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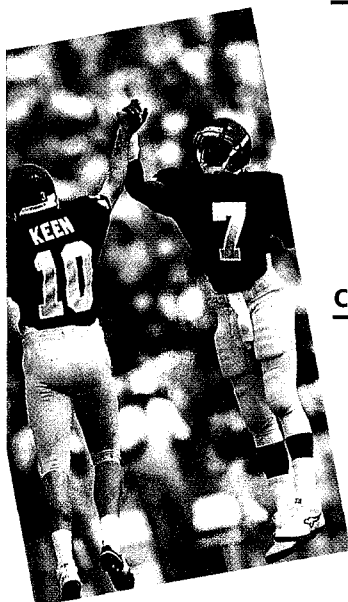
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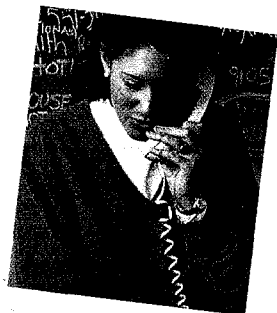
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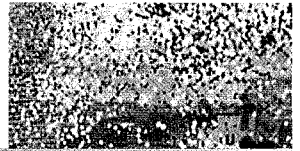




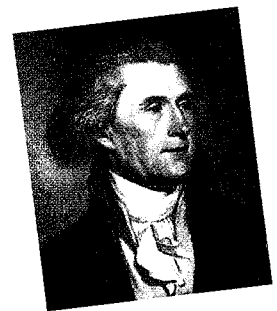
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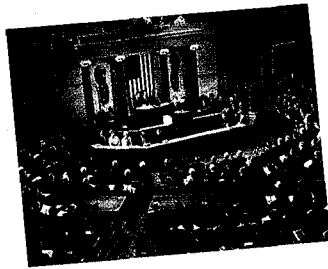




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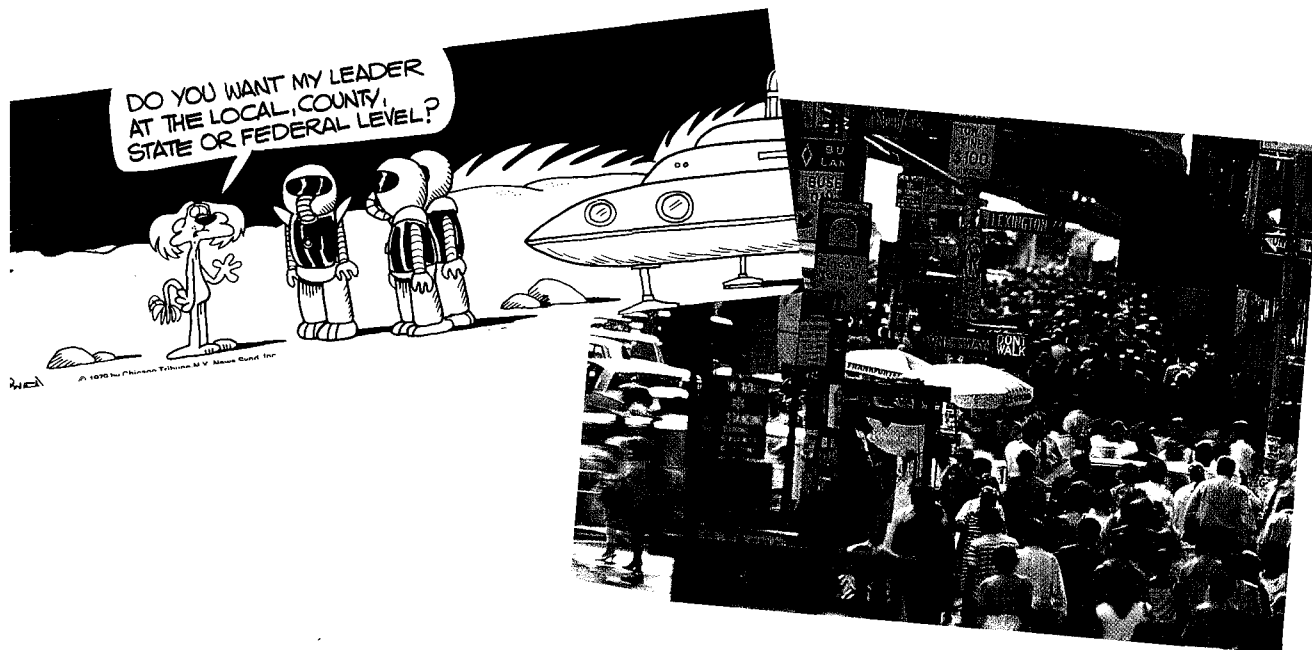


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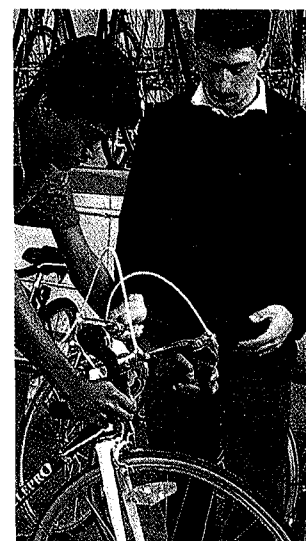
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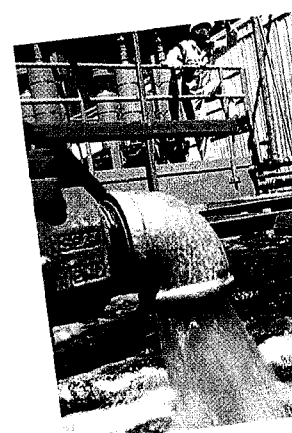
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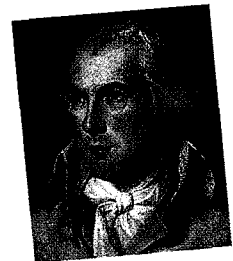


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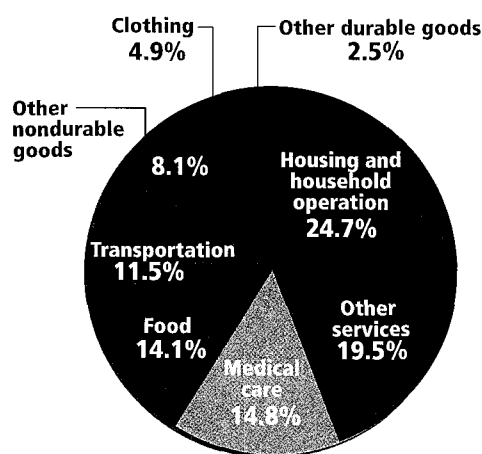
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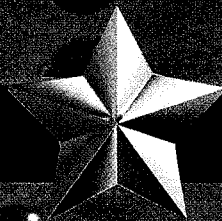
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UNIT 1



Foundations of Citizenship

Why Study Civics?

Let us say this much to ourselves, not only with our lips but in our hearts. Let us say this: I myself am a part of democracy—I myself must accept responsibility. Democracy is not merely a privilege to be enjoyed—it is a trust to keep and maintain. I am an American. I intend to remain an American. I will sustain my government. And through good days or bad, I will try to serve my country.

—Stephen Vincent Benét

As you read these words written by the twentieth-century American poet Stephen Vincent Benét, do they make you think about what it means to be an American? As Americans, what do we believe about our country, our government? How do we know what to expect from our government? How do we know what is expected of us?

These are all questions that can be addressed by the study of civics. If you look up the word civics in a dictionary, you will see that it is related to the word citizenship. Civics is the study of the rights and duties of citizenship. This is an especially important subject in the United States, where citizens' participation has been essential in maintaining our system of government since the founding of the country more than 200 years ago.

What's Ahead in Unit 1

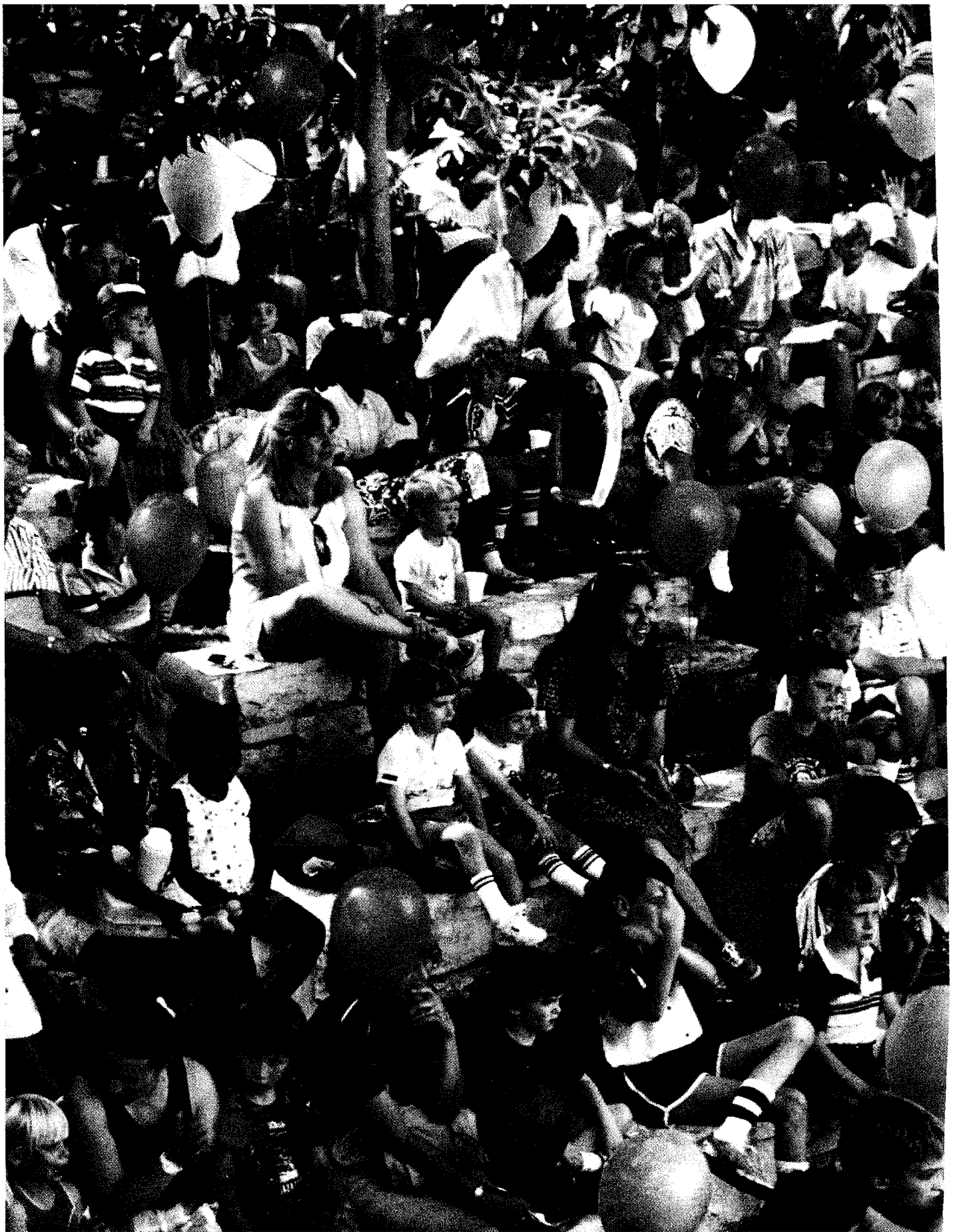
In Unit 1 you will be taking a look at the ideas and beliefs that Americans share. You will begin to learn what it means to be an American citizen and what rights and responsibilities citizens share.

Chapter 1 A Portrait of Americans

Chapter 2 American Society and Its Values

Chapter 3 The Meaning of Citizenship





CHAPTER 1

A Portrait of Americans

Citizenship and You

Meet three American citizens, each with a unique and interesting story.

My name is Peter Ky. I am eighteen years old. I was born in Vietnam, and I came to the United States with my family in 1991. In 1997 we all became American citizens. We have a family-owned restaurant in San Francisco, California. I work in the restaurant when I am not going to school.

I am Bernice Kelman. I am eighty-one years old. I grew up on a farm in western Kansas. My father, who came to this country from Scotland, and my mother, who was born in Germany, homesteaded a farm near Dodge City, Kansas, in 1918. I live nearby in the small town of Sublette.

My name is Doris Hollingsworth. I am forty-four. My great-grandparents were slaves on a plantation near Augusta, Georgia, and my father was a construction worker in Atlanta. I live in Tucker, Georgia, a suburb of Atlanta, and I work for a large company as a computer analyst.

Despite their differences, Peter, Bernice, and Doris have an important thing in common—they are all American citizens.

What's Ahead in Chapter 1

In this chapter you will read about the many different kinds of people who are Americans and about some of the important ideas and values that bind us together as a nation and as a people.

Section 1 Who Americans Are

Section 2 America: A Cultural Mosaic

Section 3 The Values That Unite Us



Keep It Current

Items marked with this logo are periodically updated on the Internet. To keep up-to-date, go to www.phschool.com

Citizen's Journal

Write a paragraph describing yourself, like the ones written by Peter, Bernice, and Doris. Include your age, where you were born, information about your family's background, and anything else you think is important.

SECTION 1

Who Americans Are

SECTION PREVIEW

Objectives

- Summarize where Americans live.
- Describe how Americans' jobs are changing.
- Explain why there are more older Americans.
- Describe why Americans are known for their diversity.

Building Civics Vocabulary

- Americans are known for their **diversity**, or differences.



Focus

What if a visitor from another country asked you, "Who are Americans?" How would you answer that question? As you can see from reading about Peter, Bernice, and Doris, not all Americans are alike. We live in different places and work at different jobs. We are different ages and come from different backgrounds. Gathering information about all these characteristics can help to make a portrait of the American people.

Where We Live

Americans live in almost every kind of terrain the world has to offer. We live in high mountains and on broad prairies. We live in warm, tropical climates and in areas with frigid winters. From Alaska to Texas, and from the Hawaiian Islands to the coast of Maine, the United States is a vast and varied land.

When Peter Ky goes home, he climbs three flights of stairs to his family's apartment in San Francisco, a city of 746,000 people on the shore of the Pacific Ocean. Doris and her husband and daughter live in a condominium in Tucker, Georgia, a suburb of

Atlanta with a population of about 26,000. Bernice's home is in Sublette, Kansas, a small farming town of 1,400 people.

Americans on the Move In the early days of our country's history, most people lived on farms or in small towns that hugged the eastern seacoast. Gradually, as more and more people came to the New World seeking land and jobs, our population spread out across the continent.

When Bernice was a little girl in the 1920s, one out of three Americans lived on a farm, as she did. Gradually, people began to concentrate in urban areas, or cities, where jobs were available in factories and offices. Today, four out of five Americans (about 217 million) live in urban areas, as do Peter and Doris.

Americans have not only moved from farms to cities. They also have been moving from the North and the East toward the South and the West, settling in warm-weather states such as Georgia, Florida, Texas, Arizona, and California. This region, which is called the Sunbelt, has been the fastest growing area in the nation in the last several decades.

Facts & Quotes

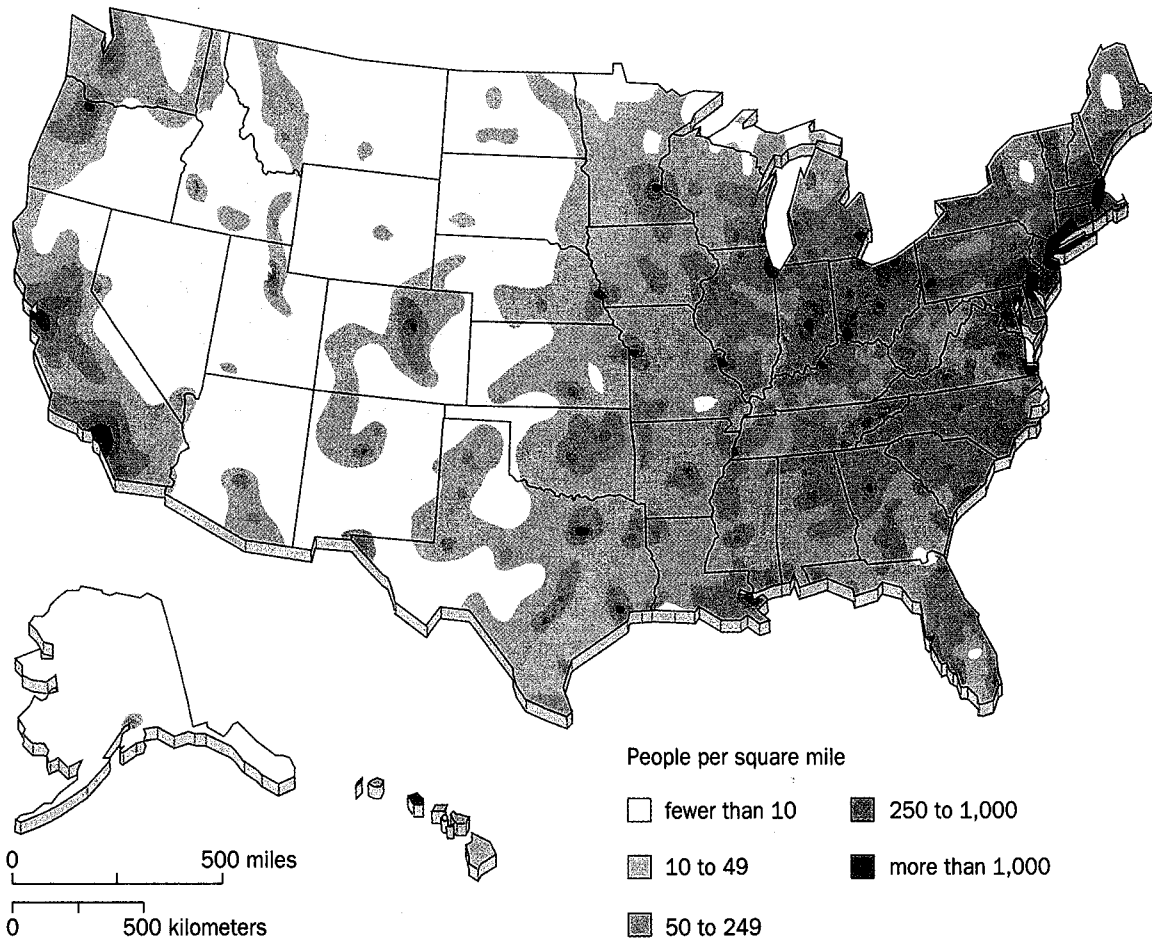
A Land for Everyone

We recognize our country in the words of Woody Guthrie's famous song, "This Land is Your Land."

*This land is your land,
this land is my land,
From California,
to the New York Island,
From the redwood forest
to the Gulf Stream waters,
This land was made for you and me.*



POPULATION DENSITY



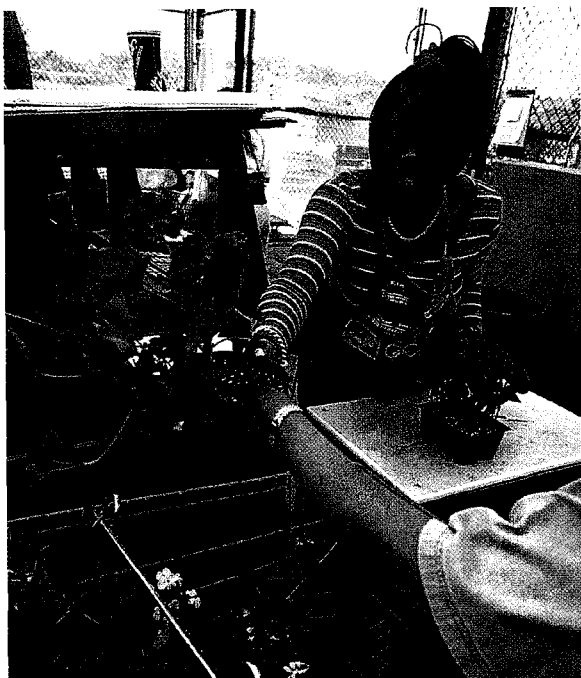
While the population of the South and West is growing rapidly, the Northeast remains the most densely populated region. **Regions** Into what population density category does most of the West fall?

