

Citizenship, Civics Education, Pride and Engagement

CLEI Summer Civics Series
2022 Professional Learning Series

Regional Civics Coach
Bureau of Standards and Instructional Support

Purpose

- To provide educators with a deeper understanding of the Founder's viewpoint that virtue and knowledge are the foundation for proper citizenry which leads to effective civic engagement in our society.



Interactive Activity

- Name
- Subject you teach
- Years of service
- Purpose for attending



Agenda

- Today we will be discussing the perspectives of the Founding Fathers and how they viewed:
 - Citizenship and the factors that shaped their views
 - Civic education in the newly formed United States of America
 - Civic engagement in the new republic



How the Founders Viewed Citizenship

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Roots of American Citizenship

- History of the feudal system
 - From subject to citizen
 - ❑ Property rights
 - ❑ Hierarchal ranking
 - ❑ Subject is derived from Latin words, *sub* and *jacio*
 - “*sub*” means under
 - “*jacio*” means to throw



Feudalism image taken from cdaworldhistory.wikidot.com



Roots of American Citizenship

- Being an English subject
 - Rights of Englishmen
 - Magna Carta (1215)
 - The Great Charter
 - English Bill of Rights (1689)

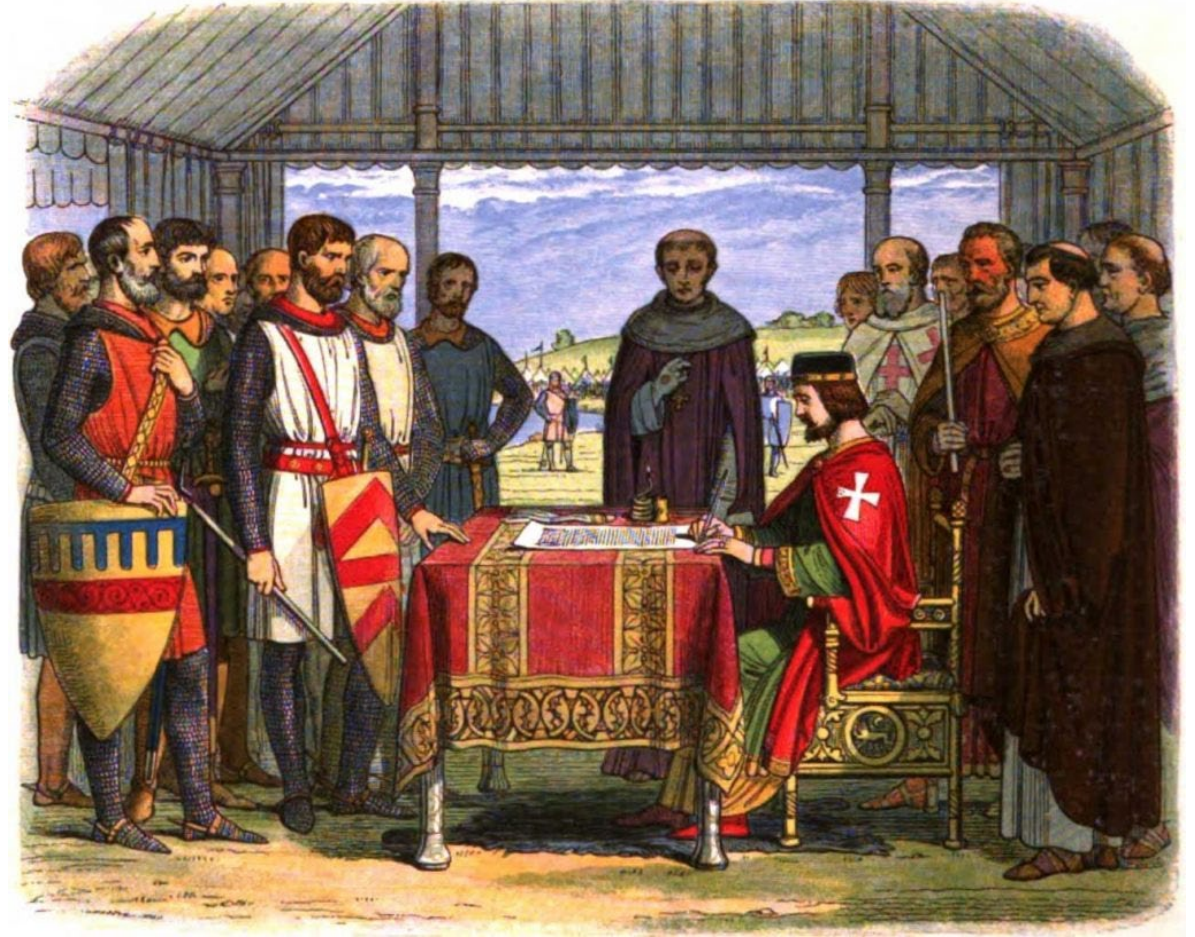


Image pulled from winstonchurchill.org



Roots of American Citizenship

- Being a colonial English subject
 - First Charter of Virginia (1606)
- Examples of liberties not being protected:
 - Washington's inability to obtain royal commission
 - Colonial governments not represented in Parliament
 - Taxation without consent
 - Declaratory Act



