

# Lesson 2: Advocacy for Green Urbanism

Grade 7 Social Studies

**LESSON DESCRIPTION:** Students will consider how advocating for public policy change is the mark of a good citizen. Using the problems of urbanization and nature deficit disorder, students consider two possible solutions and propose a public policy to address the problems.

Teacher’s Note: Teachers in rural areas may have difficulty helping students gain perspective. Rather than proposing more open space, teachers can focus on preserving public lands against development. Green corridors need to be a matter of public policy to guard against other uses of the land. It is easier to have a plan in place before development occurs.

**FOCUS QUESTIONS:** What is the connection between advocacy and good citizenship? How does a citizen advocate for a public policy?

**OBJECTIVES:** Students will:

- develop skills – information gathering and synthesis – to engage in public discourse.
- connect map information gathered in science class to propose a solution to a problem.
- listen, read, take notes, write, prepare visual information, and speak about a public issue.
- gain a deep understanding of an issue (urbanization) that is local and global.

## COMMON CORE STATE STANDARDS

- **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12**
  - \* **CCSS.6-8.RH.2** Determine the central ideas or information of a primary or secondary source; provide a summary of the source distinct from prior knowledge or opinions.
  - \* **CCSS.6-8.RH.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6–12**
  - \* **CCSS.6-8.WHST.1** Write arguments focused on discipline-specific content.
  - \* **CCSS.6-8.WHST.8** Gather relevant information from print and digital sources and use search terms effectively; assess credibility and accuracy. Quote or paraphrase data and conclusions of others. Avoid plagiarism and follow a standard format for citation.
  - \* **CCSS.6-8.WHST.9** Draw evidence from informational texts to support analysis reflection, and research.

**LENGTH OF LESSON:** 4 days

Teacher’s Note: This lesson describes two methods of advocacy: writing a letter to propose a public policy to an authority or preparing a presentation to present to the township board, city council, planning commission, or county board. If you are pressed for time, the letter writing can take the place of Lesson 3, Take a Stand Essay. Although the letter writing saves time, the more valuable experience for students is to present a public policy proposal. Get on the agenda for a meeting; sometimes, this takes 2 - 3 months. The student presentations to an appropriate authority can take place after the ScreenTurn Off campaign.

## **MATERIALS NEEDED:**

- Map from Science class with parks, vacant lots, brownfields, streams, natural or potentially natural areas. Even if map is not complete, you need to begin public policy discussion.
- Kinds of Citizens chart, one per student and a transparency
- Three placards: PERSONALLY RESPONSIBLE, PARTICIPATORY, JUSTICE ORIENTED
- Public policy word map, 1 teacher key, 1 copy per student or transparency or wall chart
- Advocacy Word Map, one copy of teacher key and one blank copy per student
- advocacy/public policy quiz
- large blank map of local area: city, township, county
- 7<sup>th</sup> grade advocacy project - one to post, optional as a transparency
- water soluble markers, one per group of four, green, brown, blue, yellow
- materials for display: scissors, tape, glue or glue sticks, markers, construction paper in a variety of colors, four pieces of foam core or other sturdy display boards, duct tape, etc.
- Talking Points for a persuasive oral presentation outline - 2 copies
- Core Democratic Values handout or poster
- What Kind of Citizen are You? blank chart, one per student
- Think Globally Act Locally -blow up X 1.5 onto 11 X 17 paper

**Optional - if you're interested in civics education and giving students a real experience, use this research-based curriculum from the national Center for Civic Education.**

- Project Citizen curriculum, Level 1, from Center for Civic Education. A free class set of books is available to Social Studies teachers. Go to [www.civiced.org](http://www.civiced.org), click on Project Citizen, click on your state, contact your state coordinator to order. Delivery takes 6 weeks.
- Sets of pages from Project Citizen, Level 2: explaining the problem - pages 29, 30, 38 and 39; examining alternative policies - pages 31, 40 and 41; proposing a public policy - pages 32, 42 - 45; developing an action plan - pages 33, 46 and 47; and visual display - page 48 (in color, if possible) and Visual Display Group: Design questions
- Questions for Reflection, pages 54 and 55, one per student

**Maps of local area** (city, township, county) Science and Social Studies teachers will need maps. We got free maps and aerial photos from city engineering or planning commissions.

- 8 X 14 blank maps of the city, one for every four students in science
- 8 X 14 recreation maps of the city for teacher reference
- 3' X 4' blank map of the city - one for each science and social studies teacher, laminated for re-use
- 11 X 18 aerial photographs of the city, one per group of four - science
- 2.5' X 4' aerial photograph of the city, one for each science teacher

Maps available from city engineering, regional planning agencies, county offices, Google Earth

## **INTERNET RESOURCES:**

- Center for Civic Education: [www.civiced.org](http://www.civiced.org)

## **VOCABULARY:**

advocate, advocacy                      public discourse  
 public policy                              word map

**INVOLVING FAMILIES/COMMUNITIES:** Students will be gathering information about the local community and either writing or presenting to appropriate authorities.

