



# FLORIDA...

## The Story Continues

### CHAPTER 4, Rights and Responsibilities

#### EVENTS

#### 1964: Dr. Martin Luther King Jr. visits St. Augustine.

While U.S. senators debated civil rights legislation, King visited St. Augustine several times to speak at rallies. The city had become the site of frequent protests during which hundreds of demonstrators had been arrested. King threw his weight behind the protests, and in June 1964 he was arrested for attempting to eat at a whites-only restaurant. The arrest made national headlines during the heated Senate debate. Three weeks later, the bill became law.

#### EVENTS

#### 1964: 24th Amendment abolishes poll taxes.

Poll taxes were a discriminatory means of preventing newly enfranchised African Americans from voting. They required voters to pay a fee to cast a ballot. The 24th Amendment prohibited their use in federal elections. The amendment was sponsored by Senator Spessard L. Holland of Florida. He began crusading to end the tax in 1949. The amendment was finally ratified in 1964.

#### PEOPLE

#### 1950s–today: Roxcy Bolton.

Since the 1950s, Roxcy Bolton has worked for women's rights. She helped establish Florida's National Organization for Women and worked to pass the Equal Rights Amendment. She founded centers to assist battered women, women with substance abuse problems, and rape victims. She was inducted into the Florida Women's Hall of Fame in 1984 for "forcing police and prosecutors to make rape crime a priority."

**PEOPLE****1875–1955: Mary McLeod Bethune.**

Mary McLeod Bethune was an American educator and civil rights leader. She is probably best known for starting a school in Daytona Beach in 1904 for African-American girls. It eventually became Bethune-Cookman University. Bethune was also a high-ranking advisor to President Franklin D. Roosevelt. She played a key role in the integration of America's armed forces and the founding of the United Nations. Despite intimidation from the Ku Klux Klan and other enemies, Bethune never wavered in her fight for equal rights for all.

**PEOPLE****1970: Reubin Askew.**

Democrat Reubin Askew was elected governor of Florida in 1970. A progressive on civil rights, he supported school desegregation, judicial reform, and the Equal Rights Amendment. Perhaps Askew's greatest achievement was the so-called Sunshine Amendment. It

required elected officials to disclose their sources of income. This allowed voters to see who was paying them.

**EVENTS****1957: Seminole Tribe of Florida adopts its constitution.**

After centuries of conflict, only a few hundred Seminoles remained in the Everglades. They struggled to survive as new railroads brought development in the early 1900s, but the Seminoles remained unconquered. In 1957, the group voted to incorporate as a federally recognized tribe. Today, the tribe includes more than 3,000 members scattered across six reservations: Tampa, Immokalee, Hollywood, Big Cypress, Fort Pierce, and Brighton. A separate part of the Seminole nation, the Miccosukee Tribe, received federal recognition in 1962.



## 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 SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.

**What does it mean?**

Describe how the U.S. Constitution protects individual rights and discuss the circumstances in which the United States has legally placed limits on individual rights. Go to Chapter 3, The United States Constitution, and Chapter 4, Rights and Responsibilities, for help.



## CHAPTER 4

# RIGHTS AND RESPONSIBILITIES

**Essential Question** What are the rights and responsibilities of U.S. citizens?



### Florida Next Generation Sunshine State Standards

**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.2.3** Experience the responsibilities of citizens at the local, state, or federal levels. **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. **SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society. **SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. **SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **LA.7.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text. **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.







# WHY CIVICS Matters

The first 10 amendments to the Constitution—the Bill of Rights—guarantee that you have certain rights. These are precious rights. One of your responsibilities as a citizen is to make sure that future generations have the same freedoms.

PROJECT **Citizen**



## STUDENTS TAKE ACTION

**SCHOOL BUS SAFETY** Riding a bus to school is not always fun. The experience is worse if you have to wait on a muddy sidewalk or walk on sidewalks that get slippery when they are wet. If these unpleasant and dangerous conditions were in your neighborhood, what steps might you take to correct the problems?

## FOCUS ON WRITING

**AN INTERVIEW** You are a reporter for a city newspaper in 1789. Many people support the ratification of the Constitution, but they want to be sure it includes a Bill of Rights. One of those people is James Madison, and you have been assigned to interview him. As you read this chapter, you will write interview questions for your meeting with Madison.

# Reading Skills

In this chapter you will read about the Bill of Rights and how it guarantees important rights for all Americans. You will learn how the Bill of Rights ensures that new rights can be added to the Constitution. You will read about later amendments that expanded the civil rights of

all Americans and that along with these rights and freedoms come important duties and responsibilities for citizens. Finally, you will learn about the importance of voting, staying informed, and protecting the rights of all Americans.

## Identifying Points of View

### FOCUS ON READING

To be an informed citizen, you must read and think about other people's opinions and beliefs. To evaluate different opinions, you need to understand people's points of view on a topic.

**Point of View** A point of view is a person's outlook or attitude. Each person's point of view is shaped by his or her background. Because people's backgrounds are different, their points of view are, too. You can usually determine a person's point of view by the attitude he or she takes toward a topic. Below is an excerpt from Abraham Lincoln's "House Divided" speech of 1858. As you read it, look for clues about Lincoln's point of view on slavery.

### Helpful Hints for Identifying Points of View

1. Look for information about the person's background.
2. Ask yourself what factors in the person's background might have influenced his or her opinion about the topic.
3. Examine the opinion closely for clues to the person's point of view.

"'A house divided against itself cannot stand.' I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it . . . or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South."

