



Objectives

In this section, you will

- Explore some of the many rights guaranteed to American citizens.
- Learn about the many duties and obligations citizens share.
- Find out about some of the responsibilities of citizenship.

Key Terms

rule of law

jury of peers

witnesses

common good

candidate

Main Idea

- Discuss who a citizen is and how a person becomes an American citizen.

- Discuss what the office of citizen is and what important powers citizens possess.

Essential Questions:

- 1) What does citizenship mean?
- 2) What are the representative acts of a good citizen?
- 3) Identify examples of rights and responsibilities of citizens.
- 4) What can we do, as active, responsible citizens, to improve our community?

Citizenship is not just a connection to your country of origin or naturalization. All citizens must uphold the rights, duties, and responsibilities of citizenship.

Target Reading Skill

Identify Supporting Details Supporting details reinforce the main idea. When you identify the supporting details, it helps you understand the main idea better.

Who Is a Citizen?

Our Constitution says that a citizen of the United States is a person who, by birth or choice, owes allegiance to this nation. You are legally an American citizen if any of the following statements is true.

- You were born in the United States or in one of its territories. (This is true even if your parents were not citizens, unless they were living in the United States as representatives of a foreign government.)
- At least one of your parents was a United States citizen when you were born. As long as one of your parents is a citizen, it does not matter where you were born.
- You have been **naturalized**, which means you have gone through the process of becoming a citizen.
- You were less than eighteen years old when your parents were naturalized.



WARM UP:

- READ THE ARTICLES "A LESSON IN U.S. CITIZENSHIP" AND "CITIZENSHIP LESSON FROM THE TOP."
- Q. WHY DO IMMIGRANTS COME TO THE U.S.? WHY IS NATURALIZATION SUCH AN IMPORTANT PROCESS?

The Naturalization Process

Step 1
APPLICATION

The applicant submits an application to the U.S. Citizenship and Immigration Services (USCIS).

Step 2
EXAMINATION

The applicant must prove the following qualifications for citizenship:

- Age 18 or older
- Legal residence in the country for at least 5 years; in state for at least 3 months
- Good moral character (for example, not having been convicted of certain crimes)
- Loyalty to the principles of the U.S. Constitution
- Ability to read, write, and speak the English language
- Knowledge of the history and form of government of the United States

Step 3
FINAL HEARING

The applicant appears before a citizenship court.

- USCIS responds to the application.
- A judge asks the applicant to take an oath of loyalty to the United States.
- The applicant receives a certificate of citizenship.

Analysis Chart

The Naturalization Process
Pros: who will be granted citizenship must meet certain requirements and take oath.

11. Analyze In what subjects must applicants demonstrate ability and knowledge?
12. Apply Why should an applicant know the history and form of government of the United States?

Sample Citizenship Questions

The first fifty questions:

Can you pass the exam?

These are some of the most frequently asked questions for naturalization. However we can not guarantee you will have exactly same question for your test. These questions are distributed at INS office.

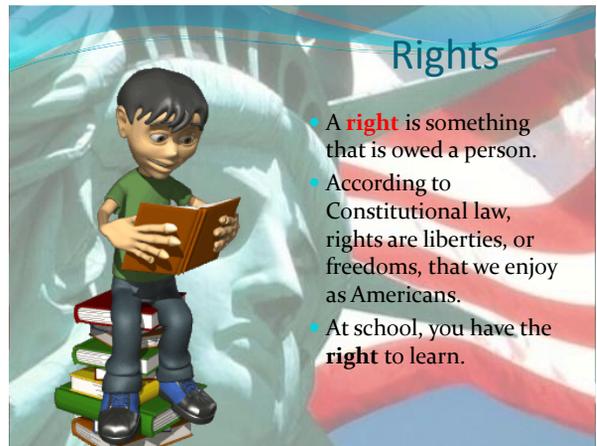
	Questions	
1	What are the colors of our flag?	
2	How many stars are there in our flag?	
3	What color are the stars on our flag?	
4	What do the stars on the flag mean?	
5	How many stripes are there in the flag?	
6	What color are the stripes?	
7	What do the stripes on the flag mean?	
8	How many states are there in the Union?	
9	What is the 4th of July?	
10	What is the date of Independence Day?	

