**You must submit completed worksheet two weeks prior to your museum visit.**

Contact: Education Director, Mark Lozo: mlozo@trsite.org, 716.884.0095

**In accord with BSA policy, all scouts must be supervised by an adult during their visit.**

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**1. Fill out these sections, and be prepared to discuss this requirement during your visit to the TR Inaugural Site for Merit Badge Day.**

 Define citizenship. What does it mean to be a good citizen of this country?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

How can you be a good citizen to your community and nation?

|  |
| --- |
|  |
|  |
|  |
|  |

Discuss the rights, duties, and obligations of a responsible and active American citizen.

Rights:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Duties (Things you should do, though not legally required to do so.):

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Obligations (Things you must do under force of law.):

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

2. Prepare for your visit to the TR Site. This historic house museum is listed as a National Historic Landmark on the National Register of Historic Places. It is also considered a federal facility by the National Parks Service. Collect details about the museum and describe what you expect to learn or what you find interesting about its history:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Select a topic that is currently in the news. Pick a current world event based on ONE of the following categories: immigration, labor reform, conservation/environmentalism, urban poverty, racial or social inequality, role of the United States in foreign affairs.

Discuss one national issue you learned about:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Explain how this issue affects you and your family:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

4. Research and describe each of the following documents. How do you feel life in the United States might be different without each one?

 a. Declaration of Independence

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

 b. Preamble to the Constitution

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

 c. The Constitution

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

d. Bill of Rights (amendments 1-10)

|  |  |
| --- | --- |
| 1 |  |
|  |
|  |
|  |
| 2 |  |
|  |
|  |
|  |
| 3 |  |
|  |
|  |
|  |
| 4 |  |
|  |
|  |
|  |
| 5 |  |
|  |
|  |
|  |
| 6 |  |
|  |
|  |
|  |
| 7 |  |
|  |
|  |
|  |
| 8 |  |
|  |
|  |
|  |
| 9 |  |
|  |
|  |
|  |
| 10 |  |
|  |
|  |
|  |

e. Further Amendments to the Constitution

|  |  |
| --- | --- |
| 11. |  |
|  |
|  |
|  |
| 12. |  |
|  |
|  |
|  |
| 13. |  |
|  |
|  |
|  |
| 14. |  |
|  |
|  |
|  |
| 15. |  |
|  |
|  |
|  |
| 16. |  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| 17. |  |
|  |
|  |
|  |
| 18. |  |
|  |
|  |
|  |
| 19. |  |
|  |
|  |
|  |
| 20. |  |
|  |
|  |
|  |
| 21. |  |
|  |
|  |
|  |
| 22. |  |
|  |
|  |
|  |
| 23. |  |
|  |
|  |
|  |
| 24. |  |
|  |
|  |
|  |
| 25. |  |
|  |
|  |
|  |
| 26. |  |
|  |
|  |
|  |
| 27. |  |
|  |  |
|  |  |
|  |  |

5. List the six functions of government as noted in the preamble to the Constitution.

Function Discuss how these functions affect your family and local community.

|  |  |
| --- | --- |
|  |  |
|  |
|  |
|  |
|  |
|  |  |
|  |
|  |
|  |
|  |
|  |  |
|  |
|  |
|  |
|  |
|  |  |
|  |
|  |
|  |
|  |
|  |  |
|  |
|  |
|  |
|  |
|  |  |
|  |
|  |
|  |
|  |

6. Review the excerpt of TR's speech about citizenship provided by your counselor. See appendix or

<https://www.nps.gov/thri/learn/kidsyouth/bsaworksheets.htm>

**Fill out these sections, and be prepared to discuss this requirement during your visit to the TR Inaugural Site for Merit Badge Day.**

List biographical information about President Theodore Roosevelt:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today.

