



FLORIDA...

The Story Continues

CHAPTER 16, Citizenship and the Law

PEOPLE

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

PEOPLE

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

EVENTS

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

PLACES**The Orlando Police Department (OPD) works with the community**

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

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

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

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

EVENTS**1965: Thieves steal jade and jewelry from the Norton**

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



Unpacking the Florida Standards <...>

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

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

What does it mean?

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



CHAPTER 16

CITIZENSHIP AND THE LAW

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



Florida Next Generation Sunshine State Standards

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. **SS.7.C.2.12** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. **SS.7.C.2.13** Examine multiple perspectives on public and current issues. **SS.7.C.2.14** Conduct a service project to further the public good. **SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. **SS.7.C.3.12** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *in re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*. **LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly. **LA.7.1.7.1** The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. **LA.7.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. **MA.7.A.1.2** Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.





WHY CIVICS Matters

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

PROJECT  Citizen

FLORIDA



STUDENTS TAKE ACTION

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

FOCUS ON SPEAKING

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

Reading Skills

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

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

Organizing Facts and Information

FOCUS ON READING

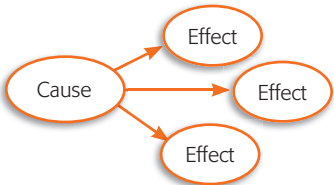

Imagine a phone book that did not have alphabetical listings. How would you find a phone number? How else could the book be organized? You probably would never find the number unless the book was organized in some logical fashion. Information that is organized is much easier to read and understand than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

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

Helpful Hints for Understanding Structural Patterns

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

Patterns of Organization

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



LA.7.1.7.3

You Try It!

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

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

*From
Chapter 16,
p. 395*

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

*From
Chapter 16,
p. 391*

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

*From
Chapter 16,
p. 396*

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

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

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

KEY TERMS

Chapter 16

Section 1

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

Section 2

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

Section 3

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

Academic Vocabulary

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

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

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



Crime in the United States

BEFORE YOU READ

The Main Idea

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

Reading Focus

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

Key Terms

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



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TAKING NOTES

Use the graphic organizer online to take notes on the types of crime, the causes of crime, and how we fight crime in the United States.



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

FOCUS ON



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

Types of Crime

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

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

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

Crimes against Persons

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

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

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

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

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

Crimes against Property

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

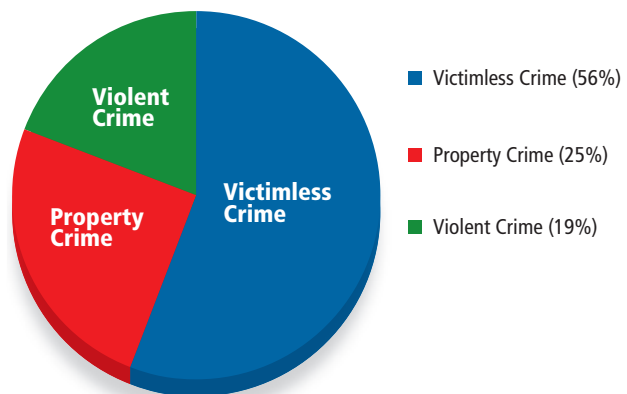
Motor vehicle theft is a common crime against property and a serious national problem. Nearly 800,000 cars were stolen in 2008. Organized gangs often steal cars to resell them or to strip them and sell the parts. Sometimes people steal cars to use them in other crimes, like burglaries. In other cases,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

Types of Crime

QUICK
FACTS

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

Arrests in the United States, 2009



Source: United States Census Bureau

Violent

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

Victimless

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

Property

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

ANALYSIS
SKILL

ANALYZING VISUALS

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

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

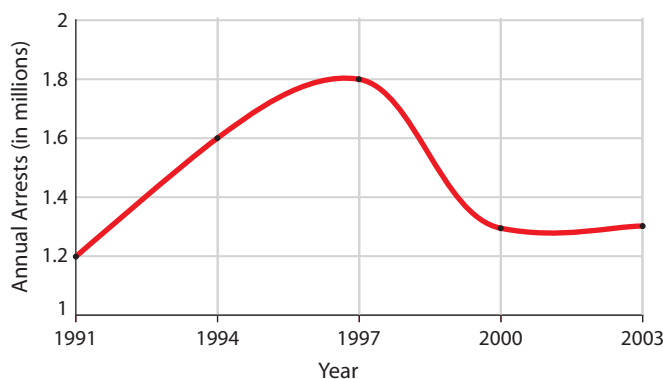
MATH 101

Measuring Juvenile Crime

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

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

Number of Juveniles Arrested, 1991-2003



Source: Federal Bureau of Investigation

ANALYSIS SKILL

INTERPRETING GRAPHS

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

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

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

Victimless Crimes

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

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

White-Collar Crimes

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

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

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

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

Organized Crime

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

READING CHECK

Summarizing What are the main categories of crime?

Causes of Crime

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

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

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

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

READING CHECK

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

ACADEMIC VOCABULARY

aspects: parts



FOCUS ON Eric Holder

(1951—)

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

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

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

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

Neighborhood Watch

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



Fighting Crime

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

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

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

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

READING CHECK

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

SECTION 1 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

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

Critical Thinking

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

Type of Crime	Examples

FOCUS ON WRITING

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

STUDENTS TAKE ACTION



Texting 911

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

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

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

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

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



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

SERVICE LEARNING



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

hmhsocialstudies.com **ACTIVITY**

SECTION 2



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

The Criminal Justice System

BEFORE YOU READ

The Main Idea

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

Reading Focus

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

Key Terms

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

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TAKING NOTES

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



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

The Role of the Police

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

The Police

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

Police Training

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

Police Arrests

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

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

ACADEMIC VOCABULARY

functions: use or purpose

Law Enforcement Training

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



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

READING CHECK

Summarizing What are the main functions of police officers?

The Courts: From Arrest to Sentencing

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

Preliminary Hearing

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

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

Grand Jury and Indictment

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

Arraignment

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

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

Stages in the Criminal Justice System

QUICK
FACTS

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INTERACTIVE ART

1. Arrest

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



Crime

Investigation

Arrest

2. Trial and Judgment

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



Charged

Hearing

Held for trial
or bail

Dismissed

Plea

Trial

Guilty

Not Guilty

Jail

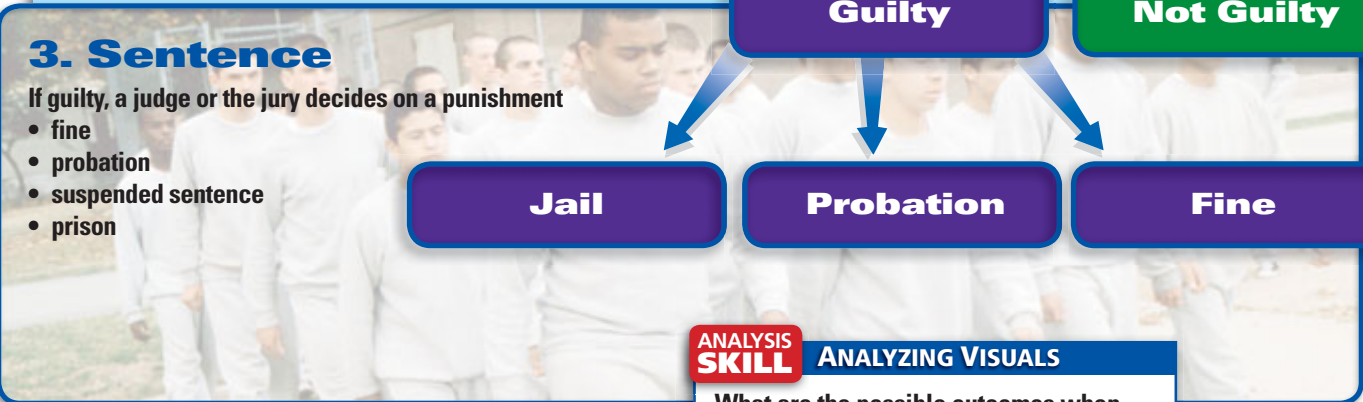
Probation

Fine

3. Sentence

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

- fine
- probation
- suspended sentence
- prison



ANALYSIS
SKILL

ANALYZING VISUALS

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

Trial

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

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

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

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

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

Sentencing

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

Plea Bargaining

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

READING CHECK

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

Punishing Lawbreakers

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

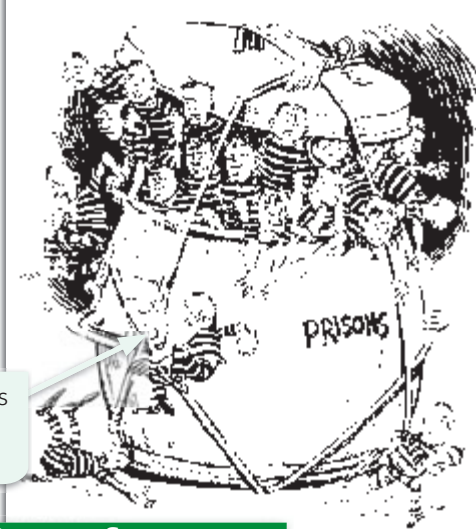
PRIMARY SOURCE

POLITICAL CARTOON

Overcrowded Prison System

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

The rope represents a hasty attempt to fix the problem.



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

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

Daryl Cagle, Cagle Cartoons

Imprisonment

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

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

Parole

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

Capital Punishment

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

READING CHECK

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

SECTION 2 ASSESSMENT



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ONLINE QUIZ

Reviewing Ideas and Terms

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

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

Critical Thinking

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



FOCUS ON WRITING

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

Conducting Library Research

Learn

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

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

Practice

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

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

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

Apply

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

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

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

SECTION 3



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

Juvenile Crime

BEFORE YOU READ

The Main Idea

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

Reading Focus

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

Key Terms

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



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



Graffiti is a common juvenile crime.



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

Defining Juvenile Crime

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

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

READING CHECK

Finding the Main Idea What is juvenile crime?

Causes of Juvenile Crime

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

Poor Home Conditions

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

Poor Neighborhood Conditions

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

Gang Membership

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

PRIMARY SOURCE

WEB SITE

Second Chances

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

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

—from "Second Chances" The Children's Court
Centennial Communications Project Website
www.cjcj.org/centennial



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

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

Dropping Out of School and Unemployment

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

Alcohol and Drugs

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

SS.7.C.3.12

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

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

Peer Pressure

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

READING CHECK

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

The Juvenile Justice System

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

Reform

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

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

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

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

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

Today's Juvenile Justice System

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

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

Treatment or Punishment

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

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

Minors and the Death Penalty

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

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

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

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

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

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



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

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

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

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

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

Juvenile Justice System

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

Why are juvenile court hearings held in private?



Treating Juveniles as Adults

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

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

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

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

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

READING CHECK

Supporting a Point of View

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

Avoiding Trouble

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

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

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

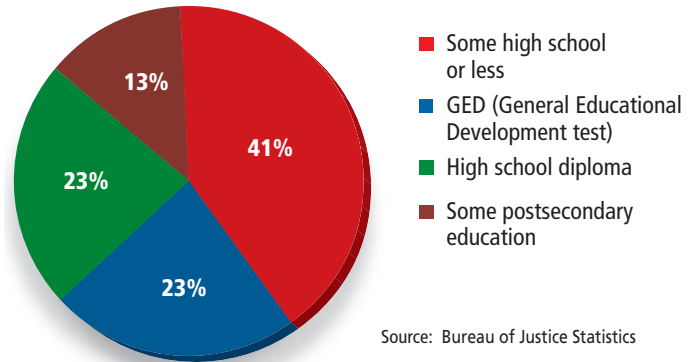
READING CHECK

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

Juvenile Crime

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

Arrest Rates Versus Graduation Rates



ANALYSIS SKILL

ANALYZING CHARTS

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

SECTION 3 ASSESSMENT



hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas and Terms

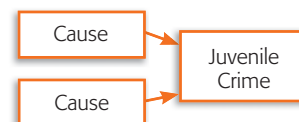
1. **a. Define** Write a brief definition for the terms **juvenile** and **delinquents**.
b. Make Inferences Why do you think that states set different minimum ages for defining a person as a juvenile?
2. **a. Recall** What are three of the main reasons experts give for juvenile crime?
b. Analyze How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

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

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

Critical Thinking

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



FOCUS ON WRITING

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

CHAPTER 16 REVIEW



FLORIDA CIVICS EOC PRACTICE

1. The statement below is from an official document.

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

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

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

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

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

Reviewing Key Terms

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

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

Comprehension and Critical Thinking

SECTION 1 (Pages 382–386)

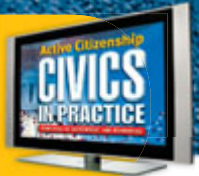
- 16. a. Identify** Name and describe specific examples of the five categories of crime.
- b. Compare and Contrast** What is the difference between a crime against a person and a crime against property?
- c. Elaborate** What are some causes of crime?

SECTION 2 (Pages 388–392)

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

Active Citizenship video program

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



SECTION 3 (Pages 394–399)

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

Using the Internet



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

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Civics Skills



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

20. Look at the search results for the topic of juvenile crime. Predict which resource might be too specialized or technical for a school research project.
21. Research the subject of plea bargaining. Then write a report about whether you think criminals should be allowed to plea bargain, and in what circumstances.

Reading Skills

Organizing Facts and Information Use the Reading Skill taught in this chapter to complete the activity below.

22. Study the chart on page 390. Then, using the cause-effect pattern of organization, write a paragraph describing the stages in the criminal justice system.

FOCUS ON SPEAKING

23. **Giving an Oral Report** Review your notes about crime and law enforcement in the United States. Pay special attention to juvenile crime and its causes. Now write your oral report on how you and your classmates can curb juvenile crime in your community. If time permits, you may give your report to the class.

New Search Advanced Boolean Additional Search

juvenile crime

Search

Save Checked

Save All on Page

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

Miranda Warnings and Juveniles

*Have you heard people say that they will “take the Fifth”? You probably heard that when you were watching movies or the news. People sometimes say that when asked to testify in a court of law. They are talking about the Fifth Amendment of the U.S. Constitution. This amendment protects people from being forced to provide information that may lead to their prosecution for a crime. In 1966, the U.S. Supreme Court made this protection even stronger in *Miranda v. Arizona*. In its ruling, the Court said that people must be informed of their right to remain silent or have a lawyer present when police question them. This information is known as a Miranda warning.*

Why it Matters

How does the Miranda decision apply to young people? One aspect of Miranda warnings is that people can choose to give up their right to remain silent. That is, they can talk to police freely, even confessing to crimes. Some people have concerns about this in regard to juveniles. When police question them, juveniles might be easily frightened into giving up their rights. They may not understand the consequences of talking freely. Many believe that young people need special protection during police questioning. However, the Supreme Court has also ruled that as long as young people understand their rights, they can give them up of their own free will, just like adults.

