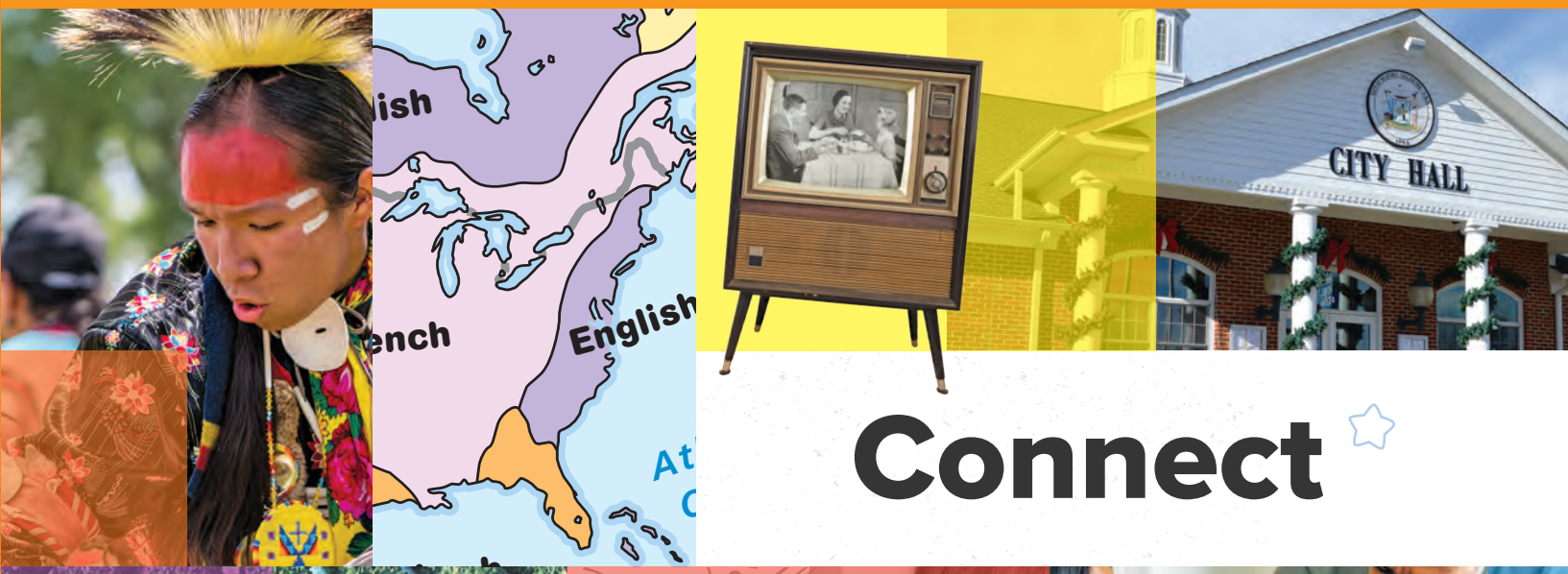
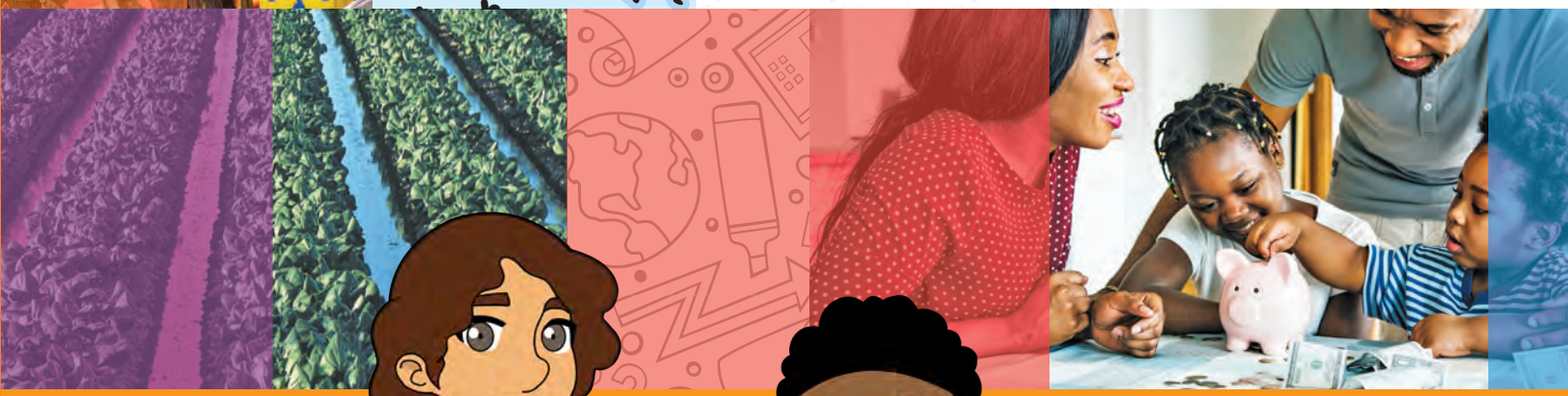
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Young Citizens



Connect





2 STUDENT BOOK

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STUDENT BOOK



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Digital content is available at yc.SocialStudies.com

© 2019 Social Studies School Service
Nystrom Education, a Division of Social Studies School Service
PO Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
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Printed in U.S.A.

ISBN: 978-0-7825-2650-9
Product Code: NYS6023 v1.02

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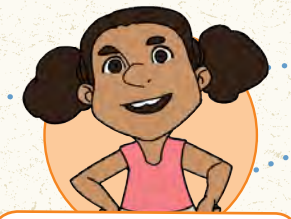
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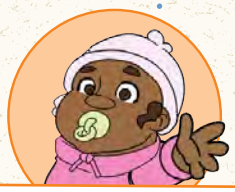
Roger Harris



Mr. Harris
Roger's dad



Cecilia
Roger's sister



Chloe
Roger's sister



Mrs. Harris
Roger's mom



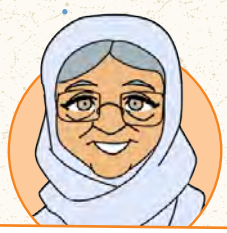
Minar Gamal



Mrs. Gamal
Minar's mom



Adel
Minar's brother



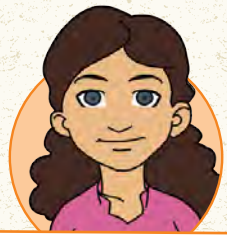
Grandma Gamal
Minar's grandma



Dr. Gamal
Minar's dad



Carlos Lopez



Mrs. Lopez
Carlos's mom



Daniel
Carlos's brother



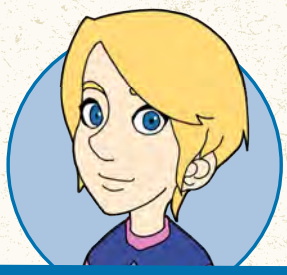
Luis
Carlos's brother



Mr. Lopez
Carlos's dad



Deb Katz
Peyton's stepmom



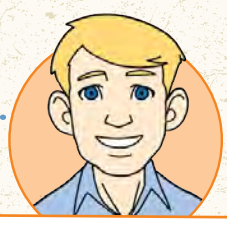
Peyton Lewis



Leena Chen



Ms. Chen
Leena's mom



Dave Lewis
Peyton's dad



Henry
Peyton's stepbrother

School Staff



Mr. Bookman
School librarian



Ms. Dos
Teacher

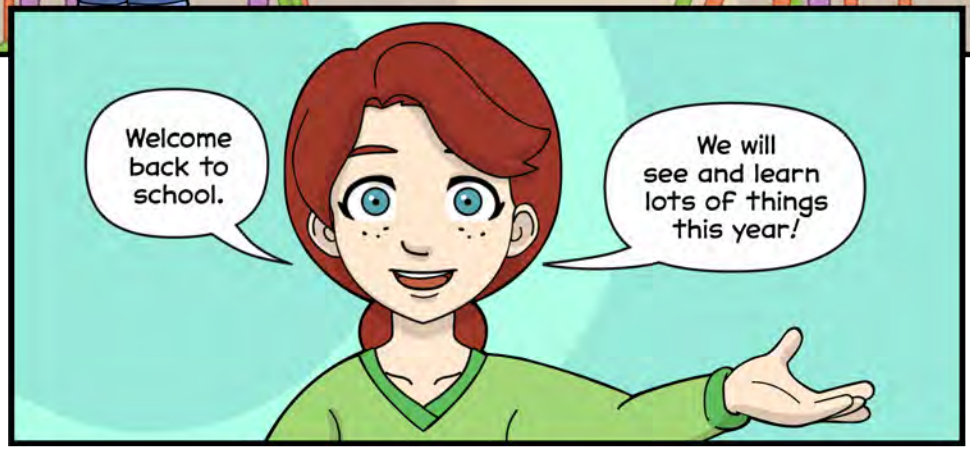


Mrs. Apple
Principal



Mr. Green
Custodian


Good morning, students.
First Day of School


Welcome back to school.
We will see and learn lots of things this year!


Awesome!
Cool!

Introduction

What Can We Find in This Book?

Lesson 1

Finding Information in This Book

A Who is in the class?

In this book, we will follow the story of Ms. Dos's second grade class. Even though there are many students in the class, we will focus on the stories of five students.



Carlos

Carlos lives with his mother, father, and two older brothers. They moved to Maplewood from Honduras two years ago.

Roger has lived in Maplewood all of his life. Last year, Roger joined a T-ball team.



Roger

Vocabulary

text feature	index	glossary	scan	preview
compass rose	symbol	map key	scale	



Minar

Minar lives with her father, mother, older brother, and grandmother. Her parents and grandmother came to the United States from Egypt.

Peyton's father and Peyton live together. They moved to Maplewood when Peyton was a baby. Big changes are coming this year for them.



Peyton



Leena

Li Na and her mother have both American and Chinese traditions. Everyone calls her Leena.

contents

time line

map

heading

picture

graph

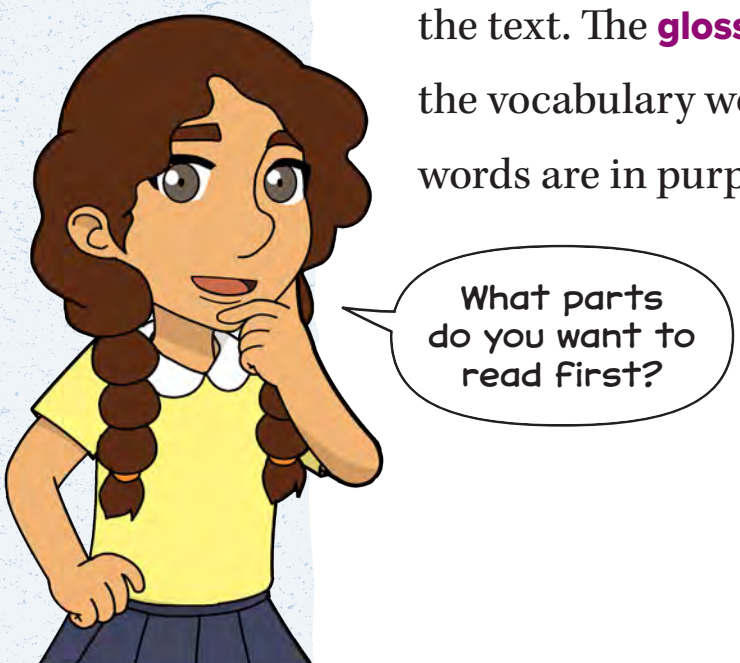
glossary

B Using Text Features

Text features help you find your way in a book but are not the main story or information. Some text features are the contents pages, time lines, maps, headings, pictures and captions, graphs, charts, index, and glossary. Before you read, look at the text features to learn what the text is about.

Text features like the contents pages, index, and headings help the reader find things in the text quickly. The **index** lists topics in the book in alphabetical order and tells their page numbers.

Text features like headings, pictures, graphs, charts, and the glossary help explain the text. The **glossary** gives the meaning of the vocabulary words. In this book, glossary words are in purple.



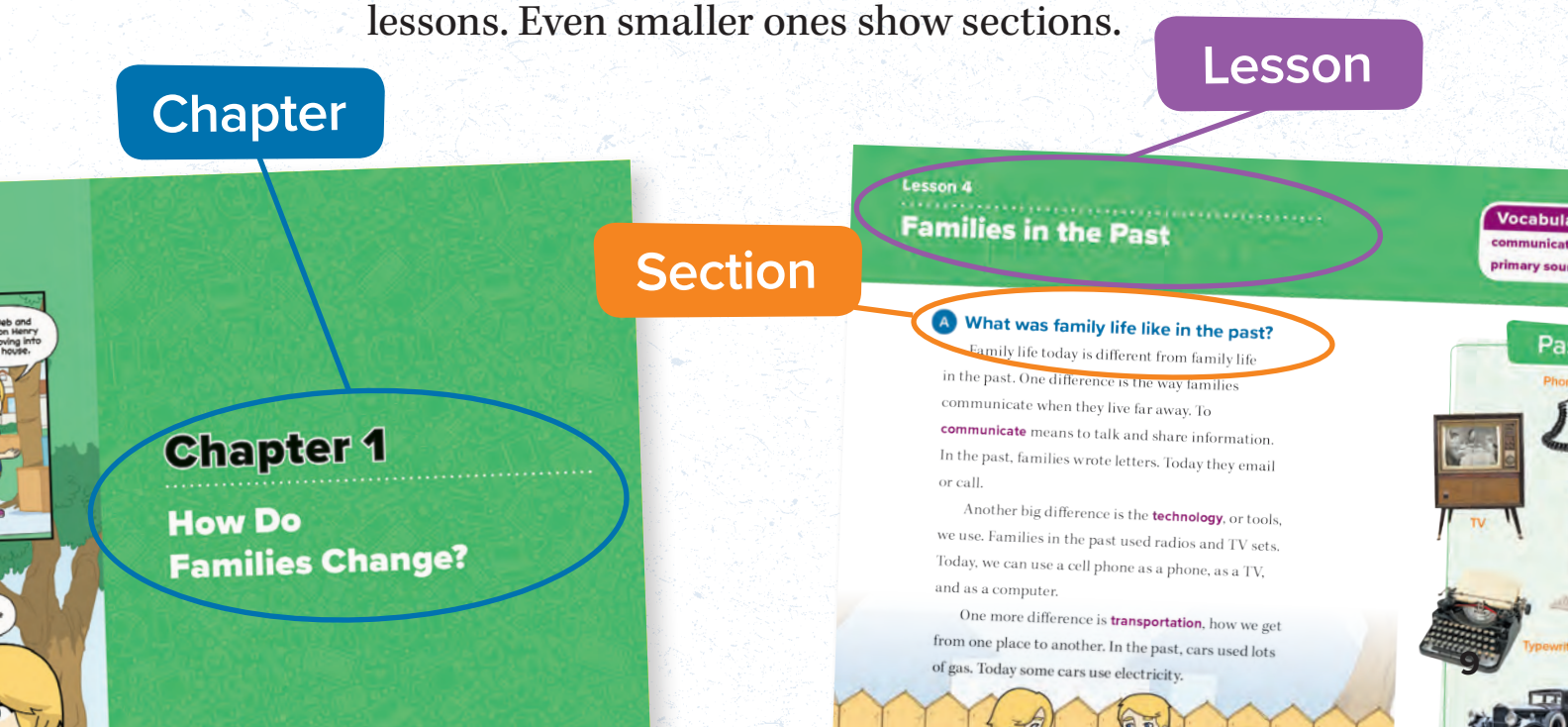
To find out what text features do in this book, try these steps:

1. Look at the beginning of the book to find the contents pages. What do they tell you about the book?

2. Look at the back of the book to find the index. When might you need to use the index?

3. Look quickly through, or **scan**, the book to find a graph, a picture, or a comic. What can you learn at a glance from each of these?

4. Scan the text to find the headings. Look at the size of headings. The largest headings show the chapter, or biggest part. Smaller headings show lessons. Even smaller ones show sections.



C What is the town like?

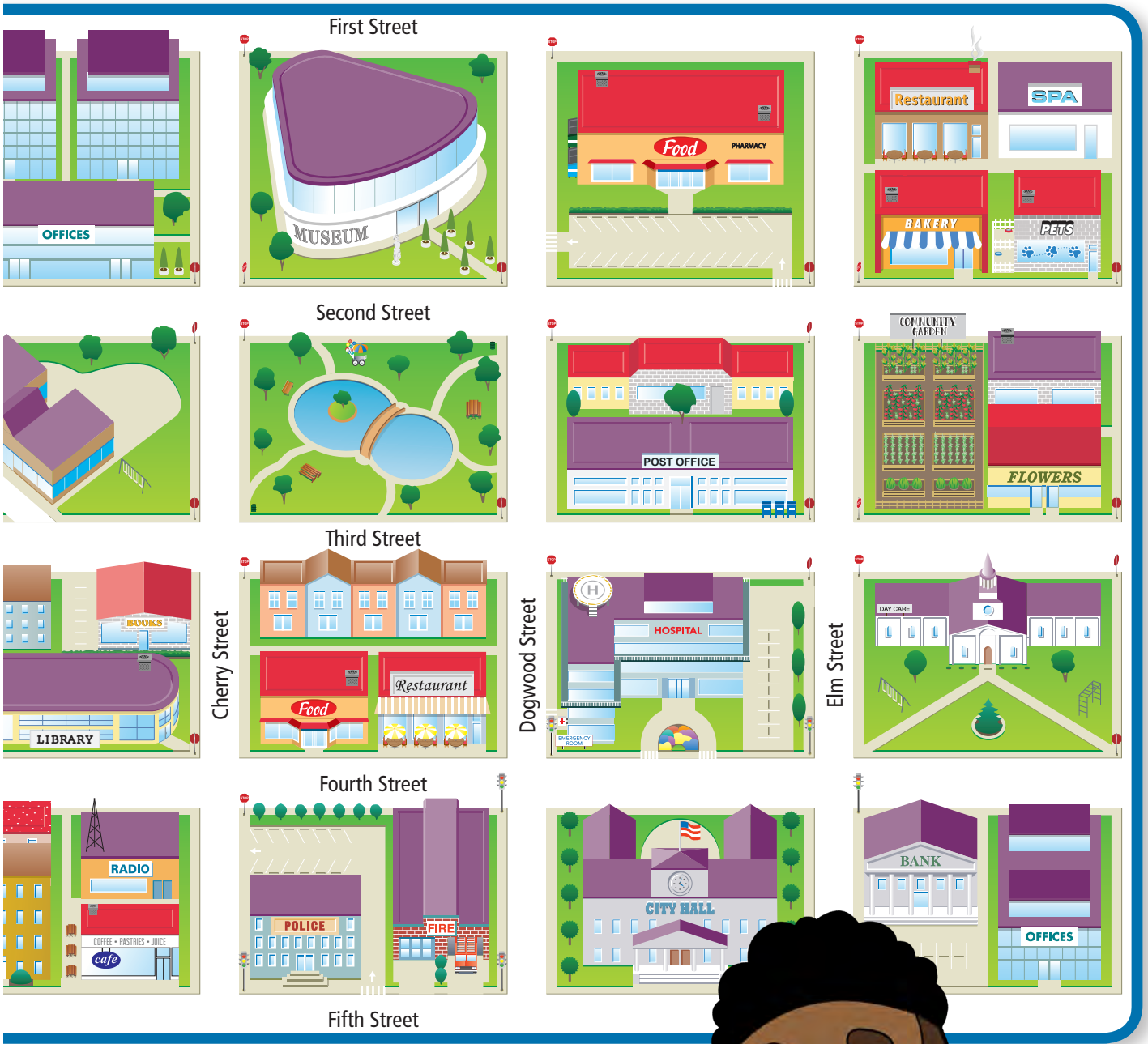
The students in this book live in the town of Maplewood. Maplewood is a made-up town with a made-up history.

In Maplewood, you will see many things that are also in the town or city where you live. You will see a school, a library, a park, houses, and businesses.

In the past, American Indians lived where Maplewood is today. Some American Indians still live near Maplewood. Settlers from Europe came to Maplewood to find land to farm. Slowly more settlers came, and the town grew.

Roger and his family have lived in Maplewood the longest.



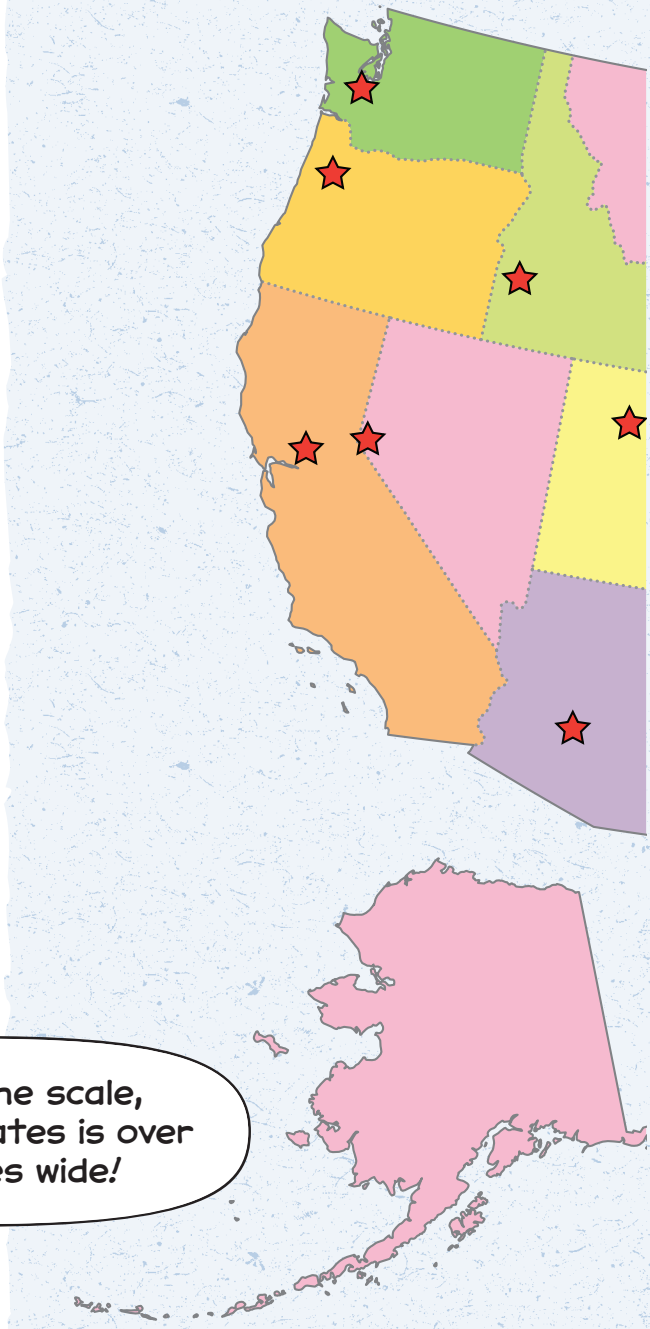

First Street
OFFICES
MUSEUM
Food
PHARMACY
Restaurant
SPA
BAKERY
PETS
Second Street
POST OFFICE
COMMUNITY GARDEN
FLOWERS
Third Street
Cherry Street
BOOKS
LIBRARY
Food
Restaurant
Dogwood Street
HOSPITAL
EMERGENCY ROOM
Elm Street
DAY CARE
Fourth Street
RADIO
COFFEE • PASTRIES • JUICE
cafe
POLICE
FIRE
CITY HALL
BANK
OFFICES
Fifth Street

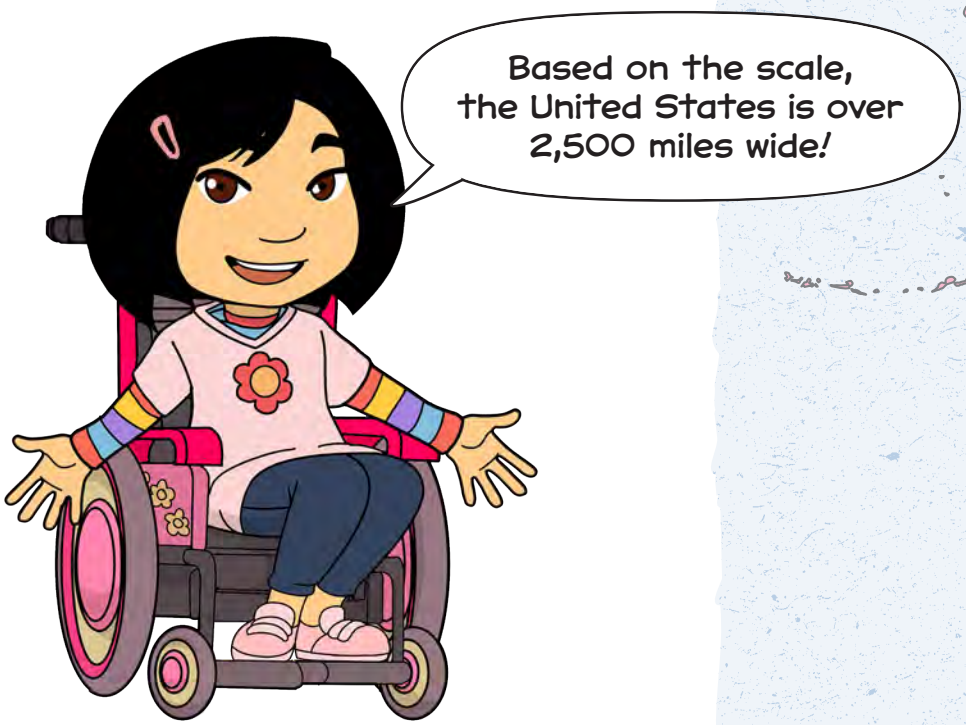

This is a map of our town, Maplewood!

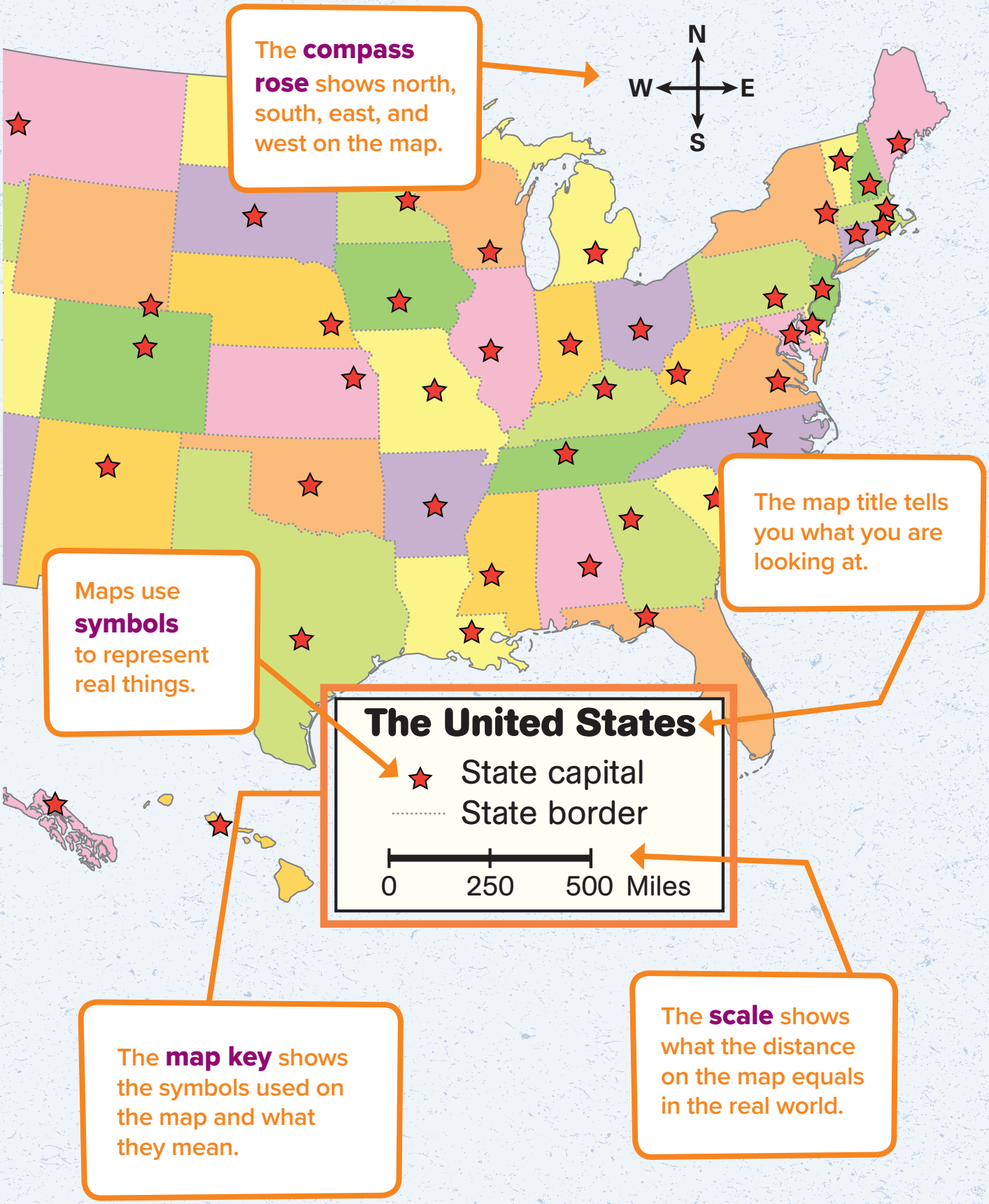
D Reading a Map

A map has several features in the same way a book has text features. Map features help you read and understand the map.

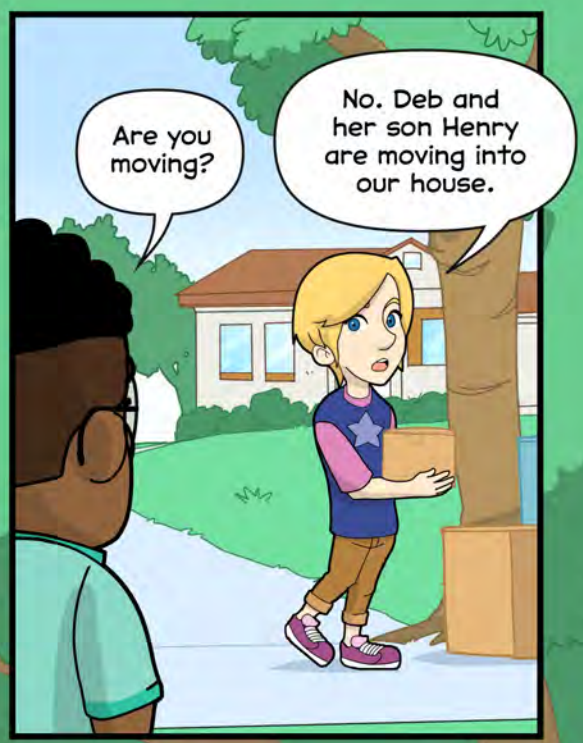
When you read a book, you **preview**, or look first at, the text features before you read to help you understand what's happening. When you read a map, you preview its features to help you understand the map.

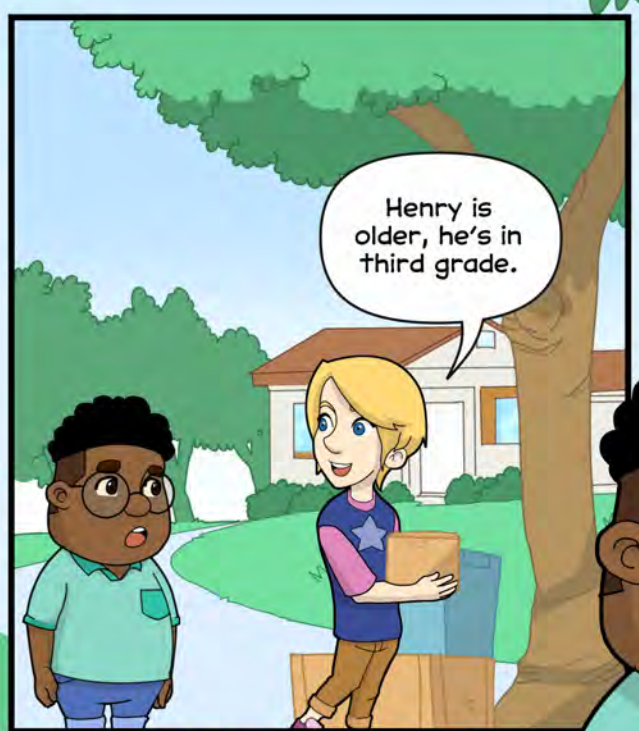





The compass rose shows north, south, east, and west on the map.
N
W
E
S
The map title tells you what you are looking at.
Maps use symbols to represent real things.
The United States
State capital
State border
0
250
500 Miles
The map key shows the symbols used on the map and what they mean.
The scale shows what the distance on the map equals in the real world.


Just Married!


Are you moving?
No. Deb and her son Henry are moving into our house.


Henry is older, he's in third grade.

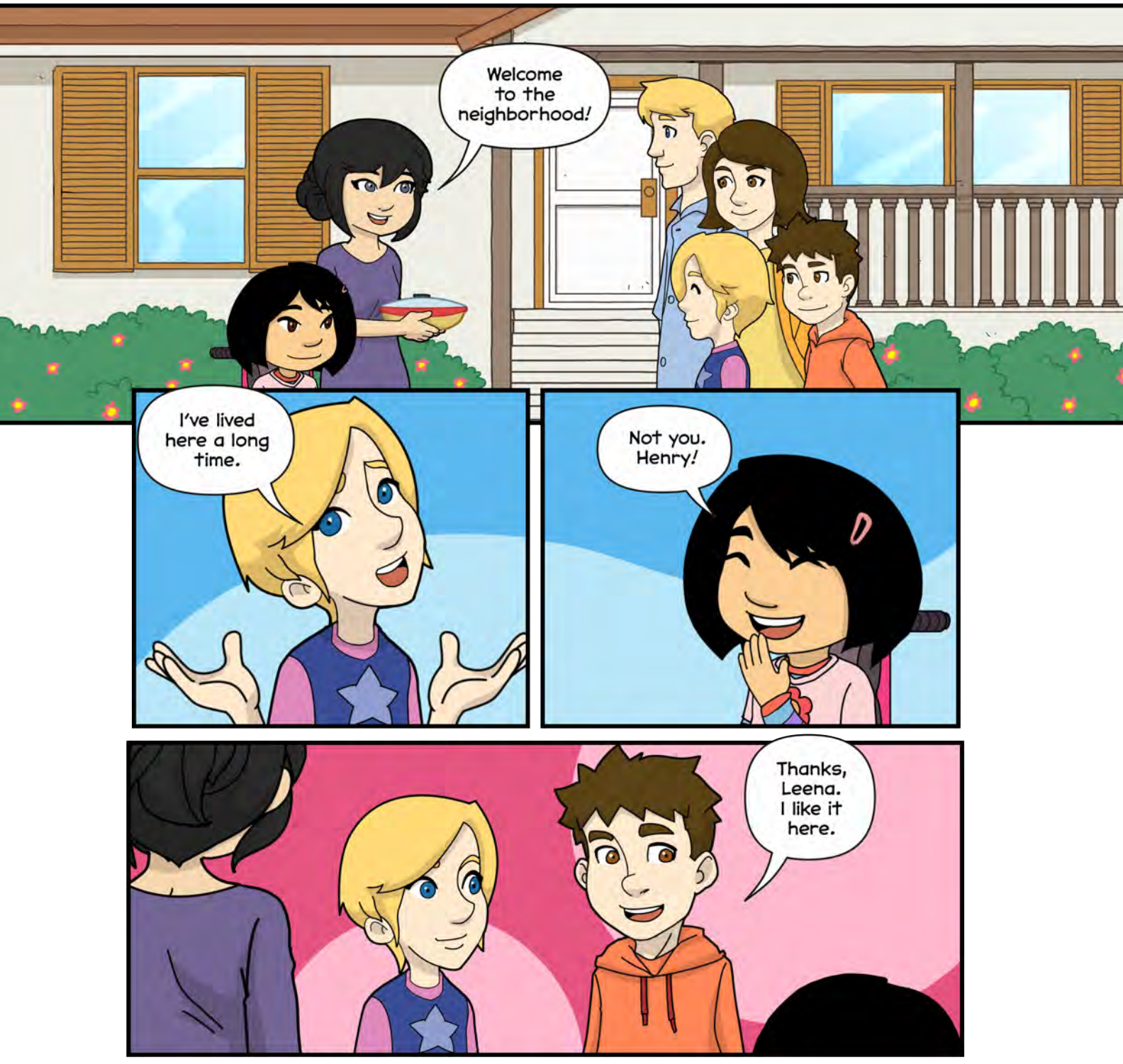

Do you still get your own room?
Yes, but we have to share the family room.

Chapter 1

How Do Families Change?

Lesson 1

Families Move



Vocabulary

neighborhood	neighbor	past	present
future	time line	decade	

A When did your family come to this neighborhood?

A **neighborhood** is a part of town. **Neighbors** are people who live near each other in the same neighborhood.

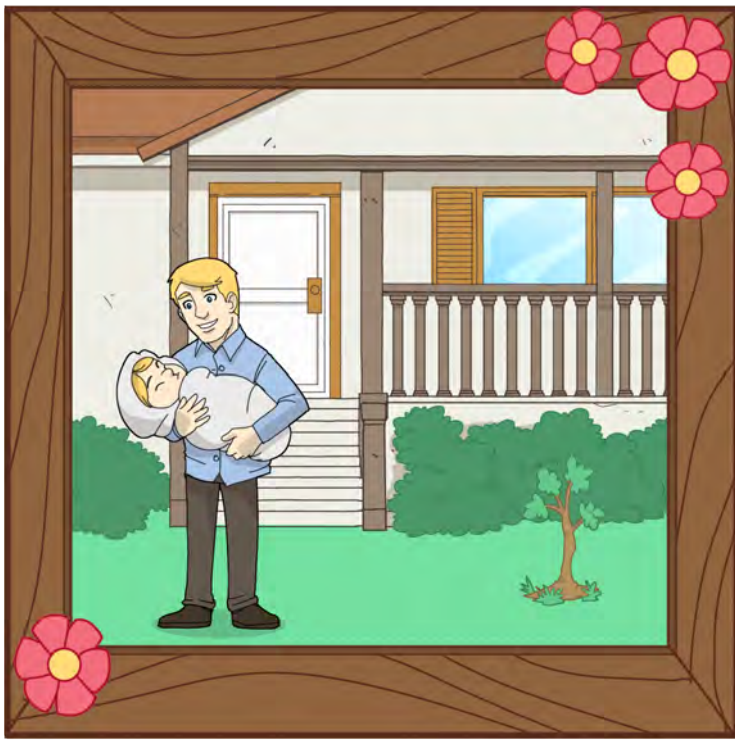
Some families live in one neighborhood for many years. Some families move to different neighborhoods in the same town. Sometimes families move because they need a bigger place to live. Sometimes families move to be closer to a job.

Some people like to welcome new neighbors with gifts and treats. Neighbors can help new families find important places like the school and library.

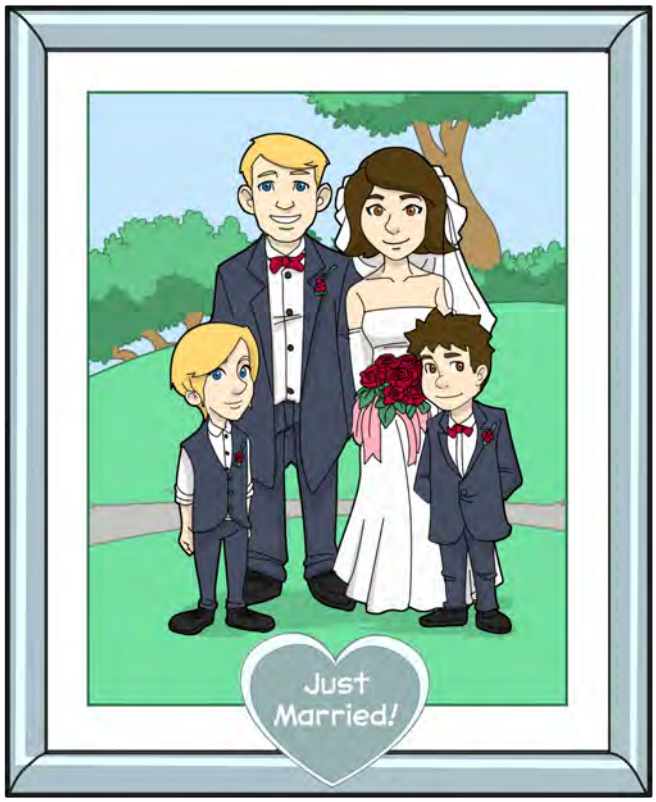


Moving





Dave and Peyton in their new home

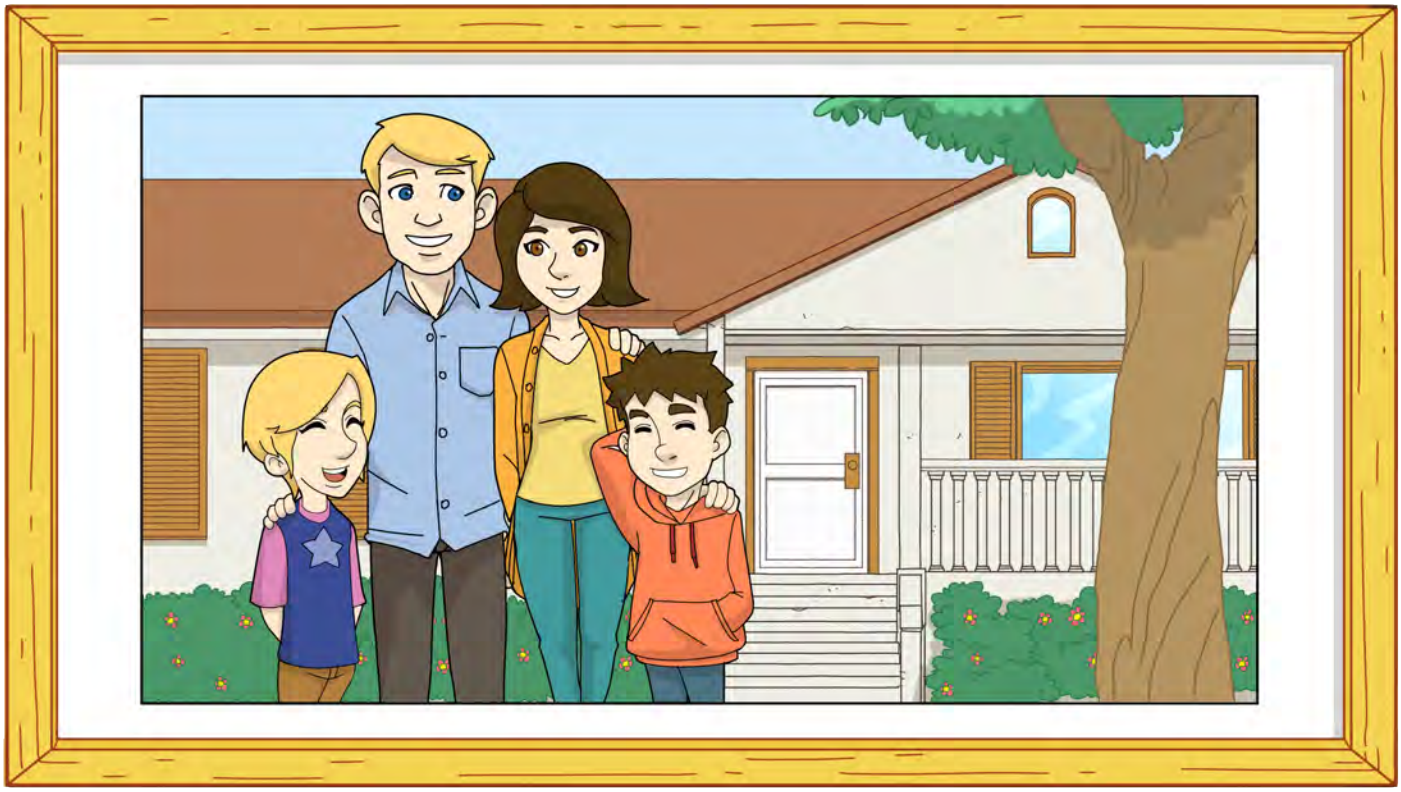


Just married! Dave Lewis and
Deb Katz, with Peyton and Henry

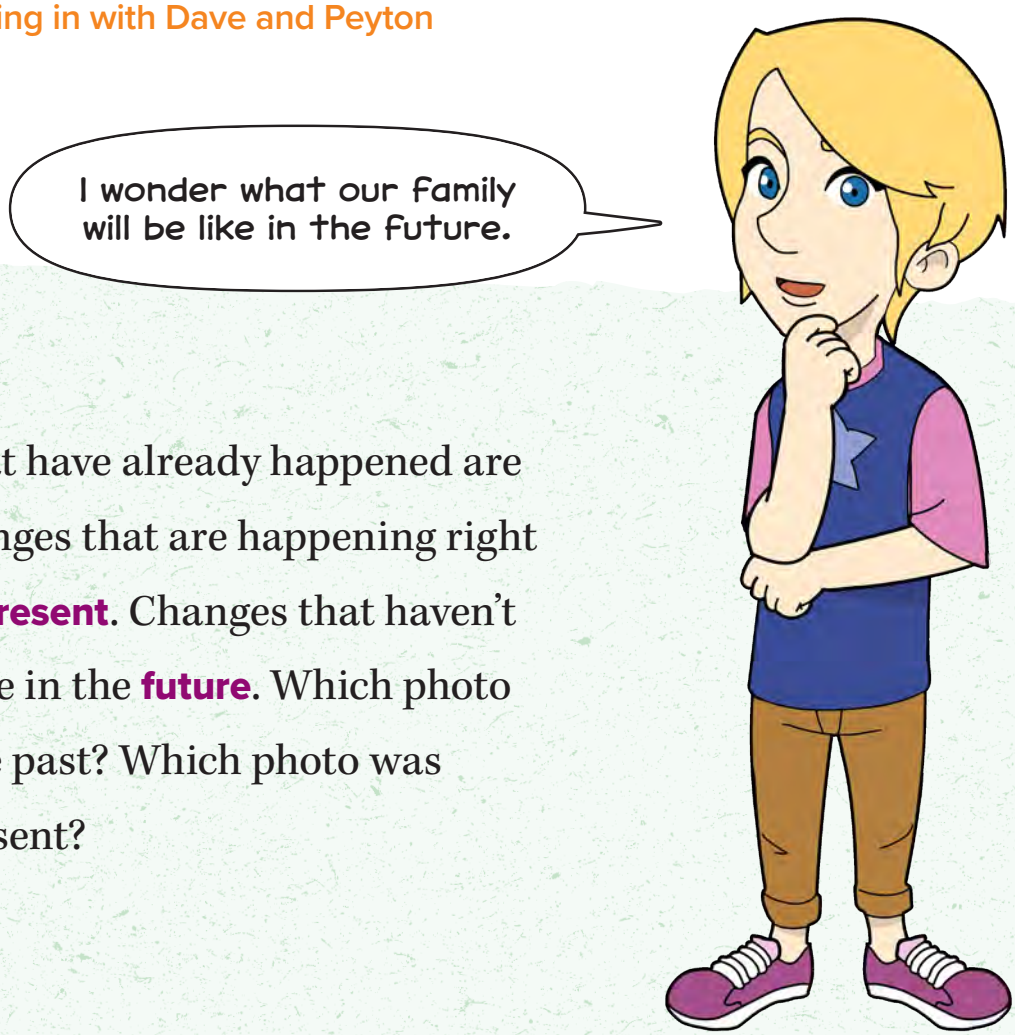
B What important changes have happened to your family?

Does someone in your family tell stories about when they were young? They might say, "When I was your age, my baby brother was born. He cried a lot!"

Many important changes happen in a family. People get married. Babies are born. Family members change jobs. Other family members move to new homes.



Deb and Henry moving in with Dave and Peyton



Changes that have already happened are in the **past**. Changes that are happening right now are in the **present**. Changes that haven't happened yet are in the **future**. Which photo was taken in the past? Which photo was taken in the present?

