

NYSTROM

Young Citizens



Encounter

FLORIDA

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Young Citizens

Encounter Florida

STUDENT BOOK

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READING SKILL



RESEARCHING SKILL

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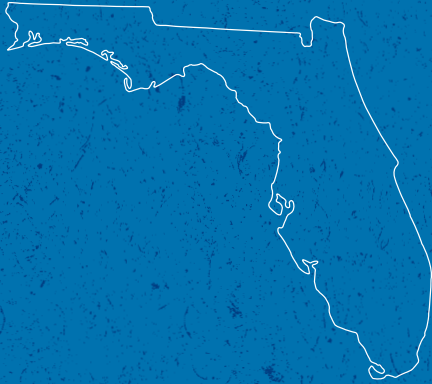
Introduction

What Can We Learn in This Book?

In the past 500 years, several European nations tried to claim control of the area now known as Florida. Those countries included Spain, France, and the United Kingdom. But the history of our state—and our country—began long before the earliest European settlers arrived.

American Indians were the first people to live here, thousands of years ago. Later, Europeans arrived and settled throughout North America. Many people have been drawn to Florida because of its rich farmland, plentiful forests, and nearby ocean. Today, Florida and the United States are home to people from all over the world.

In this book, you will learn about the land, government, businesses, and people that make our state and country unique. You will read about events from the past and find out how they led to the creation of Florida and the United States. You will also discover how you can help make a difference in your community, state, and country.



What Helps Us Understand Our World?

History

History is the study of things that happened in the past. It includes the stories of all the people on earth, including you.

What people do, where and how they live, and the events that happen around them combine to make history. Do you know the story of the people in this picture? Find out in Chapter 4.



What events happening today do you think students will study in school 50 years from now?

People and Culture

People and culture, or way of life, are at the center of historical study. Studying all kinds of people and cultures, as well as the many differences and similarities among them, makes us deeper thinkers and better world citizens.



People show their culture through dress, food, music, traditions, and beliefs. Which part of Seminole culture does this photo show us? Learn more in Chapter 2.

What are some things in your life that represent your own culture?

Government

A government is a group of people who create and enforce the laws for a community, region, state, or country. A government can also provide services, such as education, for its people.

In the United States, we have local, state, and federal governments. American Indian groups have tribal governments. Do you know what services your local government provides? Find the answer in Chapter 3.

In the United States, the people choose our leaders by voting. Name two government leaders who were voted into office.



Civic Engagement

Civic engagement is taking an active role in making life better in our communities. It means making a difference in the world around us by what we do.



Dr. Martin Luther King Jr. led peaceful marches to change laws that were unfair to minority groups. What are other peaceful ways to work for change? Learn more throughout the book.

What do you think could be improved in your community?

Geography

Geography is the study of the earth's surface and how people interact with it. It describes natural parts of the earth, such as mountains, and parts created by people, such as country and state boundaries.

Maps are a common tool used to study geography. What can you learn about the geography of Florida by studying this map? Find out more in Chapter 2.

What would you include in a map of your community? Why?

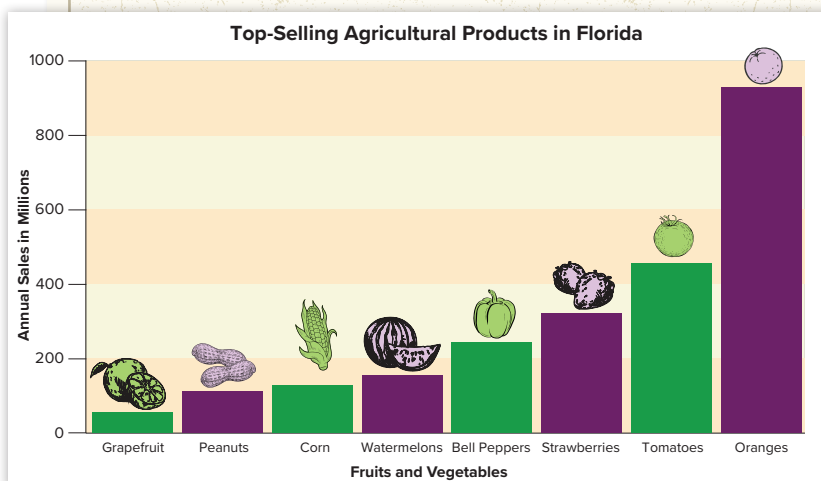


Economics

Economics is the study of how societies produce, buy, and sell goods and services. It examines how people choose to spend their money.

This graph shows which fruits and vegetables bring the most money into Florida's economy. Learn more about the economy of our state in Chapter 3.

Which two agricultural products bring in the most money for our state?



How Is This Book Organized?

Every page in this book has tools to help you better understand the text. These tools include section headings, maps, photos, captions, and vocabulary words. Refer to these tools before you read to help with understanding.

Lesson titles pose a question that you should be able to answer by the end of the lesson.

Section titles lead you through the text and introduce new topics.

Maps help show different kinds of information.

LESSON 5

How Do We Protect Our Environment?

Vocabulary
greenhouse gas
solar panel
wind turbine

Cars create pollution that hurts the environment.



Vocabulary words and phrases are listed at the start of each lesson. These terms are defined in the text.

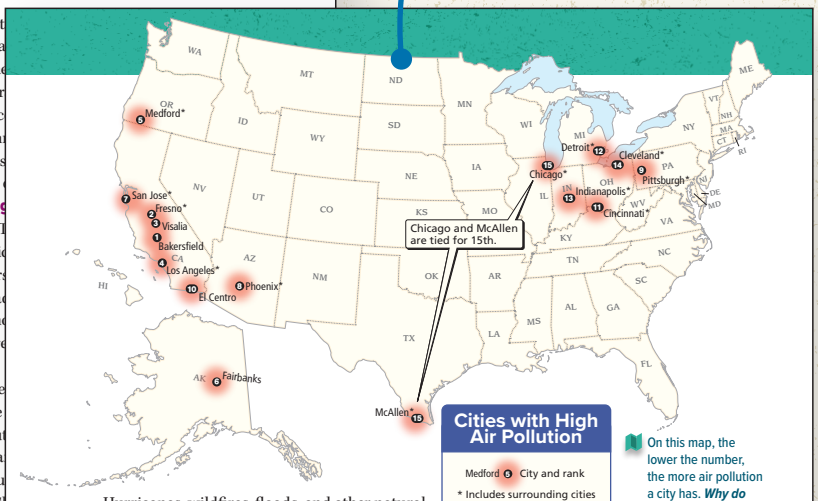
The Environmental Impact of Technology

Innovations in transport improved our lives in many ways. But some innovations also hurt the environment. As driving cars, taking trips, and cooling homes with air conditioning, that are powered by nonrenewable resources like oil and coal. When these resources are used, they release a gas called carbon dioxide and other **greenhouse gases** that trap heat on earth's surface. This causes the temperature to rise, which is called global warming.

For the past 150 years, transcontinental railroads have released a huge amount of smoke into the air. Temperature has risen during this time.

This is concerning because it affects people and animals. The melting in the Arctic, putting polar bears at risk as well, including birds, penguins, and whales. Climate change is a real problem.

Photographs, paintings, and drawings show people, places, and events.



Hurricanes, wildfires, floods, and other natural disasters are becoming more extreme and hurt many people. Coastal communities are at especially high risk of flooding in the future. There are some islands that may disappear under the ocean as it rises.

Slowing Climate Change

Slowing climate change is a complicated problem. Many businesses depend on gas, oil, and coal to fuel factories, transport goods, and power technologies. People use these resources to fuel their cars, power their homes, and much more.

People are working on ways to help protect the planet from climate change and other problems caused by pollution. Technologies like **solar panels** and **wind turbines** can create power while causing less harm to the environment. Solar panels gather sunlight and transform it into electricity. Wind turbines are powered by the wind. As the wind blows, the turbines spin and create electricity.

People continue to work together to build new technologies. Electric cars are much better for the planet than cars that rely on gas. Car companies are working on building better and less expensive electric vehicles so more people will drive them.

On this map, the lower the number, the more air pollution a city has. *Why do you think some cities have more pollution than others?*



Wind turbines collect energy from the wind to create electricity.

Captions help explain what you see in maps, charts, and images.

Betty Mae Tiger Jumper

1923–2011

Betty Mae Tiger Jumper was born in Indiantown in south Florida. She attended the Cherokee Indian School in North Carolina and became the first of the Seminole people to earn a high school diploma. In 1967, Jumper was elected to head the Seminole people. She was also their first health director. In 1994, Jumper was awarded an honorary doctorate from Florida State University “for her years of dedication to improving the health, education, cultural and economic conditions of the Seminole people.”



A **Biography Gallery** in each chapter focuses on people important to a certain topic or time in history.

Skills boxes prompt you to apply reading, researching, or map and graph skills to the nearby text.



READING SKILL

Summarizing

Summarizing information helps us understand the most important points the author is making.

To summarize a text, note its main idea, then briefly describe its primary points, leaving out details and examples.

Answer the questions below to summarize the sections on the Great Depression and World War II.

1. What is the main idea of these sections?
2. How did the Great Depression affect Floridians?
3. How did World War II help Florida rebound from the Great Depression?

Back of the Book

At the end of the book, you will find four reference tools. You can use these tools to help you understand content throughout the book.

- The **Atlas** contains reference maps of Florida, the United States, and the world.
- The **Patriots' Handbook** displays state and national symbols, important primary source documents, and time lines of early and modern American and Florida history.
- The **Glossary** provides definitions of vocabulary words that are introduced in the text.
- The **Index** is a tool for quickly locating people, places, and topics in the text.

How Do We Read Maps?

Titles show what each map is about.

Inset maps often show where the main map is located in the world.



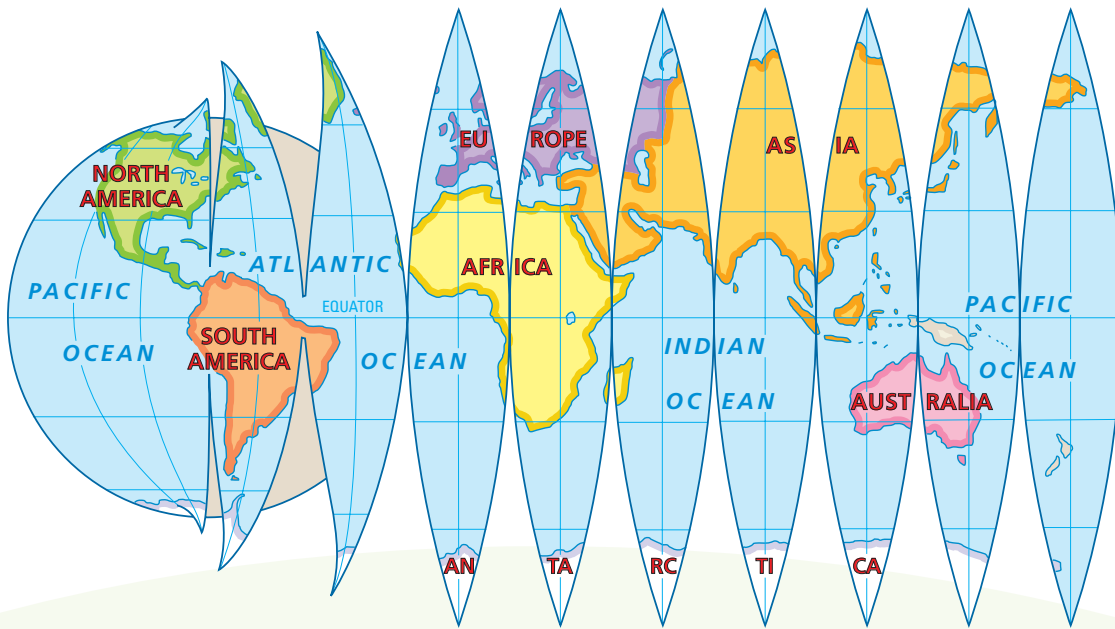
Map keys, sometimes called legends, show what types of lettering and symbols are used on the map and what they mean.

Map scales show how far one point is from another—1 inch on a map can represent 1 foot, 100 miles, or another distance.

Compass roses point to directions—north, south, east, and west—on each map.

Maps and Globes Defined

Maps and globes show what places look like from above. Maps are flat representations of places. Maps can show the whole world or specific continents, countries, states, neighborhoods, or even classrooms. Globes show the world as a ball, or sphere, which is similar to the shape of the earth.



If you could peel and flatten a globe, you could see the whole world at once.



This map stretched land and water to fill the spaces left empty when the globe was peeled.

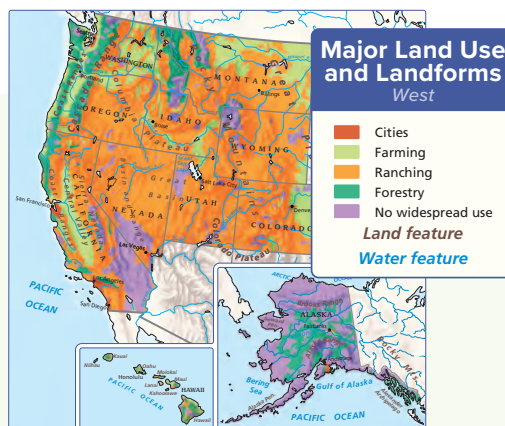
Types of Maps

There are three basic types of maps that you will use: **political maps**, **physical maps**, and **thematic maps**. Each type focuses on a certain type of information. However, maps often contain elements of all three.



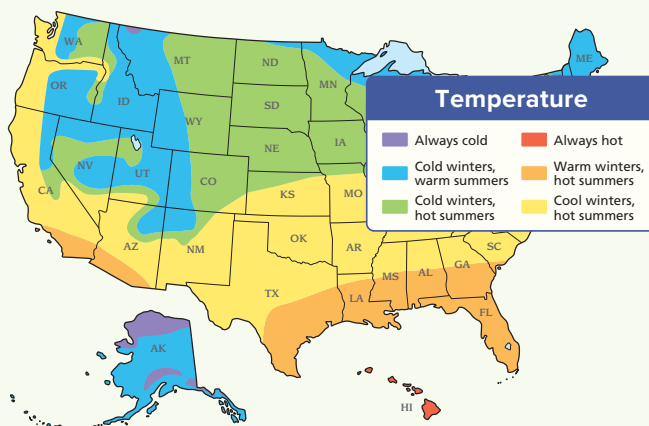
Political Maps

Political maps show boundaries set by governments. They often show cities, major bodies of water, and names of places. They can also show roads and other features made by people. These maps often use colors to show different political regions.



Physical Maps

Physical maps show the land and water features of an area. They show mountains, rivers, bodies of water, and elevations. Physical maps often use colors to show differences among types of natural features.



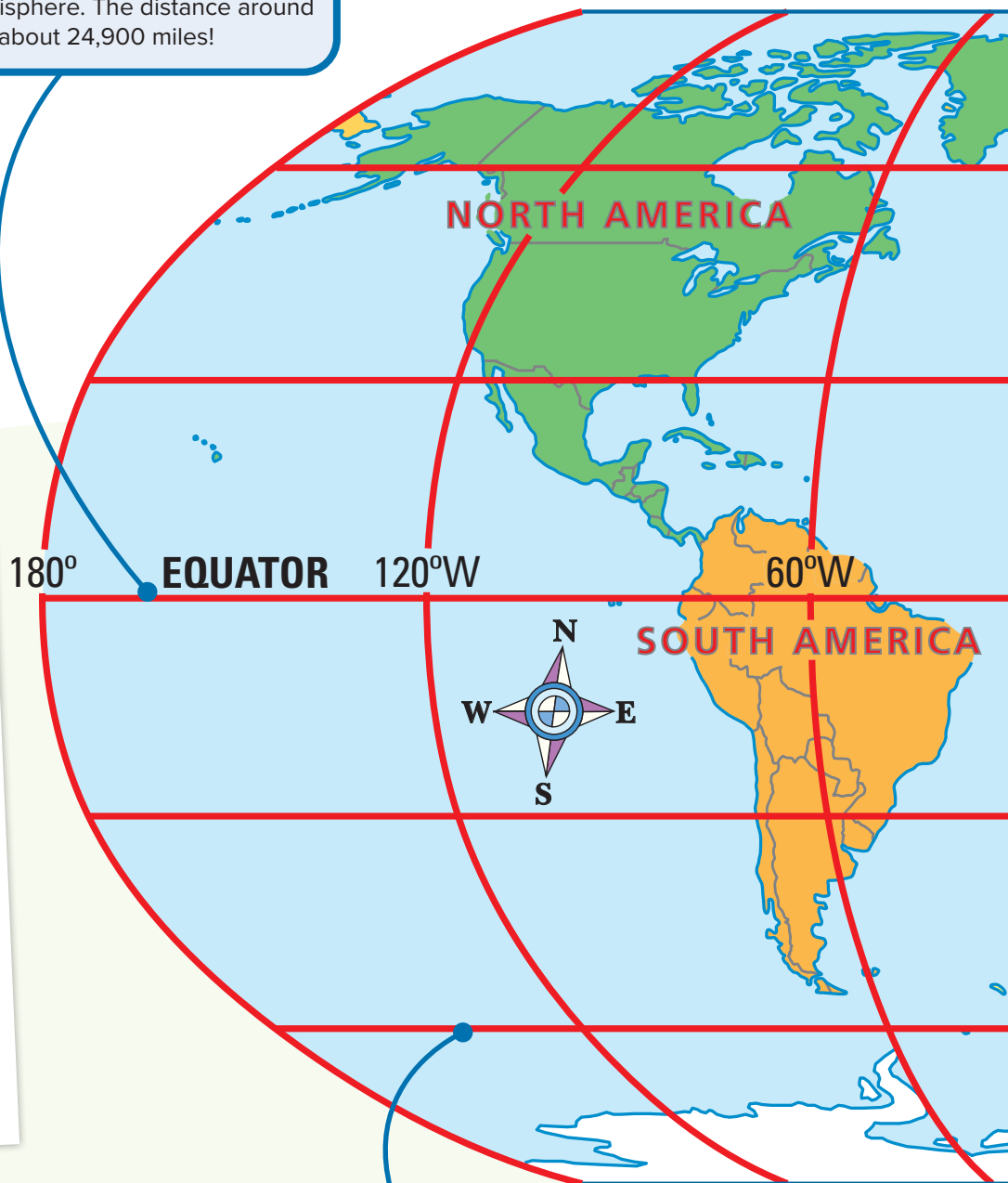
Thematic Maps

Thematic maps show information on a topic that is attached to location. These can be historical, economic, or environmental maps. Any information associated with a place may be easier to understand in the form of a map. Some themes, or subjects, covered by maps in this book are temperature, natural resources, the battles of the American Revolution, immigration to the United States, and pollution.

