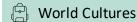
# CITIZEN ROLES AND RESPONSIBILITIES AROUND THE WORLD

# **INFORMATION**





2 55-minute class periods

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Describe roles and responsibilities of citizens around the world.

# **ESSENTIAL / GUIDING QUESTIONS**

- ? What are the roles and responsibilities of citizens in the United States?
- ? How do the roles and responsibilities of citizens in the United States compare to other countries in the world?

# **CONNECTION TO CURRICULUM/UNIT**

This lesson can be incorporated into any world region unit. If teaching thematically, this can be used in the Government and Citizenship unit.

# **BASIC TERMS AND VOCABULARY**

role \* responsibility \* citizen \* jury \*
tax \* Constitution \* selective service \*
compulsory \* mandatory \* voluntary

# **POWERFUL GEOGRAPHY FOCUS**





#### **OVERVIEW OF LESSON:**

Students will explore and compare roles and responsibilities of citizens around the world with an ArcGIS StoryMap.

### STANDARDS:

# § 113.18 Social Studies, Grade 6 (Texas Essential Knowledge and Skills)

- (11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (B) analyze information by sequencing, categorizing, identifying causeand-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - (A) use social studies terminology correctly;
  - (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.

# RESOURCES/MATERIALS NEEDED:

For Students:	For Teachers:
Vocabulary Worksheet (1 for each	None
student)	
Computer/Chromebook &	
Internet access	
ESPN Graphic Organizer (1 for	
each student)	
Quiz	

## PEDAGOGICAL STRATEGIES:

<u>Jigsaw Cooperative Learning Strategy</u> Venn Diagram

## PREREQUISTE KNOWLEDGE:

A basic understanding of the United States government is preferable but not necessary.

### STARTING THE LESSON:

Introduce students to the vocabulary they will encounter in the StoryMap. Give students a copy of the vocabulary worksheet. As a class, discuss the definitions of each vocabulary word and make sure students are clear about each word. As a class, create a picture for each word to help them understand what the word means and for a quick visual reference as they research.

### THE LESSON:

Use the <u>Jigsaw Cooperative Learning Strategy</u> in conjunction with the StoryMap *On Citizenship*.

- 1. Divide students into groups of 6. Have each student in the group select one "chunk" to research individually.
  - a. Possible "chunks"
    - i. North America and Latin America (10)
    - ii. Europe and Russia and the Republics (12)
    - iii. North Africa and Southwest Asia and Sub-Saharan Africa (12)
    - iv. South Asia and East Asia (8)
    - v. Southeast Asia and Australia and Oceania (8)
  - While exploring their regions, students will categorize the roles/responsibilities of their region in the ESPN graphic organizer.
    - i. Encourage students to take notes and paraphrase instead of writing down word-for-word.
    - ii. If a role/responsibility is repeated, have students place a checkmark next to the original notation.
    - iii. Since the chunks are not exactly even, students with more available countries, could be allowed to choose 8 of the countries available for research.
- Students will join their "expert" group and compare notes.
  Groups should work to make sure each role/responsibility is
  correctly categorized and that they aren't missing any major
  information.
- 3. Students will return to their initial group and teach their group members about their respective regions.
  - a. Each student should share their categorized roles/responsibilities with other group members.
  - b. As each expert is teaching, other group members should take notes and add to their graphic organizer. Have students highlight roles/responsibilities that other experts mention that are also on their list and add new ones to their graphic organizer.

## ENDING THE LESSON AND CLOSING PRODUCT:

While in their groups, have students collaboratively create a <u>Venn</u>
<u>Diagram</u> to compare and contrast United States' roles and responsibilities with the rest of the world.

## **DIFFERENTITATION STRATEGIES:**

- Preview vocabulary.
- Modify the number of countries a student has to research for the graphic organizer.
- Model use of the graphic organizer with the United States information.
- Instead of answering reflection questions at the end, have students create their own list for a fictitious country and provide reasoning behind each.

# **EVALUATION/ASSESSMENT:**

Teachers can use the Venn Diagram to assess student knowledge. In addition, teachers can give students the quiz that can be completed either individually or collaboratively.

## **EXTENSION AND ENRICHMENT:**

Have students select three countries and create a Venn Diagram of roles and responsibilities as well as how citizens participate in the political process in each country. (See lesson for 6.11B – citizen political participation.)