



## UNIT 3

# Being a Citizen

### Unit Orientation

#### Issue

Being a citizen basically means that you have both rights and responsibilities within a community or a state. A good citizen will fulfill their rights and duties to promote a sense of belonging. After all, a nation is only as healthy as its individual citizens. Promoting your awareness of the value of citizenship can help you to be a more active citizen. Then, how will you practice active citizenship by following the examples set by those good citizens?

#### Project Description

In this unit, you will be encouraged to undertake fellowship with your compatriots and act for the public good as an active citizen. You will learn how to promote citizenship values through celebrating, and honoring the merits and accomplishments of unsung heroes. Next, you will work with your group members to uncover an unsung hero whose merits deserve celebrating and introduce your hero to the class. Then, you will write a news story based on your group work in the format and style of news writing.

#### Objectives

This unit is intended to help you:

- develop active citizenship by participating in the activities to achieve social harmony;
- use wh-questions to extract vital information from a news report;
- learn about the structure and style of news writing;
- write a news report to promote citizenship values;
- contribute to the development of better citizenship by cultivating your personality traits.

## PART ONE Preparing and Initiating

### ➞ Preparing

- During the first phase of the project, we need to understand that citizenship isn't just a static idea. Rather, it is about how you act to show fellowship with your compatriots. The ancient Chinese thinker Mencius said, "A heart of sympathy is essential to man." To find our heart of sympathy, there must be something we can do.

Listen to the song below and complete the following activities.



#### Activity 3.1

Fill in the blanks to complete the lyrics.

#### Another Day in Paradise

*She calls out to the man on the street,*

*"Sir, can you help me?*

*It's cold and I've nowhere to sleep.*

1. \_\_\_\_\_?"

*He walks on, doesn't look back.*

*He pretends he can't hear her,*

*Starts to whistle as he crosses the street,*

Seems 2. \_\_\_\_\_.

*Oh, think twice.*

*'Cause it's another day for you and me in paradise.*

*Oh, think twice.*

*'Cause it's another day for you, you and me in paradise.*

*Just think about it.*

*She calls out to the man on the street.*

*He can see she's been crying.*



*She's got blisters 3. \_\_\_\_\_.*

*She can't walk but she's trying.*

*Oh think twice.*

*'Cause it's another day for you and me in paradise.*

*Oh think twice.*

*It's just another day for you, you and me in paradise.*

*Just think about it.*

*Oh Lord, 4. \_\_\_\_\_?*

*Oh my Lord, there must be something you can say.*

*You can tell from 5. \_\_\_\_\_,*

*You can see that she's been there,*

*Probably been moved on from every place,*

*'Cause she 6. \_\_\_\_\_.*

*Oh think twice.*

*'Cause it's another day for you and me in paradise.*

*Oh think twice.*

*It's just another day for you, you and me in paradise.*

*Just think about it,*

*Think about it.*

*It's just another day for you and me in paradise.*

*It's just another day for you and me in paradise,*

*Paradise.*

*Just think about it.*

*Paradise.*

*Just think about it.*

*Paradise, paradise.*

*It's just another day for you, you and me in paradise.*

**Activity 3.2**

Answer the following questions with the information from the song.

**WHO** are mentioned? 1. \_\_\_\_\_

**WHAT** happens? 2. \_\_\_\_\_

**WHEN** does it happen? 3. \_\_\_\_\_

**WHERE** does it happen? 4. \_\_\_\_\_

**HOW** do they behave?

• The woman: 5. \_\_\_\_\_

• The man: 6. \_\_\_\_\_

**Activity 3.3**

Write a narrative of about 50 words with the above WHO, WHAT, WHEN, WHERE and HOW information. The beginning of this narrative has been written for you.

