

# UNIT 5

## THE CITIZEN IN SOCIETY

### **CHAPTER 13**

**Citizenship and  
the Family**

### **CHAPTER 14**

**Citizenship  
in School**

### **CHAPTER 15**

**Citizenship in  
the Community**

### **CHAPTER 16**

**Citizenship  
and the Law**



In this 1942 poster  
Uncle Sam encourages  
Americans to support their  
community by helping the  
Red Cross.





# FLORIDA...

## The Story Continues

### CHAPTER 13, Citizenship and the Family

#### PLACES

**Florida protects children through the Department of Children and Families.** The department's Child Care Services Program Office licenses daycares all over Florida. The office also trains child care workers and teaches classes about Florida's child care laws. It helps daycares plan safe play areas and healthy meals for the children. It also trains workers to identify and report child abuse and neglect. The office's main goal is to make sure that Florida's children are in a safe and educational environment with trained child care staff.

#### EVENTS

**1964: *McLaughlin et al. v. Florida* changes marriage laws.** In 1964, it was illegal under Florida law for interracial couples to live together. But a case brought before the U.S. Supreme Court helped to change that. In *McLaughlin et al. v. Florida*, the justices struck down the Florida law that banned unmarried couples of different races from living together. Three years later, the U.S. Supreme Court justices used *McLaughlin* to help them decide another case. In *Loving v. Virginia*, the Court ruled that laws banning interracial marriage were unconstitutional.

#### PLACES

**Florida is an "equitable distribution" state.** This means that people who are divorcing should divide their property "equitably." Equitable does not mean equal. It means fair. To decide what is fair, judges consider many things. They consider how long the marriage lasted. They ask if one person stopped working or quit school to take care of the family. They also ask what each person contributed to the marriage and to the family.



**PEOPLE**

**1984: Florida laws would not let Craig and Brenda Dickinson homeschool their children.** So they worked to change the laws. In 1984, the first Florida homeschooling bills passed. Craig died in 1993, but Brenda kept fighting. She fought hard to allow homeschooled children to join schools for extra-curricular activities like band and sports. The bill allowing them to do so passed in 1996. It is called the “Craig Dickinson Act.”

**PEOPLE**

**Florida’s “Heart Galleries” match adoptive parents with foster children who are looking for forever families.** Many people only want to adopt healthy infants. Children older than five have a hard time finding adoptive families. It is also harder for children who have special needs. Many of these children spend years in foster care. Florida’s Heart Galleries have pictures and biographies of older children available for adoption. They have matched many children with families.

**EVENTS**

**2010: A Florida state court rules that gay people can adopt children.** Florida adoption law said that homosexual people could not adopt. Martin Gill challenged that law. He and his partner were foster parents to two brothers who had been abused and neglected by their parents. The men had been fostering the boys since 2004. The children’s biological parents lost their parental rights in 2006. In 2008, in finding that the boys “thrived” in their foster home, the court ruled that the law violated the equal protection rights of children and their adoptive parents under the Florida Constitution. The state of Florida appealed the ruling, but in 2010 the appeal was denied, and Gill was granted full custody.



## 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.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.



## CHAPTER 13

# CITIZENSHIP AND THE FAMILY

**Essential Question** How have American families changed? What role does the family play in American society?



### Florida Next Generation Sunshine State Standards

**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.3.4** Identify the relationship and division of powers between the federal government and state governments. **SS.7.E.1.6** Compare the national budget process to the personal budget process. **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. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **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

Being a good citizen means more than just taking part in politics and government. Citizenship starts with the family. Families are the first place you learn some of the qualities of a good citizen, such as the ability to compromise, take responsibility for your actions, and participate in a positive way.



## STUDENTS TAKE ACTION

**TURNING BACK THE CLOCK** Students in Anchorage, Alaska, wanted changes in their school calendar. The students made their case to the school board and were able to get the calendar changed. How could you bring about such a change in your school?

## FOCUS ON WRITING

**AN AUTOBIOGRAPHICAL SKETCH** The American family has gone through many changes over the years. As you read this chapter, think about what family life was like during colonial times. Then you will write an autobiography of a fictional character, telling about his or her life. Your classmates are your audience.



# Reading Skills

In this chapter you will read about how the American family has changed through the years. You will learn that there are many kinds of American families. You will read about how states pass laws to regulate marriage, divorce,

and the rights of parents and children. You will also learn how the family performs important functions for its members and society. As you read, think about how your family is teaching you to be a good citizen.

## Information and Propaganda

### FOCUS ON READING

Where do you get information about proposed laws or political issues? Many citizens rely on TV ads, newspaper editorials, or Internet blogs to get their information about important issues. These sources, however, often want to persuade people to act or think in a certain way. Their main purpose is not necessarily to provide a fair, objective look at an issue. Ideas that are spread to influence people are called propaganda.

**Recognizing Propaganda Techniques** To be an effective reader and an informed citizen, you should learn to recognize propaganda techniques. Then you will be able to separate propaganda from the facts.

"The ridiculous proposal by the school board to rob students of a spring break shows politicians don't believe in the family."

**Name Calling** Using loaded words, words that create strong positive or negative emotions, to make someone else's ideas seem inappropriate or wrong.

"All parents want their children to have a spring break. Obviously, it's wrong to accept the new proposal."

**Bandwagon** Encouraging people to do something because "everyone else is doing it."

"If we eliminate spring break, students will score better on standardized tests."

**Oversimplification** Making a complex situation seem simple, or making a complex problem seem easy to solve.

### Helpful Hints for Recognizing Propaganda

1. If the information wants you to believe something, buy something, or do something, it is propaganda.
2. If the information sounds like an advertisement, it may be propaganda.
3. If the information is one-sided, it may be propaganda.



## You Try It!

Read the following passage and then answer the questions below.

The school board is considering a proposal to remove spring break from the school calendar. Almost all students and parents strongly oppose the proposal. The school board should vote down the proposal.

The proposal was brought in an effort to give students more class time and increase test scores. The idiot who came up with this proposal should apologize. Students and teachers deserve the spring break.

If the school board wants to increase test scores, it should build new schools. Better classrooms would help students perform better.

**After you have read the passage, answer the following questions.**

1. Does this passage want readers to act or think in a certain way? If so, how?
2. What kind of propaganda technique is used in the second sentence?
3. Which sentence is an example of name calling?
4. Which sentence is an example of oversimplification?

**As you read Chapter 13**, notice ways in which you think the text tries to present facts objectively.

## KEY TERMS

### CHAPTER 13

#### Section 1

delayed marriage (*p. 320*)  
remarriage (*p. 321*)  
blended families (*p. 321*)  
two-income families (*p. 321*)  
single-parent families (*p. 321*)

#### Section 2

family law (*p. 323*)  
child abuse (*p. 325*)  
foster home (*p. 325*)  
guardian (*p. 325*)  
adopt (*p. 325*)  
divorce (*p. 325*)  
no-fault divorce (*p. 325*)

#### Section 3

budget (*p. 330*)  
fixed expenses (*p. 330*)

#### 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 words:

methods (*p. 318*)  
agreement (*p. 325*)  
influence (*p. 328*)



## SECTION 1



LA.7.1.6.1; LA.7.1.7.1

# The Changing Family

### BEFORE YOU READ

#### The Main Idea

From colonial times to today, the American family has changed in many ways. However, the family still plays an important role in teaching young people the lessons that will stay with them for the rest of their lives.

#### Reading Focus

1. How has the American family changed since colonial times?
2. What are some new trends in marriage and family life?
3. Why is the number of two-income families increasing, and what additional stresses do single-parent families face?

#### Key Terms

delayed marriage, *p. 320*  
remarriage, *p. 321*  
blended families, *p. 321*  
two-income families, *p. 321*  
single-parent families, *p. 321*



Use the graphic organizer online to take notes on the ways the American family and marriage trends have changed over time.

**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.



Does your family look like the typical American family of 200 years ago? Not likely. Back then most people had big families and lived on farms. Today our families are smaller, and most of us live in or near big cities. Those aren't the only changes the American family has gone through. Families today range from small to large. Some might have children, some not. There's no such thing as a "typical" American family today.

## American Families Have Changed

The family has always played an important economic and social role in the history of the United States. Although the American family has changed much since colonial times, the family remains the backbone of American life and culture.

### The Colonial Family

How were colonial families different from families today? During colonial times, most families lived on farms. Because of

this rural way of life, these families tended to be much larger than modern American families. Why? Colonial families needed many hands to do all the work required on a farm. Having many children helped these families to get their work done.

The colonial family produced most of what it needed to survive. Today factories and large farms produce most of the goods and food needed for survival.

### The Move to Cities

During the 1800s a huge change began to happen in American life. Many people began moving to the cities. About 100 years ago 60 percent of all Americans lived on farms or in rural areas. Today only about 21 percent of Americans live in a rural area.

New inventions and improved methods of production, which led to the rise of factories, caused this shift from rural to urban living. People were needed to run the machines, so many families moved to urban areas seeking factory jobs.

#### ACADEMIC VOCABULARY

**methods:**  
ways of doing something

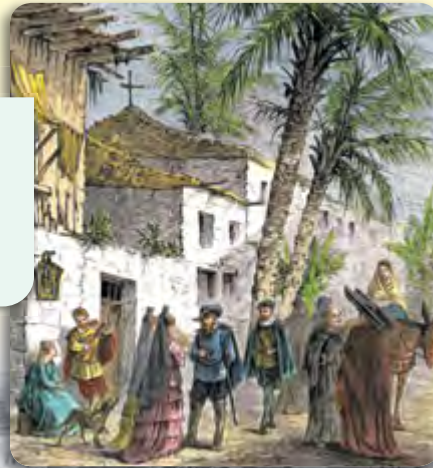


# Milestones for Florida Families

Families have made up the fabric of Florida and the rest of the United States since our founding. As our country has changed, so have families. One of the largest changes for families has been the shift from rural to urban life.

*How do you think the move from rural to urban areas changed family life?*

Spanish settlers founded St. Augustine. Families worked together to build a successful colony, the oldest continuously occupied European settlement in the United States.

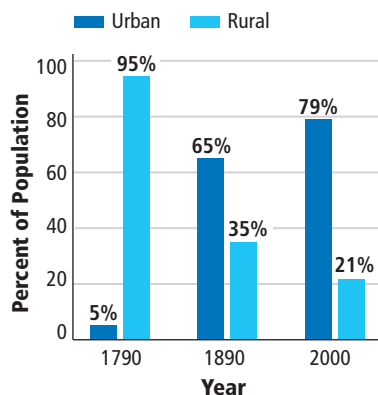


1565

By the end of the nineteenth century, families had begun moving from small towns into cities, trading farm labor for factory work. By 1910 almost 30 percent of Florida's population lived in urban areas, such as Pensacola.

1910

**Urban and Rural Population, 1790–2000**



Source: U.S. Census Bureau



Today

Today, an estimated 94 percent of Florida's residents live in urban areas. Many families enjoy the amenities offered by major cities such as Jacksonville, Tampa, and Miami, shown here.



## The City Family

Imagine that you are part of a rural family that moved to the city during the late 1800s. Your father would probably work long hours in a factory to earn the money to buy things the family once produced on a farm. You and your siblings—even those who were very young—would most likely have to work in factories, too. Factory conditions, especially for children, were often difficult and dangerous.

### 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.

## Delayed Marriage

In 2000 the average age at first marriage was 25.1 for women and 26.8 for men. This average age was much lower 40 or 50 years ago. For example, in 1960 the average age at first marriage for women was 20.3 years. 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 contributed to delayed marriages. Also, many young people choose 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 want to 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, such as *Leave it to Beaver*, were about mostly white, nuclear 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.



1950s



2000s



1980s

### ANALYSIS SKILL

### MEDIA LITERACY

What are some ways society is changed by television, and what are some ways television reflects society?

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**



## Blended Families

The United States has one of the highest divorce rates in the world. Yet Americans still believe in marriage. The number of marriages and remarriages demonstrate this belief. **Remarriage** means that one or both of the partners have been married before. About 57 percent of adult Americans are married; and of Americans age 15 and over, 17 percent have been remarried.

In some 65 percent of remarriages, one or both of the partners bring children from previous relationships into the new marriage. These new families are called **blended families**, or stepfamilies.

**READING CHECK**  **Finding the Main Idea** How are blended families formed?

## Two-Income and Single-Parent Families


In recent decades, the number of **two-income families**, or those in which both parents work, has increased. This increase is the result of the large number of married women who work outside the home. Over the past 50 years, the percentage of women with jobs outside the home has more than doubled.

Why have so many married women entered the workforce? One reason is economic need. It is now more difficult for many families to maintain the standard of living they desire when only one parent is working. Another reason is that women today have more career opportunities than ever before.

In recent years, the number of **single-parent families** has increased greatly. Single-parent families are formed through divorce, the death of a spouse, single people adopting children, and births to unmarried women. More than 30 percent of American families with children under the age of 18 are single-parent families.

Every family has its difficulties, but the single-parent family often has added stresses.

It is hard for one adult to be the sole caregiver for a child or several children. Also, single-parent families often must make do with a smaller income than families with two working parents.

**READING CHECK**  **Analyzing Information** What are some of the challenges that single-parent families face?

## SECTION 1 ASSESSMENT

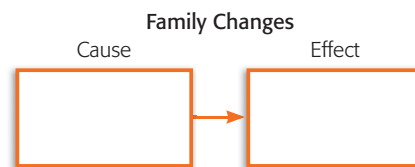
 hmhsocialstudies.com  
**ONLINE QUIZ**

### Reviewing Ideas and Terms

- Recall** Why were colonial families usually larger than families today?
  - Summarize** What caused many families to leave rural areas and move to the cities?
- Define** Write a brief definition for each of the following terms: **delayed marriage**, **remarriage**, and **blended families**.
  - Summarize** How are blended families formed?
- Define** Write a brief definition for each of the following terms: **two-income families** and **single-parent families**.
  - Summarize** What has led to the increase of two-income families?
  - Compare** What are some of the problems that single-parent families face that two-parent families do not?

### Critical Thinking

- Identifying Cause and Effect** Copy the graphic organizer. Use it and your notes to explain the reason American families began to change in the 1800s and the results of these changes.



### FOCUS ON WRITING

- Summarizing** Imagine that you are a reporter assigned to investigate the increase in the average age at first marriage. Write a short article that explains the major reasons for this trend.





## Using Television as a Resource SS.7.C.2.11

### Learn

Most of our news and entertainment comes from television. In fact, in one year the average American watches 1,770 hours of television but spends only 109 hours reading books. Television is effective as a media tool because it appeals to people's emotions through both sight and sound.

Consider how television programs are produced. A lot of people and money are involved, so producers plan very carefully. They decide what ideas the show will present. Then they make sure that their show delivers those ideas with an impact.

### Practice

Before you turn on the TV, decide what you want from the programs you will watch. Do you want to be entertained or informed? Be ready to look at the meaning behind the message as well as the message itself.

**1 Separate fact from fluff.** Many television programs are based on real-life events—the evening news, documentaries, and reality shows. Documentaries give some facts and some opinion, all on one topic. Reality programs do not tell the “true story.” They use what happened to build an entertaining story. Even news programs contain additional

information besides “hard” news—the pressing news of the world. Hard news on a broadcast comes first, followed by human-interest stories, those that appeal to the emotions.

**2 Decide for yourself.** You do not have to agree with the ideas on television. Every show, even the news, is produced from a certain point of view. Ask yourself, “Do I agree with this show's point of view?”

**3 Make a viewing plan.** Television schedules are available in newspapers, online, and on your television set, if you have cable TV.

### Apply

Study the schedule. Use it to answer the questions that follow.

- Some of the programs on this schedule will be more factual than others. Make a list of the shows and write what you think each show might be about next to its title.
- What would you watch if you were looking for fact-based shows? for entertainment?
- Each of these shows is about a person or event. Which is most likely to present a “true story”? Which is least likely? What is your evidence that supports your conclusions?

Tuesday, December 11	6:00 P.M.	6:30 P.M.	7:00 P.M.
A&E (16) Arts & Entertainment	Biography: Jimmy Carter		U2 in Concert
NBC (17) National Broadcasting Co.	Local News	NBC Nightly News	Dateline: Running a Family Business
CNN (18)	News Night	Larry King Live: Bill, Hillary, and Chelsea Clinton	
DISC (19) Discovery	Extreme Surgery		Medical Miracles
PBS (20) Public Broadcasting Service	American Experience: Remember the Alamo		The News Hour with Jim Lehrer



## SECTION 2



SS.7.C.3.4; LA.7.1.6.1; LA.7.1.7.1

# Law and the Family

### BEFORE YOU READ

#### The Main Idea

U.S. law is set up to protect the well-being of children and families.

#### Reading Focus

1. What is the purpose of the various laws regulating marriage?
2. How do state laws work to protect children?
3. What types of decisions must be made by couples who are planning to divorce?

#### Key Terms

family law, p. 323  
child abuse, p. 325  
foster home, p. 325  
guardian, p. 325  
adopt, p. 325  
divorce, p. 325  
no-fault divorce, p. 325



hmhsocialstudies.com

#### TAKING NOTES

Use the graphic organizer online to take notes on the laws that regulate marriage and divorce and those that protect children.



Marriage is a legal, social, and, often, religious institution.



Although there are many different kinds of them in the United States, all families are subject to certain laws. These laws regulate marriage and divorce and protect the rights of children. Why are these laws necessary?

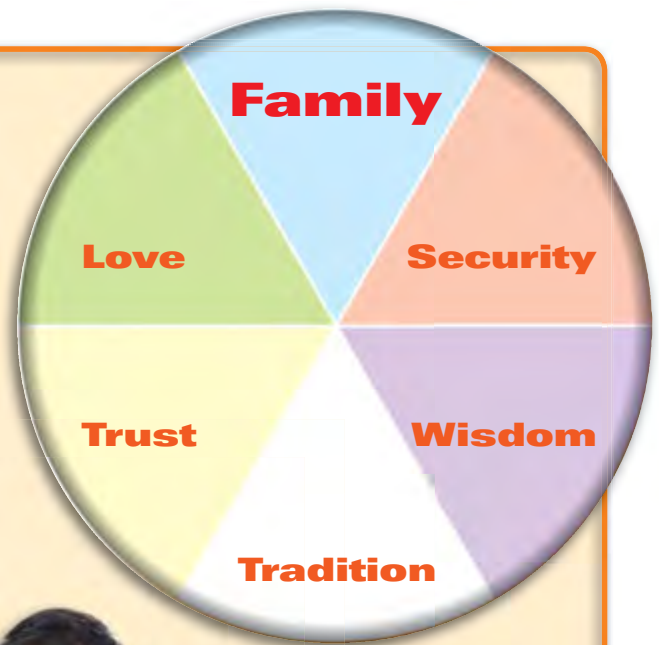
### Laws Regulate Marriage

As an American you have certain rights, such as freedom of speech and freedom of religion. To protect these rights, the federal government has set up laws. People in families also have certain rights and responsibilities, which are protected by laws as well. Your state's legislature, rather than the federal legislature, makes these laws. Why? The needs and customs of families may differ in various areas of the country.

State legislatures can best make laws that fit the families in that region. **Family law** regulates marriage, divorce, and the responsibilities and the rights of adults and children in the family. More than 2 million marriages take place in the United States each year. Each of these marriages must follow the laws of the state in which it is performed.

# Law and the Family

Each state has laws that affect the family by regulating marriage and divorce, and by protecting the well-being of family members. However, the strength of the family comes from the things that law has little or no power to control, like love, trust, tradition, wisdom, and security.



Families strive to protect and promote their members' well-being.

## ANALYSIS SKILL

## INTERPRETING VISUALS

Of the family values listed in the pie chart, which one do you think is most important?

Most states require that people be at least 18 years old to marry without parental consent. In many states, however, boys and girls may marry at age 16 with the consent of their parents. Some states allow people to marry at even younger ages.

In an attempt to ensure that couples consider the seriousness of marriage before uniting, about half of all states require that couples wait for one to five days before a marriage license is issued. This waiting period allows couples time to “think it over.” Some states also require that a man and woman applying for a marriage license have

a medical examination. These exams check for certain diseases that can be passed on to another person.

Most states require that civil or religious officials perform marriages. Civil officials include a justice of the peace, judge, and mayor. Ministers, priests, and rabbis are some religious officials who often perform marriages. Witnesses must be present at the ceremony to testify that a legal marriage was performed.

## READING CHECK

**Finding the Main Idea** What is family law, and why is it needed?



## Laws Protect Children

Most people who marry will eventually have children. The U.S. government believes that children have legal rights. If parents do not give a child proper care, the authorities can step in to protect the child. Every state requires that doctors, teachers, and other people report suspected cases of child abuse. **Child abuse** is emotional abuse, physical injury, or sexual abuse that another person inflicts on a child.

An act that creates a risk of serious harm to a child or failing to act to protect a child are considered child abuse under the law. For example, leaving a very young child unattended for a long period of time is considered child abuse. The state may take children who are abused by their parents or other family members away from the family.

A child may be placed in a **foster home**. Here, a home of people unrelated to the child agree to take care of him or her. The state pays the foster parents to care for the child. Parents who abuse their children may face criminal charges.

If a child's parents die, a judge may appoint a relative or family friend to act as guardian. A **guardian** is a person appointed by a state court to care for a child or for an adult who is unable to care for him or herself. Sometimes a guardian will **adopt** the child. This means the guardian has legally established the child as his or her own. If no one can be found to act as guardian, the state may put the child up for adoption.

### READING CHECK

**Sequencing** What steps are typically taken to care for children whose parents die?

## Divorce Means Decisions

Sometimes marriages fail. Legally ending a marriage is called **divorce**. Each state makes its own divorce laws. Sometimes people seeking divorce charge their partners with grounds such as desertion or abuse, but not always.

Often, couples simply state that their marriage has problems that cannot be resolved. This type of divorce is called **no-fault divorce**, because no specific charge is being made that places fault on either partner.

Getting a divorce is often a complex process. So, couples who divorce usually hire lawyers who try to get the couple to resolve issues. Most couples have some issues. These include how to divide property and who gets custody of the children. Other issues might be visitation rights with the children and the amount of any support payments. These can go to the spouse or child or to both. The case then goes before a judge. If the judge finds the couple's decisions fair, he or she approves the divorce **agreement**. If the couple cannot agree on these issues, the judge will decide the case.

### ACADEMIC VOCABULARY

**agreement:**  
a decision reached by two or more people or groups



### FOCUS ON Marian Wright Edelman (1939- )

Marian Wright Edelman was born in Bennettsville, South Carolina. At an early age, she was encouraged to pursue her education and to use her abilities to help others. Her parents set the example. They opened the Wright Home for the Aged. In

addition, at various times during Edelman's childhood, her parents cared for 12 foster children.

When Edelman graduated from law school, she became active in the National Association for the Advancement of Colored People's struggle against segregation. In 1973 she founded the Children's Defense Fund, which helps children and tries to solve social issues about children by affecting public policy. The CDF has become the nation's strongest voice for children and families. Edelman has testified before Congress several times on children's issues. For her efforts, in 2000 Edelman received the Presidential Medal of Freedom, the nation's highest civilian award.

**Summarize** How have Edelman's efforts aided children?

# Marriage

The majority of people in the United States over age 25 are married.

## Up to 25 Years



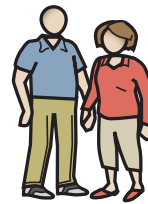
12% are married

## 25 to 34 Years



52% are married

## 35 to 54 Years



69% are married

## 55 to 64 Years



71% are married

## 65 Years and Older



57% are married

ANALYSIS  
SKILL

INTERPRETING VISUALS

Which age group has the smallest percentage of unmarried people?

The United States has one of the highest divorce rates in the world. More than 1 million marriages in this country end in divorce each year. These divorces affect more than 1 million children annually. Why do you think the United States has such a high divorce rate? There are several reasons. To begin with, the

divorce process has become less complicated over the past few decades. American society in general has also become more tolerant and accepting of divorce.

READING CHECK

**Contrasting** How does no-fault divorce differ from other divorces?

## SECTION 2 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition for the following term: **family law**.

**b. Explain** Why do many states have a waiting period before issuing a marriage license?
- a. Define** Write a brief definition for each of the following terms: **child abuse**, **foster home**, **guardian**, and **adopt**.

**b. Summarize** What legal measures do states put into place to protect children?
- a. Define** Write a brief definition for each of the following terms: **divorce** and **no-fault divorce**.

**b. Summarize** Why do couples considering divorce usually consult a lawyer?

### Critical Thinking

- Categorizing** Use your notes and this diagram to identify the types of decisions that must be made by couples who are planning to divorce.



### FOCUS ON WRITING

- Evaluating** Imagine that you are part of a national committee attempting to reduce the high American divorce rate. List three of your suggestions and explain why you believe they will be successful.



# STUDENTS TAKE ACTION

PROJECT Citizen



## Turning Back the Clock

**F**amilies in Anchorage, Alaska, will always remember the 2006–2007 school year as the beginning of a whole new schedule. Before then, the school year had run from after Labor Day, in September, through June. Thanks to Project Citizen students in Mrs. Pam Collins's social studies class, that school year has changed. School now begins in late August and ends before Memorial Day in May.

**Community Connection** The students had many reasons for wanting to change the school calendar. Many were involved in activities such as football or cheerleading. These students had to return to practice in August. Yet, school did not start for another several weeks. Also, the first semester always ended two weeks after the winter holiday break. That meant students had to study for exams during their vacation. Then, teachers often had to reteach material before finals. Mrs. Collins's students did their research. They found that teachers also preferred the idea of starting in August and lining up the quarters with school breaks.

**Taking Action** The students also talked to community members and school officials, and they wrote and practiced presentations on changing the school calendar. Their efforts impressed the principal, the Parent Teacher Association, and the Anchorage School Board. One community member came to the school board meeting to oppose the proposed new calendar. Yet, he changed his mind after hearing the students speak. The members of the school board were also impressed and agreed to vote on the students' proposal quickly. The proposal passed with all yes votes, and the calendar was changed.



Students present their argument for changing the school calendar to the Anchorage School Board.

### SERVICE LEARNING



1. Why did the Anchorage students want to change the school calendar?
2. How did research and preparation play an important role in the students' success?

[hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**



## SECTION 3



SS.7.C.2.13; SS.7.E.1.6; SS.7.E.3.4; LA.7.1.6.1; LA.7.1.7.1

# Your Family and You

### BEFORE YOU READ

#### The Main Idea

The family continues to be the most important group in American society. It performs many functions for its members and for the country.

#### Reading Focus

1. What are five ways the family serves the country?
2. Why is it important to respect the rights of other family members and for family members to compromise?
3. Why is it useful for a family to budget its money?

#### Key Terms

budget, *p. 330*  
fixed expenses, *p. 330*



hmhsocialstudies.com

#### TAKING NOTES

Use the graphic organizer online to take notes about how families serve the country, the rights of family, and family budgets.

#### ACADEMIC VOCABULARY

**influence:**  
change, or have an effect on



Much of what you need to know as a citizen, you will learn in your home from your family: how to get along with others; how to earn money and spend it wisely; what's right and what's wrong. Think of your family as a small nation with its own domestic, foreign, and economic policies.

### Family Serves the Country

More than 70 million families live in the United States. The **influence** of these families on children is immense. We depend on families to teach children the skills they need to become responsible adults. In what ways does the family teach these skills?

**Shaping the Country's Future** The family helps keep the country strong when it provides a stable environment for children to learn and grow. In this way, families shape the country's future.

Families find security and fun together.





## Education: A Family Decision

In colonial times, there were few education requirements. Children learned basic reading and writing, but there were no public schools. Children worked at home or learned a trade. Then in 1852, Massachusetts introduced a system of compulsory, or mandatory, education. Schools were free to residents, and children were required to attend. By 1918 nearly every state had created mandatory public elementary schools.

Years later, parents still play an active role in choosing where and how their children are educated. Some parents choose to send their children to

private schools. For example, parents who wish for their children to receive a religious education may send their children to a religious, or parochial, school. These are an alternative to public schools and include religious instruction along with instruction in secular subjects.

In recent years, home schooling has become another option for parents who want more control over their children's education.

Why might some parents have been pleased when free public education was established? Why might other parents have been displeased?



**Educating Its Members** From their families, children learn many basic things that help them to survive. It is in the home that children learn to walk, talk, and dress themselves.

**Teaching Good Behavior** Your earliest ideas of right and wrong are taught in the home. Within the family, children learn how to behave in the world around them.

**Helping Manage Money** Members of the family earn and spend money to provide food, clothing, a place to live, and other necessities for its members. Some parents give their children an allowance, or a small sum of money, every week. This encourages children to learn how to manage money and to share financial responsibilities.

**Teaching Good Citizenship** The family must teach children to respect the rights of others and to fulfill their responsibilities as good citizens.

### READING CHECK

**Summarizing** What are some key ways that the family serves the country?

## The Rights of the Family

When most Americans think of home, they picture a place where the family lives together in harmony. Of course, no family can live up to this ideal all the time. Disagreements are part of family life. The way families handle disagreements is important. Using self-restraint and considering other people's points of view can help prevent serious conflict. Each family member has rights. If a person's rights are respected, he or she is more likely to respect the rights of others.

Do you think arguments are good or bad? Although unpleasant, conflicts can often benefit a family. Arguments, if kept in hand, can teach you how to present your ideas effectively. They can also help you understand another person's point of view. By talking over ideas with members of your family, you learn to be understanding and patient.

### READING CHECK

**Finding the Main Idea** Why are respect and compromise important to family harmony?

## ECON 101

### Standard of Living

One measure of standard of living is gross domestic product (GDP) per capita. GDP per capita is the market value of all final goods and services produced divided by total population. By this measure, the United States has the 11th highest standard of living in the world.

Estimated GDP Per Capita of Selected Countries, 2009	
Qatar	\$121,000
Norway	\$57,600
United States	\$46,000
Japan	\$32,600
Saudi Arabia	\$23,300
Brazil	\$10,100
China	\$6,700
Nigeria	\$2,300

Source: CIA World Factbook

#### ANALYSIS SKILL

#### ANALYZING ECONOMICS

Create a version of the chart with a column comparing the U.S. GDP to each other country listed.

### Families on a Budget

All families face the issue of how to spend their money. Adults try to earn enough money to pay for all of the family's wants and needs. But there is only so much money to divide among the family members.

Like the nation's government, families use budgets to decide the best way to spend their money. A budget is a plan for using money. Using a **budget** can help make sure that each family member's needs can be met and help reduce worries about money.

Just as governments create a budget to determine the best way to apply their resources, families create a budget to make sure that their income covers their expenses. The starting point in any budget is the total amount of money that is available to spend. Families must keep spending within this limit, or they must borrow money. Then, the family must consider expenses and make a plan to pay them. First on a family's budget are regular expenses, or **fixed expenses**, that must be paid. These expenses may include housing, food, and regular bills for services such as electricity. The remaining money pays for health care, transportation, entertainment, and other items. In this way, the family can provide for the needs of each of its members.

#### READING CHECK

**Analyzing Information** Why should families use a budget?

## SECTION 3 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Recall** What are some ways that the family serves the country?

**b. Explain** How can giving children an allowance encourage them to learn how to manage money?
- a. Summarize** How can arguments benefit a family?

**b. Elaborate** How will learning to get along with family members help you in your adult life?
- a. Define** Write a brief definition for each of the following terms: **budget** and **fixed expenses**.

**b. Elaborate** What are some ways that you can help your family stay within its budget plan?

### Critical Thinking

- Summarizing** Copy the graphic organizer. Using your notes, explain the five important functions a family serves.



#### FOCUS ON WRITING

- Evaluating** Write out a personal budget. First, list your weekly expenses. Next, list your weekly sources of income. Finally, write a paragraph evaluating your current use of money and setting goals for your future use of it.



## Family and Medical Leave Act

*Have you ever missed school or an afterschool job because you were sick? Or have you ever missed school or that job because you had to help care for a sick family member? Did you worry about what would happen when you returned? Maybe you thought you would be too far behind in your classes to catch up. Or you may have feared that your manager would give your job to someone else.*

*Until 1993, employees at full-time jobs also had to worry about these issues. Then Congress passed the Family and Medical Leave Act (FMLA).*

### Why it Matters

Family and work are both very important. Yet, sometimes you may feel torn between your responsibilities to each. Now with FMLA, you and your employer can feel better about both. FMLA works like this. Say, your company has 50 or more employees, and you have worked there for one year or longer. If so, then you are allowed to take up to 12 weeks of leave, or time off, if you or your parent, child, or spouse is sick. You may also use FMLA leave time when you, or your spouse, gives birth to or adopts a child. Your employer does not have to pay you for the time you take off. Under most circumstances, however, you cannot lose your job for taking this leave. In addition, employers may not use FMLA leave as a reason to deny you a promotion or any benefits of your job.

People do not have to give up their medical privacy to take advantage of the FMLA. Nor do they have to give their employers medical records or other information about their medical condition or their family member's medical condition. However, employers may ask people taking FMLA leave to provide a doctor's statement confirming that a serious medical condition does exist. This ensures that employees do not use the law to take time off for other reasons.



**The FMLA gives mothers and fathers time off of work to spend with their new babies.**

### ANALYSIS SKILL

#### EVALUATING THE LAW

1. Why do you think that the FMLA does not apply to businesses that have fewer than 50 employees?
2. Would your opinion about FMLA leave differ if you ran your own business? What about if you were an employee of a small business?

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**

# CHAPTER 13 REVIEW



## FLORIDA CIVICS EOC PRACTICE

1. The table below lists some statistics about marriage and divorce in the United States.

Marriage and Divorce in the United States	
1 in 5	Number of adult Americans who have ever been divorced
38%	Marriages in which one or both of the partners had been previously divorced
8 years	Average length of first marriages that end in divorce

What does the table indicate?

- A. Divorce doesn't stop people from marrying again.
- B. Divorcees usually marry other divorcees.

- C. People should try to stay married for more than eight years.
- D. Half of adult Americans have been divorced.

2. Which of the following is an accurate comparison of 18th-century and 21st-century families?

- A. Most colonial families lived in a few large cities.
- B. In general, modern families have fewer children.
- C. In the 18th century, people usually started their families later in life.
- D. Most modern families produce a large percentage of what they need.

## Reviewing Key Terms

For each of the terms below, write a sentence explaining its significance to citizenship and the family.

- 1. delayed marriage
- 2. remarriage
- 3. blended families
- 4. two-income families
- 5. single-parent families
- 6. family law
- 7. child abuse
- 8. foster home
- 9. guardian
- 10. adopt
- 11. divorce
- 12. no-fault divorce
- 13. budget
- 14. fixed expenses

## Comprehension and Critical Thinking

### SECTION 1 (Pages 318–321)

15. **a. Recall** How did the move to cities bring changes to American families?
- b. Explain** Why has the average age at first marriage increased in recent years?
- c. Predict** Will the number of two-income families in the United States continue to increase? Why or why not?

