



CIVICS IN PRACTICE

INTEGRATED: CIVICS, ECONOMICS, AND GEOGRAPHY FOR FLORIDA



correlated to the

Florida Next Generation Sunshine State Standards

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Look for the Florida symbol throughout this book. It highlights specific content expectations to help your students master the standards.

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WELLS' BUILT MUSEUM

A look into Orlando's African American heritage

Holt McDougal is proud to partner with Orlando's **Wells' Built Museum** and **Association to Preserve African American Society, History and Tradition Inc. (PAST)**. Together, Wells' Built and PAST work to celebrate and preserve the rich African American history of Orlando and the central Florida region through research, museum exhibits, special events, and community outreach.

Dr. William Wells

William Monroe Wells was born in Ft. Gaines, Georgia, in 1889. He arrived in Orlando in 1917 after completing his medical training at Meharry Medical College. Since white physicians did not treat African American patients during segregation, Dr. Wells worked very hard to serve the growing African American population in the city. With the help of his assistant, Mrs. Josie Belle Jackson, Dr. Wells delivered more than 5,000 babies in Orlando. He treated patients who suffered from pneumonia, influenza, scarlet fever, and other serious illnesses before drugs like penicillin were introduced.

Many of Dr. Wells' patients were extremely poor. He treated them though they often could not afford to pay his fee. Although African Americans were taxpayers like other Orlando residents, they did not have access to recreational facilities, good schools, police protection, health care, and other services that were provided to white citizens. This situation led Dr. Wells to build a hotel and entertainment center for Orlando's African American community.





^ The reception hall to Wells' Built Museum

The Place to Be

In 1926 Dr. Wells began construction of the Wellsbilt Hotel to provide lodging to African Americans during segregation, when accommodations were not available to them in other areas of Central Florida. Next door Dr. Wells built the South Street Casino, a recreation center and performance hall. African Americans came from Sanford, Eatonville, and surrounding areas to Orlando to shop and take in performances of popular musicians at the South Street Casino. Dr. Wells booked big name entertainers such as Ray Charles, B.B. King, Louis Armstrong, Guitar Slim, and Bo Diddley, among others. After performing at the casino, the artists checked in at the historic Wellsbilt Hotel. In its heyday, the Wellsbilt provided lodging for clientele such as Peg Leg Bates, Ella Fitzgerald, Roy Campanella, Thurgood Marshall, and Jackie Robinson. The entertainers and athletes who frequented this establishment made it one of the most popular venues for African Americans in the South.



For more information on the Wells' Built Museum, please visit www.pastinc.org/index.html

The Museum Today

After restoration, the name was changed to Wells' Built and today the Wells' Built Museum features over 6,000 square feet of display space. It retains the original hotel facade, a guestroom featuring authentic furniture, and bedding and decorations from the 1930s. It also reveals an original interior wall reflecting important architectural elements and designs unique to the period. Exhibition material on display includes official hotel documents, an original Negro League baseball jersey, photographs, artifacts, books, multimedia exhibits, slave records, and other items of historic significance.



^ South Street Casino and the Wellsbilt Hotel



The John G. Riley House and Museum and the Florida African American Heritage Preservation Network



Out of the Past—A Noble Witness

The Legacy of John Gilmore Riley

*Holt McDougal has partnered with one of Florida's most influential authorities of African American history to bring you **Out of the Past—A Noble Witness**.*

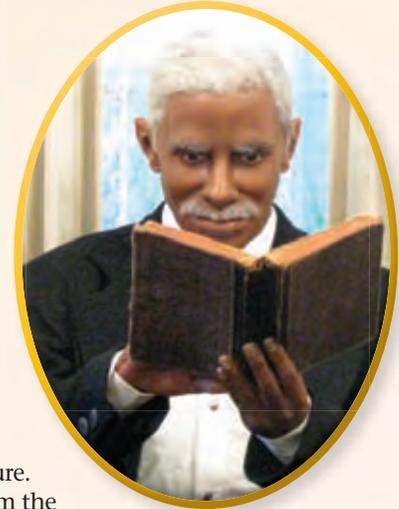
John Riley was born into slavery in September of 1857. During his 97-year lifetime, America suffered through the Civil War, the Spanish American War, two world wars, and the conflict in Korea. Riley witnessed the invention of the automobile, electric lights, and the telephone, and he was there when Tallahassee welcomed the first commercial air flight into town.

Riley was not just a passive observer; he was a catalyst for positive change. He secured an education at a time when few men of color were able to read or write. John seized every opportunity to acquire knowledge and was eager to pass his education on to others. He was still a young man when he was named principal of Leon County's Lincoln Academy. Riley became a successful businessman and participated in the modern day struggle for civil rights. He was deeply committed to his church and the Royal Arch Masons. His legacy continues in the work of the museum that bears his name today.

The museum is located near the heart of Tallahassee's historic downtown in the circa 1890 home that Riley built for his family. The restored, two-story structure sits at its original location in what was once a thriving, middle class, predominantly African American neighborhood. Today, the structure exemplifies the highest standards of historic preservation, and the Riley organization's influence has spread far beyond the tree-shaded house a former slave once called home.

Out of the Past is a 4-hour, 2-module, interactive presentation of the African American experience as seen through the eyes of Professor John G. Riley. Content was researched and developed by the Riley organization and promoted through the Florida African American Heritage Preservation Network. Technical services were donated by LearnSomething—an award-winning producer of distance learning products. Features include activities, quizzes, and material that **meets Florida Sunshine State Standards** in the classroom. An *Out of the Past Teachers' Guide* is available. Contact the John G. Riley House and Museum to secure a copy.

These are just a few of the Riley House published projects.



EDUCATION AND PUBLICATIONS

In 2009, Professor John G. Riley returned home in the form of an animatronic figure.

Today, he greets visitors from the home office where he once conducted real estate transactions, prepared lesson plans, and carried out his duties as a Masonic, church, and community leader. Ever-changing exhibits fill the balance of the ground floor of Riley's restored home.

The Riley House and Museum also produces a wide array of print and multimedia projects. Riley's educational products are used in all of Florida's 67 school districts.

Products are also available under the FAAHPN 'brand'—including an information-packed *Guide to Core Competencies* for use by museum directors and staff. Of particular note is the *Florida Black Heritage Trail Magazine*, which was commissioned by VISIT FLORIDA and the Florida Department of State in 2002 and 2007 as a key marketing tool for tourism and economic development.

Many of these products can be purchased at an on-site gift shop or through the Riley Museum's online store. The Florida Network also has several traveling exhibits and can accommodate limited requests for technical assistance, speakers, and heritage tour guides.





For more information about exhibits and materials available through the John G. Riley House and Museum, visit their Web Site at www.rileymuseum.org

To learn more about Althemese Barnes and the Florida African American Heritage Preservation Network, go to www.faaHPN.com/faaHPN/

A NEW GENERATION OF NOBLE LEADERSHIP

When officials announced plans to demolish the Riley home in the 1970s, Althemese Barnes helped raise funds to purchase the property and support its initial restoration. In 1995, after 30 years, she retired from the Florida Department of Education. Barnes had also served 14 years as state secretary of the National Association for the Advancement of Colored People (NAACP) and was looking forward to a well-earned rest. Sadly, the Riley House was already in need of more repairs. Barnes stepped in and started the museum. This time—in her quest for more funding—Barnes attended historical and cultural preservation meetings, workshops, and grant hearings. She was surprised to see so few people of color in attendance. Clearly, Black Heritage institutions were operating outside the mainstream of existing preservation initiatives.

Barnes' leadership paved the way for change. In 1997, she organized a state-wide historic preservation conference. Over 125 museum directors, government officials, and preservation advocates attended. Directors of small heritage museums were finally connected to mainstream industry professionals. Barnes saw this as a first step to providing professional development and skill training through workshops, peer assistance programs, and ongoing technical assistance. The Florida African American Heritage Preservation Network was formalized in 2001 under the auspices of the Riley organization. FAAHPN's primary goal is "to promote the preservation of African American landmarks and legacies and assist statewide museums in discovering, archiving, and illuminating the blended interrelationships of African American, Native American, and European peoples through tourism and education."

Barnes' enthusiasm and persistence have won over a devoted group of public officials, corporate sponsors, community activists, and volunteers. She has proven herself to be a master at leveraging limited resources—often serving without pay to further FAAHPN's mission. Barnes secured a start-up grant from the Elizabeth Ordway Dunn Foundation, obtained financial support from the Florida Legislature, and has successfully competed for corporate funding and federal grants. Officials from the State Office of Historic Preservation recently acknowledged FAAHPN as the catalyst for an astronomical increase in African American historic properties being listed in the National Register of Historic Places. State heritage tourism revenue is rising. Barnes' work has been recognized by the Smithsonian Institute, the Association for African American Museums, and IMLS. Her efforts have also been acknowledged by the United Nations.

Althemese Barnes has motivated both students and adults to preserve America's blended heritage. Like Professor Riley, she has inspired everyone she meets to make learning a life-long adventure.



Beyond the Walls

Programs and Partnerships of the Riley Initiatives

- **Riley's Kids** receive academic support and are encouraged to explore careers in history, museum management, and historical preservation.
- **Blended Lives** is produced annually in partnership with Tallahassee's Goodwood Museum and Gardens. Activities focus on the parallel lives of black and white citizens prior to desegregation.
- The **Student Intern Program** pairs post-grads with experienced museum directors. Students receive hands-on field training; directors learn new collection management techniques.
- The **Riley Archives at Tallahassee Community College** houses research material, documents, and photographs relating to the broad spectrum of the African American experience.
- The **Florida African American Museum Exchange** program helps participants secure training, digitize documents, and photograph other collectibles—many of which have been placed online.
- The **Smithsonian National Museum of African American History and Culture** will open in 2015. Riley and Florida Network partners have helped collect materials—earning Florida a presence on the National Mall.
- The **Mississippi Blues Trail** honors Mississippi-born blues performers. In 2010, the Network sponsored a historical marker at Florida's Bradfordville Blues Club—one of only seven sites outside Mississippi.
- The Riley Museum formed—and continues to sponsor—an **African American Civil War Reenactment Unit**. The museum also promotes an annual **Emancipation Proclamation** and other historical re-creation events.

Other significant Riley partners:

- **City of Tallahassee**
- **Florida State Legislature & Department of State**
- **History Department of Florida A&M University**
- **Institute of Museum and Library Services**
- **Leon County School Board**
- **Leon County Board of County Commissioners & Office of Tourist Development**
- **Tallahassee Downtown Improvement Authority**
- **Frenchtown Historic Neighborhood**
- **Florida and National Black Chambers of Commerce**
- **Tallahassee Trust for Historic Preservation**



Florida



*Capitol Building,
Tallahassee*



*Space Shuttle,
Cape Canaveral*



*South Beach,
Miami*

As you read the following pages and work through the unpacking of the Florida Next Generation Sunshine State Standards for Grade 7 Social Studies, you will discover the big ideas and key concepts that your teacher expects you to learn and understand.

You will see two things

1 >

what the standard actually says

2

What does it mean?

an explanation to help you understand the big ideas within the standard

Florida Next Generation Sunshine State Standards for Social Studies

The following standards are assessed by the Florida End-of-Course (EOC) Assessments and the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0).

CIVICS AND GOVERNMENT

>SS.7.C.1

Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

What does it mean?

Explain the key concepts associated with the origins and purposes of government, law, and the American political system. Go to Chapter 2, Foundations of Government, and Chapter 3, The United States Constitution, for help.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.



Orange blossom



Mockingbird

<... Unpacking the Florida Next Generation Sunshine State Standards

What does it mean?

Explain and give examples of how Enlightenment ideas influenced the Founding Fathers and shaped the foundation of American government. Describe specifically the influence of Montesquieu's ideas about the separation of powers and of John Locke's ideas about natural law and the social contract. Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

What does it mean?

Identify and explain the importance of landmark documents that shaped the English colonists' understanding of the proper role of government. Describe the influential ideas in Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's "Common Sense." Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

What does it mean?

Summarize how, during colonial times, Great Britain's policies and responses to colonial concerns led to the writing of the Declaration of Independence. Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

What does it mean?

Explain how the colonists used the Declaration of Independence to communicate their beliefs and concerns about natural rights and the proper role of government. Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

What does it mean?

Identify and explain how the shortcomings of the national government created by the Articles of Confederation led to the writing of the U.S. Constitution. Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.

What does it mean?

Examine the Preamble to the U.S. Constitution and discuss how the Framers used the Preamble to express the goals and purposes of a national government. Go to Chapter 3, The United States Constitution, for help.

SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

What does it mean?

Explain the principles of separation of powers and checks and balances and describe how the Constitution uses these principles to limit government power. Discuss the importance of dividing power between the national government and state governments, and among the legislative, judicial, and executive branches of government. Go to Chapter 3, The United States Constitution, for help.

SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

What does it mean?

Compare and contrast the ideas that the Federalists and Anti-Federalists held about the U.S. Constitution and the inclusion of a bill of rights during the ratification debate. Go to Chapter 2, Foundations of Government, for help.

SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

What does it mean?

Explain the importance of the rule of law as a basic principle in American democracy and give specific examples of how this principle shapes the legal, political, and governmental systems in the United States. Go to Chapter 3, The United States Constitution, and Chapter 7, The Judicial Branch, for help.



>SS.7.C.2

Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

What does it mean?

Show an understanding of the roles, rights, and responsibilities of U.S. citizens. Explain how U.S. citizens participate in community and political life. Go to Chapter 4, Rights and Responsibilities, for help. See also the Students Take Action features that appear in each chapter.

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen.

What does it mean?

Explain the meaning of the term “citizen.” Describe the legal requirements for becoming a U.S. citizen. Go to Chapter 1, We the People, for help.

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

What does it mean?

Examine the duties that U.S. citizens have to obey laws, pay taxes, defend the nations, and serve on juries. Go to Chapter 4, Rights and Responsibilities, for help.

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

Remarks/Examples:

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

What does it mean?

Explore the responsibilities of citizenship by participating at the local, state, or national level in a civic activity, such as preregistering to vote, volunteering, communicating with government officials, informing others about current issues, or by taking part in a mock political campaign or election. Go to Chapter 4, Rights and Responsibilities, for help. See also the Students Take Action features that appear in each chapter.

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

What does it mean?

Show an understanding of the fundamental rights and freedoms identified in the Bill of Rights and in other amendments to the U.S. Constitution. Go to Chapter 3, The United States Constitution, and Chapter 4, Rights and Responsibilities, for help.

SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.

What does it mean?

Describe how the U.S. Constitution protects individual rights and discuss the circumstances in which the United States has legally placed limits on individual rights. Go to Chapter 3, The United States Constitution, and Chapter 4, Rights and Responsibilities, for help.

SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.

What does it mean?

Demonstrate the trial process and the role that juries play in the justice system, for example, by participating in a mock trial. Go to Chapter 7, The Judicial Branch, and the Criminal Justice System Handbook for help.

SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

What does it mean?

Demonstrate an understanding of the voting process and the importance of voting by conducting a mock election at the school, community, or local level. Go to Chapter 10, Electing Leaders, for help.

SS.7.C.2.8 Identify America’s current political parties, and illustrate their ideas about government.

What does it mean?

Identify the major political parties currently active in the American political process. Show an understanding of each party’s beliefs about government. Go to Chapter 10, Electing Leaders, for help.

SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

What does it mean?

Demonstrate an ability to assess the appropriateness of a candidate running for political office by critically analyzing his or her qualifications, experience, issue-based platforms, performance in debates, and political advertisements. Go to Chapter 10, Electing Leaders, and Chapter 11, The Political System, for help.

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

What does it mean?

Show an understanding of how the media, individual people, and interest groups keep track of and influence the political process and government. Go to Chapter 10, Electing Leaders, and Chapter 11, The Political System, for help. See also the Chapter 12 Civics Skills lesson, Analyzing Advertisements.

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

What does it mean?

Recognize bias, symbolism, and propaganda in different forms of media and political communication. Show an understanding of how media is used to influence public opinion. Go to Chapter 10, Electing Leaders, and Chapter 11, The Political System, for help. See also the Chapter 12 Reading Skills lesson, Identifying Bias, the Chapter 12 Civics Skills lesson, Analyzing Advertisements, and the Chapter 13 Reading Skills lesson, Information and Propaganda.

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

What does it mean?

Identify a state or local issue and create a plan to solve that issue. Conduct library or Internet research to identify possible public policy solutions and the government agencies responsible for helping solve the problem. Then, outline the steps necessary for completing the plan. Go to Chapter 4, Rights and Responsibilities, for help. See also the Students Take Action features that appear in each chapter.

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

What does it mean?

Understand how to identify point of view, or a person’s beliefs and opinions, and be able to read and think about a public or current issue from different points of view. Go to the Chapter 4 Reading Skills lesson, Identifying Points of View, for help. See also the Students Take Action and the Law 101 features that appear in each chapter.

SS.7.C.2.14 Conduct a service project to further the public good.

Remarks/Examples:

The project can be at the school, community, state, national, or international level.

What does it mean?

Participate in an activity that contributes to the public good at the school, local, state, national, or international level. Go to Chapter 15, Citizenship in the Community, for help. See also the Students Take Action features that appear in each chapter.

>SS.7.C.3

Demonstrate an understanding of the principles, functions, and organization of government.

What does it mean?

Show an understanding of the basic concepts that help explain what governments do, why they exist, and how they are organized. Go to Chapter 1, We the People, Chapter 2, Foundations of Government, and Chapter 3, The United States Constitution, for help.

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).



What does it mean?

Evaluate different forms of government. Discuss how the source of government authority varies for different types of government, such as direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, and autocracy. Go to Chapter 1, We the People, for help.

SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.

What does it mean?

Explain the similarities and differences among governments united under a single, national authority; those in which independent states are united under a weak national authority; and those in which small, regional states share power with a national authority. Go to Chapter 2, Foundations of Government, and Chapter 3, The United States Constitution, for help.

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

What does it mean?

Show an understanding of how Articles I, II, and III of the U.S. Constitution distributes responsibilities and power among the legislative, executive, and judicial branches of government. Go to Chapter 3, The United States Constitution, for help.

SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.

What does it mean?

Explain how government powers and functions are distributed between the national government and state governments. Go to Chapter 3, The United States Constitution, Chapter 5, The Legislative Branch, Chapter 6, The Executive Branch, Chapter 7, The Judicial Branch, Chapter 8, State Government, and Chapter 9, Local Government, for help.

SS.7.C.3.5 Explain the Constitutional amendment process.

What does it mean?

Describe the formal process by which changes are made to the U.S. Constitution. Go to Chapter 3, The United States Constitution, for help.

SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.

What does it mean?

Identify and describe the fundamental rights and freedoms in the U.S. Constitution and Bill of Rights. Go to Chapter 4, Rights and Responsibilities, for help.

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

What does it mean?

Explain the importance of the 13th, 14th, 15th, 19th, 24th, and 26th amendments to the U.S. Constitution to the expansion of voting rights. Discuss the impact that these amendments had on the participation of minority groups in the American political process. Go to Chapter 4, Rights and Responsibilities, for help.

SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

What does it mean?

Investigate the organization, functions, and procedures of the legislative, executive, and judicial branches of the U.S. government. Go to Chapter 5, The Legislative Branch, Chapter 6, The Executive Branch, and Chapter 7, The Judicial Branch, for help.

SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.

What does it mean?

Describe the legislative process through which a proposal for a new law becomes an official law at the local, state, and federal levels. Go to Chapter 5, The Legislative Branch, Chapter 8, State Government, and Chapter 9, Local Government, for help.

SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.

What does it mean?

Understand the different sources and types of law, such as civil, criminal, constitutional, and military law. Go to Chapter 7, The Judicial Branch, for help.

SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.

What does it mean?

Illustrate the structure, powers, and functions of the judicial branch at the state and federal levels. Go to Chapter 7, The Judicial Branch, for help.

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

What does it mean?

Assess the importance of the Supreme Court cases relating to the power of the government and the rights of Americans, such as *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*. Go to Chapter 7, The Judicial Branch, and the Supreme Court Decisions in the Reference Section for help.

SS.7.C.3.13 Compare the constitutions of the United States and Florida.

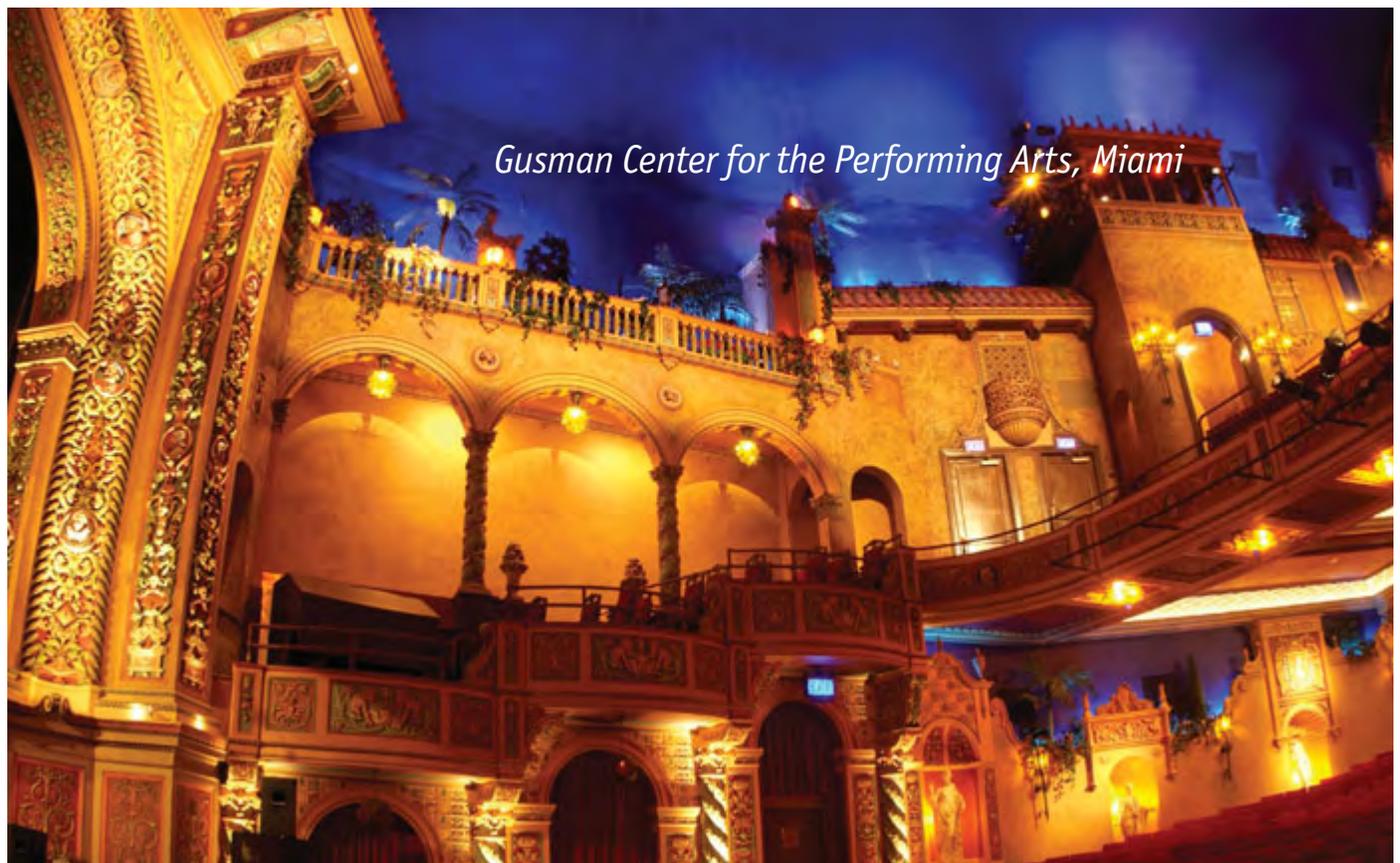
What does it mean?

Discuss the similarities and differences between the U.S. Constitution and the Florida Constitution. Go to Chapter 3, The United States Constitution, and Chapter 8, State Government, for help.

SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.

What does it mean?

Compare and contrast the duties and services of local, state, and federal government. Go to Chapter 3, The United States Constitution, Chapter 8, State Government, and Chapter 9, Local Government, for help.





>SS.7.C.4

Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

What does it mean?

Identify and explain major political, social, and economic issues that affect relationships between nations. Assess the role and effects of the United States in world affairs. Go to Chapter 22, Foreign Policy, and Chapter 23, Charting a Course, for help.

SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.

What does it mean?

Show an understanding of specific concepts associated with U.S. domestic policy and foreign policy. Go to Chapter 6, The Executive Branch, and Chapter 22, Foreign Policy, for help.

SS.7.C.4.2 Recognize government and citizen participation in international organizations.

Remarks/Examples:

Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

What does it mean?

Identify how governments and citizens participate in international organizations, such as the United Nations, NATO, the Peace Corps, the World Health Organization, the World Trade Organization, and the International Court of Justice. Go to Chapter 22, Foreign Policy, and Chapter 23, Charting a Course, for help.

SS.7.C.4.3

Describe examples of how the United States has dealt with international conflicts.

What does it mean?

Show an understanding of the different strategies and techniques used by the United States to deal with international conflict. Go to Chapter 22, Foreign Policy, and Chapter 23, Charting a Course, for help.

ECONOMICS

>SS.7.E.1

Understand the fundamental concepts relevant to the development of a market economy.

What does it mean?

Explain the basic ideas and key features of a market economy. Go to Chapter 17, The Economic System, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

What does it mean?

Describe how the basic principles of a mixed market economy have contributed to democracy in the United States. Go to Chapter 17, The Economic System, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.1.2

Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

What does it mean?

Show an understanding of how borrowing and lending money affects the economy, as well as how and why the government regulates financial institutions. Discuss the advantages and disadvantages of using credit to pay for goods and services. Go to Chapter 18, Goods and Services, Chapter 19, Personal Finances, Chapter 20, Economic Challenges, and the Personal Finance Handbook for help.

SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

What does it mean?

Explain key concepts related to the development of a mixed market economy in the United States, such as supply and demand, choice, scarcity, and opportunity cost. Go to Chapter 17, The Economic System, and Chapter 21, The U.S. Economy and the World for help.

SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.

What does it mean?

Describe the roles played by financial institutions in a market economy. Go to Chapter 19, Personal Finances, and Chapter 20, Economic Challenges, for help.

SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

What does it mean?

Explain how individuals, households, and businesses are motivated by profits, incentives, and competition in a free market economy. Go to Chapter 17, The Economic System, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.1.6 Compare the national budget process to the personal budget process.

Remarks/Examples:

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

What does it mean?

Identify similarities and differences between the national budget and the personal budget process. Compare specific categories in a national budget and the categories in a personal budget, such as housing, food, leisure, communication, and miscellaneous expenditures. Go to Chapter 12, Paying for Government, and the Personal Finance Handbook for help.

>SS.7.E.2

Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

What does it mean?

Explain the basic ideas and features that shape the institutions, organization, and functions of the U.S. economy. Go to Chapter 17, The Economic System, Chapter 18, Goods and Services, Chapter 19, Personal Finances, Chapter 20, Economic Challenges, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

What does it mean?

Describe how federal, state, and local taxes are used by the government to provide goods and services that support businesses and the economy. Go to Chapter 12, Paying for Government, for help.

SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.

Remarks/Examples:

Examples are the Federal Reserve System and privately owned banks.

What does it mean?

Explain how the banking system in the United States works and discuss its influence on the money supply. Go to Chapter 19, Personal Finances, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.

What does it mean?

Identify and explain specific laws and regulations that have been passed in the United States to protect economic competition. Go to Chapter 17, The Economic System, and Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

What does it mean?

Discuss the successes of entrepreneurs from different gender, social, and ethnic backgrounds. Go to Chapter 17, The Economic System, for help.

SS.7.E.2.5 Explain how economic institutions impact the national economy.

Remarks/Examples:

Examples are the stock market, banks, and credit unions.

What does it mean?

Describe how economic institutions, such as the stock market, banks, and credit unions, influence the national economy. Go to Chapter 19, Personal Finances, and Chapter 20, Economic Challenges, for help.



Florida

Lake Eola, Orlando



>SS.7.E.3

Understand the fundamental concepts and inter-relationships of the United States economy in the international marketplace.

What does it mean?

Describe the basic ideas and relationships that shape how the United States participates in the world economy. Go to Chapter 21, The U.S. Economy and the World, and Chapter 22, Foreign Policy, for help.

SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

What does it mean?

Explain that nations have different types of currencies and that a system for converting one currency into another is necessary for international trade to take place. Go to Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

What does it mean?

Explore how increases and decreases in the value of a nation's currency can affect the trade of goods and services between nations. Go to Chapter 21, The U.S. Economy and the World, for help.

SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.

What does it mean?

Discuss the similarities and differences between an economy based on the production of a single resource or industry and an economy based on more than one resource or industry. Go to Chapter 17, The Economic System, for help.

SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

What does it mean?

Examine how a nation's gross domestic product (GDP) can be used to assess how the standard of living in different countries compares to the standard of living of Americans. Go to Chapter 13, Citizenship and the Family, for help.

GEOGRAPHY

>SS.7.G.1

Understand how to use maps and other geographic representations, tools, and technology to report information.

What does it mean?

Discuss the tools that geographers use to study and communicate information about the world, including different kinds of maps, charts, images, and technology. Go to the Geography Handbook for help. See also the Reference Section Atlas.

SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.

What does it mean?

Identify on political maps the fifty states, state capitals, and the U.S. capital. Go to the Geography Handbook for help. See also the United States: Political map in the Reference Section Atlas.



SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.

Remarks/Examples:

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

What does it mean?

Refer to world political maps to identify territories that are overseen by the U.S. federal government but are not geographically part of the fifty states. Locate, for example, American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands. Go to the Geography Handbook for help. See also the World: Political map in the Reference Section Atlas.

SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

What does it mean?

Examine a political map of North America to identify political boundaries between nations and political divisions within nations. Go to the Geography Handbook for help. See also the North America: Political map in the Reference Section Atlas.

>SS.7.G.2

Understand physical and cultural characteristics of places.

What does it mean?

Explain how physical and cultural features make places unique. Go to the Geography Handbook for help.

SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.

Remarks/Examples:

Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, and Hoover Dam.

What does it mean?

Refer to maps to identify the locations of major cultural landmarks that are symbolic of the United States, such as the Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, and Hoover Dam. Go to the Geography Handbook for help. See also the United States: Political and the United States: Physical maps in the Reference Section Atlas.

SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.

Remarks/Examples:

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

What does it mean?

Refer to a physical map of the United States to identify the locations of major physical features that are symbolic of the United States, such as the Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, and the Great Plains. Go to the Geography Handbook for help. See also the United States: Physical map in the Reference Section Atlas.



SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

What does it mean?

Describe the effects that physical characteristics, natural resources, climate, and relative location have had on settlement patterns, economic development, and intergovernmental relations within North America. Go to the Geography Handbook for help.

SS.7.G.2.4 Describe current major cultural regions of North America.

Remarks/Examples:

Examples are the South, Rust Belt, Silicon Valley.

What does it mean?

Discuss how common cultural characteristics define different areas in present-day North America, such as the South, the Rust Belt, and Silicon Valley. Go to the Geography Handbook for help.

>SS.7.G.3

Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

What does it mean?

Describe the relationships between people, plants, and animals that make up an ecosystem. Discuss how ecosystems influence one another. Go to the Geography Handbook for help.

SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.

What does it mean?

Refer to a physical map of North America to identify the location, abundance, and variety of natural resources. Go to the Geography Handbook for help. See also the North America: Physical map in the Reference Section Atlas.

Ringling Brothers Museum, Sarasota



>SS.7.G.4

Understand the characteristics, distribution, and migration of human populations.

What does it mean?

Discuss how different groups of people share cultural characteristics and explain the settlement patterns and major migrations of different human populations. Go to the Geography Handbook for help.

SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

What does it mean?

Use geographic terms to explain the causes and effects of the flow of people and cultural traits throughout North America. Go to the Geography Handbook for help.

SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

What does it mean?

Explore demographic information about political divisions within the United States by using maps and other geographic tools. Go to the Geography Handbook for help.

>SS.7.G.5

Understand how human actions can impact the environment.

What does it mean?

Explain how people shape the environments in which they live. Go to the Geography Handbook for help.

SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Remarks/Examples:

Examples are tri-county mangrove decimation, beach erosion.

What does it mean?

Understand how choropleth maps show how measurements of information differ across geographic areas. Examine choropleth maps that show environmental issues important to Floridians, such as maps showing beach erosion in Nassau and Duval counties and the effects of global warming on the Charlotte Harbor area along the Gulf Coast. Go to the Geography Handbook for help.

>SS.7.G.6

Understand how to apply geography to interpret the past and present and plan for the future.

What does it mean?

Discuss how geography can be used to explain the world, its people, and the landscapes they create. Tell how geographic concepts and tools can be used to plan for the future. Go to the Geography Handbook for help.

SS.7.G.6.1 Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.

Remarks/Examples:

Examples are population density, changes in census data, and district reapportionment over time.

What does it mean?

Understand how Geographic Information Systems and other forms of technology can be used to view maps of the United States that show information such as population density, changes in census data, and district reapportionment over time. Go to the Geography Handbook for help.

LANGUAGE ARTS

LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly.

What does it mean?

Identify new vocabulary terms and definitions to learn content and answer review questions. Go to the Section Assessment and Chapter Review pages that appear in each chapter for help.

LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

What does it mean?

Practice using listening, reading, and speaking skills to understand new ideas and challenging material. Go to the Reading Skills, Civic Skills, Section Assessment, and Chapter Review pages that appear in each chapter for help.



LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

What does it mean?

Develop an understanding of how to identify context clues to figure out a new word's meaning. Go to the Chapter 1 Reading Skills lesson, Using Context Clues, for help.

LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

What does it mean?

Explore a variety of reading skills and strategies to become an active reader. Use information that you already know, prereading strategies, graphic organizers, and knowledge about text structure to figure out what the text means and find important information. Go to the Reading Skills lessons and the Taking Notes graphic organizers that appear in each chapter for help. See also the Become an Active Reader pages at the front of this book.

LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

What does it mean?

Identify main ideas and important information by analyzing, restating, summarizing, and identifying relevant details. Go to the Reading Skills, Civic Skills, Section Assessment, and Chapter Review pages that appear in each chapter for help.

MATHEMATICS

MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

What does it mean?

Understand how to solve math problems that involve calculating percent, such as how to calculate retail price markups, sales discounts, simple interest, taxes, tips, and percents of increase or decrease. Go to the Math 101 features in Chapters 1, 12, 16, and 19 for help.

MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

Remarks/Examples:

Example: You asked 10 of your classmates what is their favorite university in Florida. Five of them said Florida International University. Based on your sample, can we assume that FIU is the favorite university of approximately half of the students in your school? in your class?

What does it mean?

Analyze sample size to determine whether or not the sample is large enough for information to be drawn from it and generalized to a larger population. Go to the Chapter 11 Civics Skills lesson, Analyzing Public Opinion Polls, and the Chapter 14 Math 101 feature, Statistics and Polls.

Florida



Civics in Practice

INTEGRATED: CIVICS, ECONOMICS, AND GEOGRAPHY FOR FLORIDA

Developed in Partnership with



Center for
Civic Education™

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Gregory Massing is a graduate of the Virginia School of Law. He was law review editor and in the top one percent of his graduating class and has the unique combination of experience for this particular course—legal and constitutional scholarship with real-life applications. His undergraduate degree in economics from the University of California, Berkeley, where he was a Phi Beta Kappa, allows him to write about economics concepts and applications for the mainstream classroom. Massing served for more than a decade as a prosecutor in Massachusetts, as both an assistant attorney general and an assistant district attorney. Today he serves as General Counsel for the Executive Office of Public Safety and Security, the Massachusetts cabinet department charged with oversight of matters involving law enforcement, criminal justice, and public safety. He also teaches a course in constitutional criminal procedure as an adjunct professor at Boston College Law School.



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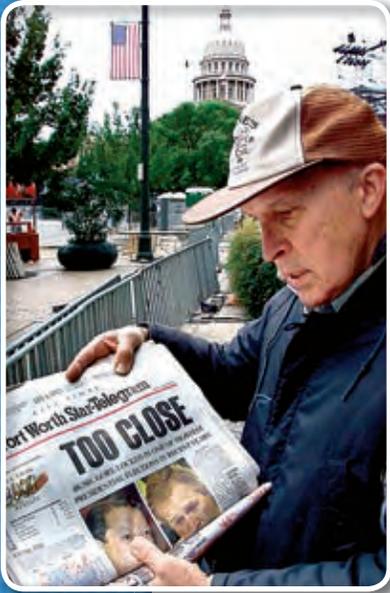
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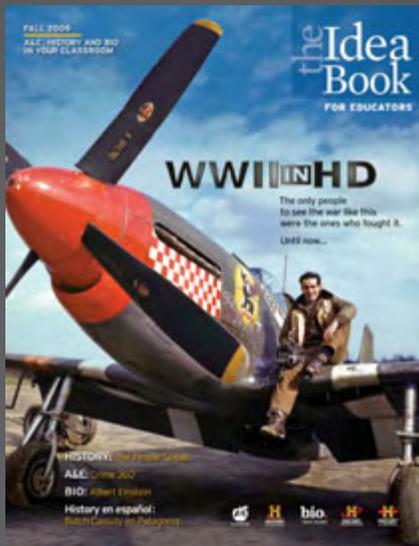
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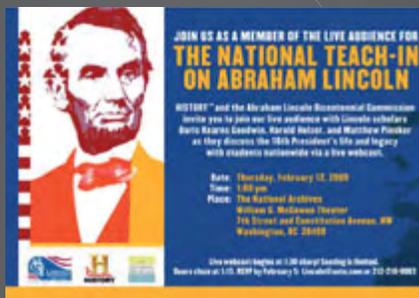
xiv PROGRAM PARTNER



The Idea Book for Educators



Classroom resources that bring the past to life



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In addition to premium video-based resources, **HISTORY** has extensive offerings for teachers, parents, and students to use in the classroom and in their in-home educational activities, including:

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- ▶ **HISTORY Classroom (www.history.com/classroom)** is an interactive website that serves as a portal for history educators nationwide. Streaming videos on topics ranging from the Roman aqueducts to the civil rights movement connect with classroom curricula.
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Tip #3

Read Like a Skilled Reader

You will never get better at reading your civics book—or any book for that matter—unless you spend some time thinking about how to be a better reader.

Skilled readers do the following:

- They preview what they are supposed to read before they actually begin reading.
- They divide their notebook paper into two columns. They title one column “Notes from the Chapter” and the other column “Questions or Comments I Have.”
- They take notes in both columns as they read.
- They read like **active readers**. The Active Reading list below shows you what that means.
- They use clues in the text to help them figure out where the text is going. The best clues are called signal words.

Chronological Order Signal Words:

first, second, third, before, after, later, next, following that, earlier, finally

Cause-and-Effect Signal Words:

because of, due to, as a result of, the reason for, therefore, consequently

Comparison/Contrast Signal Words:

likewise, also, as well as, similarly, on the other hand

Active Reading

Successful readers are **active readers**. These readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active, and successful, reader.

Predict what will happen next based on what has already happened. When your predictions do not match what happens in the text, re-read the confusing parts.

Question what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.

Summarize what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.

Connect what is happening in the part you are reading to what you have already read.

Clarify your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to re-read to clarify, or you may need to read further and collect more information before you can understand the text.

Visualize what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.

Tip #4

Pay Attention to Vocabulary

It is no fun to read something when you do not know what the words mean, but you cannot learn new words if you only use or read the words you already know. In this book, we know we have probably used some words you do not know, but we have followed a pattern when we have used more difficult words.

American Civil Liberties

Are Public School Uniforms Constitutional?

In his 1996 State of the Union address, President Bill Clinton said, "If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms." After President Clinton's speech, public schools began to require uniforms. They wanted to improve discipline and reduce gang violence. However, critics of the idea, including many teens, argue that students have the right to express themselves through their dress.

The closest Supreme Court case related to this issue is *Tinker v. Des Moines*. There the Court ruled that students had the right to wear black armbands to school to protest the Vietnam War. The Court specifically noted that this quiet protest did not interfere with school operations or the rights of others. Today, some people believe that the *Tinker* decision supports a constitutional right to dress how they want to (within limits). Others believe it protects expression of beliefs, not clothes.

Do you think students are less able to express themselves if they have to wear uniforms? Why?

Interpreting the Constitution

The Constitution does not attempt to cover every possible situation. It sets broad guidelines for governing. A number of changes in the federal government have come about simply through custom and tradition. For example, the Constitution does not call for regular meetings of the executive branch. However, President George Washington brought these leaders together regularly to serve as his advisers. They are known as the president's **cabinet**. Since those early days, meetings between the president and the cabinet have been an accepted practice.

Such traditions are seldom written down or passed into law. For this reason, they are sometimes referred to as the "unwritten Constitution."

Nineteenth Amendment
Ratified 1920 Gave women the right to vote

Twenty-Sixth Amendment
Ratified 1971 Changed the voting age from 21 to 18

ACADEMIC VOCABULARY
complex: difficult, not simple

Key Terms

At the beginning of each section you will find a list of key terms that you will need to know. Be on the lookout for those words as you read through the section.

brought these leaders together regularly to serve as his advisers. They are known as the president's **cabinet**. Since those early days, meetings between the president and the

MEDIA INVESTIGATION

RADIO

War of the Worlds

On Sunday, October 30, 1938, millions of Americans sat listening to their radios. They expected to hear the broadcast of the Mercury Theater's weekly radio play. Instead, they received a shocking surprise. Invaders from Mars, it seemed, had landed in New Jersey and were heading for New York City!

