



Citizenship

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Segment Summary

Meredith and her friends donate their hair to a community organization, Locks of Love, as a way to help make life easier for peers like Callie Connaughton.

Like many of her friends, Meredith loves to play soccer, performs well in school and stays out of trouble. She is a good citizen, but she says she never really had the opportunity to contribute to her community and make a difference in someone's life – until now. Meredith, Anna Carr and several of their friends cut off their hair to give to Locks of Love, an organization that uses donated hair to make wigs for people across the country. Their contribution changed the life of Callie Connaughton, who suffers from a disease that made her lose her hair. Callie says their gift gives her confidence and makes her feel like a normal teen. Meredith and her friends are proud of their efforts to improve the lives of fellow citizens like Callie, and they continue to inspire other children to demonstrate similar acts of citizenship.

Discussion Questions:

1. What characteristics do Meredith, Anna Carr and Callie Connaughton possess?
2. How did Callie feel after she received a wig from Locks of Love?
3. Why should you make an effort to help others in your community?
4. What types of organizations, community agencies and services in your city could you contact in order to make a difference and help others?
5. How can you demonstrate good citizenship at home, at school and in your community?

Citizenship

Vocabulary Words and Definitions

Characterize (v.)

Definition: to describe one's character, qualities, traits, etc., in a particular way

Context: I would characterize Mark as a friendly person because he says hello to everyone he meets.

Citizenship (n.)

Definition: being responsible and helpful in one's community; the quality of an individual's response to membership in a community

Context: Adults demonstrate good citizenship by voting in elections.

Community (n.)

Definition: the area in which a group of people lives, works, attends school, etc.

Context: Taylor serves his community each month by cleaning up litter along the stream behind his house.

Contribute (v.)

Definition: to give money, help, ideas, etc., to improve a situation

Context: The teacher asked each student to contribute one can of food to help feed the needy in their community.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Activity: Citizenship Community of Citizens

Objectives:

Students will be able to

- Define the term citizenship
- Identify ways in which to demonstrate good citizenship
- Work as a class to develop a plan to benefit their city or town
- Journal personal experiences involving good citizenship

Materials:

- Pens, pencils
- Paper or journal
- Chalkboard or overhead projector
- **Community of Citizens** worksheet

Procedure:

1. Begin a class discussion about citizenship using the following questions as a guide:

- What is a citizen?
- How would you characterize a good citizen?

Note: Students should conclude that a good citizen is compassionate, courageous, honest, respectful, responsible, etc.

- What does it mean to demonstrate good citizenship?

Note: Students should conclude that demonstrating good citizenship means taking an active role in improving one's community and contributing to the well-being of a community's members.

2. Ask your students to share examples of ways in which people can contribute to the community in an effort to be good citizens.

Examples: collecting toys for needy children, donating clothing to a charity, participating in a food drive, providing beverages to participants of a local marathon or road race, volunteering to read to elderly patients at a nursing home, assisting with relief efforts after a crisis, etc.

3. Divide the class into groups of three or four students, and distribute one copy of the **Community of Citizens** worksheet to each group. Explain to your students that they are citizens of several different communities – their family, their school and their city or town.

4. Instruct your students to work with their group members to identify at least three ways in which they can demonstrate good citizenship in each community (family, school and city or town).

Examples:

- In your family, you can demonstrate good citizenship by helping with chores, such as clearing the dinner table and folding the laundry.
- In your school community, you can demonstrate good citizenship by maintaining a clean and orderly classroom.
- In your city or town, you can demonstrate good citizenship by obeying laws, such as keeping city property free from litter.

Direct your students to record their ideas in the appropriate areas on their **Community of Citizens** worksheets.

Note: While group members brainstorm ideas, copy the chart from the **Community of Citizens** worksheet onto the chalkboard or overhead projector.

5. After groups complete their **Community of Citizens** worksheets, ask several students to share their ideas with the class. Record their responses in the appropriate areas on the board.
6. Explain to your students that they will choose one idea from the class list to put into action in their city or town. Have students vote for an idea by a show of hands. Then, work as a class to develop a plan of action that answers the following questions:
 - Will the class need to contact or get permission from a local agency in order to carry out the plan?
 - What materials, if any, will students need to obtain before beginning the project?
 - What role will each student play in completing the project?
 - How much time will the class need in order to complete the project? What will be the deadline?
7. After completing the class project, have your students journal their experiences. Ask them to address the following topics in their journal entries:
 - The project completed
 - An explanation of how the student carried out his or her assigned task
 - The reaction of the recipient(s), if observed
 - The student's feelings before and after completing the project