Roots of American Citizenship

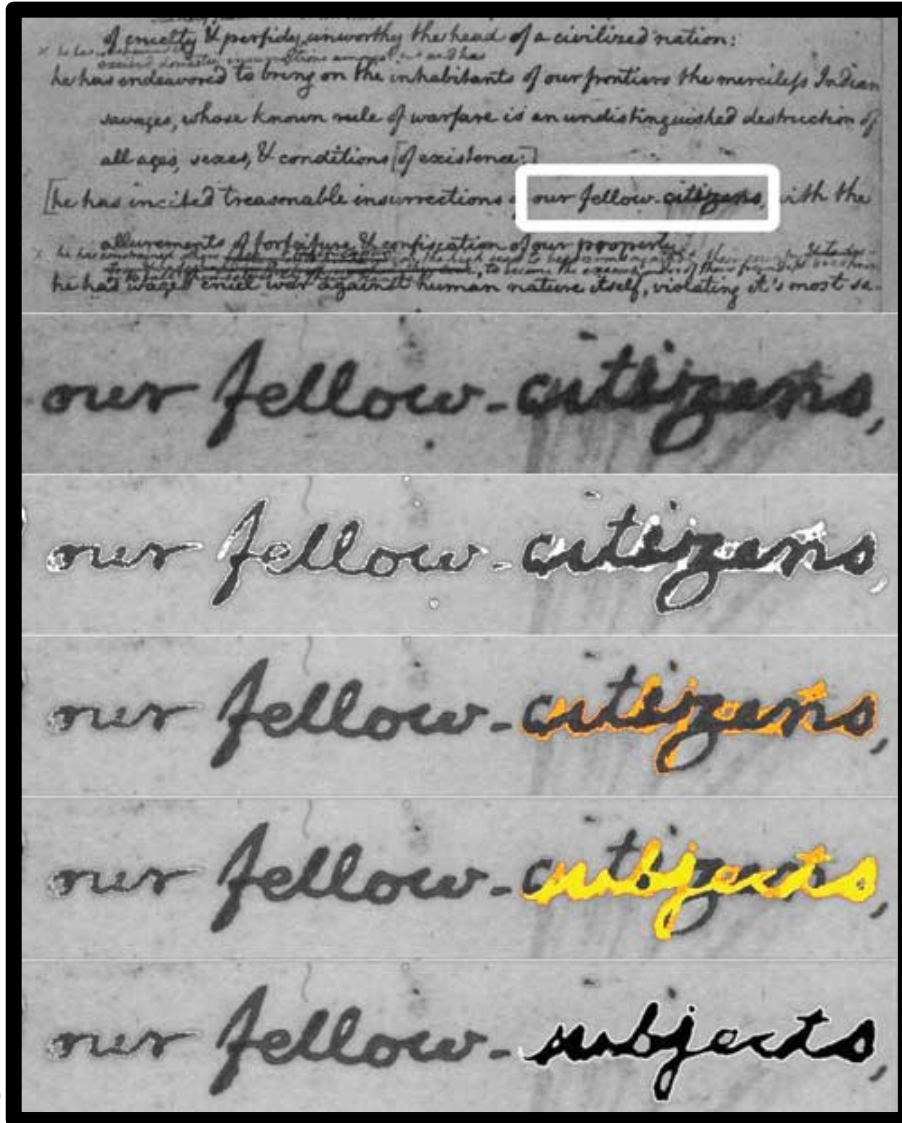


Image pulled from Library of Congress

- Creation of the “citizen”
 - Drafting of the Declaration of Independence
 - Thomas Jefferson changes “Our fellow-subjects” to “Our fellow-citizens”
 - Citizens are equal; no hereditary rights
 - No longer subject to the crown

Roots of American Citizenship

- Citizen of the state (Articles of Confederation)
- Citizen of the country (The United States Constitution)

“The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derives from local discriminations.”

-George Washington, Farewell Address (1796)

Roots of American Citizenship

Subject under the crown

Magna Carta (1215)
and English Bill of
Rights (1689)
secure rights for
subjects.

Citizen of the state

Articles of
Confederation
(1781) **expand** the
rights secured.

Citizen of the country

U.S. Constitution
(1787) **protects** the
expanded rights.

Liberty

Declaration of
Independence (1776)



Interactive Activity

- What is liberty?
- How do you know when you have it?
- How do you know when you've lost it?