Latitude and Longitude

Maps and globes are sometimes marked with lines that do not really exist on the earth. The lines are used to help people describe exactly where in the world features are located.

A **hemisphere** is any half of the earth. The **equator** is an imaginary line that divides the earth's Northern Hemisphere from its Southern Hemisphere. The distance around the equator is about 24,900 miles!

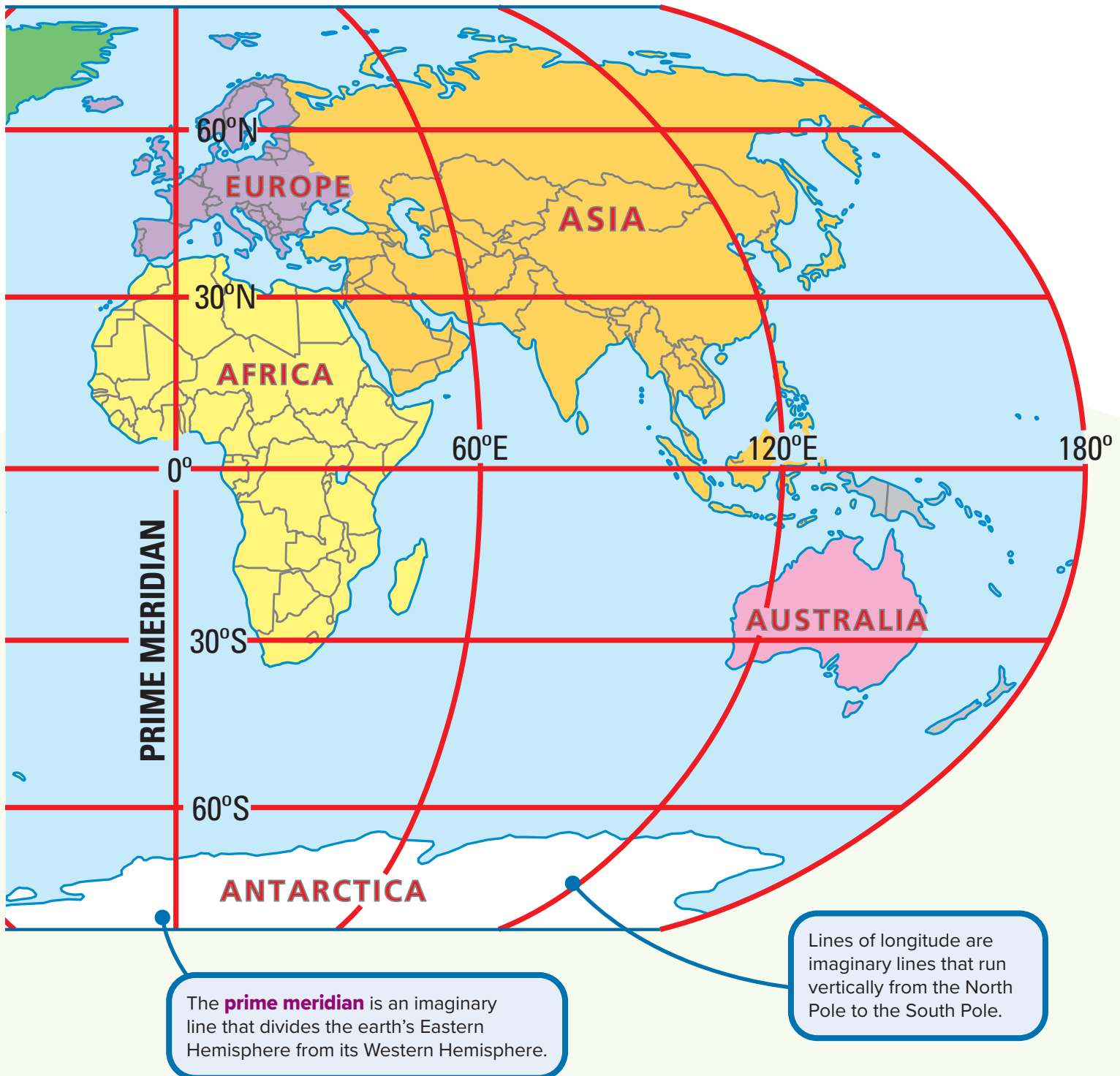


Lines of latitude are imaginary lines that run horizontally east and west around the earth. They are sometimes called parallels because they run parallel to one another.



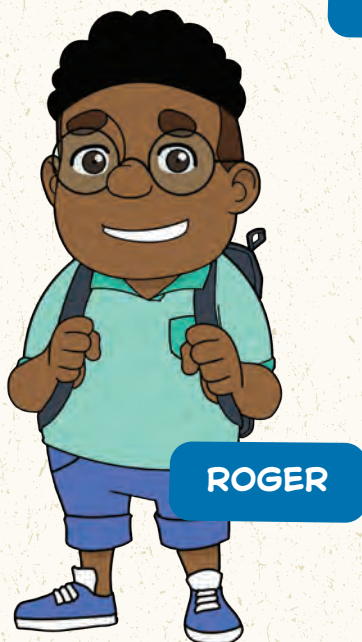
This marker in Greenwich, England, stands on the prime meridian, the imaginary line drawn north to south at 0° longitude.

Latitude and **longitude** lines form a grid over the entire planet. People can locate any place on the earth by using latitude and longitude **coordinates**. Coordinates are a group of numbers used to indicate the location of something on a map. Units of latitude and longitude are shown in degrees ($^{\circ}$). On the map below, lines of latitude are shown in degrees north and south, and lines of longitude are shown in degrees east and west.



Meet the Friends

Throughout the book, you will see five friends who are learning about social studies, just like you. Their names are Carlos, Leena, Minar, Roger, and Peyton. Also just like you, they will ask questions and make comments about what they are learning.





What are some activities you do in your community?



Chapter 1

How Are People Connected in Our Community?

Think about the community where you live. A community is a place. It is also the people who live in that place. Your neighborhood is part of your community. Whether your community is in a big city or small town, you are connected to the people there in many ways. You are linked by the land you share, the languages you speak, the schools you attend, and the stores where you shop. You share activities with others in your community, such as sporting events and celebrations.

People can come together to improve their communities. They can meet to talk about how to solve problems in the community. They might volunteer to clean up a local beach or raise money for people in need.

LESSON 1

How Are We Affected by Our Environment?

Vocabulary

geography

natural resource

climate

natural disaster

port

renewable resource

nonrenewable resource

fossil fuel

habitat

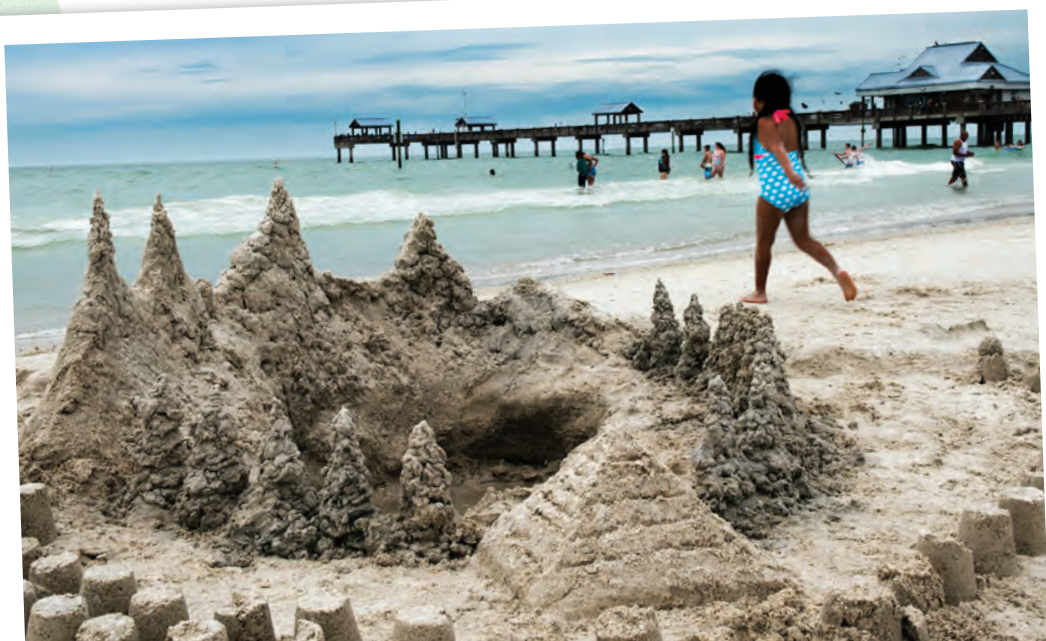
Geography and Climate

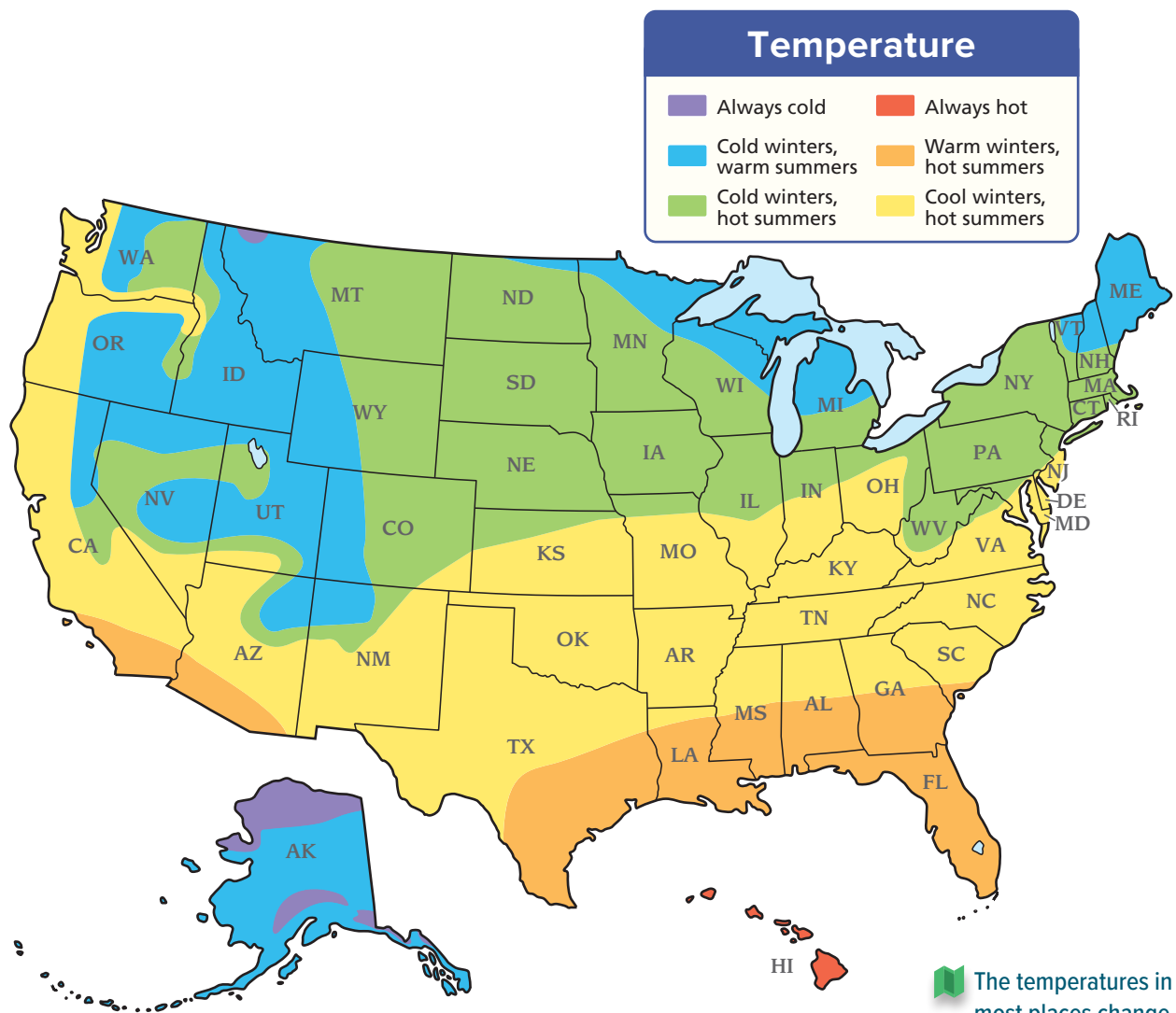
The earth's surface is made up of land and water. These natural features include mountains, rivers, oceans, and continents. **Geography** is the study of natural features of the earth and people's relationship to them. People who study geography are called geographers. They learn about the earth's natural features, how they formed, and how they have changed over time. Geographers also try to understand the ways people affect and are affected by the natural world.

Geography includes the study of the earth's **natural resources**. Natural resources are materials produced by the earth that are necessary or useful to people. These include water, land, animals, and soil. The availability of natural resources in a community impacts how people live and work. For example, communities near the ocean, such as New Bedford, Massachusetts, have easy access to fish. Many people who live in this community work in the fishing industry or in restaurants and shops that sell fish.

Climate also affects how people live and work. Climate is what the weather is like in a place over a long period of time. In Anchorage, Alaska, it is very cold many months of the year. Few fruits and vegetables can grow in such a climate. People who live there need to have their fruits and vegetables brought in from other places. In winter, it can be dark 19 hours a day. People have to get to and from work and school in darkness.

▶ Florida has a warm climate. People can enjoy outdoor activities all year long.





The temperatures in most places change from season to season. *How do temperatures in Florida compare to temperatures in Maine?*

Sometimes weather or **natural disasters** impact communities as well. Areas that do not receive a lot of rain are at high risk for wildfires. In 2018, a fire broke out in Butte County, California. Known as the Camp Fire, it became the most destructive fire on record in the state. Everyone in the community was affected. Smoke from the fire caused terrible air pollution, and many public schools closed. About 14,000 people lost their homes. Some towns were completely destroyed, and many people who lived in the community needed to move away.

The geography of a community can also bring people together. Communities that have faced natural disasters come together to figure out how to rebuild their homes and businesses.



Sharing Natural Resources

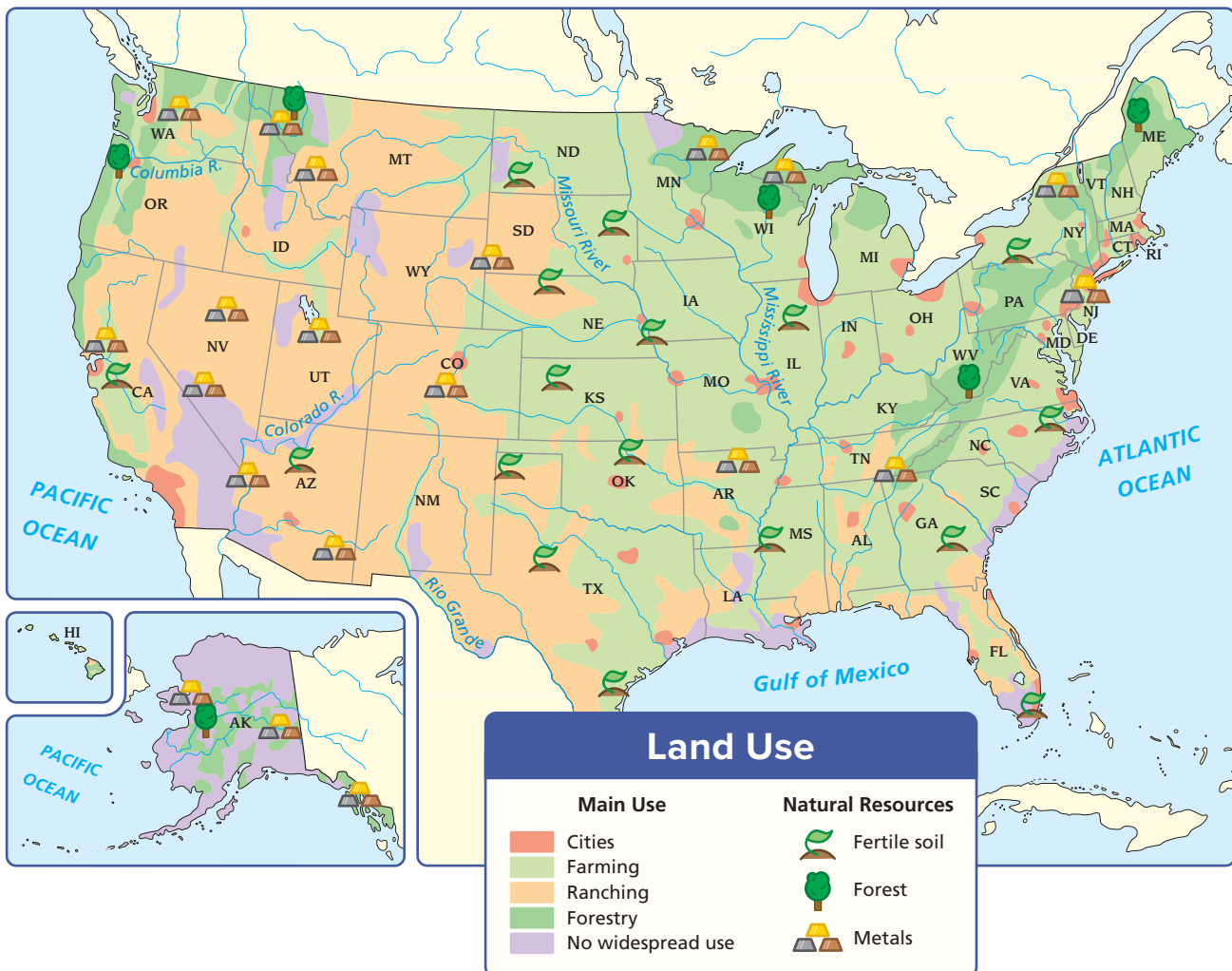
The natural resources that are available in a community do not benefit just that community. Often, they are shared with other communities that lack those resources. For example, there is a lot of fertile soil in and around Wichita, Kansas.

▶ Wheat is one of the most important crops in the United States. Kansas, North Dakota, and Montana are leaders in growing and selling wheat.

