

# CONTENTS OF CITIZENSHIP STUDY

## GETTING STARTED



Contents of Citizenship Study .....	1
Student Welcome .....	2
Citizenship Pre-Study .....	3
What Makes A Good Citizen? .....	4

## AMERICAN HISTORY

Unit 1	The Early Inhabitants .....	6
Unit 2	The American Revolution .....	7
Unit 3	Declaration of Independence .....	8
Unit 4	The Articles of Confederation .....	9
Unit 5	The Constitutional Convention .....	10
Unit 6	The Supreme Law of the Land .....	12
<i>Learning Aid</i>	<i>Important Constitutional Events</i> .....	13
Unit 7	The Strengths of the Constitution .....	14
<i>Learning Aid</i>	<i>Division of Power</i> .....	15
Unit 8	Summary of the U.S. Constitution .....	16
Unit 9	War and Expansion .....	18
Unit 10	Remarkable People and Events .....	23

## AMERICAN GOVERNMENT

<i>Learning Aid</i>	<i>Three Branches of Government Chart</i> .....	27
Unit 11	Legislative Branch .....	28
Unit 12	Lawmaking Process .....	30
<i>Learning Aid</i>	<i>Legislative Branch Fact Sheet</i> .....	32
Unit 13	Executive Branch .....	33
Unit 14	The Electoral College .....	35
<i>Learning Aid</i>	<i>Executive Branch Fact Sheet</i> .....	36
Unit 15	Presidents and Elections .....	37
Unit 16	Your Right to Vote .....	39
Unit 17	Judicial Branch .....	40
<i>Learning Aid</i>	<i>Judicial Branch Fact Sheet</i> .....	41
Unit 18	Checks and Balances .....	43
Unit 19	State Government .....	45

## CIVICS ENRICHMENT

Unit 20	The American Flag .....	46
Unit 21	Government and Economics .....	47
Unit 22	Geography of the United States .....	48
<i>Learning Aid</i>	<i>Great Seal and Map Exercise</i> .....	50
Unit 23	American Symbols and Celebration .....	51
<i>Learning Aid</i>	<i>Name Your Government Officials</i> .....	54
<i>Learning Aid</i>	<i>Review Questions</i> .....	55
<i>Learning Aid</i>	<i>Citizenship Self-Test</i> .....	57
<i>Reference</i>	<i>State Fact Sheet</i> .....	60
<i>Reference</i>	<i>Citizenship Vocabulary</i> .....	62

## Welcome Students - Purpose of this Text:

**Our Constitution, Your Citizenship** worktext is designed to help you study the citizenship of the United States. It is also written to prepare you for a final examination on three areas of citizenship: **1) American History**, **2) American Government**, and **3) Civics Enrichment of Geography, Symbols, and Holidays**.

### Goals of This Worktext

This text has two main goals: **1)** to make you a better citizen of this country through basic knowledge of the Constitution and government of the United States, and **2)** to help you pass the required United States Citizenship Test. This worktext is formatted and written to ensure you meet those goals. Your study of citizenship provides a solid foundation for participation or leadership in our democratic society.

### Features That Aid in Your Learning

**1. Answer all lesson questions.** At the end of each lesson in this book, you will find a series of questions about that lesson. Always be sure to fill in all answers and verify they are correct. Final citizenship test questions come from these pages. Your teacher will explain how to check for correct answers. In addition, your teacher can expand on topics that need help understanding.

**2. Complete the review questions.** The study guide questions on Pages 55-56 are also helpful in reviewing for your citizenship test.

**3. Do the self-test.** At the end of the student units, on Page 57, you will find the self-test with questions on the entire content. These test questions are like the questions on your final exam. Study them carefully. The correct answers are given at the bottom for you to check your work. Study them all before the final exam.

**4. Create quizzes to help you review** or get family or friends to help make practice tests. Use some of the questions from the lessons in the book, self-tests, and study guides, or make up your own. You could trade practice quizzes with other students.

### Responsible Citizens

Most of you are likely United States citizens and do not need to follow the naturalization process. However, now may be a good time to remind you of the benefits of living in this great nation. The Constitution and laws of the United States give many rights to both citizens and non-citizens. However, some rights are only for citizens, such as:

- **Voting** – Only U.S. citizens can vote in federal elections.

- **Government participation** – You can only run for federal office as a U.S. citizen.

- **Jobs** – You can apply for jobs that require U.S. citizenship.

- **Travel** – A U.S. passport allows you to get assistance from the U.S. government when overseas.

- **Serve your country** – Participate in the judicial process by serving on a jury or in the military.

- **Reunite with family** – You have expanded opportunities to bring your family members to live in the United States.

In addition to the benefits, you also have specific responsibilities as a U.S. citizen:

- **Respect the law** – No country can maintain a rule of law society if its people do not respect the laws. Everyone must commit to respecting laws, legal authorities, and courts.

- **Stay informed on government issues** – Informed citizens know their rights and responsibilities, enabling them to act as a check and balance to our government.

- **Participate in the democratic process** – Making democracy work requires active citizens to voice their interests properly, hold public officials accountable, and, most importantly, vote for federal, state, and local officials.