A homeless woman asks a man on the street if he can tell her somewhere to sleep  
on this cold day. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



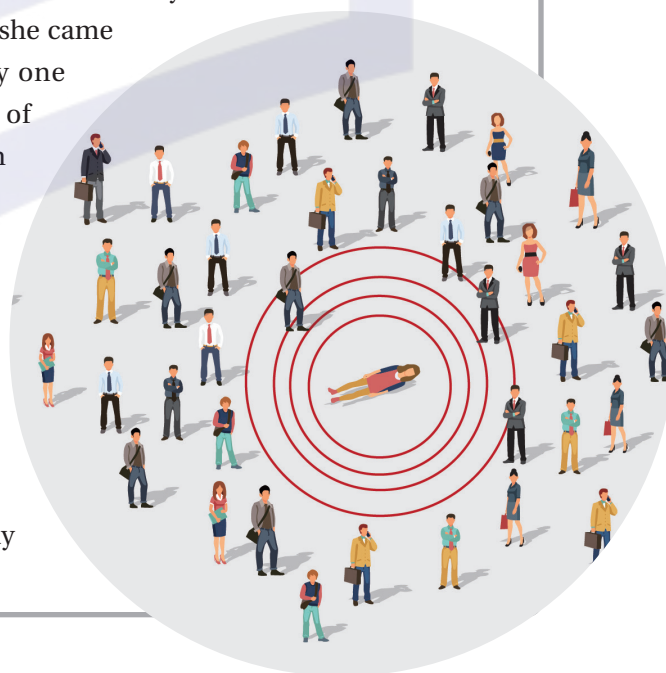
## ▶ Initiating

- When seeing someone bogged down in difficulties, some people may ignore what is happening, while active citizens will come forward to take action. What impels them to act differently? We need to think about it. To promote social harmony, it is necessary to inspire people to put their shoulders to the wheel as citizens.

Read the passage and complete the following activities.

### Crowds Without Heroes

- ① Why does a crowd of witnesses so hesitantly intervene to help a person who is obviously in trouble, and what does it take to be the person who does?
- ② Yes, some may act quickly to intervene without regard to personal safety. Shockingly, others may actually join in the abuse. More often, though, the crowd simply freezes, watching the scene unfold.
- ③ Horrifying, right? Most of us imagine that, had we been among the bystanders, we'd immediately have gone to the rescue or at least called the police. As comforting as that thought may be, however, research suggests otherwise — and so does history. The reality is that unless there is at least one morally secure and compelling leader who has the support of a number of the bystanders, group dynamics favor inaction.
- ④ Researchers began to study bystander inaction seriously after 28-year-old Kitty Genovese was stabbed as she came home to her apartment in New York City early one morning in 1964. The attack took place in view of a number of her neighbors and probably within earshot of more. She screamed during that initial attack, at which point one neighbor shouted down through his window. The attacker did flee, but 10 minutes later he returned and stabbed her again, sexually assaulted her, and stole her money. After he left, a female neighbor found her and remained by her side; but physical intervention, when it did come, was too late. Genovese died on the way





to the hospital.

- 5 By 1970, psychologists John Darley and Bibb Latané had reproduced “the bystander effect” in a series of studies, finding that one person observing an emergency almost always reported it calmly and immediately; however, when more observers were present, reporting dropped off dramatically. In a 1981 summary of his research, Latané explained the decision-making process bystanders must undergo in order to intervene: “The bystander must notice the event, interpret it as an emergency, feel personally responsible for dealing with it, and possess the necessary skills and resources to act.”
- 6 The more people present in a crowd of onlookers, the more likely these decision-making steps will be delayed, and the longer they are delayed, the less likely anyone is to respond.
- 7 We sometimes hear about people being Good Samaritans.
- 8 In the Queens borough of New York City on April 24, 2010, a surveillance camera captured an attempted mugging, in which a Good Samaritan intervened to save the female victim. As she fled, the mugger turned his attention to the hero, a homeless man. After being stabbed several times, Hugo Alfredo Tale-Yax collapsed on the sidewalk and was passed by more than 20 people, none of whom stopped to help the dying vagrant. By the time the emergency workers arrived, Tale-Yax was dead.
- 9 Many found themselves at a loss to explain the behavior of those bystanders who observed the nonstop attacks without intervening. Although some of the observers had cell phones, news reports say they were used to take pictures or video rather than to press the three digits that would have meant so much.
- 10 Christine Wellstead, a Canadian nurse, happened across an unconscious homeless man near a busy Vancouver coffee house one night in December, 2005. He was slumped on a bench and wrapped in a burning blanket. No one intervened until Wellstead arrived on the scene.
- 11 Even then, as the nurse tried to put out the fire, one of the bystanders — calmly drinking her coffee nearby — continued a casual conversation over her cell phone. Another observer, a customer inside the coffee shop, advised, “Just leave him alone, he’s a homeless person.” Appalled and insistent, Wellstead doused the fire and then instructed a barista to call for an ambulance.
- 12 When Wellstead finally succeeded in waking the man, she learned he was prone to seizures and had likely had one while smoking and wrapped in his blanket.
- 13 “I know there are a lot of homeless people here and I know some of them can be annoying, but this was a human being,” Wellstead said.
- 14 What makes a bystander choose to act, then?
- 15 To be that person in the crowd who intervenes requires a level of character that

