

## **CITIZENSHIP EDUCATION WITH MORAL-BASED POSSIBILITIES: INQUIRIES IN AN AMERICAN FIFTH GRADE CLASSROOM**

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### **ABSTRACT**

Moral growth of students can become neglected due to schooling's focus on intellectual growth. In this paper, I explore the value of "imaginative engagement" and "empathetic understanding," theoretically conceptualized, as a way to address the issue of a more flexible curriculum in fiction literature for conscientious citizenship education. After a brief review of moral education factors, I indicate a conception of democratic citizenship. Next, I demonstrate specific examples and situations for moral-based experiences related to fifth grade curriculum—namely, literature in the classroom. I conclude with a detailed exploration of the value of moral-based possibilities within the school context for development of democratic citizens.

**Keywords:** Citizenship Education, Democracy, Curriculum, Moral Education, Literature.