## PROCEDURES

**Activity 1: Students will analyze the types of citizens by examining themselves or an adult they know.**

### ANTICIPATORY SET:

1. **Tell Students:** For a democracy to work, citizens must be involved. While citizens may not always agree on what they want, there are ways to get involved that are the same for any citizen. You are going to begin to think about what it means to be a citizen in a democracy.
2. Hand out the Kinds of Citizens chart, one per student. Have students read through it and circle any thing that is like them or like something they have done. If they can't relate to anything on the chart, ask them to choose an adult and think about the chart in terms of that adult.
3. In the front of the classroom, arrange the placards of types of citizens left, center, and front. Place yourself in front of one of the placards and talk about why you think you belong there. Talk about someone the students know who is justice oriented. Ask the students to go to one of the placards based on what they circled on their chart. Discuss why students chose certain placards, and find examples of things each type of citizen does.
4. Record the date and number of students in each category on the back of the placard.

**Activity 2: Students will define and understand examples of public policy.**

Use the public policy word map teacher key for reference as you lead this. Make a blank public policy word map visible to students by giving them a blank to fill in, making a transparency, or making a wall chart of the word map.

1. **Tell Students:** We are going to talk more about kinds of citizens. We are going to learn about two things: public policy and advocacy. Who has a possible definition for public policy? Take ideas, jotting down phrases and words they contribute. Work toward the definition on the teacher key, and write that in the definition box.
2. In a way that works best for you, fill out the rest of the word map using the teacher key as a guide. Use either blank word maps handed to all students, a transparency, or a wall chart. Discuss as you fill this in. Be careful to use the correct definition.

**Activity 3: Students will define and understand examples of advocacy.**

1. Put up the advocacy word map on chart paper or on a transparency. Write advocacy in the center box.
2. **Tell Students:** Justice oriented citizens see a problem and they try to change public policy to solve the problem. There is a word for this: advocacy. Write the definition from the teacher key in the center box.

3. Hand out the advocacy word map blank, one to each student. Have them fill out their word map as you do. Use a combination of their input and verbiage from the teacher key.
4. Give the Advocacy or Public Policy quiz. Correct in class, discussing answers.

**Activity 4: Students will study one of two public policy solutions using information gathered in science class and in Lesson 1.**

Teacher’s Note: There are different ways for citizens to advocate for a public policy. Activity 5 suggests writing a letter promoting a public policy. (Lesson 3 in this unit is a persuasive essay prompt about the ½ mile alternative.) Activity 6 describes preparing a presentation to an appropriate authority, such as a township board or planning commission. Do *at least* one of these to help students make the connection between a civic need and citizenship.

1. **Tell Students:** Now, you are going to practice being a justice oriented citizen by doing advocacy to influence public policy. You have learned about nature deficit disorder in English. In this class, you have learned how some cities and countries are using green urbanism to solve nature deficit disorder. In Science class, you are making a map of green spaces or potential green spaces in our town (or school district or city or county). Now, you will use what you have learned to propose a public policy and present your proposal to the city, township, or county board for a local solution to nature deficit disorder.
2. Display the map of the local area with natural areas on it that the science class has made. **Tell Students:** There are two main ways that local governments can use the green and natural spaces that exist to promote green urbanism. One is by thinking about the benefits of living near a natural area and making a plan to ensure that any resident live within ½ mile of a natural area. The other is by looking at the natural areas that exist and planning a green corridor that connects the natural areas. A green corridor, or greenway, enables animals and people and water to move naturally through an area.

Display the 7<sup>th</sup> Grade Advocacy Project sheet that shows the problem and two possible public policy solutions.

**Tell Students:** What do we need? What makes the most sense for us? Let’s look at the map and decide whether we want to propose the ½ mile public policy or the greenway public policy.

Hold a class discussion about the two alternatives, looking at the map from the science students.

Here are some useful questions about the greenway alternative:

- Is there an obvious greenway started – that is, a pattern of natural spaces in a line? If not, what would it take to connect the natural spaces? Use pencil to show a corridor your group would propose.
- Is there a waterway that could be a greenway – a stream or river with natural areas along the sides?

- Some of the natural areas are public, and some are private. The public natural areas could stay natural if that were part of the local government's long term plan. The private areas could be developed as the landowner wishes. The landowner could be granted a tax incentive to keep the land or a portion of it natural. Could the combination of public and private natural areas work to form a greenway?
- How many pieces of land would need to be purchased for a greenway to be established?
- What are the pros and cons for connecting natural spaces into a greenway?

