Gateway to American Government

The Bridge to Success on Florida’s EOC Civics Test
ERRATA SHEET TO THE FIRST PRINTING OF GATEWAY TO AMERICAN GOVERNMENT

The authors regret the following substantive errors in the first printing of this book. Corrected pages follow this list. Florida Transformative Education grants permission to purchasers of the first printing to photocopy the corrected pages found in this document.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>p. xiv</td>
<td>Chart at bottom left: reverse headings of U.S. District Court and Florida Circuit Court.</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>p. 24</td>
<td>Top paragraph, right column: eliminate period after “Declaration” and change “U” in “Using” from upper-case to lower-case (u)</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>p. 65</td>
<td>Top paragraph, second to last sentence: change “six articles” to “seven articles”</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>p. 87</td>
<td>In the section “The Structure of Congress,” the first sentence should read: “The Constitution created Congress as the branch to make all federal laws.”</td>
</tr>
<tr>
<td></td>
<td>p. 103</td>
<td>On the chart at the bottom, shift the headings over.</td>
</tr>
<tr>
<td></td>
<td>p. 104</td>
<td>Question 2, Choice A: Change “imports” to “exports”</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>p. 237</td>
<td>Bottom card: change terms to read: State Board of Education Fish and Wildlife Conservation Commission Department of Elder Affairs Citrus Commission</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>p. 247</td>
<td>Right column, “Law of Blood,” first sentence: change “was recently living” to “has lived at least one year continuously”</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>p. 264</td>
<td>Top card, third bullet: change “if he or she recently lived in America” to “if he or she has lived at least one year continuously in America”</td>
</tr>
<tr>
<td></td>
<td>p. 270</td>
<td>Question 13: Add the following question: Which completes the diagram? A. Right to refuse to pay taxes B. Right to run for public office C. Right to petition for habeas corpus D. Right to apply for a patent of nobility Question 15: Choice D should be “at least five years.”</td>
</tr>
</tbody>
</table>
The authors also regret the following minor errors in the first printing of this book:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1</strong></td>
<td>p. 14</td>
</tr>
<tr>
<td>Bottom card</td>
<td>“communitiy” should be spelled “community”</td>
</tr>
</tbody>
</table>

| Chapter 3 | p. 53 |
| Caption to picture | should be spelled “Edmund Randolph” |
| p. 55 | Caption to picture should be spelled “William Paterson” |

| Chapter 4 | p. 64 |
| Left column, paragraph 2 | change “six articles” to “seven articles” |
| p. 72 | Last sentence above “Separation of Powers”: change Chapter 9 to Chapter 11 |

| Chapter 6 | p. 111 |
| Bottom right | change “Chapter 5” to “Chapter 12, page 255.” |

| Chapter 7 | p. 126 |
| Right column, paragraph 7 | change “interior” to “inferior” |

| Chapter 8 | p. 157 |
| For “The Arrest,” first sentence | delete “file a complaint and” |

| Chapter 9 | p. 188 |
| Question 13 newspaper headline | change “Carlina” to “Carolina” |

| Chapter 13 | p. 277 |
| Top left | before 1980s add “the” |
| Left column, paragraph 2, line 2 | change “sates” to “States”; second to last line, change “Water Conservative Board” to “Water Conservation Board” |

| Chapter 14 | p. 313 |
| Top left box, “Can influence government through civic action,” second bullet | change “offic” to “officials” |
| Top right box, “Interest groups,” third bullet | change “publishing” to “publicity” |

| Chapter 16 | p. 359 |
| Question 10, lines 1, 2, and 3 of box | correct misspelling by changing “local goverments” to “local governments” |

| Chapter 17 | p. 368 |
| Table with U.S. Foreign Aid, right column, top heading | change “20012” to “2012” |
| 394 | Bottom card, fourth bullet, for NAFTA: change “pledge to its lower tariffs” to “pledged to lower its tariffs” |
Line graphs show how the number or size of something has changed over time. For example, a line graph might show the number of federal employees from 1865 to today. Or it could show annual federal government revenues from 1900 to 2000. To interpret a line graph, be sure to understand both the “Y-axis” on its left side and the “X-axis” on its bottom. Usually the Y-axis is a “yard stick,” providing the numbers for measuring, while the X-axis indicates the passage of time.

