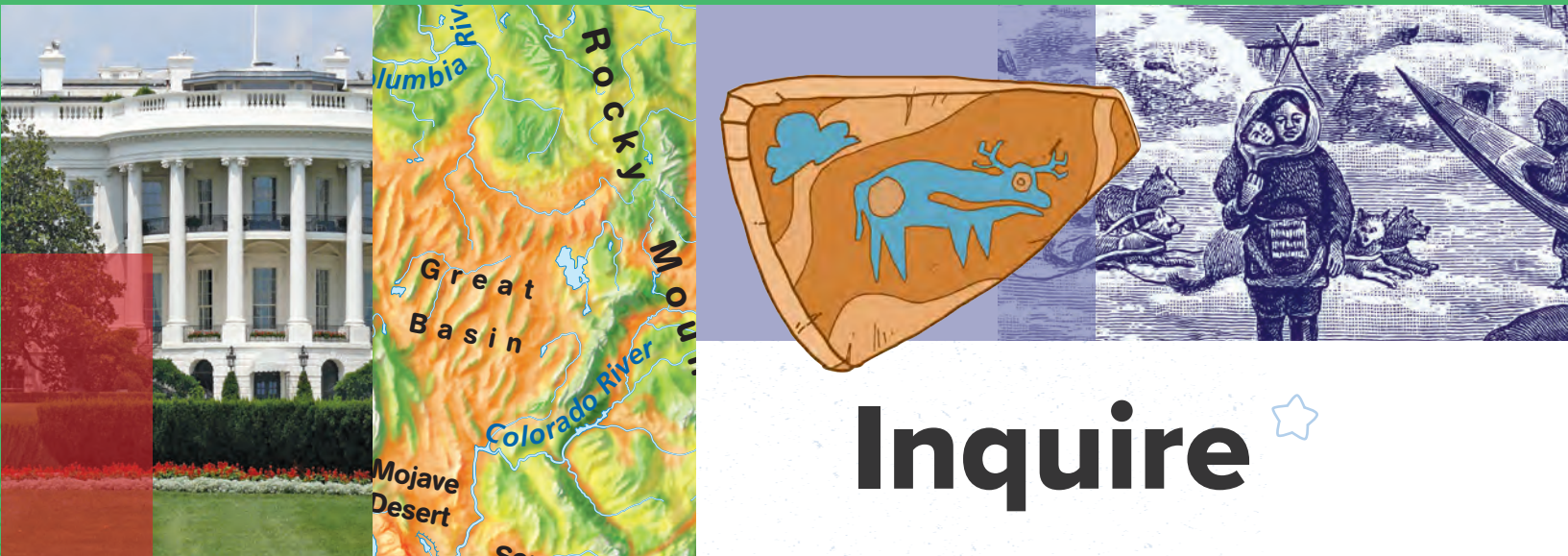


NYSTROM

Young Citizens



Inquire



3



STUDENT BOOK

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STUDENT BOOK



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© 2019 Social Studies School Service
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Culver City, CA 90232-0802
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Printed in U.S.A.

ISBN: 978-0-7825-2655-4
Product Code: NYS6033 v1.02

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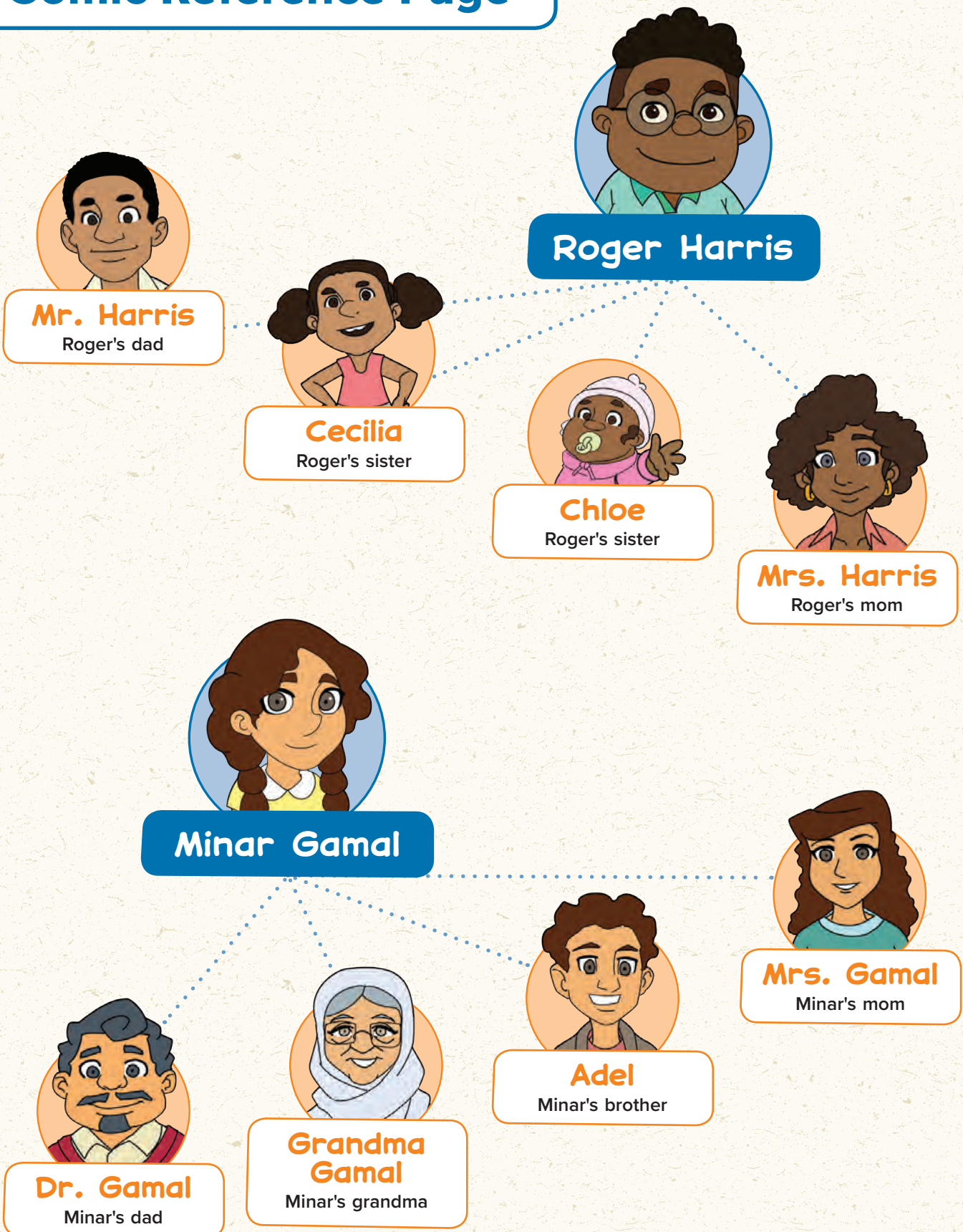
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Comic Reference Page





Carlos Lopez



Mrs. Lopez
Carlos's mom



Daniel
Carlos's brother



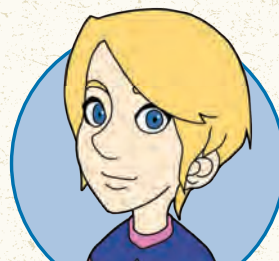
Luis
Carlos's brother



Mr. Lopez
Carlos's dad



Dave Lewis
Peyton's dad



Peyton Lewis



Henry
Peyton's stepbrother



Leena Chen



Ms. Chen
Leena's mom



Deb Katz
Peyton's stepmom

School Staff



Mr. Bookman
School librarian



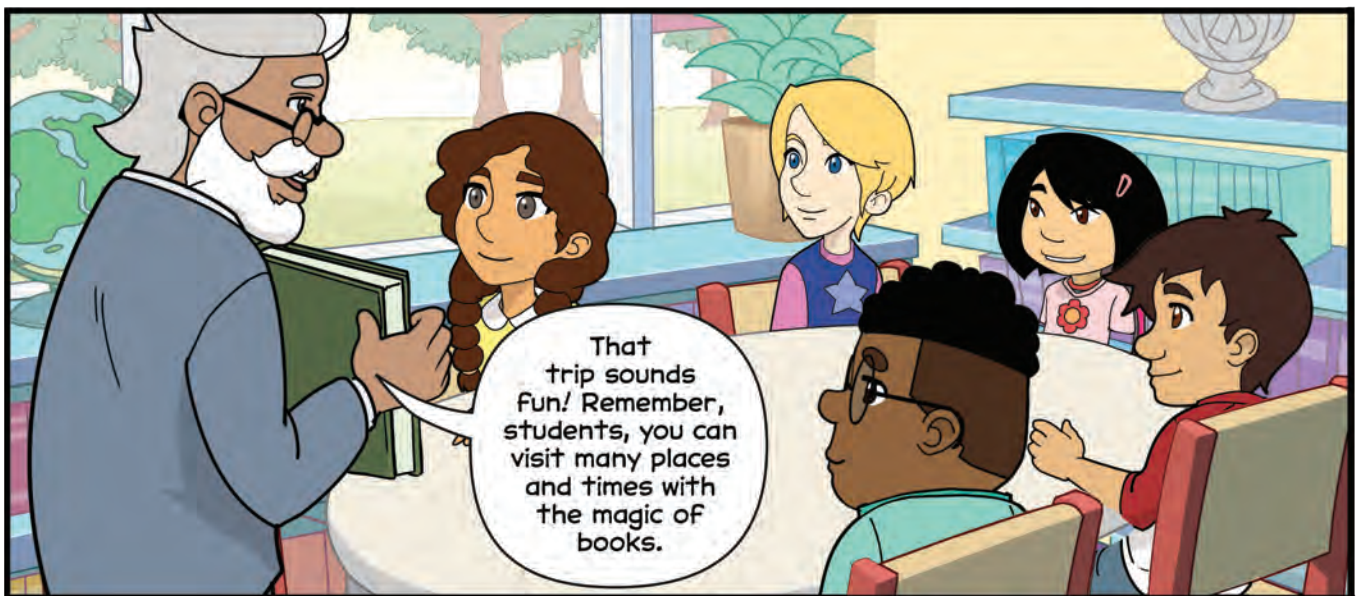
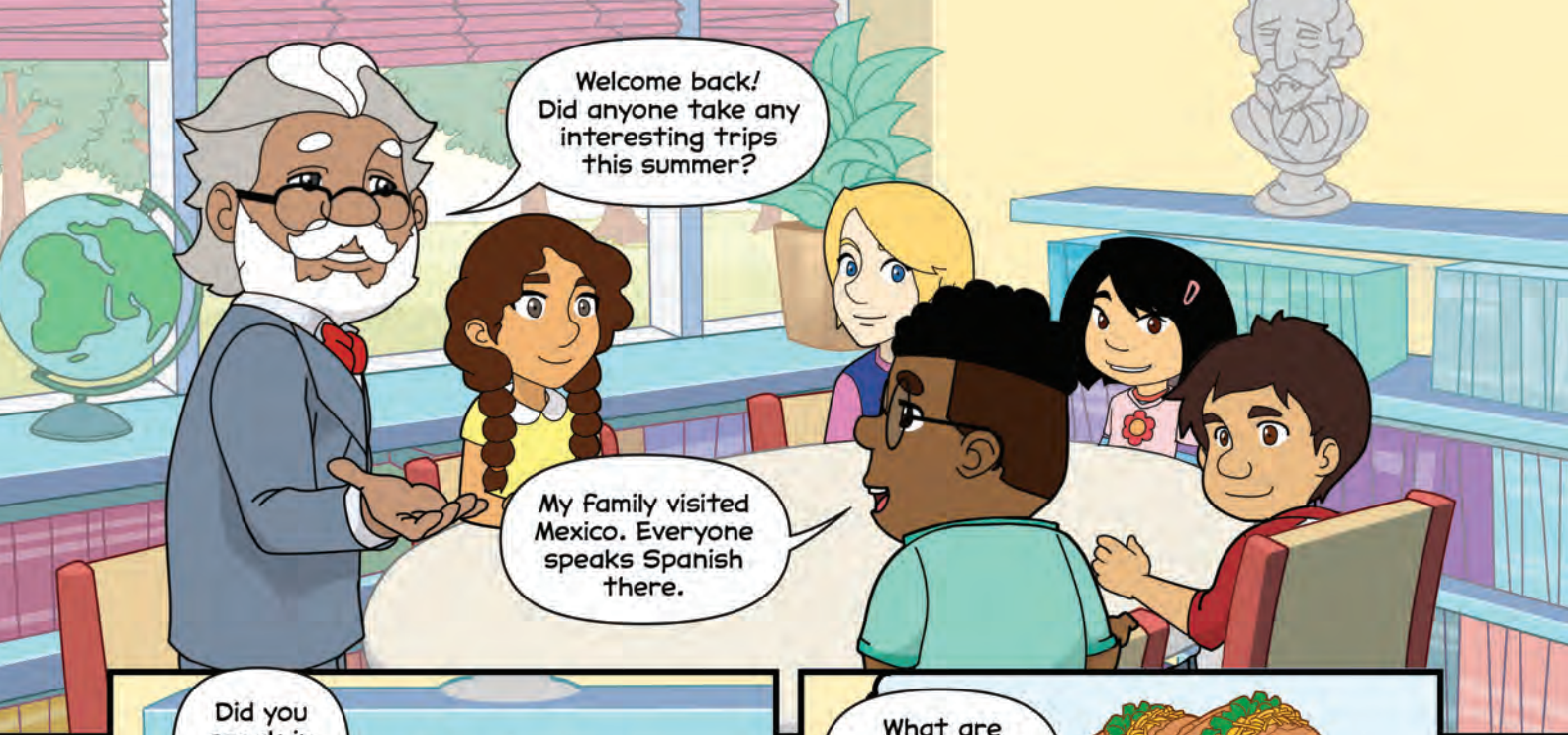
Ms. Dos
Teacher

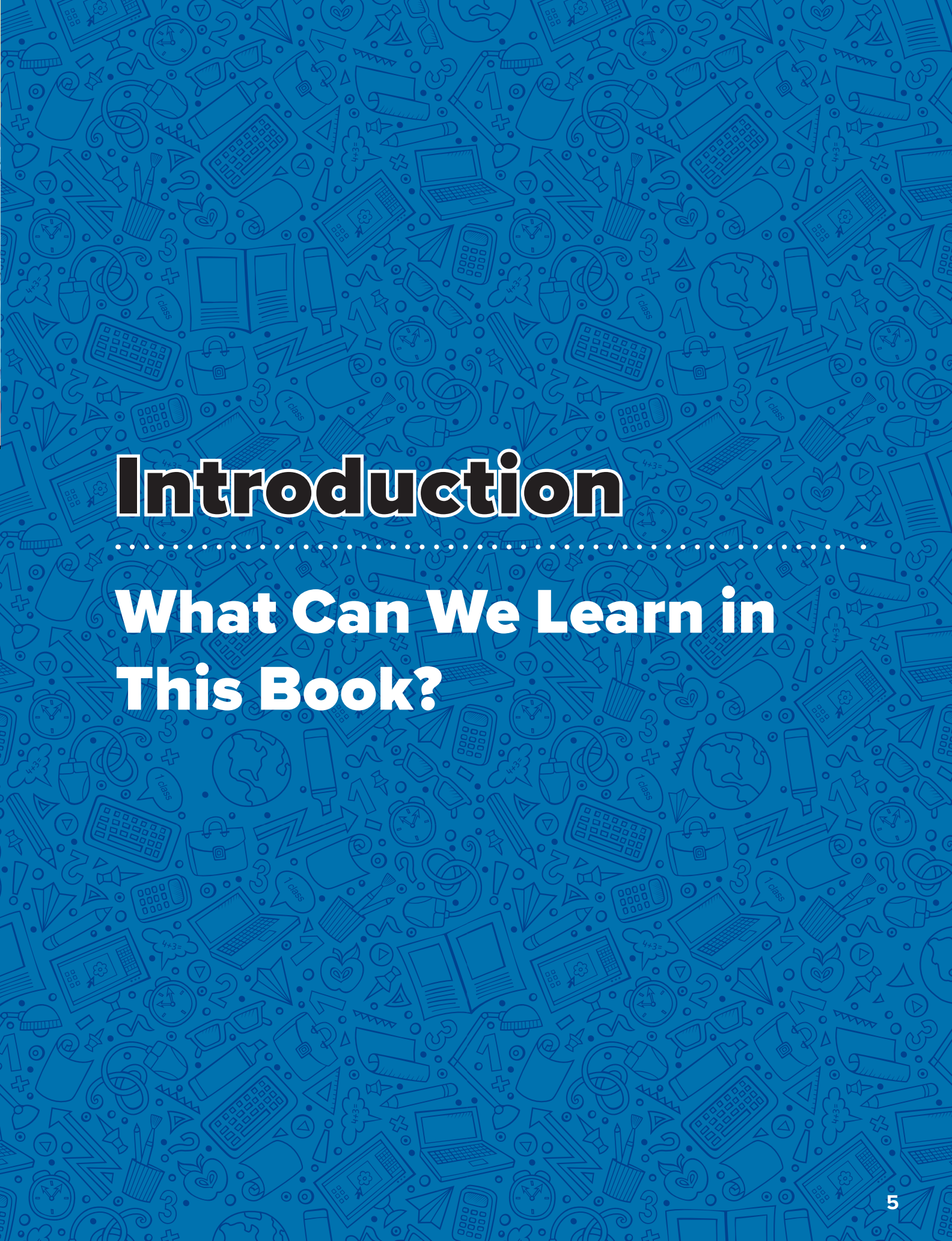


Mrs. Apple
Principal



Mr. Green
Custodian





Introduction

What Can We Learn in This Book?

Using the Book

A Who are the characters?

The main characters are five students and friends. They have been attending school with one another since kindergarten. Sometimes other people join them—parents, siblings, teachers, and others at their school.



Hi! I'm Carlos.

When I was in kindergarten, my family moved to Maplewood. We came from Honduras. My family speaks Spanish at home. I love sports!

I'm Roger.

My family has lived in Maplewood for a long time. I have two sisters. Cecilia is in first grade. Chloe is a baby. I like learning about different countries. I like to play video games and sports.



Vocabulary

immigrate

atlas



My name is Minar.

My parents moved to America from Egypt. I was born here. My grandma lives with us too. I like to understand how things work. Don't you?

I am Peyton.

My dad and I moved to Maplewood when I was a baby. I got a new stepmom and stepbrother last year. I like computers, skateboarding, and baking.



Hi! I'm Leena.

I've lived in Maplewood my whole life. My grandma came from China. I live with my mom. She is a police officer. I like reading and music.



B Using Text Features

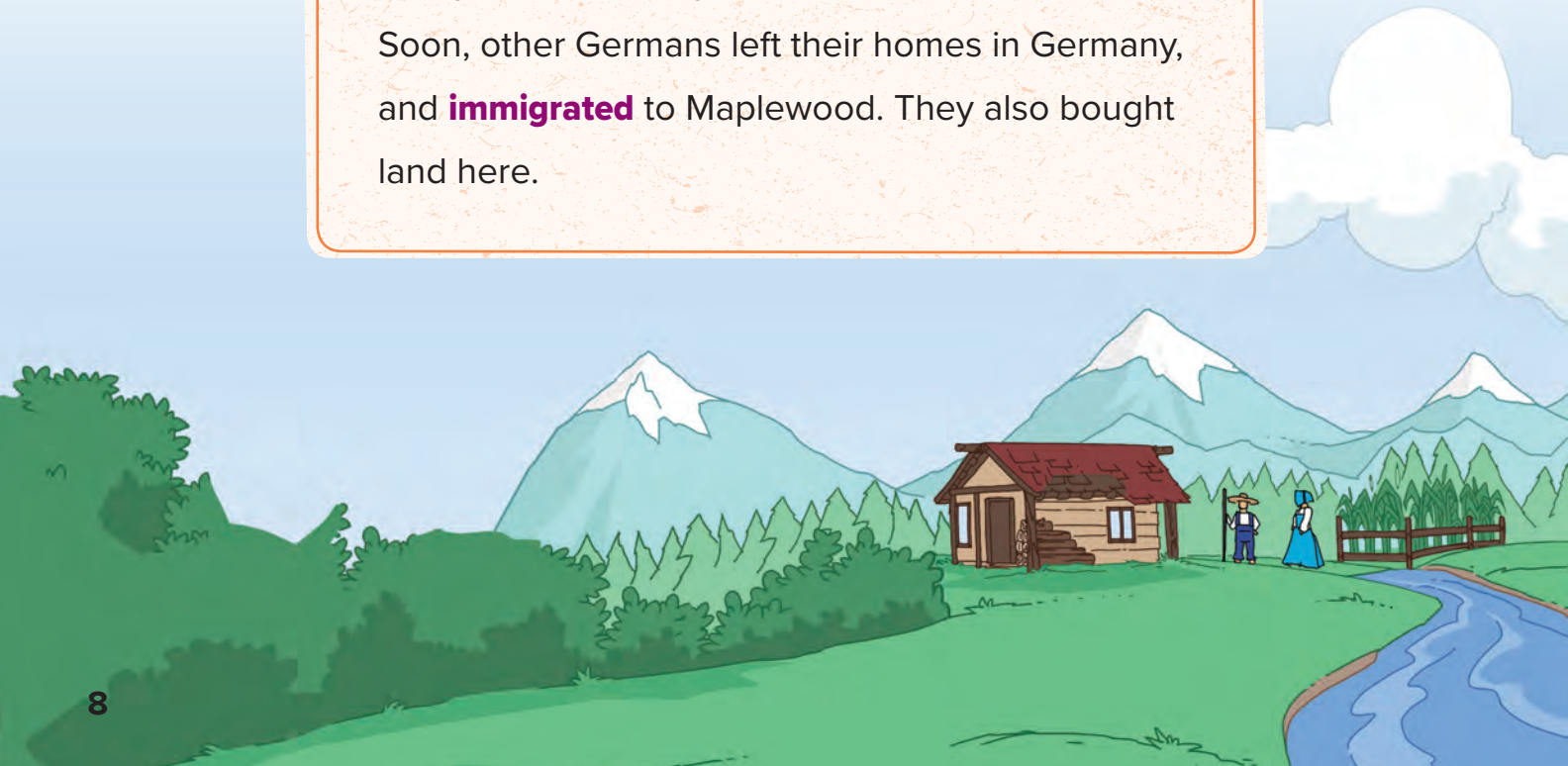
immigrate

to move from one country to another and settle there

In this book, you will learn all about the world we live in. Sometimes, you will read words that you have not heard before. Sometimes, you will read about faraway places. This book has tools called text features that will help you understand what you read. They will also help you find more information on these topics.

Read the text below. Then read the questions on the next page. Use the tools in the book to help you answer the questions.

The Cornish family from London settled in Maplewood in the late 1860s. In 1889, the Berger family from Germany purchased the Cornish farm. Soon, other Germans left their homes in Germany, and **immigrated** to Maplewood. They also bought land here.



1. Where are London and Germany?

Look at the **atlas** at the end of the book. You can find London and Germany on a map of Europe.

atlas

a collection of maps

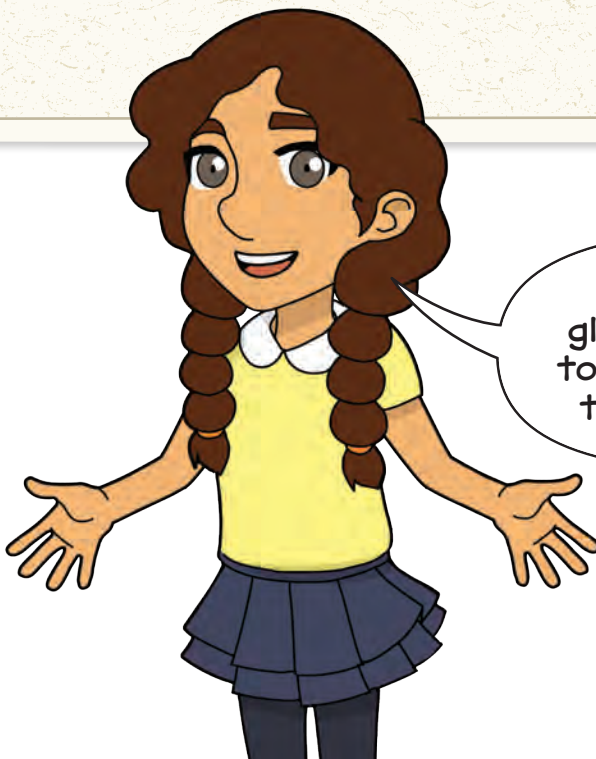
2. What does “immigrated” mean?

Words in purple type are vocabulary words. You can find their meanings in the vocabulary boxes on the pages where they appear. The meanings are also in the **glossary** at the end of this book.

3. Are there other references to immigrating in this book?

Look at the **index** at the end of the book. You can find pages that have more information about certain words and themes throughout the book.

Most nonfiction books usually have two or more of these text features to help you find the information you need.



To find the atlas, glossary, and index, turn to the contents pages at the front of the book.

There's our school!



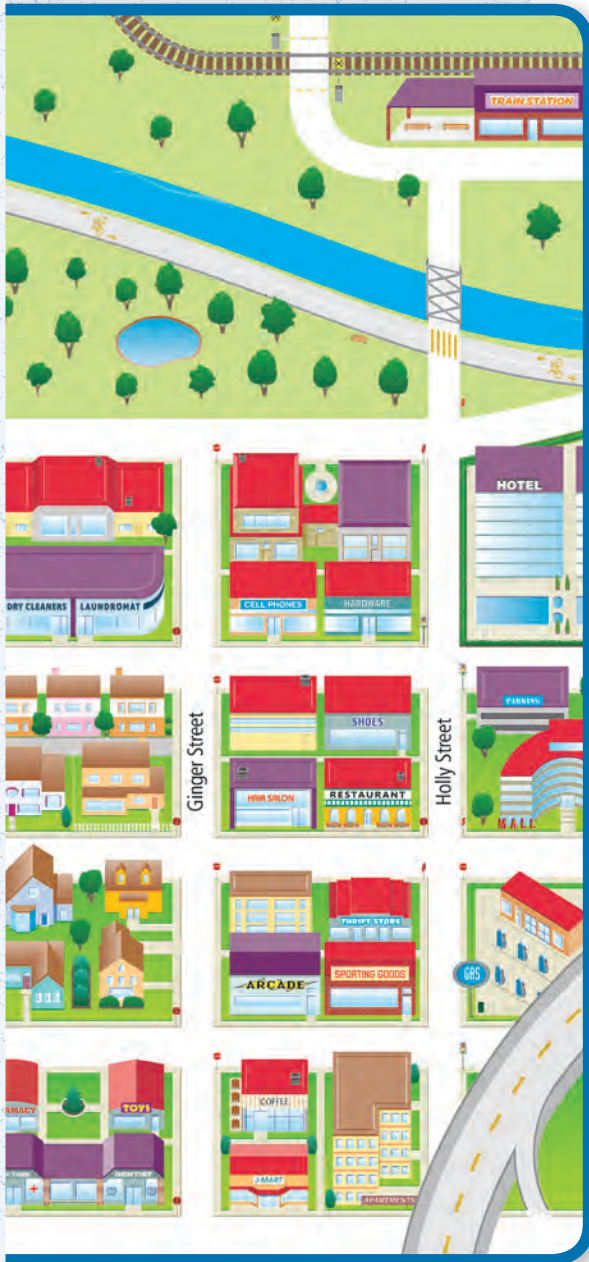
C What is Maplewood?

Maplewood is where Peyton, Carlos, Leena, Roger, and Minar live. It has many things in common with where you live. Maplewood has neighborhoods where people live, work, and play. Throughout the town are schools, houses, parks, libraries, and firehouses.

Downtown Maplewood has businesses like stores, restaurants, and offices. Maplewood also has a big hospital, a railroad station, and factories. There is a small airport on the edge of Maplewood far from downtown.

Next to Maplewood are several smaller towns with their own schools, parks, houses, and stores. A little farther away is a bigger city called Roseville.

Not far from Maplewood are farms, mountains, plains, and rivers. People like to go hiking and fishing there.



What does your community look like?





D Reading Informational Texts

Text and pictures can give us a lot of information. As you read, think about the following questions to see what information you can get.

The 5 Ws

Who is described? What do we know about the person/people?

What is happening in the text? What is the main idea? What are the supporting details?

Where is it happening? Is a physical location mentioned in the text? Is there a map?

When is it happening? Is there a date? What comes first, in the middle, and last?

Why is it happening? Can you find a cause and effect?

Using the 5 Ws—Who, What, Where, When, Why—can help you.



Look at the text on the next page. See how you can use the 5 Ws to read an informational text:



The First Movies

Although moviemaking is strongly associated with Hollywood, some of the first movies were made by the French brothers Auguste and Louis Lumière. They were working in France in 1895. By that time, the American inventor Thomas Edison had created a device that could show short films to one person at a time, but the Lumières wanted to show movies to more than one person at a time. Their invention, called the cinematograph, made it possible for people to watch movies in theaters.

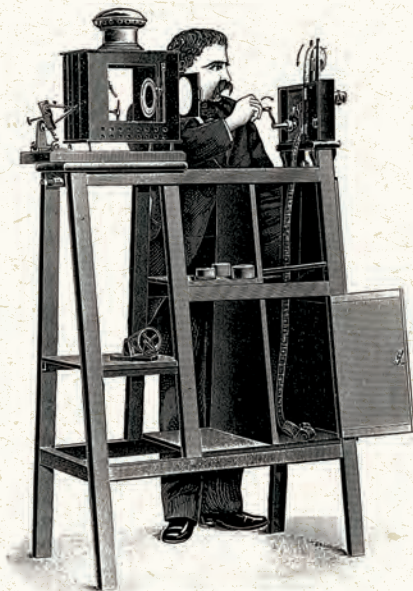
What is happening?

Who are the people?

When is it happening?

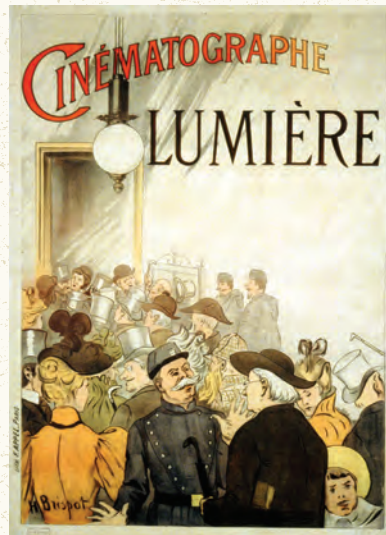
Where is it happening?

Why is it happening?



Le cinématographe Lumière: projection.

The Lumières' Cinematograph



Advertisement for a Lumière movie

Understanding Maps

map key

part of a map that explains its symbols

map scale

a scale showing the relationship between an actual distance on the earth and the same distance as shown on a map

A What are the parts of a map?

A map is a drawing of an area as seen from above.

Maps can show how to locate places. Maps can also show features of places.

Maps might represent a town, state, country, or even the whole world. All maps have titles to identify what they show. Look for a map title, usually at the top or bottom of a map. Maps have symbols that tell us about locations. A **map key** explains these symbols.

The **map scale** helps you figure out how far one location is from another. It tells what one measurement on the map stands for in the real world. For example, one inch on the map may represent 10 miles. The scale might look like a ruler or like an equation (1 inch = 100 miles).

The **compass rose** shows the four **cardinal directions**: north, south, east, and west. Directions in between cardinal directions are **intermediate directions**.

Vocabulary

map key

intermediate directions

symbol

map scale

equator

compass rose

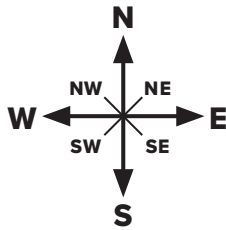
hemisphere

cardinal directions

prime meridian

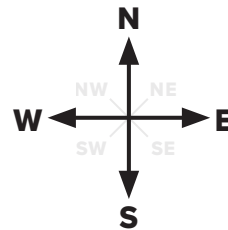
compass rose

set of pointers that show directions on a map or globe



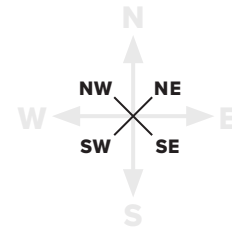
cardinal directions

north, south, east, west

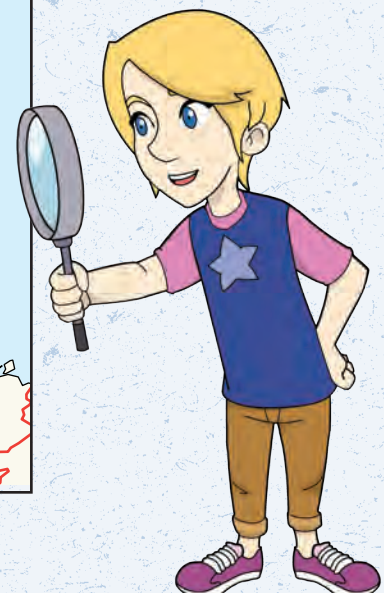


intermediate directions

northwest, northeast, southeast, southwest



Can you find all of the map features?



B How are maps and globes used?

Both maps and globes are used to show what the earth looks like from above. And they both use a map scale to represent actual size.

There are some differences between maps and globes. Some maps show the world. Some maps show a smaller area, like a country or state or even a classroom. Globes always show the whole world.

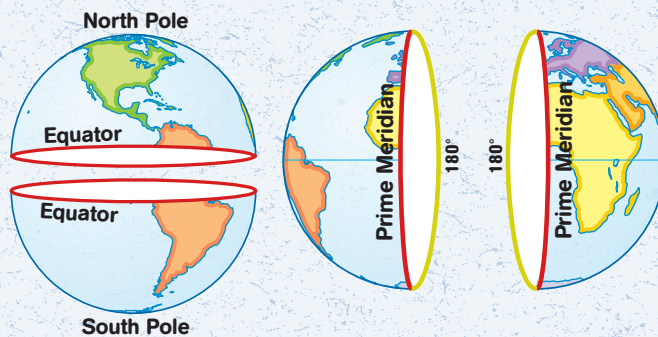
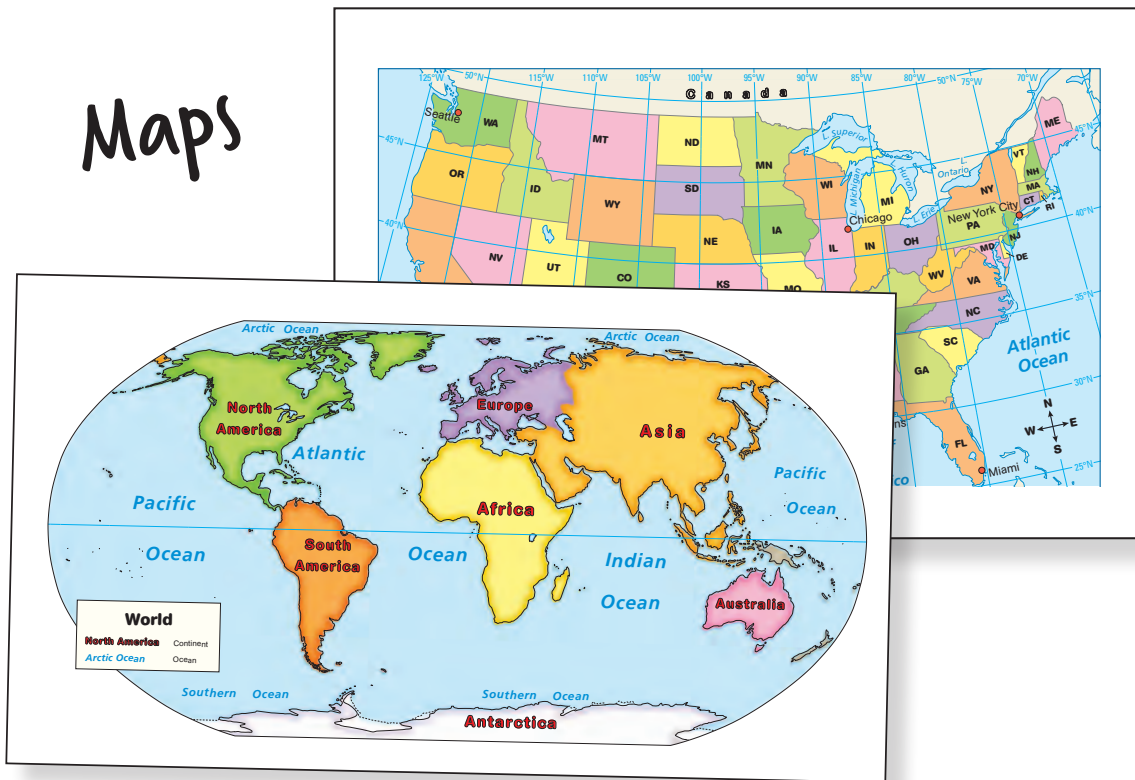
Maps are flat, and a globe looks like a ball, or sphere. It is shaped like the earth. Globes show the true shape of places and their true sizes compared to each other.



Do you notice any other differences between maps and globes?

Globe

Maps



Look closely at the lines on a globe. The horizontal line that goes around the middle of the globe is called the **equator**. It divides the earth in half into northern and southern **hemispheres**.

The **prime meridian** is a line that goes up and down between the north and south poles. It divides the earth in half into eastern and western hemispheres.

equator

an imaginary line around the middle of the earth

hemisphere

any half of the earth

prime meridian

an imaginary line that separates the western hemisphere from the eastern hemisphere

C What are the continents and oceans?

Globes and world maps show earth's large land masses known as continents.

The Seven Continents

- Asia
- Europe
- Africa
- Australia
- North America
- Antarctica
- South America

On which continent do you live?



World

North America	Continent
Arctic Ocean	Ocean

Large islands near a continent are often considered part of the continent too. For example, Japan is considered to be in Asia.

About three-fourths of the earth's surface is made up of water. The largest bodies of water are all connected, but we divide them into oceans.

The Five Oceans

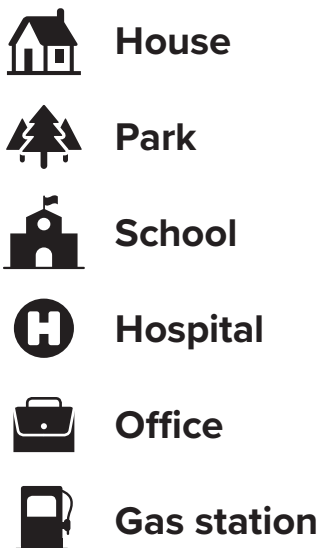
- Pacific
- Atlantic
- Indian
- Arctic
- Southern





D Using Map Symbols

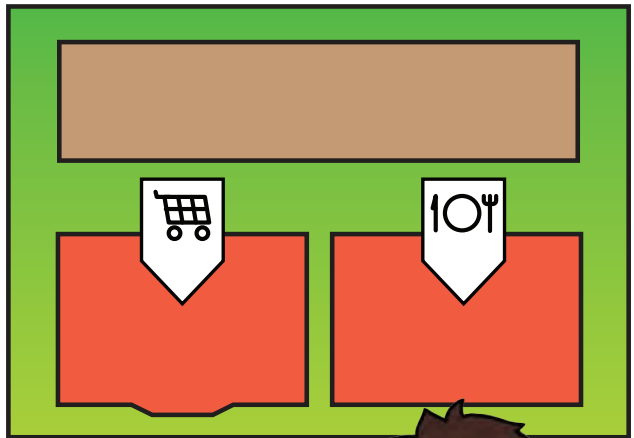
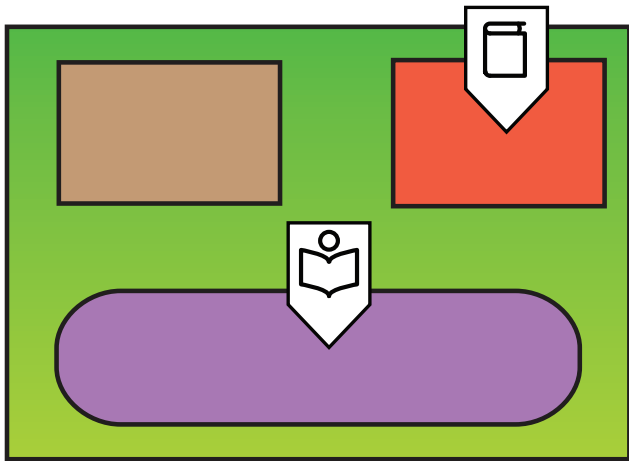
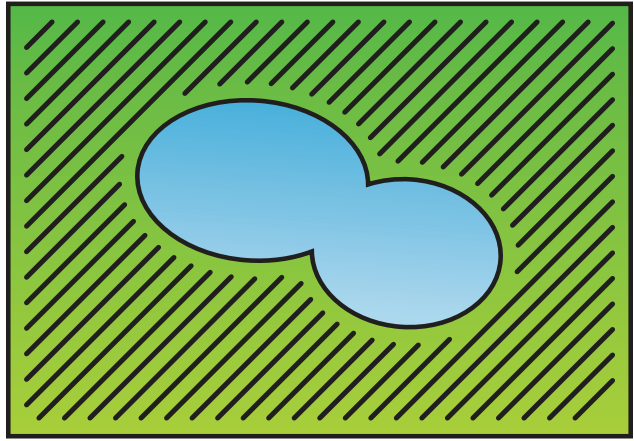
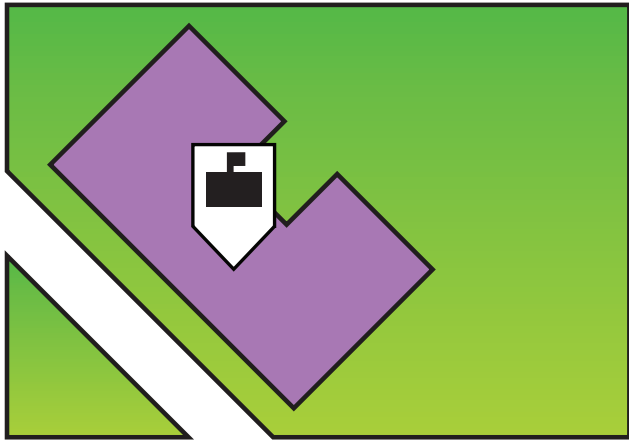
Can you draw a map of your neighborhood for someone who has never been there? Think about the many things in your neighborhood. You would probably need a very big piece of paper to draw them the way they look. Instead, you can use **symbols** to represent things on your map. You might use symbols like these:



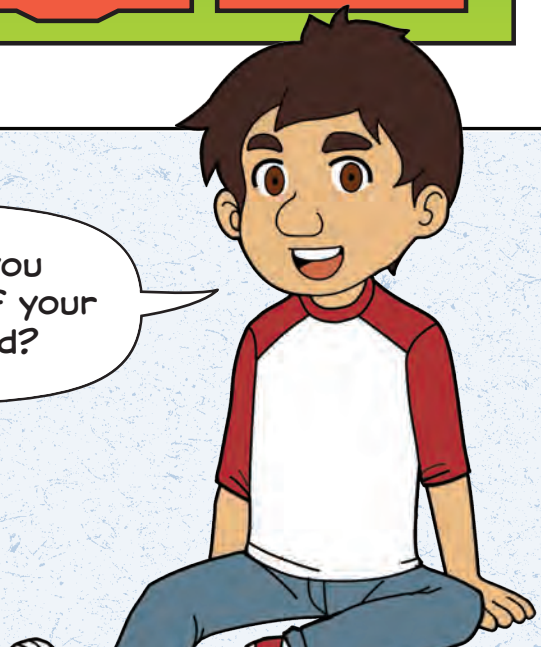
Symbols can be shapes and even colors. Be sure to include a map key for the symbols on your map so people will know what they mean.

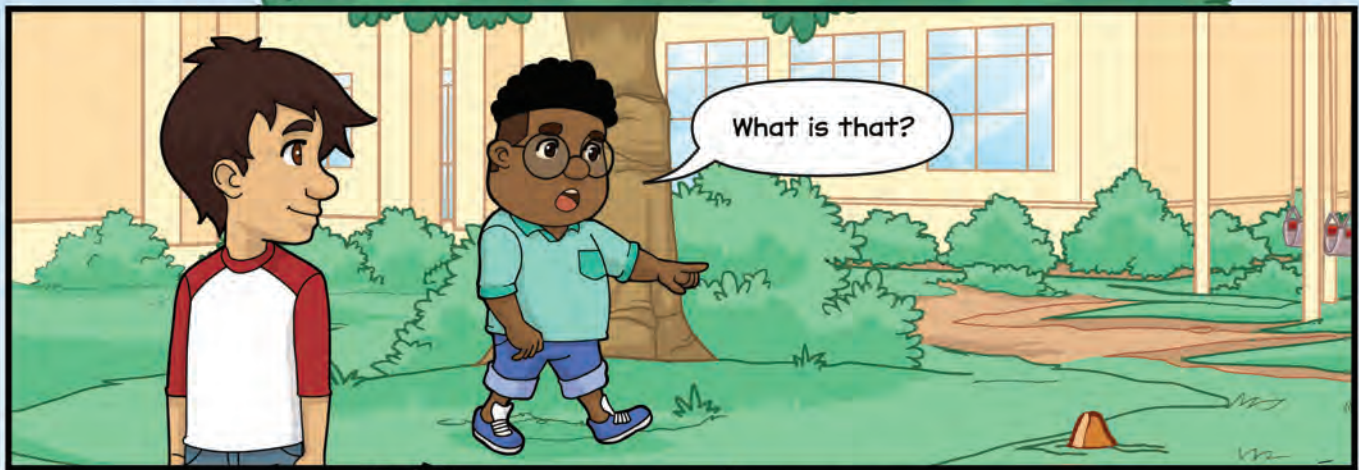
Map Key

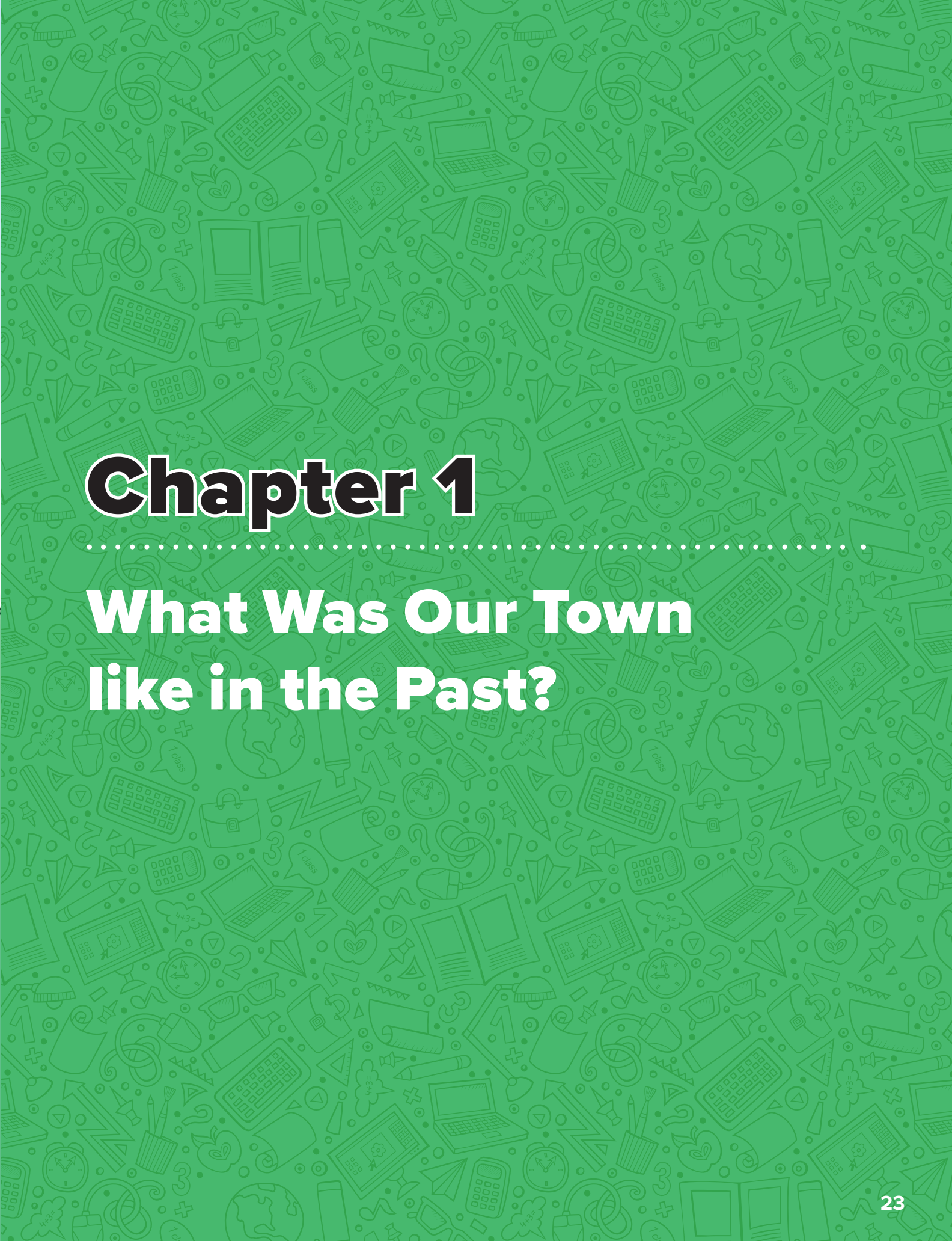




What would you
put on a map of your
neighborhood?







Chapter 1

What Was Our Town like in the Past?

Our Area Long Ago

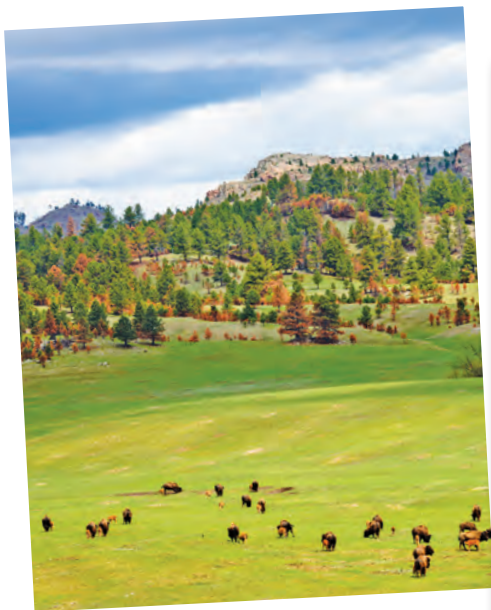
A What did land and water look like?

Long before people and towns, **natural features** were the main things to see. Landforms like mountains, hills, and plains made up the area that became Maplewood.

Mountains are the tallest landforms. A chain of connected mountains is called a range. The mountains near Maplewood were once taller. Wind and water wore them down over time.

natural feature

a part of earth's surface that is made by nature, either land or water



Hills are higher than the surrounding land and lower than mountains.



Plains are large areas of flat or almost flat land.



Many rivers end up flowing into oceans and bays.

Vocabulary

natural feature
natural resource

climate
fertile

precipitation
renewable resource

Bodies of water, like rivers, lakes, and oceans are also natural features. Natural features have been around a very long time.

The river flowing west of Maplewood starts in the mountains. Snow melts and forms streams. Rain adds more water. Streams become larger and join with other streams to form rivers. Some rivers come from lakes or underground streams.



Mountains are very high land with steep sides.



Lakes and ponds are bodies of water surrounded by land.



Rivers are long, narrow bodies of water that flow downhill.

B What plants and animals lived in this climate?

The land around Maplewood once had many types of plants and animals. The plants that grew best were suited to the **climate**. Temperature, **precipitation**, and wind are some of the things that make up climate.

Temperatures can range from very hot near the equator to very cold near the North Pole. People who study climate also look at how fast wind blows and the direction that it blows. The world has many different climates.

Almost every climate has plants that live best in that climate. Maplewood has trees, grasses, and shrubs. Very wet climates have lots of green plants of all kinds. Very dry climates have few plants. These plants can live with very little water.

Plants provide food and homes for birds and other animals. Like plants, animals live in climates that have the best food and weather for them. Animals like bears, which have thick fur and eat a lot, like cooler climates and eat lots of fish, berries, and juicy roots.



climate

what the weather is like in a place over a very long period of time

precipitation

any type of water falling from the sky, such as rain, hail, or snow



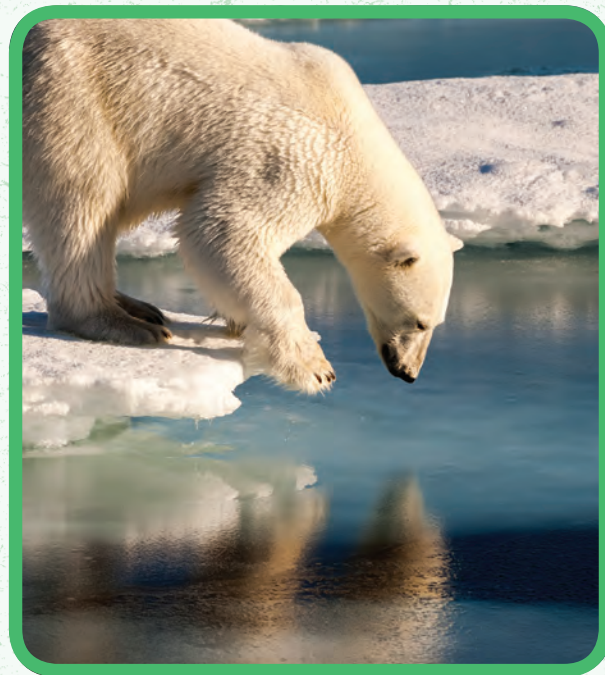
Cacti and shrubs live in this Arizona desert.



Plants in rain forests can grow very tall and very green.



This white-tailed deer in the Smoky Mountains eats leaves, grass, bark, twigs, acorns, and fruits.



Polar bears live in very cold climates and mostly eat seals.

natural resource

something found in nature that is useful to people, such as trees and water

fertile

description of land that is good for growing plants and crops

renewable resource

a resource that can be replaced or is always present

Coal comes from plants that have been pressed hard over millions of years. Power from coal is nonrenewable. Power from the wind is renewable.

C What were the natural resources?

Humans first settled where they found useful things in nature. These **natural resources** helped them with everyday life. Early settlers to Maplewood lived near the river, one of many natural resources. They used water for drinking, cooking, and bathing. The river also provided food like fish.

Settlers used the river to water their fields. Maplewood has **fertile** land for growing food. Plants grow well in rich, fertile soil.

Plants and animals are both natural resources. They provided food, medicine, clothing, and shelter to early settlers. They are still useful to us today.

Natural resources are either renewable or nonrenewable. Wind and sun are constant features of nature and are considered **renewable resources**. New trees can grow to replace those that have been cut down, so they are renewable. On the other hand, a nonrenewable resource cannot be replaced. The gasoline that powers cars comes from oil formed millions of years ago underground. It cannot be replaced.







D Gathering Information

To find out more about your town's natural resources, you can do research. This means carefully finding and studying information. Places to gather information include books, magazines, the internet, and interviews with people who know about your topic.

When you search in a library or online:

1. **Think of search words:** Focus on a few words that will give you the best results.

A search bar with the text "natural resources" and a magnifying glass icon on the right. A mouse cursor is pointing at the icon.

2. **Be specific about time and place:** Make your search more specific with a time period and a location.

- a. Add the name of your city, state, or region.
- b. Decide what time period or years you want to learn more about.
Using a word like *prehistoric* will give you more specific results.

A search bar with the text "natural resources Maplewood prehistoric" and a magnifying glass icon on the right. A mouse cursor is pointing at the text.

3. **Think of related terms:** If the search words do not lead you to many options, search for related terms like *natural features*, *plants*, *animals*, and *renewable resources*. This might lead you to new information.

A search bar with the text "animals Maplewood prehistoric" and a magnifying glass icon on the right. A mouse cursor is pointing at the text.

In addition to looking for information in books and websites, talking to people is a good way to gather information. Some people who might know about natural resources include people who work with the land, like gardeners and builders.

It is important to collect as much information as you can from as many places as possible.



Lesson 1 Summary

We learned about our area long ago by reading about natural features such as mountains, plains, lakes, and rivers. Many landforms and bodies of water have been around since before people.

Climate is the usual temperatures and precipitation of an area over a long period of time. Different plants and animals do better in certain climates.

Natural resources are useful materials found in nature. Water, forests, and fertile soil are natural resources that people use to live and to make a living from.

Settlers in Our Area



Vocabulary

immigrant
cause

opportunity
effect

culture

A How did American Indians use the resources of this area?

