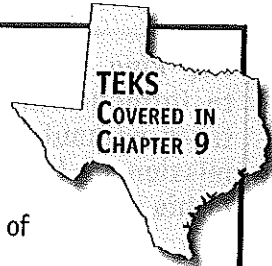




THE RIGHTS AND RESPONSIBILITIES OF AMERICAN CITIZENS



- **Government 15C** Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the ... Bill of Rights.
- **Government 17A** Analyze the arguments of the Federalists and Anti-Federalists, including ... Patrick Henry and George Mason.
- **Citizenship 19.** The student understands the rights and responsibilities of citizens of the U.S.
 - **Citizenship 19A** Define and give examples of unalienable rights.
 - **Citizenship 19B** Summarize rights guaranteed in the Bill of Rights.
 - **Citizenship 19C** Explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family
 - **Citizenship 19D** Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
 - **Citizenship 19E** Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
 - **Citizenship 19F** Explain how the rights and responsibilities of U.S. citizens reflect our national identity.
 - **Citizenship 20B** Evaluate the contributions of the Founding Fathers as models of civic virtue.
 - **Citizenship 21A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - **Citizenship 21B** Describe the importance of free speech and press in a constitutional republic.
- **Culture 25C** Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.

In this chapter, you will learn about the Bill of Rights and about other rights and responsibilities of American citizens. You will also explore how someone not born in the United States can become a naturalized citizen.

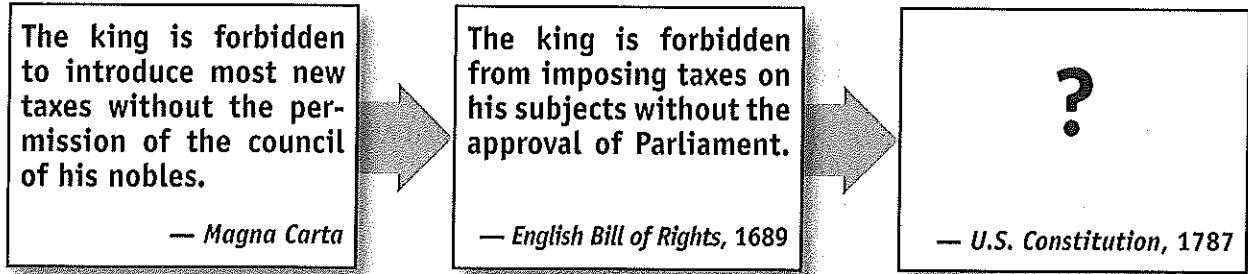
KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|----------------------|-------------------------|------------------------|
| ■ Bill of Rights | ■ Equal Protection | ■ Self-Incrimination |
| ■ First Amendment | ■ Unreasonable Searches | ■ Bail |
| ■ Freedom of Speech | ■ Eminent Domain | ■ Fourteenth Amendment |
| ■ Right to Petition | ■ Search Warrant | ■ Naturalized Citizen |
| ■ Right of Assembly | ■ Grand Jury Indictment | ■ Responsibilities |
| ■ Due Process of Law | ■ Double Jeopardy | ■ National Identity |

- 19 What is the purpose of the checks-and-balances system in the U.S. Constitution?
- A to expand the President's treaty-making powers
 - B to divide power between the federal and state governments
 - C to prevent any one branch of the government from becoming too powerful
 - D to allow each branch of the government to veto those laws it objects to

Govt 15(D)

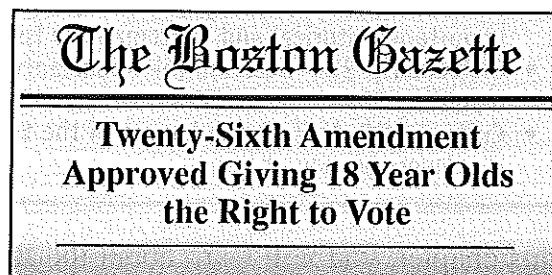
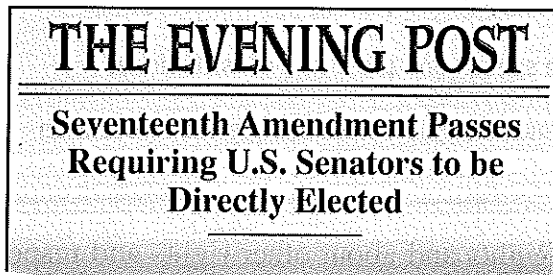
Use the diagram and your knowledge of social studies to answer the following question.



- 20 Which statement best replaces the question mark in the diagram?
- F The U.S. Congress must pass all taxes.
 - G Each year, the President must submit a budget to Congress.
 - H Elections in the House of Representatives occur every two years.
 - J The Congress cannot spend more than is provided in its budget.

Govt 15(A)

Use the newspaper headlines and your knowledge of social studies to answer the following question.



- 21 Which best describes the purpose of the amending process shown in these two newspaper headlines?
- A The nation's needs change, requiring revisions to the Constitution.
 - B The national government's power must be limited or it will become tyrannical.
 - C The states are the rightful enforcers of the provisions of the Constitution.
 - D The Constitution was created by the states to serve the states.
- 22 Between 1787 and 1789, a major controversy between the Federalists and the Anti-Federalists focused primarily on —
- F expansion of slavery into the territories
 - G the wisdom of creating a two-house legislature
 - H division of power among different levels of government
 - J the issue of ratification of the new U.S. Constitution

Govt 16(A)

Govt 17(A)

— IMPORTANT IDEAS —

- A. Anti-Federalists criticized the Constitution for the absence of a “**Bill of Rights**.” The first Congress proposed ten amendments. These amendments were added to the Constitution in 1791 as the **Bill of Rights**.
- B. The **First Amendment** guarantees freedom of religion, free speech, freedom of the press, the right to assemble, and the right to petition the government. It also states that the Congress shall not establish any religion.
- C. These First Amendment rights are crucial to our democracy. They allow us to criticize government officials and debate issues without fear of government reprisals. Few of these rights, however, are absolute. Government can place reasonable limits on these freedoms. For example we cannot scream fire in a crowded theatre as a joke.
- D. The **Second Amendment** guarantees our right to “bear arms.” This allows citizens to own guns. The **Third Amendment** prohibits government from quartering troops in our homes without consent. These rights arose out of circumstances that developed during the American Revolutionary War.
- E. The Fourth, Fifth, Sixth, and Eighth Amendments protect individuals accused of a crime from unjust accusations and government abuse.
- F. The **Fourth Amendment** prevents the police from conducting “unreasonable searches and seizures.” Unless a specific exception applies, the police need a search warrant before they can conduct a search.
- G. The **Fifth Amendment** states that individuals cannot be tried twice for the same crime, or be forced to incriminate themselves.
- H. The **Sixth Amendment** guarantees those accused of a crime a fair and public trial by a jury and the assistance of a lawyer.
- J. The **Eighth Amendment** prevents judges from setting bail that is too high, or inflicting “cruel and unusual” punishments.
- K. The **Tenth Amendment** reserves powers not granted to the federal government to the state governments and the people.
- L. The Bill of Rights protected individuals from abuse by the federal government. The **Fourteenth Amendment** protects individuals from actions carried out by state governments. It grants citizens “due process” and “equal protection” of the law.
- M. Anyone born in the United States or with U.S. citizens as parents is a citizen of the United States. A foreigner can become a naturalized citizen. To become **naturalized**, a person must be 18 years old, live in the United States for 5 years, be of good moral character, pass a test on U.S. history and government, and take an oath of allegiance to the U.S. Constitution.
- N. U.S. citizens had additional rights and responsibilities beyond those specified in the Bill of Rights. They are able to vote, to serve on juries, and to hold public office. They should try to remain informed on public issues and to participate actively in public life.

