



**FLORIDA JOINT CENTER  
FOR CITIZENSHIP**

**OBLIGATIONS & RESPONSIBILITIES OF CITIZENS**

**SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

**SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.

**SS.7.C.2.14** Conduct a service project to further the public good.

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## *Lesson Summary*

### *Essential Question*

What are the obligations and responsibilities of citizens?

### *NGSSS Benchmarks*

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

SS.7.C.2.3. Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.14 Conduct a service project to further the public good.

### *Florida Standards*

LAFS.68.RH.1.1

LAFS.68.RH.1.2

LAFS.68.RH.3.7

LAFS.68.WHST.1.1

LAFS.68.WHST.1.2

LAFS.68.WHST.3.9

LAFS.68.WHST.4.10

LAFS.7.SL.1.1

LAFS.7.SL.1.2

LAFS.7.SL.2.4

### *Potential additional Common Core Benchmarks for Service Project Component of the Lesson:*

LAFS.68.RH.2.6

LAFS.68.RH.3.8

LAFS.68.WHST.2.4

LAFS.68.WHST.2.5

LAFS.68.WHST.2.6

LAFS.68.WHST.3.7

LAFS.68.WHST.3.8

LAFS.7.SL.1.3

MAFS.K12.MP.1.1

MAFS.K12.MP.3.1

MAFS.K12.MP.5.1

MAFS.K12.MP.6.1

### *Overview*

In this lesson, students will understand the obligations and responsibilities of citizens. Students will experience the responsibilities of citizens by completing a service project.

### *Learning Goals/Benchmark Clarifications*

- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.
- Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.
- Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government.
- Students will examine the significant contributions of citizens to a democratic society.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.
- Students will evaluate the impact of civic participation on society, government, or the political process.

### *Benchmark Content Limits*

- Items will not require specific content knowledge of events with local significance.
- Items will not require students to make judgments about ranking the responsibilities of citizens.

### *Civics EOC Reporting Category*

Reporting Category 2 – Roles, Rights, and Responsibilities of Citizens

### *Suggested Time Frame*

- Four 45-50 minute class periods (+ additional class periods for service learning)

### *Civics Content Vocabulary*

- citizen, common good, obligation, responsibility, selective service

### *Instructional Strategies*

Close reading of complex text

Collaborative learning

Service learning

**Materials**

Computer with internet access to project lesson activity sheets

Copy of each Obligation and Responsibility Placard to be placed around the classroom

Student readings:

- Dr. Martin Luther King, Jr.
- Mary McLeod Bethune
- César Chávez
- Rebecca Adamson

Student reading materials:

- Obligations and Responsibilities of Citizens
- What Does Being A Responsible Citizen Look Like?
- Service Learning Project Guidelines

**Lesson Activities and Daily Schedule**

Please use the chart below to track activity completion.

Day	Task #	Steps in Lesson	Description	Completed? Yes/No
<b>Day One</b>	Task 1	1-6	Hook Activity	
	Task 2	7-13	Obligations and Responsibilities of Citizens Activity	
	Task 3	14-16	Jury Summons and Tax Examples	
<b>Day Two</b>	Task 4	17-21	Active Participation Discussion	
	Task 5	22	Checking for Understanding A	
	Task 6	23-28	Citizens Unite! Video	
	Task 7	29-38	Examples of Responsible Citizens	
<b>Day Three</b>	Task 8	29-38	Examples of Responsible Citizens (continued)	
	Task 9	39	Checking for Understanding B	
<b>Day Four +</b>	Task 10	40-43	Service Project Guidelines, Procedure and Reflection	

### *Suggested Student Activity Sequence*

Teacher note: Prior to the start of this lesson, you will need to print out the Obligations and Responsibilities placards (pages 11 - 19 of this lesson) and tape them to the walls around the classroom to create “stations.” Be sure to have enough space between each station to allow for at least 2-4 students at each station at a time.

1. To begin this lesson, project the definition of “common good” on the board.  
*Common good - beliefs or actions that are seen as a benefit to the larger community rather than individual interests. Common good can also be called the public good.*
2. Ask a student to read the definition aloud. Ask other students to state this definition in their own words. Pose the following question for discussion: “At home or at school are there tasks you are required to do and activities you should do that benefit the whole family or school group?”
3. Provide students with time to brainstorm and then share out.
4. Pose the following question for discussion: “Do you think there are tasks that you are required to do and should do to benefit the city you live in or to benefit the entire country?” Provide time for students to share out ideas.
5. Ask students if they know the definitions of the terms “obligation” and “responsibility” in relation to being a citizen and can explain the difference between the two.
6. Lead students to the understanding that an obligation is a duty or something that is required for a citizen to do and a responsibility is something a citizen should do.
7. Pass out the “Obligations and Responsibilities of Citizens” student activity sheet and instruct students to write down the definitions for both terms at the top of the activity sheet in the spaces provided.
8. Instruct students to also write the definition for “common good” on their activity sheet.
9. Place students into pairs and place each pair at a responsibility or obligation station around the classroom. Explain to students that their task is to identify if they are reading an obligation or a responsibility. To accomplish this task, they will look carefully at the wording of each placard and make a decision if what they are reading is an obligation (something that is required to do) or a responsibility (something citizens do to benefit the common good). Once they have decided, they need to write the title of the placard on either the responsibility or obligation side of the activity sheet. They will then write a summary sentence explaining what it is and list the evidence from the placard that led them to decide if they are reading about an obligation or responsibility.
10. Provide students with 1 minute at each station. Allow enough time for the students to view every placard.
11. Instruct students to return to their desks once they have visited all nine stations.
12. Instruct students to work with their partner to answer the third and fourth columns on their activity sheet so that they brainstorm and write about how the obligation or responsibility benefits the common good and what the consequences are if it is not fulfilled.
13. Have students share out and discuss some of their answers for the third and fourth columns on their activity sheet. Use the Sample Answers section to guide this discussion.
14. Display the following example of a jury summons from the Clerk & Comptroller of Pasco County’s website: <http://www.pascoclerk.com/public-courts-jury-npr.asp>