11	Independence from whom?	
12	What country did we fight during the Revolutionary War?	
13	Who was the first President of the United States?	
14	Who is the President of the United States today?	
15	Who is the vice-president of the United States today?	
16	Who elects the President of the United States?	
17	Who becomes President of the United States if the President should die?	
18	For how long do we elect the President?	
19	What is the Constitution?	
20	Can the Constitution be changed?	

21	What do we call a change to the Constitution?	
22	How many changes or amendments are there to the Constitution?	
23	How many branches are there in our government?	
24	What are the three branches of our government?	
25	What is the legislative branch of our government?	
26	Who makes the laws in the United States?	
27	What is the Congress?	
28	What are the duties of Congress?	
29	Who elects the Congress?	
30	How many senators are there in Congress?	

31	Can you name the two senators from your state?	
32	For how long do we elect each senator?	
33	How many representatives are there in Congress?	
34	For how long do we elect the representatives?	
35	What is the executive branch of our government?	
36	What is the judiciary branch of our government?	
37	What are the duties of the Supreme Court?	
38	What is the supreme court law of the United States?	
39	What is the Bill of Rights?	
40	What is the capital of your state?	

41	Who is the current governor of your state?	
42	Who becomes President of the United States if the President and the vice-president should die?	
43	Who is the Chief Justice of the Supreme Court?	
44	Can you name thirteen original states?	
45	Who said, "Give me liberty or give me death"?	
46	Which countries were our enemies during World War II?	
47	What are the 49th and 50th states of the Union?	
48	How many terms can the President serve?	
49	Who was Martin Luther King, Jr.?	
50	Who is the head of your local government?	



What Rights do you have as citizens?

Below are some basic rights of American citizens:

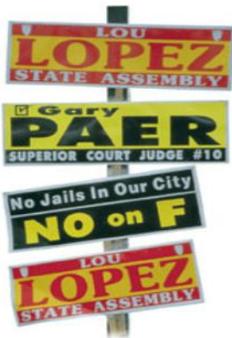
- 1) The right to vote and to hold elected office. Representatives—people who are chosen to speak and act for their fellow citizens in government.
- 2) The right to say what you think in speech or in writing.
- 3) The right to practice your own religion
- 4) The right to have a fair trial



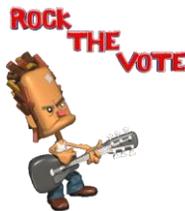
Although citizens are not required by law to vote, it is one of our most important responsibilities as American citizens.

- (1) Describe what is happening in this cartoon.
- (2) How do the man's and the woman's attitudes toward citizenship differ?
- (3) How does this cartoon illustrate the importance of our civic responsibility to vote?

How do American citizens invest their representatives with political power?



Spencer Grant, PhotoEdit



Voting in elections is one of the most important jobs of American citizens.

How is the ability to protest a right?

The United States Political Process

Understanding Goal:
Persuasion creates change.

Minersville, Pa
Nov 5, 1935

Our School Directors
Dear Sirs
I do not salute the flag by
cause I have promised to do
the will of God. It means
that I must not worship anything
out of harmony with God's Law

Reproduced from a letter by Betty Cottrell to school directors in Minersville, Pennsylvania concerning her refusal to salute the U. S. flag.

Investigative Question:
How does protest affect government action?

Explore: Compare the main concerns voiced by each of the people/groups in the documents.

Connect: How did these protests affect government action?

Learn: Visit these exhibitions at [LOC.gov](#) to find additional examples of primary sources that reflect society's power to influence government: [The African American Odyssey: A Quest for Full Citizenship](#), and [Voices of Civil Rights](#).