ESSENTIAL QUESTIONS

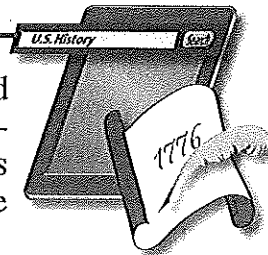
- What individual rights are guaranteed by the Bill of Rights?
- What are some of the other rights of citizenship?
- What are the responsibilities of citizenship?
- How does someone become a citizen of the United States?

THE BILL OF RIGHTS

The original Constitution contained few specific guarantees of individual rights. It stated the Congress could not pass a law punishing someone for an act that was not already a crime at the time it was committed. Nor could Congress condemn a person without a trial. Surprisingly, there were no other guarantees of individual rights. In several states, ratification for the Constitution was only obtained when Federalist supporters promised to add a Bill of Rights. Anti-Federalists like Patrick Henry and George Mason attacked the Constitution for failing to include a Bill of Rights.

ACTING AS AN AMATEUR HISTORIAN

George Mason in his *Objections to the Federal Constitution* feared an overly powerful central government. He believed that the republic should begin with a commitment to unalienable individual rights superior to those of the states. For this reason, he was critical of the Constitution.



“There is no declaration of rights: the laws of the government being dominant to the laws and constitutions in the states offer no security. Nor are the people secured even in the enjoyment of the benefit of the common law ... the laws will be generally made by men [not] concerned with their effects and consequences.... [T]here is no declaration of any kind for preserving the liberty of the press, the trial by jury, nor against the danger of standing armies in time of peace.”

What did Mason dislike about the original Constitution?

As soon as the first Congress assembled in 1789, it began deciding which rights to include in the **Bill of Rights**. Eventually, a list of possible rights was reduced to ten. After three-quarters of the members of Congress approved the proposed amendments, they were sent to the states for approval. Two-thirds of the state legislatures approved these amendments by 1791, when they came into effect.

THE FIRST AMENDMENT

One of the most important amendments in the Bill of Rights was the **First Amendment**:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

The First Amendment actually covers several rights at the same time:

**Freedom
of Religion**

**Freedom
of Speech**

**Freedom
of the Press**

**The Right
of Assembly**

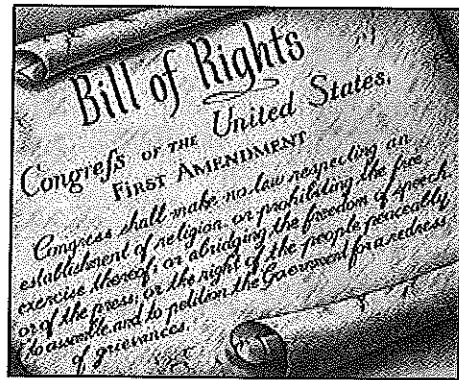
**The Right
to Petition**

Let's look at each of these rights more closely.

FREEDOM OF RELIGION

It is no mistake that a guarantee of religious freedom is stated at the start of the First Amendment. From the very beginning, many people had migrated to the American colonies for the freedom to practice their own religious beliefs.

The First Amendment guarantees individuals the right to freely engage in any religious practices that do not directly harm other individuals. In many countries in Europe at that time, there was an established religion supported by the government. The First Amendment states that Congress will not "establish a religion." This is sometimes called the establishment clause. While the ban on government involvement in religion seems clear, there have been instances in which the proper role of government has been debated. For example, it is clear that Congress cannot pass a law saying that a particular religion is the established religion of the United States. Nor can Congress vote to give money to a particular church or religious group. But can public schools have prayers in school? The Supreme Court, which has the role of interpreting these amendments, has said no.



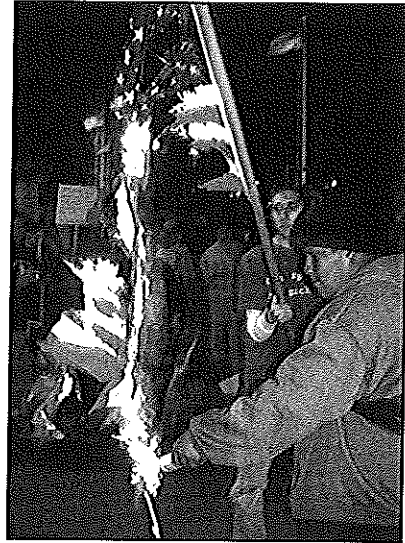
Some limited government activity concerned with religion has been declared "constitutional" by the Supreme Court. For example, the Supreme Court has said that a state can pay for bus transportation to students who choose to go to a full-time religious school. This is to support the expenses of these students' general education. However, because government cannot "establish" a religion, there can be no religious activities, such as prayers, in public schools.

FREEDOM OF SPEECH

In many countries, people are afraid to criticize their government. They fear being fined, jailed, or otherwise punished for what they say. In the United States, the First Amendment protects our freedom to say or write almost anything in public. Americans cannot be put in jail just for criticizing the government or for expressing individual beliefs.

Freedom of speech allows individuals in our society to express themselves in most circumstances without fear of government interference. This does not mean, however, that we can say whatever we want. In some circumstances, our speech can be limited.

The Supreme Court requires the government to give a “compelling” reason for interfering with free speech. For example, a person cannot yell “fire” in a crowded movie theater as a joke, since this might threaten other people’s lives. The Supreme Court has ruled that government can limit free speech, if a “clear and present danger” is created by that speech. A person also cannot use the right of free speech to violate other laws — such as deliberately spreading harmful lies, or copying someone else’s words without permission.



Burning the American flag is a right protected by the First Amendment.

APPLYING WHAT YOU HAVE LEARNED

In a paragraph, explain why the right of free speech in American society can never be absolute (*complete or total*). Why do there always have to be some restrictions on free speech?

