Unit 1: Citizenship and Foundations of the U.S.

FP C&G 1.1, 2, 4
Bell Ringer #1

Write down today’s date, and the following question:

Would you willingly leave your home to start a new life if the government did not respect and/or protect your basic rights? Explain why or why not.

Write a three or four sentence response to the question in your notebook.

FP.C&G.1.1 - Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Sons of Liberty, etc.)
# Key Vocabulary and Study Guide

Look up and define the following terms in your class notebook. I will open a Quizlet for review tomorrow after I check to see if you have completed this task.

<table>
<thead>
<tr>
<th>Tyranny</th>
<th>Democracy</th>
<th>Monarchy</th>
<th>Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>authoritarian</td>
<td>Bill of Rights</td>
<td>Citizenship</td>
<td>Consent of the Governed</td>
</tr>
<tr>
<td>Popular sovereignty</td>
<td>Rule of law</td>
<td>Separation of powers</td>
<td>Checks and balances</td>
</tr>
<tr>
<td>Constitutional Democracy</td>
<td>Mercantilism</td>
<td>Salutary Neglect</td>
<td>Taxation and Representation</td>
</tr>
<tr>
<td>Boycott</td>
<td>Protest</td>
<td>Independence</td>
<td>American Revolution</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Duties</td>
<td>Sons of Liberty</td>
<td>Intolerable Acts</td>
</tr>
<tr>
<td>Stamp Act</td>
<td>Parliament</td>
<td>Boston Massacre</td>
<td>Boston Tea Party</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>Enlightenment</td>
<td>Federalism</td>
<td>Naturalization</td>
</tr>
</tbody>
</table>
What do these two groups have in common, and what is different?

Should these two groups of people be viewed differently?
Current Event: Immigration

Each table will be given an article to review as a group. After reading the article, you are to answer the following questions as a group?

1. What was the motivation for this group of people to leave England?
2. What were some specific events that happened in England that caused these people to leave their home lands?
3. What risks did these people take to find a new home?
4. Were these groups of people entitled to start a new life outside of England?
Current Events:

Read the article assigned to your group. I want you to discuss the following questions.

1. What was the motivation for this group of people to leave their homeland?
2. What are some specific reasons these people are leaving their homeland?
3. What are these people risking to leave their homeland?
4. Are these people justified in leaving their homeland? Why?
Suggested Reading: Chapter 2 Civics Today

Here is a link to Chapter 1 and Chapter 2 of the textbook. These chapters cover the material we are about to discuss, but in a different order. I cannot check to see if you ACTUALLY read this material, however, I can assure you all that you will be required to answer questions directly from the text. Additionally, this is a very important supplemental resource when considering what is considered “best practices” for academic success. You will be given class time to read, I expect you will do so.

Suggested Watching: Crash Course in US History 2 - 9 Playlist Link
Citizenship

What can you infer (assume) about immigration as a WORLD issue from this diagram?
Citizenship

Citizenship can be applied in a few different ways.

● Citizenship to a nation means the state of being vested with the rights, privileges, and duties of a citizen.
  ○ Examples?
● Citizenship can also refer to the behavior or character of an individual as a member of society or a community.
Citizenship

A citizen belongs to many different communities:

- Neighborhood
- Church
- School
- State
- City
- Team

As community members we have many different responsibilities - things we should do or obligations we should fulfill.
Citizenship

A citizen also belongs to a nation. Citizenship of a nation comes with responsibilities and **duties** - things you must do or risk punishment.

The following slides outline specific examples of duties and responsibilities. Please write these down in your notebook.

The following information is emphasized in great detail in Chapter 1, section 2.
Duties

1. Obey the Law
   - Serve specific purposes, such as to help people get along, prevent accidents, and see that resources are used fairly

2. Pay Taxes
   - Government uses tax money to pay police, pave roads, and maintain armed forces. People pay a percentage of what they bring in, or on the sale of goods or even property.
Duties

3. Defend the Nation
   - In the U.S. all men aged 18-25 must register with the government in case the country needs to draft, or call up men for military service; today military service is voluntary.

4. Serve in Court
   - Every adult citizen must be prepared to serve on a jury or as a witness at a trial if called to do so.
Duties

5. Attend School
   - Most states require young people to attend school until the age of 16.
Civic Responsibilities

1. **Be Informed**
   - Know what the government is doing so that you can voice your opinion.
   
   - People can learn about issues and leaders by reading print publications, listening to news on the radio or T.V., talking to people, and searching the internet.

   - Be aware of your rights
Civic Responsibilities

2. **Speak Up and Vote**
   - Remember, the government exists to serve you, but you must make your concerns known.

   - Calling, writing, or sending e-mails to your elected representatives; joining political parties; working for a cause

   - VOTE
Civic Responsibilities

3. **Respect Other’s Rights**

- people must respect public property and the property of others.