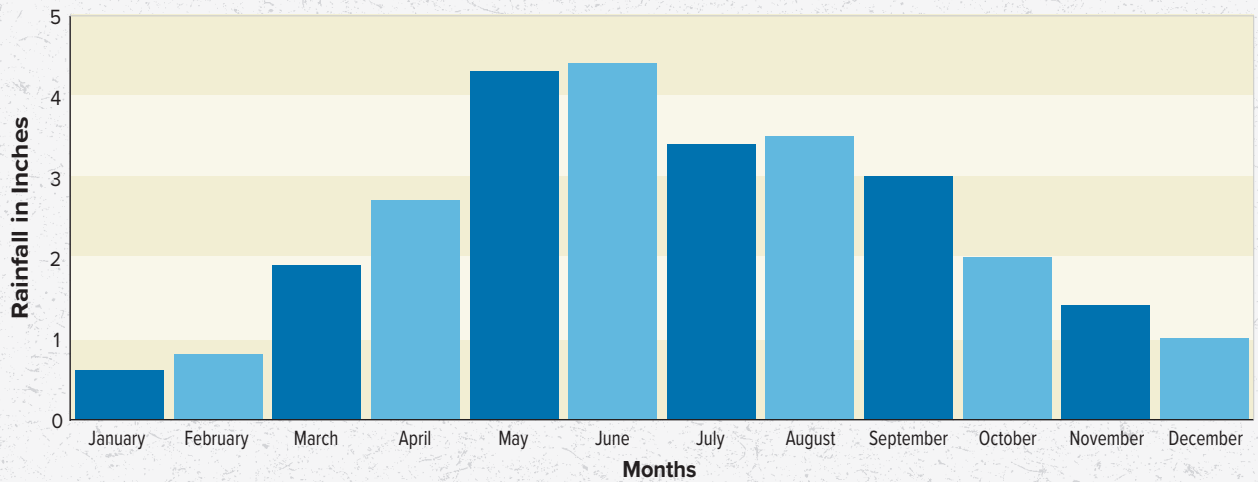
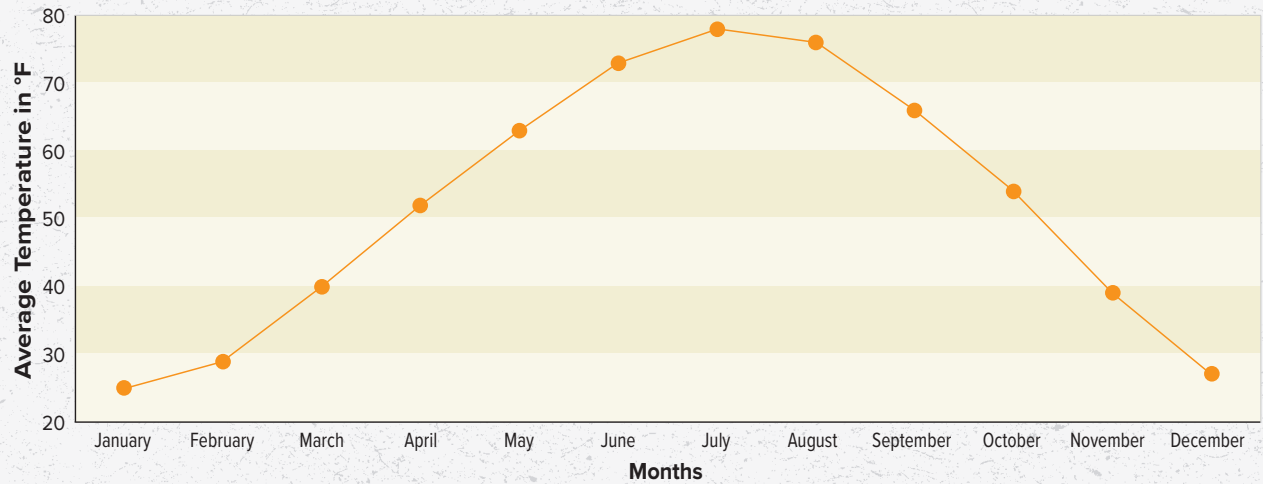
📖 Communities grow near natural resources such as fertile soil, which is ideal for farming. **What are two ways land is used in Florida?**

Many people who live in this area work in the farming industry. They grow crops like wheat, corn, and soybeans. These goods feed people in communities across the United States. Some are even sent to other countries. Point Pleasant, New Jersey, is a fishing **port** on the Atlantic Ocean. From there, ships carry sea scallops, surf clams, blue crabs, and other types of seafood all over the country.

The Colorado River begins in the mountains of Colorado. Melting snow flows from the Colorado River into connecting rivers that run through Arizona, Nevada, and Utah. Farmers and ranchers in these states rely on the water from the Colorado River for their crops and animals.



Climate Data for Lincoln, Nebraska



The graphs above show information about the average temperature and rainfall in Lincoln, Nebraska.



MAP AND GRAPH SKILL

Reading a Graph

Graphs show us a lot of information in an easy-to-understand way. To understand a graph:

- Read the title.
- Look at the labels on the sides and across the bottom to know what is being measured.
- Think about what you can learn from the information.

The graphs above show the average temperature and rainfall for Lincoln, Nebraska, for each month. Pretend you are planning to visit Lincoln. Study the graphs and then answer the questions below.

1. In what month would you prefer to visit this city? Why?
2. What type of clothes would you bring if you visited Lincoln in January?
3. How much rain does the city get in June?
4. What do you notice about Lincoln's rainfall throughout the year?

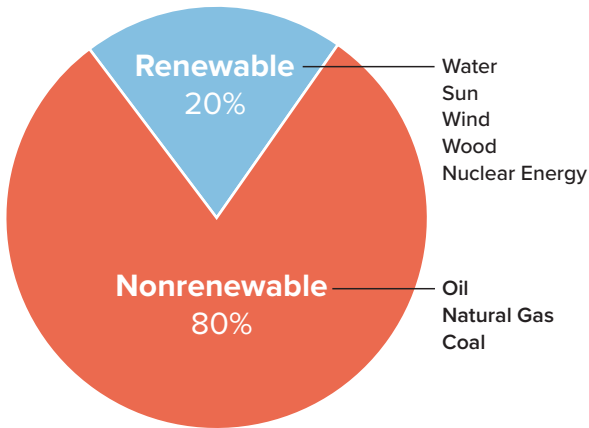
How We Impact the Environment

Natural resources are either renewable or nonrenewable. A **renewable resource** can be replaced or is always present.

Wood, wind, and the sun are constant features of nature and are considered renewable resources. Wood comes from trees. Because new trees can be planted to replace the ones that are cut down, wood is renewable.

A **nonrenewable resource** cannot be replaced as quickly as it is used. For example, energy sources called **fossil fuels** take millions of years to form underground. People constantly use fossil fuels such as coal, oil, and gas to heat their homes, fuel their cars, and produce electricity. Fossil fuels are nonrenewable resources because people are using them up faster than they can be created. Someday, these fuels could run out.

Energy Use in the United States as of 2020



- Although it is harmful to the environment, energy used in the United States is still mostly nonrenewable. *What could you do to help change this?*

Using nonrenewable resources also causes problems by damaging the environment. For example, when fossil fuels are burned to create energy, they release pollution into the air. This pollution can be harmful to your health.

Whenever people use a natural resource, their actions affect the environment. Cutting down too many trees without planting new ones can lead to the loss of **habitats**, places where plants and animals naturally live. Tossing garbage in oceans, rivers, and other bodies of water causes water pollution.



Trees are a renewable energy source. They also benefit the environment in many other ways, such as by improving air quality, saving water, and supporting wildlife.

Protecting the Environment

Fortunately, more people are starting to take actions that protect the environment. Auto companies are building cars that use fewer nonrenewable resources. These include electric cars, which do not require gasoline.

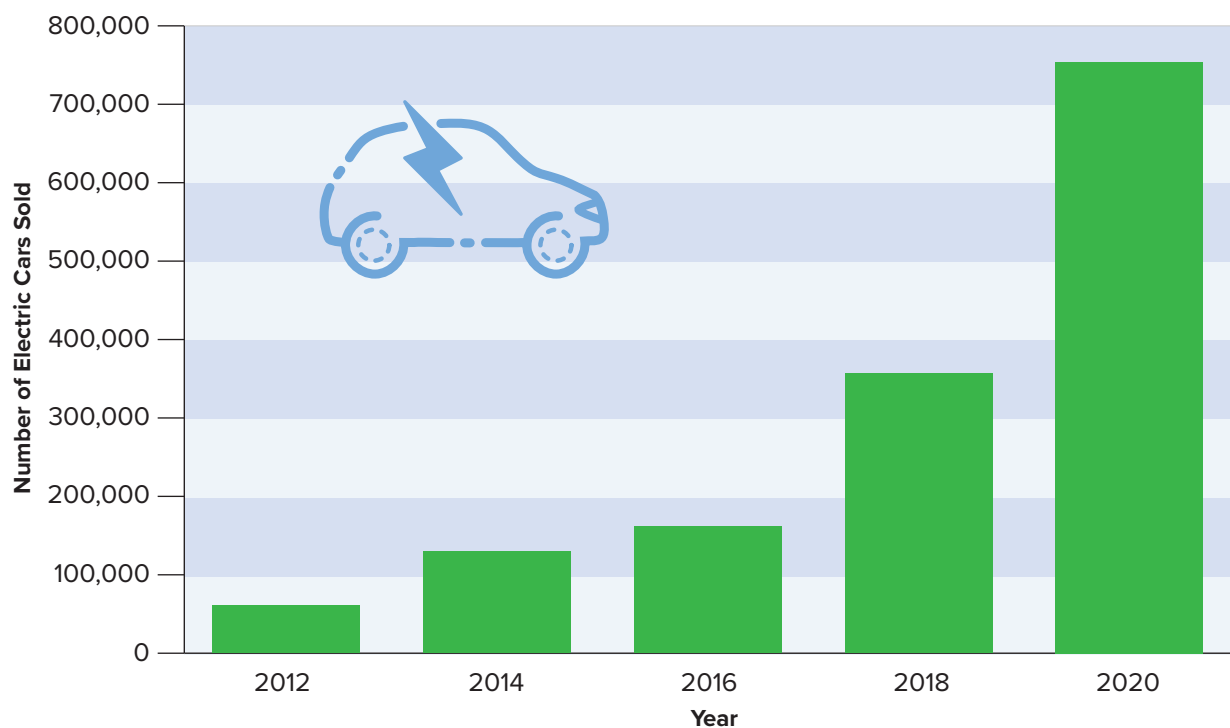
Many companies are also working to clean up existing pollution. The Ocean Cleanup is an organization that is helping to clean up the Great Pacific Garbage Patch, a large collection of litter in the Pacific Ocean.

You can help reduce pollution by recycling materials such as paper and plastic. You can reduce the number of nonrecyclable items you use. You can also reuse materials to create less trash. These efforts help protect the planet.



▶ Recycling materials such as plastic and glass can help reduce pollution. **What other types of materials can you recycle?**

Electric Car Sales in the United States



● The sale of electric cars has grown very quickly in the United States. However, they are still only about 2 percent of all cars sold in our country.

LESSON 2

How Do We Express Our Culture?

Vocabulary

culture
population
tradition
value
civil right
conflict
tolerance
ancestor

Sharing Cultures

Culture is the way of life common to a group of people. Culture can be expressed through the languages people speak, the way they dress, the stories they tell, the food they eat, the religion they practice, the music they listen to, and more.

People are often part of more than one culture. For example, some children celebrate the holidays of more than one religion to honor the different cultures that make up their family. Hispanic and Latino people make up a large population of people in El Paso, Texas. A **population** is the number of people living in a place. Some children in El Paso speak Spanish at home and English at school.

One way we express our culture is by sharing it with others. Culture is often passed from one person to another within a family. When parents teach their children to speak in certain ways, practice particular customs, and make special foods, they are celebrating their culture with their children.

Some people celebrate both Hanukkah and Christmas. They are part of more than one culture. The menorah (left) and dreidels (right) are part of the Hanukkah tradition. The lighted tree in the background is a symbol of Christmas.



Cultures are also shared within communities. If you go to a friend's house or a restaurant that serves food from another country, you may learn about a culture that is different from your own. If you try a new food that you like, you might want to make the food at home. This food might then become a part of your family's culture. In this way, cultures influence one another.

Jazz music is another good example of how different cultures can affect one another. Jazz developed in New Orleans, Louisiana, in the early 1900s. At that time, New Orleans was one of the most multi-cultural cities in the United States. African, Caribbean, Spanish, Italian, German, and American Indian people interacted with one another. They shared the music of their cultures, which included ragtime, marches, and blues. The result was a new, unique style of music called jazz. Jazz was played on the radio and spread from the New Orleans community to places all over the world.



▶ Little Havana in Miami is filled with shops and restaurants. Many people visit this area to eat Cuban food and experience other parts of Cuban culture.



▶ King & Carter Jazzing Orchestra was a group of jazz musicians from Houston, Texas. They performed in the 1920s.



People celebrate life and death at this Day of the Dead parade in San Diego, California. This holiday began in Mexico and is now celebrated all over the world.

Cultural Traditions and Values

Traditions are the special ways a group honors or celebrates something again and again. Children often grow up practicing the same traditions as their family. If a family celebrates Chinese New Year, the children participate in the traditions of the holiday as well. Children may learn to make foods that are part of their family's celebrations. They may hear their family's stories and songs so many times that they can tell the stories and sing the songs on their own.

Traditions are often inspired by people's **values**. Values are people's beliefs about what is most important in life. Values are part of culture.

Each culture has its own values. However, many values are shared by multiple cultures. Values shared among different cultures include helping others, respecting elders, and caring for the environment. Mohandas Gandhi was an Indian lawyer who worked to end British rule in India. Dr. Martin Luther King Jr. was an African American preacher and **civil rights** leader. He fought for freedom and equality for all Americans. Even though Gandhi and King came from different cultural backgrounds, they both valued nonviolence. They used peaceful demonstrations to call for change.

Cultural Beliefs

Do you have some different beliefs from those of your parents or grandparents? Values, beliefs, and traditions change over time, even within the same culture. How people dress is one example. In the first half of the 1900s, some people felt it was improper for women to go out in public without wearing hats and gloves. Over time, that belief changed.

Sometimes resistance to this type of cultural change causes **conflict**, or serious disagreement. To encourage understanding, schools in America are teaching students about different cultures. Students learn **tolerance**, which is a willingness to respect the customs, beliefs, and opinions of others. They practice communicating with others and listening with respect.

Many cultures try to preserve their traditions by remembering and honoring the ways of their **ancestors**, or members of their family who lived long ago. For example, Winona LaDuke has worked to revive many of the traditional customs and foods of her tribe, the Anishinaabeg, in northern Minnesota. Her efforts have helped preserve the tribe's culture.

The Native Trails festival in Scottsdale, Arizona, has similar goals. It highlights the traditional instruments, colorful dances, and clothing of different Southwestern American Indian groups. The event teaches about the people's past and helps bring people of different cultures together.



Drummers perform at the Native Trails festival in Scottsdale, Arizona.

LESSON 3

What Does Our Local Government Do?

Vocabulary

rule

right

law

public transportation

federal

citizen

elect

democracy

representative

Rules and Laws

A **rule** is an official instruction that tells people how to behave. Rules help resolve conflicts and protect us from harm. Rules also protect our **rights**. A right is something you are legally entitled to, such as an education.

Many places, including schools, have rules that people must follow. For example, a school may have a rule that students must not run in hallways. This kind of rule helps keep everyone safe. Many schools have a rule that students must treat each other with respect. This kind of rule can help students feel more comfortable expressing themselves at school.

Communities also have rules that everyone must follow, such as limits on how high fences can be or guidelines about what kinds of signs people can post on their businesses. Like the rules in your school, community



► Students in this classroom must raise their hand to speak. *What are two rules in your classroom?*



rules help keep residents safe and ensure that everyone in the community is being treated fairly.

A **law** is a special rule that is made by the government. Speed limits for driving and having to use a crosswalk to cross the street are examples of laws that keep people safe. Laws that make it illegal to litter help keep communities clean.

Rules and laws do not always work as expected. For example, many communities require new buildings to have a certain number of parking spaces. These rules are meant to provide enough parking for residents and visitors. However, the availability of extra parking may also cause people to rely more on their cars rather than walking or taking **public transportation**, such as buses or the subway. This can increase traffic and pollution. Because of these issues, the city of San Diego, California, and many other places decided to end these laws. If a rule is not working well, a government can change it to something that works better for the community.

► These students are following the law by crossing the street at a crosswalk.

Are there speed limit signs in your community?





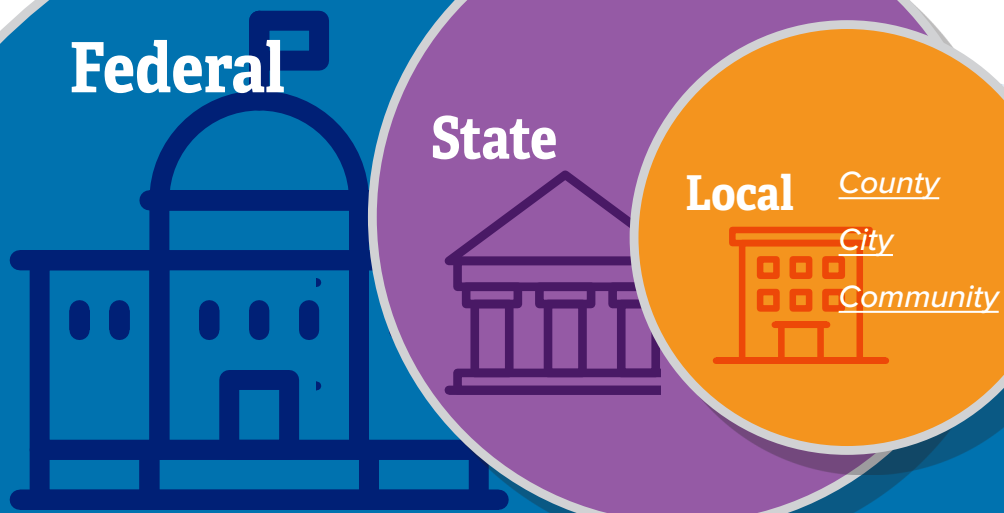
- ▶ Local governments are in charge of their city's public transportation, fire department, and many other services.

Local Government Responsibilities

The United States has different levels of government: local, state, and **federal**. The federal government oversees the whole country. In addition to creating and enforcing laws, these governments have many other responsibilities. Different levels of government have different responsibilities.

Levels of Government

- Which level of government do you think the president works for?



Citizens, or residents of a particular place, generally have more contact with their local government than with state or federal governments. Local governments run towns, cities, counties, and districts.

