

LESSON 7

Citizens' Rights and Responsibilities



 **BOUNCE**
TO ACTIVATE

 **VIDEO**

GET READY TO READ

START UP


Look at the photograph of people enjoying a Fourth of July parade. What does it mean to be an American citizen?

GUIDING QUESTIONS


- What makes a person a citizen of the United States?
- How can Americans develop democratic values?
- What responsibilities do citizens have?

TAKE NOTES

Literacy Skills Use Evidence

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

citizen jury duty
naturalized
immigrant
resident alien
civic virtue
patriotism

Academic Vocabulary

responsibility
respect

The nation provides its people with many rights, including freedom to speak our minds and the knowledge that we are being protected. However, citizens also owe a debt to the nation.

American Citizenship

A **citizen** is a person who owes loyalty to a particular nation and is entitled to all its rights and protections.

To be a citizen of the United States, you must have fulfilled one of three requirements:

- You were born in the United States, or at least one parent is a citizen of the United States.
- You were **naturalized**, that is, you have completed the official legal process for becoming a citizen if you were born outside the United States.
- You were 18 or younger when your parents were naturalized.

Becoming a Citizen Many millions of immigrants have become naturalized citizens of the United States.



Analyze Images A group of immigrants celebrate after being sworn in as new United States citizens. **Use Visual Information** Are there any generalizations you can make about immigrants?

An **immigrant** is a person who enters another country in order to settle there. To illustrate the naturalization process, we will look at one immigrant's story.

At age 15, Carla Rojas came to the United States from Argentina. Her mother returned home two years later, but Rojas decided to remain. After submitting numerous documents and photographs and attending several interviews, she received permission to remain in the country as a **resident alien**, or noncitizen living in the country.

After a required five-year waiting period, Rojas submitted an application for citizenship. She had to take a test to show that she was comfortable with the English language and that she was familiar with American history and government. She also had to show that she was of "good moral character." Then, a naturalization examiner interviewed her about her reasons for becoming a citizen.

At last, Rojas stood before a judge and took the oath that confirmed her as an American citizen:

Primary Source

"I hereby declare, on oath, that . . . I will support and defend the Constitution and laws of the United States against all enemies . . . that I will bear true faith and allegiance to the same . . . so help me God."

—Oath of Allegiance to the United States



A naturalized citizen enjoys every right of a natural-born citizen except one. Only natural-born American citizens may serve as President or Vice President.

The Rights and Responsibilities of Citizens All American citizens have equal rights under the law. Americans have the right to speak freely, to worship as they choose, to vote, and to serve on juries. These rights are not based on inherited wealth or family connections. They are the rights of American citizens.

Still, nothing is free. As you will see, if we want to enjoy the rights of citizenship, we must also accept its **responsibilities**.

These rights and responsibilities reflect America's national identity—the common set of values that unite Americans. For example, citizens have both the right and the responsibility to vote. This reflects the principles of independence, liberty, and self-governance upheld in the Constitution and valued by the American people.

 **READING CHECK** Define What is a citizen?

Civic Virtue, Citizenship, and Democratic Values

The founders of our country admired **civic virtue**, that is, the willingness to work for the good of the nation or community even at great sacrifice. They looked to Roman models such as Cincinnatus, who, it was said, gave up a peaceful life on his farm when called upon to lead Rome. Again and again, leaders such as George Washington, Thomas Jefferson, and John Adams put the common good ahead of their own wishes. These three presidents maintained that democracy requires virtuous behavior by citizens. Citizens must put the greater good ahead of their own desires when they follow the law, serve on juries, and make informed decisions about voting.

The leaders feared that without this responsible behavior, American liberty would be at risk. How can a democracy run if individuals do not think about what is best for society and not just for themselves?

