

MI OPEN BOOK PROJECT

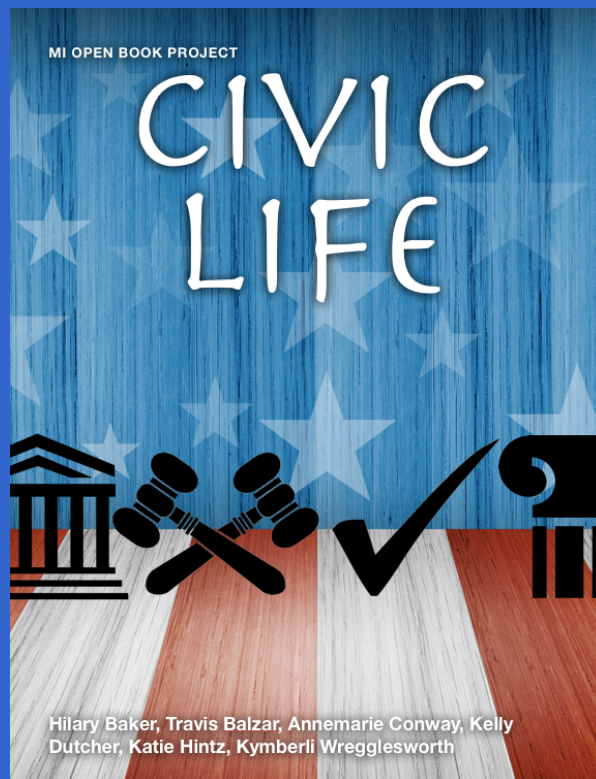
CIVIC LIFE

Hillary Baker, Travis Balzer, Annemarie Conway,
Kelly Dutcher, Katie Hintz, Kymberli Wregglesworth

About the Authors



MICHIGAN
OPEN BOOK PROJECT



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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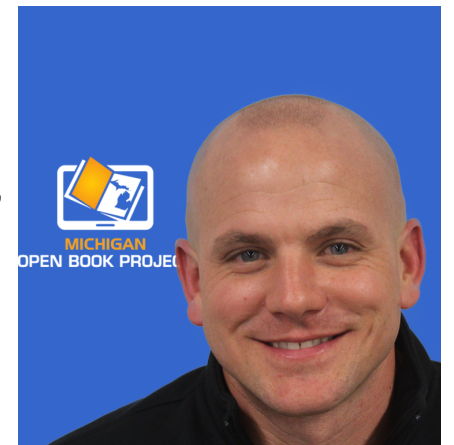
"Hillary Baker has spent twenty-two years teaching social studies in the high school setting. She has taught Civics, Criminal Law, Advanced Placement U.S. Government and Politics, U.S. History, Sociology, and Humanities. In addition, she has coached and advised various social studies co-curricular programs such as the We the People...The Citizen and the Constitution Congressional Hearing Simulation as well as Model United Nations. Baker has been recognized as the 2014 American Lawyer Alliance's Law-Related Education Teacher of the Year as well as the Michigan Civic Educator of the Year in 2014. She also has served in a leadership capacity for the College Board A.P. Reading since 2008. Baker began her teaching career in Traverse City Area Public Schools where for seven years she taught in an integrated, interdisciplinary Humanities Program as well as other social science courses such as A.P. U.S. Government and Politics and Sociology. She has spent the last fifteen years teaching at East Kentwood High School and currently also serves as an Instructional Coach in the building. She is a graduate from the University of Michigan where she earned a B.A. in Politi-

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Travis L. Balzer is a Shepherd High School social studies teacher concentrating in Economics, Civics and History. Mr. Balzer (Mr. B) resides in Shepherd with his bride Haley, and daughters Makayla and Mia Jean. A Gladwin High School graduate. Parents Vicki and Teddy reside in Gladwin. Travis' sister, Kristal and two sons, Isaac and Adam reside in the Lansing area. Mr. Balzer earned an Economics and Management degree from Albion College and proceeded to obtain teaching certification from Saginaw Valley State University in Social Studies. In addition, obtaining a masters in Educational leadership from Grand Valley State University. Hunting, exercising including P90X, biking, running and outdoor activities are great ways that time



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Annemarie Conway teaches AP US Government, psychology, sociology, American Government, and economics for Charlevoix Middle High School. She graduated from Kalamazoo College with her bachelors degree in political science. She earned her Masters of Education with an emphasis in History from Grand Valley State University. Throughout her teaching career she has worked with AP College Board as a reader, table leader and question leader for the US Government & Politics AP exam. She also sponsors Charlevoix's Model United Nations program.



