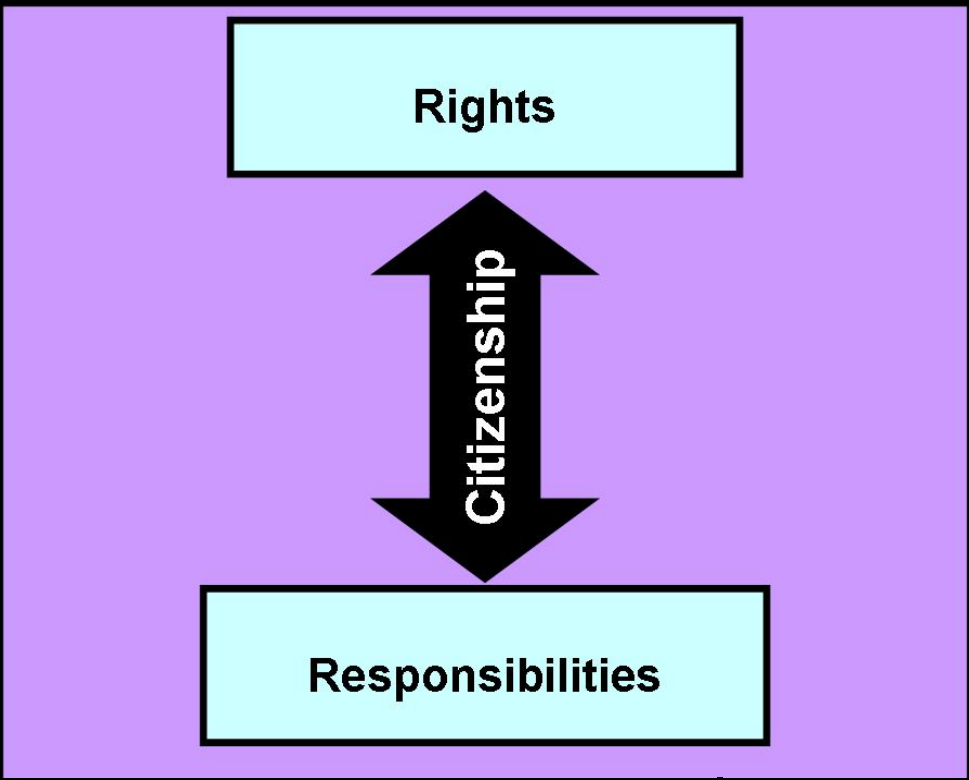


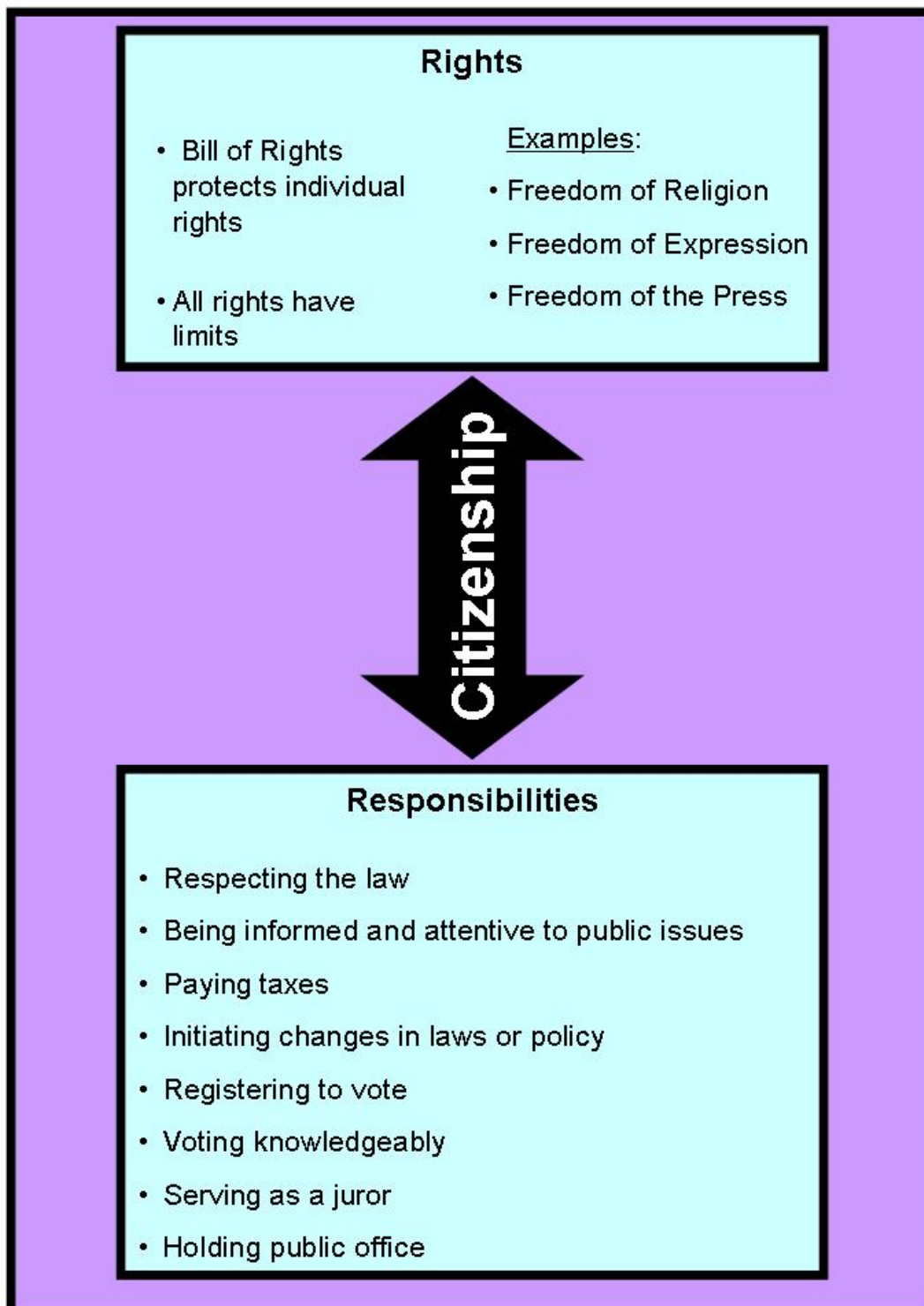
Fourth Grade Social Studies: United States Studies

