In Their Own Words

Share with students the following quotation by James Truslow Adams (1878–1949). Explain that Adams was an American historian and Pulitzer Prize-winning author who wrote many scholarly and popular books. As you read, ask students to think about what, in Adams’s view, the American dream is.

“The American dream that has lured tens of millions of all nations to our shores in the past century has not been a dream of merely material plenty, though that has doubtless counted heavily. It has been much more than that. It has been a dream of being able to grow to fullest development as man and woman, unhampered [unrestricted] by the barriers which had slowly been erected [built] in older civilizations, unrepressed by [free from] social orders which had developed for the benefit of classes rather than for the simple human being of any and every class. And that dream has been realized more fully in actual life here than anywhere else.”
## Chapter 1 Planning Guide

### We the People

#### Chapter Overview

**Chapter 1**

*pp. 2–25*

**Overview:** Students will learn about citizenship and U.S. citizens.

#### Instructional Resources

- **Media Investigations:** Chapter 1*
- **Students Take Action Activities:** Chapter 1*
- **Civic Participation Activities Guide**
- **Creative Teaching Strategies:** Chapter 1*
- **Internet Activity:** Citizens Making a Difference
- **Holt Online Researcher**
- **Teaching Transparencies:** Chapter 1
- **Active Citizenship Video Program**
- **Community Service and Participation Handbook:** Chapter 1

#### Review, Assessment, Intervention

- **Alternative Assessment Handbook:** Chapter 1*
- **Chapter and Unit Tests:** Chapter 1: Tests A and B*
- **Chapter and Unit Tests for Differentiated Instruction:** Chapter 1: Test C*
- **Student Edition on Audio CD Program**
- **Interactive Skills Tutor**
- **Quiz Game**
- **OSP**
- **Teacher’s One-Stop Planner**
- **Spanish Audio Summaries**
- **Standardized Test Practice Handbook:** Activity 1*
- **Vocabulary Activities:** Chapter 1*
- **Online Chapter Summaries in Spanish**

### Section 1:

**Civics in Our Lives**

**The Big Idea:** As a U.S. citizen, it is your duty to help preserve freedom, and to ensure justice and equality for yourself and all Americans.

#### Instructional Resources

- **Political Cartoons for Civics, Government, and Economics:** Cartoon 1: Attitudes Toward Immigration*
- **Graphic Organizer Activities:** Chapter 1*
- **Internet Activity:** Immigration and Naturalization

#### Review, Assessment, Intervention

- **Alternative Assessment Handbook:** Chapter 1*
- **Daily Quizzes:** Section 1*
- **Online Quiz:** Section 1
- **Guided Reading Strategies:** Section 1*
- **Main Idea Activities for Differentiated Instruction:** Section 1*

### Section 2:

**Who Are U.S. citizens?**

**The Big Idea:** Throughout history, immigrants added their languages, ideas, beliefs, hopes, and customs to the culture of the United States.

#### Instructional Resources

- **Challenge and Enrichment Activities:** Chapter 1*
- **Community Service and Participation Handbook:** Chapter 1*
- **Law 101:** Chapter 1*

#### Review, Assessment, Intervention

- **Alternative Assessment Handbook:** Chapter 1*
- **Daily Quizzes:** Section 2*
- **Online Quiz:** Section 2
- **Guided Reading Strategies:** Section 2*
- **Main Idea Activities for Differentiated Instruction:** Section 2*
- **Guided Reading Strategies:** Section 2*

### Section 3:

**The American People Today**

**The Big Idea:** The U.S. population continues to grow and change today.

#### Instructional Resources

- **Alternative Assessment Handbook:** Chapter 1*
- **Daily Quizzes:** Section 3*
- **Online Quiz:** Section 3
- **Guided Reading Strategies:** Section 3*
- **Main Idea Activities for Differentiated Instruction:** Section 3*
## Differentiated Instruction

- Chapter and Unit Tests for Differentiated Instruction: Chapter 1: Test C*
- Differentiated Instruction: Teaching ESOL Students
- Student Edition on Audio CD Program
- Spanish Audio Summaries
- Differentiated Instruction Modified Worksheets and Tests CD-ROM

## Guided Reading Strategies

- Section 1*
- Main Idea Activities for Differentiated Instruction: Section 1*
- Section 2*
- Graphic Organizer Activities: Chapter 1
- Section 3*
- Main Idea Activities for Differentiated Instruction: Section 3*
- Challenge and Enrichment Activities: Chapter 1*
- Guided Reading Strategies: Section 3*

### Quiz Game CD-ROM

Quiz Game CD-ROM is an interactive multimedia game that assesses student understanding, makes learning fun, and tracks student performance.

### HOLT Teacher’s One-Stop Planner*

With the Teacher’s One-Stop Planner, you can easily organize and print lesson plans, planning guides, and instructional materials for all learners.

### Holt Online Learning

- Document-Based Questions
- Interactive Multimedia Activities
- Current Events
- Chapter-based Internet Activities
- and more!

### Holt Interactive Online Student Edition

Complete online support for interactivity, assessment, and reporting

- Interactive Art and Notebook
- Standardized Test Prep
- Homework Practice and Research Activities Online

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* also on One-Stop Planner
**Why It Matters**

As the twenty-first century begins, the beliefs and attitudes Americans have long taken for granted are subject to attack. Whether the United States will continue to be a model for the rest of the world ultimately depends on the example we set at home—on our ability to embrace and exercise our democratic values to provide equality, opportunity, material well-being, and freedom for all. And our success at home depends on whether our young citizens—your students—take an active part in our government and institutions.

**Participation Matters** Section 1 conveys to students that our political system is not something “out there” that has nothing to do with them; they are responsible for its continuing vitality. The United States provides them with the freedoms and the lifestyle that they enjoy and have come to expect. However, the benefits of our system must be actively guarded and protected. While voting and participating in party politics may be a few years off, students can begin to become active citizens today, by being aware of how our political system affects their everyday lives.

**Embracing the World** European settlers came to America seeking economic opportunity and freedom from absolute rulers and religious persecution. Although a few of the early colonies did exhibit some religious intolerance, ultimately the institutions the colonists fled did not take root in the new soil. Instead, as Section 2 describes, a spirit of freedom grew and flourished—and continues to beckon new immigrants. The tension of incorporating peoples from different backgrounds and cultures, while maintaining a unique American identity and system of values, is the strength of our system and a constant challenge.

**The Challenge Continues** The demographic changes described in Section 3 present new challenges, which your students will be called upon to tackle in their lifetimes. How to incorporate changing family patterns into American life, how to ensure equal treatment and opportunity in the workplace regardless of gender, race, or ethnicity, and how to care for an aging population are just some of the issues to be resolved by today’s young citizens.

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**Recent Scholarship**

The ethnic makeup of the United States has been changing for years. In 1970 minority groups such as Latinos, African Americans, Asians, and Native Americans together made up about 16 percent of the population of the United States. In 1998, the Council of Economic Advisors published *Changing America: The United States Population in Transition*. It reported that, due largely to increased Latino and Asian immigration, minority groups represented 27 percent of the population by 1998. By 2005 the Census Bureau announced that Hawaii, New Mexico, California, Texas, and Washington, D.C., all had “majority minority” populations, with no ethnic group exceeding 50 percent of the population. Demographers from the Council of Economic Advisors and the National Research Council expect this trend to continue in the future. Some predict that by the year 2050, no one ethnic group will make up a majority of the nation’s population.

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**Refresh Your Knowledge**

As a democratic country, the strength of the United States lies in its citizens. Immigrants from all over the world have long sought the freedom and opportunity provided by American citizenship. Many of the privileges of American citizenship also entail responsibilities. For example, citizens have the right to vote but must obey the laws made by the elected government.

