

Unit 1: Proud to be an American

Conceptual Lens:

Identity

Civic Participation



Essential Question:

How do people identify themselves as Americans?

Overview:

- American Citizenship
- Immigration and Diversity
- Duties and Responsibilities
- Types of Government
- What is Democracy?
- American Democracy Basics
- Review

Main Ideas:

1. Defend the importance of studying civics.
2. Explain the difference between civic duties and responsibilities, and give three examples of each.
3. Describe the steps of the naturalization process.
4. Evaluate how effectively various types of governments balance individual freedom with government power.
5. Explain how immigration is reflected in American society.

I can...

- Identify the problems and challenges to a changing population
- Identify how civic participation affects the community and how citizens influence government
- describe the difference between a natural born and naturalized citizen and the process to become a citizen.
- Distinguish between types of government and how citizens are involved in each type.

Concepts and Vocabulary

Citizenship, civil liberties, civil rights, human rights, Civic duty and civic responsibility, naturalization, Social contract, E Pluribus Unum, Federalism, equity, Political activism, informed citizenry, tolerance, Assimilation, national identity

Unit 1 Vocabulary

Term	Definition	Use it in a Sentence!
Civics		
Citizen		
Government		
Immigrant		
Alien		
Quota		
Naturalization		
Refugees		
Census		
Social Contract		
Migration		
Assimilation		
Jus Soli		
Jus Sanguine		
14 th Amendment		

<u>Term</u>	<u>Definition</u>	<u>Use it in a Sentence!</u>
Jury Duty		
Selective Service (Military Draft)		
Civil Rights		
Civil Liberties		
Civic Duty		
Civic Responsibility		
Personal Responsibility		
Fiscal Responsibility		
Moral Responsibility		
Civil Disobedience		
E Pluribus Unum		
Tolerance		
Democracy		
Republic		
Totalitarianism		
Dictatorship		

Chapter 1, Section 1: Civics in Our Lives Pgs. 6-10

1. In your own words: What is the main idea of this section?
2. What does good government require?
3. What is the definition of Civics?
4. What is a citizen?
5. In the Roman Republic, who was considered a citizen and who was not?
Citizen:
Non-Citizen:
6. What is a government?
7. What does Citizenship include?
8. What are three ways Americans participate in society?
9. In America you are a citizen of both your _____ and the _____ in which you live.
10. What are three ways you can "train" to become a good citizen?
 - 1.
 - 2.
 - 3.
11. What are the basic American values and how are each defined?
 -
 -
 -
11. What protects Americans guaranteed rights and freedoms?
12. What is based on the American values?
13. How is voting an important principle of government?
14. Why is it important to express your opinion?
15. What are three ways that you can be an effective citizen?

Chapter 1, Section 2: Who are US Citizens? Pgs. 11-16

1. In your own words: What is the main idea of this section?
2. Explain the idea of the "melting pot" theory.
3. How is the "salad bowl" theory different from the "melting pot" theory?
4. What is a more accurate picture of America and why?
5. What does the idea of multiculturalism emphasize?
6. Why did Thomas Jefferson oppose a national religion or church?
7. What were two places early immigrants came from and where did they settle?
8. Give an example of one law that limited immigration.
9. What is a quota?
10. What is the current immigration quota?
11. What is an alien?
12. How do you know if you are a native born citizen?
13. What is the legal process to gain citizenship called?
14. What are the 5 steps in the naturalization process?
15. What is the difference between a legal resident, an undocumented resident, and a refugee?

Unit 1: A Tradition of Democracy

Chapter 1, Section 3: Pgs. 17-21

1. What is the main idea of this section?
2. What is a census?
3. The census counts _____ and tracks _____.
4. What are demographics?
5. What are three ways a country typically grows?

6. What is an example of each type of demographic change listed in the text?

7. From "Math 101": Use the graph to determine the PERCENTAGE by which the population grew from 1950 to 2000.

8. What challenges might arise from demographic changes occurring the United States today?

9. From "Law 101": What might be advantages and disadvantages of both immersion and bilingual programs?

10. What are three ways that the population is moving within the United States?

CHAPTER 15: Pgs. 362-374

Section 1: Pgs. 362-365

1. What is a community?
2. How do resources, climate, and transportation influence the location of cities?
3. What is the difference between the two types of rural communities?
4. How are urban, suburban, and metropolitan areas different?

