The Bill of Rights

Key Terms

Preteach the following terms:
- Bill of Rights first 10 amendments to the U.S. Constitution (p. 110)
- separation of church and state clear division between religion and government (p. 112)
- self-incrimination having to testify against oneself (p. 115)
- due process of law principle stating that a person cannot be punished for a crime until the law has been fairly applied to his or her case (p. 115)
- eminent domain power of the government to take private property for public use (p. 115)
- bail money or property that the accused gives the court to hold to ensure that he or she appears for trial (p. 116)

Taking Notes

As you read, take notes on the freedoms guaranteed by the Bill of Rights. Use a diagram like this one to record your notes.

Bill of Rights

freedom of speech
freedom of the press
freedom of religion
freedom of assembly
freedom of petition

Adding the Bill of Rights

Between 1787 and 1790 the 13 original states ratified the new Constitution. Many people, however, believed that the document did not go far enough in protecting individual rights. They wanted their rights spelled out in a bill, or list. The need for a Bill of Rights was expressed by Thomas Jefferson, among others.

“I will now add what I do not like. First the omission of a bill of rights providing clearly ... for freedom of religion, freedom of the press, protection against standing armies ... A bill of rights is what the people are entitled to ... and what no just government should refuse ...”

from Thomas Jefferson’s letter to James Madison, December 20, 1787

Treasury Secretary Alexander Hamilton disagreed. He argued that the new nation did not need laws to stop the government from doing things that the Constitution gave it no power to do. Federalists like Hamilton argued that the states already had their own bills of rights. However, some states, including New York, did not have these protections.

Many people feared that some states might oppose the Constitution without a bill of rights. As a result, James Madison, one of the framers of the Constitution, proposed a list of amendments that focused on individual rights. In 1791 the states ratified 10 of these amendments. The Bill of Rights—the first 10 amendments to the U.S. Constitution—became a model used around the world to protect human freedoms.

CIVICS IN PRACTICE

Why did some people oppose a bill of rights?

Answers

Reading Check They thought that the nation did not need laws to stop the government from doing things that the Constitution did not allow them to do anyway.

Teach the Main Idea

The Bill of Rights

1. Teach Ask students the Reading Focus questions to teach this section.

2. Apply Have students create a two-column chart with ten rows. Label the first column Amendment and the second column What It Says. As students read the section, have them fill in the chart with information from the text.

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 Tell students they can use their charts to help them study for the chapter test.
Collaborative Learning

Create a First Amendment Poster

Materials: Poster board, markers, newspapers

1. Lead a class discussion about how the First Amendment protects personal freedoms. Record students’ comments on the board.

2. Next, organize students into small groups. Ask each group to create a poster that illustrates the freedoms that the First Amendment guarantees. Suggest to students that they include photos and headlines from local and national newspapers in their posters.

Answers

Analyzing Visuals Students’ answers will vary but should include an explanation for their choice.
How does the First Amendment protect personal freedoms?

First Amendment Protects Personal Freedoms

Interpret Although we have the right to freedom of speech, in some instances it can be restricted. How? It cannot be used in a way that could cause physical harm to others, or if it can be closely linked to an unlawful action.

Synthesize How does the Bill of Rights help to ensure that the United States remains a democracy? It gives citizens the right to express their opinions, including those about the government or its leaders, giving citizens an important voice in deciding how the country is run.

Constitution Study Guide: Interpreting the Bill of Rights; Schenck v. United States

Challenge and Enrichment Activities: Chapter 4

Info to Know

Skokie Rally In 1977 the National Socialist Party of America, a neo-Nazi group, wanted to hold a “white supremacy” rally in Skokie, Illinois. Skokie, a suburb of Chicago, was home to some 7,000 Jewish survivors of Nazi concentration camps. Town officials tried to block the rally, and the state courts backed their decision. The U.S. Supreme Court disagreed. In a five-to-four ruling, the Court said the ban violated the First Amendment, which guarantees freedom of speech. As former justice Oliver Wendell Holmes once wrote, the Constitution protects not only “free thought for those who agree with us but freedom for the thought that we hate.”

First Amendment Protects Personal Freedoms

Of the 10 amendments in the Bill of Rights, most people know the first one best. That’s because the First Amendment directly touches our lives every day. It protects some of the most basic freedoms that we enjoy as Americans.

Freedom of Religion

“Congress shall make no law respecting an establishment of religion,” the First Amendment begins. This means that Congress cannot establish an official national religion, nor can it favor one religion over another. At the time the Constitution was written, countries had official religions supported by the governments.

Jefferson and Madison held this freedom supreme. Therefore it is no surprise that the freedom of religion comes first in the First Amendment. Americans have the right to practice any religion, or to practice no religion at all.

