CIVICS AND CITIZENS

CIVICS - 9th grade ESL sheltered-instruction
ESOL "CIVICS AND CITIZENS" OBJECTIVES

<table>
<thead>
<tr>
<th></th>
<th>ESOL Language</th>
<th>Content</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>Improve student’s academic language skills.</td>
<td>Become more prepared for their role of citizens through the study of civics.</td>
<td>Empower students to become independent learners.</td>
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<tr>
<td>At the end of this unit, students will be able to:</td>
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**KNOWLEDGE**
At the end of this unit, students should know:

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Content</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. The meaning of civics and citizen.</td>
<td>1. The specific content vocabulary.</td>
<td>1. The role that prior knowledge plays in understanding different types of government and the role of citizenship.</td>
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<tr>
<td>2. Vocabulary necessary for this particular unit.</td>
<td>2. The four reasons why government is necessary.</td>
<td>2. Extract important (necessary) information from a text.</td>
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<tr>
<td>3. The language functions and notions to comprehend written context.</td>
<td>3. Recognize the role of the citizen in three different types of government.</td>
<td>3. Summarize main ideas and concepts.</td>
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<td>4. The language functions and notions to interact in class discussions.</td>
<td>4. The seven skills necessary to be an effective citizen.</td>
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<tr>
<td>SKILLS</td>
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<td>At the end of this unit, students should be able to:</td>
<td>1. The “American Dream”</td>
<td>1. The role of citizenship in the United States.</td>
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<tr>
<td>1. Ask questions for clarification.</td>
<td>2. The special opportunities existent in the United States.</td>
<td>2. The necessity for rules.</td>
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<tr>
<td>2. Paraphrase</td>
<td>3. Complete and present and Internet research assignment.</td>
<td>3. The need of government.</td>
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<td>3. Use dictionaries and other supportive materials as references in reading and written assignments.</td>
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<td>3. Use logic to decide if things are right or wrong.</td>
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<td>4. Listen for understanding.</td>
<td>4. Follow written or oral directions.</td>
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<td>5. Complete and present and Internet research assignment.</td>
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1. Apply previous knowledge and experiences to new situations.
2. Use context cues to aid understanding.
3. Work independently or in groups.
4. Manage new information and concepts in a variety of ways.
5. Surf the Internet to find pertinent information.
ESOL Language Functions for “Civics and Citizen”

Level: ESOL Pre-Literacy

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<tr>
<th>F/N</th>
<th>Situation topic</th>
<th>Formulas</th>
<th>Vocabulary</th>
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<td>Repeating orally</td>
<td>Vocabulary drill</td>
<td>Intonation</td>
<td>Citizen</td>
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<td>Equality</td>
<td>Interrogatives</td>
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<td>Identifying pictures</td>
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<td>Asking questions</td>
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<td>I think __________</td>
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<td>Reporting orally</td>
<td>Individual practice</td>
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<td>Paired and group practice</td>
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<td>Rights</td>
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- In this unit I do not concentrate on grammar, development of vocabulary and content is more stressed to all levels of language development.
ESOL Language Functions for "Civics and Citizen"

Level: ESOL Beginner

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<td>Equality</td>
<td>Interrogatives</td>
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<td>To achieve</td>
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LESSON 1

Objectives: Students will know how to define “Civics” and “Citizen”.
Students will practice the pronunciation of new vocabulary words.

ESL Standards (9-12): Goal 1 Standard 3, Goal 2 Standard 1, Goal 3 Standard 2

Materials: Vocabulary word bank handout and transparency.
Worksheets with vocabulary definitions (fill in), one for beginner, one for intermediate/advanced.

Homework: With the help of a dictionary and their Civics book, students will complete the worksheet of definitions.

Initiation: At the beginning of class teacher writes the words “Civics” and “Citizens” on the board. Teacher then asks the students if they know what the words mean. After a few minutes of class discussion, teacher places students in groups of four. The groups should include students with diverse language level development.

Activity 1: Teacher explains that in their groups, they are going to find out what the two words mean. They are going to open their textbook to pages six and seven. In their groups they are going to read and extract only the information needed. They do not have to understand everything. When this activity is finished, each group will report back, and teacher will write the definitions on the board.

Activity 2: Next, teacher will explain that to learn more about these two words they have to learn new vocabulary. Teacher hands out a vocabulary list to the class. Teacher then proceeds to pronounce every word as students listen and write in their language the pronunciation of the word next to it. While pronouncing the word (point to each word on
the transparency), teacher also defines the words. The definitions are given by using clear enunciation, body language and simple speech. This time the students repeat the word after the teacher.

**Activity 3:** For further practice, teacher pairs up students (mixed levels). In groups of two, students help each other pronouncing the words. Students will have ten minutes to do this. Once completed teacher calls on students randomly to check for pronunciation.

**Closure:** Once every student had a chance to pronounce a word, teacher asks them to say something about the word “citizen” and “civics”. Teacher hands out the homework and explains that the word bank is printed on the back of each worksheet.
ASSESSMENT PLAN FOR "CIVICS AND CITIZENS" UNIT

INFORMAL ASSESSMENT: Done on a ✓ - ✓ ✓ basis

- Check for correct pronunciation.
- Check for verbal definitions of words.
- Collect homework and grade it.
- Reading

FORMAL ASSESSMENT:

- Quizzes- Multiple choice
  True and False (Lesson 4) *
  Fill in (Lesson 4) *
  Matching
  Writing a paragraph - "Write about your American Dream"
  Presenting a classmate (Lesson2) *

- Projects: Posters- Create a poster of a country (student's own country)
  with visuals. Display type of government, rights and
duties of citizens of that particular country.

Research - "Countries of the World" (Lesson 5) *

Role-play - group project

* Lessons in which some examples of assessment are shown
Vocabulary (Pre-Literacy)

Draw a line, connecting the picture with the word.

Law

Citizen

Power

Equality

Freedom

Civics

Government

To govern

To inherit
MATCH THE WORDS ON THE BACK WITH THE DEFINITIONS

1. Independence of the country.
   
2. The control of something or someone.
   
3. To have the power to tell people what to do.
   
4. To make someone follow the rules.
   
5. A written rule that people follow.
   
6. Everyone is the same, has the same right.
   
7. A resident of a country. A person that has rights in a country or city.
   
8. To receive something from your parents, a title or property.
   
9. The person who receives a title or property from the parents.
   
10. To get something that is wanted.
Heir

Authority

To inherit

Law

Sovereignty

To acquire

Citizen

Power

Equality

Enforce
MATCH THE WORDS ON THE BACK WITH THE DEFINITIONS

1. The condition of being politically free. Independence of the country.  
   Sovereignty

2. To control, to influence, to exercise authority.

3. Power or right to give orders and make others obey.

4. To apply the rules, to put into practice, to put in motion.

5. A written rule, made by authority to promote regulation.

6. Everyone is the same. Possessing the same or almost the same characteristics, to be alike.

7. Person who has full rights in a state or nation, either by birth or by gaining such rights.

8. To receive from your parents. To receive property, a title from one's ancestors.

9. A person who receives or has the legal right to receive a title or property from their ancestors.

10. To get, to come into possession of.
Heir
Authority
To inherit
Law
Sovereignty ✓
To acquire
Citizen
Power
Equality
Enforce
11. Standards. Qualities of a person that are important in society.

12. The study of the government of a city and the citizens.

13. To finish, to get something that you wanted.


15. Something that you need to obey, to follow.

16. Work together toward a common end. Help others with a task.

17. Have loyalty to a country.

18. To rule, to run a country.

19. Traditions, a habitual way of behaving.

20. Things you have to do, obligations, duties.
To govern
To cooperate
To achieve
Values
Responsibilities
Rule
Freedom
Civics
Customs
Allegiance
11. Standards. A measure of those qualities that determine importance.

12. The study the city government, the rights and duties of citizens.

13. To succeed in doing something. To get something done.

14. The condition of being free or independent. Independence, liberty, sovereignty.

15. Law or regulation which guides or controls behaviors or actions.

16. To work together in order to bring about a result.

17. Faithfulness or loyalty to a country.

18. To exercise authority, to rule, to supervise.

19. Tradition. Accepted behavior or practice among members of a social group.

20. Duties, acts that are demanded of a person.
To govern

To cooperate

To achieve

Values

Responsibilities

Rule

Freedom

Civics

Customs

Allegiance
Lesson 2
LESSON 2

Objectives: Students will define, identify and know the specific content vocabulary. Students will extract necessary information from a text. Students will conduct and interview with a classmate.

ESL Standards (9-12): Goal 1 Standard 1, Goal 2 Standards 1, 2, 3, Goal 3 Standard 2

Materials: Text and worksheet on Bernice Kelman
Hand out on interview and paragraph guideline.
Large map of the world.

Homework: Bring in Student Handbook.
Study the list of vocabulary and their definitions.

Initiation: At the beginning of class teacher collects the homework. While collecting homework, teacher asks students to define and pronounce various vocabulary words from the day before. This vocabulary check will be conducted at the beginning of each class.

Activity 1: Teacher writes the word “Club” on the board with the following definition:
“a club is an organization or a group of people that have the same interest. That share activities”. Teacher then starts a class discussion by asking the following questions (at the same time, teacher writes the responses on the board, in the fashion of a outline):
Does anyone belong to a club in school? Who is the leader? What do you have to do for the club? What does the club do for you? Does a citizen belong to a club?

Activity 2: Once the discussion is complete, teacher then tells students that they are going to find out, what kind of organization does a citizen belong to? What does a citizen have to do? And, what does a citizen receive? Teacher hands out a paragraph about
Bernice Kelman. In this activity students are asked to do three tasks: 1. Read the paragraph; 2. highlight or underline the words that are familiar; 3. Complete the paragraph on the bottom with the missing words. When the tasks are completed, teacher reviews the paragraph by writing an outline on the board. In the outline the teacher writes: “A citizen is a resident, a native of a country” “A citizen has rights and responsibilities”.

**Activity 3:** Teacher divides the class in groups of two, to conduct an interview about their own citizenship. Teacher hands out the interview worksheet. Students interview each other. When done, students will then write a paragraph about their partner using the answers from the interview. When finished, the students will then report back their interviews by doing the following: Stand with their partner in front of the world map, and point to the specific country were their partner was born.

**Closure:** Teacher asks the class to share what they learned in class today.
Bernice Kelman lives in Sublette, Kansas, in the United States. She is a citizen of her town, her state, and her nation. A citizen is a person with certain rights and duties under a government. Citizens' rights include the right to express an opinion and the right to protection under the laws. Duties include obeying laws and paying taxes. Each of us is a citizen of the town, state, and nation in which we live.

