**Civics in Our Lives**

**BEFORE YOU READ**

The Main Idea
As a U.S. citizen, it is your duty to help preserve freedom and to ensure justice and equality for yourself and all Americans.

Reading Focus
1. Why do we study civics?
2. What are the values that form the basis of the American way of life?
3. What are the roles and qualities of a good citizen?

Key Terms
- civics, p. 6
- citizen, p. 6
- government, p. 7

As you read, take notes on how civics affects our lives. Use a chart like the one below to organize your notes.

<table>
<thead>
<tr>
<th>Studying Civics</th>
<th>American Values</th>
<th>Qualities of a Good Citizen</th>
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Every Fourth of July Americans come together to celebrate their rights and freedoms as American citizens.

Government “by the people” does not mean government by the uninformed. Good government requires educated citizens. In fact, the main reason for public education is to help young people become more effective citizens. Remember, everything the government does affects you directly or indirectly. It is important for you to be aware of the issues we face as a nation.

**Why Study Civics?**

What is civics and why do you study it? Civics is the study of citizenship and government. It is the study of what it means to be a citizen. A citizen is a legally recognized member of a country. The word civics comes from the Latin civis, which means “citizen.” The concept of the citizen originated in Greece around 590 BC, and was later adopted by the Romans.

**Being a Citizen**

What it means to be a citizen has changed since the Roman Republic. Romans used the term to distinguish the people who lived in the city of Rome from people born in the territories that Rome had conquered.

**Teach the Main Idea**

**Civics in Our Lives**

1. **Teach** Ask students the Reading Focus questions to teach this section.
2. **Apply** Have students create a flow chart with three boxes. Title the chart Citizenship in America. The first box should be labeled Elements of Citizenship, the second American Values, and the third Being a Good Citizen. As students read the section they have fill in the first box with important elements of citizenship, the second with American values, and the third with ways to be a good U.S. citizen.
3. **Review** To review the section’s main ideas, have students help you complete a master copy of the chart on the board.
4. **Practice/Homework** Have students list specific examples of ways they are good citizens now and how they could be better citizens in the future. Students should write a sentence explaining why each example shows good citizenship.
Civics, the Economy, and You

Your daily life is affected by your community, the economy, and the government. Government provides services and structure for communities.

Dramatize Rights and Responsibilities

Your daily life is affected by your community, the economy, and the government. Government provides services and structure for communities. A government is the organizations, institutions, and individuals who exercise political authority over a group of people.

If a man or boy was a citizen (women had some rights but could not be citizens), he had many privileges. Roman citizens had the right to vote and had a say in the way their country was run. Citizens had duties, too, such as paying taxes, attending assembly meetings, and serving in the Roman army.

Citizens today have rights and responsibilities that differ from country to country. For example, many countries allow their citizens to vote, but some do not. Most nations require their citizens to pay taxes, just as Rome did. Some countries, such as Israel, require all citizens—men and women—to serve in the military.

The rights and duties of citizens depend on their country’s type of government. A government is the organizations, institutions, and individuals who exercise political authority over a group of people.

Being an American Citizen

Under the American system of government, citizens have many rights and responsibilities. Your civics course will help you understand those rights and responsibilities. You will discover that being a U.S. citizen means more than just enjoying the rights that the American system provides.

Citizenship includes being a productive and active member of society. Americans participate in society in many ways. For example, most Americans belong to a family, go to school for several years, and work with other people. Americans are also members of their local communities—villages, towns, and cities. And in the United States, you are a citizen of both your country and the state in which you live. Being an effective American citizen means fulfilling your duties and responsibilities as a member of each of these various groups and communities.

Why do we study civics?

Why Study Civics?

Identify What are some ways Americans participate in society? They belong to a family, go to school, are members of their communities, and are state and U.S. citizens.

Contrast How are the responsibilities of citizens in different countries different? Citizens of some countries are required to serve in the military or pay taxes, while citizens of other countries are not.

Predict In what ways might being a member of a family and community help a person learn to be a good citizen? Possible answer: People in families and communities have rights and responsibilities similar to those of citizens. People often learn to be responsible, productive, and sharing from their experiences in their family and community.

Reading Skill

Activity Ask students to read aloud the sentence on p. 7 that contains the highlighted word “government.” Then have students define the word. (the organizations, institutions, and individuals who exercise political authority over a group of people) Have students explain how they found this definition. (It is a direct definition and follows the phrase “A government is...”) Ask students to point out other places in the chapter where words appear with a direct definition. Remind students that they can also use context clues such as comparisons or contrasts to help them define unfamiliar words.

