



## Key to Character- April 2009

### Definitions

**Elementary:** Citizenship is accepting the duties and responsibilities that come with being a member of a community.

**Secondary:** Citizenship is the quality of behavior as an individual's response to membership in a community.

### Related Words

allegiance	conduct	naturalized	deportment
demeanor	fairness	sportsmanship	civic duty

### **CITIZENSHIP IN ACTION!**

*You will show your good citizenship and encourage others by your example when you:*

- ◇ *participate in community service projects.*
- ◇ *voice your opinion to community officials and legislators.*
- ◇ *protect the environment.*
- ◇ *obey those in authority.*
- ◇ *comply with all rules and laws.*
- ◇ *take responsibility for what goes on around you.*
- ◇ *do your part for the common good.*
- ◇ *show appreciation for those in the military.*



**Show Your Citizenship  
By Being Earth Friendly!**

**And, now a word from your aluminum cans and plastic bottles....**

**When on the road,**

**At work or play,**

**Please don't litter**

**Or throw us away.**

**If recycling bins can't be found,**

**While you're playing games and  
running around,**

**Take us home, to your recycling bin,**

**So we can have another life again.**

**Recycle-- it's the right thing to do!**

### "Citizenship Pledge"

Ask students to write their own "Citizenship Pledge" explaining a way that they, as students, plan to fulfill community responsibility. Examples will be given in class and might include:

- ~ cleaning up the neighborhood playground
- ~ expanding household recycling
- ~ donating goods to the local homeless shelter, hurricane victims, or children's home

Adapted from:

<http://pbskids.org/democracy/educators/citizenshipcity.html>



**Citizens have a civic duty  
to protect the future!**

We must stay informed on issues concerning our privileges and obligations as a member of the community and of a democratic society. We should do more than our fair share to make society work now and in the fu-



"Life's most persistent question is, 'What are you doing for others?'" Martin Luther King

## Suggested Reading List



*Green Park*, written by Trisha Speed Shaskan, illustrated by Esther Loopstra. Story about three best friends who each have different talents. They work together to use their talents for a citizenship project at Green Park. Grades K-2

*Foo, the Flying Frog of Washtub Pond*, written and illustrated by Belle Yang. As three friends, a salamander, a mudpuppy and a frog, grow, Frog is sure he is the biggest creature on earth. His adventures teach him a lesson. Grades Pre-K - 2.

*The Worst Best Friend*, written by Alexis O'Neill, illustrated by Laura Huliska-Beith. Mike & Conrad are best, "BEST Friends." A new student (Victor) who is boisterous and flashy, splits up the two friends. In the end all is well. The way the two work through it is a great example of how to act without acting out. Grades K-3

*Max Celebrates Cinco de Mayo*, written by Adria F. Worsham, illustrated by Mernie Gallagher-Cole. Introduces some Spanish culture and vocabulary. Grade 1.

*I Want to be Free*, written by Joseph Slate, illustrated by E. B. Lewis. Tale of a runaway slave with a "ring" still locked on his ankle who takes with him an orphaned child. Grades 3-6.

*The Snow Queen*, written by Hans Christian Andersen, retold by Naomi Lewis, illustrated by Christian Birmingham. The Snow Queen lures Kay away from his home and friend. Gerda sets out to find him. With help, many unusual helpers keep him safe from the Snow Queen. Grades 4-6.

*In the Time of Butterflies* by Julia Alvarez, 1994. Dede, the only survivor of the four Mirabel sisters, code named Mariposas or butterflies, reveals their role in the liberation of the Dominican Republic from the dictator Trujillo. Grades 7-12.

*Bless Me, Ultima* by Rudolfo Anaya, 1972. Ultima, a wise old mystic, helps a young Hispanic boy resolve personal dilemmas caused by the differing backgrounds and aspirations of his parents and society. Grades 7-12.

