

WHAT IS CITIZENSHIP?

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What is Citizenship?

Lesson 1 of Civic Engagement Program

Skill Level

Intermediate (6th-8th grades)

Educational Standards Supported

Politics C1.12

Citizenship Participation GC.31

Learner Outcomes

The learner will be able to:

- Demonstrate some definitions that have to do with citizenship
- Demonstrate the two ways to become an American citizen
- Identify the privileges US citizens are given

Tag(s)

4-H Citizenship

Time Needed

30-45 minutes

Materials Needed

Lesson 1 PPT

YouTube video

LCD Projector/Screen

Computer

Student Worksheet

Matching Pieces – 10 sets
(copied/laminated)

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Introduction to Content

This lesson will focus on introducing the term, “citizenship,” along with offering definitions and explaining what it means to be a citizen of a community, county, state and nation. Youth will learn what privileges come with being a citizen of the United States.

Introduction to Methodology

The activities in this lesson include a matching game and a fill-in-the-blank worksheet.

Terms/Concepts

Citizenship - Citizenship is the status of a person recognized under the custom or law as being a member of a nation or country

Citizenship by birth – A person who is born on US soil or to an American citizen

Citizenship by naturalization – A person who voluntarily becomes a citizen of the United States by declaring their intent, being a person of good conduct and moral character, and who passes the US Citizenship Exam

Responsibilities – Expectations of being a US citizen

Privileges – Benefits of being a US citizen



Setting the Stage/Opening Question

Open the PowerPoint presentation to slide 1 and hand out the worksheet.

Show 35 seconds of “Who Can Be a Citizen” video on YouTube:

[youtube.com/watch?app=desktop&v=d0QDMKuQ3ic](https://www.youtube.com/watch?app=desktop&v=d0QDMKuQ3ic).

Ask students, “So what is citizenship? What does the term mean?” Let students guess. Advance to slide 2.

Say, “The definition of citizenship is the status of a person recognized under the custom or law as being a member of a nation or country.”

Advance to slide 3 and say, “A citizen is defined as a legally recognized subject of a state or country either by native or naturalization.”

Ask if anyone knows what the two terms mean. A native citizen, or citizen by birth, and a naturalized citizen. Refer to the terms on page 1 of this lesson plan.

Advance to slide 4. Advance to slide 5 and go through the list of “Responsibilities of a US Citizen.”

Advance to slide 6 and review the “Benefits of Being a Citizen.”

Experience

Advance to slide 7 and remind youth that voting is a responsibility and a privilege to US Citizens.

Say, “Voting is the way that citizens can have a say in the election process. Giving opinions and voting for candidates, as well as new bills and laws, puts the decision-making process in the American peoples’ hands.”

Advance to slide 8 and go over who can and cannot vote.

Advance to slide 9 and talk about who can be president and what his job responsibilities are. Ask students, “Why do I refer to him as the president?” **Because there has yet to be a female president.**

Advance to slide 10 and explain that the US is a two-party system yet we also have third party groups. The reason we call it a two-party system is because the majority of voters choose the Republican or Democratic parties. Other parties include the Constitution Party, Libertarian Party, and Independent Party.

Advance to slide 11 and discuss the three ways to vote. Review the answers on the worksheet.

Then ask, “What is the document that lays out laws and basic rights for Americans called?” Let students guess. **Answer – US Constitution**

Strategies to Increase Student Engagement

Encourage students to think about what it truly means to be a citizen of the United States.

Give students scenarios about traveling across the world and ask how the US protects its citizens.

Continue with, “In addition to the rights and laws outlined in the Constitution, there are additional ones that were added later. Those are called amendments. The first ten amendments are called the what?” Let students guess. **Answer- The Bill of Rights**

Using pages 9-11 of this lesson plan, talk about each amendment that makes up the Bill of Rights. Then hand out pieces of the matching game and pair students up. Have them put all the pieces out and let each person take a turn trying to match two cards.

Share

Ask students to turn to a neighbor and share one thing they learned during this lesson.

Process

Ask someone to explain to the class how someone becomes a US citizen – by blood or by naturalization.