Collaborative Learning

Dramatize Rights and Responsibilities

1. As a class, briefly review the rights and responsibilities of citizens in both ancient Rome and the present-day United States.
2. Organize students into small groups. Assign each group either ancient Rome or the present-day United States.
3. Ask each group to make up a skit about citizens of their assigned time and place fulfilling their rights and responsibilities.
4. Have each group perform its skit for the class. The class should guess whether it takes place in ancient Rome or modern America and identify the rights and responsibilities it shows. (See Verbal/Linguistic, Kinesthetic Alternative Assessment Handbook: Rubric 33: Skits and Reader’s Theater)
You need training in order to become a good athlete or a good musician. Likewise, you need training in order to become a good citizen. What kind of training? First, you must understand the purpose of government. Next, you need to know how the government works, on the national, state, and local levels. You must also understand how the U.S. economic system works and how government and economy interact. Then you are ready to explore ways to fulfill your role as a citizen.

Some people complain about the government. Other people get involved—in large or small ways—so they can make their government better. Right now, governments across the United States and in your community are making decisions that will affect how much money you might earn, the roads you travel on, the cost of your doctors’ visits, and the protections you have under the law.

**Supporting a Point of View**

**Why is studying civics important?**

**American Values**

The United States has been an inspiration to other nations because of its basic values: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. In fact, new nations often look to the United States, its values, and its system of government as a model in creating their own governments.

As American citizens, we are all guaranteed the same rights and freedoms, which are protected by the U.S. Constitution and our laws. These laws, our system of government, and the American way of life are based on the ideals of equality, liberty, and justice.

**Equality**

The Declaration of Independence states, “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 . . .” What does this mean? It means

### Info to Know

The Fight for Equality

Throughout history, governments have limited the rights of some of their citizens. For example, Jim Crow laws made African Americans second-class citizens by limiting their rights. At other times in history, governments have seen citizenship in more democratic terms. This was one result of the 1789 French Revolution, which eliminated the privileged classes in France. After the Revolution, all people addressed one another simply as “citizen.” This title reflected their belief in the freedom and equality of all people.

### Differentiating Instruction

#### English-Language Learners

Illustrate American Values

**Materials:** Poster board, markers, scissors, magazines and newspapers

1. Organize students into small groups. Have each group divide a piece of poster board into sections labeled Equality, Liberty, and Justice.
2. In each section, students should make a collage of pictures and drawings that illustrate examples of the appropriate value.

3. Ask students to write a brief caption under each picture or drawing explaining how it relates to the value. (For example, under Liberty students might write, People freely practicing their religion.)
4. Have each group present its poster to the class and explain the examples that illustrate each value. [Alternative Assessment Handbook: Rubric 8: Collages]

**Answers**

*(photo)* All people today have equal access to public transportation and can sit wherever they choose, regardless of their race or color.

**Reading Check** Possible answer: It trains you to be a good citizen.

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**American Values**

**Explain** What does the ideal of equality mean for Americans today? All people are equal under the law. The rights of each person are equal to those of every other person.

**Draw Conclusions** How do laws and justice help preserve Americans’ equality? Possible answer: Enforcing laws protects Americans’ rights and makes sure that no one can act as if his or her own life and liberties are more important than those of other people.

**Develop** What are some more rights that help preserve Americans’ freedom? How? **Answers will vary, but students should suggest basic rights and explain how they contribute to Americans’ liberty.**
that, ideally, all people are equal under the law. The rights of each citizen are equal to those of every other citizen. No one has the right to act as though his or her liberties are more important than those of others.

Equality means that each citizen has the same right to enjoy the many benefits granted to all citizens. Everyone has the right to seek an education or choose a job or career. U.S. law guarantees that any citizen qualified for a job has an equal opportunity to secure it.

Liberty
Can you imagine what your future might be if you did not have the freedom to get an education? What if you were not able to take a job that you wanted or start a business? What if you could not speak or write certain things without fear of punishment? Would you like to live in a place where the government told you what you had to live, or that you could not travel from one place to another within your own country? How would you feel if you could not practice religion? What if the government could put you in jail for no reason and hold you indefinitely without a trial?

Our rights seem normal to us—and some people probably take them for granted—but millions of people around the world do not have these basic freedoms. However, the people who created our government gave us a system that guarantees these rights.