Some states' laws give juveniles some protection. Minors may consult with an interested adult, someone who will look out for their best interests, before being questioned. Usually this interested adult is a parent. However, when a juvenile might be questioned about crimes his or her parents committed, another trusted adult may be consulted. In some states, these laws apply to young people under the age of 14. In other states, they apply to those under the age of 18.



The Supreme Court has ruled that juveniles must receive Miranda warnings when being questioned by police.

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

ANALYSIS SKILL

EVALUATING THE LAW

1. Why do you think the age varies for when a juvenile may consult with an interested adult before being questioned?
2. Do you think that young people should be able to decide on their own whether to give up their right to remain silent?

CRIMINAL JUSTICE SYSTEM HANDBOOK

Learn the basics about the
American court system.

From Arrest to Trial 402b

Trial Proceedings 404

The Jury 409



Florida Next Generation Sunshine State Standards

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. **SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice. **SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

CRIMINAL JUSTICE SYSTEM

The American criminal justice system can be a complicated process. Everyone involved in the process—from the police to lawyers to ordinary citizens—has specific duties to fulfill and certain procedures to follow. To better understand these duties and procedures, let's follow a case from the investigation through the trial and its outcome.

From Arrest to Trial

It had been a good vacation, but everyone was ready to be home. The Citizen family had spent a week at the beach, sunbathing and splashing in the ocean. Now they just wanted to curl up in their own beds and get some sleep. In the back seat, twins Sandy and Sally perked up as the car turned into their neighborhood. However, their excitement soon changed to shock. When they pulled into the driveway, they discovered that their house had been robbed! The Citizens could see through a broken window that most of their possessions were gone. Quickly, Mom pulled out her cell phone and called the police.

The Investigation

Detective Kenneth Kopp arrived at the Citizens' house about an hour after they got home. He immediately got to work, checking inside and outside the house for clues. He dusted the house for fingerprints. One set was found on the sill of the broken window. Informing the Citizens that he would send the prints to a lab for identification, he decided to ask the Citizens' neighbors if they had seen anything.

The first three neighbors Detective Kopp checked with knew nothing about the crime. However, the woman who lived next door, Ms. Nadia Naybor, told the curious officer that she had seen an unfamiliar blue car drive past the Citizens' house several times the previous day. Suspicious, she had written down the car's license plate number. Ms. Naybor gave this number to the grateful Detective Kopp. When asked, she described the driver of the car as a young woman with short brown hair.

Before long, Officer Kopp heard back from the crime lab. The fingerprints he had found belonged to a young woman named Betty Burgle, who, it turned out, also drove a light blue car. A quick check on a police database matched the license plate number Ms. Naybor had reported to her car. Officer Kopp had a suspect. He and his partner hurried to Burgle's apartment to arrest her.

VOCABULARY

suspect a person the police believe may have committed a particular crime

The Arraignment

After Burgle had been arrested and brought to jail, she contacted a lawyer to handle her case. The lawyer she chose was Douglas Doubt. He was a well-known and very successful defense attorney. Doubt and Burgle sat down to discuss the details of her case.

The next morning, Burgle was brought before Judge Joy Justice for her arraignment. With her lawyer she listened as the judge explained the crimes with which she had been charged—burglary, or breaking into a private building, and larceny, or theft. The judge also declared that, if found guilty, Burgle could be sentenced to several years in jail. The judge then set a date for a preliminary hearing to be held in two weeks. The purpose for this hearing, she explained, was for the prosecution to prove that it had enough evidence to support a case against Burgle. With the hearing date set, the judge set Burgle's bail and ended the arraignment proceedings.

The arraignment completed, Burgle paid her bail. She set out for home after promising to return for her hearing in two weeks.

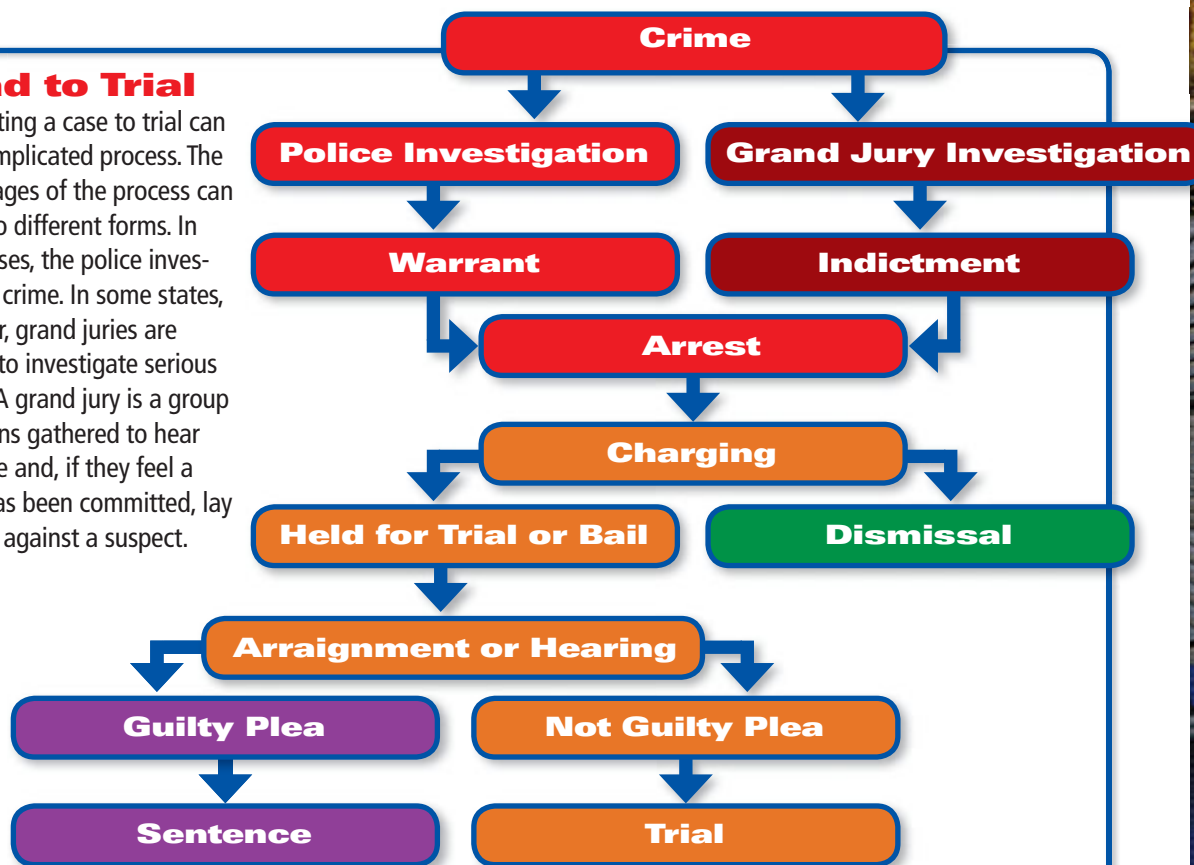
SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.

VOCABULARY

bail money paid to a court in exchange for the temporary release of a prisoner before his or her trial; bail is returned to the payer when the prisoner returns to court

Road to Trial

Just getting a case to trial can be a complicated process. The early stages of the process can take two different forms. In most cases, the police investigate a crime. In some states, however, grand juries are formed to investigate serious crimes. A grand jury is a group of citizens gathered to hear evidence and, if they feel a crime has been committed, lay charges against a suspect.



**Skills
FOCUS**

INTERPRETING CHARTS

What step follows either the issuing of a warrant or a grand jury indictment?

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

VOCABULARY

subpoena a legal document requiring someone to appear in court, usually as a defendant or a witness

The Preliminary Hearing

The two weeks passed quickly, and Burgle once again entered the courtroom. This time, in addition to the judge and her own lawyer, the prosecuting attorney, District Attorney (DA) Pauline Proofs was present. When the hearing had begun, DA Proofs stood up and explained the case against Burgle. She described how the police had found fingerprints matching Burgle's at the crime scene and how neighbors had seen someone matching her description in the neighborhood the day of the crime. Once the DA had finished, Judge Justice decided that the state had enough evidence to try Burgle after all. The trial was set to begin in three weeks.

Trial Proceedings

On the morning of Betty Burgle's trial, Sandy and Sally Citizen woke up early. They were going to the courthouse with their parents to watch the trial. Their father, who had received a subpoena the week before, was going to testify as a witness. His presence was required. The rest of the family would sit quietly in the gallery and observe.

Who's Who in the Courtroom

Because cameras are not allowed into most courtrooms, the images we see of trials are usually created by sketch artists. The sketch shows key players:

- 1 **Judge Joy Justice** presides over the courtroom. She answers all questions of law that arise during the trial.
- 2 **District Attorney Pauline Proofs** represents the state. It is her job to convince the jury of the defendant's guilt.
- 3 **Defense Attorney Douglas Doubt** has been hired by the defendant to convince the jury she did not commit the crime of which she is accused.
- 4 **Defendant Betty Burgle** has been charged with the crimes of burglary and larceny.
- 5 **Witness Nadia Naybor** is currently answering the questions asked by DA Proofs.
- 6 **The jury** listens to the testimony of all witnesses and the arguments of both lawyers to decide the case's outcome.
- 7 **Court Clerk Donny Docket** handles the court's paperwork. He keeps track of evidence submitted by the lawyers and manages the flow of cases to be heard by the judge.
- 8 **Court Reporter Tracy Transcript** keeps a word-by-word record of everything said in the courtroom. She can provide an instant replay of any testimony if asked.
- 9 **Bailiff Oliver Order**, a law enforcement officer, keeps order in the courtroom.



Shortly after the Citizens found seats in the gallery, the trial began. The bailiff asked everyone to stand as the judge entered the room and called the court to order. Court Clerk Donny Dockett then announced the case, *People v. Burgle*.

Opening Arguments

Once everyone was seated, DA Prooffe stood for her opening argument. “Ladies and gentlemen of the jury,” she began, “what would you do if someone stole all of your worldly possessions?” She explained to the jury that she would attempt to prove, through evidence and witness testimony, that Betty Burgle had broken into the Citizens’ home while they were away and robbed it. She said the evidence against the defendant was so overwhelming that the outcome would be clear.

As the DA sat down, Defense Attorney Doubt took the floor. Though it was sad that the Citizens had been robbed, he said, there was no proof that his client had been the one to rob them. He argued that the evidence was not strong enough to convict Burgle.

VOCABULARY

testimony a firsthand account of an event

defendant in a trial, the person accused of a crime



VOCABULARY

oath a promise to tell the truth
cross-examine to examine a witness who has already testified for the purpose of checking or discrediting his or her testimony

Presentation of Evidence

With the opening statements complete, it was time to begin the heart of the trial—the presentation of evidence. The ultimate outcome of the trial would be based on what was said and seen here.

The Prosecution Calls Witnesses

The prosecution began by calling its first witness: Mr. Citizen. Before his testimony began, he had to swear an oath to tell “the truth, the whole truth, and nothing but the truth.” Then, DA Proofs began her questioning. She asked Mr. Citizen to describe the scene at his house when he returned from vacation. In response, Mr. Citizen described his broken window and missing belongings. Once he had finished, DA Proofs declared that she had no more questions. The defense now had a chance to cross-examine the witness, but Doubt had no questions for Mr. Citizen.

Proofs next called Officer Kopp to the stand to describe his investigation. She asked him about the fingerprints found at the scene,

Trial Stages and Key Players

Although each court case is different, all of them involve certain key stages, which are outlined to the right. Each court also features people performing the same tasks, whose roles are described in the boxes below.

Opening

- The case is officially announced and the trial is begun.
- The charges against the defendant are read aloud.

Opening Statements

- Prosecution attempts to clarify the charges laid against the defendant.
- Both attorneys preview the evidence they will present.

Judge, Joy Justice

- Presides over the courtroom
- Answers all questions about law
- Issues sentence

District Attorney, Pauline Proofs

- Represents the people
- Attempts to prove the defendant's guilt beyond any reasonable doubt

Defense Attorney, Douglas Doubt

- Represents the defendant
- Attempts to prove the defendant's innocence by showing weakness in the prosecution's case

which had been admitted to the court as evidence. Was he certain they belonged to the defendant? Officer Kopp was indeed certain.

Doubt then stood to cross-examine. He asked where at the Citizens' house the police had found the fingerprints. Kopp responded that they had been found outside on a broken window. In that case, Doubt asked, wasn't it possible that Miss Burgle had simply been walking by and touched a window? Officer Kopp conceded that this was a possibility, though it seemed unlikely to him.

The next witness was Ms. Nadia Naybor, who lived next to the Citizens. She reported seeing a light blue car driven by a woman with brown hair pass the Citizens' house the day of the robbery. The DA then asked if Ms. Naybor thought Burgle looked interested in the house, but Doubt called out an objection. He pointed out that it had not been proved that his client was in the car, so the DA should not imply that she was. The judge agreed, and Prooffe withdrew her question. Later, during his cross-examination, Doubt asked if Ms. Naybor had seen the driver's face when the car passed. She had not.

Presentation of Evidence

- Attorneys question witnesses .
- Each attorney has a chance to cross-examine witnesses called by his or her opponent.
- Attorneys present physical evidence that supports their case.

Closing Statements

- Attorneys summarize the cases they have presented and point out possible weaknesses in their opponents' cases.

Deliberating and Sentencing

- The jury retires to discuss its decision.
- Once the jury has deliberated, the verdict is announced to the court.
- In the case of a guilty verdict, the judge determines the defendant's punishment.

Witness, Nadia Naybor



- Answers questions posed by the attorneys
- Provides truthful and complete answers to all questions

Defendant, Betty Burgle



- Attempts to prove innocence
- Cannot be required to provide evidence that will incriminate himself or herself

Jury Member, Pedro Peer



- Listens to all evidence presented by both sides
- Debates evidence with other jurors to determine the final verdict

The Defense Calls Witnesses

After Ms. Naybor's testimony, the prosecution announced that it had no more witnesses to call. As a result, the defense now had a chance to call witnesses of its own. Attorney Doubt called only one witness: Betty Burgle herself. In her testimony, Burgle said that she was at home watching television when the Citizens' house was robbed.

When the defense had finished its questioning, DA Prooffe had a chance to cross-examine. She asked what program Burgle had been watching on the evening in question. Burgle answered with the name of a popular game show. In response, Prooffe pulled out a newspaper from the day of the robbery. Turning to the television listings, she noted that the show in question had not actually been aired that night. Prooffe also asked Burgle if anyone else could verify that she had been at home that night. Upon learning that no one could, Prooffe ended her questioning as well.

In many states, registering to vote or registering for a driver's license also registers a person for jury duty. Potential jurors are selected at random and sent summonses like the one at right.



Summons For Jury Duty

You have been selected to serve as a juror in the Criminal Court of Washington County. Failure to report may result in your being held in contempt of court.

Report to the Jury Assembly Room in the Washington County Courthouse at 2 North Main Street in Riverside.
The Courthouse opens at 8:30 AM.