Over time, the U.S. Supreme Court has interpreted this passage as requiring a separation of church and state. In other words, there should be a clear division between government and religion. Upholding this principle, Supreme Court decisions have banned school-sponsored prayers in public schools.

Freedom of Speech

“This passage protects the right to express our ideas and opinions openly, as well as to listen to the speech of others. It means that we may talk freely to friends and neighbors or deliver a public speech. Free speech seems perfectly natural to us, but in some countries, free speech is severely limited.

One reason free speech is so important is that it allows us the freedom to criticize our government and government officials. People who live under a totalitarian government can be punished for criticizing their leaders.

There are limits to free-speech rights, however. You may not use your free speech rights in a way that could cause physical harm to others. For example, you do not have the right to yell “Fire!” in a crowded room just for fun. Yelling “Fire!” could cause a panic and get people hurt.

Courts have often attempted to define the limits to our freedom of speech. For example, the Supreme Court decision Schenck v. United States established what is known as the “clear and present danger rule.” Under this rule, if an act of free speech can be closely linked to an unlawful action, the government has the right to prevent it.

Differentiating Instruction

Advanced Learners/GATE

Explore Freedom of Speech

1. Using the Internet or in the library, have students research Supreme Court cases that deal with the issue of free speech.

2. Using the information from the court cases, ask students to write a short essay that answers the following question: Do you think the government should have the power to limit freedom of speech under certain circumstances? Why or why not?

Answers

Media Investigation Possible answer: The Statue of Liberty is recognized as a symbol of freedom.
Freedom of the Press
“Congress shall make no law . . . abridging the freedom . . . of the press.” In colonial times, newspapers were forbidden to criticize the government or public officials—even if the criticisms were true. Because of this, the freedom of the press, or the right to express ideas in writing, was included in the First Amendment.

The courts have extended freedom of the press to include electronic as well as print media. This means that the press includes books, newspapers, and magazines published both on paper and on the Internet. Radio, television, and even online journals all are forms of protected free press.

The freedom of the press has limitations. Writers may not spread libel—rumors that damage a person’s reputation. A person who has been libeled can sue for damages.

Freedom of Assembly
“Congress shall make no law . . . abridging . . . the right of the people peaceably to assemble.” Another of the rights guaranteed by the First Amendment is the freedom to hold meetings. Americans have the right to meet to discuss problems, to protest government decisions, or to socialize. Of course, such meetings must be peaceful.

Freedom of Petition
“Congress shall make no law . . . abridging . . . the right of the people . . . to petition the Government for a redress of grievances.” That means that you have the right to ask the government to address your concerns.

Freedom of petition gives you the right to contact your representatives and ask them to pass laws you favor or change laws you do not like. The right of petition helps government officials learn what citizens want. It also helps to ensure that we have government “by the people.”

Critical Thinking: Analyzing Information

Write a Bill of Rights Journal
1. Tell students that they can find examples of the laws in the Bill of Rights at work in their daily lives.
2. Ask students to keep a journal of their daily activities. Examples of things to list in their journals include getting the paper, going to school, going to a religious ceremony or place of worship or not, etc.

3. After they have finished writing in their journals, have students identify which of their activities are allowed or protected under the Bill of Rights. Have them indicate the number of the amendment and the right it defines next to each entry. When they have finished, invite them to share one or two of their entries with the class.

Media Investigation 1. The newspaper is constructed to grab the attention of readers with sensational photos and headlines.

2. Students might be skeptical of the claim or might be intrigued enough to buy the tabloid.
3. for entertainment

Reading Check freedom of religion, speech, the press, assembly, petition
114 CHAPTER 4

American Civil Liberties

The Second Amendment

In 1639, fearful of attacks by Native Americans, the colony of Virginia passed a law requiring many colonists to carry a firearm or be fined. In the 1700s, as suspicion of the British military increased and the Revolutionary War broke out, colonists no longer needed to be told to bear arms. Without the right to bear arms, colonists like those in the painting at right, would not have been able to defend themselves against British troops.

By the time the Bill of Rights was drafted, Americans were convinced of the need for the militias mentioned in the Second Amendment to protect “the Security of a free state.”

Today, the United States has a strong national military and no longer depends on such militias. However, many Americans continue to cherish the Second Amendment’s promise of the right to “keep and bear Arms.” Since 1934, Congress has more strictly monitored gun ownership, including the type of firearms a person can buy. Around 39 percent of American households own guns.

Why do you think the right to own a gun remains important to many Americans today?

Other Rights Guaranteed by the Bill of Rights

The Bill of Rights does more than grant the freedoms of religion, speech, and the press. The other amendments in the Bill of Rights protect citizens, guarantee rights for the accused, and establish the rights of states and citizens.