Justice
Do you believe all citizens have certain rights that no one can take away? Do you think that laws should protect those rights? Our government has given power to the police to prevent others from violating our rights. But if those rights are infringed, or violated, our government has given the courts the power to punish those responsible.

Your rights and freedoms cannot be taken away from you, as long as you follow the laws of your community, state, and country. But as an American citizen, you must be willing to do your share to protect this freedom. Your rights and freedoms have been handed down from one generation of Americans to the next for more than 200 years. Throughout our history, citizens have fought and died for the freedoms we enjoy. If thousands of Americans gave their lives to preserve and defend these freedoms, then we must all do our part to protect those rights. This is called our “civic duty.”

**Qualities of a Good Citizen**

Imagine a society in which people did not take their civic duties seriously. For instance, what if people stayed home and did not vote? What would happen if people never expressed their opinions to their representatives in government? We cannot have government “by the people,” as Abraham Lincoln said, unless the people participate.

**Debate Good Citizenship**

1. Organize the class into two groups.
2. Present the following statement to students:
   - If you obey all laws, you have fulfilled your responsibilities as an American citizen.
3. Assign one group to argue for this statement and one group to argue against it. Have each group review the text and come up with reasons to support their assigned point of view.
4. Once they have prepared their arguments, review debate etiquette with the students. Then have the groups debate whether or not being a good citizen means more than simply obeying laws.

**Info to Know**

**Amish Values** Various cultures and societies emphasize different aspects of good citizenship. Among the Old Order Amish, for example, devotion to family, the land, and “plain living” are marks of good citizenship. The Amish—a majority of whom live in Pennsylvania, Ohio, and Indiana—are a strict religious group. Members avoid anything of a “worldly nature,” such as modern technology. Amish families are self-sufficient, focusing on intense farming. To sustain this lifestyle, hard work is expected of good citizens.
**Review & Assess**

**Close**
Have students summarize the values and duties of U.S. citizens.

**Review**
- Online Quiz: Section 1
- Quiz Game

**Assess**
- SE Section 1 Assessment
- D Daily Quizzes: Section 1

**Reteach**
- Main Idea Activities for Differentiated Instruction: Section 1

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**SECTION 1 ASSESSMENT**

**Reviewing Ideas and Terms**

1. **a. Define** Write a brief definition for the terms civics, citizen, and government.
   - **b. Explain** Why is it important to study civics?
   - **c. Elaborate** What are ways in which American citizens participate in our society?

2. **a. Recall** What are three fundamental American values?
   - **b. Evaluate** Which of those three values do you think is most important to American society? Give reasons and examples to support your answer.

3. **a. Summarize** How does the U.S. system of government ensure that officials are responsible to the people?
   - **b. Predict** What would happen to an office holder who never responded to voters in his district?

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**Critical Thinking**

4. **Categorizing** Using your notes and the graphic organizer, identify the roles and qualities of a good U.S. citizen.

<table>
<thead>
<tr>
<th>U.S. Citizens</th>
<th>Roles</th>
<th>Qualities</th>
</tr>
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**Focus on Writing**

5. **Analyzing Information** Imagine that you head a committee to encourage good citizenship in your community. Create a chart showing five goals you want your committee to achieve and suggestions for achieving each goal.

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**Section 1 Assessment Answers**

1. **a. civics, p. 6; citizen, p. 6; government, p. 7**
   - **b. Possible answer:** It can help you learn to be a good citizen. By voting, working for a political party, or informing officials of needs and ideas

2. **a. equality, liberty, justice**
   - **b. Students’ answers will vary, but they should provide reasons and examples to support their choice.**

3. **a. It makes them depend on voters to keep their offices because people can vote them out of office in the next election.**
   - **b. Possible answer:** He or she probably would not be re-elected.

4. **Students should use the graphic organizer to identify the roles and qualities of a good U.S. citizen.**

5. **Charts will vary but should show goals and methods of encouraging good citizenship.**

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**Answers**

**Reading Check** **Possible answer:** They all involve respect—including for others, the community, the environment, and the country.
Who Are U.S. Citizens?

The United States is a nation of immigrants. With the exception of Native Americans, all of us can trace our family’s roots to another country. Some families have been here longer than others. Some families continue to speak other languages and treasure customs from their homelands.

Americans Are from Everywhere

The heritage of freedom and equality in what is now the United States was formed bit by bit. Over time, groups from various parts of the world have settled here, contributing to American society. From their countries of origin, people have brought their different languages, ideas, beliefs, customs, hopes, and dreams. Today all Americans can be proud of the rich and varied heritage we share.

