

Rights and Responsibilities of Citizens

School Level: secondary

Content Area: Social Studies--Civics

Organizer

Why is it important for me to exercise my rights as a United States citizen and fulfill my responsibilities?

Content Standards

Academic Expectations

- 2.14 Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Essential Questions

- What is a responsible citizen and why is it important to demonstrate responsible citizenship?
- What rights are guaranteed (protected) as a citizen and which are most important to me?
- How do the responsibilities come with my rights?
- At what point does the common good of society limit your rights?
- What are the characteristics of a feature article and an editorial?

Academic Expectations and Demonstrators

2.14: Students should understand the democratic principals of justice, equality, responsibility, and freedom and apply them to real life situations.

- Exhibit active democratic behavior and civic responsibility.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.

2.15: Students can accurately describe various forma of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

- Analyze the relationship between authority and power in political systems.

Core Content

- Democratic governments derive their power from its citizens. (U.S. Constitution)
- Democratic government preserves and protects the rights and liberties of their citizens (e.g. U.S. Constitution, U.S. Declaration of Independence.)
- The rights of one individual (e.g. smoking in public places, free speech) may, at times, be in conflict with the rights of another may be in conflict (e.g. slander, libel) with the rights of another.

- The rights of an individual (e.g. Freedom of Information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the common good. (e.g. national security, environmental regulations, censorship).
- In order for our government to function as a democracy and preserve individual rights, citizens must assume responsibilities (e.g. seeking and assuming leadership positions, voting), and duties (e.g. serving as a juror, paying taxes, complying with local, state, and federal laws, serving in the armed services) for its functioning.

Culminating Performance

Portfolio Options: Consult the scoring guide below

- Write a feature article explaining how the responsibilities of citizens can change over time.
- Write an editorial explaining how our civic responsibilities are different now than before the events of September 11, 2001.

Scoring Guide

- Use the Portfolio Holistic Scoring Guide for process
- Content Criteria

Feature Article

Score Point	Description
4	<ul style="list-style-type: none"> • The student identifies a citizen's responsibilities* with an extensive explanation on how they have changed over time. The piece is fully developed, and utilizes specific and relevant details.
3	<ul style="list-style-type: none"> • The student identifies a citizen's responsibilities* with abroad explanation on how they have changed over time. The piece may lack some clarity or details.
2	<ul style="list-style-type: none"> • The student identifies some of a citizen's responsibilities* with a basic explanation on how they have changed over time. Minor errors may be present.
1	<ul style="list-style-type: none"> • The feature article identifies some of a citizen's responsibilities*, but does not provide an explanation of how they have changed over time.
0	<ul style="list-style-type: none"> • Response is totally incorrect or irrelevant.
Blank	<ul style="list-style-type: none"> • No response.

*The teacher should determine a number of citizen responsibilities and insert then into the rubric.

Scoring Guide

- Use the Portfolio Holistic Scoring Guide for process
- Content Criteria

Editorial

Score Point	Description
4	<ul style="list-style-type: none"> • The student identifies a citizen's responsibilities* with an extensive explanation on how they have changed since September 11, 2001. The piece is fully developed, and utilizes

	specific and relevant details.
3	<ul style="list-style-type: none"> The student identifies a citizen's responsibilities* with abroad explanation on how they have changed since September 11, 2001. The piece may lack some clarity or details.
2	<ul style="list-style-type: none"> The student identifies some of a citizen's responsibilities* with a basic explanation on how they have changed since September 11, 2001. Minor errors may be present.
1	<ul style="list-style-type: none"> The feature article identifies some of a citizen's responsibilities*, but does not provide an explanation of how they have changed since September 11, 2001.
0	<ul style="list-style-type: none"> Response is totally incorrect or irrelevant.
Blank	<ul style="list-style-type: none"> No response.

*The teacher should determine a number of citizen responsibilities and insert then into the rubric.

Instructional Activities

EQ 1: What is a responsible citizen and why is it important to demonstrate responsible citizenship?