Protecting Citizens

The Second and Third Amendments are designed to protect citizens. The Second Amendment deals with state militias and the right to bear arms. The Third Amendment prevents the military from forcing citizens to house soldiers.

Second Amendment

This amendment was probably created both to ensure that state militias would continue as an armed means of defense and to ensure that individual citizens had a right to own a firearm. Americans in the 1790s had a different attitude toward the military than many people have today. Big national armies were not trusted.

Although there had been a regular army in the war for independence, much of the fighting had been done by the state militias. These same militias also defended against attacks from Indians. These concerns led to the Second Amendment, which protects Americans’ right to keep and bear arms—that is, to own and carry weapons.

Today, the language of the Second Amendment is frequently the source of heated debate. On one side of the debate are citizens who believe the amendment should be read to apply only to well-regulated militias. This would not prevent the government from regulating the possession of handguns. Opposing this view are citizens who believe that the amendment absolutely prevents the government from imposing any restrictions on the ownership of firearms. Both sides have historical support for their position. The meaning of the amendment continues to be debated today.

Third Amendment

In colonial days, British soldiers could enter homes and force colonists to quarter them, or to give them housing and

Answers

American Civil Liberties Possible answer: Some people today still want the right to protect themselves and believe that owning a gun can help them do so.
Another Fifth Amendment protection states that no person can be denied life, liberty, or property without due process of law. This principle is tremendously important. It means that a person cannot be punished for a crime until the law has been fairly applied to his or her case. In other words, our government must act within the law.

The last clause of the Fifth Amendment establishes another basic protection. It reads, “nor shall private property be taken for public use, without just compensation.” That is, the government cannot take private property without giving the owner fair payment for it.

This part of the Fifth Amendment protects a person’s right to own private property, one of the principles upon which our economic system is based. However, it does give the government the right of eminent domain, the power to take private property for public use. Imagine that the government needs land to build a highway or a school. The right of eminent domain allows government officials to force property owners to sell their land to the government at what is determined to be a fair price.

Sixth and Seventh Amendments Do you watch crime shows on television? If so, you may have heard about the Sixth Amendment. It provides that a person accused of a crime has the right to a prompt and public trial decided by a jury. People accused of a crime must be informed of the charges against them. They have the right to hear and question all witnesses against them, and to have their own witnesses testify as well. They also have the right to an attorney. The Supreme Court has interpreted the Sixth Amendment to mean that if an accused person cannot afford a lawyer, the government will provide one for free.

The Seventh Amendment is less well known. It provides for a trial by jury in certain kinds of cases involving money or property.

Differentiating Instruction

Advanced Learners/GATE

Research Double Jeopardy Cases

1. Explain to students that double jeopardy does not always prevent an accused person from being tried again with the same evidence. In recent years, a number of cases have been tried in federal courts after a state court has found the defendant not guilty. Using federal civil rights laws, prosecutors have charged the accused with violating the civil rights of the people they were alleged to have harmed.

2. Using recent magazines, newspapers, or the Internet, ask students to research a recent example of a case that was retried using civil rights laws. Have students write a brief article explaining the details of the case.

3. Ask student volunteers to summarize their cases to the class. Verbal/Linguistic
Eighth Amendment To ensure that people accused of crimes appear for trial, judges can order them to pay bail. Bail is money or property that the accused gives the court to hold. Upon paying bail, the person is released from jail. The only way to get the money back is to show up for trial. The Eighth Amendment states that the courts cannot set excessive bail.

The Eighth Amendment also forbids cruel and unusual punishment. Punishments such as branding or whipping were once used in the United States. However, they are now considered cruel and unusual. Today the debate is whether the death penalty should be considered cruel and unusual.

Rights of States and Citizens
The authors of the Bill of Rights did not want to imply that citizens had only the rights set out in the Constitution and the first eight amendments. As a result, they wrote two amendments to ensure that Americans would enjoy other rights and freedoms not mentioned in the Bill of Rights.

Ninth Amendment This amendment implies that Americans enjoy basic rights not listed in the Constitution. These rights are open to interpretation, for they are not specifically defined.

The Supreme Court has sometimes used the Ninth Amendment to support people’s claims to specific rights. These rights have included the right to political activity and the right to privacy.

Tenth Amendment The Tenth Amendment is a final guarantee of citizens’ rights. It deals with powers not specifically given to the federal government by the Constitution nor forbidden to the states by the Constitution. These powers belong either to the states or to the people. The Tenth Amendment thus gives states the power to act independently of the federal government to protect citizens’ rights.

Reading Check Evaluating Which of the rights of the accused is most important? Why?
Making an Oral Presentation

Learn

An oral presentation can be more than just a report or a talk you give to your class. Political speeches, graduation talks, class lectures, and business proposals are all forms of oral presentations. Even a job interview can be treated as an oral presentation. After all, you are using words to convince someone to hire you.