*Schindler's List*, by Thomas Keneally, 1982. Oskar Schindler, a rich factory owner, risks his life and spends his personal fortune to save Jews listed as his workers during World War II. Grades 7-12.

*To Kill a Mockingbird*, by Harper Lee, 1960. A young girl tells of life in a small Alabama town in the 1930s and her father's defense in court of an African American accused of raping a white woman. Grade 9-12.



## WEBSITES

⇒ The Bill of Rights Institute has a website focused on the Bill of Rights, taking both an historical and a contemporary: <http://www.billofrightsinstitute.org/>. The website also includes many free lessons on such topics as the Federalist Papers, civic virtue, and the founders of this nation.

⇒ The website of the Constitution Center, a museum under construction in Philadelphia, offers ideas helpful for teaching about the U.S. Constitution with links to the document itself, to various Freedom Documents, to a <Kids Corner>, to teacher resources, and to many other goodies: <http://www.constitutioncenter.org/sitemap.asp>.

⇒ A website called Teens, Crime, and the Community, developed by the Constitutional Rights Foundation provides ideas and avenues for getting students involved in their communities: <http://www.nationaltcc.org/>

⇒ This comprehensive state information Website provides symbols, flags, maps, constitutions, representatives, songs, birds, flowers, and trees for each state. This is a must for every fourth grade teacher. <http://www.50states.com/>

⇒ Website of the Center for Civic Education: <http://www.civiced.org/>

### Historic Quote for/Citizenship:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

~The Declaration of Independence~

## I Wouldn't Want to be a Fish

After reading this story: Use the "Thumbs Up or Down" response. Ask students if they can identify how the main characters are practicing citizenship. Discuss the actions and feelings of the characters.

It was a sunny morning with very few clouds in the sky when Pack 146 gathered at C.W. Lawrence Park. The Cub Scouts from Riverside School waited anxiously for the park ranger to explain the importance of "Stream Clean Day."

"The planet Earth is mostly covered with water," explained Ranger Rick. "All life on earth depends on water. In many places the water has become polluted. What can we do to help stop water pollution?" he asked.

"People who pollute the water should be put in jail!" shouted Nathan.

"If someone is caught polluting, he or she must pay a lot of money to a judge. If the same person is caught polluting again, then the person may go to jail," said Ranger Rick.

"Today we're going to work on cleaning up the neighboring stream. Why do you think it's important to clean up the streams?" asked the ranger.

"So the fish don't die," Julio said.

"That's a good reason," said Ranger Rick. Then he explained to the boys that streams lead into rivers, rivers lead into bays, and bays feed into the oceans. Therefore, if streams remained polluted with glass, aluminum cans, plastic bags and bottles, Styrofoam materials, and six-pack rings, eventually the oceans would become polluted too.

The scouts were divided in groups of three and were assisted by parents. Each boy was given a large black trash bag and assigned to various stream locations in the community. The boys were asked to report any gasoline or oil spillage to parent volunteers.

"Please patrol your assigned stream bank and pick up all the trash you can," said Ranger Rick.

Nathan, Julio, Lee and two parent volunteers grabbed their trash bags and headed off to Cub Run Stream. The parents handed the boys a set of heavy duty working gloves to avoid damaging the boys' hands from cut glass, splinters, poisonous chemicals, or harmful liquids.

"I bet I can fill up my trash bag faster than you two!" Lee called out to the others.

"You're on!" yelled Julio.

Throughout the morning the boys picked up large amounts of trash, including plastic grocery bags, candy wrappers, soda cans, and Styrofoam containers. The boys also found old tennis balls, broken baseball bats, big pieces of lumber, and several dirty socks. Each boy filled his bag to the brim. They had to drag their heavy bags to the drop-off point near the stream where the Cub Scout Leaders would pick them up later.

"I can't believe there was so much garbage here," said Nathan.

"There's still a lot more garbage on the other side of the stream," added Julio.

"If I were a fish, I'd hate living here," said Lee. "I'd bump into cans, glass bottles and somebody's smelly socks."