#### Lincoln's background:

At the time Lincoln gave this speech, he was a candidate for the U.S. Senate seat from Illinois. He was reacting to the Supreme Court's *Dred Scott* decision that said that African Americans could not be citizens and that the federal government could not ban slavery in U.S. territories. Lincoln was personally opposed to slavery.

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#### Clues in the opinion

- Says the nation cannot survive being split between slave and free states
- Says that slavery will eventually be legal everywhere or banned everywhere in the United States

↓

**Lincoln's Point of View:** It isn't possible to compromise on the issue of slavery. Everyone has to choose a side. This means trying to help the practice of slavery expand throughout the nation or else working to get rid of it entirely. Otherwise, disagreements over slavery will split the nation in two.





## You Try It!

The following passage is a quote from President John F. Kennedy. Read it and then answer the questions below.

“The right to vote in a free American election is the most powerful and precious right in the world—and it must not be denied on the grounds of race or color. It is a potent [powerful] key to achieving other rights of citizenship. For American history—both recent and past—clearly reveals that the power of the ballot has enabled those who achieve it to win other achievements as well, gain a full voice in the affairs of their state and nation, and to see their interests represented in the governmental bodies which affect their future. In a free society, those with the power to govern are necessarily responsive to those with the right to vote.”

—President John F. Kennedy,  
Special Message on Civil Rights, February 28, 1963

**After you have read the passage, answer the following questions.**

1. Which of the following statements best describes President Kennedy’s point of view?
  - a. The only way that people can influence their government is by writing to elected officials.
  - b. You are not a citizen if you do not vote.
  - c. Voting affects everyone’s future.
  - d. Government officials are more likely to respond to citizens if they know that citizens can vote them out of office.
2. Based on what you know about the Constitution, what amendment is President Kennedy probably referring to when he says that people of any race or color should not be denied the right to vote?

**As you read Chapter 4**, think about the points of view that influenced the Bill of Rights.

## KEY TERMS

### Chapter 4

#### Section 1

Bill of Rights, *p. 110*  
separation of church and state, *p. 112*  
self-incrimination, *p. 115*  
due process of law, *p. 115*  
eminent domain, *p. 115*  
bail, *p. 116*

#### Section 2

civil rights, *p. 118*  
suffrage, *p. 119*  
poll tax, *p. 122*

#### Section 3

draft, *p. 125*  
rationed, *p. 125*  
jury duty, *p. 125*

### Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:  
principles (*p. 119*)

## SECTION 1



SS.7.C.2.4; SS.7.C.2.5; SS.7.C.3.6;  
SS.7.C.3.12; LA.7.1.6.1; LA.7.1.7.1

# The Bill of Rights

## BEFORE YOU READ

### The Main Idea


The freedoms spelled out in the Bill of Rights—the freedoms of religion, speech, the press, and petition, and the right to a speedy and fair trial—are essential to our democratic system.

### Reading Focus

1. Why was the Bill of Rights added to the Constitution?
2. How does the First Amendment protect personal freedoms?
3. What other rights does the Bill of Rights guarantee?

### Key Terms

Bill of Rights, *p. 110*  
separation of church and state, *p. 112*  
self-incrimination, *p. 115*  
due process of law, *p. 115*  
eminent domain, *p. 115*  
bail, *p. 116*

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**TAKING NOTES**  
Use the graphic organizer online to take notes on the freedoms guaranteed by the Bill of Rights.



We all know about the Bill of Rights—the first 10 amendments to the Constitution. However, did you know that the Bill of Rights was not in the original Constitution? It was added because people believed that rights like the freedoms of religion, speech, and of the press—which you still enjoy today—were too important to be left out of the Constitution.

## Adding the Bill of Rights

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

"I will now add what I do not like. First the omission of a bill of rights providing clearly . . . for freedom of religion, freedom of the press, protection against standing armies . . . A bill of

rights is what the people are entitled to . . . and what no just government should refuse . . ."

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

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

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

### READING CHECK

**Analyzing Information** Why did some people oppose a bill of rights?

**SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society.



# The First Amendment

QUICK  
FACTS

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INTERACTIVE ART

Added to the U.S. Constitution in 1791, the Bill of Rights clearly defines the rights and freedoms of Americans. Some of the most fundamental rights of U.S. citizens—freedom of religion, freedom of speech, freedom of the press, and others—are outlined in the First Amendment.

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

Congress OF THE United States  
begun and held at the City of New York on



## Freedom of Religion

The First Amendment prohibits the government from establishing an official religion or from limiting the freedom of religion.



## Freedom of the Press

The First Amendment prevents Congress from limiting the freedom of the press to publish information or ideas.



## Freedom of Speech

The First Amendment protects Americans' right to express their ideas and points of view.



## Freedom of Assembly

The First Amendment grants Americans the right to peaceably assemble, or hold meetings.



## Freedom to Petition the Government

The First Amendment allows citizens the freedom to petition, or make requests of the government.

ANALYSIS  
SKILL

## ANALYZING VISUALS

Which of the freedoms granted in the First Amendment do you think is most important? Why?

SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.