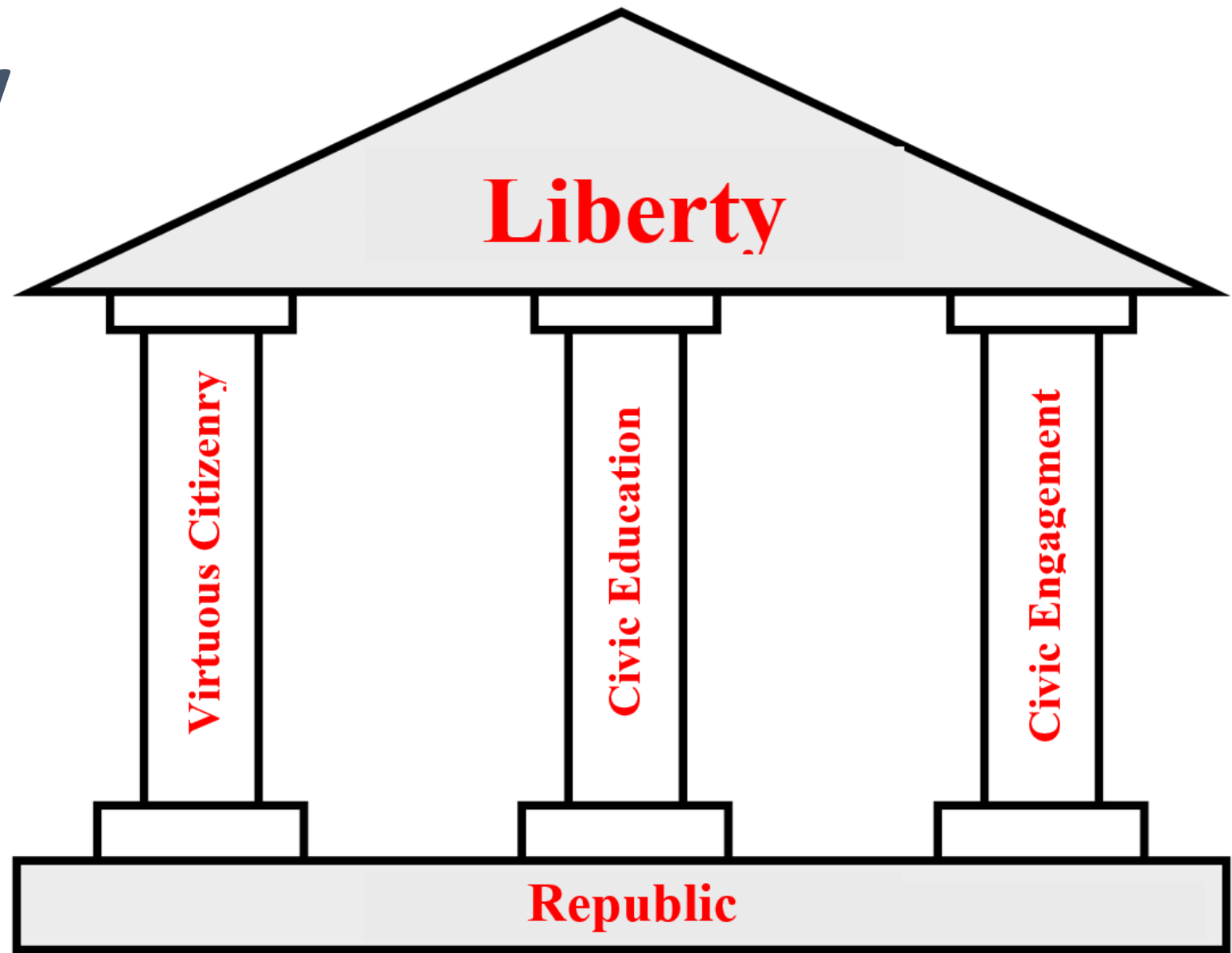
Citizenship Preserved in Liberty



Image of Constitution: Bill of Rights Institute

- The founders believed citizenship preserved liberty
 - Differentiating liberty and freedom
 - ❑ Liberty – rightful exercise of freedom while balancing rights and responsibilities
 - ❑ Freedom – is the power to exercise your own free will in action, speech and thoughts

Pillars of Liberty



A Virtuous Citizenry: Self-Government



Image found on noahwebsterhouse.org

- “Moral goodness is the practice of moral duties and the abstaining from vice, or a conformity of life and conversation to the moral law.”
 - Webster’s American Dictionary of the English Language, 1828



A Virtuous Citizenry: Self-Government

- George Washington
 - Courage on the battlefield
 - Crossing the Delaware
 - Reluctance to be President

“In confidence I can assure you...that my movements to the chair of Government will be accompanied with feelings not unlike those of a culprit who is going to the place of his execution.”

-George Washington to John Knox, April 1, 1789



A Virtuous Citizenry: Self-Government



Why is virtue important?



