

## LESSON FOUR

# AMERICA'S CIVIC VALUES

### Overview

This lesson offers students the opportunity to reflect on what virtues the Founders considered fundamental to a free society. After reflecting on the meaning of these values, students will analyze situations where civic values can be exercised, as well as identify modern day examples of those values in practice.

***Public virtue cannot exist in a nation without private, and public virtue is the only foundation of republics.***

–John Adams, 1776

***If Virtue & Knowledge are diffused among the People, they will never be enslav'd. This will be their great Security.***

–Samuel Adams, 1779

### Critical Engagement Question

What civic values are shared by all Americans?

### Objectives

Students will:

- Understand the meaning of a variety of civic values.
- Analyze the Founders' understanding of the term "virtue."
- Evaluate scenarios where civic values can be exercised.
- Integrate these values into their lives.

### Standards

**CCE (5-8):** IIC1, IID1, IID3, VC1-2, VD1

**CCE (9-12):** IIC1, IID3, IID5, VC1-2, VD3-4

**NCHS (5-12):** Era 3: 1B, 1C

**NCSS:** Strands 2, 5, 6, and 10

## Materials

- **Handout A:** Being an American
- **Handout B:** Civic Value Quote Cards
- The Bill of Rights [Appendix C]
- **Handout C:** Civic Values and You
- **Handouts D, E, F, G, and H:** Significant Speeches [optional]
- **Handout I:** Civic Values and the Constitution [optional]

## Time

Two fifty-minute class periods

## Background/Homework

10 minutes the day before

- Distribute **Handout A: Being an American** and have students read the quotations about the United States. Then have them select two quotations and answer the questions on the Handout.
- Using your local newspaper (print or Web edition), locate articles which describe Americans responding to a crisis. If news stories are unavailable, you may wish to have students consider recent events such as:
  - Neighbors helping each other after a natural disaster
  - Individuals and groups coordinating larger scale relief efforts for disaster survivors
  - Individuals taking action to stop a crime from happening or to assist victims of crime
- Have students make a list of the kinds of values demonstrated by the people who responded to the situation(s).

## Warm-Up

20 minutes

- Using homework as a starting point, have students brainstorm as a large group the kinds of traits they identified. Ask students to explain their suggestions and define terms as needed. Keep a list of responses on the board.
- Review the list and point out how certain traits are in fact examples of civic values in action. For example, the trait of “brave” is an example of the civic value of courage. The trait of “honest” is an example of honor or responsibility.
- Point out to students that none of the traits are new. Rather, since ancient times, individuals and societies have valued certain attitudes and behaviors. These have been called virtues, morals, principles, or, more commonly today, values. Virtues are eternal and unchanging—they are the same for all people because they are grounded in human nature. The Founders believed that a democratic republic would only succeed as long as the people were virtuous—as long as they were faithful to values like the ones discussed in this lesson, in their public and private lives.

## Activity I

30 minutes

- Divide the class into nine small groups. Give each group one Quote Card from **Handout B: Civic Value Quote Cards**. Have students read and discuss the definition and quotations on their card. Ask students: How can 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 in government exercise this value (e.g. policemen, members of the military)?

- B. Reconvene the class for group sharing and discussion. As a large group, discuss the following questions:
- Why is it important for citizens to act according to this value?
  - What are some consequences if Americans do not act according to this value?
  - Why are civic values important in a society with self-government?
- C. To wrap up, brainstorm as a class concrete ways to exercise civic values as engaged citizens. To facilitate discussion, you may suggest:
- writing a letter to suggest a new crossing signal near the school;
  - protesting what they believe is an unjust school rule;
  - respectful but assertive ways of questioning authority when rights are being abridged by government;
  - starting a small business; donating to charity.