- **Pay taxes** – Taxes are required money payments to the government through federal and state income taxes, property tax, excise taxes (ex. gasoline tax), social security tax, and sales tax.

Furthermore, this leads to one of our most valued characteristics of the United States, a diverse nation. America is strong because citizens respect different opinions, cultures, ethnic groups, and religions found in this country. Be proud by showing your patriotism during national holidays, attending or volunteering at a community event, serve your country by joining the military, to name a few. This will show your loyalty to the United States and its Constitution.

### Break the Trend

Surveys and tests repeatedly show that Americans' knowledge of civics needs improvement. A recent poll shows that only a little over a third of Americans would pass a multiple-choice U.S. citizenship test modeled after the one taken by immigrants in the process of naturalization. One thousand American adults were sampled, with only 36 percent passing the test. Respondents 65 and older scored the best (74 percent), while only 19 percent of test-takers 45 and younger passed. Despite the evidence of the lack of knowledge, many respondents said they enjoyed U.S. history as a subject in school. Today's students are the future of this country as they elect (or become) the leaders who will shape our nation.

While your parents, teachers, and mentors can provide you with the knowledge and tools to become "good citizens," it is interesting to hear perspectives from others. In October 1957, a teacher at a suburban Chicago school assigned a class project. The students were to ask well-known people their views on citizenship. The question was asked, "What was most important when you were younger in helping you become a good citizen?"

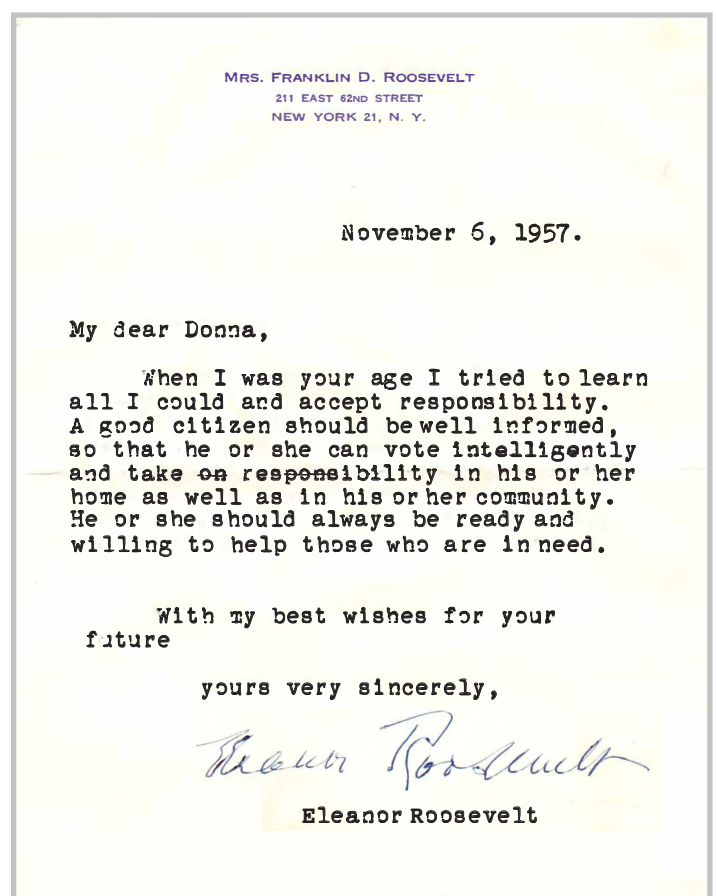
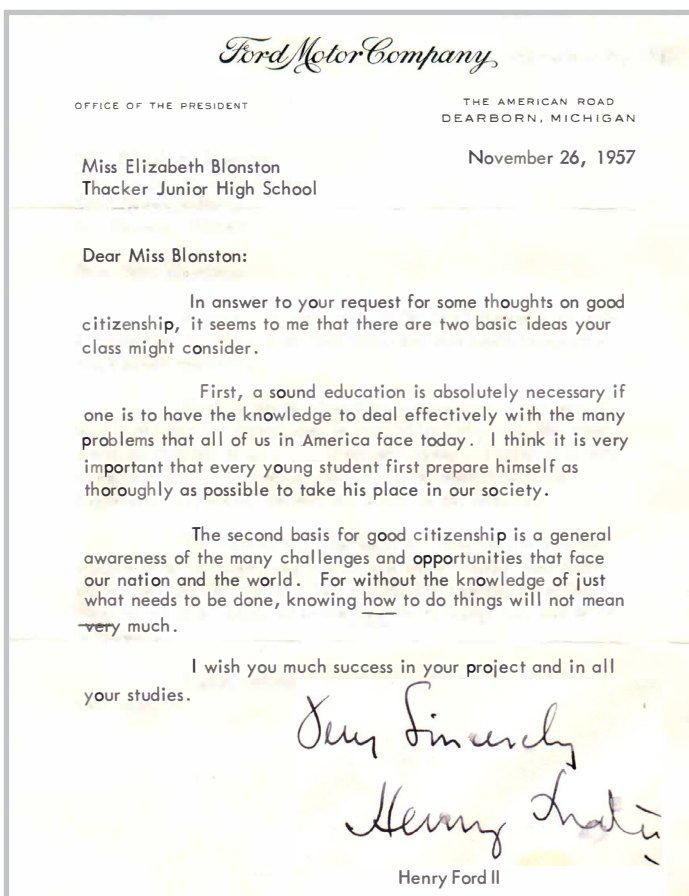
The class sent over 200 letters and received more than 100 in return. The students would read, compare, and compile the thoughts of these respected citizens. Participants included government leaders, entertainers, athletes, journalists, clergy, business and labor leaders, and educators. Many letters included thoughtful ideas and suggestions for being a "good" citizen. A sampling of four letters from Henry Ford II, Eleanor Roosevelt, H.W. Hoover, Jr., and Warren Giles are included.

