Lesson 1  *The Federal System*

- The federal government has expressed powers that are listed in the Constitution and it has implied powers that are based on statements in the Constitution. It also has inherent powers that exist for any government.

- Article IV of the Constitution limits and protects state powers. The Tenth Amendment reserves for the states all powers that are not specifically given to the federal government (reserved powers).

- Powers held by both the federal and state governments are called concurrent powers. These include the power to levy taxes, borrow money, enforce laws, and establish courts.

- Article IV of the Constitution makes the Constitution and federal law the supreme law of the land (supremacy clause).

- Each state has its own constitution. Florida's first constitution, written in 1838, declared rights for only free white men and banned laws that would emancipate slaves.

- Florida's current constitution has been in effect since 1968. Article 1 states that all people are equal before the law. It guarantees free speech, free press, and free assembly. It also includes the rights of crime victims, a taxpayer bill, and a provision defining marriage.

- The remaining articles of Florida's constitution include provisions that define state boundaries, declare English Florida's official language, protect natural resources, define local governments, create the public school system, and explain how to amend the constitution.

Lesson 2  *State Legislative Branch*

- All state legislatures are bicameral except for Nebraska's, which is unicameral. Each state calls its upper house the senate, and many call their lower houses the house of representatives.

- Terms, salaries, presiding officers, and minimum ages of lawmakers vary from state to state.
Chapter Summary
State Government

Lesson 2 State Legislative Branch, Cont.

• Each lawmaker represents a legislative district. Districts must be roughly equal in population size. Boundaries are reviewed and redrawn every ten years (redistricting) based on a federal census.

• The legislator’s main job is to pass laws. The lawmaking process for states is similar to the federal government.

• After state lawmakers introduce a bill, it is sent to committees for approval. Then it is sent to the full house for a vote. Finally, the bill is sent to the other house for the same process. After both houses approve a bill, the governor signs or vetoes it.

• A legislative referendum asks voters to approve a law or constitutional amendment.

• In many states, citizens who object to a law can ask for a popular referendum to repeal it.

• States get income from income taxes and sales taxes, as well as from licensing and use fees.

• State expenses include health care, education, benefits to the poor, roads, police protection, and upkeep of parks.

• State budgets must be balanced. This means they cannot spend more than their revenue.

Lesson 3 State Executive Branch

• A state governor is the chief state executive who assures that state laws are carried out properly.

• Rules regarding the governor’s minimum age, residency, term limits, and powers vary from state to state.

• The governor’s executive duties include writing the state budget, approving laws, reporting on the condition of the state, and appointing people to state offices.

• The governor’s judicial powers include appointing judges and granting pardons, paroles, and commuted sentences to criminals.

• In most states, a lieutenant governor is next in line to lead the state should something happen to the governor.
Chapter Summary

State Government

Lesson 3 State Executive Branch, Cont.

- State executive departments are run by elected officials. These include secretary of state, attorney general, state treasurer, state auditor, and commissioner of education.
- Most states gather department heads into a cabinet that meets with the governor on a regular basis to share information and give advice.

Lesson 4 State Judicial Branch

- Every state has two sets of courts, known as lower courts and higher courts.
- The lower state courts handle civil trials that involve small sums of money. They also handle simple criminal trials. These courts are often known as justice courts, district courts, or municipal courts.
- The higher state courts are trial courts or appellate courts.
- Higher-level trial courts handle serious crimes, or felonies, and the most serious civil cases, such as those involving huge sums of money.
- Appellate courts handle appeals from lower court trials.
- Most states have two levels of appellate courts. These are the intermediate courts and the state supreme court. In the intermediate courts, a group of judges hears cases. They may let a lower court ruling stand, or they may overturn it. The supreme court hears cases appealed from the intermediate courts. They are the final appeal within the state.
- State court cases that involve constitutional rights may be appealed to the U.S. Supreme Court.
- Judges should be free of bias, independent, and knowledgeable about the law.
- Some judges are elected and some are appointed by elected officials. Depending on the court, a judge can serve for a few years or as many as ten.
Resumen del capítulo

EL GOBIERNO ESTATAL

Lección 1 El sistema federal

- El gobierno federal tiene poderes explícitos enumerados en la Constitución y poderes implícitos que se basan en lo dispuesto en la Constitución. También tiene poderes inherentes que existen para cualquier gobierno.

- El artículo IV de la Constitución limita y protege los poderes estatales. La Décima Enmienda reserva a los estados todas las facultades que no le confiere específicamente al gobierno federal (poderes reservados).

- Las facultades que corresponden tanto al gobierno federal como a los estatales se llaman poderes concurrentes. Algunos son: el poder de recaudar impuestos, pedir préstamos, hacer cumplir las leyes y crear tribunales.