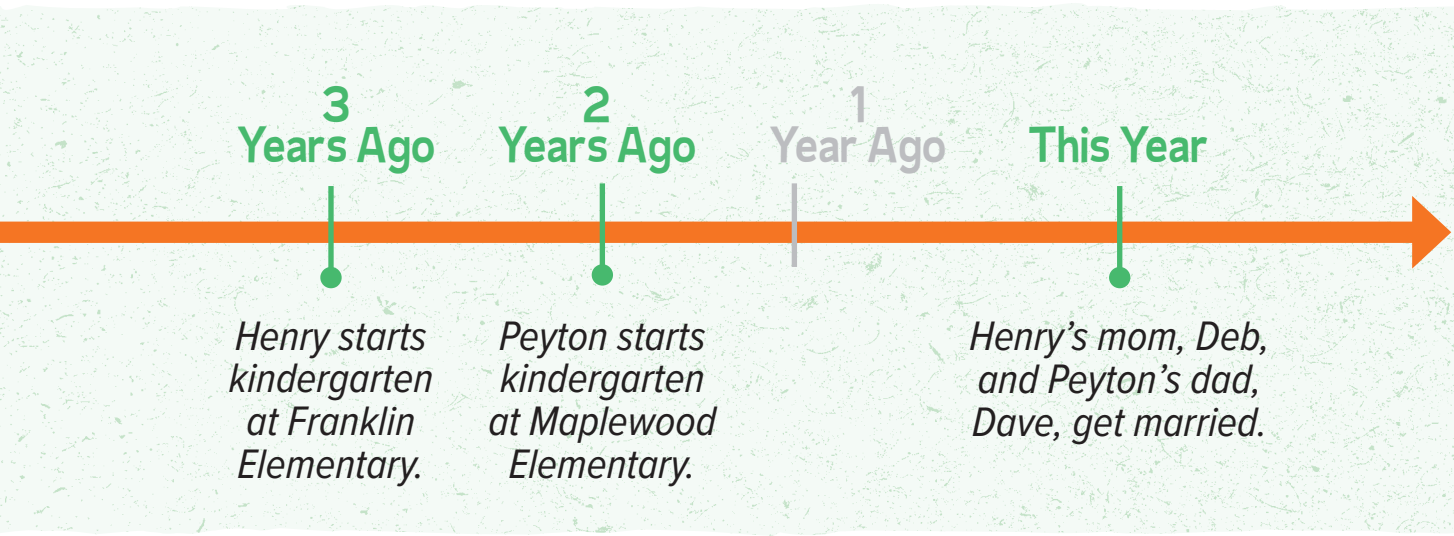


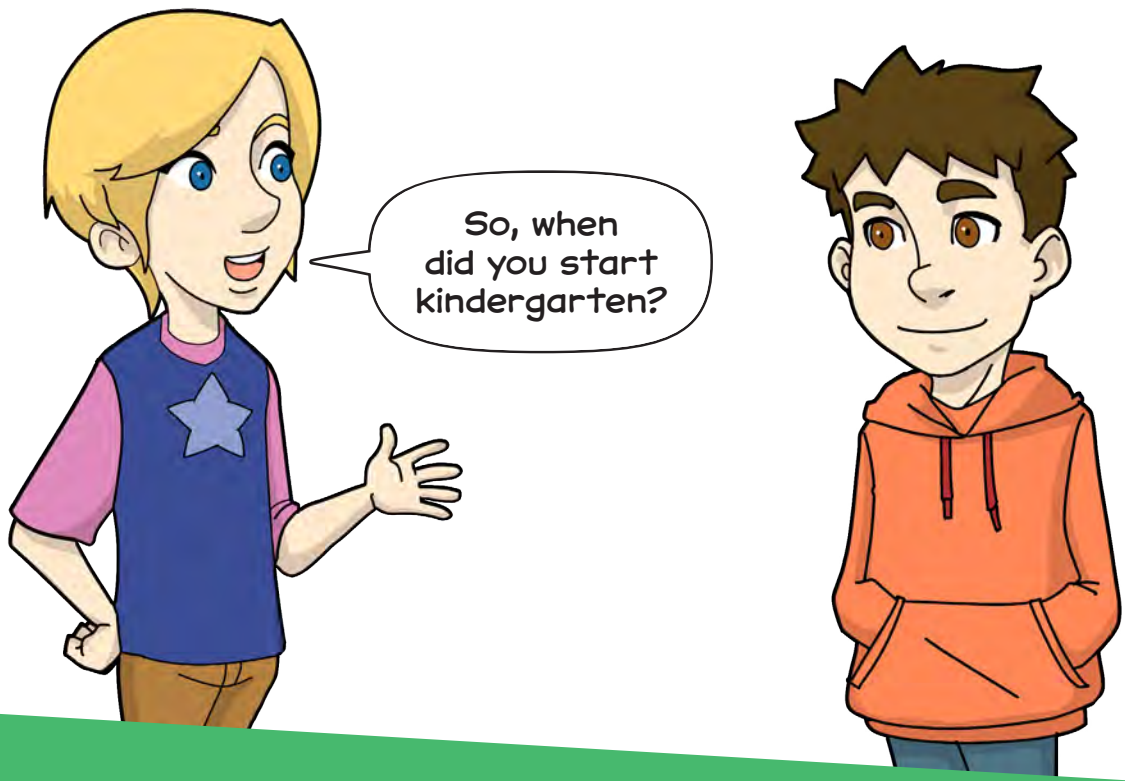
C Reading a Time Line

Time lines help us understand the order that events happened. They also help us see when different events happened at the same time.

The time line shows that Henry and Peyton were born one year apart. The time line also shows that Henry was at Franklin Elementary when Peyton was at Maplewood Elementary.

Time lines can show other units of time, not just years. Time lines can use minutes, hours, days, weeks, months, years, or even decades. A **decade** is ten years.





Lesson 1 Summary

Families change in many ways. Sometimes families move to new neighborhoods. New people join the family. Sometimes people leave the family. We can use time lines to help us show when changes happened.

Lesson 2

Families Share



Vocabulary

need	shelter	right	responsibility
safety	culture	tradition	ceremony

A How are families different?

Every person's family is different. A family's differences are part of what makes a family special.

Families speak different languages. They go to different churches. Some don't go to church at all. They eat different foods. They celebrate different holidays.

In some families, there is only one child. Other families have many children.

In some families, children live with two parents and grandparents. In some families, children live with one parent. Some families don't live together.

What makes your family special?



These children live with their parents and grandmother.



This child lives with his mother only.



These children live with both their parents.


Henry, will you and Peyton fold the laundry while I make dinner?
Sure, mom!
I've never done this.

B What do family members do for one another?

Family members take care of each other. Adults try to provide basic needs for every family member. Our basic **needs** are food, water, safety, and shelter. A **shelter** is a place to live. Every family member has a right to these basic needs. A **right** is something someone should always have.

Families also help each other. Adults help children do things they can't do alone. They also help children learn to do new things. This help is the responsibility of the adults. A **responsibility** is something you need to do.

Responsible adults care about children's **safety**, which means that they want to keep children free from harm or danger.

Children also have responsibilities in their families. They have a responsibility to listen to adults. Some children help their families take care of younger children. Some children help with chores around the house.



Adults help children learn new things.



Children help with chores.



Shelter is a basic need.

C How do families celebrate their traditions?

Families from many cultures have special ways of celebrating. **Culture** includes everything that makes up a way of life, like language, food, and traditions. A **tradition** is a custom or belief.

People celebrate many traditions with special food, clothes, and ceremonies. A **ceremony** is a special event where people often say and do special things. Weddings and First Communions are examples of ceremonies.

Many families have birthday traditions. In some families, the birthday person chooses a special meal and blows out candles on a cake. In some families, the people at a birthday party hit a piñata full of treats.



First Communion



Bar Mitzvah



Quinceañera

Christmas




Mom and I celebrate Hanukkah by lighting candles at home.
We go to grandma's house for Hanukkah.
We can figure it out.

D Writing about a Family Tradition

What family tradition do you have? Think about something you repeat every year.

How would you describe a family tradition to a friend? Follow these steps.

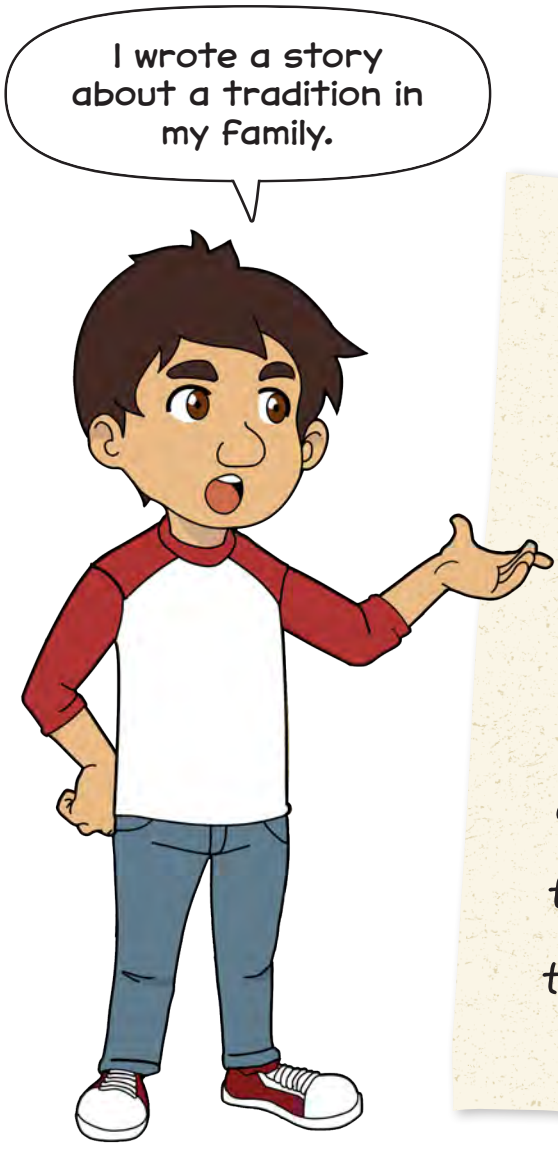
1. Choose a tradition that you like.
2. Describe two important details about this tradition, such as special food, music, or clothes.
3. Tell how you feel about the tradition.



Eid al-Fitr is a holiday that marks the end of Ramadan, a holy month for Muslims.



The springtime Holi "festival of colors" celebration started in India. It is now celebrated in many parts of the world.





We make pastelitos together every October. Mami rolls the dough. Her friends make the meat filling. We all eat the pastelitos! Sometimes there are leftovers. Then the children get to eat them later too. I can't wait until it's time to make pastelitos again.

Lesson 2 Summary

Family members care for each other and help each other. Families share traditions and languages. These traditions and languages may be different from other families around you. Our traditions and languages make our family special.

Lesson 3

Families Can Disagree



Vocabulary

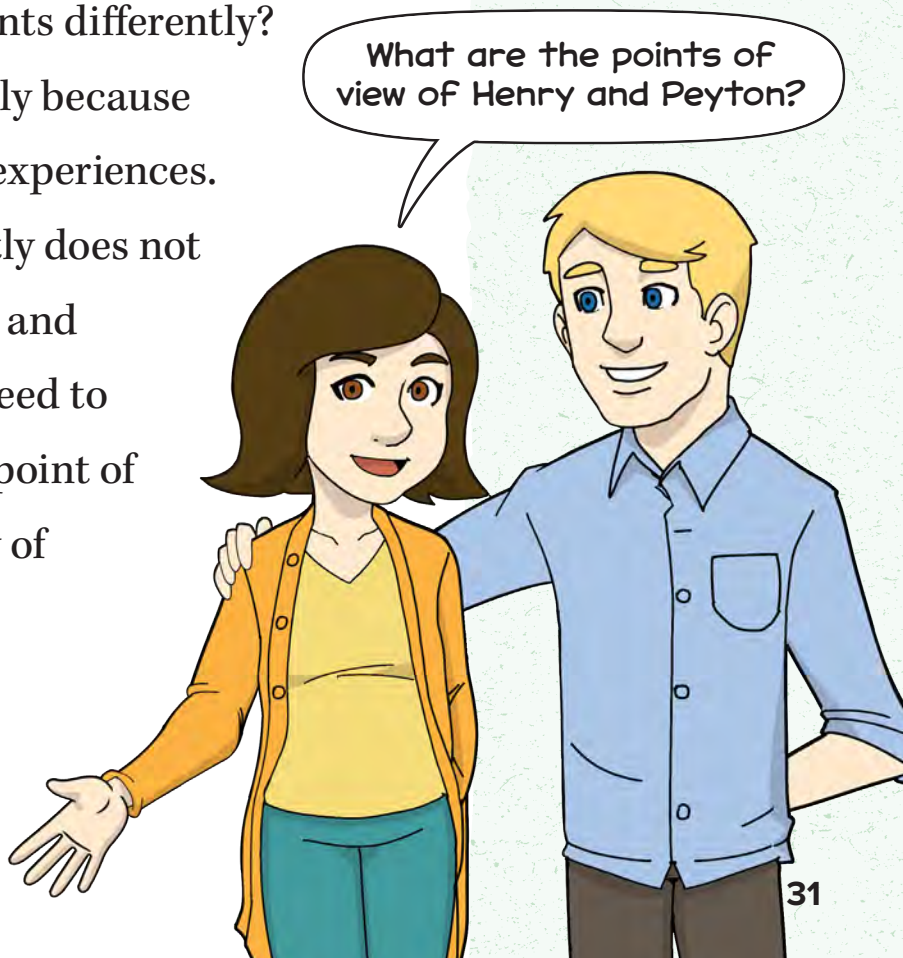
point of view	**disagreement**	**solution**
difference	**argument**	**respect**

A Why can people see events differently?

Imagine you are in the city park at the climbing bars. You want to climb the bars because it looks fun. Your grandmother does not want you to climb the bars because she fell off climbing bars and broke her arm when she was little.

Why do people see events differently? People see events differently because each person has different experiences.

Seeing events differently does not mean one person is wrong and one is right. It means we need to understand each person's point of view. **Point of view** is a way of looking at something.



B Solving Family Disagreements

Sometimes people in the same family see events differently. This can cause a disagreement in the family. A **disagreement** happens when people don't agree. What can you do if members of your family disagree?

- Let all family members explain their points of view.
- When you explain your point of view, use phrases like, "I feel sad when . . . "
- Listen carefully.
- List as many **solutions**, or ways to solve the problem, as possible. Try to think of new solutions that include some things that both people want.
- Discuss the good and bad points of each suggestion.


Problems?
We don't want to share a room.
Sounds like it is time for a family meeting.
Can you think of some solutions to Peyton and Henry's disagreement?


At a family meeting, we always respect everyone's view.
I don't like it when the room is messy.
I need someplace to let the posters dry.

C How do we respect each other's differences?

A **difference** is something that makes one person see things in another way from someone else.

Sometimes differences can make people unhappy with one another. Differences might cause an **argument**, or an angry disagreement.

When we disagree, it is important to respect the other person. **Respect** means understanding that someone or something is important. Respect means to treat that person or thing with kindness. We should listen to what a person has to say without interrupting. When he or she finishes, we should remain kind and polite.



Lesson 3 Summary

People disagree, even when they are in the same family. Sometimes family members disagree because they see events differently. It's important to respect differences by listening and showing kindness. Disagreements push us to think of new solutions.

Lesson 4

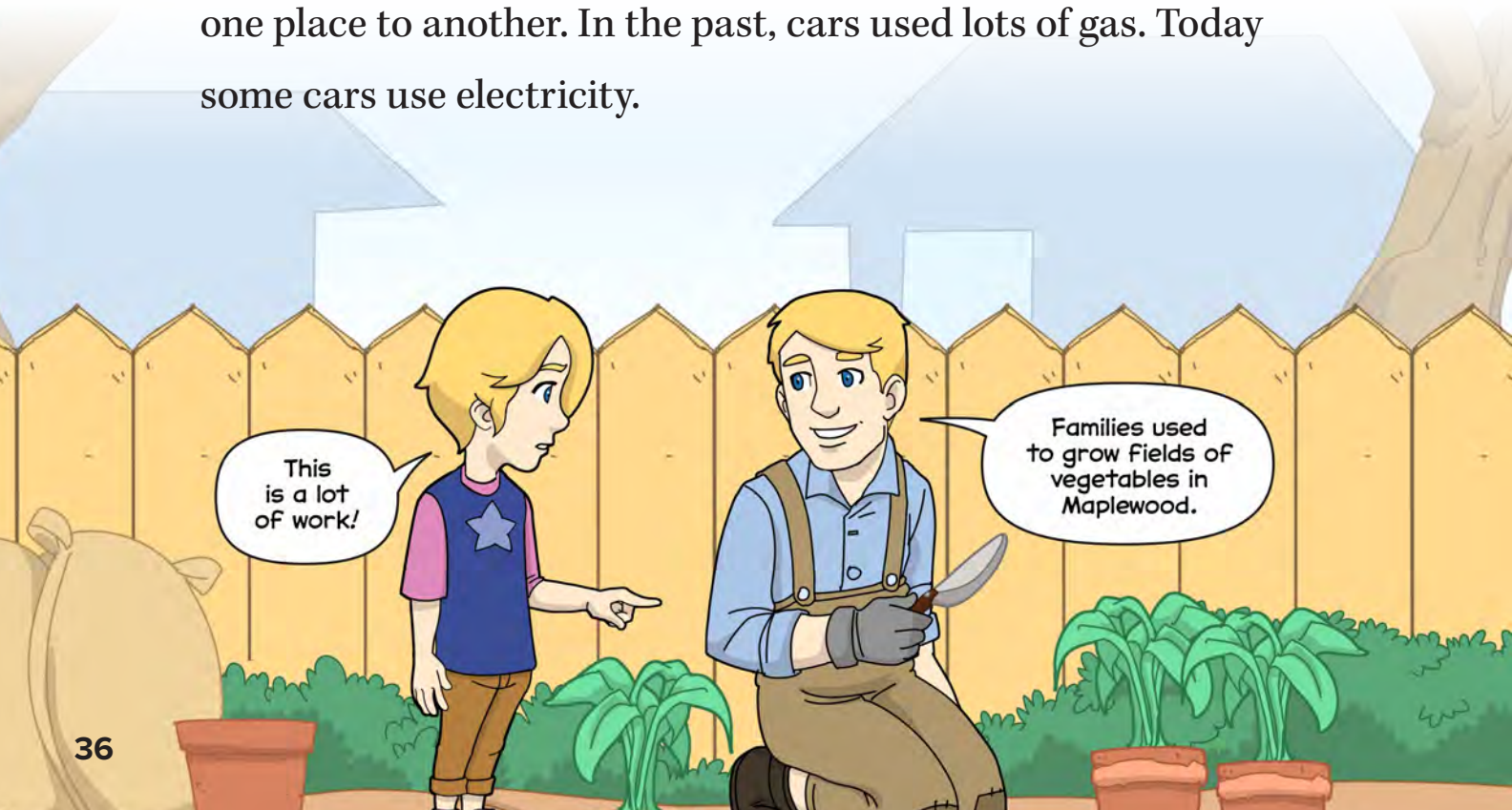
Families in the Past

A What was family life like in the past?

Family life today is different from family life in the past. One difference is the way families communicate when they live far away. To **communicate** means to talk and share information. In the past, families wrote letters. Today they email or call.

Another big difference is the **technology**, or tools, we use. Families in the past used radios and TV sets. Today, we can use a cell phone as a phone, as a TV, and as a computer.

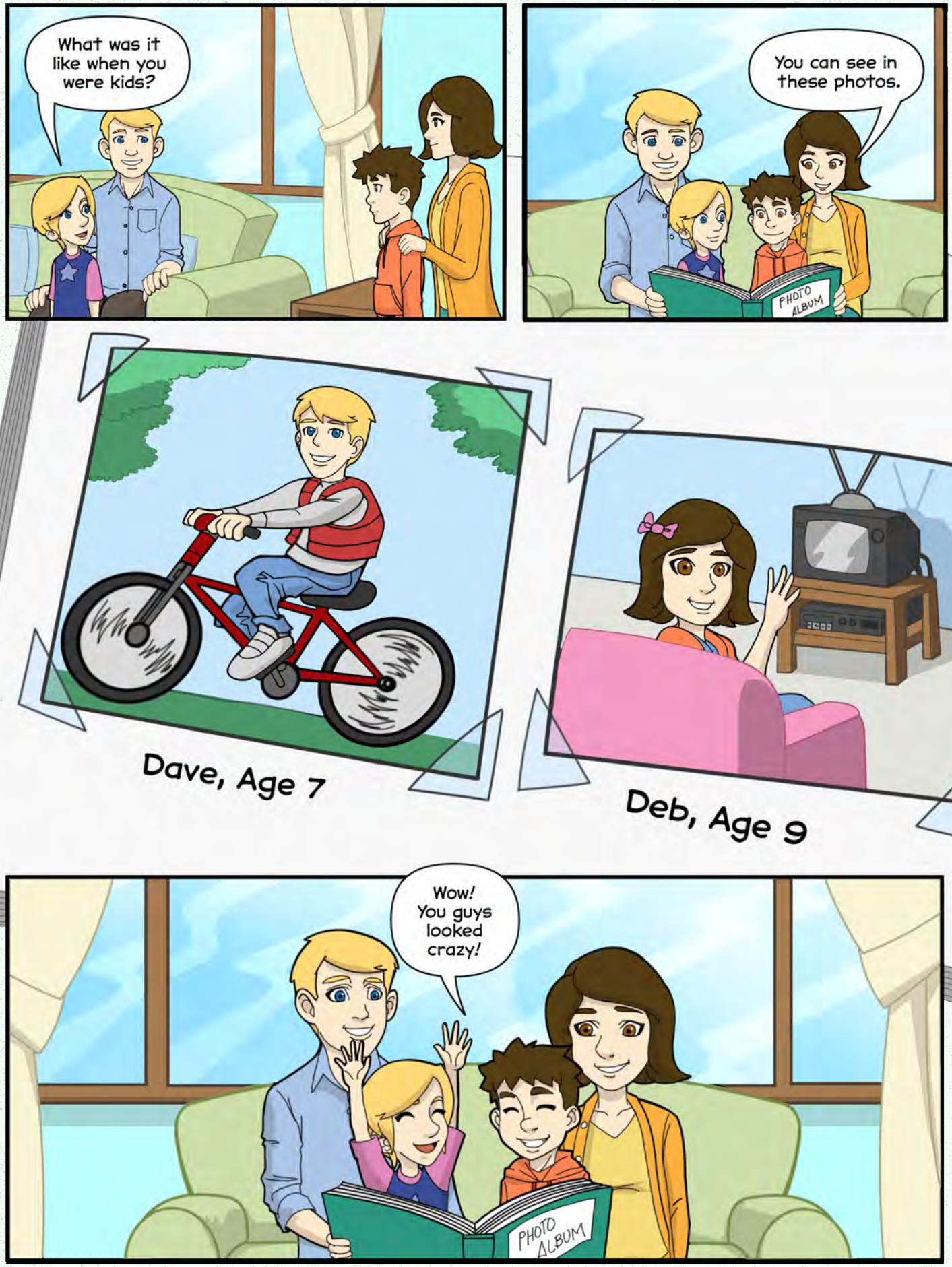
One more difference is **transportation**, how we get from one place to another. In the past, cars used lots of gas. Today some cars use electricity.



Vocabulary

communicate	technology	transportation	source
primary source	secondary source	interview	interviewer




What was it like when you were kids?
You can see in these photos.
PHOTO ALBUM
Dave, Age 7
Deb, Age 9
Wow! You guys looked crazy!
PHOTO ALBUM

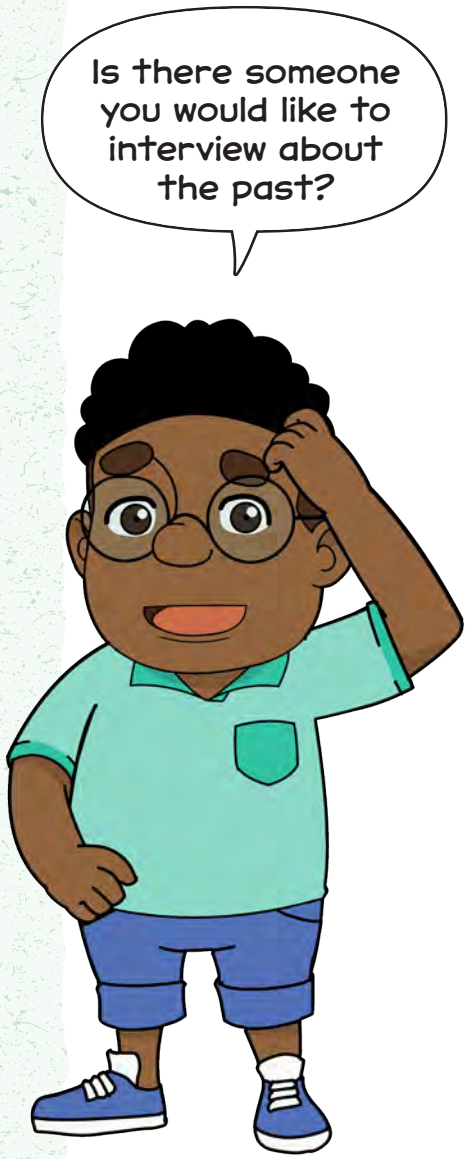
B How do we know about the past?

We can learn what families were like by reading about the past, looking at pictures from the past, and listening to music and watching movies about the past. All of these things are called **sources**. **Primary sources** come from people who experienced the events being studied firsthand. **Secondary sources** come from people who have heard about or studied the events after they happened.

An interview is another kind of source. An **interview** is asking people questions about something they know a lot about. We can interview our parents and grandparents to learn what their lives were like. This kind of interview would be a primary source.

You might interview a historian about American Indian life before Maplewood was a town. That interview would be a secondary source.

Because people remember events differently, it's good to look at more than one source.



C Asking Interview Questions

To learn about the past, we can interview people who lived during that time. The **interviewer**, or person asking the questions, should make a list of questions before the interview.

- Tell the person you are interviewing what your goal is.
- Good interview questions show you are interested in the other person.
- Good interview questions often start with words like *who*, *what*, *where*, *when*, *why*, and *how*.
- Ask the person to explain why or to give an example.
- Good interview questions help the person recall important events.

Take notes on the answers and write them up after the interview. Share your notes with the person you interviewed. This interview is now a primary source!

Interview Questions

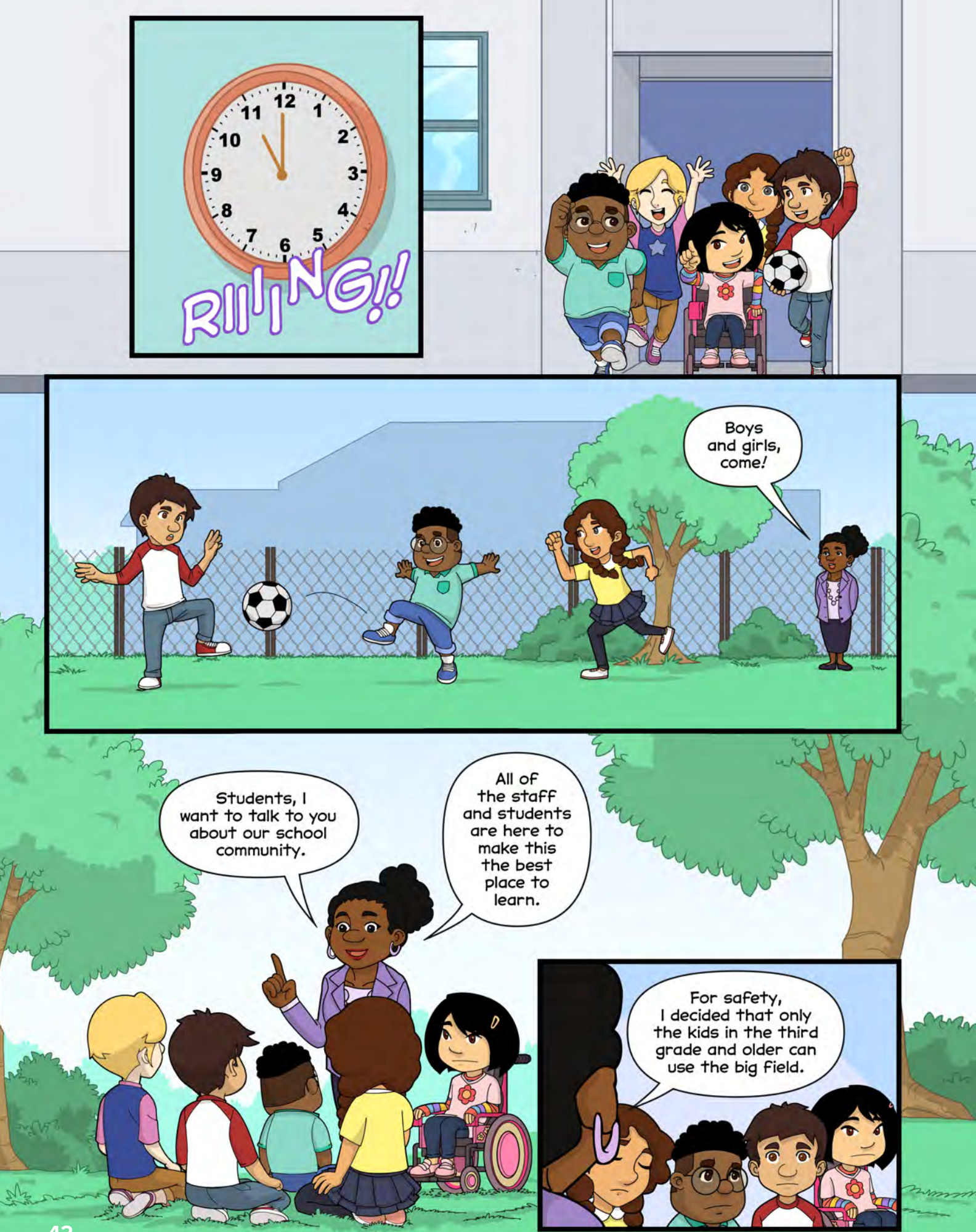
1. What did you do for fun when you were a kid?
2. Why did you enjoy those things?
3. What chores did you have?
4. How did you feel about school?



Lesson 4 Summary

Families in the past did many of the same things that families do today. Some differences are the technology, transportation, and communication that families used.

We can learn more about what families were like by looking at different sources. Interviews help us gather information about families in the past.


RIIING!!
Boys and girls, come!
Students, I want to talk to you about our school community.
All of the staff and students are here to make this the best place to learn.
For safety, I decided that only the kids in the third grade and older can use the big field.

Chapter 2

How Are You Part of the School Community?

Lesson 1

School Rules





Vocabulary

community	rule	school rule
bully	enforce	

A What are the school's rules?

A school is a special kind of community. A **community** is a group of people who have something in common. They can live, work, or study together.

Different communities have different rules to help everyone get along and stay safe. A **rule** is something that tells you how to act.

The school has two kinds of rules. Some rules are school rules. **School rules** are for all the students in the school. The principal works with teachers to make rules for the school.

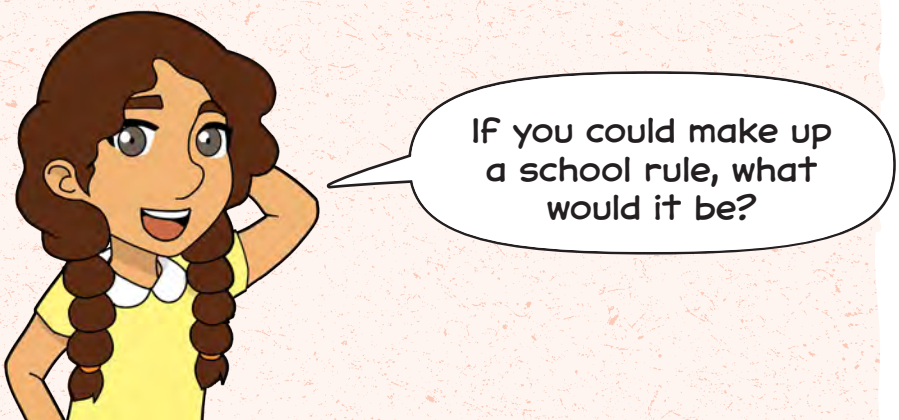
Some rules are for classrooms. Your teacher makes these rules. Sometimes, the students help the teacher make the rules.

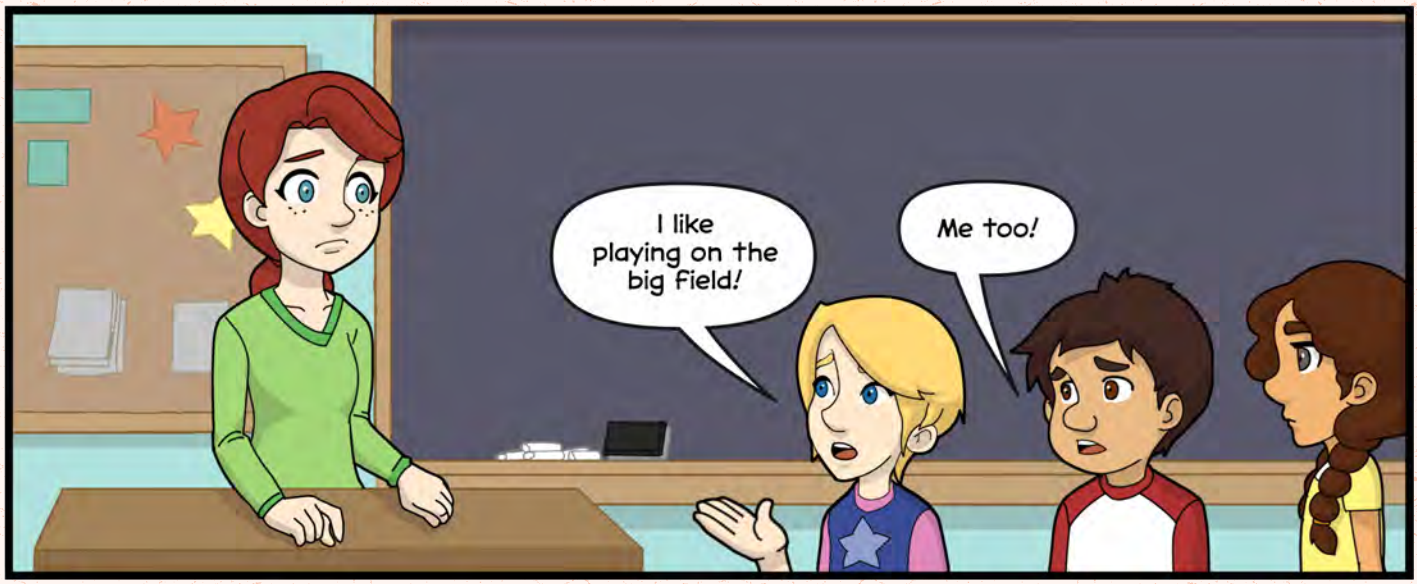


Raise your hand.



Line up to get on the bus.




I like playing on the big field!
Me too!


Why would Mrs. Apple say it's only for the big kids?


Good question. Let's talk about it.
Why is the big field only for big kids?

B Why are there school rules?

All people deserve to be safe, be respected, and have their basic needs met. These are called our rights.

We have rules in our schools to make sure that everyone can enjoy these rights. For example, schools have rules that say "No bullying." If someone is **bullied**, they are not respected and they don't feel safe.

We also have rules in schools to help everyone know how to act. A school rule like "Be in class by 8:00" helps everyone know when class will start.

We all have the right to learn. Some rules help make school a good place to learn. For example, a rule that says "a class can only have 25 students" helps teachers and students. The class will not be too crowded or too loud. The teacher will have more time for each student.



Can you think of other reasons for school rules?

C What makes good rules?

Good rules are fair. That means the rules are usually the same for everyone. If only second graders had to walk on the sidewalks but everyone else in the school could run, that would be an unfair rule.

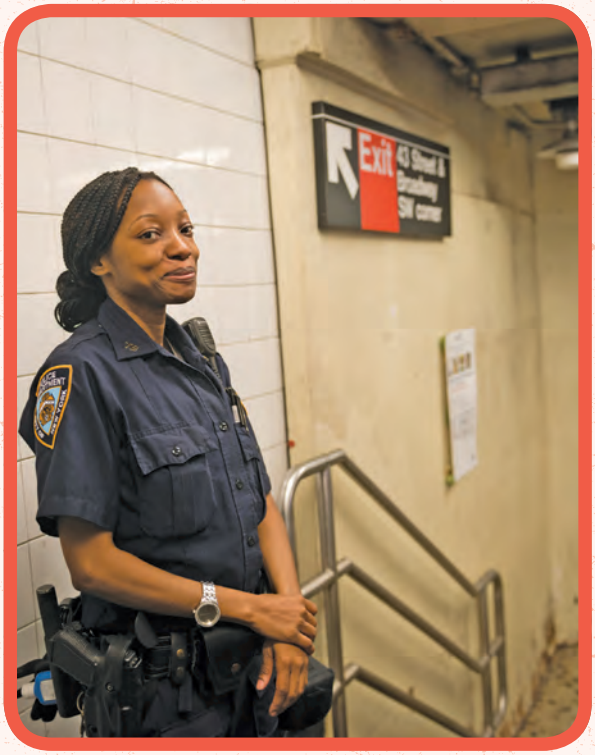
Good rules keep everyone safe. A school rule that says "Keep your hands to yourself" keeps people from hitting and hurting each other. It also makes sure that people respect each other's space.



Good rules lead to good behavior. A school rule that says "Turn in work on time" teaches students to be responsible. In sports, players shake hands after a game. This rule teaches people to be kind even when playing against each other.

Good rules can be enforced. To **enforce** a rule means to make sure that the rule is followed.


I wish we could play too!
Yeah. It's not fair.
Did you see that?
Yeah, that happened to me once.
Maybe Mrs. Apple is trying to protect us from getting hurt.



Police officer



Crossing guard



Teacher



Referee

Police officers, crossing guards, teachers, and referees help enforce the rules in their communities.

D Who enforces rules?

In some communities, special people make rules and other people enforce rules. For example, a town's leaders make special rules, called laws. The police enforce these rules.

In some communities, the same people make rules and enforce rules. In a school, the principal and the teachers make rules. They also enforce the rules.

People who enforce rules have special jobs. They are chosen because they trained for these jobs. For example, referees know the rules of the game. They do not make up rules that go against the community's rules. The person who enforces rules must be fair to everyone.



Lesson 1 Summary

We have school rules so that everyone's rights are respected. Rules help keep everyone safe so that they can learn. School leaders make rules. They also enforce rules. Good rules should be fair to everyone.

Lesson 2

Decisions in School



Vocabulary

choice	cost	benefit	evaluate
idea	fact	opinion	

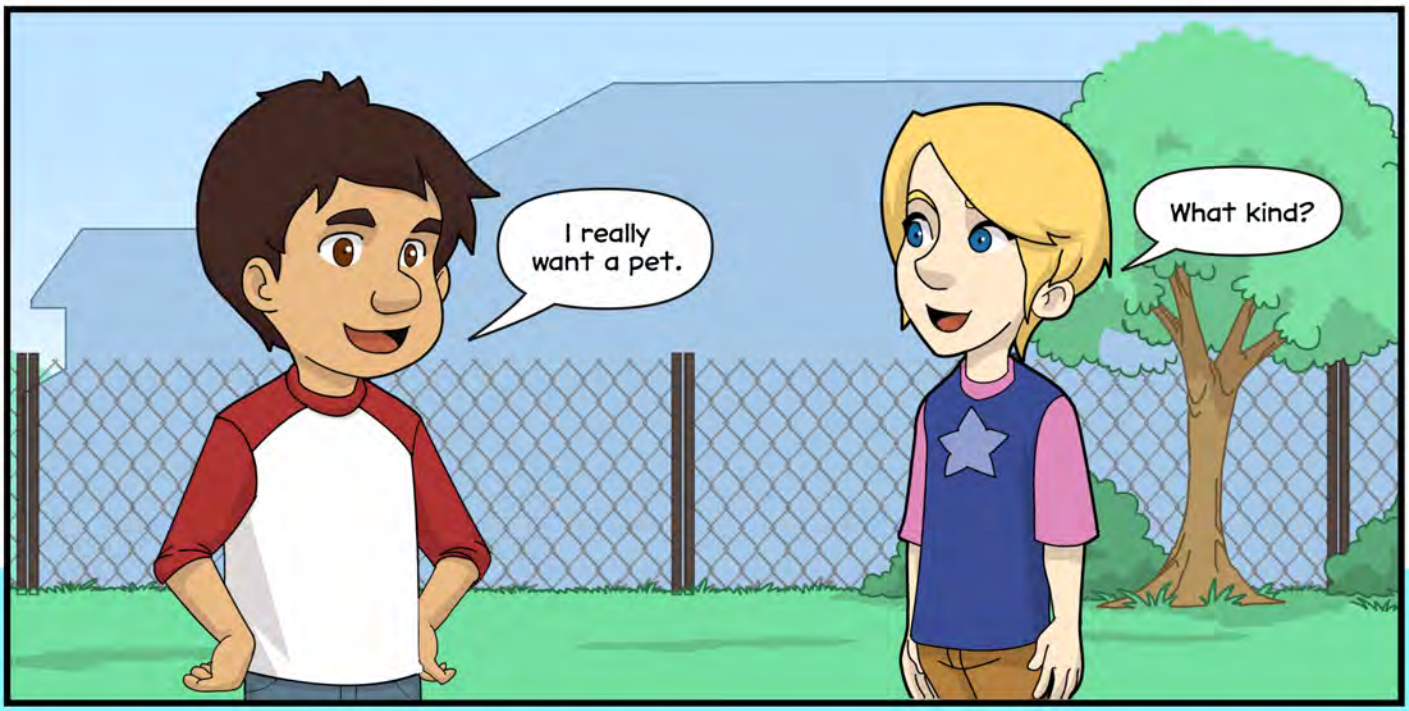
A What happens when you make choices?

A **choice** is when we choose one thing over another. We can't do everything at once. In order to choose one thing, we must give up something else at least for a time.

Most choices have costs and benefits. A **cost** is what you lose by making a choice. It could be money that you spend or the time something takes. **Benefits** are the good results for you and for others.

What if, when you get home from school, you need to finish your homework. You also want to play your new game. The cost of finishing your work might be that you have no time to play the game. The benefits of finishing your work instead of playing the game help you, your teachers, and your family.




I really want a pet.
What kind?



B Making Decisions

Making a good choice can be hard. When you make a choice . . .

1. Identify what you want.
2. Identify the options to get what you want.
3. Gather information.
4. Predict what will happen if you make each choice.
5. Make your choice.
6. **Evaluate**, or think about, how well your choice worked.

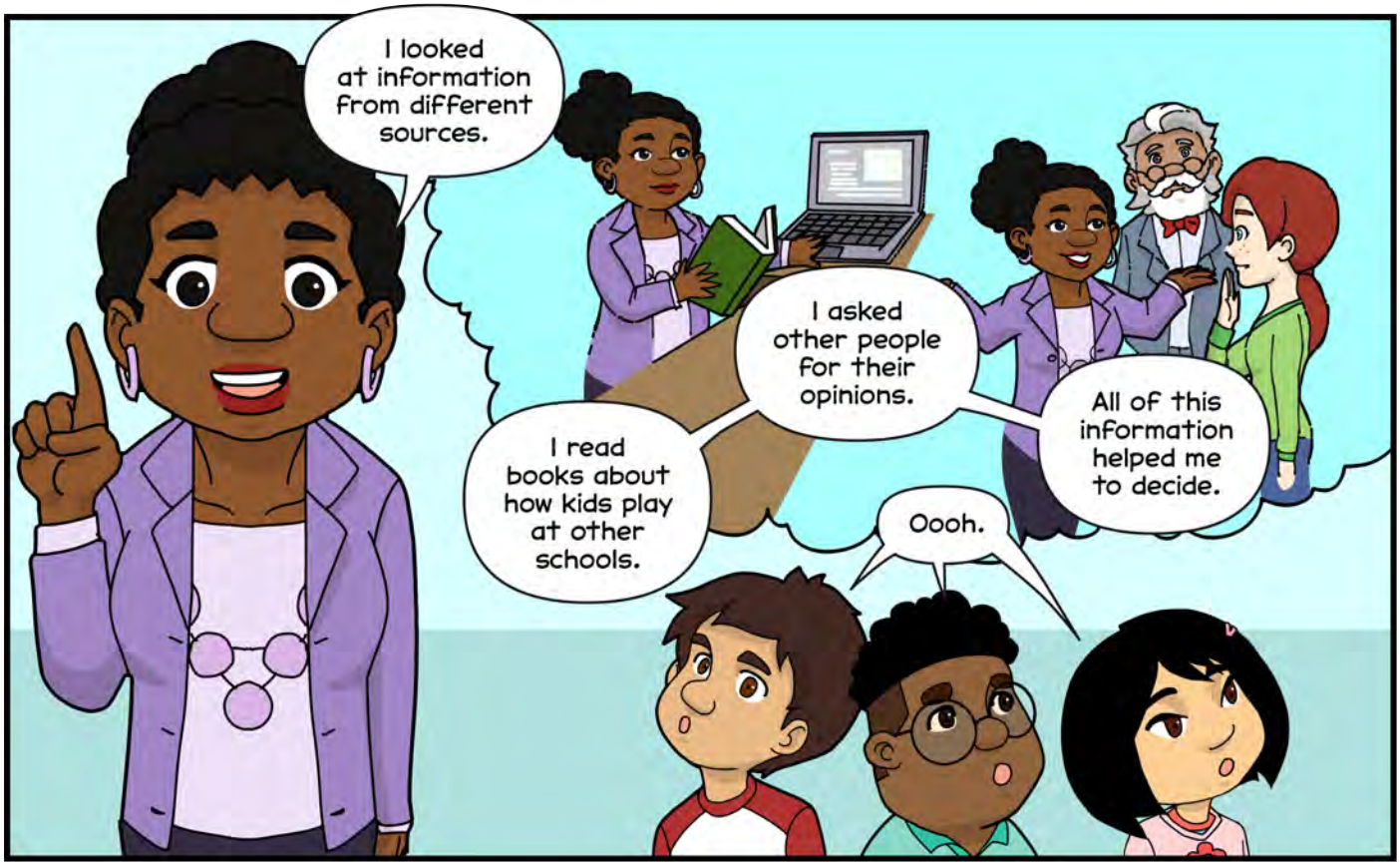
Help Carlos choose a pet

- What choice is he making?
- What does Carlos need to know? Where could he get more information?
- What would happen if he got a rabbit? A dog? A cat?
- What choice do you think he should make? Why?




How did Mrs. Apple decide?
We can ask her.
Look! There she is.


Mrs. Apple, how did you decide about the field?


I looked at information from different sources.
I asked other people for their opinions.
I read books about how kids play at other schools.
All of this information helped me to decide.
Oooh.

C What do you need to make good choices?

Some choices are made quickly. Deciding to eat a banana or an apple is a choice we can make without a lot of information.

Other choices are more important. We need to gather information before we make big choices.

We can read information from a book or from the internet. We can watch videos or movies. We can also get information from other people who have made similar choices.

We should look at different sources. For example, Mrs. Apple may look at books about how kids play at other schools. This could give her an **idea**, or a thought, of what *usually* works. However, she should also see what people in her school think. This could give her an idea of what might happen in Maplewood. By looking at different sources, we get a better picture of how our choices will turn out.

Sometimes we make choices by ourselves. Sometimes we make choices as a group.



D Telling the Difference between Fact and Opinion

Facts and opinions can help us make good choices.

Facts give us information we need. Facts are the same for every person. They can be proven.

Opinions help us understand how other people think and feel about the facts. Opinions are not the same for every person.

To decide if a statement is a fact or an opinion, think about these questions:

- Can I check or prove this statement? Then it's a fact!
- Is this statement about what someone thinks or feels? Then it's an opinion.
- Does this statement have a clue word like "think," "believe," or "feel"? Then it's an opinion.



Are these statements fact or opinion?

- Soccer is played by teams.
- Soccer is fun.
- You can watch soccer on television.
- Brazil has the best soccer team.



Lesson 2 Summary

When we make good choices, we help others and we help ourselves. To make good choices, we need to gather information and understand the benefits and costs. Sometimes we have to choose between two good things. Then we can use our opinions and the opinions of those we respect to help us make a choice.

Lesson 3

Contributing to School



Vocabulary

citizen	improve	social action	persuade
topic	reason	evidence	

A How can you be a good school citizen?

A **citizen** is someone who belongs to a community and shares its rights. You can be a citizen of the United States or another country. You can also be a citizen of a town or a school.

To be a good citizen, you should do something for your community. At school, you can give respect to others by following the rules of the school. You can join activities that make your school a better place to learn.

A good citizen also acts when something is wrong. If you see trash on the playground, you can pick it up.



Good citizens show respect by listening.