Importance at the time:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

How it applies today:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Choose a sentence or two from the speech that has significant meaning to you, and explain why.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.

|  |  |
| --- | --- |
| a. Branch: |  |
|  Function: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Citizen Involvement: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Importance of Checks & Balances: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| b. Branch: |  |
|  Function: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Citizen Involvement: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Importance of Checks & Balances: |  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| c. Branch: |  |
|  Function: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Citizen Involvement: |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  Importance of Checks & Balances: |  |
|  |
|  |
|  |
|  |
|  |
|  |

8. Name your state’s two United States Senators and the member of Congress from your congressional district.

**Fill out these sections, and be prepared to discuss this requirement during your visit to the TR Inaugural Site for Merit Badge Day.**

|  |  |
| --- | --- |
| Senator: |   |
| Senator: |  |
| Member of Congress: |  |

⬜ Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her.

⬜ Show your letter and any response you receive to your counselor.

**Requirement resources can be found here:**

[http://www.meritbadge.org/wiki/index.php/Citizenship in the Nation#Requirement resources](http://www.meritbadge.org/wiki/index.php/Citizenship_in_the_Nation#Requirement_resources)

**Helpful Resources:**

**Scouting Literature**

*American Business, American Cultures, American Heritage, Citizenship in the Community, Citizenship in the World*, and *Law*merit badge pamphlets

**Books**

* Bjornlund, Lydia. *The U.S. Constitution: Blueprint for Democracy*. Lucent Books Inc., 1999.
* Faber, Doris and Harold Faber. *We the People: The Story of the United States Constitution Since 1787*. Charles Scribner's Sons, 1987.
* Feinberg, Barbara Silberdick. *The Articles of Confederation: The First Constitution of the United States*. Twenty-First Century Books, 2002.
* Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence*. Holiday House, 2000.
* Jaffe, Steven H. *Who Were the Founding Fathers? Two Hundred Years of Reinventing American History*. Henry Holt and Co., 1996.
* Kassinger, Ruth.*U.S. Census: A Mirror of America*. Raintree Steck-Vaughn Publishers, 2000.
* Krull, Kathleen.*A Kid's Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant*. William Morrow & Co., 1999.
* Mackintosh, Barry. *The National Park Service*. Chelsea House Publishers, 1988.
* Torricelli, Robert, and Andrew Carroll, eds. *In Our Own Words: Extraordinary Speeches of the American Century*. Kodansha International, 1999.
* Weber, Michael. *The Young Republic*. Raintree Steck-Vaughn Publishers, 2000.
* Wilson, Richard Guy, ed.*A Guide to Popular U.S. Landmarks as Listed in the National Registry of Historic Places*. Franklin Watts Inc., 2003.
* Zeinert, Karen. *Free Speech: From Newspapers to Music Lyrics*. Enslow Publishers, 1995.

**Organizations and Web Sites**

**American Civil Liberties Union**
125 Broad St., 18th Floor
New York, NY 10004
Telephone: 212-549-2549
Web site: [http://www.aclu.org](http://www.aclu.org/)

**Democratic National Committee**
430 South Capitol St. SE
Washington, DC 20003
Telephone: 202-863-8000
Web site: [http://www.democrats.org](http://www.democrats.org/)

**FirstGov**
Web site: [http://www.firstgov.gov](http://www.firstgov.gov/)

**GovSpot**
Web site: [http://www.govspot.com](http://www.govspot.com/)

**League of Women Voters**
1730 M St. NW, Suite 1000
Washington, DC 20036-4508
Telephone: 202-429-1965
Web site: [http://www.lwv.org](http://www.lwv.org/)

**National Constitution Center**
525 Arch St.
Independence Mall
Philadelphia, PA 19106
Toll-free telephone: 866-917-1787
Web site: [http://www.constitutioncenter.org](http://www.constitutioncenter.org/)

**National Park Service**
1849 C St. NW
Washington, DC 20240
Telephone: 202-208-6843
Web site: [http://www.nps.gov](http://www.nps.gov/)

**Republican National Committee**
310 First St. SE
Washington, DC 20003
Telephone: 202-863-8500
Web site: [http://www.rnc.org](http://www.rnc.org/)

**The U. S. Constitution Online**
Web site: [http://www.usconstitution.net](http://www.usconstitution.net/)

**Theodore Roosevelt Inaugural National Historic Site:**

641 Delaware Ave.

Buffalo, NY 14202

Telephone: 716.884.0095

Web site: http://www.trsite.org/

**U.S. Census Bureau**
4700 Silver Hill Road
Washington, DC 20233-0001
Telephone: 301-763-1305
Web site: [http://www.census.gov](http://www.census.gov/)