With the help of the letters received, the students created a "Code of Ethics for Young Adults." These ethics that help mold you into a good citizen include:

1. Accept advice and guidance from parents, family, and friends.
2. Get the most out of your education by respecting the teacher's relationship and meeting a student's responsibilities.

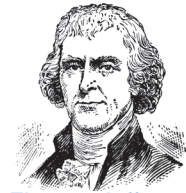
3. Evaluate your character, focusing on loyalty, honesty, truthfulness, and integrity; pick friends with these traits.
4. Know and obey all laws, having loyalty and respect towards the local, state, and federal governments.
5. Respect others and understand that everyone has their own experiences and beliefs.
6. There is no replacement for hard work, doing more than is expected, and meeting the obligations as a student, family member, or employee.
7. Become an active member of a team, organization, or school activity and give support to the best of your ability by showing allegiance and team spirit.
8. Be aware of public issues and stay informed on what is happening in the community, state, and country.

Whether it is the 1950s or the world today, the characteristics of good citizens have remained much the same. The most significant difference is social media's impact on society, affecting how people obtain information, share thoughts, and treat others. Although there is no absolute, complete definition of being a proud, respected, and active member of our society, those eight codes are an excellent place to start.



More than a year after the American Revolution began, the *Declaration of Independence* was signed in Philadelphia. It gave various reasons why the colonists wanted to separate from England and announced the existence of a new nation. The Declaration was written by Thomas Jefferson and a committee from the Second Continental Congress, which had met in 1775. This meeting of the Second Continental Congress had been provided for at the First Continental Congress. The delegates to the Second Continental Congress had first come hoping for peace, but soon, more and more leaders called for complete separation from Great Britain.

On June 7, 1776, Richard Henry Lee of Virginia made a motion that “These united colonies are, and of right ought to be, free and independent states.” On July 4, 1776, the Declaration of Independence was signed and adopted. The words were mostly Thomas Jefferson’s, but the ideas were centuries old. The Declaration can be divided into three parts: a statement of principle concerning the rights of a man and why a revolution was necessary, a list of specific grievances against England’s King George III, and a formal claim of independence. The most important part of the Declaration comes in its second paragraph:



Thomas Jefferson

**“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.”**

### The Declaration is Read

On July 8, 1776, church bells were rung throughout Philadelphia to call the people to the first public reading of the Declaration. For the safety of the delegates, their names were not made public for six months. When they were revealed, many were seized by the British and thrown into prison, and their homes were burned. This small group had risked their lives for liberty.

Nearly a month would pass before the document was signed. New York’s officials did not officially give their support until July 9. Also, it took two weeks for the Declaration to be “engrossed” or the process of writing on parchment paper. Most of the delegates signed on August 2, but several signed on a later date, along with two representatives never signing at all.

Today, in Philadelphia, there stands a tablet that marks the place where Thomas Jefferson wrote the Declaration. After Congress had adopted the Declaration, John Dunlap printed copies of it. These prints are now called *Dunlap Broad­sides*. Twenty-four copies are known to exist, two of which are in the Library

of Congress. The original copy was exhibited for many years until light and air threatened its existence. In 1921, it was transferred to the care of the Library of Congress. In 1952, it was placed in the National Archives building in Washington, D.C. You may see it there, and you also may visit the meeting place of the Second Continental Congress in Philadelphia.

The important fact is not that the Americans had declared themselves independent, but that they had set down certain principles and beliefs that were new to governments: all men are created equal; all men have rights; and governments are subject to the will of the people.

The Declaration of Independence is not a constitution or form of government. It served to set up principles for a new government. Such beliefs were used in writing the United States Constitution.

### QUESTIONS

**MULTIPLE CHOICE** - Circle the letter of the correct answer.

- Which of the following is NOT an unalienable right of the Declaration?
  - life
  - liberty
  - education
  - pursuit of happiness
- The Declaration was written by:
  - Thomas Jefferson
  - George Washington
  - Alexander Hamilton
  - John Adams
- The Declaration was authorized by the:
  - Second Continental Congress
  - First Continental Congress
  - British King
  - New England Confederation
- The Declaration was signed and adopted in:
  - 1727
  - 1775
  - 1776
  - 1876
- The Declaration of Independence included:
  - statements concerning the rights of individuals
  - a list of specific grievances against England
  - a formal claim of independence from England
  - all of the above

