



Advanced High School

National FFA Organization

Lesson AHS.41

UNDERSTANDING THE ROLE OF RESPONSIBLE CITIZENS

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Grow Others and Contribute to Society.

Precepts. E2: Perform leadership tasks associated with citizenship.

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What are the responsibilities of citizens.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define citizenship.
- 2 Know what role he or she plays as a citizen at all levels.
- 3 Identify the characteristics of a good citizen.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings materials—2002.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ AHS.41.TM.A
- ✓ AHS.41.TM.B
- ✓ AHS.41.TM.C
- ✓ AHS.41.Assess—one per student
- ✓ AHS.41.AS.A—one per student
- ✓ AHS.41.AS.B—one per student
- ✓ Markers—several per group
- ✓ Poster paper—4—one per group



Key Terms. The following terms are presented in this lesson and appear in bold *italics*:

- Citizenship
- Community



Interest Approach

Activity

Students will be asked about what it takes to attend a college or university. Students should be encouraged to share their ideas verbally, with the instructor writing the ideas on the writing surface.



By now, most of you have had to start thinking of your future. Most of you have expressed your interest to pursue more education, whether it is at a junior college, university, or trade school. As you know, this is no easy task. There are many steps that you will need to take to earn the privilege of attending one of these schools. Obviously, one thing that you must do is apply! When I say “go,” you are going to write all of the things that you will need to do to get into one of these schools. Silently record your answers on a sheet of notebook paper and be ready to share your thoughts with the rest of us. If you have other plans after high school, try your best to list the things that you have done and will need to do to accomplish your goal, whether it is a particular job, military service, or something else. You have two minutes. GO!

Allow students time to record their responses silently for two minutes or until most have finished. When you say “stop,” call on students and begin to record their responses on the writing surface in your classroom. Continue until a good list exists on the board.



 STOP! Now, you are going to share your responses. Please remember to be quiet and respectful to those speaking. Who has an example for us to begin with.

Students will share ideas like: take the SAT, get my transcripts, get letters of recommendation, etc.

When a good list of examples exists, make the connection between the work that is required just to get into college, as compared to what should be expected of all citizens of our country. If necessary to give further examples, the instructor should be ready to share some thoughts about how he or she applied to college.

 That's a pretty good list. Turn to your neighbor and say, "Good work." By your list, you can see that there is some effort required to get into college. You don't get to just show up and take classes. Likewise, in the military, you don't get assigned to active duty without significant training. Now we are going to think far outside just applying for some sort of higher education. We are going to take a look at what it means to be a citizen.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define citizenship.

Begin to discuss the definition of citizenship with the class.

- I. Citizenship is defined in Webster's Dictionary 2002 as, "The status of a citizen with its attendant duties, rights, and privileges; the quality of an individual's response to membership in a community." Just as there are many things that are required of us to be able to drive a car, there are far greater responsibilities for all of us as citizens.

Display AHS.41.TM.A. Give students a few seconds to record the definition of citizenship.

 Take a few seconds to capture the definition of citizenship in your notes.

Lead class in a discussion to examine what the words in the definition mean. Prepare to break the class up into four groups. One group will explore what "duties" means in the definition given above; the next group will examine what "rights" refers to; the third group will define what "privileges" means; and the fourth group will look at part two of the definition, "the quality of an individual's response to membership in a community." Pass out poster paper and markers.

 Now that you have captured the definition of citizenship, we are going to explore more closely what it means to be a citizen. In a moment, I will break you into four groups. Group one will list as many examples of the duties of citizenship as possible. Group two will list as many of the



rights of citizenship as possible. Group three will list as many of the privileges of citizenship as possible. Group four will examine part two of the definition, “the quality of an individual’s response to membership in a community,” and list some examples of what characteristics a good citizen has. Remember, a community is defined as a group of people choosing to live together for the benefit of all. You will record your thoughts using the poster paper and markers provided. Be prepared to share your ideas with the rest of us.

Break students into groups as you desire.



You have 15 minutes. GO!