What Work We Do

Americans have always worked hard. The first settlers from Europe supported themselves by scratching farms out of the wilderness in Virginia and Massachusetts. Since then, we have cultivated land on both coasts and in the fertile plains and valleys across the continent. We have built houses, stores, factories, and office buildings. We have laid out roads, canals, railroads, and airports.

We have manufactured a vast array of products and sold them at home and in countries around the world. We have founded banks, insurance companies, colleges, and hospitals.

The American Work Force Our work force is made up of about 60 million women and 70 million men working in nearly 30,000 different occupations. Many people in your age group join the work force by



Many teenagers enter the work force for the first time when they take part-time or summer jobs. A large percentage of these jobs are service jobs.

taking jobs. Before they graduate from high school, many of today's students will have had the experience of working at part-time and summer jobs.

A hundred years ago, most Americans worked in farming and manufacturing. The development of modern farm machinery and the increasing use of electronic technology in our factories, however, has brought about a change.

By the year 2006, nearly 75 percent of American workers are expected to hold service jobs. In a service job, a person makes a living by providing a service for other people. Your doctor, your teacher, your dentist, and the person who fixes your family's car are all engaged in service jobs.

How Old We Are

To answer the question, "Who are Americans?" you will need to include some information about how old we are. At

different times in our history, the percentage of people in different age groups has varied. The bar graph on this page illustrates this point.

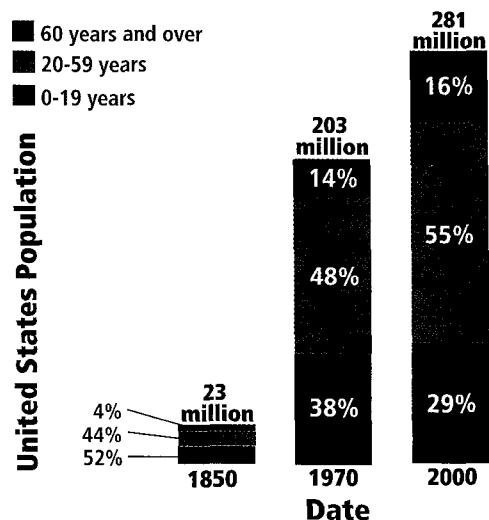
In 1850 more than half of Americans were children. Forty-four percent were in the 20–59 age range, while a very small percentage were of retirement age. How had those statistics changed by 1999?

More Older Americans There are several reasons for the changes in the percentage of the population in each age group. One reason is that improvements in medical care have increased our life expectancy. More and more Americans are living past age sixty. The average person in your age group today can expect to live to be about seventy-six.

Another reason for the changes in the age of our population is the "baby boom" that occurred between 1946 and 1964. During



THE AGES OF AMERICANS



Source: U.S. Census Bureau



The population of older Americans is increasing rapidly. **Diversity** What percentage of Americans was under 20 years old in 2000?



Older Americans make up an increasingly large part of our population. At the same time, the number of children per family is going down.

these years, many American couples had three or more children. Today, the large number of people born during the baby boom has swelled the ranks of Americans in the 36 to 54 age group. Your parents, in fact, are likely to be baby boomers.

Although there are more adults of child-bearing age than ever before, they are having fewer children than did people of their parents' generation. This is one reason why the percentage of younger people in our population has declined.

Population experts predict that by the year 2050, when the members of the baby boom generation will be senior citizens, the number of people sixty-five years of age and

older will have more than doubled. That means that more than one in four Americans will be age sixty-five or older. How do you think our country might change as a result of the aging of our population?

Where We Have Come From

Americans are a people who are known for their **diversity**, or differences, from each other. Our diversity is reflected in our different jobs, home towns, and ages—and especially in our backgrounds. Our backgrounds differ because we are from many different countries and belong to different races.

Peter Ky and his family have been Americans for only a few years. Like their ancestors, the Kys were born in the Southeast Asian country of Vietnam and grew up speaking a Vietnamese language, eating Vietnamese food, and observing the customs of that country. The Kys now think of themselves as Americans whose background is Vietnamese.

Doris's ancestors lived in Africa and were brought to this country as slaves to work on cotton and tobacco plantations. Doris's family has lived in America for almost 300 years, so she considers herself to be an American of African background.

Bernice has a mixed background. Her father was born in Scotland and her mother, in Germany. Bernice is not unusual. Many Americans have ancestors from more than one country or of more than one race.

As you explore what it means to be a citizen of this nation called the United States, it will be useful to look more closely at the diversity of our backgrounds and learn how that diversity contributes to who we are as a people.

Section 1 Assessment

1. **Define diversity**
2. What region of our country has grown the fastest in the last 30 years?
3. What is a service job? Give five examples of service jobs.
4. Why do older Americans now make up a greater percentage of our population than they did in the past?
5. **Analyze** What are some of the important ways in which Americans are diverse?

SECTION 2

America: A Cultural Mosaic

SECTION PREVIEW

Objectives

- Explain why people from other countries come to America.
- Identify the five major groups of Americans.
- Describe how diversity has affected American society.

Building Civics Vocabulary

- **Immigrants** leave one country to start a new life in another.
- Unfair treatment of a group of people is **discrimination**.
- **Racism** is the belief that one race is superior to others.



Focus

America was built by a nation of strangers. From a hundred different places they have poured forth ... joining and blending in one mighty and irresistible tide. The land flourished because it was fed from so many sources—because it was nourished by so many cultures and traditions and people.

—President Lyndon B. Johnson, 1965

America has often been called a nation of **immigrants**, people who move from one country to make their homes in another. Immigrants brought to America the customs and traditions of their homelands as well as their hopes and dreams for a better life. As you read, think about some of the ways in which diversity has both strengthened our nation and caused difficulties.



Until 1954, Ellis Island in New York Harbor was the “Gateway to the New World” for millions of European immigrants.

European Americans

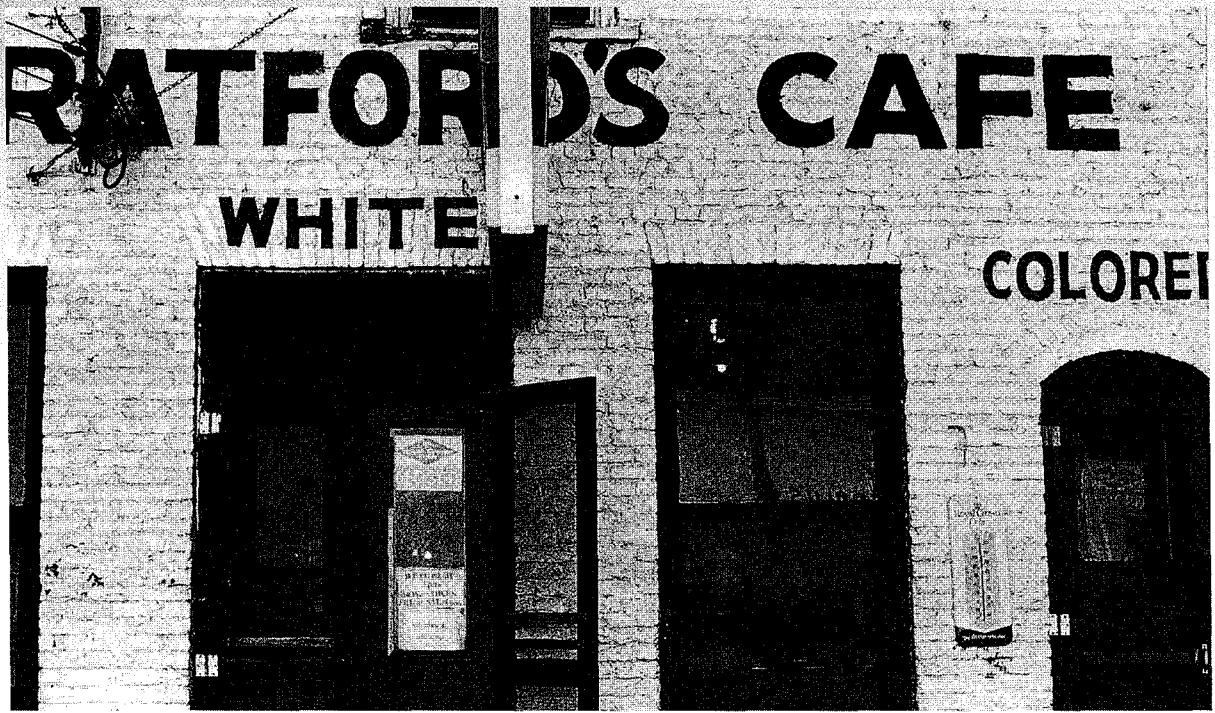
Among the first immigrants to the lands that became the United States were Europeans seeking religious freedom, political freedom, and opportunities to have their own farms and businesses. In the 1600s and 1700s they came mostly from England, Ireland, and Scotland, bringing their language—English—and their traditions of government, which would deeply influence the future nation.

Many settlers also arrived from Germany, France, the Netherlands, and Scandinavia. A majority of these immigrants were

Protestants, although Catholics and Jews also found a haven in the young society.

The years between 1830 and 1920 saw the arrival of waves of Central and Eastern Europeans, including Germans, Slavs, and Russians. Denied political and economic freedom at home, these immigrants, many of them Jews, sought new opportunities in the United States. Meanwhile, Irish, Italians, Greeks, and others suffering from crop failures and lack of adequate farm lands also immigrated in large numbers.

Although European Americans came from the same continent, these immigrants were in



Separate doorways for blacks and whites are a thing of the past. However, black Americans still suffer from other forms of discrimination today.

many ways more diverse than they were alike. For example, they had grown up under different forms of government, and they spoke many different languages. They ranged from highly educated to unable to read or write, and they were accustomed to very different kinds of food, music, and clothing styles. They had different forms of worship. They celebrated different holidays—or the same holidays in different ways.

Immigrants from different European countries tended to settle in different parts of the United States. That is why you may still hear German spoken in Pennsylvania farm towns, attend a Norwegian church in Minnesota, or sit down to a Polish dinner in Chicago.

Although the waves of immigrants from Europe have dwindled in comparison with the past, European Americans still make up the largest segment of our population.

African Americans

Unlike immigrants who came to America by choice, African Americans did not come here voluntarily. Their African ancestors were brought to this country as slaves, beginning in early colonial times and continuing until the slave trade was ended in 1808.

Struggle for Equality The burden of two hundred years of slavery has been a difficult one. Although slavery was ended legally in 1865, it has taken a long time to change the way African Americans are treated.

Both by law and by custom, African Americans have suffered from **discrimination**, the unfair treatment of a group of people compared with another group. Because of discrimination, black Americans have not always had the same rights and opportunities as white Americans.

For many years, in various communities and states, African Americans were barred from voting, from attending schools with white students, and from living in neighborhoods with whites. Many restaurants, hotels, and theaters had signs warning “For Whites Only.” Even public buses had seats reserved for whites, with black riders having to sit or stand in the back.

Discrimination is the result of racism, the belief that members of one’s own race are superior to those of other races. Laws and practices that discriminate against blacks have been outlawed in the United States, but less visible kinds of discrimination persist in our society because of racism.

Since the era of slavery, courageous African Americans have struggled against racism and sought to obtain equal treatment for their people. From the 1960s to the present, inspired by the example of leaders like the Reverend Dr. Martin Luther King, Jr., African Americans in all parts of the United States have called attention to the unequal treatment that their people have received. As a result, opportunities in education, jobs, and housing have expanded.

However, equal treatment for all is a goal that has not yet been completely achieved. Many African Americans live in poverty due to lack of opportunities.

Hispanic Americans

Hispanic Americans share a common heritage from Spanish-speaking countries. (The Latin name for Spain is Hispania.) Many also share a common religion, Catholicism. Hispanic Americans can be of any race. As our nation expanded in the 1800s, it added areas that had been settled mostly by Spaniards and later by people from Mexico, then a Spanish colony. The inhabitants of these regions—including the present-day states of Florida, Louisiana, Texas, Arizona, New Mexico, and California—became American citizens.



U.S. POPULATION BY GROUP, 2000

Group	Population (in millions)	Approximate Percentage of Total
European American	217	69%
African American	36	13%
Hispanic American	35	13%
Asian American	12	4%
Native American	4	2%

Note: Percentages may not add up to 100 due to rounding.
Source: U.S. Census Bureau



Americans come from every continent. **Diversity** Approximately how many Native Americans lived in the United States in 2000?

Today, people from Mexico and the Spanish-speaking countries of Central and South America and the Caribbean make up one of the largest groups immigrating to the United States. Fleeing economic hardship and political persecution at home, they have come seeking better jobs and lives for themselves and their families.

Finding Opportunities Making a place for themselves in this country has been easier for some Hispanics than for others. Those with training in business or other professions have often made the quickest adjustment.

Other Hispanic immigrants find the transition to a new land difficult. Like many European immigrants who came before them, many of these newcomers do not speak English and do not have the skills they need to support themselves in our complex, technologically oriented economy.

Furthermore, like African Americans, they often feel the effects of racism. As a result, many Hispanic Americans can find only low-paying jobs.

Like immigrant groups in the past, and like African Americans, Hispanics are beginning to work together to improve their opportunities. Hispanic labor leaders are pressing for better working conditions, while voters are electing Hispanics to political offices, where they can represent the interests of these new Americans.

Asian Americans

Among the first Asians to come to America were young men from farm villages in southeastern China. They had heard tales of the discovery of gold in California in 1849 and came to North America to make money to send home to their families.

Like others lured by the gold rush, many Chinese set up small businesses to supply the miners' needs. Later arrivals found work building the railroads of the West and working on farms and in fisheries. As Japanese workers began to arrive, they also prospered in farming and business.

Exclusion of Asians The success of these Asian immigrants bred resentment and racism among other groups, who accused the Asians of taking away jobs by working for lower wages. As a result of such protests, laws were passed in 1882 and 1907 prohibiting any further immigration from China and Japan.

The last of these Asian "exclusion" laws were repealed in 1952. Since then, Asians have been coming to the United States in increasing numbers. After 1972, immigrants from the Southeast Asian countries of Vietnam, Laos, and Cambodia began arriving, driven from their homes by the effects of wars and revolutions.

At present there are over ten million Asian Americans living in the United States. Their numbers have nearly doubled in the

last ten years. They speak many different languages and practice a number of different religions—including Christianity, Buddhism, Hinduism, and Islam.

Like Hispanic and African Americans, Asian Americans vary greatly in their educational backgrounds, and thus in the kinds of jobs they can hold. Trained scientists and engineers have made significant contributions to the nation's progress in medicine, physics, and electronics. Meanwhile, other Asian immigrants often struggle to find ways to support their families.

Native Americans

Not all Americans are immigrants or descendants of immigrants. People had been living on the North American continent thousands of years before Columbus and later explorers reached America. Today, descendants of these original inhabitants of our country call themselves Native Americans or American Indians.

These people were themselves very diverse, made up of many groups with differing languages and traditions. Some groups relied on farming, while others hunted, fished, and gathered wild plants to feed and clothe themselves. A few groups built large cities, and others lived in villages or moved from place to place. Different groups had different religious beliefs, and they cultivated different art forms, including pottery, painting, wood carving, and basketry.

When the first European settlers came to our shores, Native Americans often welcomed them and helped them adapt to the unfamiliar conditions they found. As more and more settlers arrived, they began to compete with the Native Americans for farm land and hunting grounds.

Although Native Americans fought for their lands in many bloody battles, they were gradually pushed west, often onto land that was not suitable to their traditional way of life. By the late 1800s, wars with settlers and the effects of the unfamiliar diseases the set-

Actress Promotes Native American Pride

Do you recognize Irene Bedard? Even if you have never seen her face, you may know her voice. She performed the speaking voice of Pocahontas—the Indian who helped English settlers in Virginia—in two popular animated films. This Native American actress also has another well known voice—one which speaks out for Native Americans in the arts.

Bedard, of Inupiat Eskimo and Canadian Cree heritage, grew up in Alaska. She recalls that as a child she watched neighborhood children playing cowboys and Indians. “Nobody wanted to be the Indians because they were the bad guys. This image of Native Americans was one children picked up very early from movies and TV.”

After attending drama school in Philadelphia, Bedard moved to New York

City where she acted in many plays and helped start a theater company that presented plays by and about Native Americans. “We started the group,” says Bedard, “because we were frustrated by very stiff, unrealistic depictions of Native Americans in movies, TV, and other media.”

Bedard has starred in several movies, including



Lakota Woman, which tells the story of a 1973 Native American protest at Wounded Knee, South Dakota. “What was so great about *Lakota Woman*,” says Bedard, “was that it showed the character’s pride in her culture and depicted Native Americans today.”

As Bedard gains experience and fame, she continues working to draw attention on the richness of Native American culture. Bedard believes that as more Native Americans have a chance to write and produce their own movies, there will be “more films about who we are now, who we were, and who we have always been.”

Active Citizenship

In what ways has Irene Bedard worked to promote a greater understanding of her heritage?

tlers brought with them had taken their toll, and many thousands of Indians had died. Today, about two million people are Native Americans, a very small percentage of the population of what was once their homeland.

Living in Modern America Trying to balance their religious and social traditions with efforts to support themselves in our modern society poses a great challenge to Native Americans today. They are meeting

Just as thousands of tiles fit together to form a mosaic, so all the diverse individuals and groups in the United States fit together to form our nation.



this challenge in a number of ways. For example, some groups are developing oil and other mineral resources on their lands, while others are building tourist businesses. Many groups are pressing the government for greater control of their reservation lands and for payments for lands illegally taken from them when treaties were broken.

Many Native Americans realize that to prepare themselves for the future, they must overcome the handicaps of poverty and lack of education. Thus, there has been a steady increase in the number of Native Americans seeking higher education in business, medicine, law, education, and other professions, through which they can contribute to the progress of their people and their nation.

The American Identity

In this description of Americans, you have again seen that we are a very diverse people. America is often called a “melting pot.”

This term reflects the idea that people from all over the world came here and melted into American society, giving up the heritage of their native lands. Most immigrants participate in the American way of life.

However, many immigrants have continued to speak their native language in their homes and with friends, and to follow their native customs. You can see evidence of these diverse customs in the wide variety of international foods we can buy. Throughout the year, parades celebrate the special days of different nationality groups: St. Patrick’s Day

for the Irish, Columbus Day for the Italians, Chinese New Year. Radio and television stations broadcast in a variety of languages.

Such examples of our cultural differences make clear that Americans have not melted together to form one identity. Instead of giving up our separate cultures, we have retained parts of them and, in the process, have enriched American culture as a whole.

The American Mosaic Have you ever seen a piece of mosaic (moh ZAY ik) artwork? A mosaic is made of small tiles of different sizes, shapes, and colors. When they are all fitted together, these diverse tiles create a whole picture.

Like mosaic tiles, all the diverse individuals and groups in the United States fit together to form a whole nation. Thus, when we ask ourselves, “Who are Americans?” we may answer that they are part—not of a melting pot—but of a mosaic in which each different tile is an essential part of the picture. That picture is American society.

Section 2 Assessment

1. **Define** immigrants, discrimination, racism
2. List and explain four reasons why people from other countries came to America.
3. What are the five major groups of Americans? What do members of each group have in common?
4. **Apply** Think about your school and community and what you see in newspapers and magazines and on television. What evidence can you find that American society is a mosaic made up of contributions from many cultures?

SECTION 3

The Values That Unite Us

SECTION PREVIEW

Objectives

- Describe how American values continue to attract immigrants.
- Define the basic values that unite us as a nation.
- Explore why our society does not always reflect our ideals.