Generalize

Ask students what this new knowledge means and how they will put it into practice. **Answer: Students should be able to understand more about the responsibilities and privileges of being a US citizen.**

Apply

Ask students to demonstrate how the privileges of being a US citizen affect them. **Answer: The freedoms they receive as a US citizen, equality, the opportunity to travel with a US passport, the ability to obtain citizenship for children who are born abroad, eligibility for federal jobs, the ability to run for an elected position, and the ability to express their opinions through voting.**

Dig a Little Deeper

Ask students to research the term, “Dual Citizenship,” and research famous people who have been dual citizens in the US and in other countries.

TIPPS *Life Skills*

Head – Thinking

Heart – Relating, Caring

Hands – Working

Health - Being

Educational Standards Met

Politics

Standard - CI.12

Describe the protections offered by the Bill of Rights and their changing interpretations within American society.

Citizenship Participation

Standard - GC.31

Describe what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including:

- Being informed on civic issues
- Serving in the military or alternative service
- Obeying the law
- Paying taxes
- Volunteering and performing public service
- Respecting the rights of others
- Serving as a juror
- Voting

Standard - GC.35

Explain the requirements to be considered a natural-born U.S. citizen and describe the process of naturalization, including the knowledge required by the Naturalization Test.

Foundations of Constitutional Government

GC.08 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)

References

“Who Can Be A Citizen?” YouTube.com [youtube.com/watch?app=desktop&v=d0QDMKuQ3ic](https://www.youtube.com/watch?app=desktop&v=d0QDMKuQ3ic). Accessed 4.11.24.


“The Legislative Branch,” [archives.gov/legislative/resources/education](https://www.archives.gov/legislative/resources/education). Accessed 4.9.24.

“Bill of Rights Facts for Kids.” [historyforkids.org/bill-of-rights/](https://www.historyforkids.org/bill-of-rights/). Accessed 4.17.24.

“The United States Bill of Rights: First 10 Amendments to the Constitution.” [aclu.org/documents/united-states-bill-rights-first-10-amendments-constitution](https://www.aclu.org/documents/united-states-bill-rights-first-10-amendments-constitution). Accessed 4.17.24.

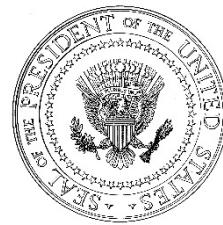
Name: _____ **Date:** _____

Citizenship Lesson

- Citizenship is the status of a person recognized under the custom or _____ as being a member of a _____ or country.
 - A _____ is a legally recognized subject of a state or country either by native or naturalization.
 - Two ways to become a citizen:
 - By _____
 - By _____
 - Responsibilities of being a citizen include:
 - _____ the laws
 - Pay _____
 - Support and defend the _____
 - _____ on a jury
 - Participate in government
 - Respect the _____ of others
 - Be informed about the _____
 - Know your rights in order to preserve them
 - Benefits of being a citizen include:
 - _____
 - _____
 - Travel with a U.S. _____
 - Obtain citizenship for children born _____
 - Eligible for federal jobs
 - Run for an _____ office
 - Ability to express your opinion through _____
- 
- A black and white line drawing of the Statue of Liberty. She stands on a pedestal, wearing a crown with seven spikes. In her right hand, she holds a torch aloft, and in her left arm, she cradles a tablet. The statue is depicted from the waist up, facing slightly to the right.



6. Why should we vote?
 - Votes send a _____
 - Your vote makes you _____ to everyone else
 - Whoever wins an election has the power to _____ life.
 - What happens now will have an effect on your _____.
7. Who can vote? Anyone _____ years or older and citizens who _____ to vote with their state and meet the requirements of their state.
8. Who cannot vote? Anyone who has been _____ of felony or _____ who have not become US citizens.
9. Who can be president?
 - Anyone _____ years or older
 - _____ years as a resident in the US
 - Natural-born US _____
10. What does the president do?
 - Commander-_____-Chief
 - Head of the _____ Branch
 - _____ pardons
 - Makes _____
 - Appoints Ambassadors, Federal Judging, and heads of Executive Departments
 - Reports to _____
 - May call Congress together
 - Receives _____ officials
 - Responsible for enforcing nation's _____
 - Issues _____ to all officers of the United States
11. _____-Party System are _____ and _____.
12. Three ways to vote: _____, _____ and _____
13. List one thing you have learned today that you did not already know.