Section 2: Pgs. 366-369

1. What are the two values that communities teach?
2. What are 4 specific examples of community services and how do they contribute to the well being of communities?

Section 3: Pgs. 371-374

1. What does "The more you give, the more you get." mean to you?
2. How are compulsory services different from voluntary services?
3. Give 2 examples of specific volunteer organizations and what they do.
4. How do volunteer groups improve the community?

Unit 1: Proud to be an American

Concept: *Identity*

What is Civics?

- Civics –

American Citizenship

- Citizen -

- The _____ Amendment defines citizenship: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, **are citizens of the United States** and the state wherein they reside.”

- Passed after the _____.
- Meant to protect _____.

- **Civil Rights V Civil Liberties**

- Civil Rights:

- Civil Liberties

Non-Citizens:

- **Alien – Foreign born people who are not citizens - LEGAL RESIDENTS**
May have **temporary permission** to stay in the US (a **VISA**) or have a **permanent residency** (a **GREEN CARD**)
- **Undocumented Immigrants -**
- **Refugees -**

One can become a citizen by

- **Automatic Citizenship**

- _____ - **One or Both Parents** are US Citizens (By _____)
- _____ - **Born on US soil** but your parents are not US citizens. (this does not apply to children of diplomats) (by _____)
- The President of the US is required to be a “citizen by birth”

- Naturalization-

- Immigrant signs a **declaration of intention** that is filed with the CIS.
- **CIS –**
 - Note: the CIS was once called the _____ – Immigration and Naturalization Services
- One may file an **application for citizenship**, after **living in the US for _____ years** (if you are married to a US Citizen, _____ years), living in your state for 3 months, and reaching the age of _____ yrs.
- Applicant meets with a CIS official for an **interview**– official is looking for good moral character
- Applicant must pass a **citizenship test**.
- Applicant pledges **oath of allegiance** to the US
- If applicant has _____ under the age of 18, they automatically become citizens.

Essential Standard 4.5: Explain the changing perception and interpretation of citizenship and naturalization.

I Can:

Why is it important for people to understand and learn civics?

Explain why it is important to know your rights and liberties as a citizen.

How are aliens important to the United States society and economy?

Should the US allow other ways to become a citizen? Why or why not?

Immigration:

Why do people immigrate to America?

-Historically, there have been three main reasons:

- 1.
- 2.
- 3.

A Nation of Immigrants

American society overwhelmingly represents people who have _____

- Immigration and naturalization, particularly in the 20th century, have led to an increasingly _____ society.
- Our national motto: *E Pluribus Unum* –
- **Tolerance-**

The American **National Identity** comes from shared _____

Such as:

-Representative Democracy: _____
- _____

Ellis Island

- The station where millions of _____ in the late 1800s and early 1900s.
- Boats coming in passed by the Statue of Liberty
 - The New Colossus
 - “Give me your tired, your poor, your hungry...”
- After WWII, America started _____ allowed into the country. – _____ -

How immigration changes America

Two competing theories

- **The Melting Pot Theory**
- **The Salad Bowl Theory**

Diverse cultures lead to conflict

Racism, Sexism, Ageism

Affirmative Action

Essential Question 4.2: Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution, and the Bill of Rights.

Essential Question 4.5: Explain the changing perception and interpretation of citizenship and naturalization.

I Can:

Defend the argument that our motto is representative of our society.

What do you think is the strongest part of the national identity of the US? Why?

Which theory do you believe is most accurate? Why?

Community

What is a COMMUNITY?

- Communities NEED
TOLERANCE

- Self Determinism

-NIMBY

Citizens have duties and responsibilities.

• **Civic duties -**

What we are _____ (required) to do as citizens.

Sometimes our desires must be _____

Includes:

- _____ Cost: _____

Benefit: _____

- _____ Cost: _____

Benefit: _____

- _____ Cost: _____

Benefit: _____

• **Civic responsibilities -**

-Necessary for a _____.