Work with the class to explore the importance of citizenship. Ask students what concepts, issues, details, or ideas they associate with citizenship. Record their answers on the board in a concept web. Make sure that students understand that U.S. citizenship brings with it many important rights and responsibilities.
Students Take Action: Righting a Wrong

What They Did
In this chapter, your class will read about a group of students in Plainfield, Vermont, who helped remove tobacco advertising from magazines aimed at and distributed to students. The students had noticed cigarette and other tobacco advertisements in the weekly magazines they read at school. They expressed their objection to the advertisements to their state’s attorney general. Because of the students’ involvement, the Vermont attorney general got the tobacco companies to agree to withdraw their advertisements.

What Your Class Can Do
As interested citizens, students should be aware of the impact of advertising on their society. As active citizens, students then follow the democratic process one step further: They help others become aware of advertisements targeting young people.

As you discuss this chapter’s Students Take Action project with your class, have students explain messages that advertisements send to the public. Then work with students to identify ways advertisers target children and teens. As part of the class discussion, consider the following questions with your class:

• What kinds of products do you regularly see advertised?
• Where do advertisers place advertisements to appeal to teens?
• Are advertising methods that target young people fair? Do you think they benefit or hurt society as a whole? Why?

Students may suggest the following places advertisements that might appeal to teens could appear:
• Shopping malls
• On television and radio, and in movies
• On Web sites

Service-Learning Teaching Tip
Reflecting on What You Have Learned To help your class make the most of a service learning experience, have them reflect on the process. Ask students to describe what and how they learned, both individually and as a group. Then ask them what they might do differently in a similar situation.

Possible questions to stimulate individual and class reflection include the following: What did I/we learn about public policy from working on this project? What skills did I/we learn or improve? What are the advantages and disadvantages of working as a team? What did I/we do well? How can I/we improve my/our problem-solving skills? What would I/we want to do differently in another project on a different issue?

Students Take Action Activities
“Post-Project Follow-Up” page 5 of the Students Take Action Activities booklet, will help students reflect on and evaluate their project. The booklet’s forms, tip sheets, planning guides, and additional rubrics can also be used to organize, assist, and evaluate student performance at each phase of the project.
CHAPTER 1
WE THE PEOPLE

SECTION 1
Civics in Our Lives

SECTION 2
Who Are U.S. Citizens?

SECTION 3
The American People Today

Opinions on Citizenship issues
1. Ask students to agree or disagree with the following statements: All citizens have the responsibility to participate in their government. Every person who comes to the United States seeking citizenship should be granted it. Census information is so important it should be collected every five years.
2. Discuss why students agree or disagree with these statements. List students’ opinions and reasons on the board.
3. Explain that students will learn about citizenship and American citizens in this chapter. As you read the chapter, revisit students’ opinions. Ask whether they have changed their minds about any of these statements. 

Verbal/Linguistic
The United States is a model of freedom, democracy, and economic strength for the rest of the world. Our continued success as a world leader depends on whether citizens like you take an active part in our government and institutions.

**WRITING A LETTER**
In this chapter, you will be reading about what it means to be an American citizen. Imagine that an American citizen named Fran is talking on line to a new friend in Turkey. After you read this chapter, you’ll write an e-mail message from Fran to this new friend. You’ll tell the friend about American ideals, American citizens, and American citizenship.

**CHANGING ADS**
You look at lots of magazine ads every day. If you found out that some ads were illegal or potentially harmful, what could you do? Think of some solutions for taking action as you read this chapter.

**FOCUS ON WRITING**
**WRITING A LETTER** In this chapter, you will be reading about what it means to be an American citizen. Imagine that an American citizen named Fran is talking on line to a new friend in Turkey. After you read this chapter, you’ll write an e-mail message from Fran to this new friend. You’ll tell the friend about American ideals, American citizens, and American citizenship.

• Why do you think the Statue of Liberty is such an important symbol of the United States? Possible answers: because it greeted many immigrants to this country, because it represents the basic American values of freedom and liberty
• What American values does the Statue of Liberty represent? Possible answers: freedom or liberty, acceptance of people from different countries and backgrounds

**Chapter Main Ideas**
**Section 1** As a U.S. citizen, it is your duty to help preserve freedom, and to ensure justice and equality for yourself and all Americans.
**Section 2** Throughout history, immigrants added their languages, ideas, beliefs, hopes, and customs to the culture of the United States.
**Section 3** The U.S. population continues to grow and change today.

**Analyzing Photos**
In this photo, tourists visit the Statue of Liberty, which was the first view of the United States many immigrants had upon their arrival.

Media Investigations
The Media Literacy Civics Skill in this chapter asks students to think about how to wisely evaluate and use Internet resources. When assigning projects that involve Internet research, reinforce this skill by reminding students of the benchmarks they should use to rate a Web site’s trustworthiness and validity.

Online Resources
Keyword: SZ7 CH1
Activity: Citizens Making a Difference
In this chapter you will read about the rights, privileges, and responsibilities of being an American citizen. You will learn that the United States is a diverse nation filled with immigrants from many countries and learn how the government counts its citizens. As you read the chapter, you will come across new terms used in studying civics. Look at the words and sentences surrounding new words. See if you can learn their meanings from clues right in the passage.

Helpful Hints for Identifying Context Clues

1. Look at the words and sentences around a new word.
2. See if the words and sentences give you clues about the word’s meaning.
3. Look for a word or phrase nearby that has a similar meaning.

Using Context Clues

When you are reading your textbook, you may often come across a word you do not know. If that word is not listed as a key term, how do you find out what it means?

Using Context Clues Context means surroundings. Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

<table>
<thead>
<tr>
<th>Clue</th>
<th>How It Works</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Definition</td>
<td>Includes a definition in the same or a nearby sentence</td>
<td>We are primarily immigrants—people who came here from other lands—or descendants of immigrants.</td>
<td>The phrase people who came here from other lands defines immigrants.</td>
</tr>
<tr>
<td>Restatement</td>
<td>Uses different words to say the same thing</td>
<td>Most of them went to live in urban areas, or cities.</td>
<td>The word cities is another way to say urban.</td>
</tr>
<tr>
<td>Comparisons or Contrasts</td>
<td>Compares or contrasts the unfamiliar word with a familiar one</td>
<td>As the population continued to grow rapidly and people moved to the cities, urban areas became crowded.</td>
<td>The phrase As the population continued to grow rapidly and people moved to the cities indicates that urban areas are the same as cities.</td>
</tr>
</tbody>
</table>

Understanding the Skill

Review with students the kinds of clues that can indicate the meaning of a difficult word in its context. Then ask them to identify the similarities and differences between the different types of context clues. How is each type of clue useful?

Activity Find and Write Context Clues Have students look in the textbook for an example of each kind of context clue. They may wish to use the list of key terms in Chapter 1 on p. 5 to help them find examples. Then have students select one of the terms that is defined in the text. Students should write one or more original sentences using each kind of context clue to help define the term. Ask volunteers to share their sentences with the class.
You Try It!

The following sentences are from the chapter you are about to read. Read them and then answer the questions below.

1. The United States has been an inspiration to other nations because of its basic values: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. From Chapter 1 p. 8
2. The law gives preference to three groups of people: (1) husbands, wives, and children of U.S. citizens; (2) people who have valuable job skills; and (3) aliens. Aliens are permanent residents of the United States who are still citizens of another country. p. 14
3. Farmworkers and their families began a migration, a movement of large numbers of people from region to region, to the cities. The 1830 census showed that urban areas were growing faster than rural areas. p. 20

Answer the questions about the sentences you read.

1. In example 1, what does the term values mean? What clues did you find in the example to figure that out?
2. In example 2, where do you find the meaning of aliens? What does this word mean?
3. From example 3, what do you think an urban area is? What clues did you find to figure that out?

As you read Chapter 1, remember that sometimes you need to read entire passages to understand unfamiliar words. Don’t stop when you come to a word you don’t know. Read on!

