

For my further processing activity on teaching citizenship, I am going to use a lesson plan titled "Citizen Me". The lesson begins with a warm-up discussion activity asking these four questions: What they think it means to be a citizen? Do citizens have any rights? Do they have responsibilities? If so, where do those come from? After discussion, the teacher distributes the "Citizen Me" reading and tells them they will also building a 3-D Citizenship Pyramid and will be adding notes to it from the reading and discussions. Next, the teacher reads the reading with the class, pausing to discuss and have students fill in notes on each side of their pyramid. After the class finished reading and discussing, they will cut out their pyramid and fold and glue it together. As they finish putting together their pyramids, the teacher will distribute the 2-page story titled "Ted's Big Day of Rights and Responsibilities." The teacher will read with the class the story, stopping at times when Ted is exercising either a right or responsibility. At the end of the story, the students will be instructed to use their filled out pyramids to fill out a chart at the end where students will identify two rights or responsibilities for each of the five levels of citizenship introduced through the first reading and that is on their pyramids. To close the lesson, the teacher will ask the students to silently think of one right or responsibility they will carry out before they go to bed at night and what level of citizenship it will fall under. They will then share with a partner what they come up with.

This lesson would be well suited for younger secondary students, in particular middle school audience. However, upper level elementary including fourth and fifth grades could benefit greatly as well. This lesson identifies key main values in regards to citizenship, rights, responsibilities, and sources of those by breaking each down to five levels of nation, state, city, school, and home. I believe this lesson has a clear value and purpose of introducing and describing what citizenship and community is, the levels that citizenship can take place at in their current

lives, and the sources of those rights and responsibilities that they have. It goes on and describes the differences between rights and responsibilities and provides great examples of each at each level. Students could and should walk away from this lesson with an understanding that they are citizens and are a part of different communities from an United States national citizen to a member of their family, and there are certain rights and responsibilities that they are expected to have and uphold. The lesson does a great job at providing examples that students can relate to and use in their lives outside of school.

With regards to David Kerr, this lesson fulfills teaching about citizenship, providing a real descriptive explanation of what citizenship is and what being a citizen of different communities mean including rights and responsibilities, while providing a hands-on graphic organizer that shows these and includes sources at each community level. This activity focuses and gives sufficient knowledge and understanding about the ideals of being a citizen of a community, rights vs. responsibilities, and where sources of those can be found. This lesson doesn't fulfill Kerr's teaching through citizenship ideal, because the students don't really participate in any of the described examples of citizenship mentioned in the learning activity. As for Kerr's aim of teaching for citizenship, I do think that this lesson provides students with a basic tool set that will help them understand and know why they should or could participate in future activities that promote good citizenship through knowing rights and responsibilities as a citizen of the nation, state, city/town, school/work, and of a family. Furthermore, I believe at its simplest terms, this lesson is more "values-explicit" in teaching specific values of rights and responsibilities of a citizen of differing communities. It provides examples of "good" responsibilities a citizen should exhibit at the five different levels, including the more personal and private "family" level. For example, it explicitly suggests that a "good" family members does chores.

Overall, I believe this lesson is an excellent one in regards to citizenship education for the audience it is intended for. I don't think I would change a part of it. It provides sufficient and appropriate knowledge for grade level, provides interactive and hands-on activity with the 3-D pyramid graphic organizer, it includes reading and discussion of thinking critically and using examples from students' individual lives, it includes a story where students and follow a boy around the same age interacting and making choices based on rights and responsibilities that are appropriate for students age level, and ends with students thinking about how they can apply citizenship in their own lives to conclude the lesson. After much exploration, I am glad I found such a great lesson and look forward to using it myself in the future.