Here are some useful questions about the ½ mile from park alternative:

Be sure you know the scale of the map. Where would there need to be parks or natural spaces so that all residents live within ½ mile? (Remember, these spaces do not need to be large. An area the size of a city land, if planned well, can help solve the problems of nature deficit disorder.) Use a pencil to draw a dashed line around possible natural areas. One way the local government could create natural areas is by buying the property and removing buildings. The costs for this vary – some land would cost more than other land. Are the areas you have circled expensive – that is, in a commercial district or in an area of the town where houses are expensive. How many pieces of land would need to be made into natural spaces for your public policy to work? What are the pros and cons for ensuring that every resident live within ½ mile of a natural space?

As a class, choose one of the two alternatives (or another that they come up with!). Sometimes, debate is spirited and a vote is the way to decide.

### **Activity 5 (or use Activity 6): Students will write a persuasive letter to an appropriate authority about the class proposal.**

Teacher's Note: In the state of Michigan, students write a persuasive essay about a public policy issue as part of the state assessment system. The scoring rubric for the 9<sup>th</sup> grade essay, current in 2008, is included. Also included is a list of Core Democratic Values to help students support their argument.

1. Formulate a "should" question based on the choice made the day before: Should the government fund the formation of a greenway? Or, Should the government provide for open spaces within ½ miles of every residence?
2. Each student then writes a letter using the rubric for the Michigan Department of Education rubric, which is included. Send the letters, and be sure to share and discuss any response.

## **Activity 6 (or use Activity 5): Students will prepare a presentation for the proposed public policy.**

Teacher's Note: Two alternatives are suggested here. The first, which takes less class time, involves the whole class in discussions and utilizes top students for the presentation. The second suggestion uses Project Citizen, a well-developed civic education curriculum from the national Center for Civic Education. Project Citizen is free (see Materials Needed) and lays out an in depth advocacy experience for all students.

### **Advocacy Simplified Alternative**

1. Brainstorm a list of things that need to be done to present the public policy proposal to the appropriate board. These include:
  - Choosing the appropriate authority
  - Getting on the agenda for the next meeting if it is a board
  - Creating a visual presentation that explains the problem, the proposed solution, and steps to enact the policy.
  - Preparing a 3 – 5 minute talk to go with the visual presentation
  - Going to the next meeting or to an office
  
2. Discuss components of a poster that communicates information. Divide the class into groups of three or four to make posters on 8 X 11 paper or larger. Each group should make a poster, then a smaller group of students should take the best of these and make a larger poster to use for a presentation.
  
3. Meanwhile, a group of 2-3 students can be working on a 3 to 5 minute presentation about the problem. They may begin with the Talking Points for a Persuasive Oral Presentation outline provided. Select one or two of the students to practice and give the presentation.

### **Project Citizen Alternative**

1. Divide the class into five groups: explaining the problem, examining alternative policies, proposing a public policy, developing an action plan, and visual display. Say to the students: **You are going to advocate for the public policy proposal we have chosen. The class will put together a presentation for the proper authority. The presentation will be both visual and verbal. Four of the groups have a section of the presentation, and the fifth group will make sure the visual communication is effective.**
  
2. Give each group the following pages from Project Citizen, Level 2:
  - explaining the problem - pages 29, 30, 38 and 39, 49
  - examining alternative policies - pages 31, 40 and 41, 49
  - proposing a public policy - pages 32, 42 - 45, 49 (Pages 44 and 45 are a Constitutional Opinion Form, about whether or not the proposal is constitutional. You may wish to have the whole class involved in discussing the questions on these two pages, as this is important to think about.)
  - developing an action plan - pages 33, 46 and 47, 49
  - visual display - page 48 (in color, if possible), 49, and Visual Group Design Questions

Say to students: **The guidelines on these pages, along with the information you have recorded in English, Science, and Social Studies classes, will give you ideas about what to include on your panel. The visual display group will think about design ideas and talk with each group about how they want the design to look.**

3. Give the groups 3 days to develop their displays. The Visual Display group should present their ideas to each group on the second day. Have a class discussion about how the material should be presented: Should there be one spokes person for the whole class, or one for each of the four content groups (explain, alternatives, policy, action plan)? Depending on this discussion, assign students to be responsible for presenting the information to the proper authority.
4. Prepare the class to present their public policy. Discuss the points covered in pgs. 50 - 52.

### **Activity 7: Students will advocate for their proposed public policy and reflect on the experience.**

Teacher's Note: Teachers do this in many ways. One teacher had all classes present solutions at a parents' night. Another had a small team of students present at city recreation board meeting. Another displayed presentations in the hallway. Either way, students get excited about this. One teacher had her students come back the next year wanting to take the advocacy further.