PLEASE BRING THIS JUROR BADGE WITH YOU.

Report On: July 17, 2009
At: 8:30 A.M.
Your Juror Number is: 73294138

JUROR

You must call the JUROR CALL-IN number after 4:00 PM on the day before your jury service date. Have your juror number available when listening to the message.

The Juror Call-In Numbers are:
(123) 555-4567
1-800-555-9876

DETACH TOP PORTION AND BRING WITH YOU ON YOUR SERVICE DATE

Section A Juror Confirmation

Please answer the following questions, sign form and mail immediately.
Complete Section B on reverse if necessary.

Juror Number _____
Service Date _____
Your Occupation _____
Your Employer _____
Spouse's Occupation _____
Spouse's Employer _____

Have you or any members of your immediate family ever been:
1) party to a lawsuit ☐ Yes ☐ No
2) the VICTIM of a crime ☐ Yes ☐ No
If answer #2 is YES, indicate type of crime: _____

I have received my summons to report for jury duty.
Signature _____ Date _____

one _____ (correct if necessary)
Marital Status S M DIV SEP WO Age _____ SEX M F circle one
Number of Children _____ Ages of Children _____

Indicate your highest level of education:
☐ Did not complete High School ☐ 1-3 Years College
☐ High School Graduate/GED ☐ Bachelor's Degree
☐ Technical/Vocational School ☐ Graduate Degree
☐ Associate's Degree

Closing Arguments

With all of the witnesses' testimony complete, it was time for the lawyers' closing arguments. Again speaking first, DA Prooffe reminded the judge and the jury of the evidence against Miss Burgle, especially the fingerprints and the presence of her car in the neighborhood. In his closing, in contrast, Attorney Doubt argued that none of this evidence was convincing. All of the evidence that the prosecution had presented could be explained by pure coincidence; thus, his client should be found not guilty.

The arguments were complete, and so the jury now had to decide the outcome of the case. As the bailiff escorted the jury out of the room to deliberate in private, Sandy and Sally Citizen wished that they could hear what was happening in the jury room.

The Jury

The first juror to leave the room was Pedro Peer. As he led the other jurors down a hallway to the jury room, he thought back over how he had become part of the jury.

The Summons and Selection

About a month before the trial, Mr. Peer had received a letter in the mail saying that he had been selected for jury duty. The letter, called a summons, asked him to complete and return a form with information about himself and to appear at the courthouse on a certain date. When that day arrived, Mr. Peer and other potential jurors were escorted to a large room where they were introduced to the lawyers involved in the case.

The potential jurors were called one at a time to answer questions asked by the lawyers, a process called voir dire. These questions were designed to find out which potential jurors could act fairly and impartially during the trial. Among the questions asked were whether the potential jurors had ever been accused of a crime, whether their homes had ever been robbed, and how they felt about long jail sentences. Those who answered in ways the lawyers did not like were dismissed from the room.

Neither lawyer objected to Mr. Peer's answers, so he was deemed acceptable as a juror. As it turned out, he was the first person actually selected to serve on the jury, which made him its foreperson, or official spokesperson.

How to Behave on a Jury

1. Always be on time.
2. Pay careful attention to all testimony. If necessary, ask to have a statement repeated.
3. Do not let your reactions to testimony show during the trial. Do not make faces or exclamations that might reveal your emotions.
4. Make no judgments until all testimony has been delivered.
5. Do not speculate or guess about anything related to the trial.
6. Do not discuss the trial with anyone outside of the courtroom. Do not read newspapers or watch television reports about the trial or investigate the trial on your own time. Doing so could unfairly influence your opinion. Your decision must be based only on what is said in the courtroom.

VOCABULARY

summons a legal order to appear in court, usually as a witness or juror

voir dire a questioning process designed to determine the suitability of a juror or witness

VOCABULARY

unanimous in full agreement, with no dissenting votes

verdict the decision or judgment of a jury

sentence the punishment imposed on a criminal after a trial

Once a jury has finished its deliberations and decided on a guilty verdict, the judge must decide on the most appropriate sentence, or punishment, for the defendant.

Trial and Deliberation

Mr. Peer and his fellow jurors arrived in the jury room to make their decision. Without delay, the jurors decided to take a vote to see where they stood. The voting revealed that 10 jurors thought the defendant was guilty and two thought she was not. However, the rules of the court stated that the jury's decision had to be unanimous, so the outcome was not yet determined.

For the next two hours, the jurors discussed the trial. They debated statements made by the witnesses, discussed evidence presented by the lawyers, and argued over their interpretations of the facts. Finally, though, they took another vote, and this time the results were unanimous. As foreperson, Mr. Peer informed the bailiff that they had reached a verdict.

The Sentence

Sandy and Sally Citizen sat up straight as the doors at the rear of the courtroom opened and the jury filed back in. From her seat behind the bench, Judge Justice asked if the jury had reached a decision. Mr. Peer, acting as the foreperson, stated that they had. On behalf of his fellow jurors, he announced that they had found the defendant guilty of both burglary and larceny. As this announcement was made, Miss Burgle slumped in her chair, obviously upset.

With the jury's verdict announced, Judge Justice now had to decide on a fair sentence under the law. Looking straight at Betty Burgle, the judge announced that Burgle would be sentenced to spend time in jail, punctuating her statement by pounding her gavel on the bench. Miss Burgle was led out of the room by the bailiff, the audience gathered in the gallery dispersed, and the trial ended.

**Assessment**

1. Sequence What are the major stages in a criminal trial? What happens during each stage?

2. Draw Conclusions Why do you think the jury in this case found Betty Burgle guilty of burglary and larceny?

3. Apply Conduct research using news sources in the library or on the Internet to learn more about a particular trial. Write a short report about the trial, identifying the key players in it, including the defendant, the judge, and the lawyers. Also include in your report a brief summary of the trial proceedings, the final verdict, and the sentence, if any.

GEOGRAPHY HANDBOOK

You have been learning how to be an effective, responsible citizen of the United States and of Florida. Part of being a good citizen is having some basic knowledge of the rest of the world. After all, we live in a global society. What happens in other places affects us, and what we do can affect people and places around the world. Studying geography helps us understand those connections and participate more effectively in our government and community.

The Geography Handbook provides an introduction to, and quick review of, key geographic concepts. It starts with some essential geographical ideas and maps, which display physical and political features, natural resources, landmarks, and other data. The first maps are of the whole world. Then we focus in on North America, the United States, and, finally, Florida. The last maps concentrate on environmental issues facing Florida.



Florida Next Generation Sunshine State Standards

SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map. **SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America. **SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America. **SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States. **SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America. **SS.7.G.2.4** Describe current major cultural regions of North America. **SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America. **SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America. **SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. **SS.7.G.5.1** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. **SS.7.G.6.1** Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.



Mapping the Earth

A **globe** is a scale model of the earth. It is useful for showing the entire earth or studying large areas of the earth's surface.

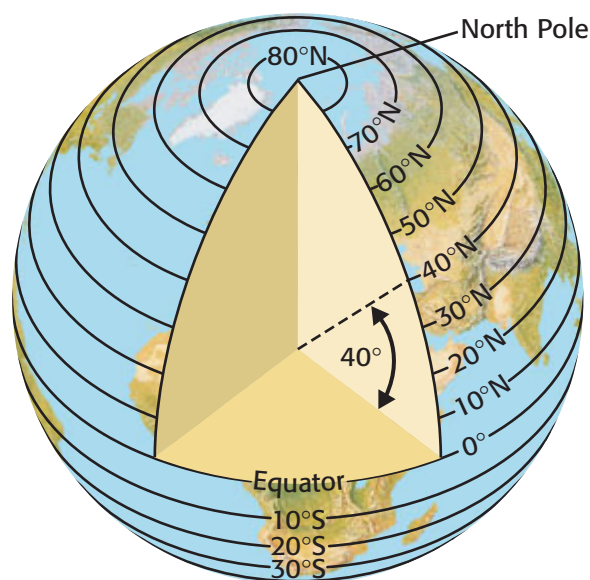
A pattern of lines circles the globe in east-west and north-south directions. It is called a **grid**. The intersection of these imaginary lines helps us find places on the earth.

The east-west lines in the grid are lines of **latitude**. Lines of latitude are called **parallels** because they are always parallel to each other. These imaginary lines measure distance north and south of the **equator**. The equator is an imaginary line that circles the globe halfway between the North and South Poles. Parallels measure distance from the equator in **degrees**. The symbol for degrees is $^{\circ}$. Degrees are further divided into **minutes**. The symbol for minutes is $'$. There are 60 minutes in a degree. Parallels north of the equator are labeled with an N. Those south of the equator are labeled with an S.

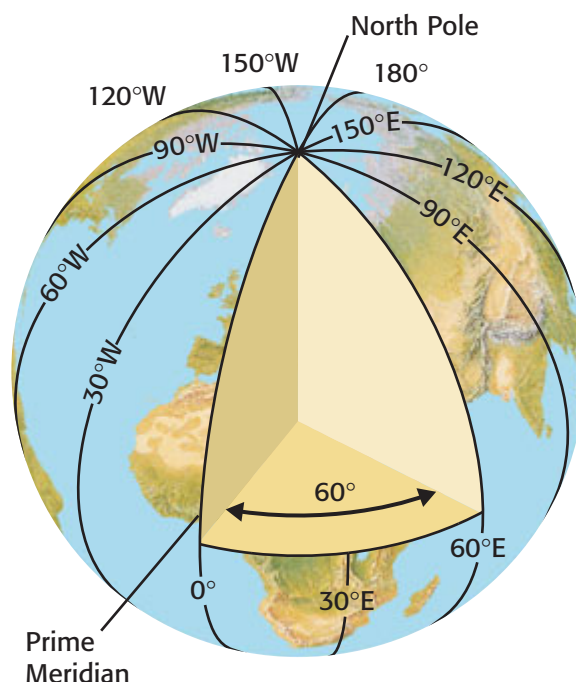
The north-south lines are lines of **longitude**. Lines of longitude are called **meridians**. These imaginary lines pass through the Poles. They measure distance east and west of the **prime meridian**. The prime meridian is an imaginary line that runs through Greenwich, England. It represents 0° longitude.

Lines of latitude range from 0° , for locations on the equator, to 90°N or 90°S , for locations at the Poles. Lines of longitude range from 0° on the prime meridian to 180° on a meridian in the mid-Pacific Ocean. Meridians west of the prime meridian to 180° are labeled with a W. Those east of the prime meridian to 180° are labeled with an E.

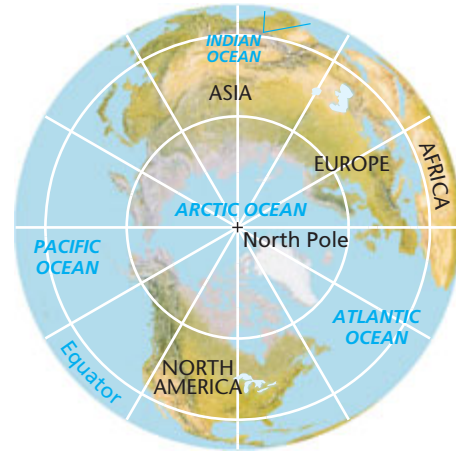
Lines of Latitude



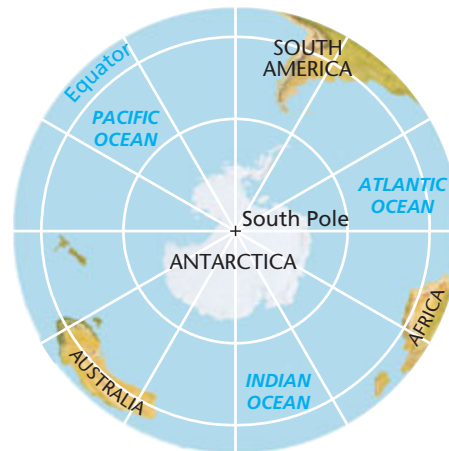
Lines of Longitude



Northern Hemisphere



Southern Hemisphere



Western Hemisphere



Eastern Hemisphere



The equator divides the globe into two halves, called **hemispheres**. The half north of the equator is the Northern Hemisphere. The southern half is the Southern Hemisphere. The prime meridian and the 180° meridian divide the world into the Eastern Hemisphere and the Western Hemisphere. However, the prime meridian runs right through Europe and Africa. To avoid dividing these continents between two hemispheres, some mapmakers divide the Eastern and Western hemispheres at 20°W. This places all of Europe and Africa in the Eastern Hemisphere.

Our planet's land surface is divided into seven large landmasses, called **continents**. They are identified in the maps on this page. Landmasses smaller than continents and completely surrounded by water are called **islands**.

Geographers also organize Earth's water surface into parts. The largest is the world ocean. Geographers divide the world ocean into the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, and the Arctic Ocean. Lakes and seas are smaller bodies of water.

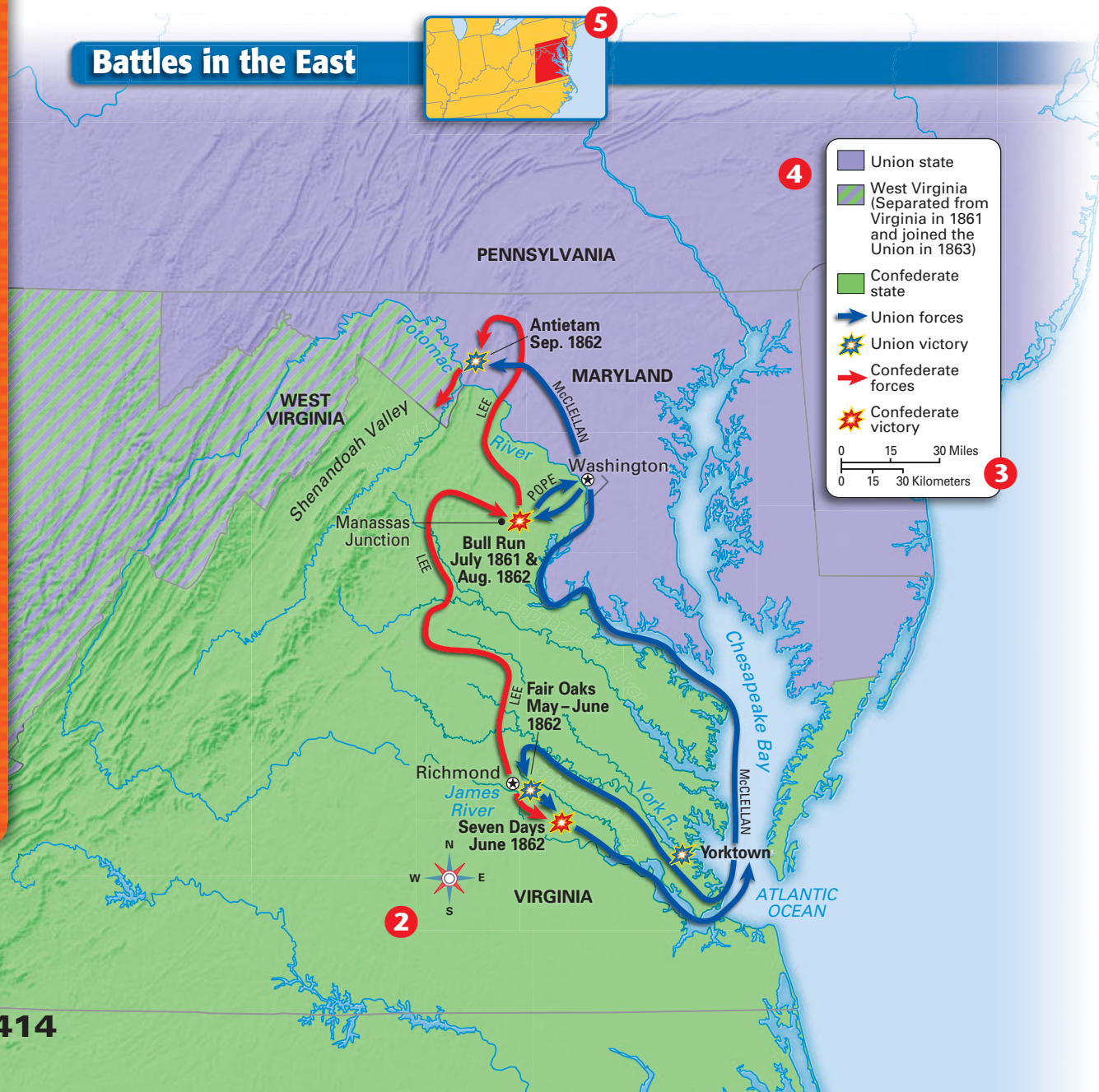
Map Essentials

Maps are like messages sent out in code. Mapmakers provide certain elements that help us translate these codes. These elements help us understand the message they are presenting about a particular part of the world. Of these elements, almost all maps have titles, directional indicators, scales, and legends. The map below has all four of these elements, plus a fifth—a locator map.

