

WTP Lesson 33

Overview: The Founders never defined national citizenship, they left it up to the states. Unfortunately, that meant there are many things that have influenced what it means to be a citizen of America. Even with the addition of the 14th Amendment we still argue what should constitute a citizen. One thing that the Founders agreed upon was that citizens had certain responsibilities/duties. With that in mind this lesson asks students to analyze the following thought: “Since the tradition of **enlightened self-interest** has been used to measure and demonstrate exemplary actions of citizens throughout our history, has it also been (and more importantly should it be) used to determine a definition of our future citizenry?”.

1- “Connection” Activity- *The purpose of this activity is to connect the students’ everyday life experiences of **enlightened self-interest** with the content. It should take 10-15 minutes for explanation, writing and discussion.*

- A- List three “priorities” you have in your home on a daily or weekly basis. (It could be video games, eating certain foods, watching certain shows, etc.)
- B- List three “responsibilities” you have in your home on a daily or weekly basis. (It could be taking out the trash, washing the dishes, mowing the lawn, babysitting your siblings, etc.)
- C- List one way how the completion of your responsibilities impacts the priorities you get to accomplish. (or how it could impact your priorities).
- D- Class discussion-- Why is there a relationship between the two?

After the connection activity remind the students that you will be returning to this at the end of the lesson.

2- We the People

Lesson 33 Guided Reading- *The purpose of this is of course to guide them through the important aspects of the lesson and assess their knowledge of the content. It should take 25-30 minutes.*

Name: _____

1. Why did the Founders believe religion and education was so important for our nation?
 2. What is enlightened self-interest?
 3. Who was in charge of defining national citizenship before the 14th Amendment?
 4. Explain the difference between jus soli, jus sanguine, and residency.
 5. What are three of the many things required for naturalization?
 6. What is one way a person can lose their citizenship of the USA?
 7. How do rights/responsibilities of citizens differ from resident aliens?
-

3- Class "Guided" Discussion- *The purpose of this is to have them understand a "summary" of why deciding who is, and who is not, a citizen has been so difficult throughout the history of our Constitution. It should take 5-10 minutes.*

- A- Why didn't the Founders decide national citizenship?
 - B- What are the responsibilities of a citizen?
 - C- Is it fair that someone is responsible in society (has a job, pays taxes, etc.) but is not allowed to become a citizen especially considering the Founders didn't define who a citizen was? Why or why not?
-

4- Six Degrees of Separation Assignment- *The purpose of this activity is to have them chronologically connect the founders "original" challenges of defining citizenship with the current challenges that face our nation and them personally as students. It can be done in small groups or as individuals and it should take 20-30 minutes.*

Degree #1- No definition of national citizenship

Degree #6- All South Carolina students have to take the US Citizenship test beginning in the 2016-2017 school year.

You will need to identify the remaining 4 "degrees" or steps of the expansion of citizenship in our history. For each, you need to define it, explain purpose of it and then explain if that action has a relationship to **enlightened self-interest**.

Step		Definition	Purpose	Relationship to enlightened self-interest (if any)?
1	Constitutional "lack of" a national definition of citizenship.	Nowhere in the constitution did the founders define who citizens of the USA were.		
2	Dred Scott Citizen Naturalization Law			
3	14 th Slaughterhouse Cases			
4	19 th Chinese Exclusion Act US v Wong Kim Amnesty Act Dawes Act			
5	Indian Citizenship Great Society Rogers v Bell Insular Cases Amnesty			
6	South Carolina HB. 3539			

5- Exit Slip- *The purpose of this is to have them complete the connection of **enlightened self-interest** on a personal level. It should take 5-10 minutes.*

- A- Forget about the “priorities” you listed in the first assignment. How does completing your “responsibilities” benefit you personally? Also, how does it affect your role, status or position in your family?
- B- Explain if the concept of **enlightened self-interest** should or should not be used as a reason for extending citizenship to more Americans.