Local governments provide many important services to their communities. They oversee police and fire departments and emergency medical services. They also help fund public schools, public transportation, libraries, and parks. Most citizens can **elect**, or vote for, their local government officials, including mayors, city council members, and sheriffs.

Local and state governments cooperate to provide some services. Local governments get the power to make official decisions from their state government.

Representative Democracy

A **democracy** is a form of government in which the people rule. The United States is a **representative** democracy. Representatives are people who are chosen to speak or act for others. In the United States, people elect representatives to their local, state, and federal governments to create laws and make decisions.

Imagine if your school wanted to choose a new mascot. It might be overwhelming to have every single student suggest a different mascot. It would be hard to choose from so many options! Instead, your class could vote on a mascot. Then just one student could present your class's mascot idea to the principal. The principal could share the list of potential mascots with representatives from each class, and they could vote on the final selection.

In local government, people elect different representatives, such as a mayor. The mayor oversees the daily operations of a town. This includes the education, fire, police, housing, and transportation departments. The mayor also works with other elected officials, such as city council members, to help make decisions. Residents of the town can inform officials about what they want by sending them emails, writing letters, and speaking at town meetings.



▶ In 2018, Muriel Bowser became the first woman ever reelected as mayor of Washington, D.C.

How Does Our Economy Work?

Vocabulary

economy
scarcity
supply and demand
incentive
trade
income
tax

Think of a thing you need and a thing you want. If you only had enough money for one, which would you buy?



Needs and Wants

An **economy** is how goods and services are made, sold, bought, and used in a country or an area. Goods are usually items people can touch or use, such as food, cars, toys, or clothing. Services are actions people do for someone else, such as giving haircuts, painting houses, or teaching swim lessons. The economy of your community is affected by what goods and services people decide to make, sell, and buy.

The economy of a place changes depending on what the people who live there need and want. A need is something that people must have to survive. Needs include food, water, shelter, and safety. A want is something that people do not need to survive but would like to have, such as jewelry or a vacation. Needs and wants are important for people to consider when making decisions about how to use their money.

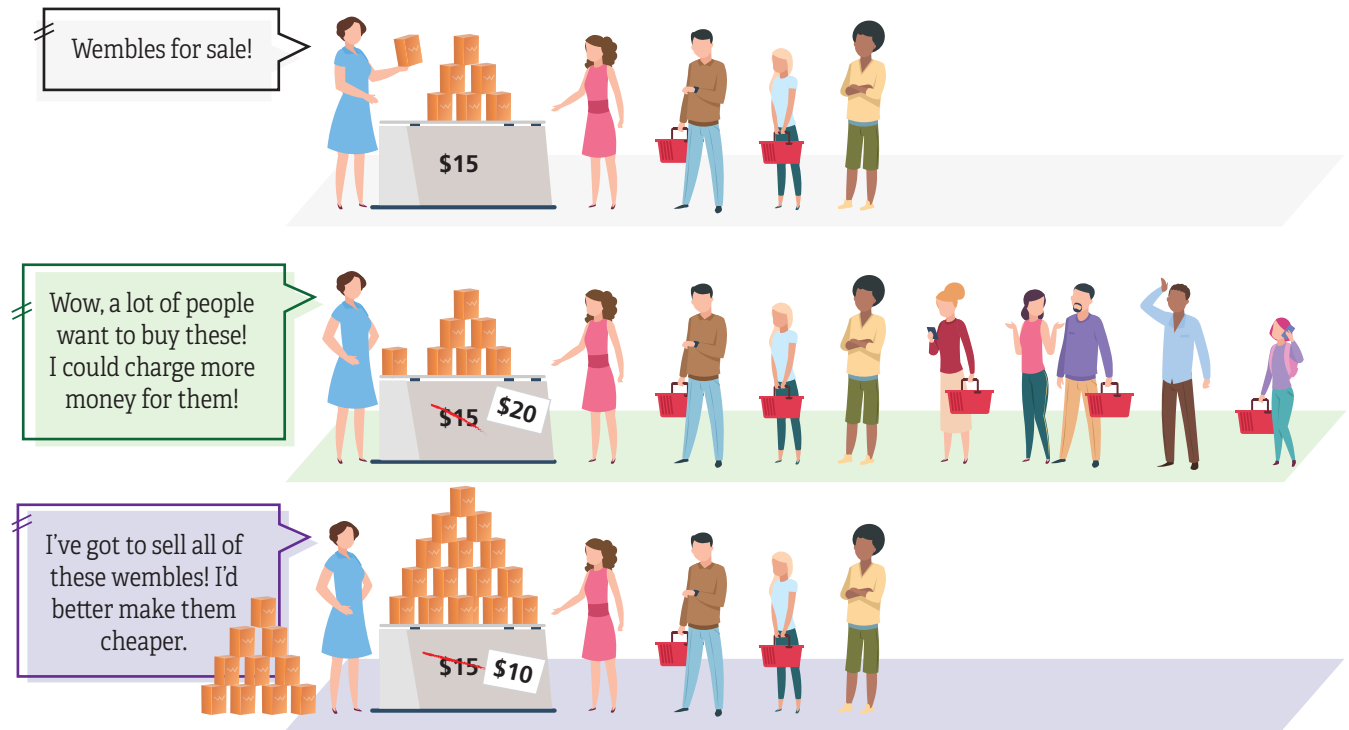
Resources also play an important role in the economy. You learned about natural resources, but there are other resources we value, such as time, money, and work.

Scarcity influences the choices people make about how to use their resources. Scarcity is when there is not enough of a resource to meet our needs or wants. For example, in some cities, vacant land is a scarce resource—there is not enough of it to build housing for all the people who want to live there.

Families consider their needs and wants when deciding how to spend money. People are less likely to spend money on something they want when they do not have everything they need. A family may want to buy a new car, but they may choose to put off the purchase if they need money to pay rent for the family's apartment.

Community leaders also consider their residents' needs and wants when they make decisions about how to use community funds. For example, if some people in a town want to build a park while others want to fix the town's roads, the town council needs to make a decision about how to spend the town's money. If you were on the town council of this town, which project would you choose to fund?

Supply and Demand



Supply and Demand

Imagine that a company in your town starts selling a product called a wemble. People all over your community want wembles, but there are very few available. In other words, the demand for wembles is much higher than the supply of wembles. The high demand for wembles makes them very expensive. People who want a wemble are willing to spend a lot of money for one.

Other companies in your town see how many people want to buy wembles. More and more companies start selling them. People all over your town continue to buy wembles, until it seems that everyone has one. Companies have more wembles than people are willing to buy. Soon the supply of wembles is greater than the demand, and companies must sell them for less.

The wemble example illustrates the concept of **supply and demand**. Supply is the quantity of goods or services that is available, and demand is how badly people want those goods or services. If many people want a good but the supply is limited, the makers of that good can charge more money. If the supply of a good is high but not many people want that good, then the makers of the good usually drop the price.

These pictures show the concept of supply and demand. If the demand for a product increases and the supply remains the same, the price usually goes up. If the supply of a product increases and the demand remains the same, the price usually goes down.



▶ (Above) Lower prices provide a positive incentive for people to buy more. (Right) Sometimes people are charged money for breaking the law. This negative incentive may stop people from breaking rules.

Incentives

When supply is high and demand is low, businesses might try **incentives** to get more people to buy their goods or services. Incentives provide reasons for someone to do something. A restaurant might have a “kids eat free” night, offering a free child’s meal when an adult buys a regular meal. The restaurant uses this positive incentive to encourage customers to eat there.

People make decisions based on negative incentives as well. The government sometimes presents negative incentives to try to prevent people from breaking the law. There are fines for speeding, not wearing a seat belt, and littering. These negative incentives help prevent people from doing these things because they do not want to pay the penalties.

Trading Goods and Services

Trade is a central part of all economies. Trade is the exchange of goods or services among people, businesses, and governments. One way goods are traded is at a store. Imagine that on the way home from school, you and your family stop at the grocery store to buy eggs, milk, and bread. The store gives you food in exchange for money.

Another way that people and businesses exchange goods and services is when workers are paid money for working. That is called **income**. Imagine that you see your cousin at the grocery store. Your cousin works at the store stocking shelves. Your cousin gets paid by the business to help it run smoothly. Your cousin exchanges work for money.

People pay businesses for goods and services. Businesses use the money they receive from customers to pay people who work for them. Governments also trade goods and services with individuals and businesses. Governments collect money, called **taxes**, from people and businesses. The money that comes from taxes helps the government pay for services that support the community, such as providing public schools, building roads, and cleaning parks.

● Can you think of other goods and services?

Goods and Services

GOODS

OBJECTS PEOPLE WANT THAT THEY CAN TOUCH



CLOTHING



TOYS



FOOD

SERVICES

ACTIVITIES DONE FOR OTHER PEOPLE



Teaching



Car repair



Health care

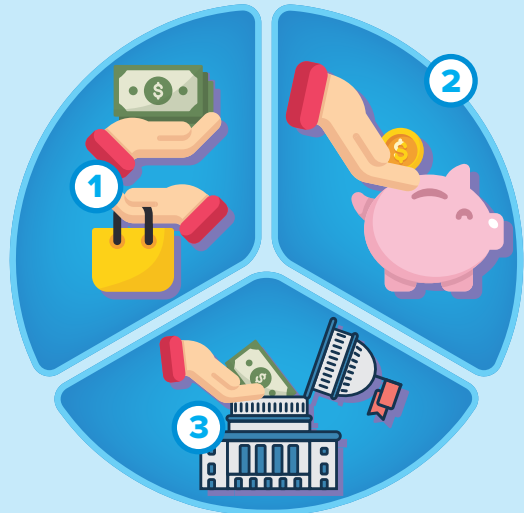
Smart Money Moves

It is important to know a few key ways to manage money. A person may save, spend, or invest their earnings. The information below will help you make good financial decisions when the time comes.

Using Your Money

When you earn money, you can use it in many different ways. Here are three examples.

- 1 Buy Something:** Spend money on goods, like books, or services, like guitar lessons.
- 2 Save It:** When you save money, you are choosing to wait to make a purchase instead of buying something now. People often save for large expenses, such as a computer or college tuition.
- 3 Pay Taxes:** These are payments to the government that people must make. Taxes fund things our community needs, like roads and schools.



Ways to Save

You can save money in many places, each with different levels of risk and reward. Here are a few options.



Keep It at Home

This option is easy, but it does not help you build your savings. It also does not keep your money as safe as a bank does.



Deposit It in a Bank

Depositing money means putting it into a bank account. When you open a savings account at a bank, you can earn interest—money that the bank pays you. Banks usually have a lot of locations where you can deposit (put in) and withdraw (take out) money.



Join Other Finance Groups

Many financial institutions can help you save. With credit unions, people cooperate to save and lend money to one another. Your savings may grow faster in a credit union, but it can be harder to join than a bank. A savings and loan association is a type of bank that helps people save to buy a home.

Borrowing Money

Sometimes people might need to borrow money to purchase something they want or need but cannot afford. That is called a loan.



When you borrow money from a bank, you are expected to pay that money back. But you also have to pay an extra fee—called interest.



Interest rates are based on how risky the loan is. If a person has a history of paying bills on time, the risk that they will not pay back their loan is considered low, so their interest rate is lower, too.

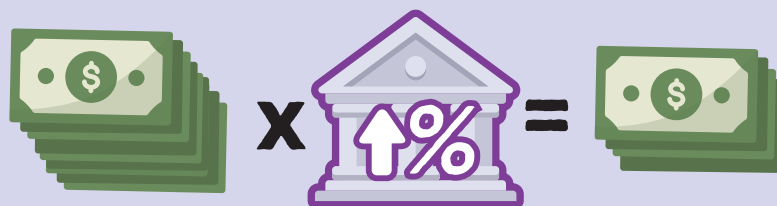


Credit is like a loan. Credit cards let you buy things without using your own money. But you must repay the money quickly. Otherwise you have to pay a high interest rate.

What Is Interest?

Interest works two ways. It can be a fee you pay to the bank when you borrow money. A bank may also pay you interest when you keep money in a savings account.

This example works whether you have \$100 in a savings account that pays 5% interest per year or if you have borrowed \$100 at an interest rate of 5% per year.



$$\text{\$100} \times 5\% \text{ interest} = \text{\$5.00}$$



Over time, interest payments increase the money in your savings account. You would now have \$105 in your account. If this was a loan, you would be required to pay back \$105 instead of \$100.

Young Businesspeople in the Community



LaRayia Gaston

born 1997

LaRayia Gaston was working in a restaurant when she saw a person digging through the trash to find food that had been thrown away. Eventually, Gaston started Lunch On Me, a company that distributes meals to people in need. In addition to feeding thousands of people a month, Gaston's company provides yoga classes, community parties, and other events to help people experiencing homelessness.

Alina Morse

born 2005

Alina Morse was seven years old when her dad told her that lollipops were bad for her teeth. She decided to make a lollipop that both tasted good and was healthy for people's teeth. Working with her dad, Morse created the Zollipop—a lollipop that helps fight cavities and make teeth stronger. She also began the Million Smiles Initiative, which works to educate kids across the country about oral health.





Mikaila Ulmer

born 2005

When Mikaila Ulmer was four, she was stung twice by bees and became fascinated with them. She adapted a lemonade recipe from her great-grandmother's cookbook to use local honey instead of sugar. She entered the lemonade in a children's business competition. The result was Me & the Bees Lemonade, which is now sold in grocery stores and restaurants. Ulmer donates some of the money she earns from her business to help honeybees around the world.

Brandon and Sebastian Martinez

born 2005 and 2007

At age five, Sebastian Martinez was crazy about socks. With the help of his mother and his older brother Brandon, he started Are You Kidding Socks to create and sell socks. Today, Sebastian remains the head of the company, and Brandon oversees sales. The company has given more than \$300,000 to charities serving children. The brothers also created Are You Kidding Cares, which donates socks to children in foster care, people experiencing homelessness, and people affected by natural disasters.



LESSON 5

How Can We Participate in Our Community?

Vocabulary

civic
collaborate
native
compost
conserve

Our Civic Responsibilities

Being a member of a community comes with rights and responsibilities. **Civic** responsibilities are actions people can take to participate in their society. All people can do their part to benefit the communities in which they live. People performing their civic responsibilities are the foundation of any successful community.

People might carry out their civic responsibilities in a community by holding a position in the local government, participating in city meetings, or volunteering. Organizing a community recycling day, helping people in need, driving an ambulance, and coaching a local sports team are other examples of taking civic responsibility.

Floridian Sarah Kauss wanted to reduce water waste in her community. She started her own company to create beautiful, reusable water bottles. Kauss has donated more than \$1 million of the money made from selling these bottles to keeping water safe and clean in her own community—and all over the world.

Participating in your community is important for many reasons. It helps you learn about the challenges local people face and how to help improve their lives. It allows you to see how different groups of people can listen to one another and work together to address community problems. It can even give you the opportunity to influence



▶ Voting is one way for U.S. citizens to take civic responsibility.

▶ Volunteers pick up trash at the beach. Volunteering is one way to help in your community.



the decisions that are made about issues in your community. These experiences will help you become an active citizen who makes positive changes within your community.

Finding Solutions as a Community

Communities must decide how to address many different problems. Imagine that someone in your community notices that there is an unused parking lot full of trash. That person then alerts the local government, such as members of the city council. At the city council meeting, the mayor and the citizens who attend the meeting are made aware of the problem.

Next, the community must decide what to do about the issue. One solution might be for the city to host a cleanup event and organize volunteers to come pick up the trash. That solution will help in the short term, but over time the space may become full of trash again. The city government holds a meeting to listen to the needs and wants of different groups within the community.

City leaders learn that some community members would like a space to grow their own fruits and vegetables. Others want a place to hold cultural events and activities. After listening to many different groups, the city government decides to build a community center and a garden on the lot. This solution means that the lot will no longer be a space where people can easily leave trash, and other needs within the community will be met as well.

Everyone can have a role in helping to solve problems in their community—even children. In 2010, Nalleli Cobo, then a nine-year-old girl living in south Los Angeles, began having frequent nosebleeds and other health issues. She noticed that her family and neighbors were having similar problems. People in her community suspected that chemical leaks from a nearby oil well were the cause.

Cobo went door-to-door with her mother, talking to neighbors about their health and what the community could do to close down the oil well. After three years of Cobo and her neighbors talking to the oil company, the well was finally shut down.



▶ A city council meets in St. Petersburg, Florida. City council meetings are a good place for community members to discuss local problems and work toward solutions.

Can you think of a volunteer project that would help your community?



Students Build a Better Garden to Help the Environment

In 2018, students at Joan MacQueen Middle School in Alpine, California, wanted to reduce waste in their school. They decided to start a garden to help solve the problem. To do this, they **collaborated**, or worked together, with different groups of people in the community.

The garden would both help reduce food waste from snacks and lunches and use little water in the dry area. Students met with local plant scientists, community members, and students from local American Indian tribes to learn about **native** plants—plants that grow naturally in an area. Native plants in Alpine do not need a lot of water to survive, so growing them instead of other plants would save water.

Then the students worked with community members to construct composting bins. **Compost** is the soil that results from breaking down a mixture of rotting plants, food, and paper. It is used to feed growing plants. The bins would reduce waste from lunches and snacks by turning discarded food into nutritious plant food.

After planting the garden, the students showed their community how the garden was **conserving** land and water. Conserving means protecting valuable things, especially natural resources. The advice from many people in the community helped the students meet their goals.



READING SKILL

Identifying the Main Idea

The main idea of a text is the most important point that an author wants to make about a topic. Being clear about what the main idea is helps you understand what the text is about. To find the main idea, start by reading the title. It often gives clues about the text's main idea. The first sentences of the text may also introduce the main idea. The topic of the section above is gardening. As you read the text, decide on the main idea and look for key information about it. Then identify the facts and details that support it.

1. What is the main idea of the text?
2. What are three details the author includes?
3. Do these ideas support the main idea? How?

Some Native Plants in Alpine, CA



Manzanita



Western columbine



Bush sunflower



Silver lupine



California poppy



Jojoba

- ▶ Food scraps are dumped into a compost bin. Compost helps make the soil in a garden richer.



- ▶ The students at Joan MacQueen built a shared garden to reduce food waste at their school. **How could you reduce food waste in your school or home?**



CHAPTER SUMMARY



How Are People Connected in Our Community?

Communities connect people in many ways. People within a community have the geography, the local government, and the local economy in common. Community activities like sporting events and holiday celebrations bring people together too. Community members share civic responsibilities, such as voting and volunteering. They can work together to solve problems.

LESSON 1 How Are We Affected by Our Environment?