Unit 6: Rights and Responsibilities of Citizenship

Big Picture Graphic

Overarching Question: Why are rights and responsibilities of citizenship essential to our form of government?		
Previous Unit: Our Federal Government	This Unit: Rights and Responsibilities of Citizenship	Next Unit: Fifth Grade Early American History
		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none">1. How are rights and responsibilities related?2. How can citizens work together to improve their government?3. Why are rights and responsibilities of citizenship essential to our form of government?		<u>Types of Thinking</u> Classification Evidentiary Argument Identifying Perspectives Issue Analysis Problem Solving

Graphic Organizer



Unit Abstract:

In this unit students explore the rights and responsibilities of citizenship. Through a lesson on the Bill of Rights, students learn how government affects their daily lives by identifying situations in which specific rights are involved. They also explore why rights have limits and the relationship between rights and responsibilities. In exploring the responsibilities of citizenship, students focus on the need for citizens to be informed about public issues. They deepen their understanding of public issues and the importance of citizen action in a democratic republic. They identify public policy issues facing citizens in the United States and then use graphic data and other sources to analyze information about a particular issue. In exploring the issue, they evaluate alternative resolutions and analyze how conflicts among core democratic values often lead people to want different resolutions to a public policy issue. Finally, students demonstrate competency in expressing their own opinions relative to a public issue in the United States and justify their opinions with a reasoned argument.

Focus Questions

1. How are rights and responsibilities related?
2. How can citizens work together to improve their government?
3. Why are rights and responsibilities of citizenship essential to our form of government?

Content Expectations

- 4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3: Explain why rights have limits.
- 4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.
- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
- 4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Integrated GLCE's

R.NT.04.03: Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)

W.PR.04.01: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)

R.IT.04.01: Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)

D.RE.04.01: Construct tables and bar graphs from given data. (Mathematics)

Key Concepts

Bill of Rights
citizenship
civic responsibilities
core democratic values
individual rights
public issues

Duration

6 weeks

Lesson Sequence

Lesson 1: What is the Bill of Rights?

Lesson 2: What are the Responsibilities of Citizens?

Lesson 3: Becoming Informed about Public Issues

Lesson 4: Core Democratic Values and Public Issues

Lesson 5: Exploring a Public Issue Facing U.S. Citizens

Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Copies of local and regional newspapers
Overhead Projector or Document Camera and Projector
Student journal or notebook
Two colors of highlighters each student

Student Resource

**Ben's Guide to U.S. Government for Kids*. 10 March 2009 <<http://bensguide.gpo.gov>>.

Bill of Rights in the News. Bill of Rights Institute. 9 March 2009
<<http://www.billofrightsinstitute.org/Teach/News/default.asp>>.