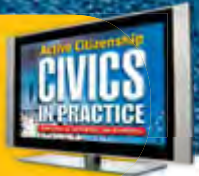
### SECTION 2 (Pages 323–326)

16. **a. Recall** Why do most states have a waiting period for couples applying for marriage licenses?
- b. Draw Conclusions** How does having children affect the decisions that couples must make when considering a divorce?
- c. Support a Point of View** Do you think that the government has the right to make and enforce laws that affect family life? Explain your answer.



### Active Citizenship video program

Review the video to answer the closing question:  
*How can students be a powerful force in bringing about change in education?*



## SECTION 3 (Pages 328–330)

17. **a. Identify** What are five important functions of the family?
- b. Make Inferences** How can a budget help a family manage its income and spending?
- c. Evaluate** How might developing strong, respectful relationships with other family members benefit people in their lives outside the family?

## Using the Internet



18. **Researching the American Family** The American family is vital to the strength of the nation. Through your online textbook, explore the ways in which the American family serves the country. Then create a collage to illustrate your research. Include a written description explaining how the photographs you chose for your collage represent the role of the family in citizenship and society.

hmhsocialstudies.com

## Civics Skills



**Using Television as a Resource** Study the television schedule below. Use the Civics Skills taught in this chapter to answer the question about the schedule below.

6:00 P.M.	6:30 P.M.	7:00 P.M.
Biography: Jimmy Carter		U2 in Concert
Local News	NBC Nightly News	Dateline: Running a Family Business
News Night	Larry King Live: Bill, Hillary, and Chelsea Clinton	
Extreme Surgery		Medical Miracles
American Experience: Remember the Alamo		The News Hour with Jim Lehrer

19. Which of these shows would you expect to present an unbiased examination of its subject? Why?

## Reading Skills

**Information and Propaganda** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

The school board is considering a proposal to remove spring break from the school calendar. Almost all students and parents strongly oppose the proposal. The school board should vote down the proposal.

The proposal was brought in an effort to give students more class time and increase test scores. The idiot who came up with this proposal should apologize. Students and teachers deserve the spring break.

If the school board wants to increase test scores, it should build new schools. Better classrooms would help students perform better.

20. Which propaganda techniques are used in this passage?
- a. name calling
  - b. bandwagon
  - c. oversimplification
  - d. all of the above

## FOCUS ON WRITING

21. **Writing Your Autobiography** Review your notes about the importance of the American family. Then write your autobiography, being sure to mention the duties and responsibilities your character had within the family. How does your character feel about his or her life? What are your character's hopes and fears for the future? What are your character's opinions on his or her place in the family?



# FLORIDA...

## The Story Continues

### CHAPTER 14, Citizenship in School

#### EVENTS

**1949: African-American Virgil Hawkins does not get into the University of Florida (UF) Law School.** Florida's state universities were segregated then. When UF refused to admit Hawkins, he went to court. The Florida Supreme Court said that he was qualified for law school, but that he could not attend UF because he was black. Hawkins continued his fight. In 1954 the U.S. Supreme Court ruled that public-school desegregation was illegal. It also ordered UF to admit Hawkins. The Florida Supreme Court ruled that it could ignore the U.S. Supreme Court. When that ruling did not last long, the Florida court decided it would desegregate UF if Hawkins did not go to UF. Hawkins agreed; he did become a lawyer later. However, it was his legal battle that opened Florida's public universities to all students.

#### PLACES

**2010: 66 percent of Florida's high school students begin their college careers at one of Florida's 28 community colleges.** Community college programs are two years long. However, students can combine classes to earn four-year degrees. The Florida Community College Activities Association coordinates and promotes various events among these colleges. For example, every year college teams compete against each other academically in the Brain Bowl.

#### PLACES

**2010: 27 Florida high schools are ranked among "America's Best High Schools" by Newsweek magazine.** Five Florida schools were in the top 20. Rankings were determined based on a "challenge index." The number of advanced college-level courses and tests that students took in each school was divided by the number of graduating seniors.



**EVENTS****1968: Florida teachers hold the first statewide teachers' strike in the U.S.**

Florida's teachers' associations and unions worked with the state government on educational reform. Then, in 1966, newly-elected Governor Claude Kirk vetoed all school improvement bills that the legislature sent to him. By 1967, school conditions in Florida had gotten worse. Classrooms were overcrowded, and buildings were run down. Florida teachers earned an average of \$7,200 a year. This was less than they had been paid in 1960. Governor Kirk refused to deal with the teachers. On February 19, 1968, more than 35,000 teachers went on strike. Soon after, the legislature passed another bill to begin educational reform. Governor Kirk did *not* veto it. The teachers returned to work.

It grades state policies, like class size and teaching requirements. It also grades how students do on national tests. Florida's overall grade was a B-. Florida's worst grade was an F for how much money is spent on education. However, the state earned a B+ for spending equity, meaning how fairly the money is split.

**PLACES****1959: Desegregation begins in the Miami-Dade County**

**schools.** The U.S. Supreme Court ruled against segregation in public schools in 1954. The first group of African-American students entered Miami-Dade's Orchard Villa Elementary School in 1959. That school was previously restricted to white students.

**PLACES****2011: Florida schools are ranked 5th in the nation in the annual**

**Quality Counts report.** This report grades states in six education categories.

## 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.2.12** 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.





## CHAPTER 14

# CITIZENSHIP IN SCHOOL

**Essential Question** Why is education important to society and to individuals?



### Florida Next Generation Sunshine State Standards

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

**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. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.2.14** Conduct a service project to further the public good. **SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **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. **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. **MA.7.S.6.1** Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.







# WHY CIVICS Matters

Have you thought about the kind of work you want to do when you become an adult? No matter what future you choose for yourself, you will profit by getting a good education.

PROJECT **Citizen**  
FLORIDA



## STUDENTS TAKE ACTION

**PROTECTING SANDHILL CRANES** What would you do if you were worried about the survival of birds around your school? Students in New Port Richey, Florida, lobbied their county government to install warning signs to protect the birds. In what ways are students at your school involved in the local community?

## FOCUS ON WRITING

**CREATING A WEB SITE** Have you ever designed your own Web site? If not, here is your chance to create one. As you read this chapter, you will gather information about the importance of education. Then you will write a description of how you would present this same information on a Web site.

# Reading Skills



LA.7.1.7.3

In this chapter you will read about the U.S. educational system and the core values that guide it. You will also learn about the challenges that public education faces. You will read about the seven goals of education. You will also read

about the importance of knowing how to learn and think clearly so that you can think for yourself and become a good citizen. Finally, you will learn how opinions are formed and how people are influenced by other people's thinking.

## Summarizing Text

### FOCUS ON READING

Textbooks are full of information. Sometimes the sheer amount of information they contain can make processing what you read difficult. In those cases, it may be helpful to stop for a moment and summarize what you have read.

**Writing a Summary** A **summary** is a short restatement of the most important ideas in a text. The example below shows three steps used in writing a summary. First underline important details. Then write a short summary of each paragraph. Finally, combine these paragraph summaries into a short summary of the whole passage.

### Helpful Hints for Summarizing Text

1. Ask yourself "What is the most important point of this paragraph?"
2. Try to restate the point in one sentence.
3. Focus on getting the big ideas, not the details.

The success you enjoy in school and the study and learning habits you develop may play a role in the person you will become. They will also influence the kind of job that you will have. What kinds of study and learning habits should you try to develop?

One of the first and most important study habits all students must learn is the wise use of time. A well-organized student finds time in his or her daily schedule for study, school activities, exercise, relaxation, and the proper amount of sleep.

**Summary of Paragraph 1** Study and learning habits will influence the person you become and the kind of job you will have.

**Summary of Paragraph 2** The most important study habit is learning to use time wisely by making and following a daily schedule.

**Combined Summary** Learning to use time wisely is an important study habit that can help you be successful in school and life.

**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. As you read it, decide which facts you would include in a summary of the passage.

### Extracurricular Activities Can Lead to Success

School can be more than just classes, homework, tests, and projects. To get the most out of your education, you should get involved in the extracurricular activities that your school offers. Extracurricular activities are the groups, teams, and events that your school sponsors outside of the classroom.

*From Chapter 14,  
p. 348*

So join a sport. Try out for the school play. Run for office in student government. Your effort will pay off. You may find a new hobby. You may improve your skills or learn new ones. Most likely, you will meet new people and make new friends.

There are benefits for the future, too. Extracurricular activities may help you get into the college of your choice or earn valuable scholarships. Of course, the most important reason to participate in school activities is because they are fun!

**After you read the passage, answer the following questions.**

- Which of the following statements best summarizes the first paragraph of this passage?
  - School is more fun with extracurricular activities.
  - Extracurricular activities are an important part of your education.
- Using the steps described on the previous page, write a summary of the second and third paragraphs of this passage.
- Combine the summary statement you chose in question 1 with the summary statements you wrote in question 2 to create a single summary of this entire passage.

## KEY TERMS

### CHAPTER 14

#### Section 1

university (p. 341)

mainstreaming (p. 342)

#### Section 2

extracurricular activities (p. 348)

#### Section 3

experience (p. 350)

conditioning (p. 351)

habit (p. 351)

motivation (p. 351)

insight (p. 352)

creativity (p. 352)

critical thinking (p. 352)

prejudice (p. 354)

### 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 words:

values (p. 341)

principles (p. 348)

complex (p. 352)

**As you read Chapter 14, decide which points you would include in a summary of the chapter.**

## SECTION 1



SS.7.C.3.14; LA.7.1.6.1; LA.7.1.7.1

# The U.S. School System

### BEFORE YOU READ

#### The Main Idea


Education is vital to American society and to American democracy. The U.S. school system helps prepare you to be a good citizen.

#### Reading Focus

1. Why is education important?
2. What are the levels of the U.S. school system?
3. What American values can be found in education, and what challenges face schools today?

#### Key Terms

university, *p. 341*  
mainstreaming, *p. 342*

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

**TAKING NOTES**

Use the graphic organizer online to take notes on the importance of education, the levels of the U.S. school system, and the values and challenges of education in the United States.



Many programs reward students for academic achievements. These students are the winners of college scholarships for academic excellence.



Education is central to American society. As President Franklin D. Roosevelt said, “Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.” How does this affect you? Not only will a good education help you get a good job someday, but our country, our government, and our way of life will benefit from this as well. In this increasingly complex and technologically advanced world, the future of the United States depends on well-educated citizens. Society, as a whole, prospers when its citizens are educated.

### Education Is Important

Maybe you have heard the expression, “Knowledge is power.” Sir Francis Bacon, a sixteenth century British philosopher and inventor coined the phrase. Many Americans still believe in Bacon’s idea. Today, there are more than 50 million students in grades K–12, and more than 3 million teachers. Education is important for two main reasons: Education helps individual citizens grow, and it builds a strong country.



## Religious Clubs in Public Schools

Because public schools are funded by tax dollars, they must follow certain rules, which courts have established based on the Constitution. The First Amendment says that government cannot “establish” a religion—it must remain neutral. Courts have interpreted this neutrality to mean that public schools cannot start the school day with a prayer; this would be establishing a preference for religion. But what about allowing a Bible-study club to meet on school grounds after classes are over?

For a time, many public schools would not permit religious clubs to use school property because they did not want to show any preference for religious activities. But in 1990 the U.S. Supreme Court ruled that it is unconstitutional for a school to pick and choose among student-run clubs based on a club’s purpose. A religious club must be treated the same as other student clubs.

What constitutional arguments do you think influenced the Supreme Court’s decision?



### Helping Individual Citizens Grow

Americans believe that all citizens should be able to make the most of their talents and abilities. Most agree that everyone should have the same opportunities to learn and succeed. That is why we strive to provide all citizens with equal access to education.

### Building a Strong Country

Imagine if no one in our country ran for public office. Or, what if no one helped the homeless or cleaned up the parks? People are responsible for what goes on in their communities and neighborhoods. One purpose of education is to teach young citizens how to use their skills to help others and our nation.

#### READING CHECK

**Finding the Main Idea** Why do Americans believe that education is important?

## Levels of the School System

The American school system has many different levels—from preschool through university. Each level provides important educational and social skills to American students.

### The Educational Ladder

You and your friends will probably spend at least 14 years on the educational ladder—from preschool through high school. If you go on to college and graduate school, like medical school, you could spend as many as 12 more years getting your education!

**Preschool** Preschool is usually for children aged three through five. Children learn everything from the letters in the alphabet to cooperating with teachers and each other.

**Kindergarten** Kindergarten prepares children for first grade by teaching them basic academic skills. Children also start to learn thinking and social skills that will help them for the rest of their education.

**Elementary School** Children go to elementary school from first grade through fifth or sixth grade, depending on the school system. Students learn the building blocks of reading, writing, and mathematics. Many elementary schools also offer instruction in social studies, science, health, art, music, physical education, and citizenship.

# Education and Earnings

Education is the key to success. In general, the more education someone has, the more money he or she earns. Of the millions of people who enter school at age 5 or 6, however, few stay in school long enough to earn that valuable college diploma.

By age 7, just about everyone enters the school system. Most of those students will attend high school.

Despite laws designed to prevent it, some students leave school before finishing the eighth grade.

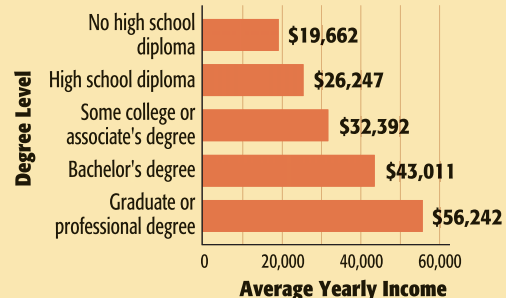
**2%** of Florida students drop out of high school. The unemployment rate is higher among adults who did not finish high school than among graduates.

About **28%** of Florida students had no plans to attend college or another postsecondary institution.

**9%** of Floridians over age 25 have completed an advanced degree.

**25%** of Floridians have earned bachelor's degrees. Florida ranks fifth nationally in bachelor's degrees awarded.

## EDUCATIONAL ATTAINMENT AND EARNINGS IN FLORIDA



Many people leave college before earning a bachelor's degree. Some return to finish later.

### ANALYSIS SKILL

### ANALYZING INFORMATION

What is the most likely reason that those with a graduate or professional degree earn, on average, about 30 percent more than those with bachelor's degrees?



**Junior High or Middle School** Junior high schools usually range from seventh grade through ninth. Middle schools may range from grades four through eight. At this level, students are preparing for the last stage of their basic education—high school.

**High School** There are three kinds of high schools. Academic high schools prepare students for college. Technical or vocational high schools help students learn a specific trade or profession. Comprehensive high schools offer both educational options.

### Higher Education

Many jobs in the United States today require more education and training than you receive in high school. There are two basic options for higher education.

**Community Colleges** Community or junior colleges are two-year institutions of higher education. Some courses of study provide enough training to go right into a profession, such as medical laboratory technician or computer technical support. Students at community colleges often transfer to four-year colleges to complete their studies.

**Colleges and Universities** A college is any four-year institution that offers degrees in a variety of fields. A college degree is called an undergraduate degree. A **university** includes one or more colleges. Universities grant undergraduate degrees, but they also provide advanced studies in most college courses. These advanced degrees are earned in graduate school. Some universities offer graduate studies in professional fields.

There are plenty of good reasons to go to college. The more education you have, the more career and life opportunities you will have. If you plan to enter a profession such as law or medicine you will need a higher degree.

#### READING CHECK

**Summarizing** What are the levels of the U.S. school system?

## Values and Challenges of Education

Today most schools offer a wide range of subjects and are filled with many different types of people. Students have opportunities to learn more than just academics. Modern schools have become the rich and varied environment they are because of some basic American **values** that are part of the U.S. education system.

**Free Public Education** All U.S. citizens can take advantage of free public education, usually from kindergarten through high school. Public education is not entirely free, though. It is paid for with taxes collected by local, state, and federal governments. For example, in 2007–2008, approximately \$597 billion was spent to fund public education for grades prekindergarten through 12 and school construction, community services, and adult education programs.

#### ACADEMIC VOCABULARY

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



### FOCUS ON Margaret Spellings

(1957— )

Margaret Spellings was born in Michigan in 1957, but she grew up in Houston, Texas. She studied political science at the University of Houston. Spellings is the mother of two school-age children. Spellings

served as associate executive director for the Texas Association of School Boards and later became an education and political adviser to George W. Bush during his term as governor of Texas.

During Bush's first term in Washington, Spellings became an assistant to the president on domestic policy. She helped write the No Child Left Behind Act in 2001. The act helps to establish standards of accountability for America's schools. In 2005 Spellings became the eighth U.S. secretary of education.

**Summarize** What part of Spelling's life might have helped her to become secretary of education?

**Equal Schooling, Open to All** Schools cannot discriminate against anyone because of his or her race, gender, or religion. They also cannot discriminate against a person because of physical disabilities or financial status.

**Free Education for Any Creed or Religion** All Americans, no matter what their religious beliefs, can attend public schools. Schools cannot discriminate against a student because of his or her religious background.

### FOCUS ON



The Florida Department of Education supports the state's 67 public school districts. An elected school board and a superintendent oversee each district. They decide how funds will be spent and work with school principals to manage the day-to-day task of educating students.

**Local Control** Local communities operate their own public schools. Each school district decides how its schools can best serve its citizens.

**Compulsory Attendance** Each state sets its own attendance requirements. All states, however, require that young people go to school.

**Enriching Environment** In the United States, people expect schools to be more than just places that teach academics. Americans expect schools to help students develop to their full potential—in mind, body, and spirit.

**Inclusive Instruction** Most U.S. citizens believe in equal education opportunities for everyone, regardless of any special

educational needs. The Handicapped Children's Act of 1975 requires that students with special needs be treated like everyone else and be taught in regular classrooms whenever possible. This practice is called **mainstreaming**, or inclusion.

### Challenges Facing Our Schools

Our public school system faces a number of challenges today. These challenges include:

- paying for public schools,
- hiring and keeping good teachers,
- educational reform and student performance,
- violence in public schools.

These problems can affect the education that you receive. There are solutions to these problems. Everyone, including students themselves, must help to find those solutions so that schools can respond better to the needs of students.

#### READING CHECK

**Summarizing** What are the principles that form the basis of the American education system?

## SECTION 1 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Recall** What are two main reasons that Americans think that education is important?  
**b. Make Inferences** How can education make a person a better citizen?
- a. Define** Write a brief definition of the following term: **university**.  
**b. Sequence** What are the levels of the U.S. school system?
- a.** Write a brief definition of the following term: **mainstreaming**.  
**b. Elaborating** How does the inclusion of American values in the education system help schools make students better citizens?

### Critical Thinking

- Evaluating** Review your notes on American values in education. Then create a graphic organizer that shows the top three values that you think are most important and why.

Most Important	Why

### FOCUS ON WRITING

- Problem Solving** What solutions would you propose to the various challenges facing American schools today?



# STUDENTS TAKE ACTION



## Protecting Sandhill Cranes

**M**iddle school students in New Port Richey, Florida, wanted to protect the sandhill cranes around their school. The birds, being gray, blended in with the pavement, and drivers could not see them. As a result, many cranes had died. The students worked to put warning signs around their school to help protect them.

**Community Connection** Sandhill cranes had been nesting in the area around the middle school for at least a thousand years. But with ever-expanding land development, the cranes' nesting sites were being covered with pavement. The birds were both confused and displaced. Students began to research the problem to find ways to protect the birds.

**Taking Action** The students contacted government agencies and officials who might be responsible for protecting the birds. Teacher Cindy Tehan helped them and kept tabs on their work and research. State senator Mike Fasano visited the students and also helped them approach county government officials. He sent a letter to the Pasco County Commission asking for their assistance. This brought media attention to the issue. As a result, Pasco County installed three Wildlife Area signs on the county roads near the school in 2008. The principal also put up three Sandhill Crane Crossing signs on campus.

Annette Boyd Pitts, executive director of the Florida Law Education Association and state director of the Project Citizen program in Florida, praised the students' efforts. "It is amazing to see how citizens of any age can make a difference in their communities with the help of committed teachers," Pitts said.



Students at Seven Springs Middle School asked their county government to install signs along the roads near their school to protect sandhill cranes.

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

### SERVICE LEARNING



1. Is there a local issue that students at your school are concerned about? Identify the appropriate government agency to work with to resolve the issue and develop a plan to do so.
2. Work with other students to implement your plan as a public service project.

[hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**

## SECTION 2



SS.7.C.2.3; LA.7.1.6.1; LA.7.1.7.1

# The Best Education for You

### BEFORE YOU READ

#### The Main Idea


You can be successful in school if you are aware of the opportunities that your school has to offer and if you are prepared to take advantage of those opportunities.

#### Reading Focus

1. How can being prepared for school help you be successful in school?
2. What are the seven goals of education?
3. How can extracurricular activities help you be successful in school?

#### Key Terms

extracurricular activities, p. 348

hmhsocialstudies.com  
**TAKING NOTES**  
Use the graphic organizer online to take notes on the best education for you.



Participating in drama can help prepare students for careers involving public speaking.



You probably know some students in your school who seem to be “lucky.” They get good grades, they win awards, and they belong to successful teams or clubs. Maybe these students *are* lucky, but luck is only part of their success. Success comes from working hard and seizing opportunities. A “lucky” person is prepared for those opportunities and takes advantage of them.

### Be Prepared, Be Successful

To get the most out of school, you have to make some effort. Are you making the most of your time in school? One of the most important skills you can learn is the smart use of your time.

Time management, or making and keeping a schedule, can help you in two ways. First, you will be able to make sure that everything you need to do—including having free time—gets done. Second, having a schedule helps to reduce your stress level. There are no surprises or last-minute projects that keep you up all night. Everything is planned and everything gets done.

To make a schedule, figure out how much time you need each day or week for your



important activities—homework, after-school activities, eating, sleeping. Then calculate how much time is left for leisure. Write your schedule on a calendar. Stick to your schedule, and you have mastered a lifelong skill!

### More Tips for Success

Having a schedule is an important first step toward success, but that is not all you need. Here are some more tips on studying and participating in class and in school activities.

**Studying at Home** Find a quiet, well-lighted place to study. Make sure you have all your materials that you will need nearby. Your bedroom or the local public library makes a good study place.

**Know Your Textbook** Here are some helpful hints for reading and using your textbooks.

- Use the study guides that are part of the book.
- Look over each chapter before you read. Read the chapter title, section headings, and other subheadings.
- Read the assigned text carefully, paying attention to topic sentences.
- Reread the chapter, but this time take notes on the important facts and ideas in the text.
- Answer the questions at the end of each section in a chapter as soon as you have finished reading.

**Be Prepared to Participate** Bring all of your supplies, including textbooks, pens or pencils, and notebooks. Make sure you have done the homework from the night before. Complete drills and do not be afraid to answer questions or offer your opinions.

### Test-Taking Tips

When you take a test, look over the entire test before you begin. Find out how many questions there are and how long you will have to answer each question. Leave enough time, if possible, to review your answers when you

finish. Take your time, and read each question carefully before you answer. If a question is too difficult at first, go on to other questions. But make sure to go back and answer anything you have skipped. Reread written answers and math solutions to look for mistakes. At the end, check to see that you have answered every question you can.

### READING CHECK

**Finding the Main Idea** What skills can help you do well in school?

## Seven Goals of Education

American schools generally have seven goals they want their students to try to achieve. If you learn these skills from your school, you will be ready for most challenges in life.

### Learn Basic Skills

The main goal of education is to teach students how to read, write, compute, and communicate. You should be able to listen to others, speak in front of a group, organize your thoughts, and express your ideas. You should know how to use a dictionary, conduct research, solve mathematical problems, support a point of view, and have basic knowledge of science. These are basic skills that you will use in college or on a job.

### Learn to Work with Others

Schools teach students how to cooperate and collaborate, both in the classroom and in the community.

### Build Good Health Habits

You cannot make the most of your education unless you are healthy. Nutrition, physical activity, and personal hygiene are important parts of a healthy life.

### Train for Your Life's Work

College-educated workers generally make more money than high school graduates. The basic skills you learn in school prepare you for the specialized training that many jobs and careers require.

# Success in School

*Being successful in school is up to you. Your time, your health, your study habits, and your personal life will impact your academic experience positively or negatively—depending on your choices.*

## Excellence Is a Choice

To reach your goals in the future, set academic goals today.

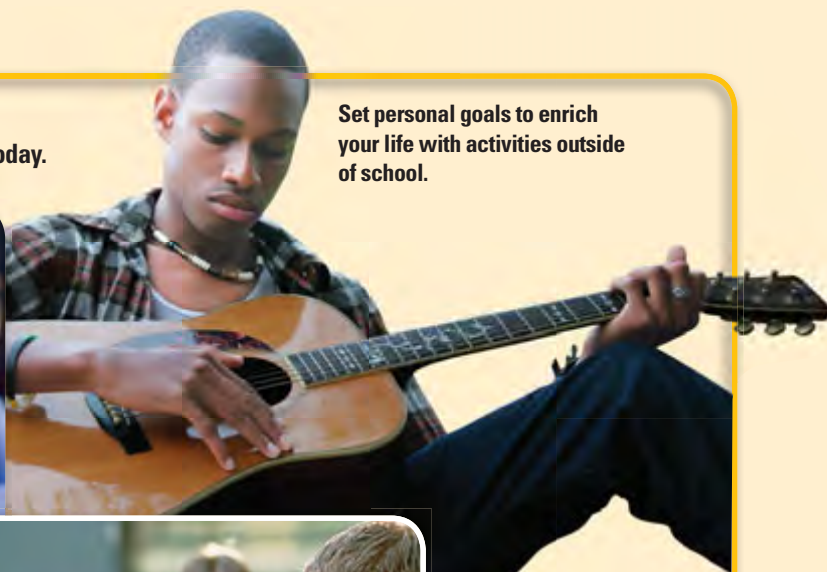
Set personal goals to enrich your life with activities outside of school.



Set short-term goals, such as passing an upcoming test.



Set long-term goals, like graduating from high school or going to college.



## Keep First Things First

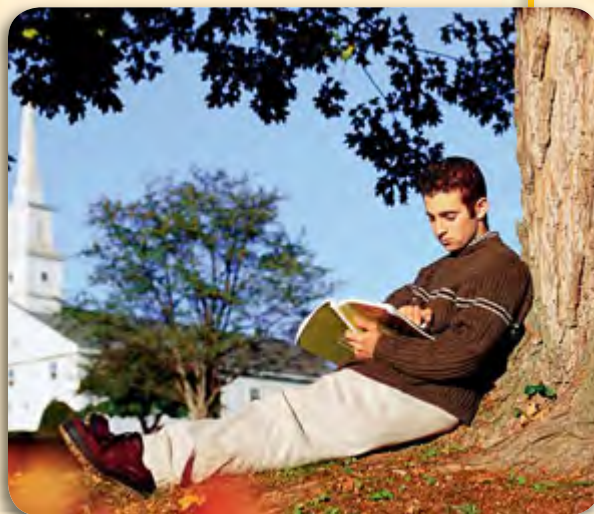
Setting priorities is the best way to stay focused on your goals.



Managing your time well means setting and keeping a schedule for yourself.



Set aside time every week to get organized and stay organized.



Become an active participant in your own education by spending time studying every day.

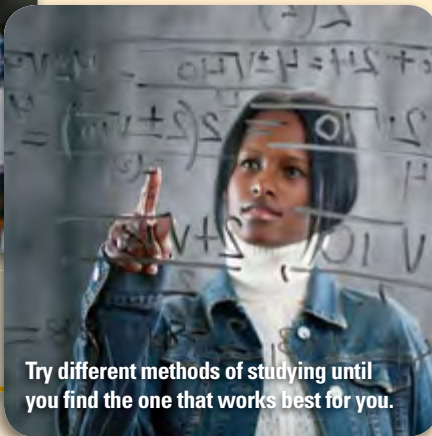


## **A Good Attitude Is a Great Asset**

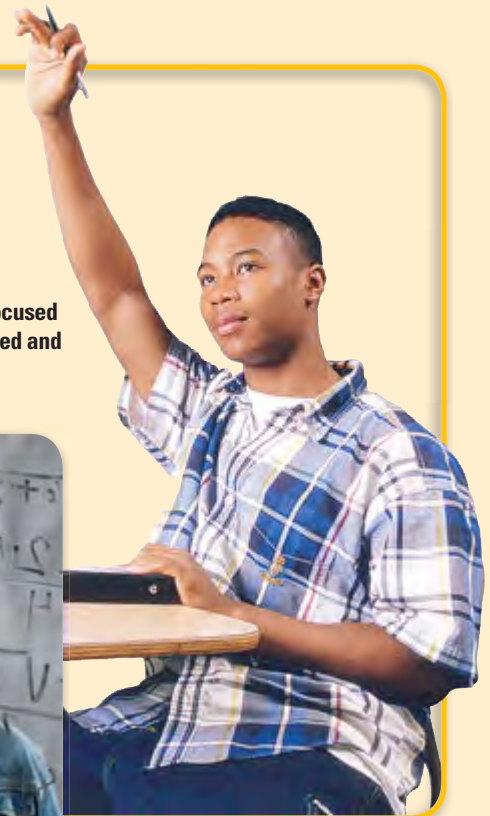
The school supplies you need the most cannot be bought—a positive mental outlook and a belief in yourself.



Learn to work with others and to ask for help when you need it.



Try different methods of studying until you find the one that works best for you.



Make an effort to stay focused in class by being prepared and participating.

## **Take Care of Yourself**

You must feel well to do well—in school and in life.



Teenagers need between 8 and 10 hours of sleep each night.



Fuel your mind and body with healthy food.



Exercise will help you feel better and learn better.

## ACADEMIC VOCABULARY

**principles:**  
basic beliefs,  
rules, or laws

### Become an Active Citizen

America is a democracy. That means that we, the citizens, run the country. Schools train students to be active citizens. School is a place where you and your classmates can practice the principles of our democracy—cooperation, participation, community service, and good judgment.

### Develop Considerate Behavior

Respect is important to all of us. We want respect from our friends, families, teachers, employers, and neighbors. Respect is being considerate of others—believing in their right to live, grow, and be happy. In school you learn to listen to other points of view and value the privacy and property of others. You learn that when you respect others, they respect you.

### Use Your Free Time Wisely

Your playtime is as important as your work time. Sometimes, the activities you do for fun develop skills and interests that can help you as an adult.

#### READING CHECK

**Summarizing** What skills do schools try to teach students that will help them on the job?

## Extracurricular Activities Can Lead to Success

School can be more than just classes, homework, tests, and projects. To get the most out of your education, you should get involved in the extracurricular activities that your school offers. **Extracurricular activities** are the groups, teams, and events that your school sponsors outside of the classroom.

So join a sport. Try out for the school play. Run for office in student government. Your effort will pay off. You may find a new hobby. You may improve your skills or learn new ones. Most likely, you will meet new people and make new friends.

There are benefits for the future, too. Extracurricular activities may help you get into the college of your choice or earn valuable scholarships. Of course, one of the most important reasons to participate in school activities is that they are fun!

#### READING CHECK

**Drawing Inferences and Conclusions** What skills could you develop in your extracurricular activities that would help you succeed in your education?

## SECTION 2 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- Recall** What are two ways in which making a schedule help you succeed in school?
  - Analyze** How can making and keeping to a schedule reduce stress and anxiety?
- Describe** Why is learning to become an active citizen one goal of education?
  - Make Generalizations** How can mastering the goals of education help you succeed in school and life?
- Define** Write a brief definition of the following term: **extracurricular activities**.
  - Analyze** What skills might a student learn from extracurricular activities that he or she might not learn in the classroom?

### Critical Thinking

- Evaluating** Review your notes on the seven goals of education. Then create a graphic organizer that shows three goals that you think are most important, and how reaching those goals will help you be more successful in school and in life.

Use free time wisely	→	
	→	
	→	

#### FOCUS ON WRITING

- Supporting a Point of View** Write a letter to the school board explaining what one new extracurricular program should be added to your school.



## Creating a Multimedia Presentation

### Learn

Multimedia presentations are made orally and may use any or all media elements. These elements include text, audio, video, animation, graphic art, computer graphics, and many other types of media. Using many types of media engages your audience and helps them to pay attention to the issues at hand.

Someone who wants to be a recording artist might use a multimedia presentation that includes a written biography, a video of a concert, and a Web page with mp3 song samples to download. A student might give a presentation on Africa's wildlife by showing a video of animals on the savanna and playing audio of animal sounds.

Oftentimes in school or at work, you may be asked to give a presentation to a group of people. If you have an engaging and exciting multimedia presentation, your audience will remember the information you shared. Follow the steps below to learn to create a multimedia presentation.

### Practice

- 1 **Know the equipment.** If you plan to use electronic equipment, be sure you know how to operate it ahead of time.
- 2 **Make a plan.** All presentations need a theme and a structure. Think about what you want to say and then decide the best way to share this message. Sketch out your ideas on a piece of paper or on note cards.
- 3 **Identify content resources.** You may use content from many sources. For example, you might photocopy a page from a book, take an image from the Internet, or place an mp3 file on a media player. Always credit your sources.

4 **Practice, practice, practice.** An oral presentation is already challenging. You should not worry about using a lot of equipment. Spend an hour the night before to practice your presentation. Follow up with 30 minutes of review before you begin your presentation.

### Apply

1. Look at the photo below. Is this a multimedia presentation? Why or why not?
2. Why is it important to be familiar with the equipment before giving your presentation?
3. You are running for student body president and decide to create a multimedia presentation for the school. What message would you like to share? What media elements will you use?
4. Create a schedule that you could use to create and prepare to deliver a multimedia presentation. Be sure to follow the steps you learned in the Practice section.



## SECTION 3



LA.7.1.6.1; LA.7.1.7.1; MA.7.S.6.1

# Developing Your Life Skills

## BEFORE YOU READ

### The Main Idea


One of the key life skills you learn in school should be learning how to think. If you learn how to think critically, you will be able to solve many of the problems you face in school and in life.

### Reading Focus

1. How are learning and experience related?
2. What are the steps involved in critical thinking?
3. Why should you learn to think for yourself?

### Key Terms

experience, *p. 350*  
conditioning, *p. 351*  
habit, *p. 351*  
motivation, *p. 351*  
insight, *p. 352*  
creativity, *p. 352*  
critical thinking, *p. 352*  
prejudice, *p. 354*

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

**TAKING NOTES**

Use the graphic organizer online to take notes on the learning experience, critical thinking, and thinking for yourself.



This student is creating a piece of pottery, a skill she has learned through study and experience.



Have you ever thought “I’ll never use this when I get out of school?” Most of us have. But there is one important skill you learn in school that you will definitely use every day of your life. That skill is the ability to reason—how to learn and how to think. While you may be able to reason now, school will help you improve upon that skill.

