



U.S. Government: How It Works CITIZENSHIP AND CIVIC RESPONSIBILITIES

Introduction

This Instructor's Guide provides information to help you get the most out of *Citizenship and Civic Responsibilities*, part of the six-part series *U.S. Government: How It Works*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

While the complexities of the American political system have never been greater, the right visual aid can help students sift through them — and even develop a passion for the subject. The six-part series *U.S. Government: How It Works* is an ideal tool for introducing and exploring key aspects of U.S. government and public policy. Using a combination of eye-catching graphics, dynamic video footage, and interviews with legal and political scholars, each episode celebrates a particular dimension of American democracy while equipping students to candidly discuss political issues. The series includes:

- *The Legislative Branch*
- *The Executive Branch*
- *The Judicial Branch*
- *The Constitution and Foundations of Government*
- *Elections and Political Parties*
- *Citizenship and Civic Responsibilities*

Program Summary

Is American citizenship all about personal freedom and the rights of the individual? Or should the concept of the “good citizen” take precedence, underscoring the duties and contributions an individual owes to society? Where does immigration fit in? This program helps students sift through various meanings of American citizenship and the historical forces that have shaped it. With energetic visuals, expert interviews, and examples from past political struggles, the video explores citizen rights as given in the Constitution and the Bill of Rights; iterations of federal immigration law through the years; the

history of Ellis Island as a conduit into citizenship; civic responsibilities and “active citizenship”; civil liberties and their importance; equal protection under the law; and more.

Learning Objectives

After viewing the program, students will understand:

- The creation of the Bill of Rights
- The history of immigration exclusion laws
- The process of naturalization and the requirements for citizenship
- That paying taxes, registering for military service, and serving jury duty are all civic duties
- What Core Democratic Values are
- How the Bill of Rights enables civil liberties, civil rights, and civil disobedience
- The basics of the Civil Rights Movement

Main Topics

Section 1: Introduction

The program begins with a look at Ellis Island, reminding viewers that immigration is a large part of what defines the United States.

Section 2: Citizenship

After explaining the creation of the Bill of Rights, this section gives a brief history of immigration laws, including the concepts of isolationism and exclusion. Viewers then learn the requirements for administrative naturalization — becoming a U.S. citizen.

Section 3: Civic Duties and Responsibilities

Paying taxes, serving jury duty, and registering with the Selective Service are discussed here as important obligations of American citizenship, along with having “good moral character” and living up to the principles of the Core Democratic Values.

Section 4: Civil Liberties

Civil liberties, including the 1st, 5th, and 14th Amendments, are the topic of this section. The program ends with a discussion of civil disobedience, the Civil Rights Movement, and ways in which our nation has worked to redress legal discrimination against African-Americans, women, and people with disabilities.

Fast Facts

- Between 1901 and 1930, more than 18 million people arrived in America by way of Ellis Island in New York Harbor. Some notable arrivees include Isaac Asimov, Frank Capra, Max Factor, Bob Hope, Cary Grant, Bela Lugosi, Arthur Murray, and Rudolph Valentino. Over 100 million Americans are directly related to someone who arrived in the U.S. through Ellis Island.
- Early immigration laws were designed to exclude convicts, prostitutes, and people likely to become public charges from entering the U.S. Some laws were also based on racial prejudice, such as the Chinese Exclusion Act of 1882, which wasn't repealed until 1943. The goals of current immigration laws are promotion of family unity, strengthening of the U.S. workforce, and protection of the national interest and borders.
- “Naturalization” is an administrative process by which people who meet a certain set of criteria apply for and are granted citizenship. The difference between citizenship and naturalization is that citizenship is automatic (for example, to people born in the U.S.) while naturalization requires an application and passing a citizenship test. Naturalized citizens have the right to vote, to run for public office other than the presidency or vice presidency, and to apply for certain federal and state benefits (although non-legal residents can get emergency-only healthcare treatment).
- The Constitution states that a president must be a natural born citizen of the United States and have lived in the U.S. for at least 14 years. A “natural born citizen” is generally taken to mean anyone born on U.S. soil, but there are many other legal inclusions, such as circumstances around being born in a U.S. possession. The Constitution does not specify the meaning of “natural born,” and the issue is still up for debate. President Barack Obama was born in Hawaii in 1961, two years after it became a state, making him a natural born citizen and indisputably an American citizen. John McCain, Obama's opponent in the 2008 presidential election, was born in the Panama Canal Zone (a U.S. territory) to American citizens — this makes McCain a citizen, but whether or not he is a natural born citizen could be argued. The 1964 Republican presidential nominee Barry Goldwater was born in Arizona when it was still a territory and not yet a state, so his citizenship status was also challenged.
- “Core Democratic Values” are a set of values including Fundamental Beliefs — life, liberty, the pursuit of happiness, working together for the common good, legal equality, cultural diversity celebrated as a strength, the expectation that the government not lie to the people, patriotism — and Constitutional Principles — the rule of law, separation of powers, representative government, checks and balances, individual rights, and civilian control of the military.

