



Bonner Curriculum

Citizenship: Rights, Responsibilities, and Struggles

Overview:

This workshop is designed to engage participants in thinking about how they and others tend to define citizenship — in theory and in practice. It aims to spur dialogue across some commonly held beliefs about what it means to be an active citizens in the United States. It also aims to help people think critically about the way in which conceptions and rights of citizenship had changed historically, including through the amendments to the Constitution and the Bill of Rights (which are included in the workshop as handouts, along with a provocative article upon which the exercise is based). Finally, this session helps participants to consider connections between our legal and political rights and forms of citizen action.

Category:

citizenship; civic engagement; political engagement; advocacy; communication skills; dialogue; diversity; rights

Level:

Suitable for students who are involved in civic engagement in some sustain way and ready to look deeper at issues of broad involvement and creating lasting change. This may require more skillful facilitators.

Recommended Bonner Sequence:

This training is recommended for Bonner students as a way to encourage them to make interconnections between their community service placements and other avenues of civic engagement, such as voting, public policy, and activism/advocacy. While it can be introduced at any time, it is probably best suited for programming that intentionally exposes students to thinking critically and doing larger societal analysis.

expectation	explore	experience	example	expertise

VALUES: ALL - civic engagement, community building, diversity

Type:

Structured workshop session

Focus or Goals of this Guide:

- Participants will engage in dialogue about their own points of view and beliefs in relation to a set of statements around the conception of active citizenship.
- Catalyze participants to develop and practice skills in listening, dialogue, self-reflection, articulating a point of view, and critical thinking.
- Provide an opportunity for participants to reflect on their own values, influences, and political engagement in society and in maintaining a healthy democracy.

Materials:

- Golf pencils or writing instruments
- Handouts with 3-5 prepared statements (depending on length and focus)
- Signs labeling four areas (corners, or spaces with circles of chairs or seating) of the room A - B - C - D

How to Prepare

Read the guide and get familiar with all facilitation strategies. Prepare handouts. Review the contents of the handouts (Constitutional Amendments and articles).

How to Do/Brief Outline:

The basic outline for the session is:

- | | |
|---|------------------------------|
| 1) Warm Up | suggested time 5-10 minutes |
| 2) Focus the group and set a tone | suggested time 2 minutes |
| 3) Set ground rules | suggested time 5 minutes |
| 4) Clarification - group finishes responses | suggested time 5 minutes |
| 5) First Conception: small group discussion | suggested time 8-12 minutes |
| 6) First Conception: small group report backs | suggested time 8-12 minutes |
| 7) First Conception: cross-room dialogue | suggested time 4-10 minutes |
| 8) Second Conception: steps 4-6 again | suggested time 20-35 minutes |
| 9) Third Conception: steps 4-6 again | suggested time 20-35 minutes |
| 10) Fourth Conception: steps 4-6 again | suggested time 20-35 minutes |
| 11) If You Had to Choose Discussion | suggested time 20-25 minutes |
| 12) Review "Importance of Civic Education" | suggested time 10-15 minutes |
| 13) Large group discussion and closing | suggested time 20-30minutes |

Part 1) Warm Up

Suggested time 5-10 minutes

Begin with a welcome. Introduce yourself and set a relaxed, fun tone for the session.

Begin with this simple question, to be discussed in pairs or groups of three:

When was the last time you were actively engaged as a citizen, in your opinion? Describe what you were doing and why you see that action as a form of citizen engagement?

Allow both/all individuals to share. Then, take a few comments in the room. Start with one and try to get a few diverse responses (using questions like, “Does anyone have anything different to say?”)

You will likely get responses like:

Voted
Participated in a protest
Did service
Volunteered
Worked on a campaign
Signed a petition

If you don’t, you may want to ask a few questions like, “What else could be considered citizen action?”; “Would doing service be citizen action? Why or why not?” and so on.

