



Interactive Reading Notepad

Lesson 9.1 American Citizenship

Use a separate piece of paper or a Word Document in office 365 to respond to all questions. I recommend completing this homework as you read.

Key Terms – write down and create a cognitive dictionary (model provided) for 50% of all terms from assigned sections by writing the word, writing down what you think it means, then define each in your own words on a piece of binder paper. Focus on words you do not know. As added practice, EITHER use the term properly in a sentence OR draw a picture that demonstrates the meaning of the word in a visual way (may not be applicable).

Cognitive Dictionary Example/model:

Word	What do you think it means?	Actual Definition	Properly use word in a sentence.
Element	A part of something	Factor; ingredient	Pasta is just one element of spaghetti.

citizen
jus soli
jus sanguinis
naturalization

immigrant
expatriation
denaturalization
deportation

Citizenship in the United States

1. **Determine Central Ideas** In what two ways can a person become a U.S. citizen?
2. **Explain an Argument** Should U.S. citizenship be considered a right or a privilege?

Natural-Born Citizens

3. **Summarize As** you read "Natural-Born Citizens," use this graphic organizer to record details of the two ways of acquiring citizenship by birth: jus soli and jus sanguinis.

Jus Soli	Jus Sanguinis

Naturalized Citizens

4. **Explain an Argument** Should citizens by birth have to meet the same requirements as those set for naturalized citizens?

Losing One's Citizenship

5. **Compare and Contrast** Compare and contrast expatriation and denaturalization.

Government Immigration Policies

6. **Determine Central Ideas** How has U.S. immigration policy changed over time?

Government Policies on Unauthorized Immigrants

7. **Cite Evidence** With what current immigration issues does the United States have to deal?

Lesson 9.2 Diversity and Discrimination

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heterogeneous
immigrants
reservations

refugee
assimilation

A Changing American Culture

1. **Identify Cause and Effect** Explain the impact that immigration policies can have on the heterogeneous nature of the United States.

Discrimination in America

2. **Assess an Argument** Read this statement by Supreme Court Justice John Marshall Harlan, dissenting in *Plessy v. Ferguson* (1896):

“Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful.”

Taking the perspective of one of the minority groups you have read about that has suffered race-based discrimination in the United States, respond to Harlan’s comment. Do you believe that what he says is true? Explain, giving examples.

3. **Compare and Contrast** Study the information provided below. Choose two of the groups to compare in terms of the discrimination they have experienced. Organize your ideas as a comparison-contrast paragraph.

African Americans	Native Americans	Hispanic Americans	Asian Americans
<ul style="list-style-type: none"> • slavery • push for civil rights • continued discrimination every day 	<ul style="list-style-type: none"> • driven from lands • forced relocation to reservations • poverty, joblessness, and health issues such as shorter lifespan 	<ul style="list-style-type: none"> • voter restrictions and labor discrimination • deportations • anti-immigrant viewpoints directed at larger Hispanic American groups 	<ul style="list-style-type: none"> • workplace violence • Chinese Exclusion Act • World War II relocation camps

Discrimination Against Women

4. **Identify Supporting Details** Efforts to promote women's equality in the United States began in 1848. In 2009, with the Lily Ledbetter Fair Pay Act, Congress acted to try to ensure fair pay for women. What evidence is there that more efforts are still necessary?

Lesson 9.3 Equality Before the Law

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equal protection
discriminate
rational basis test
strict scrutiny test
segregation

Jim Crow
separate-but-equal doctrine
integration
de jure
de facto

Equal Protection and Individual Rights

1. **Summarize** Review the paragraph that quotes the 14th Amendment's Equal Protection clause. What does it mean to say that all people must receive the *equal protection* of the laws?
2. **Draw Inferences** Reread the section about strict scrutiny. Give an example of a situation in which it is reasonable to discriminate against a class of people.

A History of Segregation

3. **Explain an Argument** How did the case of *Plessy v. Ferguson* undermine the Equal Protection Clause?

4. **Compare and Contrast Review** main points of *Plessy v. Ferguson* and *Brown v. Board of Education* in the text. How does the Court's decision in *Brown* echo the language of *Plessy*, and at what point does it depart from the *Plessy* decision?

Gender, Sexual Orientation, and Equality

5. **Assess an Argument** Study the photo that shows male and female students at West Point and consider what had to happen to get them there. How did equal protection cases dealing with race provide a precedent for cases involving sex discrimination?
6. **Evaluate Explanations** Why do you think the Court has not held *all* sex-based discrimination to be unconstitutional?

Lesson 9.4 Federal Civil Rights Laws

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affirmative action
quota

reverse discrimination

The History of Civil Rights Laws

1. **Determine Author's Purpose** Study the lesson-opening photo of Dr. Martin Luther King, Jr., again and consider how his actions affected the society around him. What did Dr. King mean when he commented that "Judicial decrees may not change the heart, but they can restrain the heartless"?
2. **Compare and Contrast** Review the section of text about the Civil Rights Acts of 1964 and 1968. How did each law affect civil rights overall?
3. **Determine Central Ideas** Study the photo of Rosa Parks and its caption. Why did the Civil Rights Acts include not only discrimination based on race or color but also discrimination based on religion, sex, and physical disability?

Government Policies on Affirmative Action

4. **Assess an Argument Consider** the policy of affirmative action. Does this policy help to redress the effects of past discrimination? Why or why not?
5. **Compare and Contrast** Look at the table of States that have abolished affirmative action at the college level. What is the difference between affirmative action policies that make use of quotas and those that do not? How do quotas change the overall effectiveness of affirmative action policies?
6. **Assess an Argument** Look at the photo of Allan Bakke again, and reread its caption. Supreme Court Justice Sandra Day O'Connor wrote "The Constitution protects persons, not groups. Whenever the government treats any person unequally because of his or her race, that person has suffered an injury." How do Justice O'Connor's words apply to reverse discrimination?