## Learning Is an Experience

Maybe you have heard the expression, “We learn from experience.” You have been learning from your experiences since you were a baby. Learning is gaining knowledge or skill through study or experience. **Experience** is observation of or participation in events.

### Using Your Senses

The simplest kind of learning involves the experiences of your senses and muscles. You know from experience that ice is cold, fire is hot, and water is wet. For example, as a young child you probably learned that a stove is hot. You learned this because the first time you touched the stove, you felt the heat and immediately removed your hand.

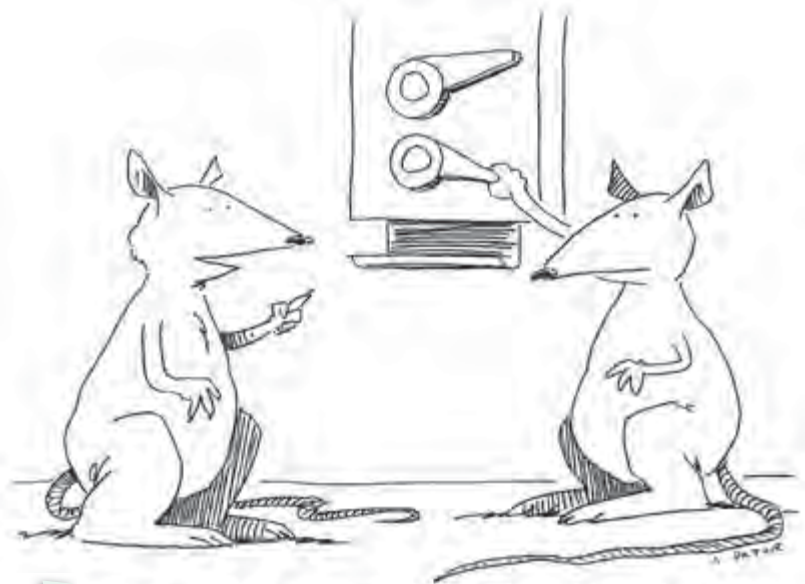


## PRIMARY SOURCE

### POLITICAL CARTOON Conditioning

*Conditioning is a form of learning through experience. Scientists have performed experiments that show that even animals, like dogs and mice, can be conditioned to behave in certain ways.*

The mice are trying to use conditioning to train a person to provide them with food.



#### ANALYSIS SKILL

#### ANALYZING POLITICAL CARTOONS

**Make Inferences** What point about conditioning is this political cartoon attempting to make?

### Conditioning

You may have learned something else from this experience. When you touched the stove, an adult may have warned you, "Hot!" The next time you tried to touch the stove and heard that warning, you probably drew back your hand. Then you stayed away from the stove. This is a type of learning called **conditioning**.

Much of our behavior is learned by conditioning. If we are rewarded for our actions, then we are conditioned to repeat them. Some behaviors become habits. A **habit** is an action that we do automatically without thinking about it. We learn habits by repeating an action over and over again.

### Imitation

We also learn by copying, or imitating, other people. As a child, you may have learned how to use a water fountain by copying someone else. Or perhaps you learned how to cook a meal by imitating a family member.

### Observing

Much of what we learn comes through observation. We gain information through our senses—by looking, listening, touching, smelling, and tasting.

### Learning Has No Limits

Everyone has the potential to learn, but how much you learn ultimately lies with you. You need to have the motivation to make the most of your experiences. **Motivation** is the internal drive to achieve your goals. Motivation is not something anyone else can teach you. You have to develop your own drive to succeed.

### Learning in School

Schools today make good use of all of the ways in which human beings learn. They teach you where to look to find information on your own. They show you how to collect information from many sources and how to put facts together to reach your own conclusions. They

## 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 SKILL

### MEDIA LITERACY

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

[hmhsocialstudies.com](http://hmhsocialstudies.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

**complex:**  
difficult, not  
simple



**Defining the Issues** The first step in critical thinking is identifying the issue, or problem at hand. Define the issue by looking for the main idea and turning it into a question.

**Distinguishing Fact from Opinion** Once you identify the issue, you need to find information to help you understand and judge the issue. Some information is fact and some is opinion. What are facts? Facts are pieces of information that can be proved by looking them up in resources like dictionaries or encyclopedias. Opinions are feelings or ideas that people have about the facts. Sometimes it is difficult to tell the difference between fact and opinion. Key phrases like “I think,” “I believe,” and “in my opinion” can alert you to statements of opinion. Be on the lookout for both facts and opinions when researching an issue.

**Weighing the Evidence** When you think about the information surrounding an issue, you are weighing the evidence. To weigh the evidence, look for all the information that can help you make a judgment about an issue. Use tables, charts, graphs, and other resources. Find facts that might be missing. After you have fully considered all the evidence, you are ready to make a decision.

**Reaching a Conclusion** The last and most important step in critical thinking is reaching a conclusion. This is the point where you say, “I think this because . . .” Reaching a conclusion can be difficult. Sometimes there is more than one solution to a problem. In that case, make a mental test of each solution to decide which is best. Some solutions work only under certain conditions. Imagine different outcomes. Then decide on the best possible solution. Keep an open mind when you make your final decision. New information may lead you to change your mind.

**READING CHECK**

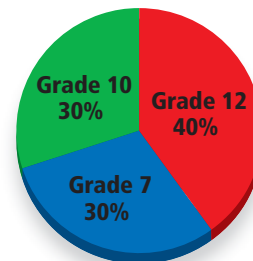
**Summarizing** What are the steps involved in critical thinking?

## MATH 101

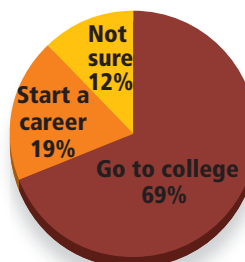
### Polls and Sample Size

Since groups that conduct polls cannot ask everyone to answer their questions, they must choose a *sample* of the group of people, or population, they wish to poll. If this sample is not carefully chosen, poll results may be inaccurate. The sample needs to be large enough to represent the population, so that the researchers can make accurate generalizations based on the results. However, a sample that is too large will waste time and effort. In the following poll, a sample of students from three grade levels were asked about their future plans. Here are the results:

#### Students in Middlevale Upper School



#### What do you plan to do after graduation?



**ANALYSIS SKILL**

#### ANALYZING CHARTS

Suppose researchers only polled students from one grade level. Do you think this sample would be appropriate for making generalizations about the entire student body? Why or why not?

## Learn to Think for Yourself

We all like to think that our ideas are our own. No one tells us what to think. But have you ever changed your mind about a favorite song or video because someone told you they did not like it?

### Influences on Your Thinking

We are all influenced by the opinions of others. Since you were small, the adults in your life have shaped your ideas about the world. Many of us are also influenced by the ideas of our friends and even celebrities. Remind yourself that your ideas are also shaped by others. Remember, when you think critically, you also look closely at your own opinions. Few of us are free from bias or prejudices. **Prejudice** is an opinion that is not based on the facts. Prejudices are common, and it is tough to avoid them, either our own or those of others. When you try to avoid being influenced by prejudice, though, you can judge an issue more fairly.

## Thinking for Yourself

In Los Angeles, California, a group of students recently became angry about the number of large billboards advertising alcohol and tobacco products near their schools. They knew that companies should not be encouraging young people to drink and smoke. The students formed a group and succeeded in getting the billboards removed. In the end, the advertising companies put up antismoking signs that the students created themselves.

Thinking critically and forming your own opinions may be difficult. Sometimes a parent, teacher, or trusted adult can help you learn to think for yourself. Learning to be a critical thinker takes practice and some effort. Often you have to look behind the stories you hear on TV. But the critical thinking skills you learn in school will help you be a responsible, active citizen.

### READING CHECK

**Draw Conclusions** Why is it important in a democracy for voters to think for themselves?

## SECTION 3 ASSESSMENT



hmhsocialstudies.com

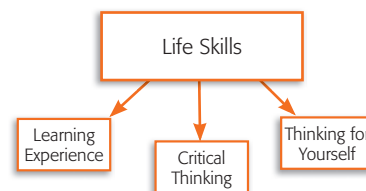
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition of each of the following terms: **experience, conditioning, habit, and motivation.**  
**b. Analyze** What is the relationship between learning and experience?
- a. Define** Write a brief definition of each of the following terms: **insight, creativity, and critical thinking.**  
**b. Sequence** What are the steps involved in critical thinking? Which step, in your opinion, is most important and why?
- a. Define** Write a brief definition of the following term: **prejudice.**  
**b. Draw Conclusions** Why should you learn to think for yourself?

### Critical Thinking

- Finding Main Ideas** Draw a graphic organizer like the one here on your own sheet of paper. Use the graphic organizer and your notes to write three sentences that identify the main ideas from this section.



### FOCUS ON WRITING

- Supporting a Position** Create a pamphlet that supports your position on creating an astronomy club as a school-sponsored activity.



## Drug Testing in Schools

*Is drug testing an issue in your school? Even if it is not, drug use by teenagers is a major concern in our society. In 2002 the U.S. Supreme Court upheld the rights of school districts to require random drug testing for all students who participate in extracurricular activities. Previously the Court had supported drug testing for student athletes, mainly for health reasons.*

### Why it Matters

For many years schools have been looking for ways to combat illegal drug use. Drug use can be tied to many problems that plague our schools, including poor student performance, violence, and the dropout rate. Because drugs can affect the health of students, many schools began requiring that student athletes be tested for drug use. Soon, some schools began to expand the number of students to be tested to include other extracurricular activities. Currently, several states require some level of student drug testing in all high schools.

Some people object to random drug testing, arguing that it is a violation of students' privacy. Others claim that drug testing is unnecessary if there is no reasonable suspicion that a student has used illegal drugs.

School administrators often argue that the fear of being caught by a drug test might prevent some students from trying drugs in the first place. The courts have sided with schools, saying that the needs of school districts to protect students come before student privacy rights.



High school athletes are often tested for drugs.

### ANALYSIS SKILL

#### EVALUATING THE LAW

1. Why do you think the courts have sided with school districts in supporting student drug testing?
2. Do you think random drug testing is a good way to prevent teens from using drugs? Why or why not?

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**

# CHAPTER 14 REVIEW



## FLORIDA CIVICS EOC PRACTICE

1. The following quotation is from President James A. Garfield.

Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.

With which sentence would President Garfield most agree?

- A. Teachers should try to be popular with their students.
- B. Public education is essential to the American way of life.
- C. Education is completely separate from freedom and justice.
- D. Being popular helps Americans stay free.

2. What is meant by *mainstreaming*?

- A. paying for public schools with new taxes
- B. placing students with hearing impairments in special programs
- C. educating students by using streaming video
- D. teaching students with special needs in regular classrooms

## Reviewing Vocabulary Terms

For each of the terms below, write a sentence explaining its significance to citizenship in school.

- 1. university
- 2. mainstreaming
- 3. extracurricular activities
- 4. experience
- 5. conditioning
- 6. habit
- 7. motivation
- 8. insight
- 9. creativity
- 10. critical thinking
- 11. prejudice

## Comprehension and Critical Thinking

### SECTION 1 (Pages 338–342)

12. **a. Recall** What are the two main reasons that Americans value education?
- b. Draw Conclusions** Why does a college graduate have more career choices than a person who quits school after the sixth grade?
- c. Evaluate** What are the advantages of mainstreaming students?

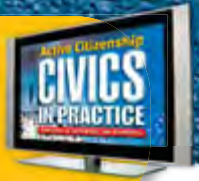
### SECTION 2 (Pages 344–348)

13. **a. Describe** What approaches to learning and studying will make you more successful in school?
- b. Make Inferences** Why is the wise use of time an important study habit?
- c. Predict** How can participating in extracurricular activities improve your chances of getting a college scholarship?



### Active Citizenship video program

Review the video to answer the closing question: *How can educating young people about healthy choices make a difference now and in the future?*



## SECTION 3 (Pages 350–354)

14. a. **Summarize** What must a student do to develop and exercise critical thinking skills?
- b. **Explain** What are the benefits of thinking through problems and issues for yourself?
- c. **Support a Point of View** Which do you think is more important to the learning process—critical thinking or creative thinking? Explain your answer, using examples of each type of thinking.

## Using the Internet



15. **Preparing for Tests** Part of the challenge of taking a test is preparing for it and developing the right skills to successfully approach it. Through your online textbook, research different ways of studying and preparing for tests. Then choose one method you found in your research and prepare a short report or oral presentation that describes the method and explains why you think it could be effective and useful.



## Civics Skills



16. **Creating a Multimedia Presentation** Using the Civics Skills you learned in this chapter, create a multimedia presentation about the seven goals of education. In your presentation, use audio, video, animation, graphic art, computer graphics, or other media to illustrate each of the seven goals. You may use one medium or a combination of different media to present these concepts to your audience. Write a script for your presentation, including the text of your speech, a description of the media you are using, and an explanation of how the media is being used to illustrate each point. Finally, deliver your multimedia presentation to the class.

## Reading Skills

**Summarizing Text** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Today, most schools offer a wide range of subjects and are filled with many different types of people. Students have opportunities to learn more than just academics. Modern schools have become the rich and varied environment they are because of some basic American values that are part of the U.S. education system. (p. 341)

17. Which of the following is a good summary of the selection?
- a. Schools today teach basic American values.
  - b. Today's schools provide opportunities to learn many things.
  - c. You can study what you want in today's schools.
  - d. A varied environment is a basic American value.

## FOCUS ON WRITING

18. **Designing Your Web Site** Look back at your notes and how you have organized them. Have you included all important facts and details? Will people be able to find information easily? What will appear in menus or as hot links, and elsewhere on the page? What images will you include? Draw a rough diagram or sketch of your page. Be sure to label the parts of your page.



# FLORIDA...

## The Story Continues

### CHAPTER 15, Citizenship in the Community

#### PEOPLE

**2010: “Volunteer Florida” coordinates community efforts to deal with the Deepwater Horizon oil spill.** The 2010 oil spill hurt Florida’s beaches. However, that was just the visible damage. The oil spill also hurt tourism, fishing, and wildlife. People lost their jobs. Floridians wanted to help their neighbors, but they didn’t always know how. The state’s volunteer coordination group set up a web page on “Volunteer Florida.” People read the site to find out about such projects as cleaning the beaches and wildlife. There were lists of places accepting donated food and blankets. By combining their efforts, citizens helped Florida more than if everyone had tried to do something individually.

#### EVENTS

**1885: Railroads turn Dunnellon, Florida, into a booming community.** After tourism and agriculture, phosphate is a leading industry in Florida. Phosphates are used for fertilizer and many other products. Dunnellon has very valuable deposits of pure rock phosphate. However, it was hard to get the mined phosphate to ships at Tampa Bay. The coming of railroads in 1885 made that easier, and Dunnellon boomed.

#### PLACES

**Teens aged 15–18 can volunteer at Florida Hospital Flagler.** There, some teens work in the emergency department or the gift shop. Others work at the information desk. Volunteers give support to patients and families, and they assist busy hospital staff. However, there are other reasons to volunteer. Many employers and colleges ask about volunteer service. Volunteering is also a way to meet new people. However, the major reason to volunteer is that it feels great to do something that makes a difference.



**PLACES****1996: First residents move in to Celebration, Florida.**

The planned community of Celebration in Osceola County was built by the Disney Development Company. With eleven square miles, the town had a population of 7,427 in 2010. The town's Market Street has a traditional Main Street feel but with many Disney touches.

**EVENTS****Ybor City's mutual aid societies began in Europe and Cuba.**

Ybor City is known as Tampa's Latin quarter. Vicente Martinez-Ybor founded the city as a cigar-making town. People came from Spain, Italy, and Cuba to work in his factories. Many of them had belonged to mutual aid societies before they arrived in the United States. Such societies were founded in Ybor City to help the immigrants with their new lives in Florida.

**EVENTS****2000: Hollis Gardens opens in Lakeland, Florida.**

Florida means "flowery." Hollis Gardens helps central Florida live up to that name. Hollis Gardens is in Lake Mirror Park. It is named for the Hollis family. They donated money to develop the 1.2 acre gardens. The Gardens are lovely, with flowers, trees, vegetables, and fountains. However, the Gardens are much more than pretty flowers. They show vegetables, trees, and grasses that grow the best in Florida's environment. They also promote Florida's landscape industry. The University of Florida has given Hollis Gardens awards for its displays.



## 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.2.11** 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.



## CHAPTER 15

# CITIZENSHIP IN THE COMMUNITY

**Essential Question** What are the different kinds of communities in the United States? What purposes do communities serve?



### 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.2.11** Analyze media and political communications (bias, symbolism, propaganda). **SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services. **SS.7.C.4.2** Recognize government and citizen participation in international organizations. **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. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **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. **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.







# WHY CIVICS Matters

A community is a group of people with common interests who live in the same area. Communities provide valuable goods and services for citizens. Citizens have a responsibility in return to make their community a good place to live.

PROJECT **Citizen**

FLORIDA



## STUDENTS TAKE ACTION

**HELPING THE ELDERLY** You may have a relative who lives in an assisted living facility (ALF). Wouldn't you want them to have the best care possible? Students in Hialeah, Florida, are working to improve the regulations governing ALFs. What could you do to improve the life of someone in your community?

## FOCUS ON WRITING

**WRITING A BROCHURE** You've been hired to create a brochure called "Our Community." Your brochure will describe your community and the things it has to offer people who are considering moving to your city. As you read this chapter, think about all the ways that good citizenship can make a community a great place to live.



# Reading Skills

In this chapter you will read about the kinds of communities in the United States. You will learn about the factors that influence the prosperity of different communities. You will read about the important purposes that communities serve for

their citizens. You will read about how communities plan and carry out improvements. Finally, you will learn some ways that citizens can volunteer to improve and serve their communities.

## Making Inferences

### FOCUS ON READING

An inference is a conclusion reached on the basis of evidence and reasoning. In other words, it is a result based on some knowledge or information.

**Making Inferences About What You Read** To make an inference, combine information from your reading with what you already know. Then make an educated guess about what it means. You may make more than one inference from your reading, and you may make a final inference from all the information you have.

#### Question: Why is my town growing so fast?

##### New Information

- Climate and natural resources help communities to grow.
- Communities often grow along major highways.
- Rural areas are becoming more popular places to live or work.

##### Information You know

- My town has a mild climate and nice lakes.
- A road to a city nearby has just been repaired.
- My town is definitely a suburb and not rural.
- People keep moving to my town.

#### Inferences:

1. Good weather and natural resources are likely contributing to growth in my town.
2. The repaired road may be close enough to contribute to growth here.
3. My town may be rural enough to attract new citizens.

#### Final inference:

The most likely causes of growth in my town are the climate and natural resources. The highway factor may also be contributing to growth, but being a suburb probably is not.

#### Helpful Hints for Making Inferences

1. Ask a question.
2. Think about what you already know about the topic.
3. Think about what you are learning while you read about the topic.
4. Use both sets of information to make an educated guess, or inference.
5. You can draw more than one inference from the information you have. Sometimes there are several possible inferences you can draw.

**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.

### Types of Rural Communities Chapter 15, p. 364

A rural area is a region of farms and small towns. Not all rural communities are agricultural. In general, there are two main types of rural communities.

#### Rural Farm Communities

The people who live and work on farms make up America's smallest kind of community—the rural farm community. Today there are about 2 million farms in the United States. They can be found in all regions of the country. Types of farms differ from region to region, though, because of climate differences.

#### Small Country Towns

Another kind of rural community is the small country town. Small country towns may have populations of less than 2,500 and are usually located near open farmland. These towns serve as places where farmers can buy supplies or sell their farm crops and animals.

**After you have read the passage, answer the following questions.**

1. Why might small country towns be located near open farmland?
2. Which of the following inferences can you draw from the information above?
  - a. The two types of rural communities probably depend on each other.
  - b. Farms in different climate regions may grow different crops.
  - c. Most rural farm communities probably have fewer than 2,500 people.
  - d. All of the above.

## KEY TERMS

### Chapter 15

#### Section 1

community (p. 362)  
resources (p. 362)  
climate (p. 362)  
crossroads (p. 364)  
megapolis (p. 365)

#### Section 2

communication (p. 367)  
public utility (p. 369)  
recreation (p. 369)

#### Section 3

compulsory (p. 372)

### 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 words:

factors (p. 363)  
efficiently (p. 367)  
purpose (p. 374)

**As you read Chapter 15,** use the information you find in the text to make inferences about your community.

## SECTION 1



SS.7.G.2.3; LA.7.1.6.1; LA.7.1.7.1

# Kinds of Communities

### BEFORE YOU READ

#### The Main Idea

There are many kinds of communities. Some are located in transportation centers or farming regions. Others grow where there are jobs in factories or offices. Communities may be small or large, but all of them take advantage of their surroundings.

#### Reading Focus

1. What factors affect the location of communities?
2. What types of communities exist in rural areas?
3. What types of communities exist in urban areas?

#### Key Terms

community, p. 362  
resources, p. 362  
climate, p. 362  
crossroads, p. 364  
megapolis, p. 365



Use the graphic organizer online to take notes on the different kinds of communities found in the United States.



A neighborhood and the people who live there may be a community.

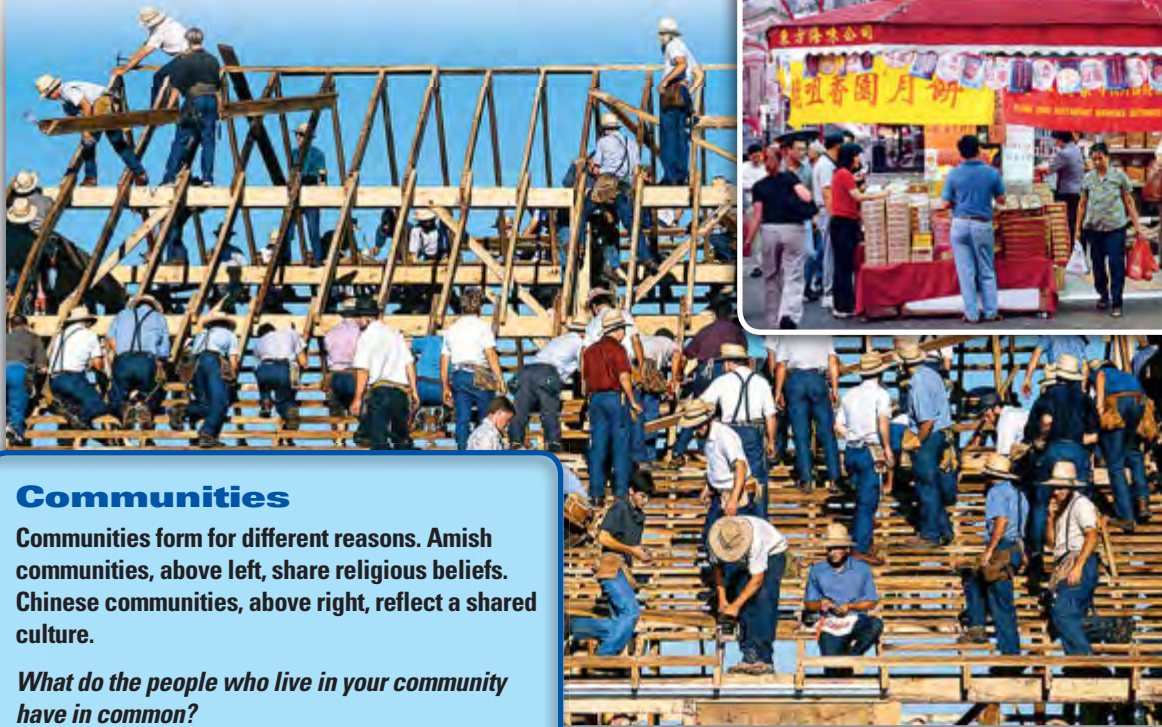


Most of you usually live close to where your parents work. But why do they live there? Do they have family nearby? Was it a job that brought them there? Do they enjoy living in the city? These are some of the factors that determine where you may live one day.

### Factors Affecting the Location of Communities

A **community** is a group of people who have common interests and live in the same area. Three **factors** affect where Americans build communities. The first factor is **resources**, or natural features of the land that people may use for living. The second factor is **climate**, or the weather. Plentiful resources and good weather tend to attract settlers. The third factor involves the convenience of local transportation. People want to live near where they work and the places they visit for recreation.





## Communities

Communities form for different reasons. Amish communities, above left, share religious beliefs. Chinese communities, above right, reflect a shared culture.

*What do the people who live in your community have in common?*

## The Importance of Resources

The greater the variety of resources in a region, the easier it is for the people who live there to become self-sufficient. On the other hand, a surplus of one or more key resources can bring enough wealth for a community to buy what it cannot produce for itself.

The United States has a rich supply of natural resources. For early American settlers, one of the most vital resources was land itself. Fertile soil helped farming prosper. Vast forests provided wood for fuel and construction. Rivers, lakes, and streams supplied fresh water. Eventually, mineral resources such as coal, iron, and petroleum helped fuel the Industrial Revolution. Yet the nation's growth has also brought with it the increasing challenge of how to manage the resources we have so that we continue to benefit from them.

## Climate Matters

In some ways, the climate of an area can be seen as a resource. Successful farming depends on having enough rain and a long enough growing season. Weather can also create an

environment that attracts tourists. Regular snowfall attracts people interested in winter sports, while many people flock to coastal areas with warm, sunny climates. The impact of climate has changed over time, however. Since fewer people are farmers, the suitability of local weather for raising crops also has less influence today on how people live.

## Ease of Access

Abundant resources and an excellent climate are of little use if an area is too hard to reach. Communities often develop along convenient transportation routes. The first European colonists in North America settled along the eastern shore. The best seaports there became large cities that benefited from overseas trade, such as Boston, Charleston, New York, and Philadelphia. As settlers moved inland, they found travel by land to be difficult and slow. Water travel was much easier. So communities grew up along major rivers and lakes. For example, port towns along the Mississippi River—such as St. Louis and New Orleans—grew into major cities.

**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.

## ACADEMIC VOCABULARY

**factors:**  
causes

Communities also sprang up at places where two main roads met, called **crossroads**. When they began spreading across the country in the late 1840s, railroads created new crossroads and new settlements. Today automobiles are our major method of daily transportation. So the location of major highways has a huge impact on community growth.

Founding a community based on any of the three main factors has risks. If a valuable resource is used up over time, the community will suffer. Natural disasters like hurricanes and floods can strike towns and cities built along coastlines and rivers. Even ease of access can change if a new highway draws traffic away from a town or congestion slows down road travel. People are constantly weighing these changing factors when deciding where to live.

#### READING CHECK

**Summarizing** How do resources, climate, and transportation influence the location of cities?

## Types of Rural Communities

A rural area is a region of farms and small towns. Not all rural communities are agricultural. In general, there are two main types of rural communities.

### Rural Farm Communities

The people who live and work on farms make up America's smallest kind of community—the rural farm community. Today there are about 2 million farms in the United States. They can be found in all regions of the country. Types of farms differ from region to region, though, because of climate differences.

### Small Country Towns

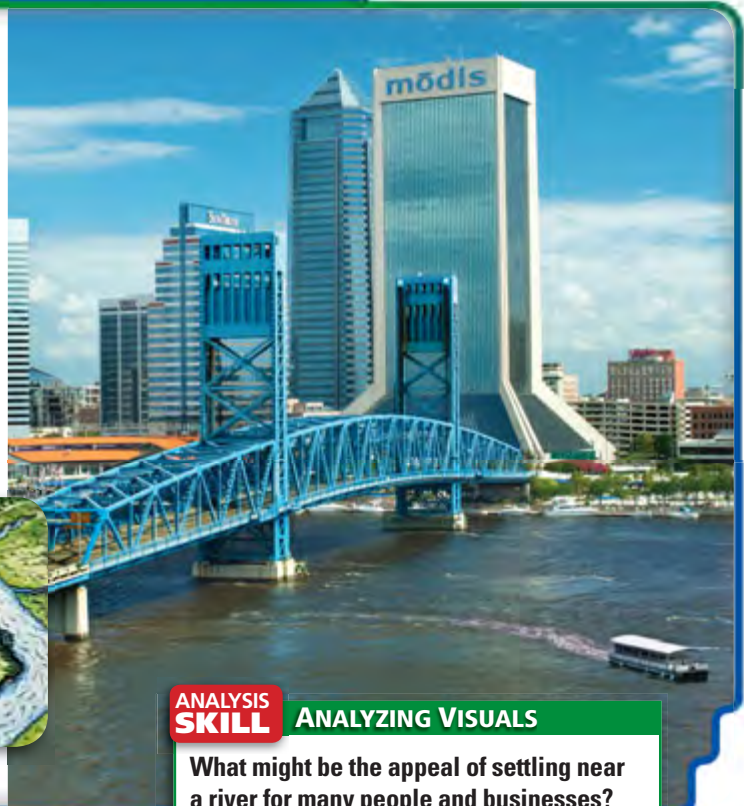
Another kind of rural community is the small country town. Small country towns may have populations of less than 2,500 and are usually located near open farmland. These towns serve as places where farmers can buy supplies or sell their farm crops and animals.

## Linking to Today

### Jacksonville, Florida

For thousands of years, people have lived near rivers. As long as 7,000 years ago, Native American communities prospered from the rich resources of Florida's St. Johns River. French, Spanish, and English settlers also took advantage of the area's resources, until Florida became a U.S. territory in 1821. In 1832 the town charter of Jacksonville was approved. After the Civil War, Jacksonville became a prosperous commercial center due to its position as a port of entry on the St. Johns River.

Today Jacksonville is the largest city in Florida. The Port of Jacksonville remains important to the local economy, with 65,000 jobs related to port activity.



#### ANALYSIS SKILL

#### ANALYZING VISUALS

What might be the appeal of settling near a river for many people and businesses?



As the country has grown, however, rural communities have been disappearing. Now less than 1 percent of the U.S. population is made up of farmers. Recently, some rural areas have begun to grow again. Small businesses sometimes move to rural areas. Land is often cheaper here than in large cities.

#### READING CHECK

**Finding the Main Idea** What is the difference between the two types of communities you find in rural areas?

## Types of Urban Communities

There are many different kinds of urban areas in the United States. Most urban areas also have nearby suburbs.

### Urban Communities

The Census Bureau classifies areas as urban if they meet two criteria. One, they must have a core of census blocks with a population density of at least 1,000 people per square mile. Two, their surrounding census blocks must have an overall density of at least 500 people per square mile. Many Americans today live in urban areas. According to the 2000 census, 80 percent of all Americans live in urban communities. But recent data shows that 68 of the 251 largest U.S. cities lost population between 2000 and 2004. Today more than half of the nation's urban population lives outside the central cities, or in suburbs.

### Suburbs

Suburbs have been growing ever since modern transportation allowed people to live away from where they work. A suburb is a town, village, or community located on the outskirts of a city. People who live in the suburbs often work in the city. Suburbs are very attractive to many people. They are smaller than cities, and some people prefer life in a smaller community. Suburbs have been growing so fast, though, that many suburban areas are now facing the same challenges as cities.

### Metropolitan Areas

Some urban areas have become very large. It is hard to tell where these cities end and where the suburbs begin. A community like this—a large city and its surrounding towns and suburbs—is called a metropolitan area, or a metropolis. Some metropolitan areas have grown so large that they form a continuous urban chain. This type of giant urban area is called a **megapolis**. The metropolitan areas of Boston, New York City, Philadelphia, Baltimore, and Washington, D.C., form a megapolis along the Atlantic coast.

#### READING CHECK

**Summarizing** How are urban, suburban, and metropolitan areas different?

## SECTION 1 ASSESSMENT

hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition for the terms **community, resources, climate, and crossroads.**

**b. Elaborate** What types of businesses might do well in a community that lies along a major transportation route, like a rail line or a highway?
- a. Recall** What is a rural area?

**b. Predict** Why might some rural communities try to attract small businesses?
- a. Define** Write a brief definition for the term **megapolis.**

**b. Compare and Contrast** How are an urban area and a metropolitan area similar and different?

### Critical Thinking

- Contrasting** Copy the graphic organizer. Use it to identify the two types of communities that exist in rural America today and describe how they are different.

Country Town	Farm

### FOCUS ON WRITING

- Evaluating** Write an editorial describing advantages and disadvantages of living in the suburbs compared to living in an urban area. Tell which area you would prefer to live in and why.

## SECTION 2



SS.7.C.2.2; SS.7.C.3.14; LA.7.1.6.1; LA.7.1.7.1

# Purposes of Communities

## BEFORE YOU READ

### The Main Idea


People live together in communities for many reasons. Communities provide people with ways to communicate with one another and relax in their free time. Communities also provide services and local governments that help residents make the most of their resources and labor.

### Reading Focus

1. What kinds of values do communities teach?
2. What types of services do communities provide?

### Key Terms

communication, *p. 367*  
public utility, *p. 369*  
recreation, *p. 369*

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**  
Use the graphic organizer online to take notes on the different purposes of communities.



### CIVICS IN PRACTICE

Could you clear a forest, build a house, farm the land, and make your own clothes and tools? Very few of us could. Life requires so many skills that one person would find it hard—if not impossible—to master all of them. So we rely on others to provide us with some things so that we can do other work. The necessity to cooperate led to the development of communities. Members of a community provide services for each other.

## Communities Teach Values

People who live in any kind of community have to learn to get along with other people. No matter where you go, you will have to deal with other people. Two basic values—communicating with others and respect for laws—make getting along much easier.

### Communication

You probably talk with your friends every day—and probably more than once a day! When you talk, you exchange all the latest news about other friends, your family, or the day's events. People want and need this

Communities help teach people how to interact with others.



kind of contact. The passing along of information, ideas, and beliefs from one person to another is known as **communication**.

Communication is an important reason people live in communities. Problems may seem less difficult when a person can talk them over with someone else. When you gather and share information, you are also adding to what you know about things around you. This knowledge makes it easier to reach good decisions and choices. Not only that, but knowing and understanding what is happening with your friends and neighbors will help you learn to respect them more.

### Respect for Laws

Communities have governments in place to help citizens avoid conflict. In addition to providing basic services, local governments pass ordinances and laws to regulate everyday life. People who live together in a community need laws and regulations to keep order and live at peace with one another. Local courts, judges, and law enforcement officers help us follow the rules, so that everyone has the opportunity for a happy, successful life.

Local governments also provide citizens with a forum to discuss and address problems before they get out of hand. Local government is a way for you and your neighbors to participate in running your own community. By respecting each other and respecting the law, you and other members of your community can live together successfully.

#### READING CHECK

#### Finding the Main Idea

What do good communication and respecting the law have in common?

## Community Services

We take many services in daily life for granted. When the electricity goes out in a thunderstorm, for example, we expect the electric company to repair the lines and restore power as quickly as possible. If there is a fire, the fire department will be there to fight the blaze within minutes.