The three boys laughed. They all decided to return to the stream next month and pick up garbage on the other side. By the end of the morning the boys realized how important it is to keep the streams clean.

### Discussion Questions:

1. Who are the main characters?
2. Why did Pack 146 gather at the park?
3. What important things did Ranger Rick tell the scouts?
4. How did the three boys practice citizenship?

## SPEAKERS FORUM

Invite speakers to encourage students to be good citizens. Contact ideas:

- \*Local City Officials (Mayor, Commissioners, etc.)
- \*Veteran's Administration
- \*County Commissioner for your area of Polk County
- \*Fire Marshall
- \*Sheriff's Department Community Services Rep.
- \*U.S. Army, Navy, Marines or Air Force Recruiters
- \*School Resource Officer
- \*Environmental Health Director for Polk County
- \*League of Women Voters
- \*VISTE (Volunteers in Service to the Elderly)

## *The Four Oxen and the Lion*

*A lion used to prowl about a field in which four oxen used to dwell. Many a time he tried to attack them; but whenever he came near they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them. At last, however, they began quarrelling among themselves, and each went off to pasture alone in a separate corner of the field. Then the lion attacked them one by one and soon made an end of all four.*

***United We Stand; Divided We Fall!***



## *School Spotlight*

### *Good Citizens are Responsible People*

In January students at **Lincoln Avenue** learned to be responsible citizens and were encouraged to show responsible behavior at home and at school. Students were rewarded with a "celebration notation" when caught being a good responsible citizen. Kindergarten and first graders learned about different emotions and how to handle anger while students in grades 2-5 worked on conflict management. Students were encouraged to use the "I care" statement when solving problems:

1. Say the person's name
2. Tell how you feel
3. Tell what they did to make you feel that way
4. Say what you want them to do next time or in the future

Using role play "Practice makes Perfect" they learned citizenship skills that will protect their rights and the rights of others. A good citizen is a good neighbor and member of the community that shows courtesy and respect. Thank you, **Rochelle Grooms, Guidance Counselor**, for giving these classroom lessons to make Lincoln Avenue a community of good citizens.

Good citizens who are responsible are not bullies and do not tolerate bullying behavior from others. Learning these skills also makes Lincoln on its way to becoming a **BULLY FREE ZONE!**

## FCAT Connections

Although FCAT is over for the year, those skills need to stay sharp. Use these writing prompts for extra practice.

- \* Persuade a non-committed citizen to vote during an election.
- \* Inform a new immigrant to America why the Pledge of Allegiance is important and what it means to be a citizen of the United States.
- \* Describe a good citizen; use examples that you know or have read about in the news.
- \* Persuade a corporation or school to recycle their paper and plastic.
- \* Inform the bystander to someone bullying a younger student that they have the responsibility to protect the rights of others.
- \* Describe the way favorite fairy tale characters demonstrated good citizenship (the elves who helped the shoemaker, the woodcutter who saved Red Riding Hood, and the third pig who sheltered his brothers, for instance).

# Subject Level Lesson Plans

## Science, Language Arts, Social Science, Math, Art— (grades K-5)      Class Citizenship Tree

Define the terms “citizenship” and “service to others”. Read a children’s book that has a strong message of service to others (*The Bernstein Bears to the Rescue* is a good example.). Discuss how the main characters in the book demonstrate good citizenship. Label a bulletin board “Our Class Citizenship Tree” and post it above a large tree shape made from green and brown poster board. Write the sentence “I can help others by doing \_\_\_\_\_” and ask the students to finish the sentence. Describe the analogy of service to others as a gift they can give. Invite students to share their ideas for helping others (examples might be helping a peer with homework, recycling paper or cans at school or home, helping a friend talk to an adult when angry, donating canned goods, picking up trash on the playground, drawing a get-well card for someone who is ill, etc.). Refer to the class list and ask each student to select one action that he or she will complete during the nine week grading period. Have each student write about, draw, or illustrate with magazine pictures the chosen action and create a “gift” in the format of a greeting card made from folded construction paper. They can decorate the front of the card with yarn, buttons, markers, crayons, ribbon, foil, etc., then staple it under the Class Citizenship Tree. Create a bar graph showing the number of activities that will be done and the number of people committed to each .

