

# Responsible Missourians Initiative

## For Grades K–4

### Initiative Overview:

The focus of this initiative by the Secretary of State is to teach Missouri's young people about the importance of participation in our democratic republic, and the importance of taking ownership and interest in their community and current events. The Kindergarten through 4th grade packet contains lessons to enhance teacher-led discussions about citizenship, responsibility and Missouri government. For additional information, games, and fun facts for students, visit the Missouri Secretary of State Internet site at [www.sos.mo.gov](http://www.sos.mo.gov)

This lesson complements MAP and Show-Me Standards in Social Studies and Communication Arts. A breakdown of the relevant strands and standards may be found on page 14.

### Instructional Procedures for Kindergarten through 4<sup>th</sup> Grade Students:

**This lesson has six components:**

- ◆ Read aloud to the class a children's book with a strong message of service, responsibility and citizenship  
*See list of suggested books on page 10*
- ◆ A lesson on the important aspects in the book
- ◆ A lesson on ways to be a responsible citizen of Missouri and the United States of America
- ◆ A lesson on Missouri government. Information may be found on page 3
- ◆ A lesson on the importance of voting and constitutional amendments
- ◆ Class project for students to apply what they have learned

1) Begin the lesson by writing the words “citizenship” and “responsibility” on the chalkboard and defining each term. Read the book aloud to the class. See Glossary of terms on page 9.

2) Following the completion of the book, engage students in a teacher-led discussion on the important aspects of the book, citizenship and responsibility, and how the characters in the book displayed elements of both.

3) Engage the students in a discussion on ways they are responsible citizens. Ask them what kinds of things they do at and away from school to help others. Ask students to think of ways they practice good citizenship. Have students write their examples on the board.

4) Review with the students the information about Missouri statewide elected officials, the Missouri general assembly and the Missouri judiciary system. Discuss the types of leadership roles and responsibilities they carry.

5) Using the information on voting rights and amendments give a brief history of the trials and tribulations leading up to the point when eighteen-year-olds, women and minorities secured the right to vote.

6) Explain to the students they will now create a Class Citizenship Pillar. Assign two students to cut out a large pillar shape from the gold poster board and hang this pillar on a wall in the class-

room. Write the following sentence on the chalkboard: "I can be a responsible citizen by \_\_\_\_\_," and ask each student to finish the sentence with their own suggestions, referring them to the examples already written on the board. Have students write their suggestions on pieces of construction paper, then have them decorate the piece of paper as they wish. When the students have completed their suggestions, have the students tape or glue them to the Class Citizenship Pillar.

### **Materials and Equipment:**

Gold poster board  
Colored construction paper  
Glue or tape  
Scissors  
Magazines and newspapers  
Crayons and markers  
Any other items that can be decorative

### **Learning Goals:**

- ◆ To engage students in an age-appropriate discussion of citizenship and responsibility
- ◆ To provide students with a knowledge of responsible citizenship and with a means to practice responsible citizenship
- ◆ To provide students with basic information on Missouri government

### **Learning Objectives:**

**After this unit, students will be able to—**

- ◆ Understand elements of responsible citizenship
- ◆ Be able to define three or four things they can do to be responsible citizens
- ◆ Understand the basic responsibilities of Missouri's elected officials

### **Learning Assessment:**

A class project accompanies the lesson to both reinforce the lesson and provide a means of assessment

### **Target level:**

This lesson targets Kindergarten through 4<sup>th</sup> grade students. It complements lessons planned around the topics of civic duty, democracy and government



# Statewide Elected Officials in Missouri

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## Governor

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In Missouri, the governor is the top elected official in the Executive Branch. The Executive Branch of government is in charge of enforcing laws made by the Legislative Branch. Some of the governor's powers include: choosing directors of state agencies, choosing citizens for boards and official groups, and filling empty positions in county offices. The governor also appoints judges. The governor is the commander-in-chief of the Missouri National Guard.