### FOCUS ON Given Kachepe

(1987— )

Given Kachepe was an 11-year-old orphan in Zambia when he met an American who asked him

to join a touring boys choir in the United States. The director promised that Kachepe would earn a salary and be educated. He also said that money would be sent to build schools in Zambia. Instead, Kachepe performed six or seven times a day for no money. He had very little food and no education.

The choir toured nonstop for a year and a half. Then, American immigration officials discovered the scam and rescued the boys in the choir. Kachepe remained in the States. He appeared on national television and testified to lawmakers about penalties for this type of crime.

In 2005 the Prudential Foundation recognized Kachepe as one of America's top ten youth volunteers. He received an award of \$5,000 for himself and \$5,000 for the charity of his choice. Kachepe was honored in Congress and the Texas legislature. In 2005, Kachepe enrolled as a student at Stephen F. Austin State University in Texas.

**Analyzing Information** How did Kachepe contribute to his community?

Services like these are easier to provide in a community. People in a community can meet certain needs more **efficiently** by working together than by working separately. This is a major reason why people form communities. By pooling their resources and labor, members of villages and towns can improve the quality of life for everyone. Today communities provide a wide variety of services to their citizens.

#### ACADEMIC VOCABULARY

**efficiently:**  
productive and  
not wasteful

### Safety

There are certain basic services that you and your neighbors expect from your community. You want to live in a community where you and your property are safe from violence and harm. In most communities, the police force and fire department help keep you and your neighbors safe.

# The Planned Community

QUICK  
FACTS

Modern planned communities have roads, utilities, and housing for people. They may also have a bus or rail station so residents can travel easily to a nearby city. These communities also provide for social institutions, such as education, health care, recreation, religion, and civic organizations. Some communities also include small commercial centers, such as retail stores and small businesses. Often, these communities have housing for people with different income levels. Residents usually participate in governing the community.



Different kinds of housing make planned communities affordable for people of different ages, family size, and income levels.

Recreation facilities and the school are within easy walking distance for residents.

Planned communities often have a community center that may include a movie theater, retail stores, and office space for small businesses.

ANALYSIS  
SKILL

ANALYZING VISUALS

What do you think is the main advantage of living in a planned community? Explain your answer.



## Education

Public schools provide an education to all of a community's young people. In many communities, some students attend private schools. Other students are homeschooled. In some communities, businesses and other local organizations provide tutoring and educational support for students who need extra help.

## Public Utilities

Water, sewage, electricity, and trash collection are basic services. A **public utility** is one of a group of industries providing these basic services to both domestic and business customers. Public utilities are considered special industries. Everyone in a community needs their services. Utilities also need access to both public and private property to operate. Think of all the power and telephone lines you see in a typical neighborhood. Now consider all the pipelines that you cannot see. These carry gas, water, and sewage. Together these form a distribution network.

Sometimes local governments furnish these services. In other cases, private companies perform the necessary tasks. However these services are provided, citizens usually pay for them with some combination of fees and local taxes.

## Recreation

Nearly all U.S. cities and towns have places of recreation, such as bowling alleys, movie theaters, parks, and skating rinks. **Recreation** is relaxation or amusement that comes from playing or doing something different from your usual activities. Sporting events and outdoor activities are popular forms of recreation.

A lot of recreational activities are free, like picnicking in parks or riding on a bicycle trail. However, it costs money to provide places where you may spend your leisure time. Many recreational facilities are maintained at public expense. Taxes support public

playgrounds, athletic fields, picnic grounds, basketball courts, and golf courses.

In some communities, recreation is not just for local people. Unusually good climate or special geographical locations have helped certain communities attract tourists to their recreation destinations. Many lake communities and seaside towns offer boating, swimming, and water-skiing as special attractions. Rural communities promote hunting and fishing in their areas. Other communities have developed hiking, horseback riding, rock climbing, and skiing facilities.

### READING CHECK

**Analyzing Information** How do both basic services and recreational facilities contribute to the well-being of communities?

## FOCUS ON

One of Florida's planned communities is the town of Celebration. It is located about 20 miles southwest of Orlando and was developed by the Walt Disney Company in the 1990s. Celebration offers many different kinds of housing for its residents, as well as retail and recreational facilities.

## SECTION 2 ASSESSMENT

hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition of the term **communication**.
- b. Summarize** What are two values that communities teach?
- a. Define** Write a brief definition of the terms **public utility** and **recreation**.
- b. Rank** List the services that communities provide in order of importance, with number one being the service that you think is most important.

### Critical Thinking

- Summarizing** Copy the graphic organizer. Use it to explain how communities help people enjoy their lives.



### FOCUS ON WRITING

- Problem Solving** Imagine that you have just been named to head the community services division of your local government. Write a recommendation to the mayor for ways to improve the existing services in your community.

## Analyzing Talk Radio



SS.7.C.2.11

### Learn

Thousands of people every day turn on the radio, but not all of them listen to music. Talk radio programs are increasingly popular all around the nation. Talk radio is a format that focuses on discussion and often includes input from listeners. Today there are many different types of talk radio programs, from shows that discuss car repairs to gardening programs to political discussions.

Some of the most popular talk radio programs today deal with politics and current events. Many political talk radio programs represent balanced points of view. Often, however, political radio shows are one-sided. They may express liberal or conservative ideas, depending on the views of the host and the listeners. While listening to talk radio can be informative and entertaining, it is important to carefully analyze the views and ideas you hear.

### Practice

- Remember that talk radio is entertainment.** People tune in to talk radio to hear the latest news, funny commentary, and even extreme opinions. Even on political programs, the hosts try to grab listeners' attention by saying outrageous things.
- Consider the views of callers carefully.** Many shows allow people to call in with questions or comments. Callers' ideas may not be factual or appropriate; on the other hand, some callers may present valid arguments against the host's opinions.
- Look for political opinion.** The commentators on news shows may have political points of view. Learn to tell the difference between the news facts and the political opinions of hosts and commentators. Document evidence of the point of view.

### Apply

Use the illustrated example of a talk radio program schedule shown below to answer the following questions.

- Are there any shows in this station's weekly schedule that avoid political topics? Give evidence to explain your answer.
- Explain which program you would select to hear the day's news.
- What types of callers might you expect to hear on *Smith and Kelly*? Why?

	MON	TUE	WED	THU	FRI
6:00 AM	<b>Breaking News Now</b> The only one-hour talk news program that brings you the latest on all of today's headlines from around the nation and the world.				
7:00 AM	<b>The Shawn Michaels Report</b> Two hours of political commentary from America's highest-rated talk radio host.				
8:00 AM					
9:00 AM	<b>Smith and Kelly</b> The only show on talk radio today that brings you both political points of view. Conservative author Jim Smith and liberal journalist Bruce Kelly debate the issues and answer questions that all Americans need to hear.				
10:00 AM					
11:00 AM					
12:00 PM	<b>Talking Sports</b> America's favorite sports talk host, Sal Peters, tackles the toughest issues in sports today and answers questions from listeners like you.				
1:00 PM					



## SECTION 3



SS.7.C.2.2; SS.7.C.4.2; LA.7.1.6.1; LA.7.1.7.1

# Citizens Serve Communities

### BEFORE YOU READ

#### The Main Idea

Communities provide many benefits and services to their residents. But citizens also need to contribute their energy and efforts if they want their communities to remain welcoming and healthy. Communities depend on cooperation among people.

#### Reading Focus

1. How can citizens help their communities face challenges?
2. Why is volunteering important to help improve the communities in which we live?

#### Key Terms

compulsory, p. 372



Use the graphic organizer online to take notes on how citizens can serve their communities.



One way you could serve your community is to volunteer at a local animal shelter.



"The more you give, the more you get." You've probably heard this expression. It is as true in a community as it is in other aspects of life. Citizens working together can help each other build a strong community. In turn, a strong community is more able to help its citizens.

### Helping Your Community

Communities are people. People can make the community a good place to live or a place you want to get away from as quickly as possible. Communities depend on people to act in ways that help the community. Following rules that respect others in the community and volunteering are key ways citizens can help.

#### Good Citizens Make Good Communities

How do you define your community? Is it your neighborhood, your city or town, or your county? The smallest community to which you belong is your family. You are also a member of the largest community—the global community of people all over the world.

## How You Can Get Involved

QUICK  
FACTS

One aspect of good citizenship is being involved with people or organizations in your community.

*What are other ways for you to be involved with your community? Describe two ways you can think of.*



- 1 Volunteer at an organization that serves meals to people in need.



- 2 Mentor or tutor a younger student.



- 3 Spend time with or assist an elderly person.



- 4 Help raise money for community charitable organizations.



- 5 Take part in community beautification activities.

You enjoy the benefits of your community. You attend its schools and enjoy its parks and recreation centers. Your police force and fire department protect you from harm. You depend on your community to provide you with services like electricity and clean running water. Someday you may work and raise a family in your community. It is up to you to contribute your fair share to help your community thrive. Without citizens helping out, your community would not be much more than a cluster of houses.

Communities depend on the cooperation of their members to make them work. In our families, we cooperate with and respect our family members. You want your little brother or sister to stay out of your room, but that means staying out of your sibling's space too. This kind of cooperation and respect should extend to the larger communities to which you belong. This is where being a good citizen becomes important.

### Communities and Rules

To encourage cooperation and good citizenship, communities set certain standards that apply to all citizens. Some citizenship standards are **compulsory**, or required by law. For example, drivers have to obey traffic rules or pay the established penalty. Young people are required to go to school. Some communities have curfews in their parks, and some communities have requirements that all dogs must be on a leash when on public property. These kinds of rules are generally to protect the health and safety of the community's citizens.

Some communities have a different kind of compulsory standards. They have laws or rules about how tall the buildings in town can be, or how large a sign on a store can be. Some communities restrict the style of building that can be built. Restrictions such as these are generally enacted to preserve the nature and appearance of a community, such as the community's historic past.



## Making Communities Accessible for Everyone

*Imagine what life would be like if you could not get into public buildings, use public transportation, enter restaurants, read signs, or use the telephone. This is what daily life is like for many people with disabilities. In recent years, however, numerous laws have been passed to help these Americans gain better access to public services.*

### Why it Matters

State and local laws requiring access to public facilities for people with disabilities vary throughout the country. That is why in 1990 the federal government set national standards by passing the Americans with Disabilities Act (ADA). This landmark law prohibits discrimination on the basis of a person's disability in employment, state and local government, transportation, and many other areas. For example, all new buildings—both public and commercial—must be made accessible for persons with physical limitations. This access might be by having wheelchair ramps or elevators. Many older buildings must also be renovated to meet the new requirements. Emergency services, such as 911, must be available to those with communication disabilities. The U.S. Supreme Court recently held that even a Norwegian cruise line that served American passengers and operated out of a U.S. port had to comply with the ADA.



Under the ADA, all new buildings must be wheelchair accessible.

### ANALYSIS SKILL

### EVALUATING THE LAW

1. Why do you think the Supreme Court ruled that a foreign company had to obey a U.S. law?
2. Do you think it is fair to make business owners renovate their buildings to accommodate people with disabilities? Explain your opinion.

 hmhsocialstudies.com **ACTIVITY**

### Improving Your Community

Communities also rely on people to respect the rights of others because it is the right thing to do. This is the voluntary part of good citizenship. There are things you can do on your own to help your community. Some do not require much effort at all, such as picking up litter or carrying groceries for a neighbor. You can be an active citizen and make your community a great place to live.

### READING CHECK

**Contrast** How are compulsory services different from voluntary services?

### Volunteering Is Important

Every day, all around you, volunteers are working to improve your community. They help the sick, poor, elderly, and disabled. They collect money for charities. Volunteers may even put out fires and drive ambulances in your area. Many Americans do not even realize how much work volunteers do. Communities rely on the help of volunteers because no government knows all the needs of its citizens. Volunteers also help provide services a community might not be able to afford otherwise.

## ACADEMIC VOCABULARY

**purpose:**  
the reason  
something is  
done

### FOCUS ON

Some citizens volunteer with international organizations such as United Way, which has a network of nearly 4,000 community-based nonprofit groups operating around the world. The focus of United Way is both global and local. When hurricanes struck Florida in 2004, United Way groups across the state helped with recovery efforts.

The United States has many different kinds of volunteer groups. Some are small local groups. A small group may be formed for a specific **purpose**, such as cleaning up the neighborhood. After the problem is solved, the group disbands. However, some communities have permanent neighborhood groups that meet regularly to discuss local needs.

### Community Volunteer Groups

In many towns, cities, and counties, volunteers provide necessary services. Groups such as hospital volunteers, volunteer firefighters, and student-parent-teacher associations help make vital health, safety, and educational services available. In some communities, high school students take older citizens to doctor appointments. Retired people may spend a few hours each week helping in libraries, hospitals, and other community facilities. People of all ages can contribute their time to community centers.

Some groups require volunteers to take short courses to learn specific skills, such as providing first aid or operating special equipment. Whatever your skills or interests, you can probably find a way to volunteer in your community. People who participate

in these programs perform valuable services for their community. And they learn useful new skills, too.

### National Volunteer Groups

The amount of time and energy you devote to community groups is up to you. Throughout your life you have opportunities to be an active citizen. What you decide about community participation will be influenced by your interests, your values, your age, and other things going on in your life.

Volunteer at a community animal shelter. You may have heard of some of the large national volunteer groups, like the League of Women Voters, the United Way, the American Cancer Society, and Volunteers of America. These associations are supported by money from private contributors, but they depend on the work of local volunteers. Citizens who want to help often start local branches of these organizations. But there are many ways you can help. Your efforts can be large or small. You can support these groups with your time, ideas, or money.

#### READING CHECK

**Summarizing** How do volunteer groups help improve communities?

## SECTION 3 ASSESSMENT



hmsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition of the term **compulsory**.  
**b. Evaluate** In your opinion, does your community offer citizens opportunities to help improve the community? Explain your answer.
- a. Recall** What are some regular services that are provided by community volunteers?  
**b. Support a Point of View** Do you think it is important for citizens to volunteer their services in their communities? Why or why not?

### Critical Thinking

- Categorizing** Copy the graphic organizer. Use it to identify compulsory standards and voluntary services that people contribute to their communities. You may use services mentioned in the section or other examples from your own experiences.

Compulsory Standards	Volunteer Services
1.	1.
2.	2.

### FOCUS ON WRITING

- Decision Making** Identify a variety of volunteer groups in your community. Write an application essay to the group that you are most interested in joining.



# STUDENTS TAKE ACTION



## Helping the Elderly

**D**o you have a relative or family friend who lives in an assisted living facility? Assisted living facilities, or ALFs, are centers for elderly or disabled adults. Here, they receive housing, meals, and personal care. Jackie Viana's law studies class in Hialeah, Florida, has been studying the laws that affect residents at ALFs. These students are working to make sure that their neighbors receive the best care possible.

**Community Connection** The Project Citizen class of Hialeah students researched laws affecting ALFs in other states, such as California. They realized that their state's laws required less training for ALF staff and fewer inspections. "It is a problem that all of us are going to have to face because we're all going to get old," said Kristal Otero, one of the Hialeah students.

**Taking Action** Armed with their research, the teens began work on a Florida law affecting ALFs. This law would increase the training hours for ALF administrators. It would also require inspections of ALFs every six months. The students want the new law to include drug-free zones around the facilities. In addition, students made brochures and diagrams. These helped them present their ideas to community leaders. Impressed, Representative Rene Garcia worked with the students to try to make the law a reality. He helped them introduce it at the statehouse. "This teaches them by hard work and dedication that if they see something wrong in their community, they can change it," Garcia said of the students' impressive efforts.



Students helped develop a new law to make sure that Florida's elderly citizens receive the best care possible.

### SERVICE LEARNING



1. Why do you think these young people were interested in working on a law to protect elderly and disabled adults?
2. Are there people in your community who need help? What is a law you would like to see passed to help those people?

# CHAPTER 15 REVIEW



## FLORIDA CIVICS EOC PRACTICE

1. The statement below is from Thomas Jefferson.

The way to have good and safe government is not to trust it all to one, but to divide it among the many, distributing to everyone exactly the functions in which he is competent....

How does this quote support the idea of different obligations for state and local governments?

- A. State governments are more reliable than local governments for providing a city with services.
- B. Different levels of government can provide the same services equally well.

- C. Local governments can offer a wider range of services to people living nearby.
- D. Different levels of government can provide separate services more easily and efficiently.

2. Which of the following is a public utility?

- A. an airline
- B. water service
- C. a shopping mall
- D. board of county commissioners

## Reviewing Key Terms

For each term below, write a sentence explaining its significance to communities.

- 1. community
- 2. resources
- 3. climate
- 4. crossroads
- 5. megalopolis
- 6. communication
- 7. public utility
- 8. recreation
- 9. compulsory

## Comprehension and Critical Thinking

### SECTION 1 (Pages 362–365)

10. **a. Recall** What are three factors that affect where a community might locate?
- b. Describe** How are the two types of rural communities different from each other? How are they alike?

**c. Evaluate** How might living in a small urban area, such as a village of 2,500 people, be different from living in a large city of 500,000 people?

### SECTION 2 (Pages 366–369)

11. **a. Recall** What are two important values that communities help teach?
- b. Summarize** What are four basic services that communities can provide?
- c. Rank** Which of the four basic services a community might provide do you consider most important? Which would you consider least important? Give reasons for your answer.

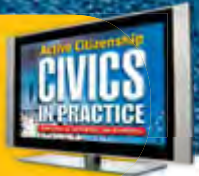
### SECTION 3 (Pages 371–374)

12. **a. Explain** What is the purpose of compulsory community standards or rules?
- b. Summarize** Why do communities need volunteers?
- c. Predict** As a community grows from a small village or town into a larger city, do you think the need for volunteer groups increases or decreases? Explain your answer.



### Active Citizenship video program

Review the video to answer the closing question:  
*Describe the challenges involved in making the United States accessible for every student.*



## Using the Internet



- 13. Making a Plan** People in a community can meet certain needs more effectively by working together than by working separately. Volunteering is one way you can help in meeting those needs. Through your online textbook, find ideas on how you can volunteer in your community. Then work in a small group to come up with a plan that includes which people or groups in the community you could serve, how often you could volunteer, and the amount of time it would take to do the job at each visit.

[hmhsocialstudies.com](http://hmhsocialstudies.com)

## Civics Skills



**Analyzing Talk Radio** Use the Civics Skills taught in this chapter and study the illustrated example of a talk radio schedule below. Use the schedule to answer the questions that follow.

	MON	TUE	WED	THU	FRI
	<b>Breaking News Now</b>				
6:00 AM	The only one-hour talk news program that brings you the latest on all of today's headlines from around the nation and the world.				
7:00 AM	<b>The Shawn Michaels Report</b>				
8:00 AM	Two hours of political commentary from America's highest-rated talk radio host.				
9:00 AM	<b>Smith and Kelly</b>				
10:00 AM	The only show on talk radio today that brings you both political points of view. Conservative author Jim Smith and liberal journalist Bruce Kelly debate the issues and answer questions that all Americans need to hear.				
11:00 AM					
12:00 PM	<b>Talking Sports</b>				
1:00 PM	America's favorite sports talk host, Sal Peters, tackles the toughest issues in sports today and answers questions from listeners like you.				

- 14.** Which programs are likely to be mostly opinions? Explain your answer.
- 15.** On which program can you be sure to hear listeners calling in? How do you know?
- 16.** How would you rank these shows according to their entertainment value? Explain your answer.

## Reading Skills



**Making Inferences** Use the Reading Skills taught in this chapter and study the reading selection below. Then answer the questions that follow.

The United States has a rich supply of natural resources. For early American settlers, one of the most vital resources was land itself. Fertile soil helped farming prosper. Vast forests provided wood for fuel and construction. Rivers, lakes, and streams supplied fresh water. Eventually, mineral resources such as coal, iron, and petroleum helped fuel the Industrial Revolution. Yet the nation's growth has also brought with it the increasing challenge of how to manage the resources we have so that we continue to benefit from them. (p. 363)

- 17.** According to the passage, what was the most important resource for early settlers?
- 18.** Other than as a water supply, how might rivers and lakes have been used as a resource?
- As a source of food
  - As a way for boats to take goods to markets
  - To provide power for mills and factories
  - All of the above

## FOCUS ON WRITING

- 19. Writing Your Brochure** You have gathered information about different kinds of communities, factors that influence where communities locate, the values that communities teach and the purposes communities serve, and how citizens can be active in making their communities better. Use that information to create a four-page brochure that explains to people either why your community is an attractive place to live or ways in which citizens could make your community a better place to live. Be sure to include examples.



# FLORIDA...

## The Story Continues

### CHAPTER 16, Citizenship and the Law

#### PEOPLE

**1981: Six-year-old Adam Walsh disappears from a Hollywood, Florida, mall.** The child's body was later found. Adam's parents, John and Reve Walsh, did not wait for the murderer to be caught. They opened the Adam Walsh Child Resource Center, which later became part of the National Center for Missing & Exploited Children. John Walsh hosted the television show "America's Most Wanted." It helped capture more than 1,000 criminals. The Walshes also urged Congress to pass a bill that was tougher on sex offenders who harmed children. That bill became law 25 years after Adam was kidnapped and killed. It is called the Adam Walsh Child Protection and Safety Act.

#### PEOPLE

**Criminals pay to support the Florida Association of Crime Stoppers (FACS).** FACS provides training, assistance, and support to local Crime Stopper reward programs in Florida's cities and counties. The local programs encourage citizens to help law enforcement fight crime. Between 2001 and 2009, these programs helped police to clear 63,344 cases. Some of the money to pay the rewards comes from fines in criminal cases.

#### EVENTS

**1979: Florida is the first state to execute someone after the death penalty becomes legal again.** In 1972, the U.S. Supreme Court ruled that the death penalty was unconstitutional. The judges changed their opinion in 1976 when they upheld the constitutionality of the death penalty. By then, Florida had revised its death penalty laws. Executions in the state resumed in 1979.



**PLACES****The Orlando Police Department (OPD) works with the community for a safer city.**

Like many big city police departments, the OPD follows the Community Oriented Policing program. OPD officers are assigned to an area of Orlando. They get to know it. They meet the people who live and work there. They hear the problems and help people talk things out. OPD doesn't work alone to keep Orlando safe. Citizens help police in the award-winning Neighborhood Watch Program to spot suspicious activities. OPD also has traditional crime fighting units. There are horse and dog (K-9) patrols, SWAT, and Crime Scene Investigations (CSI) teams.

Broward County. The jewelry was never found. Although the FBI had suspects, no arrests were ever made.

**PLACES****The main goal of juvenile court is to change a child's behavior.**

The adult court system punishes. Juvenile court tries to give young offenders a second chance. Most children are placed on probation. The court sets rules that must be followed. Usually, children on probation must go to school full time. They must do community service work and re-pay their victims. Many have random drug tests. All must prove that they are now trustworthy.

**EVENTS****1965: Thieves steal jade and jewelry from the Norton Museum in West Palm Beach.**

The stolen items were worth more than \$500,000. Four months later, the FBI found almost all of the jade in a garage in



## 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 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, Civics Skills, Section Assessment, and Chapter Review pages that appear in each chapter for help.



## CHAPTER 16

# CITIZENSHIP AND THE LAW

**Essential Question** What are the different types of crime? How does the criminal justice system deal with adult and juvenile crime?



### 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.2.12** 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. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.2.14** Conduct a service project to further the public good. **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*. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **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. **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. **MA.7.A.1.2** Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.







# WHY CIVICS Matters

Laws exist to protect everybody. Society, through the police force and the judicial system, enforces its laws. As a citizen, you have certain duties. For example, you must obey the law and uphold society's rules.

PROJECT **Citizen**

FLORIDA



## STUDENTS TAKE ACTION

**TEXTING 911** Being able to reach 911 quickly in an emergency is important for public safety. But one group of students in Tallahassee, Florida, found that 911 systems cannot accept information from text messages. So, they decided to find out why.

## FOCUS ON SPEAKING

**GIVING AN ORAL REPORT** We rely on a system of police, courts, and prisons. This system guarantees our basic rights and freedoms. It also protects us against those who break the law. As you read this chapter, you will learn about crime and law enforcement in the United States. Then you will prepare and give an oral report on how we can work toward being safe in our homes, communities, and country.

# Reading Skills

In this chapter you will read about how protection from crime is one of the services the government provides. You will learn about the types and causes of crime. You will read about the criminal justice system at the local, state, and national

levels. You will also learn about the rights of citizens who are suspected of committing a crime. Finally, you will read about juvenile crime and how the judicial system has changed to handle young people accused of committing a crime.

## Organizing Facts and Information

### FOCUS ON READING

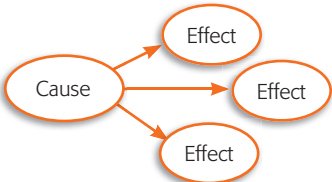

Imagine a phone book that did not have alphabetical listings. How would you find a phone number? How else could the book be organized? You probably would never find the number unless the book was organized in some logical fashion. Information that is organized is much easier to read and understand than disorganized information.

**Understanding Structural Patterns** Writers often use four structural patterns to organize information effectively. By understanding the way a piece of writing is organized, you can better understand the information you are reading.

### Helpful Hints for Understanding Structural Patterns

1. Look for the main idea of the passage.
2. Then look for clue words that signal a specific pattern.
3. Look for other important ideas and think about how the ideas connect. Is there an obvious pattern?
4. Use a graphic organizer to map the relationship among the facts and details.

#### Patterns of Organization

Pattern	Clue Words	Graphic Organizer								
<ul style="list-style-type: none"><li>• <b>Cause-effect</b> shows how one thing leads to another.</li></ul>	<ul style="list-style-type: none"><li>• As a result, therefore, because, this led to</li></ul>									
<ul style="list-style-type: none"><li>• <b>Chronological Order</b> shows the sequence of events or actions.</li></ul>	<ul style="list-style-type: none"><li>• After, before, first, then, not long after, finally</li></ul>									
<ul style="list-style-type: none"><li>• <b>Compare-contrast</b> points out similarities and/or differences.</li></ul>	<ul style="list-style-type: none"><li>• Although, but, however, on the other hand, similarly, also</li></ul>	<table border="1"><thead><tr><th>Similarities</th><th>Differences</th></tr></thead><tbody><tr><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td></tr></tbody></table>	Similarities	Differences	1.	1.	2.	2.		
Similarities	Differences									
1.	1.									
2.	2.									
<ul style="list-style-type: none"><li>• <b>Listing</b> presents information in categories such as size, location, or importance.</li></ul>	<ul style="list-style-type: none"><li>• Also, most, important, for example, in fact</li></ul>	<table border="1"><tbody><tr><td>Category</td><td>Fact</td></tr><tr><td>Size</td><td>Large</td></tr><tr><td>Location</td><td>Here</td></tr><tr><td>Importance</td><td>Most important</td></tr></tbody></table>	Category	Fact	Size	Large	Location	Here	Importance	Most important
Category	Fact									
Size	Large									
Location	Here									
Importance	Most important									





LA.7.1.7.3

## You Try It!

The following passages are from the chapter you are about to read. As you read each set of sentences, ask yourself what structural pattern the writer used to organize the information.

(A) The problem is that gangs are often involved in serious crimes like murder and illegal drug and firearms trafficking. In 2000 the National Youth Gang Survey estimated that there were more than 772,000 active gang members in the United States.

*From  
Chapter 16,  
p. 395*

(B) After the jury has been selected, the trial begins. First, the prosecutor presents the case against the defendant. Next, the defense presents its case. During the trial, a defendant may choose whether or not to testify.

*From  
Chapter 16,  
p. 391*

(C) Imagine that you are seven years old again, and you have just stolen a loaf of bread from a local market. You got caught. If this had happened in the United States in the early 1800s, you would have been tried as an adult.

*From  
Chapter 16,  
p. 396*

**After you have read the passage, answer the following questions.**

1. What structural pattern did the writer use to organize passage A? How can you tell?
2. What structural pattern did the writer use to organize passage B? How can you tell?
3. What structural pattern did the writer use to organize passage C? How can you tell?

**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.

## KEY TERMS

### Chapter 16

#### Section 1

crime, p. 382  
criminal, p. 382  
felonies, p. 382  
misdemeanors, p. 382  
victimless crimes, p. 384  
white-collar crimes, p. 384

#### Section 2

criminal justice system, p. 388  
probable cause, p. 388  
arrest warrant, p. 388  
arraignment, p. 389  
acquit, p. 391  
plea bargain, p. 391

#### Section 3

juvenile, p. 394  
delinquents, p. 394  
probation, p. 397

### 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 words:

aspects (p. 385)  
functions (p. 388)

**As you read Chapter 16,** think about the organization of the ideas. Ask yourself why the writer chose to organize the information in this way.



# Crime in the United States

## BEFORE YOU READ

### The Main Idea


When a person breaks a law, it is called a crime. There are several types of crimes and a variety of reasons why people commit crimes.

### Reading Focus

1. What are five different types of crime?
2. What are four possible causes of crime?
3. How do we fight crime in the United States?

### Key Terms

crime, *p. 382*  
 criminal, *p. 382*  
 felonies, *p. 382*  
 misdemeanors, *p. 382*  
 victimless crimes, *p. 384*  
 white-collar crimes, *p. 384*

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**  
 Use the graphic organizer online to take notes on the types of crime, the causes of crime, and how we fight crime in the United States.



According to the FBI Uniform Crime Report, crime rates for all kinds of crime dropped from 2006 to 2009. But the cost is huge: according to one economist's 1999 estimate, crime costs \$1.7 trillion per year. That is more than \$7,100 per person in today's dollars. Crimes can range from shoplifting or disturbing the peace to murder, assault, or arson. And crime is a problem in small towns as well as cities. So what can you do about crime in your community? You might think you can do very little. But you might be surprised to learn that teenagers all across the country are taking action to fight crime and make their neighborhoods safer. There are many opportunities to protect yourself, your family, your friends, and your neighbors from crime.

### FOCUS ON



In 2009, law enforcement officers in Florida made over 1 million arrests. According to the Federal Bureau of Investigation, 49,859 of those arrests were for violent crimes and 145,011 were for property crimes.

## Types of Crime

What is a crime? A **crime** is any act that breaks the law and for which there is a punishment. A **criminal** is a person who commits any type of crime. The Federal Bureau of Investigation (FBI) collects information on crime in the United States. The FBI identifies 29 types of crime. Serious crimes, such as murder and kidnapping, are called **felonies**. Less serious offenses, such as traffic viola-

tions and disturbing the peace, are charged as **misdemeanors**.

The 29 types of crime can be categorized in other ways as well. Five main categories of crime are crimes against persons, crimes against property, victimless crimes, white-collar crimes, and organized crimes.

### Crimes against Persons

Crimes against persons that include force or the threat of force are violent crimes. They include acts that harm a person, end a person's life, or threaten to end a life. From 2001 to 2007, more than 1.3 million violent crimes were reported each year. The most serious violent crime is homicide, or the killing of one person by another. From 2001 to 2008, more than 16,000 homicides were committed in the United States each year.

The most common type of violent crime is aggravated assault. Aggravated assault is any kind of physical injury that is done intentionally to another person. Some aggravated assaults happen when a person robs someone else. More than 800,000 cases of aggravated assault occur each year.

Some crimes against persons are also hate crimes. Hate crimes are often violent crimes



committed against people because of prejudice. Hate crimes include those committed against someone because of his or her race, religion, or other characteristics.

Another type of violent crime is the sexual violation of a person by force and against the person's will. The FBI calls this type of crime forcible rape. Between 2000 and 2008, more than 90,000 forcible rapes took place in the United States each year.

### Crimes against Property

Most crimes committed in the United States are crimes against property. This type of crime involves stealing or destroying someone else's property. For example, burglary is the forcible or illegal entry into someone's home or other property with the intention to steal. In recent years, about 2 million burglaries were reported annually. Larceny is the theft of property without the use of force or violence against another person. Stealing from a cash register and shoplifting are examples of larceny.

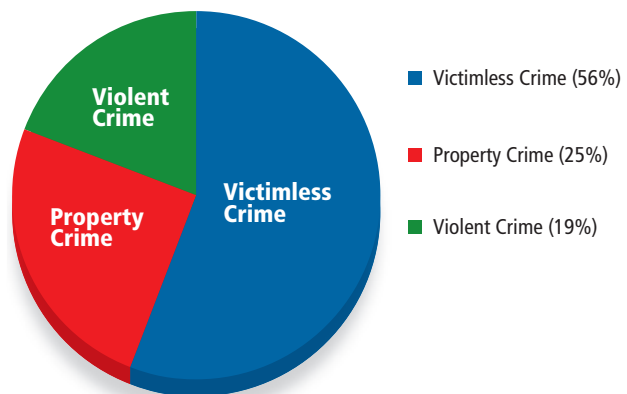
Motor vehicle theft is a common crime against property and a serious national problem. Nearly 800,000 cars were stolen in 2008. Organized gangs often steal cars to resell them or to strip them and sell the parts. Sometimes people steal cars to use them in other crimes, like burglaries. In other cases, people steal the cars, drive them for awhile, and then abandon them.

## Types of Crime

QUICK  
FACTS

The FBI identifies 29 types of crime, such as murder, robbery, arson, drug abuse violations, fraud, vandalism, and so on. Crimes can also be categorized as crimes against persons, crimes against property, white-collar crimes, and organized crimes. So-called victimless crimes, which result in the majority of arrests, include offenses whereby another person is not directly harmed by the person charged with a crime.

### Arrests in the United States, 2009



Source: United States Census Bureau

### Violent

Crimes like murder, manslaughter, robbery, forcible rape, and aggravated assault are considered violent crimes.

### Victimless

Gambling, drug abuse, breaking curfew, and running away are categorized as victimless crimes.

### Property

Crimes against property include burglary, motor vehicle theft, shoplifting, and some white-collar crimes.

ANALYSIS  
SKILL

### ANALYZING VISUALS

What is the total percentage of arrests made for property crimes and victimless crimes?

Bicycle theft is a property crime. Many of these bikes were stolen and then abandoned.

