

UNIT 1

A TRADITION OF DEMOCRACY

CHAPTER 1

We the People

CHAPTER 2

Foundations of Government

CHAPTER 3

The United States Constitution

CHAPTER 4

Rights and Responsibilities

A detailed illustration of a hand pointing directly at the viewer, emerging from a jagged tear in a stylized American flag. The hand is rendered in a realistic, muscular style. The flag behind it has horizontal stripes of red, white, and blue, with blue stars visible on the left side.

ARE YOU

DOING ALL YOU CAN?

This World War II poster from 1942 reminds Americans to do all they can to meet their responsibilities as U.S. citizens.



FLORIDA...

The Story Continues

CHAPTER 1, We the People

Florida has a rich and diverse story that relates to your own individual story. As you study Civics we want you to connect to Florida people, places, and events that are tied to the content you will study in each chapter. The different Florida stories that are included in these features will keep you on the edge of your seat!

In each *Florida...The Story Continues* feature we highlight one of the chapter's Sunshine State Standards, “unpacking” that standard to explain what it means in an easy-to-understand manner. In addition to this featured standard, you can find all Sunshine State Standards for Civics unpacked in the front of your textbook on pages FL8-FL20.

PLACES

1960s–2010: Vibrant ethnic neighborhoods. Since the 1960s, immigrants have streamed into Florida from throughout Latin America. Vibrant neighborhoods such as Miami’s Little Havana, Little Buenos Aires, and Little Haiti are homes to many immigrant residents. These centers of social, cultural, and political activity enrich life in Florida.

PLACES**1738: Fort Mose is first free black community in America.**

In 1693, the Spanish king promised freedom to runaway foreign slaves who escaped to Florida. Many former slaves helped Spanish settlers build the Castillo de San Marcos in St. Augustine. In 1738, the Florida governor established a separate town for the free Africans. Located two miles north of St. Augustine, it was named Fort Mose. Fort Mose was the first free black community in North America. One hundred African Americans settled in Fort Mose and built lives there. In 1740, Fort Mose was destroyed when General James Oglethorpe of Georgia attacked St. Augustine. In 1752, Fort Mose was resettled but was abandoned in 1763 when the British gained possession of Florida. Most residents immigrated to Cuba.

So when investors began buying land in Florida, they were able to sell it at wildly inflated prices—for a while. Between 1920 and 1925, almost 400,000 people flooded into the state. But by 1925, inflation had set in and new buyers were becoming scarce. The land boom had ended. But its impact on Florida's demographics remained.

PLACES**1565: St. Augustine founded.**

In 1565, King Philip II of Spain sent Pedro Menéndez de Avilés to Florida to destroy French settlements in the region and to establish a Spanish presence along the coast. Menéndez de Avilés fulfilled his mission, driving out the French and founding St. Augustine—the first permanent European settlement in the continental United States.

EVENTS

1920s: Florida land boom. By the 1920s, warm Florida seemed like a paradise to prosperous northerners.

Unpacking the Florida Standards <...

Read the following to learn what this standard says and what it means. See FL8-FL20 to unpack all the other standards related to this chapter.

Benchmark MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

What does it mean?

Understand how to solve math problems that involve calculating percent, such as how to calculate retail price markups, sales discounts, simple interest, taxes, tips, and percents of increase or decrease. Go to the Math 101 features in Chapters 1, 12, 16, and 19 for help.



CHAPTER 1

WE THE PEOPLE

Essential Question Why is citizen participation important?



Florida Next Generation Sunshine State Standards

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen. **SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. **SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. **SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **LA.7.1.6.3** The student will use context clues to determine meanings of unfamiliar words. **LA.7.1.7.1** The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. **MA.7.A.1.2** Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.



**HISTORY**


Arrival at Ellis Island

 hmhsocialstudies.com **VIDEO**

WHY CIVICS Matters

The United States is a model of freedom, democracy, and economic strength for the rest of the world. Our continued success as a world leader depends on whether citizens like you take an active part in our government and institutions.

PROJECT  Citizen



STUDENTS TAKE ACTION

CHANGING ADS You look at lots of magazine ads every day. If you found out that some ads were illegal or potentially harmful, what could you do? Think of some solutions for taking action as you read this chapter.

FOCUS ON WRITING

WRITING A LETTER In this chapter, you will be reading about what it means to be an American citizen. Imagine that an American citizen named Fran is talking online to a new friend in Turkey. After you read this chapter, you'll write an e-mail message from Fran to this new friend describing American ideals, American citizens, and American citizenship.

Reading Skills

In this chapter you will read about the rights, privileges, and responsibilities of being an American citizen. You will learn that the United States is a diverse nation filled with immigrants from many countries and learn how the

government counts its citizens. As you read the chapter, you will come across new terms used in studying civics. Look at the words and sentences surrounding new words. See if you can learn their meanings from clues right in the passage.

Using Context Clues

FOCUS ON READING

When you are reading your textbook, you may often come across a word you do not know. If that word is not listed as a key term, how do you find out what it means?