Building Civics Vocabulary

- **Beliefs** are ideas that we trust are true.
- **Values** are our standards of behavior.
- With **equality**, everyone has the same rights and opportunities.
- **Freedom** is the opportunity to make personal and public choices.
- Every American has the right to **justice**, or fairness.



Focus

Each American is part of the cultural mosaic that makes up American society. As you have learned, we are a diverse people.

Despite our differences, we have survived as a nation for more than two hundred years. What unites us as one people, one nation?

Americans are held together by certain shared beliefs and values. **Beliefs** are certain ideas that we trust are true. **Values** are our standards of behavior. Values help us decide how we should act and how we should live our lives. They are the guidelines for how we should treat each other. Shared beliefs and values form the glue that keeps our cultural mosaic together.

Equal Respect: The American Dream

The beliefs and values on which our nation was founded have attracted many of the immigrants who have chosen to make their homes in the United States. Peter Ky remembers when his father first spoke of leaving Vietnam:

“My father was discouraged by how hard life was for us in Vietnam. We had so little freedom and so few opportunities to improve our lives. My father said that in America, people

were treated with respect and dignity. We would have a chance to make a good life for ourselves there.”

Mr. Ky’s dream of a better life in America is based on a basic American belief: that everyone, regardless of age, sex, race, wealth, opinions, or education, has worth and importance. We believe that all people—unique tiles in our cultural mosaic—deserve the same chance to realize their full potential and to contribute their talents and ideas to society. In other words, every person has the right to be treated with equal respect.

Basic American Values

The American belief that all people deserve equal respect is supported by three basic values: equality, freedom (sometimes called liberty), and justice. To see what these values mean, consider the experiences of Doris Hollingsworth. Doris, an African American woman, often relied on these three values to support her efforts to gain equal respect as a computer analyst, which is traditionally a white, male occupation.

Equality Equal respect is based on the belief that every person can contribute to society. In order to make this contribution, each person must have the same rights and opportunities in life as any other person. The condition of everyone having the same rights and opportunities is called **equality**.

Doris Hollingsworth learned that even though equality is one of our basic values, equal opportunity is not always available in America. She recalls:

“Job hunting was tough at first. I thought I’d never get that first interview. Then, when I walked into the room, the interview committee—all white men—looked at me and then at each other as if to say, “We knew she was a woman, but black, too?”

Facts & Quotes

Equality, Freedom, and Justice

Throughout our history, Americans have cherished the three basic American values. We read about them. We recite them. We even sing songs about them. Here are some lines that may be familiar to you. Do you know where they come from?

1. “let freedom ring”
2. “all men are created equal”
3. “with liberty and justice for all”
4. “the land of the free”
5. “sweet land of liberty”
6. “to establish justice...and secure the blessings of liberty”

Answers: 1. “My Country ‘Tis of Thee,” 2. Declaration of Independence, 3. Pledge of Allegiance, 4. “The Star-Spangled Banner,” 5. “My Country ‘Tis of Thee,” 6. Preamble to the Constitution

I didn't get the job, and I have a strong feeling that my being a black woman had something to do with it. ”

Doris's experience is not uncommon. Even though discrimination because of race or sex is against the law, it still affects the lives of many people.

In this chapter you have learned just how varied the backgrounds, lifestyles, and occupations of Americans can be. Everyone has different skills and abilities. You may be a natural at math, for example, while your friend's greatest talent is on the soccer field.

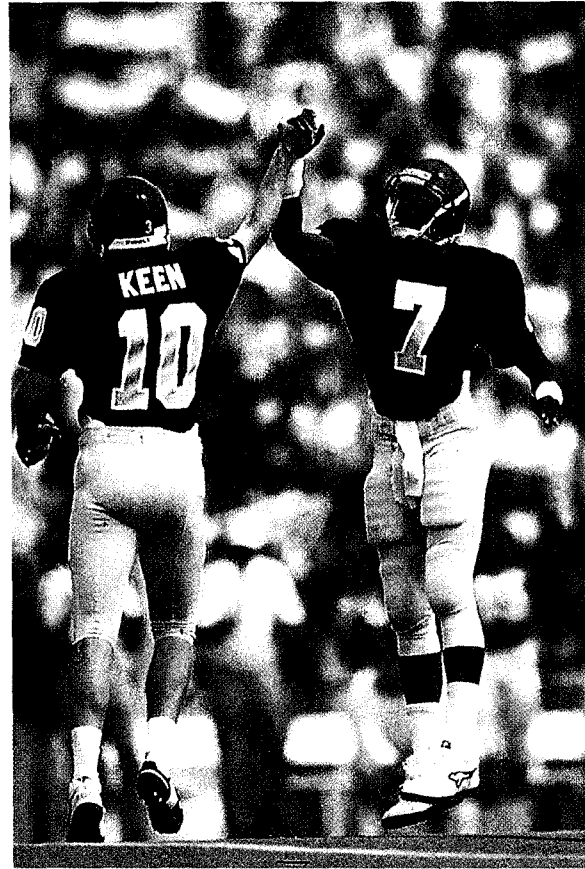
Our opportunities in life may be limited by our abilities. Your friend may be less likely to get a job as a math teacher than you are. Our opportunities may also be limited by our energy and interests. Although your friend could have a career as a soccer player, he or she might not like training so hard and traveling so much. However, our race, sex, religion, background, and opinions should not be used to deny us an equal chance to succeed in life.

Doris, confident of her ability and training, knew she had the right to an equal opportunity. Says Doris:

“I didn't give up. I had interviews at many companies. Then I finally landed a job with a company that judges me by the quality of my work, not by the color of my skin or by my sex. It feels good to work where I'm treated as an equal. ”

Freedom When you try to define freedom, you may explain that it means having the ability to say what you want, go where you want, choose the friends you want. Doris knows that freedom also means being able to choose where you want to work and with whom. She says:

“Thinking back on that first interview, I know I wouldn't have accepted the



Working and playing together on the football field, these athletes have an equal opportunity to develop their talents and skills.

job even if it had been offered to me. I just didn't feel comfortable with the men on that committee. It was good to know that I was free to look for a job that I felt better about. ”

If you believe in equal respect, you give the same freedoms to others that you expect for yourself. However, you must not be so free in your actions or beliefs that you interfere with someone else's freedom.

For example, you are free to listen to music you like. However, if you walk down the street playing your favorite CD at full volume, you may interfere with the right of

other people to stroll quietly or listen to their own music. Can you think of another situation in which your freedom is limited because of respect for others' freedom?

Justice The third basic value, justice, can also be thought of as fairness. Equal respect includes the idea that every person deserves to be treated fairly. For example, you should not be paid more or get better grades or a better job because of your race, sex, or connections to powerful or well-known people.

Justice, however, does not require that people always be treated the same. In the work place, for example, people with greater skills and experience are rewarded with more pay or responsibility than those with fewer skills or less experience. Differences in pay are considered fair if they are based on differences in skill and experience.

When Doris was hired, she became the newest employee in the company. She made less money than employees who had worked there longer and were more experienced. As Doris continued to work for the company, she gained experience and showed her ability to do a good job. Her pay was then raised to match that of people with equal experience and performance.

Citizens and the American Ideal

The glue that holds American society together is our shared belief in equal respect and in values such as equality, freedom, and justice. These beliefs and values form an ideal, or model, of the kind of nation we want the United States to be. We judge our society by how well we are living up to this ideal.

An Imperfect Society Our history and the headlines in our daily newspapers show that we do not always achieve our ideal. Peter Ky found that his first few years in the

United States were sometimes difficult. In Vietnam he had been told that everyone in America enjoyed freedom and equality. However, he found out that this statement did not always represent the truth.

Peter recalls something that happened when he was nine years old and had been in his new homeland for only one year.

“I was out in the street playing with some kids. Two older boys began choosing teams for kickball. The other kids begged to be picked. My English wasn’t so good, so I kept quiet. Finally, I was the only one left to be picked—and I was the only Asian in the bunch. The two boys stared at me. “You take him,” one said, pointing at me. “Forget it,” the other replied. “I don’t want him on my team.” He looked at me. “What’s the matter?” he jeered, “Don’t you speak English?” Then he pulled at the corners of his eyes, to make them slanted, and laughed. I ran home cry-



Although the society around them is imperfect, young people like these can live the American ideal by treating each other with equal respect.

ing. That was my first experience with racism. I'll never forget it. Never. ”

Peter Ky's story illustrates that, while our nation is held together by the belief in equal respect for all, everyone does not live according to this ideal. The difference between the ideal of equal respect and its reality shows us the work that still needs to be done to ensure that the rights of all Americans to equality, freedom, and justice are protected.

Section 3 Assessment

1. **Define** beliefs, values, equality, freedom, justice
2. What are the three basic American values?
3. Give an example that shows someone not being treated with equal respect.
4. **Synthesize** How does the ideal of equal respect make it possible for the diverse individuals and groups in the United States to live together as one nation?

Extending the Chapter

Global Views

Americans represent a mosaic of peoples from nearly every land. If each of us traces our roots back in time, we may end up in a Chinese city, an Italian seaport, an African village, a Mexican town, or any of a thousand other places. Compared to American Indians, who have called this home for over 10,000 years, other Americans are newcomers. Whether our ancestors arrived 400 years ago or 4 years ago, most came from somewhere else.

People are still leaving their homelands in search of better lives. Many are refugees from wars or have fled to escape persecution. Others look for jobs in nations with booming economies. While many come here, others go to countries such as Germany or Saudi Arabia.

Any country that accepts many immigrants faces the challenge of fitting them into its society. Immigrants contribute to a country's economy and culture, but the host country must provide services such as housing, transportation, medical care, and education. A healthy economy

makes it easier to provide such help. But if many citizens are unemployed, they may resent immigrants as competitors for jobs and government services.

Despite the problems that arise, immigration brings many benefits. Immigrants' skills and hard work improve the economy, as new ideas, products, and technologies are exchanged. The host country is enriched by a greater variety in music, dance, literature, and film.

Although many other countries have a mosaic of peoples, no other nation is as varied as ours—shaped by native peoples, slaves, immigrants, and their descendants. Diverse backgrounds have often led to conflict, but we have unity as a country because we share common political, legal, and economic systems. These systems reflect the shared values and ideals that hold us together as a nation. The benefits that come from the ideal of equal respect make it possible for diverse individuals to live and work together.

DECISION MAKING SKILLS

How to MAKE A GOOD DECISION

Picture yourself in the following situation: You leave school on Friday, thinking about a long report that is due Monday. Suddenly some friends remind you that the money for the school candy sale has to be turned in on Monday. When they ask if you can help sell candy, you say that you are not sure because you have homework to do. They reply, "Well, let us know when you are through making up your mind."

"Making up your mind" is another way of saying "making a decision." You make decisions, or choices, every day. Some, such as deciding what to have for breakfast or which movie to see, are not very important. Others, as in the situation above, should be carefully thought out. Unfortunately, people sometimes put little thought into making important decisions. They might choose friends or school activities almost as quickly as they pick a cereal for breakfast.

Explain the Skill

Important decisions should be carefully thought out because the quality of your life may depend on them. Good decision making is a process that includes two main parts:

Choosing: Setting a goal—deciding what it is you want, and then selecting the best way to achieve it.

Taking Action: Planning how to take action and then doing what you planned.

Making good decisions is an important part of being a citizen because your choices may affect your family, friends, relatives, neighbors, fellow students, and other people in your community.

Analyze The Skill

You have read that we are largely a nation of immigrants. In the following account, Carlos Lopez, an immigrant from Latin America, explains how he and his wife decided to move their family to the United States. Think about what specific steps they went through in making their decision.

Food was scarce in our town, and prices were going up fast. Conditions at the sugar company where I worked were very bad. When we went on strike, many of us were put in prison. My wife, Maria, joined a group that was protesting cruel treatment of prisoners and worked for my release. After opponents of this group killed several members, Maria was terrified. She feared that our house was being watched and that our children might be hurt.

We wanted our children to live comfortably, to get a good education, to have opportunities to earn a good living, and to enjoy peaceful lives. We had to decide how to achieve these things. After I was released from prison, we listed options and carefully considered each one.

One option was to stay where we were, hoping that conditions would change. Maria could earn money by washing clothes. However, there was no work for me. I could have joined a group fighting against the government, but I refused. Even though they promised to provide food and protection for my family, I did not believe in using violence.

If we moved to the city, I would have a better chance of finding a job. However, in the city people who protested cruel treatment of prisoners were threatened and often killed. We had already received death threats.

A third option was to move to the United States. The journey would cost us our home and all our savings, and we would leave behind our friends. Also, our children might have difficulty learning English, and we might

have trouble finding jobs. Still, we knew that Americans were friendly to people like us. Also, Maria and I already knew some English, and our children would have a chance for a good education and a prosperous life. We decided to move to the United States.

After deciding what to do, we had to plan how to do it. To get money, I sold our furniture. Maria wrote to some American friends who agreed to help us get permission to enter the United States. We figured out how to travel there and where to live.

We thought we could stay in our country while waiting to hear from our American friends. However, when we were questioned about our protests, we feared that any delay would cost us our lives. Therefore we traveled to Mexico.

After many weeks our permits to stay in Mexico were about to run out, and we still had not received permission to enter the United States. I contacted our American friends, who arranged for us to meet government leaders in Washington, D.C. After describing our problem, we were granted permission to live in the United States.

Now that we are living in America, we have looked back at how we decided to come here. We realize now that we did not think about the possible effects on our relatives. We worry that the same people who threatened our lives might threaten theirs. Our relatives face a long struggle for equal respect and justice.

If we had to make the decision over again, we would consider the effects on our relatives. However, we would probably still make the same choice. In the United States we have the best chance of being treated equally and fairly. We have found jobs and are living with friends until we can find a place of our own. School is hard for our children, but they are learning quickly. Our goal of giving our children productive, peaceful lives has been achieved.

Skill Assessment

Now that you have examined how Carlos and Maria Lopez made their decision, answer the following questions.

1. What goals did they set? What caused them to set these goals?
2. What options did they consider as ways to achieve their goals?
3. What actions did they take to achieve their goals?
4. In considering the first option, which did Carlos and Maria identify? Explain your answer. **(a)** only good points **(b)** only bad points **(c)** good and bad points
5. In considering the second option, which did Carlos and Maria identify? Explain your answer. **(a)** only good points **(b)** good and bad points **(c)** only bad points
6. In considering the third option, what did Carlos and Maria decide? Explain your answer. **(a)** the good points outweighed the bad points **(b)** they would automatically choose it because the other options were unacceptable **(c)** they should seek the advice of their relatives
7. In taking action to achieve their goals, which of the following did Carlos and Maria not do? **(a)** adjust their plan when the situation changed **(b)** decide what they needed in order to get out of the country **(c)** postpone making plans about where to live in the United States
8. Describe the two main parts of decision making.
9. To make good decisions, there are a number of steps you should take. Name one of them and explain why it is important.

How to READ A BAR GRAPH



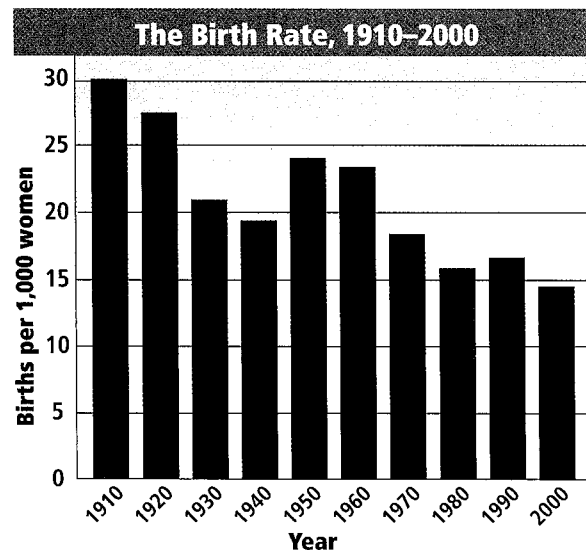
Use the *Simulations and Data Graphing CD-ROM* to create and interpret graphs.

In this chapter, you read about some of the ways the American population is changing. Bar graphs provide an excellent way to present population data in a visual and easy-to-read format.

Explain the Skill

When you read a bar graph, first determine the subject of the graph by reading its title. Read the title of the bar graph below—The Birth Rate, 1910–2000. The birth rate is the number of babies born each year per 1,000 women.

What is being measured by this graph? To figure this out, study the graph's labels. Bar graphs usually have labels on both the vertical axis (up-and-down) and horizontal axis (side-to-side). On this graph, the number of births is shown on the vertical axis.



Source: U.S. Bureau of the Census and National Center for Health Statistics

The horizontal axis identifies the years covered by the graph. Each bar in the graph represents the average number of births that occurred in a given year. In 1970, for example, an average of 18.4 babies were born each year for every 1,000 women.

Analyze the Skill

“What conclusions can I draw from this graph?” To answer this question, study the height of the bars in the birth rate graph. The height of the bars will reveal trends, or patterns that occurred over a long period of time. Overall, you can draw the conclusion that the birth rate fell during the first third of the twentieth century, then rose during the middle third, then fell again in the last third, reaching a low point at the end of the century.

Skill Assessment

Use the bar graph on this page to answer the following questions.

1. During what year shown on the graph did the birth rate fall to its lowest level? How does the birth rate during this year compare with the highest rate?
2. Between 1930 and 1945 the United States went through the Great Depression and World War II. How did these events affect the nation's birth rate?
3. After World War II ended in 1945, the United States experienced a baby boom, or rapid rise in the number of babies born. About how long did the baby boom last?
4. Looking at the graph as a whole, would you say that the birth rate has generally gone up or down since 1910?

CHAPTER 1 ASSESSMENT

Building Civics Vocabulary

The vocabulary terms in each pair listed below are related to each other. For each pair, explain how the two terms are related.

Example: *Freedom* is related to *justice* because both are basic American values.

1. *immigrants* and *diversity*
2. *freedom* and *values*
3. *discrimination* and *equality*

Reviewing Main Ideas and Skills

4. Describe three ways in which the population of the United States has changed over the years. Explain why each type of change has occurred.
5. Explain how the experiences of people in each of the following groups are both similar and diverse. (a) European Americans (b) Hispanic Americans (c) Native Americans
6. What are some ways that African Americans, Asians, Hispanics, and Native Americans have been treated unfairly?
7. **How to Make a Good Decision** Suppose you have to decide what to do during the upcoming summer. How would you go about making this decision?
8. **How to Read a Bar Graph** What can you determine by reading the labels on the vertical axis and horizontal axis of a bar graph?

Critical Thinking

9. **Drawing Conclusions** What are the advantages of immigration and diversity? The disadvantages?
10. **Analyzing Ideas** Why is racism in conflict with the ideal of equal respect?

11. **Linking Past and Present** Which three basic values have helped the United States survive for over 200 years? How have they helped unite Americans?

Writing About Civics

12. **Writing a Speech** Suppose you are running for school president and you have to give a speech on the subject "Why is it important to treat each person with respect?" Write a short speech dealing with this issue. Use at least four of the following terms: freedom, justice, equality, discrimination, immigrants, diverse.