Divide students into groups.

Activity 1: Each student will be given a graphic organizer (e.g., T-chart, attribute list). Students will work in groups to brainstorm all the attributes of a responsible citizen. An example of an attribute list is in the Appendix. After the groups have had time to generate ideas and fill in their organizer, the teacher will lead a class discussion and fill in a class organizer. Teacher note: Make sure the responsibilities listed in the Core Content for Assessment (e.g., serving in the armed forces, paying taxes, community service, voting, obeying the law, participating in the election process) are included somewhere on the class organizer. If an attribute is listed more than once, the teacher should put a check beside that attribute. Once the class organizer is completed, students should return to their groups and complete a top ten list of the attributes a responsible citizen should have. The teacher should discuss the fact that they may begin this task by looking at the number of checks beside certain attributes. Obviously, the class thought these were important because several mentioned them.

The top ten lists of the student groups should be posted around the room.

Activity 2: Students will use the Citizen Participation Chart in the *We the People* (see unit resource list for contact name) materials to analyze the most important aspects of responsible citizenship. Students read the list of ways that citizens participate. Students will then rank the methods of participation in terms of importance, determine which activities they are likely to do, and estimate how much time each week they would spend doing that activity. Once students have completed the chart individually, they will pair-share their responses.

Journal entry: Students will be asked to answer one of three questions in their journal. The index card they receive will determine the questions students will answer. The teacher should determine the questions based on student needs.

Do you think you are a responsible citizen? If so, why? If not, why?

How can students demonstrate responsible citizenship even though they cannot vote? Do you think you are a responsible citizen? If so, why? If not, why?

Activity 3: Students will use newspaper/magazine articles, books, and other types of print materials to find information about a person. The person may be a historical character or a contemporary person. The teacher may choose the articles for some students based on needs. The classroom should contain a wide variety of print materials from which students may choose.

Based on the criteria the class has created, the focus of the research is to determine if the person would be considered a responsible citizen. The research could be used to complete any of the following assignments:

- Write an essay explaining why the person you researched is or isn't a responsible citizen, giving three arguments to support your answer. Include an introduction, body, and conclusion.
- If a person you researched is a local community member, write a letter to the local newspaper explaining why the community should recognize the person for good citizenship.
- Create a visual to be part of a display on responsible citizens in the world. Ask the principal if the display can be placed in a central location so all students can view.

Develop scoring rubric with students or websites are available to help in the creation of these scoring rubrics. We have included a list of these in the Appendix to this unit.

Assessment: Open Response Item

Local communities depend on their citizens to help make it a great place to live and work.

- A. List three possible criteria you would use to describe a responsible citizen.
- B. Explain one reason why being a responsible citizen is necessary to live in a free society.

4	Student lists three criteria for a responsible citizen and explains each accurately and clearly. The student explains one reason clearly why being a responsible citizen is necessary to live in a free society.
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3	Student lists three criteria but does not explain accurately and/or clearly or the student lists three criteria but only explains two clearly.
2	Student lists two or three criteria but does not explain accurately and/or clearly and lists one reason why being a responsible citizen is necessary to live in a free society but the student does not explain at all.
1	Student lists only 1 or 2 criteria for responsible citizens and does not explain them and does not explain at all the importance of responsible citizenship to a free society.
0	Blank

EQ 2: What are the rights guaranteed (protected) as a citizen and which are most important to me?

Activity 1: What is a right? Brainstorm a definition of a right. Post that definition on the bulletin board. Teacher note: Teachers may want to extend this discussion by incorporating a lesson on natural rights. 1. Give the students a list of rights included in the Bill of Rights. The teacher could use the Bill of Rights or an abbreviated version depending on student needs. Students will also use their Student Code of Conduct. Working in groups based on student needs, groups will address the following issues:

- What are the rights you have as a citizen of the United States and what are your rights as a student? How are they similar and why? Students may use a graphic organizer to compare. Students could use software to assist in graphically organizing information (e.g., PowerPoint, Inspiration).
- How are the rights guaranteed to United States citizens and students limited? Justify the reasons for these limits. Students will create a skit to reflect these limitations or draw a political cartoon.
- Think about the Internet and current concerns about national security; discuss whether there will be more or less limitations of these basic freedoms. Create a presentation to involve the class in this discussion. The presentation could come in the form of a panel discussion, a PowerPoint presentation, or posters. The groups are only limited by their imagination.