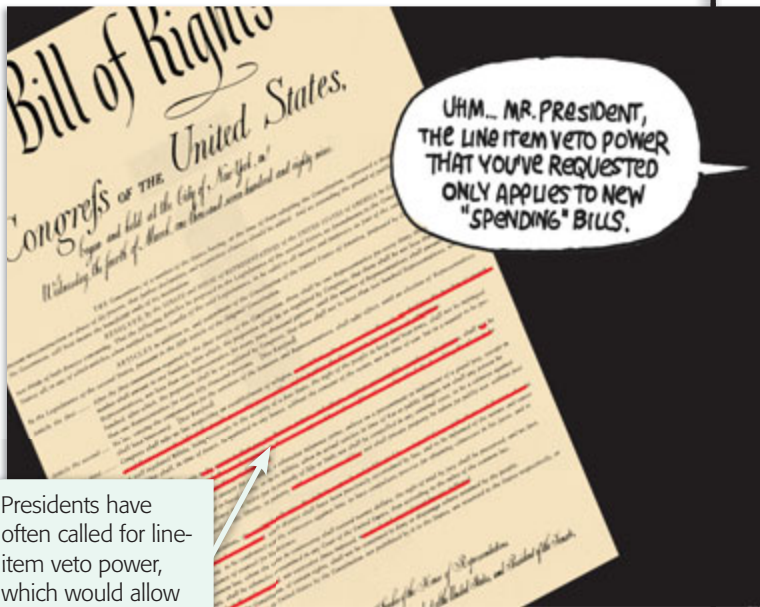


## PRIMARY SOURCE

### POLITICAL CARTOON

## The Bill of Rights

*The Bill of Rights is considered one of the most important documents in U.S. history. In this political cartoon, some of the rights and freedoms in the Bill of Rights have been crossed out.*



Presidents have often called for line-item veto power, which would allow them to eliminate specific parts of a bill without vetoing the whole package.

### ANALYSIS SKILL

### MEDIA INVESTIGATION

**What does the cartoonist suggest could happen if a president were given line-item veto power?**

## First Amendment Protects Personal Freedoms

**SS.7.C.2.5**  
Distinguish how the Constitution safeguards and limits individual rights.

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

### Freedom of Religion

"Congress shall make no law respecting an establishment of religion," the First Amendment begins. This means that Congress cannot establish an official national religion, nor can it

favor one religion over another. At the time the Constitution was written, countries had official religions supported by the governments.

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

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

### Freedom of Speech

"Congress shall make no law . . . abridging (limiting) the freedom of speech." This passage protects the right to express our ideas and opinions openly, as well as to listen to the speech of others. It means that we may talk freely to friends and neighbors or deliver a public speech. Free speech seems perfectly natural to us, but in some countries, free speech is severely limited.

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

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

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

## Freedom of the Press

“Congress shall make no law . . . abridging the freedom . . . of the press.” In colonial times, newspapers were forbidden to criticize the government or public officials. Because of this, the freedom of the press, or the right to express ideas in writing, was included in the First Amendment.

The courts have extended freedom of the press to include books, newspapers, and magazines published both on paper and on the Internet. Radio and television are also forms of protected free press.

The courts have also set limits on freedom of the press. In *Hazelwood v. Kuhlmeier*, the Supreme Court held that high school officials have the authority to censor some school-sponsored publications, such as a student newspaper that is not a public forum. Moreover, no writer may spread libel—rumors that damage a person’s reputation. A person who has been libeled can sue for damages.

## Freedom of Assembly

“Congress shall make no law . . . abridging . . . the right of the people peaceably to assemble.” Another of the rights guaranteed by the First Amendment is the freedom to hold meetings. Americans have the right to peacefully meet. They may discuss problems, protest government decisions, and socialize.

## Freedom of Petition

“Congress shall make no law . . . abridging . . . the right of the people . . . to petition the Government for a redress of grievances.” That means that you have the right to ask the government to address your concerns. In other words, you are free to contact your representatives and ask them to pass laws you favor or change laws you oppose. Letting government officials know what citizens want helps to ensure that we have government “by the people.”

### READING CHECK

#### Summarizing

What basic freedoms does the First Amendment guarantee?

**SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

## MEDIA INVESTIGATION

### TABLOID

## Freedom of the Press

*The freedom of the press means that people may express their ideas in writing without worrying that the government will stop or punish them. This includes ideas that may be untrue or unpopular. Tabloid newspapers, a type of newspaper that focuses on sensational news stories, use this freedom to write incredible stories.*

In 1992, a newspaper published an amazing story about a boy, half human and half bat, two feet tall and weighing 65 pounds. According to reports, the boy—nicknamed Batboy—had been captured in a cave in West Virginia. Since then, the paper has reported that Batboy has been captured by and has escaped from various tormentors. According to one story, Batboy even fell in love.

Tabloid stories like this one may seem outrageous. However, under the First Amendment the press has the freedom to publish the stories they choose. But they cannot intentionally spread libel. The freedom of the press is vital to democracy. With this freedom, people can express their opinions to each other and to the government. Without this freedom, we would not be free to express our ideas—no matter how incredible.



1. How is this newspaper constructed?
2. When you see the front page of a newspaper with a headline and photo similar to the one above, how do you react?
3. Why are newspapers like this published?