Citizenship Activities

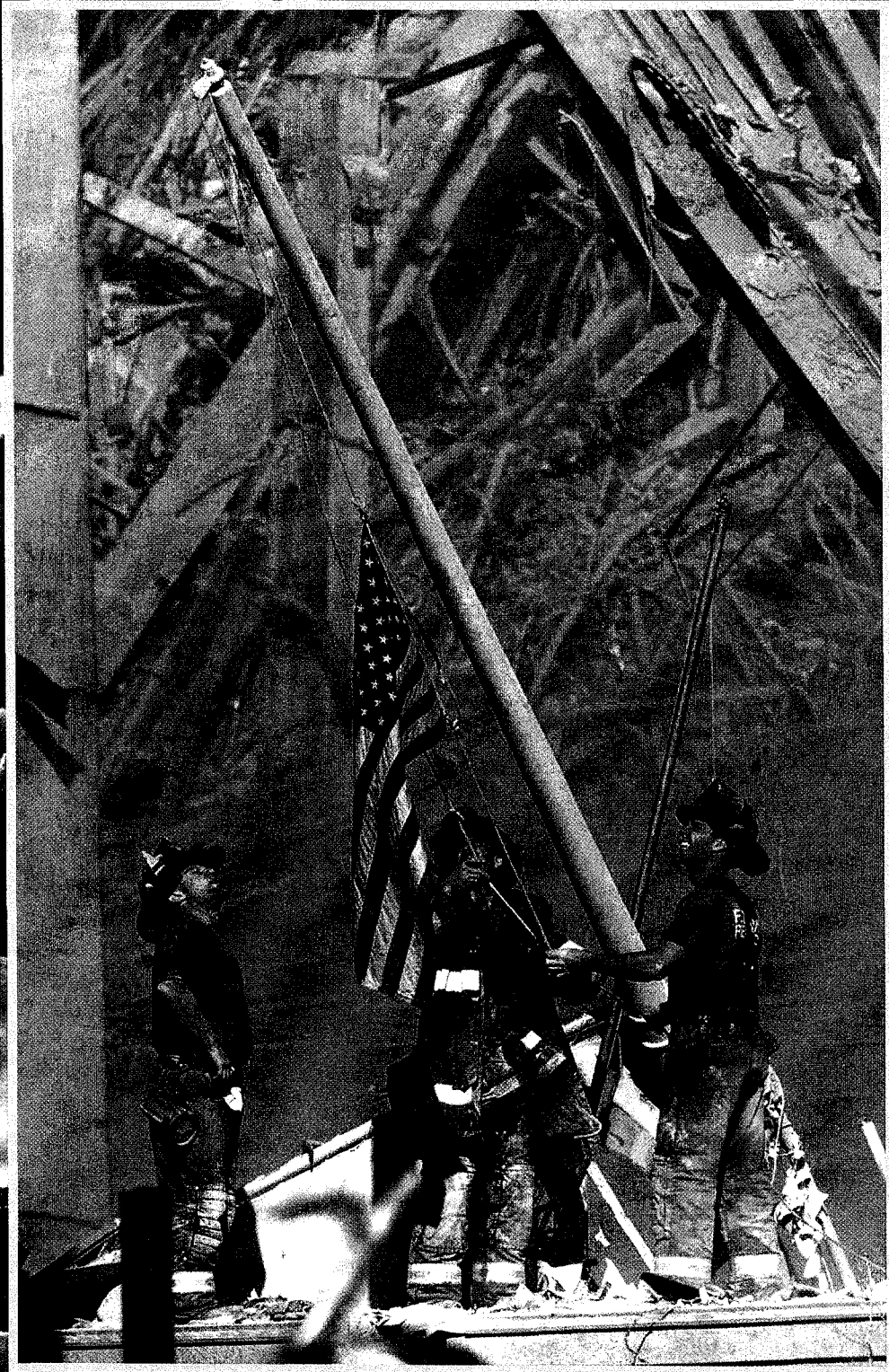
13. **Your Local Community** Visit your local supermarket and find the international or foreign foods section. Make a list of all the foods you see that are associated with a different country. Group these foods according to their country of origin.



Take It to the NET

Access the Civics: Participating in Government Internet site at **www.phschool.com** for the specific URLs to complete the activity.

Explore online information on your state's population. Has it increased or decreased over the last fifty years? Create a chart showing any changes in the population of your state over the last fifty years. How might this change affect your state? If the population of your state has not changed significantly, explain why this might be so.



CHAPTER 2

American Society and Its Values

Citizenship and You

On September 11, 2001, Americans reacted with horror when terrorists struck at targets in New York City and near Washington, D.C. Using hijacked commercial airplanes as their weapons, the terrorists crashed into both towers of New York's World Trade Center and plowed into part of the Pentagon—the headquarters of the nation's Department of Defense. A fourth hijacked plane crashed in a field near Pittsburgh, Pennsylvania. Approximately 3,000 people lost their lives in these attacks.

Americans responded to the tragedy with an outpouring of support for the victims, their families, and the rescue workers at all three sites. Many gave blood or donated money and supplies to relief agencies. The country stood united in its grief. As American citizens struggled to make sense of the terrible events and mourned the losses, a new sense of patriotism and unity swept the nation. American flags appeared on homes, cars, businesses and public spaces. Signs with the words "United We Stand" appeared. Both the flags and the slogan became symbols of the nation's determination to seek justice, uphold American values, and emerge from adversity strengthened and whole.

What's Ahead in Chapter 2

Following the terrorist attacks, Americans came together in groups to support each other and to offer help. In this chapter you will read about why people belong to groups and how groups influence what we believe and how we act.

Section 1 Groups and Institutions

Section 2 Family, Religion, and Education

Section 3 The Economy

Section 4 Government



Keep It Current

Items marked with this logo are periodically updated on the Internet. To keep up-to-date, go to www.phschool.com

Citizen's Journal

Many people found that the events of September 11, 2001, deepened their appreciation for their country and its values. Write a paragraph in which you describe the American values that are most important to you.

SECTION 1

Groups and Institutions: Meeting Needs and Sharing Values

SECTION PREVIEW

Objectives

- Explain why people form groups.
- Describe the five major social institutions.

Building Civics Vocabulary

- **Rules** are specific expectations of what our behavior should be.
- **Socialization** is the process of learning how to participate in a group.
- **Social institutions** are systems of values and rules that determine how our society is organized.



Focus

Everybody has needs. For example, people have physical needs for such things as food and shelter. They have emotional needs such as the desire for love and companionship. They have spiritual needs for answers to questions about the purpose of life and what happens after death.

People form groups to satisfy many of their physical, emotional, and spiritual needs. Of course, simply being born makes you a member of some groups, such as your family, a particular religion, and a nation. You are required to join other groups, such as a school, and you choose some groups, such as clubs and circles of friends. In any case, groups meet particular needs in people's lives. By looking at an informal group—a group of friends—it may be easier to understand how groups meet our needs and how they influence our values.

As you read, it is important to remember the difference between values and rules. Values are standards that guide our behavior. Rules are specific expectations about what our behavior should be. Rules are based on values. Because our society holds the value that education is important, for example, our schools have made certain rules that help students become educated.

A Group of Friends

Peter Ky's best friends are Alex and Carol. The three of them spend a lot of time together. They have this to say about their friendship:

Peter:

I trust Carol and Alex. They've helped me when I've been down. They listen and let me be myself.

Carol:

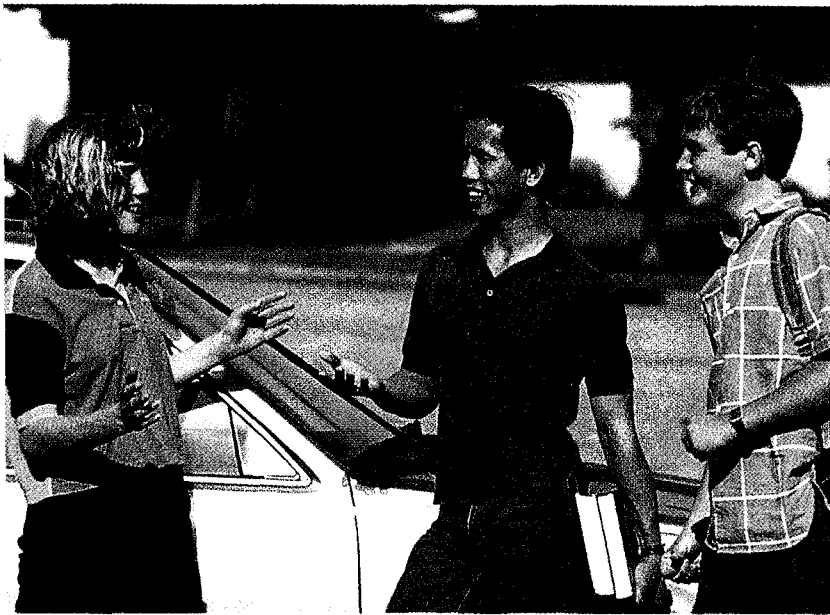
These guys make me laugh. But I also know that when things get bad, they'll be there to help me out.

Alex:

Without Peter and Carol, I'd have no one to go to the beach with or to call for biology notes.

As a group, Carol, Alex, and Peter's goal is to provide each other with companionship and a sense of belonging. This goal can be expressed as a value: it is important to be a good friend. The group has two other values: it is important to help your friends, and you should let members be themselves.

These values are the basis of unwritten rules—friends take time to listen to each other, and friends share expenses. Following these rules ensures that Alex, Carol, and Peter remain friends and thus continue to meet their needs for companionship and a sense of belonging.



A group of friends shares common values and rules of behavior. A new member will need to learn these rules.

Becoming a Group Member The process of learning how to participate in a group is called **socialization**. Socialization also means learning to accept the values of a group and learning the rules for behavior within it. A new girl in school, Melissa, went through the process of socialization when she joined Peter, Alex, and Carol's group.

Melissa met Peter, Alex, and Carol in biology class, and she quickly became a regular in their group. The friendship ran into trouble in one area, however. "I was kind of thoughtless when they first met me," remembers Melissa.

On one occasion, Melissa agreed to meet her new friends at the beach at two o'clock. She did not take the meeting time seriously and finally showed up just before four. Alex tells what happened next:

"She was so cool about being late, it really got us mad. We had been worried about her. Peter had to be back at work by five o'clock. Our afternoon was ruined. We told her that if she was going to be late, for no good reason, she could go to the beach alone next time. Then she got mad and stormed off."

Without realizing it, Melissa had run into one of the group's important values: being a good friend means being considerate. One of the rules based on this value is that everyone should show up for activities on time. Melissa had broken this rule, which brought her into conflict with the group.

Melissa missed her friends. "I called them," relates Melissa. "I told them that I was sorry and that I would really try to watch the clock better." Melissa's need for friendship led her to accept the group's values and to agree to change her behavior. By socializing new members, groups can continue to meet their members' needs.

Groups, then, have a powerful influence over your behavior and beliefs. Think of all the groups to which you belong, such as friends, teams, and clubs. Much of your life is shaped by these groups.

Institutions That Affect Us All

Although groups are important, they do not satisfy all of our needs. For example, they do not provide food or products such as clothing and houses. They do not make laws or help govern our society.

These functions, which groups are unable to perform by themselves, are taken care of by social institutions, systems of values and rules that determine how our society is organized. Five major social institutions in our society are the family, religion, education, the economy, and government.

Every society needs these five institutions in one form or another. Social institutions not only satisfy needs and teach values, they also provide a framework within which groups and organizations can exist.

Your family, for example, is a group. This group is part of the institution of the family, which provides the framework for how a family is set up and how it works in our society. Parents do not just make up the ideas that they will raise their children and that they will have the power to make rules for their children's behavior. These ideas come from the institution of the family.

In Chapter 1 you learned that shared values make it possible for Americans to live and work together as a society. It is through the process of socialization in our five social institutions that we learn those values.

Section 1 Assessment

1. **Define** rules, socialization, social institutions
2. What are some of the reasons that people join groups?
3. What are the five major social institutions?
4. **Apply** Think of several groups to which you belong. What needs of yours does each group meet?

SECTION 2

Family, Religion, and Education: Society's Training Grounds

SECTION PREVIEW

Objectives

- Identify ways that families meet their needs.
- Explain why religious groups are important to many people.
- Describe why our society provides schools.



Focus

The institutions of the family, religion, and education play very important parts in shaping the behavior and the values of the members of society. As you read this section, think about how these institutions affect you and the people you know.

The Family: Your First Institution

The family is the most basic institution in any society. From birth you depend on your family to provide you with food, clothing, and shelter, and to give you a sense of security and belonging. Your family also teaches you many of the values you need to participate in society and contribute to it.

What is a family? Many Americans think of the typical family as a husband at work and a wife at home with two or three children. Today, however, only about one in twenty American families fits that picture.

Many changes have taken place in the American family over the past century. Families are now smaller. As the cost of raising and educating children rises, and as more women work outside the home, couples are deciding to have fewer children, or none.

Even the typical family structure of father, mother, and children is changing. Because divorce is increasingly common, and more unmarried mothers are choosing to raise their babies alone, many families consist of a single parent—either a mother or a father—and one or more children. Some families are “blended families” made up of adults and their children from previous marriages. Children whose parents are not able to care for them may become part of other families through adoption or foster care.

Almost any arrangement of children living with adults who meet their physical and emotional needs can be considered a family today. That family plays a very important part in preparing the children to take their place in society.

Meeting Needs Imagine moving to a distant country where the people speak a language you do not understand. You cannot read the billboards, street signs, or newspapers; they are written in a language that uses an alphabet completely different from your own. The air is filled with sounds and smells you do not recognize. You feel completely confused.

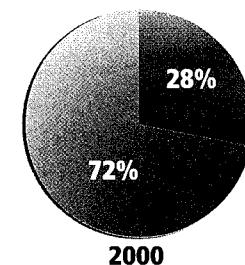
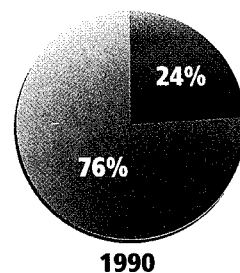
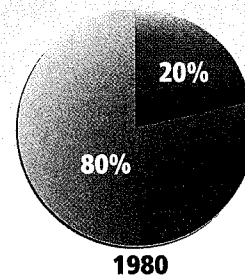
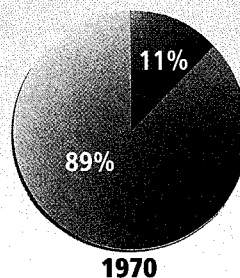
Peter Ky had this experience when he first arrived in San Francisco. “Coming to America from Vietnam terrified me at first,” Peter remembers. “Everything was so strange. I couldn’t talk to anyone. I didn’t know how to act.” Luckily, he was not alone. “I had my family. We gave each other a lot of support. And we made it. We survived.”

Peter’s comments illustrate that your happiness depends on whether or not you feel secure. Feeling secure includes believing that you are safe and that you will be protected and cared for. You also need to have a sense of belonging, which is the knowledge that you are important and that no one else could take your place.



FAMILIES WITH CHILDREN UNDER 18

■ One-parent families
■ Two-parent families

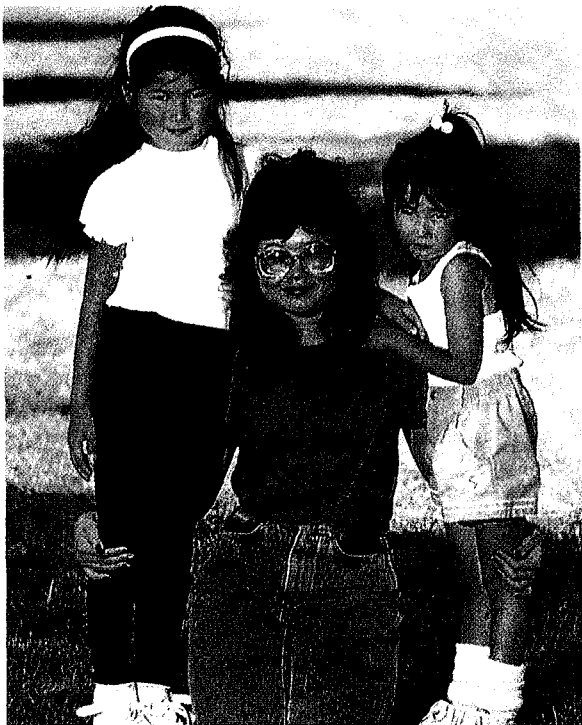


Source: U.S. Bureau of the Census



The percentage of one-parent families rose during the last 30 years of the twentieth century. **Diversity** What percentage of families with children under 18 had two parents in 1980?

Your family can meet these needs. It can provide you with a safe, secure environment in which to grow and learn. It can act as an “anchor point”—a support base—while you learn to become an independent, contributing member of society.



There are many types of families in the United States. A growing number of families are made up of one parent with several children.

Rules of Daily Life The family is the first group to which you belong and from which you learn many of the rules that govern daily life. Here is a list of some of the rules that a teenager might learn at home:

- ★ *Do* take out the garbage.
- ★ *Do* keep your room clean.
- ★ *Do* be polite to adults.
- ★ *Do* finish your homework.

- ★ *Do not* use bad language.
- ★ *Do not* leave the kitchen a mess.
- ★ *Do not* let the dog loose.
- ★ *Do not* use the phone too much.

Such rules reflect a set of values that parents think their children ought to live by: being responsible, clean, and respectful of others.

Every teenager has experienced punishments for breaking such rules. Being “grounded” for staying out too late is probably a familiar one. Of course, there are rewards for following the rules, too, such as praise from your parents, and being given more freedom.

How the Family Benefits Society The rules of conduct you learn at home do not disappear when you step out the door. For example, your parents have taught you to put trash in the garbage can rather than let it pile up on the floor. Society has created similar rules called laws. If you toss your soda can out of the car window, for instance, you are breaking the rule against littering.

This simple example illustrates the point that rules established within the family often reflect the values held by society as a whole. In a real sense, the family benefits society by serving as a kind of training ground for adults-to-be.

Religion: A Source of Support and Guidance

Although not everyone in America belongs to a religious group, the institution of religion plays an important part in our society, as it has in societies throughout history. Religion meets important individual needs, such as the need for comfort in times of sorrow, and the need to find answers to spiritual questions about the meaning of life and death.

Like the family, religious groups can also give people a sense of belonging—in this case a feeling of being part of a community of people who have similar goals and similar ways of looking at life. Religions provide people with moral standards that they can use to judge right from wrong and to decide how they should live their lives.

Two Friends Inspire Their Community

One morning in 1989 two suburban women sat in a fast-food restaurant in Raleigh, North Carolina, waiting for their sons to finish a soccer game. As Jill Staton Bullard and Maxine Solomon watched, workers threw out dozens of unsold breakfast meals. "All that good food wasted," Solomon remembers saying.

But the friends did more than just talk. Together Bullard, who is Christian, and Solomon, who is Jewish, founded the Interfaith Food Shuttle. "In the beginning," said Bullard, "we just wanted to get this great food to people who needed it."

The women began picking up donations and delivering them to a downtown soup kitchen. At first, though, they found only two restaurants willing to give them leftover food. Most feared a loophole in North Carolina's Good Samaritan

law that made them responsible if anyone became ill from eating the food.

In 1992 Bullard worked to convince the state legislature to insure protection of food donors. Once the law was changed, donations of food increased. Over time, not only other restaurants, but grocery stores, airlines, hospitals, hotels, and even the farmers at the state's huge Farmer's Market have joined the Food Shuttle's pick-up program.



Volunteers now collect as much as 10,000 pounds of perishable food a day, distributing it to over 150 food pantries, soup kitchens, homeless shelters, and community centers in local housing projects.

"As it has grown, the Interfaith Food Shuttle has lived up to its name," says Solomon. "We depend on our regular volunteers from church and synagogue youth groups to bag groceries and distribute food."

"Our religions teach us to respect the dignity of every human being," Bullard adds. "Religious faith involves hope and when we give of ourselves to help others, that is certainly a hopeful act."

Active Citizenship

How do the actions of Jill Staton Bullard and Maxine Solomon reflect their religious values?

A Sense of Community Bernice Kelman cannot imagine life without her church. It helps to draw the members together, giving them a sense of belonging to a community that can support them in times of trouble. Bernice says:

"Church keeps us busy. We have services on Sunday and on Wednesday evening. We have youth groups for the kids, women's circles, even a men's choir."