 344777                      1000 <h1 style="color: blue; margin: 0;">JUROR</h1> <div style="background-color: gray; color: white; padding: 2px; text-align: center; font-weight: bold;">SIXTH JUDICIAL CIRCUIT COURT</div> <p style="color: blue; text-align: center; font-weight: bold;">PASCO COUNTY</p>	<p>REPORT DATE / TIME: November 14, 2016 07:30 AM</p> <p>WHERE TO REPORT: 38053 Live Oak Avenue Dade City, FL 33523</p> <p>JUROR NAME:</p> <p>JUROR ID: 000344777 </p> <p>GROUP# 1000</p> <div style="border: 2px solid red; padding: 2px;"> <p>SEQUENCE # 1</p> </div> <p>FOR MORE INFORMATION VISIT <a href="http://WWW.PASCOCLERK.COM">WWW.PASCOCLERK.COM</a></p>
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15. Pose the following questions for discussion: “Pretend that you are now 18 years old and you have just arrived home from school or work and you receive this in the mail. What is this asking you to do? (report for jury duty) How do you know? Are you required or obligated to show up?” (yes) Is there a consequence if you do not show up? How do you know? If everyone receiving a jury summons decided not to show up for jury duty, what would be the impact on the people who are on trial?”
16. Ask a student to share some of the consequences they came up with related to not appearing for jury duty.
17. Pose the following questions for discussion: “What does it mean to actively participate in something? Can you be a member or participant of something but not active? Can you think of any examples of this at school? Are there clubs or groups you are a member of but you don’t actively participate?”
18. Allow students to brainstorm and lead them to the understanding that there is a difference between being a participant and an active participant in something. This is true at school, at home or in the community.
19. Project the Pew Center “Civic and political involvement in America” graph and pose the following questions for discussion: “Which example of political participation has the highest percentage of participants? Why do you think more people have signed a petition than sent a letter to the editor of a newspaper or magazine? What does this tell you about participation versus active participation? What do you think would happen if more people chose to participate in any of these categories? How can participation impact society, government or the political process?”
20. Direct student attention back to their “Obligations and Responsibilities of Citizens” activity sheet and instruct them to look at the sixth column on their sheet that asks the questions: How does this act relate to being an active participant in society, government or political process? What is the impact of this act?
21. Instruct students to work with their partner to answer this question for each obligation and responsibility. Teacher Note: Utilize the Sample Answers section to monitor student understanding.
22. Checking for Understanding A (Formative Assessment):  
 Instruct students to write a well-crafted response using the following prompt:  
Prompt  
 Based on what you have learned about obligations and responsibilities of citizens in this lesson, choose two obligations and two responsibilities and write an informational paragraph to explain what occurs if citizens do not fulfill the obligation or responsibility and the benefit to the common good when they do fulfill the obligation or responsibility.

23. Project the “Citizens Unite!” video, from the IU Center on Representative Government <https://www.youtube.com/watch?v=s2TKGTA7ppU&feature=youtu.be>
24. Pass out the “What Does Being A Responsible Citizen Look Like?” student activity sheet and explain to students that while watching the video their task is to do the following:
  - Write down the examples provided in the video of how to be a responsible citizen.
  - Write down the individual mentioned in the video as being an example of a responsible citizen.
25. Play the video.
26. Ask students to share some of the examples they heard of how to be a responsible citizen. Teacher note: See the Sample Answers section to guide the discussion.
27. Pose the following question for discussion: “Based on the list you created from the video, how does the video define what it means to be a responsible citizen?”
28. Ask students to share the individual mentioned in the video. (Dr. Martin Luther King, Jr.)
29. Explain to students that they are going to learn more about Dr. Martin Luther King, Jr. and his actions as a responsible citizen. Teacher note: Using the “Dr. Martin Luther King, Jr.” reading, determine if you will lead the students through a discussion using key points from the reading or if you will have students complete a guided reading activity.
30. Instruct students to summarize how Dr. Martin Luther King, Jr. was a responsible citizen and how his actions relate to the common good of the country on their activity sheet.
31. Provide time for students to write their summary statements.
32. Place students into cooperative groups of 3-4 students. Explain to students that they will look at another example of a responsible citizen through a guided reading activity.
33. Pass out one of the following reading passages to each group: “Mary McLeod Bethune,” “César Chávez,” or “Rebecca Adamson.” Teacher note: The passages vary in length and complexity; preview each passage prior to assigning them to the student groups.
34. Explain to the students that their task is to read the passage and answer the following questions on the “What Does Being A Responsible Citizen Look Like?” activity sheet: How does this person exemplify a responsible citizen? How did their actions support the common good of the country?
35. Instruct students to number their paragraphs and, while reading, mark their text with at least three pieces of evidence that help them answer the questions. Explain to students that they will share their answers and evidence with the class.
36. Provide time for the student groups to read, mark the text and answer the questions.
37. Have student groups share out by reading their answers aloud to the class and sharing the three pieces of evidence they used to answer both questions. Teacher note: After the first group for each passage presents, ask the groups with the same passage to read their answers and share any additional evidence they found that has not already been shared.
38. Instruct students to take notes on the back of their activity sheet on the individuals they did not read about.
39. Checking for Understanding B (Formative Assessment):  
 Instruct students to write a well-crafted response to the following prompt:  
Prompt  
 In 1961, President John F. Kennedy made this statement in his Inaugural Address:  
*“...my fellow Americans: ask not what your country can do for you – ask what you can do for your country.”*  
 Using what you have learned during this lesson, explain how this quote relates to the idea of being a responsible citizen and contributing to the common good.
40. Pose the following question for discussion: “Do you think citizens your age can make a difference in the community?”