You Try It! KEY TERMS

Chapter 1

Section 1
civics (p. 6)
citizen (p. 6)
government (p. 7)

Section 2
immigrants (p. 12)
quota (p. 14)
aliens (p. 14)
native-born (p. 15)
naturalization (p. 15)
refugees (p. 16)

Section 3
census (p. 17)
demographics (p. 18)
birthrate (p. 19)
death rate (p. 19)
migration (p. 20)

Academic Vocabulary
Success in school is related to knowing academic vocabulary—words that are frequently used in school assignments and discussions. In this chapter you will learn the following academic word: values (p. 8)

Using Key Terms

Activity Preteach the key terms for this chapter by reviewing the terms with the class. Then instruct students to choose ten terms from the list and create flashcards with a sentence using the term on one side and the definition of the term on the other. When students have finished, have them quiz a partner using their cards. Visual/Spatial

Focus on Reading

See the Reading Skill and Focus on Reading activities, annotations, and questions in this chapter for more practice with this reading skill.

Answers

1. Possible answer: ideas people care about and live by; the examples of equality, liberty, and justice
2. in the last sentence in the passage; permanent residents of the United States who are still citizens of another country
3. a city; The passage implies that an urban area is different from a rural area with farms.

Teaching Tip

Point out to students that there are usually hints that indicate when a word is defined in the context of a sentence. Commas and dashes are often used to set apart phrases that define or restate an unfamiliar word. Signal words and phrases are also used to indicate a definition or restatement. These words and phrases include which means, in other words, or, and that is.
**SECTION 1**

**Civics in Our Lives**

**BEFORE YOU READ**

The Main Idea

As a U.S. citizen, it is your duty to help preserve freedom and to ensure justice and equality for yourself and all Americans.

Reading Focus

1. Why do we study civics?
2. What are the values that form the basis of the American way of life?
3. What are the roles and qualities of a good citizen?

Key Terms

civics, p. 6
citizen, p. 6
government, p. 7

**TAKING NOTES**

As you read, take notes on how civics affects our lives. Use a chart like the one below to organize your notes.

| Studying Civics | Helps people understand the purpose of government, know how the U.S. government and economy work and interact, and explore ways to fulfill their roles as good citizens |
| American Values | Guarantee basic rights and freedoms |
| Qualities of a Good Citizen | Participate in government and contribute to our country’s democracy |

**Why It Matters**

Explain to students that being part of a democratic country such as the United States gives them rights and responsibilities. Ask students what rights they enjoy as Americans. Make a list of these rights on the board. Explain to the class that people in a democracy receive certain rights in exchange for participation. Then have students list ways Americans participate in government and revise these ideas as students read the section.

**Academic Vocabulary**

Review with students the high-use academic term in this section.

values ideas that people hold dear and try to live by (p. 8)

**Key Terms**

Preteach the following terms:

civics study of what it means to be a citizen (p. 6)
citizen legally recognized member of a country (p. 6)
government the organizations, institutions, and individuals who exercise political authority over a group of people (p. 7)

**Taking Notes**

Studying Civics Helps people understand the purpose of government, know how the U.S. government and economy work and interact, and explore ways to fulfill their roles as good citizens

American Values Guarantee basic rights and freedoms

Qualities of a Good Citizen Participate in government and contribute to our country’s democracy

**Civics in Our Lives**

Every Fourth of July Americans come together to celebrate their rights and freedoms as American citizens.

**Teach the Main Idea**

1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Have students create a flow chart with three boxes. Title the chart Citizenship in America. The first box should be labeled Elements of Citizenship, the second American Values, and the third Being a Good Citizen. As students read the section they have them fill in the first box with important elements of citizenship, the second with American values, and the third with ways to be a good U.S. citizen.
3. Review To review the section’s main ideas, have students help you complete a master copy of the chart on the board.
4. Practice/Homework Have students list specific examples of ways they are good citizens now and how they could be better citizens in the future. Students should write a sentence explaining why each example shows good citizenship.
If a man or boy was a citizen (women had some rights but could not be citizens), he had many privileges. Roman citizens had the right to vote and had a say in the way their country was run. Citizens had duties, too, such as paying taxes, attending assembly meetings, and serving in the Roman army.

Citizens today have rights and responsibilities that differ from country to country. For example, many countries allow their citizens to vote, but some do not. Most nations require their citizens to pay taxes, just as Rome did. Some countries, such as Israel, require all citizens—men and women—to serve in the military. The rights and duties of citizens depend on their country's type of government.

A government is the organizations, institutions, and individuals who exercise political authority over a group of people.

Being an American Citizen
Under the American system of government, citizens have many rights and responsibilities. Your civics course will help you understand those rights and responsibilities. You will discover that being a U.S. citizen means more than just enjoying the rights that the American system provides.

Citizenship includes being a productive and active member of society. Americans participate in society in many ways. For example, most Americans belong to a family, go to school for several years, and work with other people. Americans are also members of their local communities—villages, towns, and cities. And in the United States, you are a citizen of both your country and the state in which you live. Being an effective American citizen means fulfilling your duties and responsibilities as a member of each of these various groups and communities.

Reading Focus
Why do we study civics?
Why Study Civics?
Identify What are some ways Americans participate in society? They belong to a family, go to school, are members of their communities, and are state and U.S. citizens.
Contrast How are the responsibilities of citizens in different countries different? Citizens of some countries are required to serve in the military or pay taxes, while citizens of other countries are not.
Predict In what ways might being a member of a family and community help a person learn to be a good citizen? Possible answer: People in families and communities have rights and responsibilities similar to those of citizens. People often learn to be responsible, productive, and sharing from their experiences in their family and community.

Reading Skill
Activity Ask students to read aloud the sentence on p. 7 that contains the highlighted word “government.” Then have students define the word. (the organizations, institutions, and individuals who exercise political authority over a group of people) Have students explain how they found this definition. (It is a direct definition and follows the phrase “A government is...”) Ask students to point out other places in the chapter where words appear with a direct definition. Remind students that they can also use context clues such as comparisons or contrasts to help them define unfamiliar words.

Collaborative Learning
Dramatize Rights and Responsibilities
1. As a class, briefly review the rights and responsibilities of citizens in both ancient Rome and the present-day United States.
2. Organize students into small groups. Assign each group either ancient Rome or the present-day United States.
3. Ask each group to make up a skit about citizens of their assigned time and place fulfilling their rights and responsibilities.
4. Have each group perform its skit for the class. The class should guess whether it takes place in ancient Rome or modern America and identify the rights and responsibilities it shows. [Verbal/Linguistic, Kinesthetic]

Alternative Assessment Handbook: Rubric 33: Skits and Reader's Theater
You need training in order to become a good athlete or a good musician. Likewise, you need training in order to become a good citizen. What kind of training? First, you must understand the purpose of government. Next, you need to know how the government works, on the national, state, and local levels. You must also understand how the U.S. economic system works and how government and economy interact. Then you are ready to explore ways to fulfill your role as a citizen.

Some people complain about the government. Other people get involved—in large or small ways—so they can make their government better. Right now, governments across the United States and in your community are making decisions that will affect how much money you might earn, the roads you travel on, the cost of your doctors’ visits, and the protections you have under the law.

**American Values**

**Explain** What does the ideal of equality mean for Americans today? All people are equal under the law. The rights of each person are equal to those of every other person.

**Draw Conclusions** How do laws and justice help preserve Americans’ equality? Possible answer: Enforcing laws protects Americans’ rights and makes sure that no one can act as if his or her own life and liberties are more important than those of other people.

**Develop** What are some more rights that help preserve Americans’ freedom? How? Answers will vary, but students should suggest basic rights and explain how they contribute to Americans’ liberty.

**Info to Know**

**The Fight for Equality** Throughout history, governments have limited the rights of some of their citizens. For example, Jim Crow laws made African Americans second-class citizens by limiting their rights. At other times in history, governments have seen citizenship in more democratic terms. This was one result of the 1789 French Revolution, which eliminated the privileged classes in France. After the Revolution, all people addressed one another simply as “citizen.” This title reflected their belief in the freedom and equality of all people.

**Equality of Access**

Rosa Parks (1913-2005), the woman in the photo, sparked the modern civil rights movement when she refused to give up her seat on a segregated bus in Montgomery, Alabama. Today laws provide equal access in all areas of society for all Americans.