- Geography, including natural resources and climate, impacts how people live and work.
- Communities share natural resources with others who lack those resources.
- Using nonrenewable resources can hurt the environment.
- People can recycle and find other ways to help fight pollution.

LESSON 2 How Do We Express Our Culture?

- People share their cultures with others through language, stories, and customs.
- Culture is influenced by people's beliefs and values.
- Learning about other cultures helps people understand one another.

LESSON 3 What Does Our Local Government Do?

- Rules and laws help protect people's rights and keep them safe.
- Local government provides services to help meet the needs of the people in a community.
- The United States is a representative democracy—citizens elect leaders to represent them.

LESSON 4 How Does Our Economy Work?

- An economy is a system of producing, selling, and buying goods and services.
- The prices of goods and services can change depending on supply and demand.
- Positive and negative incentives can affect how people spend their money.
- Individuals, businesses, and governments trade goods and services.

LESSON 5 How Can We Participate in Our Community?

- Civic responsibilities are the actions individuals can take to participate in their society.
- Volunteering and voting are two ways to get involved in a community.
- Community members can work together and listen to one another to solve problems.



What did this land look like before Florida was a state?

The outline of Florida's coast has not changed much, but the number of homes and hotels along the beaches has!



Chapter 2

How Did Florida Develop over Time?

Florida's unusual shape makes it one of the easiest states to locate. It is almost entirely surrounded by water. It has sandy beaches, bountiful farmland, and the 1.5-million-acre Everglades National Park—not to mention some of the most popular family-friendly vacation destinations in the country.

For more than 12,000 years, people have enjoyed Florida's natural landscapes—as well as its warm, sunny climate. It is called the Sunshine State for good reason! Some of the first people to live in the area were the Apalachee, Calusa, Tequesta, Timucua, and Tocobaga peoples.

European explorers visited Florida's coasts as early as the 1550s. Those explorations set in motion the destruction of local American Indian groups. The explorers also set down roots, founding what is now the oldest permanent European settlement in the United States: St. Augustine.

What Is the Geography of Florida?

Vocabulary

peninsula
contiguous
region
mission
enslaved
colony
missionary
pirate

The Regions of Florida

Florida is a **peninsula**, which means it is surrounded by water on three sides. The Atlantic Ocean borders the east side of the state. The Gulf of Mexico is found on the west side. The southern tip of the state touches the Straits of Florida. Florida has 8,436 miles of coastline—more than any other state in the **contiguous** United States. Contiguous states are those that touch along a border.

But Florida is not all sand and beaches. The state is made up of three main **regions**, or general areas: the Atlantic Coastal Plain, the East Gulf Coastal Plain, and the Florida Uplands. The Florida Uplands are where the Sunshine State's famous orange groves are located, as are large areas of untouched forest. The Atlantic Coastal Plain is flat and includes the Florida Keys and most of the Everglades. The East Gulf Coastal Plain is like the Atlantic Coastal Plain but is on the Gulf of Mexico.

Ever since the first American Indian groups settled in what would become Florida, people have come to the area to start new lives. A warm climate and fertile soil made this a great place for growing crops. The nearby ocean and gulf provided plenty of seafood. Forests rich in both timber and wildlife helped people build homes and feed families. Though Florida has changed and developed over the years, it is easy to see why it is still a place where people want to visit and live.

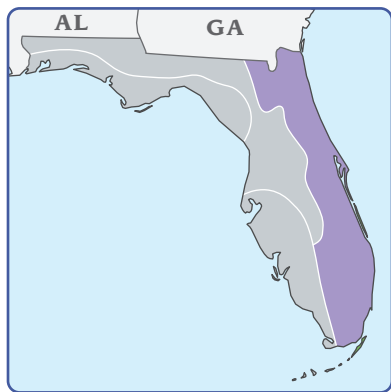
► This buoy in Key West marks the southernmost part of the continental United States. *What is the southernmost place in the United States that you have ever been to?*



Florida Land Regions



Florida is divided into three main regions.
Which region do you live in?



 The Atlantic Coastal Plain region

The Atlantic Coastal Plain

Much of Florida is made up of flat land known as coastal plains. The Atlantic Coastal Plain, which stretches more than 2,000 miles from Massachusetts to Florida, is on the state's entire eastern side. The land is flat but peppered with sand dunes created by the wind. The waters just off the coast are full of sandbars—long, narrow areas of sand—and coral reefs that stretch for 350 miles along the coast. The reefs are home to more than 40 species of coral, which provide food and shelter for millions of plants and animals.

Many of Florida's earliest European settlers moved to the Atlantic Coastal Plain region in the 1500s. In 1565, the Spanish built a fort at St. Augustine. The protection of Spanish soldiers at the fort made it possible for Catholic priests to build **missions**, or churches, in different parts of the state. The missions helped Spanish settlements in Florida grow.

Many American Indians became **enslaved**. They had their freedom taken away and were forced to work at the missions for no pay. They raised food for the Spanish **colony**. A colony is a territory that is settled and controlled by people from another country. **Missionaries** taught the American Indians the beliefs and traditions of the Catholic religion. Missionaries are people sent to a foreign country to teach people about their religion.



 Corals are marine animals. There are two types: hard and soft. Reefs (pictured) are made up of hard corals.



▶ Many people tour the Everglades by boat.

Everglades National Park is on the Atlantic Coastal Plain. Covering more than 1.5 million acres, the Everglades is a shallow, very slow-moving river that contains bays, channels, and swamps. It is home to countless animals, including more than three dozen endangered species, or animals at risk of dying out, such as the Florida panther. The Everglades is the only place in the world where alligators and crocodiles share a habitat. Thousands of birds fly overhead, and nearly 300 species of fish swim in the water.

Sharp-edged saw grass grows throughout this area and gives the Everglades its nickname, River of Grass. Towering, ancient cypress trees grow there, along with mangroves and pines. Everglades National Park attracts more than one million tourists each year. Visitors explore the water on foot, boats, or on a park tram.

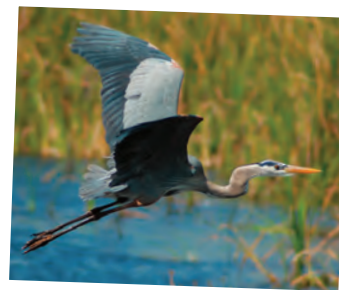
The Keys, a series of 1,700 islands off the coast of Florida, are also part of the Atlantic Coastal Plain. The first people to live there were Calusa and Tequesta American Indians. The Keys were later invaded by the Spanish and visited by **pirates**—sailors intent on robbing the largest ships of all their booty, or treasure. Some of the most famous pirates, including Francis Drake and Robert Searle, came from England.

Today, the 113-mile-long Overseas Highway allows residents and visitors to drive to 43 of the islands. Most of the Keys are very small, and no one lives on or visits them. Others are home to many Floridians and host countless tourists. Key Largo is the island closest to the mainland and, at 30 miles long, is also the largest. It is considered one of the best scuba diving spots in the country. Key West is the farthest island reached by the Overseas Highway.

“

The miracle of light pours over the green and brown expanse of saw grass and of water, shining and slow-moving below, the grass and water that is the meaning and the central fact of the Everglades of Florida. It is a river of grass.”

—Author Marjorie Stoneman Douglas



▶ The blue heron is one of many bird species in the Everglades.



 The Uplands region

The Uplands

The scenery in the Uplands looks different from other regions of Florida. Coastal beaches and ocean views fade into citrus groves and millions of acres of trees. The Uplands contain vast hardwood forests, which are home to the Florida panther and the Florida black bear. The region also contains about one-third of all Florida's swampland and is home to the capital, Tallahassee.

The northern part of the Uplands is located in Florida's Panhandle. The southern part is in the center of the state and contains many lakes. Although Florida is a very flat state, the Uplands feature rolling hills made of red clay. The state's highest point, Britton Hill, is in this region. At only 345 feet, Britton Hill is the lowest "high point" of any state in the country.

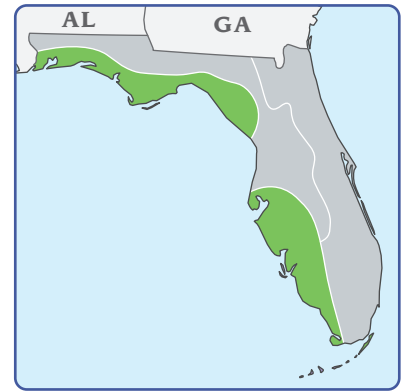
 Britton Hill is located in Lakewood Park.



 This is a citrus grove. Nearly 8 percent of Florida's citrus is made into juice.

The East Gulf Coastal Plain

The East Gulf Coastal Plain is on the west side of Florida. This geographic region extends beyond Florida into Alabama, Mississippi, and Louisiana. Florida's Panhandle and its rolling hills are found in this unusually shaped part of Florida. It is 200 miles long and 50 to 100 miles wide and merges into the Uplands region of the state. The area's westernmost city is Pensacola, which is also known as the City of Five Flags. That is because five different governments have flown their flags over it: Spain, France, the United Kingdom, the Confederate States of America, and the United States.



 The East Gulf Coastal Plain region



 Florida State University is in Tallahassee.



READING SKILL

Finding Similarities

Finding similarities helps us learn what certain people, places, or events have in common and can help us better understand the things being compared. You can find similarities by looking for:

- Key words and phrases such as *similarly*, *like*, *also*, and *same as*. These words are often used to point out similarities.
- Common descriptions within the text. Wildlife is mentioned in more than one region description. That suggests some regions have wildlife in common.

Answer the questions below about similarities among Florida's three main regions:

1. What do the three regions have in common?
2. In which regions can you find a lot of trees?
3. In which regions are there large bodies of water?

LESSON 2

What Changes Have Florida's Native People Faced?

Vocabulary

migrate
artifact
colonize
hurricane
expedition
reservation

▶ An American Indian burial mound is preserved at Crystal River Archaeological State Park.

The First Floridians

The very first people who **migrated**, or moved, to this region likely walked across a strip of land that long ago connected Asia to North America. They were following the tracks of large animals and eventually ended up in Florida. These early people left behind objects known as **artifacts** that show they were hunters and fishers. They used simple tools like spears and clubs to hunt. They also learned to grow a variety of crops, including corn and melon, and became farmers. The area had plentiful wildlife and fertile soil. It also had abundant fresh water, or clean non-salty water, to drink. Everything the people needed to survive was there. They settled in villages.

Over time, the people developed a number of skills, such as carving canoes and creating pottery. They traded with other groups, built dwellings, and constructed burial mounds. The burial mounds were also places to hold religious ceremonies or other important gatherings. Some of these mounds can still be found in Florida. Artifacts such as shells, tools, jewelry, and weapons found inside the mounds have given experts many clues about American Indian life in the distant past.

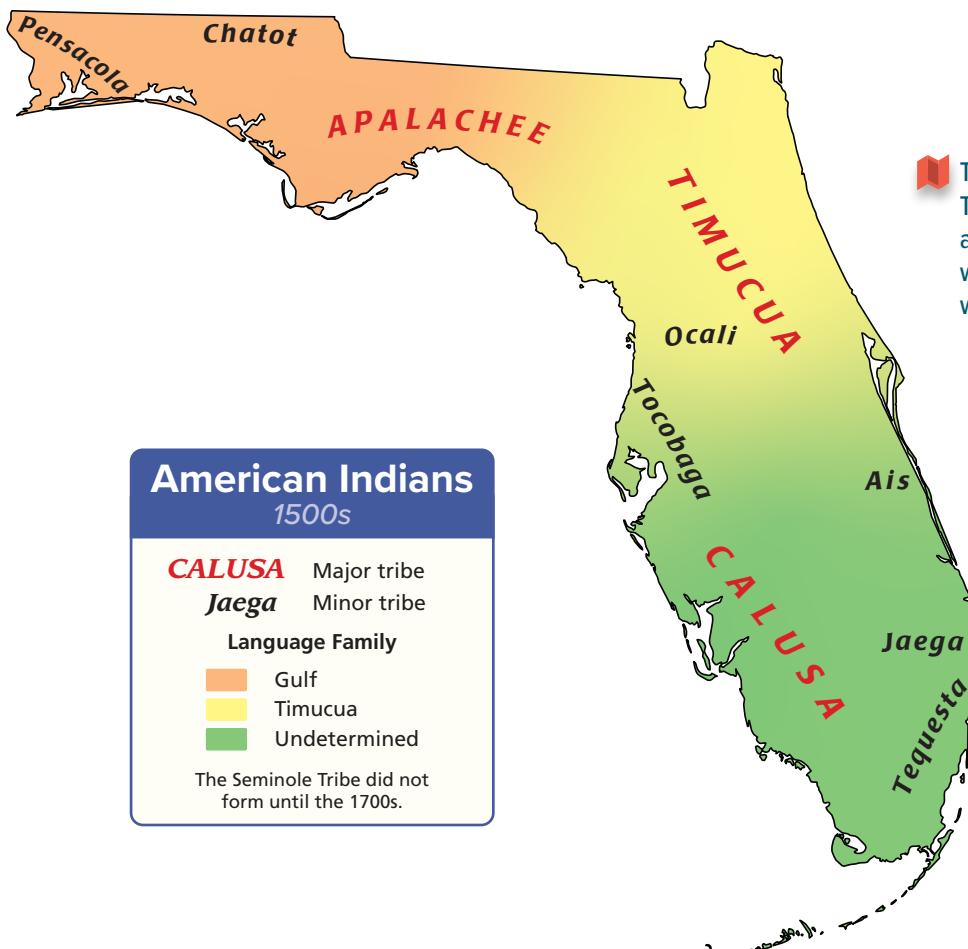


Early American Indian Groups

Five hundred years ago, Florida was home to five main American Indian cultures: the Apalachee, Calusa, Tequesta, Timucua, and Tocobaga peoples. Although the people were spread out across the state, they sometimes came into conflict as they competed for access to natural resources, such as minerals, water, and forests.

The Apalachee people were farmers who lived in the northwest Panhandle. They were known as fierce fighters. The people played as hard as they fought. They played a game with a hard, small clay ball that they pushed toward a goal post with their feet. Each of the two teams would have as many as 100 players. Usually, the game was played in the hopes of pleasing the gods of rain and thunder, who the people hoped would then send rain to water the crops.

The Calusa people, who were excellent sailors and fishers, settled along the southwest coast. They carved canoes from hollowed-out cypress tree trunks and made fishing nets from palm trees. The Calusa people also collected shells, which they used for everything from tools to jewelry.



The Apalachee, Calusa, Tequesta, Timucua, and Tocobaga peoples were spread out across what became Florida.



▶ This is a reproduction of a traditional Timucua house. *Do you think the people spent most of their time inside or outdoors?*

The Tequesta people lived in south Florida. They gathered berries and nuts and hunted big game such as bear, boar, and deer. They also fished. The Tequesta were known for catching sharks and porpoises, as well as for collecting oysters, clams, and turtle eggs. They used shark teeth to make hammers, hooks, and spearheads.

The Timucua people settled in the central and northeastern parts of Florida. They survived by farming and hunting with blowguns. They found ways to preserve meat, or keep it from spoiling, by smoking it slowly over a fire. They also invented a special type of wooden trap to catch fish. There were many jobs to do in the Timucuan village. Some men were hunters, and others were trappers or fishers. Women were in charge of cleaning animal hides and sewing them into clothing. They also gathered roots, nuts, and berries to eat. Some of the women learned how to make pottery for storing food or carrying water.



▶ A painting of a Timucuan village

At the north end of Tampa Bay, the Tocobaga people lived off what they could capture. In the water, they often hunted manatees. On land, the people hunted many types of wildlife, including rabbits and armadillos. The Tocobaga people are known to have used a tool called an adz, which they made by tying a stone to the end of a curved stick. They mainly used the adz for digging clams.

The Arrival of Europeans

For thousands of years, American Indians were the only people living in the area that became Florida. Then, in 1513, Spanish explorer Juan Ponce de León arrived. He named the region *Pascua de Florida*, which means “feast of flowers.” In 1521, Ponce de León returned and attempted to **colonize** the area, or establish a settlement. That plan was thwarted when the Calusa people attacked him and his men. Ponce de León was shot in the thigh with an arrow. The wound would later kill him.

About 50 years later, Tristan de Luna y Arellano—another Spanish explorer—established a settlement at Pensacola Bay. It did not last long. A **hurricane** destroyed the settlement and most of Luna’s fleet. A hurricane is a rotating storm that forms over warm water and has winds of 74 miles per hour or more. (For comparison, a car driving on the highway travels at about 60 miles per hour.) Luna and his crew went back to Spain.

Europeans continued to journey to the area from Spain and France. Most of those **expeditions** were met with more trouble than the explorers had ever expected. Hurricanes destroyed their supplies. Harsh winters killed their crops. Most of all, American Indian groups fought their attempts to take over the land. Those victories came at a high cost, though. By the mid-1700s, more than 90 percent of the American Indians in the region had died due to a combination of battles, starvation, and exposure to new illnesses.



▶ Juan Ponce de León is the first known European to visit the area that would become Florida.



▶ The historic Seville Quarter in Pensacola reflects Florida’s Spanish roots.

The Seminoles

Ancestors of the Seminoles were living in the area now known as Florida when Europeans first arrived in the 1500s. In the 1700s, Creek people began migrating to the Florida area mainly from Georgia and Alabama. They joined the Seminole people and eventually became part of their group. The people settled in the Everglades, where they hunted, gathered, and grew corn and beans.

The Seminoles were also joined by Black people who had been enslaved but managed to escape. Together, these people created the Seminole Tribe of Florida. In the 1800s, the Seminoles fought several

wars against both Europeans and Americans to protect their lands and way of life. They were not always successful.

In 1830, the Indian Renewal Act was made law. It allowed the U.S. president to give lands west of the Mississippi River to American Indian groups in exchange for their lands in existing states. The Seminoles, like many other American Indian groups, were forced to leave their traditional lands and move to **reservations**. A reservation is land

▶ A Seminole family in 1927



▶ Mary Billie (left) has been making Seminole dolls since she was 17. She learned this art from her mother, who learned from Mary Billie's grandmother.



Many place names in our state are based on the Seminole language. This map shows some of them. **Are there others in your area?**

set aside specifically for American Indians. By 1858, the Seminole Tribe in Florida had been reduced from a nation of thousands to about 200 people.

Today, our state is home to two federally recognized tribes—the Seminole and Miccosukee tribes—and nine Indian reservations. Many of the American Indians who live on reservations visit schools to teach students about their culture. They also hold festivals where they perform traditional dances and music. It is one way to share their culture and make sure it remains an important part of life in Florida.