Using Context Clues *Context* means surroundings. Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

Clue	How It Works	Example	Explanation
Direct Definition	Includes a definition in the same or a nearby sentence	We are primarily immigrants— <i>people who came here from other lands</i> —or descendants of immigrants.	The phrase <i>people who came here from other lands</i> defines <i>immigrants</i> .
Restatement	Uses different words to say the same thing	Most of them went to live in urban areas, or <i>cities</i> .	The word <i>cities</i> is another way to say <i>urban</i> .
Comparisons or Contrasts	Compares or contrasts the unfamiliar word with a familiar one	<i>As the population continued to grow rapidly and people moved to the cities</i> , urban areas became crowded.	The phrase <i>As the population continued to grow rapidly and people moved to the cities</i> indicates that urban areas are the same as <i>cities</i> .

Helpful Hints for Identifying Context Clues

1. Look at the words and sentences around a new word.
2. See if the words and sentences give you clues about the word's meaning.
3. Look for a word or phrase nearby that has a similar meaning.

LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words.



You Try It!

The following sentences are from the chapter you are about to read. Read them and then answer the questions below.

1. The United States has been an inspiration to other nations because of its basic values: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. *From Chapter 1 p. 8*
2. The law gives preference to three groups of people: (1) husbands, wives, and children of U.S. citizens; (2) people who have valuable job skills; and (3) aliens. Aliens are permanent residents of the United States who are still citizens of another country. *p. 14*
3. Farmworkers and their families began a migration, a movement of large numbers of people from region to region, to the cities. The 1830 census showed that urban areas were growing faster than rural areas. *p. 20*

Answer the questions about the sentences you read.

1. In example 1, what does the term *values* mean? What clues did you find in the example to figure that out?
2. In example 2, where do you find the meaning of *aliens*? What does this word mean?
3. From example 3, what do you think an urban area is? What clues did you find to figure that out?

As you read Chapter 1, remember that sometimes you need to read entire passages to understand unfamiliar words. Don't stop when you come to a word you don't know. Read on!

KEY TERMS

CHAPTER 1

Section 1

civics (p. 6)
citizen (p. 6)
government (p. 7)

Section 2

immigrants (p. 12)
quota (p. 14)
aliens (p. 14)
native-born (p. 15)
naturalization (p. 15)
refugees (p. 16)

Section 3

census (p. 17)
demographics (p. 18)
birthrate (p. 19)
death rate (p. 19)
migration (p. 20)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—words that are frequently used in school assignments and discussions. In this chapter you will learn the following academic word:
values (p. 8)

SECTION 1



SS.7.C.2.1; SS.7.C.2.2; LA.7.1.6.1; LA.7.1.7.1

Civics in Our Lives

BEFORE YOU READ

The Main Idea

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

Reading Focus

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

Key Terms

civics, p. 6
citizen, p. 6
government, p. 7



Use the graphic organizer online to take notes on how civics affects our lives.



Every Fourth of July Americans come together to celebrate their rights and freedoms as American citizens.

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen.

CIVICS IN PRACTICE

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

Why Study Civics?

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

Being a Citizen

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

Civics, the Economy, and You

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

Economy



Government



Community

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

Citizens today have rights and responsibilities that differ from country to country. For example, many countries allow their citizens to vote, but some do not. Most nations require their citizens to pay taxes, just as Rome did. Some countries, such as Israel, require all citizens—men and women—to serve in the military. The rights and duties of citizens depend on their country's type of government. A **government** is the organizations, institutions, and individuals who exercise political authority over a group of people.

Being an American Citizen

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

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

ACADEMIC VOCABULARY

values: ideas that people hold dear and try to live by

You need training in order to become a good athlete or a good musician. Likewise, you need training in order to become a good citizen. What kind of training? First, you must understand the purpose of government. Next, you need to know how the government works, on the national, state, and local levels. You must also understand how the U.S. economic system works and how government and economy interact. Then you are ready to explore ways to fulfill your role as a citizen.

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

READING CHECK

Supporting a Point of View

Why is studying civics important?

