Rights, Responsibilities, and Privileges:
A Delaware Recommended Curriculum Presentation

Co-Sponsored by:
Social Studies Coalition of Delaware
Delaware Department of Education

March 15, 2012
Presenters

• Jo Anne Deshon (Downes Elementary, unit author).

• Fran O’Malley (Democracy Project, Institute for Public Administration at UD).
Unit Objectives

This unit is designed to give young students a greater understanding of:

• a citizen’s responsibilities, rights, and privileges;
• the reasons for exercising rights, meeting responsibilities, and appreciating privileges;
• the relationship between rights and responsibilities.
Preview of Unit

• Transfer task.
• Warm-Up: Teaching for Transfer
• KIP Vocabulary building.
• Alphabet Book (& activities).
• Civic Improv (role playing).
• More KIP.
• Jigsaw/Graffiti.
• Give and Take simulation.
• Citizenopoly.

• Extensions
Presenter Responsibilities

• Standard Clarification (Fran)
• Transfer Tasks & Rubrics (Jo Anne)
  - Warm-UP (Not in unit): Character Map & Analogy (Fran)
• Lesson 1
  - Strategy 1: KIP (Jo Anne)
  - Strategy 2: ABC Book & Citizenship Bulletin Board (Fran)
  - Strategy 3: Role Playing - Civic Improvs (Fran)
• Lesson 2
  - Strategy 1 - Essential Question & KIP (Jo Anne)
  - Strategy 2 - Jigsaw/Graffiti (Jo Anne)
  - Strategy 3 - Candy Give & Take (Fran)
  - Strategy 4 - Citizenopoly (Jo Anne)

Transfer Tasks (Jo Anne)
Debriefing - Fran
Stage 1:
Standard Addressed

Civics 3, K-3 [Citizenship]

Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).
Activity

Read Civics 3, K-3 excerpt from Clarification document.
Essential Questions Addressed

Clarification Document

• What is the nature of a privilege? What do you have to do to earn or lose a privilege?

• What is the relationship between my rights and my responsibilities?
Essential Questions Addressed

Others to Consider

• What are the differences among rights, responsibilities and privileges?

• Why is it important to be able to distinguish among, and exercise, the three?
Enduring Understandings

Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities...

Distinguishing between rights, responsibilities, and privileges helps citizens know what they should, and are allowed to, do as free people.
Stage 2: Transfer Task 1

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<tr>
<th>Prior Knowledge</th>
<th>You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to persuade a friend WHAT one needs to do to earn a privilege and WHAT one might do to lose a privilege.</th>
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<td>You have earned a position on the school safety patrol team. A new boy in school would like to join the safety patrol team. You must explain to your new friend how you attended four after-school classes to learn about the 1) jobs you would do, 2) problems you might face, and 3) responsibilities and requirements you would have as a member of the safety patrol and that you signed a contract promising to be honest, responsible, respectful, fair and consistent. Then explain why he would lose his position on the team if he did not do his job well, fulfill his responsibilities and requirements, or keep his promise to be honest, responsible, respectful, fair, and consistent.</td>
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<td>Role/Perspective</td>
<td>You are a student on the safety patrol team. You are trying to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose.</td>
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<td>Product/Performance</td>
<td>Complete the response chart by defining what a privilege is and writing at least two ideas in each column. Use the ideas in your chart to plan a little speech for your new friend. Write down your speech. Be ready to give your speech to your “elbow buddy” in class tomorrow.</td>
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### Rubric: Task 1

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**Total Score**

- **Above the Standard:** 11 to 12
- **Meets the Standard:** 8 to 10
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Transfer Task 2

TIP: As you list ideas in the column for rights, try to list related or connected responsibilities in the column for responsibilities.

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Now, use the ideas on your chart to write a letter to convince the pool manager to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Convince the manager that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. Write your letter on the back of this paper or on a separate piece of notebook paper.
**Transfer Task 2**

**Essential Question Measured by the Summative Assessment**
What is the relationship between my rights and my responsibilities?