1. Students will present their proposed public policy to the appropriate local authority: city council, planning commission, county board, township board.
2. **Advocacy Simplified Closure:** Hand out the blank Kinds of Citizens chart, which will look familiar to them. Based on their experiences, have students fill in the chart and write 3 sentences about the kind of citizen they are and why
3. **Project Citizen Closure:** Hand out Questions for Reflection, pages 54 and 55 of the Project Citizens book, one per student. Select 5 of the questions on page 55 for students to respond. Assign as homework or allow class time. Ask for students to share responses in a class discussion.
4. **Optional Closure activity:** Have students reflect on the Think Globally Act Locally placard and write about what that means.

**Table 1. Kinds of Citizens\***

	<b>Personally Responsible Citizen</b>	<b>Participatory Citizen</b>	<b>Justice Oriented Citizen</b>
<b>Description</b>	<ul style="list-style-type: none"> <li>-Acts responsibly in his/her community.</li> <li>-Works and pays taxes.</li> <li>-Obeys laws.</li> <li>-Recycles, gives blood.</li> <li>-Volunteers to lend a hand in times of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>-Active member of community organizations and/or improvement efforts.</li> <li>-Organizes community efforts to care for those in need, promote economic development, or clean up environment.</li> <li>-Knows how government agencies work.</li> <li>-Knows strategies for accomplishing collective tasks.</li> </ul>	<ul style="list-style-type: none"> <li>-Critically assesses social, political, and economic structures to see beyond surface causes.</li> <li>-Seeks out and addresses areas of injustice.</li> <li>-Knows about social movements and how to effect systemic change.</li> </ul>
<b>Sample Levels of Involvement</b>	<ul style="list-style-type: none"> <li>-Contributes food to a food drive.</li> </ul>	<ul style="list-style-type: none"> <li>-Helps to organize a food drive.</li> </ul>	<ul style="list-style-type: none"> <li>-Explores why people are hungry and acts to solve root causes.</li> </ul>
<b>Notions of Citizenship</b>	<ul style="list-style-type: none"> <li>-To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>-To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.</li> </ul>	<ul style="list-style-type: none"> <li>-To solve social problems and improve society, citizens must question</li> </ul>

For help in structuring this table, we are indebted to James Toole and a focus group of Minnesota teachers.