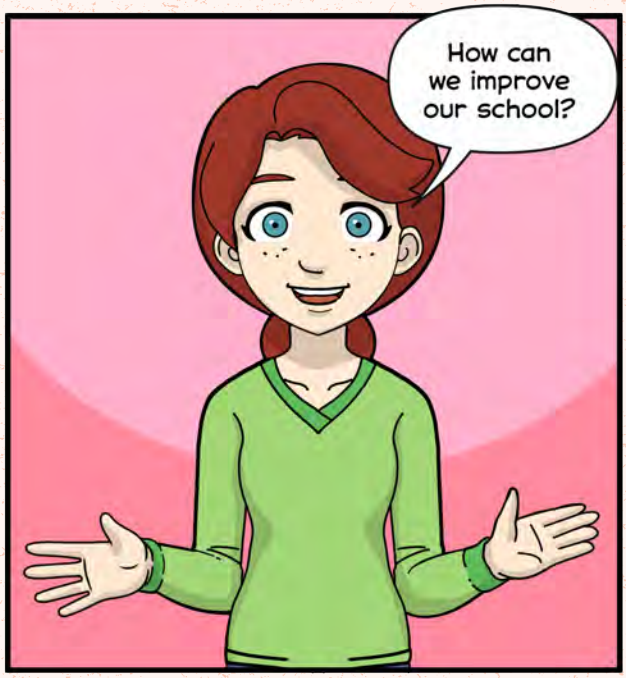
Good citizens help clean up.



Good citizens work together.


Our school community is a group of people working and learning together.


Everyone works together to make the school better.
FOOD
CLOTHES
Maplewood School Donation Drive
DONATE
CLOTHES
Books


How can we improve our school?


We can figure out how to share the big field.

B How can you improve our school?

To **improve** means to make something better than it was before. One way to be a good citizen is to help improve our school.

We can make our school better by keeping our space clean and following the rules. But sometimes citizens need to do even more.

What if you learned that some students in your class didn't have enough to eat or lacked warm clothes. You might not be able to help by yourself. But if you and your classmates work together with the adults in your school, you could make sure everyone has food and warm clothes. This is called **social action**.

Some social action can be done by groups of citizens. Gathering food and coats is an example of this. Sometimes citizens work together to help the school leaders solve a problem.



Collecting donations to help others is an example of social action.



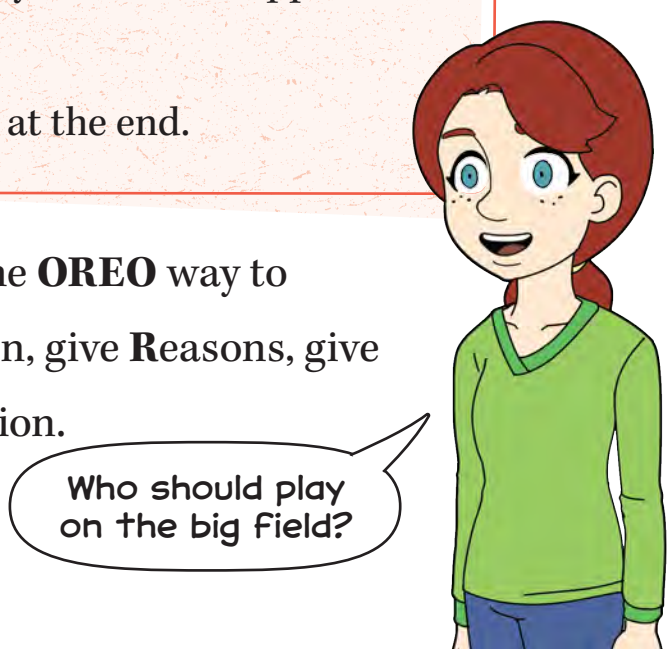
C Writing an Opinion Piece

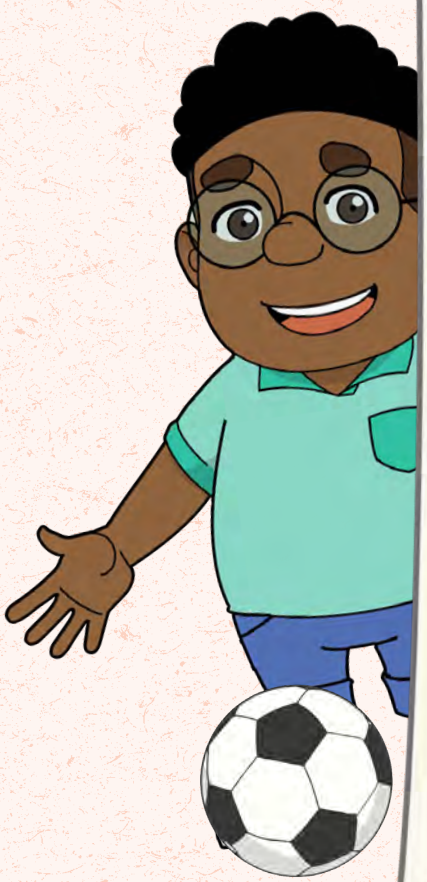
An opinion is what someone thinks or feels. Part of being a good citizen at school is sharing your opinion. Sharing opinions can help persuade others to take social action. To **persuade** is to help others see why they should act a certain way.

When you write an opinion piece, follow these steps:

1. State the topic. The **topic** is what your opinion piece is about.
2. Give one or two reasons for your opinion. **Reasons** are facts or statements about the topic. Find **evidence**, or facts, that agree with your opinion.
3. Write an example of how your reason supports your opinion.
4. State your opinion again at the end.

Some writers call this the **OREO** way to write opinions: state **O**pinion, give **R**easons, give **E**xamples, and restate **O**pinion.





Roger's Opinion Piece

I believe big kids and little kids should be able to use the big field. Recess is a time I like to play soccer with my friends. It's also a time that the big kids like to play soccer. It's safer if we use the field at different times. For example, we could take turns. Some days the big kids will use the field. Other days, the little kids will use the field. This is why I think we can all use the big field.

Lesson 3 Summary

Students and teachers are citizens of their school. Good citizens are kind, respectful, and helpful. Good citizens work together to make the school a better place to learn. Sometimes taking social action means we help others understand that there is a problem. Being able to write our opinions respectfully and clearly can persuade others to take action.

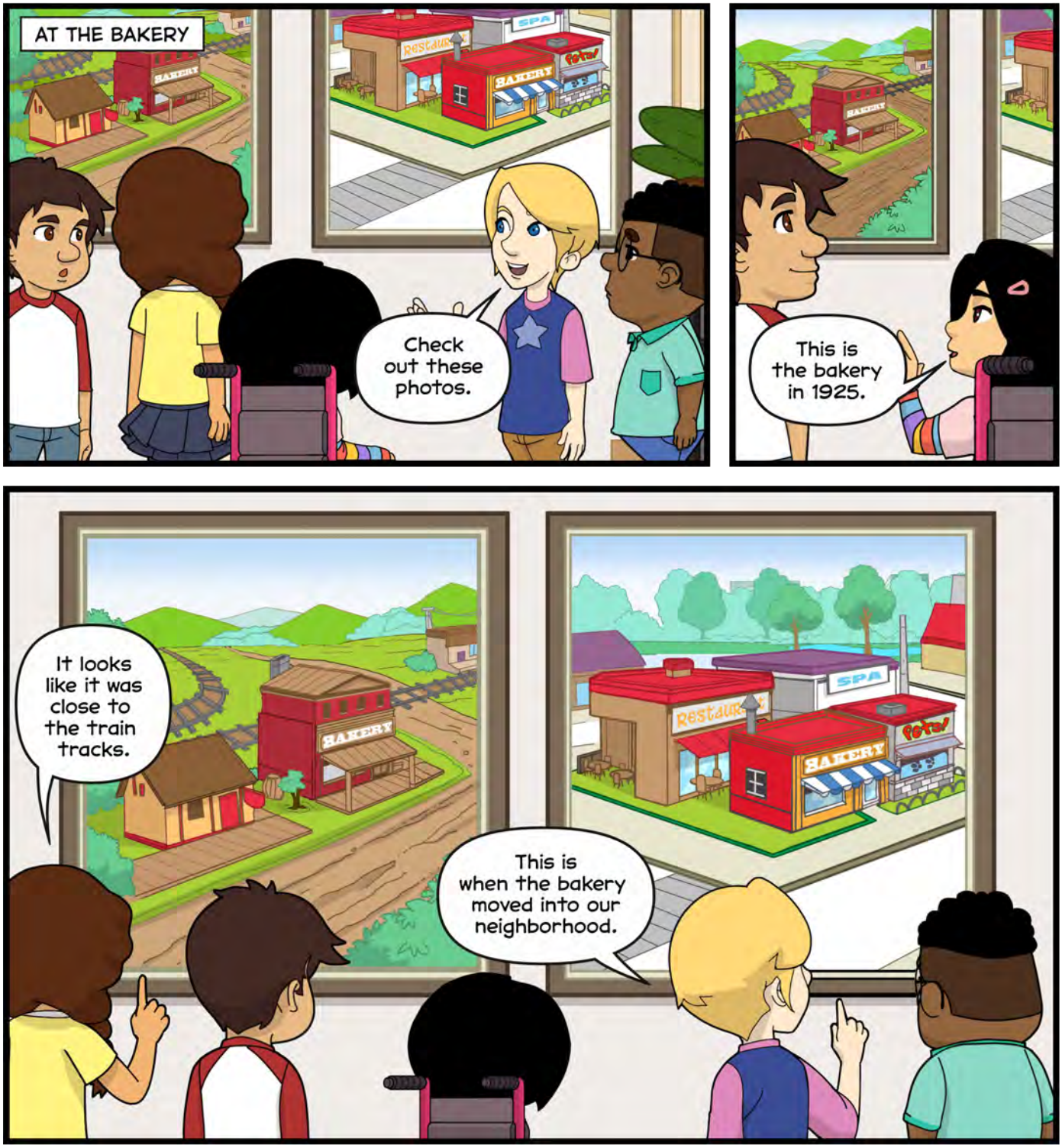

BAKERY
GOING OUT OF BUSINESS
They are closing?
The bakery was here before I was born!
They make my favorite holiday bread.
Why are they closing?

Chapter 3

What Brings Changes to a Neighborhood?

Lesson 1

Building a Neighborhood



Vocabulary

natural feature	**human feature**	**recreation**
preserve	**grid**	**pollution**

A Where do people build neighborhoods?

Neighborhoods are areas in a city. Sometimes neighborhoods are created around a **natural feature**, or something that occurs in nature, such as a river or a lake.

Other neighborhoods are created around human features. A **human feature** is something that humans have made, such as railroad tracks and shopping centers.

All neighborhoods need ways to get people and things in and out of the neighborhood. Most neighborhoods use roads that humans made.

If a neighborhood is near a river, people might build bridges to get in and out of the neighborhood.

Many neighborhoods are making space for more natural features, such as trees and plants, to keep the environment healthy.



Chicago was built around the Chicago River.



This neighborhood in Laramie, Wyoming, is near railroad tracks.


Maplewood is always changing.
Shops come and go. New things are being built.
Our neighborhood continues to change as our needs change.
Hmm.

B How do people use the land in a neighborhood?

People use land in many ways. Some land is used for houses, stores, and factories. Some land is used for farms and ranches. Some land is used for **recreation** or having fun. Some land is **preserved** or protected from building on it.

Long ago, American Indians used the lands that now make up our neighborhoods. Later, settlers came to the area. They began to change the land by cutting down trees and planting crops. As more people came, they needed more things.

The way we use the land in our neighborhoods continues to change as our needs change. We can't create more land so we must use our land carefully.







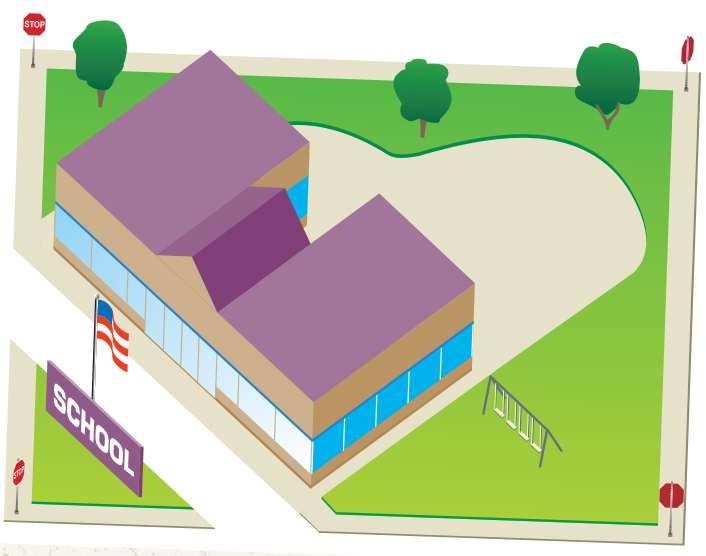


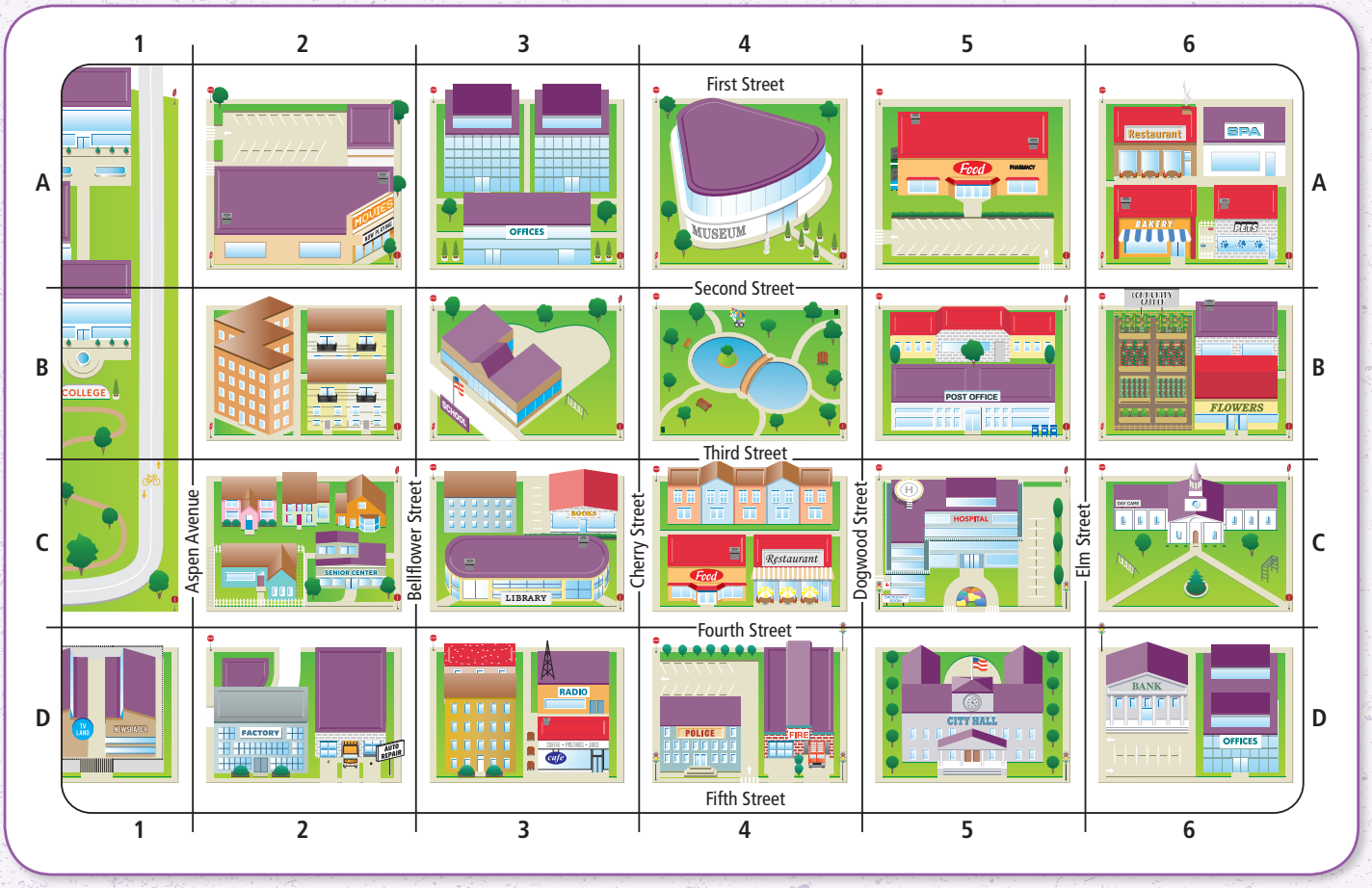
C Using a Map Grid

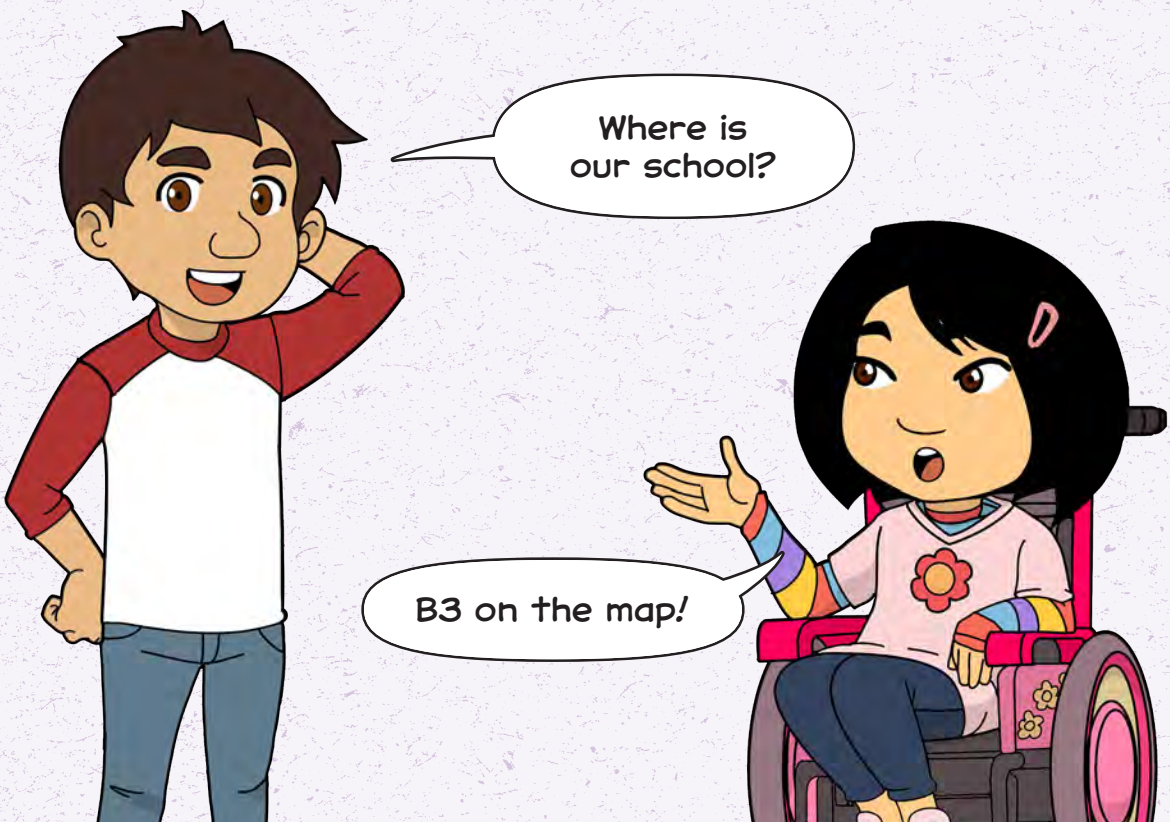
Maps show many different things. A **grid** is a pattern of lines that cross each other to form squares. A grid shows us how to find places on the map. In between the grid lines on the top and the bottom are numbers. In between the grid lines on the sides are letters.

1. Find the letter B at the side of the map.
2. Find the number 3 on the top of the map. Move your fingers together along the lines.
3. This square is B3.

By using a grid, we can easily find where things are on the map.




1
2
3
4
5
6
A
B
C
D
First Street
Second Street
Third Street
Fourth Street
Fifth Street
Aspen Avenue
Bellflower Street
Cherry Street
Dogwood Street
Elm Street
MOVIES
OFFICES
MUSEUM
Food
PHARMACY
Restaurant
SPA
BAKERY
PETS
COLLEGE
SCHOOL
POST OFFICE
FLOWERS
SENIOR CENTER
BOOKS
LIBRARY
Food
Restaurant
HOSPITAL
DAY CARE
TV LABS
NEWSPAPER
FACTORY
AUTO REPAIR
RADIO
cafe
POLICE
FIRE
CITY HALL
BANK
OFFICES


Where is our school?
B3 on the map!

D How do people use maps to build neighborhoods?

Maps tell us what natural features and human features are in neighborhoods. This information helps people know where they can change the neighborhood and where they should protect the neighborhood.

When owners want to build a new factory, they use a map to help them decide where to build. They don't want to build too close to a river that might overflow and damage their factory. They also don't want to build too far away from roads they will need to move their products.

People look at maps to decide where to build neighborhoods. People want to protect their water from pollution. **Pollution** happens when dangerous chemicals are dumped into water or air. This is why a neighborhood may want a park next to a river instead of a factory.



Builders look at a map near an oil refinery.



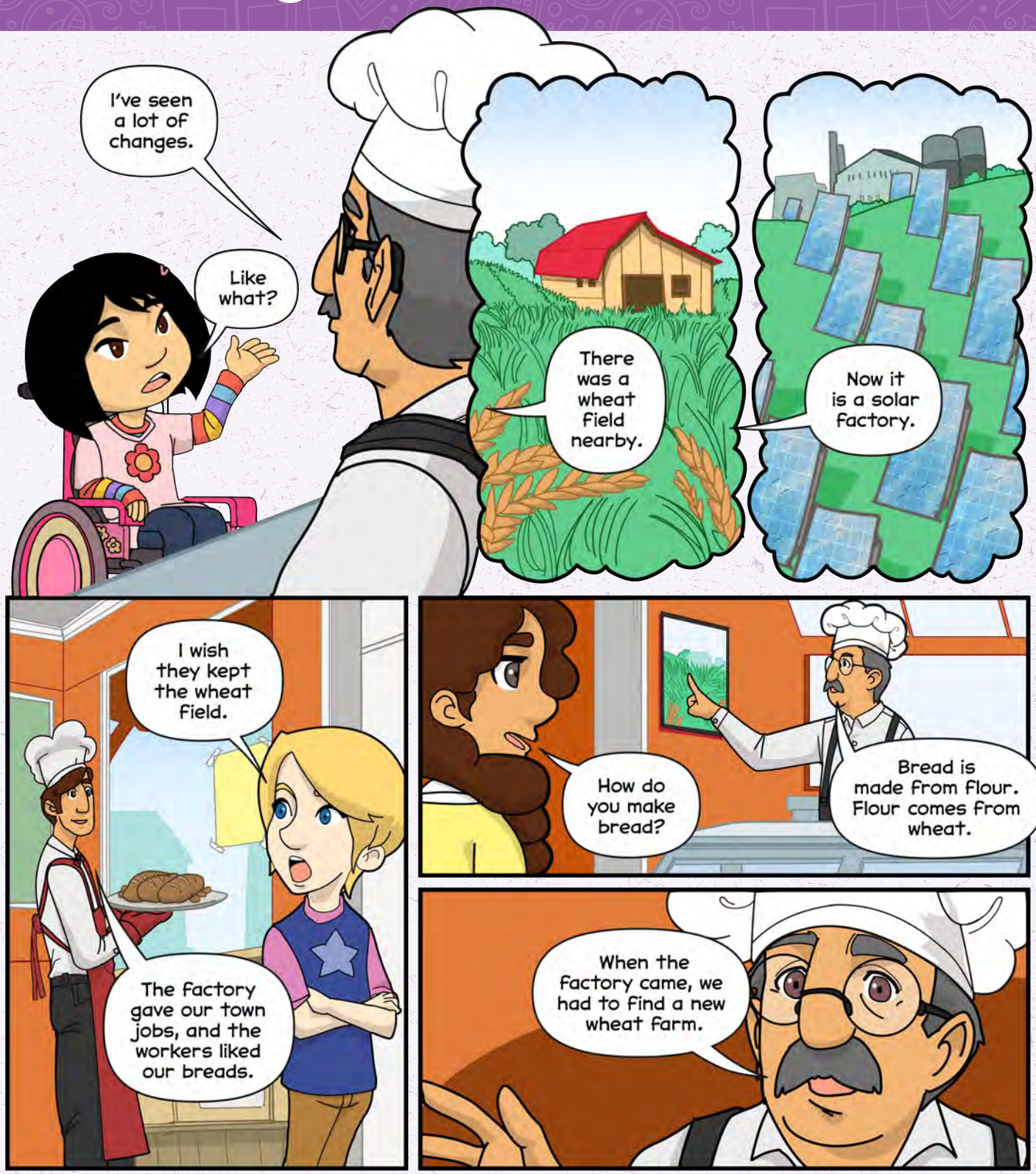
Lesson 1 Summary

Neighborhoods contain both natural features and human features. The land in neighborhoods is used for houses, businesses, or recreation. Other land is preserved.

Maps help us know where natural and human features are in a neighborhood. This information helps people make good decisions about where to build in a neighborhood.

Lesson 2

Goods and Services in a Neighborhood



Vocabulary

goods	service	producer	consumer	want
resource	supply	demand	bank	borrow

A Where do goods and services come from?

Goods are things you can touch that you buy or use. **Services** are not things but are jobs or activities that you pay someone to do. You can buy goods at the grocery store. Apples and bread are goods. The person putting fresh fruit in the bins is providing a service.

Goods, and the parts to make goods, come from producers. People who make and grow goods are **producers**. People who buy goods and services are called **consumers**.

People can be consumers and producers at the same time. Farmers who grow and sell corn are producers. When farmers buy gasoline for their tractors, they are consumers.



These consumers are buying goods.



This bus driver is providing a service.



The people in this neighborhood are resources.



The land and crops in this neighborhood are resources.

B How do needs and wants connect different places?

Needs are things people must have to live. **Wants** are things that people would like to have.

Neighborhoods must share resources so that people's needs and wants are met. Cities, towns, and farms also share resources. A **resource** is something useful for producing or supplying goods and services.

Cities cannot grow all the vegetables people need, but they have plenty of people to do work. Farms have plenty of space and water for growing vegetables but not so many people to do work. The land and water are resources on farmland. The people are resources in cities and towns.

Each area can provide goods and services to the other. Farmers can provide fruit or milk to people in cities and towns. Stores in cities might provide phones or shoes to farmers.


EXIT 32
NORTH 57
Main St.
1 MILE
EXIT 236B
24 WEST
Downtown
3/4 MILE
EXIT 211 A
56 South
Utopia
EXIT
163
SOLAR PANELS
FRUITS AND VEGETABLES
BEEP!
BEEP!
FRUITS AND VEGETABLES


Someday, I want to own my own business.
What would you sell?

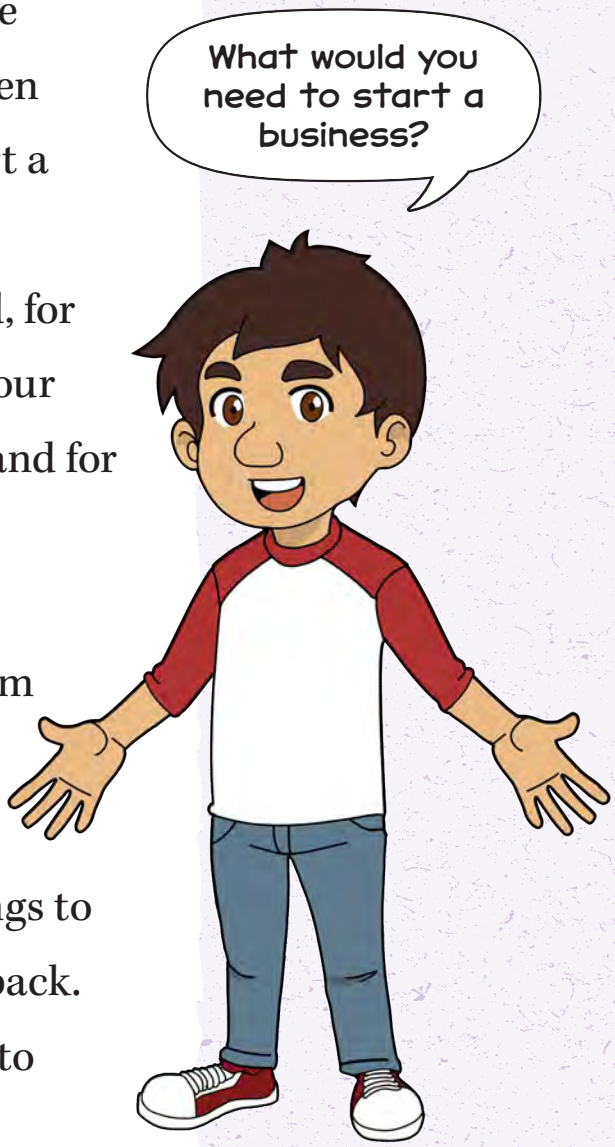

MINAR'S MANICURES
EGYPTIAN RESTAURANT
I don't know yet.
MINAR'S BOOKS

C How do people start a business?

To start a business, first decide what you want to sell. Pick something that you have a large **supply**, or amount, of. If your garden produces extra vegetables, you could start a business selling vegetables.

There must also be a **demand**, or need, for what you want to sell. If most people in your area grow their own vegetables, the demand for them will be low.

Next, you need money to start your business. Often people borrow money from a bank to get started. A **bank** is a place that holds money for people. To **borrow** means that you use something that belongs to someone else, but you promise to give it back. As your business grows, you earn money to pay back the bank.



Lesson 2 Summary

Neighborhoods have resources that produce goods and services to share with others. If people have a large supply of goods, they might start a business. Neighborhoods share goods and services with other neighborhoods so that people's needs and wants are met.

Lesson 3

Working in a Neighborhood



Vocabulary

entertainment	**income**	**skill**	**graph**
bar graph	**charity**	**invest**	

A What jobs do people in the neighborhood do?

People do many different jobs in a neighborhood. Many jobs help people meet basic needs. Some people grow food that others eat. Other people provide services that move food in and out of neighborhoods.

Neighborhoods must have clean water. Some people build water systems that bring clean water to houses. Other people, like plumbers, provide services that keep the water systems working.

People need to be able to get in and out of neighborhoods. Some people build the roads in the neighborhood. Other people provide services like keeping roads clean.

Some businesses do not help people meet basic needs. Some jobs offer **entertainment**, or fun, to people in the neighborhood.



Plumber



Road workers



Clown

B Why do people work?

People work to earn money. Money that you earn is called **income**. People need money to buy goods and services.

Like goods and services, people need to do things that are in demand. Jobs that are most in demand use special skills. **Skills** are abilities to do something. For example, teaching is a special skill. People go to different schools to learn special skills to become electricians, chefs, or teachers.

Some skills take a long time to learn. For example, learning the skills to be a doctor takes many years. People with skills that take a long time to learn often earn more money than people with skills that take a short time to learn.



Chef



Doctor



Electrician




My brother, Adel, needs a job. He is saving for college.
CAFE
menu
specials


What can he do?


Help people learn,
cook ...
BOTHER SISTERS!

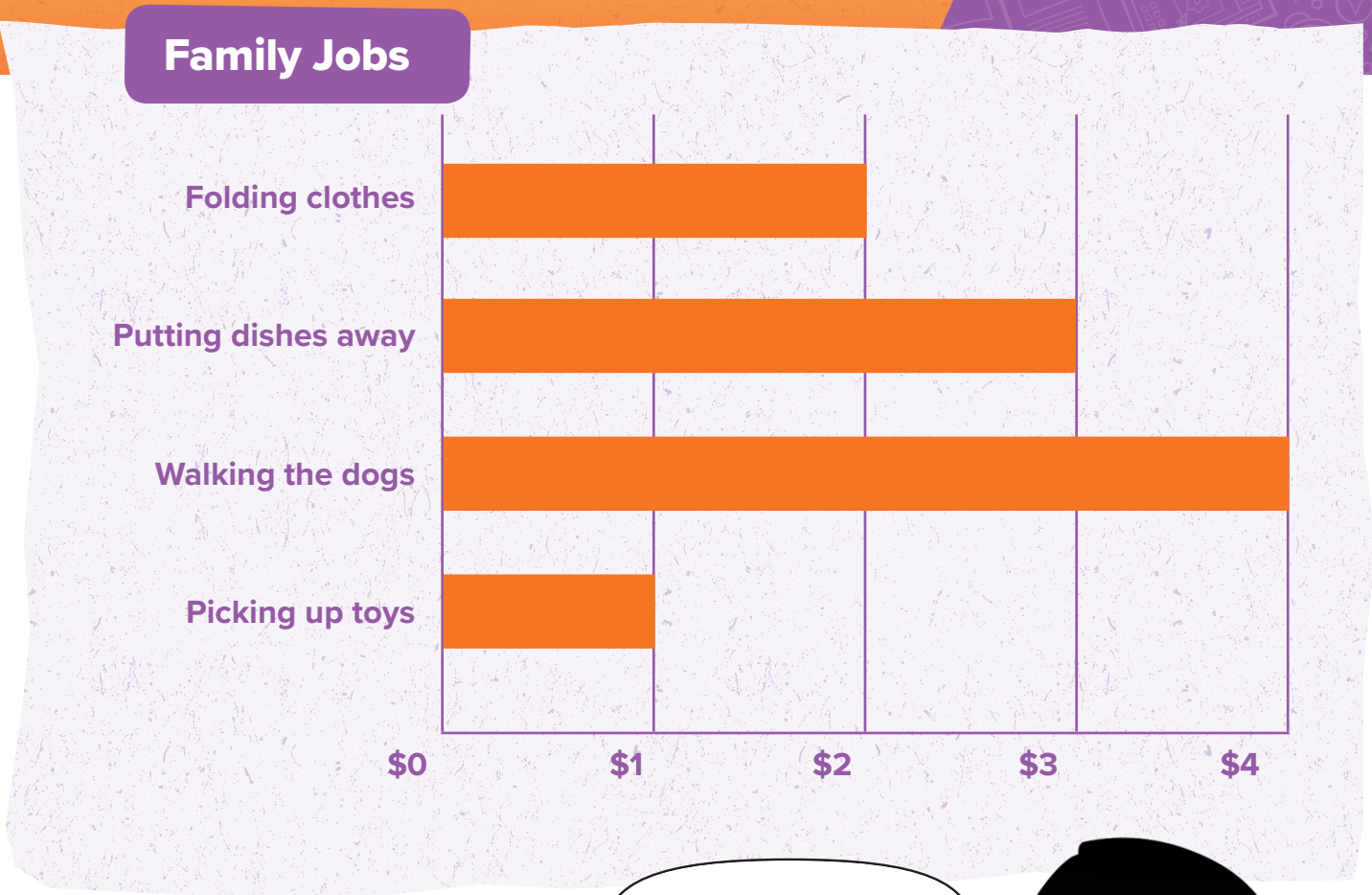
C Using Graphs

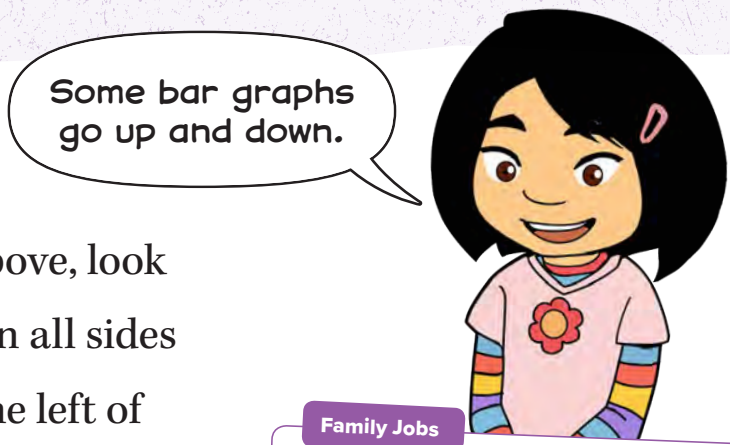
A **graph** helps us understand things using a picture instead of words. A graph lets us quickly see how numbers are connected. A **bar graph** is a special kind of graph.

All bar graphs have bars that show how much, how many, or how long.

What if your family creates a list of jobs? To earn money, you may complete these extra jobs.

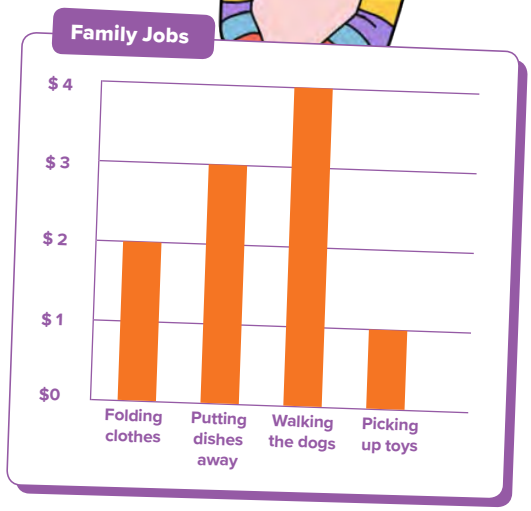






To read the bar graph above, look at the words and numbers on all sides of the graph. The words at the left of this graph show the names of the jobs. The numbers on the bottom of this graph show the amount of money.

The bar that is longest shows which job pays the most. The shortest bar shows which job pays the least.



D How do people use their money?

Most people use their money in three ways. They spend their money, save their money, and give their money.

People spend money on goods and services to meet their needs and wants.

People save money until they have enough to buy goods and services that cost a lot of money. They also save money for unexpected problems.

People give money to others and to charities. **Charities** are groups that help people in need.

Some people also **invest** their money. That means they buy something they think will grow in value over time. You might buy a special baseball card and sell it later for more money. This would be investing in a baseball card.

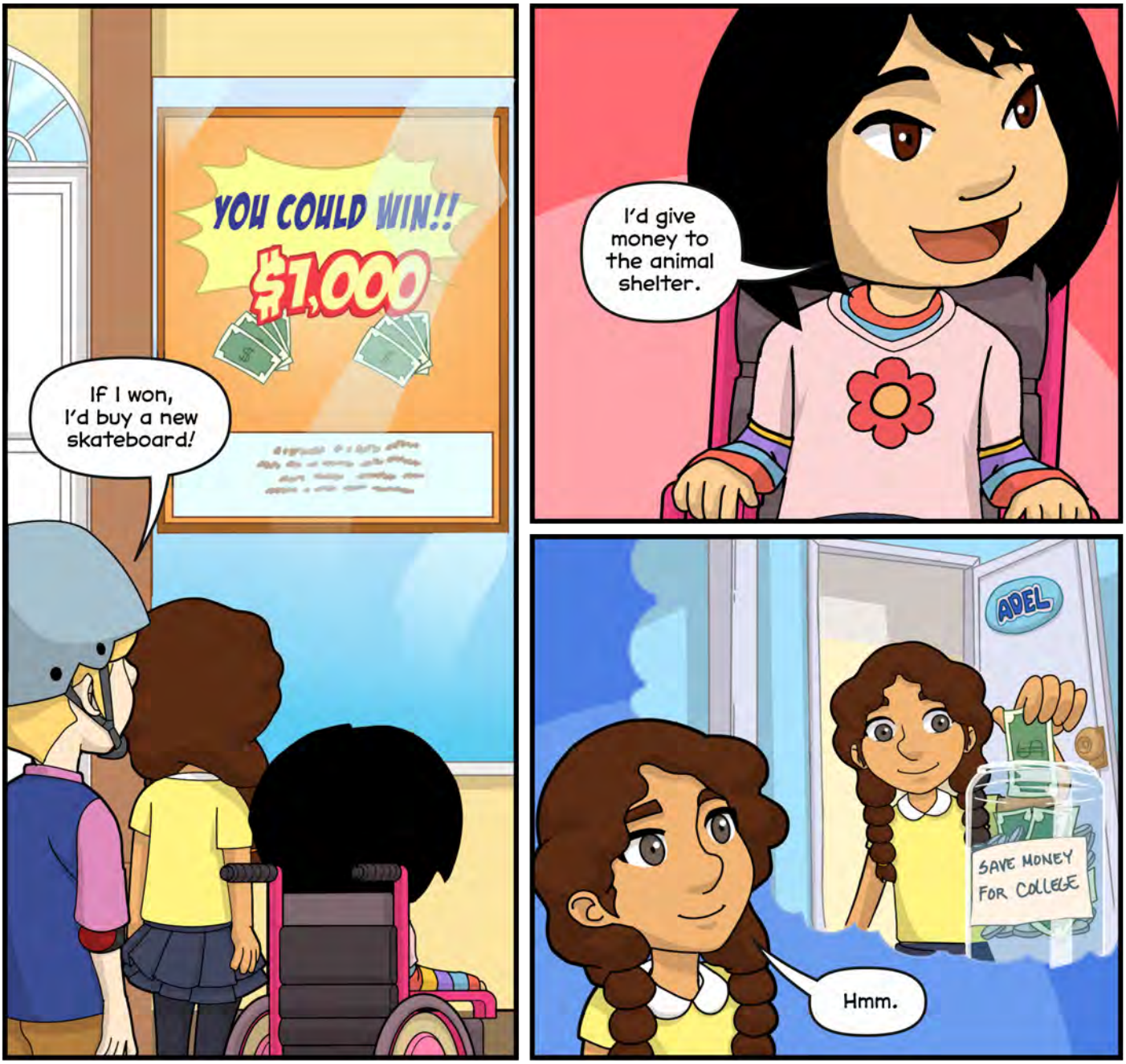
People must decide how to use their money. It is a good decision to spend money on needs before spending money on wants. It is also a good decision to save money to protect yourself from problems.



Saving money



Spending money



Lesson 3 Summary

People do many jobs in a neighborhood. Neighborhoods need people to provide goods and services that meet people's needs and wants. People work to earn money. People make decisions to spend, save, donate, or invest their money.

Lesson 4

Changes in a Neighborhood



Vocabulary

population **commute** **flood**
relocate **informational text**

A What kinds of changes can happen in a neighborhood?

Neighborhoods change over time. The **population**, or number of people, changes.

If more people move into a neighborhood than move out, the population grows. New businesses move into the neighborhood to support the larger population. Then the neighborhood needs new roads and new schools.

People move out of neighborhoods also. When factories close, people move to find new jobs. Businesses and schools close.

Some people find ways to stay in a neighborhood even when businesses close. They use new technology or new tools to do different jobs.




MAPLEWOOD, 75 YEARS AGO
The general store became a newspaper office!
MAPLEWOOD NEWSPAPER
Look at the typewriters.
Is that a phone?
MAPLEWOOD NEWS
New Train Station Built

B How can technology affect a neighborhood?

Technology is the machines and science used to produce goods and services. It is also used to do other everyday things, such as communicating with other people. Many people talk about old technology and new technology.

To talk to a friend, people in the past wrote letters on typewriters or called with a telephone that was attached to a cord. Today, people use new technology like a computer to send email. They also text using a cell phone that is small enough to fit in a pocket.

People use new transportation technology to **commute** to, or travel regularly between, different neighborhoods where there are more jobs. New communication technology means some workers can work without leaving home at all.



People used to talk on phones like these.



Now, people can email each other on computers.

C What can bring big changes to a neighborhood?

Maplewood has changed a lot because of floods.



Neighborhoods are changing all the time. Big changes to neighborhoods can be sudden, or they happen slowly over time. Major events can change neighborhoods. New information and technology can also change neighborhoods.

Imagine a community that is near a river. Communities try to keep buildings away from areas that might flood. To **flood** means to overflow with water. Very bad rains may flood areas people think are safe. Then, people and businesses may decide to **relocate** or move away from the river. They may even decide to leave the neighborhood completely.



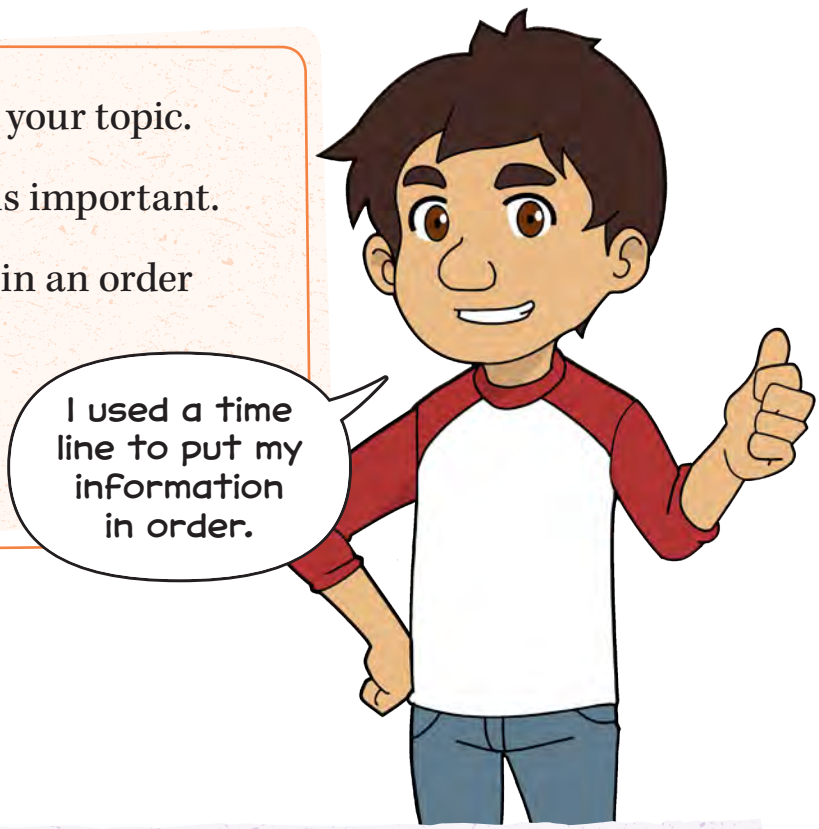
In 2011, the Missouri River overflowed near Bismarck, North Dakota.

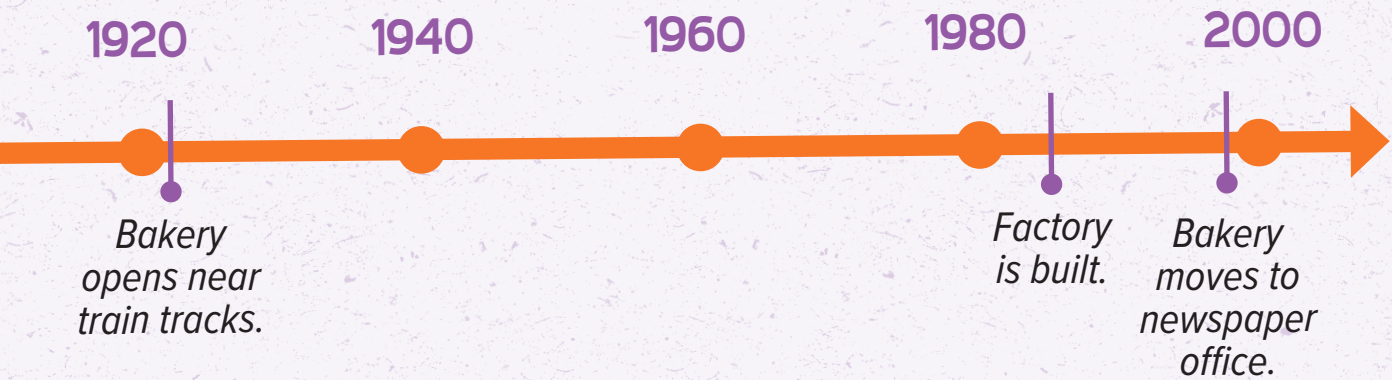

MAPLEWOOD, 25 YEARS AGO
BAKERY
The Maplewood newspaper office became a bakery.
This building was a general store, then a newspaper, and then our bakery!
BUS STOP
The bakery sells food to people who work downtown.

D Writing an Informational Text

An **informational text** gives readers information about a topic. An informational text uses details to teach the reader something. Follow these tips for writing an informational text.

1. Gather information about your topic.
2. Decide what information is important.
3. Organize the information in an order that makes sense.
4. Write the information in complete sentences.







The bakery owner's grandparents opened the Maplewood Bakery near the train tracks. The flour they used to make bread came from the wheat field in Maplewood. Later, a factory was built where the field was. The bakery sold bread to the factory workers. They also had to find a new place to buy flour.