1 Title

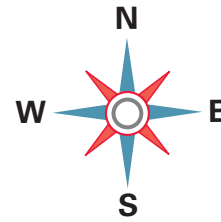
A map's **title** shows what the subject of the map is. The map title is usually the first thing you should look at when studying a map, because it tells you what the map is trying to show.

Battles in the East



2 Compass Rose

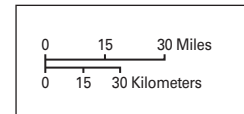
A directional indicator shows which way north, south, east, and west lie on the map. Some mapmakers use a “north arrow,” which points toward the North Pole. Remember, “north” is not always at the top of a map. The way a map is drawn and the location of directions on that map depend on the perspective of the mapmaker. Most maps in this textbook indicate direction by using a compass rose. A **compass rose** has arrows that point to all four principal directions, as shown.



3 Scale

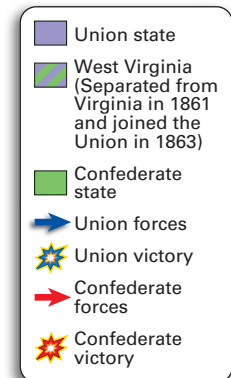
Mapmakers use scales to represent show the distances between points on a map. Scales may appear on maps in several different forms. The maps in this textbook provide a bar **scale**. Scales give distances in miles and kilometers.

To find the distance between two points on the map, place a piece of paper so that the edge connects the two points. Mark the location of each point on the paper with a line or dot. Then, compare the distance between the two dots with the map’s bar scale. The number on the top of the scale gives the distance in miles. The number on the bottom gives the distance in kilometers. Because the distances are given in large intervals, you may have to approximate the actual distance on the scale.



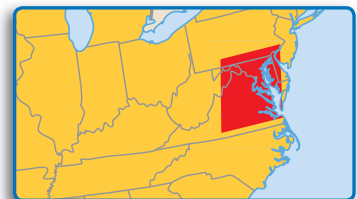
4 Legend

The **legend**, or key, explains what the symbols on the map represent. Point symbols are used to specify the location of things, such as cities, that do not take up much space on the map. Some legends, such as the one shown here, show colors that represent certain elevations. Other maps might have legends with symbols or colors that represent things such as roads. Legends can also show economic resources, land use, population density, and climate.



5 Locator Map

A locator map shows where in the world the area on the map is located. The area shown on the main map is shown in red on the locator map. The locator map also shows surrounding areas so the map reader can see how the information on the map relates to neighboring lands.



Working with Maps

Using Different Kinds of Maps

As you study the world's regions and countries, you will use a variety of maps. Political maps and physical maps are two of the most common types of maps you will study. In addition, you will use special-purpose maps. These maps might show climate, population, resources, ancient empires, or other topics.

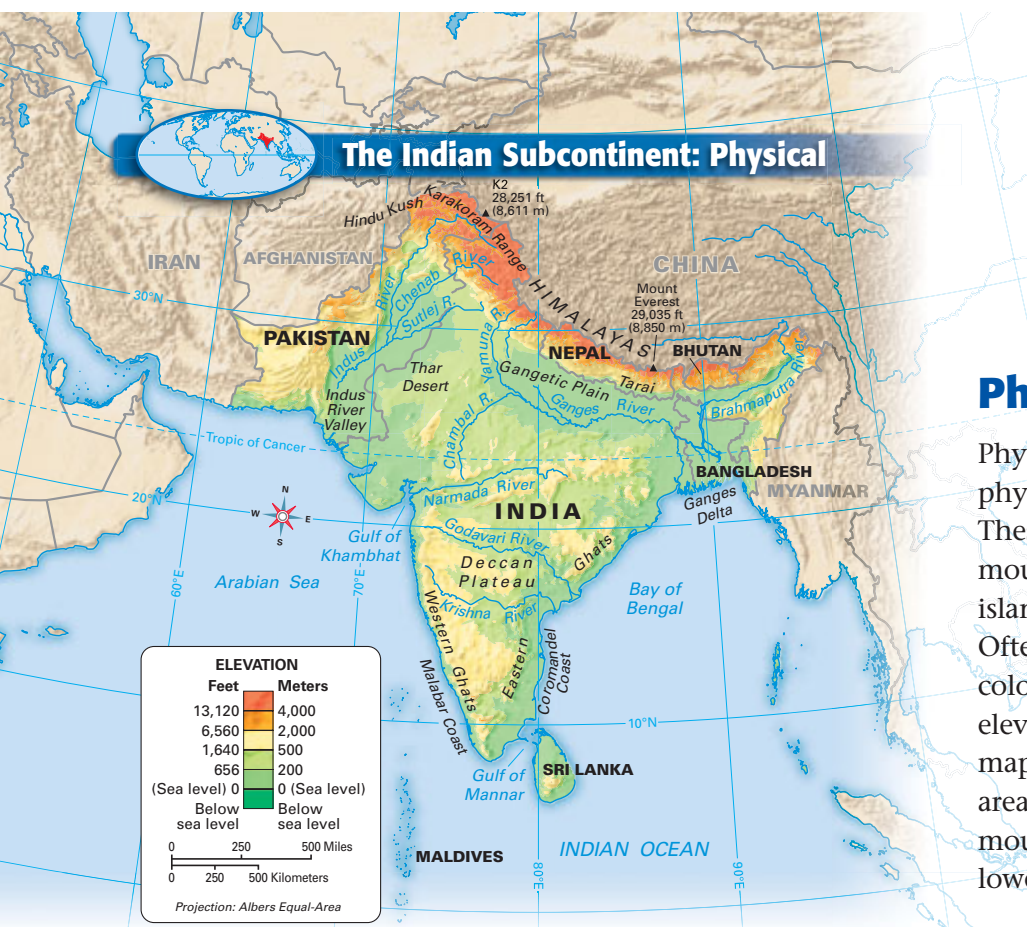
Political Maps

Political maps show the major political features of a region. These features include country borders, capital cities, and other places. Political maps use different colors to represent countries, and capital cities are often shown with a special star symbol.



Caribbean South America: Political



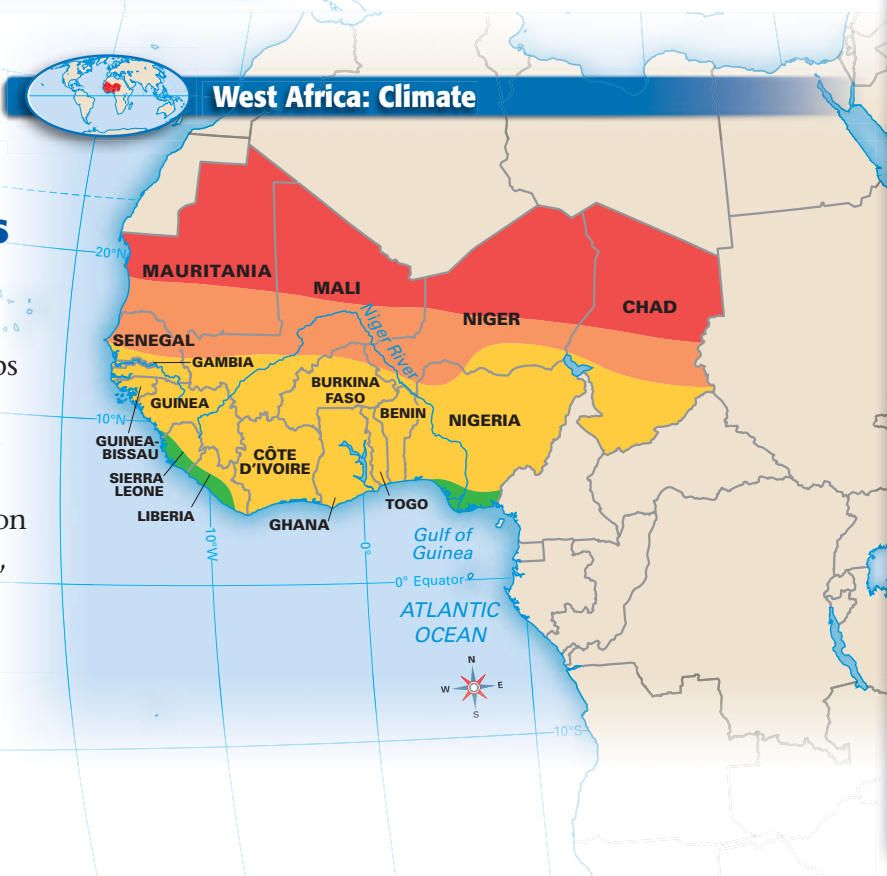


Physical Maps

Physical maps show the major physical features of a region. These features may include mountain ranges, rivers, oceans, islands, deserts, and plains. Often, these maps use different colors. They represent different elevations of land. As a result, the map reader can easily see which areas are high elevations, like mountains, and which areas are lower.

Special-Purpose Maps

Special-purpose maps focus on one special topic. Examples are climate, resources, or population. These maps present information on the topic that is particularly important in the region. Depending on the type of special-purpose map, the information may be shown with different colors, arrows, dots, or other symbols.



GIS and GPS

Electronic technologies have changed geography and how geographers work. High-tech systems have also changed daily life for many people.

Geographic Information Systems

The newest tool in the geographer's toolbox is Geographic Information Systems (GIS). GIS stores information about the world in a digital database. GIS has the ability to combine information from a variety of sources. GIS displays it in ways that allow the user to visualize the use of space in different ways. GIS has become an essential tool for all sorts of businesses and government agencies. Students can now earn college degrees in GIS.

When using the system, geographers start by examining a problem. Then they decide what kinds of geographic information would help them solve it. They draw together data related to both physical and human geography. The information could include maps, aerial photographs, satellite images, or other data. Next, they select the appropriate layers of information. Then, they use GIS to create a composite map that combines the information. By using GIS, geographers can get information that would not have shown up just by examining the individual pieces of data.

Global Positioning System (GPS)

Another geographic tool is GPS or Global Positioning System. It was originally developed to help military forces know exactly where they were. The system uses a series of more than 20 satellites called Navstars, which beam information to Earth. The exact position is displayed on a portable receiver. Hikers, explorers, sailors, and drivers use GPS devices to determine their location and plan routes. Many police, fire, and ambulance services use GPS to locate the vehicle closest to the emergency. This saves precious time in life-or-death situations. GPS devices in many new cars can help police locate the vehicle if it has been stolen. GPS also has scientific applications. Wildlife biologists can track animals by attaching GPS devices to the animals' collars. GPS-equipped balloons can monitor holes in the ozone or oil spills. Archaeologists use GPS to locate ancient sites.



This GPS device can help the driver plan routes and avoid traffic congestion.

Geographic Information Systems

Geographic Information Systems (GIS) allow geographers to solve problems by combining geographic information about a location from several sources.

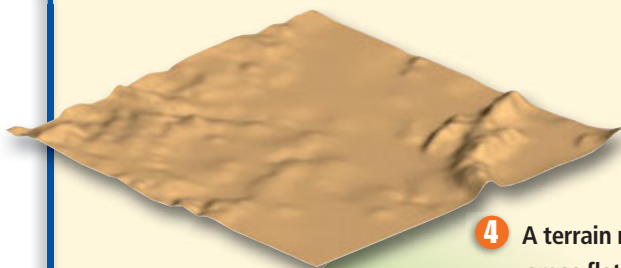


4	105	8	62	135	7	2
23	4	10	2	4	1	105
33	4	7	64	32	10	57
2	24	8	55	2	57	82
46	48	22	36	74	85	84
18	77	45	84	27	8	31
22	1	74	32	2	23	19
17	36	7	49	73	34	78
19	34	56	12	3	1	67
27	24	8	55	7	37	82
46	48	22	36	74	85	84
18	77	45	84	27	8	31
22	1	74	32	2	23	19

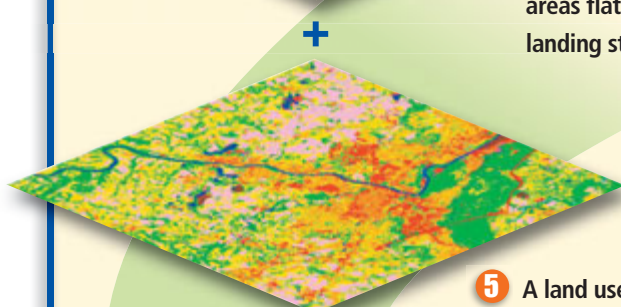
1 The geographer poses a question or problem. An example is, "In what general area near this town might an airport be located?" A section of land is identified for further study.

2 Computer databases hold geographic information about the location.

3 The user selects layers of information that answer the question "What geographic characteristics are important for a good airport site?"



4 A terrain map identifies all areas flat enough for airplane landing strips.



5 A land use map shows areas that have few homes.



6 The base map shows where roads are located so that travelers can reach the airport easily and safely.



7 The layers of information combine to create a composite map showing possible sites for the airport.

ANALYSIS SKILL

ANALYZING INFORMATION

1. If you wanted to use GIS to plan the best location for a shopping mall, what kinds of data might you collect?
2. How might using a GPS device enhance your daily routines, hobbies, or athletic activities?