From *Making Democracy Work in the Classroom* by Joseph Kahne & Joel Westheimer

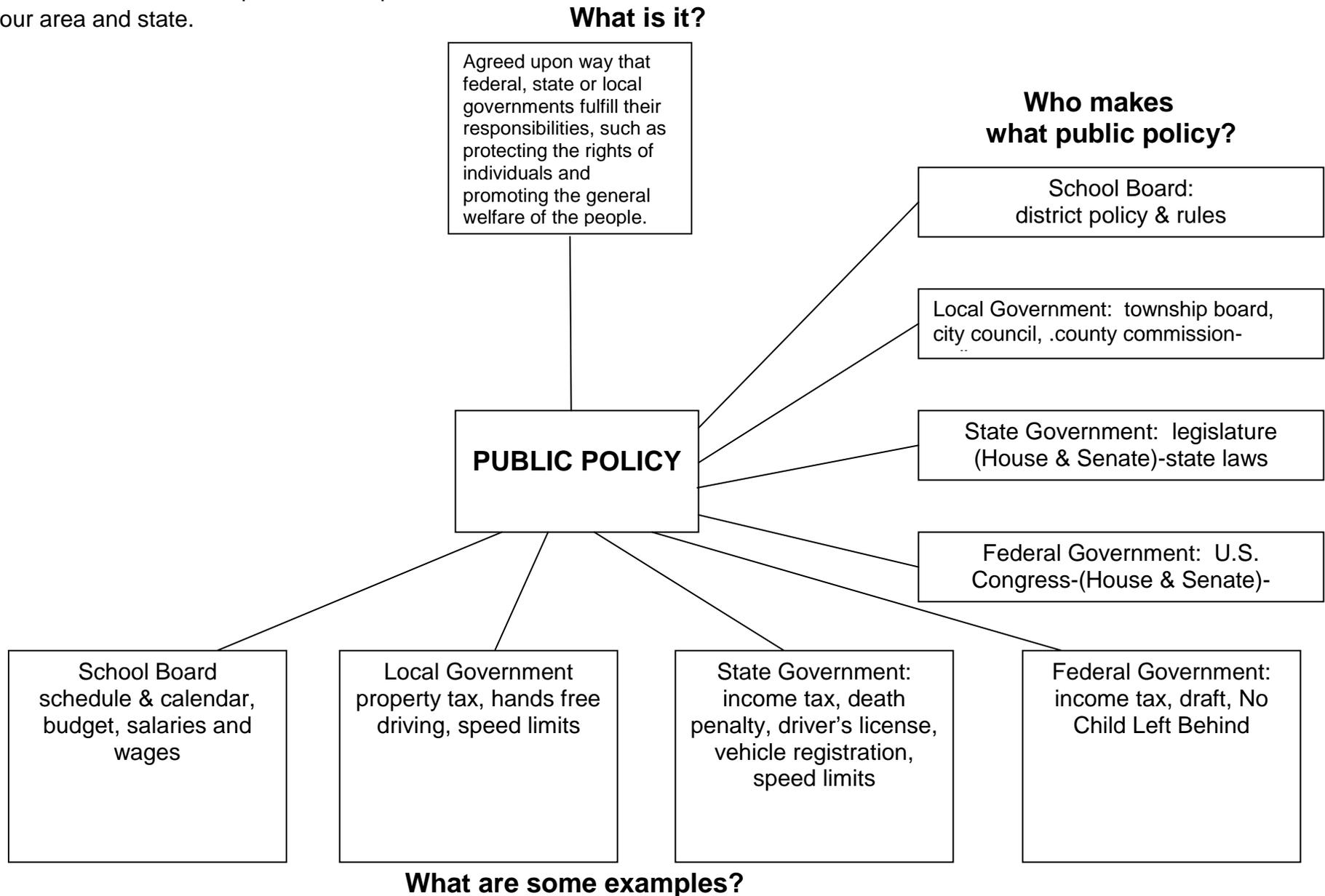
# PARTICIPATORY CITIZEN

# PERSONALLY RESPONSIBLE CITIZEN

# JUSTICE ORIENTED CITIZEN

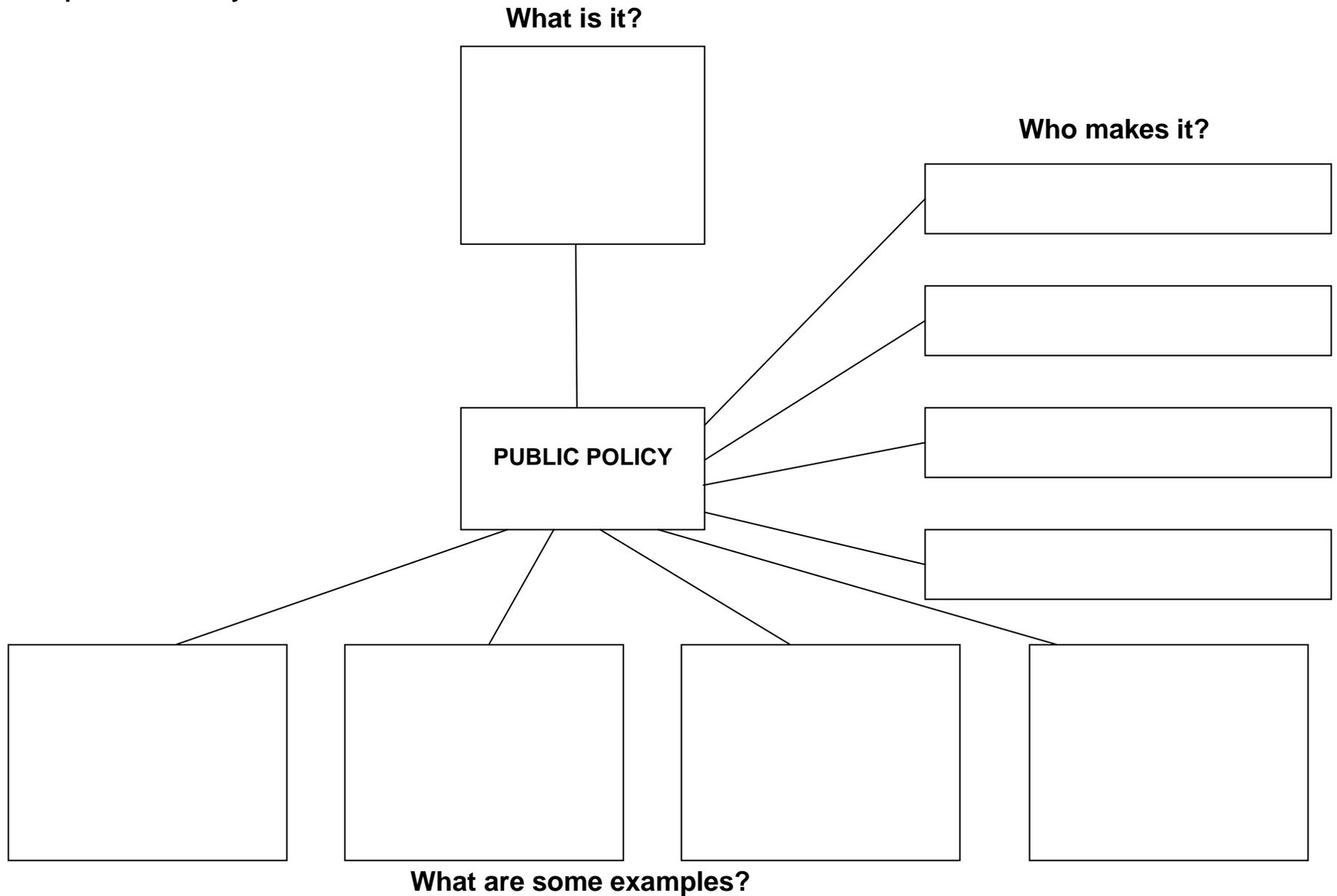
**Word Map: Public Policy, Teacher Key**

Teachers: Add other examples of laws specific to your area and state.