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Kelly Dutcher

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Kelly teaches Economics, Civics, U.S. History, and College Readiness at Harbor Springs High School. Aside from teaching, she is also a Michigan Youth in Government advisor, and class of 2017 sponsor. Mrs. Dutcher is a graduate of Lake Superior State University where she received her BS in Social Studies and Secondary Education. She is currently working towards receiving her MA in American History and Government at Ashland University, and was awarded the James Madison Memorial Fellowship in 2014. Kelly loves teaching at the high school level, and helping bring social studies to life for her students. She shares her life with her husband Jordan and three young daughters: Daphne, Au-

Katie Hintz

Gladwin Public Schools

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Katie is completing her seventh year as a teacher at Gladwin High School, where she has taught every Social Studies course available, including: American Government, Sociology, Current Events, World History, Economics, Social Problems in the United States, and Law. A graduate of Saginaw Valley State University's Secondary Education Program, she majored in History, minored in Sociology and earned a Social Studies Endorsement. As Social Studies Department Chair, she was inspired to participate to the Open Book Project because of the disjointed resources that most economics teachers are forced to scrape together to create a captivating curriculum.

Currently, she is working on completing her Masters in Global History at with American Public University. Her final thesis on the Food Industry is due to be published September, 2015.

Katie spends her time outside of the education world raising her two boys, Connor and



Kymberli Wregglesworth

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Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and will be completing her MA in American History and Government from Ashland University this spring upon completion of her thesis on suffragist and equal rights activist Alice Paul. She was named a James Madison Fellow in 2011 and was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015. Kymberli returned to her high school alma mater where she teaches Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving as National Honor Society adviser and executive director of the Miss Onaway Scholarship Program. When not doing history geek stuff, she enjoys spending time in the

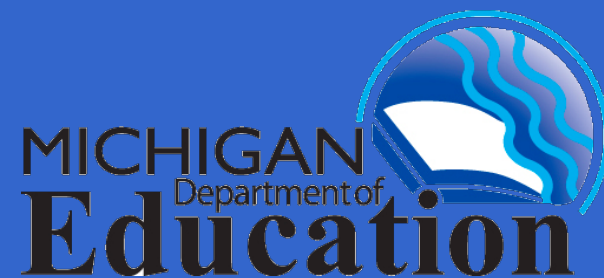


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Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of



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Linda Start

Michigan Center for Civic Education

Former Executive Director

Linda Start has served as the Executive Director of the Michigan Center for Civic Education for more than twenty-five years. Start has presented at hundreds of school districts across Michigan and is sought out as a speaker for many national civic education conferences. As the Executive Director of the Michigan Civic Education Center, Start served on the Committee to draft the Michigan Civics Standards and presented the Civics Standards and Benchmarks to the Michigan State Board of Education. Start served on a Review Committee for the National Standards in Civics and Government. Start represents Michigan in several national networks of civic educators. In addition, Start was asked to join a group of civic education experts in the United States to work with emerging democracies in Eastern Europe. Start has worked closely with civic educators in Poland, Ukraine, the Czech Republic, and Slovakia. A

Rebecca Bush

Instructional Consultant

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social Studies Supervisors Association and is a member of the National Social Studies Supervisors Association Executive Board of Directors. She is also an adjunct professor at Hope College in Holland, MI



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 1

Who Should Wield Power?

What are the political philosophies about the necessities and purpose of government?

Which philosophers had the most direct effect on the Founding generation?

How were the philosophies included in the Founding documents?

We the People



Competing Philosophies

QUESTIONS TO GUIDE INQUIRY

1. What are the political philosophies about the necessities and purpose of government?
2. Which philosophers had the most direct effect on the Founding generation?
3. How were the philosophies included in the Founding documents?