▶ Flag of the Seminole Tribe of Florida

LESSON 3

How Did Florida Become a Part of the United States?

Vocabulary

convert

blacksmith

American Revolution

cede

European Settlements

In 1564, French explorers started a colony near present-day Jacksonville. One year later, a Spanish expedition led by Don Pedro Menendez de Aviles arrived on Florida's shores. He shut down the French fort and killed most of the inhabitants to secure the area for Spain. Menendez founded the town of St. Augustine and built a fort. It was a military outpost, but it was also a base for spreading Catholicism. The Spanish wanted to **convert** the native people, or change their religion to Christianity.

The Spanish built missions and enslaved the American Indians in the area. They also built the Camino Royale—the royal road—between St. Augustine and present-day Tallahassee. That road connected all the missions. Many of the enslaved people at the missions grew oranges, corn, wheat, and watermelons. Others raised livestock.

At every mission, enslaved people were forced to abandon their traditional language, way of life, and religion. They also had to learn Spanish and to dress, eat, and behave like Europeans. They had to go to church every Sunday.

Many of the enslaved people were killed for refusing to give up their traditional ways. Far more died from the illnesses—such as smallpox, measles, and mumps—that the Spanish brought with them. Others died from being overworked and poorly fed.



▶ Pedro Menendez de Aviles was an officer in the Spanish navy.

▶ Castillo de San Marcos in St. Augustine is the oldest masonry fort in the United States.



Fort of Freedom

One of the best-known forts in early Florida history was Gracia Real de Santa Teresa de Mose, or Fort Mose, just north of St. Augustine. Established in 1738, Fort Mose was the first free Black settlement in the United States. Most of the inhabitants were people who had escaped enslavement in British colonies to the north of Florida. They were led by Francisco Menendez, a free African American military leader who worked for the Spanish Empire. Spanish leaders allowed Black people to live at the fort in return for their labor or military service, as well as their promise to become Catholics. This benefited the Spanish as much as the newly freed people, many of whom were skilled **blacksmiths**, carpenters, and farmers. Blacksmiths are people who make things by heating and bending iron.

Then, in 1740, a war for control of Florida began between England and Spain. Fort Mose was one of the first targets. Thousands of English soldiers arrived in the area. They had instructions from the king to destroy the fort and then bring back any formerly enslaved people. The English attack lasted for almost a month. The inhabitants of the fort were outnumbered. But thanks to the leadership of Menendez, they triumphed in the end.



▶ In 1738, this fort near St. Augustine became the first free Black settlement in the United States.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

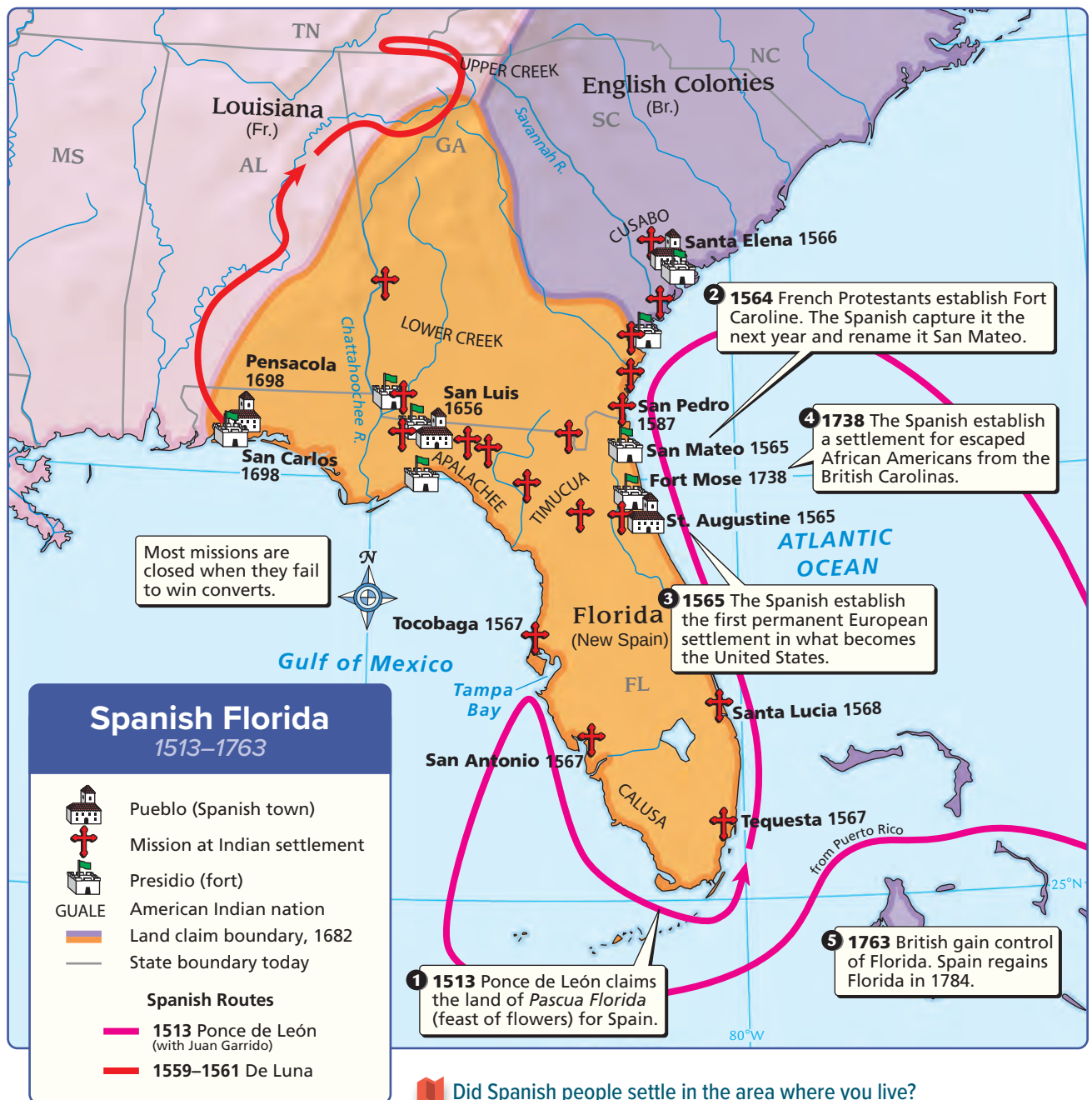
Find dates and sequencing words to help you understand the events in the section above.

1. What happened shortly after the first Black settlement was established?
2. What happened next?
3. What dates and sequencing words are in the section above? List them in order.

Fighting for Control of Florida

The Spanish missions in Florida did not thrive. As the decades passed, the number of American Indian people living in them dropped. Some died, and many were captured and enslaved by the British. Meanwhile, Great Britain, France, and Spain all fought for control of Florida.

In 1763, Great Britain gained control of Florida in exchange for giving Spain control of Cuba. Then Britain divided its land in Florida into two colonies. St. Augustine was the capital in the east. Pensacola was the capital in the west. British rule lasted only 20 years. From 1775 to 1783, the **American Revolution** was fought



Did Spanish people settle in the area where you live?

between the 13 American colonies and Great Britain. The colonies wanted independence from the British, and after years of fighting, they won. After the war ended, Florida was given back to Spain. But that did not end the struggle for control.

The American Invasion

The United States also wanted this area. The government sent troops under General Andrew Jackson to invade Florida. The First Seminole War, which was fought from 1817 to 1818, succeeded in pushing the Seminoles farther south into Florida. Jackson also managed to take the Spanish town of Pensacola. As a result, Spain **ceded**, or gave up, Florida to the United States in 1819. The United States paid \$5 million to make Florida a U.S. territory.

Florida now belonged to the United States, and by 1835, the Seminole people were being forced to move under the terms of the Indian Removal Act. Some people stayed, however, and either hid in the Everglades or fought the government forces.

The Second Seminole War began in 1835 and raged for seven years. Osceola, whose name means “Black Drink Singer,” led the Seminole warriors until his capture in 1837. Thousands of American soldiers and Seminoles died, and the American Indians lost even more land. The Third Seminole War, which started in 1855, led to the removal of most of the remaining Seminoles. A few hundred people managed to escape to remote parts of Florida, like the Everglades.

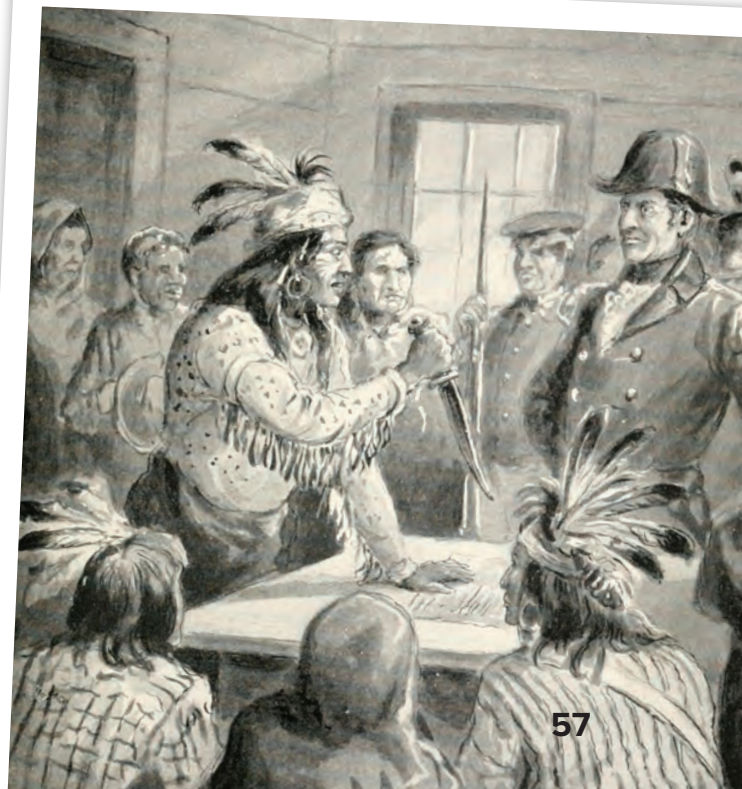
▶ Seminole warriors attack a fort on the Withlacoochee River.



▶ Osceola refused to sign an agreement giving up tribal lands.



▶ Tuko-See Mathla was another Seminole leader.



How Did Florida Grow Before 1900?

Vocabulary

cargo
Cracker
pioneer
constitution
Congress
secede
blockade
abolish
Reconstruction
amendment
ratify
tourism

Growing toward Statehood

After Florida became a territory, many Americans began arriving from the states. Steamboats carried passengers and **cargo**, or goods, to small towns that were developing along Florida's rivers. Railroad lines took people and supplies from one Florida town to the next.

Early White settlers included America's first cowboys and ranchers, who came to be known as Florida **Crackers**, a term that dates back to the early 1500s. The name is thought to have been inspired partly by the cracking sound the cowboys' whips made when used to herd cattle.

There were also cotton and tobacco planters, as well as families looking for a chance at land ownership. Life was difficult for these early settlers, called **pioneers**. They had to clear their land to build homes and plant crops. Daily chores included tending crops, taking care of animals, washing clothes by hand, preparing meals, and chopping wood for fuel. All family members had to pitch in.



► This original Florida Cracker homestead can be seen at Forest Capital Museum State Park.

As the population of Florida grew, so did residents' desire for statehood. They wanted to be able to have a say in making laws and electing leaders. In late 1838, a group of 56 Floridians gathered to create Florida's first **constitution**, a formal document outlining the basic principles of government and rights of the people. They looked at the constitutions of other states to decide how this important document should be written. Then they sent it to the U.S. **Congress** for approval. Congress is the lawmaking body of the U.S. government. Making Florida a state was not a simple decision, though.

At the time, the United States was made up of 13 states where slavery was outlawed (free states) and 13 states where it was legal. Cotton and tobacco planters wanted Florida to be admitted as a state where slavery was legal. But that would upset the balance in Congress, giving one side more influence and power than the other.

Finally Congress came up with a solution. Iowa would be admitted as a free state to balance the addition of Florida. In 1845, Florida became the 27th state. At the time, the population was about 60,000. About half of those people were enslaved.



▶ For many in Florida, ranching is a family business that is still practiced today.

▶ A steamboat approaches Silver Springs.



The Civil War started when Confederate forces attacked Fort Sumter in South Carolina.



The Civil War

The debate over slavery in America came to a head when Abraham Lincoln was elected president in 1860. Before long, 11 Southern states, including Florida, **seceded**, or formally withdrew from the rest of the country. They formed the Confederate States of America, also known as the Confederacy. In 1861, the first shots of the Civil War were fired.

More than 15,000 Floridian men fought on the side of the Confederacy. There were some, however, who were against slavery and fought for the United States, which was known as the Union, instead. Women and children took over the work of running homes and farms. Most of the food they grew was given to the soldiers fighting in the war. Life at home was difficult.

At the beginning of the war, the Union sent ships to **blockade**, or block, Florida's ports. That made it difficult to send supplies throughout the Confederacy. But because Florida's coastline is so long, some small ships were able to sneak past Union lines. Most battles took place in states other than Florida. The largest battle fought in the state was the Battle of Olustee, near Lake City. The battle lasted almost six hours, and nearly 3,000 men were killed.

The war ended in April 1865. The Union had been preserved and slavery was **abolished**, or formally ended. Now Florida, like the rest of the country, began to focus on recovery and repair.



▶ The attack on Fort Sumter went on for 34 hours before the Union soldiers stationed there were forced to surrender.



 This map shows Civil War activity in Florida.

Reconstruction

President Lincoln had spent a lot of time thinking about how to heal the nation after the Civil War. But he was shot and killed before he could put his plans into action. That job would fall to his replacement, Andrew Johnson. This period of rebuilding is known as **Reconstruction**.

After the war, the 13th Amendment was added to the U.S. Constitution. An **amendment** is an addition to the Constitution. This change officially abolished slavery throughout the United States and freed all enslaved African Americans. Federal troops arrived in Florida and other states of the former Confederacy to make sure that enslaved people actually were freed. In Florida, that meant releasing about 40,000 Black people from bondage.

Some Features of the Black Codes

Black people could not own weapons.

Black people could not work and live in White areas.

Black people could not walk through White neighborhoods without permission.

Black people could not sit on a jury.

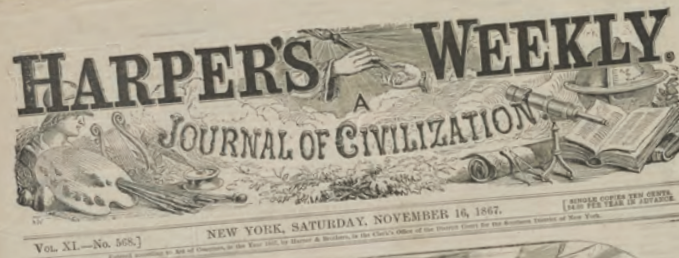
Black people could not be elected to positions of leadership in the state government.

Black people could not be volunteers in the state's militia.

Yet many governments in the South found ways to continue to deny Black people of their rights. In Florida, the state legislature began passing Black Code laws. These laws restricted the lives of African Americans—but did not re-enslave them.

For example, Florida had a vagrancy law. A vagrant is usually meant as someone who wanders the streets without a job or a home. But police in Florida could arrest any Black person they saw on the streets for being “vagrant” and force them to work for one year without pay. Their children could be hired out to work as apprentices to tradespeople.

In response to the Black Codes, Congress passed the Civil Rights Act of 1866. Then, in 1867, Congress passed the Reconstruction Acts. Those laws placed Southern states under military governments until they had written new constitutions, which had to be approved by Congress. The states were also required to **ratify**, or approve, the 14th Amendment before they could be readmitted to the Union. The 14th Amendment granted African Americans citizenship, as well as full protection under the law. On June 25, 1868, after amending its state constitution, Florida again became part of the United States. The 15th amendment, ratified two years later, gave Black men the right to vote.



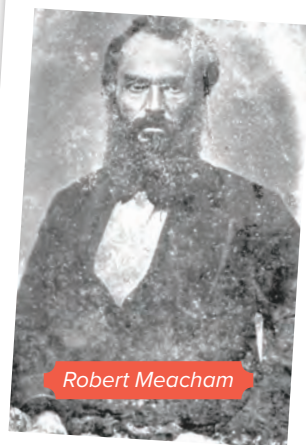
► This drawing from *Harper's Weekly* celebrates the 15th Amendment. **Pretend to write word bubbles for the first three men in line. How do you think they feel about having the right to vote for the first time?**

Economic Development

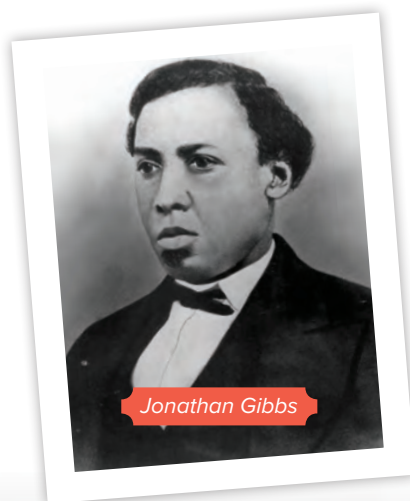
Because Florida was not heavily damaged in the war, it did not have to invest in repairing what was lost. Instead, time and money could be spent on building hotels and homes. Florida also had abundant building materials in the form of timber in the Everglades. So the state's economy further benefited by supplying building materials to those states where more destruction had occurred.

Industries began expanding, helping make the state's economy stronger. During the 1880s, railroads, phosphate mining, the timber business, and **tourism** all grew. Tourism is the practice of traveling and visiting a place for pleasure. In turn, this brought more investors, families, and businesspeople to the area looking for new and better opportunities.

Under the new state constitution, African Americans also had more opportunities—including the chance to hold public office. Robert Meacham helped write the state's new constitution and also served as a state senator. Jonathan Gibbs served as Florida's first public education superintendent and as secretary of state.

