

The American Republic



► United States Capitol Building in Washington, D.C.

Start
with a
Poem



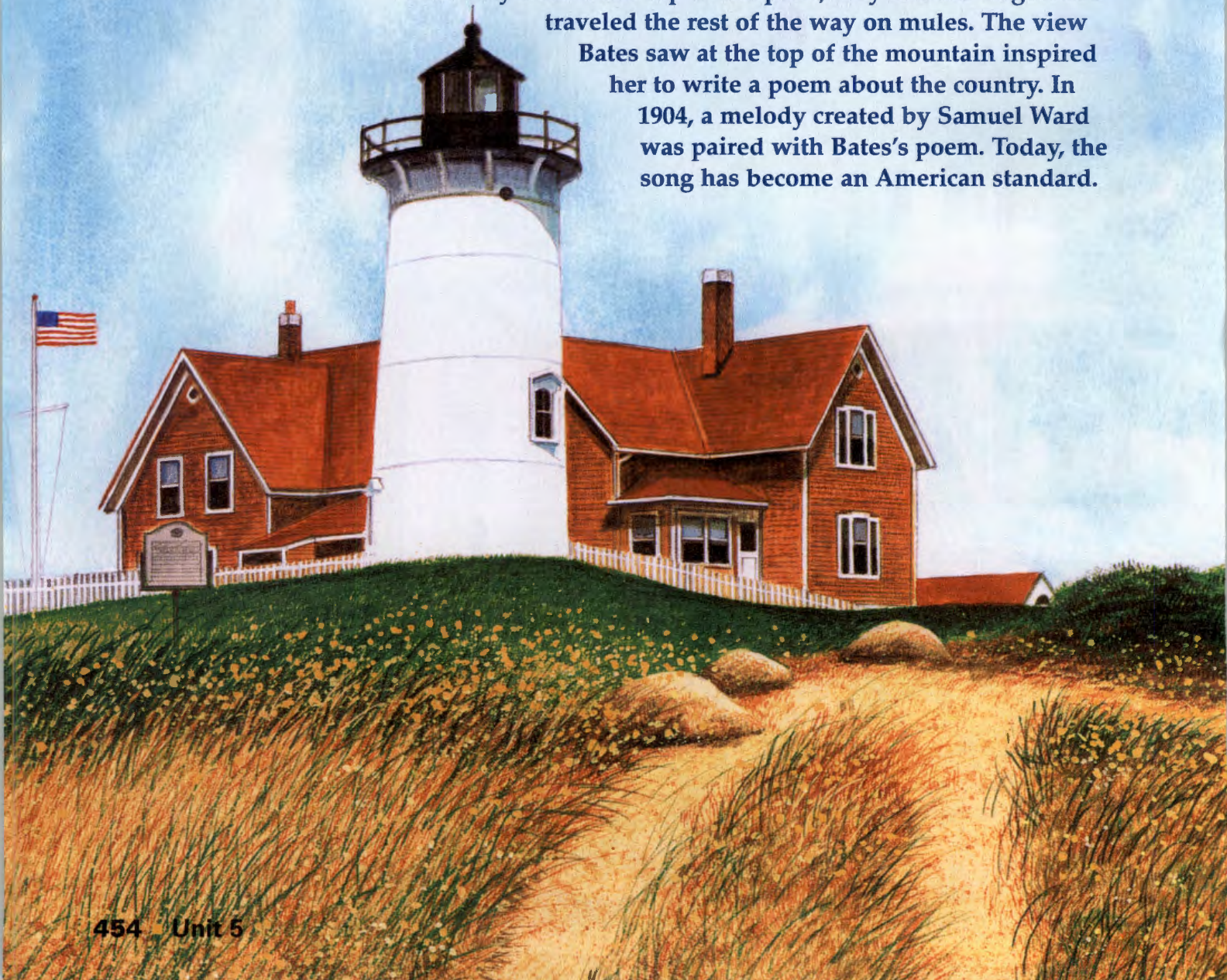
AMERICA

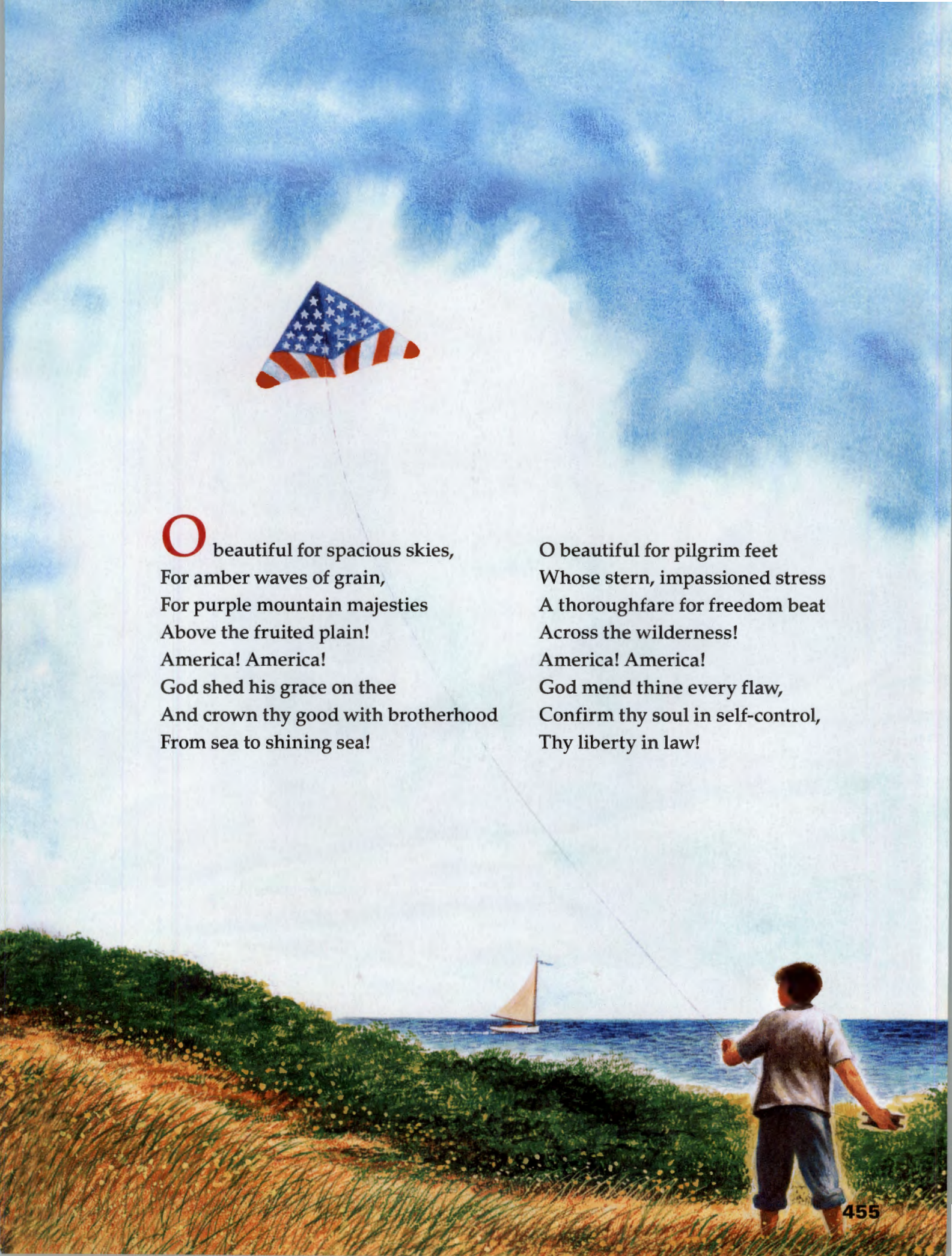
the Beautiful

WRITTEN BY KATHARINE LEE BATES

ILLUSTRATED BY WENDELL MINOR

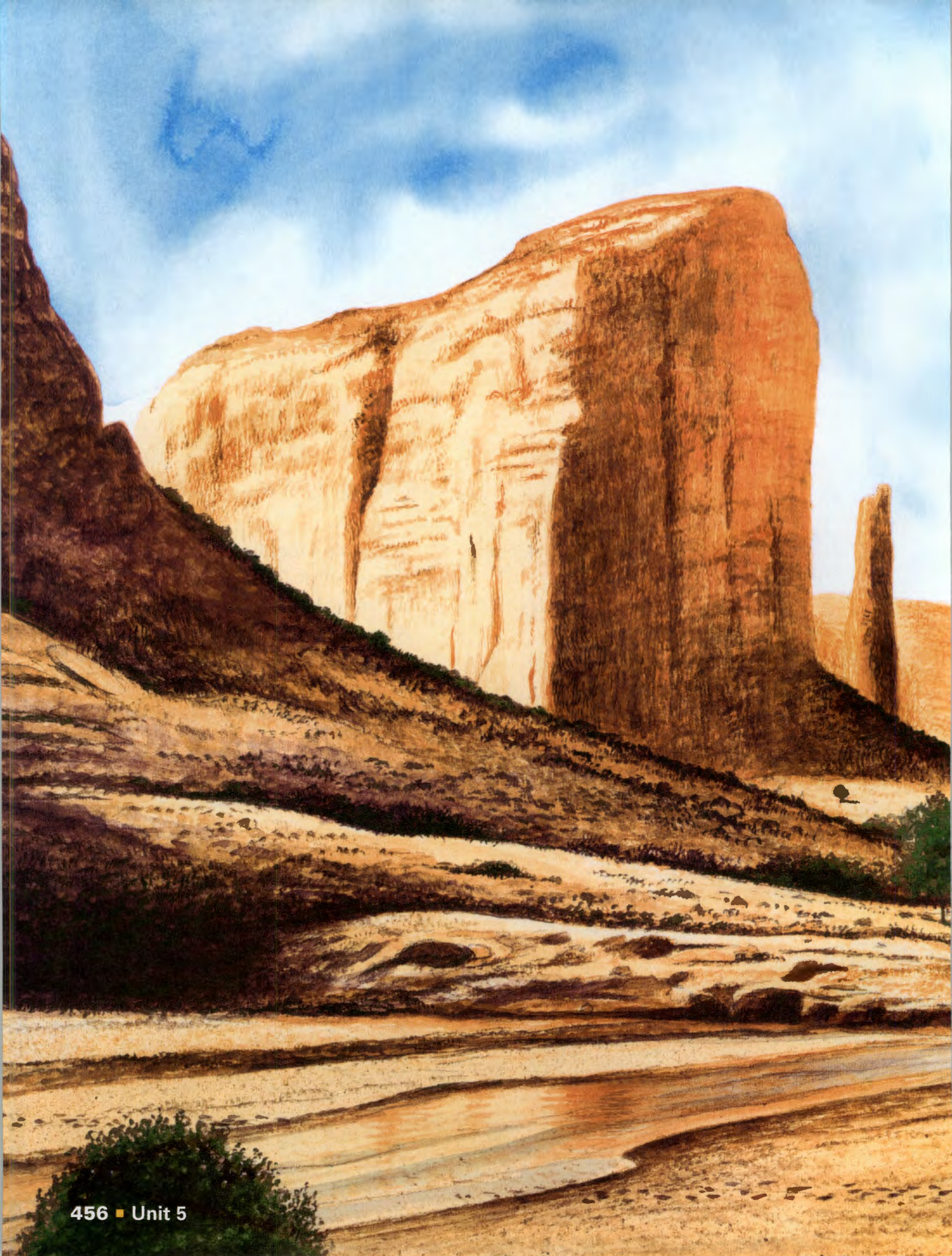
In 1893, Katharine Lee Bates and some of her fellow teachers decided to climb Pikes Peak in Colorado. They hired a wagon to help them reach the top of the 14,000-foot-high mountain. When they neared the top of the peak, they left the wagon and traveled the rest of the way on mules. The view Bates saw at the top of the mountain inspired her to write a poem about the country. In 1904, a melody created by Samuel Ward was paired with Bates's poem. Today, the song has become an American standard.