## The Second Amendment

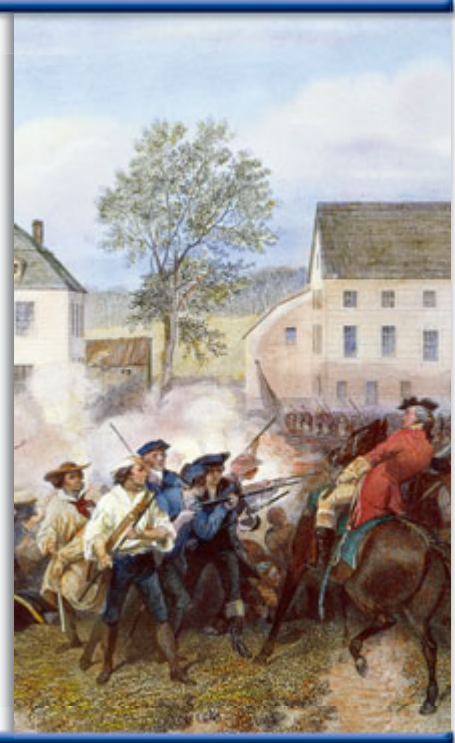
In 1639, the colony of Virginia was fearful of attacks by Native Americans. It passed a law requiring many colonists to carry a firearm or be fined. In the 1700s, suspicion of the British military increased. When the Revolutionary War broke out, colonists no longer needed to be told to bear arms. Without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

By the time the Bill of Rights was drafted, Americans were convinced of the need for the militias mentioned

in the Second Amendment to protect “the Security of a free state.”

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

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



## Other Rights Guaranteed by the Bill of Rights

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

### Protecting Citizens

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

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

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

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

**Third Amendment** In colonial days, British soldiers could enter homes and force colonists to quarter them, or to give them housing and food. The framers ended this practice with the

Third Amendment, which prohibits the quartering of soldiers without permission.

### **Rights of the Accused**

Amendments four through eight of the Bill of Rights protect citizens from abuses in the criminal justice system. In some countries, the police and the courts can arrest their political enemies. They can conduct trials in which the accused person has few rights. Conviction is certain from the start. To protect against this, amendments four through eight establish codes of conduct for the police and the courts. These amendments are some of our most cherished legal protections.

**Fourth Amendment** The Fourth Amendment protects citizens from unreasonable searches and seizures. In many cases, a search is considered reasonable only if a judge issues a warrant authorizing it. A search warrant is a legal document that describes the place to be searched and the people or items to be seized. A search warrant can be issued only if there is good reason to believe that evidence of a crime will be found.

Under some circumstances, however, police officers are allowed to conduct searches without a warrant. To do so the officers must have probable cause. They must believe there is a danger to public safety or that criminal activity is involved. For example, police can search people or their cars for illegal drugs.

**Fifth Amendment** Before a person can be tried for a serious crime, such as murder, a grand jury must indict, or formally accuse, the individual of the crime. The grand jury decides if there is enough evidence to go to trial. This protects an accused person from hasty government action.

The Fifth Amendment also protects an accused person from **self-incrimination**, or having to testify against oneself. In addition, it protects people from double jeopardy, or being tried twice for the same crime.

Another Fifth Amendment protection states that no person can be denied life, liberty, or property without **due process of law**. This principle is tremendously important. It means that a person cannot be punished for a crime until the law has been fairly applied to his or her case. In other words, our government must act within the law.

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

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

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

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



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

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

### Rights of States and Citizens

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

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

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

**Tenth Amendment** The Tenth Amendment is a final guarantee of citizens' rights. It deals with powers not specifically given to the federal government by the Constitution nor forbidden to the states by the Constitution.

These powers belong either to the states or to the people. The Tenth Amendment thus gives states the power to act independently of the federal government to protect citizens' rights.

#### READING CHECK

**Evaluating** Which of the rights of the accused is most important? Why?

## SECTION 1 ASSESSMENT



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ONLINE QUIZ

### Reviewing Ideas and Terms

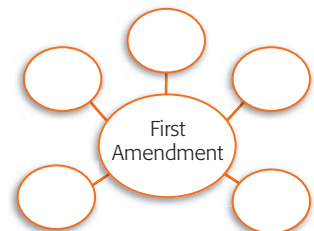
- Define** What is the **Bill of Rights**?
  - Explain** Why did Americans want a bill of rights added to the Constitution?
  - Predict** How might American citizens respond if the Bill of Rights were suspended? Explain your reasoning.
- Define** Write a brief definition for the term **separation of church and state**.
  - Analyze** Do you agree with the limits on First Amendment freedoms set by *Schenck v. United States* and *Hazelwood v. Kuhlmeier*? Explain.
  - Evaluate** Which First Amendment freedom do you think is most important? Explain your reasoning.
- Define** Write a brief definition for the terms **self-incrimination**, **due process of law**, **eminent domain**, and **bail**.

**b. Summarize** What rights are protected by the Fifth Amendment?

**c. Elaborate** Should state laws offer stronger protection of individual rights than the Bill of Rights? Why or why not?

### Critical Thinking

- Summarizing** Use your notes and a web diagram like this one to describe the freedoms guaranteed by the First Amendment.



### FOCUS ON WRITING

- Supporting a Point of View** Why did Americans feel the need to add the Ninth and Tenth Amendments? Write a short paragraph in support of these amendments.

## Making an Oral Presentation

### Learn

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

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

### Practice

- 1 **Create a strong opener.** Give your audience a reason to pay attention to you. A thought-provoking beginning helps grab the audience's attention and sets the tone for the rest of your presentation.
- 2 **Structure your presentation.** Too much information loses an audience. Focus on a few main points and support them with clear examples and visual aids.
- 3 **Practice your presentation.** The best presentations do not sound memorized or rehearsed. To achieve a natural feel, practice ahead of time. During the presentation, use note cards, outlines, or brief notes to remember key points.
- 4 **Be prepared for questions.** A good presentation makes an audience think. People may want to know more about what you have told them. Be prepared by thinking of likely questions and developing answers ahead of time.

### Apply

1. You have been asked to give a presentation about the importance of the Bill of Rights. Write a strong opener for your presentation.
2. Look at the photograph below. Is the student pictured using good oral presentation techniques? Explain why or why not.
3. What visual aid might you use for an oral presentation about the different rights and freedoms guaranteed by the Bill of Rights?





