



## Lesson 18.7 “Rights and Responsibilities”

### Unit 18: Civics and Government Today

#### Lesson Objectives

- Students will discuss and define “rights” and “responsibilities.”
- Students will connect examples of student and citizen responsibility to democratic rights.
- Students will analyze historic images and objects and write about the rights and responsibilities they represent.

#### Lesson Competencies

- I can identify, explain, and analyze the core civic practices and foundational principles that guide governments and communities. (Moose SS)
- I can describe how citizens can participate in the government. (Moose SS)
- I can analyze primary and secondary sources and draw appropriate conclusions. (Moose SS)

#### Essential Questions

How has New Hampshire been shaped by many voices?  
How have New Hampshire’s people shaped its government?

#### Focus Questions

How do people act as good citizens in a democracy?  
What are the people’s rights and responsibilities?

#### Estimated Time

One 40-minute class session

#### Materials & Equipment

“The Noisy Neighbor” for reference or distribution  
Class set of “Rights Need Responsibilities: Student” and/or “Rights Need Responsibilities: Adult” worksheet as desired  
Scissors and glue  
“Rights and Responsibilities” image set for projection and printing  
Class set of “Rights and Responsibilities Reflection” worksheet  
Access to Unit 18, Learn It! “[Federalism and the Federal Government](#)”



## Educator Introduction & Rationale

In a democracy, the government has limited authority, but citizens also have limited rights. The government cannot simply make changes on a whim, and citizens cannot act however they please without regard for others. Citizens in a democracy do, however, enjoy many rights in exchange for having laws that protect those rights for all citizens. The balance between these rights and the responsibilities citizens have to ensure and protect those rights is an essential part of the social contract that makes democracy work.

This is the seventh lesson in Unit 18: Civics and Government Today. This lesson can stand alone. However, the learning experience will be more meaningful if students have completed the learning objectives in Lesson 18.1 "What is Democracy?" In this lesson, students explore the connection between the basic rights that come with being a citizen in a democracy and the actions a citizen can take to protect and ensure those rights for themselves and others. They move from considering the idea of rights and responsibilities as "needs" and "actions" to looking at the categories of rights itemized in the Bill of Rights and specific responsibilities that support those rights, both in the classroom and in our democracy. The lesson closes with a reflection on a particular right and its responsibility through a close-looking activity using historical photographs and documents.

A reinforcement activity that dramatizes "The Noisy Neighbor" is suggested for students who need time with the central concept of the lesson. Two extension activities are recommended for students who are ready to think more about the challenges of being a responsible citizen and how rights change and expand to meet the needs of today's American citizens.

Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

## Learning Activity

### Actuation

**The noisy neighbor.** Read aloud “The Noisy Neighbor.” As a group, discuss the situation using the questions on the sheet.

**Teaching tip:** Provide students with copies of the scenario to read independently or in guided reading groups.

**Possible outcome:** Students should identify that Dave needs quiet in his home so that he can get enough rest to do his job, while Rosie needs time to practice so that she can do her job. Dave’s need for sleep is not being met because of the noise caused by Rosie’s need to practice. Students may come up with a variety of solutions that the characters could try, including Dave discussing an alternate practice schedule to Rosie, soundproofing the floor, using a mute on her trombone, etc.

### Direct Instruction

**Rights need responsibilities.** Explain to students that in the noisy neighbor scenario, both people had certain things they were entitled to so that they could live well and meet their needs. They each had **rights** that needed to be protected. Rights are conditions we are entitled to by law. In order for those rights to be protected, each person has **responsibilities**. **Responsibilities** are actions citizens take to make the rights possible. Dave needed to talk to his neighbor, Rosie, about the problem. Rosie needed to work with Dave to come up with a solution. They both had a responsibility to work toward a solution.

Explain to students that they have rights and responsibilities in many different realms of their lives. Rights at home, rights at school, rights when they are just walking down the street. As they get older, they will have rights as voters, as workers, and as taxpayers. Have students brainstorm what rights they have in school or present the following rights:

- The right to feel safe in the school building
- The right to express ideas and opinions
- The right to know the rules and say if you are not treated fairly
- The right to learn
- The right to be treated equally

What responsibilities come with each right? Use the “Rights Need Responsibilities: Students” and accompanying cards of responsibilities to help students understand how rights and responsibilities come together. Decide for your class if students will work independently, in small groups, or as a class, and support students as they read, cut, and paste the descriptions of responsibilities that support the different rights. Discuss together, especially noting what responsibilities students add. Note with students that responsibilities can be in more than one category.