“Republican government presupposes the existence of these qualities in a higher degree than any other form.” – James Madison, *Federalist 55* (1788)



Would self-government work without virtuous citizens?



A Virtuous Citizenry: Service and Sacrifice

“I have Reason to remember that fatal Night. The Part I took in Defense of Capt. Preston and the soldiers procured me Anxiety, and Obloquy enough. It was, however, one of the most gallant, generous, manly and disinterested Actions of my whole Life, and one of the best Pieces of Service I ever rendered my Country.”

- John Adams’s Diary, March 5, 1773 (on the Boston Massacre)

A Virtuous Citizenry: Service and Sacrifice

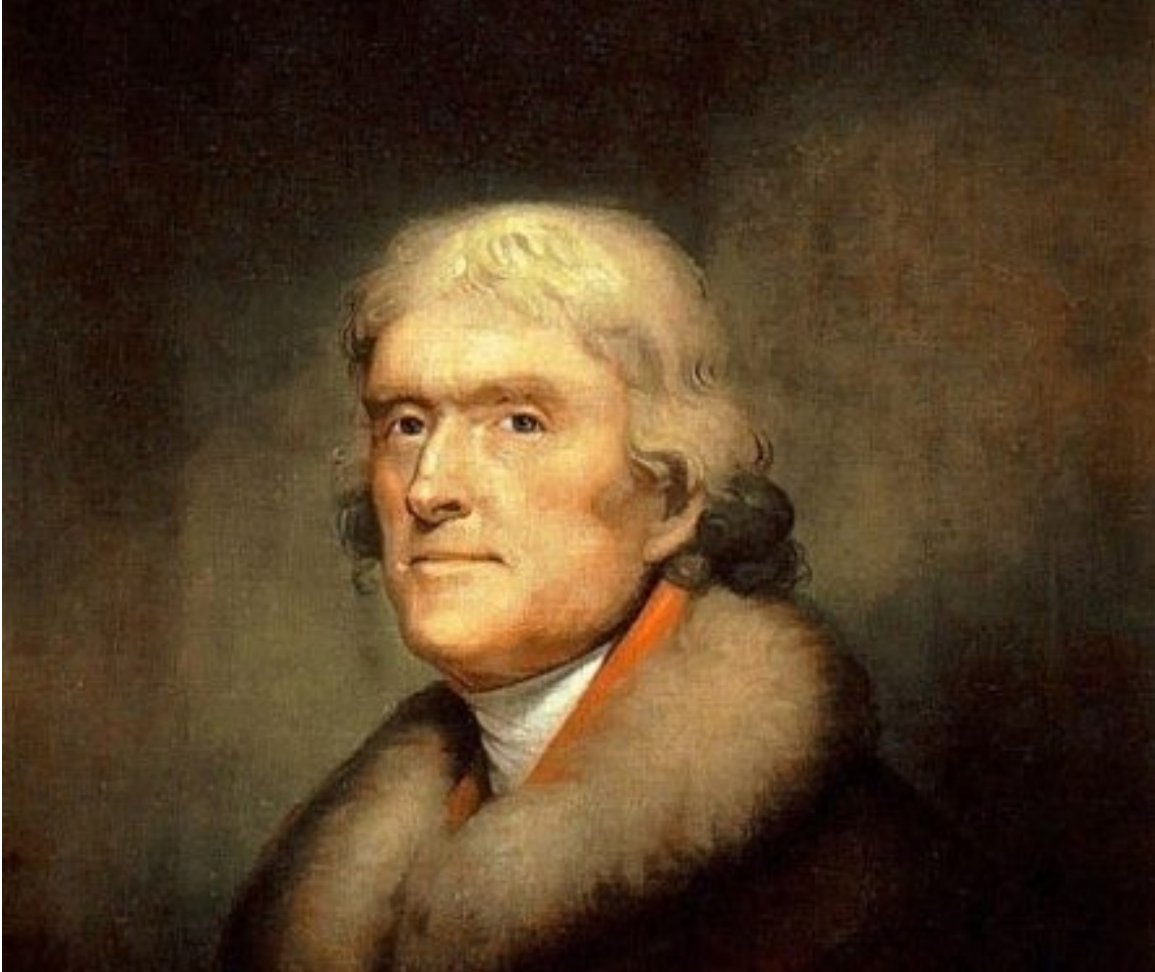


Image pulled from whitehousehistory.org

“There is a debt of service due from every man to his country, proportioned to the bounties which nature and fortune have measured to him.”

- Thomas Jefferson to Edward Rutledge (1796)



A Virtuous Citizenry: Service and Sacrifice



Washington's surprise address taken from Bill of Rights Institute.

“Gentleman, you must pardon me, for I have not only grown gray but almost blind in service to my country.”