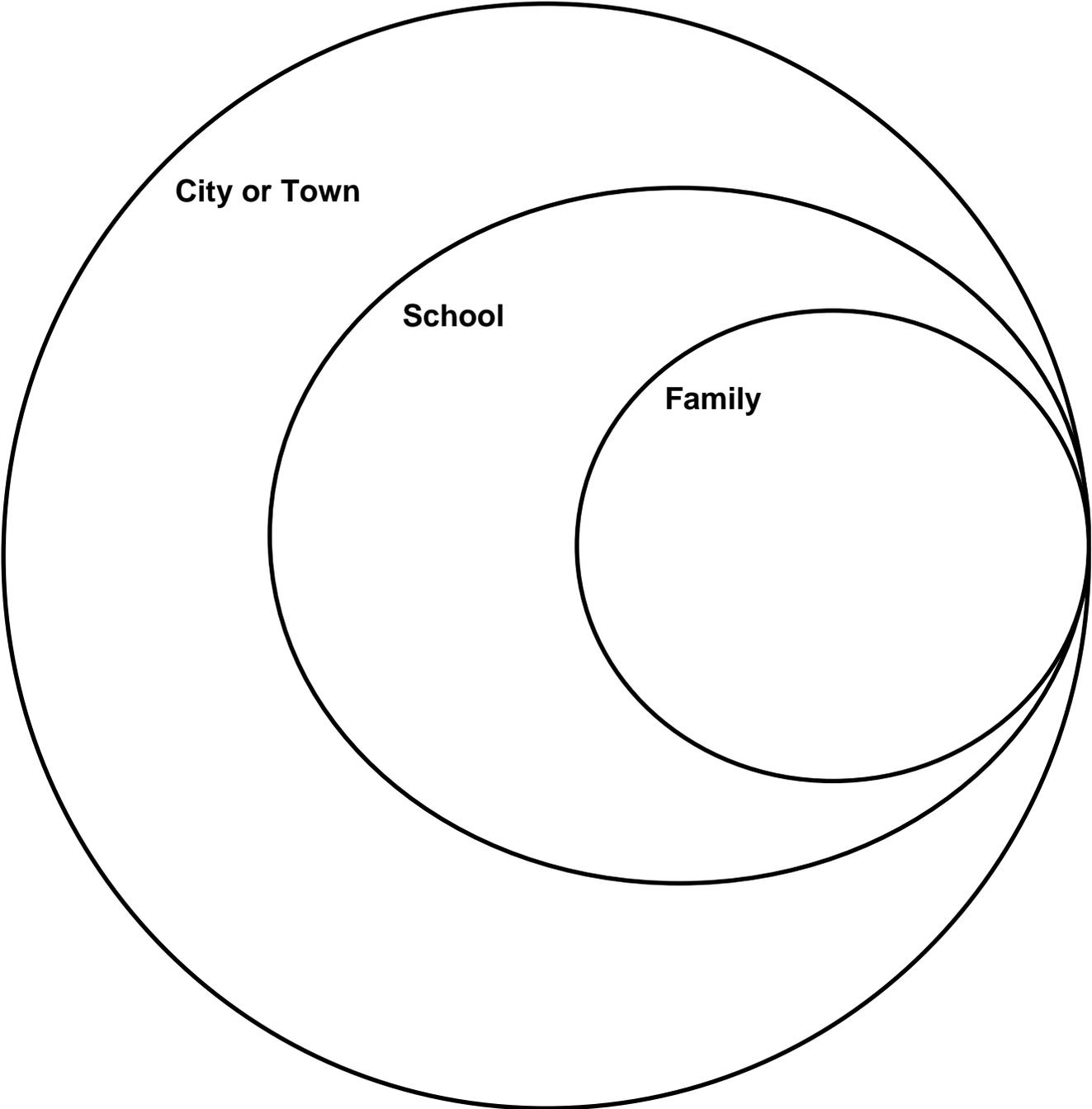
Related Vocabulary Words

characterize citizenship community contribute

Community of Citizens

Group Members: _____

Directions: You are all citizens of several different communities – your family, your school and your city or town. Work with your group members to identify ways in which you can demonstrate good citizenship in each community featured in the chart below. Record at least three ideas for each community.



Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
3. The ***Citizenship Assessment/Evaluation*** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

Citizenship **Assessment/Evaluation**

Name _____

Class _____

| <i>Lesson/Activity</i> | <i>0</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>Total</i> |
|---|------------------|---|---|---|---------------------|
| <i>Citizenship Community of Citizens</i> | No participation | Participated in class discussion and shared personal examples | Participated in class discussion, shared personal examples and worked with group to identify ways to contribute | Participated in class discussion, shared personal examples, worked with group to identify ways to contribute, helped develop and carry out class service project and journaled experience | |

Additional comments: