Directions: Read the selections below and think about how they reflect what it means to be an American. Then answer the questions below.

What We Say

The steady character of our countrymen is a rock to which we may safely moor.… Unequivocal [clear] in principle, reasonable in manner, we shall be able I hope to do a great deal of good to the cause of freedom & harmony.
– Thomas Jefferson (1743-1826), third President of the United States

In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.
– Eleanor Roosevelt (1884-1962), First Lady of the United States

Now, I say to you today my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed:—‘We hold these truths to be self-evident, that all men are created equal.’
– Martin Luther King, Jr. (1929-1968), Baptist minister and civil rights leader

What Others Have Said About Us

Americans of all ages, all stations of life, and all types of disposition are forever forming associations....
– Alexis de Tocqueville (1805-1856), French historian and author of Democracy in America

Europe will never be like America. Europe is a product of history. America is a product of philosophy.
– Margaret Thatcher (b. 1925), Prime Minister of the United Kingdom

There’s the country of America, which you have to defend, but there’s also the idea of America. America is more than just a country, it’s an idea. An idea that’s supposed to be contagious.
– Bono (b. 1960), musician and activist

1. Choose one quotation from each section and write each in your own words:
____________________________________________________________________________________
____________________________________________________________________________________

2. What are these quotations saying about what it means to be an American?
____________________________________________________________________________________
____________________________________________________________________________________
Directions: Read the selections below and think about how they reflect what it means to be an American. Then answer the questions below.

What We Say

In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.

–Eleanor Roosevelt (1884-1962), First Lady of the United States

Now, I say to you today my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed:—‘We hold these truths to be self-evident, that all men are created equal.’

–Martin Luther King, Jr. (1929-1968), Baptist minister and civil rights leader

What Others Have Said About Us

There's the country of America, which you have to defend, but there's also the idea of America. America is more than just a country, it's an idea. An idea that's supposed to be contagious.

–Bono (b. 1960), musician and activist

1. Choose one quotation and write it in your own words:

____________________________________________________________________________________

____________________________________________________________________________________

2. What are these quotations saying about what it means to be an American?

____________________________________________________________________________________
COURAGE
Courage is the ability to take constructive action in the face of fear or danger.

‘Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death.
-Thomas Paine (1737-1809), patriot and author of Common Sense

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face.
-Eleanor Roosevelt (1884-1962), First Lady of the United States

Courage is doing what you’re afraid to do. There can be no courage unless you’re scared.
-Eddie Rickenbacker (1890-1973), World War I veteran and hero

HONOR
Honor is demonstrating good character, integrity, and acting honestly.

Ability without honor is useless.
-Cicero (c. 106 B.C.), Roman philosopher and statesman

Honour’s connection with virtue is indissoluble.
-James Wilson (1742-1798), patriot and Framer of the United States Constitution

Always stand on principle, even if you stand alone.
-John Quincy Adams (1767-1848), sixth President of the United States
**INITIATIVE**

Initiative is exercising the power, energy, or ability to organize or accomplish something.

Organization can never be a substitute for initiative and for judgment.

- Louis D. Brandeis (1856-1941), U.S. Supreme Court Justice

Time is neutral and does not change things. With courage and initiative, leaders change things.

- Jesse Jackson (b. 1941), activist and civil rights leader

“I tell students, you do not enter the future – you create the future. The future is created through hard work.”

- Jaime Escalante (1930-2010), Bolivian Educator

**JUSTICE**

Justice is the upholding of what is fair, just, and right.

The best and only safe road to honor, glory, and true dignity is justice.

- George Washington (1732-1799), first President of the United States

Justice is the end of government. It is the end of civil society.

- James Madison (1751-1836), Father of the Constitution and fourth President of the United States

Injustice anywhere is a threat to justice everywhere.

- Martin Luther King, Jr. (1929-1968), Baptist minister and civil rights leader
MODERATION

Moderation is the avoidance of excesses or extremes.

It is the sign of a great mind to dislike greatness, and prefer things in measure to things in excess.

-Seneca (c. 565 BC), Roman philosopher and politician

This much, then, is clear in all our conduct, it is the mean that is to be commended.

-Aristotle (384-322 BC), Greek philosopher

Moderation in temper is always a virtue; but moderation in principle is always a vice.

-Thomas Paine (1737-1809), patriot and author of Common Sense

PERSEVERANCE

Perseverance is to continue in a task or course of action or hold to a belief or commitment, in spite of obstacles or difficulty.