Includes:

-
-
-
-

Voting is _____ to have a true _____. The more _____ people are, the more _____ our government is.

Requirements to Vote: 1. _____ 2. _____ 3. _____

Other Responsibilities: _____

Civil Disobedience is _____.

Used in the _____.

Essential Question 4.3: Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life, and criteria for membership or admission.

Essential Question 4.4: Analyze the obligations of citizens by determining when their personal desires, interests, and involvement are subordinate to the good of the nation or state.

I Can:

What do you think an additional requirement for citizens should be? Explain.

What responsibility do you think is most beneficial for society as a whole?

What is an issue that you would participate in civil disobedience for? Why? How would you be "disobedient"?

Why do we have governments?

Social contract:

John Locke--

Types of Government-

Government	Definition	Who is in charge?	How do citizens participate?	Example
Anarchy				
Authoritarian				
Autocracy				
Theocracy				
Oligarchy				
Monarchy				
Dictatorship				
Aristocracy				
Totalitarian				
Direct Democracy				
Representative Democracy				
Republic				
Confederation				

Essential Standard 2.5: Compare the United States system of government within the framework of the federal and state structures as well as how they relate with governmental systems of other nations.

I Can:

How can authoritarian governments serve their citizens?

Theocracy?

Oligarchy?

Monarchy?

Dictatorship?

Aristocracy?

Which authoritarian government would be best to live under? Defend your argument.

Democracy

- **History of Democracy**

- Developed in Greece
 - First invented in the city-state of Athens
 - Had a _____
 - _____

- **What democracy means:** _____

- **In Rome:**

- Rome developed a _____
 - Also known as a _____
 - _____

- **Aspects of Democracy -**

- **F** _____
- To have free elections:
 - Elections are held _____
 - Voters are _____
 - People can vote _____
- Important to have a _____ democracy.

- **Power Lies with the People-**

- In democracies, it is the people who have _____
- **Social Contract-** _____
 - Citizens are _____
 - In return, government must _____
- _____

- **Stability**

- Citizens must _____ for it to be stable.

Essential Question 2.5: Compare the United States system of government within the framework of the federal and state structures as well as how they relate with governmental systems of other nations.

Essential Question 4.1: Compare citizenship in the American constitutional democracy to membership in other types of governments.

I Can:

Why do you think the Greeks wanted to use democracy as a form of government?

Why do you think the Romans chose to have a Republic rather than a Democracy?

Why are elections so important? What do they do for the citizens?

Which of these three aspects do you think is the MOST important for a democracy?

American Democracy

- **Republic - A** _____
 - We elect _____ to _____
 - P _____

Popular Sovereignty

Rule of Law

Federalism –

- Government in which _____ between:
 - F _____
 - S _____
 - L _____
- Each level has their _____
Examples:
 - Federal (National)- _____
 - State- _____
 - Local- _____
- State rules _____ (the _____ Clause)
- **Separation of Powers**
 - Each level of government has _____
 - L _____
 - E _____
 - J _____

Comparative Democracy

- **Democracy in America**
 - **Separation of Powers**
 - There are _____
 - L _____
 - E _____
 - J _____
 - **Constitutional Government**
 - _____
 - It _____
- **Democracy in England**
 - **Parliamentary System**
 - **Parliament-** _____
 - Two houses: _____
 - In a parliamentary system there is _____
 - People _____
 - The _____ in the legislative branch _____ the head of government _____
 - Members of one branch _____ another branch
 - **Constitutional Monarchy**
 - The Queen _____
 - England _____, but laws such as the _____ limit the power of the monarch.

Essential Question 4.1: Compare citizenship in the American constitutional democracy to membership in other types of governments.

I Can:

Why is it necessary to have both Federalism and Separation of Powers in a democracy?

Do you believe that the Parliamentary system takes away or gives more to a democratic government? Why or why not?

Can You Pass the Naturalization Test?

