

Delaware Recommended Curriculum

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Citizenopoly**

Designed by: **Jo Anne Deshon**
Christina School District

Content Area: **Social Studies**
Grade Level: **3**

Summary of Unit

This unit is designed to give young students a greater understanding of:

- a citizen’s responsibilities, rights, and privileges
- the reasons for exercising rights, meeting responsibilities, and appreciating privileges
- the relationship between rights and responsibilities.

Students will build vocabulary as they relate responsibilities, rights, and privileges to their real-world experiences. Role-playing and simulations will enhance student understanding, and a culminating, hands-on game—*Citizenopoly*—will reinforce concepts and require students to use what they have learned to self-assess themselves as citizens.

The *why* of responsibilities and rights, and the distinction between rights and privileges is central to understanding the standard. American citizens have the right to certain individual freedoms and liberties found in the U.S. Constitution. But, individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. Respect for the rights of others, for example, limits some individual actions.

American democracy imposes a cost on its citizens. For government to be effective, it must have an effective citizenry that understands what is required to maintain individual freedoms and liberties. Citizens have responsibilities that, if met, ensure the health of American democracy. Citizens should hold governmental officials accountable by:

- Voting and keeping informed;
- Contributing to the common defense through military service if necessary;
- Checking the judicial powers of government and safeguarding the rights of the accused by serving on juries;
- Contributing to public safety and order by obeying the law and reporting violations of the law;
- Performing public service when the need arises.

Privileges may be defined by what they are not—they are not rights, and thus a citizen has to earn a privilege. For example, it is not a birthright to drive a car. Driving well benefits society and the driver, continues the privilege, and costs the driver and thus all other drivers less in insurance. Driving poorly or dangerously costs more insurance and may even cause loss of a driver’s license. A classroom discussion with students could elicit other examples.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Civics Standard Three K-3a: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

[CCSS.ELA-Literacy.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.RI.3.4](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Big Ideas

- Responsibilities, Rights, and Privileges
- Individual Freedoms and Liberties

Unit Enduring Understandings

Students will understand that:

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

Essential Questions

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?
- What is the relationship between my rights and my responsibilities?
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Knowledge and Skills

Students will know...

- Vocabulary: responsibilities, rights, and privileges and the distinctions between them; links.

Students will be able to...

- Identify examples of responsibilities, rights, and privileges.
- Explain why effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Describe situations that demonstrate how individual freedoms and liberties have limits because others also have the same freedoms and liberties.
- Explain what citizens must do to earn privileges and what they must do to lose privileges.

Plan Ahead: Lesson 1, Strategy 3 asks you to design a “Citizenship” bulletin board that students will fill-in with letters from an “ABC Book of Citizenship” during that segment of the unit.

Stage 2 – Assessment Evidence
Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

Transfer Task One

Essential Question Measured by the Summative Assessment

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to persuade a friend WHAT one needs to do to earn a privilege and WHAT one might do to lose a privilege.
Problem	You have earned a position on the school safety patrol team. A new boy in school would like to join the safety patrol team. You must explain to your new friend how you attended four after-school classes to learn about the 1) jobs you would do, 2) problems you might face, and 3) responsibilities and requirements you would have as a member of the safety patrol <u>and</u> that you signed a contract promising to be honest, responsible, respectful, fair and consistent. Then explain why he would lose his position on the team if he did not do his job well, fulfill his responsibilities and requirements, or keep his promise to be honest, responsible, respectful, fair, and consistent.
Role/Perspective	You are a student on the safety patrol team. You are trying to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose.
Product/Performance	Complete the response chart (see Appendix 11) by defining what a privilege is and writing at least two ideas in each column. Use the ideas in your chart to plan a little speech for your new friend. Write down your speech. Be ready to give your speech to your “elbow buddy” in class tomorrow.

Criteria for Exemplary Response	<ul style="list-style-type: none"> • The chart should be filled out with at least two ideas in each column. • In the first column, the ideas should make sense and be convincing – WHAT might you do to earn a privilege? • In the second column, the ideas should make sense and be convincing – WHAT might you do to lose a privilege? • The answers on your chart show that you understand that privileges must be earned and privileges can be lost. • Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart. • Your speech makes sense and is convincing. Your speech has valid ideas for what one needs to do to earn a privilege and what one might do to lose a privilege.
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[Click here for Transfer Task One Response Form and Elbow Buddy Evaluation Form \(see appendices 11 & 12\).](#)

[Click here for the Transfer Task One Rubric.](#)

*Note to teacher: Although elbow buddies will fill out the *Elbow Buddy Evaluation Form*, and the forms might encourage dialogue during the debriefing, they are not used as a valid form of assessment. The teacher scoring (using the transfer task rubric) of the response chart – Earning and Losing Privileges - is a valid form of assessment.

Debriefing Questions:

- How many of you understand (because of your partner’s speech) what one might do to EARN a privilege? A whole-class response, such as “thumbs up” would work well here. What were some of the ideas you shared or heard – what might you do to earn a privilege?
- How many of you understand (because of your partner’s speech) what one might do to LOSE a privilege? A whole-class response, such as “thumbs up” would work well here. What were some of the ideas you shared or heard – what might you do to lose a privilege?

What other ideas might you suggest to your elbow buddy for his/her chart? Is there anything you might suggest to your partner to make his/her speech more informative?

Did your elbow buddy use all of the ideas listed on his/her chart? If yes, did that make the speech more informative? Explain why or why not. If no, did that make the speech less informative? Explain why or why not.

Do you think it is helpful to define privileges by also defining rights and responsibilities? Explain why or why not.

Transfer Task Two

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

Essential Question Measured by the Summative Assessment

- What is the relationship between my rights and my responsibilities?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to explain the relationship between rights and responsibilities.
Problem	You live next door to the local swim club. The lifeguards play loud music from 10:00 a.m. until 10:00 p.m. The noise is annoying and people on your street are angry.
Role/ Perspective	The neighbors have asked you to write a letter to the pool manager about the loud music. All of the neighbors on your street will sign the letter you write.
Product/ Performance	Write a letter to the pool manager to convince him/her to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Before you write the letter, write ideas on a chart about your rights and responsibilities and the rights and responsibilities of neighbors.
Criteria for Exemplary Response	<ul style="list-style-type: none">• The chart should be filled out with at least two ideas in each box.• In the first box, the ideas should make sense and be convincing – My Neighbor’s Rights.• In the second box, the ideas should make sense and be convincing – My Neighbor’s Responsibilities (related/connected to each of the rights).• In the third box, the ideas should make sense and be convincing – My Rights.• In the fourth box, the ideas should make sense and be convincing – My Responsibilities (related/connected to each of the rights).• The answers on your chart show that you understand that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties.• Your letter makes sense and includes points that show you understand the relationship between rights and responsibilities. Your letter convinces the manager and lifeguards to turn down the volume of the music played over the loudspeakers, as well as to turn the music off after 8:00 p.m.

[Click here for Transfer Task Two Response Form](#) and [Elbow Buddy Evaluation Form \(see Appendices 13 & 14\)](#).

[Click here for the Transfer Task One Rubric.](#)

Debriefing Questions:

- How many of you understand that people have BOTH rights and responsibilities? A whole-class response, such as “thumbs up” would work well here.
- How are rights and responsibilities related?
- Identify some specific examples that show the relationship/connection between rights and responsibilities.
- When you think about YOUR rights, why must you also think about the rights of OTHERS?
- What might happen if people think only of their rights, and not of their responsibilities?
- Why is it important that people exercise their rights? How does this protect rights for themselves, other citizens, and future generations?
- What civic responsibilities do you think people must perform? What civic responsibilities do you think YOUNG people must perform?
- Go back to your Rights and Responsibilities response chart... add ideas that are missing from your chart and remove ideas that do not belong on your chart. Talk about what you added and deleted.

