

# Quarter 1 CIVICS: What You Will Need to Know!

## WHAT IS CIVICS?

**Civics** – the study of rights and duties of a citizen.

**Citizenship** (SS.7.C.2.1) – is the rights and duties of citizens, beginning in ancient Greece and Rome. In the 1700s, it became to mean “belonging to a nation.” People started to believe that governments got their power from the people, an idea that became known as “consent of the governed.”



### The Growth of American Citizenship

1776 – Only white men who own property are allowed to vote.  
1868 – African American men become citizens through the 14<sup>th</sup> Amendment.  
1920 – Women gain the right to vote through the 19<sup>th</sup> Amendment.  
1924 – All Native Americans vote through the 19<sup>th</sup> Amendment.

### Duties (things we are required to do) of responsible citizens

(SS.7.C.2.2) Citizens who choose not to fulfill these civic duties face legal consequences

- Obey laws
- Pay taxes
- Defend the nation - serve in the armed forces if called
- Serve on a jury or as a witness in court if called
- Attend School



### Responsibilities (obligations that we meet of our own free will – should do) of citizens

(SS.7.C.2.2) Civic responsibilities are fulfilled by choice; they are voluntary

- Register and vote
- Hold elective office
- Participate in government and your community
- Serve in voluntary, appointed positions
- Influence government by communicating with government
- Keep informed regarding current issues
- Respect different opinions and ways of life
- Respect the property and rights of others

### Personal traits of good citizens

- Trustworthiness and honesty
- Courtesy and respect for the rights of others
- Responsibility, accountability, and self-reliance
- Respect for the law
- Patriotism



### Ways for citizens to participate in community service (SS.7.C.2.3)

- Volunteer to support democratic institutions (e.g., League of Women Voters).
- Express concern about the welfare of the community as a whole (e.g., environment, public health and safety, education). Help make community good place to work and live (becoming involved with public service organizations, tutoring, volunteering in nursing homes).

### How to become a citizen (SS.7.C.2.1)

- 14th 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.”
- Immigration and naturalization, particularly in the 20th century, have led to an increasingly diverse society.

### Requirement for immigrants who want to become citizens:

1. be at least 18 years old,
2. have been a legal permanent resident for five years,
3. be able to read, write, and speak English,
4. be of good moral character, and
5. show that they understand U.S. civics.

### Steps in the Naturalization Process (a legal process to become a citizen):

1. Fill out an application with the U.S. Citizenship and Immigration Service (USCIS).
2. Talk with a USCIS official.
3. Take a citizenship exam.
4. Attend a citizenship ceremony.

### Other Important terms to Know:

**Immigrant** – a person who moves permanently to a new country. **Ethnic Group** – a group of people who have the same race, culture, or nationality. **Values** – the principles or beliefs people use to make judgments and decisions. **Institution** – an important practice, relationship, or organization. **Popular Sovereignty** – idea that government gets its power from the people. **Government** – the ruling authority for a group of people. **Citizen** – a person who is loyal to a government and its protected by that government. **Alien** – a person who lives in a country in which he or she was not born. **Refugee** – a person who flees his or her country to escape danger. **Tolerance** – respecting and accepting others. **Welfare** – health, wealth, and happiness. **Volunteerism** – giving one’s time and services to others without expecting payment.



Citizenship

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## What is CIVICS? AND Forms of Government

### Principles of American Democracy

**Rule of Law** – All people, including those who govern, are bound by the law.

**Limited Government** – Government is not all-powerful. It may do only those things that the people have given it the power to do.

**Consent of the Governed** – American citizens are the source of all government power.

**Individual Rights** – In American democracy, individual rights are protected by government.

**Representative Government** – People elect government leaders to make the laws and govern on their behalf.

**Free, Fair, and Competitive Elections** – Every citizen's vote has equal value. They choose between candidates and parties. They vote by secret ballot free from government interference.

**Majority Rule** – A Majority of the members of a community has the power to make laws binding upon all the people.

### Functions of Government

#### KEEP ORDER

Pass and enforce laws to deter crime.

Establish courts.

#### PROVIDE SECURITY

Establish armed forces.