- Income tax is a tax generally paid by anyone who earns a wage, and it is the government's main source of revenue. Congress established the first income tax in 1862 as a way to fund the Civil War. The tax was abolished in 1872. The 16th Amendment, passed in 1913, authorized Congress to once again collect taxes on income.
- American women fought hard for the right to vote. Those who had joined the suffrage movement were spit upon, jeered, beaten, fined, and jailed, and subjected to conditions and abuses in prison that were just short of torture. The women were called unpatriotic and accused of undermining national interest. Many people, both in positions of power and the average person, reacted with violent displeasure to the idea of women casting a vote. Most American women gained the right to vote in 1920.
- Native Americans and African-Americans did not gain the unrestricted right to vote in federal elections until 1964, when the last of the unfair "poll taxes" used to keep them from voting was banned with the passage of Amendment 24. The poll tax was a fee that had to be paid before voting, and it stopped many poor people of all races from participation in the election process. It took a Supreme Court ruling in 1966 for all poll taxes, for both state *and* federal elections, to be officially declared unconstitutional.
- Until the 1970s, several American cities had "ugly laws" which made it illegal for people who were "diseased, maimed, mutilated or in any way deformed so as to be an unsightly or disgusting object" to appear in public. But in the wake of the Civil Rights Era and the women's movement, Americans with disabilities and their families began to speak up about the discrimination they faced. Their activism resulted in the 1990 Americans with Disabilities Act, which sought to ensure fair treatment and to make society more physically accessible to people with disabilities.
- The American Civil Liberties Union (ACLU) aims to defend our personal rights, as guaranteed by the Constitution and by U.S. law. Recently the group has worked to defend the right of students to pray in school, or to choose religious books or themes whenever a teacher allows them to choose their own topics for an assignment. However, school-endorsed or school-sponsored religious activities — even making time for non-sectarian prayers — are not supported. In 2009 the group protected the right of students in Virginia to protest *against* the ACLU at a high school football game. A Florida chapter argued in 2007 in favor of the right of Christians to protest against a gay pride event held in St. Petersburg.

Vocabulary Terms

alien: A resident born in or belonging to another country who has not acquired citizenship by naturalization. An *illegal alien* is a foreigner who has entered or resides in a country unlawfully or without the country's authorization. A *resident alien* is an alien who has legally entered the U.S. as an immigrant with the intention of becoming a citizen, or who has established residence in the U.S.

amendment: An alteration or addition to a bill or constitution. The United States Constitution has been amended twenty-seven times between 1791 and 1992; the first ten amendments are known as the Bill of Rights.

American Civil Liberties Union (ACLU): Founded in 1920, an organization that consists of two separate nonprofit organizations: the ACLU Foundation, which focuses on litigation and communication efforts, and the American Civil Liberties Union, which focuses on legislative lobbying. The ACLU's stated mission is "to defend and preserve the individual rights and liberties guaranteed to every person in this country by the Constitution and laws of the United States."

Americans with Disabilities Act of 1990 (ADA): Signed into law in 1990 and amended in 2008, it is a comprehensive civil rights law that prohibits discrimination based on disability. Its five Titles aim to make society more accessible to people with disabilities (for instance, Title III guarantees that public buildings are wheelchair-accessible).