Lesson 4 Summary

Over time, many changes happen in a neighborhood. The population of a neighborhood changes. People move in and out of neighborhoods. New technology and new information change the work that people do and where they live and work.


Maplewood is going to have a parade!
What for?
Founders' Day!
FOUNDERS' DAY
Celebrate Maplewood, its history & culture
Who are the founders?
They are the first people who made Maplewood into a town.
John and Molly Cornish are the founders of Maplewood.

Chapter 4

How Does a Town Grow?

Lesson 1

The Natural Environment of a Town



Vocabulary

natural disaster	natural environment	rural	urban
suburban	erode	compare	contrast

A How does the natural world affect a town?

People build towns where there are important natural resources. Many towns grew up close to water so that everyone could get water to drink for themselves and their animals. Water also helped grow the food for people to eat.

Towns also need resources for building. People built some towns near forests where they could cut down trees. Other towns were many miles from forests. These towns needed to bring in building materials from other places.

Even when a town is close to all the resources it needs, natural disasters can threaten a town and the people who live there. **Natural disasters** are dangerous events from nature like floods, hurricanes, blizzards, tornadoes, fires, and earthquakes.



This town was built near a forest.



A tornado is an example of a natural disaster.

B Why do people change the natural environment?

The **natural environment** means all the living and nonliving things around us that are not made by people.

People change the environment for many reasons. One reason is to protect themselves. For example, sometimes people make a new path for a river. This keeps the river from flooding towns and houses. Other times, people change the environment to produce goods. They might cut down a forest to make a farm to grow food.

Water is moved to this field to help grow crops.



People change the environment to make transportation easier. For example, instead of trying to transport people and goods around mountains, people build new roads over the mountains. They might even dig tunnels through mountains.

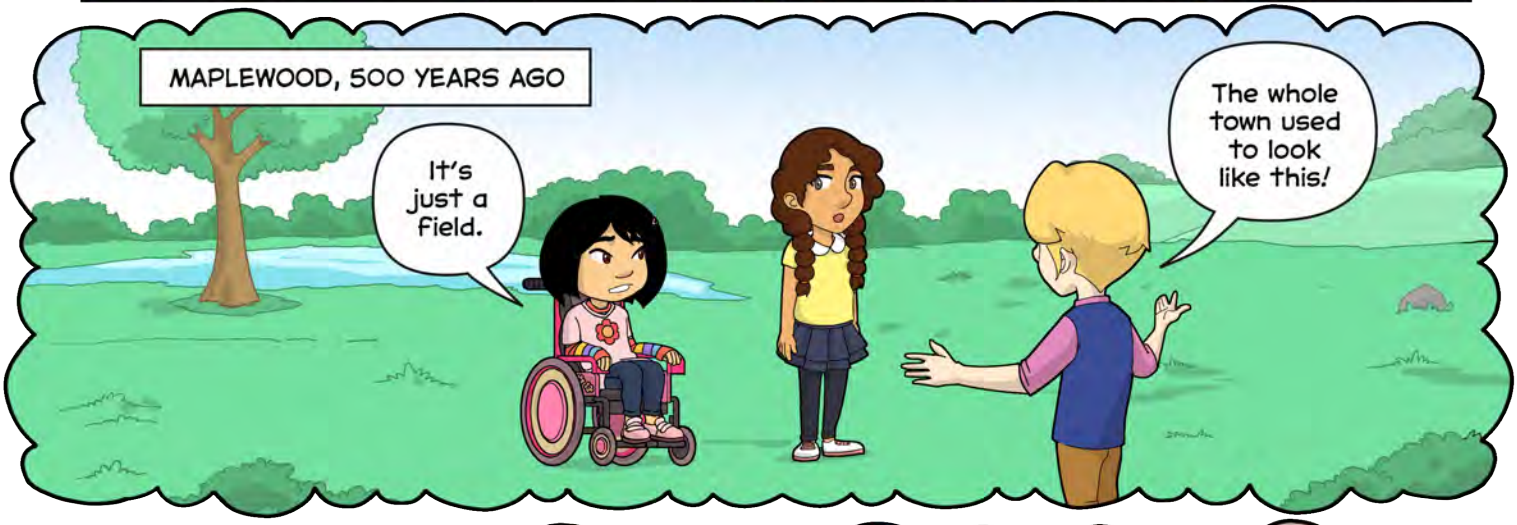


A road is built to make transportation easier.



Tunnels are built through a mountain.


Why do these maps of Maplewood look different?
They are all different time periods.


MAPLEWOOD, 500 YEARS AGO
It's just a field.
The whole town used to look like this!


MAPLEWOOD, 150 YEARS AGO
People like the Cornishes changed the land into farms.
Those are gone from Maplewood now too.


MAPLEWOOD, PRESENT DAY
There are a lot more buildings here today.

C How do these changes make towns different?

People change the environment to suit their needs. Sometimes they build houses on the land. Other times they build factories and businesses. Still other times they build parks, nature preserves, and places to have fun. Every town changes its land in different ways.

There are three basic types of towns depending on how they use their land.

Rural areas have small towns and many farms. There are few houses and businesses.



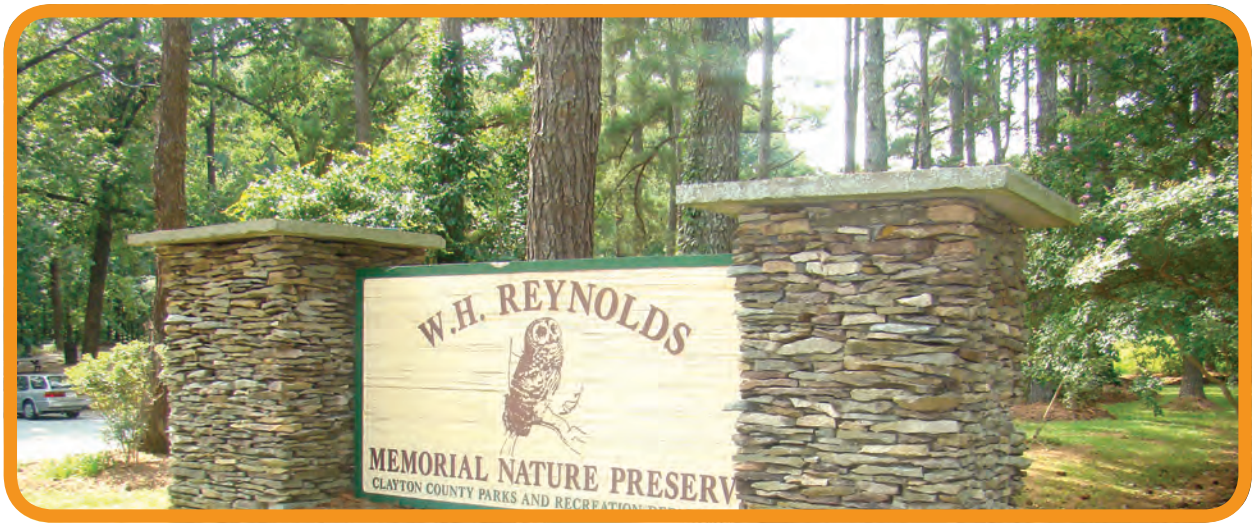


Urban areas have cities with many homes, businesses, and factories. There are no big farms.

Suburban areas have suburbs, which are towns next to cities. Suburbs have more open space for lawns and parks but have fewer homes than urban areas.



Land can be used in many ways.



Nature preserves are created to protect the land and animals.



Pollution makes water unsafe.



Cutting down too many trees leads to soil erosion.

D What happens when people change the environment?

Changes that humans make can affect the natural environment in good ways and in bad ways.

One bad way that human change can affect the natural environment is by cutting down too many trees. Without trees, there are fewer places for animals to live. Without trees, the soil **erodes**, or washes away. Soil erosion can clog rivers, making them more likely to flood, and make the land worse for farming.

Humans also change the environment by creating pollution, which dirties the air, the water, and the land.

One good way that human change can affect the natural environment is by creating a nature preserve. Humans can protect an area of land so that certain plants and animals have a safe place to live.



Trash can build up and harm animals and the land.

E Compare and Contrast

When you **compare**, you look at two or more things to see how they are alike.

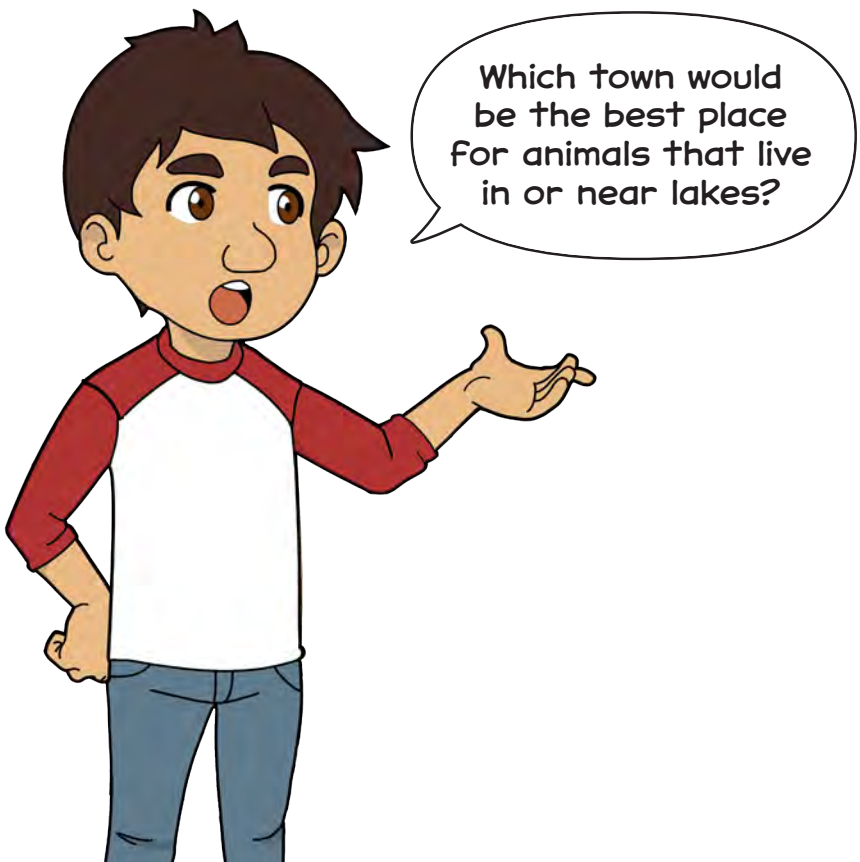
When you **contrast**, you look at two or more things to see how they are different.

Compare and contrast the two towns on the next page.

1. See what is the same about these towns.

2. See what is different about these towns.

Comparing and contrasting helps you make good decisions.



Two Towns

Town Features	Town 1	Town 2
Trees That Are Older than 50 Years	120	40
Rivers	2	2
Lakes	3	0
Rainfall Each Year	35 inches	20 inches



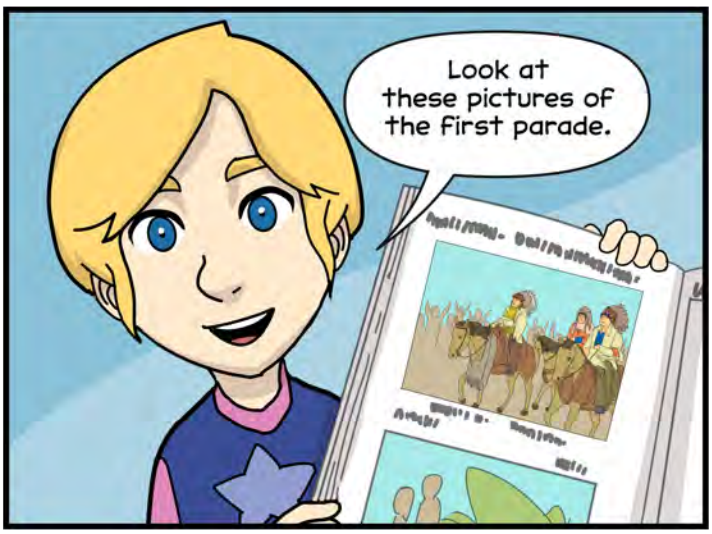
Lesson 1 Summary

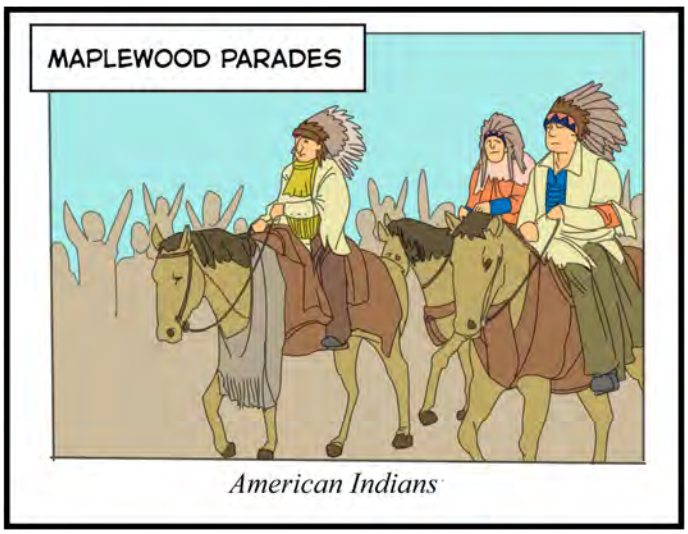
The natural environment affects the way a town uses land. People make changes to land. They create rural, urban, and suburban areas. Some changes can harm the environment. Other changes can protect the environment.

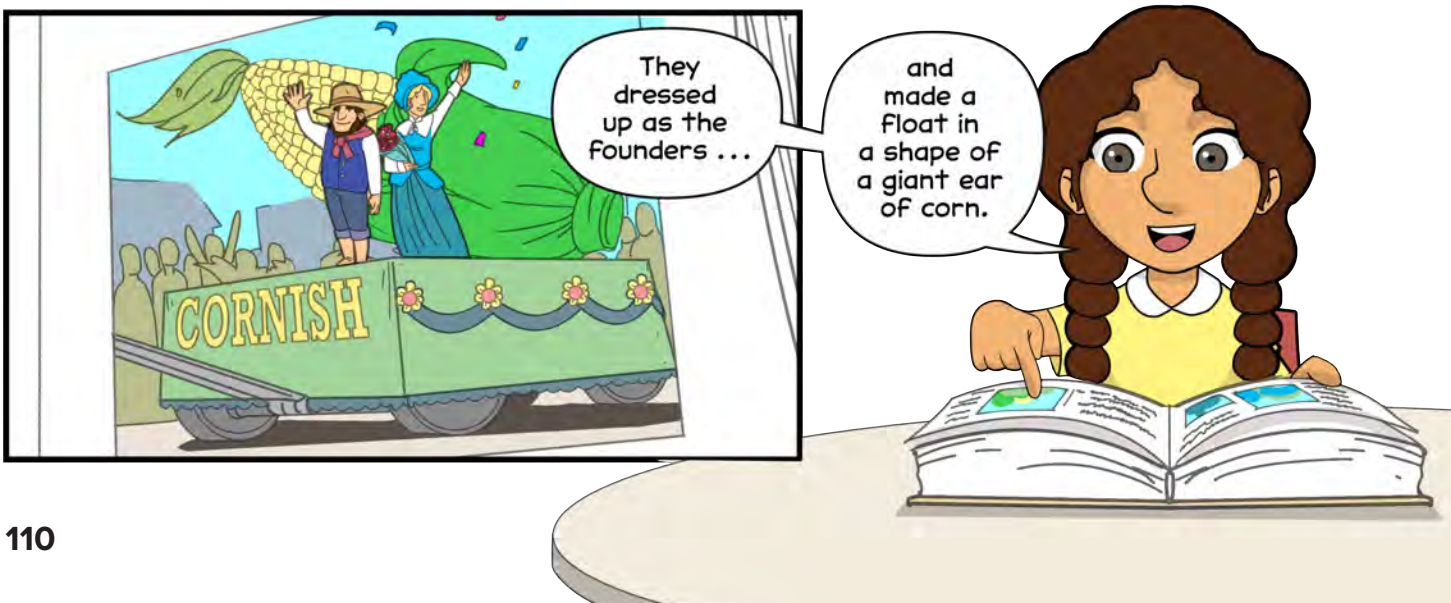
Lesson 2

The History of a Town









Vocabulary

wigwam	**explorer**	**disease**
soil	**immigrant**	

A Who first lived in the area?

American Indians were the first people in North America.

In the area that Maplewood is now, the American Indians did not have a year-round village. They had summer and winter camps. In winter, the camps were close to places where they could hunt and fish for food. In summer, the camps were in places where they could plant corn and beans.

In the past, American Indians used natural resources for food, clothing, and shelter. They gathered fruits and nuts from the forest. They hunted animals for food. Some tribes used branches, bark, animal skins, and grass to make homes called **wigwams**. They also made clothing from animal skins.



An American Indian camp



Kickapoo wigwam, 1904


CORN 3¢
They sold corn on the cob at the parade.
It says many early settlers grew corn.
What are the people looking at in this picture?
People used to buy animal furs from trappers and traders.
Many fur traders used to camp near here.

B Why did new people come to the area?

Long ago, people from Europe came looking for new land. These people, often called **explorers**, searched for natural resources that could help their countries become rich.

The explorers kept moving instead of settling in one area. Wherever they went, they brought **diseases**, or sicknesses, that killed many American Indians.

Later, white settlers moved to the area. The first white settlers in Maplewood were John and Molly Cornish. They found water for themselves and their animals. They used the forests to get wood to build a house and a barn. And they found plenty of good **soil**, or dirt, where they could plant corn.

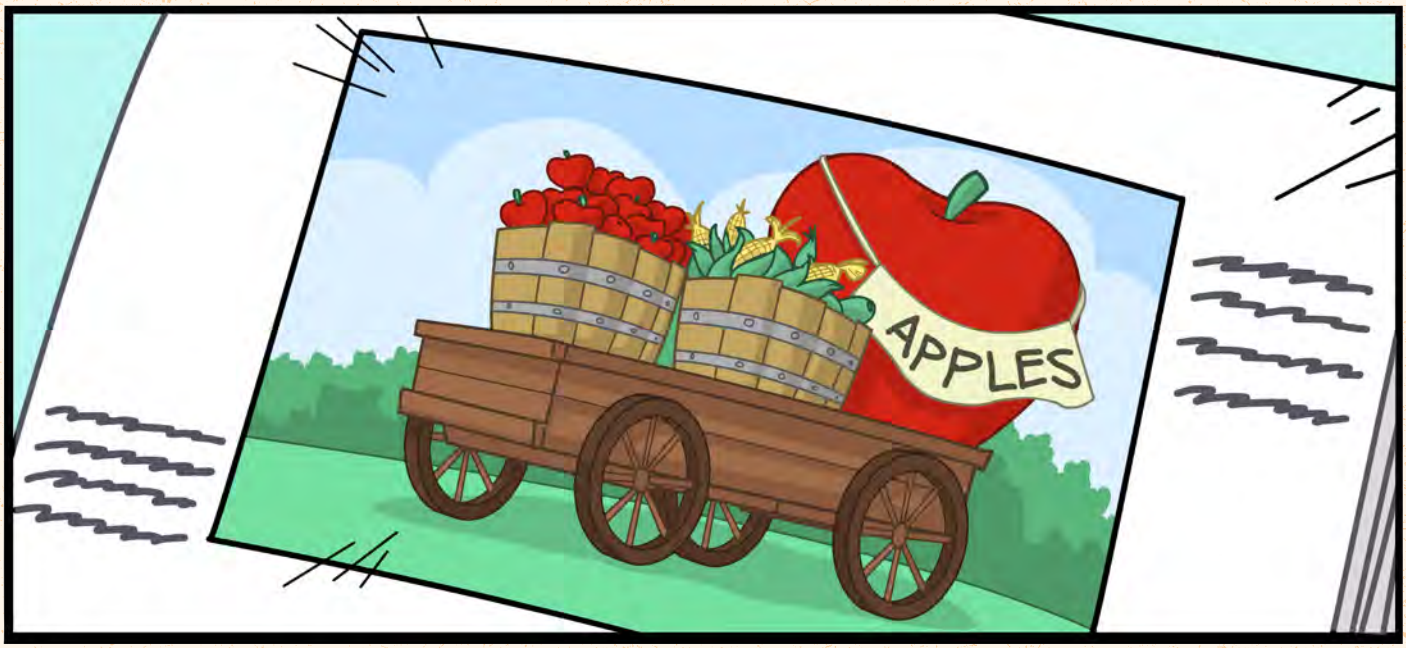


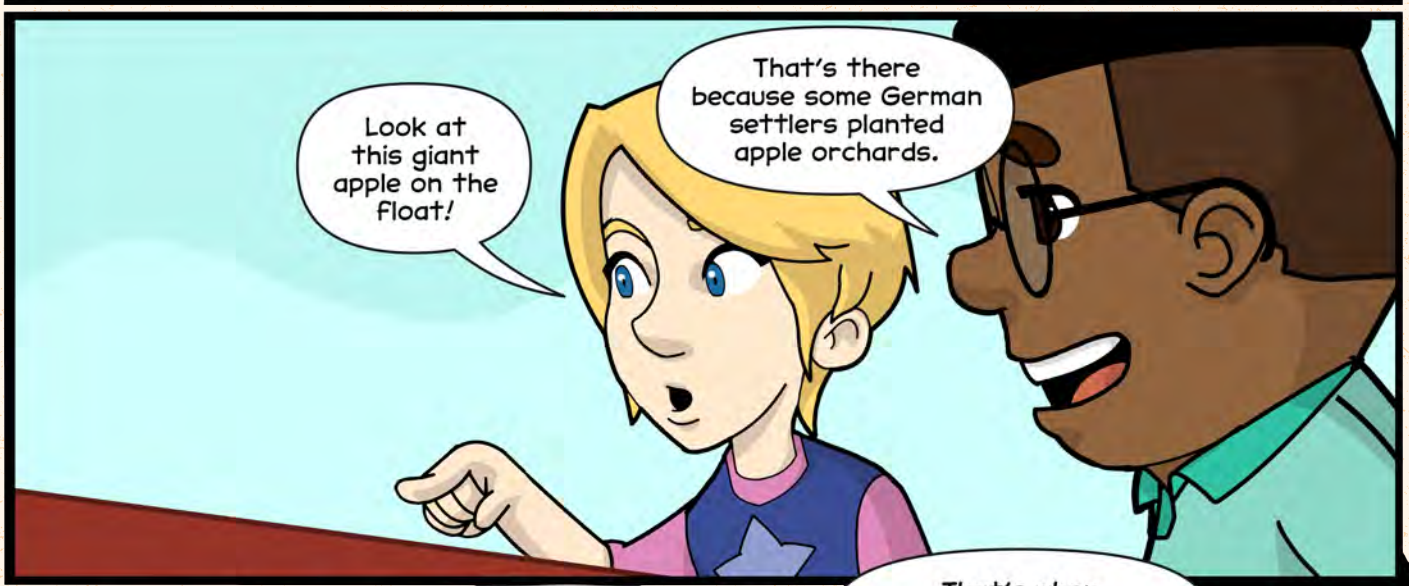
Explorers came looking for natural resources.



Settlers built log cabins made of trees.




APPLES


Look at this giant apple on the float!
That's there because some German settlers planted apple orchards.


There's the first factory. It made clothing.
That's when my grandparents came to Maplewood!

C Why did people set up a town?

After the Cornish family moved here, other families came. They saw how good the land was for growing food. As more families came, they built more homes. They made roads for their horses and wagons.

In 1890, families from Germany settled in Maplewood north of the river. They brought their own language, beliefs, foods, and goods. As the population grew, people needed more things, like flour, sugar, seeds for planting, and farm tools. A railroad was built to bring these goods to Maplewood.



General stores sold all sorts of foods and supplies.

One family built a factory in 1922 that made clothes. The factory used the railroads to get cloth and take its finished clothes to other markets. The railroads also brought new workers. In 1923, African Americans came for jobs and lived in houses near the factory.

D Main Idea and Supporting Details

Writers often need more than one paragraph to explain their ideas. A good writer uses main ideas and details to give more information about a single topic.

Topic

The topic is what the whole text is about. You can usually find the topic in the title or in the first sentences.

Main Idea

Each paragraph should have a main idea. Each main idea states what the paragraph is about and how it relates to the topic.

Details

The details give more information or examples about each main idea.

The Founders' Day Parade is an important celebration. It helps us remember the people who lived in Maplewood in the past. The Founders' Day Parade reminds us that American Indians have always been here. The parade also celebrates the Cornish family. They settled in Maplewood long ago.

Another reason we have the Founders' Day Parade is that it helps us know who lives in Maplewood today. We meet our neighbors. We try food and games from the traditions of people who live here. I hope we celebrate Founders' Day Parade for 75 more years.



E What can change and what can stay the same in a town?

Many things have changed in Maplewood over the last 150 years. The town has more buildings and roads than ever before. New **immigrants**, or people from other countries, came with new traditions. Carlos and his family are some of these immigrants.

New businesses moved to Maplewood. More workers came to the factories.

The people of Maplewood have worked hard to keep some things the same. They protected the rivers so that they have water for animals and people. They also planted new trees so that there will always be a forest close to Maplewood.

The city's leaders worked to make Maplewood a safe place where people can disagree but still get along with one another.



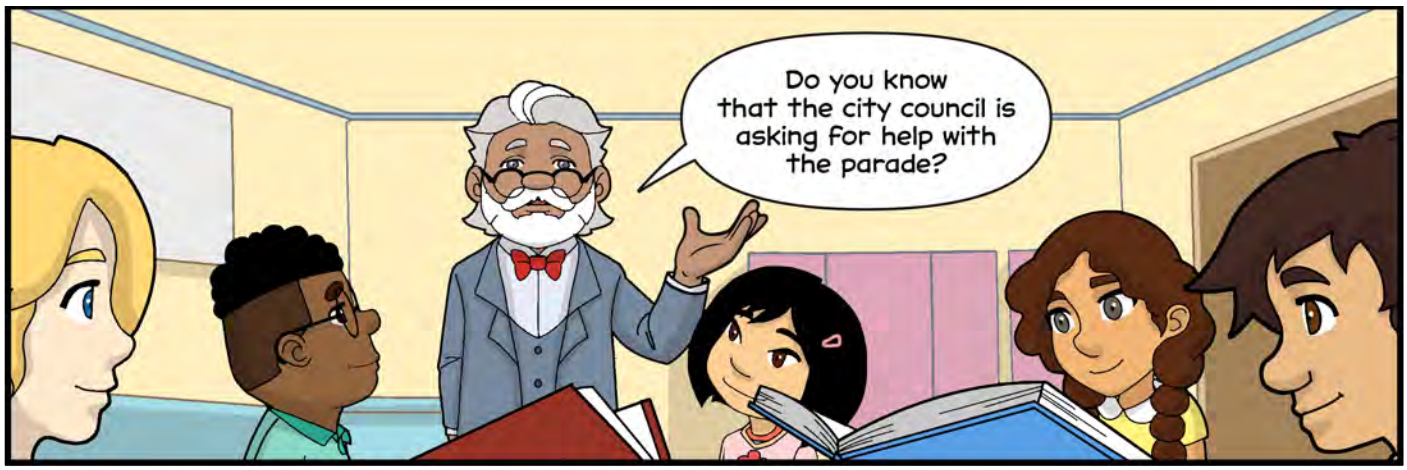


Lesson 2 Summary

Many people have made Maplewood their home. American Indians lived here first. Explorers visited the area. Then settlers made their homes near the rivers and created the town of Maplewood. New immigrants came to Maplewood. Later, people moved to Maplewood to find jobs in the factories. Today, the people of Maplewood work hard to protect the natural resources so that Maplewood will be here for many more years.

Lesson 3

The Government of a Town









Vocabulary

government	mayor	city council	appoint
diagram	tax	participate	

A Why do towns need government?

A group of leaders who make laws and decisions for others is called a **government**. States and countries have governments. Towns and cities have governments too.

A town government has many jobs. The town government makes and enforces laws to keep the town safe for everyone. The town government helps provide goods and services to the people in the town.

It provides things that people of the town need and want, such as parks, police, trash pick up, and where and what people can build on the land.

It is important for the people of the town to vote for leaders who will listen to them. People should talk to and write to the town leaders about their concerns. They can attend town meetings to share their opinions and ideas.




I found the webpage for the city government.
They are looking for volunteers to put up posters.
MAPLEWOOD CITY FOUNDERS' DAY
VOLUNTEERS
LATER THAT DAY...
Here are the posters.
FOUNDERS' DAY PARADE
Pop said he'd help me put up posters after school.

B How does a town government work?

Towns need leaders for the government. Good leaders listen to people and help solve the problems of their towns. They also let people know what decisions were made.

The head of town government is like the president of the town. Most of these leaders are called **mayors**. Some are called town managers.

Governments of towns have people who make laws and make sure laws are followed. These people are called the **city council**. The people in the town vote for who they think should be on the city council.

Other people, like lawyers and city planners, give ideas to the government. These people are **appointed**, or chosen to work for the government, by the leaders.

Many people who work for the city government work at city hall.



C Reading a Diagram

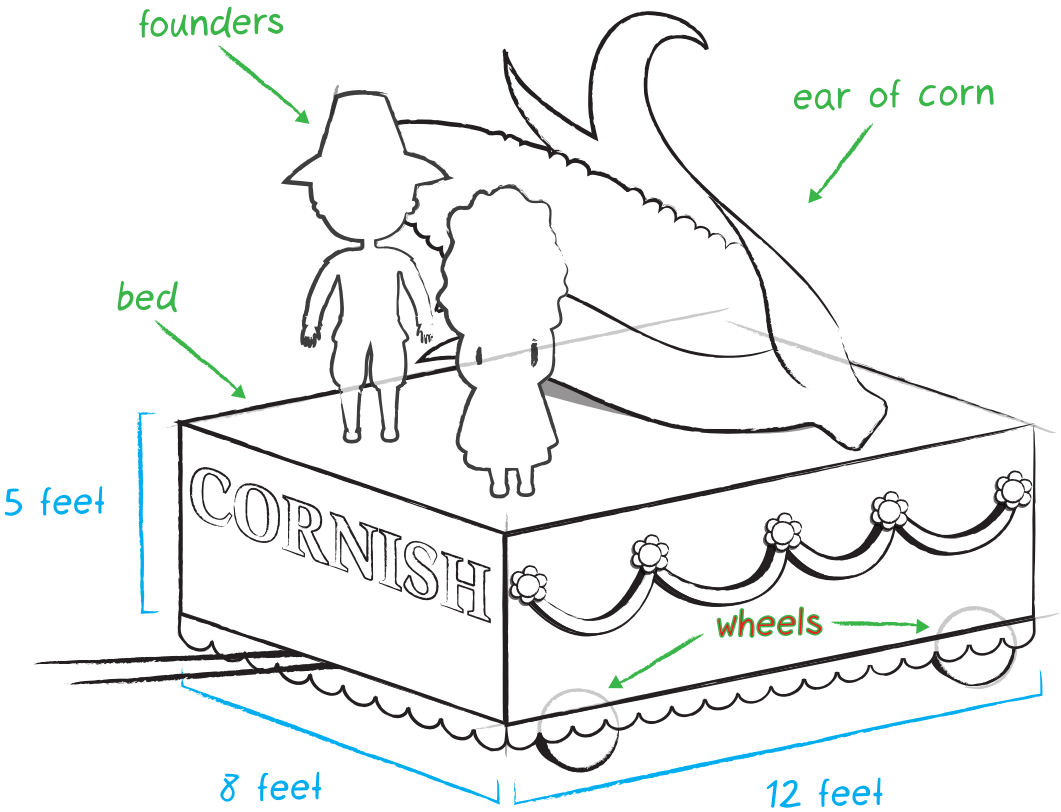
A **diagram** is a picture that explains or shows the parts of something.

Sometimes there is a lot of information to communicate. When writers want to make that information easier to understand or more interesting, they might choose to use a diagram.



1. Look at the title. This tells what the diagram is about. What is the title of this diagram?
2. Look at the visual information. What does the picture tell you?
3. Look at the written information, like text and numbers. How does the writing help you understand the diagram?

Founders' Day Parade Float







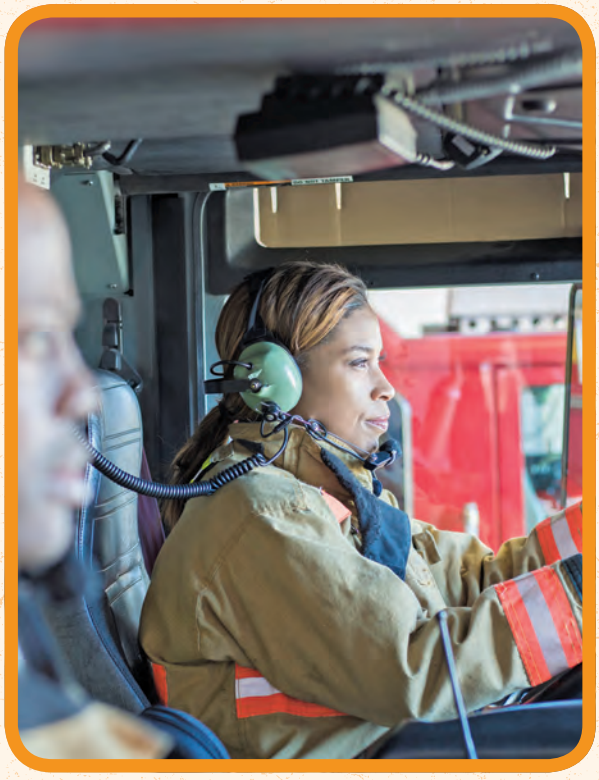
City librarians



Road repair workers



Bus drivers



Firefighters

The town government hires people to provide services. They are paid using money from taxes.

D What services does a town government provide?

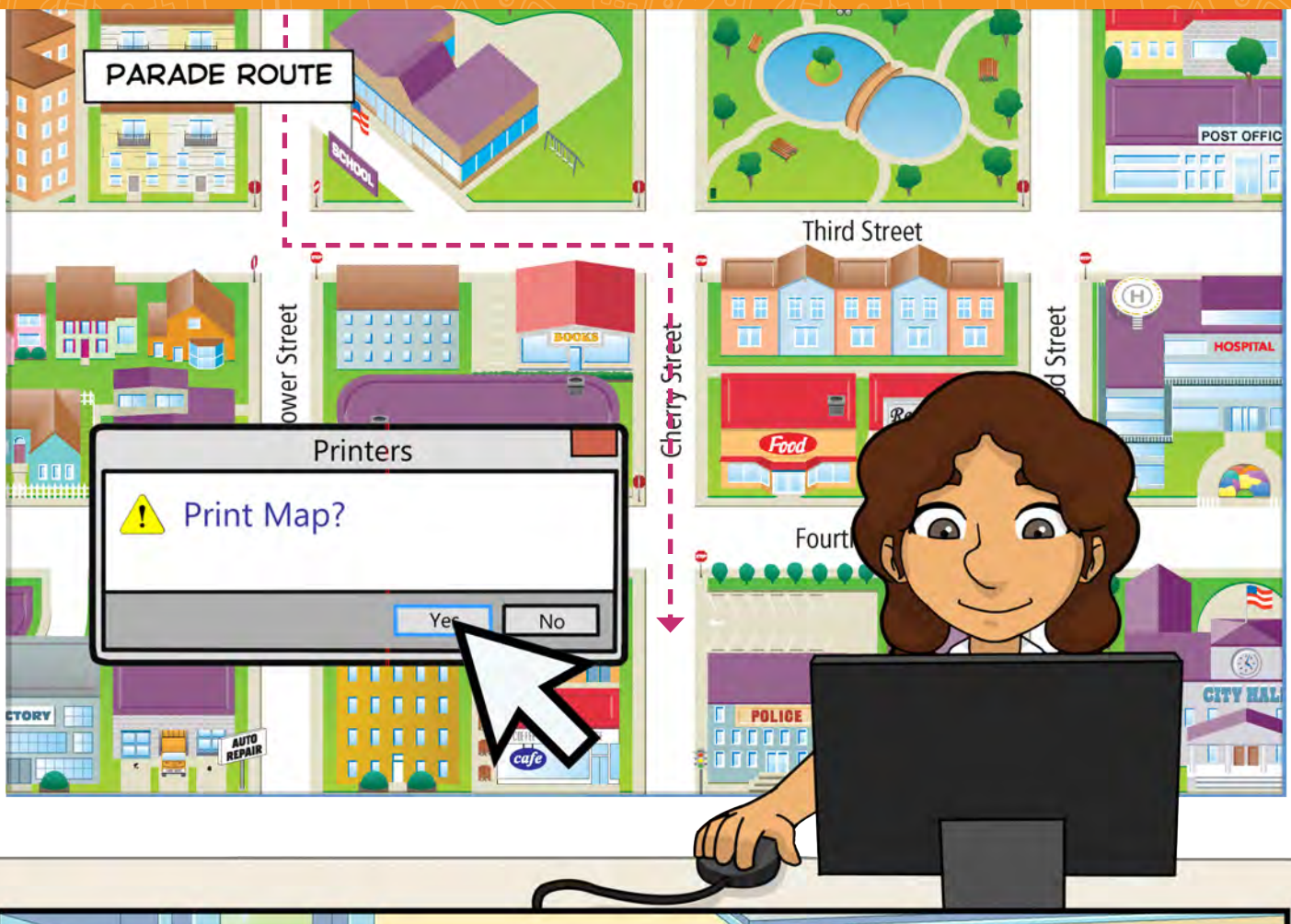
The town government provides many services. The town hires firefighters, librarians, and police. The town also hires people to build roads, clean the streets, and take care of the water systems.

The town needs money to pay for services. The money comes from taxes. **Taxes** are money that people pay to the government. People pay taxes on houses and things they buy in stores.

One of the most important jobs of city leaders is deciding how to spend tax money. Should they hire more firefighters or repair the sidewalks or clean up the parks? How much should they pay city workers?

Citizens should let their leaders know what they think is important because it is their tax money that is paying for it.




PARADE ROUTE
SCHOOL
Third Street
Cherry Street
BOOKS
Food
HOSPITAL
POST OFFIC
POLICE
CITY HALL
AUTO REPAIR
cafe
Printers
Print Map?
Yes
No


This is a map of the parade route.
On the day of the parade, we can hand this out so people know where to go.

E How do citizens take part in their government?

Government will not work without the participation of the citizens. To **participate** means to have a part or to share in the work. One of the most important ways that citizens participate in town government is by voting. Citizens vote for people who they think will be good leaders.

Another way that citizens participate in government is by taking social action. Social action happens when citizens see something that is wrong and try to fix it.

Citizens also participate in government by volunteering. Some people volunteer during elections. Some people volunteer in city parks and animal shelters.



Lesson 3 Summary

The government of a town is made up of leaders who work to take care of the town. Town governments also make sure the town has the goods and services that citizens need. Leaders are chosen by the citizens of the town. Citizens in the town participate in the town government by voting, taking social action, and volunteering.

Lesson 4

The People of a Town



Vocabulary

honor	**artifact**	**research**
journal	**arts**	**religion**

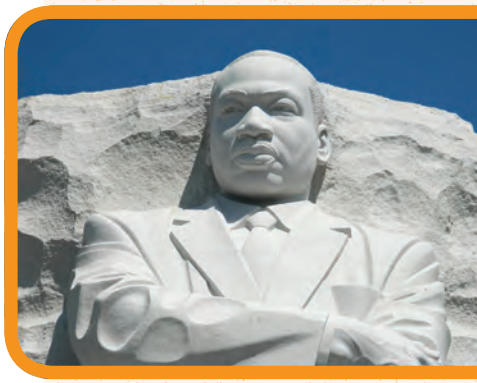
A How does a town remember its important people?

People who help create a town or work to make a town a good place to live are important. Here are three ways towns remember important people.

Towns name places after important people. Streets, buildings, and parks often carry the name of an important person.

Some towns **honor**, or show special respect to, people with celebrations. A parade is a kind of celebration.

Some towns have statues or artifacts. An **artifact** is an object from a particular time period. The artifact might be something that belonged to a person, such as a chair.



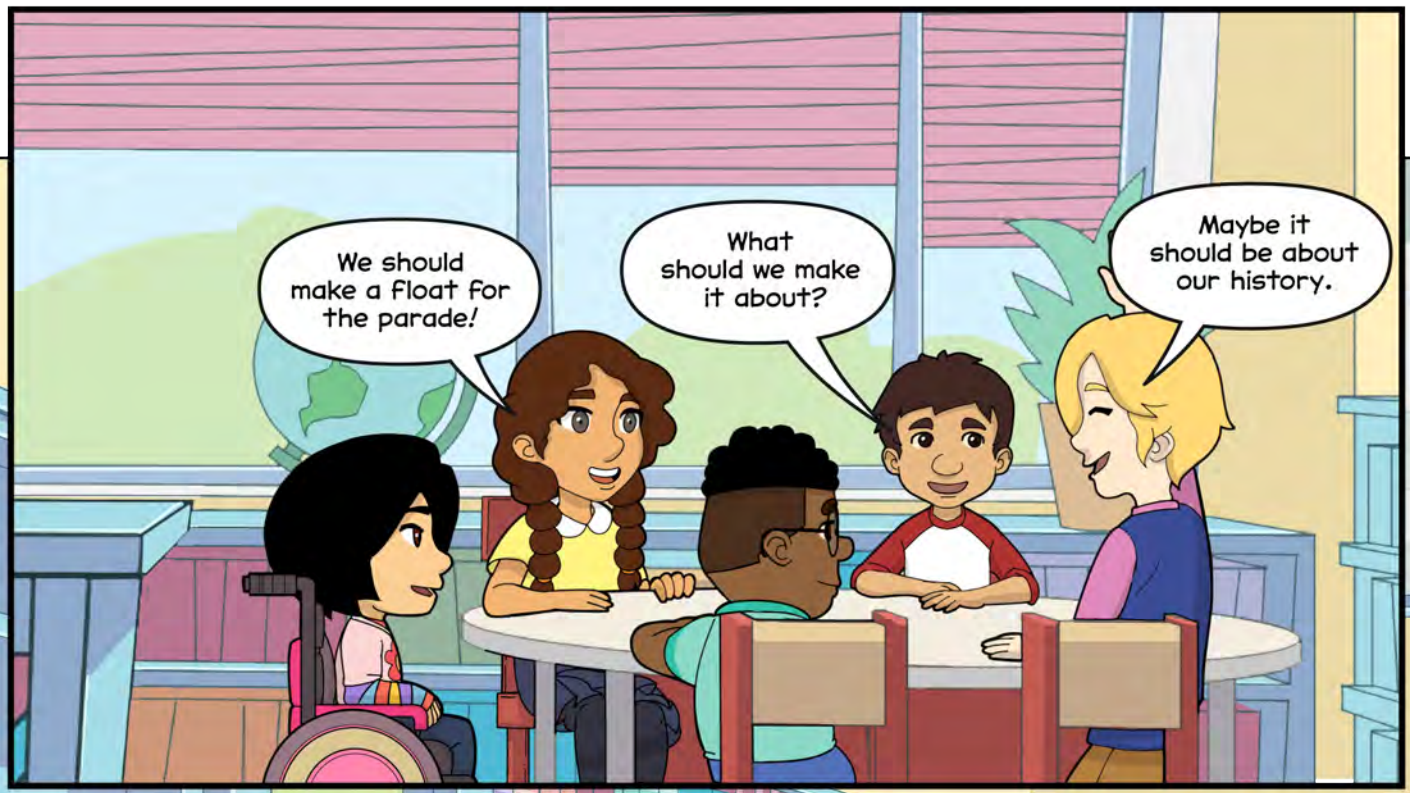
A statue of Martin Luther King Jr.



A park named after Thomas Jefferson



A school named for Amelia Earhart


We should make a float for the parade!
What should we make it about?
Maybe it should be about our history.


Maplewood History
Tap!
Tap!
Tap!

B Researching a Community

To **research** means carefully finding and studying information. There are many places to research information about our community. Look for information from more than one author so you find many points of view. Here are some ways to do research.

Library

Go to a library for history books, copies of old newspapers, and old maps of our town.

Museum

Go to a museum for artifacts, including **journals**, or diaries, that were written by people in our town.

Internet

Go online for information about how many people live in our town. Look up information about our town government.

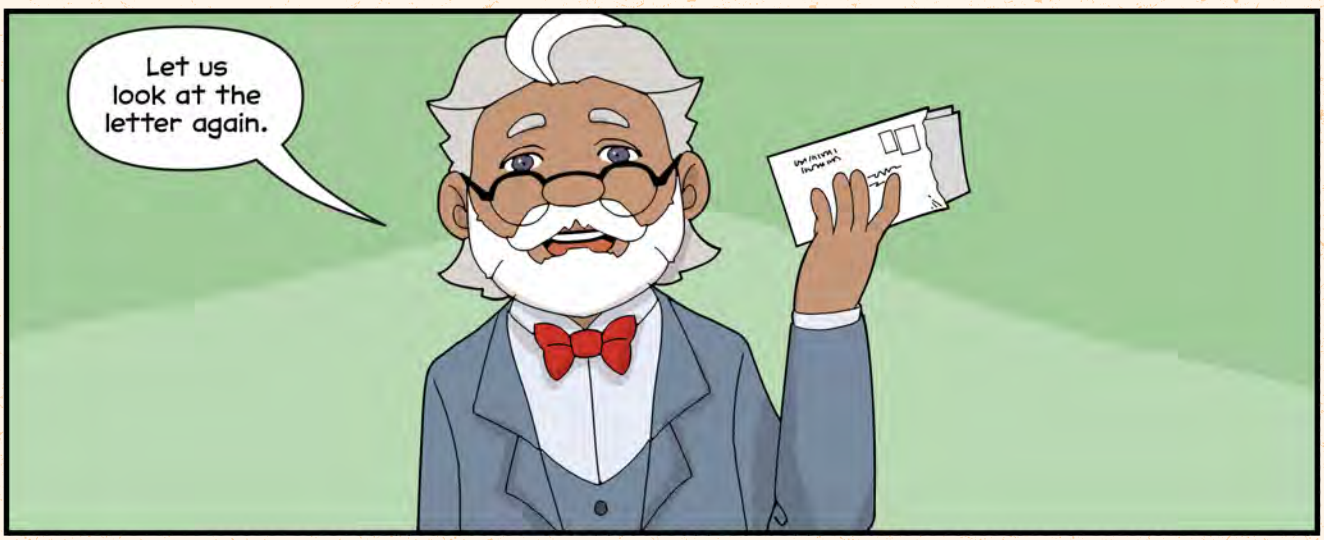
People

Interview people who lived in our town.



Old books can be found in the library.


What is everyone looking for?
MAPLEWOOD SCHOOL
We want to make a float.


Let us look at the letter again.


You all are invited to ride on the Mayor's float.
OFFICE OF THE MAYOR
Wow! We get to ride with the mayor.

C How can a town honor its arts and traditions?

People in a town have their own traditions and arts. Arts are more than just paintings made by people. The **arts** include stories that have been told out loud and never written down, as well as stories that have been written down. Other arts include making things like pottery, furniture, rugs, and films.

Towns honor their traditions and arts by having celebrations. Celebrations are a time for fun, but they also help teach others about the traditions and arts of specific cultures. Towns also display murals and sculptures to honor their arts.



Hollywood High School, Los Angeles, California



Chicago, Illinois

Spanish Harlem, a neighborhood in New York City, New York





In some cultures, carp is a traditional Christmas dish.



Chinese mooncakes are eaten at the Mid-Autumn Festival.



A performer dances at the Prairie Island Indian Community powwow.

D How do different groups in a community celebrate?

Communities often have several different groups of people living close together. Each group has its own arts and traditions.

American Indians celebrate their culture with a powwow. It is a time when many different tribes gather to sing, dance, and remember their traditions.

Some groups of people celebrate the holidays of their religion. **Religion** is a belief in a god or gods. For example, Christians celebrate Christmas and Easter. Rosh Hashanah and Yom Kippur are the most important Jewish holidays.

Food is an important part of many celebrations. Many groups share foods that are special to their culture.

Celebrations are good times for us to learn about other traditions and cultures.


I wish I could be part of a dragon in the parade.
I want to be in a marching band.


Founders' Day
HONORING OUR VOLUNTEERS

E How can different groups get to know each other?

Sometimes, one group of people doesn't agree with another group of people. They may even argue. Groups disagree because they have different beliefs, traditions, and cultures.