41. Pass out the “Service Project Guidelines” student activity sheet and explain to the class that they will conduct a service project to further the common good in their school community.
42. Read through the project guidelines as a whole class.

Teacher note: Follow the Service Project Guidelines to complete a service project as a whole class.

43. Checking for Understanding C (Service Learning Reflection):

Instruct students to write a well-crafted reflection on their service learning experience using the following prompt:

Prompt

Based on what you have experienced during the class service project and what you have learned during the other components of this lesson, write an argument explaining the importance of being a responsible citizen. Cite specific examples.

Extension Suggestion: Provide time for students to play “We the Jury” from iCivics:

<http://www.icivics.org/games/we-the-jury>. (as of 16 July 2020, Flash may be required to access this game)

# OBEYING LAWS

Laws are the rules under which a society or community is governed. Everyone who lives in the United States, regardless if they are citizens or not, must follow federal, state and local laws. Laws are necessary because no society could exist if all people did just as they pleased, without respecting the rights of others. Police officers and courts make sure that laws are obeyed. If a person breaks a law there is a penalty or punishment. The penalty for breaking a law depends on the law.

# PAYING TAXES

Taxes are required payments of money to the government. Taxes are necessary because they pay for things that most individuals could not possibly purchase for themselves, such as fire protection, schools, roads and much more.

There are many different types of taxes and each type of tax pays for different public programs and services. For example, federal taxes pay for F.B.I. agents, federal judges, national park rangers, veterans benefits, federal prisons and much more. Some of the things that state taxes pay for include state highways, universities, public schools, state parks and police officers.

You often pay taxes and don't realize it when you are buying things at the store. When you have a job, you have to pay taxes on the money you earn. Each year, you must file your taxes by sending all of your income information to the government so that they can determine if you owe more money for taxes or if you get a return. There are penalties for not filing your taxes each year.

## Jury Duty

The right to a trial by jury is guaranteed to every person in the United States, whether the person is or is not a citizen. This right is guaranteed in the U. S. Constitution. To provide this constitutional right to people put on trial, other citizens must give up their time to serve as jurors. A jury consists of a group of people who are selected to hear the evidence in a civil or a criminal trial. After the jurors hear the evidence presented during the trial, they must try to decide if the defendant is guilty or not guilty.

Jurors' names are selected at random from lists of registered voters and individuals who have a driver's license issued by the Florida Department of Motor Vehicles. People receive a jury summons in the mail and must report to the court on the date and at the time listed on the summons. You can be fined or jailed for not showing up for jury duty.

# Defending the Nation

Almost all males living in the United States are required to register with the Selective Service System within 30 days of their 18th birthday. Selective Service is the system by which men ages 18 through 25 register with the U.S. government for possible military service.

Currently, the military is made up of volunteers. If a crisis occurs and the government decides they need a larger military than the amount of people who have volunteered, Congress can pass legislation to select males from the Selective Service System to become active members of the military.

# VOTING

The government--whether it's in Washington, DC, in your state, or in your hometown--affects your life and by voting, you get to say what's important to you, and you say it straight to the elected leaders.

In order to vote, you must register. To be a registered voter in Florida, you have to be a U.S. citizen, a resident of Florida and at least 18 years old.

Elections are one of the few times when adults, 18 years old and older, all have an equal say. Even if the person you vote for loses, your vote matters because it lets winners and losers know who supports their points of view.

# Attending Civic Meetings

Attending civic meetings, especially in your local community, provides you with a face-to-face opportunity with your government leaders.

By attending a school board or city council meeting you can become informed on the important issues that either group is dealing with. At a school board meeting, you can learn about important changes that might happen at your school and at a city council meeting you can hear about new ordinances and see how your city council chooses to vote.

At both of these types of meetings, you can have your voice heard about what is important to you as a member of the school or city. By learning about the issues facing the school board or city council, you can inform others and learn how to become involved in your community.

# Petitioning Government

The right to petition is one of the freedoms listed in the First Amendment to the U.S. Constitution. In general, the idea of petitioning the government means any nonviolent, legal means of encouraging or disapproving government action, directed to the legislative, executive or judicial branch.

A common way that petitioning the government occurs is through citizens writing a document about an issue and collecting signatures in support of the document. This document is known as a petition and is a formal, written request made to an official person or organized body, usually the government, and usually with a list of signatures to show the government body how many citizens support the request.

Many citizens sign petitions to provide their support for or against an issue.

# Running for Office

In the United States, citizens can run for local, state, or federal office. The government affects many aspects of your life--whether it's at the federal level, in Tallahassee, or in your city.

By running for office, you can state what is important to you and how you will be a good representative for your community.

In order to run for office in Florida, you must be a registered voter and complete a variety of forms so that you become an official candidate. Depending on the office you run for, there are requirements for how long you have lived in Florida, the county you live and/or the city you live in.

# Community Service

Your community impacts your every day life. As a citizen, you often see problems or issues that need to be fixed in your school, city, state, or even the entire country.

As a member of a community and a responsible citizen, you can play a role in seeing these problems or issues get fixed. One way is by completing community service. Citizens at any age can identify issues in their community and seek out opportunities to help fix that issue. The common good of any community benefits when its citizens see issues that need to be fixed and take the extra step of trying to solve them.

