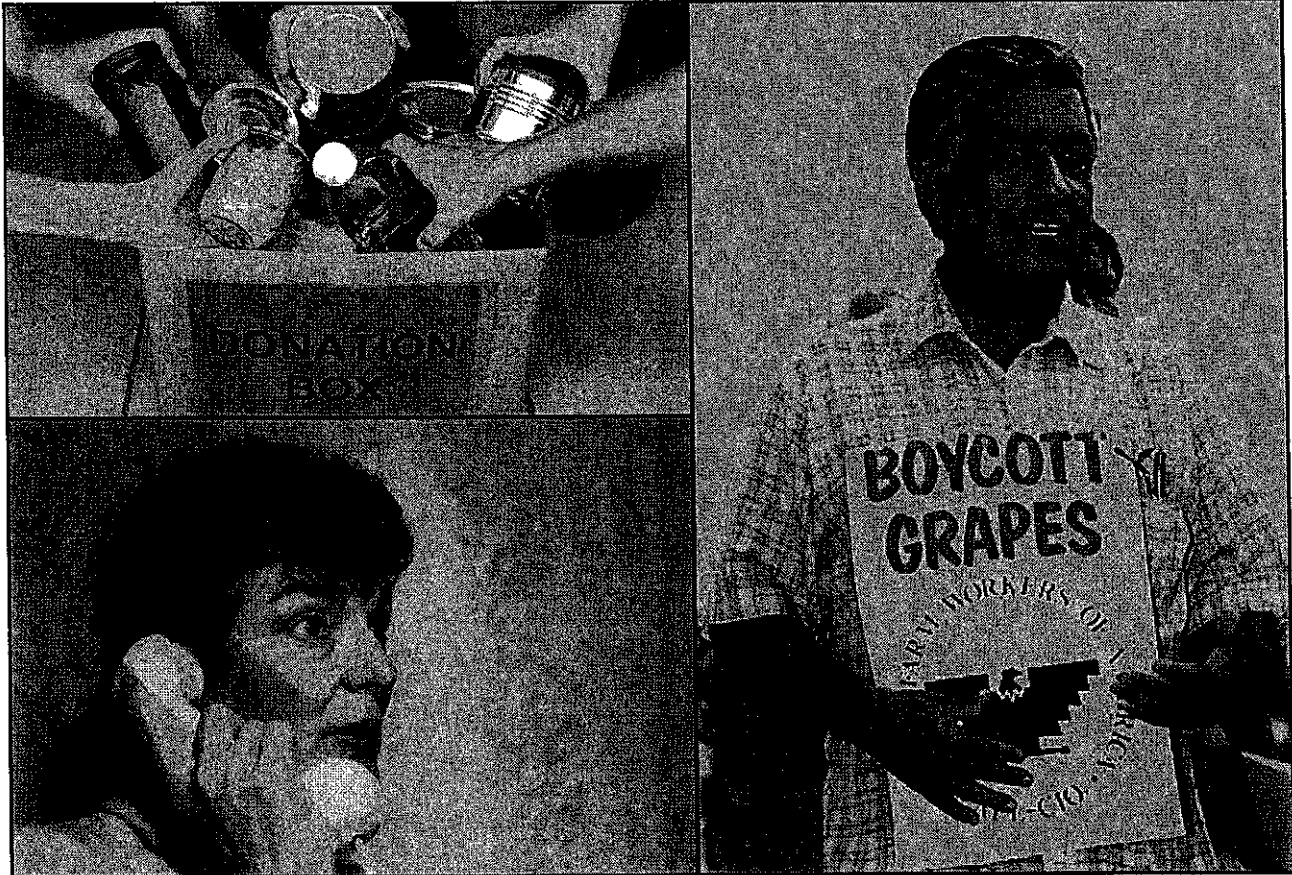


# What Types of Citizen Does a Democracy Need?

EV



**Overview:** The Fourteenth Amendment to the Constitution of the United States of America says that “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.” The Constitution talks about many of the rights of citizenship, but it does not say what the job of a citizen is. The purpose of this Mini-Q is to identify the types of citizen needed in a democratic society.

## The Documents:

Document A: Type 1: Conewago Valley Intermediate School

Document B: Type 2: Sue Brady

Document C: Type 3: Cesar Chavez

A Mini Document Based Question (Mini-Q)

## Hook Exercise: What Do Good Citizens *Do*, Anyway?

There are many different ways to be a good citizen. There are people who are personally responsible and take care of themselves in a community. There are people who actively participate in and serve as leaders in community affairs. And there are citizens who look at the community and try to get to the root of an injustice.