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson One

Essential Question

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

Instructional Strategies

Strategy 1: Gathering Information

Preparing for Transfer using Character Map

Ask the students to identify some clubs or teams to which they or their friends belong.

Distribute copies of the blank “Character Map” ([see Appendix 1 below](#)). Ask students to work with a partner to select any club, team, or group that they are familiar with then identify some things that a person on that club or team

- a. is allowed to do as a member of that club or team;
- b. is expected to do;
- c. might be allowed to do if he or she is good.

Differentiation: do the Warm-up as a whole class activity.

Invite students to share their responses.

Write the word “Citizen” on the board. Suggest to the students that every student in the class is a citizen of a country. Being a citizen is similar to being part of a club or a team, except that a citizen is a member of a country – the United States - in our case. Explain that there are certain benefits (especially in the United States) to being a citizen of a country, just as there are certain benefits to being part of a club or a team.

Tell the students that this unit is designed to help them understand what is involved with being a citizen of a country.

Strategy 2: Gathering Information

KIP Vocabulary Building

Introduce (or review) the following vocabulary words through the [KIP Vocabulary Building worksheet](#):

Citizen
Rights

Responsibility
Privilege

Have students read the definitions and ask if they are able to make connections between what they wrote earlier on their Character Maps and the definitions of rights, responsibilities, and privileges. Then ask them to fill out the picture clue column and write sentences for the words.

Differentiation and support: If your students are younger than third grade, or if you think they need *easier definitions*, here is a revised worksheet.

Ask students to talk about the four words with their elbow buddy¹ – citizen, rights, responsibility, privileges. Share picture clues and sentences, as well as any other thoughts or ideas related to these words.

Differentiation and challenge: The I column – information/definition – could be left blank for students to research and write their own definitions which they could then share.

Definitions can be posted ([see Appendix 3](#)) after students have completed the KIP worksheet and discussed meanings and ideas with their elbow buddies.² Have students add post-it note/index card ideas to the classroom definition posters. Post-it notes might have different definitions that the students write or sentences that the students create.

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- After elbow buddies share sentences and picture clues, a whole-class share can begin. Student volunteers (or one from each pair of students) can share sentences.

¹ The teacher should assign students and allow presenters to choose their own right clues. (Teachers can either make and post the clues on a whiteboard or screen in the room and tell each student who his/her elbow buddy is so that no child is left out. Of course, an odd number of students means there may be one group with three students.

Check for Understanding

Complete the following analogy:

*Being a citizen of a country
is like
being a _____.*

Explain how, using one or more of the terms that you explored in the KIP activity.

Strategy 3: Extending and Refining³

Think-Pair-Share/Consensus

Tell the students that you are going to read *The Alphabet Book for Young Citizens* ([Appendix 4](#)) that focuses on the three aspects of citizenship they have been exploring - rights, responsibilities, and privileges. The book uses all the letters of the alphabet to give examples of rights, responsibilities, and privileges. Invite the students to imagine a scene in which each lettered statement is actually happening.

After reading the book, ask the students to decide which lettered statements describe rights, which lettered statements describe responsibilities, and which lettered statements describe privileges. Distribute one page (or letter) from *The Alphabet Book* to each student in the class. Beginning with letter A, have each student stand up one at a time in alphabetical order and read the letter and statement on their page (teacher may have to read some words for the student).

Ask the rest of the class to think-pair-share. Their task is to reach agreement on whether the statement under each letter represents a right, a responsibility, or a privilege. Be sure to ask students to explain/defend their conclusions and clarify any misunderstandings (answer key below).⁴

Ask the "standing student" to circle the appropriate word *Right*, *Responsibility*, or *Privilege* at the bottom of each alphabet page after the students reach consensus on whether the statement exemplifies a right, a responsibility, or a privilege. (You might have to explain to the students how consensus is reached.)

Strategy 4: Extending and Refining

Citizenship Bulletin Board

Prepare an incomplete "Citizenship" bulletin board prior to class (see sample below). The board should contain a header labeled "Citizenship" with three columns below it labeled – "Rights, Responsibilities, and Privileges." After the students determine whether each page from the Alphabet Book represents a right, responsibility or privilege, have them place their letter in the appropriate column.

Music Enhancement: Consider playing the Jackson 5's "ABC" song in the background as students develop the bulletin board.

² The warm-up activity and *Alphabet Book for Young Citizens* were written by Fran O'Malley and can be found on The Democracy Project website (www.ipa.udel.edu/democracy). Strategy 2 and 3 in this lesson were written by Fran O'Malley and were found on The Democracy Project website (www.ipa.udel.edu/democracy). For additional lesson ideas, see The ABCs of Citizenship (designed for grades K-3) at The Democracy Project website.

Sample Citizenship Bulletin Board		
Rights	Responsibilities	Privileges

Sample Bulletin Board Answer Key

Rights	Responsibilities	Privileges
Letters E, I, J, P, S, M, Q, Y, Z	Letters A, C, F, H, K, L, O, R, T, V	Letters B, D, G, N, U, W, X

Students might effectively argue that some of the lettered statements could fall under more than one category i.e. represent either a right or a privilege. The answer key provided above reflects reasonable judgments but remain open to alternative categorizations. Give credit for conclusions that are well defended.

Check for Understanding

- List two rights, two responsibilities, and two privileges.

Strategy 5: Extending and Refining Role Playing

Place students groups of three. Give each triad one of the [Civic Improv Strips](#) (see [Appendix 5](#)). Allow groups time to think about the roles that appear on the strips. Then, ask each group to select a page from the *Alphabet Book for Young Citizens* (OR select a lettered statement from the Citizenship Bulletin Board where pages from the *Alphabet Book for Young Citizens* are posted).

Without telling anyone which letter they selected and using the identities that appear on the Civic Improv Strips, develop a brief skit that illustrates that right, responsibility, or privilege as it might appear in an everyday situation.

For example, a group of students might be given an Improv Strip that states "Teacher and two students." That triad might select letter K from the Alphabet Book. It contains the statement "Keep my workspace clean." That group would create a skit using the roles of two students and a teacher that focuses on their responsibility to keep their workspaces clean. The rest of the class should be asked what is going on in the skit and whether it involves a right, a responsibility, or a privilege.

Remember, students might disagree whether the statements are rights, responsibilities, or privileges. Assure them that there are some grey areas in the process of distinguishing

rights, responsibilities and privileges as the distinctions often hinge upon the contexts in which they are discussed. For example, voting might be considered both a right and a responsibility. The “proofs” are in their explanations.

Check for Understanding

- On two blank pieces of paper (construction or copy paper), have students create TWO new “privilege” pages for the alphabet book. Focus on **privilege**. Choose a letter and write a sentence (that begins with the letter you chose) that others would identify as a **privilege** (rather than a right or responsibility).

Strategy 6: Application Design Privilege Week in Your Classroom

Generate a list of privileges (e.g. a snack, movie, homework pass, choice of seats, extra recess time etc.) that you are willing to offer students in your classroom for an upcoming week. Create a list of those privileges and make copies of the list for students.

Review: ask students...

- to define the term *privilege*. [a special benefit you must earn]
- what makes a *privilege* different than a *right*? [privileges must be earned]

Tell the students that next week is a very special week. It is “Privilege Week.” Mention that you have generated a list of privileges that will be available to those who earn them during “Privilege Week.” Highlight the fact that that you want to give them, as citizens of the classroom, an opportunity to propose ways that students might earn the privileges on your list. Tell them that you will consider all reasonable proposals but that participation in “Privilege Week” depends on them coming up with reasonable proposals. If there are no reasonable proposals for a particular privilege, that privilege will not be included in privilege week. If there are no reasonable proposals, the privilege of celebrating “Privilege Week” will be lost.