Source: Educator’s Reference Desk

## Social Science, Science, Language Arts, Math, Art— (grades 4-12) - Animal Testing Debate

Review the “Product Testing: Toxic and Tragic” Factsheet (available at [www.teachkind.com](http://www.teachkind.com)) with your students. With younger students it may be enough to tell them that animals die to test products like toothpaste, make-up and soap. Older students can research types of animal testing, reasons for it and alternatives available. The article “Guide to Animals and Experimentation” is available free from Teach-kind. Organize a class debate (or discussion with younger students) around the topic: “Resolved: I disagree with testing products on animals.” Point out that as good citizens we can agree to disagree but have a responsibility to voice our opinions in a non-threatening way. Make sure all opinions are heard in a respectful manner. Discuss what good citizens can do to help animals in laboratories if they disagree with the process: boycott businesses, contact companies that test them and ask them to stop, organize protests against companies that test, contact government officials to ask for legislation to require an alternative to testing on animals, etc. If they do not disagree, they can use the same process with the opposite message. Students can draw posters to gain support for their position. (Note: the video “Inside Bio-research” is another good resource.)      Source: [www.teachkind.com](http://www.teachkind.com)

**Music:** Write a rap or song about a social need in our country or for a specific group of citizens (children and youth, elderly, disabled, military, etc.). Make a recording and ask the local radio station to play it as a Public Service Announcement (PSA).

**P.E.:** Relate sportsmanship to citizenship. Discuss the responsibility of athletes to be role models.

**Technology:** Students can serve as computer tutors for English as a Second Language families.

## Parent's Corner

Everything you do is by choice! Hal Urban told a student, "You chose to come to school this morning." He responded that he didn't choose, he had to come. Dr. Urban proceeded to ask what would happen if he hadn't chosen to come to school, and the student reeled off a list including grounding, detention, etc. "Right, you made a choice. You chose to come to school instead of choosing the consequences of not coming. Some of your classmates are not here; they chose not to come for whatever reasons they had. You don't have to do anything, but you do get to do a lot of things."

The following is a list of some of our most important choices. We're free to choose:

Our character—the type of person we become

How we handle adversity

What we'll accomplish

Our attitude

How we treat others

How much we'll learn

Our purpose in life

The type of citizen we become.

Discuss with your children what type of citizens they choose to be.

~From 20 Things I Want My Kids To Know by Hal Urban

## Sunshine State Standards

### PreK-2

HE.A.1.1 - The student comprehends concepts related to health promotion.

HE.B.1.1 - The student knows health-enhancing behaviors and how to reduce health risks.

HE.B.3.1 - The student knows how to use effective interpersonal communication skills that enhance health.

### Grades 3-5

HE.B.1.2 - The student knows health-enhancing behaviors.

HE.B.3.2 - The student analyzes the influence of culture, media, technology and other factors on health.

### Grades 6-9

HE.A.1.3 - The student comprehends concepts related to health promotion.

HE.A.2.3 - The student knows how to access valid health information and health-promoting products and services.

HE.B.3.3 - The student knows how to use effective interpersonal skills that enhance health.

### Grades 9-12

HE.B.1.4 - The student knows health enhancing behaviors and how to reduce health risks.

HE.B.2.4 - The student analyzes the influence of culture, media technology, and other factors on health.

HE.B.3.4 - The student knows how to use effective communication skills that enhance health.



