

# Cobblestone™

## CELEBRATING CITIZENSHIP

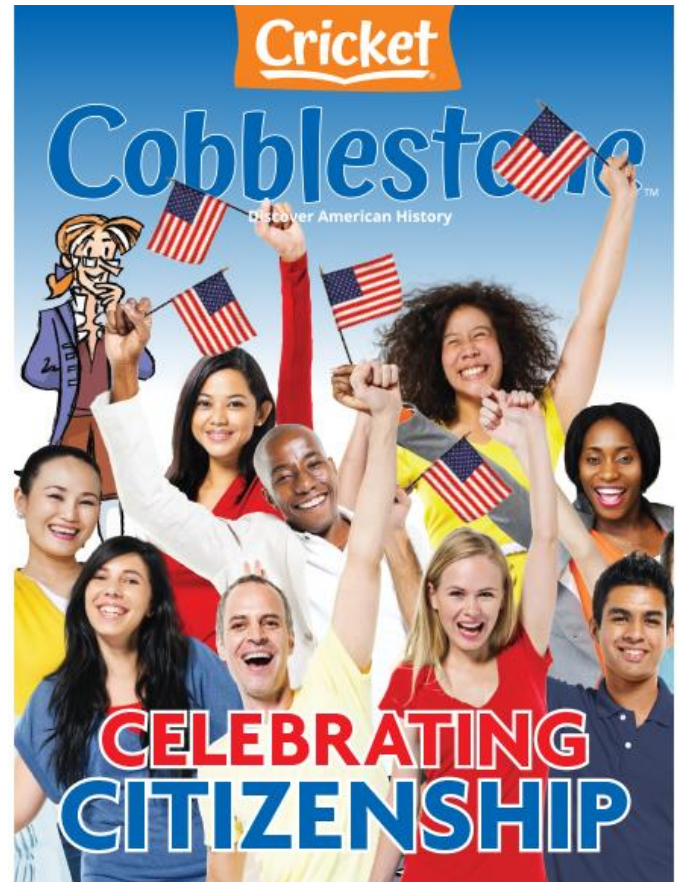
Use the articles, lessons, and activities in this Teacher Guide to help students understand the responsibilities and benefits of being a United States (U.S.) citizen.

## CONVERSATION QUESTION

Why is the U.S. citizenship both a benefit and a responsibility?

## TEACHING OBJECTIVES

- Students will learn about U.S. citizenship.
- Students will understand that citizens have the right to disagree with their government.
- Students will learn about the reasons for paying taxes.
- Students will understand why a democracy relies on responsible participation by its citizens.
- Students will analyze how dissent is a means of changing society.
- Students will explain the importance of taxes to pay for government goods and services.
- Students will participate in a debate.
- Students will use language arts skills to express the need for change.
- Students will create a poster.
- Students will conduct research.
- Students will solve theme-based mathematical word problems.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

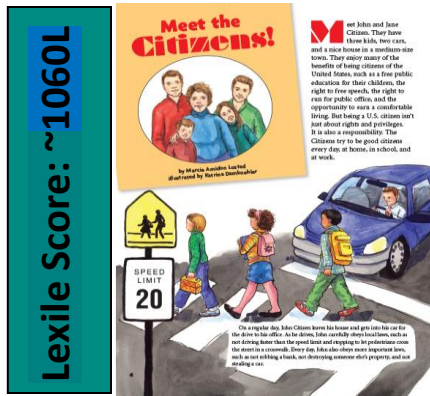
- **Meet the Citizens!**  
Expository Nonfiction, ~1060L
- **It's Okay to Disagree**  
Expository Nonfiction, ~1090L
- **Taxes: The Price of Citizenship**  
Expository Nonfiction, ~1140L

# Cobblestone® Teacher Guide: May/June 2023

## Meet the Citizens!

### pp. 4–7, Expository Nonfiction

Use this article about citizenship to learn about the rights and responsibilities of being a U.S. citizen.



## RESOURCES

- Classifying Information

## OBJECTIVES

- Students will learn about U.S. citizenship.
- Students will understand why a democracy relies on responsible participation by its citizens.
- Students will create a poster.