**Reading Check** Possible answer: It trains you to be a good citizen.

**Differentiating Instruction**

**English-Language Learners**

**Illustrate American Values**

**Materials:** Poster board, markers, scissors, magazines and newspapers

1. Organize students into small groups. Have each group divide a piece of poster board into sections labeled Equality, Liberty, and Justice.

2. In each section, students should make a collage of pictures and drawings that illustrate examples of the appropriate value.

3. Ask students to write a brief caption under each picture or drawing explaining how it relates to the value. (For example, under Liberty students might write, People freely practicing their religion.)

4. Have each group present its poster to the class and explain the examples that illustrate each value.

**Answers**

(photos) All people today have equal access to public transportation and can sit wherever they choose, regardless of their race or color.

**Reading Check** Possible answer: It trains you to be a good citizen.

**American Values**

The United States has been an inspiration to other nations because of its basic values: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. In fact, new nations often look to the United States, its values, and its system of government as a model in creating their own governments.

As American citizens, we are all guaranteed the same rights and freedoms, which are protected by the U.S. Constitution and our laws. These laws, our system of government, and the American way of life are based on the ideals of equality, liberty, and justice.

**Equality**

The Declaration of Independence states, “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 . . .” What does this mean? It means...
that, ideally, all people are equal under the law. The rights of each citizen are equal to those of every other citizen. No one has the right to act as though his or her liberties are more important than those of others.

Equality means that each citizen has the same right to enjoy the many benefits granted to all citizens. Everyone has the right to seek an education or choose a job or career. U.S. law guarantees that any citizen qualified for a job has an equal opportunity to secure it.

Liberty
Can you imagine what your future might be if you did not have the freedom to get an education? What if you were not able to take a job that you wanted or start a business? What if you could not speak or write certain things? What if you were not able to take a college education? What if you were not able to take a job that you wanted or start a business? What if you did not have the freedom to get an education or choose a job or career. U.S. law guarantees that any citizen qualified for a job has an equal opportunity to secure it.

Justice
Do you believe all citizens have certain rights that no one can take away? Do you think that laws should protect those rights? Our government has given power to the police to prevent others from violating our rights. But if those rights are infringed or violated, our government has given the courts the power to punish those responsible.

Your rights and freedoms cannot be taken away from you, as long as you follow the laws of your community, state, and country. But as an American citizen, you must be willing to do your share to protect this freedom. Your rights and freedoms have been handed down from one generation of Americans to the next for more than 200 years. Throughout our history, citizens have fought and died for the freedoms we enjoy. If thousands of Americans gave their lives to preserve our rights and freedoms, then we must all do our part to protect those rights. This is called our “civic duty.”

Qualities of a Good Citizen
Imagine a society in which people did not take their civic duties seriously. For instance, what if people stayed home and did not vote? What would happen if people never expressed their opinions to their representatives in government? We cannot have government “by the people,” as Abraham Lincoln said, unless the people participate.

Info to Know
Amish Values Various cultures and societies emphasize different aspects of good citizenship. Among the Old Order Amish, for example, devotion to family, the land, and “plain living” are marks of good citizenship. The Amish—a majority of whom live in Pennsylvania, Ohio, and Indiana—are a strict religious group. Members avoid anything of a “worldly nature,” such as modern technology. Amish families are self-sufficient, focusing on intense farming. To sustain this lifestyle, hard work is expected of good citizens.

Collaborative Learning
Debate Good Citizenship
1. Organize the class into two groups.
2. Present the following statement to students:
   If you obey all laws, you have fulfilled your responsibilities as an American citizen.
3. Assign one group to argue for this statement and one group to argue against it. Have each group review the text and come up with reasons to support their assigned point of view.
4. Once they have prepared their arguments, review debate etiquette with the students. Then have the groups debate whether or not being a good citizen means more than simply obeying laws. Verbal/Linguistic, Interpersonal

Answers
Reading Check equality, liberty, and justice
Voting in Elections
A basic principle of American government is that public officeholders should respond to citizens’ wishes. That is why most of the important positions in government are elected. Voters elect candidates who they think will best represent their views. If elected officials do not respond to the voters, people can vote them out in the next election. In this way, people govern themselves through the officials they elect.

Voting is one of the most important of a citizen’s responsibilities. But you can also help in other ways to choose the men and women who will govern. You can work for a political party, for example. Anyone who answers telephones or stuffs envelopes for a political party is playing a part in the U.S. political system.

Expressing Your Opinion
It is also your responsibility as a citizen to tell officials what you need or how you disagree with government actions or policies. For example, you can write or call public officials or send letters to editors of newspapers.

Being an Effective Citizen
How can you be an effective citizen? Here are 10 characteristics of a good citizen. You can probably think of others. Good citizens
1. are responsible family members,
2. respect and obey the law,
3. respect the rights and property of others,
4. are loyal to and proud of their country,
5. take part in and improve life in their communities,
6. take an active part in their government,
7. use natural resources wisely,
8. are informed on key issues and willing to take a stand on these issues,
9. believe in equal opportunity for all people, and
10. respect individual differences, points of view, and ways of life that are different from their own.

Reading Check
Drawing Inferences and Conclusions
What are some similarities among the characteristics of a good citizen?

Reviewing Ideas and Terms
1. a. Define Write a brief definition for the terms civics, citizen, and government.
b. Explain Why is it important to study civics?
c. Elaborate What are ways in which American citizens participate in our society?
2. a. Recall What are three fundamental American values?
b. Evaluate Which of those three values do you think is most important to American society? Give reasons and examples to support your answer.
3. a. Summarize How does the U.S. system of government ensure that officials are responsible to the people?
b. Predict What would happen to an office holder who never responded to voters in his district?

Critical Thinking
4. Categorizing Using your notes and the graphic organizer, identify the roles and qualities of a good U.S. citizen.

Focus on Writing
5. Analyzing Information Imagine that you head a committee to encourage good citizenship in your community. Create a chart showing five goals you want your committee to achieve and suggestions for achieving each goal.

Answers
Reading Check Possible answer: They all involve respect—including for others, the community, the environment, and the country.
Who Are U.S. Citizens?

The United States is a nation of immigrants. With the exception of Native Americans, all of us can trace our family’s roots to another country. Some families have been here longer than others. Some families continue to speak other languages and treasure customs from their homelands.

Americans Are from Everywhere

The heritage of freedom and equality in what is now the United States was formed bit by bit. Over time, groups from various parts of the world have settled here, contributing to American society. From their countries of origin, people have brought their different languages, ideas, beliefs, customs, hopes, and dreams. Today all Americans can be proud of the rich and varied heritage we share.

Teach the Main Idea

Who Are U.S. Citizens?

1. **Teach** Ask students the Reading Focus questions to teach this section.

2. **Apply** Ask students to create a three-column chart to fill in as they read the section. They should label the first column *Who*, the second *When*, and the third *Immigration Details*. Students should list each group or category of immigrants they read about, when they came, and details about their immigration and, if possible, their naturalization experience.

3. **Review** Have students volunteer information about various groups. Record their input on the board.

4. **Practice/Homework** Have students write a paragraph summarizing the experiences of early immigrants to America.

Why It Matters

Write the following statement on the board: The United States is a country founded upon immigration. Give students time to share their reactions to the statement. Do they think it is accurate? How does it apply to them? How does it affect their feelings about the United States? Then ask students why they think some people might believe that it is necessary to limit immigration to the United States.

Key Terms

Preteach the following terms:

- **immigrants** people who come here from different countries (p. 12)
- **quota** a specific number (p. 14)
- **aliens** permanent residents of the United States who are citizens of another country (p. 14)
- **native-born** born in the United States (p. 15)
- **naturalization** the legal process by which an alien may become a citizen (p. 15)
- **refugees** people who are trying to escape dangers in their home countries (p. 16)

Taking Notes

As you read, take notes on U.S. citizens. Use a diagram like the one below to organize your notes on who Americans are and where they come from, and how they became a U.S. citizen.