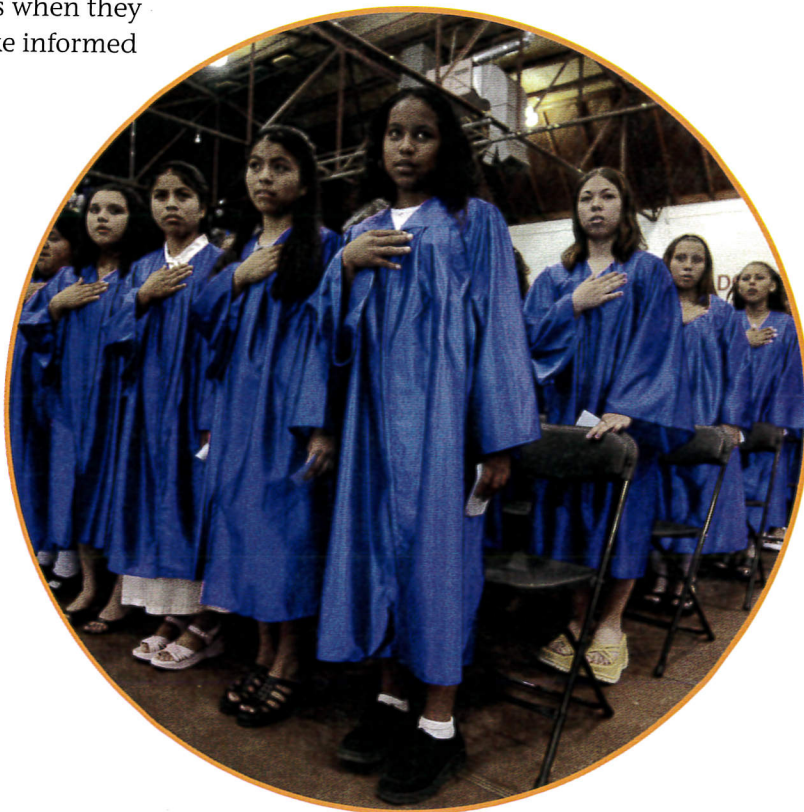
You do not have to go to great lengths to be a good citizen. At home, at school, and in the community, you can work to develop the values that are the foundation of our democratic system. Among these basic values are honesty and compassion. Others include patriotism, **respect**, responsibility, and courage.

Academic Vocabulary

responsibility • *n.*, a duty or task one is expected to carry out

respect • *n.*, understanding when something is serious and acting appropriately

▼ One way students can express their civic virtue is by reciting the Pledge of Allegiance at school.



A key democratic value is **patriotism**, or a feeling of love and devotion toward one's country. A sense of patriotism inspires Americans to serve their nation. It also encourages us to fulfill the ideals set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.

As citizens, we must respect ourselves, our families, our neighbors, and the other members of our community. Respect may also involve objects or ideas. For example, a good citizen respects the property of others.

Responsibility may be both personal and public. We must accept responsibility for ourselves and the consequences of our actions and behaviors. In a democracy, individuals are expected to look out for themselves and for one another. For example, parents have a duty to support their families and teach their children. This is important because children depend on parents and families depend on one another. As a student, you have a responsibility to learn.

Courage may be either physical or moral. Soldiers, police, or firefighters display physical courage when they risk their lives for the good of others. Moral courage enables us to do the right thing even when it is unpopular, difficult, or dangerous. Americans such as Abraham Lincoln, Susan B. Anthony, and Martin Luther King, Jr., showed their courage when they faced risks to defend democratic values.

