



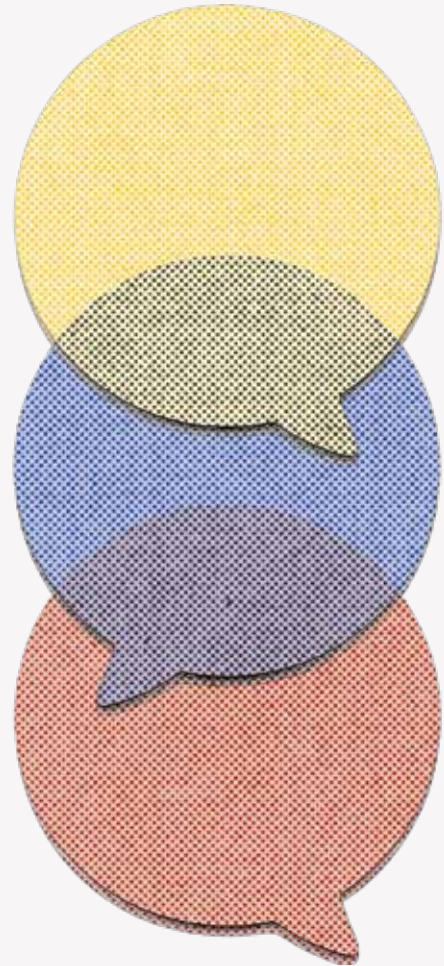
Roles and Responsibilities of Citizens

Gallery Walk Instructions

Your class will participate in a gallery walk to explore different quotations about community citizens' roles and responsibilities.

1. Form up to seven different groups to focus on one of the quotations below.
2. Each group will become experts on the quotation. Write the quotation on a blank piece of paper or large sticky note and then write answers to the questions related to the quotation.
3. Once your group has written your quotation and answers, put your work on your desks or hang it on the wall.
4. Visit each station in the classroom to learn about each group's assigned quotation and their analysis.
5. At each station, bring a pen so you can write a "+1" next to a quote or group answer that resonates with you or a "?" next to any statements where you need more clarification. After reading the group's work, feel free to write additional questions that come up for you.
6. Come together as a class to discuss insights, reflections, and findings from the gallery walk.

The quotations on the following pages address some of the roles and responsibilities of citizens in their government.



Continued on the Next Page →



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← Continued From the Previous Page

Group 1

If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost.

—Aristotle, Greek philosopher

1. What argument can you make to support the idea that “all persons alike” must “share in the government to the utmost” in a democracy for liberty and equality to flourish?
2. If “all persons alike” must “share in the government to the utmost” in a democracy for liberty and equality to flourish, what are the responsibilities of citizens that this implies?
3. What argument can you make to support the idea that liberty and equality are more likely to be found in a democracy than in another form of government?

Group 2

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is, not to take it from them, but to inform their discretion by education.

—Thomas Jefferson, Founder and third president of the United States

1. If the ultimate powers of a society are placed in the hands of the people, what responsibilities does this imply for individuals and the people as a whole?
2. What might be the consequences for democracy if a large number of people are “not enlightened enough to exercise their control with a wholesome discretion”?
3. What responsibilities does this imply for citizens and their government?



Continued on the Next Page →



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← Continued From the Previous Page

Group 3

Those who profess to favor freedom and yet depreciate [to lose value over time] agitation are men who want crops without ploughing the ground; they want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one, or it may be a physical one, and it may be both moral and physical, but it must be a struggle. Power concedes nothing without a demand. It never did and it never will.

—Frederick Douglass, American abolitionist and orator

1. What are the potential consequences for democracy if citizens fail to actively engage in the political process and hold their government accountable?
2. How does the quote emphasize the importance of citizen empowerment and active participation in shaping the direction of society?
3. In what ways can citizens ensure that their voices are heard and their concerns addressed by the government, as advocated by Frederick Douglass?

Group 4

Democracy is not a state. It is an act, and each generation must do its part to help build what we called the Beloved Community, a nation and world society at peace with itself.

—John Lewis, civil rights activist and United States congressman

1. What is the importance of participation in democracy by “each generation,” as highlighted by the quote?
2. What does the quote mean by “Democracy is not a state,” and how does it differ from the “act” of democracy?
3. Reflecting on the words, what role do you believe young people can play in shaping the future of democracy?





Group 5

That power is in your person. And when you come together with other workers, other people, and they also understand that they have power, this is the way that changes are made. But you can't do it by yourself. You've got to do it with other people. You've got to work together to make it happen.

—Dolores Huerta, cofounder of the United Farm Workers Association

1. What does Dolores Huerta mean when she says “power is in your person”?
2. Can you think of some examples in U.S. history when ordinary people came together to make a powerful change?
3. How can individuals today come together to create positive change in their communities, as suggested in the quote?



Group 6

The secret of our success is that we never, never give up.

—Wilma Mankiller, first female chief of the Cherokee Nation

1. Why is it important to keep trying to make change when you believe in something?
2. What role does resistance have in a democratic society?
3. Why is it important to listen to all voices and varied perspectives?