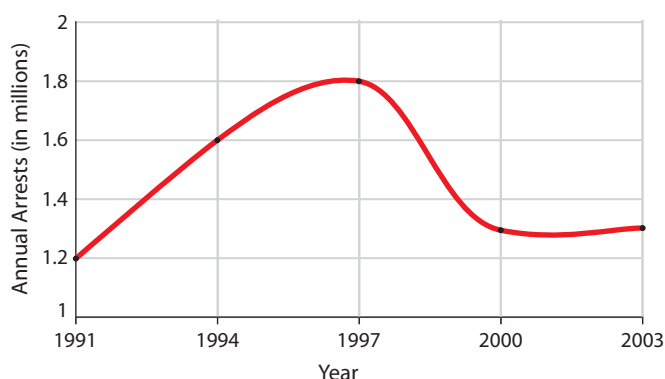
## MATH 101

### Measuring Juvenile Crime

Law enforcement agencies carefully track crime statistics each year. Lately these statistics have shown that the juvenile arrest rate is decreasing, especially arrests for violent crimes. This drop in arrests is partially due to community curfews, mentoring programs, and changes in sentencing guidelines. However, minors are still arrested regularly for such crimes as burglary, vandalism, assault, and even murder.

$$\text{percent change} = \frac{\text{new value} - \text{original value}}{\text{original value}} \times 100$$

**Number of Juveniles Arrested, 1991-2003**



Source: Federal Bureau of Investigation

#### ANALYSIS SKILL

#### INTERPRETING GRAPHS

Use the formula for finding the percent change, shown above, to answer the following questions. What is the percent change in the arrest rate from 1997 to 2000? From 1994 to 1997?

Robbery is a crime that involves both property and people when committed. Many robberies involve taking something by threatening to hurt a person. In a mugging, for example, the robber may demand the person's property and back the threat with a weapon.

Other kinds of crime against property include vandalism and arson. Vandalism is the willful destruction of property. Spray-painting the walls of a school is an example. Arson is the destruction of property by setting fire to it.

### Victimless Crimes

Some crimes, such as illegal gambling and the use of illegal drugs, are sometimes called **victimless crimes**. These crimes are considered victimless because the criminal does not violate another person's rights. Rather, the criminal mainly harms himself or herself.

Nevertheless, victimless crimes are a problem for society. For example, the sale and possession of illegal drugs increases the death rate. Drug abuse often leads to other types of crime, like robbery. People who use drugs may hurt their family members or others if they become violent.

### White-Collar Crimes

Some nonviolent crimes are called **white-collar crimes**. These crimes range from copyright violations to embezzlement and fraud. Embezzlement is the theft of money that has been entrusted to an individual's care. Fraud means cheating someone out of money or property. Embezzlement and fraud cost Americans millions of dollars each year.

White-collar crimes may involve computers in which vital and sensitive information is stored. This is called cybercrime. Some criminals, called hackers, break into computer systems to commit electronic theft, fraud, and embezzlement. Some hackers use computers to spread viruses that can damage computer systems worldwide.

Identity theft is a growing concern. Identity theft occurs when someone uses your personal information, such as a Social Security number, date of birth, or address information, to commit fraud or other crimes. Criminals use this information to get credit cards in another person's name or to take money from bank accounts.

Experts estimate that the total cost to society of white-collar crimes may be billions of dollars. These costs are then passed along to consumers in the form of higher prices. Everyone in society ends up paying for white-collar crimes.



## Organized Crime

Organized crime groups specialize in providing illegal goods and services. They operate in gambling, drug trafficking, prostitution, and lending money at extremely high interest rates. Crime syndicates often run legal businesses that serve as fronts, or covers, for illegal activities. Many times they use the threat of violence to keep people from going to the police.

### READING CHECK

**Summarizing** What are the main categories of crime?

## Causes of Crime

Although no one really knows why people commit crimes, experts have a lot of theories. Poverty, illegal drug use, and other aspects of society are thought to contribute to crime.

- **Poverty** Poverty and unemployment are related to crime. When people cannot earn enough money to support themselves or their family, they may turn to crime to obtain things they don't have.
- **Illegal Drug Use** Many of the crimes committed each year are drug-related. People who commit these crimes may be stealing to support their drug habit. Or they may be selling drugs or acting under their influence.
- **Permissive Society** Some people believe that our permissive society contributes to crime. The idea is that many parents permit their children to do anything they want. Some children have not learned to act responsibly on their own or with others. So they commit crimes. Other people believe that judges often are too easy when sentencing criminals.
- **Urbanization** Some experts suggest that urbanization plays a role in crime. They offer a couple of reasons for this. More people live in cities, which means there are more potential victims for criminals. In addition, there are more young people in cities. People under the age of 25

account for about two out of every five arrests in the United States.

- **Other Causes of Crime** Some people suggest that technological and social change may lead to crime as people fall behind the times. Without a good education, some people are unable to find jobs and may turn to crime. Others suggest that society's attitudes toward right and wrong have changed, or that violence in the media and in computer games inspire violent crimes. Still other people say that society does not spend enough money on law enforcement. This results in an increase in crime.
- **No Single Cause** As you can see, a variety of aspects of today's society have been offered as causes of crime. Perhaps the one thing that experts do agree on is that today's crime problem probably cannot be blamed on any single cause.

### READING CHECK

**Finding the Main Idea** What are some of the main causes of crime?

**ACADEMIC  
VOCABULARY**  
aspects: parts



### FOCUS ON Eric Holder

(1951— )

When Eric Holder joined President Barack Obama's cabinet on February 2, 2009, he became the first African

American attorney general of the United States. The attorney general is the "top cop" for the federal government. That person also heads up the Department of Justice.

Holder was born and raised in New York City. He attended schools for gifted children. His early education prepared him for Columbia University, where he received his law degree in 1976. That same year, Holder joined the Department of Justice. He worked his way through the ranks. In 1988 he was nominated by President Reagan as an associate judge of the Superior Court of the District of Columbia. Under President Clinton, Holder served as U.S. district attorney for the District of Columbia and then as deputy attorney general.

**Making Inferences** How might Holder's experience as a deputy attorney general help him perform his duties as attorney general?

## Neighborhood Watch

Many communities have formed Neighborhood Watch programs in which residents watch for criminal activity.



## Fighting Crime

Whatever its causes, crime hurts everyone. Partly in response to the growing public outcry about crime, Congress passed a national crime bill in 1994. This bill illustrates some of the country's main strategies for reducing crime. One approach is to increase the number of police officers and expand the prison system. Another is to

provide tougher legal penalties for criminals. For example, the 1994 crime bill increased the number of crimes eligible for the death penalty. It also introduced the so-called three-strikes rule. This federal law, which has been adopted by some states, gives life sentences to three-time violent offenders.

Other strategies focus on crime prevention. These include creating community-policing programs in neighborhoods to improve relationships between police and citizens. Schools can also provide crime prevention education.

These strategies have helped reduce crime rates, but there is no simple solution. Fighting crime effectively requires citizens to get involved. There are many things you can do to help your community. Obey the law. Report any crimes that you see. Take common-sense precautions to ensure your safety and that of others. Even small steps such as cleaning up graffiti in your neighborhood can help fight crime. Finally, try to support the police officers who work to protect your community.

### READING CHECK

**Analyzing Information** What can government and citizens do to fight crime?

## SECTION 1 ASSESSMENT



hmhsocialstudies.com

ONLINE QUIZ

### Reviewing Ideas and Terms

- a. Define** Write a brief definition for the terms **crime**, **criminal**, **felonies**, **misdemeanors**, **victimless crimes**, and **white-collar crimes**.  
**b. Defend a Point of View** Some people argue that there is no such thing as a victimless crime. Do you agree? Why or why not?
- a. Recall** Describe at least four potential causes of crime.  
**b. Evaluate** How might permissive courts contribute to crime?
- a. Summarize** What are two of the strategies for fighting crime that were included in the 1994 national crime bill?  
**b. Make Inferences** Why do you think some citizens do not report crime?

### Critical Thinking

- Categorizing** Use your notes and a chart like this one to fill in the boxes with different types of crime on the left and examples of each type of crime on the right.

Type of Crime	Examples

### FOCUS ON WRITING

- Problem Solving** Imagine that you are a police commissioner for a city. Write a speech discussing how government and citizens can work to reduce crime.



# STUDENTS TAKE ACTION



## Texting 911

**I**n an emergency situation, the ability to get information to a 911 operator is critical. But after someone in Tallahassee, Florida, was the victim of a home invasion, students at Deerlake Middle School learned that 911 operators are not able to receive information from callers through text messaging.

**Community Connection** Students in Cathy Schroepfer's eighth grade civics class, with the help of Florida State University intern Erin Crowe, decided to find out why 911 systems could not receive text messages. They realized that the ability to text 911 could be a valuable tool. Students also found evidence that texting is a more reliable way to communicate in poor weather such as hurricanes. They conducted surveys and found that many of their peers, parents, community members, and teachers supported adding a texting capability to the 911 emergency response system.

**Taking Action** The students contacted the local police department, the area 911 operating center, and various cell phone providers. They found that the best way to add texting capability would be to encourage or require the 911 system to upgrade its network to support text messaging. To pay for the upgrade, the students proposed that the government offer tax incentives to cell phone companies that adopted emergency contact systems as a part of their service, at a minimal fee to customers. The fees paid by the customers could then be used to update the 911 system. According to Erin Crowe, while investigating the issue "the students learned more about our government, their role in their community, and their own political efficacy during Project Citizen than through my teaching alone. Project Citizen helped put government in their hands."

**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.

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



Students at Deerlake Middle School in Tallahassee, Florida, investigated how the inability of 911 systems to receive text messages affected public safety.

### SERVICE LEARNING



1. Develop a plan to create a campaign to alert citizens to the inability of the 911 system to receive text messages.
2. Implement your plan to educate local community members about texting 911 as a service project.

[hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**

## SECTION 2



SS.7.C.3.8; LA.7.1.6.1; LA.7.1.7.1

# The Criminal Justice System

## BEFORE YOU READ

### The Main Idea

Police officers arrest people believed to be breaking the law. An accused person must be tried and, if found guilty, punished.

### Reading Focus

1. What is the role of police officers in the criminal justice system?
2. What is the function of the courts after a suspect has been arrested?
3. How does our corrections system punish lawbreakers?

### Key Terms

criminal justice system, *p. 388*  
probable cause, *p. 388*  
arrest warrant, *p. 388*  
arraignment, *p. 389*  
acquit, *p. 391*  
plea bargain, *p. 391*

[hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**

Use the graphic organizer online to take notes on the three different parts of the criminal justice system in the United States.



Do you know what your rights are if you are arrested? Maybe you know from watching television. When suspects are arrested on TV, the police officers read them their Miranda rights: "You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense." These rights are guaranteed to all citizens by the Constitution.

## The Role of the Police

The **criminal justice system** is the three-part system consisting of the police, courts, and corrections that is used to keep the peace and bring criminals to justice. Each part of the system has its own purpose and **functions**.

### The Police

The police have a number of duties. These duties include protecting life and property, preventing crime, and arresting people who violate the law. They also include protecting the rights of individuals, maintaining peace and order, and controlling traffic.

### Police Training

Today's police officers are usually carefully selected and trained. Candidates have their backgrounds fully investigated before they can be hired. They also complete difficult physical and psychological examinations. Most cities require police officers to be high school or even college graduates.

### Police Arrests

Before he or she can arrest a suspect, a police officer must have probable cause. **Probable cause** means that the officer must have witnessed the crime or must have gathered enough evidence to make an arrest. If no one saw the suspect commit the crime, an **arrest warrant** may be necessary. An arrest warrant is an authorization by the court to make the arrest.

According to the Bill of Rights, all arrested suspects are entitled to due process. The police must inform suspects of their Miranda rights before questioning them. The Miranda warning lets suspects know what their rights are as protected by the Bill of Rights. If a suspect is not given this information before questioning, any statements he or she makes cannot be used as evidence in court.

### ACADEMIC VOCABULARY

**functions:** use or purpose



## Law Enforcement Training

Police officers, such as the Florida officer below, receive training in subjects including self-defense, fingerprinting, the law, and psychology.



After the arrest, the suspect is taken to the police station for booking, when a record of the arrest is made. An officer writes down the name of the suspect, the time of the arrest, and the charges involved. If the person is suspected of a felony or a serious misdemeanor, he or she is usually fingerprinted and photographed. If a person is accused of a misdemeanor, a single fingerprint may be taken.

### READING CHECK

**Summarizing** What are the main functions of police officers?

## The Courts: From Arrest to Sentencing

The second part of our U.S. criminal justice system is the court system. The courts are where suspects are tried for possible crimes and are found either guilty or innocent.

### Preliminary Hearing

A preliminary hearing must be held soon after the accused's arrest. During this hearing, a judge must decide if there is enough evidence to send the case to trial. If there is not, the judge can dismiss, or drop, the charges. If the charges are not dropped, the judge must decide whether to set bail. Bail is the money

a person—now called a defendant—posts as a guarantee that he or she will return for trial. The bail amount is usually related to the seriousness of the offense. For a minor offense, the judge may release the defendant on his or her own recognizance, or without bail. If the defendant being charged with a minor offense lives in the community and has a good reputation, the judge is more likely to release the defendant without bail. If the judge believes the defendant might try to flee, or if the crime is serious, he or she can order that the defendant be held in jail until the trial.

### Grand Jury and Indictment

Before a defendant can be tried, a formal charge must be made. In some states a grand jury hears the evidence to decide whether to send the case to trial. If the grand jury finds probable cause, the defendant is indicted, or formally charged with the crime.

### Arraignment

After he or she is charged, the defendant goes before a judge for arraignment. An **arraignment** is when the defendant enters a plea of guilty or not guilty to the charge. If he or she pleads guilty, no trial is necessary.

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

# Stages in the Criminal Justice System

QUICK  
FACTS

hmhsocialstudies.com  
INTERACTIVE ART

## 1. Arrest

- A crime is committed
- Police investigate the crime
- An arrest is made



Crime

Investigation

Arrest

## 2. Trial and Judgment

- The suspect is charged
- An arraignment hearing is held
- The suspect is held for trial or released on bail; or
- The case is dismissed and the suspect is free
- A trial is held or
- The suspect pleads guilty or enters a plea bargain
- If found innocent, charges are dismissed
- If found guilty or if a plea bargain is made, then the next stage is sentencing



Charged

Hearing

Held for trial  
or bail

Dismissed

Plea

Trial

Guilty

Not Guilty

Jail

Probation

Fine

## 3. Sentence

If guilty, a judge or the jury decides on a punishment

- fine
- probation
- suspended sentence
- prison

ANALYSIS  
SKILL

ANALYZING VISUALS

What are the possible outcomes when a person is arrested for a crime?



## Trial

If the defendant pleads not guilty to the charge, the case goes to trial. The defense represents the defendant. The prosecution represents the government's side of the case.

The defense and prosecution lawyers choose the jurors for the trial from a large group of people. In most states, both of these lawyers have the right to question prospective jurors. Each can reject people they believe might be prejudiced against his or her side of the case.

After the jury has been selected, the trial begins. First, the prosecutor presents the case against the defendant. Next, the defense presents its case. During the trial, a defendant may choose whether or not to testify. Under the U.S. Constitution, no defendant can be forced to testify against himself or herself. Witnesses may be called to testify by either side. Each attorney asks his or her witness questions, and then the attorney for the other side asks the same witness questions.

After both sides present their evidence, each lawyer makes a closing statement that summarizes his or her arguments. The judge then tells the jurors what they can and cannot consider under the law in reaching their verdict. Finally, the jury leaves the courtroom to deliberate, or discuss, the case.

Defendants are always presumed to be innocent until a verdict is delivered. It is the prosecution's job to prove that the defendant is guilty beyond a reasonable doubt. If there is reasonable doubt of guilt, the jury must **acquit** the defendant—that is, the jury must find him or her not guilty of the crime. If the jury cannot agree on a verdict, the case may be tried again before another jury.

## Sentencing

If the defendant is found guilty, the judge decides on the punishment, or sentence. Some states have established mandatory sentences for certain crimes. That is, the law requires judges to give certain punishments for certain crimes.

## Plea Bargaining

Most cases in the United States never go to trial. They are taken care of quickly by plea bargaining. In a **plea bargain** the defendant may plead guilty to a lesser offense than the original charge. Under a plea bargain agreement, the penalty is usually lighter than if a trial jury found the defendant guilty.

### READING CHECK

**Sequencing** What are the main steps in the court process, from arrest through sentencing?

## Punishing Lawbreakers

If you break the law and are found guilty of a crime, you will be punished. The punishment is handled by the corrections system, the third part of the U.S. criminal justice system. Corrections can include imprisonment, parole, or capital punishment.

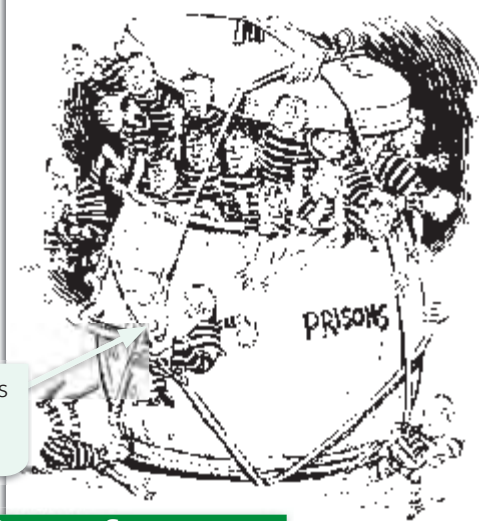
### PRIMARY SOURCE

#### POLITICAL CARTOON

### Overcrowded Prison System

Prison overcrowding has forced some states to release prisoners early. These are the people who would otherwise have served their full sentences. The public fears these criminals may commit crimes while on parole. This concern has caused some state governments to ban parole for nearly all convicted criminals. Other states have done away with parole for some types of violent crimes.

The rope represents a hasty attempt to fix the problem.



#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

**Making Inferences** Why do you think the cartoonist chose to represent the prison system as a cooking pot that is boiling over?

Daryl Cagle, Cagle Cartoons

## Imprisonment

Less serious crimes may be punished only with fines or with fines plus a suspended sentence and probation, in which a person is not imprisoned unless he or she violates the conditions imposed by the court's order. More serious crimes are typically punished with imprisonment. Most people agree that dangerous criminals should be removed from society for a period of time. Many American prisons face a serious overcrowding problem, however. Proposed solutions range from building more prisons to releasing inmates earlier, but no easy answers seem available.

Some people believe that society has the right to make the criminal pay for his or her crime. Other people view imprisonment as a deterrent to crime. That is, it discourages people from becoming criminals. A third view of imprisonment is that it serves as a means of rehabilitation. Some people believe that rehabilitated, or reformed, criminals can return to society as law-abiding citizens. Still other people view imprisonment as a means of social protection. People in prison cannot pose a threat to the lives or property of people in the community.

## Parole

After serving a part of their sentences, many prisoners are eligible for parole, or early release. People are paroled on the condition that they obey certain rules and stay out of trouble. Parole is generally granted to prisoners who behave well and who show signs of rehabilitation. A parole board carefully reviews each application for parole and then accepts or denies the request. A paroled prisoner must report regularly to a parole officer. Parole usually lasts for the remaining length of a person's sentence.

## Capital Punishment

The harshest punishment for crimes committed in the United States is capital punishment, or the death penalty. The issue of capital punishment is very controversial. Many people support the death penalty as a form of punishment for criminals. Others, however, question the procedures that determine how capital punishment is applied. It is a difficult topic that will continue to be debated for many years.

### READING CHECK

**Summarizing** What methods are used by the U.S. corrections system to punish criminals?

## SECTION 2 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

- Define** Write a brief definition for the terms **criminal justice system**, **probable cause**, and **arrest warrant**.
  - Defend a Point of View** Do you think it is important for police officers to issue the Miranda warning to suspects? Explain your answer.
- Define** Write a brief definition for the terms **arraignment**, **acquit**, and **plea bargain**.
  - Compare and Contrast** What are some similarities and differences between the defense and prosecution sides in a case?
  - Evaluate** Do you think that plea bargains should be allowed for all charges against an accused person? Explain your answer.

- Summarize** What are some of the purposes for imprisonment in the criminal justice system?
  - Elaborate** Why do you think each state is allowed to establish its own capital punishment laws?

### Critical Thinking

- Sequencing** Use your notes and a diagram like this one to describe the steps in the criminal justice system from arrest to sentencing. Add more circles as needed.



### FOCUS ON WRITING

- Supporting a Point of View** Write a position statement for or against the parole of criminals.



# Conducting Library Research

## Learn

Libraries are a useful resource when you need to find books, periodicals, photographs, and audio-visual media. Most libraries now have computer-based catalogs, so you can search all the resources of the library on a computerized search engine. To do this, you have to identify keywords or subject headings relevant to your topic.

After getting a listing of all the relevant materials at a library, it is important to determine which materials are most useful. Resources intended for an academic or technical audience may not be suitable for a school research project. Also, materials that are not up-to-date may need to be excluded.

## Practice

- 1** Figure out several keywords for your topic. If your research topic is “juvenile crime,” you can try those two terms. But using related words—adolescents, youth, courts, criminals—will help you get more results.
- 2** Select a variety of types of resources. Using the help of the librarian, find books, magazines,

journals, and videos. Focus on the most recent sources, if possible.

- 3** Go through materials before leaving the library. Use the indexes in the books you have selected to find the pages relevant to your topic. Skim the magazine and journal articles and make sure they are not too technical or academic. If the materials still seem suitable, take some notes or photocopy the pages you need.

## Apply

Use the illustrated example of a library keyword search shown in the visual below to answer the following questions.

- 1.** Suppose you are researching white-collar crime. What are some keywords you would try in a keyword search?
- 2.** Look at the search results for the topic of juvenile crime. Explain which resource you think would be the least useful for this research topic.
- 3.** Look at the search results for the topic of juvenile crime. Predict which resource might be too specialized or technical for a school research project.

Num	Mark	Search Results	Type of Source	Year Published
1		Teenage Offenders: myths and realities/edited by Rebecca Ortiz and Katie Chow	Book	2005
2		Journal of Criminal Justice	Periodical	1967-present
3		Behind Bars: a novel/by Rod Thomas	Book	2002
4		Forensic science and juvenile crime	Video	1993
5		Changing face of juvenile crime/Time magazine	Magazine article	2004

## SECTION 3



SS.7.C.3.8; SS.7.C.3.12; LA.7.1.6.1; LA.7.1.7.1

# Juvenile Crime

## BEFORE YOU READ

### The Main Idea

Most states prefer to handle juvenile, or young, criminals differently than adult criminals, but for some crimes this practice is changing.

### Reading Focus

1. What is juvenile crime?
2. What are some possible causes of juvenile crime?
3. How does the judicial system handle juveniles who break the law?
4. What are some ways to avoid trouble with the law?

### Key Terms

juvenile, p. 394  
delinquents, p. 394  
probation, p. 397



Use the graphic organizer online to take notes on juvenile crime in the United States.



Graffiti is a common juvenile crime.



What is the best way to handle kids who commit crimes? Not everyone agrees on the answer to this question. Some people believe young criminals should be punished in special detention centers. Others think that these offenders need help with self-esteem, drug treatment, or learning skills. There are also people who believe young offenders should be treated like adults and do adult time for adult crime.

## Defining Juvenile Crime

The dictionary defines *juvenile* as “a young person.” Most states define a **juvenile** as a person under the age of 18. Some states set the age as low as 16. But no matter where you live, every state has special laws for dealing with juveniles who commit crimes. Juveniles become **delinquents** when they are found guilty of breaking a law.

In 2009 young people under the age of 18 made up 14 percent of all criminal arrests. The highest numbers of juvenile arrests were for arson and larceny. Juvenile crime is a great concern for many communities around the country.



**Finding the Main Idea** What is juvenile crime?



## Causes of Juvenile Crime

Why do some young people break the law? As with adult crime, there is no single answer. Experts who have studied the problem believe that there are a few main causes of juvenile crime.

### Poor Home Conditions

Many juvenile offenders come from homes in which the parents do not or cannot take responsibility for their children. Sometimes parents are absent or rarely at home to help care for their children. Sometimes the parents are alcoholics, illegal drug users, or child abusers. Such parents often expose their children to criminal or violent behavior. It is not unusual for children in these situations to spend much of their time on the streets. Without responsible authority figures at home, neglected children may get into serious trouble.

### Poor Neighborhood Conditions

The poorer areas of cities frequently have higher rates of crime than other areas. These neighborhoods typically do not offer the same educational and job opportunities as less poor communities. As a result, many young people in these areas feel hopeless and angry about their situations. Some young people see crime as their only way out of the poverty that surrounds them.

### Gang Membership

Young people without stable homes may turn to gangs for support and a sense of belonging. In a sense the gang becomes a substitute family. The problem is that gangs are often involved in serious crimes like murder and illegal drug and firearms trafficking. In 2009, the National Youth Gang Survey estimated that there were approximately 731,000 active gang members in the United States. The problem of gang related crime has prompted many communities to look for ways to keep young people from joining gangs.

## PRIMARY SOURCE

### WEB SITE

### Second Chances

At age 17, former U.S. Senator Alan Simpson of Wyoming pled guilty to shooting mailboxes, a federal offense. He was placed on probation for two years and had to meet regularly with a probation officer. Simpson was embarrassed by his actions and the harm he had done to his family and community. He believed that receiving a second chance helped lead him to becoming a lawyer and, later, serving in politics.

"Some were surprised when I was back to Cody [Wyoming] to practice [law]. They would see me and say, 'I didn't think you had the guts to come back to this town after all you did around here.' And I would just smile and say, 'Well, everybody gets a second chance.'"

—from "Second Chances" The Children's Court  
Centennial Communications Project Website  
[www.cjcj.org/centennial](http://www.cjcj.org/centennial)



### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

**Making Inferences** How might probation be considered a "second chance" for juvenile offenders?

### Dropping Out of School and Unemployment

It is not surprising that when young people have nothing to do, they may get into trouble. Juveniles who drop out of school often lack the education and skills to get a decent job. Dropouts are often unemployed and are often at greater risk of becoming involved in criminal activities.

### Alcohol and Drugs

It is illegal to sell alcoholic beverages to minors. It is also illegal to sell habit-forming drugs to anyone who does not have a doctor's prescription. Yet many young people find ways to get alcohol and illegal drugs.

**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*.

Drug and alcohol use can lead a person to do things that he or she might not do otherwise. People under the influence of drugs or alcohol may commit other crimes, like drunk driving or assault. In addition, addicts who need money to pay for their habits often turn to crime.

### Peer Pressure

Some young people are pressured by their friends to commit crimes. Studies suggest that young people who socialize with delinquent peers are more likely to become involved in crime themselves.

#### READING CHECK

**Summarizing** What are some of the explanations that experts offer as possible causes for juvenile crime?

## The Juvenile Justice System

Imagine that you are seven years old again, and you have just stolen a loaf of bread from a local market. You got caught. If this had happened in the United States in the early 1800s, you would have been tried as an adult. Before the late 19th century, juveniles at least seven years old were held responsible for their crimes. They were tried in adult courts and sentenced to prison and even death.

### Reform

During the 1870s, however, reformers began working to change the way the system treated young offenders. They believed that juveniles needed special understanding rather than punishment. Their reasoning was that young people are less able to understand their actions than adults.

As a result, many communities set up juvenile court systems. The purpose of the juvenile systems was not to punish children. Rather, it was to remove them from harmful environments. Reformers hoped to re-educate offenders by giving them care, discipline, supervision, and treatment. This would allow juvenile offenders to return to society as good citizens.

More changes to juvenile justice came about 40 years ago. In 1967 the Supreme Court issued a landmark ruling in a case called *In re Gault*. In the case, the Court said that juvenile offenders have the same rights of due process as adults. In the ruling, Justice Abe Fortas declared,

“In practically all jurisdictions, there are rights granted to adults which are withheld from juveniles ... Under our Constitution, the condition of being a boy [or girl] does not justify a kangaroo court [an unfair trial].”

—Associate Justice Abe Fortas, *In re Gault*, 1967

### Today's Juvenile Justice System

The 1967 Supreme Court ruling changed the way young people are tried today. Juveniles, like adults, have the right to be informed of the charges brought against them. They have the right to be represented by a lawyer. They also have the right to question all witnesses in the case and can refuse to testify against themselves in court.

However, the Supreme Court later ruled that juveniles accused of crimes do not have the right to a jury trial. Instead of trials, juvenile courts hold hearings. Only parents or guardians and others directly involved in the case can attend. The purpose of the hearings is to determine the guilt or innocence of the accused young person.

### Treatment or Punishment

During a juvenile hearing, a judge listens to evidence presented by both sides. At the end of the hearing, the judge must decide the guilt or innocence of the juvenile offender. If the judge finds the juvenile guilty, he or she may call for one or more of the following measures.

**Foster Care** If the judge decides that adult supervision where the juvenile lives is inadequate, the juvenile may be placed in a foster home. A foster home is a place where people other than the natural or adoptive parents raise a young person.



## Minors and the Death Penalty

The Eighth Amendment bans cruel and unusual punishments. But how do Americans define “cruel and unusual”? For years, the Supreme Court has struggled with this very question in terms of the death penalty.

When the Eighth Amendment was adopted, the death penalty was neither unusual nor considered excessively cruel. However, public opinion has begun to change, especially when it comes to executing young criminals.

In separate decisions in 1989, the Court ruled against two young criminals. One was a 16-year-old with a mental disability. The second was a 17-year-old. Both were convicted of committing murder, and the Court ruled they could be executed for their crimes. But in 2002, the Court overruled the first decision. Then in 2005, the Court reversed the second. No one, the Court ruled, could be executed for a crime they committed while under the age of 18.

In the later rulings, the Supreme Court looked to “the evolving standards of decency that mark the progress of a maturing society.”

What does this mean? The Court looked at recent changes in state laws. Those changes convinced the Court that society now saw these two groups of people as less responsible for their actions. Also, they were less able to make rational decisions than adults and individuals without mental handicaps. For society, and the Court, executing these defendants now was “cruel and unusual.” As such, it would therefore be unconstitutional.

1. How did the Supreme Court’s position on executing minors and persons with mental retardation change between 1989 and 2005?
2. What do the changes in the Supreme Court’s interpretation of the Eighth Amendment say about the relationship between state and federal law?



**Juvenile Corrections** In serious cases the judge may send the youth to a juvenile corrections facility. Sometimes young people are held in juvenile detention centers. These are formal prisons for minors.

Another type of juvenile corrections facility is a training school, where young offenders may stay for a year. Juvenile offenders who have drug, alcohol, or mental health issues are often sent to residential treatment facilities. Some juvenile justice systems are also experimenting with the use of boot camps to rehabilitate young offenders. Like military boot camps, juvenile boot camps provide a highly disciplined, structured environment. However, recent research suggests that most of these corrections facilities have

little effect on keeping juvenile delinquents from committing more crimes in the future.

**Probation** Another possible outcome for the juvenile offender is probation. **Probation** is a period of time during which offenders are given an opportunity to show that they can reform. Juveniles on probation must obey strict rules. For example, they must be home by a certain time each night and stay out of trouble. They also have to report regularly to a probation officer.

**Counseling** Many juvenile justice systems refer young offenders to counseling. They assign caseworkers to juveniles. Caseworkers make sure that the young people get therapy and other social services they may need, like food stamps or job skills.

## Juvenile Justice System

In many cases, juvenile court hearings are held in private. At those hearings, only the parents or guardians of the defendant, witnesses, and others directly involved in the case can attend. There is no jury—the judge alone decides the guilt or innocence of the accused. If the juvenile defendant is found guilty, the judge decides what punishment to issue.

*Why are juvenile court hearings held in private?*



The judge hears the case and rules whether the defendant is guilty or innocent.

### Treating Juveniles as Adults

The number of serious crimes committed by juveniles has dropped since the 1990s. Still, some adults believe that juvenile offenders should be tried in adult criminal courts. Critics of the juvenile system point to serious crimes like murder as reasons for trying young people as adults.

For example, suppose a young person is convicted of murder. If sentenced as a juvenile, he or she may serve only a short sentence in a juvenile corrections facility. Despite the good intentions of corrections officers, that juvenile may commit further crimes after release. Some people also believe that young people who commit violent crimes are as responsible as adults for their actions.

For these reasons, most states now certify juveniles for trial in adult criminal courts under certain circumstances. This usually happens when a youth is 14 or older and is accused of committing a felony. Young people who are found guilty—as adults—of a crime in a criminal court are usually punished the same as adults. This means a young person convicted of a major felony is likely to get a longer sentence in a harsher facility.

Because more are tried as adults, more young people have been sentenced to adult

prisons. But statistics show that sending juveniles there does little to turn young offenders away from crime. In fact, it may actually harm them. As a result, the debate over how best to handle juvenile offenders continues.

#### READING CHECK

#### Supporting a Point of View

Do you support or oppose trying juveniles in adult criminal courts? Why?

## Avoiding Trouble

Some scientists study crime and criminal behavior. They offer the following suggestions to young people who want to avoid trouble with the law. This advice is not always so easy to follow. However, choosing to take these steps will keep you out of trouble. It will also help you achieve the goals that you set for yourself.

1. Do not use drugs. People who use drugs often end up in criminal courts and corrections facilities or jails. A criminal record can follow you for life.
2. Stay in school and get the best education possible. A good education will provide you with important skills. Also, it will increase your chances of getting a good job.



3. Have the courage to say no when friends ask you to do something illegal. Make sure that your friends and role models are a positive influence on you. Anyone can go along with the crowd, but it takes courage to stand up to one.
4. Try to live a full life. Get plenty of physical activity and take up interesting hobbies. You might even discover a hidden talent. If busy doing challenging things, people are less likely to become bored and turn to criminal activities.

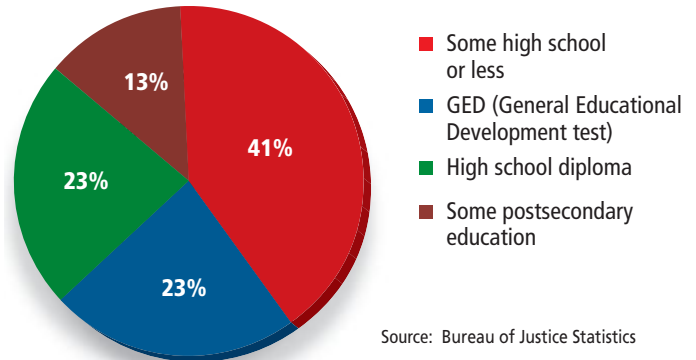
#### READING CHECK

**Finding the Main Idea** How can a young person avoid trouble with the law?

## Juvenile Crime

The majority of inmates in state and federal prisons in the United States never finished high school. Less than half of the inmates have a high school diploma or a GED.

### Arrest Rates Versus Graduation Rates



#### ANALYSIS SKILL

#### ANALYZING CHARTS

What is the total percentage of prison inmates who have a high school diploma or additional education?

## SECTION 3 ASSESSMENT



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas and Terms

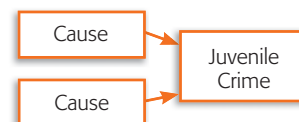
1. **a. Define** Write a brief definition for the terms **juvenile** and **delinquents**.  
**b. Make Inferences** Why do you think that states set different minimum ages for defining a person as a juvenile?
2. **a. Recall** What are three of the main reasons experts give for juvenile crime?  
**b. Analyze** How could poor home conditions lead to some of the other causes of juvenile crime?  
**c. Make Evaluations** What do you think is the most significant cause of juvenile crime? Explain your answer.
3. **a. Define** Write a brief definition for the term **probation**.  
**b. Summarize** What are some of the punishments that a juvenile offender might face?  
**c. Compare and Contrast** How are young people in the juvenile court system tried differently from adult offenders?