![Diagram of U.S. Citizens]

- Americans are immigrants from many countries throughout history.
- Becoming an American citizen: by birth or by naturalization.
- Immigration laws: limited immigration in the 1880s, began quotas in the 1920s, reformed in 1990.

Section Correlations

Arkansas Curriculum Framework Civics for Core Curriculum Grades 9-12 C.1.CCC.4; C.1.CCC.5
Traditionally, people called the United States a "melting pot." Immigrants—people who came here from other countries—entered the nation—the pot—and adopted American customs and blended into American society. That picture of America is not quite accurate. Many immigrants practice their traditions and customs after they move to the United States. That is why both New York City and San Francisco have neighborhoods called Chinatown. In cities throughout the United States, you can visit areas called Little Italy or Little Korea, where other countries' ways of life are preserved.

Some people say America is more like a "salad bowl." In a salad, foods do not melt together, they are a mixture of separate and distinct flavors.

A More Accurate Picture
So which image is correct? Actually, some combination of the two would be more accurate. People who come here as adults often keep the customs they grew up with in their native countries. However, their children and grandchildren, raised in the United States, often blend into what we think of as typical American ways of life. An immigrant from Bolivia describes his adopted culture:

"Now, I live in the United States and I feel so much pride for being American... I identify myself with the United States' culture, flag, history, traditions and goals. But I identify myself with the Bolivian use of language and culture at home so that... we would never forget who we were and where we had come from. I have been back to visit Peru several times and it will always be the country of my birth, but the United States is my home and my country and thanks to my parents, I can speak two languages and have better opportunities."

—Oscar Arredondo, quoted on The New Americans Webpage, PBS.org

Other immigrants practice both old ways and new ones. Ivy, an immigrant from Peru whose father brought her and her family here from South America, explained it this way:

"My father never wanted us to live among other Latinos [Hispanics] because he wanted us to learn the American culture among Americans—to act, to speak and think like them. But we kept our language and culture at home so that... we would never forget who we were and where we had come from. I have been back to visit Peru many times and it will always be the country of my birth, but the United States is my home and my country and thanks to my parents, I can speak two languages and have better opportunities."

—Ivy, immigrant from Peru, quoted on The New Americans Webpage, PBS.org

Early Americans
Many scientists believe that the first people to settle in North America came here from Asia between 12,000 and 40,000 years ago. These early groups were the ancestors of modern-day American Indians and were the first Americans.

[Time Line: Patterns of Migration]

The first people in North America migrate into what is now Canada from Asia over the Bering land bridge, which formed during the last ice age.

Columbus sails to the Caribbean islands and brings the wealth of the New World back to Spain.

The Pilgrims travel from England on the Mayflower and settle near Cape Cod, Massachusetts.

Interpret Time Lines
Ask volunteers to use the entries and images in the time line to summarize the key events and trends in migration to America. Work with students to help them differentiate between one-time events and trends that occurred over time.

Differentiating Instruction

Advanced Learners/GATE
Research Early Americans
1. Have students do research to learn more about the first people to settle in North America.
2. Ask students to write a report on these early Americans. Tell them to focus on the following questions: How have scientists learned about the original Americans? What do scientists know or believe about them?
3. Encourage students to illustrate their reports with relevant maps and images.

Above Level
Research Required

Who were they? How and why did they come to America?

Verbal/Linguistic

Alternative Assessment Handbook: Rubric 37: Writing Assignments
Eventually, Europeans began to arrive in the Americas. In 1492 Christopher Columbus sailed to Central America and claimed lands for Spain. Columbus and his crews were the first Europeans to build permanent European settlements in the Americas.

The Immigrants
Europeans soon learned that the Americas possessed vast natural resources. It had plenty of room for newcomers from crowded regions of Europe.

Spanish settlers soon spread across the Caribbean, Mexico, Central and South America, and present-day Florida, Texas, California, and the southwestern United States. People from the British Isles settled America’s original thirteen colonies. Other Europeans also came to North America. Germans settled in Pennsylvania, the Dutch along Southern and eastern Europeans enter the United States in large numbers.

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Can you imagine what it would be like if the government could order you to go to church, or if it could outlaw the temple or mosque you attended? Thanks to the experience of early colonists, you do not have to worry about situations like these.

Many early colonists settled in America to escape persecution in their home countries. Sometimes these new settlements were tolerant of other religions; sometimes they were as intolerant as the places the colonists had fled.

Years later, the founding fathers debated the role of religion in the new country. Some, like Patrick Henry, argued for a national church to provide a moral base. Others, like Thomas Jefferson, recalled the intolerance of some early settlements and strongly opposed having a state religion.

When the Constitution was adopted, this debate was still not fully resolved. With the passage of the Bill of Rights, the First Amendment prohibited the government from interfering in your religious freedom.

1. What role did religion play in the arrival of early American colonists?
2. Why do you think some colonial settlements were successful in supporting religious liberty while others were not?

Info to Know
The Americans Why don’t the people of Brazil, Canada, or Mexico call themselves Americans? After all, they are residents of either North or South America just like citizens of the United States. The reason the term American is generally reserved for U.S. citizens is that the United States of America was the first independent country in the Western Hemisphere. By the time Mexico and the other countries achieved independence in the 1800s, the American label already had a specific meaning—a citizen of the United States of America.

Differentiating Instruction
English-Language Learners
Create a Glossary
1. Organize students into mixed-level groups.
2. Have students write glossary entries for the following terms: early Americans, Vikings, Spanish settlers, enslaved Africans. The entries should briefly explain when and how each group came to the Americas, as well as the significance of each.
3. Ask volunteers to read their group’s glossary entries to the class.

American Religious Liberties
1. Many early colonists came to America to escape religious persecution in their home countries. 2. Possible answer: Some colonists wished to establish their own religions, while others hoped to avoid the intolerance of the places they had fled.

Reading Time Lines in 1620
than a third of them from African at between 9.2 and 19.2 million —more governments. UN officials put the total of war, and persecution by oppressive escape from trouble spots, the violence history have been refugees trying to grants to the United States throughout

The Plight of Refugees
Many immigrants to the United States throughout history have been refugees trying to escape from trouble spots, the violence of war, and persecution by oppressive governments. UN officials put the total number of refugees in the world in 2004 at between 9.2 and 19.2 million —more than a third of them from African countries.

Immigration Policy

Explain Why were some people in the 1800s unhappy about increased immigration? Immigrants were willing to work for low wages and had different religious and cultural practices.

Contrast How were the immigration laws passed in the 1920s different from the Immigration Act of 1990? The laws of the 1920s set quotas based on immigrants’ country of origin. The 1990 Act gave preference to immigrants based on family connections, job skills, and U.S. residence.

Make Judgments Do you think immigration quotas are fair? Why or why not? Answers will vary but should show students’ understanding of the quota system and its goals.

Linking to Today

The Plight of Refugees Many immigrants to the United States throughout history have been refugees trying to escape from trouble spots, the violence of war, and persecution by oppressive governments. UN officials put the total number of refugees in the world in 2004 at between 9.2 and 19.2 million —more than a third of them from African countries.

Immigration Policy

News about America spread quickly. For newcomers willing to work hard, America held the promise of a good life. It had abundant space, rich resources, and one precious resource: freedom. Over time, the British colonies grew, and beginning in 1775 they fought the American Revolution. This newly independent country became the United States of America. It was founded on a strong belief in human equality and the right to basic liberties.

FOCUS ON George Washington (1732–1799)

George Washington was not an immigrant. But like many Americans, Washington’s ancestors had come from another country. He was the great-grandson of British settlers in the American colonies.

Washington had an elementary school education, but he had a gift for mathematics. At 16, Washington was hired by Lord Fairfax, head of a powerful Virginia family, to survey Fairfax’s property in the American wilderness.

In 1789, Washington was elected the first president of the United States. Washington’s cautious, balanced, and strong leadership as president served as a model for future presidents. Washington helped build the foundations of a national government that has continued for more than two centuries.