Each January the governor delivers a speech called the "State of the State" address to the Missouri Legislature and submits a state budget. After the legislature passes a bill the governor has the power to sign the bill into law or prevent it from becoming a law by vetoing it. When the governor vetoes a bill, the legislature can pass it anyway if 2/3 of the Senate and the House vote for it.

The governor also has the power to pardon individuals who have committed crimes, call special sessions for the legislature, and call out the National Guard for state emergencies.

The Missouri Constitution says the governor must be at least 30 years old, a U.S. citizen for 15 years, and a resident of Missouri for 10 years. The governor may only serve two four-year terms.

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## Lieutenant Governor

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The lieutenant governor serves as the president of the Missouri Senate and can vote to break a tie. The lieutenant governor also serves on many boards and official groups.

In case the governor cannot carry out the duties of the office because of death, resignation, disability, or absence, the lieutenant governor becomes the governor. The lieutenant governor is much like the vice-president of the United States. The qualifications for lieutenant governor and governor are the same.

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## Secretary of State

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The secretary of state is responsible for many different things in Missouri, all related to providing and preserving information for the public. The secretary of state is in charge of elections, taking care of historic records, overseeing the State Library, the securities industry, and serves as the filing agency for business' records.

The secretary of state is the guardian of the Great Seal of the State of Missouri, and validates official documents of the governor. The office also publishes the Official Manual of the State of Missouri, nicknamed the "blue book."

Before being elected the secretary of state must be a Missouri resident for one year. There are no limits to the number of terms that a secretary of state can serve.

## **Auditor**

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The state auditor is responsible for inspecting the finances of all state agencies, boards and official groups, as well some as counties in Missouri. Citizens may ask the auditor to inspect a local government. Audits are performed to make sure that Missouri citizens' tax dollars are used responsibly. The auditor is nicknamed the "watchdog" for taxpayers.

The qualifications for state auditor and the governor are the same.

## **Treasurer**

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The state treasurer is the guardian of the state's money. The treasurer manages and invests the state's money. The treasurer also handles the Unclaimed Property Program, which attempts to return forgotten funds deposited in banks to their owners.

The treasurer has the same requirements as the secretary of state, but is limited to serving two four-year terms.

## **Attorney General**

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The attorney general serves as the lawyer for the state, representing the interests of Missouri government agencies and its citizens. The attorney general also gives legal advice to statewide officers such as the governor and secretary of state, as well as the legislature, and other state and local government agencies.

The attorney general must be an attorney and must live in Jefferson City while in office.

## **Missouri Legislature**

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The Missouri legislature, known as the General Assembly, is composed of two "houses." The upper house is called the Senate, and the lower and larger of the two is called the House of Representatives. The legislature is in session from January to May each year.

Each house decides its own rules and procedures and is required to keep a daily record of its work. The General Assembly discusses important issues facing the state. They address some of these issues by writing bills which can change or create laws. The governor must sign a bill in order for it to become a law.

## **Senate**

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There are 34 members in the Senate, who each represent about 155,000 people. Senate terms are four years, with one-half of the Senate up for election every two years. Senate candidates must be at least 30 years of age, a qualified Missouri voter for three years, and a resident of their district for at least one year.



When the lieutenant governor is not presiding over the Senate, the president pro tem, elected by the members of the Senate, presides over the Senate most of the time and is the Senate's main officer.

The Senate also approves most of the appointments made by the governor to head state agencies and to serve on state boards and commissions.

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## House of Representatives

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The House of Representatives has 163 members, who each represent about 31,000 people. House terms are for two years. House candidates must be at least 24 years of age, a qualified voter of the state for two years, and a resident of their district for at least one year.

The speaker of the House, elected by the members of the House, presides over the House and is its main officer.

# The Missouri Judicial System

The judicial branch of Missouri government has three levels: circuit, appeals and supreme. All judges must be licensed to practice law in Missouri and are required to retire at age 70.

