



UNIT

1

Foundations of American Citizenship

Why It Matters

As citizens, we enjoy the rewards of our system of government, but we also have certain responsibilities. By participating in your government, you can help ensure that our system will continue to provide the blessings of life, liberty, and the pursuit of happiness. In Unit 1, you will learn about the citizens of the United States and how our democratic system of government developed.



Use the **American History Primary Source Document Library CD-ROM** to find primary sources about Americans and the foundations of their citizenship.

★ BE AN ACTIVE CITIZEN ★

Find out the purposes of your government firsthand. Contact a government leader, such as a state representative, a city council member, or a school board member, and ask how the government he or she represents serves American citizens.



**A ticker tape parade
in New York City**

Citizenship and Government in a Democracy

★ CITIZENSHIP AND YOU ★

Our government protects our rights and provides us with benefits. Our responsibilities include knowing how our government works and how it affects our lives. Contact the offices of your local government to find out what issues officials are dealing with now and how they affect you.



To learn more about the roles government plays in our lives, view the **Democracy in Action** video lesson 1: Government and Our Lives.

FOLDABLES™ Study Organizer

Organizing Information Study Foldable Make the following foldable to help you organize what you learn about citizenship and government in a democracy.

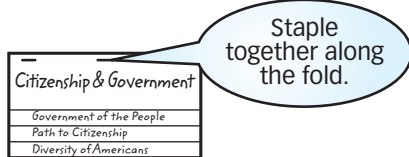
Step 1 Collect 2 sheets of paper and place them about 1 inch apart.



Step 2 Fold up the bottom edges of the paper to form 4 tabs.



Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.

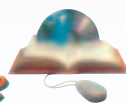


Reading and Writing

As you read the chapter, write the main ideas presented in each of the three sections of the chapter under the tabs of your foldable.



CIVICS
Online



Chapter Overview Visit the *Civics Today* Web site at civ.glencoe.com and click on **Chapter Overviews—Chapter 1** to preview chapter information.



SECTION

1

Government of the People, by the People, for the People

GUIDE TO READING

Main Idea

Democratic governments perform necessary functions so citizens can live together peacefully.

Key Terms

civics, citizen, government, public policy, budget, dictatorship, democracy, direct democracy, representative democracy, majority rule

Reading Strategy

Organizing Information

Create a chart like the one below. Then list the levels of government, a function of each, and an example of the level and function in the correct columns.

Level	Function	Example

Read to Learn

- Why do people need governments?
- What purposes do governments serve?



Americans in Action

When Americans vote or serve on a jury, their actions are based on ideas that people had in the fourth century B.C. In examining how people act, Aristotle wrote these words: "If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost."



Aristotle teaches

What Is Civics?

Civics is the study of the rights and duties of citizens. The concept of citizenship dates back more than 2,500 years to ancient Greece and Rome. In those days, only a few people—men with property—could be citizens. This elite group helped govern the city and enjoyed other privileges that the common people did not share.

Today gender and wealth are no longer requirements for citizenship. Indeed, most people are citizens of the country in which they live. **Citizens** have certain rights and duties. They are community members who owe loyalty to the government and are entitled to protection from it. However, being a citizen means much more than just living in a country. American citizens who live abroad are still citizens of the United States. Citizens are a part of a country. They may share a common history, common customs, or common values. They agree to follow a set of rules and to accept the government's authority.

Reading Check Explaining As a citizen, what do you agree to do?



The Need for Government

A **government** is the ruling authority for a community. Any organization that has the power to make and enforce laws and decisions for its members acts as a government.

For hundreds of years, people have formed governments. The earliest Native Americans had tribal councils. Thomas Hobbes, an English political thinker during the 1600s, believed that without government life would be “solitary, poor, nasty, brutish, and short.” Hobbes claimed that human beings naturally compete for territory, resources, and power. If each of us could do just as we pleased, fighting would be common, and survival would depend on strength and cunning.

Think about trying to play basketball with no rules or referees. How would players know what to do and what not to do? How would the winner be determined? The game would probably be a chaotic free-for-all. Similarly, if there were no government to make and enforce laws, we would live in a state of confusion, violence, and fear. Fortunately, government can make it possible for people to live together peacefully and productively.

Reading Check

Summarizing Why did Hobbes believe people needed governments?

The Functions of Government

Governments serve many purposes and offer citizens many benefits. They help keep order, settle conflicts, and protect the community.

They provide services that individuals could not supply independently. They also guide the community and plan for its future by setting policies, making budgets, and interacting with other communities.

Keeping Order and Providing Security

Conflicts are unavoidable when people live together in a community. Citizens may disagree on all sorts of matters—their choice of leaders, the best way to raise or spend money, the rightful owner of certain property, and so on. Governments make laws to help prevent conflicts and to settle those conflicts that do arise.

Governments have the power to enforce the laws. For example, to make sure that drivers obey traffic regulations,



Civic Participation Apple Valley High School students in Minnesota recite the Pledge of Allegiance. **How do you think reciting the pledge reflects citizenship?**



police officers are empowered to ticket or arrest violators. Courts decide whether those accused of crimes are guilty and how they should be punished if found guilty.

Along with the need for law and order come concerns about community security—defending citizens and their land from enemies. Arrangements must be made to fight off possible threats. For this reason, governments set up armed forces and agencies that watch for likely sources of trouble.