-George Washington,
Newburgh Address
(1783)



Interactive Activity

“A government of and by the people rests on the belief that the people should and can govern themselves – and do so in peace, with mutual respect... we must, as well, be able to talk to one another respectfully; debate and compromise; and strive to live together tolerantly...”

– Alexander Hamilton, *Federalist 1* (1787)

- According to the quote above, what is Hamilton referring to in *Federalist 1*?



A Virtuous Citizenry: Civil Discourse

“A government of and by the people rests on the belief that the people should and can govern themselves – and do so in peace, with mutual respect... we must, as well, be able to talk to one another respectfully; debate and compromise; and strive to live together tolerantly...”

– Alexander Hamilton, *Federalist 1* (1787)



Image pulled from Bill of Rights Institute

A Virtuous Citizenry: Civil Discourse



Image taken from Mount Vernon Website

- George Washington's administration in his first term
 - Thomas Jefferson and Alexander Hamilton's arguments
 - ❑ The national bank
 - ❑ Foreign affairs

Dangers of A Lack of Virtue

**Anchored in
principles**

**Virtuous
citizen**

Preserved liberty

**Distorted
understanding
of principles**

**Misguided
citizen**

**Diminished liberty,
authority figures gain
power over citizens**

**Not rooted in
principles**

**Licentious
citizen**

**Liberty is lost, citizens
become subject to
tyranny**



Interactive Activity

- Question 1: Which of the following is not one of the three pillars of liberty that stand on the foundation of our republic?
 - A) a virtuous citizenry
 - B) civic engagement
 - C) civil discourse
 - D) civic education
- Question 2: True or false?
 - Liberty is the power to exercise your will in action, speech and thoughts.
- Question 3: What is the greatest danger to a citizenry not rooted in principles?
 - A) Liberty will be preserved
 - B) Diminished liberty, authority figures gain power over citizens
 - C) Liberty is lost, and citizens will become subjects to authority again



How the Founders Viewed Civic Education

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Concerns of the Founders in Maintaining the Republic

- Charles Pinckney was worried about elections if the people were given the power to vote
- Roger Sherman was afraid of misinformation and the population being easily swayed

“An Election by the people [is] liable to the most obvious and striking objections. They will be led by a few active and designing men.”

- Charles Pinckney, Constitutional Convention (1787)

“People should have as little to do as may be about government because they are constantly liable to be misled.”

- Roger Sherman, Constitutional Convention (1787)



The Importance of Education to the Republic

Thomas Jefferson

- Discerned fact from fiction (civic reasoning)
- Promoted citizenship training

Benjamin Rush

- Desired a uniform system of education
- Believed formal education should be expanded to women



The Importance of Education to the Republic

“Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.”

- George Washington, Farewell Address (1796)



Thomas Jefferson's View of Education

"Give every citizen the information he needs for the transaction of business."

"Enable him to calculate for himself and to express and preserve his ideas, his contracts and his accounts, in writing."

"To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either."

"To improve, by reading, his morals and faculties."

"To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor and judgement."

"To observe with intelligence and faithfulness all the social relations."



The Importance of Education to the Republic

- An energetic citizenry will maintain and protect the republic and individual liberties for all

Educators have the
greatest influence



Interactive Activity

Mission Statement: Create a mission statement as an educator that describes your goals for embedding civic education into your curriculum.



How the Founders Viewed Civic Engagement

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Engagement is Rooted in Education