1. What do the stars on the flag mean?
2. How many stripes are there on the flag?
3. What is the date of Independence Day?
4. What country did we fight during the Revolutionary War?
5. Who was the first president of the United States?
6. Who is the Vice President of the United States today?
7. Who elects the President of the United States?
8. What do we call a change to the Constitution?
9. How many changes have been made to the Constitution?
10. What are the three branches of our government?
11. How many Senators are there in Congress?
12. Can you name the two Senators from your state?
13. For how long do we elect members of the U.S. House of Representatives?
14. What is the Bill of Rights?
15. What is the capital of your state?
16. Who is the current governor of your state?
17. What are the 49th and 50th states of the Union?
18. Name one of the requirements a person must meet in order to be eligible to become President.
19. How many Supreme Court justices are there?
20. Why did the Pilgrims come to America?
21. Who was the main writer of the Declaration of Independence?
22. Who wrote the Star Spangled banner?
23. Who has the power to declare war?
24. Who is the current president of the United States?
25. What is the minimum voting age in the United States?

1. In your opinion, which is the best question on this test? Why?

2. Which question shouldn't be asked of someone who wants to become an American? Why?

3. If you could, what would you change about this test? What do you think is important for future Americans to know?

Name: _____

Period: _____

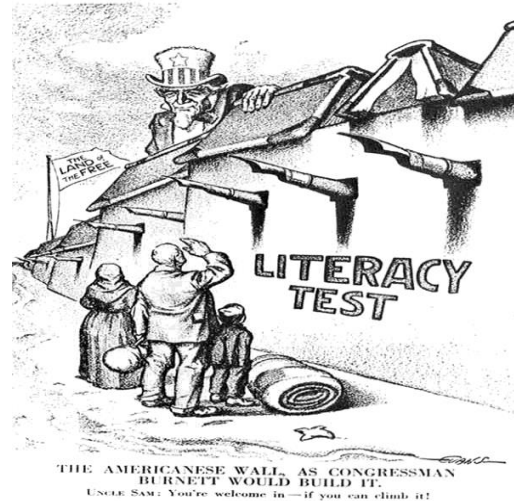
Two Views on Immigration

Political Cartoons are used to make a statement about a particular issue. Cartoonists use them to poke fun at the issue or to make a statement about it. Look at the two political cartoons below and then answer the questions.

Cartoon A



Cartoon B



1. What symbols are used in Cartoon A? What do they stand for?
2. What symbols are used in Cartoon B? What do they stand for?
3. What is the cartoonist's view on immigration?
 - Cartoon A
 - Cartoon B
5. What are some of the current views in America about immigration?
6. How do you feel the issue should be solved?

7. Make your own political cartoon

Using the ideas we studied today, create your own political cartoon reflecting on an issue that you think is occurring in the United States because of our diverse population.

Should include:

1. Visual
2. Captions
3. Title
4. Key words and visuals to ensure your point of view is being explained.
5. Short description (1 paragraph) on back or a second paper explaining:
 - why you chose the representation
 - how you feel it is more reflective of current society
 - what symbols you used and why you used them.

How citizenship is defined around the world

By Leslie Beeselein Rojas



A map illustrating nations that recognize jus soli citizenship, the one known as birthing citizenship (dark gray) and those that don't (light gray).

As immigration-restriction advocates campaign to deny U.S. citizenship to the children of undocumented immigrants, it's worth taking a look at how other nations handle citizenship at birth.

The United States is one of a long list of countries that recognize jus soli (Latin for "right of the soil") citizenship, most commonly known as birthright citizenship. And there is an even longer list of nations that don't.

The vast majority of nations in the Americas recognize jus soli, including Canada, Mexico (which recognizes nationality at birth) and most of Central and South America. Outside of the Americas, however, straightforward jus soli policies are rare. The norm in Europe, Asia and in much of Africa and elsewhere is some form of jus sanguinis (Latin for "right of blood") citizenship, typically granted to children born to a national of that country.

The policies vary widely, and many nations have modified their laws in recent decades. A few examples:

In Australia, which at one time offered citizenship automatically at birth, moved in 1986 to a system where citizenship is automatic only for children born to at least one Australian citizen or legal permanent resident. However, Australian-born children who are not born citizens automatically become citizens at age 10 if they have lived there most of their lives.