Draw Conclusions Why do you think that George Washington was a cautious president?

14 CHAPTER 1

Collaborative Learning

Act Out Immigration Interviews

1. Lead the class in a discussion of the changes that have taken place in U.S. immigration policy since the 1800s.
2. Organize students into pairs. Ask members of each pair to take turns playing an immigrant applying for citizenship and an immigration official —both in the 1800s and today.
3. Ask volunteers to present their skits to the class. Have students point out differences between the two scenarios. [Interpersonal, Kinesthetic]

Answers

Focus On Possible answer: to set a model for a strong but limited presidency

Reading Check (left) early Americans and Native Americans, pp. 12–13; Spanish settlers, p. 13; British settlers, Germans, Dutch, Swedes, French, enslaved Africans, p. 14 (right) less focused on where people come from, and more concerned with details of individuals’ situations
Citizenship by Birth

Are you native-born? That is, were you born in the United States? According to the 2000 census, almost 90 percent of Americans were native-born, while more than 10 percent were foreign-born.

If you were born in any U.S. state or territory, you are an American citizen. If one or both of your parents was a U.S. citizen, then you are a citizen, too. What if you were born here, but neither of your parents was a U.S. citizen? In most cases, you are a citizen.

Citizenship by Naturalization

If you are not a citizen by birth, it is still possible to gain U.S. citizenship. The legal process by which an alien may become a citizen is called naturalization.

Naturalized citizens have the same rights and duties as native-born Americans. For example, when a parent is naturalized, his or her children automatically become citizens as well. The only exception is that naturalized citizens cannot become president or vice president of the United States.

Legal Aliens

The 2000 census counted about 18.7 million legal aliens living in this country.

New U.S. citizens take their oath.

Critical Thinking Skills: Sequencing

Identify the Steps to Becoming a Citizen

1. Have each student illustrate and label one of the steps to becoming a naturalized citizen.
2. Collect and mix up students’ illustrations. Then, as a group, put them in the correct order.
3. Lead a discussion on reasons for requiring immigrants to go through these steps to become U.S. citizens.
**Illegal Immigrants**

Some people come to this country illegally. Many come seeking jobs or better education and health care for their children. Illegal aliens are called undocumented residents because they lack legal immigration documents. No one knows exactly how many undocumented residents live in the United States. According to the government, the number could be as high as 8 million.

Life is often difficult for illegal aliens. They often have to work for low wages under poor conditions. Many become migrant workers, moving from farm to farm picking crops. They constantly face capture and deportation.

**Refugees**

Today’s immigration quotas do not include refugees, people who are trying to escape dangers in their home countries. Refugees come to the United States from countries all around the world. Refugees are usually fleeing persecution, wars, political conflicts, and other crisis situations in their countries. The president works with Congress to set yearly quotas for the number of refugees allowed to enter the United States.

**Reading Check**

Describe the types of residents in the United States and how their rights and obligations vary.
Have you ever received a gift meant for someone younger? Maybe a distant relative forgot that you’d grown up? As you get older, you change. A country changes too. The United States of today is not the United States of 1789. One way to keep track of changes in the nation is by taking a census. A census periodically gathers information and provides a picture of the population. In that way what we do with national resources matches the nation’s needs.

### The Census

In ancient times, kings, emperors, and pharaohs counted their people. Usually, rulers counted the men so that they could tax them or force them to join the army.

In modern times, many countries take a census, an official, periodic counting of a population. The United States conducts a census every 10 years. The last nationwide census occurred in 2000. It measured the official U.S. population at 281.4 million, up 13.2 percent from 1990. That was the largest census-to-census increase in the nation’s history.

### Key Terms

- **census**: an official, periodic counting of a population (p. 17)
- **demographics**: the study of the characteristics of human populations (p. 18)
- **birthrate**: the annual number of live births per 1,000 members of a population (p. 19)
- **death rate**: the annual number of deaths per 1,000 members of a country’s population (p. 19)
- **migration**: a movement of large numbers of people from region to region (p. 20)

### Taking Notes

Counts and measures U.S. population every 10 years

Through natural increase, adding territory, and immigration

Changing households and women’s roles, older and more diverse population, migration

### Why It Matters

Ask students to suggest information a government might want to have about its citizens. (Possible answers include how many of them there are, who they are, where they live, and what kinds of government services they need.) Discuss with students how they think the government could collect such information and why it would be useful. Help students see the goals and utility of a population survey like the census.

### Teach the Main Idea

1. **Teach** Ask students the Reading Focus questions to teach this section.
2. **Apply** Ask students to create an outline of the section as they read. In their outlines, have students highlight information about important population changes.
3. **Review** Have students share the highlighted parts of their outlines and discuss the answers as a class.
4. **Practice/Homework** Direct students to use information from their outline to create a flow chart showing various changes in the U.S. population from 1790 to 2000.
The Census Counts People

Census information is used for many purposes, but mainly to find out how many people live in each state. Population determines how many representatives each state gets to send to Congress. A census tracks the number of people who live in an area. It also shows the rate at which a population is growing or shrinking. Our country’s population has continued to grow, but the rate of growth changes from year to year.

By using census information, we can make predictions about how a country’s population will grow or shrink. In fact, our country’s population is expected to increase to close to 310 million people by 2010.

The Census Tracks Characteristics

Today’s census also collects demographic information as well. Demographics is the study of the characteristics of human populations. For example, a census might provide information on people’s ethnic backgrounds, the number of children in each family, or even how many pets a family owns.

The U.S. Census information is published in print and posted on the Internet so that everyone may see it and use it. Information gathered by the census helps the government, businesses, and even individuals plan for the future.

Reading Focus

1. Why is the census important?

The Census

Recall How often does the United States conduct a census? every 10 years

Draw Conclusions Why do you think U.S. census information is made available to the public? Possible answers: It can help businesses and individuals plan for the future. It can give people some explanation of the government’s plans, which helps people trust the government.

Challenge and Enrichment Activities: Chapter 1

Community Service and Participation Handbook: Chapter 1

Misconception Alert

Although individuals fill out census forms describing themselves and their households, this personal information remains private. It is illegal for the government to use, publish, or share any information from the census concerning individual citizens or households. Instead, census responses are collected and tallied to provide a broad picture of the entire population of an area.

Collaborative Learning

Take a Census

1. Organize students into small groups. Have each group come up with 5–10 questions to ask classmates, such as “How many people live in your home?” or “What language does your family speak at home?” They may consult the U.S. census for examples. Based on groups’ ideas, decide as a class on 5–10 final questions.

2. Have each student answer the class census questions. If possible, photocopy and use a standard form.

3. Assign each group one question. Have group members tabulate and present the data on the answers to that question. They may wish to use graphs or charts to make their findings clear. Logical/Mathematical, Visual/Spatial

Answers

Analyzing Graphs about 100 percent

Reading Check Possible answer: businesses: to see if and where a product is likely to be needed or successful; government: to determine representation, funding, and other services; individuals: to learn more about their community and other places where they might visit or live

Population Growth

The United States did not stop growing with the 2000 census. In fact, by 2005, the Census Bureau projected that the U.S. population had grown to 295.5 million, and it will not stop there. By 2010, the U.S. population may be close to 310 million people. Typically, countries grow in three ways: by natural increase, by adding territory, or through immigration.
Natural Increase in Population
A population increases naturally when the birthrate is greater than the death rate. The birthrate refers to the annual number of live births per 1,000 members of a population. The death rate refers to the annual number of deaths per 1,000 members of a country’s population.

The first U.S. Census, taken in 1790, found fewer than 4 million people living in the original thirteen states. Then, in 1830 the number of Americans more than tripled, to almost 13 million. Why? In early America, the birthrate was very high—perhaps five or more children per family. Most people lived on farms, and children worked with other family members on the farm. These large families led to a natural increase in population.

Adding Territory
In its first century, the United States expanded across the continent. These new lands held vast natural resources, allowing existing populations to grow and expand.