American Values

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

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

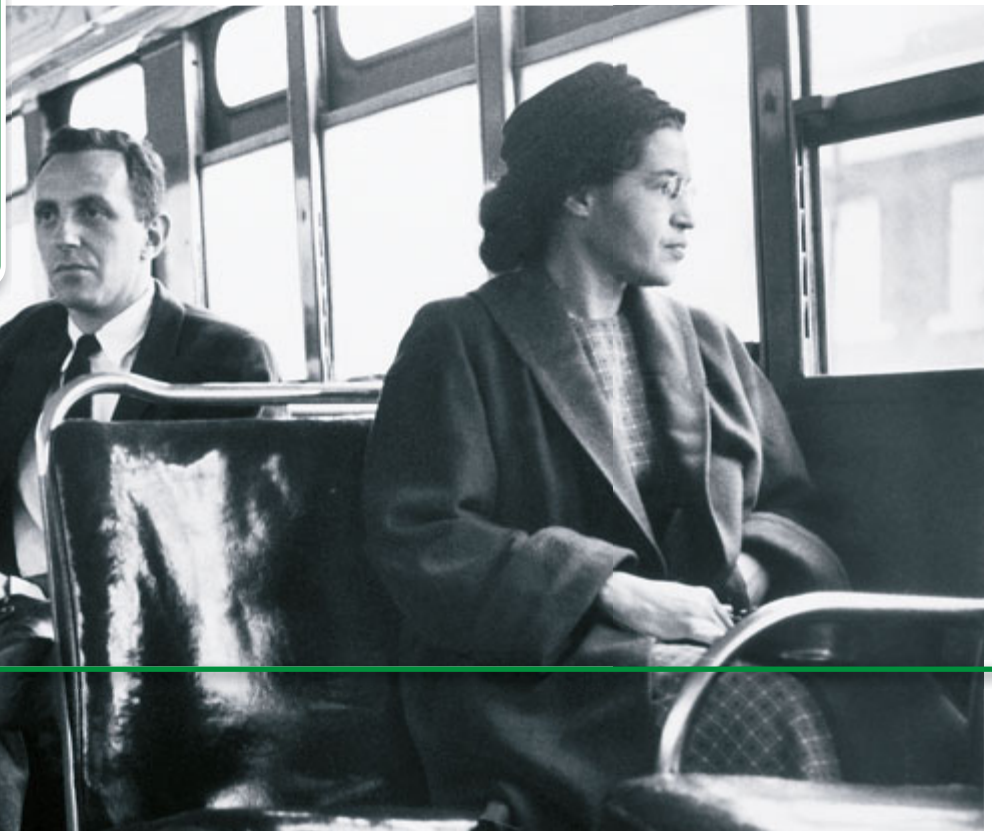
Equality

The Declaration of Independence states, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights . . .” What does this mean? It means

Equality of Access

Rosa Parks (1913–2005), the woman in the photo, sparked the modern civil rights movement when she refused to give up her seat on a segregated bus in Montgomery, Alabama. Today laws provide equal access in all areas of society for all Americans.

How do people today benefit from equal access to transportation?



that, ideally, all people are equal under the law. The rights of each citizen are equal to those of every other citizen. No one has the right to act as though his or her liberties are more important than those of others.

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

Liberty

Can you imagine what your future might be if you did not have the freedom to get an education? What if you were not able to take a job that you wanted or start a business? What if you could not speak or write certain things without fear of punishment? Would you like to live in a place where the government told you where you had to live, or that you could not travel from one place to another within your own country? How would you feel if you could not practice religion? What if the



government could put you in jail for no reason and hold you indefinitely without a trial?

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

Justice

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

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

READING CHECK

Analyzing Information What values are important to Americans?

Qualities of a Good Citizen

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

Voting in Elections

A basic principle of American government is that public officeholders should respond to citizens' wishes. That is why most of the important positions in government are elected. Voters elect candidates who they think will best represent their views. If elected officials do not respond to the voters, people can vote them out in the next election. In this way, people govern themselves through the officials they elect.

Voting is one of the most important of a citizen's responsibilities. But you can also help in other ways to choose the men and women who will govern. You can work for a political party, for example. Anyone who answers telephones or stuffs envelopes for a political party is playing a part in the U.S. political system.

Expressing Your Opinion

It is also your responsibility as a citizen to tell officials what you need or how you disagree with government actions or policies. For example, you can write or call public officials or send letters to editors of newspapers.

Being an Effective Citizen

How can you be an effective citizen? Here are 10 characteristics of a good citizen. You can probably think of others. Good citizens

1. are responsible family members;
2. respect and obey the law;
3. respect the rights and property of others;
4. are loyal to and proud of their country;
5. take part in and improve life in their communities;
6. take an active part in their government;
7. use natural resources wisely;
8. are informed on key issues and willing to take a stand on these issues;
9. believe in equal opportunity for all people; and
10. respect individual differences, points of view, and ways of life that are different from their own.

READING CHECK

Drawing Inferences and Conclusions What are some similarities among the characteristics of a good citizen?

SECTION 1 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

1. **a. Define** Write a brief definition for the terms **civics**, **citizen**, and **government**.
b. Explain Why is it important to study civics?
c. Elaborate What are ways in which American citizens participate in our society?
2. **a. Recall** What are three fundamental American values?
b. Evaluate Which of those three values do you think is most important to American society? Give reasons and examples to support your answer.
3. **a. Summarize** How does the U.S. system of government ensure that officials are responsible to the people?
b. Predict What would happen to an office holder who never responded to voters in his district?

Critical Thinking

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

U.S. Citizens	
Roles	Qualities

FOCUS ON WRITING

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

SECTION 2



SS.7.C.2.1; SS.7.C.2.4; SS.7.C.2.5; LA.7.1.6.1; LA.7.1.7.1

Who Are U.S. Citizens?

BEFORE YOU READ

The Main Idea


Throughout history, immigrants have brought their languages, ideas, beliefs, hopes, and customs to the United States. Their ways of life are constantly mixing with and influencing the culture of Americans who came before.

Reading Focus

1. Who are "Americans," and from where did they come?
2. What changes have occurred in U.S. immigration policy since the early 1800s?
3. How does a person become a U.S. citizen?

