

Section 1 Who Americans Are

Objectives

- 1. Discuss the variety of places where Americans live.
- 2. Find out how the American workforce is changing.
- 3. Learn why the average age of Americans is increasing.
- **4.** Explore how our varied backgrounds contribute to what it means to be a United States citizen.

Target Reading Skill

Read Ahead As you read, you may come across words and ideas whose and ideas are not clear to you. To understand the meaning of new words and ideas, it sometimes helps to read ahead in the text. As you continue to read, the meanings of new words and ideas often become clear. Read the following paragraph. Do not stop reading when you come to the underlined words. Instead, read ahead to see if their meaning becomes clear.

Americans have always been on the move. At first most people lived on farms or in small towns. Later, people began to <u>concentrate</u> in <u>urban areas</u>. Why? They found jobs in factories and offices in cities and the large towns near them.

When you read ahead, it becomes clear that *concentrate* means "to gather together or come together in a place." You also find out that an urban area is a city and the towns around it.

Vocabulary Strategy

Using Word Parts You can use the meanings of word parts to help you figure out the meaning of words as you read. Roots, prefixes, and suffixes are word parts. A root is the base of a word. It gives a word its basic meaning. A prefix is a word part that comes before a root. A suffix is a word part that comes after a root.

Take the word *terrain*, for example. The root, or base, of the word terrain is *terr*-. The root *terr*- means "land or earth." The suffix *-ain* is added to *terr*- to make the word *terrain*. This added part means "having to do with." You might define *terrain* then simply as "land," "land feature," or "landform."

Section 1 Summary

Not all Americans are alike. We can get information about who Americans are from the study of **demography**.

Where Americans Live

The United States is a huge country. Americans live in all kinds of places, from high mountains to flat prairies. Americans also live in many different types of homes.

Americans have always been on the move. At first most people lived on farms or in small towns. Later, more people arrived. They and other settlers began to move west, where there was more land. Little by little, people began to live and work in cities and the large towns near them. They found jobs in factories and offices. Today, four out of five Americans live in or near cities. Some Americans from the North and East have moved to the South and West to live in the mild climate of the Sunbelt.

The Workforce

Americans have always worked hard. The first settlers from Europe cleared land to farm in the east. Since that time, Americans have farmed land on both coasts and in other places. Americans have built houses, stores, factories, and office buildings. We have made many kinds of products. These products are sold here and around the world.

About 60 million women and 70 million men make up the American workforce. They work at about 30,000 different jobs. Young people who work part-time or during the summer are also part of the workforce.

Key Terms

demography (dih MOG ruh fee) *n.* the study of the number of people in an area, the growth of that number, and the places where people live

Sunbelt (SUN belt) *n.* states where the weather is warm, such as Georgia, Florida, Texas, and Arizona

√ Reading Check

Underline the phrases that tell why Americans have moved to urban areas and to the Sunbelt.

Target Reading Skill

Read Ahead The underlined sentence says that Americans have always worked hard, but it does not say how. Read ahead to get a clearer picture of the kinds of work Americans do. Circle ways that Americans worked in the past. Underline the kind of job most Americans will have in the future.

Vocabulary Strategy

our society?

Using Word Parts The root of the underlined word is ethn-. This root means "culture or nation." The suffix -ic means "having to do with." Use the root and suffix of the underlined word to explain what an ethnic group is.

/ Reading Check

Describe a challenge our diverse society may face in the future.

One hundred years ago, most Americans worked on farms and in factories. Modern machines have changed most jobs. By 2006, nearly 75 percent of American workers will have service jobs.

Ages of Americans

The number of Americans in different age groups has changed over time. In 1850, more than half of Americans were children. Today, there are more older

- Americans than ever before. There are different reasons for this. Better medical care helps people live longer. A large number of people were born during the **baby boom**. They are now between the ages of 40 and 60. People also have fewer children today. In the future,
- there may not be enough medical benefits and services for these aging Americans.

Americans' Varied Backgrounds

Americans are known for their **diversity**. Our jobs, hometowns, ages, and backgrounds show our differences. Our backgrounds differ because we are from different cultures. We also belong to different races and <u>ethnic</u> groups.

Review Questions

- 1. What kinds of jobs did most American workers have one hundred years ago?
- **2.** Why are there more older Americans today than ever before?

Key Terms

service job (SER vis JAHB) n. a job in which a person does something for other people

baby boom (BAY bee BOOM) *n.* the rise in the number of babies born from 1946 to 1964

diversity (dih VER sih tee) n. differences



Section 2 America: A Cultural Mosaic

Objectives

- 1. Explain what is meant by the American identity.
- 2. Discuss the contributions of European, Hispanic, African, Asian, and Native Americans to American society.
- 3. Describe the U. S. population today.

Target Reading Skill

Reread Rereading is another way to figure out the meaning of words and ideas that you do not understand. If what you read is not clear, try rereading it. As you read the text a second time, look for connections between words and sentences.

Read the following paragraph. Then reread it to find connections that help make the meaning of the word *immigrants* clear.

America is sometimes called a nation of <u>immigrants</u>. Immigrants not only brought their dreams for a better life to America, they also brought ways of life from their homelands.

Words and sentences in the paragraph help explain that immigrants are people who move from one country to make their homes in another.

Vocabulary Strategy

Using Word Parts Many words can be divided into parts. To find the meaning of a word with a prefix or suffix, put the meanings of the root and other word parts together. The suffix *-ness*, for example, means "quality or state." It can be added to many different roots.

Root	+	Suffix	Ш	Word
empty	+	-ness	=	emptiness "quality of being empty"
lonely	+	-ness	=	loneliness "state of being lonely"

√ Reading Check

Underline the two sentences that explain why it is not correct to say that America is a melting pot.

Vocabulary Strategy

Using Word Parts Use what you know about the meaning of the suffix -ness to explain the meaning of the underlined word.

√ Reading Check

Circle the sentence that tells whether European immigrants were more alike or more different.

/ Reading Check

List three areas in which Hispanic culture has affected culture in the United States.

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3. _____

Section 2 Summary

People from many countries have made their homes in America. These different groups add to the <u>richness</u> of American society.

The American Identity

America has been called a nation of immigrants.

5 Immigrants have helped make America diverse.

The United States is sometimes called a "melting pot." The idea is that immigrants melted into American society. They gave up ways of life from the lands where they were born. But all Americans are not the same.

¹⁰ Americans have kept parts of their different cultures.

Americans are really part of a mosaic, not a melting pot. A mosaic is made up of small tiles. The tiles are different sizes, shapes, and colors. Together the tiles make a whole picture. Together the groups in the United States form a whole nation.

European Americans

Europeans were among the first immigrants. These people had different governments, languages, religions, and customs. The number of European immigrants is smaller today than in the past. But European Americans are still the largest part of our population.

Hispanic Americans

Hispanic Americans, or Latinos, share a culture from Spanish-speaking countries. They can be of any race. Latino foods, music, and architecture have added to United States culture.

African Americans

²⁵ African Americans have suffered from **discrimination**. They could not attend schools with white people or live in neighborhoods with whites. Such unfair treatment

Key Terms

immigrants (IM i gruhnts) n. people who move from one country to another

discrimination (dih skrim i NAY shun) n. being unfair to one group

was caused by **racism.** Since the 1960s, African Americans and others have worked for change. More choices in education, jobs, and housing are available to African Americans. But there is still work to be done.

Asian Americans and Native Americans

Some of the first Asians came here after the discovery of gold in 1849. Other groups said Asians were taking away jobs. In 1882 and 1907, **exclusion laws** were passed to seep immigrants from China and Japan from coming to America. These laws ended in 1952. Since then many Asian immigrants have come here.

Native Americans had been living here for thousands of years before Columbus. Then Europeans settled on land Native Americans used. Native Americans fought for their lands. But they were pushed west. By the late 1800s, thousands had died. Today, Native Americans are only a small part of the population.

Our Population Today

The 2000 **census** showed that about 25 percent of the United States population is not white, compared with 20 percent in 1990. Our ancestors come from all over the world. Each group adds to the richness of America.

Review Questions

- 1. Why is America like a mosaic? Explain.
- **2.** What does the 2000 census show about the United States population today?

Key Terms

racism (RAY sih zum) n. the belief that your own race is better than others

exclusion laws (ek skloo shun lawz) n. laws that stopped people from China and Japan from moving to America

census (SEN SUS) n. a count of people made every ten years

Reading Check

Underline the sentences that give examples of discrimination against African Americans.

Reading Check

Underline the sentence that explains what happened when the exclusion laws ended.

/ Reading Check

Circle two words or phrases that tell how European settlers affected Native

Americans in the 1800s.

√ Reading Check

How did the United States population change between 1990 and 2000? List one possible social effect of this change.

Target Reading Skill

Reread Reread the paragraph under "Asian Americans" to understand why laws were passed to keep Asian immigrants from coming to America. Circle the sentence that explains the reason for the exclusion laws.



Section 3 The Values That Unite Us

Objectives

- 1. Learn why equal respect is part of the American Dream.
- 2. Describe the basic values that unite us as a nation.
- 3. Understand how Americans can help achieve our ideals.

Target Reading Skill

Paraphrasing Paraphrasing is another tool that can help you better understand what you read. Paraphrasing is putting what you have read your own words. Read the sentence below out loud.

Everyone, regardless of age, sex, race, wealth, opinions, or education, has worth and importance.

Now try paraphrasing what you have read by saying it again in your own words. One way to paraphrase the sentence is:

Everyone is important. It does not matter what a person's age, sex, or race is. It does not matter what his or her views are. Worth is not measured by money or education.

Vocabulary Strategy

Using Word Parts Prefixes and suffixes can change the meaning of a word. Some prefixes, such as *un-*, *non-*, *dis-*, and *im-*, mean "not." When one of these prefixes is added to a root, it changes the root's meaning. Take the word *uncommon*, for example. When *un-* is added to the root *common* it changes the meaning to "not common."

Section 3 Summary

¹ America is a diverse nation. What brings us together as one people?

Equal Respect: The American Dream

Certain beliefs and values hold Americans together. Our nation was founded on these beliefs and values.

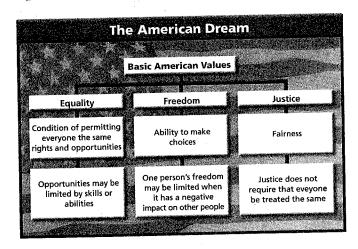
5 Many people from other countries have come here because of these beliefs. Immigrants to America often have dreams of a better life. They believe that people are important no matter what their age, sex, race, wealth, or education. This is a basic American belief.

Basic American Values

10 Americans believe that everyone should have the same chance to become what he or she can be. In other words, every person has the right to be treated with equal respect.

Three basic values stand behind the American belief

15 that all people deserve equal respect.



In order for each person to become the best that he or she can be, there must be equality. Equality is one of our basic values. Part of equality is equal opportunity. This means that our race, gender, religion, back-20 ground, and opinions should not prevent us an equal

Key Terms

beliefs (bih LEEFS) n. things thought to be true values (VAL yooz) n. things thought to be important equality (ih KWAHL ih tee) n. having the same rights and chances

Reading Check

Underline the sentence that tells about the role, or part, that beliefs and values play in American society.

Target Reading Skill

Paraphrasing Paraphrase the underlined sentence.

√ Reading Check

Give an example of each American value.

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Vocabulary Strategy

Using Word Parts Use what you know about the meaning of the prefixes *im*- and *dis*- to define the underlined words.

√ Reading Check

Which of the following in Thomas's story shows that Americans need to work harder to give all equal respect? Circle the letter of the correct answer.

- a. freedom
- b. racism
- c. equality

chance to succeed in life. **Freedom** is a second basic value. A third basic value is **justice**.

Citizens and the American Ideal

Our beliefs are an idea of how we want the United States to be. But our society is not perfect. It is imper-25 fect. We try to live up to our beliefs and values. But we do not always reach these goals.

Thomas Pham came from Vietnam to live here. He heard that everyone in the United States has freedom and equality. He found out that this is not always true.

At school here, Thomas felt that people did not treat him the same as citizens who were born here. He was treated differently because of his race.

Not everyone in the United States shows equal respect for others. We sometimes <u>distrust</u> people who are different. We still need to work to make sure that all Americans enjoy equality, freedom, and justice.

Review Questions

1. What beliefs and values bring Americans together a nation?
2. How can Americans achieve our ideals?

Key Terms

freedom (FREE dum) n. being able to make choices **justice** (Justis) n. fairness



Section 1 Groups and Institutions

Objectives

- 1. Learn why people form groups.
- 2. Describe the five major social institutions.

Target Reading Skill

Set a Purpose To better understand what you read, try setting a purpose for reading. Before starting, look at the headings and visuals in the text. Headings are short titles that tell about parts of the text. Visuals include all kinds of images such as photographs, tables, and maps. Headings and maps give you information about the text. This information can give you a purpose, or focus, for reading what follows.

The title of this section is "Groups and Institutions." This title tells you the section is about groups and institutions. You know what a group is. One purpose for reading would be to find out what an institution is. You might also read to find out how groups and institutions affect you.

Vocabulary Strategy

Using Context Clues to Determine Meaning Sometimes you may read a word you recognize, but the word is used in a new way. To get a clearer idea of the meaning of the word, you can look at its context. The words, sentences, and paragraphs surrounding the word are its context. The context gives clues to the word's meaning.

For example, the word *dashes* commonly means "runs quickly." But it has a different meaning in this sentence: She *dashes* her new doll on the floor, breaking it into pieces." The clue is that the doll is broken into this clue tells you that here *dashes* means "throws down with force and anger."

Section 1 Summary

¹ Everyone has needs. People need food and shelter. They need love and the company of others. They need answers to questions about life and death.

People form groups to meet many of these needs. ⁵ We belong to some groups, such as family, just by being born. Others we must join, such as school. We choose to join some groups, such as clubs and circles of friends. All these groups help us meet our needs.

Participating in a Group

People become members of a group through socialization. They learn to accept the values of the group. They also learn the rules for how to behave in the group. Rules are based on values.

Melissa became a member of a group at her school. But she broke one of the rules by being late. The rule was based on one of the group's values, which was to be considerate of others. Melissa needed friendship, and she wanted to accept the group's values. So she changed how she behaved to stay in the group. The group continued to meet her need for friendship.

Social Institutions

Groups are important. But groups do not meet all our needs. They do not give us food, clothing, or houses. They do not make laws or govern our society. They cannot do these things by themselves.

Social institutions take care of these needs. The values of social institutions shape our values. Their rules tell us how to behave much of the time. Every society has five main social institutions.

Key Terms

socialization (soh shuh luh zay shun) n. learning how to take part in a group

rules (ROOLZ) n. do's and don'ts

social institutions (SOH shul in stih TOO shuns) n. systems of values and rules that help to organize society

Vocabulary Strategy

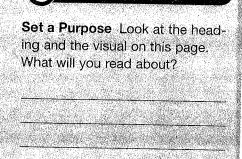
Using Context Clues to **Determine Meaning** Use context to figure out the meaning of the word circle here. What clues do surrounding words, sentences, and paragraphs give about its meaning? What is its meaning?

Reading Check

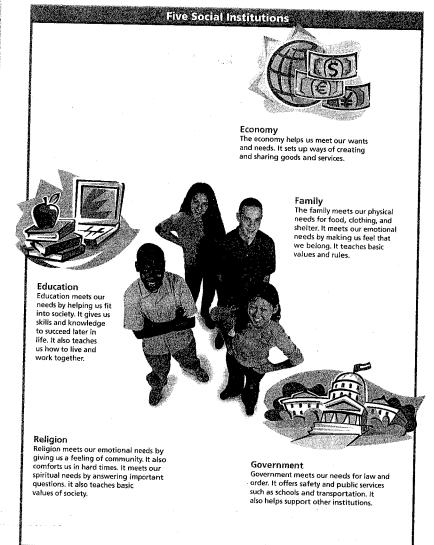
Underline the needs that people meet by joining a group.

Reading Check

Underline two sentences that tell how social institutions meet people's needs.



Target Reading Skill



Every society needs these five institutions. They provide a framework within which groups and organizations can exist.

Review Questions

- 1. Why do people form groups?
- 2. What are the five main social institutions?



Section 2 Society's Training Grounds

Objectives

- 1. Identify the ways that families meet people's needs.
- 2. Explain the role of religion.
- 3. Describe the importance of education.

Target Reading Skill

Predict One way to set a purpose for reading is to predict what you will read. When you predict something, you tell what might happen before it happens. To make a prediction about what you will read, look at the headings, visuals, and anything else that stands out in the text. Use these parts of the text to make a prediction. Then read the text. Is it close to your prediction? If not, change your prediction to match what you learn.

Look at the title of this section, "Society's Training Grounds." Then look at the first heading in the section: "The Family." You might predict that families help train people to be part of society. You can test your prediction as you read the text.

Vocabulary Strategy

Using Context Clues to Determine Meaning Many English words have more than one meaning. You can use context clues to figure out which meaning of a word the author is using. In the sentences below, the word *back* has different meanings.

He wrote his answers on the back of the worksheet. [back means "the other side"here] She asked her friends to back her plan. [back means "to support" here]

✓ Reading Check

Underline two sentences that tell how the family serves as a training ground for young people.



Predict Write a prediction about what you will learn under the heading "Religion." After you read, change your prediction if you need to.

Vocabulary Strategy

Using Context Clues to
Determine Meaning The word
act has more than one meaning. It
can mean "do something." It also
means "play a part" and "behave."
Look at the underlined sentence.
Which meaning is correct in this
sentence?

Section 2 Summary

¹ The institutions of family, religion, and education help to shape our values.

The Family

The family is part of every society. You depend on your family for food, clothing, and shelter. Your family makes you feel safe. It gives you a sense of belonging. It also teaches values you need to be part of society.

American families are smaller today than in the past. Some families include a father, mother, and children. Others have just one parent. Some families are blended families.

Your family teaches you rules for daily life. These rules may include cleaning your room, doing homework, and not playing loud music. These rules are based on values such as being responsible, clean, and respectful. There are punishments for breaking rules. And there are rewards for following them. Family rules often reflect a society's values. The family is a training ground for adults-to-be.

Religion

Religion is an important institution in our society.

Religion is a comfort during hard times. It also answers questions about life and death. Religious groups create a feeling of community. Members of these groups are usually people who have similar goals and ways of looking at life. Religion also helps people decide how to live their lives.

Every religion has a moral code, or a set of rules about how people should act. These rules help people tell right from wrong. People who obey these rules feel confident that they are living good lives.

Key Terms

family (FAM uh lee) n. a group of related people, such as parents and children

blended families (BLEN did FAM uh leez) n. families that include adults and their children from different marriages

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Religion teaches values. These include charity, sympathy, and loyalty to friends and family. These values cannot be written into laws. But when people follow these values, life is better for everyone.

Americans belong to many religious groups. There ³⁵ are more than 1,200 religious groups in the United States today. All groups do not share the same rules. Some people belong to no religious group at all. Your own beliefs sometimes make it difficult to let others believe as they wish. These conflicts can test our ideal ⁴⁰ of equal respect.

Education

Education teaches skills and other rules. Like most people, you probably hope to have a career. A career is work that uses your skills and talents. It allows you to earn money. It also gives you a feeling of importance.

To have a career, you need an education. Education prepares you for your life as a working adult. School is also a place where you meet people. They may have different backgrounds and values. In school you learn it is important to respect others.

50 The institution of education serves our society. Society needs to train people to run all kinds of services. Society also needs to prepare people to live together. Schools teach us about our history, culture, and government. In school we learn about the ideal of equal respect. We also learn the values of freedom, equality, and justice. Through education, American society makes sure that our <u>country</u> continues to be free and democratic.

Review Questions

1.	How does religion help	guide,	or direct,	peopl	e's
	lives?				

2. Why is education important?

Reading Check

Circle the paragraph that describes the contribution that religion makes to American society.