Creating and giving a good oral presentation—both inside and outside of school—are important skills. Through oral presentations, you are able to reach other people and maybe even change their minds about important issues. Follow the steps below to prepare and deliver an effective oral presentation.

Practice

1. **Create a strong opener.** Give your audience a reason to pay attention to you. A thought-provoking beginning helps grab the audience’s attention and sets the tone for the rest of your presentation.

2. **Structure your presentation.** Too much information loses an audience. Focus on a few main points and support them with clear examples and visual aids.

3. **Practice your presentation.** The best presentations do not sound memorized or rehearsed. To achieve a natural feel, practice ahead of time. During the presentation, use note cards, outlines, or brief notes to remember key points.

4. **Be prepared for questions.** A good presentation makes an audience think. People may want to know more about what you have told them. Be prepared by thinking of likely questions and developing answers ahead of time.

Apply

1. You have been asked to give a presentation about the importance of the Bill of Rights. Write a strong opener for your presentation.

2. Look at the photograph below. Is the student pictured using good oral presentation techniques? Explain why or why not.

3. What visual aid might you use for an oral presentation about the different rights and freedoms guaranteed by the Bill of Rights?

Prepare a Class Lesson

1. Organize students into pairs and assign each pair one of the first 10 amendments.

2. Tell each pair to prepare a lesson on the amendment that they will present to the class. Students should include information from their textbooks as well as additional information that may require outside research. Students should be sure to follow the steps for preparing and delivering an effective oral presentation.

3. Have each pair present their lesson to the class.

Answers

Apply 1. Students’ openers will vary but should be thought provoking and attention grabbing. 2. Yes; she is using note cards and making eye contact with the audience. 3. Possible answers: a poster illustrating each right and freedom, a video highlighting the importance of one or all of the freedoms and rights.
The Fifteenth Amendment (1870):
Gave African American men the right to vote.

The Twenty-fourth Amendment (1964):
Banned the use of a poll tax.

The right to vote is one of the greatest privileges you have as a U.S. citizen. However, when the United States held its first presidential election in 1789, the only Americans who could vote were white, male property-owning citizens. As the nation grew, people's ideas about fairness changed. Over time, the Constitution has been changed to extend the right to vote to almost everyone 18 years old and older. The strength of the Constitution is that it can be changed when society's attitudes change.

Amendments Extend Civil Rights

Americans have certain rights simply by being members of society. Rights guaranteed to all U.S. citizens are called civil rights. The U.S. Constitution, particularly the Bill of Rights, is the foundation for civil rights in this country. In the first decades of the country's history, the job of guarding people's civil rights was left largely to the individual states. It took the Civil War to trigger the addition of a series of new amendments to the Constitution that would extend civil rights in the United States.

Other voting rights amendments include the Fifteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments.

1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Ask students to create a Voting Rights time line beginning with the year 1776 and ending with the present year. As students read, have them make a list of the dates in the section that have to do with voting rights. Then, have them add each of these dates to the time line with a brief explanation of what happened on that date. Encourage students to be creative and include drawings or photographs in their time lines.
3. Review Post students' time lines in the classroom, and allow students to review and compare them.
4. Practice/Homework Have students use their time lines to write an essay about the history of voting rights in the United States.
Thirteenth Amendment
In 1863 President Abraham Lincoln issued the Emancipation Proclamation. The order banned slavery in the Confederate states. Yet, while it marked a great step in American history, the Emancipation Proclamation did not free all the slaves. For example, in the state of Delaware slavery remained legal because Delaware had not joined the Confederacy. The Thirteenth Amendment, ratified in 1865, outlawed slavery in all states and in all lands governed by the United States.

Fourteenth Amendment
Another key amendment is the Fourteenth Amendment, ratified in 1868. First, it granted full citizenship to African Americans. Second, it declared that no state could take away a citizen’s “life, liberty, or property, without due process of law.” That clause echoes the Fifth Amendment in the Bill of Rights, which prohibits such actions by the federal government. Finally, the Fourteenth Amendment guarantees every citizen within a state equal protection under the laws.

Amendments Extend Voting Rights
Voting is one of the most basic principles of citizenship. However, in the British colonies, only free, white men who owned property could vote. Some states’ constitutions expanded the right to vote to include any white man who paid taxes. However, in every state, the right to hold public office was limited. Only landowners could hold office.

Originally, the Constitution mentioned nothing about voting rights. As a result, many state and local laws prevented women, African Americans, poor people, and other groups from voting. Between 1870 and 1971, a series of six constitutional amendments extended suffrage, or the right to vote, to all U.S. citizens.

