The Concept of Citizenship in the American Education System

Christine E.M. Epping-Plaisted
The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/ehd_theses

Part of the Education Commons

To learn more about our programs visit: http://www.brockport.edu/ehd/

Repository Citation
https://digitalcommons.brockport.edu/ehd_theses/73

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.
The Concept of Citizenship in the American Education System

by

Christine E.M. Epping-Plaisted
August 2011

A thesis submitted to the Department of Education and Human Development of the State University of New York College at Brockport in partial Fulfillment of the requirements for the degree of Master of Science in Education
The Concept of Citizenship in the American Education System

by

Christine E.M. Epping-Plaisted

Approved by:

[Signatures and dates]

[Names and titles]

[Signatures and dates]
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>Signature Page</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Historiography</td>
<td>5</td>
</tr>
<tr>
<td>Original Research</td>
<td>27</td>
</tr>
<tr>
<td>Application</td>
<td>49</td>
</tr>
<tr>
<td>Conclusion</td>
<td>70</td>
</tr>
<tr>
<td>Appendices</td>
<td>72</td>
</tr>
<tr>
<td>References</td>
<td>75</td>
</tr>
</tbody>
</table>
Introduction

Citizenship education in the social studies curriculum has traditionally stressed the importance of the freedoms, rights and responsibilities bestowed on the American people as a privilege and an honor. U.S. citizenship has been held in esteem with such enduring American images of Ellis Island, war propaganda and rallying cries from politicians on what it means to be a citizen of the United States. This paper strives to shatter some of those long held ideals and encourage an open dialogue of citizenship rights and denials throughout the history of the United States. Citizenship education needs to examine the differing interpretations throughout the time periods of what a citizen was and who qualified for this right. The first section of the paper discusses the ideals of citizenship through a historiographical approach. The second section of this paper examines the failure of citizen's rights throughout the history of the United States and the final section is a portfolio, grounded in educational research on topics and resources appropriate to use in discussion with students as they examine citizenship ideals in a new way.
"As citizens of this democracy you are the rulers and the ruled, the law givers and the law-abiding, the beginning and the end.” --Adlai E. Stevenson

“Every good citizen makes his country's honor his own, and cherishes it not only as precious but sacred. He is willing to risk his life in defense and is conscious that he gains protection while he gives it.” --Andrew Jackson

“The job of a citizen is to keep his mouth open.” --Gunter Grass.

“The first requisite of a good citizen in this republic of ours is that he should be able and willing to pull his own weight.” --Theodore Roosevelt

The building is crowded beyond belief as a new arrivals wait patiently in line at Ellis Island. Those people who traveled in what was called 'steerage' class aboard ships from all over Europe were inspected for disease very similar to head of cattle themselves. Papers would be examined and legal status would be determined for the massive amount of people that wanted a better life in the United States. These new arrivals were given cursory physical examinations and their names were taken for the official record. Most people made it through customs within five hours of waiting and questioning. Others had to spend the night as their immigration papers were reviewed and the legitimacy of their immigration could be verified. This process was what many of our own ancestors went through to become immigrants to this country. Citizenship would follow after years of residence and tests to determine if the person was qualified to become a citizen. Becoming a citizen of the United States was a goal for many immigrants from other countries. Citizenship was the ultimate goal. The United States was a beacon of hope for many who were escaping oppressive governments that did not hold the people of their own lands with the same value as the immigrants thought that the United States did.
Citizenship is a hot button issue in today's world. A person only has to look towards the evening news to find a story about this country's citizens and a fight for equal rights under the law. Citizenship has dramatically evolved around the world since its formation in Ancient Greece. Our forefathers envisioned a dramatically different version of citizenship to the United States than what is presented through our society today. What does it mean to be a citizen of a country? Throughout history, various regions and countries have wrestled with the issue of citizenship. The United States is not immune to these struggles. Our own conceptual ideas surrounding citizenship have changed since the birth of this country. The ability to educate our youth has spurred the issue of teaching citizenship. Social studies teachers are required to teach citizenship education as part of the New York State curriculum. Teachers are required to install a value to belonging to the United States. Educators throughout all grade levels strive to teach what is called Civics, Citizenship and Government.

The focus of this discussion will center on the research about the evolving idea of what citizenship was and is and where it is going in the future. The role of educators plays heavily into the understanding and teaching of citizenship. Citizenship values have changed throughout the modern definitions of citizenship. According to the Merriam-Webster Dictionary, the definition of a citizen is a native or naturalized person who owes allegiance to a government and is entitled to protection from it.¹ Citizenship was not always viewed in these terms and today much more is implied with the use of citizenship then simply what the definition is in the dictionary.

Citizenship Education: From the Greeks to the Americas

Citizenship has been an evolving concept from the time of its creation during the Greek city-state rise. Polis linked people of a common birth area together to form a cohesive unit in which people could feel a connection. According to Richard Dagger, citizenship, in general, during this time was a very limiting arrangement with only the select male, head of household, welding complete control of the family and the ability to participate fully within society. Yet citizenship meant complete access and a sense of belonging to a political community for those men. Those that simply belonged to the city were subjects unable to participate in the rights of the citizen elite completely. “The citizen was a partner in his community, and that meant he enjoyed certain rights and was subject to certain duties, which were not extended to the vast number of people living in the city-state.” Women, children, slaves, resident aliens and those that could not meet the property requirements were not allowed to be citizens.

Athenian Citizenship was limiting its scope on who qualified for citizenship by enacted marriage laws preventing anyone who was not of Athenian birth parents from claiming legal citizenship rights in Athens. Marriage and legitimate children were a basis for becoming a citizen. “The Perikles Law limited citizenship to those

---

3 Ibid p. 716.
4 Ibid. p. 716.
5 Ibid. p. 716.
freeborn persons whose mothers, as well as fathers, were Athenian.”

According to Robin Osborne, the Athenians based their new, much more stringent law on the need to limit citizenship because there was a large quantity of people claiming citizenship. Athenians wanted to limit the scope of citizenship because citizenship was viewed as a privilege and with too many people interjecting their ideas it could have diluted the effectiveness of the political entity that was emerging in Athens. Elite marriages became much more sought after once citizenship had to be proven. No longer were Athenian men able to secure foreign wives. Now men had to advertise their wife’s identity, citizenship status and the marriage of their parents to maintain their status.

Citizenship was an exclusive right that only a small segment of society possessed. The greatest objective of citizenship to the ancient Greeks was their ability to participate in politics. Dagger asserts that the ability to participate in government was the highest control a person had in his life because the ability of voting and working with governance allowed the citizen to control his own life. Dagger also focuses on the idea that once a man had citizenship bestowed on him it was his right and duty to use his citizenship to the best of his abilities. Men who held citizenship rights were expected to take part in politics and governance. The ideas of citizenship that were held to esteem in ancient Greece are often taken for granted in society today. Ancient Greeks equated the role of citizen with the public sphere in which the citizens were the voice and vote of the community.

---

7 Ibid. p. 4-5.
8 Ibid. p. 4-5.
9 Ibid. p. 29.
10 Dagger. p. 717.
11 Ibid. p. 717.
12 Ibid. p. 717.
13 Ibid. p. 718.
Roman citizenship both resembled and continued from the Greek archetype. The Roman civilization flourished with its wide arching bureaucratic arms that reached through the Roman Empire, as it truly was an all encompassing empire with claims around the Mediterranean and stretching into the mid-east and northern Europe. Roman laws were based on those set by the Greeks and with the influx of so many people from the conquered lands that Rome usurped; citizenship was limited similarly to the Greeks after the passage of the Perikles Law. According to David Cherry, with the influx of so many differing ethnic groups Romans severely limited the citizenship gift to only select men and women based on birth rights and parental citizenship. According to Cherry the basis of Roman citizenship became a right only when both parents could assert Roman citizenship. Marriages were only regarded as legal if the marriage was between two Roman citizens.

Citizenship control sparked the Minician marriage law which prevented children from parents who were not citizens from claiming citizenship status themselves. This was a large issue for the Romans as the Empire was expanding and more non-Romans were moving to the metropolis. According to Cherry, there was more ways to lose citizenship then gain it. Romans citizens would lose their citizenship status if they were taken as a prisoner of war or with the dissolution of marriage or if you committed a capital offense. Marriage between slaves was not permitted and any child that was born to a slave was ultimately given the rank of his

15 Ibid. p. 244.
16 Ibid. p. 251.
parent, which would be a slave without any rights. Elite citizenship status was relegated to the small segment of society that was in control of the laws, and country.

The Middle Ages were a time where the large empire civilizations fell apart and in its place sprung a feudal system that exhibited strong ties to the local manor house and extended family. Modern ideas of citizenship sprung up during the American and French revolutions. Monarchies were falling and in the place of these governmental systems, democracy began taking its place as a alternative to the reign of monarchies. French writers used the ideas of citizenship within their writings to plead their case to the masses in which they hoped to gain support. Charlotte Wells discussed the use of the term citizen and the effect it had on gaining support during the French religious was during the late sixteenth and early seventeenth centuries.

The Renaissance merged ideas of nationalism and brought the concept of citizenship back into the forefront of discussion. Authors of national literature began to write about what it meant to be French. These writers based their thinking upon the ancient Roman laws of citizenship and upon regulations of the city-states of Renaissance Italy. Wells suggests that while the French began to see themselves in a national light there were still limitations on the scope of who could be considered a citizen. French authors did not call for universal citizenship. The elite used the citizenship concept to further secure the idea that they were the leaders of the country and that they were in a position to create and guard French laws and ideals.

17 Ibid. p. 253.
19 Ibid. p. 441.
20 Ibid. p. 441.
21 Ibid. p. 441.
Citizenship existed for those whose social position and intellectual training allowed them the opportunity to take part in the government. Another limitation on citizenship was the lack of voting rights from the First and Second Estates.

New ideas began emerging after the Renaissance and continued during the Reformation. This time periods however challenged the ideas of French unity with the great split between the Catholic and Protestants. Writing of pamphlets, usually by the upper classes, was the uniting force in the French citizenship movement. A sentiment was growing within the elite writers and military leaders to call for the citizen’s duty to “serve and preserve the country.” Writers used the concept of citizen to unite all men within the political community. Citizenship by birth in the country is also used as a uniting factor. Wells asserts that overall the proclaiming French citizenship encompassed to important unity ideas. First, the citizen had a duty to preserve the welfare of the country. Second, was the concept that bonds of friendship and mutual support should exist among people of the same town and the same country.