TERMS, PLACES, PEOPLE

Consent of the Governed

Social Contract

Civil Society

Civil Government

State of Nature

Democracy

The Founders did not create our system of government out of thin air. They were well-read and lived at a time when many new ideas about government were being developed. They took their inspiration from the ideas of a variety of thinkers, but each of the following had a distinct influence on what government in the United States would become.

One of the earliest political thinkers was Aristotle, who lived in Greece from 384-322 BCE. His collection of essays called *Politics* is one of the first to address the study of political science. His intention was that politicians and government officials would use this science to frame laws, educate the citizenry, create reforms when necessary, and maintain the city-state.

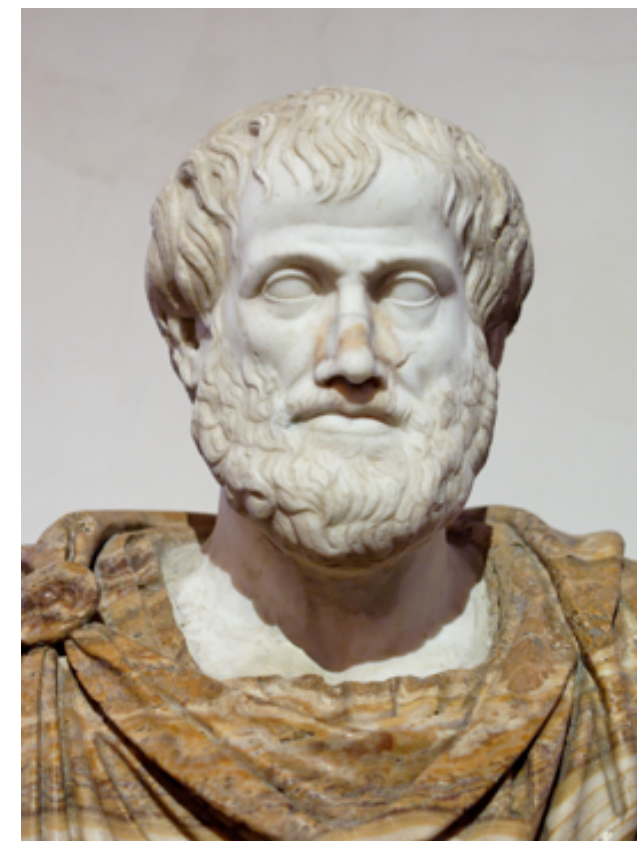
“Man is by nature a political animal.”

Aristotle defined three virtuous governments - monarchy, aristocracy, and polity - and three deviant or harmful governments - tyranny, oligarchy,

Interactive 1.1 Aristotle's Politics



[Click here to read some excerpts](#)



and **democracy**. In the three types of virtuous governments, leader(s) govern for the benefit of the society. In the deviant governments, leader(s) govern for the benefit of themselves or their class. In theory, democracy was considered to be deviant because it was hypothesized that the poor would work against the rich to redistribute wealth; this in turn, would lead to the tyranny of the majority.

In Aristotle's time, only property owning males born in the city-state could be citizens and have the right to participate in the governing of others. Although most residents were excluded, those who were citizens participated to a great extent in directly governing. Political rights, according to Aristotle, should only be granted to those who are fully contributing to the political community; the rule of the "best persons," or a natural aristocracy is Aristotle's ideal government.

"When states are democratically governed according to law, there are no demagogues, and the best citizens are securely in the saddle; but where the laws are not sovereign, there you find demagogues. The people become a monarch . . . such people, in its role as a monarch, not being controlled by law, aims at sole