Amendments Extend Civil Rights
The Fifth Amendment calls for due process for all citizens. The Fourteenth Amendment prevents states from denying basic civil rights granted in the Bill of Rights.

Reading Focus
1. How did the Thirteenth and Fourteenth Amendments extend civil rights?

Amendments Extend Voting Rights
Explain How did the Thirteenth Amendment change the United States? It ended slavery in all states and lands governed by the United States.

Summarize What rights were included in the Fourteenth Amendment? Full citizenship for African Americans, the requirement of states to exercise due process of law, and a guarantee that every citizen within a state has equal protection of its laws.

Differentiating Instruction
English-Language Learners
Write a Letter
1. Ask students to imagine that they are living during the period just following the Civil War. Briefly discuss with the class what they think their lives would be like.

2. Then have each student write a letter to a friend overseas, explaining the necessity of passing the Thirteenth and Fourteenth Amendments and how they will extend civil rights. Each letter should explain what rights and principles are behind the amendments, why the amendments are necessary, and what effects the amendments will have on all Americans.


Answers
Analyzing Historical Documents
It granted full citizenship to African Americans.

Reading Check to outlaw slavery and to protect African Americans’ civil rights
Fifteenth Amendment
The Fifteenth Amendment, ratified in 1870, stated that no one could be denied suffrage because of race or color. It was a step in the right direction. However, women still could not vote, so the amendment applied only to African American men.

Despite the Fifteenth Amendment, many former Confederate states passed laws to keep African Americans from voting. Some people who dared to challenge these laws suffered violence. It was not until the 1960s, after decades of divisive battles, that the U.S. Congress finally passed civil rights laws to guarantee voting rights for African Americans.

Seventeenth Amendment
Under Article I, Section 3 of the Constitution, citizens of each state did not elect their senators. Instead, each state's legislature elected that state's senators. This was the case until 1913 when the country adopted the Seventeenth Amendment, which called for the direct election of senators. Eligible voters of each state could now choose their senators directly. This amendment strengthened the principle of direct representation by making senators answerable to the voters and not to other politicians.

Nineteenth Amendment
Less than a century ago, many Americans, both men and women, believed that letting women vote would be dangerous. Some people argued that women were not wise enough to choose a candidate or smart enough to understand the issues. It took a long, bitter battle to challenge these opinions. Courageous women such as Susan B. Anthony, Carrie Chapman Catt, Lucretia Mott, and Elizabeth Cady Stanton led the women's suffrage movement that began in the mid-1800s.

Hiram Revels

Hiram Revels became the first African American member of the U.S. Congress. Revels was born in 1822 in Fayetteville, North Carolina. His heritage was a mixture of African and Croatan Indian. When his brother died, Revels became manager of the family barbershop.

Eventually, Revels left home to pursue an education. He became a minister in the African Methodist Episcopal Church. He preached in many states, settling in Baltimore, Maryland, where he became the principal of a school for African Americans. When the Civil War began in 1861, Revels supported the Union by organizing regiments of troops from Maryland and Missouri. He became a chaplain and the provost marshal of Vicksburg, a strategically important town in Mississippi.

After the war, Revels settled in Mississippi, where he continued to preach and earn the respect of local citizens, who eventually elected him to the state senate. In 1860 he filled the U.S. Senate seat vacated by Jefferson Davis, who had left a decade earlier to become president of the Confederacy. Following his term in office, Revels returned to public work in Mississippi.

Focus On
Hiram Revels (1822–1901)
In 1870 Hiram Revels became the first African American member of the U.S. Congress. He was born in 1822 in Fayetteville, North Carolina. His heritage was a mixture of African and Croatan Indian. When his brother died, Revels became manager of the family barbershop.

Eventually, Revels left home to pursue an education. He became a minister in the African Methodist Episcopal Church. He preached in many states, settling in Baltimore, Maryland, where he became the principal of a school for African Americans. When the Civil War began in 1861, Revels supported the Union by organizing regiments of troops from Maryland and Missouri. He became a chaplain and the provost marshal of Vicksburg, a strategically important town in Mississippi.

After the war, Revels settled in Mississippi, where he continued to preach and earn the respect of local citizens, who eventually elected him to the state senate. In 1860 he filled the U.S. Senate seat vacated by Jefferson Davis, who had left a decade earlier to become president of the Confederacy. Following his term in office, Revels returned to public work in Mississippi.

Focus on
Hiram Revels

Possible answer: Civil rights amendments outlawed slavery and granted citizenship to African Americans. These amendments gave Revels the opportunity to become a senator.

Answers
Focus On
Possible answer: Civil rights amendments outlawed slavery and granted citizenship to African Americans. These amendments gave Revels the opportunity to become a senator.

Act Out an Amendment Adoption
1. Organize the class into small groups and assign each group one of the amendments discussed in this section.
2. Have groups research the amendment’s passage and prepare a dramatization of its adoption process. Each group member should portray one of the people in the process.