The Bill of Rights. Our Documents. 9 March 2009
<<http://www.ourdocuments.gov/doc.php?flash=true&doc=13>>.

Christelow, Eileen. *Vote!* New York: Sandpiper Books, 2008.

Clayton, Ed. *Martin Luther King, the Peaceful Warrior*. New York: Simon Pulse Books, 1991 (or other book about Dr. King).

Cone, Molly. *Come Back, Salmon*. New York: Harcourt Books, 1992.

**First Amendment Heroes: Part C of An Introduction to the First Amendment*. Education for Freedom Website. 10 March 2009
<<http://www.freedomforum.org/packages/first/curricula/educationforfreedom/L01main.htm>>.

**Inside the Voting Booth*. PBS Kids Democracy Project. 10 March 2009
<<http://pbs.org/democracy/kids/vote>>.

Issue Guide: Environment. Public Agenda. 9 March 2009
<<http://www.publicagenda.org/citizen/issueguides/environment>>.

Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*. New York: Harcourt Children's Books, 2003.

Lead Toy Recalls. 5 March 2009 <<http://www.leadtoyrecalls.com/>>.

Sierra, Judy. *Ballyhoo Bay*. New York: Simon & Schuster/Paula Wiseman Books, 2009.

Stamper, Judith. *Save the Everglades*. New York: Steck-Vaughn, 1992.

State News. 9 March 2009 <<http://www.stateline.org/live/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Toy Recall Database. 5 March 2009 <<http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

**TLC Elementary School: Understanding Good Citizenship*. Discovery Channel School. 2006. United Streaming. 10 March 2009 <<http://streaming.discoveryeducation.com/>>.

Teacher Resource

America Votes: The Big Picture. Navigating Election Day. League of Women Voters Website. 9 March 2009 <<http://www.lwv.org>>.

**Bill of Rights Institute*. 10 March 2009 <<http://www.billofrightsintstitute.org/Teach/freeResources/>>.

**Center for Civic Education*. 10 March 2009 <<http://www.civiced.org/>>.

Choice of attire at voting booth at stake in suit. Daily Progress. 9 March 2009 <http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/>.

**Civics Lesson Plans*. New York Times Learning Center website. 10 March 2009 <<http://www.nytimes.com/learning/teachers/lessons/civics.html>>.

Consumer Product Safety Commission. 9 March 2009 <<http://www.cpsc.gov/>>.

Consumer Product Safety Improvement Act Signed Into Law. Godfrey and Kahn. 9 March 2009 <http://www.gklaw.com/publication.cfm?publication_id=750>.

**Create Your Own Notebook on Core Democratic Values*. 10 March 2009 <<http://www.michiganepic.org/coredemocratic/indexb.html>>.

**Education for Freedom: Lesson Plans for Teaching the First Amendment*. Freedom Forum Website. 10 March 2009 <<http://www.freedomforum.org/packages/first/curricula/educationforfreedom/index.htm>>.

The Five Freedoms. First Amendment Schools. 10 March 2009 <<http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx>>.

Gas Prices Pump Up Support. Pew Research Center for the People and the Press. 9 March 2009 <<http://pewresearch.org/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

- Handcrafted Toy Makers Fear New Lead Paint Law.* Washington Times. 9 March 2009
<<http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/>>.
- Illinois city shouldn't have silenced man at council meeting.* First Amendment Center. 9 March 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21055>>.
- Indiana high court: State can sue over political 'robo-calls'.* First Amendment Center. 9 March 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21053>>.
- Lead in Toys.* New York Times. 9 March 2009
<<http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.
- Lead Toy Recalls.* 9 March 2009 <<http://www.leadtoyrecalls.com/>>.
- **McCormick Tribune Freedom Museum.* 10 March 2009 <<http://www.freedommuseum.us/html/>>.
- Michigan House Reignites Smoking Ban Debate.* Michigan News. 9 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.
- New Jersey inmate challenges ban on prison preaching.* First Amendment Center. 9 March 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=20960>>.
- Officials Defend Grade Policy.* Pittsburg Post Gazette. 9 March 2009 <<http://www.post-gazette.com/pg/09007/940011-298.stm>>.
- The Pew Research Center.* 9 March 2009 <<http://pewresearch.org/>>.
- Public Agenda.* 9 March 2009 <<http://www.publicagenda.org/>>.
- **Resources for Teachers on Core Democratic Values.* 10 March 2009
<<http://www.classroomhelp.com/lessons/cdv/index.html>>.
- Senate Okays Smoking Ban.* Michigan News. 9 March 2009
<http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html>.
- Sikh sues judge over demand for turban removal.* First Amendment Center. 9 March 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=19003>>.
- Time Short For About 200 Deer.* Detroit Free Press. 10 March 2009
<<http://m.freep.com/news.jsp?key=378966>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Toy Recall Database: 9 March 2009 <<http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

**We the People*. Calabasas, CA: Center for Civic Education, 2003. pp. 132-172, 183-196.

**What is the State of the First Amendment?* Newsweek Education Program and the First Amendment Schools Project. 10 March 2009 <<http://www.firstamendmentschools.org>>.