Focus On **Warm Up—5 Minutes:**
The Supreme Court
Korematsu v. United States (1944)

Why It Matters The main issue in this case is whether the government has the right to limit the civil rights of certain Americans during national emergencies. As the United States deals with the threat of terrorism, this question arises again today.

Background During World War II, the United States government forced thousands of Japanese and Japanese-Americans to move to internment camps. The government feared that people of Japanese ancestry might help Japan attack the West Coast. Toyosaburo Korematsu [KOR-eh-MAHT-soo], a native-born American citizen, refused to leave his home and go to the camps. He was arrested, charged with failure to report for relocation, and was convicted in federal district court. After losing in the Court of Appeals, he appealed to the United States Supreme Court.

The Decision The Court upheld the government's action. It noted that national emergencies, such as war, may sometimes justify limiting the civil rights of a single racial group. The Court noted, however, that it is not justified to restrict civil rights because of racial ill will.

Understanding the Law

1. Why did the government feel justified in sending people of Japanese ancestry to internment camps?
2. Why is this case relevant as the United States struggles with the threat of terrorism?

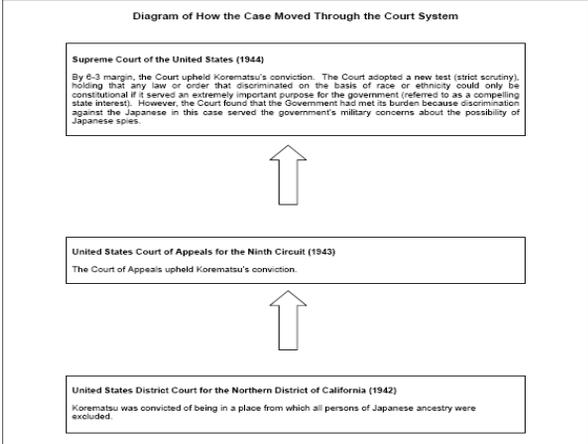


When rights are limited by the government: The Korematsu Case (1944)

- **Introduction:** This is a story about how the U.S. government felt compelled to limit the rights of a Japanese-American citizen of the U.S. during the height of World War II. Was this justified? We will complete several background activities to the case and then hold our first mock court trial of the year!



Fred Korematsu

How did the Korematsu Case (1944) challenge the idea of citizenship?

- **Opening Note:** In order to hold a mock Supreme Court trial on such an important legal case, ALL OF YOU must become experts on the legal details of the case first!
- **Goals—Complete these tasks today from your packet by working quietly and very hard:**
 - 1) "Background summary and Questions" (P. 4-6)
 - 2) "Vocabulary" (You may want to use an online dictionary for this!). P. 9-10
 - 3) "Background Summary and Questions" (p. 11)
 - 4) "Key Excerpts from the Majority Opinion" (p. 13-15)
 - 5) "Excerpts from the Dissenting Opinion" (p. 16-18)
 - 6) "Classifying Arguments" (19-20)
 - 7) Read Executive Order NO. 9066 and answer "Working with Primary Documents: Executive Order 9066 (p. 21-23)
 - 8) "A Question of Loyalty" (p. 24)

Korematsu v. United States



Warm Up:
What's the
meaning of
this cartoon?

Cartoon provided courtesy of the Virtual Museum of San Francisco, at www.sfmuseum.org

Korematsu Case Assignments continued...

- **Goal:** To understand the powers of the President, as guaranteed by the U.S. Constitution, and how far that power should extend during wartime.
- **Assignments—Due Today (or else):**
 - 1) “Presidential Powers in Wartime—Activity 1” (p. 29-31)
 - 2) “Should the president have this much power during wartime?” (p. 32-33)
 - 3) “Questions about Presidential Power in Wartime” (p. 34, 37)
 - 4) Cartoon Analysis (p. 40)

Cartoon Analysis

Analyze the cartoons below in terms of its meaning related to the internment of Japanese Americans during World War II and *Korematsu v. United States*.