Providing Public Services

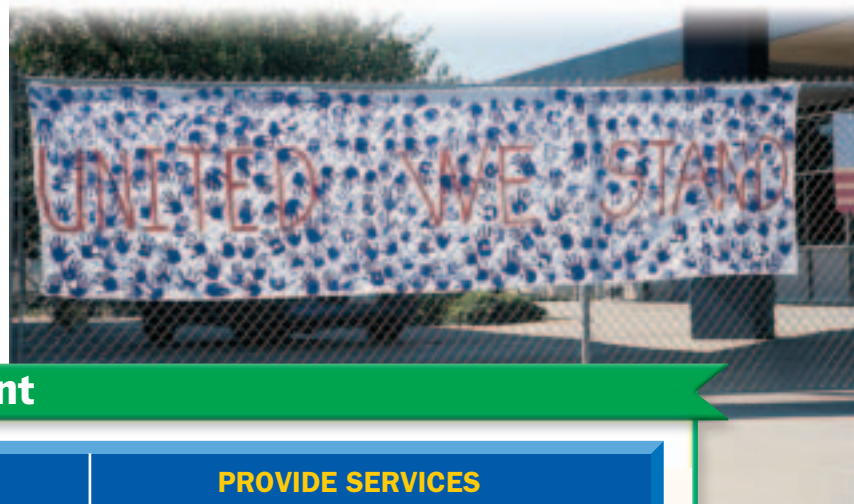
Governments provide many services that would not be available without cooperation and coordination. Governments create and manage libraries, schools, hospitals, parks, and recreation centers. They develop systems to provide mass transit and supply water to our homes and businesses. Government workers build and repair streets, erect bridges, collect garbage, and deliver the mail.

Many government services are aimed at keeping the public healthy

and safe. Local communities set up fire departments and ambulance services, for example. States license drivers and doctors. Other government agencies protect us from dangerous drugs or spoiled food. Government inspectors check for safety problems in everything from factories to day care centers to amusement park rides.

Governments also give help to needy people. For example, in each of the 50 states, poor families and people who are out of work can receive food aid or cash. Government agencies also supply affordable housing, health care, job training, and special programs for people with disabilities.

A banner created by American students after the terrorist attacks of September 2001



Functions of Government

KEEP ORDER

- ★ Pass and enforce traffic laws
- ★ Establish courts

PROVIDE SERVICES

- ★ Provide libraries, schools, hospitals, parks, water, utilities

PROVIDE SECURITY

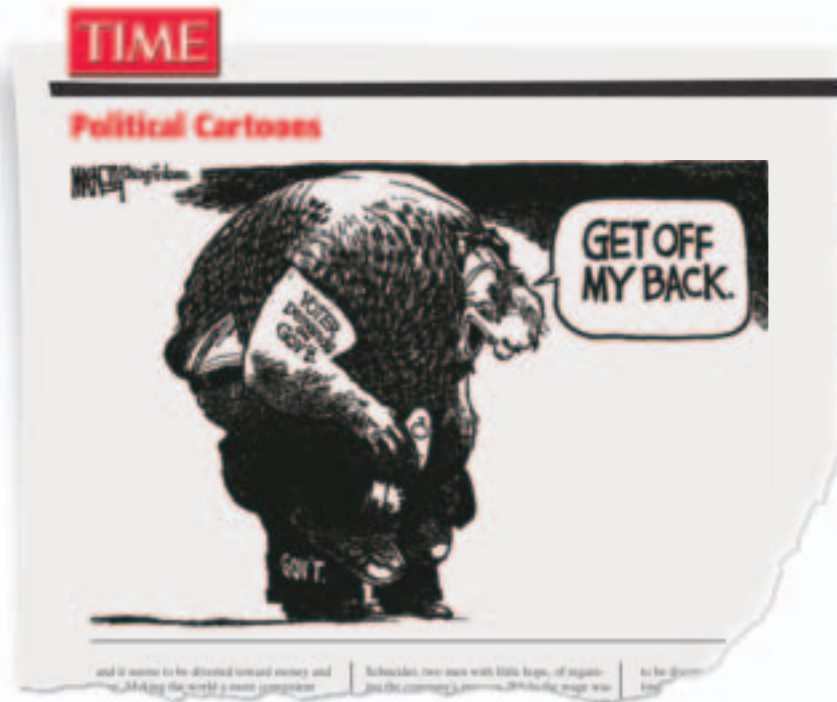
- ★ Prevent crime
- ★ Protect citizens from foreign attacks

GUIDE THE COMMUNITY

- ★ Manage the economy
- ★ Conduct foreign relations

Evaluating Charts

Governments perform four major functions, as shown by the examples here. **How do courts help keep order?**



Analyzing Visuals Since our nation's earliest days, citizens have sought to balance the need for government services with the desire to be left alone. **What statement is the voter making with his words? How do the voter's actions contradict his speech?**

Guiding the Community

Another function of government is to formulate **public policy**, or a course of government action to achieve community goals. When government leaders decide they want to protect consumers, for example, or strengthen national security, they are setting public policy goals. When they pass laws or develop guidelines to reach these goals, they are making public policy.

Most public policy decisions involve some financial planning as well. Governments have limited amounts of money, and they must be careful to use it wisely. Creating a **budget**, or a plan for collecting and spending money, is key to the success of the community.

Another part of guiding the community is developing relations with the community's neighbors and other outsiders. Governments often take responsibility for communicating and cooperating with other governments for the benefit of their citizens. International trade, travel, and military pacts, or agreements—all part of

public policy—would be impossible if national governments did not concern themselves with foreign relations.

Reading Check **Concluding** Why is planning a budget important to a government's success?

Levels of Government

Within a single country, many levels of government may exist. Each exercises authority over a different group of people. The highest level in the United States is the national government, centered in the nation's capital, Washington, D.C. The national government makes and enforces laws for the entire country. Each of our 50 states has its own government as well, which decides matters for the people in that state. The level of government closest to Americans is local government. Local governments include counties, cities, and towns. Your school may have a student government, and if you choose to belong to a



Dictatorship Teens in Iraq hold up a picture of Saddam Hussein, who was their leader until 2003. **Do you think the girls in this photo support Hussein? Why or why not?**

club like Girl Scouts or 4-H, you respect that organization’s governing body, too.