4. **a. Make Generalizations** In what ways might getting a good education help you stay out of trouble?

**b. Draw Conclusions** Why is it important to form a circle of friends who participate in positive, lawful behaviors?

### Critical Thinking

5. **Identifying Cause and Effect** Copy the diagram below. Use your notes and the diagram to identify the causes of juvenile crime. Add more boxes as needed.



### FOCUS ON WRITING

6. **Supporting a Point of View** Write a letter to your state legislature describing your position on whether juveniles should be tried as adults.

# CHAPTER 16 REVIEW



## FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an official document.

You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense.

Which document is the source of the rights mentioned in this statement?

- A. the Constitution
- B. the Declaration of Independence
- C. an arrest warrant
- D. instructions to a jury

2. Which of the following might be one requirement of probation?

- A. a prison sentence
- B. appearing before a grand jury
- C. regular meetings with a probation officer
- D. requesting parole

## Reviewing Key Terms

For each term below, write a sentence explaining its significance to citizenship and the law.

- 1. crime
- 2. criminal
- 3. felonies
- 4. misdemeanors
- 5. victimless crimes
- 6. white-collar crimes
- 7. criminal justice system
- 8. probable cause
- 9. arrest warrant
- 10. arraignment
- 11. acquit
- 12. plea bargain
- 13. juvenile
- 14. delinquents
- 15. probation

## Comprehension and Critical Thinking

### SECTION 1 (Pages 382–386)

- 16. a. Identify** Name and describe specific examples of the five categories of crime.
- b. Compare and Contrast** What is the difference between a crime against a person and a crime against property?
- c. Elaborate** What are some causes of crime?

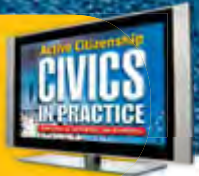
### SECTION 2 (Pages 388–392)

- 17. a. Recall** What are the punishments that a convicted criminal faces?
- b. Sequence** What steps does a criminal suspect go through from the time of arrest to the time of sentencing?
- c. Evaluate** Some people believe that prisons should focus on rehabilitating criminals and helping them rejoin society. Others argue that prisons are intended to punish criminals and protect the rest of society. What do you think the role of prisons should be?



### Active Citizenship video program

Review the video to answer the closing question:  
*How might the impact of a teen court ruling differ from that of an actual judge's decision?*



## SECTION 3 (Pages 394–399)

- 18. a. Describe** What are the possible causes of juvenile delinquency?
- b. Compare and Contrast** How are juvenile offenders treated differently than adult offenders?
- c. Support a Point of View** Should juveniles who commit serious crimes such as murder be tried in adult courts and face the same punishments as adult offenders? Explain your answer.

## Using the Internet



- 19. Writing on Teen Court** Enforcement of the law is not always limited to adults. Through your online textbook, research teen court in different states. Write a paper about how teen court is organized, who it benefits, and what the roles of teen jurors, bailiffs, and attorneys are.



## Civics Skills



**Conducting Library Research** Use the Civics Skill taught in this chapter to complete the activity below.

- 20.** Look at the search results for the topic of juvenile crime. Predict which resource might be too specialized or technical for a school research project.
- 21.** Research the subject of plea bargaining. Then write a report about whether you think criminals should be allowed to plea bargain, and in what circumstances.

## Reading Skills

**Organizing Facts and Information** Use the Reading Skill taught in this chapter to complete the activity below.

- 22.** Study the chart on page 390. Then, using the cause-effect pattern of organization, write a paragraph describing the stages in the criminal justice system.

## FOCUS ON SPEAKING

- 23. Giving an Oral Report** Review your notes about crime and law enforcement in the United States. Pay special attention to juvenile crime and its causes. Now write your oral report on how you and your classmates can curb juvenile crime in your community. If time permits, you may give your report to the class.

New Search Advanced Boolean Additional Search

juvenile crime

Search

Save Checked

Save All on Page

Num	Mark	Search Results	Type of Source	Year Published
1		Teenage Offenders: myths and realities/edited by Rebecca Ortiz and Katie Chow	Book	2005
2		Journal of Criminal Justice	Periodical	1967-present
3		Behind Bars: a novel/by Rod Thomas	Book	2002
4		Forensic science and juvenile crime	Video	1993
5		Changing face of juvenile crime/Time magazine	Magazine article	2004

## Miranda Warnings and Juveniles

*Have you heard people say that they will “take the Fifth”? You probably heard that when you were watching movies or the news. People sometimes say that when asked to testify in a court of law. They are talking about the Fifth Amendment of the U.S. Constitution. This amendment protects people from being forced to provide information that may lead to their prosecution for a crime. In 1966, the U.S. Supreme Court made this protection even stronger in *Miranda v. Arizona*. In its ruling, the Court said that people must be informed of their right to remain silent or have a lawyer present when police question them. This information is known as a Miranda warning.*

### Why it Matters

How does the Miranda decision apply to young people? One aspect of Miranda warnings is that people can choose to give up their right to remain silent. That is, they can talk to police freely, even confessing to crimes. Some people have concerns about this in regard to juveniles. When police question them, juveniles might be easily frightened into giving up their rights. They may not understand the consequences of talking freely. Many believe that young people need special protection during police questioning. However, the Supreme Court has also ruled that as long as young people understand their rights, they can give them up of their own free will, just like adults.

Some states' laws give juveniles some protection. Minors may consult with an interested adult, someone who will look out for their best interests, before being questioned. Usually this interested adult is a parent. However, when a juvenile might be questioned about crimes his or her parents committed, another trusted adult may be consulted. In some states, these laws apply to young people under the age of 14. In other states, they apply to those under the age of 18.



**The Supreme Court has ruled that juveniles must receive Miranda warnings when being questioned by police.**

**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*.

### ANALYSIS SKILL

#### EVALUATING THE LAW

1. Why do you think the age varies for when a juvenile may consult with an interested adult before being questioned?
2. Do you think that young people should be able to decide on their own whether to give up their right to remain silent?

[hmhsocialstudies.com](http://hmhsocialstudies.com) **ACTIVITY**



# CRIMINAL JUSTICE SYSTEM HANDBOOK

Learn the basics about the  
American court system.

**From Arrest to Trial** ..... 402b

**Trial Proceedings** ..... 404

**The Jury** ..... 409



## 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.2.6** Simulate the trial process and the role of juries in the administration of justice. **SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

# CRIMINAL JUSTICE SYSTEM

The American criminal justice system can be a complicated process. Everyone involved in the process—from the police to lawyers to ordinary citizens—has specific duties to fulfill and certain procedures to follow. To better understand these duties and procedures, let's follow a case from the investigation through the trial and its outcome.

## From Arrest to Trial

It had been a good vacation, but everyone was ready to be home. The Citizen family had spent a week at the beach, sunbathing and splashing in the ocean. Now they just wanted to curl up in their own beds and get some sleep. In the back seat, twins Sandy and Sally perked up as the car turned into their neighborhood. However, their excitement soon changed to shock. When they pulled into the driveway, they discovered that their house had been robbed! The Citizens could see through a broken window that most of their possessions were gone. Quickly, Mom pulled out her cell phone and called the police.

## The Investigation

Detective Kenneth Kopp arrived at the Citizens' house about an hour after they got home. He immediately got to work, checking inside and outside the house for clues. He dusted the house for fingerprints. One set was found on the sill of the broken window. Informing the Citizens that he would send the prints to a lab for identification, he decided to ask the Citizens' neighbors if they had seen anything.

The first three neighbors Detective Kopp checked with knew nothing about the crime. However, the woman who lived next door, Ms. Nadia Naybor, told the curious officer that she had seen an unfamiliar blue car drive past the Citizens' house several times the previous day. Suspicious, she had written down the car's license plate number. Ms. Naybor gave this number to the grateful Detective Kopp. When asked, she described the driver of the car as a young woman with short brown hair.

Before long, Officer Kopp heard back from the crime lab. The fingerprints he had found belonged to a young woman named Betty Burgle, who, it turned out, also drove a light blue car. A quick check on a police database matched the license plate number Ms. Naybor had reported to her car. Officer Kopp had a suspect. He and his partner hurried to Burgle's apartment to arrest her.

### VOCABULARY

**suspect** a person the police believe may have committed a particular crime



## The Arraignment

After Burgle had been arrested and brought to jail, she contacted a lawyer to handle her case. The lawyer she chose was Douglas Doubt. He was a well-known and very successful defense attorney. Doubt and Burgle sat down to discuss the details of her case.

The next morning, Burgle was brought before Judge Joy Justice for her arraignment. With her lawyer she listened as the judge explained the crimes with which she had been charged—burglary, or breaking into a private building, and larceny, or theft. The judge also declared that, if found guilty, Burgle could be sentenced to several years in jail. The judge then set a date for a preliminary hearing to be held in two weeks. The purpose for this hearing, she explained, was for the prosecution to prove that it had enough evidence to support a case against Burgle. With the hearing date set, the judge set Burgle's bail and ended the arraignment proceedings.

The arraignment completed, Burgle paid her bail. She set out for home after promising to return for her hearing in two weeks.

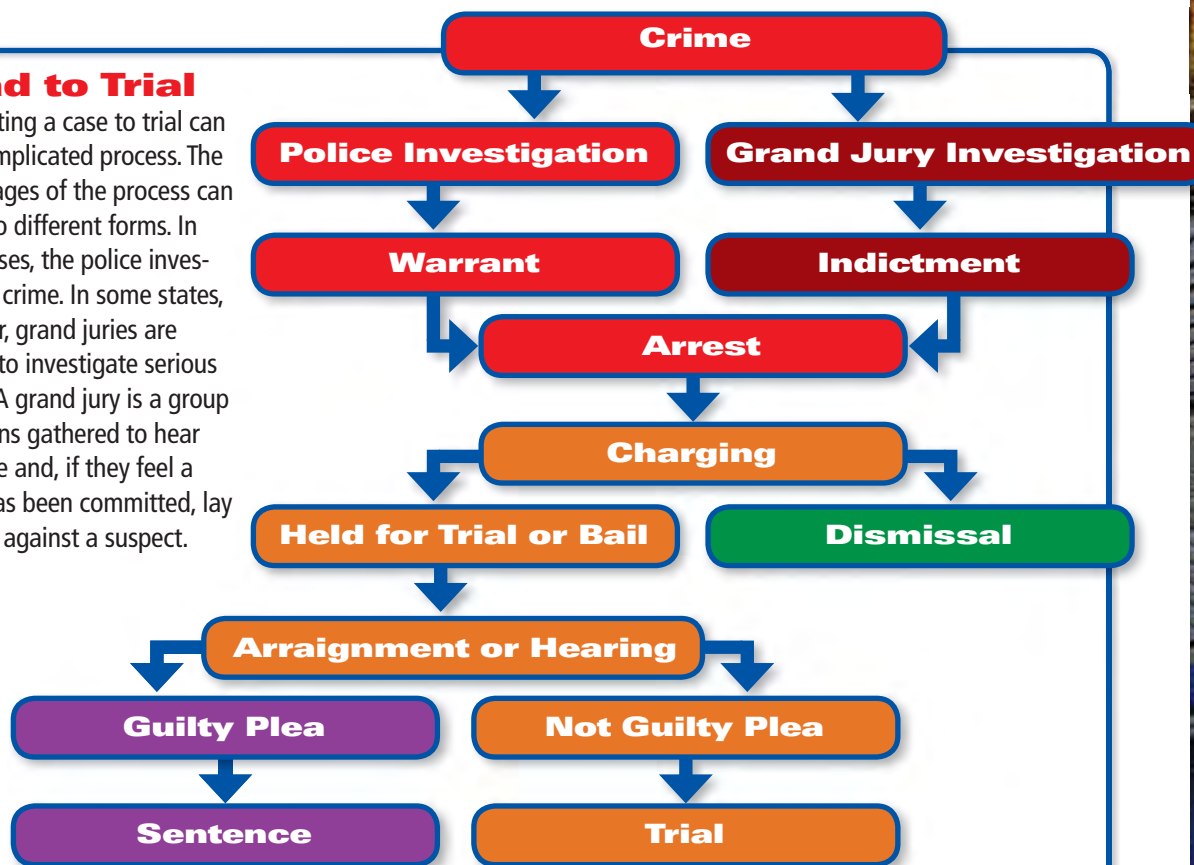
**SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.

### VOCABULARY

**bail** money paid to a court in exchange for the temporary release of a prisoner before his or her trial; bail is returned to the payer when the prisoner returns to court

### Road to Trial

Just getting a case to trial can be a complicated process. The early stages of the process can take two different forms. In most cases, the police investigate a crime. In some states, however, grand juries are formed to investigate serious crimes. A grand jury is a group of citizens gathered to hear evidence and, if they feel a crime has been committed, lay charges against a suspect.



**Skills  
FOCUS**

### INTERPRETING CHARTS

What step follows either the issuing of a warrant or a grand jury indictment?

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

### VOCABULARY

**subpoena** a legal document requiring someone to appear in court, usually as a defendant or a witness

## The Preliminary Hearing

The two weeks passed quickly, and Burtle once again entered the courtroom. This time, in addition to the judge and her own lawyer, the prosecuting attorney, District Attorney (DA) Pauline Proofs was present. When the hearing had begun, DA Proofs stood up and explained the case against Burtle. She described how the police had found fingerprints matching Burtle's at the crime scene and how neighbors had seen someone matching her description in the neighborhood the day of the crime. Once the DA had finished, Judge Justice decided that the state had enough evidence to try Burtle after all. The trial was set to begin in three weeks.

## Trial Proceedings

On the morning of Betty Burtle's trial, Sandy and Sally Citizen woke up early. They were going to the courthouse with their parents to watch the trial. Their father, who had received a subpoena the week before, was going to testify as a witness. His presence was required. The rest of the family would sit quietly in the gallery and observe.

## Who's Who in the Courtroom

Because cameras are not allowed into most courtrooms, the images we see of trials are usually created by sketch artists. The sketch shows key players:

- ➊ **Judge Joy Justice** presides over the courtroom. She answers all questions of law that arise during the trial.
- ➋ **District Attorney Pauline Proofs** represents the state. It is her job to convince the jury of the defendant's guilt.
- ➌ **Defense Attorney Douglas Doubt** has been hired by the defendant to convince the jury she did not commit the crime of which she is accused.
- ➍ **Defendant Betty Burtle** has been charged with the crimes of burglary and larceny.
- ➎ **Witness Nadia Naybor** is currently answering the questions asked by DA Proofs.
- ➏ **The jury** listens to the testimony of all witnesses and the arguments of both lawyers to decide the case's outcome.
- ➐ **Court Clerk Donny Dockett** handles the court's paperwork. He keeps track of evidence submitted by the lawyers and manages the flow of cases to be heard by the judge.
- ➑ **Court Reporter Tracy Transcript** keeps a word-by-word record of everything said in the courtroom. She can provide an instant replay of any testimony if asked.
- ➒ **Bailiff Oliver Order**, a law enforcement officer, keeps order in the courtroom.





Shortly after the Citizens found seats in the gallery, the trial began. The bailiff asked everyone to stand as the judge entered the room and called the court to order. Court Clerk Donny Dockett then announced the case, *People v. Burgle*.

## Opening Arguments

Once everyone was seated, DA Prooffe stood for her opening argument. “Ladies and gentlemen of the jury,” she began, “what would you do if someone stole all of your worldly possessions?” She explained to the jury that she would attempt to prove, through evidence and witness testimony, that Betty Burgle had broken into the Citizens’ home while they were away and robbed it. She said the evidence against the defendant was so overwhelming that the outcome would be clear.

As the DA sat down, Defense Attorney Doubt took the floor. Though it was sad that the Citizens had been robbed, he said, there was no proof that his client had been the one to rob them. He argued that the evidence was not strong enough to convict Burgle.

### VOCABULARY

**testimony** a firsthand account of an event

**defendant** in a trial, the person accused of a crime





**VOCABULARY**

**oath** a promise to tell the truth  
**cross-examine** to examine a witness who has already testified for the purpose of checking or discrediting his or her testimony

**Presentation of Evidence**

With the opening statements complete, it was time to begin the heart of the trial—the presentation of evidence. The ultimate outcome of the trial would be based on what was said and seen here.

**The Prosecution Calls Witnesses**

The prosecution began by calling its first witness: Mr. Citizen. Before his testimony began, he had to swear an oath to tell “the truth, the whole truth, and nothing but the truth.” Then, DA Proofs began her questioning. She asked Mr. Citizen to describe the scene at his house when he returned from vacation. In response, Mr. Citizen described his broken window and missing belongings. Once he had finished, DA Proofs declared that she had no more questions. The defense now had a chance to cross-examine the witness, but Doubt had no questions for Mr. Citizen.

Proofs next called Officer Kopp to the stand to describe his investigation. She asked him about the fingerprints found at the scene,

**Trial Stages and Key Players**

Although each court case is different, all of them involve certain key stages, which are outlined to the right. Each court also features people performing the same tasks, whose roles are described in the boxes below.

**Opening**

- The case is officially announced and the trial is begun.
- The charges against the defendant are read aloud.

**Opening Statements**

- Prosecution attempts to clarify the charges laid against the defendant.
- Both attorneys preview the evidence they will present.

**Judge, Joy Justice**

- Presides over the courtroom
- Answers all questions about law
- Issues sentence

**District Attorney, Pauline Proofs**

- Represents the people
- Attempts to prove the defendant's guilt beyond any reasonable doubt

**Defense Attorney, Douglas Doubt**

- Represents the defendant
- Attempts to prove the defendant's innocence by showing weakness in the prosecution's case



which had been admitted to the court as evidence. Was he certain they belonged to the defendant? Officer Kopp was indeed certain.

Doubt then stood to cross-examine. He asked where at the Citizens' house the police had found the fingerprints. Kopp responded that they had been found outside on a broken window. In that case, Doubt asked, wasn't it possible that Miss Burgle had simply been walking by and touched a window? Officer Kopp conceded that this was a possibility, though it seemed unlikely to him.

The next witness was Ms. Nadia Naybor, who lived next to the Citizens. She reported seeing a light blue car driven by a woman with brown hair pass the Citizens' house the day of the robbery. The DA then asked if Ms. Naybor thought Burgle looked interested in the house, but Doubt called out an objection. He pointed out that it had not been proved that his client was in the car, so the DA should not imply that she was. The judge agreed, and Proofs withdrew her question. Later, during his cross-examination, Doubt asked if Ms. Naybor had seen the driver's face when the car passed. She had not.

### Presentation of Evidence

- Attorneys question witnesses .
- Each attorney has a chance to cross-examine witnesses called by his or her opponent.
- Attorneys present physical evidence that supports their case.

### Closing Statements

- Attorneys summarize the cases they have presented and point out possible weaknesses in their opponents' cases.

### Deliberating and Sentencing

- The jury retires to discuss its decision.
- Once the jury has deliberated, the verdict is announced to the court.
- In the case of a guilty verdict, the judge determines the defendant's punishment.

Witness, Nadia Naybor



- Answers questions posed by the attorneys
- Provides truthful and complete answers to all questions

Defendant, Betty Burgle



- Attempts to prove innocence
- Cannot be required to provide evidence that will incriminate himself or herself

Jury Member, Pedro Peer



- Listens to all evidence presented by both sides
- Debates evidence with other jurors to determine the final verdict

### The Defense Calls Witnesses

After Ms. Naybor's testimony, the prosecution announced that it had no more witnesses to call. As a result, the defense now had a chance to call witnesses of its own. Attorney Doubt called only one witness: Betty Burgle herself. In her testimony, Burgle said that she was at home watching television when the Citizens' house was robbed.

When the defense had finished its questioning, DA Proofs had a chance to cross-examine. She asked what program Burgle had been watching on the evening in question. Burgle answered with the name of a popular game show. In response, Proofs pulled out a newspaper from the day of the robbery. Turning to the television listings, she noted that the show in question had not actually been aired that night. Proofs also asked Burgle if anyone else could verify that she had been at home that night. Upon learning that no one could, Proofs ended her questioning as well.

In many states, registering to vote or registering for a driver's license also registers a person for jury duty. Potential jurors are selected at random and sent summonses like the one at right.



**Summons For Jury Duty**

You have been selected to serve as a juror in the Criminal Court of Washington County. Failure to report may result in your being held in contempt of court.

Report to the Jury Assembly Room in the Washington County Courthouse at 2 North Main Street in Riverside.  
The Courthouse opens at 8:30 AM.

**PLEASE BRING THIS JUROR BADGE WITH YOU.**

Report On: July 17, 2009  
At: 8:30 A.M.  
Your Juror Number is: 73294138

**JUROR**

You must call the JUROR CALL-IN number after 4:00 PM on the day before your jury service date. Have your juror number available when listening to the message.

The Juror Call-In Numbers are:  
(123) 555-4567  
1-800-555-9876

**DETACH TOP PORTION AND BRING WITH YOU ON YOUR SERVICE DATE**

**Section A Juror Confirmation**  
Please answer the following questions, sign form and mail immediately.  
*Complete Section B on reverse if necessary.*

Juror Number \_\_\_\_\_  
Service Date \_\_\_\_\_  
Your Occupation \_\_\_\_\_  
Your Employer \_\_\_\_\_  
Spouse's Occupation \_\_\_\_\_  
Spouse's Employer \_\_\_\_\_

Have you or any members of your immediate family ever been:  
1) party to a lawsuit ☐ Yes ☐ No  
2) the VICTIM of a crime ☐ Yes ☐ No  
If answer #2 is YES, indicate type of crime: \_\_\_\_\_

I have received my summons to report for jury duty.  
Signature \_\_\_\_\_ Date \_\_\_\_\_

one (correct if necessary)  
Marital Status S M DIV SEP WO  
circle one  
Age \_\_\_\_\_ SEX M F  
circle one  
Number of Children \_\_\_\_\_ Ages of Children \_\_\_\_\_

Indicate your highest level of education:  
☐ Did not complete High School  
☐ High School Graduate/GED  
☐ Technical/Vocational School  
☐ Associate's Degree  
☐ 1-3 Years College  
☐ Bachelor's Degree  
☐ Graduate Degree



## Closing Arguments

With all of the witnesses' testimony complete, it was time for the lawyers' closing arguments. Again speaking first, DA Prooffe reminded the judge and the jury of the evidence against Miss Burgle, especially the fingerprints and the presence of her car in the neighborhood. In his closing, in contrast, Attorney Doubt argued that none of this evidence was convincing. All of the evidence that the prosecution had presented could be explained by pure coincidence; thus, his client should be found not guilty.

The arguments were complete, and so the jury now had to decide the outcome of the case. As the bailiff escorted the jury out of the room to deliberate in private, Sandy and Sally Citizen wished that they could hear what was happening in the jury room.

## The Jury

The first juror to leave the room was Pedro Peer. As he led the other jurors down a hallway to the jury room, he thought back over how he had become part of the jury.

## The Summons and Selection

About a month before the trial, Mr. Peer had received a letter in the mail saying that he had been selected for jury duty. The letter, called a summons, asked him to complete and return a form with information about himself and to appear at the courthouse on a certain date. When that day arrived, Mr. Peer and other potential jurors were escorted to a large room where they were introduced to the lawyers involved in the case.

The potential jurors were called one at a time to answer questions asked by the lawyers, a process called voir dire. These questions were designed to find out which potential jurors could act fairly and impartially during the trial. Among the questions asked were whether the potential jurors had ever been accused of a crime, whether their homes had ever been robbed, and how they felt about long jail sentences. Those who answered in ways the lawyers did not like were dismissed from the room.

Neither lawyer objected to Mr. Peer's answers, so he was deemed acceptable as a juror. As it turned out, he was the first person actually selected to serve on the jury, which made him its foreperson, or official spokesperson.

## How to Behave on a Jury

1. Always be on time.
2. Pay careful attention to all testimony. If necessary, ask to have a statement repeated.
3. Do not let your reactions to testimony show during the trial. Do not make faces or exclamations that might reveal your emotions.
4. Make no judgments until all testimony has been delivered.
5. Do not speculate or guess about anything related to the trial.
6. Do not discuss the trial with anyone outside of the courtroom. Do not read newspapers or watch television reports about the trial or investigate the trial on your own time. Doing so could unfairly influence your opinion. Your decision must be based only on what is said in the courtroom.

## VOCABULARY

**summons** a legal order to appear in court, usually as a witness or juror

**voir dire** a questioning process designed to determine the suitability of a juror or witness

**VOCABULARY**

**unanimous** in full agreement, with no dissenting votes

**verdict** the decision or judgment of a jury

**sentence** the punishment imposed on a criminal after a trial

Once a jury has finished its deliberations and decided on a guilty verdict, the judge must decide on the most appropriate sentence, or punishment, for the defendant.

**Trial and Deliberation**

Mr. Peer and his fellow jurors arrived in the jury room to make their decision. Without delay, the jurors decided to take a vote to see where they stood. The voting revealed that 10 jurors thought the defendant was guilty and two thought she was not. However, the rules of the court stated that the jury's decision had to be unanimous, so the outcome was not yet determined.

For the next two hours, the jurors discussed the trial. They debated statements made by the witnesses, discussed evidence presented by the lawyers, and argued over their interpretations of the facts. Finally, though, they took another vote, and this time the results were unanimous. As foreperson, Mr. Peer informed the bailiff that they had reached a verdict.

**The Sentence**

Sandy and Sally Citizen sat up straight as the doors at the rear of the courtroom opened and the jury filed back in. From her seat behind the bench, Judge Justice asked if the jury had reached a decision. Mr. Peer, acting as the foreperson, stated that they had. On behalf of his fellow jurors, he announced that they had found the defendant guilty of both burglary and larceny. As this announcement was made, Miss Burgle slumped in her chair, obviously upset.

With the jury's verdict announced, Judge Justice now had to decide on a fair sentence under the law. Looking straight at Betty Burgle, the judge announced that Burgle would be sentenced to spend time in jail, punctuating her statement by pounding her gavel on the bench. Miss Burgle was led out of the room by the bailiff, the audience gathered in the gallery dispersed, and the trial ended.

**Assessment**

**1. Sequence** What are the major stages in a criminal trial? What happens during each stage?

**2. Draw Conclusions** Why do you think the jury in this case found Betty Burgle guilty of burglary and larceny?

**3. Apply** Conduct research using news sources in the library or on the Internet to learn more about a particular trial. Write a short report about the trial, identifying the key players in it, including the defendant, the judge, and the lawyers. Also include in your report a brief summary of the trial proceedings, the final verdict, and the sentence, if any.



# GEOGRAPHY HANDBOOK

**Y**ou have been learning how to be an effective, responsible citizen of the United States and of Florida. Part of being a good citizen is having some basic knowledge of the rest of the world. After all, we live in a global society. What happens in other places affects us, and what we do can affect people and places around the world. Studying geography helps us understand those connections and participate more effectively in our government and community.

The Geography Handbook provides an introduction to, and quick review of, key geographic concepts. It starts with some essential geographical ideas and maps, which display physical and political features, natural resources, landmarks, and other data. The first maps are of the whole world. Then we focus in on North America, the United States, and, finally, Florida. The last maps concentrate on environmental issues facing Florida.



## Florida Next Generation Sunshine State Standards

**SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation's capital on a map. **SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America. **SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America. **SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States. **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. **SS.7.G.2.4** Describe current major cultural regions of North America. **SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America. **SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America. **SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. **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. **SS.7.G.6.1** Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.



# Mapping the Earth

A **globe** is a scale model of the earth. It is useful for showing the entire earth or studying large areas of the earth's surface.

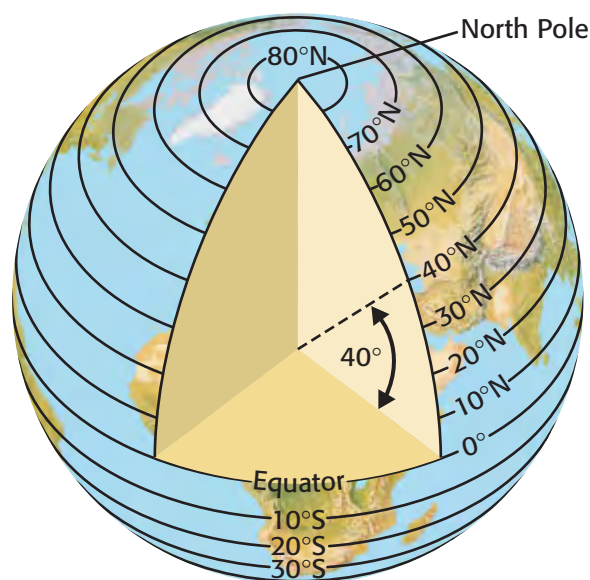
A pattern of lines circles the globe in east-west and north-south directions. It is called a **grid**. The intersection of these imaginary lines helps us find places on the earth.

The east-west lines in the grid are lines of **latitude**. Lines of latitude are called **parallels** because they are always parallel to each other. These imaginary lines measure distance north and south of the **equator**. The equator is an imaginary line that circles the globe halfway between the North and South Poles. Parallels measure distance from the equator in **degrees**. The symbol for degrees is  $^{\circ}$ . Degrees are further divided into **minutes**. The symbol for minutes is  $'$ . There are 60 minutes in a degree. Parallels north of the equator are labeled with an N. Those south of the equator are labeled with an S.

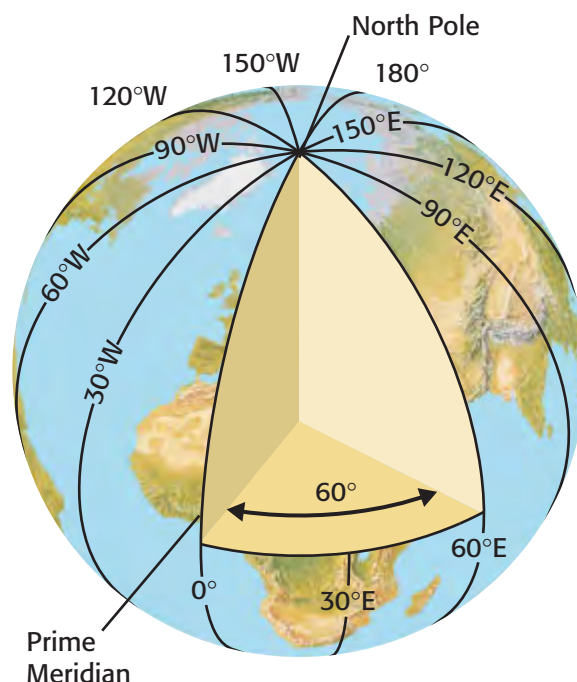
The north-south lines are lines of **longitude**. Lines of longitude are called **meridians**. These imaginary lines pass through the Poles. They measure distance east and west of the **prime meridian**. The prime meridian is an imaginary line that runs through Greenwich, England. It represents  $0^{\circ}$  longitude.

Lines of latitude range from  $0^{\circ}$ , for locations on the equator, to  $90^{\circ}\text{N}$  or  $90^{\circ}\text{S}$ , for locations at the Poles. Lines of longitude range from  $0^{\circ}$  on the prime meridian to  $180^{\circ}$  on a meridian in the mid-Pacific Ocean. Meridians west of the prime meridian to  $180^{\circ}$  are labeled with a W. Those east of the prime meridian to  $180^{\circ}$  are labeled with an E.

## Lines of Latitude

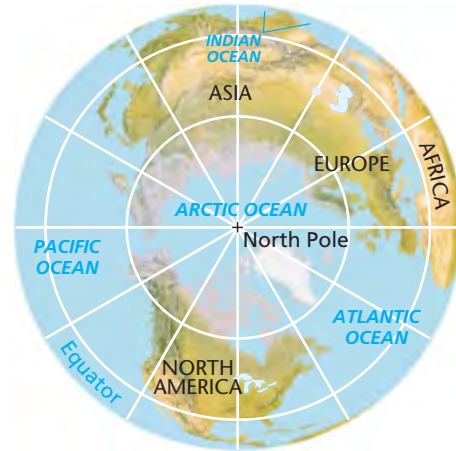


## Lines of Longitude

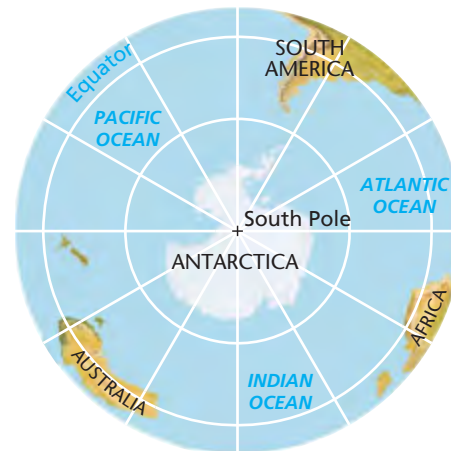




## Northern Hemisphere



## Southern Hemisphere



The equator divides the globe into two halves, called **hemispheres**. The half north of the equator is the Northern Hemisphere. The southern half is the Southern Hemisphere. The prime meridian and the 180° meridian divide the world into the Eastern Hemisphere and the Western Hemisphere. However, the prime meridian runs right through Europe and Africa. To avoid dividing these continents between two hemispheres, some mapmakers divide the Eastern and Western hemispheres at 20°W. This places all of Europe and Africa in the Eastern Hemisphere.

Our planet's land surface is divided into seven large landmasses, called **continents**. They are identified in the maps on this page. Landmasses smaller than continents and completely surrounded by water are called **islands**.

Geographers also organize Earth's water surface into parts. The largest is the world ocean. Geographers divide the world ocean into the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, and the Arctic Ocean. Lakes and seas are smaller bodies of water.