At the trial level are the circuit and associate circuit courts. Missouri has 45 judicial circuits, divided along county lines. Every circuit contains at least one circuit judge and at least one associate circuit judge for each county within the circuit. Associate circuit judges must be at least 25 years of age, a qualified voter of Missouri, and a resident of the county. Circuit judges must be at least 30 years of age, a citizen of the United States at least 10 years, a qualified voter of Missouri at least three years, and a resident of the circuit at least one year. Circuit judges have six-year terms, while associate circuit judges have four-year terms. Circuit courts handle civil and criminal trials.

The next level is the appellate court. There are three appeals court districts in Missouri, located in St. Louis, Kansas City and Springfield. The courts of appeals hear cases from lower courts whose decisions have been appealed and which are not reserved exclusively for the Missouri Supreme Court. Appeals court judges must be at least 30 years old, residents of their district, U.S. citizens for at least 15 years, and Missouri voters for nine years before their selection. Appellate judges are appointed, and then retained by a favorable vote of the people every 12 years.

The Missouri Supreme Court, the state's highest court, hears cases appealed from the courts of appeals or those involving the death penalty, a U.S. treaty or statute, the Missouri Constitution, the state's revenue laws, and the title to any state office. The Supreme Court also supervises all lower courts in the state.

There are seven judges on the Supreme Court, which have the same qualifications and terms as appeals court judges. The chief justice position is rotated between members every two years.



## **Amendment XXVI**<sup>1</sup>

Section 1. The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

## **Amendment XIX**

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

## **Amendment XV**

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

<sup>1</sup>) <http://www.law.cornell.edu/constitution/constitution.amendmentxxvi.html>

## History of U.S. Voting laws <sup>1</sup>

- 1778–1860:** Under the U.S. Constitution, the basic regulation of voting was left up to the states; voting may have been restricted to males, whites, property owners
- 1868:** 14<sup>th</sup> Amendment ratified: made former slaves citizens and gave them full civil rights
- 1870:** 15<sup>th</sup> Amendment ratified: prohibited using racial discrimination to deny anyone the right to vote
- 1920:** 19<sup>th</sup> Amendment ratified: gave women the right to vote
- 1964:** Voting Rights Act passed: prohibited use of literacy tests in many Southern states and gave federal government power to ensure minorities were not prevented from registering to vote
- 1970:** Voting Rights Act amended: made literacy tests illegal in all states
- 1971:** 26<sup>th</sup> Amendment ratified: lowered the voting age to 18 for all state and national elections

## The Right to Vote was Earned <sup>2</sup>

Between the years of 1955–1965, the Civil Rights Movement in America was in full swing. After nearly a decade of events such as “sit-ins” to overturn the “Jim Crow” laws, which segregated people by race in hotels, restaurants, and most other public forums, protests, and boycotts, Congress passed the Voting Rights Act of 1965. It nullified local laws and practices that prevented minorities from voting. Prior to the passage of the Voting Rights Act of 1965, in some areas of the South blacks were not allowed to vote, and blacks who attempted to register to vote or organize or assist others to attempt to register to vote risked losing their homes, their jobs, and in some cases, their lives. The struggle to obtain voting rights for minorities was great, in terms of time and lives lost in the process. The United States Constitution guarantees the permanent voting rights of African Americans as a result of these strong efforts.

1) *Mid-Valley Online Support Pages*. Newspapers in Education. Lee Enterprises. 2002. <http://www.mvonline.com/nie/aba-guide/responsibility.html>

2) *The Civil Rights Movement 1955-1965: Introduction Home Page*. Cozzens, Lisa. 22 Jun. 1998. <http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html>

*AFRO-AMERICAN ALMANAC-African-American History Resource*. United States Department of Justice. 2 Apr. 1998. <http://www.toptags.com/aama/voices/commentary/voting.htm>

*National Museum of American History: Timeline*. Smithsonian Institute. 2003. <http://americanhistory.si.edu/timeline/07sitin.htm>



## Glossary of Terms<sup>1</sup>

**citizenship**—the position of being a citizen of a country with all the rights, duties, and privileges that come with it.