## SECTION 2



SS.7.C.2.4; SS.7.C.2.5; SS.7.C.3.6;  
SS.7.C.3.7; LA.7.1.6.1; LA.7.1.7.1

# Guaranteeing Other Rights

## BEFORE YOU READ

### The Main Idea

Other amendments to the Constitution expanded the civil rights of Americans.

### Reading Focus

1. How did the Thirteenth and Fourteenth Amendments extend civil rights?
2. Which amendments extended Americans' voting rights?

### Key Terms

civil rights, *p. 118*  
suffrage, *p. 119*  
poll tax, *p. 122*



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### TAKING NOTES

Use the graphic organizer online to take notes on the amendments that extended civil rights and voting rights to Americans.



## CIVICS IN PRACTICE

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

## Amendments Extend Civil Rights

Americans have certain rights simply by being members of society. Rights guaranteed to all U.S. citizens are called **civil rights**. The U.S. Constitution, particularly the Bill of Rights, is the foundation for civil rights in this country.

In the first decades of the country's history, the job of guarding people's civil rights was left largely to the individual states. It took the Civil War to trigger the addition of a series of new amendments to the Constitution that would extend civil rights in the United States.

This Reconstruction-era painting shows African Americans voting after the passage of the Fifteenth Amendment.

**SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

## PRIMARY SOURCE

### HISTORIC DOCUMENT

## The Fifth and the Fourteenth Amendments

*In 1833 the Supreme Court ruled that the Bill of Rights applied to the federal government but not to state governments. As a result, many states denied citizenship and basic rights to African Americans. Following the Civil War, the Fourteenth Amendment was ratified, defining citizenship and preventing states from interfering in the rights of U.S. citizens.*

"No person shall be . . . deprived of life, liberty, or property, without due process of law."

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law . . ."

The Fifth Amendment calls for due process for all citizens.

The Fourteenth Amendment prevents states from denying basic civil rights granted in the Bill of Rights.

### ANALYSIS SKILL

### ANALYZING HISTORICAL DOCUMENTS

**How did the Fourteenth Amendment extend civil rights to African Americans?**

### Thirteenth Amendment

In 1863 President Abraham Lincoln issued the Emancipation Proclamation. The order banned slavery in the areas controlled by the Confederate army. Yet, while it marked a great step in American history, the Emancipation Proclamation did not free all the slaves. For example, in the state of Delaware slavery remained legal because Delaware had not joined the Confederacy. The Thirteenth Amendment, ratified in 1865, outlawed slavery in all states and in all lands governed by the United States.

### Fourteenth Amendment

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

Amendment guarantees every citizen with- in a state equal protection under the laws.

### READING CHECK

**Summarizing** Why did Congress pass the Thirteenth and Fourteenth Amendments?

## Amendments Extend Voting Rights

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

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

### ACADEMIC VOCABULARY

**principles:** a basic belief, rule, or law

**SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.





## FOCUS ON Hiram Revels (1822-1901)

In 1870 Hiram Revels became the first African American member of the U.S. Congress. Revels was born in 1822 in Fayetteville, North Carolina. His heritage was a mixture of African and Croatan Indian. When his brother died, Revels

became manager of the family barbershop.

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

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

**Draw Conclusions** How did the life of Hiram Revels reflect the changes brought by civil rights laws?

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

## Seventeenth Amendment

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

## Nineteenth Amendment

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

## Fifteenth Amendment

The Fifteenth Amendment, ratified in 1870, stated that no one could be denied suffrage because of race or color. It was a step in the right direction. However, women still could not vote. The amendment applied only to African American men.

## Reconstruction Amendments

QUICK  
FACTS

1865

### 13th Amendment

Banned slavery throughout the United States

1868

### 14th Amendment

Granted citizenship to all people born in the United States (except for Native Americans)

1870

### 15th Amendment

Gave African American men the right to vote

# Expanding the Right to Vote

QUICK  
FACTS

Over the years, six constitutional amendments have expanded voting rights to more Americans. African Americans, women, and young citizens have all earned the right to vote.

## Men

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



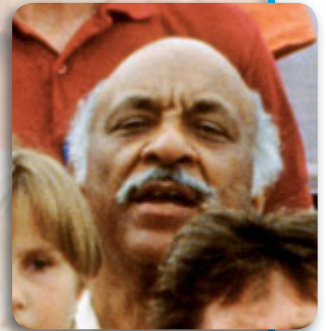
## Young Americans

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



## African Americans

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



## Women

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

ANALYSIS  
SKILL

ANALYZING VISUALS

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



## FOCUS ON



Eight years after women won the right to vote, Floridians elected Miami's Ruth Bryan Owen to Congress. She was the first congresswoman to represent a southern state.

Wyoming became the first state to give women the right to vote when it entered the Union in 1890. Gradually, other states passed women's suffrage laws. The battle for a national suffrage law finally succeeded in 1920 with the ratification of the Nineteenth Amendment, which gave all women the right to vote.

### Twenty-third Amendment

Ratified in 1961, the Twenty-third Amendment gave citizens living in the District of Columbia—the district of the nation's capital—the right to vote for president and vice president. Residents there had not been able to vote in national elections since the late 1700s.