We know we can count on each other, too. Last year the Smith family lost everything—their house, barn, and crops—in a tornado. At church the following Sunday, we took up a collection. The next week, members of the church rebuilt the Smith's barn. ”

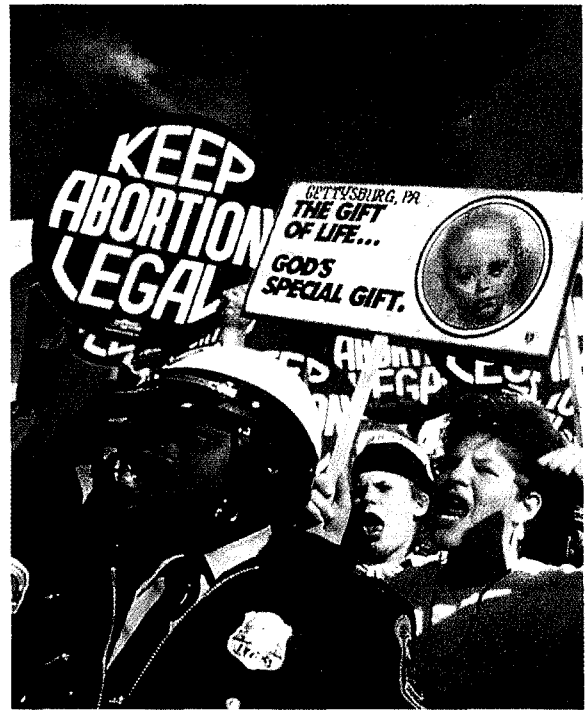
Bernice Kelman's church provides its members with support. It is a place where members can meet to observe their faith together as one community. The church community gives each member a place to turn when times are bad.

Bernice recalls how religion has helped members of her church cope with unexpected tragedies by giving them comfort and a deeper understanding of life and death:

“I remember when the Ramsey boy died of cancer. The whole congregation was upset. Our minister, Reverend Williams, showed us that the Ramsey boy had lived a good life, and that we should remember this more than his death. Reverend Williams helped us see that his death had brought us all closer together. ”

Rules to Live By Every religion has a moral code that establishes expectations for people's behavior and helps them judge right from wrong. These moral codes can be general guides for behavior, such as the Golden Rule: “Do unto others as you would have them do unto you.” They can also include very specific rules, such as “Thou shall not kill,” and “Thou shall not steal,” two of the Ten Commandments found in the Bible.

A religious group can exert a powerful influence on its members to live according to its rules. Each religion has punishments for those who stray from its moral path. One form of punishment is to withdraw the emotional and spiritual support the group



Demonstrators express their opinions about abortion. Differing religious values can cause conflict in our diverse society.

provides. An individual can also be threatened with punishment after death.

People who follow the rules of their religion are rewarded by the acceptance and approval of the group. Most religions promise faithful members some kind of reward after death. Obeying religious rules and embracing the values they reflect also give people confidence that they are “living right”: living lives that are moral and good.

How Religion Affects Society Many of the rules that guide people's behavior in our society are written into laws. However, the members of Bernice's church were not required by law to give money and to work to replace the Smiths' barn. They acted out of their belief that charity—helping others who are less fortunate—is good.

Charity, sympathy, and loyalty to friends and family are values that cannot be written into laws. However, when people live their lives according to such values, the whole society benefits. By teaching values, and by passing them on from generation to generation, the institution of religion makes an important contribution to American society.

Conflicting Religious Values The diverse people who make up the cultural mosaic described in Chapter 1 belong to many religious groups. In fact, more than 1,200 different religious groups can be found in the United States today.

Not all of these religious groups share the same values and rules. If one religious group tries to impose its values on the rest of society and make everyone follow its rules, serious conflicts can arise. In the United States today, disagreements about such issues as the teaching of evolution are often based on the values of different religious groups.

As we debate such issues, we face the challenge of balancing two of our most important rights: freedom of speech and freedom of religion. One test of whether or not we as Americans are living up to our ideal of equal respect is whether members of religious groups can act according to their own beliefs and values while still respecting the right of others to hold different beliefs.

Education: More Than ABC's

Think back to your first days in elementary school. There were dozens of new rules to learn. You had to come on time, raise your hand to be called on, stand in line, and sit quietly at your desk. There were new names to remember and new games to learn. Soon you were practicing your ABC's, counting, and learning to write with a pencil.

Many of the rules and skills were new to you. You had not needed to know them to get along in your family and your neighborhood. However, as you moved into the larger

world outside family and neighborhood, your needs began to change. To fit into that larger world, you needed to learn new skills and rules. The institution of education exists to meet those needs.

Why People Need Education When Doris Hollingsworth was a little girl, she dreamed of growing up to be a firefighter and riding on a big red fire truck with its siren screaming. At age ten, Peter Ky could not decide between being a fisherman and an astronaut. Bernice Kelman was sure that nursing would be the best job for her.

Whatever your dreams might be, you, like every young person, have hopes for a career that uses your skills and talents, that provides you with a comfortable life, and that gives you a sense of being a worthwhile person. To achieve this goal, you will need at least a high school education.

Education is increasingly important in our society. Because we live in a time of rapid technological change, more and more of the available jobs require a great deal of knowledge or a special skill. It is in school that you will learn most of the skills and knowledge that will prepare you for your life as a working adult.

The institution of education has another important effect on you. School is one of the first places where you meet people from different backgrounds and with different values. As a member of a family, you are exposed mostly to people who share your values and live by the same rules you do. In school you begin to recognize the importance of listening to others' opinions and respecting their ideas and abilities.

Meeting Society's Needs While the institution of education is meeting the needs of individual students, it is also serving our society. Society needs to train its citizens to do work. Without trained workers, how could our businesses and industries provide

Facts & Quotes

High School Dropouts

Dropping out of high school before graduating can seriously interfere with your opportunities for leading a satisfying life. Here are some facts about high school dropouts:

- ★ About one in five dropouts is unemployed.
- ★ Nearly one quarter of Americans living in poverty are dropouts.
- ★ More than one third of convicted criminals are dropouts.
- ★ In a lifetime, a high school dropout can expect to earn less money, on average, than a high school graduate.

the products that we want? Who would run the banks, insurance companies, hospitals, and all the other services of our complex society?

In addition, our society needs to prepare its citizens to live together as a nation. The children who enter our schools are as diverse as American society itself. The values and customs they bring from home often differ from those of their classmates and are sometimes in conflict with them.

Society has entrusted the schools with the task of teaching young citizens the rules and values by which Americans are expected to live. Our schools offer us a knowledge of our history, culture, and government. They teach us a common language by which we can communicate with our fellow citizens. Our schools transmit society's ideal of equal respect and the values of freedom, equality, and justice that support it.

Schools also teach us to think critically, form opinions, make judgments, and solve problems. The institution of education gives us the opportunity to examine our own beliefs while exposing us to new ideas.

As you have learned, any group that wants to continue to exist must teach its values and rules to its members. It is through the institution of education—our schools and colleges, our teachers, our textbooks—that American society assures that this country will continue to be a free, democratic nation.

Education's Rewards What are the rewards offered by the institution of education? Getting good grades can be rewarding and so can getting a satisfying job. However, the rewards of your education can go far beyond grades and paychecks.

By the time you finish high school, you may have spent the better part of 13 years in school. As you walk across the stage to pick up your diploma, what rewards will you recognize? You will probably have some good memories and close friendships as well as some practical and academic skills. Perhaps, too, you will leave school with a better sense of who you are and how you can contribute to American society.

Section 2 Assessment

1. How does the family benefit the individual and society?
2. What needs do religious groups meet for the people who belong to them?
3. What do children gain from the institution of education?
4. **Analyze** How do the institutions of the family, religion, and education differ in the needs they meet and the ways they help society? What do they have in common?

The Economy: Satisfying Wants

SECTION PREVIEW

Objectives

- Identify the human wants that our economy meets.
- Describe the freedoms we have in our economy.
- Explain how citizens benefit from the American economy.

Building Civics Vocabulary

- Physical products like food and clothing are called **goods**.
- **Services** are jobs you pay to have done.
- **Wants** are desires for goods or services.
- The system for producing and distributing goods and services is the **economy**.
- **Consumers** use goods and services.
- A place where goods and services are exchanged is a **market**.
- The amount paid for a good or service is its **price**.
- **Money** is anything you can use to pay for goods and services.



Focus

Imagine that one day you are baking desserts and the brownie-like bar that comes out of the oven is incredibly delicious. You get an idea: why not make a huge batch of these bars and trade them for things that you need? Surely no one could resist the taste of your new creation, which you call the Wonderbar.

Filling a box with Wonderbars, you take off for Jane's farm. Jane agrees to exchange a dozen eggs for one Wonderbar. Then you are off to the tailor to trade him thirty Wonderbars for a pair of pants. You have

provided yourself with food and clothing. Such physical products are called **goods**.

Your next stop is Danny's Handyman Shop. You ask Danny to fix your television and repair your flat bicycle tire. Danny agrees to perform these **services**—work you will pay to have done—in exchange for two dozen Wonderbars.

You have just exchanged, or bartered, your Wonderbars to satisfy your **wants**, or desires for goods and services. Some of your wants, such as food, clothing, and shelter, are essential for your survival. Others, such as a television or bicycle that works, may not be essential, but they make your life more enjoyable.

The American Economy

Just as you, Danny, and Jane found a way to get what you wanted, every society has a system for producing and distributing goods and services to fulfill people's wants. This system is called an **economy**. Like the other institutions you have been learning about, the institution of the economy is organized to meet needs, which in this case means responding to people's wants. It also has a set of rules and expectations for its members.

Characteristics of Our Economy As participants in our economy, we play several roles. Each of us is a **consumer**, a person who uses, or consumes, goods and services to satisfy his or her wants. Most people are also workers. They provide the skills and the labor necessary to produce goods such as Wonderbars and televisions, or to provide services such as television repair and Wonderbar shipping.

A place or situation in which an exchange of goods or services takes place is called a **market**. In some markets, such as stores or shops, people meet face-to-face to exchange what they have for what they want. In other markets, such as stock exchanges, buyers and sellers never meet,

but make transactions using complicated accounting systems.

The amount you must pay for a good or service in a market is its price. You used the barter system when you exchanged your Wonderbars for eggs, pants, and repair services. Although bartering is one way to pay for what you want, people usually use money. Money is anything, from beads to coins to checks, that is generally accepted as payment for a good or a service.

American Economic Freedoms

Like all institutions, our economy has rules that its participants must follow. These rules reflect some of the important values that Americans have agreed upon. One value, freedom, forms the cornerstone of our economy, or economic system. Built into this system are rules protecting five important freedoms.

Freedom to Buy and Sell You have the freedom to sell your Wonderbars to anyone you wish. You are also free to charge whatever price you think you can get for them. In addition, every person has the freedom to buy or not to buy your Wonderbars.

Freedom to Compete You are free to make and sell Wonderbars. At the same time, other people are free to compete with you, trying to make and sell more or better dessert bars.

Freedom to Make a Profit If people are willing to pay more for your Wonderbars than it costs you to make them, then you will earn a profit. Freedom to earn a profit on what they make and sell encourages people to produce goods and services.

Freedom to Own Property Your Wonderbars are your property, and you own them until you agree to sell them. The right

to own your own property and to buy and sell and use it as you wish is a basic rule of the American economic system.

Freedom to Choose an Occupation

You are free to pursue any career you wish. Of course, whether you are successful will depend on whether there are jobs available in that career and on whether you have provided yourself with the proper training and skills.

In addition to protecting freedom, the rules of our economic system are based on the idea of fairness. If you make an agreement to do a job, sell a product, or pay a worker, for example, you may not break it. Furthermore, you may not make a product that does not work and claim that it does.

You and America's Economy

Not everyone has the job he or she wants, and most people cannot buy all the goods and services they would like. There are also people in our country who are very poor. On the whole, however, our economic system succeeds. The goods and services we desire are produced, distributed, and sold. We have the freedom to try to achieve our dreams—to have careers and lifestyles of our own choosing. In these ways, we benefit from the institution of the economy in the United States.

Section 3 Assessment

1. **Define** goods, services, wants, economy, consumer, market, price, money
2. How does our society benefit from having an economic system?
3. Make a list of the economic freedoms Americans have.
4. **Apply** Think of a recent day in your life. Did you have wants for goods and services? Were they fulfilled? How? Describe how our economic system affected you on that day.

SECTION 4

Government: Meeting Society's Needs

SECTION PREVIEW

Objectives

- Explain why we need a government.
- Define three common forms of government.
- Analyze how laws affect citizens.

Building Civics Vocabulary

- In a **monarchy**, all or most of the power is in the hands of a king, queen, or emperor.
- A **dictatorship** is a government controlled by one person, called a dictator.
- In a **democracy**, the power is shared by all the people.



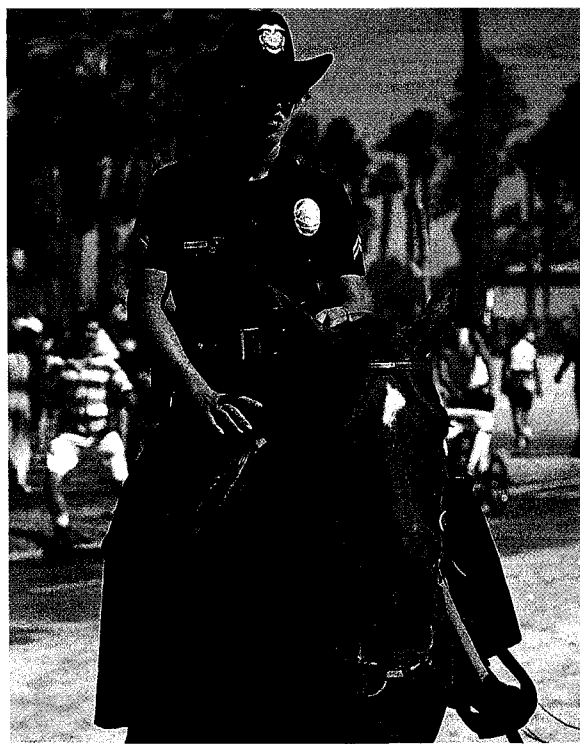
Focus

Do you think the following scenes could take place in the United States?

- ★ Suddenly, in the middle of the night, soldiers rush into your home and arrest your parents. You never see them again.
- ★ A president and other officials appoint themselves to office and stay in power as long as they want.
- ★ Religion is outlawed. Churches and temples are locked and barred.

These scenes are an everyday reality for people in many countries. Individuals live in constant fear because their rights are not protected. For them, government is the enemy.

Life in the United States is different. Our government was formed to protect our rights and to ensure that events such as the ones just described do not occur. Like the other institutions you have been reading about, the



By preventing crime and protecting community safety, police officers help government maintain law and order in our society.

American institution of government reflects the shared values of the country's members.

The Need for Government

Without government, life would be disorganized. There would be no order to the way roads were built or towns and cities planned. People would disagree about ways to settle arguments and deal with crime. We would have no proper way to defend our nation from attack.

Law and Order Government makes and enforces laws that protect rights and ensure that people's lives can proceed in a peaceful, orderly way. Through courts, our government can also settle disputes and punish law breakers.

Security Government provides for our common defense against outside attack by

maintaining armed forces and weapons. Our government makes treaties with other countries in which both sides agree to keep the peace or to help each other in case of attack.

Public Services Government provides services we need but cannot depend on private businesses to provide. Such services include building and maintaining roads, sewers, and schools.

Maintaining Other Institutions

Government can help to maintain the other institutions in society. For example, in the United States, government protects our freedom of religion, pays for our schools, and provides hundreds of services for families, from health care to issuing marriage licenses.

Forms of Government

There are many forms of government that can provide the order, security, and services that a society needs. In the world today, monarchy, dictatorship, and democracy are three of the most common forms of government.

Monarchy A monarchy is a form of government in which all or most of the power is in the hands of one individual, the monarch. The monarch's authority is hereditary; it stays in the family, usually being passed down to a son or daughter. King, queen, and emperor are some of the titles that have been given to monarchs.

Monarchies were once the most common type of government in the world. Today, however, real monarchies—in which the monarch holds all the power—are rare. An example of such a modern-day monarchy is the kingdom of Saudi Arabia.

Dictatorship A dictatorship is a government controlled by one person, called a dictator. A dictator is different from a monarch because a dictator usually takes power by force, rather than by inheriting it.

Historically, dictators have usually come to power when an existing government is weak or has lost the support of the people.

Dictators are frequently military leaders. They rely heavily on the support of the armed forces and the police to maintain them in power. Their actions are not limited by laws or legislatures. Military dictatorships of the twentieth century include Germany under Adolf Hitler and Iraq under Saddam Hussein.

Democracy A third form of government is a democracy, a system in which the power is shared by all the people. Democracy means “government by the people.” By voting and by choosing representatives, the people decide how their government will meet their needs and protect their rights and freedoms.

The United States was the first modern democracy. Since our nation was founded, countries in all corners of the world have adopted democratic forms of government. Many countries that were once monarchies have become democracies. Most of these countries, such as Great Britain and Japan, still have monarchs with ceremonial duties, but real power is held by democratically elected representatives. Countries with this form of democratic government are often called constitutional monarchies.

Laws: The Rules of Government

Laws are the formal rules that govern our behavior in society. The most basic and important laws of our nation are written down in a document called the Constitution. The Constitution tells what the government can and cannot do, and lists the rights guaranteed to states and to citizens. In the United States, governments at the town, county, state, and national levels can make laws, as long as these laws are not in conflict with the basic laws in the Constitution.

Laws influence nearly everything we do, from driving a car and voting in elections to getting a fishing license and disposing of garbage. By following our laws, we ensure that rights are protected and order maintained in society. What are some of the laws that affect how you ride your bicycle or skateboard?

Breaking laws can lead to very specific punishments. The seriousness of the punishment depends on the seriousness of the crime. For example, if you were to break the speed limit or litter, you would probably have to pay a fine. If you were to rob a bank, you could spend years in jail.

Changing the Laws In a democracy, the citizens have a right to express their opinions and work with others to try to make laws they think are needed. They can also try to change laws they think are unfair or harmful to society.

Our government responds to our demands, but only when it hears them. The opinions of the people do make a difference when they are made known to lawmakers and government officials.

Section 4 Assessment

1. **Define** monarchy, dictatorship, democracy
2. What are four important needs that the institution of government meets? Give an example of how each need is met.
3. In each of the three most common systems of government, who has the power to make decisions?
4. **Synthesize** Think of four laws that affect you. How would society be different if those laws did not exist?

Extending the Chapter

Historical Views

Social institutions provide the framework for our lives. They meet our most important physical, emotional, spiritual, and economic needs. Their values shape our own personal values, and their rules determine how we behave much of the time.

Because they reflect a society's most basic values, the institutions of the family, education, and religion change very slowly if at all in most societies. Forms of government and economic systems, however, can sometimes change very quickly.

A sudden, drastic change in a government is called a revolution. In a revolution, a government is overthrown by force and a new government is established. Often the new

government orders major changes in the economy. Revolutions often occur when many people in a society believe that the government and economy are not meeting their needs.

As you know, the United States was created as a result of a revolution that began in 1775. Since then, however, our government and economy have changed only gradually. Even though many Americans have at times sharply disagreed with the way the government and the economy were working, we have never had to face another revolution. We are fortunate that our government was carefully designed to be flexible and responsive to the demands of its citizens.

DECISION MAKING SKILLS

How to CHOOSE BETWEEN OPTIONS

"I don't know. What do *you* want to do?" "I can't make up my mind. You decide." "What a boring day. I can't think of anything to do."

Do those statements sound familiar? At times we rely on other people to make choices for us, or we wait for something to happen so that we do not have to make a choice. Although frequently we must let others make decisions that affect us, sometimes we let them decide simply because it is "easier" or "safer." Unfortunately, the more we do this, the less control we have over our lives.

Often people let others decide because they feel that they cannot make good decisions themselves. Making good decisions, though, is mainly a matter of taking your time and following a careful process. This lesson will help you understand the first part of that process: choosing.

Explain the Skill

The following guidelines will help you choose a way to achieve your goal.

1. **State your goal clearly.** Determine exactly what you want to happen. That is, set a clear goal that points you in a direction, rather than a fuzzy goal that will not help you make a decision. Decide how you will be able to tell whether you have reached your goal.
2. **Identify options, or possible ways of achieving your goal.** Brainstorm a list of as many options as you can. Do not judge each option right away. Remember, one idea may lead to another.
3. **Think about the possible consequences, or effects, of each option.** For each option ask, "If I do this, what will probably happen?"