1. What do you see in the cartoon? Make a list. Include objects, people, and any characteristics that seem to be exaggerated.
2. Which of the items on the list from Question 1 are symbols? What does each symbol stand for?
3. What is happening in the cartoon?
4. What is the cartoonist's message?
5. Do you agree or disagree with the message? Explain your answer.



TRIAL PREPARATION: “I must see your completed work by the last 10 minutes of the period!” See the requirements for your group, below:

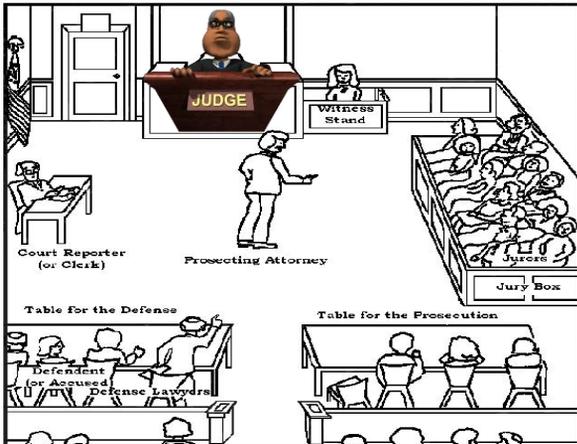
- **Everyone:** Reread through your materials on the Korematsu case.
- **Judges:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries “objection!” you must decide to “sustained” (agree with the objection) or “overruled” (disagree with the objection). Prepare a two-column chart, one column with 10 fact-based questions for the defense, the other column with 10 fact-based questions for the prosecution. Which ever side answers your questions best the trial, should win the case.
- **Prosecution Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Defense Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Witnesses:** Become a master of your role in the trial. If you are Korematsu, you must KNOW him and how he would respond to questions. You must provide factual answers! Develop 10 facts about how Korematsu feels and why, especially concerning his own defense.
- **Jury:** Review the grading rubric for the court trial. Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution. You should expect to see some of these arguments presented during the trial. You will unanimously reach a verdict towards the end of the trial.

TRIAL PREPARATION Requirements:

- Everyone:** Reread through your materials on the Korematsu case.
- Judges:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries "objection!" you must decide to "sustained" (agree with the objection) or "overruled" (disagree with the objection). Prepare a two-column chart, one column with 10 fact-based questions for the defense, the other column with 10 fact-based questions for the prosecution. Which ever side answers your questions best the trial, should win the case.
- Prosecution Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- Defense Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- Witnesses:** Become a master of your role in the trial. If you are Korematsu, you must KNOW him and how he would respond to questions. You must provide factual answers! Develop 10 facts about how Korematsu feels and why, especially concerning his own defense.
- Jury:** Review the grading rubric for the court trial. Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution. You should expect to see some of these arguments presented during the trial. You will unanimously reach a verdict towards the end of the trial.

Simplified Steps in a Trial:

1. Calling of Case by Bailiff: "All rise. The Court of _____ is now in session. Honorable Judge _____ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined (questioned so as to break down the story or be discredited) by the defense.
4. Defendant's Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it is to consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. In order for the accused? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?



Mock Trial Judging Form

For mock trial competitions, the performance winner is the side scoring the highest number of points. A sample rating sheet is provided that can be used to determine the winner at mock trial competitions.

Instructions: This rating sheet is to be used score mock trial teams. For each of the 12 standards listed below, indicate a score from the following scale.

1. poor
2. below average
3. average
4. above average
5. superior

Scoring of the prosecution should be independent of your decision on the results of the case. In case of a tie, the team with the highest cumulative score will be declared the winner. Circle the winning team below.