### Twenty-fourth Amendment

Some states tried to keep some African Americans from voting by requiring citizens to pay a poll tax. A **poll tax** is a tax a person had to pay to register to vote. Because some Americans could not afford to pay the tax, they could not vote. In 1964 the Twenty-

fourth Amendment banned the use of poll taxes as requirements for voting in national elections. In 1966 the Supreme Court also outlawed poll taxes in state elections.

### Twenty-sixth Amendment

Many young men from the age of 18 fought in the Vietnam War. Many people at the time believed that if 18-year-olds are old enough to go to war, they are old enough to vote. As a result, the Twenty-sixth Amendment, ratified in 1971, lowered the voting age in all elections to 18.

As a result of the six amendments you have just read about, no one can be denied the right to vote because of their gender, the color of their skin, or their religion. No one has to own land or pay money in order to vote. Voting is one of our most important rights. Every citizen should exercise that right when he or she has the chance.

#### READING CHECK

**Analyzing Information** How has the right to vote expanded over time?

## SECTION 2 ASSESSMENT



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ONLINE QUIZ

### Reviewing Ideas and Terms

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

### Critical Thinking

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

Extending Voting Rights		
Amendment	Year Ratified	Group Benefiting from Amendment
	1870	
Nineteenth	1920	
Twenty-third		
	1971	

### FOCUS ON WRITING

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

# STUDENTS TAKE ACTION

PROJECT Citizen



## Improving Safety at School

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

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

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

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

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



### SERVICE LEARNING



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

[hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**



## SECTION 3



SS.7.C.2.2; SS.7.C.2.3; LA.7.1.6.1; LA.7.1.7.1

# Citizens' Duties and Responsibilities

## BEFORE YOU READ

### The Main Idea


Along with the rights and freedoms of U.S. citizenship come important duties and responsibilities.

### Reading Focus

1. What are the duties of citizenship?
2. What are the responsibilities of citizenship?

### Key Terms

draft, *p. 125*  
rationed, *p. 125*  
jury duty, *p. 125*

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**TAKING NOTES**  
Use the graphic organizer online to take notes on the duties and responsibilities of U.S. citizens.



These citizens are being sworn in to serve as jurors.

**SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.



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

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

## Duties of Citizenship

In return for the privileges of citizenship, citizens have obligations, or duties, that they must perform. These duties are crucial to making our democratic government work.

### Obeying the Law

Of course, we must all obey the laws of our land. What would happen if people didn't? Our society would quickly collapse. To obey

the laws, you have to know what the laws are. For example, if a police officer stops you for speeding, it probably will not help to claim that you did not know the speed limit. Why? It is your duty to find out what the speed limit is and to obey it.

### Attending School

Most states and the District of Columbia require you to go to school until age 18. The remaining states require attendance up to age 16 or 17. The United States highly values education. That is why we have free, public schools.

A democracy cannot function without educated citizens. People need good thinking skills so they can wisely choose their leaders. They must be able to read about and understand issues that affect us. Education also gives citizens the skills they need to join the workforce and help the economy grow.

### Paying Taxes

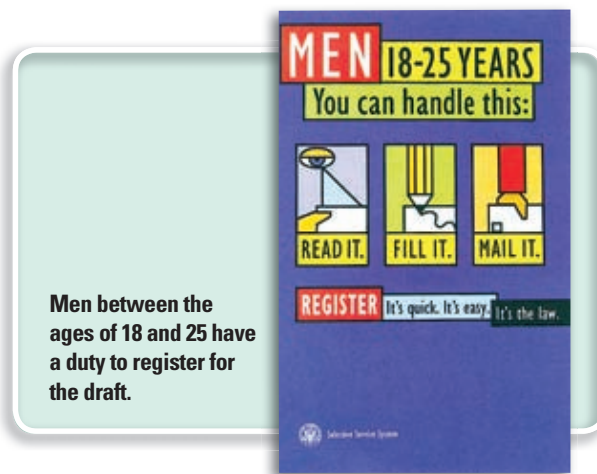
If you work, you probably have to pay taxes. When you buy things, you probably have to pay taxes. Almost nobody escapes them. We might not love paying taxes, but we enjoy the services that our tax money buys. Taxes pay for police and fire protection and countless other services. When you drive down a paved street, go to school, or turn on an electric light, you are seeing the results of taxes you pay. Tax money also pays the huge costs of national security and defense.

### Serving in the Armed Forces

Whenever America has been threatened, its citizens have come together to defend it. In the American Revolution, volunteers formed militias, or armies, to fight the British. Volunteers have fought in every war in U.S. history.

When the country has needed huge numbers of soldiers, it sometimes has had to establish a **draft**. Draft laws require men of certain ages and qualifications to serve in the military. Such laws have generally been put into effect during times of war.

The United States has not had a draft since 1973, during the Vietnam War. Since then,



the armed forces have used only volunteers to fight wars. However, 18-year-old men must still register to serve in the military if they meet the qualifications for service. The registration process allows the government to keep track of the names and addresses of all men of draft age. Registration ensures that if a war or other crisis requires that the country quickly expand its armed forces, a draft could be launched again.

Although only some men must serve in the armed forces, other citizens have been called on to help protect the country. During World War II, Americans at home had to give up or cut back their use of various supplies needed for the troops overseas. Butter, sugar, beef, coffee, gasoline, and cloth were **rationed**, or limited by law to a certain amount per household.

### Appearing in Court

Citizens must report to serve as members of a jury, if they are called to do so. This responsibility is called **jury duty**. Jury duty often involves sacrifice. Many citizens must take time off work to serve on a jury, and they are paid very small sums for their time. Why do we ask people to make this sacrifice? The Constitution guarantees citizens the right to a trial by jury of their peers—that is, their fellow citizens. Citizens must also testify in court if called as witnesses. For our system of justice to function, citizens must fulfill their duty to serve on juries and appear as witnesses.