Alice Paul, social reformer, sews on a star representing women winning the right to vote.

Courtesy Library of Congress.

http://www.phschool.com/atschool/Civics/Student_Area/CIV_S_CHAP3.html

Bernice lives in Kansas. Kansas is a city in the USA. Bernice is a

________________ of the city and country. A ______________ is a person

with rights and responsibilities.

________________ have the right to tell their opinion.

________________ have the responsibility to obey rules.

________________ pay taxes.
Bernice Kelman lives in Sublette, Kansas, in the United States. She is a citizen of her town, her state, and her nation. A citizen is a person with certain rights and duties under a government. Citizens' rights include the right to express an opinion and the right to protection under the laws. Duties include obeying laws and paying taxes. Each of us is a citizen of the town, state, and nation in which we live.

Alice Paul, social reformer, sews on a star representing women winning the right to vote.

Courtesy Library of Congress.

http://www.phschool.com/atschool/Civics/Student_Area/CIV_S_CHAP3.html

Answer the following questions in complete sentences.

1. Where does Bernice Kelman live?

2. What is she a citizen of?

3. What is a citizen?

4. What rights and duties does a citizen have?
Name __________________

**ACTIVITY:** 1. Interview one of your classmates and fill out the following information.
   2. Write a description of your partner by using the answers from your interview. Similar to the paragraph on Bernice from Kansas.

**Interview**

Name of person __________________________

Age __________________________

Language they speak __________________________

Country (Nationality) __________________________

Rights they had in their country __________________________

Duties they had in their country __________________________

**Paragraph**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Name

ACTIVITY: [Example of interview]

Interview

Name of person  Elisa Polonio  

Age 14

Language they speak  Portuguese

Country (Nationality)  Portugal

Rights they had in their country  Right to be equal

Duties they had in their country  obey laws

Paragraph  Example

Elisa Polonio is 14 years old. Speaks Portuguese. Was born in Portugal. She is a Citizen of Portugal. Had the right to be equal. Had to obey laws.

given to beginners
Lesson 3
LESSON 3

Objectives: Students will state reasons as to why government is necessary. Students will identify the services the government provides. Students will appreciate and develop awareness of the necessity for rules.

ESL Standards (9-12): Goal 1 Standard 1, Goal 2 Standard 3, Goal 3 standard 2

Materials: Student Handbook
Outline (adapted text) from pages 6 and 7 of textbook. Worksheet with visuals for identification.

 Homework: Study vocabulary list and definitions.

************************

Initiation: Teacher asks students what a citizen has to do for their country. After students and teacher discuss, teacher writes on the board: “A citizen has duties to a country, has to obey the rules of the country.” Teacher asks “Do students have to obey rules in school? Where are they written?”

Activity 1: Teacher asks students to take out their Student Handbook. As a whole class sitting in a circle, they go through the rules. Then teacher starts a discussion with: “What happens if you do not follow these rules? Did you get into trouble before? What rule did you not follow? What happen to you? Why do we need rules?” At the end of discussion teacher writes on the board, “We need rules to have a good society” “We need rules so people do not fight”. Teacher asks: “Who makes the rules? Who controls the rules in a country? Hopefully students will respond “The government”. Teacher then asks “What else does the government do? Well lets find out.”
**Activity 2:** Teacher will use the jigsaw method for this activity. Teacher divides the class into four groups. Each group is assigned a number to read from the 1.3 “Why we need Governments” outline. Once the reading is done, students are then reorganized into a different group where they can report their findings to each other.

**Activity 3:** Once activity 2 is completed, students will be asked to complete a worksheet where they have to describe pictures. They also have to identify which of the four reasons discussed in activity 2 do the pictures represent.

**Closure:** To recap, students will report back their findings orally and list the four reasons as to why government is necessary.
1.2 *Why do we need Governments?*

1. **Governments Make and Enforce laws (rules)**
   Laws are for protecting people.
   - Laws at work
   - Laws against violence
   - Laws for quality of food
   - Laws for traffic
   - Laws allow people to work together
   - Laws help to solve problems

2. **Governments Provide Services**
   - Rescues people and towns
   - Construct highway systems for traveling
   - Construct dams for electricity
   - Construct hospitals

3. **Governments Set Goals**
   They improve (make it better) the lives of citizens.
   - Policy for transportation system – prevents traffic jams.
   - Policy against pollution – stops people from putting garbage in rivers.

4. **Governments Preserve Culture**
   Help to keep culture alive
   - Have fairs and observes celebrations
   - Provide national defense
   - Defend way of life
Activity: For each of the pictures write if it represents:

A. Governments make laws
B. Governments provide services.
C. Governments improve the lives of citizens
D. Governments keep culture alive.

1. ________________________

(Pre-literacy- Beginner)
Activity: For each of the pictures answer the following questions:

1. What is wrong with the picture?

2. Which reason why we need government does it represent?

---

1. 
2. 

---

1. 
2. 

---

1. 
2. 

---
Lesson 4
LESSON 4

Objectives: Students will identify three types of government.
Students will recognize the role of the citizen in each type of government.
Students will use a chart to summarize main ideas from the text.
Students will use logic to decide whether statements are wrong or right.

ESL Standards (9-12): Goal 2 Standards 1,2 & 3.

Materials: Student Textbook
Graphic organizer
Worksheet on types of government. One for beginner, another for advanced.

Homework: Complete questions 1, 2, 5, 7 and 9 from “Using Vocabulary” on page 24 of textbook.

********************************************************

Initiation: After reviewing vocabulary teacher asks:

What is a government? (write answers on the board)

Why do we need a government? (write answers on the board)

Are governments all over the world equal? (Student’s should not know this)

“Well lets see if the governments in different countries are the same?

Activity 1: Teacher divides class in groups of two students each. Each group should have a combination of Beginner/Advanced or Intermediate/Advanced. After class is divided, teacher provides students with a graphic organizer. Students will open their textbooks to pages 11-12. In their groups students are told to complete the graphic organizer with the necessary information that they gather from those two pages. Each groups needs to find the three types of government, a description of them and an example.
Activity 2: Once completed, each group is asked to report back their findings. As students report their findings, teacher fills in the graphic organizer on a transparency. In this activity, students get to practice their vocabulary and language skills. Once the reporting is complete the students remain in their group and help each other study the graph. Each student will be accountable for the information.

Activity 3: Once the students had time to study in their groups, they are asked to go back to their seats, and put all their books away. Teacher explains that for this activity, they will work alone and they will only need a pencil. Teacher also explains that this activity will be collected and dated. Teacher hands out the appropriate paragraph worksheet to each one of the students. Teacher explains that they have to fill in the missing word (s) and complete the True and False questions on the back. They work alone.

Closure: Teacher collects the assessment tool. Teacher then asks: What type of government does the United States have? Cuba? And Spain?
Work with a partner and read page 11-12 in your book.
Fill out the chart with the main ideas, main concepts of the reading.

<table>
<thead>
<tr>
<th>TYPES OF GOVERNMENT</th>
<th>DESCRIPTION (3 main ideas)</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. (who rules)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. (who chooses ruler)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. (who makes rules)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. (who rules)</td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td>2. (who chooses ruler)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. (who makes rules)</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY: (Pre-literacy/beginner)

1. Write in the word that is missing.
2. Underline words you know.
3. Do the true and false questions.

Paragraph A

___________ is a government. The people rule. The citizens make decisions. The people make laws. People vote for a ruler. Citizens have equal rights. The people have freedom.

Paragraph B

___________ is a form of government. One person or a group have all the power. People do not vote or make laws. The title is not inherited. The ruler takes power by force. People are forced to obey the rules. Citizens do not make decisions.

Paragraph C

___________ is a form of government. The ruler inherits the title from his or her parents. The ruler has all the power. He or she is to a throne. The rulers can be kings, emperors or sultans. Now, the ruler does not have all the power. He or she is a symbol (represent country). They do not control the government. Denmark, Japan, Norway, Spain and United Kingdom are some examples of a _________________.

**Adapted from World Book Encyclopedia 2002 Edition Volumes 5 and 13**
Read the following statements and decide if they are TRUE or FALSE.

1. A monarchy is ruled by dictator. _______

2. A dictator is someone that makes people do things by force. _______

3. Citizens vote to elect a king. _______

4. The citizens in a monarchy make decisions. _____

5. In democracy people do not vote. _____

6. A king inherits the title from his friends. _______

7. Citizens in a democracy have equal rights. _______

8. Citizens in a dictatorship have freedom. _______
ACTIVITY: (intermediate-advance)

1. Identify what kind of government is each paragraph describing.
2. Write in the word that is missing.
3. Underline all the important ideas and concepts.
4. Complete the true and false questions

Paragraph A

________ is a form of government, a way of life, a goal or ideal. The word
________ means rule by the people. The citizens of a _______________ take part in
government. The people meet in one place to make the laws for their community. Voting
decisions are based on a majority rule. Citizens in __________ are entitled to equality,
to equal rights. The people in a _______________ enjoy freedom.

Paragraph B

________ is a form of government. An individual, a group have all the power.
________ are mostly established through violence. Power is taken by force. In
________ the ruler uses force to have and continue to have power. In a
________ citizens do not vote. The title is not inherited.

Paragraph C

__________ is a form of government. A person inherits the title as ruler. The
power of the ruler is absolute. The ruler is elected to a throne. The rulers have different
titles. They could be kings, emperors or sultans. Now a days, the ruler is only a symbol.
They do not control the government. Denmark, Japan, Norway, Spain and United
Kingdom are some examples of a ________________.

**Adapted from World Book Encyclopedia 2002 Edition Volumes 5 and 13**
Read the following statements and decide if they are TRUE or FALSE.
If it is false, correct it and make it right.

1. A monarchy is ruled by a group of people.
   
2. A dictator is someone that uses force to enforce the rules.
   
3. Citizens in a dictatorship have the right to vote.
   
4. The citizens in a monarchy take part in government.
   
5. In democracy voting is not allowed.
   
6. A king inherits the title.
   
7. Citizens in a democracy have equal rights.
Lesson 5
LESSON 5

Objectives: Students will identify three types of government through a discovery game. Students will place various countries on a map.