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

POLITICAL MAP of the WORLD

There are more than 190 countries that are generally recognized as fully independent. Some places are not completely independent. Among them are territories and protectorates administered by other countries.



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

GEOGRAPHY SKILLS

INTERPRETING MAPS

1. Locate and name three territories or protectorates of the United States.
2. Which two continents lie on the equator?
3. Which country appears to be the largest?



COUNTRY

- 1 Czech Republic
- 2 Slovakia
- 3 Slovenia
- 4 Croatia
- 5 Bosnia and Herzegovina
- 6 Macedonia
- 7 Serbia
- 8 Montenegro
- 9 Lithuania
- 10 Latvia
- 11 Estonia
- 12 Kosovo

CAPITAL

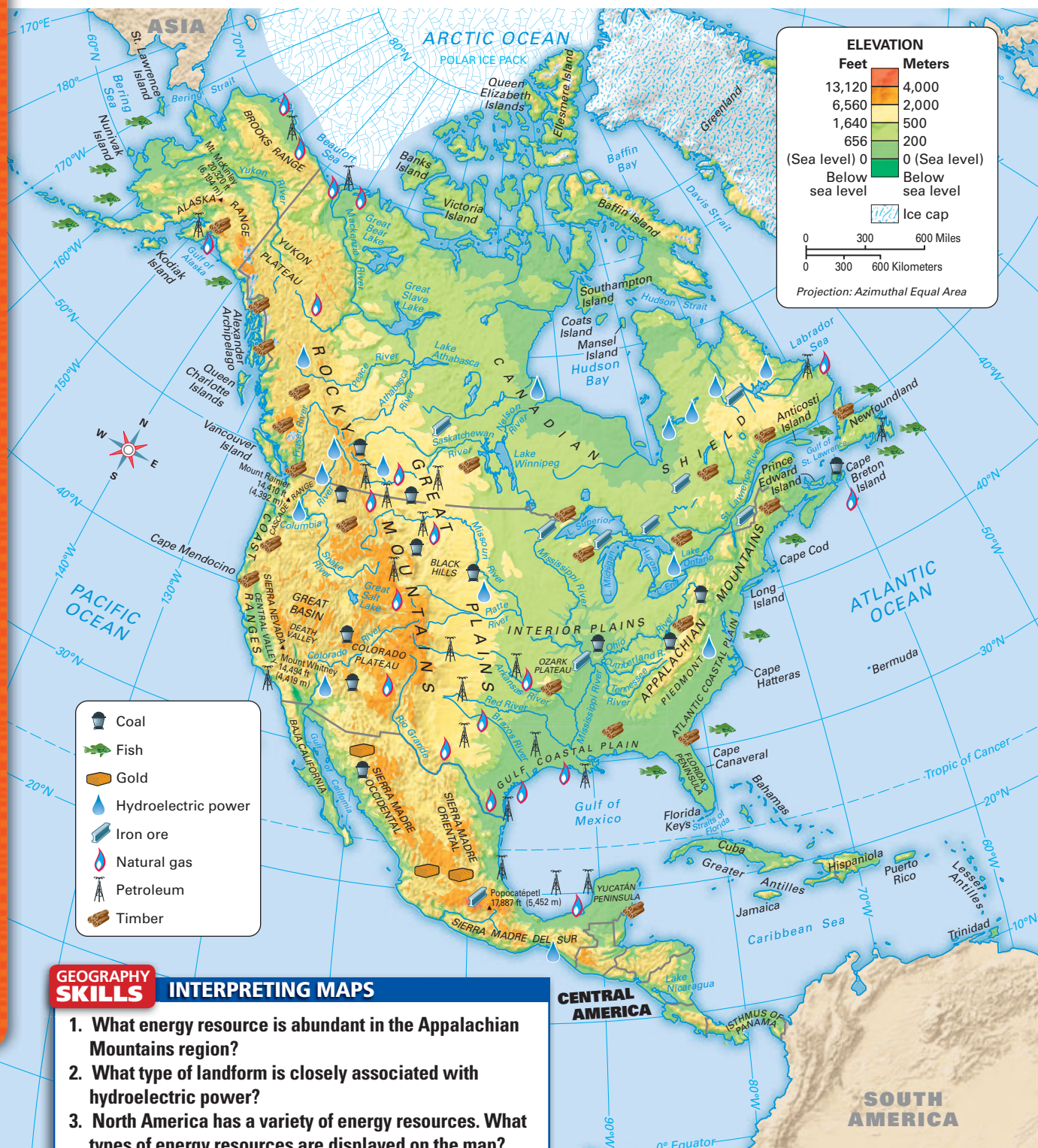
- Prague
Bratislava
Ljubljana
Zagreb
Sarajevo
Skopje
Belgrade
Podgorica
Vilnius
Riga
Tallinn
Pristina



PHYSICAL MAP of NORTH AMERICA

North America extends from the frozen Arctic to the warm tropics. The continent includes a wide range of landforms, physical features, and climate regions. North America is rich in many types of natural resources.

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



GEOGRAPHY SKILLS INTERPRETING MAPS

1. What energy resource is abundant in the Appalachian Mountains region?
2. What type of landform is closely associated with hydroelectric power?
3. North America has a variety of energy resources. What types of energy resources are displayed on the map?

POLITICAL MAP of NORTH AMERICA

North America is one of seven continents. It lies entirely in the Western Hemisphere. North America is dominated by three large countries. The smaller countries of Central America and the Caribbean Sea region are also considered part of North America.



CULTURAL DIFFUSION in NORTH AMERICA

Ever since Europeans first landed in North America, people have come here from around the world. Some people were attracted by plentiful land, natural resources, or the chance to start a new life. These reasons are called *pull factors* for migration. Other people fled from harmful conditions, such as war, disease, or famine. These reasons are called *push factors*.

In the 1700s English, Spanish, French, and Russian immigrants were living in large areas of North America. The cultures of these and other groups have diffused, or spread, throughout the regions where they settled. Elements of those cultures are evident today, and make some places distinctive.

North America in 1763

Alaska The United States bought Alaska from Russia in 1867. Russian Orthodox churches, with their onion-shaped domes, can still be found on Sitka Island, Alaska.



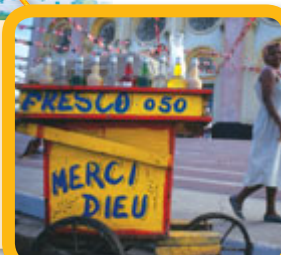
Canada English traditions, such as afternoon tea, have influenced customs in many parts of Canada.



Florida This huge pan of paella for sale at a Miami festival reflects influence from Spain and Cuba.



Haiti Although France had claimed much of the continent, it lost territory through war and purchase. The French heritage can still be found, though, in Haiti, Quebec, Louisiana, and other places.



ANALYSIS SKILL

ANALYZING INFORMATION

1. What push or pull factors drew immigrants to your state?
2. What cultural influences can be found in the food, language, or customs of your community?

CULTURAL REGIONS of NORTH AMERICA

In 1981, scholar Joel Garreau published *The Nine Nations of North America*. He described nine culture regions. They were distinguished by history, language, common occupations, attitudes, and other factors. This map is adapted from Garreau's original. Garreau proposed that people within these regions share culture traits that have little to do with state or national boundaries.

The Nine Nations of North America



ANALYSIS SKILL

ANALYZING INFORMATION

1. Find your location on the map. Do you agree with the "nation" to which it is assigned?
2. In what other ways would you describe the regions of North America or the United States?
3. Could Florida be divided into subregions in the same way? What would you call those areas?

North America Today

Physical geography has had a huge influence on the history, people, and landscapes of North America. The continent's physical features and environments have shaped how people arrived, where they lived, the work they did, and what they ate. In turn, people have affected the physical environment. They plowed the land, mined the earth, cut down and planted trees, and changed the atmosphere, among many impacts.

Let's look at some of the ways that Earth's physical characteristics have influenced human life. Landforms certainly affect where people can live. For example, no one can live on top of a high mountain. No one can farm a Florida beach that is under water during high tide. Instead, people have settled in places that have suitable climates, access to water, and good farmland.

Resources Natural resources have also influenced development. Vast expanses of fertile land, perhaps our continent's most valuable resource, drew early immigrants. The West and the far north, with their minerals and timber, attracted other settlers. The variety of resources has helped create a range of economic opportunities—from fishing off the coast of Mexico to refining oil in Texas to harnessing rivers for hydroelectric power in Canada.

Climate Climate is another factor that influences human activity and interactions. For example, people who live in North America's desert regions are limited in what crops or livestock they can raise. And the types of houses people build tend to reflect the climate where they are located. In Arizona, for example, many houses are painted in light colors to reflect light and heat. Climate can even affect intergovernmental relations. For example, the United States has sent aid to many Caribbean countries that have been hit by hurricanes.

Location Absolute and relative location also play essential roles in the story of North America. Many cities developed in locations that had one or more advantages over other locations. We can see one example in Mexico. Long ago, the Aztec were looking for a place to build their capital. They chose a lake that offered water resources and a defensive position. That settlement eventually became Mexico City. North America's large port cities offer an example of the importance of relative location. New York, New Orleans, Miami, Vancouver—all grew partly because of their location relative to sheltered harbors for ships. Location even factors into governmental relations. Consider the United States-Canada border. It is the longest border between countries in the world. It is a good thing that our two nations are friends and allies! These are just some of the ways that physical features and location have affected North America.

Rocky Mountains

Physical characteristics, such as these peaks in Wyoming, can place limits on how many people can settle a region.



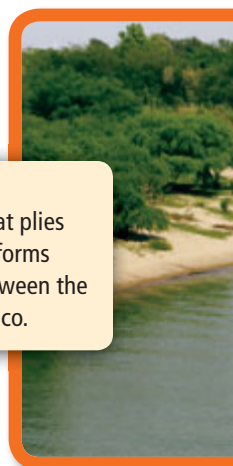
California 49er

Gold, a natural resource, attracted thousands of settlers to California in the mid-1800s.



Rio Grande Valley

A U.S. Border Patrol boat plies the Rio Grande, which forms much of the border between the United States and Mexico.



ANALYSIS SKILL

ANALYZING INFORMATION

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

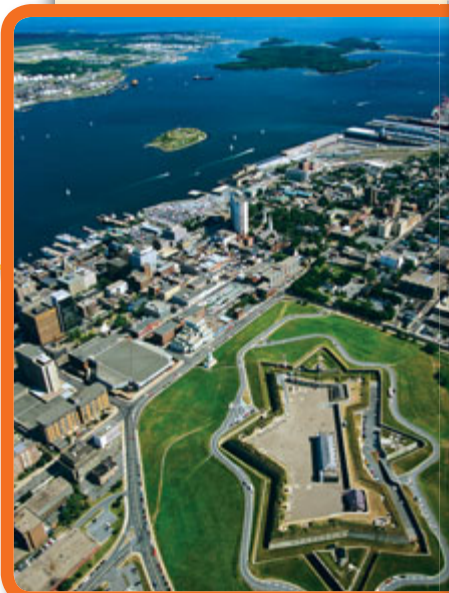
SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.



Chicago, Illinois Chicago's location between the Great Lakes and the Great Plains made the city a transportation hub. Railroads and shipping are essential to the city's economy.

Halifax, Nova Scotia

Fort George commands a strategic location over Halifax. It was built by the British in 1749 to counter the French presence in Canada.



Costa Rica Central America's tropical climate makes growing coffee beans possible in Costa Rica.



The United States is the second-largest country of North America; Canada is the largest country. The 48 states south of Canada and the District of Columbia are often called the contiguous states because they are next to each other. Alaska and Hawaii are the other two states.



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



GEOGRAPHY SKILLS

INTERPRETING MAPS

1. How is the U.S. capital shown on the map? What is the nation's capital?
2. How are the states' capital cities shown?
3. What is the capital of your state? What are the capital cities of the states that border it?

PHYSICAL LANDMARKS of the UNITED STATES

A stunning variety of environments can be found in the United States. The country's physical landmarks range from craggy mountains to tangled marshes, rushing rivers to golden plains. Tourists come from around the world to enjoy the country's natural landmarks.

Great Salt Lake

in northern Utah is the largest salt lake in the Western Hemisphere. It is much saltier than sea water.



Grand Canyon The Colorado River took millions of years to carve the Grand Canyon through northern Arizona.



Denali Located in southern Alaska, Denali is the highest mountain in North America. Its summit is 20,320 feet above sea level.



Old Faithful

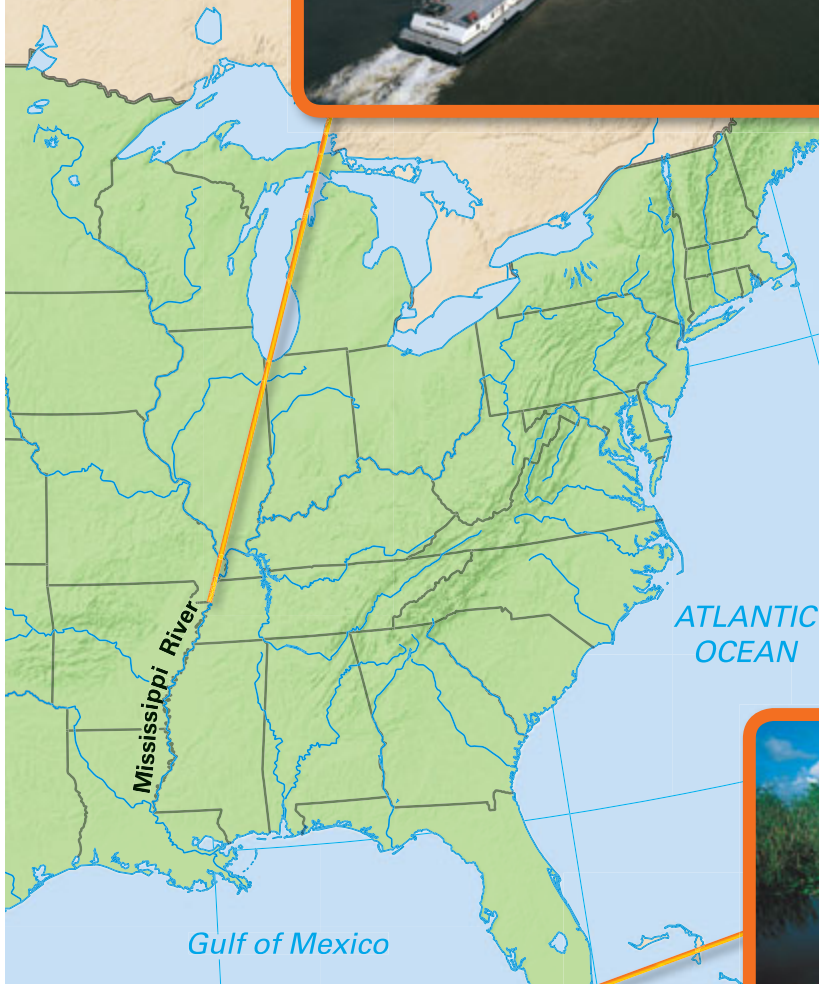
The geyser is a popular attraction in Yellowstone National Park, Wyoming. Its eruptions are usually about 90 minutes apart.