FREEDOM OF THE PRESS

The freedom of the press is also guaranteed by the First Amendment. This freedom is very similar to freedom of speech. It permits people to express themselves through publication. Freedom of the press allows newspapers, radio, and television to write or announce what they want without fear of punishment. This freedom is essential in a democratic republic such as ours. People need to be well-informed to vote and to make other democratic choices. Radio, television and the press must be able to report the news and to help people exchange their ideas and beliefs. Our free press acts as a watchdog that makes sure our government leaders are telling us the truth. Our participation in elections would become meaningless if government officials could control the flow of information or stop the free exchange of ideas.

However, freedom of the press does not give reporters any special rights not already given to citizens in general. For example, a court can compel a journalist to disclose his or her sources. Newspapers also do not have the right to publish deliberate lies in order to harm a person.

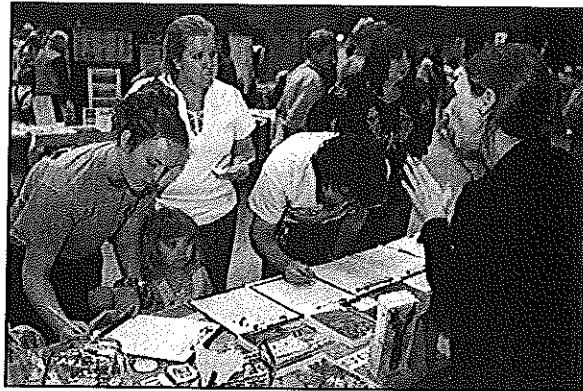
THE RIGHT OF ASSEMBLY

In some countries, people cannot peacefully gather to protest against government policies without fear of punishment. If they gather or demonstrate, they fear they might be beaten, arrested, imprisoned, or even killed. The First Amendment states that Congress cannot deny individuals the right to “peacefully assemble.” This means that people have a right to gather peaceably with others without fear that the government will use force against them. In a democracy, many groups and organizations often use the right to “peacefully assemble” as a way to get the word out. They gather in parades and demonstrations to show their support for certain ideas and beliefs.

THE RIGHT TO PETITION

Congress also cannot deny individuals the right to write to government representatives or officials, seeking a change in the law. This is known as the right to **petition**. This right is based on the belief that citizens have a right to complain to their representatives about things that they do not like and would like to see changed.

If there is a law or policy that citizens dislike, they gather people’s signatures on petitions. These petitions are then sent to government officials.



The right to gather signatures on a petition is protected by the First Amendment.

APPLYING WHAT YOU HAVE LEARNED

Rewrite the First Amendment in your own words. Which rights in the First Amendment do you think are the most important? Explain your reasons.

THE SECOND AMENDMENT

“A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

Americans recognized the important role played by the militia in winning the Revolutionary War. A **militia** is a “citizen’s army,” a force made up of ordinary citizens who take up arms. The **Second Amendment** states that “a well-regulated militia” is necessary for the security of a free state. For this reason, it says people should have the right to keep and bear arms (*carry weapons*). Because of the Second Amendment, Americans have the right to own guns. In other countries, citizens do not have this right. Some Americans question whether this right is still necessary today and whether it encourages violence.

APPLYING WHAT YOU HAVE LEARNED

Do you think Americans should be allowed to own guns, or should the Second Amendment be changed? Explain your answer.

THE THIRD AMENDMENT

"No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law."

At the time of the American Revolution, the question of quartering troops was a matter of great concern. The British government had "quartered" soldiers in colonists' homes. The **Third Amendment** prohibits the government from placing troops in people's homes without their permission.

BILL OF RIGHTS: RIGHTS OF THE ACCUSED

The Fourth, Fifth, Sixth, Seventh, and Eighth Amendments prohibit government officials from taking away a person's life, liberty or property without following fair and reasonable procedures. These procedures are often referred to as the "**due process of law**." Many of these rights can be traced back to Magna Carta (1215) and the English Bill of Rights (1689). Without these rights, citizens might be subject to unfair accusations or government abuse.

THE FOURTH AMENDMENT

A "search" occurs when a police officer or other government official enters our home, car, or some other place to look for evidence. A "seizure" occurs when a person or property is taken by the government. The **Fourth Amendment** protects individuals from "unreasonable" searches and seizures. If there is a reasonable expectation of privacy, a judge must sign a "**search warrant**" presented by a police officer, before the officer can conduct the search. If the judge believes the search is reasonable, permission for it will be granted.



Recently, new Fourth Amendment issues have arisen — Is it constitutional for the police to track your cell phone calls?

If the person to be searched consents, if the criminal activity is in "plain view," or if there is a pursuit or other emergency, a warrant may not be required. Otherwise, if the police break the rules, they cannot later use the evidence they find in a court.

THE FIFTH AMENDMENT

A citizen cannot be deprived of life, liberty, or property without **due process of law**. This means that certain legal procedures must be carried out according to established rules before a person can be punished.

- ★ **Eminent domain** refers to the power of the government over property in its territory. Sometimes, the government needs to take over property — such as to build a public highway or construct a school. A person's property cannot be taken away for public use without payment (*"reasonable compensation"*).
- ★ A person cannot be tried for a serious federal crime, that could lead to imprisonment or execution, without an indictment by a grand jury. An **indictment** is a formal accusation by a court before a person is arrested. A **grand jury** is a group of citizens that meet to review if there is enough evidence available to hold a trial.
- ★ No person can be subject to **double jeopardy** — being tried twice for the same crime. The government, with all its power and resources, should not be allowed to make repeated attempts to convict an individual for a suspected offense, subjecting him or her to embarrassment and great expense.
- ★ An accused person cannot be forced to say things that will be used against him or herself (**self-incrimination**). A person's confession of a crime is not valid if he or she was not first informed of the right to have a lawyer.

THE SIXTH AMENDMENT

This amendment guarantees a fair and impartial trial to all persons accused of a crime. They must be told of the charges against them; they have the right to a trial by jury; and they have the right to be represented by a lawyer.

THE EIGHTH AMENDMENT

Federal courts cannot require unusually high bail. **Bail** is the money an accused pays to a court as security so that he or she need not remain in jail while awaiting trial. This amendment also states that no one can be punished in a cruel or unusual way. On this basis, the Supreme Court has ruled that a state cannot pass a law with a mandatory death sentence. Some critics say that capital punishment itself should be prohibited by the Eighth Amendment, but the Supreme Court has yet to agree.

APPLYING WHAT YOU HAVE LEARNED

The freedoms our citizens enjoy because of the Bill of Rights are important to the fabric of life in America. Design and create a poster that showcases these freedoms.

**LEARNING WITH GRAPHIC ORGANIZERS**

Complete the graphic organizer below by fully describing each of these amendments.