Research Required
3. Have groups present their dramatization to the class. Verbal/Linguistic
Alternative Assessment Handbook: Rubric 33: Skits and Reader’s Theater

At Level

Info to Know
Women Voters Before the Nineteenth Amendment
New Jersey’s first constitution said that “any person” with property worth a certain amount of money could vote. At first, not many women voted. Soon, however, their votes began to decide some close elections. As a result, in 1807 the state’s all-male legislature took away women’s right to vote. New Jersey women would not be allowed to vote again until the Nineteenth Amendment was ratified—more than a century later.

Online Resources
go.hrw.com KEYWORD: SZ7 CH4
ACTIVITY: Voting Rights and History
Over the years, six constitutional amendments have expanded voting rights to more Americans. African Americans, women, and young citizens have all earned the right to vote.

Expanding the Right to Vote

Women
Women received the right to vote with the ratification of the Nineteenth Amendment.

Men
Over time, states allowed men to vote regardless of property ownership. The Twenty-fourth Amendment outlawed poll taxes as a requirement for voting.

African Americans
The Fifteenth Amendment provides voting rights for African Americans. It states that the right to vote cannot be denied based on race or color.

Young Americans
The Twenty-sixth Amendment granted citizens 18 years old and older the right to vote in all federal, state, and local elections.

Do you think voting rights might be expanded in the future? Why or why not?

Predict How might life in the United States be different if the groups shown were not given the right to vote?

Possible answer: The rights of African Americans, women, and young people might not be protected because these groups would not have a voice in government.

Analyze Photos
This page identifies the four groups of people affected by amendments that changed voting rights.

Explore the Women’s Rights Movement

1. Number each paragraph in Reading 11: Seneca Falls Declaration of Women’s Rights in From the Source: Readings in Economics and Government. Assign a number to each student and have them read each paragraph aloud.

2. Discuss the Thinking Critically questions as a class.

3. Then have students work in mixed-level pairs to do research and write a brief biography of either Elizabeth Cady Stanton or Lucretia Mott. Students should include achievements and other important aspects about their lives.

Verbal/Linguistic

From the Source: Readings in Economics and Government: Reading 11: Seneca Falls Declaration of Women’s Rights

Answers

Analyzing Visuals
Possible answers:
Yes, voting rights could be extended to people even younger than 18. No, all groups that should have voting rights currently have them.
Close
Review with students how later amendments extended both civil rights and voting rights.

Review
Online Quiz: Section 2
Quiz Game

Assess
SE Section 2 Assessment
Daily Quizzes: Section 2

Reteach
Main Idea Activities for Differentiated Instruction: Section 2

SECTION 2 ASSESSMENT

Reviewing Ideas and Terms
1. a. Define Write a brief definition for the term civil rights.
   b. Explain What was the basic purpose of the Thirteenth and Fourteenth Amendments?
   c. Elaborate If you were asked to write an amendment protecting or guaranteeing a civil right today, what right would your amendment cover? Write your amendment in four or five sentences.
2. a. Define Write a brief definition for the terms suffrage and poll tax.
   b. Sequencing Beginning with the ratification of the Constitution, list in order the groups of people to whom the right to vote has been given.
   c. Evaluate Do you think that the right to vote should be extended to people ages 14 to 16? Why or why not?

Critical Thinking
3. Categorizing Copy the chart, then use your notes to fill in the information about amendments that have extended Americans’ right to vote.

<table>
<thead>
<tr>
<th>Extending Voting Rights</th>
<th>Amendment</th>
<th>Year Ratified</th>
<th>Group Benefiting from Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thirteenth</td>
<td>1870</td>
<td>African American men</td>
</tr>
<tr>
<td></td>
<td>Nineteenth</td>
<td>1920</td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td>Twenty-third</td>
<td>1971</td>
<td>People ages 18 to 20</td>
</tr>
</tbody>
</table>

Focus on Writing
4. Identifying Points of View Write a brief narrative from the perspective of a person who has just received the right to vote. Make sure that your narrative explains the importance of the right.

Answers
Reading Check Voting rights expanded beginning in 1870 when African Americans were given the right to vote. In 1913 citizens were given the right to vote for senators. In 1920 women won the right to vote. In 1961 people in the District of Columbia were given the right to vote for president and vice president. In 1964 the poll tax was eliminated. In 1971 18-year-olds were given the right to vote.