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<td>Problem</td>
<td>You live next door to the local swim club. The lifeguards play loud music from 10:00 a.m. until 10:00 p.m. The noise is annoying and people on your street are angry.</td>
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<tr>
<td>Role/Perspective</td>
<td>The neighbors have asked you to write a letter to the pool manager about the loud music. All of the neighbors on your street will sign the letter you write.</td>
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<td>Product/Performance</td>
<td>Write a letter to the pool manager to convince him/her to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Before you write the letter, write ideas on a chart about your rights and responsibilities and the rights and responsibilities of neighbors.</td>
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Stage 3

Instruction
Scaffolding Understanding (new to the unit)

Character Mapping

What is a member of a ____(?)____ team or club...

• allowed to do
• expected to do
• allowed to do (or not do) as a special benefit?
Character Map

A Member of the __________ Club or Team

...is allowed to
_____________________  ___________________
_____________________  ___________________
_____________________  ___________________

...is expected to
_____________________  ___________________
_____________________  ___________________
_____________________  ___________________

...might be allowed to
_____________________  ___________________
_____________________  ___________________

if he or she is good.
Teaching for Transfer:
(From Soccer to Citizen)

What is a “citizen?”

“A member of a country who is expected to be loyal to it and who has certain rights, responsibilities, and privileges.”

Preview: At the end of this unit you should be able to complete a character map for a citizen of the United States.
Stage 3
Lesson 1, Strategy 1 (p. 7)

KIP

- Citizen
- Rights
- Responsibility
- Privilege

<table>
<thead>
<tr>
<th>K.</th>
<th>I.</th>
<th>P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.</td>
<td>(K = Key Vocabulary Word)</td>
<td>P.</td>
</tr>
<tr>
<td>Citizen</td>
<td>a person who lives in and belongs to a community</td>
<td></td>
</tr>
</tbody>
</table>

Your Sentence:

Share pictures and sentences with elbow partner.
Check for Understanding

Complete the following analogy:

Being a citizen of a country
is like

being a ____________________.

Explain how.
Strategy 2: Let’s Read! (p. 8)

The ABCs of Citizenship
Alphabet Book for Young Citizens

If you study your letters, you will see that one aspect of citizenship is responsibility.

And if you pay close attention, I am guessing you might discover that citizens have more than one right.

Privileges are special. These you must earn. They are given to good citizens. This you will learn.

Let’s start with letter A, Then B and C and end with letters X, then Y and Z.

Rights and privileges, responsibilities. If you exercise all three, you will help keep us free.
Directions

Teacher reads the ABC book to the students.

• Take the page from the ABC book that you have been given.
• Read the letter & sentence on your page to the rest of the class.
• Ask the class to think-pair-share: is the sentence a right, responsibility, or privilege? Explain.

“standing student” circles the correct answer.
Extension (p. 9)

• Create a Citizenship bulletin board.

• Standing student sticks his or her letter under the appropriate heading.

This is suggested in the unit without context.
<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Rights</th>
<th>Responsibilities</th>
<th>Privileges</th>
</tr>
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## Answer Key

<table>
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<th>Rights</th>
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**Nuance:** some sentences fall into multiple categories. Consider it correct if well defended.
Check for Understanding

List two rights, two responsibilities, and two privileges.
Strategy 3: Role Playing (p. 9)

- Work in triads
- Read your group’s Civic Improv Strips
- Create & present a very brief skit that illustrates a right, responsibility, or privilege using the personas on the paper which has been given to your group. Do not tell anyone which letter you selected or whether it was a right, responsibility, or privilege.

• Dual Nature of this Activity/Assessment:
  - Skit creators demonstrate understanding if their skit dramatizes a right, responsibility, or privilege appropriately.
  - Rest of the class demonstrates understanding by identifying/explaining that which is acted out as a right, responsibility, or privilege.
Civic Improv Strips

A. Teacher and two students.
B. Librarian and two children.
C. Parent (guardian), child, and toy.
D. Police officer, child, and stranger.
E. Coach, teacher, student.
F. Student, friend, and parent (guardian).
G. Bus driver and two students.
H. Parent (guardian), child, and pet.
Check for Understanding

On two blank pieces of paper (construction or copy paper), have students create TWO new pages for the alphabet book (students could use the front and back of the page if paper is in short supply, but two pages allow you to post student work on a bulletin board OR assemble the pages in alphabetical order, though some letters might be missing).