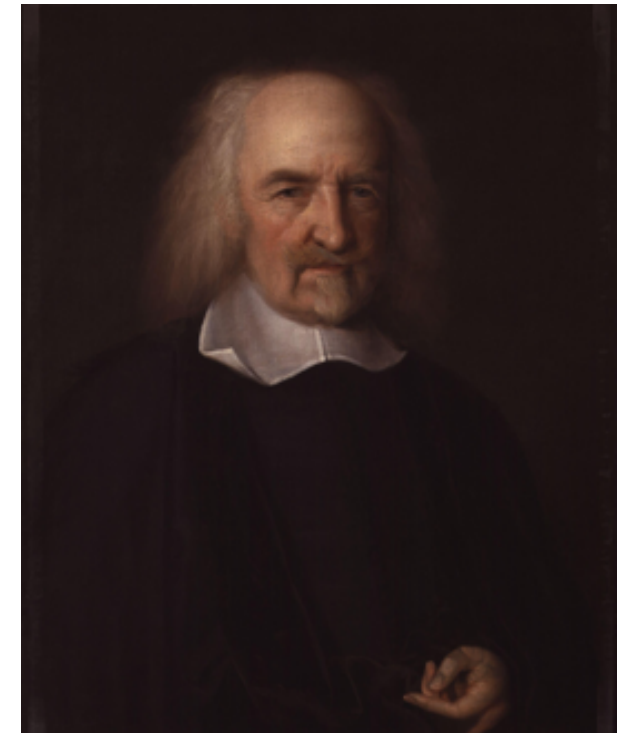
Interactive 1.2 Robert Reich - Theres a Revolt Coming



After reading this article, determine whether or not you believe Aristotle is correct.

power and becomes like a master."

Another important philosopher was English philosopher Thomas Hobbes (1588-1679). He wrote Leviathan in 1651. One of his main ideas was that of social contract, where people agree to the type of governmental system under which they live. According to Hobbes, human beings lived in a **state of nature** where life was defined by the survival of the fittest; a war of "every man against every man." People could do no industrious work because they did not know if they would survive until completion, nor would any arts or literature be created because people would be so absorbed with mere survival.



Interactive 1.3 Hobbes Leviathan



Click here to read more!

removing such things as require much force; no Knowledge of the face of the Earth; no account of Time; no Arts; no Letters; no Society; and which is worst of all, continual fear, and danger of violent death; And the life of man, solitary, poor, nasty, brutish, and short.”

Constant competition for the limited number of items necessary for survival would lead men to fear one another. This fear would ensure that life was “solitary, poor, nasty, brutish, and short.” Therefore, Hobbes wrote, people enter into a social contract, and they give their **natural rights** and absolute power to a monarch in return for peace, stability and order. Hobbes chose a monarchy over other forms of government because he believed absolute authority was necessary to effective government.

English philosopher John Locke (1632-1704) held a different belief about the state of nature. In his Second Treatise of Government, he wrote that in the state of nature, people are free and equal and that each person has natural rights such as life, liberty, and property. Agreeing with Hobbes that there would be competition for resources, Locke believed the people would eventually enter into a social contract and form **civil society** and **civil government**. Because natural rights predate government, they

cannot be taken away and the government must work to protect those rights.

“Men being, as has been said, by nature, all free, equal and independent, no one can be put out of this estate, and subjected to the political power of another, without his own **consent.**”

According to Locke, if the people believe that the government is not protecting their rights, they can and should overthrow the government and replace it with another. Government can only happen with the **consent of the governed**. Those who enter into the social contract give up their right to execute the law in exchange for justice and stability.

“The legislative cannot transfer the power of making laws to any other hands: for it being but a delegated power from the people, they who have it cannot pass it over to others.”

“There is no greater tyranny than that which is perpetrated under the shield of the law and in the name of justice.”

Interactive 1.5 Second Treatise



Read more by clicking here!

Interactive 1.4 Gun Rights, Drunk Driving, and John Locke



Learn more by clicking here!



Charles-Louis de Secondat (1689-1755), better known as the Baron de Montesquieu, lived in France. In his *The Spirit of the Laws*, he outlined three types of governments: republican, monarchy, and despotism. According to Montesquieu, Republican government can take two forms: democratic or aristocratic. In a democracy, the people hold the

power and are considered to be sovereign. The rulers must be virtuous to an extent that they put the needs and demands of the society ahead of their own.

“The political liberty, of the subject, is a tranquility of mind arising from the opinion each person has of [their] safety. In order to have this liberty, it is requisite the government be so constituted as one [person] need not to be afraid of another.”