Reading Check

Underline the sentence
that tells why meeting
people from different
backgrounds is an
important part of
education.

Vocabulary Strategy

Using Context Clues to Determine Meaning The underlined word means "land outside cities and towns." It also means "nation." What meaning does the word have here?



Section 3 The Economy

Objectives

- 1. Explain the characteristics of the American economy.
- 2. Identify American economic freedoms.
- 3. Describe your role in the American economy.

Target Reading Skill

Preview and Ask Questions Asking questions before reading will help you better understand what you read. First get an idea of what the section is about. You can do this by previewing, or looking at, the headings and visuals in the section before you read. Also pay attention to anything else that stands out in the text. Ask some questions based on what you see. Then look for the answers to your questions as you read.

Look at the vocabulary terms that stand out under the heading "The American Economy." You might ask the following questions before reading: What is an economy? What do goods and services have to do with an economy? What is a consumer? What is a market? How do prices work in an economy?

Vocabulary Strategy

Using Context Clues to Determine Meaning How can you figure out the meaning of a word you do not recognize as you read? As you have learned, words, phrases, and sentences around the word sometimes give clues to its meaning. The information in the second sentence below helps you understand what the word *consume* means.

As consumers, we consume goods and services to satisfy our wants. We use gasoline when we want to run our cars; we use the barber when we want a haircut.

The second sentence tells us that consume means "to use."

Section 3 Summary

¹ Suppose one day you make brownie bars. Then you get an idea. You could make a lot of brownie bars. You could call them BarWonders. You could trade them for goods and services that you need or want.

The American Economy

- ⁵ Every society has an **economy** to make and provide goods and services. In our economy, each person is a **consumer**. In other words, we consume, or use, goods and services to satisfy our wants. Most people are also workers who make goods or provide services.
- People trade goods or services in a market. Stores are one kind of market. In a store, people meet face-to-face to exchange what they have for what they want.

 Usually, they trade money for some item such as a slice of pizza or a t-shirt. In other kinds of markets, such as a stock exchange, buyers and sellers never meet.

In a market, you a pay a **price** for a good or service. When you trade your BarWonders for goods and services, you are bartering. Bartering is one way to pay for what you want. Usually people use **money** to pay for goods and services. Money can be anything, from beads to coins to checks.

The American economy is based on the basic value of freedom. Like all institutions, our economy has rules that people must follow. Some rules of the economy protect important freedoms.

Key Terms

economy (ih κ AHN ih mee) n. a system for making things and offering services to meet people's wants

consumer (kun soo mer) n. a person who uses goods and services to meet his or her wants

market (MAR kit) n. a place where people trade goods or services **price** (PRĪS) n. what you pay for goods or services in a market **money** (MUN ee) n. anything taken as payment for goods or services

√ Reading Check

Underline the sentence that explains what an economy does.

Target Reading Skill

Preview and Ask Questions
Preview the underlined heading.
Then write two questions based
on the heading. Look for answers
to your questions as you read.

Vocabulary Strategy

Using Context Clues to
Determine Meaning Circle
one word in the text that
helps you figure out
the meaning of the
underlined word.

Vocabulary Strategy

Using Context Clues to
Determine Meaning
Underline the phrase
in the chart that helps
define the word
profit.

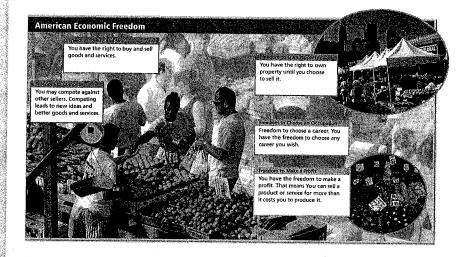


Preview and Ask Questions Write a question you might ask after previewing the underlined heading.

√ Reading Check

Underline the sentences that tell how people benefit from the American economy.





The rules of our economy are based on the idea of fairness. If you make an agreement to do a job, sell a product, or pay a worker, you may not break it. You also may not make something that does not work the way that you say it does.

America's Economy and You

Our economy works well for the most part. It supplies the goods and services we want. We also are free to try to reach our dreams—to have careers and ways of life that we choose. We benefit from the United States economy in these ways.

Review Questions

- **1.** What freedoms are protected in the American economy?
- 2. What part do you play in the American economy?



Section 4 Government: **Meeting Society's Needs**

Objectives

- **1.** Learn why government is needed.
- **2.** Explain how three different forms of government work.
- 3. Describe the roles of law in government.

Target Reading Skill

Use Prior Knowledge To understand new information better, use what you already know. Take a look at the headings and images in the text before you start to read. Then ask yourself: What do I already know about what I see?

Take the heading "Political Socialization," for example. What does political mean to you? What have you learned about socialization?

Heading or Image	What I Already Know
Political Socialization	Socialization is learning how to be part of a group.

Vocabulary Strategy

Using Context Clues to Determine Meaning Always look at words, phrases, and sentences around a word for clues to its meaning. The underlined words in the paragraph below offer clues to the meaning of the word chaos.

Without government, daily life would be filled with chaos. There would be no order to the way roads were built or towns and cities planned. People would disagree about ways to settle arguments and deal with crime.

Unfamiliar Word	Clues	Meaning
chaos	no order, disagree	no order, confusion

Reading Check

Underline the information in the chart that tells about the part courts play in our government.

Target Reading Skill

Using Prior Knowledge Name a form of government and write something you know about it.

Vocabulary Strategy

Using Context Clues to
Determine Meaning
In the paragraph that
begins "In a dictatorship," circle the
details that offer clues about
the meaning of military.

√ Reading Check

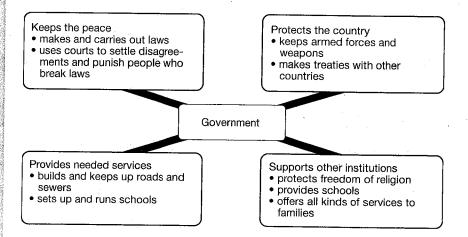
Underline one sentence about monarchy and one sentence about dictatorship that tells the main difference between the two.

Section 4 Summary

Our government was formed to protect our rights. In some countries, people's rights are not protected and they live in fear.

The Role of Government

Government helps brings order to people's lives.



Forms of Government

⁵ There are many forms of government. Three common forms today are monarchy, dictatorship, and democracy.

In a monarchy, one person has all or most of the power. That person is the monarch. The monarch's power is hereditary. That means it is passed down in a family. Monarchies in which one person holds all the power are not common today. The kingdom of Saudi Arabia is one example.

In a **dictatorship**, one person, called a dictator, controls the government. A dictator usually takes power by force. Often dictators are <u>military</u> leaders. They use the armed forces and police to keep power. They do not pay attention to laws. Saddam Hussein of Iraq was a modern example of a dictator.

Key Terms

monarchy (MAH nar kee) *n.* a government in which one person, called a monarch, holds all or most of the power dictatorship (dik TAY ter ship) *n.* a government controlled by one person called a dictator

In a **democracy**, power is shared by all the people.

Democracy means "government by the people." The people decide how the government will meet their needs and protect their rights and freedoms. They do this by voting and choosing leaders. The United States was the first modern democracy.

Laws: The Rules of Government

²⁵ Laws are government rules for how to behave. A document called the Constitution contains our most basic and important laws. Town, county, state, and national governments also can make laws. These laws cannot go against the Constitution.

Laws affect almost everything we do. When we follow laws, we help protect the rights of others. We also help to keep order. Breaking the law leads to different kinds of punishment.

People in a democracy can share their opinions. They can work with others to make new laws. They ³⁵ also can try to change laws they think are unfair.

Political Socialization

Terrorists attacked the United States on September 11, 2001. After that, people across the country showed their **patriotism** in many ways. We learn how to behave politically and patriotically from our parents, teachers church the media and others. This process is

⁴⁰ teachers, church, the media, and others. This process is called **political socialization**.

Review Questions

- 1. How does government bring order to people's lives?
- 2. Name three common forms of government.

Key Terms

democracy (dih MAHK ruh see) n. government by the people **patriotism** (PAY tree uh tiz um) n. the show of love for one's country

political socialization (puh LIT ih kul soh shuh luh ZAY shun) n. the process of learning how to behave politically

Target Reading Skill Use Prior Knowledge What do you already know about laws that matches their definition as rules of government? **Reading Check** Describe how people in a democracy help to make the laws. **Reading Check** Circle four groups that help teach people about

patriotism.



Section 1 What It Means To Be a Citizen

Objectives

- 1. Discuss who a citizen is and how a person becomes an American citizen.
- **2.** Discuss what the office of citizen is and what important powers citizens possess.

Target Reading Skill

Identify Main Ideas The main idea is the most important point the writer makes in a paragraph or section. Sometimes the writer states the main idea in a sentence. This sentence may appear at the beginning, end, or middle of a paragraph or section. Read the paragraph below out loud.

People from other countries can become citizens of the United States by going through a process called naturalization. They learn English and study American history. They also learn the values, laws, rights, and duties of American citizens.

The underlined sentence tells the main idea of the paragraph. You can tell that it is the main idea because the other sentences in the paragraph give details that support it.

Vocabulary Strategy o

Using Roots and Suffixes As you already know, a **root** is the word part that gives a word its basic meaning. A **suffix** is a word part that is added after the root. When you know the meanings of a word's root and suffix, you can often figure out the meaning of the word as you read.

Take the word *government*, for example. It can be divided into two parts: *govern* + *ment*. The root is *govern*-. The suffix -*ment* means "result or action." When you add the suffix to the root, you know the meaning of *government* is "the result or action of governing."

Target Reading Skill

Identify Main Ideas
Underline the sentence
that states the main
idea of the last paragraph under "Who Is
a Citizen?"



Vocabulary Strategy

Using Roots and Suffixes The suffix -ship means "state or condition." Now use what you know about this suffix to explain the meaning of the underlined word.

✓ Reading Check

Underline the sentences that tell how the rights and duties of naturalized citizens differ from the rights and duties of citizens by birth.

Section 1 Summary

A United States citizen is an official member of his or her town, state, and nation.

Who Is a Citizen?

The Constitution says that a person can be a citizen of the United States by birth or by choice.

You are an American citizen if

You were born in the United States or its territories.

or

At least one of your parents was a United States citizen when you were born.

or

You have been naturalized.

or

You were under age eighteen when your parents were naturalized.

Aliens can become United States citizens by going through the naturalization process. They study American history and English. They also learn the values, laws, rights, and duties of citizens. Naturalized citizens have all the rights and duties of citizens by birth with one exception: They do not have the right to be President or Vice President.

Once a person is a citizen, he or she will always be a citizen except in a few special cases. A person can decide to give up his or her <u>citizenship</u>. Or a person can become a citizen of another country. Citizenship may be taken away from a person who tries to overthrow the U.S. government by force.

Key Terms

 ${\it citizen}$ (SIT uh zun) $\it n.$ a person with certain rights and duties under a government

alien (AY lee un) n. a citizen of one country who lives in another country

naturalized (NA chuh ruh līzd) v. having taken the steps to become a citizen

The Office of Citizen

Citizens hold the power in our country. Abraham
Lincoln said that we have a government "of the peo
ple, by the people, [and] for the people." He meant that
our government does what its citizens want it to do.
That includes making laws, building roads, collecting
taxes, and making <u>agreements</u> with other countries.
Citizens have the power to decide what our govern
ment will and will not do.

As citizens, we elect **representatives**. We choose members of Congress. We elect the President. We also elect office holders such as city council members, mayors, governors, and many judges. We give these people power to make decisions and to pass laws.

Our leaders stay in office only as long as we want them to. We give our power to them only for that time. The real power belongs to us. In this way, each of us holds an office. Our office is the "office of citizen."

Being a citizen is the most important office in our soci

³⁵ Being a citizen is the most important office in our society. Citizens hold this office for as long as they live.

Review Questions

What is the most importan States? Why?	t office in the United

Target Reading Skill

Identify Main Ideas Underline the sentence that tells the main idea of the first paragraph under the heading "The Office of Citizen."

Vocabulary Strategy

Using Roots and Suffixes Use what you know about the root and suffix of the underlined word to explain its meaning.

√ Reading Check

How do American citizens give their representatives power in government? Circle the best answer.

- (a) They elect representatives to office.
- (b) They make representatives citizens.
- (c) They choose representatives they like.

Key Terms

representatives (rep rih ZEN tuh tivz) *n.* people chosen by citizens to speak and act for them in government

CHAPTER 3

Prepare to Read

Section 2 Rights, Duties, and Responsibilities

Objectives

- 1. Explore some of the many rights guaranteed to American citizens.
- 2. Learn about the many duties and obligations citizens share.
- **3.** Find out about some of the responsibilities citizens honor to keep our country strong and united.

Target Reading Skill

Identify Supporting Details A detail is a point related to the main idea. It gives information to fill in a picture more completely. Writers use details to support main ideas. Identifying supporting details can help you figure out what the main idea of a paragraph or section is. In the paragraph below, the main idea is in dark type. The supporting details are underlined once.

Having a driver's license gives you certain rights and duties. You have the right to drive on public roads and highways. It is also your right to park where the law allows. Your duties include obeying traffic signals and signs. You also must make sure that you do not drive over the speed limit.

Vocabulary Strategy

Using Roots and Suffixes Knowing the meanings of different roots and suffixes can help you understand words you have never seen before. To figure out what a word means, try dividing it into root and suffix. Then combine the meanings of the root and suffix. Look at these words with the suffix *-ity*, which means "state or condition."

Word	=	Root	+	Suffix,	Meaning
ability possibility	=	able possible	+	ity, ity,	state of being able state of being possible

Rights of Citizens

American citizens have many rights.

Some Rights of American Citizens

- the right to vote and hold elected office
- the right to say what you think in speech or writing
- the right to follow your own religion
- the right to have a fair trial
- the right to be protected by the government when you work or travel in other countries

Our rights are based on the beliefs and values of equal respect, freedom, equality, and justice. The

⁵ Constitution stands behind these rights, and laws and courts protect them.

Duties of Citizens

Citizens also have duties. Duties go along with our rights as citizens. When we carry out our duties, we help our government to meet our needs.

Obeying the law is one of our duties. Laws help to keep order. Everyone in a democracy, including government officials, must obey the law. This idea is called the **rule of law**. The rule of law makes sure that the government does not take power away from the people.

Helping to protect our country is another duty. When you are eighteen or older, you may volunteer to serve in the military. Young men must register for military service when they are eighteen.

Target Reading Skill

Identify Supporting Details
Where would you look for supporting details for the main idea of this
section?

√ Reading Check

How do the rights held by American citizens suggest the importance of "equal rights for all"?

√ Reading Check

Circle the sentence that explains why it is important for government officials to obey laws like other citizens.

Key Terms

rule of law (ROOL UV LO) *n.* a government in which the law rules, rather than men or women

Vocabulary Strategy

Using Roots and Suffixes The suffix -dom means "state or condition." Underline the word with this suffix. Then divide the word into its root and suffix and explain its meaning.

Target Reading Skill

Identify Supporting Details List details that support the underlined main idea.

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√ Reading Check

Circle the words that tell why it is important to get information on issues that are decided in elections.

Serving on a jury at a trial is another duty. The Constitution says that anyone accused of a crime may have the case decided by a **jury of peers**. During the trial, lawyers may call **witnesses** to prove their case. Paying taxes and attending school are other duties.

Responsibilities of Citizens

Citizens also have responsibilities. Responsibilities are different from duties. We are not required by law to carry them out. Instead, we choose to do them.

One responsibility is working toward the **common good.** We do this by acting to protect others' rights and freedoms. We also work to make our communities, ³⁰ states, and nation good places to live.

Voting is another responsibility. To vote wisely, citizens need to learn about issues. Holding government office or helping a **candidate** run for office are other ways to be a responsible citizen.

Citizens also show responsibility by trying to convince government to act in a cause they believe in.
 Citizens do this by sharing their opinions. They write letters to representatives. They write letters to newspapers. They speak at government meetings. They join or form groups that influence government.

Review Questions

1. What are some rights American citizens have	ve?
	

2. What is a basic responsibility of every citizen?

Key Terms

jury of peers (JER ee UV PEERZ) n. ordinary people who hear a court case and decide whether a person is innocent or guilty

witnesses (WIT nis iz) *n.* people who have seen events connected to a crime or who have special information that may tell whether a person is guilty or innocent

 ${f common\ good\ (KAHM\ un\ GUD)\ n.}$ the well being of all members of society

candidate (KAN dih dayt) n. a person running for office



Section 3 Citizenship and Our Other Roles in Society

Objectives

- 1. Learn about playing social roles.
- 2. Discuss how social roles involve expected behaviors.
- 3. Consider the different levels of participation involved in social roles.
- **4.** Explore how to play the role of citizen.

Target Reading Skill

Identify Implied Main Ideas Sometimes the main idea of a paragraph is not stated directly. It is implied, or suggested, instead. When the main idea is implied, you have to figure out what it is. To do this, look at the details in the paragraph and decide what idea they support. Read the paragraph below and pay close attention to the underlined details. What main idea do they suggest?

You play a part in society as a citizen, student, family member, and friend. You may also act as a worker. You may be a member of a club or team. You also act as your own person by making many choices during the course of a day.

The implied main idea is the following: You have many roles in society.

Vocabulary Strategy

Using Roots and Suffixes Remember, knowing the meaning of roots and suffixes can help you figure out the meaning of words you do not understand. Many words are formed by adding the suffix *-ion* after a root. The suffix *-ion* means "act of, state of, or result of."

Word	Root	Suffix	Meaning
completion	complet-	-ion	act of completing, state of being complete
selection	select-	-ion	act of selecting, state of being selected
creation	creat-	-ion	act of creating, result of creating

Target Reading Skill

Identify Implied Main Ideas Look at the underlined details in the first paragraph under "Playing Social Roles." What main idea do they suggest?

Reading Check

List some other social roles Jean Reardon might play on any given day.

Vocabulary Strategy

Using Roots and Suffixes Divide the underlined word expectations. into a root and a suffix, Now explain the meaning of the word.

Section 3 Summary

1 People have many roles in society. They play different parts within a family. They also play parts with friends, people they work with, neighbors, and other citizens.

Playing Social Roles

⁵ Jean Reardon, for example, plays many social roles every day. She plays the role of family member. She helps her daughter with homework and spends time with her husband. She plays social group roles as a carpool member and student. When she reads the news-10 paper to learn about issues, Jean plays the citizen role. Jean also plays worker and friend roles. When she goes shopping, Jean plays the consumer role. All day she plays the self role.

We choose some social roles, such as being a friend, 15 club member, or consumer. We are born into family roles. We have to play other roles at different times in our lives, such as student.

Roles as Expected Behaviors

People behave, or act, differently in different roles. Other people's expectations about how you should act 20 in a certain role help you know how to act. The way you act also depends on what you want. It depends on the kind of person you are, too.

Roles and how people play them change over time. Sometimes, you may play the same role in different 25 ways. For instance, you may play the role of friend differently with different friends. As time passes, you also may stop playing a role.

Key Terms

social roles (SOH shul ROLZ) n. parts that people play in real life

Social roles sometimes overlap. They do this when you play more than one role at the same time.

30 Sometimes roles conflict with each other. When that happens, you may have to decide which role to play.

Level of Participation

You have to choose how active you want to be in each social role. You make choices based on what is important to you. Then you must accept the consequences, or results, of taking part or not taking part. When people participate fully in a role, most feel satisfaction and get a better sense of who they are.

The Citizen Role

The citizen role is important. Some citizens play a very active part. They may run for government office. Or

they may work for political campaigns. Some people spend less time in the citizen role. They stay informed, vote, or give money to support candidates and issues.

The citizen role is not limited to government activities. Many people play the role by adding to the common good. They do this by serving their communities in various ways.