Give an example of an unreasonable proposal for earning a privilege (e.g. follow 1 classroom rule one morning) and an example of a reasonable proposal (e.g. follow all classroom rules for an entire day or week).

Have students work in small groups to come up with proposals for ways to earn each privilege during “Privilege Week.” Gather proposals, identify ones that are most reasonable, and announce the terms for earning privileges during “Privilege Week.” Then, celebrate Privilege Week.

Check for Understanding

- What is a **privilege** that you would like to have at home? Explain what would you have to do to **earn** it and what you might do to **lose** it.

Lesson Two

Essential Question

- What is the relationship between my rights and my responsibilities?

Instructional Strategies

Strategy 1: Gathering Information

Simulation - Candy: Give and Take

This simulation was written by Fran O'Malley and found on The Democracy Project website (www.ipa.udel.edu/democracy). For additional lesson ideas, see The ABCs of Citizenship (designed for grades K-3) at The Democracy Project website (www.ipa.udel.edu/democracy).

Place 2-3 pieces of candy on the students' desks and tell them that they earned the candy (a privilege) as a result of their outstanding work throughout this unit. Note that the candy is now their property but that they have to wait a bit before eating. Ask them, "Now that this candy is your property, what are some rights that you have relating to your new property (or property)?"

Possible responses might include: You have the right to decide what will be done with the candy, who can eat it, with whom you can share it.

Get the students to focus on you. Casually, but in full view of the class, take a piece of the candy from one of the students (one who won't cry ;) and eat it. Give the students a little time to react and reflect on the incident. Then ask the whole class to describe how the student from whom the candy was taken reacted.

- Did the student object or did she simply allow the teacher to take it?
- Did the student have a responsibility to defend her candy? Why?

Relate this scenario to the following questions:

- What are some responsibilities that you have now that you have earned property?
- Why is it important for citizens to fulfill their responsibilities? (*If rights are not defended, they will erode.*)

Be aware of how the student with candy reacted...

- What happens when citizens do not exercise their rights? (It is more likely that someone will take them away – like you did with the candy.)
- What happens when citizens do exercise their rights or responsibilities? (*They prevent others from taking them away – like the candy.*)

Check for Understanding

- How are rights and responsibilities linked? Use an example to support your answer.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Extending and Refining Responsibili “T-Chart”

Tell students that the candy activity was designed to help them understand that there are relationships or “links” between rights and responsibilities. For example, those who have property (candy) have a responsibility to protect it so that others don’t think they can take it away anytime they want.

This activity is designed to deepen their understanding of the “links” between rights and responsibilities.

Project a copy of the “Responsibili T-Chart” found on [Appendix 6](#). The rights in Column 1 are developed around the word “Links.” The task is to describe one responsibility that is “linked” to each of the rights listed in Column 1. Model the first one or two rights (e.g. a responsibility that goes along with the right to “Listen to music” is to “Not play the music so loudly that it disturbs other people.” Then, have the students work in pairs or small groups to come up with a responsibility for as many of the rights in column 1 as possible. Have the students share out and record their responsibilities.

Differentiation: Jigsaw - assign one right in Column 1 of the “Responsibili T-Chart” to small groups of students and have that group identify, explain, and share a responsibility that is “linked” with that right.

Debrief: the teacher should explain how responsibilities can protect rights. For example, if one person carries out the responsibility of listening to music at a reasonable volume, others can enjoy rights such as listening to different music, read a book, hold a conversation with someone else. Discuss why the other rights on the “Responsibili T-Chart” have associated responsibilities.

Check for Understanding

- Describe one responsibility that is linked to the right to own a pet. Explain why that responsibility is linked to owning a pet.

Strategy 3: Application

Play Citizenopoly (adapted from Hasbro's *Monopoly*® game)

Review the definitions of rights, responsibility, and privilege before playing *Citizenopoly*.

Rights – *something that a person has a just claim to, freedoms that all citizens of the United States have.*

Responsibility – *a duty, something a person is supposed (or ought) to do on the basis of moral or legal grounds (necessary and important).*

Privilege – *a right or immunity granted as a peculiar benefit, advantage, or favor.)*

Ask for students to give an example for each one of these words.

Right – *voting, freedom of religion, speech, press*

Responsibility – *pay taxes, obey the law*

Privilege – *join a tennis club, drive*

Organize students or have them organize themselves into groups of four (the game can be played with fewer, but 4 is ideal). Distribute the handout with the *Citizenopoly* directions ([Appendix 7](#)). Have students read the directions silently as you read them aloud. Answer any questions the students may have.

Pass out the score sheets ([Appendix 8](#)) to each student and explain how students will record the moves (or choices) they make during the game.

Pass out game bags with all necessary supplies game board, 4 game pieces, 2 dice, 4 score sheets, a set 10 Diversity cards, a set of 10 Community service cards, 4 sets of time cards (1 hour, 2 hours, 4 hours, and 8 hours – with approximately 50 cards in each set).

Allow the students 20 - 30 minutes to play the game. More than likely, it will take two class periods to play the game. Students might accumulate about 100 points on the first day and will need another class period to get closer to 300. If it seems more points need to be scored, but time is running out, tell students they can pick up tomorrow where they left off today. Pass out envelopes (business envelopes would work well) so kids can put their score sheets and time cards in an envelope with their name on it. Record what space they were on the gameboard (on their envelope). Clean up game supplies. Put all supplies back in the game bags.

Debriefing Questions for Day 1:

- What do you like about the game?
- What is difficult about the game?
- What do you think the game is trying to teach you?
- (You will probably need a second day to finish the game, or a third day.)

Day 2 – Finish playing *Citizenopoly*.

Pass out game supplies and envelopes from Day 1. After 20 –30 minutes on the second day, ask the students to stop wherever they are in the game. If most groups got far enough (look at some score sheets quickly to see if most kids got about and/or above 300 points), tell them to total up their score sheets. If not, continue play for one more day.

Debriefing Questions for Day 2:

Remind students that *Citizenopoly* is a game of luck, and much depends on what you roll on the dice and where you land. (Of course, much depends on the choices each player makes, too!) If it seems no one will be embarrassed and if students had time to total their score sheets, ask for a quick show of hands to the following questions:

- Who earned a score over 400 points? You are outstanding citizens!
- Who earned a score over 300 points? You are excellent citizens!
- Who earned a score over 200 points? You are good citizens.

- If you have sensitive students, be cautious when asking about fair and poor citizens (less than 100 points), but notice who did not raise their hands. Or, word the question like this: Who was not so lucky and when you played the game and earned scores less than 100 points? Reply with something like, "Don't worry, I know you're a good citizen and this game is a game of luck."

- What went well with the game?

- If you could, what would you change about the game?

- What is *Citizenopoly* trying to teach you?

- What traits, characteristics, or qualities make a citizen good, excellent, or outstanding? (honest, courageous, respectful, responsible, caring and helpful, hard working, active in politics, patriotic, compassionate, persistent, tolerant)

- Why do we need good, excellent, and outstanding citizens? (It would make the U.S. a better place for all; our country would accomplish more if everyone were active and compassionate.)

- What would happen to our country if the United States was filled with only fair and poor citizens? (The U.S. would not be such a good a place in which to live, people wouldn't vote or care who ran the country, they might be lazy and not care for the earth, other people, or animals.)

- Why should people try to help poor citizens become good or excellent citizens? (It would make the U.S. a better place for all, our country would accomplish more if everyone were active and compassionate.)

- Might there be some fair or poor citizens who are fair or poor, but it's not their fault? (Yes, some people don't have cars, so they can't vote, they don't have good jobs or much money and life is hard for them – they might not have time to get involved because they have to work two jobs.)
- What can we do to help them? (We can be active citizens, vote for change that will help people who are poor, who have a harder life because they don't have good jobs that earn them more money, try to get them to have a better education that might get them better jobs.)