Citizenship in the Modern Era

The concept of modern citizenship was firmly cemented by T.H. Marshall with his discussions on the timeframe and development of the modern examples and definitions of citizenship. For Marshall, citizenship has three distinct segments, each
occurring at different times from the eighteenth to twentieth century. The emergence of the bourgeoisie in the eighteenth century delineated a set of rights such as the right of liberty, freedom of speech, equality before the law and the right to own property.\textsuperscript{26} During the nineteenth century, political rights developed. The decision-making process developed through the participation of choice in government by electing officials and by universal manhood suffrage.\textsuperscript{27} The twentieth century developed the social rights of the people. These rights included the ideas of welfare, security and education.\textsuperscript{28}

Marshall stresses that the most important quality of citizenship is equality. Equality for him is bestowed to people who have become full members of the society. Citizens possess all the rights and duties with equality. True citizenship emerged once every citizen was able to acquire and display the rights and responsibilities of a citizen.\textsuperscript{29}

Margaret Somers offers a counter argument to Marshall’s ideas about citizenship. Her augment counters Marshall’s because she saw the immergence of the modern concept of citizenship immersing between the 14\textsuperscript{th} and 16\textsuperscript{th} centuries in Europe.\textsuperscript{30} Somers saw the first measure of modern citizenship forming throughout Europe as a hybrid. It developed from a set of relationships that emerged as a protective alliance that gave membership and social attachments as well as autonomy

\textsuperscript{27} Ibid. p. 74-75.
\textsuperscript{28} Ibid. p. 74-75.
\textsuperscript{29} Ibid. p 75.
to individuals.\textsuperscript{31} She analyzed the feudal relationship as the basis of citizenship. The feudal economy, class relations and political units lead to feelings of belonging.\textsuperscript{32} Somers does not believe that Marshall’s idea of when the modern view of citizenship emerged. She points to the feudal relationship and the self governance of these city-states throughout Europe and their ability to be self-sufficient in all aspects while conducting trade within the traditional country/national limits.

Kathleen Knight Abowitz and Jason Harnish continue to acknowledge to role that Marshall had on the ideas of citizenship. They continued the discussion on the modern thoughts on citizenship and their origins. Abowitz and Harnish define citizenship in a democracy as a concept that give membership to individuals within a political unit and confers that identity on the individuals. Citizenship constitutes a set of values, usually interpreted as a commitment to the common good. This definition also includes a degree of participation in political life and also implies gaining and using knowledge and understanding laws, documents, structures and the process of governance.\textsuperscript{33}

Abowitz and Harnish diverge into a number of different philosophies on citizenship but ultimately return to the ideas proposed by Marshall and the modern and outstanding definition and explanation on the formation of citizenship. The meaning of citizenship in western dialogue and that of the educational world still focuses on the ideas of Marshall.\textsuperscript{34} Their study looks at the differing idea of citizenship and how the ideas have swayed towards feminism and other areas as

\begin{footnotesize}
\begin{itemize}
    \item 31 Ibid. p. 69
    \item 32 Ibid. p. 70
    \item 34 Ibid. p. 654.
\end{itemize}
\end{footnotesize}
citizenship discourse was engaged in during the last two hundred years. Ultimately
the question of civic identity focused back on Marshall’s original work on the
subject. Membership, or the idea that a citizen derives his rights and obligations
from a social contract with the nation, is the central idea to citizenship.
Enlightenment inspired notions of citizenship define membership in nation-states and
social programs that have evolved are to show the modern understanding of
citizenship. Peter Schuck discusses the changing ideas of citizenship in the modern
cyberspace era. He uses Marshall’s ideas about the concept of citizenship and goes
further by discussing what is occurring in modern day where the ideas of nation-states
are being transformed by the global village of cyberspace. Schuck discussed
citizenship in the United States and defines his idea of citizenship as undifferentiated
status. The laws within the United States treat all citizens equally under the law and
rights given to the people of the country.

Schuck focuses on the ideas of globalization and the integration of the world
markets. Transnational communities have immerged with the invention of mobile
capital technology and labor. With the immergence of a global concept in the ideas
of citizenship, backlash has arisen to focus on hyper-nationalism. Now countries are
focusing on reinforcing ideologies and institutions that have been held as national
links to the country and the citizenship values. Schuck believes that Federal

36 Ibid. p. 680.
37 Peter Schuck “Citizenship in Federal Systems” The American Journal of Comparative Law, Vol. 48,
No. 2 (Spring, 2000), p. 195-196.
38 Ibid. p. 195.
39 Ibid. p. 195.
40 Ibid. p. 199.
systems are the best form of government to incorporate the changing ideas on citizenship. The prime example in this discussion would be the United States in which the fifty states are bound together by a federal government. This system allows state control while being overseen by a federal government linking all people under one system.\footnote{Ibid. p. 210.} Federation systems can uphold citizenship values and standards in a global world. This system allows for the citizen to be supplied with the most equal amount of citizenship virtues and values. Vertical relationships with the national and sub-national level as well as horizontal relationships give citizens equal access to resources and outcomes within the political unit.\footnote{Ibid. p. 215.}

With the immergence of globalization towards citizenship, critics have encountered opponents who argue for the exclusion of citizenship rights to those who are moving and relocating in areas other than their birth. Basically, debate has arisen on the basis of citizenship by blood or by the country in which you were born in. Norman Ravitch addresses the debate in regards to the United States and France with their changing ideas on citizenship and the resources allocated to new arrivals and rights given to new members of their countries.\footnote{Norman Ravitch “Your People, My People; Your God, My God: French and American Troubles Over Citizenship” The French Review Vol. 70, No. 4 p. 515-516} France and the United States both proclaim that citizenship is a right of birth, known as \textit{jus soli}, which allows those people born in their country the right to claim citizenship.\footnote{Ibid. p. 516.}

Citizenship issues arise when France and the United States are now experiencing rapid immigration from others countries. In the United States for example, movement from the Americas, especially immigrants from Mexico, into the
southern states are creating a conflict over resources, rights and responsibilities of these people. Ravitch associates the concern of immigration to a question of what rights do these people receive from the government. In effect, these are people who have become second class 'citizens' because although they can use the social programs supplied by the federal government, they are not allowed to voice an opinion through the polls because of their non-citizenship status.\textsuperscript{45} The American and French identities are coming under question with the influx of people who have different values and beliefs than the citizens of the country. Religion, ethnicity, legal status are all factors in the evolution of the identities and eventually citizenship ideals that both France and the United States.\textsuperscript{46}

Dominique Schnapper sees the weakening of citizenship through the eyes of a European and agrees with Ravitch that the idea of citizenship is changing with the globalization of the world. Europe was the birthplace of the modern citizen and that concept has radically changed over the course of European history.\textsuperscript{47} Her argument states that with the emergence of the European community, individual nations are losing identity and that citizenship is being devalued.\textsuperscript{48} Europe is uniting in a common economic link to compete on the global scale with countries such as the United States. The current ideas of citizenship are focusing on the welfare of the society and what the government can supply to its citizens. These ideas have moved away from the original ideas of citizenship which involved freedom for a country’s

\textsuperscript{45} Ibid. p. 526.
\textsuperscript{46} Ibid. p. 526.
\textsuperscript{48} Ibid. p. 199.
citizens and the equal participation on political life.\textsuperscript{49}

Schnapper addresses her belief that the ideal of citizenship is weakening because of the effortlessness of migration and employment within the European continent. New arrivals from other countries are looking for employment and instead of become a citizen of the new country these workers hold onto their original citizenship while using the social welfare programs of the country they currently live in. “Giving the right to reside and guaranteeing civil, economic, and social rights without granting the right to vote and to participate in political life means creating second-class citizens who cannot defend their rights and interests through political action.”\textsuperscript{50} This problem, according to Schnapper, is related to the idea that as a national identity and culture, each country is losing the ideals and link to citizenship values.\textsuperscript{51}

Another author that addresses the immigration and migration dialogue in regards to citizenship is Jost Halfmann. His argument is very similar to other authors who question the validity of citizenship in the modern world as the borders and cultural heritage change the scope of the idea of citizen.\textsuperscript{52} This is a very heavily debated issue because of the divide within the United States and other countries about the influx of immigrants that are to some observers changing the cultural makeup of the nation. Citizenship is a form of both inclusion and exclusion. Halfmann argues that citizenship now is leading towards inclusion and that the universal concept of being a citizen of the world should be acknowledged and is irrespective of territorial

\textsuperscript{49} Ibid. p. 200.
\textsuperscript{50} Ibid. p. 206.
\textsuperscript{51} Ibid. p. 200.
\textsuperscript{52} Jost Halfmann “Citizenship Universalism, Migration and the Risks of Exclusion” The \textit{British Journal of Sociology}, Vol. 49, No. 4 p. 513
location.\textsuperscript{53} This is shown prevalently through the countries of Europe. The nation-state boundaries are become obscured by the effects of migration and holding onto cultural traditions.\textsuperscript{54}

Since the boundaries and borders of countries around the world are blurring and the citizenship structure is evolving, the idea of what it means to be a citizen of a country is changing. Modern ideas of citizenship can be linked to classical teaching from the Greek period. According to Linda Kerber, "citizen" is an equalizing word.\textsuperscript{55} According to Kerber, citizenship has not always been as equalizing as it is at the present time. This has changed throughout the history of citizenship. Many groups have experienced lack of rights while the countries expound the rights of their citizens.\textsuperscript{56} The United States has the \textit{jus soli} requirement for citizenship or a lengthy process of naturalization.

From the beginning the United States forefathers assumed that any free person who denounced the British throne was a patriot and therefore a citizen.\textsuperscript{57} Even with the United States, citizenship was not granted to everyone. Land-owning men, were the citizens, everyone else (women, different races, non-citizen nationalists, refugees and immigrants) did not have the right or ability to participate in the civic duties given to the men.\textsuperscript{58} Kerber argues that citizenship is what each individual person makes of it.\textsuperscript{59} Citizenship is both personal and political. Individuals need to take their own action to make and remake the state in the manner they see fit to best support the

\textsuperscript{53} Ibid. p. 526.
\textsuperscript{54} Ibid. p. 528
\textsuperscript{56} Ibid. p. 836.
\textsuperscript{57} Ibid. p. 834.
\textsuperscript{58} Ibid. p. 836.
\textsuperscript{59} Ibid. p. 854.
country and the inhabitants. Kerber’s basic tenets to the citizenship debate focus on the Rights given to the United States citizens by the founding fathers. The right to life and liberty the right to pursue and obtain happiness and safety, the right to travel freely and the right to confidently expect that justice will be done are Kerber’s expectation for citizenship from the beginning of the United States until today.