Based on the graph, which five-year period saw the least increase in salary for a U.S. District Court Judge?

![Salaries of U.S. District Judges from 1968 to 2014](https://example.com/salaries_graph)

Source: Office of U.S. Courts

### Charts and Tables

Charts and tables often present information in rows and columns. This format makes it easy to locate particular facts or numbers. The top row usually provides headings, telling the reader what each column stands for. The left column lists the individual items the chart or table describes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Florida Circuit Court Judge Salary</th>
<th>U.S. District Court Judge Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$130,000</td>
<td>$145,100</td>
</tr>
<tr>
<td>2002</td>
<td>$133,250</td>
<td>$150,000</td>
</tr>
<tr>
<td>2003</td>
<td>$134,650</td>
<td>$154,700</td>
</tr>
<tr>
<td>2004</td>
<td>$134,650</td>
<td>$158,100</td>
</tr>
<tr>
<td>2005</td>
<td>$139,497</td>
<td>$162,100</td>
</tr>
<tr>
<td>2006</td>
<td>$145,080</td>
<td>$165,200</td>
</tr>
<tr>
<td>2007</td>
<td>$146,080</td>
<td>$165,200</td>
</tr>
<tr>
<td>2008</td>
<td>$145,080</td>
<td>$169,300</td>
</tr>
<tr>
<td>2009</td>
<td>$142,178</td>
<td>$174,000</td>
</tr>
<tr>
<td>2010</td>
<td>$142,178</td>
<td>$174,000</td>
</tr>
</tbody>
</table>

Sources: Office of State Courts Administrator and Administrative Office of the U.S. Courts

- Which judicial officer was more highly paid in 2010: a U.S. District Court Judge or a Florida Circuit Court Judge?
- In which years was the difference in salary between federal and Florida trial judges the greatest? The least?
- Have salaries for judges always increased with the passage of time? Explain your answer.
- What conclusions can you draw from this table?

### Political Cartoons

A political cartoon is a drawing by an artist commenting on current affairs, social conditions or events. Political cartoons often challenge authority or expose corruption. Cartoonists may use satire, exaggerated features, or comparisons to make their point.

When looking at a political cartoon, be sure to understand what it shows. What is the time period of the cartoon? Who is represented? What are the
In June 1776, Richard Henry Lee, a Virginian, introduced a resolution proposing independence:

*Resolved, That these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.*

A special committee of five members was formed to write a declaration explaining and justifying this decision to other colonists and to the rest of the world. A young Virginian, **Thomas Jefferson**, was the main author of the first draft of the Declaration. Two other members of the committee were John Adams and Benjamin Franklin. Jefferson wrote the first draft of the Declaration using parts of other documents he had written earlier for Virginia and the Continental Congress. The Declaration was later revised by the committee and then by the Continental Congress itself.

### The Active Citizen

Imagine it is early in 1776. Your class should be divided into different groups, representing the different colonies at the Second Continental Congress. Hold a debate on whether or not the colonies should declare their independence from Great Britain. Then take a class vote.

### The Declaration of Independence

You probably have already heard of the Declaration of Independence. It was signed on July 4th—still our national holiday. Every year we celebrate the signing of the Declaration with parades, speeches and fireworks. But what makes this document so very special to Americans?

The Declaration of Independence actually accomplished five things:

1. It declared American independence. It boldly stated that the colonies were no longer part of the British Empire, and that the former colonists were no longer subjects of King George III.

2. It proclaimed a theory of government based on natural law and the protection of individual rights.

3. It listed the grievances of the colonists against King George III and the British government.

4. It justified the conduct of the colonists, both to their fellow countrymen and to the rest of the world.

5. It announced the arrival of the United States as an independent and equal member of the international community, able to wage war and to make alliances. This cleared the way for the former colonies to conclude alliances with France and Spain.
In the last chapter, you learned about the Articles of Confederation and the Constitutional Convention. By August 1787, the delegates in Philadelphia had completed the first draft of the new constitution. The final document was approved by the Convention just over one month later. It consisted of a preamble and seven articles. The same document still governs us, more than two centuries later.