How much time and energy will you give to being a responsible citizen? To decide, look at other roles you play. How important are they to you? Your decision will also be based on your stage of life, values, talents, and interests. Playing an active role can give you a sense of satisfaction and fulfillment. Taking a less active role can mean you are dissatisfied or unfulfilled.

Review Questions

1. What determines the social roles we play?	
2. How do people play the citizen role?	

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Describe changing or conflicting social roles you have played.

Vocabulary Strategy

Using Roots and Suffixes What is the root and suffix of the underlined word? What does the word mean?

Target Reading Skill

Identify Implied Main Ideas Use the details under the heading "Levels of Participation" to figure out the main idea of the section. Write a sentence that states the main idea.

✓ Reading Check

Bracket the sentences that
explain the consequences of participating passively rather than actively in a social role.

Objectives

- 1. Learn how the colonists acquired a voice in their government.
- 2. Understand the meaning of citizenship in the colonies.
- **3.** Explore some roots of individual freedom in America.
- 4. Describe the colonists' signs of discontent with English rule.

Target Reading Skill

Recognize Multiple Causes A cause is an event that makes another event happen. It can also be a situation that leads to a new situation. Sometimes there is more than one cause for an event or new situation. In the 1700s, the American colonies became unhappy with the English government. There were many reasons for this. As you read about the colonies, look for the causes of their anger toward England.

Vocabulary Strategy

Using Word Parts Many words can be divided into parts. Understanding the meanings of a word's parts can help you figure out the meaning of the whole word. Roots, prefixes, and suffixes are all word parts.

Take the word *unknown*, for example. It can be divided into two parts: un + known. The prefix un- means "not." Knowing the meaning of that word part helps you define *unknown* as "not known."

Reading Check

Underline the sentences that explain why the American colonists were able to govern themselves.



Target Reading Skill

Recognizing Multiple Causes Identify two causes that led to the underlined situation. Number the causes where you find them in the text.

Vocabulary Strategy

Using Word Parts Circle the word under "A Voice in Government" that begins with the prefix un-, Write a definition of the word below.

Reading Check

Explain what it meant to be a citizen in the American colonies.

Section 1 Summary

¹ Many American traditions began in the colonies. What happened to the colonists is important. It is part of our nation's heritage.

A Voice in Government

The colonists were used to having a say in the govern-5 ment. This was one of their rights as citizens of England. In each colony citizens elected leaders to a legislature. This kind of self-government was unusual at that time.

England was busy fighting wars in the 1600s and 10 early 1700s. The colonists mainly governed themselves. But they did not completely control their government. The English king set up each colony through a charter. If the people of a colony questioned England's power, the colony could lose its charter.

The citizens in the colonies sometimes had to stand up against the colonial governors. The governors did not have to pay attention to the colonists' rights. They were not elected. That means the colonists did not choose them.

Citizenship in the Colonies

20 Being an English citizen in the colonies was different from being an American citizen today. Only white men who owned land could vote or hold office. Colonists were like citizens today in that they worked for the common good. They served on juries. They served in 25 the local volunteer army. They supported education.

heritage (HAYR ih tij) n. ways and beliefs passed down from parents to their children

legislature (LEJ is lay cher) n. a group of people chosen to make the laws

charter (CHAR ter) n. a document giving permission to create a government

Some Roots of Freedom

For most of history, people did not have freedom of religion. They did not have freedom of speech. The colonists worked to win these freedoms.

The colonists lived at a time when religion was often closely tied to government. For example, all English citizens had to support the Church of England. Many colonists left England because they did not agree with that church. Most colonies allowed religious freedom. "Religious freedom" in colonial times differed from religious freedom today. It usually meant that people could belong to any Christian church. Still, the colonists took a step that led to freedom of religion for all Americans.

An early fight for freedom of the press took place in 1735. Under English law, newspapers could not complain about the government. John Peter Zenger printed articles that complained about the government. So he was sent to jail. Zenger's lawyer was Andrew Hamilton. Hamilton argued that Zenger was innocent if what he wrote was true. Hamilton said that freedom of the press was a basic right. The jury found Zenger not guilty. This case made colonists fight for freedom of the press.

Signs of Discontent

In the 1770s, England <u>tightened</u> control of its colonies. Many colonists were angry with their governors. The governors used too much power. The colonists often used the word tyranny when talking about the governors. <u>Many colonists began to wonder whether</u> <u>England might try to take away their rights and their voice in government.</u>

Review Questions

1. How did the colonists get a voice in government?2. What was one sign that the colonists were not happy about the government?

Key Terms

tyranny (TEER uh nee) n. bad use of power

Reading Check

Underline two sentences that help explain how important freedom of religion was to the colonists.

Underline two sentences that explain how important freedom of the press was.

Vocabulary Strategy

Using Word Parts Explain the meaning of the underlined word.

Target Reading Skill

Recognizing Multiple Causes
List two causes of the underlined situation.

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√ Reading Check

Why do you think England tightened its control over the colonies?



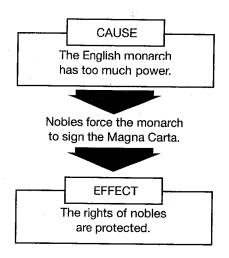
Section 2 Roots of American Government

Objectives

- 1. Discuss how the colonists looked to ancient Greece and Rome for models of government.
- 2. Examine how the English tradition influenced American government.
- **3.** Understand how relying on reason helped shape the American government.

Target Reading Skill

Identify Causes and Effects As you have read, a cause makes something happen. An effect is what happens. Identifying causes and effects helps you understand the connections between events. Look at the cause-and-effect chart.



Vocabulary Strategy

Using Word Parts The root of a word is the part that gives the word its basic meaning. Prefixes and suffixes added to the root add to the meaning of the root. Look at the word *democracy*, for instance:

Root + Suffix

dem- + -cracy

"people" + "rule by"

Democracy means "rule or government by the people."

Looking to Ancient Greece and Rome

The ancient Greek city of Athens was an example for American government. Powerful kings ruled Athens 5 for hundred of years. Then the people set up the world's first direct democracy. They had meetings. They discussed how to improve life for their community. Later, American colonists set up their own form of direct democracy. They held town meetings to vote on 10 issues.

The English Tradition

The colonists believed that Athens and the republic of Rome were examples of good government. Both were supposed to stop tyranny.

A struggle in England led to the government we 15 have today. For hundreds of years, kings had complete power over the English people. The people were not citizens. They were subjects. That means they were under the king's command. Some kings were fair. Others were not. In 1215, English nobles limited the 20 power of their monarch, or king. They forced the king to sign the Magna Carta. This document gave rights to the people that the king could not take away. It was an important step in helping to give basic rights to many English people, including the colonists.

Key Terms

direct democracy (dih REKT dih MAHK ruh see) n. a form of government in which the people make the laws

republic (rih PUB lik) n. a government in which leaders are elected by the people to make laws

Reading Check

Circle the term that tells what colonial governments had in common with the government of ancient Athens.

Vocabulary Strategy

Using Word Parts The root monmeans "one." The suffix -arch means "ruler," Use this information to explain the meaning of the underlined word.

Target Reading Skill

Identifying Causes and Effects
Underline a sentence that
describes an effect of
the English Bill of
Rights.

√ Reading Check

What does history suggest about how the English people felt about government?

√ Reading Check

Explain how Locke and Montesquieu might have felt about each other's ideas and why. In the 1200s, England set up a legislature to make laws. It was called Parliament. Parliament became more powerful than the king. In 1689, it passed the English Bill of Rights. It listed the rights of all English citizens, not just the rich. It also protected against unfair rulers. English citizens, including the colonists, were glad to have their rights protected.

Relying on Reason

The colonists also learned new ideas from European writers. Many writers wrote about reason. Reason means being able to think clearly. The writers also believed that people had **natural rights**.

One important writer was John Locke. He argued that government should serve the people, not the other way around. He said government should protect people's natural rights—the rights to life, liberty, and property. Any government that abuses its power should not be obeyed.

Another important writer was the French writer Montesquieu. He wrote about the **separation of powers**. Under this system, the legislature makes the laws.

⁴⁵ An executive, such as a governor, carries out the laws. And judges explain the laws. This system guards against tyranny. It does not give one person or part of government too much power.

Review Questions

1.	What idea for government did Rome	give	the
	colonists?	0	

2. What two English documents helped shaped American government?

Key Terms

natural rights (NACH er ul $\overline{\text{RiTS}}$) n. rights people are born with that government cannot take away

separation of powers (sep uh RAY shun UV POW erz) n. dividing government power among legislative, executive, and judicial branches



Section 3 Moving Toward Nationhood

Objectives

- **1.** Explain the clash of views that brought the colonists into open conflict with England.
- 2. Summarize the Declaration of Independence.
- 3. Describe how Americans organized a new government.
- **4.** Understand the challenges that a struggling American government would have to face.

Target Reading Skill

Understand Effects An effect is what happens as a result of an event or action. To identify effects of an event or action, ask: What happened as a result of this event? In this section, for instance, ask: What happened when England tightened its control over the colonies? As you read, look for the effects of this action.

Vocabulary Strategy

Using Word Parts You know that a prefix comes before the root of a word and a suffix comes after the root. To understand the meaning of a word with a prefix or a suffix, combine, or bring together, the meanings of this part and the word's root. Look at these examples.

Word	Prefix	Root	Suffix	Meaning
pianist		pian- "having to do with the piano"	-ist "someone involved in"	"someone who plays the piano"
inactive	in- "not"	-act- "do"	-ive "inclined to"	"not inclined to do," "not active"

Vocabulary Strategy

Using Word Parts Tell what you think the root of the underlined word means. Then add the meaning of the suffix to explain the meaning of the word.

Target Reading Skill

Understanding Effects What was the effect, or result, of Thomas Paine's writings?

√ Reading Check

Why do you think Thomas Paine called some of his writings about independence Common Sense?

√ Reading Check

Underline sentences that help explain the purpose of the Declaration of Independence.

Section 3 Summary

¹ The colonies and England did not agree. These disagreements led to war. And war led to independence.

A Clash of Views

The American colonies and the English government disagreed on important issues. For example, Parliament let the colonists trade only with England. The colonists wanted to sell their products to any country.

Parliament taxed the colonies. It needed money to pay for the French and Indian War. But the colonists did not want to pay taxes unless their leaders approved them. To get people to pay, Parliament gave colonial governors more power.

The colonists took steps to become independent. In 1774 they sent leaders to the First Continental Congress. A year later they held the Second

¹⁵ Continental Congress. Some colonists began fighting English soldiers. Others were not ready to fight. Thomas Paine's writings changed their minds. His pamphlet about independence was called *Common Sense*. He argued that England was too far away to govern American properly.

The Declaration of Independence

The Second Continental Congress voted for independence. A group wrote a document. It announced the colonies' independence. This Declaration of Independence called attention to natural rights. It described the purpose of government. It said that people give power to the government only if that government protects their rights. If the government misuses power, people can change the government.

The document was approved in Philadelphia. The date was July 4, 1776. It made the colonies "free and independent states."

Organizing a New Government

Each state had to create its own government. People remembered that some of the first settlers had made a

compact. Each state created its own constitution, or ³⁵ plan of government.

The states were 13 separate governments. Conflicts with the king and Parliament had made the colonists afraid. They did not want to give power to a central government.

- The Continental Congress planned for a loose confederation. A *confederation* is an alliance of <u>independent</u> states. This plan was called the Articles of Confederation. There would be no executive or judicial branches. The legislature, known as Congress, was not given the power
- ⁴⁵ to tax or enforce laws. Most power stayed with the states. The Articles needed the **ratification** of all 13 states. The articles were approved in 1781.

A Limping Government

The new government faced problems after the war. Congress and the states did not have enough money to pay their debts. Congress did not have the power to control trade with England.

Farmers faced problems, too. They had debt and taxes on their land. In 1786, angry Massachusetts farmers started a rebellion. Their leader was Daniel Shays.

55 Congress did not have the power to stop the rebellion. Many Americans called for a stronger national government that could keep law and order. They also wanted to solve the problems that had led to Shays' Rebellion.

Review Questions

- 1. On what two issues did the American colonies and the English government have different views?
- **2.** How were the states organized at first? What was this plan for government called?

Key Terms

compact (KAHM pakt) *n.* a written agreement to make and obey laws for the good of the group

ratification (ra tuh fuh KAY shun) n. approval

Vocabulary Strategy

Using Word Parts Use what you know about the meaning of the prefix *in*- to explain the meaning of the underlined word.

√ Reading Check

Underline the sentence that explains why the states did not want to give power to a central government.

Target Reading Skill

the name of the event that was an effect, or result, of the problems farmers faced.

/ Reading Check

Underline the phrase in the text that completes this sentence.

Shays' Rebellion led to calls for _____.



Section 1 The Constitutional Convention

Objectives

- 1. Discuss the debate among delegates over the kind of national government that was needed.
- **2.** Understand the compromises made as the national government was created.
- 3. Describe the powers granted to the executive and judicial branches.

Target Reading Skill

Use Context Clues What can you do when you come to a word you do not know while reading? Look for clues to its meaning in the context, or the surrounding words and sentences. Read the paragraph below. What clues do you find to the meaning of *revise*?

Under the Articles of Confederation, Congress did not have the power to deal with all the country's problems. In 1787, a convention was called to revise the Articles of Confederation.

The first sentence says that the Articles of Confederation did not give Congress enough power. It suggests that *revise* means "change."

Vocabulary Strategy

Recognizing Signal Words Signal words can help you figure out the order in which events happened. Signal words include *before, after, first, then,* and *next*. Read the following sentence and think about what it tells you about the order of events.

After Shays' Rebellion, people called for a stronger national government.

The signal word *after* tells you that the call for stronger government followed Shays' Rebellion.

Reading Check

Underline the sentences under "Agreement and Disagreement" that describe issues on which most delegates agreed.



Target Reading Skill

Use Context Clues Circle the word or sentence that is a clue to the meaning of the underlined word.



Reading Check

What did the delegates decide about keeping the convention secret?

Reading Check

Circle the information that tells how Madison wanted the legislative branch to be organized.

Reading Check

In the text, number the two parts of the compromise the delegates reached about slavery.



Section 1 Summary

¹The Articles of Confederation did not give Congress enough power. In 1787, a convention was called. Its job was to revise the Articles of Confederation.

Agreement and Disagreement

Delegates both agreed and disagreed about issues. Most sagreed that a national government was needed. They also wanted to guard against abuse of power. They did not agree about how many representatives each state should have. They also did not agree about how much power the national government should have.

Getting Organized and Madison's Plan

¹⁰ The Constitutional Convention took place in Pennsylvania. The delegates set rules for the debates. They decided to keep the discussions secret. This way, the delegates would be free to change their minds. They also could think about the good of all states, not 15 just the people they represented.

Delegates wanted a new plan for government. James Madison suggested a strong national government. It would have legislative, executive, and judicial branches. The legislative branch would have two parts: 20 a House of Representatives and a Senate. The number of members would be based on a state's population.

Sharing Power

Delegates argued about how the national government and the states would share power. They decided that the national government would have some powers. 25 The states would have others. Both would share some

powers.

One issue was whether a state could protect or end the slave trade. Northern and southern states did not agree about this. They finally said that the national 30 government could control trade in general. It was not allowed to control the slave trade until 1808.

Reaching Compromise

At first there were two plans for representation in Congress. One was the Virginia Plan. This plan based the number of representatives on state population. The other was the New Jersey Plan. It called for each state to have the same number of representatives.

Then, Roger Sherman of Connecticut suggested a new plan. He wanted a **bicameral** legislature. The number of members of the House of Representatives would be based on state population. Each state also would have two senators, no matter what its population. This plan is known as the **Great Compromise**. The **Three-Fifths Compromise** solved the problem of whether to count slaves as part of a state's population.

Executive and Judicial Branches

⁴⁵ Executive and judicial branches were added to the government. This allowed a separation of powers. The President would hold executive power. A Supreme Court would interpret the laws.

The delegates did not agree about who should elect the President and Congress. Some wanted direct election by the people. Others said the people were not informed enough to choose. The delegates decided that all citizens would elect members of the House. State legislatures would select senators. The Electoral College would select the President.

The Signing

On September 17, 1787, 39 delegates signed the Constitution. Over the years changes have been made to the Constitution but the basic plan of government is the same.

Review Questions

- 1. On what issues did delegates agree? Disagree?
- 2. What was Madison's plan for the government?

Key Terms

bicameral (bī KAM er uhl) *adj.* with two houses, or parts **Great Compromise** (GRAYT KAHM pruh mīz) *n.* the plan for representation in Congress that gave each side something it wanted **Three-Fifths Compromise** (three FIFTHS KAHM pruh mīz) *n.* an

agreement to count each slave as three fifths of a person

Vocabulary Strategy

Recognizing Signal
Words Which came
first, the New Jersey
Plan or the Great
Compromise? Circle
the word or words that tell you the
order of these plans.

Reading Check

Underline the sentence that explains the purpose of the Three-Fifths Compromise.

√ Reading Check

Why did some delegates not want direct election of the President?

√ Reading Check

Explain how our government today is similar to the one outlined by the Framers.



Section 2 The Struggle for Ratification

Objectives

- **1.** Identify the views of the Federalists.
- 2. Discuss the views of the Anti-Federalists.
- 3. Explore the role of *The Federalist* in the debate over the Constitution.
- 4. Learn the outcome of the struggle over ratification.

Target Reading Skill

Interpret Nonliteral Meanings Writers sometimes use nonliteral language, such as images or comparisons, to get ideas across to readers. Images and comparisons can help to make ideas clearer. In doing so, they can help to make a point in the text. Read the following sentence.

The debate over the Constitution dragged on.

The phrase *dragged on* creates an image in the reader's mind of a very slow, long process.

Vocabulary Strategy

Recognizing Signal Words The words *first, then, next,* and *finally* can signal steps in a process or event. Read these sentences that describe the process of the Constitution becoming the law of the land.

The Constitution did not go into effect right away. First it was debated. Then it was ratified, or approved, by the states.

The signal word *First* tells the first step in making the Constitution the law of the land. *Then* points to the second step.

Section 2 Summary

The Constitution had to be **ratified** by at least nine states. The states that approved it would become part of the new nation. The Constitution created <u>a storm of debate</u>. Some people liked the new plan. Others were firmly against it.

The Federalists

The **Federalists** supported the Constitution. They said a strong national government could protect the nation against other countries better than the states could alone. It would also keep order, control trade, and protect the rights of citizens. It would pay the nation's debts. It would make sure American money had value at home and around the world.

The Anti-Federalists

The Anti-Federalists were against the Constitution.
They said that a national government would be too far
away from local communities. Anti-Federalists did not
want to give Congress the power to make laws "necessary and proper." They said this could lead to trouble
for the states. They also feared that a strong national
government would take away liberty. They were troubled that there was no bill of rights.

Key Terms

ratified (RAT uh fīd) v. approved

Federalists (FE druh lists) *n*. people who liked the new Constitution and supported a strong national government

Anti-Federalists (AN $t\bar{t}$ FE druh lists) n. people who did not like the new Constitution and who were against a strong federal government

Target Reading Skill

Interpret Nonliteral Meanings
What does the underlined phrase
tell you about people's reactions
to the Constitution?

/ Reading Check

Underline the sentence that tells the Federalist position on the Constitution.

/ Reading Check

Bracket the sentence that explains why the Anti-Federalists wanted a bill of rights.

✓ Reading Check Explain the purpose of *The*.

Explain the purpose of *The Federalist*.

Target Reading Skill

Interpret Nonliteral Meanings
Reread the sentence in brackets.
What do you think the meaning of born is?

Vocabulary Strategy

Recognizing Signal Words What does the underlined word tell you about this step in creating a new government?

√ Reading Check

Circle the word in the last sentence that explains why it was important for all 13 states to ratify the Constitution.