The discourse on what citizenship is continues to evolve as modern nation-states emerge. Religious and ethnic ties are often not thought of when political lines are drawn. Over the course of the twentieth century, political lines have been reshaped countless times throughout the world. Political lines often do not take into account the ethnic or cultural ties that link groups of people together. One of the emerging ideas towards the discussion of citizenship is how citizenship is immersing within religious states. The religious faith of Islam transcends borders and links a common culture and belief system. Modern forms of citizenship tend to disband tradition thoughts of hereditary or ethnic group belonging. According to Nawaf Salam, Islam linked people together through a common religion that transcended political and governmental bounds. Islamic tradition attached a high value to the role of the community and the unity and conformity of the followers.

Salam examined the ideas of citizenship emerging from the Turkish Empire and the path that this took throughout the eventual breakup of the Empire. Salam concludes that the ideas of citizenship sprang from the western ideas and the rising of modernism in the late 19th century. Pressure arose because of tensions between the

---

61 Ibid. p. 129.
62 Ibid. p. 145.
community structure and the larger national, governmental status. Belonging to a religion, family and clan gave a person a feeling of security and belonging and this eventually was replaced with the social and political conditions. Participation within society now became associated with law and governance instead of community strengthening activities. Territorial claims now became the basis for citizenship. Membership no longer was seen as belonging to a family but belonging to a political community, a region and a country.

The ideas of what it meant to be a citizen have been evolving from the inception of the idea. Scholars point to modern definitions of citizenship as one that incorporates civil, political and social rights. This idea of modern citizenship was developed by Marshall and many scholars link their writings to his groundbreaking analysis of the idea. Citizenship however, is constantly evolving to meet a number of new tests to the concept. Globalization is the most ardent enemy associated with the idea of citizenship. The ability to be a citizen of a country has taken on new dimensions that now relate more to the social sphere of Marshall’s proposal. Ties with multiple countries as well as social programs in countries such as the United States and other western countries are drawing new waves of immigrants that are holding on to their cultural heritage, their old citizenship and using social programs for the betterment of themselves. This leaves the idea of what it means to be a citizen in a precarious position because while these new immigrants are in effect using all the opportunities afforded to them by the new country, ties to their old heritage are reshaping the values and citizenship ideals through the country.

63 Ibid. p. 146.
64 Ibid. p. 146.
Citizenship Education: Educating the American student

Citizenship education is part of the curriculum for teaching social studies throughout the United States. The New York State curriculum and educational department is no different than other states. Civics, citizenship and government must be taught at all grade levels from the primary grades to the commencement level. The role of how to educate students in matters of citizenship has evolved from the Common School movement to today’s standards. Citizenship education has followed with current trends in the ideas of citizenship in general.

According to Lazerson, McLaughlin and McPherson, citizenship education started with Jeffersonian ideals towards the ‘crusade against ignorance.’ Ongoing participation was crucial to this time period. Lazerson et al also discuss John Dewey as the most forceful supporter of the link between education and citizenship. Dewey argued that without education focusing on democracy that the significance to these connections of citizenship will be lost and not perceived. Citizens would be overwhelmed and not live up to the standards of the duties of citizenship. This led to a “fundamental obligation of schooling in democracy and the goal to educate youth in the skills, knowledge and attitudes that are crucial to an informed and involved citizenry.”

The topic of teaching citizenship has not led to a universally accepted course of study. Historically, focus on citizenship has entailed patriotism and using the

---

65 Marvin Lazerson, Judith Block McLaughlin and Bruce McPherson “Learning and Citizenship: Aspirations for American Education” Daedalus, Vol. 113, No. 4 p. 59
66 Ibid. p. 60.
67 Ibid. p. 60.
68 Ibid. p. 61.
commonality of the same homeland or soil. Citizenship from before the progressive era through the civil rights movement was greatly centered on showing American pride and doing acts for your country and the betterment of the nation. According to Reed Ueda, public schools and settlement houses were the chief resources during this time. The onset of mass immigration forced the United States to deal with a large population with dissimilar origins and the necessity to join these populations together under one nation, country and mindset. Ueda proposes that with mandatory public education and settlements houses, citizenship values were beginning to come together and disseminate to values that were traditionally American. Americanization was the citizenship training during the progressive era. Public schools assimilated various ethnic groups into a category that was strictly American. Children were taught English; old-world cultural values were displaced for those that were seen as more American. School newspapers focused on what it meant to be a good American and the students were expected to show patriotism.

Settlement houses fall outside the realm of the public education system but as educating the public in general, these settlement houses played a strong role in education the recent immigrants to the United States. Adults were often left out of the educational role. Adults could come to these houses to receive free education, literacy lessons and quite often teaching on the values and roles of a responsible citizen. "Settlement house by providing forums, debates, speeches and essay

---

69 Reed Ueda “Second-Generation Civic America: Education, Citizenship, and the Children of Immigrants” *Journal of Interdisciplinary History*, Vol. 29, No. 4, p. 661-662

70 Ibid. p. 662.

71 Ibid. p. 664.

72 Ibid. p. 675.
contests that taught the arts of civic advocacy.” Education at these settlement houses deepened the social and civic networks that the immigrants of different ethnic backgrounds could not find through any other avenue.

Education about citizenship continued to hold patriotic expressions through both world wars and well into the Cold War. Education followed the ideas proposed through Marshall’s research on the political realm and rights of citizens. With the globalization of the world, social studies adapted to educating students on the social aspects of citizenship yet still adhering to conservative concepts of citizenship and patriotism. Joel Westheimer and Joseph Kahne focus on the political motives that affect the education system today. They argue that politics run what is taught within the school systems and they want to include a larger set of criteria then the simple teaching of how a government works. The discussion these authors invoke is making citizenship education an all encompassing education to make an effective citizen in a democratic society.

Westheimer and Kahne focus on the three kinds of citizens. They break down the role of citizen into three parts which are; the personally responsible citizen, the participatory citizen and the justice-oriented citizen. The education of the personally responsible citizen focuses on character education, honesty, integrity and hard work. The participatory citizen participates in civic affairs on the local state and nation level. The justice oriented citizen focuses on responding to social problems

---

73 Ibid. p. 675.
74 Ibid. p. 680.
76 Ibid. p. 238.
77 Ibid. p. 239.
78 Ibid. p. 240.
and acting to effect a systematic change.\textsuperscript{79} The ideas of Westheimer and Kahne show that the education of simply creating/executing programs of education for students to participate in does not necessarily develop the students’ ability to understand the contextual basis and critique of the social problems.\textsuperscript{80} They propose that the educational system needs to be all encompassing of the three types of citizenship education. Students need a solid background in theory and in contextual understanding of the roles of citizens as well as the tools to effect a change if necessary.

Rob Gilbert suggests postmodern society shows a need for the development of cultural and economic dimensions in citizenship education.\textsuperscript{81} Education can no longer just incorporate the civil, political and welfare components of citizenship. Now greater participation is needed in the cultural and economic dimensions of everyday life.\textsuperscript{82} With the modern global world, Gilbert suggests that society will require the concept of citizenship to expand into cultural expression and economic production. According to Gilbert, citizen entitlements would not distract from national symbols and would focus on principles of rights and practices of political action.\textsuperscript{83}

Education for citizenship offers a unique balance in engaging the student and making the discourse relevant and appropriate for the student. Edgar Bernstein discusses the role of teachers in the dissemination of civic education. He supports the

\textsuperscript{79} Ibid. p. 240-241.
\textsuperscript{80} Ibid. p. 264.
\textsuperscript{82} Ibid. p. 51.
\textsuperscript{83} Ibid. p. 66.
idea that teachers must consider the students’ criticisms and goals for their educational understanding. Teachers need to find effective ground to discuss the political and social life of the country. Citizenship education is important to the culture and society of the United States and countries throughout the world.

“Ineffectiveness in citizenship education is often said to be due to a too frequent emphasis on the importance of facts rather than on understanding. Understanding the conceptual framework will make a more learned and active citizen.

The duties of citizens, those that are visible, are a reflection of participation in government. Apathy for the electoral process shows that education is not reaching students and giving them the criteria for making informed decisions. Bernstein argues favorably that education must link hard facts with a conceptual framework that will organize and generalize knowledge to be useful for helping students’ who try to solve the critical problems faced in the nation.

**Citizenship and Education**

Citizenship has been an evolving concept from the time of the Ancient Greeks. Marshall has led the way for modern discourses on citizenship. His three-fold look at how modern citizenship emerged focuses on the rights, politics and social rights of citizens. The modern globalization of the world has continued to reshape the dialogue on citizenship. Countries are more interdependent on each other than during any other time. Economic and social connections are now blurring the lines of the

---

85 Ibid. p. 457.
86 Ibid. p. 462.
87 Ibid. p. 462.
traditional citizen. Proponents argue that citizenship is now beginning to take on a
universal quality which transcends the political bounds of traditional citizenship.

Education has the ultimate task of cultivating the qualities of citizenship.

Much of the social studies content has focused on patriotism and the acts that make
Americans traditional Americans. Now proponents of an alternative want the
reasoning behind these acts and the motivations to be taught. With globalization,
apathy has begun to develop in citizenship debates. Traditional civic duties such as
voting have been lackluster. Bernstein, Westheimer and Kahne all support the idea
that civic education need to incorporate the philosophy behind the actions as well as
educating students on the burgeoning global citizenship.

Overall, the discourse on citizenship is still a large part of the educational
system in the United States. Civic responsibility is a highly debated and contested
subject throughout the United States and many other countries. Right, responsibilities
and duties shape the educational topic of citizenship. Modern civic opportunities
present a challenge to the evolving makeup of the United States.
“American citizenship is a high estate. He who holds it is the peer of kings”.—Calvin Coolidge 1924

“The good citizen is the man who, whatever his wealth or his poverty, strives manfully to do his duty to himself, to his family, to his neighbor, to the State.—Theodore Roosevelt 1903”

The term citizen connotes ideas of belonging to a certain country, abiding by those rights bestowed upon them and giving back to the country through service if the need should arise. This general idea of citizenship is one of the founding principles this country was built upon. Jefferson and other founding fathers construed the ideas of what rights should be bestowed through citizenship and those same principles are the cornerstone of what social studies teachers strive to instill in their students.