*Yolen, Jane. *Letting Swift River Go*. Little Brown, 1995.

Resources for Further Professional Knowledge

CIRCLE: Center for Information and Research on Civic Learning and Engagement. 10 March 2009 <<http://www.civicyouth.org/>>.

Citizenship Education. 10 March 2009 <http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp>.

Civitas. 10 March 2009 <<http://www.civnet.org/>>.

National Center for Learning and Citizenship. 10 March 2009 <http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm>.

National Alliance for Civic Education. 10 March 2009 <<http://www.cived.net/>>.

Teaching Students To Discuss Controversial Public Issues. ERIC Digest. 10 March 2009 <<http://www.ericdigests.org/2002-2/issues.htm>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Instructional Organization

Lesson 1: What is the Bill of Rights?

Content Expectations:

- 4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
- 4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3: Explain why rights have limits.

Key Concepts: Bill of Rights, citizenship, individual rights

Abstract: This lesson connects back to Unit 5 in which the importance of individual rights was explored and further builds on the concept of limited government. After reviewing the Bill of Rights, students take an in depth look at the First Amendment. Then, working in small groups they analyze a newspaper article describing a particular right in action. They share the results of their analysis with the class. Next, through class discussions and the use of examples, students examine why rights have limits and the relationship between rights and responsibilities.

Lesson 2: What are the Responsibilities of Citizens?

Content Expectations

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.

Integrated GLCE's

- R.NT.04.03:* Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)
- W.PR.04.01:* Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)
- D.RE.04.01:* Construct tables and bar graphs from given data. (Mathematics)

Key Concepts: citizenship, civic responsibilities

Abstract: In this lesson students explore the responsibilities of citizenship. The lesson begins by activating students' prior knowledge of the relationship between rights and responsibilities (addressed in Lesson 1). After conducting a short survey of adults about their perceptions of the responsibilities of citizenship, students explore how democratic values and principles are connected to civic responsibilities with a focus on popular sovereignty. Finally, students explore ways citizens can work together to promote the values and principles of American democracy through literature and civic initiatives in their own communities, state, or nation.

Lesson 3: Becoming Informed about Public Issues

Content Expectations:

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.

Integrated GLCE's

- R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)

Key Concepts: citizenship, civic responsibilities, public issues

Abstract: In this lesson students review the characteristics public issues. They use these characteristics to identify a variety of issues affecting local communities, Michigan, and the United States. After reviewing the concept of popular sovereignty, they explore how being informed about public issues is a civic responsibility. Students then work in small groups to identify several public issues facing citizens in the United States such as outsourcing of jobs, social security, national healthcare, and the wars in Iraq and Afghanistan. Students then identify resources that would help citizens become informed about these public issues and ask questions regarding the point of view of the sources.

Lesson 4: Core Democratic Values and Public Issues

Content Expectations:

- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

Key Concepts: core democratic values, public issues

Abstract: In this lesson students consider how making informed decisions about public issues require citizens to examine connections between core democratic values and the issues. They examine a variety of decisions and identify the core values in conflict in each decision. Next, students explore how conflicts over core democratic values often lead people to want different resolutions by examining current public issues facing U.S. citizens.

Lesson 5: Exploring a Public Issue Facing U.S. Citizens

Content Expectations:

4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

Key Concepts: citizenship, public issues

Abstract: In this lesson, students briefly examine a variety of public issues facing U.S. citizens such as how to deal with invasive species, water diversion from the Great Lakes, and quality control of imports. Then, they analyze one of the issues in depth by using graphic data and other sources. They evaluate possible resolutions of the issue through small group substantive discussions.

Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens

Content Expectations:

4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Key Concepts: core democratic values, public issues

Abstract: Students use information from Lesson 5 to compose a short essay on a public issue. After considering a consumer safety issue, students explore data related to the public issue. They write an essay using data and reasoning to justify their position and then revise their essays after peer editing.