Perseverance is more prevailing than violence; and many things which cannot be overcome when they are together, yield themselves up when taken little by little.

-Plutarch (c. 46-120 AD), Greek biographer and moralist

Great difficulties may be surmounted by patience and perseverance.

-Abigail Adams (1744-1818), patriot, wife of President John Adams and mother of President John Quincy Adams

Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.

-Henry Wadsworth Longfellow (1807-1882), poet
**RESPECT**

Respect is honor or admiration of someone or something.

In republics, the great danger is, that the majority may not sufficiently respect the rights of the minority.

- James Madison (1751-1836), fourth President of the United States

A way of life that is odd or even erratic but interferes with no right or interests of others is not to be condemned because it is different.

- Warren E. Burger (1907-1995), United States Supreme Court Justice

Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it. No destructive lies. No ridiculous fears. No debilitating anger.

- Bill Bradley (b. 1943), basketball player and U.S. Senator

**RESPONSIBILITY**

Responsibility is acting on good judgment about what is right or wrong, or deserving the trust of others.

The consciousness of having discharged that duty which we owe to our country is superior to all other considerations.

- George Washington (1732-1799), first President of the United States

I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.

- John D. Rockefeller, Jr. (1874-1960), philanthropist

I think of a hero as someone who understands the degree of responsibility that comes with his freedom.

- Bob Dylan (b. 1941), musician and activist
**RESOURCEFULNESS**

Resourcefulness is taking constructive action in difficult situations quickly and imaginatively.

To cherish and stimulate the activity of the human mind, by multiplying the objects of enterprise, is [how] the wealth of a nation may be promoted.

–*Alexander Hamilton* (1755-1804),
U.S. Secretary of the Treasury

Man’s greatness consists in his ability to do and the proper application of his powers to things needed to be done.

–*Frederick Douglass* (1818-1895),
abolitionist, author, and orator

Innovation distinguishes between a leader and a follower.

–*Steve Jobs* (1955-2011),
co-founder of Apple, Inc.

**VIGILANCE**

Vigilance is being alert and attentive to take action to remedy possible injustices or evils.

The price of liberty is eternal vigilance.

–*Thomas Jefferson* (1743-1826), author of the Declaration of Independence and third President of the United States

The vigilant and manly spirit which actuates the people of America [is] a spirit which nourishes freedom.

–*James Madison* (1751-1836),
Father of the Constitution and fourth President of the United States

When good people in any country cease their vigilance … then evil men prevail.

–*Pearl Buck* (1892-1973),
American novelist
Directions: While thinking about the civic value on your assigned card (s), answer these questions about that value:

- How did you exercise this value as a son or daughter?
- As a sibling?
- As a friend?
- As a player on a team?
- As a student at your school?
- In your community?
- How do adults exercise this value?
- How do citizens exercise this value (e.g. police officers, members of the military)?
- How did the Founders use these values in the Founding Documents (Declaration of Independence, Constitution, Bill of Rights)?
- Where else can you find these sorts of values discussed?
- Why is it important for citizens to act according to these values?
- What are some consequences if Americans do not act according to these values?
- Why are civic values important in a society with self-government?
COURAGE
Courage is the ability to take constructive action in the face of fear or danger.

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face.
- Eleanor Roosevelt (1884-1962), First Lady of the United States

Example:
A courageous firefighter runs into a burning building to save a child.

HONOR
Honor is demonstrating good character, integrity, and acting honestly.

Ability without honor is useless.
- Cicero (c. 106 B.C.), Roman philosopher and statesman

Example:
The honorable thing to do is to return the wallet you found on the floor in the hallway to the school office.
**INITIATIVE**

Initiative is exercising the power, energy, or ability to organize or accomplish something.

“I tell students, you do not enter the future – you create the future. The future is created through hard work.”

- Jaime Escalante (1930-2010), Bolivian Educator

Example:

A child takes the initiative to clean her room without being asked.

---

**JUSTICE**

Justice is the upholding of what is fair, just, and right.

The best and only safe road to honor, glory, and true dignity is justice.

- George Washington (1732-1799), first President of the United States

Example:

You speak up when your friend is blamed for something that you did.
**MODERATION**
Moderation is the avoidance of excesses or extremes.

Moderation in temper is always a virtue; but moderation in principle is always a vice.