Citizenship to the United States has been flaunted as having the most freedom and rights as any citizenship of another country. Classic images of Ellis Island come to mind as immigrants wait to be accepted into the country to start a new life free from whatever persecution they were escaping. The Statue of Liberty is the quintessential image of America opening her doors to the world. The words engraved on the statue by Emma Lazarus speak to the United States philosophy of foreign born citizens and the all-encompassing possibilities of those who make it through the gates of the United States. “Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Send these, the homeless tempest-tossed to me. I lift my lamp beside the golden door!” The welcoming that

---

89 Ibid. p. 78.
90 Emma Lazarus ‘The New Colossus’ 1883.
this message implied spurred a mass migration of immigrants to the United States looking for rights and liberty denied to them in their homeland.

Assimilation was looked on as a favorable asset to possess. Immigrants shed the bonds of their former life at the gates of this country and the country was to welcome them with open arms based on the teaching of the forefathers. The melting-pot philosophy of the twentieth century, where everyone left behind their heritage in order to assimilate into the ‘American’ culture cannot be taught as the acceptable role of new citizens to the United States. Globalization, along with pride from ethnic origins is redefining the role citizen education is taught. Teaching in a multicultural society, cultural background needs to be factored into the education process of citizenship.

Teaching the concept of citizenship needs to be shown through a global lens because the world is more interconnected than ever before. This cannot be done without the recognition that the ideals of citizenship have not been followed through this country. Citizenship needs to be explored on the basis of showing the denials of rights faced by some of the United States citizens. Teachers must be able to show there was the mandated policy of the government and then there was the unwritten policy of the people towards immigrants and other preserved outsiders. The United States government and educators throughout the country have touted equality, backed by the Constitution and the Bill of Rights, however, the reality is very different. Primary source documentation shows that citizens and recent immigrants were continuously denied their rights and that the melting pot of the United States only extended to certain ethnic and racial groups. Firsthand accounts and newspaper
articles show just how divided the country is on the ideas of citizenship and who should and should not be extended those rights.

**United States Official Stance on Citizenship**

The United States government has provided a reference guide to citizens through the U.S. Citizenship and Immigration Services. This book, called, The Citizen’s Almanac, is a reference guide to new citizens about the importance of their status as citizens and what rights and responsibilities they are to adhere to as members of the society. “The United States of America is now your country and The Citizen’s Almanac contains information on the history, people, and events that have brought us where we are today as a beacon of hope and freedom to the world.”91 “A beacon of hope and freedom” shows the lofty ideals that citizenship to the United States represents.

One only had to look to the founding documents for the beginning of what rights should be bestowed on the citizenry. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the Pursuit of Happiness.”92 According to The Citizen’s Almanac, the Declaration of Independence, Constitution and Bill of Rights are what have bound the United States to these ideals and allowed the country to flourish.93

---

91 Citizen’s Almanac. p. vi
92 United States of America Declaration of Independence adopted July 4th 1776
93 The Citizen’s Almanac p. 1
Rights that are given to citizens include: freedom to express yourself, freedom to worship as you wish, right to a prompt fair trial by a jury, the right to bear arms, vote in elections, apply for federal employment, run for elected office and the life, liberty and the pursuit of happiness from the Declaration of Independence.\textsuperscript{94} Responsibilities are also included in the ideal of citizenship to hold citizens accountable to the government. According to the Citizen's Almanac, responsibilities include: defending the Constitution against all enemies, both foreign and domestic, staying informed about issues affecting your community, participating in the democratic process, obeying federal, state and local laws, respect the rights, beliefs and opinions of others, participating in your local community, pay income taxes and other taxes, serve on a jury and defend the country if the need arose.\textsuperscript{95}

The founding father stressed unity and commonality towards the new citizens of the United States. Bonds of union needed to be formed and stressing the equality of the citizenry in opposition to that of Europe where society still existed under the yoke of monarchy showed the cohesion the founders needed in order to preserve the new country. George Washington stressed in his farewell address that the citizens are a united front with similar backgrounds without much variance.

"Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections. The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism, more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits and political principles."\textsuperscript{96}

\textsuperscript{94} Ibid. p. 4-5
\textsuperscript{95} Ibid. p. 6-8.
\textsuperscript{96} Ibid. p. 29.
The Citizen’s Almanac also covers other important documents from the founders and their support of uniting the people through citizenry under one common system. Using the Federalist Papers, this compilation of entries links the ideals of citizenship with the new government and what criteria should be included in the Constitution. According to John Jay in the Federalist Paper # 2 “To all general purposes we have uniformly been one people; each individual citizen everywhere enjoying the same national rights, privileges, and protection.”\(^97\) Unity is a common trait throughout the early writings of the Republic. Unity has to be a constant otherwise the fragile system that they fought for would be lost back to the former Mother country. Washington and Jay construe images of a citizenry united, pushing differences aside for the common good of the country. This theme still holds true today with the official stance from the Citizen’s Almanac, a publication supported and developed by the U.S. government.

Unity has been a common theme throughout the history of the United States however; the federal government has rallied in favor and against upholding the rights of the citizens. Court cases supporting the equality of the citizens have, in theory, tried to remove racism, classism and sexism from the notions of what it means to be a citizen of the United States. While the court ruling of Plessy vs. Ferguson ruled in favor of separate but equal on the terms of race denying African Americans the ability to share facilities, schools, and general life with other members of society, an influential dissention was lodged by Justice John Marshall Harlan said, “In the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind and neither knows nor tolerates

\(^{97}\) Ibid p. 56.
classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful."^98

The Citizen’s Almanac includes quotes by the forefathers of the United States in support of citizenship and immigration from other countries. This compilation is well chosen and represents what the leading men used throughout history as a uniting force for the United States. George Washington, Thomas Jefferson and Abraham Lincoln are quoted supporting the unbiased nature of American citizenship. Washington proclaimed that America was open to all strangers that would participate in the country’s rights and responsibilities.^99 Thomas Jefferson acknowledging those born in other countries could live here happily if they followed the laws and conformed to the U.S. society.^100 Lincoln inspired brotherly love saying that all Americans are brothers of a common country.^101 Other presidential quotes abound throughout this book with inspirational ideas purported by the nation’s leaders on the value, equality and high esteem level citizenship should be viewed in the United States.

The U.S. government had also created other publications on what it means to be a citizen of the United States as well as how to go about the naturalization process if an immigrant wants to become a citizen. Similarly to the Citizen’s Almanac, the book, Principles of Democracy purports the ideas of what being a citizen in a democracy demands. Citizenship requires participants to acknowledge that they have rights and responsibilities to the country. Civic participation involving voting,

^98 Ibid. p. 70.
^99 Ibid. p. 76.
^100 Ibid. p. 76.
^101 Ibid. p. 76.
serving the armed forces if the need should arise, community involvement and respect for the laws which the country has created are all aspects of citizenship.\textsuperscript{102}

Citizenship not only affects adults but children who immigrate to the United States face questions about acculturation and how to fit into their new surroundings and feel comfortable interacting with people that often speak a different language or have different cultural traditions that they find new and confusing. The book, Everything You Need to Know if You and Your Parents are New Americans, sheds light for children and adolescents about the new country they live in and what to expect. This book is targeted to youth and has very simple language for those students developing their reading level in English. This book provides the same history that the Citizen’s Almanac provides about the country and has a brief history of immigration and become a citizen of the United States.

Culture is touched on more in the reader as youth often feel pressure to give into peer influences. The chapter called ‘Fitting In’ recommends trying to improve language skills by joining a video rental store and watch different types of film, read the newspapers and magazines, join the library, surf the internet and watch T.V. in order to enhance language skills and understand the American perspective.\textsuperscript{103} Holding onto a person’s cultural values is stressed throughout this reader. Acculturation is only supported through the idea of learning what it takes to be a citizen, not what people should give up to fit into a cookie-cutter society.

\textsuperscript{102} Principles of Democracy. U.S. Department of State Publication April 2005 online resource 

\textsuperscript{103} Edward J. Santos Everything You Need to know if you and Your Parents are New Americans. (New York: The Rosen Publishing Group 2002) p. 29-30.
Citizenship, belonging to a group that holds the same values, culture and political structure has been touted by the U.S. government as the ultimate reward for supporting the country. Citizens are viewed as equal before the eyes of the law and they all have the same rights and responsibilities as every other citizen in the country. This is the traditional stance on the U.S. citizen, however, throughout the history of the United States; many groups of people were discriminated against. Only a small group of people were originally full citizens of the United States, excluding most people on the basis of land, sex and race. The education of United States youth usually shows that the U.S. was a beacon of hope and prosperity but this was not the case for many of those people who sought the protection of the U.S. and the equal treatment they hoped for as they arrived on America’s shores.

**Citizenship gone array: The true conditions of U.S. citizenship**

While the official ideals of citizenship have been stressed by the U.S. government, throughout the history of this country citizenship rights have been denied or overlooked based on class, ethnic background, gender and race. The founding father supported their lofty ideals that lead to revolution in this country and spurred other societies to radically change the governmental structure to mimic the United States; though people throughout the country have been denied the basic rights and responsibilities of citizenship.
The rights and responsibilities given and expected of the citizenry hold that all Men are created equal and given rights that neither man nor political body can take away. Thomas Jefferson, the writer of the Declaration of Independence and large advocate for the new citizenry that was developing in the United States still held prejudices about the quality of who should be a citizen and who should be settling in the new country. Jefferson had written a letter to George Flower a recent immigrant from England. He was excited that he had chosen the United States and the frontier of the country as a place to settle, however, while supporting this decision he also shows his ethnic biases by discouraging the settlement of Germans who hold onto their traditions from their former country too long and do not adapt to the American culture as quickly as Jefferson would have wish. “...as to other foreigners, it is thought better to discourage their settling together, in large masses, wherein, as in our German settlements, they preserve for a long time their own languages, habits and principles of government that they should distribute themselves sparsely among the natives for quicker amalgamation.”

Assimilation was sought as quickly as possible, unlike the official stance of the U.S. government today. Keeping traits such as a native language or other customs not ‘American’ was viewed with disdain and disapproval. Benjamin Franklin complained on the numerous German citizens that held onto their native language and traditions instead of learning English. He found it very troubling that Germans would not learn the language and he feared that the government might soon need to provide

---

interpreters to the Legislatures in order to understand representatives.\textsuperscript{105} Franklin’s support of a national language undermined those new citizens and their ability to participate in the acts of citizenry and democracy.