Citizenship Certificates are available for distribution ([see Appendix 9](#)).

*If you only make one copy of the game, a parent volunteer (or older, dependable student – 5th grader) might play with 4 students at a time while you are teaching the rest of the class.

*If you have approximately 24 students and students play in groups of 4, you should make 6 copies of the game. You will need the following supplies for *Citizenopoly – a Game for Young Citizens*. (*The Gameboard, Diversity and Community Service Cards, Time Cards – 1 hour, 2 hours, 4 hours, 8 hours are found in PDF files that are attached to this unit.*)

- 6 *Citizenopoly* game boards
- 6 large ziplock bag
- 6 copies of the game directions
- 24 game pieces (one for each player, you can use different colored construction paper squares or math counters)
- 24 score sheets/with citizenship certificates (Score sheets are 3 pages and need to be stapled.)
- 6 sets of Diversity (D) cards (These need to be copied – there's a front and a back, then they need to be cut.)
- 6 sets of Community Service (CS) cards (These need to be copied – there's a front and a back, then they need to be cut.)
- 6 sets of time "cards" in 4 denominations (good to print on different colored paper, you will need 30 copies of each "time master copy" and they need to be cut after being copied)
 - one hour (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
 - two hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
 - four hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
 - eight hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
- pencils (assume students have some)
- 12 dice (2 for each game)
- calculator (optional)
- rubber bands, paperclips or small envelopes (to separate game cards)

*If you would like to send the games home so students and families can play together, you will need:

- * *a parent volunteer to get these game bags prepared!*
- 24 Citizenopoly game boards
- 24 copies of the game directions
- 24 large ziplock bag
- Families could use a penny, nickel, dime, and quarter as game pieces. (You could have different colored construction paper squares for families to use, or different colored math counters.)
- 100 score sheets (I would put 4 in each bag)
- 24 sets of Diversity (D) cards
- 24 sets of Community Service (CS) cards
- 24 sets of time “cards” in 4 denominations (You may just use white paper if colored paper is not available. You will need 120 copies of each master copy so you can put 5 copies in each game bag. You might have the parents cut cards apart at home.)
 - one hour (approximately 50 one-hour cards for each game)
 - two hours (approximately 50 one-hour cards for each game)
 - four hours (approximately 50 one-hour cards for each game)
 - eight hours (approximately 50 one-hour cards for each game)
- 48 dice (2 for each game). Teachers can copy spinners (a circle with numbers 2 to 12) on paper and use a pencil and paper clip. Put pencil point inside paper clip and hold down in center of the circle spinner. Spin the clip and see where it lands.
- Rubber bands, paperclips, or small envelopes

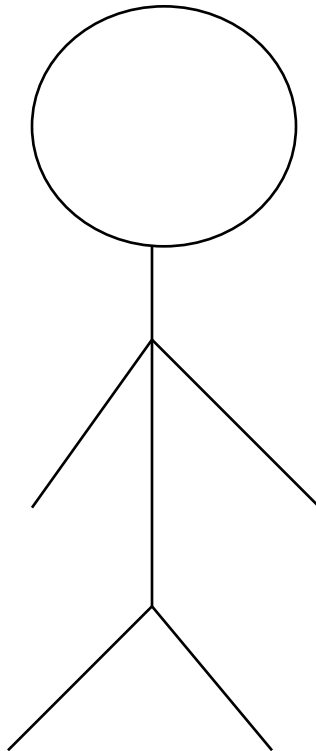
Checks for Understanding

- Collect each student’s [Citizenopoly Score Sheet](#) to assess understanding of rights, responsibilities, and privileges. It is a game of luck (depending on the dice you roll and where you land), but look to see if students invested time in exercising rights, taking on responsibilities, and enjoying privileges
- Distribute copies of the Character Map for a Citizen ([see Appendix 10](#)). Have the students complete the Character Map by identifying 2 rights, 2 responsibilities, and 2 privileges of an American citizen.

**Appendix 1
Character Map**

A Member of the _____ Club or Team

...is allowed to



...is expected to


...might be allowed to

if he or she is good.

Appendix 2: KIP Vocabulary Worksheet

Name: _____ Date: _____

Read key vocabulary words and definitions, then draw picture clues and write sentences.

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	P. (P = Picture Clue)
Citizen	a person who lives in and belongs to a community	
Your Sentence: _____		
Rights	something that a person has a just claim to, freedoms that all citizens of the United States have	
Your Sentence: _____		
Responsibility	A duty, something a person is supposed (or ought) to do on the basis or legal grounds (necessary and important)	
Your Sentence: _____		
Privilege	A right or immunity granted as a peculiar benefit, advantage or favor	
Your Sentence: _____		

Citizen

a person who is a
member of a
country

Rights

something that a person has a just claim to, freedoms that all citizens of the United States have

Responsibility

duty, something a person is supposed (ought) to do on the basis of moral or legal grounds (necessary and important)

Privilege

a right
or immunity
granted as a
peculiar benefit,
advantage, or
favor

Appendix 4

The Democracy Project's

Alphabet Book for
Young Citizens



by
Fran O'Malley
The Democracy Project
Institute for Public Administration
University of Delaware

A K-3 Teacher's Resource
for
Teaching Civics Standard 3 in Delaware

Dear readers,

If you study your letters,
you will see
that one aspect of citizenship
is **responsibility**.

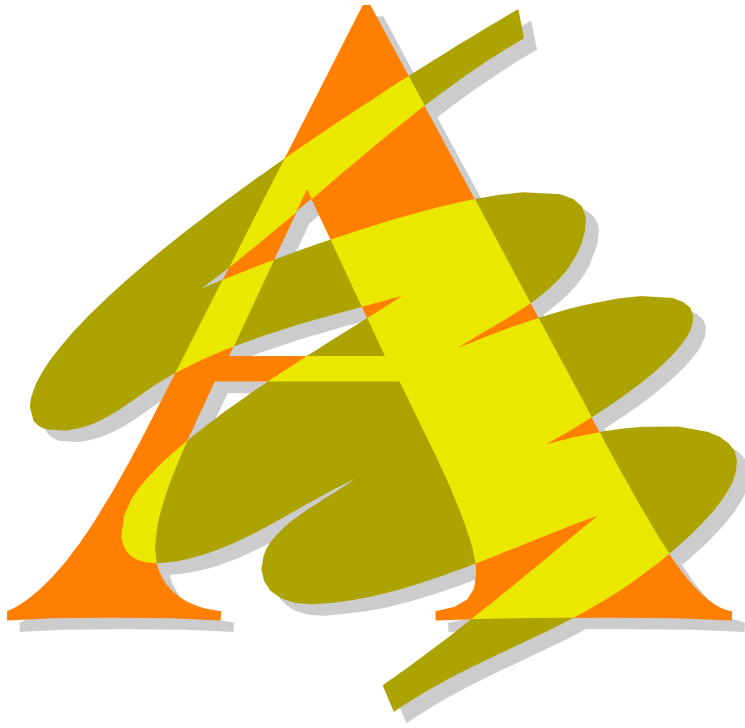
And if you pay close attention,
I am guessing you might
discover that citizens
have more than one **right**.

Privileges are special.
These you must earn.
They are given to good citizens.
This you will learn.

Let's start with letter A,
Then B and C
and end with letters X,
then Y and Z.

Rights and privileges,
responsibilities.
If you exercise all three,
you will help keep us free.

Let's read *The Alphabet Book for Young Citizens* then see if you can figure out which of the letters help describe **rights**, which help describe **privileges**, and which help describe **responsibilities**.



Attend school.

Right

Responsibility

Privilege



Borrow books from the library.