## KEY VOCABULARY

- privilege (p. 4)** a special right or advantage that only one person or group has
- pedestrians (p. 4)** people who are walking, especially in an area where vehicles go
- patriotism (p. 7)** the feeling of loving your country more than any others and being proud of it

## ENGAGE

**Conversation Question:** Why is U.S. citizenship both a benefit and a responsibility?

Ask students what they think it means to be a citizen of a town, city, state, or country. Discuss that being a member of a family is similar to being a citizen, with both advantages and responsibilities. Define **citizen**: *a person who was born in a particular country and has certain rights or has been given certain rights because of having lived there.* Then ask what it means to be a citizen of the United States in particular. What positive benefits do they have because they are citizens? And what tasks or responsibilities do they also have because they are citizens?

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

- Why is it important for citizens to follow the laws of the United States?
- How is being a citizen both a responsibility and a privilege?
- What is tax money used for?
- Why are citizens required to serve on juries for court trials?
- What is the importance of voting?

## CONCEPT/SKILL FOCUS: Classifying Information

**INSTRUCT:** Explain to students that this article describes both the benefits and privileges of being a United States citizen. The article lists examples of both categories: the advantages and the duties. Working in pairs, have students identify the benefits and privileges of being a U.S. citizen, then fill in the *Classifying Information* graphic organizer listing the specific examples from the article.

**ASSESS:** Have students compare their organizer with the rest of the class and discuss any differences, especially how each student classified the information.

## EXTEND

**Social Studies:** Invite students to use print and digital sources to research immigration to the U.S. from other countries. What are some reasons why immigrants want to come to this country? Have students create a poster showing some of the benefits of coming to the U.S.

### Classifying Information

Learning how to classify information can help to organize it and understand it more easily. Organizing the rights and responsibilities of being a U.S. citizen can make it easier to see at a glance what it means to be a citizen. Using information from the article, consider if certain actions are a right that citizens have, or a responsibility that they must perform. Record information on the chart.

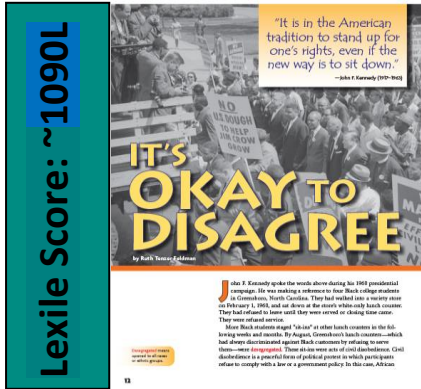
A Right That Citizens Have	A Responsibility That Citizens Have
	Following federal, state, and local laws

**Bonus:** Can you think of one thing that is both a right AND a responsibility?

## It's Okay to Disagree

pp. 12–14, Expository Nonfiction

Use this article about civil disobedience to help students understand how citizens can disagree with their government or society in nonviolent ways.



### OBJECTIVES

- Students will understand that citizens have the right to disagree with their government.
- Students will analyze how dissent is a means of changing society.
- Students will use language arts skills to express the need for change.

### KEY VOCABULARY

- **sit-in (p. 12)** any organized protest in which a group of people peacefully occupy and refuse to leave a place
- **negotiations (p. 13)** the process of discussing something with someone in order to reach an agreement with them
- **penalty (p. 13)** a punishment imposed for breaking a law, rule, or contract

### ENGAGE

**Conversation Question:** Why is U.S. citizenship both a benefit and a responsibility?

Ask students what they know about the history of the practice of slavery in the United States. Then, ask them what they know about the Underground Railroad. What was it? How did it work? Have them create a K-W-L (know, want to know, learned) chart. After completing the reading and the READ & DISCUSS questions, have students return to the chart and complete the final (“learned”) column.

### INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The students organized a \_\_\_\_\_ to protest the book banning at their school library.
2. The teachers’ \_\_\_\_\_ with the school board resulted in a pay raise.
3. The soldier had to pay a \_\_\_\_\_ for disobeying orders.

### READ & DISCUSS

Have students answer these questions after reading the article.