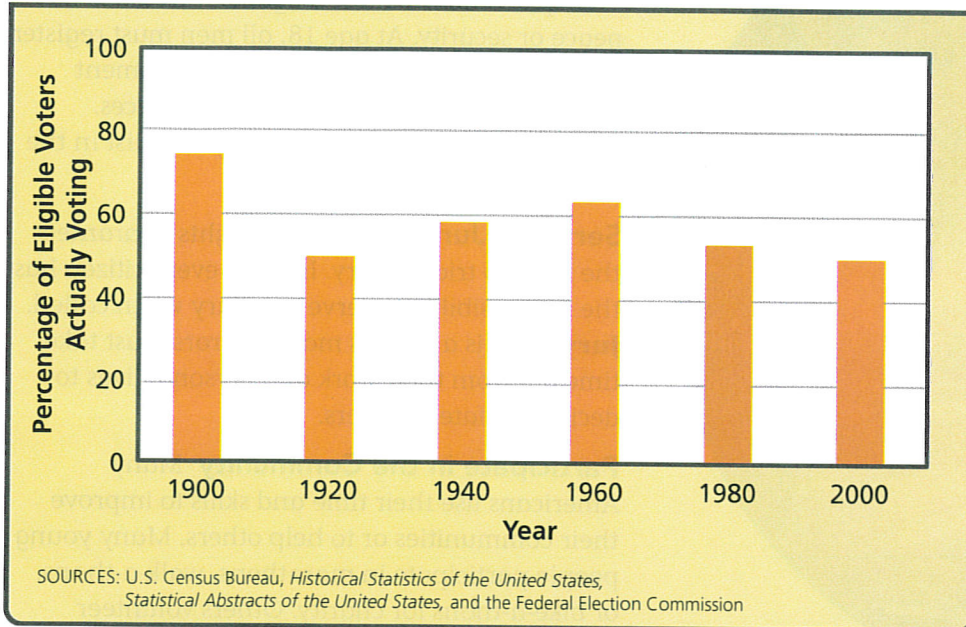
Analyze Images Taking part in beach and park clean-ups is a common way for students to get involved.

Infer In what ways does a beach clean-up show responsible citizenship?

 **READING CHECK** Define What is civic virtue?



Voter Turnout, 1900–2000



Analyze Data The chart shows how many people voted in elections between 1900 and 2000. **Infer** Based on the information in the chart, what trend can you identify in the percentage of the population actually voting from 1960 to 2000?

Responsible Citizenship

As citizens, we must accept our own civic responsibilities. Only if government and citizens work together can we meet our needs as a democratic society. Here are some important responsibilities.

Vote As citizens of a republic, we have the right to select the people who will represent us in government. But if that right is to have any meaning, then we must fulfill our responsibility to vote. A good citizen studies the candidates and the issues before casting a vote in order to make responsible choices.

Obey Laws and Rules In the Constitution, “we the people” give the government the power to make laws for us. Thus, we have a duty to obey the nation’s laws. We have thousands of laws that keep us from hurting one another, regulate contracts, and protect citizens’ rights. No one can know them all, but you must know and obey the laws that affect your life and actions.

You also have a responsibility to obey rules. You already have rules at home and rules at school—even rules to games you play. These rules are not enforced by the government as laws are. Like laws, however, they keep us safe, help us live together, and teach us to be accountable for our behavior. By learning to obey rules such as not to hit or cheat when we are young, we learn about responsible citizenship.



INTERACTIVE

Voting Responsibly



Analyze Images

As citizens, it is our responsibility to stay informed on current events.

Use Evidence Share examples of how citizens have used knowledge to be free and exercise their rights.

millions of citizens aid in rescue efforts, donate blood, or contribute money and supplies.

Stay Informed on Public Issues Thomas Jefferson observed, “If a nation expects to be ignorant and free . . . it expects what never was and never will be.” You cannot protect your rights as a citizen unless you know what they are. You cannot choose elected officials who will make good decisions unless you know where they stand on the issues. It is your responsibility to be informed. You can watch television news programs and read newspapers, magazines, or government pamphlets. Your work in school will help you become educated about our history, our government, and the workings of our society.

 **READING CHECK** **Identify Supporting Details** What are some ways a citizen can stay informed about public issues?

Lesson Check

Practice Vocabulary

1. Explain how an **immigrant** can become a **naturalized citizen**.
2. Does a **resident alien** have the right to vote?

Critical Thinking and Writing

3. **Summarize** What are the main responsibilities of United States citizens?


Defend the Nation Americans have the duty to help defend the nation against threats to its peace or security. At age 18, all men must register for the draft. In time of war, the government may call them to serve in the armed forces. Many young citizens feel the duty to enlist in the military without being called.

Serve on Juries The Bill of Rights guarantees the right to trial by jury. In turn, every citizen has the responsibility to serve on a jury when called.

Jury duty is a serious matter. Jurors must take time out from their work and personal lives to decide the fate of others.