O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

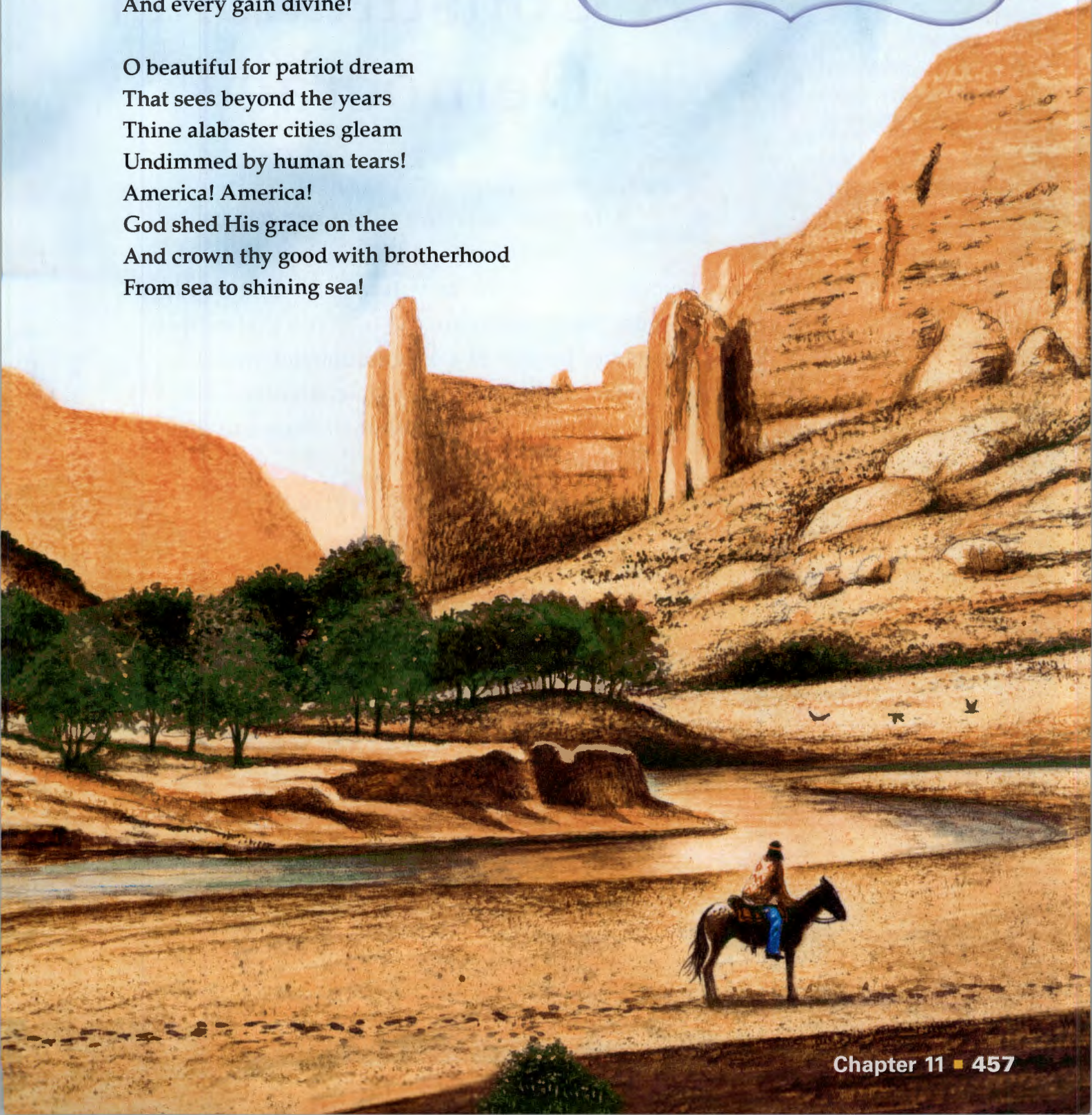


O beautiful for heroes proved
In liberating strife,
Who more than self the country loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Response Corner

- 1 How does the poem reflect how the author feels about America?
- 2 Using Bates's poem as a model, write a poem about your thoughts about America. Share your poem with the class.



Lesson

1

Time

1780

PRESENT

1920
The Nineteenth
Amendment is passed

1971
The Twenty-sixth
Amendment is passed

A Constitutional Democracy



WHAT TO KNOW

How does the Constitution help protect citizens' rights by both empowering and limiting the federal government?

- ✓ Identify the principles of a constitutional democracy.
- ✓ Learn how the authority of a democratic government comes from its people.
- ✓ Compare the powers granted to citizens, to the three branches of the federal government, and to the states.