Key Terms

immigrants, *p. 12*
quota, *p. 14*
aliens, *p. 14*
native-born, *p. 15*
naturalization, *p. 15*
refugees, *p. 16*

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TAKING NOTES

Use the graphic organizer online to take notes on who Americans are and where they come from, the U.S. immigration policy, and becoming a U.S. citizen.

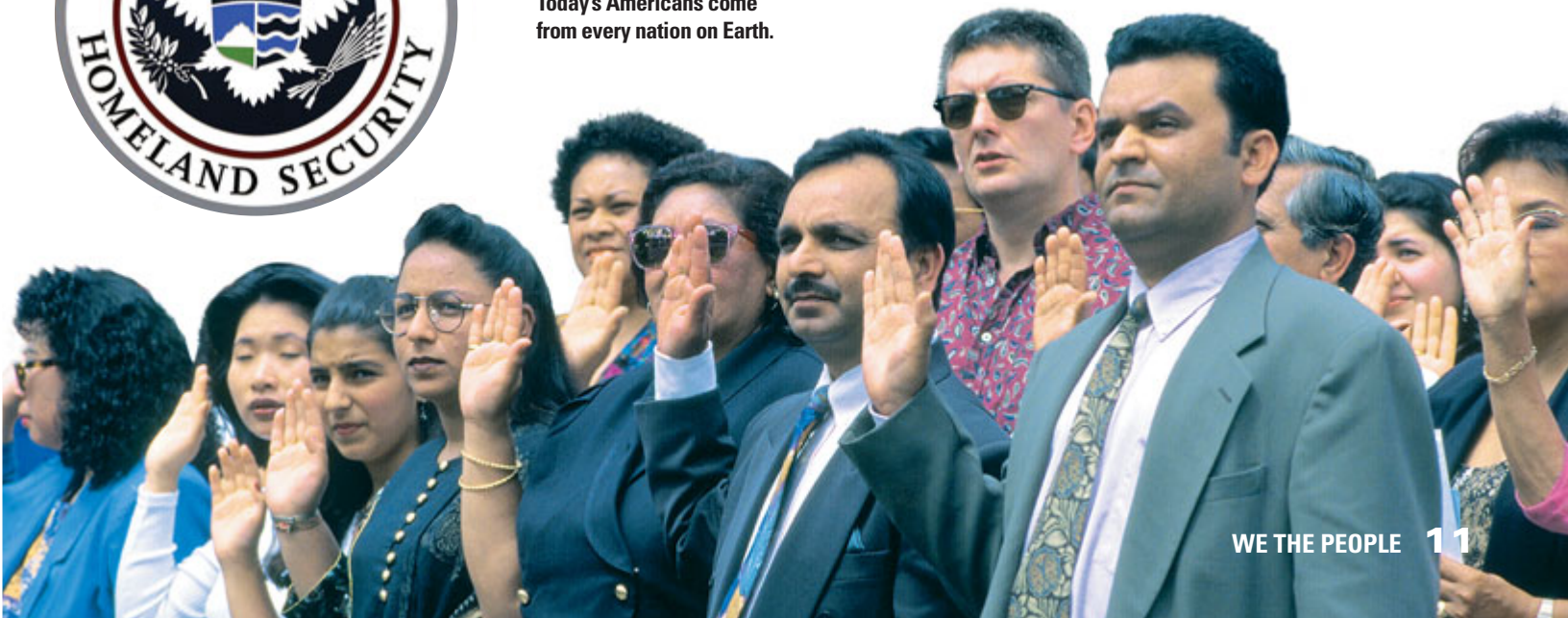


The United States is a nation of immigrants. With the exception of Native Americans, all of us can trace our family's roots to another country. Some families have been here longer than others. Some families continue to speak other languages and treasure customs from their homelands.

Americans Are from Everywhere

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

Today's Americans come from every nation on Earth.



Traditionally, people called the United States a “melting pot.” **Immigrants**—people who came here from other countries—entered the nation—the pot—and adopted American customs and blended into American society.

That picture of America is not quite accurate. Many immigrants practice their traditions and customs after they move to the United States. That is why both New York City and San Francisco have neighborhoods called Chinatown. In cities throughout the United States, you can visit areas called Little Italy or Little Korea, where other countries’ ways of life are preserved.

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

A More Accurate Picture

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

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

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

America the Beautiful gave me the opportunity to excel; from the jungles of the Amazon, where there was nothing, to ... the American dream: home, life satisfaction, and dreams. All these, thanks to America ... patriotic, diverse, democratic, religious, [home to] free enterprise, and moral. That is the America that I want, that I love and I will defend.”

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

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

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

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

Early Americans

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

TIME LINE

Patterns of Migration

20,000 BC

The first people in North America migrate into what is now Canada from Asia over the Bering land bridge, which formed during the last ice age.

1492

Columbus sails to the Caribbean islands and brings the wealth of the New World back to Spain.

1620

Pilgrims travel from England on the Mayflower and settle near Cape Cod, Massachusetts.