**TRUE OR FALSE?** Write a **T** or **F** in the space provided.

- \_\_\_\_\_ 1. The Declaration was written to start the American Revolution.
- \_\_\_\_\_ 2. The Second Continental Congress had the task of carrying out the American Revolution.
- \_\_\_\_\_ 3. The Declaration of Independence is not a constitution.
- \_\_\_\_\_ 4. The Declaration was written in Washington, D.C.
- \_\_\_\_\_ 5. The principles of the Declaration of Independence were used in writing the U.S. Constitution.
- \_\_\_\_\_ 6. The Declaration of Independence was signed after the U.S. Constitution was written.
- \_\_\_\_\_ 7. Richard Henry Lee wrote a resolution that would allow England more authority over the colonists.
- \_\_\_\_\_ 8. A delegate is a person that represents others, speaking, and acting on their behalf.



## How the Federal Government and States Divide Powers

The Constitution says. . .



### Certain powers belong to the federal government

#### Delegated powers

##### Expressed or enumerated powers

- Regulate foreign and interstate commerce
- Conduct foreign relations
- Print, coin, and issue money
- Maintain armed forces
- Pass a federal budget
- Declare war
- Govern U.S. territories
- Grant patents and copyrights
- Establish naturalization laws

##### Implied powers

- Set a federal minimum wage
- Establish federal aid policies
- Regulate airline industry
- Control immigration
- Regulate social media
- Establish a military draft
- Pass gun control laws



### Certain powers belong to the state governments

#### Reserved powers

- Establish local governments
- Establish and maintain schools
- Provide for state militia
- Conduct elections
- Set qualifications for voters
- Regulate business, labor, and trade within the state
- Make marriage laws
- Permit forms of gambling or a lottery
- Assume other powers not delegated to the national government nor prohibited to the states



### Certain powers are shared by both governments

#### Concurrent powers

- Tax
- Establish courts
- Promote agriculture and industry
- Borrow money
- Charter banks
- Protect public health, safety, and welfare
- Define crimes and set punishments



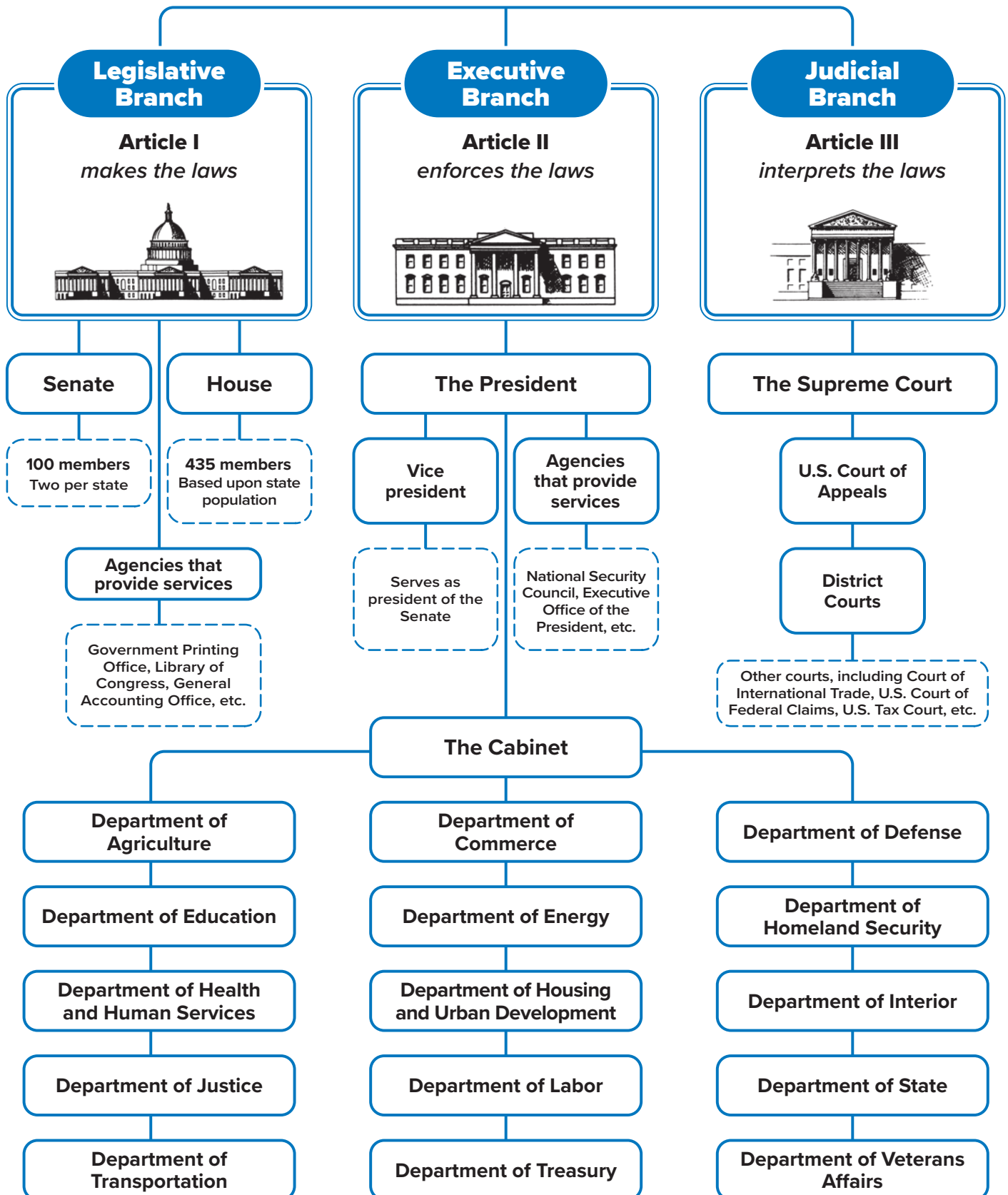
### Certain powers are prohibited by both governments