Part 2) Get the group focused

Suggested time 5 minutes

Transition from the warm up, wrapping by saying something like:

- In this workshop, we are going to explore and dialogue about the meaning and forms of citizenship to all of you. Through this, we will have the opportunity to reflect as individuals and in the group on how we tend to define citizenship, whether we consider it important, and how we want to express our participation.

Set a tone that is calm, polite, centered, welcoming, reflective. As the facilitator you have a lot of power that will be important in establishing a safe climate for the exercise.

Part 3) Present ground rules for the workshop

Suggested time 5 minutes

Here, you want to set some ground rules and expectations for how participants should behave and converse.

Some suggested Ground Rules to set:

- This workshop requires you to think about your own thoughts, feelings, and beliefs and articulate them. Please use “I” statements and speak for yourself, not for any group.

- In the activities that follow, in small groups and in the larger setting, you want to articulate your own point of view and listen to others' points of view. Even though you may have things in common with others in these groups, take the time to really listen. You may not all have the same ideas.
- As the facilitator, my job is to provide a space where all can feel comfortable speaking. If anyone's statements or actions begin to infringe on that, I will ask you to leave.
- Everyone is encouraged to speak at least once. Yet, we won't be enforcing anyone to speak unless they want to.
- The success of this activity depends on your honesty and open mind. There are no wrong answers or questions.

You can also elicit additional ground rules from the group and/or ask participants for accord with the ground rules.

Part 4) Present conceptions of citizenship and allow participants to select responses

Suggested time 5 minutes

Provide each person with a handout card (see attached) and a golf pencil. Explain that you want the group to focus and move quickly into the body of this workshop. **Use sample cards at the end of this guide.**

You're going to ask participants to discuss conceptions of "citizenship" through a few different questions.

First, present these conceptions. . Read over the statements for people and clarify any questions about language. Do not, however, tell people how to select a response or remove the ambiguity of statements; the success of the workshop relies upon the ability to interpret the statements in different ways. People may express anxiety, which is normal, but simply reinforce that each person should choose a response and will have the opportunity to explain why he/she did so.

- A. To me, "good citizens" know and respect the nation's social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.
- A. To me, "good citizens" have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.
- B. To me, "good citizens" are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.
- C. To me, "good citizens" emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and

democratic potential of employment and professional practices, in private, public and non-profit spheres.

Ask people to use the cards to rate each of these four conceptions from “most agree” to “most disagree.” For example, a person could review the first statement (A) and write down:

A- Disagree

And jot down a few ideas why.

Again, encourage people to go beyond, “I don’t know, it’s ambiguous.” Ask people to go with the activity and simply choose one of the responses and note some ideas.

When everyone has finished ask them to sign the paper and put their pencils away.

Part 5) Do the first round of responses. Have the group move into four corners and dialogue

Suggested time 7-12 minutes

Now that people have marked off their private responses, read over the first statement:

To me, “good citizens” know and respect the nation’s social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.

Ask people to note that each corner of the room is designated as on the sheet:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Ask people to physically move themselves and their chair to the number that corresponds to their response. They should form a circle (or 2 or 3 depending on the size of the group) at that location. Reinforce that people move quickly and without talking.

Limit the size of small groupings to 8, so that all will have time to share. If necessary, ask the group to break into sub-groups.

Set the stage for dialogue:

Give the group a designated time in which to discuss the following: “why did you go to the response you did?; How did you interpret and respond to the statement?” Explain that each person should be able to talk. Request that each group select one person to keep notes and report back on behalf of the entire group after the discussion.

As facilitator, you want to simply observe the various dialogues, not participate. Observe and make note of what you see, hear, and perceive and think about how to engage the group in dialogue after report backs.

Part 6) Small groups report back

Suggested time 7-12 minutes

The facilitator can use a technique to call the group to attention and do report backs. Ask one representative to report what members of that group discussed, not simply one's own thoughts. One person from each group can add things that they think might have been left out.

Give each group a designated time (for example 2 minutes) to report back.