In France, where jus soli citizenship was once the norm, changes made to the law since 1993 now mean that the French-born children of foreign nationals must request citizenship at a later date in their teens, or upon reaching adulthood.

In Germany, a strict jus sanguinis policy granted automatic citizenship only to children born to German nationals until 2000, when the law was modified. Today, children born to non-German parents are granted German citizenship at birth if at least one parent has been a legal permanent resident for at least three years, or has lived in Germany for eight years. These children must later apply to retain German citizenship by age 23.

In the United Kingdom, changes in the law in 1981 ended a system of straightforward jus soli citizenship. Children born in the U.K. now only become British citizens automatically if one parent is either a British citizen or legally settled there. The same goes for children born in "qualified territories" of the U.K.

How do tighter policies for granting citizenship work out for other countries? As global migration has increased and developed nations continue to import labor, just like the United States, nations that don't offer birthright citizenship have still suffered their own immigration-related woes.

In an essay published last fall in the Los Angeles Times, Cal State Long Beach international studies professor Julie M. Weise wrote:

The children born in Germany of two undocumented parents still are not German citizens at birth. The result is an underground market in fraudulent paternity, in which German men who are citizens — derogatorily known as missus father, or fast-food fathers — claim to be a child's father in exchange for a fee, thus enabling the child to be a German citizen.

Far from promoting the rule of law, Germany's approach to citizenship has created a mess.

Weise pointed to related problems in countries like Japan and Israel, which last summer announced plans to deport hundreds of non-citizen children born in Israel to foreign migrant workers.

And when riots broke out in Paris in 2005 after the accidental electrocution of two teens of African descent, with most the rioters young, second-generation children of immigrants from France's former North African colonies, some critics pointed to a two-tiered system that granted birthright citizenship to other French-born youths, but not these, as part of the underlying social disenfranchisement.

Another issue has been statelessness. Many children born to foreign parents abroad are at least considered nationals of their parents' country by virtue of jus sanguinis (a policy the United States employs), but it doesn't always work this way. From a 2006 Migration Policy Institute report:

Wordwide, the number of stateless persons is rising. The United Nations defines a stateless person as someone who is not considered a national by any state. The rigid practice of jus sanguinis policies can result in statelessness. In other cases, a child with a non-national father born in their mother's country of nationality may be denied that nationality as a result of gender restrictions on the transmission of nationality.

Statelessness also occurs when long-residing ethnic populations have been denied citizenship or have been stripped of citizenship as a result of their racial or ethnic origins.

This has also caused problems for U.S. immigration officials, who have run into trouble deporting stateless people born in countries that did not grant them citizenship at birth, sometimes because the countries their parents came from no longer exist or don't recognize their citizenship. For some (including a German-born man detained San Diego that I once came across), this can mean long periods held in immigrant detention while officials try to figure out what to do with them.

According to the pro-restriction advocacy group Center for Immigration Studies, there are other jus soli nations that are considering tightening their citizenship policies. From a paper published last summer, which also mapped and listed countries by which do and don't recognize birthright citizenship:

For example, Barbados is struggling with large amounts of immigration (relative to its size), both legal and illegal, and is contemplating ending birthright citizenship for children of illegal aliens. The country initiated an illegal alien amnesty last summer which gave illegal aliens six months to regularize their status. Anyone still in the country illegally after December 1, 2009, faces deportation. The amnesty had a number of conditions, and any illegal alien with three or more dependents could not automatically qualify.

Consequently, the question of what to do with children born to illegal aliens became central to political debate. A series of changes have been recommended by the nation's immigration department, and one proposed change is the end of birthright citizenship.¹⁵

Anguilla and Barbuda were also named by CIS as countries contemplating restrictive changes. Countries that were listed as having ended "universal birthright citizenship" since the 1980s included U.K., India, Malta, Ireland, New Zealand and most recently the Dominican Republic, with illegal immigration as "the main motivating factor in most countries."

Questions:

1. What is jus sanguinis and what is jus soli? Which is the better way to determine someone's citizenship and why is that the better way?
2. What part of the world tends to rely more on jus soli? Why do you think that those countries define citizenship that way?
3. What is a stateless person and why is that a major problem for a lot of countries? Give at least two examples of stateless people and the countries where there are increasing numbers of them.
4. What is a "fast-food father" and in what country do we find them? Why has this "phenomenon" come about and what can be done about it?