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



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



GEOGRAPHY SKILLS

INTERPRETING MAPS

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



Great Plains This vast region measures some 500 miles by 2,000 miles. Much of Texas, where this young steer is grazing, is within the Great Plains.

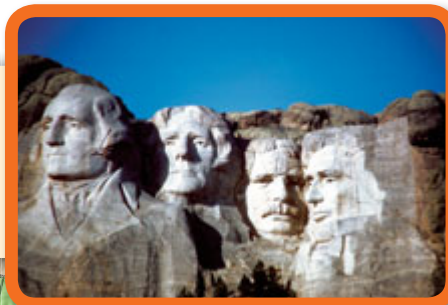


Everglades are subtropical wetlands in southern Florida. The Everglades are affected by flooding during wet seasons and drought and fire in dry seasons.

CULTURAL LANDMARKS of the UNITED STATES

The United States also has numerous cultural landmarks. Many of them are sites where important historical events took place. Others are feats of engineering or architectural achievement.

Mount Rushmore The heads of U.S. presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved into a South Dakota mountainside.



Hoover Dam

On the border between Arizona and Nevada, Hoover Dam was completed in 1936. Some 3,250,000 cubic yards of concrete went into the dam.



PACIFIC OCEAN

Las Vegas

Mount Rushmore

San Antonio



The Alamo In 1836, a siege and battle at this San Antonio landmark inspired Texans fighting for their independence from Mexico.

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



Gateway Arch St. Louis, Missouri is proud of its arch, at 630 feet the tallest man-made monument in the United States. It attracts more than 4 million visitors per year.



Statue of Liberty and Empire State Building

The Statue of Liberty was given to the United States by France in 1886. The 102-story Empire State Building was completed in 1931. Both structures are in New York City.



Independence Hall

Both the Declaration of Independence and the United States Constitution were debated and adopted in this Philadelphia landmark.



White House and U.S. Capitol

The President of the United States lives in the White House. The United States Congress meets in the Capitol. Both buildings are in Washington, D.C.

ANALYSIS SKILL

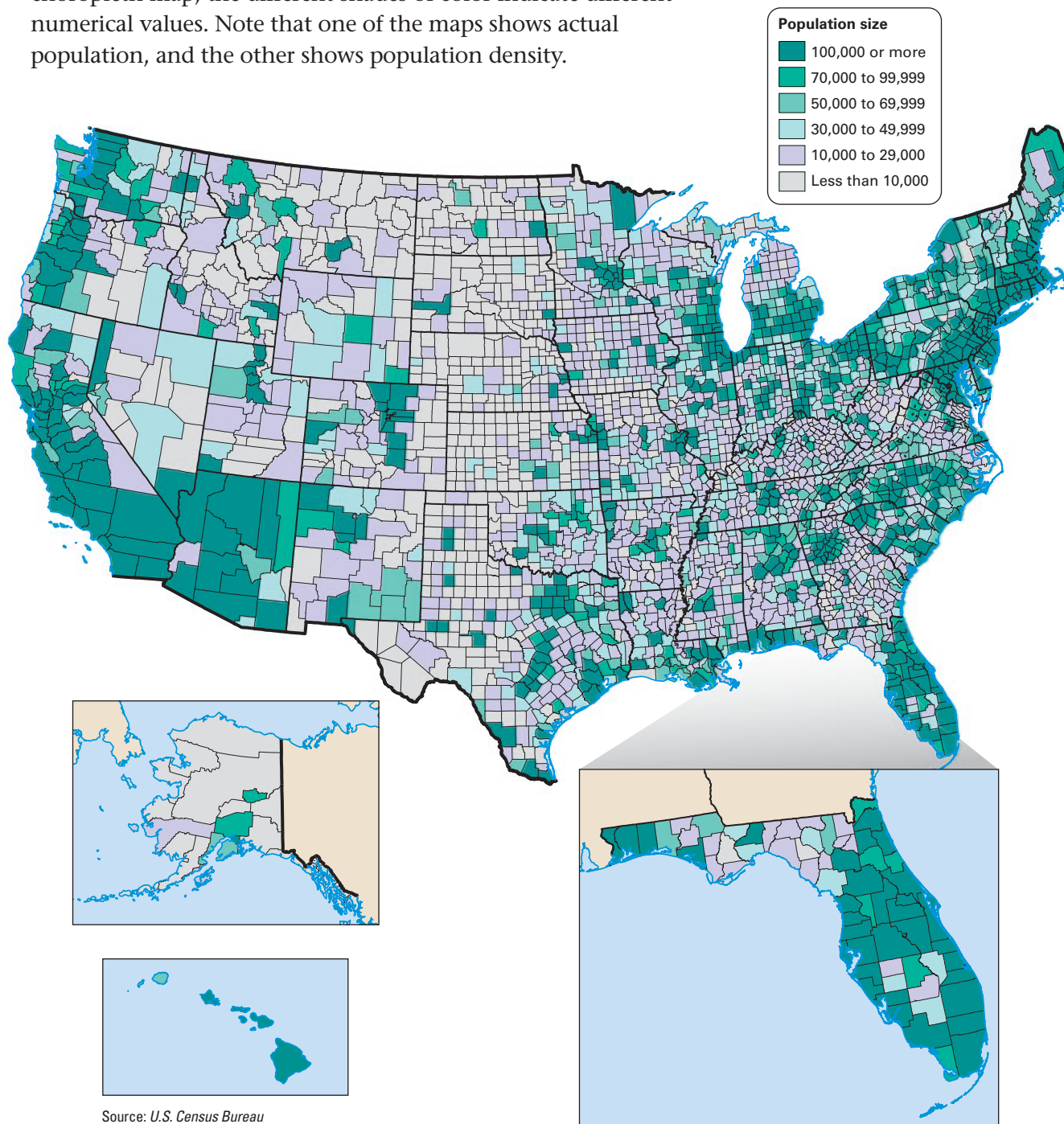
ANALYZING INFORMATION

1. Which cultural landmarks are directly related to the current U.S. government?
2. Why do you think the Gateway Arch has that name?
3. What is one thing that Mount Rushmore and Hoover Dam have in common?

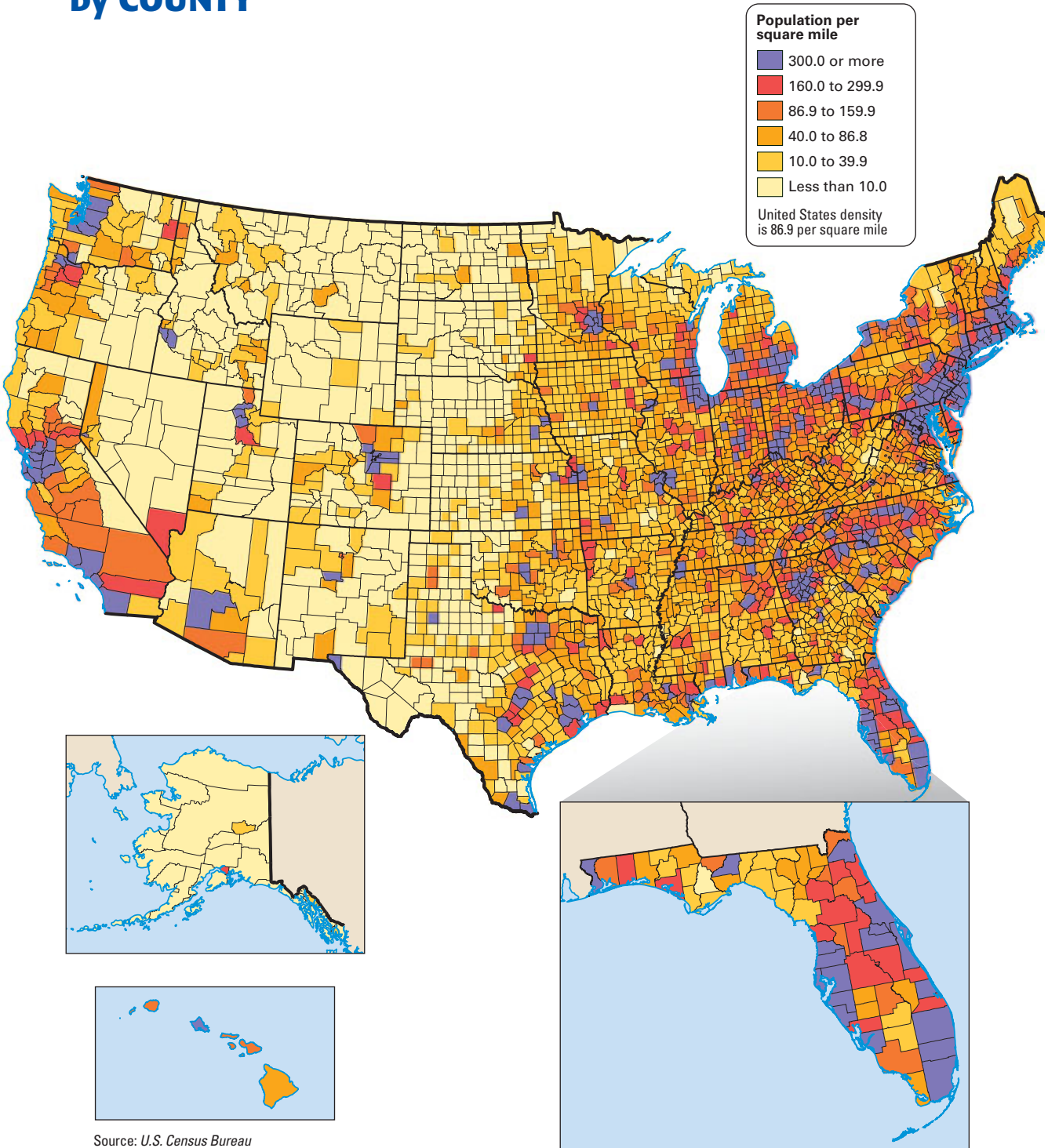
UNITED STATES POPULATION by COUNTY

The maps on these pages are called choropleth maps. On a choropleth map, the different shades of color indicate different numerical values. Note that one of the maps shows actual population, and the other shows population density.

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



UNITED STATES POPULATION DENSITY by COUNTY



Source: U.S. Census Bureau

GEOGRAPHY SKILLS

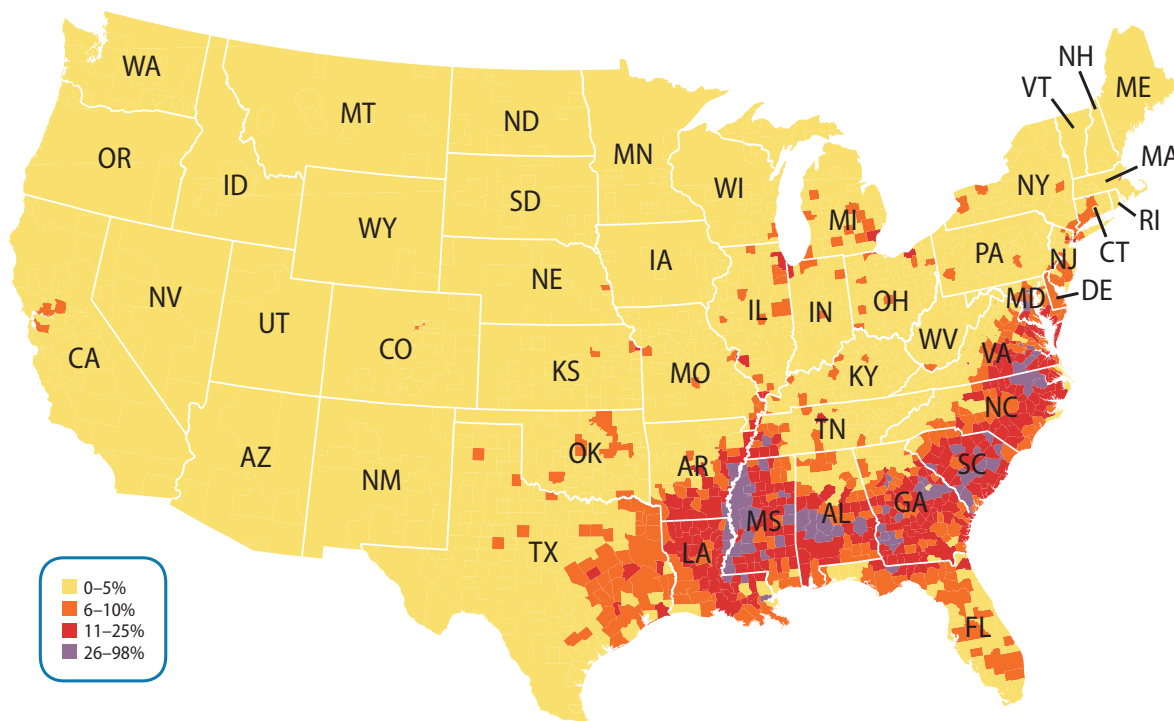
INTERPRETING MAPS

1. Which parts of the country are the most densely populated? Which parts are the least densely populated?
2. Find your county on both maps. What is its approximate population? What is its population density?
3. Which map do you think displays a clearer picture of the U.S. population? Explain your answer.

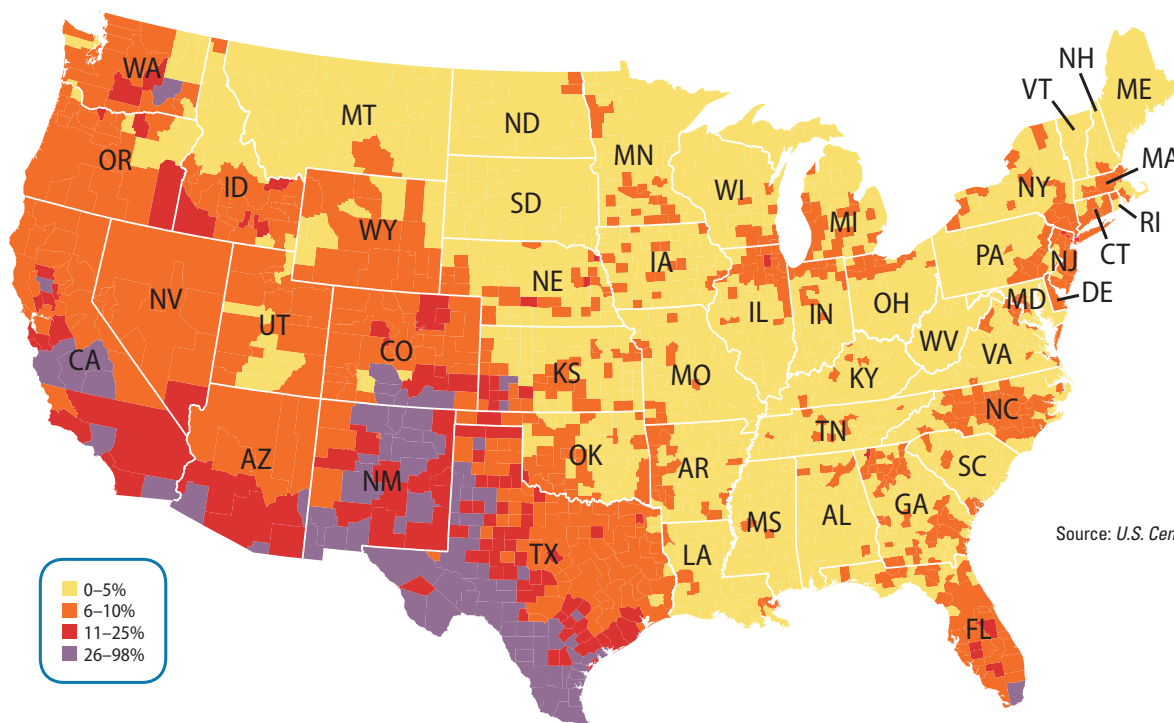
MINORITY GROUPS in the UNITED STATES

The four main minority groups of the contiguous United States are not distributed evenly across the country. These choropleth maps display where those populations are concentrated.