4. **Judge each option.** Identify which consequences are good and which are bad.

5. **Choose the best option.** Compare the good and bad points of each option to determine which option is best.

Analyze the Skill

The following account describes how a student named Janice worked with other student council members to choose a way to achieve a goal. As you read, look carefully at how they followed some specific steps of the decision-making process.

I was angry. Our school was looking like a garbage dump. Students wrote all over the desks and left wads of paper on the classroom floors. The bathroom mirrors and walls were covered with graffiti. Lunch tables were littered with wrappings and leftover food.

I brought my complaint to the other members of the student council, who agreed that the messiness of the school campus was a big problem. We talked about what we wanted to achieve. "We want to have a clean campus," said one council member. "Obviously, that is our goal." Soon we realized, however, that our goal was more specific than that. We wanted to deal with the *cause* of the problem, that is, to get students to recognize the importance of keeping the school clean. Therefore, we stated our goal more clearly. Chris, the student council president, wrote it on the chalkboard: *Goal: To get most students to willingly help keep the school clean.*

Next we considered what we could do to achieve that goal. We made a list of possibilities. No one judged any of the options while we brainstormed. Chris made a chart on the blackboard listing them.

After that we looked closely at each option and considered what might happen if we tried it. For instance, we thought that Jerry's suggestion of having student monitors might work for a while. However, in the long run we would probably have trouble finding enough volunteers to go on patrol. I found it hard to sit through the discussion on each option because I thought it was obvious that giving out spirit buttons was the best choice. But, as you will soon see, I am glad that I was patient.

GOAL: To get most students to willingly help keep the school clean

Option	Consequences
Student Monitors	Will not cost money + Might quit soon –
Professional Guards	Will be expensive – Will be effective + Students will resent them –
Spirit Buttons	Will not cost much money + Having a reward will get students to volunteer +
Detentions	Will not cost any money + Will be difficult to assign fairly –

Our faculty advisor said that we had an impressive list but wanted to know how we were going to determine which option was best. We told her that we would look at the possible results of each option, using plus and minus signs to rate each consequence.

In looking at the options, we kept our goal in mind. Some possibilities, such as hiring guards, would help keep the campus clean but

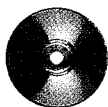
would not encourage students to take responsibility themselves. Our goal was to have the students keep the campus clean because they *wanted* to, not because they were forced to.

Most council members liked my idea of handing out spirit buttons as a reward to students who help keep the school clean. However, some thought that buttons were not enough of a reward. Then Karen came up with a clever idea: letting students cash in the buttons to get discounts at the cafeteria or on tickets for dances, athletic events, and other activities. We decided that passing out buttons that students could cash in was the best option.

Skill Assessment

1. Why did the students decide that their goal should not be only "to have a clean campus"?
2. How did the student council's goal lead them to reject the option of hiring guards?
3. In making their choice, what were the members of the student council *not* influenced by? Explain your answer. **(a)** the importance of students taking responsibility **(b)** the need to raise money for cleaning up the school **(c)** the long-term effects of the option they chose
4. Which of the following was *not* an important part of the process the student council went through in making their choice? Explain your answer. **(a)** the advice they received from the principal **(b)** the chart they created **(c)** their willingness to consider all the options.
5. Why is it important to define your goal clearly?
6. Explain how to judge options when making a decision.

How to READ A STATISTICAL TABLE



Use the *Simulations and Data Graphing CD-ROM* to create and interpret graphs.

In this chapter you read that dropping out of high school can seriously limit your job opportunities and earning potential as an adult. The Fact & Quotes feature on page 34 lists several statistics showing that dropouts are often unemployed and usually earn less money than high school graduates. Another way to display this kind of information is in a statistical table.

Statistics are collections of information in the form of numbers. Statistics are easier to analyze if they have been displayed in an organized way. Statistics can be displayed in a graph or in a statistical table as shown below.

Education and Annual Earnings		
Level of education completed	Mean yearly earnings in 2000	
	Men	Women
Less than 9th grade	\$18,281	\$10,561
9th-12th grade no high school diploma	\$24,987	\$12,729
High school graduates	\$33,272	\$18,499
Bachelor's degree or more	\$72,427	\$38,781

Source: U.S. Bureau of Labor Statistics and Bureau of the Census

Explain the Skill

When reading a statistical table, first read the title of the table to find out the kind of information the table is showing. The table above is entitled "Education and Annual Earnings."

Next, study the table's headings. Each column and row has its own heading. Once

you understand the headings, you are ready to find specific information on the table. To find a particular statistic, choose the column and row that interest you. Where the column and row meet, you will find the statistic you are looking for.

Analyze the Skill

Suppose you want to use the table on this page to answer the question: What is the average yearly salary of a man who is a high school graduate? Find the column that gives information about average yearly earnings for men. Then find the row that shows information for high school graduates. Follow the column down and row across until they meet, then read the data at this point. You will find that men who are high school graduates earn an average of \$32,647 per year.

Once you have read some of the statistics listed on the table, you can begin to draw conclusions about what the table shows. You can answer questions like these: How does a person's level of education affect his or her earning potential? On average, who earns more, men or women?

Skill Assessment

Study the statistical table on this page to answer the following questions.

1. What is the purpose of this table?
2. Which group earns the least per year?
3. Which group earns the most per year?
How do the earnings of this group compare with the earnings of the lowest-paid group?
4. Compare the highest-paid group of women with the lowest-paid group of men. What do you notice?
5. What are two conclusions that you can draw from this statistical table?

CHAPTER 2 ASSESSMENT

Building Civics Vocabulary

The vocabulary terms in each pair listed below are related to each other. For each pair, explain how the two terms are related.

Example: *Social institution* is related to *economy* because the economy is a social institution that meets the needs of individuals.

1. *socialization* and *rules*
2. *goods* and *wants*
3. *money* and *price*
4. *monarchy* and *dictatorship*

Reviewing Main Ideas and Skills

5. Explain the reasons why members of a group must learn and obey the group's rules.
6. How does a child benefit from the institution of the family?
7. What benefits do individuals and society receive from the institution of religion?
8. Why does our society need schools?
9. What is the basic purpose of an economic system?
10. **How to Choose Between Options** Suppose you are a member of the camping club at your school and you want to raise money for a camping trip to a national park. Come up with several fundraising options and list the positive and negative aspects of each.
11. **How to Read a Statistical Table** Study the statistical table on page 11. What is the subject of this table? According to the table, what percentage of the U.S. population is Asian American?

Critical Thinking

12. **Drawing Conclusions** Pick one group to which you belong. What are some of the group's rules and rewards? What happens when you break the rules? Why are rules important to your group?
13. **Analyzing Ideas** Select one of the economic freedoms: freedom to buy and sell, to compete, to make a profit, to own property, or to choose an occupation. How might your life be different if you did not have that freedom?

Writing About Civics

14. **Writing an Essay** Review the five major social institutions described in this chapter. Which has had the greatest effect on shaping your values? Explain your choice and give examples of values you have learned.

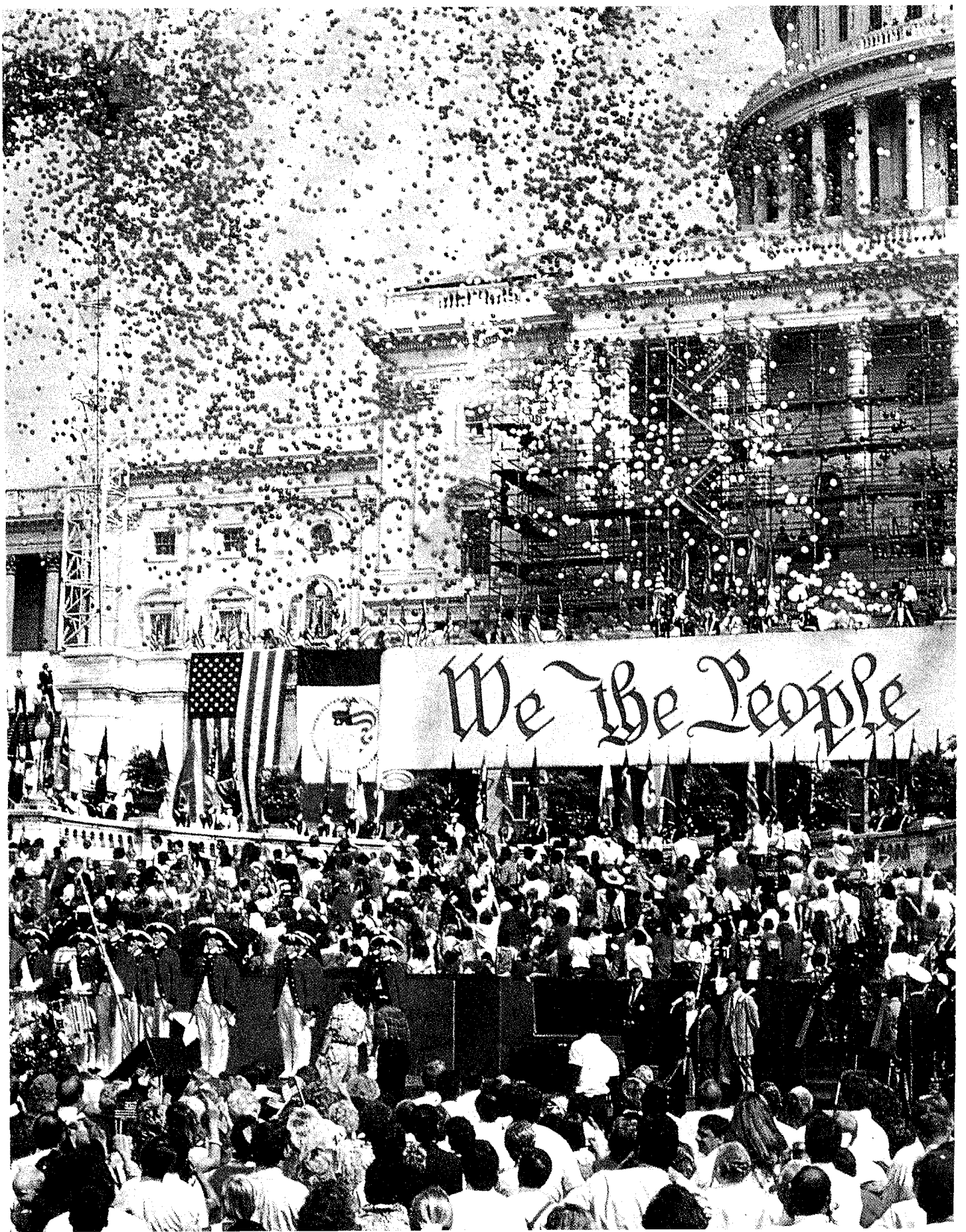
Citizenship Activities

15. **Your Local Community** In groups, choose a recent day and analyze your activities as consumers in our economic system. Make a chart of the wants for goods and services that you had during that day. Note whether or not these wants were fulfilled.



Take It to the NET

Access the Civics: Participating in Government Internet site at www.phschool.com for the specific URLs to complete the activity. Explore volunteer organizations online and find two or three that exist in your area. Find out what projects they are working on. Prepare an oral report describing their activities.



CHAPTER 3

The Meaning of Citizenship

Citizenship and You

The Pledge of Allegiance first appeared in 1892 in a magazine called *The Youth's Companion*. The original Pledge, attributed to Francis Bellamy, stated: "I pledge allegiance to my Flag and the Republic for which it stands; one Nation indivisible with liberty and justice for all." In 1924, "my Flag" was changed to "the Flag of the United States of America." Congress officially recognized the Pledge in 1942 and added the words "under God" in 1954.

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



Keep It Current

Items marked with this logo are periodically updated on the Internet. To keep up-to-date, go to www.phschool.com

What's Ahead in Chapter 3

In this chapter you will learn about citizenship: who has it, what rights and duties it involves, and how Americans of all ages can fulfill its responsibilities.

Section 1 What It Means to Be a Citizen

Section 2 The Rights, Duties, and Responsibilities of Citizens

Section 3 Citizenship and Our Other Roles in Society

Citizen's Journal

Write a paragraph explaining your understanding of what citizenship means. After you have studied the chapter, reread your paragraph. Write a new paragraph explaining how your understanding has grown.

SECTION 1

What It Means to Be a Citizen

SECTION PREVIEW

Objectives

- Examine who can be an American citizen.
- Explain what it means to hold the office of citizen.

Building Civics Vocabulary

- A **citizen** owes allegiance to a country.
- A **naturalized** citizen has gained citizenship.
- An **alien** is a citizen of one country who lives in another.
- Citizens elect **representatives** to government offices.



Focus

Bernice Kelman lives in Sublette, Kansas, in the United States. She is a citizen of her town, her state, and her nation. A **citizen** is a person with certain rights and duties under a government. Citizens' rights include the right to express an opinion and the right to protection under the laws. Duties include obeying laws and paying taxes. Each of us is a citizen of the town, state, and nation in which we live.

Who Is a Citizen?

The word *citizen* also has a special meaning. Our Constitution says that a citizen of the United States is a person who by birth or by choice owes allegiance to this nation.

You are legally an American citizen if any of these statements is true.

- ★ You were born in the United States or its territories. (This is true even if your parents were not citizens, unless they were living in the United States as representatives of a foreign government.)

- ★ At least one of your parents was a United States citizen when you were born.
- ★ You have been naturalized, which means you have gone through the process of becoming a citizen.
- ★ You were under age eighteen when your parents were naturalized.

Naturalized Citizens When Peter Ky's family came to this country from Vietnam, they were considered aliens. An alien is a citizen of one country who lives in another country. As aliens, the Kys had many of the same rights and duties as American citizens. However, they could not vote or hold government office.

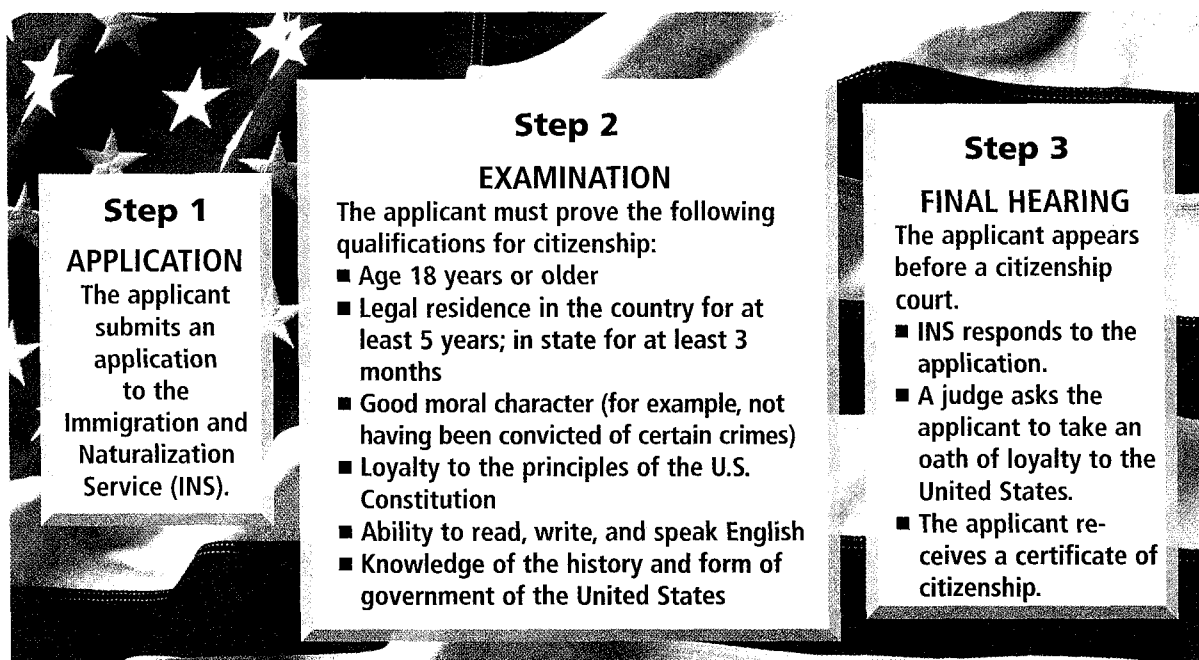
In order to become American citizens, Peter's parents went through a process called naturalization, which is described in the chart on the next page. They learned English, studied the history of the United States, and learned the important values, laws, rights, and duties of citizens.

In Chapter 2 you learned that socialization is the process of learning the rules of a group or institution to which you belong. You might think of the process of naturalization as our government's way of socializing aliens who want to become American citizens.

Because Peter was less than eighteen years old at the time his parents became naturalized citizens, he automatically became a citizen, too. The history, civics, and government classes he studied in school socialized him as they are socializing you: teaching you the rules and the benefits of being a citizen.

Naturalized citizens have all the rights and duties of citizens by birth except the right to be President or Vice President. Once you are a citizen, you will always be a citizen except in a few special cases. For example, a person can decide to give up citizenship, or become a citizen of another country. In addition, citizenship may be taken away from a person who is convicted of trying to overthrow the United States government by force.

THE NATURALIZATION PROCESS People who wish to become citizens must meet certain requirements and take a test. **Diversity** In what subjects must applicants demonstrate ability and knowledge?



The Office of Citizen

Being a United States citizen has a unique meaning. In this country, each citizen holds a very important position of authority. As Abraham Lincoln observed, ours is a government “of the people, by the people, and for the people.” He meant that our government can operate—make laws, build roads and bridges, collect taxes, fight wars, make agreements with other countries—but only if we citizens want it to. When we say that the power of our government is based on “the consent of the governed,” we mean that the citizens have the power to decide what our government will and will not do.

As citizens, we elect representatives, people who are chosen to speak and act for their fellow citizens in government. We elect members of Congress as well as the President, city council members, mayors, governors, and many of our judges. They

have the power to make decisions and to pass laws.

However, our representatives hold office only as long as we want them to. We delegate—or lend—our power to them. The real power belongs to us. In a way, therefore, each of us holds an office, too—the “office of citizen.” In our society, that is the most important office there is. As citizens we hold it for life.

Section 1 Assessment

1. **Define** citizen, naturalized, alien, representatives
2. What are the qualifications to be a citizen?
3. What is the “office of citizen”?
4. **Analyze** How is the office of citizen similar to that of an elected official? How is it different?

SECTION 2

The Rights, Duties, and Responsibilities of Citizens

SECTION PREVIEW

Objectives

- Describe the rights of American citizens.
- Analyze the duties of citizens.
- Define some of the responsibilities of citizenship.

Building Civics Vocabulary

- A **jury of peers** is a group of citizens who decide a court case.
- **Witnesses** have information helpful in trying a case.
- It is a citizen's responsibility to uphold the **common good**, or the well-being of society.
- You may support a **candidate** running for office.
- The **rule of law** is the concept that no individual is above the law.



Focus

Here is a riddle: How is holding the “office of citizen” like having a driver’s license?

Having a license gives you certain rights. Your rights include the right to drive on public roads and highways, and the right to park where the law allows.

Of course, as a driver you also have duties. Your duties, which are required by law, include observing traffic signals and signs and obeying the speed limit and other rules of the road. In addition to your duties, you have responsibilities. They can be summed up this way: You are expected to drive in a way that will not endanger others and that will protect the safety of other drivers, cyclists, and pedestrians.

Have you figured out the answer to the riddle? Holding the “office of citizen” is like being a licensed driver because in both situations you have important rights, duties, and responsibilities.

Rights of Citizens

Can you name some of the rights of American citizens? Here are some that may be most familiar to you.

- ★ the right to vote and to hold elected office
- ★ the right to say what you think in speech or in writing
- ★ the right to practice your own religion
- ★ the right to have a fair trial
- ★ the right to be protected by your government when you are working or traveling in other countries

These rights, and our other rights as citizens, are based on the fundamental beliefs and values we Americans share: equal respect, freedom, equality, and justice. Our rights are guaranteed to us by our Constitution and protected by our laws and our courts.