- vandalizing and littering are not only disrespectful but also a crime.
Civic Responsibilities

4. **Respect Diversity**
   - Although we may disagree with people or disapprove of their lifestyles, these people have an equal right to their beliefs and practices.

   - **Tolerance** means respecting and accepting others, regardless of their beliefs, practices, or differences.

   - Diversity in our country is a strength, all citizens are equal and entitled to be treated the same.
5. **Contribute to the Common Good**

- Contributing time, effort, and money to help others and to improve the community life.

- Be an active participant in your community
Citizens and the Community

- Government at all levels, provide many needs for the people, but resources are limited.

- Governments are **bureaucracies** – complex systems with many departments, rules, and people in the chain of command.

- This often makes it difficult for government to respond quickly to social problems.
A person is a United States citizen if:

- One or both parents are documented United States citizens
- That person was born in the United States, on a military base, or on any territory of the United States such as Puerto Rico.
- A person who immigrated to the United States, over the age of 18 completes the **Naturalization** process
- **Naturalization** - The process which a foreigner becomes a citizen of a new country.
- People still to this day have to take a [citizenship test](#). How would you do?
Citizenship

- People who are living and working in the United States legally, but are not citizens are called **legal or resident aliens**. These people must register with the government and meet certain criteria to remain in the country legally.
- People who are residing in the country illegally are referred to as **illegal aliens**. This means these people are not registered with the government, did not enter the country through approved channels, and could face **deportation** - removal from a country - if arrested.
Why is Immigration a big deal?

Questions people have about immigration:

- Resources
- Overpopulation
- Safety
- Medical issues
- School resources
- Terrorism

Any others?

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome: her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”
Types of Government
## Types of Governments:

<table>
<thead>
<tr>
<th>Type of Govt.</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Monarchy</td>
<td>a system of government in which a country is ruled by a king and queen whose power is limited by a <strong>constitution</strong></td>
<td>Colonial England, Japan, Spain, Denmark</td>
</tr>
<tr>
<td>Representative Democracy</td>
<td>Representative democracy is a type of democracy founded on the principle of elected officials representing a group of people</td>
<td>The United States, Canada, The United Kingdom</td>
</tr>
<tr>
<td>Direct Democracy</td>
<td>When citizens of a country have the ability to vote on all governmental actions</td>
<td>Ancient Athens</td>
</tr>
<tr>
<td>Anarchy</td>
<td>The absence of government</td>
<td>Wild West, Age of Exploration</td>
</tr>
</tbody>
</table>
### Types of Government:

<table>
<thead>
<tr>
<th>Types of Governments</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Monarchy</td>
<td>When a King has total unchecked power over a country. (absolutism)</td>
<td>French King Louis XIV</td>
</tr>
<tr>
<td>Dictatorship</td>
<td>A dictatorship is a government or a social situation where one person makes all the rules and decisions without input from anyone else. Dictatorship implies absolute power</td>
<td>Saddam Hussein, Joseph Stalin, Adolf Hitler</td>
</tr>
<tr>
<td>Totalitarianism</td>
<td>a system of government that is centralized and dictatorial and requires complete subservience to the state</td>
<td>The U.S.S.R, Nazi Germany, North Korea</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>a small group of people having control of a country, organization, or institution.</td>
<td>China, Saudi Arabia, Russia</td>
</tr>
</tbody>
</table>
Match the Government to the description: (you may have more than 1 answer!) Work as a group!

1. Power lies in a single political party
2. Leaders are chosen in fair elections and suffrage is guaranteed to all.
3. Power lies with a single party or person.
4. Rulers have unlimited power; government can impose any ideology it wants.
5. Rulers inherit their positions or take power by force
6. An agreement is made with a Monarch and a governing body representing the people.
7. Multiple parties exist.
8. Majority rules.
9. The people decide all aspects of their lives; there is no government to answer to.
Colonization

What is Colonization?

- A group of people in one place who are ruled by a parent country elsewhere

- How are most colonies founded?
  - Exploration
  - War

- How were the American Colonies founded?
  - Exploration
What is Mercantilism?:

- **Mercantilism** is the economic theory that trade generates wealth and is stimulated by the accumulation of profitable balances, which a government should encourage by means of protectionism.
- **Mother countries** (countries with military strength) would acquire weaker countries or undeveloped areas in a search for raw materials.
- After harvesting raw materials, the materials are sent back to the mother country for manufacturing finished products.
- The **finished products** are sold back to the colonies.
- The mother country also controls all imports and exports to the colonies and the price of goods.
What is Mercantilism?:

- Theory that a country’s power depended on its wealth
- Encouraged countries to export more than import
- Colonies were a source of raw materials for the mother countries industries and markets for finished products
- Hurt colonial economies.... Colonies rarely were treated equal to the mother country
- How do these images explain Mercantilism?
Triangular Trade