The Federalist Papers

James Madison, Alexander Hamilton, and John Jay were Federalists. They wrote news articles. These articles explained why the Constitution was a good idea. They were gathered in a work called *The Federalist*. In one, James Madison said that the Constitution would protect liberty. *The Federalist* also pointed out the problems that America faced. It was a weak, young nation on a large continent. Other countries might overpower them if they did not unite.

Ratification

Many Americans decided to support the Constitution. The arguments of the Federalists' helped to convince them. The support of George Washington and Benjamin Franklin also helped. Many more were convinced after the Federalists agreed to add a bill of rights.

In 1788, New Hampshire ratified the Constitution. It was the ninth state to do so. But the Constitution still needed the support of the four other states. These states were home to more then 40 percent of the nation's people. By 1790, all 13 states had ratified the Constitution. [The new government was born.] <u>Finally</u>, the loose union of states had become the United States of America.

Review Questions

1.	Why were the Anti-Federalists	against the
	Constitution?	

2. How many states finally ratified the Constitution?



Section 3 The Supreme Law of the Land

Objectives

- **1.** Learn the goals of our government stated in the Preamble to the Constitution.
- **2.** Explore the Articles of the Constitution.
- 3. Analyze the principles of limited government.

Target Reading Skill

Use Context Clues Remember, surrounding words, sentences, and even paragraphs may give clues to the meaning of words you do not recognize. Read these sentences and look for a clue to the meaning of the word *amendments*.

Amendments can be made to the Constitution. Each <u>change</u> must be the will of the people.

The underlined word helps explain the meaning of amendments.

Vocabulary Strategy

Recognizing Signal Words Some words signal that an example is going to be given. Read this paragraph.

The powers delegated, or assigned, to Congress are known as delegated powers. Most of these powers—<u>such as</u> the power to coin money, to declare war, and to regulate trade—are listed in Article 1 of the Constitution.

The words *such as* signal that examples of the delegated powers of Congress are going to be given. Other words signaling examples are listed below.

	Words Tha	at Signal Exam	ples	
for example	for instance	such as	like	specifically

Target Reading Skill

Use Context Clues
Circle the context clue
that tells you what the
Preamble to the
Constitution is.



√ Reading Check

Circle the goal of government that promises to protect our freedoms.

√ Reading Check

List the main duties of the legislative, executive, and judicial branches.

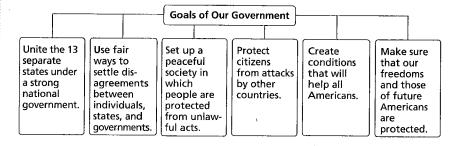
Legislat	ive			
•				
Executi	ve			
			*	
Judicial				

Section 3 Summary

¹ The Constitution sets up our form of government. Our government is a republic. In a republic, the citizens elect their representatives. The Constitution is the land's highest law. It guards citizen's rights. It also gives rules for both national and state governments.

The Goals of Our Government

The Constitution begins with an introduction. This Preamble lists six goals of our government.



The Articles

The plan for our government is organized in seven parts called articles.

¹⁰ **Article 1: The Legislative Branch.** Congress makes the laws for our nation. It is divided into two houses: the House of Representatives and the Senate.

Article 2: The Executive Branch. The President heads the executive branch. The President's job is to carry out the laws.

Article 3: The Judicial Branch. A national court system settles arguments between states. Important cases on which lower courts do not agree can be sent to the Supreme Court. The Supreme Court makes the final decision.

Article 4: The States. Each state must honor the laws of other states.

Article 5: Amending the Constitution. Amendments can be made to the Constitution. Three fourths of the ²⁵ states must approve a change.

Key Terms

amendments (uh MEND munts) n. changes

Article 6: The Supremacy of the Constitution. No state law may go against the Constitution.

Article 7: Ratification. This article explains the process of ratification, or approval, of the Constitution.

The first ten amendments are the Bill of Rights. They were approved in 1791. Since then, seventeen other amendments have been added.

Limited Government

The Constitution creates a government with <u>limited</u> powers. Federalism, separation of powers, and checks and balances restrict the government's power.

Under federalism, some powers belong to the national government. Some belong to the states. And some are shared by both. They include delegated powers, concurrent powers, and reserved powers.

The Constitution divides power among the executive, legislative, and judicial branches. This separation of powers helps to keep the branches from abusing power.

The Constitution also protects against abuse of power by checks and balances. For instance, the President can stop the actions of Congress by vetoing a bill. The courts decide whether a law is constitutional. The House can impeach the President. Checks and balances help the branches work together.

Review Questions

- **1.** Where in the Constitution are the three branches of government and their powers described?
- 2. What three principles limit the power of government?

Key Terms

federalism (FE druh li zum) *n*. type of government in which powers are divided between the national government and the states **concurrent powers** (kun KER unt POU erz) *n*. powers shared by the federal and state governments

reserved powers (ri ZERVD POU erz) \emph{n} . powers that the Constitution neither gives to Congress nor denies to the states

checks and balances (CHEKS AND BAL un sus) *n*. gives each branch of government ways to limit the powers of the others **impeach** (im PEECH) *v*. accuse

Target Reading Skill

Use Context Clues Circle the word that gives a clue to the meaning of *limited*.

Vocabulary Strategy

Recognizing Signal Words

Underline one word or group of words in the last paragraph that signals an example. Tell what the example explains.

/ Reading Check

In the text, number two reasons why checks and balances are important to our system of government.



Section 1 Adding the Bill of Rights

Objectives

- 1. Understand the amendment process.
- **2.** Learn about the debate in Congress over the Bill of Rights and its ratification.

Target Reading Skill

Understand Sequence Looking at the sequence of events will help you understand and remember the events. **Sequence** is the order in which events happen. This diagram shows the sequence of events leading up to the adoption of the Bill of Rights.

The Creation of the Bill of Rights Madison says that a bill of rights is needed. Congress begins working on the idea. A group writes 12 amendments. Congress approves the list. The states approve ten of the amendments. These ten become our Bill of Rights.

Vocabulary Strategy

Using Roots and Prefixes You know that a prefix is a word part that is added before a root. A root is the word part that gives a word its basic meaning. A word with both a root and a prefix brings together the meanings of both.

For example, the prefix *pro-* means "forward, in front of, or for." The root "duc" means to lead. "Produce" means to lead forward or bring forth.

Target Reading Skill

. 15

Understand Sequence Reread the bracketed paragraph. Which happens first: Do the states ratify an amendment or is an amendment proposed to the states?

Vocabulary Strategy

Using Roots and Prefixes Use the prefix and root of the underlined word to explain its meaning. The root means "put."

√ Reading Check

Why is having a formal amendment process important?

Section 1 Summary

The **Bill of Rights** became part of the Constitution after the states approved it. The Federalists had promised that a bill of rights would be added to the Constitution. This change in the Constitution was the first test of the **amendment process**.

The Amendment Process

Amendments to the Constitution must be approved at both the national and state levels. First an amendment is approved at the national level. Next, it is proposed to the states. Then, the states either ratify or reject it.

An amendment can be <u>proposed</u> to the states in two ways. Congress may propose an amendment, but only if it has been approved by a vote in the Senate and the House of Representatives. Congress has proposed 27 amendments that are now part of our Constitution. A national **convention** may also propose an amendment. The convention must be called for by two thirds of state legislatures. A national convention has not yet been used to propose an amendment.

There are two ways for the states to ratify an amendment. Usually an amendment is approved by three fourths of the state legislatures. It can also be approved by special conventions in three fourths of the states. Congress chooses which way an amendment will be approved.

Key Terms

Bill of Rights (BIL UV $\overline{\text{RiTS}}$) n. a list of the people's rights that was added to the Constitution after it was ratified

amendment process (uh MEND munt PRAH ses) n. the way in which changes are made to the Constitution

convention (kun VEN shun) n. a gathering of people

The Debate in Congress

²⁵ The amendment <u>process</u> for the Bill of Rights began in Congress. In 1789, James Madison told members of the House that a bill of rights was needed. Many Americans believed that the Constitution did not protect their rights. Madison argued that a bill of rights

30 would "make the Constitution better" for those people.

After some debate, Congress began to work on a bill of rights. It made a list of rights. The list drew from the English Bill of Rights, state constitutions, and other documents. Members of Congress also discussed where to place the Bill of Rights. Madison wanted it within the articles of the Constitution. That would show its connection to limits already placed on the government.

Most members of Congress voted to put the Bill of Rights at the end. They did not want the list to have the same importance as the original Constitution.

A committee in Congress wrote 12 amendments. Ten of these protected the people's rights. Congress approved the amendments. It then proposed them to the states. People who did not trust the new governments before welcomed the amendments. Two amendments did not get enough support. By 1791, the states had ratified the ten amendments that protected citizens' rights. The Bill of Rights had become part of the Constitution.

Review Questions

- **1.** Describe the two ways that an amendment can be proposed to the states.
- **2.** Explain where different groups wanted the Bill of Rights to be placed in the Constitution and why.

/ Reading Check

Bracket the sentence(s)
that explain the debate
over where to place
the Bill of Rights in
the Constitution.

Vocabulary Strategy

using Roots and Prefixes Look at the word process. Its root, cess, means "go."
Use the word's parts to help explain its meaning.



Section 2 Protections in the Bill of Rights

Objectives

- 1. Understand how the First Amendment protects individual freedoms.
- **2.** Find out how the Bill of Rights protects people against abuse of power by the government.
- 3. Learn how the Bill of Rights protects people accused of crimes.
- **4.** Discuss the protections of other rights outlined in the Ninth and Tenth Amendments.

Target Reading Skill

Understand Sequence You have learned that sequence is the order in which events happen. But sequence is not just time order. It can also be order of importance. Or it can be some other order that organizes ideas or other items. As you read, consider the order of and the information in the first ten amendments. The First Amendment, for example, deals with different freedoms.

Vocabulary Strategy

Using Roots and Prefixes Remember, a prefix is added before the root of a word. As you read, pay attention to prefixes and roots of words you do not recognize. These word parts can often help you figure out the meaning of a word. If you do not know the meaning of a prefix or root, look it up in a dictionary. Then see if you can combine the meaning of the prefix with the meaning of the root to unlock the word's meaning.

Word	Prefix	Root	Meaning
protect	pro- "in front"	tect "cover"	"guard, defend"

Section 2 Summary

¹ The first ten amendments are known as the Bill of Rights. They were added to the Constitution to protect citizens' rights. The Bill of Rights did not change any basic ideas of the Constitution. It describes basic rights 5 that are protected under our form of government.

Protections of Individual Freedoms

The First Amendment protects a number of freedoms for every American.

First Amendment

Freedom of Religion

- the right to follow the religion of your choice, or not to practice any religion
- separation of church and state

Freedom of Speech

- the right to speak and write freely
- people are not free to slander, or tell lies about, a person

Freedom of the Press

- the right to print or publish information and opinions
- people are not free to libel, or print lies about, a person

Freedom of Assembly

- the right to assemble, or meet together
- gatherings must be peaceful and not go against others' rights

Freedom of Petition

- the right to ask a government representative to change a law, make a new law, or solve problems in other ways
- ways to petition, or make a request, include letters, e-mail, telephoning, and petitions

Reading Check

List ways you use the basic freedoms of the First Amendment every day.

Target Reading Skill

Understand Sequence Circle the sentence that describes the First Amendment. Why do you think such rights

were described in the first amendment in the Bill of Rights?

Key Terms

separation of church and state (sep uh RAY shun UV CHERCH AND STAYT) n. the idea that the government may not be involved in anything related to religion

Vocabulary Strategy

Using Roots and Prefixes Use a dictionary to find the meaning of the prefix in the underlined word. Then circle the letter of the correct meaning of the word.

- a. good use
- b. bad use
- c. no use
- d. none of the above

√ Reading Check

Explain how the amendments that protect against abuse of power also protect Americans' right to privacy.

✓ Reading Check

Why is it important for all people to have due process of law?

✓ Reading Check

How might the Ninth and Tenth amendments have helped form a lasting Constitution?

Key Terms

eminent domain (EM uh nent do MAYN) n. the power to take private property for public use

due process of law (DOO PRAH ses UV LAH) *n*. the system in which government must treat accused persons fairly

double jeopardy (DUB ul JEP er dee) n. being placed on trial twice for the same crime

Protections Against Abuse of Power

The Second Amendment deals with people's right to own guns. The Third says the government must get permission to let soldiers use citizens' homes. The Fourth says the police cannot search people (or their homes) without good reason. The Fifth protects citizens from abuse of the power of eminent domain.

Protections of an Accused Person's Rights

The Fifth, Sixth, Seventh, and Eighth Amendments
describe the rights of an accused person. The Constitution says that citizens are allowed **due process of law**.

The Fifth Amendment says that an accused person cannot be forced to confess. It also protects citizens from **double jeopardy.** The Sixth protects a citizen's right to a speedy, public, and fair trial. The Seventh permits jury trials. The Eighth protects accused persons from "cruel and unusual punishments."

Protections of Other Rights

The Ninth Amendment says that citizens' rights are not limited to the rights listed in the Constitution. The ²⁵ Tenth says that the powers not mentioned in Article 1 belong to state governments or to the people.

Review Questions

1.	Which amendments describe the rights of a	an
	accused person?	

2.	What	does	the	Ninth	Amend	lment	say



Section 3 Interpreting the Bill of Rights

Objectives

- **1.** Determine the role of the courts in interpreting citizens' rights.
- 2. Examine the definition of freedom of speech and students' rights in the Tinker case.
- 3. Describe how the courts protected freedom of expression for extreme groups in the Skokie case.
- 4. Understand that protecting the rights of citizens is a continuing challenge for all.

Target Reading Skill

Recognize Words That Signal Sequence Signal words can help you understand how ideas or events are related, or connected. The words in the chart signal the sequence, or order, of events. The word *in* followed by a date also points out the order of events.

	S	equence S	Signal Wo	ords		
first after	next finally	last second		before later	during when	

Vocabulary Strategy

Using Roots and Prefixes Several prefixes mean "not."

	Prefixes wi	th the Meanir	ıg "Not"	
dis	in-	non-	un-	

As you read, use what you know about the meaning of these prefixes to figure out the meaning of words you do not recognize. Read this sentence:

What happens when people <u>disagree</u> about the meaning of our rights under the Constitution?

When you know that dis- means "not," you know that disagree means "do not agree."

√ Reading Check

Briefly describe a conflict involving citizens' rights in which neither party is clearly right or wrong.

Target Reading Skill

Recognize Words That Signal Sequence What does the underlined phrase tell you about the Tinker case?

✓ Reading Check

List some other symbols that are protected by the First Amendment.

Section 3 Summary

¹ The rights of citizens are often hard to interpret, or explain. The first ten amendments to the Constitution do not say how rights apply in every case. Sometimes certain rights have to be weighed against others. The meaning of freedom of the press and freedom of speech, for example, may be different in different cases.

The Role of the Courts

Judges must decide whether laws go against people's rights. The two cases below are **case studies**. They show how ideas in the Constitution apply to real events.

Students and Free Speech

The *Tinker* case involved two questions. What is meant by "speech" in freedom of speech? What rights do students have under the Constitution?

In 1965, Mary Beth Tinker, her brother, and another student wore black armbands to school. They were protesting the Vietnam War. School officials said the students could not wear armbands and suspended the students. The Tinkers' parents argued that the school was not allowing the students freedom of speech. School officials said the armband rule helped to keep order. They also argued that schools were not places for political protests.

The case went before a local court first. It decided that the rule against armbands was needed. A higher court agreed. Then the Supreme Court heard the case.

It decided the students were right. It said that symbols such as armbands are forms of speech. It also said that the protest did not interfere with other students' right to an education. Most importantly, the Court ruled that students have a basic right to free speech.

Key Terms

freedom of the press (FREE dum UV THUH PRES) n. the right to print newspapers, magazines, and other materials without government control

freedom of speech (FREE dum uv speech) n. the right to say what you think

case studies (KAYS STUD eez) n. descriptions of events and issues and how they were handled

The Skokie Case: Freedom for Nazis?

In 1977, members of the American Nazi Party applied for a permit to march in Skokie, Illinois. Forty thousand Jews lived in the town. Many had survived the death camps of World War II. These camps had been set up between 1938 and 1945 by the German dictator
and Nazi party leader Adolf Hitler. The city of Skokie tried to stop the march. It made the marchers buy insurance that would help the city pay if the march caused any damage or injuries. The marchers planned a rally to protest the insurance. A county court ruled
that they could not hold a protest.

A long court battle began. The question was difficult. Does the First Amendment protect groups that spread a message of hate? There were strong arguments on both sides. The marchers took the case to the Supreme Court. The Supreme Court said the Illinois Supreme Court and the U.S. District courts had to hold a hearing on their ruling against the Nazis. [These courts finally decided that the Skokie law requiring insurance went against the First Amendment.] It also decided that the Nazis had a right to hand out material expressing their message. The Skokie case showed that

The Continuing Challenge

Protecting the rights of citizens is a challenge that we all share. Our rights are not protected just because they are in the Constitution. Citizens play a key role in protecting people's rights through their actions and respect for each other.

the First Amendment protects even unpopular beliefs.

Review Questions

- 1. How do courts interpret the meaning of citizens' rights?
- **2.** How did the Supreme Court define "speech" in the *Tinker* case?

✓ Reading Check Underline a sentence that helps explain how the Skokie case showed that courts are needed to interpret our rights. Target Reading Skill Recognize Words That Signal Sequence Circle the sequence signal word in the bracketed sentence. What does it tell you about the order of events? **Vocabulary Strategy** Circle the prefix in the underlined word. Then use the prefix to explain the word's meaning.

Chapter 6 Section 3

Reading Check

List some ways you can help pro-

tect the rights of others.



Section 1 Changing the Law of the Land

Objectives

- 1. Learn how slavery was abolished.
- 2. Find out more about how African Americans gained the right to vote.
- **3.** Explore how women gained the right to vote.
- 4. Discuss how young adults gained the right to vote.
- 5. Learn how the Constitution adapts to the needs of society.

Target Reading Skill

Analyze Word Parts Breaking a word you do not know into parts may help you figure out the word's meaning and pronunciation. Prefixes, roots, and suffixes are word parts that contribute to a word's meaning. Pronunciation is how you say a word out loud.

Take the word convention, for example. It can be broken into three parts:

Prefix	Root	Suffix
con-	ven	-tion
"together"	"come"	"act of"

When you put the meanings of the parts together, you understand that *convention* means "the act of coming together."

Vocabulary Strategy

Using Context Clues You know that the words, sentences, and paragraphs around a word make up its context. Context often gives clues to a word's meaning. Read this paragraph.

Originally, the Constitution let the states decide who was **qualified** to be a citizen. Most states gave citizenship only to white men who owned property. Today, however, anyone born or naturalized in the United States is a citizen.

The underlined sentences offer clues to the meaning of the word *qualified*.

The information in these sentences tells you that *qualified* means "able." Chapter 7 Section 1

Vocabulary Strategy

Using Context Clues Circle the word that gives a clue to the meaning of abolish.



√ Reading Check

Underline the sentence that tells why the Supreme Court's decision in the Dred Scott case was a victory for supporters of slavery.



Analyze Word Parts The word *illegal* can be divided into these parts:

Prefix Root Suffix il- leg -al

The root *leg* means "law." What do you think the prefix *il*- means? (Hint: *II*- is related to the prefixes *in*- and *un*-.)

√ Reading Check

Why is the Fourteenth Amendment sometimes called the "second Bill of Rights"?

Section 1 Summary

Since the Bill of Rights was written, 17 other amendments have been added. Most of them helped the Constitution adjust to changing times. Some made changes in citizenship and voting rights.