In the early 1900s, millions of Americans turned to radio broadcasts for entertainment. One popular program was Orson Welles's Mercury Theater on the Air. This program dramatized well-known novels and plays. The group decided to present H. G. Wells's science fiction novel, *The War of the Worlds*. Yet, they performed it as a real-life news program. So realistic was their presentation that thousands believed aliens were attacking New York. Panicked listeners called police stations, hid in basements, and looked for ways to protect themselves. Most listeners, however, knew there was no Martian invasion. *The War of the Worlds* taught many Americans to question and think critically about the media. They knew not to believe everything they hear.

This photo shows Orson Welles broadcasting *The War of the Worlds*.

ANALYSIS SKILLS MEDIA LITERACY

Drawing Conclusions What techniques might the presenters have used to convince people that the invasion was real?

mhsocialstudies.com ACTIVITY

allow you to work with others and make the most of your peers' skills and ideas.

READING CHECK Finding the Main Idea How do we learn from experience?

Learning to Think Critically

The most important skill we learn is how to think. Thinking is a **complex** process. It involves considering options, forming opinions, and making judgments.

How We Think

There are several ways to think. One way, called **insight**, is thinking that seems to come from your heart more than your mind. Sometimes you do not have direct experience with a problem, but you have the ability to see the details of a problem and understand it. Your insight comes from your experiences with other similar situations.

Another type of thinking is **creativity**. Creativity is the ability to find new ways to think about or do things. Everyone can think creatively. Whenever you solve a problem, you have used your creativity.

You have other thinking abilities as well. You can question and weigh information. You can draw conclusions and make predictions.

Critical Thinking

If someone told you that there is a car that drives itself, would you believe it? It seems possible, but you would probably want proof. Maybe you would like to read or hear more about it. Perhaps you would like to see this car for yourself, or better yet, take a ride in it before you decide whether it is real.

The thinking that we do to reach decisions and to solve problems is called **critical thinking**. Critical thinking involves several steps.

Academic Vocabulary

When we use a word that is important in all classes, not just social studies, we define it in the margin under the heading Academic Vocabulary. You will run into these academic words in other textbooks, so you should learn what they mean while reading this book.

Academic Vocabulary

in Civics in Practice

As you read this textbook, you will be more successful if you know or learn the meaning of the academic vocabulary words on this page. These words are important in all of your classes, not just in civics. You will see these words in other textbooks, so you should learn what they mean while reading this book.

Academic Words

acquire	to get	impact	effect, result
affect	to change or influence	implement	to put in place
agreement	a decision reached by two or more people or groups	incentive	something that leads people to follow a certain course of action
aspects	parts	influence	change, or have an effect on
authority	power, right to rule	logical	reasoned, well thought out
complex	difficult, not simple	methods	ways of doing something
consequences	the effects of a particular event or events	neutral	unbiased, not favoring either side in a conflict
contract	a binding legal agreement	policy	rule, course of action
develop	grow or expand	primary	main, most important
development	creation	principle	a basic belief, rule, or law
distinct	separate	procedure	a series of steps by which a task is completed
efficiently	productive and not wasteful	process	a series of steps by which a task is accomplished
established	set up or created	purpose	the reason something is done
execute	to perform, carry out	role	a part or function
explicitly	fully revealed without vagueness	strategies	plans for fighting a battle or a war
facilitate	to bring about	structure	the way something is set up or organized
factors	causes	traditional	customary, time-honored
features	characteristics	values	ideas that people hold dear and try to live by
federal	a system of governing where the powers of government are divided between the national government and the state governments		
functions	use or purpose		

How to Make This Book Work for You

Studying civics will be easy for you using this textbook. Take a few minutes to become familiar with the easy-to-use structure and special features of this civics book. See how this textbook will make civics come alive for you!

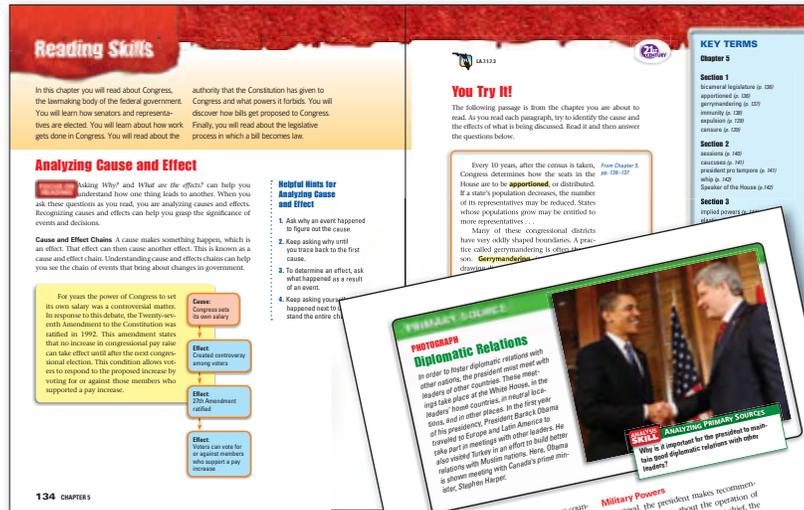
CHAPTER

Each chapter begins with an Essential Question and a list of the Florida Next Generation Sunshine State Standards covered in the chapter.



Reading Skills

Lessons at the beginning of each chapter teach you important skills to help you read the textbook more successfully.



Civics Skills lessons in each chapter give you an opportunity to learn and apply a useful critical thinking, media literacy, or participation skill.

SECTION

Each section in the textbook includes many helpful features.

The Main Idea provides the overarching idea of each section.

Reading Focus questions serve as your guide as you read through the section.

Key Terms are introduced at the beginning of each section and are clearly marked throughout the section.

Taking Notes provides a graphic organizer that will help you read and take notes on the important ideas in the section.

Civics in Practice introduces the information in each section and relates that information to your life.

SECTION 1

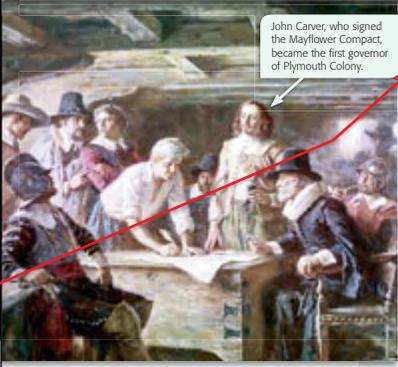
Ideals of the Constitution

BEFORE YOU READ

<p>The Main Idea</p> <p>The Constitution is an agreement between the citizens of the United States and the government that the people will grant powers to the government. In return, the government is to carry out the goals of the Constitution.</p>	<p>Reading Focus</p> <ol style="list-style-type: none"> How did the Pilgrims influence the framers of the Constitution? What are the goals of the U.S. government as outlined in the Constitution? What are the powers the Constitution gives to the federal and state governments? 	<p>Key Terms</p> <p>popular sovereignty, p. 87 Preamble, p. 87 limited government, p. 88 majority rule, p. 88 delegated powers, p. 80 reserved powers, p. 91 concurrent powers, p. 91</p>
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2 Taking Notes hhmsocialstudies.com

Use the graphic organizer online to take notes on the ideals of the Constitution.



John Carver, who signed the Mayflower Compact, became the first governor of Plymouth Colony.

This painting shows some of the Pilgrims signing the Mayflower Compact.

CIVICS IN PRACTICE

What gives the government the right to tell you what to do? You do. In the United States, the government receives its powers from its citizens. As a citizen, you consent, or give your permission, to be governed every time you vote—or choose not to. Your study of civics will help you make good choices at election time.

Pilgrims Influenced the Framers

The *Mayflower*, the tiny ship carrying the Pilgrims to the New World, was supposed to land in what is now called Virginia. Violently blown off course on its voyage from England, the *Mayflower* arrived in Massachusetts Bay instead. The two-month ocean journey tested the faith and spirits of the religious Pilgrims aboard.

Pilgrims Agree to Be Governed

Bradford, who would soon be governor of the Massachusetts Colony, observed the day before their landing, some passengers were “not well affected to concord.” That is, they were argumentative. They realized that before they got

Reaching the Goals of the Constitution

The Constitution is based on important principles that help to ensure government by popular sovereignty. These principles include limited government, majority rule with minority rights, and protection of individual rights.

Limited Government
Prior to the Magna Carta in 1215, the king of England had nearly unlimited power. To keep the new government from becoming too powerful, the framers created a **limited government**—one with specific restrictions on its power. The principle of limited government is also known as the rule of law. It means that no one is above the law. The rule of law is at the heart of our governmental, legal, and political systems.

Majority Rule with Minority Rights
How can a government resolve disagreements among its citizens? One way is through **majority rule**, the principle that in a disagreement, everyone will accept the decision of the majority (most of the people). Yet the framers were concerned that a powerful majority could violate the rights of the minority. So they included provisions to protect the rights of the minority and to allow the minority to express its views on issues.

Powers of the People
Our most cherished rights and protections are stated in the Bill of Rights. Added to the Constitution in 1791, the Bill of Rights details the specific freedoms that belong to every United States citizen. It is one of the most influential documents ever written.

Reading Guide: Finding the Main Idea
What are the goals of the U.S. government as outlined in the Constitution?

Powers of the Federal and State Governments
As you read in Chapter 2, the delegates to the Constitutional Convention had a problem. The Articles of Confederation were not working. The delegates soon knew they needed a new plan for government.

The Federal System
The principle of federalism came to the framers first out of necessity and second out of their experiences. They were faced with the problem of needing a strong central government. At the same time, they wanted to keep independent state governments. They also wanted to preserve self-government that had started with the Mayflower Compact. From their experience, the colonists remembered the revolution, the framers had fought against—and had defeated—an unwelcome rule of a strong central government. They had rebelled against a king and certainly did not want to create that kind of interfering, powerful central authority. The solution the framers found was federalism, with its division of powers.

The federalist system created by the United States Constitution divides power between two different levels, the national government and the state government. The top layer of government is the national, or federal, government. The federal government makes laws that govern the whole country.

Income Tax and Your Paycheck
One power that the Constitution gives to both federal and state governments is that of collecting taxes from citizens. Ratification of the Sixteenth Amendment in 1913 made it legal for the federal government to tax citizens on their income. The majority of states also tax individual income. Nine limit or do not have state income taxes. When you look at your first paycheck, you may be surprised at the percentage of your salary that goes to the government. In later chapters, you will learn how governments use this money. Learn how to read your paycheck stub by looking for these items:

- Federal Income Tax
- State Income Tax
- Social Security Taxes (shown as FICA, OASDI, SS, or Soc. Sec.)
- Medicare
- Local Income Tax

Get a copy of Form W-4 from the Internal Revenue Service. Read the form to learn about your control over withholdings.

ANALYZE SKILLS: ANALYZING ECONOMICS
Benjamin Franklin once said, “Nothing can be said to be certain, except death and taxes.” What do you think he meant by this?

6 Goals of the Constitution

- The Preamble states the goals of the Constitution. These goals reflect the belief that the U.S. government would serve its citizens. They remain the goals of the country today. Which of these goals do you think is most important? Explain your answer.
- Form a more perfect union**
The new government should be better than the old one. It should be based on the principles of the Constitution.
 - Establish justice**
The government should make laws and establish a system of courts that is fair to all.
 - Insure domestic tranquility**
The government should preserve peace within the country.
 - Provide for the common defense**
The government should work to protect the country from its enemies.
 - Promote the general welfare**
The government should help provide for the well-being of all the people.
 - And secure the blessings of liberty**
The government should work to safeguard the freedom of its people.
- THE UNITED STATES CONSTITUTION 89

Quick Facts features display important facts in an easy-to-read way.

Econ 101 and Math 101 features give you more detailed information about interesting economic and math topics related to civics.

Some people are critical of interest groups and their lobbyists. They believe these groups play too great a role in the lawmaking process. Critics charge that too much attention is paid to the interest group that is the most organized and best funded. As a result, some important interests—such as those of disadvantaged citizens—do not always receive equal attention from government officials.

Despite this criticism, interest groups do play an important role in the political process. Although you may not be aware of it, groups. We the people—in our roles as students, consumers, workers, and veterans—are known to government leaders. Interests are evidence of this political freedom.

Identifying Points of View
Why do some critics feel that lobbyists are too powerful in American politics?



FOCUS ON
Judy Heumann
(1948-)

Judy Heumann was born in New York City. When she was 11 1/2 years old, she contracted polio and was confined to a wheelchair. Because public schools could not meet the needs of disabled students, she was home-schooled until the fourth grade. After graduation, Heumann studied to become a teacher. However, New York would not certify her because of her physical disability. Heumann studied law and became a lawyer. She helped found Disabled in Action, a disabled-rights organization. She also served with the Center for Independent Living, which helps integrate disabled individuals into local communities. In 2002 the White House appointed Heumann to the position of advisor for Disability and Development in the Human Development Network.

Summarizing How has Heumann helped focus attention on the rights of the disabled?

• **Focus On** features provide biographies about important people in the United States.

• **Reading Check** questions appear throughout each section to help you check your comprehension of the information you just read.

SECTION 2 ASSESSMENT

Reviewing Ideas and Terms

1. a. **Define** Write a brief definition for each of the following terms: interest groups, lobby, lobbyist, and public-interest groups.

b. **Summarize** Why are there so many kinds of interest groups?

c. **Describe** How does a public interest group differ from other kinds of interest groups? Use examples to support your answer.

2. a. **Explain** How do lobbyists play an important role in government?

b. **Evaluate** Lobbyists sometimes write legislation for Congress members to sponsor. In your opinion, is this practice good or bad for the country? Explain your answer.

3. a. **Explain** Do interest groups have too much influence on the government? Why or why not?

b. **Evaluate** How important do you think it is that interest groups be required to disclose all their sources of support? Explain your answer.

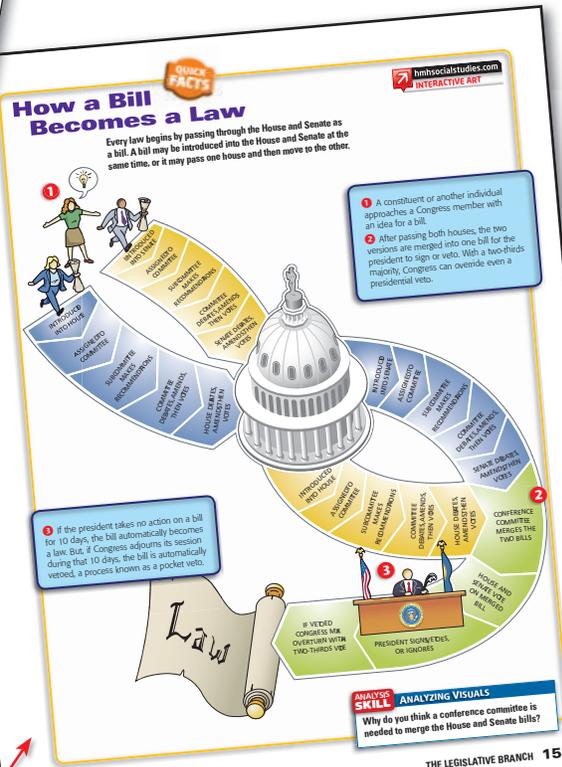
Critical Thinking
4. **Categorizing** Copy the graphic organizer. Use it and your notes to describe and give an example of each type of interest group.



FOCUS ON WRITING
5. **Supporting a Point of View** Do you agree or disagree with the statement that "interest groups are evidence of political freedom"? Write a paragraph explaining your point of view. Be sure to include a suggestion for what might be done to better serve the interests of groups that lack money and representation.

• **Section Assessments** provide an opportunity for you to make sure that you understand the main ideas of the section.

• **Online Quizzes** at the end of each section allow you to complete an interactive self-check of the material covered.



• **Full-Page Art** features give you a visual explanation of important material from the chapter.

• **Media Investigation** features help you study and understand different types of media popular today.

READING CHECK
Contrasting Describe how family life in the city was different from family life in rural areas.

Changing Marriage Trends
Family life changed a great deal when families moved to cities. Recently, family life has changed even more rapidly and there have been new marriage trends. These trends include delayed marriage and remarriage.

The average age for men was 22.8. During the following decades, the average age at which people marry has risen steadily. Why did this change happen? There are several reasons for **delayed marriage**, or marrying at an older age.

In today's society remaining single has become more widely accepted. This has convinced many people to delay marriage to finish their education or start a career. This is especially true for women. As couples wait to get married, many also delay having children. Why? Today more couples wait until both spouses are established in their careers before having children.

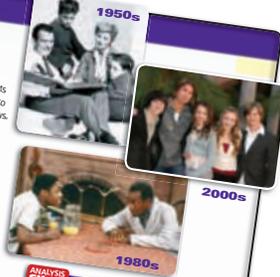
MEDIA INVESTIGATION

TELEVISION
The Family Today

Television first appeared in American living rooms in the late 1940s. At this time, the country was adjusting to the concepts of communism and the atomic bomb. Television shows tried to address Americans' need to escape from daily life. Many shows, families living happily in the suburbs.

By the 1970s, television began to reflect changes taking place in society. More shows had single-parent and interracial families, and more also showed life in cities. In the 1980s, one of the most popular shows of all time, *The Cosby Show*, was about a successful, wealthy African American family. This was the first time for many viewers to see a black family on television shown without stereotypes.

Today, many types of families can be found on television. In *Hannah Montana*, Hannah's father and brother help the teenage girl balance her school life and her Hollywood life. Many shows are about the challenges that American families face and the support that family members give one another.



ANALYZE SKILL
MEDIA LITERACY
What are some ways society is changed by television, and what are some ways television reflects society?

CHAPTER REVIEW

Each chapter ends with a review that assesses your knowledge of the main ideas presented in the chapter.

CHAPTER 3 REVIEW

FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an historical document.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

In which document is this statement found?

A. the Bill of Rights
B. the Preamble to the Constitution
C. the Mayflower Compact
D. the Federalist Papers

2. How did the outcome of *Marbury v. Madison* help influence the checks and balances system?

A. It enabled the judicial branch to check the power of the president.
B. It enabled the president to remove members of Congress.
C. It enabled the judicial branch to check the power of the Congress.
D. It established citizens as the source of authority for laws.

SECTION 2 (Pages 93–97)

18. a. **Recall** What are the three branches of the federal government, and what are the primary responsibilities of each branch?
b. **Draw Conclusions** Why did the framers of the Constitution create a system of checks and balances for the federal government?

SECTION 3 (Pages 99–102)

19. a. **Describe** What makes the Constitution of the United States an enduring document?
b. **Make Inferences** Why is the process for amending the Constitution so complicated?

Civics Skills 21st Century

Reading Flowcharts Use the Civics Skill taught in this chapter to answer the questions below.

20. Examine the flow chart on the Civics Skills page in this chapter. Use the information there to answer the following questions.

a. How many different ways are there to amend the Constitution? Draw a flowchart that shows each one.
b. What information, if any, does the flowchart give you about either the length of time an amendment process takes or which process is the easiest? Explain your answer.

21. What part of your daily life could be put into a flowchart? Draw your answer.

Using the Internet 21st Century

22. **Amending the Constitution** Though the Constitution is the bedrock of the United States government, it is not exactly set in stone. Through your online textbook, research the process of amending the Constitution. Then propose a new amendment and draft a plan for getting your proposed amendment ratified. Your plan should account for all the steps in the amendment process. Include a short paragraph explaining your amendment and the reasons it should be added to the Constitution.

Reviewing Key Terms

Identify the correct term from the chapter that best fits each of the following descriptions.

- A written change made to the Constitution
- Government by the consent of the governed
- Powers specifically given to the federal government
- Presidential power to reject proposed laws
- Opening sentence of the Constitution
- Governmental powers shared by federal and state governments
- Lawmaking arm of the federal government
- Principle that in a disagreement everyone will abide by the decision of most of the people
- Powers not given specifically to the federal government that are held by the states
- Process by which a change to the Constitution can be canceled
- Advisers to the president who head executive branch departments

104 CHAPTER 3

SECTION 2 (Pages 93–97)

23. Which sentence contains the main idea of the paragraph? (1), (2), or (3)

FOCUS ON WRITING

24. **Writing Your Editorial** You should start your editorial with a strong statement of your opinion about the Constitution. Then write two to three sentences about each of your main points of support—a weakness of the Articles of Confederation and/or a strength of the Constitution. End your editorial with a call to action: Ask the delegates to the Constitutional Convention to ratify the Constitution. Remember that you are trying to convince people to make a very important decision for our country—the persuasive.

THE UNITED STATES CONSTITUTION 105

A **Visual Summary** begins each chapter review and provides a visual review of the chapter's main ideas.

Using the Internet activities in each chapter review provide a link to exciting activities that you can create using the Internet.

Reading Skills questions help you make sure that you understand the reading skill taught at the beginning of the chapter.

Civics Skills review questions check your understanding of the civics skill that you learned in the chapter.

REFERENCES

The Reference section in the back of the book provides useful information.

The **Supreme Court Decisions** section includes the background to important Supreme Court cases in U.S. history along with the Court's decision and the significance of each case.

Historic Documents shed light on key events from American history and provide important primary source accounts.

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104 CHAPTER 3

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THE UNITED STATES CONSTITUTION 105

United States v. E.C. Knight Co. (1895)

Significance: The ruling effectively put most monopolies out of the reach of the Sherman Antitrust Act of 1890. It declared that local manufacture was out of the scope of interstate commerce regulatory power of Congress.

Background: The E.C. Knight Company enjoyed a virtual monopoly of sugar refining within the United States. The federal government sued the company under the Sherman Antitrust Act in an attempt to break this monopoly and allow other companies to refine sugar.

Decision: The court ruled that although the act was legal, it did not apply to manufacturing. Justice Melville Fuller said that manufacturing was not interstate commerce and could therefore not be regulated by Congress.

In Re Debs (1895)

Significance: The Court upheld the right of the federal government to halt strikes organized by union workers. After losing, Debs ran for president from his cell.

Background: Railway union official Eugene V. Debs had organized a strike of union workers government petitioned him to halt the strike. Debs fought his conviction.

Decision: In a unanimous decision, the Court declared that the federal government had the power to order Debs to halt the strike. Justice Brewer wrote the opinion of the Court stating the U.S. government "acts for the benefit of each citizen."

Plessy v. Ferguson (1896)

Significance: This case upheld the constitutionality of racial segregation by the states. Facilities for different races were equal. The case provided a legal justification for nearly 60 years of segregation by Plessy's "separate but equal" doctrine.

Background: An 1890 Louisiana law required all railway companies in the state to have "separate but equal" facilities for white and African American passengers. A group of citizens in New Orleans handed together to challenge the law and chose Homer Plessy to test the law in 1892. Plessy took

Seneca Falls Declaration of Sentiments

One of the first documents to express the desire for equal rights for women is the Declaration of Sentiments, issued in 1848 at the Seneca Falls Convention in Seneca Falls, New York. Led by Elizabeth Cady Stanton and Lucretia Mott, the convention delegates adopted a set of resolutions "when, in the course of human events, it becomes necessary for one portion of the family of man to assume among the peoples of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course."

We hold these truths to be self-evident, that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.

The history of mankind is a history of repeated injuries and usurpations (betwixt an absolute tyrannical [arbitrary] rule over her, to prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to . . . [the vote] . . . He has taken from her all right in property, even to the wages she earns. . . . He has monopolized nearly all the profitable employments, and from those she is permitted to follow, he receives but a scanty remuneration [payment]. He closes her all avenues to wealth and distinction. . . . He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . . He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her dependent on a dependent and arbitrary authority.

Resolved, That all laws which prevent women from occupying such a station in society as her consciences shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept [example] of nature, and therefore, of no force or authority.

Resolved, That woman is man's equal—was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such. . . .

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise [the vote]. . . .

From "Seneca Falls Declaration on Women's Rights" reprinted in *The Annals of America*, Volume 7, 1847–1848. Copyright © 1976 by Encyclopedia Britannica.

SPECIAL FEATURES

Throughout *Civics in Practice*, you will find special features that will help you understand more about your roles in your country and community. Many of these features were developed with the Center for Civic Education. In addition, the Florida Civics and Geography Handbook presents key geography concepts that will enhance your understanding of Civics content, and the Personal Finance Handbook, which provides real-world problems and solutions involving money management, will help you plan for and follow through on some of your own financial goals.



Center for Civic Education

The Center for Civic Education is an organization dedicated to helping students become informed and active citizens. The Center's programs will help you increase your understanding of the constitutional basis of our democracy and the basic values and principles on which our country was founded. These programs can help you to become an effective and responsible citizen. Your textbook includes two features developed in conjunction with the Center for Civic Education:

Law 101 This feature focuses on legal issues that affect you in your everyday life, such as government regulations and juvenile justice. Law 101 brings together elements of the Center for Civic Education's *We the People: The Citizen & the Constitution* and *Foundations of Democracy* civic education texts.

Students Take Action This feature relates stories of students who have participated in the Center for Civic Education's Project Citizen program, which encourages students to take part in state or local government and learn how to monitor and influence public policy.

Law 101 State Seat Belt Laws

In 1885 American inventor Edward J. Clifton patented the first seat belt, to prevent people from falling out of horse-drawn carriages traveling on bumpy, unpaved roads. More than 120 years later, seat belt use is higher than ever thanks in part to legislation requiring the restraints in 49 of the 50 states.

Why it Matters You're probably obeying a law every time you buckle your seat belt. Since the early 1980s, states have taken steps to make sure that their citizens—especially children—are buckled in while driving or riding. In some states, it's also illegal for you to be driving or riding in a car without being buckled in. In other states, the police can stop you and ticket you just for not being buckled in. These laws have been nicknamed "Click It or Ticket." In some states, everyone in the car must be wearing a belt, whether they're 3 or 93.

ANALYZE SKILLS EVALUATING THE LAW

1. Why do you think seat belt laws vary from state to state?
2. Do you think a driver's age should affect which passengers have to wear seat belts?

90 CHAPTER

STUDENTS TAKE ACTION

Improving Community Health

In November 2004, the City Council of Waterloo, Illinois, unanimously passed a resolution. It said, in part, "that any home being sold in Waterloo should be tested with a short-term radon canister so that the quantity of radon in the home may be determined."

Community Connection Waterloo Junior High students had studied radon gas in their science classes. They learned that radon is the second-leading cause of lung cancer deaths in the United States. All eighth-grade students were offered in their science classes a free radon test canister. They could test for radon gas in their homes. The data they collected showed that 28 percent of the homes tested had radon levels above what is considered safe for human health.

Taking Action Students were disturbed by these results. So they used what they had learned in civics class about local government. They called and met with local officials. They also invited the local media to publish the results of their residential radon study. Then students presented their data to the city council, which passed the radon testing resolution. The next year, another Project Citizen class worked with the county board of commissioners. The board passed a similar resolution at the county level. The efforts of Project Citizen classes had an important result. All new home construction permits in Waterloo, Illinois, must include educational information about installing passive radon-reduction systems.

SERVICE LEARNING

1. How did the students at Waterloo Junior High use their knowledge of science to help the local community?
2. Why were good relationships with the city government and local media so important to the success of the Waterloo service-learning project?

98 CHAPTER 3

Florida Geography Handbook

Turn to the Florida Geography Handbook to place Florida in a global geographic context. This section begins with some geography basics. It also includes different types of maps of the world, North America, the United States, and Florida. Special maps focus on cultural diffusion, physical landmarks, and cultural landmarks.

SE 16.2.2 Locate major physical landmarks that are emblematic of the United States.

Mississippi River The Mississippi River is the longest river system in North America. This large is one of many that carry freight on the river.

Everglades are subtropical wetlands in southern Florida. The Everglades are affected by flooding during wet seasons and drought and fire in dry seasons.

Great Plains This vast region measures some 500 miles by 2,000 miles. Much of Texas, where this prairie state is located, is within the Great Plains.

GEOGRAPHY SKILLS: INTERPRETING MAPS

1. Why do you think the landmarks shown are said to be emblematic of the United States?
2. Choose one of the physical landmarks pictured on the map. How is it related to the physical geography where it is located?

ANALYZING INFORMATION

1. How do you think physical geography has affected settlement patterns in your state?
2. How has one of Florida's most important natural resources—the beautiful coastline—affected the state's economy?

431

Personal Finance Handbook

The Personal Finance Handbook teaches you the basics of dealing with money. You will learn how to earn and save money as well as how to protect and budget your earnings. The Personal Finance Handbook even introduces you to the fundamentals of borrowing, investing, and paying taxes.

PRIMARY SOURCE

POLITICAL CARTOON

Regulatory Agencies

Federal regulatory commissions and agencies are where many specific laws are made. These commissions and agencies perform important functions, but people sometimes complain that the rules and regulations from these agencies are too complex. This cartoon shows how "red tape" affects government efforts to help fight a natural disaster.

The term red tape is often used as a symbol for government processes that slow the practice of trying government documents with red cloth tape.

ANALYZING SKILL: ANALYZING POLITICAL CARTOONS

What is the cartoonist saying about the government's response to a natural disaster?

Regulatory Commissions

A **regulatory commission** is a type of independent agency. It has the power to make rules and bring violations to court. The decisions of regulatory commissions often have the force of law.

Regulatory commissions are usually established because of a perceived need. For example, in 1971 the federal government passed the financing and running of federal elections should be closely monitored. In response to this need, Congress created the Federal Election Campaign Act. A regulatory commission called the Federal Election Commission (FEC) was created in 1974 to enforce this act. The FEC enforces campaign laws, provides financial information of presidential elections, and controls public funding.

The Consumer Product Safety Commission is another example of a regulatory commission. It sets and enforces safety standards for consumer products and conducts safety research. The Securities and Exchange Commission helps enforce laws regulating the buying and selling of stocks and bonds. The National Labor Relations Board enforces federal labor laws. This Board also works to prevent unfair labor practices among businesses.

The heads of the regulatory commissions are independent. These commissions are independent. They have the freedom they need to do their jobs. As a result, they have a lot of power in their particular areas.

Because of this power, Congress wanted to help prevent the commissions from being too influenced by a single president or his or her political party. The heads of these commissions, therefore, serve long terms. As a result, a single president cannot appoint more than a few commission leaders. In addition, the Senate must approve all of these appointments.

Some people claim that the independence of the regulatory commissions makes

ACADEMIC VOCABULARY

Regulatory Commission established or created

172 CHAPTER 6

The Statue of Liberty is shown in a blue-tinted, semi-transparent style, serving as a background for the left side of the page. It is holding a torch in its right hand and a tablet in its left.

Scavenger Hunt

Holt McDougal *Civics in Practice* contains a great deal of information about American government, citizenship, geography, and economics. Before you begin your journey through the book, take a minute to familiarize yourself with its contents. This will help make your journey easier.

- 1** How many units and chapters are in the book? Where did you find this information?
- 2** Where in *Civics in Practice* do you find the atlas? Where is the Historic Documents section located?
- 3** According to the Table of Contents, what are the section titles for Chapter 23?
- 4** What are the key terms for Chapter 11, Section 2?
- 5** Where in *Civics in Practice* do you find a detailed discussion of the Supreme Court?
- 6** *Civics in Practice* was created to help you learn all of the material covered by the Florida Next Generation Sunshine State Standards for Civics and Government. Where do you find a complete list of these standards?
- 7** Where do you find questions to help you review the entire chapter?
- 8** What is the subject of the Visual Summary on page 625?
- 9** Where do you look to find a list of all of the Florida Next Generation Sunshine State standards covered in each chapter?
- 10** Where are the two-page reading skills activities for each chapter located?

UNIT 1

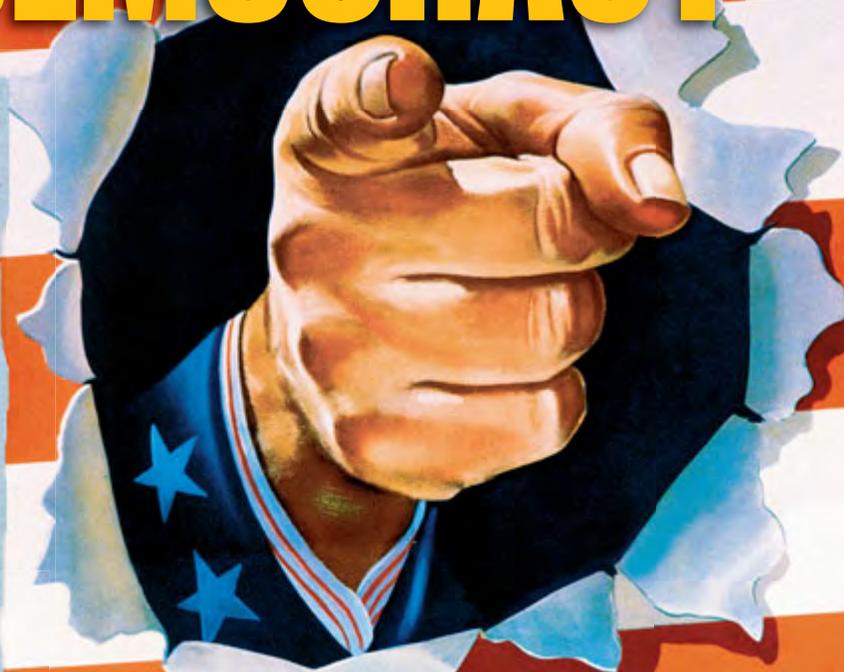
A TRADITION OF DEMOCRACY

CHAPTER 1
We the People

CHAPTER 2
Foundations of
Government

CHAPTER 3
The United States
Constitution

CHAPTER 4
Rights and
Responsibilities



ARE YOU

DOING ALL YOU CAN?

This World War II poster from 1942 reminds Americans to do all they can to meet their responsibilities as U.S. citizens.



FLORIDA...

The Story Continues

CHAPTER 1, We the People

Florida has a rich and diverse story that relates to your own individual story. As you study Civics we want you to connect to Florida people, places, and events that are tied to the content you will study in each chapter. The different Florida stories that are included in these features will keep you on the edge of your seat!

In each *Florida...The Story Continues* feature we highlight one of the chapter's Sunshine State Standards, "unpacking" that standard to explain what it means in an easy-to-understand manner. In addition to this featured standard, you can find all Sunshine State Standards for Civics unpacked in the front of your textbook on pages FL8-FL20.

PLACES **1960s–2010: Vibrant ethnic neighborhoods.** Since the 1960s, immigrants have streamed into Florida from throughout Latin America. Vibrant neighborhoods such as Miami's Little Havana, Little Buenos Aires, and Little Haiti are homes to many immigrant residents. These centers of social, cultural, and political activity enrich life in Florida.

PLACES**1738: Fort Mose is first free black community in America.**

In 1693, the Spanish king promised freedom to runaway foreign slaves who escaped to Florida. Many former slaves helped Spanish settlers build the Castillo de San Marcos in St. Augustine. In 1738, the Florida governor established a separate town for the free Africans. Located two miles north of St. Augustine, it was named Fort Mose. Fort Mose was the first free black community in North America. One hundred African Americans settled in Fort Mose and built lives there. In 1740, Fort Mose was destroyed when General James Oglethorpe of Georgia attacked St. Augustine. In 1752, Fort Mose was resettled but was abandoned in 1763 when the British gained possession of Florida. Most residents immigrated to Cuba.

So when investors began buying land in Florida, they were able to sell it at wildly inflated prices—for a while. Between 1920 and 1925, almost 400,000 people flooded into the state. But by 1925, inflation had set in and new buyers were becoming scarce. The land boom had ended. But its impact on Florida’s demographics remained.

PLACES**1565: St. Augustine founded.**

In 1565, King Philip II of Spain sent Pedro Menéndez de Avilés to Florida to destroy French settlements in the region and to establish a Spanish presence along the coast. Menéndez de Avilés fulfilled his mission, driving out the French and founding St. Augustine—the first permanent European settlement in the continental United States.

EVENTS

1920s: Florida land boom. By the 1920s, warm Florida seemed like a paradise to prosperous northerners.

Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8-FL20 to unpack all the other standards related to this chapter.

Benchmark MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

What does it mean?

Understand how to solve math problems that involve calculating percent, such as how to calculate retail price markups, sales discounts, simple interest, taxes, tips, and percents of increase or decrease. Go to the Math 101 features in Chapters 1, 12, 16, and 19 for help.



CHAPTER 1

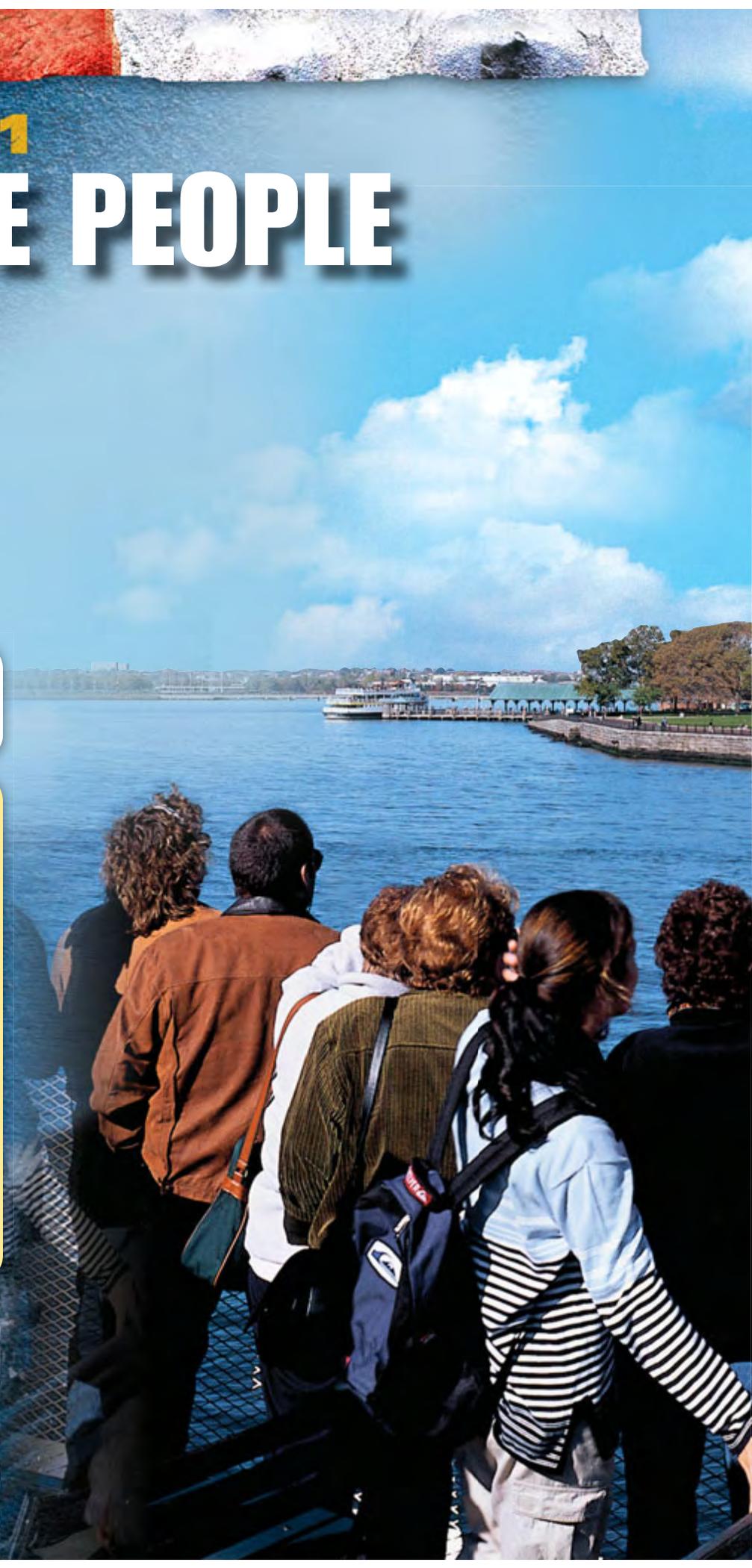
WE THE PEOPLE

Essential Question Why is citizen participation important?



Florida Next Generation Sunshine State Standards

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen. **SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. **SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. **SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **LA.7.1.6.3** The student will use context clues to determine meanings of unfamiliar words. **LA.7.1.7.1** The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. **MA.7.A.1.2** Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.





Arrival at Ellis Island

hmhsocialstudies.com VIDEO

WHY CIVICS Matters

The United States is a model of freedom, democracy, and economic strength for the rest of the world. Our continued success as a world leader depends on whether citizens like you take an active part in our government and institutions.

PROJECT Citizen



STUDENTS TAKE ACTION

CHANGING ADS You look at lots of magazine ads every day. If you found out that some ads were illegal or potentially harmful, what could you do? Think of some solutions for taking action as you read this chapter.

FOCUS ON WRITING

WRITING A LETTER In this chapter, you will be reading about what it means to be an American citizen. Imagine that an American citizen named Fran is talking online to a new friend in Turkey. After you read this chapter, you'll write an e-mail message from Fran to this new friend describing American ideals, American citizens, and American citizenship.