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## Activity II

30 minutes (on the second day of the lesson)

- A. Have students pair up to analyze the scenarios presented on cards on **Handout C: Civic Values and You**. *Note: Cards have multiple-choice responses. To give the class completely open-ended scenarios, cut the Cards across the shaded line before giving them to students.*
- B. On the board or overhead, write the quotation, “*Courage is not simply one of the virtues, but the form of every virtue at the testing point.*” –C. S. Lewis. Share the quote with students and discuss how the right thing to do is not always easy, but in fact may require courage—itsself a civic virtue.
- C. Give students time to read and discuss the scenario and their responses. They should identify which value(s) are exemplified in their scenario. (If time permits, ask volunteers to act out their scenarios in front of the class.)
- D. As a large group, have students share their scenarios, responses, answers, and reasoning with the class. For each Card, evaluate whether the scenario depicts a private exercise of this value or a public application. If it is a private exercise, how could the value be exercised publicly?
- E. Discuss the consequences of the decisions. Students may suggest that civic values are merely about being a “good friend” or a “good person.” Ask students: Is there more to being virtuous than being a good friend? Why did the Founders think the republic they created was fit only for a virtuous people?

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## Wrap up

20 minutes

Wrap up by having students reflect on the civic values highlighted in the lesson. Using a small group think-pair-share format, or as a large group, discuss the following questions:

1. Did your responses to any of the scenarios surprise you?
2. Do you think these values are something you are born with, or develop over time?
3. If you are not born with them, how do you learn them? Where do you learn them? When do you learn them? From whom do you learn them?

## Extensions

1. If students have studied the Constitution, ask them to consider what civic values the Constitution requires of citizens. Using Civic Value Quote Cards as a reference, have them complete **Handout I: Civic Values and the Constitution** individually or in pairs.
2. Have students research the life and accomplishments of an individual from their quote card. Ask them to prepare and present a monologue about a time when the individual demonstrated the civic value. Encourage students to dress in character.
3. Have students work with their student government representatives and school administration to create lessons, activities and public service announcements that will connect their school's mission statement to civic values.

4. How should you respond when your values are challenged?
5. How can you increase your ability to act according to these values on a regular basis?
6. How can you know what a community or country's values are?
7. Do people in other countries share these values?
8. Does the United States always live up to its values? What are some examples of successes and failures?
9. Do other countries with the same values have different means of living up to those values as does the United States?
10. Do other countries with different values have the same means of living up to those values as does the United States?
11. How should you respond when America's values are challenged?

## Homework

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- A. Distribute **Handout D: The Hypocrisy of American Slavery (1852)**; **Handout E: The Gettysburg Address (1863)**; **Handout F: Speech to the U.S. Congress on December 8, 1941**; **Handout G: Address to D-Day Forces (1944)**; and **Handout H: Shuttle Challenger Address (1986)** so that approximately one fifth of the class reads each speech. Have students list the civic values reflected in their speech, and invite them to deliver some or all of the speech next class.
- B. Have students write a three to five paragraph essay comparing a civic value demonstrated by an individual in history to the values of a modern individual.
- C. Have students create collages of newspaper and magazine headlines or photos which illustrate the values highlighted in this lesson. Students should label each element of their collage with the corresponding civic value.

## HANDOUT A

# BEING 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

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:

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

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## CIVIC VALUE QUOTE CARDS

### COURAGE

strength to withstand  
danger, fear, or difficulty

‘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*

### INITIATIVE

action independent of  
outside influence

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*

Anything is possible. You  
can be told that you have  
a 90-percent chance or  
a 50-percent chance or a  
1-percent chance, but you  
have to believe, and you  
have to fight.

*-Lance Armstrong (b. 1971), athlete*

## CIVIC VALUE QUOTE CARDS (CONT.)

### HONOR

adherence to virtuous  
principles; being true to  
one's word

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 Framers 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*

### JUSTICE

being fair in respecting  
the rights of all

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*

## CIVIC VALUE QUOTE CARDS (CONT.)

### MODERATION

avoidance of extremes  
or excesses

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

to persist in spite  
of opposition or  
discouragement

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  
U.S. 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*



## CIVIC VALUE QUOTE CARDS (CONT.)

### RESPECT

high or special regard

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

to answer for  
one's conduct

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*

## CIVIC VALUE QUOTE CARDS (CONT.)

### RESOURCEFULNESS

able to act effectively or imaginatively, especially in difficult situations

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 (b. 1955), co-founder  
and CEO of Apple, Inc.