1. a. civil rights, p. 118 b. The Thirteenth Amendment outlawed slavery. The Fourteenth Amendment granted full citizenship to African Americans, echoed the due process clause in the Fifth Amendment, and guarantees citizens equal protection under the laws. c. Students’ amendments will vary but should address a civil right that is not currently addressed in the Constitution or its amendments.
2. a. suffrage, p. 119; poll tax, p. 122 b. white male property owners, African Americans, women, 18 to 20-year-olds c. Answers will vary, but students should explain whether or not they feel people ages 14 to 16 should be allowed to vote.
3. Fifteenth, African American men; women; 1961; citizens living in the District of Columbia; Twenty-sixth, 18 to 20-year-olds
4. Students’ narratives will vary but should include a discussion of the effect that the right to vote has had on the new voter and its importance.
Improving Safety at School

A Project Citizen class in Brownsville, Texas, had a simple idea to improve the area where their school buses loaded and unloaded. The area was so muddy that students often had to walk in the street. In the end, students’ efforts made the area safer for everyone, especially students who were mobility impaired.

Community Connection The students in Martin Leaf’s class realized that many safety problems needed solving. For example, the school bus area had narrow, slippery sidewalks and no ramps. Students found that this was a violation of a federal law called the Americans with Disabilities Act (ADA). Additionally, a city law said that sidewalks should be slip-resistant.

Students with disabilities were not the only ones affected. The bus area was on a busy street where cars often drove too fast, endangering pedestrians. The project soon took the name “Watch Out for that Car!”

Taking Action Students interviewed classmates about problems with the bus area and created posters illustrating those problems. With help from the police, they also tracked the speed of cars in the area. In 30 minutes, they found 12 cars speeding. Students presented their concerns to the mayor, the city public works director, and the city commission of Brownsville.

City leaders quickly responded to the team’s findings. Speed bumps now keep traffic slow; wide sidewalks and curbs follow ADA rules, and the bus area is located away from traffic. “Kids can help their community and make it safe,” said Rogelio Garduza, one of the students involved in the project.

SERVICE LEARNING

1. Why was it important for students to involve the police and local government in this project?
2. Are there any areas in or around your school or neighborhood that are safety concerns? What could be done about them?

RIGHTS AND RESPONSIBILITIES

Interdisciplinary Connection: Focus on Reading

Learn about Traffic Laws

Remind students that in the near future, many of them may be learning how to drive, and it is therefore imperative that they know and understand traffic laws for their safety and for others. Direct students to your state’s Department of Motor Vehicles Web site. Have students research traffic laws in the state, as well as other motor vehicle laws, such as seatbelt laws and environmental requirements. Ask them to record what they find. When they have finished, make a list of laws they learned on the board, and discuss with the students how these laws help keep drivers, passengers, and pedestrians safe.

Answers

1. They needed help from the police to prove that cars were speeding, and they needed the local government to listen to their concerns and fix the roads and sidewalk. 2. Answers will vary; students should identify any safety concerns they have and ideas on how to to solve them.
CHAPTER 4

You have probably heard the saying, "There’s no free lunch." That just means that you cannot get something for nothing. In almost any kind of relationship, there is some give and take. When this country was founded, citizens gave up some of their individual powers to the government. In return, the government agreed to protect the rights of citizens.

But the government is you. You must play your part, too. In order to ensure that your rights and freedoms are protected, you have duties and responsibilities to the country. You must be an informed, active, and involved citizen.

Duties of Citizenship

In return for having the privileges of a citizen, there are a few duties that a citizen must do. These duties are crucial to making our democratic government work.

1. **Obeying the Law**
   - Voting
   - Being informed
   - Taking part in government
   - Helping your community
   - Respecting and protecting others’ rights

2. **Attending school**
3. **Paying taxes**
4. **Serving in the armed forces**
5. **Appearing in court**

These citizens proudly display their juror identification.

As you read, take notes on the duties and responsibilities of U.S. citizens. Use a diagram like this one to record your notes.

<table>
<thead>
<tr>
<th>Duties</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You have probably heard the saying, "There’s no free lunch." That just means that you cannot get something for nothing. In almost any kind of relationship, there is some give and take. When this country was founded, citizens gave up some of their individual powers to the government. In return, the government agreed to protect the rights of citizens.

But the government is you. You must play your part, too. In order to ensure that your rights and freedoms are protected, you have duties and responsibilities to the country. You must be an informed, active, and involved citizen.

Duties of Citizenship

In return for having the privileges of a citizen, there are a few duties that a citizen must do. These duties are crucial to making our democratic government work.

1. **Obeying the Law**
   - Of course, we must all obey the laws of our land. What would happen if people didn’t? Our society would quickly collapse. To obey
Differentiating Instruction

Learners Having Difficulty, English-Language Learners

Illustrate the Duties of Citizenship

1. With students, create a list of duties of citizenship and record them on the chalkboard. Examples should include the following: obeying the law, attending school, paying taxes, serving in the armed forces, and appearing in court.