Part 7) Allow for Group Questions and Dialogue

Suggested time 7-12 minutes

As facilitator, your job is to ensure that each group has the opportunity to present their views while the other participants listen.

Important: Keep notes on a flip chart paper as below:

Reasons for Agreement / **Reasons for Disagreement**

You will later use the reasons for agreement and disagreement on each statement to lead into broader and deeper dialogue.

Some additional facilitation tips to use are:

- Do not allow questions until that has happened. Then, open the floor for questions and comments.
- You may want to use an opening question also to spur new thinking or insights. You can ask: "Was this a new or familiar conception of citizenship to people in the group?"
- Use questions that raise dialogue between the groups, not seeking to resolve differences but to draw them out, including hidden similarities or fundamentally different points of view.
- You can give people the opportunity to ask questions across groups, as well.
- Observe the ground rules and encourage participants to do so.

After each group has spoken, ask if anyone would like to alter their response based on what they have heard or discussed. If anyone says yes, ask them if they would like to share briefly why they switched. Then, move onto the next round.

Part 8) Do the same (Steps 3-6) for the Second Conception (B).

Suggested time 19-34 minutes for each conception

Read the second statement:

To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

You can go in order (of the four conceptions of citizenship) or switch the order if you think the room is becoming imbalanced.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. ***Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.*** With each statement the purpose is to deepen participants thinking about the various conceptions of active citizenship. Try to bring out both different and divergent points of view, and also to note similarities at root with the conceptions. Also try to bring out people’s experiences and learning that underlie their beliefs.

Part 9) Do the same (Steps 3-6) for the Third Conception (B).

Suggested time 19-34 minutes for each conception

Read the third statement:

To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. **Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.**

In this case, you might use questions that ask people to recall examples of this type of citizenship in action. You can ask:

- When in the past few years have you witnessed this type of citizenship?
- What are examples when this type of citizenship is happening unnoticed for the most part?

Part 10) Do the same (Steps 3-6) for the Fourth Conception (B).

Suggested time 19-34 minutes for each conception

Read the fourth statement:

To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. **Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.**

In this case, you might use deeper questions that ask people to bring out examples of this type of citizenship in action. You can ask:

- What are occupations that seem to reflect this notion of citizenship?
- What are volunteer groups or associations that seem to rest on this notion of citizenship?

Part 11) If you had to choose

Suggested time: 15-25 minutes

Now that the group has had a chance to fully explore each of the conceptions of citizenship and the potential reasons for agreement and disagreement, engage the group in another activity.

Ask the group to make a choice:

If you had to choose one of these conceptions as most fitting for you and your hoped for life's path/work, which would it be?

Have people move to the areas A, B, C, D (changing from 1, 2, 3, 4) to acknowledge their individual choice.

Point out that:

- Clearly all of the conceptions have merits and drawbacks.
- There is no right answer, but there could be one that is most compelling for you.
- Please continue to observe the Ground Rules.

After people have moved, give the small groups a chance to explore the following questions:

1. After considering all of the conceptions of citizenship, why does this one most resonate with you?
2. Considering the drawbacks or pitfalls of this conception (as implied by the reasons for disagreement), what are some things you, as individuals committed to this conception of citizenship, could do to address them?

Allow people 7-10 minutes to share. Then conduct report backs.

Part 12) Review “Importance of Civic Education” article

Suggested time: 10-15 minutes

Bring the group together as a whole (in a circle or set of circles).

Pass out copies of the attached article, “The Importance of Civic Education.” Note that this article was the source for the various conceptions of citizenship explored through the dialogue activities.

Give people a few minutes to review the article. Then engage in a bit of processing and dialogue, transitioning into the next exercise.

Part 13) Bill of Rights Brainstorm

Suggested time: 10 minutes

Then lead the group in a brainstorm on the following topic:

In 1791, the Congress of the United States ratified the first ten amendments to the Constitution. What are the rights and freedoms guaranteed by the first ten amendments of the Bill of Rights?