## Western Hemisphere



## Eastern Hemisphere



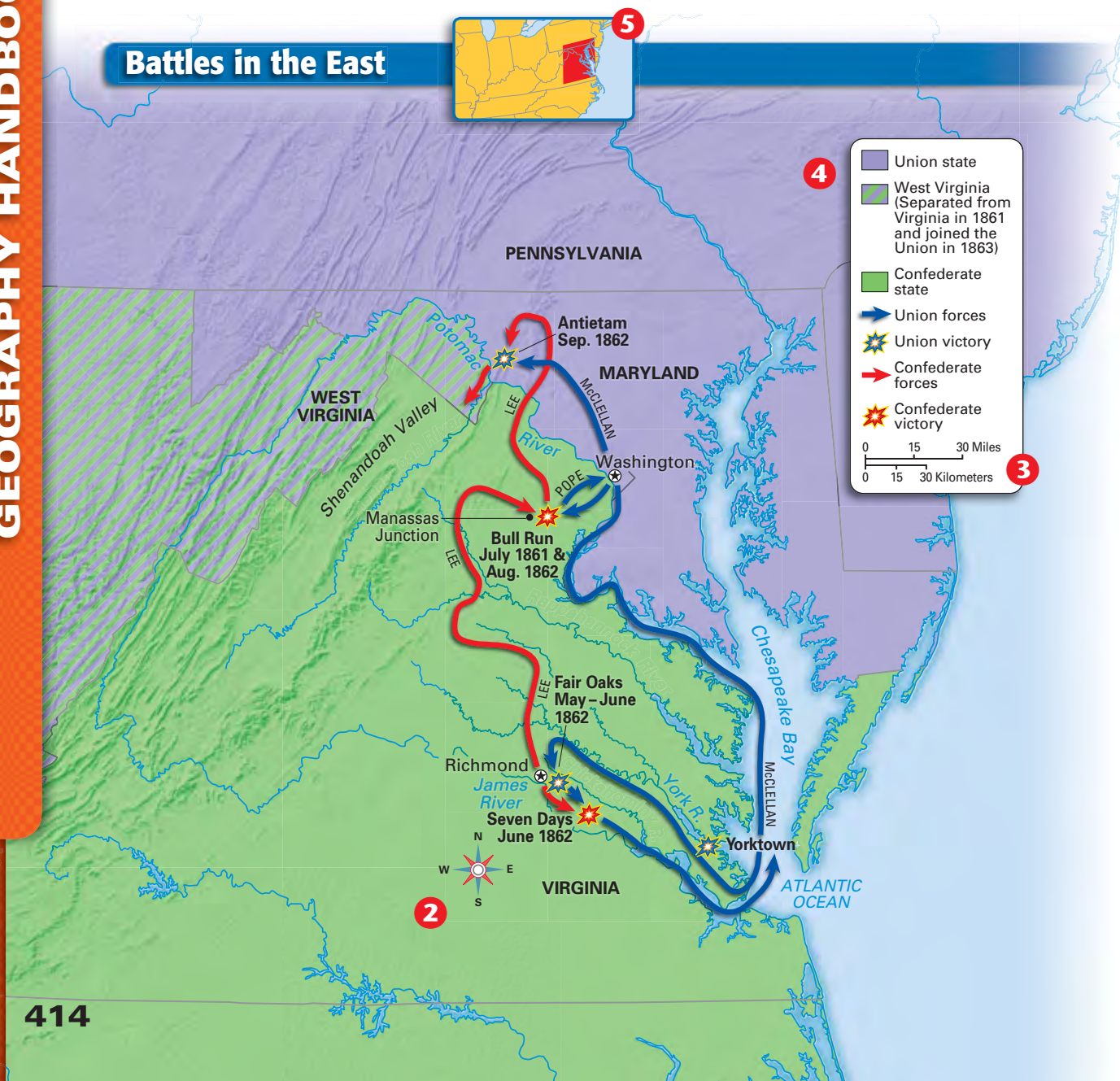
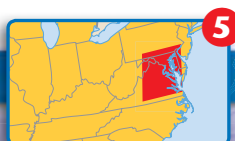
# Map Essentials

Maps are like messages sent out in code. Mapmakers provide certain elements that help us translate these codes. These elements help us understand the message they are presenting about a particular part of the world. Of these elements, almost all maps have titles, directional indicators, scales, and legends. The map below has all four of these elements, plus a fifth—a locator map.

## 1 Title

A map's **title** shows what the subject of the map is. The map title is usually the first thing you should look at when studying a map, because it tells you what the map is trying to show.

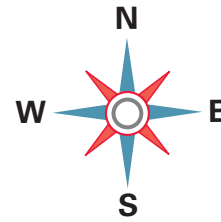
### Battles in the East





## 2 Compass Rose

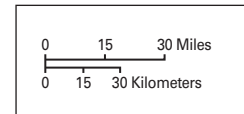
A directional indicator shows which way north, south, east, and west lie on the map. Some mapmakers use a “north arrow,” which points toward the North Pole. Remember, “north” is not always at the top of a map. The way a map is drawn and the location of directions on that map depend on the perspective of the mapmaker. Most maps in this textbook indicate direction by using a compass rose. A **compass rose** has arrows that point to all four principal directions, as shown.



## 3 Scale

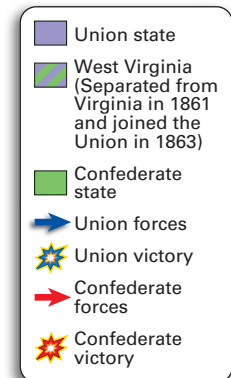
Mapmakers use scales to represent show the distances between points on a map. Scales may appear on maps in several different forms. The maps in this textbook provide a bar **scale**. Scales give distances in miles and kilometers.

To find the distance between two points on the map, place a piece of paper so that the edge connects the two points. Mark the location of each point on the paper with a line or dot. Then, compare the distance between the two dots with the map’s bar scale. The number on the top of the scale gives the distance in miles. The number on the bottom gives the distance in kilometers. Because the distances are given in large intervals, you may have to approximate the actual distance on the scale.



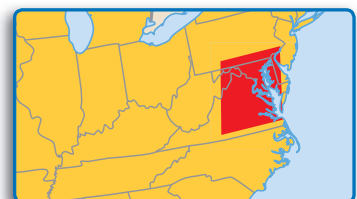
## 4 Legend

The **legend**, or key, explains what the symbols on the map represent. Point symbols are used to specify the location of things, such as cities, that do not take up much space on the map. Some legends, such as the one shown here, show colors that represent certain elevations. Other maps might have legends with symbols or colors that represent things such as roads. Legends can also show economic resources, land use, population density, and climate.



## 5 Locator Map

A locator map shows where in the world the area on the map is located. The area shown on the main map is shown in red on the locator map. The locator map also shows surrounding areas so the map reader can see how the information on the map relates to neighboring lands.



# Working with Maps

## Using Different Kinds of Maps

As you study the world's regions and countries, you will use a variety of maps. Political maps and physical maps are two of the most common types of maps you will study. In addition, you will use special-purpose maps. These maps might show climate, population, resources, ancient empires, or other topics.

### Political Maps

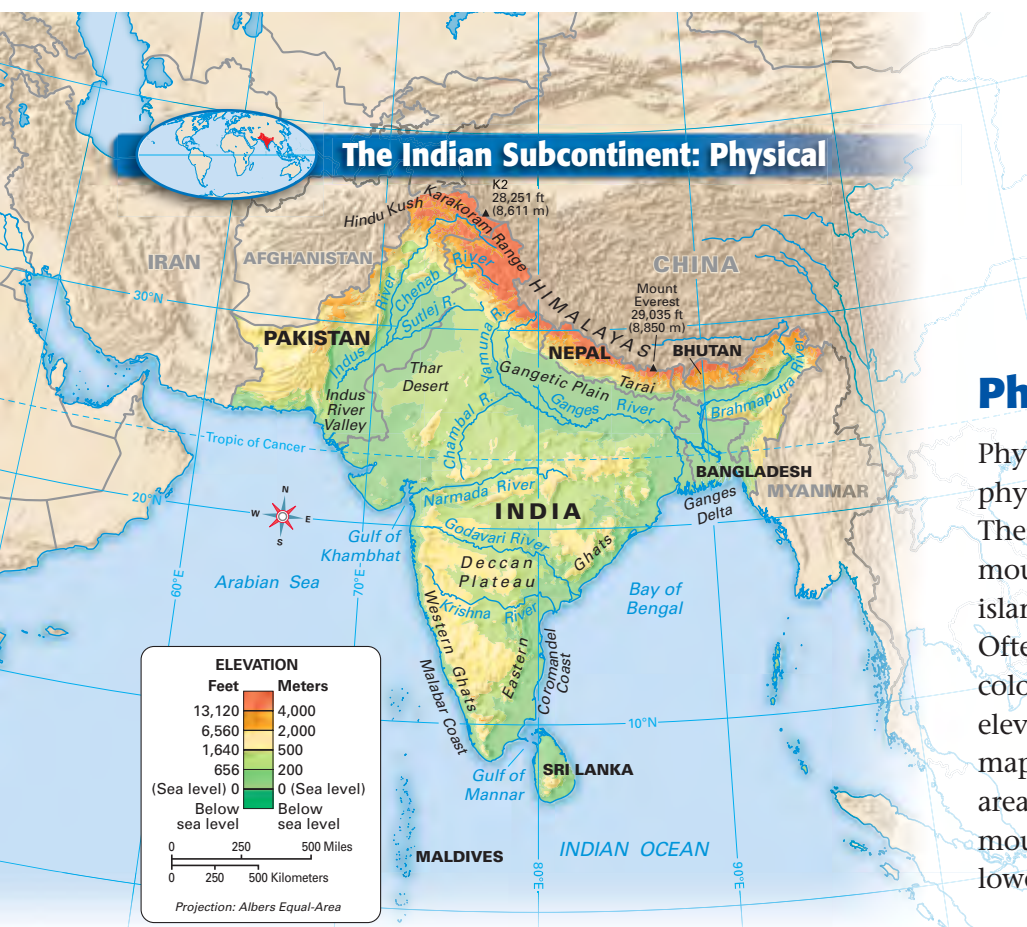
Political maps show the major political features of a region. These features include country borders, capital cities, and other places. Political maps use different colors to represent countries, and capital cities are often shown with a special star symbol.



### Caribbean South America: Political





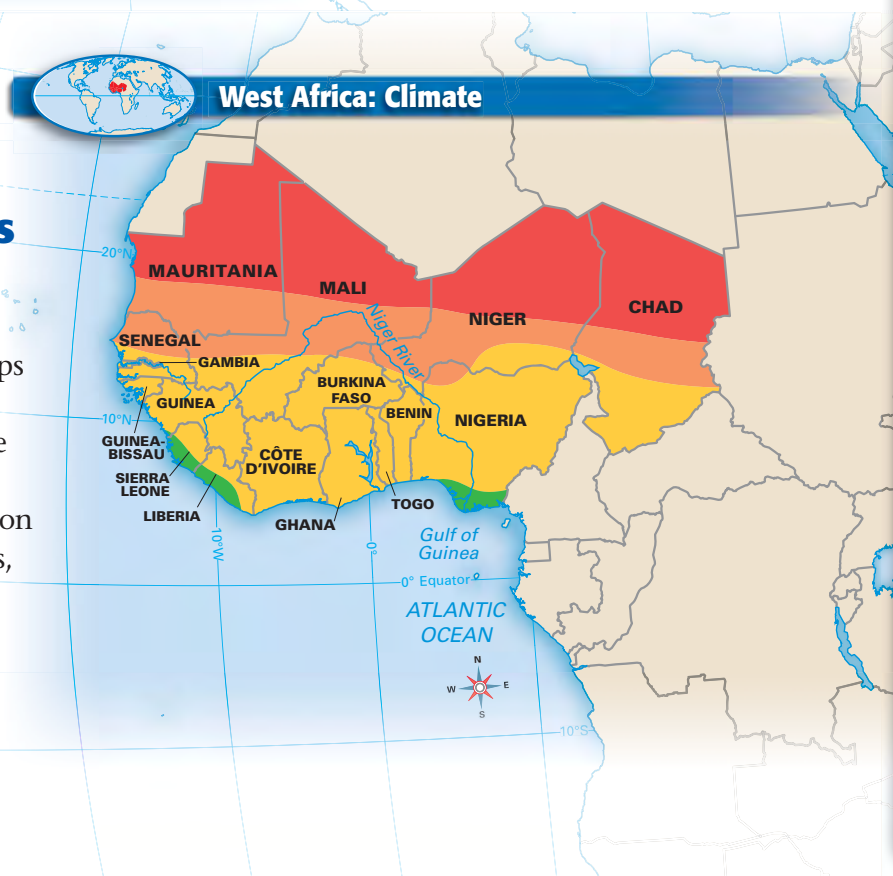


## Physical Maps

Physical maps show the major physical features of a region. These features may include mountain ranges, rivers, oceans, islands, deserts, and plains. Often, these maps use different colors. They represent different elevations of land. As a result, the map reader can easily see which areas are high elevations, like mountains, and which areas are lower.

## Special-Purpose Maps

Special-purpose maps focus on one special topic. Examples are climate, resources, or population. These maps present information on the topic that is particularly important in the region. Depending on the type of special-purpose map, the information may be shown with different colors, arrows, dots, or other symbols.



# GIS and GPS

Electronic technologies have changed geography and how geographers work. High-tech systems have also changed daily life for many people.

## Geographic Information Systems

The newest tool in the geographer's toolbox is Geographic Information Systems (GIS). GIS stores information about the world in a digital database. GIS has the ability to combine information from a variety of sources. GIS displays it in ways that allow the user to visualize the use of space in different ways. GIS has become an essential tool for all sorts of businesses and government agencies. Students can now earn college degrees in GIS.

When using the system, geographers start by examining a problem. Then they decide what kinds of geographic information would help them solve it. They draw together data related to both physical and human geography. The information could include maps, aerial photographs, satellite images, or other data. Next, they select the appropriate layers of information. Then, they use GIS to create a composite map that combines the information. By using GIS, geographers can get information that would not have shown up just by examining the individual pieces of data.

## Global Positioning System (GPS)

Another geographic tool is GPS or Global Positioning System. It was originally developed to help military forces know exactly where they were. The system uses a series of more than 20 satellites called Navstars, which beam information to Earth. The exact position is displayed on a portable receiver. Hikers, explorers, sailors, and drivers use GPS devices to determine their location and plan routes. Many police, fire, and ambulance services use GPS to locate the vehicle closest to the emergency. This saves precious time in life-or-death situations. GPS devices in many new cars can help police locate the vehicle if it has been stolen. GPS also has scientific applications. Wildlife biologists can track animals by attaching GPS devices to the animals' collars. GPS-equipped balloons can monitor holes in the ozone or oil spills. Archaeologists use GPS to locate ancient sites.



This GPS device can help the driver plan routes and avoid traffic congestion.



# Geographic Information Systems

Geographic Information Systems (GIS) allow geographers to solve problems by combining geographic information about a location from several sources.

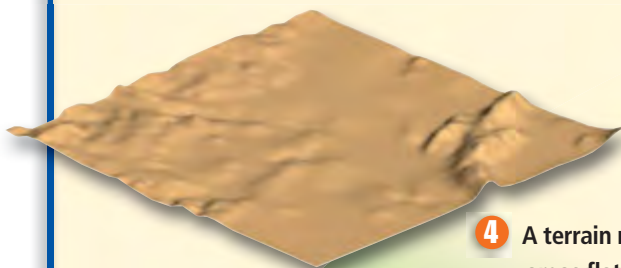


4	103	2	62	135	7	2
23	54	4	82	4	1	105
33	4	37	64	32	10	57
2	24	8	55	2	37	182
46	48	22	36	74	85	84
18	77	45	84	27	8	31
22	1	74	32	2	23	19
17	36	7	49	73	34	78
19	34	56	12	3	1	67
27	24	8	55	7	37	82
46	48	22	36	74	85	84
18	77	45	84	27	8	31
22	1	74	32	2	23	19

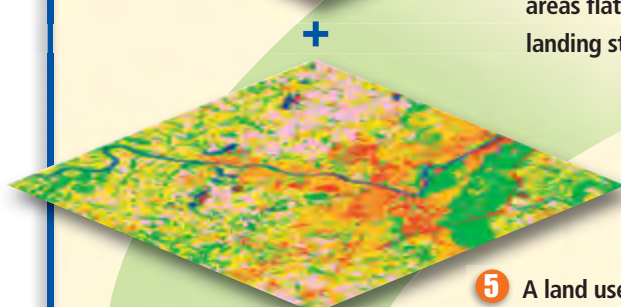
**1** The geographer poses a question or problem. An example is, "In what general area near this town might an airport be located?" A section of land is identified for further study.

**2** Computer databases hold geographic information about the location.

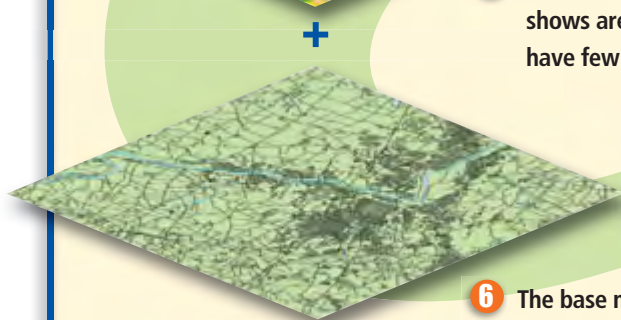
**3** The user selects layers of information that answer the question "What geographic characteristics are important for a good airport site?"



**4** A terrain map identifies all areas flat enough for airplane landing strips.



**5** A land use map shows areas that have few homes.



**6** The base map shows where roads are located so that travelers can reach the airport easily and safely.



**7** The layers of information combine to create a composite map showing possible sites for the airport.

## ANALYSIS SKILL

### ANALYZING INFORMATION

1. If you wanted to use GIS to plan the best location for a shopping mall, what kinds of data might you collect?
2. How might using a GPS device enhance your daily routines, hobbies, or athletic activities?

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

## POLITICAL MAP of the WORLD

There are more than 190 countries that are generally recognized as fully independent. Some places are not completely independent. Among them are territories and protectorates administered by other countries.





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

## GEOGRAPHY SKILLS

## INTERPRETING MAPS

1. Locate and name three territories or protectorates of the United States.
2. Which two continents lie on the equator?
3. Which country appears to be the largest?



### COUNTRY

- 1 Czech Republic
- 2 Slovakia
- 3 Slovenia
- 4 Croatia
- 5 Bosnia and Herzegovina
- 6 Macedonia
- 7 Serbia
- 8 Montenegro
- 9 Lithuania
- 10 Latvia
- 11 Estonia
- 12 Kosovo

### CAPITAL

- Prague  
Bratislava  
Ljubljana  
Zagreb  
Sarajevo  
Skopje  
Belgrade  
Podgorica  
Vilnius  
Riga  
Tallinn  
Pristina

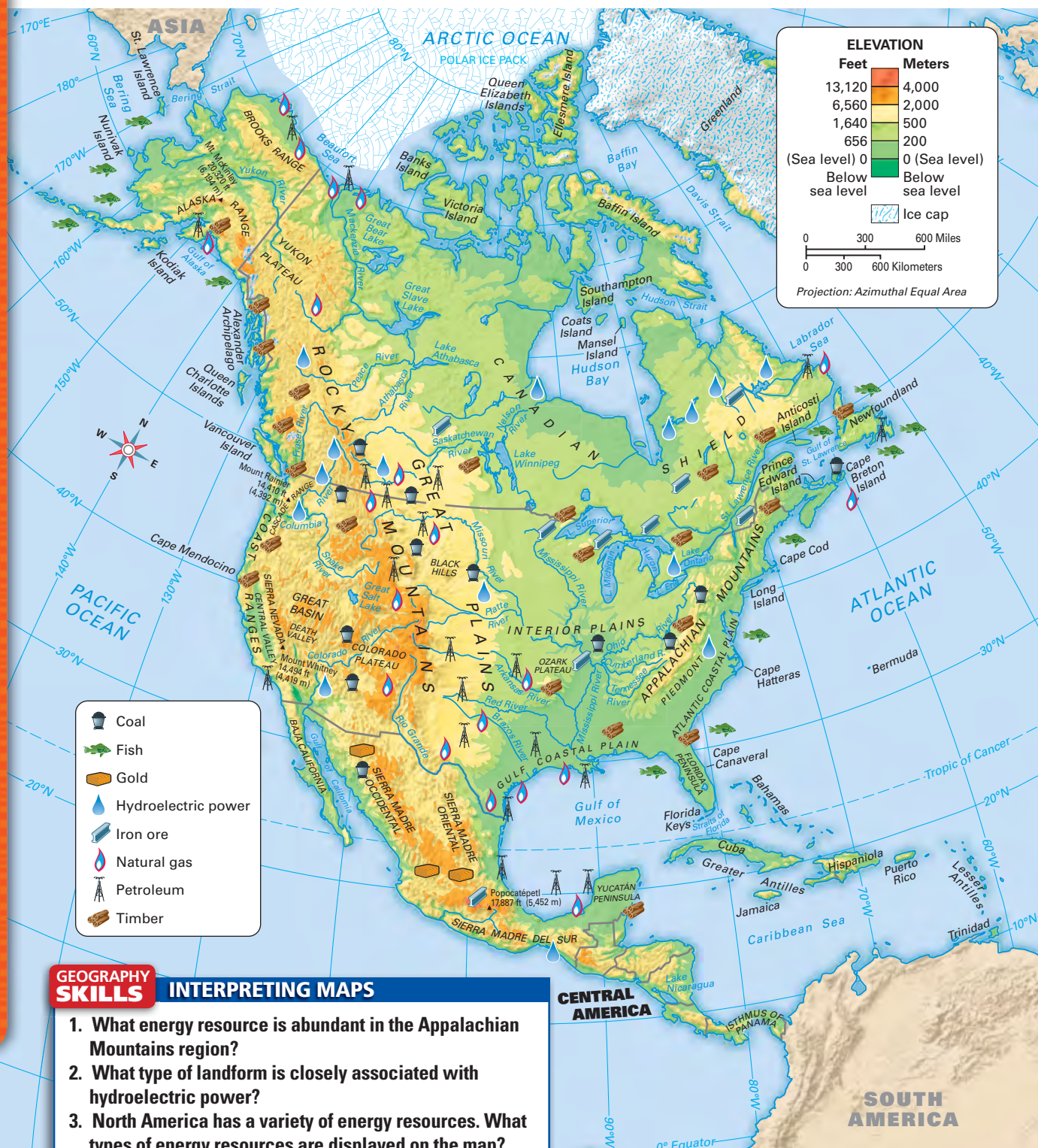




## PHYSICAL MAP of NORTH AMERICA

North America extends from the frozen Arctic to the warm tropics. The continent includes a wide range of landforms, physical features, and climate regions. North America is rich in many types of natural resources.

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





## POLITICAL MAP of NORTH AMERICA

North America is one of seven continents. It lies entirely in the Western Hemisphere. North America is dominated by three large countries. The smaller countries of Central America and the Caribbean Sea region are also considered part of North America.



## CULTURAL DIFFUSION in NORTH AMERICA

Ever since Europeans first landed in North America, people have come here from around the world. Some people were attracted by plentiful land, natural resources, or the chance to start a new life. These reasons are called *pull factors* for migration. Other people fled from harmful conditions, such as war, disease, or famine. These reasons are called *push factors*.

In the 1700s English, Spanish, French, and Russian immigrants were living in large areas of North America. The cultures of these and other groups have diffused, or spread, throughout the regions where they settled. Elements of those cultures are evident today, and make some places distinctive.

### North America in 1763

**Alaska** The United States bought Alaska from Russia in 1867. Russian Orthodox churches, with their onion-shaped domes, can still be found on Sitka Island, Alaska.



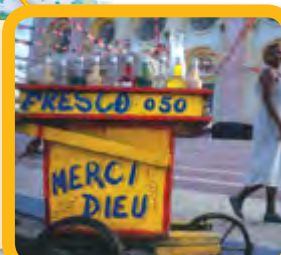
**Canada** English traditions, such as afternoon tea, have influenced customs in many parts of Canada.



**Florida** This huge pan of paella for sale at a Miami festival reflects influence from Spain and Cuba.



**Haiti** Although France had claimed much of the continent, it lost territory through war and purchase. The French heritage can still be found, though, in Haiti, Quebec, Louisiana, and other places.



English  
French  
Russian  
Spanish



#### ANALYSIS SKILL

#### ANALYZING INFORMATION

1. What push or pull factors drew immigrants to your state?
2. What cultural influences can be found in the food, language, or customs of your community?



## CULTURAL REGIONS of NORTH AMERICA

In 1981, scholar Joel Garreau published *The Nine Nations of North America*. He described nine culture regions. They were distinguished by history, language, common occupations, attitudes, and other factors. This map is adapted from Garreau's original. Garreau proposed that people within these regions share culture traits that have little to do with state or national boundaries.

### The Nine Nations of North America



#### ANALYSIS SKILL

#### ANALYZING INFORMATION

1. Find your location on the map. Do you agree with the "nation" to which it is assigned?
2. In what other ways would you describe the regions of North America or the United States?
3. Could Florida be divided into subregions in the same way? What would you call those areas?

# North America Today

Physical geography has had a huge influence on the history, people, and landscapes of North America. The continent's physical features and environments have shaped how people arrived, where they lived, the work they did, and what they ate. In turn, people have affected the physical environment. They plowed the land, mined the earth, cut down and planted trees, and changed the atmosphere, among many impacts.

Let's look at some of the ways that Earth's physical characteristics have influenced human life. Landforms certainly affect where people can live. For example, no one can live on top of a high mountain. No one can farm a Florida beach that is under water during high tide. Instead, people have settled in places that have suitable climates, access to water, and good farmland.

**Resources** Natural resources have also influenced development. Vast expanses of fertile land, perhaps our continent's most valuable resource, drew early immigrants. The West and the far north, with their minerals and timber, attracted other settlers. The variety of resources has helped create a range of economic opportunities—from fishing off the coast of Mexico to refining oil in Texas to harnessing rivers for hydroelectric power in Canada.

**Climate** Climate is another factor that influences human activity and interactions. For example, people who live in North America's desert regions are limited in what crops or livestock they can raise. And the types of houses people build tend to reflect the climate where they are located. In Arizona, for example, many houses are painted in light colors to reflect light and heat. Climate can even affect intergovernmental relations. For example, the United States has sent aid to many Caribbean countries that have been hit by hurricanes.

**Location** Absolute and relative location also play essential roles in the story of North America. Many cities developed in locations that had one or more advantages over other locations. We can see one example in Mexico. Long ago, the Aztec were looking for a place to build their capital. They chose a lake that offered water resources and a defensive position. That settlement eventually became Mexico City. North America's large port cities offer an example of the importance of relative location. New York, New Orleans, Miami, Vancouver—all grew partly because of their location relative to sheltered harbors for ships. Location even factors into governmental relations. Consider the United States-Canada border. It is the longest border between countries in the world. It is a good thing that our two nations are friends and allies! These are just some of the ways that physical features and location have affected North America.

## Rocky Mountains

Physical characteristics, such as these peaks in Wyoming, can place limits on how many people can settle a region.



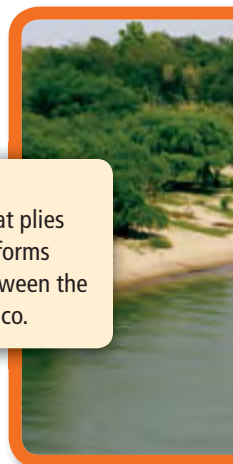
## California 49er

Gold, a natural resource, attracted thousands of settlers to California in the mid-1800s.



## Rio Grande Valley

A U.S. Border Patrol boat plies the Rio Grande, which forms much of the border between the United States and Mexico.



## ANALYSIS SKILL

## 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—its beautiful coastline—affected the state's economy?



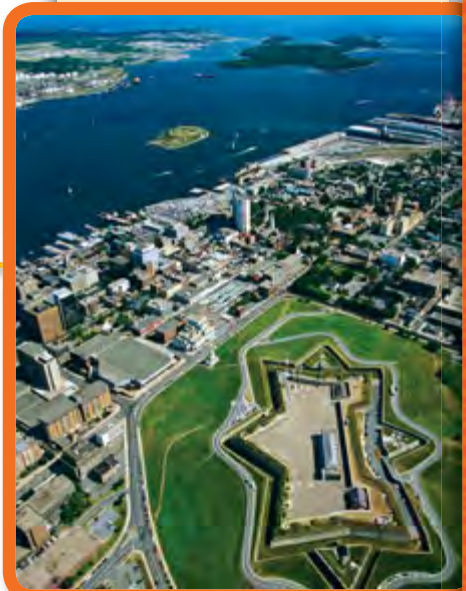
**SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.



**Chicago, Illinois** Chicago's location between the Great Lakes and the Great Plains made the city a transportation hub. Railroads and shipping are essential to the city's economy.

**Halifax, Nova Scotia**

Fort George commands a strategic location over Halifax. It was built by the British in 1749 to counter the French presence in Canada.



**Costa Rica** Central America's tropical climate makes growing coffee beans possible in Costa Rica.





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

## POLITICAL MAP OF THE UNITED STATES

The United States is the second-largest country of North America; Canada is the largest country. The 48 states south of Canada and the District of Columbia are often called the contiguous states because they are next to each other. Alaska and Hawaii are the other two states.





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



## PHYSICAL LANDMARKS of the UNITED STATES

A stunning variety of environments can be found in the United States. The country's physical landmarks range from craggy mountains to tangled marshes, rushing rivers to golden plains. Tourists come from around the world to enjoy the country's natural landmarks.

### Great Salt Lake

in northern Utah is the largest salt lake in the Western Hemisphere. It is much saltier than sea water.



**Grand Canyon** The Colorado River took millions of years to carve the Grand Canyon through northern Arizona.



**Denali** Located in southern Alaska, Denali is the highest mountain in North America. Its summit is 20,320 feet above sea level.



### Old Faithful

The geyser is a popular attraction in Yellowstone National Park, Wyoming. Its eruptions are usually about 90 minutes apart.





**SS.7.G.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 barge is one of many that carry freight on the river.

**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?



**Great Plains** This vast region measures some 500 miles by 2,000 miles. Much of Texas, where this young steer is grazing, is within the Great Plains.



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

## CULTURAL LANDMARKS of the UNITED STATES

The United States also has numerous cultural landmarks. Many of them are sites where important historical events took place. Others are feats of engineering or architectural achievement.

**Mount Rushmore** The heads of U.S. presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved into a South Dakota mountainside.



### Hoover Dam

On the border between Arizona and Nevada, Hoover Dam was completed in 1936. Some 3,250,000 cubic yards of concrete went into the dam.



PACIFIC OCEAN

Las Vegas

Mount Rushmore

San Antonio



**The Alamo** In 1836, a siege and battle at this San Antonio landmark inspired Texans fighting for their independence from Mexico.



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

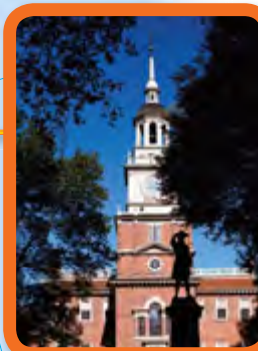


**Gateway Arch** St. Louis, Missouri is proud of its arch, at 630 feet the tallest man-made monument in the United States. It attracts more than 4 million visitors per year.



**Statue of Liberty and Empire State Building**

The Statue of Liberty was given to the United States by France in 1886. The 102-story Empire State Building was completed in 1931. Both structures are in New York City.



**Independence Hall**

Both the Declaration of Independence and the United States Constitution were debated and adopted in this Philadelphia landmark.



**White House and U.S. Capitol**

The President of the United States lives in the White House. The United States Congress meets in the Capitol. Both buildings are in Washington, D.C.

**ANALYSIS SKILL**

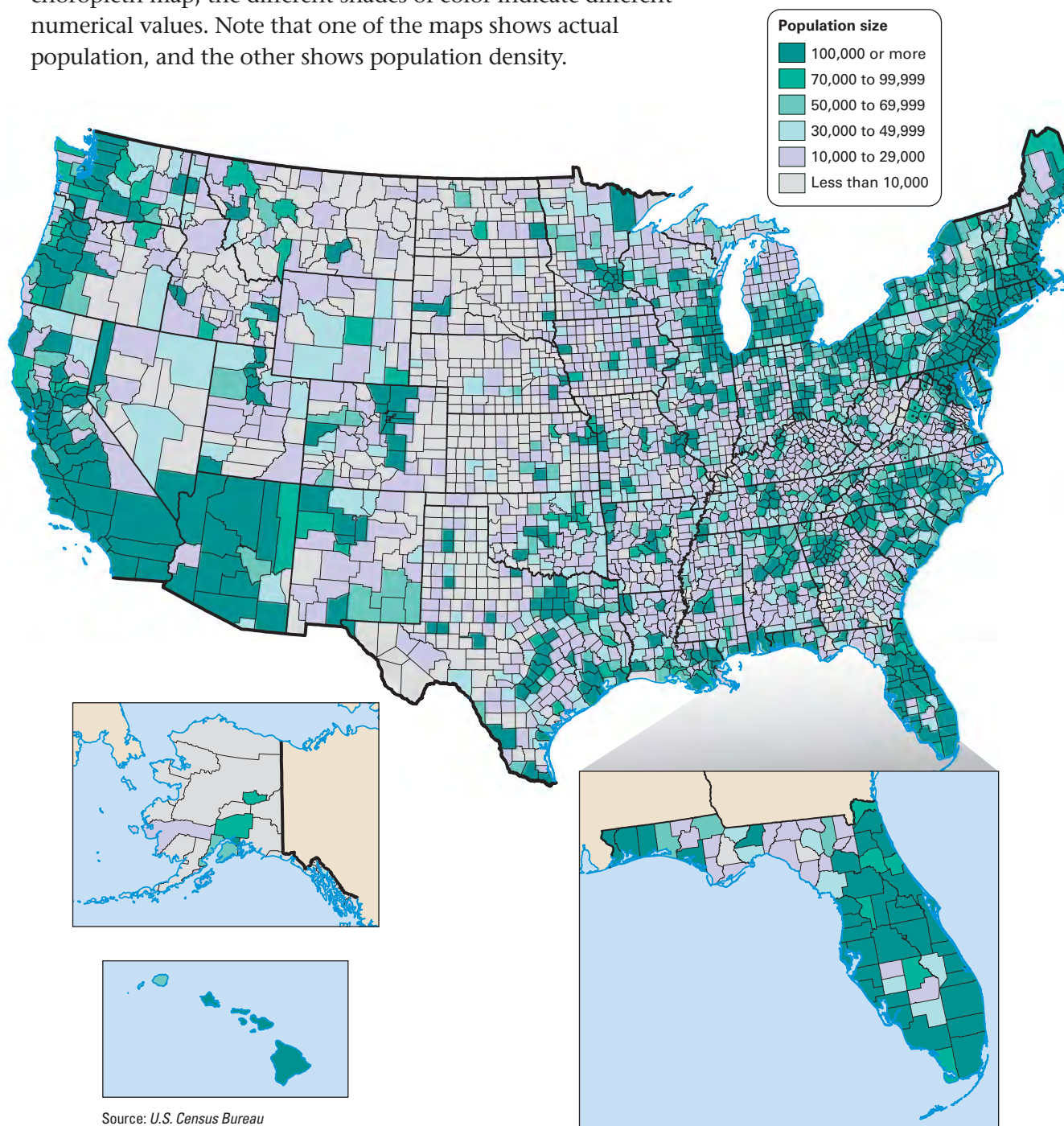
**ANALYZING INFORMATION**

1. Which cultural landmarks are directly related to the current U.S. government?
2. Why do you think the Gateway Arch has that name?
3. What is one thing that Mount Rushmore and Hoover Dam have in common?