## Citizenship Bulletin Boards

1. Cut out the letters, "Helpful Citizens of \_\_\_\_ School"; take pictures of students picking up trash, holding the door open for teachers, helping a teacher carry boxes, and other courteous actions.
2. Display an extra large greeting card that begins with "Thank you." Have students write thank you notes on the card to friends, teachers, or parents who have served in the armed forces.
3. Cut out the letters: "Being A Citizen That Makes A Difference"; Have student locate pictures from magazines of armed forces persons, the President and other high officials of the United States of America.



## Quotes to Ponder:

"Obviously, a man's judgment cannot be better than the information on which he has based it. Give him the truth and he may still go wrong when he has the chance to be right, but give him no news or present him only with distorted and incomplete data, with ignorant, sloppy or biased reporting, with propaganda and deliberate falsehoods, and you destroy his whole reasoning process, and make him something less than a man." Arthur Hays Sulzberger, 1891-1968, American newspaper publisher

"One of the best ways to safeguard yourself from being deceived is always to form the habit of looking at things for yourself, listening to things for yourself, thinking for yourself before you try and come to any judgment. Never base your impression of someone on what someone else has said; or upon what someone else has written.; or upon what you read about someone that somebody else wrote."

Malcolm X

# Citizenship Quotes

Week 1	Week 2	Week 3	Week 4
<p>"As long as I live, I will never forget that day 21 years ago when I raised my hand and took the oath of citizenship." Arnold Schwarzenegger</p> <p>"Never doubt that a small group of thoughtful citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead</p> <p>"There can be no daily democracy without daily citizenship." Ralph Nader</p> <p>"Occupants of public offices love power and are prone to abuse it." George Washington</p> <p>"What is possible is our highest duty." William E. McLaren</p>	<p>Necessity is the argument of tyrants, it is the creed of slaves." William Pitt</p> <p>"I find life an exciting business and most exciting when it is lived for others...True happiness is attained through loyalty to a worthy purpose." Helen Keller</p> <p>"Duty cannot exist without faith." Benjamin Disraeli</p> <p>"America is a tune; it must be sung together." Gerald Lee</p> <p>"I have a very clear sense about what I think is important to do...Go beyond yourself and you will find yourself. Care about something you don't have to care about. Make your voice count." Hillary Clinton</p>	<p>You must give some time to your fellow people. Even if it is a little thing, do something for others-something for which you get no pay but the privilege of doing it." Albert Schweitzer</p> <p>"The true courage of civilized nations is readiness for sacrifice in the service of the state, so that the individual counts as only one amongst many. The important thing here is not personal mettle but aligning oneself with the universal." Hegel</p> <p>"Of all tasks of government the most basic is to protect its citizens against violence." John Foster Dulles</p> <p>"The word American ends in 'I can'." Anonymous</p> <p>"Free is a right &amp; a responsibility." Anonymous</p>	<p>"Freedom is the sure possession of those alone who have the courage to defend it." Pericles</p> <p>"Every right implies a responsibility, every opportunity, an obligation, every possession, a duty." John Rockefeller</p> <p>"Coming together is a beginning; working together is a success." Henry Ford</p> <p>"Perfect freedom is as necessary to the health and vigour of commerce as it is to the health and vigour of CITIZENSHIP." Patrick Henry</p> <p>"We are citizens of the world. The tragedy of our times is that we do not know this." Woodrow T. Wilson</p>

## CITIZENSHIP ACTIVITIES FOR TEACHERS



1. When students visit the website <[www.goodcharacter.com](http://www.goodcharacter.com)> and click on "Opportunities for Action" they will find opportunities to become involved in community service projects and other activities related to citizenship.
2. Divide the class into small groups. After each group develops a list of do's and don'ts for good citizenship, they can make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does apathy or failure to act as good citizens affect our community and society? How can young people demonstrate civic responsibility?
3. Identify some individuals or organizations who are making a positive difference in your community. Work in groups to interview these people and then give class reports on how they got started, why they do what they do, and how they made their most important accomplishments.
4. Service Project: As a whole group or in small groups direct students in evaluating the needs in their school or community and plan a service project to meet these needs. Implement the plan and document the activities. There are many creative ideas on the internet.
5. Have a brainstorming session about ways to improve your school. Develop a comprehensive plan for carrying out these changes. Be sure this plan considers the students, teachers, administrators and everyone else who has a stake in the school.
6. Review the Pledge of Allegiance and the National Anthem. Require students to memorize the words and to identify correct conduct during their recitation.
7. Discuss taxes helping students to understand that the government does not have money but simply manages the money its citizens pay in taxes. Brainstorm all the goods and services taxes provide. Is it the duty of citizens to pay taxes?