## Obligations of Citizens

In a complete sentence, write the definition of **common good**:

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In a complete sentence, write the definition of **obligation**:

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<b>What is it?</b>	<b>Summarize this obligation using a complete sentence</b>	<b>How do you know it is an obligation?</b>	<b>How does this obligation relate to the common good?</b>	<b>What are the consequences if people do not fulfill this obligation?</b>	<b>How does this act relate to being an active participant in society, government or political process? What is the impact of this act?</b>

## Responsibilities of Citizens

In a complete sentence, write the definition of **responsibility**:

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<b>What is it?</b>	<b>Summarize this responsibility using a complete sentence</b>	<b>How do you know it is a responsibility?</b>	<b>How does this responsibility relate to the common good?</b>	<b>What are the consequences if people do not fulfill this responsibility?</b>	<b>How does this act relate to being an active participant in society, government or political process? What is the impact of this act?</b>

# Civic and political involvement in America

The proportion of adults who did each of the following in the last 12 months

Sign a petition	32%
Contact a national, state or local government official about an issue	30
Work with fellow citizens to solve a problem in your community	28
Attend a political meeting on local, town, or school affairs	24
Contribute money to a political candidate or party or any other political organization or cause	18
Be an active member of a group that tries to influence public policy or government	15
Attend a political rally or speech	12
Send a letter to the editor to a newspaper or magazine	10
Work or volunteer for a political party or candidate	8
Make a speech about a community or local issue	7
Attend an organized protest	4
<b>Any of these</b>	<b>63</b>

Source: Pew internet & American Life Project August 2008 Survey. Margin of error is +/-2% based on all adults (n=2,251).



## What Does Being A Responsible Citizen Look Like?

*While watching the Citizens Unite! video, make a list of the examples shared of how to be a responsible citizen.*

--

*In the video, an individual was mentioned as an example of being a responsible citizen. Write that person's name below.*

*Name:*

--

*Name:*

How does this person exemplify a responsible citizen? How do their actions support the common good of the country?

--

## Dr. Martin Luther King, Jr.

The King Center | <http://www.thekingcenter.org/about-dr-king>

During the less than 13 years of Dr. Martin Luther King, Jr.'s leadership of the modern American Civil Rights Movement, from December, 1955 until April 4, 1968, African Americans achieved more genuine progress toward racial equality in America than the previous 350 years had produced. Dr. King is widely regarded as America's pre-eminent advocate of nonviolence and one of the greatest nonviolent leaders in world history.

Drawing inspiration from both his Christian faith and the peaceful teachings of Mahatma Gandhi, Dr. King led a nonviolent movement in the late 1950's and '60s to achieve legal equality for African-Americans in the United States. While others were advocating for freedom by "any means necessary," including violence, Martin Luther King, Jr. used the power of words and acts of nonviolent resistance, such as protests, grassroots organizing, and civil disobedience to achieve what seemed to be impossible goals. He went on to lead similar campaigns against poverty and international conflict, always maintaining fidelity to his principles that men and women everywhere, regardless of color or creed, are equal members of the human family.

Dr. King's "I Have a Dream" speech, Nobel Peace Prize lecture and "Letter from a Birmingham Jail" are among the most revered orations and writings in the English language. His accomplishments are now taught to American children of all races, and his teachings are studied by scholars and students worldwide. He is the only non-president to have a national holiday dedicated in his honor, and is the only non-president memorialized on the Great Mall in the nation's capitol. He is memorialized in hundreds of statues, parks, streets, squares, churches and other public facilities around the world as a leader whose teachings are increasingly relevant to the progress of humankind.

Some of Dr. King's most important achievements include:

- In 1955, he was recruited to serve as spokesman for the Montgomery Bus Boycott, which was a campaign by the African-American population of Montgomery, Alabama to force integration of the city's bus lines. After 381 days of nearly universal participation by citizens of the black community, many of who had to walk miles to work each day as a result, the U.S. Supreme Court ruled that racial segregation in transportation was unconstitutional.
- In 1957, Dr. King was elected president of the Southern Christian Leadership Conference (SCLC), an organization designed to provide new leadership for the now burgeoning civil rights movement. He would serve as head of the SCLC until his assassination in 1968, a period during which he would emerge as the most important social leader of the modern American civil rights movement.
- In 1963, he led a coalition of numerous civil rights groups in a nonviolent campaign aimed at Birmingham, Alabama, which at the time was described as the "most segregated city in America." The subsequent brutality of the city's police, illustrated most vividly by television images of young blacks being assaulted by dogs and water hoses, led to a national outrage resulting in a push for unprecedented civil rights legislation. It was during this campaign that Dr. King drafted the "Letter from a Birmingham Jail," the manifesto of Dr. King's philosophy and tactics, which is today required-reading in universities worldwide.
- Later in 1963, Dr. King was one of the driving forces behind the March for Jobs and Freedom, more commonly known as the "March on Washington," which drew over a quarter-million people to the national mall. It was at this march that Dr. King delivered his famous "I Have a Dream" speech, which cemented his status as a social change leader and helped inspire the nation to act on civil rights. Dr. King was later named Time magazine's "Man of the Year."