Long ago, American Indians were the only people who lived in what is now the United States. They lived in communities of tribes and nations, and they had many different languages and traditions. American Indians chose to live in areas like Maplewood for their natural resources.

The land was an important resource for the people. The mountains of Maplewood contained forests of trees for building frames for homes and handles for tools. They also had a stone that was used to make arrow tips, knives, and other tools. Hunting parties hunted animals to meet their needs like food, clothing, and tools. Wild plants were used for food and medicine. Some tribes grew crops like corn, beans, and squash. The rivers provided water and fish, and the riverbanks held clay used for making pottery.

Some tribes built their homes from bark or grasses placed over a rounded frame. Other tribes placed animal skins over straight poles that meet at the top.



These homes were by a river.



This home is made from grass.



Weapons and other tools were made from flint, a kind of rock.

B Why did the first immigrants settle here?

immigrant

a person who moves to a new country and settles there

The first Europeans to come to the Maplewood area were French fur traders. Like the American Indians, they moved a lot to search for the animals whose fur they wanted.

Immigrants from Europe came to North America looking for a better life. About 150 years ago, people began to settle in Maplewood. The first groups came from Great Britain. These families cleared land for farms and built roads to one another's homes.

Soon, other groups came to Maplewood. German immigrants arrived in the late 1800s. African Americans moved there as jobs opened in factories. Latino and Asian immigrants also arrived over time, making Maplewood home to many groups of people.

Fur traders would often trade with American Indians.



Immigrants cleared land and built homes.





Many immigrants arrived in America.

Some came from countries with too few resources to provide a living for everyone. Other people came to escape punishment for their religious beliefs that were different from those who ruled. Other people thought they could make more money in a new land.

In America, the immigrants saw a land of **opportunity**, or the chance to make life better. Plenty of land was available for raising animals and crops. America also offered the immigrants freedom to pray their own way.

Some settlers moved near others from their home countries. They shared a common language and **culture**. People settled and formed communities to share resources and to support each other.

Sea voyages were long and ships were often crowded. Many immigrants traveled by ship, bringing only what they could carry.

opportunity

a chance to do something different and better

culture

the ways of life common to a group of people



C Identifying Cause and Effect

If you hammer a nail and hit your finger instead, it will hurt. Hitting your finger is a cause. Pain is the effect. **Cause** and **effect** go together.

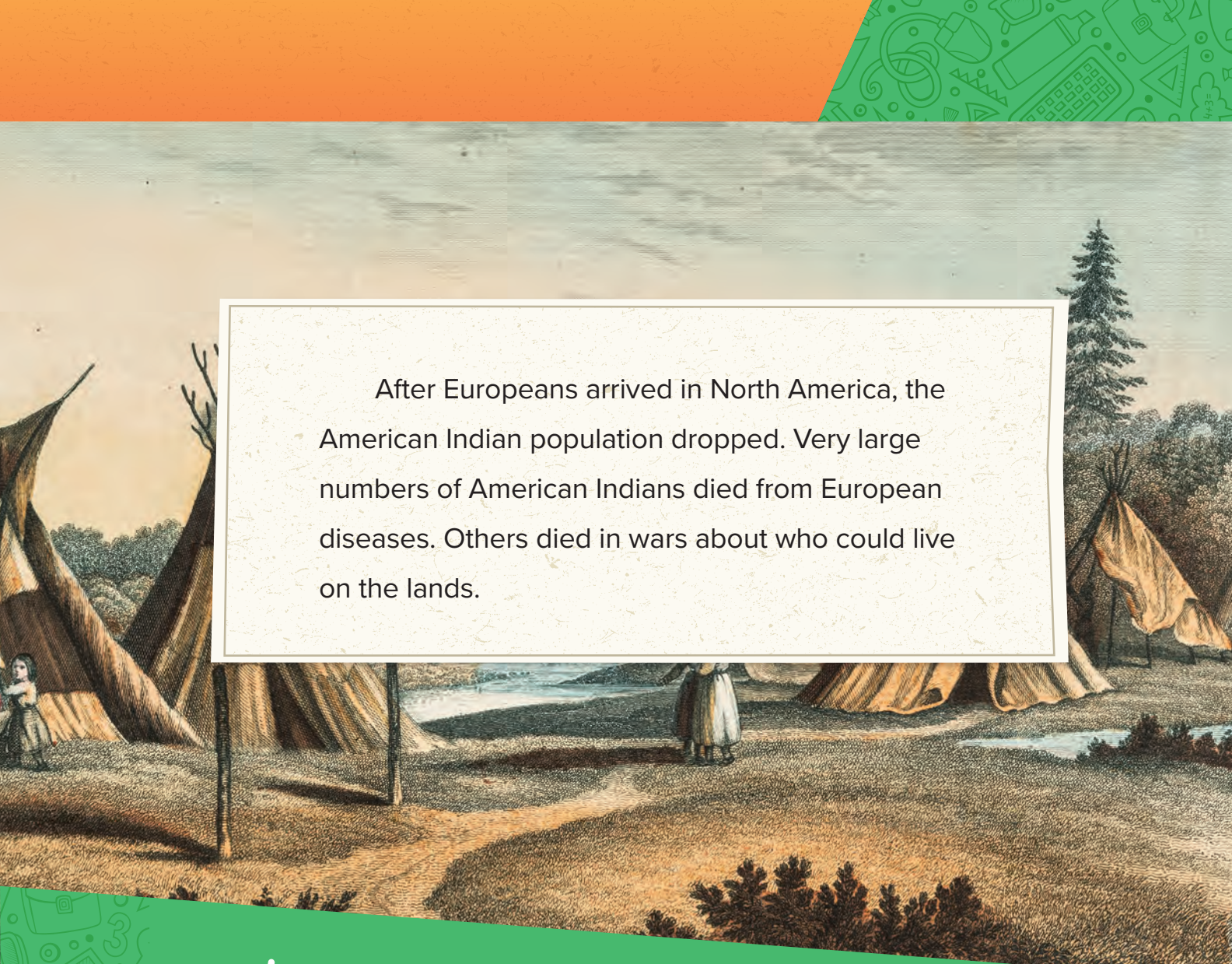
When you read about the past, you will find that events have causes. Events are the effects of causes. When you read about an event, ask yourself these questions:

- What happened? (effect)
- Why did it happen? (cause)

As historians, many times we see the effects of events and must hunt for the causes.



Now read this paragraph and think about the questions. What happened? Why did it happen?



After Europeans arrived in North America, the American Indian population dropped. Very large numbers of American Indians died from European diseases. Others died in wars about who could live on the lands.



Lesson 2 Summary

.....
American Indians from long ago lived in and traveled to places because of natural resources such as land, water, plants, and animals. These resources provided homes, food, and clothing.

Immigrants moved to the United States from all over the world. They looked for new opportunities. They found many, including land and the freedom to choose any religion. They built communities. The arrival of immigrants had an effect on the American Indian populations.

Life in the Past

tradition

a special way a group honors or celebrates something year after year

A What traditions did families bring with them when they moved?

People new to America brought their cultures with them. These beliefs and customs are often passed down through families and communities as **traditions**.

Traditions remind us that many cultures make up our country. There are many traditions from other countries that Americans have made into their own. Some examples of these are parades from Europe, fireworks from China, picnics from France, Christmas trees from Germany, and barbecues from the Caribbean.

We also learn about cultures when we read stories and poems or listen to music. Old family pictures can show us what life was like long ago or far away.

Parades are a European tradition.



Fireworks are traditional in Chinese culture.



Vocabulary

tradition

generation

harvest

Families pass down objects that are part of their cultures, like clothing, clocks, or candlesticks.

Do you eat pasta, hamburgers, and hot dogs? Maybe you like stir fry, tacos, or waffles. Immigrants brought foods like these to America. Soon, other Americans began eating these foods from other cultures.

Immigrants first spoke the language of their native land. As time went on, they learned English to communicate with others in their communities.

Words from Other Languages

Sometimes words from other languages make their way into English. Have you ever heard these words?

- Banana (Wolof)
- Cookie (Dutch)
- Jar (Arabic)
- Kindergarten (German)
- Ninja (Japanese)
- Omelet (French)
- Yogurt (Turkish)



B What was family life like in the past?

generation

people born around the same time

In the 1800s, more families lived in the countryside than in cities. People might live in the same area or nearby their entire life. Sharing a home with different **generations** was common too. For example, a home with three generations would include grandparents, parents, and children.

Children who lived in farming areas often had chores to do. They had to feed the animals and milk the cows on a farm.

Children who lived in city areas might work in factories or sell newspapers. The money they earned helped their families buy food.

When not working, children went to school, played games, or told stories.

My grandmother lives with us. I see her every day.

My grandmother lives far away. We visit her a couple of times each year.

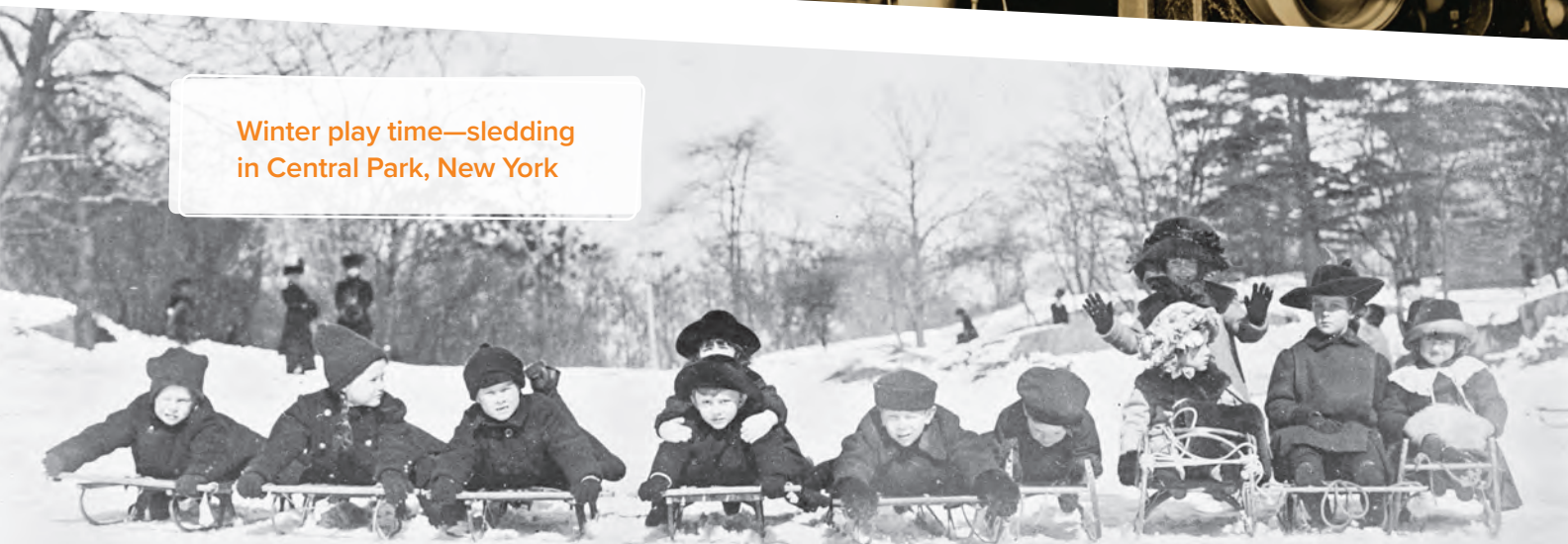




Ten-year-old girl picking berries, New Jersey



City kids working in a thread factory, Georgia



Winter play time—sledding in Central Park, New York

C What was school like in the past?

Two hundred years ago, not everyone went to school. Some children only attended school until they learned reading, math, and writing. Other children learned these skills at home from a parent. Most schoolhouses had only one room and were for kids from grades one to eight. The younger kids sat in front and the older students in the back.

In the 1800s, public schools began opening throughout the country. In rural areas, this could mean walking up to five miles to reach the school. There were no school buses!

Schools did not provide lunches, so everyone brought their own lunches in metal pails.



A schoolroom in Washington, D.C., in the late 1800s



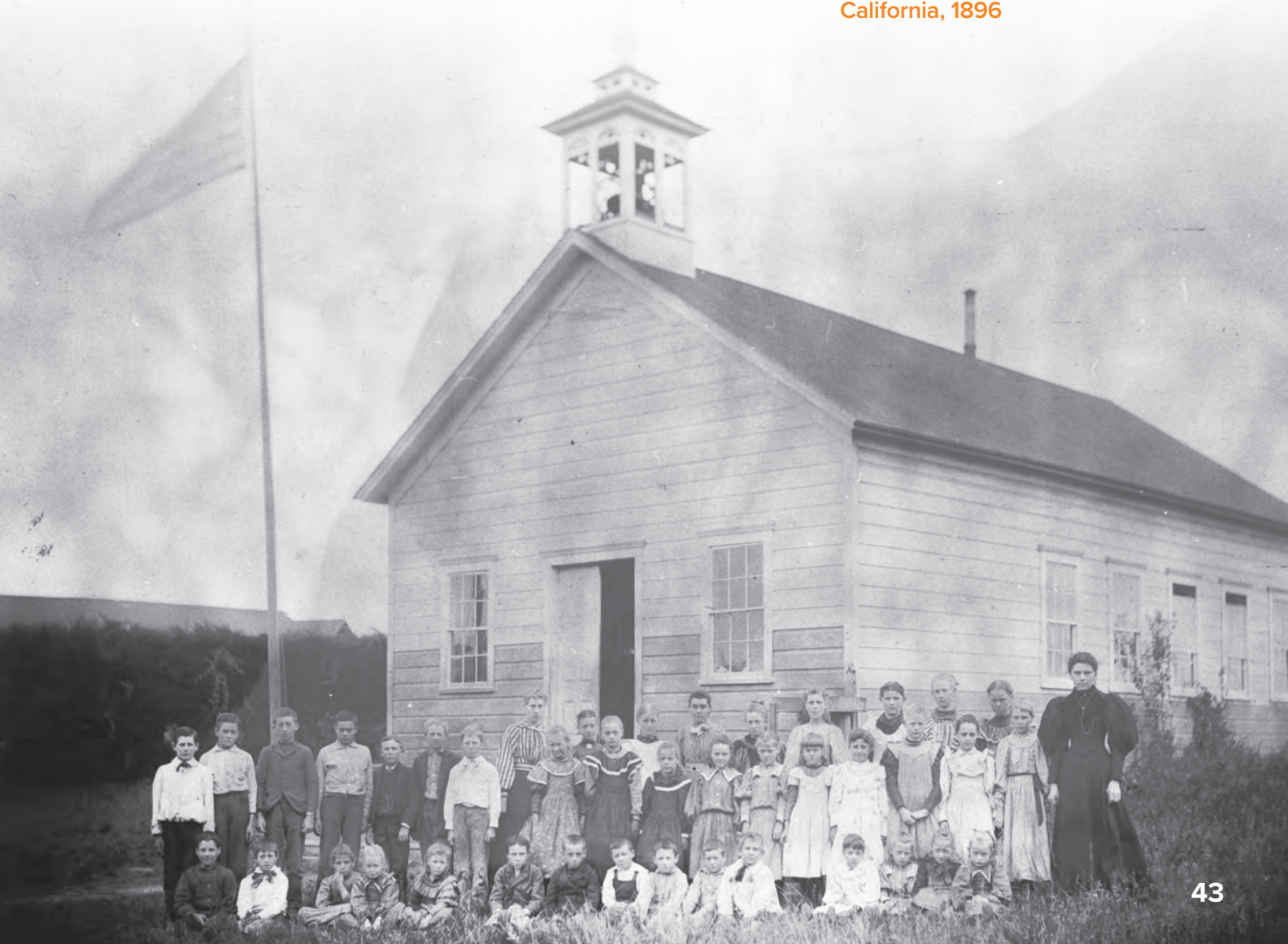
The schools had very few supplies. Students wrote on small blackboards with chalk. There were no pens, pencils, or paper. And, all students had to bring their own lunches.

Children went to school when they didn't need to work in a factory or help out at home. The **harvest** was a busy time on farms. Everyone worked to gather the ripe food. In some communities, schools closed for harvest time because so many children had to work the harvest.

harvest

the season when people gather crops

A one-room schoolhouse in California, 1896



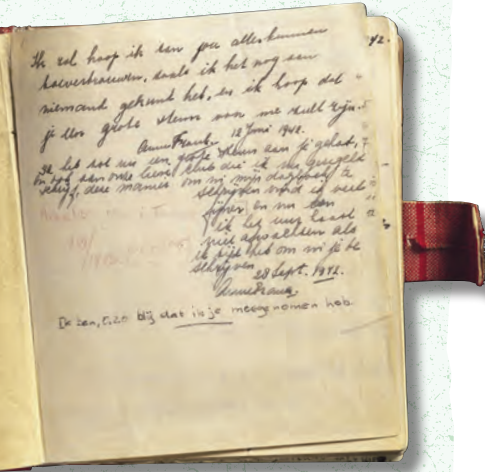


D Using Primary Sources

You may have heard family stories about what life was like when your parents or grandparents were children. These stories are oral histories. Oral history is one way of knowing what life was like long ago.

People also shared information by writing in journals or writing letters to other people. These are primary sources. They are eyewitness accounts written by people who saw, heard, or lived through what they wrote about.

Primary sources are the most valuable windows into the past. Ask at home for any primary source materials on family history. Possible items might be journals, letters, crafts, and photographs.



A diary or journal is a primary source.



A photograph of an event is a primary source.

Evaluating Primary Sources

1. Who created this primary source material?
2. When was it created?
3. What does it tell you about the time, people, or place when it was created?
4. How does it add to your understanding of that time?

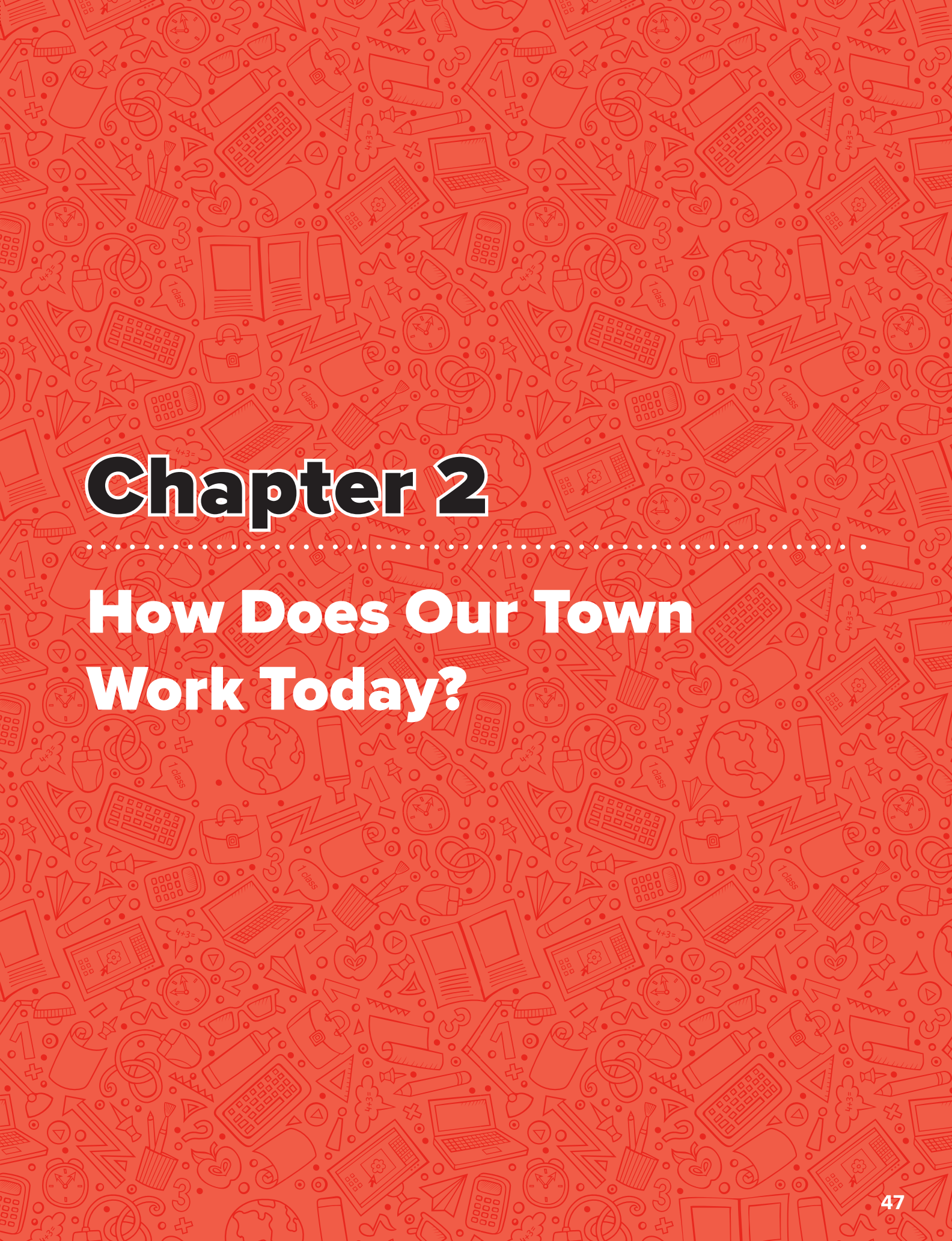


Lesson 3 Summary

When people immigrated to America, they brought their cultures and traditions with them.

In the 1800s, several generations sometimes shared a home. Some children worked instead of going to school.

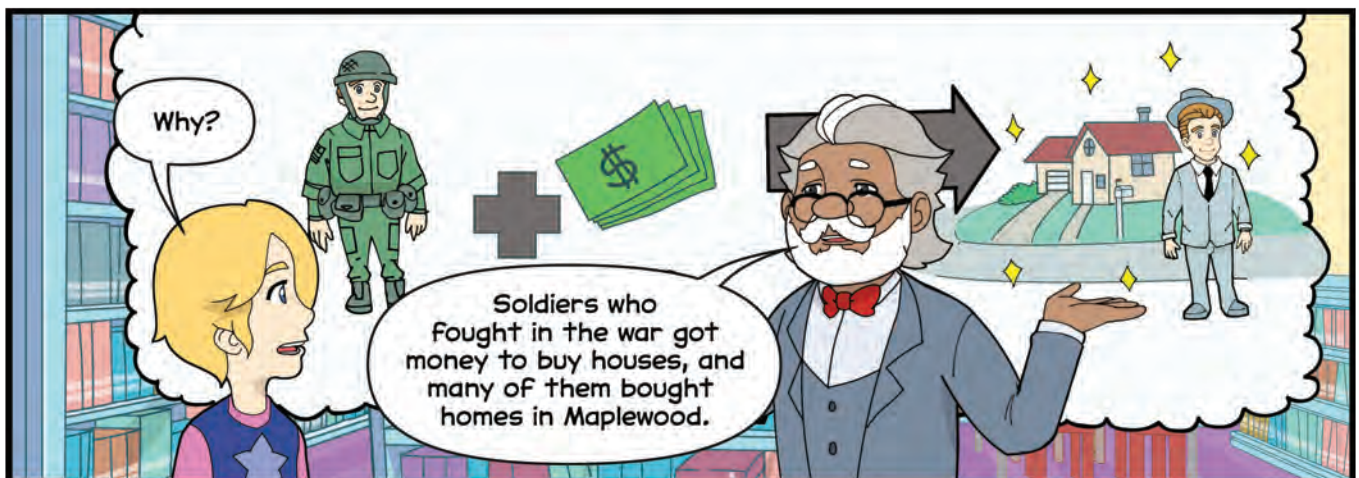




Chapter 2

How Does Our Town Work Today?

Changes in Our Town



Vocabulary

population
estimate

industrialization
telegraph

suburb

A How has our population changed in 100 years?

Communities change over time. When there are more jobs, the **population** increases. When there are not enough jobs, the population decreases because people move away.

Over 100 years ago, cities grew because of **industrialization**. As industries manufactured more goods, they needed more workers in their factories.

As more people owned cars, people were able to move farther from their jobs. People moved to **suburbs**. Suburbs have more open spaces.

Suburbs especially grew after World War II. At that time, the government gave money to returning soldiers to help them buy homes. Many homes were built in new suburbs on old farmland.

population

the total number of people who are in a place

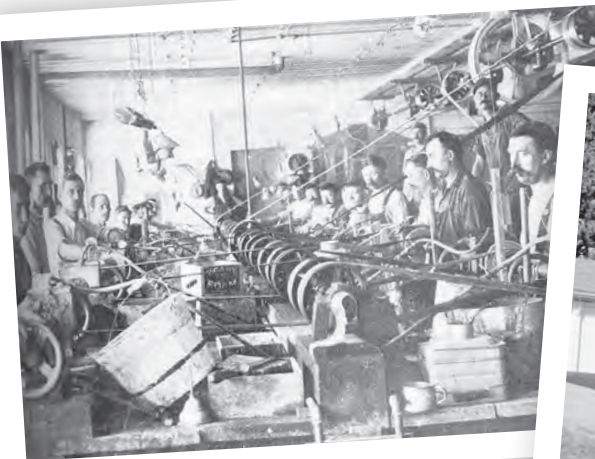
industrialization

the building of many factories in a city or area

suburb

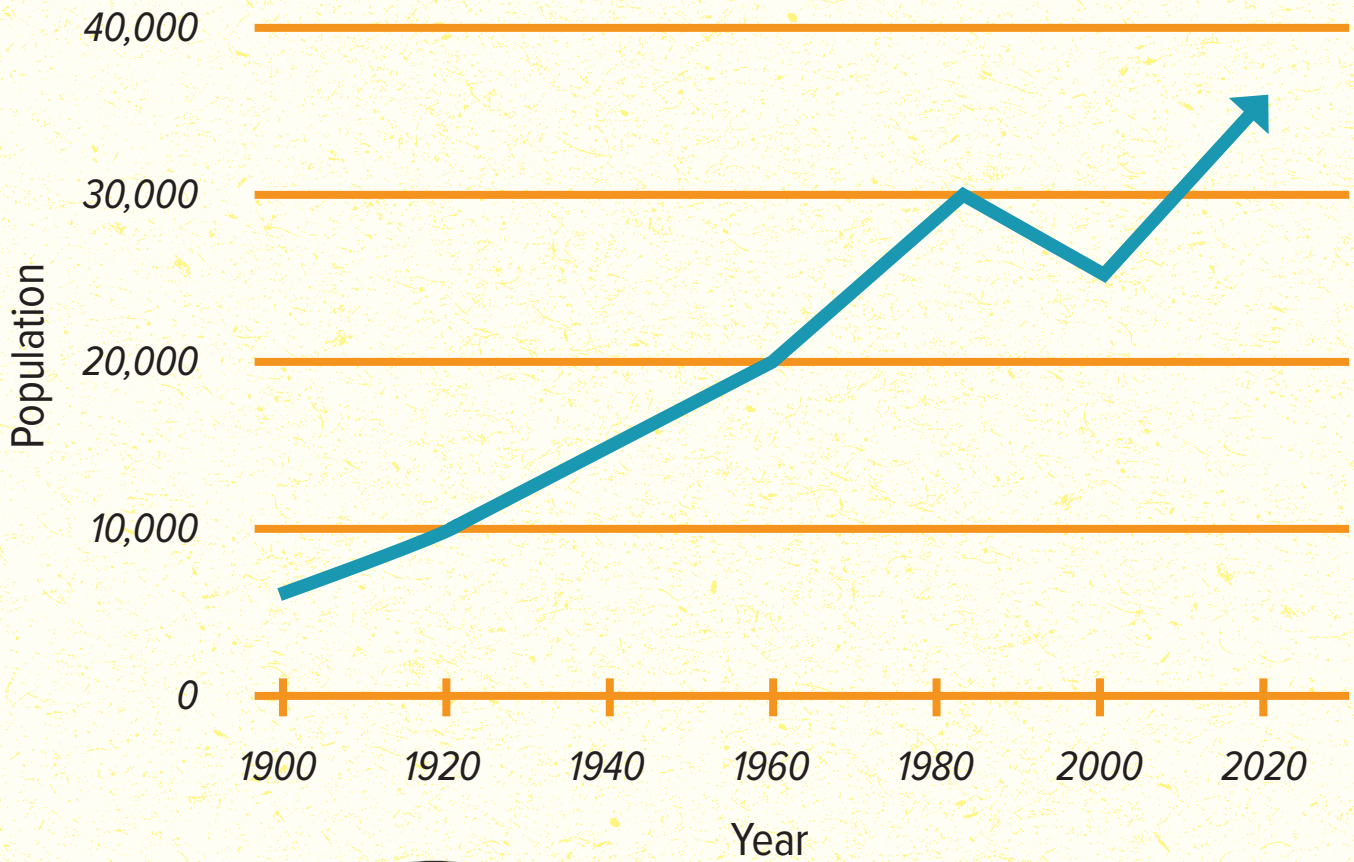
town or area that is located near a big city

People moved to the city to work in factories. Later, people moved to the suburbs to buy homes.





Maplewood Population



This graph will look great with my newspaper story!

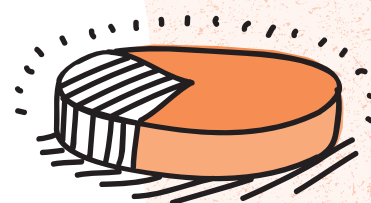
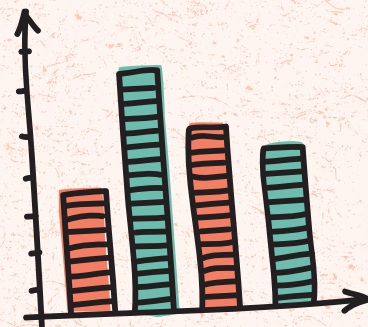
B Using Graphs

This line graph is one way to show how population changes over time.

Across the bottom are the years this graph measures. Along the left side are population numbers.

Here's how to read the graph.

1. Choose a year and put a right finger on it.
2. Move your finger up until it touches the line.
3. Use a left finger to move from that spot to the numbers on the left.
4. Read the number to find out Maplewood's population in that year.
5. If the population is in between two numbers, make an **estimate**. For example, look at the year 1940 on the graph. The population line is in between 10,000 and 20,000. To make an estimate, you can guess that the population in 1940 is in between 10,000 and 20,000. You might guess that it is 15,000.



estimate

a rough guess about an amount

C How has town life changed over time?

telegraph

a system for sending messages over long distances using a code of electrical signals sent by wire or radio



This man is learning how to use the telegraph.

People once had to walk or ride a horse to travel by land. This meant most people stayed close to their communities. Transportation improved when railroads were built. Trains carried people and products long distances. Industries could be located far from their customers. Automobiles and airplanes soon followed trains and led to more improvements.

Long ago, letters were the only way to communicate with people far away. At about the time of the railroads, people built the **telegraph**. The telegraph was a new way to communicate with someone in another town. It sent coded messages by wire over long distances quickly. The telephone replaced the telegraph with instant voice communication. Today, we use computers and smartphones to communicate with people all over the world.

Science and technology bring changes to transportation, communication, and industry.

Can you think of other ways town life has changed?



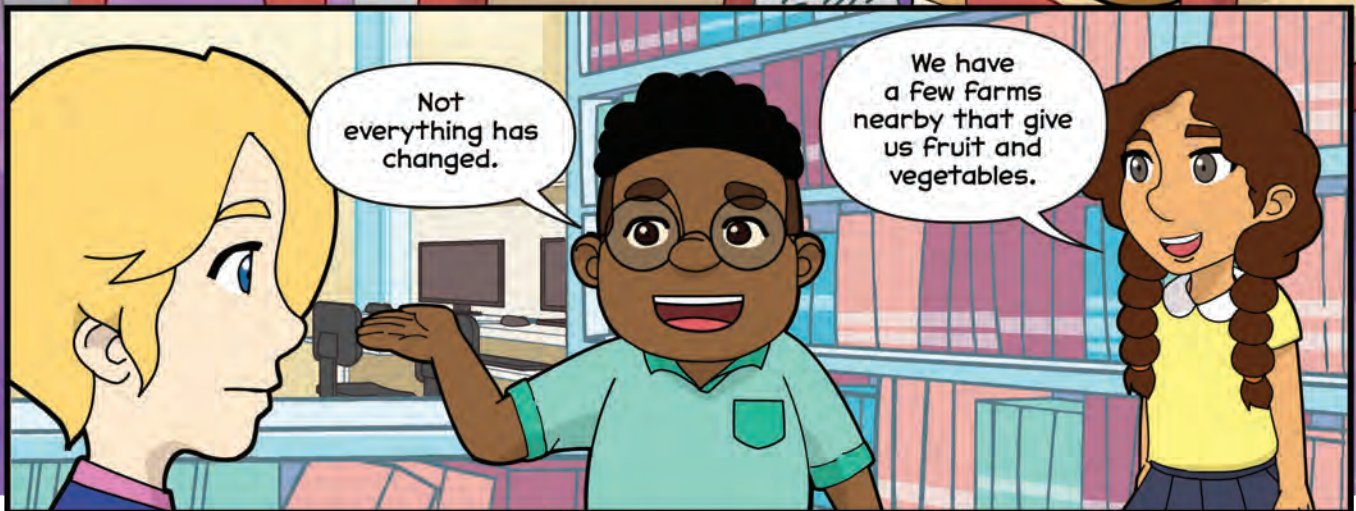
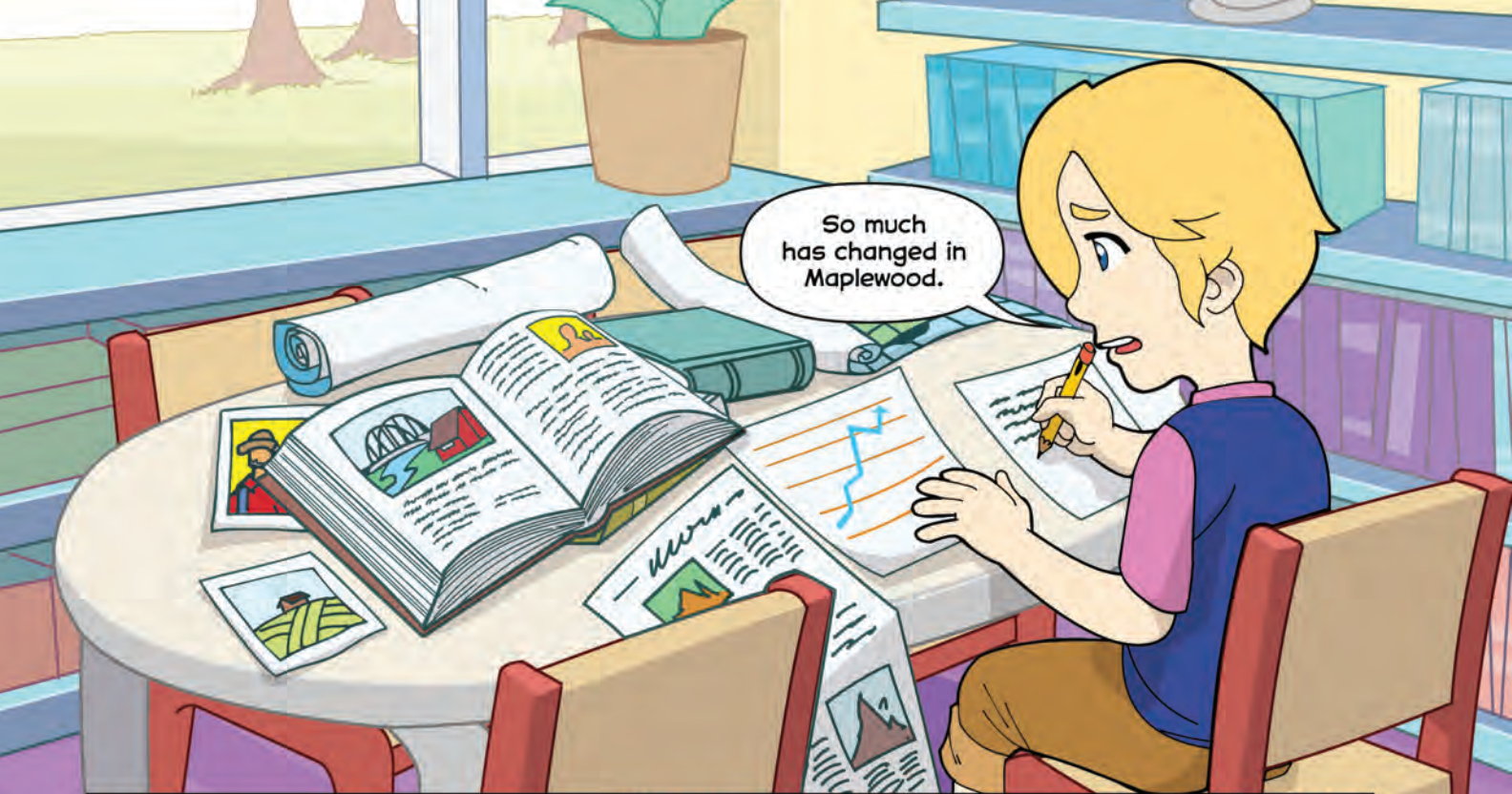


1900

New York City has changed a lot over the past 100 years.



Present day



D What hasn't changed?

Natural features usually stay the same over long periods of time.

Many of Maplewood's buildings have changed over the years, but a lot of the roads have remained. Some buildings, like the town hall and the school, have stayed in the same place.

People still have similar needs, so there are still stores that sell food and clothes. There are still places like police and fire stations to keep people safe. People have changed from writing letters to using phones and computers to communicate. However, they still need to communicate with people far away. The post office still helps people stay in touch with friends and family far away.

What has stayed the same in your town?

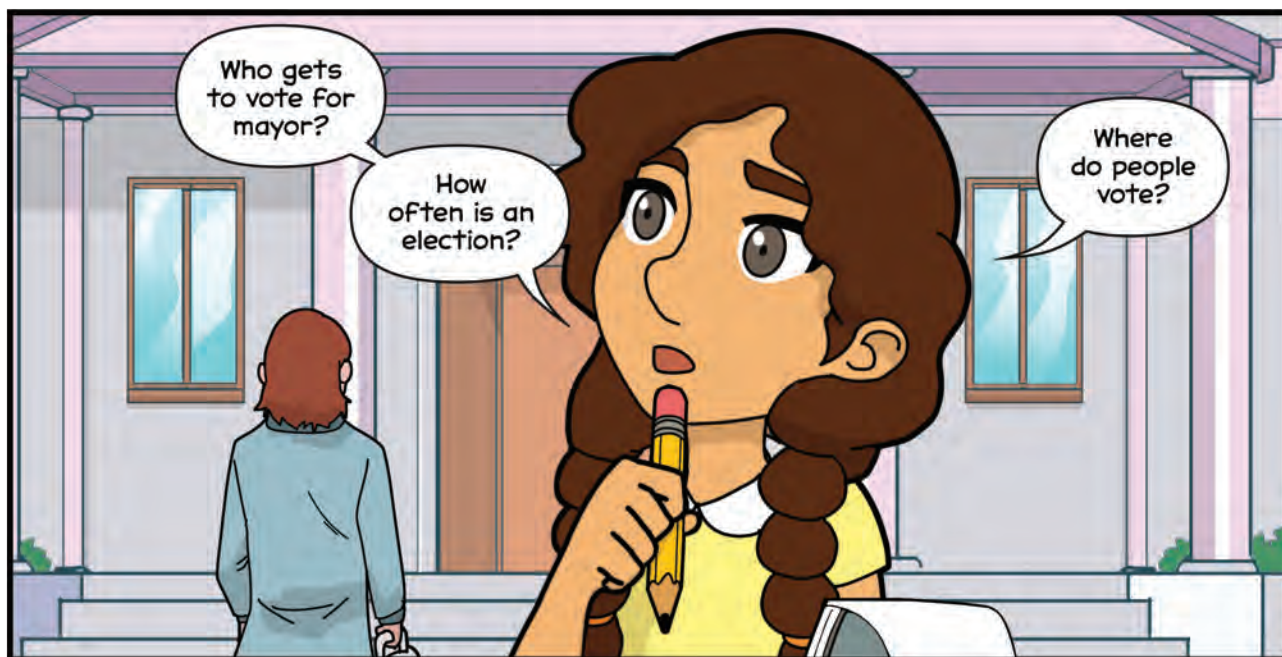


Lesson 1 Summary

Towns and communities are always changing. When businesses create jobs, people move to towns and the population grows.

Science and technology improve transportation and communication, which helps towns grow. When we look back on history, we see many changes, but some things stay the same.

Town Government



Vocabulary

democracy

election

legislative

executive

judicial

volunteer

A How do citizens choose leaders?

America is a **democracy**. In a democracy, citizens hold the power. They choose their leaders by voting. Voting happens in special events known as **elections**. Each person has one vote.

Before you can vote, you must register where you live. When you are registered to vote, you can vote in local, state, and national elections.

It is very common to vote for leaders. Elected leaders represent the people of their community, state, or country. They have a very important job. If people are not satisfied with their elected leaders, they can vote for someone else in the next election.

In addition to voting for leaders, people also vote on new laws in local or state elections. Voting is an important right and responsibility.

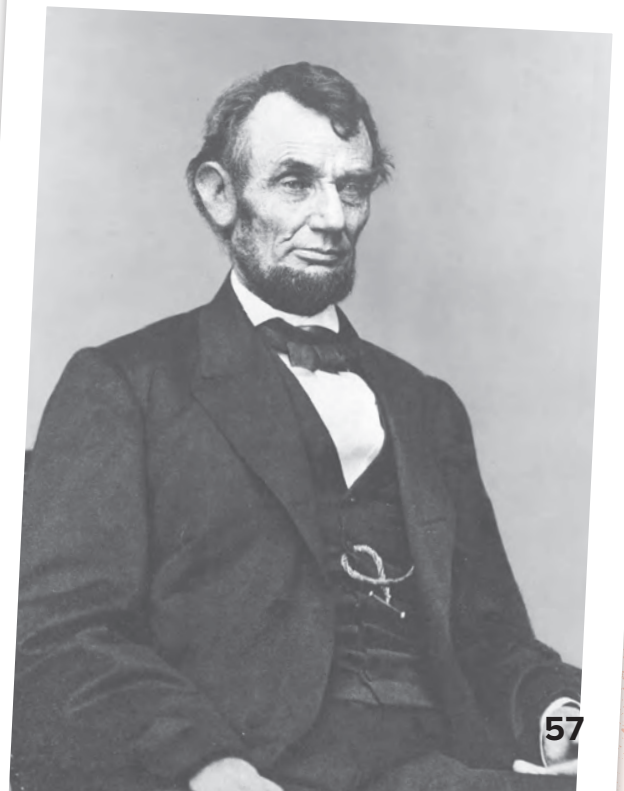
In President Abraham Lincoln's famous Gettysburg speech, he explained democracy as "government of the people, by the people, for the people." (See page 323 in the Patriots' Handbook for more on his speech.)

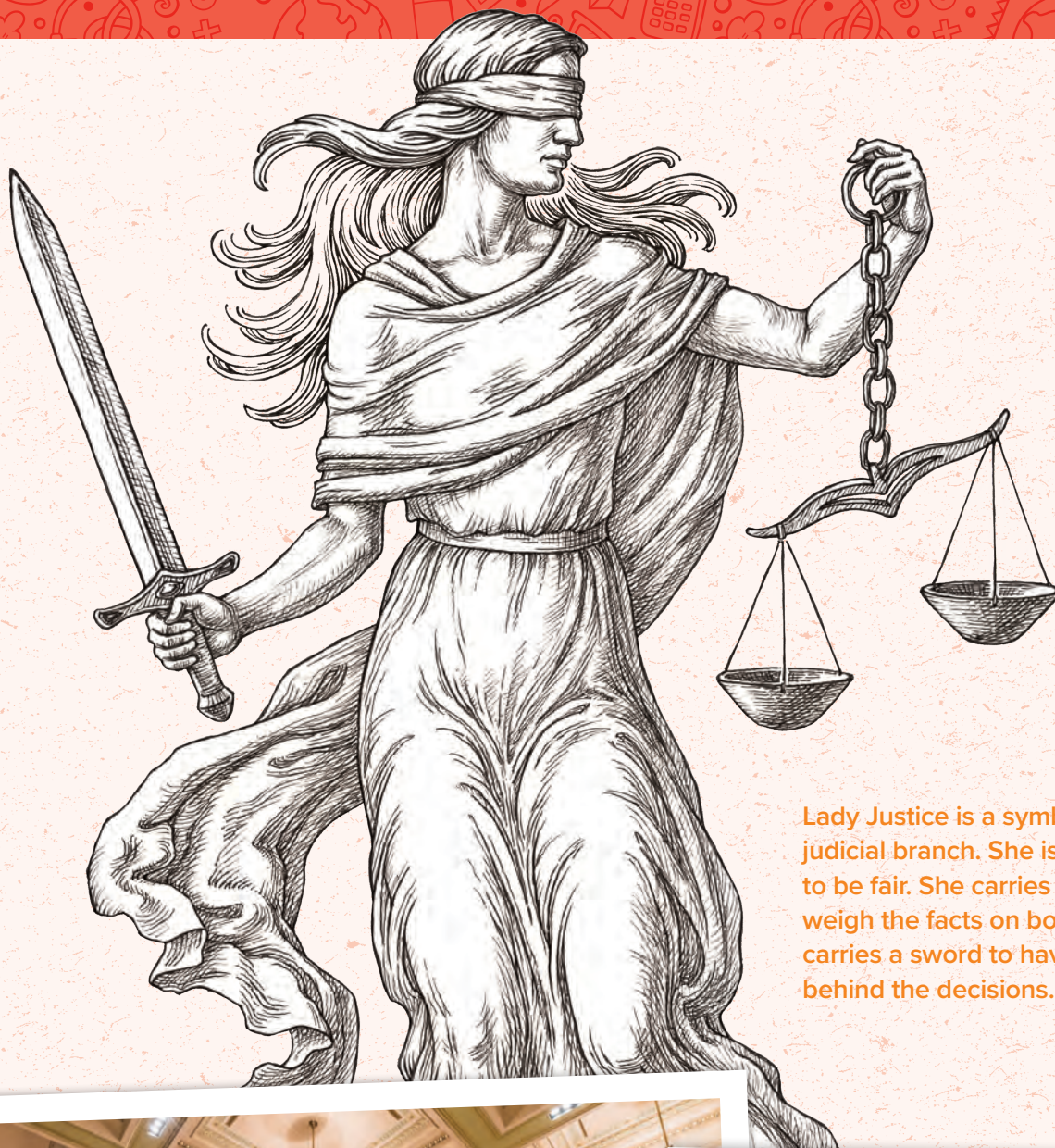
democracy

a government in which the people choose their leaders in elections

election

process of choosing someone or deciding something by voting





Lady Justice is a symbol for the judicial branch. She is blindfolded to be fair. She carries a scale to weigh the facts on both sides. She carries a sword to have power behind the decisions.



A city council meeting in Minneapolis, Minnesota



Judges make sure all sides of an argument are heard and treated fairly.

B What does government do?

There are three parts or branches of government: legislative, executive, and judicial.

Voters choose members of the town council. The council makes laws for the town. Making laws is the **legislative** part of government. Council members can propose a law. Citizens can also ask for a law. The council holds public meetings so people can present their views. The council members then debate and vote.

Once a law is passed, the mayor or town manager sees that the laws are carried out. He or she leads the **executive** part of town government. The executive branch is also responsible for public health and safety.

What if someone breaks a law? It is the job of the local courts to provide a fair trial to decide if that person did something wrong. Courts and judges are the **judicial** part of government. They make sure that people are treated equally and fairly under the law.

If you could work for one branch of government, which branch would you choose?



The 3 Branches of Government

legislative

describes the branch of government that makes laws

executive

describes the branch of government that carries out the laws

judicial

describes the branch of government that has to do with the courts and judges

How many government services do you see in the comic?



One of the responsibilities of local government is to provide services to its people.

Services keep us safe and healthy. Police and fire departments help protect our safety. The health department helps us stay well with rules for homes, schools, and restaurants. Some communities also provide a hospital to take care of the sick.

Do you have parks and a library in your community? Do you have roads? These are all services provided by local government. In many places, electricity, water, and trash pick-up are also government services. In other places, the government hires companies to take care of these services.

Local governments provide many services, including fire departments and libraries.







C How do community groups help our town?

People can help make their communities better places for everyone by voting and obeying laws. They also help by working in community groups.

Community groups see a need in the community that is not being met. It might be trash in the streets, homeless animals, or dangerous roads. These problems need improving. People interested in solving them come together as a group. They learn more about the problem and then try to fix it.

Most people in community groups are **volunteers**. They work for free to make the community a better place.

volunteer

a person who offers to do a job to help others without pay

When people get involved in taking care of their community, it can make a big difference.



Citizens and community groups work with local government to fix problems and make things better.

There are all sorts of ideas that citizens and community groups can talk to their city and town government about.

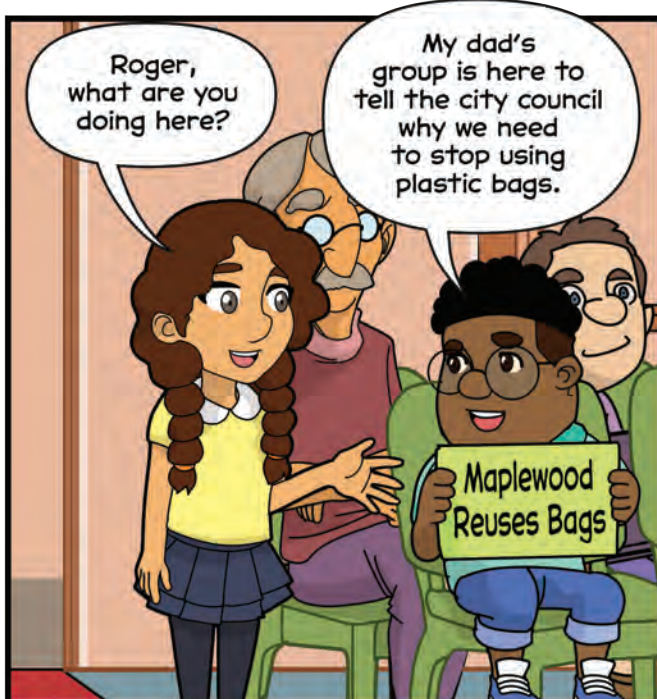
Town and city councils hold meetings that citizens can attend. A lot of interesting topics are discussed at these meetings. Some citizens might talk about safety and ask for the city to put a stop sign at a busy street corner to make it easier for people to cross the street.

There are groups like Roger's dad's group that share their ideas about the environment. They work to find ways to make the environment safer and reuse bags. Some groups share their ideas at meetings and ask for the council to have a vote. As a result, some towns and cities have voted to not allow plastic bags in their stores.

Some cities have beautiful mural paintings on the sides of buildings. To create new murals and to protect murals that are already there, citizens work with the government. Citizens can also bring ideas for new parks and other spaces that are shared by all the people in a town. A lot of good things happen when citizens and community groups bring their ideas to local government.

What would you like to change that would make your town a better place to live in?







D Problem Solving

Do you know of a problem at home or at school?

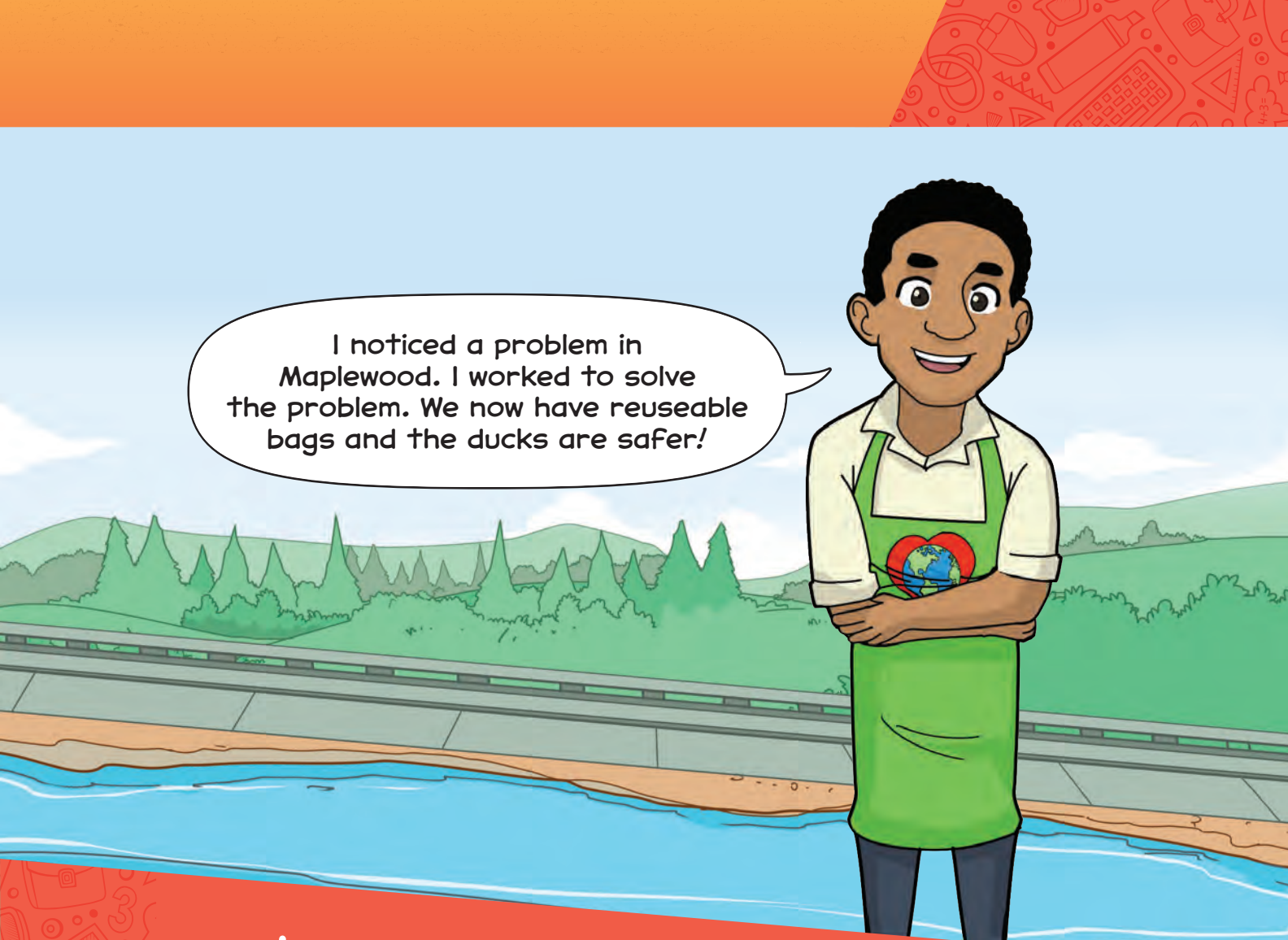
You may want to join other people who are interested in solving the problem.

These are really helpful steps!



How to Solve the Problem

1. Understand the problem. Find out as much as you can about it. What caused it? How do other people see the problem?
2. Is there anything that will keep the problem from being solved?
3. List possible solutions. What kind of work will each possible solution need?
4. Choose the best solution. What are the steps to the solution?
5. Solve the problem. Then rate the success of the solution.



I noticed a problem in Maplewood. I worked to solve the problem. We now have reuseable bags and the ducks are safer!



