

Citizenship

Related Issue 4

To what extent should my actions as a citizen be shaped by an ideology?

General Outcome

Students will assess their rights, roles and responsibilities as citizens.

Specific Outcomes

Values and Attitudes

Students will:

4.3 accept responsibilities associated with individual and collective citizenship

Knowledge and Understanding

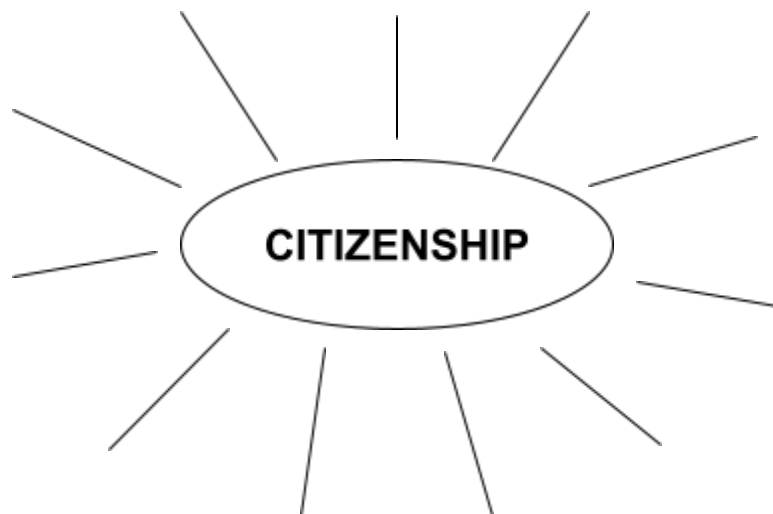
Students will:

4.5 explore how ideologies shape individual and collective citizenship

4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)

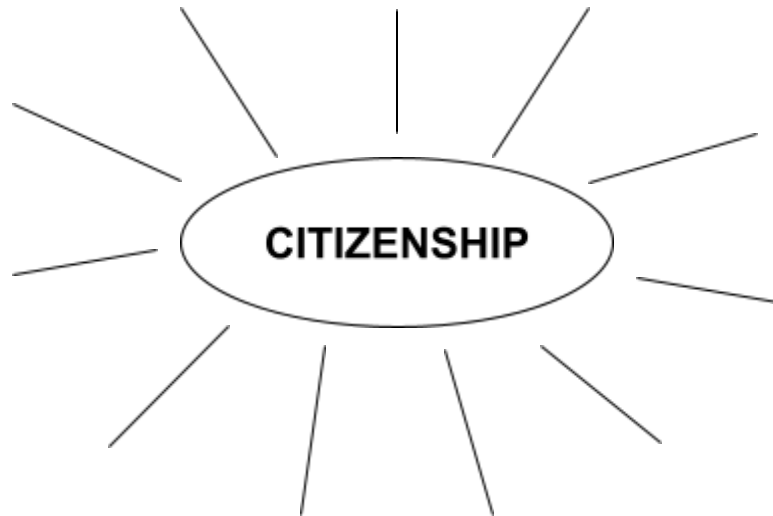
TASK ONE:

What does the word **citizenship** mean to you? Brainstorm ideas and concepts that come to mind when you think of **citizenship**.



TASK TWO:

Watch the video clips that share additional perspectives on what it means to be a citizen. Listen for different additional ideas and concepts related to **citizenship** and record them below.



TASK THREE:

Look back at the two mind maps you have created and rank what you feel are the five most important attributes of being a citizen. (you can number the items on the maps)

Go around the room and have each person share one of their top five attributes of citizenship. You could even video the responses and build your own 'I Pledge' video.

Respond to the statement: *"In order to be a better good Canadian citizen I pledge..."*

TASK FOUR:

Create your own definition of citizenship. You can share your definition in written or visual (picture) form.

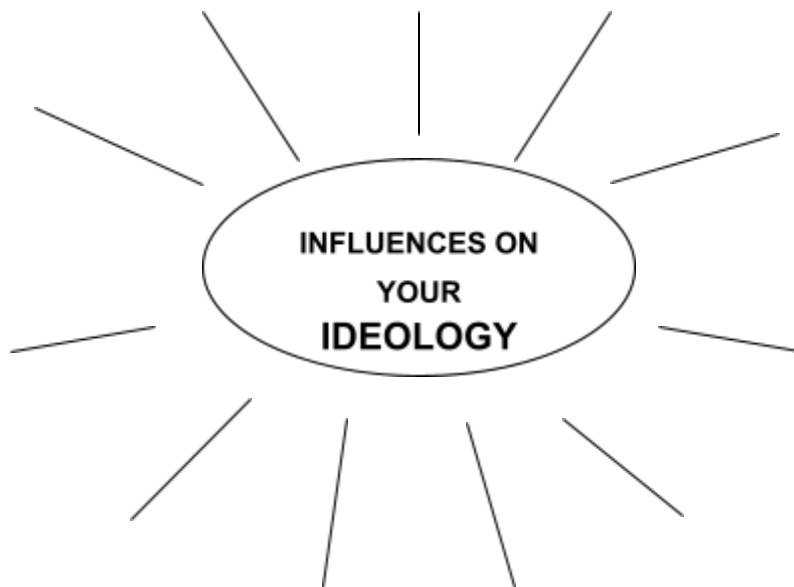
TASK FIVE:

Your understanding of citizenship sheds light on your ideology. Your ideology is the lens with which you view the world. Complete the ideology survey. Are you surprised with the results?

It is important to remember that there is great diversity in the way people from around the world (as well as people through time) view citizenship. What examples or case studies do you know of that would support this claim?