compels us to willingly take responsibility to act on behalf of the welfare of others, and that clearly is our responsibility to one another within our communities — not to just have one hero in every crowd, but to have entire crowds of heroes.

*(732 words)*

  
Passage Comprehension

  
Language Focus

  
Online Exercises





**Activity 3.4**

Fill in the table with the information from the passage.

Who are mentioned?	What happened?	When did it happen?	Where did it happen?
1.	A young woman was stabbed during two attacks, and died.	2.	Outside an apartment in New York City.
Hugo Alfredo Tale-Yax, a homeless man.	3.	April 24, 2010.	4.
5.	A woman intervened to save an unconscious homeless man.	6.	Outside a coffee house in Vancouver.

**Activity 3.5**

Describe how the bystanders responded to the following events with the information from the passage.

**Event ①**

Hearing Kitty Genovese's scream for help, \_\_\_\_\_

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**Event ②**

After Mr. Tale-Yax collapsed on the sidewalk, \_\_\_\_\_

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**Event ③**

When a homeless man was found unconscious and his blanket was on fire, \_\_\_\_\_

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**Activity 3.6**

*Find answers to the following questions from the passage.*



1. What is “the bystander effect”?

(Para. \_\_\_\_ ) \_\_\_\_\_

2. What is the decision-making process for a bystander to go through before starting to intervene?

(Para. \_\_\_\_ ) \_\_\_\_\_

3. What motivates a bystander to intervene instead of remaining indifferent?

(Para. \_\_\_\_ ) \_\_\_\_\_

**Activity 3.7**

*Pick one of the following measures or make a proposal that you think would greatly encourage people to take action to help others, and then justify your choice or proposal.*

- Set a brave act award.
- Pass a law against bystander indifference.
- Promote responsibility of citizens to help others.
- **Your proposal:**

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**Your justification:**

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## PART TWO Exploring and Researching

### Exploring

- The concept of citizenship covers many aspects, one of which is the dedication to the betterment of society. Individuals who show great citizenship qualities in their help to others are respected as heroes because what they do makes a significant impact, as what is shown in the following passage that tells how four high school students tried to uncover such a hero. Their journey to accomplish their project results not only in the presentation of a great yet unsung Holocaust hero to the world, but also in the change of their faith in humanity.

Read the passage and complete the following activities.

#### Students Shed Light on a Holocaust Hero

*Kristen Scharnberg*

- 1 Four young Kansas women have become known as the “rescuers of the rescuer.”
- 2 What they did as high school students started out simply enough: Collaborate on a National History Day project to write a short play about a past event.
- 3 What they accomplished is stunning: Discover, research, and introduce to the world an unsung Polish heroine of the Holocaust, a woman who daringly saved about 2,500 Jewish children from the Warsaw ghetto yet remained virtually unknown to historians and the public for more than 60 years.
- 4 “It’s a little mind-boggling,” said Megan Stewart, now 22, who was one of the students. “Some days I almost can’t believe this wonderful journey we’ve been on.”
- 5 That journey began eight years ago when Megan Stewart and three schoolmates



Passage B





decided to look into the life of Irena Sendler, a Polish Catholic social worker. They'd seen her name mentioned in a magazine article about heroes of the Holocaust, but she was not renowned like Oskar Schindler, the man who inspired the movie *Schindler's List*. The four students launched an Internet search but found sparse information about Sendler.