Below are ten different activities. With a partner, decide whether each one is personally responsible, shows active participation, or addresses the root of the problem.

ACTIVITY	Personally Responsible	Actively Participates	Addresses the Root of the Problem
Attending a protest rally to challenge a government action or decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving at the lower speed limit near school when students are present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing the community to get speed bumps placed in front of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in a litter pickup day in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picking up litter on the way to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering in the community soup kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting in Elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working to change a bad law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters asking local government for more trash cans and trash pickup services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Try to agree with your partner. In each case, discuss the reasons for your choice. Be ready to explain your decisions to the class.

## What Types of Citizen Does a Democracy Need?

Everyone wants to live in a good community where they feel safe and welcome. Good communities include places to work, to play, and to celebrate important things. Most importantly, good communities are made up of good citizens.

“Citizen” has a legal meaning and a more universal meaning. The Fourteenth Amendment to the Constitution of the United States of America says that “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.” This language means that US citizens have specific **rights** and **privileges** under the Constitution. In a more **universal** sense, however, every person is a citizen of his or her community.

The Constitution does not define the responsibilities of being a citizen, so people have tried to define what a good citizen does. But is there more than one way to be a citizen?

### Three Kinds of Good Citizens

One useful way to think about citizenship is to imagine who a good citizen is – how they see the “job” of citizen and what they do. Here are three possible ways to think about being a good citizen.

#### *Personally responsible*

**citizens.** Personally responsible citizens act in a responsible way. They are responsible for themselves – they pay their taxes, keep their property clean, and obey the laws of the community. They contribute resources, such as canned food, to support community efforts, or they donate money. They may even volunteer their time to community causes, like collecting canned goods for a food drive. Personally responsible citizens try to be honest, fair, respectful, and self-reliant. They try not to be a burden to the community.

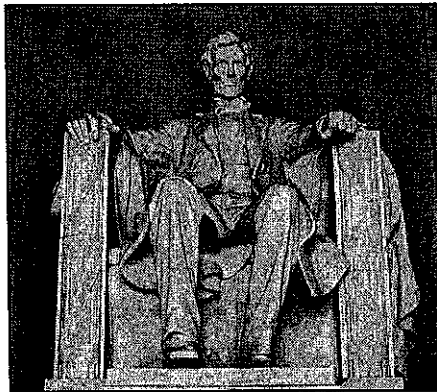
**Participatory citizens.** Participatory citizens take a more active role in the affairs of their community. They volunteer to serve on community committees and organize community events. They organize the coat drive for the homeless, coordinate the community blood drive, host the neighborhood block club, or serve on the city council. Participatory citizens look after their fellow citizens. They create opportunities for people to work together.

**Justice oriented citizens.** Justice oriented citizens are concerned with what is happening in

their community and the larger society. They look critically at the social, economic, and political reasons for a problem. In other words, they push for specific changes to address a problem at its source. While a personally responsible citizen might donate a coat, and a participatory citizen might organize a coat drive for the homeless, the justice oriented citizen asks why people are homeless in the first place and tries to fix the problem at its source. This kind of citizen is concerned about social justice. They identify ways that the community can become better than it is.

Of course, a good society needs all kinds of good citizens. Who would want to live in a society without personally responsible citizens, where no one believes they should look after themselves. A

society without participatory citizens would have no one to organize and lead important community activities. And a society without justice oriented citizens might not act to produce change and improvement. In fact, each person is a better citizen if they know how to act as all three kinds of citizen, depending on the situation. But most people lean toward one model of citizenship.



### Citizenship for a New Society

Here is your task for this Mini-Q. The United States is planning to create a colony on the moon. This lunar colony requires a group of people with the skills to handle many different scientific, technical, and social skills. NASA (the US space agency) feels pretty confident about the technology and science skills, and they have selected a very impressive pool of candidates. However, the government has asked you to serve on a special panel to decide the right mix of citizens.

A total of one thousand settlers will be chosen for this first colonization. You must decide on the right mix of citizens – personally responsible, participatory, and justice oriented. How many of each will you choose? The government needs your recommendation. After deciding on your numbers (and they must add up to 1,000), explain why you picked the number of each kind of citizen. Use the three citizen types featured in the documents to help make your arguments.