- In 1964, at 35 years old, Martin Luther King, Jr. became the youngest person to win the Nobel Peace Prize. His acceptance speech in Oslo is thought by many to be among the most powerful remarks ever delivered at the event, climaxing at one point with the oft-quoted phrase “I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant.”
- Also in 1964, partly due to the March on Washington, Congress passed the landmark Civil Rights Act, essentially eliminating legalized racial segregation in the United States. The legislation made it illegal to discriminate against blacks or other minorities in hiring, public accommodations, education or transportation, areas which at the time were still very segregated in many places.
- The next year, 1965, Congress went on to pass the Voting Rights Act, which was an equally important set of laws that eliminated the remaining barriers to voting for African-Americans, who in some locales had been almost completely disenfranchised. This legislation resulted directly from the Selma to Montgomery, AL March for Voting Rights lead by Dr. King.
- Between 1965 and 1968, Dr. King shifted his focus toward economic justice – which he highlighted by leading several campaigns in Chicago, Illinois – and international peace – which he championed by speaking out strongly against the Vietnam War. His work in these years culminated in the “Poor Peoples Campaign,” which was a broad effort to assemble a multiracial coalition of impoverished Americans who would advocate for economic change.
- Dr. Martin Luther King, Jr.’s less than thirteen years of nonviolent leadership ended abruptly and tragically on April 4th, 1968, when he was assassinated at the Lorraine Motel in Memphis, Tennessee. Dr. King’s body was returned to his hometown of Atlanta, Georgia, where his funeral ceremony was attended by high-level leaders of all races and political parties.

# Mary McLeod Bethune

By J. L. Woods

Graduate Student, Grand Valley State University

Adapted from: <http://www.learningtogive.org/papers/paper215.html>

Mary McLeod Bethune, born to former slaves a decade after the Civil War, devoted her life to ensure the right to education and freedom from discrimination for black Americans. Bethune believed that with education, blacks would begin to earn a living in a country that still opposed racial equality. Bethune worked tirelessly until her death and would not rest while there was “a single Negro boy or girl without a chance to prove her worth” (National Association of Home Care). As a result of her hard work and contributions to society, there was a United States Postal Stamp issued in 1985, thirty years after her death, in remembrance of Mary McLeod Bethune.

Mary McLeod Bethune was an educator, an organizer, and a political activist. In addition, she also made many contributions to the African American society (ibid.). On October 3, 1904, Bethune opened one of the first schools for African American girls, Daytona Educational and Industrial Training School, in Daytona Beach, Florida, which is now called Bethune-Cookman College. Upon the opening of the school, there were five girls who attended as students. Because Bethune had very little money, she used boxes and packaged crates for desks and charged \$.50 a week for tuition. Although the students had to pay tuition, she never turned away any child whose parents were unable to pay. Later, boys were able to attend as well (National Association of Home Care). In addition to working hard to maintain the school, Bethune also fought aggressively the segregation and inequality facing blacks, even opening a high school and a hospital for blacks (ibid.).

In addition to Bethune’s school success, she also became increasingly involved in political issues (Women in History). Bethune was the first African American woman to be involved in the White House, assisting four different presidents from 1904 to 1942 and 1946 to 1947 (ibid.). Because of the discussions she had with Vice President Thomas Marshall, the Red Cross decided to integrate and blacks were allowed to perform the same duties as whites (National Association of Home Care). In 1917, Bethune became president of the Florida Federation of Colored Women. In 1924, she was the president of the National Association of Colored Women and also reached the highest level in national office to which, at that time, a black woman could aspire. She also formed the National Council of Negro Women to take on national issues affecting blacks. In 1936, she was the director of the National Youth Administration’s Division of Negro Affairs and in 1940 she was the vice-president of the NAACP. In 1951, she then served on President Truman’s Committee of Twelve for National Defense (ibid.). In addition to all the commitments that she had over the years, Bethune continued to work with many different organizations such as the National Urban League, the Association of American Colleges, and the League of Women Voters. She also worked under presidents Calvin Coolidge, Herbert Hoover, and Theodore Roosevelt on child welfare, housing, employment, and education. In June of 1936, she was assigned director of the Division of Negro Affairs and became the first black woman to serve as head of the federal agency (ibid.).

# César Chávez

By Amelia E. Clark

Graduate Student, Center on Philanthropy at Indiana University

Adapted from: <http://www.learningtogive.org/papers/paper84.html>

César Estrada Chávez was born on March 31, 1927. Chávez dedicated his life to serving humanity by improving the working conditions of migrant farm workers in America and advancing the ideals of equality and civil rights for everyone. In 1962, Chávez founded the National Farm Workers Association (NFWA), later renamed the United Farm Workers (UFW). The UFW became the voice of migrant farm workers throughout the United States.

Like his contemporary, Dr. Martin Luther King Jr., Chávez used nonviolent reform, such as pickets, boycotts and peaceful demonstrations. The UFW and Chávez had many accomplishments - establishing minimum wage standards, wage contracts, safer working conditions, child labor reform, and advancement in civil rights for Chicanos and other farm workers.

In 1962, Chávez founded the National Farm Workers Association (NFWA), later renamed United Farm Workers (UFW). By founding UFW, Chávez furthered his dedication to promote the racial equality and dignity of farm workers. The workers had few resources to help them stand up for their civil rights and especially feared risking the loss of their jobs. Though farm work was poorly paid and dangerous to the health, in many migrant families, men, women and children all worked in the fields to ensure the survival of the family.

Organizing the UFW was difficult due to the transient lives of the workers. They endured long working hours in harsh conditions for meager wages and had little time for activities outside of work. However, in 1965, Chávez and the NFWA joined a group of Filipino farm workers and began a boycott that lasted five years against the Delano, California grape growers. In fact, throughout the 1960s and 70s, Chávez led many boycotts against grape growers. In 1966, he negotiated his first union contract with Schenley Vineyards. During 1967-70, the grape boycott became an international demonstration with people in many countries refusing to purchase grapes as a sign of support for the UFW.