Asiatic Barred Zone: A region created in 1917 by the Immigration Act that included large parts of Asia and the Pacific Islands. People who lived in this zone were not permitted to emigrate to the U.S. The Asiatic Barred Zone was abolished in 1952.

Bill of Rights: The term given to the first ten amendments to the United States Constitution. The Bill of Rights guarantees, among other things, the freedoms of speech, press, and religion. The Bill of Rights was drafted primarily by James Madison, who used the Virginia Bill of Rights as a rough model, in response to colonists' fears that the Constitution did not do enough to safeguard individual liberties.

Child Citizenship Act of 2000: A law that gave immediate citizenship to any child under 18 adopted by a U.S. citizen.

Chinese Exclusion Act of 1882: The first major restriction on U.S. immigration, it was a law that excluded Chinese "skilled and unskilled laborers and Chinese employed in mining" from entering the country for ten years under penalty of imprisonment and deportation. The law was repealed in 1943 after the Chinese allied with the U.S. during World War II.

civic duties: The responsibilities of a citizen. Reporting for jury duty, registering for Selective Service, and paying taxes are all legally enforceable civic duties.

civil disobedience: A symbolic, nonviolent violation of the law, done deliberately in protest against some form of perceived injustice.

civil liberty: The term used to describe the rights afforded each citizen to protect their personal beliefs and freedoms from government abuse. Some American civil liberties were granted by the Bill of Rights, and some were achieved by political movement.

civil rights: Rights to personal liberty established by the 13th and 14th Amendments to the U.S. Constitution and certain Congressional acts, especially as applied to an individual or a minority group.

Civil Rights Act: A law passed in 1964 that officially banned the use of racial segregation in schools, public places, and employment.

Civil Rights Movement: The national effort made by African-Americans and their supporters in the 1950s and 1960s to eliminate segregation and gain equal rights.

Constitution of the United States: “The supreme law of the land,” it is the document that embodies the fundamental laws and principles of the United States. Drafted at the Constitutional Convention in 1787 and ratified by the required nine states in 1788, the document replaced the Articles of Confederation and went into effect on March 4, 1789. It consists of the preamble, seven articles, and 27 amendments (which were added later). It established a new federal republic, granting certain powers to the national government while reserving other powers to the states.

Core Democratic Values: A set of values including Fundamental Beliefs (such as life, liberty, the pursuit of happiness, working together for the common good, legal equality, cultural diversity celebrated as a strength, the expectation that the government not lie to the people, etc.) and Constitutional Principles (such as the rule of law, separation of powers, representative government, checks and balances, individual rights, etc.).

equal protection: A civil liberty that prevents the government from creating discriminatory laws. The 14th Amendment provides that no state can deny to any person within its jurisdiction the equal protection of laws.

executive branch: The branch of federal and state government responsible for implementing, supporting, and enforcing the laws made by the legislative branch and interpreted by the judicial branch.

foreign national: Any person who is not a citizen or permanent resident alien of the U.S.

green card: An official card, originally green, that is issued to foreign nationals who are granted Lawful Permanent Resident status in the United States. A green card is also known as an Alien Registration Card or Permanent Resident Card. Most green card holders are entitled to remain in the U.S. permanently, to work in the U.S. for any employer, and to reenter the country after international travel, as long as they have not abandoned their Permanent Resident Status.

Immigration Act of 1891: A law barring anyone with an infectious disease from entering the country.

Immigration Act of 1917: A law that placed further restrictions on who was allowed to emigrate to the U.S. Among those barred were epileptics, professional beggars, polygamists, and adults who were illiterate. The act also created the Asiatic Barred Zone.

Immigration and Nationality Act of 1952: Also known as the McCarran-Walter Act, it is a law that upheld the national origins quota system established by the Immigration Act of 1924, reinforcing this controversial system of immigrant selection. However, the act also abolished the Asiatic Barred Zone, and introduced a system of immigration selection based on skills and family reunification.

Immigration and Nationality Act of 1965: Also known as the Hart-Celler Act, it is a law that abolished the national-origin quotas that had been in place with the National Origins Act of 1924.