When people speak of “the government,” they usually mean the national government. State and local governments, as well as governments of organizations, cannot take actions that go against the laws and authority of the national government.

Reading Check **Comparing** How do the general duties of the national government differ from those of state governments?

Democratic Government

In some parts of the world, governmental power lies in the hands of just a small group or even a single person. For example, the government of Cuba is a dictatorship. A **dictatorship** is a government controlled by one person or a small group of people. In the United States, all citizens share in governing and being governed. This kind of government, in which the people rule, is called a **democracy**.

The foundations of democracy are more than 2,500 years old. Democracy began in ancient Greece, most famously in the city of Athens. Every citizen of Athens had the right and responsibility to participate in the city’s government, and all

citizens had an equal voice. This was a **direct democracy**—all the citizens met to debate government matters and vote first-hand. Direct democracy is not practical for most countries today because of their large sizes and large populations. Many countries have **representative democracies** instead. The citizens choose a smaller group to represent them, make laws, and govern on their behalf, but the people remain the source of the government’s authority.

The United States is the oldest representative democracy in the world. For more than 225 years, Americans have elected presidents, members of Congress, and other leaders to speak for them. Citizens express their views in person, over the phone, by e-mail and regular “snail” mail, and through public opinion polls and political groups. In later chapters you will read more about how you can participate in government and about your rights and responsibilities as a citizen.

Principles of American Democracy

Abraham Lincoln, America’s sixteenth president, described our democracy as a “government of the people, by the people, for the people.” His words make three important points. First, the power of the government comes from the citizens. Second, Americans themselves, acting through their representatives, run their government. Third, the purpose of the government is to make the United States a better place for those who live here.

Because democratic governments exist by the people, all genuine democracies have free, fair, and competitive elections. Through free elections, people have the chance to choose their leaders and voice their opinions on various issues.



What makes an election fair and free? First, everyone’s vote must carry the same weight. This principle is often expressed in the phrase “one person, one vote.” Second, all candidates have the right to express their views freely to the public. Citizens are free to support candidates or issues. The legal requirements for voting must be kept to a minimum. For example, our voting laws center on age, residence, and citizenship, while other factors like race and ethnic and religious background cannot be used to restrict voting. Finally, citizens may vote freely by secret ballot, without fearing punishment for their voting decisions.

Competitive elections and competing political parties are an important element in democracies. (A political party is a group of individuals with broad, common interests who organize to support candidates for office and determine public policy.) Competing political parties give voters a choice among candidates. Also, parties out of power serve as watchdogs of parties in power.

In a democracy, individuals are free to develop their own capacities. This means that the government works to promote equality, and all people have an equal opportunity to develop their talents.

Another principle of our democracy is **majority rule**. French philosopher Jean-Jacques Rousseau helped promote this idea in the late 1700s. According to this principle, citizens agree that when differences of opinion arise, we will abide by what most people want. At the same time, we insist on respect for the rights of those in the minority.



Fundamental Principles of American Democracy

RULE OF LAW

- ★ All people, including those who govern, are bound by the law.

LIMITED GOVERNMENT

- ★ Government is not all-powerful—it may do only those things that people have given it the power to do.

CONSENT OF THE GOVERNED

- ★ American citizens are the source of all governmental power.

INDIVIDUAL RIGHTS

- ★ In the American democracy, individual rights are protected by government.

REPRESENTATIVE GOVERNMENT

- ★ People elect government leaders to make the laws and govern on their behalf.



A town meeting in Warren, Vermont

Evaluating Charts

Our American democracy is built on these fundamental principles. **Who is the source of power in direct democracies and representative democracies?**



Respect for minority rights is sometimes difficult to maintain, though, especially if society is under a great deal of stress. For example, the United States government imprisoned in excess of 100,000 Japanese Americans in relocation camps during World War II. Government leaders feared that these Americans would be disloyal. This relocation program caused severe hardships for many Japanese Americans and deprived them of basic liberties. In 1988 Congress recognized the “grave injustice” of the relocation camps and offered payments of \$20,000 to those Japanese Americans still living who had been relocated.

After the terrorist attacks of 2001, President George W. Bush realized that many people might turn their anger against Muslims in the United States, so he visited the Islamic Center in Washington, D.C., soon after the attacks. He explained that Islam is a peaceful religion and urged Americans to treat Muslim Americans fairly.

Reading Check **Comparing** What is the difference between a dictatorship and a democracy?

STREET LAW™

The Law and You

What Does It Mean to Be a “Good Citizen” of a Country?

Which of the following actions do you think demonstrate being a good citizen?

- Hanging a flag outside the home or on the car
- Speaking out against the government
- Giving money to people in need
- Paying taxes on time
- Speaking English
- Voting
- Not criticizing the government during time of war
- Serving on a jury or testifying as a witness at a trial
- Swearing an oath of allegiance to the United States
- Serving one year of national service, upon graduation



★ BE AN ACTIVE CITIZEN ★

Form a group with four other classmates to share and discuss your priorities. Identify and prioritize the group’s five top qualities of good citizens.

SECTION 1 ASSESSMENT



Study Central™ To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

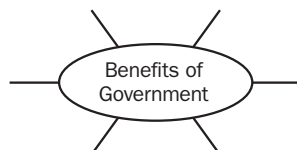
- 1. Key Terms** Use the following terms in complete sentences that demonstrate the meaning of each term: **civics, citizen, government, public policy, budget, dictatorship, democracy, direct democracy, representative democracy, majority rule.**

Reviewing Main Ideas

- 2. Compare** What is the difference between a direct democracy and a representative democracy?
- 3. Identify** What three levels of government exist in the United States?