These are:

- Freedom of religion (Amendment I)
- Freedom to assemble (Amendment I)
- Freedom of speech (and of the press) (Amendment I)
- Right to bear arms (Amendment II)
- Freedom from unreasonable searches and seizures (Amendment IV)
- Right to trial by jury by peers/innocent until proven guilty (Amendment V and VI)
- Confront accuser/have legal counsel provided (Amendment VI)
- Freedom from self-incrimination (Amendment V)
- Freedom from double-jeopardy (not tried twice for same crime)(Amendment V)
- No cruel or unusual punishment (Amendment VIII)
- Powers of the states (Amendment X)

Amendment III.

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment VII.

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment IX.

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Then ask this question:

How many Amendments has the Congress passed since 1791, in addition to the first ten?

Take a few comments.

Then present the answer and a few notable amendments:

- 17, or a total of 27 Amendments.
- The last was passed in 1992.
- The 13th Amendment, passed in 1865, abolished slavery.
- The 14th Amendment, passed in 1870, provided for all people born in the United States to be full citizens, with due protection under the law.
- The 15th Amendment, passed in 1870, gave all (male) citizens the right to vote, regardless of race.
- The 18th Amendment, passed in 1919, placed a prohibition on the manufacture, sale, and transportation of alcohol.
- The 19th Amendment, passed in 1920, gave women the right to vote.
- The 21st Amendment, passed in 1933, repealed the 18th Amendment.
- The 26th Amendment, passed in 1971, lowered the voting age to 18 for U.S. citizens.

Pass out copies of the entire Bill of Rights for people to peruse.

Part 14) Large Group Discussion

Suggested time: 10-15 minutes

After reflecting on the level of knowledge of the group about the Bill of Rights, engage the group in a dialogue around the questions below:

- Why in your opinions do people know or not know the basic contents of historical and political documents, such as the Constitution and Bill of Rights?
- What are some of the barriers (structural, systemic, etc.) to full participation, as identified through the activities? Think in particular about people from all walks of life and representing diverse economic, political, educational, and cultural backgrounds.
- What are some things that educational institutions, such as schools, colleges and universities, could do to contribute to civic education in such a way that would underscore and reinforce full participation by ordinary people?
- What are some ways in which all of you, in your chosen avenues of civic participation, can work to underscore and reinforce full participation by ordinary people?

Article: The Importance of Civic Education by Amber Wichowsky (with Peter Levine)

Source: NACE (National Association of Civic Education)

In 2000, the 32nd Annual Phi Delta Kappa/Gallup Poll found that Americans rank **"preparing people to become responsible citizens"** as the number-one purpose of the nation's schools. Over the thirty-two years of the poll, the public has not wavered in its conviction that schools and educators have a special responsibility to educate young people for citizenship. For similar reasons, over one-fourth of all state constitutions state that a system of public instruction is required because an informed and capable citizenry is vital to the preservation of a free and democratic government.¹ And in addition to schools, many other institutions - from religious congregations to scouting organizations to political parties - also profess commitments to civic education.

Despite this consensus, there is some disagreement about exactly what makes a "responsible citizen":

- Some stress the importance of knowing and respecting our nation's social and political history, founding documents such as the Declaration of Independence, the Federalist papers, and the Constitution, and the visions of freedom that our country was founded upon.
- Some prize a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just.
- Some see "responsible citizens" as people who provide direct, voluntary care for others in need.
- Some emphasize the need to create public goods through collaborative work and are especially interested in the civic and democratic potential of employment and professional practices.

Although there are interesting and even fruitful differences of emphasis among these models of citizenship, they are not mutually exclusive. Indeed, a citizen in the twenty-first century should be comfortable acting in *several different ways* - upholding laws or protesting, voting or forming new organizations - as the situation demands. Citizens need an overlapping set of knowledge and intellectual skills for all of these tasks.² They also need the participation skills that are necessary to monitor and influence civic life, such as the ability to work with others and express ideas.