Move about the room and help students with their posters. When groups have finished, ask them to come to the front of the room to present their examples. When the groups have finished presenting their examples, attach each group’s poster to the front of the room so it can still be seen for the rest of the lesson. Pass out activity sheet AHS.41.AS.A for students to record information.



STOP! Let’s get ready to share what your group came up with. Each group will present their examples to the rest of the class. While a group is presenting, record their ideas on the activity sheet AHS.41.AS.A, which I have just given to you. Let’s give every group our undivided attention during their presentation.

Praise each group while assisting with each group’s interpretation as necessary.



We now have a textbook definition of what citizenship is, as well as the very good examples you all presented. In a moment, we are going to put all of that good information to use.

Objective 2. Know what role he or she plays as a citizen at all levels.

II. Roles of all levels of citizenship

Relate information collected during the last activity to levels of involvement as a citizen.



If you know what FFA chapter we are in, raise your hand.

Call on a student to answer.



Good! If you know what section or district we are in, raise your hand.

Call on a student to answer.



Fantastic! Raise your hand if you know what region we are in.

Call on a student to answer.



Now everyone respond together out loud. What state are we in.

Allow for response.





Perfect! Well, it just so happens that your involvement as a citizen is very similar to your involvement in FFA. As an FFA member, you can choose to be active from the local level all the way to the national level. You can be active at all levels, or you can choose to stay active at the chapter level only. Citizenship has levels as well. When you vote, you have the potential to be active at all levels. For example, you can vote for the city council, and you can vote for the President. You may also choose to vote only locally or nationally. Some votes may even have a global impact, such as a vote on war or the environment. The levels of citizenship can be described as the following:

Display AHS.41.TM.B.

- A. Local—your given city, town, or region
- B. State—your state of residence in the nation
- C. Nation—your country (USA)
- D. Global—involvement on a global scale

Using the levels of involvement, students will put a word next to the words or actions recorded earlier from the group presentations and activity sheet AHS.41.AS.A. Use AHS.41.TM.C for an example of explanation. Write down as you explain what students are to do on their paper.



In a moment, you are going to quietly choose a level of citizenship for each example that was given on your activity sheet AHS.41.AS.A. There will be examples for three categories: duties, rights, privileges. For example, under the duty category, you may have “vote” written down. Would this be most important at the local, state, national, or global level. In other words, where would the lack of action have the worst effect. For vote, you may feel that the local level would be most affected. In this case, you would write “L” for local next to “vote” on your sheet. For some examples, you may write “all” next to the word or phrase, signifying that this action is important at all levels. Be prepared to share your results with the rest of us. Remember to work quietly and by yourself on this activity. You have two minutes...GO!

As students begin to finish, give them a last call to finish. You will now give students time to share their results with a partner.



When I say “go,” find a neighbor and share your results. Listen carefully to his or her results and then share your own. Explain why you made the choices you did. GO!

Lead discussion to show that involvement at all levels is important. Show the common theme that most examples were important at all levels.



Now that you have all shared your ideas with a partner, we will try to summarize your thoughts. By a hand in the air, how many of you used the local level most...the state...the national...the globe. Would you all agree that citizenship is important at all levels.

Direct students’ responses to conclude that participation even at the local level can have a global impact.



If we were to vote here in class, would that be a local, state, national, or global act of citizenship. *Students will likely say local.*





Good! Now what if I said that we were voting on sending food to children in another country, now what level of citizenship is that. You can see that our actions as citizens can have a profound effect at all levels.

Objective 3. Identify the characteristics of a good citizen.

III. Characteristics of a good citizen

Students will use the completed activity sheet AHS.41.AS.B to describe the characteristics of a good citizen. On the activity sheet students will record their final thoughts.

Pass out AHS.41.AS.B.



Now that we have examined what citizenship is and discovered its importance at all levels, we are ready to describe what the characteristics of a good citizen are. In a moment, you will finish the statement, “A good citizen is a person who ...” Use all of the information that we have discussed so far today, as well as the activity sheet AHS.41.AS.A. You will have a couple of minutes to think about your response and record it. Your activity sheet doesn’t need to be more than a couple of sentences. Be ready to share your responses with the class. GO!

