

Lesson 5: The I in Citizenship

by Katie Jardine

Desired Results/ Overview:

<p>Unit Title: Cluster 1- Diversity and Pluralism</p> <p>Pedagogical Theme: The Social Domain of Who am I? <i>What is my story? I am Canadian, but where does my individual narrative fit within Canada?</i></p> <p>Lesson Title: The I in Citizenship</p>	<p>Lesson Objective: As a result of this lesson, students will be introduced to the idea of citizenship being a fluid concept that is open to interpretation and debate. Students will explore how their choices as a citizen can impact their development of narratives.</p>
<p>GLO's: Identity, Community, and Culture Power and Authority, Land: People and Places</p> <p>SLO's: SLO's: VC-003, VI- 005, VH-009, VI-004</p>	<p>Rationale: Since citizenship is a concept that is open to interpretation, this would imply the importance of exploring citizenship in a rather free way. The thought is to allow for students to begin to question what citizenship means to them and the variety of ways citizenship can be acted on. The idea is that individual choices relating to citizenship can alter or impact narratives.</p>
<p>Inquiry Question(s): What does being a good citizen mean to you? To what extent do our actions effect our individual narratives?</p>	<p>Potential Discussion Questions: What do you think are the qualities of a good citizen? What do you think are the qualities of a bad citizen? What does being a good citizen mean to you? To what extent do our actions effect the creation of our narratives?</p>
<p>Accommodations: Depending on the direction the discussions go, the activities for the class may take longer or shorter than planned. If more time is required on certain activities the lesson can be continued in the next class or time frames for activities can be adjusted.</p>	<p>Assessment: (Focus Areas: Communication, Active Democratic Citizenship, Managing Information) -jumping around to different tables listening and responding to students discussions/deliberations -journal responses - using a checklist to track who is participating and communicating -what is the process of the discussions?</p>

--	--

Introduction/ Learning Plan:

Time:	Activity Plan:	Materials:
(60-70 mins)	<p><u>Can one Person Change the World- Is there really an I in Citizenship?</u></p> <p>Purpose: The purpose of this activity is to begin to engage students in thinking about what it means to be a citizen. For students to begin to consider: Can and individual citizen of Canada make an impact in the world? This will be the starting point for students to begin to explore how their choices relating to citizenship can have an impact on their own story and others.</p> <p>Show the Kid President Video: https://www.youtube.com/watch?v=4z7gDsSKUmU</p> <p><i>Task & Discussion in table groups:</i></p> <p>-Working in table groups students will be asked to come up with 5 characteristics or qualities that encompassing what they believe it means to be a good citizen. Students will also be asked to come up with 5 characteristics or qualities that they believe represent a bad citizen.</p> <p>-Once the table groups have come up with their answers these characteristics and qualities will be compared and discussed in class.</p>	-projector, computer, internet
(20-25 mins)		-
(30-40 mins)	<p><u>The Actions of Citizenship in a Box (Activity)</u></p> <p>Purpose: To engage students in thinking about what actions show case the quality of a good or bad citizen. The idea here is that citizenship is up for interpretation and therefore our opinions on what actions count as being a good or bad citizen are also open to interpretation.</p> <p><i>How it will work:</i></p> <p>Each table group will receive a box full of actions an individual citizen has done. There will be typed out in a short paragraph or shown as a picture. Students will have to analyze the information on the actions that is in front of them and decide if it meets their criteria of being a good or bad citizenship. Students will have to collectively decide which piles the various actions go into and be</p>	-box with collection of actions (1 per group)

(10-15 mins)	<p>able to justify why they placed the action in which pile. (If disagreements arise that within table groups it could be interesting to watch how they practice there own citizenship)</p> <p>Once the tables have completed there sorting activity, a group discussion will occur comparing and exploring why certain groups placed certain actions in particular piles. Since each table will have the same actions to sort, it may be interesting and beneficial to hear each tables view point on each action.</p> <p><u>Journal Entry/ Exit Slip:</u></p> <p>Purpose: Students will explore what citizenship means to them.</p> <p>Students will write a short journal response exploring: What does being a good citizen mean to you? To what extent do our actions effect our individual narratives?</p>	-exit slip
--------------	--	------------