Religious Tolerance

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

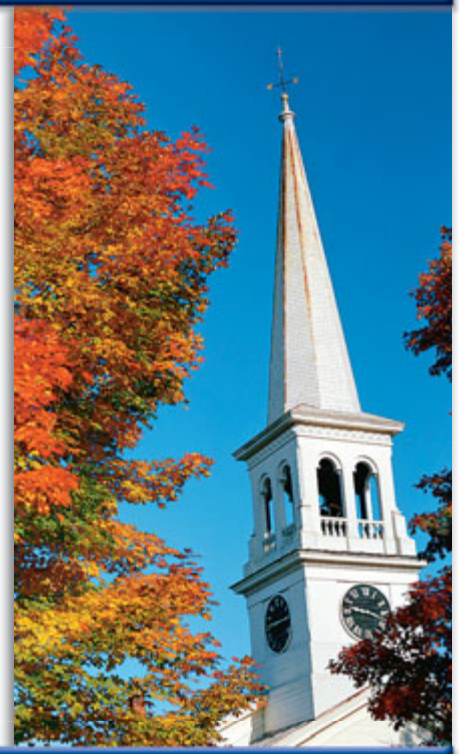
Many early colonists settled in America to escape persecution in their home countries. Sometimes these new settlements were tolerant of other religions; sometimes they were as intolerant as the places the colonists had fled.

Years later, the founding fathers debated the role of religion in the new country. Some, like Patrick

Henry, argued for a national church to provide a moral base. Others, like Thomas Jefferson, recalled the intolerance of some early settlements and strongly opposed having a state religion.

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

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



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

The Immigrants

Europeans soon learned that the Americas possessed vast natural resources. It had

plenty of room for newcomers from crowded regions of Europe.

Spanish settlers soon spread across the Caribbean, Mexico, Central and South America, and present-day Florida, Texas, California, and the southwestern United States. People from the British Isles settled America's original thirteen colonies. Other Europeans also came to North America. Germans settled in Pennsylvania, the Dutch along

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.



The first wave of modern immigration to the United States brings people from Britain, Ireland, and Germany.

1850



1900

Southern and eastern Europeans enter the United States in large numbers.



Most immigrants today come from Spanish-speaking countries. America remains a nation that relies on immigration.

Today

ANALYSIS SKILL

READING TIME LINES

Sequence When was the Pilgrims' landing?

the Hudson River, Swedes along the Delaware River, and the French in New York, Massachusetts, and South Carolina.

Many Africans came to the Americas, but unlike most other immigrants, most Africans had been captured and brought here as slaves. They and their children were forced to live in bondage for many years.

READING CHECK **Categorizing** What groups settled in the Americas, and in what region did each group settle?

Immigration Policy

News about America spread quickly. For newcomers willing to work hard, America held the promise of a good life. It had abundant space, rich resources, and one precious resource: freedom. Over time, the British colonies grew, and beginning in 1775 they fought the American Revolution. This newly independent country became the United States of America. It was founded on a strong belief in human equality and the right to basic liberties.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.



FOCUS ON George Washington (1732-1799)

George Washington was not an immigrant. But like many Americans, Washington's ancestors had come from another country. He was the great-grandson of British settlers in the American colonies.

Washington had an elementary school education, but he had a gift for mathematics. At 16, Washington was hired by Lord Fairfax, head of a powerful Virginia family, to survey Fairfax's property in the American wilderness.

In 1789, Washington was elected the first president of the United States. Washington's cautious, balanced, and strong leadership as president served as a model for future presidents. Washington helped build the foundations of a national government that has continued for more than two centuries.

Draw Conclusions Why do you think that George Washington was a cautious president?

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

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

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

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

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

READING CHECK **Analyzing** How has U.S. immigration policy changed over time?

Becoming a U.S. Citizen

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

Citizenship by Birth

Are you **native-born**? That is, were you born in the United States? According to the U.S. Census Bureau, about 87.5 percent of Americans are native-born, while about 12.5 percent are foreign-born.

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

Citizenship by Naturalization

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

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

Legal Aliens

In 2009 there were about 21.7 million legal aliens living in the United States.

New U.S. citizens take their oath.



The Pathway to Citizenship

**QUICK
FACTS**

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

THE STEPS

1

Apply for a permanent residency visa

Many people visit the United States to travel, work, or go to school. To remain in the country, they must have a permanent residency visa. To get one, they need family or a job in the country.



A green card

2

Apply for citizenship

Permanent residents submit a form with photographs and other documents.

3

Get fingerprinted

Permanent residents receive an appointment letter to appear and have their fingerprints taken.

4

Be interviewed and pass tests on civics, U.S. history, and English

Applicants may be rejected for many reasons, including test scores and background check.

5

Take the Oath of Allegiance to the United States

"I hereby declare, on oath, that I absolutely and entirely give up and reject all loyalty and faithfulness to any foreign prince, ruler, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic... that I will bear arms on behalf of the United States when required by law... and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

THE TIME IT TAKES

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

A legal alien is a citizen of another country who has received permission to enter the United States. Most aliens come to the United States to visit or to attend school. Aliens enjoy many of the benefits of American citizenship. Yet they cannot serve on juries, vote, or hold public office. Unlike U.S. citizens, aliens must carry an identification card, called a green card, at all times.