Prosecution: _____ (Team name) Defense: _____ (Team name)

Standards	Prosecution	Defense	Standards	Prosecution	Defense
ATTORNEYS THE OPENING STATEMENT provides a clear and concise description of the anticipated presentation. ON DIRECT EXAMINATION, attorneys asked questions that brought a clear picture for their side of the case and kept the attention from opposing attorneys. ON CROSS-EXAMINATION, attorneys exposed contradictions in testimony and questioned the other side case without becoming antagonistic. IN QUESTIONING OF WITNESSES, attorneys asked for precise, accurate and comprehensive answers and demonstrated a clear understanding of the proceedings. IN THE CLOSING STATEMENT, the attorney made an argument and well-rehearsed presentation emphasizing the strengths of their side of the case and addressing the flaws exposed by the opposing attorneys. UNDERSTANDING OF THE ISSUES AND LAW in the case was demonstrated by the attorneys. SPONTANEITY was demonstrated by attorneys in their ability to respond to questions and in the general presentation of the case.			WITNESSES CHARACTERIZATIONS were historically and accurately, clearly and convincingly. PREPARATION was evident in the manner witnesses handled questioning period. FAVORABLE TESTIMONY for their side was given by witnesses based upon the record of what could be reasonably implied from the fact, situation and witness' words. (Direct points for direction and understanding). SPONTANEITY was demonstrated by witnesses in their responses to questions.		
TEAM COURTEOUS DECORUM and conduct was observed by team members and visible work ethic and spirit.			TEAM COURTEOUS DECORUM and conduct was observed by team members in the presentation of the case. TOTAL SCORE FOR TEAMS: _____ (Summarize the points)		

Warm Up--Extension Assignments to Korematsu Case:

- Complete the following:
 - 1) "Cases from the War on Terrorism" p. 47-50
 - 2) Rumsfeld V. Padilla p. 51-54



The Seven Social Roles



Analyze Charts
The Seven Social Roles
 Every citizen plays different social roles in society.
 1) **Analyze** Do you think the social roles a person plays change over his or her lifetime? Why or why not?
 2) **Apply** To which social groups do you belong? Which social groups may you participate in?

Responsibilities

- A responsibility is something a person must do.
 - I am **responsible** for being quiet while the teacher is talking.
- Responsible citizens work towards the **common good**—or the well being of all members of society.



What are your duties as citizens?

- 1) Obeying the laws.
 - **The rule of law**—the concept of a government of laws, rather than of men and women.
- 2) Defending the nation
- 3) Serving on a jury or as a witness in court.
 - **Jury of peers**—a group of ordinary citizens who hear the case and decide whether the accused person is innocent or guilty.
 - **Witnesses**—people who have seen events related to the crime or who have special information that may help determine the guilt or innocence of the person on trial.
- 4) Paying taxes
- 5) Attending school



Why citizenship? "To Promote the General Welfare"



"It is too early for politicians to presume on our forgetting that the public good, the real welfare of the great body of the people, is the supreme object to be pursued; and that no form of government whatever has any other value"

-James Madison, *The Federalist Papers*, 1787

"Ask not what your country can do for you, ask what you can do for your country".

-John F. Kennedy, "Inaugural Address", 1961

Volunteers

- Members of a community might show good citizenship by becoming community **volunteers**.
- A **volunteer** chooses to do important work that is needed. They are not paid for their work.



Volunteer Organizations

- Volunteers work in many **organizations**.
- The **Red Cross** and the **Salvation Army** help people in wartime or after an earthquake, flood, or other disaster.
- Volunteer fire department
- Boy Scouts, Girl Scouts, and other clubs.



Volunteers

- In many communities, children are **volunteers**, too.
- Go to retirement communities to visit older people who do not have family nearby.
- Collect bottles, cans, and newspapers for recycling.



How to Volunteer

Americans are known for their strong tradition of community involvement. You too can become involved by contributing your time and talents to make a difference in your school and community.

Carlos Lopez comes from a family of volunteers. His mother, a teacher, volunteers her time after school to help recent immigrants learn English. His father helps out once a month in a local soup kitchen.