- The personal rights of citizens of the United States, as listed in the **Bill of Rights** and in state constitutions, cannot be reduced or destroyed by the federal or the state governments.
- Certain specific prohibitions in the Constitution itself, such as no title of nobility, no **ex post facto laws**, no duty on exports, no bill of attainder, etc.

The first ten amendments to the Constitution

Congress cannot pass a law that retroactively creates a crime where none existed before.

## The Constitution sets up three branches.



Perhaps the most prolonged debate at the Constitutional Convention concerned the method of selecting the president. An early suggestion was to give this power to Congress. But that would have destroyed the idea of the separation of powers. How could we have three branches of government, each checking the other if the legislative branch (the Congress) picked the head of the executive branch (the president)?

The writers of the Constitution also weren't ready to give the selection of the president to the people or the "common man." So they wrote a compromise into Article 2, Section 1 of the Constitution. The compromise set up a system of electors to select the president. These electors came to be known as the *Electoral College*, but the Constitution itself does not mention the term "Electoral College."

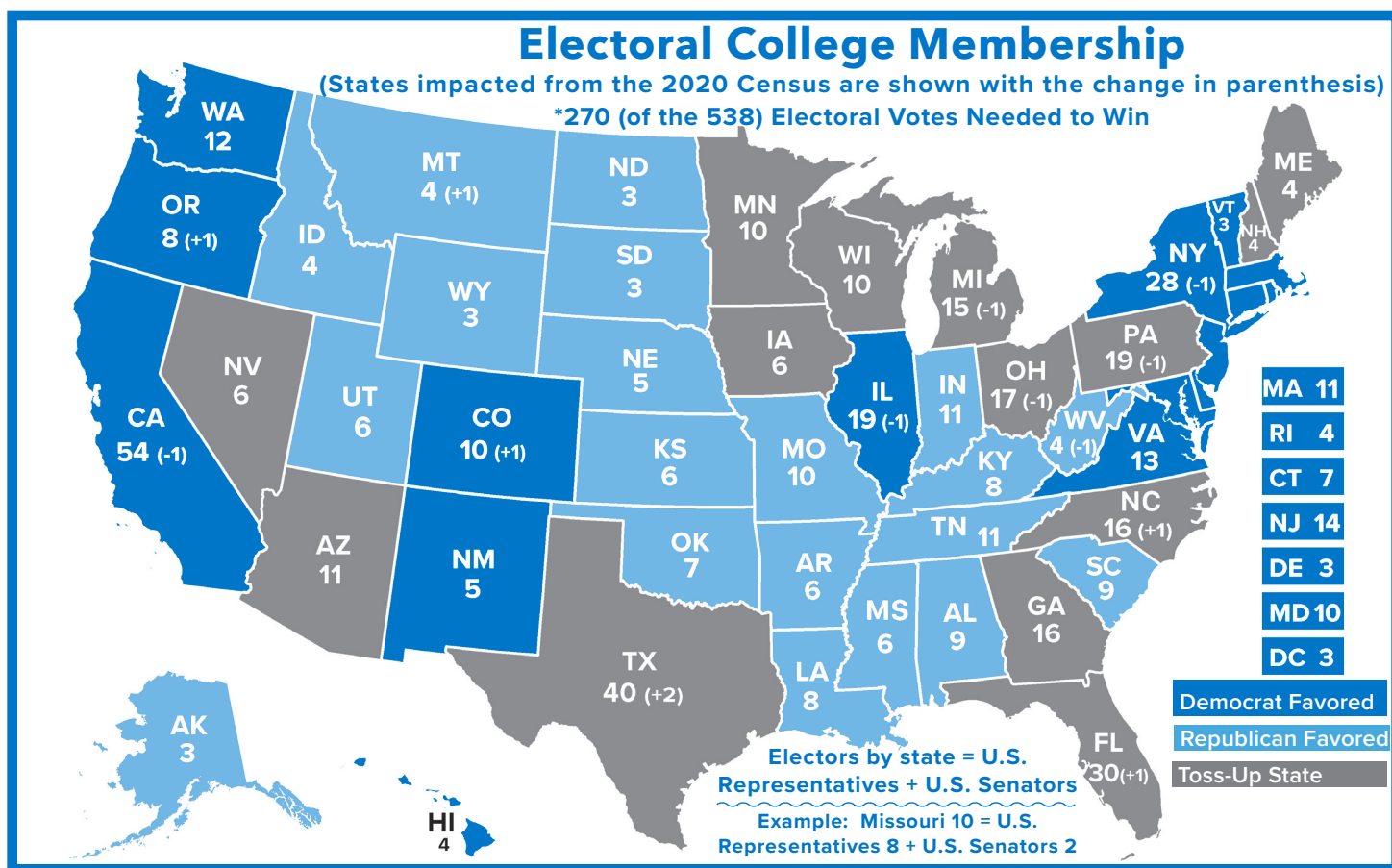
This unique election method was modified by the 12<sup>th</sup> and 23<sup>rd</sup> Amendments. Before 1961, the voters in Washington, D.C., didn't get to vote for the president at all. This was not considered fair in the capital of our country. The 23<sup>rd</sup> Amendment was added in 1961, giving three electoral votes for Washington, D.C. That made a total of 538 electors (electoral votes for each state equals the number of representatives plus two for the senators). A majority of 270 or more would be necessary to select the president. The map below shows the distribution of the electoral votes based on the 2020 reapportionment from the 2020 Census.