ESL Standards: Goal 2 Standards 1, 2 & 3, Goal 3 Standard 1

Materials: Buttons
World map (Classroom one)
Blank world map for students.
List of countries
Directions for Project

Homework: Bring Internet Identification Card

**************************

Initiation: As students walk in, teacher hands out a button to each of the first five students. Once class begins teacher divides class into five groups and tells them to play a game with the button. At this point students should look confused, since they are not told how to play. After two minutes teacher asks: What is missing from the game? (rules, should be the answer). Teacher informs the student that they will play again.

Activity 1: Game 1: Teacher tells students to play with the button by giving them instructions. Some examples are: Stand up, make a straight line, place your left hand on the shoulder of the person in front of you, jump, and pass the button back and forth from the front of the line to the back and from the back to the front. Play for two minutes.

Game 2: Teacher asks one group of students to issue orders and tell the other groups what to do with the button. Play for two minutes.

Game 3: Teacher asks the whole class to come up with certain rules for the game. Once the rules are written on the board. Each group plays for two minutes, following the rules that the class came up with.
**Activity 2:** Once games are played teacher asks students to return to their seats. Then writes Game 1, Game 2 and Game 3 on the board. Teacher asks students to identify who was setting the rules for each game. Teacher writes answers on the board (Game 1: the teacher, Game 2: the group of students, Game 3 the whole class). Teacher asks students to identify what government each game represented. Game 1 a monarchy or dictatorship, Game 2 a dictatorship and Game 3 a democracy.

Teacher explains to students that know they are going to find out what type of government exists in various countries. But before that, they have to place the countries on a map. They can do it alone or with a partner. Teacher explains that this is part of a project that they will start tomorrow. Teacher hands out the project requirements, a list of countries and a blank map. Students follow along as teacher reads the directions for the project.

**Activity 3:** Students fill out their maps with the names of the countries. They do this in pencil in case they make a mistake.

**Closure:** Teacher hands back the assessment collected in lesson 4. Teacher reads the paragraphs out loud, and students identify the type of government being described.

** Inform students that tomorrow they will start working on the project, they need to bring their Internet Identification Cards.
TYPES OF GOVERNMENT AROUND THE WORLD

PROJECT CHAPTER 1

FOCUS: This project will help you to explore various countries and their government. To make comparisons among governments (monarchy, democracy, dictatorship).

TIME: You will have 4 class periods to work on this project. You can do it alone or with a partner.

WORTH: A quiz grade, will count as an assessment for Chapter 1.

MATERIALS:
- World map – provided
- Worksheet on countries – provided
- Atlas, encyclopedias, dictionaries and Internet – in Library
- Pencils, colored pencils, crayons in blue, red and yellow – provided

TASK:
1. Look up each country and find out what government they have.
2. Label the world map using the countries on the worksheet.
3. Shade each country according to its government.

| Democracy - Red | Monarchy - Blue | Dictatorship - Yellow |

4. When done. Answer the following questions.
   1. In which part of the world has democracy? Monarchy? Dictatorship?
   2. Which type of government is more popular?
   3. Which type of government do you want? Write four reasons why?

**** Give me all the worksheets when you are finished.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

### Countries and their governments

**North and Central America**
- Belize
- Canada
- Cuba
- Haiti
- Mexico
- United States

**South America**
- Brazil
- Chile
- Colombia
- Peru

**Europe**
- Austria
- Denmark
- France
- Germany

**Great Britain**
- Poland
- Russia
- Spain
- Sweden

**Asia**
- China
- Burma
- Iran
- North Korea
- South Korea
- Saudi Arabia

**Africa**
- Algeria
- Burundi
- Cameroon
- Libya
- South Africa
COUNTRIES OF THE WORLD

NAME __________________________
Original Lessons
CHAPTER 1

CIVICS AND CITIZENS

The Statue of Liberty in New York Harbor is a symbol of American freedom.
What is a citizen?

Why are governments necessary?

How does the role of citizens differ under different kinds of governments and economic systems?

What forces have shaped the role of today’s American citizens?

What makes American democracy work?

John sat staring at a blank page. “Every year, it’s the same thing,” he thought. “A teacher makes us write about what we did on our summer vacation. Well, at least something did happen this summer. My family went to Washington, D.C. What a trip that was! The White House, the Capitol, the Lincoln Memorial—all the history that Americans share. Why, we could have spent weeks just visiting the Smithsonian Institution. In one day there, we saw everything from the skeleton of a woolly mammoth to Washington’s false teeth to Sugar Ray Leonard’s boxing gloves.

“But, my favorite part of the Smithsonian was the National Air and Space Museum. We saw the plane that made the first successful flight—you know, the one the Wright brothers flew at Kitty Hawk. Then, there was the Spirit of St. Louis. That was the plane Charles Lindbergh flew nonstop across the Atlantic Ocean. What was it like, to be all alone in that little cockpit, fighting sleep, wanting to be the first?

“Amelia Earhart must have known that feeling. She was the first woman to make the crossing alone, nonstop. Her plane was there, too. So was the first piloted plane to fly faster than sound.

“Then, Americans began to explore space. We saw Freedom 7, the first ship to carry an American into space. And, there was the Apollo 11 command module. It’s hard to imagine that Apollo 11 took three astronauts to the moon. That was in 1969. In 66 years, the United States went from a 12-second flight in North Carolina to a flight to the moon. In that short time, American technology changed all our lives.

“That makes you stop and think, doesn’t it? It makes you feel proud to be an American. I don’t know how things will change in my lifetime. But, I can’t wait to find out.”

John sat thinking for a few more minutes. Then, he picked up his pencil and began to write.
1.1 WHAT IS CIVICS?

You may have heard that in civics class you will learn about the work of American government. You will study about Congress, the President, court judges, and state and local leaders. But, this is only part of what civics is all about. Civics does have to do with government leaders. More important, however, civics has to do with you—you as a citizen.

The word "civics" comes from the Latin word "civis." This word means citizen. What is a citizen? In one sense of the word, a citizen is a member of a group living under certain laws. These laws are set and enforced by the people who govern, or rule, the group. Those who take part in ruling the group are, together, known as a government. A citizen, then, is a member of a group living under the rule of a government.

Today, we most often think of people as citizens of a nation. A person may be a citizen of the United States, Italy, Japan, or the Soviet Union, for example. People may be citizens of a city, a state, or a province. A person also may be a citizen of a county, a town, a township, a parish, or a borough. All of these, too, have governments.

Keep in mind that not all people living under the rule of a government are citizens as we use the term in the United States. Citizenship in the United States is special, in the sense that American citizens have the highest power, or sovereignty, to rule their country. They choose those who lead the government and make the laws. And, they have many rights and freedoms that are protected by government. Because of this,

This cartoon shows that part of civics is the study of the rights of American citizens. What else is included in the study of civics?
1.2 WHY DO WE NEED GOVERNMENTS?

Have you ever thought about what your life would be like if there were no governments? It is difficult even to imagine! This is because governments meet so many of our basic needs.

Governments Make and Enforce Laws

John was working hard at his terminal, putting data into the computer, when his boss came up to his desk.

"John," his boss said, "you know that we have a lot to do if this new project to be a success. We need some extra help, and I was wondering if you could work Saturday."

"Saturday? Hmmm. Could I let you know later?" John asked.

"Sure," she replied. "Take your time."

John thought about it. He had plans to play basketball on Saturday. But, he knew he would be paid one and a half times his usual hourly wage for any hours worked on Saturday. This was true because of several government laws that protect workers who are paid by the hour. The idea of all that extra money tempted him.

Finally, John made a decision. He went to his boss.

"Say, Katie, I'd be happy to work Saturday. What time do you want me here?"

"Thanks, John. See you about eight."

All governments make and enforce laws. Many of these laws are meant to protect citizens. If there were no laws protecting workers, for example, it is possible that an employer might demand people to work long hours for very little pay.
Countless other laws also protect the people. There are laws against violent acts such as murder and robbery. Pure food and drug laws assure the quality of the things we eat and drink. Traffic laws see to it that people can travel about safely and easily.

In some governments, laws may be used to benefit only a few people. In other governments, however, laws make it possible for all groups of people to live together in peace. Laws promote the health and safety of the people. At the same time, laws allow people to cooperate, or work together. When disagreements arise, citizens can turn to the laws of government for help in solving their problems.

**Governments Provide Services**

The rain had been falling for days in the small town. In one area, a drainage ditch had been dug to carry water to a nearby creek. As the rain fell, residents watched as the water level approached the banks of the drainage ditch. They filled sandbags and packed them row by row in walls along the top of the ditch. But, the sandbags were not enough. That night the water overflowed and flooded the entire neighborhood.

The town government immediately sent people to rescue those trapped by the flood. Government leaders set up a temporary shelter in a local school. Food was provided, as well as medical supplies. In the flooded neighborhood, special pumps were used to help lower the water level. After long hours of work, the flood waters were brought under control. But, the need for government action was clear.

A few weeks later, local leaders held public meetings to discuss the drainage problem. The leaders decided to repair and deepen the drainage ditch that had overflowed, as well as other ditches in the town. To pay for the improvements, local taxes would have to be raised. Some people complained about the higher taxes. Most of the townspeople, however, were relieved to have the problem solved.

For the people of this town, it would have been very difficult to deal with their problem without the help of government. The people could have tried to solve their problem themselves. Each person could have repaired that part of the ditch on his or her own property. But, it would have been very costly for the residents. Some might have refused to cooperate. Others might not have been able to make the repairs properly.

Government was able to help. Representing the people, it made needed decisions. Every day, governments provide other such services that the people cannot carry out alone. Highway systems for travel, dams for electricity, and hospitals for the sick are only a few examples of the many important services made possible by governments.

**Governments Set Goals**

Mr. Shriver stood on the platform waiting for the train to come into view. It was due any moment. After a twenty-minute ride, he would walk into his office downtown and begin work.

As he waited, he thought back to what life was like before the rapid transit system had been completed. Every morning, it had taken him at least one hour to travel by car from his house to the office. He spent so much time going to and from work that he had little time left for anything else. Now, Shriver's workday was shorter. While on the train, he could read or doze. He did not have to worry about the traffic around him.
The drafting of public policy is stressed throughout the text. Chapter 10 deals with policymaking at the local level, Chapter 13 at the state level, and Chapter 15-18 at the national level.

The rapid transit system took years to complete and was very expensive. But, Shriver and hundreds of others believed it had greatly improved their lives. Downtown businesses also benefited. More and more people traveled into the city to shop since the opening of the new system.

The train approached, gliding to a stop. Doors swished open. Shriver and several other travelers climbed aboard. The doors closed, and the train sped toward downtown in the early morning darkness.

