**Subject area/course**: History/Social Studies; United States History

**Grade level/band**: 11-12

**Task source**: Educational Policy Improvement Center (EPIC)

**Is Citizenship What It Used to Be?**

**STUDENT INSTRUCTIONS**

1. **Task context**:

Citizenship, the relationship between individuals and systems of governance, is a concept that many believe first arose in ancient Greece. The meaning of citizenship has evolved over the centuries. During the Middle Ages, people were often subjects of a king or queen. During the Renaissance, with the rise of larger cities and then nations, the concept of citizenship began to change again. Historians debate the nature and significance of citizenship throughout human history. They ask questions like: What was the meaning and significance of citizenship at various points in history, and what is citizenship today in our own nation?

Imagine that your local historical society is sponsoring a speech contest for high school students on this topic: *Is Citizenship What it Used to Be?* The society is sponsoring a series of seminars on citizenship’s earliest roots in history as well as its historical development in the local region and nation. Since the historical society is especially interested in primary documents, each student must refer to the following four documents:

* Pericles’ *Funeral Oration*;
* Abraham Lincoln’s *Gettysburg Address*;
* John F. Kennedy’s *Inaugural Address*, 1963;
* Bill Clinton’s blog post: *Turning Ideas into Action*, 2012.

Rules for the contest set the time of the speech at five to seven minutes. Also, the speech must:

* Be based on research about the primary documents listed above and other sources (including Internet sources).
* Outline the Greek origins of the idea of citizenship as well as the development of the concept of citizenship at three points in time in United States history.
* Present the speechwriter’s own view of the nature of citizenship today in our country to support a thesis on whether the nature and significance of citizenship has or has not changed over time.

You will need to cite all the sources you use in the written version of your speech. Be sure to include a brief historical narrative that provides background about the author, the purpose, the intended audience, and the time periods in which each source is set.

1. **Final product**:

Really dig in to these documents so that you can develop your final product, a speech entitled: *Is Citizenship What It Used to Be?* Write your speech and prepare to deliver it orally. You will have the opportunity to revise your speech in order to help you communicate clearly and intelligently. You will submit a written version of your speech to your teacher with citations from your research.

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**
* Conduct a sustained research project to answer a question and demonstrate understanding of the subject under investigation, gathering relevant information from multiple authoritative print and digital sources.
* Integrate and synthesize multiple sources of information in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source.
* Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.
* Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.
* Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.
1. **Materials needed:**
* Internet and library access to research and develop the historical context for your speech.
* You will need individual copies of the four primary sources used in the task. Texts are available on the following web sites:
	+ *Internet Ancient History Sourcebook*. Fordham University. Thucydides (c.460/455-c.399 BCE): “Pericles’ Funeral Oration from the Peloponnesian War,” (Book 2.34-46).
		- <http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>
	+ *100 Milestone Documents from the National Archive*s. Washington, D.C.: National Archives. Lincoln, A. “The Gettysburg Address (1863).
		- <http://www.ourdocuments.gov/doc.php?flash=true&doc=36>
	+ *100 Milestone Documents from the National Archives*. Washington, D.C.: National Archives. Transcript of President John F. Kennedy’s Inaugural Address (1961).
		- <http://www.ourdocuments.gov/doc.php?flash=true&doc=91&page=transcript>
	+ Clinton, William J. "Turning Ideas into Action." Web log post. *Clinton Foundation*. Clinton Foundation, 23 Sept. 2012. Web. 9 July 2013.
		- <http://www.clintonfoundation.org/main/clinton-foundation-blog.html/2012/09/23/turning-ideas-into-action/>
1. **Time requirements:**

You will have approximately two weeks to complete this task. Your teacher will provide you with a detailed timeline and due dates.

1. **Scoring:**

Your work will be scored using the QPA Common Oral Communication rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.