Groups will share information with the class in the order the questions are listed because this is a type of tiered assignment. Information will be posted in the room for future reference.

Activity 2: Use the *Tinker vs. Des Moines* case as an introductory activity. This case can be found at <http://www.cprlafayette.com/Tinkvsdes.htm>. Also, prepared mock trial simulations can be purchased inexpensively from various companies. Students will be assigned roles representing major players in the case. Students will act out the case and the teacher will lead a debriefing discussion including the following questions:

- *What right was at issue?*
- *What were the arguments in the case?*
- *How did the court rule in the case and why?*
- *Do you think the decision would be the same today? Why? Why not?*

Journal entry: Student will write whether they agree or disagree with the decision of the court and why they feel that way. Share response with a partner.

Activity 3: Students will now research the origin of some of the rights they have. Obviously, the Bill of Rights contains a list of the rights, however, the Supreme Court has shaped our rights by the decisions the court has made. Student will work in groups to research the origins of our rights. Students will be assigned two Supreme Court cases (an adult and one student) to analyze. Students analyze two cases dealing with a specific freedom and note the similarities and differences. All pertain to the Bill of Rights. A chart for students to use as they analyze the cases is included in the Appendix. A list of websites for cases is included in the resource list. Why are cases involving minors sometimes interpreted differently than of adults?

Distribute the cases according to student needs. For example, the teacher may decide to jigsaw the articles or group/pair students with articles. Every student should have an organizer like the one included in the appendix. Information about every case should be shared with the class so that all students do not have to read all cases. Everyone looking analyzing the case will be involved in the presentation. For example, students could divide the questions for presentation. Additionally, students may choose to collaborate, creating a visual and giving an oral presentation to describe their findings.

Teacher note: These cases may be found at the website addresses provided in resource list. These cases are referenced in several books (e.g., *We the People*, *Almanac*) as well. An extension of this activity could be for students to research additional cases related to the amendments. Students who research these

additional cases should remember that they must not only find an adult case but also one involving a minor.

After information about cases has been shared and all students have a completed organizer, students will select one of the freedoms and cases researched. Students will take a stand on one of the cases and agree or disagree with the decision of the court. The arguments of the students should be supported with information from the case.

Portfolio option: Students can be given choice about how to present their argument. For example, students could create a speech or write a position paper.

Assessment option: Students could follow this activity by doing an exit slip explaining their viewpoint on one of the scenarios or they could explain a time when one of their rights was limited and whether or not they thought that limitation was fair.

Assessment: Open Response item

As a member of a school community and a citizen of the United States, we have certain rights.

List two rights you have as a member of the school community. What are the limits or responsibilities that go along with that right and why do those limits exist?

OR

List two rights citizens have. Explain the responsibilities that go along with that right.

EQ 3: What responsibilities come with my rights?

Activity 1: Groups read and discuss scenarios of the three responsibilities agreed upon by Americans over the years. Teacher note: This lesson comes from “We the People”, Unit 6, Lesson 29. Students will be able to demonstrate an understanding of the difference between rights and responsibilities and examine the relationship between rights and responsibilities. Students should identify various forms of participation through which responsibilities may be demonstrated.

1st scenario: If you choose to live among others in a society and enjoy that society’s

benefits, you are responsible for obeying the society’s rules.

2nd scenario: If you deny others their rights, you may have to give up your own. For example, if you endanger the lives of others by driving recklessly, you may lose your right to drive.

3rd scenario: If you attend a meeting and exercise your right to speak freely, you should respect other people’s right to do the same. If you disrupt the meeting

and deny others the right to speak, it is reasonable and fair to exclude you and deny you the right to speak there.

