

# Ceremonies - Understanding the Role of Citizenship

## Summary

Students will understand the rights and responsibilities of citizenship and civic competence which includes ways they can participate in activities of civic life.

## Additional Core Ties

Social Studies - 4th Grade

[Standard 3 Objective 1](#)

## Life Skills

Thinking & Reasoning, Communication, Character, Social & Civic Responsibility, Employability

## Materials

This curriculum complements the Center for Documentary Expression and Art's exhibit "Ceremonies: A Tale of Sister Cities" that celebrates the 50th anniversary of the Sister City Relationship between Salt Lake City, Utah and Matsumoto, Japan.

## Background for Teachers

It would be helpful for teachers taking their students through the "Ceremonies" exhibit developed by the Center for Documentary Expression and Art to view the exhibit prior to teaching these lessons. The lessons can also stand on their own without the exhibit. This lesson was modeled after the 4 keys from the Smart and Good High School. See website for more information.

## Student Prior Knowledge

Students should have a general sense of what culture is and how they are connected to each other and to the global community. This curriculum ties into the social studies core. It builds on what they have learned in elementary school and builds on third grade's study of culture and the local community, fourth grade's study of the state, fifth grade's study of the nation, and sixth grade's study of the world.

## Intended Learning Outcomes

Students will investigate the responsibilities and obligations of a citizen. Students will investigate ways in which responsible citizens take part in civic life. Students will evaluate the need for civic dialogue in maintaining a democratic society.

## Instructional Procedures

### Activity 1: Other Study

Examine the people in the exhibit *Ceremonies*.

Choose quotes from individuals in the exhibit.

What character attributes do you see in these individuals? These can be taken from the eight strengths of character discussed in the *Smart and Good High Schools* which include: lifelong learner and critical thinker, diligent and capable performer, socially and emotionally skilled person, ethical thinker, respectful and responsible moral agent, self-disciplined person who pursues a healthy lifestyle, contributing community member and a democratic citizen and spiritual person engaged in crafting a life of noble purpose.

Other words to describe character traits include: perseverance, sensitive, compassionate, optimistic,

imaginative, honest, respect, justice, confidence, courage, self-discipline, diligence, and conscience. Students can also choose these words to write about.

How did the stories of these individuals create change in our society?

Interview other people you know and/or fellow students and find out which character attributes they describe themselves as having.

#### Activity 2: Self Study

Look at yourself. What character traits do you share with the individuals in the exhibit? Which character traits do you share with the person you interviewed?

Set goals for yourself for improvement and monitor your progress.

#### Activity 3: Public Performance/Presentation

Choose one individual from the exhibit or any individual you know who exhibits character traits listed in activity 1. Research additional information about them and answer these questions:

What strengths of character enabled this individual to accomplish what they did?

What obstacles did this person have to overcome?

What strengths of character did this person have that you feel you have or would like to develop?

#### Activity 4: Community that Supports and Challenges

How can your classroom develop the above-mentioned attributes or character traits to become a more respectful class community?

What does it mean to be a good citizen?

How are the qualities of a good citizen related to the attributes of good character? How can you develop a more ethical learning community where everyone strives for and is encouraged to do their best?

#### Authors

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