**Student Reading**

**Review rights and responsibilities.** Before beginning Guided Practice, direct students to read Unit 18, Learn It! "[Federalism and the Federal Government](#)," pages 6 and 7. Project or distribute the infographic "[The Bill of Rights](#)" to take a closer look at the basic rights guaranteed to all Americans. It can be accessed on page 7.

**Guided Practice**

**Rights and responsibilities in a democracy.** Distribute "Rights Need Responsibilities: Adults" and support students as they read, cut, and paste the descriptions of responsibilities that support the different rights. Note with students that responsibilities can be in more than one category. Alternatively, give students the answer key with the specific rights erased; can they figure out what right is represented with those responsibilities?

With students, compare the rights and responsibilities of students in a classroom and citizens in a democracy. How are they similar and different?

**Independent Practice & Reflection**

**Identifying rights and responsibilities.** Project the "Rights and Responsibilities" image set. Ask each student to select one of the images from the set and complete the reflection page for that image. Share completed pages in small groups or create a display under printouts of the image set.



## Reinforcement

1. **Noisy neighbor role play.** Pairs of students can work together to dramatize Dave and Rosie's process from conflict to problem solving by writing dialogue and acting out the scenario as a skit. Assess student understanding by ensuring that their skit addresses the discussion questions.
2. "**[Mason Explains: Rights and Responsibilities.](#)**" Access this video on page 8 of Unit 18, Learn It! "**[Federalism and the Federal Government.](#)**"

## Extension

1. "**Four Freedoms.**" On January 6, 1941, President Franklin D. Roosevelt delivered a State of the Union address now known as the "Four Freedoms" speech. In it, he identified four basic human rights that should be protected above all others: freedom of speech, freedom of religion, freedom from want, freedom from fear. The American artist Norman Rockwell was inspired to create a series of paintings to illustrate those freedoms and what they looked like for American people at that time. Students can analyze the paintings (viewable at [www.nrm.org/2012/10/collections-four-freedoms/](http://www.nrm.org/2012/10/collections-four-freedoms/)) and write about the responsibilities they think come with those freedoms. Students can go further by writing about how they would change the way Rockwell's paintings look to reflect today's American people.  
**Note:** In 2018, a group of artists created "For Freedoms: Where Do We Go From Here?" to explore this idea. For more information, please go to: [www.icp.org/exhibitions/for-freedoms-where-do-we-go-from-here](http://www.icp.org/exhibitions/for-freedoms-where-do-we-go-from-here).
2. **Leave no trace.** In New Hampshire and other states where people love to hike, camp, and enjoy time in the woods, the idea of "leave no trace" is an important philosophy that keeps natural areas safe, healthy, and usable for a long time. What right does "leave no trace" protect for the people of New Hampshire? What kind of actions are involved in the responsibility of "leave no trace"? When is it hard to practice this responsibility, and what would make it easier?

## Supporting Materials

**New  
Hampshire  
Historical  
Society  
Resources**

1. 1944 Republican Primary Ballot
2. Save Market Basket! 2014
3. Workers' Compensation Law, circa 1985
4. Worship at the Synagogue, undated

**Additional  
Resources**

- Women's Suffrage Parade, 1912, courtesy of the Library of Congress

## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that after the revolution, the United States of America established a federal government; colonies established state governments. They will understand that the New Hampshire State Constitution established the basic structure of government for the state and created laws to protect the people and interests of the state. (3-5.T3.2)

### “Moose on the Loose” Skills:

- ✓ Understanding and Participating in Government (3-5.S6.2)

### New Hampshire Social Studies Frameworks:

- ✓ Civics and Governments: Rights and Responsibilities (SS:CV:4:4.1)

### NCSS Themes:

- ✓ Theme 5: Individuals, Groups, and Institutions
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Civic and Political Institutions (D2.Civ.2.3-5)
- ✓ Participation and Deliberation (D2.Civ.7.3-5, D2.Civ.8.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.2)
- ✓ Craft and Structure in Informational Text (RI.4.4)

## Lesson Vocabulary

<b>Bill of Rights</b>	(noun) The first 10 amendments to the U.S. Constitution that list the freedoms of the people and states; the Bill of Rights was adopted in 1791
<b>citizen</b>	(noun) A member by law of a nation or group
<b>Constitution</b>	(noun) The document that lays out the framework for how the federal government works; written in 1787 and ratified in 1789
<b>democracy</b>	(noun) A government ruled by majority vote of the people
<b>law</b>	(noun) A rule that regulates the actions of members of a community
<b>representative</b>	(noun) The person selected by a group of people who will communicate their views and make laws for them
<b>responsibility</b>	(noun) An action an individual takes to be accountable for something
<b>rights</b>	(noun) Something a person should legally or morally be able to do or get to have