Matching Pieces – Page 1

Make 10 copies of this game and laminate the pieces.

Give one set of cards to a pair of students to play.

**Privileges of
Being a US Citizen**

**Benefits of being
a US Citizen**

**Responsibilities
of Being a US
Citizen**

**Expectations of
being a US Citizen**

**The President's
Seal**



**Being born in a
foreign country on a
US armed forces
base means...**

**A person is considered
born on US soil –
Citizen by birth**

Matching Pieces – Page 2

**Citizen
by
Birth**

**A person who is born on US soil
or to an American citizen**

**Citizen
by
Naturalization**

**A person who voluntarily becomes a
citizen of the United State by
declaring their intent, being a person
of good conduct and moral character,
and who passes the US Citizenship
Exam**

**Match this card to
a symbol of the
United States**



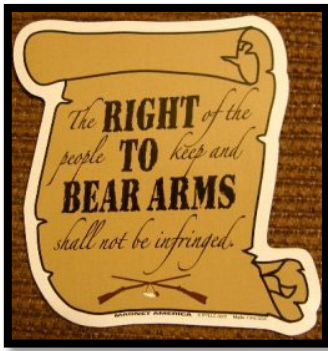
**Commander-
In-
Chief**

**The President of
the United States**

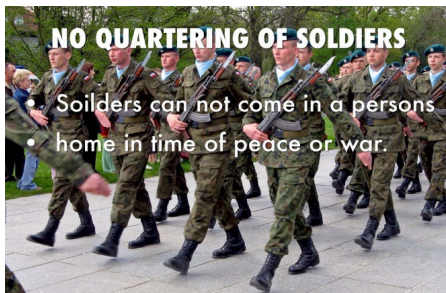
Matching Pieces – Page 3



**First Amendment –
freedom of religion,
speech, press, and
assembly**



**Second Amendment –
the right to bear arms**



**Third Amendment –
No quartering of soldiers.
Soldiers cannot come into
a person's home in a time
or peace or war**



**Fourth Amendment –
The right to be secure in your
house, your papers and effects,
against unreasonable searches
and seizures**

Matching Pieces – Page 4



Fifth Amendment –

Protects people who are accused of crimes. The accused cannot be tried twice for the same crime, and they cannot have property taken away without just compensation. The person has the right against self-incrimination and has to be given fair procedures and trials, which protect them from being imprisoned without due process of law.



Sixth Amendment –

The right to a public trial with witnesses and a lawyer to help you with the case. The accused has the right to be informed of the nature and cause of the accusation. The person has the right against self-incrimination and has to be given fair procedures and trials, which protect them from being imprisoned without due process of law.

***Trial by Jury
in Civil
Cases***

Seventh Amendment –

The right to a jury trial in federal civil cases like lawsuits. It gives you the right to have a due process. Due process means that the government must treat its citizens fairly. The government must follow laws and procedures when it wants to restrict or take away your rights, like your right to life, liberty, or property.

***Limits of
Fines and
Punishments***

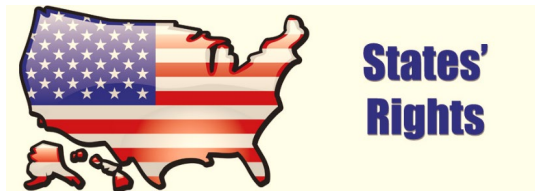
Eighth Amendment –

Prevents people from being punished excessively for crimes. It stops authorities from imposing high bail, fines, or punishing people in ways too cruel or unusual.

Matching Pieces – Page 5



Ninth Amendment –
People have other rights that have not been outlined in the last eight amendments. The ninth amendment is crucial for personal liberties (making all people safe and having freedoms.)



Tenth Amendment –
The tenth amendment states that power that is not given to the federal government is reserved for the states and the people of the states. This is the sharing of power from the state and federal governments.



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