Reading Skills

In this chapter you will read about the rights, privileges, and responsibilities of being an American citizen. You will learn that the United States is a diverse nation filled with immigrants from many countries and learn how the

government counts its citizens. As you read the chapter, you will come across new terms used in studying civics. Look at the words and sentences surrounding new words. See if you can learn their meanings from clues right in the passage.

Using Context Clues



When you are reading your textbook, you may often come across a word you do not know. If that word is not listed as a key term, how do you find out what it means?

Using Context Clues *Context* means surroundings. Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

Clue	How It Works	Example	Explanation
Direct Definition	Includes a definition in the same or a nearby sentence	We are primarily immigrants— <i>people who came here from other lands</i> —or descendants of immigrants.	The phrase <i>people who came here from other lands</i> defines <i>immigrants</i> .
Restatement	Uses different words to say the same thing	Most of them went to live in urban areas, or <i>cities</i> .	The word <i>cities</i> is another way to say <i>urban</i> .
Comparisons or Contrasts	Compares or contrasts the unfamiliar word with a familiar one	<i>As the population continued to grow rapidly and people moved to the cities</i> , urban areas became crowded.	The phrase <i>As the population continued to grow rapidly and people moved to the cities</i> indicates that urban areas are the same as <i>cities</i> .

Helpful Hints for Identifying Context Clues

1. Look at the words and sentences around a new word.
2. See if the words and sentences give you clues about the word's meaning.
3. Look for a word or phrase nearby that has a similar meaning.

LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words.



You Try It!

The following sentences are from the chapter you are about to read. Read them and then answer the questions below.

1. The United States has been an inspiration to other nations because of its basic values: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. *From Chapter 1 p. 8*
2. The law gives preference to three groups of people: (1) husbands, wives, and children of U.S. citizens; (2) people who have valuable job skills; and (3) aliens. Aliens are permanent residents of the United States who are still citizens of another country. *p. 14*
3. Farmworkers and their families began a migration, a movement of large numbers of people from region to region, to the cities. The 1830 census showed that urban areas were growing faster than rural areas. *p. 20*

Answer the questions about the sentences you read.

1. In example 1, what does the term *values* mean? What clues did you find in the example to figure that out?
2. In example 2, where do you find the meaning of *aliens*? What does this word mean?
3. From example 3, what do you think an urban area is? What clues did you find to figure that out?

As you read Chapter 1, remember that sometimes you need to read entire passages to understand unfamiliar words. Don't stop when you come to a word you don't know. Read on!

KEY TERMS

CHAPTER 1

Section 1

civics (p. 6)
citizen (p. 6)
government (p. 7)

Section 2

immigrants (p. 12)
quota (p. 14)
aliens (p. 14)
native-born (p. 15)
naturalization (p. 15)
refugees (p. 16)

Section 3

census (p. 17)
demographics (p. 18)
birthrate (p. 19)
death rate (p. 19)
migration (p. 20)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—words that are frequently used in school assignments and discussions. In this chapter you will learn the following academic word:
values (p. 8)

SECTION 1



SS.7.C.2.1; SS.7.C.2.2; LA.7.1.6.1; LA.7.1.7.1

Civics in Our Lives

BEFORE YOU READ

The Main Idea

As a U.S. citizen, it is your duty to help preserve freedom and to ensure justice and equality for yourself and all Americans.

Reading Focus

1. Why do we study civics?
2. What are the values that form the basis of the American way of life?
3. What are the roles and qualities of a good citizen?

Key Terms

civics, p. 6
citizen, p. 6
government, p. 7

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TAKING NOTES

Use the graphic organizer online to take notes on how civics affects our lives.



Every Fourth of July Americans come together to celebrate their rights and freedoms as American citizens.

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen.

CIVICS IN PRACTICE

Government “by the people” does not mean government by the uninformed. Good government requires educated citizens. In fact, the main reason for public education is to help young people become more effective citizens. Remember, everything the government does affects you directly or indirectly. It is important for you to be aware of the issues we face as a nation.

Why Study Civics?

What is civics and why do you study it? **Civics** is the study of citizenship and government. It is the study of what it means to be a citizen. A **citizen** is a legally recognized member of a country. The word *civics* comes from the Latin *civis*, which means “citizen.” The concept of the citizen originated in Greece around 590 BC, and was later adopted by the Romans.

Being a Citizen

What it means to be a citizen has changed since the Roman Republic. Romans used the term to distinguish the people who lived in the city of Rome from people born in the territories that Rome had conquered.

Civics, the Economy, and You

Your daily life is affected by your community, the economy, and the government. Government provides services and structure for communities.

Economy



Government



If a man or boy was a citizen (women had some rights but could not be citizens), he had many privileges. Roman citizens had the right to vote and had a say in the way their country was run. Citizens had duties, too, such as paying taxes, attending assembly meetings, and serving in the Roman army.

Citizens today have rights and responsibilities that differ from country to country. For example, many countries allow their citizens to vote, but some do not. Most nations require their citizens to pay taxes, just as Rome did. Some countries, such as Israel, require all citizens—men and women—to serve in the military. The rights and duties of citizens depend on their country's type of government. A **government** is the organizations, institutions, and individuals who exercise political authority over a group of people.

Being an American Citizen

Under the American system of government, citizens have many rights and responsibilities. Your civics course will help you understand those rights and responsibilities. You will discover that being a U.S. citizen means more than just enjoying the rights that the American system provides.

Citizenship includes being a productive and active member of society. Americans participate in society in many ways. For example, most Americans belong to a family, go to school for several years, and work with other people. Americans are also members of their local communities—villages, towns, and cities. And in the United States, you are a citizen of both your country and the state in which you live. Being an effective American citizen means fulfilling your duties and responsibilities as a member of each of these various groups and communities.

ACADEMIC VOCABULARY

values: ideas that people hold dear and try to live by

You need training in order to become a good athlete or a good musician. Likewise, you need training in order to become a good citizen. What kind of training? First, you must understand the purpose of government. Next, you need to know how the government works, on the national, state, and local levels. You must also understand how the U.S. economic system works and how government and economy interact. Then you are ready to explore ways to fulfill your role as a citizen.

Some people complain about the government. Other people get involved—in large or small ways—so they can make their government better. Right now, governments across the United States and in your community are making decisions that will affect how much money you might earn, the roads you travel on, the cost of your doctors' visits, and the protections you have under the law.

READING CHECK

Supporting a Point of View

Why is studying civics important?

American Values

The United States has been an inspiration to other nations because of its basic **values**: equality, liberty, and justice for all people. These values are the foundation of many of your important rights and freedoms. In fact, new nations often look to the United States, its values, and its system of government as a model in creating their own governments.

As American citizens, we are all guaranteed the same rights and freedoms, which are protected by the U.S. Constitution and our laws. These laws, our system of government, and the American way of life are based on the ideals of equality, liberty, and justice.

Equality

The Declaration of Independence states, “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 . . .” What does this mean? It means

Equality of Access

Rosa Parks (1913–2005), the woman in the photo, sparked the modern civil rights movement when she refused to give up her seat on a segregated bus in Montgomery, Alabama. Today laws provide equal access in all areas of society for all Americans.

How do people today benefit from equal access to transportation?



that, ideally, all people are equal under the law. The rights of each citizen are equal to those of every other citizen. No one has the right to act as though his or her liberties are more important than those of others.

Equality means that each citizen has the same right to enjoy the many benefits granted to all citizens. Everyone has the right to seek an education or choose a job or career. U.S. law guarantees that any citizen qualified for a job has an equal opportunity to secure it.

Liberty

Can you imagine what your future might be if you did not have the freedom to get an education? What if you were not able to take a job that you wanted or start a business? What if you could not speak or write certain things without fear of punishment? Would you like to live in a place where the government told you where you had to live, or that you could not travel from one place to another within your own country? How would you feel if you could not practice religion? What if the

government could put you in jail for no reason and hold you indefinitely without a trial?

Our rights seem normal to us—and some people probably take them for granted—but millions of people around the world do not have these basic freedoms. However, the people who created our government gave us a system that guarantees these rights.

Justice

Do you believe all citizens have certain rights that no one can take away? Do you think that laws should protect those rights? Our government has given power to the police to prevent others from violating our rights. But if those rights are infringed, or violated, our government has given the courts the power to punish those responsible.

Your rights and freedoms cannot be taken away from you, as long as you follow the laws of your community, state, and country. But as an American citizen, you must be willing to do your share to protect this freedom. Your rights and freedoms have been handed down from one generation of Americans to the next for more than 200 years. Throughout our history, citizens have fought and died for the freedoms we enjoy. If thousands of Americans gave their lives to preserve our rights and freedoms, then we must all do our part to protect those rights. This is called our “civic duty.”

READING CHECK

Analyzing Information What values are important to Americans?

Qualities of a Good Citizen

Imagine a society in which people did not take their civic duties seriously. For instance, what if people stayed home and did not vote? What would happen if people never expressed their opinions to their representatives in government? We cannot have government “by the people,” as Abraham Lincoln said, unless the people participate.



Voting in Elections

A basic principle of American government is that public officeholders should respond to citizens' wishes. That is why most of the important positions in government are elected. Voters elect candidates who they think will best represent their views. If elected officials do not respond to the voters, people can vote them out in the next election. In this way, people govern themselves through the officials they elect.

Voting is one of the most important of a citizen's responsibilities. But you can also help in other ways to choose the men and women who will govern. You can work for a political party, for example. Anyone who answers telephones or stuffs envelopes for a political party is playing a part in the U.S. political system.

Expressing Your Opinion

It is also your responsibility as a citizen to tell officials what you need or how you disagree with government actions or policies. For example, you can write or call public officials or send letters to editors of newspapers.

Being an Effective Citizen

How can you be an effective citizen? Here are 10 characteristics of a good citizen. You can probably think of others. Good citizens

1. are responsible family members;
2. respect and obey the law;
3. respect the rights and property of others;
4. are loyal to and proud of their country;
5. take part in and improve life in their communities;
6. take an active part in their government;
7. use natural resources wisely;
8. are informed on key issues and willing to take a stand on these issues;
9. believe in equal opportunity for all people; and
10. respect individual differences, points of view, and ways of life that are different from their own.

READING CHECK

Drawing Inferences and Conclusions What are some similarities among the characteristics of a good citizen?

SECTION 1 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

1. **a. Define** Write a brief definition for the terms **civics**, **citizen**, and **government**.
b. Explain Why is it important to study civics?
c. Elaborate What are ways in which American citizens participate in our society?
2. **a. Recall** What are three fundamental American values?
b. Evaluate Which of those three values do you think is most important to American society? Give reasons and examples to support your answer.
3. **a. Summarize** How does the U.S. system of government ensure that officials are responsible to the people?
b. Predict What would happen to an office holder who never responded to voters in his district?

Critical Thinking

4. **Categorizing** Using your notes and the graphic organizer, identify the roles and qualities of a good U.S. citizen.

U.S. Citizens	
Roles	Qualities

FOCUS ON WRITING

5. **Analyzing Information** Imagine that you head a committee to encourage good citizenship in your community. Create a chart showing five goals you want your committee to achieve and suggestions for achieving each goal.



Who Are U.S. Citizens?

BEFORE YOU READ

The Main Idea

Throughout history, immigrants have brought their languages, ideas, beliefs, hopes, and customs to the United States. Their ways of life are constantly mixing with and influencing the culture of Americans who came before.

Reading Focus

1. Who are “Americans,” and from where did they come?
2. What changes have occurred in U.S. immigration policy since the early 1800s?
3. How does a person become a U.S. citizen?

Key Terms

immigrants, *p. 12*
 quota, *p. 14*
 aliens, *p. 14*
 native-born, *p. 15*
 naturalization, *p. 15*
 refugees, *p. 16*

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TAKING NOTES
 Use the graphic organizer online to take notes on who Americans are and where they come from, the U.S. immigration policy, and becoming a U.S. citizen.

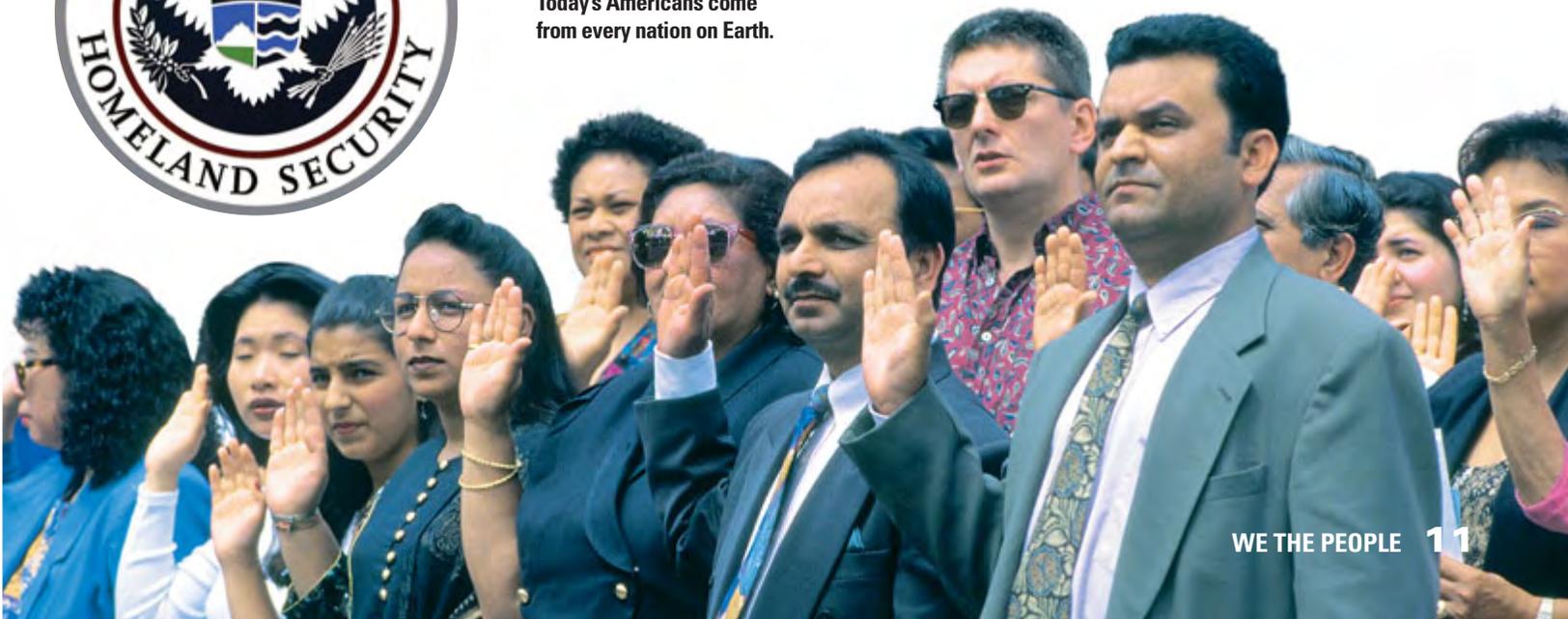


The United States is a nation of immigrants. With the exception of Native Americans, all of us can trace our family’s roots to another country. Some families have been here longer than others. Some families continue to speak other languages and treasure customs from their homelands.

Americans Are from Everywhere

The heritage of freedom and equality in what is now the United States was formed bit by bit. Over time, groups from various parts of the world have settled here, contributing to American society. From their countries of origin, people have brought their different languages, ideas, beliefs, customs, hopes, and dreams. Today all Americans can be proud of the rich and varied heritage we share.

Today’s Americans come from every nation on Earth.



Traditionally, people called the United States a “melting pot.” **Immigrants**—people who came here from other countries—entered the nation—the pot—and adopted American customs and blended into American society.

That picture of America is not quite accurate. Many immigrants practice their traditions and customs after they move to the United States. That is why both New York City and San Francisco have neighborhoods called Chinatown. In cities throughout the United States, you can visit areas called Little Italy or Little Korea, where other countries’ ways of life are preserved.

Some people say America is more like a “salad bowl.” In a salad, foods do not melt together. They are a mixture of separate and distinct flavors.

A More Accurate Picture

So which image is correct? Actually, some combination of the two would be more accurate.

People who come here as adults often keep the customs they grew up with in their native countries. However, their children and grandchildren, raised in the United States, often blend into what we think of as typical American ways of life. An immigrant from Bolivia describes his adopted culture:

“Now, I live in the U.S. and I feel so much pride for being American ... I identify myself with the U.S. culture; flag, history, traditions and goals.

America the Beautiful gave me the opportunity to excel; from the jungles of the Amazon, where there was nothing, to ... the American dream: home, life satisfaction, and dreams. All these, thanks to America ... patriotic, diverse, democratic, religious, [home to] free enterprise, and moral. That is the America that I want, that I love and I will defend.”

—Oscar Arredondo, quoted on *The New Americans* Web page, PBS.org

Other immigrants practice both old ways and new ones. Ivy, an immigrant from Peru whose father brought her and her family here from South America, explained it this way:

“My father never wanted us to live among other Latinos [Hispanics] because he wanted us to learn the American culture among Americans—to act, to speak and think like them. But we kept our language and culture at home so that ... we would never forget who we were and where we had come from. I have been back to visit Peru several times and it will always be the country of my birth, but the U.S. is my home and my country and thanks to my parents, I can speak two languages and have better opportunities.”

—Ivy, immigrant from Peru, quoted on *The New Americans* Web page, PBS.org

Early Americans

Many scientists believe that the first people to settle in North America came here from Asia between 12,000 and 40,000 years ago. These early groups were the ancestors of modern-day American Indians and were the first Americans.

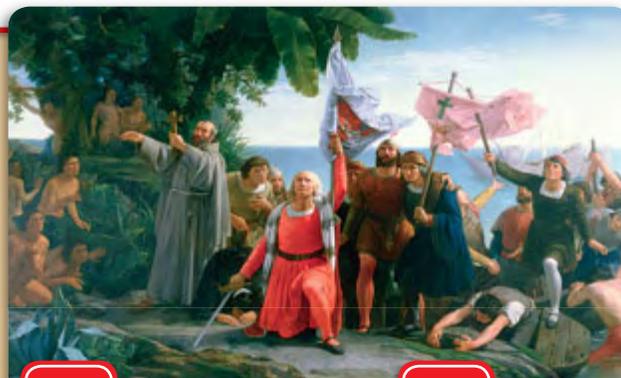
TIME LINE

Patterns of Migration



20,000 BC

The first people in North America migrate into what is now Canada from Asia over the Bering land bridge, which formed during the last ice age.



1492

Columbus sails to the Caribbean islands and brings the wealth of the New World back to Spain.

1620

Pilgrims travel from England on the Mayflower and settle near Cape Cod, Massachusetts.

Religious Tolerance

Can you imagine what it would be like if the government could order you to go to church, or if it could outlaw the temple or mosque you attended? Thanks to the experience of early colonists, you do not have to worry about situations like these.

Many early colonists settled in America to escape persecution in their home countries. Sometimes these new settlements were tolerant of other religions; sometimes they were as intolerant as the places the colonists had fled.

Years later, the founding fathers debated the role of religion in the new country. Some, like Patrick

Henry, argued for a national church to provide a moral base. Others, like Thomas Jefferson, recalled the intolerance of some early settlements and strongly opposed having a state religion.

When the Constitution was adopted, this debate was still not fully resolved. With the passage of the Bill of Rights, the First Amendment prohibited the government from interfering in your religious freedom.

1. What role did religion play in the arrival of early American colonists?
2. Why do you think some colonial settlements were successful in supporting religious liberty while others were not?



Eventually, Europeans began to arrive in the Americas. In 1492 Christopher Columbus sailed to the Caribbean islands and claimed lands for Spain. Columbus and his crews were the first Europeans to build settlements in the Americas.

The Immigrants

Europeans soon learned that the Americas possessed vast natural resources. It had

plenty of room for newcomers from crowded regions of Europe.

Spanish settlers soon spread across the Caribbean, Mexico, Central and South America, and present-day Florida, Texas, California, and the southwestern United States. People from the British Isles settled America's original thirteen colonies. Other Europeans also came to North America. Germans settled in Pennsylvania, the Dutch along

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.



The first wave of modern immigration to the United States brings people from Britain, Ireland, and Germany.

1850



1900

Southern and eastern Europeans enter the United States in large numbers.



Most immigrants today come from Spanish-speaking countries. America remains a nation that relies on immigration.

Today

ANALYSIS SKILL

READING TIME LINES

Sequence When was the Pilgrims' landing?

the Hudson River, Swedes along the Delaware River, and the French in New York, Massachusetts, and South Carolina.

Many Africans came to the Americas, but unlike most other immigrants, most Africans had been captured and brought here as slaves. They and their children were forced to live in bondage for many years.

READING CHECK **Categorizing** What groups settled in the Americas, and in what region did each group settle?

Immigration Policy

News about America spread quickly. For newcomers willing to work hard, America held the promise of a good life. It had abundant space, rich resources, and one precious resource: freedom. Over time, the British colonies grew, and beginning in 1775 they fought the American Revolution. This newly independent country became the United States of America. It was founded on a strong belief in human equality and the right to basic liberties.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.



FOCUS ON George Washington (1732-1799)

George Washington was not an immigrant. But like many Americans, Washington's ancestors had come from another country. He was the great-grandson of British settlers in the American colonies.

Washington had an elementary school education, but he had a gift for mathematics. At 16, Washington was hired by Lord Fairfax, head of a powerful Virginia family, to survey Fairfax's property in the American wilderness.

In 1789, Washington was elected the first president of the United States. Washington's cautious, balanced, and strong leadership as president served as a model for future presidents. Washington helped build the foundations of a national government that has continued for more than two centuries.

Draw Conclusions Why do you think that George Washington was a cautious president?

The United States attracted people from around the world. Europeans came by the tens of thousands, mainly to the East Coast of the United States. In the mid-1800s thousands of Chinese arrived on the West Coast.

These new immigrants worked in factories and farms across the country. Businesses welcomed the new laborers to their expanding enterprises. But not everyone was happy about the flood of immigrants. The newcomers were willing to work for low wages. That angered many American workers. Americans and immigrants clashed over religion and culture as well.

In the 1880s the U.S. Congress passed laws limiting immigration. For example, the Chinese Exclusion Act of 1882 halted Chinese immigration to the United States. Other laws prevented Chinese Americans from becoming citizens or owning property.

Congress passed a broader set of laws in the 1920s. The laws established a **quota**, or a specific number, of immigrants from certain countries or regions who were allowed to enter the country each year. The annual quotas have changed from time to time since then.

Today, the Immigration Act of 1990 sets a total annual quota of immigrants at 675,000, starting in 1995. The law gives preference to three groups of people: (1) husbands, wives, and children of U.S. citizens; (2) people who have valuable job skills; and (3) aliens. **Aliens** are permanent residents of the United States who are still citizens of another country.

READING CHECK **Analyzing** How has U.S. immigration policy changed over time?

Becoming a U.S. Citizen

Over the years, millions of immigrants have become U.S. citizens. Some citizens belong to families that have lived in the United States for many generations. Other Americans were born in foreign countries. All citizens, regardless of their heritage, have the same legal rights and responsibilities.



The Pathway to Citizenship

Naturalization is the legal process through which immigrants become U.S. citizens. To qualify, a person must be at least 18 years old and have a background check showing "good moral character," which includes no criminal record. Normally, completing the process takes between 7 and 11 years.

Citizenship by Birth

Are you **native-born**? That is, were you born in the United States? According to the U.S. Census Bureau, about 87.5 percent of Americans are native-born, while about 12.5 percent are foreign-born.

If you were born in any U.S. state or territory, you are an American citizen. If one or both of your parents was a U.S. citizen, then you are a citizen, too. What if you were born here, but neither of your parents was a U.S. citizen? In most cases, you are a citizen.

Citizenship by Naturalization

If you are not a citizen by birth, it is still possible to gain U.S. citizenship. The legal process by which an alien may become a citizen is called **naturalization**.

Naturalized citizens have the same rights and duties as native-born Americans. For example, when a parent is naturalized, his or her children automatically become citizens as well. The only exception is that naturalized citizens cannot become president or vice president of the United States.

Legal Aliens

In 2009 there were about 21.7 million legal aliens living in the United States.

New U.S. citizens take their oath.



THE STEPS

1

Apply for a permanent residency visa

Many people visit the United States to travel, work, or go to school. To remain in the country, they must have a permanent residency visa. To get one, they need family or a job in the country.



A green card

2

Apply for citizenship

Permanent residents submit a form with photographs and other documents.

3

Get fingerprinted

Permanent residents receive an appointment letter to appear and have their fingerprints taken.

4

Be interviewed and pass tests on civics, U.S. history, and English

Applicants may be rejected for many reasons, including test scores and background check.

5

Take the **Oath of Allegiance to the United States**

"I hereby declare, on oath, that I absolutely and entirely give up and reject all loyalty and faithfulness to any foreign prince, ruler, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic... that I will bear arms on behalf of the United States when required by law... and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

THE TIME IT TAKES

- ✓ Receiving a green card may take more than five years.
- ✓ After receiving a green card, a permanent resident must hold it for five years before applying for citizenship.
- ✓ Permanent residents must have been on U.S. soil for two-and-a-half years when they apply.
- ✓ Traveling to another country means starting the two-and-a-half years over.

A legal alien is a citizen of another country who has received permission to enter the United States. Most aliens come to the United States to visit or to attend school. Aliens enjoy many of the benefits of American citizenship. Yet they cannot serve on juries, vote, or hold public office. Unlike U.S. citizens, aliens must carry an identification card, called a green card, at all times.

Illegal Immigrants

Some people come to this country illegally. Many come seeking jobs or better education and health care for their children. Illegal aliens are called undocumented residents because they lack legal immigration documents. No one knows exactly how many undocumented residents live in the United States. According to the government, the number could be as high as 8 million.

Life is often difficult for illegal aliens. They often have to work for low wages under poor conditions. Many become migrant workers, moving from farm to farm picking crops. They constantly face capture and deportation.

The Immigration Reform and Control Act of 1986 legalized undocumented residents who met certain requirements in an attempt to reduce the flow of illegal immigration. To discourage illegal immigration from Mexico, Congress and several states have allocated funds to build a series of high fences along the Mexican border. Yet the flow of illegal aliens remains high.

Refugees

Today's immigration quotas do not include **refugees**, people who are trying to escape dangers in their home countries. Refugees come to the United States from countries all around the world. Refugees are usually fleeing persecution, wars, political conflicts, and other crisis situations in their countries. The president works with Congress to set yearly quotas for the number of refugees allowed to enter the United States.

READING CHECK

Categorizing Describe the types of residents in the United States and how their rights and obligations vary.

SECTION 2 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** Write a brief definition for the term **immigrant**.

b. Explain Describe early European settlement of the Americas.

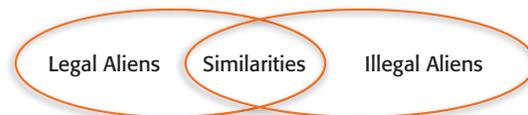
c. Evaluate Which description of the United States—a melting pot or a salad bowl—do you think is more accurate? Explain your answer.
- a. Define** Write a brief definition for the terms **quota** and **aliens**.

b. Analyze Why were most immigrants eager to come to the United States?
- a. Define** Write a brief definition for the terms **native-born**, **naturalization**, and **refugees**.

b. Compare and Contrast What rights do U.S. citizens have that documented aliens do not have?

Critical Thinking

- Comparing and Contrasting** Use your notes and the graphic organizer to identify the similarities and differences between legal and illegal aliens.



FOCUS ON WRITING

- Identifying Points of View** Imagine that you have just become a naturalized citizen of the United States. Write a letter to a friend in the country in which you were born, explaining why and how you became a U.S. citizen.



The American People Today

BEFORE YOU READ

The Main Idea

The U.S. population continues to grow and change today.

Reading Focus

1. Why is the census important?
2. In what ways does population grow and change?
3. What has changed about the American population over the years?
4. For what reasons have Americans moved and settled in new areas over the course of U.S. history?

Key Terms

census, *p. 17*
 demographics, *p. 18*
 birthrate, *p. 19*
 death rate, *p. 19*
 migration, *p. 20*



Use the graphic organizer online to take notes on the American population today.



Take a good look at this woman. She was created by a computer from a mix of several races. What you see is a remarkable preview of ...

THE NEW FACE OF AMERICA

Today's American population is a mix of people from all over the world.



Have you ever received a gift meant for someone younger? Maybe a distant relative forgot that you'd grown up? As you get older, you change. A country changes too. The United States of today is not the United States of 1789. One way to keep track of changes in the nation is by taking a census. A census periodically gathers information and provides a picture of the population. In that way what we do with national resources matches the nation's needs.

The Census

In ancient times, kings, emperors, and pharaohs counted their people. Usually, rulers counted the men so that they could tax them or force them to join the army.

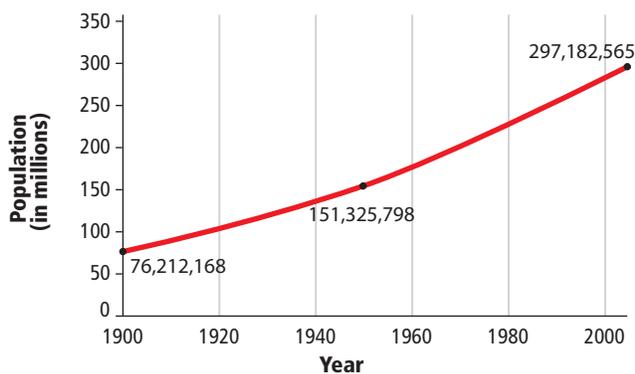
In modern times, many countries take a **census**, an official, periodic counting of a population. The United States conducts a census every 10 years. The last nationwide census occurred in 2010. Between 2000 and 2010, the U.S. population increased by about 9 percent.

MATH 101

Percentages and Population Growth

In the years since the United States became a nation, its population has steadily increased. The 1990 census reported 248,709,873 people living in the United States—a 6,300 percent jump from the 3,929,214 people reported during the first U.S. census in 1790, only 200 years earlier.

U.S. Population, 1900-2000



Source: U.S. Census Bureau

ANALYSIS SKILL

ANALYZING GRAPHS

In 1950 the U.S. population was about 150 million people. By 2000 the population had expanded to almost twice that number. Use the graph above to find the percent by which the population grew from 1950 to 2000.

MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

The Census Counts People

Census information is used for many purposes, but mainly to find out how many people live in each state. Population determines how many representatives each state gets to send to Congress. A census tracks the number of people who live in an area. It also shows the rate at which a population is growing or shrinking. Our country's population has continued to grow, but the rate of growth changes from year to year.

By using census information, we can make predictions about how a country's population will grow or shrink. Our country's population is expected to increase by about 50 million by 2025.

The Census Tracks Characteristics

Today's census also collects demographic information as well. **Demographics** is the study of the characteristics of human populations. For example, a census might provide information on people's ethnic backgrounds, the number of children in each family, or even how many pets a family owns.

The U.S. Census information is published in print and posted on the Internet so that everyone may see it and use it. Information gathered by the census helps the government, businesses, and even individuals plan for the future.

READING CHECK

Making Predictions

How might businesses, government, and individuals use census information to plan for the future?

Population Growth

The 2000 census measured the U.S. population at 281.4 million, up 13.2 percent from 1990. That was the largest census-to-census increase in the nation's history. By 2010, the U.S. population had grown to more than 307 million. By 2025, the U.S. population may be close to 360 million. Typically, countries grow in three ways: by natural increase, by adding territory, or through immigration.

Natural Increase in Population

A population increases naturally when the birthrate is greater than the death rate. The **birthrate** refers to the annual number of live births per 1,000 members of a population. The **death rate** refers to the annual number of deaths per 1,000 members of a country's population.

The first U.S. Census, taken in 1790, found fewer than 4 million people living in the original thirteen states. Then, in 1830 the number of Americans more than tripled, to almost 13 million. Why? In early America, the birthrate was very high—perhaps five or more children per family. Most people lived on farms, and children worked with other family members on the farm. These large families led to a natural increase in population.

Adding Territory

In its first century, the United States expanded across the continent. These new lands held vast natural resources, allowing existing populations to grow and expand.

Also during the 1800s, the United States gained huge sections of territory from Mexico, including present-day Texas and California and much of the Southwest. The people of Native American, Spanish, and mixed heritage who lived on those lands became an important part of the U.S. population.

Immigration

Since 1820, more than 60 million immigrants from all over the world have come to the United States. Those immigrants and their descendants make up most of America's population.

READING CHECK

Analyzing Information What are three ways a population can grow?

Population Changes

The structure of the American family, the roles of men and women, and families' ways of life continue to change, as they have throughout our history. Information

collected in the U.S. Census helps us track these changing demographics.

Changing Households

American households have changed in several ways. An increase in divorces has created more one-parent households, many of them headed by women. Some couples are deciding to have fewer children or are waiting to have children. Some people today choose not to marry at all. In addition, people live longer today and are better able to live by themselves in their old age. These factors have caused the size of U.S. households to shrink since 1970.

Changing Women's Roles

If you were a woman in 1950 who wanted to be a construction worker, police officer, bank president, or pilot, your options were limited. Today? These careers—and more—are open to women. The majority of women today work outside the home. That is a big demographic shift. Another change is that more women than men now enter college and graduate. After graduation, more women are entering the workforce than ever before.

An Older Population

The American population is getting older. The U.S. Census counted about 70,000 centenarians—people who are 100 years old or older—in 2010. That number is expected to rise to more than 380,000 by 2030. In 1900, only 4 percent of Americans were 65 or older. In 2000 that number rose to 13 percent and is expected to rise to 20 percent by 2030. People are living longer because of their healthier lifestyles and better medical care.

These changing demographics present a huge challenge for the future: A shrinking proportion of younger wage earners will be faced with helping support a rising proportion of older Americans in need.

A More Diverse Population

Our population is not only older but also more diverse. Early census forms gave

Learning English: What's the Best Way?

Have you ever tried to communicate with someone who does not speak the same language as you? What if that person were your teacher? Would it be hard to learn from him or her? That is what school is like for millions of students in the United States who do not speak English. What is the best way for those students to learn to read and write English while also studying other subjects?

Why it Matters

Some educators support bilingual education. Students are taught subjects such as math and social studies in their first language while they are also learning English. But critics of this method say that it takes too long for students to learn English well enough to enter mainstream, or regular, classes. These educators generally support immersion, in which students take all subjects in English. Recently, some states have voted to cut funding for bilingual programs. Instead, voters supported placing students in “sheltered immersion” programs. Most subjects are taught in English for one year. Then students join mainstream classes.



Bilingual programs in schools across the United States help students learn to speak English.

ANALYSIS SKILL

EVALUATING THE LAW

What might be the advantages and disadvantages of both bilingual and immersion programs?

hmsocialstudies.com **ACTIVITY**

people few choices for identifying their race or ethnic background.

In recent years, the number of Americans of mixed heritage has grown. So in the 2000 Census, the federal government made new categories available for people to select. The new categories reflect demographic changes, as people from various ethnic groups identify themselves as having mixed heritage.

READING CHECK

Making Predictions What challenges might result from demographic changes occurring in the United States today?

A Population on the Move

At its birth, the United States was mostly a nation of farmers. There were a few cities,

such as Boston, New York, and Philadelphia, but they were quite small by today's standards. Merchants, sailors, bankers, and many wealthy Americans lived in these cities. However, most Americans lived in the rolling hills and flat plains of the eastern seacoast, rich with dark, fertile farmland.

Migration to the Cities

The rise of American industry in the early 1800s brought thousands of new factory jobs to growing cities. Farm workers and their families began a **migration**, a movement of large numbers of people from region to region, to the cities.

The 1830 census showed that urban areas were growing faster than rural areas. With

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

each census, the proportion of Americans living in or near cities continued to grow. By the late 1800s, urban overcrowding had become a major national problem. Disease, crime, fires, noise, and choking factory smoke plagued the cities. Nevertheless, by 1920 the country's urban population exceeded its rural population.

The Drive to the Suburbs

Until the early 1900s, Americans generally stayed close to home. Then came one of America's favorite inventions: the automobile. As car sales soared in the 1920s, the nation's demographics began to change. After World War II, interstate highways were built. As a result, Americans did not have to live where they worked. They could move out of the cities and into surrounding areas, known as suburbs. People moved to the suburbs in search of larger homes, better schools, and quiet neighborhoods. Today more people live in suburbs than in cities.

More than 80 percent of Americans live in metropolitan areas, or regions made up of cities and their suburbs. More than half of U.S.

residents now live in areas with populations of 1 million people or more.

Migration to the Sunbelt

For most of our history, the nation's largest populations lived in the Northeast and Midwest. Then starting in the 1950s, industries and people began to move out of the colder northern cities to the warmer southern states. This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt. It includes states from North Carolina and Florida in the east to southern California in the west.

Because of the population shift to the Sunbelt, cities in the South and West are growing. For example, Dallas, Texas, is the fastest-growing large city in the United States. Despite this population trend, however, New York City remains the country's most populous city.

READING CHECK **Making Generalizations and Predictions** If better jobs and opportunities arose in the Northeast and Midwest, what changes in demographics might occur?

SECTION 3 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** Write a brief definition for the terms **census** and **demographics**.

b. Explain Why is the census important to the nation?
- a. Define** Write a brief definition for the terms **birthrate** and **death rate**.

b. Describe What are three ways in which a country may grow in population?
- a. Summarize** What are four ways in which the American population is changing?

b. Predict How might U.S. society be different if the makeup of its population changes?
- a. Define** Write a brief definition for the term **migration**.

- b. Explain** Describe the effects of climate and technology on American migration patterns.

Critical Thinking

- 5. Identifying Cause and Effect** Using your notes and a graphic organizer like the one below, identify the population changes that have taken place in recent years.

Population Changes in the United States



FOCUS ON WRITING

- 6. Summarizing** Imagine that it is the year 2020 and you are a history textbook author. Describe for your readers the U.S. population in the year 2013.

Conducting Internet Research

Learn

The Internet's size makes it a great reference source. However, that size can also make it difficult to find the information you need. Having the skill to use the Internet efficiently increases its usefulness. Be aware, though, that there is a lot of inappropriate and inaccurate information on the Internet.

Practice

- 1 Use a search engine. These are Web sites that search the whole Internet for a word or a phrase that you type in. The word you type is called a search term. Knowing how to use search terms can help you search more efficiently.
- 2 Click on a hyperlink. Read the search results, a list of Web pages containing your search term. Each page on the list is shown as a hyperlink. Clicking on a link will take you to a Web page.

- 3 Study the Web page. Your search term should appear somewhere on the Web site. To find out where, you can read carefully or use the "Find" feature to search the page for the word. Printing out a Web page may make it easier to read.

- 4 Return to your search results. If one Web page does not have the information you want, hit the "Back" button to return to your search results. Try the next hyperlink on the list and keep looking.

Apply

Use the search results shown below to answer the following questions:

1. Which hyperlink would you click for news about immigration?
2. Which Web site is probably the most useful for learning about American immigration?
3. How are the Web sites listed at the top and right sides different from the Web sites in the main list?

WEBSTER

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Web

immigration [\[definition\]](#)

[News results for immigration](#) - [View today's top stories](#)

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[US Citizenship and Immigration Service](#)

InfoPass eliminates waiting in line for **immigration** information; ... Notice to Individuals Granted **Immigration** Benefits by Immigration Judges Read more. ...

[The Department of Immigration and Indigenous Affairs](#)

Official Australian Government migration and **immigration** website, with information and application forms for migration and temporary entry to Australia, ...

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STUDENTS TAKE ACTION



Righting a Wrong

Every week when students at Twinfield Union School in Plainfield, Vermont, opened national news magazines, they saw advertisements for cigarettes. These were student editions of the magazines—designed especially for teens in middle and high schools. One group of Twinfield eighth-graders decided that cigarette ads were not appropriate and that they were going to do something about it.

Community Connection As part of their work with Project Citizen, the students from Twinfield contacted Vermont attorney general William Sorrel to express their concern that cigarette ads were being placed in magazines for young people. The attorney general was surprised to hear this news but grateful that the students had contacted him. As the students had discovered through research into the issue, under a previous agreement, cigarette companies are not allowed to advertise to teens.

Taking Action The attorney general of Vermont shared the information provided by Twinfield's students with attorneys general in other states. Together, they complained to the tobacco companies. The companies agreed to remove their ads from student editions of magazines. "I never thought at this age I could actually affect something nationwide," said Maegan Mears, one of the students. "I hope to continue to make a difference, now that I know I can." Vermont's attorney general also expressed his appreciation for the Twinfield students' actions: "Without their involvement," he said, "we would not have known what was going into these student editions. This is a wonderful example of what can be accomplished through active citizen participation."



Students from Twinfield Union School took action to stop cigarette advertisements in student magazines.

SERVICE LEARNING



1. Why did this group of eighth-graders try to get cigarette advertisements removed from some magazines?
2. How did the Twinfield students make a difference for teens nationwide?

hmhsocialstudies.com ACTIVITY

CHAPTER 1 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an historical document.

I hereby declare...that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic....

The person making this oath is promising to support which of the following responsibilities of citizenship?

- A. voting
- B. serving in the military
- C. obeying the law
- D. paying taxes

2. How can an immigrant become an American citizen?

- A. Every immigrant is an American citizen.
- B. by becoming naturalized
- C. by voting in a national election
- D. by applying for refugee status

Reviewing Key Terms

Identify the correct term from the chapter that best fits each of the following descriptions.