## Background Essay Questions

1. What are the three different types of citizen?
2. What part of the US Constitution defines American citizenship? What does US citizenship provide to a person?
3. What does it mean to be a citizen of a community? What is an example of good citizenship from each type of citizen?
4. Define these terms:

naturalized

jurisdiction

right

privilege

universal

## Document A

**Source:** "A Successful Food Drive at CVIS" (Conewago Valley Intermediate School), *The York [Pennsylvania] Dispatch*, January 20, 2011.

The Conewago Valley Intermediate School collected 7,246 food items during a food drive Nov. 30 – Dec. 17 for the Adams County Rescue Mission Food Pantry. Mrs. Molly Rinehart's sixth-grade class collected the highest number of items – 854.

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**Source:** United States Department of Education, *Helping Your Child Become a Responsible Citizen*, 2005.

As parents, we all want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to pursue their own well-being, while also being considerate of the needs and feelings of others. We want them to recognize and honor the democratic principles upon which our country was founded.

### Document Analysis

1. What did the students in the photo do? What kind of citizenship does their example represent?
2. According to the article, what do parents want their children to become?
3. Does this type of citizen have any shortcomings that might weaken an early lunar colony?
4. Does this type of citizen have special qualities that would strengthen an early lunar colony?

## Document B

**Source:** Biography of Sue Brady, Evanston, Illinois, 2012.

**Note:** Brady served 22 years as executive director of a housing non-profit organization. For this she was paid. All other activities listed below were volunteer. She tried to get home by 6 PM to make dinner and care for her five kids.

### *In my 20s*

- Board member, four years, local League of Women Voters
- Co-founder, Christian Family Movement, a social action group in the church

### *In my 30s*

- Board member, ten years, three local PTAs
- Volunteer chairman, three US congressional campaigns
- Board member, six years, local United Way
- Board member, six years, city Housing Commission



### *In my 40s*

- Board member, three years, Youth Organization Umbrella, an Evanston youth development agency
- Elected alderman, eight years, Evanston, Illinois city council

### *In my 50s*

- Committee member, six years, Leadership Development, a civic group overseeing a curriculum to promote increased citizen involvement in local community
- Committee member, six years, Public Service Challenge, a panel educating and motivating those who are interested in running for public office

### *In my 60s and 70s*

- Chairman, local League of Women Voters study/action group observing and responding to actions of local government
- President, condominium association (ongoing)

## Document Analysis

1. What are two examples of participatory citizenship from Brady's life in her 20s and 30s? What are two examples from her 50s, 60s, and 70s?
2. What is an example of volunteer leadership from her life? What is an example of elected public leadership?
3. Is there a danger in having too many participatory citizens in the lunar colony? Explain.
4. Does this type of citizen have special qualities that would strengthen the colony? Explain.

## Document C

**Source:** Time-Life Pictures / Getty Images, March 11, 1968.

**Note:** Cesar Chavez was born in 1927 and came to California with his family during the Great Depression. He became a migrant farm worker and dropped out of school at the end of eighth grade. As an adult in the 1960s, Chavez worked to organize migrants and other farm workers in California. He successfully led a fight by the United Farm Workers to form a union and bargain for their wages as a group. In February 1968, during a long strike against grape growers, Chavez went on a 25-day hunger strike. Senator Robert F. Kennedy, soon to announce his run for President, came to support Chavez on March 11, the day Cesar ended his fast.



“I am convinced that the truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a man is to suffer for others. God help us to be men.”

Cesar Chavez, 1970

### Document Analysis

1. Why do you think Cesar Chavez chose a hunger strike as a form of protest? What kind of citizenship does Chavez represent?
2. What does Chavez identify as important characteristics of citizenship in his quote?
3. Is there a danger in having too many justice oriented citizens in the lunar colony?
4. Does this type of citizen have special qualities that would strengthen the lunar colony?

# From Thesis to Essay Writing

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## Mini-Q Essay Outline Guide

### Working Title

#### Paragraph #1

Grabber

Background - *What is the scenario?*

Restating the question with key terms defined

Thesis and road map - *take a position!*

#### Paragraph #2

Baby Thesis for bucket one - *main idea*

Evidence: Supporting detail from document with document citation ☆

Argument: Connecting evidence to the thesis

#### Paragraph #3

Baby Thesis for bucket two - *main idea*

Evidence - *document*

Argument

#### Paragraph #4

Baby Thesis for bucket three - *main idea*

Evidence - *document*

Argument

#### Paragraph #5

Conclusion: "Although" statement followed by convincing restatement of main idea - *address counterclaim*