Critical Thinking

- 4. Making Predictions** What do you think would happen if there were no governments anywhere in the world? Describe such a situation, and then explain why governments are necessary.
- 5. Organizing Information** On a web diagram like the one below, write as many benefits of government as you can.



Analyzing Visuals

- 6. Conclude** Review the fundamental principles of American democracy on page 11. How does the American government carry out the principle of consent of the governed?

★ BE AN ACTIVE CITIZEN ★

- 7. Analyze Primary Sources** Find news articles that report on government performing the three functions explained in this section. Identify which function and level of government each article describes.

Issues to Debate

Should the Government Be Allowed to Use Electronic Surveillance?

In an effort to track down terrorists, government intelligence—the secret agents charged with protecting the nation's security—jumped into cyberspace. On October 26, 2001, President George W. Bush signed the Provide Appropriate Tools Required to Intercept and Obstruct Terrorism Act. Known as the PATRIOT Act, this anti-terrorist law armed the FBI and Central Intelligence Agency (CIA) with broad new powers. One provision included the use of electronic surveillance—government searches of the Internet, including e-mail sent from home computers. Critics charged that electronic surveillance violated the rights of Americans. Supporters claimed that it protected them from harm.



Is the government monitoring her?

Yes

The despicable acts of September 11 have taught us that the terrorists now targeting the United States are both resourceful and capable of evading standard investigative techniques. While being mindful to protect our civil liberties, we must act now to fight terrorism by giving our law enforcement and intelligence communities the tools they need to find and eliminate terrorists wherever they might hide. . . .

This bill, I believe, strikes an appropriate balance between the protection of our civil liberties and putting some teeth into the nation's antiterrorism laws.

—Mike Simpson, Republican representative, Idaho, 2001

No

The House Republican Leadership today gave Americans, and the members of Congress that represent them, a false choice—stop terrorism or sacrifice fundamental civil liberties. . . .

The bill . . . would allow wholesale use of covert [secret] searches for any criminal investigation, allowing the government to enter your home or office and conduct a search, take photographs and download your computer files without notifying you until later. . . .

We must strengthen our nation's ability to destroy the threat of terrorism—but we must not destroy our constitutional rights and freedoms in the process.

—Michael M. Honda, Democratic representative, California, 2001

Debating the Issue

1. What arguments does Simpson use to support the use of electronic surveillance?
2. Why does Honda oppose it?
3. What do you think about the use of electronic surveillance? When, if ever, should it be used?



SECTION

2

The Path to Citizenship

GUIDE TO READING

Main Idea

A person not born in the United States can become a citizen through the process of naturalization. Some residents of the United States are not citizens.

Key Terms

naturalization, alien, immigrant, deport

Reading Strategy

Sequencing Information

As you read, complete a chart like the one below to list the steps in the naturalization process.

Naturalization Process					
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6

Read to Learn

- How can people become citizens of the United States?
- How are both legal and illegal aliens able to live in the United States?



Americans in Action

He thought he was an American citizen. He was drafted in 1969 and served two years in the U.S. Army during the Vietnam War; but when Tom Castillo carried out some research on his family tree, he made a discovery. He had been born in Mexico. When Castillo was about five, he, his mother, and two siblings moved from Mexico to Texas. His mother kept his birthplace a secret, wanting him to grow up American. Now, at age 52, Castillo has become a naturalized citizen of the United States. It was a natural step for Castillo, who says, "I've always considered myself an American first."



American soldier during the Vietnam War

Who Are America's Citizens?

In Section 1 you learned that citizens are people with certain rights and duties under a government and who owe allegiance to that government. Although Tom Castillo thought and acted like an American citizen, he wasn't technically an American citizen until later. Every country has rules about how people gain citizenship. In the United States, the Fourteenth Amendment defines a U.S. citizen as anyone "born or naturalized in the United States." Therefore, the U.S. Constitution establishes two ways to become a citizen: by birth and, for foreigners who choose to become citizens, by a legal process called **naturalization**.

Citizenship by Birth

If you were born in any of the 50 states or the District of Columbia, you automatically became an American citizen at birth. The same is true if you were born outside the country but in American territory, such as Puerto Rico or Guam or on a U.S. military base overseas. Even if you were born elsewhere, you



could still claim American citizenship if your parents are both citizens or if one is a citizen who has actually lived in the United States.

Children born on American soil to non-U.S. citizens also acquire U.S. citizenship at birth. An exception to this rule is made for children born to foreign diplomats—official government representatives—living in the United States. Such children keep the citizenship of their parents.

Under some circumstances, Americans may hold dual citizenship. This means that they enjoy rights in the United States and in another country at the same time. For example, a child born abroad to American parents may be both a U.S. citizen and a citizen of the country of his or her birth.

The Naturalization Process

Several million noncitizens, or **aliens**, live in the United States. Some come to study, to work, or to visit relatives for a while. They remain citizens of their own countries and eventually return home. Other aliens, however, plan to settle here and become naturalized citizens. More than half a million **immigrants**—people who move permanently to a new country—gain American citizenship each year.

Aliens who want to become United States citizens must first sign a statement saying just that. This Declaration of Intention is then filed with the U.S. Citizenship and Immigration Services (USCIS), an agency of the national government. For most aliens, the next step comes after living in the United States at least five years. (Aliens who are married to citizens wait only three years.) During this time, many immigrants take special classes to prepare for citizenship. At this time, if they are at least 18 years old and have lived for at least three months in the state where they seek naturalization, they may file an application for citizenship.

OATH OF ALLEGIANCE TO THE UNITED STATES

I hereby declare, on oath, that I absolutely and entirely renounce and abjure [reject] all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, to whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the armed forces of the United States when required by law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

Becoming an American Citizen All citizenship applicants must take the citizenship oath. **What step in the naturalization process comes just before taking the citizenship oath?**

After the paperwork is checked, the alien has an interview with a USCIS official. Agency officials want to be sure the alien meets the necessary requirements and is of good moral character. The applicant must also take a citizenship exam that consists of questions about reading, writing, and speaking English and basic facts about the history and government of the United States. Afterward, the USCIS makes its decision.