VOCABULARY

democracy p. 458

checks and balances p. 459



DRAW CONCLUSIONS



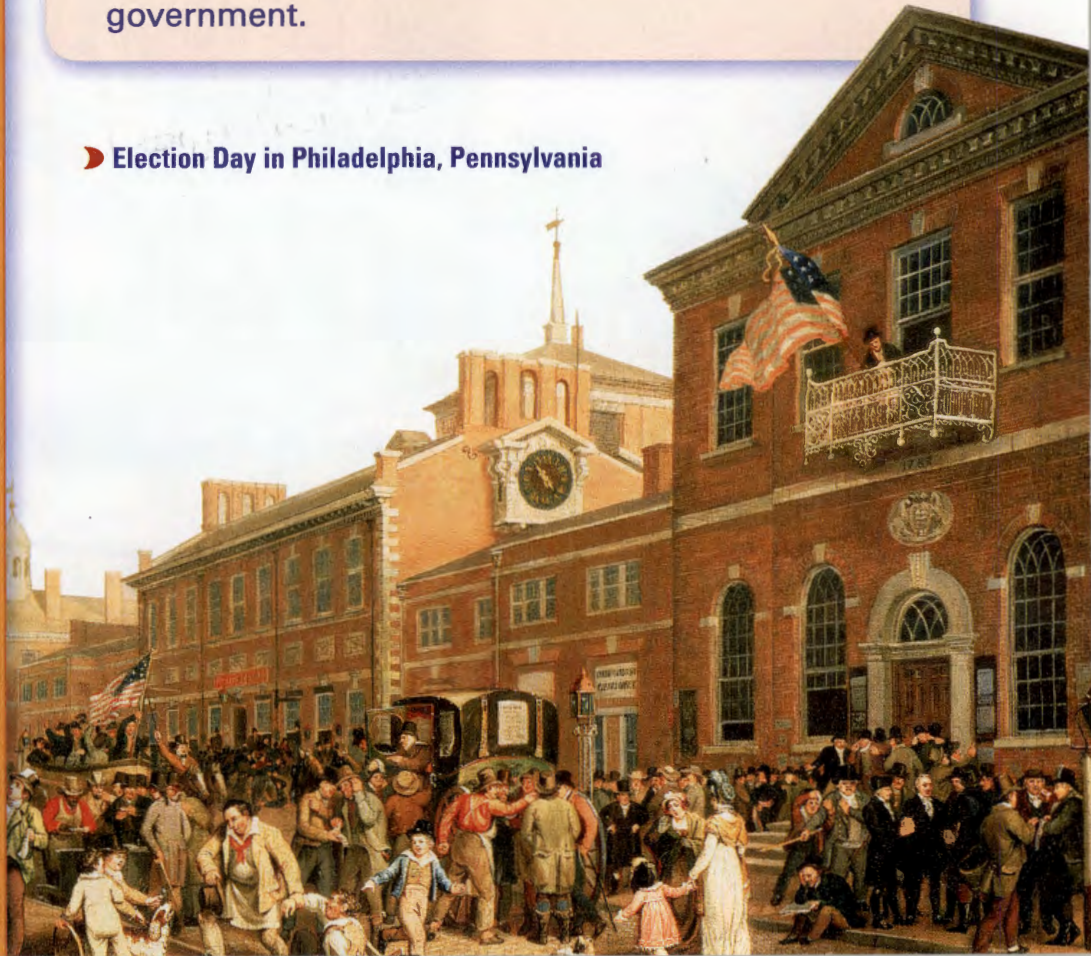
California
Standards

HSS 5.7, 5.7.3, 5.7.4

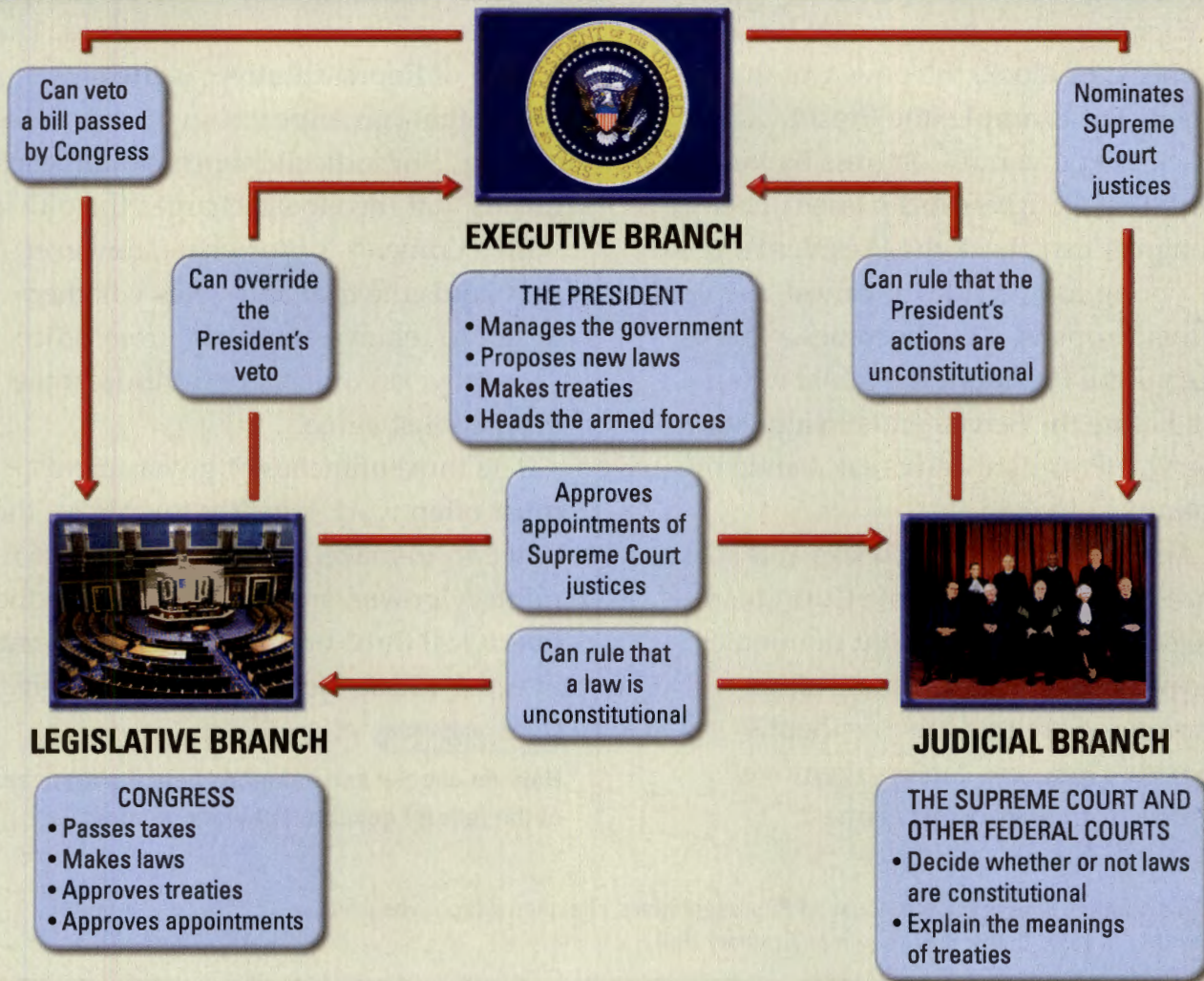
**YOU
ARE
THERE**

The year is 1789. You're excited because you're going to town tomorrow with your father. He will be voting in the first elections under the Constitution. He tells you that he feels proud to be part of a constitutional democracy. In a **democracy**, the people rule, and they are free to make choices about their lives and their government.

► Election Day in Philadelphia, Pennsylvania



Checks and Balances



Analyze Diagrams

❖ How can the President check the authority of Congress?

Sharing Powers

The Constitution had to empower the federal government, or give it enough power to govern the nation. At the same time, states and citizens had to be protected from that power.

The checks, or limits, on federal power are outlined in the Constitution. It describes in detail how the federal government's power is shared among its three main branches.

Each branch is given different powers by the Constitution in a way that allows each branch to watch over the others. This system of **checks and balances** keeps any one branch from becoming too powerful or misusing its authority. This system was developed in the hope that it would allow the nation to form "a more perfect union."^{*}

READING CHECK DRAW CONCLUSIONS

How does the Constitution both empower and limit the federal government?

^{*}The Constitution of the United States.

Checks and Balances

Each branch of government has ways to check, or block, the power of the others. For example, the President can check the power of Congress by vetoing a bill that Congress has passed. Then Congress can check the President's power by voting to override, or cancel, the veto. If this happens, a bill becomes a law even if the President is against it. If a bill before the Senate ends in a tie vote, the Vice President can break the tie by voting.

Another example of checks and balances is the way Supreme Court justices are selected. The President nominates the justices. Then the Senate either approves or rejects the President's choices. Congress can also remove justices if they commit crimes.

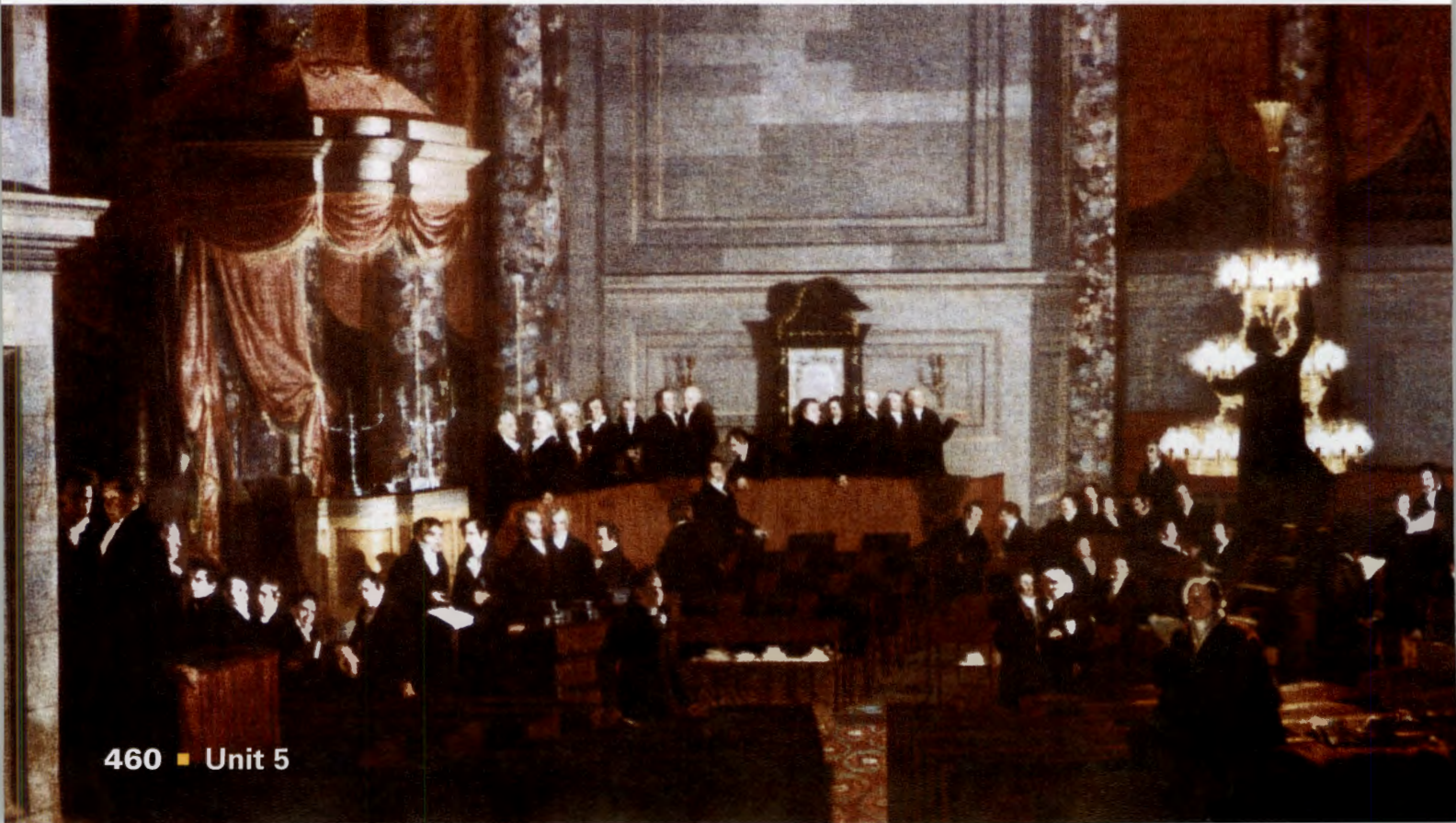
The Constitution describes how a government official can be brought to trial for treason, bribery, or other crimes. The House of Representatives is the only group that can impeach an official in the executive or judicial branch. To impeach means that the House charges the official with a crime. It is the Senate, however, that holds the trial and votes whether or not to remove an official from office. To remove an official, two-thirds of the Senate must agree.

The three branches of government must often work together to exercise their powers. To make laws and treaties, to use military power, and to protect individual liberty, all three branches must cooperate in order to use their powers effectively.

READING CHECK DRAW CONCLUSIONS

How do checks and balances help the branches of the federal government work together?

► This painting shows the old House of Representatives chamber, which was used from 1807 to 1857. Today, it is known as Statuary Hall.



Federal System of Government

POWERS OF THE NATIONAL GOVERNMENT

- Control trade between states and with foreign countries
- Create and maintain an army and a navy
- Print and coin money
- Admit new states
- Declare war and make peace
- Make laws for immigration and citizenship
- Conduct a census, or population count



SHARED POWERS

- Collect taxes
- Set up court systems
- Establish banks
- Borrow money
- Make laws to provide for public health and welfare

POWERS OF THE STATE GOVERNMENTS

- Set up public schools
- Set up local governments
- Conduct elections
- Control trade within the state
- Make laws for marriage and divorce
- Set qualifications for voting



Analyze Charts

- ◆ Why do you think state governments need the power to set up local governments?

State Powers

The writers of the Constitution were careful to preserve the powers of the states. The Tenth Amendment deals with this issue. It says that any powers not clearly given to the federal government or denied to the states by the Constitution belong to the states or the people. For example, state governments can build and manage state highways and state parks. They oversee public schools and state colleges and universities. Just as the federal government does, state governments provide many services and help people solve problems.

The Constitution limits the way the powers of the federal government can be applied to the states. For example, Congress cannot favor one state over another in making trade agreements or in collecting taxes. Congress also cannot tax goods moving from one state to another.

Powers that the states do not have are listed in the Constitution. For example, states cannot print money, raise armies, or make treaties with other countries. They cannot set up agreements with other states without the approval of Congress.

READING CHECK DRAW CONCLUSIONS

Why does the Constitution include a general protection of states' rights?

Rights of Citizens

Our American constitutional democracy is based on the principle of individual liberty and the idea that government derives, or gets, its power from the people. Through elections, voters select their own representatives and leaders. If the voters do not like certain laws that have been passed, they can elect officials who they think will change the laws.