-Thomas Paine (1737-1809), patriot and author of Common Sense

Example:
A moderate student participates in class, but does not talk so much that others do not have a chance to speak.

**PERSEVERANCE**
Perseverance is to continue in a task or course of action or hold to a belief or commitment, in spite of obstacles or difficulty.

Great difficulties may be surmounted by patience and perseverance.

-Abigail Adams (1744-1818), patriot, wife of President John Adams and mother of President John Quincy Adams

Example:
A student perseveres through football practice, working hard all summer in order to make the team in the fall.
RESPECT

Respect is honor or admiration of someone or something.

In republics, the great danger is, that the majority may not sufficiently respect the rights of the minority.

-James Madison (1751-1836), fourth President of the United States

Example:
The girl showed respect for her grandparents by listening to and considering their advice.

RESPONSIBILITY

Responsibility is acting on good judgment about what is right or wrong, or deserving the trust of others.

I think of a hero as someone who understands the degree of responsibility that comes with his freedom.

-Bob Dylan (b. 1941), musician and activist

Example:
A responsible student makes sure to complete his work on time, and doesn’t make excuses if he is late.
RESOURCEFULNESS

Resourcefulness is taking constructive action in difficult situations quickly and imaginatively.

Innovation distinguishes between a leader and a follower.

Example:
A resourceful group of students came up with a new plan when they ran out of money to build the set for their play.

VIGILANCE

Vigilance is being alert and attentive to take action to remedy possible injustices or evils.

When good people in any country cease their vigilance … then evil men prevail.
–Pearl Buck (1892-1973), American novelist

Example:
When the vigilant boy saw the theft of a woman’s purse, he called the police.
Directions: While thinking about the civic value on your assigned card(s), answer these questions about that value:

- How did you exercise this value as a son or daughter?
- As a sibling?
- As a friend?
- As a player on a team?
- As a student at your school?
- In your community?
- How do adults exercise this value?
- How do citizens exercise this value (e.g., police officers, members of the military)?
- How did the Founders use these values in the Founding Documents (Declaration of Independence, Constitution, Bill of Rights)?
- Where else can you find these sorts of values discussed?
- Why is it important for citizens to act according to these values?
- What are some consequences if Americans do not act according to these values?
You are in the cafeteria at school one day and notice that a new student in your class is not eating lunch. You ask him why he is not eating. He explains that his religion requires him to fast during this time of year. You were raised with a different religion. You respond by:

A. telling him that real Americans believe that you should always eat three square meals a day.
B. giving him your famous “you must be crazy” look.
C. explaining to him that you were raised in a different religion and therefore do not understand his custom. But you’d like to learn more about it.

Your older brother, who has a car, volunteers on a neighborhood watch once a week. The neighbor who usually goes with him on the weekly drive is sick. Your brother asks you to help him by coming with him and writing out the report sheet as he drives. You respond by:

A. coming along and helping as he asks.
B. telling him you’ll do it, but then feeling “sick” at the last minute and backing out.
C. telling him he should just wait until his usual partner is well again, after all, it’s his responsibility.
After a great evening at your school’s football game, a friend offers to give you a ride home. You are surprised because your friend does not have a driver’s license. He tells you that his parents are out of town and he took the car without telling them. You respond by:

A. telling him you can’t go with him.
B. giving him a high-five and jumping happily in the car.
C. telling him you can’t go with him. You explain that what he’s doing is dangerous as well as illegal, and that if he goes ahead with it you’ll have to tell a responsible adult for his own and others’ safety.

You are walking through your neighborhood and notice trash on the ground. This isn’t the first time you’ve seen litter on your streets. You respond by:

A. continuing on your way. You’re not going to pick up someone else’s trash.
B. picking up the trash and throwing it away.
C. picking up the trash and throwing it away. When you get home, you ask your parents about coming to the next Homeowner’s Association meeting so you can suggest organizing clean-ups, and rewards for people who keep their property clean.
Your best friend calls and invites you over to watch a movie. You decline because you are studying for a test you have to make up. Your friend has already taken the test and says you can get the questions from her. You respond by:

A. saying you have lots of other stuff to do, and apologize for not coming over.
B. telling her you want to learn the material on your own; getting the questions ahead of time is cheating.
C. taking her up on her offer.