- 1. The study of what it means to be a citizen
- 2. A legally recognized member of a country
- 3. The organizations, institutions, and people who exercise political authority over a group of people
- 4. People who come to a country from other countries
- 5. Specific number of immigrants from certain countries allowed to enter the country in a year
- 6. Permanent residents of the United States who are citizens of another country
- 7. Person born in the United States
- 8. Legal process by which an alien may become a citizen
- 9. People who are trying to escape dangers in their home countries
- 10. Official periodic counting of a population

- 11. The study of the characteristics of human populations
- 12. Annual number of live births per 1,000 members of a population
- 13. Annual number of deaths per 1,000 members of a population
- 14. Movement of large numbers of people from region to region

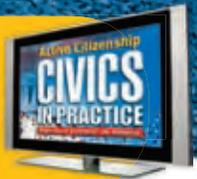
Comprehension and Critical Thinking

SECTION 1 (Pages 6–10)

15. **a. Explain** What is civics, and what does it have to do with being a good citizen? Give examples to support your answer.
- b. Analyze** What principles and ideals form the foundation of the American system of government?
- c. Elaborate** How do the qualities of a good citizen reflect and support American values? Give examples.

Active Citizenship video program

Review the video to answer the following question: *What are some advantages of not offering bilingual education in school? What are some disadvantages?*



SECTION 2 (Pages 11–16)

- 16. a. Explain** How has U.S. immigration policy changed since the early 1800s?
- b. Analyze** What benefits do people derive from being a citizen of the United States?
- c. Evaluate** Do you think the steps to citizenship should be made easier or harder? Give reasons for your answer.

SECTION 3 (Pages 17–21)

- 17. a. Identify** What are three ways that the populations of countries increase?
- b. Explain** What are three ways in which the population of the United States is changing?
- c. Analyze** Why do you think that a serious natural disaster, such as a flood, a famine, or an earthquake, might lead to a migration?

Civics Skills

Conducting Internet Research Use the Civics Skill taught in this chapter to answer the question below.

- 18.** Use a search engine to search the Internet for information on one of the topics in this chapter, such as what it means to be a citizen, the ideals of freedom and equality, immigration and citizenship, and demographic changes in the American population. Use the information you find to create an illustrated brochure or poster that answers the following questions about your topic:
- a.** What is different today from what existed in this country in the 1700s?
- b.** What may be different from today in the year 2025?

Reading Skills

Using Context Clues Use the Reading Skill taught in this chapter to answer the question about the reading selection below.

This part of the country, with its milder climate and lots of sunshine, is called the Sunbelt. (p. 21)

- 19.** According to the reading selection above, what is the best definition of *Sunbelt*?
- a.** a region of the country that grows most of the nation's wheat
- b.** a region of the country receiving a high amount of sunshine
- c.** a region of the country made up of states that have older industrial areas
- d.** a region of the country that is experiencing population decline

Using the Internet

- 20. Tracking Trends** Did you know the first American census was taken in 1790? A lot has changed since then, but the U.S. Census Bureau continues its work by conducting a nationwide census every 10 years. Through your online textbook, research population shifts, growth, and population diversity in the United States. Then use information from the 2010 census to create a thematic map, graph, or chart that illustrates trends in one of the above areas.

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FOCUS ON WRITING

- 21. Writing Your Letter** First, review your notes and decide what is important to tell Fran's friend about American values and American ideals. Then tell the person what it means to be an American citizen, including the rights and the responsibilities of citizenship. End with an explanation of how America's population is changing and how you can be a part of the future.



FLORIDA...

The Story Continues

CHAPTER 2, Foundations of Government

PEOPLE

2006: Charlie Crist elected Florida governor.

Republican Charlie Crist was elected governor of Florida in 2006. Considered a political moderate, Gov. Crist favored tax cuts and easing gun restrictions. He also supported strong air pollution standards and low-cost health insurance. Crist was reportedly considered as John McCain's running mate in the 2008 presidential election. Though Crist lost a 2010 bid for the U.S. Senate, he is frequently mentioned as a possible future presidential candidate.

PLACES

1879: Jupiter Inlet weather observation site.

President Ulysses S. Grant established a weather service within the U.S. Army in 1870. Nine years later, an Army Signal Corps weather observation site was founded at Jupiter Inlet on Florida's east coast. The Jupiter Signal Service station was the forerunner of today's Miami National Weather Service offices. The National Hurricane Center in Miami is one of many services the federal government provides to keep citizens safe.

PEOPLE

1973: Maurice Ferré becomes mayor of Miami.

Maurice Ferré was the first U.S. mayor born in Puerto Rico and the first Hispanic mayor of a major American city. His political career began in 1966, when he became a Florida State Representative. He went on to serve as commissioner of Miami before being elected the city's mayor in 1973. Ferré, a Democrat, served six terms as Miami's mayor. He has also worked as a banker and business consultant. He has held a number of teaching positions.

(Oranges, shuttle, sign) © Photodisc/Getty Images; (monastery) HMH; (palm tree) Mark Lewis/Photographer's Choice RF/Getty Images; (flag) Stockbyte/Getty Images; (Hemingway, missile) State Library and Archives of Florida; (Seminole) Library of Congress; (blossom) Randolph Femmer/NBI; (coin) U.S. Mint.

EVENTS**1845: Florida is admitted to the Union as the 27th state.**

When Florida became a state in 1845, it had a population of only 70,000. Rapid economic growth followed, and by 1860, the state's population had more than doubled. Florida's principal exports were cotton and forest products. The cattle industry was also important to the state's economy.

PEOPLE**1900–1989: Claude Pepper.**

One of Florida's most notable politicians, Claude Pepper served in the U.S. Senate from 1936 to 1951 and in the House of Representatives from 1963 to 1989. Senator Pepper was a staunch supporter of Franklin Roosevelt's New Deal policies. In the House, Pepper vigorously defended Social Security and the rights of seniors. In his later years, Pepper became known as the "grand old man of Florida politics."

EVENTS**1838: Constitutional Convention.**

For a U.S. territory to become a state, its constitution must be approved by Congress. So Florida governor Richard Keith Call ordered the election of delegates to a constitutional convention in 1838. The convention assembled at St. Joseph in December. It quickly ratified Florida's first constitution.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8-FL20 to unpack all the other standards related to this chapter.

Benchmark SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

What does it mean?

Explain and give examples of how Enlightenment ideas influenced the Founding Fathers and shaped the foundation of American government. Describe specifically the influence of Montesquieu's ideas about the separation of powers and of John Locke's ideas about natural law and the social contract. Go to Chapter 2, Foundations of Government, for help.

CHAPTER 2

FOUNDATIONS OF GOVERNMENT

Essential Question What are the purposes and ideals of American government?



Florida Next Generation Sunshine State Standards

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. **SS.7.C.1.2** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. **SS.7.C.1.3** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. **SS.7.C.1.4** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. **SS.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. **SS.7.C.1.8** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. **SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. **SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights. **SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda). **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). **SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government. **SS.7.C.3.3** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. **SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments. **SS.7.C.3.5** Explain the Constitutional amendment process. **SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society. **SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. **SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases. **SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services. **SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.



Declaration of Independence

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WHY CIVICS Matters

Our government is based on ideals of freedom and liberty. In 1776 the Declaration of Independence was signed in the building we call Independence Hall. Tradition holds that the Liberty Bell rang to summon people to hear the first public reading of the Declaration. The freedoms you enjoy today began with those acts more than 235 years ago.

PROJECT Citizen



STUDENTS TAKE ACTION

SAFE NEIGHBORHOODS? What if you and your friends found out that the man in the ice cream truck was selling toy guns to young children? As you read, think about how you can play a part in making your street safe.

FOCUS ON WRITING

A PAMPHLET Many U.S. citizens don't know the origins and purposes of our government as well as they should. In this chapter you will read about the foundations of our government and the rights it guarantees to citizens. Then you'll create a four-page pamphlet to share this information with your fellow citizens.

Reading Skills

In this chapter you will read about the different types and functions of government around the world. You will learn why the American colonies fought Great Britain for the right to govern themselves and about the ideals set forth in the

Declaration of Independence. You will learn how American leaders wrote a new plan of government for the United States. Finally, you will read how this plan created a stronger national government and Congress.

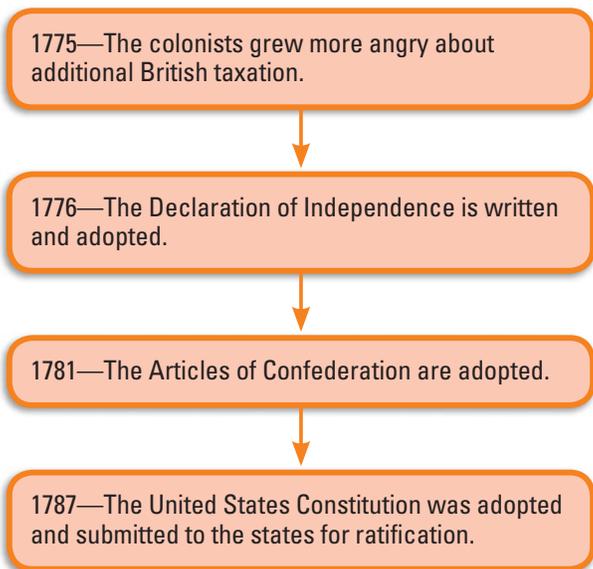
Chronological Order



History, just like our lives, can be seen as a series of events in time. To understand history and events, we often need to see how they are related in time.

Understanding Chronological Order The word **chronological** means “related to time.” Sometimes, events discussed in this Civics book are discussed in **sequence**, in the order in which they happened. To understand sequencing better, you can use a chain to take notes about events in the order in which they happened.

Sequence Chain



Helpful Hints for Sequencing Events

- Writers sometimes signal chronological order, or sequence, by using words or phrases like these:
- first, before, then, later, soon, after, before long, next, eventually, finally*



LA.7.1.7.1



You Try It!

Practice using the chronological note-taking format discussed on the previous page by using the steps outlined below the passage.

The Declaration of Independence [1776] was not a plan or a blueprint to provide a government for the new country. The Declaration was the colonists' statement of grievances against the king. It listed their reasons for creating their own new government. The next step came in 1777, when the Continental Congress adopted a plan of government—the Articles of Confederation. The Articles were approved in 1781 by the 13 states. The new government went into effect. When the Revolutionary War ended in 1783, the former colonies of Great Britain had won. They were now a confederation called “The United States of America.”

*From Chapter 2,
p. 35*

Refer to the passage to answer the following questions.

1. What step came between the Declaration of Independence and the approval of the Articles of Confederation?
2. Read the passage above again, pausing to stop and jot notes about dates and events. How many dates and events should you have in your notes?
3. Make a sequence chain based on the information in your notes.

KEY TERMS

Chapter 2

Section 1

monarch, (p. 30)
dictator (p. 30)
democracy (p. 31)
direct democracy (p. 31)
representative
democracy (p. 31)
republic (p. 31)
constitution (p. 32)

Section 2

human rights (p. 34)
confederation (p. 36)
sovereignty (p. 36)

Section 3

Parliament (p. 44)
federalism (p. 46)
compromise (p. 46)
ratification (p. 47)
Federalists (p. 47)
Antifederalists (p. 47)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:
traditional (p. 30)

SECTION 1



SS.7.C.2.5; SS.7.C.2.11; SS.7.C.3.1;
SS.7.C.4.1; LA.7.1.6.1; LA.7.1.7.1

Why Americans Have Governments

BEFORE YOU READ

The Main Idea

Government plays an essential role in every country. A country's government affects the lives of its people. Often, it affects people around the world.

Reading Focus

1. What are two main types of government?
2. What are the purposes of government?
3. How does the U.S. government guarantee freedom to its citizens?

Key Terms

monarch, *p. 30*
dictator, *p. 30*
democracy, *p. 31*
direct democracy, *p. 31*
representative democracy, *p. 31*
republic, *p. 31*
constitution, *p. 32*

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TAKING NOTES
Use the graphic organizer online to take notes on why Americans have governments.



The U.S. government is more than just buildings and people. It is the system of laws and authority that acts on your behalf to protect your rights and your freedoms. Governments provide society with laws so that everyone knows what is expected and what is not acceptable from citizens. In the United States, every citizen has a voice in making the laws. That's what makes America and its government different from many other countries.

Types of Governments

Every country in the world has a government. However, these governments vary widely. Governments differ in the way their leaders are chosen and in the amount of power held by the people. Each country's government has been shaped by the **traditional** beliefs of its people and by their history. Governments generally fall into two different types: non-democratic and democratic governments.

Nondemocratic Governments

In a nondemocratic government, citizens do not have the power to rule. The following are several types of nondemocratic governments:

Monarchies A **monarch** is a person, such as a king or queen, who reigns over a kingdom or an empire. Monarchy is an example of autocracy, a form of government in which one person holds all the power. Saudi Arabia is one of a few countries where the monarch still has full control of the government. Today, most monarchies are constitutional monarchies. For example, the monarchs of Sweden and the United Kingdom serve as ceremonial heads of state and have limited powers. The real power lies elsewhere, such as in a legislative body.

Dictatorships A **dictator** is a person who rules with complete and absolute power. Dictators often take power by force. An oligarchy

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

ACADEMIC VOCABULARY

traditional
customary,
time-honored

PRIMARY SOURCE

POLITICAL CARTOON

A History of Protest

Throughout history, groups of Americans have dissented—disagreed with and protested against—government policies. For example, protests played an important role in the civil rights movement. The Constitution protects people’s right to assemble and speak out against the government and other groups, as long as they do so in a peaceful manner.



Saddam Hussein, the dictator of Iraq in 2003, suppressed dissent in his own country and approved of punishing protesters.

The man here is carrying a sign with a peace symbol on it to protest the U.S. invasion of Iraq in 2003.

ANALYSIS SKILL

ANALYZING POLITICAL CARTOONS

Make Inferences What is the cartoonist trying to say about those who wish to suppress peaceful protest?

is a type of dictatorship in which all power is concentrated in a small group of people. Dictatorships are authoritarian, which means that the rulers answer only to themselves, not to the people they rule. Some dictatorships are also totalitarian, which means that the rulers try to control every aspect of citizens’ lives, including their religious, cultural, political, and personal activities.

Theocracy A theocracy is a government controlled by one or more religious leaders who claim to rule on behalf of God or the gods worshipped in their country. Citizens may elect a theocratic government, but the rulers respond to divine guidance and not to the wishes of the people.

Democratic Governments

Other countries have democratic governments. In a **democracy** the people of a nation either rule directly or they elect officials who act on their behalf. The word *democracy* comes from an ancient Greek term meaning “rule of the people.”

There are two forms of democracy. In a **direct democracy**, all voters in a community

meet in one place to make laws and decide what actions to take. Historically, direct democracies have been suited only to small communities. In a **representative democracy** the people elect representatives to carry on the work of government for them. The people consent to be ruled by their elected leaders. This system of government is called a **republic**. The United States is a republic.

READING CHECK

Summarizing What are two main types of governments, and what are their characteristics?

Purposes of Government

Could we manage our own affairs without our government? Who would provide basic services, such as public roads or fire departments? What are the basic purposes of government?

Helping People Cooperate

Whenever groups of people have lived in a community, they have found it necessary and useful to have rules and work together. They have formed a government.

MEDIA INVESTIGATION

TELEVISION NEWS

East Coast Blackout

On August 14, 2003, a power outage cut electricity to about 50 million people in an area stretching from east of New York City, north to Toronto, Canada, and west to Detroit, Michigan. The outage began at about 4 p.m. Immediately, television news programs began carrying the breaking story.



Governments provide safety services, such as traffic lights on streets and roads. When the power goes out, government also provides traffic control by police officers.

ANALYSIS SKILL

ANALYZING MEDIA

How do television news programs keep people around the country informed about disasters?
What are television's limitations?

hmhsocialstudies.com **ACTIVITY**

Government provides a way for people to unite, solve problems, and cooperate. Even traditional forms of government, such as in a small clan or tribe, helped to make life safer and easier.

Providing Services

Over the years, government at all levels has grown more complex. Yet its basic purposes have remained the same. Governments provide expensive or important services to large groups of people who might otherwise have to do without the service. For example, by establishing schools, the government makes it possible for all children to receive a good education.

The federal government also protects people from attacks by foreign countries. Other governments provide police to protect lives and property and fire departments to protect homes and businesses.

Because of government, we can travel highways that stretch from border to border. We have a system of money that makes it easy for us to buy and sell things and to know the price of these things. Trash is collected, and health laws are enforced to protect us. We can go to public libraries. Government provides these and many more services.

Providing Laws

The basic plan under which Americans live is contained in a **constitution**, or a written plan of government. Americans have used constitutions to establish national and state governments. A constitution sets forth the purposes of the government and describes how the government is to be organized.

Governments also provide laws for society. Laws must be constitutional to be valid. Laws are recorded so that people can know and obey them. Laws are passed by the government to guide and protect all of us.

READING CHECK

Summarizing What purposes do laws and constitutions serve in governments?

Guaranteeing Freedom

The government of the United States has a fourth purpose—to guarantee the freedoms of its citizens. Remember, a democratic country’s government helps put into practice the ideals of the people—that is, the things in which they believe. The United States was founded on the belief that the people should rule themselves. Americans also believe that each person is important and that no one should be denied his or her rights. What are these rights? The Declaration of Independence describes these rights as “life, liberty, and the pursuit of happiness.”

To safeguard each citizen’s liberty, the laws of the United States guarantee certain freedoms, including freedoms of speech, the press, and religion. These freedoms can never be taken away from any U.S. citizen by the government. Nor can these rights be limited, except to keep people from using these freedoms to violate the rights of others.

For example, having free speech and a free press does not mean we are free to tell lies or write false statements about another person. Each citizen has the right to have his or her reputation protected.

Most Americans believe that if any citizen is denied his or her rights, the liberty of all citizens is endangered. Thus, the U.S. government passed and enforces laws that guarantee equal rights for all citizens. For example, U.S. laws require that all Americans have equal access to education and employment, and have the right to vote.

The U.S. Constitution and all state constitutions set out rights and freedoms that are guaranteed to all individuals. But those rights and freedoms do not take care of themselves. You, and all citizens like you, must take an active role in protecting and preserving those rights and freedoms.

SS.7.C.2.5
Distinguish how the Constitution safeguards and limits individual rights.

READING CHECK

Analyzing Information What are some of the freedoms guaranteed by U.S. laws?

SECTION 1 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- Define** Write a brief definition for the terms **monarch, dictator, democracy, direct democracy, representative democracy, and republic.**
 - Explain** Why are governments important? Give examples to support your answer.
 - Evaluate** What are two basic types of government, and what are advantages and disadvantages of each type?
- Define** Write a brief definition for the term **constitution.**
 - Summarize** What are three purposes of government?
 - Elaborate** How does having a constitution help a government fulfill its purposes for citizens? Give examples to support your answer.
- Summarize** How does the U.S. system of government guarantee each citizen’s freedoms?
 - Elaborate** Why is it necessary to limit rights in some instances?

Critical Thinking

- Categorizing** Copy the chart below. Use it and your notes to identify three purposes of government in our society and to state how government fulfills each purpose.

The Purposes of Government		

FOCUS ON WRITING

- Supporting a Point of View** Write a three-paragraph essay explaining what you think are the most important functions of your local (city or town) government. Be sure to explain how these functions affect members of your community.

SECTION 2



SS.7.C.1.2; SS.7.C.1.3; SS.7.C.1.4; SS.7.C.1.5;
SS.7.C.3.2; LA.7.1.6.1; LA.7.1.7.1

The First Government

BEFORE YOU READ

The Main Idea

The American ideals that people should rule themselves and that government should protect human rights are clearly set forth in the Declaration of Independence.

Reading Focus

1. Why is the Declaration of Independence so important?
2. What were the Articles of Confederation, and what were their weaknesses?
3. What was the effect of a weak national government on the United States?

Key Terms

human rights, *p. 34*
confederation, *p. 36*
sovereignty, *p. 36*



Use the graphic organizer online to take notes on the beginnings of government in the United States.



SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

In January 1776, a 47-page pamphlet called *Common Sense* was distributed in Philadelphia. In it, author Thomas Paine encouraged colonists to demand their rights as citizens and to support independence for the colonies. Much of what Paine had to say in *Common Sense*, such as his demand for freedom from tyranny and his call for self-government, is echoed in the Declaration of Independence. The widely read pamphlet changed the way many colonists viewed their government.

The Declaration of Independence

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

In 1775, angry about new taxes and actions of the British Parliament, the American colonies went to war with Great Britain. The next year the Continental Congress—representatives from the 13 colonies—met in Philadelphia. At this meeting, the delegates appointed a committee to draw up a Declaration of Independence. Thomas Jefferson wrote most of the Declaration of Independence. The Continental Congress approved it on July 4, 1776.

The Declaration and Human Rights

The Declaration of Independence lists the reasons the colonies decided to separate from Great Britain and to form an independent country. For example, colonists objected to being taxed without their consent. The colonists believed that the power of government comes from the consent of the governed—the people of the country. If any government ignores the will of those people, the people have a legitimate right to change the government.

Thus, the Declaration of Independence is much more than a document to justify independence. It is also a statement of American ideals. It explains to the world in clear language that the purpose of government is to protect **human rights**. These are the basic rights to which all people are entitled.

The Declaration clearly states these rights. "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." This passage is one of the most famous in American writing.

Declaration of Independence

This painting, "Declaration of Independence" by John Trumbull, is fictional. It does not show either the introduction of the draft of the Declaration of Independence on June 28, 1776, or the adoption of the Declaration on July 4, 1776. Trumbull's intention was to portray the images of the men who were the authors of the Declaration.

The man in the red vest is Thomas Jefferson, the principal author of the Declaration of Independence. In 1800 Jefferson was elected as third president of the United States.

The man seated at the table is John Hancock, a popular and respected leader of the American Revolution. His signature is one of the most recognizable on the Declaration of Independence.

Ideals of American Government

Over the years this language from the Declaration of Independence has come to mean that all Americans are equal under the law. Every person has an equal right to life, liberty, and the pursuit of happiness. The signers of the Declaration realized that these ideals would be difficult to achieve. Yet they believed such ideals were worth, as the Declaration states, "our lives, our fortunes, and our sacred honor."

The Declaration of Independence is considered one of the greatest documents in our country's history. Although it was written more than 235 years ago, it remains a lasting symbol of American freedom.

READING CHECK → **Finding the Main Idea** What was the purpose and significance of the Declaration of Independence?

The Articles of Confederation

The Declaration of Independence was not a plan or a blueprint to provide a government for the new country. The Declaration was the colonists' statement of grievances against the king. It listed their reasons for creating their own new government. The next step came in 1777, when the Continental Congress adopted a plan of government—the Articles of Confederation. The Articles were approved in 1781 by the 13 states. The new government went into effect. When the Revolutionary War ended in 1783, the former colonies of Great Britain had won. They were now a confederation called The United States of America.

QUICK FACTS

The Thirteen Colonies

The thirteen original colonies were founded in the years from 1607 (Virginia) to 1732 (Georgia). After the Revolutionary War, these colonies became the original United States of America.

- Virginia 1607
- Massachusetts 1620
- New Hampshire 1623
- Maryland 1634
- Connecticut c. 1635
- Rhode Island 1636
- Delaware 1638
- North Carolina 1653
- South Carolina 1663
- New Jersey 1664
- New York 1664
- Pennsylvania 1682
- Georgia 1732



Government under the Articles

A **confederation** is a loose association, rather than a firm union, of states. The Articles of Confederation set up a “firm league of friendship” among the 13 states. Each state was to have equal powers and in most ways was to be independent of the other states. The central, or national, government had very limited powers. The majority of people in the 13 states feared that a strong central government, such as the one they were fighting, might limit the freedom of the separate states. As a result, under the Articles of Confederation, the national government consisted of a lawmaking body called Congress. Each state had one vote in Congress, regardless of the number of people living in the state.

The writers of the Articles wanted to preserve the states’ **sovereignty**, or absolute power. Thus, the Articles gave the power to enforce national laws to the states, rather than to the national government. The Articles also did not establish a national court system.

During the Revolutionary War, the new states had problems working together to achieve victory. After the war, many Americans experienced difficult times. Property had been destroyed. Trade with other countries had slowed. American businesses suffered. Moreover, the war left the country deeply in debt. The Articles of Confederation had not given the new government the powers it needed to solve all these problems.

The Need for Change

The Articles of Confederation succeeded in establishing a new country. However, the residents of each state still tended to think of themselves as citizens of their particular state rather than as Americans. Under the Articles many of the states continued to have only limited contact with each other. This made it difficult for them to agree on the common interests and goals for the government.

The weaknesses of the national government became clear as the young country began to face new problems. The states quarreled over boundary lines. They became involved in disputes over trade. The national government was powerless to end these disagreements or to prevent new ones from arising. In addition to domestic troubles, the country looked weak to other nations. Many leaders began to favor strengthening the national government. As a result, in 1787 Congress asked the states to send representatives to a meeting where revisions to the Articles could be discussed.

READING CHECK

Analyzing Information

What type of government did the Articles create?

Weaknesses of the Articles

The national government had several weaknesses under the Articles of Confederation. For example, Congress had trouble passing laws because a vote of 9 of the 13 states was needed to pass important measures. Getting 9 states to agree to any change was difficult. The Quick Facts in the next column explains some of the other weaknesses.

As a result of these weaknesses, states acted more like small, separate nations than as members of a confederation. The states often refused to obey the laws of Congress. Relations between the states and Congress worsened.

READING CHECK

Analyzing Information What were some of the weaknesses of the national government under the Articles of Confederation?



Weaknesses of the Articles of Confederation

The overall weakness of the Articles of Confederation was in the structure of the relationship between the state governments and the national government. Problems included:

- Without a president or an executive branch, there were no officials to ensure that the laws passed by Congress were carried out.
- Without national courts, there was no means of interpreting laws or judging those who broke them.
- Without money, Congress could not pay the country's debts or carry on any government activities that might be needed. Congress also could not pay the soldiers who had fought in the Revolutionary War. These limitations harmed relations with foreign nations and endangered America's national security.

SECTION 2 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** Write a brief definition for the term **human rights**.

b. Explain What was the importance of the Declaration of Independence to the people of the 13 colonies? Give examples to support your answer.

c. Elaborate You read that the Declaration of Independence is more than a document to justify independence from Great Britain. Why is the Declaration of Independence still considered one of the most important documents in American history?
- a. Define** Write a brief definition for each of the following terms: **confederation** and **sovereignty**.

b. Elaborate How did the fact that the Articles of Confederation protected states' sovereignty limit the success of the new nation? Give examples to support your answer.
- a. Summarize** What was the overall problem with the Articles of Confederation? Give four specific examples that illustrate the problem.

b. Evaluate With the improvements in transportation and communication, would the original Articles of Confederation work for all 50 states today? Explain your reasoning.

Critical Thinking

- Summarizing** Use your notes and a graphic organizer like this one to summarize each of the weaknesses of the Articles of Confederation.



FOCUS ON WRITING

- Analyzing Information** Imagine that you are a farmer living in Virginia in the 1780s. In a letter to the editor of your local newspaper, describe the effect of the Articles of Confederation on your life and community. Recommend what action must be taken to improve your situation.

The Declaration of Independence



SS.7.C.1.3;
SS.7.C.1.4;
LA.7.1.6.2

EXPLORING THE DOCUMENT

Thomas Jefferson

wrote the first draft of the Declaration in a little more than two weeks. **How is the Declaration's idea about why governments are formed still important to our country today?**

Vocabulary

impel force

endowed provided

usurpations wrongful seizures of power

evinces clearly displays

despotism unlimited power

tyranny oppressive power exerted by a government or ruler

candid fair

SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

EXPLORING THE DOCUMENT

Here the Declaration

lists the charges that the colonists had against King George III. **How does the language in the list appeal to people's emotions?**

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

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. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object **evinces** a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute **Tyranny** over these States. To prove this, let Facts be submitted to a **candid** world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and **formidable** to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws of **Naturalization of Foreigners**; refusing to pass others to encourage their migration hither, and raising the conditions of new **Appropriations of Lands**.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected **a multitude of** New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended legislation:

For **quartering** large bodies of armed troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

Vocabulary

relinquish release, yield

inestimable priceless

formidable causing dread

annihilation destruction

convulsions violent disturbances

naturalization of foreigners the process by which foreign-born persons become citizens

appropriations of lands setting aside land for settlement

tenure term

a multitude of many

quartering lodging, housing



Mum Bett, a Massachusetts slave, believed that the words "all men are created equal" should apply to her and other enslaved Africans. She successfully sued for her freedom in 1781.

Vocabulary

arbitrary not based on law

render make

abdicated given up

foreign mercenaries
soldiers hired to fight for a
country not their own

perfidy violation of trust

insurrections rebellions

petitioned for redress

asked formally for a
correction of wrongs

unwarrantable jurisdiction

unjustified authority

magnanimity generous
spirit

conjured urgently called
upon

consanguinity common
ancestry

acquiesce consent to

EXPLORING THE DOCUMENT

Here the Declaration describes how the colonies attempted to resolve issues with Great Britain.

How did Great Britain's responses to colonial concerns lead to the writing of the Declaration of Independence?

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an **Arbitrary** government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislature, and declaring themselves invested with Power to legislate for us in all cases whatsoever.

He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of **foreign mercenaries** to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable jurisdiction** over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and **magnanimity**, and we have **conjured** them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, **acquiesce** in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock	Benjamin Harrison	Lewis Morris
Button Gwinnett	Thomas Nelson, Jr.	Richard Stockton
Lyman Hall	Francis Lightfoot Lee	John Witherspoon
George Walton	Carter Braxton	Francis Hopkinson
William Hooper	Robert Morris	John Hart
Joseph Hewes	Benjamin Rush	Abraham Clark
John Penn	Benjamin Franklin	Josiah Bartlett
Edward Rutledge	John Morton	William Whipple
Thomas Heyward, Jr.	George Clymer	Samuel Adams
Thomas Lynch, Jr.	James Smith	John Adams
Arthur Middleton	George Taylor	Robert Treat Paine
Samuel Chase	James Wilson	Elbridge Gerry
William Paca	George Ross	Stephen Hopkins
Thomas Stone	Caesar Rodney	William Ellery
Charles Carroll of Carrollton	George Read	Roger Sherman
George Wythe	Thomas McKean	Samuel Huntington
Richard Henry Lee	William Floyd	William Williams
Thomas Jefferson	Philip Livingston	Oliver Wolcott
	Francis Lewis	Matthew Thornton

Vocabulary

rectitude rightness

EXPLORING THE DOCUMENT

Here is where the document declares the independence of the colonies. **Whose authority does the Congress use to declare independence?**

EXPLORING THE DOCUMENT

The Congress adopted the final draft of the Declaration of Independence on July 4, 1776. A formal copy, written on parchment paper, was signed on August 2, 1776.

EXPLORING THE DOCUMENT

The following is part of a passage that the Congress removed from Jefferson's original draft: "He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither." **Why do you think the Congress deleted this passage?**

Learning from Fine Art

Learn

Although most of history happened before the Internet, television, and photography, we can still see the past in paintings, drawings, and sculpture. Fine art can be “read” as if it were a letter from the artist who made it.

You can understand art in two ways—literally and symbolically. In the literal view, things are just as they appear. The uniform shown is what Washington wore when he posed for the painting. In the symbolic view, things are what they represent. The uniform also symbolizes his role as commander in chief.

Practice

- 1 Determine the subject.** The piece to the right is titled *The Washington Family*, which tells us that we are looking at the family of George Washington.
- 2 Notice small details.** Even a family portrait can be full of small but important symbols. Notice that Martha Washington is pointing to a map with her fan. She is actually pointing to the future site of the White House.
- 3 Determine the point of view.** A piece of art expresses an artist’s feelings and ideas. The time and place of its creation, the kind of life the artist led, and how the artist felt about the subject all may affect the point of view.
- 4 Use outside knowledge.** We know that Washington owned slaves. We also know that William Lee was Washington’s valet and was freed in his will. Most historians believe that William Lee is the man standing against the wall.

Apply



Granger Collection, New York

Answer the following questions with details from the painting.

- 1.** What seems to be the artist’s point of view about George Washington?
- 2.** Why do you think the artist included William Lee in *The Washington Family*? How does this part of the painting make you feel?
- 3.** George Washington did not have any children. The children shown are his step-grandchildren. For what literal and symbolic reasons might they have been included?
- 4.** What small details do you notice in the painting? What do they tell you about the subject?
- 5.** What does this painting tell you about George Washington?

SECTION 3



SS.7.C.1.1; SS.7.C.1.2; SS.7.C.1.5; SS.7.C.1.8;
SS.7.C.2.4; SS.7.C.2.5; SS.7.C.3.2; SS.7.C.3.6

A New Constitution

BEFORE YOU READ

The Main Idea

The framers of the U.S. Constitution drew upon a history of democratic ideals while developing a document that would establish a new, stronger federal government.

Reading Focus

1. What historical principles of government influenced the delegates to the Constitutional Convention?
2. How did the U.S. government become stronger under the Constitution?
3. When was the Constitution ratified?

Key Terms

Parliament, p. 44
federalism, p. 46
compromise, p. 46
ratification, p. 47
Federalists, p. 47
Antifederalists, p. 47

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TAKING NOTES

Use the graphic organizer online to take notes on how the Constitutional Convention made government stronger and how the Constitution was ratified.

The U.S. Constitution

This cartoon shows the steps from the Articles of Confederation to the Constitution of the United States.

In 1787, delegates from 12 states met in Philadelphia, Pennsylvania, to follow up on the Annapolis Convention. These delegates ended up writing the U.S. Constitution.

In 1786, 5 of the 13 states met at Annapolis, Maryland, to discuss commercial problems and the weaknesses of the national government.

In 1785, delegates from Maryland and Virginia met at Mt. Vernon, Virginia, to discuss navigation conflicts.



CIVICS IN PRACTICE

By 1787 people in the new United States realized that the Articles of Confederation needed to be fixed. The states called a convention where the delegates wrote a completely new plan for government. The new plan became the Constitution. That Constitution, with a few amendments, describes the relationship between the national government and you as a citizen of the United States.

The Constitutional Convention and History

The delegates who attended the Constitutional Convention wrote a constitution that has endured for more than 220 years. It is the world's oldest written constitution still governing a country today. These delegates were familiar with history, and they had learned many important lessons from the past. The delegates wanted Americans to enjoy all of the rights the English people had fought for and won during past centuries.



Focus On John Locke (1632-1704)

English philosopher John Locke was one of the most influential thinkers of his time. Many of his ideas and theories are reflected in the Declaration of Independence. For example, Locke believed that all people were born equal with the natural rights of life, liberty, and property. According to Locke, the purpose of government was to protect these rights.

Along with other Enlightenment thinkers, Locke disagreed with the traditional claim that monarchs ruled by divine right, or by the will of God. Locke saw government as the product of a social contract built on the consent of the governed. He believed that if a government failed to protect its citizens' natural rights, they had the right to overthrow it. Locke's ideas became a foundation for modern democracy.

Making Inferences How did Locke's ideas about a social contract and natural law influence the framers of the Constitution?

Parliamentary Government The Convention delegates also carefully studied the example of parliamentary government in England. **Parliament**, the lawmaking body of Great Britain, is bicameral. It consists of two parts, or houses. The House of Lords is appointed by the monarch, and the House of Commons is elected by the people. Each house can check the work of the other house. Today, however, the House of Lords holds less power than it once did.

The head of the British government is the prime minister. The prime minister is usually chosen from the political party that holds the most seats in the House of Commons. The prime minister chooses the top administrative officials in the government. Both the prime minister and his or her appointees can be replaced if the prime minister loses a majority vote in Parliament. A new election is held and voters choose a new government.

Delegates Hold Their Meetings in Secret

The delegates to the Convention wanted to be able to discuss their ideas about government freely. For this reason, many delegates wanted to hold their meetings in secret. Also, some delegates feared that if they spoke publicly on an issue, they would be pressured by outsiders. Taking a public stand might also make it more difficult for delegates to change their minds after debate and discussion.

Some delegates favored open public debate and criticized the idea of secrecy. Yet without secrecy, agreement on difficult issues might not have been possible. The delegates voted to hold their meetings in secret.

Today we know what took place during the Convention because James Madison kept a journal of the proceedings. Because of the role Madison played in the proceedings, he is sometimes called the Father of the Constitution.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

British Principles Influence the Delegates

The delegates turned to their British heritage and adopted many principles of government from England. The delegates took principles from:

Magna Carta In 1215, English nobles forced King John to sign the Magna Carta, which means "Great Charter." The Magna Carta guaranteed that free people could not be arrested, put in prison, or forced to leave their nation unless they were given a trial by a jury of their peers. It guaranteed that the citizens of England were to be judged according to English law only. Magna Carta also protected the rights of Parliament against the monarch.

English Bill of Rights The delegates to the Convention in 1787 also wished to guarantee Americans the rights contained in the English Bill of Rights of 1689. One of these rights was the right to petition, or request, the government to improve or to change laws. Another was the right to a fair punishment if a citizen were to be found guilty of a crime.

SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.

**QUICK
FACTS**

The Origins of the Constitution

The U.S. Constitution created a republican form of government based on the consent of the people. Its framers blended ideas and examples from the American colonies and England to write this lasting document.

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INTERACTIVE ART



King John signing Magna Carta

MAGNA CARTA, 1215

England's Magna Carta was the first document to check the power of the king. It declared that people could not be deprived of lives, liberty, or property "except by the lawful judgment of [their] peers, or by the law of the land." This idea is continued in the Fifth Amendment to the Constitution.

BRITISH PARLIAMENT, 1295 The two-chambered structure of the British Parliament was retained in the U.S. Constitution at Article I, Section 1.

THE MAYFLOWER COMPACT, 1620 The *Mayflower* sailed to the colonies from England. At the end of the journey, 41 men signed the Mayflower Compact, the first document to establish self-government in the colonies.

THE ENGLISH BILL OF RIGHTS, 1689 To strengthen the protections of Magna Carta, the English Bill of Rights established freedom from taxation without representation, freedom from cruel and unusual punishment, the right to bear arms, and many other rights that would eventually be included in the U.S. Constitution.

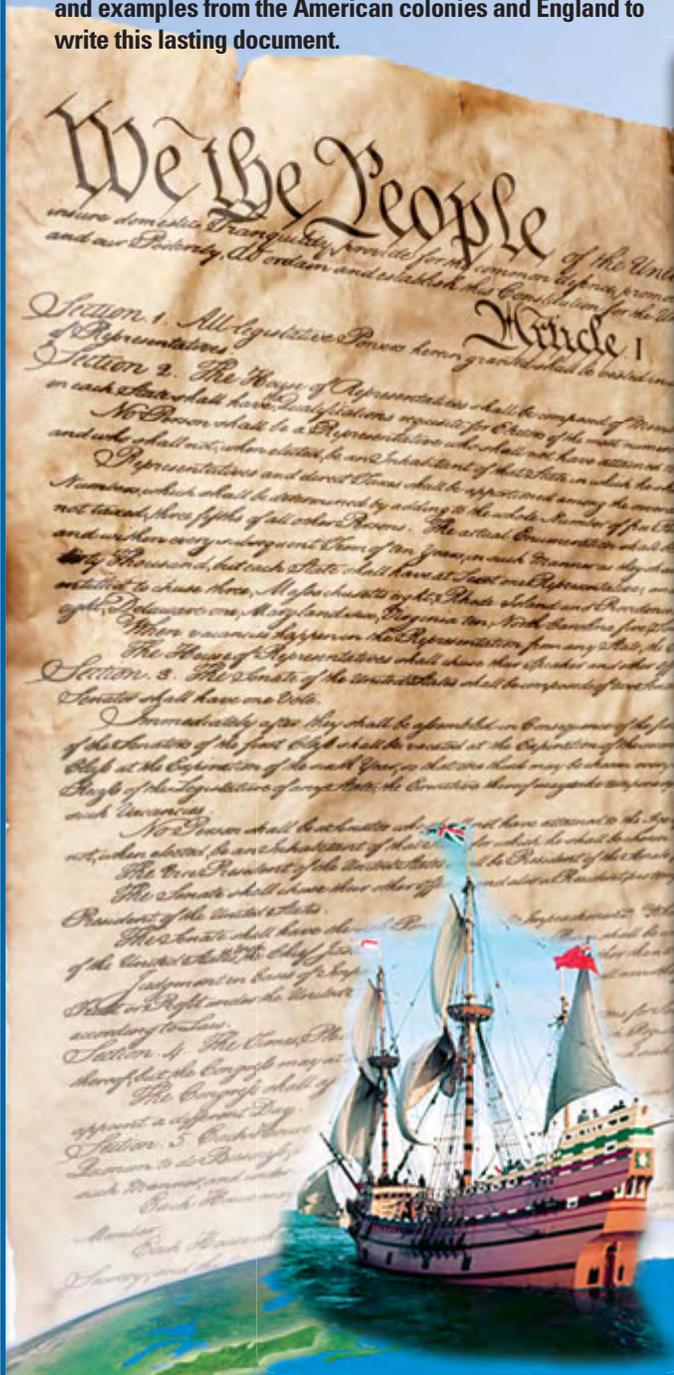
THE ENLIGHTENMENT, 1700s Eighteenth-century philosophers, such as John Locke, Thomas Hobbes, and Jean-Jacques Rousseau, influenced the framers of the Constitution. Locke argued that government exists only by the "consent of the governed." This idea is echoed in the Preamble, which begins, "We the people..."