Carlos too wanted to help his community, so he looked into possibilities for community service. He talked to friends in the Service Learning Club at school. He also looked online to learn more about national organizations such as Habitat for Humanity and Meals on Wheels. He looked at volunteer opportunities listed in his local newspaper. Soon Carlos had a list of ten possibilities to consider.

Carlos then had to decide how much time he could spend volunteering. Between homework, chores, and sports, Carlos figured he could volunteer about three hours a

week, as long as his volunteer job was close by.

Carlos also considered his strengths and interests in choosing where to volunteer. He liked teaching younger children, and he wanted to be outdoors.

Carlos saw a notice at school asking for volunteers to teach inline skating to inner city children, using donated skates and gear. He talked to classmates who volunteered for the program and visited it the next week.

Today the children are learning a new skill and getting fresh air and exercise. Carlos has the satisfaction of helping others who would not otherwise have this opportunity.



Lon Adams/Photo City Images

Learn the Skill

To find a volunteer job, follow these steps:

- 1 Research your options. Find out about possible volunteer jobs in your community.
- 2 Determine your strengths, interests, and availability.

Practice the Skill

- 1 Make a list of at least five volunteer opportunities you have heard or read about.
- 2 List your own strengths, interests, and availability.

- 3 Decide which volunteer opportunities on your list would be best for you.

Apply the Skill

Find out about volunteer opportunities in your community. Research one and report your findings to the class.



For Local Citizenship
 800-368-6868
 Web Code: mpp-1011



Students Make a Difference

©1 Teacher Personal Educational Development Group (TEDAG)



For Cadet Lieutenant Colonel Khandi Johnson, serving her community is about "uplifting pride." As Army JROTC Battalion Commander at Marlboro County High School in Bennettsville, South Carolina, Khandi trains new battalion members in drill and ceremony. She also serves as the JROTC spokesperson for Freedom's Answer, a nonprofit organization that registers voters.

Khandi also sets aside time to serve as a volunteer. She has given her time and energy to many groups, such as the March of Dimes and Relay for Tots.



Joe Lash/Photo, Inc./Corbis

▲ Students can help make a difference by volunteering their time.

Service Learning

How can you make a difference through organizations at your school?

Active Citizenship

- Can you list some ways the members of a community show good citizenship?

Examples of Ways Citizens Can Organize to Improve The General Welfare

Toward an Attractive Neighborhood	Toward a Safe Neighborhood
Residents join a Clean Blocks Program whereby the City performs special trash collection in response to organized block cleanups and participation in a City recycling program.	Residents agree to patrol the streets and watch out for each other's homes as part of a Town Watch organization. Police agree to provide regular reports on crime patterns and to work with community groups in reducing the level of crimes that erode quality of life – vandalism and graffiti, auto theft, and burglaries.

Examples of Ways Citizens Can Organize to Improve The General Welfare

Toward a Decent Place to Raise Children – Our “Posterity”

Residents cooperate with the City Recreation Department in developing and managing after-school programs for area young people.

Toward Economic Opportunity

Neighborhood residents agree to volunteer in adult literacy programs aimed at helping every resident qualify for the best jobs available in the new economy.



The Steps in “Project Citizenship” with Scoring Rubric

- 1) As a class project, students work together in teams to identify and study a problem in their community. Must be written down and approved by me!—**5 points.**
- 2) They propose a solution in the form of a public policy recommendation in 100 words (minimum). Must be approved by me—**10 points.**
- 3) They develop an action plan for getting their policy proposal adopted and implemented in 150 words. Must be approved by me (minimum)—**10 points.**
- 4) Students display their work in a portfolio/documentation binder /Powerpoint—**30 points total.** The portfolio must include the following:
 - An explanation of the problem (see step 1 above)—5 points
 - Evaluation of alternative policies and explanation of why they are lacking –5 points
 - A proposed policy recommendation consistent with constitutional principles (see step 2 above)—5 points
 - An action plan (see step 3 above)—5 points
 - Photos /videos of students carrying out the plan!– 5 points
 - A conclusion about what was learned and accomplished. In other words, why is active citizenship important? (about 75 words)—5 points
- 5) Presentation in a simulated public hearing!—**15 points**