- The Pattern of trade between Africa, Europe and the Americas
- From Europe to Africa – alcohol and iron products (weapons)
- From Africa to the Americas – African men, women and children
- From the Americas to Europe – tobacco, rice, indigo, rum, and other raw materials
### Copy this chart in your notes

Use the next 4 slides to fill out this chart in your notebook

<table>
<thead>
<tr>
<th>Type of Colony</th>
<th>Description</th>
<th>Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Stock Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proprietary Colony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Royal Colony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Joint Stock Company

- Colony in which investors could have part ownership and share in any profits
- Virginia, North and South Carolina
Proprietary Colony

- Colony owned and controlled by an owner
- New York, New Jersey, Pennsylvania, Maryland, Delaware, Connecticut, Rhode Island, New Hampshire, Massachusetts
Colony owned and ruled by the **King**

Eventually **all** the colonies were reclaimed by the King
Reasons to move to the Colonies

Economic Opportunities:

- Potential to acquire land and wealth
- **Cash Crops** – agricultural products that could be sold (i.e. tobacco)
- **Indentured Servants** – people who promised to be servants for a time in exchange for passage to the colonies
Forced Labor

- Africans were enslaved to be cheap labor
- Plantation System – agricultural system in southern colonies for mass producing cash crops
- Middle Passage – the journey from African to the Americas
**Religious Freedoms**

<table>
<thead>
<tr>
<th>Group</th>
<th>Where did they come from?</th>
<th>Where did they settle?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilgrims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roger Williams (Puritans)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary Questions:

On the index card I provided, write your name then answer the following questions

1. Explain the idea of colonization.
2. What was the British economic policy of Mercantilism?
3. What was the role of the American colonies in this system?

Review:

Quizlet
Salutary Neglect
And the other causes of the American Revolution
Fast Forward

Setting: The “New World” is now a cash cow for England. The 13 colonies, or America, is growing exponentially. For the most part, things are actually running pretty smooth, all things considered.

Read this: Salutary Neglect

Imagine that you are given total freedom by your parents. You never get in trouble. Your grades are high. Generally, you’re a pleasure rather than a pain. Suddenly, your parents start bombarding you with excessive rules, limit your freedom to go where you want, hang out with who you want, and buy what you want. How would you feel? Are your parents justified in doing so? Turn and talk, compare, then we will share.
French and Indian War/Intolerable Acts

Use this website to complete the webquest on Google Docs. You must submit this via CANVAS by Friday end of class.

Webquest
Enlightenment Thinkers: What were their impact on significant historical documents.
The Enlightenment

The Enlightenment was a period of time referred to as the Age of Reason and the “long 18th century”. It stretched from 1685 to 1815. The period is characterized by thinkers and philosophers throughout Europe and the United States that believed that humanity could be changed and improved through science and reason.

Use the link on the next slide to complete reading questions on Enlightenment writers. When you finish, insert the hard copy into your notebook.
# Enlightenment Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two events in paragraph three were pivotal to the Enlightenment?</td>
<td></td>
</tr>
<tr>
<td>In the section under Literature and Philosophy, what was the question</td>
<td></td>
</tr>
<tr>
<td>that Immanuel Kant ask?</td>
<td></td>
</tr>
<tr>
<td>In the section under Literature and Philosophy, Who were the five French</td>
<td></td>
</tr>
<tr>
<td>writers considered at the head of the Enlightenment?</td>
<td></td>
</tr>
<tr>
<td>In the section under Literature and Philosophy, what country of origin</td>
<td></td>
</tr>
<tr>
<td>was Thomas Paine, and what was his famous writing?</td>
<td></td>
</tr>
<tr>
<td>In the section under Literature and Philosophy, explain the shift</td>
<td></td>
</tr>
<tr>
<td>in who “owned” ideas.</td>
<td></td>
</tr>
<tr>
<td>Enlightenment thinker</td>
<td>Views on Government</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Thomas Hobbes</td>
<td></td>
</tr>
<tr>
<td>John Locke</td>
<td></td>
</tr>
<tr>
<td>Jean Jacques Rousseau</td>
<td></td>
</tr>
<tr>
<td>Thomas Paine</td>
<td></td>
</tr>
</tbody>
</table>
# Famous Documents

Use the powers of Google to fill complete this chart in your notebook.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Which writer provided influence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the significance of the Magna Carta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the English Bill of Rights?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What type of government did the Articles of Confederation established?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the A.O.C. show the colonists fear of a strong central government?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Quote from D.O.I.</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>What was the significance of the declaration of Independence?</td>
<td></td>
<td>XXXXXXXXXXXXX</td>
</tr>
<tr>
<td>How did Locke’s idea of a social contract influence the D.O.I.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did Locke’s idea of natural rights influence the D.O.I.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the D.O.I. show Rousseau’s idea of equality?</td>
<td></td>
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</tbody>
</table>