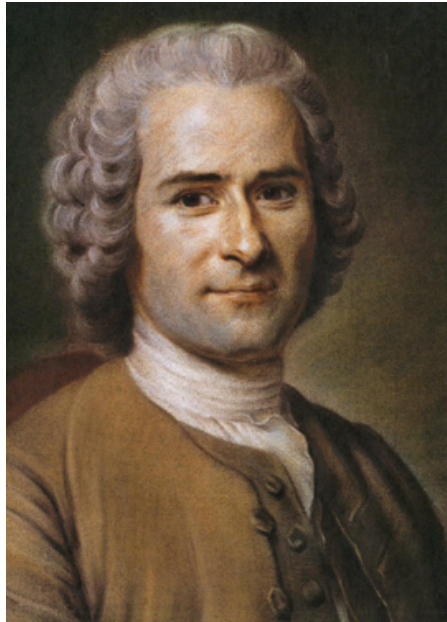
Liberty, according to Montesquieu, is the ability to have the protection of the laws while still keeping as much freedom and autonomy as possible. Only laws regarding public safety should be enacted. Locke proposes that the three functions of the government (executive, legislative, and judicial) should be separated and the powers held by different people or groups.

“Every man having been born free and master of himself, no one else may under any pretext whatever subject him without his consent. To assert that the son of a slave is born a slave is to assert that he is not born a man.”

Interactive 1.6 The Spirit of Laws



Click here to read and learn more!



Jean Jacques Rousseau (1712-1778) was a Swiss philosopher who wrote *The Social Contract* in 1762. Unlike his predecessors, Rousseau believed that the social contract as it existed was not a voluntary pact entered into by the people. Instead, he believed that the common people had been tricked by the rich into giving up their freedom and then forced into a civil society that did not look out for their best interests.

“The social pact, far from destroying natural equality, substitutes, on the contrary, a moral and lawful equality for whatever physical inequality that nature may have imposed on mankind; so that however unequal in strength and intelligence, men become equal by covenant and by right.”

Rousseau did not support the idea of a representative government, however. He compared turning over one’s ability to rule oneself to slavery, and therefore advocated direct democracy. This made the idea of a large political unit almost impossible.

Interactive 1.7 The Social Contract



Learn more by clicking here!

Sovereignty, Power, Legitimacy, and Authority

QUESTIONS TO GUIDE INQUIRY

1. What are the political philosophies about the necessities and purpose of government?
2. Which philosophers had the most direct effect on the Founding generation?
3. How were the philosophies included in the Founding documents?

TERMS, PLACES, PEOPLE

Sovereignty

Popular Sovereignty

Power

Legitimacy

Authority

Government has existed in some form since people started living together. In its earliest forms, leaders ruled due to strength, respect, and/or military ability. Later governments included leaders with a hereditary connection to a former leader, or who claimed the endorsement of gods, religious leaders, or landowners.

Power exists in many forms – at its simplest, it is the ability to do, act, or accomplish something. It is also the ability to determine and regulate the behavior of others and influence the outcome of events. Power becomes a more complex idea when it is combined with other concepts related to government.

Imagine you are living simply during the Stone Age. Someone bigger and stronger than you comes along and threatens you with their well-made weapons. They have power over you and you follow out of fear. Brute strength is one example of power without authority.

Authority is the power to give orders, make decisions, and demand obedience. Early leaders claimed authority from sources above the people such as religion, tradition, or the fact that a leader had conquered a former leader.

While authority is one ideal of an effective form of government, **legitimacy** of the government is another. Legitimacy is the belief that those who have **authority** should have it. For example, in a monarchy where leaders who ascend to the

position of ultimate authority have done so through hereditary succession, tradition, along with heritage, are acceptable means of obtaining authority. The leader has power and authority due to tradition and the idea that their ancestry could be tied to earlier kings. The leader had legitimacy because the people believed the leader had the rightful authority to rule.

In a democracy, it can be argued that those who have the authority to govern as a result of a vote of the people have a claim to legitimacy. Authoritarian governments that seize and maintain power without a vote of the people, it would seem, would be considered illegitimate.

Countries such as Burma and North Korea that have a very tight grip on almost every aspect of people's lives because of their ability to intimidate them into submission are clearly seen as illegitimate governments. However, legitimacy is not always an ideal that is easily to determine. What about authoritarian governments that hold elections--do elections guarantee legitimacy? Not necessarily. Elections in authoritarian governments are hardly free and fair. Media that is monopolized, opponents who are restricted, arrested, or otherwise threatened, and ballot boxes that are rigged are just some of the tactics used by authoritarian leaders to retain power. Therefore, the legitimacy of a government ultimately rests on something more subjective--whether large numbers of people in a country feel that their government is legitimate and is responsive to their needs.