Why It Matters

Write the following statement on the board: The United States is a country founded upon immigration. Give students time to share their reactions to the statement. Do they think it is accurate? How does it apply to them? How does it affect their feelings about the United States? Then ask students why they think some people might believe that it is necessary to limit immigration to the United States.

Key Terms

Preteach the following terms:

- immigrants: people who come here from different countries (p. 12)
- quota: a specific number (p. 14)
- aliens: permanent residents of the United States who are citizens of another country (p. 14)
- native-born: born in the United States (p. 15)
- naturalization: the legal process by which an alien may become a citizen (p. 15)
- refugees: people who are trying to escape dangers in their home countries (p. 16)

Taking Notes

As you read, take notes on U.S. citizens. Use a diagram like the one below to organize your notes on who Americans are and where they come from, the U.S. immigration policy, and becoming a U.S. citizen.

Teach the Main Idea

Who Are U.S. Citizens?

1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Ask students to create a three-column chart to fill in as they read the section. They should label the first column Who, the second When, and the third Immigration Details. Students should list each group or category of immigrants they read about, when they came, and details about their immigration and, if possible, their naturalization experience.
3. Review Have students volunteer information about various groups. Record their input on the board.
4. Practice/Homework Have students write a paragraph summarizing the experiences of early immigrants to America.
Traditionally, people called the United States a “melting pot.” Immigrants—people who came here from other countries—entered the nation—the pot—and adopted American customs and blended into American society. That picture of America is not quite accurate. Many immigrants practice their traditions and customs after they move to the United States. That is why both New York City and San Francisco have neighborhoods called Chinatown. In cities throughout the United States, you can visit areas called Little Italy or Little Korea, where other countries’ ways of life are preserved.

Some people say America is more like a “salad bowl.” In a salad, foods do not melt together, they are a mixture of separate and distinct flavors.

A More Accurate Picture

So which image is correct? Actually, some combination of the two would be more accurate.

People who come here as adults often keep the customs they grew up with in their native countries. However, their children and grandchildren, raised in the United States, often blend into what we think of as typical American ways of life. An immigrant from Bolivia describes his adopted culture.

“Now, I live in the U.S. and I feel so much pride for being American . . . I identify myself with the U.S. culture, flag, history, traditions and goals.

---Oscar Arredondo, quoted on The New Americans Web page, PBS.org

Other immigrants practice both old ways and new ones. Ivy, an immigrant from Peru whose father brought her and her family here from South America, explained it this way:

“My father never wanted us to live among other Latinos [Hispanic] because he wanted us to learn the American culture among Americans—to act, to speak and think like them. But we kept our language and culture at home so that . . . we would never forget who we were and where we had come from. I have been back to visit Peru several times and it will always be the country of my birth, but the U.S. is my home and my country and thanks to my parents, I can speak two languages and have better opportunities.”

---Ivy, immigrant from Peru, quoted on The New Americans Web page, PBS.org

Early Americans

Many scientists believe that the first people to settle in North America came here from Asia between 12,000 and 40,000 years ago. These early groups were the ancestors of modern-day American Indians and were the first Americans.

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Religious Tolerance

Can you imagine what it would be like if the government could order you to go to church, or if it could outlaw the temple or mosque you attended? Thanks to the experience of early colonists, you do not have to worry about situations like these.

Many early colonists settled in America to escape persecution in their home countries. Sometimes these new settlements were tolerant of other religions, sometimes they were as intolerant as the places the colonists had fled.

Years later, the founding fathers debated the role of religion in the new country. Some, like Patrick Henry, argued for a national church to provide a moral base. Others, like Thomas Jefferson, recalled the intolerance of some early settlements and strongly opposed having a state religion.

When the Constitution was adopted, this debate was still not fully resolved. With the passage of the Bill of Rights, the First Amendment prohibited the government from interfering in your religious freedom.

1. What role did religion play in the arrival of early American colonists?
2. Why do you think some colonial settlements were successful in supporting religious liberty while others were not?

Eventually, Europeans began to arrive in the Americas. In 1492 Christopher Columbus sailed to Central America and claimed lands for Spain. Columbus and his crews were the first Europeans to build permanent European settlements in the Americas.