First Amendment		Second Amendment
	KEY AMENDMENTS IN THE BILL OF RIGHTS	
Third Amendment		Fourth Amendment
Fifth Amendment		Sixth Amendment
Eighth Amendment		

OTHER AMENDMENTS

THE SEVENTH AMENDMENT

This amendment guarantees the right to a trial by a jury in many civil disputes — cases where one person sues another for injury or for breaking a contract.

THE NINTH AMENDMENT

This amendment says that just because the Constitution lists some specific individual rights, this does not mean that citizens do not also hold other rights.

THE TENTH AMENDMENT

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

The system of federalism divides power between the states and federal government. This amendment states that all powers not specifically given to the federal government are **reserved** (*left*) for the states or the people. The federal government has powers only over things specifically given to it in the Constitution. All other powers are given to the states or the people.

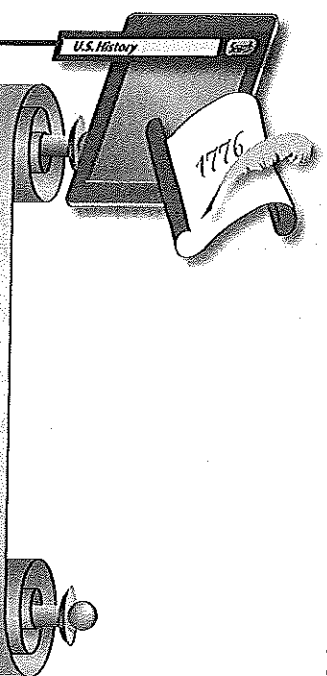
THE DECLARATION OF INDEPENDENCE AND THE BILL OF RIGHTS

Some of the rights in the Bill of Rights, like some provisions in the original Constitution, were responses to the grievances in the Declaration of Independence:

IMPACT OF COLONIAL GRIEVANCES ON THE CONSTITUTION

Grievances listed in the Declaration of Independence	Where each was addressed in the Bill of Rights
The King refused colonists permission to petition for a redress of their grievances.	The First Amendment guarantees citizens the right to petition the government for a redress of grievances.
The King quartered his troops in the colonists' homes without their permission.	The Third Amendment prohibits the quartering of soldiers in people's homes.
The King deprived some colonists of a trial by jury.	The Sixth Amendment guarantees a trial by jury to all persons accused of a crime.

ACTING AS AN AMATEUR HISTORIAN

- 
1. Guarantees the freedoms of religion, speech, the press, and assembly.
 2. Guarantees the right to keep and bear arms.
 3. Prohibits the forcible quartering of soldiers in one's home.
 4. Prohibits unreasonable searches and seizures.
 5. Guarantees that no citizen can be deprived of life, liberty or property without **due process of law** (procedures according to established rules, such as a fair trial); also prohibits **double jeopardy** (being tried twice for the same crime) and **self-incrimination** (no person can be forced to give evidence against himself).
 6. Guarantees those accused of a crime the right to a speedy trial by jury, to confront their accusers, and to be represented by a lawyer.
 7. Guarantees a jury trial in many civil cases.
 8. Prohibits excessive bail and cruel and unusual punishment.
 9. States that the listing of some rights in the Constitution does not mean that people do not also enjoy other rights.
 10. Reserves for the states and the people those powers not given to the federal government, forming a basis for the reserved powers.

Select two amendments listed in the chart above. Search the Internet or your library for an issue that deals with this amendment. The issue may be one that has been settled in a decision of the U.S. Supreme Court. For example, you might research this issue concerning the Second Amendment: do citizens have a right to carry weapons? Does this right include every type of weapon? Write a brief report describing the issue and how it is related to the amendment.

Amendment:	Amendment:
Issue: _____	Issue: _____
_____	_____
_____	_____
_____	_____
_____	_____
How was the issue resolved:	How was the issue resolved:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THE FOURTEENTH AMENDMENT

After the Civil War, another series of important amendments was added to the Constitution. These abolished slavery and guaranteed the freed slaves and other citizens certain rights against the actions of state governments. The **Fourteenth Amendment** was especially important. The original Bill of Rights had only protected citizens against the actions of the federal government. The Fourteenth Amendment now applied to actions by state governments. This amendment was mainly intended to help the freed slaves but actually applied to all citizens. The Supreme Court later reached the conclusion that the Fourteenth Amendment guaranteed all the rights in the Bill of Rights against the actions of state governments as well as by the federal government.

Section 1: All persons born or naturalized in the United States, ... are citizens of the United States and of the state where they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person in its jurisdiction the equal protection of the laws."

The Fourteenth Amendment protects individual citizens from abuses by state governments in two ways:

- ★ **Due Process Rights.** According to the Fourteenth Amendment, state governments must follow the same procedures as the federal government when arresting, searching, or convicting persons suspected of a crime. Everyone is guaranteed rights of "due process."
- ★ **Equal Protection Rights.** The Fourteenth Amendment also guarantees each of us the "equal protection" of the laws. Neither the federal government nor a state government can treat members of different groups unequally, unless there is some compelling reason to do so, such as to protect national security. On the basis of this provision, the Supreme Court held in 1954 that states cannot send people to different public schools based on their racial or ethnic backgrounds.

APPLYING WHAT YOU HAVE LEARNED

- ★ Using the Internet or your school or public library, locate a copy of the Fourteenth Amendment. In your own words briefly describe what each of the five sections of the amendment are about.
- ★ The Southern state legislatures refused to ratify the Fourteenth Amendment, with the exception of Tennessee. What parts of the amendment do you think the Southern state legislatures most objected to? Explain your answer.
- ★ The Fourteenth Amendment continues to be the center of a controversy in the debate over the citizenship of children born in the United States by those who are considered undocumented aliens. What is your opinion on this issue?

[illegible][illegible]

OTHER IMPORTANT AMENDMENTS

[illegible][illegible]

WHAT IS CITIZENSHIP?

What is a citizen? A **citizen** is a participating member of a community. It is not an accident that the term citizen sounds like “city.” The first citizens were participating members of the city-states of Greece, with rights and responsibilities. Later, the Roman Empire expanded the notion of citizenship. The empire allowed people in conquered states to become full citizens.

Surprisingly the term “**citizenship**” was not defined in the original U.S. Constitution. It was not until 1868, with the passage of the Fourteenth Amendment, that the requirements for American citizenship were stated in the Constitution. There are two paths to American citizenship — by birth or naturalization.

