

Citizenship and Civic Engagement

Objectives

- Identify the traits and roles of good citizens.
- Discuss the qualities and traits of good citizens demonstrated by famous Americans.
- Create a public service announcement to explain what makes an ideal citizen.

Quest Project-Based Learning: Being an Ideal Citizen

	Description	Duration	Materials	Participants
STEP 1 Set the Stage	Read a blackline master as an introduction to the project.	15 minutes	Blackline Master: Quest Kick Off	Whole Class
STEP 2 Launch the Activities	Watch a video with background information.	15 minutes	Video: Volunteering: Mentor, Tutor, Friend Leveled Readers: Who Is Eleanor Roosevelt?; An American Hero: Eleanor Roosevelt; Eleanor Roosevelt: First Lady and Human Rights Leader	Whole Class
Activity 1 What Would You Do?	Resolve a scenario by demonstrating one of the traits of citizenship.	40 minutes	Blackline Master: What Would You Do?	Small Groups
Activity 2 Portrait of a Good Citizen	Create a good citizen illustration.	30 minutes	Drawing tools	Small Groups
Activity 3 Who Were Good Citizens?	Read and sort short biographies of well-known citizens.	35 minutes	Blackline Master: American Heroes scissors, glue	Small Groups
Activity 4 Choosing a Hero	Create a song or poem about a hero.	40 minutes	Research materials	Small Groups
Activity 5  Public Service Announcement Script	Create a script for a public service announcement.	45 minutes	Blackline Master: Public Service Announcement Script	Individuals

STEP 3 Complete the Quest Prepare for the PSA	Prepare to deliver a public service announcement.	30 minutes	PSA Scripts (from Activity 5)	Whole Class
Deliver the PSA	Present a public service announcement to audience members.	30 minutes	PSA Scripts (from Activity 5)	Whole Class
Answer the Compelling Question	Discuss the compelling question.	20 minutes	Student Activity Mat: 4B Quest	Whole Class

Quick Activities

	Description	Duration	Materials	Participants
Citizenship Over Time	Discuss how the idea of citizenship has changed across time.	25 minutes	Blackline Master: Citizenship Over Time	Whole Class
Medal of Citizenship ELL	Create and design a medal of citizenship to award to a local hero.	35 minutes	Blackline Master: Medal of Citizenship Student Activity Mat: 4A Who, What, Where in the United States?	Partners, Individuals
How Can I Help My Community?	Decide on a plan to help the local community.	20 minutes		Whole Class
Biography Trading Cards	Create a trading card to highlight how a national or local hero shows the traits of an ideal citizen.	30 minutes	Blackline Master: Biography Trading Card	Individuals
Readers Theater: Johnny Appleseed	Read and act out a script about Johnny Appleseed.	20 minutes	Blackline Master: Johnny Appleseed	Whole Class

Project-Based Learning: Being an Ideal Citizen

Compelling Question

What is an ideal citizen?

Welcome to Quest 5, Being an Ideal Citizen. Students will explore and understand five traits of citizenship: honesty, compassion, respect, responsibility, and courage. Students will then prepare and present a public service announcement to explain the traits of an ideal citizen. After completing these activities, students will be able to discuss the compelling question at the end of this inquiry.

Objectives

- Identify the traits and roles of good citizens.
- Discuss the qualities and traits of good citizens demonstrated by famous Americans.
- Create a public service announcement to explain what makes an ideal citizen.

STEP 1 Set the Stage 15 minutes

Begin the Quest by distributing the blackline master **Quest Kick Off**. It will bring the world of the Quest to life, introducing a story to interest students and a mission to motivate them.

Story

The local news channel has asked each student to prepare a public service announcement that explains what it means to be an ideal citizen. The announcement will help to spread ideas of what it takes to be a good citizen.

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Mission

Create a public service announcement to teach others about what makes an ideal citizen. A public service announcement is a message created in order to change a group’s behavior or way of thinking.

STEP 2 Launch the Activities

The following five activities will help students prepare for their presentations delivering public service announcements about what it means to be an ideal citizen. Note that all five can be done independently of the larger Quest.

Begin by showing the chapter video, *Volunteering: Mentor, Tutor, Friend*, which shows how someone can be a good citizen in a community. You may also assign the appropriate leveled reader for this chapter.

Divide students into small groups that will remain consistent for all the activities.

Activity 1 What Would You Do? 40 minutes

Materials: Blackline Master: What Would You Do?

In this activity, small groups solve a dilemma using traits of citizenship.

Place the following traits into a chart for students:

- Honesty: when you speak the truth
- Compassion: caring about other people
- Respect: how you treat others
- Responsibility: having the job of taking care of something, someone, or yourself
- Courage: doing the right thing even when it is hard

Distribute the blackline master **What Would You Do?**, which lists five different scenarios. Assign each group one scenario.