The founding fathers did not signify every man held the same rights, only those that were white, Anglo-American landowners’ were allowed the full rights of citizenship. Landless men, all women and minorities were not included in this concept. Many of the founding fathers had slaves, especially those from the south and the southern plantations. African Americans were forced to come to America to serve as slaves for the white population, usually on plantations in the south. African Americans were not protected under the Declaration and Constitution because they were not viewed as people, they were viewed as property. Former slave excerpts tell a bloody tale of punishment and servitude. Fredrick Douglas showed a slaves plight by discussing what the slave owners would do to slaves who misbehaved in some way. “He was a cruel man, hardened by a long life of slaveholding. He would at times take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an aunt of mine.”\textsuperscript{106} Slaves were property. They were not considered citizens even though many African Americans had lived for generations on the U.S. soil they could not claim jus soli or jus sanguinis.

Native Americans fared no better under the ideals of what a citizen should be in the early years of the nation. Native Americans were seen as barbaric, using crude tools and implements and living without proper social and moral rules. From the

\textsuperscript{105} Ibid. p. 239-240.
\textsuperscript{106} Ibid. p. 46.
onset of introduction to the European settlers, Native Americans were described as lacking a judicial system and they did not having a marriage system comparable with the European standard. Only by forcing treaties with the Native Americans and forcing them to assimilate to the ‘American’ way of life could the value of citizenship be extended. Citizenship was not extended to the Native population until 1924, over one hundred years after the United States was founded.

Citizenship rights were withheld from racial groups based on the racism of the time period. Ethnic biases also existed to limit the scope of participation by groups seen as low class citizens. Only Anglo-Americans with ancestry from Britain were immune to the withholding of rights and duties of the United States. During the Civil War troops were organized along ethnic lines, with regimens made solely of Scots, Irish, Germans, African Americans, and other nationalities. Recruiters appealed to the ethnic groups using cultural/racial chauvinism as the most common way to general recruits. Recruiters used the heritage of the ethnic groups as a way to enlist men. Purporting the abilities of one group while downplaying the abilities of another lead to a self inflation of what it meant to come from an ethnic background.

Placards made people think of the pride of their homeland and by the virtue of their nationality they came from a better people. An example of this propaganda for recruitment from a spokesman for the war effort appealed to the Scandinavian population. “Swedes—have you forgotten that in the course of mankind’s progress, enlightenment, and freedom, the Swedish people were always found among the most

\[107\] Ibid. p. 96-98.
Ethnic stereotypes were a fact of life during the 1800’s. The Civil War was a call to action for many different groups of people but, although they served with honor and distinction stereotypes such as; Germans were phlegmatic and grave, Celts impulsive and gay, and the Irish were born fighters were perpetuated.

Stereotypes followed many ethnic groups to their new lives in the United States. The land of freedom restricted opportunities for many of the new citizens of the country. The Jewish population of America was often viewed as they had been viewed in Europe. Distrust towards this group lead to separation into different living areas for many ethnic groups including the Jewish population. Discrimination was a constant way of life for immigrants who just entered the country. Poor English speaking skills pared with little money and lack of a job or resource base pushed many new people to the tenements and sweatshops. Education for the new citizens was a battle between the family and the education department. Children often had to decide to live in two worlds since they must speak a different language at school and act a different way when they are not with their families.

Discrimination also spilled into the classroom because Jewish students were segregated from other students and all went together to school. This was the preferred method because if the teacher needed to tell them something and they did not understand; only one translation would be necessary. Towards the end of the 19th century discrimination rapidly increased due to the constant influx of immigrants. American Protestants lead this movement based on the viewed that the new citizens

---

109 Ibid. p. 51.
110 Ibid. p. 201.
111 Lawrence J. Epstein At the edge of a Dream (San Francisco: Jossey-Bass 2007), p. 115.
112 Ibid. p. 115.
were reshaping the views of the country that had been held since the founding of the
country.\textsuperscript{113} American nativists sought to limit the influx of new people to the country
therefore closing off the citizenship of the United States. The account made by A.E.
Patton on his visit to Ellis Island shows the bigotry of the time period.

“For a real American to visit Ellis Island, and there look upon the Jewish
hordes, ignorant of all true patriotism, filthy, vermin-infested, stealthy and
furtive in manner, too lazy to enter into real labor, too cowardly to face
frontier life, too lazy to work as every American farmer has to work, too filthy
to adopt ideals of cleanliness from the start, too bigoted to surrender any racial
traditions or to absorb any true Americanism.”\textsuperscript{114}

Patton continues on with his discourse to exalt the greatness of being a true American
and what patriotism he has which has made America the best the country could be.
Anti-Jewish sentiments propelled legislative action to limit the immigrants and to
place stricter rules on immigrants that had already made it into the United States.

Qualities of citizens were not only judged by ancestry but by gender as well.
Entering the country with the title of wife or future wife would allow a women the
most likely chance of obtaining citizenship. Wives and mothers were more closely
bound to family life and women that were not married had to be sponsored by a
family member to be granted alien status.\textsuperscript{115} While African Americans and Native
Americans had been given the privilege of citizenship, Asian immigrants were
completely excluded from this right. This included any women that had come from
Asia to marry an awaiting spouse. Asian women were completely in limbo because

\textsuperscript{113} Ibid. p. 145.
\textsuperscript{114} Ibid. p. 148
\textsuperscript{115} Martha Gardner \textit{The Qualities of a Citizen: Women, Immigration and Citizenship 1870-1965}
they were allowed to marry and live with their husbands but could not become citizens.\textsuperscript{116}

Admission to the United States and subsequent citizenship rested in some part on the moral character of the immigrant. Citizenship was denied and a person could face deportation if she were considered guilty of immoral or lewd acts unbecoming of a woman. Most of these acts centered on prostitution, but could also drinking and gambling in public, premarital sex, adultery and homosexuality.\textsuperscript{117} There was a double standard in the requirements for men and women. Naturalization law strove to protect the traditional marital norms that the country was based upon.\textsuperscript{118} Women practicing prostitution and caught within three years of entry into the country could be deported because the present sexual indiscretions would be evidence of past work as a prostitute.\textsuperscript{119} Moral behavior was closely watched and anyone could be deported if found guilty of a crime. A case involving a Mexican immigrant involved in prostitution had to submit to a medical exam and it was noted that the woman had a venereal disease and thus could not be found to demonstrate good moral character that was necessary to citizenship in the United States.\textsuperscript{120}

Asian immigrants were completely excluded from policies granting African Americans and Native Americans citizenship rights after Reconstruction. Once the policy was reversed, Asian Americans were granted equal citizenship yet although presented with the same rights and responsibilities it did not last long. The denial of basic rights was taken away from Japanese Americans with the onset of World War

\textsuperscript{116} Ibid. p. 19.
\textsuperscript{117} Ibid. p. 73.
\textsuperscript{118} Ibid. p. 73.
\textsuperscript{119} Ibid. p. 75.
\textsuperscript{120} Ibid. p. 242.
II. These citizens were deemed too high risk and were placed in an internment camps where some people spent years. Memoirs of this time show the stress and the life inside these virtual prisons which were created all in the name of preserving the United States safety during the war. Japanese Americans were ordered from their homes and forced to relocate to temporary Assembly Centers and then onto internment camps.\textsuperscript{121}

Japanese sentiment following the bombing of Pearl Harbor and the thrust of the United States into WWII created a hostile environment for Japanese Americans. Most of the rights promised under the rights of citizens were stripped away out of fear without proof that tens of thousands of people were enemy combatants and they poised such a security risk to the United States that the country had no other choice but to remove citizens to internment camps. Firsthand accounts stress the fear that was felt as people could only take what they could carry with them, not knowing how long they had to stay in the camps and if they would ever see family members again. Descriptions of the camps and the conditions are appalling. “There were two kinds of building: one was clapboard, the other just plain board. They looked like chicken coops, a long row of them, and inside they were divided into cubicles.”\textsuperscript{122}

Poems capture the sentiment with simple worlds yet poignant messages. Lawson Fusao Inada published a book of poetry called Legends from Camp. His poetry discusses the fear, circumstances and sentiment of life inside an internment camp.

\textsuperscript{122} Ibid p. 19.
Looking Back at Camp

I. The Fresno Assembly Center

To get into the fair,
You have to pay admission.

We got in for free
To the Fresno Family Prison.

II. Jerome Camp

Ever so often,
I sit down with
a neighbor.

I sit and listen
as he plays
the guitar.

He sings of love,
of luck, of want,
whatever he dares!

What he doesn’t
sing about is
what’s over there—

Guard towers, guns,
big cabins beyond
the plantation.

Or, at night,
how searchlight
find us here.

And then he sings,
soft and low,
about Chicago. 123

The Japanese Americans endured this life for up to three years, completely cut
off from their former communities and often relocated hundreds of miles from where
they had originally lived. The camps also lacked running water in some locations. 124

While the Japanese Americans living in America endured these conditions those that

123 Lawson Fusao Inada, Legends from Camp. (Minneapolis: Coffee House Press, 1993), p. 29-30
chose to fight for the United States were not treated with any more dignity. Houses were burnt down, land was foreclosed on and the loss of personal property while serving in the armed forces all occurred while Japanese Americans did their duty as citizens ad helped defend the country from outside foes. 125

The reality for citizenship in the United States is not what the official government declaration is. While the government liked to tout that all people are protected equally under or Constitution and that each citizen has rights and responsibilities, discrimination has taken place though race, ethnicity and gender. Citizenship needs to be viewed as a work in progress, even today; controversies exist with the flood of Latin Americans both legal and illegal to the Southern United States. Biases still exist and citizenship issues arise as more and more people want to come to the U.S.