6 With the help of a Jewish organization, the students found the Polish woman in a nursing home in Warsaw. They forged a deep friendship with her, made multiple trips to Poland to interview her and those she had saved, and accumulated the world's most extensive clearinghouse of research and artifacts of her life and contribution to history.

7 They completed their 10-minute play for that year's National History Day project but then expanded it into a 35-minute drama that they continue to perform around the country and the world — some 225 at the most recent count.

8 97-year-old Sendler, a woman once virtually anonymous, was nominated for the 2007 Nobel Peace Prize, thanks mostly to the four students who were so inspired by her story that it has come to define their lives, even after they have graduated from high school and college, married, and started families.

9 “Think of it,” said Norm Conard, the Social Studies teacher at Uniontown High School. “You have some rural kids from a small town in Kansas who decide to tackle the story of a Polish woman who saved thousands of Jews, despite the fact that they were raised in a place where there is virtually no one of Jewish ancestry. It makes absolutely no sense that Irena's story would end up getting told like this.” And yet, it makes perfect sense.

10 Conard had taught his students a Hebrew expression: “Tikkun Olam,” which means “to repair the world.” He asked them to do classroom projects that explored topics of diversity and that encouraged respect for all races and creeds. His classroom motto was, “He who changes one person, changes the world entire.”

11 In 1999, Conard grouped four of his star pupils together for a History Day project and handed them a *U.S. News & World Report* article titled “The Other Schindlers.”

12 “We started trying to research Irena after seeing her mentioned in that article, but couldn't find much of anything on her,” said one of the students, Sabrina Coons, now 24. The two other students assigned to the project were Jessica Shelton, now 23, and Elizabeth Cambers, now 21.

13 The girls' goal initially was to find out where Sendler was buried. But the students received a stunning response from a Jewish foundation: Sendler was alive and in good health in Poland.

14 The students began corresponding with Sendler and finished their play about her life. They called it “Life in a Jar,” because she had buried detailed lists of the ancestry and

whereabouts of each child she rescued in glass jars under an apple tree in a friend's yard in Warsaw. When Sendler was later caught by the Nazis, she refused to reveal the location of those jars even under torture and threat of execution.

- 15 “Those jars were literally jars of life,” Stewart said, explaining that Sendler placed the children she rescued in the homes of non-Jewish Poles, in Catholic convents, and in orphanages.

- 16 Almost every letter Sendler sent the young Kansas women, translated from Polish to English, began the same way: “My dear, beloved girls so close to my heart.” Sendler wrote of all the ways she had spirited children out of the Warsaw ghetto after gaining entrance as a city social worker and persuading their soon-to-die parents to give them up. In some cases, she would sedate crying infants and sneak them out of the ghetto in medical bags or wood boxes.

- 17 In the final years of Sendler's life, as her story has become better known, Sendler has been nicknamed the “mother of the children of the Holocaust,” a title that holds particular significance for the four young women from Kansas.

- 18 “She has become something of a surrogate mother for them,” Conard said. “She is now the force that guides so much of what they do.”

- 19 Today, each of the women wears a small heart necklace given to them by Sendler. They e-mail and write her regularly and are planning a trip to visit her on her 100th birthday. And the most cherished item they own is a history-steeped glass jar from Poland.