Country Research Activity

1. Type in this URL:
<http://tinyurl.com/CountryRP>
2. Click "Make a Copy"
3. Click in the top left where it says "Copy of Country Research Activity". Rename your Project. Include YOUR NAME and YOUR COUNTRY'S NAME
4. Click on the **Blue Share Button** at the top right of the screen
5. Click on "**Get a Sharable Link**"- Copy and **Paste this link into the assignment on Canvas.**
6. In a separate tab, go to this URL:
<https://www.cia.gov/library/publications/the-world-factbook/>
7. Use the drop down menu to the right to find your country.
8. Use the **Government** and **Economy** sections to conduct your research. Answer each of the questions on your slide.

Government

- Government Type (Google a definition of the type of government and type of a summary using that)
- Capital
- Is this a Federal System? (If there are Administrative Divisions, this is yes.)
- Is there Jus Soli citizenship?
- Is there Jus Sanguine citizenship?
- Suffrage (Voting Rights) information

Economy

- What is the GDP?
- What is the per capita GDP?
- What are 3 main agricultural products?
- What are 3 main industrial products?
- What is the percentage of the Labor Force devoted to?
 - Agriculture?
 - Industry?
 - Services?

10. After you have answered all of your questions, fill in the blank space with *multiple* images related to the content you have found for both slides. You must use CLT+C to copy images. If you have difficulty, ask AT LEAST 3 peers before asking me!

Rubric:

- 10% Has title, was shared correctly
- 30% Answers all Government Questions Correctly
- 30% Answers all Economic Questions correctly
- 15% Has multiple images related to the country's government
- 15% Has multiple images related to the country's economy.

John Locke DBQ

Use the quotes to help you answer the questions that follow. Make sure to write your answers in complete sentences. Use the back of the paper if you need more room.

“Men have rights by their nature...We give up our right to ourselves extract [revenge] for crimes in return for [nonjudgmental] justice backed by overwhelming force. We retain the right to life and liberty, and gain the right to just, impartial protection of our property.”

1. What rights are all men entitled to according to Locke?

“Society creates order and grants the state its [purpose]... The only important role of the state is to ensure that justice is seen to be done.”

2. According to Locke, what is the purpose of government?

“If a ruler seeks absolute power, if he acts both as judge and participant in disputes, he puts himself in a state of war with his subjects and we have the right and duty to kill such rulers and their servants.”

3. According to Locke, what do citizens have the right to do if their ruler is abusing power?

“We must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature... There is nothing more evident, that that creatures of the same species and rank should also be equal one amongst another without subordination or subjection.”

4. What does John Locke mean when he says that all men are naturally in “a state of perfect freedom...within the bounds of the law of nature”?

5. What does Locke have to say about human equality?

Mission Possible

Read the following articles:

- Are Legal Immigrants good for the U.S. economy?
- Dangerous White Stereotypes
- Gay Americans and American Freedom
- Individual Responsibility
- From Slavery to the White House
- Raised in the U.S. but Still Legal
- Who Gets to be an American

1. Create a product for each article you read. Each product will be worth 10 points. You may choose to do one of the following things for your article. (10 points each = 70 Points)