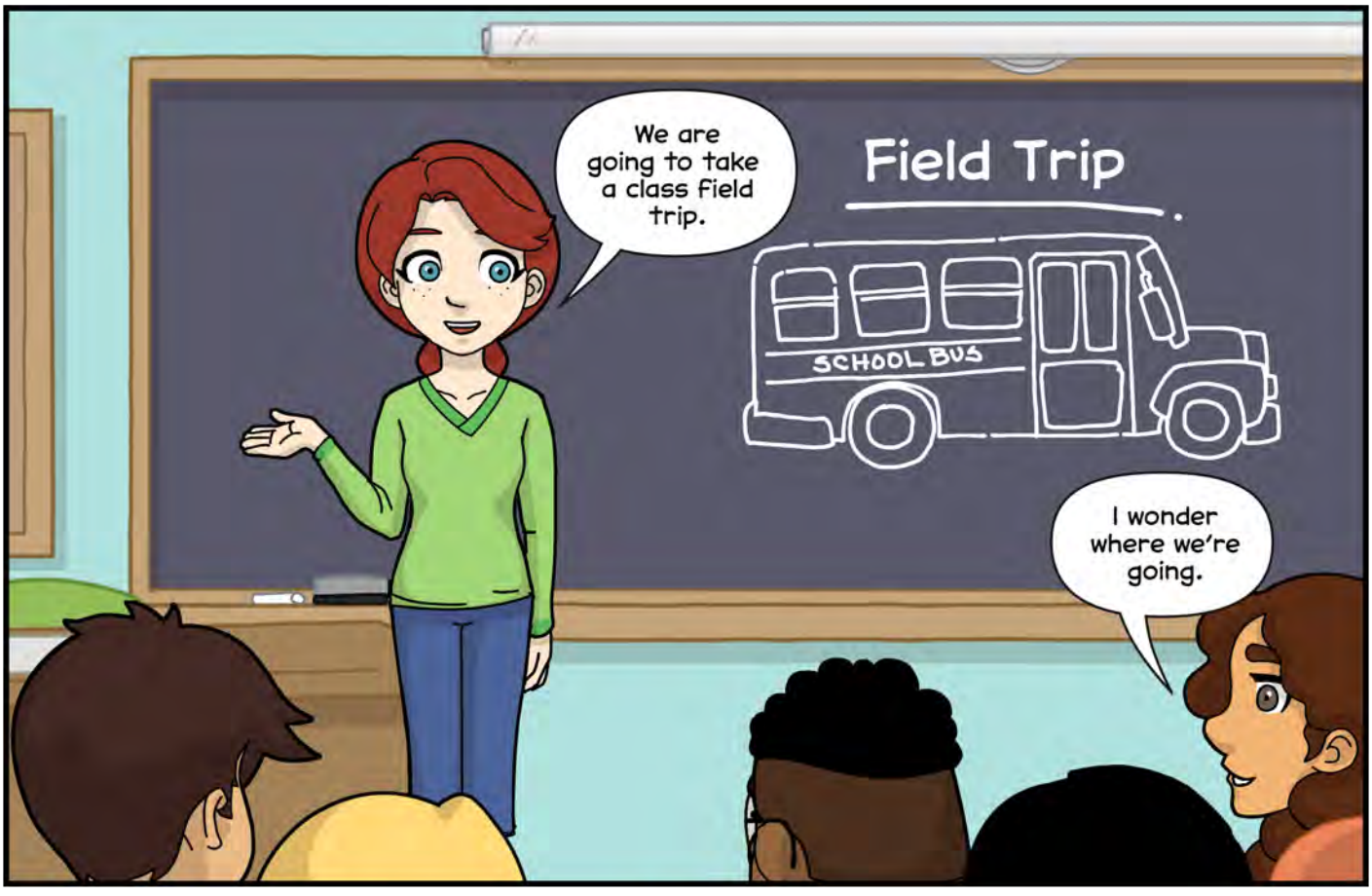
One of the best ways groups can get along is by getting to know members of other groups. When we know something about other people's beliefs, traditions, and cultures, we are more likely to understand and respect their points of view.

Towns help groups get to know each other by having celebrations where everyone can celebrate many different traditions and cultures together.



Lesson 4 Summary

Towns remember their important people, traditions, arts, and cultures in many ways. When we remember, we celebrate differences and find new things in common with other groups of people. Understanding other groups of people helps us respect our differences and honor the things that we share.


We are going to take a class field trip.
Field Trip
SCHOOL BUS
I wonder where we're going.

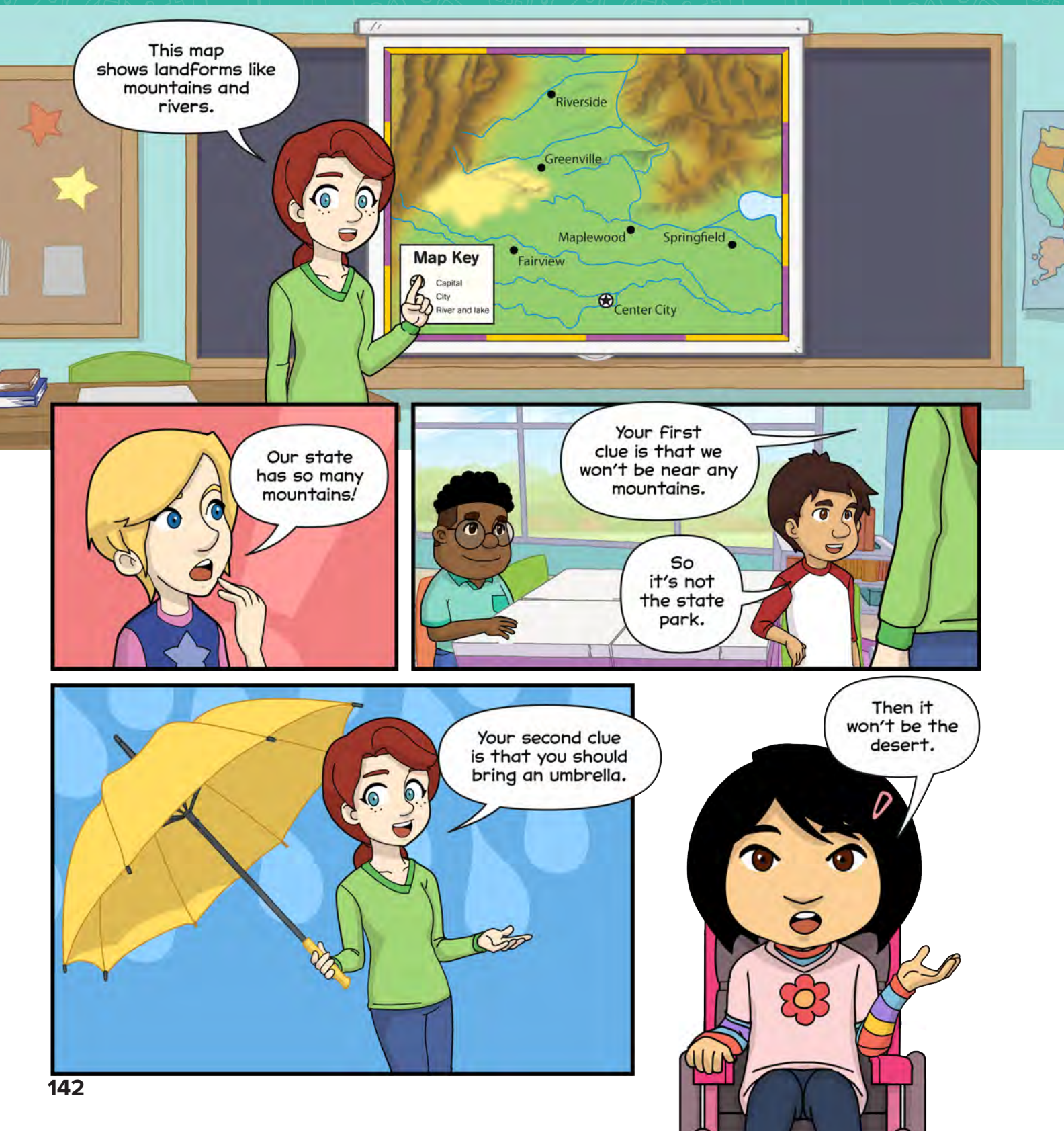

I have clues that will help you figure out where we are going.
Clues

Chapter 5

What Does It Take to Make a State?

Lesson 1

The Geography of Our State



Vocabulary

geography	region	coastal	precipitation	location
political map	physical map	economic map	historical map	

A What are the physical features of our state?

Geography is the study of the earth's surface. A **region** is an area of land that has common features. Each state has several different regions.

Some states have a mountain region. A mountain region is land that is mostly mountains.

The same state may have a **coastal** region where the land meets the water. Mountain and coastal regions have different weather. They get different amounts and types of **precipitation** (rain, snow, sleet, or hail). Different plants and animals live in mountain and coastal regions.

Other common regions in states are deserts, plains, forests, plateaus, and lowlands.

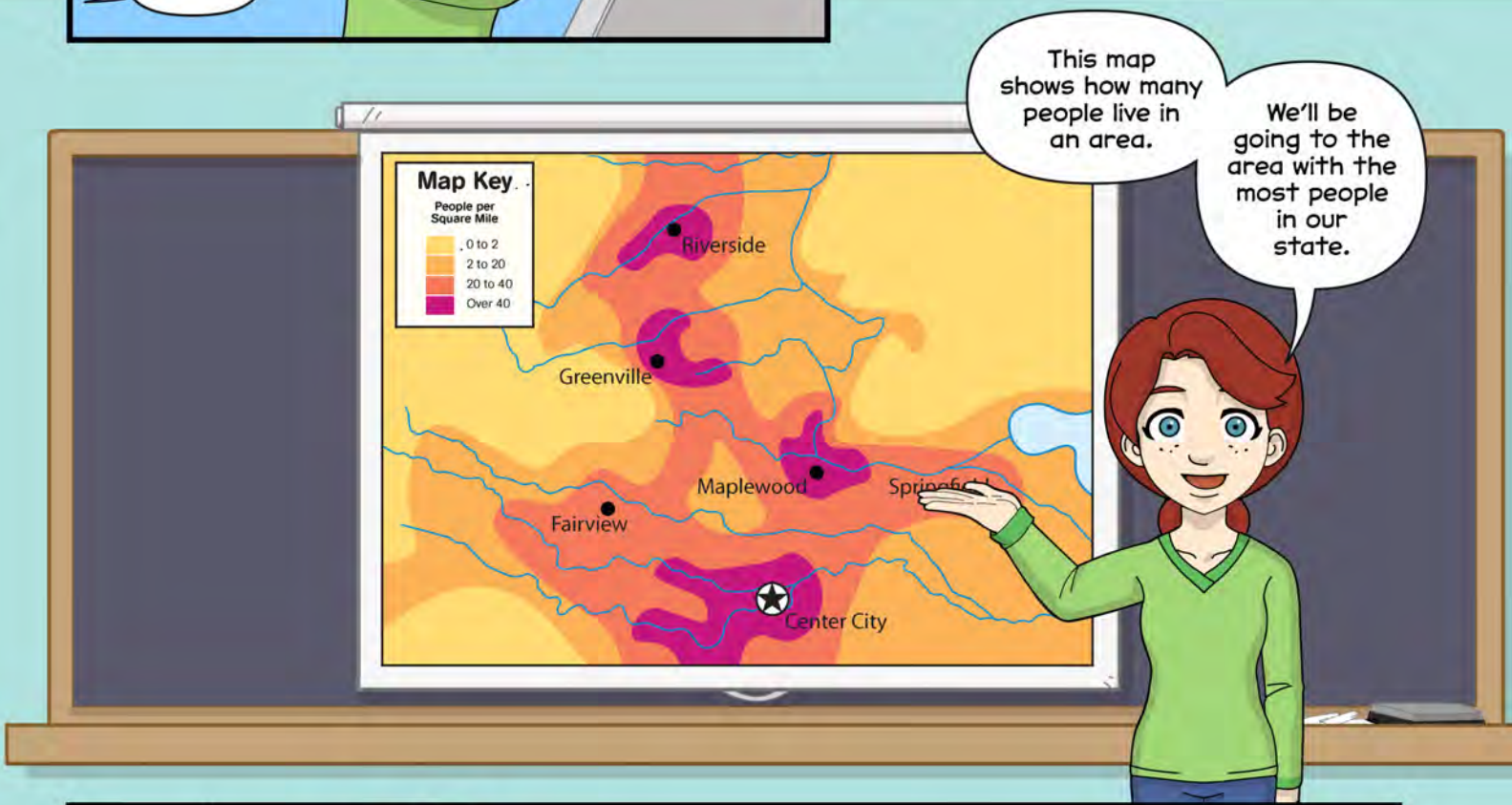


Coastal region



Mountain region


Are you ready for another clue?
Yeah!


This map shows how many people live in an area.
We'll be going to the area with the most people in our state.
Map Key
People per Square Mile
0 to 2
2 to 20
20 to 40
Over 40
Riverside
Greenville
Maplewood
Fairview
Center City


Are we going to a city?
Yes!

B Where do people live in our state?

The physical features of a state create places where it is easier for people to live and places where it is more difficult to live. In most states, most people live in urban or suburban areas.

Large cities usually don't grow in mountain regions because it is difficult to build roads. Mountain regions can get snow that slows down transportation.

Most large cities are built close to water, including rivers and lakes. This helps the people who live in the city get water to drink. Water is also used for transportation. Many goods come into and out of cities on boats.

Many of the largest cities in the United States grew up next to a large body of water, like an ocean, lake, or river. Water provides lots of jobs in fishing, transportation, and recreation. These cities have ports where boats bring goods from around the world.

Do you live near an ocean, lake, river, or stream?



Transportation is difficult in mountain regions.



New York City was built next to the Atlantic Ocean and the Hudson River.

C Where is our town in the state?

Towns can be part of different regions. A town might be in a coastal region. A town might be in a mountain region. A town can be in more than one region.

The people in an area also create their own regions. If most people in an area speak Spanish, then the town is part of a Spanish-speaking region. This doesn't mean everybody in the region speaks Spanish. It means that a large part of the population in the region speaks Spanish.

Towns are also part of cultural regions, jobs regions, and political regions. Understanding these regions helps people understand the different needs of people in the state.



In an industrial region there are factories and a lot of workers.



A coastal region is an area of land that touches the ocean.



Some Chinese cultural regions have gateways built in a traditional Chinese style.

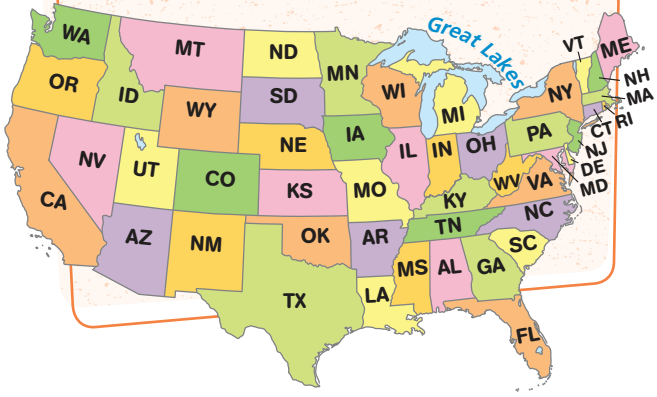


In a Spanish-speaking region many people speak Spanish.

D Using Different Kinds of Maps

There are many different kinds of maps. Maps explain different things about a **location** (place).

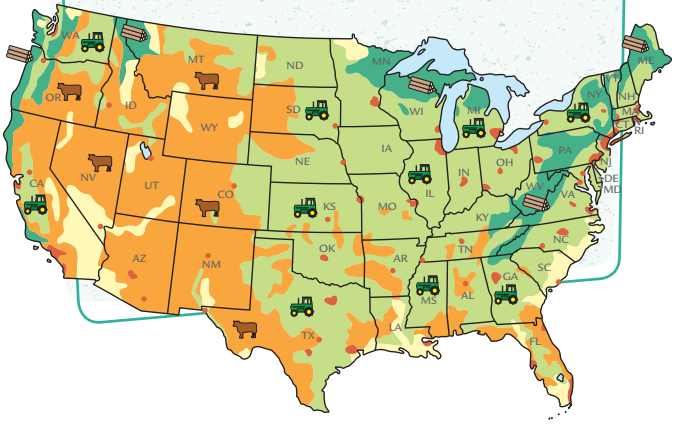
A **political map** shows borders.



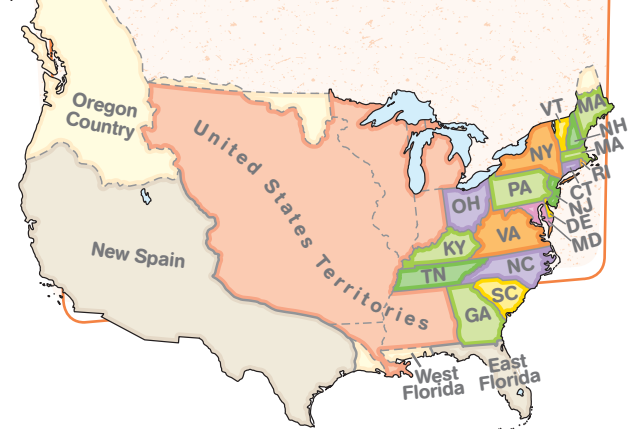
A **physical map** shows natural features like mountains and rivers.

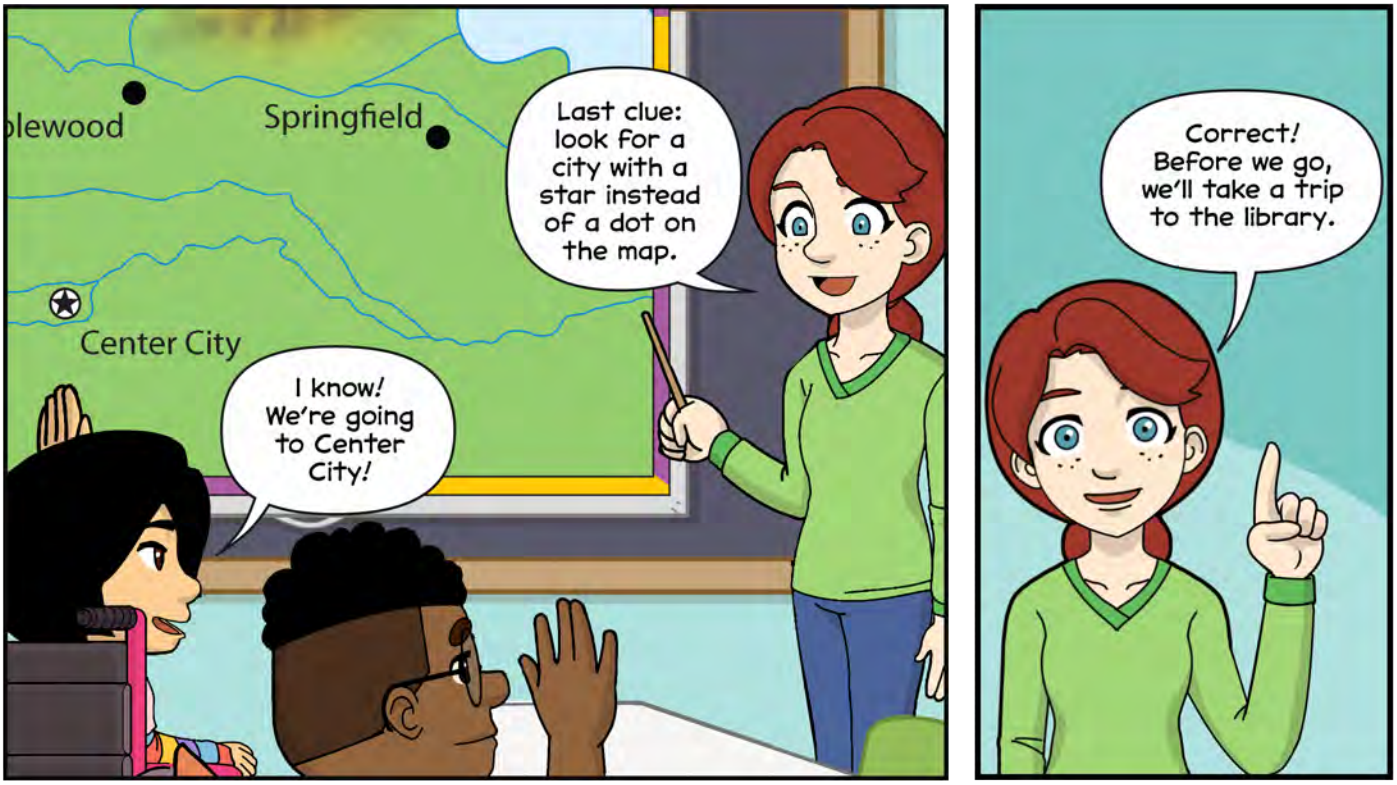


An **economic map** shows what people do with the land or in a region.



A **historical map** shows what was around in the past.





Lesson 1 Summary

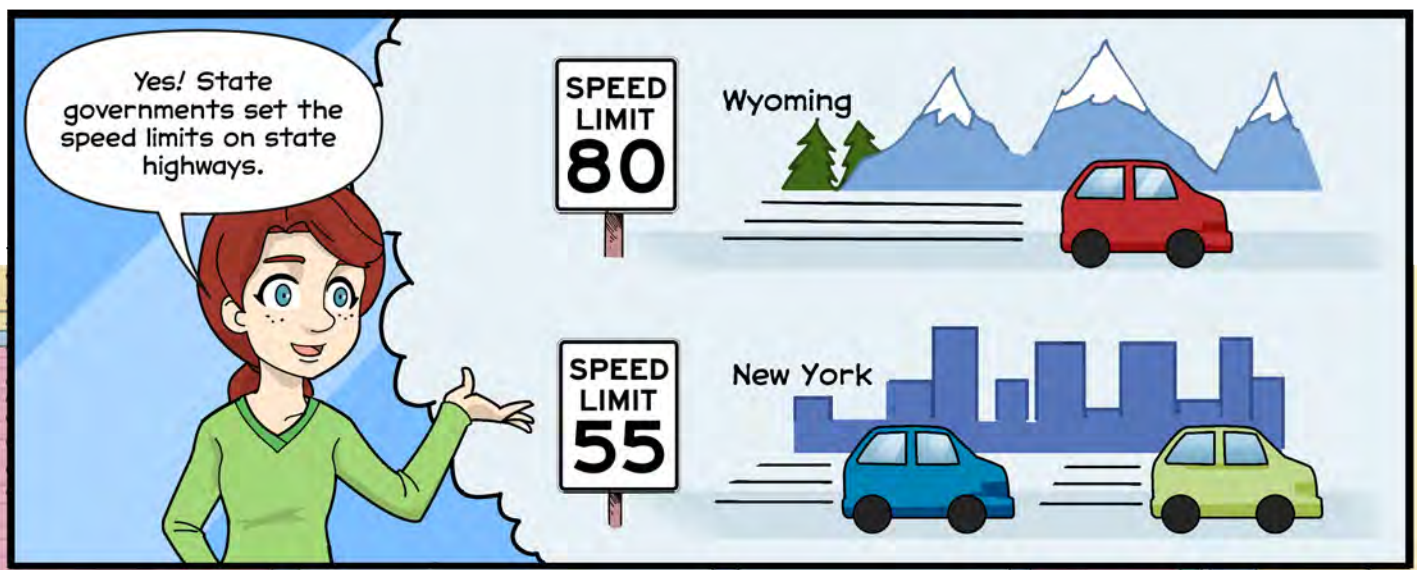
The geography of a state shows us where physical features are. Physical features like coasts, rivers, and lakes make up regions where it is easy for people to live. Physical features like mountains create places where it is harder for people to live because of bad weather or difficult transportation.

There are many different kinds of maps. Maps show us where physical features are. Maps can also show us where people live now or where they lived in the past.

Lesson 2

The Government of Our State







Vocabulary

federal government **United States Constitution** **governor**
bill **elect**

A Why do we have a state government?

In the United States, we have town governments, state governments, and the federal government. The **federal government**, based in Washington, D.C., is the government for the whole country. All these governments work together to make sure that citizens are safe. The governments also make sure that citizens have rights.

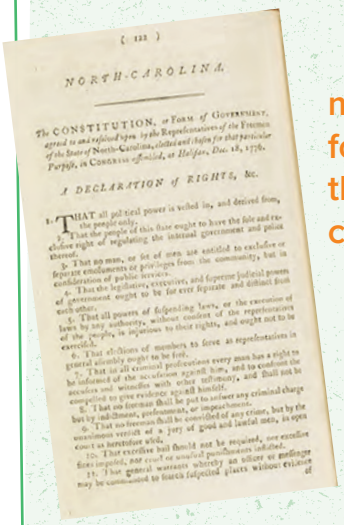
State governments help towns in the state work together. If one town has many resources and another town does not have as many resources, the state government can help the towns share resources.

State government also takes care of the roads and highways between its towns and cities. Another job for the state is to help give everyone in the state an education.



State Government

Can . . .


NORTH-CAROLINA.

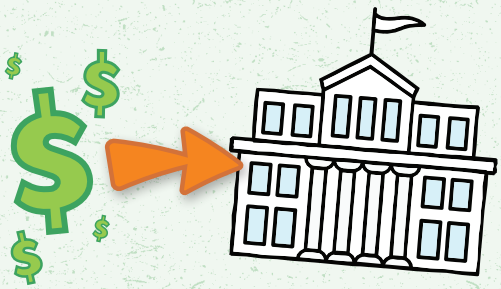
The CONSTITUTION, or FORM of GOVERNMENT, agreed to and resolved upon by the Representatives of the Freemen of the State of North-Carolina, elected and chosen for that particular Purpose, in CONGRESS assembled, at Hillsborough, Dec. 18, 1776.

A DECLARATION of RIGHTS, &c.

make laws following the state constitution



build roads and put up road signs



collect income tax



issue license plates

Cannot . . .

print money

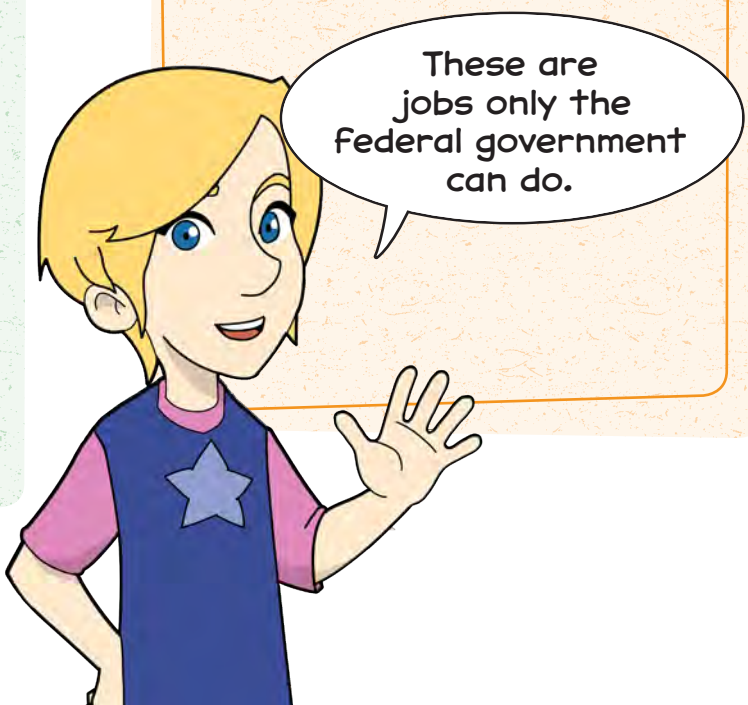




make agreements with other countries



create post offices



B What does the state government do? What can't it do?

The United States' highest law is the **United States Constitution**. The Constitution has laws for our country and government. It gives some jobs to the federal government. The Constitution gives other jobs to state governments. Every state also has a constitution that says what the state government can and cannot do.

State governments help towns keep people safe. State governments can make laws. They build roads to make it easier for people to travel and goods to be transported.

State governments need money to do their jobs. They can collect money by charging taxes and fees. Some states have an income tax. That means all people who get an income, or make money, in the state must pay part of what they earn to the state government.

There are some jobs that state governments cannot do. They cannot print money or make agreements with other countries. Only the federal government can do those things.



C Who runs the state government?

The state government has three branches, or groups of people, who all run the state government. The three branches are the executive branch, the legislative branch, and the judicial branch.

The leader of the state government is the **governor**. The governor is a part of the executive branch. The governor works at the state capitol.

The legislative branch includes two sides (except in Nebraska): state senators and representatives. The legislative branch writes **bills** (proposals for new laws) and votes on them to become laws or not. The members of the state legislative branch work at the state capitol.

The third branch of the state government is the judicial branch, which includes judges. Judges and the courts help make sure laws are obeyed correctly. Judges work in many different courts around the state.




Who makes state laws?
State senators or representatives write a bill.
Then the senators and representatives vote on the bill.
If the vote passes, the bill goes to the governor.
The governor signs the bill to make it a law!


Even kids can share ideas with their government.
The government listens to kids?
How?
Look! A fourth-grade class got the government to make a turtle the state reptile!
COLORADO
WESTERN PAINTED TURTLE
STATE REPTILE

D What part do citizens play in state government?

The citizens of the state are very important to the state government. Citizens vote for members in each of the three branches of government. The person who wins most of the votes is **elected**.

Citizens elect the governor, senators, representatives, and many other people who are part of the state government. In some states, judges are also elected. In others, the governor and legislative branch appoint judges.

Citizens can join groups that care about a topic, like education or the environment. These groups give the government information about their topic. This helps the government make decisions.

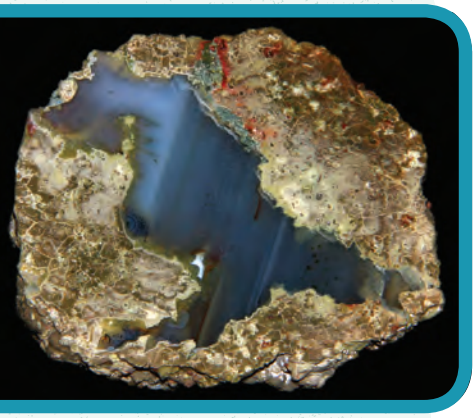
Good citizens also follow the rules and laws set by the government. They pay attention to what the government is doing. Citizens make sure elected leaders keep their promises. Good citizens are respectful and kind.



Citizens elect their leaders by voting.



Mountain laurel is the state flower of Connecticut.



The thunderegg is the state rock of Oregon.



The Alaskan Malamute is the state dog of Alaska.

E What are the symbols of our state?

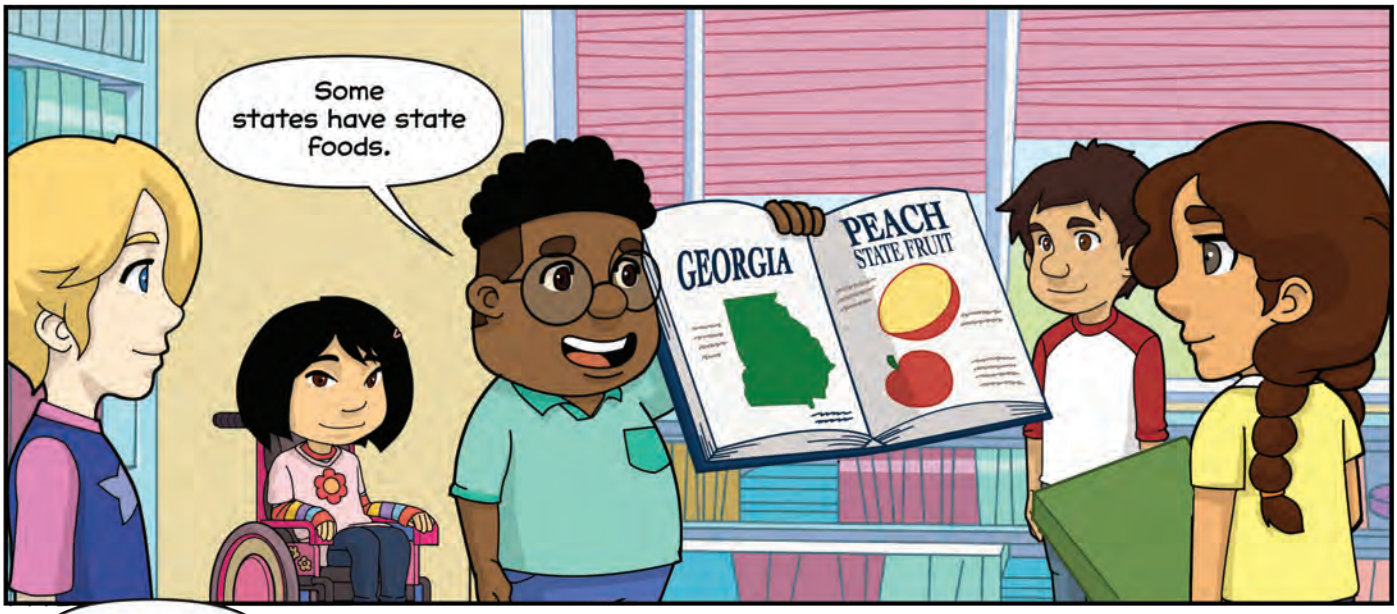
Each state chooses symbols. A symbol is an object that stands for or represents something else. State symbols represent the state and mean something to its identity.

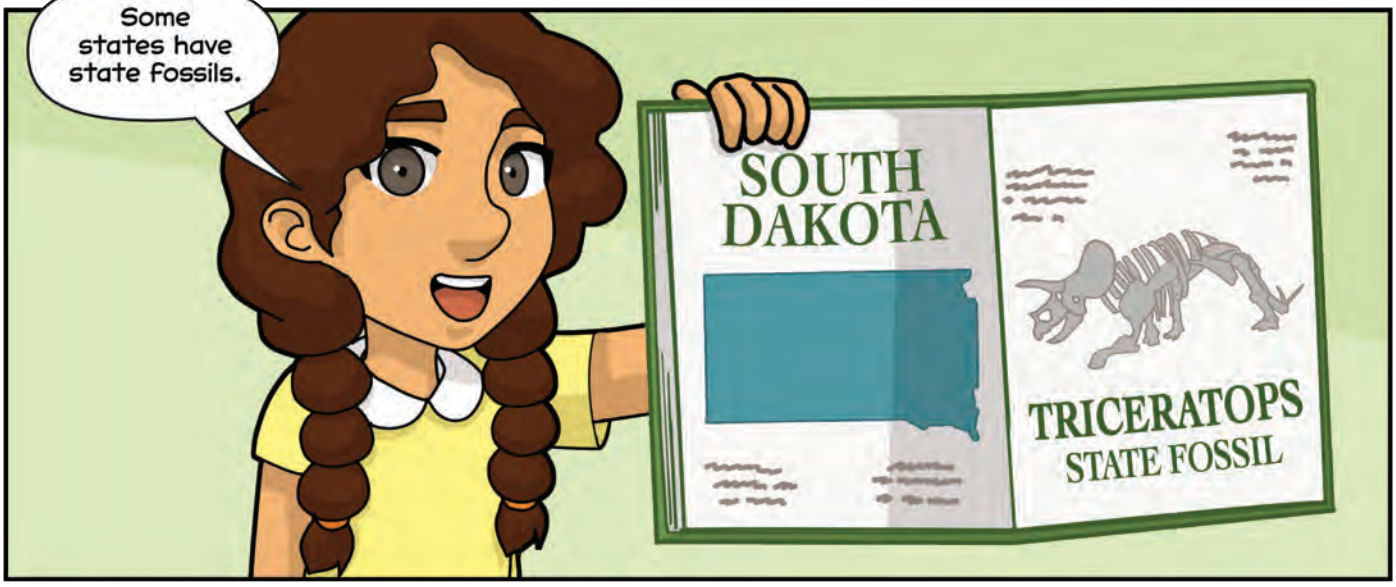
Each state has a state flag. The state flag may have a picture of an animal or an event that is special to the state.

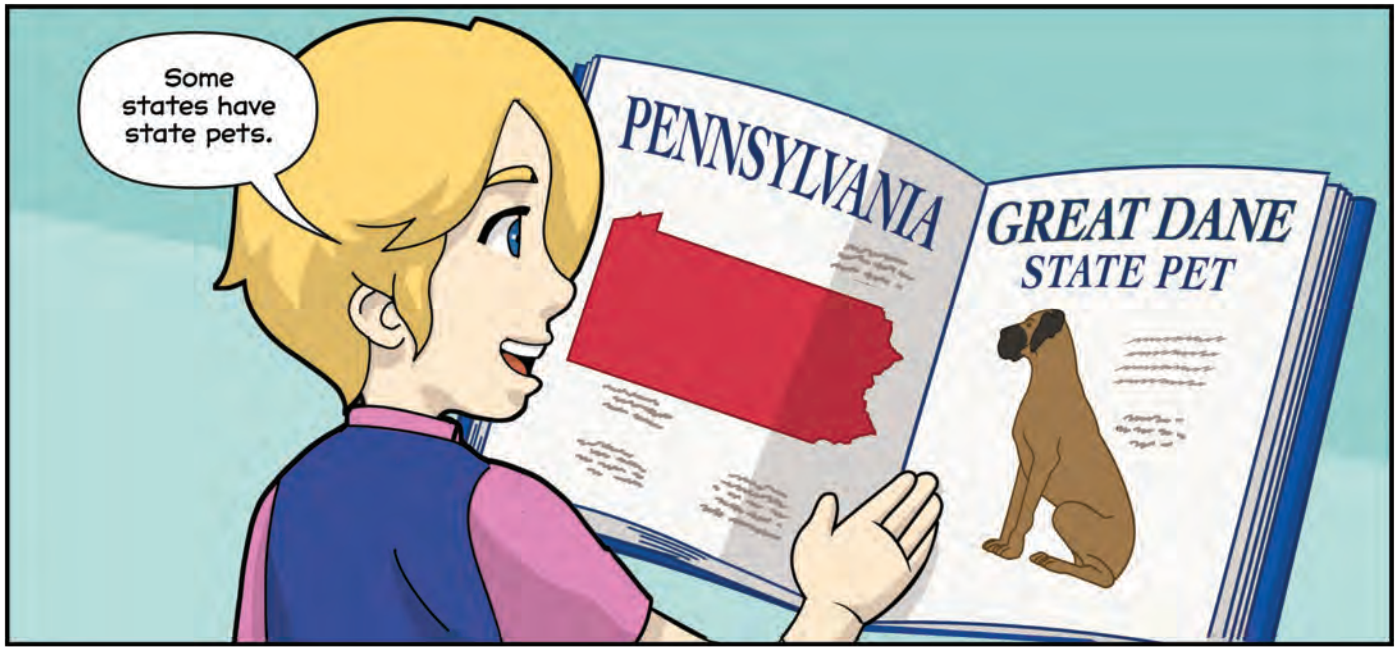
Every state has a state bird and a state flower. These are chosen by the state's legislative branch. Some states have more than one bird and flower as their symbols. Some states also have state reptiles, state trees, and even state dinosaurs.

States also have mottos and nicknames that symbolize them. State mottos are short sentences that have important meaning to the state.

All of these symbols honor something important to the state. Do you know what your state flower and bird are?


Some states have state foods.
GEORGIA
PEACH
STATE FRUIT

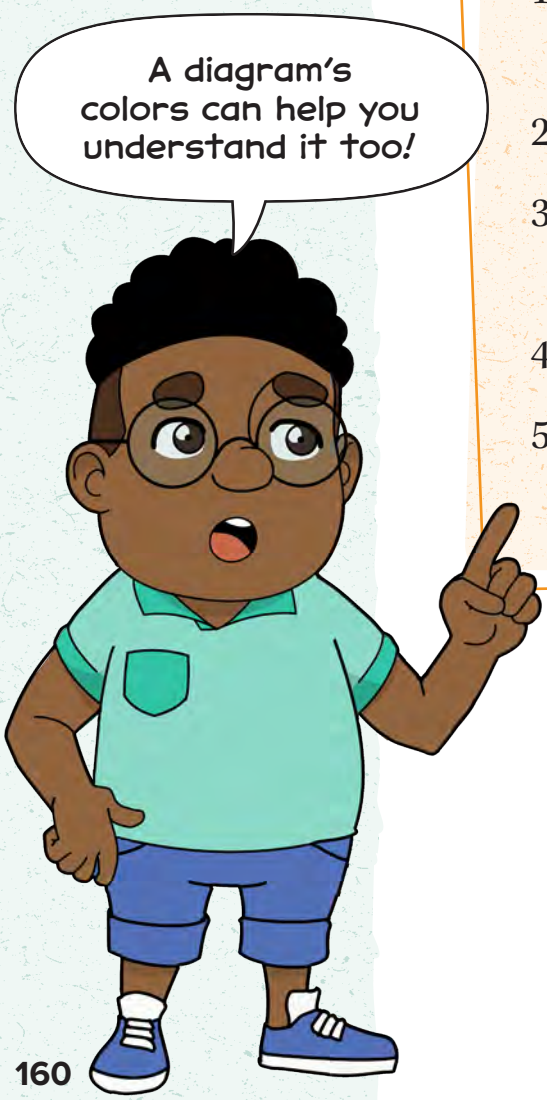

Some states have state fossils.
SOUTH DAKOTA
TRICERATOPS
STATE FOSSIL


Some states have state pets.
PENNSYLVANIA
GREAT DANE
STATE PET

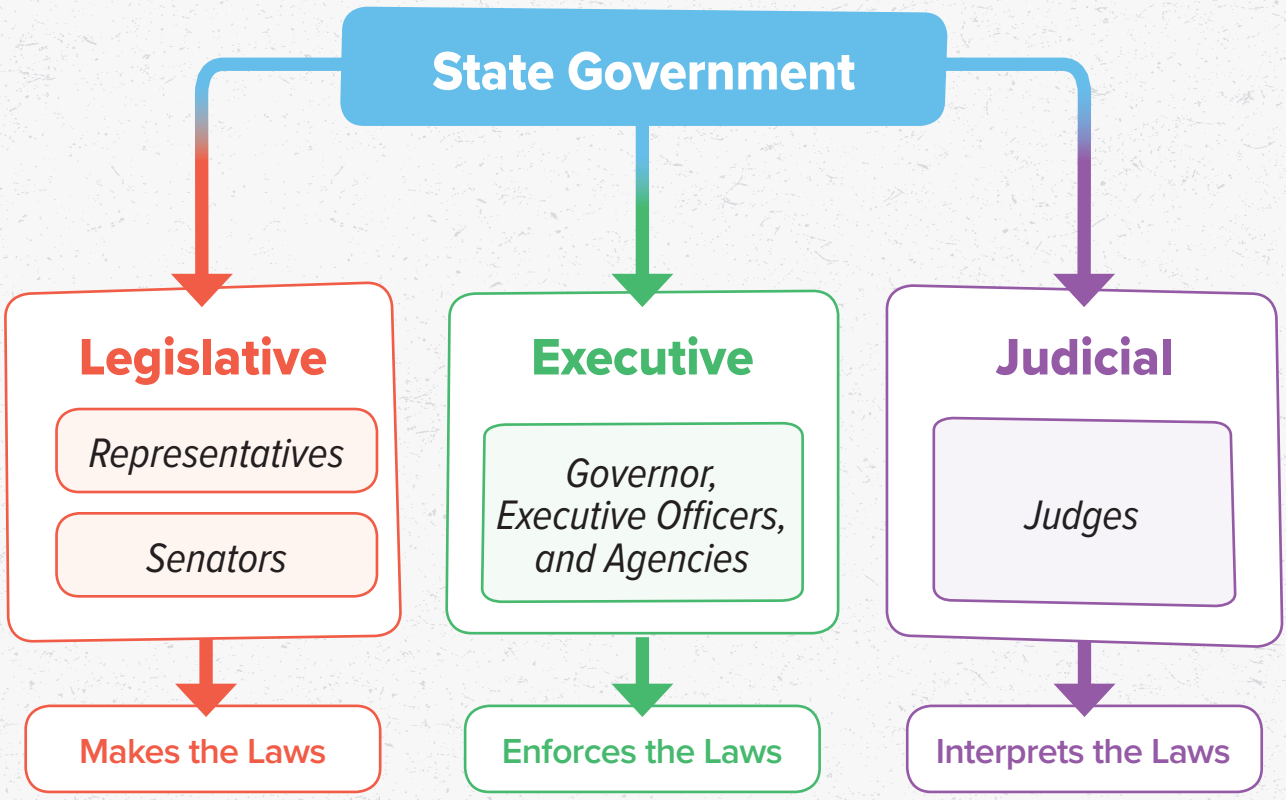
F Reading a Diagram of State Government

A diagram of government can show the parts of a government and how they fit together. It helps us see a lot of information quickly. Practice how to read a diagram of government.

1. Start by reading the title of the diagram. What topic does this diagram show?
2. What does each large box show?
3. What does the information in each box tell you?
4. What do the arrows mean?
5. To make sure you understand the diagram, explain to a friend what you've learned.



Branches of State Government



Lesson 2 Summary

The government of the state helps meet the needs of citizens. There are three branches of the state government: the executive branch, the legislative branch, and the judicial branch. Citizens elect people to these branches. Many of the people who are elected work at the state capitol.

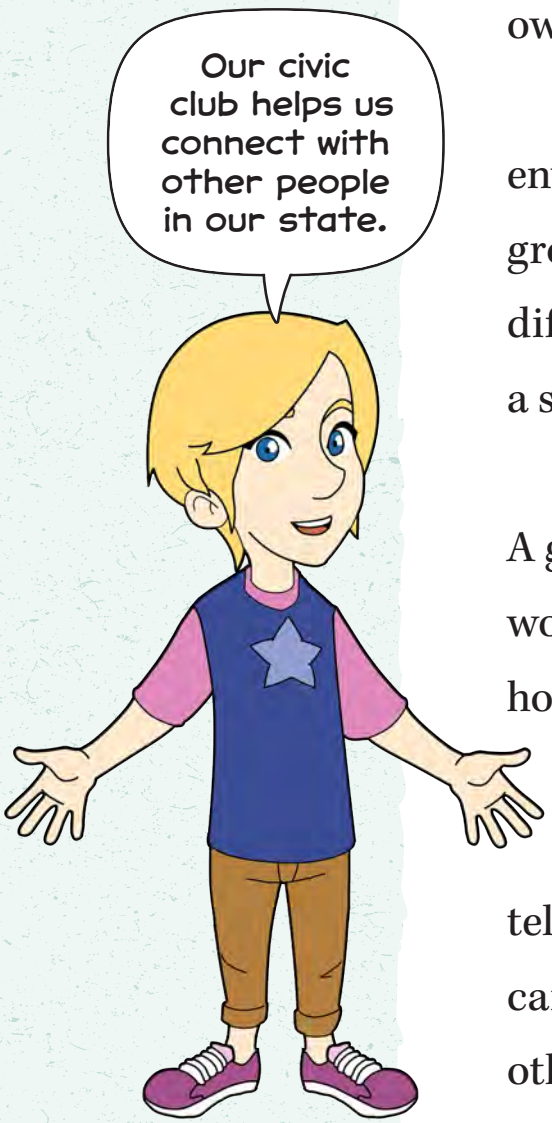
Lesson 3

The People of Our State

A What connects the people of our state?

In the United States, people are free to join groups based on their interests. People who share the same interests can create their own group.

Some groups of people work to protect the environment. Some play sports together. Other groups care for the homeless. With so many different groups, what connects the people in a state?



Resources connect people in a state. A group that cares for the homeless needs workers and money to buy food for the homeless.

Media (forms of mass communication such as the internet, newspapers, and television) connects people in a state. A group caring for the homeless uses media to tell others about the problem of homelessness.

Vocabulary

media	**value**	**conflict**
separate	**protest**	**strike**

Celebrations connect groups. A group that celebrates Kwanzaa can share its traditions with a group that celebrates Christmas.

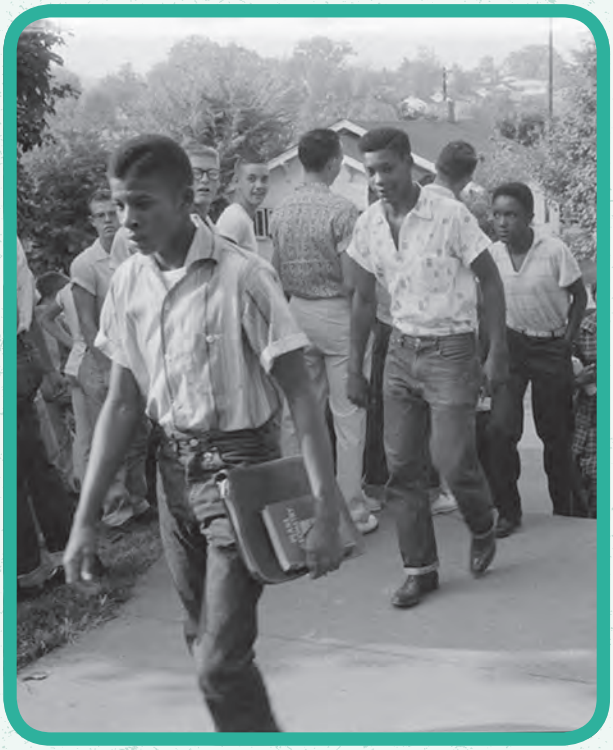
Values connect people in a state. **Values** are what people believe is important in life. Most people in the United States believe fairness and freedom are important values.