- De acuerdo con el artículo VI de la Constitución, esta y la ley federal son las leyes suprema del territorio (cláusula de supremacía).

- Cada estado tiene su propia constitución. La primera Constitución de La Florida, escrita en 1838, declaró derechos solo para los hombres blancos libres y prohibió las leyes de emancipación de esclavos.

- La actual Constitución de La Florida rige desde 1968. El artículo 1 establece que todas las personas son iguales ante la ley. Garantiza las libertades de expresión, prensa y reunión. También incluye los derechos de las víctimas de delitos, una ley sobre los contribuyentes y una cláusula que define el matrimonio.

- Los demás artículos de la Constitución de La Florida incluyen cláusulas que definen los límites estatales, declaran el inglés como idioma oficial del estado, protegen los recursos naturales, definen los gobiernos locales, crean el sistema de educación pública y explican cómo reformar la Constitución.

- Todas las asambleas legislativas son bicamerales, excepto la de Nebraska, que es unicameral. Cada estado llama a su cámara alta Senado, y muchos llaman a su cámara baja Cámara de representantes.

Lección 2 El poder legislativo estatal

- Los periodos, salarios, funcionarios que presiden y edades mínimas de los legisladores varían de un estado a otro.

- Cada legislador representa un distrito legislativo. Los distritos deben tener aproximadamente la misma población. Los límites se revisan y vuelven a trazar cada diez años (redistribución), con base en un censo federal.

(Continued on page 2)
Resumen del capítulo

EL GOBIERNO ESTATAL

- La función principal del legislativo es aprobar leyes. El proceso legislativo de los estados se asemeja al del gobierno federal.
- Después de que los legisladores aprueban un proyecto de ley lo envían a comisiones para su aprobación. Luego pasa a plenaria para votación. Por último, el proyecto se envía a la otra cámara para el mismo proceso. Tras la aprobación de ambas cámaras, el gobernador firma el proyecto o lo deroga.
- Un referendo legislativo pide a los votantes aprobar una ley o una enmienda constitucional.
- En muchos estados, los ciudadanos que se oponen a una ley pueden convocar un referendo popular para revocarla.
- Los estados reciben ingresos de los impuestos sobre la renta y sobre las ventas, así como de los derechos de de licencia y uso.
- Los gastos estatales son la atención médica, la educación, los subsidios para los pobres, las vías, la protección vial y el mantenimiento de los parques.
- Los presupuestos estatales deben ser equilibrados, es decir, no pueden gastar más de lo que reciben.

Lección 3 El poder ejecutivo estatal

- El gobernador de un estado es su jefe ejecutivo. Garantiza que las leyes se cumplan de manera apropiada.
- Las reglas relativas a la edad mínima del gobernador, su residencia, límites del periodo y facultades varían de un estado a otro.
- Entre los deberes ejecutivos del gobernador están: realizar el presupuesto estatal, aprobar leyes, informar sobre la situación del estado y nombrar personas en cargos estatales.
- Algunas facultades judiciales del gobernador son: nombrar jueces y conceder perdón, libertad bajo palabra y conmutación de penas a los criminales.
- En la mayoría de estados, un gobernador suplente es el siguiente en la línea para gobernar en caso de que le suceda algo al gobernador.
- Los departamentos del ejecutivo estatal los dirigen funcionarios elegidos como el secretario del estado, el fiscal general, el tesorero, el auditor y el comisionado de educación.

(Continued on page 3)
La mayoría de estados reúnen a los jefes de departamento en un gabinete que se encuentra con el gobernador habitualmente para intercambiar información y pedir consejo.

Lección 4 Poder judicial estatal

- Cada estado tiene dos tipos de tribunales, conocidos como tribunales superiores e inferiores.
- Los tribunales inferiores se ocupan de juicios civiles que implican sumas de dinero pequeñas y de juicios criminales sencillos. Estos tribunales por lo general se conocen como tribunales de justicia, tribunales de distrito o tribunales municipales.
- Los tribunales estatales superiores son los tribunales de primera instancia o los tribunales de apelación.
- Los tribunales de primera instancia se ocupan de los casos graves, o mayores, como los que involucran grandes sumas de dinero.
- Los tribunales de apelación se ocupan de las apelaciones de tribunales de primera instancia.
- La mayoría de estados tienen dos niveles de tribunales de apelación: los tribunales intermedios y la Corte Suprema estatal. En los tribunales intermedios, un grupo de jueces conocen los casos. Pueden dejar en firme un fallo de un tribunal inferior o revocarlo. La Corte Suprema conoce casos que se apelaron en los tribunales intermedios. Son la última instancia de apelación estatal.
- Las apelaciones de los casos jurídicos estatales relacionados con derechos humanos deben presentarse ante la Corte Suprema de Estados Unidos.
- Los jueces deben ser imparciales, independientes y conocedores de la ley.
- Algunos jueces son elegidos y a otros los nombran funcionarios elegidos. Dependiendo del tribunal, un juez puede ejercer de unos pocos años hasta diez.
State Government

Vocabulary Builder Activity

A. Content Vocabulary

Directions: Use the clues to fill in the crossword puzzle with content vocabulary words.