(859 words)



Passage Comprehension



Language Focus



Online Exercises



**Activity 3.8**

*Complete the following sentences to describe how the four students accomplished their National History Day project.*

1. They collaborated as a team to \_\_\_\_\_  
\_\_\_\_\_
2. They read an article that mentioned a woman who \_\_\_\_\_  
\_\_\_\_\_
3. They found that Irena Sendler \_\_\_\_\_  
\_\_\_\_\_
4. They went to Poland to \_\_\_\_\_  
\_\_\_\_\_
5. They completed a 10 minute play entitled \_\_\_\_\_  
\_\_\_\_\_
6. They performed \_\_\_\_\_  
\_\_\_\_\_
7. They introduced to the world \_\_\_\_\_  
\_\_\_\_\_

**Activity 3.9**

*Decide whether the following statements are true (T) or false (F) according to the passage. Then find the sentences in the passage to justify your decision.*

- (    ) 1. Irena Sendler was regarded as one of the other Schindlers in a news article.  
\_\_\_\_\_
- (    ) 2. Irena Sendler took advantage of her job to sneak about 2,500 Jewish children out of the ghetto.  
\_\_\_\_\_
- (    ) 3. Irena Sendler kept the records about the children she rescued in glass jars and buried them underground.  
\_\_\_\_\_
- (    ) 4. Irena Sendler was granted the Nobel Peace Prize in 2007.  
\_\_\_\_\_
- (    ) 5. Irena Sendler had passed away when the students started to look into her life.  
\_\_\_\_\_

**Activity 3.10**

Read the list of activities that active citizens should feel responsible to engage in, and provide an example for each of them.

Activities	Examples
• <b>Abide by laws.</b>	Make sure everyone in your car buckles up before you start driving.
• Devote oneself to his / her country.	• _____
• Respect the rights of others.	• _____
• Extend friendliness.	• _____
• Offer help to others when needed.	• _____
• Stand up to injustice.	• _____
• Stay dedicated to his / her work.	• _____
• Care for the environment.	• _____
• Uphold his / her integrity.	• _____

**Activity 3.11**

Collect all the examples of activities of active citizens from your group members, and write down three examples of activities that you think most important to you.

Activities	Examples
1. _____	• _____
2. _____	• _____
3. _____	• _____

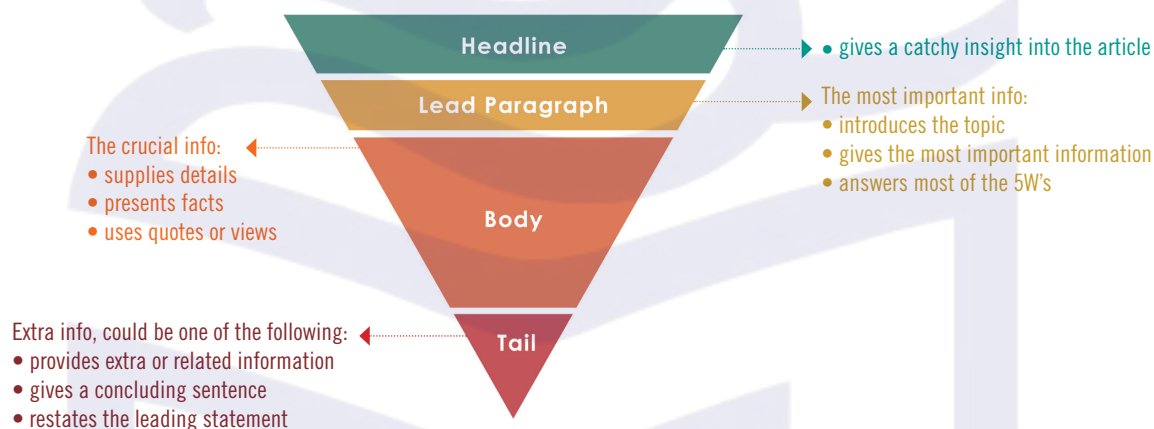


## Researching

- News reports not only tell us what is happening in the world, but also can promote citizenship by informing the public of the great deeds carried out by those such as Christine Wellstead and Irena Sendler. News writing usually follows a basic structure. Learning the news writing structure will help you write good stories about those unknown or unsung heroes.