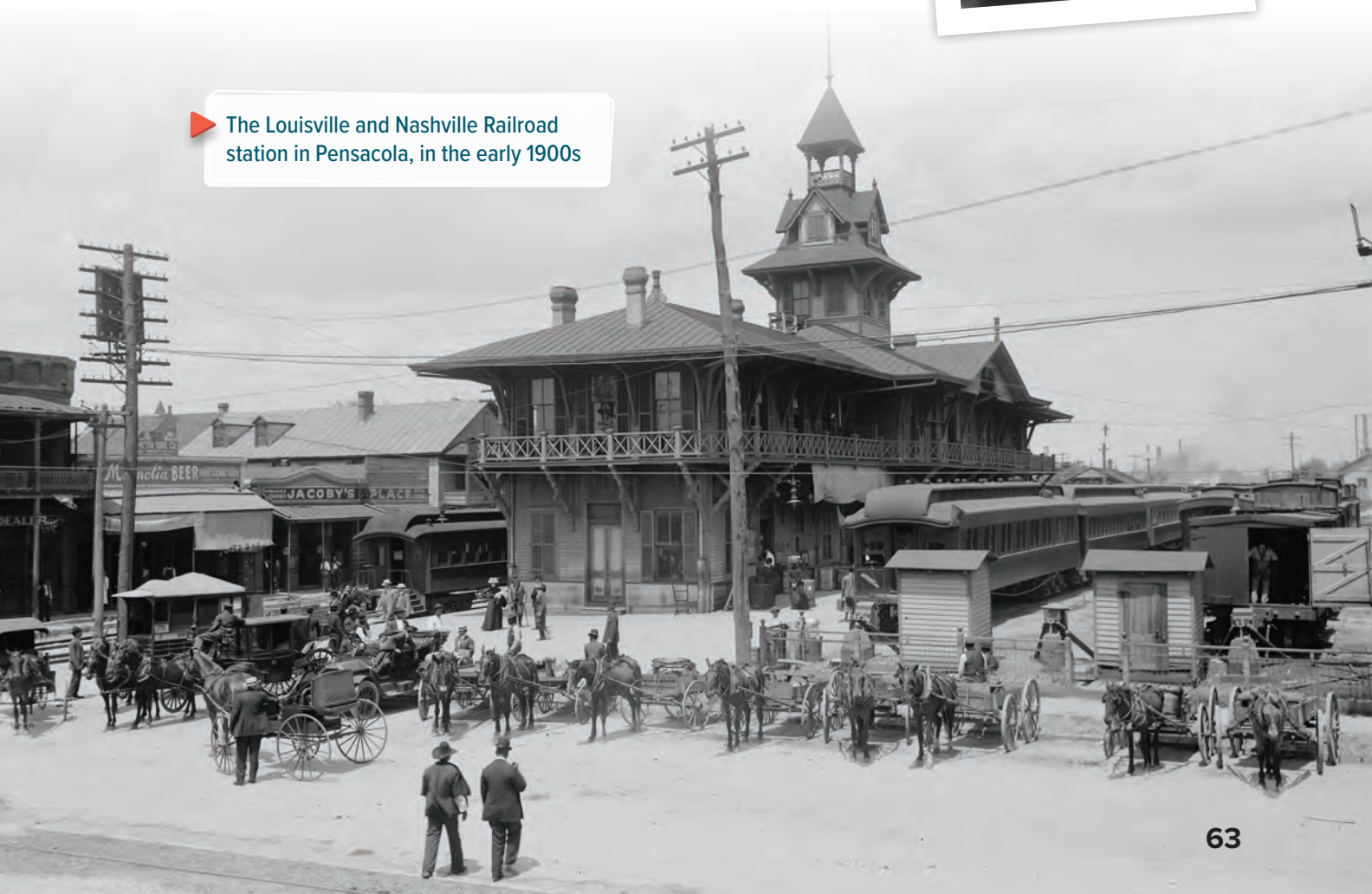


Robert Meacham



Jonathan Gibbs

► The Louisville and Nashville Railroad station in Pensacola, in the early 1900s

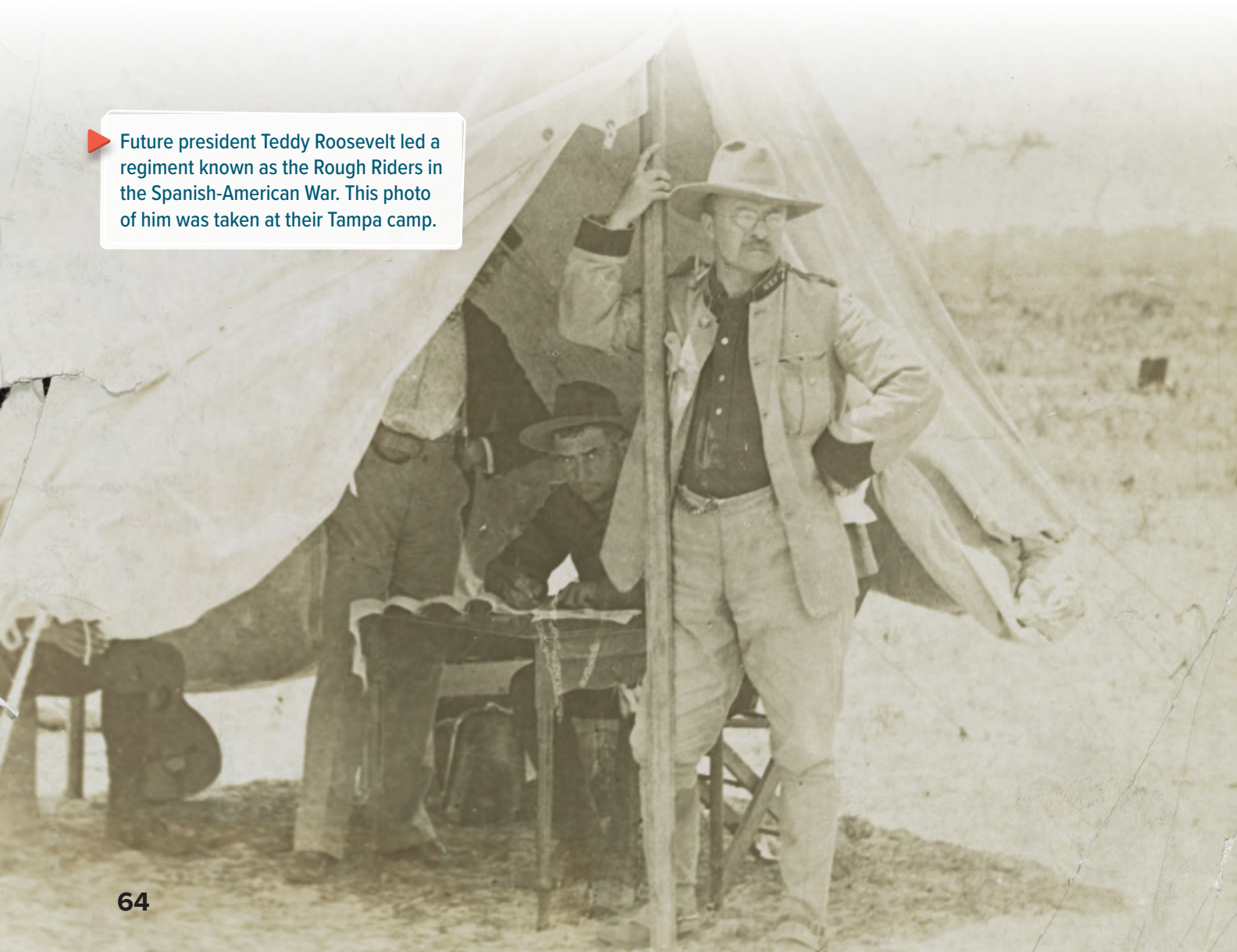


The Spanish-American War

Spain had been given control of Cuba as part of its agreement with Great Britain in 1763. But the citizens of Cuba wanted their independence. In January 1898, they rioted in the streets of Havana, Cuba's capital. Many Americans supported the Cuban people. The U.S. government sent a battleship, the U.S.S. *Maine*, to protect American citizens and property on the island. When the *Maine* exploded and sank in the Havana harbor, the United States blamed Spain. Congress declared war.

Most of the fighting took place in Cuba. That made Florida, which is close to Cuba, a good spot in which to build military bases. More than 30,000 troops left for Cuba from Tampa's Fort Brooke. All the soldiers needed places to live and food to eat. They also wanted things to do during their free time. It was not long before Tampa became a thriving city.

▶ Future president Teddy Roosevelt led a regiment known as the Rough Riders in the Spanish-American War. This photo of him was taken at their Tampa camp.





▶ The Eighth Infantry boards a ship in Tampa for transport to Cuba.



▶ The wreckage of the U.S.S. *Maine*

Tampa was home to many Cubans, who had originally come to the area to work in the cigar industry. Many of them volunteered to fight for Cuban independence. Before the year was over, Spain surrendered and Cuba gained its independence.



▶ After the sinking of the *Maine*, the U.S. Navy blockaded Cuba, trapping the main Spanish fleet. When the fleet tried to escape, the Americans sank all seven Spanish ships.

People from Florida's History

Osceola

about 1804–1838

Osceola was a Seminole warrior. He led the resistance when the U.S. Army tried to force the Seminole people off their own land. When the army was unable to defeat Osceola in battle, they used trickery. They lured him to a meeting under a flag of truce and then took him prisoner. Not long after, Osceola died far from his home, at Fort Moultrie in South Carolina.



John Gorrie

1803–1855

John Gorrie was a doctor who also served as mayor, postmaster, and city treasurer of Apalachicola. When the town was hit with yellow fever, Gorrie suspected that keeping patients cool might help them survive. He had ice shipped from the North to create “cool rooms.” He then invented a machine that could make ice. Gorrie’s machine laid the groundwork for the invention of air-conditioning.





Josiah T. Walls

1842–1905

Josiah T. Walls was born into slavery. During the Civil War, he was forced to be a servant to a Confederate soldier. Walls was captured by Union forces, set free, and then served in the Union army. After the war, Walls worked as a farmer, teacher, and newspaper publisher. He was the first Black person to represent Florida in the U.S. Congress. Walls served in the House of Representatives three times and sponsored many important bills.

Marjory Stoneman Douglas

1890–1998

Marjory Stoneman Douglas had a Miami newspaper column. She wrote about women's rights, civil rights, and the environment—a subject that included one of her favorite places: the Everglades. Douglas wrote a book, *The Everglades: River of Grass*, about the importance of the Everglades to Florida's ecology. She spent most of her life fighting to protect this land and was awarded the Presidential Medal of Freedom in 1993.



Who Helped Shape Florida?

Vocabulary

immigrant
Great Depression
installation
refugee
heritage
entrepreneur

Floridians Face National Challenges

Florida has many things to offer, from citrus groves and cattle farms to palm trees and sandy beaches. It has sunny weather, rich soil, and easy access to the ocean. Florida's landscape is special, but its people make Florida what it is today. Just one-third of the people living in Florida today were born there. Many of Florida's residents are **immigrants**—people who came to the state from other countries. Some people also moved to Florida from other states, especially from the Northeast.

The state's population doubled between 1920 and 1940. And it kept doubling every few decades, growing far faster than the rest of the country. People came by train and in newly built cars on newly paved roads. Tourists stayed in hotels. They ate in restaurants. They helped the

state economy grow quickly. Some vacationers liked Florida so much, they moved there permanently, building homes and starting new businesses. Florida had laws in place that made buying land easy. The population grew quickly.



▶ This photo (left) and postcard (below) show the Miami Beach Casino, around 1923.



The Great Depression

Like the rest of the country, Florida struggled during the **Great Depression** of the 1930s. At the height of the economic struggle, more than two out of ten people were out of work. Many lost their homes and their entire life's savings. Things were made worse by an invasion of fruit flies that ruined the state's citrus crops. Then two hurricanes hit southern Florida, destroying railroads and killing hundreds of people. Meanwhile, people from around the country continued to move into the state looking for jobs harvesting crops. They were called migrant workers because they moved from place to place for work. Migrant workers often lived in shacks made from whatever they could find.



▶ The children of a migrant fruit worker pose at the entrance to their home.

World War II

When Franklin Delano Roosevelt (FDR) was elected president, he instituted a series of programs called the New Deal. Many of these government programs created jobs for people around the country, including 40,000 Floridians. Meanwhile, the citrus groves began to recover. And more airlines were offering flights to Florida, which helped with tourism. Florida was on the road to recovery. But it would take a war to get the state—and the entire country—back on its feet.

When World War II broke out, Florida residents got to work building shipyards, ships, and military bases. More than 170 of these military **installations** were constructed across the state. One of the biggest was Camp Blanding, near the city of Starke. It could house 55,000 soldiers. But there would eventually be so many troops in Florida that some had to live in hotels.



READING SKILL

Summarizing

Summarizing information helps us understand the most important points the author is making.

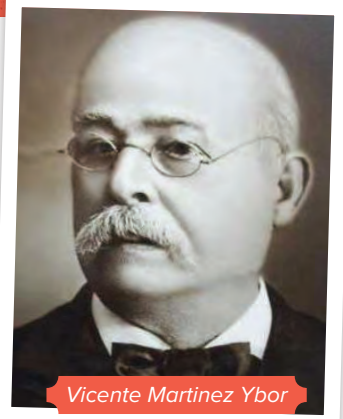
To summarize a text, note its main idea, and then briefly describe its primary points, leaving out details and examples.

Answer the questions below to summarize the sections on the Great Depression and World War II.

1. What is the main idea of these sections?
2. How did the Great Depression affect Floridians?
3. How did World War II help Florida rebound from the Great Depression?

Hispanic Influences

▶ People meet in Domino Park in Little Havana to play dominoes.



Vicente Martinez Ybor

Today, more than 25 percent of Florida's population is Latino. Many of those immigrants came from nearby Cuba. In the early 1890s, as

many as 100,000 Cubans moved to Florida to work, mostly in the cigar industry. One Cuban immigrant, Vicente Martinez Ybor, came to Tampa to set

up his cigar business. The business became so successful that the city became known as the cigar capital of the world. Over time, Ybor helped Florida's economy even further by building a hotel, a brick factory, and the town's first streetcar line. Today, Ybor City is named for him.

Florida has provided a safe haven for thousands of Haitians and Colombians who escaped conflict and poor living conditions. People have also moved to the area from Puerto Rico and Mexico. All these immigrants have helped create the Florida that exists today. They have paid taxes, improved neighborhoods, and started businesses, making the state's economy stronger. They have also brought new foods, traditions, music, and art to Florida, making it a more interesting place to live.

Asian Immigrants

Chinese immigrants have played an important role in developing Florida's economy. Lue Gim Gong, an immigrant from Canton, China, came to Florida around 1885. He developed a new variety of orange that could withstand cold temperatures. Lue's invention revolutionized the citrus industry and earned him the nickname "the citrus wizard of Florida."

In the early 1900s, a group of Japanese immigrants created the Yamato Colony in what is now Palm Beach County. Many of the immigrants left the area after their pineapple plantations failed. But George Morikami stayed on. He continued growing fruits and vegetables and acquired more land. Toward the end of his life, Morikami donated 200 acres

“

No one should live in this world for himself alone, but to do good for those who come after him.”

—Lue Gim Gong

▶ The Morikami Japanese Garden as it looks today



of land to Del Ray County, which is now home to the Morikami Museum and Japanese Gardens. Today, Asian Americans are one of the fastest-growing groups in Florida.

In the 1970s, thousands of **refugees** from Vietnam moved to central Florida. Refugees are people who are seeking safety in a time of crisis. Many were fleeing violence and looking for a safe place to raise their families. Over the years, they created the neighborhoods and businesses that today make up Little Vietnam in Orlando.

Black Heritage

African Americans in Florida have impacted everything from the state's arts and religion to its music and politics. Julian "Cannonball" Adderly was born in Tampa and studied music in Tallahassee. He later served as the high school band director at Dillard High in Fort Lauderdale, before moving to New York to pursue a career as a jazz alto saxophonist. Adderly had many hits and went on to share his love of music on stage, on television, and at universities. Daniel "Chappie" James, who was born in Pensacola, was one of the famed Tuskegee Airmen, who fought in World War II. His military service spanned more than three decades and many missions. In 1975, James became the first Black four-star general in the U.S. armed forces.

In 1991, the state's Black Heritage Trail was built to honor many of the African Americans who changed Florida. **Heritage** refers to important parts of a people's culture and history. The trail includes stops at Fort Mose, as well as visits to the birthplaces of Daniel "Chappie" James; anthropologist, author, and filmmaker Zora Neale Hurston; and civil rights leader Mary McLeod Bethune.

Better Together

Florida's growth began with the area's original people. Then there were enslaved people who escaped into the swamps to freedom. Over the years, more growth was guided by the immigrants who made Florida their home. These people included the inventors and **entrepreneurs**, or businesspeople, who drove economic development. This mix of people helped make Florida what it is today.

▶ Zora Neale Hurston grew up in Eatonville, one of the first Black towns in America.



▶ Chappie James flew 101 combat missions in the Korean War and 78 in the Vietnam War.



CHAPTER SUMMARY



How Did Florida Develop over Time?

Florida has a rich history, including thousands of years of American Indian culture, and it has been “claimed” by five different countries. It is made up of several different types of land and a wide variety of people. Throughout its history, Florida’s rich resources and mild climate have made it a popular destination for tourists and residents.

LESSON 1 What is the Geography of Florida?

- Florida is a peninsula, which means it is surrounded by water on three sides.
- Florida is divided into three main regions: the Atlantic Coastal Plain, the East Gulf Coastal Plain, and the Florida Uplands.

LESSON 2 What Changes Have Florida’s Native People Faced?

- Many American Indian peoples made their home in Florida before Europeans arrived. They were experts at using what nature provided to survive.
- The arrival of Europeans caused the deaths of many American Indian peoples. Others were forced off their lands and onto reservations.
- A group of Seminoles refused to be moved off the land and fought for their rights. Their descendants still live in Florida.

LESSON 3 How Did Florida Become a Part of the United States?

- French explorers were the first Europeans to create a settlement in Florida, but they were driven out by the Spanish.
- After many years of fighting, Great Britain gained control of Florida. After losing the American Revolution, Great Britain returned the land to Spain.
- During the Seminole Wars, U.S. Army troops under General Andrew Jackson won control of Florida from Spain.

LESSON 4 How Did Florida Grow Before 1900?

- Early settlers included cowboys and ranchers who were known as Florida Crackers.
- Florida was admitted to the United States in 1845. It seceded during the Civil War.
- After the Civil War, Black Codes suppressed the rights of African American citizens. Florida was admitted back into the Union after rewriting its constitution.

LESSON 5 Who Helped Shape Florida?

- Immigrants from the nearby nations of Cuba, Haiti, and Colombia settled in Florida. They helped build Florida’s cities.
- Immigrants from Asian nations also had a big impact on the state’s economy and culture.
- Florida residents greatly contributed to the state, the country, and the world.