The Newspaper: America’s Voice

Newspaper articles stress the country’s sentiment when it comes to who should and should not be allowed citizenship. Throughout the United States history citizens have taken their grievances to national papers in order to gain public support for a stance. While the U.S. government policy gives broad rights to all citizens, limitations and revocations have been called for by the populous. For example, in 1890 there was a bill defeated by Congress to prohibit discriminatory voting practices in federal elections. This bill known as the Force Bill was not passed and the rebuttal

125 Ibid. p. 256-259.
in the paper is peppered with insinuation and sarcasm directed at the southern senators that were able to pull off the defeat. Robert M. LaFollette chastised the Democratic Party for their denial of fair voting laws and the advancement of Jim Crow laws that prohibit newly freed African Americans the privileges endowed to them under the Emancipation Proclamation and the Constitution.\footnote{126} LaFollette shamed the men who defeated this measure my saying that he was aware of the ideas that the white man is afraid of the black man taking over control of society. He completely rejected this idea as false and said that the whites will always find a way to control those people they want to control.\footnote{127}

Newspapers showed the country’s sentiments without the official government twist of everyone is equal under the law. Questioning the country’s new Naturalization Laws, the unnamed author asks what Caucasian means. Does it simply mean white or does it mean not black? The writer deems in necessary to find this answer to the question because a Chinese man was just issued citizenship to the United States and the writer feels that this is an error to the meaning of the law. He touches off a debate on who can claim citizenship and bringing up the case of the Mormons who had been denied citizenship on the grounds on polygamy. The author inquires where do they draw the line on who get to claim citizenship and who is left out of the right to citizenship?\footnote{128}

Unlike today’s modern record system, proving citizenship to a country could be challenging. Newspapers were able to disseminate knowledge about how to claim

\footnote{126}{"1890: A Defense of Voting Rights. \textit{New York Times} Feb. 5\textsuperscript{th} 1982 p. A31}
\footnote{127}{Ibid. p. A31}
U.S. citizenship and what must be done to retain it. If an individual had been granted citizenship, and then lived in another country for two years, loss of U.S. citizenship would occur. According to the article, any law that revokes citizenship is being ignored and that no one should be in any hurry to prove citizenship. According to the newspaper, citizens living in London are too busy to take the time to claim citizenship and that at any time they simply have to show up to the Consul office.129 Citizenship was much harder to prove during the large influx of new immigrants into the country. Citizens were frequently detained while missing paperwork was located. No one was immune to the procedures if they had to pass through Ellis Island on the way back into the country. This included a Civil War veteran, Hugh Sweeney as he was detained because he did not have the proper paperwork to enter the U.S. “I am more of a citizen than some. I thought that fighting for a country was enough to claim citizenship.”130

Letters to the Editor show public sentiment that is sometimes hidden through the staff writer’s unbiased portrayal of articles in the newspaper. Immigration from Latin America is a contentious issue in today’s society. Opinion pieces tell one side of the debate over immigration and people using the services supplied the American citizens is a contentious topic. Growing resentment towards those people that enter the U.S. illegally and then drain the resources and money set aside for actual citizens.

129 Mr. Crocker Needn’t Worry: He can have his citizenship rights restored at any time. New York Times September 5, 1907.
130 Civil War Veteran Stopped as Alien New York Times July 17, 1911.
131 How to Repel Immigrants Threat—Letters to the Editor New York Times August 30, 1992
Newspapers were the first medium to transmit ideas to the population. The governmental stance on citizenship is a far cry from the citizen’s view of the issue. Instead of taking all those who aim for a better life under the United States, the government has to battle its own stance on policies such as immigration control and citizen rights. Newspaper articles show the sentiments of the population unfiltered from the government agenda.

Teaching Citizenship in the Twenty-first Century

Teaching citizenship is centered on patriotic duties, the rights and responsibilities bestowed on citizens and the use of nationalistic symbols to show how being a citizen of the United States is a privilege and opportunity to students. Education of this topic relies on how students can become responsible citizens and how to support the democratic ideas by voting and other acts of participation. The 1950’s saw the Citizens Education project young students did not grasp the purpose of this project and could only vaguely tell teachers what it meant to be a good citizen. Students cited that a good citizen was one that took care of his house and family and who supported cultural and recreational activates in his community. The students did not think that being a good citizen related to public acts such as defending freedom if the need should arise.\textsuperscript{132}

Focus today needs to stem from educating from a multi-cultural perspective. It is no longer acceptable to acknowledge citizenship from a melting-pot perspective. Cultural differences need to be acknowledged and accepted as part of the United States.\textsuperscript{132} Teachers, Students Split on ‘Citizenship’ \textit{New York Times} Jul 18, 1951
States citizen makeup. Students come to school with preconceived notions about some of the topics and the ideas of citizenship instilled from their parents and cultural beliefs. Underlying everything are basic moral concepts such as human dignity, justice, equality human interactions with each other and the environment and behavior and judgment which all come together to create global citizenship education.\(^{133}\)

Teachers need to stress and develop the qualities of empathy and understanding of other people and sensitivity to diversity and interdependence.\(^{134}\) While prejudice has fostered the past ideas of who should and should not be allowed citizenship, teachers have to combat forms of prejudice and help students internalize a moral code.\(^{135}\) Citizenship needs to reflect the interconnectedness of the world and people. Globalization makes the world more interconnected than ever before and teachers need to reflect the teaching of citizenship to include those with different cultural backgrounds. Citizenship education has to stress the inaccuracies of the previous time periods and the methods to correct these errors. Minorities have to be acknowledged for their contributions but also the prejudice that existed and the means to keep these people from enjoying all the benefits of being an American citizen.

Many factors hinder the development of multicultural education. Poverty and demographic changes are two very important factors that contribute to the need to reach students and help them prosper in mainstream society.\(^{136}\) The “Assimilation”


\(^{134}\) Ibid. p. 36.

\(^{135}\) Ibid. p. 36.

philosophy or the ‘Melting Pot’ concept is not viable in today’s society. Ethnicity needs to be upheld while students learn about civics. It is no longer acceptable for schools to ask that students assimilate to the mainstream cultural practices. Ethnic rights need to be incorporated into the ideas on citizenship. One of the major goals of multicultural citizenship should be to help students balance their cultural identification with the national and global identification of citizenship.

Citizen education needs to acknowledge the deficiencies the United States had when it came to citizenship rights and responsibilities. The United States has always touted itself as a place of openness which would take the immigrants of countries and make them citizens with every right and responsibility they would demonstrate the democratic ideals. This however was a far cry from what citizenship was for many groups throughout the United States. Race, ethnicity and gender hampered citizens’ rights and at some periods of the U.S. history, rights were completely stripped or simply not given at all. Educators need to acknowledge these difficulties and show the progression towards to multicultural view to fit into today’s global world.

---

137 Ibid. p. 23.  
138 Ibid. p. 25.
"Chae Chan Ping was a Chinese laborer who came to the United States and settled in San Francisco in 1875, near the end of the first great wave of Chinese immigration. Twelve years later, he took a trip to China to visit his family, who had stayed behind in typical fashion. By the time Chae left on his journey, the Chinese Exclusion Act of 1882 had put a moratorium on the new immigration of laborers from China. Returning Chinese laborers would be readmitted only if they had a U.S. government certificate to prove they had been in America before the ban took effect. Chae left in 1887 with a certificate in hand, issued by the collector of customs in San Francisco. A year later, while Chae was still away, Congress passed the Scott Act, whose chief sponsor was Congressman William Scott of Pennsylvania. This law tightened Chinese immigration restrictions still further by barring the return of all Chinese laborers, stranding even the twenty thousand Chinese who had left with certificates. Just one week after the Scott Act became law, Chae arrived in San Francisco Bay, where he remained confined aboard ship for months. He sought readmission by challenging the Scott Act in court, and by insisting on the validity of his return certificate notwithstanding its purported revocation. The U.S. Supreme Court ultimately rejected his challenge in what is commonly called the Chinese Exclusion Case."139

Citizenship education is a crucial part of the syllabus in the Social Studies curriculum. The story above shows that contrary to traditional assumptions of citizenship, the United States has bent and broken its own ideals on citizenship rights and responsibilities to shape the current political and cultural atmosphere of the time. Citizenship rights have been denied and removed for various reasons throughout U.S. history and educators need to take a proactive role in ensuring that students understand that the current definition of the rights and responsibilities of citizenship and civic values is not the same as it has been throughout the United States history. Citizenship to the United States has been long stressed as one of the most universal rights given the U.S. citizen population. While the official ideals of citizenship have been stressed by the U.S. government, throughout the history of this country citizenship rights have been denied or restricted at various times based on class, ethnic background, gender race and wartime situations. It is critical to understand

that the same government which has enacted these ideals can take these rights and responsibilities away. Teaching citizenship is centered on patriotic duties, the rights and responsibilities bestowed on citizens and the use of nationalistic symbols to show how being a citizen of the United States is a privilege and opportunity for students. Education on this topic relies on how students can become responsible citizens and how to support the democratic ideas by voting and other acts of participation.

This outlook on citizenship needs to be addressed and altered in the curriculum and education of students. While the responsible citizen is the goal of this education, the U.S. cannot be seen as a prime example because of the long history of denials of citizenship and flouting of the laws that supposedly uphold the rights and values of citizenship.

The citizenship ideals taught in school need to acknowledge that these rights are malleable. The responsibility of competent citizens is to acknowledge that as quickly as the rights were given they could be taken away. Politicians, political parties and special interest groups are continuously challenging citizenship rights in order to limit the rights of citizens. For example, after the 9/11 terrorist attacks on New York City and Washington D.C., rights were given up to ensure the perceived safety of the country. Only after some time elapse did the citizens begin to question the practices of the government and demand rights return. A similar instance occurred during World War II as many of the country’s Japanese population were removed from their homes and forced to live in internment camps as a protective measure. The U.S. government was fearful of spying and other coercive acts against
Citizenship education needs to acknowledge the deficiencies the United States had when it came to citizenship rights and responsibilities. The United States has touted itself as a true defender of rights and responsibilities of its citizens. Democratic ideals are the cornerstone of the American culture and country however these ideals were a far cry from what citizenship was for many groups throughout the United States. Race, ethnicity and gender hampered citizens’ rights and at some of the most critical points in U.S. history. Citizenship education needs to show those discrepancies between the rights and the lack of actual application. Educators need to acknowledge these difficulties and show the progression towards to multicultural view to fit into today’s global world. Acknowledgement is the first step into addressing the journey the United States has taken with citizenship rights. Educators need to delve deeper into the history of the United States to acknowledge and show the discrepancies towards its citizens over the course of history and show the denial, revocation and exclusion of many groups of people. Citizenship at the birth of the United States and today is vastly different in practice and meaning. Exploring the evolution of citizenship and the denial of citizenship rights should be a large area of study in the secondary social studies curriculum. Educators can compare and contrast citizenship ideals throughout history to show the evolution and practice of citizenship and how it affected society and the results it generated.

