

Global Citizenship Webquest

Citizenship: U.S. and Global

Citizenship: Membership in a country or other political unit, which comes with full rights and responsibilities under the law (© iCivics, Inc., 2011)

Most people equate citizenship with nationality, but are there other forms of citizenship? Is it possible to be a global citizen? Can national and global citizenship coexist? In this WebQuest you will explore the meaning of these different forms of citizenship and the relationship between them. Specifically, you will determine ...

How compatible or incompatible is global citizenship with U.S. citizenship?

To reach your conclusions, you will be gathering evidence from the Internet in response to the following questions:

- How did we get to the idea of U.S. citizenship that we have today?
- How do people become U.S. citizens and express their U.S. citizenship?
- How did we get to the idea of global citizenship that we have today?
- How do people become global citizens and express their global citizenship?
- What is the relationship between U.S. citizenship and global citizenship?

Use the graphic organizer provided to record your answers, except where instructed to write out longer answers on a separate sheet.

Let the quest begin!

1. Consider someone who is not a U.S. citizen, but is thinking about becoming one. Why might this person want to be a U.S. citizen? Visit U.S. Citizenship and Immigration Services, "Should I Consider U.S. Citizenship?" at <http://1.usa.gov/16LF9nm> and examine these aspects of being a U.S. citizen. Which seem the most important to you? Write down your top two, with a few thoughts explaining your choices.
2. You're now going to examine how the notion of being a citizen of the United States evolved, starting in the 18th century. Go to the "U.S. Voting Rights Timeline" at <http://www.kqed.org/assets/pdf/education/digitalmedia/us-voting-rights-timeline.pdf> and answer the following questions.
 - a. Describe limits to naturalization (or the process of becoming a citizen) and voting around the founding of the United States (i.e., up to 1790).
 - b. Between 1848 and 1856, whose citizenship rights were broadened? Who was still fighting for citizenship rights?

- c. Determine the sequence in which all members of the following groups achieved citizenship: African Americans, Asian Americans, and Native Americans. Include the year for each group.
 - d. Since the years in “c” above, do the events in the timeline reflect changes in citizenship requirements or voting requirements? Why do you think this is?

3. Now that you know something about U.S. citizenship, it’s time to investigate how one becomes a U.S. citizen. The Fourteenth Amendment of the Constitution tells us that each individual who is born in the U.S. or naturalized in the U.S. is a citizen of the U.S. and his or her state. *Born* is fairly straightforward. *Naturalization* had to be defined by law. Go to <http://www.uscis.gov/USCIS/files/M-1051.pdf> and look over the U.S. Citizenship and Immigration Services document, *10 Steps to Naturalization: Understanding the Process of Becoming a U.S. Citizen*. While the process is long and complex, the naturalization ceremony is very simple. It just involves taking the Oath of Allegiance, which you should check out now. Download the PDF at http://cdn.icivics.org/sites/default/files/uploads/Citizenship_Just_the_Facts_0.pdf, and look at page 5. In your own words, answer the following:
 - a. What must a candidate for citizenship declare about former allegiances?
 - b. What is the only allegiance the candidate will now have?
 - c. Name some of the responsibilities of citizenship in the oath. What theme do they revolve around?

4. So what do U.S. citizens do with their citizenship?
 - a. Access the lesson called “How Can Citizens Participate?” at http://www.civiced.org/index.php?page=wtp_ms28_sb. In the section entitled “Ways Citizens Can Participate,” find at least one way that fits in each of the following categories:
 - i. Actions that affect elections
 - ii. Actions that affect laws
 - iii. Helping the government or country run
 - b. To what extent do you think U.S. citizens actually do these things? (If you have time later, look at the results of the survey entitled “The Current State of Civic Engagement in America” at <http://pewinternet.org/Reports/2009/15--The-Internet-and-Civic-Engagement/2--The-Current-State-of-Civic-Engagement-in-America/2--Participation.aspx>. Were your predictions correct? What are U.S. citizens doing a lot of, and what are they doing little of? Why do you think that is?)

5. Now let’s shift to global citizenship and investigate how this concept came about. Click on the URL for each of the following documents and answer the questions posed here.
 - a. Magna Carta: <http://www.crf-usa.org/foundations-of-our-constitution/magna-carta.html>
 The Magna Carta is a charter of liberties to which the English barons forced King John to give his assent in June 1215 at Runnymede [1] (“give assent to” means “agree to”). Though it was written mainly to demand that the king not violate the rights and privileges of his nobles, it had a much greater impact on the development of democratic government in England and around the world.

Read the three paragraphs beginning at “For free people today” In your own words, describe the meaning and importance of Chapter 39.

- b. Declaration of Independence: http://www.archives.gov/exhibits/charters/declaration_transcript.html
The colonists wrote the Declaration of Independence to explain to the world their reasons for ending their political ties with Great Britain. To make their case, they stated certain “truths” that they felt were being violated.
 - i. Read the first line of the second paragraph, from “We hold these truths to be self-evident” to “consent of the governed.” In your own words, describe the “truths” named in the Declaration.
 - ii. Now read from the beginning to “consent of the governed.” What is the evidence that these truths are universal, or that they automatically apply to all people?
6. You learned about how U.S. citizens express their citizenship. What about global citizens? The Kosmos Journal lists 10 behaviors of global citizens. Read them all at <http://www.kosmosjournal.org/articles/10-steps-to-becoming-a-global-citizen> and write the three you find most interesting here. How do they compare with the way that U.S. citizens participate (see #4 for a reminder)?
 7. Did you notice that the above link is entitled “10 Steps to Becoming a Global Citizen?” The document in #3 also involved 10 steps, but to becoming a U.S. citizen. It’s clear that the path to global citizenship is a lot less formal than the requirements for U.S. citizenship. How is this informality a strength of global citizenship? How is it a weakness?
 8. Now examine what you wrote on your graphic organizer. How does it help you compare global and U.S. citizenship? Use colored pens or pencils to make the pertinent information stand out.
 - a. Identify the parts of global and U.S. citizenship that are similar. Underline each pair in blue, and label members of each pair with the same number, starting with 1. Extra challenge: If you determine that the elements of one type of citizenship enhance or strengthen those of the other type, put a star next to the one that enhances or strengthens the other, and write a short statement explaining how next to it.
 - b. Identify the parts of global and U.S. citizenship that stand in contrast to, or conflict with, each other. Underline each pair in red, and label members of each pair with the same number, starting with 1.

Now study your marked-up graphic organizer. Drawing on evidence from your responses, can you answer the WebQuest challenge: How compatible or incompatible is global citizenship with U.S. citizenship? You may be asked to write a brief paragraph explaining your thoughts.

[1] Merriam-Webster.com, s.v. "Magna Carta," accessed January 27, 2013, <http://www.merriam-webster.com/dictionary/magna%20carta>.