Eyewitness News Moment/Choral Response Moment: When students are done, ask them to join with a neighbor again to share their thoughts. Have only one student share his or her thoughts. When that student is finished, the other student will repeat what was said. Repeat with the other student. When they are both finished and if time allows, give them an additional minute to revise or add to their descriptions.



Now that you are finished, take a moment to share your thoughts with a neighbor. Only one person will share his or her thoughts right now; the other person will listen attentively. You will have 30 seconds. Remember, only one of you shares your thoughts. GO!

Ask the listening student to repeat what was said. Repeat process with other student.



You were all listening so well that you are now going to repeat what you heard from your neighbor. For example, the listener will now say back to his or her neighbor, “So if I heard you correctly, you believe a good citizen is a person who ...” and finish the statement as he or she told it to you. Do your best! GO!



Now, reverse rolls. The listener will share his or her thoughts with his or her neighbor. The new listener should remember to hear what he or she is saying and be able to repeat it back. You have 30 seconds, GO!



Now you will repeat what you heard using the statement, “So if I heard you correctly, you believe a good citizen is someone who ...” You have 30 seconds, GO!

Summarize what was learned and allow students to revise their original statements about the qualities of a good citizen.





Now that you have all shared, take this opportunity to quietly record any additional thoughts onto your activity sheet that you may have as to the qualities of a good citizen. Your neighbor may have given you some good ideas. Take 30 more seconds to add or revise your thoughts. GO!



Great job! Look at your neighbor and tell him or her, “Thanks for being a great listener.”



Review/Summary

Bring the idea of applying to a college back to the students. Relate the steps they will need to take to be good citizens. Students should cross out the prompt, “A good citizen is a person who ...” and replace it with “I will be a person who”



When we discussed earlier what you will have to do to get into a college, you all had some great examples. Being a good citizen has some requirements and duties as well. And now, as we all get ready to go out and be better citizens, you are going to cross out the words, “A good citizen is a person who ...” on your activity sheets and replace it with, “I will be a person who ...” Hole punch this paper and keep it in the front of your notebook as a reminder that you all have the potential to be great citizens. You have the potential to affect so many others’ lives, and at the same time, better your own. Thank you for your effort today and for being so willing to share your ideas with us.

At this time pass out AHS.41.Assess.



Application

►Extended Classroom Activity:

Have each student create a list of citizenship goals with a timeline. Check them off as they complete their goals.

►FFA Activity:

Have students get involved in the PALS program.

►SAE Activity:

Have students interview their employers about what they think makes a good citizen. Have the students report back to the class.



Evaluation

AHS.41.Assess



Answers to Assessment:

1. T
2. F
3. T
4. T
5. Refer to AHS.41.AS.A—group four



UNDERSTANDING THE ROLE OF RESPONSIBLE CITIZENS

► True or False

Write “T” for true and “F” for false. (2 points each)

- _____ 1. Citizenship includes rights, responsibilities, duties, and privileges.
- _____ 2. Citizenship is described as involvement in the local area.
- _____ 3. A community can encompass local, state, national/country, and global areas.
- _____ 4. A local activity can have a global impact.

► Short Answer (4 points)

Briefly answer the following statement.

5. What are some characteristics of good citizenship.



WHAT IS CITIZENSHIP.

“The status of a citizen with its attendant duties, rights, and privileges; the quality of an individual’s response to membership in a community.”
—Webster’s Dictionary 2002



WHERE DOES CITIZENSHIP REALLY COUNT.

- ◆ **Local**—your given city, town, or region
- ◆ **State**—your state of residence in the nation
- ◆ **Nation**—your country—USA
- ◆ **Global**—involvement on a global scale



GROUP TASK:
A CLOSER LOOK AT CITIZENSHIP

Rights of Citizenship	Duties of Citizenship	Privileges of Citizenship	Qualities of Good of Citizenship
Group 1	Group 2	Group 3	Group 4



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AHS.41.AS.B Name: _____

Finish the statement below using your handout.

“A good citizen is a person who ...”