Citizenship education also needs to reflect the interconnectedness of the world and people. Modern-day citizenship reflects the linkage of the global community and
the responsibilities of people towards not just their birth land but also the impact of
globalization and its affect on the political, cultural and economic lines that had been
united under the traditional ideals of citizenship. Globalization makes the world more
interconnected than ever before and teachers need to reflect the teaching of
citizenship to include those with different cultural backgrounds. Citizen education
has to stress the inaccuracies of the previous time periods and the methods to correct
these errors. The ancient Greeks first set the ideals of citizenship and these principles
have been carried throughout history and held in esteem. Actual outcomes
throughout history shows the denial of citizenship rights at the ruling country’s will.
This discussion needs to be prevalent in the discourse on citizenship. The U.S. is the
prime example where citizenship rights and responsibilities have been denied and
pushed aside by the government.

This section will focus on the creation of a course portfolio on sources,
organization of topic, methods and materials for teaching the topic of citizenship
education. Thorough research based on the findings displayed in the first two section
of this paper has shown that there are two areas of citizenship education that are
lacking. Based on the research discussed earlier, the two areas that needed to be
addressed in the topic of citizenship rights and responsibilities are the denial of
citizenship rights throughout the United States history as well as the implications of
the burgeoning global citizenship as the world has become interconnected in the
global community. Those rights and responsibilities need to be examined because the
world is more joined together then every before and the responsibilities and rights of
this generation will affect those of the future.
The new focus on the rights and responsibilities of citizenship with the acknowledgement of the failures and oversights by the U.S. government will show students that there are failings that need to be addressed, acknowledged and used as a springboard for discussion and change. Education on citizenship also needs to address the global world that students are entering. The responsibilities given to these students will also create a new discourse on citizenship as students now need to participate in national citizenship but also international citizenship as a member of the world. This will greatly benefit the teaching of citizenship in the 21st century. The United States can no longer be seen as the only country extending citizenship rights and responsibilities to its people. Nor can it be the leading example of what should be done when there are glaring instances of the refusal of the U.S. to acknowledge or grant rights the citizens of the country demanded, sought or thought would always protect them. The portfolio directed at the middle school grades however, could be a starting point for any teacher that would like to examine the new concept of teaching citizenship in the 21st century regarding to a student’s place as a citizen of the world and what the actual history of U.S. citizenship is and was throughout history.

The “melting pot” philosophy towards citizens and immigrants of the United States through immigration, acculturation and emergence into the American philosophy needs to be examined by showing the actual denial of rights from many different immigrant groups and citizens of the state. The New York State Learning Standards stress civics, citizenship and government as one of their five pillars for a well-rounded education in social studies. The tenet of this standard states that students will use a variety of intellectual skills to demonstrate their understanding of
the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. The standards are divided into three levels comprising of elementary, intermediate and commencement level categories that students who have completed the public education system within the state must master in order to have a well grounded education in the social studies. This particular discussion will focus on the intermediate level students and address the ideas of citizenship and civic values within the middle school grades.

The New York State Learning Standard: Civics, Citizenship and Government, breakdown the standard into four subcategories where educators need to teach according to the guidelines set forth by the state. Subcategories three and four are the relevant categories in which to discuss the role of citizenship education and the need for a stronger emphasis on the past and future citizenship role and education for the burgeoning world citizenship role. Students are expected to master the concepts of citizenship in the United States as well as other countries in the Americas, be able to analyze values which are traditional to the U.S., values that include the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality understand how the U.S. guarantees these values and protects these values through the Constitution and laws. While the standard acknowledges the desire to educate students on how the United States protects the values and rights of its citizens, it does not acknowledge the many times

---

141 New York State Learning Standards for Social Studies p. 27.
throughout history that those rights have been disregarded, denied or simply not offered to large segments of the society.

Also, along this same line, the standard does not address the role and responsibility that the United States has taken on the global stage, and the implication for citizenship rights and beliefs spreading around the world with the continued interconnectedness of the world. The United States purports strong values in civics and citizenship rights while pushing other countries to hold the same values high without the acknowledgement of those same countries long held traditions. Finally, the standards does not address the new citizenship that is globally connected and where the U.S. and its values and beliefs rest within a very connected world.

Globally, the rights and responsibilities of the U.S. citizen is stressed as the pillar of equality however new responsibilities including protecting the environment, global warming and increased tension within countries with differing political governments then that of the U.S. question the role of the American citizenry on global matters and what part they play within the world.

Since the standard does not address these two issues or grazes over the surface of citizenship in the U.S. by simply showing the theory of citizenship without addressing the practices that have been used within the U.S., the third part of this research will address the use lack, denial and interruption of citizenship rights within U.S. history using a variety of time periods beginning during the birth of the nation and culmination with the modern day interpretations, uses and abuses of the concept of citizenship. Within citizenship education there is a lack of acknowledgement towards the differing interpretations throughout the history of the United States. For
example, during the early years of the country after the Revolutionary War, to be a full participatory citizen a person had to be male, white and a landowner. The founding fathers took their interpretations of citizenry from the English and Europe on what constituted a true citizen with voting rights. No thought was generated towards women, landless people or other races. While this might seem out of date and politically incorrect, students need to understand that this was the model throughout this time period in history. While this was not unusual for the time period students need to be taught and understand that “All men are created equal”\[142\] did not bare the same meaning then as it does in the twenty-first century. This needs to be acknowledged and through the course portfolio, resources and methods on how to address the lack of citizenship rights and the differences that existed throughout the United States history, a complete understanding of citizenship rights and responsibilities will show the flaws and the times through U.S. history where citizenship rights and responsibilities have been disregarded or altered based on the circumstances of the time period.

**Portfolio on Citizenship Education Resources**

The deficiencies in citizenship education need to be addressed throughout the social studies curriculum. Citizenship issues and the rights and responsibilities that have been fought over have affected many of the United States’ most important milestones. Citizenship and civic values can be addressed in most social studies

topics. Following the U.S. history timeline, this discussion of topics, sources and organization will follow a chronology of U.S. history. The post-hole approach is meant to touch on many of the United States’ most pivotal times in which citizenship education can be addressed, discussed and shown a complete profile within the larger historical context. This approach will show that there should be discussion on the evolution of the idea of citizenship and the changing concept over the course of the United States. Citizenship has undoubtedly changed from the founding of this country to the present conceptions of what it means to be a good citizen. The following course portfolio will consist of time periods covering the areas of colonial/American Revolution, Civil War, mass immigration in the late 1800’s, WWI and WWII as well as a modern interpretation of where the discourse on citizenship is heading as the world becomes more interconnected and responsibility falls on many countries to keep democratic principles and the ideas of participatory citizenship viable around the world. The resources listed and outlined are both secondary and primary sources. The secondary sources are meant to be used as a resource while reflecting on lessons and tools to start a discussion with students. Primary sources should be used with students as much as possible to show the actual ideas and practice of the time period. Primary sources can be used to compare against each other the acts of the past against the official policy that the United States currently holds.
The Birth of the Nation

On the eve of the American Revolution, political unrest rose up from New England to the Southern plantations. The Declaration of Independence is perhaps the quintessential document to base the whole citizenship rights and responsibilities discussion on. The Declaration of Independence, clearly states the grievances with England and the reasons why separation is mandated. This argument make up the beginning of the American civics lesson. While the document lists the problems with England it also defines the roles that the citizenry should have and participate in. Propaganda was used during the early years of this country just as it is used in the modern world. Drawings and prints spoke to the rights that were being denied or suppressed. Discussion should focus on the audience and the message of these drawings and then towards the actuality of the people that were affected by the outcome of the war.

Representation through a political body and the right to participate through voting is the premise of these rights, however for the majority of the colonists, even with a new country, participatory citizenship was denied due to race and land holding status. Women were completely left out of the discussion as women’s role was within the home raising new citizens in accordance with the husband or father’s wishes. The argument for woman citizenship in the early Republic has rested on white women’s exemplary virtues, exercised through their roles as mothers and wives. As mothers, their political role was to rear patriotic and virtuous children. As wives, they were to reform and domesticate husbands.¹⁴³

The role of an American citizen is shaped during the Revolutionary period. This time period is looked on with grandeur as the founding of the U.S. and the application of all the principles the country is still, in theory, upholding. Students however, need to be aware of the discrepancies between today’s policies and practices and those delivered in the late 1700’s. Included in each section are modern day citizenship guides to show what values carried over and what values have been added through Amendments and new laws.

Primary Sources

- Declaration of Independence
- Jefferson’s letter to George Flower
- Thomas Jefferson and the Education of a Citizen
- Thomas Paine- Common Sense
- Join or Die cartoon by Benjamin Franklin (Appendix A)
- Paul Revere engraving of the Boston Massacre (Appendix B)
- Bill of Rights
- Three-fifths Compromise

Secondary Sources

The Civil War

The U.S. Civil War almost tore the United States apart as different ideas and acquiesces were made to encompass more citizens into actual full citizenship. The contentious issue was slavery. The U.S. population was heavily divided on the concept of what being a citizen entailed and it boiled down to what race you were. While many students understand that ending slavery and giving African Americans the full rights of U.S. citizens, many do not understand the racism that was engrained into most segments of the population. This was a continuance of the ideas from the founding of the country as the founding fathers themselves has slaves and supported the system.

Teaching the lack of citizenship rights during the Civil War not only entails discussing slavery but also the bias towards different ethnic Europeans and the Civil War segregated people such as the Irish and German into different units based on their heritage. Using a Venn diagram to show the commonality of the situation between immigrants and slaves/freed African Americans will show the distinct lack of rights denied to both blacks and whites fighting on both sides of the war. Citizenship in the U.S. was still not what the current teaching of the rights and responsibilities of the citizenry. The Civil War tested and strained the traditional assumption of citizenship strictly belonging to the upper, landed class. The Civil War legally opened up the rights and responsibilities to African Americans yet traditional assumptions on who can fully participate in government were strengthened in the South and the emergence of laws fighting back against the new push to grant citizenship rights to African Americans.
Primary

- Abraham Lincoln—Gettysburg Address
- Emancipation Proclamation
- Civil War Amendments 13, 14, & 15

Secondary


**Immigration in the late 1800’s**

Immigration, as discussed earlier in this paper, showed the continued discrimination towards different ethnicities and races as the country was still recovering from the Civil War and the aftermath. Teaching students the melting pot ideal of the American system where people came to the U.S., left their old traditions at the door and immersed themselves in American culture no longer shows the accuracy of the time period or the struggles that the new immigrants faced in search of a better life and rights promised to them by the ideal of the United States.

Students can best understand the discrepancy between laws and practice by examining firsthand memoirs and newspaper articles detailing the extent of racism that existed in society and through the government with the exclusionary laws that
prevented groups such as the Chinese from immigrating while this law existed.