Statistics and everyday experience show that people who know a great deal about government, politics, and public affairs also tend to vote and to join organizations, while those with low levels of knowledge do not participate.

- The correlation between education (i.e., years spent in school) and political engagement is "the best documented finding in American political behavior research."³

- In the 26 countries where 90,000 14-year-olds were recently surveyed by the IEA, civic knowledge was a major predictor of intentions to vote.
- Several surveys have shown that adults who know a great deal about politics and public affairs are likely to vote, no matter how interested they are in politics. But those with little knowledge generally believe that they are powerless-and abstain from politics.⁴
- Adults with high levels of political knowledge make consistent choices and stick to them over time. They assess leaders on the basis of policies and ideologies as well as character. But those with low levels of knowledge tend to make inconsistent decisions and judge public officials only on the basis of perceived personality. Commenting on some poorly informed voters who were polled by the *Washington Post* in 1996, political scientist Michael Delli Carpini said, "It was as if their vote was random."⁵
- Knowledge is also a necessary precondition for *deliberating* about public affairs. Even watching other people discuss politics can be difficult unless one understands some basic facts and vocabulary. Samuel Popkin and Michael Dimock have argued that people who lack information cannot tell the difference between a serious exchange of views and a squabble, so they tune politics out completely. As Richard Niemi and Jane Junn write, "One can live one's whole life without knowing that the president is the commander-in-chief of the armed forces or, for that matter, without knowing the name of the president. But how many political discussions and how many news reports would be incomprehensible without this information?"⁶
- Adults with high levels of political knowledge are likely to be socially tolerant, trustful, and engaged in community affairs.⁷
- Finally, citizens need certain kinds of information, experience, and skills before they can work with others to solve local problems or create things of public value. Thus, for example, students who participate in extracurricular activities during high school are most likely to join organizations later in life.⁸
- There is alarming evidence that students are not getting the knowledge and skills the need to participate in civic, community, and political life. This lack of knowledge is probably one reason that less than one-third of Americans aged 18-24 voted in 1996. When asked why they do not participate in the electoral process, the two major reasons given by young people are that "they do not think that their vote makes a difference (26%) and that they don't have enough information (25%)."⁹
- In 1999 the National Association of Secretaries of State (NASS) conducted a nationwide study of American youth. Fifty-five percent of respondents agreed with the statement, "schools do not do a very good job of giving young people the information they need to vote." The survey also found that young people lack meaningful understanding of the democratic process and of citizenship, with many students unable to give any real thought to one's role as citizen.

To make matters worse, civic knowledge is not evenly distributed. Those who most need the power that comes with political skills and information are least likely to receive an effective civic education. For instance, two out of three of the poorest Americans cannot describe the political parties' attitudes toward government spending, whereas most wealthy Americans know exactly how the Democrats differ from the Republicans.¹⁰ This information gap helps to explain the difference in voter participation between rich and poor, because it makes no sense to vote if you lack information about the issues.

In their preliminary report released in January 2001, the National Commission of the High School Senior Year states:

If we go along as we have been, about half our people, perhaps two-thirds, will flourish, well-educated, comfortable with ambiguity, and possessed of the self confidence that accompanies self-knowledge, they will be well-suited to participate in an increasingly global and multicultural world and to exercise the responsibilities of citizenship. The other one-third to one-half of our people are more likely to flounder. Poorly educated, worried about their place in a rapidly changing world, they may look on the complexities of an interdependent world as threatening and the demands of citizenship as a burden.

Such disengagement and lack of knowledge and skills is troubling for any democratic political system. Democratic values are not passed down through the genetic code; each generation of students is asked to recreate values and develop a vision for the future.

While many people are working to improve the quality of math, science and reading education, we believe that too little attention has been paid to civic education. A concerted effort is needed to place greater emphasis on civics requirements, in-school service learning, standards, curricula and teaching methods. Meanwhile, outside the classroom, private organizations, news media, political parties, and other institutions must rededicate themselves to creating the next generations of citizens.