### WRITING SKILLS: Writing a News Report

To write a good news report, you need to follow the basic structure of news writing, the most commonly used of which is **the Inverted Pyramid**. It simply means that the most important information should be placed at the beginning and the least at the end.



Besides the basic structure, you also need to pay attention to the following aspects:

1. A good headline is usually short and attention-grabbing. Under the headline is a byline of the writer's name.
2. Journalists always try to present all the important information in the lead paragraph and give a brief overview of the event or story by using the 5Ws rule (and sometimes including HOW):
  - WHO (was / were involved)?
  - WHAT (took place)?
  - WHEN (did it take place)?
  - WHERE (did it take place)?
  - WHY (did it happen)?
  - HOW (did it happen)?— can be included when necessary.
3. Compared to other styles of writing, news writing follows a concise, fact-based and straightforward approach, as in the following:
  - Keep sentences short and paragraphs concise.
  - Use the third person narrative instead of first person, avoiding "I" "we" "us."
  - Use simple language; Do not go for slang or jargons; Do not repeat ideas or events.
  - Highlight facts rather than just inform them.
  - Attribute all the quotations — exact wording of statements that people made.
  - Be objective and avoid personal opinions.

**Activity 3.12**

*Reproduce a short news report based on the story of Passage B, applying the news writing structure of the Inverted Pyramid.*

- ❶ Choose an **angle** for your news report. You may focus on Irene Sendler's heroic venture, the project accomplished by the four high school students, or another angle you find more significant.

**Angle:** \_\_\_\_\_



- ❷ Create a **headline** that catches the attention of the reader. Don't forget to put your name under the headline.

**Headline:** \_\_\_\_\_



- ❸ Create the **lead paragraph**, which apprises the reader of the most important information and a general overview of the scenario by using most of the 5W's rule.



- ❹ Provide necessary detailed information in the **body** to dig deeper into the explanation of the event or the matter.



- ❺ Add a **tail** if necessary, with just one or two concise sentences.

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**NOTE**

If a certain W information is not available in the passage, search online for it.

## PART THREE Constructing and Showcasing

### Constructing

- Now you have come to the phase to build your project product, i.e., to discover and introduce a citizen who has done something bravely and selflessly for other people, but remains an unsung hero. You need to collaborate with your group members to find such a person, dig up what he / she has done, and then report the findings of your group to your class.

#### Activity 3.13

*Search for an unsung hero whose deed is praiseworthy in terms of citizen virtues. Below are some tips for your search for such a person both at home and abroad.*

- Step A** Find an ordinary person who did a great deed, but still remains unknown. You may search for such a person from one or more of the following aspects:



- one such person who gave a hand to other people in difficulties in a tough situation (e.g. during a war, a pandemic, a turmoil, a disaster);
- one such person who took a heroic action to accomplish a task for the benefit of his / her community;
- one such person who stood up to protect or rescue other people;
- one such person who unselfishly devoted his / she efforts to the common good;
- one such person whose behavior has promoted citizenship values.

- Step B** Decide on the person for your report. Consider the following aspects of the person:

- Is the person already widely known for his / her deed? If yes, switch to another person.
- What value of citizenship does the person possess?
- Why does the deed of the person touch the heart of the public?

**The unsung hero decided:**

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**Step C** Search for the information necessary for your report.

- Search the Internet for information about the person;
- Interview the person if possible;
- Interview witnesses of the person's heroic deed if you can;
- Collect quotable comments on the great deed by authoritative figures.

A large, light blue, stylized graphic of a person's head and shoulders, facing right, with a large 'V' shape below it. The graphic is composed of thick, flowing lines. Overlaid on this graphic is a large, light blue, stylized graphic of a person's head and shoulders, facing right, with a large 'V' shape below it. The graphic is composed of thick, flowing lines. Overlaid on this graphic is a large, light blue, stylized graphic of a person's head and shoulders, facing right, with a large 'V' shape below it. The graphic is composed of thick, flowing lines.