Right

Responsibility

Privilege



Cooperate with others.

Right

Responsibility

Privilege

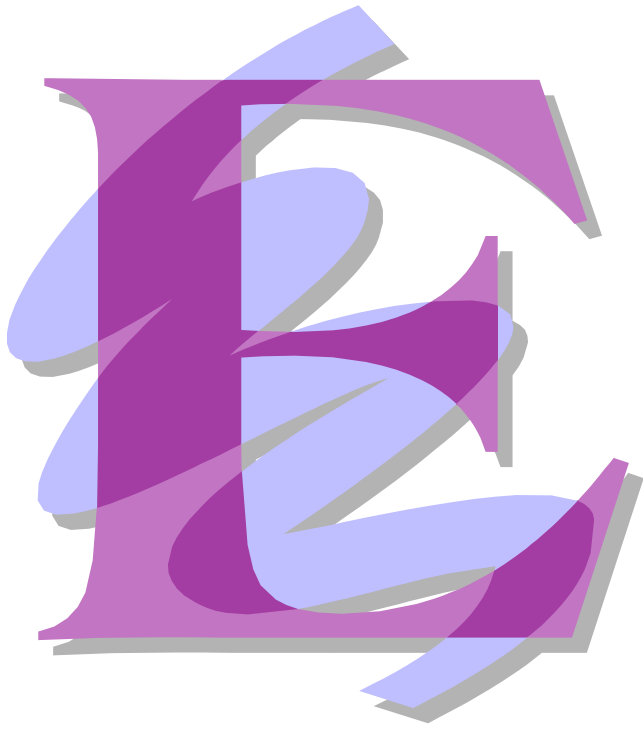


Drive a car.

Right

Responsibility

Privilege



Eat lunch.

Right

Responsibility

Privilege



Finish my homework.

Right

Responsibility

Privilege



Go to recess.

Right

Responsibility

Privilege



Help others.

Right

Responsibility

Privilege

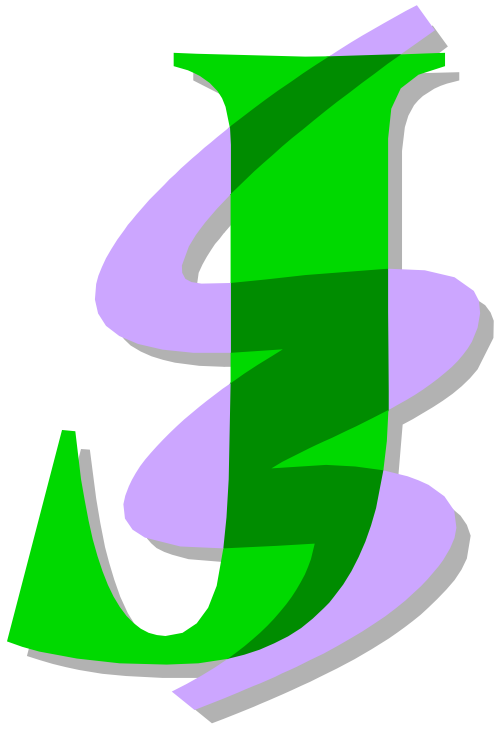


Inuite friends to your party.

Right

Responsibility

Privilege



Join a club or a team.

Right

Responsibility

Privilege



**Keep my workspace
clean.**

Right

Responsibility

Privilege



Listen to those in positions of authority.

Right

Responsibility

Privilege



**Make my opinions
known to elected
officials.**

Right

Responsibility

Privilege



Name your class pet.

Right

Responsibility

Privilege



Obey the law.

Right

Responsibility

Privilege

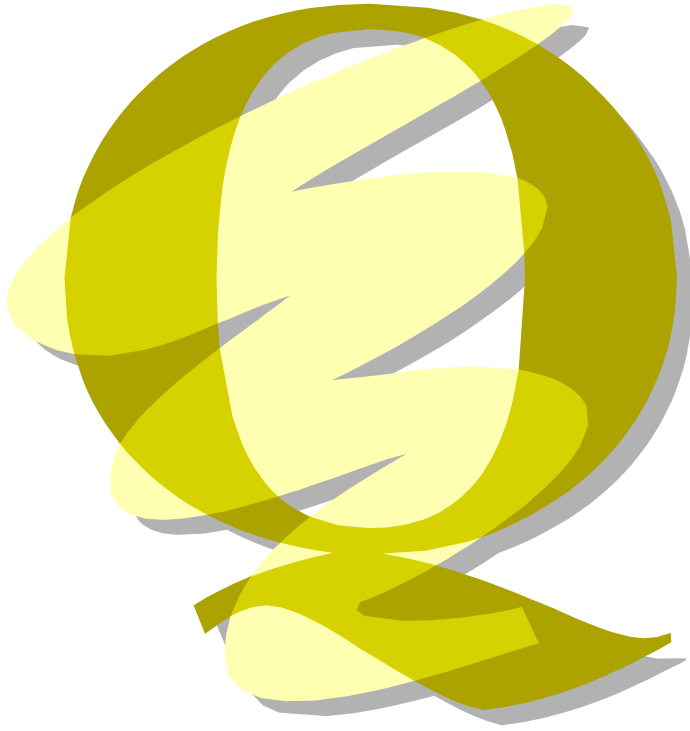


Practice my religion.

Right

Responsibility

Privilege



Question others.

Right

Responsibility

Privilege



Respect the property of others.

Right

Responsibility

Privilege



Speak freely.

Right

Responsibility

Privilege



Take care of myself.

Right

Responsibility

Privilege



Use the electric pencil sharpener.

Right

Responsibility

Privilege



Vote in elections.

Right

Responsibility

Privilege



Watch TV.

Right

Responsibility

Privilege

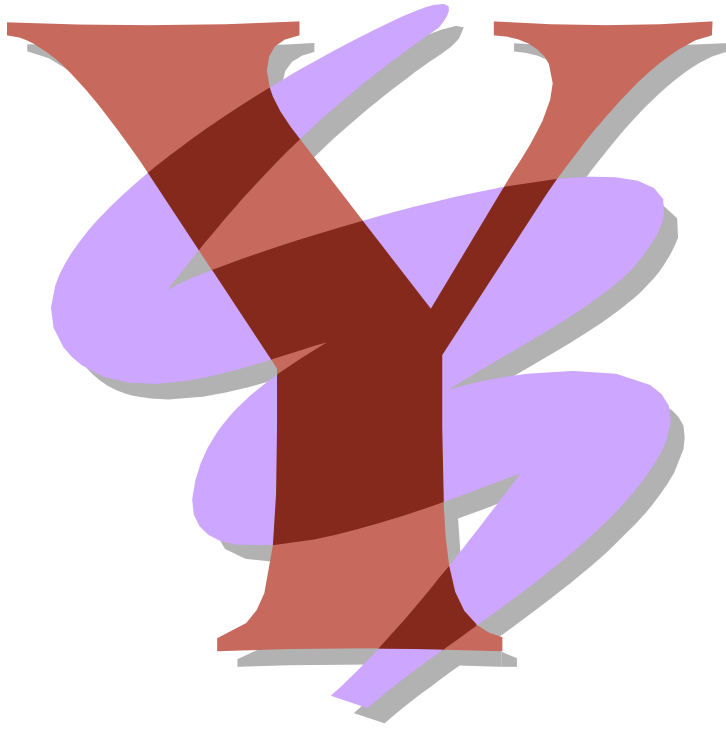


eXtra computer time.

Right

Responsibility

Privilege



Yearn for spring break.

Right

Responsibility

Privilege

*Now that you've read these
ABCs,*

*what kind of citizen
will you be?*

Appendix 5: Civic Improv Strips

Teacher and two students.
Librarian and two children.
Parent (guardian), child, and toy.
Police officer, child, and stranger.
Coach, teacher, student.
Student, friend, and parent (guardian).
Bus driver and two students.
Parent (guardian), child, and pet.
Police officer, child, and car.