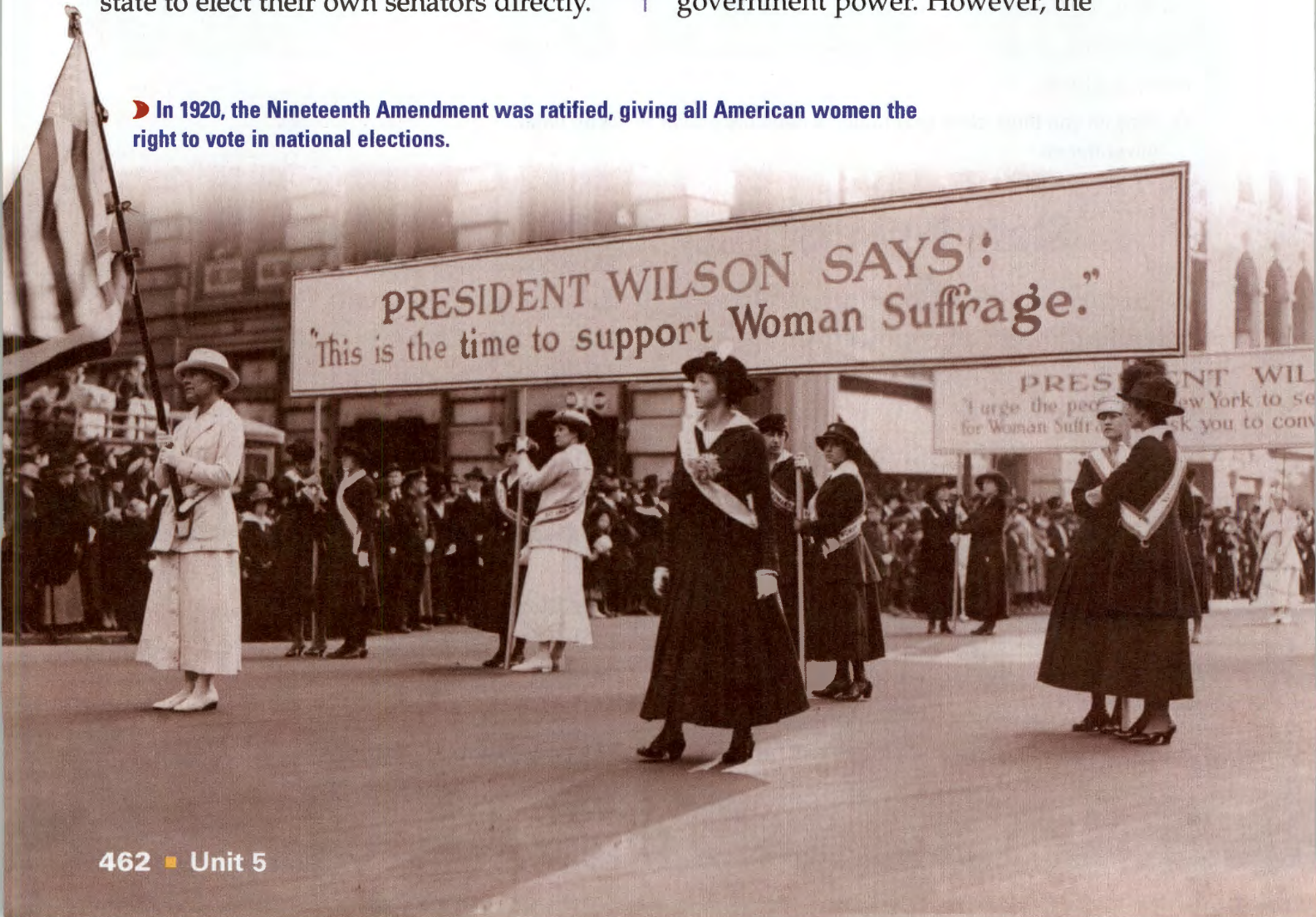
Several amendments have been added to the Constitution to give the people greater control over their leaders. For example, state legislatures originally elected senators. In 1913, to make senators more responsible to the people they represent, the Seventeenth Amendment was adopted. It allows the voters of each state to elect their own senators directly.

Limiting the amount of time that public officials can hold office is another way people can regulate government. The Twenty-second Amendment says that a President cannot serve more than two full terms in office.

Voting is one way that people can exercise control over their government. At first, this right was not extended to all people. Women were not given the right to vote in national elections until the Nineteenth Amendment was adopted in 1920. In 1971, the Twenty-sixth Amendment lowered the voting age from 21 years of age to 18. These changes were made to ensure that constitutional democracy would better represent the people.

The Bill of Rights was important in protecting people from too much government power. However, the

► In 1920, the Nineteenth Amendment was ratified, giving all American women the right to vote in national elections.



Constitution also made the federal government responsible for protecting the people. Congress has the power to raise money to defend the United States and to provide services for its people by collecting tariffs, or taxes, on goods. In this way, the Constitution makes sure that the government has the resources needed to serve its citizens.

READING CHECK **DRAW CONCLUSIONS**

How can people take part in our American constitutional democracy?


Summary

In our constitutional democracy, the power to govern comes from the people. The Constitution separates the powers of the federal government and state governments. The federal government's powers operate by a system of checks and balances among the legislative, executive, and judicial branches.





► This statue representing freedom stands atop the Capitol building in Washington, D.C.


REVIEW

-  How does the Constitution help protect citizens' rights by both empowering and limiting the federal government?
- Use the term **checks and balances** to explain how it keeps any one branch of the federal government from becoming too powerful.
- How does the Constitution prevent Congress from favoring one state over another?

CRITICAL THINKING

-  How did the Nineteenth Amendment expand democracy?

-  **Make a Chart** List at least three powers given to the federal government, to the states, and to citizens. Explain how the Constitution empowers and limits each group.

-  **DRAW CONCLUSIONS**
On a separate sheet of paper, copy and complete the graphic organizer below.

Evidence

The Vice President's vote can break a tie in the Senate.

Knowledge

Congress votes on bills.

Conclusion



Read a Population Map

WHY IT MATTERS

In 1790, the first census was taken. It counted the people living in the United States and showed where they lived. The population density map on page 465 shows the results of the first census. **Population density** is the average number of people living in an area of a certain size, usually one square mile or one square kilometer. Knowing how to read population density maps will help you understand population information.

WHAT YOU NEED TO KNOW

You can use these steps to learn how to read a population density map.

Step 1 Read the title of the map. Think about what you know about the people in this place, at this time.

Step 2 Pitcher showing state populations from the first census



Step 2 Study the key. Compare its colors with those on the map.

Step 3 Put the visual information shown on the map into your own words.

PRACTICE THE SKILL

The map on page 465 shows population density. Use the map to answer the following questions.

- Which state is more densely populated, Massachusetts or Georgia?
- What is the population density of the area in which New York City is located?
- Find Nashville, Philadelphia, and Richmond. Which place has the highest population density?
- Which part of the country had the highest population density in 1790, the northern or the southern states?

APPLY WHAT YOU LEARNED

ANALYSIS SKILL Choose five of the cities shown on the population density map. List the population density of each city. Then make a bar graph comparing the population densities of the cities you chose.



Practice your map and globe skills with the **GeoSkills CD-ROM**.

Population Density of the United States, 1790



1814

"The Star-Spangled Banner" is written by Francis Scott Key

1893

"America the Beautiful" is written by Katharine Lee Bates

**WHAT TO KNOW**

What are the ideals that make up the American creed?

- ✓ Explain how the citizens of the United States are responsible for safeguarding, or protecting, the liberty of individuals.
- ✓ Explain why respect for the rule of law and the preservation of the Constitution are important to the American creed.
- ✓ Identify songs that express American ideals.