All governments set goals meant to improve the lives of their citizens. These goals may affect the people of a local community, or the people of a huge nation. After a goal is set, governments design a plan of action to support or achieve the goal. Such a plan of action is known as a public policy.

Some public policies are meant to answer specific needs. Often, these needs differ from one area to the next. Mr. Shriver's city had problems with traffic jams. A goal was set to improve the situation through a new transportation system. When city council and the people voted in favor of the idea, it became public policy. Plans were made, money was set aside, and the system was built.

Because communities differ, public policies must answer differing needs. For example, the people of a town located on the edge of a polluted river may demand stricter laws against dumping wastes. As a result, a new public policy against pollution may be developed.

Not all public policies deal with today's needs. Many public policies look far into the future. Some governments, for example, are conducting studies of possible new food sources, energy supplies, and even new places to live. Teams of scientists are being sent out into space and down into the oceans to explore the environment. Such public policies help

Help students see that most public policy decisions involve both advantages and disadvantages. What might be some disadvantages of the rapid transit system described below?

[Image: Photograph of a subway station, with a crowd of people waiting for the train.]

Maintaining a subway system is just one of the services that governments provide every day. What are some other government services? highway systems, dams for electricity, hospitals governments plan for the future needs of their citizens.

Governments
Preserve Culture

It was a warm summer day—beautiful weather for the opening day of the state fair. Crowds watched as a parade wound its way around the fairgrounds. Families headed in the direction of the fairway rides. Young people tended their show animals in the stalls, getting ready for the judging. In one display hall, huge billboards traced the "Progress of the
State" since its founding. In another hall, prize vegetables sat next to prize quilts and preserves. In the evening, government leaders gave speeches praising the people of the state. Then, a colorful fireworks display lit up the night sky.

All governments work to preserve the culture of their people. A culture includes the language, customs, values, and beliefs of a people. The United States is a country of many cultures. Traditional state fairs are part of the American culture. So, too, are the Independence Day celebrations observed every fourth of July. Most other governments around the world recognize certain holidays that celebrate the history of their people. France celebrates Bastille Day every July. The People's Republic of China celebrates National Day every October.

Fairs and celebrations are only one way that governments help preserve the culture of their people. In fact, nearly every action that governments take helps carry out this purpose. Laws passed by governments often reflect the values of their people. Even the use of a certain language by governments preserves that part of the people's culture.

Keep in mind, too, that there is one other very important way that governments preserve culture. This is through national defense. If any force threatens the security and well-being of their people, governments stand ready to defend their way of life.

See page T48 for answers to Section 1.2 questions.

SECTION QUESTIONS

DEFINE

public policy, culture

REVIEW

1. What four purposes do governments serve?
2. How may the laws of governments influence the lives of citizens?
3. Why is it important that governments work to preserve culture?
4. CHALLENGE: What might happen if a government did not set goals or public policies?
1.3 THE ROLE OF CITIZENS

As you know, citizens around the world rely on governments to meet some of the same basic needs. But, the way governments work to meet those needs can differ greatly from one type of government to another. In many ways, this depends on the role of the citizens themselves. How much of a role can citizens play in their country's government? How much of a role can citizens play in their country's economy? Who will have the authority and power to make decisions?

Kinds of Governments

Citizens today live under many different kinds of governments. Two ideas are important when thinking about the role of citizens in these governments—how many people take part in governing and how much control government has over the people.

How Many Govern? One way of classifying governments is by how many people actually take part in governing. Some governments are ruled by many people. Others are ruled by a few people, or even only one person.

A democracy is a government in which the people hold the final authority to rule. For this reason, it is a government in which many people take part.

The earliest form of democracy can be traced back thousands of years to ancient Greece. There, the citizens themselves ruled. Such a government is known as a direct democracy because the people take part directly.

The form of democracy with which you probably are more familiar is known as representative democracy. This is a democracy in which the people choose representatives to lead the government for them. The United States is an example of a representative democracy.

A monarchy is a form of government in which one person rules. In most monarchies, the ruler inherits power from family members and may rule for life. A monarch can be known as a king, a queen, an emperor, or a czar.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>Government in which the people hold the final authority to rule.</td>
<td>Direct: Ancient Greece Representative: United States</td>
</tr>
<tr>
<td>Monarchy</td>
<td>Government in which one person rules</td>
<td>Absolute: Saudi Arabia—King Fahd Constitutional: Great Britain—Queen Elizabeth</td>
</tr>
<tr>
<td>Dictatorship</td>
<td>Government in which one person or a group of people rule.</td>
<td>Germany—Adolf Hitler Soviet Union—Communist Party</td>
</tr>
</tbody>
</table>
Students may be surprised to learn that there is no single written constitution in Great Britain. The country is often said to have an unwritten constitution.

Centuries ago, most monarchs had complete authority to govern. They could rule their people and their country as they pleased. Such a government is known as an absolute monarchy, because the monarch holds absolute, or complete, power.

Over the years, however, most monarchies have changed. Monarchies today often are ruled by many people. The power of the monarch is limited, or checked, by other government leaders. In most cases, the people themselves elect these leaders to office. Such a government is known as a constitutional monarchy. Great Britain, Denmark, Sweden, and Norway are examples of constitutional monarchies today.

dictatorship:

Fidel Castro seized control of Cuba’s government in 1959. Supported by the military, he still rules. What kind of government does Cuba have?

Among the best examples of dictatorships in this century are those that existed in Fascist Italy and Nazi Germany, and those that now exist in the USSR and Cuba.

An example of a government in which few people take part is a dictatorship. This is a government in which one person or a small group of people holds the complete power to rule. The dictator, or ruler, is not limited by law or by the acts of any governing body. Often, a dictator is a member of the military who came to power in a time of unrest. Figure 1-1 on page 11 summarizes different kinds of governments.

How Much Control Does Government Have Over Citizens? Another factor important to the role of citizens in government is the amount of control the government has over their lives.

In most countries where many people rule, individual rights and liberties are respected. Government, in fact, works to protect these rights. Because many people govern, laws and policies that the people disagree with can be changed. The government in such countries does not control the citizens. Instead, the citizens have the authority to control the government.

In most countries where only a few people rule, citizens have less control over their way of life. They have little say about the powers of government, how government works, or how conflicts are settled. Often, the government tries to watch over every aspect of life. A large police force or army enforces obedience. Such a government is described as totalitarian. That is, it tries to exert total control over the lives of its citizens.

Governments and Economic Systems

Governments are involved in the economic process in a variety of ways. They play an important role in how that country's
Capitalist systems and economic systems are interrelated. Many of the questions governments face are also those in nature. For example: How should a government provide for disadvantaged citizens?

In the United States, competition means that buyers often have many choices when purchasing products. What is the American economic system called?

The origins of capitalism are found in the theory of laissez-faire, a French term meaning "to allow to do." The theory was given its classic name by Adam Smith in The Wealth of Nations in 1776.

The economy will operate. Each country has an economic system. An economic system is the way in which goods and services are produced, distributed, and exchanged. A country's economic system determines what goods and services to produce, how many to produce, how to produce them, and who gets them. These are the four basic economic questions each country must answer. Goods and services include such things as bananas, video cassettes, car repair services, and banking. There are three kinds of economic systems found throughout the world today—capitalism, socialism, and communism.

Capitalist Countries. Capitalism is an economic system in which most of the means of production, distribution, and exchange are owned by private citizens. In a capitalist country, the government usually does not interfere a great deal with buying, selling, profit making, or other business people. In other words, capitalism depends on a free market. For this reason, the capitalist system often is called the free enterprise system. The United States is an example of a capitalist country.

The free enterprise system is combined with democracy in the United States. Citizens in this country play an active economic role. For example, business leaders are free to open businesses, hire workers, and sell goods and services. Consumers are free to buy the goods and services they need and want. Competition for buyers forces businesses to produce better products. At the same time, it forces businesses to price their products as low as possible. The price also is based on how plentiful the product is and on how many people want to buy it.

Even in a capitalist country like the United States, the government does take part in the economy. There are government laws to
keep the economic system in this country fair and free. For example, by law, no single company can take over all the business in one particular field and destroy all competition. Other laws are designed to protect people who cannot compete economically. An example of this occurs when tax money is spent to help pay for services for the elderly, the unemployed, and the poor.

The American system, then, is not a pure capitalist system. Instead, the United States is said to have a mixed economy. This is an economy that combines parts of different economic systems. The American economic system will be presented at greater length in Unit 7.

Capitalist economic systems also can be found in countries where one person or a few people rule. Paraguay, in South America, for example, is a dictatorship. Yet, businesses and individuals have the freedom to buy and sell with little interference from the government. In many dictatorships, certain companies or wealthy people are specially favored by the government. Sometimes a dictator and businesses support each other and seek more power for their nation. This form of government often is called fascism. The German and Italian governments during World War II were fascist.

Socialist Countries. Socialism is an economic system in which the government owns and controls certain basic industries. Among these might be the banking and transportation industries, for example. The government also may control public utilities, such as the water, gas, and electric companies. Other businesses are privately owned and operated.

Socialism is based on the belief that a country’s wealth and resources should be distributed somewhat equally among the people. This is the reason certain businesses in a socialist country are controlled by the government—to see that they benefit all the people. Socialists also call for heavy taxation of the wealthy. This, too, is meant to provide better services for all the people. Many socialist countries offer extensive benefits to citizens, such as health care plans and aid for the poor.

There are many different ways that socialism is followed in countries today. In some countries, few industries are government owned. In others, the government has more control in the economy. For example, persons may be limited in the amount of money they can earn. Or, the government may restrict the variety of goods and services available on the market.

Some democratic nations, such as Great Britain, France, Sweden, and Denmark, have economies that are socialist or partly socialist. Dictatorships, such as Iran and Libya, also can be socialist. Citizens in socialist democracies, however, usually have more economic freedom than citizens of socialist dictatorships.

Communist Countries. Communism is a political and economic system first described by Karl Marx in 1848. Marx was a German economic historian. According to Marx’s theory, the means of production, distribution, and exchange of goods and services would be controlled by society as a whole. Ideally, there would be no need for government in a communist country. Also, there would be no private property. The people would own all the factories, farms, and businesses. Goods and services would have no prices, and there would be no need for wages, rents, or profits. People would work according to their abilities and receive goods based on their needs.