Crossing guard, driver, and student.

Appendix 6

“Responsibili T-Chart”

This is my RIGHT 	This is a RESPONSIBILITY that goes along with that right 
L isten to music.	Example: Not play the music so loudly that it disturbs other people.
I nvite my friends to a party.	
N ominate people to represent me.	
K iss my parents or guardians.	
S peak freely.	

--	--

Appendix 7

Directions for Citizenopoly – The Game for Young Citizens

1. Choose a Timekeeper who will act like a “banker” collecting your time when you choose to do an activity. Choose a Police Officer who makes sure citizens are obeying the law and marking score sheets correctly. Choose a Professor who checks the number of tally marks, multiplication, addition and subtraction on all score sheets. (The professor may use a calculator.) Choose a Judge who officially signs citizen certificates for all players at the end of the game (certificates are found at the end of score sheets).
2. Timekeeper gives all players 24 hours and a score sheet. The 24 hours are treated like money – you have hours to “spend” and choices to make as you move around the board.
3. Players need a pencil and game piece. Put game pieces on BEGIN.
4. The youngest player goes first. Be role models (and care) for younger people. Play proceeds to the right.
5. Roll the dice and move that number of spaces on the board. If you roll a double, you get an extra turn!
6. Read the RIGHT, RESPONSIBILITY, or PRIVILEGE that is listed on the game board. **Then, READ the DESCRIPTION of it on your score sheet!** Decide if this is something you would choose (like) to do. If it is, “pay” the timekeeper the required hours and put a tally mark in the appropriate box on your score sheet.
7. If you land on a Diversity or Community Service space, draw a D or CS card from the center of the game board. This time, you have no choice. You must do what is on the card, but you do not have to pay the timekeeper any hours. Simply circle the bonus or subtraction points that are on your score sheet.
8. Continue play for approximately 20 – 30 minutes (approximately 10 trips around the game board).
9. If you land on a space more than one time, you may (or may not) choose to “do” the activity again. Just remember to add a tally mark to the appropriate box on your score sheet every time you “pay” the timekeeper

and “do” the activity. (You may only do the activity one time when you land on it, but you may do the activity again if you land on it again.)

10. All “leftover” time is handed to the timekeeper at the end of the game. It has no value – hours you did not “spend” are not worth any points at the end of the game.

11. Everyone can be a winner (if you are lucky and a good citizen). Total up your tally marks. Do the multiplication, addition, and subtraction. Give your score sheet to the professor who checks your work.

12. The Professor gives score sheets to the Judge who determines your rating, fills in your certificate, and writes his/her official signature.

13. If you roll the dice and land in jail, you lose 3 turns... or you may “do” 6 hours of community service and get out on your next turn.

Appendix 8

Citizenopoly Score Sheets

Name _____

Date _____

	Number of Times You Took the Time to Do the Activities (Use tally marks.)		Point Value of the Activities		Total Points Earned for Taking the Time to Do the Activities
RIGHTS					
Freedom of Religion – You spent 2 hours in a church, synagogue, or temple today.		X	10 points	=	
Freedom of Assembly – You asked the principal if a group of kids could use the playground for 1 hour after school to exercise.		X	10 points	=	
Freedom of Speech – You spent 4 hours writing a speech about working together to stop bullies at recess. (This was not homework that you had to do.)		X	20 points	=	
Equal Protection – you spent 2 hours talking to the mayor about getting safer playground equipment at the park.		X	20 points	=	
Due Process – You spent 2 hours talking (calmly) to the principal about a fight at recess in which you were involved.		X	20 points	=	
Freedom of Press – you spent 6 hours writing an article for the school newspaper about littering on school property and what can be done to help.		X	30 points	=	
TOTAL POINTS EARNED FOR "USING" YOUR RIGHTS =					

RESPONSIBILITIES					
Obedying Traffic Laws - You spent 1 hour reminding your parents to obey the speed limits and to stop at yellow lights, not just red lights.		X	10 points	=	
Voting in Civic Elections - You voted and then spent 2 hours after school helping others to vote in the student council election.		X	10 points	=	
Paying Taxes - You did 4 hours of chores, then gave some of your allowance back to your parents to help them pay taxes.		X	20 points	=	
Jury Duty - During vacation, you spent 4 hours at the courthouse when your mom had jury duty.		X	20 points	=	
Political Participation - You participated in the political process as you spent 3 hours on a letter to the governor asking her to vote "yes" for \$ for schools.		X	30 points	=	
Keeping the Land Unspoiled - You spent 8 hours on Saturday cleaning up trash in the park.		X	40 points	=	
TOTAL POINTS EARNED FOR "DOING YOUR DUTY" MEETING YOUR RESPONSIBILITIES =					
PRIVILEGES					
Land Ownership - Your family owns a house and you spend 2 hours a week on outside chores.		X	10 points	=	
Club Membership - Your family has a swim club membership and you spend 4 hours playing there.		X	10 points	=	
Economic Choices - Your family takes you shopping for 2 hours when you need shoes. You have economic choices!		X	10 points	=	

Working to Earn Money - You work 4 hours a week to earn money so you can buy a car in 8 years.		X	20 points	=	
Working to Benefit Others – you spend 2 hours babysitting 4 kids when your mom is at PTA.		X	20 points	=	
Owning a Driver’s License - When you’re 16 you can earn a driver’s license. You spend 8 hours studying for the test.		X	40 points	=	
TOTAL POINTS EARNED FOR "RECOGNIZING" YOUR PRIVILEGES					

Circle points below when you earn, or lose, them (when you land on a diversity or community service "square" and draw a card).

Diversity BONUS POINTS				Diversity SUBTRACTION POINTS				
10	10	10	10	10	10	10	10	10
		10						
10	10	10	10	10	10	10	10	10
		10						
Total Points earned for Diversity =				Total Points <u>lost</u> for Diversity =				

Community Service BONUS POINTS				Community Service SUBTRACTION POINTS			
25	25	25	25	25	25	25	25
25	25	25	25	25	25	25	25
Total Points earned for CS =				Total Points <u>lost</u> for CS =			
							Find totals on the charts (front of score sheet and above).
Points earned for RIGHTS							
Points earned for RESPONSIBILITIES							
Points earned for PRIVILEGES							
Points earned for HONORING DIVERSITY							
Points earned for doing COMMUNITY SERVICE							
FINAL TOTAL							

What kind of citizen are you?

- 0 – 50 = Poor Citizen
- 51 – 100 = Fair Citizen
- 101 – 150 = Good Citizen
- 151 – 200 = Excellent Citizen
- 201 – 250 = Outstanding Citizen

Appendix 9

Citizenship Certificates

★ ACHIEVEMENT AWARD ★

This award is presented to
Insert NAME here

for outstanding achievement in
Insert SUBJECT here

Signature _____ Date _____

 SCHOOL/CLASS _____

★ ACHIEVEMENT AWARD ★

This award is presented to
Insert NAME here

for outstanding achievement in
Insert SUBJECT here

Signature _____ Date _____

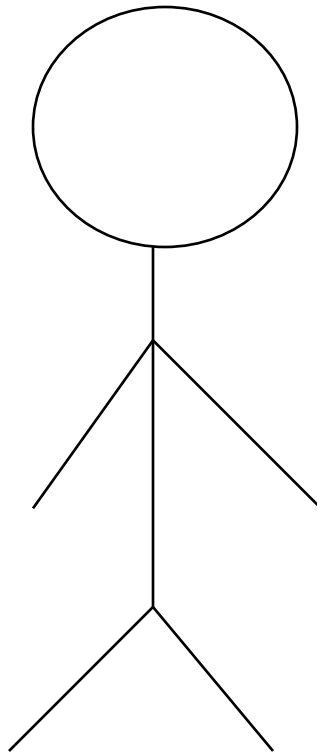
 SCHOOL/CLASS _____

Appendix 10

Character Map

A Citizen of the United States

Rights



Responsibilities

Privileges

if he or she is good.