A leader also has **sovereignty**--ultimate authority over a territory, with the absolute right to govern. A sovereign state is one that governs itself, independent of any foreign power, with the full authority to make war or peace and to form treaties or alliances with foreign nations. A brief explanation of a sometimes complicated concept is explained in the clip below:

Interactive 1.8 Explaining Sovereignty




Learn more about this concept in this video.

Aspects of these four concepts still exist in modern governments, but in somewhat different ways. For example, in the United States, legitimacy comes from the people. Our leaders are only in charge as long as they continue to fulfill the **social contract**. When someone is voted out of office, the people have lost their trust in that person, or believe another person can do a better job. The people of the United States are considered sovereign because they make the choice as to who will wield power as President and members of Congress, as well as state and local government officials. This is called **popular sovereignty** which is government based on the consent of the people. Our leaders have power and authority because the people have temporarily entrusted them with power that, at the national level, stems from the United States Constitution. Other nations distribute their power, authority, legitimacy, and sovereignty in different ways, as outlined by the examples in the chart below.

Interactive 1.9 Right of Self Determination



How does the situation in this video represent power, legitimacy, authority, and sovereignty?

	Power	Authority	Sovereignty	Legitimacy
United States 	Persons elected by the people 	US Constitution, laws of the US 	People of the United States 	Public belief that President/ Congress have the right to rule because they were chosen by the people indirectly or directly 
Iran 	Supreme Leader 	Religious law 	Guardian Council of the Constitution 	Public belief in the religion, tradition 
Great Britain 	Parliament and Prime Minister 	British law, "unwritten" constitution 	Parliament 	House of Lords: tradition House of Commons: elected by the people 
China 	Politburo Standing Committee of the Chinese Communist Party 	National People's Congress 	Chinese Communist Party 	Tradition, government's ability to improve the economy 

Purposes and Uses of Constitutions

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Constitution

Constitutional Government

Limited Government

Unlimited Government

What is a **constitution**? It seems like a simple question, but it is more complex than it might first appear. Constitutions can be written, partly unwritten, or completely unwritten. Constitutions can be single documents, multiple documents, or combinations of documents, customs and traditions. Generally, constitutions lay out the way government is organized and functions, and includes any guarantees of liberties and freedoms for citizens. Just because a country has a constitution does not mean it has a **constitutional government**. To be considered a



constitutional government, the constitution must limit the government's power and give the citizens a way to enforce the limits.

In a **limited government**, the rights of citizens are ensured and minorities are protected against oppression by majorities. The Constitution establishes limits and rules for the government to follow. It also lists **individual rights** that cannot be violated. Citizens have freedom and live their lives with few restrictions, but government must reach consensus which can take time.

An **unlimited government** is one where the government does not guarantee an individual's natural rights. One person or group can get a great deal of power easily. People's lives are restricted with few freedoms, but it is easy for the government to get things done.

An example of a limit on government is the idea that the people can choose through elections who will govern them and the chosen leaders are subject to removal on a regular basis. In an unlimited government, the leader can hold power for an indefinite period of time without restriction on how power is used. Another limit on government is a Bill of Rights listing prohibited actions of government. These rights are based upon the theory of natural rights which states that people are born with certain rights that cannot be taken away.

Interactive 1.10 Federalists and AntiFederalists



Learn more by clicking here!

Interactive 1.11 Rights - Constitution USA with Peter Sagal



What is a right, and where does it come from? A right is a power or privilege that is recognized by tradition or law. Natural or human rights are inherent to human nature; they are not given by government, but neither does government always protect them. Click here to learn more.

Student Activity: Explore the Michigan Constitution and find similarities and differences between it and the US Constitution. Why is the Michigan Constitution so much longer than the US Constitution? What are some of the topics covered by the Michigan Constitution?