**U.S. House of Representatives**
Telephone: 202-224-3121
Web site: [http://www.house.gov](http://www.house.gov/)

**U.S. Government Printing Office**
Mail Stop: SDE
732 N. Capitol St. NW
Washington, DC 20401
Toll-free telephone: 888-293-6498
Web site: [http://www.gpoaccess.gov](http://www.gpoaccess.gov/)

**U.S. Senate**
Telephone: 202-225-6827
Web site: [http://www.senate.gov](http://www.senate.gov/)

**U.S. Supreme Court**
Telephone: 202-479-3211
Web site: [http://www.supremecourtus.gov](http://www.supremecourtus.gov/)

**The White House**
1600 Pennsylvania Ave. NW
Washington, DC 20500
Telephone: 202-456-1414
Web site: [http://www.whitehouse.gov](http://www.whitehouse.gov/)

**The Duties of American Citizenship (excerpts)**

**By Theodore Roosevelt**

Delivered in Buffalo, NY on January 26, 1883

“It ought to be axiomatic in this country that every man must devote a reasonable share of his time to doing his duty in the Political life of the community. No man has a right to shirk his political duties under whatever plea of pleasure or business.”

“Nothing worth gaining is ever gained without effort. You can no more have freedom without striving and suffering for it than you can win success as a banker or a lawyer without labor and effort, without self-denial in youth and the display of a ready and alert intelligence in middle age. The people who say that they have not time to attend to politics are simply saying that they are unfit to live in a free community.”

“The first duty of an American citizen, then, is that he shall work in politics; his second duty is that he shall do that work in a practical manner; and his third is that it shall be done in accord with the highest principles of honor and justice.”

“One seemingly very necessary caution to utter is, that a man who goes into politics should not expect to reform everything right off, with a jump.”

“No man can do both effective and decent work in public life unless he is a practical politician on the one hand, and a sturdy believer in Sunday-school politics on the other. He must always strive manfully for the best, and yet, like Abraham Lincoln, must often resign himself to accept the best possible.”

“I do not think that any man should let himself regard his political career as a means of livelihood, or as his sole occupation in life; for if he does he immediately becomes most seriously handicapped. The moment that he begins to think how such and such an act will affect the voters in his district, or will affect some great political leader who will have an influence over his destiny, he is hampered and his hands are bound. Not only may it be his duty often to disregard the wishes of politicians, but it may be his clear duty at times to disregard the wishes of the people. The voice of the people is not always the voice of God; and when it happens to be the voice of the devil, then it is a man's clear duty to defy its behests.”

“It may be taken for granted that the man who is always sneering at our public life and our public men is a thoroughly bad citizen, and that what little influence he wields in the community is wielded for evil. The public speaker or the editorial writer who teaches men of education that their proper attitude toward American politics should be one of dislike or indifference is doing all he can to perpetuate and aggravate the very evils of which he is ostensibly complaining.”

“Criticism should be fearless, but I again reiterate that it should be honest and should be discriminating. When it is sweeping and unintelligent, and directed against good and bad alike, or against the good and bad qualities of any man alike, it is very harmful. It tends steadily to deteriorate the character of our public men; and it tends to produce a very unwholesome spirit among young men of education, and especially among the young men in our colleges.”

“Again, questions of race origin, like questions of creed, must not be considered: we wish to do good work, and we are all Americans, pure and simple.”

“In facing the future and in striving, each according to the measure of his individual capacity, to work out the salvation of our land, we should be neither timid pessimists nor foolish optimists. We should recognize the dangers that exist and that threaten us: we should neither overestimate them nor shrink from them, but steadily fronting them should set to work to overcome and beat them down. Grave perils are yet to be encountered in the stormy course of the Republic -- perils from political corruption, perils from individual laziness, indolence and timidity, perils springing from the greed of the unscrupulous rich, and from the anarchic violence of the thriftless and turbulent poor. There is every reason why we should recognize them, but there is no reason why we should fear them or doubt our capacity to overcome them, if only each will, according to the measure of his ability, do his full duty, and endeavor so to live as to deserve the high praise of being called a good American citizen.”