**Step D** Put your findings together and get ready for the class presentation.



- Produce a short drama, a news report, a comic strip, etc. for your presentation;
- Make a PPT if you think it will make your presentation more attractive.

## Showcasing

- At the final phase of your project building, it is time to wrap up what you have learned in this unit and present your accomplishments.

### Activity 3.14

*Make a group report on an unsung hero, following the procedures below.*

#### **A Presentation** (by presenters)

Each group presents its report on “the unsung hero” to the class. Group members should take turns to cover the following information with the help of visual or audio aids:

- a short introduction led by the headline;
- a concise narrative around WHO, WHAT, WHERE and WHEN;
- an extension to include extra information and WHY and HOW if need be;
- a brief summary.

#### **B Interaction** (between presenters and the audience)

Upon the completion of the presentation, presenters should take questions, comments, or suggestions from the audience, and respond accordingly.

#### **C Evaluation** (by the audience)

The audience should evaluate the presentation of the on-stage group according to the following criteria:

- The report presents necessary information;
- The report promotes a value of citizenship;
- The report is well delivered by the group;
- The report of the unsung hero is touching.

#### **TIPS**

You can use the Group Evaluation Sheet on Page 205 in the Appendix.

**Activity 3.15**

*Write a news report on the unsung hero presented by your group, following the requirements below.*

- Create a catchy **headline** to grab readers' attention;
- Write a **lead paragraph** to answer the questions beginning with WHO, WHAT, WHERE and WHEN;
- Add related quotes and detailed information in the next paragraphs (**body**) to explain WHY and HOW;
- Add a photo or two that help to illustrate the story;
- Make a brief summary at the **tail**.





## PART FOUR Assessing and Reflecting

### Assessing

- ▶ Assessing the work you have accomplished gives you an opportunity to know not only the response of your audience to your work, but also the weak parts of your work to improve.

#### Activity 3.16

Assess your group's work according to the following assessment rubrics. Go over each item and rate the performance on a scale from 1 to 5 where 1 means "Poor," 3 means "Average," and 5 means "Excellent."

Categories		Focus	Rating				
			1	2	3	4	5
Uncovering an Unsung Hero	Theme	The project is highly related to citizenship.					
	Background	The report presents necessary information.					
	Focus	The report promotes a value of citizenship.					
	Collaboration	The report is well delivered by the group.					
	Effect	The report of the unsung hero is touching.					
Presentation		The presenters use language properly and effectively with few errors in spelling, pronunciation, punctuation, or grammar.					
		The presenters keep steady eye contact, use proper gestures and maintain an upright posture during the presentation.					

analysis

vision



Team

## ! Reflecting

- Reflection for learning allows you to step back from your learning experience, and helps you develop critical thinking skills, and improve future performance by analyzing what you have learned and how you have come.

### Activity 3.17

Reflect on what you have gone through, what you have learned, and what adjustments you may need to make in future learning. Go over each question in the following table, and then write a reflective journal based on these questions and your answers. Feel free to include aspects not covered by these questions when necessary.

Categories and Items	Questions
<b>Language Learning</b>	
Reading	Do I have a better awareness of citizenship values?
	Do I understand the viewpoints of the reading passages?
Writing	Do I know how to apply the Inverted Pyramid while writing a news story?
	Did I create a good news report on an unsung hero?
Speaking	Did I make an impressive introduction to an unsung hero?
	Did I express myself clearly in the follow-up interaction?
<b>Skill Development</b>	
Presentation	Did I develop presentation skills, both verbal and nonverbal, in the class report?
Collaboration	What have I learned from working with my group members during the project building?
Critical Thinking	How did I practice my critical thinking skills in the process of creating a news report?
<b>Project Participating</b>	
Collecting and Sharing	Did I actively collect information for the project and share my ideas?
Creating the Class Report	In which way did I contribute most to the creation of the report of my group?
Presenting the Class Report	In which part or aspect did I contribute most to the presentation of the group project?