Abolishing Slavery

⁵ The issue of slavery divided our nation for a long time. Enslaved African Americans worked on farms in the South. In many northern states, slavery was not allowed. Both northern and southern states had to ratify the Constitution. So a compromise was made on slavery. The Constitution did not abolish, or end, slavery. It did not even mention slavery.

Then, in 1857, the Dred Scott case came to the Supreme Court. The Court ruled that slaves were property. The Court said the Constitution allowed slavery.
¹⁵ Change finally came after the Civil War. In 1865, the Thirteenth Amendment was added to the Constitution. It ended slavery in the United States.

African Americans and the Right to Vote

In 1868, the Fourteenth Amendment was added to the Constitution. It said that African Americans were citizens. It said the states—not just Congress—must respect citizens' rights. The Fourteenth Amendment is sometimes called the "second Bill of Rights."

In 1870, the Fifteenth Amendment was added. It promised **suffrage** for African Americans. Even so, ²⁵ some states still kept African Americans from voting. They did this by making some people pay a **poll tax**. Those who could not pay the tax could not vote. In 1964, the Twenty-fourth Amendment made poll taxes against the law. This was a big step in protecting the ³⁶ rights of African Americans. It also helped to undo past unfairness to African Americans.

Key Terms

suffrage (SUF rij) *n.* the right to vote **poll tax** (POHL TAKS) *n.* money that must be paid in order to vote

Women and the Right to Vote

From the founding of our country, most people believed that a woman's place was in the home. Because of such traditional ideas, women were not allowed to vote. They also could not run for political office.

In the late 1800s, more women took jobs outside their homes. More women became active in social and political issues. Women asked for the right to vote. Supporters known as suffragists joined them. For 40 years, Congress refused to pass an amendment to allow women to vote. Finally, the House and Senate approved it. It became the Nineteenth Amendment. The states approved the amendment in 1920.

Youth and the Right to Vote

Until the middle of the 1900s, the voting age was 21.

- But many Americans believed that citizens old enough to fight in a war should have the right to vote. In 1970, Congress passed a new law. It allowed 18-year-olds to vote in national, state, and local elections. The Supreme Court ruled that Congress could only set the voting
- ⁵⁰ age for national elections. To let 18-year-olds vote in all elections, the Constitution had to change. In 1971, Congress approved the Twenty-sixth Amendment. This lowered the voting age to 18.

The Voice of the People

The voting rights amendments show that the

The Thirteenth, Fourteenth, and Fifteenth Amendments were the result of the Civil War. All the other changes were made through the peaceful work of citizens. The United States is truly a government by the people. The citizens decide what will be the law of the land.

Review Questions

1.	Why didn't the Constitution abolish slavery?			
2.	How did women gain the right to vote?			

Vocabulary Strategy

Using Context Clues Explain a traditional idea about women.
Circle a context clue that would help you figure out the meaning of traditional.

✓ Reading Check

List two ways women showed they deserved the right to vote.

√ Reading Check

Underline the sentence
that explains why many
Americans supported
lowering the voting
age to 18.

Reading Check

Circle the words that tell who can propose changes to the Constitution.

Objectives

- 1. Discuss the role of the Supreme Court.
- **2.** Explore how equality and segregation were at odds in our nation's history.
- 3. Consider equality and affirmative action in our nation's history.
- 4. Take a look at women and equality.
- 5. Understand how the Constitution provides a framework for the future.

Target Reading Skill

Recognize Word Origins A word's origin is where the word comes from. Many English words come from Latin or Greek. The word *segregation*, for example, comes from Latin. Its prefix *se-*, its root *greg*, and its suffix *-ation*, are all from Latin. When you know their meanings, you can figure out the meaning of *segregation*.

Prefix	Root	Suffix
se-	greg	-ation
"apart"	"herd"	"act of"

The Latin word parts tell you that *segregation* means "being apart from the herd or crowd." Knowing about word origins can help you figure out the meanings of words.

Vocabulary Strategy

Using Context Clues Remember, when you come across a word you do not recognize while reading, you can look for clues to its meaning in its context. Surrounding words, sentences, and paragraphs often make the meaning of unknown words clear. Read this paragraph.

The Framers of the Constitution understood that specific instructions for running a government in 1787 might not work years later. The Framers gave general ideas and let later generations fill in the details.

Clues to the meaning of the word *generations* appear in dark type. They tell you that *generations* means "people who lived after the Framers

Section 2 Summary

¹ The Constitution is a <u>flexible</u> document. It gives us general ideas for running the government. It does not have to change to meet every new issue our nation faces.

The Role of the Supreme Court

The Supreme Court decides if a law or action follows the Constitution. Its decisions must be obeyed. Even the President and Congress must obey them. But decisions may be changed. There may be an amendment to the Constitution. A later court decision also may change them.

Equality and Segregation

How the Supreme Court interprets the Constitution can change, too. The right to equal protection set out in the Fourteenth Amendment is an example. In the 1896 case of *Plessy* v. *Ferguson*, the Court ruled that segregation of African Americans was allowed. They also said the separate places for blacks and whites had to be of equal quality. This "separate but equal" idea was used to support segregation for more than 50 years.

In the 1950s, some new cases came to the Supreme Court. These cases forced the Court to decide if "separate but equal" places really gave "equal protection." One major case was *Brown* v. *Board of Education*. The Supreme Court changed its mind about segregation. It ruled that segregation went against the Constitution. This decision overturned *Plessy* v. *Ferguson*. It said that all segregation laws are unconstitutional.

Key Terms

equal protection (EE kwul pruh TEK shun) *n.* the idea in the Constitution that says that people must be treated fairly, though not in exactly the same way

segregation (seg rih GAY shun) *n*. the separation of one group or race from another, especially in public places such as hotels, schools, and trains

Target Reading Skill

Recognizing Word Origins The root of the underlined word is Latin and means "bend." What do you think the meaning of the word is?

Vocabulary Strategy

Using Context Clues
Circle any word that is a clue to the meaning of overturn.

√ Reading Check

Underline the sentences
that explain how
Supreme Court declsions can be overturned.

√ Reading Check

How did the result of *Brown v.* Board of Education affect segregation?

Target Reading Skill

Recognizing Word Origins The word affirmative includes the Latin root firm, which has the same meaning as the word in English. What do you think the Latin root means? What might affirmative mean?

√ Reading Check

Underline the phrase that tells what affirmative action was originally designed to counteract.



√ Reading Check

How was the equal protection clause applied by the Supreme Court in the *Phillips* case?

√ Reading Check

Circle the words that tell to whom the principle of equal protection applies.



Equality and Affirmative Action

After the *Brown* case, Congress passed laws against discrimination. But these laws could not undo past discrimination. In the 1960s, the government said companies and schools had to take **affirmative action**. This was meant to give equal chances to various groups.

Some people said that affirmative action did not give equal treatment. They said it was reverse discrimination. One case was *Regents of the University of California* v. *Bakke*. In this case, the Supreme Court was to decide if affirmative action was fair. The Court said a college could not discriminate against whites because of race. Equal protection applies to all people. It also said schools could consider race when trying to create diversity among students.

Women and Equality

The Supreme Court has also looked at equal protection for women in the workplace. One case was *Phillips* v. *Martin Marietta*. The Court said that companies could not have one set of rules for hiring men and another for women. Women had to be treated equally.

A Framework for the Future

⁴⁵ The Supreme Court applies the general ideas of the Constitution to new issues. Amendments may be needed from time to time. Still, the sturdy framework of the Constitution is not likely to change.

Review Questions

- **1.** What part does the Supreme Court play in interpreting the Constitution?
- **2.** Explain how the Supreme Court allowed segregation in *Plessy* v. *Ferguson*.

Key Terms

affirmative action (uh FER muh tiv AK shun) n. a plan of steps to work against the effects of past discrimination



Section 1 The Members of Congress

Objectives

- 1. List the responsibilities of lawmaking.
- 2. Describe the day of a member of Congress at work.
- **3.** Explore the jobs of representatives and senators.
- **4.** Identify the requirements, salaries, and benefits of being a representative or senator.

Target Reading Skill

Identify Signal Words Certain words signal, or point out, relationships between ideas, people, places, and things. Writers can use signal words to compare or contrast. Read this sentence.

Like senators, members of the House of Representatives are elected to office.

The word *like* compares senators to members of the House. Other words signaling comparison or contrast are *alike*, *unlike*, *similar*, *similarly*, *different*, *same*, *opposite*.

Vocabulary Strategy

Using Roots and Prefixes A prefix is a word part added before the root. The root carries the basic meaning of the word. A prefix adds to or changes the meaning of the root. Study these prefixes and their meanings.

Prefix	Meaning
re-	again, back
un	not
over	above, past, beyond

Now think about the meaning of *overlap* in this sentence:

The terms of senators overlap the terms of other senators.

Overlap means "run past or go beyond."

Section 1 Summary

¹ Congress is the legislative branch of the government. It is made up of the Senate and the House of Representatives. The job of Congress is to make laws.

The Responsibilities of Lawmaking

Members of Congress have responsibilities to different groups. Each member is responsible to the group of citizens he or she represents. These **constituents** expect senators and representatives to be their voice in Congress.

Members of Congress are also responsible to their political party. Each party works to elect members.

Members are expected to support the issues that are important to that party. One way members do this is to bring a bill before Congress.

Members of Congress who want to run for reelection need support and money. They often get help from interest groups. Interest groups work to get members of Congress to support bills that help their group. Interest groups use lobbyists to do this. A member of Congress must also be a servant of the people. This means they give information and help to those who need it. This is an important role because it helps constituents and wins votes in the next election.

Members of Congress at Work

Members of Congress spend a lot of time learning about issues. They listen to and give speeches. They also vote on bills. Every day, they go to meetings with each other and with lobbyists and constituents. Members of Congress prepare bills. They study reports. They read letters, too. Staff members help them.

Key Terms

constituents (kun STICH oo ents) n. the people a member of Congress represents

bill (BIL) n. a proposed law

interest groups (IN trist GROOPS) n. people who work together to accomplish a goal on which they all agree.

lobbyists (LAHB ee ists) n. people who work for interest groups

/ Reading Check

Underline the sentence that explains the phrase servant of the people.

Vocabulary Strategy

Using Roots and Prefixes Circle the word in the third paragraph under "The Responsibilities of Lawmaking" that includes the prefix re-. Explain its meaning.

Reading Check

Bracket the text that
explains what a senator
or representative does
on a typical day in
Washington.

Identify Signal Words Find and underline a word under the heading "Senators" that signals comparison or contrast.

Then circle the two things the word compares or contrasts.

√ Reading Check

Underline the sentence that explains why the Framers of the Constitution wanted senators' terms to overlap.

√ Reading Check

In the text, number three job requirements for senators and representatives.

Representatives and Senators

There are 435 representatives in the House. Each serves for two years. Representatives may run for reelection.

The number of representatives for each state depends

on the state's population.

The Constitution calls for a census. The census_counts the number of people in each state. It is used to decide how many representatives each state has. Each state is divided into **congressional districts**. All congressional districts must have about the same number of people.

Senators

There are 100 members in the Senate. Each state has two. A senator focuses on the interests of the whole state, not just one district. Senators are elected for six-year terms. One third of the senators are elected every two years. The terms of senators overlap, unlike the terms of representatives. That means there are always some experienced members in the Senate.

Requirements, Salary, and Benefits

Senators and representatives must live in the states in which they are elected. Representatives must be at least 25 years old. Senators must be at least 30 years old. A representative must have been a citizen for at least seven years. A senator must have been a citizen for at least nine years.

Benefits include offices in Washington and in each district or state. Members receive money for their offices, staff, and travel. They also have free use of the mail to write to constituents.

Review Questions

 To whom are members of Congress are response 	sible?
--	--------

2.	List	some	duties	of a	member	of	Congress.
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Key Term

congressional district (kun GRE shuh nul DIS trikt) n. the part of a state that a member of the House represents



Section 2 The Powers of Congress

Objectives

- 1. List and describe the powers given to Congress.
- 2. Identify limits on the powers of Congress.

Target Reading Skill

Make Comparisons When you compare two or more things, you see how they are alike. The following words and phrases are often used to make comparisons.

similar to

the same as

alike

Read this sentence:

Senators and representatives have the same job in Congress—to make laws.

Note that the word *same* is used to compare the jobs of senators and representatives.

Vocabulary Strategy

Using Roots and Prefixes Many prefixes in English words come from the Greek and Latin languages. Here are some examples of Greek and Latin prefixes with the same meaning.

	Meaning		
Greek Prefixes syn-, sym-, syl-, sys-	together, with		
Latin Prefixes co-, col-, com-, cor-	togotio, mar		

Knowing the meaning of these prefixes will help you understand the meaning of many words. Take the word *synagogue*, for example. It refers to a place where people of the Jewish faith worship. *Congress* refers to the group that comes together to make laws for our nation.

Target Reading Skill

Making Comparisons

The underlined signal word compares the powers of Congress. Bracket the sentence that explains how these powers are the same.

Vocabulary Strategy

Using Roots and Prefixes Circle a word with the prefix col- or com-. Use the prefix to explain the word's meaning.



Section 2 Summary

Local and state governments have the power to solve some problems. The Constitution gives Congress the power to solve other problems, such as national issues. But there are limits to these powers.

Powers Given to Congress

The powers given to Congress are the <u>same</u> in one way. They all reflect one or more of the goals in the Preamble to the Constitution. Some of these goals are "to form a more perfect union, establish justice, and insure domestic tranquility." Other goals are to "provide for the common defense, promote the general welfare, and secure the blessings of liberty."

Congress helps the general welfare, or well-being of the people. It does this by making laws that help people live better. Congress has the power to collect taxes and borrow money. It has the power to decide how the money it collects will be spent. It has final approval of the government's **budget**.

Congress provides for the defense of the nation. It has the power to set up an army and a navy. Only ²⁰ Congress has the power to declare war.

Congress also helps establish justice. It has the power to create federal courts below the Supreme Court. Congress also has the power to impeach an official such as the President or a federal judge. Only the House can impeach. The Senate has the power to put the impeached person on trial. The person is removed from office if he or she is found guilty.

The Constitution does not list all the powers of Congress. The elastic clause gives Congress unnamed powers. It allows Congress to make all laws that are "necessary and proper" for carrying out the listed powers. The elastic clause makes the government flexible. That helps it to change with the times.

Key Terms

budget (BUJ it) n. a plan for raising and spending money

The Constitution gives Congress important powers 35 that do not have to do with making laws. Congress also has the power to investigate matters related to the government. It can gather information to make laws. It can also find out how the executive branch is enforcing laws.

Limits on the Powers of Congress

Limits on the powers of Congress are both general and 40 specific. The system of checks and balances sets general limits. Article 1, Section 9 of the Constitution lists specific limits.

The most important of these specific limits protects the rights of citizens. If you are in jail without a charge, 45 a lawyer or friend can get a writ of habeas corpus. This paper orders the police to bring you into court. The court decides if the police have enough evidence to keep you in jail. If not, you must be let go. The Constitution says that Congress cannot take away this 50 right except during invasion or civil war.

The Constitution also does not allow Congress to pass a bill of attainder. This convicts a person of a crime without a trial. In addition, Congress cannot pass an ex post facto law. Such a law makes a particu-55 lar act a crime. Then it punishes people who did the act before the law was passed.

Review Questions

- 1. What do the powers given to Congress have in common?
- 2. What places general limits on the powers of Congress?

Key Terms

bill of attainder (BIL UV uh TAYN der) n. a law that finds a person quilty of a crime without a trial

Reading Check

Underline the major powers the Constitution grants the Congress.

Vocabulary Strategy

Using Roots and Prefixes Use what you know about prefixes to find the word in the first paragraph under

"Limits on the Powers of Congress" that means "a group of things that together form a whole." Underline the word and circle the part that means "together."

Reading Check

Underline the sentence that explains why the Constitution places specific limits on the powers of Congress.



Section 3 How Congress Is Organized

Objectives

- 1. Identify the leaders of both houses of Congress.
- 2. Describe the work of congressional committees.
- 3. Describe the President's role in legislation.

Target Reading Skill

Identify Contrasts When you contrast two or more things, you see how they are different. The following words and phrases are often used to point out differences.

unlike

in contrast to

than

Consider the contrast made in this sentence:

The House of Representatives has more members than the Senate.

The word than is used to contrast the two houses of Congress.

Vocabulary Strategy

Using Roots and Prefixes The roots of many English words come from the Latin language. The chart below shows some common Latin roots and their meanings.

Root	Meaning
-duc-	lead
-fer-	bring, bear
-ject-	throw

Remember, a prefix added to a root adds to or changes the root's meaning. The word *introduce*, for example, combines the prefix *intro*with the root *duc*-. The prefix can mean "in" or "into." You could understand the meaning of *introduce* as "lead into."

Section 3 Summary

¹ The meeting periods of Congress are called terms. Each two-year term is divided into two sessions. There is one session for each year.

Members of Congress often work in committees to 5 make laws. A committee is a small working group.

Leadership in Congress

The Constitution says that the House of Representatives must choose the **Speaker of the House**. It says that the Vice President serves as the president of the Senate. It also directs the Senate to choose a **president pro tem-**¹⁰ **pore**. This officer is called president pro tem, for short.

The Democratic and Republican parties decide who the leaders will be. The party with more members is called the majority party. The one with fewer members is the minority party.

- The majority party in the House chooses the Speaker of the House. The Speaker is the most powerful member. The Speaker chooses committee members and sends bills to committees. The Speaker also leads sessions.
- The Vice President is in charge of sessions of the Senate. Unlike the Speaker, the Vice President cannot take part in debates. The Vice President votes only to break a tie. The majority party in the Senate chooses the president pro tem. This officer usually leads the
- ²⁵ Senate sessions. That is because the Vice President is busy with executive duties.

Floor leaders must guide bills through Congress. They work closely with committee leaders and party members. Assistant floor leaders are called whips.

30 They help the floor leaders.

Key Terms

Speaker of the House (SPEE ker UV THUH HOWS) *n.* the officer who leads the House of Representatives

president pro tempore (PREZ i dent PRO TEM puh ree) *n*. the officer who leads the Senate when the Vice President is not there

floor leaders (FLOR LEE derz) n. main officers of the majority and minority parties in Congress

Target Reading Skill

Identify Contrasts Underline a word in the fourth paragraph under "Leadership in the House" that signals contrast. Then circle the two things that are being contrasted.

✓ Reading Check

Gircle the names of the leaders of the Senate.

√ Reading Check

Underline the sentences that explain how a select committee differs from a standing committee.



Target Reading Skill

Identify Contrasts Explain what the underlined sentence helps to contrast.

Vocabulary Strategy

Using Roots and Prefixes

Circle the words in the last three paragraphs that mean "a bringing together of groups" and "throw back."
Underline the root and prefix in each word.

√ Reading Check

Why might a President want to exercise a pocket veto?

Working in Committees

Committees do much of the work of making laws. A bill introduced in the House or Senate is sent to a standing committee. These are permanent committees. Each deals with one area, such as banking. Each has

³⁵ Democratic and Republican members. The chairperson of each committee belongs to the majority party.

Committees control what happens to a bill. First, a standing committee studies it. Next, it holds hearings about the bill. The committee may suggest changes.

⁴⁰ Finally, the committee decides whether to send the bill to the entire House or Senate. If the committee does not send the bill, the bill expires or dies.

The House or Senate sometimes forms a select committee. This committee deals with a problem not covered by a standing committee. Members of both the House and the Senate make up a joint committee.

A bill must pass in both houses. Then it can go to the President to be signed. Sometimes the houses cannot agree. Then a conference committee is formed. It is different from a standing committee because it is temporary. It tries to settle the differences between the houses.

The President's Role

A bill is sent to the President after it has been passed by both houses. The President can sign the bill into law. He also may veto, or reject, a bill. The President may send 55 the bill back to Congress unsigned. Congress can still pass the bill by a two-thirds vote of both houses.