Participate in the Community Many Americans use their time and skills to improve their communities or to help others. Many young people participate in marathons, walk-a-thons, or bike-a-thons for charity. Others volunteer in hospitals or fire departments. When serious natural disasters damage cities and regions,

4. **Infer** What might be the reason behind the declining number of citizens who vote?

5. **Writing Workshop: Write a Conclusion** Think about the argument that you have been working on about how much power the government should have. Now, write a conclusion for your argument in your  Active Journal.

Hamilton and Madison Disagree

Alexander Hamilton and James Madison were both federalists, but they had differing views about government “by the people.” Read the excerpts from the writings of each man.

► Alexander Hamilton believed that the people were the power behind government.



1) Alexander Hamilton expressed his faith in the people when he wrote the following:

“The fabric of American empire ① ought to rest on the solid basis of THE CONSENT OF THE PEOPLE. The streams of national power ought to flow from that pure, original fountain of all legitimate authority.” ②

—Alexander Hamilton, *Federalist No. 22*

2) Madison expressed his fear of majority tyranny in an October 17, 1788, letter to Thomas Jefferson:

“Wherever the real power in a Government lies, there is the danger of oppression. In our Governments, the real power lies in the majority of the Community, and the invasion of private rights is chiefly to be apprehended, not from acts of Government contrary to the sense of its constituents, but from acts in which the Government is the mere instrument of the major number of the constituents. ③ This is a truth of great importance, but not yet sufficiently attended to. ... Whenever there is an interest and power to do wrong, wrong will generally be done, and not less readily by [a majority of the people] than by a ... prince.”

—James Madison, Letter to Thomas Jefferson (1788), *Letters and Other Writings of James Madison*, Volume 3

Analyzing Primary Sources

Cite specific evidence from the documents to support your answers.

1. What common ground did Hamilton and Madison share in their points of view?
2. Do you think Madison had faith in people? Why or why not?

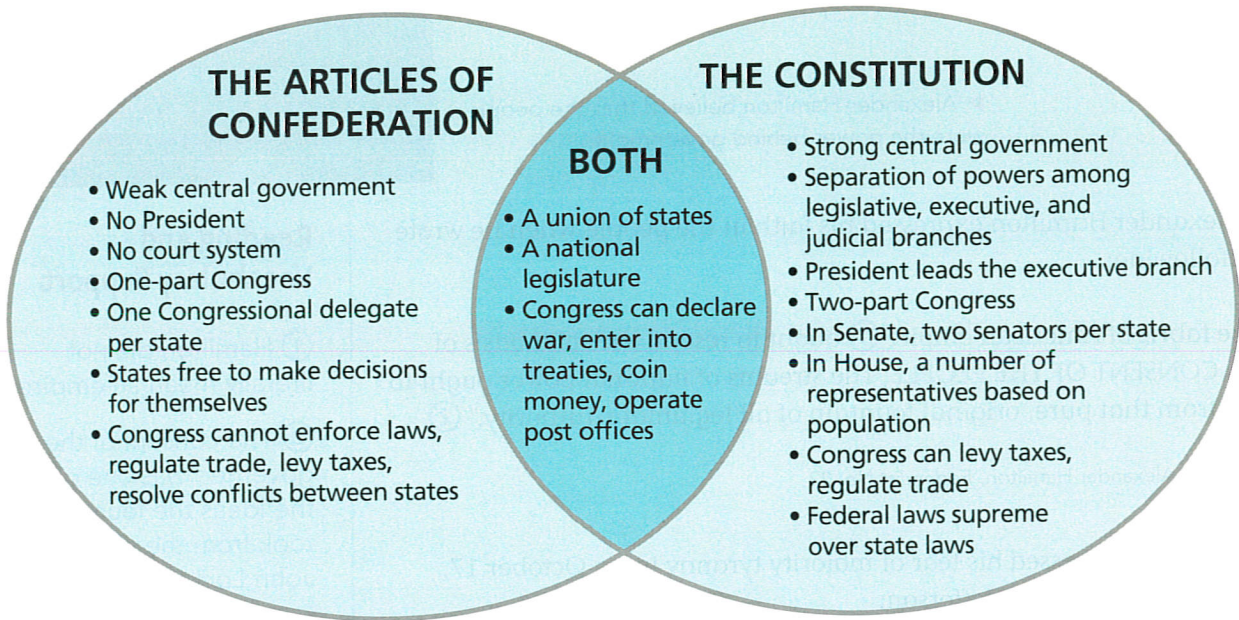
Reading and Vocabulary Support

- ① Hamilton did not literally mean an empire.
- ② The consent of the governed was one of the ideas the founders took from the work of John Locke.
- ③ What do you think Madison means by this statement?