Illegal Immigrants

Some people come to this country illegally. Many come seeking jobs or better education and health care for their children. Illegal aliens are called undocumented residents because they lack legal immigration documents. No one knows exactly how many undocumented residents live in the United States. According to the government, the number could be as high as 8 million.

Life is often difficult for illegal aliens. They often have to work for low wages under poor conditions. Many become migrant workers, moving from farm to farm picking crops. They constantly face capture and deportation.

The Immigration Reform and Control Act of 1986 legalized undocumented residents who met certain requirements in an attempt to reduce the flow of illegal immigration. To discourage illegal immigration from Mexico, Congress and several states have allocated funds to build a series of high fences along the Mexican border. Yet the flow of illegal aliens remains high.

Refugees

Today's immigration quotas do not include **refugees**, people who are trying to escape dangers in their home countries. Refugees come to the United States from countries all around the world. Refugees are usually fleeing persecution, wars, political conflicts, and other crisis situations in their countries. The president works with Congress to set yearly quotas for the number of refugees allowed to enter the United States.

READING CHECK **Categorizing** Describe the types of residents in the United States and how their rights and obligations vary.

SECTION 2 ASSESSMENT

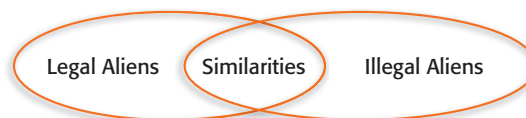
 hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas and Terms

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

Critical Thinking

4. **Comparing and Contrasting** Use your notes and the graphic organizer to identify the similarities and differences between legal and illegal aliens.



FOCUS ON WRITING

5. **Identifying Points of View** Imagine that you have just become a naturalized citizen of the United States. Write a letter to a friend in the country in which you were born, explaining why and how you became a U.S. citizen.

SECTION 3



SS.7.C.2.13; LA.7.1.6.1; LA.7.1.7.1; MA.7.A.1.2

The American People Today

BEFORE YOU READ

The Main Idea

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

Reading Focus

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

Key Terms

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



Use the graphic organizer online to take notes on the American population today.

SPECIAL ISSUE
TIME

Take a good look at this woman. She was created by a computer from a mix of several races. What you see is a remarkable preview of ...

THE NEW FACE OF AMERICA

Today's American population is a mix of people from all over the world.



Have you ever received a gift meant for someone younger? Maybe a distant relative forgot that you'd grown up? As you get older, you change. A country changes too. The United States of today is not the United States of 1789. One way to keep track of changes in the nation is by taking a census. A census periodically gathers information and provides a picture of the population. In that way what we do with national resources matches the nation's needs.

The Census

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

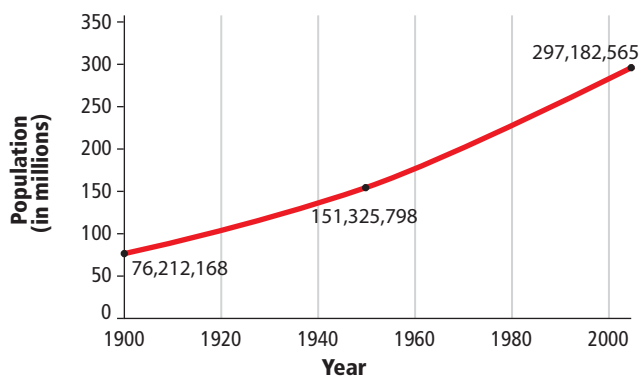
In modern times, many countries take a **census**, an official, periodic counting of a population. The United States conducts a census every 10 years. The last nationwide census occurred in 2010. Between 2000 and 2010, the U.S. population increased by about 9 percent.

MATH 101

Percentages and Population Growth

In the years since the United States became a nation, its population has steadily increased. The 1990 census reported 248,709,873 people living in the United States—a 6,300 percent jump from the 3,929,214 people reported during the first U.S. census in 1790, only 200 years earlier.

U.S. Population, 1900-2000



Source: U.S. Census Bureau

ANALYSIS SKILL

ANALYZING GRAPHS

In 1950 the U.S. population was about 150 million people. By 2000 the population had expanded to almost twice that number. Use the graph above to find the percent by which the population grew from 1950 to 2000.

MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

The Census Counts People

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

By using census information, we can make predictions about how a country's population will grow or shrink. Our country's population is expected to increase by about 50 million by 2025.

The Census Tracks Characteristics

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

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

READING CHECK

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

Population Growth

The 2000 census measured the U.S. population at 281.4 million, up 13.2 percent from 1990. That was the largest census-to-census increase in the nation's history. By 2010, the U.S. population had grown to more than 307 million. By 2025, the U.S. population may be close to 360 million. Typically, countries grow in three ways: by natural increase, by adding territory, or through immigration.

Natural Increase in Population

A population increases naturally when the birthrate is greater than the death rate. The **birthrate** refers to the annual number of live births per 1,000 members of a population. The **death rate** refers to the annual number of deaths per 1,000 members of a country's population.

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

Adding Territory

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

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

Immigration

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

READING CHECK

Analyzing Information What are three ways a population can grow?