Groups discuss the relationship within each of the three scenarios between rights and responsibilities. Students should use the following questions to guide the discussion:

- *What right is identifiable in each scenario?*
- *What responsibility is implied in each scenario?*
- *Do any of these rights endure without responsibility? Explain reasons for your answers.*

The whole class collects illustrations of responsibilities from magazines and newspapers to create a display. Individuals or groups write stories/role play situations to portray the relationship between rights and responsibilities or situations where rights fail to endure without responsibilities.

Option 1: Students will be given an index card with a right written on it and be asked to identify the stated and implied responsibilities that accompany that right. Draw a picture or make a collage to illustrate one of the rights you have and the responsibilities that go along with it.

Option 2: Students will be given an index card prompting them to address the question, “Can citizens expect rights without assuming responsibility?” Students will create mock situations illustrating how rights and responsibilities are linked. This can be an illustration, writing piece, or skit.

Option 3: Students will be given an index card prompting them to address, “Will rights endure without responsibility?” Students will justify their answers. The website, <http://detnews.com/nie/index.html>, will be listed on the card. Students will do research pertaining to the “Attack on America.”

Assessment: Create a book for a young learner in which comparisons of rights and responsibilities are communicated. In the book, analyze the relationship between rights and responsibilities. Students should identify various forms of participation through which responsibilities may be demonstrated. Books may be illustrated or may contain clippings from newspapers or magazines. Students may use technology to create a power point or book created on computer. Rubric maker websites are included in the resource list at the end of this unit.

Book/Multimedia Project on Rights and Responsibilities Rubric

CATEGORY	Excellent	Good	Needs Improvement	Incomplete
Title	Title is creative, sparks interest and is related to book/multimedi	Title is related to the book/multimedi a project and topic.	Title is present, but does not appear to be related to the book/multimedi a project and	No title.

	a project and topic		topic.	
Introduction	First paragraph has a “hook” or catchy beginning	First paragraph has a weak “hook”.	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader’s attention in the first paragraph.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Focus on Assigned Topic	The entire book/multimedia project is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the book/multimedia is related to the assigned topic. The story wanders off at one point but the reader can still learn something about the topic.	Some of the book/multimedia is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the book/multimedia to the assigned topic.
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are 2-3 spelling and punctuation errors.	The final draft has more than 3 spelling and punctuation errors.

EQ 4: At what point does the common good of society limit your rights?

Teacher note: Teacher will collect various articles about the limiting of civil liberties as a result of the terrorist attacks on September 11, 2001. Some examples can be found in Lexington-Herald (www.ky.com), *Newsweek*, December 10, 2001, *Bill of Rights in Action*, *Social Education*, November/December 2001.

Some students in the class have been called to testify in front of a congressional committee. This committee is entertaining the idea of limiting citizen rights in

order to protect the common good. Students will be divided into groups based on the roles summoned to testify at the committee meeting on the issues of national identification cards and military tribunals (optional roles could be videographers and reporters). Students should be assigned groups based on student needs. The following roles will be represented:

- Eight members of Congress (Responsible for asking questions of those testifying. A member of Congress should be assigned to each group so they will know the questions to ask of the individual playing that role.)

Attorney General Ashcroft	Member of the ACLU
United States Citizen	Naturalized citizen
Airline Pilot	Hobbes
Major General of the United States	Airline Pilot
Judge	John Locke
Computer Industry Executive	Plato
Patrick Henry	

At the hearing students playing various roles will be questioned by the members of Congress on their opinions and positions on military tribunals and/or national I.D. cards. The goal of the hearing is to help students understand the various historical and current perspectives on these issues and help formulate their own opinions.

Portfolio Option: At the conclusion of the hearing, students will write letters to their congressional representatives explaining whether or not military tribunals or I.D. cards should be used. The Kentucky Holistic Scoring Guide should be used to develop a scoring guide for this piece.