TASK SIX:

What do you think are the most important influences on your ideology (your view of the world, including the beliefs and values you now have)?



TASK SEVEN:

Read the excerpt from the front matter of the Alberta Social Studies Curriculum. Highlight or underline what you think are the key words in explaining the goal of creating active and responsible Canadian citizens.

ALBERTA SOCIAL STUDIES PROGRAM



Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society.

Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level. Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

Summarize what you wrote by completing the following sentence: **Being a Canadian citizen means...**

TASK EIGHT:

All citizenship applicants over the age of 14 must take the Oath of Citizenship. This is the last step in the Citizenship process. The citizenship ceremony ends with the issuance of a citizenship certificate issued to each new citizen.

Citizenship ceremonies are scheduled throughout the year and across the country. Special ceremonies are conducted on several occasions, such as on Canada Day and during citizenship week.

Upon receipt of a successful result of the citizenship test a citizenship ceremony is hosted by a Presiding Officer wherein the petitioners will be required to repeat the Citizenship Oath. The Presiding Officer is usually a Citizenship judge or a member of the Order of Canada. There have been instances wherein the Presiding Officer has been a community leader or a school principal. It is the citizenship staff who select the appropriate Presiding officer for the event. (<http://www.rsscanaidmimmigration.com>)

The citizenship oath is as follows:

***I swear (or affirm) that I will be faithful
and bear true allegiance to Her Majesty
Queen Elizabeth the Second, Queen of Canada,
Her Heirs and Successors, and that I will faithfully
observe the laws of Canada
and fulfil my duties as a Canadian citizen.***

Member of Parliament John H. Bryden put forward an amendment that would remove the sovereign from the oath altogether: *In pledging allegiance to Canada, I take my place among Canadians, a people united by God whose sacred trust is to uphold these five principles: equality of opportunity, freedom of speech, democracy, basic human rights, and the rule of law.*

If you were a member of Parliament when MP John H. Bryden proposed this change, would you have voted for or against it? Explain your decision.

TASK NINE:

Here is the oath from the United States:



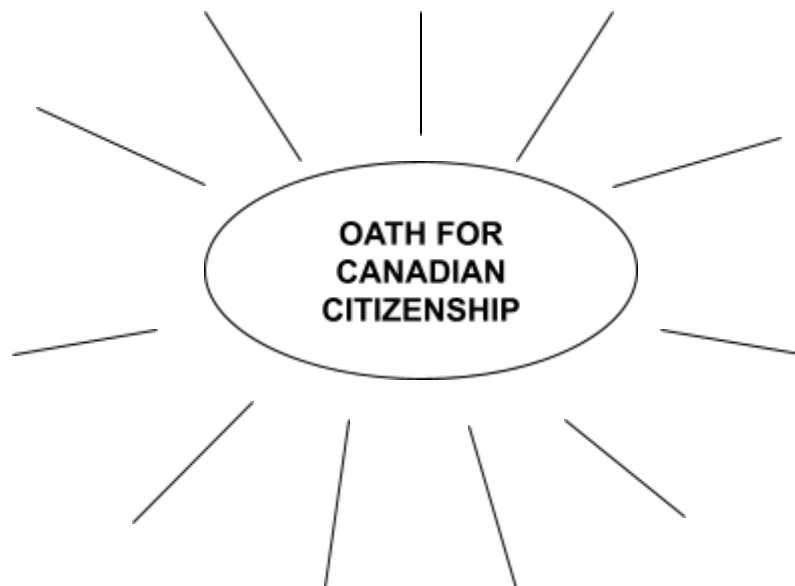
I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

What do you see as the most striking differences between the Canadian and American oaths? Explain.

TASK NINE:

Re-write the Canadian Oath of Citizenship. Your oath must be longer than the existing oath because it must include a description of what it means to be a good citizen. Your oath must express how someone would fulfill their duties as a citizen of Canada.

PLANNING FOR YOUR OATH:



YOUR FINAL OATH FOR CANADIAN CITIZENSHIP:

A large, empty rectangular box with rounded corners and a subtle drop shadow, designed for the user to write their final oath for Canadian citizenship. The box is positioned below the title and occupies the upper half of the page.

UNDERSTANDING

<i>Naive:</i> a superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas or glib generalizations; a black-and-white account less a theory than an unexamined hunch or borrowed idea.	<i>Intuitive:</i> an incomplete account but with apt and insightful ideas; extends and deepens some of what was learned; some "reading between the lines"; account has limited support/argument/data or sweeping generalizations. There is a theory, but one with limited testing and evidence.	<i>Developed:</i> an account that reflects some in-depth and personalized ideas; the student is making the work her own, going beyond the given—there is supported theory here, but insufficient or inadequate evidence and argument.	<i>In-depth:</i> an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.	<i>Sophisticated:</i> an unusually thorough, elegant, and inventive account (model, theory, or explanation); fully supported, verified, and justified; deep and broad: goes well beyond the information given.	T= S= O=
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EXPRESSION

Student is not able to express appropriate ideas and concepts (including correct spelling, grammar and punctuation).	Student is not developing their ability to express appropriate ideas and concepts (including correct spelling, grammar and punctuation).	Student is learning to develop and express appropriate ideas and concepts (including correct spelling, grammar and punctuation).	Student is consistently expressing appropriate ideas and concepts (including correct spelling, grammar and punctuation).	Student is clearly expressing appropriate ideas and concepts (including correct spelling, grammar and punctuation).	T= S= O=
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DEPTH

Very little depth in the work that was completed.	Little depth in the work that was completed.	Demonstrates some depth in the work that was completed.	Demonstrates good depth in the work that was completed.	Demonstrates great depth in the work that was completed.	T= S= O=
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STUDENT NAME:

TOTALS:

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