The Preamble

The first part of the Constitution is the Preamble. A preamble is an introductory statement. The Preamble to the U.S. Constitution explains its purposes and goals:

“We the People of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

Explain what each phrase of the Preamble means in your own words below it:

“We the People” ____________________________

_________________________________________

_________________________________________

“in order to form a more perfect Union,” ____________________________

_________________________________________

_________________________________________
The delegates to the Constitutional Convention vigorously debated which powers should be awarded to the new federal government. Following the suggestions of the Baron de Montesquieu, they separated the new government's powers among three branches. They hoped that each branch would act as a watchdog, making sure that the other two branches did not grow too powerful or oppressive.

Congress was viewed at the time as the most powerful branch of government. The division of Congress into two houses was seen as another way to curb its power. For a bill (a proposed law) to become law, a majority of both houses of Congress would be needed to approve it.

In this chapter, you will learn more about Congress, our legislative branch.

The Structure of Congress.

The Constitution created Congress as the branch to make all federal laws:

“All legislative powers . . . shall be vested in a Congress of the United States . . .

—U.S. Constitution, Article 1, Section 1

The new Congress consisted of two separate houses or chambers: the House of Representatives and the Senate. Because it has two chambers, Congress is often described as “bicameral” (two-chambered).

The Active Citizen

How did this new body differ from the previous Congress under the Articles of Confederation?

The Powers of Congress.

The Constitution gave Congress both legislative (law-making) and non-legislative powers.

The “Enumerated” Powers

The specific powers of Congress are listed in Article I, Section 8 of the Constitution. These are sometimes known as the “delegated” or “enumerated” powers. These powers include:

1. The power to tax and to spend.

Congress has the power to “lay (raise) and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States.”

Congress thus has the power to raise money through taxes and to spend it for defense and the public welfare. This is sometimes referred to as the “taxing power” or “the power of the purse.”

Originally, Congress’s power to tax was limited to duties on imports and to excise taxes on the sale of particular goods. Such taxes had to be uniform throughout the United States. The Sixteenth Amendment, passed in 1913, then gave Congress the power to tax individual and corporate incomes. Since that time, income taxes have become the government’s chief source of revenue.
Congressional Committee System

- **Standing committee**: A permanent Congressional committee that deals with all bills on a particular subject. Each standing committee represents the entire house (Senate or House of Representatives) in miniature. Each political party has a number of seats on the committee proportional to its representation in the house as a whole.

- **Special (or select) committee**: Committees created for a specific and temporary purpose such as to conduct an investigation.

- **Conference committee**: Members of both houses form a conference committee to eliminate inconsistencies between the different versions of a bill passed in each house.

How a Bill Becomes a Law

- **Introduction of the bill**: Only a member of Congress can introduce a bill. Once the bill is introduced, it is numbered and submitted to the appropriate standing committee.

- **Committee stage**: The chairperson of the committee decides if the committee will consider the bill or if it should be “pigeonholed”—left to die in committee. If it is considered, the committee will investigate the bill, hold public hearings, examine experts and so on. The bill may be referred to a subcommittee for further investigation, which it then sends back to the committee.

- **Debate and vote**: If the bill is approved by the committee, it will be sent back, often with changes, for discussion and a vote on the floor of the House of Senate. Often the bill will be amended in some way before it is passed. Bills need a simple majority vote to pass. In the Senate, passage of a bill can be stalled by any member who decides to give a “filibuster” (long speech without end, until concessions are made).

- **Bill sent to other house**: Once the bill is passed in one house of Congress, it is sent to the other house, where it goes through the same stages.

- **Conference committee**: If a bill passes both houses of Congress, it is usually changed in some way in each house by amendments. To become a law, a bill has to pass both houses of Congress in the same form. Members from each house join together in a conference committee, where they iron out the differences in the two versions of the same bill. The bill then goes back to both houses, which can either approve or deny the bill without amendments. If the bill passes both houses, it is ready to be sent to the President for signature.