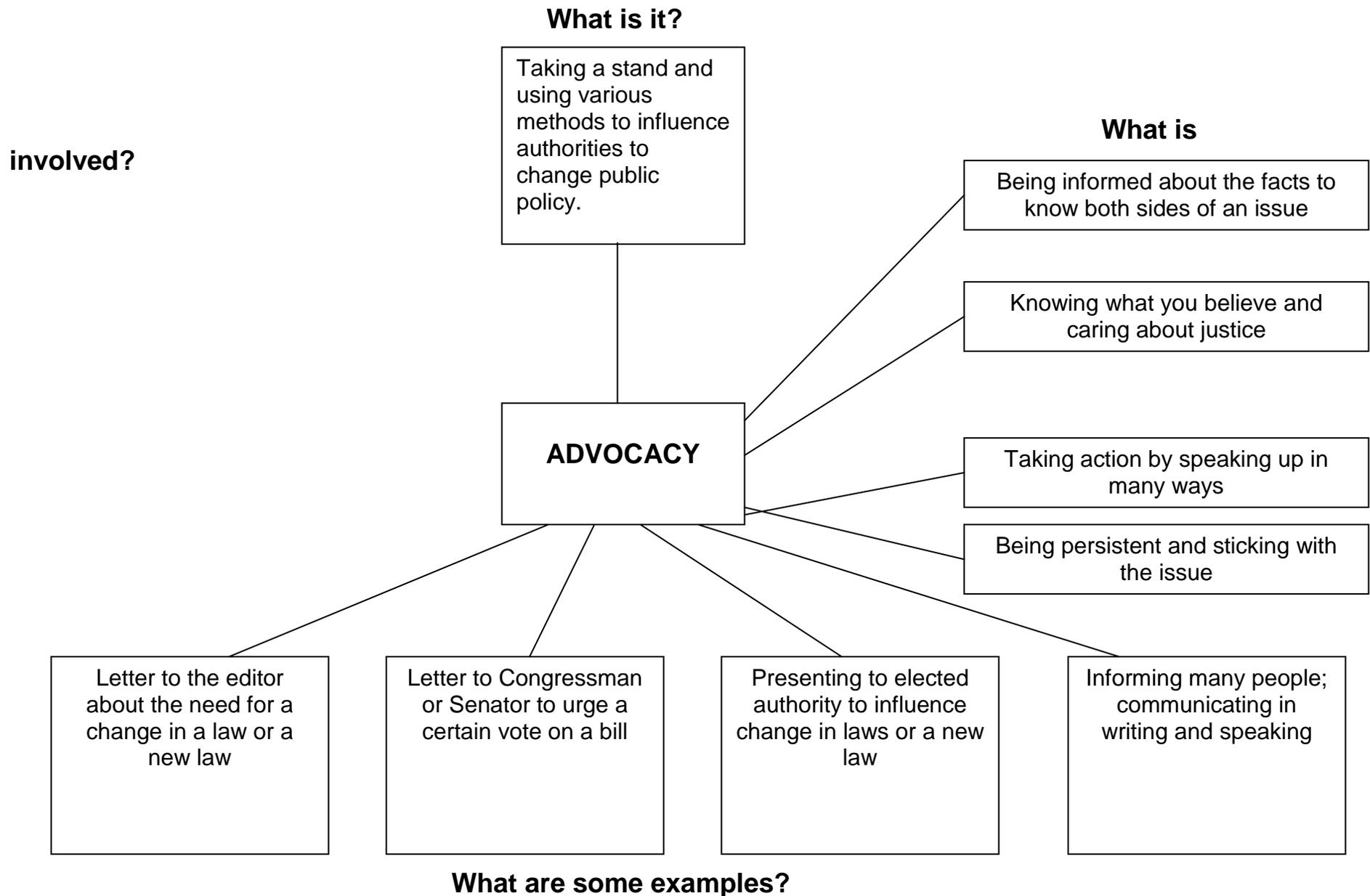


Name: \_\_\_\_\_

**Word Map: Public Policy**

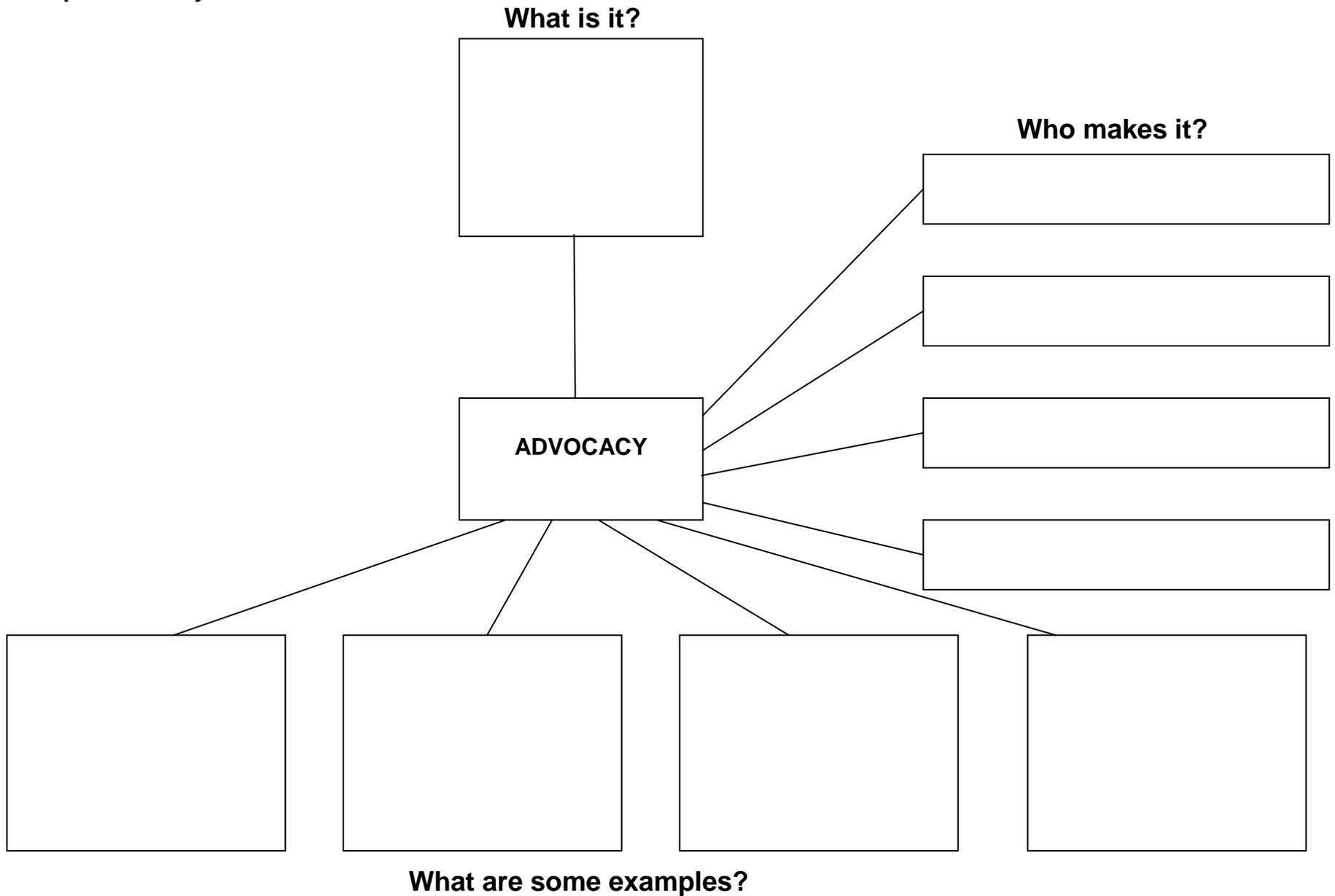


**Word Map: Advocacy, Teacher Key**



Name: \_\_\_\_\_

Word Map: Advocacy



Name: \_\_\_\_\_

## QUIZ: ADVOCACY OR PUBLIC POLICY?

In the blank to the left, write A if the item is an example of advocacy. Write PP if the item is an example of public policy.

- \_\_1. Write a letter to the editor urging people to vote for a city recycling referendum.
- \_\_2. The state legislature makes a law to change the speed limit near schools.
- \_\_3. The school board makes a rule that students cannot have cell phones at school.
- \_\_4. Speaking on the radio to help people understand the need for new hunting regulations.
- \_\_5. Tax laws
- \_\_6. The President of the United States calls Senators to get them to pass a bill for a military draft.
- \_\_7. Write a letter to your U.S. Congressman asking them to vote for a bill to increase funding for education.
- \_\_8. The city council enacts an ordinance that people must keep their sidewalks shoveled.
- \_\_9. Write to the President of the United States asking him to set aside money for clean up of the environment.
- \_\_10. E-mail members of the school board asking them to spend more money on more nutritious school lunches.

## **7<sup>th</sup> Grade Advocacy Project: Planning for Natural Spaces**

***Problem:*** A connection to nature is important for people to be tuned into the environment, to enjoy physical activity out of doors, and to benefit from the stress reducing influence of natural spaces. The connection has been lost because people spend too much time watching television and doing other things and because of urbanization, which has reduced the number of natural spaces.