Transfer Task #1

Name: _____ Date: _____

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to persuade a friend WHAT one needs to do to earn a privilege and WHAT one might do to lose a privilege.
Problem	You have earned a position on the school safety patrol team. A new boy in school would like to join the safety patrol team. You must explain to your new friend how you attended four after-school classes to learn about the 1) jobs you would do, 2) problems you might face, and 3) responsibilities and requirements you would have as a member of the safety patrol <u>and</u> that you signed a contract promising to be honest, responsible, respectful, fair and consistent. Then explain why he would lose his position on the team if he did not do his job well, fulfill his responsibilities and requirements, or keep his promise to be honest, responsible, respectful, fair, and consistent.
Role/Perspective	You are a student on the safety patrol team. You are trying to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose.
Product/Performance	Complete the <i>response chart</i> by defining what a privilege is and writing at least two ideas in each column. Use the ideas in your chart to plan a little speech for your new friend. Write down your speech. Be ready to give your speech to your "elbow buddy" in class tomorrow.
Criteria for Exemplary Response	<ul style="list-style-type: none"> • The chart should be filled out with at least two ideas in each column. • In the first column, the ideas should make sense and be convincing – WHAT might you do to earn a privilege? • In the second column, the ideas should make sense and be convincing – WHAT might you do to lose a privilege? • The answers on your chart show that you understand that privileges must be earned and privileges can be lost. • Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart. • Your speech makes sense and is convincing. Your speech has valid ideas for what one needs to do to earn a privilege and what one might do to lose a privilege.

Appendix 11

Response Chart Earning and Losing Privileges

Name: _____ Date: _____



What is a privilege? How is a privilege different from rights and responsibilities?

WHAT might you do to earn a privilege?	WHAT might you do to lose a privilege?

Appendix 12

Elbow Buddy Evaluation Form



My name is _____, my elbow buddy is _____.

<ul style="list-style-type: none">I know (because of your speech) what I might do to earn a privilege and what I might do to lose a privilege.	<ul style="list-style-type: none">All of the ideas on your chart were used in your speech.
	

Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.

Elbow Buddy Evaluation Form

My name is _____, my elbow buddy is _____.

<ul style="list-style-type: none">I know (because of your speech) what I might do to earn a privilege and what I might do to lose a privilege.	<ul style="list-style-type: none">All of the ideas on your chart were used in your speech.
	

Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.

Transfer Task #2

Name: _____ Date: _____

- What is the relationship between my rights and my responsibilities?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to explain the relationship between rights and responsibilities.
Problem	You live next door to the local swim club. The lifeguards play loud music from 10:00 a.m. until 10:00 p.m. The noise is annoying and people on your street are angry.
Role/Perspective	The neighbors have asked you to write a letter to the pool manager about the loud music. All of the neighbors on your street will sign the letter you write.
Product/Performance	Write a letter to the pool manager to convince him/her to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Before you write the letter, write ideas on a chart about your rights and responsibilities and the rights and responsibilities of neighbors.
Criteria for Exemplary Response	<ul style="list-style-type: none"> • The chart should be filled out with at least two ideas in each box. • In the first box, the ideas should make sense and be convincing – My Neighbor’s Rights. • In the second box, the ideas should make sense and be convincing – My Neighbor’s Responsibilities (related/connected to each of the rights). • In the third box, the ideas should make sense and be convincing – My Rights. • In the fourth box, the ideas should make sense and be convincing – My Responsibilities (related/connected to each of the rights). • The answers on your chart show that you understand that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. • Your letter makes sense and includes points that show you understand the relationship between rights and responsibilities. Your letter convinces the manager and lifeguards to turn down the volume of the music played over the loudspeakers, as well as to turn the music off after 8:00 p.m.

Appendix 14

Response Chart Rights and Responsibilities

Name: _____ Date: _____

TIP: As you list ideas in the column for rights, try to list related or connected responsibilities in the column for responsibilities.



My Neighbor's RIGHTS	My Neighbor's RESPONSIBILITIES
My RIGHTS	My RESPONSIBILITIES

Now, use the ideas on your chart to write a letter to convince the pool manager to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Convince the manager that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. Write your letter on the back of this paper or on a separate piece of notebook paper.

Appendix 15

Elbow Buddy Evaluation Form



My name is _____, my elbow buddy is _____.

<ul style="list-style-type: none">I know (because of your letter) that people have both rights and responsibilities... and that individual freedoms and liberties have limits because others have those same freedoms and liberties.	<ul style="list-style-type: none">All of the ideas on your chart were used in your letter.
	

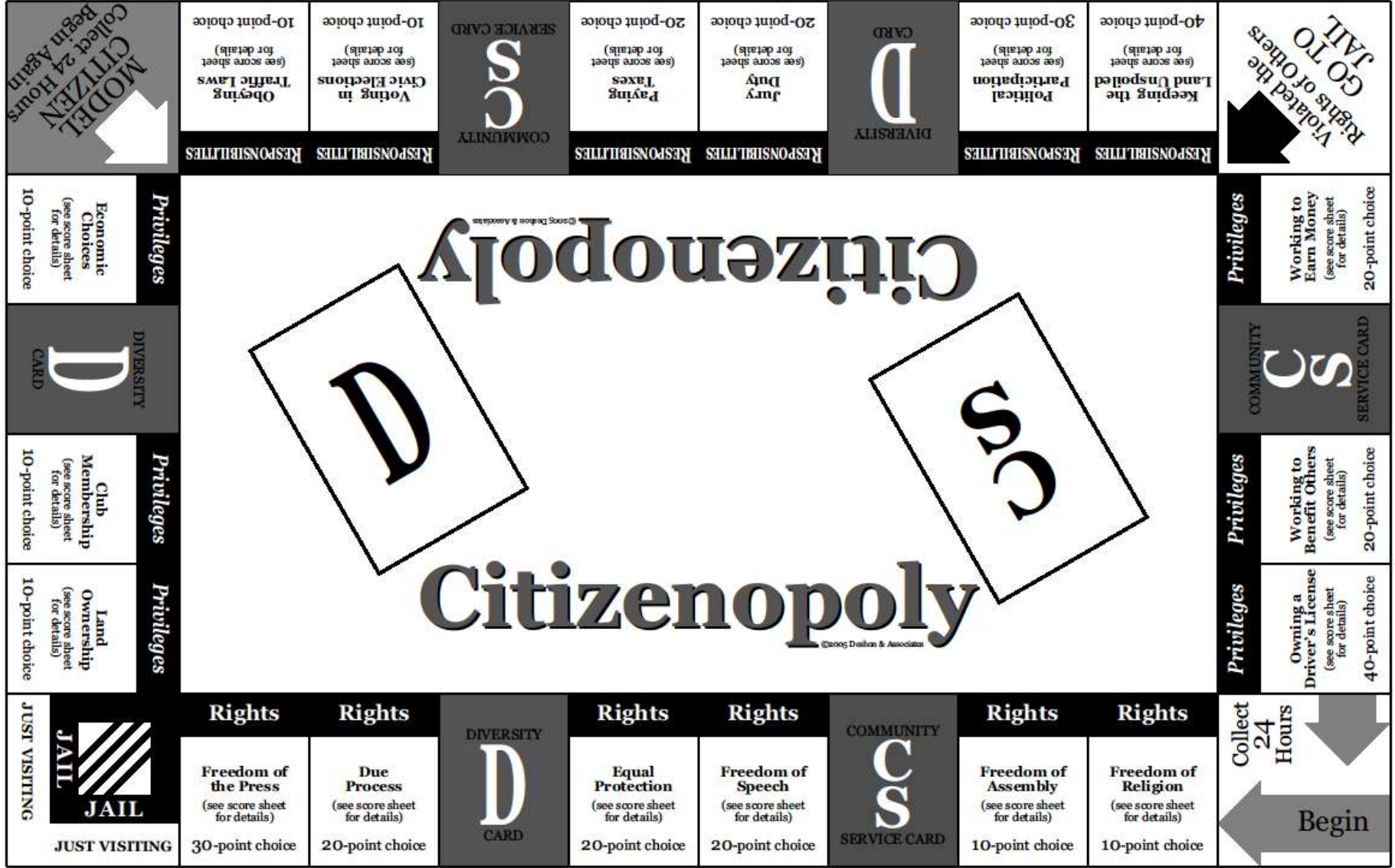
Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.