Lesson 2 Summary

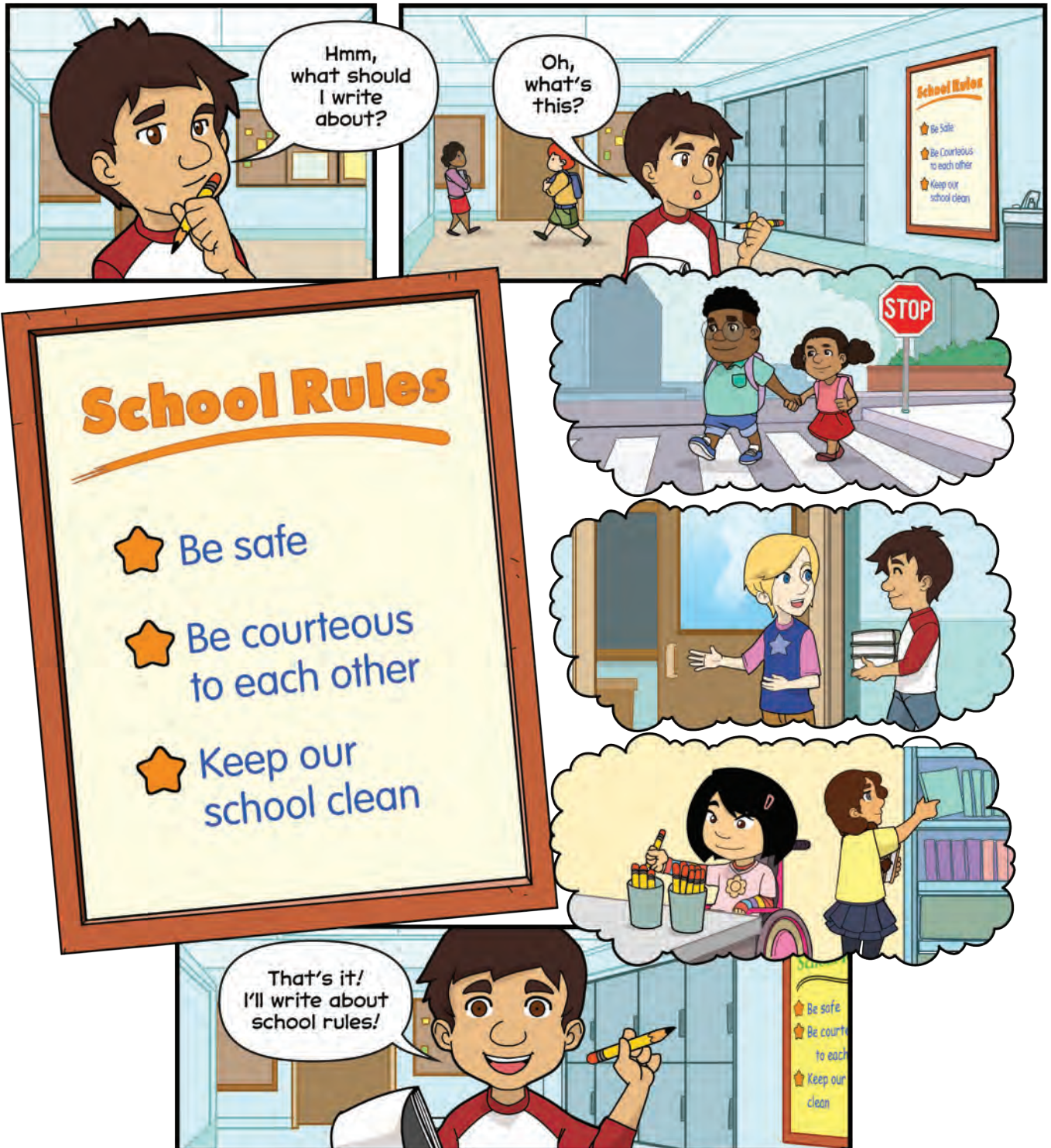
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In a democracy, people choose their leaders by voting in elections. Leaders are responsible for making decisions that are best for the most people.

There are three branches of government: legislative, executive, and judicial. Each has its own responsibilities.

Local governments provide services to people in the community. These services help keep citizens safe and healthy.

Citizens and community groups work with local government to improve the community.

Our Schools



Vocabulary

consequence

collaborate

values

A What can we learn from school rules?

Schools are small communities. Students are the citizens of the school. The principal and teachers are leaders at school. They make the rules.

For everything to run smoothly, people must follow rules. Like laws, rules protect people. For example, you may not come to school sick. If you do, you might make other students sick.

Rules benefit everyone. They are for the common good.

There are **consequences** to following rules. For example, if students are quiet when someone is speaking, the consequence is that everyone can hear the person who is speaking. There can be good or bad consequences.

In school, leaders explain the rules and consequences. They may post rules on the wall or a bulletin board.

consequence

result of an action

What would life be like without rules and laws?





COLLABORATING SKILLS



B Collaborative Discussion

In communities and schools, people often **collaborate**. They might work together to share information or work on a project. Collaboration means everyone in a group gets to participate and help. Collaborative discussions often help solve problems.

collaborate

to work together to do something

Guideline for a Collaborative Discussion

1. Choose a topic to discuss.
2. Respect each other in the classroom. *Respect* means being considerate of others.
3. Follow the rules for discussion:
 - a. One person speaks at a time.
 - b. No one interrupts others, even if there is disagreement.
 - c. Everyone gets a chance to speak.
4. Let everyone contribute thoughts, ideas, or opinions to the discussion.

Discussions are a great way to share ideas.





C How do schools help us?

Learning to be good school citizens prepares us to become good citizens as adults. School teaches us **values** and skills that we can use to help our family, community, state, and country.

Democracy depends on active citizens who participate in their community. Being an active citizen means knowing about public issues. It also means voting, volunteering, and even becoming a leader. We learn about these things in school.

Active citizens practice democratic values. Treating people fairly and equally and respecting everyone's freedoms are democratic values. Demonstrating honesty and responsibility are vital to democracy too.

Schools prepare students by showing them how rules and laws work in a democracy. Students also learn about their rights and responsibilities, like voting, paying taxes, and obeying laws.

Schools also prepare students by teaching them what they need to be healthy and giving them knowledge to get jobs. In our country, everyone has the right to go to school and get a good education. If going to school is the cause, then the effect is healthier, happier people and a better country for everyone.

values

beliefs about what is most important in life



Participating in school is good practice for participating in our country when we grow up.



D Writing an Opinion Piece

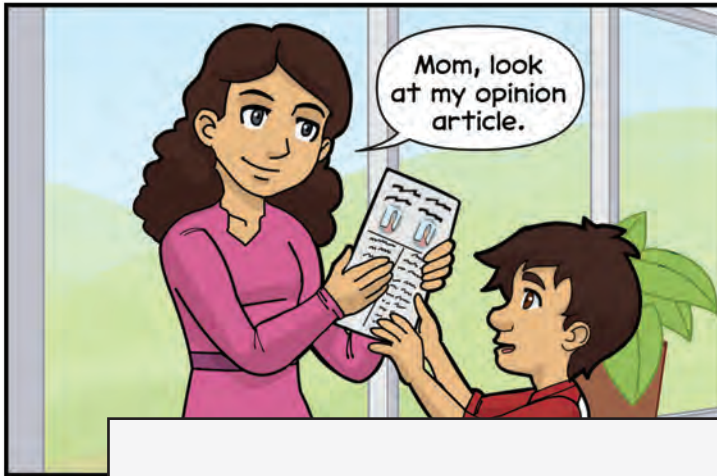
We see or hear people's opinions in the news, on television, and on the internet. Newspapers usually have at least one editorial page. Editorial pages feature opinion pieces that people write. An opinion piece shares a person's or group of people's ideas. It is simply one view about something. However, the strongest opinions are supported by facts and reasons. Expressing an opinion is an important way that citizens participate in democracy.

How to Write an Opinion Piece

1. Choose a topic you feel strongly about.
2. Begin with a statement of your opinion.
3. Provide reasons for your opinion.
4. Give examples that support your opinion.
5. Close your opinion piece by restating your opinion.

What do you feel strongly about?





School Rules

By Carlos Lopez



I like school rules that remind us to be kind.
Being kind makes school a friendly place.
When I was carrying books and Peyton held
the door open for me, it helped a lot. Everyone
should be kind to each other at school.



Lesson 3 Summary

Like communities, schools have rules. As with laws, there are consequences to following rules. Rules help make sure that everyone is treated fairly. Rules are for the common good. Schools teach us how to be good citizens in our democracy.

Meeting Our Needs and Wants



A country's money is its currency. The United States currency is the U.S. dollar.



Canada also calls its currency the dollar, but it is different.



Mexican currency is the peso. Other countries have their own currencies.

A Why do we need to make choices?

Money is a resource. We use money to pay for many of our needs and wants. Because resources are limited, we cannot have everything we want. We need to make choices. Often we must decide based on our needs and wants. Needs are what we must have, while wants are what we would like to have.

Minar's brother, Adel, is in college. He has an old bike and wants a new one to get to school, but he still has to buy his books. He also needs enough money for his meals. If he buys a new bike, he will not have money for books and food.

Adel has a need and a want. Which one is a need and which is a want? Which would you choose?

What can you do with money? You can spend it, of course. But before you spend it, you have to earn money. You can also save your money or donate it. Saving money means that you will have it when you want or need it later. Donating money means giving to someone else who needs it more.

What you do with money depends on needs and wants. Everyone has different needs and wants.

Vocabulary

budget

earnings

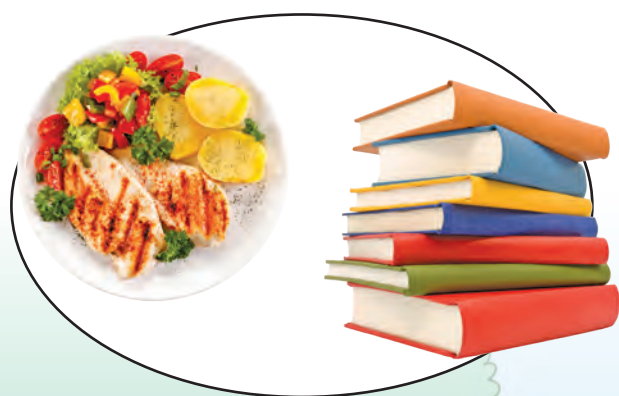
goods

service

demand

supply

profit



Adel, are you thinking about a new bike again?



budget

a plan for how you will spend the money that you earn over a certain period of time

earnings

money that you receive for doing work

B Making a Budget

Since money is a limited resource, people need a plan for how to use it. This plan is called a **budget**. Budgets look at what you earn and what you spend. They make sure you have enough to pay for things you need. Budgets also help you plan for getting your wants.

Earnings are the money you receive. You get to decide how to spend your earnings. You probably have things you have to pay for first. These are needs. After you pay for the things you need, then you can use the leftover money on other things, like savings, donations, or things you want.

How to Make a Budget

1. Make a list of your earnings.
Add it all together.
2. Make a list of your needs.
Add it all together.
3. Subtract your total needs from your total earnings. This is your leftover money solution.

Earnings

Allowance: \$5
Doing extra chores: \$2

Total earnings: \$7

Needs

Money for fish food: \$1

Total money for needs: \$1

Earnings: \$7
Total money for needs: \$1

Money left over: \$6

When I make a budget, I have a lot of choices!

Leena has \$6 left over. What should she do with it?

- Should she buy a new toy?
- Should she save it for later?
- Should she donate it to someone who needs it?
- Should she do a little of each?



C How do businesses provide goods and services?

Businesses provides **goods** or **services**.

Sometimes, a business provides both. Goods are actual objects that you can touch. You use goods until they are gone or no longer useful.

Services are the work that someone does for you. Teaching is a service that Roger's father provides. Leena's mother provides a service as a police officer.

Some services are paid for by the local government through taxes. You have to pay for other services. For example, you may pay for someone to fix your bicycle. Most services we use are local.

Goods can be grown or manufactured. This can be done locally or far away. When local businesses sell goods, they must arrange to get these goods from the grower or manufacturer.

goods

things you can touch
that you buy or use



service

a job that you pay
someone else to do



3 Resources



1. Natural Resources



2. Workers



3. Machines and Equipment

Businesses combine three kinds of resources to provide goods or services. First, they use natural resources, things like sunlight, soil, wood, and water.

Second, a business uses people to change natural resources into something people might want. For example, a builder might use wood to make homes. A farmer might use sunlight, soil, and water to grow food.

Third, a business needs machines and equipment to produce other goods and services. For example, builders need equipment to mix cement. They also need trucks to move building materials. A farmer needs a tractor to plant crops and machines to harvest them.

demand

the amount of goods or services that people want or need

supply

the amount of goods or services that people can sell

profit

money gained after costs are subtracted from earnings

A business's profit should be higher than its expenses.



D How does a business work?

Businesses exist to meet a **demand**, or desire, with their **supply** of goods or services. Supply and demand affect prices. When supply is high but few people want the good or service, the business will lower its prices. When lots of people want something, but there is not enough supply, the business can raise its prices.

Businesses have expenses. They must pay for materials and equipment, business space, and workers. Businesses must price goods and services so that they can pay all their expenses. After paying all expenses, the money left over is **profit**.

For example, students decide to sell freshly squeezed orange juice to make money to donate to a local homeless shelter. The children spend \$20 on oranges and 25 cups. They spend \$5 on materials to make posters to advertise their business. It is important to advertise so people know about your product.

Their expenses are \$25. Dividing \$25 by 25 cups, the costs are \$1 per cup. The children decide to sell their orange juice for \$2 a cup. What is the profit on each cup of orange juice sold? How much profit will they get if they sell all 25 cups?

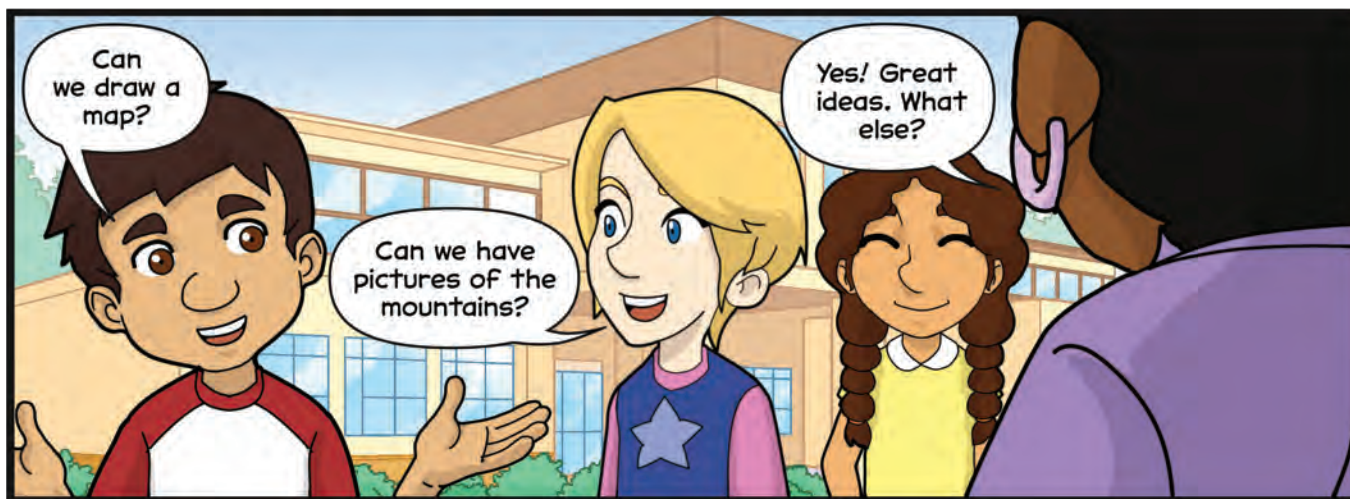


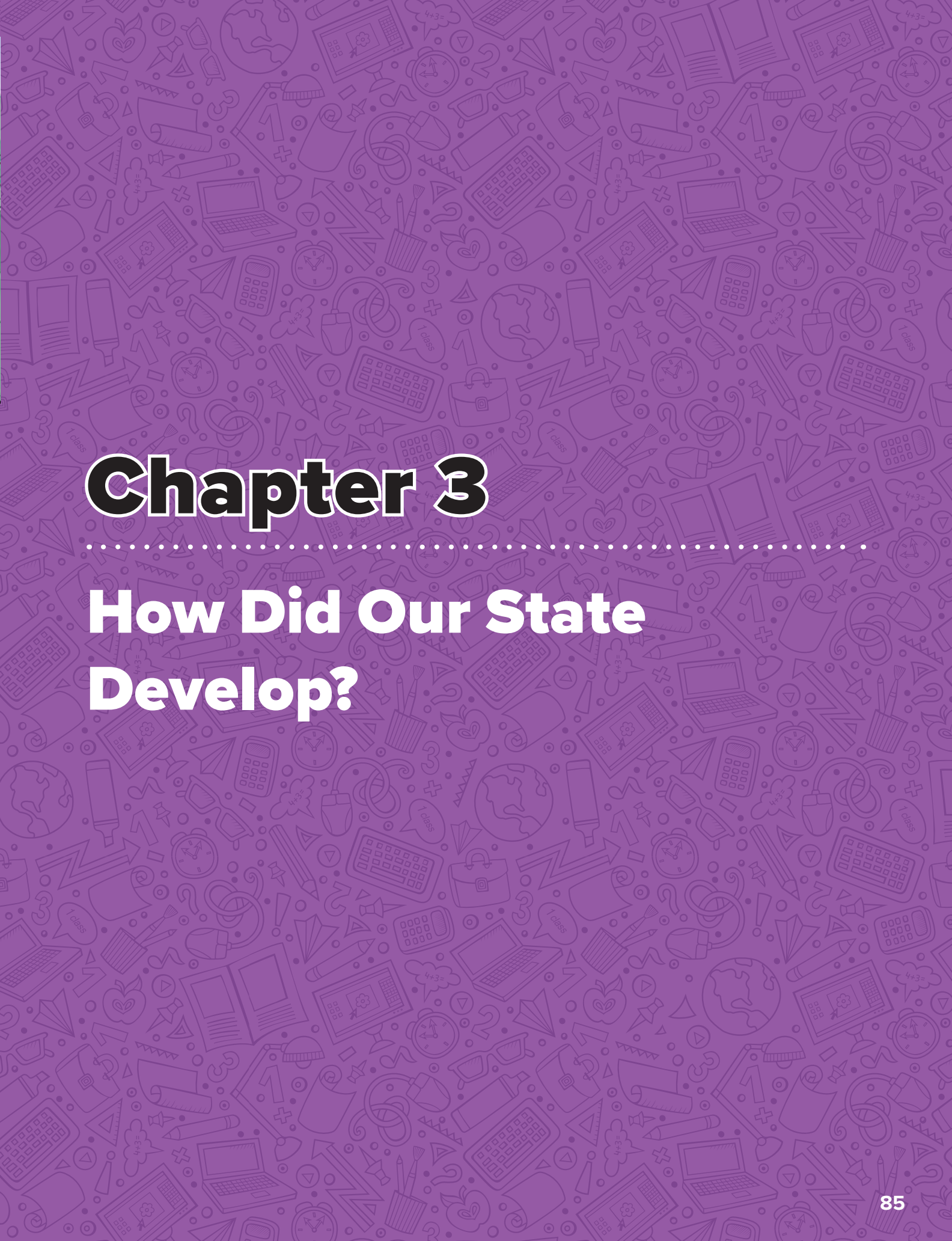
Lesson 4 Summary

.....
When we do not have enough resources, we must make choices. One way is to decide what is a need and what is a want.

Money is a resource that we earn, spend, save, or donate.
Making a plan for our money is a budget.

Businesses provides goods or services. They combine resources to make goods and provide services. Business owners must look at supply and demand.





Chapter 3

How Did Our State Develop?

Geography of Our State



Vocabulary

elevation

natural disaster

drought

A What are the natural features of our state?

States have different natural features. There are mountains and plains. There are also deserts and wetlands. Many states have rivers and lakes. Some states have really big lakes like the Great Lakes in the northern United States.

Different maps show different natural features. The Natural Regions map shows what kind of plants would grow in an area without people. The Southwestern United States is mostly desert. The Great Plains in the middle of the country are mostly grassland.

A physical map shows features like mountains, plains, and coastal areas. The Elevation map shows the **elevation** of different locations. Coastal areas around the Gulf of Mexico are near 0 elevation. In the Rocky Mountains, the elevation of the 100 highest peaks is more than 10,000 feet.

elevation

the height of land above sea level



Lake Michigan is one of the Great Lakes.



Kings Peak is the highest point in Utah. It has an elevation of 13,528 feet.



Badwater Basin in Death Valley, California, is part of the Mojave Desert. It is the lowest point in North America.

natural disaster

an event in nature that usually results in serious damage and deaths

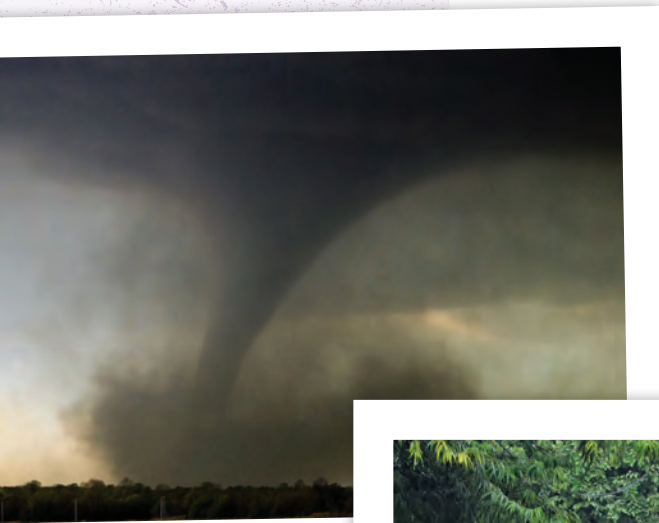
drought

a long period without rain

Natural features can affect climate. High mountain elevations are cooler than lower land. Mountains can also block clouds passing over. Then one side of the mountains gets rain while the other side is dry.

Areas near the oceans are warmer in winter and cooler in summer than areas inland. This happens because ocean water heats and cools more slowly than areas inland.

Weather and natural features can contribute to **natural disasters**. Tornadoes, hurricanes, and floods are natural disasters. Blizzards and **droughts** are also natural disasters. Other natural disasters lie beneath the earth's surface. Earthquakes occur along cracks in the earth's crust.



Tornadoes, floods, and avalanches can cause serious harm.



This river in Texas has dried up because of a drought.



An earthquake in California caused the ground to crack.



Baton Rouge, Louisiana, was built along the Mississippi River.



Many people live in California because of the nice weather.



Trains allowed people to travel across the country.

B Why do people live where they do in the state?

Natural features affect where people live. It is hard to build in mountains, so fewer people live there. Building on flat plains and in valleys is much easier, both for farms and for cities. Ports (where ships dock) are good places for cities to develop as centers of trade. People need water to survive—so the drier an area is, the fewer people are likely to live there.

Some communities grow near natural resources for industries. Forests provide wood for lumber, and oceans have fish for food.

Climate affects where people live as well. Few people live in the frozen north of Alaska. Some people move to the southern states to be warm in winter. The Pacific coast has a mild climate that attracts a lot of people.

Human inventions influence where people live too. Railroads, highways, and airports open up new places for people to live. Air-conditioning makes hot places more livable. Long-distance water systems make it possible to live in very dry places like the deserts in the Southwestern United States.





C Reading a Population Map

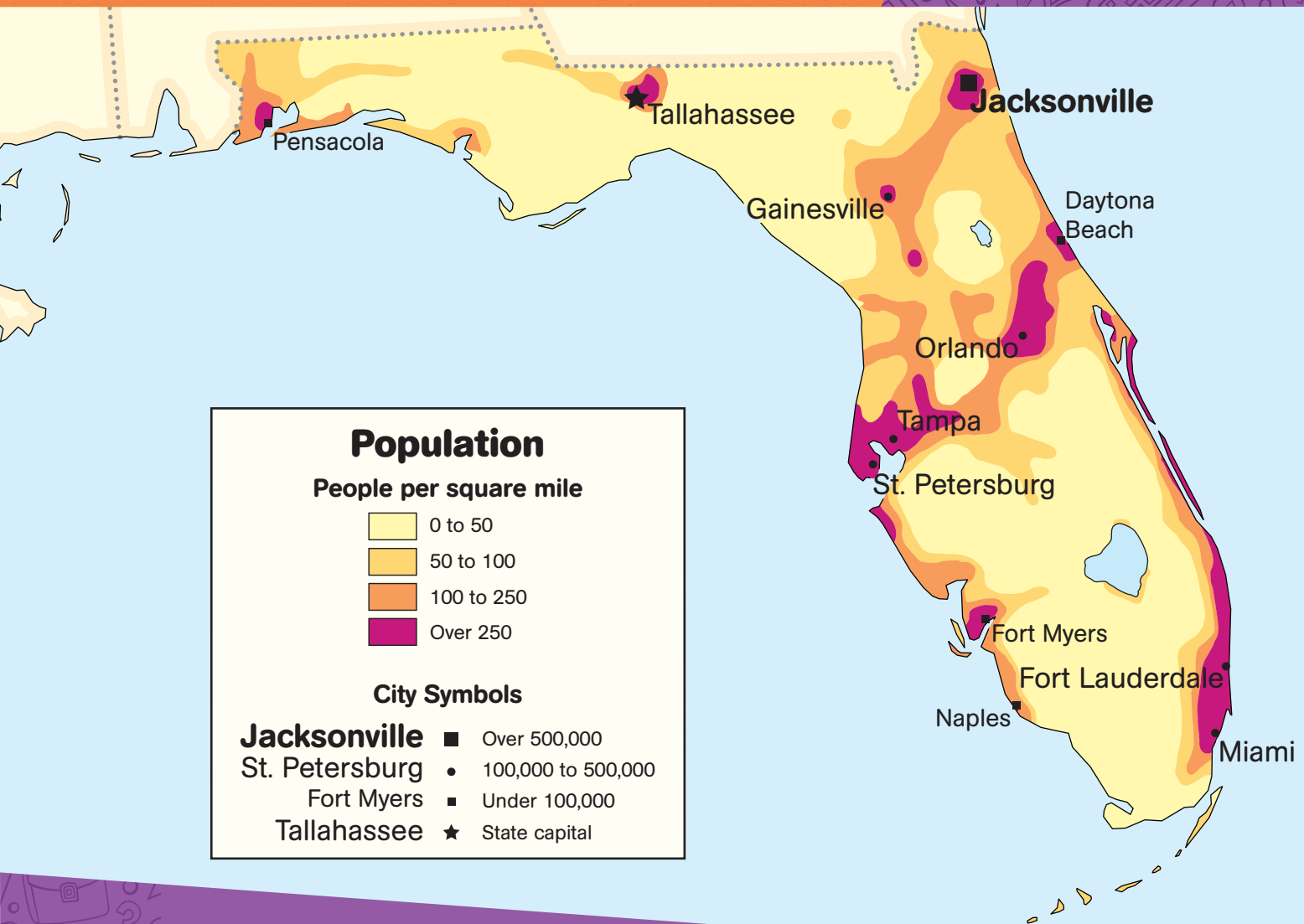
Population maps show how many people live within a given area, such as a square mile. Cities and towns appear as circles, squares, or stars. The label of the city or town shows how many people are in the city or town. Look at the map key to see how many people each size label stands for.

Look at the population map to answer the questions.

1. Which are three of the largest cities in the state?
2. Which are three of the smallest cities shown?
3. Where is the state capital? How do you know that it is the capital?
4. What do the different colors represent?



Do you know the biggest city in your state?



Lesson 1 Summary

Natural features can have a big impact on a state.

Land and water features like mountains, rivers, and deserts affect where and how people live. Other things, like climate and inventions, also affect where people choose to live.

Different kinds of maps help us learn more about our state and country. Population maps tell us where people live, and physical maps show us the locations of natural features.

History of Our State

nomadic

traveling from place to place instead of living in the same place all the time

A How did American Indians live in our area?

American Indians have lived and continue to live all over our country. In the past, some had permanent villages where they had a good supply of natural resources.

Other groups were **nomadic**. They might come to the area when the hunting was good. When winter came, they would move to find shelter from the cold and snow.

Among American Indians, there were many different languages, traditions, and ways of living. But there were also some similarities.

Like all people living hundreds of years ago, they used natural resources for food, clothing, and tools. To get things they lacked, many traded with other groups.



My poster is going to be about our state history.

Vocabulary

nomadic
founder

colony
entrepreneur

territory

constitution



American Indians made pottery from clay.



Spears and many other tools were made from flint.



Baskets were woven from wood splints.



Drum heads were made from animal hides.

B Why did Europeans explore and settle our area?

colony

a community built by people who moved to a new area but remain citizens of their homeland

Explorers came to North America from Spain, Great Britain, and France in Europe. Their governments all wanted to own this “new” land.

One of the resources they wanted was animals. Animal skins or furs were worth a lot of money. Fur trappers and traders came to places like Maplewood to trap animals or to trade for furs with American Indians.

Another resource they wanted was land for farming. First, Europeans established **colonies** along the Atlantic coast. As the colonies grew, people started moving west to take more land. This often caused problems between the European settlers and American Indians.

In order to get to the natural resources of North America, explorers and settlers made trails for their wagons. Getting over mountains and rivers was hard and often dangerous. People settled in areas that provided the natural resources they needed.



In this reproduction of a European colony, you can see that the Europeans made use of the land and resources by using wood from trees to build their homes.



I want to
learn more about
how settlers
got here.

Traveling west, Nebraska, 1886





C Writing a Narrative

A narrative is a story. It has characters, a setting, a plot, and a conclusion. Imagine you are moving west with your family. Write a narrative about some part of your journey. Use what you learned about your state. Then let your imagination take you back in time.

Remember these things when writing a narrative piece:

1. Think about the setting.
 - a. Who are the characters?
 - b. When does the story take place?
 - c. Where does the story take place?
2. Think about the plot.
 - a. What is the story about?
 - b. What is the problem?
 - c. What is the solution?
3. Think about the order.
 - a. Tell the events in the order they happened.
 - b. Use words like *then*, *next*, and *after* to show the order of events.



Trouble on the Trail

Roger and his friends were traveling west by covered wagon. They transported everything, even Roger's dog!



The weather was very hot in the summer. The friends did not have any more water and were very thirsty.



Next, they had to search for fresh water. They were tired and hot, but they kept looking!



Finally they found water! After that, everyone drank water and was happy, and they continued along the trail.



territory

an area of land owned by a country

constitution

a written plan of government, including the basic laws of a state or country

D How did we become a state?

Before the area around Maplewood became a state, it was a **territory**, land owned by the United States. As more people created settlements, they saw the need for laws and government. They formed local governments but also wanted to take part in the United States government.

They asked Congress to be admitted as a state. Congress told them to write a state **constitution**, or framework and rules for state government. If voters approved it, they could bring it back to Congress. The voters did approve it and sent it to Congress.

Congress passed a bill admitting the new state, and the president signed it into law. From then on, the people of Maplewood had all the rights and responsibilities of the other states. They could elect representatives to Congress and vote for president. This process was followed by most of the 50 states.

States today have many groups that live and work together. People move into the state because of jobs and family. They come from different states, regions, and even countries. All these different groups of people help make the state a special place.



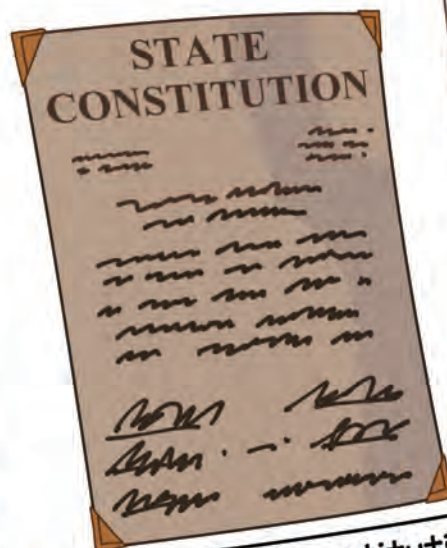
Do you know when your state became a state?



My State History



Families Move West



Our State Constitution



My Family Arrives

Perfect!

founder

a person who starts or builds something new

entrepreneur

someone who starts businesses and finds new ways to make money

E Who are some of the important people in our state?

It takes many people to make a state. The first Europeans in North America were explorers or early settlers like John and Molly Cornish in Maplewood. The leaders of early communities led the drive for their territories to become states. These people were **founders** of the state. Have you ever seen statues honoring founders in your state?

Entrepreneurs make contributions to the state too. They open new businesses, which bring more people to live, work, and visit a state. These business people are responsible for some of the changes in the state.

Stephen F. Austin,
founder of Texas



John Winthrop,
founder of Massachusetts





Madam C. J. Walker,
a very successful
entrepreneur in Indiana
and other states

Famous Entrepreneur

Sarah Breedlove (1867–1919), better known as **Madam C. J. Walker**, was a very successful entrepreneur. She developed her own hair-care products and sold them door-to-door in St. Louis, Missouri. In 1905, she moved to Colorado and started selling her products across the country by mail. Her sales grew. In 1908, she opened an office in Pennsylvania. In 1910, she even built her own factory in Indiana!

Madam C. J. Walker's business employed around 3,000 people in many parts of the country. She started with a good idea and hard work and became one of the first self-made female millionaires in American history!



Lesson 2 Summary

.....
A state's history starts with its American Indians. Both American Indians and early European settlers relied on natural resources for clothing, shelter, food, and water.

To become a state, local leaders had to write a constitution, get people to approve it, and submit it to Congress.

Many groups from different cultures live and work together in communities across each state today.

Economy of Our State



Vocabulary

agriculture

economy

mineral

fossil fuel

global

A How did people make a living in the state in the past?

You have read that the first European settlers in Maplewood made their living in **agriculture**.

As more people settled in the area, they needed better transportation, first by water and then by railroads. When a railroad connected Maplewood to Roseville, industry started in Maplewood. Trains brought raw materials, like cloth, to factories. Factories made finished products and sent them on trains to be sold elsewhere. People moved to communities like Maplewood to work in factories, and the population grew.

Little by little, more people in the state lived in towns than on farms. In addition to working in factories, people in towns made their living working in small businesses like stores and repair shops.

agriculture

farming

In 1894, this train was called “The Queen of Speed” because it was so fast. Trains allowed for faster movement of goods and people.



B What natural resources are important to the state's economy?

economy

the system of buying, selling, making things, and managing money

mineral

a resource found in the earth that does not come from an animal or a plant

fossil fuel

coal, oil, or natural gas formed millions of years ago

In Iowa, corn is important to the state economy.

In Alaska, oil is important. An 800-mile pipeline was built to transport the oil so that it can be sold and shipped to other parts of the world.

The **economy** of a place means its whole system of producing, selling, and buying goods and services. The many types of natural resources in the United States make it possible for us to produce many goods and services. Many states have good land for farming and a lot of their economy is based on this.

In addition to good soil, plants, and animals, **minerals** are another natural resource. Minerals are mined from the earth. Examples are copper, iron, silver, gold, and mercury. These minerals are useful in making products. Industries for making products with these minerals are often located near the mines.

Fossil fuels are also important natural resources. Fossil fuels were formed underground millions of years ago and cannot be renewed. Mining and burning them can harm the environment. For this reason, people are developing ways to use other energy sources, such as the wind and the sun.

Iowa cornfields



Alaska pipeline



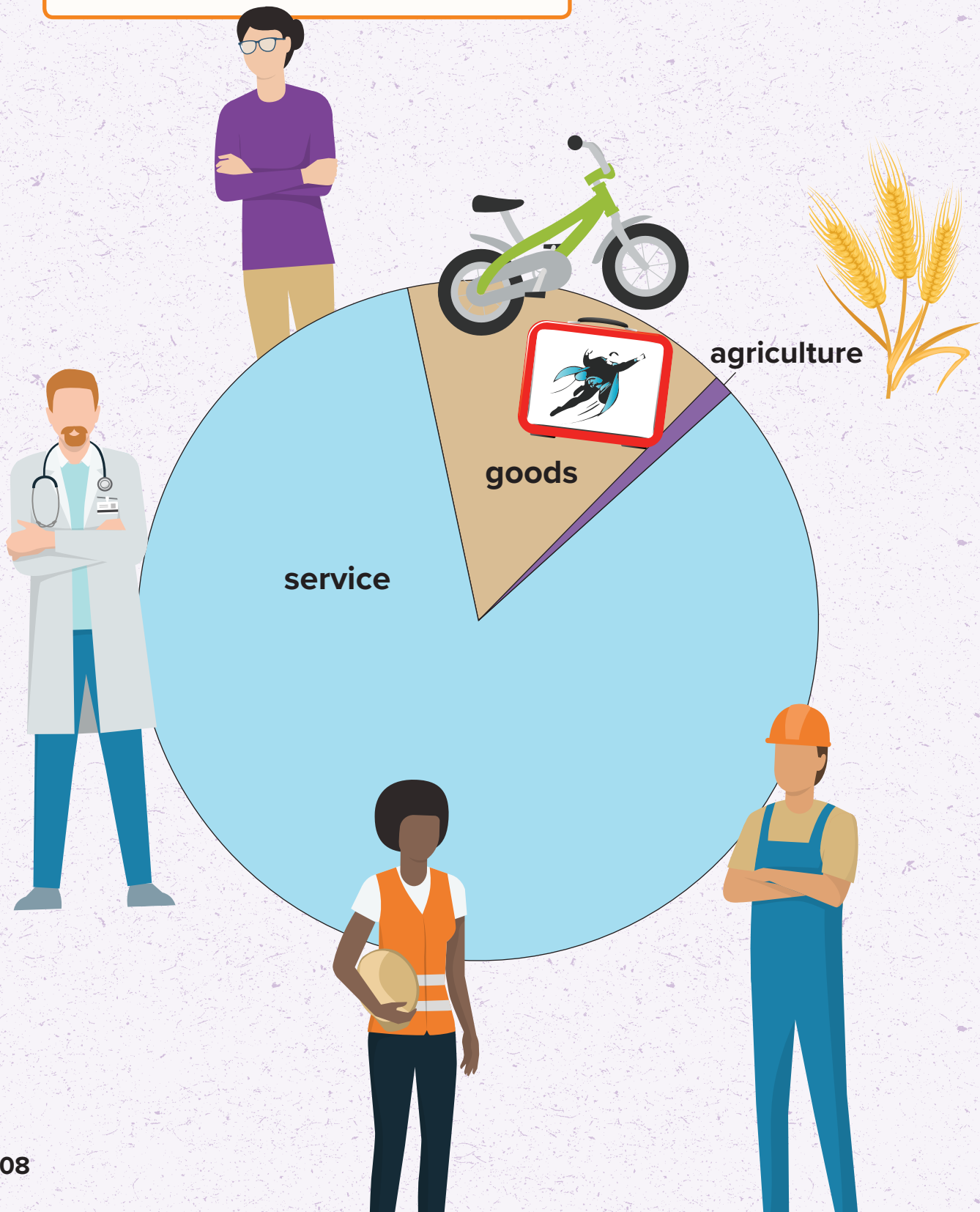


Minerals are used for many things. Silver and copper are used in making money, electrical wiring, and appliances in your home.



Pie Chart

This pie chart shows that most people in our country work in the service industry. Some people work in the goods industry, and a small part of the population works in agriculture.



C What are the important economic activities in the state today?

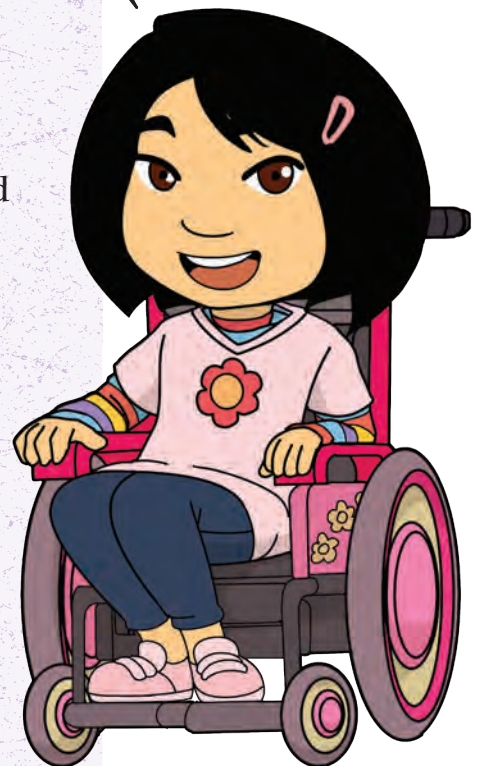
Minar's and Peyton's parents provide health care. They perform a service for people as part of the service industry. About four out of every five workers in our country provide services. Teachers, salespeople, truck drivers, and tour guides are other examples of service providers.

Only a tiny part of our population makes a living in agriculture today. Farm machines make it possible for farming families and huge companies to grow and harvest most of the food we eat. Much of our food comes from the Midwest and California.

About one out of every eight American workers earns his or her living in an industry that makes goods. These goods industries include manufacturing, mining, and construction. Many manufacturing businesses are in the eastern half of the country, while the west has many mines.

Each state economy has its own blend of goods and service industries and farming. What does your state economy include?

My mom
is a police officer.
She provides a
service!



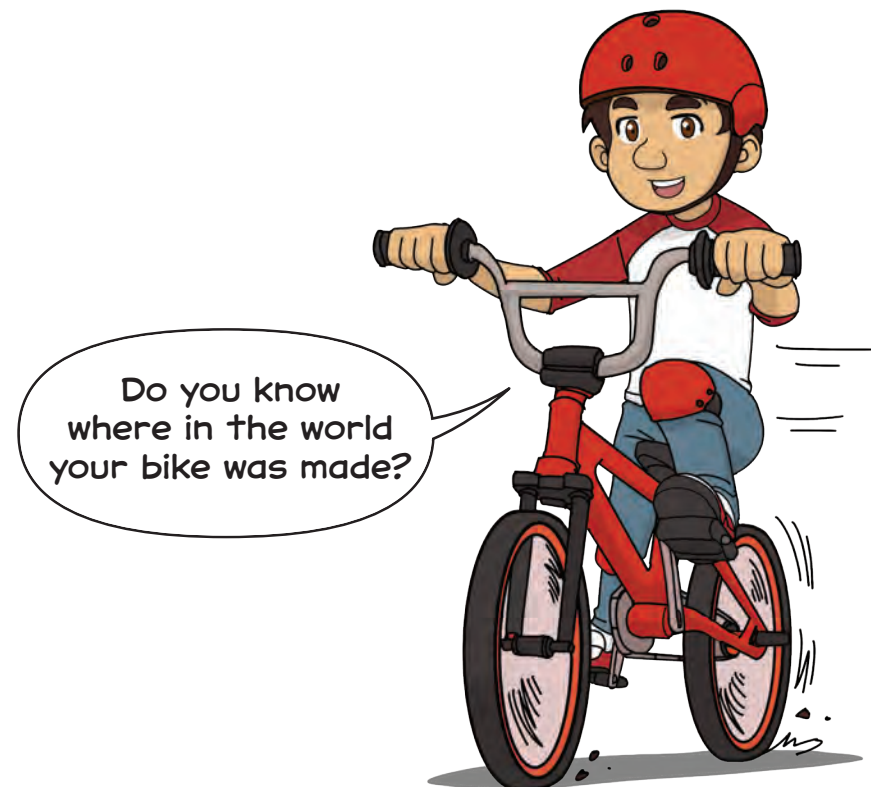
global

having to do with the whole world

D How is our state connected economically to the world?

Trade has always been an important part of a modern economy. When one state has more than it needs of something, it can trade with other states or countries for something else.

The growth of technology and the internet means instant communication. It also means we have more opportunities to trade than ever before in history. Raw materials and finished goods travel rapidly around the globe to meet supply and demand. For example, clothing made in China sells in our local stores. Computer software developed in the western United States sells all over the world. We call this international process globalization. It results in a **global** economy.



Parts of a Bike

Everyday objects, like bikes, have parts that come from all over the world.



Lesson 3 Summary

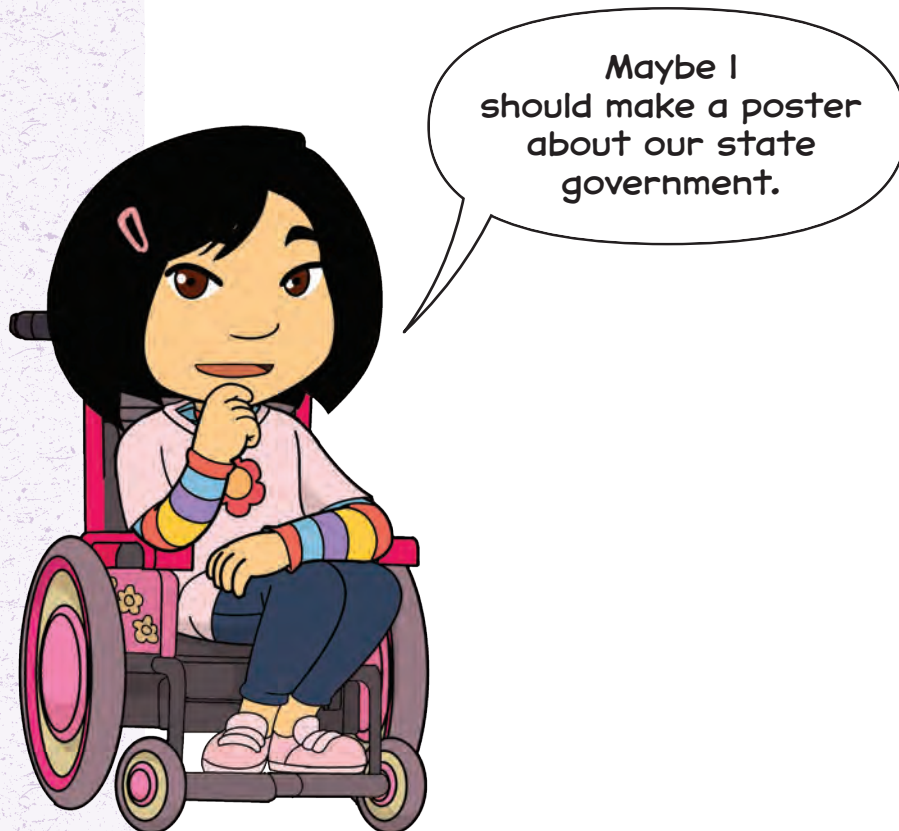
People first made a living from local resources. States added industry to agriculture. Manufacturing, energy, and technology led to more industries.

Technology has changed the economy with faster communication and transportation. People and industry are now connected throughout the world in a global economy.

State Government

A What does the state government do?

Leaders elected to state government make, carry out, and evaluate laws. State governments have many responsibilities, such as making laws about schools and highways and setting requirements for some jobs. State governments also provide places for recreation like state parks and services like highway police. States can make any laws, so long as they do not violate federal law or the United States Constitution.



Vocabulary

tax

governor

State governments decide how much money different state departments will receive. State leaders work on budgets, just as individuals create personal budgets. Most of the money comes from **taxes** people pay to the state and to the federal government.

State governments must work with other states and the federal government. They have collaborative discussions and projects.

tax

money that people pay to the government



State governments take care of state highways and state parks.



B

How is the state government organized?

governor

the leader of the executive branch of the state



Iowa state capitol



Ella Grasso of Connecticut was the first woman to be elected a state governor without following her husband into office.

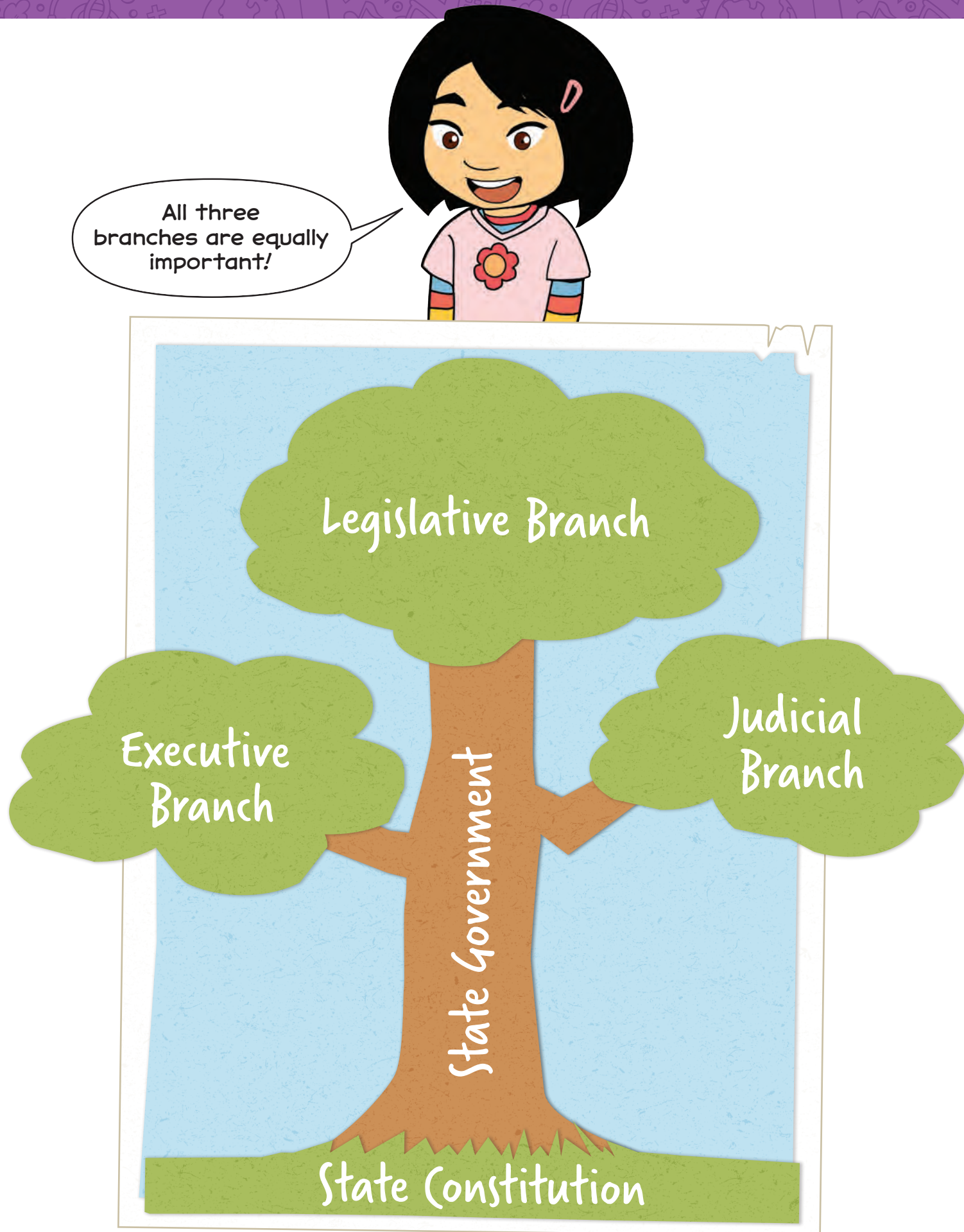
Each state has its own constitution that explains how its government will work. State constitutions and laws cannot go against the U.S. Constitution or federal law.

A state government has three branches, like local government. The **governor** is elected by the people and leads the executive branch. The lieutenant governor, attorney general, and secretary of state are also part of the executive branch. Their jobs are to see that the laws of the state are carried out. The main members of the executive branch are usually elected by the people. Sometimes, they are chosen by the governor.

Voters also elect representatives to the state legislature. In most states, it is a Senate and House of Representatives or Assembly. This legislative branch makes laws and the state budget.

The judicial branch is made up of judges in the state supreme court or one of the lower courts. They must decide whether people have followed the state law in certain situations. Some judges are elected. Others are chosen by the governor and the legislature.

All three
branches are equally
important!



C How are citizens involved in state government?

Government gets its power from the people.

People vote for their leaders, like the governor and the president. They also vote for members of the legislature and sometimes judges. Elected representatives make laws in state government. In other words, people vote to give someone power to make decisions.

It is important for people to be involved with government by studying all sides of issues. They should also listen to what different candidates have to say before an election. Knowing as much as possible about the issues and the candidates helps voters make the best choices when voting for leaders.

After elections, citizens still need to be aware of issues in state government. If there is an issue that you feel strongly about, you can contact your

representative to let him or her know how you feel.

This is important. After all, a state leader is making decisions for you.

I wrote a special message on the back of my poster!





The right to vote is important in a democracy. The Constitution guarantees the right to vote to all citizens 18 years of age and older.



Alabama



Alaska



Arizona



Arkansas



California



Colorado



Connecticut



Delaware



Florida



Georgia



Hawaii



Idaho



Illinois



Indiana



Iowa



Kansas



Kentucky



Louisiana



Maine



Maryland



Massachusetts



Michigan



Minnesota



Mississippi



Missouri



Montana



Nebraska



Nevada



New Hampshire



New Jersey



New Mexico



New York



North Carolina



North Dakota



Ohio



Oklahoma



Oregon



Pennsylvania



Rhode Island



South Carolina



South Dakota



Tennessee



Texas



Utah



Vermont



Virginia



Washington



West Virginia



Wisconsin



Wyoming

D What are the symbols of our state?

Flags are symbols for states. State symbols show other people the heritage of a state. Symbols can describe important resources and events in a state.

In addition to state flags, states also have state seals and mottos.

Do you know what your state flag and seal look like? For example, the flag of Texas, the “Lone Star” state, features a large star. The seal of Florida includes an American Indian woman and a palm tree. In many states the seal appears on the flag.

Do you know your state motto? In Delaware, the motto is Liberty and Independence.

Most state websites have a state symbols page. Some state symbols you might find are birds, plants, people, and animals.



The Louisiana state seal also appears on its flag.

HOPE

The motto of Rhode Island is Hope.

If you could choose a symbol for your state, what would it be?



Lesson 4 Summary

State governments have constitutions and three branches of governments. State governments get their powers from their citizens, and they have a responsibility to serve them.

Citizens can make certain they have the best state government by being informed voters. Informed voters study issues and candidates to make the best choices possible.



I was on a plane once.
You can't see cars or people
or most buildings from that high
up. They're too small!



I've never
been on a plane.
It would be cool to
see our country
from above.

Sometimes, it's like
seeing the country in
the past, long ago.



I wonder
what life was like
back then, before
cities.

Chapter 4

What Was Our Country like 500 Years Ago?

North America of the Past

Review the North America map in the Atlas section of this book.



A What are the natural features of North America?

Do you like to hike in the mountains? Do you like to boat on lakes and rivers? Do you like to climb in canyons or race through wide, open fields? Do you like to chase waves on a beach? Then you belong in North America.

North America is the third largest continent. Of the seven continents, Asia and Africa are bigger. North America includes the countries of Canada, the United States, and Mexico, and the world's largest island, Greenland. Together, they cover most of the continent. North America also includes the countries in Central America and the Caribbean islands.

North America touches three oceans: the Arctic, Atlantic, and Pacific. Large bays and gulfs, like Hudson Bay in the northeast and the Gulf of Mexico in the south, are also coastal waters. The Great Lakes lie between Canada and the United States. These five lakes hold the largest amount of fresh water in the world.

Vocabulary

alpine

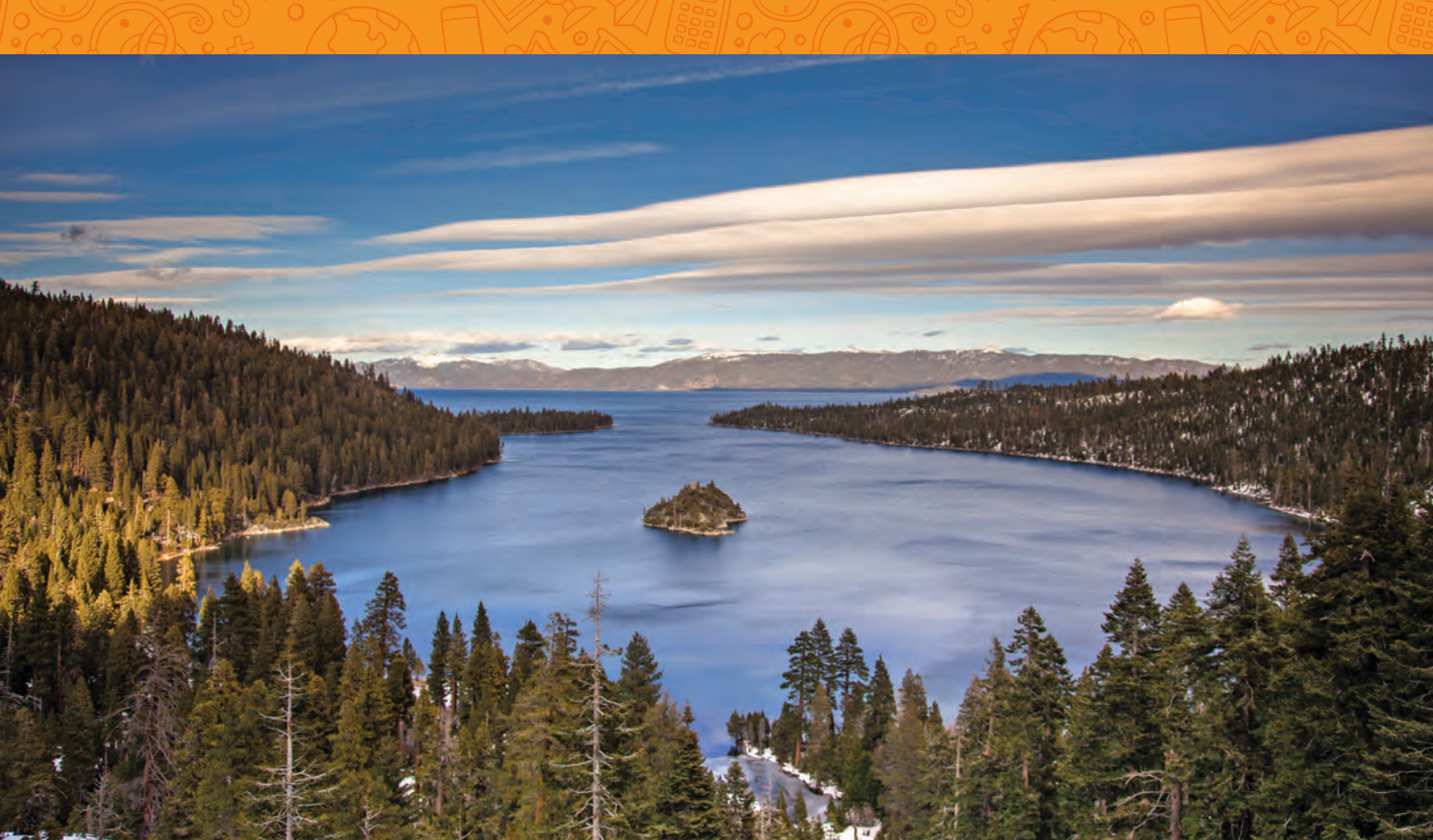
canyon

rain forest

coral reef

region





Emerald Bay is part of Lake Tahoe. Lake Tahoe is an ancient lake, which means it is more than 1 million years old.