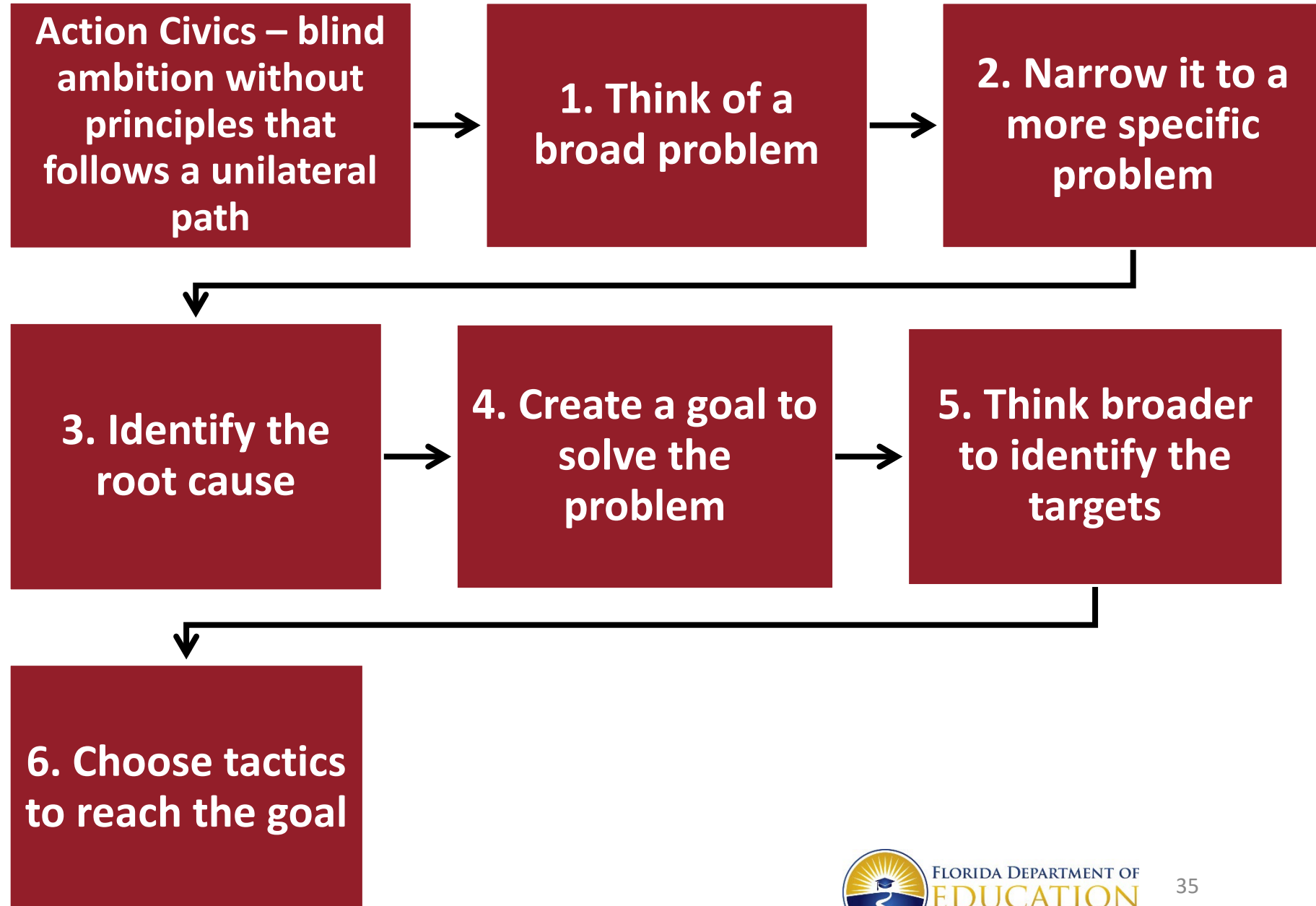
Action civics approach

VS

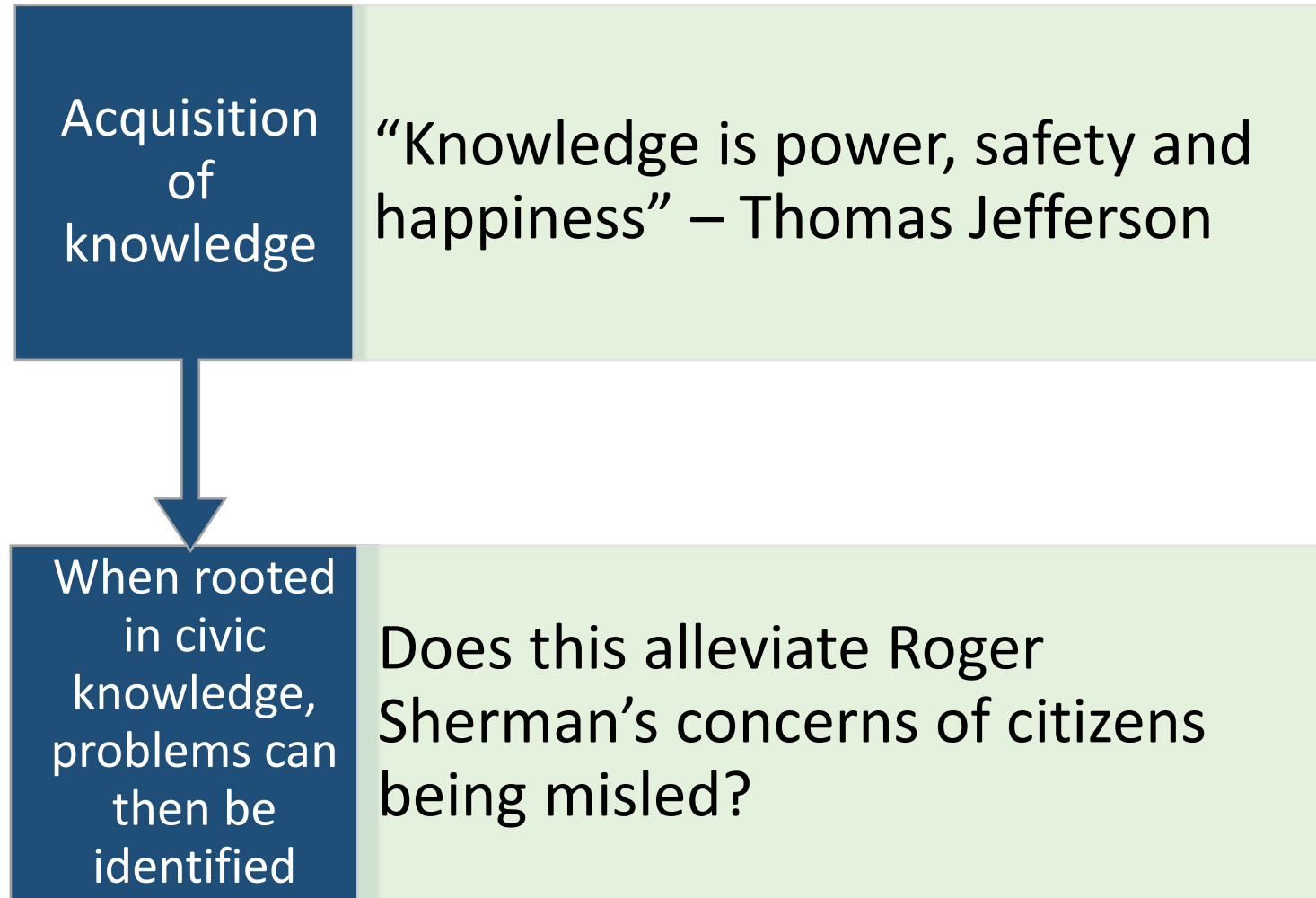
Knowledge-Based civics approach



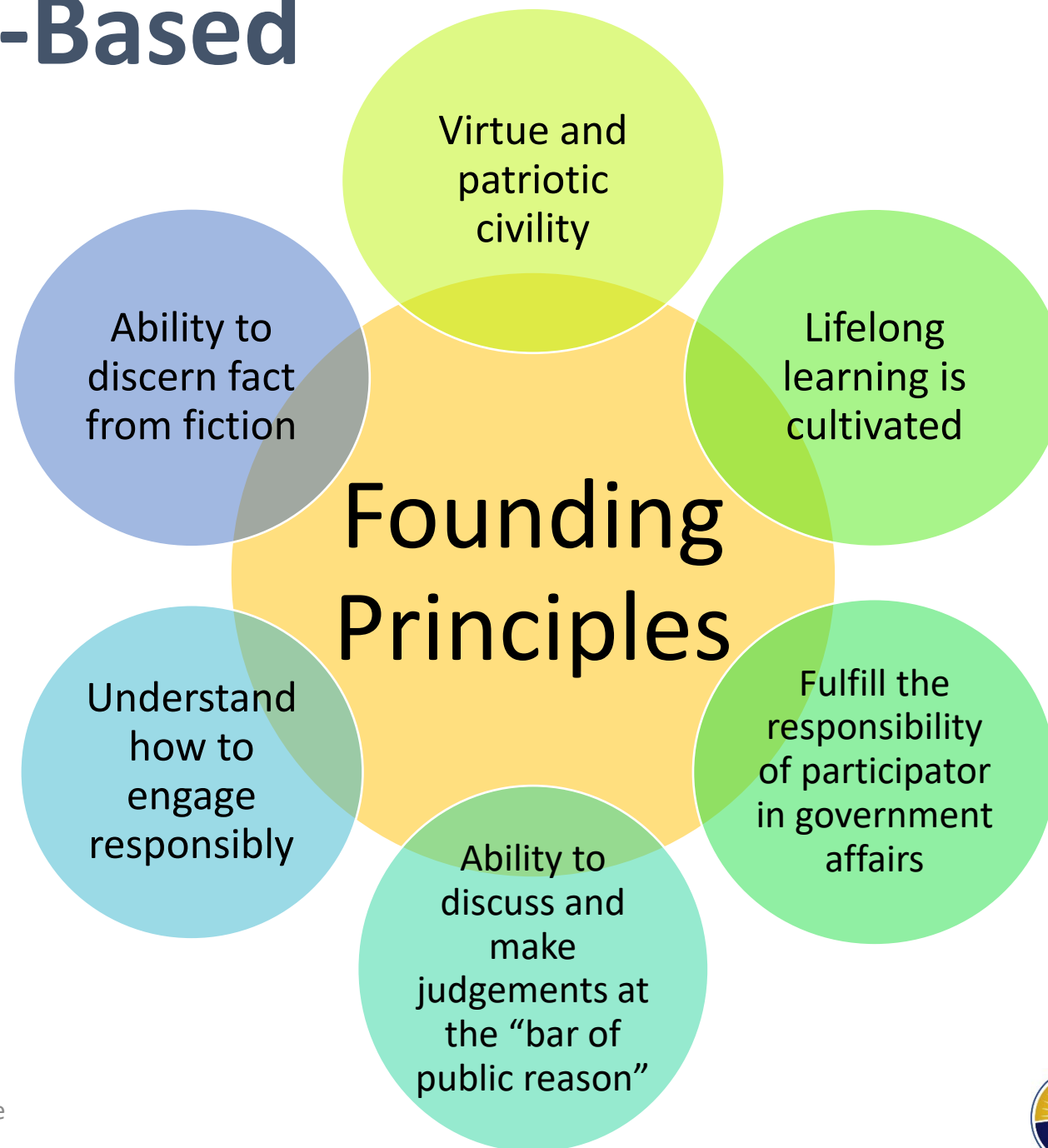
Action Civics



Engagement is Rooted in Education



Knowledge-Based Civics



The Importance of Education to the Republic

“But every child in America should be acquainted with his own country. He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country; he should lisp the praise of liberty, and of those illustrious heroes and statesmen, who have wrought a revolution in her favor.”

- Noah Webster, On the Education of Youth in America (1788)

Qualities of an Upright and Desirable Citizen: Rule 6A-1.09411(3)(d)

Has a thorough knowledge of Americas founding principles and documents, and is equipped to apply this knowledge

Demonstrates civic virtue and self-government that promotes the success of the United States constitutional republic

Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty

Understands and defends the United States Constitution, Bill of Rights, and other amendments in their historical context

Recognizes how political ideologies, such as communism and totalitarianism, conflict with the principles of freedom and democracy

Appreciates the price paid by previous generations to secure the blessings of liberty and why it is the responsibility of current and future generations to preserve it



Audience Question

- How do we build up a more virtuous citizenry?
- Rule 6A-1.09411(3)(d), – “An understanding of the civic-minded expectations of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessing of liberty inherited from prior generations and secured by the United States Constitution.”



Connected to New and Revised Standards K-2

SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen

SS.K.CG.2.3 Define patriotism as the allegiance to one's country

SS.K.CG.2.4 Recognize symbols that represent the United States.

SS.1.CG.2.2 Describe the characteristics of citizenship in the school community

SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism

SS.2.CG.2.1 Explain what it means to be a US citizen

SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state level

SS.2.CG.2.3 Explain how citizens demonstrate patriotism

SS.2.CG.2.4 Recognize symbols, individuals and documents that represent the United States



Connected to the New and Revised Standards 3-5

SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism

SS.3.CG.2.2 Describe voting and the importance of elections

SS.3.CG.3.3 Explain the history and meaning behind patriotic holidays

SS.3.CG.2.4 Describe symbols, individuals and documents that represent the United States

SS.4.CG.2.1-Identify and describe how citizens work with local and state governments to solve problems

SS.4.CG.2.2 Explain the importance of voting, public service and volunteerism to the state and nation

SS.5.CG.2.3 How the Constitution expanded Civic participation over time.

SS.5.CG.2.4 Evaluate civic duties and responsibilities for the preservation of the United States

SS.5.CG.2.6 Explain symbols and documents that represent the United States



Connected to the New and Revised Standards 6-8

SS.7.CG.2.1 Defining citizenships, identifying constitutional provisions

SS.7.CG.2.2 Differentiate between obligations and responsibilities of citizenship

SS.7.CG.2.6 Examine election and voting process

SS.7.CG.2.10 Process for citizens to address problems and influence policy.