Protect citizens from foreign attacks.

#### PROVIDE SERVICES

Protect public health.

Protect public safety.

Provide public welfare.

#### GUIDE THE COMMUNITY

Develop public policy.

Manage the Economy.

Conduct foreign relations.



(SS.7.C.3.1)

#### Selection of Leaders

#### Extent of Government Power

#### Means of Ensuring Obedience

#### Political Parties

#### DEMOCRACY

Republic  
Constitutional Monarchy



Leaders are chosen in free and fair elections.

The government is limited in power by the constitution and laws; citizens' rights and freedoms are protected.

The government relies on the rule of law.

Multiple parties compete for power.

#### AUTHORITARIANISM

Absolute Monarchy  
Dictatorship  
Totalitarianism  
Oligarchy



Rulers inherit their positions or take power by force.

Rulers have unlimited power; the government may impose an official ideology and control all aspects of political, economic, and civic life.

The government relies on state control of the media, propaganda, military, or police power, and terror.

Power lies with a single party.

### Systems of Government (SS.7.C.3.2)

Nations differ in their systems of government and how power is shared or not shared among various levels of government.

**FEDERAL SYSTEM** – Power is divided among a central, national government and smaller self-governing political units such as states. Example: United States under our current Constitution.

**CONFEDERAL** – consists of member of states that have agreed to join together voluntarily. The states or nations create a common body to carry out certain functions, but they retain their powers. Example: United States under the Articles of Confederation.

**UNITARY** – the central government is supreme. The central government may create smaller administrative units to carry out some of its function but the smaller units are not protected by a constitution. Example: France, Japan, and Great Britain.

### Other Important terms to Know:

**Public Policy** – decisions and actions a government takes to solve problems in the community. **Representative Democracy** – a government in which citizens choose a smaller group to govern on their behalf. **Constitutional Monarchy** – monarchy in which the power of the hereditary ruler is limited by the country's constitution and laws. **Majority Rule** – political principle providing that a majority of the members of a community has the power to make laws binding upon all the people. **Regime** – a government that is in power. **Authoritarian Regime** – a government in which one leader or group of people holds absolute power. **Totalitarian** – describes a system in which government control extends to almost all aspects of people's lives. **Ideology** – a body of ideas about life and society. **Rule of Law** – the principle that the law applies to everyone, even those who govern. **Oligarchy** – a government ruled by a small group in their own interests. **Autocracy** - system of government by one person with absolute power.



Monarchy

Oligarchy

Aristocracy

Democracy

Tyranny

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## Roots of Democracy

### Influence of earlier documents and Enlightenment Thinkers on the Declaration of Independence and the Constitution of the United States of America (SS.7.C.1.2 & SS.7.C.1.1)

**Magna Carta:** A document that King John was forced to sign in 1215, limiting the king's power. It forbade him from placing certain taxes on the nobles without their consent. Important Principle-limited government.

**English Bill of Rights:** 1688 - A set of rules by Parliament that gave English citizens' rights that no king could violate. This document is important because it lists specific rights and freedoms to the freemen for the first time. Important Principle- limited government.

#### Enlightenment Thinkers (SS.7.C.1.1)

**Thomas Hobbes** – People agree to be ruled because their ruler pledges to protect their rights. An agreement called a social contract.

**John Locke** – People have natural rights – the right to life, liberty, and property that the government must protect for their common good. Also believed in a social contract but believed that if the ruler failed to protect the rights of the people, the SC was broken and the people can then choose new leaders.

**Baron de Montesquieu** – Separation of Powers: separate the parts of government so no one part can become too powerful.

**Mayflower Compact:** The pilgrims in 1620 created a social contract. Even though this was a form of direct democracy, it was one of the first written compacts created in the colonies. We still hold town hall meetings today for people to voice their opinions.  
**House of Burgesses:** an assembly of leaders representing Jamestown. Marked the beginning of self-government and representative democracy in colonial America.

**Common Sense:** Author Thomas Paine published a pamphlet in 1776, using the ideas of Locke, arguing that “common sense” called for the colonists to rebel against the king’s “violent abuse of power.” As much as 500,000 copies were sold in the colonies which had an impact on the Second Continental Congress to vote for declaring independence from Britain and the King.