Different types of media connect people.



Celebrations connect people.



African Americans had to fight so their children could attend the same schools as white children.



In department store strikes in 1937, workers wanted a 40-hour work week but got a 48-hour week and a little better pay.



Women marched to gain the right to vote. They finally got it in 1920.

B What challenges have some groups faced in our state?

Sometimes groups in a state have **conflicts**, or disagreements, with other groups.

Groups can have a conflict when they have different beliefs. For example, some groups believed that African American children should go to a **separate**, or different, school from white children. Other groups believed African American children should go to any school.

Groups have conflict when they have different goals. For example, some people who own companies want to keep costs low by limiting workers' pay. Groups of workers want to make enough money to meet their needs.

Going to court is one way to deal with disagreements. Groups went to court to demand that African American children be allowed to attend any school. Protest marches are another way people tell leaders that they want change. To **protest** is to take a stand against something. Sometimes, workers go on **strike**, or stop working, to demand more money or better working conditions.




At the capitol, we will see statues of important people.
Who is that?
Let's find out.

C Who were some important people in our state?

Each state has many important people. Important people help make life better for the citizens of our state and around the world. Important people work for change when they see others being treated unfairly. Some important people work to protect and educate others about natural resources.

Important people include government leaders who help make the state better. Also, leaders of special groups are important because they help bring changes to the state.

Any person can be important. Not everyone will become famous, but everyone can help make life better and work for change.



Lesson 3 Summary

People are free to be a part of many different groups in their state. However, each person and group need other people to meet everyone's needs. Sometimes, groups have conflict. Working together to share resources brings groups together. Leaders help bring groups together and bring peace.

Lesson 4

Growth of Our State



Vocabulary

immigration	famine	drought	push factor
opportunity	pull factor	monument	

A How did people first live in our state?

American Indians used forests and rivers to make homes and find food. They also cut down trees in small areas near their summertime camps to grow crops. They gathered special stones called flint along creeks and rivers to make tools.



An American Indian settlement by a river

European and American settlers wanted land for farms. Their farms were much bigger than those of American Indians. They grew more food than they needed. They traded the extra food for money to buy cloth, metal tools, and other kinds of food. By trading, families could meet their needs and wants.

American Indians and settlers learned that some areas did not make good homes. Some areas had too many floods. Some areas didn't have enough food and water.

B Why did new groups move to the state?

Many different people moved to the state. **Immigration** is when people move from other countries.

Some groups moved to get away from something. People wanted to get away from **famine**, an extreme lack of food, or **drought**, a long period without rain. People moved to get away from places where their religion wasn't accepted. Others escaped war. These reasons are called **push factors** because they push people away from their homes and to new lands.



Other people moved to get something. Some wanted to get rich. They looked for minerals like gold or land to raise animals. Others just wanted more **opportunities** or chances to meet their needs and wants. These reasons are called **pull factors** because they pull people to new homes.



New groups of immigrants moved to the state.



Some were pulled here to look for gold and maybe get rich.



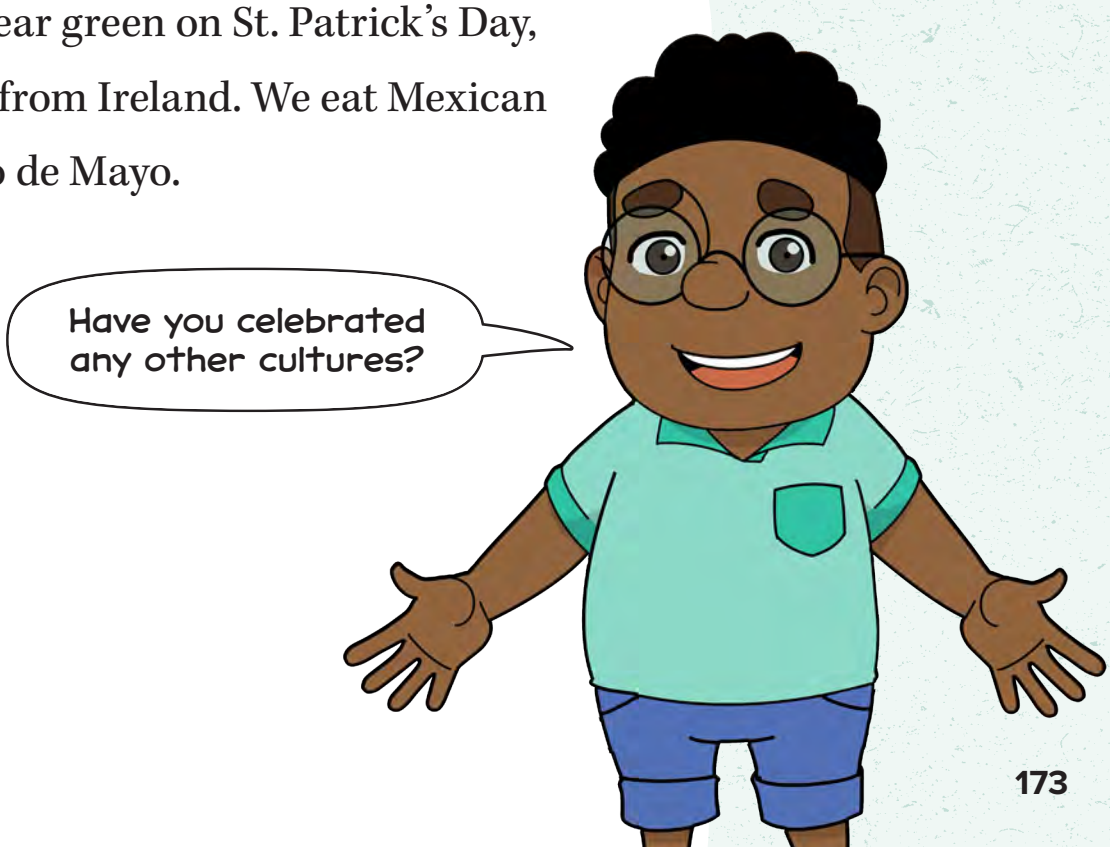
Some were pushed here to get away from famine.


As more people moved here, the state changed.
All those people changed the state?
Every new group that moved here brought changes.
I guess that's what makes our state so great!

C What changes did new groups bring?

New groups brought changes to our state. New people built new houses and schools. They helped build railroads, roads, and factories. These changes made it possible to make more goods and move them from place to place. More people could get what they needed and wanted.

New people also brought new cultures and traditions, new foods, and new music. Many of our favorite restaurants have food from different cultures around the world, such as Chinese, French, or Greek. Many Americans wear green on St. Patrick's Day, a celebration from Ireland. We eat Mexican food on Cinco de Mayo.



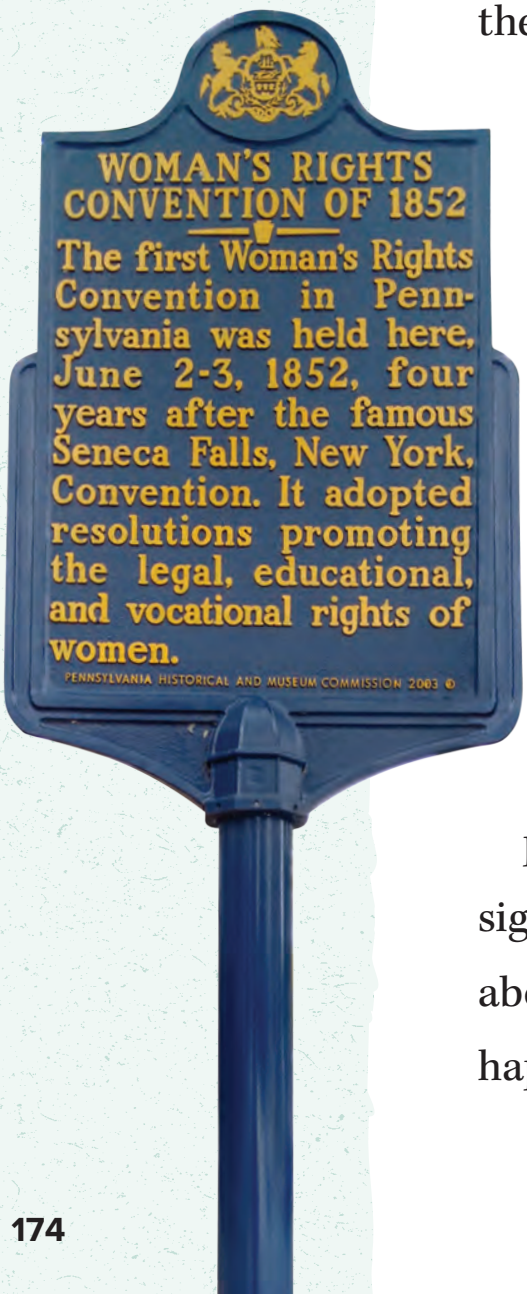
D How does our state remember its past?

Each state remembers its past so that everyone can learn about the history of the state. Every state has a state museum. Giving money to the state museum is one of the jobs of the state government. The museum collects artifacts that help visitors learn the history of the state.

The state government often names state office buildings after important people. Parks and roads also have names of people who are important to the state's history.

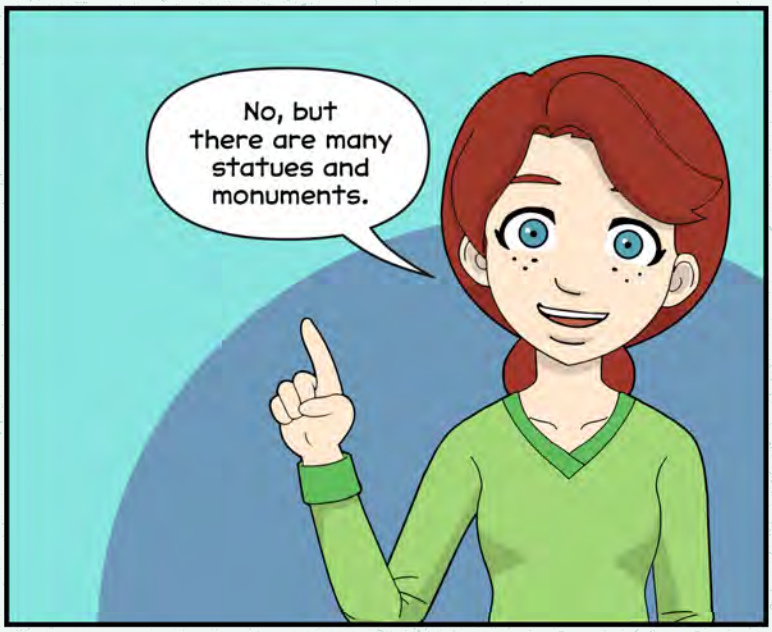
Another way that the state remembers its history is by putting monuments in places around the state. A **monument** is a statue, sculpture, building, or something else that helps people remember the past. Sometimes, a sign is placed where people can stop and read about some important piece of history that happened in the state.

States put up historical markers in places where important events happened.









Lesson 4 Summary

American Indians were the first people to live in our state. They lived in places where they could find fresh water, food, and shelter. Many more people immigrated to our state. These people brought many changes. Today, the state government helps everyone remember what happened in the past by creating museums and putting up monuments.

Lesson 5

Our State Today



Vocabulary

unique	annual	centennial
tourism	conservation	

A What kinds of jobs do people have in our state today?

Remember that many jobs rely on natural resources. What are the natural resources of our state?

Fertile soil and good climate mean farming jobs. An ocean or large lake coastline can mean lots of fishing jobs. Underground minerals need workers to dig them out and other workers to turn them into useful metals and fuels.

Are there factories in our state that manufacture goods? Factories need workers to turn raw materials into finished goods. Systems of transportation, such as roads and railroads, need drivers and engineers. A state needs construction workers to build houses and offices.

What kinds of service jobs do we have? Of course there are teachers and doctors. Are there any jobs that only exist in our state?



B What kinds of celebrations does our state hold?

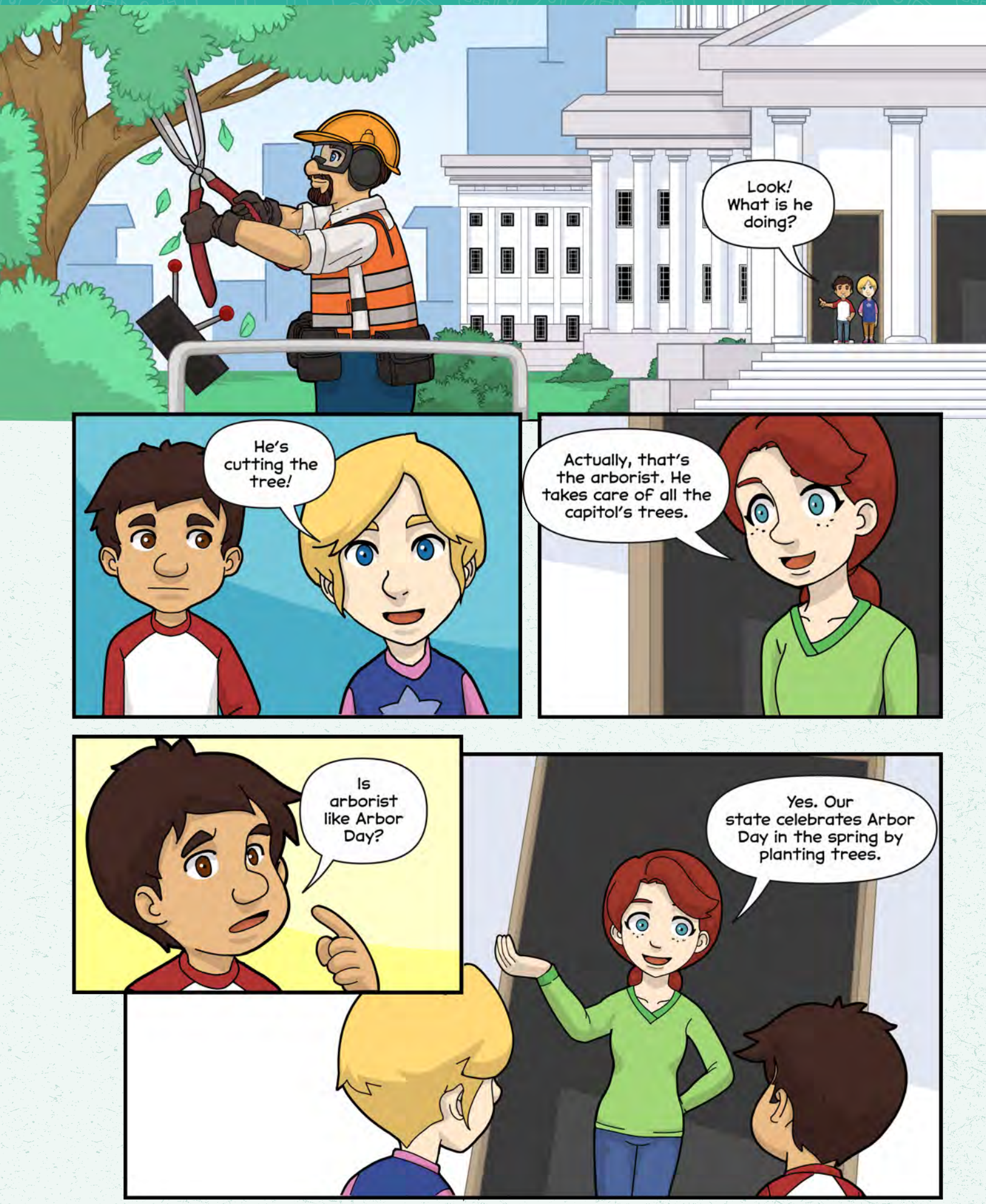
States have many different kinds of celebrations. States celebrate what makes them and their people **unique**, or special.

Many states celebrate different cultural groups. States also celebrate events that were important to the history of the state.

States have annual holidays. An **annual** holiday is celebrated once every year. States often celebrate the day that they became a state as an annual holiday. Other celebrations happen once every 100 years. This is a **centennial** celebration. States prepare an even bigger celebration on the 100th or 200th year they became a state.

The Maine Centennial Celebration took place on July 5, 1920.




Look! What is he doing?
He's cutting the tree!
Actually, that's the arborist. He takes care of all the capitol's trees.
Is arborist like Arbor Day?
Yes. Our state celebrates Arbor Day in the spring by planting trees.



Skiing down
the mountain



Playing in
the leaves



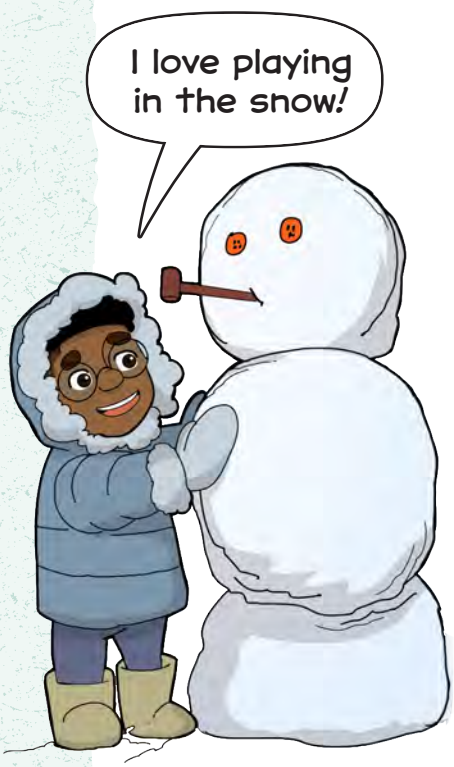
Waterskiing
at the lake

C How do people enjoy the outdoors in our state?

States have many opportunities for outdoor recreation. Recreation is anything people do for fun. Every state has a park where people can go to learn about the outdoors and enjoy nature. People hike trails and camp in every state.

Outdoor recreation changes because of the environment. Some states have mountains where people can ski on snow. Other states have oceans where people can surf or fish. Some states have lakes and rivers where people go waterskiing or rafting.

People enjoy different activities in each season. You might snowboard on a mountain in the winter and mountain bike in the summer. In some states, people pick berries in the summer. In some states, people go for walks to look at leaves in the fall. People like to camp in the desert in the spring because it is still cool and the cacti are in bloom.





The Florida Everglades is a special park where the environment and animals are protected.



The Golden Gate bridge in San Francisco attracts many tourists.

D What places attract visitors to our state?

Each state has special physical features. Visitors come to see waterfalls, rivers, mountains, deserts, and lakes. When people travel for recreation, it is called **tourism**. States earn money from tourism. It creates jobs to provide goods and services to tourists (the people who come to visit).

People come to enjoy special places. They come to see natural places like beaches or mountains. Each state also has special plants and animals. Because they are so special, some states have special parks so that these living things can be protected. This is called **conservation**.

Visitors come to see places made by people like monuments, theaters, museums, or amusement parks. People also come to see places where important events happened.

States build roads and set up parks to encourage people to visit. They also encourage businesses that attract tourists.



Lesson 5 Summary

States have many things in common. The people in all states have jobs that provide goods and services. States have special celebrations and special places where people visit.

Each state is also unique. States have unique physical and human-made features. Tourists who visit these places help bring in money to the states.


The city I grew up in was in a valley with high mountains around it.
Mami, is Maplewood very different from where you grew up?
It is different, but both are beautiful places.
I know!
Sometimes I feel like I'm both American and Honduran.
Me too. Let's make an album about being American and Honduran.

Chapter 6

What Makes Us the United States?

Lesson 1

The American Landscape

A Where in the world is the United States?

Earth has seven continents. A **continent** is an area of land. The continents in order from largest to smallest are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

People **inhabit** or live on six of the seven continents. While people have explored Antarctica, and have lived there for short amounts of time, they do not live there permanently.

Most continents are made up of several countries. The largest countries in North America are Canada, the United States, and Mexico.

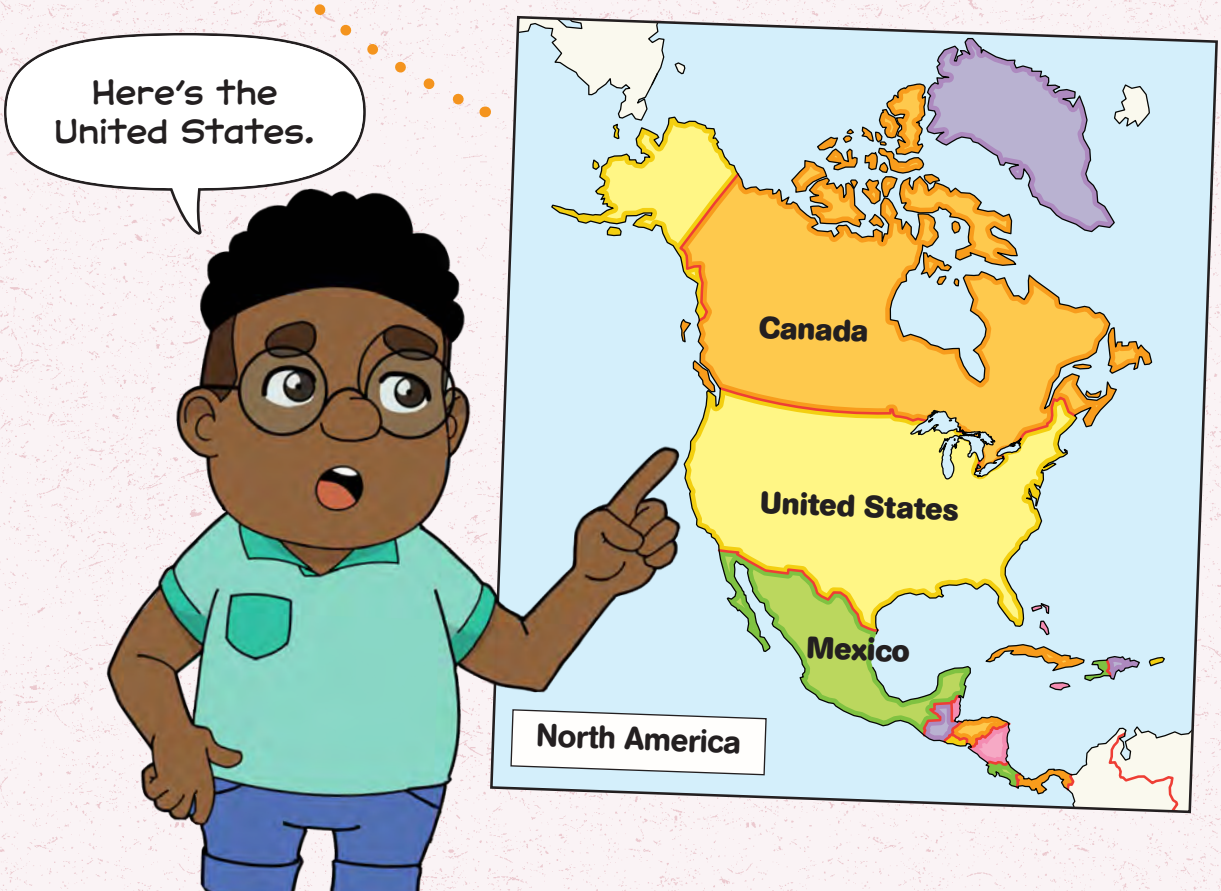
Oceans are the large bodies of water that surround the continents. There are five oceans: the Pacific, Atlantic, Indian, Southern, and Arctic Oceans.

Vocabulary

continent	inhabit	ocean
canyon	contiguous	plantation



Continents and Oceans





Rocky Mountains



Grand Canyon



Lake Superior

B What are the largest natural features of the United States?

Most of the United States lies between the Atlantic Ocean and the Pacific Ocean. The state of Alaska has a coast on the Arctic Ocean. The state of Hawaii is surrounded by the Pacific Ocean.

The United States has several major mountain ranges. The two longest are the Rocky Mountains in the west and the Appalachian Mountains in the east.

There are several major rivers in the United States. The Mississippi, the Missouri, and the Ohio Rivers are in the center of the country. The Colorado River is in the Southwest.

The Colorado River made a **canyon**, or deep valley, called the Grand Canyon.

The Columbia River is in the Northwest. The Rio Grande, Spanish for "Great River," is in the Southwest. The Yukon River is the main river of Alaska.



Part of the border between the United States and Canada is formed by five huge lakes called the Great Lakes. The Great Lakes are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.

The Great Plains are located between the Rocky Mountains and the Mississippi River. This area is mostly flat and covered in grasses.

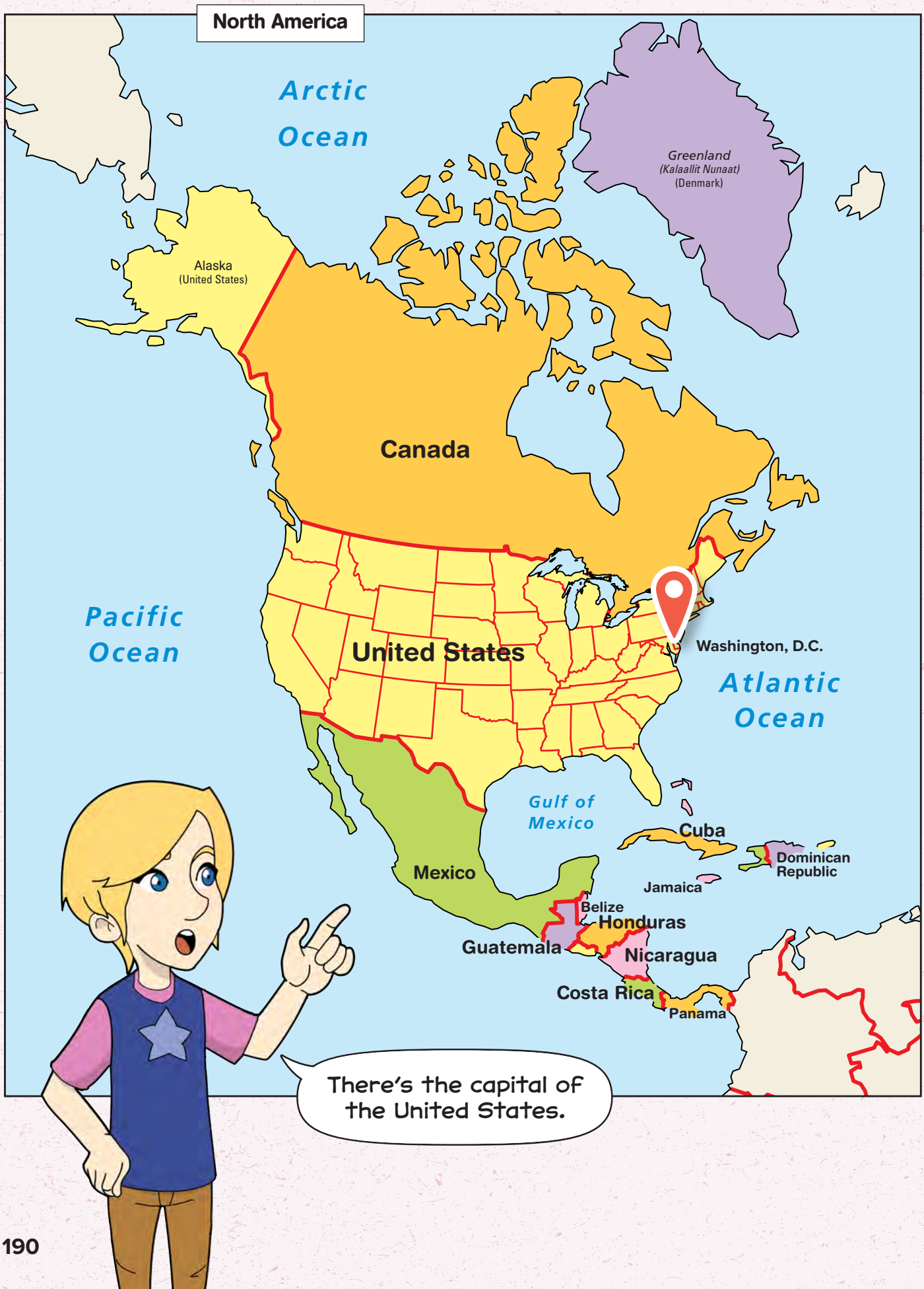
Two of the largest deserts in the United States are in the Southwest. These are the Sonoran and Mojave Deserts.



Mojave Desert



Great Plains


North America
Arctic Ocean
Greenland
(Kalaallit Nunaat)
(Denmark)
Alaska
(United States)
Canada
Pacific Ocean
United States
Washington, D.C.
Atlantic Ocean
Gulf of Mexico
Cuba
Dominican Republic
Mexico
Jamaica
Belize
Honduras
Guatemala
Nicaragua
Costa Rica
Panama
There's the capital of the United States.

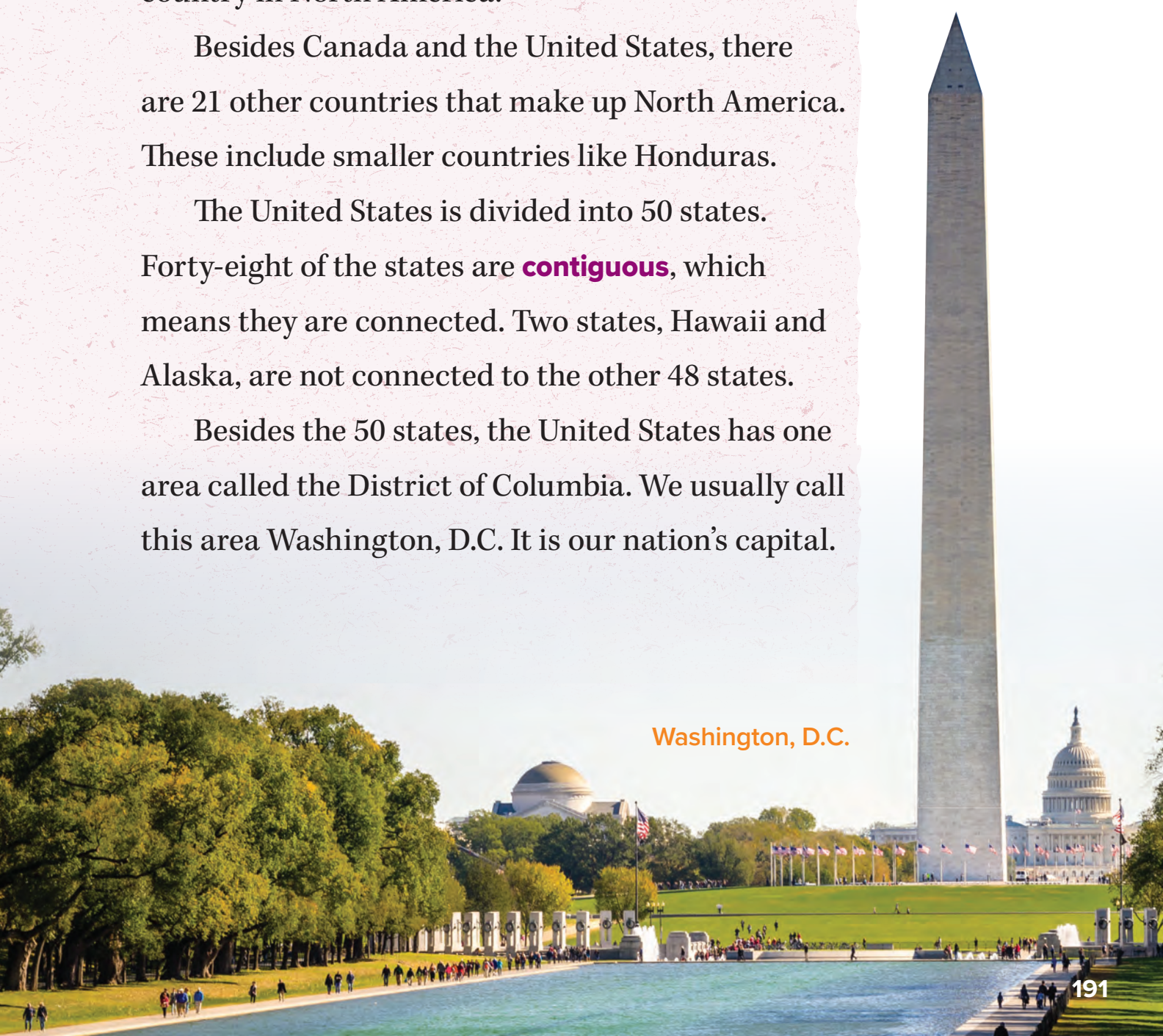
C What are the important features that people create?

People create countries, states, and cities. The continent of North America is divided into many countries. Canada is the largest country in North America. The United States is the second largest country in North America.

Besides Canada and the United States, there are 21 other countries that make up North America. These include smaller countries like Honduras.

The United States is divided into 50 states. Forty-eight of the states are **contiguous**, which means they are connected. Two states, Hawaii and Alaska, are not connected to the other 48 states.

Besides the 50 states, the United States has one area called the District of Columbia. We usually call this area Washington, D.C. It is our nation's capital.



Washington, D.C.

D How has the environment affected America's people?

The environment affects where and how people live. When people from Europe came to settle in North America, they developed colonies based on the natural environment.

In the Northeast, most crops could not grow because of the cold winters and dry soil. Many people fished the ocean instead.

In the area along the middle of the East Coast, there were seaports where many people landed. Big cities grew around the seaports in New York, Boston, and Philadelphia. The soil there was also good for farming.

In the Southeast, even more valuable crops could grow. Huge farms called **plantations** were created. Life in the Southeast focused on these farms and not on developing cities.

Today, the environment still affects where and how people live. In the Southeast, many of the same crops are grown as in the past. Corn and wheat are grown in the Great Plains in the middle of the country. Cattle and sheep are raised in the West where there is too little rain for crops.



Fishing in the Northeast



Cornfield in the Great Plains



Plantation in the Southeast



Cattle and sheep in the West

Lesson 1 Summary

The United States is on the continent of North America. It is divided into 50 states. The main physical features of the United States are mountains, rivers, deserts, and canyons. The geography and environment shape where people live and how they meet their needs.

Lesson 2

America's Past



This pueblo near Taos, New Mexico, was built more than 1,000 years ago.



Vocabulary

colonize	colony	thrive
representation	effect	cause

A How did American Indians live when European explorers arrived?

American Indians lived all over North America for thousands of years before European explorers arrived. Some built towns and cities. Others moved from place to place. Some grew crops and hunted animals. Some followed the animals they hunted for food. They also traded with other tribes.

American Indians used animals and crops for both their food and clothing. They used tools made from wood, bone, and stone instead of metal. They used bows and arrows, traps, and spears.

When European explorers arrived, American Indians began trading with them too.



This water jar is made from plant material and horsehair.

B Where did Europeans set up colonies?

After European explorers came to North America, many European countries began to colonize the land. **Colonize** means that people settled in areas that were new to them. These new areas of land where Europeans settled and built communities were called **colonies** and they belonged to the countries the new settlers came from.

Some of the earliest colonies were started in the 1500s when the Spanish came to Florida. The first permanent colony created by Europeans was St. Augustine, Florida, in 1565. Spain also set up colonies in New Mexico, Texas, and California.

In the 1600s, colonists from England set up colonies along the Atlantic coast.

New Netherland, 1664



In 1626, the Netherlands set up a colony and named it New Netherland. Later, the town was renamed New York after a city in England.

France also built colonies in North America. Their main colonies were in the area that is today Louisiana. They also set up trading posts near the Great Lakes and along the Mississippi River.



Early European Land Claims



C How did people live in the British colonies?



Colonists often traded with American Indians.



Women had a lot of work to do around the house. These women are spinning yarn.

The English tried to create many settlements in North America. Many of the early settlements failed.

After receiving help from American Indians, the English began several settlements along the East Coast. They needed many supplies from England that were brought over on ships.

At first, people in the British colonies had a hard time getting enough food. They didn't know how to grow crops in the new land and needed to trade with American Indians just to survive. There were also many wars with American Indians because the settlers moved onto their lands.

In those days, men and older boys worked to build shelters, clear forests, and grow crops in the fields for food or money. Women took care of the children, homes, and gardens. Even young children had to work. There was not much time for fun.



Enslaved people often picked cotton on plantations like this one.

Wealthy colonists, especially plantation owners in the South, bought people from Africa to works as slaves. These people were forced to work even harder than the white colonists. They were not paid and could only leave the farm or home with the landowner's permission.


I want to add this picture.
Let me see.
This is when we put on a play in our class.
TEA
We were colonists, and we told the British that we wanted to separate and be our own country.

D Why did the colonies break away from Great Britain?

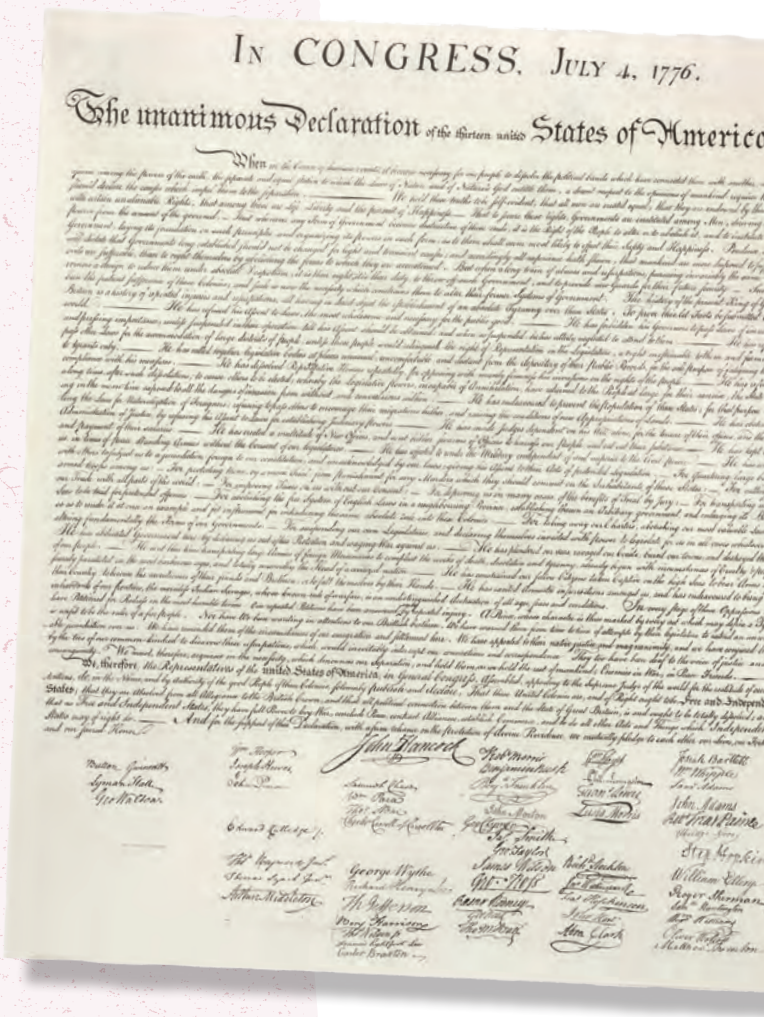
Over time, the British settlements began to thrive. To **thrive** means to grow and do well.

The colonists were British citizens. The British government made the colonists pay taxes because all British citizens had to pay taxes.

Some colonists believed this was unfair because they did not have representation in the British government. **Representation** would mean having people from the colonies helping the government make decisions in Great Britain.

Eventually, the British colonies joined together to create their own government. They signed the Declaration of Independence and fought the Revolutionary War to gain their freedom from British rule.

Declaration of Independence



E Cause and Effect

An **effect** is an event that happens. A **cause** is a reason why the event happened. One cause can have many effects.

1. To find an effect, ask, "What happened?"
2. To find the cause, ask "Why did this happen?"
3. Last, ask "Could this effect have happened without the cause?"



Cause

The British taxed the colonists without representation.

Effect

The colonists declared their independence and fought a war against Great Britain.



This is a famous painting of the signing of the Declaration of Independence.

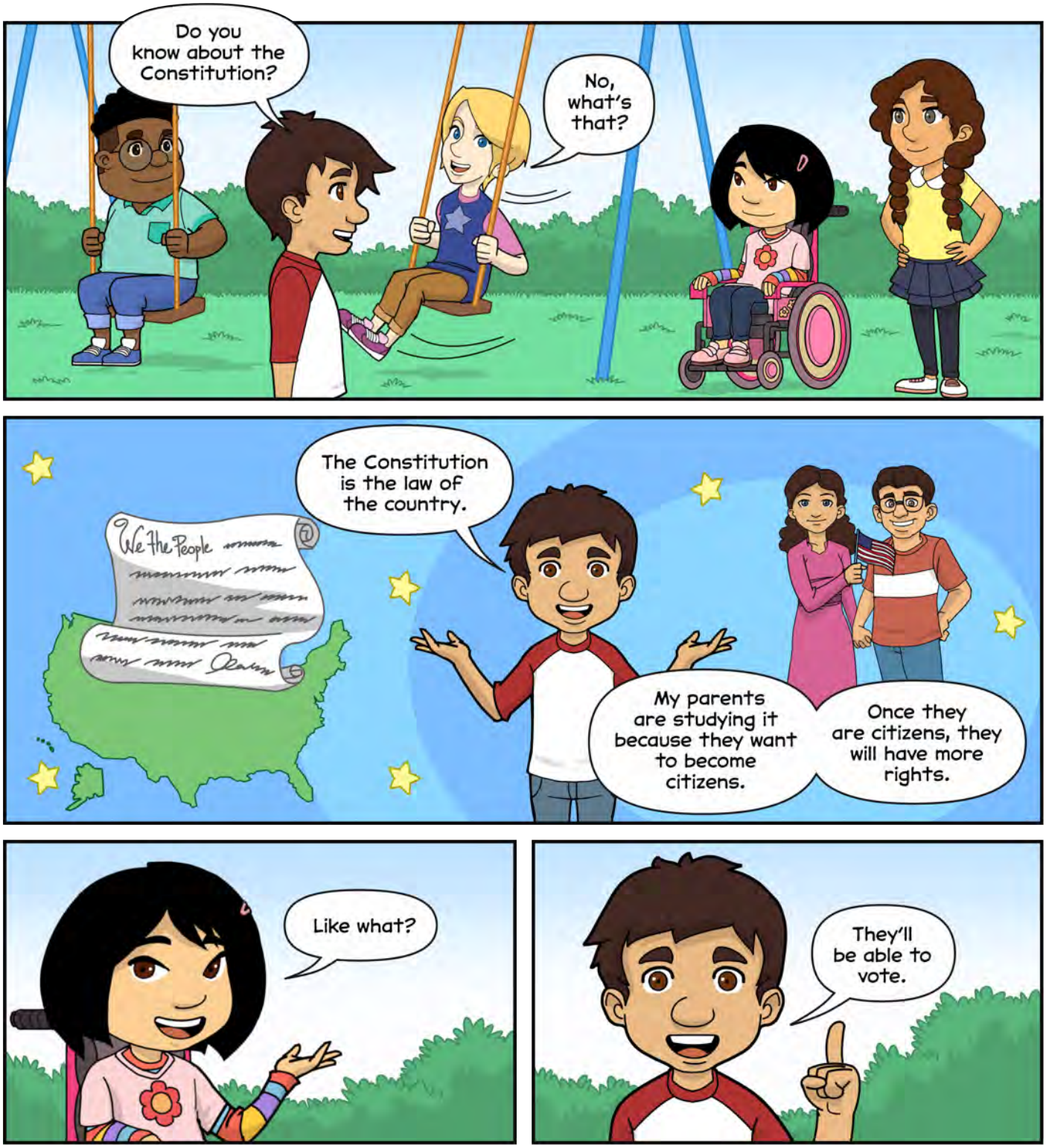
Lesson 2 Summary

American Indians have lived in North and South America for a long time. European explorers arrived, and then European settlers followed and set up colonies. Eventually, these colonies began to thrive.

The British colonies wanted to be free from Great Britain. They joined together to become an independent nation.

Lesson 3

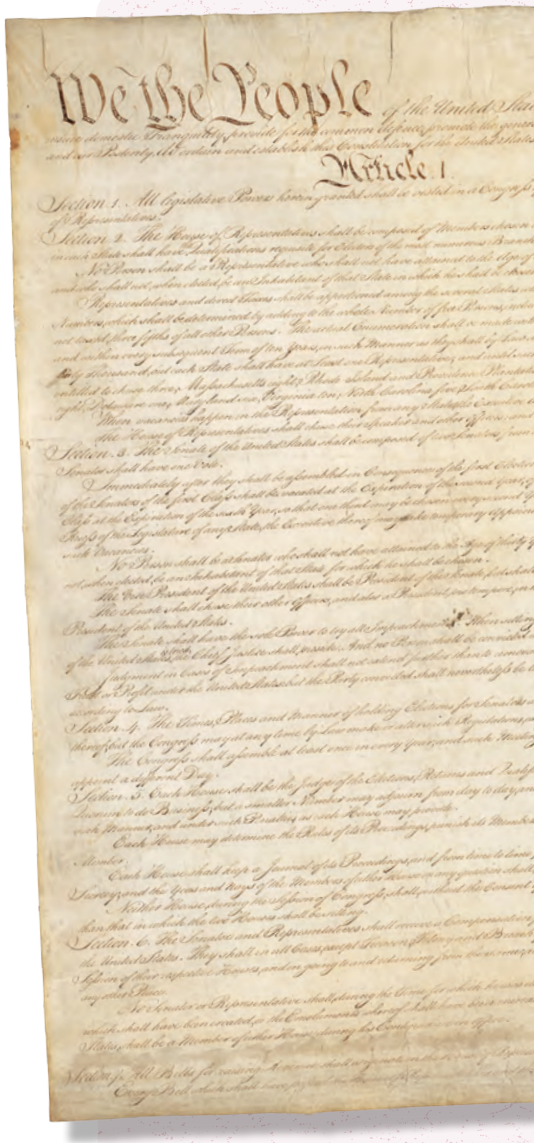
American Government and Citizens



Vocabulary

veto	naturalize	liberty
pursuit of happiness	amendment	

A Why does the United States have a Constitution?

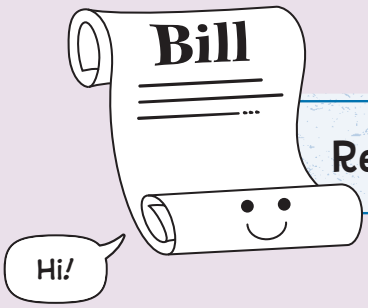


Every group needs rules and laws to stay safe, maintain order, and be fair. The United States is no different. The United States has its own laws.

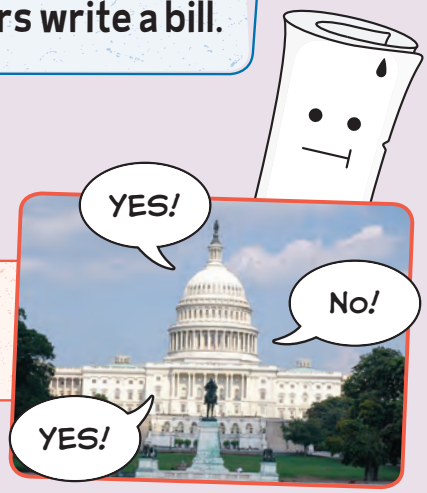
The Constitution is the highest law in the United States. It protects basic rights of citizens and describes how the federal government works. No law can go against something in the Constitution.

The Constitution divides power between state and federal governments. It also makes sure that no group of people in the government has too much power. To do this, it created three separate branches of government. These branches are the executive branch, the legislative branch, and the judicial branch. They are the same as the branches of government in the states.

How a Bill Becomes a Law



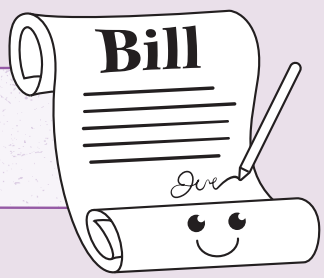
Representatives or senators write a bill.



The House and Senate vote on the bill.



The bill goes to the president.



The president signs the bill.