Also during the 1800s, the United States gained huge sections of territory from Mexico, including present-day Texas and California and much of the Southwest. The people of Native American, Spanish, and mixed heritage who lived on those lands became an important part of the U.S. population.

Immigration
Since 1820, more than 60 million immigrants from all over the world have come to the United States. Those immigrants and their descendants make up most of America’s population.

Population Changes
The structure of the American family, the roles of men and women, and families’ ways of life continue to change, as they have throughout our history. Information collected in the U.S. Census helps us track these changing demographics.

Changing Households
American households have changed in several ways. An increase in divorces has created more one-parent households, many of them headed by women. Some couples are deciding to have fewer children or are waiting to have children. Some people today choose not to marry at all. In addition, people live longer today and are better able to live by themselves in their old age. These factors have caused the size of U.S. households to shrink since 1970.

Changing Women’s Roles
If you were a woman in 1950 who wanted to be a construction worker, police officer, bank president, or pilot, your options were limited. Today? These careers—and more—are open to women. The majority of women today work outside the home. That is a big demographic shift. Another change is that more women than men now enter college and graduate. After graduation, more women are entering the workforce than ever before.

An Older Population
The American population is getting older. The U.S. Census counted about 65,000 centenarians—people who are 100 years old or older—in 2000. That number is expected to rise to more than 380,000 by 2030. In 1900, only 4 percent of Americans were 65 or older. In 2000 that number rose to 13 percent and is expected to rise to 20 percent by 2030. People are living longer because of their healthier lifestyles and better medical care.

These changing demographics present a huge challenge for the future: A shrinking proportion of younger wage earners will be faced with helping support a rising proportion of older Americans in need.

A More Diverse Population
Our population is not only older but also more diverse. Early census forms gave

Differentiating Instruction

Advanced Learners/GATE

List Pros and Cons of Population Growth

1. Have students list pros and cons of population growth in the United States.

2. Organize students into pairs or small groups. Have them review their lists of pros and cons. Based on their lists, ask students to judge whether or not they think population growth strengthens the United States.

3. Have pairs apply their point of view by brainstorming kinds of policies that could help encourage or control population growth.

4. Ask students to share their ideas for either encouraging or limiting population growth—and the reasoning behind them—with the class. 

Answers

Reading Check naturally, through acquiring new territory, and through immigration
For what reasons have Americans moved and settled in new areas over the course of U.S. History?

A Population on the Move

Where do most Americans live today? in metropolitan areas

When did urban areas begin to grow in the United States? When did suburbs begin to grow? Urban areas began to grow in the 1800s. Suburbs began growing in the 1920s as cars made travel easier.

Law 101

Although state and local governments are responsible for schools, the federal government also supports English language education. Congress first required and funded bilingual education in 1968. In 1974 it passed the Equal Educational Opportunities Act, requiring school districts to help students learn English so they could participate equally in all educational programs. More recently, the No Child Left Behind Act of 2001 set up new systems to support and fund education for English language learners.

Critical Thinking Skills: Comparing

Compare 1950 and Today

1. Work with students to create a graphic organizer summarizing recent changes in the U.S. population.

2. Help students fill in a graphic organizer on the board similar to the one drawn here. Ask students: What does the text tell you about life in 1950? What does it tell you about life today?

3. Have students copy the graphic organizer and save it to help them review this part of the section.

Answers

Evaluating the Law Bilingual programs make sure students learn various subjects, but they may learn English slower. Students might learn English faster in immersion classes but could fall behind in other subjects.

Reading Check Possible answer: Younger wage earners will have to help support a rising proportion of older Americans in need.
each census, the proportion of Americans living in or near cities continued to grow. By the late 1800s, urban overcrowding had become a major national problem. Disease, crime, fires, noise, and choking factory smoke plagued the cities. Nevertheless, by 1920 the country’s urban population exceeded its rural population.

The Drive to the Suburbs
Until the early 1900s, Americans generally stayed close to home. Then came one of America’s favorite inventions: the automobile. As car sales soared in the 1920s, the nation’s demographics began to change. After World War II, interstate highways were built. As a result, Americans did not have to live where they worked. They could move out of the cities and into surrounding areas, known as suburbs. People moved to the suburbs in search of larger homes, better schools, and quiet neighborhoods. Today more people live in suburbs than in cities.

According to the 2000 census, more than 80 percent of Americans live in metropolitan areas, or regions made up of cities and their suburbs. More than half of U.S. residents now live in areas with populations of 1 million people or more.

Migration to the Sunbelt
For most of our history, the nation’s largest populations lived in the Northeast and Midwest. Then starting in the 1950s, industries and people began to move out of the colder northern cities to the warmer southern states. This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt, and it includes states from North Carolina and Florida in the east to southern California in the west. Because of the population shift to the Sunbelt, cities in the South and West are growing. For example, according to the 2000 census, Las Vegas, Nevada, is one of the fastest growing cities in the United States. Despite this population trend, however, New York City remains the country’s most populous city.

SECTION 3 ASSESSMENT

Reviewing Ideas and Terms
1. a. Define Write a brief definition for the terms census and demographics.
b. Explain Why is the census important to the nation?
2. a. Define Write a brief definition for the terms birthrate and death rate.
b. Describe What are three ways in which a country may grow in population?
3. a. Summarize What are four ways in which the American population is changing?
b. Predict How might U.S. society be different if the makeup of its population changes?
4. a. Define Write a brief definition for the term migration.
b. Explain Describe the effects of climate and technology on American migration patterns.

Critical Thinking
5. Identifying Cause and Effect Using your notes and a graphic organizer like the one below, identify the population changes that have taken place in recent years.

Focus on Writing
6. Summarizing Imagine that it is the year 2020 and you are a history textbook author. Describe for your readers the U.S. population in the year 2009.

Section 3 Assessment Answers
1. a. census, p. 17; demographics, p. 18 b. It determines the number of people who live in each state and how many representatives each state can send to Congress.
2. a. birthrate, p. 19; death rate, p. 19 b. naturally, by adding territory, immigration
3. a. Households are smaller, more women work outside the home, the population is older, and it is more diverse. b. Possible answer: U.S. society will evolve to reflect the needs and values of a more diverse population.
4. a. migration, p. 20 b. People and businesses have been migrating to warmer, southern states. Cars have enabled people to move to the suburbs.
5. Students should identify the population changes that have taken place in recent years.
6. Students’ should note the diversity of the American population, shrinking household size, women’s participation in the workforce, and the aging American population.

Answers
Reading Check Possible answer: More people might move to the Northeast and Midwest.
Civics Skills

Conducting Internet Research

Activity: Choosing Search Terms

Tell students to imagine that they are doing Internet research about a local sports team. As a class, brainstorm a list of possible search terms that they could use to find information. (Possible answers: the team name; the league or organization the team belongs to, such as the National Football League or NFL; the name of the place where the team normally plays; the names of coaches or star players; the local newspaper) Together, rank the search terms, from most to least likely to provide useful information. Then lead a class discussion about why it is important to use a variety of search terms.

Online Resources

Keyword: S27 CH1
Activity: Conducting Internet Research

go.hrw.com

Learn

The Internet's size makes it a great reference source. However, that size can also make it difficult to find the information you need. Having the skill to use the Internet efficiently increases its usefulness. Be aware, though, that there is a lot of inappropriate and inaccurate information on the Internet.

Practice

1. Use a search engine. These are Web sites that search the whole Internet for a word or a phrase that you type in. The word you type is called a search term. Knowing how to use search terms can help you search more efficiently.

2. Click on a hyperlink. Read the search results, a list of Web pages containing your search term. Each page on the list is shown as a hyperlink. Clicking on a link will take you to a Web page.

3. Study the Web page. Your search term should appear somewhere on the Web site. To find out where, you can read carefully or use the “Find” feature to search the page for the word. Printing out a Web page may make it easier to read.

4. Return to your search results. If one Web page does not have the information you want, hit the “Back” button to return to your search results. Try the next hyperlink on the list and keep looking.