1. What were some of the examples given of civil disobedience?
2. What is the meaning of John F. Kennedy’s quote about sitting down to stand up?
3. How did civil disobedience play an important role in the civil rights movement?
4. In what ways did the American colonists protest against Great Britain before the Revolutionary War?

### SKILL FOCUS: Analyze Cultural Characteristics

**INSTRUCT:** Explain that peaceful demonstrations and civil disobedience are forms of protest that still occur in the United States all the time. Discuss with students some of the protests that have happened in recent years, such as climate change, student debt, or women’s marches. Have students work in pairs to research a recent peaceful protest or act of civil disobedience. Then have them create a poster that they would use if they were involved in that protest.

**ASSESS:** Have students share their posters with the class, also providing some background on the protest itself.

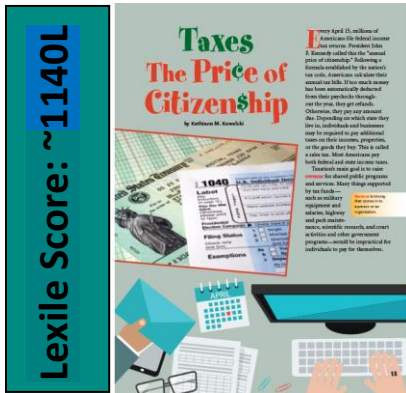
### EXTEND

**ELA:** On page 15 of the article, there is a list of law-abiding ways to protest unfair or unjust policies. Instruct students to select a passionate issue and create a poem, song, or letter to officials that expresses the need for change.

## Taxes: The Price of Citizenship

pp. 16–17, Expository Nonfiction

Use this article about taxes to help students understand why taxes are necessary for the functioning of local, state, and federal governments.



### OBJECTIVES

- Students will learn about the reasons for paying taxes.
- Students will participate in a debate to explain the importance of taxes to pay for government goods and services.
- Students will solve theme-based word problems.

### KEY VOCABULARY

- **salary (p. 15)** the total amount of money that an employee is paid every year to do their job
- **tax code (p. 15)** a series of laws and regulations that outline the rights and responsibilities of the general public as they relate to taxes
- **ratify (p. 16)** to officially approve a treaty or contract by signing or voting for it

### ENGAGE

**Conversation Question:** Why is U.S. citizenship both a benefit and a responsibility?

Ask students if they have ever gone into a store or restaurant and bought something, only to find that the item cost more than they thought because there was sales tax on it. How did they feel about paying that tax? Do they think it is fair? What do they think that tax money might be used for? Then discuss that taxes are used to pay for goods and services that the government provides for its citizens.

### INTRODUCE VOCABULARY

Display the vocabulary words and definitions. Then have students create a word search puzzle of at least 15 letters by 15 letters. They can also include words from the definition in their puzzle. Have students trade and solve each other's puzzles.

### READ & DISCUSS

Have students answer these questions after reading the article.

1. What are some of the things that taxes are used to pay for?
2. How do income taxes make things more equal between the wealthy and poorer people?
3. What determines whether a person will get a tax refund or need to pay the government?
4. How can taxation affect people's choices?
5. What might happen if people no longer paid taxes?

### SKILL FOCUS: Making Comparisons

**INSTRUCT:** Explain that throughout U.S. history, people have sometimes refused to pay their taxes as a form of protest against an issue or action of the government. Often their refusal has to do with government military or war spending. During the Vietnam War (1955–1975), many people who were opposed to the war refused to pay taxes. Divide the class into two groups. Assign one group the role of defending the refusal to pay taxes, and the other group argue that taxes must be paid no matter what. Have students research the issue of tax payment or lack of payment during the Vietnam War. Then have students participate in a debate of the issue.

**ASSESS:** Assess the ability of each group to argue its position convincingly with supporting data.

### EXTEND

**Math:** The average sales tax in the United States is about 6.5%. Have students calculate the total cost of the following items:

Flag \$20.00      **Answer:**  $.065 \times 20 = 1.30$  tax       $20.00 + 1.30 = \mathbf{\$21.30}$

Bicycle \$145.00      **Answer:**  $.065 \times 135 = 9.43$  tax       $145 + 9.43 = \mathbf{\$154.43}$