#### READING CHECK

**Summarizing** Describe five duties of American citizenship.





## Being a Good Citizen

Part of being a good citizen means helping your community. These volunteers are helping to build homes in their community.

*What are some ways you could help your community?*

## Responsibilities of Citizenship

**SS.7.C.2.3**  
Experience the responsibilities of citizens at the local, state, or federal levels.

The duties of citizenship are the things we *must* do. By contrast, responsibilities of citizenship are the things we *should* do at the local, state, and national levels. These tasks are not required by law, yet most Americans accept them as their responsibility.

### Voting

American editor and drama critic George Jean Nathan once said, “Bad officials are elected by good citizens who do not vote.” If you do not vote, you leave the choice up to others—and you might not like the candidate they choose. Another way of putting this is the familiar phrase, “If you don’t vote, don’t complain about the results.”

Many people throughout our history gave their lives so that all citizens could vote. That makes voting not only an honor, but also a responsibility. Our government is

based on the consent, or the approval, of the governed. Therefore, we must let our legislators know when we approve or disapprove of their actions. We do that by voting for people whose views we support and who we believe to be good, honest candidates.

### Being Informed

To cast your vote wisely, you must be well informed about candidates, current events, and key issues. That involves taking an interest in the programs and activities of the government. You also have a responsibility to tell your representatives what you think about topics of public concern.

### Taking Part in Government

Some people watch a basketball game. Other people play the game. Being informed is just the start of participating in government. We also need people who will join political parties and help shape their positions on issues. We need citizens who will lead, who will educate others, and who will influence public opinion.

We especially need people willing to run for political office and serve wisely if elected. The quality of any democratic government depends on the quality of the people who serve in it.

### Helping Your Community

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

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

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

### Respecting and Protecting Others' Rights

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

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

#### READING CHECK

**Making Generalizations** How can citizens contribute to society at the local, state, and national levels?

## SECTION 3 ASSESSMENT

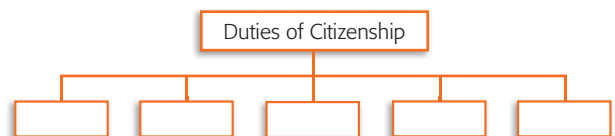
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**ONLINE QUIZ**

### Reviewing Ideas and Terms

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

### Critical Thinking

- Categorizing** Copy the graphic organizer. Use it and your notes to list the duties of citizenship.



#### FOCUS ON WRITING

- Identifying** Write a short paragraph identifying several actions you could take on a daily basis to help your community.

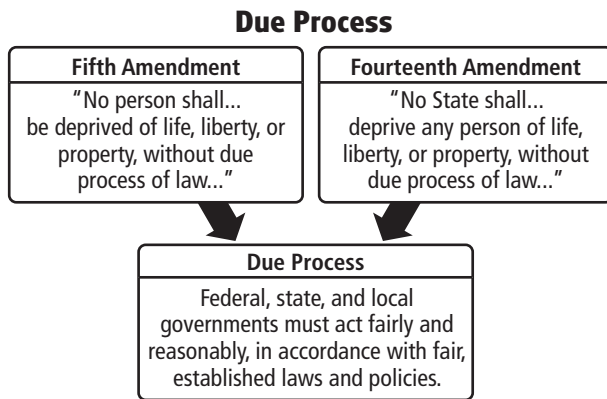


# CHAPTER 4 REVIEW



## FLORIDA CIVICS EOC PRACTICE

1. The chart below describes amendments to the U.S. Constitution related to due process.



Which amendment applied due process protection to people targeted by state actions?

- A. Second Amendment
  - B. Fifth Amendment
  - C. Eighth Amendment
  - D. Fourteenth Amendment
2. Which of the following is not protected speech?
- A. a writer threatening to bomb the White House
  - B. a billboard on private property that includes Bible verses
  - C. a late-night talk-show host discussing a conspiracy theory
  - D. a labor leader encouraging union members to go on strike

## Review Key Terms

For each term below, write a sentence explaining its significance to citizens' rights and responsibilities.

- 1. Bill of Rights
- 2. separation of church and state
- 3. self-incrimination
- 4. due process of law
- 5. eminent domain
- 6. bail
- 7. civil rights
- 8. suffrage
- 9. poll tax
- 10. draft
- 11. rationed
- 12. jury duty

## Comprehension and Critical Thinking

### SECTION 1 (Pages 110–116)

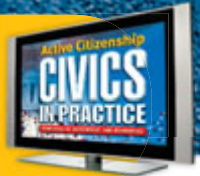
13. **a. Recall** Why was the Bill of Rights added to the U.S. Constitution, and why was the Ninth Amendment included in the Bill of Rights?
- b. Analyze** Which freedom in the Bill of Rights is most important? Why?
- c. Identify Cause and Effect** Why did Americans want to ensure that accused persons had the right to trial by jury? What might happen to our system of justice if citizens refused to serve on juries?

### SECTION 2 (Pages 118–122)

14. **a. Describe** How did the Thirteenth and Fourteenth Amendments extend the civil rights of Americans?

### Active Citizenship video program

Review the video to answer the closing question:  
*Why do you think students do not always have control over their own privacy at school?*



- b. Analyze** How have voting rights been expanded through constitutional amendments?
- c. Evaluate** Would you support the Twenty-sixth Amendment if it were being voted on today? Why or why not?