Duties of Citizens

Just as a licensed driver has certain duties that go with the right to drive, citizens have duties, too. These duties include

- ★ obeying the laws
- ★ defending the nation
- ★ serving on a jury or as a witness in court
- ★ paying taxes
- ★ attending school

By performing each of these duties, we, as citizens, support our government’s efforts to meet our needs as a society.

Obeying the Laws Your family and your classroom have rules that keep them running in an orderly way. As you know, a society’s formal, or written, rules are called laws. Some laws are to keep us from hurting each other. They range from laws requiring drivers and bicycle riders to stop at stop signs to laws against murder and armed robbery.



When we obey laws, we respect the rights of others. Some laws protect the right of individuals to determine who can use their private property.

Other laws establish the rules for making agreements and for settling disagreements in a fair and peaceful way. If Bernice Kelman hires Mr. Carey to paint her house, they might draw up and sign a written contract. A contract is a document that states how much Bernice will pay and how long it will take Mr. Carey to finish the job. Both Bernice and Mr. Carey have a legal duty to live up to the contract. If either of them thinks the other has broken the contract, the law gives them the opportunity to take the case to court.

We also must obey laws that protect citizens' rights. For example, the right of equal opportunity is protected by laws. Do you remember when Doris Hollingsworth was applying for a job? If an employer refused to hire her because of her race or religion, the employer would be breaking the law.

In a democracy, no individual—even the President—is above the law. This concept of a government of laws, rather than of men

and women, is called the rule of law. Officials must base their decisions on the law, not on personal opinion. If an official breaks the law, he or she must be treated like any other citizen. Our laws are also public, and citizens know the basic law of the land. This is an important protection against government tyranny.

Defending the Nation Helping our country defend itself against threats to our peace and security is another important duty of citizens. The United States maintains armed services even in peacetime. In this way, the nation can defend itself in case of attack and can help other countries protect themselves.

When you are eighteen years old or older, you may volunteer to serve in the army, navy, air force, or marines. In addition, young men must register for military service when they reach age eighteen. Registering does not mean that they will have to serve in the armed forces, but it does mean that they can be



Men and women who volunteer for the armed forces can learn valuable skills while working to defend the nation.

called to serve when there is a national emergency. A man whose moral beliefs prohibit him from fighting may ask to be considered a conscientious (kahn shee EN shus) objector. If his request is approved, he will be assigned to some other kind of public service, such as working in a hospital.

Serving on a Jury or as a Witness

One of the basic rights of citizens is the right to a fair trial. In our legal system no person may be found guilty of a crime unless that guilt can be proved “beyond a reasonable doubt.” We believe that the best way to determine a person’s guilt or innocence is to conduct a trial in an open manner, with citizens participating in the process.

Experts, such as lawyers, police officers, and psychologists, may play an important part in a criminal trial—the process of trying to prove that an accused person did or did not commit a crime. However, experts do not make the final decision as to innocence or guilt.

A judge does not make the final decision, either, unless the accused person gives such permission. Instead, our Constitution guarantees that anyone accused of a crime may have the case decided by a **jury of peers**, a group of ordinary citizens who hear the case and decide whether the accused person is innocent or guilty.

During the trial, the lawyers may need the help of **witnesses** to prove their case. Witnesses are people who have seen events or heard conversations related to the crime, or who have special information that may help determine the guilt or innocence of the person on trial.

Criminal trials are not the only ones that use witnesses and juries. People may also ask a court to decide cases in which they think their rights have been violated or they have been treated unfairly. If Bernice Kelman and Mr. Carey cannot settle their dispute over the housepainting job, for example, they have the right to ask for a jury to hear the case. They may also call witnesses to help them—such as a neighbor who can testify that Mr. Carey did not finish painting the house when he agreed to.

As you can see, juries and witnesses play an important part in assuring that a trial is fair. Because Americans have a right to a fair trial, it is the responsibility of all adult citizens to serve as jurors and act as witnesses when they are called to do so.

Paying Taxes Are you a taxpayer? A few students your age earn enough money at part-time jobs or through savings accounts or investments that they must pay income tax to the government. Many more of you pay sales taxes on items you buy, such as books, clothes, and CDs.

As an adult, you will probably pay other taxes as well, such as property taxes on land and a house or building that you may own. Through taxes our local, state, and national governments raise money to pay for the services that citizens ask them to provide.

Attending School Did it ever occur to you that every time you go to school you are performing one of your duties as a citizen? Although age requirements vary from state to state, children are usually required to attend school from age five or six to at least age sixteen.

As you discovered by reading about the institution of education in Chapter 2, our society depends on our schools to teach young citizens the knowledge and skills they need as they are growing up and when they become adults. One purpose of school attendance laws is to make sure that young people are prepared to support themselves and to contribute to our economy.

Another important task of the schools is to give students the knowledge, skills, and experiences they need to carry out the duties and responsibilities of the “office of citizen.” If we, as citizens, are to continue to govern ourselves, uphold our values, and protect our rights, each of us must be educated about our history, our government, and the workings of our society. It is to the schools that our society has entrusted this important task.

Responsibilities of Citizens

As citizens of this democracy, we not only have duties, but responsibilities as well. Unlike duties, responsibilities are fulfilled by choice—they are voluntary. However, even though we are not required by law to fulfill our responsibilities, doing so is just as important a part of being a citizen as performing our duties.

The Common Good The basic responsibility of every citizen is to contribute to the common good, or the well-being of all members of society. Contributing to the common good means acting in ways that protect the rights and freedoms of other Americans and

that make our communities, our states, and our nation good places for all of us to live.

All the other responsibilities of citizenship are part of contributing to the common good. They include the many ways we participate in our political process. For example, as citizens we vote for people who will represent us in government, and some of us agree to hold elected or appointed office ourselves. We also work alone or with others to influence government policies and decisions.

Facts & Quotes

A Citizen's Words

Being a responsible citizen is not always easy. An African American mother in New York City explains why she has made the effort:

“I’m not like all these other[s] you see in the neighborhood,... doing nothing for their community, doing nothing for nobody. That’s not for me. When I see something wrong, I speak up. I get involved.... That’s why I ran for the school board.... I couldn’t let [them close our schools]. I had to do something about it. Some’ll tell you I’m a big-mouth, and maybe I am. But the way I see it, people who don’t look out after anything, who only think of themselves, are really missing out on life.... It’s hard being involved. The meetings are long, and it takes you away from your kids.... [But] while I was looking out for me, I was looking out for everybody else, too. Especially those kids.”

From *Best Intentions* by Robert Sam Anson

Barbara Jordan

Barbara Jordan never let difficulties keep her from achieving her goals. She was a Texas state senator, a member of Congress, and a college professor. Each success was, to Jordan, “just another milestone.”

Barbara Jordan grew up in Houston, Texas, during the time of segregated schools. In high school, Jordan won her school’s “Girl of the Year” award for academic excellence and contributions to community projects.

In 1956, Jordan entered Boston University School of Law, where she met the challenge of being one of only two African American women in her class. Upon graduating in 1959, Jordan returned to Houston to practice law, eager to use her free time in community service. After volunteering with the Democratic party in the 1960 election campaign, she declared that she

“had really been bitten by the political bug.”

Politics, Jordan decided, offered the best opportunity to make government respond to the needs of the people. Therefore, she decided to run for political office. In 1966 Barbara Jordan passed another milestone when she became the first African American woman ever elected to the Texas State Senate.

Jordan’s next goal was a seat in the United States House of Representatives, which she won in 1972.



During three terms in the House, she earned respect for her hard work and thoughtful decisions. In 1976, she was honored by being invited to give the opening speech at the national convention of the Democratic party.

Jordan decided not to run for re-election in 1978, but her work in politics was far from over. As a speaker, writer, and teacher, she continued to influence Americans of all ages and backgrounds. She told her students that every American should take citizenship seriously, because “the stakes are too high for government to be a spectator sport.”

Recognizing Viewpoints

Jordan told her students that citizenship is a serious responsibility. Explain how she followed this advice in her own life.

Voting The right to vote is one of the basic rights of American citizens. It is also one of our most important responsibilities. We vote for representatives at all levels of government, from President of the United States to members of the local school board.

In addition, in our states and our local communities citizens are often asked to vote on issues. We may be asked to make decisions about such public issues as building schools, changing taxes, or protecting wilderness areas.

To make good decisions and vote wisely, citizens have the responsibility to inform themselves. You can get information by reading, asking questions, and discussing the candidates and issues with other people. It is always important, when preparing to vote, to try to separate facts from opinions, and to try to base your decisions on reasons and not on personal likes and dislikes.

Holding Government Office The people who agree to hold government office are fulfilling another important responsibility of citizenship. They have accepted the responsibility of learning about the issues and trying to make decisions that are in the best interests of the people they represent.

Citizens who hold office include our elected city council members, mayors, governors, and state and national representatives and senators. They also include appointed officials, such as members of local water boards and planning commissions, as well as advisors to the President.

Election Campaigns Although there are age requirements for voting and for holding political office, most of the voluntary responsibilities of the “office of citizen” do not depend on age. One of the important ways to fulfill the responsibilities of a citizen is to help a candidate—a person running for office—with his or her election campaign.

You may be aware that getting elected to government office is not always easy. Often the candidate must face stiff competition. Listen to Bernice Kelman:

“When my father ran for election to the Kansas state House of Representatives, our neighbors really helped out. They wrote letters, made phone calls, and knocked on doors, telling people about my father and what a good representative he would be for our area.

When my father gave speeches, his campaign workers were there, handing out information. And on election day they went around, reminding people to vote and even driving them to their voting place. Thanks to them he was elected.”

There are a number of ways that, as a teenager, you might help a candidate. They include carrying a campaign sign at a rally, stuffing envelopes with information to send to voters, and making phone calls to encourage people to vote for your candidate.

Influencing Government Another way you can fulfill the “office of citizen” is to work to get the government to take action in a cause you believe in. Citizens of any age can influence the government by expressing their opinions in letters to elected representatives and to newspapers, and by speaking at city council and school board meetings.

You can also join or create an organization with a goal of influencing government actions. Here is Peter Ky’s experience:

“At home and in our restaurant, my family has always been very careful to recycle bottles, cans, and newspapers. We have read that if we don’t save our resources, the earth may run out of them.

Last year some friends and I noticed that the trash cans in the school lunchroom were overflowing with cans and bottles that kids had thrown away. We talked to the principal about it. He suggested that we organize a committee and look into ways to set up recycling at the school.

We talked to kids at other schools in the city, and they organized recycling committees, too. Then we went to the school board and asked them to provide special bins for cans and

bottles. The committees are working out details with the school board now, and we hope to have our recycling project underway soon. ”

Peter and his friends convinced their government representatives—in this case, the members of the school board—to take an action the students thought was important for their community. They did it by forming an organization and working together.

Serving the Community Not all of the responsibilities of citizenship are directly connected with government. Each of us is responsible for doing whatever we can to make our communities better places to live in.

When you listen with respect to the opinion of a person who disagrees with you, and when you make a new student feel welcome in your school or pick up a candy wrapper someone else dropped on the sidewalk, you are acting as a responsible citizen. You are fulfilling the “office of citizen” by contributing to the common good.

Section 2 Assessment

1. **Define** jury of peers, witnesses, the common good, candidate, rule of law
2. List at least four rights of American citizens.
3. What are four duties that every American is required to fulfill at some time?
4. What are three of the responsibilities of citizenship?
5. **Analyze** Choose one of the responsibilities of citizenship and explain how fulfilling it helps contribute to the common good.
6. **Evaluate** Do you think it is possible that conflicts can arise between an individual's personal and civic responsibilities? Why or why not? Explain.

SECTION 3

Citizenship and Our Other Roles in Society

SECTION PREVIEW

Objectives

- Explore social roles, and the way they affect people's behavior.
- Examine the ways people play the role of citizen.

Building Civics Vocabulary

- **Social roles** are roles that people play in real life.



Focus

Doris Hollingsworth leads a busy life. Here is how she described a typical day:

“This morning at breakfast I was looking through the newspaper to find out what the mayor had had to say about the need for more stop signs at the intersections near the school. Then my daughter rushed in, asking if I would drill her for her French vocabulary test. I barely had time to rinse out my coffee cup before I heard a horn tooting outside. It was my carpool. I really had to dash.

At work I had a conference with my boss and then sat down with three co-workers to decide how to organize our new project. Luckily, by noon, things had calmed down, and I had time for lunch with two old college friends.

After work I picked up a few groceries at the supermarket. When we finished dinner, my husband and I watched a ballgame on TV. Then I

finished the reading assignment for my class tomorrow evening. Finally, the two of us took a stroll around the neighborhood before we turned in for the night.”

In the course of her day, Doris acted as a citizen, a family member, a member of a social group, a worker, a friend, and a consumer. She also acted as her own person—herself—in making choices throughout the day.

Playing Social Roles

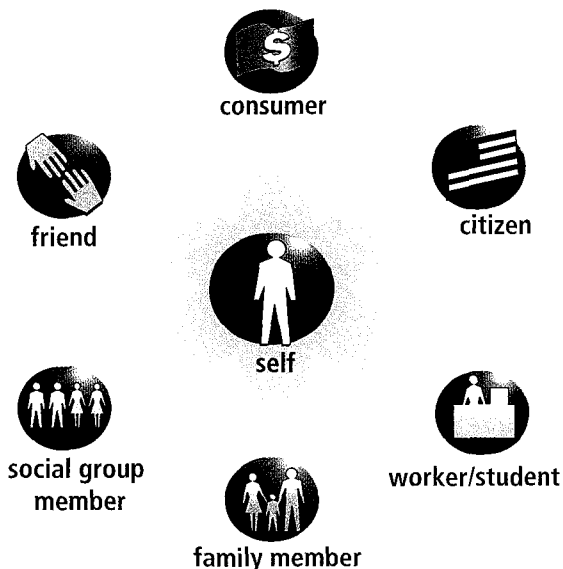
When you think of the word role, you may think of an actor playing a role in a film or play. Doris plays roles, too. However, her roles are called **social roles**, which are roles people play in real life. The chart on this page shows seven types of these social roles.

When Doris helped her daughter with her homework, she was playing the mother role. Having dinner, watching television, and taking a walk with her husband were part of her



THE SEVEN SOCIAL ROLES

Every citizen plays different social roles in society. **Diversity To which social groups do you belong?**



wife role. The roles of mother and wife are both part of Doris’s family member roles.

As a carpool member and a student, Doris was playing social group roles. The social groups of which we are members can range in size from small to large. Two people painting a poster for the school dance make up a social group. Other examples of social groups are all students, all workers, and all women.

When she was reading the newspaper, Doris was playing the citizen role by informing herself on a government issue. She played a worker role when meeting with her boss, a friend role at lunch with old friends, and a consumer role when she shopped for groceries. Finally, as she played all her roles, Doris was also playing the self role. She was guided by a sense of who she is as a person.

Our Many Social Roles Like Doris, you play many different social roles in the course of a day and in the course of your life. Some roles you play because you were born into them. Some you play because you are required to play them. Some roles you choose for yourself.

You were born into your family, where you may play several roles: son or daughter, sister or brother, grandchild, cousin, and so on. At this point in your life, you are required to be a student. Therefore, you are playing a role as a member of that social group. Later, you may be required to pay taxes and serve as a juror, which are citizen roles. Roles you choose now may include being a friend, being a member of a club, and being a consumer.

Roles as Expected Behaviors

In each of your roles you behave differently. What causes you to act the way you do when you are playing a certain role? Partly, your behavior is determined by a set of expectations that people have of how someone in that role should act.

A cheerleader, for example, is expected to wear school colors and to jump, dance, and lead the crowd in school cheers. A member of the marching band is expected to wear a uniform and to know the music and the marching formation. If you want to be a member of a group, you will make an effort to learn the expected behaviors for that group.

The way you play a role also depends on how you want to play it and on the kind of person you are. People who know you begin to expect certain behaviors from you when you play your roles. A brother may always grumble when it is his turn to do the dishes. On the other hand, he may be the kind of brother who volunteers to do the dishes for his sister when he sees that she has too much homework.

Changing Roles You may notice that sometimes a person plays the same role in different ways, depending on the situation. In Chapter 2 you read about Peter Ky and three of his friends. For Peter, playing the role of friend to Carol, Alex, and Melissa includes acting sympathetic, sharing biology notes, and going to the beach. Peter plays the friend role differently with Jerry. Jerry and Peter both like to read science fiction novels, and when these two friends get together, it is often to swap books and talk about their favorite authors.

Roles can also change over time. Bernice Kelman has been a daughter and a wife. However, since the death of her parents and her divorce, she no longer plays those roles.

The way Bernice plays her role as a mother has changed, too. Once she fed her babies and changed their diapers. Later she helped them make Halloween costumes, attended their track meets and school plays, and made sure they had finished their homework. Today her children are adults, living in other states. She now writes them letters, sends them presents on their birthdays, and gets together with them for family reunions.

Overlapping Roles As you think about your many roles, you will realize that sometimes you are playing more than one at the same time. In such cases, you can say that two or more of your roles overlap.

When Peter gets together with Carol, Alex, and Melissa to study for a biology test, he is playing two roles, friend and student, at the same time. When he fulfills his father's expectation that he will recycle their restaurant's bottles and cans, he is performing the son's role in his family. At the same time, he is playing a citizen role, serving the common good by protecting the environment.

Bernice's roles of daughter and citizen overlapped when she helped her father in his election campaign. In Doris's job as computer programmer she fulfills roles as both a worker and a family member since her salary helps support her family.

Conflicting Roles Sometimes it is easy to play more than one role at a time. At other times, however, you find that the demands of your roles are in conflict with each other. Consider the following situations:

- ★ You want to go to the school dance, but you have already agreed to take a babysitting job that night.
- ★ Your best friend manages to get tickets to a rock concert tomorrow, but your stepmother reminds you that your grandmother is arriving for a visit.
- ★ It is your night to cook dinner for the family, but your big term paper is due in the morning.
- ★ You do not need a new pair of jeans, but everyone you know is buying the latest style.

In each of these cases, two of your roles are in conflict, forcing you to make a difficult decision. In the first case, your social group role is in conflict with your worker role.

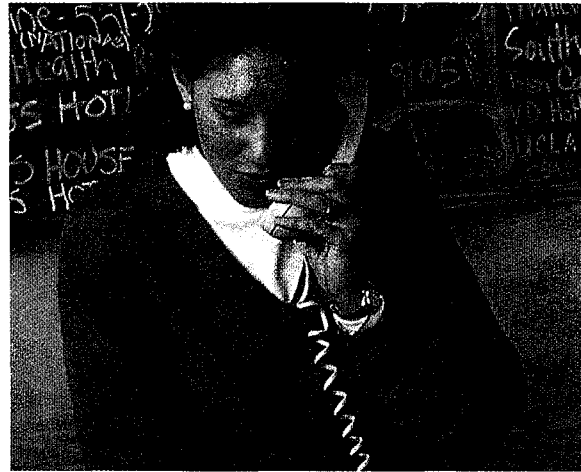
What roles are in conflict in the other situations? How will you decide what to do?

Making choices in situations like these is not easy. It requires you to think about the consequences of each possible behavior. Often, being aware of the values that guide your behavior in each role can be helpful. For example, it may help you to choose whether or not to buy the popular jeans if you realize that you are weighing the value “it is not good to spend money on items I do not really need” against the value “being accepted by the social group that wears the latest fashions is important to me.”

Level of Participation

As you play your social roles, you will often have to make choices about how actively you want to participate in a role at any given time. These choices, too, are based on your values and your sense of what is most important to you at the time. If you think that there are not enough social activities at your school, what can you do? You can do nothing, or you can get a group of students to help you plan a dance, hire a band, sell tickets, and decorate the gym. The course of action you choose will depend on how much time and energy you are willing to devote and how important it is to you to achieve a certain result.