The Immigrants

Europeans soon learned that the Americas possessed vast natural resources. It had plenty of room for newcomers from crowded regions of Europe. Spanish settlers soon spread across the Caribbean, Mexico, Central and South America, and present-day Florida, Texas, California, and the southwestern United States. People from the British Isles settled America’s original thirteen colonies. Other Europeans also came to North America. Germans settled in Pennsylvania, the Dutch along

Info to Know

The Americans Why don’t the people of Brazil, Canada, or Mexico call themselves Americans? After all, they are residents of either North or South America just like citizens of the United States. The reason the term American is generally reserved for U.S. citizens is that the United States of America was the first independent country in the Western Hemisphere. By the time Mexico and the other countries achieved independence in the 1800s, the American label already had a specific meaning—a citizen of the United States of America.
The Plight of Refugees
Linking to Today

The United States attracted people from around the world. Europeans came by the tens of thousands, mainly to the East Coast of the United States. In the mid-1800s thousands of Chinese arrived on the West Coast.

These new immigrants worked in factories and farms across the country. Businesses welcomed the new laborers to their expanding enterprises. But not everyone was happy about the flood of immigrants. The newcomers were willing to work for low wages. That angered many American workers. Americans and immigrants clashed over religion and culture as well.

In the 1880s the U.S. Congress passed laws limiting immigration. For example, the Chinese Exclusion Act of 1882 halted Chinese immigration to the United States. Other laws prevented Chinese Americans from becoming citizens or owning property.

Congress passed a broader set of laws in the 1920s. The laws established a quota, or a specific number, of immigrants from certain countries or regions who were allowed to enter the country each year. The annual quotas have changed from time to time since then.

Today, the Immigration Act of 1990 sets a total annual quota of immigrants at 675,000, starting in 1995. The law gives preference to three groups of people: (1) husbands, wives, and children of U.S. citizens; (2) people who have valuable job skills; and (3) aliens. Aliens are permanent residents of the United States who are still citizens of another country.

Becoming a U.S. Citizen

Over the years, millions of immigrants have become U.S. citizens. Some citizens belong to families that have lived in the United States for many generations. Other Americans were born in foreign countries. All citizens, regardless of their heritage, have the same legal rights and responsibilities.
Citizenship by Birth

Are you native-born? That is, were you born in the United States? According to the 2000 census, almost 90 percent of Americans were native-born, while more than 10 percent were foreign-born.

If you were born in any U.S. state or territory, you are an American citizen. If one or both of your parents was a U.S. citizen, then you are a citizen, too. What if you were born here, but neither of your parents was a U.S. citizen? In most cases, you are a citizen.

Citizenship by Naturalization

If you are not a citizen by birth, it is still possible to gain U.S. citizenship. The legal process by which an alien may become a citizen is called naturalization.

Naturalized citizens have the same rights and duties as native-born Americans. For example, when a parent is naturalized, his or her children automatically become citizens as well. The only exception is that naturalized citizens cannot become president or vice president of the United States.

Legal Aliens

The 2000 census counted about 18.7 million legal aliens living in this country.

New U.S. citizens take their oath.

The Pathway to Citizenship

Naturalization is the legal process through which immigrants become U.S. citizens. To qualify, a person must be at least 18 years old and have a background check showing “good moral character,” which includes no criminal record. Normally, completing the process takes between 7 and 11 years.

The Steps

1. Apply for a green card
   a. Complete a form with photographs and other documents.
2. Get fingerprinted
   a. Receive an appointment letter to appear and have fingerprints taken.
3. Be interviewed and pass tests on civics, U.S. history, and English
   a. Applicants may be rejected for many reasons, including test scores and background check.
4. Take the Oath of Allegiance to the United States
   a. “I hereby declare, on oath, that I absolutely and entirely give up and reject all loyalty and faithfulness to any foreign prince, ruler, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic… that I will bear arms on behalf of the United States when required by law… and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.”

The Time It Takes

1. Receiving a green card may take more than five years.
2. After receiving a green card, a permanent resident must hold it for five years before applying for citizenship.
3. Permanent residents must have been on U.S. soil for two-and-a-half years whenever they apply.
4. Travelling to another country means starting the two-and-a-half years over.

3. How does a person become a U.S. citizen?

Becoming a U.S. Citizen

Identify What are different ways a person can become a U.S. citizen? Being born in the United States, having a parent who is a U.S. citizen, becoming naturalized, having a parent become naturalized

Predict What might prevent a person from becoming a naturalized American citizen? Answers will vary but should show students’ understanding of the requirements for naturalization.