Available on the web at

http://www.civicyouth.org/research/areas/concept_citizen_outside.htm

NOTES

1. Center for Civic Education, University of Texas at Austin, 1999.
2. U.S. Department of Education, 2000?; William A. Galston, "Political Knowledge, Political Engagement, and Civic Education," *Annual Review of Political Science* (2001), 4, p. 218.
3. See Norman H. Nie, Jane Junn, and Kenneth Stehlik-Barry, *Education and Democratic Citizenship in America* (Chicago, 1996), p. 31
4. See Richard Morin, "Who's in Control? Many Don't Know or Care," *Washington Post*, January 29, 1996, pp. A1, A6. See also Michael Delli Carpini and Scott Keeter, *What Americans Know About Politics and Why it Matters* (New Haven, 1996), pp. 230-267; and League of Women Voters Press Release, August 26, 1996, "Survey Indicates Nonvoters Lack

Information, Recognition of the Consequences of Elections" (poll conducted in March of 1996).

5. Delli Carpini and Keeter, pp. 232-38; Popkin and Dimock, pp. 125-7; Delli Carpini quoted by Morin.

6. Samuel L. Popkin and Michael Dimock, "Political Knowledge and Citizen Competence," in Stephen Elkin and Karol Soltan (eds.) *Citizen Competence and Democratic Institutions* (Penn State Press, 1999); Richard G. Niemi and Jane Junn, *Civic Education: What Makes Students Learn* (New Haven 1998), p. 11.

7. Delli Carpini and Keeter; Sidney Verba, Kay Lehman Schlozman, and Henry E. Brady, *Voice and Equality: Civic Voluntarism in American Politics* (Harvard, 1995).

8. The evidence from several studies is summarized in Judith Torney-Purta, Carole L. Hahn, and Jo-Ann Amadeo, "Principles of Subject-Specific Instruction in Education for Citizenship," *Subject-Specific Instructional Methods and Activities*, vol. 8, pp. 400-3.

9. National Association of Secretaries of State. "New Millennium Project-Part I American Youth Attitudes on Politics, Citizenship, Government and Voting." *Survey on Youth Attitudes*. The Tarrance Group. (Lexington, KY 1999).

10. Delli Carpini and Keeter, pp. 214-5

<u>Conceptions of Citizenship:</u>	<u>Conceptions of Citizenship:</u>
<p>A. To me, “good citizens” know and respect the nation's social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.</p> <p style="text-align: center;">1 2 3 4</p>	<p>E. To me, “good citizens” know and respect the nation's social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.</p> <p style="text-align: center;">1 2 3 4</p>
<p>B. To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.</p> <p style="text-align: center;">1 2 3 4</p>	<p>F. To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.</p> <p style="text-align: center;">1 2 3 4</p>
<p>C. To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.</p> <p style="text-align: center;">1 2 3 4</p>	<p>G. To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.</p> <p style="text-align: center;">1 2 3 4</p>
<p>D. To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.</p> <p style="text-align: center;">1 2 3 4</p>	<p>H. To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.</p> <p style="text-align: center;">1 2 3 4</p>
<p><u>Create a response for each one, based on the following:</u> 1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly Disagree</p>	<p><u>Create a response for each one, based on the following:</u> 1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly Disagree</p>

The Bill of Rights of the United States of America

[These are the first 10 amendments to the Constitution. They were ratified in 1791.]

Amendment I.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II.

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III.

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV.

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI.

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII.

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII.

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX.

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Other Amendments

Amendment XI. [1798]

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XII. [1804]

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;--The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;--The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.

The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment XIII. [1865]

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV. [1868]

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment XV. [1870]

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XVI. [1913]

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment XVII. [1913]

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII. [1919]

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XIX. [1920]

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Amendment XX. [1933]

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment XXI. [1933]

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XXII. [1951]

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Amendment XXIII. [1961]

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXIV. [1964]

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV. [1967]

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the

President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI. [1971]

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXVII. [1992]

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.