Review and Assessment

VISUAL REVIEW

Comparing the Articles of Confederation and the Constitution



Federalism

Federal Government	State Governments
<ul style="list-style-type: none"> • Administers delegated powers—those assigned to it in the Constitution • Deals with national issues • Makes and enforces laws for the country • Coins money • Declares war • Regulates trade between the states 	<ul style="list-style-type: none"> • Administer reserved powers—those not given to the federal government • Deal with state and local issues • Make and enforce laws for the state • Maintain law and order • Protect property • Regulate business and trade within their borders • Make rules for state elections • Supervise public education • Provide public health and welfare programs • Build and maintain infrastructure

READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your Active Journal to review the topic.



INTERACTIVE

Practice Vocabulary Using the Topic Mini-Games

Quest FINDINGS

Write Your Opinion


Get help for writing your response in your Active Journal.

ASSESSMENT

Vocabulary and Key Ideas

- 1. Recall** How did the **Northwest Ordinance** address the slavery issue?
- 2. Identify Main Ideas** What role did **compromise** play at the **Constitutional Convention** in 1787?
- 3. Define** What is **popular sovereignty**?
- 4. Identify Main Ideas** What protections in the **English Bill of Rights** can be found in the Constitution?
- 5. Identify** What key ideals from the Declaration of Independence did the Framers include in the Constitution?
- 6. Check Understanding** How does the power of the veto reflect the system of checks and balances?
- 7. Identify Main Ideas** Why is jury duty considered an important responsibility of citizenship?

Critical Thinking and Writing

- 8. Draw Conclusions** Why do you think the central government did not respond to Shays' Rebellion by sending in troops?
- 9. Infer** Why was it important for the Framers to include, in the Constitution, key ideals from the Declaration of Independence?
- 10. Identify Cause and Effect** What prevented many state convention delegates from voting to ratify the Constitution?
- 11. Classify and Categorize** What branch of government is a Supreme Court justice part of? The President? A senator?
- 12. Revisit the Essential Question** Does the federal government have enough power to carry out its constitutional responsibilities? Explain.
- 13. Writing Workshop: Write an Argumentative Essay** Using the outline you created in your  Active Journal, answer the following question in a three-paragraph argumentative essay: How much power should the federal government have, and what should its responsibilities be?

Analyze Primary Sources

- 14.** Who most likely wrote this source?
 - A. George Washington
 - B. James Madison
 - C. Benjamin Franklin
 - D. Thomas Jefferson

"In the compound republic of America, the power surrendered by the people is first divided between two distinct governments,

and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself."

—from Federalist No. 51

Analyze Maps

Use the map at right to answer the following questions:

- 15.** Which state did not send a delegate?
- 16.** How many states sent four delegates?
- 17.** How many delegates did Georgia send?
- 18.** Which state sent the most delegates?

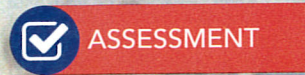
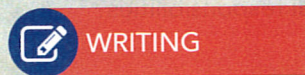


TOPIC

5

The Early Republic, 1789–1825

GO ONLINE
to access your
digital course



Go back in time

to **WHEN THE NATION WAS YOUNG**. You'll meet our first five Presidents, as well as explorers and leaders who shaped the country. You'll also find out how "everyday" people lived in the early republic.

Explore

The Essential Question

How much power should the federal government have, and what should it do?

This question was debated strongly in the early years of the republic, and it is still being asked today.

Unlock the Essential Question in your
 Active Journal.

▲ Meriwether Lewis and William Clark greet a group of American Indians known to their guide, Sacajawea.