**civic duty**—the duty/responsibility of every citizen toward their community and government.

**community**—a group of people who live together in the same place.

**Constitution**—1) the basic principles used to govern a state, country or organization. 2) the document containing the law and plan of the government of the United States.

**democracy**—1) a government that is run by the people who live under it. In a democracy, the people may run the government indirectly or elect representatives who govern them. 2) A country in which the government is a democracy. The United States is a democracy.

**freedom**—1) the condition of being free; liberty. 2) The condition to move or act without being held back.

**government**—1) the group of people in charge of ruling or managing a country, state, city, or other place. 2) A way of ruling or governing.

**history**—the story or record of what has happened in the past.

**issue**—a subject that is being discussed or considered.

**ownership**—taking responsibility in issues that affect us.

**participation**—to join with others; take part.

**pride**—a feeling that one has worth and importance; self-respect.

**representation**—the state of being represented.

**respect**—to think of something as special and to treat it that way.

**responsibility**—the quality or condition of being responsible.

**right**—a just, moral or lawful claim.

**volunteer**—a person who offers to help or does something by choice and often without pay.

**vote**—the formal expression of a wish or choice. A vote can be taken by ballot, by voice, or by a show of hands.

**15<sup>th</sup> Amendment**—passed in 1870, gave black people the right to vote

**19<sup>th</sup> Amendment**—passed in 1920, gave women the right to vote

**26<sup>th</sup> Amendment**—passed in 1971, lowered the legal voting age in the United States to 18.

1) Merriam-Webster Online. The Language Center. 2003. <http://www.m-w.com/netdict.htm>.  
MacMillian Dictionary for children  
The World Book Encyclopedea

## **Citizenship — A Bibliography of picture books, chapter books, and nonfiction for Kindergarten through 4<sup>th</sup> grade**

**Battle-Lavert, Gwendolyn. *Papa's Mark*. Holiday House, 2003.**

After his son helps him learn to write his name, Samuel T. Blow goes to the courthouse in his Southern town to cast his ballot on the first election day ever on which African-Americans were allowed to vote. For Kindergarten – grade 3. 32 p.

**Brown, Marc. *Arthur Meets the President*. Little, Brown, 1991.**

Arthur's essay wins a contest, and he has to read it to the President in a special ceremony at the White House. For Kindergarten – grade 2. 32 p.

**Brown, Marc. *Arthur's Computer Disaster*. Little, Brown, 1997.**

Arthur wants to play computer games all the time. When his mother leaves for work and asks him not to touch the computer, he can't resist the temptation. Arthur learns about responsibility and logical consequences of actions. For Kindergarten – grade 2. 32 p.

**Bunting, Eve. *Dreaming of America: An Ellis Island Story*. Bridgewater, 2000.**

Annie Moore cares for her two younger brothers on board the ship sailing from Ireland to America where she becomes the first immigrant processed through Ellis Island, January 1, 1892, her fifteenth birthday. For grades 2-4. 32 p.

**Cowen- Fletcher, Jane. *It Takes a Village*. Scholastic, 1994.**

On market day in a small village in Benin, Yemi tries to watch her little brother Kokou and finds that the entire village is watching out for him too. For preschool – grade 2. 32 p.

**Di Salvo-Ryan, Diane. *City Green*. Morrow, 1994.**

Marcy and Miss Rosa start a campaign to clean up an empty lot and turn it into a community garden. For Kindergarten – grade 3. 32 p.

**Di Salvo-Ryan, Diane. *Uncle Willie and the Soup Kitchen*. Mulberry, 1997.**

A boy spends the day with his Uncle Willie in the soup kitchen where he works preparing and serving food for the hungry. For grades 1 – 3. 32 p.

**Guthrie, Woody. *This Land Is Your Land*. Little, Brown, 1998.**

This well-known folk song is accompanied by a tribute from folksinger Pete Seeger, the musical notation, and a biographical scrapbook with photographs. For preschool – grade 4. 34 p.

**Lionni, Leo. *Swimmy*. Knopf, 1963.**

Swimmy, a small black fish, finds a way to protect a school of small red fish from their natural enemies. For Kindergarten – grade 2. 32 p.