**Project Citizenship--
Needs to be done today:**

- 1) Identify the problem—What issues do older people face in local nursing homes? What issues do children face in local hospitals? Research online! Explain in 200 words. **I MUST REVIEW AND APPROVE THIS TODAY!**
- 2) Propose a solution in the form of a public policy recommendation. What can be accomplished by you, as teenage citizens, to solve an issue or two? 100 words! **I MUST REVIEW AND APPROVE THIS TODAY!**
- 3) Develop an action plan—Which nursing home and hospital will we visit? How will you implement your plan. What will you do at these locations to benefit the people there? Visit these locations online to find more information. 150 words **I MUST REVIEW AND APPROVE THIS TODAY!**
- 4) Nail down the date, time and location of your visit. December 15 or 16th, morning or afternoon. We can't be forwarded to voice messages any longer! Let's speak to live people and take care of this! If we can't get a response, consider selecting other locations until we do!
- 5) Start creating posters, advertising the toy drive (Children's hospital group). I would like the nursing home group to start organizing a donation drive as well! Show me the plan and start make the posters (on posterboard or butcher paper!) Make announcements to the other grades!
- 6) Begin designing your group's portfolios for the science fair poster boards. Draw a sketch for how your work and photo's will be displayed! Who will bring in these boards? We need two!

Project Citizenship--Today's Goal— effectively use time to create action plan!

- **My observations:** There are some individuals who have not been working! This is unacceptable! You will receive a zero on this project, which counts towards your final exam grade, if you do not participate with your group!
- **Directions:** Mr. Trautwein has given us a deadline of this Thursday to hammer out the details of our project, which includes: 1) the date (December 15th or 16th), 2) times, 3) transportation, 4) locations, 5) drives/donations, 6) promotions (posters, media, letters to parents, etc). So....
- **Nursing home group:** Everyone must work together to establish a time and location! Get on the computers and research! Get on the phones and make calls until a nursing home says "Yes!" Once the plans are established, your group can then begin to work on the promotional materials and posterboard portfolios! We have these materials in the art room.
- **The other group:** Children's hospitals will not allow us to visit sick children; it's against their policy. You need to start over and develop an alternative plan. Visit an orphanage or participate in another youth organization? Or, do something entirely different? Everyone must work together to establish a time and location! Get on the computers and research! Get on the phones and make calls until someone says "Yes!" Once the plans are established, your group can then begin to work on the promotional materials and posterboard portfolios! We have these materials in the art room.

First, select the problem. What criteria is used to select a Problem?

- 1) Is the problem you selected important to you and other people in your community?
- 2) Does government have some responsibility to deal with this problem?
- 3) Will there be sufficient information about the problem to develop a good project?
- 4) Is there a realistic possibility of solving the problem selected?

Project Citizen- Step 1

Identifying public policy problems in communities



47

What is Public Policy?

Public policy can be defined as the agreed upon ways that government fulfills its responsibilities to protect the rights of individuals and to promote the general welfare by solving problems.

48

What is Public Policy?

Public policies are contained in laws, rules, regulations, decisions, and practices created by

- executive, legislative, and judicial branches
- government bureaucracies
- regulatory agencies
- other public decision-making bodies

49

Identifying Public Policy Problems

Students identify public policy problems in their communities by

- discussing them with each other
- interviewing family members and other adults
- reading newspapers and other print sources
- listening to news reports on radio and TV



50

Project Citizen - Step 2

Selecting a problem for class study



51

Selecting a Problem for Class Study

- Students present and discuss the problems they have identified and then select one problem for their class project