- **Analyze the Argument:** Write a reflection that explains the author's most effective argument in the article and explain why you think the argument is the most effective. (1-2 Paragraphs)
- **Identify the Bias:** Reflect on the author's viewpoint on the issues they are discussing and identify 5 clues in the text that proves they are biased.
- **Developing vocabulary:** Choose three words in the article you do not know. For each unknown word find the dictionary definition, find the synonyms, and then create a sentence using the word.
- **Developing viewpoints:** Discuss whether or not you agree or disagree with the author. Justify your position. (1-2 paragraphs)
- **Text-to-text connections:** Using the article you just read make a text-to-text connection. This means consider something else you have read and how does it relate to it. (It could be another article in this packet.) Identify things they have in common and how do they relate to each other.
- **Text-to-world connections:** How does this issue affect your community? Your community can be the world, country, state, city, family, friends, etc. You have a lot of communities. What is the impact of this article on them? (1-2 paragraphs)
- **Create a cartoon:** Draw a cartoon responding to the issue discussed in this article. The cartoon must have 6 boxes AND the characters must talk back and forth to each other 3 times.
- **Create a timeline:** Create a timeline mapping out the events discussed in the article. At the end of the time line, make a prediction of what will happen next in the progression of events. You more or less have to come up with a hypothesis as to what will happen in the future.
- **KWL Chart:** Before reading, consider the topic of the article and make a chart that takes into account what you know (K) about the topic, what you wonder or want to know (W) about the topic, and then after reading what you learned (L) from the reading.
- **Important passages:** Choose 3 passages in the article that you think are most important. Then explain why you believe they are the most important (1 paragraph per passage = 3 paragraphs total.)
- **Personal Passages:** Identify how this topic and the information learned impacts your life or relates to your life (1-2 paragraphs.)
- **Hamburger:** Create a hamburger using the format we learned in class to take a position on your topic.

2. Write a 3-5 paragraph essay answering the question, "What does it mean to be an American?" Use evidence from the articles to help make your case. This is worth 30 Points.

This will be a project grade. It will be due _____.

Duties and Responsibilities of Citizenship

1. What does the word "civic" mean?
2. What is the difference between duties and responsibilities? Give an example of each.
3. List the 4 different types of civic participation and provide an example of each.
4. What does civil disobedience mean?
5. Provide an example of civil disobedience.
6. How does civil disobedience relate to moral responsibilities and civic duties?
7. Defend the claim that women should have to register for selective service just like all American men 18 years and older.

Skill Practice: Political Cartoon



1. What do you see?
2. What is the current event?
3. What is the author's belief about the current event?
4. How do you know?

Unit 1 Study Guide



Community

1. What does community mean?
2. What is the difference between civil rights and civil liberties?
3. What is tolerance?
4. Why is it hard to practice tolerance?
5. What communities are you a part of?

<p>How Do You Become an American?</p>	<p>Why Do We Have Governments?</p>	<p>Types of Governments</p>
<p>1. What is the difference between a naturalized citizen and a natural born citizen?</p> <p>2. What 2 situations make a person a natural born citizen?</p> <p>3. How does one become a citizen? Summarize the process.</p> <p>4. What did the 14th Amendment do?</p> <p>5. Describe each of the 2 theories of American culture and discuss how they would treat a new immigrant in this country.</p> <p>6. How does the US policy for citizenship compare and contrast to other nations around the world?</p> <p>7. What are stateless persons?</p>	<p>1. What are the 3 natural rights that John Locke claims every one is born with?</p> <p>2. Describe "State of Nature." Why does John Locke say we need governments?</p> <p>3. What is a social contract? What does John Locke say should happen if it's broken by the government?</p> <p>"Society created order and grants the state its purpose... The only important role of the state is to ensure that justice is seen to be done."</p> <p>4. According to Locke, what is the purpose of government?</p> <p>"We must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature... There is nothing more evident, that creatures of the same species and rank should also be equal amongst one another without subordination or subjection."</p> <p>5. What does John Locke mean when he says that all men are naturally in "a state of perfect freedom... within the bounds of the law of nature?"</p> <p>6. What does John Locke have to say about human equality?</p>	<p>1. What is the difference between a democracy and a republic?</p> <p>2. What rights do people have in a dictatorship?</p> <p>3. Which form of government gives people the most freedom? Is too much freedom a bad thing? Explain.</p> <p>4. What do you think the dangers of a theocracy might be?</p> <p>5. Why might countries like North Korea choose to be a Communist Dictatorship?</p> <p>6. Explain how Federalism and Separation of Powers are seen in the United States government.</p>

Unit 1: Citizenship and Government

Doodle Review: Using this space, create a colorful Mind Map that includes all of the main ideas (in **BOLD!**) that we studied. You may use drawings, symbols, words, or/and patterns that will help you visualize how these main ideas are connected!

This is to help YOU and you may use it on your test!