Focus on **privilege**. Choose a letter and write a sentence (that begins with the letter you chose) that others would identify as a **privilege** (rather than a right or responsibility).
Extension/Homework

“Exhibit” Citizenship

Students draw a scene showing a citizen exercising rights, fulfilling responsibilities, or earning privileges.
Lesson 2

Essential Question

What is the relationship between my rights and my responsibilities?
Strategy 1: KIP Vocabulary Building

<table>
<thead>
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<th>K. (K = Key Vocabulary Word)</th>
<th>I. (I = Information/Definition)</th>
<th>P. (P = Picture Clue)</th>
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<tbody>
<tr>
<td>Bill of Rights</td>
<td>the first 10 amendments to the U.S. Constitution</td>
<td>[Image of the Constitution]</td>
</tr>
</tbody>
</table>

Your Sentence:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Once completed, students share their pictures and sentences with an elbow partner and whole class.
Introduce the Next Activity

• “American citizens have the right to certain individual freedoms and liberties. These rights are found in the U.S. Constitution.”

• “Americans have rights, but they also have responsibilities and sometimes people forget the responsibility part!”

• “American citizens have rights and responsibilities, but they also have one other thing that most citizens enjoy—privileges!”
Strategy 2
Jigsaw/Graffiti

- Students work in small groups.
- Each group discusses then contributes rights, responsibilities and privileges on post-it notes.
- Circulate posters between groups.

<table>
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<th>Privileges Kids Would Like</th>
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3 separate charts
Suggested Books

• *We the People* by Peter Spier
• *We the Kids* by David Catrow
• *For Every Child – The UN Convention on the Rights of the Child* (text adapted by Caroline Castle)
Check for Understanding

(p. 13)

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Exit slip: list 2 of each in the blocks.
Strategic Play
Candy Give and Take

- Place 2-3 pieces of candy on a student's desk and say "this is yours."
- What rights are associated with your candy?
- Subtly take a piece and eat it.
Debrief

• Did the student object or did she simply allow the teacher to take it?

• Should she have objected? Why?

• Why is it important for citizens to exercise or use their rights?

• What happens when citizens do not exercise their rights?

• What happens when citizens do exercise their rights or responsibilities?
Check for Understanding

What will happen if you do not exercise your rights? Why will this happen?
Strategy 4
Instructions: Citizenopoly

1. Choose a Timekeeper who will act like a “banker” collecting your time when you choose to do an activity. Choose a Police Officer who makes sure citizens are obeying the law and marking score sheets correctly. Choose a Professor who checks the number of tally marks, multiplication, addition and subtraction on all score sheets. (The professor may use a calculator.) Choose a Judge who officially signs citizen certificates for all players at the end of the game (certificates are found at the end of score sheets).

2. Timekeeper gives all players 24 hours and a score sheet. The 24 hours are treated like money – you have hours to “spend” and choices to make as you move around the board.

3. Players need a pencil and game piece. Put game pieces on BEGIN.

4. The oldest player goes first. Be role models (and care) for younger people. Play proceeds to the right.

5. Roll the dice and move that number of spaces on the board.

6. Read the RIGHT, RESPONSIBILITY, or PRIVILEGE that is listed on the game board. **Then, READ the DESCRIPTION of it on your score sheet!** Decide if this is something you would choose (like) to do. If it is, “pay” the timekeeper the required hours and put a tally mark in the appropriate box on your score sheet.

7. If you land on a Diversity or Community Service space, draw a D or CS card from the center of the game board. This time, you have no choice. You must do what is on the card, but you do not have to pay the timekeeper any hours. Simply circle the bonus or subtraction points that are on your score sheet.
Instructions (cont’d)

Citizenopoly

8. Continue play for approximately 20 - 30 minutes (approximately 10 trips around the game board).

9. If you land on a space more than one time, you may (or may not) choose to “do” the activity again. Just remember to add a tally mark to the appropriate box on your score sheet every time you “pay” the timekeeper and “do” the activity. (You may only do the activity one time when you land on it, but you may do the activity again if you land on it again.)