Immigration and Naturalization Service (INS): An agency in the Department of Justice that enforced laws and regulations for the admission of foreign-born persons to the United States. The INS ceased to exist on March 1, 2003; most of its functions were then transferred to U.S. Citizenship and Immigration Services within the newly created Department of Homeland Security.

Immigration Reform and Control Act of 1986: A law that gave amnesty to certain illegal immigrants who had been living continuously in the U.S. prior to 1982. The act also made it illegal to knowingly hire or recruit illegal immigrants.

income tax: A tax generally paid by every person who earns a wage, and the government's principal source of revenue. Congress established the first income tax in 1862 as a way to fund the Civil War. The tax was abolished in 1872. The 16th Amendment, passed in 1913, authorized Congress to once again collect income taxes.

isolationism: When a country secludes itself from having diplomatic relations with other countries.

judicial branch: The court systems of local, state, and federal governments, responsible for interpreting the laws passed by the legislative branch and enforced by the executive branch.

legislative branch: The branch of federal and state government empowered to make the laws that are then enforced by the executive branch and interpreted by the judicial branch. The legislative branch consists of Congress and the fifty state legislatures.

Magna Carta: A list of rights and privileges that King John of England signed under pressure from English noblemen in 1215. It established the principles that the king could not levy taxes without consent of his legislature, and that no free man in England could be deprived of liberty or property except through a trial or other legal process.

Miranda Warning: A warning given by police to criminal suspects in police custody, or in a custodial situation, before they are interrogated, informing them that they have the right to remain silent and to have legal counsel. (However, a 2004 Supreme Court ruling upheld state “stop-and-identify” laws, allowing police to require biographical information such as name, date of birth, and address, without arresting suspects or providing them Miranda warnings.)

National Origins Act of 1924: Part of the Immigration Act of 1924, a law that specified the percentage of immigrants from various nations who would be allowed entry into the U.S. The law was aimed at further restricting the Southern and Eastern Europeans who were immigrating in large numbers starting in the 1890s, as well as prohibiting the immigration of East Asians and Asian Indians.

naturalization: The administrative process by which a foreign national becomes a U.S. citizen.

Preamble to the Constitution: Introduction to the Constitution, starting with “We the people...”, stating the purposes underlying the document and identifying “the people of the United States” as the source of its authority. The Preamble declares the purposes of the Constitution to be “to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty” to the people of the nation.

ratify: To approve and give formal sanction to.

segregation: The legal separation of whites and blacks under state and local laws.

self-incrimination: Being forced or coerced to testify against oneself. Self-incrimination is prohibited by the Fifth Amendment, hence the phrase “I plead the Fifth ...”

suffrage: The right to vote.

U.S. Citizenship and Immigration Services (USCIS): A bureau of the Department of Homeland Security that performs many administrative functions formerly carried out by the INS. USCIS processes petitions for visas and for naturalization, as well as applications for asylum.

War Brides Act of 1945: A law that allowed foreign-born brides of war vets to legally live in the U.S. with their families.

Pre-Program Discussion Questions

1. When do you think immigration first become a controversial issue in the U.S.?
2. Can people who don't speak English become U.S. citizens?
3. What do you think your civic duties are?
4. Do you think that smoking in restaurants or using a cell phone while driving should be protected as civil liberties?
5. Is civil disobedience unpatriotic?

Post-Program Discussion Questions

1. Are you, your parents, grandparents, or great-grandparents immigrants to this country? If so, what are some of the reasons for immigration?
2. What are some of the steps to becoming a naturalized citizen?
3. Reporting for jury duty, registering for Selective Service, and paying taxes are all legally enforceable civic duties. Do you think these should be voluntary instead of mandated?
4. The program discussed legislation to correct historical injustices against women, African-Americans, and people with disabilities. Are there still groups of people being discriminated against today on the basis of spiritual beliefs, sexual orientation, or other grounds?
5. Does the Americans with Disabilities Act affect you personally, even if you don't have a disability? (Consider, for instance, grandparents who may use walkers or wheelchairs.)
6. Discuss what it means to be a "good citizen," and why.