If the application is granted, the final step in naturalization is attending a ceremony and pledging an oath of allegiance. The alien swears to be loyal to this country above all others, to obey the Constitution and other laws, and to perform military or other duties if needed. Then the person signs a document and is declared a citizen of the United States.



If he or she has children under 18, they automatically become naturalized citizens, too.

Reading Check **Comparing** What is the first step an alien takes to become a citizen?

A Lifelong Privilege

Whether they are naturalized or native-born, most Americans keep their citizenship forever. Only the federal government can

both grant citizenship and take it away. Although state governments can deny a convicted criminal some of the privileges of citizenship, such as voting, they do not have the power to deny citizenship itself. The government may strip naturalized citizens of their citizenship if it was improperly obtained. However, in most cases, the only way to lose U.S. citizenship is to voluntarily give it up. This must be done in a foreign country, with a formal oath signed before an appropriate American official.

There is no going back for those who take this step. They cannot later change their minds and regain citizenship. They also remain liable for old debts and any crimes they may have committed in the United States.

Aliens in America


The United States restricts the number of immigrants who can enter the country. Millions apply, but only about 675,000 are accepted each year. Traditionally, the relatives of U.S. citizens and people with needed job skills received the highest priority. Family members still get special consideration, but because of the Immigration Act of 1990, emphasis has shifted toward welcoming “those who want to work and produce and contribute,” as one member of Congress put it. The new policy benefits people with particular skills, talents, or the money to invest in our economy.

Illegal Aliens

Despite immigration limits, approximately 8 to 9 million aliens are living in the United States illegally. Some were refused permission to immigrate; others never applied for permission because they feared a long, slow process or being turned down.

American

Biographies



Emma Lazarus
(1849–1887)


Emma Lazarus wrote the poem that today captures the meaning of the Statue of Liberty. Lines from “The New Colossus,” written in 1883, appear at the statue’s base. In words now famous, Lazarus declared:

*Give me your tired, your poor,
Your huddled masses yearning to
breathe free.*

Lazarus, the fourth of seven children, grew up in one of the oldest and most respected Jewish families in New York City. She published her first book at age 17 and by age 25 was a well-known writer.

All around her, Lazarus saw a city alive with immigration. New York more than doubled in size as millions of immigrants came to the United States in the late 1800s. Lazarus felt strong ties with Jews driven from Russia because of their religion. She started classes in English and helped Russian Jews find housing.

To Lazarus, the United States was the “golden door” to freedom. She hoped that the Statue of Liberty, erected in 1886, would serve as a beacon of liberty to the entire world.





CIVICS Online 

Student Web Activity Visit civ.glencoe.com and click on **Student Web Activities—Chapter 1** to learn more about becoming an American citizen.

Illegal aliens come to the United States in a variety of ways. A few enter the country as temporary visitors but never leave. Others risk cap-

ture and arrest by illegally crossing our borders with Mexico and Canada. Other illegal aliens are foreigners who have stayed in the United States after their legal permits have expired.

Whatever the method, the reason is usually the same. “I came for work and for a better life,” explained one Mexican immigrant; yet illegal aliens often have a difficult time in the United States. Many have no friends or family here, no place to live, and no sure way to earn money. It is against the law to hire illegal aliens, and those who do find work usually receive little pay and no benefits. Every day they live with the fear that government officials will discover and **deport** them—send them back to their own country.

The United States Border Patrol is the law-enforcement unit of the USCIS. Its primary responsibility is to detect and prevent the illegal entry of aliens into the United States. The Border Patrol patrols the 6,000 miles of Mexican and Canadian international land borders and 2,000 miles of coastal waters surrounding the Florida Peninsula and the island of Puerto Rico.

Legal Aliens

Aliens who have entered the United States legally lead lives much like those of American citizens. Aliens—both legal and illegal—may hold jobs, own property, attend public schools, and receive other government services. They pay taxes and are entitled to legal protection.

Aliens do not have full political rights, however. They may not vote in elections or run for office. They may not serve on juries or work in most government jobs. In addition, unlike U.S. citizens, aliens must carry identification cards at all times.

 **Reading Check Explaining** Why do you think aliens come to the United States?

SECTION 2 ASSESSMENT



Study Central™ To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

1. Key Terms Define each of the following terms and explain how it relates to citizenship in the United States: **naturalization, alien, immigrant, deport.**

Reviewing Main Ideas

- 2. Explain** What is dual citizenship? How can an American obtain dual citizenship?
- 3. Describe** What is the most common way that a person loses American citizenship? Explain the process by which this happens.

Critical Thinking

- 4. Synthesizing Information** If you were a government official, how would you prevent illegal aliens from entering the United States?
- 5. Comparing and Contrasting** On a chart like the one below, compare the rights of legal aliens to the rights of citizens of the United States.

Aliens	Both	Citizens

Analyzing Visuals

6. Explain Reread the Oath of Allegiance to the United States on page 15. What must naturalized citizens publicly renounce or give up?

★ BE AN ACTIVE CITIZEN ★

7. Write Interview an American who became a citizen through the naturalization process. What reasons brought him or her to the United States? Why did he or she want to become an American citizen?

Critical Thinking SKILLBUILDER

Identifying the Main Idea

Why Learn This Skill?

When you read a sports or fashion article, you usually remember the highlights about the topic described. These highlights are main ideas. Identifying main ideas is a useful skill when you read textbooks, news reports, or reference materials. It will help you remember information for a test and become an informed citizen.