### VIGILANCE

being alert, watchful, and willing to assert oneself to protect rights

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

## CIVIC VALUES AND YOU

1

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.

2

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.

## CIVIC VALUES AND YOU (CONT.)

3

After a great evening at your school's football game, a friend offer 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.

4

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.

## CIVIC VALUES AND YOU (CONT.)

5

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.

6

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.

## CIVIC VALUES AND YOU (CONT.)



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.

## CIVIC VALUES AND YOU (CONT.)

9

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.

10

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.

## CIVIC VALUES AND YOU (CONT.)

11

At lunch, some of your friends tell you that they plan to go to the mall after school and try to steal some new CDs. 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 stealing is wrong. When you get 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 you just got a text message from your mom and you will have to go straight home after school.

12

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.



## CIVIC VALUES AND YOU (CONT.)

13

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.

14

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.

## CIVIC VALUES AND YOU (CONT.)

15

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.

16

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.

## THE HYPOCRISY OF AMERICAN SLAVERY (1852), by Frederick Douglass

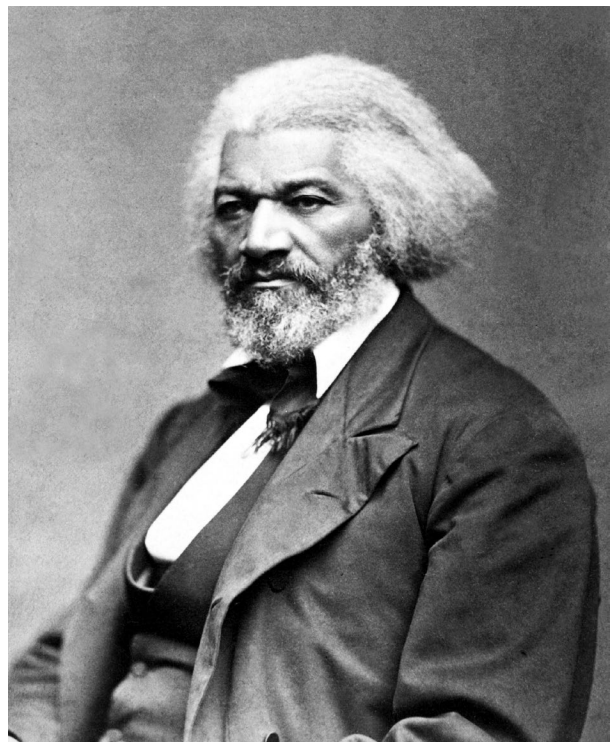
...Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?...

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.