VOCABULARY

creed p. 467

ideal p. 467

patriotism p. 468

PEOPLE

Mary Pickersgill

Francis Scott Key

Katharine Lee Bates

**DRAW CONCLUSIONS**

California Standards

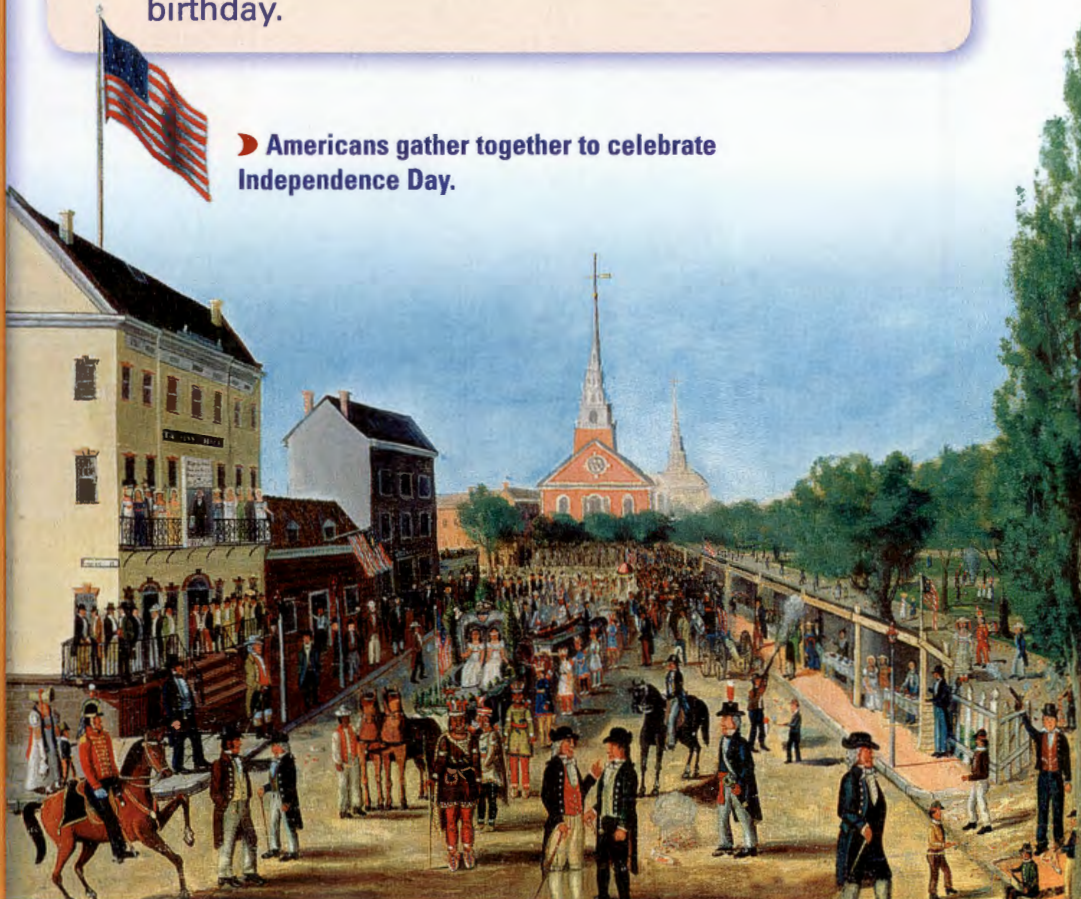
HSS 5.7, 5.7.5, 5.7.6

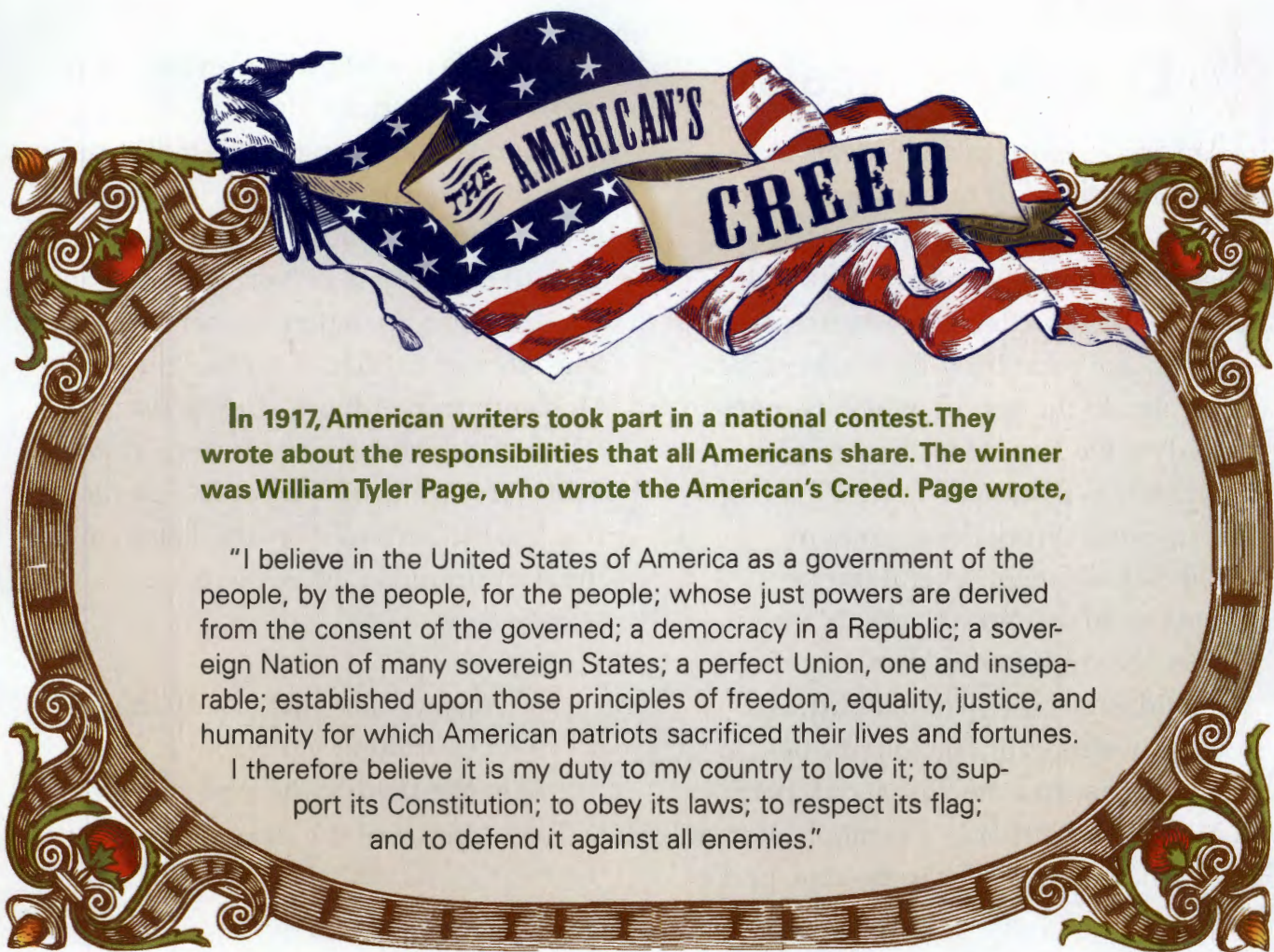
American Ideals

YOU ARE THERE

The year is 1818. You're excited because summer has come to the rolling green hills of Pennsylvania. Soon you and your family will travel by wagon to Springs Park for the first Festival of Candles. At nighttime on July 4, the town's children will light candles to celebrate the anniversary of the Declaration of Independence on July 4, 1776. In this way, you and your friends will wish the United States a happy birthday.

► Americans gather together to celebrate Independence Day.





In 1917, American writers took part in a national contest. They wrote about the responsibilities that all Americans share. The winner was William Tyler Page, who wrote the American's Creed. Page wrote,

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

American Ideals

Our constitutional democracy is based on the principle of majority rule. In the United States, all citizens over the age of eighteen have the right to vote. By voting in elections, citizens make choices for all the people in their communities, states, and nation. However, all people in the United States, even those who do not agree with the majority, have certain rights. The Constitution protects the rights of those in the minority, and the majority cannot take away their rights. This principle helps to safeguard the liberty of individual Americans.

Because government's powers come from the people, laws must be applied

equally to all people, and government cannot limit the right of people to share their ideas or opinions. However, citizens also have responsibilities to government. They must respect the rule of law, and if they choose to work for change, they must do so in lawful ways. They must also help preserve the Constitution.

These principles are at the heart of the American **creed**. This system of beliefs calls on citizens to protect the rights of individuals, to respect the rule of law, and to uphold the Constitution. United States history can be seen as an attempt to put these **ideals**, or goals, into practice.

READING CHECK DRAW CONCLUSIONS

What could happen if the Constitution did not protect minority rights?

Expressing Ideals

Americans express their ideals in a number of ways. In many schools across the nation, students say the Pledge of Allegiance, which was originally written in 1892. A pledge is a promise, and students are promising their allegiance, or loyalty, to the nation, which is represented by the flag. **Mary Pickersgill**, a flagmaker in Baltimore, sewed the flag that inspired our national anthem.

The flag is one of several important national symbols. Symbols are images that represent something else. The bald eagle, the national bird, is a symbol of strength. The Liberty Bell, in Philadelphia, and the Statue of Liberty, in New York Harbor, are symbols of freedom. These symbols have become part of

the nation's identity, and they represent important American ideals.

Americans also sing songs that express their ideals. "The Star-Spangled Banner" is the national anthem. An anthem is a song of **patriotism**, or love of one's country. "The Star-Spangled Banner" tells the true story of the flag that flew at Fort McHenry, in Baltimore, during the War of 1812. The poem's writer, **Francis Scott Key**, watched the battle. Fearful that the British had won and taken down the American flag, he wrote these stirring lines:

“Oh, say, does that star-spangled
banner yet wave
O'er the land of the free and the
home of the brave?”

Children IN HISTORY

Caroline Pickersgill

In 1813, the Pickersgill family of Baltimore took on an unusual sewing project. The commander of Fort McHenry wanted the family to make the largest American flag ever flown.

Thirteen-year-old Caroline Pickersgill helped her mother Mary make the flag. They worked steadily for six weeks. The finished flag was 42 feet wide and 30 feet tall. Each star measured 2 feet across.

A year later, the British attacked Fort McHenry. After 25 hours of cannon fire, the Pickersgills' star-spangled banner still flew over the fort. Francis Scott Key told the story of that flag in what became our national anthem.

Make It Relevant What are some examples of patriotic symbols in your school?



Another patriotic song, “America the Beautiful” by **Katharine Lee Bates**, is a hymn. A hymn is a song of praise. “America the Beautiful” praises the country’s physical beauty and its history. Like the national symbols, these songs encourage love of country and national unity.

READING CHECK **DRAW CONCLUSIONS**

What feelings does the national anthem express?

Summary

Several basic political ideals have shaped American democracy. The American creed is based on ideals that are found in the Constitution. Americans express the nation’s ideals through the Pledge of Allegiance and songs such as the national anthem.



► In the United States, fireworks are often used to celebrate the Fourth of July.

REVIEW

1. What are the ideals that make up the American creed?
2. Use the term **ideal** in a sentence about individual freedom.
3. What song became the national anthem?

CRITICAL THINKING

4. **ANALYSIS SKILL** What caused Francis Scott Key to write “The Star-Spangled Banner?”
5. **ANALYSIS SKILL** Why do you think national symbols continue to be important to people today?

6. **Write a Poem or Song** Write a poem or song that expresses an American ideal by telling about an event you have studied in American history.

7. **Focus Skill** **DRAW CONCLUSIONS**

On a separate sheet of paper, copy and complete the graphic organizer below.

Evidence

The Statue of Liberty is a symbol of freedom.

Knowledge

Freedom is important to Americans.

Conclusion

[Empty box for writing a conclusion]



Read an Editorial Cartoon

► WHY IT MATTERS

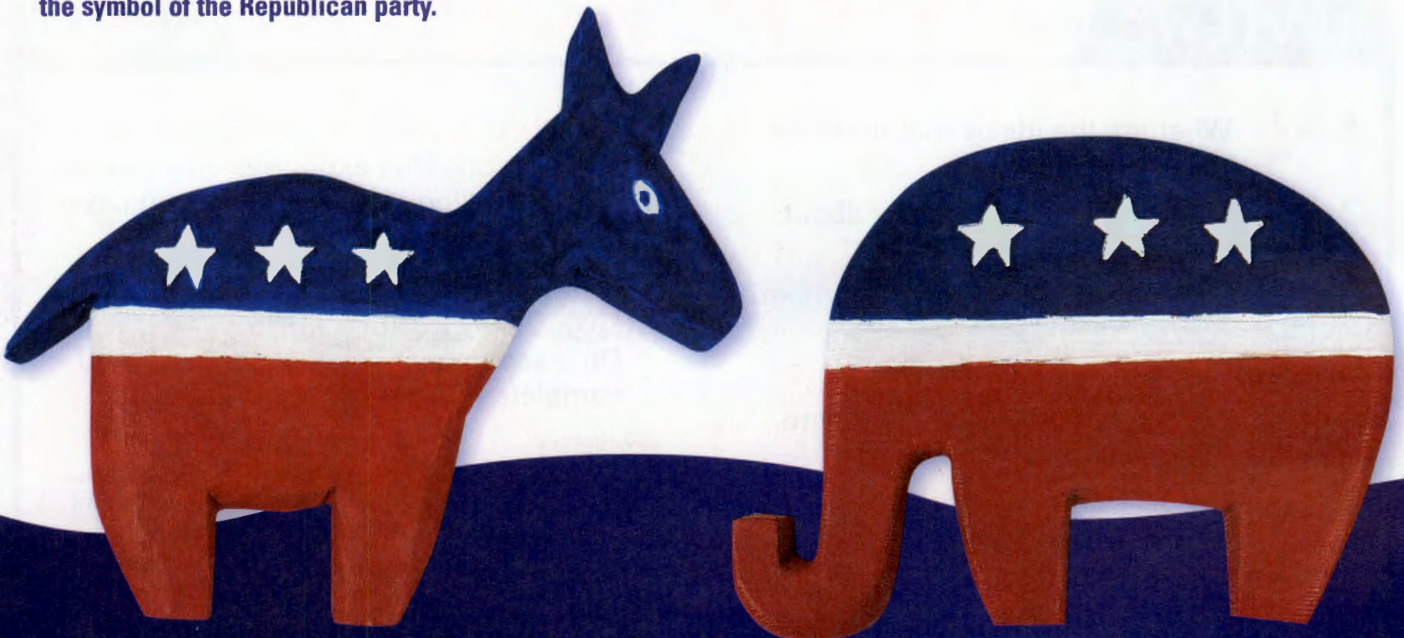
Cartoons that express opinions about politics or about the government are called editorial cartoons. Editorial cartoons have appeared in magazines and newspapers since the late 1700s. These cartoons are examples of the free expression of ideas and opinions that is protected by the First Amendment to the Constitution.