In practice, however, communist countries are almost entirely controlled by the
FIGURE 1-2 KINDEGS OF ECONOMIC SYSTEMS

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalism</td>
<td>Private citizens own means of production, distribution, and exchange; Government promotes competition</td>
<td>United States</td>
</tr>
<tr>
<td>Socialism</td>
<td>Government owns basic industries, provides security</td>
<td>Sweden</td>
</tr>
<tr>
<td>Communism</td>
<td>Government owns means of production, distribution, and exchange; promotes security, equality</td>
<td>Soviet Union</td>
</tr>
</tbody>
</table>

government. Communists say that until their ideal comes about, the government should run the economy. Thus, in communist countries, the government owns nearly all the farms, factories, and businesses. The government decides what jobs will be available and who will fill them.

In the past, communist leaders argued that such control was needed to increase the amount of goods and services being produced. In recent times, however, certain communist nations have begun to allow more elements of capitalism. These changes will be discussed further in Unit 8.

Communist governments are controlled by the Communist Party of each country. In most cases, the Communist Party is made up of a small, powerful group of citizens. In the Soviet Union, for example, only about six percent of the population are members. Party leaders decide on government goals and activities. They also choose who will run for public office.

Major communist nations in the world today include the Soviet Union, China, and Cuba. Others exist in Asia, Eastern Europe, and Africa. The ideas behind capitalism, socialism, and communism are described in Figure 1-2 on page 15.

See page 174 for answers to Section 1.5 questions.

SECTION QUESTIONS

DEFINE democracy, direct democracy, representative democracy, monarchy, absolute monarchy, constitutional monarchy, dictatorship, totalitarian, economic system, capitalism, free enterprise system, mixed economy, fascism, socialism, communism

REVIEW

1. What role do citizens play in governments that are ruled by many people? By few people?
2. What four basic economic questions must every country answer?
3. In what ways does an economic system differ from a political system?
4. What is the role of citizens in a capitalist economy? A socialist economy? A communist economy?
5. CHALLENGE: Why does democracy fail to fit in with communist economic practices?
1.4 CITIZENS IN THE UNITED STATES

In 1776, the Declaration of Independence expressed the beliefs of the people of a new nation—the United States of America.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

Over 200 years later, these words still reflect the hopes and dreams of American citizens. They mean that all people, both men and women, have equal worth. All people have certain rights that government cannot take away. In particular, all people have the right to live life freely and to seek happiness. This combination of equality under the law, personal freedom, and a chance to succeed has been called the “American Dream.”

The people of the United States, drawn together from all over the world, share the American Dream. What makes the American Dream possible? Three important forces shape the lives of American citizens today. First, American citizens live in a democracy. Second, American citizens are molded by the events of our nation’s past. Third, American citizens are influenced by the age in which we live and by our hopes for the future.

Citizens of a Democracy

One of the most important forces that shapes American citizenship is the fact that Americans live in a democracy. It is this form of government that enables the American people to exercise their rights. They can speak freely and worship as they choose. Democracy combined with a free enterprise system enables people to live and work where they wish. Most important, democracy allows the American people to govern themselves. This is the greatest responsibility of American citizens.

The ideas behind a democratic government are thousands of years old. Most historians agree that the ancient city-state of Athens, Greece, was the birthplace of democracy. The form of democracy practiced in Athens was direct democracy. As you already know, this means that the citizens took part directly in their government.

The main governing body in Athens was known as the Assembly. Only white males over the age of 21 and property owners were members of this group. At Assembly meetings, they made laws and decided important issues. They also helped choose leaders who would carry out special duties. One duty of such officials was to serve on juries. These juries judged criminal trials and settled disagreements among the people.

So much was expected of Assembly members that most of them served as some kind of government official at least once. This was in addition to carrying out their other duties as citizens.

Unlike ancient Athens, few governments today have direct democracies. Most democracies, including the United States, are representative. You will remember that in a representative democracy, citizens elect a group of people to carry out the work of government for them.

Representative democracies work best in large countries such as the United States. A direct democracy would be nearly impossible in a country with so many citizens living throughout such a large geographic area. Millions of people would have to be asked to study all sides of every issue. Arrangements
CITIZENS AT WORK
Military Service

Today, more men and women work for the Armed Forces—the Army, Navy, Air Force, Marines, and Coast Guard—than for any other employer in the United States. This also includes members of their reserve units. These men and women make up about two percent of our country’s workforce. All members of the Armed Forces play an important part in our national defense. But, their jobs are quite different.

Those who join a branch of military service may choose from many career options. Training is available in such areas as air traffic control, computer programming, aircraft mechanics, or ship navigation, depending on personal interests.

The Armed Forces recruit and train about 300,000 men and women each year. Those between the ages of 17 and 35 are eligible to join. They must sign up for at least two years and pass both a physical and a written test. A high school diploma is also helpful, but is not always required.

Upon joining, all new recruits are expected to pass basic training. They are also taught to handle weapons, read maps, perform marching drills, and other duties. They must learn to carry out orders and work together as a team.

Salaries for all branches of the Armed Forces may range from $600 to $1800 per month. As in any job, however, salaries increase with experience and performance.

The military also provides good benefits. Recruits receive free housing, medical care, career training, and the chance to earn money for college. Men and women in the Armed Forces also are given the opportunity to travel and see other parts of the world.

If you are interested in a career that offers training, good benefits, and the opportunity to live in exciting places, then a career in the Armed Forces could be for you. Local recruiters are available in most cities to provide more information and to answer questions about a military career.

1. Why is the military important to our nation’s defense?
2. What kinds of benefits do members of the Armed Forces enjoy?
Some futuroists believe that the United States may return to a more direct democracy one day with the use of computers.

would have to be made for citizens to debate and vote on every proposal. Deciding a single issue could take months—even years.

In a representative democracy, leaders are chosen to express the views of the people who elected them. Millions of people still can take part in government. But, the work of government is carried out more efficiently. And, government is better able to respond quickly as new needs arise.

Citizens Shaped by Their History

You have already seen that democracy in the United States is quite different from the direct democracy of ancient Athens. It is different, too, from other representative de-
mocracies found in the world today. American government and, in turn, American citizenship are unique. One reason this is true is that both have been shaped by our nation’s past.

The Constitution of the United States, written over 200 years ago, is the basis of American democracy. It outlines the purposes and structure of American government. It grants the government certain powers and denies it others. And, it lists the rights of citizens. All laws passed in the United States—the laws by which we live—must agree with the Constitution.

The history of the Constitution and of our laws tells only part of the story of American citizenship. Over the years, changes in the American people themselves—changes in their problems and interests—have brought changes in their activities as citizens.

Americans have preserved important symbols of their history, such as the Liberty Bell, the Constitution, and the Declaration of Independence. Which of these outlines the structure of our government?

the Constitution of the United States
In the late 1800's, for example, farmers in the West faced common problems in growing, transporting, and selling their crops. Many formed clubs, called "granges." The talk at grange meetings often turned to government. How could the government help the farmers?

In time, many grange members joined together to express their needs to the government. In their newfound strength as a group, they helped elect government leaders who were interested in their problems. The final result was the passage of new laws to help farmers. And, the farmers gained a new "know-how" as citizens.

Over the years, many such activities have given Americans new ways to carry out the work of government. The way we select people for office is one example. Citizens of the past also have taught modern-day Americans new ways to reach their goals. The idea of nonviolent protest, for example, was described by American writer Henry David Thoreau in the 1830's. Martin Luther King, Jr., used this same method in the 1960's to help win civil rights guarantees for blacks.

Not all citizens' efforts succeed. But, American history is full of the stories of people who have worked together to see that government addressed their needs. All of these experiences help make American citizens what they are today.

Citizens Challenged in a Modern Age

Americans today still can learn from the lessons of the past, but they also must look to the future. Being a citizen in the 1990's is unlike anything early Americans could have imagined. Another part of American citizenship, then, is dealing with the challenges of a modern world.

Note that metric equivalents are abbreviated. For example, "per square kilometer" has been abbreviated below as "per sq km."

Americans live in a society in which rapid changes are taking place. Many of these changes have to do with a booming population growth. In 1790, there were about five people per square mile (2 per sq km) living in the United States. In 1989, there were about 70 people per square mile (27 per sq km). Within the last few years alone, population growth has brought about tremendous changes in the fields of agriculture, energy, health care, education, housing, and transportation, to name only a few.

New technology, or scientific advancement, has played an important part in this process. Many changes have made our lives safer, easier, or more comfortable. Other changes, however, have been less welcome. New technology, for example, has sometimes meant that the jobs of certain workers have been taken over by machines. Being able to cope in such a rapidly changing world is more important to American citizens today than ever before.

Modern Americans also find that they are more dependent on one another, and on the people of other countries, than in the past. Consider, for example, the life of a person who appears to be rather independent, such as a ranch hand. In the past, ranch hands herded cattle and lived out on the range, far away from other people.

Today, ranch hands still herd cattle and ride the range as they always have. However, most work for ranches that are part of much larger organizations. Beef from their ranch may be sold in grocery stores in Chicago, Illinois. It also may end up in hamburgers sold in Paris, France. The ranch hands' trucks may be Japanese, their clothes Italian-made, and their stereos Korean.

Like other Americans, most ranch hands are concerned about current events. They
Have students imagine and discuss the differences between the challenges of early Americans and those of Americans in a modern world.

Some aspects of a ranch hand's work have been changed by new technology. How has modern technology affected the lives of American citizens? Made life safer, easier, and more comfortable; changed employment; made people more dependent on one another.

We know, for example, that changes in oil prices in the Middle East can mean changes in the fuel prices in their town. They may fight for their ideals by belonging to several large groups that promote the things they believe in. Clearly, the lives of ranch hands, like the lives of other citizens, are linked to the decisions of many other people. Ranch hands will be affected if people in Paris stop eating hamburgers or start eating many more hamburgers. Ranch hands also will be affected if city dwellers across the state decide to increase taxes on farmland.

Today's modern world, then, plays an important part in shaping the lives of American citizens. It affects how citizens will best meet the needs of the present, as well as the needs of the future.

SECTION QUESTIONS

DEFINE

technology

See page 215 for answers to Section 1.4 questions.

REVIEW

1. What is the American Dream?
2. What is the greatest responsibility of American citizens?
3. Why does representative democracy work best in large countries?
4. How did grange meetings help many farmers become more effective citizens?
5. CHALLENGE: How are today's citizens affected by their country's history? By modern times?
1.5 MAKING AMERICAN DEMOCRACY WORK

Americans are citizens of a democracy. They have been shaped by their past and by the modern age in which they live. But, something more than knowing who American citizens are is needed to make American democracy work from day to day. It takes citizens willing to become involved in government.