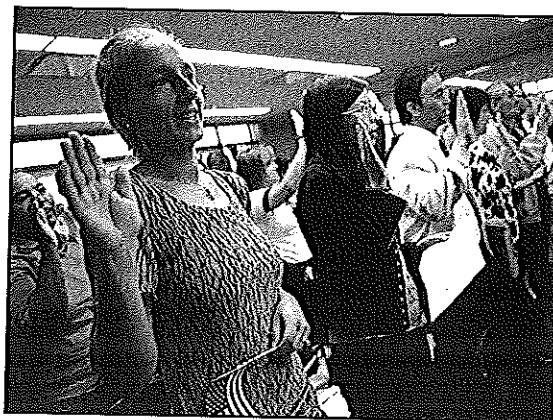
The Bill of Rights and the Fourteenth Amendment apply to all people living in the United States. They apply to permanent residents in this country and visitors as well as American citizens. However, there are some special rights that only U.S. citizens enjoy. These include the right to vote in elections and to participate in government by holding public office.

“BIRTHRIGHT” CITIZENSHIP

According to the **Fourteenth Amendment**, persons born in the United States, or who have U.S. citizens as parents, are citizens.

NATURALIZATION

The second way for individuals to become American citizens is through the process of **naturalization**. This is a legal process by which someone from another country is made into a U.S. citizen. To become a U.S. citizen today, an individual must meet the following requirements:



Individuals being sworn in to become U.S. citizens.

REQUIREMENTS FOR BECOMING A U.S. CITIZEN

Be at least 18 years old and be a permanent resident of the United States.

Be able to read, write, speak, and understand simple words in English.

Have lived lawfully in the United States for 5 years before filing an application.

Understand the fundamentals of U.S. history and government.

Be a person of good moral character and have no serious criminal convictions.

Be willing to swear allegiance to the principles of the U.S. Constitution.

THE RESPONSIBILITIES OF CITIZENS

Earlier in this chapter, you learned about some of the rights of citizenship. In this section, you will learn about its responsibilities. Citizenship involves more than mere membership in a community. In a democratic republic, it requires active participation in government. In a democracy, citizens must be involved in their communities. The responsibilities of citizenship include things we must do to obey the law and things responsible members of our communities do:

THE REQUIRED RESPONSIBILITIES OF U.S. CITIZENSHIP

Obey the laws of your community, state and federal government.

Accept responsibility for one's personal behavior, and support one's family.

Pay taxes to help support the costs of government.

Testify in a court of law if called upon to present evidence.

Serve on a jury if called upon to serve.

Help to defend the nation by serving in the nation's armed forces if called upon.

Attend school in order to receive an education.

If we do not perform these legal obligations, we face punishment with fines or imprisonment. In addition, to these duties of citizenship, there are certain additional active **responsibilities** — things that a good citizen “should” do. These responsibilities generally require both time and effort, but our democracy is based on the active participation of its citizens. We will not be fined or imprisoned for failing to carry out these responsibilities. However, our democracy relies on its citizens carrying them out most of the time. Performing these is part of civic **virtue** — doing what is right for our community.

PARTICIPATION IN AMERICAN DEMOCRACY

Take an active interest in government by learning about its activities.

Vote in elections.

Stay informed on public issues.

Participate in government by joining a political party, working as an independent voter, or campaigning for public office.

Respect other people's point of view.

Serve in government if elected or appointed.

Inform your elected representatives about issues and problems that concern you.

Volunteer to serve in the nation's armed forces or to perform some other public service.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing the requirements for U.S. citizenship and some of the most important rights and responsibilities of an American citizen.

"Birthright" Citizen	Naturalized Citizen
Definition: _____	Definition: _____
_____	_____
Requirements: _____	Requirements: _____
_____	_____
_____	_____
_____	_____
_____	_____



Rights of U.S. Citizens	Responsibilities of U.S. Citizens
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____
4. _____	4. _____
_____	_____
_____	_____

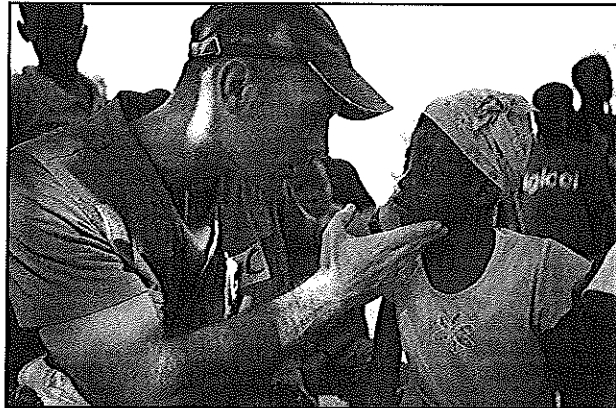
CITIZENSHIP RIGHTS AND RESPONSIBILITIES REFLECT OUR NATIONAL IDENTITY

The rights and responsibilities of U.S. citizens are a reflection of our “national identity.” **National identity** describes what makes a nation what it is: it is the character of the nation. Our national identity consists of those special characteristics we share that make us Americans.

Since 1776, our national identity has been shaped by many factors, including the mixing of peoples from any lands, exercise of religious freedom, freedom to enter any trade or occupation, traditions of individual rights, and a democratic system of government. In addition, our national identity includes a common culture and history. Unlike Europe, Americans had no hereditary noble class, although parts of America once had a hereditary system of slavery based on race.

These aspects of our national identity have helped to define the rights and responsibilities of U.S. citizens. Because Americans established a democratic form of government, citizens were given the rights of free speech and free press.

Democratic government also requires participation by its citizens to operate: American citizens have duties such as voting, keeping informed on public issues, and serving in public office. This requirement has created a vibrant and lively public life.



American doctors travel to Haiti to provide medical aid to Haitian earthquake victims.

APPLYING WHAT YOU HAVE LEARNED

How would you define our national identity? Is there anything in our “DNA” that makes America an exceptional nation? As you just learned, there are a number of different characteristics that historians believe have contributed to our national character. Civic virtue is the desire to do what is good for the community. For example, Americans are often the first to help others when there is an earthquake, tsunami or other catastrophe elsewhere in the world.

- ★ Select one characteristic or trait that you think makes up an important part of our national identity.
- ★ Describe that characteristic.
- ★ Explain how that characteristic has affected our rights and responsibilities as citizens.

CELEBRATING FREEDOM WEEK

During "Freedom Week," students in Texas study and celebrate the three founding documents of our system of democracy. You have learned about these three "Charters of Freedom" in the last three chapters — the Declaration of Independence, the United States Constitution, and the Bill of Rights.

The Declaration of Independence (1776)

You learned that this document was shaped by English traditions and by new traditions established by colonial representative assemblies. In the opening lines of the Declaration, Thomas Jefferson restated John Locke's political philosophy — that all people have certain **unalienable rights** that cannot rightfully be taken from them: life, liberty, and the pursuit of happiness.

You should memorize the following lines and practice them with a classmate:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain Unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

Your teacher may want to quiz you on these words. You should also try to write down what the paragraph means in your own words. You can check back on pages 95–96 to review the meaning of this passage. You should recall that the rest of the Declaration went on to explain why the colonists felt they had the right to rebel and to establish their own country. The colonists also listed their many grievances against the British king.