You walk to school, and every day you notice that traffic is getting worse and worse on one corner. You respond by:

A. learning the names of county officials so you can write to them and suggest a new traffic signal, or at least a crossing guard.
B. telling your parents you need them to drive you to school.
C. complaining about your dangerous walk to all your friends.
The environment is important to you, and there is a candidate for mayor whom you believe has the best ideas about the issue. You decide to put a sign supporting this candidate in your bedroom window, which faces the street. One day your father tells you that the neighbors are complaining that your sign doesn’t look nice, and they want you to take it down. Your father is okay with you leaving the sign up. You respond by:

A. taking the sign down. You don’t want to cause problems with the neighbors.
B. throwing rotten eggs on your neighbors’ cars.
C. leaving the sign up, and the next time you see your neighbors, explaining why you support the candidate.

You have a research assignment due in one week that requires five sources. You have only been able to find two. You respond by:

A. turning in the paper with just the two sources.
B. staying after school and using the library database software to find more sources.
C. asking for more time to complete the assignment.
You notice that the student who sits next to you in algebra really seems to be struggling. You, on the other hand, find algebra to be a breeze. You respond by:

A. asking him he would like you to tutor him.
B. making fun of him for being dumb.
C. saying nothing; you are too busy to help.

Soccer tryouts are in three weeks. You have been cut the last two years and are wondering if you should try out again. You respond by:

A. deciding to try out again. You will go running each day and practice your skills after school to get in shape.
B. deciding not to try out—you love soccer but you’re just not any good at it.
C. deciding you are going to try out and see what happens this time.
At lunch, some of your friends tell you that they plan to go to the mall after school and try to steal some new clothes. They want you to join them. You respond by:

A. going with them and taking part in the theft.
B. refusing to join them and telling them that stealing is wrong. When you go home, you tell your parents about your friends’ plan so they can try to intervene and prevent the crime from taking place.
C. telling them that you just got a text message from your mom and you will have to go straight home after school.

You are sitting in the cafeteria with your friends. An overweight teacher walks by and your friends begin to laugh and make fun of him. You respond by:

A. joining in and coming up with a few insults of your own.
B. sitting in silence and hoping nobody asks you why you’re not laughing.
C. defending the teacher and telling the group that a person’s weight has nothing to do with the type of person he or she is.
You are a public school student, and you have a new principal this year. The principal is concerned about violence in schools, though your school has had no incidents of violence in years. The principal makes a new rule that every morning, teachers will search all students’ belongings and do pat down searches on all students to check for weapons or drugs. You respond by:

A. protesting the search policy, as you believe it violates your rights. You and some fellow students ask for a meeting with the principal to explain your views.
B. going along silently with the search policy, even though you feel it invades students’ privacy. Better safe than sorry, after all.
C. telling everyone you agree with the search policy even though you don’t, because you don’t want your teacher to think you are hiding something.

Carlos and Alan have been giving each other a hard time recently. One day, things get out of hand. Alan, your enemy, insults Carlos, your friend. Carlos throws a punch and a fight breaks out. Since you saw the whole thing, you are taken to the principal’s office to share what happened. You respond by:

A. pointing the finger at your enemy, Alan.
B. explaining that they were both responsible for what happened.
C. telling the principal that it all happened so fast, you don’t know what happened.
You have noticed that a student in your public school class refuses to salute the flag in the mornings. You have family members who fought and died for the United States and you feel offended that he will not take part in the Pledge of Allegiance. You ask him why he does not salute the flag, and he tells you that as a Jehovah’s Witness, to do so would be against his religion. You respond by:

A. complaining to your parents and telling them they should call the principal and demand the student be expelled.
B. telling the student what the flag means to you, but that you understand he must follow his religious beliefs.
C. throwing a punch at him.

Your parents are going to a local government meeting to express their views on the development of a shopping center in the last wooded area of the community. They ask if you would like to come along. You respond by:

A. going along, because you want to be a part of the exchange of views on the development too.
B. going along because you think they want you to go, but you spend the evening with your earbuds in.
C. turning them down, you’d rather watch TV tonight.
You are in the cafeteria at your school, and you see a new student from your class who is not eating lunch. You ask him why he is not eating. He says that he is fasting (not eating) because of his religion. You do not follow the same religion. You:

A. tell him that real Americans think that you should eat three meals a day.
B. look at him like he is crazy and laugh.
C. explain to him that you follow a different religion, and tell him you want to learn more about his religion.