African Americans



Hispanic Americans



Source: U.S. Census Bureau

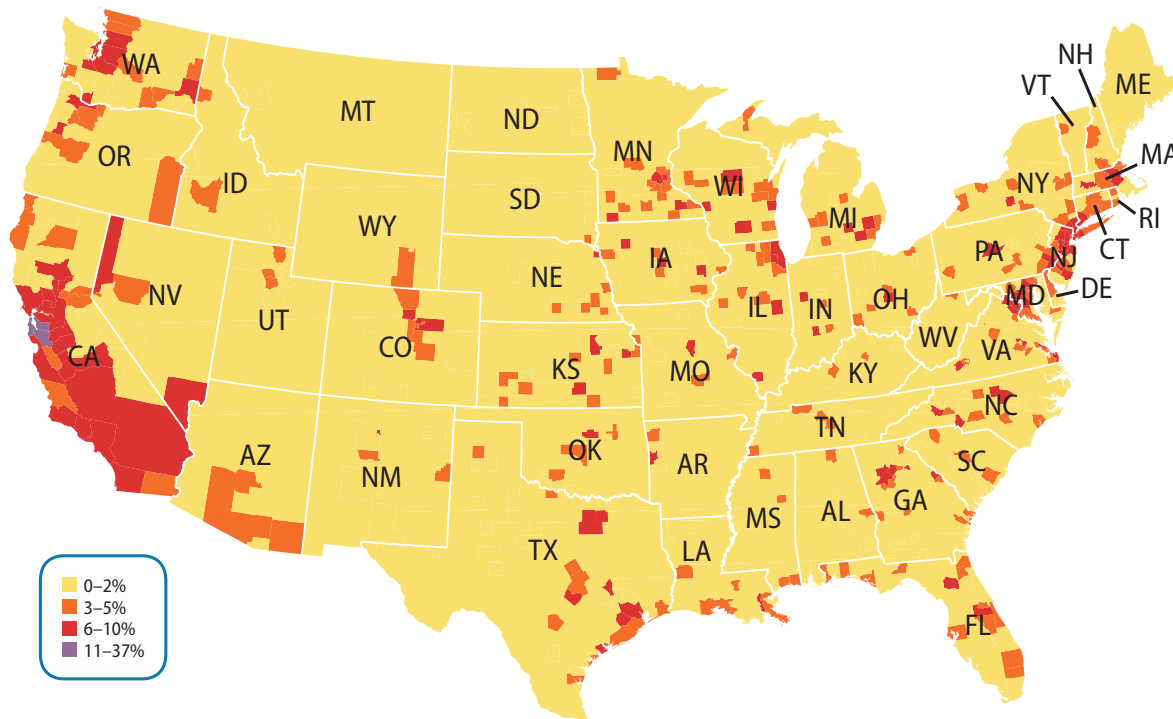
SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

GEOGRAPHY SKILLS

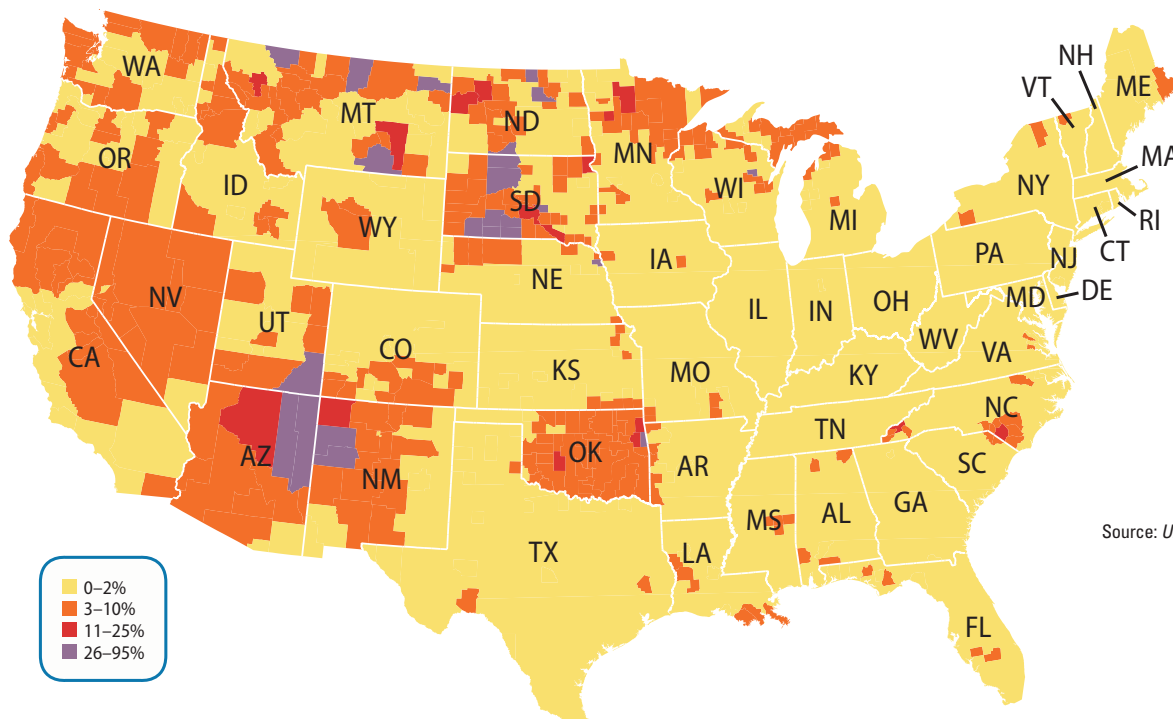
INTERPRETING MAPS

1. Why are African Americans concentrated in the South? Why are Asian Americans concentrated in the West?
2. What are some parts of the country where few members of these four minority groups live?
3. Find your county on all four maps. Does it have a large population of one of the ethnic groups represented? Which group or groups?

Asian Americans



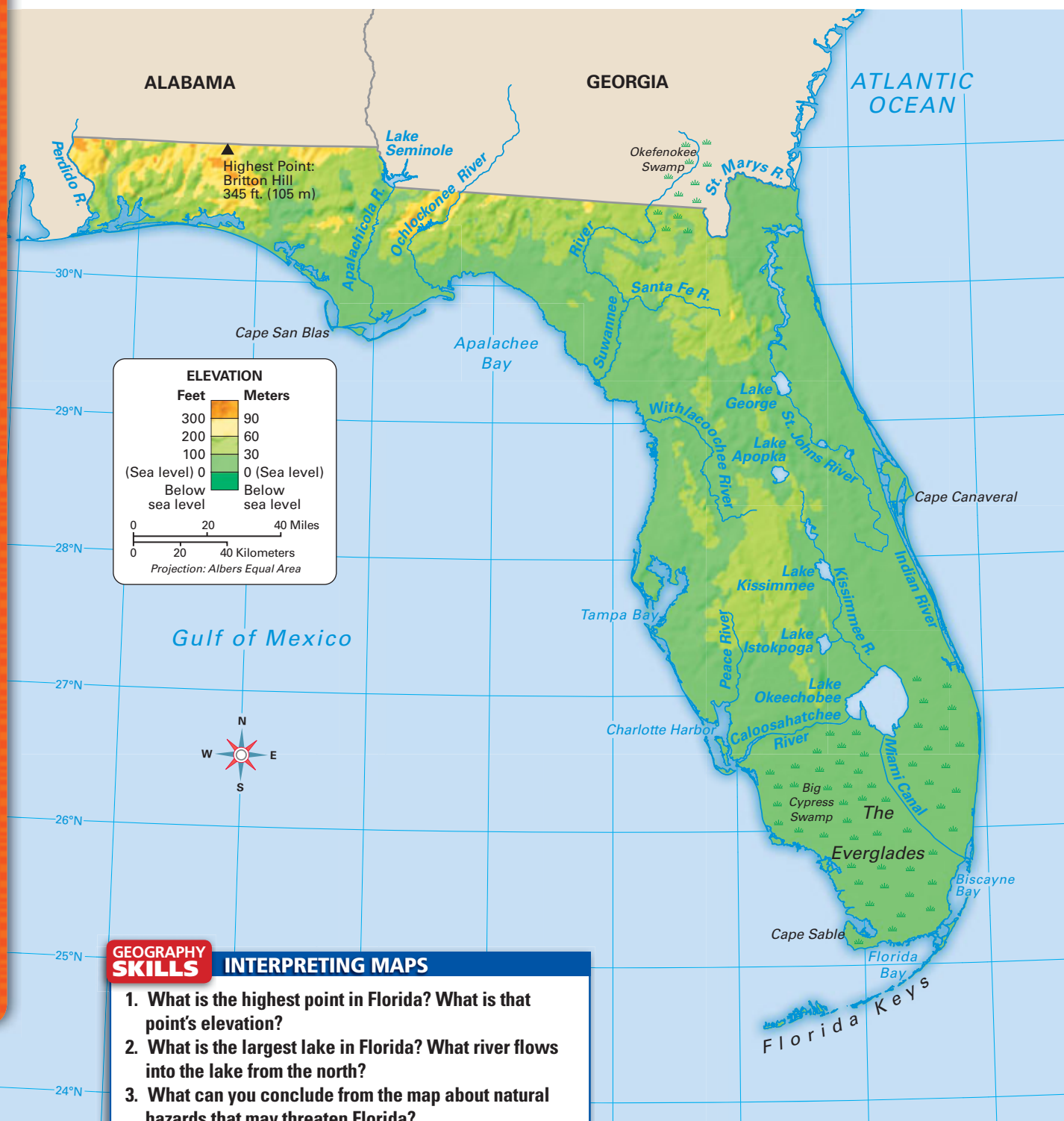
Native Americans



Source: U.S. Census Bureau

PHYSICAL GEOGRAPHY of FLORIDA

Florida's physical geography is not as varied as that of some states. The land is relatively flat and marked by many rivers, lakes, and marshes. The Everglades is a large wetland in the southern part of the state. Florida has long coastlines on the Atlantic Ocean and the Gulf of Mexico.



GEOGRAPHY SKILLS

INTERPRETING MAPS

1. What is the highest point in Florida? What is that point's elevation?
2. What is the largest lake in Florida? What river flows into the lake from the north?
3. What can you conclude from the map about natural hazards that may threaten Florida?

POLITICAL GEOGRAPHY of FLORIDA

Florida has been occupied for some 14,000 years. Juan Ponce de León explored the peninsula in 1513. After rule by Spain and Great Britain, Florida became a territory of the United States in 1822. It became the 27th state in 1845.



GEOGRAPHY SKILLS

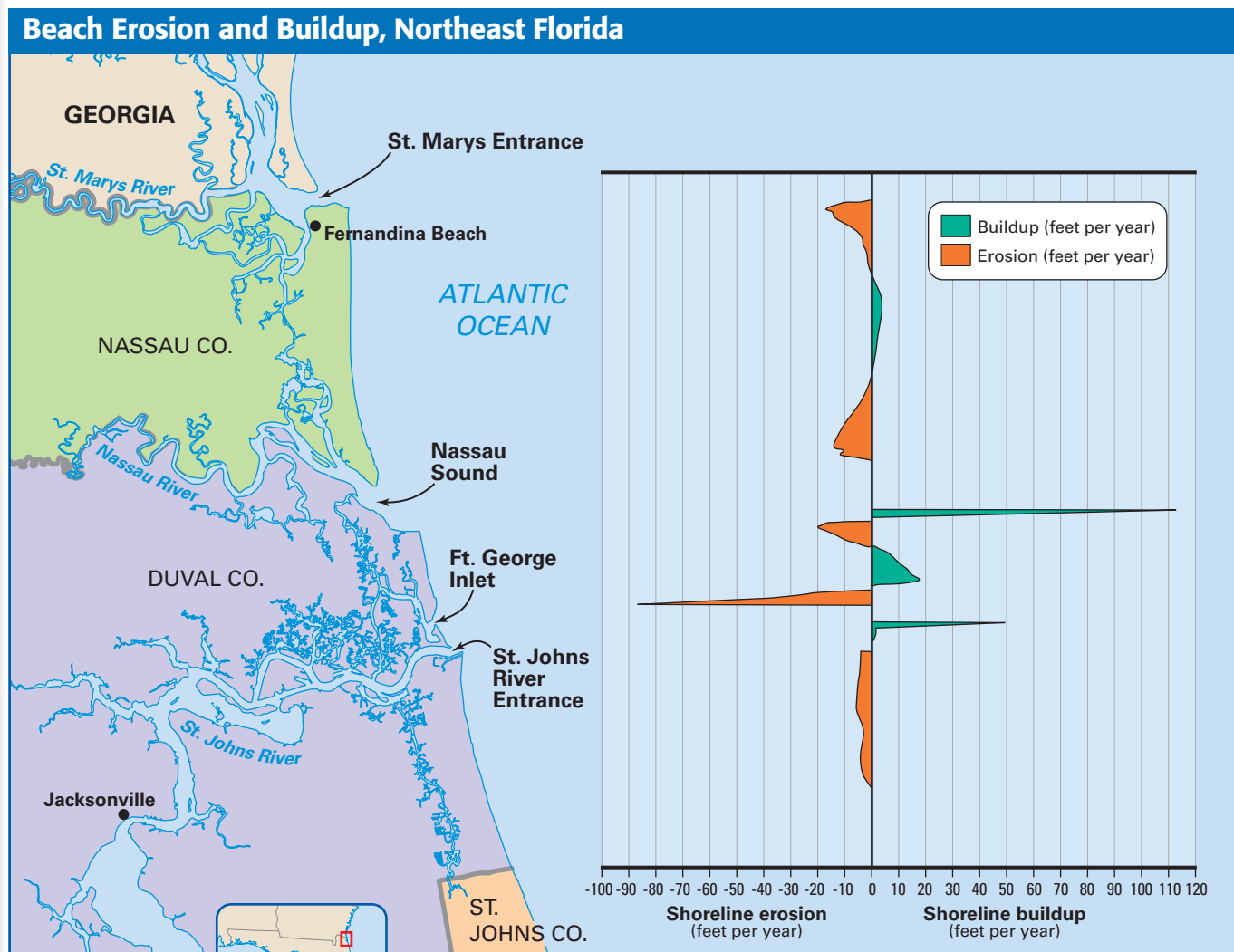
INTERPRETING MAPS

1. Find your city or town on the map or your community's approximate location. What is your location's latitude and longitude?
2. What aspects of Florida's physical geography and history appear to be reflected in the names of many of the state's cities?
3. What is the capital of Florida? What is the relative location of the capital city?

