

Digital Citizenship

Lesson Title: Passport to the World Wide Web

Grade Level: 3-5



Project and Purpose:

Students analyze what it means to be a good citizen of their communities and online.

Essential Question:

What does it mean to be a good citizen in our community, school and nation – and what does it mean to be a good citizen within our digital, online communities?

Materials:

- Good Citizen Worksheet (teacher support/alternate worksheet)
- Good Citizen Worksheet (blank)
- We the People Worksheet for Digital World Preamble
- Craft materials for creating a Flag and Passport for the Digital World

Note:

This lesson extends over several class periods.

Procedure:

Introduction:

1. Begin a discussion of the concept of citizenship and reviewing basic definitions. Explain that citizenship is what we do to fulfill our role as a citizen. Use the following questions to continue the discussion:
 - Why is it important to people to become citizens of the United States?
 - What do people have to do to become citizens?
 - Why is that process in place?
 - What rules do we need to observe as citizens of the United States? As citizens of our school? As citizens of our classroom?
 - Why are those rules important?

2. Having established the concept of becoming a citizen, continue the discussion by asking students what it means to be a good citizen. Explore the following statements and ask students to share thoughts and experiences that demonstrate the ways they have been or could be good citizens:
 - A good citizen has compassion for other people and helps them when possible.
 - A good citizen volunteers his or her time.
 - A responsible citizen takes care of the environment and the people around him/her.
 - A good citizen is respectful of others' beliefs and feelings.
 - A good citizen obeys the law and stays out of trouble.
 - A good citizen takes the initiative to be responsible about learning about the history of his/her country, learning about the present and past leaders, and studying how s/he can better the society, land, and people.

Direct Instruction (I do):

1. Explain that in the next few sessions, students will explore what it means to be a citizen of their country and compare and contrast it to being a citizen of the digital world.
2. Talk about how today's young people have not really known life without online access. Share a personal story of how you or your parents communicated with far-away friends and relatives during childhood or how you found information before the advent of online access. This might include letters, postcards, long-distance telephone calls, going to the library to do research in books and encyclopedias, etc.

Guided Instruction (We Do) :

1. Continue the discussion with the following prompts:
 - How has the Internet expanded our world?
 - How do you use the Internet to find information or answers to help you with your schoolwork?
 - Do any of you correspond online with friends or relatives who live far away? Explain.
 - Do any of you correspond online with friends or relatives even those they live close by? Why?
2. In today's world, we physically live as citizens of our communities (neighborhoods, our school) but also as citizens of the World Wide Web – the Internet. Explore with students the ways in which the Internet expands our world with the following questions:
 - What are the things we can find online? (*Examples include information, research, news, opinions, photos, games, and friends*).
 - What do we expect of others and of resources when we go online? (*Possible answers: We need them to be truthful. We look for positive experiences: we don't want our feelings to be hurt.*)
3. Much like the list we created of what it means to be a good U.S. citizen, let's explore what it means to be a good digital citizen. Using the Good Citizen Worksheet, brainstorm a list of traits and activities that describe good citizens to complete the left hand column. (A teacher support OR alternate worksheet is provided with suggested traits.)

Independent Practice (You do):

1. In small groups or as individuals, have students complete the additional columns with examples of what good citizens could do to demonstrate that trait. Example:

A Good Citizen...	In The Real World We...	In the Online World We...
Is Honest	<ul style="list-style-type: none">• Tell the truth• Never cheat	<ul style="list-style-type: none">• Only post what we know to be true• Verify and give credit to sources

2. Have students compare and contrast their responses.
3. Divide students into three groups.
 - The first group will create a flag for this digital world in which we participate with “dual citizenship.”
 - The second group will create a passport for individuals of our digital world.
 - The third group will create a Constitutional preamble for our digital world beginning with the words We The People of the Digital Community...

Conclusion and Additional Activities:

Have groups share the completed charts, the flag design, the passport, and Constitutional preamble. Ask students to consider ways of sharing this information with other classes, and discuss the importance of thinking of oneself as a digital citizen of the world.

As an extended activity, photograph the flag, digitally place it on a document with information created by the passport group, and have each student complete his or her passport for the digital community. Display the Constitution preamble in the classroom next to a poster or graphic of the U.S. Constitution.