Now the bill is a law!

B How does the U.S. government work?

Laws are created by both the federal and state governments. The way the laws are created is similar.

The legislative branch writes a bill. The legislative branch has two groups, known as houses, called the Senate and the House of Representatives. Both houses must agree to a bill.

If they agree, the bill goes to the president, who is in charge of the executive branch. The president can sign the law or veto the law. To **veto** means not to approve. The executive branch provides rules about how the laws will be enforced.

The judicial branch makes sure that the law is followed. If a law is broken, individuals may be put on trial in the courts. The Constitution gives citizens rights, such as the right to a fair trial and to be considered innocent of breaking a law before a trial. Judges can also declare that a law is illegal if it goes against the Constitution.



The front of the U.S. Supreme Court says "Equal Justice Under Law."

C Who are American citizens?

People become citizens in three ways. They are born a citizen, born to a parent who is a citizen, or they are naturalized.

Anyone born inside the United States is a citizen of the United States. Anyone born outside the United States who has at least one parent who is a U.S. citizen can also be a U.S. citizen.

There is another way you can become a U.S. citizen if you are born outside of the United States. You can be **naturalized**, which is the process of becoming a citizen. It includes living in the United States for 2 to 5 years, filling out applications, and taking a test on American history and government.

If you pass all the checks and tests, then you take an oath of allegiance. The oath of allegiance is a promise to support and defend the Constitution of the United States.

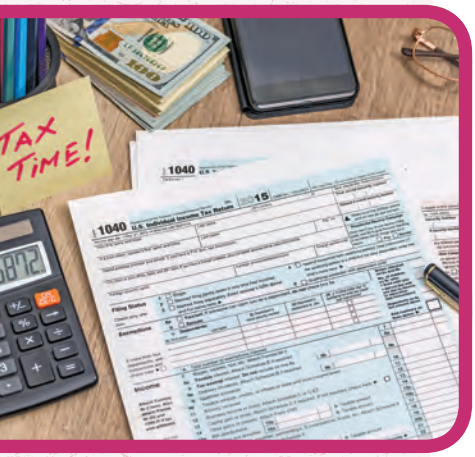


New citizens take the oath of allegiance.


Do you have to take the citizenship test?
No. I can become a citizen after mami and papi are citizens.
Why don't I have to take a test to become a U.S. citizen?
Because you were born here.
My parents just became citizens last year!



Free speech is a right.



Paying taxes is a responsibility.



Voting is a right and a responsibility.

D What are the rights and responsibilities of American citizens?

A right is a freedom you have or something you get to do. The Declaration of Independence says that all people should have the rights to life, **liberty** (freedom), and the **pursuit of happiness** (the chance to be happy).

The U.S. Constitution lists many rights that U.S. citizens have. Most of those rights, except for voting, also apply to non-citizens who live in the United States.

People in the United States have the right to free speech and to follow any religion they want, or none at all. These two rights, as well as others, are listed in the first ten **amendments** (additions) to the Constitution, which is usually called the Bill of Rights.

A responsibility is something you should do. Everyone has to pay taxes to provide money for the government. Everyone has to follow the law.

Voting is both a right and a responsibility that U.S. citizens have.

Student Rights and Responsibilities

I have the right

- ★ to learn while in school
- ★ to fair and equal treatment
- ★ to learn in a safe place

I have the responsibility

- ★ to obey school and classroom rules
- ★ to treat adults and peers with respect
- ★ to listen and not talk when the teacher is talking
- ★ to be prepared for class, participate in classroom activities, and complete assignments given by my teachers
- ★ to not distract others from their learning



Lesson 3 Summary

The U.S. Constitution is the law that describes our system of government. It gives some powers to the states. It gives other powers to the federal government.

The federal government has three branches. All three branches must work together. The U.S. Constitution also protects the rights of everyone in the country and sets guidelines for responsible citizens.

Lesson 4

American Patriotism



Vocabulary

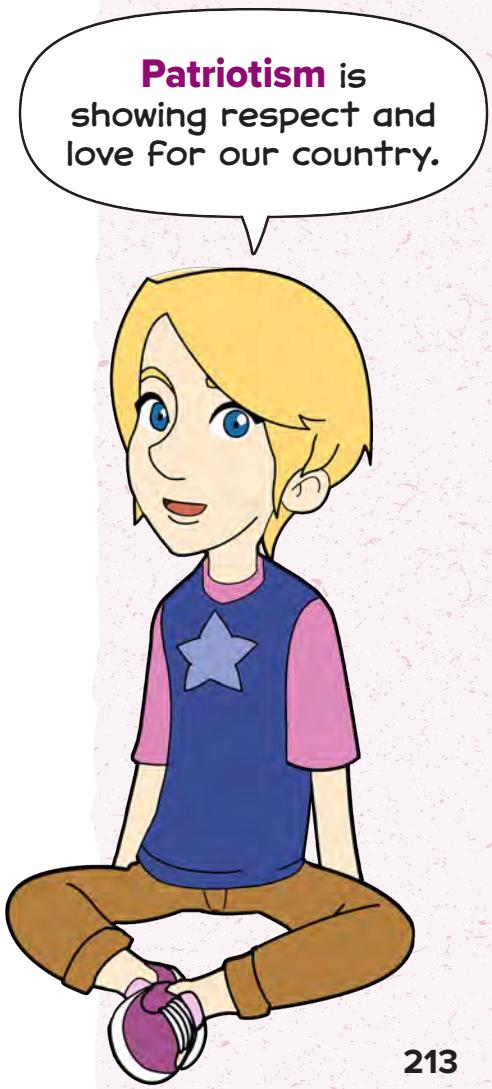
patriotism **democracy** **equality**
individual **landmark**

A What ideas unite Americans?

The United States has some important shared ideas. We believe in democracy. **Democracy** is a form of government where people choose their leaders in elections.

We believe in equality. **Equality** means that all people are equal. No person is better than another person. Each person has equal rights because they are human. According to the Constitution, all laws in the United States must treat everyone equally.

We believe in individual freedoms. We believe that each **individual** (each person) has the right to free speech. Each person has the right to choose what to believe. We also believe that each person is responsible for using these freedoms to help others instead of hurt others. These freedoms are also protected in the Constitution.



B Reading a Primary Source

A primary source is a document or object that was created at the time in history that you are studying. When we study about the beginning of American government, we look at the Declaration of Independence. The leaders who wanted independence from Great Britain wrote the Declaration of Independence in 1776. It is a primary source.

When you read a primary source, try these steps:

1. Read the whole text. If it is very long, read a whole paragraph.
2. Ask yourself who created this source.
3. Ask yourself when the source was created.
4. Reread the text or paragraph. Summarize what it is about, even if you don't understand all the words.
5. Ask yourself what are some powerful words or ideas in the text.
6. Ask yourself what questions you still have.



We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Paragraph from the Declaration of Independence, 1776

C What are important symbols of our country?



The Great Seal of the United States

The United States has several symbols that remind people of our nation's past and its important beliefs.

The flag of the United States is an important symbol. The flag has 13 stripes. These stripes represent the original 13 colonies that declared independence from Great Britain. The first flag had 13 stars. Over time, a star was added for every state. Now, the flag has 50 stars.



The bald eagle

Another symbol of our country is the bald eagle. The eagle was chosen as a symbol because it has long life and great strength. We see an eagle on the back of our quarters.



The American flag


UNITED STATES COURT HOUSE
Say "cheese," American citizens!
Cheese!
CLICK
That was a great day, wasn't it?
One of the happiest days in my life! I'll treasure that flag forever.

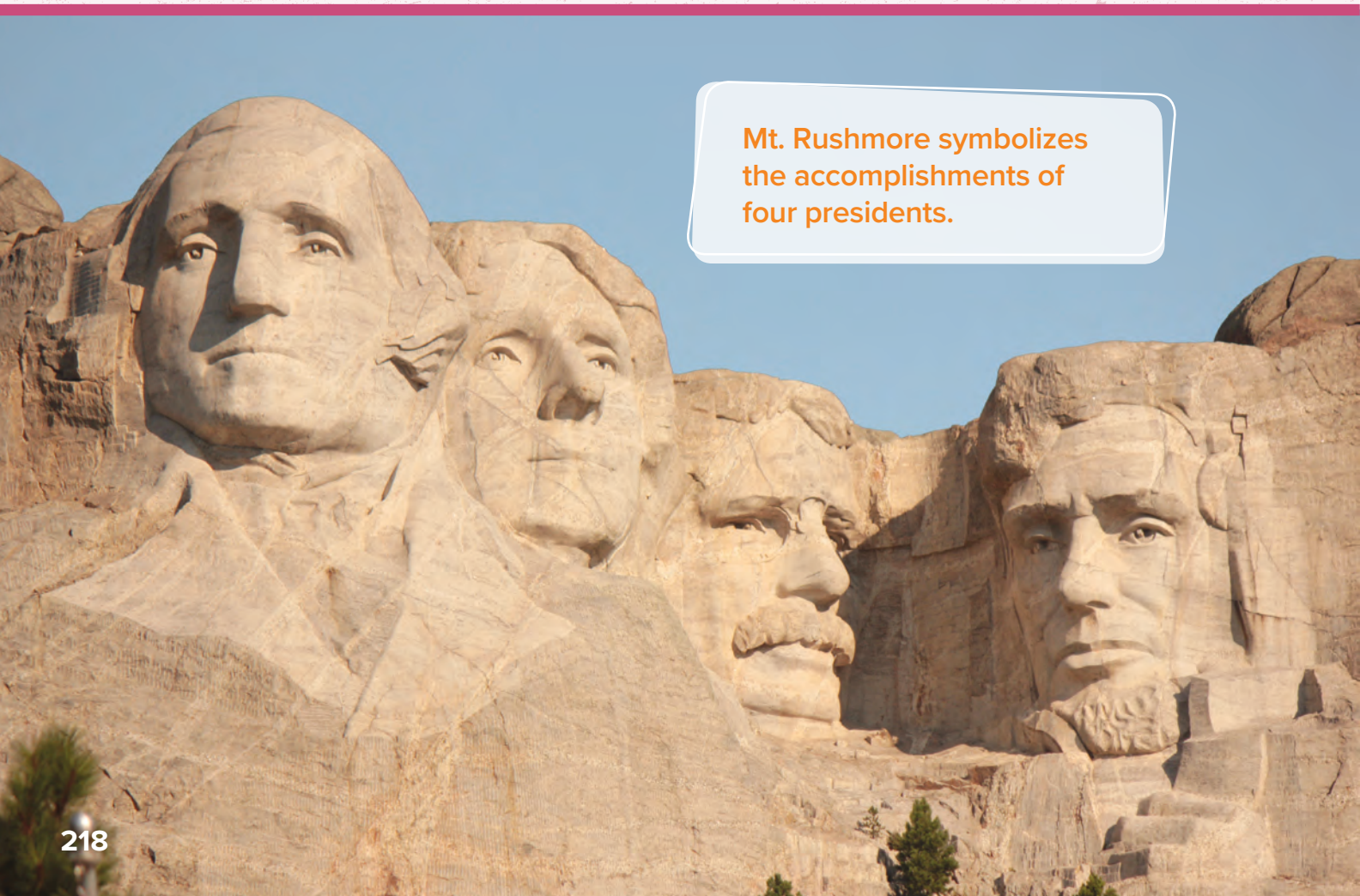
American Landmarks



The U.S. Capitol symbolizes the U.S. government and democracy.



The Statue of Liberty symbolizes freedom.



Mt. Rushmore symbolizes the accomplishments of four presidents.

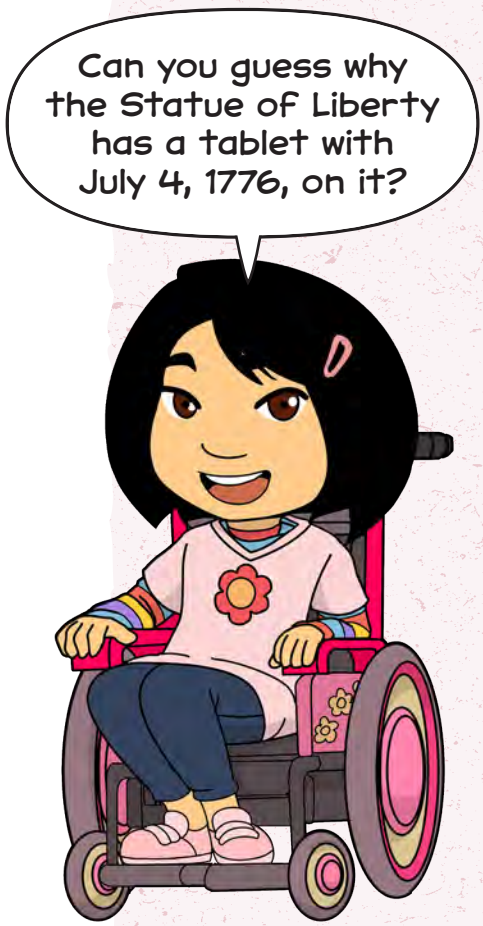
D What are some important national landmarks?

A **landmark** is an important building or object. Landmarks are like symbols because they remind us of our past and our beliefs.

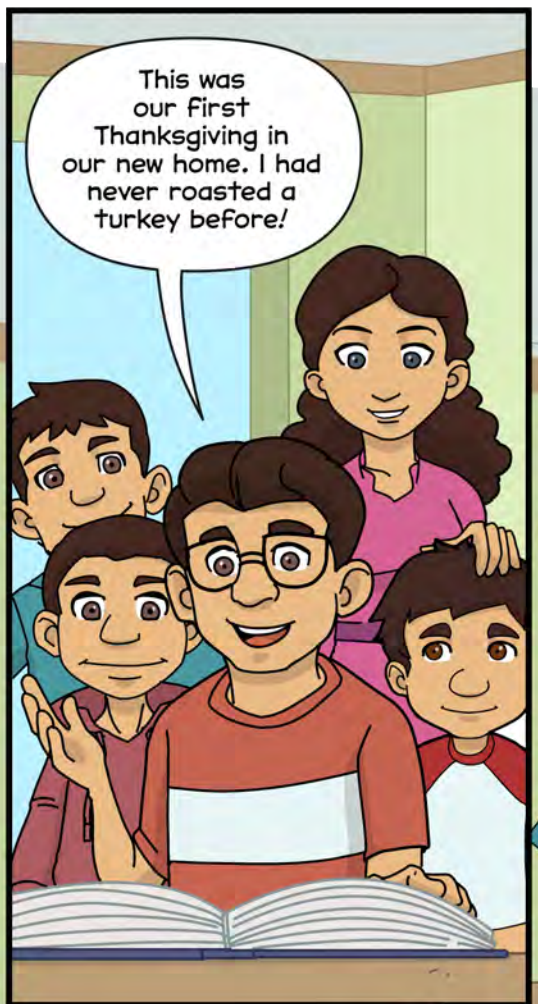
The U.S. Capitol is an important landmark. The U.S. Congress meets in the Capitol. The Capitol represents democracy and government by the people. The first president, George Washington, put in the first cornerstone.

Another important landmark is the Statue of Liberty. The Statue of Liberty holds a torch in one hand and a tablet in the other hand. The torch represents the light of freedom.

When ships with new immigrants to the United States arrived in New York Harbor, the Statue of Liberty was often one of the first things they saw. She soon became a symbol of American immigration. This landmark represents the freedom that people can find in the United States.






This was our first Thanksgiving in our new home. I had never roasted a turkey before!


And our first Fourth of July!


I love these pictures. I like how so many of these holidays celebrate being free.

E What do American holidays celebrate?

Americans celebrate many holidays. Many of those holidays honor America and the people who changed America.

Thanksgiving is a holiday we celebrate to remember the first European settlers in our country. The first Thanksgiving was a time of peace between the American Indians and the European settlers.

Independence Day, also called the Fourth of July, is a holiday that celebrates American freedom. It reminds us that the Declaration of Independence was adopted on July 4, 1776.

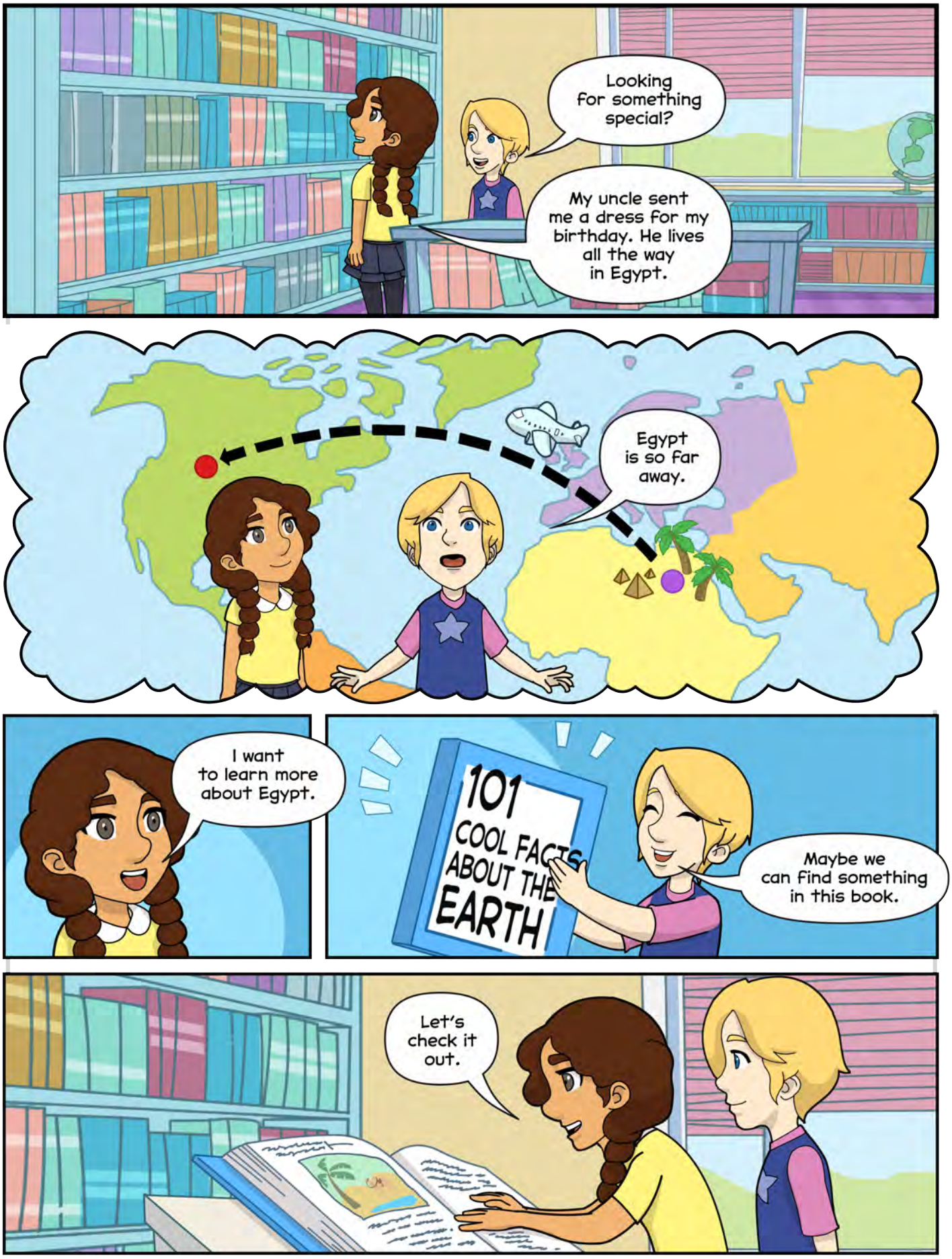


Martin Luther King Jr. Day honors Dr. King, who worked to make sure African Americans had equal rights.



Lesson 4 Summary

American patriotism is love or respect for the United States. We share beliefs in freedom and equality. We have symbols and landmarks that remind us about our freedoms. We celebrate our freedoms and the people who worked to make us free with American holidays.


Looking for something special?
My uncle sent me a dress for my birthday. He lives all the way in Egypt.
Egypt is so far away.
I want to learn more about Egypt.
101 COOL FACTS ABOUT THE EARTH
Maybe we can find something in this book.
Let's check it out.

Chapter 7

How Do People around the World Connect?

Lesson 1

Your Place in the World





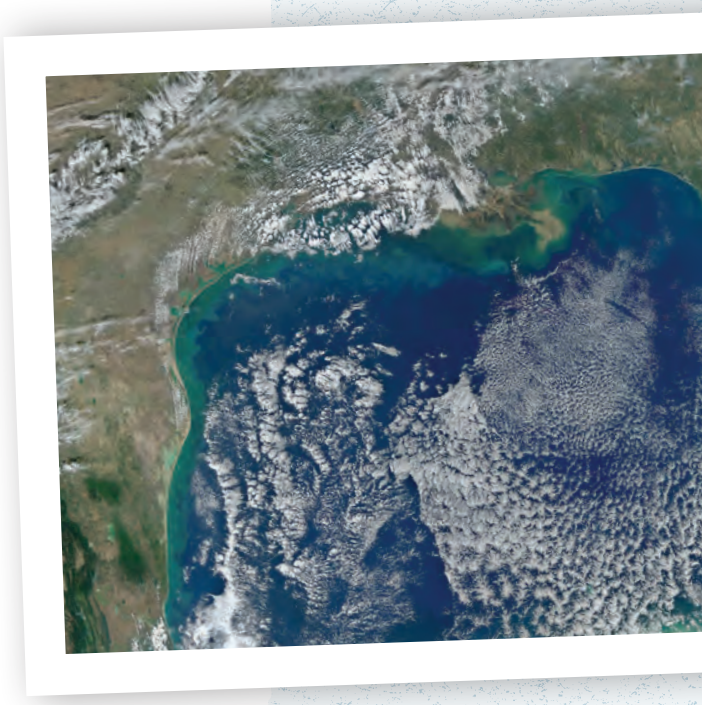
A What does earth look like from space?

You don't have to be an astronaut to know what earth looks like from space. **Satellites** are objects sent into space. They **revolve** or go around the earth and send pictures back to scientists.

Vocabulary

satellite revolve equator hemisphere
prime meridian climate

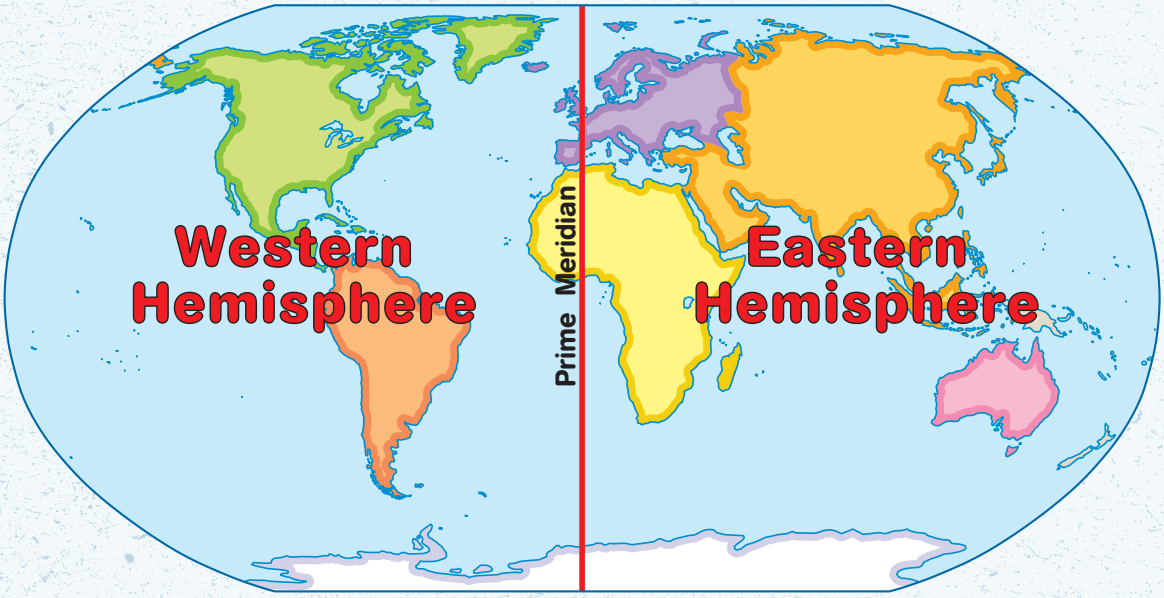
The pictures show a lot of water. Most of the earth is covered in water. The largest bodies of water all connect into one big world ocean. We break the world ocean into five huge pieces that are mostly separated by land. We have learned that these oceans are called the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean.

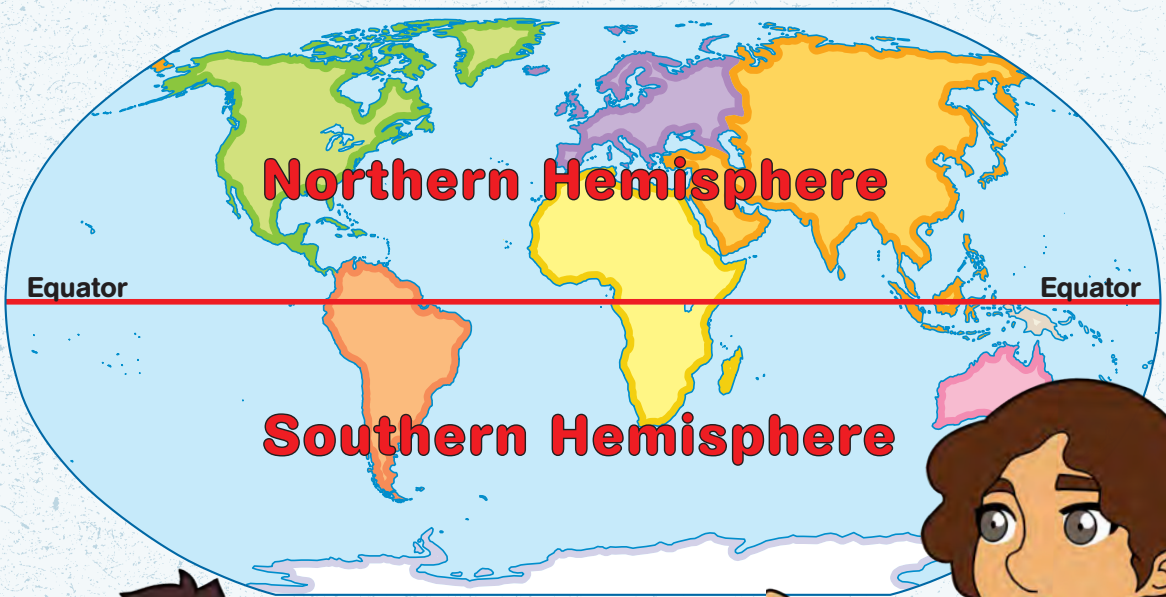


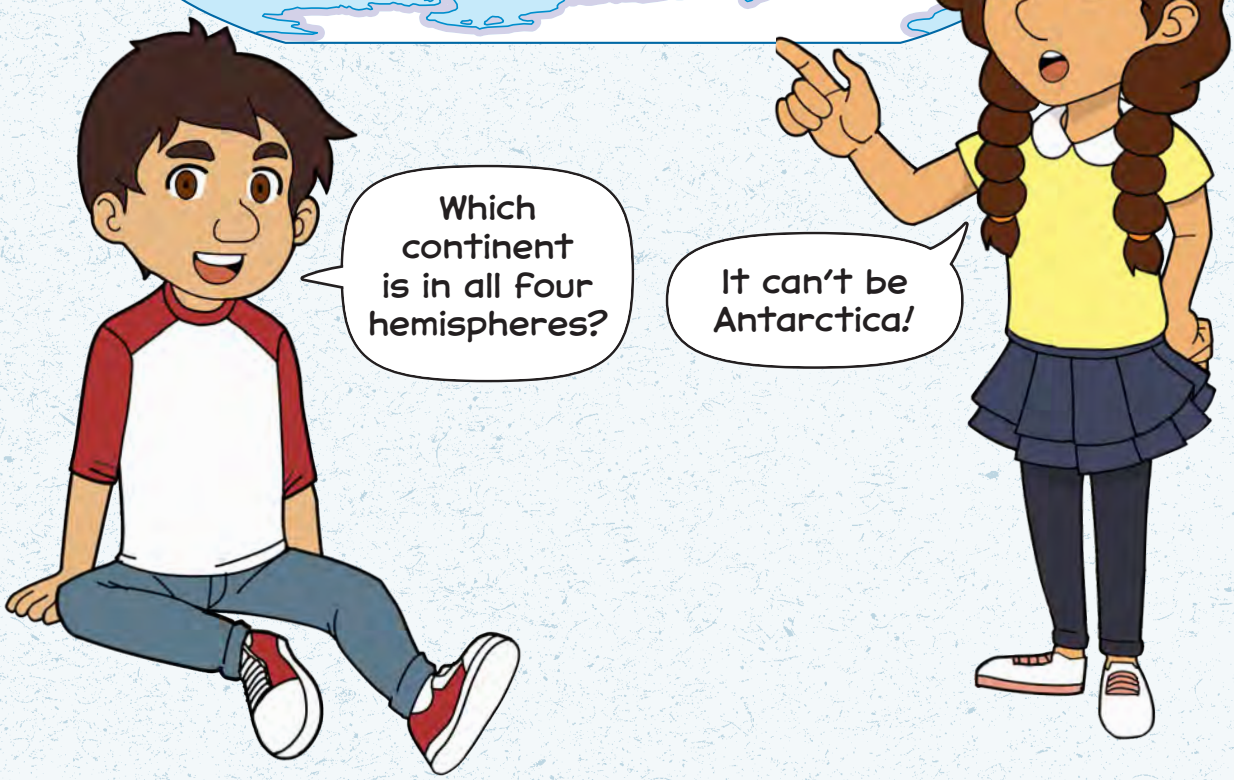
This picture was taken from a satellite. The satellite cameras zoom in on features so we can see them better.

There are several very large landmasses. We know that these are divided into seven continents. The seven continents are called Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

Besides the oceans and continents, there are smaller bodies of water called seas, gulfs, and bays. Smaller landmasses are called islands.


Western Hemisphere
Prime Meridian
Eastern Hemisphere


Northern Hemisphere
Equator
Equator
Southern Hemisphere


Which continent is in all four hemispheres?
It can't be Antarctica!

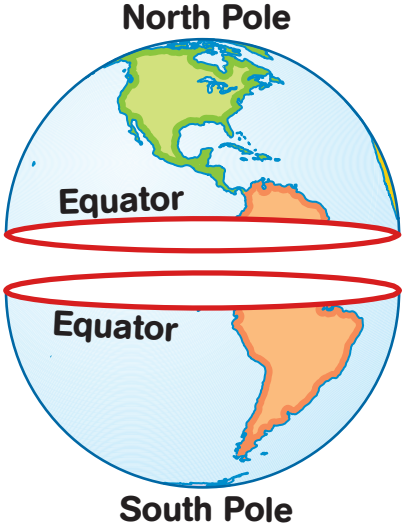
B How do map lines help us find places?

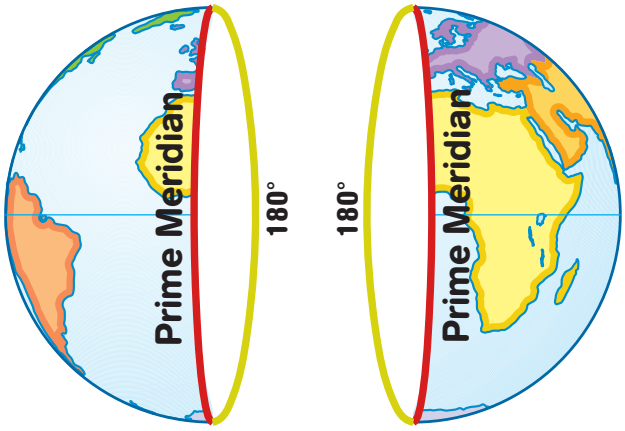
Someone who makes maps is called a cartographer. A cartographer uses a grid, a series of crossing lines, to make places easier to find on the map.

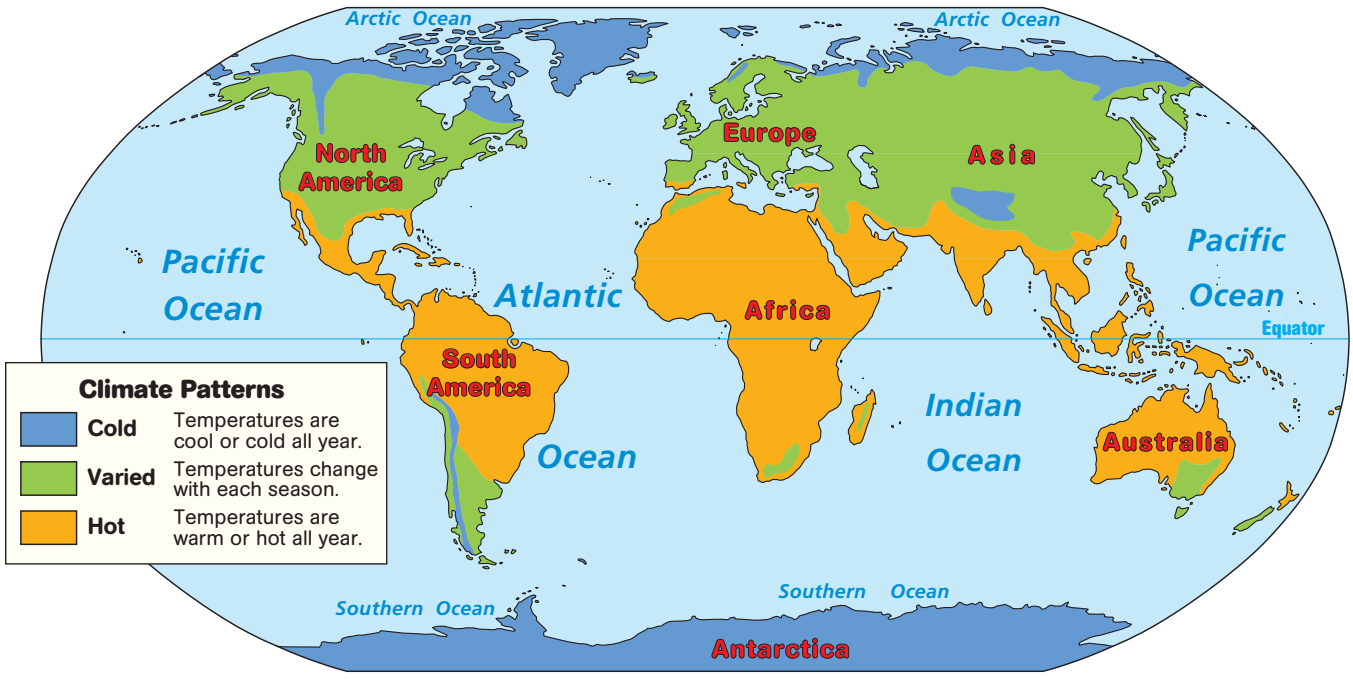
The imaginary line that runs east and west along the middle of the earth is called the **equator**. The equator divides the earth into two halves called the Northern and Southern **Hemispheres**.

The **prime meridian** is an imaginary line that runs north and south from the northernmost point on earth, the North Pole, to the southernmost point on earth, the South Pole. It divides the earth into the Eastern and Western Hemispheres.

The prime meridian does not circle the earth like the equator. The opposite line is called 180°.







C What kinds of physical features and climates can we find around the world?

The world has many amazing physical features: oceans, lakes, volcanoes, mountains, glaciers, and more.

Climates are specific weather patterns in a region. How much precipitation an area gets is part of its climate. How hot or cold an area gets is also part of its climate. A dry climate gets very little precipitation. A tropical climate gets a lot of precipitation.

In the past, people often chose to settle where the physical features and climate made it easy to live. People settled in valleys by rivers instead of on top of mountains. People settled near bodies of water instead of in the desert.


Wow, look at this fact. Iceland has so many volcanoes.
130 volcanoes!






Lake Baikal in Russia is the world's deepest lake.
It's 5,387 feet deep.


The Nile, the second longest river in the world, runs all the way through Egypt.
But Egypt is still 90% desert.





The **Great Plains** region is a mostly flat open area of grasslands.



The **Canadian Shield** has some of the oldest rocks and coldest regions in the world.



The **eastern region** includes mountains and flat areas near the ocean.

The **western region** includes mountains, rain forests, volcanoes, and deserts.

The **Caribbean region** has thousands of islands and reefs.

D What does our continent look like?

The continent of North America is located between the Arctic Ocean in the north, the Atlantic Ocean in the east, and the Pacific Ocean in the west. It has 23 countries. Many of these countries are islands in the Caribbean Sea.

North America has five main physical regions:

- Western region
- Great Plains
- Eastern region
- Caribbean region
- Canadian Shield

More people live along the coastal areas than live in the middle of the continent.



Lesson 1 Summary

Cartographers use imaginary lines to describe locations on earth. The equator and prime meridian lines divide the earth into hemispheres.

The North American continent is one of seven continents. These continents are visible from space. Each continent has unique physical features and climates.

Lesson 2

Trading around the World



Vocabulary

trade **surplus** **export** **import**
canal

A Why do we trade with other countries?

The United States trades with many countries. **Trade** means to buy and sell goods and services with other countries.

Countries trade with one another for many reasons. Sometimes a country has a **surplus**, or more than it needs, of goods or services. Sometimes a country does not have enough of some kinds of goods. Other times, goods and services from other countries are cheaper or different from what is available in the United States.

Goods and services that we sell to other countries are called **exports**. We export things like corn, apples, cell phones, and even airplanes.

Goods and services that we buy from other countries are called **imports**. We import things like oil, cars, televisions, and clothes.



B Why do prices go up and down?

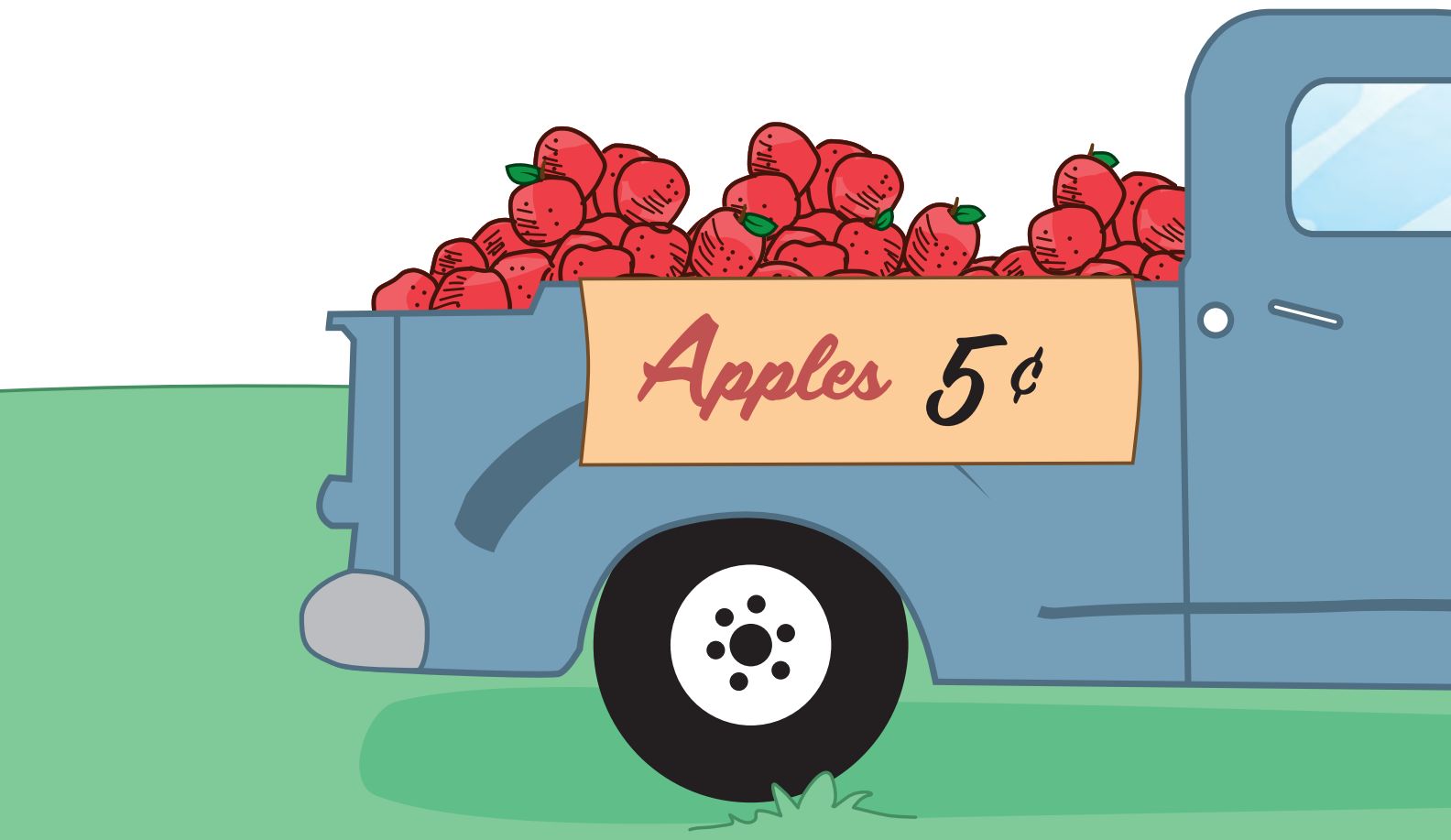
Prices for goods and services go up and down because of supply and demand. Imagine that you own an apple tree. The apple tree grew more apples than your family can use. We say that you have a large supply of apples.

You decide to sell apples. You charge $0.10 for an apple. People love to eat your apples, so the demand is high. That means you can raise the price, so you charge $0.20 for the apples.



One day, a fruit truck from another state comes to your community. It has lots of fruit. The fruit truck is selling the same kind of apples, but they are charging $0.05 for an apple. Now people go buy their apples from the fruit truck.

With the fruit from your tree and the truck, the supply is now high. With all those apples and your higher price, now the demand for your apples is low. You need to drop your price!



C How do people change the environment to trade?

People change the environment to create trade routes. People chop down trees to make transportation easier. Builders create new roads and railroads to transport goods. They cut tunnels through mountains so that trains and cars can pass through.



The Erie Canal cut a water path from New York to Lake Erie, one of the Great Lakes.

The United States and Canada built **canals** (passages through land) that let ships travel from the Atlantic Ocean to the Great Lakes. This means goods can move more easily to the middle of North America.

New roads and canals impact animals. Some animals have to cross roads to get to water and food. Some animals, like sea lampreys and zebra mussels, travel through the canals into the Great Lakes and kill off native animals.



People cut tunnels through mountains.

People also change the environment to create opportunities to trade. Sometimes people dig in the ground to get minerals. Sometimes people cut down rain forests to use the wood and the land. People build factories.

These actions can harm the environment. They create pollution and take away land where animals live. People are paying more attention to this. Some companies are working to lower pollution.



This copper mine in Utah is the world's largest open pit created by humans.

D How does technology help us trade with other countries?

Technology helps us trade with other countries by improving communication and transportation.

A webpage lets people all over the world know what goods and services are for sale. The consumers and producers can communicate with one another by text, phone, or email so that consumers get exactly what they want. In the past, people needed to send letters to order things. The letter had to be carried by plane, truck, boat, or even on horseback to reach its destination.

Technology has also created better transportation. Today, if someone in China wants something from the United States fast, they may be able to get it in a day by airplane. Long ago, if someone in China wanted something from the United States, it had to go by boat. A boat would take many weeks, even months, to arrive in China.



Goods are carried on planes now.



Today, as in the past, goods are carried on cargo ships.



Computers make it possible for companies around the world to have meetings.



Lesson 2 Summary

Today, countries trade with other countries from all around the world. We export goods and services that we have a surplus of and import goods and services that we need and want.

Supply and demand makes prices go up and down. Technology helps countries trade through better communication and transportation.

Lesson 3

Life in Other Countries around the World

A What is life like in Kenya?



Kenya is a country in East Africa. The equator runs through the middle of Kenya. Kenya has a hot, dry climate. Most of the country is a tropical kind of grassland called a savannah.

Kenya's government is a democracy. It has a constitution and three branches of government like the United States.

There are many different groups of people who live in Kenya. Most of the groups are from Africa, such as the Kikuyu and Masai. Arabs and British also make up a small number of the people who live in Kenya. These groups often speak different languages. Some people speak English and Swahili, an African language.



Vocabulary

scenery	**subarctic**	**monarch**	**arid**
diplomat	**treaty**	**compromise**	

Most of the people in Kenya live in rural areas and small villages. Many of these people work in farming. More and more people spend at least part of the year working in big cities such as Nairobi.

Many tourists come to visit Kenya because of its beautiful **scenery** (outdoor views of natural features). Tourists especially like to visit the wildlife preserves where they can see wild elephants, giraffes, and zebras. People in Kenya depend on tourism to bring money into the country.



Tourists come to Kenya to see wildlife preserves.



Most people in Kenya live in villages.



Nairobi is Kenya's capital and largest city.



The Sami people have lived in Sweden longer than any other group of people.

Over half of the land in Sweden is covered in forests.



Stockholm is Sweden's capital and largest city.

B What is life like in Sweden?



Sweden is a country in Northern Europe. It has mountains in the north and rolling hills and plains in the south. The northern part of the country is subarctic. A **subarctic** area has long, cold winters and very short summers. Over half of the land in Sweden is covered in forests.

The earliest people of Sweden are called the Sami. They herd reindeer. Most of the people are Swedish. Most Swedes live in cities.

Sweden has a **monarch** (a king or queen). The king or queen does not make any decisions about the government and must follow the Swedish constitution. Sweden has a democratic government. Elected representatives choose the prime minister, who is the leader of the government.

Some of Sweden's largest exports are cars and services like technology and information to make new medicines. Sweden also exports natural resources like wood and iron.



C What is life like in China?

China is a country in Asia. It is the third largest country in the world and is a little bigger than the United States. More people live in China than in any other country.

China has many different regions, including mountains, hills, deserts, and plains. However, mountains make up almost one third of the land. Mt. Everest, the highest mountain in the world, is in China and Nepal. Also like the United States, China has a hot and cold climate.

Most of the people in China live in the southern and eastern parts of the country where they are close to many rivers and the coast.

The largest people group is the Han. They speak Mandarin. Other groups include Mongolians, Uighurs (WEE gehrs), and Tibetans.





China has a communist government. The country has a constitution and one political party, called the Communist Party. The Communist Party makes all laws and economic decisions. China exports many machines, furniture, clothing, and toys. The exports are made in factories in urban areas. There are also many farms in rural areas.



Mt. Everest is the highest mountain in the world.



Beijing is the capital of China.

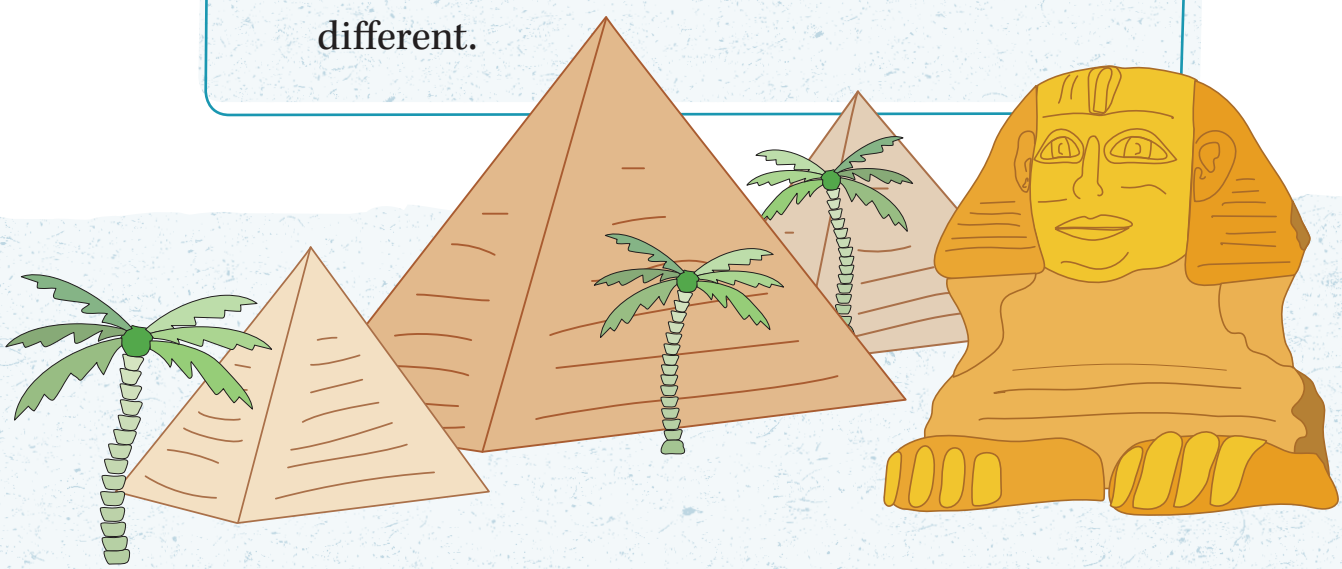


The Great Wall of China is a famous landmark.

