




CITIZEN ROLES AND RESPONSIBILITIES AROUND THE WORLD

INFORMATION

-  World Cultures
-  6th Grade
-  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

-  [Diplomat](#)
-  [Political Scientist](#)



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 cause-and-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 student)	None
Computer/Chromebook & Internet access	
ESPN Graphic Organizer (1 for each student)	
Quiz	

PEDAGOGICAL STRATEGIES:

[Jigsaw Cooperative Learning Strategy](#)
[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 [Jigsaw Cooperative Learning Strategy](#) 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)
 - b. 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.
2. 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 [Venn Diagram](#) to compare and contrast United States' roles and responsibilities with the rest of the world.

DIFFERENTIATION 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.)