Maccarone, Grace. *First Grade Friends: The Classroom Pet*. Scholastic, 1995.

Sam is in charge of taking care of the classroom hermit crab over Christmas vacation, but when he turns his back, the crab disappears. For Kindergarten – grade 2. 32 p.

Mahoney, Daniel J. *The Saturday Escape*. Clarion, 2002. (Grades K-2)

Three friends feel guilty about going to story hour at the library instead of doing what their parents told them to do. For Kindergarten – grade 2. 31 p.

Mitchell, Margaree King. *Granddaddy's Gift*. Bridgewater, 1998.

When her grandfather registers to vote while living in segregated Mississippi, an Afro-American girl begins to understand why he insists that she attend school. For grades Kindergarten – grade 3. 32 p.

Sisulu, Elinor Batezat. *The Day Gogo Went to Vote: South Africa, April 1994*. Little, Brown, 1996.

Thembi and her beloved great-grandmother, who has not left the house for many years, go together to vote on the momentous day when black South Africans are allowed to vote for the first time. For Kindergarten – grade 3. 32 p.

Tamar, Erica. *The Garden of Happiness*. Harcourt, 1996.

Marisol works with her neighbors to beautify a vacant New York City lot into a lush community garden. For Kindergarten – grade 3. 31 p.

## NONFICTION

*Celebrating America: A Collection of Poems and Images of the American Spirit*. Philomel, 1994.

Expressions of American life by Whitman, Riley, Field, Longfellow, Dunbar, folk sources, Indian tribes, and a host of others. For grades 4 – 7. 79 p.

Kulling, Monica. *Eleanor Everywhere: The Life of Eleanor Roosevelt*. Random, 1999.

Profiles the first wife of a president to have a public life and career of her own, devoted to helping others and working for peace. For grades 2 – 4. 48 p.

Lewis, Barbara. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Free Spirit, 1995.

Describes a variety of opportunities for youngsters to participate in successful community service. For grades 4 and up. 175 p.

Loewen, Nancy. *We Live Here, Too!: Kids Talk About Good Citizenship*. PictureWindow Books, 2002.

Uses an advice-column format to define citizenship and explain how it can be demonstrated or used in daily situations. For grades 1 – 4. 32 p.

Maestro, Betsy. *The Voice of the People: American Democracy in Action*. Lothrop, Lee & Shepard, 1996.

A lively discussion that covers the campaign and election process to distribution of power among the three government branches, with eye-catching paintings that “convey the tradition and the dignity as well as the occasional hoopla.” For grades 2 – 5. 48 p.

Murphy, Patricia. *Election Day*. Children’s Press, 2002.

Explains to young citizens the mysterious process of voting, the different methods involved, how voting affects individuals, and how voting helps us take part in our government. For Kindergarten – grade 2. 31 p.

Murphy, Patricia. *Voting and Elections*. Compass Point, 2001.

With full-color images and easy-to-read text, this book explains all about the process by which we choose our leaders. A glossary, Did You Know?, and Want to Know More? resources and an index are included. For grades 1 – 3. 24 p.

Paul, Ann Whitford. *All By Herself: 14 Girls Who Made a Difference*. Browndeer, 1999.

Poems recount the stories of fourteen girls, some of whom later became famous, who performed acts of daring, determination, and heroic courage at a young age. For grades 3 – 5. 40 p.

Schaefer, Lola. *The Pledge of Allegiance*. Heinemann, 2001.

Provides information about the Pledge of Allegiance, explaining what it means, who wrote it, how it has been changed over the years, and its importance to Americans. For Kindergarten – grade 2. 32 p.

## CHAPTER BOOKS

Gorman, Carol. *Dork on the Run*. Harpercollins, 2002.

Having reluctantly agreed to run for sixth-grade president, Jerry, who has been trying to change his image as a “dork,” finds his opponent playing dirty tricks on him. For grades 3 – 6. 184. p.