Info to Know

Green Card Lottery

The Diversity Immigrant Visa Lottery, established by the 1996 Immigration Act, provides people from certain countries with low U.S. immigration rates the opportunity to come here. The U.S. government uses the lottery program to provide 55,000 permanent residence visas each year through a random computerized drawing. Holders of such visas—commonly called green cards—are entitled to live and work in the United States permanently.

Critical Thinking Skills: Sequencing

Identify the Steps to Becoming a Citizen

1. Have each student illustrate and label one of the steps to becoming a naturalized citizen.
2. Collect and mix up students’ illustrations. Then, as a group, put them in the correct order.
3. Lead a discussion on reasons for requiring immigrants to go through these steps to become U.S. citizens. Visual/Spatial, Kinesthetic

Online Resources

go.hrw.com

KEYWORD: SZ7 CH1

ACTIVITY: Immigration and Naturalization
**SECTION 2 ASSESSMENT**

**Reviewing Ideas and Terms**
1. **a. Define** Write a brief definition for the term **immigrant**.
   **b. Explain** Describe early European settlement of the Americas.
   **c. Evaluate** Which description of the United States—a melting pot or a salad bowl—do you think is more accurate? Explain your answer.
2. **a. Define** Write a brief definition for the terms **quota** and **aliens**.
   **b. Analyze** Why were most immigrants eager to come to the United States?
3. **a. Define** Write a brief definition for the terms **native-born**, **naturalization**, and **refugees**.
   **b. Compare and Contrast** What rights do U.S. citizens have that documented aliens do not have?

**Critical Thinking**
4. **Comparing and Contrasting** Use your notes and the graphic organizer to identify the similarities and differences between legal and illegal aliens.
5. **Identifying Points of View** Imagine that you have just become a naturalized citizen of the United States. Write a letter to a friend in the country in which you were born, explaining why and how you became a U.S. citizen.

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**Section 2 Assessment Answers**

1. **a. immigrant**, p. 12  
   **b. Possible answer:** began with Columbus claiming land for Spain; Resources, space, and freedom led other European nations to claim lands in the Americas.  
   **c. Answers will vary but should show students’ understanding of “melting pot” and “salad bowl” concepts.**
2. **a. quota**, p. 14  
   **b. aliens**, p. 14  
   **c. to build a better life and find freedom**
3. **a. native-born**, p. 15  
   **b. naturalization**, p. 15  
   **c. refugees**, p. 16  
   **d. the rights to vote and hold government office**
4. **Students should use the chart to show the similarities and differences between legal and illegal aliens.**
5. **Letters will vary but should explain why and how the immigrant became a U.S. citizen.**

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**Answers**

**Reading Check** native-born citizens—must obey the law, may vote and hold office, have equal protection under the law; naturalized citizens—same as native-born citizens but cannot be elected president or vice-president; legal aliens—may be deported if they violate the law; have many benefits of citizenship but cannot vote or hold public office or work in certain jobs; illegal immigrants—may be caught and deported.
The American People Today

BEFORE YOU READ

The Main Idea
The U.S. population continues to grow and change today.

Reading Focus
1. Why is the census important?
2. In what ways does population grow and change?
3. What has changed about the American population over the years?
4. For what reasons have Americans moved and settled in new areas over the course of U.S. history?

Key Terms
- census, p. 17
- demographics, p. 18
- birthrate, p. 19
- death rate, p. 19
- migration, p. 20

Taking Notes
As you read, take notes on the American population today. Use a diagram like the one below to organize your notes.

<table>
<thead>
<tr>
<th>Census</th>
<th>Population Growth</th>
<th>Population Changes</th>
</tr>
</thead>
</table>

The Census
In ancient times, kings, emperors, and pharaohs counted their people. Usually, rulers counted the men so that they could tax them or force them to join the army.

In modern times, many countries take a census, an official, periodic counting of a population. The United States conducts a census every 10 years. The last nationwide census occurred in 2000. It measured the official U.S. population at 281.4 million, up 13.2 percent from 1990. That was the largest census-to-census increase in the nation’s history.

The American People Today

1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Ask students to create an outline of the section as they read. In their outlines, have students highlight information about important population changes.
3. Review Have students share the highlighted parts of their outlines and discuss the answers as a class.
4. Practice/Homework Direct students to use information from their outline to create a flow chart showing various changes in the U.S. population from 1790 to 2000.
The Census Counts People

Census information is used for many purposes, but mainly to find out how many people live in each state. Population determines how many representatives each state gets to send to Congress. A census tracks the number of people who live in an area. It also shows the rate at which a population is growing or shrinking. Our country’s population has continued to grow, but the rate of growth changes from year to year.