You learned earlier that a democracy is a government by the people. If enough people were to decide not to take part in government, decisions would be left to the few who still were involved. Such a government would no longer be a democracy.

Citizen involvement, then, is at the heart of American democracy. But, being involved in government is not always easy. American citizens need knowledge and skills to do their jobs effectively.

This book will help you function well as a citizen. It provides the basic information all Americans need. This includes facts about the workings of government and the role of citizens in the United States today. In addition, this book gives you practice in several citizenship competencies, or skills. These skills, which are described in the discussion that follows, will help you become a more confident, effective citizen. Figure 1-3 on page 22 lists these skills. As Thomas Jefferson once said, “The qualifications for self-government in society are not innate [inborn]. They are the result of habit and long training. . . .”

Acquiring and Using Information

Today’s citizens need to know how to answer important questions. They need to know how to find facts in books, magazines, and reference works, from radio and television reports, and from other sources. They need to know how to learn information from telephone inquiries, interviews, and by letter.

One of the first skills needed for effective citizenship, then, is the ability to gather and use information. Being informed is the first step toward making a sensible decision. Only after making a decision based on the facts can citizens take actions to meet their goals.

Consider this example. Imagine that you live on a very busy street. You have heard that the city government is considering installing a new traffic light on the street. Your neighbors seem divided on the issue. Several favor the idea, believing it will bring added safety. Others are against it. Some fear it would raise taxes. Others think it might slow traffic.

Before you can make a decision about the new traffic light, you need to gather information. You need to ask questions like: Where would the traffic light be placed? Have any accidents occurred there in the last year? To answer the first question, you might contact a member of city government. This contact could be made by telephone, by letter, or in person. To answer the second question, you could look in the newspapers at the library and see how many accidents have been reported. You also could contact the local police department or city traffic division.

After you have gathered information, you need to use it, or to present it in a way that is easily understood. Perhaps you could write a report of your findings. Or, you might draw a graph comparing traffic on your street with traffic on another busy street in town.
Assessing Involvement

Many issues affect citizens in today's world—so many, in fact, that every person cannot become involved in them all. Instead, Americans must decide which issues to become involved in and which issues to pass by. To do this, citizens need to assess their involvement in each issue, or decide how important an issue is to them.

To decide how involved you should be in an issue, you need to know two things. First, in what ways could the situation affect you and others? Second, how could your own actions affect the outcome of the situation?

Think again about the traffic light example. How are you involved? Do you regularly cross the street? If not, is it important to other people that the traffic light be installed? Knowing your own needs and being aware of the needs of others are important to the mastery of this skill.

Making Decisions

A third vital citizenship skill is making thoughtful decisions about government matters. Citizens need to recognize that there can be more than one solution to any problem. They need to be able to identify alternatives and decide which will be the most effective for themselves and others. To do this, citizens need to know what goals or values are involved in each alternative, and what the consequences of a certain choice will be.

In the debate about the traffic light, you need to make some important decisions. Before deciding for or against a new light, you need to think about other alternatives. You might consider whether a flashing yellow light would serve the same purpose. Perhaps a crosswalk would be enough. What are the consequences of choosing one of these alternatives? Are they better choices than installing a traffic light? When you have given all the
In the examples listed below, these students have used various ways of communicating. These may include holding posters, writing a letter to the editor, making phone calls, walking door-to-door, etc.

alternatives careful consideration, you will be better able to make a good decision.

**Making Judgments**

A fourth skill for effective citizenship is the ability to make sound judgments. To judge someone or something is to determine its worth in terms of a certain standard.

In the case of the traffic light, a standard you might use to judge the situation could be safety. Are people really in danger when they cross the street? Another standard you might use to determine your judgment might be practicality. How much will a new traffic light cost? The standards you use will shape the judgment you make about the project.

**Communicating**

A fifth skill necessary for effective citizenship is the ability to communicate. There are many ways to get ideas and viewpoints across to others. An effective citizen needs to have skills in both speaking and writing. Such a citizen should feel comfortable addressing the public as well as talking with a friend.

When you have made your decision for or against a new traffic light, for example, it is time to tell other people how you feel. You could go to a government meeting and speak to the leaders there. Or, you might write them a letter listing the reasons for your decision.

**Cooperating**

A sixth skill is the ability to cooperate. To achieve goals, citizens need to work together. Cooperation includes being able to be a leader or a follower, depending on the situation. It means coping with conflict in a group and working with people who are different from yourself.

Help students discover the fine line between the skills of assessing involvement and promoting interests. Promoting interests involves an action, once a need for involvement is identified.

Before a decision about the traffic light has been made, it probably would be a good idea to find out what your neighbors think of the problem. You might decide to have a meeting. In the meeting, each person would be allowed to speak. Cooperation means listening to other people, even if their views disagree with your own views. Cooperation also means accepting the final decision of the majority of the group.

**Promoting Interests**

A seventh citizenship skill this book will help you to develop is the ability to recognize and promote your own interests. What is most important to you in a given situation? How can you work to carry out your goals?

Think again about the traffic light question. In this case, one thing important to you, and to many others, is safety. To promote your interests—safety—you may decide to join together to work in favor of the light.

See page 149 for answers to Section 1.3 questions.

**SECTION QUESTIONS**

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**DEFINE**

- citizenship competencies

**REVIEW**

1. On what does democracy in the United States depend?
2. What were Thomas Jefferson's views on the qualifications for self-government?
3. What often is the first step toward making a sensible decision?
4. What are seven skills necessary to be an effective citizen?
5. **CHALLENGE:** Why are citizenship competencies important skills for effective citizenship?
CHAPTER 1 REVIEW

SUMMARY
1. Civics is the study of the rights and responsibilities of citizens.
2. Governments meet many of their people's basic needs. These include making and enforcing laws, providing services, setting new goals, and preserving culture.
3. In democratic governments, the people hold the final authority to rule. There are two kinds of democratic governments—direct democracies and representative democracies. The United States is an example of a representative democracy.
4. Monarchies and dictatorships are two other kinds of governments in the world today.
5. Under capitalism, also called the free enterprise system, private citizens own most of the means of production, distribution, and exchange of goods. The United States has a free enterprise system.
6. Two other kinds of economic systems found in the world today are socialism and communism. Socialists believe that a country's wealth and resources should be distributed equally. Communists believe that the economy should be controlled by society as a whole.
7. In the United States, citizens enjoy equality under the law, personal freedom, and a chance to succeed. The combination of these ideas often is called the American Dream.
8. United States citizens are shaped by the democracy in which they live. They also are influenced by their nation's past, by modern technology, and by their hopes for the future.
9. To be an effective citizen, certain skills must be developed. These skills include acquiring and using information, assessing involvement in an issue, making decisions, making judgments, communicating, cooperating, and promoting your interests.

USING VOCABULARY
Find the vocabulary word from Chapter 1 that best completes each sentence below. Then, write the missing word on your paper.
1. The kind of democracy found in the United States is a(n) __ democracy.
2. __ is the study of the rights and responsibilities of citizens.
3. The economic system found in the Soviet Union is called __.
4. __, or scientific advancement, has changed the lives of citizens today.
5. Great Britain is an example of a(n) __ monarchy.
6. __ is an economic system in which the government owns and controls certain basic industries.
7. A government that tries to exert total control over the lives of its citizens is often called __.
8. A(n) __ democracy would be almost impossible in a country with a large population.
9. Fidel Castro rules Cuba under a form of government called a(n) __.
10. A free enterprise system is also known as __.
REVIEWING FACTS
1. What two important parts of citizenship are included in the study of civics?
2. List four examples of laws made by governments to protect their people.
3. List four examples of services provided by governments.
4. Why do governments set goals?
5. What two ideas are important when thinking about the role of citizens in government?
6. What is the difference between direct and representative democracies?
7. What is the difference between absolute and constitutional monarchies?
8. In a capitalist economy, how does the price of a product depend on its supply and its demand?
9. How do capitalism and socialism differ?
10. What document is the basis of American democracy?
11. What factor is most important in making American democracy work?
12. In what ways is cooperation needed in a democracy?

DISCUSSING IDEAS
1. Why is it important for citizens to understand how their government works?
2. Why is it helpful to know about other forms of government besides our own?
3. How would your life be different under a dictatorship?
4. CHALLENGE: What skill do you feel is the key to effective citizenship? Why?

USING CRITICAL THINKING SKILLS
Using This Book
Knowing how to use this book can be most helpful to your study of civics. To give you practice in using the book, study the Table of Contents found on the first few pages. Note the different parts of the book in which information is presented. Now, answer the questions below. Next to each answer, write the page number on which you found it. Finally, name the part of the book you used to find the answer. Look at question 1. The answers would be: 1788, Figure 2-4, p. 47, Illustrations list in the Table of Contents.
1. In what year did Maryland ratify the Constitution?
2. What steps does a bill go through to become a law?
3. What is the definition of the vocabulary term “ratification”?
4. Who was the sixteenth President of the United States?
5. How many islands make up the state of Hawaii?
6. What ideas are expressed in the Third Amendment to the Constitution?
Dickinson, John (1732-1808), represented Delaware at the 1787 Constitutional Convention in Philadelphia. He played an important role in drafting the Constitution of the United States. Illness forced Dickinson to leave convention early, but he authorized another delegate to sign the Constitution for him. At the convention, Dickinson supported a strong national government, but he also defended the rights and powers of the states against those of the federal government. He was among several delegates who first raised the idea of a legislative body that would give states both equal and proportional representation.

Dickinson was born in Talbot County, Maryland. He died in law and in Philadelphia and London. In 1767 and 1769, Dickinson wrote a series of newspaper articles that expressed the American Colonies' resistance to British taxation. The series was published later in pamphlets and earned him the nickname "Pennman of the Revolution." Dickinson opposed the Declaration of Independence and was one of the Second Continental Congress who refused to sign it. However, he proved patriotic by joining the American army in the Revolutionary War in America (1775-1783) and by helping to create the Articles of Confederation. Dickinson was eminent in both Delaware and Pennsylvania. He was a member of the Second Continental Congress and served as a U.S. senator from 1787 to 1789. Dickinson's writing is in the tradition of the "Lyrical Broadsides," which Publick Resolves, and in the 1795 "Letters to the People of Pennsylvania."

Dickinson, Emily (1830-1886), was a writer and poet whose work was later praised for its depth and complexity. Her poems are known for their use of metaphor and imagery, and they often explore themes of love, death, and the natural world.