A bill can also become law if the President holds it for ten days without signing or vetoing it. This is another way the President can veto a bill. It is called a **pocket veto**.

Review Questions

1. What is the name of the person who leads the House?

⁵ 2. What does a standing committee do with a bill?

Key Terms

pocket veto (POK it VEE to) *n.* when the President rejects a bill by keeping it for 10 days, during which Congress ends its session



Prepare to Read

Section 4 Following a Bill in Congress

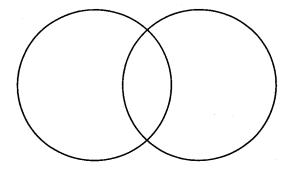
Objectives

- 1. Describe the process of stopping a bill from being passed.
- 2. Discuss how compromise bills are accepted and become law.
- 3. Explain how a bill dies in committee.

Target Reading Skill

Compare and Contrast Comparing and contrasting help you sort out and understand information. When you compare two things, you look at similarities. When you contrast them, you look at differences.

As you read this section, compare and contrast the paths that different minimum-wage bills took toward becoming a law. Use a diagram like this to note similarities and differences between bills.



Vocabulary Strategy

Using Roots and Prefixes The Latin roots *minor-* and *major-* have opposite meanings.

Root	Meaning	Root	Meaning
minor-	smaller	major-	greater

Use this information to understand the meaning of the underlined term in this sentence:

The Republicans stopped the bill although they were the <u>minority</u> party in the Senate.

Now you know that the minority party is the smaller political party.

Vocabulary Strategy

Using Roots and Prefixes The underlined word is related to the Latin root *minor-*, It means "smallest, least, or lowest." What do you think a minimum wage is?

√ Reading Check

Underline the sentence that explains how the Republicans kept the minimum-wage bill from coming to a vote.

Section 4 Summary

¹ The process a bill goes through in becoming a law takes time. Every bill is studied and debated carefully. Bills face many problems. If members of Congress disagree on the issue, a bill can be stopped. Later, they may agree on a compromise bill. A bill can also die in committee.

Stopping a Bill

Senator Edward Kennedy introduced S.837, a minimum-wage bill, in 1987. It was given to the Labor and Human Resources Committee. Senator Kennedy led the committee. The committee held hearings on the bill. Then it sent the bill to the full Senate to be approved. This step is called reporting the bill.

The Senate began its debate on the bill. Senator Orrin Hatch opposed the bill. He thought it would hurt the economy. He and other Republicans started a filibuster to block passage of the bill. Filibusters do not happen in the House. The House has time limits for debates. The Democrats tried to stop the filibuster by calling for cloture. A three-fifths vote is needed for cloture. The Democrats tried twice to get the number of votes needed for cloture. They failed. The Senate could not vote on the bill. That is because the filibuster did not end. The Republicans stopped the bill this way.

Key Terms

filibuster (FI luh bus ter) n. when senators give long speeches to try to stop the Senate from voting on a bill

cloture (KLO chur) n. when senators vote to stop a filibuster by ending the debate on a bill

Compromise Bills

Senator Kennedy introduced a new minimum-wage bill, in the next Congress. This bill had several changes in it. Some Republicans liked it better. The Senate passed it.

The House also passed a minimum-wage bill. The Senate and House bills were not exactly alike. A conference committee formed to work on a compromise bill. Both houses passed this bill. It was sent to the President. President George H. W. Bush thought an increase in the minimum wage would hurt the economy. He vetoed the bill.

Congress could not override the veto. It worked on another compromise bill. The President liked the new bill. He signed it into law.

Another minimum-wage bill was introduced in the House in 1996. It was sent to the Committee on Ways and Means. The committee approved it and sent it to the full House. The Senate passed a similar bill several weeks later. A conference committee worked out a compromise bill. Both houses of Congress passed it. President Clinton signed the bill.

A Bill Dies in Committee

⁴⁵ Senator Kennedy introduced another minimum-wage bill in 1998. The bill was sent to the Labor and Human Resources Committee. The committee now had a Republican senator as its leader. It did not get the support of the majority of committee members. The bill

 $^{\mbox{\tiny 50}}$ "died" when the 105th session of Congress ended.

Review Questions

1. How can members of the Senate stop a bill?

2. How do compromise bills become law?

Target Reading Skill

Compare and Contrast
Underline the sentence
that contrasts the
Senate and House
minimum-wage bills.

√ Reading Check

Circle the sentence that explains why a conference committee was formed.

Target Reading Skill

Compare and Contrast
Underline the sentence that tells what happened to Senator
Kennedy's 1998
minimum wage bill.

√ Reading Check

Why do you think Senator Kennedy wanted to raise the minimum wage?



Prepare to Read

Section 1 The Roles of the President

Objectives

- **1.** Learn why the Framers of the Constitution created the office of President with limits.
- 2. Describe the various roles of the President.
- 3. Identify which of the President's roles have been created by tradition.

Target Reading Skill

Read Ahead Reading ahead helps you understand words and ideas in the text. Try reading ahead if a word or idea is not clear. Information in the next paragraph or two may help explain the meaning of the word or idea. Read this paragraph.

The President is chief executive. That means the President is head of the executive branch of our nation's government. The President's main job is to execute, or carry out, the laws.

The meaning of the first sentence may not be clear to you right away. If you read ahead, you get more information. This information explains what it means to be chief executive.

Vocabulary Strategy

Using Word Parts Breaking a word into parts can help you understand its meaning. Word parts include prefixes, roots, and suffixes.

- A root is the base of the word. It has meaning by itself.
- A prefix is added before the root. It changes the meaning of the word.
- A suffix is added after the root. It changes the word's meaning and its part of speech. Also note that there may be a change in the spelling of the root when a suffix is added.

Take the word *execute*, for example. *Execute* is a verb that means "carry out." When you add the suffix *-ive* to the root *execute*, you get the word *executive*. This new word is an adjective. Its meaning is "having to do with carrying out."

√ Reading Check

Bracket the sentence that tells for how many years a President's term lasts.



Read Ahead Keep reading to find out the meaning of commander in chief.
Underline the sentence that explains this role of the President.

Section 1 Summary

The President is the head of the executive branch. Carrying out laws is only part of the job. The President's most important duty is to set goals for the nation and develop policies. Policies are ways of reaching goals. The President must make final decisions on many important issues.

Creating the Office of President

The Constitution sets limits on the office of President. One limit on the President's power is the term of office. The President is elected for a term of four years. No President may hold office for more than two terms.

The separation of powers also limits the President's power. The President only carries out laws. Congress makes laws. The Supreme Court decides if a law agrees with the Constitution.

Another limit is the system of checks and balances. Congress must approve many of the President's decisions. It can remove the President from office in cases of serious wrongdoing. The Supreme Court can decide if actions taken by the President agree with the ²⁰ Constitution.

A Leader with Many Roles

The President serves as chief executive. This means he or she is head of the executive branch. The President executes the laws, or makes sure they are carried out.

The President is commander in chief. That means the President leads the armed forces. The President makes the most important decisions when the nation is at war. The President may send troops to another country—even if Congress has not declared war. The War Powers Resolution says that the troops cannot stay more than 60 days. Congress must approve longer stays.

Key Terms

executive branch (eg ZEK yuh tiv BRANCH) n. the part of government that must carry out the law

The President is our chief diplomat. The President takes the lead in making foreign policy. But the Senate must approve treaties the President makes with other countries. It also must approve ambassadors the President chooses. The President is free to make executive agreements.

Each year, the President gives the State of the Union speech to Congress. This speech includes ideas about foreign policy and domestic policy. The President gets

Congress to turn policy into laws in various ways. For example, the President calls and meets with members of Congress to <u>convince</u> them to support programs.

The President has some judicial powers. The

⁴⁵ President chooses justices for the Supreme Court and judges for other federal courts. The President can also reduce the punishment of someone convicted of a federal crime. The President can even give pardons. A pardon is a release from punishment.

Roles Created by Tradition

The Constitution does not mention two other roles. They are party leader and chief of state. As party leader, the President supports party goals and candidates. As chief of state, the President speaks for the whole nation.

Review Questions

- 1. How are the President's powers limited?
- 2. Give an example of a judicial power of the President.

Key Terms

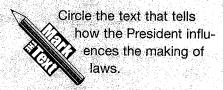
foreign policy (FOR un POL uh see) *n*. a set of plans for helping our nation get along with other nations

ambassadors (am BAS uh derz) *n.* people who act for our nation in a foreign country

executive agreements (eg ZEK yuh tiv uh GREE muntz) *n.* agreements with other countries that do not need Senate approval

domestic policy (duh MES tik POL uh see) n. a set of plans for helping our nation deal with events and issues at home

Reading Check



Target Reading Skill

Read Ahead Read the underlined sentence. Then read ahead to find how many judicial powers the President has.

Vocabulary Strategy

Using Word Parts The root of convince comes from the Latin word vincere, meaning "to overpower or conquer." The prefix con- or com- means "together or with." Use these word parts to write a definition of convince.

Reading Check

In the text, number the description of the two roles the President has taken on over time that are not in the Constitution.



Prepare to Read

Section 2 The Organization of the Executive Branch

Objectives

- 1. Learn about the Executive Office of the President.
- **2.** Identify the executive departments.
- 3. Identify the independent agencies.
- **4.** Understand the civil service system.

Target Reading Skill

Paraphrase Try paraphrasing to make sure that you understand what you have just read. Paraphrasing is putting something you have read into your own words. Read this paragraph.

The duty of the Department of Homeland Security is to safeguard our country from terrorism. In this role, the department coordinates the antiterrorist activities of many federal agencies.

You might paraphrase the paragraph like this:

What does the Department of Homeland Security do? Its job is to keep our country safe from terrorism. It does this by directing other government groups to work against terrorists.

Vocabulary Strategy

Using Word Parts When you come across a word you do not know while reading, break it into parts. The meaning of parts of the word can help you understand the meaning of the word as a whole.

Some words that relate to government contain the suffix -cracy, for example. This word part means "rule or government by." The word democracy contains this suffix. Demo- means "people." The meanings of the root and suffix tell you that democracy means "government by the people."

Section 2 Summary

¹ Today the executive branch is the government's largest branch. It has become a **bureaucracy**. The President has an **administration** to help direct the bureaucracy. Members of the administration lead the three main parts of the executive branch. These are the Executive Office of the President, the executive departments, and the independent agencies.

The Executive Office of the President

The President chooses most of the people in the Executive Office of the President (EOP). Their main job is to advise the President.

The EOP includes the White House staff. It also includes the Vice President. It also includes special groups that help the President to make decisions about issues at home and abroad. The President's most trust-

- ed advisers and assistants make up the White House staff. The President chooses these people. They do not need Senate approval. The President decides what the Vice President does. The Vice President may play an active role. He or she may become President if the
- President dies. The Vice President may also serve as "acting President." That happens if the President becomes seriously ill.

The Executive Departments

The executive departments form the largest part of the executive branch. They help to carry out laws and to run government programs. Each department helps do one or more of the President's jobs. The Department of Defense helps the President as commander in chief. The Department of Homeland Security helps keep us safe from terrorism.

Key Terms

bureaucracy (byoo RAH kruh see) *n.* a large group of departments and offices that are part of a government

administration (ad min uh STRAY shun) *n.* the group of people chosen to work with the President

Vocabulary Strategy

Using Word Parts If bureau means "department or office," what does bureaucracy mean?

Target Reading Skill

Paraphrase How would you paraphrase the underlined text?

✓ Reading Check

Circle the two groups and one person who make up the Executive Office of the President.

Reading Check

Underline the sentence that explains the role of the executive departments in the President's Cabinet.

√ Reading Check

Reading Check

Bracket the sentence that explains how civil servants get their jobs today.

In the text, number the

three types of inde-

pendent agencies.



The Independent Agencies

- ³⁵ Independent agencies do other jobs in the executive branch. There are three types.
 - Executive Agencies. The President controls these.
 The National Aeronautics and Space Administration (NASA) is one example. The Environmental
- Protection Agency (EPA) is another.
 - Regulatory Commissions. Congress has formed 12 of these. The Consumer Product Safety Commission (CPSC) is an example. It sets safety rules for household products.
- Government Corporations. These agencies are like private businesses. They try to make a profit. Our postal service is an example. Most provide public services. The services may be too risky or costly for a private business to take on.

The Civil Service System

⁵⁰ The civil service system helps to create trained government workers. These workers are called civil servants. They must pass tests to get their jobs.

Review Questions

- **1.** What is the main job of people in the Executive Office of the President?
- 2. Give an example of each type of independent agency.

Key Terms

Cabinet (KAB uh nit) *n*. the leaders of the executive departments who give the President advice



Prepare to Read

Section 3 Presidents and Power

Objectives

- 1. Understand the limits of the President's freedom to take action.
- **2.** Discuss how government leaders seek a balance between strong Presidential leadership and the needs of democracy.
- 3. Learn how past Presidents have used the power of the office.

Target Reading Skill

Reread Rereading can help you understand words and ideas in a passage. If a passage was not clear the first time you read it, try rereading it. When you reread, look for connections between words, sentences, and ideas. Read this paragraph.

Suppose, however, that a President often made important decisions without asking Congress or thinking about whether the actions were constitutional. Clearly, the need for strong presidential leadership must be balanced against the need to protect ourselves against abuse of power.

Now reread it. Do you see the connection between the first sentence and the second sentence? The first sentence explains why there is a need for the balance described in the second sentence. Rereading slowly and carefully also can help you to make sense of a long, complex sentence—like the first sentence in the paragraph above.

Vocabulary Strategy

Using Word Parts Remember, breaking a word you do not know into parts can help you understand its meaning. You may find roots, prefixes, or suffixes when you break a word into parts. A root is the base of the word. It has meaning by itself. A suffix comes after the root. It changes the word's part of speech and meaning.

You will read the word *opportunity* in this section. The suffix *-ity* shows that the word is a noun. If you know the meaning of *opportune*, you can figure out what *opportunity* means.

opportune + ity = opportunity



Vocabulary Strategy

Using Word Parts If opportune means "favorable," what is an opportunity?

√ Reading Check

In the text, check the reason that the President should be able to act without seeking the approval of Congress.



¹ The President's actions affect our nation. They also affect nations all over the world.

Freedom to Take Action

The President has a lot of freedom. The President can hold talks with officials from other nations, for example. Some talks lead to executive agreements. The Senate does not have to approve these. Other talks lead to **treaties**. The Senate can reject any treaty. But it is hard for the Senate to say no after the President agrees to a treaty. **Executive privilege** protects the President's freedom to act.

Seeking a Balance

Why should the President be free to act without the other branches of government? The President must be able to act quickly in a crisis. The President also may need to take an <u>opportunity</u> that might be lost while waiting for approval. The need for strong leadership must be balanced against the need for protection against abuse of power.

Presidential Power

The actions of three Presidents show how leaders have used their power.

- President Jefferson had a chance in 1803 to buy land from France. This Louisiana Territory would double the size of the United States. But the Constitution did not say the President could buy land. Jefferson knew he had to act quickly. Secretary of State
- Madison believed that the President's power to make treaties gave Jefferson the right to buy the land. Jefferson decided to buy it. The Senate approved the treaty with France. Congress then paid France for the land.

Key Terms

treaties (TREE teez) n. formal agreements between nations **executive privilege** (eg ZEK-yuh tiv PRIV uh lij) n. the President's right to keep some information secret from Congress and the courts

- President Truman faced a problem in 1952. Steel was needed to make weapons for the Korean War. Steelworkers would not work unless their demands were met. The companies would not meet the demands. The President gave an executive order. It gave control of the mills to the government for a time. The companies said the President could not take control of private property. Truman said he was acting as commander in chief to protect our troops. The Supreme Court ruled the President could not use executive orders to make his own laws.
- President Nixon left office in 1974. He left because of the Watergate <u>scandal</u>. He and his staff were accused of covering up a break-in. Burglars were caught in the Democratic National Committee head-quarters. They had broken in to get information about the Democrats' campaign plans. The information would help to re-elect Nixon. A special committee investigated. They asked for tapes the President had made of his conversations. Nixon refused. He claimed executive privilege. The Supreme Court ruled that he must turn over the tapes. It said that executive privilege is not unlimited. It cannot be used to hide criminal acts.

These three examples show that the President does not govern alone. The three branches of government share power. The system of checks and balances helps to make sure the government acts in the best interests of the people.

Review Questions

1.	What	limits	a Preside:	nt's free	dom to	make	treaties?

2.	What powers	did	Presidents	Truman	and I	Vixon	use?
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Target Reading Skill

Reread What do you think that the underlined word means? Reread to find out.

Vocabulary Strategy

Using Word Parts Like -ity, the suffix -ion makes a word a noun. If investigate means "look into carefully to get information," what is an investigation?

√ Reading Check

Look at the three examples of how Presidents have used power. Write O next to an example if it is an opportunity. Write C if it is a crisis.



Prepare to Read

Section 1 The Role of the Federal Courts

Objectives

- 1. Understand the need for laws and courts in our society.
- 2. Learn what courts do.
- 3. Discuss and compare the roles of state courts and federal courts.

Target Reading Skill

Use Context Clues Context clues can help you understand words you do not recognize while reading. Look at words and sentences around the unfamiliar word. They often give clues to the word's meaning. Read this sentence. Pay attention to the underlined words.

A legislative body <u>makes a law</u> against one person damaging another's property.

The underlined words give clues to the meaning of *legislative body*. They tell you that a legislative body is a group that makes laws.

Vocabulary Strategy

Recognizing Word Origins A word's origin is where the word comes from. Words in this section contain the Latin roots *-put-, -jur-,* and *-dic-*. The chart shows what these roots mean.

Latin Root	Meaning
-put-	think
-jur-	law
-dic-	say

Knowing these roots can help you figure out the meanings of words in which they appear. As you read, use the context and what you know about these Latin roots to figure out what *dispute* and *jurisdiction* mean.

Target Reading Skill

Use Context Clues Gircle two context clues that hint at the meaning of the underlined word. Then explain its meaning.

√ Reading Check

Bracket the text that describes the purpose of a legal system.



√ Reading Check

Write CIV next to the names of the two parties in civil trials. Write CRIM next to the names of the parties in criminal trials.

Section 1 Summary

The Supreme Court and other federal courts make up the <u>judicial</u> branch of the federal government. Judges are the most important members of this branch.

Laws and Courts

⁵ The legal system in our society helps to solve disagreements that involve laws. A legal system is needed to answer questions in serious conflicts.

What Courts Do

Courts of law solve legal conflicts. The two kinds of legal conflicts are criminal cases and civil cases. In a criminal case, a court decides if a person is innocent or guilty of breaking the law. The court also decides what the punishment will be if the person is guilty. In a civil case, a court settles a disagreement.

In a civil case, one side, the **plaintiff**, usually brings the case to court. The other party is called the **defendant**. In a criminal case, the **prosecution** brings the case to court. The prosecution is called "The People." The other side in a criminal case is called the defendant.

The judge decides which side's argument is most in keeping with the law. The judge does not take a side. A jury also takes part in many cases. The jury decides the facts of a case. The Constitution says that a person accused of a crime has the right to a trial by jury.

Courts have the important job of deciding what the ²⁵ law means. Courts also may have to decide if the Constitution allows a law. A court's decision can set a **precedent**. A precedent makes the meaning of a law or the Constitution clearer. It also tells how the law should be applied.

Key Terms

plaintiff (PLAYN tuf) n. a person or group who complains against someone in a law case

defendant (dih FEN dunt) *n.* a person or group against whom a complaint is made in a law case

prosecution (prah si κ YOO shun) n. a government body that makes a criminal charge against a person or group accused of breaking the law

precedent (PREH suh dunt) n. a court decision that may be used to help decide a future case

State Courts and Federal Courts

³⁰ Our legal system has both state courts and federal courts. Most cases begin in a lower court, often at the state level. State courts decide most legal arguments and violations of the law.