Give groups time to read through and decide how to solve the scenario. Then allow groups to present their scenarios to the class, the solutions they chose, and the traits of citizenship being applied. Then ask the class, “How do these traits help us to participate in our classroom? In our community?”

Activity 2 Portrait of a Good Citizen 30 minutes

Students create a good citizen illustration.

Remind students of the five traits of citizenship discussed in Activity 1.

Share a small anecdote of a good citizen from the local community. Instruct students to draw an illustration showing what is considered being a “good citizen.” Ask students to present and explain their illustrations. Encourage them to identify at least one of the five traits of citizenship in their explanations.

Activity 3 Who Were Good Citizens? 35 minutes

Materials: Blackline Master: American Heroes, five-column chart, scissors, glue

Small groups work to sort biographies into the five traits of citizenship categories.

Have students create their own five-column charts. Have them add “Honesty” in the first column, “Compassion” in the second column, “Respect” in the third column, “Responsibility” in the fourth column, and “Courage” in the fifth column.

Distribute the blackline master **American Heroes**. Read through the first biography with students. Model how to decide that Abraham Lincoln demonstrates the trait of honesty. Instruct students to cut out the picture of Abraham Lincoln, along with his name, and glue it into the honesty column on the chart.

Instruct students to continue reading and sorting the descriptions with a partner. Tell students that if the person fits in more than one category, they can write the name of the person into the additional columns.

After all the pictures have been sorted, ask the class to discuss placement and to notice which qualities seem to appear most often.

Activity 4 Choosing a Hero 40 minutes

Materials: Research materials

Small groups create a song or poem about a national or local hero.

Display a list of national and local heroes. Divide students into groups and have each group select a hero. Provide each group with background information about the hero.

Write the following questions on the board:

- What citizenship quality did the hero demonstrate?
- What did the hero risk when he or she performed his or her service?

Instruct students to use the biographies provided in Activity 3 and additional research to answer the questions. Tell each group to write a song or poem about their hero to present to the class.

After every small group has presented, ask students to discuss each of the qualities of citizenship that were found in each poem or song.

Materials: Blackline Master: Public Service Announcement Script

Tell students that they will be preparing their scripts for a public service announcement about what it takes to be an ideal citizen. Explain that a public service announcement (PSA) is a message created in order to change a group's behavior or way of thinking. Use one of the following links to discuss an example of a PSA: <https://www.ready.gov/psa-multimedia>, <https://www.psacentral.org/campaigns>.

Distribute the blackline master **Public Service Announcement Script**. Inform students that their announcement should be about 20–30 seconds long. Explain that in order to convince people to listen to their message they should:

- Know the goal: to share what it takes to be an ideal citizen
- Have a clear message:
 - Think of words that convey your message.
 - Think of a catchy slogan or phrase (suggest using lines from the poem in Activity 4).
 - What are your facts? How can you share these dramatically?

Give students time to work on the script outline. Work with students while they practice reading and delivering their PSAs using their outlines. You may wish to help students produce videos in which the PSAs are performed.

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ELL Support for English Language Learners

Speaking Students will practice the skill of sharing ideas during a conversation to add to the conversation and to keep it going. They will focus on listening actively and sharing what they notice, what they think, and an idea they have during the conversation.

Entering: Have students draw and label an illustration of a person demonstrating good citizenship.

Emerging: Have students draw an illustration of a person demonstrating good citizenship. Then have the students complete the following sentence frame based on their illustrations:
_____ *shows good citizenship.*

Developing: Show students a picture of a person demonstrating good citizenship. Pair students with partners. Instruct partners to state, in a few words, one thing they notice in the picture. Then have the student ask the partner the question, "What do you notice?"

Expanding: Have students complete the Developing activity. Instruct students to listen actively and to build on the conversation by stating one idea they have from what they noticed. For example, "I noticed the woman holding the door open for the child."

Bridging: Have students complete the Developing activity. Instruct students to build onto the conversation, actively listening to their partner and stating ideas they have from what they noticed. Also ask each student to state which trait of citizenship a character from the visual aid is displaying.

STEP 3 Complete the *Quest*

Part 1 Prepare for the PSA 30 minutes

Materials: PSA Scripts (from Activity 5)

Prepare students for the presentations by discussing the traits of an ideal citizen. Ask students to share examples from national and local heroes to support their thinking about what it takes to be an ideal citizen. Tell students to listen closely to the public service announcements of their peers.

Part 2 Deliver the PSA 30 minutes

Depending on the options you gave for the presentation, you will set up the room accordingly.

Audio Presentation: If you prerecord students, then set up the room so students can hear the prerecorded messages as if listening to the radio. Have each group take turns listening to each presentation. Allow groups to quietly share their thoughts after each PSA.

Live Presentation: If you have students read their scripts to the class, other classes, administration, and parents, then you may opt to set up the classroom like it is a press conference room with a podium and chairs. Allow students to step up to the podium to deliver their messages and sit down directly after.

Video Presentation: If you video record students doing their PSAs, then set up the room so students can hear and see the videos. You may decide to spend 30 seconds after each PSA allowing students to offer compliments.