D Compare and Contrast Two Texts

To learn important information, we need to read more than one text about a topic. If you read two texts about pets, they will have some information that is the same and some information that is different. We can compare and contrast the texts to find what is the same and what is different.

1. Read all of both texts.
2. Ask yourself what information is the same in both texts.
3. Ask yourself what is different in both texts.
4. Use a diagram or chart to record information that is the same and information that is different.



Text 1

Egypt is a country in Northern Africa. Most of the land is **arid**, or extremely dry, and cannot grow crops. Egypt exports coal, oil, and gas. Most Egyptians speak Arabic. Egypt's largest cities are next to the Nile River. That's where most people live.

Text 2

Most people in Egypt are ethnic Egyptians who speak Arabic and English. There are smaller minority groups of Turks and Greeks. Many Egyptians live near the Nile River.



E How do countries get along?

You've already read that countries trade with one another. Countries need each other's goods and services. Countries also need each other's resources. For example, Japan uses more natural gas than it produces. It imports natural gas from Indonesia.

Sometimes countries disagree. Some disagreements between countries cause war. Countries send their militaries to fight with each other. Most countries try to avoid war as much as they can.



Egypt and Israel signed a peace treaty in 1978.



In 1919, several countries had meetings and signed a treaty to end World War I.

Some disagreements are solved without war. Countries send **diplomats**, or a few people who represent the country, to talk and try to avoid war. Countries make compromises and sign treaties. A **treaty** is an agreement between different sides. A **compromise** is when two sides give something up to reach an agreement.

Lesson 3 Summary

We can compare and contrast life in other countries to life in the United States. The United States, Kenya, Sweden, and China all have many people who grow crops and raise animals. All countries have governments and economies.

Lesson 4

People around the World



Vocabulary

cooperate	refugee	aid
global issue	United Nations	

A What connects people around the world?

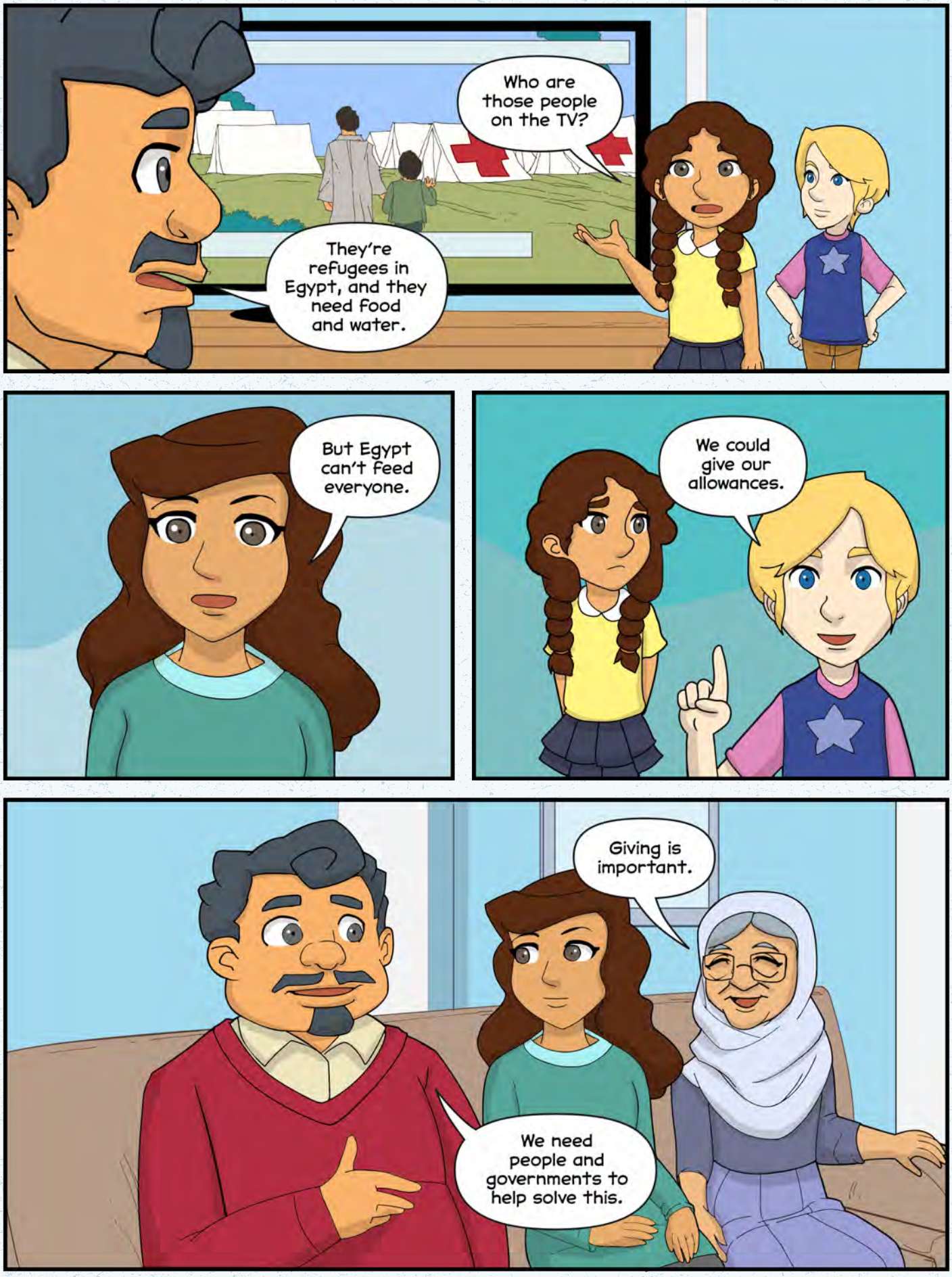
People around the world can communicate more easily than ever before. Through the internet and phones, we can talk with people all over the world.

Media also connects us. If you want to know what is happening in another country, you can read news reports from that country. You can watch live video of events that are happening in another country on television or on the internet.

It is also easier to move people and goods from one country to another. Faster transportation allows people to visit other countries in just a few hours. Ships can move thousands of goods from China to the United States in two or three weeks.

Everybody in the world is connected.




Who are those people on the TV?
They're refugees in Egypt, and they need food and water.
But Egypt can't feed everyone.
We could give our allowances.
Giving is important.
We need people and governments to help solve this.

B What problems need many nations to cooperate?

Many times in history, and up to today, countries have conflicts and wars. A conflict is a fight using words or weapons. Some conflicts are over how people should be treated. Others are over trade, resources, or beliefs.

These problems around the world cannot be solved by one person or even one country. Instead, these problems need many countries to **cooperate** (work together) to solve them.

Some countries around the world are not safe to live in. Groups have been at war with each other for years. People in those countries often leave. They might escape to another country but have no home or way to make a living. We call these people **refugees**. There are millions of refugees around the world. They need help to meet their basic needs.



Many countries are affected by natural disasters and need help from other countries.



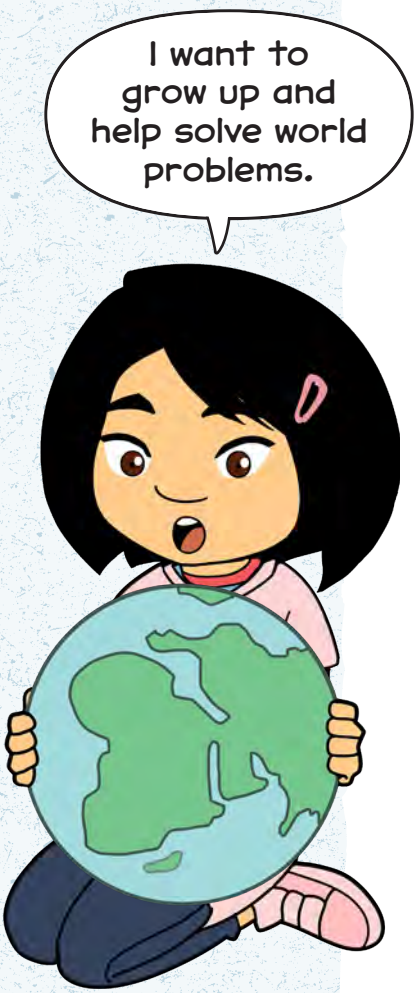
Refugees often make dangerous journeys to try to reach safe places.

C How do people around the world work together to solve problems?

Countries also have natural disasters. Hurricanes, floods, and famines can destroy towns and regions. Sometimes, there is no electricity, clean water, or food. These countries need the help of other countries to recover.

One country usually does not have enough resources to solve big problems like natural disasters and war. Many countries must work together to meet needs, solve problems, and resolve conflicts of the world.

When there is a disaster in one area, governments from other countries can send **aid**, or help. Aid might be money, food, or water. Aid might be workers, such as doctors, engineers, or pilots. Aid may come from the governments of other countries, from aid organizations, or from everyday people.





People bring food and water to help countries affected by natural disasters.



Doctors visit countries where people may not be able to afford medical care.

D Researching a Global Issue

Global issues are problems and challenges that affect more than a single country at a time. Global issues may affect several, many, or all the countries of the world.



The United Nations

The **United Nations**, or UN, is an organization that brings many nations together to solve global issues. It helps keep peace in the world. It also helps improve people's lives around the world.

To research a global issue, follow these steps:



1. Choose a global issue to focus on in more detail.
2. Find causes of the global issue.
3. Find effects of the global issue.
4. Use several sources to find causes and effects.
5. Compare and contrast the sources.

It is important to look at more than one source when you are doing research. The sources can be websites, videos, books, newspapers, magazines, maps, and interviews with other people. The more sources you have, the more you will know about the issue!



Lesson 4 Summary

People all around the world have many different traditions, cultures, and languages. Technology and transportation have made it possible for people to connect to each other more than at any time in the past. This means that all people have a chance to learn about problems that affect everyone and help solve these global problems.

THE END

I can't believe the school year is over.

Have a great summer!









Atlas



United States




90°W
80°W
70°W
40°N
Lake Superior
Minnesota
Wisconsin
Michigan
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
Ottawa
St. Paul
Mississippi River
Madison
Lansing
Detroit
Chicago
Iowa
Des Moines
Illinois
Springfield
Indiana
Indianapolis
Ohio
Columbus
Pennsylvania
Harrisburg
New York
Albany
Maine
Augusta
Vermont
Montpelier
New Hampshire
Concord
Massachusetts
Boston
Hartford
Connecticut
Providence
Rhode Island
New York City
Trenton
Philadelphia
New Jersey
Dover
Delaware
Annapolis
Maryland
Washington, D.C.
West Virginia
Charleston
Virginia
Richmond
Kentucky
Frankfort
Ohio River
Missouri River
Lincoln
Topeka
Jefferson City
Missouri
Nashville
Tennessee
Raleigh
North Carolina
South Carolina
Columbia
Atlanta
Georgia
Alabama
Montgomery
Mississippi
Jackson
Louisiana
Baton Rouge
Tallahassee
Florida
Arkansas River
Little Rock
Arkansas
Oklahoma City
ahoma
Dallas
Austin
Houston
Appalachian Mountains
Atlantic Ocean
Gulf of Mexico
Cuba
N
W
E
S
United States
Canada Country
Arizona State
New York City City
Washington, D.C. Country capital
Denver State capital
Rocky Mountains Land feature
Atlantic Ocean Ocean feature
Mississippi River River, lake
Country boundary
State boundary
Mountains
Scale in miles
0 100 200 300 400
1 inch stands for 235 miles

World



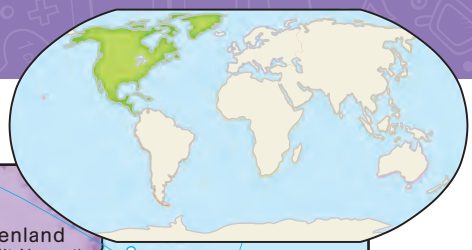
World

North America	Continent
United States	Country
Alaska	State, territory
Indian Ocean	Ocean feature
	Continental boundary
	Country boundary
	Mountains

Scale in miles at the Equator
0 1000 2000
1 inch stands for 1580 miles


Arctic Ocean
60°E
120°E
Russia
Europe
Asia
Africa
Antarctica
Southern Ocean
Indian Ocean
Pacific Ocean
Australia
Australia
Norway
Sweden
Finland
Germany
Poland
Ukraine
France
Romania
Italy
Greece
Turkey
Kazakhstan
Uzbekistan
Mongolia
China
Japan
South Korea
Iraq
Iran
Afghanistan
Pakistan
India
Saudi Arabia
Libya
Egypt
Sudan
Nigeria
Cameroon
South Sudan
Ethiopia
Kenya
Democratic Republic of the Congo
Tanzania
Angola
Zambia
Zimbabwe
Namibia
Botswana
South Africa
Madagascar
Taiwan
Myanmar (Burma)
Thailand
Vietnam
Philippines
Malaysia
Indonesia
Papua New Guinea
New Zealand
60°N
30°N
Equator
0°
30°S
60°S

North America





North America

South America	Continent
Bahamas	Country
Dallas	City
Ottawa	Country capital
	Continental boundary
	Country boundary
	Mountains

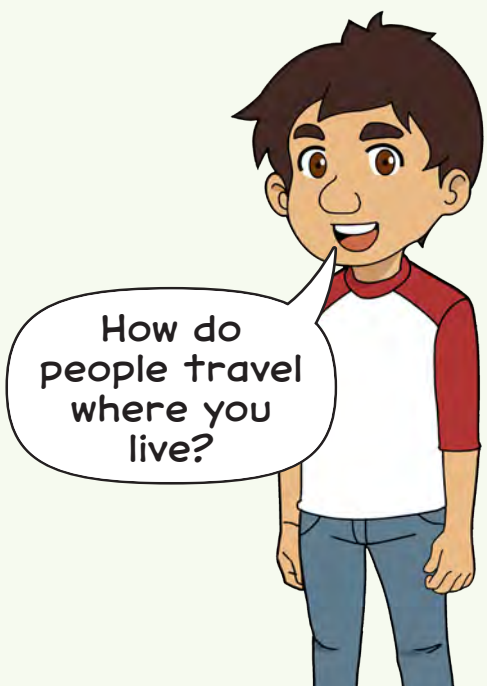
Scale in miles
0 250 500 750 1000
1 inch stands for 825 miles



A People travel by canoe in eastern **Honduras**.



B This train travels through **Canada**.



South America





South America

North America	Continent
Paraguay	Country
Sao Paulo	City
Caracas	Country capital
	Continental boundary
	Country boundary
	Mountains

Scale in miles
0 250 500 750 1000
1 inch stands for 813 miles



A Angel Falls in **Venezuela** is the highest waterfall in the world.

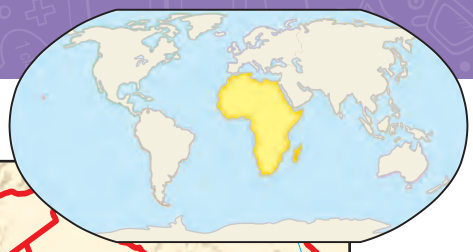


B A family visits a lake in **Chile**.



C **Brazilian** children ride bicycles after school.

Africa





Africa

Asia	Continent
Botswana	Country
Lagos	City
Nairobi	Country capital
	Continental boundary
	Country boundary
	Mountains

Scale in miles
0 250 500 750 1000
1 inch stands for 875 miles



A A giraffe roams in a national park in **Nairobi**, **Kenya**.

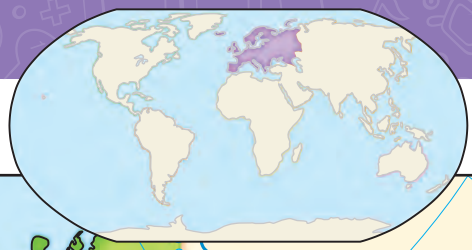


B **Moroccan** rugs are popular around the world.



The **Sahara** in northern Africa is the world's largest hot desert.

Europe





Europe

Asia	Continent
Ukraine	Country
Istanbul	City
Berlin	Country capital
	Continental boundary
	Country boundary
	Mountains

Scale in miles
0 250 500 750
1 inch stands for 563 miles



A Many people in **Denmark** ride bicycles instead of driving cars.



B Children play soccer in a park in **Austria**.



C People in **Switzerland** ski in the Alps.

Asia





A The Great Wall of **China** is over 5,000 miles long.

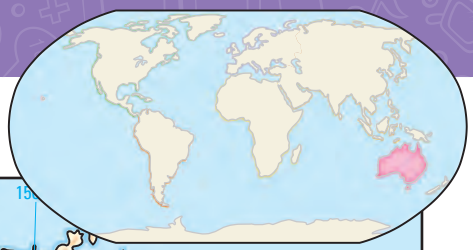


B An **Indian** elephant washes itself in a river.



C People in **Uzbekistan** buy food at an outdoor market.

Australia





Australia

Asia	Continent
New Zealand	Country
Sydney	City
Canberra	Country capital
	Continental boundary
	Country boundary
	Mountains

Scale in miles
0 250 500 750
1 inch stands for 685 miles



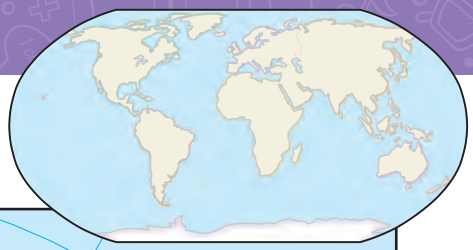
Australia's national animal is the kangaroo.

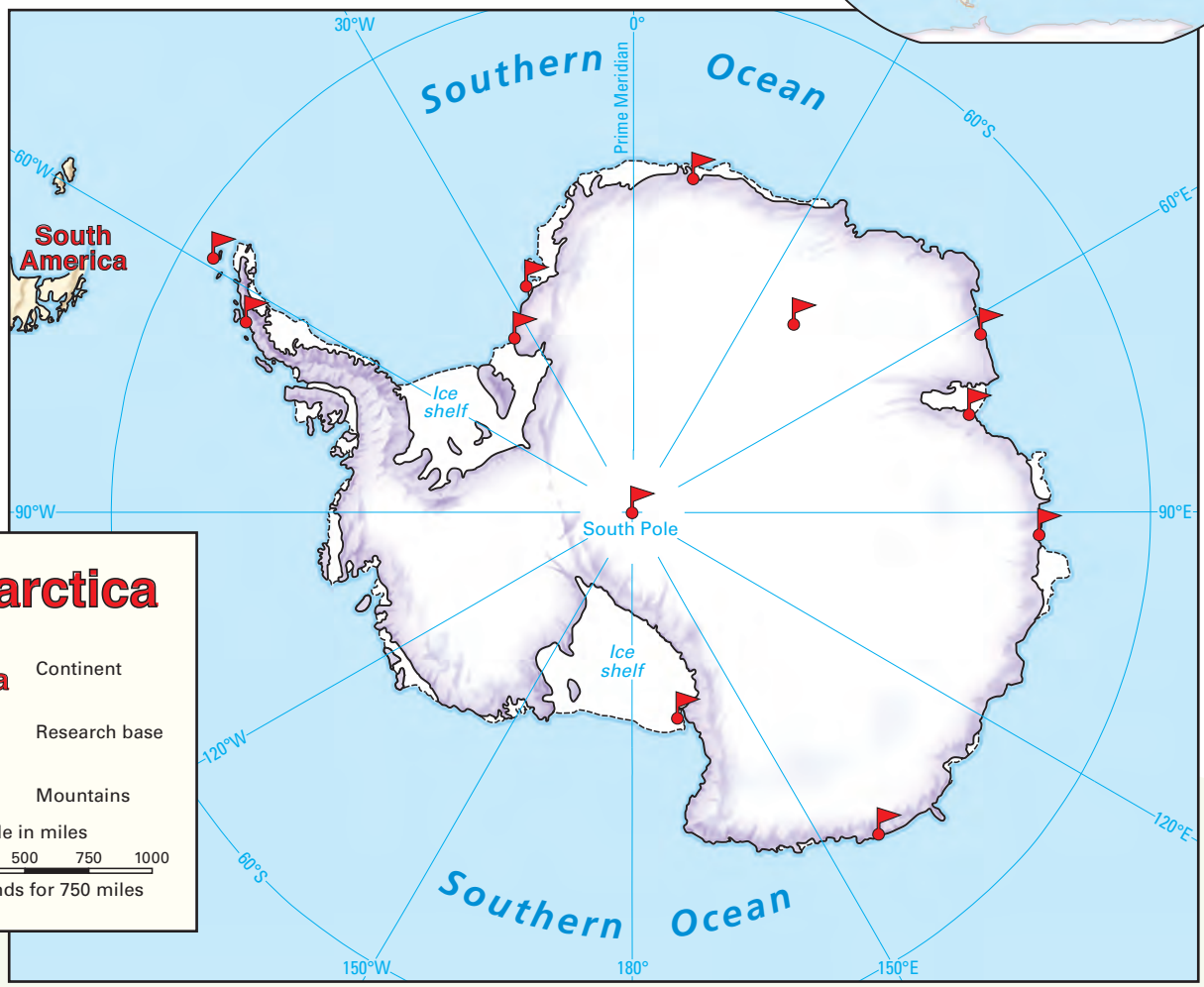


Most **Australians** live near the coast in cities like Sydney.



Antarctica





Antarctica

South America — Continent

Research base

Mountains

Scale in miles

0 250 500 750 1000

1 inch stands for 750 miles



Twelve million penguins live in **Antarctica**.



Many countries do research in **Antarctica**.



No people live in **Antarctica** permanently.

Patriots' Handbook



Federal Holidays

Federal holidays are special days for celebration and remembering.

Labor Day

First Monday in September

Labor Day celebrates American workers. It came out of protests by workers for better pay and working conditions in the late 1800s.





Columbus Day

Second Monday in October

Columbus Day marks the European arrival in the Americas by Christopher Columbus on October 12, 1492. Some places call this holiday Indigenous People's Day to honor American Indians.

Veterans Day

November 11

Veterans Day remembers all the people who served in the U.S. Armed Forces. It takes place on November 11 because that was the day the First World War ended, in 1918.



Thanksgiving

Fourth Thursday in November

Thanksgiving encourages people to be grateful for the good things in their lives. It takes place in November to mark the harvest. It became an official holiday in 1870.





Christmas

December 25

Christmas is a celebration of family and giving. Christians celebrate Jesus Christ's birthday on December 25, but Christmas traditions can be enjoyed by anyone.

New Year's Day

January 1

New Year's Day celebrates new beginnings. January 1 is the first day of a new calendar year. It became a holiday in 1870.





Martin Luther King Jr. Day

Third Monday in January

Martin Luther King Jr. Day remembers Dr. King and the struggle for equal rights in the United States. It became a holiday in 1983, which makes it the newest federal holiday.

Presidents' Day

Third Monday in February

Presidents' Day remembers all the presidents of the United States. It is celebrated in February because two of our most famous presidents—George Washington and Abraham Lincoln—were both born in February.





Memorial Day

Last Monday in May

Memorial Day honors the people who have died as part of the U.S. Armed Forces. It started after the Civil War, when people brought spring flowers to the graves of soldiers. It became an official holiday in 1888.





Independence Day

July 4

Independence Day celebrates America's freedom from British rule. On July 4, 1776, the Continental Congress accepted the Declaration of Independence, which created our country!

Patriotic Songs and the Pledge of Allegiance

"The National Anthem"

also called "The Star-Spangled Banner"

O say can you see, by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming,

Whose broad stripes and bright stars through the perilous fight,

O'er the ramparts we watched, were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there;

O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

In 1814, Francis Scott Key wrote "The Star-Spangled Banner" during a battle against the British. John Stafford Smith composed the music. The lyrics describe pride in our flag and country. The song became our national anthem in 1931.



"America the Beautiful"

O beautiful for spacious skies,
For amber waves of grain,

For purple mountain majesties
Above the fruited plain!

America! America! God shed
His grace on thee

And crown thy good
with brotherhood

From sea to shining sea!

In 1893, Katharine Lee Bates wrote the words to her poem "America" after traveling across the country by train. The words are about how beautiful the American landscape is. Her poem was joined to music written by Samuel A. Ward. The song "America the Beautiful" was published in 1910.



The Pledge of Allegiance was written in 1892 by Francis Bellamy. It encourages loyalty to the United States.



The Pledge of Allegiance

I pledge allegiance to the
Flag of the United States of
America, and to the Republic
for which it stands, one Nation
under God, indivisible, with
liberty and justice for all.

allegiance loyalty
indivisible cannot be divided or separated
liberty freedom
pledge promise
republic a government that is elected

National Symbols



White House

Washington, D.C.

The White House was built between 1792 and 1800 and is where the president lives and works. In 1800, John Adams, our second president, was the first to live there. Every president since that time has lived in the White House. It is a symbol of American leadership.

U.S. Capitol

Washington, D.C.

The U.S. Capitol is the home of our Congress. The House of Representatives and the Senate make the nation's laws here. Construction on the building began in 1793. It is a symbol of American democracy and the power of the people.





U.S. Supreme Court

Washington, D.C.

The Supreme Court building was completed in 1935 and was designed by architect Cass Gilbert. "Equal Justice Under Law" is written above the main entrance. In this building, Supreme Court justices decide if laws are fair and follow the Constitution. It is the most important court in the country. The building represents fairness and justice.

Statue of Liberty

New York City, New York

In the late 1800s and early 1900s, millions of immigrants arrived in the United States by boat. For many, the first thing they saw in America was the Statue of Liberty. It was a gift from France and is a great symbol of freedom.





Bald Eagle

In 1782, the bald eagle became the national bird and symbol of the United States. Bald eagles live only in North America and can be found in every state except Hawaii. So, they are excellent symbols of our country. If you look at a quarter or dollar bill, you will see the image of a bald eagle on one side.

Great Seal

In 1782, Charles Thomson created the Great Seal of the United States. On one side, it shows a bald eagle and has the Latin words *E Pluribus Unum*. These words mean that out of many different states and people, we have one country for everyone. The other side has a pyramid with an eye above it. You can see the Great Seal on the one-dollar bill.



Liberty Bell

Philadelphia, Pennsylvania

The Liberty Bell is a very old bell. It was made in 1751. It used to ring, but now it has a long crack and cannot be used. It shows the message "Proclaim Liberty throughout All the Land unto All the Inhabitants Thereof." It stands in Philadelphia and is an inspiring symbol of liberty in the United States.





National flag

The United States needed its own flag after declaring independence in 1776. The earliest flags had 13 red and white stripes, which represented the 13 original colonies. Later, a blue section with white stars was added to the upper corner. Each star represents a state; now we have 50 stars on our flag. The flag is a symbol of our country and its people.

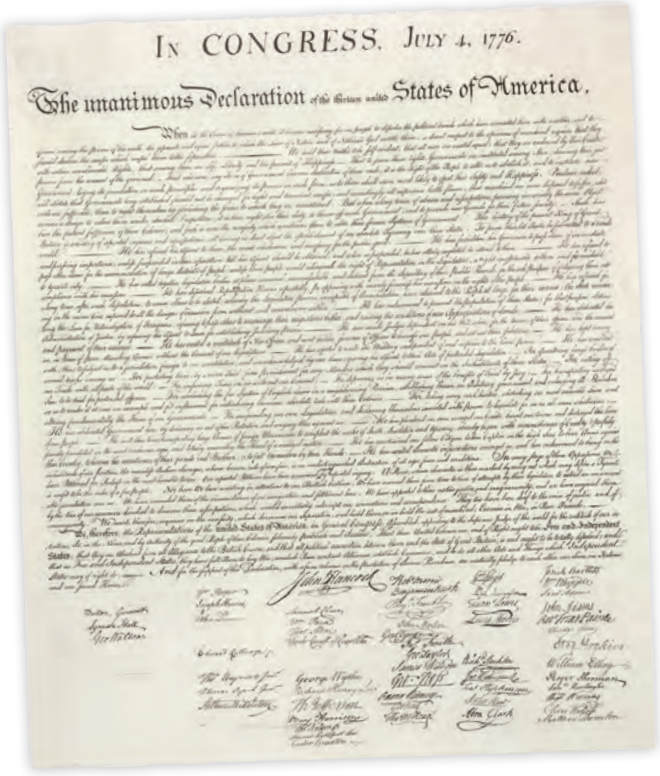
Mount Rushmore

South Dakota

Mount Rushmore is a huge statue carved into a mountainside and shows four of our greatest presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. It is located in South Dakota and is part of the Black Hills National Forest. It was built between 1927 and 1941 and designed by sculptor Gutzon Borglum.



Primary Sources



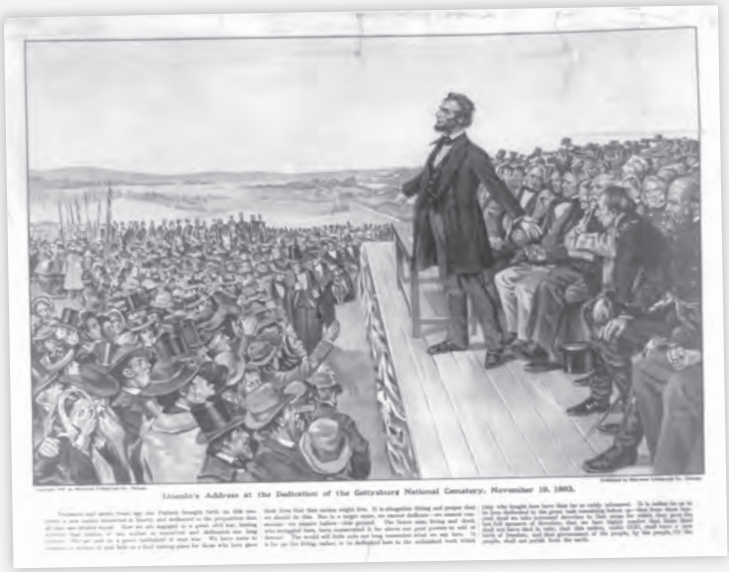
U.S. Declaration of Independence

Before America was a country, it was a part of Great Britain. In 1776, Thomas Jefferson wrote the Declaration of Independence to explain why we wanted to be an independent country. This document gave reasons for the separation. It also talked about equality and freedom. The day it was signed—July 4—is now a holiday. Its most famous lines say that "all men are created equal" and that we all have the rights of "Life, Liberty and the pursuit of Happiness."

U.S. Constitution

When the United States was a new country, it needed a government. The U.S. Constitution is the written document that explains the laws and the powers of our government. The rights and freedoms we have as Americans come from the Constitution, which was written in 1787. It was the first written constitution in the history of the world! It starts with the famous line, "We the People of the United States . . ."





Gettysburg Address

The Gettysburg Address was a speech given by President Abraham Lincoln in 1863. It was given to honor soldiers who had died during the Civil War. It is still remembered today as one of our greatest speeches because it defended American democracy. One of the most famous lines is that "government of the people, by the people, for the people" will never disappear.

"I Have a Dream" Speech

In 1963, Dr. Martin Luther King Jr. delivered his most famous speech, in Washington, D.C. The speech was just one part of the civil rights movement, and the goal was to end racism and make the United States a country that was fair and equal for everyone. Dr. King said, "I have a dream that one day . . . little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."



Time Line of American History





16,000 Years Ago
People settle within the present U.S.

1513
Ponce de León is the first European to set foot in what will be the U.S.

1565
St. Augustine, the first European settlement, is established.

1500 1600 1700

1492
Christopher Columbus arrives in the Americas.

1620
Plymouth is established.

1619
First enslaved Africans are brought to Jamestown.

1607
Jamestown is established as the first permanent British colony.

1675–1676
American Indians fight colonists in **King Philip's War.**









1775–1783
Revolutionary War and **Declaration of Independence** (1776) lead to the birth of the U.S.

1787
U.S. Constitution is signed.

1789
Bill of Rights is signed.
George Washington becomes first president.

1800

1803
Louisiana Purchase doubles the size of the U.S.



1846–1848
Mexican-American War expands the U.S. again.

1861–1865
Civil War and **Emancipation Proclamation** (1863) bring an end to slavery.

1890
Wounded Knee Massacre marks end of American Indian wars.

1900

1917–1918
U.S. takes part in **World War I**.

1920
Women's right to vote is added to the Constitution.



1941–1945
U.S. takes part in **World War II.**

1964
Civil Rights Act ends segregation.

1969
Apollo moon landing marks first time people walk on the moon.



2000

2001
September 11 terrorist attack takes place.



2009
Barack Obama becomes first African American president.

Glossary

A

aid (ayd)
an object or action that helps someone do something.

amendment (uh-**mend**-muhnt)
a change made to a law or a legal document.

annual (**an**-yoo-uhl)
something that happens every year.

appoint (**uh-point**)
to choose someone for a job.


arid

argument (**ahr**-gyuh-muhnt)
when people have a verbal disagreement.

arid (**ar**-id)
extremely dry.


artifact

artifact (**ahr**-tuh-fakt)
an object made by people, especially a tool or weapon used in the past.

arts (ahrts)
the stories, paintings, and other creative works done by a community.

B

bank (bangk)
a place that stores people's money.

bar graph (**bahr** graf)
a graph that shows an amount of something with a bar.

benefit (**ben**-uh-fit)
a good result from a choice.

bill (bil)
a proposed law.

borrow (**bor**-oh)
to use an item that belongs to someone else, with the understanding that you will give it back later.

bully (**bul**-ee)
to be mean to a person and make him or her feel unsafe.

C


canal


ceremony

canal (kuh-**nal**)
a waterway that is dug across land for boats or water to get from one place to another.

canyon (**kan**-yuhn)
a deep river valley.

cause (kawz)
a reason why an event happened.

centennial (sen-**ten**-ee-uhl)
something that happens every 100 years.

ceremony (**ser**-uh-*moh*-nee)
a special event that marks an important occasion.

charity (**char**-i-tee)
a group or person that helps people in need.

choice (chois)
when you pick one thing over another.

citizen (**sit**-i-zuhn)
someone who belongs to a community and shares its rights.

city council (**sit**-ee **koun**-suhl)
a group of people that makes laws for a town.

climate (**klye**-mit)
the specific weather patterns of an area.


coastal

coastal (**koh**-stuhl)
an area where the land meets the ocean.

colonize (**kah**-luh-*nize*)
when people settle in a new area but keep a relationship with their homeland.

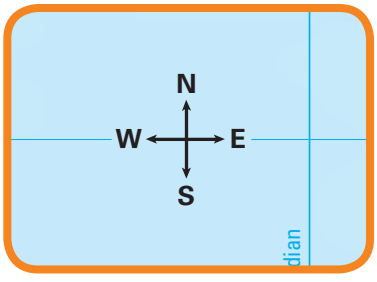

colony

colony (**kah**-luh-nee)
a community built by people who have moved to a new area but remain citizens of their homeland.

communicate (kuh-**myoo**-ni-*kate*)
to talk and share information with each other.

community (kuh-**myoo**-ni-tee)
a group of people living in the same place.

commute (kuh-**myoot**)
to travel some distance to work or school each day, usually by car or bus.



compass rose

compare (kuhm-**pair**)
to look at two or more things to see how they are alike and different.

compass rose (**kuhm**-puhs roze)
a symbol that shows which direction is north, south, east, and west on a map.

compromise (**kahm**-pruh-*mize*)
an agreement that is reached when each side gives up something it wants.

conflict (**kahn**-flikt)
when people disagree and cannot settle their differences.

conservation (*kahn*-sur-**vay**-shuhn)
the practice of protecting valuable things, especially forests and wildlife.



consumer

consumer (kuhn-**soo**-mur)
a person who buys goods and services.

contiguous (kuhn-**tig**-yoo-uhs)
connected or touching.

continent (**kahn**-tuh-nuhnt)
one of the seven large areas of land on the earth.



continent

contrast (kuhn-**trast**)
to look at two or more things to see how they are different.

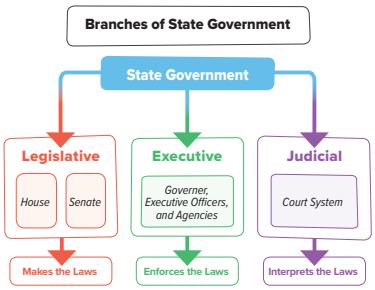
cooperate (koh-**ah**-puh-rate)
to work together.

cost (kawst)
what must be given up to get something.

culture (**kuhl**-chur)
the ideas, language, food, and way of life of a person or a group.

D

decade (**dek**-ayd)
a period of ten years.



diagram


diplomat

demand (**di**-mand)
when people want or need an item.

democracy (di-**mah**-kruh-see)
a form of government in which people rule themselves, usually by electing officials to write laws for them.

diagram (**dye**-uh-*gram*)
a picture or drawing that explains or shows the parts of something.

difference (**dif**-ur-uhns or **dif**-ruhns)
the ways that something is not like something else.

diplomat (**dip**-luh-mat)
a person who represents an entire country during talks between two or more countries.

disagreement (*dis*-uh-**gree**-muhnt)
when people do not agree.

disease (**di**-zeez)
a sickness.

drought (drout)
when there is no rain for a long time.

E

economic map (ek-uh-**nah**-mik map)
a map that shows what people do with the land.

effect (i-**fekt**)
an event that happens because of something else.

elect (**i-lekt**)
to choose someone by voting for him or her.

enforce (en-**fors**)
to make sure a rule is followed.

entertainment (*en*-tur-**tayn**-muhnt)
an activity or performance that is enjoyable.

equality (i-**kwah**-li-tee)
each person has the right to be treated the same, with no one getting special advantages.



equator

equator (i-**kway**-tur)
an imaginary line that runs east and west along the middle of the earth.

erode (i-**rode**)
to wear away slowly by water or wind.

evaluate (i-**val**-yoo-*ate*)
to think about a situation or thing carefully.


explorer

evidence (**ev**-i-duhns)
the information and the facts that either agree or disagree with a statement.

explorer (ik-**splor**-er)
a person who travels in search of new information or new land.

export (**ek**-sport)
a good or service that is sold to another country.

F

fact (fakt)
a statement that you can prove to be true.

famine (**fam**-in)
when there is an extreme lack of food.



flood

federal government (**fed**-ur-uhl **guhv**-urn-muhnt)
the body of government that makes laws for and leads the whole country.

flood (fluhd)
to overflow with water.

future (**fyoo**-chur)
changes that will happen later, or the time yet to come.

G

geography (jee-**ah**-gruh-fee)
the study of the earth's surface.

global issue (**gloh**-buhl **ish**-oo)
a problem that affects more than one country at a time.

glossary (**glah**-sur-ee)
a list that gives the meaning of vocabulary words in a book.



goods

goods (gudz)
things you can touch that you buy or use.

government (**guhv**-urn-muhnt)
a group of leaders that makes decisions for others.

governor (guhv-ur-nur)
the person who leads a state's government.

graph (graf)
a diagram that helps us compare things using an image.

grid (grid)
a pattern of lines that cross each other to form squares.

H



hemisphere

hemisphere (**hem**-i-sfeer)
one of the halves into which the earth is divided.

historical map (hi-**stor**-ik map)
a map that shows what was around a long time ago.

honor (**ah**-nur)
to show special respect to a person.

human feature (**hyoo**-muhn **fee**-chur)
something that humans have made, such as railroad tracks and shopping centers.

I



immigration

idea (eye-**dee**-uh)
a thought, an opinion, or a belief.

immigrant (**im**-i-gruhnt)
a person who has come from another country.

immigration (*im*-i-**gray**-shuhn)
the act of moving from one country to live in another.

import (**im**-port)
a good or service that is bought from another country.

improve (im-**proov**)
to make something better than it was before.

income (**in**-kuhm)
the money someone earns.

index (**in**-deks)
a list of the topics in a book, in alphabetical order, that tells the page numbers where they can be found.



individual

individual (*in*-di-**vij**-oo-uhl)
a single person.

informational text (*in*-fur-**may**-shuh-nuhl tekst)
writing that gives readers information about a topic.

inhabit (in-**hab**-it)
to live in an area.

interview (**in**-tur-*vyoo*)
when you ask people questions about something they know.

interviewer (**in**-tur-*vyoo*-ur)
the person asking the questions in an interview.

invest (in-**vest**)
to give money to something that you think will grow in value over time.

J

journal (**jur**-nuhl)
a book in which thoughts, experiences, and feelings are written.

L

landmark (**land**-*mahrk*)
an important building or object.



landmark

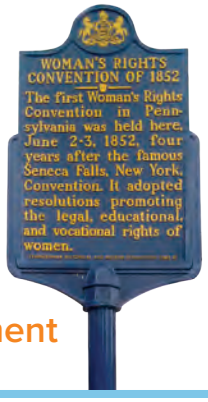
liberty (**lib**-ur-tee)
freedom.

location (loh-**kay**-shuhn)
the place or position of something.

M



map key



monument

map key (map kee)
a table that shows what the symbols on a map mean.

mayor (**may**-ur)
the leader of a town's government.

media (**mee**-dee-uh)
sources of information and entertainment that connect people in an area.

monarch (**mah**-nurk)
a queen or king.

monument (**mahn**-yuh-muhnt)
a statue, stone, building, or other object that helps people remember someone or something.

N



natural disaster



natural feature

natural disaster (**nach**-ur-uhl di-**zas**-tur)
events like floods, hurricanes, blizzards, tornadoes, fires, and earthquakes.

natural environment
(**nach**-ur-uhl en-**vye**-ruhn-muhnt)
all the living and nonliving things around us that are not made by people.

natural feature (**nach**-ur-uhl **fee**-chur)
something that occurs in nature, such as rivers or lakes.

naturalize (**nach**-ur-uh-*lize*)
to make someone a citizen of a country.

need (need)
food, water, safety, and shelter.



neighborhood

neighbor (**nay**-bur)
a person who lives near others in the same neighborhood.

neighborhood (**nay**-bur-*hud*)
a part of a town where people live near one another.

O

ocean (**oh**-shuhn)
one of the five largest bodies of water on the earth.

opinion (uh-**pin**-yuhn)
a statement about how someone thinks or feels about something.

opportunity (*ah*-pur-**too**-ni-tee)
a chance to meet your needs or wants.

P



participate

participate (pahr-**tis**-uh-*pate*)
to take part or share in the work.

past (past)
changes that have already happened.

patriotism (**pay**-tree-uh-tiz-uhm)
love or respect for one's own country.

persuade (pur-**swade**)
to help others see why they should act a certain way.



physical map

physical map (**fiz**-i-kuhl map)
a map that shows natural features like mountains and rivers.

plantation (plan-**tay**-shuhn)
a large farm that focuses on cash crops.

point of view (point of vyoo)
a way of looking at or thinking about something.

political map (puh-**lit**-i-kuhl map)
a map that shows the borders between areas.



pollution

pollution (puh-**loo**-shuhn)
when trash and waste enter an environment.

population (*pahp*-yuh-**lay**-shuhn)
the number of people living in a place.

precipitation (pri-*sip*-i-**tay**-shuhn)
when water falls from the sky in the form of rain, snow, sleet, or hail.

present (**prez**-uhnt)
events that are happening right now.



primary source

preserve (pri-**zurv**)
to stop something from changing.

preview (**pree**-*vyoo*)
to look at first.

primary source (**prye**-mair-ee sors)
artifacts, such as documents or pictures, that were created in the time of history you are studying.

prime meridian (prime muh-**rid**-ee-uhn)
an imaginary line that runs north and south from the northernmost point on the earth to the southernmost point on the earth.

producer (pruh-**doo**-suhr)
a person who makes goods or services to sell.

pull factor (pul **fak**-tur)
a good thing about a place that makes someone want to move there.

protest (**proh**-test)
an action or statement against something.

pursuit of happiness (pur-**soot** of **hap**-ee-nis)
people have the right to live life in a way that makes them happy.

push factor (push **fak**-tur)
a bad thing about a place that makes someone want to move away.

R

reason (**ree**-zuhn)
a statement that explains an action or an opinion.


recreation

recreation (*rek*-ree-**ay**-shuhn)
doing something you enjoy.

refugee (*ref*-yoo-**jee**)
a person who flees to a new country for safety during times of war and disaster.


region

region (**ree**-juhn)
a general area of land.

religion (ri-**lij**-uhn)
a belief in a god or gods.

relocate (ri-**loh**-kate)
to move to a new area.

representation (*rep*-ri-zen-**tay**-shuhn)
when a group has someone working toward its wants and needs.



resource

research (ri-**surch** *or* **ree**-*surch*)
to carefully find and study information.

resource (**ree**-sors *or* **ree**-zors)
something that is used to produce goods and services.

respect (ri-**spekt**)
to understand that someone or something is important.



responsibility

responsibility (ri-*spahn*-suh-**bil**-i-tee)
something you need to do.

revolve (ri-**vahlv**)
to go around.

right (rite)
the freedom to do something.



rural

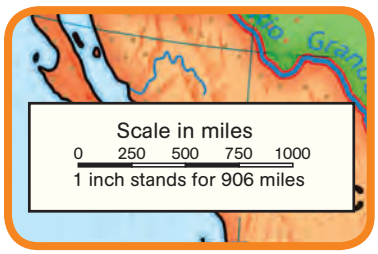
rule (rool)
something that tells you how to act.

rural (**roor**-uhl)
an area that has many farms and few houses and businesses.

S

safety (**sayf**-tee)
the state of being protected from harm or danger.

satellite (**sat**-uh-*lite*)
an object sent into space that orbits around another body in space.



scale

scale (skale)
a display that shows what the distance on a map equals in the real world.

scan (skan)
to look through quickly.

scenery (**see**-nur-ee)
the outdoor views of natural features.

school rule (skool rool)
what students can and cannot do in a school.

secondary source (**sek**-uhn-*der*-ee sors)
a text about an event or a time created by people who have heard about or studied the event after it happened.


service

separate (**sep**-ur-it)
not shared.

service (**sur**-vis)
a job that you pay someone else to do.


shelter

shelter (**shel**-tur)
a place that offers protection.

skill (skil)
the ability to do something.

social action (**soh**-shuhl **ak**-shuhn)
when you do something to benefit a large group of people.

soil (soil)
the top layer of the earth in which plants grow.

solution (suh-**loo**-shuhn)
an idea that solves a problem.

source (sors)
things like pictures, books, and music that help us learn.

strike (strike)
when people stop working to demand more money or better working conditions.

subarctic (suhb-**ahrk**-tik)
an area that has long, cold winters and short summers.


suburban

suburban (suh-**bur**-bin)
an area that is on or close to the edge of an urban area.

supply (suh-**plye**)
the amount of something.

surplus (**sur**-pluhs)
when you have more than you need of something.

symbol (**sim**-buhl)
a design or object that represents something else.

T

tax (taks)
money that people pay to the government.


technology

technology (tek-**nah**-luh-jee)
the electronic tools we use to perform activities and answer problems every day.

text feature (tekst **fee**-chur)
features, like the table of contents, that help you find your way in a book.

thrive (thrive)
to grow and do well.

time line (**time** *line*)
a display that helps us understand the order in which events happened.

topic (**tah**-pik)
what the text or a section of the text is about.


tourism

tourism (**toor**-is-uhm)
when people travel for recreation.

trade (trade)
to buy goods and services from other people or countries.

tradition (truh-**dish**-uhn)
a custom or belief.


transportation

transportation (*trans*-pur-**tay**-shuhn)
how we get from one place to another.

treaty (**tree**-tee)
an agreement with another country.

U

unique (yoo-**neek**)
to be special or different.

United Nations (yoo-**nigh**-ted **nay**-shuhns)
an organization that brings many nations together in order to resolve global issues.

United States Constitution (yoo-**nigh**-ted states *kahn*-sti-**too**-shuhn)
the document that states the basic laws and powers of the United States government.


urban

urban (**ur**-buhn)
an area that has almost no farms, but many homes, businesses, and factories.

V

values (**val**-yoo)
a person's beliefs about what is most important in life.

veto (**vee**-toh)
to stop a bill from becoming a law.

W

want (wahnt)
something that people would like to have but is not a need.


wigwam

wigwam (**wig**-*wahm*)
a type of hut made by American Indians that was made from grass, bark, and animal skins.

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2

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Chapter 1 How Do Families Change?

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NYS6023 978-0-7825-2650-9

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