52

Project Citizen - Step 3

Gathering information on the problem



53

Gathering Information on the Problem Selected

- Students gather information on the chosen public policy problem from a variety of sources

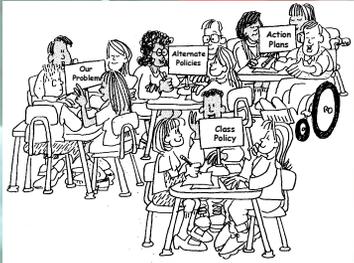



Interviews and surveys ♦ Printed sources
 Radio and television ♦ Libraries ♦ Internet
 Scholars and professors ♦ Lawyers and judges
 Community organizations and interest groups
 Legislative offices ♦ Administrative offices

54

Project Citizen – Step 4

Developing a class portfolio



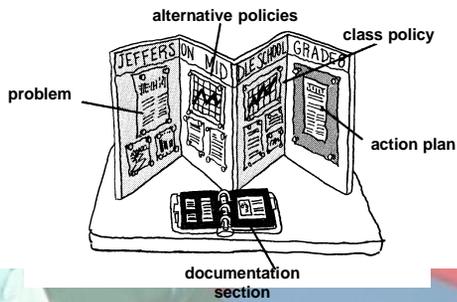
55

Developing a Class Portfolio

- 1) Develops an explanation of the problem
- 2) Evaluates alternative policies
- 3) Develops a proposed policy consistent with constitutional principles
- 4) Develops an action plan

56

Portfolio and Documentation Binder



57

Portfolio and Documentation Binder

- Explanation of the problem
- Evaluation of alternative policies
- Presentation of proposed policy
- Presentation of an action plan



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Project Citizen - Step 5

Presenting the portfolio



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Presenting the Portfolio

- Student present their work in a simulated public hearing before a panel of evaluators chosen from the community
- Presentations by each of the four groups
 - Opening oral presentations (4 minutes)
 - Responses to questions (6 minutes)

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Conclusion:

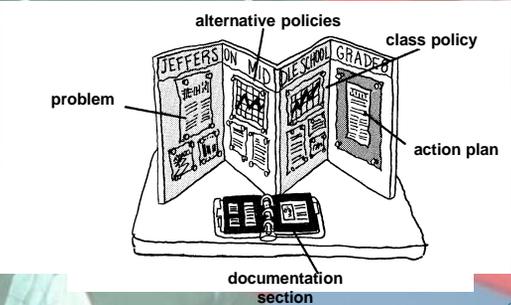
Democracy depends upon the commitment of its citizens to participate, to conform their conduct to the rule of law, and to be willing to step forward and lead when it is necessary. A democracy will not survive if its citizens cease to do any one of the three.




Warm Up--Pop Unit Quiz 15 minutes!

1. A(n) _____ is a citizen of one country who lives in another country. A. representative B. judge C. alien D. None of the above.
2. _____ means you have gone through the process of becoming a citizen. A. Observed B. Naturalized C. Protected D. None of the above.
3. A(n) _____ is a person with certain rights and duties under a government. A. citizen B. alien C. examination D. None of the above.
4. _____ are people who are chosen to speak and act for their fellow citizens in government. A. Aliens B. Representatives C. Applications D. None of the above
5. Which of the following is a way in which a person may become an American citizen? A. You are born in the United States. B. You were less than eighteen years old when your parents were naturalized. C. At least one of your parents was a United States citizen when you were born. D. All of the above.
6. Draw Inferences: Why do you think legal aliens must go through the process of naturalization in order to become American citizens?
7. Predict: What do you think might happen to our political system if our representatives were not elected by citizens?
8. **Writing Activity:** A friend of yours in another country hopes to move to America and become a naturalized citizen. She is unsure of how the naturalization process works. Using the information from this section, write her a letter in which you describe the process that she will need to go through.

This is what needs to be done today
(with the exception of photos of implementation of
action plan; that comes later):
Portfolio and Documentation Binder and Poster Ads!



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