Thousands of rivers run through the continent, too. The Great Lakes all flow into the St. Lawrence River, and it flows to the Atlantic Ocean. The Mississippi River flows south from Minnesota to the Gulf of Mexico. It carries the most water and is the second longest river in North America. The longest river is the Missouri River. It starts in western Montana and joins the Mississippi River at the eastern edge of Missouri. Other great rivers of North America include the Yukon River, the Rio Grande, the Colorado River, and the Columbia River.



Rivers have always been useful. They help with trade and travel. They are home to many types of animals, fish, insects, reptiles, and plants.

North America has several major mountain ranges. Almost all of them run north to south. North America's oldest mountain range is the Appalachian Mountains, which runs through eastern Canada and the United States. The longest range, the Rocky Mountains, runs from northern Canada to New Mexico. It is the third longest mountain range in the world. The Sierra Nevada runs 400 miles along California. It is home to Lake Tahoe, the largest **alpine** lake in North America. The tallest mountain in North America is Denali in Alaska. It is part of the Alaska Range.

alpine

relating to or a part of
high mountains

The Rocky Mountains are
76 million years old.



canyon

a deep, narrow valley with steep sides

rain forest

a forest that gets more than 100 inches of rain a year

All of the mountains in western North America are part of a long chain that stretches across the western half of the continent from Alaska to southern Mexico. It is called the North American Cordillera (*cordillera* means “mountain range”). This western part of the continent also contains **canyons**, volcanos, deserts, and **rain forests**.

In the center of the continent, you’ll find hundreds of miles of flat or rolling land. This land is the Great Plains. In Canada, it is called the Interior Plains. It is mostly grasslands and prairie.



The Hoh Rain Forest is one of the largest temperate rain forests in the United States. It is located in the Pacific Northwest.



Coral reefs surround some Caribbean islands and the Florida Keys. Many animals depend on the coral reefs for food and shelter. They also help protect coastlines from erosion and flooding. The Caribbean coral reefs are dying. There are half as many today as there were in 1985. This dying off can be changed if we protect the reefs from overfishing and pollution, restore certain helpful sea life, and replant healthy coral.

coral reef

an underwater strip of coral (skeletons of tiny sea creatures) that is close to the surface

B What are the regions?

region

smaller part of a larger area that shares certain features

North America covers a huge amount of land, which includes many plants, animals, and natural features. It ranges from extremely cold weather in the north to mild, warm weather in the south and Caribbean islands. It is much easier to understand the continent if we break it into smaller **regions**.

Each region has common features that set it apart from other regions. There are many ways to divide large areas into regions. Regions can be divided by natural features, such as rivers and mountains, or climate. They can be divided by human features, such as language or religion or population. They can be divided by political needs, such as voting districts or states or time zones. Can you think of other ways to divide regions?

Can you find your state on the map? Which region is it in?

When historians study the people living 500 years ago in the area that became the United States, they divide the continent into regions based on different language groups and the natural features of the area. Regions often include the Northeast Woodlands, Southeast Woodlands, Great Plains, Southwest Desert, Northwest, and Arctic/Subarctic.





American Indian Cultural Regions

- Northeast Woodlands
- Southeast Woodlands
- Great Plains
- Southwest Desert
- Northwest
- Arctic and Subarctic

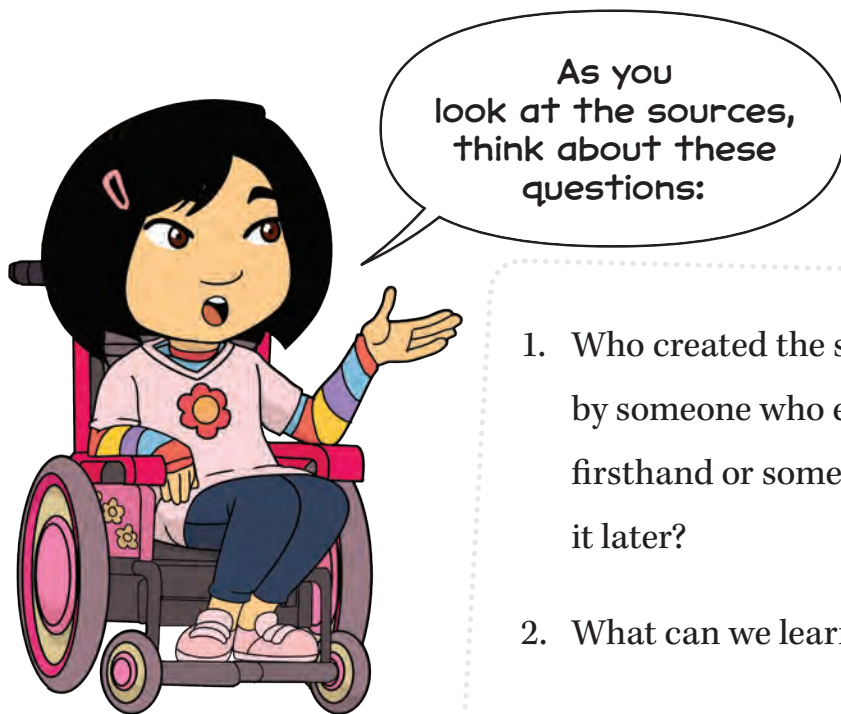


C Comparing Primary and Secondary Sources

We use primary sources and secondary sources to learn about the past.

A primary source is a firsthand account or an account that was created by someone who lived in or saw the time being described. Primary sources can be diaries, photographs, interviews, and letters. Primary sources can also be objects such as coins or tools.

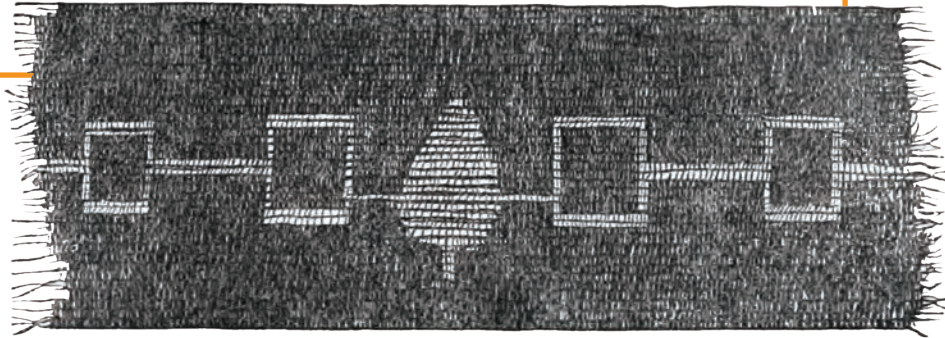
A secondary source is a retelling of events that is created using primary sources. The person creating the secondary source did not experience the event firsthand. Secondary sources can be books, movies, and websites.



1. Who created the source? Was it created by someone who experienced the event firsthand or someone who learned about it later?
2. What can we learn from the sources?
3. How are the sources different?

Primary Source

This belt is from the Iroquois Confederacy. The Iroquois recorded events by creating belts. These belts were made of beads strung together in an intricate pattern that told a story.



Secondary Source

This text is from the Onondaga Nation website.

The belt is named after Hiawatha, the Peacemaker's helper. In this belt, it records when five nations; the Seneca, Cayuga, Onondaga, Oneida, and Mohawk, buried their weapons of war to live in peace. Each square represents a nation and the line connects each nation in peace.

The center symbol represents Onondaga. Here the peacemaker planted the Tree of Peace. Under this tree the leaders buried their weapons of war beneath it.



Lesson 1 Summary

We learned about the many different natural features of North America, from mountain ranges and vast plains to coastal regions and islands. We also learned about how regions are made and what the six American Indian cultural regions are.

The Northeast Woodlands

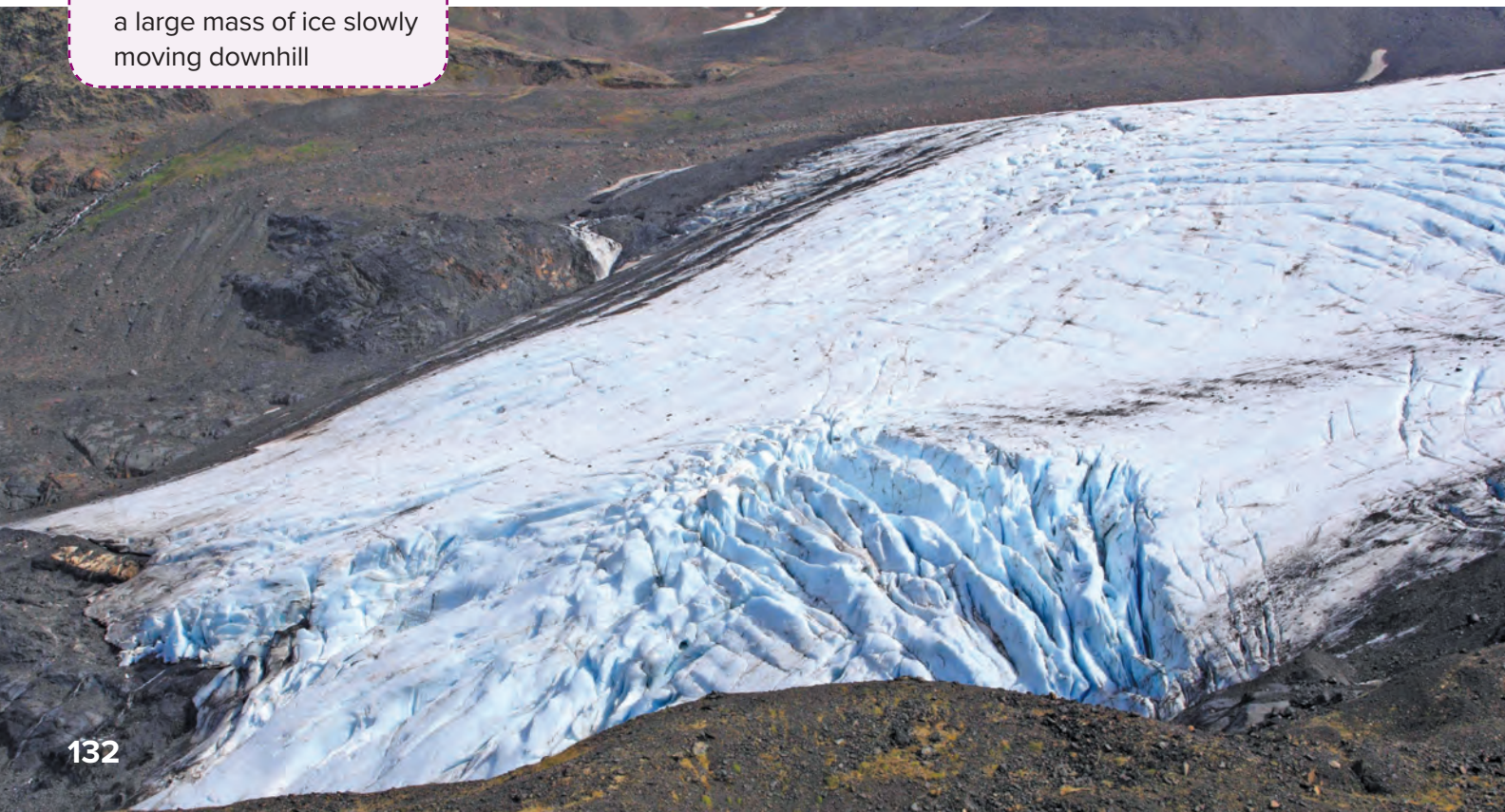


A What are the natural features of the Northeast Woodlands?

Long ago, most of the Northeast Woodlands looked green in summer because its land was covered with forests. The region today, like it was 500 years ago, is defined by many lakes (including the Great Lakes) and rivers. It also has a long coastline with the Atlantic Ocean. All this water helps keep the forests green in the hot summers and adds lots of snow to the very cold winters.

glacier

a large mass of ice slowly moving downhill



Vocabulary

glacier

temperate climate



When the weather starts getting cold in the fall, the vast green forests of the Northeast Woodlands turn many colors.



The Appalachian Mountains stretch across the land for a little over 2,000 miles!

There are also many valleys and hills. The main mountains are the Appalachians, which separate the lowlands along the coast from the open plains to the west.

More than 10,000 years ago, vast **glaciers** covered most of the Northeast. As they melted, they left behind rocks big and small. Can you find present-day Long Island and Cape Cod on a map? They are two of the glaciers' biggest rock dumps.

B What were the natural resources of the Northeast Woodlands?

Most of North America has a temperate climate, except for Greenland and the very northern parts of Alaska and Canada (where it is extremely cold) and Central America, the Caribbean, and southern Mexico (where it is extremely hot).

Do you enjoy turkey on Thanksgiving? Cranberry sauce? Pumpkin pie? These foods come from natural resources of the Northeast and were also eaten by the original people in the region. Long ago, wild turkeys lived in the dense forests. Cranberries grew in the bogs, or swamps, and pumpkins grew in fertile river valleys. Fish and shellfish were resources of the coastal areas.

As a vital resource, the trees of the Northeast provided wood for building and for fires. The forests were also home to many animals like bears, deer, foxes, beavers, and porcupines.



Turkeys are a good source of protein. Many indigenous groups used turkey feathers in their traditional clothing.



Cranberries are an excellent source of vitamin C. The original people of the region used them for food, to make deer meat last longer, and as a red dye for clothing.



Maple syrup comes from maple trees found in the Northeast.

The Northeast has a **temperate climate**, where the temperature changes from season to season. Climate and soil combined to limit farming in the northern part of the region. Long, cold winters and short summers mean a short growing season. Melted glaciers have made the soil very rocky.

temperate climate

climate that is not extremely hot or extremely cold and has four seasons

Some Northeast Native Groups

- Winnebago (*Ho Chunk*)
- Algonquin
- Huron
- Haudenosaunee (*Iroquois*)
- Wampanoag
- Powhatan



A Winnebago chief

C How did the people of the Northeast Woodlands use their environment?

Some groups of people living in the Northeast 500 years ago lived in villages all year long. Other groups moved when the seasons changed. They moved to be near the natural resources that were available during that season.

The people fished for food in lakes, rivers, and the ocean using canoes and spears. They also hunted wild game—such as elk, deer, and bear—to provide food and clothing. Another source of food came from gathering wild plants like rice, cranberries, and blueberries. Some groups planted and grew their own foods, such as beans, squash, and corn.

Spear fishing from a canoe for brook trout and Atlantic salmon



The native groups of the Northeast had many uses for trees. They used bark and wooden boards to make canoes. The Iroquois made wooden stakes to build tall fences around their villages. In these villages, they lived in longhouses built of wooden poles and strong tree bark. Several families lived in each longhouse.

Tribes that moved in winter and summer often built temporary round homes from young trees. They bent the branches over to form a frame. Then they covered the frame with bark or woven mats. These types of houses are called wigwams or wickiups.

Wickiups were quick to build and were left behind when the season changed.

Longhouses were like a one-story apartment building where many families lived all year long.





D Identifying the Main Idea

A topic is the subject of a text, painting, interview, or other source. The topic is usually one or two words. These words describe what the whole source is about.

Main ideas are the important information the author wants the reader to know about the topic. For example, if the topic is American Indians, one main idea could be how American Indians used tools. Another main idea could be what kinds of homes American Indians lived in.

Main ideas can also be found in sources that are not written. For example, when a photographer takes pictures of the ocean, the topic of the photographs is the ocean. If each photograph shows ocean animals, one main idea of the photos is the ways that animals live in our oceans.

To find the main idea, decide what the topic of the source is. Then follow these steps:

1. Look at each paragraph, painting, or artifact, and think about what ideas the author wants to communicate.
2. Think about how the ideas connect to the topic of the text. Each main idea should be connected to the overall topic.

topic

Tools were important parts of all American Indian cultures. There were many different kinds and uses for them. Some tribes used spears to fish in lakes and rivers. Some tribes used bows and arrows for hunting. Other tribes used traps made out of vines, wood, and rope. Most tribes used rocks to sharpen other rocks or grind food.

main idea



Lesson 2 Summary

The natural features of the Northeast Woodlands included a long coastline, mountains, and forests. The American Indians of 500 years ago lived on the resources of this environment. They fished, hunted, and gathered wild foods. Some also farmed. Forests provided material for building houses, fences, and canoes.

The Southeast Woodlands



A What are the natural features of the Southeast Woodlands?

The region known as the Southeast Woodlands is next to two large bodies of water: the Gulf of Mexico and the Atlantic Ocean. Most of this region is made up of **coastal plains** that stretch for hundreds of miles. The region includes the Atlantic Coastal Plain, most of the Gulf Coastal Plain, the southern end of the Appalachian Mountains, one-third of the Mississippi River basin, and other rivers and lakes.

coastal plain

low, flat land that starts at the edge of a sea or an ocean

Coastal wetlands act like sponges and absorb water. They help reduce the impact of floods in an area.



Vocabulary

coastal plain

border

subtropical climate

tropical climate

In addition to the Mississippi River, many other major rivers cut through the Southeast Woodlands and flow into the Gulf of Mexico and the Atlantic Ocean. This coastal region is very wet and has swamps, wetlands, and long, sandy beaches. The rivers provide many fertile valleys. There are also rolling hills and higher plateaus. Although this region is mostly flat, the Appalachian Mountains, at the northern **border**, are the region's tallest landform. These mountains have large pine and oak forests.

border

the dividing line between two regions

Brasstown Bald, part of the Appalachian Mountains, is the highest point in Georgia.





Many types of palm trees grow in the Southeast. Seminoles would use the fronds of palm trees to create thatched roofs.

subtropical climate

climate with warm, dry winters and hot, wet summers

tropical climate

climate with hot weather throughout the year and frequent rainfall

B What were the natural resources of the Southeast Woodlands?

Most of the Southeast Woodlands region has a **subtropical climate**. Although it is part of the temperate climate zone, this climate also borders the hottest climate zone, the **tropical climate**, which is around the equator. The temperature of the subtropical climate stays warm or hot much of the year. The wet season is in the summer, and the dry season is in the winter. The northern part of the Southeast (the Appalachian Mountains area) has a temperate climate. This region has milder weather than that in the Northeast Woodlands but is not as hot or as wet as the subtropical climate farther south and in the coastal plains.

A lot of sunshine, combined with fertile soil, flat land, and plenty of rain, make the Southeast Woodlands an ideal place for trees and plants to grow. It is excellent land for farming. Forests provide resources for the people and animals that live here. Rivers provide fish and water for cooking and drinking as well as an easy way to travel long distances. The oceans are full of seafood.

Deep in the earth along the Gulf Coast lie deposits of oil and natural gas. Some of the Southeast Woodlands Indians put oil on their bodies to keep bugs away. Others used oil to seal canoes so they would not leak.



Most American alligators are native to the Southeast.

Some Southeast Native Groups

- Cherokee
- Choctaw
- Creek
- Seminole



A Seminole woman

C How did the people of the Southeast Woodlands use their environment?

Five hundred years ago, people of the Southeast lived in permanent towns along the Mississippi and other rivers. Their ancestors had lived in the river valleys for a thousand years and more. Some of the towns probably had several thousand people living in them. A well-known culture group were the Mound Builders. They lived in the Northeast, Southeast, and Plains, but most mounds are found in the Mississippi River Valley. They built mounds of earth up to 100 feet tall, and they would cover more than ten full soccer fields at the bottom. Most mounds were either temples or burial mounds.

In the Southeast, the people were farmers who grew their own food in the fertile soil—beans, squash, corn, sweet potatoes, and more. They also gathered berries, acorns, and other nuts. Fishing and hunting animals—such as deer, rabbits, and turkeys—added to

Sauls Mound in Tennessee is 72 feet high.





their food supplies and their clothing materials. They also would catch crocodiles and turtles.

Wattle and daub homes could be very sturdy.

Houses in these towns were made of wattle and daub. People wove thin tree branches between stakes in the ground to make the wattle. Then they filled in the spaces with daub, something sticky like mud. Roofs were a combination of grass and bark. They also made pottery from the clay-like mud.



Lesson 3 Summary

The Southeast Woodlands stretch from the flat coastal plains next to the Atlantic Ocean and Gulf of Mexico to the southern end of the Appalachian Mountains. The mild climate and fertile soil provide many resources for food and building materials.

The American Indians of the Southeast Woodlands region lived in permanent villages as farmers for hundreds of years. They settled in the coastal areas and fertile river valleys.

The Great Plains



A What are the natural features of the Great Plains?

The Great Plains in the middle part of the country were, and still are, mostly **prairies**. Areas with more water east of the Mississippi were often forest but still very flat.

Not all parts of the Great Plains are flat. Between the Missouri River and the Arkansas River, and west of the Mississippi River, is the Ozark **Plateau**. Farther north are the **badlands**, an elevated area that has been sharply carved out by wind and water.

prairie

a large, flat area of grasslands and very few trees

plateau

a flat area that is high in elevation

badlands

a region with few plants that has been cut by erosion into strange forms



The Missouri River is the longest river in North America.

Vocabulary

prairie

plateau

badlands

prehistoric



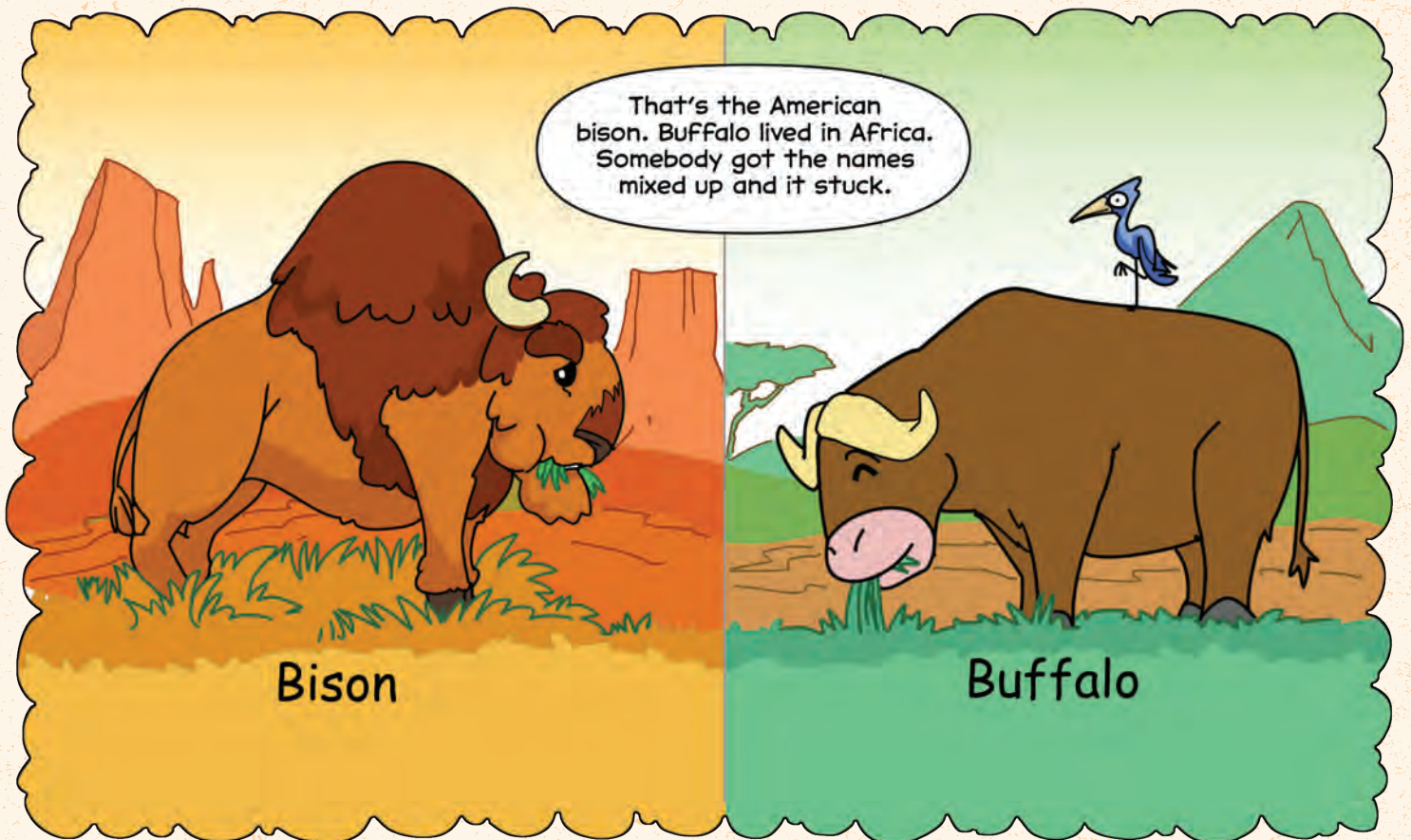
Erosion in the Badlands National Park, South Dakota, began about 500,000 years ago.

Two big rivers flowing through the Great Plains are the Missouri and the Arkansas. Both of them join the mighty Mississippi River on the eastern edge of the Great Plains. When the Mississippi and other rivers flooded, they would leave rich deposits of mud on either side, making the soil very fertile.

The Great Plains is in the temperate climate zone, but its weather patterns change in different regions. The eastern side gets more rain and snow, and the western side is very dry. The summers can be very hot and winters very cold. The region is also very windy, with dust storms and even tornados.



More than 100 plant species can live in a stretch of prairie smaller than five acres.



B What were the natural resources of the Great Plains?

Fertile soil was, and still is, one of the most plentiful resources in the Great Plains. In **prehistoric** times, the land was covered by a sea. It was full of sea life and left behind shells, bones, sandstone, and minerals in the soil. Plants like grass grow well in this type of fertile soil.

The eastern part of the Plains region gets more rain than the western part. For this reason, the prairie grass grew very tall. Its roots were so thick and matted that it was hard to dig in the soil. Better farming soil lined the rivers and so did trees. In the drier western part of this region, the grass grew much shorter, and there were fewer rivers and very few trees. Tall grass, short grass, and mixed grass prairies provided food for animals to eat.

prehistoric

of or relating to a time before there was any written history

Large herds of bison used to roam across the Great Plains.





C How did the people of the Great Plains use their environment?

Some Great Plains Native Groups

- Lakota
(*Sioux*)
- Cheyenne
- Pawnee
- Osage
- Comanche



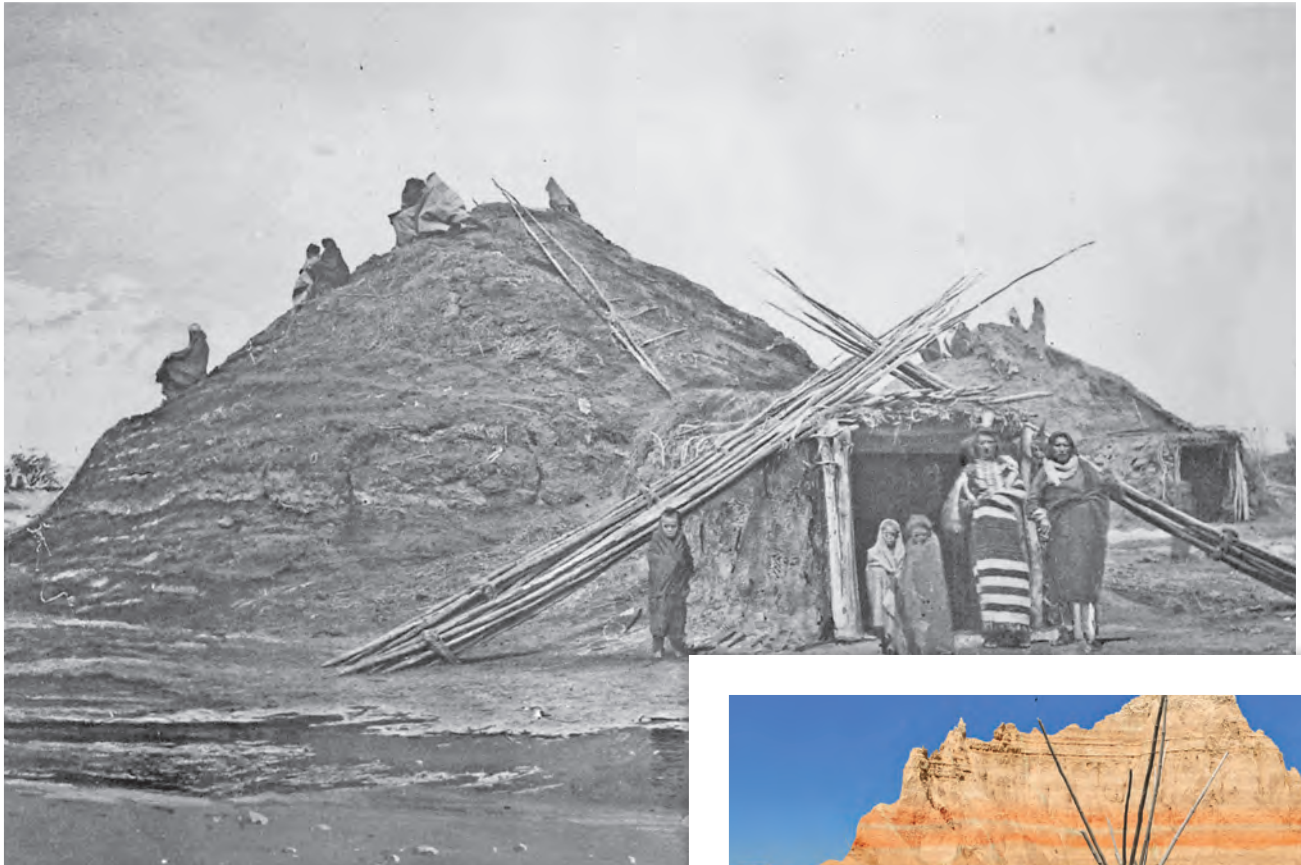
A Pawnee woman

In the eastern part of the Plains, the original people grew corn, squash, and beans in the areas with fertile soil. They lived in permanent villages in the river valleys and made their homes from wood and earth. In summer and winter, they hunted bison on the prairie. They also hunted elk and birds for food. Like the people of the Southeast, many groups were very large and did not move. They also built large earthen mounds, including the largest American Indian construction north of Mexico. It is called Monks Mound and is near Cahokia, Illinois.

People also lived in the short grass plains to the west. These people, often called Plains Indians, shared many similarities with people in the eastern Great Plains. The Plains Indians were mostly farmers and grew corn, squash, and beans in the river valley.

There were also some cultural differences between people in different parts of the Great Plains. In the western part, many groups lived in earth lodges. In the summer, part of the group would go bison hunting out on the plains. For the hunts, they lived in cone-shaped tents made of bison hides called tepees.

Later, European explorers brought horses to North America. The Plains Indians became expert horse riders, and their whole culture changed. They became mostly hunters.



Earth mounds were common in the Great Plains. They were excellent shelter in the cold winters and were cool in the summer heat.

Tepees were easy to pack and move. They were originally pulled by dogs, which were replaced by horses later.





D Identifying Supporting Details

Most texts have parts. There is a topic, which is what the entire text is about. There are also main ideas, which are the important information the author wants the reader to know about the topic.

Supporting details are another part of texts. Details add more information about the main ideas. Details often tell us the *who*, *when*, *where*, *why*, and *how* of a text.

A reader pays attention to details in order to learn more about the main idea and to understand what the author is trying to communicate.

A writer uses details to make an argument, to give examples, or to make the writing more interesting.

Look at the paragraph about horses and people in the Great Plains. It begins with a main idea. Then there are supporting details that tell us more about the main idea.





Great Plains
Indians on
horses

main idea

Horses changed how people lived in the Great Plains.

Europeans brought horses to North America when they explored the continent. In the Great Plains, American Indians became expert horse riders, and their whole culture changed. Before horses, most people in the Great Plains were farmers. After horses arrived, they became mostly hunters.

**supporting
details**



Lesson 4 Summary

.....
We learned about the big, flat Great Plains region and how it got its rich soil for growing grass and food crops. Fertile soil, the rivers, and bison were important natural resources to the first people who lived there.

The Southwest Desert



A What are the natural features of the Southwest Desert?

The Southwest Desert starts in the north at the bottom end of the Rocky Mountains and runs south into Mexico. It is roughly bordered by two big rivers. The western border is the Colorado River that flows out of the Rockies to the Pacific Ocean. The Rio Grande flows out of the Rockies to the Atlantic Ocean. The Rio Grande and surrounding plateaus create the eastern border.

The mountains are very cold in the winter, but the region is generally very hot and very dry. Moving south from the mountain forests, the land gets rocky, with deep canyons made by rivers, and dry, cracked ground. In the south, the land becomes flat, sandy desert.

During sunrise or sunset, the natural rock formations in the Southwest Desert turn to a brilliant red or orange color.



Vocabulary

arid

irrigation



The Rio Grande has created many deep ravines like this one.

Monument Valley in Arizona is part of the Southwest Desert. It is known for its strange rock formations.



B What were the natural resources of the Southwest Desert?

arid

extremely dry

Melting snow watered the mountain areas, but the desert areas of the Southwest were so **arid** that few plants or animals could live there. Water in the streams was precious, and so was the mud in their banks. Deep in the earth lay other valuable natural resources—metals like copper and silver and gems such as turquoise.

Most of the plants in the Southwest Desert are shrubs and cacti that don't need much water to live. Smaller mammals, such as rabbits and coyotes, and snakes and lizards can survive in this hard climate. The rocky landscape of the mountains and river gorges were perfect for bighorn sheep and mountain goats.

There are more than 1,500 known species of cacti. The saguaro cactus is only found in the Southwest Desert.





Male bighorn sheep are called rams, and people can recognize them by their large brown horns. Their hooves are different from horse hooves. Theirs are better on rocky, steep cliffs.



The Navajo people were experts at making beads and jewelry from turquoise. The stone symbolizes luck, health, and happiness.

irrigation

the watering of land and crops using canals or pipes made by people

Some Southwest Native Groups

- Navajo
- Pueblo
- Apache
- Pima
- Hopi



A Hopi mother and daughter

C How did the people of the Southwest Desert use their environment?

Could you figure out how to live in the harsh conditions of the Southwest Desert? Native peoples found ways to deal with little water, daytime heat, and nighttime cold.

Many family groups lived in pueblos. Pueblos are like large, stacked boxes made of adobe. *Adobe* means “mud brick” in Spanish. Clay from the earth is mixed with straw then hardened in the sun to make bricks. Adobe homes kept people cool during the day and warm at night. The largest of these groups built multi-story homes similar to apartment buildings.

Even though the region is dry, the people found ways to farm. They dug canals to bring water from streams to their fields. This system of **irrigation** made it possible to grow corn, beans, squash, and melons. They also hunted the small animals of the region.

About 900 years ago, American Indians of the Southwest built dwellings with up to 150 rooms into cliffs in New Mexico, Arizona, and Colorado. These places were safe from attack. Scientists believe that people climbed up ladders to the flat lands above the homes to farm, hunt, and get water. When they needed protection, they pulled in the ladders. Mysteriously, these people disappeared after about 100 or 200 years. Did they run out of food? Did the streams dry up? No one knows for sure.



Remains of canals made by native peoples can still be seen today, like this one in Arizona.



Abandoned cliff dwellings in Colorado



D Identifying Point of View

There are many things that make people think a certain way. For example, if a person is doing something for the first time, they might find it especially exciting. If a person is doing something they have done many times, they might find it boring. How they think about something or someone is their point of view.

Understanding point of view helps us understand people and their experiences. In this chapter, we learned that people used to live in cliff dwellings in the Southwest. But what was it like to live in a home on a cliff?



Imagine that you are living in these homes 900 years ago.
Here are some points of view that you may have.

- **Living here is crowded.** Maybe there are lots of family members living in a small area.
- **Living here is fun.** Maybe your neighbors have kids your age and you play with them every day.
- **Living here is safe.** Maybe the position of your home protects you and your family.
- **Living here is difficult.** Maybe you have an injury that makes it hard to climb up the ladders.
- **Living here is exciting.** Maybe you love ladders and climbing and exploring this whole area.

What other points of view could you have?



Lesson 5 Summary

.....
The Southwest has many different landforms and climates, from the snowy cold of the Rocky Mountains to the dry heat of the desert. Natural resources of the mountains were forests and wild animals. In the drier areas, water was the most precious resource.

Irrigation made it possible to grow corn and other crops. American Indians lived in houses of adobe. Some American Indians lived in rooms built into the sides of cliffs.

The Northwest



A What are the natural features of the Northwest?

The Northwest region includes two very different areas. These two areas are often studied by themselves. They are the Great **Basin** Plateau region and the California Northwest Coast region.

basin

a large area of earth that is lower in the middle and higher on the edges

These salt flats in Utah cover an area of over 30,000 acres.

The Great Basin reaches between the Rocky Mountains and the Sierra Nevada, which is why it is sometimes called the Intermountain Region (*inter* before a word means “between”). In the Great Basin, rivers flow in but they don’t flow out. The water either evaporates or sinks into the ground. The Great Basin has an arid climate, and it is hot in summer and cold



Vocabulary

basin

missionary



The coastline switches between rocky cliffs and sandy beaches.

in winter. The region is mostly deserts, valleys, and plateaus. In this dry climate, plants like cacti and some shrubs grow well without much water. Trees don't grow as well because the soil is too dry.

From the Sierra Nevada and the Cascade Range to the Pacific Ocean lies the California region. Just west of the mountain ranges are fertile valleys with a large variety of plants and trees. The Coast Ranges run along the Pacific coast and are lush, wet forests with large redwood groves and even rain forests. This region is full of rivers, lakes, and streams, as well as the long coastline with the Pacific Ocean. Except in the southern end, most of the coastline is rugged and rocky, and the ocean water is cold. The climate ranges from the snowy cold of high mountains to the more mild climate in the valleys to the wet and foggy coast.

B What were the natural resources of the Northwest?

Parts of the west have a wet climate, and other parts have a very dry climate. The northwestern coast gets a lot of rain and even has cool rain forests. Farther east in the Great Basin and some valleys, there is little precipitation. The southern coast gets less rain than in the north. It has mild winters and hot, dry summers.

For thousands of years, the western part of the Northwest region overflowed with natural resources. Thick forests covered the mountains and coastlines. The forests provided wood for fires and for building. They also provided food, like roots, nuts, and fruits. Animals such as deer and bears lived in the forests.

The Pacific Ocean provided natural resources as well. Fish and shellfish were plentiful. Salmon was an important food. Although their eggs hatch in fresh water rivers, salmon live most of their lives in the oceans. Whales were a source of oil and meat, and seals were valuable for their meat and skins. These ocean resources were important to all people of the Pacific coastal regions.



Acorns were especially important. The people gathered thousands of the nuts in the fall to grind into flour for use throughout the year.

Deer provided many resources to American Indians. They were a food source, and people used their bones to make weapons and tools.





The Northwest is the only place where coast redwoods grow. They are the tallest trees on earth.

C How did the people of the Northwest use their environment?

missionary

someone who leaves their home to teach their religion to others, usually in another country

Some Northwest Native Groups

- Nez Perce
- Shoshone
- Paiute
- Miwok
- Pomo
- Chinook



A Nez Perce man

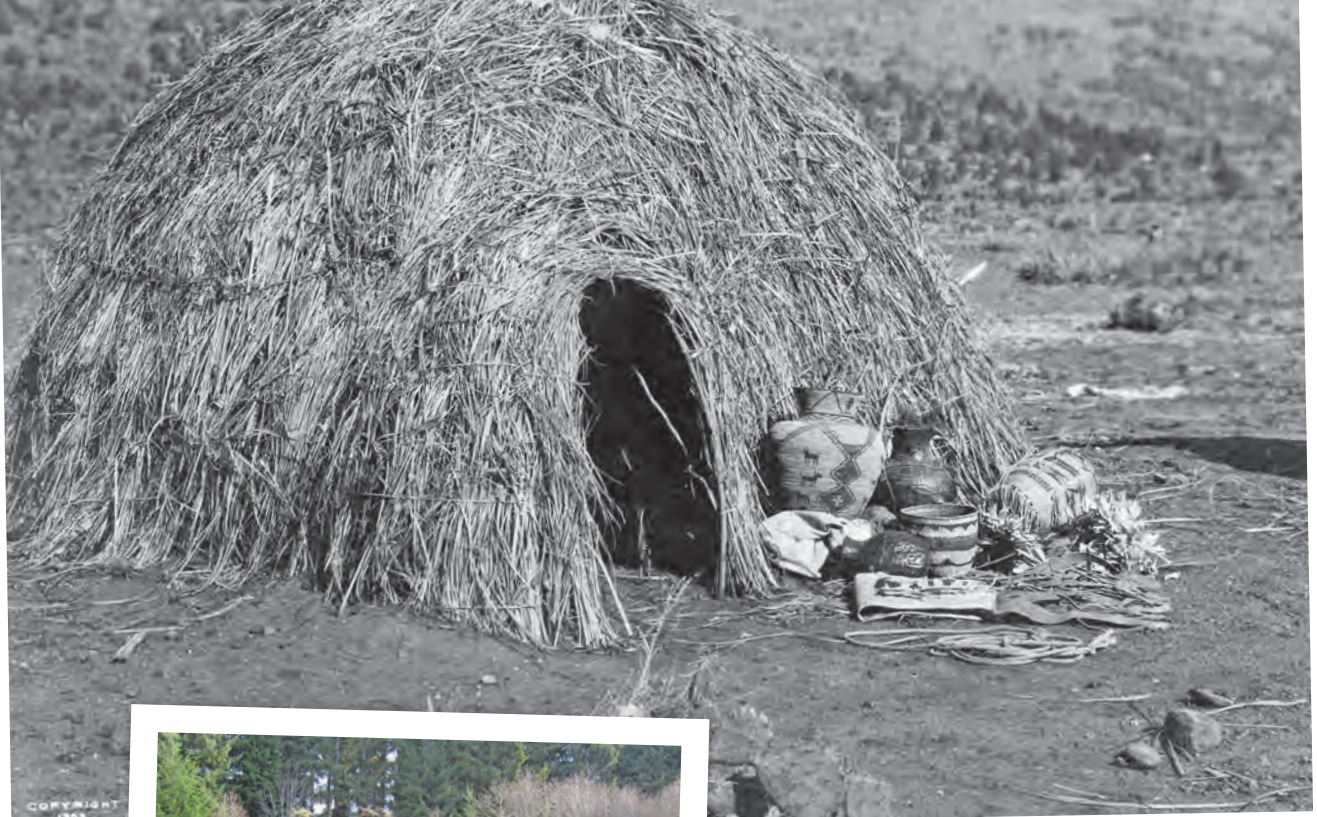
The early people in the Pacific Northwest lived well on many natural resources. Plentiful rainfall watered huge forests. Berries grew at the edges of the forests. Northwest Indians split logs to make boards, or planks. With these they built villages of plank houses.

From the inner bark of cedar trees, they cut strips to weave into mats and clothing. They hollowed out fallen logs to make canoes. In canoes, they hunted for seals and fished for salmon. The native people dried salmon they did not eat right away to have food for many months.

In the Central Valley of California people relied on hunting wild animals and gathering nuts, seeds, and berries. They lived in permanent villages near rivers. Their homes were usually made of a frame of wooden poles covered with sod or bundles of grass.

Before the **missionaries** arrived in California and the Pacific Northwest, there was a large population that lived in small communities (200 to 500 people) and traded a lot.

Life was harder for American Indians in the deserts of the region. Few animals and plants could live there. American Indians had little to eat beside lizards, mice, snakes, and a few seeds and roots. Their homes were brush huts. These people lived in small groups and moved often in search of food.



Wickiups, homes made of grass, were common in the Northeast but were also used in the Northwest.

This is a replica of a plank house in Northern California.



Lesson 6 Summary

There is a lot of variety in geography, climate, resources, and the people who lived in the Northwest region 500 years ago. The Northwest has many natural features and natural resources.

American Indians in the Northwest lived daily life according to available resources. Life in the Northwest and central California, which had plenty of resources, was comfortable. Life in the desert regions was hard, with few resources and a difficult climate.

The Arctic/Subarctic



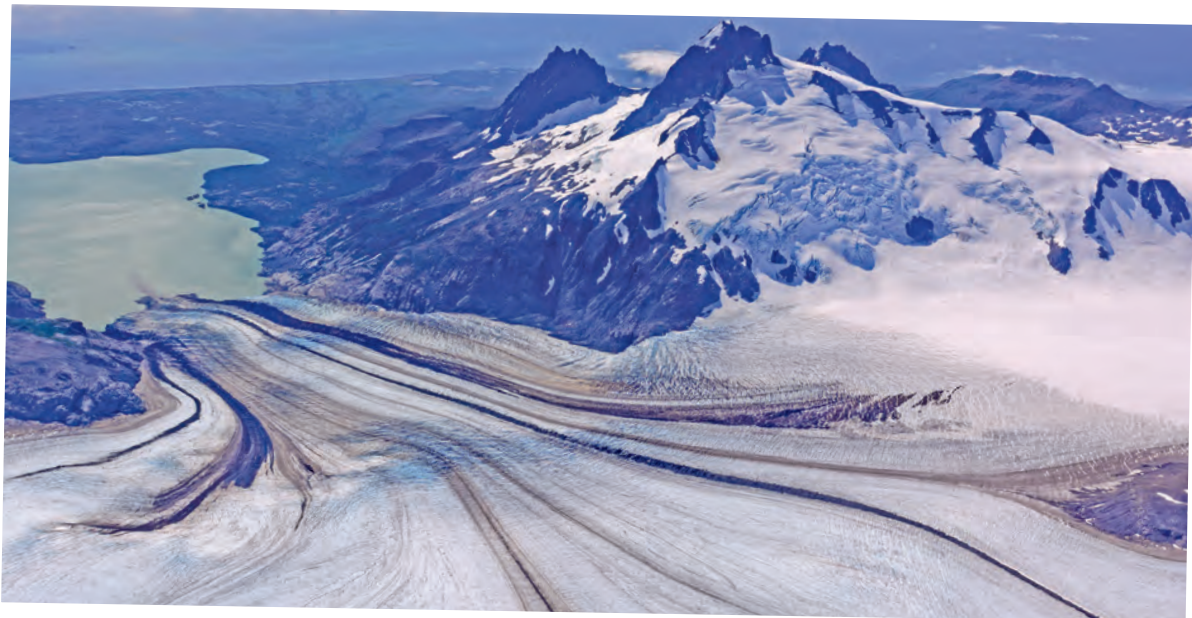
Arctic

the extremely cold region around the North Pole

A glacier flowing into a lake next to a volcano on the Alaska Peninsula

A What are the natural features of the Arctic/Subarctic?

The Alaskan **Arctic** region includes most of the coastline from the Arctic Sea around to the Bering Sea. It is the hardest landscape to live in. Parts are covered with ice all year long. The Subarctic region covers the rest of Alaska. It lies inland from the Arctic coast and includes the southern coast and islands. Both regions have only two seasons: short and cool summers (about two or three months), and long and very, very cold winters. The Subarctic, however, gets less precipitation than the coastal Arctic regions.



Vocabulary

Arctic

timberline

hibernate

B What were the natural resources of the Arctic/Subarctic?

Much of the land in this region is covered by forests, except in Arctic areas and above the **timberline** in the mountains. These forests provide wood for many uses. The animals of this region include the whale, seal, caribou, otter, polar bear, walrus, and even some birds. The Subarctic areas have lake and stream fish, shellfish, elk, moose, black and grizzly bears, wolves, and bald eagles. During the coldest months, these animals either travel south to warmer climates or **hibernate**.

hibernate

to sleep for an entire winter



Grizzly cubs stay with their mothers for 2–4 years.



timberline

the point on high mountains or in the far north where trees can no longer grow



An illustration of an Inuit igloo village from the 19th century

Some Arctic/Subarctic Native Groups

- Aleut
- Inuit
- Tanaina
- Yup'ik



An Aleut man

C How did the people of the Arctic/Subarctic use their environment?

The Aleut and Inuit tribes lived in the Arctic/Subarctic. There was no farming in the hard climate, so they lived by hunting and fishing. Their food was meat, their clothing was fur and skins, their tools were made from bones. They were nomadic tribes. During the short summer months, they lived in tents similar to Plains tepees made of animal skins and driftwood. They hunted seals, whales, and fish in the ocean using small boats, called kayaks. Kayaks were made of animal skins stretched over a thin wood frame. The native people also traveled inland to hunt land animals.



In the long winter months, they hunted seals on the ice and made shelters called igloos out of compressed snow. They traveled from place to place in winter using sleds made of bone pulled by dogs. Because there was so little wood in the winter, they burned whale and seal fat in stone bowls to stay warm. Life was similar for the Subarctic tribes. But they also gathered wild plants to eat, including berries, dandelions, and moss.

Life in the Arctic sounds exciting!



Lesson 7 Summary

.....
This lesson described some of the harshest yet most beautiful land on earth. The Arctic/Subarctic regions cover Alaska and the surrounding islands. The nomadic tribes relied on animals for their food, clothing, and tools. The few people who lived in the Arctic/Subarctic regions long ago learned to survive on the natural resources.

Hawaii

Geographically not part of North America, the island group that would become the state of Hawaii also has a rich history. The original people of Hawaii are part of a large cultural group, called the Polynesians, that spread across the islands of the Pacific as far south as New Zealand and as far north as Hawaii. They built large canoes out of palm trees. The pieces of the canoes were tied together with coconut fiber ropes because the islands had no metal for nails.

When they moved to new islands, the Polynesians brought their favorite foods: yams, a root called taro, chickens, and pigs. They fished near their new island homes and harvested coconuts and fruits that grew there. They made their homes from palm tree poles tied together with rope and covered with palm leaves and grasses to keep out the rain. Their clothes were made of a special bark that was pounded into a cloth. For chiefs and kings, the cloth was decorated with colorful feathers.



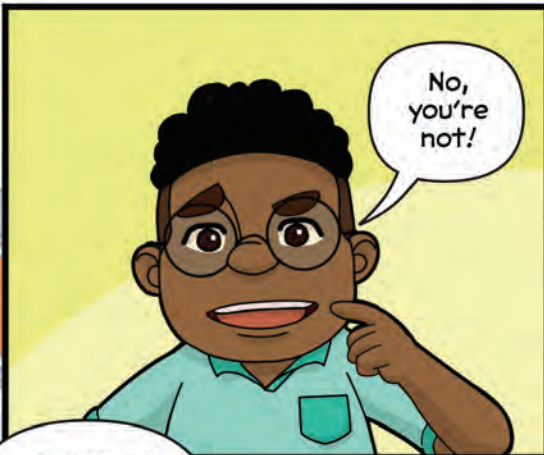
There are eight major islands in the group—Niihau, Kauai, Oahu, Molokai, Maui, Kahoolawe, Lanai, and Hawaii—and 124 much smaller islands.

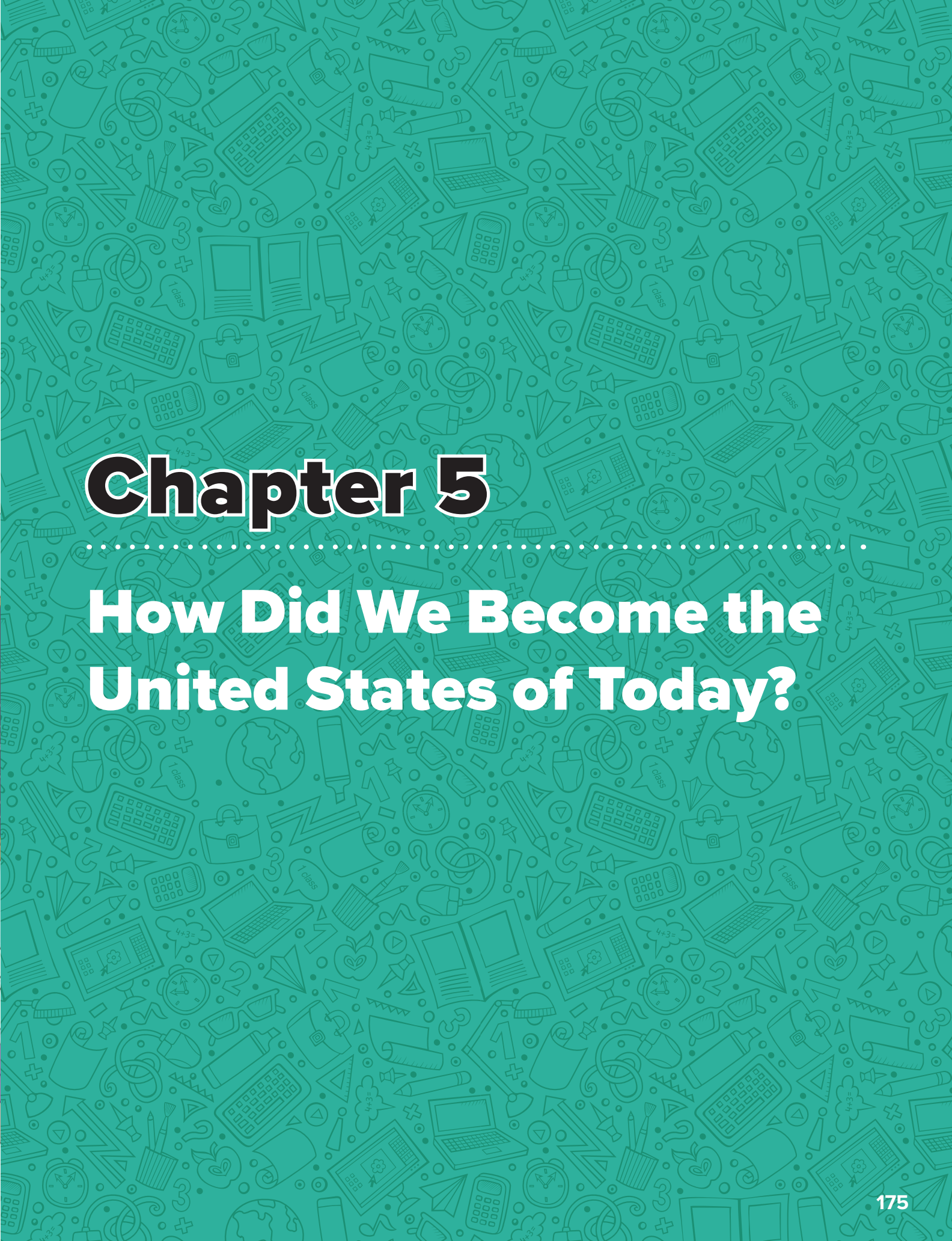


The Polynesian culture is still celebrated today in Hawaii, as in this traditional canoe and paddle dance.



The grass-covered house built on palm poles was common all over Polynesia.





Chapter 5

How Did We Become the United States of Today?

Becoming a Nation



Spanish colonists laying out the foundation of St. Augustine in Florida

A Where did Europeans first settle in North America?

In the 1400s, European nations began sending travelers to explore the world. They were looking for ways to become rich. Gold was important. Finding goods for trade in other countries was another way to get rich. Claiming and controlling new lands, called colonies, gave them power.