By using census information, we can make predictions about how a country’s population will grow or shrink. In fact, our country’s population is expected to increase to close to 310 million people by 2010.

The Census Tracks Characteristics

Today’s census also collects demographic information as well. Demographics is the study of the characteristics of human populations. For example, a census might provide information on people’s ethnic backgrounds, the number of children in each family, or even how many pets a family owns.

The U.S. Census information is published in print and posted on the Internet so that everyone may see it and use it. Information gathered by the census helps the government, businesses, and even individuals plan for the future.

**READING CHECK**

**Making Predictions**

How might businesses, government, and individuals use census information to plan for the future?

**Population Growth**

The United States did not stop growing with the 2000 census. In fact, by 2005, the Census Bureau projected that the U.S. population had grown to 295.5 million, and it will not stop there. By 2010, the U.S. population may be close to 310 million people. Typically, countries grow in three ways: by natural increase, by adding territory, or through immigration.

**Collaborative Learning**

**Take a Census**

1. Organize students into small groups. Have each group come up with 5–10 questions to ask classmates, such as "How many people live in your home?" or "What language does your family speak at home?" They may consult the U.S. census for examples. Based on groups’ ideas, decide as a class on 5–10 final questions.

2. Have each student answer the class census questions. If possible, photocopy and use a standard form.

3. Assign each group one question. Have group members tabulate and present the data on the answers to that question. They may wish to use graphs or charts to make their findings clear.

**Logical/Mathematical, Visual/Spatial**
Natural Increase in Population
A population increases naturally when the birthrate is greater than the death rate. The birthrate refers to the annual number of live births per 1,000 members of a population. The death rate refers to the annual number of deaths per 1,000 members of a country’s population.

The first U.S. Census, taken in 1790, found fewer than 4 million people living in the original thirteen states. Then, in 1830 the number of Americans more than tripled, to almost 13 million. Why? In early America, the birthrate was very high—perhaps five or more children per family. Most people lived on farms, and children worked with other family members on the farm. These large families led to a natural increase in population.

Adding Territory
In its first century, the United States expanded across the continent. These new lands held vast natural resources, allowing existing populations to grow and expand.

Also during the 1800s, the United States gained huge sections of territory from Mexico, including present-day Texas and California and much of the Southwest. The people of Native American, Spanish, and mixed heritage who lived on those lands became an important part of the U.S. population.

Immigration
Since 1820, more than 60 million immigrants from all over the world have come to the United States. Those immigrants and their descendants make up most of America’s population.

Population Changes
The structure of the American family, the roles of men and women, and families’ ways of life continue to change, as they have throughout our history. Information collected in the U.S. Census helps us track these changing demographics.

Changing Households
American households have changed in several ways. An increase in divorces has created more one-parent households, many of them headed by women. Some couples are deciding to have fewer children or are waiting to have children. Some people today choose not to marry at all. In addition, people live longer today and are better able to live by themselves in their old age. These factors have caused the size of U.S. households to shrink since 1970.

Changing Women’s Roles
If you were a woman in 1950 who wanted to be a construction worker, police officer, bank president, or pilot, your options were limited. Today! These careers—and more—are open to women. The majority of women today work outside the home. That is a big demographic shift. Another change is that more women than men now enter college and graduate. After graduation, more women are entering the workforce than ever before.

An Older Population
The American population is getting older. The U.S. Census counted about 65,000 centenarians—people who are 100 years old or older—in 2000. That number is expected to rise to more than 380,000 by 2030. In 1900, only 4 percent of Americans were 65 or older. In 2000 that number rose to 13 percent and is expected to rise to 20 percent by 2030. People are living longer because of their healthier lifestyles and better medical care.

These changing demographics present a huge challenge for the future: A shrinking proportion of younger wage earners will be faced with helping support a rising proportion of older Americans in need.

A More Diverse Population
Our population is not only older but also more diverse. Early census forms gave

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CHAPTER 1

A Population on the Move

Identify Where do most Americans live today? in metropolitan areas

Sequence When did urban areas begin to grow in the United States? When did suburbs begin to grow? Urban areas began to grow in the 1800s. Suburbs began growing in the 1920s as cars made travel easier.

Law 101

Although state and local governments are responsible for schools, the federal government also supports English language education. Congress first required and funded bilingual education in 1968. In 1974 it passed the Equal Educational Opportunities Act, requiring school districts to help students learn English so they could participate equally in all educational programs. More recently, the No Child Left Behind Act of 2001 set up new systems to support and fund education for English language learners.