You have a choice about your level of participation. However, you must realize that you will have to take the consequences of participating or deciding not to participate. In the case of the school dance, if you do nothing, you will have no activity, or perhaps someone else will plan an activity you do not enjoy. If you choose to take an active role, you are likely to have the kind of school activity you enjoy. Most people find that when they participate fully in a role, they feel satisfaction and get a better sense of who they are.



Many teenagers volunteer as part of their citizen role. This girl works with a group that provides information and advice to other teenagers.

Playing the Citizen Role

Earlier in this chapter, you learned the importance of the “office of citizen” in American society. In fulfilling that office, you are playing a very important role: the citizen role.

Some of the behaviors that people expect of citizens in our society include obeying the laws and paying taxes. These are the required duties of citizenship. The rest of the behaviors we expect of citizens are the voluntary activities, such as voting, running for office, and organizing to influence government actions.

Choosing Citizen Activities For some people, playing the citizen role has high priority. When faced with a conflict between roles, they choose to devote more of their time and energy to the “office of citizen.” These people, when they are students, are the ones who take leadership roles in student government. They plan the school activities and work with the administration and the school board to solve

school problems, as Peter Ky did with the recycling program.

Adults for whom the citizen role has high priority may run for government office. They may volunteer to serve on boards and committees that study government problems or plan for parks and recreation. They may devote much of their time to helping with political campaigns or working for organizations that try to influence government decisions.

Other people spend less time playing the citizen role. Some are satisfied simply to keep informed, to vote, or perhaps to give money to support candidates and issues.

As with your other roles, you cannot always participate in citizenship activities as actively as you might want to. For example, Peter Ky would like to be more active in student government. However, he knows that at this stage in his life, he needs to spend most of his time studying and helping in his family's restaurant.

Doris Hollingsworth has her hands full as a wife, mother, worker, and student. She says that she has very little time to devote to political activities just now.

Contributing to the Common Good

Being a responsible citizen is not limited to participating in political activities, however. Earlier in this chapter you learned that the overall responsibility of every citizen in the United States is to contribute to the common good. Many people are making such a contribution to the common good when they play roles that they may not think of as citizen roles.

For example, Bernice Kelman helps at the church thrift shop. The money the shop raises goes to buy medicine and food for elderly people in the community. In this way, Bernice is contributing to the common good while playing a role in a social group in her church. In addition, helping others makes Bernice feel good about herself.

Facts & Quotes

A Nation of Volunteers

According to a study by the Independent Sector of Washington, D.C.:

- ★ About 109 million American adults participate in some form of volunteer work.
- ★ About 56 percent of all Americans spend an average of 3.5 hours a week in volunteer work.
- ★ Americans spend about 19.9 billion hours of their time volunteering in a given year.
- ★ Volunteers provide a range of services, including serving food, making repairs, organizing events, and working with children.
- ★ Some of the major reasons why people volunteer include:
 1. They like the opportunity to do something useful.
 2. They enjoy the work.
 3. The work helps people in need.
 4. Volunteering supports their moral values.

When Bernice was secretary to the superintendent of schools, she was playing a worker role. However, the work she did supported the town's efforts to educate its children. Therefore, Bernice was contributing to the common good in her role as worker. Although neither of these activities is political, they both make Bernice's community a better place to live.

Setting Priorities for Citizenship How much time and energy will you devote to fulfilling your responsibilities as a citizen? This decision is one that you will make again and

again in your life. Each time, that decision will be influenced by the other roles you are playing and how important they are to you. It will also be influenced by the stage of your life, by your values, and by your particular talents and interests.

Playing the citizen role in a political way may not always be a high priority for you. However, as a citizen you share the responsibility of all Americans to protect the basic values that unite us as a people and as a society. Therefore, if you choose never to play the citizen role, you are giving up your right to have a voice in your government and to make a difference in your community.

Section 3 Assessment

1. **Define** social roles
2. Describe two situations in which you play the role of student differently.
3. Give an example of a situation in which you play two overlapping roles.
4. What happens when a person's roles come into conflict with each other? Give an example.
5. Give two examples of how people behave when playing the citizen role.
6. **Synthesize** What do you think might happen in your community if no one chose to perform the voluntary activities of the citizen role?

Extending the Chapter

Global Views

In this chapter you have been learning about what it means to be an American citizen. Do citizens of other nations have the same rights, duties, and responsibilities as we do? The answer to that question depends upon the type of government a nation has.

You might be a citizen of a nation governed by an absolute monarch, such as Saudi Arabia; by a dictator, such as Libya; or by a group or political party that has complete authority to make and enforce the laws, such as China. The government of that nation might provide the services you and its other citizens need. It might protect the rights it thinks its citizens should have.

As a citizen of such a nation, you might be loyal to it and willing to defend it against its enemies. However, the nature of your citizenship would be very different than it is in the United States. You would be a subject—a citizen who must abide by the government's decisions but who has no legal power to try to change them or to choose different government officials.

The citizens of the United States deliberately took the power into their own hands. They created a government system in which the people, rather than a monarch or dictator or ruling party, have the final power.

Therefore, as citizens we must take the responsibility to be well informed and to participate in government by holding office, by voting, and by working to make sure that everyone's rights are protected and that everyone's voice is heard.

In a speech he gave in 1952, Adlai E. Stevenson, a candidate for President, said:

As citizens of this democracy, you are the rulers and the ruled, the lawgivers and the law-abiding, the beginning and the end.

With these words, he summed up the meaning of American citizenship.

DECISION MAKING SKILLS

How to TAKE ACTION

“Well, did you do what you said you were going to do?” Often, many of us have to answer “No” to this question.

Good decision making is not just a matter of choosing what to do. You have to plan how to do it and then do it. Otherwise you will be like someone who goes bowling and aims well but does not follow through. Your good decisions will roll into the gutter.

The Decision Making lesson in Chapter 2 showed you the steps involved in the first part of the decision-making process: *choosing* which way to reach your goal. This lesson will focus on the second part of the decision-making process: taking action—doing what needs to be done to reach your goal. Creating a plan of action and following through with it are necessary in good decision making.

Explain the Skill

One way to make an action plan is to follow these steps:

- 1. State your action goal.** Your action goal is to carry out the decision you just made.
- 2. Identify resources (what will help you) and obstacles (what you will have to overcome).** Knowing what you can use and what problems you might face will help you decide what has to be done.
- 3. List what you have to do to achieve your goal.** Think about who will do what and when it will be done.
- 4. Carry out your plan.** Check each step you take to see if what you are doing is getting you toward your goal. If necessary, change your plan.
- 5. Judge how well your plan worked.** Identify the results of what you did, including

any unexpected results. Determine what you might do differently if you used the plan again.

Analyze the Skill

On page 40, you read about how the student council at Janice’s school chose a way to achieve a clean campus. Now you will see how the members of the student council put their choice into action.

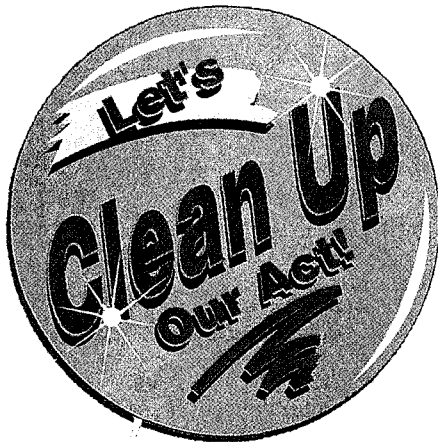
Everyone was pleased with our decision to give buttons as rewards to students for helping to keep the school clean. However, before we had finished congratulating ourselves, the student council president reminded us that we were not done yet. “I know this button idea looks great,” Chris said. “But we still have to make it work. We have to make sure that the buttons will get most students to keep the campus clean.” So with that the student council got down to business.

First, we thought of what could help us in putting our idea into action. Debbie thought that we might be able to use the Pep Club’s button-making machine and get free poster paper from the art teacher. But there were also some possible problems to deal with. For instance, as Rob warned, students might complain that exchanging buttons for ticket discounts was unfair to people paying full price. If enough students thought that the plan was unfair, it would fall apart very quickly.

Now that we knew what would be useful and what might get in the way, we were ready to list things we needed to do, including using the available help and dealing with problems. Sharon and Raul would ask the principal for permission. Then Debbie would talk with the Pep Club president about using the button-making machine. Karen would develop a colorful button design.

To get students to support the idea of exchanging buttons for discounts, Tim and Rob would make rules showing that the buttons could be easily earned by any student. Eventually, our list of tasks covered everything from signing up teams and clubs as clean-up sponsors to recruiting students who would hand out buttons.

As our plan went into effect, we held several meetings to discuss our progress. Chris kept everyone's job flexible. For example, at first my task was to make morning announcements encouraging students to keep the campus clean. As the clean-up campaign got rolling, however, I began writing weekly reports for the school paper on the progress of the clean-up.



After a few weeks we knew that our plan was a success. The campus was free of litter, and the bathroom mirrors shone. Students were taking more pride in the school. There were also some results we had not expected. For example, instead of losing money by giving discounts to button holders, the school actually made more money. People who had

complained about high ticket prices were now going to more dances and athletic events. The crowds were bigger than ever! We had helped school spirit in more ways than one.

One day Chris called us all together for another meeting and said, "Okay, our plan is working. Now what can we do to make it even better?" Diane suggested using several different button designs for variety. Then Ken came up with the idea of earning money for the school by recycling drink cans instead of throwing them in the trash. Right away we began thinking about how to include those suggestions in our clean-up plan.

Skill Assessment

Now that you have read about the students' plan, answer the following questions.

1. What was the student council's action goal?
2. What did the students think might help them? What was one of the problems they expected? Explain.
3. Name at least three actions the student council took. Explain why each action was important.
4. What was the main sign of the plan's success? Explain your answer. **(a)** attendance at dances and athletic events **(b)** the support of the principal and teachers **(c)** the clean campus
5. What did the student council do after judging how well their plan worked? Explain. **(a)** made changes in it, **(b)** decided that it was no longer necessary, **(c)** started a new project
6. How does the *acting* part of the decision-making process differ from the *choosing* part?
7. Explain why *acting* in decision making means more than just "doing something."

SOCIAL STUDIES SKILLS

How to READ A NEWSPAPER

In this chapter you read a description of one day in the life of Doris Hollingsworth, a busy working mother. Doris describes reading the newspaper during her breakfast “to find out what the mayor had had to say about the need for more stop signs at the intersections near the school.”

Doris was performing one of her responsibilities as a citizen—keeping herself informed about public issues. A good way to do this is to become a regular newspaper reader. Newspapers can provide you with a wealth of information about your community, state, nation, and world.

Explain the Skill

People who enjoy reading the newspaper regularly become familiar with the sections of their favorite newspaper. For example, most newspapers cover major news stories in a front section. This section may also include the editorial pages. Editorials express points of view on events and issues. Readers’ opinions appear here in the form of letters to the editor.

Other sections may cover local news, sports, business, entertainment, lifestyles, food, and gardening. The classified section may have listings of job openings, housing for sale and rent, and items for sale.

Analyze the Skill

The front page of most newspapers has an index like the one on this page to help readers find specific information. In this index the letters and numbers refer to sections and to page numbers in a section. The comics, for example, are on D-7, or on page 7 in section D.

If Doris were looking through an index like this one for the mayor’s comments on

Index

Business	C-1	Movies	D-2
Books	D-4	National News . .	A-2
Classified	E-1	Sports	F-1
Comics	D-7	Television	D-5
Editorials	A-10	Weather	B-10
Local News	B-1	World News	A-5

stop signs, she would have several options. The topic might be considered a major news story. If so, it could be covered on the front page or within the front section. On the other hand, it could be covered under Local News, which begins in section B on page B-1. Or it might appear in the Editorials, on page A-10. The mayor could have written a letter to the editor, or the topic could be the subject of an editorial piece by the newspaper.

Skill Assessment

Study the newspaper index shown above to answer questions 1–3.

1. Where might you look for information about the following topics? **(a)** a new plan to improve parking in your city **(b)** what readers think about the parking plan **(c)** racial problems in South Africa **(d)** where to buy a used bicycle **(e)** how cold it will be tonight **(f)** a debate in Congress about the President’s recent health-care proposals
2. What is a likely name for section D?
3. In which two sections could an important local news story be located?
4. How does using an index help you to find an article in the newspaper?

CHAPTER 3 ASSESSMENT

Building Civics Vocabulary

Match each numbered vocabulary term with the lettered word or phrase most closely related to it. Then explain how the items in each pair are related.

Example: *Social roles* is related to *friend* because being a friend is one social role you might play.

- | | |
|---------------------------|-------------------------|
| 1. <i>naturalized</i> | (a) "office of citizen" |
| 2. <i>the common good</i> | (b) trial |
| 3. <i>jury of peers</i> | (c) immigrant |
| 4. <i>candidate</i> | (d) election |

Reviewing Main Ideas and Skills

- Describe the process of becoming a naturalized American citizen.
- Explain what is meant by "government of the people, by the people, and for the people."
- Choose three rights of citizens. Which basic values do they reflect?
- Choose one of the five duties of citizens and explain why we are required to fulfill it.
- Describe two ways that a person under age eighteen can fulfill the voluntary responsibilities of citizenship.
- Give an example of a role you were born into, a role you are required to play, and a role you have chosen for yourself.
- How to Take Action** Suppose there is a shelter for homeless people in your community. You have decided to help it raise money. How would you formulate a plan of action to carry out your decision?
- How to Read a Newspaper** In which section of the newspaper would you find an article about plans to build a new local mall?

Critical Thinking

- Defending a Position** In a democracy, the office of citizen is the most important office there is. Do you agree with this statement? Explain why or why not.
- Predicting Consequences** Suppose that someone said to you, "Why should I bother to vote? My one vote won't make a difference." How would you answer that person?

Writing About Civics

- Writing for a Newsletter** You have been asked to write an article for a newsletter for new citizens. In one paragraph, explain why contributing to the common good is an important responsibility of citizenship.

Citizenship Activities

- Working in Groups** With three or four classmates, make a chart listing all the social groups each of you is a member of. Which social group memberships do all the people in your group have in common?



Take It to the NET

Access the **Civics: Participating in Government** Internet site at **www.phschool.com** for the specific URL to complete the activity.

Study the data and charts about voter registration and voter turnout in your state. How many registered voters have turned out for recent presidential elections? Has the number increased or decreased? Write a sentence summarizing the trends in voter turnout in your state. Then write a paragraph explaining what you believe are the reasons behind these trends.

My American Dream

Dan Helfrich was a sixteen-year-old student at Loomis Chaffee Academy in Connecticut when he portrayed candidate George H. W. Bush in a mock presidential election. That experience gave him a new perspective on how our government works. He reflected, "I realized that politics was a lot more intricate [complex] than I thought."

Before you read the selection, find the meanings of these words in a dictionary: idealistic, proverbial.

If I had a wish one day, it would be that the government would take more seriously their influence on the lives of the people in their country....My wishes are real idealistic ones—that everyone would be represented in government and that the events that happen in Washington, D.C., and big-time politics would be more representative of the population in this country.

The American dream—that is everyone is gonna be free and someone can come over from Ireland when there was a potato famine and have equal opportunity—that's what I consider the proverbial American dream. But my American dream is that everyone else's American dream would come



true and that there wouldn't be so much underlying prejudice in this nation. My American dream is to see an African American in the White House. I think that would be a great thing. It would show me how far we have come....

The country is going in the right direction, but history will tell you that things take a long time to work themselves out. The abolition of slavery is a huge accomplishment for history, and it's a huge accomplishment that African Americans and women have the right to vote today—that took a real long time. And those are changes that we take for granted too. A lot of

progress has been made since the Revolutionary War, or since the days when Columbus came....

I have a good feeling about the future. The people of my generation are more outspoken and more in tune with what's going on, and I'd like to think that when the people of my generation are in the position that the people in politics are in today, they're going to be more sensitive and more representative of the people of our country. I think a lot of progress has been made in that regard. But more and more needs to be done; you can never say that's good enough. You gotta be looking to get a step ahead.

Source: Marcia A. Thompson, ed., Who Cares What I Think? American Teens Talk About Their Lives and Their Country (Alexandria, Va.: Close Up Foundation, 1994), pages 191–204.

Analyzing Primary Sources

1. What is Dan Helfrich's personal "American dream?"
2. According to Dan Helfrich, what kinds of progress have been made in American history?

UNIT 1 ASSESSMENT

Reviewing Main Ideas

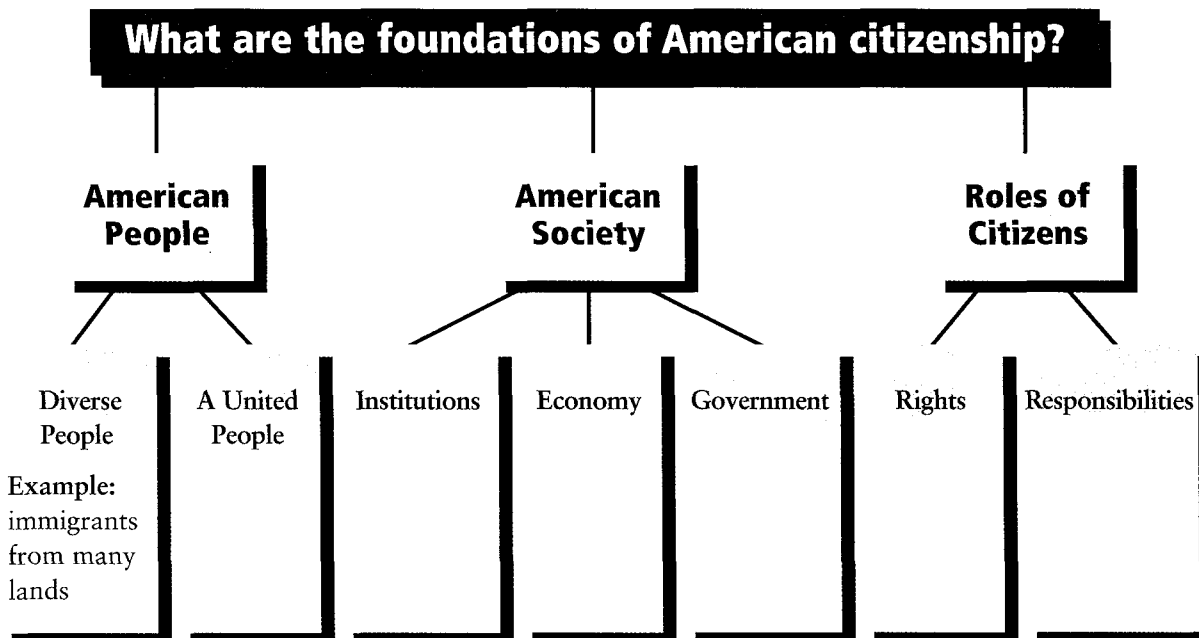
1. Is it possible to treat another person with equal respect even if you find that he or she has opinions or values different from your own? Explain your answer, giving examples.
2. What does it mean to you now to play a citizenship role in the United States? How do you think you might answer this question when you are an adult?
3. Explain how each of the following activities contributes to the common good.
(a) voting in an election (b) recycling
- newspapers (c) expressing your views in a letter to the editor (d) treating a person with equal respect
4. Match each social role listed below with the social institution that most affects you when you are playing that role.

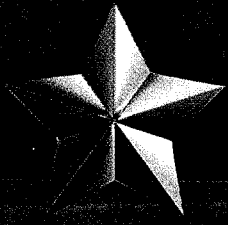
1. son or daughter	(a) the economy
2. student	(b) government
3. citizen	(c) the family
4. consumer	(d) education

Summarizing the Unit

The tree map below will help you organize the main ideas of the unit. Copy it onto a separate sheet of paper. Review the unit to complete the graphic organizer by adding examples for

each of the boxes in the bottom row. (The first one is done for you.) Then write a short essay that answers the question posed by the graphic organizer's title.





UNIT 2