The Spanish were the first Europeans to explore North America. They conquered, then settled, in what is today Florida, the American Southwest, Mexico, and

Caribbean islands. France claimed parts of Canada and land along the Mississippi River. England claimed the northeast Atlantic coast and northern Canada around Hudson Bay. The Netherlands claimed the area that became New York. The English later took New York from the Netherlands. The oldest European settlements in what would become the United States are in Puerto Rico and Florida. They were built by the Spanish Empire.



Early European Land Claims

Vocabulary

crop

barter

plantation

slavery

England's first successful colony was Jamestown, Virginia, founded in 1607. Jamestown's colonists at first struggled against hunger and disease to survive. Learning to grow and sell tobacco saved the colony. In 1620, a group of people called the Pilgrims left England so they could worship their own way. They settled in Plymouth, now part of Massachusetts. The first successful colonies learned they needed to find and use natural resources to survive.

A trading post near Jamestown



B How did American Indians and the new settlers get along?

Before the English built their first settlements, European diseases like smallpox and measles had already spread to North America. Explorers and fishermen brought the diseases with them.

The surviving American Indians welcomed the English settlers at first. They were curious about these new people. The English had things to trade like steel knives and wool blankets. They also saw that the colonists did not prepare for winter. Most colonists did not plant crops, and the crops they did plant did not grow well. At first, American Indians shared food. They showed colonists how to grow crops that did well in the climate. They introduced them to new foods and grains, like corn.

However, some colonists feared American Indians because they were different. Some religious colonists tried to change the American Indians' beliefs to be the same as their own. Some colonists took what they wanted from their American Indian neighbors by force. As more immigrants arrived, they also began taking more land and spreading more disease.

American Indians stopped welcoming the Europeans. They began to fight back. Within some tribes, younger warriors disagreed with leaders who wanted to keep peace. They attacked white settlements. Small groups of colonists also led attacks against

This is a drawing by a Spanish monk, in the late 1500s, of Aztec people infected with smallpox. As many as nine out of ten American Indians along the Atlantic coast died of disease.





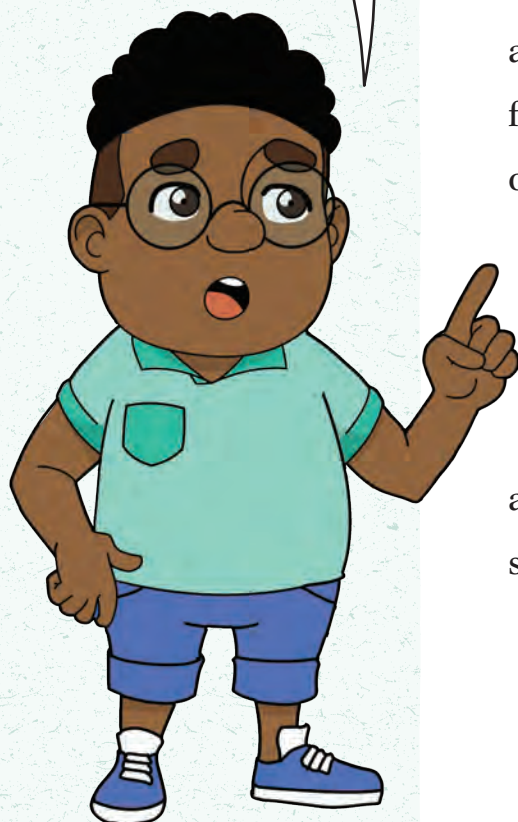
The original people of North America and the colonists traded many things, such as food and clothes. This painting was made 100 years after the time it shows. It is the artist's idea of a peaceful time between European colonists and the Lenape tribe in what is now Pennsylvania.

American Indian villages. The attacks grew into larger battles. Before long, American Indians and settlers were often enemies. But because so many Indians had died of disease, the fight was not an even one. The original people of the Americas often lost and were pushed off their land.

crop

plant grown for people and animals to use

Was your state one of the first 13 colonies?



C Why did the British settle in the 13 colonies?

The English came to America for two main reasons. One reason was to gain wealth. The English king gave permission to colonists to have businesses. The Jamestown colony in Virginia was established for this purpose. Tobacco became the main **crop** in Virginia because it sold for a lot of money.

Religious freedom was another reason for English settlement. The Pilgrims of Plymouth in Massachusetts had been treated unfairly in England because they did not pray the way the king wanted. Moving to a new land meant the chance to pray how they wanted.

The first colonies were established along the Atlantic coast and were known as the 13 colonies. The colonies of Connecticut, Rhode Island, Massachusetts, and New Hampshire were settled mainly by people from England who were looking to practice their own religion. The colonies of New York, Pennsylvania, New Jersey, and Delaware were first settled by immigrants from the Netherlands and Sweden. The English arrived later and took over. The colonies of Maryland, Virginia, North Carolina, South Carolina, and Georgia were settled by wealthy Englishmen, who started large farms to make money.



**13 Colonies
1775**

Virginia Colony
..... State border today

Scale
0 50 100 150 200 250 miles

D How did British colonists live?

barter

to do business by trading goods or services instead of using money

British colonists made their living as farmers, shopkeepers, sailors, or skilled craftsmen. Some farmers had small farms where they raised food to feed their families. Then they **bartered** the rest of their crops for what they needed. For example, a farmer might trade food to a blacksmith in exchange for iron shoes for horses.

In the southern colonies, some farmers had big farms. On these farms, tobacco, rice, and indigo (a kind of blue dye) were important crops. Great Britain bought these crops, and the farmers became successful. They were among the wealthiest people in the colonies. They often became the leaders in the colonies as well.

This illustration from 1876 shows daily chores in a colonial home.



A blacksmith (someone who works with iron) was a skilled craftsman. Other colonial craftsmen included carpenters, printers, shoemakers, and silversmiths like Paul Revere.

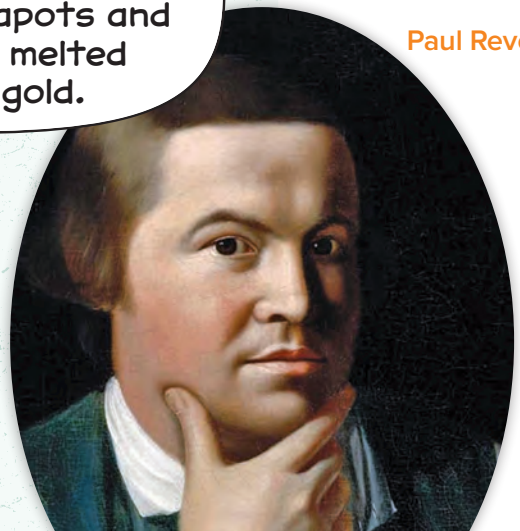
Women and children had many responsibilities. Women prepared meals, did household chores, and made clothing, soap, and candles. They also worked in late summer and fall to store enough food for winter. Often women were the first stop for health care because they made medicines from herbs.

Colonial children usually helped with the household or family business. Girls helped their mothers with cooking and sewing. Boys did chores, took care of the animals, and helped their fathers with the farm or business. Some boys trained with craftsmen to learn a skill or were sent to work on sailing ships.

There were few schools. Parents usually taught their children at home. In those days, boys were taught more because they were expected to take care of their family's business.



The famous colonist Paul Revere was a silversmith. He made things like teapots and bowls from melted silver or gold.



Paul Revere



This boy is training with a blacksmith.



This woman is spinning wool thread to be woven into cloth, and her daughter helps.

E Why were Africans forced to go to the colonies?

plantation

a large farm in the South where crops are grown

slavery

a system in which some people own other people

Plantations proved to be a successful way to make money. Farmers in Virginia grew tobacco. Farther south, farmers grew rice, cotton, and indigo.

As plantations grew, farmers needed more workers. At first, they tried to use American Indians. American Indians were not interested in working for Europeans, frequently suffered from European diseases, and could easily escape from plantations and return to their homes. Farmers turned to slave labor.

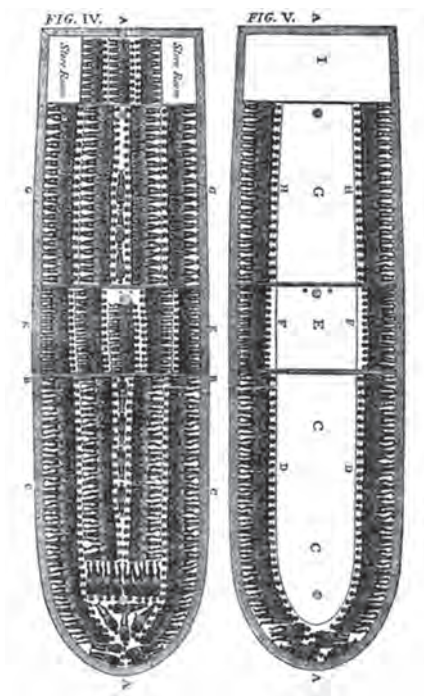
Some Europeans went to Africa, bought Africans, and sold them in the colonies. They brought Africans to slave markets in port cities like Charleston, South Carolina. There, colonists bought African men, women, and children and forced them to work on plantations and in homes without pay. This system is called **slavery**.

Enslaved people on a Louisiana plantation



Enslaved Africans had no rights and had to work for the rest of their lives. They were considered the property of the slave owner. If they had children, those children were also considered property of the slave owner for life. Families were sometimes separated when slave owners sold people.

Many plantation owners became wealthy using slave labor. Enslaved people, though, did not get to share the wealth of their work. Without freedom or rights, life was very difficult for them.



This drawing from 1790 shows how people from Africa were crowded into a ship to cross the Atlantic Ocean.

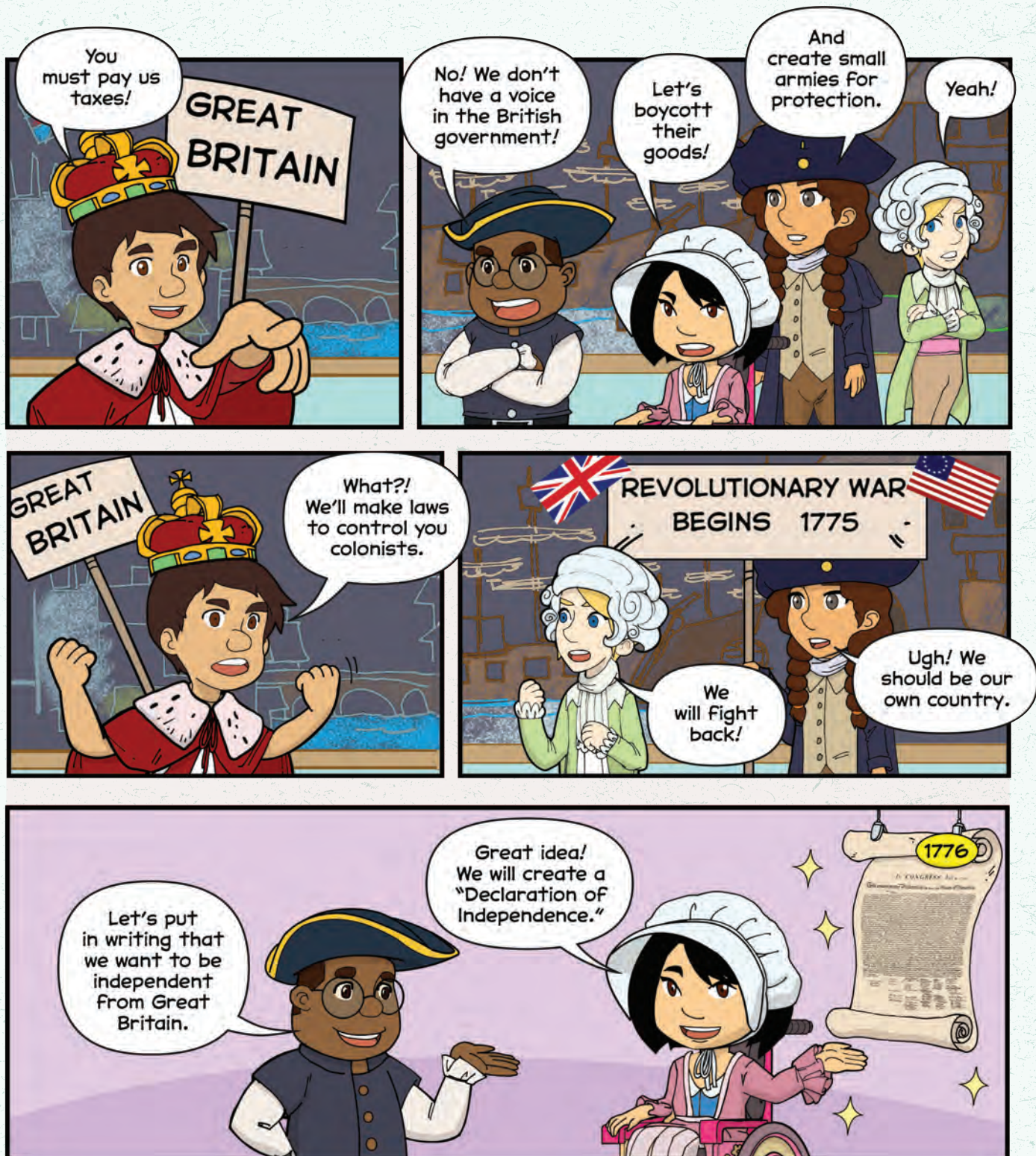


Lesson 1 Summary

While the Spanish were the first Europeans to explore North America, we learned that it was the British who settled in the original 13 colonies. We gained an understanding about the relations between American Indians and the European immigrants.

The British colonists made their living as farmers, merchants, and artisans. Farmers were particularly successful in the southern colonies. As plantations grew, they needed more workers. Farmers turned to slave labor from Africa.

Growth of the United States



Vocabulary

independent

boycott

treaty

reservation

A How did the colonies become a nation?

By the 1760s, many colonists disagreed with British laws. They did not want to pay taxes to Great Britain because they did not have a voice in the British government. British officials demanded more and more taxes, and the colonists became angrier. In 1773, when British boats delivered tea to Boston, the colonists dumped the tea into the ocean rather than pay the tea tax. This protest is known as the Boston Tea Party. The British government punished the colonists by making stricter laws.

The colonists who were most angry wanted to become an **independent** country. The governments of the different colonies sent people to a meeting called the First Continental Congress. The group decided to **boycott** British goods. The group also told the colonies to form their own small armies for protection against the British.

independent

not controlled by other people

boycott

to refuse to buy or use something as a protest

Great Britain taxed goods that colonists depended on.

1764



Sugar Act

New tax on molasses

1765



Stamp Act

New taxes on newspapers, dice, playing cards, legal documents

1767



Townshend Act

New taxes on imported paint, lead, glass, paper, tea

1773



Tea Act

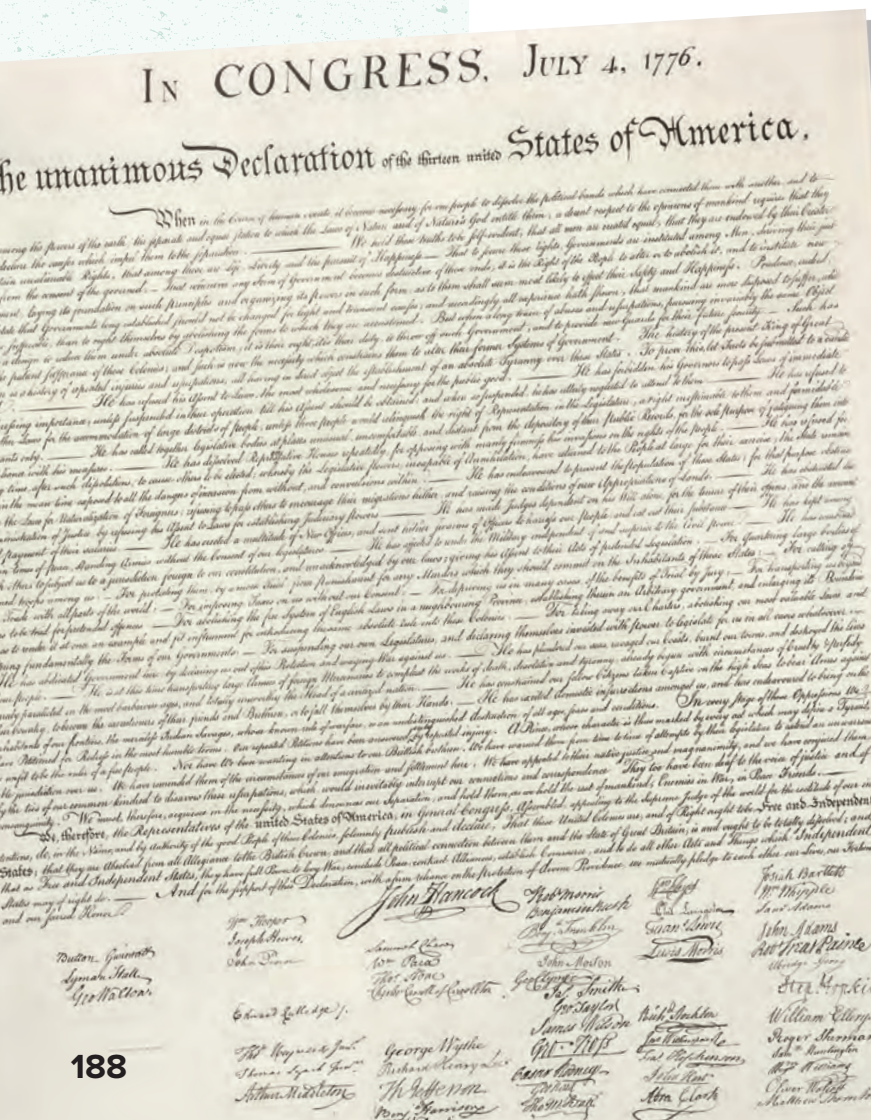
British East India Company gets special advantages in selling tea to the colonies

In 1775, war broke out when the British tried to arrest two important colonial leaders: Samuel Adams and John Hancock. After the war started, the colonies met again and formed a group called the Second Continental Congress. This group was in charge of the colonies during the war. On July 4, 1776, the group agreed to the Declaration of Independence, which said that the colonies were no longer part of Great Britain.

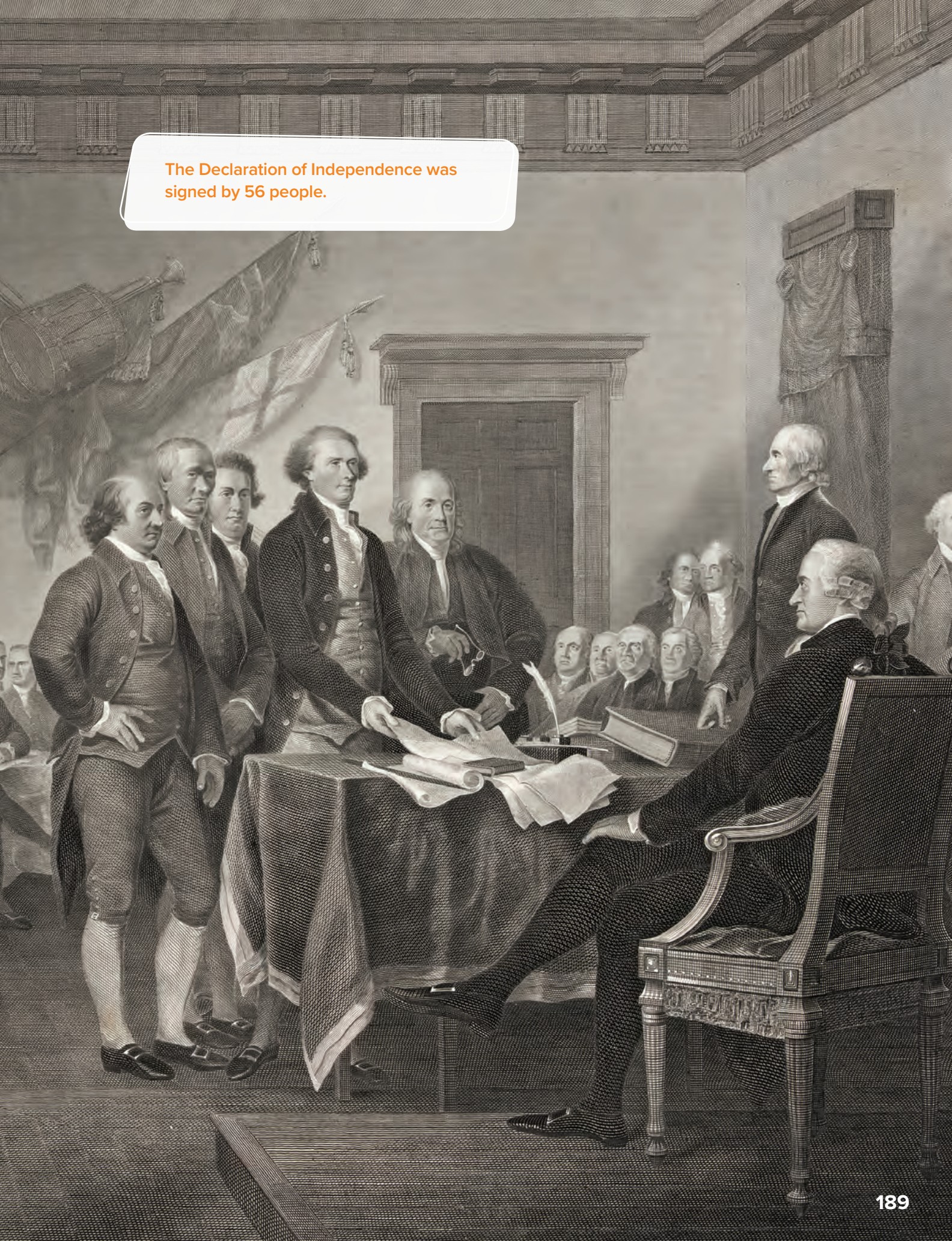
The colonies took a big risk by stating they were a separate country. Great Britain had a huge army and navy and would fight to keep its colonies.

But independence meant freedom. It also would allow other countries, including France (Britain's enemy), to help the new nation. After eight years of war, the colonies were free. They called themselves the United States of America.

This is the Declaration of Independence. It said that the 13 colonies were independent and no longer controlled by the British.



The Declaration of Independence was signed by 56 people.





B Reading the Preamble: Primary Source Analysis

In chapter 1, you learned to ask questions when looking at a primary source: first, “Who created this material?” then “When was it created?” Sometimes the document gives those answers, and sometimes extra research is needed. The next question—“What does it tell you?”—can be harder to answer, especially if the primary source uses old language or difficult words. When this happens, it’s time to “wreck the text.”

How to Wreck the Text

1. Underline words and word groups that you don’t understand.
2. Look up definitions for those words.
3. Rewrite the words you don’t know using ones you do know.
4. Reread the source with your new understanding.



Rewriting the text makes it much easier to understand!

Background

In 1783, the American colonies defeated the British and became the United States. In 1787, four years later, 12 states sent people to Philadelphia to write a new plan of government. They wrote the Constitution of the United States. It has guided our government for more than 230 years. The introduction to the Constitution is called the Preamble. It explains why the U.S. Constitution was written.



The Preamble is just the first paragraph.



Wreck the Preamble

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

- build a more unified country
- fairness under the law
- peace at home
- protection from enemies
- health and happiness
- freedom
- children and grandchildren
- officially order

treaty

a formal agreement between two or more countries

reservation

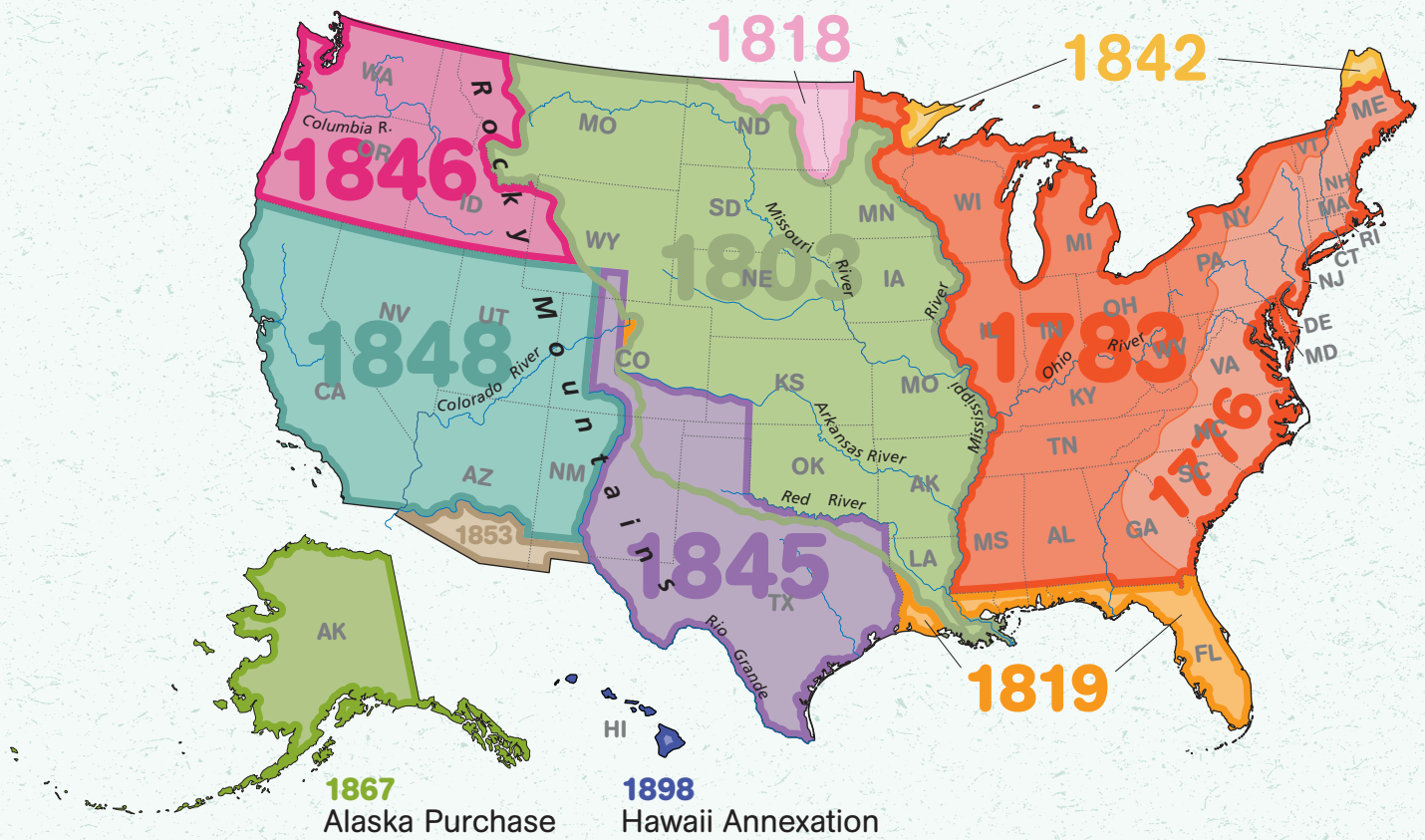
land claimed by the U.S. government and set aside for native people to live on

C How did the nation expand?

As more immigrants arrived on American shores, land in the east quickly became more crowded. Some had to rent land or work on land someone else owned. Many people wanted to go west and have land of their own. But other nations had already claimed a lot of that land, and American Indians already lived there.

In 1803, President Thomas Jefferson doubled the size of the country with the Louisiana Purchase. He bought the land from France, and it stretched from the Mississippi River to the Rocky Mountains. Over time, the federal government made **treaties** with other countries to add what are today Florida, Texas, Oregon, and Washington. The United States also fought a war with Mexico for California and the Southwest. This war ended with the Treaty of Guadalupe-Hidalgo. Settlers poured into these lands.

The United States also made treaties with American Indian tribes. Unfortunately, the government broke most of these treaties to gain more land. The native people who survived battles with the U.S. army had to move to **reservations**. Many American Indians live on these reservations today.



America paid France \$15 million for land between the Mississippi River and the Rocky Mountains. Can you believe that?



American Expansion

- Declaration of Independence
- Treaty of Paris
- Louisiana Purchase
- Convention of 1818
- Adams-Onís Treaty
- Webster-Ashburton Treaty
- Texas Annexation
- Oregon Treaty
- Treaty of Guadalupe-Hidalgo
- Gadsden Purchase

1845 Year territory was gained

Computer technology, like industrialization, continues to encourage growth. It also has changed where people work. More people are now able to work from their own homes instead of an office or factory.

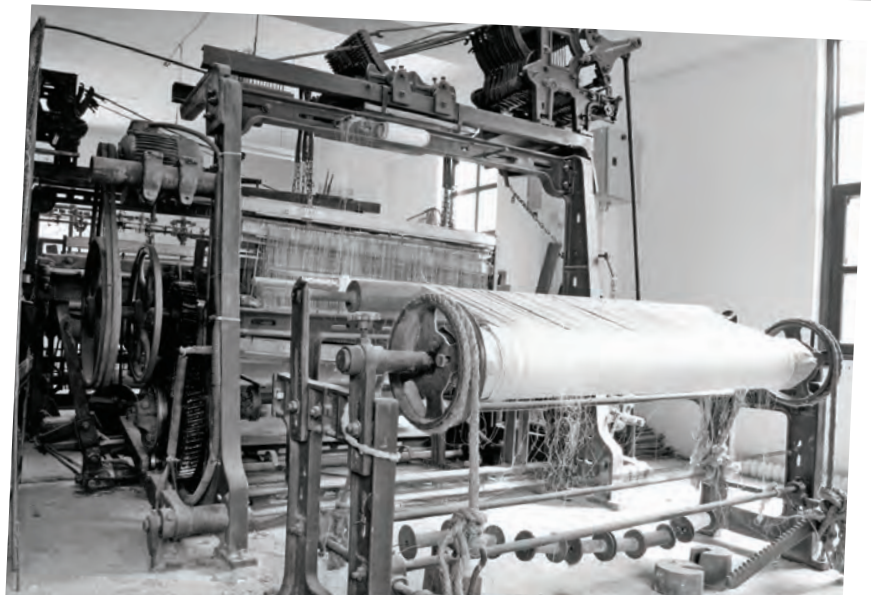
The steam engine was invented in the 1700s. It could provide power for trains, ships, and factories.

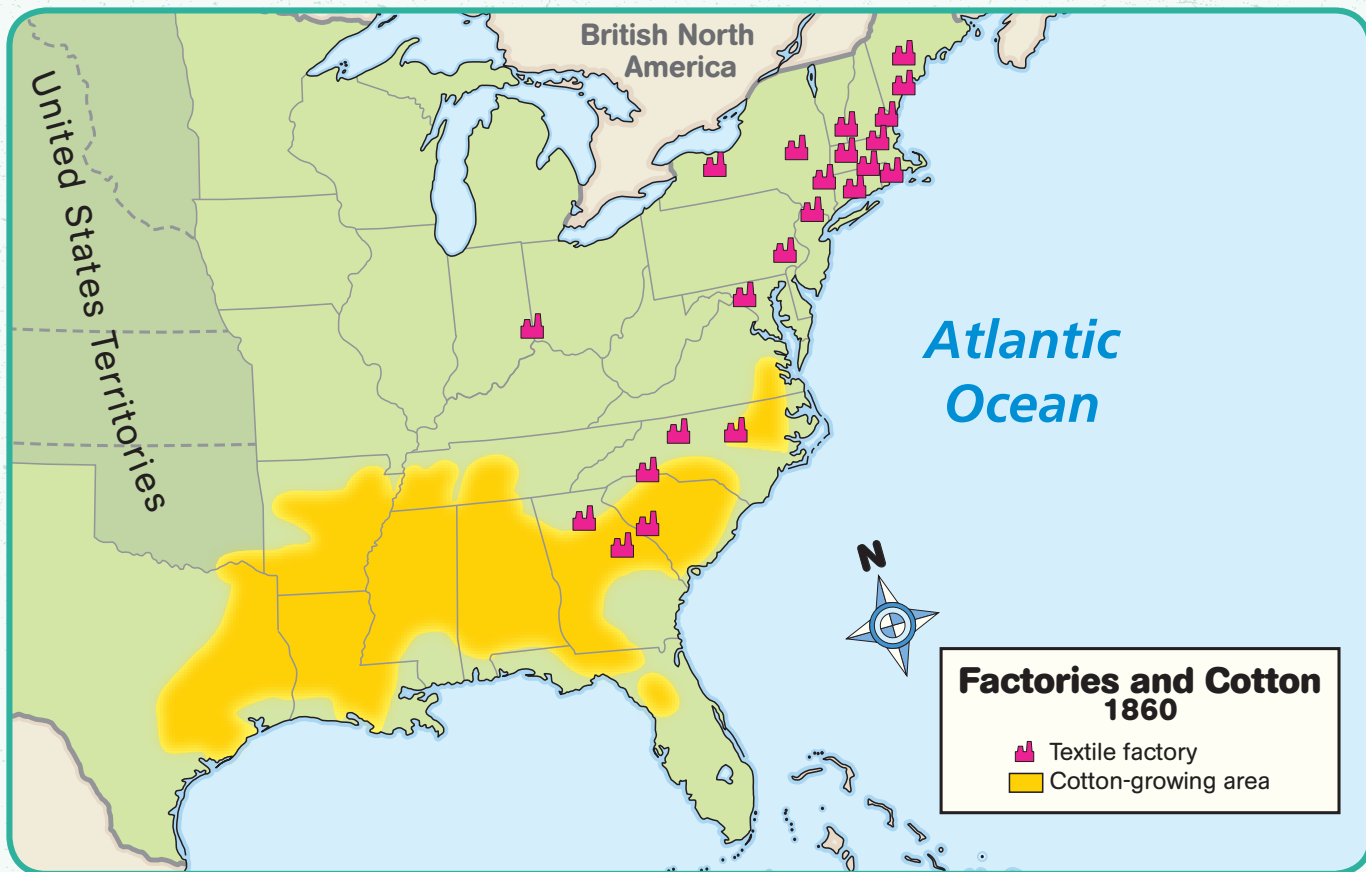
D How did the American economy develop?

The growth of business played a key part in the development of the United States. In colonial times, people made goods by hand slowly and in small batches. When machines made it possible to make goods rapidly, factories were built and the economy grew. This process is called industrialization.

The machines for the new industries were located in factories. Instead of working at home, people needed to go to the factories to work. More people moved to cities, especially in the Northeast and later the Midwest, for these jobs.

The earliest American factories made cloth in the Northeast. Cotton from the South was brought by ship, and later by railroad, to these water-powered factories.





Some entrepreneurs became very successful in different industries. John D. Rockefeller led the oil industry, figuring out how to refine oil so it could be used in more ways. He became the richest man in America. Andrew Carnegie led the steel industry. The banking industry was led by J. P. Morgan.

Industry also led to many inventions that helped growth even more. Steamboats, railroads, and telegraphs changed transportation and communication by linking distant cities and states. Transportation continued to improve through the 20th century.

Why do you think the factories were so far away from the cotton-growing areas?





“Honesty is
the best policy.”

—Benjamin Franklin



“Every great
dream begins
with a dreamer.”

—Harriet Tubman

E Who are important people in America’s history?

Benjamin Franklin

Where would we be without libraries, hospitals, and firefighters? We have Benjamin Franklin to thank for starting America’s first library, hospital, and firefighting company in the 1700s.

Franklin was born in Boston, Massachusetts Bay Colony. His first jobs were as a printer and writer. He published *Poor Richard’s Almanac*, a yearly book of interesting facts, predictions, and sayings. He was also a scientist and inventor.

Perhaps Franklin is best known as one of the founders of America. He helped write the Declaration of Independence. He was the only person who signed the Declaration of Independence, the Treaty of Paris (which ended the American Revolution), and the Constitution.

Harriet Tubman

Harriet Tubman was born into slavery in Maryland. She escaped from slavery as an adult. Returning to the South many times, she helped more than 300 people escape slavery.

After slavery was made illegal, Tubman began speaking out for women’s right to vote.

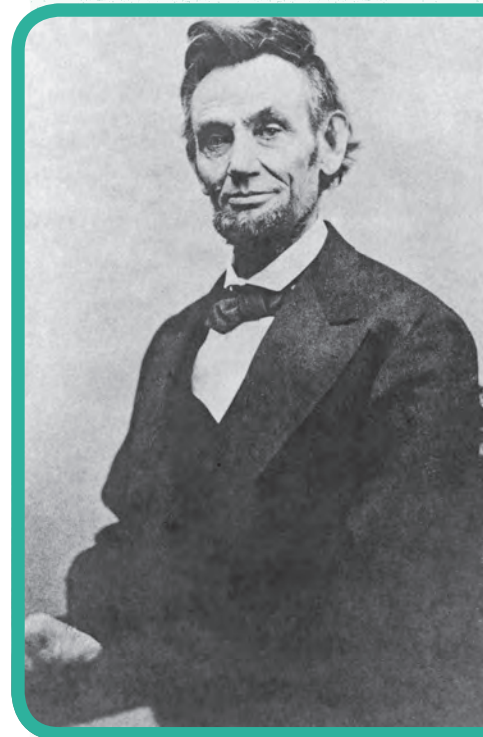
In the years before her death, she built a home for poor, elderly African Americans.

Abraham Lincoln

Abraham Lincoln was the 16th president of the United States. He was president during the Civil War, a very difficult time when the country was divided, and Americans fought each other. He helped keep the country together.

Born in Kentucky to a poor family, Lincoln learned to read, write, and work hard. He worked as a lawyer and served as an Illinois lawmaker before becoming president.

As president, Lincoln's most important act was signing the Emancipation Proclamation. This document was a very important step toward making slavery illegal in the United States.



**“Those who
deny freedom
to others,
deserve it not
for themselves.”**

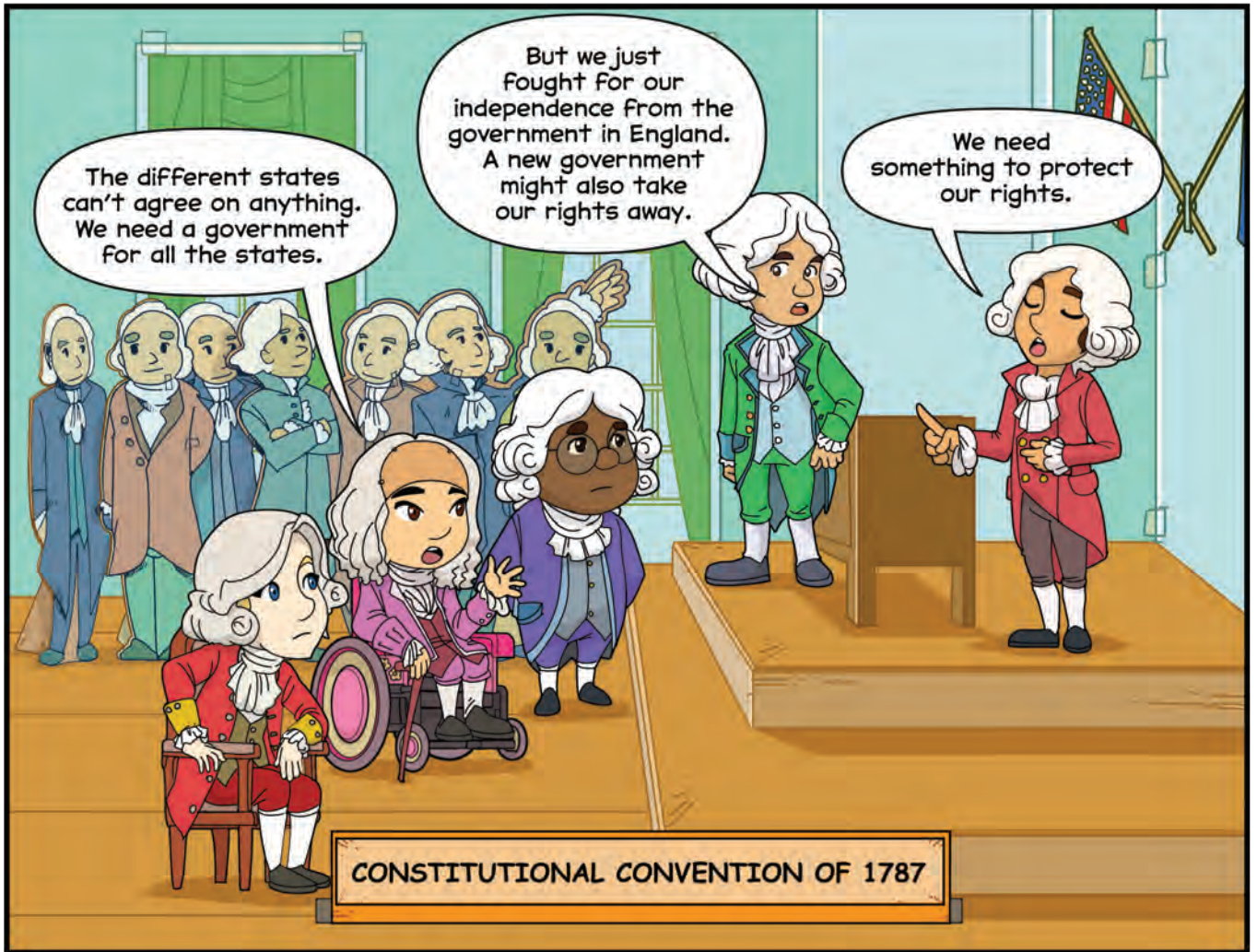
—Abraham Lincoln



Lesson 2 Summary

Many colonists disagreed with British rules. This led to a boycott of British goods. They later declared independence, starting the quick growth of a new country. The United States grew in land size and economically. Entrepreneurs created successful businesses in industries like oil, steel, banking, and railroads. Important people, such as Harriet Tubman and Abraham Lincoln, made America a freer place for all people.

The Federal Government



Bill of Rights

United States

Vocabulary

liberty

federal

jury

patriotic

liberty

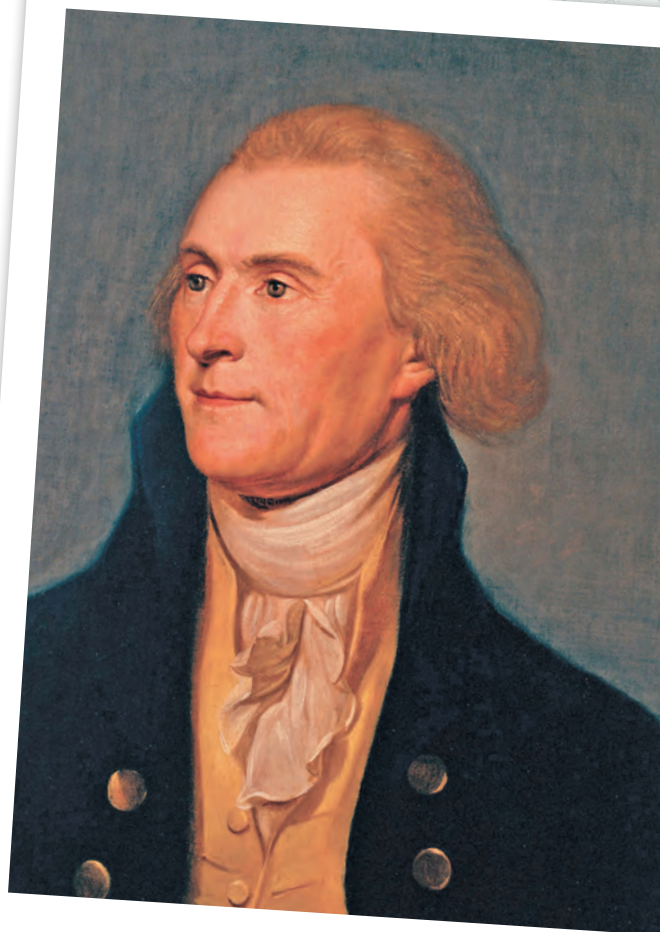
freedom

A What powers does the federal government have?

The United States did not want to be like Europe. America believed people, not kings, should govern. American independence and government came from beliefs that everyone should be treated equally. Our Pledge of Allegiance shows these beliefs in the words “**liberty** and justice for all.”

You have already learned a little about the Constitution. It created a more powerful government for the 13 new states. But some of our nation’s founders, like Thomas Jefferson, worried that a powerful government might also take away people’s rights. After all, America had just fought for its independence from a powerful government in England. Jefferson said we needed a Bill of Rights to protect our rights.

Thomas Jefferson was our country’s third president. He had a major role in creating two of our country’s most important documents: the Declaration of Independence and the Bill of Rights.



federal

describing a government that has control over the states

With the Bill of Rights promised, the states agreed on the Constitution. The Constitution created a **federal** government. What does “federal” mean? It means the government handles matters for the whole country, not just one state. The federal government protects the rights of all Americans by passing laws and making sure they are followed. Laws create order, help make things fair, and keep people safe.

The federal government has many responsibilities. It is in charge of the army that protects our country. It handles relations with other countries. Federal departments look out for many things. For example, the Department of Agriculture helps farmers and makes sure food is safe. The Department of Transportation checks that cars, trains, and airplanes are safe. It is also in charge of the interstate highway system.

Only the federal government, not the states, can print money, have an army and navy, declare war, and make treaties with governments of other countries.

The federal government leaves some powers to the states. States can make rules and laws to protect people’s health and safety. For example, the states set the rules for driving a car and how businesses can treat employees. State governments also run all local elections, which is why voting systems can be different from one state to another.

States also make the rules for wearing helmets.



FEDERAL

Print Money

Army and Navy

Making Treaties with
other Countries

STATE

Health and Safety

Rules for Driving

Rules for Business

The federal
government is
responsible for
some things.

State governments
have their own
responsibilities.



B How is the federal government organized?

The federal government has three branches, just like our state government. The three branches are the legislative, executive, and judicial branches. Each of the three branches has a job to do.



Each branch checks and balances the power of the other two.

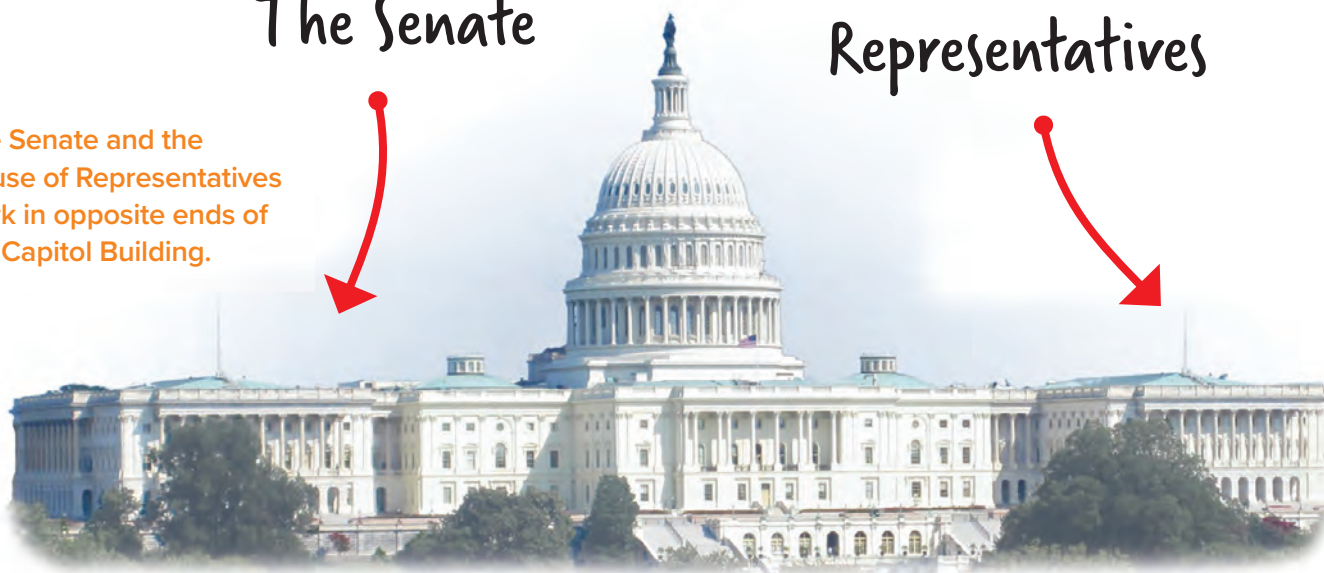
The Legislative Branch

The legislative branch, called Congress, makes laws. Congress has two parts. The Senate has 100 members, two from each state. Senators serve six-year terms. The House of Representatives has 435 members. They serve two-year terms. Each state's population determines how many representatives it sends to the House of Representatives.

The Senate

The Senate and the House of Representatives work in opposite ends of the Capitol Building.

The House of Representatives



The Executive Branch

The executive branch carries out laws. The president leads the executive branch. Helping the president are the vice president and the different departments. The heads of these departments make up the Cabinet, a group that advises the president. Voters from all the states elect the president and vice president for four-year terms. The president chooses cabinet members, but the Senate must approve them.



The president lives and works in the White House.

The Judicial Branch

The judicial branch interprets the meaning of laws made by Congress. Federal courts throughout the United States hear cases involving federal law. Federal judges are chosen by the president and must be approved by the Senate. They serve for life. The Supreme Court is the highest court in the nation. Nine judges on the Supreme Court decide whether laws follow the Constitution.



Judges who serve on the Supreme Court are called justices.



The motto "Equal Justice under Law" is engraved on the Supreme Court building. What do you think it means?

C How do states and tribes work with the federal government?

All the states have a relationship with the federal government. American Indian tribes, sometimes called nations, also have a relationship with the federal government. In both cases, voters take part in elections for president and vice president. And all citizens, whether living in states or on American Indian reservations, pay taxes to the federal government.

However, state and American Indian governments are different. As you have learned, state governments have three branches that work together to care for their citizens. State governments receive some money from the federal government to help with education, health care, highway upkeep, and other services.



The Cherokee Indian Reservation in North Carolina

Different tribes will have events called powwows where they dance, play music, and tell stories.



Unlike states, the relationship between the federal government and American Indian tribes is mostly defined by treaties rather than the Constitution. American Indian tribes are like separate nations, in a way. They have a right to govern themselves in ways that protect their culture. They must also follow many federal laws, but exactly which ones depend on the nation's treaty with the federal government.

American Indian tribes have their own forms of government and elected officials. Tribal governments take care of their citizens. They make and enforce laws for their reservations. They also have systems for health care, education, and public safety. The federal government provides some money for these purposes as well.



Retired NASA astronaut John Bennett Herrington is a citizen of the Chickasaw Nation, the state of Oklahoma, and the United States.



Superstar ballerina Maria Tallchief was a citizen of the Osage Nation, the state of Oklahoma, and the United States.

D What rights and responsibilities do Americans have?

Living in the United States gives us many rights, but it also gives us important responsibilities.

As our national anthem tells us, this is the “land of the free.” Our Constitution and Bill of Rights guarantee our basic rights. We have the right to equal treatment under the law. Our government is a democracy in which people have the power. We have freedom of speech and of the press, freedom of religion, freedom to gather together, and freedom to ask the government to fix things that are wrong. This is quite different from some countries, where speaking out against the government can send a person to jail.

Americans have the right to a peaceful protest.





Americans have the right to vote for who their leaders will be. This important right gives us power. It is the power to pick who we want to write our laws and decide what services we get.

Just as we enjoy our rights, we also need to uphold our responsibilities. Everyone must obey the laws of our nation. Everyone who earns enough money must pay taxes. We need to stay informed about national issues and tell our representatives what we want them to do. Adults have a responsibility to vote. If asked, adults need to serve on a **jury**.

jury

a group of people who listen to the facts at a trial and decide whether someone is innocent or guilty of breaking the law

E What are the symbols and founding documents of our country?

patriotic

showing love or respect
for one's own country

Symbols remind people what our country stands for. Documents are official written records. Some symbols and documents of the United States are listed below.

U.S. Flag

The red, white, and blue of our flag are **patriotic** colors. They show pride in our country. The 13 stripes on the flag stand for the original 13 colonies that declared independence from Great Britain. The 50 stars represent our 50 states.

Bald Eagle

The bald eagle is our national bird. It is part of the Great Seal of the United States. In one claw, it holds 13 arrows, signaling the power to make war. In the other claw, the olive branch, with 13 leaves and olives, stands for the ability to make peace.

National Anthem

“The Star-Spangled Banner” is our country’s national song. Francis Scott Key wrote the words after a battle in the War of 1812.



Statue of Liberty

This statue, a gift from France in 1886, stands in New York harbor. Lady Liberty, as she is known, holds a torch to light the way to freedom, our most important value. This statue is the first thing immigrants see when they sail into New York.



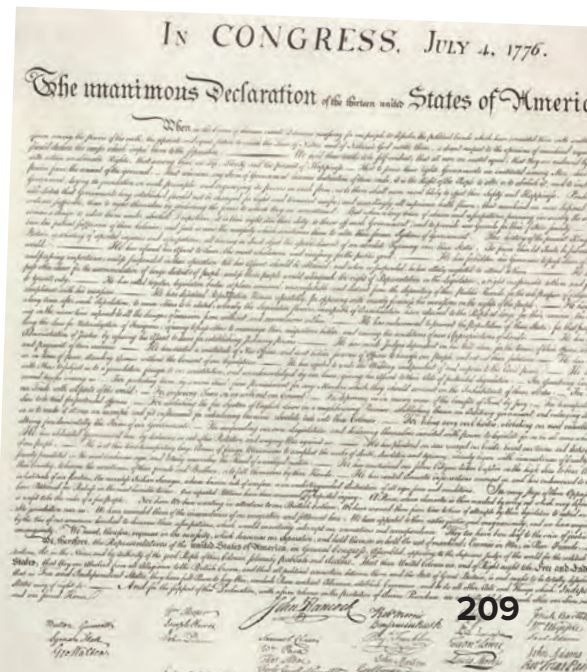
U.S. Capitol

This building is where the United States Congress meets. It is at one end of the National Mall, a long field in the middle of the government areas of Washington, D.C. At the top of the dome is a statue named Liberty, which is different from the one in New York. The Capitol usually represents the federal government.



Declaration of Independence

The Declaration of Independence said that the 13 British colonies were a new nation. It was passed by the Continental Congress on July 4, 1776. Since then, July 4 has been called Independence Day in the United States. The original copy of the Declaration of Independence is displayed at the National Archives in Washington, D.C.



Review the National Symbols section in the back of this book.

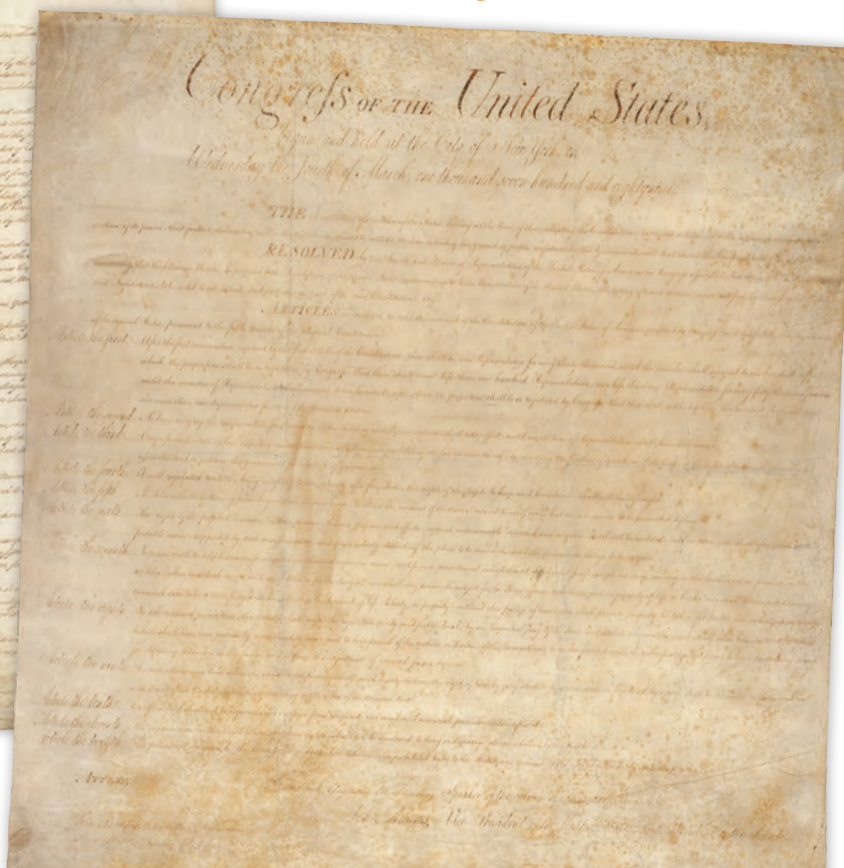
U.S. Constitution and the Bill of Rights

The Constitution lays out the basic plan for the federal government of the United States. It was written in 1787. The first ten amendments talk about the rights of individuals and states. These are called the Bill of Rights. They were first written in 1789 and became law in 1791. Both the original Constitution and the original Bill of Rights are on display at the National Archives in Washington, D.C.