Learning the Skill

To identify the main ideas in a passage, follow these steps:

- Determine the topic discussed in the paragraph or other selection you are reading. There may be a title or bold heading to help you. You might also skim the selection to find the topic.
- Read to learn what the selection says about the topic. Ask yourself: What is the purpose of this information?
- Identify important details that support the topic being discussed.
- Identify the main idea. The main idea may be found in a topic sentence at the beginning or



A new citizen examines her passport.

end of a passage. The main idea may also be described in several sentences. Sometimes, however, the main idea may be implied, or stated indirectly.

- After reading the selection, look away. Mentally restate the main idea in your own words.

Practicing the Skill

Read the passage below and answer the following questions.

A person who has dual citizenship claims citizenship in two countries. He or she is obliged to obey the legal requirements of citizenship of both countries. To avoid problems, a person who is or plans to become a dual citizen needs to know the laws of both countries. In some cases, the person may automatically lose citizenship in one country upon becoming a citizen of the other. The dual citizen will likely need separate passports for entering or leaving each country. Both countries may require the dual citizen to pay taxes or to serve in the military.

- 1 Which sentence states the main idea of the passage?
- 2 What details support the main idea?
- 3 Restate the main idea in your own words.

Applying the Skill

Read the paragraphs under the heading “A Lifelong Privilege” of your textbook on page 16. Identify the main idea and restate it in your own words.



Practice key skills with Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1.**

The Diversity of Americans

GUIDE TO READING

Main Idea

In addition to its common values and civic unity, the United States benefits from its rich diversity.

Key Terms

migration, patriotism, terrorism

Reading Strategy

Identifying Information

As you read, create a web diagram like the one shown here, in which you list as many examples of diversity in the United States as you can.



Read to Learn

- How and why do Americans represent diverse cultures?
- What are the common values and civic unity that hold together Americans from diverse racial, ethnic, and religious backgrounds?



Americans in Action

The diversity of the United States has been, and still is, a great strength. In 1888 Henry Cabot Lodge, a member of the U.S. Congress, urged Americans to actively accept immigrants: “Let every man honor and love the land of his birth and the race from which he springs and keep their memory green. It is a pious and honorable duty. But let us have done with British-Americans and Irish-Americans and German-Americans, and so on, and all be Americans. . . . If a man is going to be an American at all let him be so without any qualifying adjectives; and if he is going to be something else, let him drop the word *American* from his personal description.”



Immigrants entering the United States at Ellis Island, New York, in the late 1800s

A Nation of Immigrants

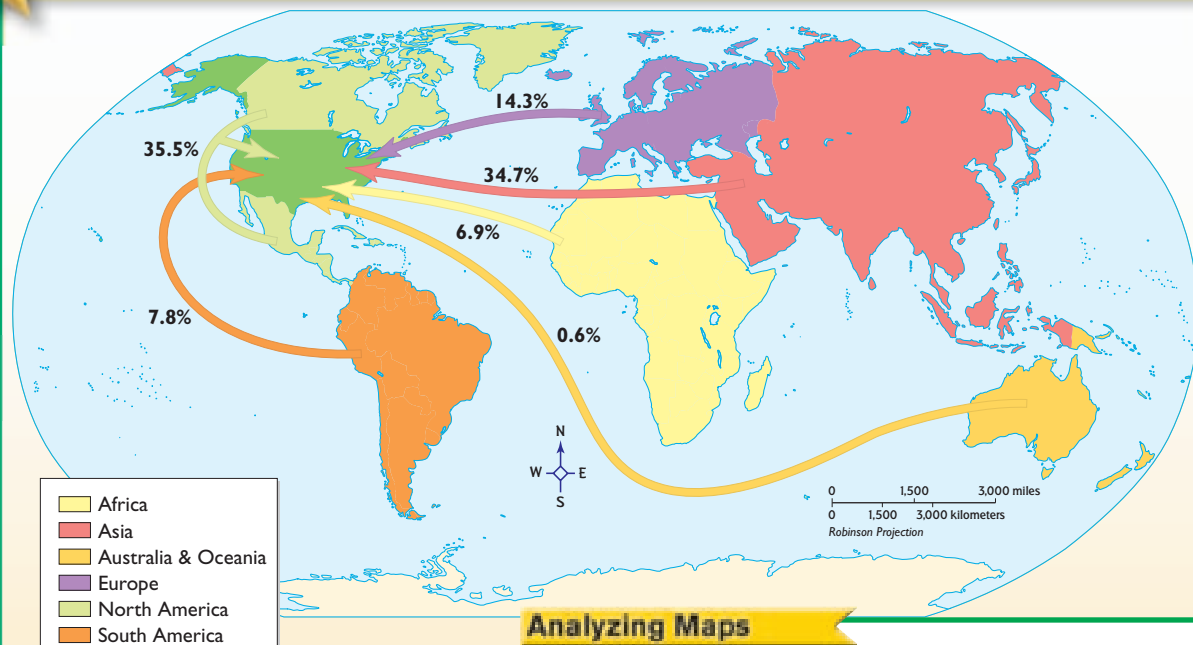
On the back of every American coin, you’ll find the Latin words *E pluribus unum*, meaning “Out of many, one.” This phrase reminds us that the many diverse citizens of the United States have joined together to create a single, strong nation. For all our differences, we are linked by shared values and experiences. More than 296 million people live in the United States today. All of us are descended from families that immigrated at one time or another. Most scholars believe that the first Native Americans arrived here thousands of years ago by crossing over a “land bridge” that once connected Asia and North America.

European Settlers

Until the mid-1900s, most immigrants came from Europe. The first Europeans to settle permanently in North America arrived from Spain during the 1500s. They occupied territory in



U.S. Immigration, 2003



- Africa
- Asia
- Australia & Oceania
- Europe
- North America
- South America

Source: U.S. Citizenship and Immigration Services; *Yearbook of Immigration Statistics: 2003*.