Student Projects

- Research and report on immigration to the U.S. throughout American history, including information on the various immigration laws discussed in this program. What are some of the significant contributions immigrants have made to American culture and society? Has 9/11 changed our immigration policies or laws?
- How are our tax dollars spent? Create a pie chart or other visual representation depicting how much of our income tax is allocated to the military, health care, education, housing, etc.
- Have a classroom debate on one of the following topics, making sure to conduct thorough research first, using primary documents as well as current news items whenever possible. (Take note of your sources of information and make sure they are not biased to the point of being dishonest!)
 - Does the Patriot Act violate civil liberties?
 - Is health care a civil right that should be accessible to all citizens?
 - Since we are a nation of immigrants, why is immigration and citizenship such a hotly debated issue today?
 - Should communities be allowed to display a Christian nativity scene on public property or in schools around Christmas time?
 - Should Muslim women be allowed to wear headscarves in places where hats and head coverings are not allowed?
- Find out more about the ACLU's "Technology and Liberty Program," which seeks to protect citizens against loss of privacy through use of new technologies. Some key issues include consumer privacy (for instance, banks and insurance companies which gather details about private finances for marketing purposes), Internet free speech and privacy, medical privacy and potential problems related to biological technologies, and issues that relate to students — for instance, seizure of cell phones, and searching through cell phone photos and text messages. Choose one of these topics to report on to the class.
- Can you pass the citizenship test? Visit a Web site such as www.uscis.gov (U.S. Citizenship and Immigration Services), print a copy of the test, and challenge the class to compete in answering the questions.

Assessment Questions

- 1. Many of our individual freedoms, such as freedom to peaceably assemble, freedom from unlawful search and seizure, and freedom of the press, are outlined in _____.
a) The Articles of Confederation
b) The Declaration of Independence
c) The Constitution
d) The Bill of Rights**
- 2. True or False? Some of the Founding Fathers refused to ratify the Constitution unless a bill of rights was added to it, because they feared giving the central government too much power over individual rights.**
- 3. The first of a series of restrictions placed on U.S. immigration was _____.
a) the Chinese Exclusion Act, enacted due to resentment of Chinese immigrants on the West Coast
b) the Immigration Act of 1917, enacted due to prejudice against Jewish immigrants in East Coast cities
c) the Immigration Act of 1952, enacted due to distrust of Cold War-era immigrants from the Soviet bloc
d) the Homeland Security Act of 2002, enacted due to tightened security after 9/11**
- 4. Some of the requirements for naturalization include _____. (*Choose all that apply*)
a) being 18 years or older
b) an ability to read, write, and speak English
c) being a legal permanent resident
d) having good moral character**
- 5. Which of the following are civic duties? (*Choose all that apply*)
a) serving jury duty if called
b) obeying public health mandates
c) registering with the Selective Service system
d) paying taxes**
- 6. Core Democratic Values include _____. (*Choose all that apply*)
a) attending religious services
b) working for the common good
c) entitlement to life, liberty, and the pursuit of happiness
d) the rule of law (both the people and the government must obey the law)
e) popular sovereignty (the power of the government lies with the people)**

7. **“Civil liberties”** _____.
a) is a legal concept resulting from the Civil Rights Movement
b) do not include the right to remain silent when questioned by a police officer
c) are the rights each citizen has to protect their personal freedoms against government abuse
d) are the rights each citizen has to protect their personal freedoms against societal discrimination
8. **True or False? Although the Constitution does not provide legal immunity to those who practice civil disobedience, U.S. democracy is still responsive to acts of nonviolent protest. Civil disobedience has been an effective method of initiating major social change.**
9. **The Civil Rights Act of 1964** _____. (*Choose all that apply*)
a) states in part that “Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex”
b) officially banned the use of racial segregation in schools, public places, and employment
c) made it illegal to discriminate against people with disabilities in terms of employment (hiring or retaining jobs)
d) made it illegal to discriminate on the basis of sexual orientation in terms of employment (hiring or retaining jobs)
10. **American women were granted the right to vote nationwide in** _____.
a) 1776
b) 1865
c) 1920
d) 1964
11. **The Americans with Disabilities Act** _____. (*Choose all that apply*)
a) defines a disability as “a real or imagined limitation that necessitates special provisions”
b) is intended to make society more accessible to people with disabilities
c) outlaws threatening or retaliating against any person with disabilities
d) requires employers to create jobs specifically for people with disabilities

Assessment Questions Answer Key

1. Many of our individual freedoms, such as freedom to peaceably assemble, freedom from unlawful search and seizure, and freedom of the press, are outlined in ____.