VIRGINIA STATUTE FOR RELIGIOUS FREEDOM, 1786

Thomas Jefferson wrote the Virginia Statute for Religious Freedom. It vigorously argued that government has no right to impose, coerce, or interfere with religious practice. This same principle is expressed in the First Amendment to the Constitution.



Thomas Jefferson



American Colonies

England

ANALYSIS SKILL ANALYZING INFORMATION

Which of the ideas listed here do you consider most important? Why?

SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.

Writing the Constitution

The framers of the Constitution agreed that the central government needed greater power. At the same time, the framers agreed that the states should keep the powers needed to govern their own affairs. To achieve this balance, the framers established a system of government known as **federalism**, or a federal system.

Federalism divides a government's powers between the national government, which governs the whole country, and state governments, which govern each state. This system is much different from a unitary system, in which the national government possesses all legal power. Local governments have no independent power under either system. The Articles of Confederation created a confederal system, one in which a central government has less power than its sovereign states.

The delegates discussed many ideas and proposals for organizing the federal system. They eventually settled many differences of opinion by a series of compromises. A **compromise** is an agreement in which each side gives up part of its demands in order to reach a solution to a problem.

The most serious disagreement arose over the question of representation in the new national legislature, or lawmaking body. The larger states favored a legislature in which representation would be based on the size of a state's population. The smaller states wanted

each state to have an equal number of representatives in the legislature.

Finally, both sides agreed to a compromise. Their agreement provided for a bicameral lawmaking body called Congress. In one house, the Senate, the states were to have equal representation. In the other house, the House of Representatives, each state was to be represented according to the size of its population. This agreement became known as the Great Compromise.

READING CHECK

Contrasting How do federal, unitary, and confederal systems differ?

Government Becomes Stronger

The framers increased the powers of the national government under the Constitution. Congress was given the powers to coin and print money, raise armed forces, regulate trade among the states and with foreign nations, and set taxes. Provision was also made for a president to carry out the country's laws. The framers also created the Supreme Court to interpret the laws made by Congress.

The Constitution Is Completed

By September 1787 the delegates had completed their work. Probably no delegate was satisfied with each and every part of the document. For example, Benjamin Franklin did not

The Constitution Strengthens the National Government

QUICK FACTS

Strengths of the Constitution

- ✓ most power held by national government
- ✓ three branches of government
- ✓ legislative branch has many powers
- ✓ executive branch led by president
- ✓ judicial system an equal branch
- ✓ firm system of checks and balances

Weaknesses of the Articles of Confederation

- most power held by states
- one branch of government
- legislative branch has few powers
- no executive branch
- no judicial system
- no system of checks and balances

The Sixth Amendment: Right to a Jury Trial

Imagine that you are accused of a crime. Instead of having a trial, you are thrown into a pond to see if you will float or sink! In some places, this was once a way of determining guilt (floating) or innocence (sinking).

Our right to a jury trial comes from the English Magna Carta. In this document from the year 1215, King John agreed that “No freeman shall be taken, imprisoned . . . or in any other way destroyed . . . except by the lawful judgment of his peers, or by the law of the land.” For the first time, a person could not be jailed at the whim of the king or by a biased judge.

This English right spread to the American colonies. After the Revolutionary War, the right to a jury trial

was established permanently in the Bill of Rights: The Sixth Amendment provides that “In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury . . .”

In order for juries to be fair, or impartial, they must include a cross-section of people from the community. It is unconstitutional for a prosecutor to keep people off of a jury because of their race, gender, or national origin.

1. Why is trial by jury a fair way of deciding guilt or innocence?
2. What must lawyers consider when selecting members of a jury?

The right to a trial by jury is almost 800 years old.



approve of parts of the Constitution. Nevertheless, he believed that the framers had written the best constitution possible. For this reason, he urged the delegates to sign the document.

Most of the delegates shared Franklin's belief. On September 17 the Constitution was signed by 39 of the 42 framers present.

Approving the Constitution

The work of the members of the Constitutional Convention was not over when they left Philadelphia. The Constitution now had to be sent to the states for **ratification**, or approval. Before the Constitution could go into effect, it had to be ratified by 9 of the 13 states. Each state set up a special convention of delegates to vote on the Constitution.

People quickly took sides over whether or not to adopt the Constitution. Some people strongly supported the new plan of government. Others were opposed to it. The public was swamped with pamphlets, letters to newspapers, and speeches representing both sides of the debate.

Federalists, Antifederalists, and Ratification

Supporters of the Constitution, who favored a strong national government, were called **Federalists**. The Federalists argued that a strong national government was needed to keep the country united. Alexander Hamilton, John Jay, and James Madison were leading Federalists. They published a series of articles known as the *Federalist Papers* to help increase support for the Constitution.

People who opposed the new Constitution and the federal system of government were called **Antifederalists**. They feared that a constitution that established such a strong national government defeated the purpose of the Revolutionary War. The Antifederalists believed that the proposed Constitution would protect neither the states' power nor the people's freedom.

READING CHECK

Contrasting About what issues did Federalists and Antifederalists disagree?

SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

The Constitution Is Ratified

Gradually, Federalists gained support. However, many citizens were upset that the Constitution did not contain a list of the rights of the people. Some states suggested that such a list, or bill, of rights be added if the new Constitution was ratified.

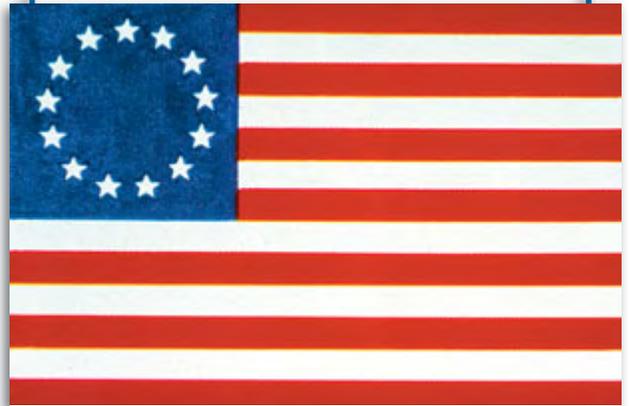
Most of the states ratified the Constitution in 1787 and 1788. The required ninth state ratified it in June 1788. The new U.S. government began to operate in March 1789. Two states, North Carolina and Rhode Island, did not approve the Constitution until after it went into effect. On April 30, 1789, George Washington was sworn in as the first president of the United States. The country's new government was under way.

READING CHECK

Analyzing Information What did some citizens think was missing from the new Constitution?

Our Nation's Origins

In 1777 the Continental Congress adopted a design for the first flag. The Congress left no record to show why it chose the red, white, and blue colors for the flag. The 13 stars represent the 13 colonies. They are arranged in a circle so that no colony would be seen as being above another.



SECTION 3 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** Write a brief definition for the terms **Parliament**, **federalism**, and **compromise**.

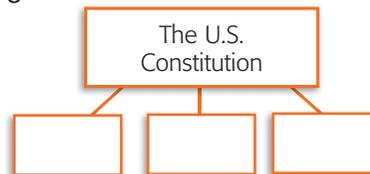
b. Explain How are the three principles of government the framers adopted from English government relevant to citizens today? Give details to support your answer.
- a. Define** Write a brief definition for the terms **ratification**, **Federalists**, and **Antifederalists**.

b. Elaborate Identify three ways in which the Constitution strengthened the national government and explain why these changes were important to the new country.
- a. Finding the Main Idea** Briefly describe the ratification of the U.S. Constitution.

b. Draw Conclusions Why do you think that several states wanted a bill of people's rights added to the Constitution?

Critical Thinking

- Finding Main Ideas** Copy the graphic organizer. Use it to show some of the Constitution's main ideas, its influences, and a compromise that allowed for its passage.



FOCUS ON WRITING

- Contrasting** Write a speech that supports ratification of the Constitution. Compare the Constitution to the Articles of Confederation and explain how the Constitution will strengthen the national government. Consider:

 - taxes
 - interstate and international trade
 - the power of the national government

STUDENTS TAKE ACTION

PROJECT Citizen



Keeping Students Safe

Around the country, many students keep an eye out for neighborhood ice cream trucks. Students in Modesto, California, however, are thinking about something other than ice cream. Ice cream trucks in their town have also been selling BB guns and toy guns. Concerned students are studying this issue. By working cooperatively with government officials and educating community members, this Project Citizen class is making sure that people are hearing their message.



Students in Modesto, California, want to stop the sale of toy guns from ice cream trucks.

Community Connection A young student in Modesto was shot in the eye with a pellet fired from a toy gun that was bought from an ice cream truck. Older students took notice. The extent of the problem became clear when three students were suspended from school and a second student was injured in BB gun incidents. Student Leela Lowe, who was the second person shot, said, “When they sell the guns, kids just buy them like they are nothing. They just shoot people.”

Taking Action Now students in Nicholas Kellner’s and Patty McLean’s classes are researching the problem as part of the Project Citizen program and are working on a policy to help prevent future accidents. These students are trying to develop different ways to stop ice cream trucks from selling toy guns. The Modesto students have held a student public awareness assembly within their school. They have reached out to the community through local public television and newspapers. They have also organized a protest and planned a meeting with the city council. They hope their actions will get more people involved in creating solutions to the toy gun problem.

SERVICE LEARNING



1. Why do the Modesto students think that selling toy guns from ice cream trucks is a problem?
2. If you were a student in Modesto, what are some of the ways you could address the issue of toy gun sales?

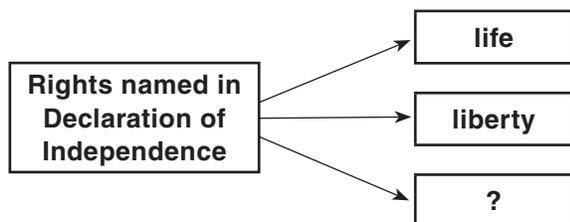
hmhsocialstudies.com ACTIVITY

CHAPTER 2 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The chart below identifies rights that the American colonists claimed in the Declaration of Independence.



Which phrase correctly completes the diagram?

- A. freedom of speech
- B. against self-incrimination

- C. against quartering troops
- D. pursuit of happiness

2. One of Montesquieu's ideas in particular influenced the Founding Fathers. Which of the following statements most closely resembles that idea?

- A. People and rulers are partners in a social contract.
- B. There should be separation of powers within a government.
- C. Natural laws are more important than a government's laws.
- D. Ideas of the Enlightenment philosophers should form the basis for American education.

Reviewing Key Terms

For each term or name below, write a sentence explaining its significance to the foundations of American government.

1. monarch
2. dictator
3. democracy
4. direct democracy
5. representative democracy
6. republic
7. constitution
8. human rights
9. confederation
10. sovereignty
11. Parliament
12. federalism
13. compromise
14. ratification
15. Federalists
16. Antifederalists

Comprehension and Critical Thinking

SECTION 1 (Pages 30–33)

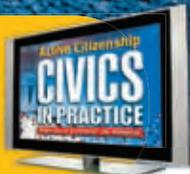
- 17. a. Describe** What are two main types of government, and which type better protects and reflects the wishes of its citizens? Explain your answer.
- b. Explain** What are three purposes of government? Use examples from the United States to illustrate your answer.
- c. Elaborate** How does the U.S. government guarantee the freedoms of U.S. citizens? Give examples to support your answer.

SECTION 2 (Pages 34–37)

- 18. a. Describe** What were the key purposes of the Declaration of Independence?
- b. Elaborate** What were the Articles of Confederation and why did they need to be changed?

Active Citizenship video program

Review the video to answer the closing question:
What are some ways young people can make their community safer?



SECTION 3 (Pages 43–48)

- 19. a. Identify** In what ways did the colonists' English political heritage influence American ideas about government and individual rights?
- b. Explain** What was the outcome of the Constitutional Convention?
- c. Elaborate** What were the arguments of the Federalists and Antifederalists?

Civics Skills

Learning from Fine Art Review the painting on the Civics Skills page in this chapter, then answer the questions below.



Granger Collection, New York

- 20.** To what aspect of Washington's life does his uniform refer?
- His military career
 - His ownership of a plantation
 - His time spent as a surveyor
 - His presidency
- 21.** To what aspect of his life do the official papers on which Washington's arm rests refer?
- His military career
 - His ownership of a plantation
 - His time spent as a surveyor
 - His presidency
- 22.** The children in the painting are Washington's step-grandchildren. What might they symbolize?
- Other children Washington had known at Mount Vernon
 - The future generations of America
 - Washington's own childhood
 - The new nation of the United States

Reading Skills

Chronological Order Use the Reading Skill taught in this chapter to answer the question below.

- 23.** Organize the following events chronologically according to the chapter.
- Federalist Papers* are published.
 - Constitution is ratified.
 - Articles of Confederation is ratified.
 - Constitutional Convention meets in Philadelphia.

Using the Internet

- 24.** Through your online textbook, research the Constitutional Convention. Then imagine you are one of the delegates. Create a series of journal entries outlining what you thought and how you voted. Make sure you reflect on the different plans for government and give your own view on which plans would have been best for the nation.

FOCUS ON WRITING

- 25. Creating a Pamphlet** Use the information you have gathered about the foundations of the U.S. government. Use that information to create your pamphlet. On the first page, write a title for your pamphlet and a phrase or sentence that will get the attention of your audience. On each of the following pages, you can use this format: (1) a heading and sentence at the top of the page identifying the topic of the page, and (2) the list of most important points for that topic. At the end of page four, write one sentence that summarizes the importance of the Constitution to the government and to citizens.



LAW 101



FOUNDATIONS
of DEMOCRACY

Fourth Amendment Protection in Today's Electronic World

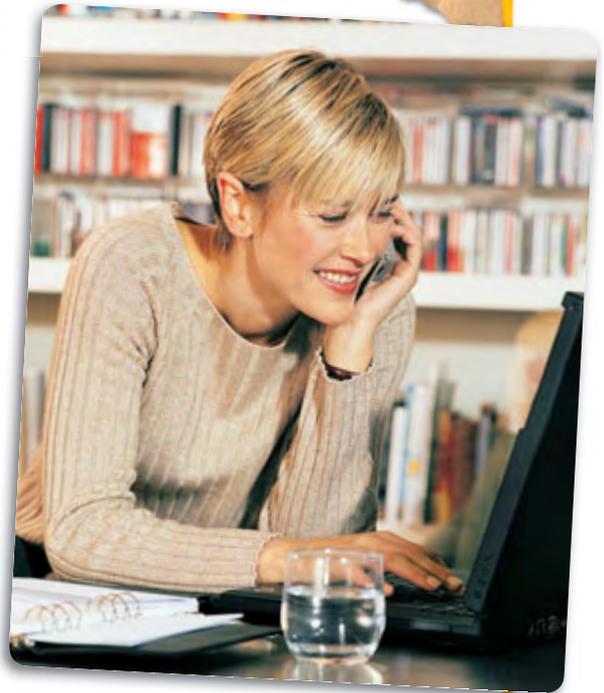
When the authors of the Bill of Rights wrote the Fourth Amendment, they were thinking of the violations of privacy they had suffered as colonists. British officers had been allowed to search inside any building where they suspected smuggled goods might be hidden. The writers of the amendment made sure to protect "persons, houses, papers, and effects against unreasonable searches." They could not have foreseen that one day those words would be interpreted to also include e-mail, instant messages, and cellular phone calls.

Why it Matters

Technology has changed greatly since the late 1700s. The courts have been required to revisit the Fourth Amendment throughout the years to see how it currently applies. In 1928, for example, Roy Olmstead was imprisoned for selling liquor during Prohibition. Alcohol was then illegal. Federal law enforcement agents had wiretapped Olmstead's telephone lines without a search warrant to prove his guilt. Olmstead sued the government in *Olmstead v. United States*. He claimed that wiretaps violated his right to privacy. The Supreme Court upheld wiretaps as legal. There was no physical entrance of the suspect's home or office. However, in a 1967 case, *Katz v. United States*, the Court reversed this decision. It ruled that a wiretap is a search that requires a warrant.

Telephones are not the only form of technology involved in Fourth Amendment debates in the digital age. In 1986 Congress passed the Electronic Communications Privacy Act. Its purpose is to protect the transmission of e-mails and instant messaging. However, the law provides less protection for messages stored on computers.

The debate over how to apply the Fourth Amendment continues in the 21st century. For example, the USA PATRIOT Act of 2001 was passed in response to the terrorist attacks of September 11. It expanded the government's ability to monitor certain individuals' phone calls and e-mails without a warrant. In 2005, Congress voted to reauthorize the act. Portions of the act had been set to expire. Congress required that several new clauses intended to protect Americans' civil liberties be added. Even years later, however, debate continues over whether the privacy limits of the act should be expanded or further limited.



Your right to privacy extends to your e-mails and cellular phone calls in most—but not all—cases.

ANALYSIS SKILL

EVALUATING THE LAW

1. Do you think the government should be allowed to read people's e-mails without a search warrant? How might this help with national-security concerns? How could it affect your privacy?
2. Do you think the authors of the Fourth Amendment would write it differently today? Explain your opinion.

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THE UNITED STATES CONSTITUTION



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An Uncle Sam mechanical bank

LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.



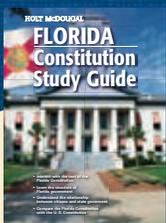
SS.7.C.2.5; SS.7.C.3.3; SS.7.C.3.4;
SS.7.C.3.5; SS.7.C.3.6; SS.7.C.3.7;
SS.7.C.3.11, SS.7.C.3.14; SS.7.C.4.1;
LA.7.1.6.2

The Constitution of the United States

Preamble

The short and dignified preamble explains the goals of the new government under the Constitution.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



Compare the U.S. Constitution and the Florida Constitution using Holt McDougal's *Florida Constitution Study Guide*.

Note: The parts of the Constitution that have been lined through are no longer in force or no longer apply because of later amendments. The titles of the sections and articles are added for easier reference.

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

Article I The Legislature

Section 1. Congress

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives

1. Elections The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

2. Qualifications No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

3. Number of Representatives Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, ~~which shall be determined by adding to the whole Number of free Persons, including those bound to Service¹ for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.² The actual Enumeration³ shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.~~

4. Vacancies When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

5. Officers and Impeachment The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of impeachment.

Legislative Branch

Article I explains how the legislative branch, called Congress, is organized. The chief purpose of the legislative branch is to make laws. Congress is made up of the Senate and the House of Representatives.

The House of Representatives

The number of members each state has in the House is based on the population of the individual state. In 1929 Congress permanently fixed the size of the House at 435 members.

Vocabulary

¹ **those bound to Service** indentured servants

² **all other Persons** slaves

³ **Enumeration** census or official population count

Section 3. The Senate

1. Number of Senators The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

2. Classifying Terms Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

3. Qualifications No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

4. Role of Vice President The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

5. Officers The Senate shall choose their other Officers, and also a President **pro tempore**,⁴ in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

6. Impeachment Trials The Senate shall have the sole Power to try all **Impeachments**.⁵ When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

7. Punishment for Impeachment Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

The Vice President

The only duty that the Constitution assigns to the vice president is to preside over meetings of the Senate. Modern presidents have usually given their vice presidents more responsibilities.

EXPLORING THE DOCUMENT

If the House of Representatives charges a government official with wrongdoing, the Senate acts as a court to decide if the official is guilty.

How does the power of impeachment represent part of the system of checks and balances?

Vocabulary

⁴ **pro tempore** temporarily

⁵ **Impeachments** official accusations of federal wrongdoing

Federal Office Terms and Requirements

QUICK FACTS

Position	Term	Minimum Age	Residency	Citizenship
President	4 years	35	14 years in the U.S.	natural-born
Vice President	4 years	35	14 years in the U.S.	natural-born
Supreme Court Justice	unlimited	none	none	none
Senator	6 years	30	state in which elected	9 years
Representative	2 years	25	state in which elected	7 years

Section 4. Congressional Elections

1. Regulations The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

2. Sessions ~~The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.~~

Section 5. Rules/Procedures

1. Quorum Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a **Quorum**⁶ to do Business; but a smaller Number may **adjourn**⁷ from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

2. Rules and Conduct Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

3. Records Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

4. Adjournment Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. Payment

1. Salary The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

2. Restrictions No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the **Emoluments**⁸ whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his **Continuance**⁹ in Office.

Vocabulary

⁶**Quorum** the minimum number of people needed to conduct business

⁷**adjourn** to stop indefinitely

⁸**Emoluments** salary

⁹**Continuance** term

Vocabulary

- ¹⁰ **Bills** proposed laws
- ¹¹ **Duties** tariffs
- ¹² **Imposts** taxes
- ¹³ **Excises** internal taxes on the manufacture, sale, or consumption of a commodity
- ¹⁴ **Rule of Naturalization** a law by which a foreign-born person becomes a citizen
- ¹⁵ **Securities** bonds

EXPLORING THE DOCUMENT

The veto power of the president is one of the important checks and balances in the Constitution. **Why do you think the framers included the ability of Congress to override a veto?**

Section 7. How a Bill Becomes a Law

1. Tax Bills All **Bills**¹⁰ for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

2. Lawmaking Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

3. Role of the President Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

How a Bill Becomes a Law

- 1** A member of the House or the Senate introduces a bill and refers it to a committee.
- 2** The House or Senate Committee may approve, rewrite, or kill the bill.



- 3** The House or the Senate debates and votes on its version of the bill.
- 4** House and Senate conference committee members work out the differences between the two versions.
- 5** Both houses of Congress pass the revised bill.



Section 8.

Powers Granted to Congress

1. Taxation The Congress shall have Power to lay and collect Taxes, **Duties**,¹¹ **Imposts**¹² and **Excises**,¹³ to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

2. Credit To borrow Money on the credit of the United States;

3. Commerce To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

4. Naturalization and Bankruptcy To establish an uniform **Rule of Naturalization**,¹⁴ and uniform Laws on the subject of Bankruptcies throughout the United States;

5. Money To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

6. Counterfeiting To provide for the Punishment of counterfeiting the **Securities**¹⁵ and current Coin of the United States;

7. Post Office To establish Post Offices and post Roads;

8. Patents and Copyrights To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

9. Courts To constitute Tribunals inferior to the supreme Court;

10. International Law To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

LINKING TO TODAY

Native Americans and the Commerce Clause

The commerce clause gives Congress the power to “regulate Commerce with . . . the Indian Tribes.” The clause has been interpreted to mean that the states cannot tax or interfere with businesses on Indian reservations, but that the federal government can. It also allows American Indian nations to develop their own governments and laws. These laws, however, can be challenged in federal court. Although reservation land usually belongs to the government of the Indian group, it is administered by the U.S. government.

Drawing Conclusions How would you describe the status of American Indian nations under the commerce clause?

EXPLORING THE DOCUMENT

While the president is considered the country’s foreign policy leader, Congress is chiefly responsible for creating U.S. domestic policy. Domestic policy deals with issues directly related to a nation. Examples of domestic policies include laws and programs related to education, health care, and law enforcement.

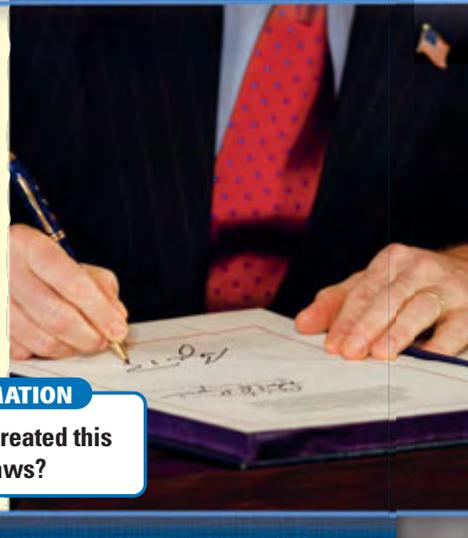


- 6 The president signs or vetoes the bill.
- 7 Two-thirds majority vote of Congress is needed to approve a vetoed bill. Bill becomes a law.

ANALYSIS SKILL

ANALYZING INFORMATION

Why do you think the framers created this complex system for adopting laws?



Vocabulary

¹⁶ **Letters of Marque and Reprisal** documents issued by governments allowing merchant ships to arm themselves and attack ships of an enemy nation

The Elastic Clause

The framers of the Constitution wanted a national government that was strong enough to be effective. This section lists the powers given to Congress. The last portion of Section 8 contains the so-called elastic clause.

11. War To declare War, grant **Letters of Marque and Reprisal**,¹⁶ and make Rules concerning Captures on Land and Water;

12. Army To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

13. Navy To provide and maintain a Navy;

14. Regulation of the Military To make Rules for the Government and Regulation of the land and naval Forces;

15. Militia To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

16. Regulation of the Militia To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

17. District of Columbia To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

18. Necessary and Proper Clause To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

The Elastic Clause

The elastic clause has been stretched (like elastic) to allow Congress to meet changing circumstances.

Section 9. Powers Denied Congress

1. Slave Trade The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight; but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

2. Habeas Corpus The Privilege of the **Writ of Habeas Corpus**¹⁷ shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

3. Illegal Punishment No **Bill of Attainder**¹⁸ or **ex post facto Law**¹⁹ shall be passed.

4. Direct Taxes No **Capitation**,²⁰ or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

5. Export Taxes No Tax or Duty shall be laid on Articles exported from any State.

6. No Favorites No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

7. Public Money No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

8. Titles of Nobility No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. Powers Denied the States

1. Restrictions No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

2. Import and Export Taxes No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

3. Peacetime and War Restraints No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

EXPLORING THE DOCUMENT

Although Congress has implied powers, there are also limits to its powers. Section 9 lists powers that are denied to the federal government. Several of the clauses protect the people of the United States from unjust treatment. **In what ways does the Constitution limit the powers of the federal government?**

Vocabulary

¹⁷**Writ of Habeas Corpus** a court order that requires the government to bring a prisoner to court and explain why he or she is being held

¹⁸**Bill of Attainder** a law declaring that a person is guilty of a particular crime

¹⁹**ex post facto Law** a law that is made effective prior to the date that it was passed and therefore punishes people for acts that were not illegal at the time

²⁰**Capitation** a direct uniform tax imposed on each head, or person

Executive Branch

The president is the chief of the executive branch. It is the job of the president to enforce the laws. The framers wanted the president's and vice president's terms of office and manner of selection to be different from those of members of Congress. They decided on four-year terms, but they had a difficult time agreeing on how to select the president and vice president. The framers finally set up an electoral system, which varies greatly from our electoral process today.

Presidential Elections

In 1845 Congress set the Tuesday following the first Monday in November of every fourth year as the general election date for selecting presidential electors.

Article II The Executive

Section 1. The Presidency

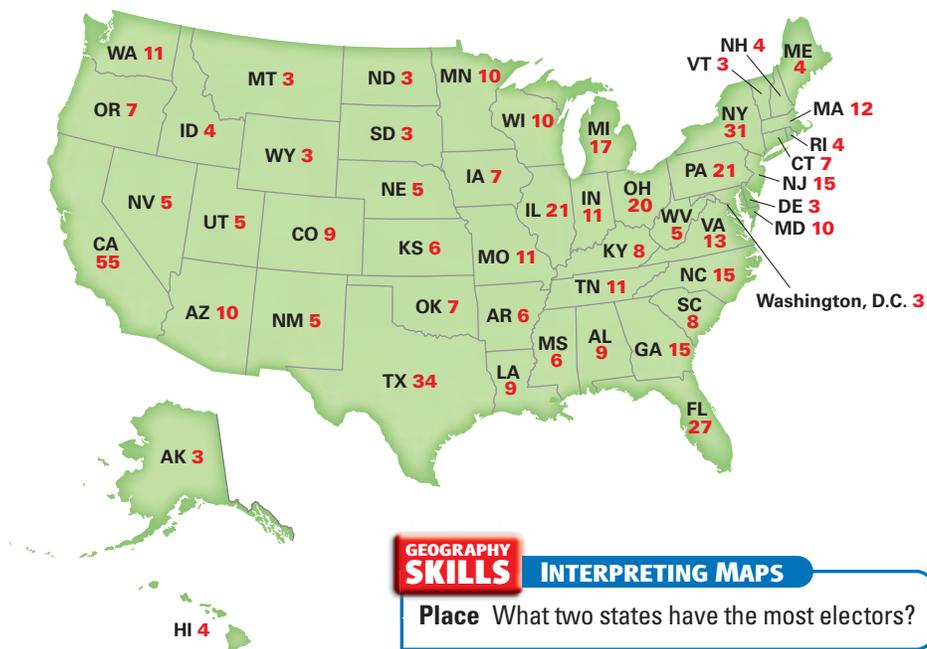
1. Terms of Office The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

2. Electoral College Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

3. Former Method of Electing President The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall

The Electoral College

11 Number of Electors



GEOGRAPHY SKILLS

INTERPRETING MAPS

Place What two states have the most electors?

then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President.

4. Election Day The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

5. Qualifications No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

6. Succession In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

7. Salary The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

8. Oath of Office Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

**EXPLORING
THE DOCUMENT**

The youngest elected

president was John F. Kennedy; he was 43 years old when he was inaugurated. (Theodore Roosevelt was 42 when he assumed office after the assassination of McKinley.)

What is the minimum required age for the office of president?

Presidential Salary

In 1999 Congress voted to set future presidents' salaries at \$400,000 per year. The president also receives an annual expense account. The president must pay taxes only on the salary.

Commander in Chief

Today the president is in charge of the army, navy, air force, marines, and coast guard. Only Congress, however, can decide if the United States will declare war.

Appointments

Most of the president's appointments to office must be approved by the Senate.

Vocabulary

²¹ **Reprieves** delays of punishment

²² **Pardons** releases from the legal penalties associated with a crime

The State of the Union

Every year the president presents to Congress a State of the Union message. In this message, the president introduces and explains a legislative plan for the coming year.

Section 2. Powers of Presidency

1. Military Powers The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant **Reprieves**²¹ and **Pardons**²² for Offences against the United States, except in Cases of Impeachment.

2. Treaties and Appointments He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

3. Vacancies The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. Presidential Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. Impeachment

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III The Judiciary

Section 1. Federal Courts and Judges

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. Authority of the Courts

1. General Authority The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States —between a State and Citizens of another State; —between Citizens of different States;—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

2. Supreme Authority In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Judicial Branch

The Articles of Confederation did not set up a federal court system. One of the first points that the framers of the Constitution agreed upon was to set up a national judiciary. In the Judiciary Act of 1789, Congress provided for the establishment of lower courts, such as district courts, circuit courts of appeals, and various other federal courts. The judicial system provides a check on the legislative branch: it can declare a law unconstitutional.

Federal Judicial System

QUICK
FACTS

Supreme Court

Reviews cases appealed from lower federal courts and highest state courts

Courts of Appeals

Review appeals from district courts

District Courts

Hold trials

SS.7.C.3.11
Diagram the levels, functions, and powers of courts at the state and federal levels.

3. Trial by Jury The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason

1. Definition Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

2. Punishment The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work **Corruption of Blood**,²³ or Forfeiture except during the Life of the Person attainted.

Article IV Relations among States

Section 1. State Acts and Records

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. Rights of Citizens

1. Citizenship The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

2. Extradition A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

3. Fugitive Slaves No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Vocabulary

²³ **Corruption of Blood** punishing the family of a person convicted of treason

The States

States must honor the laws, records, and court decisions of other states. A person cannot escape a legal obligation by moving from one state to another.

EXPLORING THE DOCUMENT

The framers wanted to ensure that citizens could determine how state governments would operate. **How does the need to respect the laws of each state support the principle of popular sovereignty?**

Federalism

QUICK
FACTS

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

National

- Declare war
- Maintain armed forces
- Regulate interstate and foreign trade
- Admit new states
- Establish post offices
- Set standard weights and measures
- Coin money
- Establish foreign policy
- Make all laws necessary and proper for carrying out delegated powers

Shared

- Maintain law and order
- Levy taxes
- Borrow money
- Charter banks
- Establish courts
- Provide for public welfare

State

- Establish and maintain schools
- Establish local governments
- Regulate business within the state
- Make marriage laws
- Provide for public safety
- Assume other powers not delegated to the national government nor prohibited to the states

ANALYSIS
SKILL

ANALYZING INFORMATION

Why does the power to declare war belong only to the national government?

Section 3. New States

1. Admission New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

2. Congressional Authority The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. Guarantees to the States

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

EXPLORING
THE DOCUMENT

In a republic, voters elect representatives to act in their best interest. **How does Article IV protect the practice of republicanism in the United States?**

**EXPLORING
THE DOCUMENT**

America's
founders

may not have realized how long the Constitution would last, but they did set up a system for changing or adding to it. They did not want to make it easy to change the Constitution. **By what methods may the Constitution be amended? Under what sorts of circumstances do you think an amendment might be necessary?**

National Supremacy

One of the biggest problems facing the delegates to the Constitutional Convention was the question of what would happen if a state law and a federal law conflicted. Which law would be followed? Who would decide? The second clause of Article VI answers those questions. When a federal law and a state law disagree, the federal law overrides the state law. The Constitution and other federal laws are the "supreme Law of the Land." This clause is often called the supremacy clause.

SS.7.C.3.5 Explain the Constitutional amendment process.

Article V Amending the Constitution

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI Supremacy of National Government

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Amending the U.S. Constitution

**QUICK
FACTS**

Amendments can be proposed by

Congress



with a two-thirds
vote in each house

**National
Convention**



called by Congress
at the request of
two-thirds of the
state legislatures

or

Ratified by

Legislatures
of three-fourths
of the states

or

Conventions
in three-fourths
of the states

**Amendment is added
to the Constitution.**

Article VII Ratification

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

George Washington—
President and deputy from Virginia

Delaware

George Read
Gunning Bedford Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland

James McHenry
Daniel of
St. Thomas Jenifer
Daniel Carroll

Virginia

John Blair
James Madison Jr.

North Carolina

William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina

John Rutledge
Charles Cotesworth
Pinckney
Charles Pinckney
Pierce Butler

Georgia

William Few
Abraham Baldwin

New Hampshire

John Langdon
Nicholas Gilman

Massachusetts

Nathaniel Gorham
Rufus King

Connecticut

William Samuel Johnson
Roger Sherman

New York

Alexander Hamilton

New Jersey

William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania

Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris

Attest:

William Jackson,
Secretary

Ratification

The Articles of Confederation called for all 13 states to approve any revision to the Articles. The Constitution required that 9 out of the 13 states would be needed to ratify the Constitution. The first state to ratify was Delaware, on December 7, 1787. Almost two-and-a-half years later, on May 29, 1790, Rhode Island became the last state to ratify the Constitution.

Constitutional Amendments

Note: The first 10 amendments to the Constitution were ratified on December 15, 1791, and form what is known as the Bill of Rights.

Bill of Rights

One of the conditions set by several states for ratifying the Constitution was the inclusion of a bill of rights. Many people feared that a stronger central government might take away basic rights of the people that had been guaranteed in state constitutions.

EXPLORING THE DOCUMENT

The First Amendment forbids Congress from making any “law respecting an establishment of religion” or restraining the freedom to practice religion as one chooses. **Why is freedom of religion an important right?**

Rights of the Accused

The Fifth, Sixth, and Seventh Amendments describe the procedures that courts must follow when trying people accused of crimes.

Vocabulary

²⁴ **quartered** housed

²⁵ **Warrants** written orders authorizing a person to make an arrest, a seizure, or a search

²⁶ **infamous** disgraceful

²⁷ **indictment** the act of charging with a crime

Amendments 1–10. The Bill of Rights

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be **quartered**²⁴ in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no **Warrants**²⁵ shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise **infamous**²⁶ crime, unless on a presentment or **indictment**²⁷ of a Grand Jury, except in

Fundamental Liberties

Freedom of Religion

Freedom of Speech



cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously **ascertained**²⁸ by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Trials

The Sixth Amendment makes several guarantees, including a prompt trial and a trial by a jury chosen from the state and district in which the crime was committed.

Vocabulary

²⁸ **ascertained** found out

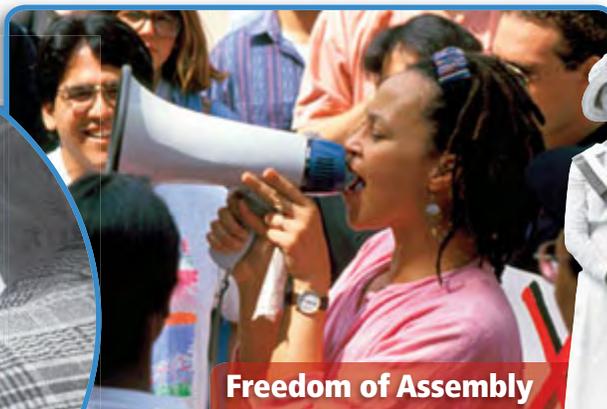
EXPLORING THE DOCUMENT

The Ninth and Tenth

Amendments were added because not every right of the people or of the states could be listed in the Constitution. **How do the Ninth and Tenth Amendments limit the power of the federal government?**



Freedom of the Press



Freedom of Assembly



Freedom to Petition the Government

ANALYSIS SKILL

ANALYZING INFORMATION

Which amendment guarantees these fundamental freedoms?

Amendments to the U.S. Constitution

The Constitution has been amended only 27 times since it was ratified more than 200 years ago. Amendments help the structure of the government change along with the values of the nation's people. Read the time line below to learn how each amendment changed the government.



Amendments 11–27

Amendment XI

Passed by Congress March 4, 1794. Ratified February 7, 1795.

The Judicial power of the United States shall not be **construed**²⁹ to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XII

Passed by Congress December 9, 1803. Ratified June 15, 1804.

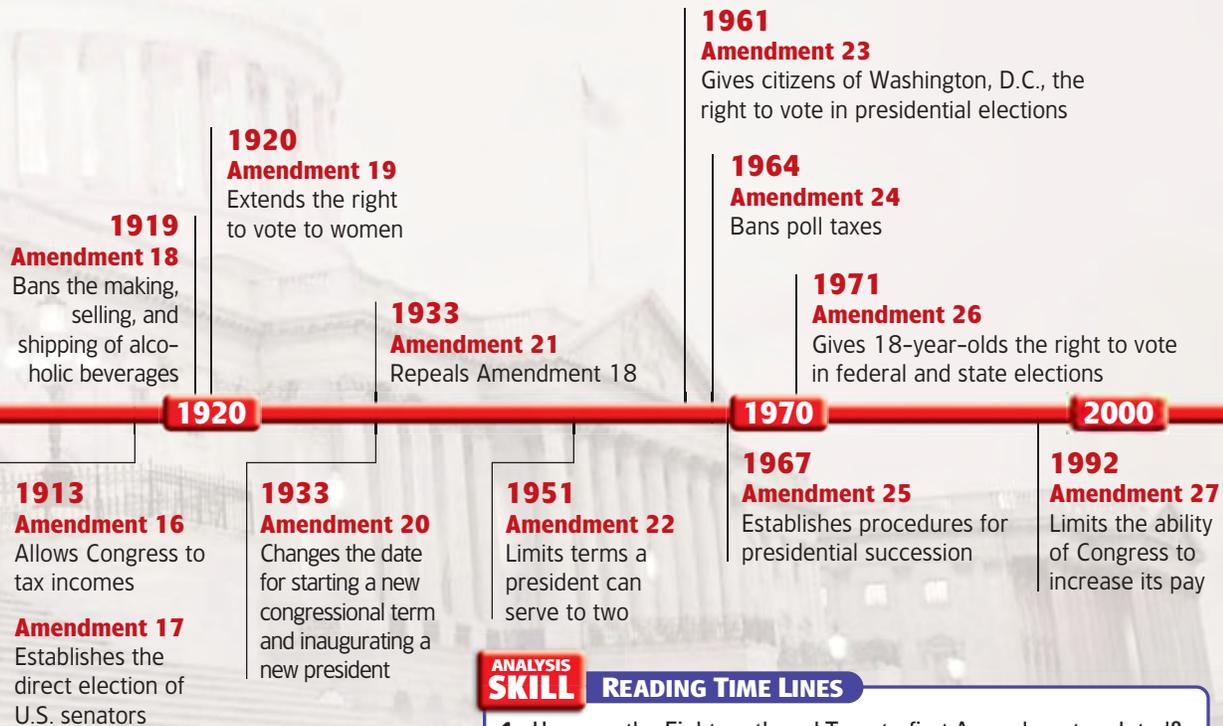
The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—the President of the Senate shall, in the presence of the

Vocabulary

²⁹ **construed** explained or interpreted

President and Vice President

The Twelfth Amendment changed the election procedure for president and vice president.



ANALYSIS SKILL READING TIME LINES

1. How are the Eighteenth and Twenty-first Amendments related?
2. Which amendments relate to the right to vote?

Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. ~~And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President.~~—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Abolishing Slavery

Although some slaves had been freed during the Civil War, slavery was not abolished until the Thirteenth Amendment took effect.

Protecting the Rights of Citizens

In 1833 the Supreme Court ruled that the Bill of Rights limited the federal government but not the state governments. This ruling was interpreted to mean that states were able to keep African Americans from becoming state citizens and keep the Bill of Rights from protecting them. The Fourteenth Amendment defines citizenship and prevents states from interfering in the rights of citizens of the United States.