Analyzing Maps

Immigration and naturalization have led to an increasingly diverse American society. **What is the percentage of immigrants coming to the U.S. from North America? What impact might that have on the U.S. food industry?**

what is now Florida, California, and the Southwest, where their influence still lingers.

Beginning in the 1600s, people from France and England came to North America. The French settled primarily in Canada, but they also clustered around the Mississippi River. English immigrants settled mainly along the east coast of North America, creating the 13 colonies that became the United States. During the late 1600s and the 1700s, immigrants from Germany, the Netherlands, Ireland, Scotland, and Sweden joined these English settlers.

After the United States gained its independence, it became known throughout Europe as a land of promise. The number of immigrants grew from 600,000 in the 1830s to more than 2 million by the 1850s. Between 1860 and 1890, more than 10 million Europeans—many of them from

Denmark, Norway, and Sweden—streamed into this country.

Another flood of immigrants—about 22 million—reached our shores between 1890 and 1924. Most of them came from southern and eastern Europe, from countries such as Italy, Greece, Poland, and Russia.



Out of Many, One All American coins carry the Latin phrase *E pluribus unum*. **How does this phrase reflect the population of the United States?**



During the past 50 years, immigration from Europe to the United States has lagged far behind immigration from the rest of the world. Latin America now accounts for the largest share of foreign newcomers, followed by Asia.

African Immigrants

Among the early immigrants to America were some who did not come willingly. Western and central Africans were taken by force from their homes, shipped across the Atlantic Ocean, and sold as slaves in the Caribbean Islands and North and South America. Between 1619 and 1808, before it became illegal to bring enslaved persons into the United States, some 500,000 were brought to the country in this way. Most African Americans today are descendants of enslaved persons. Others are immigrants from various countries in Africa and the Caribbean region.

Reading Check **Summarizing** When did the largest group of European immigrants come to the United States?

A Diverse Population

The American population is extraordinarily diverse in terms of ethnic backgrounds. Many Americans today do not identify themselves as members of a single ethnic group. However, whites of European descent number more than 234 million. There are about 37 million African Americans, over 12 million Asians and Pacific Islanders, and almost 2.8 million Native Americans. More than 39 million people are Hispanics—people of any race who trace their ancestry to the Spanish-speaking countries of the Western Hemisphere.

Our ethnic diversity is matched by religious diversity. Christians are in the majority, with more than 200 million practicing

Born in Thailand, Mai Payia Vang was just three years old when she moved to the United States. Her family moved to Milwaukee, Wisconsin, in search of greater security, safety, and opportunity. “My father didn’t want us to suffer like he did,” Vang says. “There was a lot of war. Our lives were at risk. He said there was a chance for a better life here.”

The Vangs’ life did improve after they moved—dramatically; but that doesn’t mean they didn’t struggle. Learning to speak English, for example, was one of the biggest obstacles Vang had to overcome. When she was in middle school and having trouble reading, Vang had a sudden realization: “I thought that if I had a tutor who could help me out, I could do better.”

Vang started a community-wide tutoring program. Dubbed EleMENTORing, the idea is to get high school students to help younger children improve their reading.

Vang created EleMENTORing with the help of her local YMCA, where she volunteers. If you’d like to find out more about YMCA service learning programs, click on their Web site at www.YMCA.net

Mai Payia Vang from Wisconsin



some form of Christianity. Jews, Muslims, Buddhists, and many other religious groups also worship freely; and those who don’t practice any religion are equally at home here.



mid-1800s, for example, people began moving from rural areas to cities. They started working in factories rather than on farms. In the past few decades, manufacturing has lost ground to what we call “the service economy.” More and more Americans now earn a living by providing services—practicing law or medicine, clerking in stores,

Displaying Patriotism Three New York City firefighters raise the American flag amid the rubble of the World Trade Center. Students at Yale Headstart Center in Mississippi show their support for America. **In what ways do Americans display their patriotism?**

programming computers, teaching, and so forth. In addition, there are more women and at-home workers in the labor force than ever before.

As people with different beliefs and backgrounds have made lives for themselves in the United States, many of their “old country” traditions have become part of the American culture. The American culture is a rich blend of varied influences.

The places where we live are changing too. For example, shortly after the Civil War, African Americans, freed from slavery, headed for the cities seeking jobs and a new way of life. The result was a **migration**, or the mass movement, of African Americans from the South to the North. For much of our history, the Northeast was the most populous part of the country. Today, the South claims that distinction, and the population there and in the West is growing faster than in any other region.

Reading Check Concluding How would you describe today’s American culture?

The population is changing in other ways as well. For example, the average age of citizens is climbing upward as people live longer and have fewer children. Record numbers of Americans are now earning college and graduate degrees.

A Growing and Changing Population

The growth of America’s population is not due entirely to immigration. It also increased naturally as a result of Americans having many children. For example, between 1830 and 1930, the nation’s population grew from about 12 million people to about 120 million people. Fewer than 40 million of those new Americans were immigrants.

Hispanic Americans are the fastest-growing ethnic group. Indeed, if current patterns continue, Hispanics and other minority groups, taken as a whole, will soon be in the majority.

Over the years, the American population has changed in many ways. In the

Reading Check Summarizing In what ways is the American population changing?



Unity Among Citizens

There are various sources of American unity. One very important source of American unity is a common civic and political heritage based upon the country's founding documents, such as the Declaration of Independence, the U.S. Constitution of 1787, and the Bill of Rights of 1791. American ideals of individual rights to "life, liberty, and the pursuit of happiness" are in these founding documents. So are such values as popular sovereignty (government by consent of the governed), equal justice under law, and majority rule through the people's representatives in government. These representatives are accountable to the people through fair, free, and regular elections in which citizens have the right to participate. There is majority rule in government, but the majority is limited by the higher law of the people's Constitution to protect equally the rights of everyone as individuals in the political system.