To summarize, if a candidate gets the most popular (people) votes in the state, the "electors" will then cast their votes the same way. All the electoral votes for the state (except for Maine and Nebraska) will go to the winner of the state. The writers of the Constitution also thought that the Electoral College gave states with a small population more equal weight in the presidential election.

One of the problems political scientists see in the Electoral College is that it allows a person to be elected president who has not won the popular vote in the country. In our growing beliefs in the power and rights of democracy in our nation, that could be a problem. Because all the electoral votes of a state go to the candidate who wins the election in that state, whether the candidate wins by a single vote or a million votes, it is possible to be elected president without having the most votes.

That has not happened very often, but it did occur in 2000 when George W. Bush became president and again recently in the 2016 election. Donald Trump became president even though Hillary Clinton won a majority of the popular votes. And, because this has happened so recently, Americans are debating the Electoral College's pros and cons. Since a change in the electoral vote would require a constitutional amendment, the change will not come quickly. Supporters of the current system say that it has served the nation well and forces candidates to gain broad geographic support rather than concentrating only on large metropolitan areas.

*continued*



The authors of the Constitution wanted to be sure that no person or group would seize power and control the American government. To ensure that this would not happen, our United States government was divided into three parts: the executive, the legislative, and the judicial under the Constitution. Each of these three branches has a check on the powers of the others. These checks provide a system of balance in our government, which is why we call the system *checks and balances*.

You may also hear this system referred to as a *separation of powers*. Although not directly mentioned in the Constitution, the first three articles mark the executive, legislative, and judicial responsibilities. It gives some power to each branch of government instead of giving all the power to one branch.

These are the most important checks and balances:

1. **Executive branch** has the power to check the legislative branch by vetoing laws that Congress wants to pass.
2. **Legislative branch** may check the executive branch by passing laws over the veto by a two-thirds vote in each house.
3. **Judicial branch** may check both the legislative and executive by declaring laws unconstitutional.

Obviously, this is not the whole system, but it is the main idea. Other checks and balances include:

**Executive over the judicial branch:** The president appoints all federal judges and may grant pardons or reprieves for those convicted in court.

**Legislative over the executive branch:** The legislative branch must approve appointments that the president makes; the Senate must approve treaties that the president makes, and the legislative branch may investigate the executive branch.

**Legislative over the judicial branch:** The legislative branch must approve the president's choice of judges to the judicial branch and may propose constitutional amendments to overturn judicial decisions.

**Legislative over the executive and judicial branch:** The legislative branch has impeachment powers over federal officers.