Most state court systems have three levels. These ³⁵ are trial courts, appeals courts, and a court of final appeals. The court to which a legal case goes first has **original jurisdiction.** This court determines the facts in a case. This often happens during a trial with a jury.

The plaintiff or defendant may believe that the decision made by a trial court is unfair. Then he or she has
the right to **appeal**. Each state has appeals courts to
hear cases from lower state courts. These courts have **appellate jurisdiction**. An appeals court reviews the
legal issues in a case.

An appeals court may agree with the lower court's decision. Or it may decide that the trial was unfair. It also may overturn the lower court's decision. Then the appeals court may order another trial. The Constitution does not allow double jeopardy. This means that you cannot be tried for the same crime after being found innocent.

The Supreme Court hears cases appealed from the state courts. It makes sure that all 50 state court systems interpret the Constitution in the same way. It also makes sure that the rights of all Americans are protected.

Review Questions

- 1. What do courts do?
- 2. Compare the roles of state courts and federal courts.

Key Terms

original jurisdiction (uh ${\rm RIJ}$ uh ${\rm nul}$ jer us ${\rm DIK}$ shun) n. the right to hear a case first

appeal (uh PEEL) v. to ask a higher court to review the decision made in a case

appellate jurisdiction (uh PEH lut jer us DIK shun) n. the right to hear an appeal

Target Reading Skill

Use Context Clues What do you think violations means? Circle any clues to its meaning.

Vocabulary Strategy

Recognizing Word Origins
Review the meanings of -jur- and
-dic-. What does jurisdiction
mean?

✓ Reading Check

How does a case go from a trial court to the Supreme Court?

Prepare to Read

Section 2 The Organization of the Federal Courts

Objectives

- 1. Learn what district courts do.
- **2.** Discuss the role of the courts of appeals.
- **3.** Consider the purpose of the Supreme Court.
- **4.** Examine what federal court judges do.

Target Reading Skill

Interpret Nonliteral Meanings Literal language means exactly what it says. Nonliteral language uses images or comparisons to express an idea or make a point. Read this sentence.

The district courts are the workhorses of the federal court system.

This sentence describes the district courts as workhorses. What idea does this image express? It suggests that the district courts do most of the work in the federal court system.

Vocabulary Strategy

Recognizing Word Origins Suffixes from the Latin language appear on many English words. As you know, a suffix is a word part that is added after the root of a word. It changes the word's part of speech. The chart shows two Latin suffixes and their meanings.

Latin Suffix	Meaning
-ate-	having, being
-or-	someone who does

Knowing these Latin suffixes and their meanings will help you understand the meanings of words in this section.

Section 2 Summary

¹ Article III of the Constitution contains the framework for the federal court system. It does not set up lower courts. Congress created district courts and courts of appeals in 1789 through the Judiciary Act.

The District Courts

- The district courts do most of the work in the federal court system. There are 94 district courts. Each state has at least one. Some larger states have four. District courts are courts of original jurisdiction. That makes them the first to hear cases involving federal issues. As judge directs what goes on in a district court.
- ¹⁰ judge directs what goes on in a district court. The court may call witnesses. A jury usually decides the facts in a case.

The Courts of Appeals

The **courts of appeals** are the next highest level of the federal court system. There are 12 appellate courts.

¹⁵ Each takes cases from a group of district courts within an area. This area is called a circuit. The courts of appeals often are called **circuit courts**.

A court of appeals has no jury. It calls no witnesses. It does not look at any evidence. Lawyers make arguments in front of a panel of three judges. The judges can agree with the lower court's decision. Or they may disagree and reverse it. The courts of appeals decide whether the original trial was fair.

Key Terms

courts of appeals (KORTZ UV uh PEELZ) *n.* federal courts that review the decisions of lower district courts **circuit courts** (SER ket KORTZ) *n.* federal courts of appeals

Reading Check

Circle the name of the courts that do most of the work in the federal court system.

Vocabulary Strategy

Using Word Origins Recall the meaning of the suffix -ate. Also look at the context, or words and sentences around appellate. What do you think appellate means?

✓ Reading Check

Underline three sentences that explain how a court of appeals works.

Reading Check

Circle the text that tells what kinds of cases the Supreme Court has original jurisdiction over.





Interpret Nonliteral Meanings
Restate the underlined sentence in your own words.

Vocabulary Strategy

Using Word Origins If legislate means "to make law," what is a legislator? (Hint: remember what the suffix -or means.)

The Supreme Court

The Supreme Court is the highest court in the federal court system. Its main job is to be the final court of appeals for both the state and federal court systems. It has original jurisdiction over a few special kinds of cases. These include cases involving foreign governments and arguments between state governments.

There are many other federal courts. These include the Court of Claims, the Court of Customs and Patent Appeals, and the Tax Court. Congress set up these special courts. Appeals from some of these courts are sent directly to the Supreme Court. Others must first pass through a court of appeals or a higher special court.

Federal Court Judges

Federal judges do the work of the judicial branch. A judge settles individual cases. He or she must not favor one party. Judges help define and clarify the work of lawmakers by applying the law to specific cases. The

⁴⁰ President chooses all federal judges for the district courts, courts of appeals, and Supreme Court. The Senate must approve the choices. The judges serve life terms. They can be removed only by being impeached.

Federal judges shoulder great responsibility. They must balance the rights of individuals with the interests of the whole nation. Often they have to make decisions that seem unfair to one side.

The nine Supreme Court justices have the most responsibility. They decide specific cases, often involving just one or two people. Their decisions may have important consequences for the nation.

Review Questions

1.	What is the job of the courts of appeals?		
2.	What do federal court judges do?		



Prepare to Read

Section 3 The Supreme Court

Objectives

- 1. Analyze the importance of judicial review.
- 2. Learn about the Supreme Court justices and the work they do.
- 3. Explore some of the influences on judicial decision making.
- 4. Describe how the Supreme Court is a changing court.
- **5.** Understand the relationship between the Supreme Court and the other branches of government.

Target Reading Skill

Use Context Clues You can use context while reading to understand words you do not know. Context is the words, phrases, and sentences around a word. Look to see if the context restates the word. Context may also give an example or make a comparison that helps you understand an unfamiliar word. Look at the context of the word *constitutional* in this sentence, for example.

The Supreme Court has the final say about what laws are constitutional, or allowed by the Constitution.

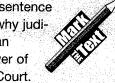
The underlined words explain the meaning of constitutional.

Vocabulary Strategy

Recognizing Word Origins Some English words contain word parts from ancient Greek. The suffix *-ism*, for example, comes from Greek. It has various meanings, including "act or practice." Use what you know about this suffix to understand unfamiliar words as you read. Remember, a suffix is added after the root of the word. It changes the part of speech of the word. The suffix *-ism* makes a word a noun.

Reading Check

Underline the sentence that explains why judicial review is an important power of the Supreme Court.



Target Reading Skill

Use Context Clues What is the meaning of the underlined word? Circle words or phrases that helped you figure out its meaning

Reading Check

Bracket the sentences that tell how Supreme Court justices are chosen.



Reading Check

Circle the text that explains what decides the outcome of a case heard by the Supreme Court.



Section 3 Summary

¹ The Supreme Court has the final say about what the Constitution means and what laws are allowed. A Supreme Court decision sets the broadest and longestlasting precedent in our legal system.

Judicial Review

5 Judicial review is one of the most important powers of the Supreme Court. It gives the judicial branch the final say over whether a law is allowed by the Constitution. The Court took the power during the case of Marbury v. Madison. Marbury sued Secretary of State Madison because he did not get a government job. Marbury took his case directly to the Supreme Court.

The Court looked at the law that allowed Marbury to bring his case before the Court. This law was the 15 Judiciary Act of 1789. Part of the Judiciary Act gave the Court original jurisdiction. The Court decided that this was unconstitutional. This decision gave the Supreme Court the power of judicial review.

The Justices

The President chooses Supreme Court justices from 20 among the most respected judges, lawyers, and legal scholars in the country. The Senate must then approve the President's choices. The Supreme Court is made up of a Chief Justice and eight associate justices.

The Work of the Supreme Court

The Court chooses which cases to hear. It usually 25 chooses cases about important constitutional issues.

Each side gives briefs, or written arguments. Lawyers present oral arguments before the Court. Then the justices meet to discuss the case. The Chief Justice summarizes the case and offers an opinion. Each jus-30 tice has a chance to comment. Finally, the Chief Justice calls for a vote. A majority decides the case.

Key Term

judicial review (joo DISH ul rih VYOO) n. the power of the Supreme Court to overturn any law that goes against the Constitution

Most Supreme Court decisions come with an **opinion**. The opinion shows how the law must be applied or how the Constitution must be interpreted.

Influences on Judicial Decisions

³⁵ Various factors affect how the justices vote in a court case. The justices consider <u>precedent</u>, or past court decisions. They try to understand what lawmakers were thinking when they made laws.

A Changing Court

The Supreme Court has had three "personalities" since the 1950s. The "Warren Court" was known for defending the rights of people accused of crimes. Its decisions are examples of judicial activism. Many "Burger Court" decisions are examples of judicial restraint. The Court today is the "Rehnquist Court." It has made decisions that limit the government's authority.

The Court and Other Branches of Government

Judicial review gives the Supreme Court an important check on the power of the legislative and executive branches. The President's power to choose justices is one check on the Supreme Court. The Senate can check the power of the President and the Supreme Court. It can refuse to approve justices chosen for the Court.

Review Questions

- 1. Explain why judicial review is important.
- **2.** List three factors that affect how Supreme Court justices vote on a case.

Key Terms

opinion (uh PIN yun) n. a written statement that explains the reasons for a Supreme Court decision

judicial activism (joo DISH ul ak tih vih zum) n. an effort by judges to take an active role in making policy by overturning laws

judicial restraint (joo DISH ul rih STRAYNT) n. an effort by judges to avoid overturning laws

Target Reading Skill

Use Context Clues Circle the words that help you understand the meaning of precedent in context.

Vocabulary Strategy

Recognizing Word Origins What does activism mean if -ism means "act or practice"?

✓ Reading Check

Why do justices try to determine the intentions of lawmakers at the time they made a law?

Reading Check

Bracket the text that tells what the Warren Court was known for.

√ Reading Check

Underline the sentence that describes the power the President has over the Supreme Court.



Reading Preview

Section 1 Federalism: One Nation and Fifty States

Objectives

- **1.** Understand that public policy is a major concern of all levels of government.
- 2. Understand how federalism involves state powers and shared powers.
- 3. Explore the concept of federalism in action.

Target Reading Skill

Identify Main Ideas Identifying the main idea can help you remember what you read. The main idea is the most important point in a paragraph. The first sentence of a paragraph often states the main idea directly. Read this paragraph and look for its main idea.

Governments at all levels make public policy to help solve public problems. Public problems are situations that affect many people. Policies set by state and local governments affect people's lives most directly. They often aim to solve problems in communities.

Note that the main idea of the paragraph is stated directly in the first sentence. All the other information in the paragraph supports this idea.

Vocabulary Strategy

Using Context Clues Have you ever come across a word you know that is being used in a new way? You can figure out the new meaning of the word by looking at its context. The words and sentences around a word are the context. Consider the underlined word in this sentence.

Working together is the key to finding solutions to public problems.

You may understand the word *key* to mean "a shaped piece of metal that opens a lock on something." Look at other words in the sentence to figure out the meaning of *key* here. *Key* connects the phrases *working together* and *finding solutions*. Working together can lead to finding solutions. Here, *key* means "something that leads to something else."

Target Reading Skill

Identify Main Ideas
Bracket the sentence
that states the main
idea of the second
paragraph under
Public Policy.



√ Reading Check

Underline the sentence that tells how public policy relates to public problems.



Vocabulary Strategy

Using Context Clues What does the underlined word mean here? Circle words that give clues to its meaning.



√ Reading Check

Put a check mark next to the sentence that explains how the Tenth Amendment gives powers to the states.

Section 1 Summary

State governments meet our needs in many ways. These governments take most of the responsibility for schools, highways, health, and safety.

Public Policy

Governments at all levels make **public policy** to help solve public problems. Public problems affect many people. Policies set by state and local governments affect people's lives most directly.

Government, communities, and individuals need to work together to find and carry out answers to public problems. People who work for the government make choices when making public policy. Citizens also make choices about which solutions to support.

Federalism

Some delegates at the Constitutional Convention wanted a strong national government. Others wanted the states to keep most of the power. The Framers tried to bring these two points of view together by choosing federalism. The Constitution lists the powers of the national government. It does not <u>cover</u> the powers of the states. States get their powers from the Tenth Amendment. This amendment gives states all powers not given to the national government or denied to the states. The national government and state governments also share many powers.

Our system of federalism is unusual. The **unitary** system is more common. The unitary system would not work well in the United States, however. Our country is too large and diverse for that system.

Key Terms

public policy (PUB lik POL uh see) n. the goals the government sets for meeting the country's needs

unitary system (YOO nuh tehr ee SIS tem) *n.* a type of government in which a central government holds most of the power

Federalism in Action

The powers of national government and state governments mix and overlap. There is no set way for them to do this. Some people <u>press</u> to keep national government out of what they think is states' business. Other people argue that the national government should have more power over the states.

Some people think state governments can serve people better than the national government. They want state governments to fit laws and programs to the needs of their states.

People who favor a strong national government point out that opportunities in different states are not always equal. They say the national government needs to make sure that there is equal opportunity in all states. They also point out that some problems cost too much for states to solve. Other problems are too big. Some problems involve several states. The federal government can help with these problems.

Review Questions

- 1. What type of policies affect people's lives most directly?
- **2.** How do the powers of the national government and state governments really work in federalism?

Target Reading Skill

Identify Main Ideas Underline the sentence that states the main idea in the first paragraph under the heading Federalism in Action.

Vocabulary Strategy

Using Context Clues What is the meaning of the underlined word in context?

√ Reading Check

Number two sentences that explain why some people argue for less federal power over states' decisions.

Objectives

- 1. Learn who state legislators are.
- 2. Discuss the organization of state legislatures.
- 3. Find out how states make laws.
- 4. Learn about financing state governments.

Target Reading Skill

Identify Implied Main Ideas The main idea of a paragraph is not always stated directly. Sometimes it is only implied, or hinted at. You have to put together the details in the paragraph to find out the main idea. Read this paragraph. What main idea do the details in the paragraph suggest?

Most state legislatures have an upper house. This house is called the senate. They also have a lower house. The lower house is usually called the house of representatives. In some states, the lower house is known as an assembly or a general assembly.

All the details in the paragraph are about the two houses in most state legislatures. You could state the implied main idea in this way: *Most state legislatures have two houses*.

Vocabulary Strategy

Using Context Clues The context of a word you do not know can make the word's meaning clear. Context includes words, phrases, and sentences around the word. The context sometimes restates the meaning of the word. Look at the underlined word in this sentence. Does the context give clues to its meaning? C I ARIDAH FRANKIAN LINE I AMINIMIR RO I ARIDAH HALIMA HAWI HIR HALI

Most state legislatures have the power to <u>impeach</u> officials in the executive and judicial branches. Members bring charges against a judge, governor, or President because of something they think the person has done wrong.

The words following *impeach* restate its meaning. *Impeach* means "bring charges against."

Section 2 Summary

¹ State legislators make most of the laws that affect daily life. These lawmakers do their work in state legislatures. State legislatures are set up like Congress.

Who Are State Legislators?

There were fewer demands on state governments in our nation's early years than there are today. They had other jobs, such as farmers, lawyers, or businesspeople. State governments took on new responsibilities over time. It became hard for state legislators to carry out their government duties and do their other jobs. Many state legislators are full-time lawmakers today.

All states except Nebraska have a two-house legislature. The upper house is called a senate. The lower house is usually the house of representatives.

State governments divide the time the legislature meets into sessions. Most state legislatures meet every year. The sessions may be from 20 days to 6 months long. The governor of a state can call special sessions.

Seats in state legislatures are **apportioned** based on equal representation. That means legislators represent areas with about the same number of people. Seats used to be based on geography. One legislator might have represented a <u>rural</u> part of the state. The voters in his or her district lived in the country. Another legislator might have represented a city. In 1964 the Supreme Court said that each district in a state must have about the same number of people in it.

Making Laws

A state legislator's main job is to make laws. State legislatures follow the same steps as Congress to make laws. Legislators introduce bills. They discuss them in committees. They debate them. Both houses must agree on the final bill. The governor must approve it.

Lawmaking in state legislatures differs in one way from Congress. Citizens can be more involved.

Key Term

apportioned (uh POR shund) v. divided among districts

Target Reading Skill

Identify Implied Main Ideas In one sentence, state the main idea of the first paragraph under Who Are State Legislators?
Underline two sentences that point to this main idea.

√ Reading Check

Bracket the text that explains why more state legislators are full-time lawmakers today than in the early years of the United States.

Vocabulary Strategy

Using Context Clues Circle the word or words that tell the meaning of rural.

√ Reading Check

Underline the sentence that describes the issue that the Supreme Court decided in 1964.

Target Reading Skill

Identify Implied Main Ideas
State the main Idea of the second paragraph under Making Laws in one sentence.

Vocabulary Strategy

Using Context Clues Circle the word or words that help you understand the meaning of *budget*.

√ Reading Check

In the text, number ways state legislatures check the executive branch.



Identify Implied Main Ideas
What is the main idea of the second paragraph under Financing
State Government?

√ Reading Check

In the text, circle seven ways a state can raise money.

The **initiative** is one way citizens can take part in lawmaking. The **referendum** is another way. Citizens in some states have the power of **recall**.

State legislatures have the power to check the activities of the executive and the judicial branches. The legislature in many states must approve officials and judges chosen by the governor. State legislatures also must approve the governor's budget, or spending plan. They check how executive agencies do their jobs. State legislators also look at how federal money is spent in their state. Legislatures in most states have the power to impeach officials in the executive and judicial branches.

Financing State Government

State governments need money to provide services to citizens. States raise more than half of their **revenue** from taxes. Most tax revenue comes from sales tax and income tax. Most states have two kinds of **sales taxes**.

⁵⁰ They charge a general sales tax on almost all goods sold. They charge another kind of sales tax called an **excise tax**. Most states have an **income tax**, too.

States also get money through **bonds** and lotteries. State and local governments can turn to Congress for money. This money comes to states as categorical grants or block grants.

Review Questions

- 1. How are state legislatures organized?
- **2.** What is a state legislator's main job?

Key Terms

initiative (ih NISH uh tiv) n. a way for people to propose laws **referendum** (reh fuh REN dum) n. in this case, a law is given to the voters to approve or reject

recall v. an election that is held when people think that a government worker is not doing their job

revenue (REV uh noo) n. income

sales taxes (SAYLZ TAK suz) n. extra money added to the price of goods and services

excise tax (EK SĪZ TAKS) *n*. a charge on certain goods, such as gasoline and tobacco

income tax (IN kum TAKS) *n*. a tax on what people and businesses earn **bonds** (BONDS) *n*. certificates that people buy from the government



Reading Preview

Section 3 The State Executive Branch

Objectives

- 1. Discuss the roles of the governor.
- 2. Learn about other state executive officials.
- 3. Learn about state executive agencies.

Target Reading Skill

Identify Supporting Details The main idea of a paragraph is supported by details. Supporting details give more information about the main idea. They help explain it. They may give examples or reasons to support it. Read this paragraph.

The governor has the power to make a budget for the state. The legislature must approve the budget. No state money may be spent without the legislature's approval. The governor usually writes the budget, though. That gives him or her a lot of control over how much money goes to different groups and programs.

The main idea is underlined. Note that the other information in the paragraph supports the main idea. Each sentence gives at least one supporting detail.

