

Citizens' Rights and Responsibilities

Objective

This is a three-day lesson that will help students understand that they, as citizens, have both social and political rights and responsibilities to the community of Marion.

Learning targets:

- I can define a citizen.
- I can understand that citizens of a community have both social and political rights and responsibilities.
- I can describe the voting process.

Materials:

- KWL-chart (Know, Want to Know, and Learned)
- T-chart
- Voting ballots

Picture books available on YouTube on the topic of voting:

- Amelia Bedelia's First Vote. By Herman Parish
<https://www.youtube.com/watch?v=dEssrp75G6c>
- Max for President. By Jarrett J. Krosoczka
<https://www.youtube.com/watch?v=5OsXCbocehk>
- Vote for Me. By Ben Clanton
<https://www.youtube.com/watch?v=zEsSDJjYWoE>
- One vote, Two Votes, I Vote, You Vote. By Dr. Seuss
<https://www.youtube.com/watch?v=GMpZ2rjtJfw&t=26s>
- My Teacher for President. By Kay Winters
<https://www.youtube.com/watch?v=S2naNeDwKWQ>
- Duck for President. By Doreen Cronin
<https://www.youtube.com/watch?v=Z3kQdyqOGj8>

Vocabulary:

citizens, social responsibilities, political responsibilities, vote

Standard-SS.3. G.9-Members of local communities have rights and responsibilities.

Citizens' Rights and Responsibilities

Day #1 Procedures:

1. Begin by defining **citizens** for students as-people who legally live and work in a community. Discuss how we are all **citizens** of Marion, of our school, and of our classroom.
2. Through class discussion talk about **social responsibilities**. Define **social responsibilities** as a citizen having the obligation to act in a way that will benefit everyone in the community.
3. In partnerships, ask students to brainstorm and list ways that they can be **socially responsible** on the appropriate side of the T-chart.

If students have trouble with this, you can suggest some of the following ideas:

- obeying laws,
- respecting the rights of others,
- clean up litter in local parks,
- have a lemonade stand or bake sale and then donate the proceeds,
- participate in a clothing drive, donate toys and books to the needy,
- help prepare a meal for a sick neighbor,
- volunteer to visit with the elderly at a nursing home,
- recycle at home,
- participate in or start your own food drive,
- give at least one compliment a day to someone,
- write to a pen pal in a different country.
- Write a 100 story of their project and include photos for a MarionMade! social media post

Then, ask students to share their ideas with the class.

4. Through class discussion talk about **political responsibilities**. Define **political responsibilities** as a citizen having the obligation to act in a way that will benefit their community's laws and government.
5. In partnerships, ask students to brainstorm and list ways that they can be **politically responsible** on the appropriate side of the T-chart.

If students have trouble with this, you can suggest some of the following ideas:

- follow the laws of the community,
- treat others equally and fairly,
- vote,
- being aware of local issues that are being discussed in the community.

Then, ask students to share their ideas with the class.

Assessment: Teacher observation of discussion. Students' completed T-charts.

Standard-SS.3. G.9-Members of local communities have rights and responsibilities.

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Day #2 Procedures:

1. Project the KWL chart included in this lesson or create a class KWL chart on a large chart paper.
2. As a group, discuss what students know about voting and the voting process. Chart students' responses under the K (Know) portion of the class KWL chart. Students should also record the responses on their copy of the KWL chart.
3. Then, record 3-5 responses from students about what they want to know about voting. This should be recorded under the W (want to know) portion of the class chart.
4. Next, read aloud or play the YouTube video of one or more of the books listed above. *One Vote, Two Votes, I Vote, You Vote* and *Duck for President* are particularly good.
5. Chart what students learned under the L (Learned) portion of the chart. Be sure to address any of the items from the W portion of the chart that the class now knows.
6. Then, ensure that students understand that voting means that you are making your needs and values known to the leaders of your community, state, or country. Your vote is your voice. If you do not use your vote, no one will hear you. Being able to vote means having the right to choose. In an election, every vote counts.

Assessment: Teacher observation during whole class discussion, and students completed KWL charts.

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Day #3 Procedures:

1. Today, tell students that they are going to get to exercise their right to vote.
2. As a class, choose an issue on which to vote and discuss it. Be sure to discuss both pros and cons. Some examples might be: Marion needs more public parks, there should be no homework for 3rd graders, there should be an extra 20 minutes of recess each day, etc.
3. Then, using the ballots included with this lesson have a classroom vote.
4. After the ballots are counted, discuss the implications of the class decision, how everyone had a voice, and acceptance when you might not get your choice.
5. Then, independently, have students answer the following question: What did you learn about the voting process?

Assessment:

Students' answers to the question: What did you learn about the voting process?

Standard-SS.3. G.9-Members of local communities have rights and responsibilities.

Citizens' Rights and Responsibilities

Name _____

Citizens' Responsibilities

Social Responsibilities

Political Responsibilities

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Citizens' Rights and Responsibilities

Name _____

The Right to Vote

K

W

L

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Citizens' Rights and Responsibilities

Ballots

<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>	<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>
<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>	<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>
<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>	<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Yes No</p>

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