#### SECTION 3 (Pages 124–127)

- 15. a. Recall** What are the duties and responsibilities of citizenship?
- b. Describe** How might the country be affected if citizens failed to perform their duties and responsibilities?
- c. Elaborate** What are some ways you can help in your community?

### Using the Internet

- 16. Understanding Citizenship** Through your online textbook, research the rights and responsibilities of citizenship. Then choose one of the responsibilities outlined in the chapter and create an action plan to increase community awareness of this responsibility. Your plan should outline the responsibility and tell how you will raise awareness about it.

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### Civics Skills

**Making An Oral Presentation** Use the steps below about making oral presentations to help you answer the following questions.

- 1** Create a strong opener.
  - 2** Structure your presentation.
  - 3** Practice your presentation.
  - 4** Be prepared for questions.
- 17.** Imagine that you are preparing an oral presentation on the responsibilities and duties of American citizens. Write an opener that will capture your audience's attention.
  - 18.** What kind of visual aid could you use to enhance your presentation?
  - 19.** What types of questions might you expect to be asked after your presentation?

### Reading Skills

**Identifying Points of View** Read the selection below, then answer the question that follows.

“I do conceive that the constitution may be amended; that is to say, if all power is subject to abuse, that then it is possible the abuse of the powers of the general government may be guarded against in a more secure manner than is now done, while no one advantage, arising from the exercise of that power, shall be damaged or endangered by it. We have in this way something to gain, and, if we proceed with caution, nothing to lose; and in this case it is necessary to proceed with caution; for while we feel all these inducements to go into a revival of the constitution, we must feel for the constitution itself, and make that revival a moderate one.”

James Madison Proposes the Bill of Rights to the House of Representatives, June 8, 1789

- 20.** What was Madison's point of view about the Bill of Rights?
  - a.** The Bill of Rights was unnecessary, and he opposed it.
  - b.** There was no good reason to adopt a Bill of Rights, but we should do it anyway.
  - c.** The Constitution is flawed, and a Bill of Rights is necessary to protect our rights.
  - d.** Power can be abused, so we should adopt some moderate changes to protect against that abuse.

### FOCUS ON WRITING

- 21. Writing Your Interview Questions** Review the notes you have taken about the Bill of Rights. Then, based on your notes, begin writing questions for your interview with James Madison. What will the readers of your newspaper want to learn more about? Write at least 10 interview questions that your readers will want to have answered.



## School Records and Your Rights

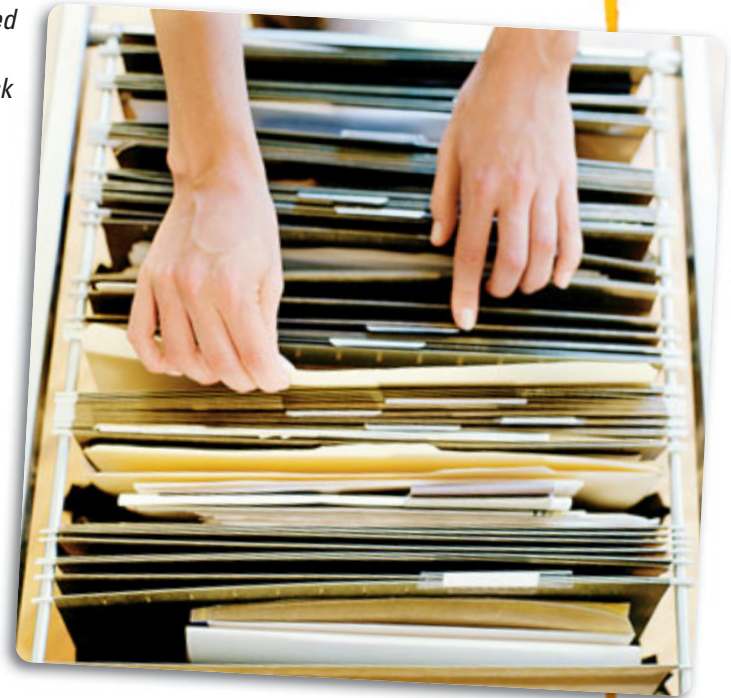
*You probably hear a lot about the things you are not allowed to do at school. You can't skip classes, break the dress code, or prevent school officials from searching your locker. When it comes to your school records, however, you do have certain rights. A law called the Family Educational Rights and Privacy Act of 1974 (FERPA) protects your right to see your records. If necessary, you can ask the school to correct them.*

### Why it Matters

Schools keep records on each student. They can include information about grades, attendance, standardized test scores, health information (such as when you had your immunization shots), and disciplinary actions. Under FERPA, it is usually your parents who have the right to see or get a copy of your school records. In most states, the right to review your records transfers to you at the age of 18. In a few states, you have this right at age 14. If you think there is an error in your record, you or your parents may request to have that information changed. What if you cannot get the information corrected or removed? FERPA allows you to add a statement or additional information to your record to explain what you think is wrong with it.

FERPA also makes sure that schools do not share your records with anyone else—except certain school or government officials—without your permission. Schools may release basic directory information without telling you. This includes your name, address, birth date, and when you attended school. However, you have the right to ask your school to keep your directory information confidential. FERPA applies to any school that receives money from the federal government, including all public and many private schools.

Schools are required to protect your school records under the Family Educational Rights and Privacy Act of 1974.



### ANALYSIS SKILL

#### EVALUATING THE LAW

1. Why is it important for you and your parents to know what is written in your school record?
2. Why do you think FERPA states that your records cannot be released to other people without your permission?