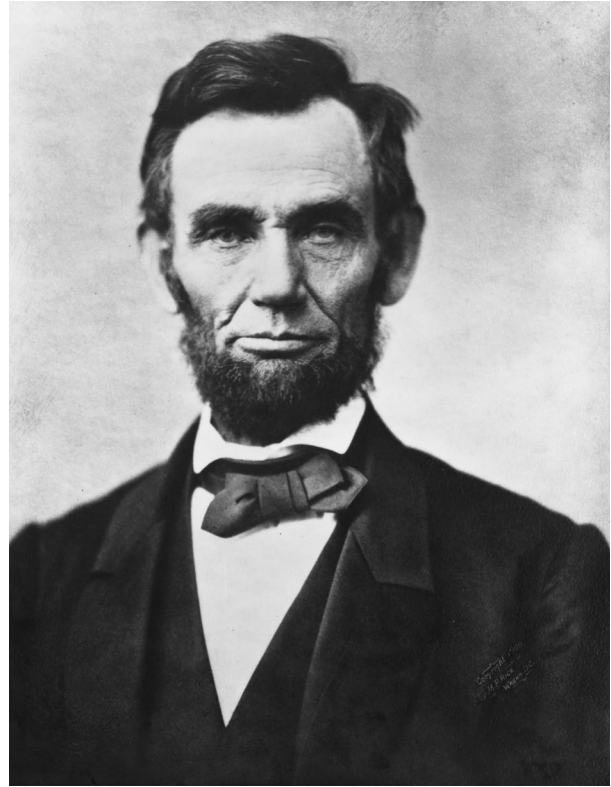


## THE GETTYSBURG ADDRESS (1863), by Abraham Lincoln

**F**our 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.

## SPEECH TO THE U.S. CONGRESS ON DECEMBER 8TH (1941),

by Franklin Delano Roosevelt

**M**r. 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.



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

### SOLDIERS, SAILORS AND AIRMEN OF THE ALLIED EXPEDITIONARY FORCE!

**Y**ou 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

**SHUTTLE CHALLENGER ADDRESS (1986)**, by Ronald Reagan

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.

## CIVIC VALUES AND THE CONSTITUTION

**Directions:** On a separate piece of paper, paraphrase each quotation on your Quote Card. Discuss the following questions and write your group's answers. Each group member should be ready to act as the group spokesperson.

**Analyzing the Constitution**

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): \_\_\_\_\_



## CIVIC VALUES AND THE CONSTITUTION (CONT.)

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): \_\_\_\_\_

# THE UNITED STATES BILL OF RIGHTS

The Conventions of a number of the States having, at the time of adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added, and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution;

Resolved, by the Senate and House of Representatives of the United States of America, in Congress assembled, two-thirds of both Houses concurring, that the following articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all or any of which articles, when ratified by three-fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution, namely:

## AMENDMENT I

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 II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

## AMENDMENT III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

## AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

## AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

## AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

## AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

## AMENDMENT X

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.

## ANSWER KEY

12. No violation. Public school officials can conduct searches of students' belongings if they have "reasonable suspicion" of wrongdoing, according to the ruling in *New Jersey v. T.L.O.* (1985).

13. justice, moderation  
14. moderation, responsibility, vigilance

### America's Civic Values

#### Handout C: Civic Values and You

1. respect
2. initiative, responsibility
3. courage, responsibility,
4. initiative, resourcefulness
5. honor, justice, responsibility
6. initiative, resourcefulness
7. honor, courage, initiative
8. honor, responsibility, perseverance
9. initiative, respect
10. courage, perseverance,
11. honor, justice, responsibility
12. courage, respect
13. honor, justice, vigilance
14. honor, justice
15. honor, respect
16. initiative

#### Handout I: Civic Values and the Constitution

1. initiative, responsibility
2. justice, resourcefulness
3. justice
4. justice, moderation
5. moderation
6. honor, perseverance, responsibility
7. justice, responsibility
8. honor, justice, respect
9. honor, justice, respect, responsibility
10. initiative, honor, responsibility
11. justice, respect
12. courage, initiative, perseverance, respect, responsibility, resourcefulness

### A Personal Response to American Citizenship

#### Handout B: A Good Citizen

Students are likely to think of some of the following:

What a good citizen knows:

- *names of their elected representatives*
- *which government body makes the laws in their state*
- *which level of government (county, city, state or federal) is responsible for areas such as*
  - *setting the school bus schedule*
  - *operating the jail*
  - *putting out fires in the town or city*
  - *administering tests for driver licenses*
  - *issuing passports*
- *what the first ten amendments of the United States Constitution are called*
- *what the legal voting age is in their state*
- *how a law is made*
- *role of political parties*
- *what government official to contact to get things done*
- *basic principles and organization of the United States Constitution*
- *contributions of great American heroes*
- *major wars/battles in American history*
- *problems facing the country today*
- *impact of racism and other forms of injustice throughout American history*
- *knows when government needs to be checked*

What a good citizen believes:

- *compromise is valuable*
- *people are equal and deserve respect*
- *you must respect the views of people with whom you disagree*
- *organizing and taking action with others can bring about results*
- *members of the community can serve as citizen role models*
- *freedom is protected in America*
- *voting is a responsibility as well as a right*
- *ethnic diversity enriches the nation*
- *the American political system has many strong points*
- *an individual can make a difference in his or her community*
- *people are generally trustworthy*