The U.S. Constitution (1787)

This document established the basic structure of our government. It established a government based on **popular sovereignty** — "We the People" — in which power rests with the people, who elect their representatives. The authors of the Constitution sought to create a national government strong enough to defend the nation's interests and to promote its general welfare. They gave the new national government many important powers, and made federal law supreme over state law. To ensure that the new national government was not too strong, they divided its powers between the federal and state governments. Power was further divided at the national level through a separation of powers. The idea was to create an effective government, but one that would respect the rights of its citizens.

JUDGING THE PAST: A FAILURE TO MEET IDEALS?

The Bill of Rights (1791)

In this chapter, you learned how the authors of the U.S. Constitution originally failed to include a Bill of Rights. In order to win support for ratification, Federalists agreed to add a Bill of Rights. These new rights further defined the unalienable rights of the Declaration of Independence. They included freedom of religion, free speech, freedom of the press, the right to petition and assemble, and the right to "due process" of law when accused of a crime.

At the time that the Bill of Rights was adopted, American society was still largely unequal. Women had could not vote or hold office, and many African Americans were still bound in slavery and had no rights at all. The customs and rights of Native Americans were likewise ignored. Only wealthy white men with property could vote or participate in the political process.

Why, then, should we celebrate these documents? It is important to realize that people living in earlier periods have to be judged from the standards of their time, not ours. In 1791, the American experiment in democracy was still in its infancy. American democratic ideas had even spread to other lands, helping bring about the French Revolution. But in most places, inequality and bigotry flourished.

Over the following decades, the democratic ideals of these three documents gradually unfolded and reshaped America. Different groups — immigrants, slaves, women — each found support from Jefferson's stirring words. Eventually, the slaves were freed, women gained the right to vote, and minority groups were given the support they needed to participate in American society as equals. These changes were not achieved without struggles, but over the next two hundred years, freedom and equality gradually triumphed.

FREEDOM WEEK PROJECT

To celebrate Freedom Week, your teacher may ask you to complete a **Freedom Week Project**. This project may take one of many different forms:

- ★ Write a report or produce a PowerPoint presentation on how a particular group struggled to achieve equality in America.
- ★ Interview your parents, relatives, and neighbors to find out what adults in your community know about these three historic documents.
- ★ Conduct a "Freedom Week Fair," with booths devoted to each document. Invite students from other classes to visit your fair.
- ★ Develop a list of Internet websites for students to learn more about the Declaration of Independence, the U.S. Constitution, the Bill of Rights, the Civil Rights Movement, and the Women's Rights Movement. Briefly describe what each site is about.

CHAPTER STUDY CARDS

First Amendment (1791)

Protections of Individual Freedoms

- ★ Congress cannot make laws establishing a state religion.
- ★ Congress cannot stop you from practicing your religion.
- ★ Congress cannot make laws limiting your right to freedom of speech.
- ★ Congress cannot make laws limiting freedom of the press.
- ★ Congress cannot make laws prohibiting people from assembling.
- ★ People have a right to petition the government in order to correct wrongs.

Bill of Rights (1791)

Other amendments in the Bill of Rights.

★ Protections of Individual Freedoms

- **Second Amend:** Gives citizens the right to bear arms.
- **Third Amend:** No quartering of soldiers in people's homes.

★ Protections of the Rights of the Accused

- **Fourth Amend:** No unreasonable searches.
- **Fifth Amend:** "Due process" protections.
- **Sixth Amend:** Fair and impartial trial; right to a trial by jury; right to a lawyer.
- **Eighth Amend:** No cruel or unusual punishments; no excessive bail.

Citizenship

- ★ **Citizen.** A participating member of a community.
- ★ Although not defined in the original Constitution, the **Fourteenth Amendment** stated the requirements for citizenship.
- ★ **Paths to American Citizenship:**
 - **Birthright Citizenship.** Persons who have been born in the United States or who have parents that are U.S. citizens.
 - **Naturalization.** The legal process by which a person from a foreign country is made into a U.S. citizen.

Responsibilities of U.S. Citizens

Responsibilities are those things a good citizen "should" do.

- ★ Obey the laws of your community, state and national government.
- ★ Pay taxes to help support the government.
- ★ Serve on a jury if called upon to do so.
- ★ Attend school to receive an education.
- ★ Accept responsibility for your behavior.
- ★ Testify in court if called upon to give evidence.
- ★ Defend the nation by serving in the armed forces if called upon.

Active Responsibilities of U.S. Citizens

- ★ Take an interest in government by learning about its various activities.
- ★ Stay informed on key public issues.
- ★ Respect other people's point of view.
- ★ Inform your representatives about issues that are of concern to you.
- ★ Vote in local, state and national elections.
- ★ Participate in government by joining a political party or working in a campaign.
- ★ Serve in government if elected or appointed to a position.

