):** The teacher will again partner ELLs/SPED students to provide support as needed.

3. Then when done, the teacher will give students a few minutes to share out what they recorded in their notes and engage in a class discussion of what was learned about citizens' duties and responsibilities. During the discussion the teacher will make a list on the board of the duties and responsibilities identified by the class.
4. The teacher will then play the video: [US Citizenship Benefits](#) and have students write down more notes on their graphic organizer focusing on three to four benefits that US citizens have.
5. When done, the teacher will have students turn and talk to their partners about what they wrote down and the teacher will listen in on their discussions to determine what students had learned from the videos. The teacher will then have the students share out their notes and will add to the lists on the board the benefits of being a citizen that were noted by the students.
6. The teacher will then have the students work together in their groups to conduct a jigsaw research on a set of questions with each group doing research on one assigned or chosen question from the following list, and have every student record their research findings in their own notebook to share out with the other groups afterward. **Research Questions:**
  1. *What are the differences between naturalized and native born US citizens? And, what requirements must legal*

2. Watch the video shown by the teacher and write down on their handouts any key points about the main duties and responsibilities of U.S citizens explained in the video.

**(Grouping: Whole class/Independent or Partners if needed) (Integrating Processes: Listening/Writing)**

3. When done watching the video, students will share with the class the key points they wrote down and engage in a class discussion about what they learned about the duties and responsibilities of being a U.S. citizen. They will view the list of these written on the board as a summary of what was learned.

**(Grouping: Whole class) Integrating Processes: Listening/Speaking/Reading) (Application: Meaningful/Promotes engagement)**

- 4&5. Watch the second video and write down on their handout three or four benefits that U.S. citizens have, and then turn and talk with their partner about why the ones they wrote down were the most important benefits. The students will then share out their notes in a whole class discussion and view the list of all of the benefits added by the teacher to the list on the board .

**(Grouping: Independent or Partners/Whole Class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)**

6. Work in their groups to conduct research on their assigned/chosen question, and record their findings in their notebooks and prepare to share them out with the other groups.

**(Grouping: Small Groups) (Integrating Processes: Reading/Writing/Listening/Speaking)**

<p><i>immigrants meet to become naturalized citizens?</i></p> <ol style="list-style-type: none"> <li><i>In your own words, define citizenship and describe what it means to be a citizen of the U.S?.</i></li> <li><i>How are paying taxes and being a good citizen connected?</i></li> <li><i>What steps can citizens take to vote intelligently?</i></li> </ol>	
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**Explain - Formative Assessment:**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>After conducting their research, the students in each jigsaw research group will be separated into new groups, with each new group having at least one student from each research group where they will then share out their research findings with the other students and have them write down the shared information into their own notebooks, and ask any questions they may have to clarify and understand what is shared with them. As the students share out their research to their group members, the teacher will circulate around the room making note of students' share outs and then have the students turn in their written responses in their notebooks for the teacher to use both as a formative assessment of student learning/ understanding.</li> </ol>	<p><b>Students Will:</b></p> <ol style="list-style-type: none"> <li>Form a new group that includes at least one student from each research group and share out their research findings written in their notebooks and answer any question asked by group members to help clarify the information they share. Students will also write down in their own notebooks the information shared out by their group members in order to have a written response to each of the 4 research questions. They will then turn in their notebooks to the teacher.</li> </ol> <p><b>(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Writing) (Application: Hands-on/Meaningful/Promotes engagement/ Linked to Objectives) (Assessment: Individual/Oral /Written)</b></p>
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**Elaborate:**