- a) The Articles of Confederation
- b) The Declaration of Independence
- c) The Constitution
- d) The Bill of Rights

A: (d) The Bill of Rights

2. True or False? Some of the Founding Fathers refused to ratify the Constitution unless a bill of rights was added to it, because they feared giving the central government too much power over individual rights.

A: True

3. The first of a series of restrictions placed on U.S. immigration was ____.

- a) the Chinese Exclusion Act, enacted due to resentment of Chinese immigrants on the West Coast
- b) the Immigration Act of 1917, enacted due to prejudice against Jewish immigrants in East Coast cities
- c) the Immigration Act of 1952, enacted due to distrust of Cold War-era immigrants from the Soviet bloc
- d) the Homeland Security Act of 2002, enacted due to tightened security after 9/11

A: (a) the Chinese Exclusion Act of 1882, enacted due to resentment of Chinese immigrants on the West Coast

4. Some of the requirements for naturalization include _____. (Choose all that apply)

- a) being 18 years or older
- b) an ability to read, write, and speak English
- c) being a legal permanent resident
- d) having good moral character

A: These are all requirements for naturalization.

5. Which of the following are civic duties? (Choose all that apply)

- a) serving jury duty if called
- b) obeying public health mandates
- c) registering with the Selective Service system
- d) paying taxes

A: All of these except for (b) are civic duties.

6. Core Democratic Values include _____. (Choose all that apply)

- a) attending religious services
- b) working for the common good
- c) entitlement to life, liberty, and the pursuit of happiness
- d) the rule of law (both the people and the government must obey the law)
- e) popular sovereignty (the power of the government lies with the people)

A: All of these except for (a) are Core Democratic Values.

7. "Civil liberties" _____.

- a) is a legal concept resulting from the Civil Rights Movement
- b) do not include the right to remain silent when questioned by a police officer
- c) are the rights each citizen has to protect their personal freedoms against government abuse
- d) are the rights each citizen has to protect their personal freedoms against societal discrimination

A: (c) are the rights each citizen has to protect their personal freedoms against government abuse

8. True or False? Although the Constitution does not provide legal immunity to those who practice civil disobedience, U.S. democracy is still responsive to acts of nonviolent protest. Civil disobedience has been an effective method of initiating major social change.

A: True.

9. The Civil Rights Act of 1964 _____. (Choose all that apply)

- a) states in part that "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex"
- b) officially banned the use of racial segregation in schools, public places, and employment
- c) made it illegal to discriminate against people with disabilities in terms of employment (hiring or retaining jobs)
- d) made it illegal to discriminate on the basis of sexual orientation in terms of employment (hiring or retaining jobs)

A: (b) officially banned the use of racial segregation in schools, public places, and employment

10. American women were granted the right to vote nationwide in ____.

- a) 1776
- b) 1865
- c) 1920
- d) 1964

A: (c) 1920

11. The Americans with Disabilities Act _____. (Choose all that apply)

- a) defines a disability as “a real or imagined limitation that necessitates special provisions”
- b) is intended to make society more accessible to people with disabilities
- c) outlaws threatening or retaliating against any person with disabilities
- d) requires employers to create jobs specifically for people with disabilities

A: (b) is intended to make society more accessible to people with disabilities
(c) outlaws threatening or retaliating against any person with disabilities

Additional Resources

The White House

www.whitehouse.gov

The U.S. Constitution Online

www.usconstitution.net

Government Resources

THOMAS (The Library of Congress)