Another peaceful reform tactic that Chávez used was fasting. In 1968, Chávez began his first fast. It lasted for 25 days and was an attempt to keep the farm workers dedicated to non-violent reform tactics. Senator Robert F. Kennedy traveled to California to visit with Chávez, at which time he broke his fast.

Chávez remained active in the fight for justice and in his proficiency to organize nonviolent demonstrations for workers and civil rights his entire life. The UFW website, [www.ufw.org](http://www.ufw.org), has a comprehensive list of the boycotts, strikes and demonstrations that were led by him. On April 23, 1993, César Chávez died. At his funeral services, 40,000 mourners marched behind the casket. President Bill Clinton presented the United States Medal of Freedom to César Chávez posthumously on August 8, 1994.

## **Rebecca Adamson**

**By Christine B. Wood**

**Adjunct Instructor, San Juan College in Farmington, New Mexico**

**Adapted from: <http://www.learningtogive.org/papers/paper175.html>**

Rebecca L. Adamson, half Cherokee, established and continues to remain president of the First Nations Development Institute as well as the founder of First Peoples Worldwide. With her belief that Native Americans should be in control of their own schools and education, she became a promoter of economic independence for tribes. She has sought ways to develop sovereignty among the Indigenous People through creating projects that stem from their original cultures and beliefs.

Since 1970, Adamson remains working directly with the tribes and assists them in finding the most sufficient ways of developing successful small businesses and economies apart from the Federal Government without compromising their customs. Furthermore, her organization has raised and distributed millions of dollars to help with these ventures.

Since 1492, when Christopher Columbus and his crew first arrived upon the land that would one day become the Americas, the lives of the people already residing there have been changed. Through the years their customs and beliefs have been stripped away. Rebecca Adamson is one individual helping to prevent this injustice from progressing further and hopes to mend what has been destroyed. Still alive and well today, she continues to make a positive impact in the world around her.

Early in Adamson's career she found herself on the Pine Ridge reservation where 200 Lakota Indians were once massacred and where, more recently, poverty has been the highest in the nation. In response to this condition, Adamson and the First Nations Institute formed the Lakota Fund in 1985. As of 1997, the Lakota Fund has created over 300 loans to Native American entrepreneurs on the Pine Ridge reservation. The businesses may use their culture, such as beadwork to create a profit, or use more contemporary ideas like becoming a video storeowner (Cabral, 1997).

The Lakota Fund is only one example of Adamson's efforts to help the Native people. She has traveled all over the United States as she works with all 50 states, guiding the 234 recognized tribes as well as "the smaller pueblos, Alaskan native villages, and non-reservation communities". As she visits each of these places she is known for leaving behind much hope and information to help bring the tribes even closer together. This allows them to work with one another and to find ways to utilize the foundations and banks that have been previously developed (ibid.).

Adamson has not only contributed to the physical and financial needs of the Indigenous people, but she has also taught them accountability. She finds that self-sufficient economies are not just about banking, but also include positive attitudes and empowerment. She declares, "People who have been victims may have the attitude that it was never their fault, so they don't have to take responsibility. That is insidious. You have to create projects that lock in accountability because the aim is to build personal efficacy, an 'I-can-do-it' attitude" (ibid.).

### ***Service Learning Project Guidelines***

As a class, we will complete a service project to further the public good at our school. We will do this project as a class community in order to provide a service to the school community.

#### **Investigation**

1. To begin our service project we will brainstorm some issues we think need to be addressed in our school community. We need to make sure that our brainstorm focuses on issues that we can resolve, is an issue that is manageable, and an issue that will further the public good at our school.

For example, we might decide that the issue we will deal with is the fact that large groups of the students who walk to school each day do not use the crosswalk. This has created a dangerous situation where students are jaywalking or running across the road instead of using the crosswalk. A realistic and manageable plan might be to create an awareness campaign about the importance of crosswalks and to plan a meeting with the principal to discuss creating a parent crossing guard volunteer program. An unrealistic plan would be to decide that students can no longer walk to school if they don't use the crosswalk and they will receive detention if they don't use the crosswalk.

2. After we brainstorm, if class members feel strongly about one issue over another, they can present their ideas to the class and try to persuade the group to focus the service project on their issue.

3. As a class we will then create a list of the issues we have discussed. Once this list is created, the class will conduct observation work around school to see if we agree that all of the issues on the list are really issues in the school community.

4. We will then vote anonymously to determine the issue that will be the focus of our service project.

5. Once we have determined what our class issue will be, we need to do some additional research on the issue. The research may include:

- Interviewing students outside of the class about their thoughts on the issue.
- Creating a survey for other classes to complete about the issue in order to gather data.
- Discussing the issue with the principal and other staff.
- Conducting research on how this issue has been dealt with at other schools.

6. Once we have conducted research, we will create our baseline statement that states our goal for the service project. (See page 13 of the FFA Service Learning Toolkit.)

7. As a class, we will reflect about the process so far.

#### **Planning & Preparation**

8. Once we have researched our issue, we will decide what service we will provide based on what we have learned from our research. We will also determine a plan and goal for how we will implement this service.

#### **Implementing the Service Project**

9. It is time to implement our service!

10. Once we have conducted our service, we will return to our baseline statement and determine the outcomes of our project. Did we reach our goal?

#### **Reflection**

11. Individually and as a class, we will reflect on our service project. We will discuss and write about our goals for this project and whether or not we impacted the common good of our school community.