10. All “leftover” time is handed to the timekeeper at the end of the game. It has no value – hours you did not “spend” are not worth any points at the end of the game.

11. Everyone can be a winner (if you are lucky and a good citizen). Total up your tally marks. Do the multiplication, addition, and subtraction. Give your score sheet to the professor who checks your work.

12. The Professor gives score sheets to the Judge who determines your rating, fills in your certificate, and writes his/her official signature.

13. If you roll the dice and land in jail, you lose 3 turns or you may do 6 hours of community service (i.e. pay the banker 6 hours) and get out on your next turn.
Check for Understanding

- Collect each student’s *Citizenopoly Score Sheet* to assess understanding of rights, responsibilities, and privileges. It is a game of luck (depending on the dice you roll and where you land), but look to see if students invested time in exercising rights, taking on responsibilities, and enjoying privileges.
Mini-Transfer Task

"A Citizen of the United States"

What are some rights, responsibilities, and privileges of being a citizen?

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<td>The chart shows that the student understands that people have RESPONSIBILITIES.</td>
<td>There are at least two ideas in each box about RESPONSIBILITIES that make sense and are thoroughly convincing as to the responsibilities of people.</td>
<td>There is only one idea in each box about RESPONSIBILITIES that makes sense and is thoroughly convincing as to the responsibilities of people.</td>
<td>There may be one or two ideas in each box about RESPONSIBILITIES that are unclear and only somewhat convincing as to the responsibilities of people.</td>
</tr>
<tr>
<td>The chart provides evidence that the student understands the relationship between rights and responsibilities (that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties)</td>
<td>The response is well developed and shows the student clearly understands the relationship between rights and responsibilities.</td>
<td>The response is partially developed and shows that the student partially understands the relationship between rights and responsibilities.</td>
<td>The response is minimally developed and shows that the student has no clear understanding of the relationship between rights and responsibilities.</td>
</tr>
<tr>
<td>The speech provides evidence that the student understands the relationship between rights and responsibilities (that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties)</td>
<td>The speech is well developed and clearly shows an understanding of the relationship between rights and responsibilities.</td>
<td>The speech is partially developed with a somewhat clear understanding of the relationship between rights and responsibilities.</td>
<td>The speech is minimally developed with no clear understanding of the relationship between rights and responsibilities.</td>
</tr>
</tbody>
</table>

**Total Score**
- Above the Standard: 11 to 12
- Meets the Standard: 8 to 10
- Below the Standard: 4 to 7
Debrief

• Questions?

• Suggestions for the unit?
Field Testing Opportunity

www.sscde.org
Covers of PowerPoint

http://www.sscde.org/teachers.html
Professional Development Opportunity

The Democracy Project Institute for Teachers

"The standard for professional development has been set."
—Amy Broennimann, 2006 Institute Scholar

The Democracy Project Institute for Teachers is a nine-day, three-credit graduate seminar designed to inspire civic involvement in America's youth through innovative classroom teaching. June 18–22 and August 6–8, 2012 at the University of Delaware Newark and Lewes campuses.

Register now

The Institute for Teachers brings together teachers (K-12) and leaders in government and education to discuss the importance of civic participation for the future of our democratic society and collaborate on ways to inspire active youth citizenship. Teachers will have the opportunity to:

- Meet and interact with leaders at all levels of government.
- Refresh their appreciation of the conflict and compromise that ensure true representative democracy.
- Develop innovative and interactive teaching strategies to inspire youth to become involved in democracy.
- Deepen their understanding of Delaware and national civics standards.
- Share ideas and network with colleagues and program speakers.

“Recognizing the impact that schools can have, The Democracy Project has been developed to explore innovative ways to engage young people in the democratic process.”
—Edward J. Frei, Project Manager and former Delaware Secretary of State.

www.ipa.udel.edu/democracy/institute
The End

Questions?