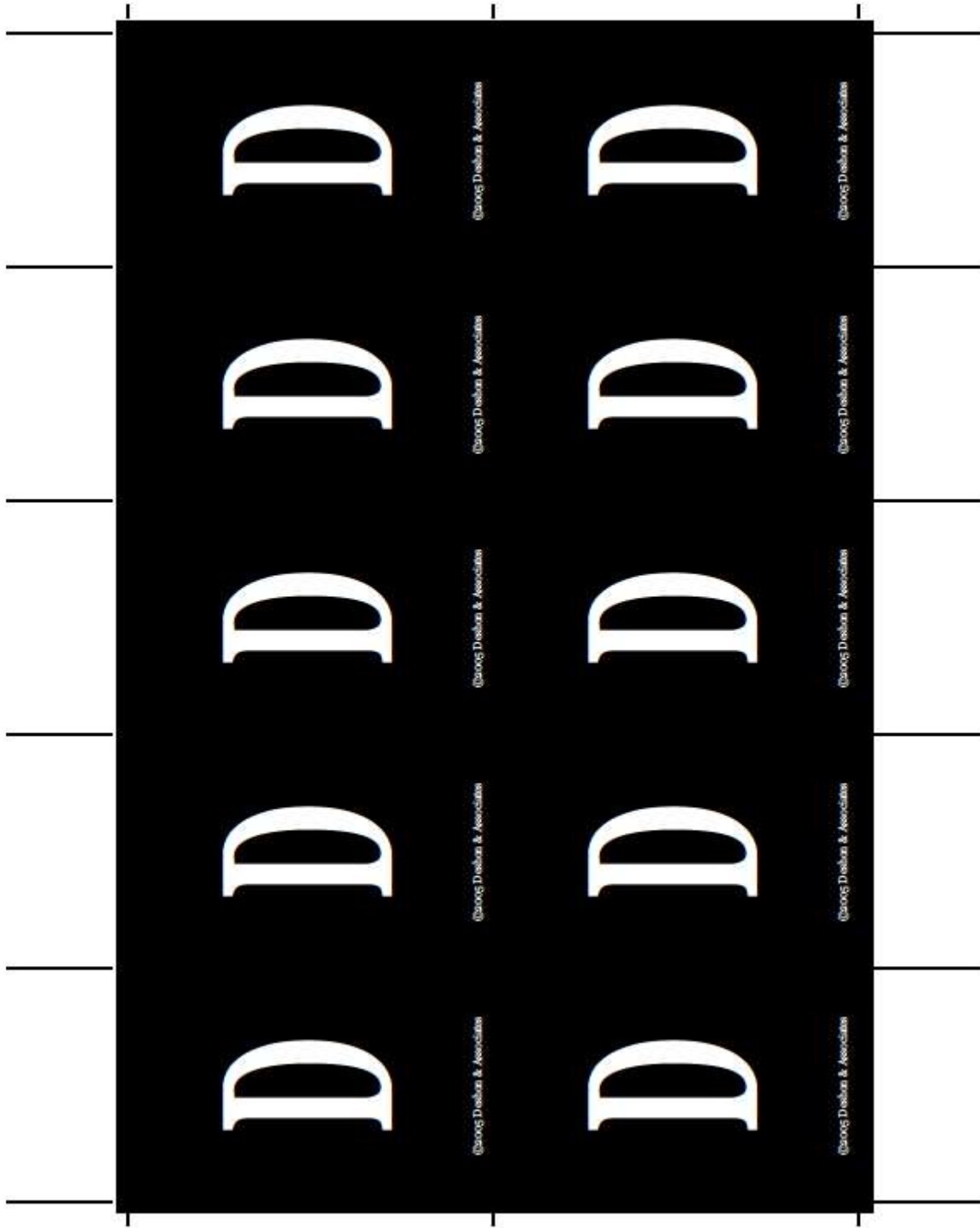
Elbow Buddy Evaluation Form

My name is _____, my elbow buddy is _____.

<ul style="list-style-type: none">I know (because of your letter) that people have both rights and responsibilities... and that individual freedoms and liberties have limits because others have those same freedoms and liberties.	<ul style="list-style-type: none">All of the ideas on your chart were used in your letter.
	

Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.





DIVERSITY

You sat at the lunch table with kids from a different cultural neighborhood.

10 BONUS POINTS

DIVERSITY

You helped students who spoke a different language with homework.

10 BONUS POINTS

DIVERSITY

You told jokes at the lunch table about people from another country.

SUBTRACT 10 BONUS POINTS

DIVERSITY

You held the door open for an older woman and offered to push her grocery cart to her car.

10 BONUS POINTS

DIVERSITY

You told your friend about a boy who could not read very well. You both laughed because he wasn't smart.

SUBTRACT 10 BONUS POINTS

DIVERSITY

You invited boys and girls to play basketball with you during recess.

10 BONUS POINTS

DIVERSITY

You laughed at someone and teased him/her about being too skinny.

SUBTRACT 10 BONUS POINTS

DIVERSITY

You went to the synagogue with a friend, and invited that friend to your church.

10 BONUS POINTS

DIVERSITY

A girl was teasing a boy who did not have a lot of money. You told the girl to stop!

20 BONUS POINTS

DIVERSITY

You would not play with a boy on the playground because his skin was a different color than yours.

SUBTRACT 10 BONUS POINTS

US

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US

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COMMUNITY SERVICE

You did not work on a Saturday morning picking up litter because you wanted to watch TV.

SUBTRACT 25 BONUS POINTS

COMMUNITY SERVICE

Your scout troop went to the local nursing home to sing for the elderly, but you stayed home to play.

SUBTRACT 25 BONUS POINTS

COMMUNITY SERVICE

You made flyers to deliver in your neighborhood that asked for donations for the local animal shelter.

25 BONUS POINTS

COMMUNITY SERVICE

You sold lemonade to raise money to buy phone cards to send to U.S. troops who were serving overseas.

25 BONUS POINTS

COMMUNITY SERVICE

You helped your scout troop care for little kids while their parents were shopping.

25 BONUS POINTS

COMMUNITY SERVICE

You and your family worked with other families to clean up the beach during Coastal Clean-up Day.

25 BONUS POINTS

COMMUNITY SERVICE

You and your best friend spent Sunday afternoon making get well cards to give to a local children's hospital.

25 BONUS POINTS

COMMUNITY SERVICE

You wrote a speech convincing the student council to have a canned food drive for the local food bank.

25 BONUS POINTS

COMMUNITY SERVICE

You baked and sold brownies to earn money for a family (you did not know) who lost everything in a fire.

25 BONUS POINTS

COMMUNITY SERVICE

You worked in a local food kitchen with your dad serving dinner to the homeless and the hungry.

25 BONUS POINTS
