

# Teaching American History For All

A series of lessons incorporating literacy strategies for  
Mt Diablo Unified School District  
5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade teachers,  
in partnership with  
University Of California- Berkeley  
History-Social Science Project

**8<sup>th</sup> Grade Lesson:** Rights and Responsibilities of Citizenship

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**Teaching American History for All**  
**MDUSD/UCB H-SSP**  
**8<sup>th</sup> Grade Lesson: Rights and Responsibilities of Citizenship**

**Developed by:** Angela La Torre, Brendan Hurd, , Candace Chen, and Lauren Weaver

**Teaching American History Grant Focus Question:**

How did definitions of citizenship change from the 17<sup>th</sup> century to the 20<sup>th</sup> century?

**8<sup>th</sup> Grade Yearlong Focus Question:**

How did federalism shape the roles of the national and state governments?

How did the rights of citizens expand and contract during the 18<sup>th</sup> and 19<sup>th</sup> centuries?

**Unit Focus: The Constitution and Citizenship**

**Unit Focus Question:**

How did the problems with the Articles of Confederation force the early American leaders to write the US Constitution, and what issues between the states ensured the protection of individual rights?

**Unit Working Thesis:**

The challenges in the development of the US government forced the founding fathers to develop a stronger national government with a system of checks and balances between the branches, to establish guidelines for citizen participation, and to create the Bill of Rights to protect individual rights.

**Lesson Focus Question/Writing Prompt:**

Why is it important for citizens to understand their rights and responsibilities, in order to be a good citizen?

**Reading Strategy:**

Sentence Deconstruction

**Writing Activity:**

Paragraph Response with thesis, evidence, specific evidence and analysis

**Suggested Amount of Time:**

45 minutes

**Textbook:**

*HOLT, Independence to 1914. Chapter 5, Citizenship and the Constitution. pages 184 - 187.*

**Lesson Plan Procedure:**

- a. Introduction the *Guest Teacher, of the lesson & the Grant* -Introduce myself, I am a teacher in the district, and I am representing the MDUSD - U.C. Berkeley American history for ALL - Grant. We are here today to present a few reading strategies to help make the textbook more readable and understandable.
- b. Vocabulary Review & Background Information of the Rights and protections of citizens.
  - i. Go through Vocab.

- ii. review Rights of a citizen (First  $\frac{1}{2}$  of the Rights and Responsibilities Chart) (THINK/ PAIR/ SHARE) – Have students in pairs write on the back of their reading page, one or two rights of citizens. Have students share what they wrote and discuss. Show the overhead after discussion & add any that students mentioned that are not already listed. \*\*\*Connect how as citizens we have rights that are provided and protected by our government, and with those rights we have responsibilities as citizens. -5 minutes
- c. Guided Reading Strategy - "Duties of Citizenship" - 30 minutes
  - i. Textbook - *HOLT, Independence to 1914*. Chapter 5, Citizenship and the Constitution. pages 184 - 187.
  - ii. Read the passage as a class. The teacher will read the paragraph, and students will participate in the reading by saying the words out loud that the teacher leaves out as she/or he is reading the passage.
  - iii. Students will **CIRCLE** the **SUBJECTS** and **UNDERLINE** the **VERB PHRASES (ACTION)** on the reading handout.
  - iv. After the paragraphs have been labeled, the teacher will guide the students through the guided reading strategy. ALSO, # the responsibilities expected for each citizen as you are using the chart. A TEACHER KEY has been provided.
- d. **Writing Activity** - 10 minutes - Use the Rights and Responsibilities Chart to review the rights and responsibilities of a citizen. Students will then complete the activity individually.
- e. **Class Discussion** - Debrief and Share Out - They will share their written responses with their partner. Share out - present the partner's idea with the following **sentence starter**:  
My partner (give partner's name) shared with me that \_\_\_\_\_  
(-5 minutes)
- f. **Student Evaluations** - Please distribute after the presentation. Have ready by Jan. 31<sup>st</sup> meeting.

### History-Social Science Content Standards:

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.3.4 -The basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government.

### Historical and Social Sciences Analysis Skills:

#### Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

### Reading/Language Arts Content Standards:

#### Reading

- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

## Writing

### *Organization and Focus*

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

## "Duties of Citizenship," page 185

For a representative democracy to work, Americans need to fulfill their civic duties. . . Citizens elect officials to make laws for them. In turn, citizens must obey those laws and respect the authorities who enforce them. Obeying laws includes knowing what they are and staying informed about changes. Ignorance of a law will not prevent a person from being punished for breaking it.

Another duty is paying taxes for services such as public roads, police, and public schools. People pay sales taxes, property, taxes, and tariffs. Many Americans also pay a tax on their income to the federal, and sometimes state, government.

Citizens have the duty to defend the nation. Men 18 years or older must register with the selective service. In the event of a draft, or required military service, those able to fight are already registered. Although women do not register, many serve in the armed forces.

Americans have the right to a trial by jury under the Sixth Amendment. To protect this right, citizens should be willing to serve on a jury when they are called. Otherwise, fulfilling each person's Sixth Amendment rights would be difficult.

**Guided Reading Strategy - TEACHER KEY**

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
For a representative democracy to work	Americans	need	to fulfill their civic duties. . .	
	Citizens	elect	officials to make laws for them	Why is it important to be knowledgeable of current issues and political candidates before voting?
In turn,	citizens	must obey	those laws	What happens if a citizen does not obey the laws?
and	(citizens)	respect	the authorities who enforce them.	What is the inferred subject in this sentence?
	Obeying laws (citizens)	includes	knowing what they are	How can knowing the laws protect citizens?
and	(citizens)	staying	informed about changes.	This will help people to be sure they follow laws.
	Ignorance of a law (citizens)	will not prevent	a person from being punished for breaking it.	