Dual Citizenship Good Citizen Worksheet

A Good Citizen...	In The Real World We...	In the Online World We...
Is Honest		
Is Respectful		
Is Courageous		
Is Thoughtful		
Is Knowledgeable		
Follows the Rules		
Volunteers		
Is Compassionate		
Is Responsible		
Takes Initiative		

Dual Citizenship Good Citizen Worksheet

A Good Citizen...	In The Real World We...	In the Online World We...

Dual Citizenship
Good Citizen Worksheet

We the People...

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence [sic], promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

We the People of the Digital Community...

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation. We hold these Truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.— That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all reformers have had recourse to Sufferance, until now we are compelled, by the Oppression and long Train of abuses and usurpations, pursuing invariably the same Object, to declare that we have resigned our Allegiance to the former, and that we have by a solemn and unanimous Declaration, formed a separate and equal Station among the Powers of the earth, and have assumed the Name and Character of Freemen.— That the History of the present King of Great Britain is a History of repeated injuries and usurpations, all having in direct and obvious Purpose the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World. He has refused his Assent to Laws, the most wholesome and necessary for the public Good. He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless they should first be referred to him. He has refused to pass on Laws for the Accommodation of large Districts of People, unless those People would assent to the Representation of the Legislature, a right impossible without an Assembly of some kind. He has called together legislative Bodies at places unusual, uncomfortable, and distant from the Public Councils, in the sole Purpose of fatiguing them and suspending their Operations. He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his invasions on the Rights of the People. He has refused for a long Time after such Dissolutions, to cause others to be elected, whereby the Legislative Powers, requisite for the Administration of Justice, have ceased to exercise their Office, and the whole is a long and dangerous Suspension of the Legislative Powers of these States; for that purpose, always the Law for the Suspension of Writs, refusing to pass others to encourage those who should follow him, and raising the Willingness of new Appropriations of Money. He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers. He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries. He has erected a multitude of New Offices, and sent swarms of Officers to harass our People, and eat out their Substance. He has kept among us in Times of Peace standing Armies, without the Consent of our Legislature. He has affected to render the Military independent of and superior to the Civil Power. He has endeavored to keep among us a permanent Standing Army, without the Consent of our Legislature, and to make us the Object of their Devotion. He has endeavored to bring about the Combination of our States with some State, for a purpose which they should consent on the Inhabitants of these States. He has endeavored to induce us to accept of a Separation from our Mother Country, and to bear our Share of her Burdens, without the Consent of our Legislature. He has endeavored to excite the jealousies of our Neighbors, by exciting their jealousies against us, with various pretenses, and with various artifices. He has endeavored to excite the jealousies of our Neighbors, by exciting their jealousies against us, with various pretenses, and with various artifices. He has endeavored to excite the jealousies of our Neighbors, by exciting their jealousies against us, with various pretenses, and with various artifices. He has endeavored to excite the jealousies of our Neighbors, by exciting their jealousies against us, with various pretenses, and with various artifices.

We, therefore, the Representatives of the united States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our Intentions, do hereby severally hold ourselves bound, as Freemen, to support and defend this Declaration, and to stand by it, as we shall think proper, with our Lives and Estates; and to make our united and separate Addresses to our Neighbors, in the most friendly and affectionate Manner, and to persuade them to unite with us, in the same sacred and glorious Cause.

In Testimony whereof, the Representatives aforesaid have subscribed their Names, in the City of Philadelphia, in the Year of our Lord one thousand seven hundred and seventy six, and of the Independence of these United States the fourth day of July.

Dutton Green
Lynch Hall
Lyttleton

George Taylor
Joseph M'Clurg
John Penn

Edward B. Rutledge

W. M. Fitzpatrick
Thomas Lynch
Arthur Middleton

John Hancock

Samuel Chase
W. Barré
Thos. Stone
G. B. Smith

George Wythe
Richard Henry Lee
Th. Jefferson
P. Morris
W. M. Fitzpatrick
G. B. Smith

Matthias
Benjamin Rouse
Rich. Smith

John Hartson
G. B. Smith

James Wilson
W. M. Fitzpatrick
Benjamin Franklin
G. B. Smith

Edw. Livingston
John Adams

John Adams
Benjamin Franklin

Wm. Franklin
W. M. Fitzpatrick
G. B. Smith

John Adams
Benjamin Franklin

John Adams
Benjamin Franklin

Wm. Franklin
W. M. Fitzpatrick
G. B. Smith

John Adams
Benjamin Franklin

John Adams
Benjamin Franklin

Wm. Franklin
W. M. Fitzpatrick
G. B. Smith