U.S. Constitution



Bill of Rights





Uncle Sam

“Uncle Sam” is a national symbol of the federal government. He always wears the colors of the flag: red, white, and blue.

Do my initials remind you of anything?

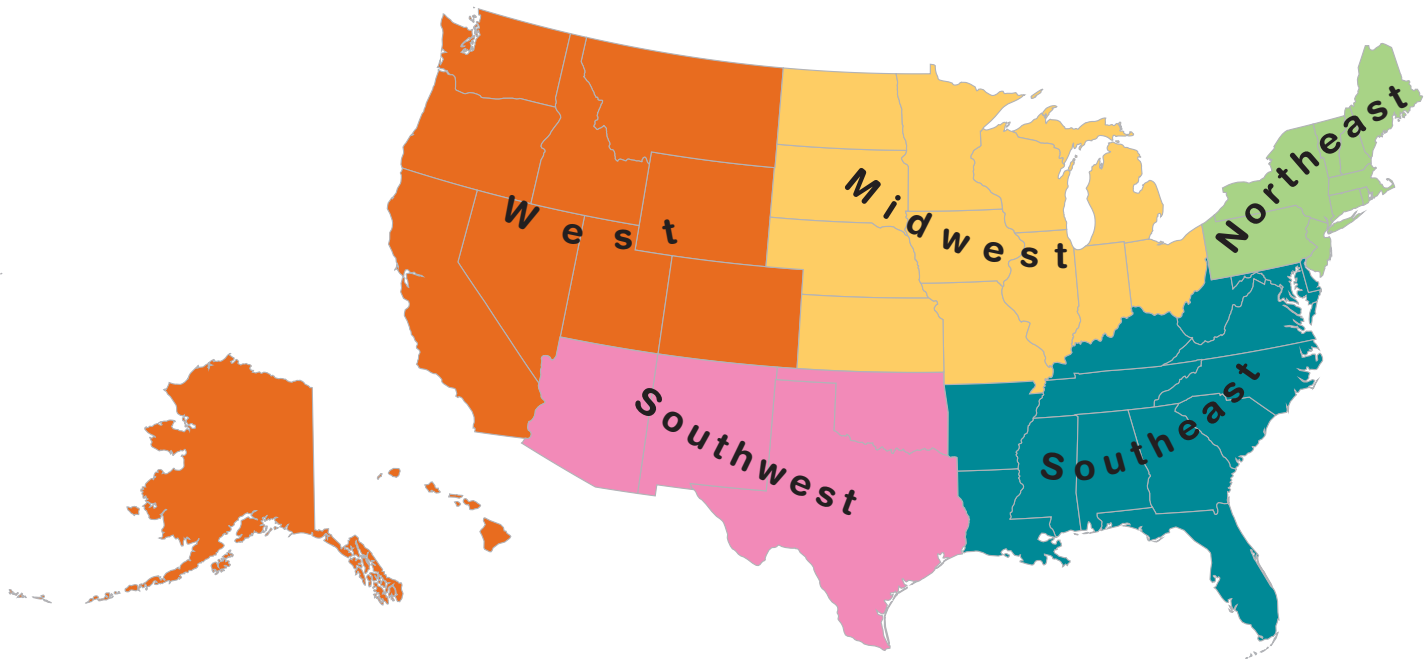


Lesson 3 Summary

.....

The federal government handles matters that affect the whole country. State governments and tribal governments have relationships with the federal government. The citizens served by these governments have both rights and responsibilities. These include voting in elections, writing to their government representatives, joining action groups, and making their opinions known. There are symbols and documents that show what our country and government stand for.

The Land and Resources of the United States



A What are the regions of the United States?

The United States can be divided into any number of regions. Often, we define regions based on the information we want to study about the areas. Some ways the United States can be divided are by ...

- Rainfall, temperature, and climate
- Time zones
- Landforms and bodies of water
- State borders
- Cultures
- Wildlife and **habitats**

habitat

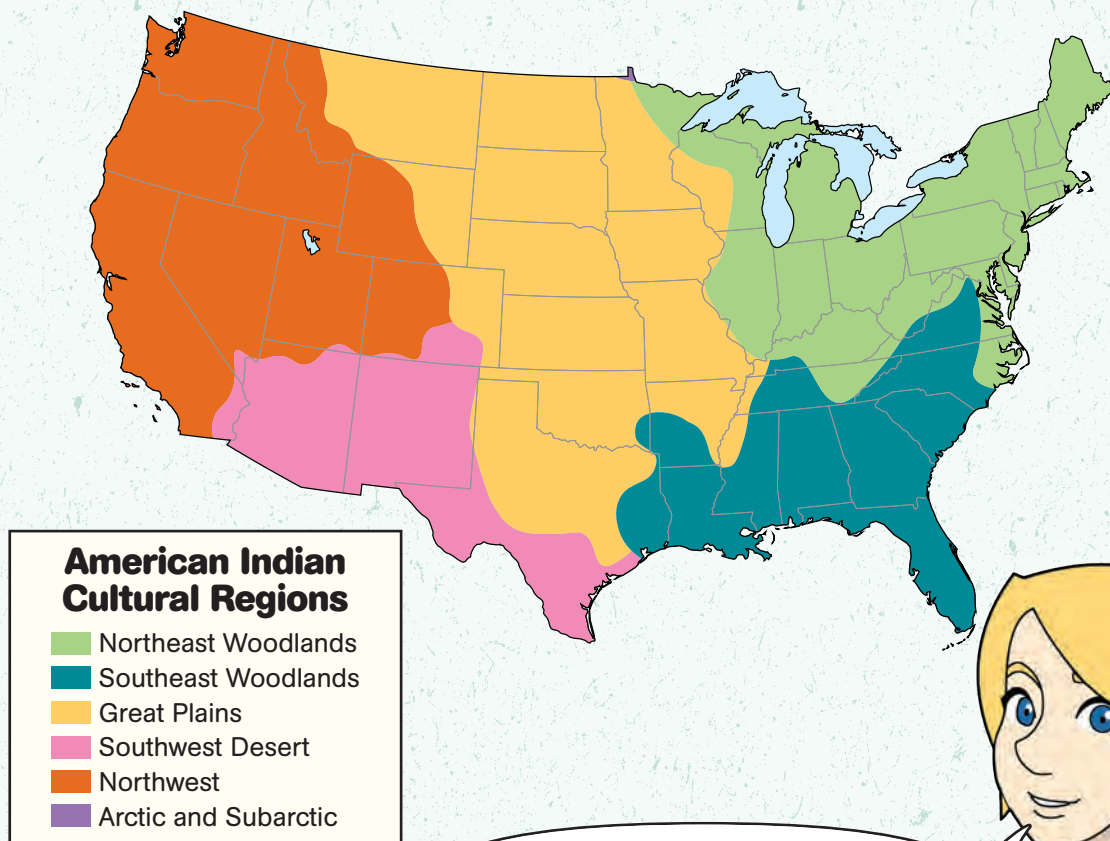
the usual place where a plant grows or an animal lives

Vocabulary

habitat

contiguous

One common way to divide the United States of today is into five regions, using differences in natural features, climate, and state borders. These five regions are similar to, but not the same as, the six American Indian cultural regions from 500 years ago. These five regions are the Northeast, Southeast, Midwest, Southwest, and West. Each region has many regions within it. Each region has many features that make it interesting, beautiful, and important to the rest of the nation.



How are the American Indian cultural regions of 500 years ago the same as the five major regions of the United States today? How are they different?

The Northeast



This is the smallest of the five regions.

All of the nine states in this region were part of the original 13 colonies. It runs inland from the Atlantic Ocean and the coastal plain, where many cities grew around the harbors, to Lake Erie. The six northernmost states are called New England, and the other three are part of the Mid-Atlantic States. It is home to the biggest city in the country, New York City, and the smallest state, Rhode Island.

Across the region, winters are very cold, summers are warm to very hot and damp, spring is rainy, and fall is colorful and beautiful. The region gets plenty of precipitation throughout the year, making a perfect climate for forests. The land is no longer all forests. More than half of the land is now farmland and urban areas.

In addition to wood from forests, the Appalachian Mountains have other important resources, such as coal and natural gas.

Appalachian Mountains, New Hampshire





Major Landforms

- Appalachian Mountains
(different regions of the Appalachians go by different names)
- Allegheny Plateau

Major Bodies of Water

- Atlantic Ocean
- Lake Ontario
- Lake Erie
- Hudson River
- Delaware River
- St. Lawrence River

Landmarks, Natural and Human-Made

- Niagara Falls, NY
- Statue of Liberty and Ellis Island, NY
- Empire State Building, NY
- Independence Hall and the Liberty Bell, PA
- Plymouth Rock, MA
- Boston Lighthouse, MA

Natural Resources

- Trees: lumber, furniture, paper, maple syrup
- Fish and seafood: lobster, shellfish, crabs, various fish
- Granite and marble
- Energy: electricity from Niagara Falls, coal, natural gas

Major Land Use and Landforms

- Urban area
- Farming
- Ranching
- Forestry
- No widespread use

Land feature

Water feature



Natural Feature

Much of the Northeast is still covered by forests, including this forest and rural farmland in western Pennsylvania.



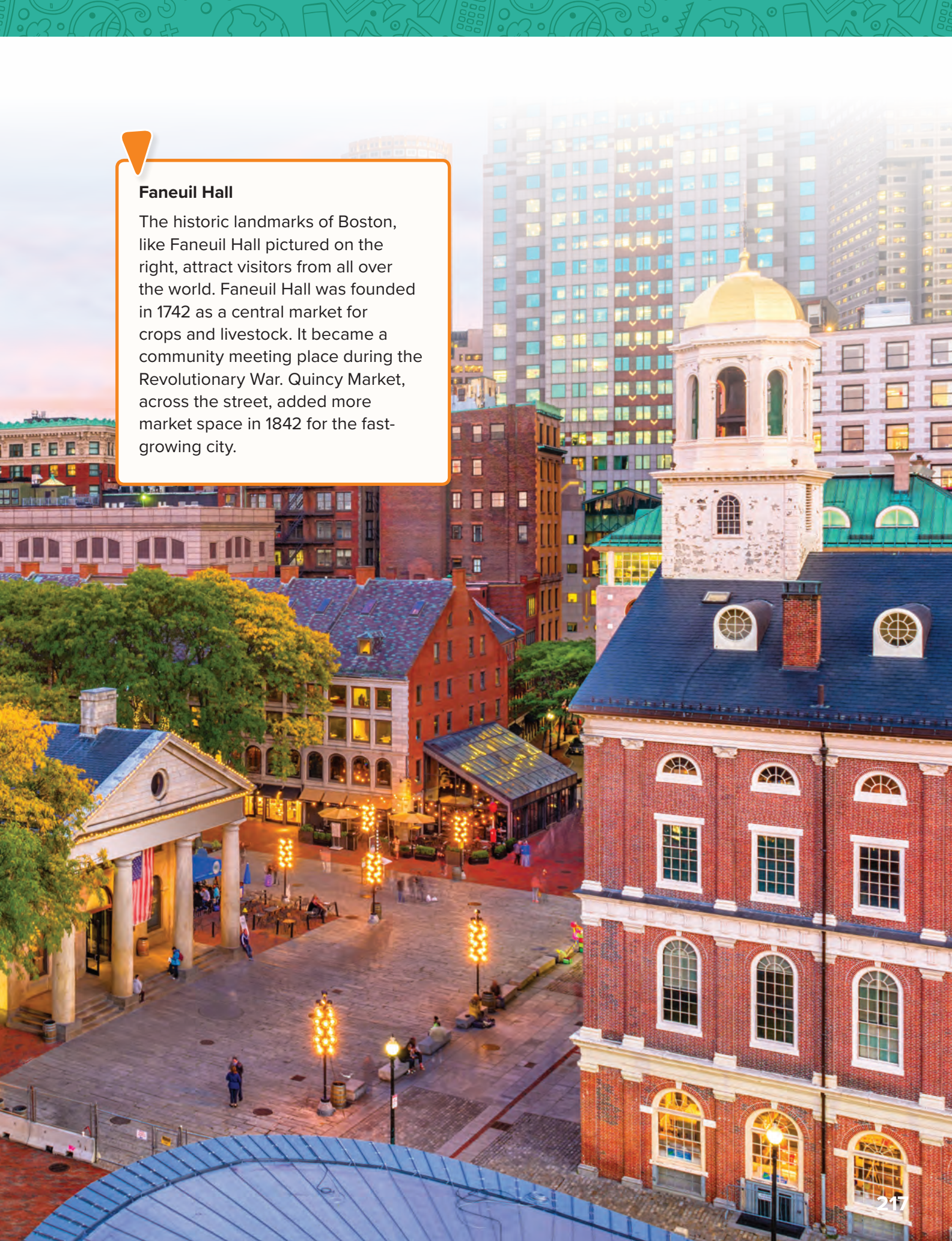
Natural Resource

The electricity created by Niagara Falls supplies one-quarter of all the power needs of the state of New York and Ontario, Canada.



Human Feature

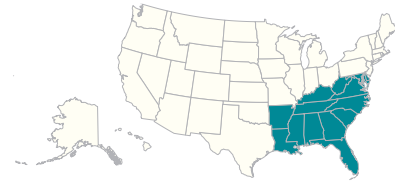
Tourism and fishing are important to the economy of Portland, Maine, and other Northeastern coastal areas.

An aerial photograph of Faneuil Hall and Quincy Market in Boston at dusk. The historic red brick Faneuil Hall with its iconic white cupola is on the right. To the left is Quincy Market, a modern building with a glass roof. The courtyard between them is paved and lit with warm streetlights, with people walking around. In the background, modern skyscrapers of downtown Boston are visible against the twilight sky.

Faneuil Hall

The historic landmarks of Boston, like Faneuil Hall pictured on the right, attract visitors from all over the world. Faneuil Hall was founded in 1742 as a central market for crops and livestock. It became a community meeting place during the Revolutionary War. Quincy Market, across the street, added more market space in 1842 for the fast-growing city.

The Southeast



There is a debate about whether Maryland, Delaware, and Washington, D.C., belong in the Northeast or Southeast. We put them here in the Southeast. Much of the Southeast either borders the Gulf of Mexico or the Atlantic Ocean. All of Florida and the entire east side of this region is coastal plain. It is one of the largest coastal plains in the world. Between the coastal plains and the Appalachian Mountains is the Piedmont.

Summers are hot and humid, and except for the very northern parts, winters are mild. The mild, wet climate and fertile soil in the Southeast make it ideal for many crops.

The Mississippi River forms the western border of the region. The Mississippi is wide and deep enough for large boats and even ships to travel on. Its size and location in the center of the country make it perfect for transportation and trade. With the wet climate and huge flat lands of the coastal plains, most of the Southeast is farming. However, tourists flock to the city of New Orleans and the state of Florida.

Historic Art Deco District, Miami Beach, Florida

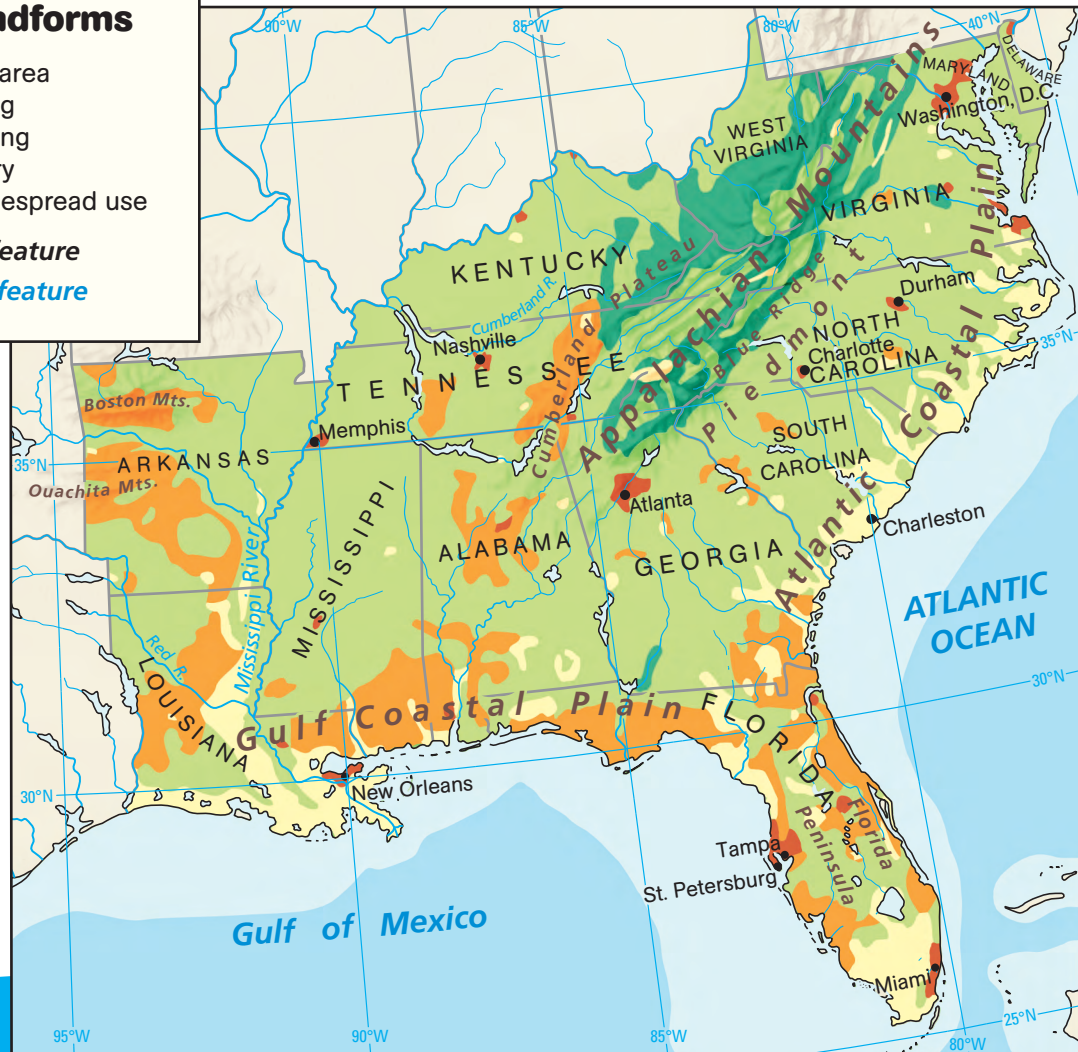


Major Land Use and Landforms

- Urban area
- Farming
- Ranching
- Forestry
- No widespread use

Land feature

Water feature



Major Landforms

- Appalachian Mountains
- Piedmont
- Atlantic Coastal Plain
- Gulf Coastal Plain

Major Bodies of Water

- Atlantic Ocean
- Gulf of Mexico
- Chesapeake Bay
- Ohio River
- Mississippi River

Landmarks, Natural and Human-Made

- White House, Washington, D.C.
- Mammoth Cave system (longest in the world), KY
- Martin Luther King Jr. Historic Site, GA
- St. Augustine, FL (oldest permanent European settlement)
- Everglades, FL
- Kennedy Space Center, FL

Natural Resources

- Soil for farming: cotton, peanuts, oranges, tobacco
- Energy: coal, natural gas, oil
- Minerals: iron, zinc, phosphate (a nutrient that helps plants live, also used in toothpaste, baking soda, and fire extinguishers)



Natural Feature

The mountains in Great Smoky Mountains National Park are part of the Appalachian Mountains. They are called the Smoky Mountains because of how they look in the fog. The western half of the park is in Tennessee and the eastern half is in North Carolina.



Natural Resource

The region's warm, subtropical climate; the rich soil of the Atlantic Coastal Plain; and the moist, but not too wet, atmosphere are perfect for growing cotton. Georgia is the country's second largest producer, and it is the state's biggest crop.



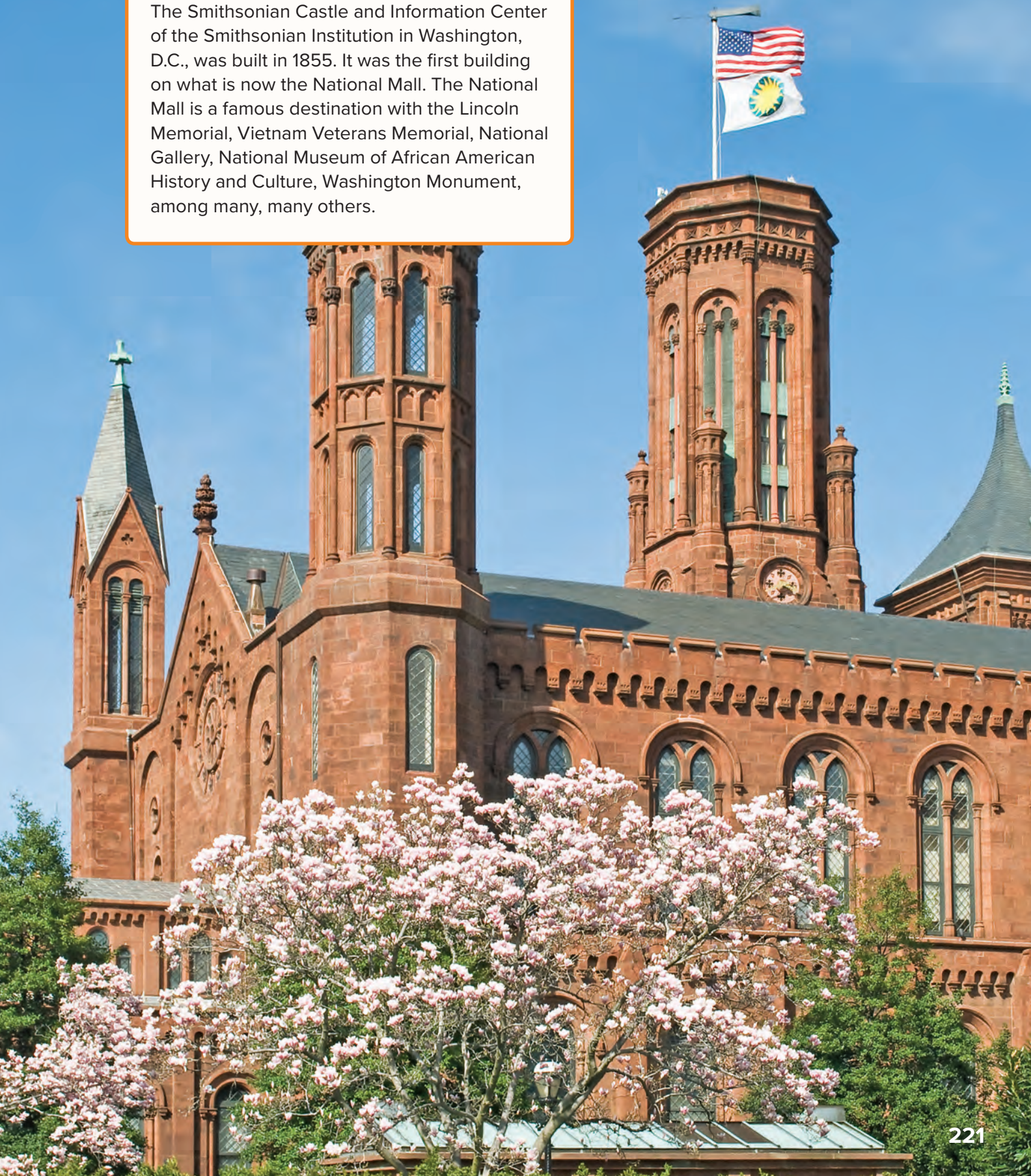
Human Feature

A lively culture attracts many visitors to the coastal city of New Orleans, Louisiana. Downtown New Orleans is a great destination for tourists interested in history, music, and fun.

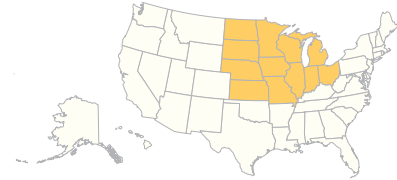


The Smithsonian

The Smithsonian Castle and Information Center of the Smithsonian Institution in Washington, D.C., was built in 1855. It was the first building on what is now the National Mall. The National Mall is a famous destination with the Lincoln Memorial, Vietnam Veterans Memorial, National Gallery, National Museum of African American History and Culture, Washington Monument, among many, many others.



The Midwest



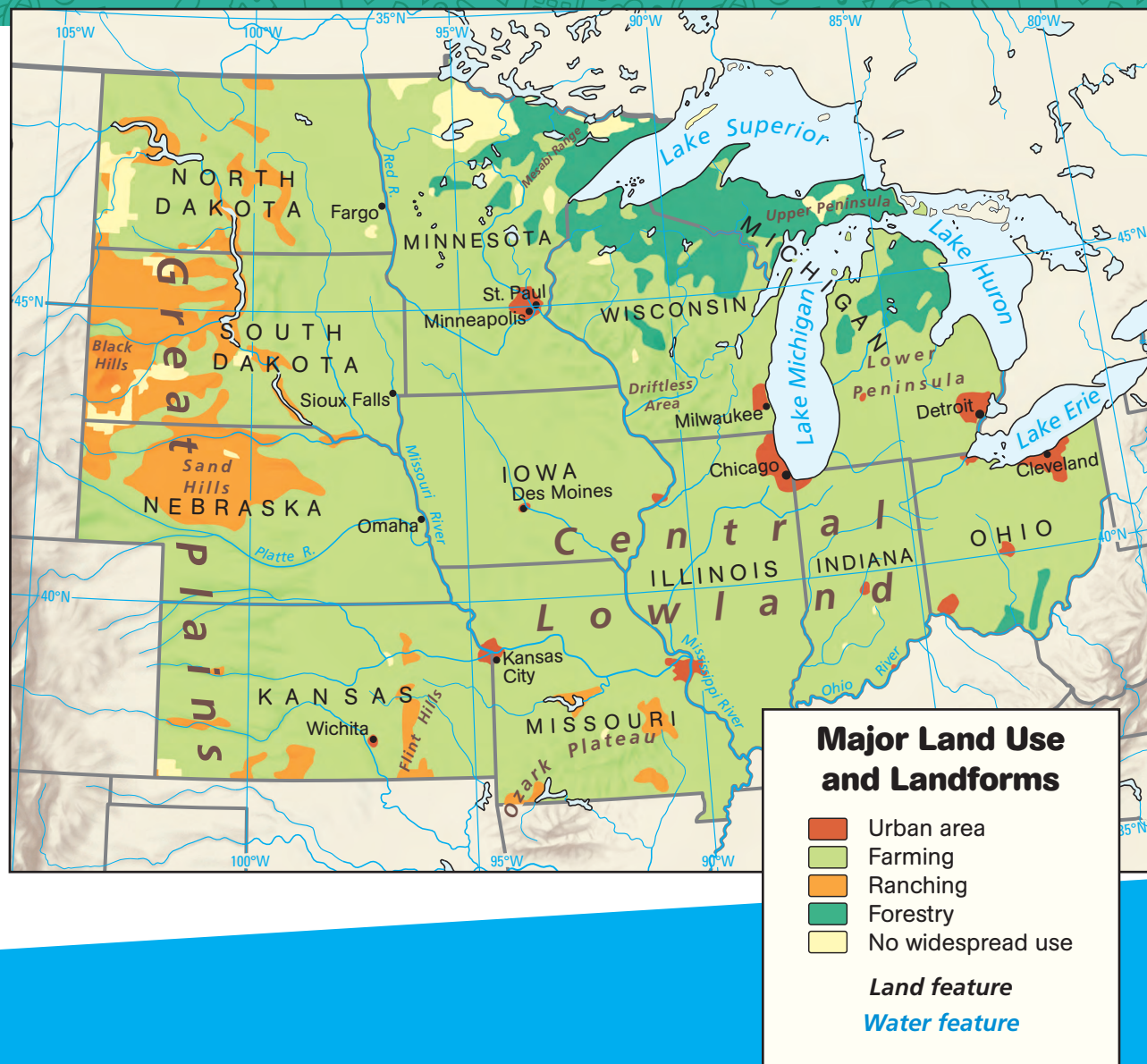
The 12 states of the Midwest lie in the middle of the United States between the Appalachian and Rocky Mountains. Most of the Midwest is flat. Its biggest landform is the large flat area called the Great Plains, which is west of the Mississippi River. The Central Lowlands surround the Mississippi and Ohio Rivers. On the border with Canada in the northern part of this region are the Great Lakes. The lakes were formed when the glaciers pressed deep holes in the ground that filled up with water when the ice melted.

Winters are cold, especially in the far north and around the Great Lakes. Moisture from the lakes mixes with freezing temperatures to make lots of snow. Changing from year to year, summers can be very hot or mild, much like the Northeast.

With its big, open spaces, this region is mostly farmland, with some parts used for ranching and forestry. The Midwest is called the nation's breadbasket because most of the country's grain is grown here. There are several large cities in the region that were essential to our country's growth in the 20th century.

Boundary Waters, Minnesota





Major Landforms

- Great Plains
- Central Lowland
- Ozark Plateau
- Black Hills

Major Bodies of Water

- Lake Superior
- Lake Michigan
- Lake Huron
- Lake Erie
- Ohio River
- Missouri River
- Mississippi River

Landmarks, Natural and Human-Made

- Mount Rushmore, SD
- Gateway Arch, MO
- Chimney Rock, NE
- Mackinac Bridge, MI
- Willis Tower, IL
- Cave of the Mounds, WI

Natural Resources

- Soil for farming: corn, wheat, soybeans
- Grasslands for ranching
- Minerals: iron
- Energy: coal, oil, natural gas



Natural Feature

The Great Lakes are the biggest feature of the Midwest. They provide shipping, transportation, fishing, and thousands of miles of shoreline. You can remember the names of the five Great Lakes by the first letters: **H**uron, **O**ntario, **M**ichigan, **E**rie, and **S**uperior. What do they spell?



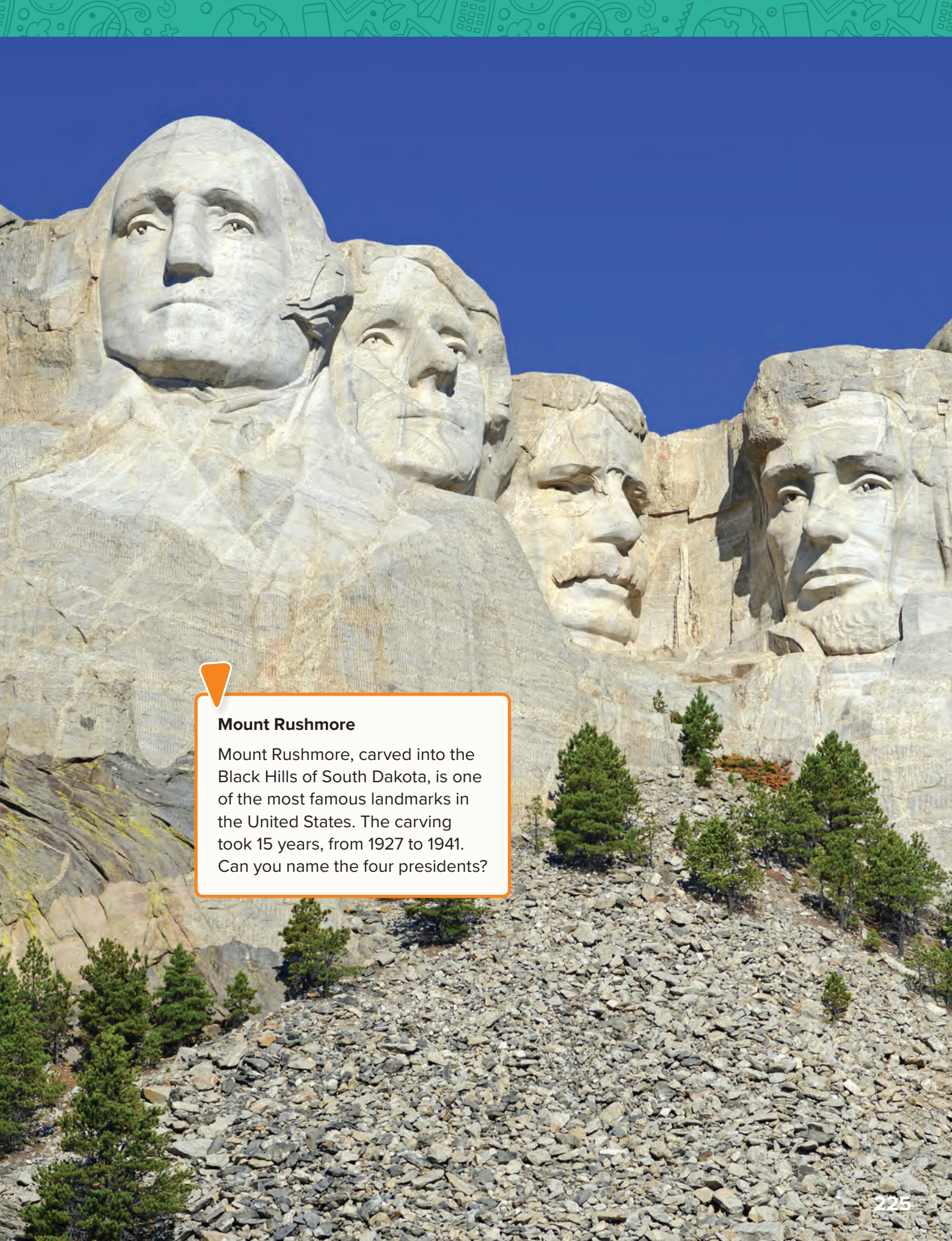
Natural Resource

Eight of the top ten biggest soybean producing states are in the Midwest, especially in South Dakota, Iowa, Illinois, and Indiana. The crop grows well in the cool, temperate climate that gets lots of rain during the year and sunlight in the summer.



Human Feature

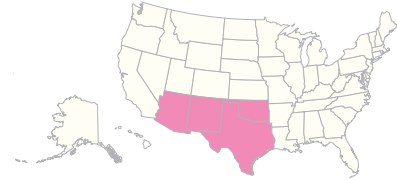
Although most of the Midwest is rural farming and ranching land, it includes large urban areas such as Chicago, which is next to Lake Michigan.



Mount Rushmore

Mount Rushmore, carved into the Black Hills of South Dakota, is one of the most famous landmarks in the United States. The carving took 15 years, from 1927 to 1941. Can you name the four presidents?

The Southwest

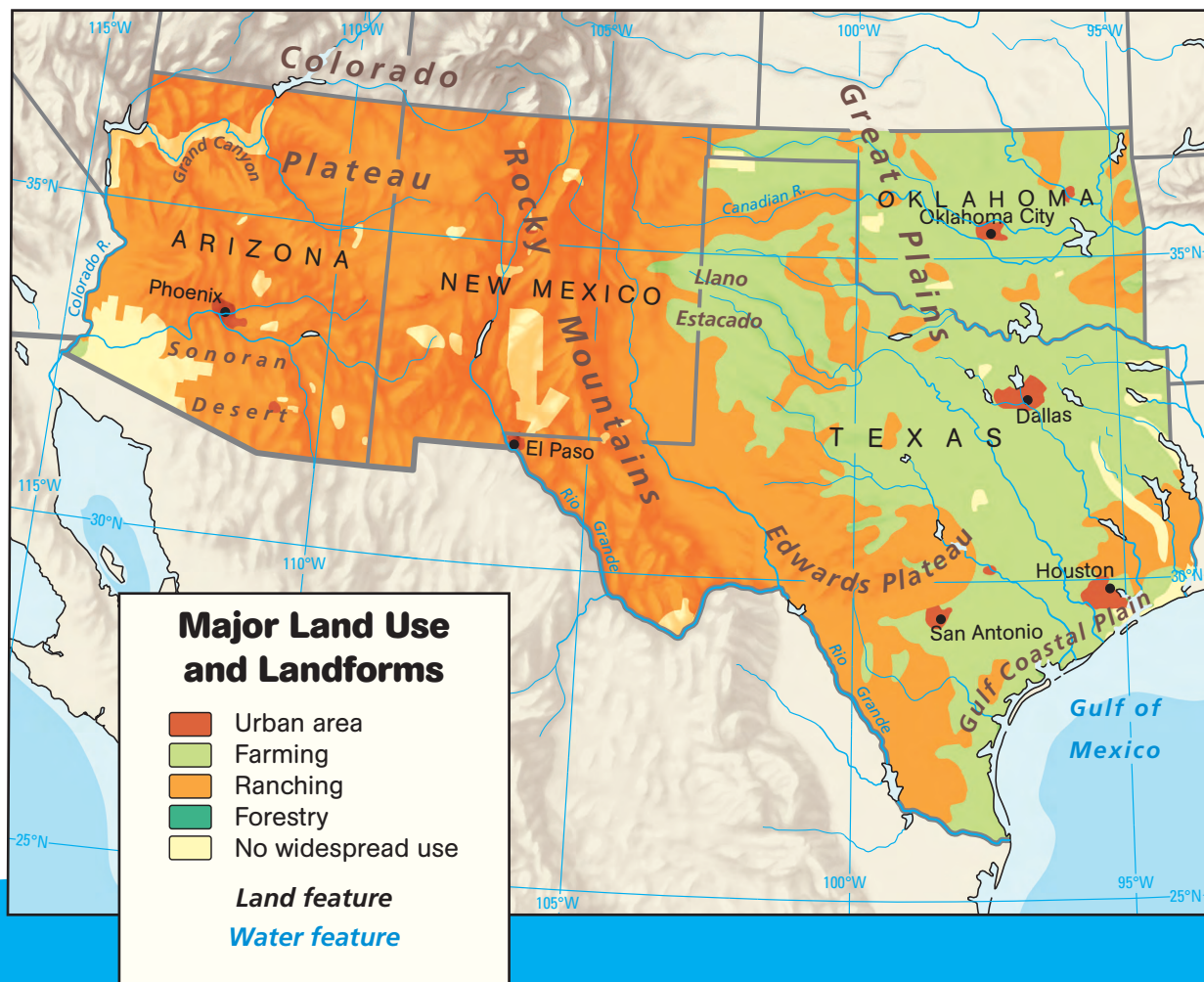


The Southwest is made up of only four states but is wildly diverse in climate and vegetation. It is not just red rocks. Eastern Texas is part of the Gulf Coastal Plain with a warm, wet climate, like the Southeast region. Going west, the land rises to become part of the Great Plains, similar to the Midwest. Still farther west, the Rocky Mountains run north to south through parts of New Mexico. The high mountain elevation has a cold climate and gets lots of snow in winter. Along with the high, forested mountains and rainy coastal plain, there are big prairies, long and deep canyons, dry and hot deserts, and plateaus.

Such differences in landforms and climate mean differences in natural resources too. The Gulf Coastal Plain has fertile soil and miles of forests. There is mostly farming in the wetter and flat eastern side of Oklahoma and eastern Texas. Ranching is the main activity in the rest of the region, where the climate can be very cold, or very hot, or very dry.

Cattle ranch in Arizona





Major Landforms

- Gulf Coastal Plain
- Edwards Plateau
- Great Plains
- Rocky Mountains
- Colorado Plateau
- Edwards Plateau

Major Bodies of Water

- Gulf of Mexico
- Red River
- Rio Grande
- Colorado River

Landmarks, Natural and Human-Made

- Grand Canyon, AZ
- Glen Canyon Dam, AZ
- Alamo Mission, TX
- Johnson Space Center, TX

Natural Resources

- Soil for farming: cotton, wheat, corn
- Minerals: copper, silver, uranium
- Energy: oil, natural gas, Colorado River dams for electricity
- Grasslands for ranching



Natural Feature

The Colorado River in Texas (not the same as the more famous river on the next page) cuts through central Texas and empties into the Gulf of Mexico. The river also cuts through the middle of Austin, the capital city of Texas. The subtropical climate of the region is perfect for the wild bluebonnet, the state flower of Texas.



Natural Resource

The Rio Grande flows through New Mexico, and for 1,241 miles until it reaches the Gulf of Mexico, it is the border between Texas and Mexico. Most of the land that it flows through is very dry, and the river is used for irrigation. The Elephant Butte Dam, near Truth or Consequences, New Mexico, stores water for agriculture, but also provides for electricity and recreation.



Human Feature

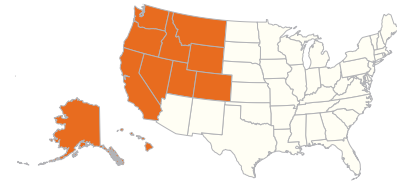
The Cherokee Nation Courthouse is the oldest public building standing in Oklahoma. Built in 1869, it was the capitol building for the Cherokee Nation from 1869 to 1907. It is now the tribal supreme court.



The Colorado River

The Colorado River flows southwest from the Rockies and across the Colorado Plateau. By the time it gets into Arizona, and after millions of years, the river has carved one of the truly amazing wonders of the world, the Grand Canyon. If you stand on the rim, you have to look down a whole mile to see the river!

The West



The West is the largest and most diverse region. It includes Alaska and Hawaii, which are not part of the **contiguous** states.

contiguous

connected or touching along a border

The Contiguous West

This portion of the West starts on the eastern edge of the Rocky Mountains, crosses many mountain ranges and high plateaus, and ends at the Pacific Ocean. You can see towering mountains, deserts (including Death Valley, the lowest and driest place in North America), fertile valleys, plateaus, deep canyons, sandy beaches, rocky ocean cliffs, rain forests, redwood forests, and pine forests.

The climate is as varied as the landscape, from arid to very wet (Washington has the wettest place in the contiguous states), from extremely cold mountain glaciers to large, hot deserts.

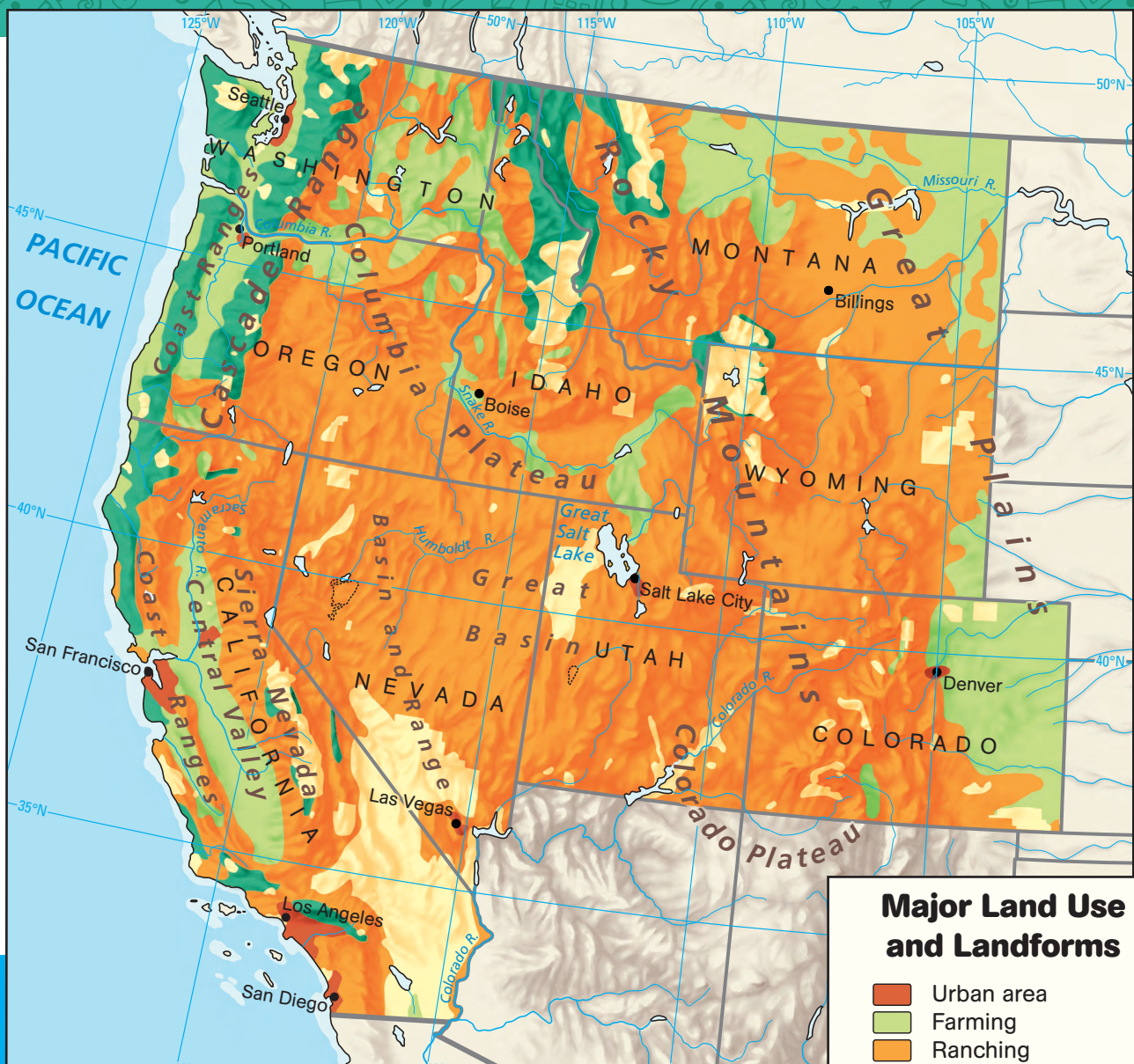
The West also has many natural resources. The high mountains have forests. There is rich soil for farming and many

minerals and metals for mining.

There are wide grasslands for ranching. The long coastline and many rivers provide for fishing, transportation, and recreation. Energy comes from dams, solar farms, and wind farms. The region has very large cities, especially along the coast, and lots of tourism. Half the country's national parks are in this region.

Las Vegas, Nevada





Major Land Use and Landforms

- Urban area
- Farming
- Ranching
- Forestry
- No widespread use

Land feature
Water feature

Major Landforms

- Great Plains
- Rocky Mountains
- Colorado Plateau
- Columbia Plateau
- Great Basin
- Sierra Nevada
- Central Valley
- Coastal Ranges

Major Bodies of Water

- Pacific Ocean
- Missouri River
- Colorado River
- Columbia River
- Puget Sound
- Great Salt Lake

Landmarks, Natural and Human-Made

- Space Needle, WA
- Mount Ranier, WA
- Crater Lake, OR
- Half Dome, Yosemite, CA
- Golden Gate Bridge, CA
- Hoover Dam, NV
- Devil's Tower, WY
- Yellowstone National Park, WY

Natural Resources

- Soil for farming: vegetables, fruits, nuts
- Trees: lumber, paper
- Energy: oil, coal, natural gas, uranium, dams on the Colorado and Columbia Rivers for electricity
- Minerals: copper, gold, silver



Natural Feature

Glacier National Park in Montana is still beautiful, although its glaciers are melting. It had about 140 glaciers when the park was established 1910; there are only 26 left.



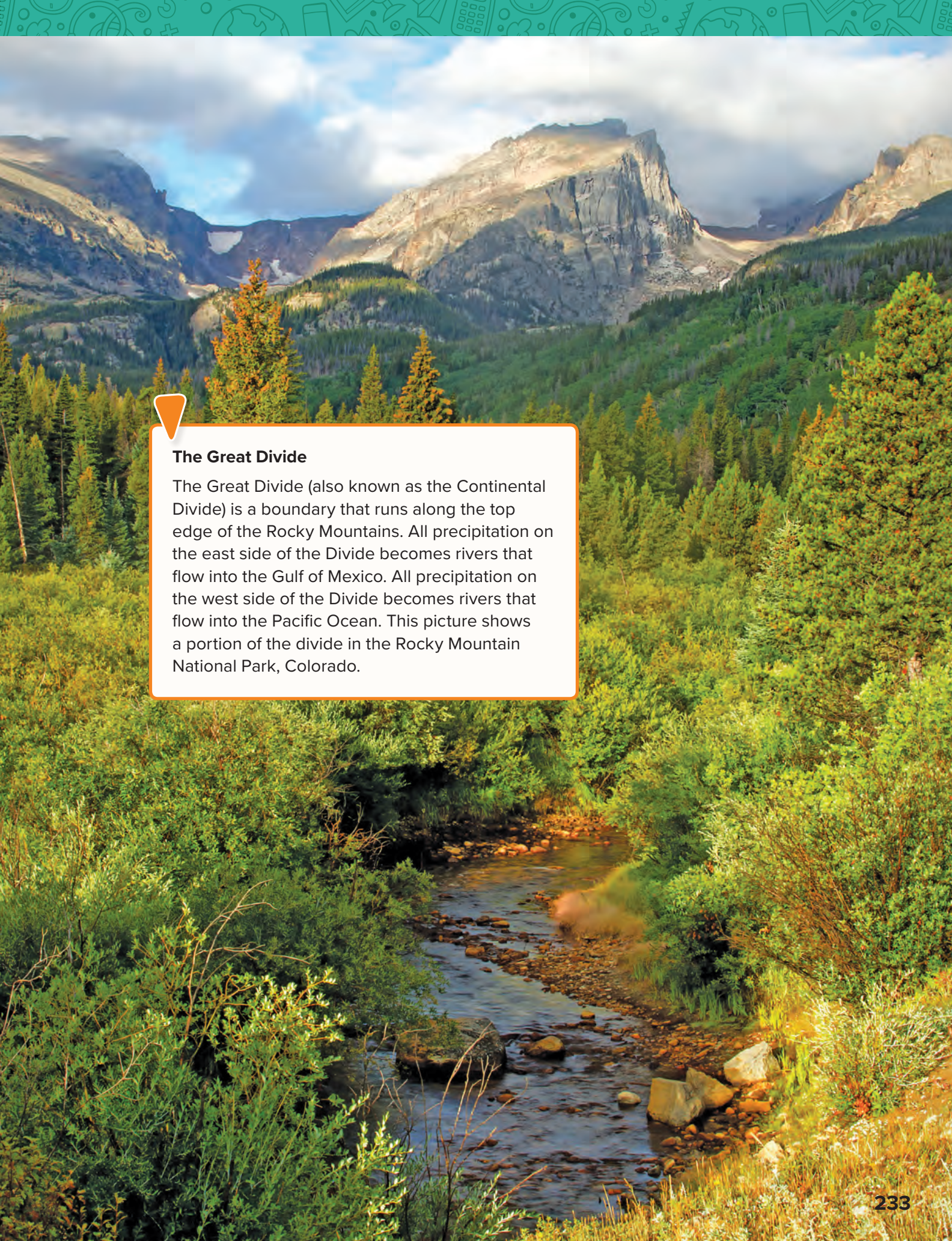
Natural Resource

The vast forests in the West provide for a large lumbering industry. In Oregon, almost half the land is covered by forest. To make this natural resource last, for every tree that is cut down, one or more is planted.



Human Feature

The Golden Gate Bridge in San Francisco, California, opened in 1937. It was the longest and tallest suspension bridge in the world until 1964. It is still considered to be the most photographed bridge in the world. It crosses the Golden Gate Strait that connects the Pacific Ocean to the San Francisco Bay. The bridge is a symbol of welcome for the city and the state.



The Great Divide

The Great Divide (also known as the Continental Divide) is a boundary that runs along the top edge of the Rocky Mountains. All precipitation on the east side of the Divide becomes rivers that flow into the Gulf of Mexico. All precipitation on the west side of the Divide becomes rivers that flow into the Pacific Ocean. This picture shows a portion of the divide in the Rocky Mountain National Park, Colorado.

Alaska

The 49th state to become part of the United States, Alaska is north of Canada and closer to Russia than to any other U.S. state. It is the largest state and is more than two times larger than Texas. Alaska has two large mountain ranges and the tallest mountain in North America: Denali. *Denali* means “great one” in the local Alaskan native language. The state has long, cold winters and shorter, cool summers. Much of the northern part of the state is covered in ice and snow all year.

Despite the cold climate, Alaska’s natural resources have pulled many people to the state. Many people came when gold and oil were discovered. There is also lumbering, a large fishing industry, lots of wildlife, and many types of recreation.



Hawaii

Hawaii is a group of tropical islands more than 2,000 miles west of California in the Pacific Ocean. These islands are farther from a continent than any other island chain in the world. Volcanoes formed these islands millions of years ago. Mount Kilauea is the most active volcano on earth.

Hawaii is closer to the equator than any other state. Its climate is wet, sunny, and warm all year. Also, it has very rich soil from its volcanoes. In these good conditions, crops are grown that cannot grow in any other state. The most important of these are coffee and pineapples. Its biggest crop is sugarcane. But tourism is the biggest part of the state’s economy: beaches, lava flows, waterfalls, sport fishing, and much more, all year round.



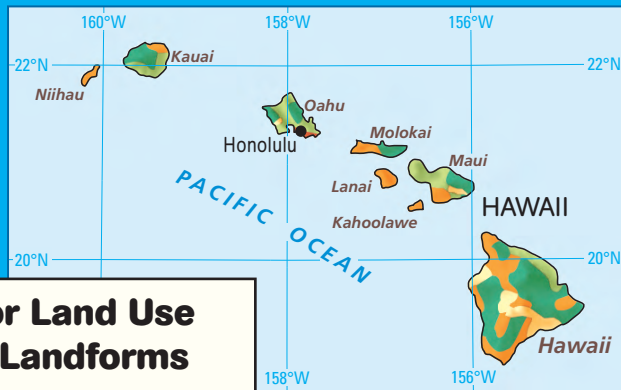


Alaska Natural Resources

- Energy: oil, gas
- Trees: lumber, paper, cloth
- Fish and seafood: salmon, halibut, crab
- Minerals: gold, zinc, platinum

Landmarks

- Denali (20,320 ft.)
- Fort William H. Seward



Major Land Use and Landforms

- Urban area
- Farming
- Ranching
- Forestry
- No widespread use

Land feature

Water feature

Hawaii Natural Resources

- Water
- Soil for farming: sugarcane, pineapple, coffee, Maui onion, tropical flowers
- Fish: tuna, swordfish

Landmarks

- Mauna Loa Volcano
- USS Arizona Memorial



Lesson 4 Summary

In this lesson, we learned about the regions of the United States and their features. We encountered a lot of facts about the geography, natural resources, and landmarks of the Northeast, the Southeast, the Midwest, the Southwest, and the West. Each region contributes something special to the United States of America.

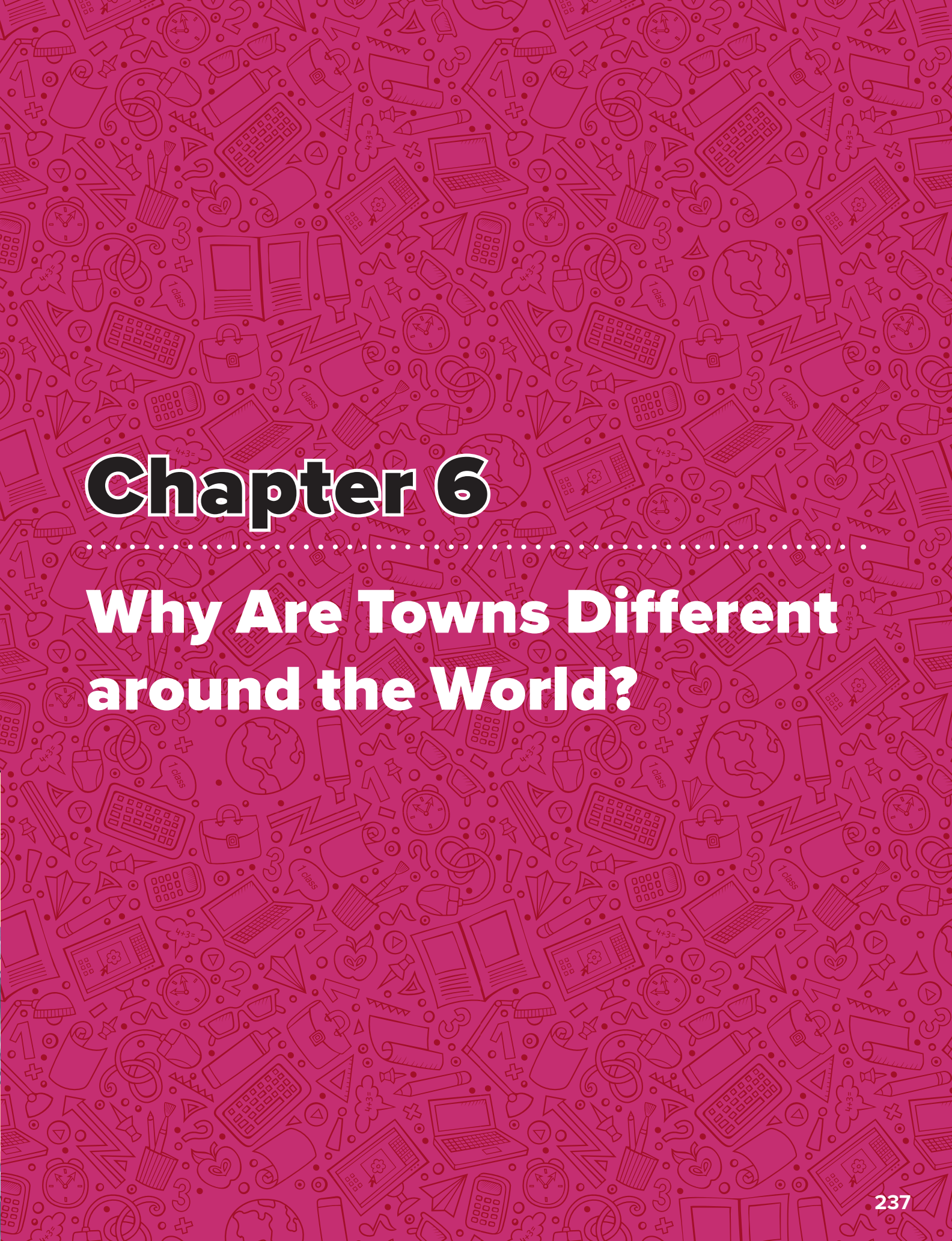


He's taking a trip around the world!