- **Submitted to the President**: The President can approve the bill, veto the bill with a message to Congress, or do nothing at all. If the bill is vetoed, a two-thirds (2/3) vote in each house can override the veto. If the President does nothing and Congress is in session, it becomes a law; if Congress adjourns in less than ten days after sending the bill, it will not become a law. In this case, the President has “pocket-vetoed” the bill.

### Who can be a Member of Congress?

<table>
<thead>
<tr>
<th></th>
<th>House of Representatives</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Age</td>
<td>25 years old</td>
<td>30 years old</td>
</tr>
<tr>
<td>Length of US Citizenship</td>
<td>7 years</td>
<td>9 years</td>
</tr>
<tr>
<td>Residence</td>
<td>Resident of state where elected</td>
<td>Resident of state where elected</td>
</tr>
<tr>
<td>Number of Members</td>
<td>435</td>
<td>100</td>
</tr>
</tbody>
</table>
What Do You Know?

SS.7.C.3.3

1. The four individuals below are thinking of running for the office of U.S. Senator from Florida.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>Joe Black was born in Canada and is 26 years old. He moved to Miami, Florida, when he was six and became a US citizen in 2009.</td>
<td>Marisol Sanchez was born in Miami, Florida to two Cuban parents. She is now 35 years old and is a law student.</td>
<td>Roberto Mendez is a new arrival to Florida. He was born in New York City but has only lived in Florida two years. He is 29 years old.</td>
<td>Juan Fuentes was born in Cuba and has only lived in the United States for four years. He feels very strongly about the immigration problems. He is 36 years old.</td>
</tr>
</tbody>
</table>

Which of these candidates is qualified to become a U.S. Senator?

A. Joe Black  
B. Juan Fuentes  
C. Roberto Mendez  
D. Marisol Sanchez

SS.7.C.3.3

2. Which is an “enumerated” power of Congress?

A. the power to tax exports  
B. the power to declare war  
C. the power to issue hunting licenses  
D. the power to operate public school districts

SS.7.C.3.3

3. The diagram on the right shows details about the U.S. government.

Which branch of government completes the diagram?

A. The Senate  
B. The Cabinet  
C. The Supreme Court  
D. The House of Representatives

SS.7.C.3.9

4. Why do most of the bills introduced in Congress never become law?

A. They are defeated in floor votes.  
B. They never get out of committee.  
C. They are vetoed by the President.  
D. They are overruled by the U.S. Supreme Court.
Which term or phrase does not fit with the others found in the same box? In the space to the right of each box, identify the term or phrase that does not belong. Then use the same term or phrase in a sentence.

Supremacy Clause
No personal income tax
Elected Cabinet members
English is the official language
Authorizes Department of Elder Affairs

School Board
Special District
Attorney General
County Government
Municipal Government

Issues driving licenses
Regulates voting in elections
Takes charge of national defense
Establishes statewide building codes
Sets statewide education requirements

State Board of Education
Fish and Wildlife Conservation Commission
Department of Elder Affairs
Department of Defense
Citrus Commission
In the introduction to this book, you learned what a “citizen” is: a legally recognized member of a nation like the United States. Such citizenship brings with it obligations, responsibilities and rights.

After the Civil War, leaders in Congress wanted to make it clear that all Americans—including the freed slaves—were U.S. citizens with the same rights as other citizens. This principle was established by the Fourteenth Amendment:

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.”

This Amendment made it clear that there were actually two paths to U.S. citizenship: (1) by birth; or (2) by becoming a citizen through the naturalization process.

**American Citizenship**

**Birthright Citizenship**

In fact, there are even two ways to become an American citizen at birth, known as “birthright” citizenship:

- The “Law of Soil” (*jus soli*) Any person born on American soil is automatically an American citizen.

- The “Law of Blood” (*jus sanguinis*) A baby born in another country is still an American citizen at birth if both parents are American citizens, or if one parent is an American citizen who has lived at least one year continuously in the United States. If the father but not the mother is an American citizen and the parents are **not** married, special rules will apply. For the child to qualify for U.S. citizenship, the father has to provide convincing evidence of fatherhood.