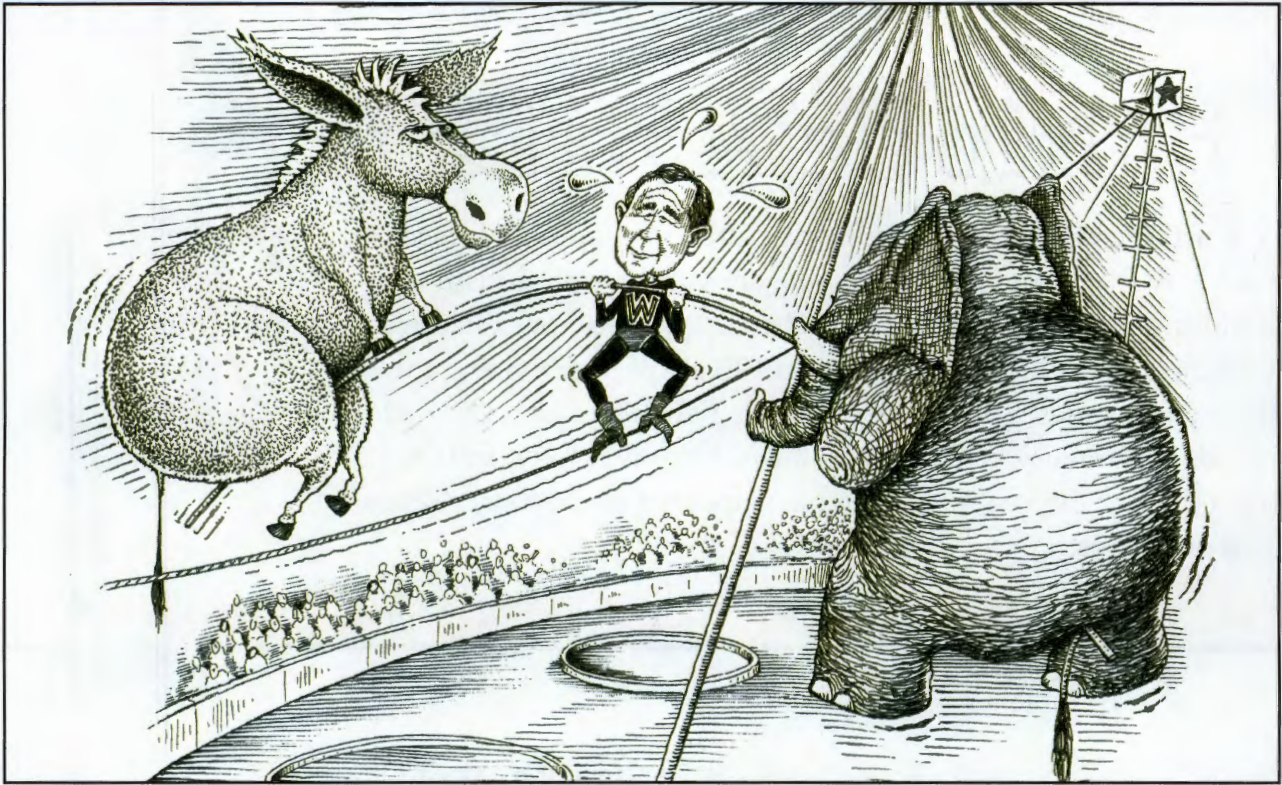
Editorial cartoons sometimes contain symbols. Some symbols used again and again by cartoonists have come to represent the same thing. For example,

the Statue of Liberty stands for freedom, and a dove means peace. Uncle Sam—an older, bearded man wearing stars and stripes—represents the United States. The donkey is the symbol for the Democratic party, while the elephant is the symbol for the Republican party.

Most editorial cartoonists have strong opinions, and their cartoons can be critical. Often they are also amusing. Studying editorial cartoons can help you understand different points of view about current events and historical events.

► The donkey (left) is the symbol of the Democratic party, and the elephant (right) is the symbol of the Republican party.





► In this cartoon, President George W. Bush walks a tightrope while trying to balance the Democratic donkey and the Republican elephant.

► WHAT YOU NEED TO KNOW

You can use the following steps to help you interpret, or explain, editorial cartoons.

Step 1 Identify the symbols and characters in the cartoon.

Step 2 Read any captions or labels.

Step 3 Determine the issue or event described in the cartoon.

Step 4 Decide what the cartoonist is trying to say in the cartoon.

► Uncle Sam is a symbol of the United States.



► PRACTICE THE SKILL

Look at the cartoon on this page, and then answer the following questions.

- 1 What does the cartoon suggest about the office of the President?
- 2 Why would the President have to balance these two forces?

► APPLY WHAT YOU LEARNED

Make It Relevant Draw an editorial cartoon that shows your opinion about a freedom that you enjoy. For example, this could be an activity that you enjoy with friends or family, a holiday, or an important event.

Patriotic Artifacts

Patriotic artifacts come in many different shapes and forms. One way that Americans have long shown their patriotism is by honoring the United States flag. The first United States flag was designed in 1777. It had 13 stars and 13 strips symbolizing the original 13 states. The colors on the flag are also symbolic. Red stands for bravery, white stands for purity, and blue stands for justice. Over the years, the flag has appeared on posters, clothes, and even toys.



No one is sure who made the first United States flag, but many early flagmakers were women.





This poster celebrates the 140th anniversary of the creation of the first United States flag.



Patriotic symbols can be displayed on common objects such as this pencil box (right) and this button (above).



The eagle is a patriotic symbol of the United States.

This replica of Uncle Sam's hat is a coin bank.

ANALYSIS SKILL

Analyze Artifacts

- 1 What do these patriotic artifacts have in common?
- 2 Why do you think people decorate items with patriotic symbols?
- 3 What other patriotic symbols can you name?



Visit PRIMARY SOURCES at www.harcourtschool.com/hss



1964

The Civil Rights Act is passed

1965

The Voting Rights Act is passed

1990

The Americans with Disabilities Act is passed

Preserving the Constitution



WHAT TO KNOW

Why is it important for citizens to preserve the Constitution?

- ✓ Explain how citizens and government leaders work to preserve the Constitution.
- ✓ Tell how individuals have used the Constitution to safeguard the liberty of individual Americans.

VOCABULARY

naturalization p. 475

civil rights p. 476

PEOPLE

Martin Luther King, Jr.
Cesar Chavez
Justin Dart
Earl Warren



DRAW CONCLUSIONS



California Standards

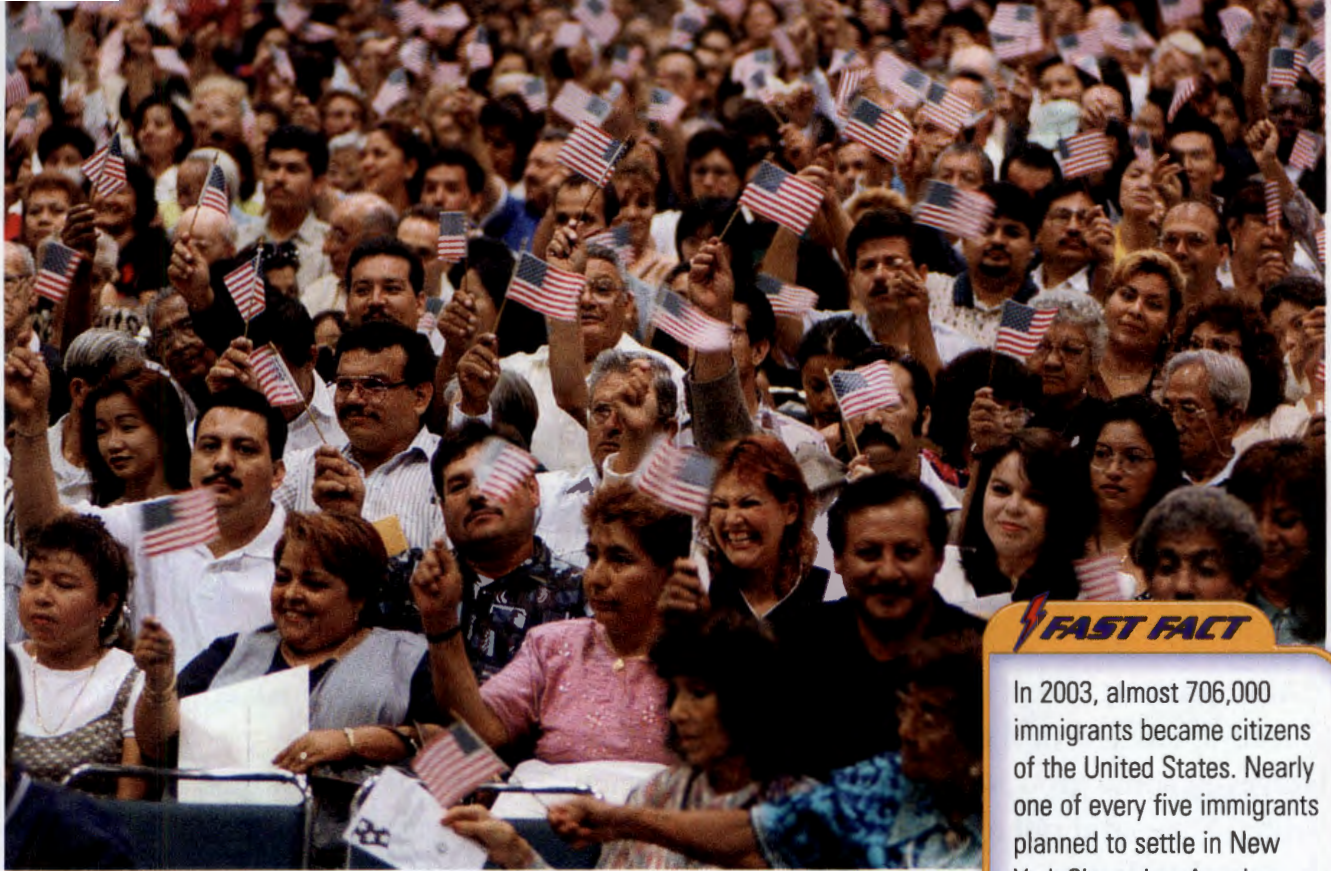
HSS 5.7, 5.7.4, 5.7.5

YOU ARE THERE

You're standing on the balcony of Federal Hall in New York City on April 30, 1789. George Washington is taking the oath of office as the first President of the United States. You hear Washington say, "I will . . . to the best of my ability, preserve, protect, and defend the Constitution of the United States." You wonder if future Americans will meet the challenge of preserving, protecting, and defending the Constitution.



