A Voice in Town

How citizenship rights and responsibilities work together

8.C.4 "Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each right in the passage and circle a responsibility that goes with it. Give each matching pair the same number to show how they connect.

The Library Hours Debate

1. At a town meeting, eighth grader Maya asks the council to keep the library open on Saturdays. The council gives each speaker two minutes, and Maya uses hers to explain how students need a quiet place to study. In the United States, the right to speak about public issues helps citizens bring problems to government. Maya also has a responsibility to follow the meeting rules and let other speakers finish, even when they disagree. That choice protects the same chance to speak that she wants for herself.

2. After the meeting, Maya and her neighbors start a petition asking the council to review library hours. The right to petition lets citizens ask government to address a concern, but it does not force officials to agree. Before collecting signatures, Maya checks the library's posted schedule instead of claiming it is closed every weekend. Her care with facts helps neighbors decide whether to sign and helps council members understand the request. The right to ask for change works better when people use it honestly and respect others' choices.

3. At the next local election, Maya's aunt can vote for council members because she is an eligible adult citizen. She reads the candidates' plans for library funding before choosing one. Voting gives citizens a say in who makes public decisions; learning about candidates helps them use that right thoughtfully. Maya cannot vote yet, but she can compare the plans and discuss them with her aunt. Voting is a right, not a legal requirement, while staying informed is a civic responsibility. Neither Maya's speech nor a ballot guarantees longer library hours.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Maya's choice to follow the meeting rules support the right to speak?

2. Why does checking the library schedule matter when Maya uses the right to petition?

3. How does reading candidates' plans help Maya's aunt use her right to vote?

4. Maya can speak at the meeting but cannot vote yet. What responsibility can she practice now that also helps her aunt use the right to vote?

3 YOUR TURN

Your own words

Your town plans to remove a bus stop near a community center. In four sentences, name one right citizens could use to address the plan, describe an action you would take and a related responsibility, and explain how that responsibility supports the right.

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PART 1 · READ AND MARK

Underline each right in the passage and circle a responsibility that goes with it. Give each matching pair the same number to show how they connect. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Maya's choice to follow the meeting rules support the right to speak?	**It gives other speakers the same chance to speak that Maya has.**
2	Why does checking the library schedule matter when Maya uses the right to petition?	**Accurate information helps neighbors decide whether to sign and helps council members understand the request.**
3	How does reading candidates' plans help Maya's aunt use her right to vote?	**It helps her make a thoughtful choice about who will make public decisions.**
4	Maya can speak at the meeting but cannot vote yet. What responsibility can she practice now that also helps her aunt use the right to vote?	**Maya can compare the candidates' plans and discuss them with her aunt, helping her aunt make an informed choice.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Citizens could use their right to speak about the plan at a public transit meeting. I would tell the transit board why riders need the stop near the community center. I would also listen while other riders share their views. Listening gives them the same chance to speak that I have.

Accept other accurate pairings of a right and a related responsibility when the student explains the connection. For Part 3, accept a realistic action involving speech, petitioning, or another relevant right.