Population Changes

The structure of the American family, the roles of men and women, and families' ways of life continue to change, as they have throughout our history. Information

collected in the U.S. Census helps us track these changing demographics.

Changing Households

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

Changing Women's Roles

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

An Older Population

The American population is getting older. The U.S. Census counted about 70,000 centenarians—people who are 100 years old or older—in 2010. That number is expected to rise to more than 380,000 by 2030. In 1900, only 4 percent of Americans were 65 or older. In 2000 that number rose to 13 percent and is expected to rise to 20 percent by 2030. People are living longer because of their healthier lifestyles and better medical care.

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

A More Diverse Population

Our population is not only older but also more diverse. Early census forms gave

Learning English: What's the Best Way?

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

Why it Matters

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



Bilingual programs in schools across the United States help students learn to speak English.

ANALYSIS SKILL

EVALUATING THE LAW

What might be the advantages and disadvantages of both bilingual and immersion programs?

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people few choices for identifying their race or ethnic background.

In recent years, the number of Americans of mixed heritage has grown. So in the 2000 Census, the federal government made new categories available for people to select. The new categories reflect demographic changes, as people from various ethnic groups identify themselves as having mixed heritage.

READING CHECK

Making Predictions What challenges might result from demographic changes occurring in the United States today?

A Population on the Move

At its birth, the United States was mostly a nation of farmers. There were a few cities,

such as Boston, New York, and Philadelphia, but they were quite small by today's standards. Merchants, sailors, bankers, and many wealthy Americans lived in these cities. However, most Americans lived in the rolling hills and flat plains of the eastern seacoast, rich with dark, fertile farmland.

Migration to the Cities

The rise of American industry in the early 1800s brought thousands of new factory jobs to growing cities. Farm workers and their families began a **migration**, a movement of large numbers of people from region to region, to the cities.

The 1830 census showed that urban areas were growing faster than rural areas. With

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

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

The Drive to the Suburbs

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

More than 80 percent of Americans live in metropolitan areas, or regions made up of cities and their suburbs. More than half of U.S.

residents now live in areas with populations of 1 million people or more.

Migration to the Sunbelt

For most of our history, the nation's largest populations lived in the Northeast and Midwest. Then starting in the 1950s, industries and people began to move out of the colder northern cities to the warmer southern states. This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt. It includes states from North Carolina and Florida in the east to southern California in the west.

Because of the population shift to the Sunbelt, cities in the South and West are growing. For example, Dallas, Texas, is the fastest-growing large city in the United States. Despite this population trend, however, New York City remains the country's most populous city.

READING CHECK

Making Generalizations and Predictions If better jobs and opportunities arose in the Northeast and Midwest, what changes in demographics might occur?

SECTION 3 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

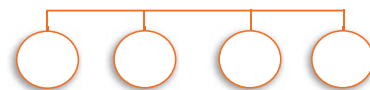
- a. Define** Write a brief definition for the terms **census** and **demographics**.
b. Explain Why is the census important to the nation?
- a. Define** Write a brief definition for the terms **birthrate** and **death rate**.
b. Describe What are three ways in which a country may grow in population?
- a. Summarize** What are four ways in which the American population is changing?
b. Predict How might U.S. society be different if the makeup of its population changes?
- a. Define** Write a brief definition for the term **migration**.

- b. Explain** Describe the effects of climate and technology on American migration patterns.

Critical Thinking

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

Population Changes in the United States



FOCUS ON WRITING

- 6. Summarizing** Imagine that it is the year 2020 and you are a history textbook author. Describe for your readers the U.S. population in the year 2013.

Conducting Internet Research

Learn

The Internet's size makes it a great reference source. However, that size can also make it difficult to find the information you need. Having the skill to use the Internet efficiently increases its usefulness. Be aware, though, that there is a lot of inappropriate and inaccurate information on the Internet.

Practice

- 1 Use a **search engine**. These are Web sites that search the whole Internet for a word or a phrase that you type in. The word you type is called a search term. Knowing how to use search terms can help you search more efficiently.
- 2 Click on a **hyperlink**. Read the search results, a list of Web pages containing your search term. Each page on the list is shown as a hyperlink. Clicking on a link will take you to a Web page.

3 Study the **Web page**. Your search term should appear somewhere on the Web site. To find out where, you can read carefully or use the "Find" feature to search the page for the word. Printing out a Web page may make it easier to read.

4 Return to your **search results**. If one Web page does not have the information you want, hit the "Back" button to return to your search results. Try the next hyperlink on the list and keep looking.

Apply

Use the search results shown below to answer the following questions:

1. Which hyperlink would you click for news about immigration?
2. Which Web site is probably the most useful for learning about American immigration?
3. How are the Web sites listed at the top and right sides different from the Web sites in the main list?

WEBSTER

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Web

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STUDENTS TAKE ACTION

PROJECT Citizen



Righting a Wrong

Every week when students at Twinfield Union School in Plainfield, Vermont, opened national news magazines, they saw advertisements for cigarettes. These were student editions of the magazines—designed especially for teens in middle and high schools. One group of Twinfield eighth-graders decided that cigarette ads were not appropriate and that they were going to do something about it.