Vocabulary

³⁰ **involuntary servitude**
being forced to work against one's will

Amendment XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

1. Slavery Banned Neither slavery nor **involuntary servitude**,³⁰ except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Enforcement Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

1. Citizenship Defined All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

2. Voting Rights Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, ~~excluding Indians not taxed~~. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the ~~male~~ inhabitants of such State, ~~being twenty-one years of age~~, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such ~~male~~ citizens shall bear to the whole number of ~~male~~ citizens ~~twenty-one years of age~~ in such State.

3. Rebels Banned from Government No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

4. Payment of Debts The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and

The Reconstruction Amendments

The Thirteenth, Fourteenth, and Fifteenth Amendments are often called the Reconstruction Amendments. This is because they arose during Reconstruction, the period of American history following the Civil War. The country was reconstructing itself after that terrible conflict. A key aspect of Reconstruction was extending the rights of citizenship to former slaves.

The Thirteenth Amendment banned slavery. The Fourteenth Amendment required states to respect the freedoms listed in the Bill of Rights, thus preventing states from denying rights to African Americans. The Fifteenth Amendment gave African American men the right to vote.



African Americans participate in an election.

ANALYSIS
SKILL

ANALYZING INFORMATION

Why was the Thirteenth Amendment needed?

bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

5. Enforcement The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Amendment XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

1. Voting Rights The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

2. Enforcement The Congress shall have the power to enforce this article by appropriate legislation.

**EXPLORING
THE DOCUMENT**

The Seventeenth Amendment requires that senators be elected directly by the people instead of by the state legislatures. **What principle of our government does the Seventeenth Amendment protect?**

Prohibition

Although many people believed that the Eighteenth Amendment was good for the health and welfare of the American people, it was repealed 14 years later.

Amendment XVI

Passed by Congress July 2, 1909. Ratified February 3, 1913.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment XVII

Passed by Congress May 13, 1912. Ratified April 8, 1913.

1. Senators Elected by Citizens The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

2. Vacancies When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

3. Future Elections This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII

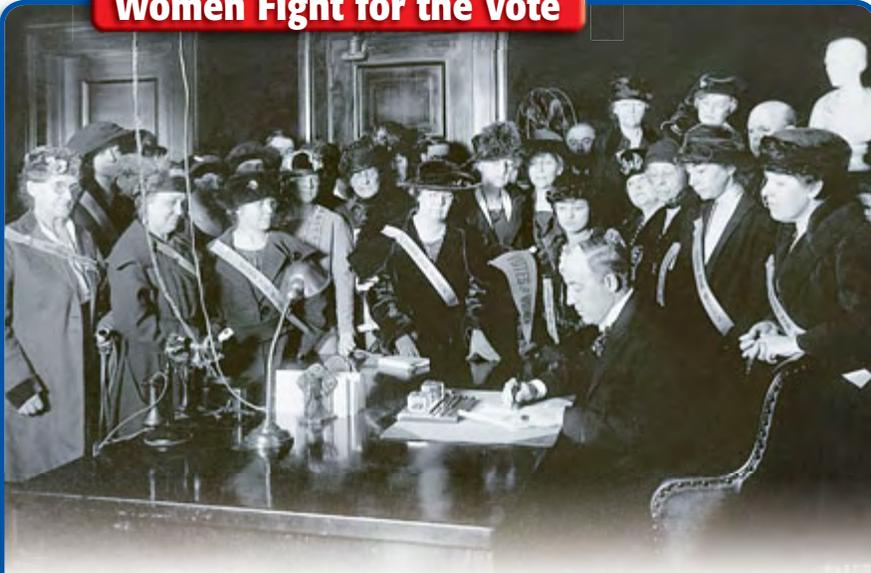
Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by Amendment XXI.

1. Liquor Banned After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

2. Enforcement The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

3. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Women Fight for the Vote



To become part of the Constitution, a proposed amendment must be ratified by three-fourths of the states. Here, suffragists witness Kentucky governor Edwin P. Morrow signing the Nineteenth Amendment in January 1920. By June of that year, enough states had ratified the amendment to make it part of the Constitution. American women, after generations of struggle, had finally won the right to vote.

ANALYSIS SKILL

ANALYZING INFORMATION

What right did the Nineteenth Amendment grant?

Amendment XIX

Passed by Congress June 4, 1919. Ratified August 18, 1920.

1. Voting Rights The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

2. Enforcement Congress shall have power to enforce this article by appropriate legislation.

Amendment XX

Passed by Congress March 2, 1932. Ratified January 23, 1933.

1. Presidential Terms The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Women's Suffrage

Abigail Adams and others were disappointed that the Declaration of Independence and the Constitution did not specifically include women. It took many years and much campaigning before suffrage for women was finally achieved.

Taking Office

In the original Constitution, a newly elected president and Congress did not take office until March 4, which was four months after the November election. The officials who were leaving office were called lame ducks because they had little influence during those four months. The Twentieth Amendment changed the date that the new president and Congress take office. Members of Congress now take office during the first week of January, and the president takes office on January 20.

2. Meeting of Congress The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

3. Succession of Vice President If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

4. Succession by Vote of Congress The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

5. Ratification Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

6. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment XXI

Passed by Congress February 20, 1933. Ratified December 5, 1933.

1. 18th Amendment Repealed The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

2. Liquor Allowed by Law The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

3. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XXII

Passed by Congress March 21, 1947. Ratified February 27, 1951.

1. Term Limits No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

2. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

After Franklin D. Roosevelt was elected to four consecutive terms, limits were placed on the number of terms a president could serve.



Amendment XXIII

Passed by Congress June 16, 1960. Ratified March 29, 1961.

1. District of Columbia Represented The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

EXPLORING THE DOCUMENT

From the time of President

George Washington's administration, it was a custom for presidents to serve no more than two terms in office. Franklin D. Roosevelt, however, was elected to four terms. The Twenty-second Amendment restricted presidents to no more than two terms in office. **Why do you think citizens chose to limit the power of the president in this way?**

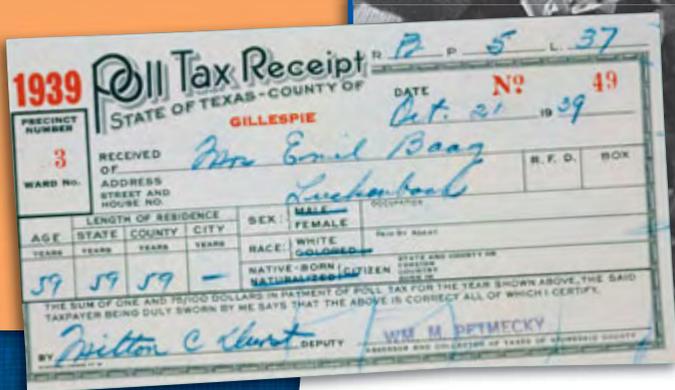
Voting Rights

Until the ratification of the Twenty-third Amendment, the people of Washington, D.C., could not vote in presidential elections.

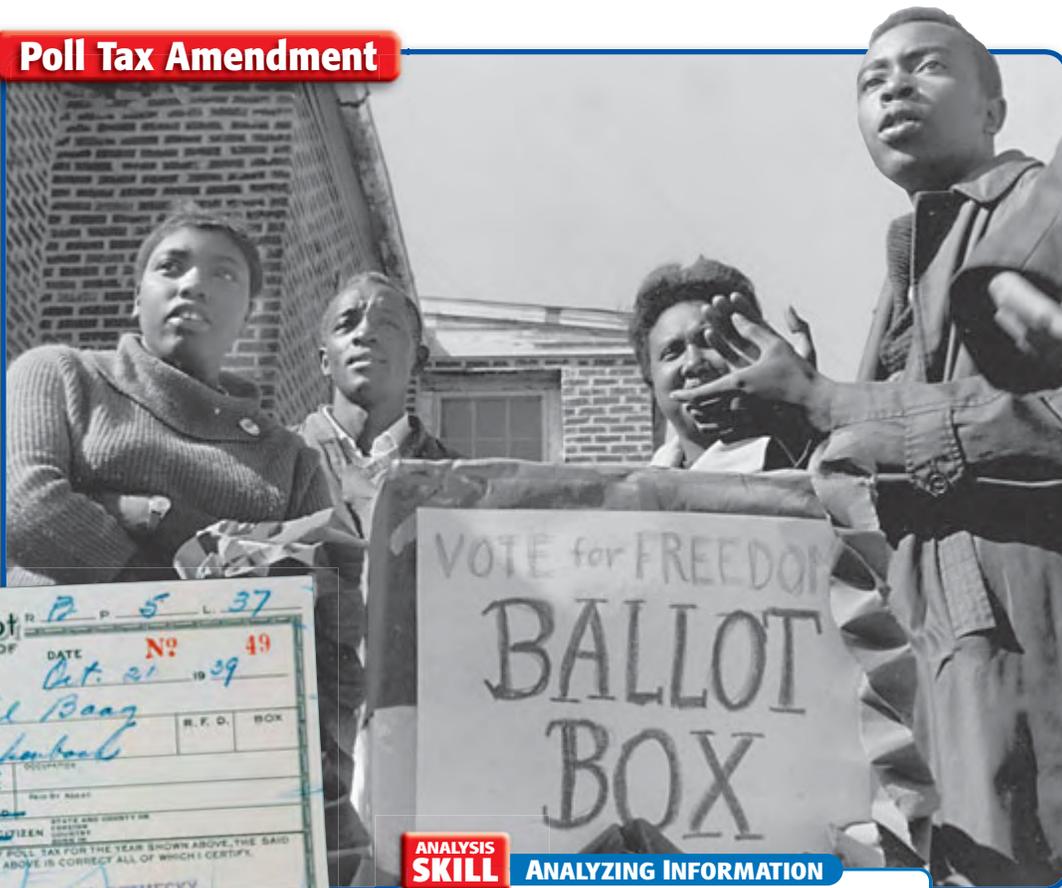
Poll Tax Amendment

Poll taxes were used to deny many poor Americans, including African Americans and Hispanic Americans, their right to vote. These taxes were made unconstitutional by the Twenty-fourth Amendment.

The American GI Forum
Says:  BUY
YOUR
POLL TAX



1939 Poll Tax Receipt R 12 P 5 L 37
STATE OF TEXAS - COUNTY OF GILLESPIE DATE N^o 49
PRECINCT NUMBER 3 RECEIVED OF Mr. Emil Boag R. F. D. BOX
WARD No. ADDRESS Street and House No. Luchambau
LENGTH OF RESIDENCE SEX: MALE FEMALE
AGE STATE COUNTY CITY Paid by Agent
YEARS YEARS YEARS YEARS RACE: WHITE COLORED
59 59 59 - NATIVE-BORN CITIZEN NATURALIZED
THE SUM OF ONE AND 75/100 DOLLARS IN PAYMENT OF POLL TAX FOR THE YEAR SHOWN ABOVE, THE SAID TAXPAYER BEING DULY SWORN BY ME SAYS THAT THE ABOVE IS CORRECT ALL OF WHICH I CERTIFY.
By: Milton C. Hunt DEPUTY W. M. DEPTMECKY
RECEIVED AND OFFICER OF TAXES OF GILLESPIE COUNTY



ANALYSIS
SKILL

ANALYZING INFORMATION

How did poll taxes deny poor Americans the opportunity to vote?

Presidential Disability

The illness of President Eisenhower in the 1950s and the assassination of President Kennedy in 1963 were the events behind the Twenty-fifth Amendment. The Constitution did not provide a clear-cut method for a vice president to take over for a disabled president or upon the death of a president. This amendment provides for filling the office of the vice president if a vacancy occurs, and it provides a way for the vice president—or someone else in the line of succession—to take over if the president is unable to perform the duties of that office.

Amendment XXIV

Passed by Congress August 27, 1962. Ratified January 23, 1964.

1. Voting Rights The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV

Passed by Congress July 6, 1965. Ratified February 10, 1967.

1. Succession of Vice President In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

2. Vacancy of Vice President Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

3. Written Declaration Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

4. Removing the President Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI

Passed by Congress March 23, 1971. Ratified July 1, 1971.

1. Voting Rights The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXVII

Originally proposed September 25, 1789. Ratified May 7, 1992.

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of representatives shall have intervened.

Expanded Suffrage

The Voting Rights Act of 1970 tried to set the voting age at 18. However, the Supreme Court ruled that the act set the voting age for national elections only, not for state or local elections. The Twenty-sixth Amendment gave 18-year-old citizens the right to vote in all elections.



FLORIDA...

The Story Continues

CHAPTER 3, The United States Constitution

PLACES

1915: Fellsmere allows women to vote—five years before the 19th Amendment. In February 1915 the citizens of Fellsmere approved a city charter that gave women “full and equal privilege for suffrage in municipal elections.” On June 19 of that year, Mrs. Zena Dreier was the first woman in Florida—and south of the Mason-Dixon Line—to vote in a municipal election. In 1919, the 19th Amendment to the U.S. Constitution finally granted voting rights to all American women.

PEOPLE

Present: The Florida governor has the power to veto bills. When a bill comes before the governor, the governor can sign the bill, approve it without signing it, or veto it. A vetoed bill cannot become law unless it is sent back to both houses of the legislature and passed by a two-thirds vote. The governor also has the right to veto certain items in bills dealing with budget expenditures without vetoing the entire bill. This is called a line-item veto. The power to veto is the governor’s strongest constitutional power.

EVENTS

1956: Tallahassee bus boycott. On May 26, 1956, two African American students at Florida A&M University were arrested in Tallahassee because they refused to give up their bus seats to white passengers. The next night a cross was burned outside their home. Within days, Tallahassee’s black citizens had begun boycotting the city’s buses. The boycott lasted mainly from May to December 1956, when the bus company stopped enforcing segregation laws. Buses were officially desegregated in Tallahassee in May 1958.

PEOPLE**1860: Madison S. Perry calls for delegates to Secession Convention.**

The 1860 presidential election of Abraham Lincoln was unpopular in many southern states like Florida, where slavery was legal. White southerners feared that Lincoln would try to end slavery. So in November 1860, Florida Governor Madison S. Perry called for the election of delegates to a convention regarding the state's possible withdrawal from the Union. On January 10, 1861, Florida seceded from the United States of America. By February, Florida and six other southern states had formed a new government, the Confederate States of America.

PLACES**1876: Temple Beth-El becomes first Jewish congregation in Florida.**

The first Jews came to Florida in 1763, settling in Pensacola. Florida's Jewish population grew slowly at first. But in 1876, Temple Beth El was founded in Pensacola as Florida's first Jewish

congregation. By 1940, there were about 25,000 Jews in Florida. Twenty years later, there were 175,000. Today, Florida has the third-largest Jewish population in the U.S.

EVENTS**1838–1968: Florida's constitutions.**

Florida has been ruled by six different constitutions. The first dates from 1838. The 1861 constitution authorized secession. The 1865 version was rejected by Congress; the constitution of 1868 allowed Florida to rejoin the union. An 1885 version was in place until the current constitution was ratified on November 5, 1968.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8-FL20 to unpack all the other standards related to this chapter.

Benchmark SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

What does it mean?

Identify and explain the importance of landmark documents that shaped the English colonists' understanding of the proper role of government. Describe the influential ideas in Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's "Common Sense." Go to Chapter 2, Foundations of Government, for help.



CHAPTER 3

THE UNITED STATES CONSTITUTION

Essential Question What are the goals and structure of the Constitution?



Florida Next Generation Sunshine State Standards

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. **SS.7.C.1.2** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. **SS.7.C.1.6** Interpret the intentions of the Preamble of the Constitution. **SS.7.C.1.7** Describe how the Constitution limits the powers of government through separation of powers and checks and balances. **SS.7.C.1.9** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. **SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government. **SS.7.C.3.3** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. **SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments. **SS.7.C.3.5** Explain the Constitutional amendment process. **SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society. **SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. **SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. **SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*. **SS.7.C.3.13** Compare the constitutions of the United States and Florida. **SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services. **LA.7.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.





HISTORY



America Gets a Constitution

hmsocialstudies.com VIDEO

WHY CIVICS Matters

The United States Constitution created a government flexible enough to change with the times while still guaranteeing your basic rights and the rights of all Americans.



STUDENTS TAKE ACTION

PROTECTING COMMUNITY HEALTH

What would you do if you learned that houses in your community were filled with a gas that causes lung cancer? Think about a plan to protect people in your neighborhood from this health problem.

FOCUS ON WRITING

A NEWSPAPER EDITORIAL It is 1787 and you're writing an editorial for a local newspaper. You want to convince your readers that the new Constitution will be much better than the old Articles of Confederation. In this chapter you'll find the information you need to support your opinion.

Reading Skills

In this chapter you will read about the United States Constitution, the document that outlines the founding principles of our nation and our government. You will learn about the goals of the Constitution, the three branches of

American government, and the role of the Constitution in your world today. As you read the chapter, look for the most important concepts and main ideas. Use organizers or take notes to help you remember them.

Finding Main Ideas

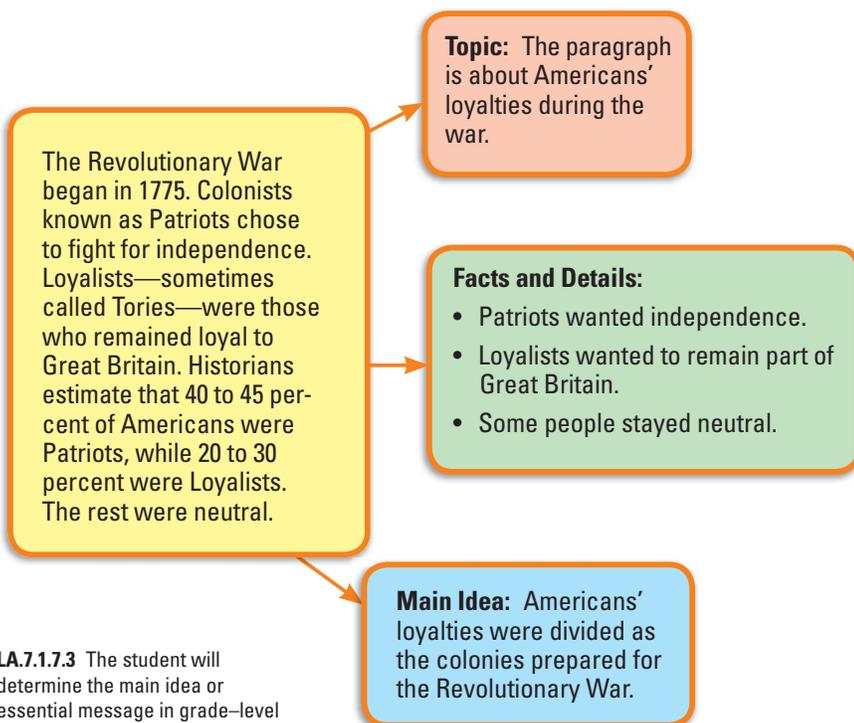
FOCUS ON READING

When you are reading, it is not always necessary to remember every tiny detail of the text. Instead, what you want to remember are the main ideas, the most important concepts around which the text is based. Use the Reading Focus questions at the beginning of each section to help you get started.

Identifying Main Ideas Most paragraphs in civics books include main ideas. Sometimes the main idea is stated clearly in a single sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.

Helpful Hints for Identifying Main Ideas

1. Read the paragraph. Ask yourself, "What is the topic of this paragraph—what is it mostly about?"
2. List the important facts and details that relate to that topic.
3. Ask yourself, "What seems to be the most important point the writer is making about the topic?" Or ask, "If the writer could say only one thing about this paragraph, what would it be?" This is the main idea of the paragraph.



LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

You Try It!

The following passage is from the chapter you are about to read. Read it and then answer the questions below.

In our federalist system, the top layer of government is the national, or federal, government. The federal government makes laws that govern the whole country. The national government is based in our nation's capital, Washington, D.C. It has offices and officials throughout the country and the world.

*From Chapter 3,
pp. 89–90*

The second layer is the state governments. Each state government has authority only over the people who live within that state. The state of California, for example, cannot pass a law governing the people of New York. Each state has its own capital, constitution, and state officials.

After you have read the passage, answer the following questions.

1. The main idea of the second paragraph is stated in a sentence. Which sentence expresses the main idea?
2. What is the first paragraph about? What facts and details are included in the paragraph? Based on your answers to these questions, what is the main idea of the first paragraph?

As you read Chapter 3, identify the main ideas of the paragraphs you are reading.

KEY TERMS

Chapter 3

Section 1

popular sovereignty (p. 87)
Preamble (p. 87)
limited government (p. 88)
majority rule (p. 88)
delegated powers (p. 90)
reserved powers (p. 91)
concurrent powers (p. 91)

Section 2

separation of powers (p. 93)
legislative branch (p. 94)
executive branch (p. 94)
judicial branch (p. 94)
checks and balances (p. 96)
veto (p. 96)
judicial review (p. 97)

Section 3

amendment (p. 100)
repeal (p. 100)
cabinet (p. 101)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter you will learn the following academic word:
federal (p. 89)

SECTION 1



SS.7.C.1.2; SS.7.C.1.6; SS.7.C.1.7; SS.7.C.1.9; SS.7.C.2.13; SS.7.C.3.2;
SS.7.C.3.4; SS.7.C.3.14; LA.7.1.6.1; LA.7.1.7.1

Ideals of the Constitution

BEFORE YOU READ

The Main Idea

The Constitution is an agreement between the citizens of the United States and the government that the people will grant powers to the government. In return, the government is to carry out the goals of the Constitution.

Reading Focus

1. How did the Pilgrims influence the framers of the Constitution?
2. What are the goals of the U.S. government as outlined in the Constitution?
3. What are the powers the Constitution gives to the federal and state governments?

Key Terms

popular sovereignty, *p. 87*
Preamble, *p. 87*
limited government, *p. 88*
majority rule, *p. 88*
delegated powers, *p. 90*
reserved powers, *p. 91*
concurrent powers, *p. 91*

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TAKING NOTES

Use the graphic organizer online to take notes on the ideals of the Constitution.



John Carver, who signed the Mayflower Compact, became the first governor of Plymouth Colony.



What gives the government the right to tell you what to do? You do. In the United States, the government receives its powers from its citizens. As a citizen, you consent, or give your permission, to be governed every time you vote—or choose not to. Your study of civics will help you make good choices at election time.

Pilgrims Influenced the Framers

The *Mayflower*, the tiny ship carrying the Pilgrims to the New World, was supposed to land in what is now called Virginia. Violently blown off course on its voyage from England, the *Mayflower* arrived in Massachusetts Bay instead. The two-month ocean journey tested the faith and spirits of the religious Pilgrims aboard.

Pilgrims Agree to Be Governed

William Bradford, who would soon be governor of the Massachusetts Colony, observed that on the day before their landing, some of the passengers were “not well affected to unity and concord.” That is, they were arguing. The colonists realized that before they got

This painting shows some of the Pilgrims signing the Mayflower Compact.

off their ship, they had better agree on some rules. The group decided that “there should be an association and agreement.” Bradford noted “that we should combine together in one body, and to submit to such government and governors as we should by common consent agree to make and choose . . .”

This was a historic decision. In the 1600s most people were governed or ruled without their consent. These Pilgrims knew they needed some government, so they took the next step. They *willingly* gave their consent to be ruled by a government that they would create.

Mayflower Compact

The agreement that the Pilgrims signed on November 21, 1620, is known as the Mayflower Compact. The citizens of the new colony gave up some of their individual powers to the government they had created. At the same time, they agreed to submit to and obey the government they chose.

The Mayflower Compact includes some of the basic ideals upon which the United States was founded. For example, the Declaration of Independence states that governments should receive their powers from “the consent of the governed.” Later, the framers of the Constitution began that document with the words “We the People” to show that the foundation of their new government was its citizens.

Government Power from the People

“We the People . . .” These three small words are heavy with meaning. Like a stone dropped in a pond, these opening words of the Constitution have rippled throughout time. The phrase has inspired generations of citizens around the world. But what does “We the People” mean?

The framers of the Constitution, following the ideas of the Mayflower Compact, chose these words to make it clear that the United States government gets its power from the American people. Government by **popular sovereignty**, or consent of the governed,

PRIMARY SOURCE

HISTORIC DOCUMENT

The Mayflower Compact

In November 1620 the Pilgrim leaders aboard the Mayflower drafted the Mayflower Compact, the first guidelines for self-government in the English colonies. This excerpt describes the principles of the colony's government.

“We whose names are underwritten, . . . do by these presents [this document] solemnly and mutually in the presence of God, and one of another, covenant [promise] and combine ourselves together into a body politic [government] for our better ordering and preservation and furtherance of the ends aforesaid [mentioned earlier]; and by virtue hereof, to enact, constitute [create], and frame such just and equal laws, ordinances [rules], acts, constitutions, and offices . . . as shall be thought most meet [fitting] and convenient for the general good of the colony unto which we promise all due submission and obedience.

The first part of the excerpt describes how and why the Pilgrims decided to join together to form a government.

The second part of the excerpt describes the purposes of the Pilgrims' government and sets out their promise to be bound by the new government.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why do you think the colonists felt the need to establish a government for themselves?

is one of our nation's most cherished ideals.

“We the People” appears in the Preamble of the Constitution. The **Preamble** is an introduction that explains why the U.S. Constitution was written. It outlines the principle of popular sovereignty when it states that the American people “do ordain [authorize] and establish this Constitution.” Government, once established by the free choice of the people, then serves the people, who have supreme power.

SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.

READING CHECK

Summarizing What did the Pilgrims do that later influenced the framers of the Constitution?

Reaching the Goals of the Constitution

The Constitution is based on important principles that help to ensure government by popular sovereignty. These principles include limited government, majority rule with minority rights, and protection of individual rights.

SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

ACADEMIC VOCABULARY

federal

of or relating to the central government in a system of governing in which powers are divided between different levels of government

Limited Government

Prior to the Magna Carta in 1215, the king of England had nearly unlimited power. To keep the new government from becoming too powerful, the framers created a **limited government**—one with specific restrictions on its power. The principle of limited government is also known as the rule of law. It means that no one is above the law. The rule of law is at the heart of our governmental, legal, and political systems.

Majority Rule with Minority Rights

How can a government resolve disagreements among its citizens? One way is through **majority rule**, the principle that in a disagreement, everyone will accept the decision of the

majority (most of the people). Yet the framers were concerned that a powerful majority could violate the rights of the minority. So they included provisions to protect the rights of the minority and to allow the minority to express its views on issues.

Powers of the People

Our most cherished rights and protections are stated in the Bill of Rights. Added to the Constitution in 1791, the Bill of Rights details the specific freedoms that belong to every United States citizen. It is one of the most influential documents ever written.

READING CHECK Finding the Main Idea

What are the goals of the U.S. government as outlined in the Constitution?

Powers of the Federal and State Governments

As you read in Chapter 2, the delegates to the Constitutional Convention had a problem. The Articles of Confederation were not working. The delegates soon knew they needed a new plan for government.

6 Goals of the Constitution



The Preamble states the goals of the Constitution. These goals reflect the belief that the U.S. government should serve its citizens. They remain the goals of the country today.

Which of these goals do you think is most important? Explain your answer.

1 Form a more perfect union

The new government should be a better union of states than the union created under the Articles of Confederation.

2 Establish justice

The government should make laws and establish a system of courts that is fair to all.

3 Insure domestic tranquility

The government should preserve peace within the country.



The Federal System

The principle of federalism came to the framers first out of necessity and second out of their experiences. They were faced with the problem of needing a strong central government. At the same time, they wanted to keep independent state governments. They also wanted to preserve self-government that had started with the Mayflower Compact.

From their experience, the framers remembered the Revolution. The colonies had fought against—and had defeated—the unwelcome rule of a strong central government. They had rebelled against a king who had tried to run colonial affairs. The framers certainly did not want to create that kind of interfering, powerful central authority. The solution the framers found was federalism, with its division of powers.

The federalist system created by the United States Constitution divides powers between two different levels, the national, or federal, government and the state governments. The top layer of government is the national, or **federal**, government. The federal government makes laws that govern the whole country. The national

ECON 101

Income Tax and Your Paycheck

One power that the Constitution gives to both federal and state governments is that of collecting taxes from citizens. Ratification of the Sixteenth Amendment in 1913 made it legal for the federal government to tax citizens on their income. The majority of states also tax individual income. Nine limit or do not have state income taxes.

When you look at your first paycheck, you may be surprised at the percentage of your salary that goes to the government. In later chapters, you will learn how governments use this money. Learn how to read your paycheck stub by looking for these items:

- **Federal Income Tax**
- **State Income Tax**
- **Social Security Taxes**
(shown as FICA, OASDI, SS, or Soc Sec)
- **Medicare**
- **Local Income Tax**

Get a copy of Form W-4 from the Internal Revenue Service. Read the form to learn about your control over withholdings.

ANALYSIS SKILL

ANALYZING ECONOMICS

Benjamin Franklin once said, “Nothing can be said to be certain, except death and taxes.” What do you think he meant by this?

4 Provide for the common defense

The government should work to protect the country from its enemies.

5 Promote the general welfare

The government should help provide for the well-being of all the people.

6 And secure the blessings of liberty

The government should work to safeguard the freedom of the people.

State Seat Belt Laws

In 1885 American inventor Edward J. Claghorn patented the first seat belt, to prevent people from falling out of horse-drawn carriages traveling on bumpy, unpaved roads. More than 120 years later, seat belt use is higher than ever, thanks in part to legislation requiring the restraints in 49 of the 50 states.

State of Florida officials estimate that seat belts saved 818 lives in Florida in 2008.

Why it Matters

You're probably obeying a law every time you buckle your seat belt. Since the early 1980s, states have taken steps to make sure that their citizens—especially children—are buckled in while driving or riding. In some states, if police stop you for a violation, such as speeding, you can also be ticketed for not wearing a seat belt. In other states, the police can stop you and ticket you just for not being buckled in. These laws have been nicknamed "Click It or Ticket." In some states, everyone in the car must be wearing a belt, whether they're 3 or 93.

In general, the issue of public safety is left to the individual states to regulate. Some people argue that laws that make it illegal not to wear a seat belt violate personal civil liberties. But supporters of seat belt laws point to the fact that states have the responsibility to protect the lives and health of their citizens. One way to do that, they argue, is to require that all people wear their seat belts.

ANALYSIS SKILL EVALUATING THE LAW

1. Why do you think seat belt laws vary from state to state?
2. Do you think a driver's age should affect which passengers have to wear seat belts?

hmsocialstudies.com **ACTIVITY**

government is based in Washington, D.C. It has offices and officials throughout the country and the world.

The second layer is the state governments. Each state government has authority only over the people who live within that state. The state of California, for example, cannot pass a law governing the people of New York. Each state has its own capital, constitution, and state officials.

One of the strong points of our federal system is that the national government can focus on matters of wide, national concern. These include national defense and international trade.

At the state level, each state has a different mix of people, traditions, needs, problems, and resources. Our federal system recognizes those differences and lets states solve local problems based on their own needs.

Federal Government Powers

The powers the Constitution specifically gives to the federal government are called **delegated powers**. For example, only the federal government has the power to print money, control trade with other nations, and provide for the country's defense.

SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.

Under the Articles of Confederation, the central government did not have some of these important powers. That was one of the drawbacks of the Articles. To overcome these problems, the Constitution delegated important powers to the federal government alone. This made the national government stronger. However, the framers also wanted to limit the power of the federal government, to keep it from becoming too powerful.

State Government Powers

The Constitution gives several important powers to the states alone, allowing them to manage their own affairs. For example, states conduct all elections, even for national offices. States alone are responsible for establishing schools. State governments also regulate trade within the states.

The states, or the people, have all the powers that the Constitution does not give specifically to the federal government. These powers are known as **reserved powers** because they are reserved, or set aside, for the states or the people. The state governments, for example, conduct elections, regulate trade within the state, and establish local governments.

Shared Powers

The federal and state governments also share many powers. These powers are known as **concurrent powers**. For example, both the federal and state governments can raise money through taxes. Both have the power to borrow money. The federal and state governments also share the power to establish courts, to create banks, to enforce laws, and to provide for the health and well-being of the American people.

States do pass laws. What happens when a state law disagrees with the Constitution or with a federal law? The state law is invalid. The framers of the Constitution made this clear by stating that the Constitution and the laws of the federal government shall be “the supreme law of the land.”

The Constitution expresses our nation’s commitment to individual freedoms, democracy, and equal justice under the law. The constitutional principle of federalism both grants government powers and limits them. In this way, each level of government can do its part to meet the constitutional commitments.

READING CHECK

Drawing Inferences and

Conclusions Explain why the Constitution sets out the powers granted to the federal and state governments.

SECTION 1 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- Define** Write a brief definition for the terms **popular sovereignty** and **Preamble**.
 - Explain** What did the Pilgrims do that later influenced the framers of the Constitution?
 - Predict** Is a government that states that it receives its power from the people likely to be more stable or less stable than a government that takes power by military force? Explain your reasoning.
- Define** Write a brief definition for the terms **limited government** and **majority rule**.
 - Analyze** Which of the six goals of the Constitution do you think is most important? Give reasons and examples to support your answer.
- Define** Write a brief definition for the terms **delegated powers**, **reserved powers**, and **concurrent powers**.
 - Find the Main Idea** Why is it important that the federal government and the state governments have separate as well as shared powers?

Critical Thinking

- Comparing and Contrasting** Use your notes and a graphic organizer like the one here to identify powers granted to federal and state governments and powers that they share.



FOCUS ON WRITING

- Analyzing Information** Write a poem or song that describes how the ideals of the Constitution affect your life today.

Historical Documents

Origins of the Republic

Some of the basic principles of government contained in the Declaration of Independence and the U.S. Constitution can be found in much earlier documents from Virginia.

Charters of the Virginia Company of London

In 1607 the Virginia Company of London formed the colony of Jamestown in what is now Virginia. The company's charters included the ideas of government by consent of the governed and the right of people to enjoy the fruits of their labor.

In 1619 the company formed a General Assembly at Jamestown. The Jamestown colonists looked to the company charters for rules of government as well as for guarantees of fundamental rights and liberties.

Virginia Declaration of Rights, 1776

The people of Virginia drafted their constitution during the Revolutionary War. The Virginia Declaration of Rights accompanied this constitution. The Declaration of Rights stated that people's inherent rights came from nature rather than government. The declaration also stated that people possess fundamental rights

such as the enjoyment of life, liberty, property, and the pursuit of happiness.

Virginia Statute of Religious Freedom

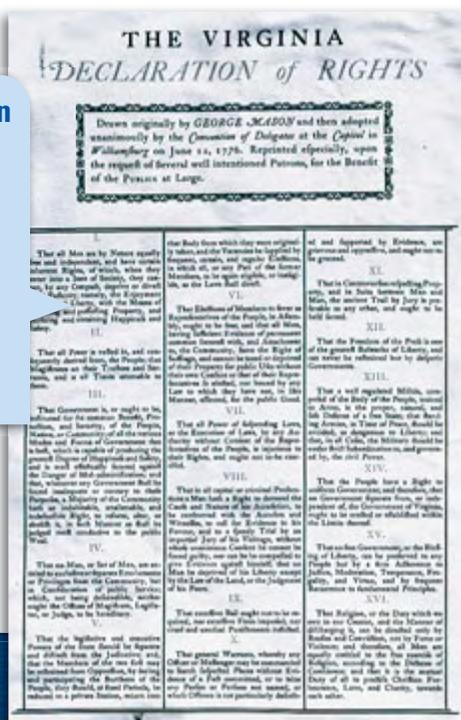
In 1779 Thomas Jefferson drafted the Virginia Statute of Religious Freedom. It was based on the principle that church and state should be separated. This statute was written in reaction against the Virginia legislature's attempts to make taxpayers provide for churches.

Ties to the Constitution

The Virginia documents established important rights and freedoms. However, the Declaration of Independence and U.S. Constitution guarantee freedoms that were left out of these earlier documents. For example, the Bill of Rights grants citizens freedom of speech, the right to assemble, the right to petition the government, the right to a trial by grand jury, and the right to legal representation. These are privileges and rights not mentioned in the earlier documents. Nevertheless, the Virginia documents all embody the principle of government according to rules established in a written document. More importantly, perhaps, they contain ideas about the inherent rights of life, liberty, the pursuit of happiness, and government by consent of the governed. These are core values that have shaped U.S. politics for more than 200 years.

Virginia Declaration of Rights

The Declaration states that "all men are by nature equally free and independent." This idea is also included in the Declaration of Independence.



1. What is the significance of the General Assembly that met in Jamestown, Virginia, in 1619?

2. Why is Thomas Jefferson's Statute of Religious Freedom important today?

3. How might a fundamental or "inherent" right be defined?

SECTION 2



SS.7.C.1.1; SS.7.C.1.7; SS.7.C.3.3; SS.7.C.3.8; SS.7.C.3.12;
LA.7.1.6.1; LA.7.1.7.1

The Three Branches of Government

BEFORE YOU READ

The Main Idea

The Constitution prevents any person, or any part of the government, from taking too much power. It does this by creating three separate branches of the federal government and distributing power among them.

Reading Focus

1. Why does the Constitution provide for the separation of powers?
2. What are the main responsibilities of each of the three branches of government?
3. How does the system of checks and balances work?

Key Terms

separation of powers, *p. 93*
legislative branch, *p. 94*
executive branch, *p. 94*
judicial branch, *p. 94*
checks and balances, *p. 96*
veto, *p. 96*
judicial review, *p. 97*



Use the graphic organizer online to take notes on the separation of powers, the three branches, and checks and balances.



Members of both the Senate and the House of Representatives meet in the House chamber when the president gives his speech.

The nine justices of the U.S. Supreme Court are part of the judicial branch of our government.

The president is the head of the executive branch.

President Barack Obama addresses Congress, the Supreme Court, and other important officials in the annual State of the Union address.

SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.



Why do we have three branches of government? Well, who would protect your rights if the power to make and enforce laws was put in the hands of only one person? What might happen to your freedom of speech or your right to privacy?

Separation of Powers

Having all government power in the same hands is, in James Madison's words, "the very definition of tyranny." The framers of the Constitution agreed with Madison. They could have created a central government with all government power concentrated in one group of people. Many people feared such an all-powerful government.

As a shield against tyranny, the framers created separate branches of the federal government. One branch would write the laws. Another would carry out the laws. A third branch would interpret the laws. This structure is called the **separation of powers**.



Summarizing Why did the framers separate the powers of government?

The Three Branches of Government

The concept of separation of powers had been written into many state constitutions already. For example, Georgia’s constitution stated that, “the legislative, executive, and judiciary departments shall be separate and distinct, so that neither exercise the powers properly belonging to the other.”

SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

The Legislative Branch

“[I]n republican government, the legislative authority necessarily predominates [is supreme],” James Madison wrote in *Federalist* No. 51. The Constitution reflects this idea. Article I of the Constitution creates the U.S. Congress as the **legislative branch**, the lawmaking arm of the federal government. Congress’s functions are described in greater detail in the Constitution than the functions of the other branches. Besides making laws, Congress controls the money for the national government. This gives Congress great power.

The first Congress went right to work in the spring of 1789. In 519 days, it passed laws that helped set up the entire government. It constructed a financial system, organized new departments of the government, wrote the Bill of Rights, dealt with debts from the Revolutionary War, and chose a permanent location for the nation’s capital: Washington, D.C.

The Executive Branch

Once George Washington took office as the nation’s first president, Congress had to figure out how he should be addressed. The Senate came up with “His Highness the President of the United States of America and Protector of the Same.” Opponents in the House of Representatives laughed at the suggestion of this kingly title. So Congress decided on the more modest title we use today: “Mr. President.”

The president is head of the **executive branch** of the government, established by

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.

Article II of the Constitution. The executive branch is responsible for executing, or carrying out, the country’s laws. At first, the executive branch consisted of just the president and the vice president, as specified in the Constitution. Today the executive branch includes 15 executive departments, including the Department of State and the Department of the Treasury. The executive branch also includes thousands of agencies, divisions, commissions, and offices. The most recent addition to the executive branch was the Department of Homeland Security, created in 2002 to guard against terrorism.

The Judicial Branch

The Constitution described relatively little about the third branch of the government. The **judicial branch**, established in Article III, interprets the meaning of the laws passed by Congress and sets punishments for people who break the law.

The Constitution created the Supreme Court as the head of the judicial branch. It also set the limits of judicial power and created a process for appointing judges. Yet it left to Congress the enormous job of actually setting up the system of “lower” courts, those beneath the Supreme Court.

READING CHECK

Comparing and Contrasting

Compare the functions of the three branches of government.

Checks and Balances

When creating the three branches of government, the framers often looked to European philosophers for wisdom about human behavior and its effects on government. One such source was a 1748 work, *The Spirit of the Laws*, written by the French philosopher and judge Baron de Montesquieu. In it Montesquieu described how liberty could be threatened if one branch of government became too hungry for power. He argued for a balance of power among the branches of government.

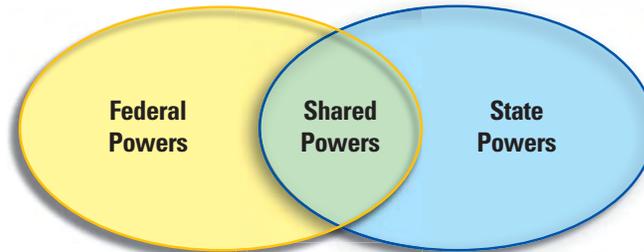
3 Principles of Limited Government

The genius of the U.S. Constitution is that it spreads the powers of government both within the national government and between the federal government and state governments.

SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

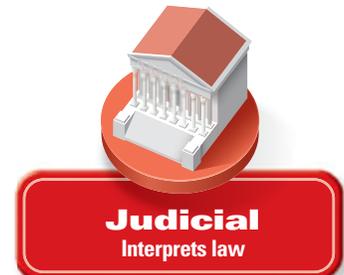
1 Federalism

In our system of government, some powers of government belong only to the federal government, while others belong only to the state governments. Still other powers are shared by both levels of government.



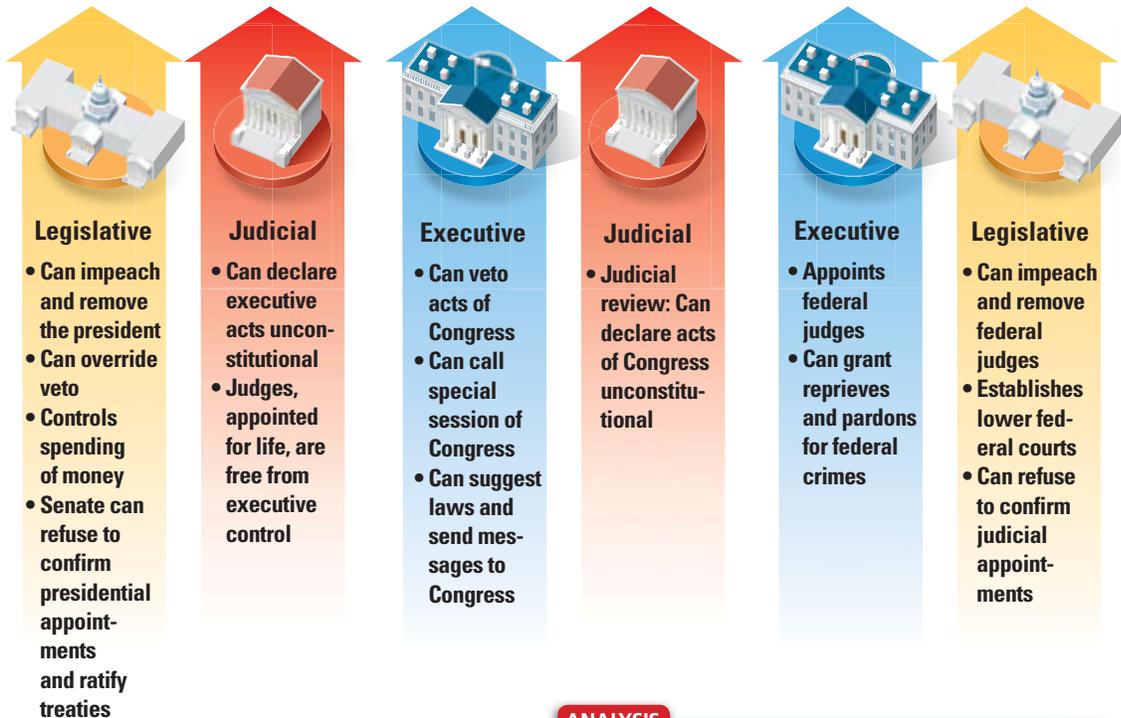
2 Separation of Powers

The powers of government are divided among the executive, legislative, and judicial branches.



3 Checks and Balances

Each of the three branches of government has ways to check, or limit, the powers of the other branches.



ANALYSIS SKILL ANALYZING VISUALS

1. How does the federal system limit the powers of government?
2. What checks does the executive branch have over the other two branches?

A Balance of Power

The framers provided this balance of power in the U.S. Constitution. They gave each government branch powers that limit, or check, the powers of the other two branches. This scheme ensures that no branch of the federal government becomes too powerful. This equal distribution of powers and limits on power is called the system of **checks and balances**.

President Can Check Congress The chart on the previous page shows how the system of checks and balances works. For instance,

Congress has the power to make laws. However, the president has the power to **veto**, or reject, proposed laws. (The Latin word veto means “I forbid.”) With this *veto* power, the president can check the lawmaking power of Congress.

Congress Can Check the President In turn, the Constitution gives Congress a check on the president’s veto power. It allows Congress to override a presidential veto—that is, to pass the law despite the veto. Overriding a veto requires a two-thirds vote of both houses of Congress.

PRIMARY SOURCE

POLITICAL CARTOON

Checks and Balances

This cartoon deals with the principle of executive privilege, which asserts that the president has the right to withhold certain information from Congress.

In June 2007 President George W. Bush invoked executive privilege several times to withhold documents after congressional committees had requested them.



Many in Congress were frustrated by the president's actions because they felt that the claim of executive privilege upset the system of checks and balances set up in the Constitution.

ANALYSIS SKILL ANALYZING POLITICAL CARTOONS

What does this cartoon suggest about the president's attitude toward invoking executive privilege?

Checks, Balances, and the Judicial Branch

The Constitution says relatively little about the judicial branch. However, President Washington believed that setting up the judicial branch was “essential to the happiness of our country and to the stability of its political system.” Congress went to work, passing a law that made the Supreme Court the head of the judicial branch. They set the number of Supreme Court justices at six, including a chief justice. Congress established the lower federal courts and designated their relationship to the state courts. Even when the judicial branch had been created, it was not clear how much power it would have in the checks and balances system. The Supreme Court defined the role of the judicial branch through one major ruling.

The Courts and Judicial Review

In an 1803 case called *Marbury v. Madison*, Chief Justice John Marshall established the principle of **judicial review**. According to this principle, it is up to the courts to review the acts of the other branches of government. The courts decide whether the government has acted correctly.

As a result of *Marbury*, the Supreme Court can check the powers of the other branches. For example, it can decide if laws passed by Congress are constitutional. It can strike down laws that are unconstitutional. The Supreme Court can also determine if an act of the president or members of the executive branch is constitutional. Later in this book you will learn more about how the branches of the federal government check and balance each other.

The Constitution embodies our American ideals of liberty and justice. No government—federal, state, or local—is supposed to act in violation of the Constitution. Sometimes, however, a legislative body passes a law that may or may not be constitutional. Such a law may be challenged in the judicial system.

In some cases, that challenge may go all the way to the U.S. Supreme Court. It is the Supreme Court that enforces the Constitution as the highest law of the land.

READING CHECK

Evaluating Why is the system of checks and balances important to government?

SECTION 2 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- Define** Write a brief definition for the term **separation of powers**.
 - Recall** Why were the framers of the Constitution concerned about concentrating government power in one place?
 - Describe** What is the separation of powers under the U.S. Constitution?
- Define** Write a brief definition for the terms **legislative branch**, **executive branch**, and **judicial branch**.
 - Explain** When it comes to the country's laws, how is the legislative branch's responsibility different from the executive branch's responsibility?
 - Predict** What do you think would happen if a president tried to avoid carrying out a law because he or she thought that the law was unconstitutional?
- Define** Write a brief definition for the terms **checks and balances**, **veto**, and **judicial review**.
 - Explain** Does veto power enable the president to stop any law passed by Congress? Why or why not?
 - Evaluate** How important do you think it is that the Supreme Court can review laws passed by Congress and, if necessary, declare the laws unconstitutional? Explain your answer.

Critical Thinking

- Categorizing** Copy the graphic organizer. Use it to list the powers of each branch of the U.S. government.

Executive	Legislative	Judicial
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FOCUS ON WRITING

- Identifying Points of View** Write a newspaper editorial explaining what might happen if the system of checks and balances were eliminated.

STUDENTS TAKE ACTION

PROJECT Citizen



Improving Community Health

In November 2004, the City Council of Waterloo, Illinois, unanimously passed a resolution. It said, in part, “that any home being sold in Waterloo should be tested with a short-term radon canister so that the quantity of radon in the home may be determined.”

Community Connection Waterloo Junior High students had studied radon gas in their science classes. They learned that radon is the second-leading cause of lung cancer deaths in the United States. All eighth-grade students were offered in their science classes a free radon test canister. They could test for radon gas in their homes. The data they collected showed that 28 percent of the homes tested had radon levels above what is considered safe for human health.

Taking Action Students were disturbed by these results. So they used what they had learned in civics class about local government. They called and met with local officials. They also invited the local media to publish the results of their residential radon study. Then students presented their data to the city council, which passed the radon testing resolution. The next year, another Project Citizen class worked with the county board of commissioners. The board passed a similar resolution at the county level. The efforts of Project Citizen classes had an important result. All new home construction permits in Waterloo, Illinois, must include educational information about installing passive radon-reduction systems.



Students from Waterloo Junior High School explain the results of their radon study to the city council.

SERVICE LEARNING



1. How did the students at Waterloo Junior High use their knowledge of science to help the local community?
2. Why were good relationships with the city government and local media so important to the success of the Waterloo service-learning project?

hmhsocialstudies.com **ACTIVITY**

SECTION 3



SS.7.C.2.4; SS.7.C.3.5; SS.7.C.3.6; SS.7.C.3.7; SS.7.C.3.12;
LA.7.1.6.1; LA.7.1.7.1

An Enduring Document

BEFORE YOU READ

The Main Idea

The Constitution is an enduring document that has met the needs of a changing country for more than 200 years.

Reading Focus

1. How did the framers envision change when writing the Constitution?
2. What are two ways in which the Constitution may be changed?

Key Terms

amendment, p. 100
repeal, p. 100
cabinet, p. 101



TAKING NOTES

Use the graphic organizer online to take notes on the U.S. Constitution.



The framers of the Constitution of the United States knew that we the people might need to change the Constitution. Therefore, they included ways for us to amend the document.

The Constitution of the United States



Our nation has changed greatly since 1787, when the Constitution was written. However, the framers of the Constitution planned a system of government that could adapt to meet changing conditions and changing needs. The U.S. Constitution is truly an enduring document.

Envisioning Change

The authors of the Constitution sat at wooden desks, dipping a quill pen into a bottle of ink to scratch notes on paper made of pressed animal skin. When they finally finished the document, it was copied on wooden

printing presses. It took days or weeks for the copies to be delivered, on horseback or by carriage, to the 13 states.

The Constitution has traveled in time for more than two centuries to the legislators of the present. Today's lawmakers ride in cars and airplanes, talk on cellular phones, and get email on portable electronic devices. Their discussions in Congress appear instantly to millions of people worldwide on television and the Internet. Lawmakers wrestle with issues unimaginable to the nation's founders: What steps should the nation take to protect against nuclear terrorism? How should the government spend its *trillions* of dollars?

FOCUS ON

Like the U.S. Constitution, Florida's constitution includes a list of rights guaranteed to its citizens. However, the Florida constitution lists them first, in Article I. Also, amendments to the constitution work a little differently. Instead of being listed at the end, changes to the Florida constitution are made to the text of the official document, often with explanatory notes.

The framers realized that Americans might someday want or need to change the Constitution. Therefore, they included in the Constitution a process for making changes to it. The framers wrote the document to be adaptable to situations they could never have imagined.

READING CHECK

Drawing Inferences and

Conclusions What are some changes in modern times that the framers could not have foreseen?

Changing the Constitution

Altering the Constitution is difficult. The framers wanted the Constitution to endure the influence of politics and temporary changes of public opinion. The Constitution can be changed in two ways: formally by amendment and informally by government acts or by custom.

The Amendment Process

An **amendment** is a written change made to the Constitution. Article V of the Constitution outlines the process for making amendments. Proposed amendments must be approved by three-fourths of the states. The process can take a long time, and success is never certain. Lawmakers have succeeded in changing the document only 27 times, a small number considering how much the nation has grown and changed.

An amendment may be proposed in two ways:

- Congress can propose an amendment by a two-thirds vote in both houses.
- The legislatures of two-thirds of the states—34 out of 50—can ask Congress to call a national convention to propose an amendment.

After an amendment has been proposed, it must then be ratified, or approved, by the states. There are two ways an amendment may be ratified. The method of ratification must be described in each proposed amendment.

- The proposed amendment can be sent to the state legislatures for approval. All but one of the amendments to the Constitution were approved this way.
- The proposed amendment can be sent to state conventions for consideration.

After an amendment has been ratified by three-fourths (38) of the states, it becomes part of the written Constitution. If the people do not like the effects of an amendment, another amendment can be passed to **repeal**, or cancel, it. The most famous repeal occurred in 1933, when the Twenty-first Amendment was passed to repeal the Eighteenth Amendment, which had banned the production and sale of alcohol.

The Constitution Endures

QUICK FACTS

The framers of the Constitution recognized that as society changed, there had to be a way to make sure that the Constitution endured as the foundation of democracy. These amendments helped expand voting rights.

If the right to vote is expanded or extended today to include more citizens, to whom do you think the right to vote might be given?



Thirteenth, Fourteenth, and Fifteenth Amendments

Ratified 1865, 1868, and 1870 Passed as a result of the Civil War and gave African Americans full citizenship in the United States

Are Public School Uniforms Constitutional?

In his 1996 State of the Union address, President Bill Clinton said, “If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms.”

After President Clinton’s speech, public schools began to require uniforms. They wanted to improve discipline and reduce gang violence. However, critics of the idea, including many teens, argue that students have the right to express themselves through their dress.

The closest Supreme Court case related to this issue is *Tinker v. Des Moines*. There the Court ruled that students had the right to wear black armbands to school to protest the Vietnam War. The Court specifically noted that this quiet protest did not interfere with school operations or the rights of others. Today, some people believe that the *Tinker* decision supports a constitutional right to dress how they want to (within limits). Others believe it protects expression of beliefs, not clothes.

Do you think students are less able to express themselves if they have to wear uniforms? Why?



Interpreting the Constitution

The Constitution does not attempt to cover every possible situation. It sets broad guidelines for governing. A number of changes in the federal government have come about simply through custom and tradition. For example, the Constitution does not call for regular meetings of the executive branch. However, President George Washington

brought these leaders together regularly to serve as his advisers. They are known as the president’s **cabinet**. Since those early days, meetings between the president and the cabinet have been an accepted practice.

Such traditions are seldom written down or passed into law. For this reason, they are sometimes referred to as the “unwritten Constitution.”

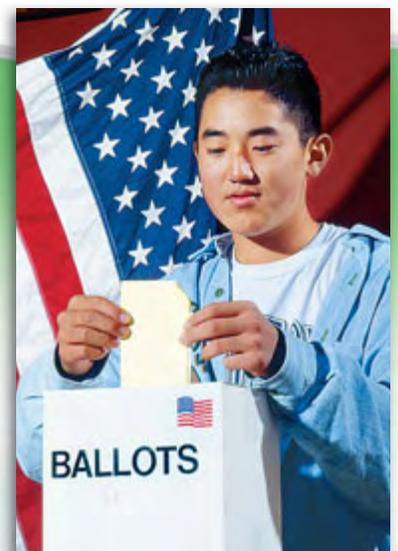


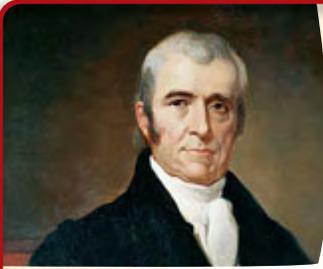
Nineteenth Amendment

Ratified 1920 Gave women the right to vote

Twenty-Sixth Amendment

Ratified 1971 Changed the voting age from 21 to 18





**FOCUS ON
John Marshall
(1755-1835)**

John Marshall was a prominent Federalist. President John Adams appointed Marshall as chief justice of the Supreme Court in

1801. As chief justice, Marshall played a key role in cases such as *Marbury v. Madison*. It established the principle that the Court was an equal branch of government. In the *McCulloch v. Maryland* case, the Court declared that Congress had powers beyond those specifically listed in the Constitution. Marshall's actions and decisions made him one of the most influential Supreme Court justices in U.S. history.

Summarizing How did Marshall increase the power of the Supreme Court?

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmer*, *United States v. Nixon*, and *Bush v. Gore*.

Congress and the Constitution

Congress often applies the Constitution to a particular issue in society. It does this by interpreting whether some passage, or clause, in the Constitution gives Congress the authority to pass a particular law.

For example, the Constitution says nothing about whether all workers should earn a minimum wage. However, the Constitution does give Congress the power to

control trade among the states. Goods made by workers usually travel from one state to another. So Congress decided that the Constitution gives it the power to pass laws affecting working conditions nationwide. This includes wage rates. It then wrote laws establishing a minimum wage.

The Supreme Court has the power to decide if Congress has interpreted the Constitution correctly. The Court's interpretation is final. If the Supreme Court rules that a law is unconstitutional, the law is dead. If the Court upholds the law, it remains in effect.

If the Supreme Court declares an act of Congress unconstitutional, Congress may rewrite the law. If Congress overcomes the Court's objections, the new law will stand. For example, Congress may not pass bills of attainder (laws that punish a person without a jury trial) or ex post facto laws (which make an act a crime after the act has been committed). Congress also may not suspend the writ of habeas corpus. This is a court order requiring the government to bring a prisoner to court and explain why he or she is being held.

READING CHECK

Analyzing Information How can the Constitution be changed?

SECTION 3 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Explain** Why is it important that the framers wrote the Constitution to include a process for changing the Constitution?

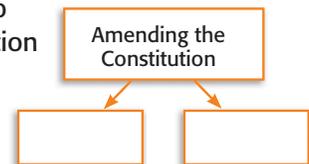
b. Elaborate How have changes in daily life since 1787 changed the problems that lawmakers deal with today?
- a. Define** Write a brief definition for the terms **amendment**, **repeal**, and **cabinet**.

b. Explain What are the two ways that an amendment to the Constitution may be proposed?

c. Predict What might happen if it were easier to amend the Constitution?

Critical Thinking

- 3. Categorizing** Draw a graphic organizer like this one on your own sheet of paper. Then, use your notes to summarize the two ways in which the Constitution can be amended.



FOCUS ON WRITING

- 4. Supporting a Point of View** Imagine that you are a delegate to the Constitutional Convention in Philadelphia in 1787. Write a short speech that will convince the other delegates that it is important to make the Constitution an enduring document.

Reading Flowcharts



SS.7.C.3.5

Learn

A flowchart is a diagram that presents information in a visual, easy-to-understand way. Its main purpose is to show the various steps that a process follows. Once you learn how to read a flowchart, you will be able to trace the movement of a process through time.

Practice

To read a flowchart:

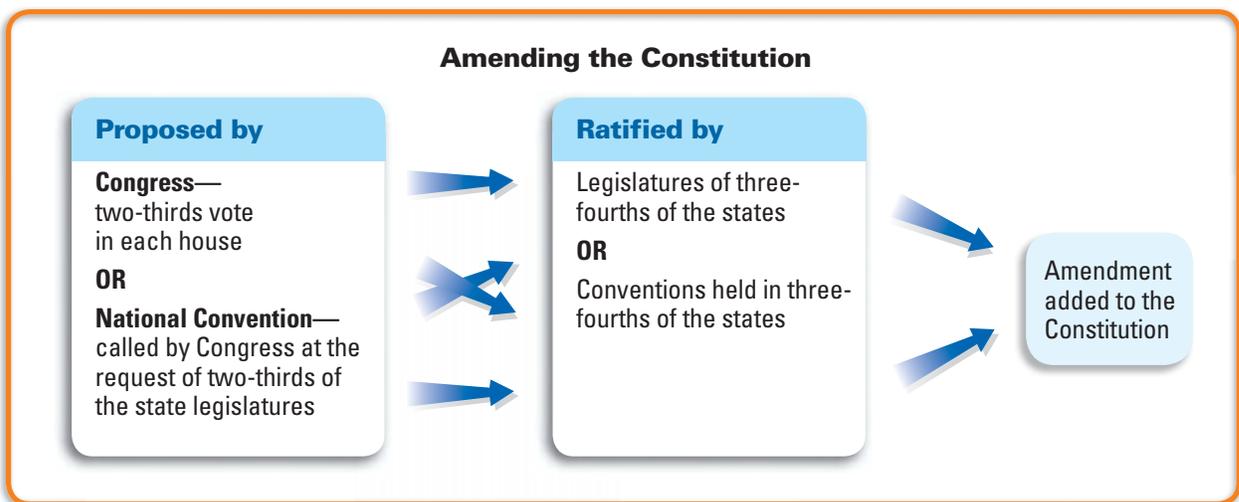
- 1 Determine the subject. Read the title of the chart to determine its subject matter. Look at any major headings for an overview of the process shown in the flowchart.
- 2 Identify the beginning and end points. Study the arrows in the chart, noting their direction. They will tell you how the process begins and how it ends. A process on a flowchart may have more than one beginning and more than one end.

- 3 Study the middle stages. The middle stages show you movement through time by connecting all the stages in the order in which they take place. They also show you where the process may become stalled.

Apply

Examine the flowchart below. Then answer the following questions.

1. What are the two ways in which an amendment to the Constitution can be proposed?
2. Based on the information in the flowchart, is the following statement true or false? *“A majority of people must favor an amendment before it is added to the Constitution.”* Explain your answer.



CHAPTER 3 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an historical document.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

In which document is this statement found?

- A. the Bill of Rights
- B. the Preamble to the Constitution
- C. the Mayflower Compact
- D. *The Federalist Papers*

2. How did the outcome of *Marbury v. Madison* help influence the checks and balances system?

- A. It enabled the judicial branch to check the power of the president.
- B. It enabled the president to remove members of Congress.
- C. It enabled the judicial branch to check the power of the Congress.
- D. It established citizens as the source of authority for laws.

Reviewing Key Terms

Identify the correct term from the chapter that best fits each of the following descriptions.

- 1. A written change made to the Constitution
- 2. Government by the consent of the governed
- 3. Powers specifically given to the federal government
- 4. Presidential power to reject proposed laws
- 5. Opening sentence of the Constitution
- 6. Governmental powers shared by federal and state governments
- 7. Lawmaking arm of the federal government
- 8. Principle that in a disagreement everyone will abide by the decision of most of the people
- 9. Powers not given specifically to the federal government that are held by the states
- 10. Process by which a change to the Constitution can be canceled
- 11. Advisers to the president who head executive branch departments

- 12. Arm of government that interprets the laws
- 13. The equal distribution of governmental powers and limits on those powers
- 14. Government with specific restrictions on its powers
- 15. Structure of government in which power is divided up among different branches
- 16. Arm of government that is responsible for carrying out the country's laws

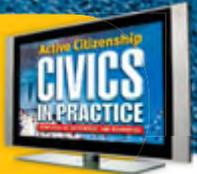
Comprehension and Critical Thinking

SECTION 1 (Pages 86–91)

- 17. a. **Identify** What are the six goals of government as stated in the Preamble of the U.S. Constitution?
- b. **Analyze** Why is popular sovereignty one of our nation's most cherished ideals?

Active Citizenship video program

Review the video to answer the closing question:
Why do you think that laws on issues of importance to all citizens often vary from state to state?



SECTION 2 (Pages 93–97)

- 18. a. Recall** What are the three branches of the federal government, and what are the primary responsibilities of each branch?
- b. Draw Conclusions** Why did the framers of the Constitution create a system of checks and balances for the federal government?

SECTION 3 (Pages 99–102)

- 19. a. Describe** What makes the Constitution of the United States an enduring document?
- b. Make Inferences** Why is the process for amending the Constitution so complicated?

Civics Skills

Reading Flowcharts Use the Civics Skill taught in this chapter to answer the questions below.

- 20.** Examine the flow chart on the Civics Skills page in this chapter. Use the information there to answer the following questions:
- a.** How many different ways are there to amend the Constitution? Draw a flowchart that shows each one.
- b.** What information, if any, does the flowchart give you about either the length of time an amendment process takes or which process is the easiest? Explain your answer.
- 21.** What part of your daily life could be put into a flowchart? Draw your answer.

Using the Internet

- 22. Amending the Constitution** Though the Constitution is the bedrock of the United States government, it is not exactly set in stone. Through your online textbook, research the process of amending the Constitution. Then propose a new amendment and draft a plan for getting your proposed amendment ratified. Your plan should account for all the steps in the amendment process. Include a short paragraph explaining your amendment and the reasons it should be added to the Constitution.

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Reading Skills

Finding Main Ideas Use the Reading Skill taught at the beginning of the chapter to answer the question about the reading selection below.

(1) The framers provided this balance of power in the U.S. Constitution by giving each government branch powers that limit, or check, the powers of the other two branches. (2) This scheme ensures that no branch of the federal government becomes too powerful. (3) This equal distribution of powers and limits on power is called the system of checks and balances.

- 23.** Which sentence contains the main idea of the paragraph? (1), (2), or (3)

FOCUS ON WRITING

- 24. Writing Your Editorial** You should start your editorial with a strong statement of your opinion about the Constitution. Then write two to three sentences about each of your main points of support—a weakness of the Articles of Confederation and/or a strength of the Constitution. End your editorial with a call to action: Ask the delegates to the Constitutional Convention to ratify the Constitution. Remember that you are trying to convince people to make a very important decision for our country—be persuasive.



FLORIDA...

The Story Continues

CHAPTER 4, Rights and Responsibilities

EVENTS

1964: Dr. Martin Luther King Jr. visits St. Augustine.

While U.S. senators debated civil rights legislation, King visited St. Augustine several times to speak at rallies. The city had become the site of frequent protests during which hundreds of demonstrators had been arrested. King threw his weight behind the protests, and in June 1964 he was arrested for attempting to eat at a whites-only restaurant. The arrest made national headlines during the heated Senate debate. Three weeks later, the bill became law.

EVENTS

1964: 24th Amendment abolishes poll taxes.

Poll taxes were a discriminatory means of preventing newly enfranchised African Americans from voting. They required voters to pay a fee to cast a ballot. The 24th Amendment prohibited their use in federal elections. The amendment was sponsored by Senator Spessard L. Holland of Florida. He began crusading to end the tax in 1949. The amendment was finally ratified in 1964.

PEOPLE

1950s–today: Roxcy Bolton.

Since the 1950s, Roxcy Bolton has worked for women's rights. She helped establish Florida's National Organization for Women and worked to pass the Equal Rights Amendment. She founded centers to assist battered women, women with substance abuse problems, and rape victims. She was inducted into the Florida Women's Hall of Fame in 1984 for "forcing police and prosecutors to make rape crime a priority."

PEOPLE**1875–1955: Mary McLeod Bethune.**

Mary McLeod Bethune was an American educator and civil rights leader. She is probably best known for starting a school in Daytona Beach in 1904 for African-American girls. It eventually became Bethune-Cookman University. Bethune was also a high-ranking advisor to President Franklin D. Roosevelt. She played a key role in the integration of America's armed forces and the founding of the United Nations. Despite intimidation from the Ku Klux Klan and other enemies, Bethune never wavered in her fight for equal rights for all.

PEOPLE**1970: Reubin Askew.**

Democrat Reubin Askew was elected governor of Florida in 1970. A progressive on civil rights, he supported school desegregation, judicial reform, and the Equal Rights Amendment. Perhaps Askew's greatest achievement was the so-called Sunshine Amendment. It

required elected officials to disclose their sources of income. This allowed voters to see who was paying them.

EVENTS**1957: Seminole Tribe of Florida adopts its constitution.**

After centuries of conflict, only a few hundred Seminoles remained in the Everglades. They struggled to survive as new railroads brought development in the early 1900s, but the Seminoles remained unconquered. In 1957, the group voted to incorporate as a federally recognized tribe. Today, the tribe includes more than 3,000 members scattered across six reservations: Tampa, Immokalee, Hollywood, Big Cypress, Fort Pierce, and Brighton. A separate part of the Seminole nation, the Miccosukee Tribe, received federal recognition in 1962.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8-FL20 to unpack all the other standards related to this chapter.

Benchmark SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.

What does it mean?

Describe how the U.S. Constitution protects individual rights and discuss the circumstances in which the United States has legally placed limits on individual rights. Go to Chapter 3, The United States Constitution, and Chapter 4, Rights and Responsibilities, for help.



CHAPTER 4

RIGHTS AND RESPONSIBILITIES

Essential Question What are the rights and responsibilities of U.S. citizens?



Florida Next Generation Sunshine State Standards

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. **SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels. **SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. **SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society. **SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. **SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **LA.7.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text. **LA.7.1.7.1** The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.





WHY CIVICS Matters

The first 10 amendments to the Constitution—the Bill of Rights—guarantee that you have certain rights. These are precious rights. One of your responsibilities as a citizen is to make sure that future generations have the same freedoms.

PROJECT **Citizen**



STUDENTS TAKE ACTION

SCHOOL BUS SAFETY Riding a bus to school is not always fun. The experience is worse if you have to wait on a muddy sidewalk or walk on sidewalks that get slippery when they are wet. If these unpleasant and dangerous conditions were in your neighborhood, what steps might you take to correct the problems?

FOCUS ON WRITING

AN INTERVIEW You are a reporter for a city newspaper in 1789. Many people support the ratification of the Constitution, but they want to be sure it includes a Bill of Rights. One of those people is James Madison, and you have been assigned to interview him. As you read this chapter, you will write interview questions for your meeting with Madison.

Reading Skills

In this chapter you will read about the Bill of Rights and how it guarantees important rights for all Americans. You will learn how the Bill of Rights ensures that new rights can be added to the Constitution. You will read about later amendments that expanded the civil rights of

all Americans and that along with these rights and freedoms come important duties and responsibilities for citizens. Finally, you will learn about the importance of voting, staying informed, and protecting the rights of all Americans.

Identifying Points of View

FOCUS ON READING

To be an informed citizen, you must read and think about other people's opinions and beliefs. To evaluate different opinions, you need to understand people's points of view on a topic.

Point of View A point of view is a person's outlook or attitude. Each person's point of view is shaped by his or her background. Because people's backgrounds are different, their points of view are, too. You can usually determine a person's point of view by the attitude he or she takes toward a topic. Below is an excerpt from Abraham Lincoln's "House Divided" speech of 1858. As you read it, look for clues about Lincoln's point of view on slavery.

Helpful Hints for Identifying Points of View

1. Look for information about the person's background.
2. Ask yourself what factors in the person's background might have influenced his or her opinion about the topic.
3. Examine the opinion closely for clues to the person's point of view.

"A house divided against itself cannot stand.' I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it . . . or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South."

Lincoln's background:

At the time Lincoln gave this speech, he was a candidate for the U.S. Senate seat from Illinois. He was reacting to the Supreme Court's *Dred Scott* decision that said that African Americans could not be citizens and that the federal government could not ban slavery in U.S. territories. Lincoln was personally opposed to slavery.

+

Clues in the opinion

- Says the nation cannot survive being split between slave and free states
- Says that slavery will eventually be legal everywhere or banned everywhere in the United States

↓

Lincoln's Point of View: It isn't possible to compromise on the issue of slavery. Everyone has to choose a side. This means trying to help the practice of slavery expand throughout the nation or else working to get rid of it entirely. Otherwise, disagreements over slavery will split the nation in two.



You Try It!

The following passage is a quote from President John F. Kennedy. Read it and then answer the questions below.

“The right to vote in a free American election is the most powerful and precious right in the world—and it must not be denied on the grounds of race or color. It is a potent [powerful] key to achieving other rights of citizenship. For American history—both recent and past—clearly reveals that the power of the ballot has enabled those who achieve it to win other achievements as well, gain a full voice in the affairs of their state and nation, and to see their interests represented in the governmental bodies which affect their future. In a free society, those with the power to govern are necessarily responsive to those with the right to vote.”

—President John F. Kennedy,
Special Message on Civil Rights, February 28, 1963

After you have read the passage, answer the following questions.

- Which of the following statements best describes President Kennedy’s point of view?
 - The only way that people can influence their government is by writing to elected officials.
 - You are not a citizen if you do not vote.
 - Voting affects everyone’s future.
 - Government officials are more likely to respond to citizens if they know that citizens can vote them out of office.
- Based on what you know about the Constitution, what amendment is President Kennedy probably referring to when he says that people of any race or color should not be denied the right to vote?

As you read Chapter 4, think about the points of view that influenced the Bill of Rights.

KEY TERMS

Chapter 4

Section 1

Bill of Rights, *p. 110*
separation of church and state, *p. 112*
self-incrimination, *p. 115*
due process of law, *p. 115*
eminent domain, *p. 115*
bail, *p. 116*

Section 2

civil rights, *p. 118*
suffrage, *p. 119*
poll tax, *p. 122*

Section 3

draft, *p. 125*
rationed, *p. 125*
jury duty, *p. 125*

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:
principles (*p. 119*)

SECTION 1



SS.7.C.2.4; SS.7.C.2.5; SS.7.C.3.6;
SS.7.C.3.12; LA.7.1.6.1; LA.7.1.7.1

The Bill of Rights

BEFORE YOU READ

The Main Idea

The freedoms spelled out in the Bill of Rights—the freedoms of religion, speech, the press, and petition, and the right to a speedy and fair trial—are essential to our democratic system.

Reading Focus

1. Why was the Bill of Rights added to the Constitution?
2. How does the First Amendment protect personal freedoms?
3. What other rights does the Bill of Rights guarantee?

Key Terms

Bill of Rights, *p. 110*
separation of church and state, *p. 112*
self-incrimination, *p. 115*
due process of law, *p. 115*
eminent domain, *p. 115*
bail, *p. 116*

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TAKING NOTES
Use the graphic organizer online to take notes on the freedoms guaranteed by the Bill of Rights.



We all know about the Bill of Rights—the first 10 amendments to the Constitution. However, did you know that the Bill of Rights was not in the original Constitution? It was added because people believed that rights like the freedoms of religion, speech, and of the press—which you still enjoy today—were too important to be left out of the Constitution.

Adding the Bill of Rights

Between 1787 and 1790 the 13 original states ratified the new Constitution. Many people, however, believed that the document did not go far enough in protecting individual rights. They wanted their rights spelled out in a bill, or list. The need for a Bill of Rights was expressed by Thomas Jefferson, among others.

“I will now add what I do not like. First the omission of a bill of rights providing clearly . . . for freedom of religion, freedom of the press, protection against standing armies . . . A bill of

rights is what the people are entitled to . . . and what no just government should refuse . . .”

from Thomas Jefferson’s letter to James Madison,
December 20, 1787

Treasury Secretary Alexander Hamilton disagreed. He argued that the new nation did not need laws to stop the government from doing things that the Constitution gave it no power to do. Federalists like Hamilton argued that the states already had their own bills of rights. However, some states, including New York, did not have these protections.

Many people feared that some states might oppose the Constitution without a bill of rights. As a result, James Madison, one of the framers of the Constitution, proposed a list of amendments that focused on individual rights. In 1791 the states ratified 10 of these amendments. The **Bill of Rights**—the first 10 amendments to the U.S. Constitution—became a model used around the world to protect human freedoms.

READING CHECK

Analyzing Information Why did some people oppose a bill of rights?

SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.

The First Amendment

QUICK FACTS

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INTERACTIVE ART

Added to the U.S. Constitution in 1791, the Bill of Rights clearly defines the rights and freedoms of Americans. Some of the most fundamental rights of U.S. citizens—freedom of religion, freedom of speech, freedom of the press, and others—are outlined in the First Amendment.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Congress OF THE United States
begun and held, at the City of New York, on



Freedom of Religion

The First Amendment prohibits the government from establishing an official religion or from limiting the freedom of religion.



Freedom of the Press

The First Amendment prevents Congress from limiting the freedom of the press to publish information or ideas.



Freedom of Speech

The First Amendment protects Americans' right to express their ideas and points of view.



Freedom of Assembly

The First Amendment grants Americans the right to peaceably assemble, or hold meetings.



Freedom to Petition the Government

The First Amendment allows citizens the freedom to petition, or make requests of the government.

ANALYSIS SKILL

ANALYZING VISUALS

Which of the freedoms granted in the First Amendment do you think is most important? Why?

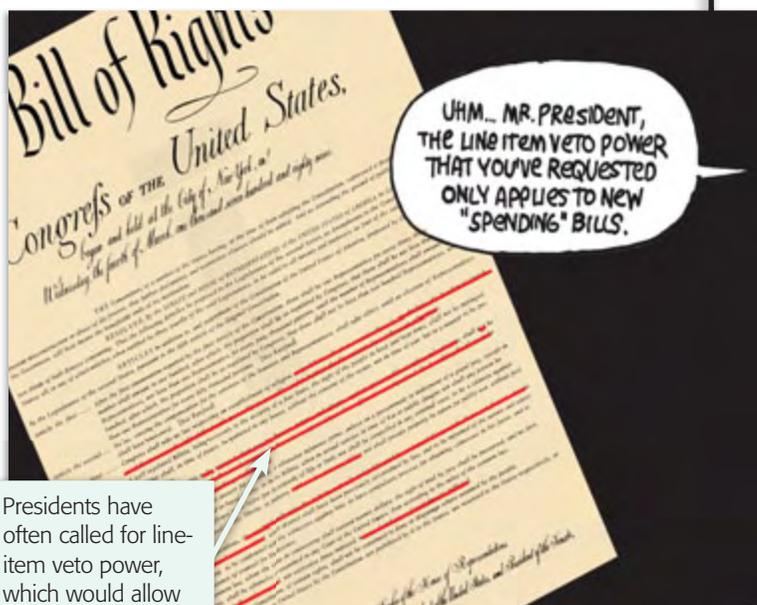
SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.

PRIMARY SOURCE

POLITICAL CARTOON

The Bill of Rights

The Bill of Rights is considered one of the most important documents in U.S. history. In this political cartoon, some of the rights and freedoms in the Bill of Rights have been crossed out.



Presidents have often called for line-item veto power, which would allow them to eliminate specific parts of a bill without vetoing the whole package.

ANALYSIS SKILL MEDIA INVESTIGATION

What does the cartoonist suggest could happen if a president were given line-item veto power?

First Amendment Protects Personal Freedoms

SS.7.C.2.5
Distinguish how the Constitution safeguards and limits individual rights.

Of the 10 amendments in the Bill of Rights, most people know the first one best. That's because the First Amendment directly touches our lives every day. It protects some of the most basic freedoms that we enjoy as Americans.

Freedom of Religion

"Congress shall make no law respecting an establishment of religion," the First Amendment begins. This means that Congress cannot establish an official national religion, nor can it

favor one religion over another. At the time the Constitution was written, countries had official religions supported by the governments.

Jefferson and Madison held this freedom supreme. Therefore it is no surprise that the freedom of religion comes first in the First Amendment. Americans have the right to practice any religion, or to practice no religion at all.

Over time, the U.S. Supreme Court has interpreted this passage as requiring a **separation of church and state**. In other words, there should be a clear division between government and religion. Upholding this principle, Supreme Court decisions have banned school-sponsored prayers in public schools.

Freedom of Speech

"Congress shall make no law . . . abridging (limiting) the freedom of speech." This passage protects the right to express our ideas and opinions openly, as well as to listen to the speech of others. It means that we may talk freely to friends and neighbors or deliver a public speech. Free speech seems perfectly natural to us, but in some countries, free speech is severely limited.

One reason free speech is so important is that it allows us the freedom to criticize our government and government officials. People who live under a totalitarian government can be punished for criticizing their leaders.

There are limits to free-speech rights, however. You may not use your free speech rights in a way that could cause physical harm to others. For example, you do not have the right to yell "Fire!" in a crowded room just for fun. Yelling "Fire!" could cause a panic and get people hurt.

Courts have often attempted to define the limits to our freedom of speech. For example, the Supreme Court decision *Schenck v. United States* established what is known as the "clear and present danger rule." Under this rule, if an act of free speech can be closely linked to an unlawful action, the government has the right to prevent it.

Freedom of the Press

“Congress shall make no law . . . abridging the freedom . . . of the press.” In colonial times, newspapers were forbidden to criticize the government or public officials. Because of this, the freedom of the press, or the right to express ideas in writing, was included in the First Amendment.

The courts have extended freedom of the press to include books, newspapers, and magazines published both on paper and on the Internet. Radio and television are also forms of protected free press.

The courts have also set limits on freedom of the press. In *Hazelwood v. Kuhlmeier*, the Supreme Court held that high school officials have the authority to censor some school-sponsored publications, such as a student newspaper that is not a public forum. Moreover, no writer may spread libel—rumors that damage a person’s reputation. A person who has been libeled can sue for damages.

Freedom of Assembly

“Congress shall make no law . . . abridging . . . the right of the people peaceably to assemble.” Another of the rights guaranteed by the First Amendment is the freedom to hold meetings. Americans have the right to peacefully meet. They may discuss problems, protest government decisions, and socialize.

Freedom of Petition

“Congress shall make no law . . . abridging . . . the right of the people . . . to petition the Government for a redress of grievances.” That means that you have the right to ask the government to address your concerns. In other words, you are free to contact your representatives and ask them to pass laws you favor or change laws you oppose. Letting government officials know what citizens want helps to ensure that we have government “by the people.”

READING CHECK

Summarizing

What basic freedoms does the First Amendment guarantee?

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

MEDIA INVESTIGATION

TABLOID

Freedom of the Press

The freedom of the press means that people may express their ideas in writing without worrying that the government will stop or punish them. This includes ideas that may be untrue or unpopular. Tabloid newspapers, a type of newspaper that focuses on sensational news stories, use this freedom to write incredible stories.

In 1992, a newspaper published an amazing story about a boy, half human and half bat, two feet tall and weighing 65 pounds. According to reports, the boy—nicknamed Batboy—had been captured in a cave in West Virginia. Since then, the paper has reported that Batboy has been captured by and has escaped from various tormentors. According to one story, Batboy even fell in love.