**Judicial over the executive branch:** The president cannot fire or remove Supreme Court justices.

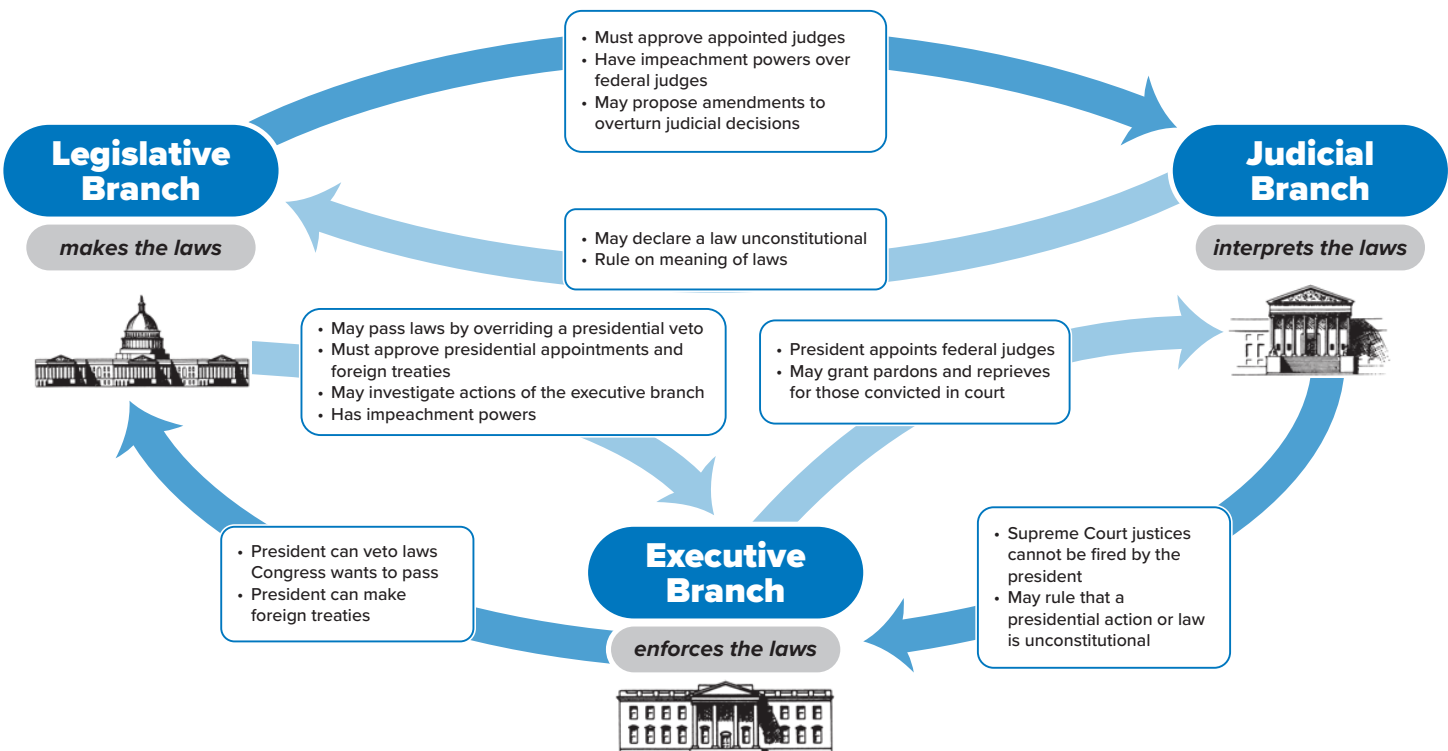
There are other checks and balances in the American government besides those between branches of government. They include:

### Checks in Congress

The Senate and House can check each other by rejecting bills passed by the other. The House has the added check of sole power to start revenue bills.

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## A System of Checks and Balances





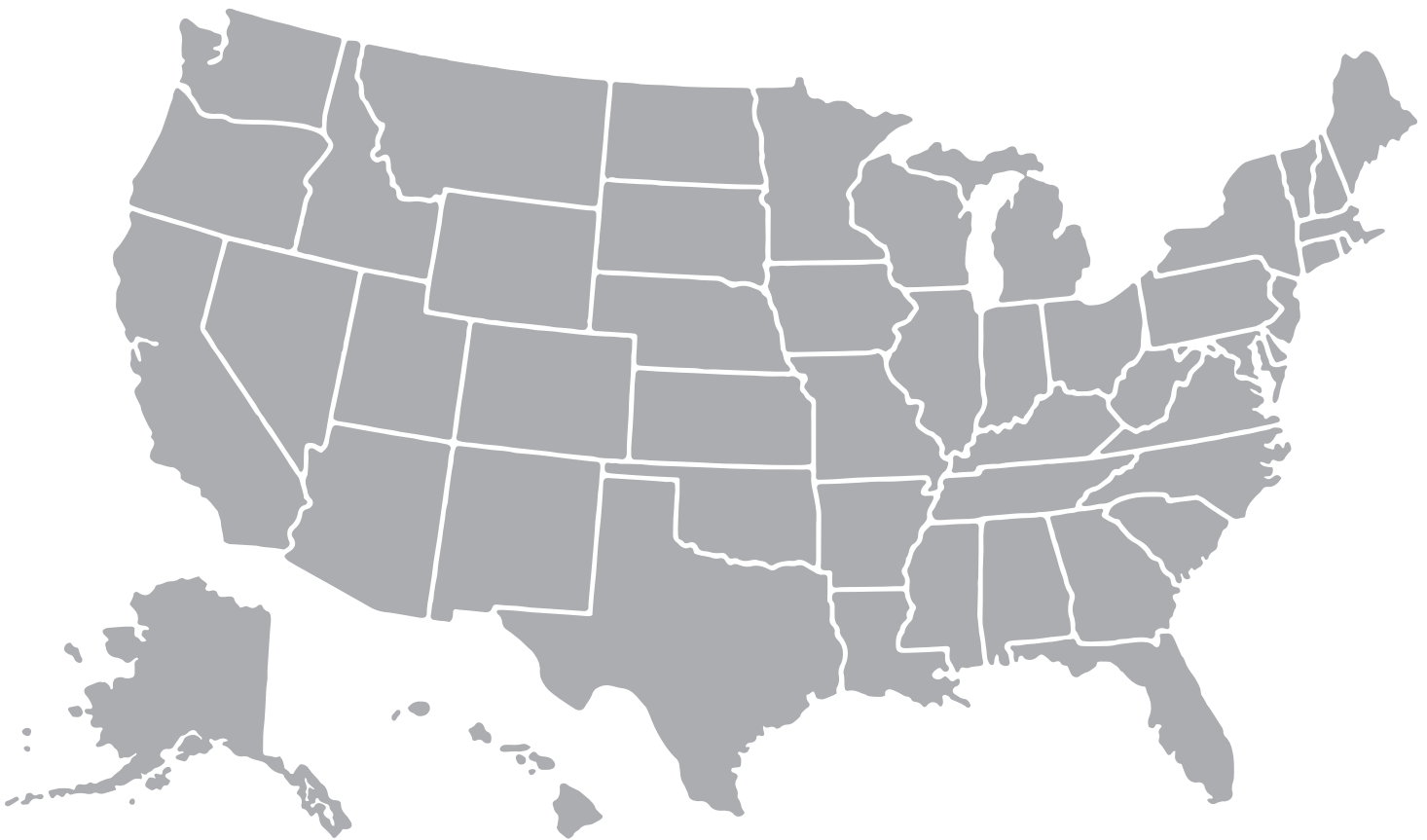
### Great Seal of the United States Exercise