The use of metaphysics in her poetry is evident in her poem "The Soul Sees the Finite That Earth Sees the Infinite," which begins: "Upon her cheeks there is no stain, / No blemish, no detract from her.

Dickinson, James (1922-1982), was an American poet and writer whose work was characterized by his use of metaphor and imagery. His poetry often explored themes of mortality, the natural world, and the human condition.

The use of metaphysics in his work is evident in his poem "Artistic," which begins: "Artistic, / Artistic, as if to mock the mortal, / The consciousness.

The use of metaphysics in her poetry is evident in her poem "The Soul Sees the Finite That Earth Sees the Infinite," which begins: "Upon her cheeks there is no stain, / No blemish, no detract from her.

The use of metaphysics in his work is evident in his poem "Artistic," which begins: "Artistic, / Artistic, as if to mock the mortal, / The consciousness.

Common dicotyledons include beans, peas, squashes, and tomatoes. See also Coting. Dicotyledon.

Dictating machine is a device that records speech onto a magnetic medium such as a tape or disk. A typist can later play back the recording and type it on a typewriter or input it into a computer. Some dictating machines are small enough to fit in a jacket pocket. Others are desktop machines. Many offices have centralized dictating systems, machines that can record messages dictated over telephones.

To use a dictating machine, a person speaks into a microphone or telephone, which translates the sound waves into electric current. The dictating machine then translates the current into a pattern of magnetization on the magnetic medium. Some machines create an analogy pattern—one that is similar to the sound waves. Most of these machines create this pattern on a cassette tape. Other machines translate the current into a digital numerical pattern on a hard disk. See Tape recorder.

To listen to the dictation, a typist puts the cassette into a transcriber or uses a transcription unit to obtain information from the hard disk. The transcriber or transcription unit translates the magnetic pattern back into sound waves. Also see Transcription.

Dictatorship is a form of government in which an individual, a committee, or a group holds absolute power. The term dictator originated in ancient Rome. The Roman Senate often appointed individuals as temporary "dictators" who could handle national emergencies without the approval of the people or the Senate. But the Roman dictator did not have the absolute power of modern dictators. Today, many countries are ruled by dictators, including some Communist nations.

Dictatorship is similar to absolute monarchy; another system of government in which the rulers have no legal restrictions on their power. However, the two systems differ. Throughout history, most people have accepted monarchies as a form of government. Once established, monarchies tended to become hereditary. Most monarchs respected the established customs and institutions of countries they ruled and often shared power with other government officials and nobles. Dictatorships, on the other hand, generally lack the approval of the people and are almost never hereditary. Dictators also maintain exclusive control over the government.

Most dictatorships are established through violence, force, and sometimes political trickery. Joseph Stalin used these methods while serving as general secretary of the Communist Party in the Soviet Union, and he became dictator of the country in 1925. Dictators must continue to use force to maintain their power. Thus, most dictators outlaw or limit freedom of speech, assembly, and the press. Many dictators also forbid elections entirely. Many others change the votes or force people to vote for candidates chosen by the government. In spite of denying their citizens numerous basic freedoms, however, many dictatorships call themselves "people's republics" or "people's democracies."

Some dictatorships develop after a country has been conquered by a foreign power. The Soviet Union controlled much of Eastern Europe following World War II (1939-1945), and Stalin established Communist dictatorships in Poland, Czechoslovakia, and other nations in that region. A dictatorship may also take over a demo-
Democracy is a form of government, a way of life, a goal or ideal, and a political philosophy. The term also refers to a country that has a democratic form of government. The word democracy means rule by the people. United States President Abraham Lincoln described such self-government as "government of the people, by the people, for the people."

The citizens of a democracy take part in government either directly or indirectly. In a direct democracy, also called a pure democracy, the people meet in one place to make the laws for their community. Such democracy was practiced in the ancient Greek city-state of Athens, and exists today in the New England town meeting (see Town meeting).

Most modern democracy is representative democracy. In large communities—cities, states, provinces, or countries—it is impossible for all the people to meet as a group. Instead, they elect a certain number of their fellow citizens to represent them in making decisions about laws and other matters. An assembly of representatives may be called a council, a legislature, a parliament, or a congress. Government by the people through their freely elected representatives is sometimes called a republican government or a democratic republic.

Most voting decisions in democracies are based on majority rule—that is, more than half the votes cast. A decision by plurality may be used when three or more candidates stand for election. A candidate with a plurality receives more votes than any other candidate, but does not necessarily have a majority of the votes. In some countries, elections to legislative bodies are conducted according to proportional representation. Such representation awards a political party a percentage of seats in the legislature in proportion to its share of the total vote cast.

Throughout history, the most important aspects of the democratic way of life have been the principles of individual equality and freedom. Accordingly, citizens in a democracy should be entitled to equal protection of their persons, possessions, and rights; have equal opportunity to pursue their lives and careers; and have equal rights of political participation. In addition, the people should enjoy freedom from undue interference and domination by government. They should be free, within the framework of the law, to believe, behave, and express themselves as they wish. Democratic societies seek to guarantee their citizens certain freedoms, including freedom of religion, freedom of the press, and freedom of speech. Ideally, citizens also should be guaranteed freedom of association and of assembly; freedom from arbitrary arrest and imprisonment; freedom to work and live where they choose; and freedom.
Many foreign companies have headquarters in Monaco because of the low tax rates. Monaco's banks and financial service companies cater to these businesses and to the country's many wealthy residents. The principality of Monaco has a local bus service. The main highway on the coast passes through Monaco, carrying motorists who are traveling between France and Italy. A railroad connecting France and Italy also runs through Monaco. The principality transmits its own radio and television programs. Its television transmitter is located on top of Mount Agel, in French territory.

History. Monaco's museum contains many artifacts, including remains and tools, of early peoples in the area. Phoenicians from the eastern Mediterranean probably settled in Monaco in about 700 B.C. In Greek and Roman times, Monaco was an important trading center, and its harbor sheltered ships from many lands.

Ruling families from Genoa, in northern Italy, gained control of Monaco in the A.D. 1190's. They built the first fort there in 1215. The Grimaldi family began ruling Monaco in 1297. They lost control in 1301 but regained it in 1331. The first family allied itself with France. During the early 1500's to mid-1600's, the Grimaldis' turn to Spain for protection. Palace revolts and violence marked this period in Monaco's history. Prince Jean II was murdered by his brother Lucien in 1505. Lucien was later murdered by a relative. Prince Honoré I was drowned by some of his subjects during a revolt in 1604.

France seized control of Monaco in 1793, during the French Revolution. In 1814, the Congress of Vienna restored control to the Grimaldi family under the protection of Sardinia. France seized some of Monaco's territory in 1848, but the territory was returned in 1861.

The princes of Monaco ruled as absolute monarchs until 1911, when Prince Albert I approved a new constitution. Prince Albert was known as the "Scientist Prince." He did important marine research and founded Monaco's famous Oceanographic Museum. Prince Louis II ruled from 1922 until 1949, except for the German occupation during World War II. His grandson Prince Rainier III succeeded him. In 1956, Rainier married American motion-picture star Grace Kelly, who took the title of Princess Grace. They had two daughters and a son. The son, Prince Albert, is heir apparent.

In 1959, Prince Rainier dissolved the National Council and appointed a National Assembly. In 1962, under pressure from France, he restored the National Council and granted Monaco a new constitution. The constitution provided for elections for women and abolished the death penalty. In 1963, under pressure from France, Monaco taxed business profits for the first time.

In the late 1900's, Monaco expanded its size by reclaiming land from the sea. In 1982, Princess Grace died following an automobile accident near Monaco.

Monaco joined the United Nations in 1993. In 1997, the country celebrated 700 years of rule by the Grimaldi dynasty. Janet L. Polsky

See also Rainier III; Kelly, Grace; Monte Carlo.

Monarchy. See Butterfly (picture).

Monarchy is a form of government in which one person who inherits, or is elected to, a throne is head of state for life. These persons, or monarchs, have different titles, including king, emperor, or sultan, in various governments. The old idea of monarchy maintained that the power of the monarch was absolute. It sometimes held that the monarch was responsible only to God. This doctrine became known as the "divine right of kings." See Divine right of kings.

Revolution destroyed much of the power of monarchs. In the 1640's, the English Parliament raised an army, defeated King Charles I, and condemned him to death. In 1688, the English people feared James II would restore the Roman Catholic faith, and forced him to leave his throne. The French Revolution of 1789 limited the power of Louis XVI, and in 1793 the revolutionaries had him to death. As a result, limited, or constitutional, monarchy developed, in which the monarch's duties are largely ceremonial and symbolic. In modern constitutional monarchies, the executive power is usually exercised by a prime minister and Cabinet. Denmark, Japan, Norway, Sweden, and the United Kingdom are modern constitutional monarchies.

Monarchy. See Monarchy; King; Sultan; Czar; Kaiser; Queen.

Related articles in World Book include:
Coronation
Emperor
King

Sultan

Czar

Kaiser

Queen

Monastery. See Monasticism; Monk; Cloister.

Monasticism, muh NASS tuh sihzh uhm, is a special form of religious community life. People who practice monasticism separate themselves from ordinary living in order to live a holy life. They usually live in buildings called monasteries. Men who adopt a monastic life are called monks and live in a monastery. Women who are called nuns and live in a convent.

Monasticism has an important part in all religions. The word comes from the Greek word meaning "alone." The first Christian monastics were men who lived alone because they lived in the desert. Later, groups of them gathered together to form communities that followed a life of prayer and self-discipline. Today, the members of monastic orders also follow this kind of life.

Christian monasticism began in Egypt in the 3rd century, when Saint Anthony of Thebes went alone into the desert to lead a holy life. Others soon followed in his footsteps. Blind monks wandered from place to place, praying and preaching. They formed their own monastic communities and taught the simple people.

Christian monasticism was greatly influenced by the Coptic Church in Egypt. The first Christian monks were called "hermits." They practiced a life of solitude and prayer. They were called "monks" because they lived in monasteries. The word "monastery" comes from the Greek word meaning "monk."

Christian monasticism was brought to Europe by the early Christian monks. The first Christian monasticism in Europe was established in the 4th century. The first Christian monks in Europe were called "hermits." They practiced a life of solitude and prayer. They were called "monks" because they lived in monasteries. The word "monastery" comes from the Greek word meaning "monk."