#### **Demonstration & Celebration**

12. We will share the results of our work with the whole school community and then as a class, we will celebrate our work together

Project guidelines adapted from: RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. [https://www.ffa.org/SiteCollectionDocuments/Its\\_servicelearningtoolkit.pdf#search=service%20learning](https://www.ffa.org/SiteCollectionDocuments/Its_servicelearningtoolkit.pdf#search=service%20learning), Accessed August 2014.

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## Obligations of Citizens – **Sample Answers**

In a complete sentence, write the definition of **common good**:

In a complete sentence, write the definition of **obligation**:

What is it?	Summarize this obligation using a complete sentence	How do you know it is an obligation?	How does this obligation relate to the common good?	What are the consequences if people do not fulfill this obligation?	How does this act relate to being an active participant in society, government or political process? What is the impact of this act?
Obeying Laws	There are federal, state, and local laws and everyone has to follow them.	Everyone has to follow them. There are consequences if you don't.	Obeying laws keeps order so that people are safe.	Things would be unsafe or chaotic.	Obeying laws is part of every day life. You don't have to go out of your way to obey laws, but it is important to obey laws in order to have a safe community.
Paying Taxes	There are federal, state, and local taxes and everyone pays them. Taxes pay for different services depending on the type of tax.	Taxes are required; There are penalties for not filing your taxes each year.	Taxes pay for large programs that benefit everyone.	If people don't pay taxes, we will not have enough money to pay for certain programs and services.	Paying taxes is part of every day life. You automatically pay taxes when you are shopping. Taxes impact government services that are in our community.
Jury Duty	The right to a trial by jury is a guarantee for people and it is other people's obligation to serve as part of the jury.	It is a constitutional right for people to have a jury by trial, you must report if you are called for jury duty.	By participating in jury duty you are protecting the constitutional right to be tried by one's peers.	You can be fined or jailed if you do not show up for jury duty. Also, if people don't show up there are less people participating in the jury process.	Jury Duty can take at least 1 day or longer depending on whether or not you are picked for a jury. Jury duty has a big impact on the person on trial.
Defending the Nation	All males between the ages of 18-25 have to register for selective service.	All males have to do it, it isn't a choice.	Defending our nation benefits the entire country and provides protection.	If males don't register, we might not have enough troops in a crisis and won't be able to protect our country.	Defending the nation is an active way for someone to participate in the wellbeing of our entire country and govt. People who defend our nation keep us safe.

**Responsibilities of Citizens – Sample Answers**  
 In a complete sentence, write the definition of **responsibility**:

<b>What is it?</b>	<b>Summarize this responsibility using a complete sentence</b>	<b>How do you know it is a responsibility?</b>	<b>How does this responsibility relate to the common good?</b>	<b>What are the consequences if people do not fulfill this responsibility?</b>	<b>How does this act relate to being an active participant in society, government or political process? What is the impact of this act?</b>
Voting	Voting is an opportunity to have your voice heard and express your point of view on issues by voting for the candidate you agree with.	You don't have to vote, you can choose to vote.	Voting relates to the common good because you are sharing your opinion by voting. Opinions need to be shared in order to make sure decisions are made that represent how people feel.	If people don't vote, the government will only represent those people who do vote.	In order to vote you have to take the steps to register and then you have to show up on election days. Voting impacts who serves in government and who makes decisions for our society.
Attending Civic Meetings	When you attend a civic meeting you can become an informed citizen.	You don't have to attend these meetings, but you will become a better informed citizen if you do attend.	Similar to voting, by attending civic meetings you will be able to have your voice heard.	If people don't attend these meetings, it is more difficult to become involved in what is happening in your government.	To attend civic meetings you have to make an effort to find out when these meetings occur and also make the effort to attend. Civic meetings are where decisions are made that impact govt. and society.
Petitioning Government	Petitioning the government is a freedom listed in the First Amendment.	This is a freedom but not an obligation.	The ability to petition allows you to voice your opinion to the government if you agree or disagree with issues that the government is dealing with.	If people choose not to exercise this freedom, the government will assume that they are always doing the right thing.	In order to petition the government you have to be active in a few different ways. You have to be informed about issues. Petitions can impact decisions made by government.
Running for Office	Running for office provides citizens an opportunity become involved in the government and represent their community.	Running for office is a choice and not an obligation.	By running for office you are making your voice heard and representing your community. You are also stating that you will be a leader in your government.	By running for office you are stating that you are willing to be a leader. If people don't run for office, we won't have enough leadership.	Running for office requires a lot of active participation. You have to register to run for office and then you have to campaign. If you win, you will be actively involved and have an impact because it is your job.
Community Service	Community service provides an opportunity for people to see problems in their community and help fix them.	Community service helps everyone involved, but is not required.	Community services helps the common good. It benefits everyone when a citizen sees a need in their community and takes the extra steps to find a solution.	The consequences of not participating in community service is that problems can get overlooked and people who need help will not get it.	Community service is a very active way to participate in your community. You have to put a lot of effort in to see how you can help service your community, but you can have a positive impact on society.

## What Does Being A Responsible Citizen Look Like? – **Sample Answers**

*While watching the Citizens Unite! video, make a list of the examples shared of how to be a responsible citizen.*

- Don't litter
- Voice your opinions to law makers
- Vote
- Make positive contributions to society
- Write to a city council member about your concerns
- Sign a petition
- Help the elderly in your community
- Write to your representative/member of Congress
- Take an active role in your community
- Listen to others and consider multiple perspectives on issues
- Be informed
- Go to town hall events and research issues
- Be able to communicate effectively
- Be willing to accommodate other points of view
- Be bold

### ***Name: Martin Luther King, Jr.***

Dr. Martin Luther King Jr. was a responsible citizen because he saw a need in his community (and the entire country) and worked hard change the inequalities that existed between races. He was a leader and showed people how to fight for their rights and seek change without violence.