Below is a copy of the front and reverse sides of the *Great Seal of the United States*. Visit your school or local library to see if you can discover what the various symbols pictured in the seal represent. Do you see a pattern of 13 in the Great Seal? Hint: there are five areas that represent the number 13. Why 13?



### *E pluribus unum*

*E pluribus unum* is a motto of the United States, Latin for “Out of many, one.” It refers to the Union formed by separate states and was adopted as a national motto in 1776. You can find this phrase inside the *Great Seal of the United States* and on United States currency.



### United States Geography and Map Exercise

On the map, mark the following:

1. Identify your state, using the state's two-letter abbreviation.
2. Identify the three largest cities (in terms of population) in the United States.
3. Locate and name all your bordering states.
4. Identify the state with the largest population.
5. Identify the state with the most land area.
6. Locate one of the “Great Lakes.”

The following self-test will prepare for the final Citizenship test. It has questions similar to the ones you will find on your final. It is suggested that you write the answers on paper to allow the test to be taken several times. The correct answers are at the bottom of Page 59.

## MULTIPLE CHOICE

Write the letter of the correct answer in the space provided.

1. \_\_\_\_\_ The president may serve how many terms?    a. 1    b. 2    c. 3    d. 4
2. \_\_\_\_\_ What rights are granted to everyone living in the United States?  
    a. freedom of religion                  c. freedom of assembly  
    b. the right to bear arms         d. all of the previous are rights
3. \_\_\_\_\_ How many amendments have been added to the Constitution?    a. 10    b. 21    c. 27    d. 41
4. \_\_\_\_\_ How many years is the president's term of office?                  a. 2        b. 4        c. 6        d. 9
5. \_\_\_\_\_ What is the age requirement to become president?    a. 18    b. 21    c. 35    d. 45
6. \_\_\_\_\_ What important event was Abraham Lincoln a major participant?  
    a. signed the Constitution        c. moved the location of the White House  
    b. freed the slaves                  d. Women's suffrage and the 19th Amendment
7. \_\_\_\_\_ How many stripes are on the American flag?                  a. 10    b. 13    c. 27    d. 50
8. \_\_\_\_\_ How many U.S. senators come from each state?    a. 1    b. 2    c. 3    d. 4
9. \_\_\_\_\_ When must all men register for Selective Service?  
    a. at age 16                  b. at age 18                  c. after college                  d. no registering required
10. \_\_\_\_\_ Who may veto a bill proposed by Congress?  
    a. the president of the United States        c. the vice president  
    b. the secretary of state                  d. all Cabinet members
11. \_\_\_\_\_ What is one of the major U.S. territories?  
    a. Guam                                  c. Dominican Republic  
    b. Alaska                                 d. Cuba
12. \_\_\_\_\_ Which of these rights is not an unalienable right from the Declaration of Independence?  
    a. liberty        b. education        c. pursuit of happiness        d. life
13. \_\_\_\_\_ The Declaration of Independence was written largely by:  
    a. Hamilton    b. Washington    c. Jefferson    d. Adams
14. \_\_\_\_\_ Who is the commander in chief of the military?  
    a. the Vice President                  c. the Secretary of State  
    b. the Secretary of Defense        d. the President
15. \_\_\_\_\_ There are how many branches of government?    a. 1    b. 2    c. 3    d. 4
16. \_\_\_\_\_ Who was a writer(s) of the Federalist Papers that supported the Constitution?  
    a. Hamilton    b. Jefferson    c. Madison    d. both A & C
17. \_\_\_\_\_ In the First Amendment, which is NOT a "freedom"?  
    a. freedom of the press                  c. freedom of speech  
    b. freedom of employment        d. freedom of religion
18. \_\_\_\_\_ Which power is NOT granted to the states by the Constitution?  
    a. establish local governments                  c. coin and issue money  
    b. establish schools                                  d. provide for state militia
19. \_\_\_\_\_ Which war was fought in the 1900s?  
    a. Civil War    b. World War II    c. War of 1812    d. Mexican-American War
20. \_\_\_\_\_ Which amendment does NOT mention voting and who is eligible?  
    a. 15th Amendment                  c. 22nd Amendment  
    b. 19th Amendment                  d. 26th Amendment