#### Social and Political Changes in the Colonies (SS.7.C.1.3)

The Great Awakening (religious movement) and the Enlightenment leaders urged people to question accepted political authority. The colonies were ignored for many years, however, eventually the King and Parliament began to take more interest in its colonies. Many of the policies passed favored British interests over the colonist' needs.

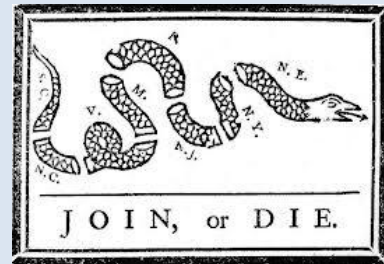
#### British Action

**French and Indian War** – as the colonies grew, colonists began moving west. The Native Americans and French (who made claim to this land) fought a war against the colonists and the British. After the British won, they passed a **proclamation** that forbade the colonists from settling in the lands won from France to keep peace with the Native Americans.



#### Colonist's Response

The king's actions enraged the colonies. Some believed that he was punishing them for moving west and others believed he was trying to limit the economic growth they might achieve through expansion onto new lands.



**Taxing the Colonies** – taxes were a main source of tension between the two. The British believed the colonies should help repay for the debt of the French and Indian War. A series of acts/taxes were passed between 1764 – 1776: Sugar Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Coercive Acts (Intolerable Acts).

Colonial leaders called on colonists to boycott, or refuse to buy British goods. They also did many different actions, such as protests, publishing pamphlets, gathering support against the king, and creating groups like the Sons of Liberty, which were responsible for the Boston Tea Party.

#### Steps Toward Independence

**The First Continental Congress** – A group of delegates, or representatives from 12 colonies met in Philadelphia in September 1774 to discuss what to do with the king and Parliament.

**The Second Continental Congress** - Congress chose a group of individuals, consisting of John Adams, Benjamin Franklin, Robert Livingston, Roger Sherman and most importantly – Thomas Jefferson (the main writer) to create a Declaration of Independence.



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## Roots of Democracy

# DECLARATION OF INDEPENDENCE

**In Congress, July 4, 1776. The unanimous Declaration of the thirteen United States of America.**



The Four Main Parts (SS.7.C.1.4)

Enlightenment Ideas found within the D of I  
(SS.7.C.1.4) (SS.7.C.1.1)

### 1<sup>st</sup> Part - Preamble – It explains why the Continental Congress drew up the Declaration.

When in Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitled them, a decent respect to the opinions of mankind requires that they should declare the causes which impel (force) them to the separation.

### 2<sup>nd</sup> Part - Declaration of Natural Rights – The second part, lists the right of citizens. It goes on to explain that, in a republic, people from a government to protect their rights.

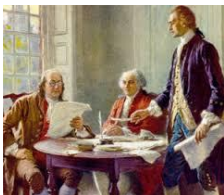
We hold these truths to be self-evident, that all men are created equal, that they are endowed (provided) by their Creator with certain unalienable Rights, that among these are Life Liberty and the pursuit of Happiness...That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed...That whenever any Form of Government becomes destructive...it is the Right of the people to alter or to abolish it, and to institute a new Government...

### 3<sup>rd</sup> Part – List of Grievances – Lists the colonists' complaints against the British government. Notice that King George III is singled out for blame.

...The history of the present King of Great Britain is a history of repeated injuries and usurpations (unjust uses of power)...He has refused his Assent to Laws, the most wholesome and necessary for the public good...He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers...He has combined with others to subject us to...for cutting off our Trade with all parts of the world...For imposing taxes on us without our Consent...

### 4<sup>th</sup> Part – Resolution of Independence by the United States – Declares that the colonies are “Free and Independent States” with full power to make war, to form alliances, and to trade with other countries.

And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.