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**The Active Citizen**

Here is a part of the current law, passed by Congress, on “birthright” citizenship:

“The following shall be nationals and citizens of the United States at birth:

(a) a person born in the United States, and subject to the jurisdiction thereof;

(b) a person born in the United States to a member of an Indian, Eskimo, Aleutian, or other aboriginal tribe . . .
Review Cards: The Obligations, Responsibilities, and Rights of Citizens

**Obtaining United States Citizenship**

- **A citizen** is a legally recognized member of a nation.
- In the United States, the Fourteenth Amendment specifies two paths to citizenship: through birthright and naturalization.
- A person receives “birthright” citizenship by the “Law of Soil,” if they are born in the United States, or by the “Law of Blood,” if born outside but both parents are American citizens. If only one parent is an American citizen, the “Law of Blood” applies if he or she has lived at least one year continuously in America.
- Others can become citizens through **naturalization**. To become a “naturalized” U.S. citizen, a person must know English, be of good character, be at least 18 years old, and have been a lawful permanent resident for at least 5 years. Then they must complete an application, pass a test on American history and government, and swear an oath of allegiance.
- A person who is not a citizen but who lawfully lives and works in the United States is a “**lawful permanent resident**, ” or legal alien. Lawful permanent residents hold “green cards.”
- Legal aliens have the right to live and work in the U.S., receive professional certification, leave and re-enter the United States, and be protected under the Bill of Rights. They cannot vote.
- The naturalization process has made America more attractive to immigrants, who enrich America with their own talents, cultures and traditions.

**The Obligations of Citizenship**

- Citizens have an obligation to obey the law, to pay taxes, and to serve on juries. Visitors must also obey the law and pay taxes, such as local sales taxes, or income taxes if they work.
- All draft-age males, whether citizens or visitors, must also register with the **Selective Service** and fight in the military if **conscripted**; however, conscription has not happened since 1973.
- Drafted men are generally chosen at random, based on birthdate. **Conscientious objectors** can refuse to fight on religious grounds. The draft ended in 1973, but all men still must register.
- Citizens are called to jury duty with a **jury summons**. They can request an excused absence.
- Jury members are chosen randomly from a **juror pool** of people who received the summons. Lawyers have the right to remove jurors before the trial begins. Trial by a jury of **peers** is a constitutional right. However, we can only preserve this right by meeting our obligation to serve as a juror when called.

**The Responsibilities of Citizenship**

- A citizen’s civic responsibilities are not enforced, but they are encouraged. These include participation in and knowledge of local, state, and national affairs and events.
- Citizens who are **informed** and active in public policy ensure a working democracy.
- Citizens exercise their right to vote on **Election Day** by casting a ballot at the **polling place**. A person who is not at home on that day can send an **absentee ballot**.
- Active and engaged citizens communicate their views by joining political parties, running for office, writing to newspapers, posting blogs, or communicating with politicians. They also attend **civic meetings** and **volunteer** for local service projects in order to promote the **common good**.
14. The diagram below shows some of the rights of U.S. citizens and of lawful permanent residents.

**Rights of U.S. Citizens**
- Right to vote
- Right to hold U.S. passport
- Priority in bringing relatives to the United States
- Right to work at jobs in the federal government

**Rights of U.S. Citizens and Lawful Permanent Residents**
- No ex post facto laws
- No Bills of Attainder
- Rights in the Bill of Rights
- Right to work and reside in the United States

Which completes the diagram?
A. Right to refuse to pay taxes
B. Right to run for public office
C. Right to petition for *habeas corpus*
D. Right to apply for patent of nobility

15. Which of these is a legal obligation of U.S. citizenship?
A. to reside in the United States
B. to save money for retirement
C. to vote in Presidential elections
D. to serve on a jury when summoned

16. Which of these is one of the legal requirements for becoming a citizen?
A. registering to vote
B. paying income taxes
C. having relatives in the United States
D. living in the United States at least five years

17. Which of these is an example of how the Constitution limits rights?
A. by prohibiting *ex post facto* laws
B. by giving citizens the right to vote
C. by giving government some powers over us
D. by allowing people to apply for writs of *habeas corpus*