► George Washington takes the oath of office.



FAST FACT

In 2003, almost 706,000 immigrants became citizens of the United States. Nearly one of every five immigrants planned to settle in New York City or Los Angeles.

► Each year, thousands of immigrants are sworn in as United States citizens.

Supporting the Constitution

Americans elected to office, such as members of the House of Representatives and the Senate, take an oath to preserve the Constitution. Like the President, they are expected to uphold its ideals.

Others who take an oath to defend the Constitution are immigrants who are becoming citizens. These immigrants must go through **naturalization**, which is the process of becoming a legal citizen of the United States. To apply for citizenship, an immigrant must be at least 18 years old. He or she must also have lived in the United States for at least five years, or three years if married to a United States citizen.

Persons applying for citizenship must also pass a test on United States government and history. They must be able to write and speak English. Those who pass these tests must take an oath promising their allegiance to the United States. Part of the oath says, "I will support and defend the Constitution of the United States of America against all enemies, foreign and domestic."*

Meeting the challenge of upholding the Constitution has sometimes meant adding amendments. Since the Constitution was written, 27 amendments have been added to it. Many of these amendments have helped bring equal rights to different groups.

READING CHECK **DRAW CONCLUSIONS**

Why do you think elected officials must take an oath to preserve the Constitution?

*Oath of Allegiance to the United States of America.

EXPANDING CIVIL RIGHTS IN AMERICA 1865-1954

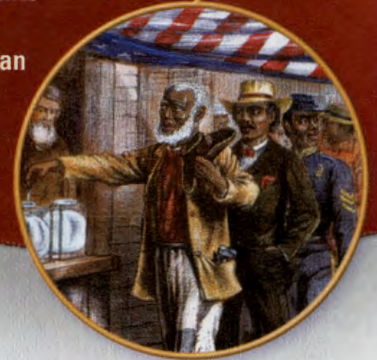
1865

► The Thirteenth Amendment outlaws slavery



1868

► The Fourteenth Amendment grants voting rights to African American men



Rights for Everyone

Voting is just one of the rights guaranteed to citizens of the United States. However, some groups of people in the United States did not always share in those rights. For many years, African Americans, American Indians, Asian Americans, Hispanic Americans, and others were denied those rights.

Members of these groups often did not get the same freedoms or opportunities as other Americans. They could not get certain jobs or live in certain areas. Their children often had to go to schools that were not as good as the schools that most other American children attended.

In the 1950s, many people worked to end these unfair ways. Their work became known as the Civil Rights movement. **Civil rights** are the rights of citizens to equal treatment under the law.

One of the movement's leaders was **Martin Luther King, Jr.**, an African American minister from Georgia. He encouraged African Americans to use nonviolent ways to gain their civil rights. Over many years, he and millions of other people took part in marches and protests to show their support for civil rights.

In 1963, King and other civil rights leaders organized a march in Washington, D.C. More than 250,000 people took part. In a speech there, King told of his hopes for equality. He said,

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”*

*Martin Luther King, Jr. *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, edited by James M. Washington. Harper Collins, 1991.

EXPANDING CIVIL RIGHTS IN AMERICA 1955-PRESENT

► The Civil Rights Act of 1964 is passed

► The Voting Rights Act of 1965 is passed



1909

1920

1954



► The National Association for the Advancement of Colored People (NAACP) is founded

► The Nineteenth Amendment grants women the right to vote

► *Brown v. Board of Education* outlaws school segregation



About a year after the march in Washington, Congress passed the Civil Rights Act of 1964. This law states that all Americans have the right to use public places and services. It also says that employers cannot refuse to hire people because of their race, religion, national origin, or gender. The next year, Congress passed the Voting Rights Act. This law helps make sure that all Americans can vote in elections.

Following the lead of the African American Civil Rights movement, other groups also worked for equal rights. Native Americans formed the American Indian Movement (AIM) to work for their rights.

To improve the lives of migrant farmworkers, **Cesar Chavez**

helped form a group that later became the United Farm Workers (UFW). This group helps get better wages and working conditions for farmworkers, many of whom are Mexican Americans.

By the 1960s, many women had jobs outside the home, but they often earned less than men who had the same kinds of jobs. As other groups had, women began to work together for equal rights. New laws were passed that said employers must treat men and women equally.

Other people, such as **Justin Dart**, worked hard to get the Americans with Disabilities Act (ADA) passed in 1990. This law says that Americans with disabilities must be given the same rights and opportunities as other citizens.



► Cesar Chavez leads protests for the United Farm Workers

► The American Indian Movement is founded

► The Americans with Disabilities Act is passed

1966

1968

1990



► The Constitution is kept at the National Archives Building in Washington, D.C.



As society grows and changes, the work of preserving the Constitution continues. **Earl Warren**, former chief justice of the United States, said that the Supreme Court has the duty “to apply to ever changing conditions the never changing principles of freedom.”*

READING CHECK ✨ **DRAW CONCLUSIONS**


How can individuals preserve the ideals of the Constitution?

*Earl Warren. *The Bill of Rights: How We Got It And What It Means* by Milton Meltzer. Thomas Crowell, 1990.

Summary


Throughout the history of the United States, citizens have had to work to preserve the Constitution. Through amendments and other laws, the ideals of freedom and equality have been extended to more Americans. These changes were made by citizens working together for equal treatment under the law.


REVIEW

1.  Why is it important for citizens to preserve the Constitution?
2. Use the term **civil rights** to describe the work of Cesar Chavez.
3. What did Martin Luther King, Jr., do to help preserve the ideals set forth in the Constitution?

CRITICAL THINKING

4. **ANALYSIS SKILL** What were some of the effects of the Civil Rights movement?
5. **ANALYSIS SKILL** Put these events in order from first to last: the Americans with Disabilities Act is passed, the NAACP is founded, the United Farm Workers is founded.

6.  **Write a Letter** Write a letter to your representative in Congress, identifying a problem and possible solutions to it. Be sure your solutions are based on principles that uphold the Constitution.

7.  **Focus Skill** **DRAW CONCLUSIONS**
On a separate sheet of paper, copy and complete the graphic organizer below.

Evidence

Amendments were added to protect individual rights.

Knowledge

Not every American had equal rights in the past.

Conclusion

Martin Luther King, Jr.

Biography

Trustworthiness
Respect
Responsibility
Fairness

Caring

Patriotism

*“I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’”**

Growing up, Martin Luther King, Jr., saw that African Americans did not have the same rights as other Americans. King wanted to make the United States a nation where all



250,000 people attended the March on Washington.

people were treated equally. He spent much of his life trying to achieve his dream of equality.

King was born in Atlanta, Georgia, in 1929. His father was a minister, and he also became a minister. While at college, King developed strong public-speaking skills.

He put those skills to work as a minister in Montgomery, Alabama. In 1955, King led a bus boycott that helped African Americans win equal treatment on the city’s buses. His success brought him national fame. Afterward, he organized peaceful protests throughout the South in support of equal rights. In 1964, King won the Nobel Peace Prize for his work.

*Martin Luther King, Jr., August 1963. In *Our Own Words*, edited by R. Torricelli and A. Carol. Kodansha International, 1999.

Why Character Counts

❖ How did King’s actions show how much he cared for his fellow human beings?

Bio Brief

1929

Born 1929

1955 Leads the successful Montgomery bus boycott

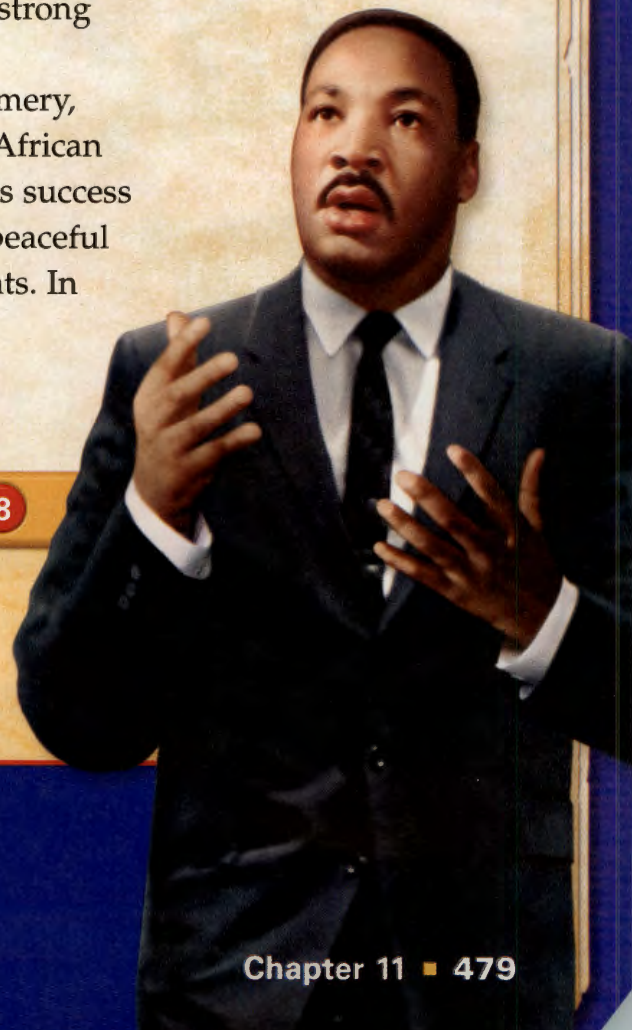
1968

Died 1968

1963 Leads the March on Washington, where he gives his “I Have a Dream” speech



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Act as a Responsible Citizen

► WHY IT MATTERS

Citizens have many rights, and with those rights come many responsibilities to their country, state, and community. With the right to vote, for example, comes the responsibility to vote. Responsible citizens are aware of what is happening in their community. When they see a problem, they take action to help solve it.

► WHAT YOU NEED TO KNOW

You read how Cesar Chavez acted as a responsible citizen when he helped organize the United Farm Workers to improve wages and working conditions for farmworkers. Acting responsibly is an important part of being an active citizen, but acting as a responsible citizen requires some special thought. Here are some steps that you can follow to help you act responsibly.