**John Locke** – passage in the second paragraph clearly was inspired by Locke's ideas about natural rights in *Two Treatises of Government*. **“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness”** Also, Jefferson drew on Locke's views about the social contract, **“To secure these rights, Governments are instituted among Men, deriving (getting) their just powers from the consent of the governed, That whenever any form of government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute (create) new Government.”** Later Jefferson offered proof that the contract had been broken with the grievances listed against the king.”

**Jean-Jacques Rousseau** wrote that if a government did not protect its people's freedom, it should not exist.

**Voltaire** – believed that people had a right to liberty.

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### The Making of the Constitution

<b>The Articles of Confederation</b>	<b>Accomplishments</b>	<b>Weaknesses</b> (SS.7.C.1.5)
<p>Second Continental Congress planned for a confederation of states. A <u>confederation</u> is a group of individual state governments that unite for a common purpose. These plans were written by Congress in 1777, called the <u>Articles of Confederation</u>. The A of C became the first <u>constitution</u> of the United States of America. It set up a “league of friendship” and created a one-house legislature in which each state had one (equal) vote. The legislature was known as the Confederation Congress.</p>	<p>Two laws were passed that helped the nation expand westward.  <u>Ordinance of 1785</u>- set up a plan for surveying western lands.  <u>Northwest Ordinance</u>– set up a government for the lands surveyed. Each area would become a territory and eventually a state.</p> 	<p><b>Lack of Power and Money</b>- No power to collect taxes, regulate trade, and to enforce its laws.  <b>Lack of Central Power</b>- no single leader or group directed government policy and no national court system existed.  <b>Rules Too Rigid</b> – Congress could not pass laws without the approval 9 states and Articles could not be changed without the agreement of all 13 states.  <b>Shay’s Rebellion</b> – showed that Congress lacked the power to stop protests and worse – Rebellions.</p>

## The Constitutional Convention

(SS.7.C.1.1) (SS.7.C.1.5)

<p><b>The Virginia Plan</b>            Introduced a plan that large states favored. President, Court System and a Bicameral Legislature – two house legislature based on population, allowing larger states to have more votes than smaller states.</p>	<p><b>The New Jersey Plan</b>            Based on the Articles of Confederation, with some changes. Each state would have one vote, but Congress could set taxes and regulate, or control, trade. Instead of a strong president, a less powerful committee named by Congress would carry out laws.</p>	<p><b>The Great Compromise</b>            A compromise between the larger and small states. A committee headed by Roger Sherman decided that Congress would have two houses – a Senate based on 2 per state and a House of Representatives based on the state’s population.</p>
<p><b>The Three-Fifths Compromise</b>            A compromise between the Northern and Southern states. The South (much higher population of slaves) wanted to count their slave population for the House of Representatives for voting. An agreement was worked for every five enslaved persons would equal three free persons. This would be for representation and for assessing taxes on the states.</p>	<p><b>Other Compromises</b>            A compromise between the Northern and Southern states. The Northern states wanted to regulate foreign trade and trade between the states. The South were afraid that Congress would tax exports, hurting the Southern economy. They also worried that Congress might stop traders from bringing enslaved people into the nation. The Southern delegates agreed that Congress could regulate trade between the states, as well as with other countries. In return, the North agreed that Congress could not tax exports and could not ban the slave trade before 1908.</p>	
<p><b>Federalists</b> (SS.7.C.1.8)</p>	<p><b>Anti-Federalists</b></p>	
<p><u>Supported</u> the ratification of the Constitution. The main leaders of the Federalists were Alexander Hamilton, James Madison, and John Jay. Together, they wrote a series of essays called the Federalist Papers to convince Americans to support the Constitution.</p>	<p><u>Opposed</u> the Constitution. They argued that the new Constitution would destroy the liberties won in the American Revolution. They believed it would create a national government so powerful that it would ignore the rights of the states. It also lacked a bill of rights.</p>	

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## The Constitution

### The Preamble (SS.7.C.1.6)



*We the People of the United States in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

### The Seven Articles (SS.7.C.3.3)

#### Article I - The Legislative Branch

Law Making Congress  
Senate and House of Representatives  
Rules and powers given to Congress

#### Article II - The Executive Branch

Enforces laws  
President is head of the government  
Rules and powers given to the President