**Franklin High School  
Students are taking responsibility and  
showing good citizenship!**

Peer to Peer Programs have been proven to be powerfully effective in making permanent changes in students which then affects the climate of a classroom, school and community. Franklin High School is a good example with measured outcomes proving the success of such programs. Students at this Portland, Oregon high school implemented a Student Mediation Program for solving conflicts in the school community. Student mediators used a problem-solving approach to help resolve conflicts between students and between teachers and students. They found the following outcomes:

1. The student suspension rate dropped significantly and the school climate was more peaceful.
2. Students who had conflicts mediated by a peer say they learned skills they can use in everyday life.
3. Student mediators gained self-esteem.

Other students at Franklin High School started a Student World Affairs Club. It provides the whole school with information about cultural diversity through:

- (1) School displays;
- (2) Information about cultural diversity that is used in classroom discussions during "Because I Care Week";
- (3) School wide cultural assemblies; and
- (4) Cultural information in the daily bulletin.

*Contacts: Russ Dillman/Bonnie Hobson, Franklin High School, 5405 S.E. Woodward, Portland, OR 97206; (503) 280-5140.*

***Good Citizens are Courteous and Caring!***

**Winkelman Elementary School changed their school climate by reinforcing good citizenship skills.** Several years ago, Winkelman Elementary School, which serves a diverse community north of Chicago (some children are from welfare families, others come to school in limos), found itself unhappy with student attitudes and behavior. Fights and put-downs among children were common. Students would frequently "smart-off" ("I don't have to listen to you!") to teachers and other adults. To address this problem effectively, Winkelman principal and faculty decided they needed a school wide approach. They launched a project called Let's Be Courteous, Let's Be Caring that emphasized the values of courtesy and caring at every opportunity. A giant display inside the school entrance defined "courtesy" in terms of observable behaviors:

- (1) **Saying please, thank you, you're welcome, and excuse me;**
- (2) **Being a good listener;**
- (3) **Waiting your turn;**
- (4) **Acting politely everywhere; and**
- (5) **Discussing problems**

**Caring was defined as: (1) Sharing; (2) Respecting others' feelings; (3) Following rules; (4) Working cooperatively; and (5) Being a good friend.**

When teachers set up classroom rules with their students at the start of the year, they asked, "What rules do we need that will help us show courtesy and caring toward each other?" When a child broke a rule, the teacher took him or her aside and asked, "Did that behavior show caring?" or "Did it show courtesy?" In this way, students learned to use these values as a yardstick for assessing their behavior.

Students wrote a school song on the theme of courtesy and caring, and planned and conducted weekly school assemblies on courtesy or caring by presenting a skit or bringing in a speaker. When teachers had teacher-parent conferences, they said to parents, "We're working in school on courtesy and caring and we need your help at home."

All students became involved in various community service projects such as working with the physically handicapped or with the elderly in nursing homes so that they learned to care by giving care.

The moral environment at Winkelman steadily improved. Parents say fights are now very rare; children say that if you forgot your lunch, you can always count on somebody to give you some of theirs. A veteran teacher who has taught in several other schools says that Winkelman students show an unusually high level of respect for adults and each other. Three years after beginning its character education project, Winkelman was recognized in a Chicago-area competition for excellence in both academic achievement and character development.

*Contact: Winkelman Elementary School, 1919 Landwehr Road, Glenview, IL 60025.*