Gutman, Dan. *The Kid Who Ran for President*. Scholastic, 1996.

With his friend as campaign manager and his former babysitter as running mate, twelve-year-old Judson Moon sets out to become President of the United States. For grades 4 and up. 156 p.

Mills, Claudia. *Dinah for President*. Macmillan, 1992.

Dinah Seabrooke, now in her first year of middle school, struggles to become a big fish in what seems like an ocean – and in the process discovers the value of recycling and of friendship with the elderly. For grades 4 – 6. 126 p.

Sachar, Louis. *Marvin Redpost, Class President*. Random, 1999.

Even though they have all come to school in holey clothes, Marvin and his third grade class manage to impress their surprise visitor, the President of the United States. For grades 2 – 4. 67 p.

Wittlinger, Ellen. *Gracie's Girl*. Simon & Schuster, 2000.

As she starts middle school, Bess volunteers to work on the school musical in hopes of fitting in, but when she and a friend get to know an elderly homeless woman, Bess changes her mind about what is really important. For grades 3 – 6. 186 p.

*Compiled by Nancee Dahms-Stinson, Youth & Senior Services Consultant, Library Development and Nancy Doering, Youth Services Librarian, Wolfner Library for the Blind and Physically Handicapped*

**The Secretary of State's Responsible Missourians Initiative and the Missouri Department of Elementary and Secondary Education's Framework for Curriculum Development in Social Studies and Communication Arts**  
**(preparing students for the MAP test)**

\*complete framework available on-line at <http://www.dese.state.mo.us>

**Relevant discussion questions for K-4 from each of the four strands:**

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**Social Studies**

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**◆ Strand 1 ◆**

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**Why have people established governance systems?**

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**I.A Civic-Political Perspective:**

- What are governments? What do they do?
- Why is it important to limit the powers of government?
- What are some of the purposes and ideals of government in the United States and in other countries?
- How do government officials make, apply and enforce rules and laws? How and where do they get the authority to do so?
- How are different governments organized?

**I.B Social-Cultural Perspective:**

- Why do groups have rules? Why do societies have laws and governments?
- How do governments affect people's lives?
- How does a society's rules reflect the diversity and commonalities of the backgrounds of citizens?
- How should rules and laws be judged?

**I.C Historical Perspective:**

- What common symbols, values, and beliefs have helped unify this and other nations?
- How have individuals and groups struggled to achieve democratic ideals? What did they stand for? How successful were they in accomplishing their goals? What character traits did they have that help explain their success?
- How have changes in communities and in communications, transportation, and other technologies led to changes in government and in the responsibilities of citizens?

## ◆ Strand 2 ◆

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### How do individuals relate to and interact with groups?

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#### II.B Social-Cultural Perspective:

- How do people learn to do new things? How can we improve our strategies for learning new things?
- How do people's needs, interests, roles, and responsibilities change as they get older?
- How do groups and organizations, when functioning properly, meet people's needs?
- How do families, groups, and communities influence a person's daily life, view of self, and personal choices?
- How are families, schools, and communities similar to and different from one another in this and other cultures?
- What do leaders do in different groups? How do people become leaders? What is a good leader?
- What are an individual's responsibilities in different groups?
- Why do life's opportunities vary for different people?

#### II.C Historical Perspective:

- How may an awareness of a group or nation's heritage contribute to self-identity and a sense of shared community?

## ◆ Strand 3 ◆

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### How do events and developments in this and other places relate to us and to each other?

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#### III.A Civic-Political Perspective:

- How do government actions affect communities and people's lives?
- How do the events we are studying affect the fulfillment of American democratic ideals?
- Why have events we are studying become political issues?
- How has the U.S. influenced other nations? How have other nations influenced U.S. politics and society?

#### III.B Social-Cultural Perspective:

- How and why are things changing in communities? What are the effects of these changes?
- What do individuals in this and other classrooms have in common; yet why is each person a unique human being?
- How do people treat one another? Why do they treat each other the way they do? What happens when people treat others kindly/unkindly?
- How can/should people get along with each other?
- What are some problems in our community or elsewhere? How do they affect our lives? In what ways might they be solved?