Interactive 1.12 The Michigan Constitution



Systems of Government

QUESTIONS TO GUIDE INQUIRY

1. What are the political philosophies about the necessities and purpose of government?
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TERMS, PLACES, PEOPLE

Federal

Confederation

Articles of Confederation

Unitary

unicameral

expressed powers

implied powers

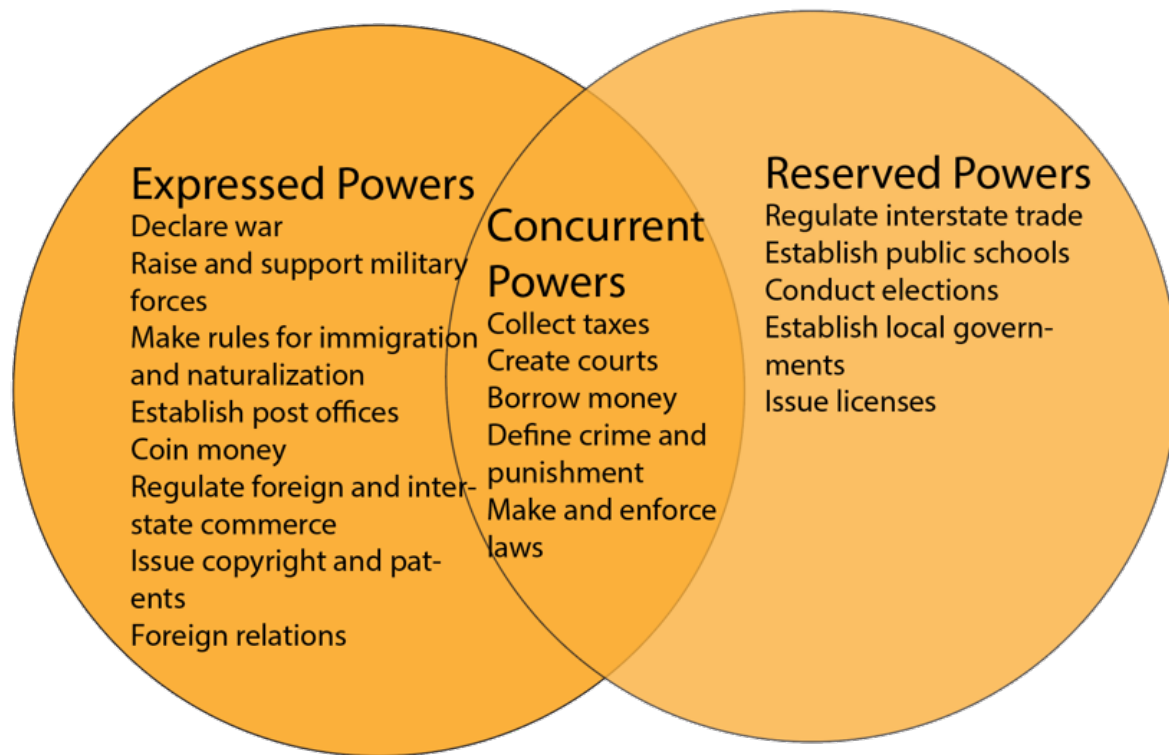
inherent powers

concurrent powers

When the United States declared independence from Great Britain on July 4, 1776, the established government was a **confederation** as laid out in the **Articles of Confederation**. It established a “firm league of friendship” among the several states. Each state maintained its “sovereignty, freedom, and independence” as well as all powers not specifically delegated to the United States Congress. The original Congress was **unicameral**,--delegates were chosen annually, and each state had only one vote. There was no national executive and no national judiciary, although the Congress did choose a “president” from among its members. That person served as the chairman, but only had power within the Congress.

The government under the Articles of Confederation had few powers compared to our current national government, and there were also a number of problems and limitations it faced.

After just less than ten years under the Articles of Confederation had been enacted, Congress called on the States to send delegates to a meeting in Philadelphia to revise the Articles. The delegates quickly agreed that a confederation was too weak a structure of government to deal with the many issues faced by the new nation, but a **unitary government** was not considered either. The Founders created a system that was somewhere in the middle, with a strong central government balanced by strong, independent states that each had their own powers.



Interactive 1.13 Models of Federalism



Learn more about the different models of Federalism by clicking [here](#).