He's going to send us postcards of the places he visits!

So cool!



Chapter 6

Why Are Towns Different around the World?

Finding Our Way in the World

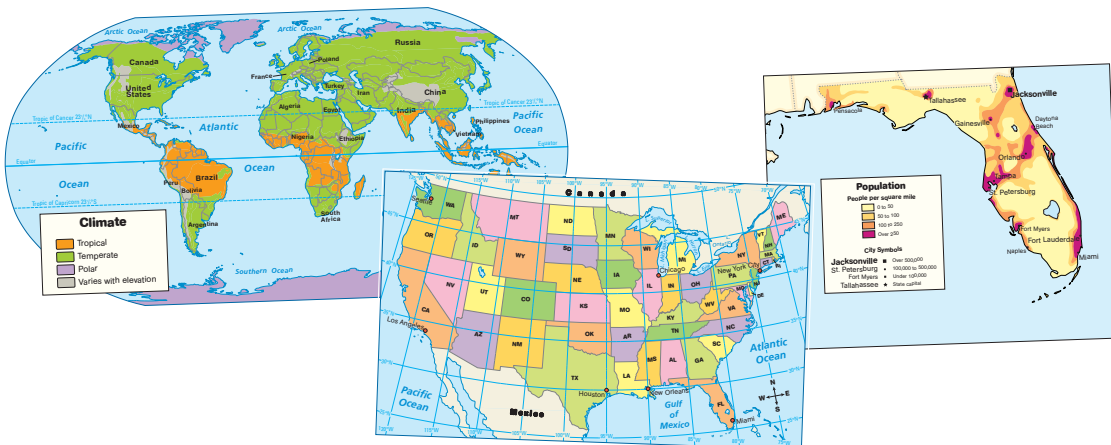
A Why are there different kinds of maps?

We use maps to understand places. Maps help us learn about our community, country, and the world.

Different kinds of maps can tell us about different things, such as climate, natural resources, population, state and country borders, history, and more. Many of these maps help people in their jobs.

A type of map we often see is a political map. It shows the borders between states or between countries. A political map uses lines to show these borders. Often a political map will also use different colors for states or countries. Some political maps show major cities and national capitals too.

Look at the political maps on the facing page. You probably recognize the map of North America. What does the other map show? What differences do you notice about the number and sizes of countries between the two maps?



Vocabulary

latitude

longitude

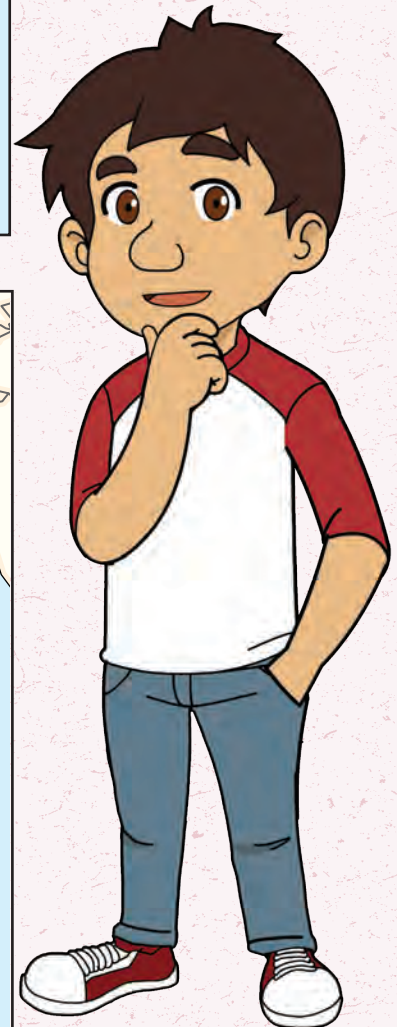
absolute location

relative location

polar climate



These maps use different colors to show countries.





B

Latitude and Longitude

latitude

east-west lines on a map or globe

longitude

north-south lines on a map or globe

absolute location

the latitude and longitude of a specific place

relative location

a description of where a place is in relation to other places

Your home address tells people exactly where to find you. But how could you find the exact location of some place far away? To help locate places, mapmakers use a system of lines on maps and globes called latitude and longitude.

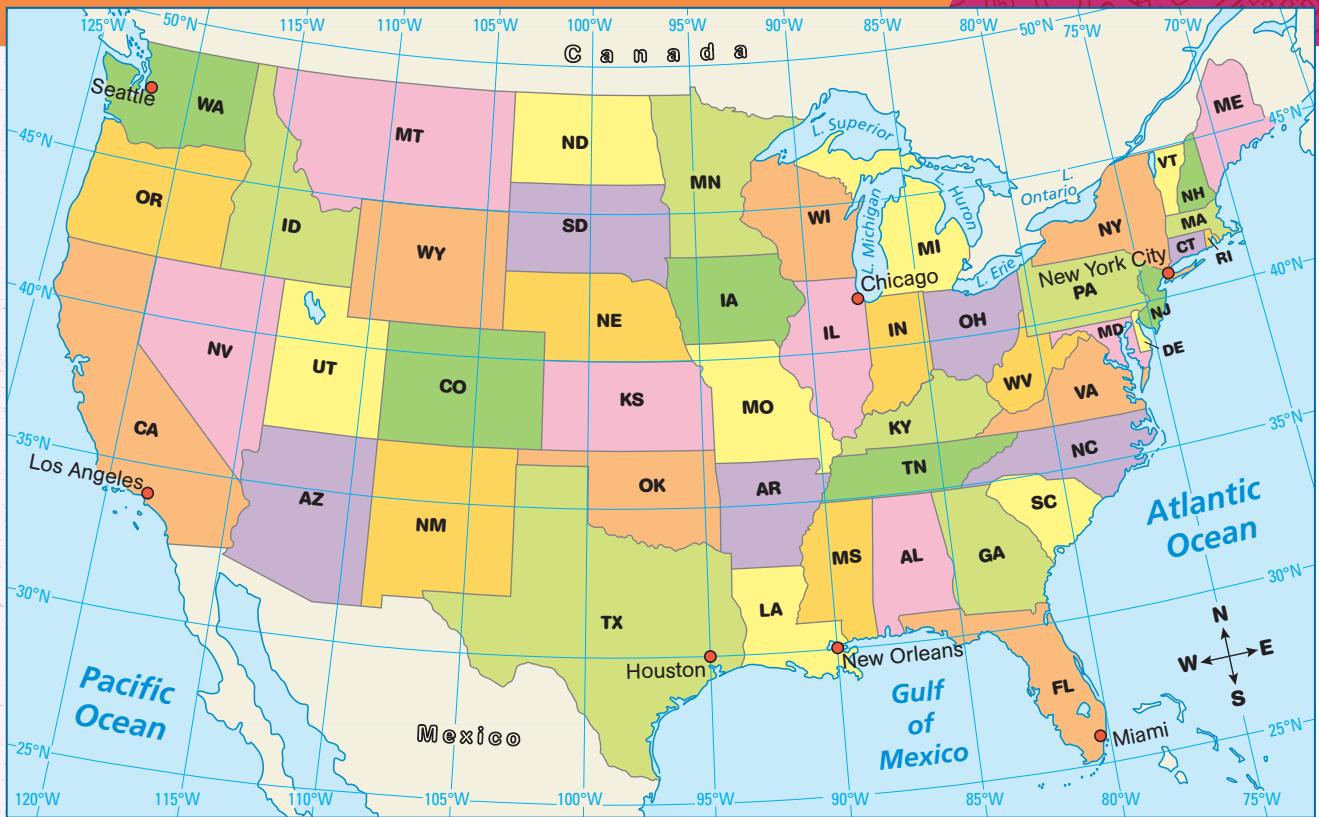
Lines of **latitude** circle the globe from east to west. The latitude of the equator, halfway between the North and South Poles, is 0° . Latitudes north of the equator end with “N” and those south of the equator end with “S.”

Lines of **longitude** run from the North Pole to the South Pole. The prime meridian, running through Greenwich in the United Kingdom, is 0° . Lines to the east of it end with “E,” while those to the west end with “W.”

Each line of latitude crosses each line of longitude at just one point. This is called the **absolute location** of a place. Latitude always comes before longitude when noting the location of places. For example, the absolute location of Washington, D.C., is 39°N , 77°W . While the **relative location** of Washington, D.C., is 110 miles west of the Atlantic Ocean.

The prime meridian runs through Greenwich in the United Kingdom, at the Royal Observatory.

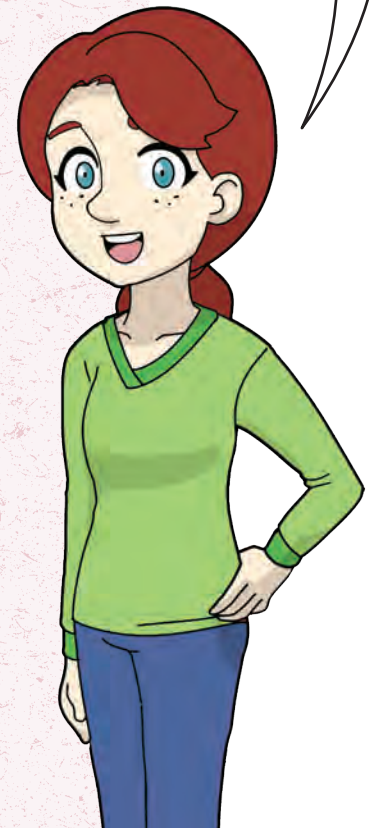




Now you're ready to practice this map skill.

1. Find this absolute location on a United States map: 30°N , 90°W . (Hint: Put your right finger on the line 30°N and your left finger on the line 90°W . Move your fingers together along these lines.)
2. Which city has this absolute location?
3. Now find your town on a map. Your town may be between the lines shown on the map. Use your best guess to figure out the lines of latitude and longitude. What is its absolute location?

Can you find the absolute locations of the other cities on the map?



C What are the different climate regions of the world?

Just like the United States, the world has climate regions.

Everywhere in the world, rainfall and temperature are climate's main factors. Elevation above sea level, distance from an ocean, and latitude all affect climate too. The closer a region is to the equator, the warmer it is. The closer a region is to the North Pole or South Pole, the colder it is.

Three Major Climate Types

Tropical

Places with a tropical climate are hot all year long. They are mainly located between two lines of latitude called the Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$) and the Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$). Some tropical places get rain all year, while others have a wet and a dry season. The state of Hawaii has a tropical climate.

Temperate

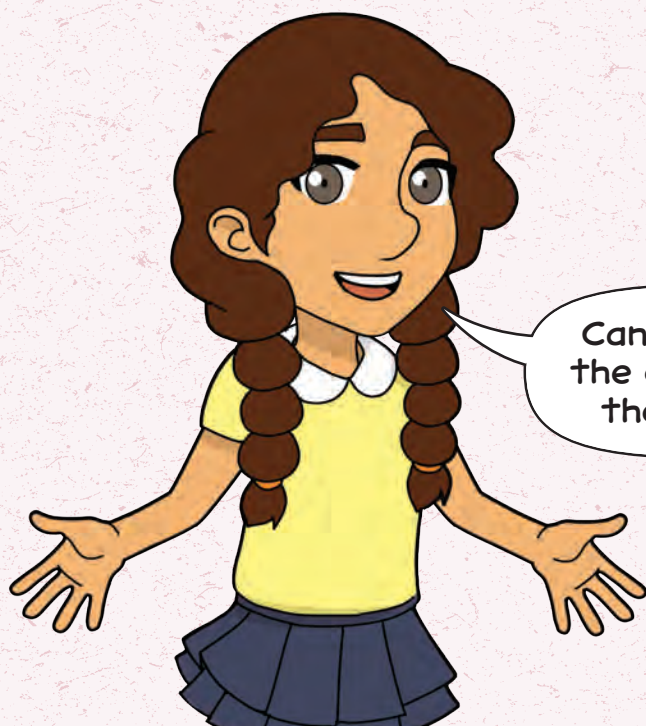
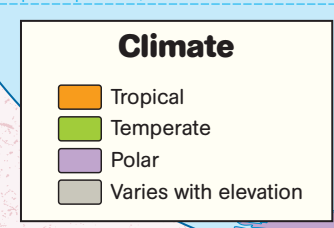
Most people live in temperate climates. This is the largest climate zone on earth. The temperatures do not get as extremely hot or cold as the other two climates, so it's easier to live there. Temperate climates have four seasons.

Polar

Polar climates surround the North or South Poles. The region is mainly north of the Arctic Circle ($66\frac{1}{2}^{\circ}\text{N}$) and south of the Antarctic Circle ($66\frac{1}{2}^{\circ}\text{S}$). There it is dry and cool to very cold all year. The city of Barrow, on Alaska's northern shore, has a polar climate.

polar climate

climate having to do with the icy regions around the North or South pole



Can you match the climate with the picture?

D Where are the world communities we are studying?

We are studying three very different communities.

Soweto (so-WET-toe)

Soweto is part of the larger city of Johannesburg, South Africa. It is at the southern tip of Africa. It is the only country that borders both the Atlantic and Indian Oceans. South Africa was once a Dutch and later a British colony. The country declared its independence in 1910. Soweto has a temperate climate. Its absolute location is 26°S, 28°E.

Dong Ngac (dohn nyah)

Dong Ngac is a suburb of Vietnam's capital, Hanoi. Vietnam is an S-shaped country in Southeast Asia. It is south of China and borders the South China Sea. Vietnam was once a French colony and struggled for its independence through much of the 20th century. Dong Ngac has a tropical climate. Its absolute location is 21°N, 106°E.

Tiwanaku (tee-won-AH-koo)

The rural area of Tiwanaku, Bolivia, is in the Andes Mountains. Bolivia has no sea coast and shares borders with five South American countries. Bolivia is in the mountains and high plains of South America. It was once a Spanish colony. Tiwanaku has a dry, temperate climate. Its absolute location is 17°S, 69°W.

Where in the world is Dong Ngac?





Soweto



Dong Ngac



Tiwanaku



Lesson 1 Summary

Maps help us understand the world we live in. We

learned how to find our way in the world through map location and through three different climates. We will be learning more about three very different places in the world: Soweto, South Africa; Dong Ngac, Vietnam; and Tiwanaku, Bolivia.

An Urban Community: Soweto, South Africa



Vocabulary

commuter

segregation

A What is it like to live in Soweto?

South Africa is a country of many ethnic backgrounds. Soweto is a community where many of those cultures come together.

More than a million people live in Soweto, a township within Johannesburg, South Africa's largest city. Soweto is a shortened name for South-Western Townships.

The people of Soweto may speak any of the 11 official languages of South Africa. Different languages do not matter when people come together to share music, dance, and sports. Some of South Africa's greatest soccer players come from Soweto. The international championship of soccer, the World Cup, was held in South Africa in 2010.

What we call soccer, other countries call football.
Football is a popular sport in South Africa.



commuter

a person who travels back and forth to a place regularly



Some areas of Soweto contain newly built houses.



Orlando Stadium is home to the Orlando Pirates Football Club.

Soweto lies about 10 miles southwest of the center of Johannesburg. The city sits on a high prairie called the Highveld. Outside the city are grasslands.

Johannesburg is a huge, modern city, and Soweto is rapidly becoming one as well. Since 1994, Soweto has developed into a center of business activity, with factories, stores, shopping malls, tourism, and companies large and small. It has sports stadiums, theaters, hotels, parks, museums, and the third largest hospital in the world.

Every day, many people in Soweto go to other parts of Johannesburg on a **commuter** railroad. Within Soweto, they get around town on a new bus system. If you take a bus ride, you'll probably see the more than 200,000 trees that the township has planted in the past 10 years. The trees are part of a plan to make Soweto more beautiful and a nice place to live.

On your bus ride, you'll notice that people have paved roads and built different types of houses. Next to areas of newly built houses for people with money are shacks built of scrap materials. These shacks reflect the poverty that still exists in Soweto.



Soweto is developing but there are still signs of poverty, such as these shacks.

B What is the history of Soweto?

After the discovery of gold, Europeans came to Johannesburg to set up gold mines. They hired black South Africans to work the mines. Large numbers of people moved to Soweto looking for jobs. These workers had to live in tents or shacks. When disease spread in workers' camps in 1904, city leaders required black residents to move to what is now Soweto.



Many Europeans came to set up gold mines, like this one that opened in 1886.

This memorial was created to honor a student who was killed during a peaceful protest in 1976.





The living conditions there were terrible, with no paved roads, no running water, and no electricity. In addition to separate housing, black Africans had to use separate public places and transportation. They could not vote in national elections. This **segregation** was written into strict laws around 1950. It was known as apartheid.

In 1976, young people in Soweto peacefully protested apartheid. To end the protest, police shot and killed many people. Outrage spread within South Africa and around the world. Other countries limited trade with South Africa to oppose apartheid. In the late 1980s and early 1990s, change began to happen. Between 1991 and 1993, South Africa ended apartheid laws. In 1994, all South Africans, no matter their race, could vote in the national election for the first time. Soweto has grown rapidly since then.

This is a pass book. Black South Africans had to carry it with them in apartheid times or risk going to jail. It said where they could live and work in the country.

segregation

the act of keeping groups apart



C How do people make a living in Soweto?

Once people went to Soweto to work in the mines. Today more than one million people each year visit Soweto as tourists. Many people in Soweto work in places serving tourists, such as tour companies, hotels, restaurants, theaters, and transportation.

As a growing city, Soweto has many kinds of jobs. The construction industry needs many workers to build new homes and offices. Other people have jobs in health care, such as nurses and other medical workers. Factory workers make different types of goods in Soweto. Information technology employs many people. Others work in communications for television and radio stations, as well as internet sites.



The city is also a center of manufacturing for steel and fabrics. It contains the main offices of most of the country's banks. Johannesburg is the center of much of South Africa's transportation. People work in the large airport, and for the railroads, to help others get where they need to go.



You can still see the effects of apartheid. Many jobs, especially high-paying jobs, go to the white population. About a fifth of Johannesburg is very poor and many of these people live in Soweto. Life is hard there for young people without education or skills for jobs.

There are many jobs in Soweto, just like in big cities in the United States.

People visit Soweto for its many attractions, like the Orlando towers, and for its role in the struggle against apartheid.

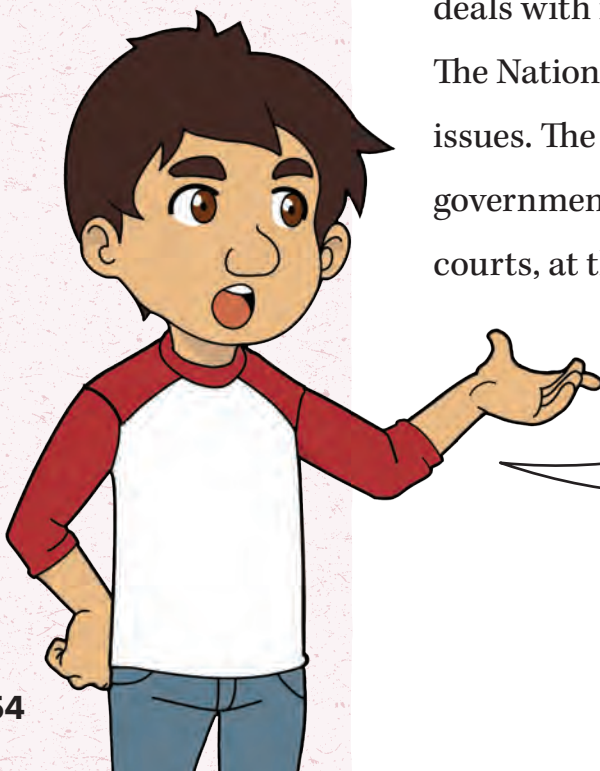


D What is the government of Soweto?

In 2002, Soweto became part of the city of Johannesburg. The Johannesburg Metro Council includes a mayor, a city manager, and a mayoral committee that works like city councils in the United States.

For a long time South Africa was ruled by white people. Johannesburg, which was mostly reserved for whites, provided no services to Soweto. Blacks had no voice in government. Under the new constitution of 1996, South Africa has a bill of rights that provides equality for all citizens.

South Africa is like the United States because its citizens vote for their leaders. Its legislative branch is known as a parliament. People vote for members of Parliament in elections held every five years. Parliament has two houses, the National Assembly and the National Council of Provinces. The National Assembly deals with national issues and elects the president. The National Council of Provinces looks at regional issues. The president heads the executive branch of government. The judicial branch has four levels of courts, at the top of which is the Constitutional Court.



How is South Africa's government similar to America's? How is it different?



Nelson Mandela, who used to live in Soweto, became the first black president of South Africa in 1994.



Lesson 2 Summary

Soweto was created to segregate the black workforce from the whites, but this separation by race ended in the 1990s. The first South African election in which all citizens could vote took place in 1994. Since then, Soweto has been growing into a modern city. However, parts of Soweto still face many problems.

A Suburban Community: Dong Ngac, Vietnam



Vocabulary

typhoon

urbanization

traditional

A What is it like to live in Dong Ngac?

If you visit Hanoi, the capital of Vietnam, you'll find a busy city with more than two million people. Modern skyscrapers, French colonial buildings, and ancient temples fill the city. While Vietnamese is the official language, you might hear English, French, or Chinese. That's because lots of tourists visit here. You might think life would be the same just five miles from the city's center. But Dong Ngac, a suburb of Hanoi, is different. Dong Ngac is quiet and peaceful.

The village of Dong Ngac offers a window into the ancient culture of Vietnam. Dong Ngac has houses that are hundreds of years old. The typical house had three rooms, with a shed on either side. In the central room, villagers worshiped their ancestors.

The most important events in town took place in the Communal House, which still stands. Built in 1653, it contains very old paintings, some showing scenes of village life. Winding through the village are brick streets. Today, some families along these old streets open their homes to tourists to chat and serve meals.

According to the older leaders of the community, when girls from the village got married long ago, they had to donate 300 bricks for the village roads.

Can you find Vietnam on a map?





Many people fish in the Red River. The tropical climate of Vietnam is perfect for the many rain forests.

typhoon

a violent tropical storm that occurs in the western Pacific Ocean



Typhoons cause flooding in Hanoi.

Dong Ngac borders the Red River in northern Vietnam. This area of Vietnam shares a mountainous border with China. To the east is the Gulf of Tonkin, which is part of the South China Sea and the Pacific Ocean.

Because it is close to the equator, Vietnam has a tropical climate. Temperatures are warm all year long. Even so, the northern mountains sometimes bring cooler temperatures to Hanoi and Dong Ngac. Rainfall is heavy. The Pacific tropical regions have hurricanes called **typhoons**. Vietnam sees occasional typhoons in the summer and fall.



Several large programs have made important improvements in water quality since 1990. However, there are still millions of Vietnamese who do not have access to clean water, mostly in the rural areas.

For hundreds of years, people in Dong Ngac have relied on the river for water. However, the **urbanization** of Hanoi has led to environmental problems like dirty water. The government is working hard to improve water quality for people in both urban and rural areas.

urbanization

the rapid growth of a city, or a rapid change of rural and suburban areas to urban areas

B What is the history of Dong Ngac?

Who controls Vietnam? That question has been at the center of Vietnam's history for thousands of years. A leader named Hung Vuong founded the nation more than 4,000 years ago. However, the Chinese took control and then strongly influenced Vietnamese culture for more than 1,600 years, until 1450.

Starting in the 1500s, Europeans arrived and wanted to trade. The French arrived in the 1800s and took control of Vietnam as their colony in 1887. The French wanted to make money from Vietnam. The Vietnamese hated French rule. They declared their independence in 1945, using words from the American Declaration of Independence. But the French fought to keep control until 1954.

Then an international agreement split the country into North and South Vietnam. Still, fighting continued. The United States and other countries joined South Vietnam and fought a war against North Vietnam.

In 1973, there was a pause in the fighting that was made by an agreement between the different sides in the fight. The United States military left Vietnam. Two years later, North Vietnam took over South Vietnam, and the country became one again.

Luckily, Dong Ngac escaped the damage that other villages faced during the war. Long ago, many important and educated government officers lived in Dong Ngac. Many of their houses remain today. In some of their homes, you can see signs reminding young people about the importance of learning.



This pavilion was built in 1805. It is in the courtyard of the Temple of Literature. The temple is almost 1,000 years old and is in Hanoi, not far from Dong Ngac.

traditional

relating to long-standing customs, beliefs, or traditions that have been handed down over time

I wonder if a lot of goods made in Vietnam get sent to America.



C How do people make a living in Dong Ngac?

The ancient gates of Dong Ngac point to **traditional** ways of making a living in the village. The back gates face the rice fields. In Vietnam, rice is a vital source of food. Farmers also grow fruits and vegetables that they sell in the open-air market. Other villagers guide tours and provide services for visitors.

The front gates of Dong Ngac face the Red River. The river provides a livelihood for people who fish for a living. And the bridge across the river serves as a way to get to jobs in Hanoi, a booming industrial city. But Hanoi was not always so successful.

After the war ended in 1975, Vietnam was one of the world's poorest countries. In 1986, the country started a plan to rebuild the economy. Vietnam developed new businesses. Most of Vietnam's businesses are now located in Hanoi. Factories make machines, clothing, shoes, food, and electronics. Many people work in these factories and in businesses that send these goods to other countries.

Hanoi also became a center of transportation. In the 1990s, Vietnam opened its borders to travelers. Tourism brings about four million people a year to see Vietnam.



The quiet streets of Dong Ngac are lined with ancient buildings.

Tourists come to the village to see the cultural and historical structures.



D What is the government of Dong Ngac?

In villages like Dong Ngac, citizens vote for a group of local leaders. The local leaders are called the People's Council. The People's Council then votes and elects other leaders that plan for and manage the village's needs, including making sure there are teachers and doctors for the village.

In Vietnam, there is one political party, called the Communist Party. This is different from the United States, where we have several political parties. Because there is one party, the leaders in the People's Council in Dong Ngac must all belong to that party.

The government of Vietnam has a legislative branch, which is called the National Assembly. The National Assembly is responsible for making laws. It also chooses both a president and a prime minister for the country. Together, the president and prime minister lead the executive branch. Like in the United States, the president chooses the judges of the main courts and the National Assembly must approve the choices. The prime minister is in charge of daily government activities.

Do you remember how many branches of government the United States has?



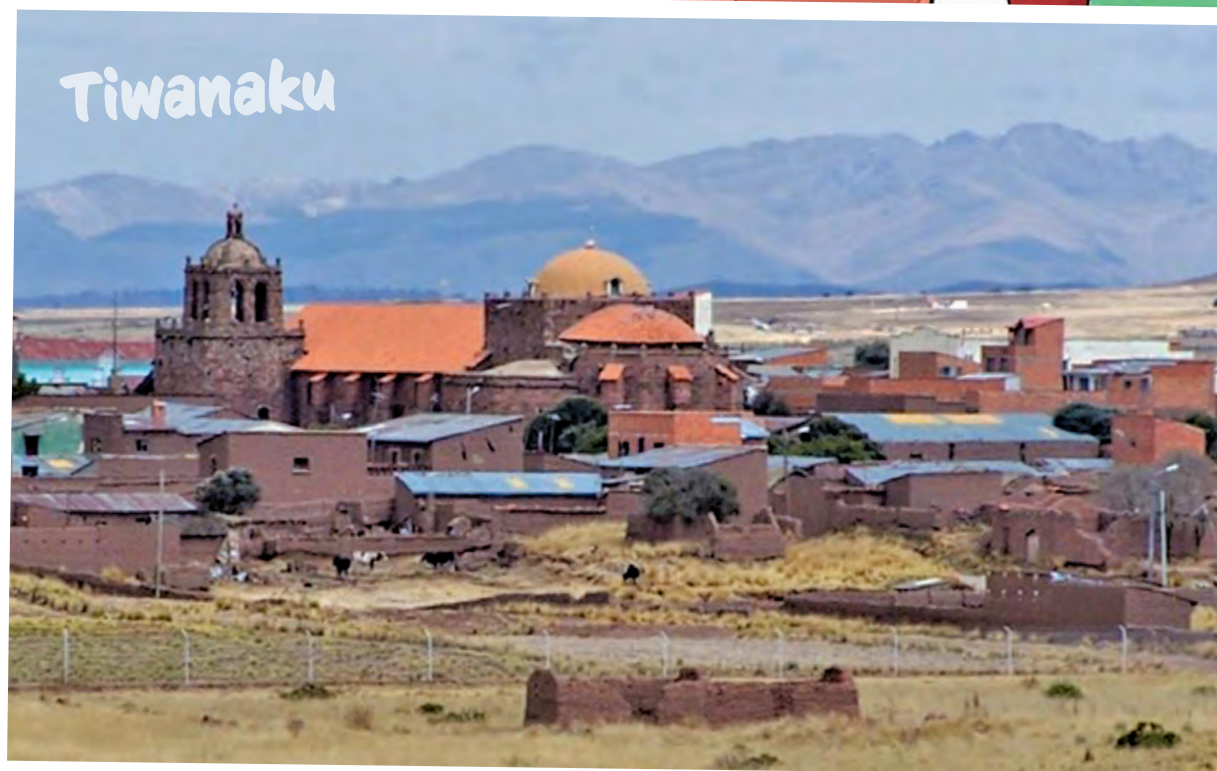
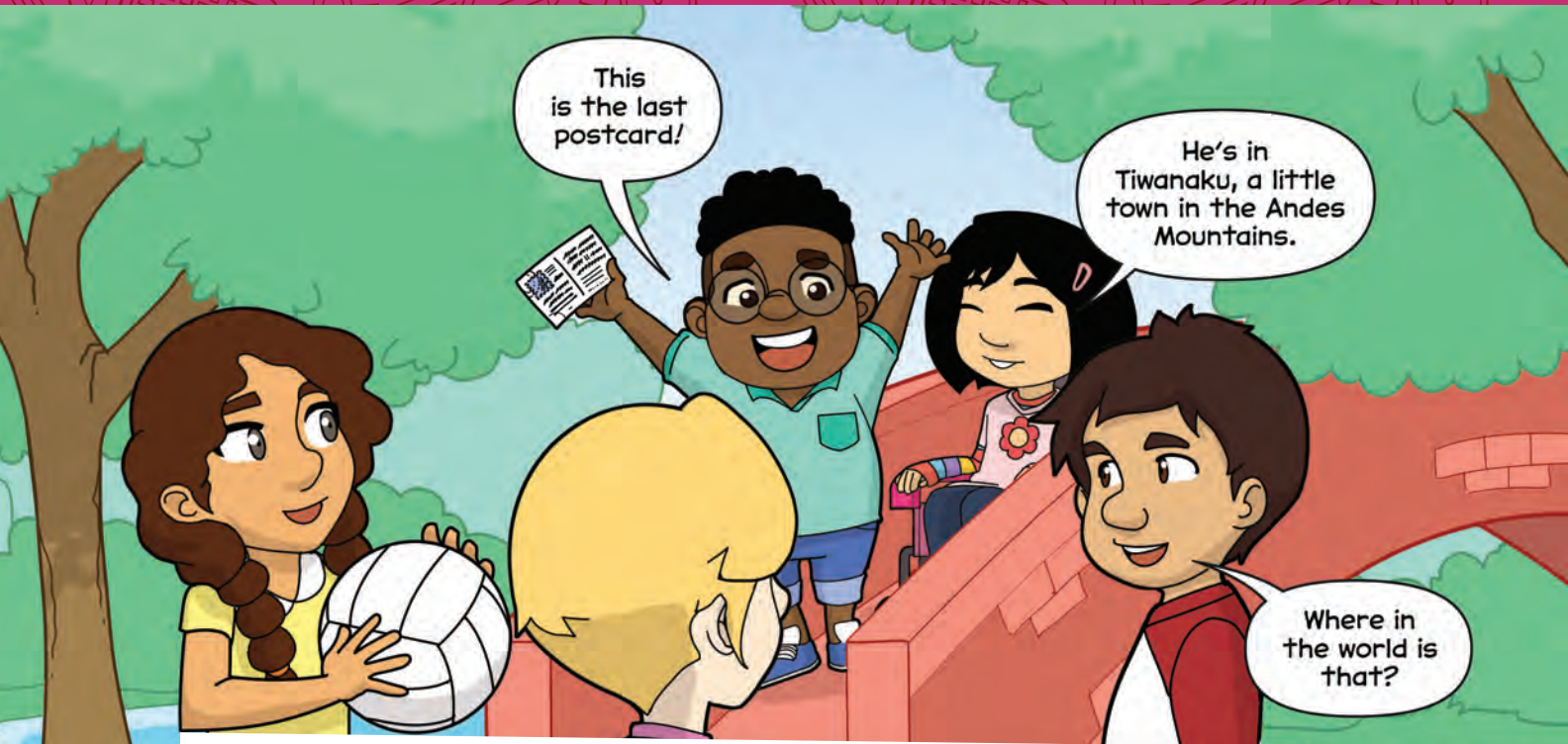
A government billboard shows the Vietnam flag and a proud worker.



Lesson 3 Summary

The village of Dong Ngac is a suburb of Hanoi, the capital city of Vietnam. Although much of the country has modernized, Dong Ngac has kept traditional Vietnamese culture alive through its architecture and customs. Some of Dong Ngac's people farm or fish for a living. However, many people work at very modern jobs in Hanoi. The government represents one political party and is encouraging economic growth.

A Rural Community: Tiwanaku, Bolivia



Vocabulary

empire

archaeologist

A What is it like to live in Tiwanaku?

Almost all the people in rural areas of Bolivia like Tiwanaku (tee-won-AH-koo) are native people whose families have lived in the area for hundreds of years. Most are members of the Aymara (eye-marr-AH) group. The Aymara are a Native American group from a large plateau in the Andes Mountains. About 12,000 people live in the Tiwanaku area.

The language people speak is also called Aymara. Aymara is one of the official languages of Bolivia, along with Spanish and another native language, Quechua (KAY-chwa).

Traditional Aymara people have beliefs that use both Christian and native elements. Holidays are a special time. The first day of winter in Bolivia is a special Aymara holiday and is also a national holiday called Willkakuti. Because Bolivia is south of the equator, winter begins on June 21. This ancient holiday celebration welcomes the new year in the Aymara calendar. It comes at the end of the harvest, when people gather their ripe crops. Music and big bonfires are special features of this celebration.



Aymara
children
from Bolivia



In Bolivia, the old city is often called Tiwanaku and the new city is called Tiahuanaco.

The houses in Tiwanaku are made from clay brick, with the roofs made from grass.



High in the Andes Mountains, on a plateau 13,000 feet above sea level, lies the Tiwanaku area. This plateau is called the Altiplano (al-tih-PLAN-oh). In Spanish, this means “high plain.” The Altiplano has a harsh, cold climate with lots of wind and poor soil.

In this environment, many of the people of Tiwanaku still live as their families have lived for hundreds of years. They have small houses made from earth, poles, and grass. People wear ponchos or sleeveless jackets and hats as protection from the cold winds and bright sun.

Poor soil, winds, and a high altitude mean little grows here. Farming is limited. Like the rest of Bolivia, this area gets little precipitation and has frequent droughts. People here raise llamas and alpacas for their wool. These animals are cousins to the camel. Llamas are bigger than alpacas and can carry packs. They both graze the grasses of the Altiplano. But too much grazing has left less plant life.

A Bolivian llama herd carries packs in the mountains.



empire

a government that controls other lands

archaeologist

a scientist who studies the past, often by digging up old objects and examining them carefully

B What is the history of Tiwanaku?

It's cold. It's windy. It's far away from any modern city. Why would tourists make the difficult trip to Tiwanaku? In fact, busloads of people visit every day to see the ruins of the ancient city of Tiwanaku. It was the capital and religious center of the Tiwanaku **empire**.

Long ago, this empire held power for about 800 years. Today, visitors admire ruins of the Gate of the Sun and the Akapana Temple, made from huge blocks of stone. No one knows how the people of Tiwanaku moved these stones from far away, as each stone is very heavy. They had no animals strong enough to pull carts, plows, and other things. It must have taken many workers to complete this task.

Foundations of
ancient buildings



How could this empty land feed many workers?

Archaeologists believe that between 30,000 and 70,000 people lived in Tiwanaku. They built ditches to bring water from Lake Titicaca to their fields. There they grew enough food for their growing population. Today, some archeologists are trying to re-introduce this method to the people of the region.

Around 1150, the Tiwanaku empire ended, possibly from a huge drought or attacks by neighboring groups. About 400 years later, the Spanish conquered the area.

In the late 20th century, archaeologists began digging up ancient Tiwanaku. They have uncovered only a small part, but the United Nations (UN) protects it as an important cultural site. The United Nations is an organization where the world's countries work together to solve problems. They also preserve ancient ruins. At Tiwanaku, diggers have discovered pottery painted black, red, and white. Some have pictures of condors and mountain lions painted on them.

The pyramid of Akapana



The Gate of the Sun



The village of Tiwanaku, which is not far from the famous stonework of the ancient Tiwanaku

C How do people make a living in Tiwanaku?

Most people who live in rural Bolivia are very poor. Doctors, electricity, and clean water are rare. Many babies die young because of poverty and lack of health care. One in four children work to help their families.

The people of the Tiwanaku area make a living from agriculture. In addition to raising herds of llamas and alpacas, they grow potatoes, corn, beans, and a grain called quinoa (KEEN-wah). They sell extra crops and fish from Lake Titicaca in outdoor markets. In these markets, they also sell crafts such as colorful handmade clothing and pottery.

Near the ruins of the ancient city is the village of Tiwanaku. It has several hotels, restaurants, and a museum for tourists. It also has a 500-year-old church.



People in traditional clothing
near the ancient ruins



The Aymara people fish on Lake Titicaca,
still using traditional reed boats.

D What is the government of Tiwanaku?

No one knows what kind of government Tiwanaku had in the past, but most empires were ruled by emperors.

Modern Bolivia, on the other hand, has had a democratic government since 1982. The government has three branches like the United States: executive, legislative, and judicial. The president and vice president head the executive branch. In 2006, Evo Morales was elected president. He is Aymara and the country's first president of native origin.

The National Congress, made up of the Chamber of Senators and Chamber of Deputies, is the legislative branch. The Supreme Court heads the judicial branch. The National Congress appoints the Supreme Court's judges.

The people of Bolivia elect leaders every five years. President Morales worked to improve life for the many poor native people. In 2009, a new constitution passed that guarantees native people will be treated fairly in government and the judicial system.

Bolivia has nine departments, similar to our states. The people in each department elect a prefect, similar to a governor. Cities and towns have elected mayors and councils. In Bolivia, all adults can and *must* vote.



President Evo Morales



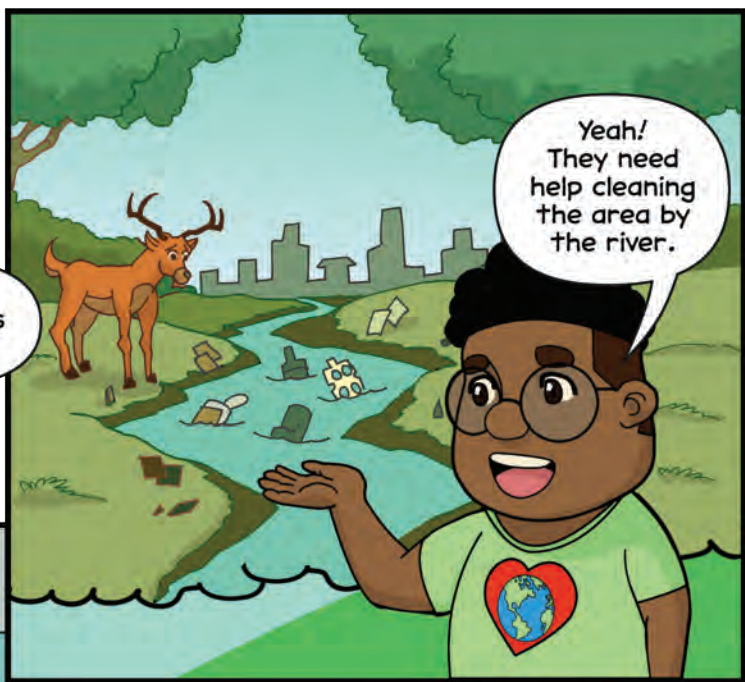
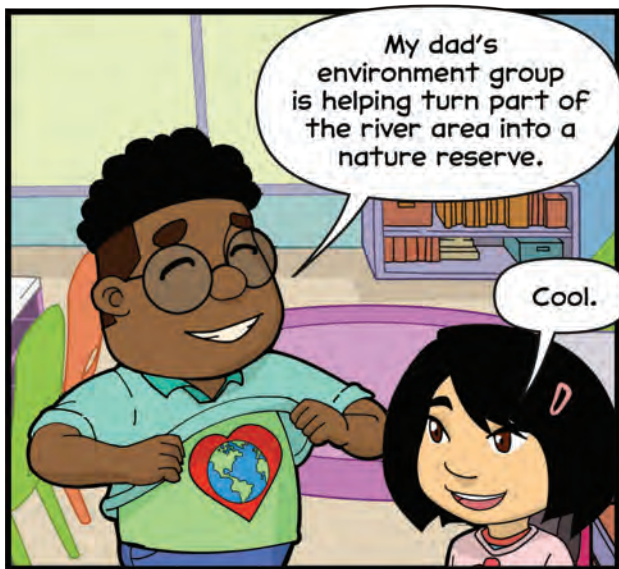
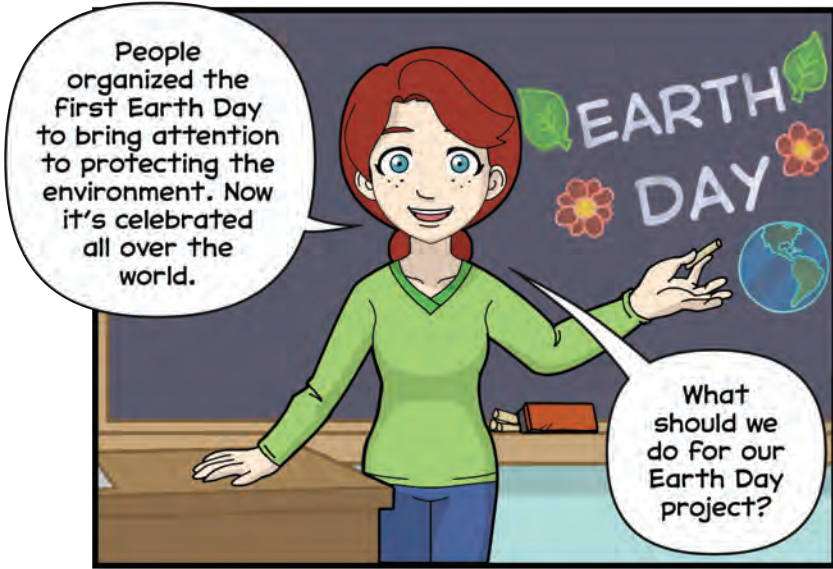
The Palacio Quemado, in La Paz, is where the president lives.

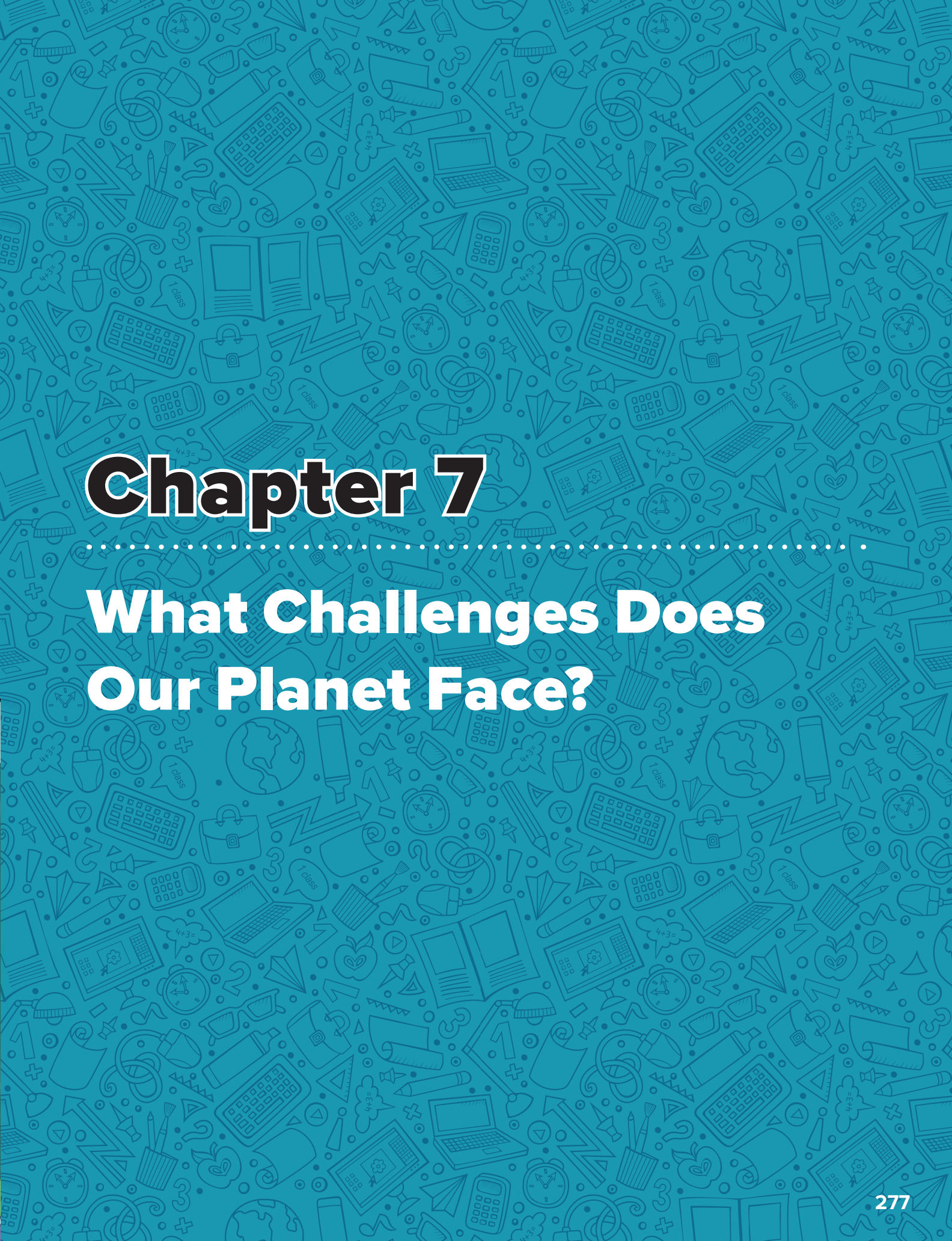


Lesson 4 Summary

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We learned about the rural area of Tiwanaku, which sits on a plateau high in the Andes Mountains. The native people are very poor, making a living in its dry, cold climate by herding animals and farming. Yet long ago, Tiwanaku was the capital and religious center of a powerful empire. Tourists visit its ruins today. Bolivia is a democracy with three branches of government, like the United States.





Chapter 7

What Challenges Does Our Planet Face?

Fresh Water



Vocabulary

aquifer

pollution

standard

informative

A What water issues do we face?

What is fresh water, and where does it come from?

Unlike ocean water, fresh water is not salty. It comes from rain that collects in lakes, rivers, streams, and underground spaces called **aquifers**. Everyone needs fresh water. We need fresh water for personal uses, such as drinking, cooking, and bathing. We also need it to grow food.

Most of us don't think twice about getting clean, fresh water from the kitchen sink. But when people in Flint, Michigan, turned on their water in 2014, what they got was dirty and brown. Their water system was broken. The water had traveled through old lead pipes. Some lead got in the water and made it unsafe.

Flint is not the only place with unsafe water. Why? Farmers use chemicals to kill insects and fertilizers to help their crops grow. Many factories use chemicals and dump the leftovers. We also use water to remove household waste from our homes, and old sewer pipes leak human waste and germs. All of these things wash into the water supply or are dumped directly into rivers, streams, and lakes. They become water **pollution**.

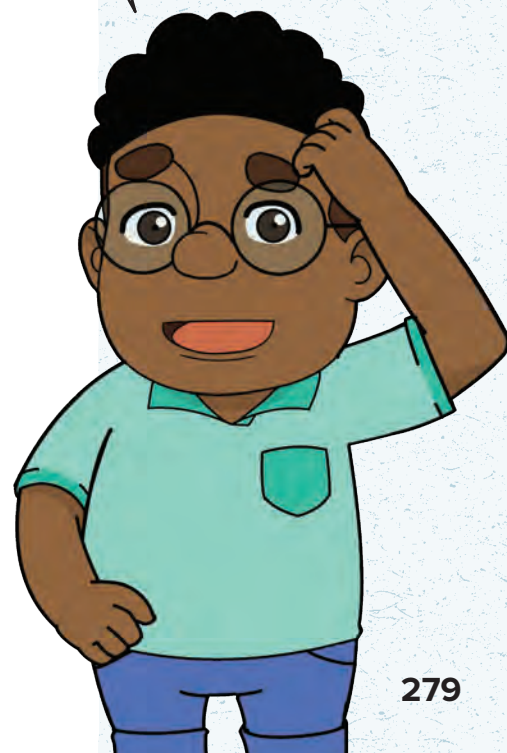
aquifer

underground water systems

pollution

anything that makes the environment dirty or unsafe

I never had to think so much about water!





An Ethiopian girl collecting water for her family from the nearby river



This lake in India is polluted with trash.

Pollutants in the water supply can cause short-term and long-term damage to the people who drink it. Lead, for example, can limit the development of a child's brain. The chemicals that farmers use can create germs in the water that make people sick.

There is enough fresh water for everyone on earth. However, millions of people around the world do not have access to clean, safe water. Without clean water, these people have much higher rates of sickness and death.

B How are people facing the challenge?

Getting clean water is a problem all over the world. The United Nations (UN) works to make clean water more available throughout the world. To do this, more than 30 UN organizations work with environmental groups and national governments. Together, they have made progress. Between 1990 and 2015, more than 2.5 billion people gained access to clean drinking water. But much work still needs to be done. In 2015, about 844 million people still did not have sources of safe drinking water. That is more than twice as many people as live in the United States.

The United States has laws to protect water quality. The Environmental Protection Agency (EPA) sets water quality **standards**, or legal levels, for pollutants. This agency also has the difficult job of making sure states and water providers meet those standards.

Environmental groups like the one Roger's father belongs to play an important part in protecting clean water. They bring public attention to problems and call on lawmakers to improve conditions.

standard

a rule used to measure how good something is

Maybe I'll become an environmental scientist too and help clean up water.



Scientists test water to make sure it meets safety standards.



C Writing an Informative Piece

Informative writing presents facts about a certain topic. To write an informative piece, first select a topic, think of questions you have about your topic, and research answers. Then, write your informative piece, giving it a beginning, a middle, and an end. Your writing should interest and inform the reader.

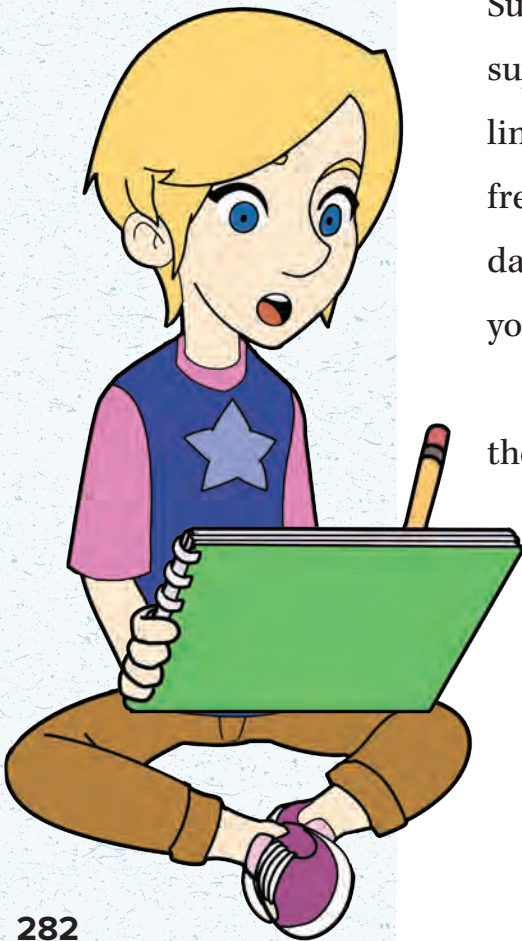
informative

providing useful
information

Beginning

The first sentence of an informative piece introduces the topic. It should grab the reader's attention and make the reader want to know more. You might begin with a little-known fact or with a question. Suppose you want to write about your local water supply. You might start by saying something like, "If you line up 50 one-gallon jugs, that would show how much fresh water each person in our community uses every day." Or, "Do you know how your drinking water gets to your house?"

After the first sentence, you will want to introduce the main idea of your informative piece.



Middle

After the introduction, present some important facts about the topic. For local water supply, you might start by telling what the source of the water is, such as a river or lake. You might describe how the water is treated before it gets into people's homes, and then what happens after the water is used.

End

To finish, summarize what you have said. You might also want to suggest some related questions for the reader to look into.

Choose a topic related to the environment and write an informative piece about it.



Lesson 1 Summary

.....

One of the earth's most important natural resources is clean water. Around the world, including in the United States, farm chemicals, animal and human waste, and chemicals from leaking pipes and factories flow into our water supplies. Many fresh water sources are polluted and dangerous. The United States government, the United Nations, and many other organizations are working to improve water quality.

Trash



Vocabulary

landfill

disposable

A Is trash a problem?

Once trash leaves our homes and schools, trucks carry it to **landfills**, places set aside for burying trash, or to recycling centers. In the United States, we bury or burn most of our trash. Either way, it gives off dangerous gases.

Buried trash puts gases into the soil and water supply. Burned trash gives off greenhouse gases such as carbon dioxide. Like a greenhouse for plants, greenhouse gases keep in the heat from the sun. This helps cause climate change, which is a change in weather patterns that happens over a long period of time.

landfill

a large area where garbage is stacked and buried



Trash can be divided into different types. Organic trash is yard waste, such as mowed grass, and food you throw away. In our country, about one-fourth of all our trash is yard and food waste! When organic trash breaks down, it gives off a greenhouse gas called methane that is even worse than carbon dioxide at heating up the earth.

Another type is trash made from materials that may never rot or break down, such as plastic.

Disposable plastic items, such as water bottles and straws, create big problems. They end up in landfills or as pollution in the oceans.

