

Teacher's Guide for Cobblestone: *Citizenship American-Style*

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Meet the Citizens (pages 2-5)

Individually on paper, or as a class on the board, make two lists: one of rights and one of responsibilities (as identified in the article). Then individually on paper, have students privately rank the items in each list in order of importance to them. After their individual ranking is done, group students and have them discuss the merits of their choices and then try to come up with a group ranking. Each group will present their rankings to the class.

Discussion could center on different interpretations, how different experiences impact on the rankings, etc. Do students think their rankings might change as they get older? What might stay the same?

Prejudice at the Polls: Gaining the Right to Vote (pages 6-9)

Make a timeline of the evolution of voting rights, starting from the 1775-1783 period up to 1971. Indicate, by year, all the points when voting rights were extended in some way; include the group that became enfranchised and the name of the legislation involved.

Loyal Opposition (pages 10-12)

1. With what underlying idea does the author link the Civil Rights Movement of the 1960s to the actions of the American colonists between 1765 and 1775?
2. What form of civil disobedience did each of the following Americans use?
What were they protesting?
Dr. Martin Luther King, Jr.
Henry David Thoreau
Greensboro, North Carolina college students
American colonists
3. In your own words, summarize Dr. King's ideas in a "Letter from Birmingham Jail" in two or three sentences.

The Price of Citizenship (13-15)

1. What is the main goal of taxation?
2. Give an example of a program that shifts tax resources within U.S. society.
3. Give an example of a tax that attempts to influence people's choices.
4. Why have tax rates varied throughout history?

The Juror's Job (pages 20-23)

1. What is the Magna Carta and what does it have to do with jury trials?
2. Who can be on a jury? What are the requirements?
3. As described in the article, what were the judge's duties?

From Alien to Citizen: The Quest to Become an American (pages 26-29)

Essay/Discussion Question

Given the ways to obtain legal permanent residency and citizenship, what does the U.S. government seem to view as its most important goals in the green card/citizenship processes? Do you agree? Why or why not?

Kool Kids (pages 31-33)

Just Do It! (pages 36-37)

Looking for a Civic Career? Start as a Volunteer (pages 38-41)

Extension Activity

After reading about all the individuals and organizations involved in service to others, think about any volunteer activity that might interest you. Using the Web and any other resources, "dig deeper" and find out about volunteer opportunities for children. Maybe some of the national groups mentioned in the articles above have local branches in your area that you could contact with questions. Report back to the rest of the class on what you learned from your research.