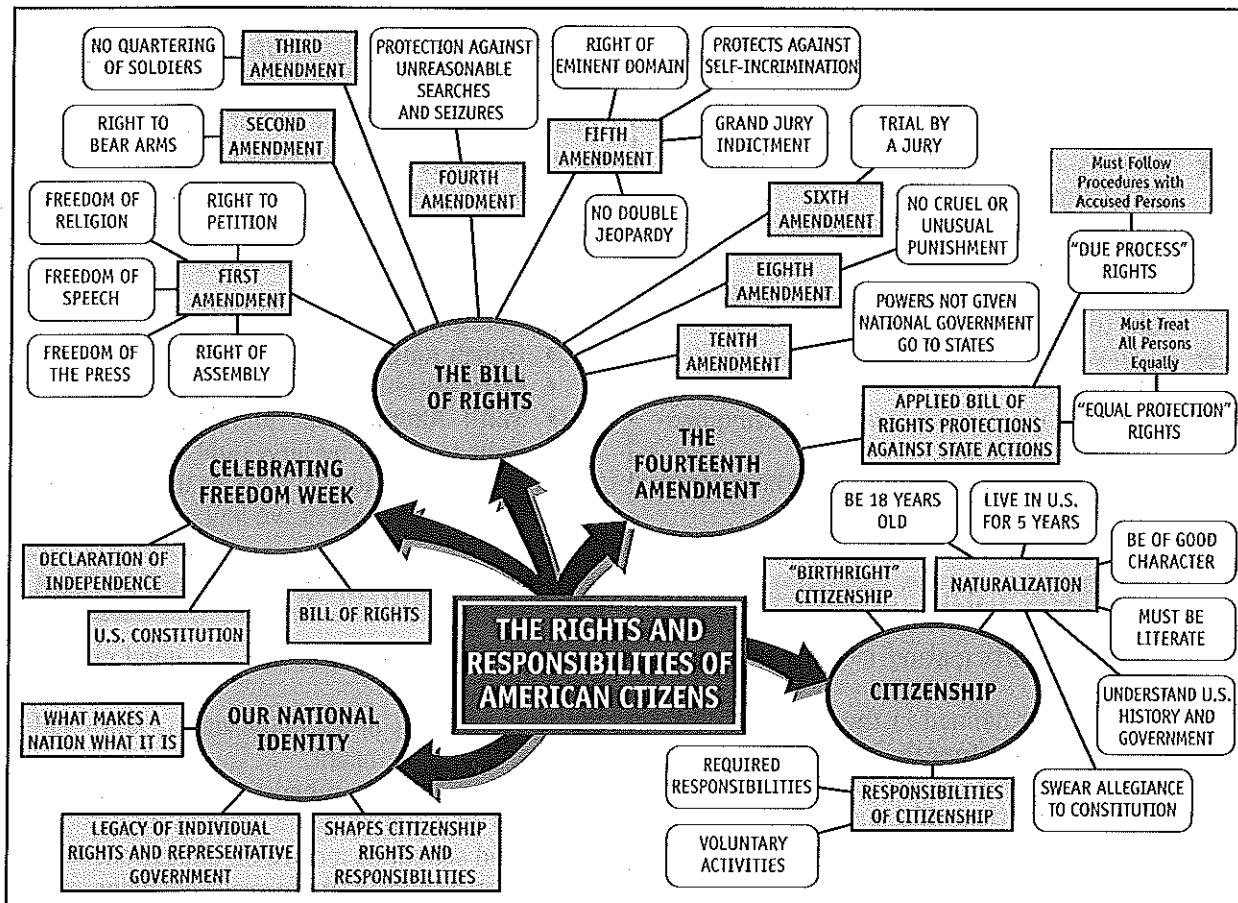
Our National Identity

Describes what makes a nation what it is. It is the character of the nation. It consists of the various characteristics we share that make us Americans.

Our national identity is shaped by:

- ★ The mixing of people from different lands.
- ★ Exercising our religious freedoms.
- ★ Freedom to enter any field or occupation.
- ★ Traditions of individual rights.
- ★ Having a common culture and history.
- ★ A lack of an hereditary noble class.

CHAPTER 9 CONCEPT MAP



CHECKING YOUR UNDERSTANDING

Use the information in the boxes and your knowledge of social studies to answer the following question.

"... no warrants shall issue, but upon reasonable cause, supported by oath, describing the place to be searched and the persons or things to be seized."

— Fourth Amendment

"No person shall be held to answer for a capital ... crime, unless on [an] indictment of a grand jury"

— Fifth Amendment

"... the accused shall be confronted with the witnesses against him; and have the assistance of counsel."

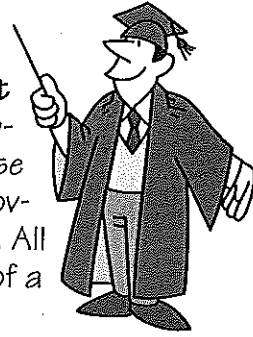
— Sixth Amendment

1 Which statement best summarizes the main idea behind all three amendments?

- A Even persons accused of a crime enjoy certain basic rights.
- B Criminal defendants must be fully prosecuted.
- C Criminal acts should lead to the loss of a person's liberty.
- D Accused persons are usually guilty of committing some crime.

Citi 19(B)

EXAMINE the question. This question tests your ability to draw a conclusion from three different amendments. You should read each carefully. Then think about what they all have in common. **RECALL what you know.** You should realize that each of these amendments establishes rights and protections for individuals accused of a crime. These rights protect us from false accusations or unfair treatment by government officials. **APPLY what you know.** The best answer is **Choice A**. All three of these amendments deal with rights for someone accused of a crime.



Now try answering some additional questions on your own.

- 2 The Bill of Rights was added to the U.S. Constitution primarily to —
F provide the President with power in times of emergency **Citi 19(B)**
G establish fair and impartial elections
H protect individual liberties against government abuse
J guarantee voting privileges to minorities
- 3 Which guarantees freedom of the press, freedom of speech, and freedom of religion to individuals in the United States?
A the Treaty of Paris of 1783 **Citi 19(B)**
B the Articles of Confederation
C the First Amendment to the U.S. Constitution
D the Fifth Amendment to the U.S. Constitution
- 4 Which has been an important application of the “due process of law” clause of the Fifth Amendment?
F Freedoms of speech and the press have been limited. **Citi 19(B)**
G The reciting of prayers in public schools has been prohibited.
H Individuals accused of committing crimes have been protected from abusive behavior by the police.
J The power of the Supreme Court in criminal cases has been limited.
- 5 The adoption of the Bill of Rights (1791) addressed Anti-Federalist criticism of the new Constitution by —
A allowing the national government to coin money **Citi 21(C)**
B establishing a process for impeaching federal officials
C providing for an indirect method of electing the president
D protecting citizens from abuses of power by the national government

- 6 Which completes the following: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are...."
- F freedom of speech, or of the press Citi 19(A)
 - G life, liberty, and the pursuit of happiness
 - H to secure these rights, governments are instituted among men
 - J the right of the people peacefully to assemble, and to petition government
- 7 Which action would be protected by the First Amendment?
- A A family refuses to permit soldiers to be housed in its home. Govt 21(B)
 - B A reporter publishes an article critical of city officials.
 - C A man on trial refuses to testify against himself.
 - D A woman asks to see a lawyer before answering questions from the police.
- 8 King George III had quartered British soldiers in the homes of colonists. This abuse of royal power was listed as a grievance in the Declaration of Independence. Which document prohibited similar conduct?
- F the Declaration of Independence Govt 15(C)
 - G the Articles of Confederation
 - H the original Constitution of 1787
 - J the Bill of Rights
- 9 In the United States, illegally obtained evidence by the police or government officials cannot be used in a court of law against someone. This rule is based on an individual's constitutional right to —
- A face accusers in open court Citi 19(B)
 - B be protected against double jeopardy
 - C a speedy and public trial by an impartial jury
 - D protection against unreasonable searches and seizures
- 10 According to the Sixth Amendment, a person accused of a crime in the United States "shall enjoy the right to a speedy and public trial, by an impartial jury." This best shows the influence of the —
- F Magna Carta Citi 19(B)
 - G Articles of Confederation
 - H Declaration of Independence
 - J *The Federalist Papers*
- 11 Which statement describes a limitation on government action established by the Bill of Rights?
- A The Supreme Court can declare acts of Congress unconstitutional. Citi 19(B)
 - B Congress controls inter-state commerce.
 - C The President shares control over foreign policy with Congress.
 - D Government officials cannot enter your home without your permission or a court order.