A **federal** system gives certain powers to the national government that are best performed for the entire nation, such as coining money, declaring war, and establishing post offices. The states had powers they kept from the confederal system, called reserve powers, that were better suited to being carried out by the individual states. There are also shared

powers, called **concurrent powers**, such as collecting taxes, borrowing money, and defining crimes and punishments.

The powers that are specifically listed in the Constitution are called the **expressed powers**. The national government has other powers suggested by the Constitution called **implied powers**. Many of these can be traced to the expressed powers even though they are not specifically spelled out. For example, the national government has claimed the ability to prohibit racial discrimination on trains, buses, and other transportation due to their power to regulate interstate commerce. Additionally, the national government has **inherent powers**, which are those that all national governments have as a result of being a sovereign government, such as the power to acquire territory and grant diplomatic recognition to other nations.



Forms of Democracy

QUESTIONS TO GUIDE INQUIRY

1. What are the political philosophies about the necessities and purpose of government?
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TERMS, PLACES, PEOPLE

Parliamentary

Presidential

Direct Democracy

Representative Democracy

Republic

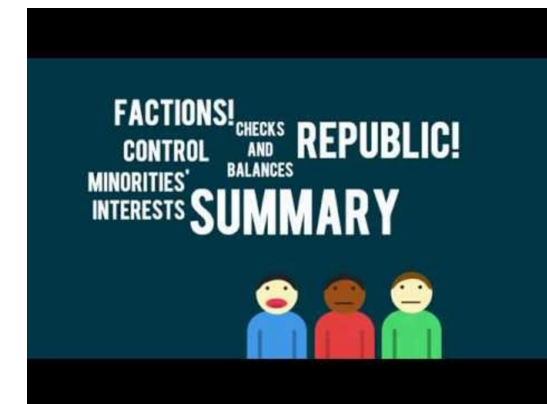
Referendum

Democracy can be defined as the “rule of the people”; it is a form of government where the citizens hold political power and exercise that power by voting directly or by voting through their elected representatives.

The United States and all other nations considered democracies today operate as representative democracies. In this type of democracy, the citizens elect government officials to make and carry out laws. A **representative democracy** is sometimes also called a **republic**. In a republic, governmental power comes from the people who elect officials to do the work of government for a limited time. However, there is a major difference between a democracy and a republic that is worth noting here. In a democracy, the majority rules without consideration of the needs of the minority. In a republic, one of the duties of government is to protect the rights of the minority against the tyranny of the majority.

In a **direct democracy**, the citizens meet to make decisions about laws and public policies. There are few examples of direct democracy today and throughout history due to the fact that it is cumbersome and difficult to conduct successfully in groups of any large size. The ancient Athenians participated in a direct democracy for a limited time, but the number of people

Interactive 1.14 The Federalist 10



Learn more in this video!

who qualified as citizens (free male citizens age 18 and older) made up only 10-20% of the total population. A few areas in Switzerland utilize direct democracy in its purest form, but that is the only place that it is currently used.

Within the United States, several states have components of direct democracy, including the **referendum**, recall, and initiative. A referendum is citizen-initiated petition process to repeal a portion of, or an entire law, as passed by the legislature. A recall is a citizen-initiated petition process to hold an election to remove an elected official prior to the end of his/her term. An initiative is a citizen-initiated petition process to either enact a law or make a change to a state constitution. Citizens of Michigan can utilize all three, including both types of initiative. You will learn more about these mechanisms in chapter 5.

Democracies can be further defined by how they divide legislative and executive power. In a **parliamentary** democracy, the citizens choose the legislative branch which then selects the executive from among its members. The executive can be removed by a vote of “no confidence” by the remaining members of parliament. Nations utilizing this form of government include Canada, Australia,

Germany, and the United Kingdom. A **presidential democracy** exists when the citizens choose the legislative branch and separately choose the chief executive. The powers of the two branches are separate, and the executive can veto acts of the legislature which in turn can override that veto, usually only via a supermajority. Nations utilizing this form of government include Mexico, Argentina, South Korea and the United States.

Interactive 1.15 The Federalist Papers



Select Federalist Paper #10, and then #51 at this website.

Interactive 1.16 The Federalist 10



Interactive 1.17 The Federalist 47