Tabloid stories like this one may seem outrageous. However, under the First Amendment the press has the freedom to publish the stories they choose. But they cannot intentionally spread libel. The freedom of the press is vital to democracy. With this freedom, people can express their opinions to each other and to the government. Without this freedom, we would not be free to express our ideas—no matter how incredible.



Tabloid newspapers like this one attract readers’ attention with eye-grabbing headlines and photos.

ANALYSIS SKILL

MEDIA INVESTIGATION

1. How is this newspaper constructed?
2. When you see the front page of a newspaper with a headline and photo similar to the one above, how do you react?
3. Why are newspapers like this published?

The Second Amendment

In 1639, the colony of Virginia was fearful of attacks by Native Americans. It passed a law requiring many colonists to carry a firearm or be fined. In the 1700s, suspicion of the British military increased. When the Revolutionary War broke out, colonists no longer needed to be told to bear arms. Without the right to bear arms, colonists like those in the painting at right, would not have been able to defend themselves against British troops.

By the time the Bill of Rights was drafted, Americans were convinced of the need for the militias mentioned

in the Second Amendment to protect “the Security of a free state.”

Today, the United States has a strong national military. It no longer depends on such militias. However, many Americans continue to cherish the Second Amendment’s promise of the right to “keep and bear Arms.” Since 1934, Congress has more strictly monitored gun ownership, including the type of firearms a person can buy. Around 39 percent of American households own guns.

Why do you think the right to own a gun remains important to many Americans today?



Other Rights Guaranteed by the Bill of Rights

The Bill of Rights does more than grant the freedoms of religion, speech, and the press. The other amendments in the Bill of Rights protect citizens, guarantee rights for the accused, and establish the rights of states and citizens.

Protecting Citizens

The Second and Third Amendments are designed to protect citizens. The Second Amendment deals with state militias and the right to bear arms. The Third Amendment prevents the military from forcing citizens to house soldiers.

Second Amendment This amendment was probably created both to ensure that state militias would continue as an armed means of defense and to ensure that individual citizens had a right to own a firearm. Americans in the 1790s had a different attitude toward the military than many people have today. Big national armies were not trusted.

Although there had been a regular army in the war for independence, much of the fighting had been done by the state militias. These same militias also defended against attacks from Indians. These concerns led to the Second Amendment. It protects Americans’ right to keep and bear arms—that is, to own and carry weapons.

Today, the language of the Second Amendment is frequently the source of heated debate. Many citizens believe the amendment should be read to apply only to well-regulated militias. This would not prevent the government from regulating the possession of handguns. Other citizens believe that the amendment absolutely prevents the government from imposing any restrictions on the ownership of firearms. Both sides have historical support for their position. The meaning of the amendment continues to be debated today.

Third Amendment In colonial days, British soldiers could enter homes and force colonists to quarter them, or to give them housing and food. The framers ended this practice with the

Third Amendment, which prohibits the quartering of soldiers without permission.

Rights of the Accused

Amendments four through eight of the Bill of Rights protect citizens from abuses in the criminal justice system. In some countries, the police and the courts can arrest their political enemies. They can conduct trials in which the accused person has few rights. Conviction is certain from the start. To protect against this, amendments four through eight establish codes of conduct for the police and the courts. These amendments are some of our most cherished legal protections.

Fourth Amendment The Fourth Amendment protects citizens from unreasonable searches and seizures. In many cases, a search is considered reasonable only if a judge issues a warrant authorizing it. A search warrant is a legal document that describes the place to be searched and the people or items to be seized. A search warrant can be issued only if there is good reason to believe that evidence of a crime will be found.

Under some circumstances, however, police officers are allowed to conduct searches without a warrant. To do so the officers must have probable cause. They must believe there is a danger to public safety or that criminal activity is involved. For example, police can search people or their cars for illegal drugs.

Fifth Amendment Before a person can be tried for a serious crime, such as murder, a grand jury must indict, or formally accuse, the individual of the crime. The grand jury decides if there is enough evidence to go to trial. This protects an accused person from hasty government action.

The Fifth Amendment also protects an accused person from **self-incrimination**, or having to testify against oneself. In addition, it protects people from double jeopardy, or being tried twice for the same crime.

Another Fifth Amendment protection states that no person can be denied life, liberty, or property without **due process of law**. This principle is tremendously important. It means that a person cannot be punished for a crime until the law has been fairly applied to his or her case. In other words, our government must act within the law.

The last clause of the Fifth Amendment establishes another basic protection. It reads, “nor shall private property be taken for public use, without just compensation.” That is, the government cannot take private property without giving the owner fair payment for it.

This part of the Fifth Amendment protects a person’s right to own private property. It is one of the principles upon which our economic system is based. However, it does give the government the right of **eminent domain**, the power to take private property for public use. Imagine that the government needs land to build a highway or a school. The right of eminent domain allows government officials to force property owners to sell their land to the government at what is determined to be a fair price.

Sixth and Seventh Amendments Do you watch crime shows on television? If so, you may have heard about the Sixth Amendment. It provides that a person accused of a crime has the right to a prompt and public trial decided by a jury. People accused of a crime must be informed of the charges against them. They have the right to hear and question all witnesses against them, and to have their own witnesses testify as well. They also have the right to an attorney. The Supreme Court has interpreted the Sixth Amendment to mean that if an accused person cannot afford a lawyer, the government will provide one for free.

The Seventh Amendment is less well known. It provides for a trial by jury in certain kinds of cases involving money or property.

Eighth Amendment To ensure that people accused of crimes appear for trial, judges can order them to pay bail. **Bail** is money or property that the accused gives the court to hold. Upon paying bail, the person is released from jail. The only way to get the money back is to show up for trial. The Eighth Amendment states that the courts cannot set excessive bail.

The Eighth Amendment also forbids cruel and unusual punishment. Punishments such as branding or whipping were once used in the United States. However, they are now considered cruel and unusual. Today the debate is whether the death penalty should be considered cruel and unusual.

Rights of States and Citizens

The authors of the Bill of Rights did not want to imply that citizens had *only* the rights set out in the Constitution and the first eight amendments. As a result, they wrote two amendments to ensure that Americans would enjoy other rights and freedoms not mentioned in the Bill of Rights.

Ninth Amendment This amendment implies that Americans enjoy basic rights not listed in the Constitution. These rights are open to interpretation, for they are not specifically defined.

The Supreme Court has sometimes used the Ninth Amendment to support people's claims to specific rights. These rights have included the right to political activity and the right to privacy.

Tenth Amendment The Tenth Amendment is a final guarantee of citizens' rights. It deals with powers not specifically given to the federal government by the Constitution nor forbidden to the states by the Constitution.

These powers belong either to the states or to the people. The Tenth Amendment thus gives states the power to act independently of the federal government to protect citizens' rights.

READING CHECK

Evaluating Which of the rights of the accused is most important? Why?

SECTION 1 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** What is the **Bill of Rights**?

b. Explain Why did Americans want a bill of rights added to the Constitution?

c. Predict How might American citizens respond if the Bill of Rights were suspended? Explain your reasoning.
- a. Define** Write a brief definition for the term **separation of church and state**.

b. Analyze Do you agree with the limits on First Amendment freedoms set by *Schenck v. United States* and *Hazelwood v. Kuhlmeier*? Explain.

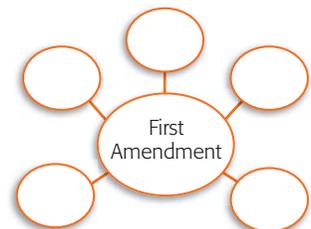
c. Evaluate Which First Amendment freedom do you think is most important? Explain your reasoning.
- a. Define** Write a brief definition for the terms **self-incrimination**, **due process of law**, **eminent domain**, and **bail**.

- b. Summarize** What rights are protected by the Fifth Amendment?

c. Elaborate Should state laws offer stronger protection of individual rights than the Bill of Rights? Why or why not?

Critical Thinking

- 4. Summarizing** Use your notes and a web diagram like this one to describe the freedoms guaranteed by the First Amendment.



FOCUS ON WRITING

- 5. Supporting a Point of View** Why did Americans feel the need to add the Ninth and Tenth Amendments? Write a short paragraph in support of these amendments.

Making an Oral Presentation

Learn

An oral presentation can be more than just a report or a talk you give to your class. Political speeches, graduation talks, class lectures, and business proposals are all forms of oral presentations. Even a job interview can be treated as an oral presentation. After all, you are using words to convince someone to hire you.

Creating and giving a good oral presentation—both inside and outside of school—are important skills. Through oral presentations, you are able to reach other people and maybe even change their minds about important issues. Follow the steps below to prepare and deliver an effective oral presentation.

Practice

- 1 Create a strong opener.** Give your audience a reason to pay attention to you. A thought-provoking beginning helps grab the audience's attention and sets the tone for the rest of your presentation.
- 2 Structure your presentation.** Too much information loses an audience. Focus on a few main points and support them with clear examples and visual aids.
- 3 Practice your presentation.** The best presentations do not sound memorized or rehearsed. To achieve a natural feel, practice ahead of time. During the presentation, use note cards, outlines, or brief notes to remember key points.
- 4 Be prepared for questions.** A good presentation makes an audience think. People may want to know more about what you have told them. Be prepared by thinking of likely questions and developing answers ahead of time.

Apply

- 1.** You have been asked to give a presentation about the importance of the Bill of Rights. Write a strong opener for your presentation.
- 2.** Look at the photograph below. Is the student pictured using good oral presentation techniques? Explain why or why not.
- 3.** What visual aid might you use for an oral presentation about the different rights and freedoms guaranteed by the Bill of Rights?





Guaranteeing Other Rights

BEFORE YOU READ

The Main Idea

Other amendments to the Constitution expanded the civil rights of Americans.

Reading Focus

1. How did the Thirteenth and Fourteenth Amendments extend civil rights?
2. Which amendments extended Americans' voting rights?

Key Terms

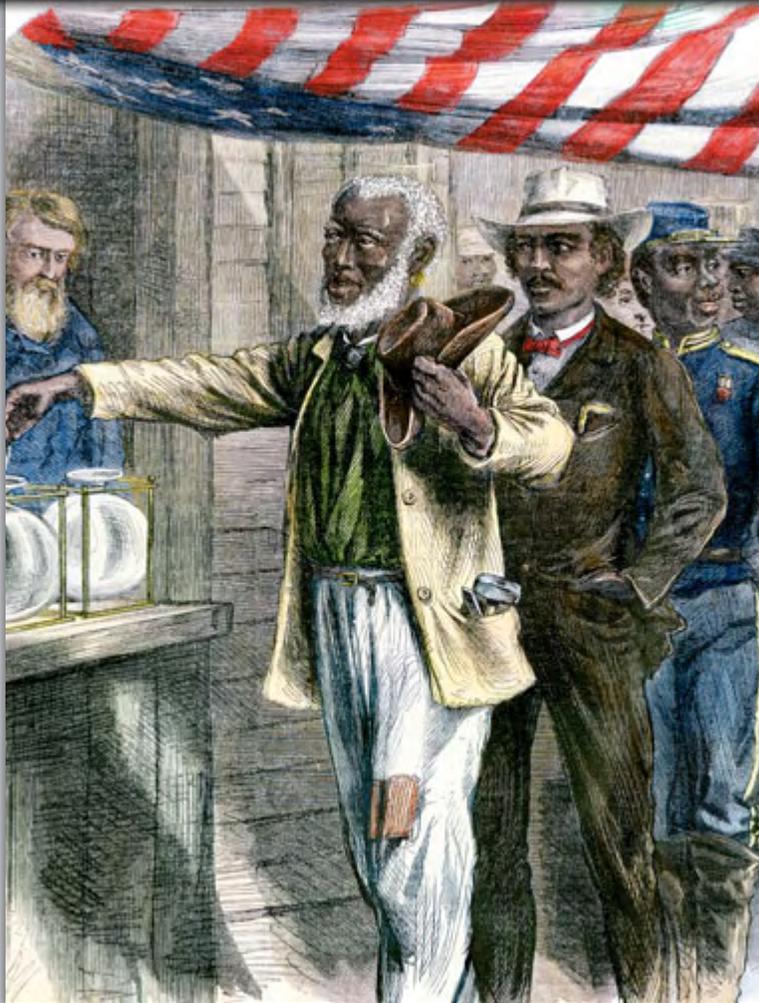
civil rights, *p. 118*
suffrage, *p. 119*
poll tax, *p. 122*



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TAKING NOTES

Use the graphic organizer online to take notes on the amendments that extended civil rights and voting rights to Americans.



This Reconstruction-era painting shows African Americans voting after the passage of the Fifteenth Amendment.

CIVICS IN PRACTICE

The right to vote is one of the greatest privileges you have as a U.S. citizen. However, when the United States held its first presidential election in 1789, the only Americans who could vote were white, male property-owning citizens. As the nation grew, people's ideas about fairness changed. Over time, the Constitution has been changed to extend the right to vote to almost everyone 18 years old and older. The strength of the Constitution is that it can be changed when society's attitudes change.

Amendments Extend Civil Rights

Americans have certain rights simply by being members of society. Rights guaranteed to all U.S. citizens are called **civil rights**. The U.S. Constitution, particularly the Bill of Rights, is the foundation for civil rights in this country.

In the first decades of the country's history, the job of guarding people's civil rights was left largely to the individual states. It took the Civil War to trigger the addition of a series of new amendments to the Constitution that would extend civil rights in the United States.

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

PRIMARY SOURCE

HISTORIC DOCUMENT

The Fifth and the Fourteenth Amendments

In 1833 the Supreme Court ruled that the Bill of Rights applied to the federal government but not to state governments. As a result, many states denied citizenship and basic rights to African Americans. Following the Civil War, the Fourteenth Amendment was ratified, defining citizenship and preventing states from interfering in the rights of U.S. citizens.

“No person shall be . . . deprived of life, liberty, or property, without due process of law.”

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law . . .”

The Fifth Amendment calls for due process for all citizens.

The Fourteenth Amendment prevents states from denying basic civil rights granted in the Bill of Rights.

ANALYSIS SKILL

ANALYZING HISTORICAL DOCUMENTS

How did the Fourteenth Amendment extend civil rights to African Americans?

Thirteenth Amendment

In 1863 President Abraham Lincoln issued the Emancipation Proclamation. The order banned slavery in the areas controlled by the Confederate army. Yet, while it marked a great step in American history, the Emancipation Proclamation did not free all the slaves. For example, in the state of Delaware slavery remained legal because Delaware had not joined the Confederacy. The Thirteenth Amendment, ratified in 1865, outlawed slavery in all states and in all lands governed by the United States.

Fourteenth Amendment

Another key amendment is the Fourteenth Amendment, ratified in 1868. First, it granted full citizenship to African Americans. Second, it declared that no state could take away a citizen’s “life, liberty, or property, without due process of law.” That clause echoes the Fifth Amendment in the Bill of Rights, which prohibits such actions by the federal government. Finally, the Fourteenth

Amendment guarantees every citizen with- in a state equal protection under the laws.

READING CHECK

Summarizing Why did Congress pass the Thirteenth and Fourteenth Amendments?

Amendments Extend Voting Rights

Voting is one of the most basic **principles** of citizenship. However, in the British colonies, only free, white men who owned property could vote. Some states’ constitu- tions expanded the right to vote to include any white man who paid taxes. However, in every state, the right to hold public office was limited. Only landowners could hold office.

Originally, the Constitution mentioned nothing about voting rights. As a result, many state and local laws prevented women, African Americans, poor people, and other groups from voting. Between 1870 and 1971, a series of six constitutional amendments extended **suffrage**, or the right to vote, to all U.S. citizens.

ACADEMIC VOCABULARY

principles: a basic belief, rule, or law

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.



FOCUS ON Hiram Revels (1822-1901)

In 1870 Hiram Revels became the first African American member of the U.S. Congress. Revels was born in 1822 in Fayetteville, North Carolina. His heritage was a mixture of African and Croatan Indian. When his brother died, Revels

became manager of the family barbershop.

Eventually, Revels left home to pursue an education. He became a minister in the African Methodist Episcopal Church. He preached in many states, settling in Baltimore, Maryland. There he became the principal of a school for African Americans. When the Civil War began in 1861, Revels supported the Union by organizing regiments of troops from Maryland and Missouri. He became a chaplain and the provost marshal of Vicksburg, a strategically important town in Mississippi.

After the war, Revels settled in Mississippi. There he continued to preach and earn the respect of local citizens, who eventually elected him to the state senate. In 1860 he filled the U.S. Senate seat vacated by Jefferson Davis, who had left a decade earlier to become president of the Confederacy. Following his term in office, Revels returned to public work in Mississippi.

Draw Conclusions How did the life of Hiram Revels reflect the changes brought by civil rights laws?

Despite the Fifteenth Amendment, many former Confederate states passed laws to keep African Americans from voting. Some people who dared to challenge these laws suffered violence. It was not until the 1960s, after decades of divisive battles, that the U.S. Congress finally passed civil rights laws to guarantee voting rights for African Americans.

Seventeenth Amendment

Under Article I, Section 3 of the Constitution, citizens of each state did not elect their senators. Instead, each state's legislature elected that state's senators. This was the case until 1913 when the country adopted the Seventeenth Amendment, which called for the direct election of senators. Eligible voters of each state could now choose their senators directly. This amendment strengthened the principle of direct representation. It made senators answerable to the voters and not to other politicians.

Nineteenth Amendment

Less than a century ago, many Americans, both men and women, believed that letting women vote would be dangerous. Some people argued that women were not wise enough to choose a candidate or smart enough to understand the issues. It took a long, bitter battle to challenge these opinions. Courageous women such as Susan B. Anthony, Carrie Chapman Catt, Lucretia Mott, and Elizabeth Cady Stanton led the women's suffrage movement that began in the mid-1800s.

Fifteenth Amendment

The Fifteenth Amendment, ratified in 1870, stated that no one could be denied suffrage because of race or color. It was a step in the right direction. However, women still could not vote. The amendment applied only to African American men.

Reconstruction Amendments

QUICK
FACTS

1865

13th Amendment
Banned slavery throughout the United States

1868

14th Amendment
Granted citizenship to all people born in the United States (except for Native Americans)

1870

15th Amendment
Gave African American men the right to vote

Expanding the Right to Vote

QUICK FACTS

Over the years, six constitutional amendments have expanded voting rights to more Americans. African Americans, women, and young citizens have all earned the right to vote.

Men

Over time, states allowed men to vote regardless of property ownership. The Twenty-fourth Amendment outlawed poll taxes as a requirement for voting.



Young Americans

The Twenty-sixth Amendment granted citizens 18 years old and older the right to vote in all federal, state, and local elections.



African Americans

The Fifteenth Amendment provides voting rights for African Americans. It states that the right to vote cannot be denied based on race or color.



Women

Women received the right to vote with the ratification of the Nineteenth Amendment.

ANALYSIS SKILL

ANALYZING VISUALS

Do you think voting rights might be expanded in the future? Why or why not?

FOCUS ON



Eight years after women won the right to vote, Floridians elected Miami's Ruth Bryan Owen to Congress. She was the first congresswoman to represent a southern state.

Wyoming became the first state to give women the right to vote when it entered the Union in 1890. Gradually, other states passed women's suffrage laws. The battle for a national suffrage law finally succeeded in 1920 with the ratification of the Nineteenth Amendment, which gave all women the right to vote.

Twenty-third Amendment

Ratified in 1961, the Twenty-third Amendment gave citizens living in the District of Columbia—the district of the nation's capital—the right to vote for president and vice president. Residents there had not been able to vote in national elections since the late 1700s.

Twenty-fourth Amendment

Some states tried to keep some African Americans from voting by requiring citizens to pay a poll tax. A **poll tax** is a tax a person had to pay to register to vote. Because some Americans could not afford to pay the tax, they could not vote. In 1964 the Twenty-

fourth Amendment banned the use of poll taxes as requirements for voting in national elections. In 1966 the Supreme Court also outlawed poll taxes in state elections.

Twenty-sixth Amendment

Many young men from the age of 18 fought in the Vietnam War. Many people at the time believed that if 18-year-olds are old enough to go to war, they are old enough to vote. As a result, the Twenty-sixth Amendment, ratified in 1971, lowered the voting age in all elections to 18.

As a result of the six amendments you have just read about, no one can be denied the right to vote because of their gender, the color of their skin, or their religion. No one has to own land or pay money in order to vote. Voting is one of our most important rights. Every citizen should exercise that right when he or she has the chance.

READING CHECK

Analyzing Information How has the right to vote expanded over time?

SECTION 2 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

- a. Define** Write a brief definition for the term **civil rights**.

b. Explain What was the basic purpose of the Thirteenth and Fourteenth Amendments?

c. Elaborate If you were asked to write an amendment protecting or guaranteeing a civil right today, what right would your amendment cover? Write your amendment in four or five sentences.
- a. Define** Write a brief definition for the terms **suffrage** and **poll tax**.

b. Sequencing Beginning with the ratification of the Constitution, list in order the groups of people to whom the right to vote has been given.

c. Evaluate Do you think that the right to vote should be extended to people ages 14 to 16? Why or why not?

Critical Thinking

- Categorizing** Copy the chart, then use your notes to fill in the information about amendments that have extended Americans' right to vote.

Extending Voting Rights		
Amendment	Year Ratified	Group Benefiting from Amendment
	1870	
Nineteenth	1920	
Twenty-third		
	1971	

FOCUS ON WRITING

- Identifying Points of View** Write a brief narrative from the perspective of a person who has just received the right to vote. Make sure that your narrative explains the importance of the right.

STUDENTS TAKE ACTION

PROJECT Citizen



Improving Safety at School

A Project Citizen class in Brownsville, Texas, had a simple idea to improve the area where their school buses loaded and unloaded. The area was so muddy that students often had to walk in the street. In the end, students' efforts made the area safer for everyone, especially students who were mobility impaired.

Community Connection The students in Martin Leal's class realized that many safety problems needed solving. For example, the school bus area had narrow, slippery sidewalks and no ramps. Students found that this was a violation of a federal law called the Americans with Disabilities Act (ADA). Additionally, a city law said that sidewalks should be slip-resistant.

Students with disabilities were not the only ones affected. The bus area was on a busy street where cars often drove too fast, endangering pedestrians. The project soon took the name "Watch Out for that Car!"

Taking Action Students interviewed classmates about problems with the bus area and created posters illustrating those problems. With help from the police, they also tracked the speed of cars in the area. In 30 minutes, they found 12 cars speeding. Students presented their concerns to the mayor, the city public works director, and the city commission of Brownsville.

City leaders quickly responded to the team's findings. Speed bumps now keep traffic slow, wide sidewalks and curbs follow ADA rules, and the bus area is located away from traffic. "Kids can help their community and make it safe," said Rogelio Garduza, one of the students involved in the project.



SERVICE LEARNING

21ST CENTURY

1. Why was it important for students to involve the police and local government in this project?
2. Are there any areas in or around your school or neighborhood that are safety concerns? What could be done about them?

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SECTION 3



SS.7.C.2.2; SS.7.C.2.3; LA.7.1.6.1; LA.7.1.7.1

Citizens' Duties and Responsibilities

BEFORE YOU READ

The Main Idea

Along with the rights and freedoms of U.S. citizenship come important duties and responsibilities.

Reading Focus

1. What are the duties of citizenship?
2. What are the responsibilities of citizenship?

Key Terms

draft, *p. 125*
rationed, *p. 125*
jury duty, *p. 125*



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TAKING NOTES

Use the graphic organizer online to take notes on the duties and responsibilities of U.S. citizens.



These citizens are being sworn in to serve as jurors.

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.



You have probably heard the saying, "There's no free lunch." That just means that you cannot get something for nothing. In almost any kind of relationship, there is some give and take. When this country was founded, citizens gave up some of their individual powers to the government. In return, the government agreed to protect the rights of citizens.

But the government is you. You must play your part, too. In order to ensure that your rights and freedoms are protected, you have duties and responsibilities to the country. You must be an informed, active, and involved citizen.

Duties of Citizenship

In return for the privileges of citizenship, citizens have obligations, or duties, that they must perform. These duties are crucial to making our democratic government work.

Obeying the Law

Of course, we must all obey the laws of our land. What would happen if people didn't? Our society would quickly collapse. To obey

the laws, you have to know what the laws are. For example, if a police officer stops you for speeding, it probably will not help to claim that you did not know the speed limit. Why? It is your duty to find out what the speed limit is and to obey it.

Attending School

Most states and the District of Columbia require you to go to school until age 18. The remaining states require attendance up to age 16 or 17. The United States highly values education. That is why we have free, public schools.

A democracy cannot function without educated citizens. People need good thinking skills so they can wisely choose their leaders. They must be able to read about and understand issues that affect us. Education also gives citizens the skills they need to join the workforce and help the economy grow.

Paying Taxes

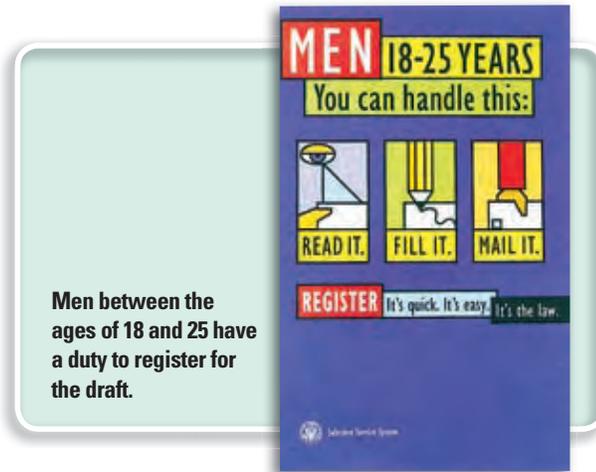
If you work, you probably have to pay taxes. When you buy things, you probably have to pay taxes. Almost nobody escapes them. We might not love paying taxes, but we enjoy the services that our tax money buys. Taxes pay for police and fire protection and countless other services. When you drive down a paved street, go to school, or turn on an electric light, you are seeing the results of taxes you pay. Tax money also pays the huge costs of national security and defense.

Serving in the Armed Forces

Whenever America has been threatened, its citizens have come together to defend it. In the American Revolution, volunteers formed militias, or armies, to fight the British. Volunteers have fought in every war in U.S. history.

When the country has needed huge numbers of soldiers, it sometimes has had to establish a **draft**. Draft laws require men of certain ages and qualifications to serve in the military. Such laws have generally been put into effect during times of war.

The United States has not had a draft since 1973, during the Vietnam War. Since then,



the armed forces have used only volunteers to fight wars. However, 18-year-old men must still register to serve in the military if they meet the qualifications for service. The registration process allows the government to keep track of the names and addresses of all men of draft age. Registration ensures that if a war or other crisis requires that the country quickly expand its armed forces, a draft could be launched again.

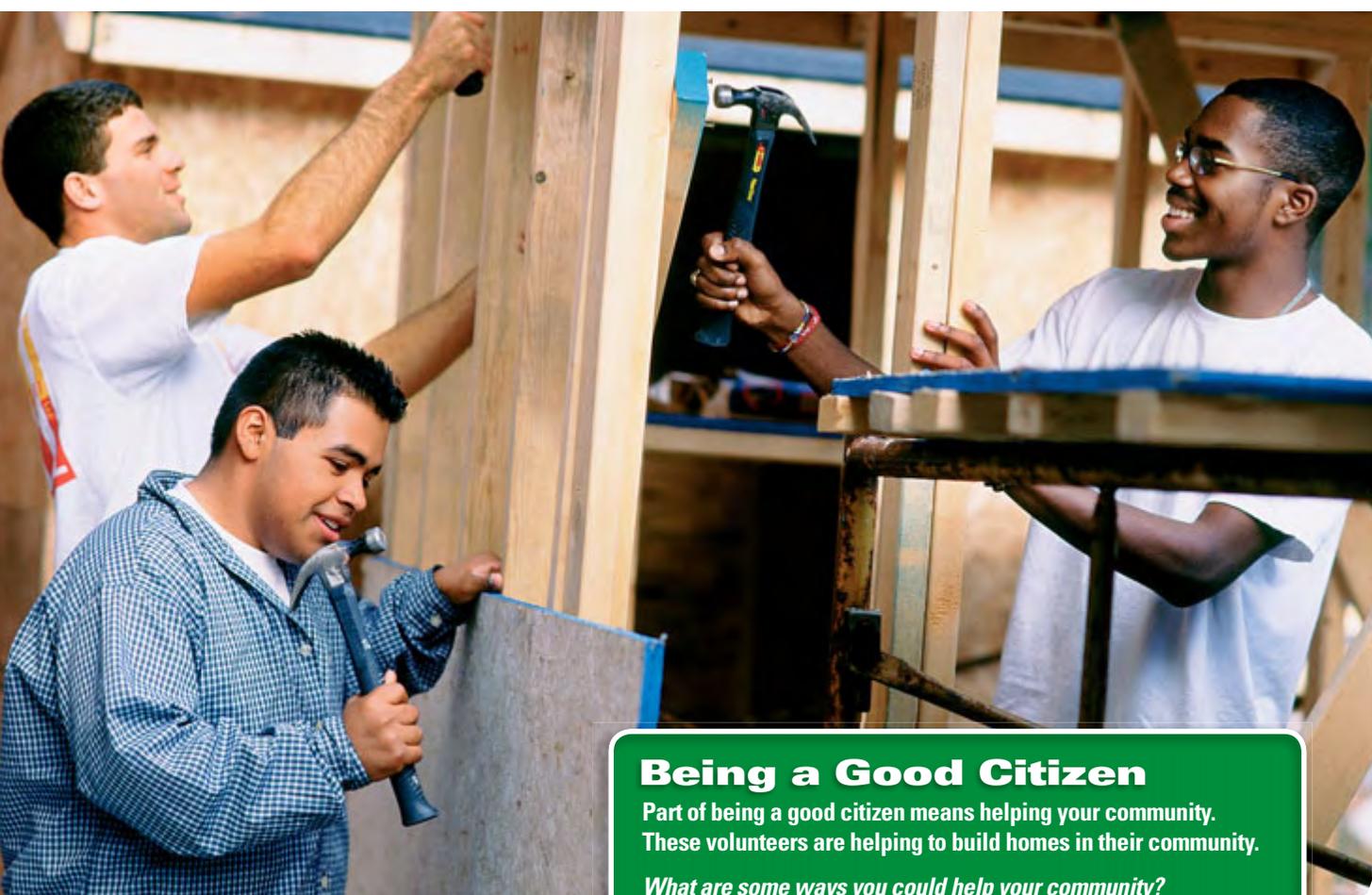
Although only some men must serve in the armed forces, other citizens have been called on to help protect the country. During World War II, Americans at home had to give up or cut back their use of various supplies needed for the troops overseas. Butter, sugar, beef, coffee, gasoline, and cloth were **rationed**, or limited by law to a certain amount per household.

Appearing in Court

Citizens must report to serve as members of a jury, if they are called to do so. This responsibility is called **jury duty**. Jury duty often involves sacrifice. Many citizens must take time off work to serve on a jury, and they are paid very small sums for their time. Why do we ask people to make this sacrifice? The Constitution guarantees citizens the right to a trial by jury of their peers—that is, their fellow citizens. Citizens must also testify in court if called as witnesses. For our system of justice to function, citizens must fulfill their duty to serve on juries and appear as witnesses.

READING CHECK

Summarizing Describe five duties of American citizenship.



Being a Good Citizen

Part of being a good citizen means helping your community. These volunteers are helping to build homes in their community.

What are some ways you could help your community?

Responsibilities of Citizenship

SS.7.C.2.3
Experience the responsibilities of citizens at the local, state, or federal levels.

The duties of citizenship are the things we *must* do. By contrast, responsibilities of citizenship are the things we *should* do at the local, state, and national levels. These tasks are not required by law, yet most Americans accept them as their responsibility.

Voting

American editor and drama critic George Jean Nathan once said, “Bad officials are elected by good citizens who do not vote.” If you do not vote, you leave the choice up to others—and you might not like the candidate they choose. Another way of putting this is the familiar phrase, “If you don’t vote, don’t complain about the results.”

Many people throughout our history gave their lives so that all citizens could vote. That makes voting not only an honor, but also a responsibility. Our government is

based on the consent, or the approval, of the governed. Therefore, we must let our legislators know when we approve or disapprove of their actions. We do that by voting for people whose views we support and who we believe to be good, honest candidates.

Being Informed

To cast your vote wisely, you must be well informed about candidates, current events, and key issues. That involves taking an interest in the programs and activities of the government. You also have a responsibility to tell your representatives what you think about topics of public concern.

Taking Part in Government

Some people watch a basketball game. Other people play the game. Being informed is just the start of participating in government. We also need people who will join political parties and help shape their positions on issues. We need citizens who will lead, who will educate others, and who will influence public opinion.

We especially need people willing to run for political office and serve wisely if elected. The quality of any democratic government depends on the quality of the people who serve in it.

Helping Your Community

One of the most important ways to be a responsible citizen is to take pride in your community. In addition, you should make sure that your community can take pride in you and your actions.

Have you ever volunteered to help your community? There are so many ways to help, from giving your time at the public library to participating in a walk for hunger. Citizens should volunteer to improve their communities. The government cannot be aware of every small problem, much less fix them all. Yet solving small problems is something volunteers can do in many ways. Think of how small acts of kindness—such as planting a tree, cheering up a sick person, or caring for a stray animal—make community life better.

Volunteering, just like voting, is a serious responsibility. It can also be a lot of fun. Almost everyone can find a way to help out in the community.

Respecting and Protecting Others' Rights

The lasting success and the strength of the United States depends on the protection of the rights of its citizens. You can play an important role in protecting these priceless rights. The first step is knowing your own rights as an American citizen. Then remember that the people around you share those same rights. By knowing what rights all people share, you can be sure to respect those rights. For example, it is essential that community members respect others' property. You should also know when people's rights are being violated. You have a responsibility to help protect the rights of others, just as you would want them to defend your rights.

All Americans must help defend human rights. Only then can the country truly have, in Abraham Lincoln's words, a "government of the people, by the people, and for the people." As one of the people, you have the responsibility to help make sure that our society works for everyone.

READING CHECK

Making Generalizations How can citizens contribute to society at the local, state, and national levels?

SECTION 3 ASSESSMENT

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ONLINE QUIZ

Reviewing Ideas and Terms

- Define** Write a brief definition for the terms **draft**, **rationed**, and **jury duty**.
 - Explain** Why do citizens owe certain duties to their country?
 - Predict** What do you think would happen if only a very small group of people performed their civic duties? Explain your answer.
- Recall** What are four responsibilities that each citizen has to the country?
 - Analyze** Why is voting often considered the most important responsibility a citizen has?
 - Elaborate** What is one problem in your community that you think students might help solve? Write a short plan of action.

Critical Thinking

- Categorizing** Copy the graphic organizer. Use it and your notes to list the duties of citizenship.



FOCUS ON WRITING

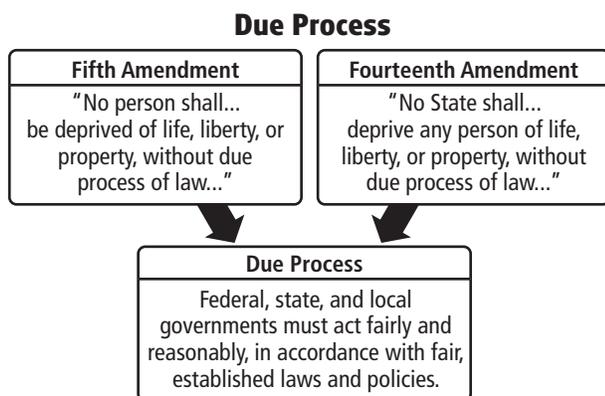
- Identifying** Write a short paragraph identifying several actions you could take on a daily basis to help your community.

CHAPTER 4 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The chart below describes amendments to the U.S. Constitution related to due process.



Which amendment applied due process protection to people targeted by state actions?

- A. Second Amendment
 - B. Fifth Amendment
 - C. Eighth Amendment
 - D. Fourteenth Amendment
2. Which of the following is not protected speech?
- A. a writer threatening to bomb the White House
 - B. a billboard on private property that includes Bible verses
 - C. a late-night talk-show host discussing a conspiracy theory
 - D. a labor leader encouraging union members to go on strike

Review Key Terms

For each term below, write a sentence explaining its significance to citizens' rights and responsibilities.

1. Bill of Rights
2. separation of church and state
3. self-incrimination
4. due process of law
5. eminent domain
6. bail
7. civil rights
8. suffrage
9. poll tax
10. draft
11. rationed
12. jury duty

Comprehension and Critical Thinking

SECTION 1 (Pages 110–116)

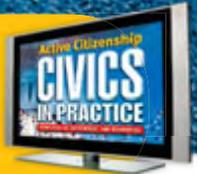
13. **a. Recall** Why was the Bill of Rights added to the U.S. Constitution, and why was the Ninth Amendment included in the Bill of Rights?
- b. Analyze** Which freedom in the Bill of Rights is most important? Why?
- c. Identify Cause and Effect** Why did Americans want to ensure that accused persons had the right to trial by jury? What might happen to our system of justice if citizens refused to serve on juries?

SECTION 2 (Pages 118–122)

14. **a. Describe** How did the Thirteenth and Fourteenth Amendments extend the civil rights of Americans?

Active Citizenship video program

Review the video to answer the closing question:
Why do you think students do not always have control over their own privacy at school?



- b. Analyze** How have voting rights been expanded through constitutional amendments?
- c. Evaluate** Would you support the Twenty-sixth Amendment if it were being voted on today? Why or why not?

SECTION 3 (Pages 124–127)

- 15. a. Recall** What are the duties and responsibilities of citizenship?
- b. Describe** How might the country be affected if citizens failed to perform their duties and responsibilities?
- c. Elaborate** What are some ways you can help in your community?

Using the Internet

- 16. Understanding Citizenship** Through your online textbook, research the rights and responsibilities of citizenship. Then choose one of the responsibilities outlined in the chapter and create an action plan to increase community awareness of this responsibility. Your plan should outline the responsibility and tell how you will raise awareness about it.

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Civics Skills

Making An Oral Presentation Use the steps below about making oral presentations to help you answer the following questions.

- 1** Create a strong opener.
 - 2** Structure your presentation.
 - 3** Practice your presentation.
 - 4** Be prepared for questions.
- 17.** Imagine that you are preparing an oral presentation on the responsibilities and duties of American citizens. Write an opener that will capture your audience's attention.
 - 18.** What kind of visual aid could you use to enhance your presentation?
 - 19.** What types of questions might you expect to be asked after your presentation?

Reading Skills

Identifying Points of View Read the selection below, then answer the question that follows.

“I do conceive that the constitution may be amended; that is to say, if all power is subject to abuse, that then it is possible the abuse of the powers of the general government may be guarded against in a more secure manner than is now done, while no one advantage, arising from the exercise of that power, shall be damaged or endangered by it. We have in this way something to gain, and, if we proceed with caution, nothing to lose; and in this case it is necessary to proceed with caution; for while we feel all these inducements to go into a revisal of the constitution, we must feel for the constitution itself, and make that revisal a moderate one.”

James Madison Proposes the Bill of Rights to the House of Representatives, June 8, 1789

- 20.** What was Madison's point of view about the Bill of Rights?
 - a.** The Bill of Rights was unnecessary, and he opposed it.
 - b.** There was no good reason to adopt a Bill of Rights, but we should do it anyway.
 - c.** The Constitution is flawed, and a Bill of Rights is necessary to protect our rights.
 - d.** Power can be abused, so we should adopt some moderate changes to protect against that abuse.

FOCUS ON WRITING

- 21. Writing Your Interview Questions** Review the notes you have taken about the Bill of Rights. Then, based on your notes, begin writing questions for your interview with James Madison. What will the readers of your newspaper want to learn more about? Write at least 10 interview questions that your readers will want to have answered.

School Records and Your Rights

You probably hear a lot about the things you are not allowed to do at school. You can't skip classes, break the dress code, or prevent school officials from searching your locker. When it comes to your school records, however, you do have certain rights. A law called the Family Educational Rights and Privacy Act of 1974 (FERPA) protects your right to see your records. If necessary, you can ask the school to correct them.

Why it Matters

Schools keep records on each student. They can include information about grades, attendance, standardized test scores, health information (such as when you had your immunization shots), and disciplinary actions. Under FERPA, it is usually your parents who have the right to see or get a copy of your school records. In most states, the right to review your records transfers to you at the age of 18. In a few states, you have this right at age 14. If you think there is an error in your record, you or your parents may request to have that information changed. What if you cannot get the information corrected or removed? FERPA allows you to add a statement or additional information to your record to explain what you think is wrong with it.

FERPA also makes sure that schools do not share your records with anyone else—except certain school or government officials—without your permission. Schools may release basic directory information without telling you. This includes your name, address, birth date, and when you attended school. However, you have the right to ask your school to keep your directory information confidential. FERPA applies to any school that receives money from the federal government, including all public and many private schools.

Schools are required to protect your school records under the Family Educational Rights and Privacy Act of 1974.



ANALYSIS SKILL

EVALUATING THE LAW

1. Why is it important for you and your parents to know what is written in your school record?
2. Why do you think FERPA states that your records cannot be released to other people without your permission?