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Another duty	is paying	taxes for services such as public roads, police, and public schools.	What would happen if governments did not collect taxes?
	People	pay	sales taxes, property, taxes, and tariffs.	
	Many Americans	also pay	a tax on their income to the federal, and sometimes state, government.	What would happen if people did not pay their taxes?

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Citizens	have	the duty to defend the nation.	
	Men 18 years or older	must register	with the selective service.	What happens if someone doesn't register?
In the event of a draft, or required military service,	those able to fight	are	already registered.	
Although women do not register,	Many (women)	serve	in the armed forces.	

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Americans	have	the right to a trial by jury under the Sixth Amendment.	
To protect this right,	citizens	should be willing	to serve on a jury when they are called.	What is the consequence if someone chooses not to serve?
Otherwise,	fulfilling each person's Sixth Amendment rights	would be	difficult.	

1. What are the FIVE main duties or responsibilities of a U.S. citizen?
2. Why is it important for citizens to participate in the political process?

NAME: \_\_\_\_\_

**Guided Reading Strategy - STUDENT ACTIVITY**

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
For a representative democracy to work	Americans		to fulfill their civic duties. . .	
	Citizens		officials to make laws for them	Why is it important to be knowledgeable of current issues and political candidates before voting?
In turn,	citizens		those laws	
and	(citizens)		the authorities who enforce them.	What is the inferred subject in this sentence?
	Obeying laws (citizens)		knowing what they are	How can knowing the laws protect citizens?
and	(citizens)		informed about changes.	This will help people to be sure they follow laws.
	Ignorance of a law (citizens)		a person from being punished for breaking it.	

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Another duty		taxes for services such as public roads, police, and public schools.	
	People		sales taxes, property, taxes, and tariffs.	
	Many Americans		a tax on their income to the federal, and sometimes state, government.	



Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Citizens	have		
	Men 18 years or older	must register		
In the event of a draft, or required military service,	Those able to fight	are		
Although women do not register,	Many (women)	serve		

Time Marker or Connector	Subject (Who or What is doing the action)	Verb Phrase (ACTION)	Message: Who, What, Where	Questions or Conclusions - What questions or conclusions can you draw from this information?
	Americans	have		
To protect this right,	citizens	should be willing		
Otherwise,	Fulfilling each person's Sixth Amendment rights	would be		

1. What are the FIVE main duties or responsibilities expected of a U.S. citizen?
2. Why is it important for citizens to participate in the political process?

## Vocabulary Development

<b>VOCABULARY TERM</b>	<b>DEFINITION / EXPLANATION</b>
<b>Democracy</b>	A system of government in which citizens in a country can vote to elect its leaders.
<b>Duties/Responsibilities</b>	Something that you are in charge of, responsible for, or to take care of something.
<b>Citizen</b>	Someone who has the legal right to live and work in a particular country.  Requirements to be a U.S. Citizen: *Anyone born in the U.S. or U.S. controlled territory is a citizen; *People who are born in another country are U.S. citizens if at least ONE parent is a citizen.
<b>Naturalized citizen</b>	People born in another country whose parents are not citizens, but move to the U.S. to become citizens. It is a long process.  *Naturalized citizens can lose their citizenship, and they cannot become the president or vice president.
<b>Citizenship</b>	The legal right of belonging to a particular country.
<b>Civic Duties</b>	The rights and duties that a citizen is expected to do.

## Rights and Responsibilities of U.S. citizens

<b>Rights of Citizens (only a few mentioned)</b>	<b>Responsibilities/Duties of Citizens (only a few mentioned)</b>
<ol style="list-style-type: none"><li>1. Rights provided by the Constitution - through the Bill of Rights;</li><li>2. Receive an education (K - 12<sup>th</sup> Grade);</li><li>3. Vote &amp; Elect political leaders;</li><li>4. Freedom of Religion;</li><li>5. Freedom of Speech;</li><li>6. Create, sign and pass petitions in regards to issues or problems with the local, state or federal governments;</li><li>7. Receive a fair trial and an appointed attorney;</li><li>8. Run for political office; Citizens born in the U.S. or U.S. territories can become President or Vice-President.</li><li>9. Other rights mentioned in the Constitution and laws.</li></ol>	<ol style="list-style-type: none"><li>1. Obey federal, state, and local laws;</li><li>2. Pay a taxes;</li><li>3. Vote &amp; Elect political leaders;</li><li>4. Serve on juries if called to do so;</li><li>5. Men, who are 18 must register with the selective service;</li><li>6. Serve in the military, if required.</li><li>7. To be knowledgeable of current issues and political candidates before voting.</li></ol>

**NAME:** \_\_\_\_\_

**Writing Response Activity**

**Directions:** Students will write a complete paragraph.

**FOCUS QUESTION:** What makes a person a good citizen?

**Topic Sentence:** (Turn the question into a topic sentence). **A good citizen is someone who** \_\_\_\_\_  
\_\_\_\_\_

**Evidence:** (Explain an example from today's reading that proves the topic sentence):

**One duty or responsibility that a citizen has to do is** \_\_\_\_\_  
\_\_\_\_\_

**Additional Evidence:** (Explain more details on the example already stated or give another example. EXPLAIN EXAMPLES.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Analysis:** (Explain how the examples answer the paragraph question)

**A person demonstrates that they are a good citizen by** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_