Across
2. the process of redrawing legislative districts
3. to veto only a specific part of a bill
Vocabulary Builder Activity

State Government

A. Content Vocabulary, Cont.

6. to reduce a criminal's sentence
13. a meeting of a legislative or judicial body to conduct business
14. a question placed on a ballot by a citizen petition to decide if a law should be repealed

Down
1. a vote called by a legislature to seek voter approval of a law
4. powers shared by the state and federal governments
5. the clause in Article VI of the Constitution that makes federal laws prevail over state laws when there is a conflict
7. unequal representation in state legislatures
8. money awarded to the states by the federal government
9. having a one-house legislature
10. a legislative meeting called for a specific purpose
11. powers that the Constitution does not give to the national government and that are kept by the states
12. the sharing of power between the central and state governments
B. Academic Vocabulary: Context Sentences

Directions: Write a sentence with each of the following academic vocabulary words. Your sentences should show that you understand the meaning of the word.

1. function to serve a purpose
2. minimum the least quantity possible
3. rely to depend on something or someone
4. violate to fail to keep or to break, as a law
5. tradition a custom; the long-followed way of doing things
6. specific clearly specified, precise, or explicit
7. complex complicated or intricate
8. bias good or bad feelings about a person or group that affect judgment
Vocabulary Builder Activity

State Government

B. Academic Vocabulary: Context Sentences, Cont.

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
### Directions:

Use at least eight of the content or academic vocabulary words in the box to write a paragraph or two about state government. Your paragraphs should show that you understand the meanings of the words.

<table>
<thead>
<tr>
<th>federal system</th>
<th>supremacy clause</th>
<th>grants-in-aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>malapportionment</td>
<td>special session</td>
<td>violate</td>
</tr>
<tr>
<td>popular referendum</td>
<td>legislative referendum</td>
<td>specific</td>
</tr>
<tr>
<td>line-item veto</td>
<td>trial court</td>
<td>misdemeanor</td>
</tr>
<tr>
<td>appellate court</td>
<td>commute</td>
<td>parole</td>
</tr>
<tr>
<td>minimum</td>
<td>bias</td>
<td>complex</td>
</tr>
<tr>
<td>felony</td>
<td>plaintiff</td>
<td>defendant</td>
</tr>
</tbody>
</table>
Lesson 1  The Federal System

ESSENTIAL QUESTION
- Why and how do people create, structure, and change governments?

Federal and State Powers

1. Identifying Complete the diagram to show how power is divided between state governments and the national government under the federal system.

Federal System of Government

[Diagram showing the overlap of federal and state powers with blanks to be filled in]
Guided Reading

State Government

2. **Explaining** As you read the text, complete the chart below. Fill in the left column with the limits and protections stated in Article IV of the Constitution. In the right column, explain in your own words how each statement limits and/or protects state powers.

<table>
<thead>
<tr>
<th>Powers of the States</th>
<th>Article IV</th>
<th>Explanation of Limits and Protections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1:</td>
<td></td>
<td></td>
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<tr>
<td>Section 2:</td>
<td></td>
<td></td>
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<tr>
<td>Section 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 4:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Organizing** As you read the text, complete the chart on the types of powers provided to the government. In the second column, show whether each power is given to the federal government or to the states, or is shared by both. Then, in the third column, define the power and give an example. The first row has been completed for you.

<table>
<thead>
<tr>
<th>Powers</th>
<th>Federal, State, or Both?</th>
<th>Explanation and Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressed</td>
<td>federal</td>
<td>powers directly expressed in Constitution; most are found in Article 1, Section 8</td>
</tr>
<tr>
<td>Implied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inherent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concurrent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading

State Government

4. **Listing** Name three ways in which the U.S. Constitution limits the powers of the states.

1. 

2. 

3. 

5. **Evaluating** How does funding affect the ways that the federal government and state governments work together?


The State Constitutions

6. **Comparing and Contrasting** As you read the text, use the chart to take notes on the similarities and differences in state constitutions. Include details about Florida’s state constitution.

<table>
<thead>
<tr>
<th>State Constitutions</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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</tbody>
</table>
Guided Reading

State Government

The Constitution of Florida

7. **Sequencing** As you read the text, complete the time line below with details on the settlement and history of Florida prior to statehood.

   12,000 years ago
   
   1500s
   
   1700s
   
   1821
   
   1838

8. **Summarizing** As you read the text, complete the chart to take notes on some of Florida’s state constitutions.