A second significant source is a single language, English, which generally is accepted as the primary means of communication in

education, government, and business. Americans are free to speak any language. However, the community of citizens in the United States is strengthened by the common and public use of one language, which can be used by diverse groups of Americans to communicate freely with one another.

As Americans, we demonstrate our **patriotism**—love for one's country—in many ways. We fly the flag proudly, sing the national anthem, and recite the Pledge of Allegiance. We follow the nation's laws and participate in civic life. We stand together and fight bravely in times of trouble.

Consider the events of September 11, 2001. On that day, suicide hijackers launched devastating attacks on New York City and Washington, D.C. These were acts of **terrorism**—the use of violence by groups against civilians to achieve a political goal. Americans, however, responded with courage and unity. We joined together to help people in need, repair the damage, and reaffirm our commitment to freedom.

 **Reading Check** **Summarizing** What are two sources of American unity?

SECTION 3 ASSESSMENT



Study Central™ To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

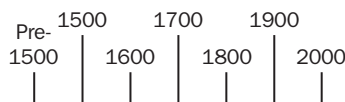
- 1. Key Terms** In a paragraph compare the terms **patriotism** and **terrorism**. Explain how they relate to each other.

Reviewing Main Ideas

- 2. Identify** Who were the first immigrants to what is now the United States?
- 3. Describe** What immigrants did not come willingly to the United States?

Critical Thinking

- 4. Evaluating Information** What do you think is the most important source of American unity? Explain your answer.
- 5. Sequencing Information** On a time line similar to the one below, show when various ethnic groups immigrated to the United States.



Analyzing Visuals

- 6. Identify** Review the map on page 20 that shows immigration to the United States. From where did the largest number of immigrants come?

★ BE AN ACTIVE CITIZEN ★

- 7. Research** Choose an ethnic or religious group in your community. Using newspapers, TV, or other sources of information, list examples of the group's contribution to life in your community.

Assessment & Activities

Review to Learn

Section 1

- People need governments to make and enforce laws and to help us meet our needs.
- Three main levels of government exist in the United States.



Section 2

- According to the U.S. Constitution, people can become American citizens by birth and through naturalization.
- Millions of illegal aliens live in the United States. Legal aliens have entered the country legally.



Section 3

- The United States is a land of immigrants.
- Americans have a common civic and political heritage, and a single language.



FOLDABLES™

Study Organizer

Using Your Foldables Study Organizer

Review what you have learned by noting the main ideas you have written on your foldable. Next to each main idea, write some supporting facts and your opinions.

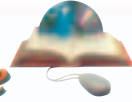
Reviewing Key Terms

Write the chapter key term that matches each definition below.

1. a display of love for one's country
2. the study of the rights and duties of citizens
3. a plan for making and spending money
4. noncitizens living in a nation
5. people who move permanently to a new country
6. a government in which citizens choose a smaller group to govern on their behalf
7. a legal process to obtain citizenship
8. to send an alien or immigrant back to his or her own country
9. the use of violence against civilians to achieve a political goal
10. the course of government action to achieve community goals

Reviewing Main Ideas

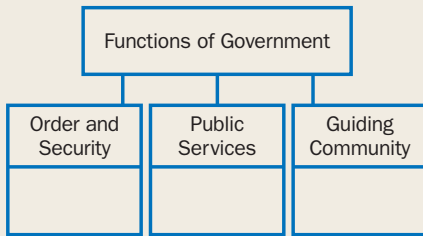
11. What three levels of government exist in the United States, and which is the highest?
12. What are the primary functions of government?
13. In what ways can a person become a citizen of the United States?
14. What political rights do legal aliens in the United States *not* have?
15. After whites of European descent, what are the two largest ethnic groups in the United States?
16. How did most African American immigrants differ from other racial or ethnic groups who came to the United States before 1808?
17. What is the USCIS? What is the role of the USCIS during the naturalization process?
18. What does it mean to say the United States has a "service economy"? In what other ways has the American labor force changed?



Self-Check Quiz Visit the *Civics Today* Web site at civ.glencoe.com and click on **Self-Check Quizzes—Chapter 1** to prepare for the chapter test.

Critical Thinking

- 19. Making Predictions** What do you think would happen to the United States if all immigration stopped?
- 20. Categorizing Information** On a chart like the one below, write as many examples of the functions of government as possible.



Practicing Skills

- 21. Identifying the Main Idea** Read the text under the main head “A Diverse Population” on pages 21 and 22. Identify the main idea of the paragraphs.

Economics Activity

- 22.** The South and the West are the fastest-growing areas in the United States. What economic effect does that have on other parts of the United States?

Analyzing Visuals

- 23.** Study the political cartoon below. What are these wealthy American citizens saying to newly arrived immigrants? How do you suppose these wealthy men came to be Americans?



★ CITIZENSHIP COOPERATIVE ACTIVITY ★

- 24.** Form a group of three to four students and research your community’s ethnic, racial, and religious makeup. Create circle graphs that show the ethnic distribution and the religious distribution in your community.



Technology Activity

- 25.** Log on to the Internet and go to www.uscis.gov/graphics/exec/natz/natztest.asp for the “Naturalization Self-Test” of the USCIS. Answer at least 20 questions on the self-test and check your answers. How did you do?

Standardized Test Practice

Directions: Choose the *best* answer to complete the following statement.

A person may become a citizen of the United States by all of the following ways EXCEPT

- A** through naturalization.
- B** by being born in the United States.
- C** by being born in American territory outside the United States.
- D** by being born to a foreign diplomat working in the United States.

Test-Taking Tip

Read the question carefully. You are looking for the answer choice that does NOT fit with the question.