- 12 In order to win ratification of the U.S. Constitution, Federalists like Alexander Hamilton and James Madison promised to —
- F add a later bill of rights
 - G establish an electoral college
 - H admit new states to the Union on equal footing with established states
 - J give the Senate the power to ratify treaties

Govt 17(A)

Use the passage and your knowledge of social studies to answer the following question.

“It is the right of the subjects to petition the king, and all commitments [imprisonments] and prosecutions for such petitioning are illegal. That excessive bail ought not to be required, nor excessive fines imposed; no cruel and unusual punishments inflicted.”

— *The English Bill of Rights*, 1689

- 13 Which historical document later gave similar guarantees to Americans?
- A Declaration of Independence
 - B Articles of Confederation
 - C *The Federalist Papers*
 - D Bill of Rights
-
- 14 In what way did the Magna Carta and the English Bill of Rights have a similar impact on the American system of government?
- F Both called for the creation of colonial assemblies.
 - G Both gave settlers the power to establish colonies.
 - H Both guaranteed specific rights to individuals.
 - J Both granted executive authority to colonial governors.
- 15 An issue first raised in the Declaration of Independence that was addressed in the Bill of Rights was that there needs to be —
- A a federal system of government
 - B limitations on governmental power
 - C a strong chief executive
 - D a system of checks and balances
- 16 The responsibilities of a U.S. citizen include all of the following **EXCEPT**:
- F serving on a jury
 - G serving in the military
 - H voting
 - J marrying
- 17 What has been the impact of the First Amendment’s separation of church and state on the American way of life?
- A It has brought about an end to religious differences.
 - B It has helped to promote religious freedom.
 - C It has increased American interest in religion.
 - D It has fostered inequality between religious groups.

Citi 19(B)

Govt 15(A)

Citi 19(D)

Cult 25(C)

- 18 The “due process” clause in the Fifth Amendment and the right to an attorney in the Sixth Amendment were both designed to —
- F protect freedom of expression
 - G assure that laws are properly enacted
 - H ensure fair treatment for those accused of crimes
 - J provide for judicial review of laws

Citi 19(B)

Use the passage and your knowledge of social studies to answer the following question.

“... Now, one of the most essential branches of English liberty is the freedom of one’s house. A man’s house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle....”

— James Otis, *Against the Writs of Assistance*, 1761

- 19 Which provision in the Bill of Rights shares this same belief?

- A right to a fair trial
- B protection against unreasonable searches and seizures
- C guarantee against double jeopardy
- D prohibition of cruel and unusual punishment

Citi 19(B)

- 20 What is the primary focus of the First Amendment of the U.S. Constitution?

- F rights of self-expression
- G rights of the accused
- H property rights
- J states’ rights

Citi 19(B)

- 21 In which of the following are the essential steps listed in the correct order for becoming a naturalized citizen of the United States?

- A be 18 years of age → swear allegiance to the U.S. Constitution → be able to read and write
- B live in the U.S. for 5 years → understand the fundamentals of U.S. history and government → swear allegiance to the U.S. Constitution
- C understand the fundamentals of U.S. history and government → swear allegiance to the U.S. Constitution → live in the U.S. for 5 years.
- D be 18 years of age → swear allegiance to the U.S. Constitution → be able to read and write.

Citi 19(E)

- 22 Which document contained a list of the grievances committed by Britain, a statement about our unalienable rights, and established the independence of the United States of America?

- F Stamp Act
- G Declaration of Independence
- H U.S. Constitution
- J Articles of Confederation

Govt 15(C)

- 23 What right does a U.S. citizen enjoy that a permanent resident living in the United States does not?

- A the right to an attorney if accused of a crime
- B freedom of religion
- C the right to vote in a Presidential election
- D the right to assemble

Citi 19(D)

Use the passage and your knowledge of social studies to answer the following question.

“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

— *United States Constitution*, 10th Amendment

- 24 This amendment in the Bill of Rights was intended to —
- F give the people the right to vote on important issues Citi 19(B)
 - G reduce the rights of citizens
 - H limit the powers of the federal government
 - J assure federal control over the states
-
- 25 The expression “due process of law” refers to the —
- A procedure followed in Congress for a bill to become a law Citi 19(F)
 - B power of the police to arrest anyone who looks suspicious
 - C right of the Supreme Court to examine the constitutionality of laws
 - D protections given to citizens against unfair actions by the government
- 26 Which of the following words are part of the Declaration of Independence?
- F “They are endowed by their Creator with certain Unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.” Citi 19(A)
 - G “All persons born or naturalized in the United States are citizens of the United States.”
 - H “No soldier shall, in time of peace, be quartered in any house, without the consent of the owner.”
 - J “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.”

Based on the following excerpt and your knowledge of social studies answer the following question.

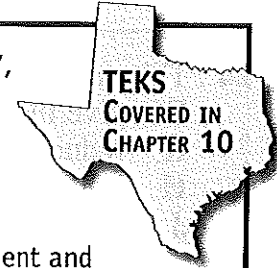
“He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us.”

- 27 This excerpt from the Declaration of Independence listed a specific grievance that led the writers of the Bill of Rights to include the following language:
- A “A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.” Govt 15(C)
 - B “No Soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.”
 - C “The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people.”
 - D “Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”



THE EARLY REPUBLIC, 1789–1828



- **History 1A** Identify the major eras and events in U.S. history through 1877, including the early republic....
- **History 1B** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 1C** Explain the significance of the following dates: 1803, Louisiana Purchase....
- **History 5.** The student understands the challenges confronted by the government and its leaders in the early years of the republic.
 - **History 5A** Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government.
 - **History 5B** Summarize arguments regarding protective tariffs, taxation, and banking system.
 - **History 5C** Explain the origin and development of American political parties.
 - **History 5D** Explain the causes, important events, and effects of the War of 1812.
 - **History 5E** Identify the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.
 - **History 6E** Identify areas that were acquired to form the U.S., including the Louisiana Purchase.
 - **History 7A** Analyze the impact of tariff policies on sections of the U.S. before the Civil War.
 - **Geography 10A** Locate places and regions of importance in the United States during the 18th and 19th centuries.
- **Geography 11.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century.
 - **Geography 11A** Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.
 - **Geography 11B** Describe the positive and negative consequences of human modification of the physical environment of the United States.
 - **Economics 12A** Identify economic differences among different regions of the U.S.
 - **Economics 12C** Explain the reasons for the increase in factories and urbanization.
 - **Economics 13A** Analyze the War of 1812 as a cause of economic changes in the nation.
 - **Government 18A** Identify the origin of judicial review....
 - **Government 18B** Summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*.
 - **Citizenship 21A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - **Citizenship 22A** Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington [and] John Marshall.
 - **Citizenship 22B** Describe the contributions of significant political, social, and military leaders of the United States such as James Monroe.
 - **Science, Technology, and Society 27A** Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.
 - **Science, Technology, and Society 27B** Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.