2. Tell students to choose one of these duties and to create a drawing showing an example of that duty. Remind students to write the name of the duty on their drawings.

3. When students have finished, choose several volunteers and have them present their drawings to the class. Visual/Spatial

Duties of Citizenship

Explain Why is it important for all citizens to pay taxes? Taxes pay for police and fire protection, as well as other services, such as schools and national defense.

Interpret What do you think the phrase “Ignorance of the law is no excuse” means? It means that it is a citizen’s duty to find out what the law is, so he or she can obey it.

Evaluate Why is it important for citizens to serve on juries and testify in courts? It ensures that people will be tried by a jury of their peers and that our system of justice will function according to the laws of the Constitution.

Mathematics for Economics Activities: Activity 15: Computing Taxes

Info to Know

Women and the Draft In most countries that draft their citizens into the armed forces, only men are called. But Israel, a small country surrounded by actual and potential enemies, has required service by both men and women since its founding in 1948. China did the same, starting in 1949, but with so many young people available each year, the Chinese draft has since become highly selective.
Collaborative Learning

Find Duties of Citizenship in the Constitution

1. Lead a class discussion about the duties of citizenship. Then ask each student to write on a sheet of paper where he or she thinks these duties are described. **Students should indicate that they are described in the Constitution and in the laws of the country and the states.**

2. Collect all of the responses and write the different answers on the chalkboard. Remind students that they can find the duties of citizenship in the Constitution and in U.S. and state laws.

3. Divide students into small groups. Refer them to the Constitution in this textbook. Then ask each group to make lists of each instance in which the duties of citizenship are described. Ask a volunteer from each group to share the group’s list with the class.

Answers

*(photo)* Possible answers: volunteer for environmental clean-ups, organize a food drive for the homeless.
We especially need people willing to run for political office and serve wisely if elected. The quality of any democratic government depends on the quality of the people who serve in it.

Helping Your Community
One of the most important ways to be a responsible citizen is to take pride in your community. In addition, you should make sure that your community can take pride in you and your actions.

Have you ever volunteered to help your community? There are so many ways to help, from giving your time at the public library to participating in a walk for hunger. Citizens should volunteer to improve their communities. The government cannot be aware of every small problem, much less fix them all. Yet solving small problems is something volunteers can do in many ways. Think of how small acts of kindness—such as planting a tree, cheering up a sick person, or caring for a stray animal—make community life better.

Volunteering, just like voting, is a serious responsibility. It can also be a lot of fun. Almost everyone can find a way to help out in the community.

Respecting and Protecting Others’ Rights
The lasting success and the strength of the United States depends on the protection of the rights of its citizens. You can play an important role in protecting these priceless rights. The first step is knowing your own rights as an American citizen. Then remember that the people around you share those same rights. By knowing what rights all people share, you can be sure to respect those rights. For example, it is essential that community members respect others’ property. You should also know when people’s rights are being violated. You have a responsibility to help protect the rights of others, just as you would want them to defend your rights.

All Americans must help defend human rights. Only then can the country truly have, in Abraham Lincoln’s words, a “government of the people, by the people, and for the people.” As one of the people, you have the responsibility to help make sure that our society works for everyone.

**SECTION 3 ASSESSMENT**

**Reviewing Ideas and Terms**
1. a. Define Write a brief definition for the terms draft, rationed, and jury duty.
   b. Explain Why do citizens owe certain duties to their country?
   c. Predict What do you think would happen if only a very small group of people performed their civic duties? Explain your answer.
2. a. Recall What are four responsibilities that each citizen has to the country?
   b. Analyze Why is voting often considered the most important responsibility a citizen has?
   c. Elaborate What is one problem in your community that you think students might help solve? Write a short plan of action.

**Critical Thinking**
3. Summarizing Copy the graphic organizer. Use it and your notes to list the duties of citizenship.

**Focus on Writing**
4. Categorizing Write a short paragraph identifying several actions you could take on a daily basis to help your community.

**Section 3 Assessment Answers**

1. a. draft, p. 125; rationed, p. 125; jury duty, p. 125 b. duties are part of the privilege of citizenship c. Students might mention that the government could not function without taxes, the country could not defend itself, and the country would not prosper due to a lack of education among its citizens.

2. Students should mention four of the following: obeying the law, attending school, paying taxes, serving in the armed forces when the country is threatened, and appearing in court. b. because our government is based on the consent of the governed c. Answers will vary, but students should identify a problem and plan of action that students could undertake.

3. Students should include: obeying the law, paying taxes, attending school, serving in the armed forces when the country is threatened, appearing in court.

4. Students’ paragraphs will vary but should include actions they could take on a daily basis.

**Answers**

**Reading Check** respect the rights of others, help in their communities, vote, help those less fortunate, stay informed, and take part in government