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The American Dream

What is the American Dream? Is it like other dreams? In this chapter, you will read about the American Dream from several different points of view. You will hear from a modern writer, a poet from the past, the second president of the United States, and a 20th century president. The American Dream means something special to each of these people.
PART ONE

Ideas: I HAVE A DREAM

In this section, you will find two very different views of the American Dream. These two selections were written at two different times in America's history, but they share a common theme: hope.

Before You Read

A common view of the American Dream

In this reading, Marilyn vos Savant, a newspaper writer, answers a letter from one of her readers. The reader asks about the meaning of the American Dream.

Before you read these letters, think about these questions:
- Have you heard the phrase “the American Dream” before?
- Do you believe life in the past was easier?
- In your country, were things better in the past?
- How do your parents' lives compare to yours?
Cultural Cues

“During World War II in the foxholes and gun turrets...” The writer is speaking of the kinds of dreams that American soldiers had while they were fighting in World War II.

boom box A large portable stereo, known for being loud.

condos Another word for condominiums, types of apartments that are owned, not rented.


one side of the ledger An idiom referring to looking at both sides of an issue; a ledger is a book for keeping accounts. In a ledger, you write your expenses on one side and your income on the other. If you look at only one side of the ledger, you might only look at the negative part of something, for example.

on-line access A connection to the Internet.

white picket fence A small fence, which is a symbol of calm suburban life (see photo).

What Is the American Dream?

Letter to Marilyn vos Savant

Dear Ms. vos Savant,

You are not a cynical person so you may not want to express your opinion about this. What would you say is the “American Dream”? During World War II, in the foxholes and gun turrets, the American Dream was a rose-covered cottage with a white picket fence, a front porch with a squeaky swing, a shady street, bright and obedient children, camping trips, fishing, the corner soda fountain, and seeing your children taking part in school and church plays. This was depicted by Norman Rockwell and early family television shows.

Now we have little condos, boom boxes blaring rap and rock, hot rods, drugs, alcohol, cheap sex, abortion, guns, hate and violence. Nearly every sin is applauded on television talk shows. Is there still an “American Dream?”

—Robert Kieckhefer, Silver Spring, Maryland

1cynical = pessimistic, distrustful

2foxhole = a hole dug into the ground to protect a soldier from gunfire

3gun turret = a type of tower used to hold guns. Gun turrets are used by the military during battles.
Dear Mr. Kieckhefer,

You're looking at only one side of the ledger. First you describe a lovely dream—that few ever really had—and neglect to describe the nightmare aspects of the 1940s (which included some of history's worst moments). You could easily construct a miserable list of social problems rampant in the 1950s too. Then you go on to describe only the modern nightmare and imply that modern folks don't have a dream. Of course we do. It's an update on what you already described. I think it would be nice for sweet, old-fashioned folks like you to feel a little better about modern times and become sweet, new-fashioned folks.

Today's "American Dream" includes a house in the suburbs with a backyard for the kids to play in (instead of a cottage with a fence), a patio for barbecues (instead of a front porch), a shady street, bright and obedient children, camping trips, fishing, two family cars (to take us way past the local ice cream shops), seeing the kids taking part in school and church plays, and on-line access to the world. Sounds pretty good to me! The phrasing is a little less romantic and a little more practical, but it's not so different. I only wish we had another Norman Rockwell to celebrate it so well.

Covering one's house with roses is a nice poetic touch if you live in a poetic setting, but in real life I'd vote for growing them in a garden now instead. Which is just what people actually did back in the time period you describe too.

Source: Parade Magazine

Check Your Comprehension

1. Who is Marilyn vos Savant? Who is Mr. Kieckhefer?
2. What does Mr. Kieckhefer think the American Dream is?
3. What does he think of the American Dream today?
4. What does Ms. vos Savant mean when she says, "You're looking at only one side of the ledger?" Which side is Mr. Kieckhefer looking at?
5. What does Ms. vos Savant think of Mr. Kieckhefer's view of the "old" American Dream?
6. Who is Norman Rockwell? Why is he important in these letters?
7. What does the letter writer mean when he says, "You are not a cynical person"?
8. What is Ms. vos Savant's American Dream?
9. What is her opinion of the modern American Dream?
10. Do you think Ms. vos Savant's reply changed Mr. Kieckhefer's opinion? Why or why not?

*rampant = running wild, overwhelming
Understanding Arguments

In this reading, the two writers make arguments. That is, each is trying to convince the other of a point of view. What arguments do they make? Use the following table and list the points that each of the writers makes.

<table>
<thead>
<tr>
<th>Mr. Kieckhefer:</th>
<th>Ms. vos Savant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The American Dream is dead.&quot;</td>
<td>&quot;The American Dream is the same as it was in the past.&quot;</td>
</tr>
</tbody>
</table>

Which argument do you agree with? Why?

VOCABULARY

Adjectives

The letter writers include a lot of adjectives in their letters. Finish the following sentences showing you understand the meanings of the boldfaced words.

1. A **cynical** person would never ____________________________.
2. A **squeaky** door makes ____________________________.
3. ____________________________ are very shady.
4. An **obedient** child would never ____________________________.
5. ____________________________ is a lovely place.
6. ____________________________ is rampant in this country.
7. I think ____________________________ is very romantic.
8. ____________________________ is not very practical.
9. ____________________________ sounds very poetic.
10. A bright student ____________________________.

THINK ABOUT IT

1. How "American" is the American Dream? Do people of other countries have similar dreams? How is the American Dream different?
2. There is a popular saying in the United States: "A pessimist sees the glass as half-empty, the optimist sees it as half-full." Mr. Kieckhefer
seems to be a pessimist, and Ms. vos Savant an optimist. Which are you? Why do you think so?

3. What is your dream? Is it similar to the American Dream? How is it different?

### Before You Read

**The Life of Walt Whitman**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1819</td>
<td>born May 31, the second of nine children in West Hills, Long Island, New York to Walter and Louisa Whitman</td>
</tr>
<tr>
<td>1823</td>
<td>the Whitman family moved to Brooklyn, New York</td>
</tr>
<tr>
<td>1825-30</td>
<td>Whitman's only years of formal education</td>
</tr>
<tr>
<td>1831</td>
<td>Whitman worked as a clerk in a law office</td>
</tr>
<tr>
<td>1835</td>
<td>began work as a printer</td>
</tr>
<tr>
<td>1836</td>
<td>began working as a teacher</td>
</tr>
<tr>
<td>1838</td>
<td>became editor of the <em>Long Islander</em>, a weekly newspaper</td>
</tr>
<tr>
<td>1840</td>
<td>worked for the Presidential campaign of Martin van Buren</td>
</tr>
<tr>
<td>1841</td>
<td>left teaching and became a printer for the <em>New World</em> and a reporter for the <em>Democratic Review</em></td>
</tr>
<tr>
<td>1842</td>
<td>published his first and only novel, <em>Franklin Evans</em></td>
</tr>
<tr>
<td>1842-44</td>
<td>edited the <em>Aurora</em>, a daily newspaper, and the <em>Evening Tattler</em></td>
</tr>
<tr>
<td>1845-48</td>
<td>returned to Brooklyn to write for and edit several newspapers</td>
</tr>
<tr>
<td>1848</td>
<td>worked briefly for the <em>Crescent</em>, New Orleans</td>
</tr>
<tr>
<td>1848-49</td>
<td>edited <em>The Brooklyn Freeman</em></td>
</tr>
<tr>
<td>1850-54</td>
<td>ran a stationery store, a printing office, and built houses</td>
</tr>
<tr>
<td>1855</td>
<td>published <em>Leaves of Grass</em>, a volume of poetry, at his own expense</td>
</tr>
<tr>
<td>1857-59</td>
<td>edited <em>The Brooklyn Times</em></td>
</tr>
<tr>
<td>1861-64</td>
<td>volunteered in hospitals during the Civil War</td>
</tr>
<tr>
<td>1873</td>
<td>suffered a stroke</td>
</tr>
<tr>
<td>1892</td>
<td>died in Camden, New Jersey</td>
</tr>
</tbody>
</table>

The following poem was written by Walt Whitman, who is known as one of America’s greatest poets.

**Before you read this poem, think about the following questions:**

- Do you enjoy poetry?
- What poets do you enjoy reading in English or in your native language?
**Cultural Cues**

*ploughboy* A young man who works on a farm with a "plough," or "plow," as it is spelled today.

---

**I Hear America Singing**

by Walt Whitman

I hear America singing, the varied **carols** I hear,
Those of mechanics, each one singing his as it should be **blithe** and strong,
The carpenter singing his as he measures his **plank** or **beam**, 5
The **mason** singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the **deck-hand** singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the tailor singing as he stands,
10 The wood-cutter's song, the **ploughboy's** on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
15 The day what belongs to the day—at night the party of young fellows, **robust**, friendly,
Singing with open mouths their strong melodious songs.

*Source: Leaves of Grass*

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**Check Your Comprehension**

1. Who are the characters in this poem?
2. Why do you think the characters are singing?
3. What does the line, "each one singing his as it should be blithe and strong" mean?
4. What does the line, "Each singing what belongs to him or her and to none else" mean?

*carol = song
blithe = cheerful
plank or beam = types of wood
mason = brick worker
deck-hand = someone who works on a boat (on the deck)
robust = healthy*
5. What does "the day what belongs to the day" mean?
6. What is the mood (happy, sad, thoughtful, etc.) of this poem?
7. What is the main idea of this poem?
8. What is Whitman's view of the American Dream?

Reading Aloud
Poems are often understood better when read aloud. You get a stronger sense of the rhythm, rhyme, and sound of the words, all which add to the meaning. Practice reading the poem aloud. If you are good at memorizing things, try memorizing the poem and reciting it.

VOCABULARY
Professions

This crossword puzzle uses the names of professions found in this poem. Read the descriptions of the professions, and write the correct words in the blanks.
Across
1. Someone who works on a ship
4. Someone who makes boots and sandals
7. Someone who works the soil on a farm
9. Someone who makes hats
10. Someone who builds furniture

Down
2. A woman with children
3. Someone who chops trees for fires
5. Someone who works on engines
6. Someone who works on the deck of a boat
8. Someone who builds with stone or brick

THINK ABOUT IT
1. Whitman is famous for his poem in honor of Abraham Lincoln, “O Captain, My Captain.” Find it on the Internet or in the library and bring it to class for discussion.

2. “I Hear America Singing” is called a lyric poem, that is, a poem that brings forth certain feelings or emotions. What emotions do you think Whitman was trying to bring forth in his readers?

3. This poem shows a difference between men and women. How does it do that? Why do you think this difference exists?