SS.7.CG.3.1 Analyze advantages of the US constitutional republic over other forms of government, safeguarding liberty, freedom, and a representative government

SS.8.CG.2.1 Identify the constitutional provisions for establishing citizenship

SS.8.CG.2.2 Compare responsibilities of citizens at the local, state and national levels

SS.8.CG.2.3 Analyze role of civic virtue in lives of citizens and leaders Colonial through Reconstruction.

SS.8.CG.2.4 Civic and political participation changes (Colonial-Reconstruction)



Connected to the New and Revised Standards 9-12

SS.912.CG.1.4 Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic

SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship

SS.912.CG.2.2 Explain the importance of political and civic participation to success of the U.S. constitutional republic

SS.912.CG.2.3 Explain responsibilities of citizens

SS.912.CG.2.7 Analyze the impact of civic engagement as a means of preserving or reforming institutions

SS.912.CG.3.15 Explain how citizens are affected by the local, state and national government



Day 3: Pedagogy

- Now that you've seen the revised Civics and Government standards for the 2023-2024 school year it is imperative that as educators, we understand our role is to develop students who will become upright and desirable citizens.



Be the Light



“I look to the diffusion of light and education as the resource most to be relied on for ameliorating the conditions, promoting the virtue and advancing the happiness of man.” – Thomas Jefferson



Reflection and Discussion

- Final thoughts and questions about the content?
- What are you most excited about?
- Any additional a-ha's from this presentation?



Regional Civics Literacy Coach
Bureau of Standards and Instructional Support
Student Success is our STANDARD
Florida Department of Education