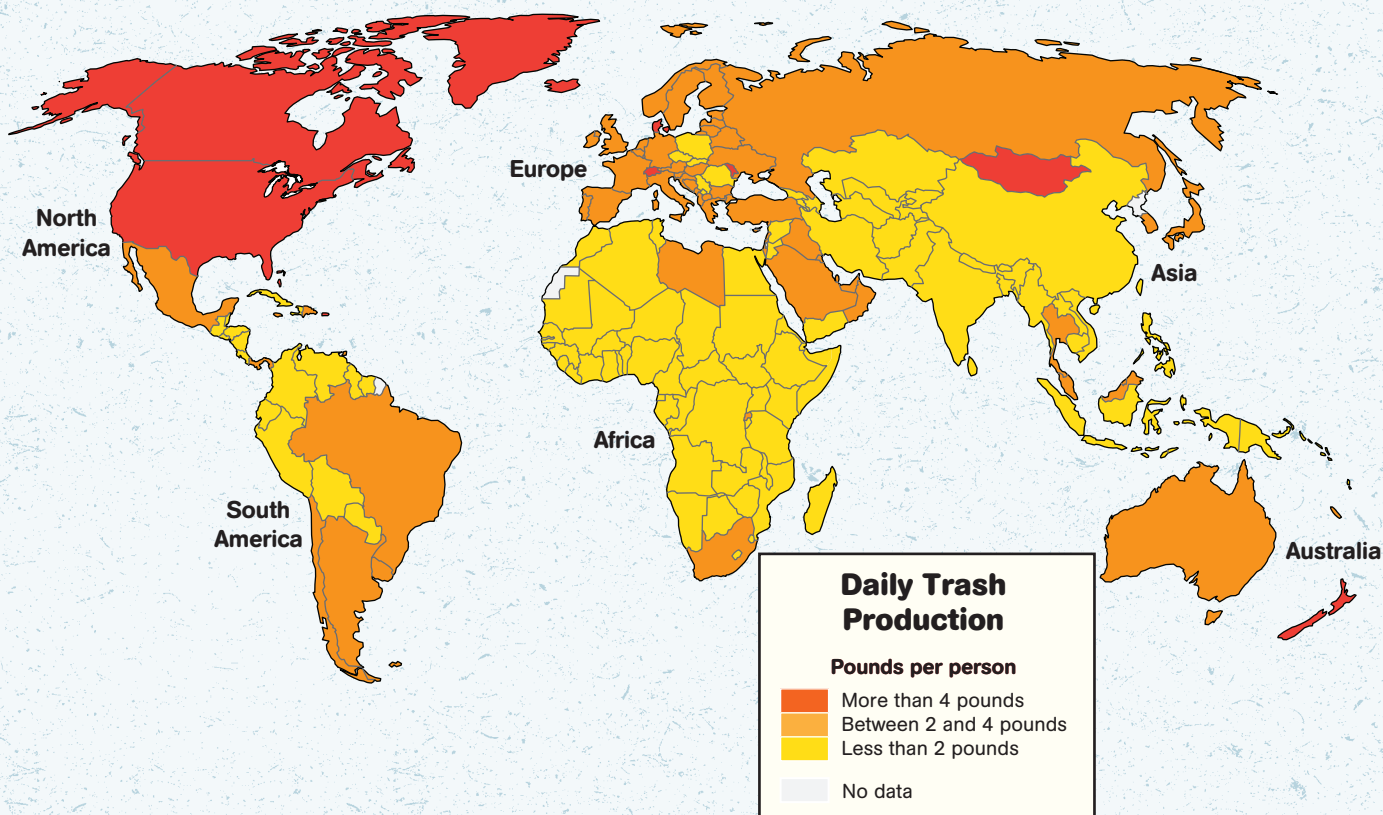
The world produces over two billion tons of trash each year. If it continues at this rate, there will be more than three billion tons of waste produced each year by 2050. The United States, China, Brazil, and India are among the leading trash producers.

disposable

made to be thrown away
after it is used

Agra, India, has a serious trash problem and is one of the world's most polluted cities.



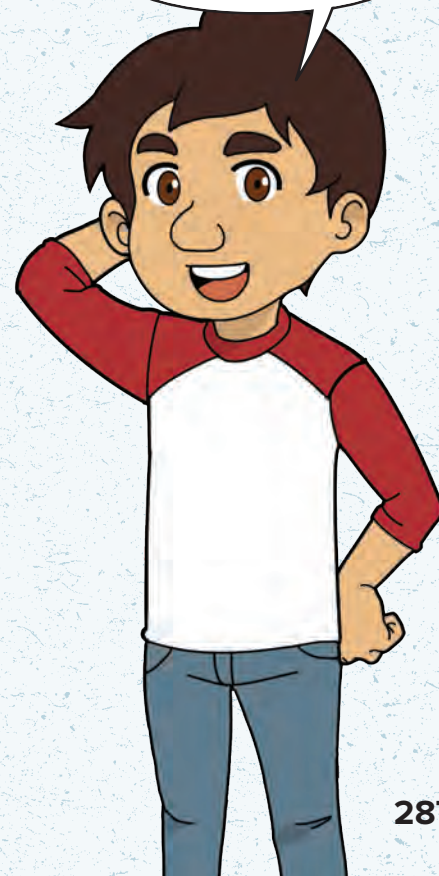


The wealthier and more modern a country becomes, the more trash it produces. The amount of trash grows much faster than cities can handle it. Some cities spend almost half their budgets managing trash. This is very expensive and takes money away from other things, like education and health care.

More than half the people in the world do not have regular trash pickup. They have to make their own dumps, and these do not have environmental protections. In addition to making greenhouse gases, chemicals and diseases from materials in these dumps can pollute both the soil and nearby waterways. Dumps also attract disease-carrying animals like rats and flies.

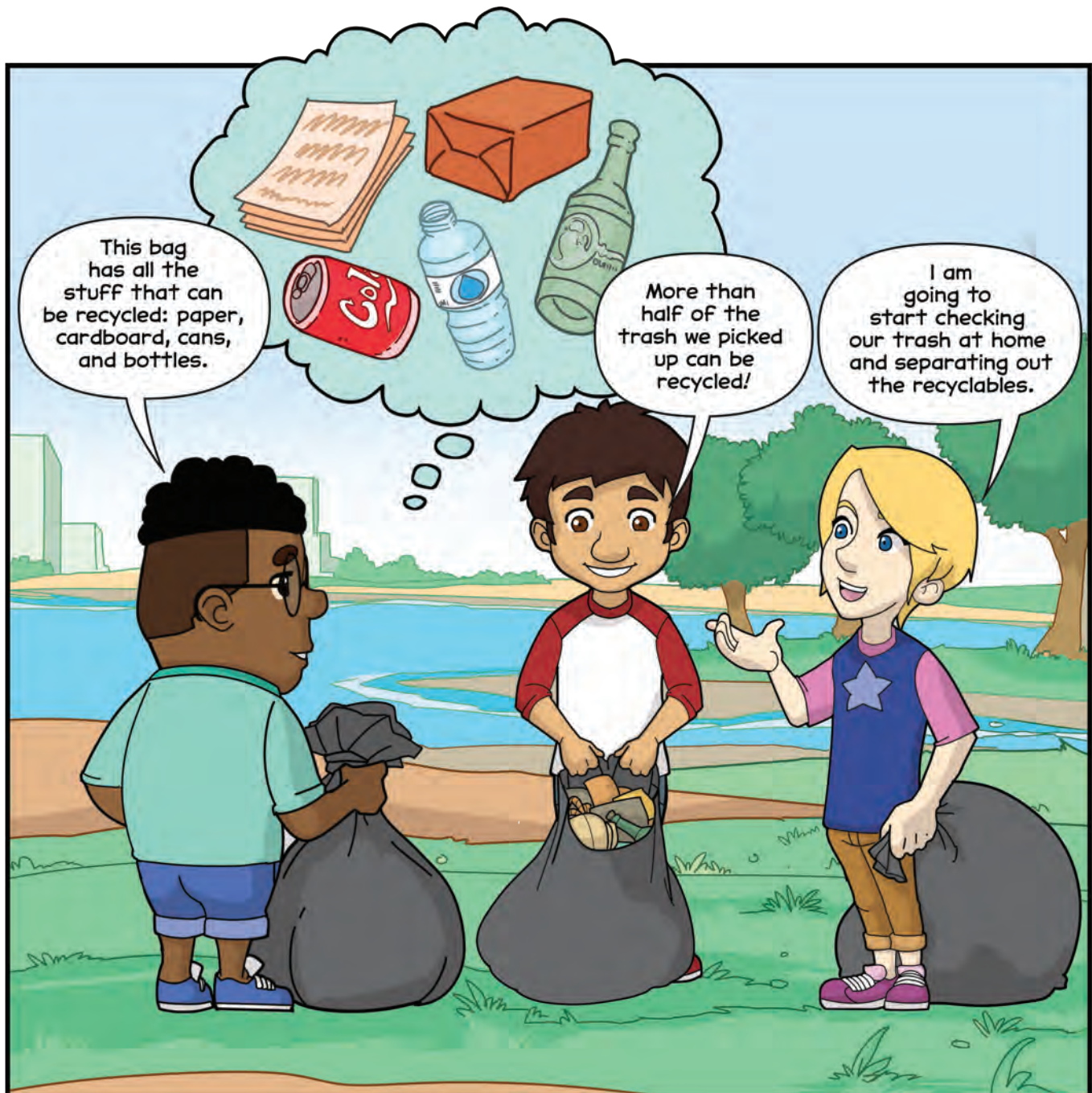
Trash is a growing threat to the environment, to public health, and to safety.

Which continent makes the least trash per person?



B How are people facing the challenge?

Landfills are getting full. Great masses of trash swirl through the oceans. How can we better protect earth's environment? Citizens, communities, businesses, and governments all need to be involved. Better garbage control has three key words: reduce, reuse, and recycle.



Reduce

To reduce means to cut back the amount of trash we make. Some communities charge money for the amount of trash people make. Germany uses a Green Dot system on product labels. Companies have to pay more money the bigger their packaging is, which makes them want to use less material to save money. Less material means less trash!

Reuse

To reuse means to use something more than once. Americans use about 100 billion plastic bags a year, which is enough to go around the equator about 1,300 times! It is better for the environment if you reuse cloth bags for groceries instead of plastic shopping bags. In Chicago, the city placed a small tax on disposable shopping bags. Within two months, people used half as many disposable bags as before.

Recycle

To recycle means to make trash into something new. Today it is possible to recycle almost every kind of trash, from paper and cardboard to metals, plastics, and computers. In 2015, Americans recycled or composted about one-third of their waste. Germany leads the world in the amount it recycles. It now has no active landfills! It burns what little it cannot recycle.



The Green Dot symbol is placed on German products to show that they are part of the system.



Using reusable water bottles saves money, is healthier, and could stop millions of plastic bottles going into landfills and oceans every day.



The symbol of three arrows chasing each other is connected to recycling.



C Understanding Numbers in Text

Informative texts often use numbers to support what is being written. It can be hard to make sense of large numbers in a text. There are several things to do to make numbers easier to understand. When numbers appear in text, ask yourself three questions:

1. What numbers are in the text?
2. What do the numbers represent?
3. What questions do these numbers make me think about?

Large numbers

Americans use about **100 billion** plastic bags a year.

1. What number is in the text? **100 billion**
2. What does the number represent? **Amount of plastic bags Americans use every year**
3. What questions do the numbers make me think about?
How much is a billion? How much is 100 billion?

Sometimes, looking at the number as a number instead of words helps.

1 billion =
1,000,000,000

100 billion =
100,000,000,000





Lesson 2 Summary

.....
Trash is a problem for the United States and the world. Trash pollutes the soil, water, and air. The 3 Rs—reduce, reuse, recycle—can help make a difference in keeping our world clean.

Air Pollution



Vocabulary

emissions

smog

A Is air pollution a problem?

Air pollution is dangerous to public health, especially to children, older people, and those with lung diseases. Dirty air reduces how well you can breathe, triggers asthma attacks, and causes lost days of school and work, trips to the hospital, heart attacks, and even death.

Los Angeles, California, has some of the worst air pollution in the United States. The smog gets trapped by the mountains.





Coal-burning power plants
dump tons of pollutants
into the air every year.

emissions

substances released into
the air

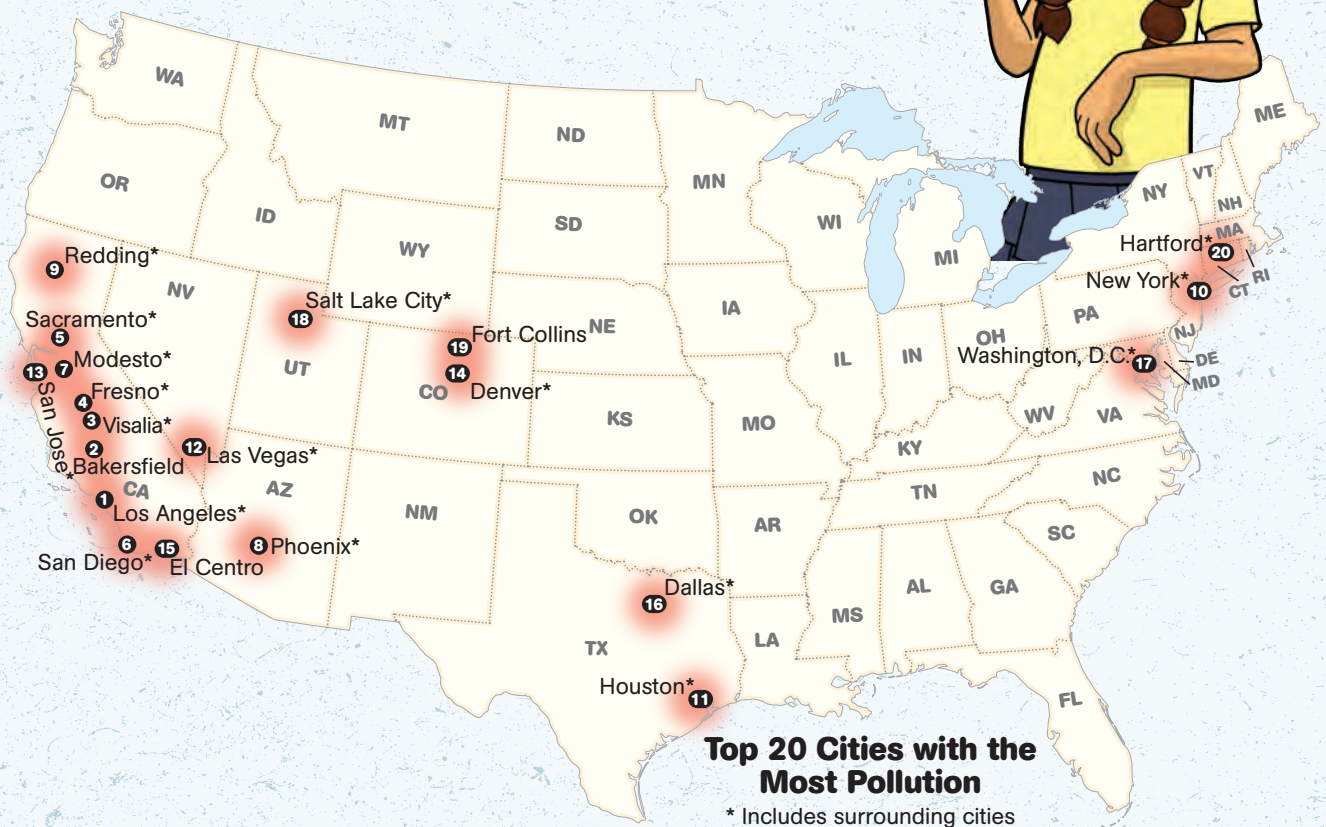
smog

fog mixed with smoke
that hangs in the air over
a city

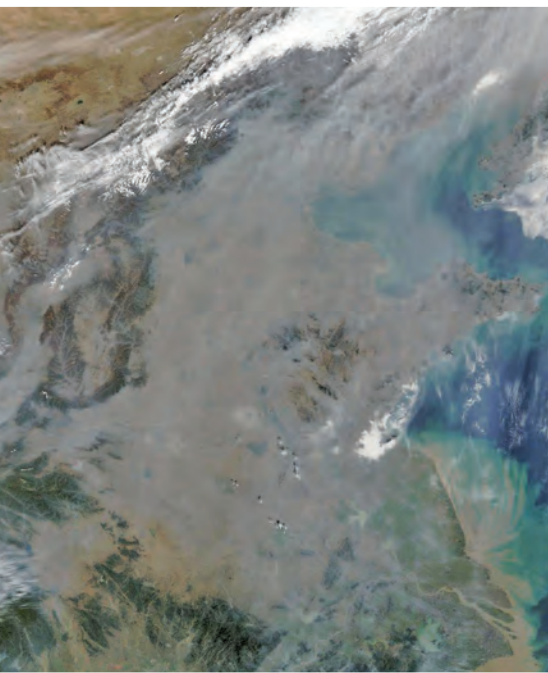
In the United States, the biggest source of air pollution is **emissions**, or gases and particles, from vehicles. When emissions mix with sunlight, they form a mix of dangerous pollutants called **smog**. The word *smog* comes from putting *smoke* and *fog* together. Emissions from factories and from power plants (places that create electricity) that burn coal or natural gas also cause air pollution. Fires, smokestacks, construction sites, dirt roads, and even farms produce tiny particles that get into our lungs and make it harder to breathe.

In general, air quality is poorer in big cities, where there are more cars and factories. Warmer temperatures in the summer also increase air pollution. Look at the pollution map below. Where do you see the worst areas? Most of them are where there are large cities, like New York, Houston, and Los Angeles. One exception is the Central Valley of California, a major farming area. The huge agriculture industry produces a lot of pollutants. Also, polluted air blows into the valley from San Francisco.

The lower the number, the more air pollution the city has.



I saw a picture of pollution from space. Big parts of earth looked gray. You could barely see the countries underneath.



This NASA satellite photo shows smog and haze so dense over eastern China that you can't even see the capital city, Beijing.

Big cities around the world also have air pollution problems. China, for example, has more than 100 cities with over one million people. Many of these cities have sprung up since 1980, when China began a big push for urbanization and industrialization. More than 500 million people have moved to these densely crowded cities to work in factories. The result has been intense pollution. In northern China, people burn coal for heat and to make electricity. In December 2016, air pollution was so bad there that factories and highways had to close and flights were cancelled.



This is the smog-covered skyline in Shanghai, China. Many people in the cities wear face masks to protect their lungs from the polluted air.



The area around New Delhi, India's capital, has 45 million people. Every fall, bad air pollution covers the area. It comes from car emissions, smoke from burning fields in farm areas, and even from firecrackers for the Hindu festival of Diwali.

South of Africa's Sahara desert, powerful dust storms create a different type of air pollution. This region is one of the largest dust producers on earth. The wind picks up substances in the dust that cause very dangerous diseases. As the wind blows the dust, it spreads these substances across Africa and around the world.

The dangerous levels of air pollution in New Delhi, India, are a serious national health concern.

"I don't see pink lungs even among healthy nonsmoking young people. The air quality has become so bad that even if you are a nonsmoker you are still suffering."

—Arvind Kumar, chest surgeon, New Delhi



These windmills
in Texas make
electricity.

B How are people facing the challenge?

People are fighting air pollution in many ways.

Personal Choices

Decisions we make each day can help limit air pollution. Walking, riding a bike, carpooling, and taking public transportation means fewer cars on the road and less emissions. To help improve air quality, people around the world drive cars that use less gasoline, hybrid cars that run on both electricity and gasoline, and even all-electric cars. Using less electricity in our homes and schools means power plants can burn less fuel and reduce their emissions.

Government Laws and Rules

In the United States, the Environmental Protection Agency sets standards for air quality. States also set and enforce standards. For example, when a company wants to build a new power plant, the plans must show how it will meet environmental standards. Like the United States, countries around the world are developing laws and programs to limit air pollution.

Technology

New forms of technology help to fight air pollution. Solar panels use the sun's power to create electricity, bringing clean power to remote places around the world. Special windmills use the power of the wind to make electricity. Both solar panels and windmills make electricity without burning any fuels.



Egypt is using solar panels to improve its electricity system.

International Cooperation

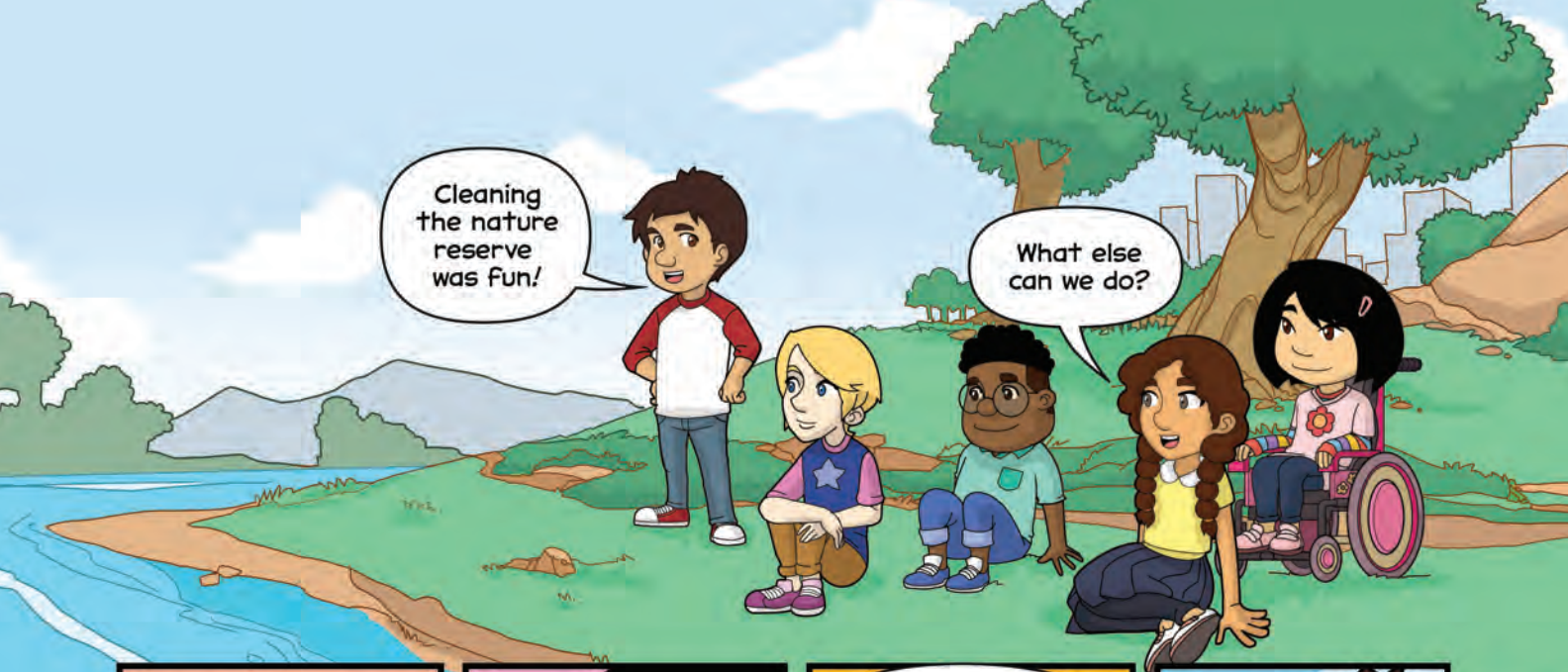
The United Nations brought all the countries in the world together to create the Paris Agreement, which took effect in 2016. Every country promised to work toward limiting global temperature rise to about $3\frac{1}{2}^{\circ}\text{F}$ (2°C) above what it was before there were factories. Each country set its own target. For example, Canada's target is to reduce greenhouse gas emissions by one-third before 2030.

It is important for everyone to work together!



Lesson 3 Summary

.....
Air pollution is a problem around the world. Government leaders and environmental groups from every country are working to reduce emissions, manage climate change, and improve air quality. People can do their part by driving less and saving energy whenever possible.



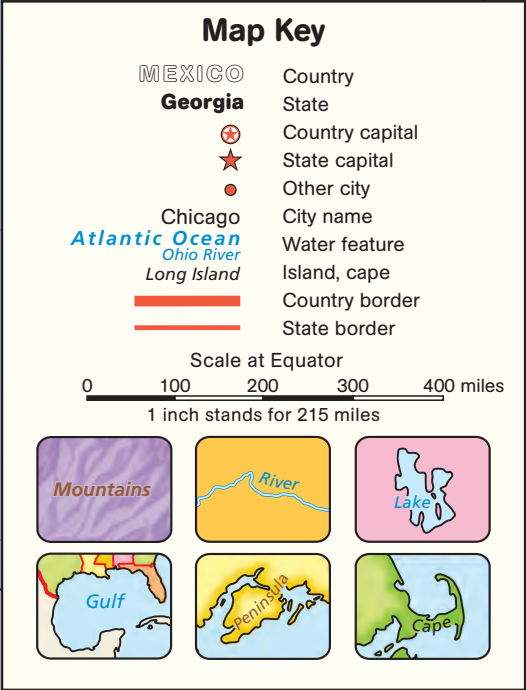


Atlas



United States





Abbreviations

Aus. —Austria	Cz. —Czech Republic
Alb. —Albania	Dom. Rep. —Dominican Republic
Arm. —Armenia	Eq. Guinea —Equatorial Guinea
Azer. —Azerbaijan	Est. —Estonia
Bel. —Belgium	
Bos. —Bosnia	
Bulg. —Bulgaria	
C. Afr. Rep. —Central African Republic	
Congo Rep. —Congo Republic	
Cro. —Croatia	



Abbreviations (Cont.)

Hung. —Hungary	Mon. —Montenegro
Kos. —Kosovo	N. Korea —North Korea
Kyr. —Kyrgyzstan	N. Mac. —North Macedonia
Lat. —Latvia	Neth. —Netherlands
Lith. —Lithuania	S. Korea —South Korea
Mol. —Moldova	Serb. —Serbia
	Sl. —Slovakia
	Slov. —Slovenia
	Switz. —Switzerland
	Taj. —Tajikistan
	U.A.E. —United Arab Emirates
	Uzb. —Uzbekistan



North America



A This ancient pyramid is in **Mexico**.



B People play music on the streets in **Cuba**.



C A group of bears fish for salmon in **Alaska**.

South America



A These mountains in **Argentina** are naturally colored.



B This lake in **Ecuador** was formed after a volcano erupted.



C People sell fruits and vegetables at a market in **Guyana**.

Africa



A Mount Kilimanjaro is a dormant volcano in Tanzania.



B Children dance in Namibia.



C These ancient ruins are in Algeria.

Europe



A This waterfall is in **Iceland**.



B A band plays traditional music in **Bosnia**.



C Blarney Castle in **Ireland** is over 800 years old.

Asia



A A family in **Kazakhstan** performs a tradition for their child's first steps.



B Ayutthaya Historical Park is in **Thailand**.



C People can swim in this sinkhole in **Oman**.

Australia



Koalas are considered a symbol of Australia.



Cricket is a popular sport in Australia.

Can you find Canberra on the map?



Antarctica



People can visit the Antarctic coastline.



A penguin sits on her nest in Antarctica.



There are also many seals in Antarctica.



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 1882, workers' unions organized the first Labor Day parade in New York City. In 1894, it became an official holiday.



Columbus Day

Second Monday in October

Columbus Day marks the European arrival in the Americas by Christopher Columbus on October 12, 1492. Some states and cities call this holiday Indigenous Peoples' Day to honor American Indians.

Veterans Day

November 11

Veterans Day remembers all the people who served in the U.S. Armed Forces. It started as Armistice Day to celebrate the day the First World War ended, in 1918. It was later renamed Veterans Day to honor all American veterans.



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 and is traced to a feast in Massachusetts in 1621. It became the first federal holiday in 1870, with three other holidays.



Christmas

December 25

Christmas is a celebration of family and giving. Christians celebrate Jesus Christ's birthday on December 25. Christmas was one of the first four federal holidays. They were established in 1870.

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 born in February.



Memorial Day

Last Monday in May

Memorial Day honors the people who 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 1971.

Independence Day

July 4

Independence Day celebrates America's freedom from British rule. On July 4, 1776, the Second Continental Congress accepted the Declaration of Independence, which created our country! Independence Day was one of the four original federal holidays created in 1870.



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. There are four verses to the song, and they all end with “O'er the land of the free and the home of the brave.” 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 poem “America the Beautiful” after traveling across the country by train. Samuel A. Ward wrote the music. The words and music were first published together in 1910. The song is about how beautiful the American landscape is. It has four verses.



The Pledge of Allegiance was written in 1892 by Francis Bellamy. It encourages loyalty to the United States. More words were added in 1923 and, again, in 1954.



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

justice fairness

liberty freedom

pledge promise

republic a government that is elected

National Symbols



National flag

After declaring independence in 1776, the United States needed its own flag. 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.

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 there. Presidential inaugurations are also held there. Construction on the building began in 1793 and was completed in 1826. 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 designed by architect Cass Gilbert. In 1935, construction was completed. "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.



Bald Eagle

In 1782, the bald eagle became the national bird and symbol of the United States. Bald eagles live only in North America, 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

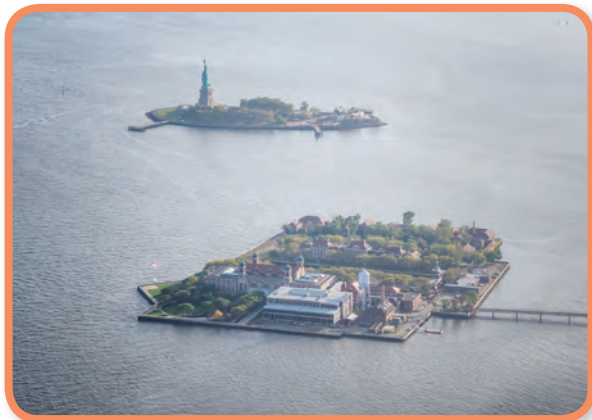
In 1782, Charles Thomson created the Great Seal of the United States. On one side it shows a bald eagle and has the Latin words *E Pluribus Unum*. These words mean that out of many different states and people, we have one country for everyone. The other side has a pyramid with an eye above it. You can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



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 given as a gift to the United States by France in 1886. The statue stands on Liberty Island in New York Bay. It is a great symbol of freedom.



Ellis Island

Ellis Island is next to Liberty Island. Many immigrants went there to be processed into the United States at the immigration station. Many Americans have ancestors whose first experience in the country was at Ellis Island. It is a symbol of changing life for the better.

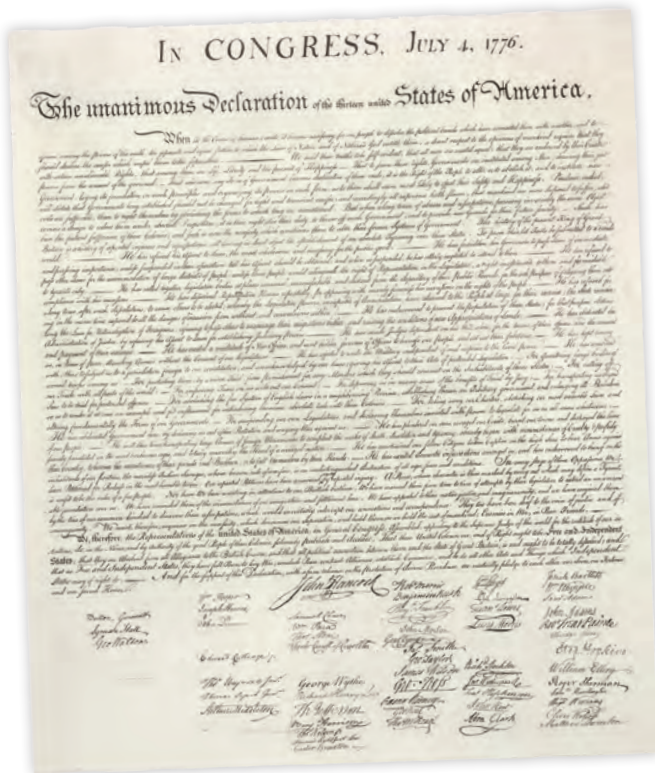
Mount Rushmore

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

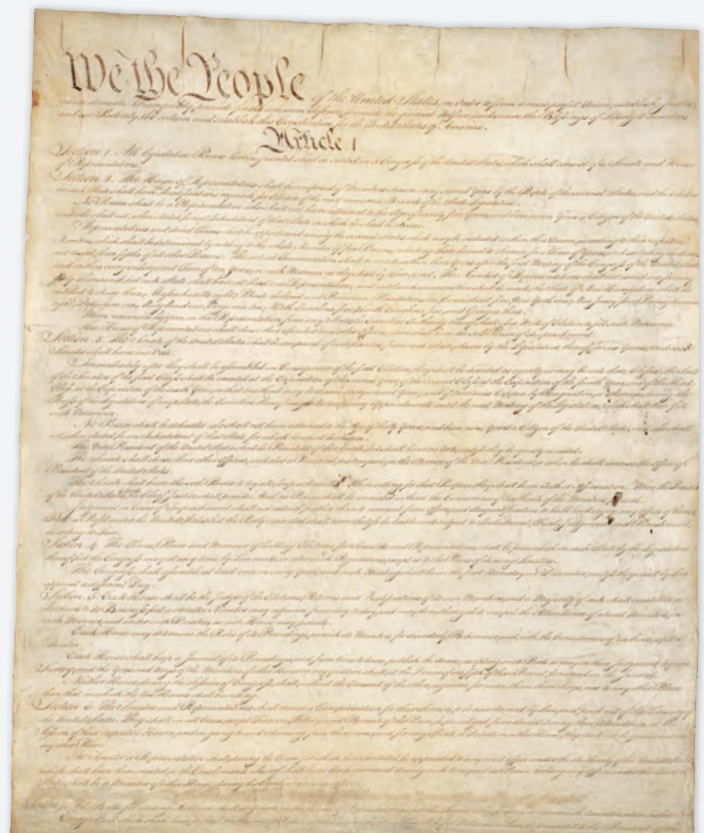


U.S. Declaration of Independence

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 . . .”



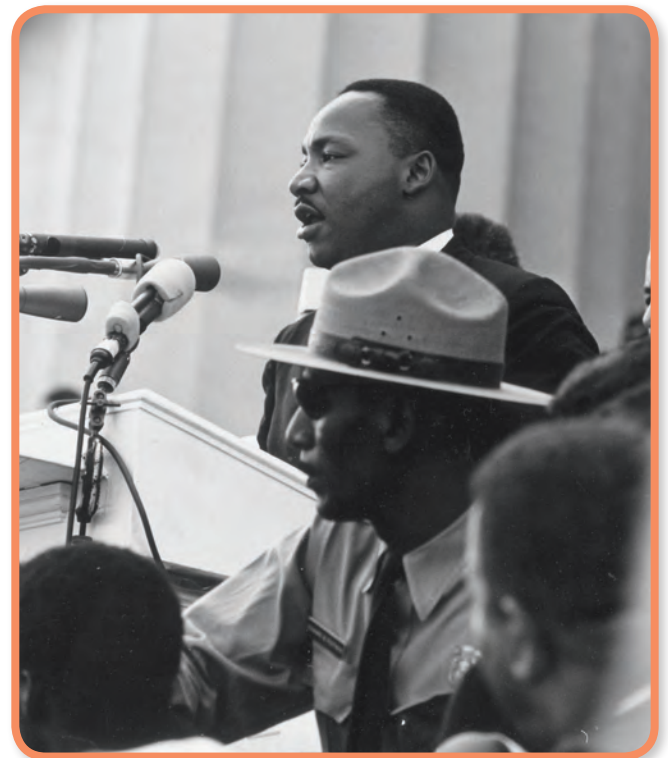


Gettysburg Address

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.”



First Flight at Kitty Hawk

On December 17, 1903, the Wright brothers (Orville and Wilbur) successfully flew the world's first airplane. The first flight went only 120 feet! In the picture of the very first flight, Orville is flying the machine. The brothers made four flights that first day. Orville and Wilbur each flew two times. The brothers were pioneers and their invention changed how we live.



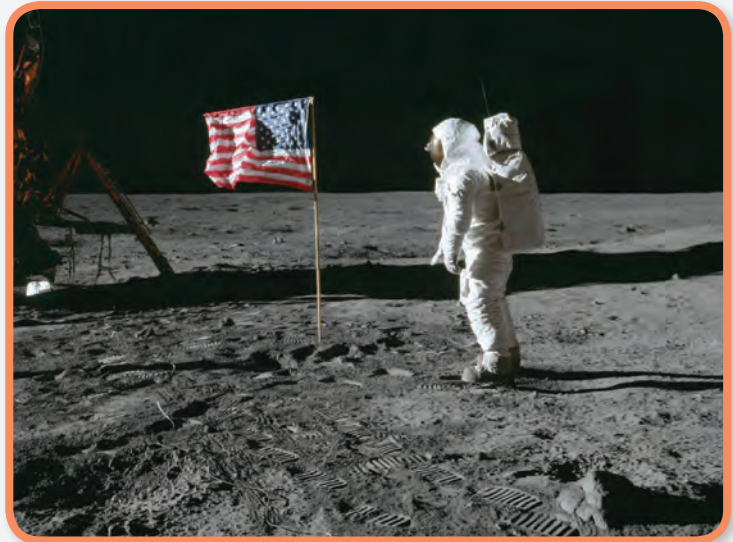
Diary Entry by Orville Wright, 1903

Thursday, December 17

We got the machine out early and put out signal for the men at the station.... After running the engine and propellers a few minutes to get them in working order, I got on the machine at 10:35 for the first trial.... The machine lifted from the truck just as it was entering on the fourth rail. Mr. Daniels took a picture just as it left the tracks.... A sudden dart when out about 100 feet from the end of the tracks ended the flight. Time about 12 seconds.

Lunar Landing

On July 20, 1969, NASA—the U.S. space program—sent humans to the moon for the first time. Astronauts Neil Armstrong and Buzz Aldrin walked on the surface of the moon while the world watched. In the picture, Buzz Aldrin places the U.S. flag on the moon. Footprints and parts of the Lunar Module can also be seen. It was an incredible scientific and technological achievement!



Transcript of the First Step on the Moon

(The control center on Earth is in Houston, Texas; Buzz Aldrin is in the Lunar Module [LM] taking pictures; and Neil Armstrong is on the ladder and stepping onto the moon.)

Houston: *Roger. We copy.*

Armstrong: *It takes a pretty good little jump.*

Houston: *Buzz, this is Houston. F/2–1/160th second for shadow photography on the sequence camera.*

Aldrin: *Okay.*

Armstrong: *I'm at the foot of the ladder. The LM footpads are only depressed in the surface about 1 or 2 inches, although the surface appears to be very, very fine grained, as you get close to it. It's almost like a powder. Down there, it's very fine.*

Armstrong: *I'm going to step off the LM now.*

Armstrong: *That's one small step for man, one giant leap for mankind.*

Source: Apollo 11 Technical Air-to-Ground Voice Transcription (Houston, TX: NASA Manned Spacecraft Center, July 1969), 377.

Early American History: 1500 to 1850



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

1000
Norse from Greenland are the first Europeans to see the Americas.



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



1619
First enslaved Africans are brought to Jamestown.

1620
Plymouth is established. Mayflower Compact is signed.

1500

1550

1600

1650

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

1492
Christopher Columbus arrives in the Americas.



1626
New Netherlands, later called New York, is established by the Dutch.

1607
Jamestown is established as the first permanent British colony.





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.

1704

America's first newspaper, the **Boston News-Letter**, is published.

1846

Oregon Territory is split into American and British parts.

1700

1750

1800

1850

1675–1676

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

1718

The first Spanish missions in **San Antonio, Texas**, are founded.



1763

British gain territory between Appalachian Mountains and Mississippi River.

1845

Texas becomes part of the U.S.

1846–1848

Mexican-American War expands the U.S. again.

1821

Florida becomes part of the U.S.

1803

Louisiana Purchase doubles the size of the U.S.

Modern American History: 1850 to the present

1850



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

1867
Alaska is purchased from Russia.

1869
Transcontinental railroad connects the east and west coasts.



1890
Wounded Knee Massacre marks end of American Indian wars.

1898
Hawaii is taken over by the U.S. **Puerto Rico** and other territories are taken from Spain.

1900

1914
U.S. completes **Panama Canal**, connecting Atlantic and Pacific Oceans.

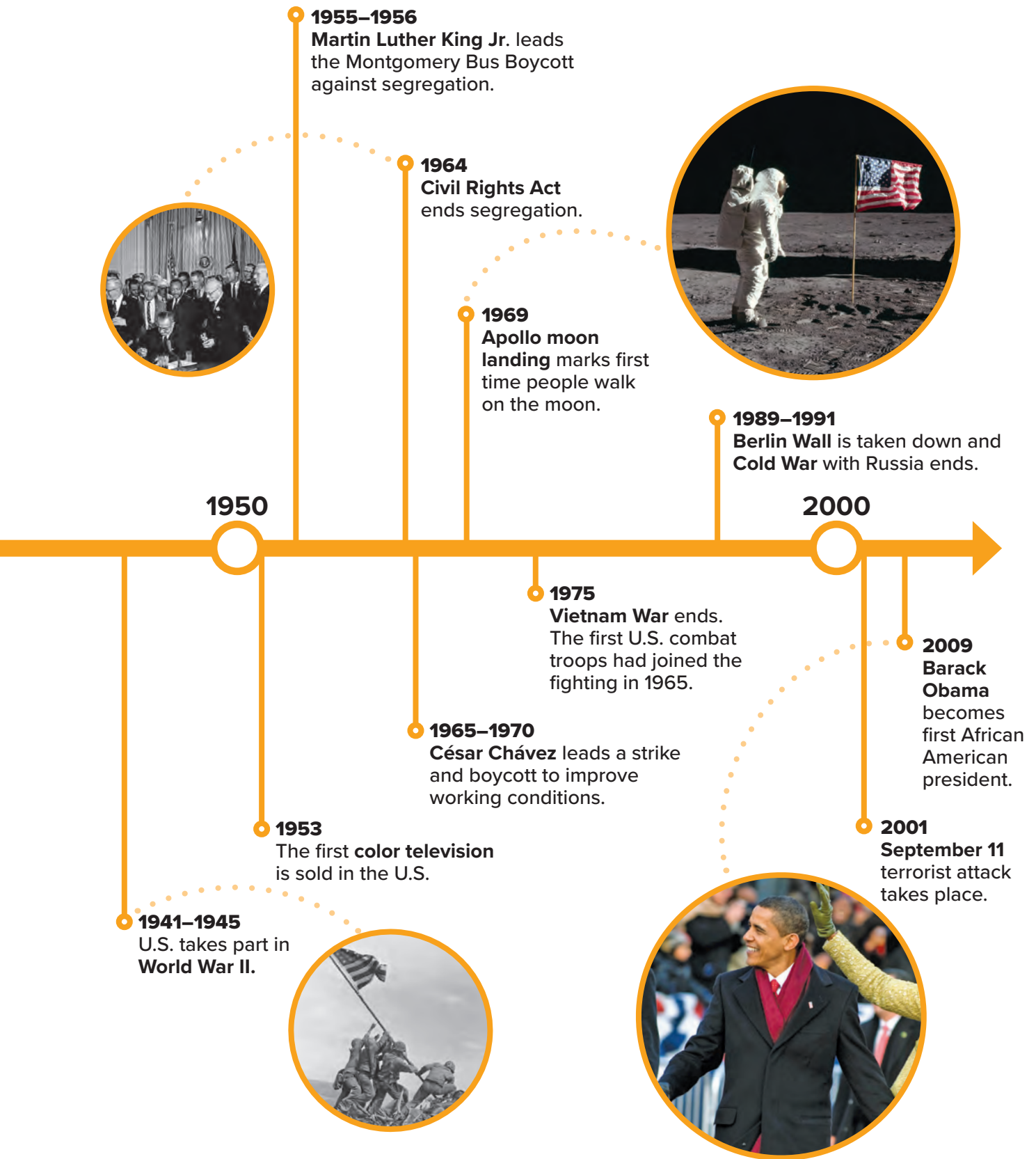
1917–1918
U.S. takes part in **World War I**.

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



1924
All American Indians become U.S. citizens.

1929–1941
Great Depression affects the U.S. economy.



U.S. Presidents

1



George Washington
1789–1797

2



John Adams
1797–1801

3



Thomas Jefferson
1801–1809

4



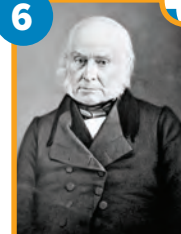
James Madison
1809–1817

5



James Monroe
1817–1825

6



John Quincy Adams
1825–1829

7



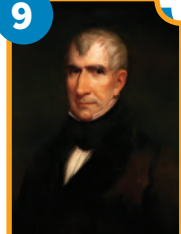
Andrew Jackson
1829–1837

8



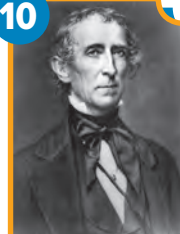
Martin Van Buren
1837–1841

9



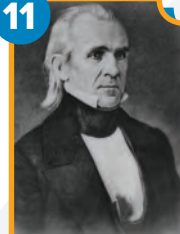
William H. Harrison
1841

10



John Tyler
1841–1845

11



James Polk
1845–1849

12



Zachary Taylor
1849–1850

13



Millard Fillmore
1850–1853

14



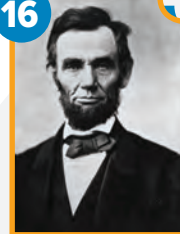
Franklin Pierce
1853–1857

15



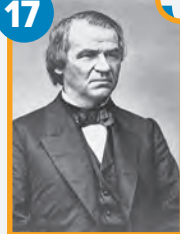
James Buchanan
1857–1861

16



Abraham Lincoln
1861–1865

17



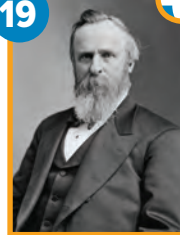
Andrew Johnson
1865–1869

18



Ulysses S. Grant
1869–1877

19



Rutherford B. Hayes
1877–1881

20



James Garfield
1881

21



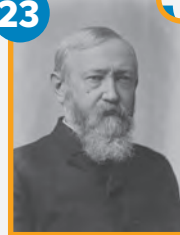
Chester Arthur
1881–1885

22



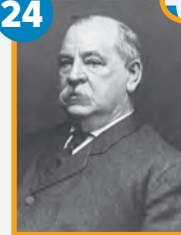
Grover Cleveland
1885–1889

23



Benjamin Harrison
1889–1893

24



Grover Cleveland
1893–1897

25



William McKinley
1897–1901

26



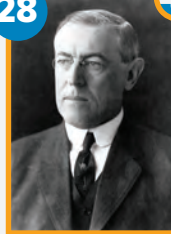
Theodore Roosevelt
1901–1909

27



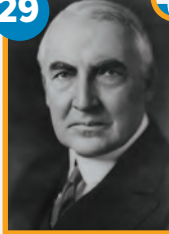
William H. Taft
1909–1913

28



Woodrow Wilson
1913–1921

29



Warren Harding
1921–1923

30



Calvin Coolidge
1923–1929

31



Herbert Hoover
1929–1933

32



Franklin Roosevelt
1933–1945

33



Harry Truman
1945–1953

34



Dwight Eisenhower
1953–1961

35



John F. Kennedy
1961–1963

36



Lyndon Johnson
1963–1969

37



Richard Nixon
1969–1974

38



Gerald Ford
1974–1977

39



Jimmy Carter
1977–1981

40



Ronald Reagan
1981–1989

41



George H.W. Bush
1989–1993

42



William Clinton
1993–2001

43



George W. Bush
2001–2009

44



Barack Obama
2009–2017

45



Donald Trump
2017–

Glossary

A



alpine

absolute location (ab-suh-loot loh-kay-shuhn) the latitude and longitude of a specific place

agriculture (ag-ri-kuhl-chur) farming

alpine (al-pine) relating to or a part of high mountains

aquifer (ak-wuh-fuhr) underground water systems

archaeologist (ahr-kee-ah-luh-jist) a scientist who studies the past, often by digging up old objects and examining them carefully

Arctic (ahrk-tik) the extremely cold region around the North Pole

arid (ar-id) extremely dry

atlas (at-luhs) a collection of maps



arid

B



barter

badlands (bad-landz) a region with few plants that has been cut by erosion into strange forms

barter (bahr-tur) to do business by trading goods or services instead of using money

basin (bay-suhn) a large area of earth that is lower in the middle and higher on the edges

border (bor-dur) the dividing line between two regions

boycott (boi-kaht) to refuse to buy or use something as a protest

budget (*buhj-it*) a plan for how you will spend the money that you earn over a certain period of time

C



canyon

canyon (*kan-yuhn*) a deep, narrow valley with steep sides

cardinal directions (*kahr-duh-nuhl duh-rek-shuhnz*) north, south, east, and west

cause (*kawz*) the reason why something happens

climate (*klye-mit*) what the weather is like in a place over a very long period of time

coastal plain (*koh-stuhl playn*) low, flat land that starts at the edge of a sea or an ocean

collaborate (*kuh-lab-uh-rate*) to work together to do something

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

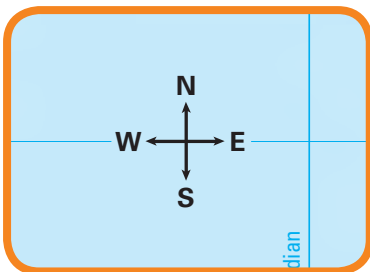
commuter (*kuh-myoo-tur*) a person who travels back and forth to work

compass rose (*kuhm-puhs roze*) set of pointers that show directions on a map or globe

consequence (*kahn-si-kwens*) result of an action

constitution (*kahn-sti-too-shuhn*) a written plan of government, including the basic laws of a state or country

contiguous (*kuhn-tig-yoo-uhs*) connected or touching along a border



compass rose



coral reef

coral reef (**kor**-uhl reef) an underwater strip of coral (skeletons of tiny sea creatures) that is close to the surface

crop (krahp) plant grown for people and animals to use

culture (**kuhl**-chur) the ways of life common to a group of people

D



drought

demand (di-**mand**) the amount of goods or services that people want or need

democracy (di-**mah**-kruh-see) a government in which the people choose their leaders in elections

disposable (dis-**poh**-zuh-buhl) made to be thrown away after it is used

drought (drou) a long period without rain

E

earnings (**ur**-ningz) money that you earn for doing work

economy (i-**kah**-nuh-mee) the system of buying, selling, making things, and managing money

effect (i-**fekt**) the result of something else that happened

election (i-**lek**-shuhn) process of choosing someone or deciding something by voting

elevation (e/-uh-**vay**-shuhn) the height of land above sea level

emissions (i-**mish**-uhnz) substances released into the air



entrepreneur

empire (em-**pire**) a government that controls other lands

entrepreneur (ahn-truh-pruh-**nur**) someone who starts businesses and finds new ways to make money

equator (i-**kway**-tur) an imaginary line around the middle of the earth

estimate (es-tuh-mit) a rough guess about an amount

executive (ig-**zek**-yuh-tiv) describes the branch of government that carries out the laws

F



fossil fuel

federal (fed-ur-uhl) describing a government that has control over the states

fertile (fur-tuhl) description of land that is good for growing plants and crops

fossil fuel (fah-suhl **fyoo**-uhl) coal, oil, or natural gas formed millions of years ago

founder (foun-dur) a person who starts or builds something new

G



glacier

generation (jen-uh-**ray**-shuhn) people born around the same time

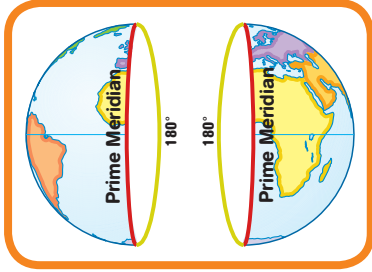
glacier (glay-shur) a large mass of ice slowly moving downhill

global (gloh-buhl) having to do with the whole world

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

governor (guhv-ur-nur) the leader of the executive branch of the state

H



hemisphere

habitat (*hab-i-tat*) the usual place where a plant grows or an animal lives

harvest (*hahr-vist*) the season when people gather crops

hemisphere (*hem-i-sfeer*) any half of the earth

hibernate (*hye-bur-nate*) to sleep for an entire winter

I



immigrate

immigrant (*im-i-gruhnt*) a person who moves to a new country and settles there

immigrate (*im-i-grayt*) to move from one country to another and settle there

independent (*in-di-pen-duhnt*) not controlled by other people

industrialization (*in-duhs-tree-uh-luh-zay-shuhn*) the building of many factories in a city or area



industrialization

informative (*in-for-muh-tiv*) providing useful information

intermediate directions (*in-tur-mee-dee-it duh-rek-shuhnz*) northwest, northeast, southeast, and southwest

irrigation (*ir-uh-gay-shuhn*) the watering of land and crops using canals or pipes made by people

J

judicial (joo-dish-uhl) describes the branch of government that has to do with courts and judges

jury (joor-ee) a group of people who listen to the facts at a trial and decide whether someone is innocent or guilty of breaking the law

L



landfill

landfill (land-fil) a large area where garbage is stacked and buried

latitude (lat-i-tood) east-west lines on a map or globe

legislative (lej-is-lay-tiv) describes the branch of government that makes laws

liberty (lib-ur-tee) freedom

longitude (lahn-ji-tood) north-south lines on a map or globe

M

map key (map kee) part of a map that explains its symbols

map scale (map skale) a scale showing the relationship between an actual distance on the earth and the same distance as shown on a map

mineral (min-ur-uhl) a resource found in the earth that does not come from an animal or a plant

missionary (mish-uh-ner-ee) someone who leaves their home to teach their religion to others, usually in another country

N

natural disaster (nach-ur-uhl di-zas-tur) an event in nature that usually results in serious damage and deaths

natural feature (nach-ur-uhl fee-chur) a part of earth's surface that is made by nature, either land or water

natural resource (nach-ur-uhl ree-sors) something found in nature that is useful to people, such as trees and water

nomadic (noh-mad-ik) traveling from place to place instead of living in the same place all the time



natural resource

O

opportunity (ah-pur-too-ni-tee) a chance to do something different and better

P

patriotic (pay-tree-ah-tik) showing love or respect for one's own country

plantation (plan-tay-shuhn) a large farm in the South where crops are grown

plateau (pla-toh) a flat area that is high in elevation

polar climate (poh-lur klye-mit) climate having to do with the icy regions around the North or South Poles

pollution (puh-loo-shuhn) anything that makes the environment dirty or unsafe

population (pahp-yuh-lay-shuhn) the total number of people who are in a place



polar climate



prairie

prairie (prair-ee) a large, flat area of grasslands and very few trees

precipitation (pri-sip-i-tay-shuhn) any type of water falling from the sky, such as rain, hail, or snow

prehistoric (pree-hi-stor-ik) of or relating to a time before there was any written history

prime meridian (prime muh-rid-ee-uhn) an imaginary line that separates the western hemisphere from the eastern hemisphere

profit (prah-fit) money gained after costs are subtracted from earnings

R



renewable resource

rain forest (rayn for-ist) a forest that gets more than 100 inches of rain a year

region (ree-juhn) smaller part of a larger area that shares certain features

relative location (rel-uh-tiv loh-kay-shuhn) a description of where a place is in relation to other places

renewable resource (re-noo-uh-buhl ree-sors) a resource that can be replaced or is always present

reservation (rez-ur-vay-shuhn) land claimed by the U.S. government and set aside for native people to live on

S

segregation (seg-ri-gay-shuhn) the act of keeping groups apart



smog



suburb

service (sur-vis) a job that you pay someone else to do

slavery (slay-vur-ee) a system in which some people own other people

smog (smahg) fog mixed with smoke that hangs in the air over a city

standard (stan-durd) a rule used to measure how good something is

subtropical climate (suhb-trah-pi-kuhl klye-mit) climate with warm, dry winters and hot, wet summers

suburb (suhb-urb) town or area that is located near a big city

supply (suh-plye) the amount of goods or services that people can sell

symbol (sim-buhl) line, shape, or color that stands for something else

T



telegraph

tax (taks) money that people pay to the government

telegraph (tel-i-graf) a system for sending messages over long distances using a code of electrical signals sent by wire or radio

temperate climate (tem-pur-it klye-mit) climate that is not extremely hot or extremely cold and has four seasons

territory (ter-i-tor-ee) an area of land owned by a country

timberline (tim-bur-line) the point on high mountains or in the far north where trees can no longer grow

**tradition**

tradition (truh-**dish**-uhn) a special way a group honors or celebrates something year after year

traditional (truh-**dish**-uh-nuhl) relating to long-standing customs, beliefs, or traditions that have been handed down over time

treaty (tree-tee) a formal agreement between two or more countries

tropical climate (trah-pi-kuhl **klye**-mit) climate with hot weather throughout the year and frequent rainfall

typhoon (tye-**foon**) a violent tropical storm that occurs in the western Pacific Ocean

U

urbanization (ur-buhn-uh-**zay**-shuhn) the rapid growth of a city, or a rapid change of rural and suburban areas to urban areas

V

**volunteer**

values (val-yooz) beliefs about what is most important in life

volunteer (vah-luhn-**teer**) person who offers to do a job to help others without pay

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