Students should examine the news articles and write diaries entries to better understand the predicament immigrants were in once they cleared Ellis Island or another port of entry.

Primary Sources

- Mr. Crocker Needn’t Worry: He can have his citizenship rights restored at any time. *New York Times* September 5, 1907.
- Emma Lazarus ‘The New Colossus’ 1883
- Ellis Island Online ellisisland.org
- Journey to America –American experience TV program presented by WGBH/Boston and Charles Guggenheim
- Chinese Exclusion Act
- Passing the Ellis Island Medical Inspection Video www.history.com/videos/passing-the-medical-inspection-at-ellis-island

Secondary Sources

- Epstein, Lawrence J. *At the edge of a Dream* (San Francisco: Jossey-Bass 2007).
- Santos, Edward J. *Everything You Need to know if you and Your Parents are New Americans.* (New York: The Rosen Publishing Group, 2002).
The World Wars and Women’s Rights

The Emergence of Women’s Suffrage and the two World Wars provided a strengthened picture of citizenship rights. Educating students about this time period should acknowledge the achievements in suffrage and the implementation of the GI Bill which opened doors to people who would not have been able to go to college and advance academically after returning from war. Citizen rights however were also stripped for other citizens during this time especially the Japanese who, although citizens, were forced into internment camps during World War II (WWII). Firsthand accounts of the time spent in these camps need to be shown to students so they realize that during certain times in U.S. history, the government has enacted the ability to completely annul citizens rights and force people to leave their homes, jobs and lives and be forced to live in internment camps. This is a far different example of what it means to be an American citizen then usually taught. Students can visualize their life without any of their possessions and separated from their friends, forced to live in cramped conditions and would not know how long they would have to been confined. Primary accounts should be the focus of this discussion where these accounts show both the jubilation from women who demanded universal suffrage to the devastation of having your life ripped away because the country is at war. Propaganda during the wars stressed the duties of the citizenry in doing their part and enlisting, volunteering and preserving the American way of life in accordance to the responsibilities that Americans have because they are citizens of the U.S. Everything was geared to being a good citizen during wartime.
Primary Sources

- FDR Inaugural address
- Propaganda Posters (Appendix C)

Secondary Sources


**Citizenship in the 21st Century**

Teaching citizenship education in the 21st century needs to address the discrepancies between policy and practice within the U.S. government. While most educators are teaching about the great equality that the U.S. possesses in regards to it immigration and citizenship rules, the actual history has been skewed to push the contentious citizenship issues away to keep the myth of a fair, unbiased country, which leads the world. One area not touched upon is the civil rights movement. This was intentional because of the vast amount of information and literature on the subject. This amount of information cannot be swept aside since this is the largest fight for equal rights/citizenship rights in the history of the United States. Today citizenship education and the role of citizens are changing once more.
Citizenship education needs to evolve into a discussion of what it means to be a citizen of the world. The world is much more connected than ever before and classroom discussion needs to focus on how to acknowledge the new role of global citizenship and what that entails for both those people in developed countries as well as what it means for people who live in developing countries. “Education has a critical role to play in enabling us to respond to the processes of globalization. It is important that people have the chance to understand the links between their own lives and those of others, both globally and locally. The challenge facing curriculum planners, school leaders and teachers is to provide young people with appropriate experiences which allow them to make sense of international politics and interdependence while at the same time enabling them to feel that they can make a difference and participate in shaping our common future.”

“This consequence of globalization suggests that approaches to citizenship need to be reconsidered. Citizenship is changing as citizens have greater opportunities to act in new international contexts. Citizenship involves making connections between our status and identities as individuals and the lives and concerns of others with whom we share a sense of community. We are increasingly able to make these connections and feel solidarity with others at local, national, regional and global levels. There are now more ways of being a citizen than have perhaps previously been recognized.”

Teaching citizenship in the 21st century needs to have a hands on approach that encompasses service learning and community service into the curriculum. Curriculum needs to address global issues such as global warming, food supplies and the impact of the developed world on the developing world. Ideally, students would design a community based project that benefit people located in another country such as setting up a clean water supply station or sponsoring a clothing drive for an organization outside the United States. The sources that students can reference with this topic include secondary sources which give ideas on teaching methods for the new topic. Teaching for a global cause changes the isolationist mentality that the U.S. had ingrained in its makeup for many years.

Primary Sources


Secondary Sources

- Smith, Gregory & Sobel, David. *Place and Community-Based Education in Schools* (New York: Routledge, 2010).
• Santos, Edward J. *Everything You Need to know if you and Your Parents are New Americans.* (New York: The Rosen Publishing Group, 2002).

**Impact on Student Learning**

The context of citizenship education in which discrepancies in long-held traditions are brought to light and examine in contrast fall under the research based idea of identifying similarities and differences according to educational researchers Robert Marzano et al in *Classroom Instruction that Works.* Marzano lays the foundation that there is a method and structure to the comparing and contrasting ideas such as in citizenship education. First, “presenting students with explicit guidance in identifying similarities and differences enhances students’ understanding of and ability to use knowledge.”

The recommendation of this also goes into the understanding that while the teacher will show the differences and similarities there will be a discussion about the topic where students can question and explore the facts and generate thought and debate over the ideas represented.

By asking students to independently identify similarities and differences will enhance the students understanding of and ability to use the knowledge they are working with. Teacher directed tasks such as providing two differing accounts of how some members of the immigrant community had to struggle to gain citizenship will stimulate students’ thinking. Also by reinforcing the ideas in the form of a

---

147 Ibid. p. 15.
graphic organizer as noted earlier in the essay, a Venn Diagram, will enhance students understanding and ability to use the knowledge.\textsuperscript{148}

Using a graphic organizer can accomplish many things and draw knowledge out of students in a variety of ways. According to Marzano, four different forms of this activity are highly effective. “Comparing is the process of identifying similarities and differences between or among things or ideas. Classifying is the process of grouping things that are alike into categories on the basis of their characteristics. Creating metaphors identifies a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern. Creating analogies identifies the relationship between pairs of concepts which identify the relationships between relationships.”\textsuperscript{149} These four categories can be teacher or student directed by either having the teacher give the elements or the students come up the with elements of the discussion on their own.

Historical investigation is another strategy to examine the role of citizenship rights and responsibilities where the students can generate a hypothesis and then use the information they have gathered to come to a solution based on the facts and information provided. “Students are engaged in historical investigation when they construct plausible scenarios for events from the past, about which there is no general agreement.”\textsuperscript{150} Investigation is then cornerstone when examining new concepts that are unfamiliar or uncomfortable to discuss based on previous long held traditions such as the United States having a welcoming stance to immigration and keeping the

\textsuperscript{148} Ibid. p. 16.
\textsuperscript{149} Ibid. p. 17
\textsuperscript{150} Ibid. p. 107
borders open and accessible to all who wish to come and become citizens of the United States.
The idea and ideals of citizenship, an ancient Greek concept, firmly took hold in the United States. Citizenship rights and democracy went hand in hand and the role of the social studies teacher was to teach the ideals, rights and responsibilities of being a citizen in the U.S. Traditionally U.S. citizenship has been touted as one of superiority because of the traditional idea that the United States has always been welcoming and open to any person who wished to live within the lands of the U.S. However, teachers need to address the denial of rights to vast segments of the population because without vigilance then can be lost by an uneducated citizenry willing to swap rights for perceived security or by actual assaults on them.

The country founded on the ideas that “All men are created equal” did not mean those words to the founding fathers. Leaders such as Jefferson and Franklin disparaged immigrant groups not fitting into their vision of what the U.S. should look like. Citizenship, until after the Civil Rights era, was fraught with denials and abuses of citizenship rights. Women, minorities and landless white men could not participate as true citizens. Now however students need to acknowledge this and be able to show the progression of the ideals of citizenship throughout the United States, and continue to acknowledge the assault on citizenship rights that is still occurring.

New citizenship education needs to focus on the lack of citizenship rights for the majority of the history of the U.S. Along with the idea of where citizenship has come from in the U.S. teachers now need to address the changing role of the global citizen and address the interconnectedness of the world and the implications of this on
citizens in each country. Educators need to compare and contrast the images and stories of citizenship and analyze the lasting impact on the culture and the values that are held in esteem in the United States. Teachers can no longer graze over citizen rights and responsibilities because there is much more than simply Ellis Island and the right to vote. Global citizenship needs to take hold in the social studies classroom and address citizenship implications on a global scale that transcends traditional political-state citizenship rights. Creating a learning environment where primary documents and self reflection are used to encourage dialogue and thought is the way citizenship education should be structured and implemented into the curriculum.
Appendix A

Join or Die-Benjamin Franklin, Pennsylvania Gazette May 9, 1754

Paul Revere engraving of the Boston Massacre March 5th 1770
ALL TOGETHER!

Enlist in the NAVY

AMERICA CALLS
ENLIST IN THE NAVY
For your country's sake today-

For your own sake tomorrow

GO TO THE NEAREST RECRUITING STATION
OF THE ARMED SERVICE OF YOUR CHOICE
Part 1


Dagger, Richard “Metropolis, Memory, and Citizenship” American Journal of Political Science, Vol. 25, No. 4 pp. 715-737


Osborne, Robin “Law, the Democratic Citizen and the Representation of Women in Classical Athens” Past & Present, No. 155 (May, 1997), pp. 3-33


Ueda, Reed “Second-Generation Civic America: Education, Citizenship, and the Children of Immigrants” *Journal of Interdisciplinary History*, Vol. 29, No. 4, (Spring, 1999), pp. 661-681


**Part 2**


Epstein, Lawrence J. *At the Edge of a Dream* (San Francisco: Jossey-Bass 2007).


Lazarus, Emma *The New Colossus’ 1883*


Santos, Edward J. *Everything You Need to know if you and Your Parents are New Americans*. (New York: The Rosen Publishing Group, 2002).


**Newspaper articles**

How to Repel Immigrants Threat—Letters to the Editor *New York Times* August 30, 1992

Teachers, Students Split on ‘Citizenship’ *New York Times* Jul 18, 1951


Mr. Crocker Needn’t Worry: He can have his citizenship rights restored at any time. *New York Times* September 5, 1907.

Civil War Veteran Stopped as Alien *New York Times* July 17, 1911.


**Internet Resource**


**Government Documents**

United States of America Declaration of Independence adopted July 4th 1776.
**Part 3**


United States Declaration of Independence  