## ◆ Strand 4 ◆

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# How do the lives of individuals and conditions in society affect each other?

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### IV.A Civic-Political Perspective:

- What does it mean to be a citizen in the U.S.? How does a person become a citizen?
- How are people's rights defined and protected in this and other societies?
- Why is it important for people to assume both personal and civic responsibilities? How do responsibilities relate to the rights of citizens and democratic ideals?
- How can Americans learn about issues of public concern, participate in, and try to influence events in their communities and governments?
- Who are the leaders in government and public service that affect us? What do they do? Why are volunteerism and leadership important? How should a person judge and select leaders?
- How can citizens, including elementary school students, have a positive effect on their communities?

### IV.B Social-Cultural Perspective:

- How do rules and laws affect our lives and families?
- What happens when someone fails to carry out his or her responsibilities?
- How do groups and institutions in the community help meet individual needs and promote the common good?
- How can we work to make our school and community a better place?

### IV.C Historical Perspective:

- How have the actions of government officials and private citizens committed to public service had an impact upon the lives of people in my family, my community, other communities, Missouri and the U.S.? What motivated them? What choices did they face? What decisions did they make? What did they accomplish?
- How did their accomplishments advance one or more democratic ideals, such as freedom, justice, equality, and promotion of the common good?
- What skills and qualities of character did they need to accomplish what they did?
- How are democratic ideals celebrated in our nation's holidays?

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## COMMUNICATION ARTS

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### ◆ Strand 2 ◆

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#### Communicate Effectively Within and Beyond the Classroom

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- Write about, visually represent and discuss written, visual and oral communications.
- Create print and non-print communications to demonstrate understanding of information and ideas.
- Create print and non-print communications for various audiences and for a variety of purposes.
- Create print and non-print communications to publish or formally present information and ideas.
- Participate in informal presentations and discussions.
- Demonstrate proficiency in speaking and writing standard English.

### ◆ Strand 4 ◆

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#### Make Decisions and Act as Responsible Members of Society

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- Apply communication skills and strategies to facilitate decision-making.
- Analyze and evaluate decision-making processes involving language use, literature and daily experiences.
- Make informed decisions regarding communications.

# The Secretary of State's *Responsible Missourians Initiative* and the Missouri Department of Elementary and Secondary Education's *Show-Me Standards for Social Studies and Communication Arts*\*

\* All seven Social Studies Show-Me Standards are available at <http://www.dese.state.mo.us/standards/ss.html>

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## Social Studies

### Standard #1

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes **knowledge of principles expressed in the documents shaping constitutional democracy in the United States.**

The *Responsible Missourians Initiative* places a strategic emphasis on First Amendment rights, and the privileges and responsibilities these rights afford to young Americans. The voting rights of women and minorities are also emphasized, as much struggle and sacrifice took place to earn those rights for today's young voters.

### Standard #2

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes **knowledge of continuity and change in the history of Missouri, the United States and the world.**

Secretary of State Blunt believes that a solid understanding of history is integral to a well-rounded education and essential to success in today's global community and economy.

### Standard #3

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes **knowledge of principles and processes of governance systems.**

The *Responsible Missourians Initiative* can assist Missouri educators in providing students with the best possible understanding of the legislative, executive, and judicial branches of Missouri government. Also emphasized is the important civic responsibility that falls on young Missourians in the form of volunteer work, education, and voting rights, among other things. Students will learn strategies to become more active citizens, including reading newspapers and watching and listening to newscasts to stay informed on current events, and contacting lawmakers to make their voices heard.

### Standard #7

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes **knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, documents).**

The *Responsible Missourians Initiative* uses research and evidence to show Missouri students how voter participation has been declining at disturbing rates.



## Communication Arts

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### Standard #3

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in **reading and evaluating nonfiction works and material (such as biographies, newspapers and technical manuals)**.