BEACH EROSION and BUILDUP, NORTHEAST FLORIDA

Maps and other graphics can help us analyze issues of conservation or ecology in the local community. The graph on this page shows the buildup and erosion of shoreline. It depicts a three-county area of Florida. The changes are measured in feet per year. Locations on the map correspond directly to the shapes on the graph.

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



Source: Florida Department of Environmental Protection

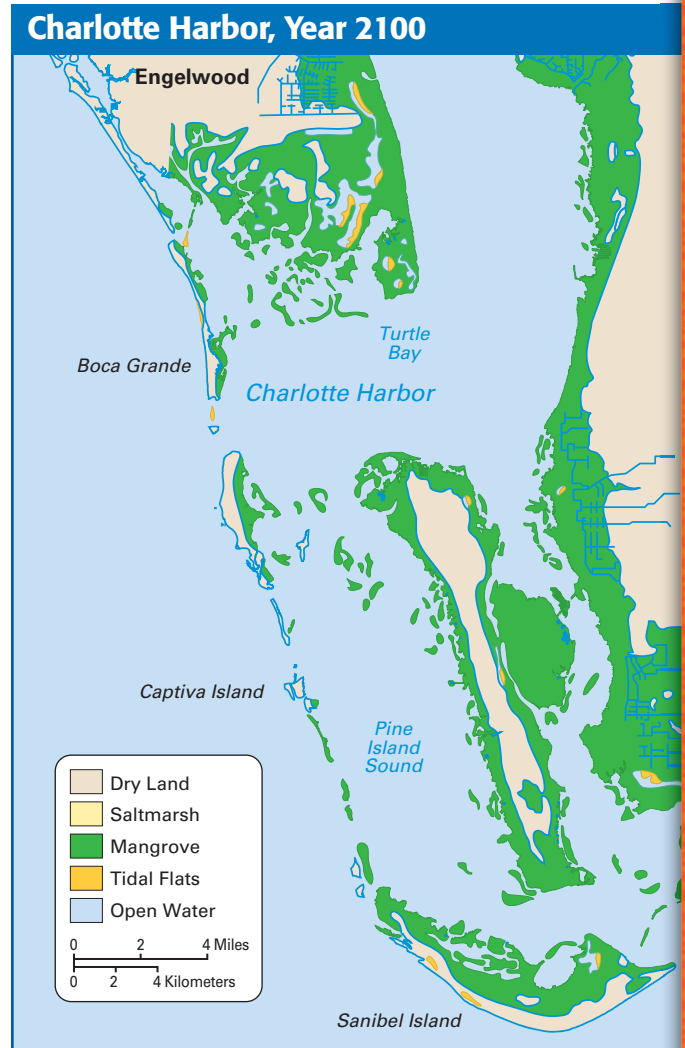
GEOGRAPHY SKILLS

INTERPRETING MAPS

1. Which areas of the shoreline—beaches or inlets—have experienced more buildup and erosion?
2. Dredging and the construction of jetties at inlets used by commercial and recreational boats have been blamed for shoreline erosion. Does the graph seem to support this argument? Why or why not?
3. In general, has this region experienced more buildup or more erosion?

IMPACT of GLOBAL WARMING on CHARLOTTE HARBOR

Maps can also help us predict future conditions. This pair of maps shows how global warming may affect the Charlotte Harbor area on Florida's Gulf coast.



GEOGRAPHY SKILLS

INTERPRETING MAPS

1. Which type of landform may be eliminated almost completely?
2. What vegetation type may increase?
3. How do you think the changes displayed on the maps may affect local wildlife, fisheries, and economies?

Governors of the State of Florida

Military Governor

Andrew Jackson

(March 10–November 12, 1821)

Territorial Governors

William DuVal (1822–1834)

John Henry Eaton (1834–1836)

Richard Keith Call (1836–1839)

Robert Raymond Reid (1839–1841)

Richard Keith Call (1841–1844)

John Branch (1844–1845)

State Governors

William Dunn Moseley (1845–1849)

Thomas Brown (1849–1853)

James E. Broome (1853–1857)

Madison Starke Perry

(1857–1861)

John Milton (1861–1865)

Abraham Kurkindolle Allison

(April 1–May 19, 1865)

William Marvin

(July 13–December 20, 1865)

David Shelby Walker (1865–1868)

Harrison Reed (1868–1873)

Ossian B. Hart (1873–1874)

Marcellus L. Stearns (1874–1877)

George Franklin Drew (1877–1881)

William D. Bloxham (1881–1885)

Edward A. Perry (1885–1889)

Francis P. Fleming (1889–1893)

Henry L. Mitchell (1893–1897)

William D. Bloxham (1897–1901)

William S. Jennings (1901–1905)

Napoleon Bonaparte

Broward (1905–1909)

Albert Gilchrist (1909–1913)

Park Trammell (1913–1917)

Sidney Catts (1917–1921)

Cary Hardee (1921–1925)

John Martin (1925–1929)

Doyle Carlton (1929–1933)

Dave Sholtz (1933–1937)

Fred Cone (1937–1941)

Spessard Holland (1941–1945)

Millard Caldwell (1945–1949)

Fuller Warren (1949–1953)



State flag

Dan McCarty

(January 6– September 28, 1953)

Charley Johns (1953–1955)

LeRoy Collins (1955–1961)

Farris Bryant (1961–1965)

Haydon Burns (1965–1967)

Claude Kirk (1967–1971)

Reubin Askew (1971–1979)

Bob Graham (1979–1987)

Wayne Mixson (January 3–6, 1987)

Bob Martinez (1987–1991)

Lawton Chiles (1991–1998)

Buddy MacKay (1998–1999)

Jeb Bush (1999–2007)

Charlie Crist (2007–2011)

Rick Scott (January 4, 2011–)

Florida Government

Executive Branch	Legislative Branch	Judicial Branch
<p>Carries out the laws and policies of state government</p> <p>Governor</p> <ul style="list-style-type: none"> ■ Elected by voters to a four-year term ■ May serve two consecutive terms ■ Signs bills into laws and has veto power <p>Lieutenant Governor</p> <ul style="list-style-type: none"> ■ Elected along with the governor to a four-year term ■ Would become governor should the office become vacant due to death, impeachment trial, or incapacity <p>Florida Cabinet</p> <ul style="list-style-type: none"> ■ Consists of the Attorney General, the Commissioner of Agriculture, and the Chief Financial Officer ■ Independently elected to four-year terms ■ Serve as chief advisors to the governor 	<p>Makes state laws</p> <p>Bicameral System</p> <ul style="list-style-type: none"> ■ Legislature made up of two houses, the Senate and the House of Representatives ■ Both houses take part in drafting and passing laws <p>State Senate</p> <ul style="list-style-type: none"> ■ 40 members ■ Elected to four-year terms ■ No term limits <p>House of Representatives</p> <ul style="list-style-type: none"> ■ 120 members ■ Elected to two-year terms ■ No term limits 	<p>Interprets state laws</p> <p>County Courts</p> <ul style="list-style-type: none"> ■ At least one judge per county ■ Elected to six-year terms <p>Circuit Courts</p> <ul style="list-style-type: none"> ■ State's highest trial courts ■ Judges elected to six-year terms ■ Have most general jurisdiction <p>District Courts of Appeal</p> <ul style="list-style-type: none"> ■ More than 50 judges serve in 5 appellate districts ■ Judges appointed by the governor, then retained or rejected by voters ■ Six-year term if retained <p>Supreme Court</p> <ul style="list-style-type: none"> ■ Highest state court ■ Consists of 7 justices ■ Justices appointed by the governor, then retained or rejected by voters ■ Six-year term if retained

Florida State Facts

State animal	Florida panther
State anthem	"Florida (Where the Sawgrass Meets the Sky)"
State beverage	Orange juice
State bird	Mockingbird
State butterfly	Zebra Longwing
State flower	Orange blossom
State freshwater fish	Largemouth bass
State marine mammal	Manatee
State reptile	Alligator
State saltwater fish	Sailfish
State saltwater mammal	Porpoise
State shell	Horse conch
State tree	Sabal palm
State wildflower	Coreopsis
Capital	Tallahassee
Song	"Old Folks at Home (Swanee River)"
Motto	In God We Trust
Nickname	The Sunshine State
Year of statehood	1845
Highest natural point	345 feet
Total area	58,560 square miles
National rank in total area	22
Total coastline	1,197 miles
Population (2010)	18,801,310
National rank in population	4
Most populous city	Jacksonville
Most populous metropolitan area	Miami-Ft. Lauderdale
Largest lake	Lake Okeechobee, 700 square miles
Number of counties	67
Bordering states	Alabama, Georgia

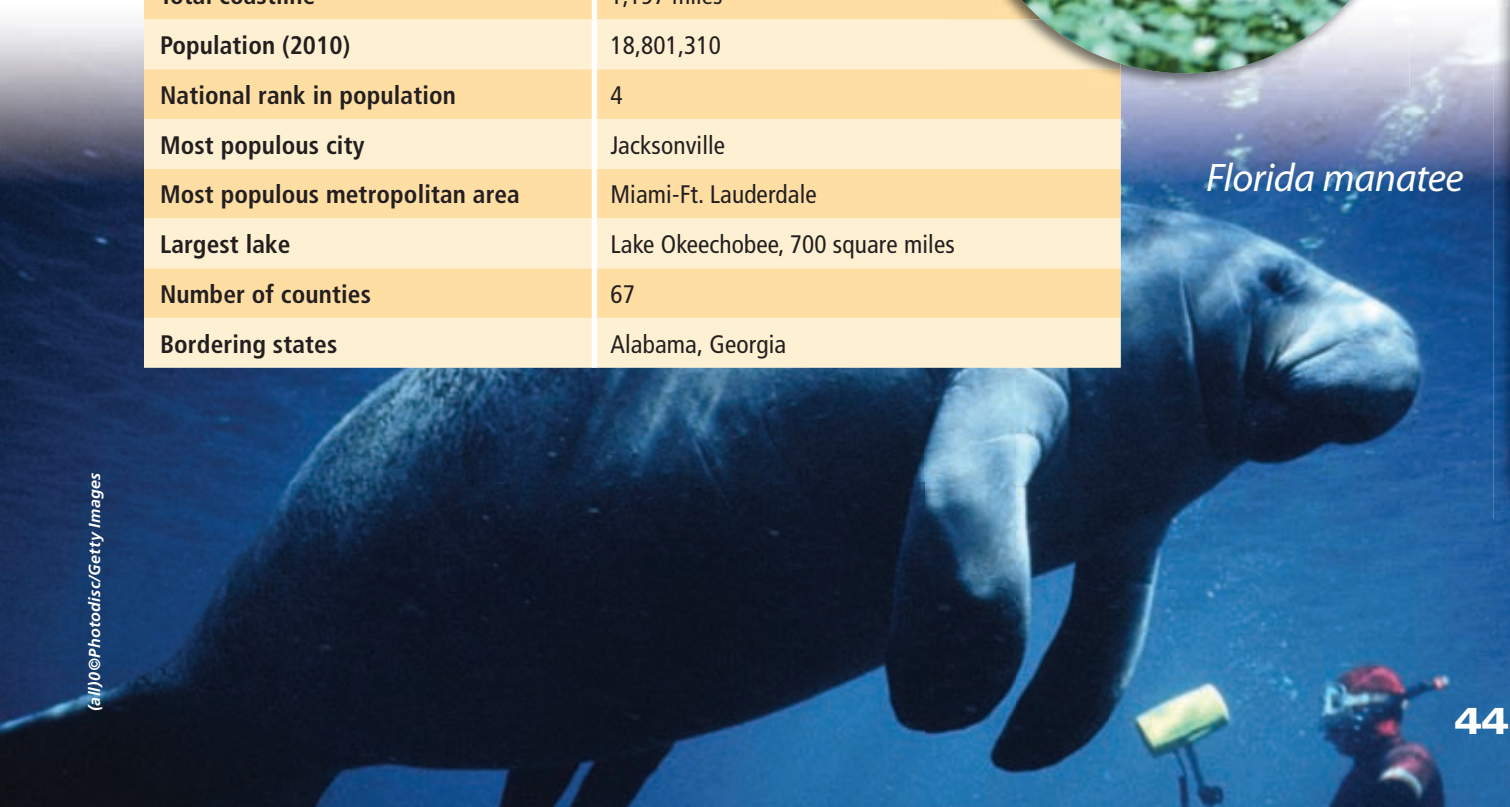
Florida oranges



State reptile



Florida manatee



FLORIDA LANDMARKS

Florida is a beautiful state with a long, fascinating history. The state's story can be read in its many physical and cultural landmarks. The landmarks pictured are just a few of Florida's special places.



The **Everglades** contain several different ecosystems, all rich in plant and animal life.

ANALYSIS SKILL

ANALYZING INFORMATION

1. How is the lighthouse shown on this page related to both physical and human geography?
2. Of the cultural landmarks shown on this page, which appears to be the oldest? Which appears to be the newest?
3. What kinds of problems may threaten the survival of Florida's important old buildings?

SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.

The **St. Augustine Castillo** was begun in 1672 when Florida was a Spanish possession.



Cape Canaveral is the site for many U.S. spacecraft launches.



Florida Caverns State Park contains many remarkable formations.



Ponce de Leon Inlet Light Station is the tallest lighthouse in Florida.



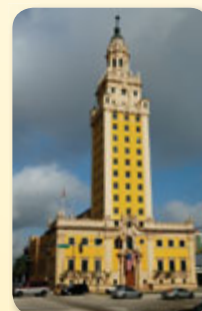
Homosassa Springs Wildlife Park shelters many manatees, among other species.



The **Tampa Bay Hotel** is now the main building of the University of Tampa.



Freedom Tower, in Miami, is a memorial to Cuban immigration to the United States.



Fort De Soto Park features just one of Florida's many lovely beaches.



Bok Tower, near Lake Wales, houses 60 carillon bells.



Fort Jefferson was begun in 1846 to protect U.S. trade.



The **Ernest Hemingway House** was the author's home from 1931 to 1939.