Apply

Use the search results shown below to answer the following questions:

1. Which hyperlink would you click for news about immigration?
2. Which Web site is probably the most useful for learning about American immigration?
3. How are the Web sites listed at the top and right sides different from the Web sites in the main list?

WEBster

News results for immigration - View today's top stories

- Immigration Smuggler Arrested - NYT.com - 2 hours ago
- US Citizenship and Immigration Service
- The Department of Immigration and Citizenship, with information and application forms for permanent entry to Australia ...
- Citizenship and Immigration Canada (Citoyenneté et Immigration Canada) Welcome/Bienvenue, English French Canada. Important Notices, Avis importants.

Answers

Apply 1. the first one: "News results for immigration" 2. US Citizenship and Immigration Service 3. Possible answer: The Web sites at the top are from news organizations. The Web sites listed on the right side are advertisements. They came up not because they were most relevant to the search but because a person or business paid to have them shown.

Evaluate Web Pages

1. As a class, develop a list of criteria to determine whether a Web site is useful and reliable. For example, does it come from a clearly identified and reliable source such as a public interest group, a well-known news organization, or the government?

2. In pairs, have students do an Internet search to find more information about one of the chapter topics: citizenship, naturalization, immigration, civics, or the census.

3. Have students print out one reliable Web page and one unreliable Web page they found through their search. Applying the class criteria, ask them to make notes on the printouts identifying signs that the Web site is or is not reliable.

4. Ask volunteers to share their evaluations with the class.

Research Required

Verbal/Linguistic
Every week when students at Twinfield Union School in Plainfield, Vermont, opened national news magazines, they saw advertisements for cigarettes. These were student editions of the magazines—designed especially for teens in middle and high schools. One group of Twinfield eighth-graders decided that cigarette ads were not appropriate and that they were going to do something about it.

Community Connection As part of their work with Project Citizen, the students from Twinfield contacted Vermont attorney general William Sorrel to express their concern that cigarette ads were being placed in magazines for young people. The attorney general was surprised to hear this news but grateful that the students had contacted him. As the students had discovered through research into the issue, under a previous agreement, cigarette companies are not allowed to advertise to teens.

Taking Action The attorney general of Vermont shared the information provided by Twinfield’s students with attorneys general in other states. Together, they complained to the tobacco companies. The companies agreed to remove their ads from student editions of magazines. “I never thought at this age I could actually affect something nationwide,” said Maegan Mears, one of the students. “I hope to continue to make a difference, now that I know I can.” Vermont’s attorney general also expressed his appreciation for the Twinfield students’ actions: “Without their involvement,” he said, “we would not have known what was going into these student editions. This is a wonderful example of what can be accomplished through active citizen participation.”

Info to Know The Master Settlement Agreement In 1998 the tobacco industry and the attorneys general of 46 states signed the Master Settlement Agreement. Under this agreement, the tobacco industry promised to abide by limits in advertising and lobbying, acknowledge the health risks of its products, and pay billions of dollars to the states over a number of years. The settlement particularly focused on protecting young people from the influence of tobacco. The tobacco industry was no longer allowed to advertise or market its products to young people, to use cartoons in its advertising, to advertise in certain places where many young people go, or to oppose laws limiting youth access to tobacco products.

Interdisciplinary Connection: Focus on Health/Science Create “Effects of Smoking” Posters

Work with a colleague who teaches science or health to help students identify the toxins in cigarettes and their effects on the human body. On the board, make a cause-and-effect chart showing how smoking and secondhand smoke harm the human body. Then have students work in groups to create posters showing the harmful effects of smoking for the smoker and for other people. Visual/Spatial

Alternative Assessment Handbook: Rubric 28: Posters

Answers

1. Possible answer: Such advertising might convince more students to smoke, which is unhealthy. Also, the tobacco companies had agreed not to advertise to young people. 2. They made sure that teens nationwide would not be exposed to tobacco advertising in magazines they read at school.
CHAPTER 1 REVIEW

Reviewing Key Terms

1. civics
2. citizen
3. government
4. immigrants
5. quota
6. aliens
7. native-born citizen
8. naturalization
9. refugees
10. census
11. demographics
12. birthrate
13. death rate
14. migration

Comprehension and Critical Thinking

15. a. Explain what is civics, and what does it have to do with being a good citizen? Give examples to support your answer.
   b. Analyze what principles and ideals form the foundation of the American system of government?
   c. Elaborate how do the qualities of a good citizen reflect and support American values? Give examples.

16. a. Possible answer: It has become less focused on limiting immigration based on where people come from and more concerned with the details of people's situations.
   b. Possible answers: the rights to vote and to hold public office
   c. Answers will vary but should show students' understanding of current steps to citizenship.

17. a. naturally, through immigration, and by adding territory
   b. Possible answer: It is growing older, it is becoming more diverse, and households are getting smaller.
   c. Possible answer: People might need to move to find food, shelter, and jobs.

11. The study of the characteristics of human populations
12. Annual number of live births per 1,000 members of a population
13. Annual number of deaths per 1,000 members of a population
14. Movement of large numbers of people from region to region

Comprehension and Critical Thinking

SECTION 1 (Pages 6–10)

15. a. Explain what is civics, and what does it have to do with being a good citizen? Give examples to support your answer.
   b. Analyze what principles and ideals form the foundation of the American system of government?
   c. Elaborate how do the qualities of a good citizen reflect and support American values? Give examples.
SECTION 2 (Pages 11–16)
16. a. Explain How has U.S. immigration policy changed since the early 1800s?
b. Analyze What benefits do people derive from being a citizen of the United States?
c. Evaluate Do you think the steps to citizenship should be made easier or harder? Give reasons for your answer.

SECTION 3 (Pages 17–21)
17. a. Identify What are three ways that the populations of countries increase?
b. Explain What are three ways in which the population of the United States is changing?
c. Analyze Why do you think that a serious natural disaster, such as a flood, a famine, or an earthquake, might lend to a migration?

Civics Skills
Conducting Internet Research Use the Civics Skill taught in this chapter to answer the question below.
18. Use a search engine to search the Internet for information on one of the topics in this chapter, such as what it means to be a citizen, the ideals of freedom and equality, immigration and citizenship, and demographic changes in the American population. Use the information you find to create an illustrated brochure or poster that answers the following questions about your topic:
a. What is different today from what existed in this country in the 1700s?
b. What may be different from today in the year 2025?

Reading Skills
Using Context Clues Use the Reading Skill taught in this chapter to answer the question about the reading selection below.
19. According to the reading selection above, what is the best definition of Sunbelt?
a. a region of the country that grows most of the nation’s wheat
b. a region of the country receiving a high amount of sunshine
c. a region of the country made up of states that have older industrial areas
d. a region of the country that is experiencing population decline

Using the Internet
20. Tracking Trends Did you know the first American census was taken in 1790? A lot has changed since then, but the U.S. Census Bureau continues its work by conducting a nationwide census every 10 years. Enter the activity keyword to research population shifts, growth, and population diversity in the United States. Then use information from the 2000 census to create a thematic map, graph, or chart that illustrates trends in one of the above areas.

FOCUS ON WRITING
21. Writing Your Letter First, review your notes and decide what is important to tell Fran’s friend about American values and American ideals. Then tell the person what it means to be an American citizen, including the rights and the responsibilities of citizenship. End with an explanation of how America’s population is changing and how you can be a part of the future.

Intervention Resources
Reproducible
Guided Reading Strategies

Technology
Student Edition on Audio CD Program
Spanish Audio Summaries
Interactive Skills Tutor
Quiz Game

Tips for Test Taking
Master the Question Remind students to read a question at least twice before reading the answer choices. Suggest that students watch for and underline key words such as best and most likely that can signal that they should look for the answer that best fits the question, even if the answer is not perfect or definite. Make sure students are certain what each test question is asking.

Active Citizenship video program
Review the video to answer the following question: What are some advantages of not offering bilingual education in school? What are some disadvantages?