Community Connection As part of their work with Project Citizen, the students from Twinfield contacted Vermont attorney general William Sorrel to express their concern that cigarette ads were being placed in magazines for young people. The attorney general was surprised to hear this news but grateful that the students had contacted him. As the students had discovered through research into the issue, under a previous agreement, cigarette companies are not allowed to advertise to teens.

Taking Action The attorney general of Vermont shared the information provided by Twinfield's students with attorneys general in other states. Together, they complained to the tobacco companies. The companies agreed to remove their ads from student editions of magazines. "I never thought at this age I could actually affect something nationwide," said Maegan Mears, one of the students. "I hope to continue to make a difference, now that I know I can." Vermont's attorney general also expressed his appreciation for the Twinfield students' actions: "Without their involvement," he said, "we would not have known what was going into these student editions. This is a wonderful example of what can be accomplished through active citizen participation."



Students from Twinfield Union School took action to stop cigarette advertisements in student magazines.

SERVICE LEARNING



1. Why did this group of eighth-graders try to get cigarette advertisements removed from some magazines?
2. How did the Twinfield students make a difference for teens nationwide?

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CHAPTER 1 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an historical document.

I hereby declare...that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic....

The person making this oath is promising to support which of the following responsibilities of citizenship?

- A. voting
- B. serving in the military
- C. obeying the law
- D. paying taxes

2. How can an immigrant become an American citizen?

- A. Every immigrant is an American citizen.
- B. by becoming naturalized
- C. by voting in a national election
- D. by applying for refugee status

Reviewing Key Terms

Identify the correct term from the chapter that best fits each of the following descriptions.

- 1. The study of what it means to be a citizen
- 2. A legally recognized member of a country
- 3. The organizations, institutions, and people who exercise political authority over a group of people
- 4. People who come to a country from other countries
- 5. Specific number of immigrants from certain countries allowed to enter the country in a year
- 6. Permanent residents of the United States who are citizens of another country
- 7. Person born in the United States
- 8. Legal process by which an alien may become a citizen
- 9. People who are trying to escape dangers in their home countries
- 10. Official periodic counting of a population

- 11. The study of the characteristics of human populations
- 12. Annual number of live births per 1,000 members of a population
- 13. Annual number of deaths per 1,000 members of a population
- 14. Movement of large numbers of people from region to region

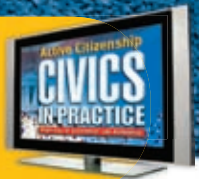
Comprehension and Critical Thinking

SECTION 1 (Pages 6–10)

15. **a. Explain** What is civics, and what does it have to do with being a good citizen? Give examples to support your answer.
- b. Analyze** What principles and ideals form the foundation of the American system of government?
- c. Elaborate** How do the qualities of a good citizen reflect and support American values? Give examples.

Active Citizenship video program

Review the video to answer the following question:
What are some advantages of not offering bilingual education in school? What are some disadvantages?



SECTION 2 (Pages 11–16)

16. **a. Explain** How has U.S. immigration policy changed since the early 1800s?
- b. Analyze** What benefits do people derive from being a citizen of the United States?
- c. Evaluate** Do you think the steps to citizenship should be made easier or harder? Give reasons for your answer.

SECTION 3 (Pages 17–21)

17. **a. Identify** What are three ways that the populations of countries increase?
- b. Explain** What are three ways in which the population of the United States is changing?
- c. Analyze** Why do you think that a serious natural disaster, such as a flood, a famine, or an earthquake, might lead to a migration?

Civics Skills

Conducting Internet Research Use the Civics Skill taught in this chapter to answer the question below.

18. Use a search engine to search the Internet for information on one of the topics in this chapter, such as what it means to be a citizen, the ideals of freedom and equality, immigration and citizenship, and demographic changes in the American population. Use the information you find to create an illustrated brochure or poster that answers the following questions about your topic:
- a.** What is different today from what existed in this country in the 1700s?
- b.** What may be different from today in the year 2025?

Reading Skills

Using Context Clues Use the Reading Skill taught in this chapter to answer the question about the reading selection below.

This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt. (p. 21)

19. According to the reading selection above, what is the best definition of *Sunbelt*?
- a.** a region of the country that grows most of the nation's wheat
- b.** a region of the country receiving a high amount of sunshine
- c.** a region of the country made up of states that have older industrial areas
- d.** a region of the country that is experiencing population decline

Using the Internet

20. **Tracking Trends** Did you know the first American census was taken in 1790? A lot has changed since then, but the U.S. Census Bureau continues its work by conducting a nationwide census every 10 years. Through your online textbook, research population shifts, growth, and population diversity in the United States. Then use information from the 2010 census to create a thematic map, graph, or chart that illustrates trends in one of the above areas.

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FOCUS ON WRITING

21. **Writing Your Letter** First, review your notes and decide what is important to tell Fran's friend about American values and American ideals. Then tell the person what it means to be an American citizen, including the rights and the responsibilities of citizenship. End with an explanation of how America's population is changing and how you can be a part of the future.