***Solution:*** A public policy is needed to address this problem. Our class will consider two alternate public policies and choose one to study in more detail. The class will present the public policy proposal to the appropriate authority – city council, planning commission, county board, or township board.

***Alternative 1:*** The local government needs to develop a long range plan to connect current natural spaces into a greenway that cuts across the area. The plan should detail parcels of land or areas containing parcels of land that will need to be purchased to complete the greenway.

***Alternative 2:*** The local government needs to develop a long range plan to ensure that every resident live within ½ mile of a natural space. Parks should be planned and modified to include natural areas.

**9<sup>th</sup> Grade**  
**Scoring of Constructed Response**  
**MEAP Social Studies Rubric**

Points	Description
<b>4</b>	<p><b>The supporting core democratic value, data, and prior knowledge component used by students must be explained in enough detail to show a clear connection to the position taken in order to receive credit.</b></p> <p><b>In order to receive a 4-point score, the response must:</b></p> <ol style="list-style-type: none"> <li>1. Give a clearly stated position on the issue and support their position.           <ul style="list-style-type: none"> <li>- Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide.</li> </ul> </li> <li>2. Provide at least one supporting point that is based on core democratic values of American constitutional democracy that is explained in enough detail to show a clear connection to the position taken.           <ul style="list-style-type: none"> <li>- Do not accept if this support contradicts stated position.</li> </ul> </li> <li>3. Provide one (or more) piece(s) of accurate, valid, and relevant supporting information from the Data Section that is explained in enough detail to show a clear connection to the position taken.           <ul style="list-style-type: none"> <li>- Do not accept if this support contradicts stated position.</li> </ul> </li> <li>4. Provide one (or more) piece(s) of accurate, valid, and relevant supporting social studies information that comes from the student's prior knowledge (information other than that supplied by the Data Section or a Core Democratic Value) that is explained in enough detail to show a clear connection to the position taken.           <ul style="list-style-type: none"> <li>- Do not accept feelings or opinions. Support must be factual.</li> <li>- Do not accept if this support contradicts stated position.</li> </ul> </li> </ol>
<b>3</b>	<p><b>In order to receive a 3-point score, the response must:</b></p> <ol style="list-style-type: none"> <li>1. Give a clearly stated position on the issue with support for their position.</li> <li>2. Contain at least 2 of the remaining 3 elements listed above.</li> </ol>

## Core Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are definitions of some core democratic values.

Source: CIVITAS: A Framework for Civic Education, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No 86, 1991.

### Fundamental Beliefs

**Life** The individual's right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own or others' lives.

**Liberty** The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes: **Personal Freedom** - The private realm in which the individual is free to act, to think, and to believe, and which the government cannot legitimately invade. **Political Freedom** -The right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law, the right to a free flow of information and ideas, open debate, and right of assembly. **Economic Freedom** - The right to acquire, use, transfer, and dispose of private property without unreasonable governmental interference, the right to seek employment wherever one pleases, to change employment at will, and to engage in any lawful economic activity.

**The Pursuit of Happiness** It is the right of citizens in the American constitutional democracy to attempt to attain (pursue) happiness in their own way, so long as they do not infringe upon rights of others.

**Common Good** The public or common good requires that individual citizens have the commitment and motivation (that they accept their obligation) to promote the welfare of the community and to work together with other members for the greater benefit of all.

**Justice** People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

**Equality** All citizens have **political equality** and are not denied these rights unless by due process of law; **legal equality** and should be treated as equals before the law; **social equality** so as there should be no class hierarchy sanctioned by law; and **economic equality** which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore to avoided.

**Diversity** Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

**Truth** Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.

**Popular Sovereignty** The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

**Patriotism** Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends.

## **Constitutional Principles**

**Rule of Law** Both government and the governed should be subject to the law.

**Separation of Powers** Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

**Representative Government** The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

**Checks and Balances** The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

**Individual Rights** Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the pursuit of happiness. It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

**Freedom of Religion** There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

**Federalism** Power is shared between two sets of governmental institutions, those of the states and those of the central or federal authorities, as stipulated by the Constitution.

**Civilian Control of the Military** Civilian authority should control the military in order to preserve constitutional government.

## What Kind of Citizen are you ?

Use the completed form of this table to guide your note taking about yourself as a citizen.

	<b>Personally Responsible Citizen</b>	<b>Participatory Citizen</b>	<b>Justice Oriented Citizen</b>
<b>Description</b>			
<b>Sample Levels of Involvement</b>			
<b>Notions of Citizenship; Core Democratic Values</b>			

Writing assignment: What kind of citizen are you? What kind of citizen do you wish to be, and what would you need to do to become that kind of citizen?



Think Globally

Act Locally