Once all students have shared their PSAs, ask the class again to describe the traits of an ideal citizen. Make sure students are giving examples from one another's PSAs in their responses. Congratulate the class on completing the Quest.

Part 3 Compelling Question 20 minutes

After the students present, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest: "What is an ideal citizen?"

Students have learned and discussed five different traits of good citizenship: honesty, compassion, respect, responsibility, and courage. Students have identified the traits in action by studying the words and lives of many national and local heroes. They should use what they learned to answer the compelling question.

Have students use Student Activity Mat 4B Quest to reflect on the Quest Activities.

Quick Activities

Citizenship Over Time

Whole Class  25 minutes

Materials: Blackline Master: Citizenship Over Time

Students discuss how the idea of citizenship has changed over time.

Work with students to think about what it means to be a good citizen today. Reference the five traits of citizenship discussed earlier: honesty, compassion, respect, responsibility, and courage. (See Quest Activity 1 for more details.)

Distribute the blackline master **Citizenship Over Time**. Discuss the images and information with students. Then have them answer the questions.

As a class, create a Venn diagram to compare and contrast the colonial child's viewpoint to the industrial laborer child's viewpoint. Ask, "How has the idea of an ideal citizen changed since then?"

Materials: Blackline Master: Medal of Citizenship

Students create and design a medal of citizenship to award to a local hero.

If desired, read aloud *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh. Lead the class in a conversation about the courage that Sylvia Mendez and her family displayed.

Ask students to work in pairs to research other local heroes. (Refer to local newspapers for names of individuals for the activity.) Have students use Student Activity Mat 4A Who, What, Where in the United States? to make notes about the individuals they research. After students have completed their research, instruct them to select one inspirational hero to use as they complete the activity.

Distribute the blackline master **Medal of Citizenship**. Then instruct students to design a medal of citizenship to award to the local hero. Remind students to decorate the medal appropriately by illustrating the traits of citizenship. Tell students they must prepare a few words explaining why the hero deserves the medal.

Support for English Language Learners

Speaking Review with students how to exchange information and ideas in a conversation through oral collaborative discussions. Remind students that using details can strengthen and improve their conversations. Review turn-taking and how to ask relevant questions by staying on topic.

Entering: Instruct students to label their blackline master with one word that describes an ideal citizen. State the word aloud and have the student repeat the word.

Emerging: Have students choose at least one characteristic of an ideal citizen that is exhibited by the hero chosen. Then have students complete the following sentence frames: *I chose _____ because he/she is an ideal citizen. He/she shows _____.*

Developing: Organize students into pairs. Encourage one partner to name one reason why their selected hero is an ideal citizen. Have the other partner ask a yes or no question about the hero. Provide examples, if needed: “Does your hero give back to others?” “Do other people in the community think this person is a hero?” Then switch roles.

Expanding: Organize students into pairs. Encourage one partner to name one reason why their selected hero is an ideal citizen. Have the other partner ask a question about which trait of citizenship best describes the hero. Then switch roles.

Bridging: Organize students into pairs. Instruct students to have a conversation about how local heroes give back to their communities. Encourage students to give some examples of different heroes who have helped change the community. Ensure students are asking and answering questions and following turn-taking rules appropriately. Provide some questions and sentence frames, such as: *Who is another ideal citizen in our community? I think (insert name) is an ideal citizen because _____.*

How Can I Help My Community?

Whole Class  20 minutes

Students formulate a plan for helping their community.

Create a list of problems in the local community (such as homelessness, high poverty, lack of food and clothing, or lack of recycling). As a class, decide on a problem to focus on, and brainstorm class service projects (such as holding a food/clothing drive, sponsoring an Adopt-a-Highway program, creating awareness posters, volunteering at a shelter, or creating public service announcement videos that can air on a local news station).

After the brainstorming session, commit class time or time outside of class to engage in the service-learning project related to the issue.

Finally, ask students, “How do you help your community on a regular basis?”

Biography Trading Cards

Individuals  30 minutes

Materials: Blackline Master: Biography Trading Card

Students create a trading card to highlight the traits of an ideal citizen shown by a hero.

Ask students to select an international or local hero. The person selected must demonstrate one of the traits of citizenship: honesty, compassion, respect, responsibility, or courage. Here is a list of suggested heroes:

Anne Hutchinson	Harriet Tubman	Nelson Mandela	Anne Frank
Ben Franklin	Clara Barton	Mahatma Gandhi	Thomas Paine
Thomas Jefferson	Eleanor Roosevelt	Helen Keller	Amelia Earhart
Abraham Lincoln	Martin Luther King Jr.	Jackie Robinson	Paul Revere
Frederick Douglass	César Chávez	Marie Curie	Ruby Bridges

Distribute the blackline master **Biography Trading Card**. Instruct students to research basic information about their selected heroes. Finally, allow students to share or trade cards.