## UNITED STATES POPULATION by COUNTY

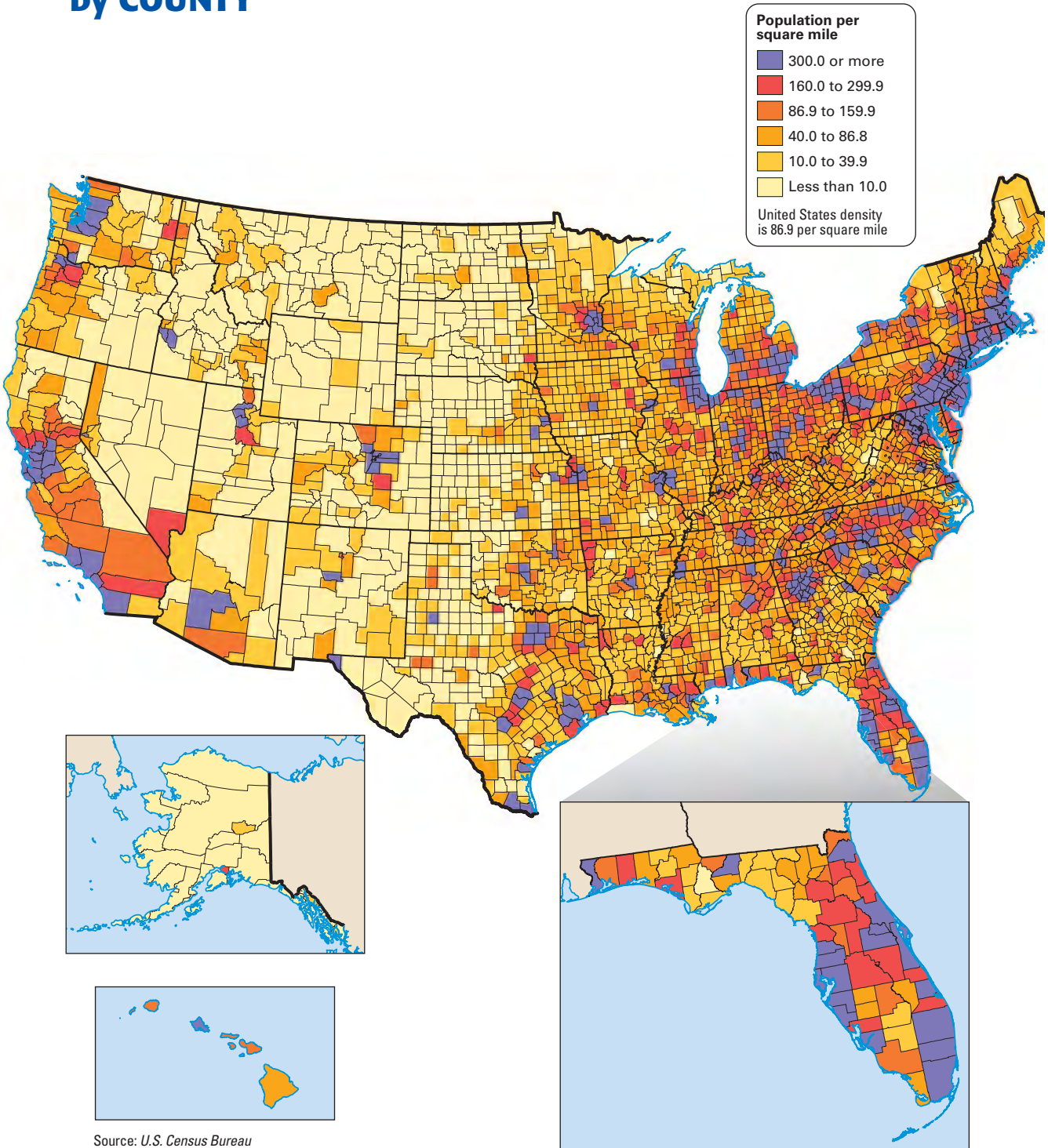
The maps on these pages are called choropleth maps. On a choropleth map, the different shades of color indicate different numerical values. Note that one of the maps shows actual population, and the other shows population density.

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





# UNITED STATES POPULATION DENSITY by COUNTY



Source: U.S. Census Bureau

## GEOGRAPHY SKILLS

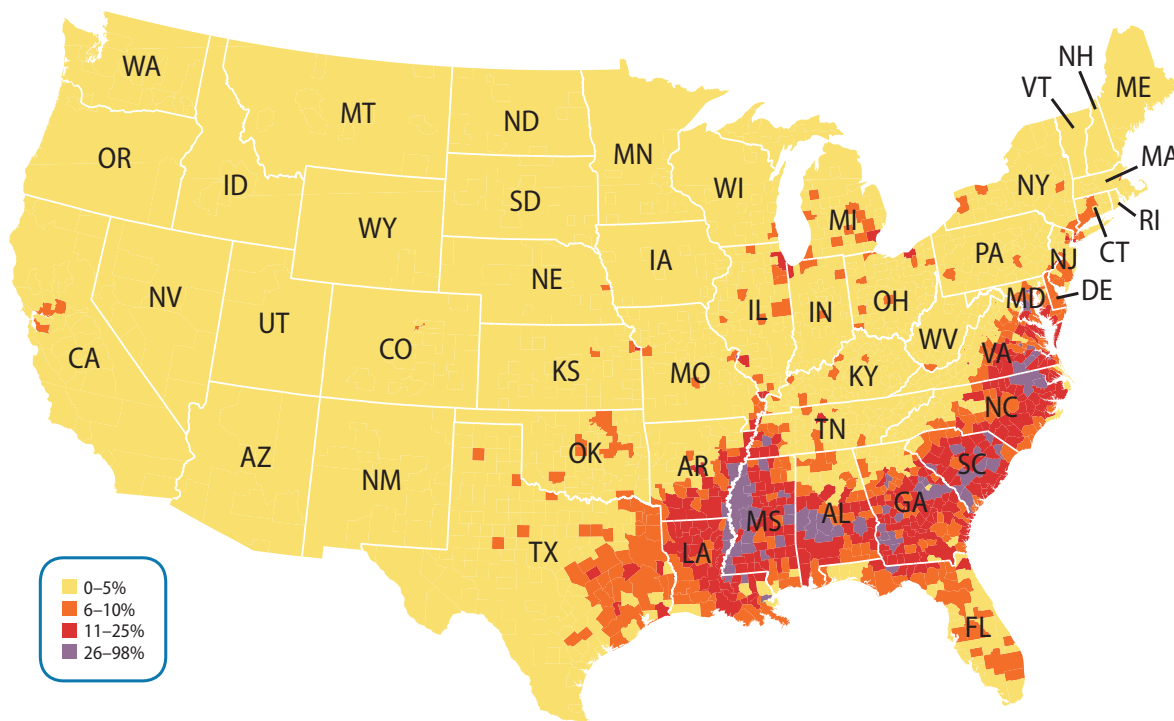
## INTERPRETING MAPS

1. Which parts of the country are the most densely populated? Which parts are the least densely populated?
2. Find your county on both maps. What is its approximate population? What is its population density?
3. Which map do you think displays a clearer picture of the U.S. population? Explain your answer.

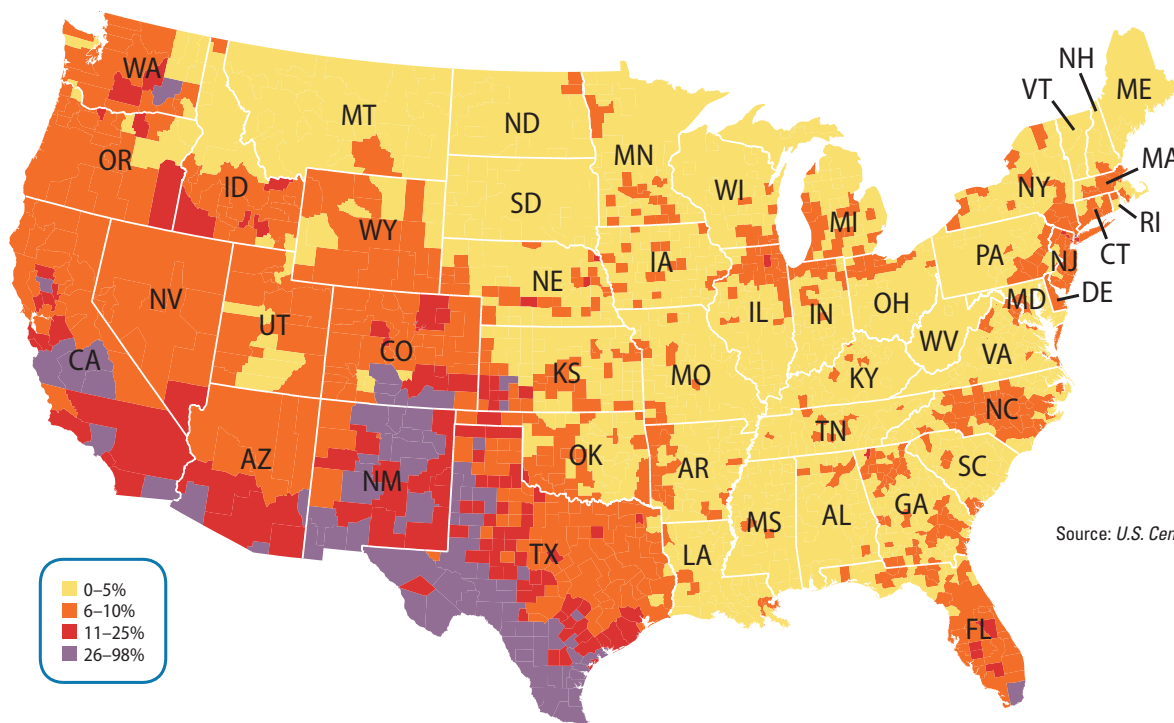
## MINORITY GROUPS in the UNITED STATES

The four main minority groups of the contiguous United States are not distributed evenly across the country. These choropleth maps display where those populations are concentrated.

### African Americans



### Hispanic Americans



Source: U.S. Census Bureau



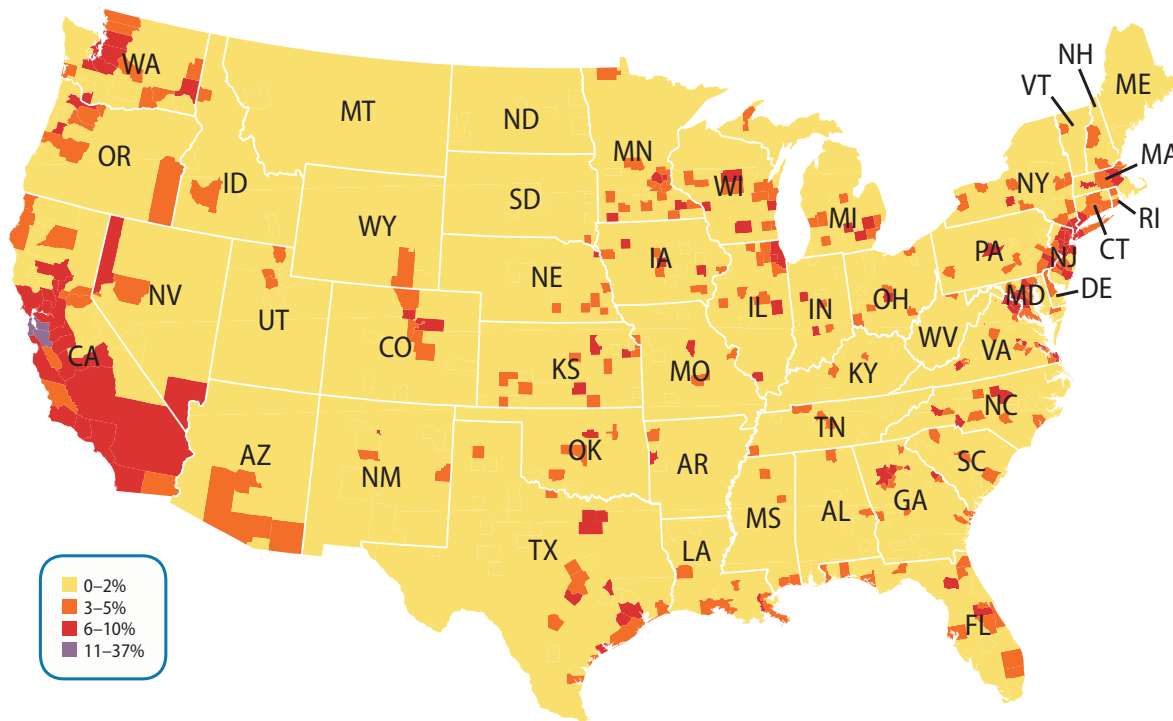
**SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

## GEOGRAPHY SKILLS

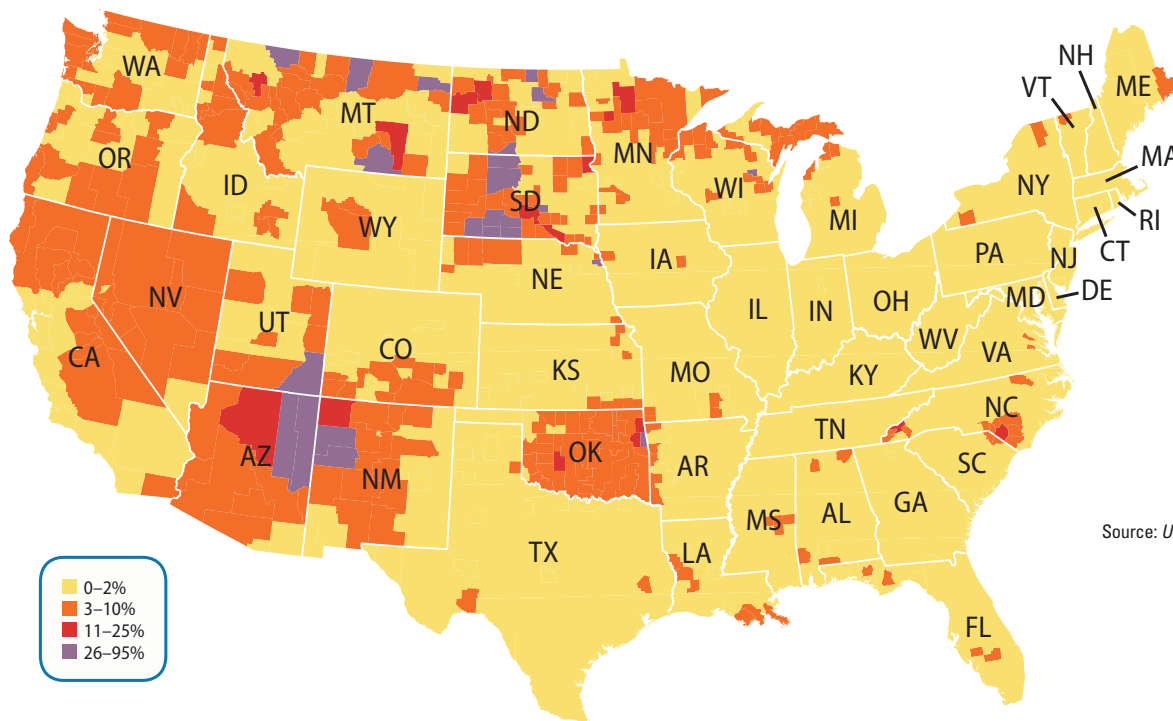
## INTERPRETING MAPS

1. Why are African Americans concentrated in the South? Why are Asian Americans concentrated in the West?
2. What are some parts of the country where few members of these four minority groups live?
3. Find your county on all four maps. Does it have a large population of one of the ethnic groups represented? Which group or groups?

### Asian Americans



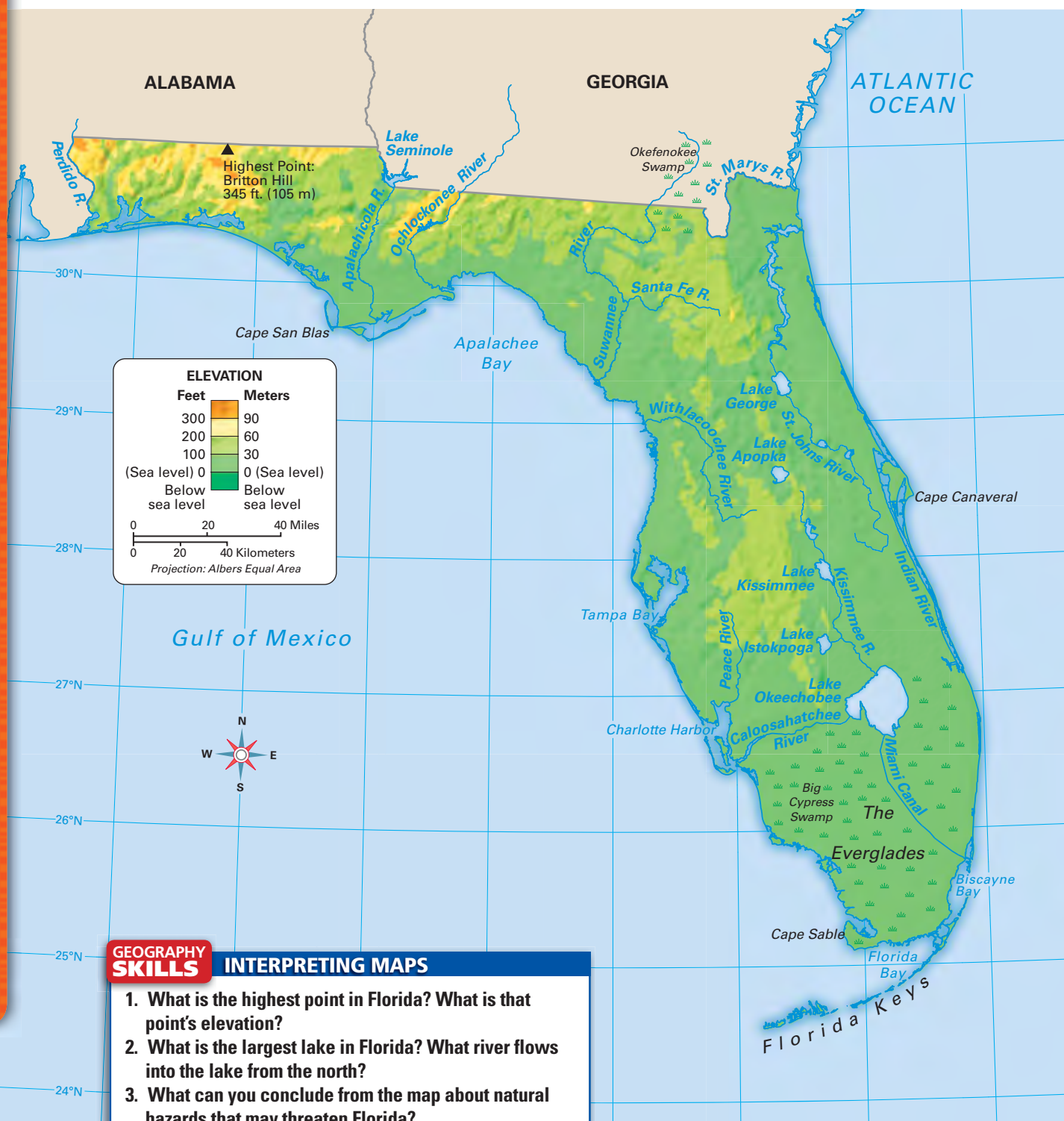
### Native Americans



Source: U.S. Census Bureau

## PHYSICAL GEOGRAPHY of FLORIDA

Florida's physical geography is not as varied as that of some states. The land is relatively flat and marked by many rivers, lakes, and marshes. The Everglades is a large wetland in the southern part of the state. Florida has long coastlines on the Atlantic Ocean and the Gulf of Mexico.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

1. What is the highest point in Florida? What is that point's elevation?
2. What is the largest lake in Florida? What river flows into the lake from the north?
3. What can you conclude from the map about natural hazards that may threaten Florida?



## POLITICAL GEOGRAPHY of FLORIDA

Florida has been occupied for some 14,000 years. Juan Ponce de León explored the peninsula in 1513. After rule by Spain and Great Britain, Florida became a territory of the United States in 1822. It became the 27th state in 1845.



### GEOGRAPHY SKILLS

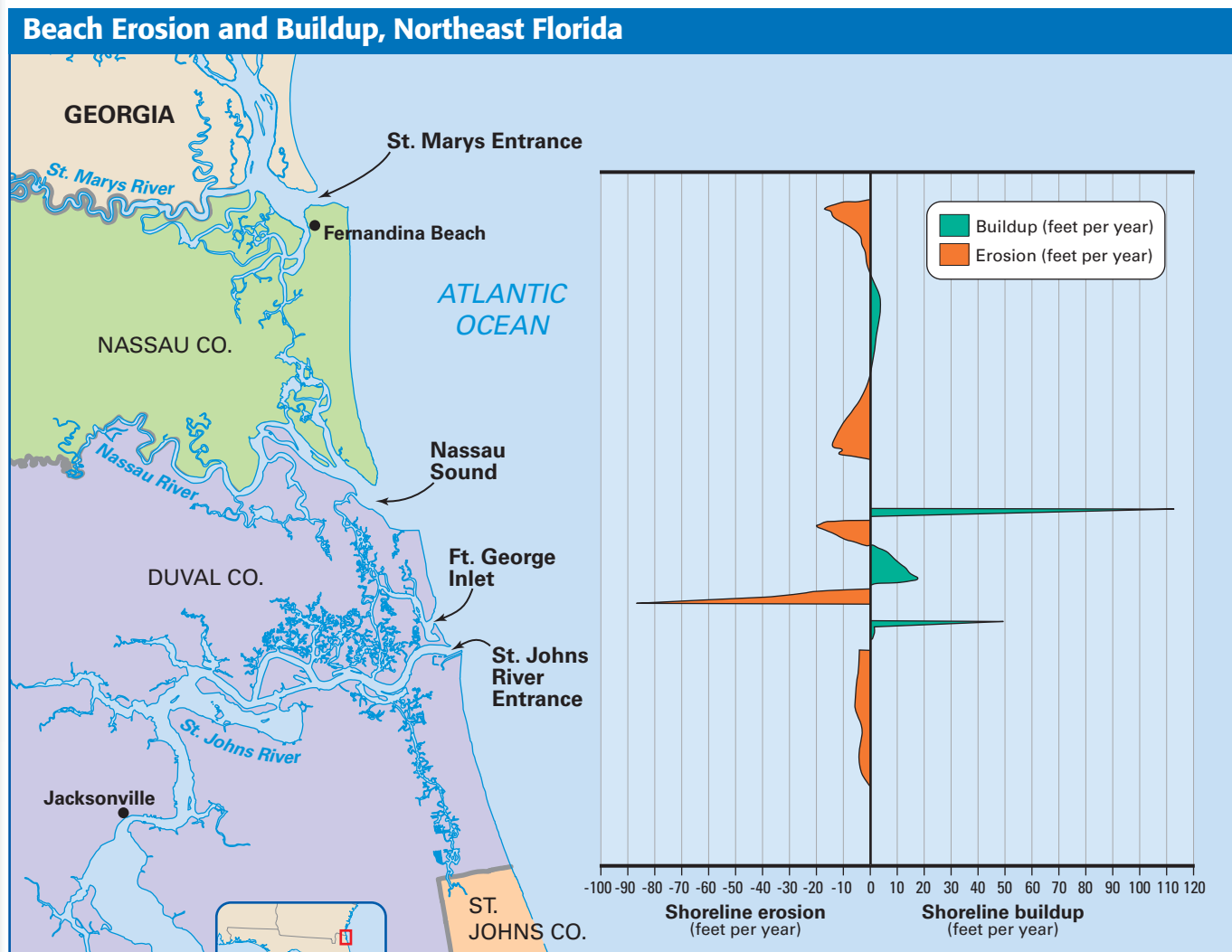
#### INTERPRETING MAPS

1. Find your city or town on the map or your community's approximate location. What is your location's latitude and longitude?
2. What aspects of Florida's physical geography and history appear to be reflected in the names of many of the state's cities?
3. What is the capital of Florida? What is the relative location of the capital city?

## BEACH EROSION and BUILDUP, NORTHEAST FLORIDA

Maps and other graphics can help us analyze issues of conservation or ecology in the local community. The graph on this page shows the buildup and erosion of shoreline. It depicts a three-county area of Florida. The changes are measured in feet per year. Locations on the map correspond directly to the shapes on the graph.

**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.



Source: Florida Department of Environmental Protection

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

1. Which areas of the shoreline—beaches or inlets—have experienced more buildup and erosion?
2. Dredging and the construction of jetties at inlets used by commercial and recreational boats have been blamed for shoreline erosion. Does the graph seem to support this argument? Why or why not?
3. In general, has this region experienced more buildup or more erosion?



## IMPACT of GLOBAL WARMING on CHARLOTTE HARBOR

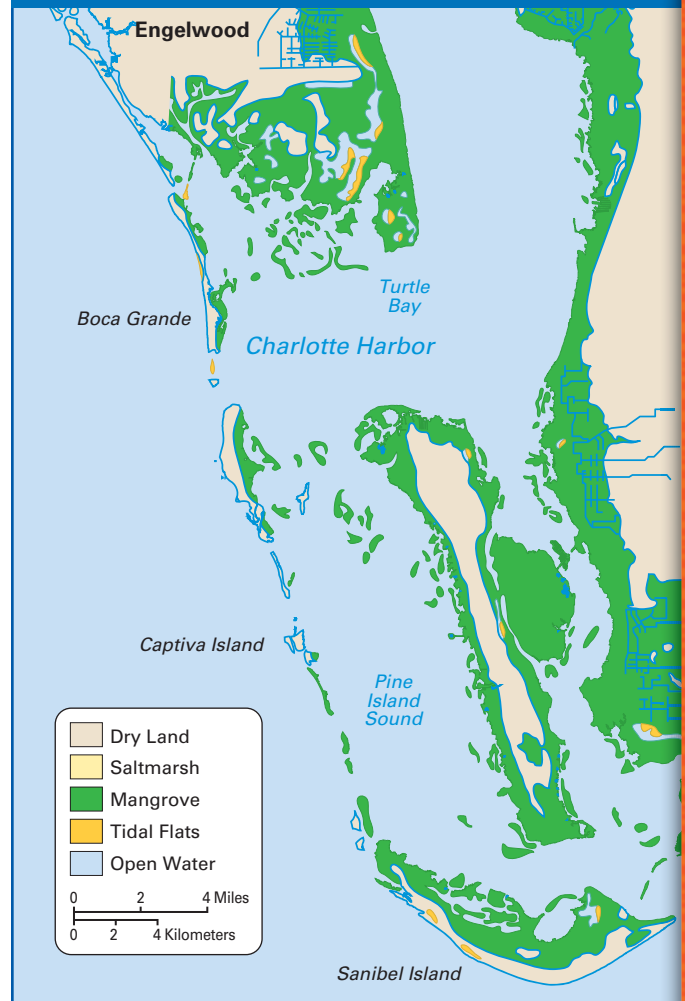
Maps can also help us predict future conditions. This pair of maps shows how global warming may affect the Charlotte Harbor area on Florida's Gulf coast.

Charlotte Harbor, Initial Condition



Source: National Wildlife Federation Action Fund

Charlotte Harbor, Year 2100



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

1. Which type of landform may be eliminated almost completely?
2. What vegetation type may increase?
3. How do you think the changes displayed on the maps may affect local wildlife, fisheries, and economies?

# Governors of the State of Florida

## Military Governor

Andrew Jackson

(March 10–November 12, 1821)

## Territorial Governors

William DuVal (1822–1834)

John Henry Eaton (1834–1836)

Richard Keith Call (1836–1839)

Robert Raymond Reid (1839–1841)

Richard Keith Call (1841–1844)

John Branch (1844–1845)

## State Governors

William Dunn Moseley (1845–1849)

Thomas Brown (1849–1853)

James E. Broome (1853–1857)

Madison Starke Perry

(1857–1861)

John Milton (1861–1865)

Abraham Kurkindolle Allison

(April 1–May 19, 1865)

William Marvin

(July 13–December 20, 1865)

David Shelby Walker (1865–1868)

Harrison Reed (1868–1873)

Ossian B. Hart (1873–1874)

Marcellus L. Stearns (1874–1877)

George Franklin Drew (1877–1881)

William D. Bloxham (1881–1885)

Edward A. Perry (1885–1889)

Francis P. Fleming (1889–1893)

Henry L. Mitchell (1893–1897)

William D. Bloxham (1897–1901)

William S. Jennings (1901–1905)

Napoleon Bonaparte

Broward (1905–1909)

Albert Gilchrist (1909–1913)

Park Trammell (1913–1917)

Sidney Catts (1917–1921)

Cary Hardee (1921–1925)

John Martin (1925–1929)

Doyle Carlton (1929–1933)

Dave Sholtz (1933–1937)

Fred Cone (1937–1941)

Spessard Holland (1941–1945)

Millard Caldwell (1945–1949)

Fuller Warren (1949–1953)



*State flag*

Dan McCarty

(January 6– September 28, 1953)

Charley Johns (1953–1955)

LeRoy Collins (1955–1961)

Farris Bryant (1961–1965)

Haydon Burns (1965–1967)

Claude Kirk (1967–1971)

Reubin Askew (1971–1979)

Bob Graham (1979–1987)

Wayne Mixson (January 3–6, 1987)

Bob Martinez (1987–1991)

Lawton Chiles (1991–1998)

Buddy MacKay (1998–1999)

Jeb Bush (1999–2007)

Charlie Crist (2007–2011)

Rick Scott (January 4, 2011–)

## Florida Government

Executive Branch	Legislative Branch	Judicial Branch
<p>Carries out the laws and policies of state government</p> <p><b>Governor</b></p> <ul style="list-style-type: none"> <li>■ Elected by voters to a four-year term</li> <li>■ May serve two consecutive terms</li> <li>■ Signs bills into laws and has veto power</li> </ul> <p><b>Lieutenant Governor</b></p> <ul style="list-style-type: none"> <li>■ Elected along with the governor to a four-year term</li> <li>■ Would become governor should the office become vacant due to death, impeachment trial, or incapacity</li> </ul> <p><b>Florida Cabinet</b></p> <ul style="list-style-type: none"> <li>■ Consists of the Attorney General, the Commissioner of Agriculture, and the Chief Financial Officer</li> <li>■ Independently elected to four-year terms</li> <li>■ Serve as chief advisors to the governor</li> </ul>	<p>Makes state laws</p> <p><b>Bicameral System</b></p> <ul style="list-style-type: none"> <li>■ Legislature made up of two houses, the Senate and the House of Representatives</li> <li>■ Both houses take part in drafting and passing laws</li> </ul> <p><b>State Senate</b></p> <ul style="list-style-type: none"> <li>■ 40 members</li> <li>■ Elected to four-year terms</li> <li>■ No term limits</li> </ul> <p><b>House of Representatives</b></p> <ul style="list-style-type: none"> <li>■ 120 members</li> <li>■ Elected to two-year terms</li> <li>■ No term limits</li> </ul>	<p>Interprets state laws</p> <p><b>County Courts</b></p> <ul style="list-style-type: none"> <li>■ At least one judge per county</li> <li>■ Elected to six-year terms</li> </ul> <p><b>Circuit Courts</b></p> <ul style="list-style-type: none"> <li>■ State's highest trial courts</li> <li>■ Judges elected to six-year terms</li> <li>■ Have most general jurisdiction</li> </ul> <p><b>District Courts of Appeal</b></p> <ul style="list-style-type: none"> <li>■ More than 50 judges serve in 5 appellate districts</li> <li>■ Judges appointed by the governor, then retained or rejected by voters</li> <li>■ Six-year term if retained</li> </ul> <p><b>Supreme Court</b></p> <ul style="list-style-type: none"> <li>■ Highest state court</li> <li>■ Consists of 7 justices</li> <li>■ Justices appointed by the governor, then retained or rejected by voters</li> <li>■ Six-year term if retained</li> </ul>



# Florida State Facts

State animal	Florida panther
State anthem	"Florida (Where the Sawgrass Meets the Sky)"
State beverage	Orange juice
State bird	Mockingbird
State butterfly	Zebra Longwing
State flower	Orange blossom
State freshwater fish	Largemouth bass
State marine mammal	Manatee
State reptile	Alligator
State saltwater fish	Sailfish
State saltwater mammal	Porpoise
State shell	Horse conch
State tree	Sabal palm
State wildflower	Coreopsis
Capital	Tallahassee
Song	"Old Folks at Home (Swanee River)"
Motto	In God We Trust
Nickname	The Sunshine State
Year of statehood	1845
Highest natural point	345 feet
Total area	58,560 square miles
National rank in total area	22
Total coastline	1,197 miles
Population (2010)	18,801,310
National rank in population	4
Most populous city	Jacksonville
Most populous metropolitan area	Miami-Ft. Lauderdale
Largest lake	Lake Okeechobee, 700 square miles
Number of counties	67
Bordering states	Alabama, Georgia

*Florida oranges*



*State reptile*



*Florida manatee*



## FLORIDA LANDMARKS

Florida is a beautiful state with a long, fascinating history. The state's story can be read in its many physical and cultural landmarks. The landmarks pictured are just a few of Florida's special places.



The **Everglades** contain several different ecosystems, all rich in plant and animal life.

### ANALYSIS SKILL

### ANALYZING INFORMATION

1. How is the lighthouse shown on this page related to both physical and human geography?
2. Of the cultural landmarks shown on this page, which appears to be the oldest? Which appears to be the newest?
3. What kinds of problems may threaten the survival of Florida's important old buildings?

**SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.

The **St. Augustine Castillo** was begun in 1672 when Florida was a Spanish possession.



**Cape Canaveral** is the site for many U.S. spacecraft launches.



**Florida Caverns State Park** contains many remarkable formations.



**Ponce de Leon Inlet Light Station** is the tallest lighthouse in Florida.



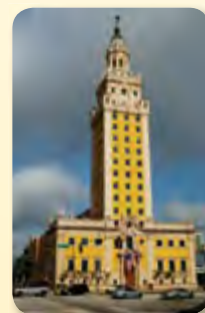
**Homosassa Springs Wildlife Park** shelters many manatees, among other species.



The **Tampa Bay Hotel** is now the main building of the University of Tampa.



**Freedom Tower**, in Miami, is a memorial to Cuban immigration to the United States.



**Fort De Soto Park** features just one of Florida's many lovely beaches.



**Bok Tower**, near Lake Wales, houses 60 carillon bells.



**Fort Jefferson** was begun in 1846 to protect U.S. trade.



The **Ernest Hemingway House** was the author's home from 1931 to 1939.