Dr. King's actions relate to the common good because all of his work focused on making the country a better place for everyone. He was fighting so that rights were equal among people.

### ***Name: Mary McLeod Bethune***

Mary McLeod Bethune is an example of a responsible citizen because she felt that education was important for everyone and worked to provide educational opportunities for African Americans. She also worked to fight against inequality and segregation. Her work contributed to the common good, because she raised awareness to the inequalities between races in the country and worked to provide more opportunities for African Americans.

### ***Name: César Chávez***

César Chávez is an example of a responsible citizen because he focused his work on improving the working conditions of migrant farm workers in America and seeking equality and civil rights for everyone. His work contributed to the common good because he wanted to improve the lives of a large population of Americans and seek equal rights for everyone.

### ***Name: Rebecca Adamson***

Rebecca Adamson is an example of a responsible citizen because she works to support Native Americans and provide them with economic opportunities. She works to preserve the culture and traditions of Native American tribes and spread awareness about their issues and concerns. Her work contributes to the common good because she is raising awareness to the whole country about a group that has not been treated equally throughout our history.

*Civics Content Vocabulary*

<b>Word/Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>citizen</b>	noun	a legal member of a state and/or country
<b>common good</b>	noun	beliefs or actions that are seen as a benefit to the community rather than individual interests, also known as the public good
<b>obligation</b>	noun	a requirement, something a person or government has to do
<b>responsibility</b>	noun	something a person should do
<b>selective service</b>	noun	a system by which men ages 18 through 25 register with the U.S. government for military service

## *Essential Teacher Content Background Information*

**This section addresses the following issues:**

1. The Obligations and Responsibilities of U.S. Citizenship
2. Obligations of Citizenship
3. Responsibilities of Citizenship

### **1. The Obligations and Responsibilities of U.S. Citizenship**

Citizenship brings with it both obligations and responsibilities. The obligations of citizenship include those actions that citizens are required by law to take while the responsibilities of citizenship are those actions that citizens should take for the sake of the common good.

The notion of citizen responsibility may also be understood as enlightened self-interest. Enlightened self-interest suggests that when people act in a way that furthers others' interests and that advances the interests of groups to which they belong consequently serves their own interest. Self-interest is often considered selfish or self-centered; by contrast, enlightened self-interest focuses on group-based action, where one sees a positive connection between group involvement broadly defined and self-interest that is tied to the virtue of doing what is right. The notion of enlightened self-interest was articulated by Alexis de Tocqueville in his two volume work, *Democracy in America*.

*Democracy in America* was Alexis de Tocqueville's two volume account (Volume I, 1835, Volume II, 1840) of his one visit to the United States in 1831-1832. The original purpose of Tocqueville's visit was to study the U.S. prison system, yet Tocqueville collected extensive data on the nature of American society, giving particular attention to Americans' involvement in voluntary associations, social connectedness, and political practices tied to representative democracy. Tocqueville argued that Americans' tendency to join associations was an enlightened self-interest.

There is a connection among enlightened self-interest, obligations of citizenship and responsibilities of citizenship as persons who hold an enlightened self-interest are more likely be fulfill their obligations and responsibilities of citizenship.

### **2. Obligations of Citizenship**

Obey laws	Legislatures and chief executives are elected by citizens in a democracy; these legislatures and chief executives are elected to represent citizen interests. Courts interpret whether these laws cohere to the U.S. Constitution. Citizens and non-citizens alike are obligated to obey laws whether they agree with them or not. Citizens and non-citizens who choose not to obey the laws may be prosecuted for their crimes; non-citizens who choose not to obey the laws may also be deported.
Pay taxes	Taxes support government functions. Legislatures and chief executives enact tax laws the same as they do other laws. The 16 <sup>th</sup> Amendment to the U.S. Constitution allows Congress to impose an income tax. The U.S. Supreme Court may not find income taxes unconstitutional because income taxes are protected by the 16 <sup>th</sup> Amendment.
Defend the nation	Swear allegiance to support and defend the U.S. Constitution and the laws of

	the United States against all enemies.
Selective service	Selective service is a system by which men (both citizens and resident aliens) ages 18 through 25 register with the U.S. government for military service. Selective service is not a draft; however, it is from the names included among those registered for selective service that a person drafted will be selected.
Serve on juries	<p>The sixth amendment of the U.S. Constitution provides for a trial by jury in most cases as follows:</p> <p>“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district where in the crime shall have been committed...”</p> <p>Citizens who have reached the age of majority may be called upon to serve on juries.</p>

### 3. Responsibilities of Citizenship

Voting	Citizens have a responsibility for selecting public officials who will represent their interests in government.
Attending civic meetings	Civic meetings are ways for citizens to be active participants in their government. Interest groups, political parties, candidates for public office, religious organizations, the media and public officials hold civic meetings in order to inform and learn from the public.
Petitioning government	<p>The right of individuals to come together with others and collectively express, promote, pursue and defend common interests. This includes the right to assemble in public places, and the right to join an association. Peaceable assembly is also understood as freedom of association. The U.S Supreme Court has upheld laws requiring general permits, as well as prosecutions for illegal demonstrations under certain circumstances.</p> <p>The right of individuals to express themselves must be balanced against the need to maintain public order. People are protected when they bring to the government’s attention their unresolved concerns, provide information to political leaders about unpopular policies and issues, and expose government misconduct. The U.S. Supreme Court has ruled that regulation of assembly may not be used to stifle dissent; unpopular groups may not be prevented from gathering based on the nature of the group’s message.</p>
Running for office	Running for or being appointed to serve in public office as well as serving in public office