Vocabulary Strategy

Using Context Clues There are many places to look for clues to the meaning of a word you do not recognize. You may find context clues in the same sentence as the word. Or you may have to look farther. Check words and phrases in nearby sentences. Look beyond those sentences to other sentences and even to other paragraphs.

You may not know the meaning of the word *documents* in the first paragraph under the heading *Other Executive Officials*. Note the word *records* in the same sentence. Maybe you know that records are written reports about different things. That gives you a clue that documents also might be papers containing information.

Now look at the underlined word *supervises* in the same paragraph. What clues do you find to its meaning in nearby sentences?

Vocabulary Strategy

Using Context Clues What is another name for the state militia? Circle it.

√ Reading Check

Circle the words that describe the governor's greatest source of executive power.

Target Reading Skill

Identify Supporting Details The main idea in the second paragraph under State Executive Agencies is underlined. Circle examples that support this main idea.

Target Reading Skill

Identify Supporting Details The main idea in the second paragraph under The Roles of the Governor is underlined.

Number the details that support this main idea.

√ Reading Check

What executive agency is usually one of the largest in state government? Bracket its name in the text.

Section 3 Summary

¹ A governor and a group of officials lead the executive branch of state government. The responsibilities of state government have grown. Governors have been given more power to handle them. The officials in the execu-⁵ tive branch help carry out the state's laws and programs.

The Roles of the Governor

The governor is chief executive, like the President. That means he or she is head of the executive branch. The governor makes sure laws are carried out. The governor is also commander in chief of the state militia, or National Guard. The governor chooses officials to help carry out the state's work. Making a state budget is the governor's greatest source of executive power.

The governor also has legislative powers, like the President. The governor can give ideas for laws in the form of bills, budgets, or speeches. The governor can get the support of legislators or the public for his or her ideas. The governor can also veto laws. Governors in 43 states have the **item veto**.

The governor, like the President, also has some judicial powers. Governors can choose certain state judges, for example. Governors can also shorten or overturn the sentences of people convicted of crimes.

State Executive Agencies

State executive agencies do the daily work of the executive branch. They include the departments of health, revenue, and natural resources.

The state education agency is usually one of the largest executive agencies. It makes sure that the state's education laws are carried out. State laws set the number of school days per year. They decide which subjects you have to study. They also decide how many classes you must pass to graduate. This agency works with local school districts to carry out education laws. It also sets standards for teachers.

Key Term

item veto (\bar{i} tum VEE to) n. the power to say no to certain parts of a bill

Other Executive Officials

A group of executive officials helps the governor. The 35 group includes the lieutenant governor. The lieutenant governor's job is like the Vice President's job. The secretary of state, attorney general, and state treasurer also help the governor. The secretary of state is in charge of official records and documents. He or she 40 also supervises elections. The attorney general is the state's chief lawyer. The state treasurer oversees the state's money matters.

Some people compare these state executive officials to the President's Cabinet. However, the governor does 45 not choose them like the President chooses members of the Cabinet. The voters of the state elect many executive officials.

Review Questions

- **1.** Describe the governor's role as chief executive.
- 2. How do state executive officials differ from members of the President's Cabinet?

lieutenant governor (loo TEN unt GUV er ner) n. the state official who is second in rank to the governor

Vocabulary Strategy

Using Context Clues What do you think the underlined word

means? Put a check mark next to the context clue that points to this meaning.

✓ Reading Check

Underline the sentence that describes the job of the attorney general.

Chapter 11 Section 3 119

Reading Preview

Section 4 State Courts

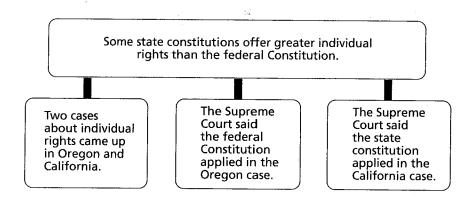
Objectives

- 1. Learn what state courts do.
- 2. Learn about judges in state courts.
- **3.** Discuss a case study in federalism and the courts.

Target Reading Skill

Identify Supporting Details Chapters, sections, subsections, and paragraphs all have main ideas. Each of these parts also has details that support the main ideas. Supporting details explain the main idea. They help make the main idea more meaningful to the reader.

Look at this diagram. It shows the main idea of a subsection of Chapter 11. It also shows some details that support the main idea.



Vocabulary Strategy

Using Context Clues Always look at context when you find a word you do not know. Surrounding words, sentences, and paragraphs may offer clues to the meaning of the word.

Look at the context of the word advantages in the second paragraph under Judges in State Courts. Do surrounding words or sentences hint at the meaning of advantages?

Section 4 Summary

¹ There are two levels of law: state law and federal law. Federal courts interpret the United States Constitution. State court systems interpret state constitutions. State courts handle cases that have to do with people's everyday lives.

The organization and names of state courts vary. Most state judicial systems have three levels. The first is the state trial courts. They hear civil cases and criminal cases. The second is the state appeals courts. They review cases from the trial courts. The third is the state supreme court. This is the highest level. It deals with cases that go beyond the appeals courts.

What State Courts Do

State courts check the two other branches of state government. For example, a state court may decide that a law passed by the state legislature goes against the state constitution. State courts also protect the rights of citizens. But hearing civil and criminal cases is probably the best-known job of state courts.

Judges in State Courts

Judges play an important part in the state court system. State court judges have many of the same duties as federal judges.

The way state court judges are selected varies. It depends on the state and the level of the court. Judges run for election in some states. There are advantages to this. An elected judge is responsible to the public. The election of judges checks the power of a governor. The governor might want to choose friends and supporters to be judges.

Some people do not think judges should be elected. They think that judges must make decisions based on the law and the facts. They do not want judges to do only what might please voters. These people think that judges should be chosen based on merit, or ability.

Some states use the **Missouri Plan**. Under this plan, ³⁵ the governor chooses a judge from a list. Voters vote

Key Terms

Missouri Plan (muh ZER ee PLAN) n. one way to choose judges

/ Reading Check

In the text, number the three levels of a state court system.

Target Reading Skill

Identify Supporting Details

The main idea of several paragraphs in the section

Judges in State Courts
is underlined. Circle
two supporting details
in the paragraph.

Vocabulary Strategy

Using Context Clues What is the meaning of advantages?

Reading Check

Number the sentences that describe the Missouri Plan for selecting Judges.

Target Reading Skill

Identify Supporting Details Bracket one sentence that supports the bracketed main idea.



Vocabulary Strategy

Using Context Glues Circle a context clue that helps you figure out the meaning of the underlined word.



√ Reading Check

Underline the sentence that describes the line between federal power and state power.

"yes" or "no" in the next election to have the judge stay in office for twelve years.

The length of time judges spend in office depends on the state and the level of court. Most serve from 4 to 40 15 years. Judges in Rhode Island hold office for life.

Most states have **judicial action commissions**. These groups look into complaints against judges.

Case Study: Federalism and the Courts

It is not easy to draw a line between federal power and state power. The judicial branch plays an important role in deciding questions of federalism.

Two U.S. Supreme Court cases help answer this question. The cases are from Oregon and California. In each case, owners of a shopping mall took members of citizens' groups to court. The groups had passed out leaflets and gathered signatures at the mall. The owners said it was their right to stop such activity on their property. The citizens' groups said they were using their right to freedom of speech.

In the Oregon case, the Supreme Court said the owners of the mall had the right to use their property as they wanted. In the California case, the Court took the side of the citizens' groups. It pointed out that California's constitution offers greater protection of free speech than does the federal Constitution. The federal Constitution was used in the Oregon case. The state constitution was applied in California.

Review Questions

- 1. What is the best-known job of the state courts?
- **2.** Some people do not think judges should be elected. How do these people want judges to be chosen?

Key Terms

judicial action commissions (joo DISH ul AK shun kuh MISH unz) n. groups that look into complaints against judges



Reading Preview

Section 1 Types of Local Government

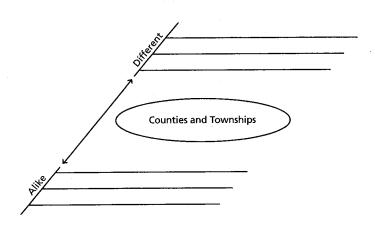
Objectives

- 1. Describe counties and townships.
- 2. Explain how New England towns are run.
- 3. Learn about special districts.
- 4. Describe the different types of city government.

Target Reading Skill

Compare and Contrast Comparing and contrasting can help you understand information. When you compare, you look at how two or more things are alike. When you contrast things, you look at how they differ.

Think about the types of local governments as you read this section. How are they alike? How are they different? Make notes in a diagram like this.



Vocabulary Strategy

Using Word Parts Prefixes, roots, and suffixes are all word parts. You can use what you know about word parts to understand the meaning of words.

Suffixes come after the root of a word. They often change the word's part of speech and meaning. The suffix *-ship* means "state, condition, or quality." It can also mean "something showing a state or quality." Think about the meaning of the words below. Each has the suffix *-ship*.

friend + ship = friendship

leader + ship = leadership

"the state of being friends"

"showing qualities of a leader"

Section 1 Summary

- ¹ States create local governments. They also give local governments their powers. Local governments include counties, cities, and towns. They use their powers to help meet the needs of communities.
- Local government is the level of government that is closest to you. Teachers, police officers, and others work for local governments. Services such as road repair and water supply come from local governments.

Counties and Townships

VII

Counties are the oldest type of local government.

English settlers divided colonies into counties. They did this to carry out laws in rural areas. Most counties today help state governments keep law and order. They collect taxes, too. Counties also may offer services, from libraries to health care.

Most counties are governed by a county board.
County boards are also called commissions. Board members set up county programs and pass ordinances.

Counties are often broken into townships in the Middle Atlantic states and the Midwest. At first, townships were needed to help carry out certain jobs. They set up schools and repaired roads in rural areas far from county government. County and city governments have now taken over most of the jobs that townships used to do.

New England Towns

- ²⁵ The town was another type of rural government in New England. Town citizens were busy with local government. Voters met once a year at town meetings. They passed laws and set taxes. They also decided how money should be spent. Some small New England
- ³⁰ towns still have yearly town meetings. They are the closest thing we have to direct democracy.

Key Terms

board (BORD) *n*. group of people who run an organization **ordinances** (ORD nun siz) *n*. local laws

Target Reading Skill

Compare and Contrast
Circle ways that counties
and townships are
alike.

Vocabulary Strategy

Using Word Parts Use what you know about the suffix -ship to explain the meaning of township.

Reading Check

Bracket the sentence that tells the difference between a county and a township.

Reading Check

Circle the text that shows how town meetings are similar to direct democracy.

Target Reading Skill

Compare and Contrast Write A next to sentences that tell how special districts and counties are alike.
Write D next to sentences that tell how they differ.

√ Reading Check

List two things a special district can do that an individual community cannot.

√ Reading Check

Put a plus sign next to the sentence that tells a strength of the commission plan.
Put a minus sign next to the sentence that tells a weakness of the plan.

At the yearly town meeting, the people elect a board. It has three to five members. It carries on town business during the year. Towns in New England have most of the duties that counties have in other regions.

Special Districts

A special district is another type of local government. It usually provides a single service. Special districts do things that are too much work or cost too much for one community to do. They can serve one community or cover parts or all of several communities. A school district is a special district. Most special districts are run by a board.

Cities

A city is a **municipality** where a lot of people live. Towns and villages are municipalities where fewer ⁴⁵ people live. Most municipalities today are cities.

The state sets the borders and powers of a municipality. Some communities write **charters**. Charters must be approved by the state. State laws set the plan of government in other communities.

The governments of most municipalities follow one of three plans. These are mayor-council, council-manager, or commission. The mayor in the mayor-council plan is the executive. The council is the legislative branch. It makes laws.

The council in the council-manager plan makes laws. It hires a city manager to handle city business.

The commissioners in the commission plan make ordinances together. Each also directs one of the city's departments. The commission plan does not have a single leader. This can cause problems. Most cities that have tried the commission plan do not use it any more.

Review Questions

- 1. How are New England towns run?
- 2. What are the three types of city government?

Key Terms

municipality (myoo ni suh PA luh tee) *n*. city government **charters** (CHAR terz) *n*. plans of government



Reading Preview

Section 2 Local Government Services and Revenue

Objectives

- **1.** Examine how local governments provide education, health, and public safety services.
- 2. Discuss how local governments provide utilities.
- 3. Understand how local governments control land use.
- 4. Learn how local governments collect revenue to pay for services.

Target Reading Skill

Use Signal Words Signal words point out relationships among ideas or events. Words such as *like*, *similarly*, and *also* make a comparison. Words such as *unlike*, *in contrast to*, and *however* show a contrast.

Vocabulary Strategy

Using Word Parts Prefixes are word parts added before the root of a word. They have their own meanings. They change a word's meaning. Look at the prefixes *inter*- and *intra*-, for example.

Prefix	inter-	intra-
Meaning	between, among	within
Example	interstate	intrastate
Use	The interstate highway connects cities across the nation.	The intrastate road system joins cities and towns within the state.

Use what you know about these prefixes to figure out the meaning of words as you read.

Target Reading Skill

Use Signal Words Circle the signal word under the heading Education, Health, and Public Safety that shows contrast.

√ Reading Check

Circle the text that describes the role local government plays in community health.

Section 2 Summary

Local governments help us in many ways. They provide **utilities**. They build parks, schools, and roads. They plan for town growth.

Education, Health, and Public Safety

Local governments offer many services. These include education, health and welfare services, and public safety.

Local governments spend the most money on education. Counties, cities, and school districts provide public education. State governments pay about one third or more of school costs. The federal government helps to pay for buildings and special programs. Local and state governments often disagree about money for state education, however.

Local governments look after public health and welfare. Local officials make sure health laws are obeyed.

They inspect restaurants, hotels, and water. They make sure state and federal pollution laws are obeyed. Local officials carry out public assistance, or welfare, programs. These programs help the needy. Federal, state, and local governments often share the cost of these programs.

Local governments take care of public safety. Police and firefighters help keep us safe. The police and fire departments teach people how to stop crime and fires. Local governments also hire people to make sure safety rules, called codes, are followed.

Utilities

Local government services also include utilities. These are water, gas, electricity, sewage treatment, and garbage pick-up. Local governments often own and run water and sewage treatment plants. Towns often arrange for private companies to help, too. These companies may supply gas and electricity and pick up garbage. Utilities are best provided at the local level. That way they can better fit local needs.

Key Term

utilities (yoo TI luh teez) *n.* services people need, such as water, gas, and electricity

Land Use

Local governments use **zoning** to plan and control growth. Zoning keeps homes and businesses separate.

People who plan communities ask questions about land use. How will use of the land affect people? Are there enough low-cost apartments and houses? Will a new factory control pollution?

The planning process has many steps. A local government chooses a planning commission. The commission presents a proposal to the city council or county board. This group makes the final decision.

Revenue: Paying for Services

Taxes are one way to raise money. About 25 percent of local government funds come from **property tax**. Some communities bring in money with a local sales tax. Some city governments tax people who work there. The idea is to collect money from people who use city services.

Communities also get money from bridge tolls and parking meters. Utilities owned by the government, such as electric companies, also bring in money. Local governments also can borrow money. Intergovernmental revenue is another source of money. A community may get a grant. Grants help provide services of national or state importance at the local level.

Most communities face problems in paying for services. The demand for services is often greater than the money available.

Review Questions

- 1. Who pays for public education?
- 2. Why do local governments use zoning?

Key Terms

zoning (zō ning) *n*. local rules that divide a community into areas and tell how the land in each area can be used **property tax** (PROP er tee TAKS) *n*. a tax on land and buildings **intergovernmental revenue** (in ter guh ver MEN tul REV uh noo) *n*. money given by one level of government to another **grant** (GRANT) *n*. money given by federal and state governments to local communities

√ Reading Check

Number important questions people might ask when deciding on land use.

Target Reading Skill

the word under

Revenue: Paying for
Services that shows
comparison.

Vocabulary Strategy

Using Word Parts Circle
the prefix in the underlined word. Use the
prefix to explain the
word's meaning.

√ Reading Check

Bracket the sentence that explains why cities tax people who work there.

Reading Preview

Section 3 Conflict and Cooperation Between Governments

Objectives

- 1. Describe relations between local governments and between local and state governments.
- 2. Examine relations among local, state, and federal governments.

Target Reading Skill

Make Comparisons Comparing two or more things helps you remember how they relate to one another. As you read, compare the responsibilities of local, state, and federal government.

Vocabulary Strategy

Using Word Parts The prefixes *co-, col-, com-, con-,* and *cor-* all have the same meaning. They mean "with or together." These prefixes are added to various roots. Look at the chart to see some examples. Note that the words bring together the meaning of the prefix and the meaning of the root.

Prefix	Root and Its Meaning	Meaning of Word
co-	-operate "work"	cooperate: "work together"
col-	-lect "choose, gather"	collect: "gather together"
com-	-pare "bring forth"	compare: "bring together"
con-	-nect "bind, tie"	connect: "bind together"
cor-	-respond "respond, agree"	correspond: "agree with"

Section 3 Summary

Local governments work together to serve citizens. They also work with state and federal governments. Governments cooperate and come into <u>conflict</u> as they work to get things done.

Relations Between Local Governments

⁵ Local governments connect with each other in various ways to meet citizens' needs. They form **councils of governments**. They meet in other kinds of groups, such as the Conference of Mayors. They talk about matters that affect them all. They work together to find answers to problems.

Conflicts can occur between local governments.

Money matters can cause conflicts. Towns often compete with each other for new businesses. They also compete for federal money. Another cause of conflict is how one community's policies affect nearby communities.

Problems also lead to cooperation between local governments. Communities may work together to provide services that cost too much for one community. Townships team up to answer emergency calls, for example. Small communities sometimes turn to counties for help. A county can build a jail or hospital to serve several small towns.

Local and State Governments

Many states play a large part in deciding how local governments are set up. Other states have given cities and some counties **home rule**.

Conflict can develop between local and state governments. They may not agree about what is a local matter and what is a state matter. Local and state laws sometimes come into conflict. State law is usually carried out when that happens.

Key Terms

councils of governments (KOUN sulz UV GUV ern muntz) *n.* local groups that join forces to help meet people's needs

home rule (HŌM ROOL) *n.* when cities and counties run their own affairs

Vocabulary Strategy

1

Using Word Parts The root -flict means "strike." Underline the prefix and circle the root in conflict in the text. Then use what you know about its prefix and root to explain its meaning.

Target Reading Skill

Make Comparisons Read the first paragraph under Local and State Governments. Compare how states decide how local governments are set up.

√ Reading Check

In the text, number four ways that citizens benefit when local governments work together.

✓ Reading Check

Read and think about the underlined text. Then answer this question. Why do you think a state government usually wins any conflict with a local government?

Target Reading Skill

Make Comparisons Underline the sentence under Local, State, and Federal Governments that shows what all levels of government have in common.

√ Reading Check

How might people in one community benefit from a faraway community's relationship with the federal government? Many state governments work with local governments. They do this to help solve local problems. They do this to carry out state programs, too. They also help local programs run well. State officials help local officials in finance, health, and education. States also give licenses to town and city workers.

Local, State, and Federal Governments

The federal government gives money to local governments for many uses. It might pay for job-training programs. States decide how to share the money among local governments. Towns and cities then run the programs. The federal government also gives aid directly to local governments.

Local officials may not agree with federal and state officials about how to spend money. States often have the power to decide who gets federal money. Most federal money for local governments can be used only in certain ways. Towns and cities may have to do without federal money if they want to set their own policies. But most of them cannot pay for big projects without some federal help.

Many problems affect all levels of government. Cooperation is the best way to solve them. All levels of government work together to stop pollution, for example. They work together to solve crimes like bank robbery and kidnapping. Cooperation is a good way to deal with national issues.

Review Questions

1.	What do local governments do when they meet in
	groups such as councils of governments?

2.	In what ways do state	governments	work	with	local
	governments?				