After going to your school’s football game, a friend offers you a ride home. You know that he does not have a driver’s license. He says that his parents are not home and he took the car. You:

A. tell him you can’t go with him.
B. are very happy and jump into the car.
C. tell him that you can’t go with him. You also say that his actions are dangerous and illegal. You tell him that you are going to tell an adult if he decides to drive.
You are walking home in your neighborhood, and you see trash on the ground. This is not the first time you have seen trash. You respond by:

A. continuing to go home.
B. picking up the trash and throwing it away.
C. picking up the trash and throwing it away. When you are home, you talk to your parents, and you ask them to go to the neighborhood meeting with you. At the meeting, you will try to organize a time to clean-up your neighborhood.

Your best friend invites you to her house to watch a movie. You say you can’t because you have to study for a test. Your friend took the test earlier today and she can tell you the questions. You:

A. say you have other stuff to do and can’t go to her house.
B. tell her that you want to learn the information. You tell her that getting the answers before the test is cheating.
C. go to her house and get the test information.
5  
You walk to school every day. Traffic is getting worse on one corner. You respond by:

A. finding the names of the government officials so that you can send them letter to ask for a traffic signal or a crossing guard.
B. telling your parents to drive you to school every day.
C. complaining about the dangerous traffic to your friends.

6  
At lunch, some of your friends tell you they are going to the mall. They are going to steal clothes at a store. They want you to go with them. You:

A. go with them and steal the clothes.
B. tell them that stealing is wrong and illegal. When you go home, you tell your parents so that they can help to stop your friends.
C. tell them you got a text message from your mother and you have to go home right after school.
You are in the cafeteria with your friends. An overweight teacher walks by. Your friends laugh and make fun of the teacher’s weight. You respond by:

A. laughing with your friends and making more jokes.
B. sitting quietly or trying to change the subject.
C. telling your friends to stop, and that a person’s weight has nothing to do with the type of person he or she is.

You go to a public school, and you have a new principal. The principal is worried about violence in school, but your school has not had any violence problems in a long time. The principal makes a rule that teacher will search students’ bags every morning to look for weapons or drugs. You:

A. protest the rule because it violates your rights.
B. follow to the rule because safety is important, but you feel that it takes away students’ rights.
C. tell people you like the rule, but you really don’t. You don’t want the teachers and principal to think you are a hiding something.
Carlos and Alan have been arguing a lot. One day, Alan, your enemy, insults Carlos. Carlos punches Alan and they begin to fight. You go to the principal’s office because you saw the whole fight. The principal asks you what happened. You respond by:

A. telling the principal that your enemy, Alan, started the fight.
B. explaining that both boys were responsible for the fight.
C. telling the principal that you don’t know what happened because it happened so fast.

A student in your public school class does not salute the flag during the Pledge of Allegiance. You love this country and you have family who are soldiers. You are angry that he will not salute the flag, and you ask him why he will not salute the flag. He says that saluting the flag is against his religion. You:

A. complain to your parents and tell them to call the school principal to punish the student.
B. tell the student that the flag is very important to you, but you understand that he must follow his religious beliefs.
C. yell at him and try to punch him.
Directions: Read each of the following quotations and decide what civic values it requires of citizens. Consider the following values: **Courage, Initiative, Honor, Justice, Moderation, Perseverance, Respect, Responsibility, Resourcefulness,** and **Vigilance.** Some quotations may have more than one answer.

1. The House of Representatives shall be composed of members chosen every second year by the people of the several states. (Article I)
   Civic Value(s): ____________________________________________________________

2. Congress shall have the power to promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries. (Article I)
   Civic Value(s): ____________________________________________________________

3. The privilege of the writ of **habeas corpus** shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it. (Article I)
   Civic Value(s): ____________________________________________________________

4. No bill of attainder or **ex post facto** law shall be passed. (Article I)
   Civic Value(s): ____________________________________________________________

5. Neither shall any person be eligible to [the office of President] who shall not have attained to the age of thirty five years. (Article II)
   Civic Value(s): ____________________________________________________________

6. Before [the President] enter on the execution of his office, he shall take the following oath or affirmation:—“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.” (Article II)
   Civic Value(s): ____________________________________________________________

7. The trial of all crimes, except in cases of impeachment, shall be by jury. (Article III)
   Civic Value(s): ____________________________________________________________

8. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states. (Article IV)
   Civic Value(s): ____________________________________________________________
9. The United States shall guarantee to every state in this union a republican form of government. (Article IV)
   Civic Value(s): ___________________________________________________________________________

10. The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution. (Article V)
    Civic Value(s): ___________________________________________________________________________

11. No religious test shall ever be required as a qualification to any office or public trust under the United States. (Article VI)
    Civic Value(s): ___________________________________________________________________________

12. 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. (Amendment I)
    Civic Value(s): ___________________________________________________________________________

13. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. (Amendment VIII)
    Civic Value(s): ___________________________________________________________________________

14. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
    Civic Value(s): ___________________________________________________________________________
Directions: Read seven (7) of the quotations from the Constitution below. You may also read the short explanation of each quotation, if necessary. Decide which civic value is necessary for citizens or the government to have in order to protect each right. Some of the quotations have more than one civic value.

Civic Values: Courage, Initiative, Honor, Justice, Moderation, Perseverance, Respect, Responsibility, Resourcefulness, Vigilance

1. The House of Representatives shall be composed of members chosen every second year by the people of the several states. (Article I)

*Members of the House of Representatives are selected every two years by the people in their state.*

Civic Value(s): __________________________________________________________

2. Congress shall have the power to promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries. (Article I)

*Congress protects authors’ and inventors’ rights to their ideas, writings, and products for a limited time.*

Civic Value(s): __________________________________________________________

3. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it. (Article I)

*Habeas Corpus is the power of a judge to demand that the executive branch show cause for arresting a person. This right is so important that it can never be set aside, unless there is a rebellion or invasion.*

Civic Value(s): __________________________________________________________

4. No bill of attainder or ex post facto law shall be passed. (Article I)

*Laws cannot target one individual person. Also, the government can't arrest people for their legal actions in the past if they are now illegal.*

Civic Value(s): __________________________________________________________
5. Neither shall any person be eligible to [the office of President] who shall not have attained to the age of thirty five years. (Article II)

*The President must be at least thirty five (35) years old.*

Civic Value(s): 

6. Before [the President] enter on the execution of his office, he shall take the following oath or affirmation:—“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.” (Article II)

*Before a person can be President, he or she must promise to be a faithful public servant. He or she must also promise to protect, preserve, and defend the Constitution.*

Civic Value(s): 

7. The trial of all crimes, except in cases of impeachment, shall be by jury. (Article III)

*All crimes, except impeachment, shall be tried by a jury.*

Civic Value(s): 

8. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states. (Article IV)

*The rights and responsibilities of U.S. citizenship are the same in all states.*

Civic Value(s): 

9. The United States shall guarantee to every state in this union a republican form of government. (Article IV)

*Every state will have a republican form of government.*

Civic Value(s): 

10. The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution. (Article V)

*If members of Congress think constitutional amendments are needed, they can propose them.*

Civic Value(s): 
11. No religious test shall ever be required as a qualification to any office or public trust under the United States. (Article VI)

   *It is illegal to have a person take a religious test to work in federal office.*

   Civic Value(s): __________________________________________________________

12. 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. (Amendment I)

   *Congress can’t make laws to take away your freedom of religion, speech, the press, or your right to gather peacefully together with other people, and petition the government.*

   Civic Value(s): __________________________________________________________

13. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. (Amendment VIII)

   *Government cannot give out extreme or excessive punishments, fines, or bail requirements.*

   Civic Value(s): __________________________________________________________

14. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

   *Powers that are not clearly given to the federal government are left with the states or the people.*

   Civic Value(s): __________________________________________________________
Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?...

I say it with a sad sense of the disparity between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. …This Fourth July is yours, not mine. You may rejoice, I must mourn. Do you mean, citizens, to mock me, by asking me to speak to-day? …

My subject, then, fellow-citizens, is American slavery. I shall see this day and its popular characteristics from the slave’s point of view. …Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery, the great sin and shame of America!

Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? …There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages.
Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? ...

...What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages.

Vocabulary:

- **Embodied**: made real
- **Sham**: not genuine
- **Denunciation**: saying that something is bad or wrong
- **Tyrant**: a person who exercises authority in a cruel or harsh way
- **Impudence**: lack of respect
- **Solemnity**: seriousness
- **Bombast**: bragging or trash talk
- **Deception**: misleading information
- **Impiety**: lack of respect or religiousness
- **Hypocrisy**: the pretense of believing something that one does not actually believe
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

...It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Vocabulary:

Conceived: formed an idea
Proposition: suggested plan of action
Devotion: strong affection
Resolve: make a decision
Perish: die or be destroyed
Mr. Vice President, Mr. Speaker, Members of the Senate, of the House of Representatives:

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan....