<table>
<thead>
<tr>
<th>Noteworthy Changes to Florida Constitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1838</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>•</strong></td>
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<td><strong>•</strong></td>
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<td><strong>•</strong></td>
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<tr>
<td><strong>•</strong></td>
</tr>
</tbody>
</table>
9. **Defining** As you read the text, complete the chart by noting details about Florida’s constitution today.

<table>
<thead>
<tr>
<th>Article</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article I</td>
<td></td>
</tr>
<tr>
<td>Article II</td>
<td></td>
</tr>
<tr>
<td>Articles III, IV, V</td>
<td></td>
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<tr>
<td>Article VI</td>
<td></td>
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<td>Article VII</td>
<td></td>
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<tr>
<td>Article VIII</td>
<td></td>
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<td>Article IX</td>
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<tr>
<td>Article X</td>
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<tr>
<td>Article XI</td>
<td></td>
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<tr>
<td>Article XII</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2 The State Legislative Branch

**ESSENTIAL QUESTION**
- Why and how do people create, structure, and change governments?

**How Legislatures Function**

1. **Generalizing** As you read the text, use the graphic organizer below to note features that many state legislatures have in common.

![Graphic Organizer](image-url)
2. **Inferring** As you read the text, create a cause-and-effect chain to show how malapportionment caused the U.S. Supreme Court to rule on redistricting. Note how this affected citizens' ability to have an equal voice in government.

```
Cause:  

Effect:  
```

3. **Identifying** Complete the web diagram to show details related to the work of state legislatures.

```
State Legislatures
```

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4. **Explaining** Complete the following sentences, which describe tools that give citizens power in the state lawmakers process.

A _________ referendum takes place when lawmakers ask voters to approve a law they have passed.

In several states, citizens may petition for a _________ referendum if they do not like a law.

---

**State Economic Issues**

5. **Summarizing** As you read the text, complete the chart by listing sources of state income and the expenses they cover.

<table>
<thead>
<tr>
<th>State Income Sources</th>
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<tbody>
<tr>
<td>•</td>
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<td>•</td>
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<tr>
<td>•</td>
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</table>

<table>
<thead>
<tr>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
6. **Describing** As you read the text, complete the sentences in the flowchart to show how a poor economy affects state budgets, citizens, and spending.

- The economy weakens.
- Businesses ___________ workers.
- People ___________ less money.
- Sales drop.
- States collect less money from ___________.
- States cannot collect enough money to meet ___________.
- States cut their ___________.
- States face growing demands from unemployment expenses.
Guided Reading

State Government

Lesson 3 State Executive Branch

ESSENTIAL QUESTION
• Why and how do people create, structure, and change governments?

The Governor

1. Inferring Why do you think states require their governors to be residents of the state?

2. Comparing Think about the duties of the president of the United States. Use what you know about the president's job to compare it to the state governor's job. Use the chart to take notes on the similarities between the two jobs.

<table>
<thead>
<tr>
<th>Similarities Between Duties and Roles of Governors and the President</th>
</tr>
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<tbody>
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</tbody>
</table>
3. **Explaining** What happens if a governor dies or leaves office before his or her term has been completed?

---

**State Executive Departments**

4. **Defining** Each state employs five top officials to carry out certain important duties. As you read the text, complete the chart by adding the job titles and descriptions of these officials.

<table>
<thead>
<tr>
<th>Major State Executive Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title</strong></td>
</tr>
<tr>
<td>1. Secretary of State</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3. State Treasurer</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5. Commissioner or Superintendent of Education</td>
</tr>
</tbody>
</table>
5. **Summarizing** As you read the text, complete the web diagram by adding facts about state cabinets.
Guided Reading

State Government

Lesson 4 State Judicial Branch

ESSENTIAL QUESTION
- Why and how do people create, structure, and change governments?

The Structure of State Courts

1. Explaining As you read the text, use the chart below to list details about the handling of criminal and civil cases in state lower courts.

<table>
<thead>
<tr>
<th>Lower Court Cases</th>
<th>Criminal Trials</th>
<th>Civil Trials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Guided Reading

State Government

2. **Identifying** As you read the text, identify details about cases handled in the second level of state courts.

<table>
<thead>
<tr>
<th>Higher Court Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Trials</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

3. **Comparing** Analyze the charts in questions 1 and 2. How do higher court cases compare to those decided in the lower courts?

4. **Evaluating** "State supreme courts are courts of last resort." Is this statement true for all cases? Explain.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Guided Reading
State Government

Staffing the Courts

5. **Summarizing** As you read the text, complete the web diagram with details about how judges are chosen for state trial courts.

![State Trial Judges Selected by...]

6. **Generalizing** Like trial judges, state appellate court judges are chosen in various ways. Why do you think states select judges in so many different ways?

________________________________________________________________________

________________________________________________________________________

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