Step 1 Identify a problem around you.

Step 2 Learn about the problem, and think of ways to solve it.

► The word *huelga* means "strike" in Spanish.





► In 1965, Cesar Chavez and the United Farm Workers led a boycott against grapes, forcing grape growers to give the workers more pay.



- Step 3** Decide what you can do to help, either on your own or with other people.
- Step 4** Take action, but always look for safe solutions. If you cannot solve the problem yourself, get help from others, such as your family, a police officer, or a community official.
- Step 5** Review your actions to see if the results are what you expected.

► PRACTICE THE SKILL

Answer these questions.

- 1 What problem did Cesar Chavez see?
- 2 What actions did he take to solve the problem?
- 3 How did Cesar Chavez get help from other people?

► APPLY WHAT YOU LEARNED

Make It Relevant Use the steps on this page to decide on ways you might act as a responsible citizen of your school or community.



1814
"The Star-Spangled
Banner" is written

Reading Social Studies

When you **draw conclusions**, you combine facts that you read with facts that you know to understand ideas that are not stated.



Draw Conclusions

Complete this graphic organizer to show that you can draw a conclusion about how people have worked to preserve American ideals. A copy of this graphic organizer appears on page 120 of the Homework and Practice Book.

Working for Equality

Evidence

In 1963, more than 250,000 people marched for civil rights.

Knowledge

Calling attention to injustice often helps bring change.

Conclusion



California Writing Prompts

Write a Research Report Choose one of the patriotic symbols described in this chapter. Research facts and details about it. Then write a report that explains why the symbol is important to Americans today.

Write a Persuasive Speech Choose one person whom you admire for his or her work to protect the Constitution. Write a speech to persuade your listeners of the importance of this person's work.

1900

1950



1913
The Seventeenth Amendment is passed



1920
The Nineteenth Amendment is passed



1964
The Civil Rights Act is passed

Use Vocabulary

Identify the term that correctly matches each definition.

- the process of becoming a citizen
- love of country
- a government system in which the people rule
- the rights of citizens to equal treatment under the law
- a system of beliefs

democracy, p. 458
creed, p. 467
patriotism, p. 468
naturalization, p. 475
civil rights, p. 476

Use the Time Line

ANALYSIS SKILL Use the chapter summary time line above to answer these questions.

- In what century were the Seventeenth and Nineteenth Amendments passed?
- When was "The Star-Spangled Banner" written?

Apply Skills

ANALYSIS SKILL Read a Population Map

- Study the map on page 465. Which city had the higher population density, Pittsburgh or Albany?
- What was the population density of Nashville?

Recall Facts

Answer these questions.

- How can the President limit the power of Congress?
- What are two important ideals of the American creed?
- What story do the words of "The Star-Spangled Banner" tell?

Write the letter of the best choice.

- Which of the following is a power shared by state governments and the federal government?
 - collecting taxes
 - making immigration laws
 - printing money
 - declaring war
- Which of the following is NOT a symbol of the United States?
 - the Statue of Liberty
 - the bald eagle
 - the maple leaf
 - the Liberty Bell

Think Critically

- ANALYSIS SKILL** Explain the effects of the Twenty-second Amendment on the Executive Branch.
- ANALYSIS SKILL** In time order from earliest to most recent, list three groups that have worked for equal rights.



The National Constitution Center

GET READY

Where can you be sworn in as President of the United States, enter a voting booth and vote for your favorite President, or take the seat of a Supreme Court justice? You can do all these things at the National Constitution Center in Philadelphia. Opened in July 2003, the Center is dedicated to preserving the history of the United States Constitution. Visitors to the Center's museum can see a film about the Constitution and enjoy more than 100 interactive exhibits that show the importance of the Constitution in American life. The Center also encourages visitors to take an active role as citizens. It offers computers that visitors can use to e-mail elected officials and a viewing area where large screens and a news ticker display today's constitutional news.

LOCATE IT



WHAT TO SEE

We the People
of the United States, in Order to form a more perfect Union
establish Justice, insure domestic Tranquility, provide for the common defence
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



At the American National Tree, visitors can learn about 100 Americans whose lives illustrate the principles in the Constitution.



In the 350-seat, star-shaped theater, an actor and a film explain the major themes of the Constitution from 1787 to the present day.



In Signers Hall, visitors can walk around 42 life-size bronze statues. They represent the 39 delegates who signed the Constitution and the 3 who refused.

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Review



THE BIG IDEA

Government and Leadership The United States Constitution is the foundation of the American republic.



Summary

Governing the Nation

The Articles of Confederation set up the United States' first national government. After a few years, though, many of the nation's leaders agreed that this government was not strong enough. Leaders gathered at a convention to improve the Articles. Then they decided to replace them instead.

The delegates faced conflicts, which they resolved through compromise. Finally, they agreed on a plan of government, described in the Constitution. It established the three branches of the federal government—the executive, the legislative, and the judicial

branches. Checks and balances kept any one branch from having too much power. All 13 states ratified the Constitution.

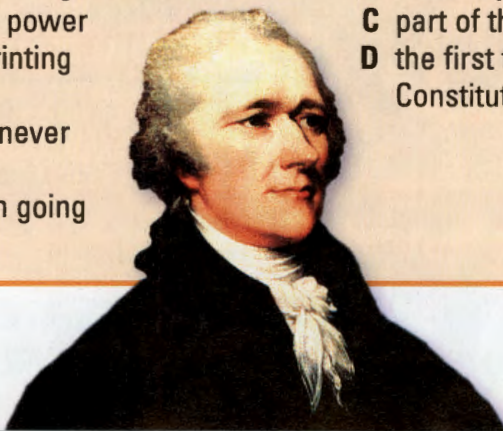
In 1791, the Bill of Rights was added. These first ten amendments guaranteed certain rights and freedoms for American citizens. Over the years, more amendments have been added to the Constitution. They help ensure that all Americans enjoy the rights provided in the Constitution.

Americans today express the ideals found in the Constitution in many ways, such as by saying the Pledge of Allegiance and by singing the national anthem.

Main Ideas and Vocabulary

Read the summary above. Then answer the questions that follow.

- What is a convention?
 - a plan of government
 - a disagreement
 - an important meeting
 - a change
- What is the purpose of checks and balances?
 - to keep one branch of the government from having too much power
 - to keep states from printing money
 - to make sure leaders never compromise
 - to stop the states from going to war
- What does ratified mean?
 - attended
 - approved
 - wrote
 - vetoed
- What is the Bill of Rights?
 - the introduction to the Constitution
 - a list of judges' responsibilities
 - part of the Articles of Confederation
 - the first ten amendments to the Constitution



Recall Facts

Answer these questions.

- Under the Articles of Confederation, how were national laws passed?
- What were two important conflicts at the Constitutional Convention?
- What idea was called the Great Compromise?
- What are two responsibilities that American citizens have to the government?
- In the federal system of government, what two authorities share power?

Write the letter of the best choice.

- Which leader wanted to keep the Articles of Confederation?
A George Washington
B James Madison
C Patrick Henry
D Benjamin Franklin
- Where does a constitutional democracy get its power?
A from the President
B from Congress
C from laws
D from the people
- Which power is shared by the national and state governments?
A print and coin money
B collect taxes
C declare war and make peace
D make treaties with other countries
- Which of the following is an important American political principle?
A majority rule
B limited freedom
C judicial veto
D unlimited government

Think Critically

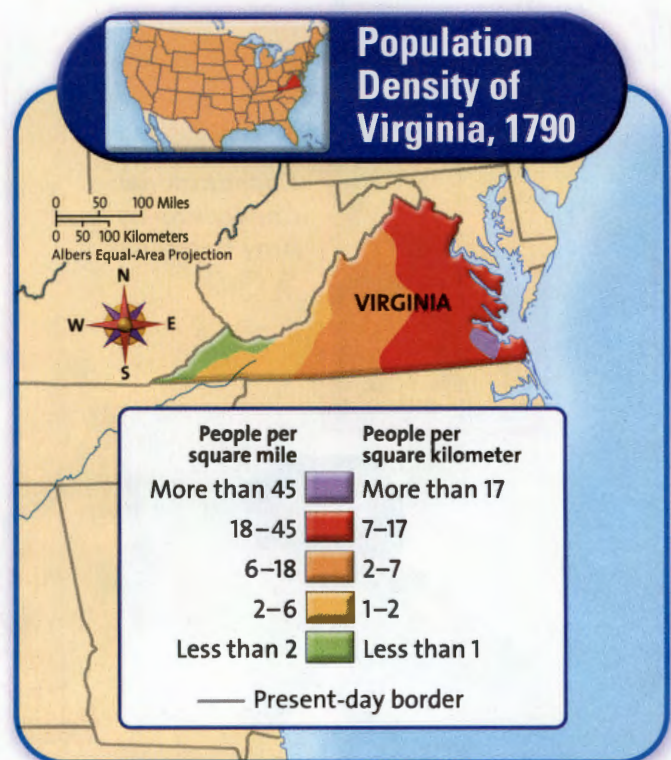
- ANALYSIS SKILL** Summarize Shays's Rebellion and explain the problems that led to it.
- ANALYSIS SKILL** If a meeting such as the Constitutional Convention was held today, do you think it should be kept secret?

Apply Skills

Read a Population Density Map

ANALYSIS SKILL Use the population density map below to answer the following questions.

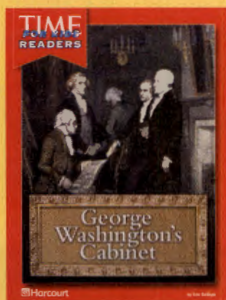
- What color is used to show a population density of 2–6 people per square mile?
- Which part of Virginia had the lowest population density in 1790?
- Which part of Virginia had the highest population density in 1790?



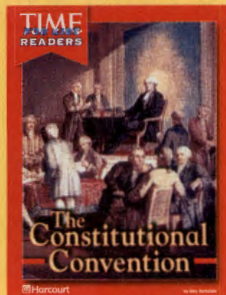
Read More



■ *The Star-Spangled Banner*
by Lisa deMauro.



■ *George Washington's Cabinet*
by Eric Oatman.



■ *The Constitutional Convention*
by Amy Bernstein.

Show What You Know

Unit Writing Activity



Write a Persuasive Letter Imagine that you are writing to a student in another country. The student has asked you why the Constitution is an important document to the people of the United States. Write a persuasive letter to convince him or her of the Constitution's significance and how it is the foundation of the American republic. Clearly state your position, and provide evidence to support it.

Unit Project



A Constitutional Hall of Fame Plan a Hall of Fame to honor the United States Constitution. Choose important people, events, and ideas that you want to highlight in your Hall of Fame. Then show these different topics through posters, displays, poems, and narratives.



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