<p><b>Teacher will:</b>  <b>Q #2: <i>Should citizens be mandated to vote?</i></b>  <b>YES or NO?</b></p> <ol style="list-style-type: none"> <li>The teacher will engage the class in a discussion of what they have learned about the voting rights of citizens and then tell the class that they will be holding a debate on the following question. <b>Debate Question:</b> <i>Should citizens be mandated to vote? YES, or NO?</i> With the following consequences: If they do not, they will be fined via taxes.</li> </ol>	<ol style="list-style-type: none"> <li>Engage in a class discussion of what they have read and learned about the voting rights of citizens and listen to and reflect on the Debate question given by the teacher.</li> </ol> <p><b>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Preparation: Linking to past learning)</b></p>
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<p>If they do, they should receive a tax credit.</p> <ol style="list-style-type: none"> <li>Have students reflect on/decide which side (Yes or No) they stand for and have them review their notes in their notebook to help prepare for the date. The teacher will also pass out copies of the <u>Debate Rubric</u> for students to look over and consider how they should perform during the debate.</li> <li>The teacher will then select two students from each side to go to the front of the room to have an open debate for two minutes on each side. Students in the audience will be given copies of the <u>Debate Rubric</u> to rate their classmates on their performance. And, if students in the audience have a rebuttal for any side, the students can change spots with the student presenting, and engage in the debate themselves.</li> <li>When the debate ends, the teacher will tell the class that now they are going to learn about how being a U.S. citizen in a U.S. Territory compares and contrasts to being a U.S. citizen in a U.S. state in terms of people's rights and responsibilities.</li> <li>The teacher will show the video: <a href="#">Citizenship in the US territories and District of Columbia (video)   Khan Academy</a> and have students take notes on how citizenship in a U.S. Territory compares and contrasts to citizenship in a U.S. state.</li> <li>After watching the video, the teacher will have students review and reflect on the notes they have taken and think about what they learned about how being a U.S. citizen in a U.S. territory compares and contrasts to being a citizen in a U.S. state and in particular, how their voting rights compare and contrast.</li> </ol>	<ol style="list-style-type: none"> <li>Choose which side of the debate question they will stand for and review their notes and reflect on the question to prepare for the debate. Students will look over the Debate Rubric and think about how they will perform during the debate. <b>(Grouping: Whole class/Independent) (Preparation: Linking to past learning/Linking to background)</b></li> <li>Engage in at least three rounds of this debate. They will use evidence from the videos, reading/research, and their own knowledge of citizenship to present the side they stand for during the debate. Students will use the rubric to evaluate each other's performance during the debate and can take part in the open debate to present their own rebuttal if they choose to. <b>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)</b></li> <li>Watch the video and make connections to what they have already learned about U.S. citizens' rights and responsibilities, and take notes of how they compare and contrast. <b>(Grouping: Whole class/Independent) (Integrating Processes: Listening/Writing) (Preparation: Linking to past learning)</b></li> <li>Review their notes from the video and think about how they feel about the differences between being a citizen in the U.S. Territory compared to being a citizen in a U.S. state, and how this relates to voting rights. <b>(Grouping: Whole class) (integrating Processes: Reading/Listening/Speaking)</b></li> </ol>
<p><b>Evaluate - Summative Assessment:</b></p>	
<p><b>Teacher will:</b></p> <ol style="list-style-type: none"> <li>Pose the following 2 summarizing questions to the class and have students write a 2-paragraph paper to answer the questions.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Use their notes written in their notebook to review what they learned from the debate and the territory video they watched, and</li> </ol>



The teacher will also show the Write Up Rubric to the class and discuss the criteria used for grading their write up and then provide time for students to complete their Write Up.

**(NOTE):** The students can be allowed to use their notes as they complete their Write Up. The teacher will also provide language/writing support for students who may need it by having them either orally record their responses to the questions on a tape recorder, or have the students work with a partner to help them write out their responses on paper.

**Write Up Questions:**

2. *Did your position on mandating voting change after engaging in the debate based on your classmates' evidence? If Yes, explain, if No, explain, and use evidence from the debate to justify your position. Write at least 5-8 sentences.*
3. *What do you think about citizenship and voting rights in the territories and in the District of Columbia? How are they different from those of the citizens of the states? And how are they similar? Why do you think they are different? And do you think they should be? Write 6 - 8 sentences.*

The teacher will use the Write-UP Rubric to assess and grade students' Write-Ups with a score of 20 pts. or higher indicating mastery.

write out their responses to the 2 Summary questions using the Write-up Rubric as a guide. ***This is an exit ticket.***

**(Assessment: Individual/Written)**

**Extensions:** Students can do further research on U.S. territories and can be provided opportunities to talk with or interview citizens from a U.S. territory to gain insight into their view of what being a U.S. citizen means to them and how they feel about restrictions on their voting rights.