Critical Thinking Skills: Comparing

Compare 1950 and Today

1. Work with students to create a graphic organizer summarizing recent changes in the U.S. population.

2. Help students fill in a graphic organizer on the board similar to the one drawn here. Ask students: What does the text tell you about life in 1950? What does it tell you about life today?

3. Have students copy the graphic organizer and save it to help them review this part of the section. Visual/Spatial, Verbal/Linguistic

Answers

Evaluating the Law Bilingual programs make sure students learn various subjects, but they may learn English slower. Students might learn English faster in immersion classes but could fall behind in other subjects.

Reading Check Possible answer: Younger wage earners will have to help support a rising proportion of older Americans in need.

Learning English: What’s the Best Way?

Have you ever tried to communicate with someone who does not speak the same language as you? What if that person were your teacher? Would it be hard to learn from him or her? That is what school is like for millions of students in the United States who do not speak English. What is the best way for those students to learn to read and write English while also studying other subjects?

Why it Matters

Some educators support bilingual education—teaching students subjects such as math and social studies in their first language while they are also learning English. But critics of this method say that it takes too long for students to learn English well enough to enter mainstream, or regular, classes. These educators generally support immersion, in which students take all subjects in English. Recently, some states have voted to cut funding for bilingual programs. Instead, voters supported placing students in “sheltered immersion” programs (in which most subjects are taught in English) for one year before joining mainstream classes.

Bilingual programs in schools across the United States help students learn to speak English.
each census, the proportion of Americans living in or near cities continued to grow. By the late 1800s, urban overcrowding had become a major national problem. Disease, crime, fires, noise, and choking factory smoke plagued the cities. Nevertheless, by 1920 the country's urban population exceeded its rural population.

The Drive to the Suburbs
Until the early 1900s, Americans generally stayed close to home. Then came one of America's favorite inventions: the automobile. As car sales soared in the 1920s, the nation's demographics began to change. After World War II, interstate highways were built. As a result, Americans did not have to live where they worked. They could move out of the cities and into surrounding areas, known as suburbs. People moved to the suburbs in search of larger homes, better schools, and quiet neighborhoods. Today more people live in suburbs than in cities.

According to the 2000 census, more than 80 percent of Americans live in metropolitan areas, or regions made up of cities and their suburbs. More than half of U.S. residents now live in areas with populations of 1 million people or more.

Migration to the Sunbelt
For most of our history, the nation's largest populations lived in the Northeast and Midwest. Then starting in the 1950s, industries and people began to move out of the colder northern cities to the warmer southern states. This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt, and it includes states from North Carolina and Florida in the east to southern California in the west. Because of the population shift to the Sunbelt, cities in the South and West are growing. For example, according to the 2000 census, Las Vegas, Nevada, is one of the fastest growing cities in the United States. Despite this population trend, however, New York City remains the country's most populous city.

SECTION 3 ASSESSMENT

Reviewing Ideas and Terms
1. a. Define Write a brief definition for the terms census and demographics.
   b. Explain Why is the census important to the nation?
2. a. Define Write a brief definition for the terms birthrate and death rate.
   b. Describe What are three ways in which a country may grow in population?
3. a. Summarize What are four ways in which the American population is changing?
   b. Predict How might U.S. society be different if the makeup of its population changes?
4. a. Define Write a brief definition for the term migration.
   b. Explain Describe the effects of climate and technology on American migration patterns.

Critical Thinking
5. Identifying Cause and Effect Using your notes and a graphic organizer like the one below, identify the population changes that have taken place in recent years.

Focus on Writing
6. Summarizing Imagine that it is the year 2020 and you are a history textbook author. Describe for your readers the U.S. population in the year 2006.

Section 3 Assessment Answers
1. a. census, p. 17; demographics, p. 18. It determines the number of people who live in each state and how many representatives each state can send to Congress.
3. a. Households are smaller, more women work outside the home, the population is older, and it is more diverse. b. Possible answer: U.S. society will evolve to reflect the needs and values of a more diverse population.
4. a. migration, p. 20. b. People and businesses have been migrating to warmer, southern states. Cars have enabled people to move to the suburbs.
5. Students should identify the population changes that have taken place in recent years.
6. Students’ should note the diversity of the American population, shrinking household size, women’s participation in the workforce, and the aging American population.

Answers
Reading Check Possible answer: More people might move to the Northeast and Midwest.