<http://thomas.loc.gov/links>

The National Archives

America's Historical Documents

www.archives.gov/historical-docs

The Constitution of the United States: Questions and Answers

http://www.archives.gov/exhibits/charters/constitution_q_and_a.html

GovSpot

US government, state government, & more

www.govspot.com

U.S. Citizenship and Immigration Services

<http://www.uscis.gov>

American Civil Liberties Union

www.aclu.org

Voices of Civil Rights

www.voicesofcivilrights.org

U.S. Commission on Civil Rights

www.usccr.gov

ADA Home Page

Information and Technical Assistance on the Americans with Disabilities Act

www.ada.gov

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The Making of the Constitution (DVD/VHS)

Conforming to civics and history curriculums, this compelling program puts key events into historical perspective by examining the pressures faced by Loyalists, Patriots, and average colonists. Richly textured with historical art, video footage, and insightful commentary, it explores a fascinating mix of individuals, political philosophers, and social issues of the day. Dramatized sections provide insights into what actually went on at Independence Hall while the document was being written. (27 minutes) © 1997 (# 8096)

Amendments to the Constitution: Bill of Rights and Beyond (DVD/VHS)

This program is an indispensable tool for helping students to understand the constitutional amendment process and to see its importance in their own lives. It defines what an amendment is, explains why amendments have been needed down through the centuries, and describes the process for proposing and ratifying an amendment. Amendments used as illustrations of the process of changing the Constitution have been carefully selected for their interest value to today's students. A viewable/printable instructor's guide is available online. Correlates to National Standards for United States History Education. (18 minutes) © 2002 (# 29906)

Ellis Island Immigration Museum: Face of America (DVD/VHS)

More than 100 million citizens in the U.S. can trace their ancestry to an immigrant who landed at New York's Ellis Island. This program ferries viewers to the Ellis Island Immigration Museum, where visitors retrace the footsteps of those who first touched American soil there. The museum's oral history project and exhibits present the voices and artifacts of immigrants who, fearing deportation yet filled with hope, arrived with only what they could carry: a cooking pot, religious artifacts, traditional clothing—everyday things they thought important enough to bring all the way to the New World. A viewable/printable educator's guide is available online. (27 minutes) © 2002 (# 35208)

America's Immigration Debate (DVD/VHS)

Diversity from immigration keeps cities alive, former Senator Bill Bradley (D-NJ) and other leaders assert in this program; opposing views are also presented, thus summarizing America's immigration debate with mixed evaluations of its capacity for change. Using commentary from several experts — including Michael Teitelbaum, vice chair of the U.S. Commission on Immigration Reform, and Margie McHugh, executive director of the New York Immigrant Coalition — this program studies the isolation of ethnic communities, the shifting of racial definitions, and America's lack of an infrastructure to support immigrant integration. (26 minutes) © 2004 (# 34175)

Freedom of Expression Must Include the License to Offend: A Debate (DVD/VHS)

As valued as it is, the principle of free speech through which everyone can have their say is an especially slippery slope as populations grow more pluralistic and the desire to get along creates pressure to curtail any expression that may potentially insult some portion of the people. Must freedom of expression include the license to offend? That is the question in this Oxford Union-style debate as panelists make their case. Speakers for the motion bring up the pernicious effects of censorship, the suppression of healthy debate, and repressiveness that can lead to authoritarianism, while those against speak of freedom of speech as a means to an end rooted in a particular place and time rather than as an ideal and stress the value to society of outlawing expression such as child pornography. Questions from the floor follow. The final vote? Significantly for. BBC *One O'Clock News* presenter Anna Ford presides. (60 minutes) © 2006 (# 40531)

Let Freedom Ring: Moments from the Civil Rights Movement, 1954-1965 (DVD/VHS)

Despite the colossal and continuing legacy of America's civil rights era, the movement is often best understood through the historical moments in which it took place. This NBC News program presents original coverage from frontline correspondents and camera teams at work during critical junctures in America's battle for racial equality. Hosted by NBC anchor Lester Holt, the video examines the Greensboro sit-ins; the Freedom Rider phenomenon; the efforts by, in support of, and against black students entering southern schools and universities; the March on Washington; and other events and initiatives. The DVD version contains a bonus half-hour interview with Dr. Martin Luther King following the success of the Montgomery Bus Boycott. (47 minutes + 53 minutes of bonus material) © 2008 (# 40565)