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

This morning, the Japanese attacked Midway Island....

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might, will win through to absolute victory.

I believe that I interpret the will of the Congress and of the People when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces—with the unbounding determination of our People—we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941 a state of War has existed between the United States and the Japanese empire.
Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.…

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

…With confidence in our armed forces—with the unbounding determination of our People—we will gain the inevitable triumph—so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941 a state of War has existed between the United States and the Japanese empire.

Vocabulary:

Infamy: a state of extreme dishonor.
Dastardly: cowardly
SOLDIERS, SAILORS AND AIRMEN OF THE ALLIED EXPEDITIONARY FORCE!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United States have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

–Dwight D. Eisenhower
ADDRESS TO D-DAY FORCES (1944),
by Dwight D. Eisenhower

SOLDIERS, SAILORS AND AIRMEN OF THE ALLIED EXPEDITIONARY FORCE!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

… I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

–Dwight D. Eisenhower

Vocabulary:

**Embark**: begin
**Striven**: tried or worked hard
**Elimination**: destruction
**Tyranny**: abuse power in a cruel way
**Oppressed**: treated in a cruel way
**Beseech**: make an urgent request
Ladies and Gentlemen, I’d planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we’ve never lost an astronaut in flight. We’ve never had a tragedy like this. And perhaps we’ve forgotten the courage it took for the crew of the shuttle. But they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we’re thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, “Give me a challenge, and I’ll meet it with joy.” They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

We’ve grown used to wonders in this century. It’s hard to dazzle us. But for twenty-five years the United States space program has been doing just that. We’ve grown used to the idea of space, and, perhaps we forget that we’ve only just begun. We’re still pioneers. They, the members of the Challenger crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle’s take-off. I know it’s hard to understand, but sometimes painful things like this happen. It’s all part of the process of exploration and discovery. It’s all part of taking a chance and expanding man’s horizons. The future doesn’t belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we’ll continue to follow them.

I’ve always had great faith in and respect for our space program. And what happened today does nothing to diminish it. We don’t hide our space program. We don’t keep secrets and cover things up. We do it all up front and in public. That’s the way freedom is, and we wouldn’t change it for a minute.

We’ll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue….

The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and “slipped the surly bonds of earth” to “touch the face of God.”

Thank you.
Ladies and Gentlemen, I’d planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we’ve never lost an astronaut in flight. We’ve never had a tragedy like this. And perhaps we’ve forgotten the courage it took for the crew of the shuttle. But they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

…We’ll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue....

The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and “slipped the surly bonds of earth” to “touch the face of God.”

Thank you.
HANDOUT J

CIVIC VALUES GLOSSARY

Beseech: To beseech is to make an urgent request
Bombast: Bragging or trash talk
Conceived: Formed an idea
Courage: The ability to face fear or danger
Dastardly: Cowardly
Deception: Misleading information
Denunciation: Saying something is bad or wrong
Devotion: Strong affection
Elimination: Destruction
Embark: To begin
Embodied: Embodied means made real
Honor: Having good character and acting honestly
Hypocrisy: The pretense of believing something that one does not actually believe
Impiety: Lack of respect or religiousness
Impudence: Lack of respect
Infamy: A state of extreme dishonor
Initiative: The power, energy, or ability to organize or accomplish something
Justice: Upholding what is fair, just, and right
Liberty: Except where authorized by citizens through the Constitution, government does not have the authority to limit freedom.
Moderation: Avoiding excesses or extremes
Mourning: Actions or feelings that express great sadness
Oppressed: Treated in a cruel, unfair way
Perish: To die or be destroyed
Perseverance: To continue in a task or course of action or hold to a belief or commitment.
Proposition: A suggested plan of action
Resolve: To make a decision
Resourcefulness: Being capable of dealing with difficult situations quickly and imaginatively
Respect: Honor or admiration of someone or something
Responsibility: Having good judgment about what is right or wrong, or being able to be trusted by other people
Sham: Something that is not true or genuine
Solemnity: Seriousness
Striven: Tried or worked hard
Tyranny: Abuse of power in a cruel way