EQ 5 What are the characteristics of a feature article and an editorial?

- Review the characteristics of an editorial
- Review the characteristics of a feature article
- Brainstorm a variety purposes and audiences for both editorials and feature articles.

Critical Resources

Books

We the People, Center for Civic Education, 1988. Teacher and Student Editions. Contact Rachel Bingham ((502) 695-1759) for more information.

Documents

Bill of Rights

Websites

<http://detnews.com/nie/index.html>
www.ky.com Lexington-Herald

<http://www.usdoj.gov>
<http://usgovinfo.about.com>

Supreme Court Cases

<http://www.cprlafayette.com/Tinkvsdes.htm>
<http://supct.law.cornell.edu/supct/>
<http://www.findlaw.com/casecode/supreme.html>
<http://www.fedworld.gov/supcourt/>
<http://www.usscplus.com/online/>
http://www.access.gpo.gov/su_docs/supcrt/

Human Resources

Rachel Bingham, Administrative Office of the Courts, 100 Mill Creek Park,
Frankfort, KY 40601, (502) 695-1759

Jennifer Scarborough (graphic organizers), Middle Level Consultant, 500 Mero
Street, Frankfort, KY 40601, jscarbor@kde.state.ky.us

Websites for Rubric Development

Instructional Intranet - Introduction to scoring rubrics

<http://intranet.cps.k12.il.us/Assessments/Ideas and Rubrics/Intro Scoring/Rubric Importance/rubric importance>

Rubric Generator

http://www.teach-nology.com/web_tools/rubrics/

Note taking Rubric (for research)

<http://www.fayette.k12.ky.us/instructtech/trt11/LibTechServ/assessresearch.htm>

Creating Rubrics (article)

http://www.interactiveclassroom.com/articles_006.htm

Understanding Rubrics (article)

<http://www.middleweb.com/rubricsHG.html>

Creating Rubrics You Can Use

http://www.education-world.com/a_curr/curr248.shtml

Rubric Builder

http://landmark-project.com/classweb/tools/rubric_builder.php3

Rubrics for Web Lessons

<http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>

Rubistar: Creating rubrics for project-based learning activities
(including customizable rubrics)

<http://rubistar.4teachers.org/>

Five Articles on Rubrics (from advantages of rubrics to student-generated rubrics)

<http://www.teachervision.com/lesson-plans/lesson-4521.html>

Rona's Ultimate Teacher Tools - includes ready made rubrics for all subject areas and grade levels

<http://www.theeducatorsnetwork.com/utt/rubricsgeneral.htm>

Rubrics, an Assessment tool to share with students (article)

<http://www.etr-associates.org/nsrc/rcv2n4/rubric.html>

Scientific Report Rubric

<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/reportrubric.html>

Scoring Rubrics: What, When, How? Moskal, Barbara

<http://www.ericae.net/pare/getvn.asp?v=7&n=3>

Case Interpretation Chart

Adult	Amendment	Student
Texas vs. Johnson –	Speech	<i>Tinker vs. DesMoines School District -</i>

<i>Mapp vs. Ohio -</i>	Search and Seizure	<i>TO vs. New Jersey -</i>
<i>Furmen vs. Georgia –</i>	<i>Cruel and Unusual Punishment</i>	<i>Stanford vs. Kentucky -</i>
<i>Miranda vs. Arizona -</i>	Due Process	<i>In re Gault –</i>
<i>New York vs. United States –</i>	Press	<i>Hazelwood School District vs. Kuhlmeier -</i>
<i>Stone vs. Graham –</i>	Religion	<i>Barnett vs. West Virginia –</i>

		Case	Amendment
			Decision
			Argument
Argument	Case		
Decision			
		Case	Amendment
			Decision
			Argument
Argument	Case		
Decision			
		Case	Amendment
			Decision
			Argument
Argument	Case		
Decision			
		Case	Amendment
			Decision
			Argument
Argument	Case		
Decision			
		Case	Amendment
			Decision
			Argument