*The Responsible Missourians Initiative* encourages students to stay informed on current events by reading newspapers and listening to radio and television broadcasts. The Initiative also stresses the importance of getting information on the records of public officials and issues so that informed choices may be made.

### Standard #5

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in **comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, and multimedia productions)**.

*The Responsible Missourians Initiative* encourages students to exchange ideas with one another on ways to become responsible citizens of Missouri and the United States of America.

### Standard #6

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency **in participating in formal and informal presentations and discussions of issues and ideas**.

Teacher-led class discussions about citizenship, responsibility, Missouri government foster an exchange of ideas and opinions on these important subjects.

**In conclusion**, this lesson plan complies with four of the seven Show-Me Standards for Social Studies and three of the seven Show-Me Standards for Communication Arts.

Students should develop a renewed sense of pride and an interest in taking steps to become responsible, educated citizens.

It is especially important that students become inspired to learn about current events, history, voting rights, and political issues that may affect them, directly or indirectly.

**Students should come away from the lesson understanding that a democracy is not simply a right for every citizen, but a responsibility.**

## Responsible Missourians Initiative

### Sites of Interest for Educators and Students

**Missouri Secretary of State's Internet Site:** <http://www.sos.mo.gov>

An excellent site for learning more about the State of Missouri!

**ABA Division for Public Education: Teachers & Students: Students in Action:**

<http://www.abanet.org/publiced/youth/sia/home/html>

Student Central is the place to go for programs, activities, and resources about legal issues and public policies. The glossary can help build your vocabulary of legal and law-related terms. Or take a quiz to test your knowledge of the law. Information about careers in the law is also available.

**Student Gateway to the U.S. Government:** <http://www.students.gov/>

Students.gov is an excellent resource for students looking for government information and services, on planning and paying for an education, community service, career development, military service, research, reference, and general information on government.

**Center for Civic Education:** <http://www.civiced.org/curriculum.html>

An important, informative website for teachers interested in civic education. To aid educators in teaching effectively the major components of civic education this site offers lesson plans, syllabi, literature, resource material, and more.

**The James F. Ackerman Center for Democratic Citizenship:** <http://www.edci.purdue.edu/ackerman/>

The James F. Ackerman Center for Democratic Citizenship's mission is to assume a national leadership role in preparing new generations of American citizens. Focusing on programs, institutes, resources and activities for educators to employ more powerful citizenship programs and opportunities that result in student involvement in schools and communities.

**Constitutional Rights Foundation:** <http://www.crf-usa.org/>

Constitutional Rights Foundation (CRF) seeks to instill in our nation's youth a deeper appreciation of citizenship through values expressed in our Constitution and its Bill of Rights, and educate them to become active and responsible members of our society. CRF is dedicated to investing in our youth today, for our country's tomorrow.

**America's Promise Homepage:** <http://www.americaspromise.org/>

Build the character and competence of our nation's youth with people from every sector of American life by fulfilling Five Promises: 1. Caring Adults 2. Safe Places 3. Healthy Start 4. Marketable Skills 5. Opportunities to Serve.

**Corporation for National and Community Service:** <http://www.nationalservice.org/>

The Corporation for National and Community Service helps strengthen communities by engaging Americans of all ages and backgrounds in service.



**National Youth Leadership Council:** <http://www.nylc.org/>

The National Youth Leadership Council (NYLC) has as its mission to build vital, just communities through service learning with our nation's young people. As one of America's most prominent advocates of service learning and national service, NYLC is a leader in efforts to reform education and guide youth-oriented public policy.

**Learn & Serve America: Corporation for National Service:** <http://www.learnandserve.org/>

The Learn and Serve America: Corporation for National Service guides students to become involved in service they can learn from. Links, information, and resources to projects, scholarships, and grants can be located at this website. This site also recognizes schools and students for outstanding civic service.

**Youth Service America:** <http://www.ysa.org/>

YOUTH SERVICE AMERICA (YSA) is a resource center and premier alliance of more than 300 organizations. The organization is committed to increasing volunteer opportunities to serve locally, nationally or globally.