#### Article III - The Judicial Branch

Interprets the laws  
Makes sure laws are applied fairly  
Supreme Court is the highest court in the land

#### Article IV - Federalism

Explains the relationship between the states and the national government

#### Article V - Amending the Constitution

Explains how and when it can be changed

#### Article VI - Supreme Law of the Land

Constitution is the highest law in the land

#### Article VII - Ratification of the Constitution

It will go into effect after 9 of the 13 states ratify it

### Amending the Constitution

(SS.7.C.3.5) An amendment is any change that is made to the Constitution. There are a total of 27 Amendments. The first 10 are called the **BILL OF RIGHTS!**

The Constitution provides two ways for proposing amendments and two ways for ratifying amendments.

Step 1	Step 2
<p>Amendment proposed by:</p> <p>A two-thirds (2/3s) vote of both houses of Congress</p>	<p>Amendment ratified by:</p> <p>Three-fourths (3/4s) of the state legislatures</p>
Or	Or
<p>A constitutional convention called by Congress on petition of two-thirds (2/3s) of the 50 states</p>	<p>Three - fourths (3/4s) of special constitutional conventions called by the 50 states</p>

### Interpreting the Constitution

The writers knew that the world would change in ways that they could not predict. They intentionally kept the document as general as possible. Article I lists the powers of Congress. It gives Congress power to “**make all Laws which shall be necessary and proper**” to carry out its duties, allowing Congress to use powers not directly listed in the Constitution. Also known as “**Implied Powers.**” Not all people agree on which laws are “**necessary and proper.**” Those that think Congress should be allowed to make any laws the Constitution does not forbid and that fit its purpose. These people believe in a “**loose interpretation**” of the Constitution. Others think Congress should make only the kinds of laws mentioned in the Constitution. These people believe in a “**strict interpretation**” of the Constitution.

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## The Constitution

### The Five Principles of the Constitution

#### Popular Sovereignty



(SS.7.C.1.1) The idea that the power of government lies with the people. It means “**the people’s right to rule.**” The Declaration of Independence is a statement of this. It says that the governments should draw their powers “from the consent of the governed.” In the Constitution, it begins with “**We the People**” phrase. It also includes several parts that protect and ensure, or guarantee, the sovereignty of the people. **Under the Constitution, the will of the people is stated most strongly through elections.** By a majority vote, citizens decide who will represent them in Congress. Through the Electoral College, voters also choose the president and vice president.

#### Limited Government and the Rule of Law

(SS.7.C.1.9) The Framers included limited government, so that the government can do only what the people allow it to do. **The Constitution limits the power of both the federal and state governments. Under the Constitution, the U.S. government is also limited by the rule of law, meaning that the law applies to everyone even those who govern.** No one is above the law. Both limited government and rule of law may prevent tyranny by the government and protect the liberty of the people.

#### Separation of Powers



(SS.7.C.1.7) **To keep any one person or group from gaining too much power, the framers divided the federal government into three branches,** influenced by Enlightenment thinker, Baron de Montesquieu. Each branch would have different tasks. The framers believed that the separation of powers would limit the ability of any one branch from gaining too much power in another way.

#### Checks and Balances



(SS.7.C.1.7) Separation of powers was set up to check unlimited authority. The Framers feared that one branch of government could still gain control of the other two. Its goal was to keep any one of the three branches from becoming too powerful. **Each branch of government is able to check, or limit, the power of the other two branches in a number of ways.** Example:  
**Executive Branch** – the president can veto a law passed by the legislature.  
**Legislative Branch** – the Senate and House can override a presidential veto with a 2/3s vote.  
**Judicial Branch** – the Supreme Court can declare acts of legislature and presidential actions unconstitutional.

#### Federalism



(SS.7.C.3.4) The Framers set up this system of government, again to put limits on government. **Power is shared by the national government and the states.** Each level of government – national and state – has independent authority over people at the same time. There are three types of power. **Enumerated powers**, or spelled out, are also called expressed powers. These are powers given to the national government. **Reserved powers**, are powers that were set aside, or reserved, for the states only. Powers that both the national government and the state’s share are called **concurrent powers**.