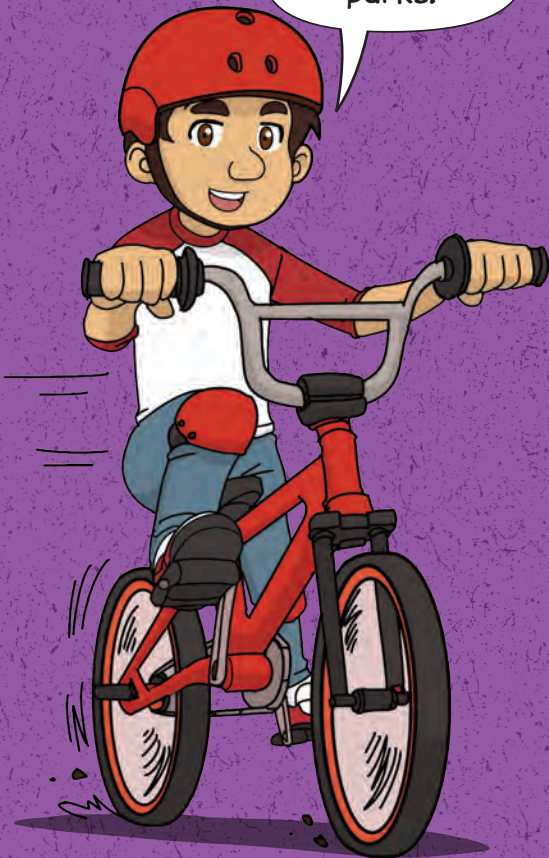


What is your favorite thing to do in Florida?

Chapter 3

What Shapes Life in Florida Today?

I love visiting the theme parks!



Today, people are drawn to Florida for some of the same reasons European colonists came here hundreds of years ago. Florida's excellent farmland makes it an ideal place to grow and sell crops. Its location along the Atlantic Ocean and the Gulf of Mexico is convenient for shipping goods into and out of the state, and people also enjoy visiting its many beaches.

Some Florida citizens work at local businesses, including medical and technology companies. Others live here so they can work for the National Aeronautics and Space Administration (NASA) at Cape Canaveral. Immigrants come to Florida from all over the world, building successful businesses that greatly contribute to our state's economy. Each year, millions of tourists visit to enjoy our beaches, wildlife preserves, and other attractions.

LESSON 1

How Does Florida's Geography Affect How We Live?

Vocabulary

wet prairie
agriculture
fertilizer
peat
climate change
erosion

Natural Resources

Florida's varied geography provides many natural resources. Some of the most important natural resources in our state are water, minerals, and fertile farmland.

Florida has miles of coastline along the ocean. But there is also plenty of water inland, in the form of streams, lakes, springs, and rivers. In addition to providing recreational opportunities—like boating and fishing—these freshwater sources also provide drinking water to Florida residents. Lake Okeechobee, which is located at Florida's southern end, is known as “Florida's inland sea.” It is the largest freshwater lake in the state.

The state also includes thousands of miles of **wet prairies**, which are areas of tall grasses, swamps, and marshes. And Florida is home to the Everglades—the preserve that provides us with clean air, natural animal habitats, and places to explore.



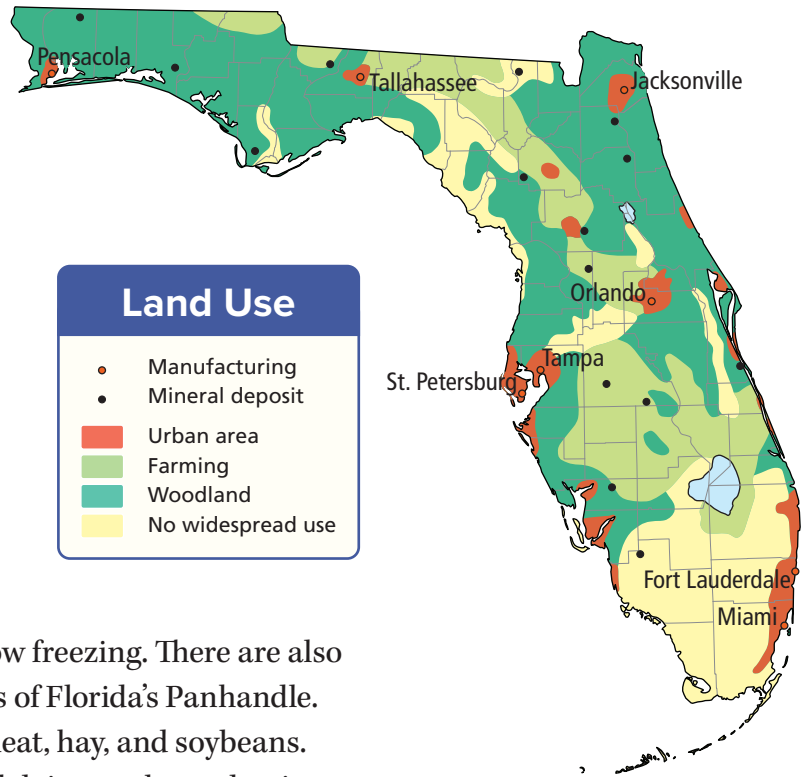
► Lake Okeechobee is a favorite boating and fishing spot for locals and visitors alike.

Agriculture

Florida's warm climate is excellent for **agriculture**, or growing crops. The weather stays warm for so much of the year that Florida's growing season is 100 to 200 days longer than most other states' seasons. Florida also gets more rain per year than most other states. Those weather conditions create an ideal environment for farming.

More than 47,000 farms operate throughout the state. The majority of Florida's citrus is grown in the southern two-thirds of the state, where temperatures are less likely to drop below freezing. There are also a lot of farms among the low rolling hills of Florida's Panhandle. Farmers there grow cotton, peanuts, wheat, hay, and soybeans.

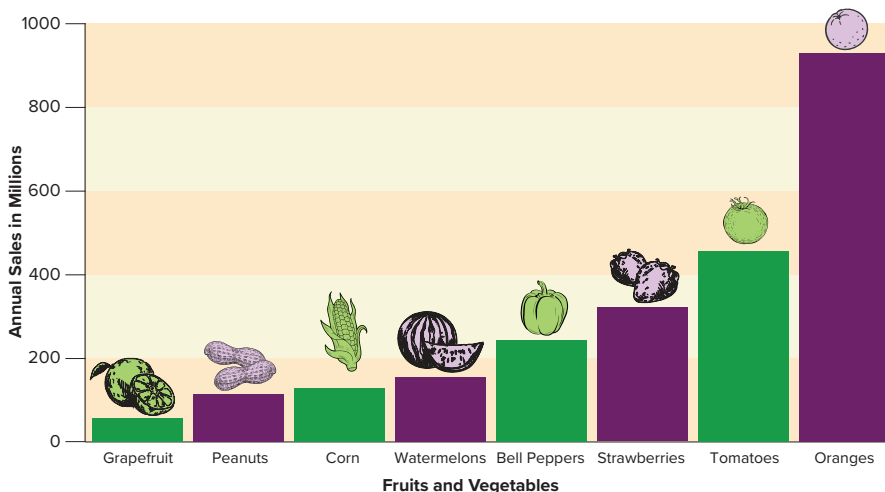
Florida is also known for its beef and dairy cattle production. The first cattle were brought to the area by Juan Ponce de León in 1521. Today, there are large herds scattered across the state. The most productive ranching operation in the nation, Deseret Ranches, is in central Florida. Some family ranches, including the Wynne Ranch (Okeechobee and St. Lucie Counties), the Birdie Hogan Farm (Indian River County), and the Corrigan Ranch (Indian River County), have been handed down from generation to generation.



Much of Florida's land is used for forests and farmland—even though the state has the third-highest population in the country.

Cotton is the number one crop grown in Florida's Panhandle.

Top-Selling Agricultural Products in Florida



Which crop makes the most money in a year?





Minerals

Other natural resources are found deep below the ground. Florida is one of the largest producers of phosphate rock in the world. Phosphate rock contains phosphorus, a mineral that is essential to animals and plants. Florida's phosphate is used to make **fertilizer** and animal feed. Fertilizer is added to soil to help plants grow.

Since the 1800s, phosphate mining has added thousands of jobs and millions of dollars to the state's

► This phosphate mine is located in central Florida.

economy. However, in recent years, the industry has been at the center of environmental disasters. Phosphorous gets into the water in processing plants. When that water leaks into nearby waterways, it can poison the ecosystem, killing millions of fish and plants. As a result, the mines have slowly been closing. Today, only nine of the state's 27 phosphate mines are active.

Florida also has a great deal of limestone, an ingredient in products from concrete to toothpaste. Other resources found in the soil include sand, gravel, clay, and **peat**, which is decayed plant matter found in bogs and swamps. Peat is often added to gardens and farms to make the soil healthier.



The Power of Weather

Florida has long summers, which often last from early May to late October. Winters are short, typically starting in December and ending in February. Winters can get chilly in parts of the state, but it is rarely cold enough for snow or ice.

Still, the weather in Florida is not perfect. The state has twice as many hurricanes as any other state in the country. Since 1851, Florida has experienced more than 120 hurricanes. Most strike during the Atlantic hurricane season, which lasts from June 1 through November 30. More than half of the

► With winds reaching 100 miles per hour, Hurricane Matthew (2016) was the strongest hurricane to hit the coast of Florida since 1898.

hurricanes strike in the northwest part of the state. In recent years, the effects of **climate change** have made hurricanes an even bigger threat. Climate change refers to changes in weather patterns around the world, which include increases in global temperature. One effect of climate change that is particularly important to Florida is the rise in sea levels. The effects of climate change probably won't increase the number of hurricanes Florida experiences each year. But weather scientists say the effects of climate change will increase the severity of the storms that make landfall.

One of the main consequences of hurricanes is beach **erosion**. That happens when strong waves and powerful winds move sand off the beaches and into the ocean or nearby rivers and streams. Beach erosion makes beaches smaller and can even make them disappear entirely. This is a problem for the many plants and animals that live on or near the sand. Shorebirds struggle to find places to nest. Turtles have trouble finding a safe spot to lay their eggs.

Beach erosion is also a problem for people who live along the coast. When beaches erode, coastal towns face greater risk of flooding and other storm damage. Some companies have spent millions of dollars bringing in tons of sand from other parts of the state and spreading it on the beaches. But most experts believe that this is just a temporary fix. The real solution is addressing climate change—a much bigger, more complex global challenge.

▶ More than 100,000 sea turtles nest on Florida's beaches every year. The most common are loggerheads, like this baby turtle.



▶ Sand from the Gulf of Mexico is being pumped onto a Fort Myers beach that lost much of its sand to beach erosion.



LESSON 2

What Challenges Shape Florida Today?

Vocabulary

speculator
regulation
unemployed
discriminate
segregation
activist
racism
boycott

▶ Today, Jacksonville and the St. Johns River would probably be unrecognizable to Harriet Beecher Stowe!

▶ Thomas Edison's estate in Fort Myers

A Changing State

Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, a novel about the horrors of slavery. After the Civil War, the famous author bought a house and property in Mandarin, on the St. Johns River. Stowe, who lived in Connecticut, began spending her winters in the warmth of Florida. In 1872, she published a book of essays and drawings about Florida. Her descriptions drew more people to the state.



Thomas Edison was a famous inventor. He and his team created many amazing products, including an electric light that could be used inside homes, the first phonograph—or record player—and the first movie camera. Edison visited Florida in the winter of 1885. He enjoyed it so much that he built a house in Fort Myers. He and his family returned every year for 60 years. After visiting the Edison estate, Henry Ford, founder of the Ford Motor Company, bought a winter home next door.



As the years passed, word about Florida's welcoming cities spread. And by the time World War I ended in 1918, Florida was beginning to change. The economy was booming, and Americans were traveling and vacationing more. The first railroads were reaching more locations by this time, and more than two million Americans owned cars. Many people headed south. Some of them outfitted their cars with pillows, blankets, and a supply of food and drove to Florida. They stopped along the way to eat and sleep in their cars. Because so much of the travelers' food came in cans, the visitors earned the nickname "tin can tourists."

This increase in visitors drove up the value of land in Florida. The real estate market was booming. People who were willing to invest in something risky, known as **speculators**, rushed to buy land and then sold it at huge profits. Florida's government loved what was happening to the economy and quickly passed laws that made it very easy to invest in real estate.

It was an exciting time to be in Florida—but it did not last long. Building supplies began running short. Rental homes became too expensive for many people to stay. In 1925, the weather made things worse. An unusually cold winter was followed by an extremely hot summer. Two major hurricanes hit south Florida in 1926 and 1928 and were followed by flooding and winds. Even more visitors left.



► This photo of a tin can tourist gathering was taken in Arcadia in 1931.

► The 1928 hurricane in Okeechobee caused the lake to overflow. The resulting rush of floodwater claimed the lives of more than 2,000 people.





► During the medfly invasion, there were checkpoints along Florida highways where the National Guard checked passing vehicles for fruit.

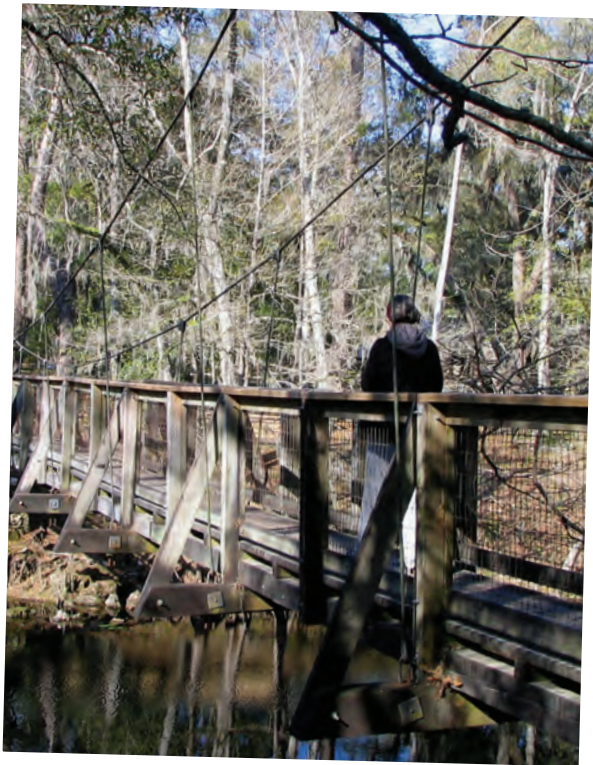
Florida's economy took another hit early in 1929. An insect called the Mediterranean fruit fly, or medfly, invaded the state's citrus crop, killing more than half of the fruit. The first larvae, or newly hatched insects, appeared in a grapefruit near Orlando and quickly spread to the entire grove. To get rid of the medflies, the trees were sprayed and the fruit was stripped from them and destroyed. The spread was further limited when strict **regulations**, or rules, were put into place to stop anyone from crossing state lines with any kinds of produce.

The Depression and Beyond

Just when it seemed things could not get worse, they did. The Great Depression began in the United States in October 1929. This period of extreme economic difficulty affected people across the country. Banks closed. Businesses failed. Millions of Americans were out of work. Many lost their homes. Even more did not have enough to eat. This was true in Florida as well as the rest of the nation.

By the time President Franklin D. Roosevelt took office in 1933, the country was desperate for change. FDR was offering Americans "a new deal." These New Deal government programs were meant to provide three Rs: relief, reform, and recovery.

The Civilian Conservation Corps (CCC) was set up to provide jobs to the **unemployed**—or people without jobs. Most of the people enrolled in the CCC were young, single men who worked on many different projects around the country, from planting trees and maintaining forest trails to fighting forest fires and building schools. In Florida, about 40,000 men participated in the CCC. They created state parks and wildlife preserves. Many also focused on rebuilding the Overseas Railroad, which had been destroyed by a hurricane in 1935. The railroad was built on a bridge over the ocean to connect Miami and Key West. By 1938, it was up and running again.



► Civilian Conservation Corps workers built this suspension bridge at O'leno State Park in Columbia County.

The Works Progress Administration (WPA) provided jobs to millions of people throughout the country. Jobs included construction work, writing, acting, science research, and more. In Florida, author Zora Neale Hurston was hired by the WPA to write about her life growing up in the state. Hurston wrote many stories and novels, including the classic novel *Their Eyes Were Watching God*. The story centered on a young African American woman's life in central and southern Florida.

New Deal programs like the CCC and WPA helped Florida and the rest of the nation begin to heal and recover. But trouble for Floridians and the rest of the country was far from over.

World War II in Florida

World War II had been raging across Europe since 1939, but the United States was determined to stay out of the fight. Then, on December 7, 1941, Japanese forces attacked the military base at Pearl Harbor in Hawaii. The United States joined the war. More than 250,000 Floridian men joined the military. Across the nation, more than 270,000 women joined the Women's Army Auxiliary Corps (WAAC) and worked as mechanics, postal clerks, drivers, and telephone operators.

There was a sudden need for military bases, and Florida's flat landscape and good climate made it the perfect choice. Runways for planes were easier to build when the ground was already flat and weather did not slow down construction. More than 40 airfields and 170 military installations were built throughout the state. One of the largest was Camp Blanding, near the city of Starke. Other bases were built in Key West, Tampa, and Pensacola. Small Florida cities grew quickly, many doubling or even tripling their populations in just a few years.

Jobs became much easier to find. But with so many men off fighting the war, finding workers was harder. American women stepped in, filling jobs in every industry, from shipbuilding to law enforcement.



▶ Zora Neale Hurston collected stories and songs from people around Florida for her job with the Works Progress Administration.



▶ Single-seat fighter planes called P-51D Mustangs at MacDill Air Force Base in Tampa



▶ A family in Escambia Farms tends to its victory garden.

People did all they could to help the country survive. They cut back on how much food they ate so that items like butter, sugar, and canned milk could be sent to the soldiers. People planted victory gardens to grow their own fruits and vegetables. There were more than 10,000 of these gardens in Tampa alone! People recycled paper and steel and used less gas so that those materials could be used to make ships, airplanes, and other equipment.

By the time the war ended in 1945, more than 400,000 Americans had been killed, including 3,000 Floridians. Then it was time to leave those difficult years behind and focus on rebuilding and recovering.



READING SKILL

Cause and Effect

Seeing a cause-and-effect relationship between two events gives us deeper understanding in most subject areas, and in life. A “cause” is the reason something happens. What happens is the “effect” of that cause. There are words and phrases that let us know that a cause-and-effect relationship might exist, such as *since*, *so*, *because*, *due to*, *therefore*, *as a result*, *if . . . then*, and *so that*. Also, there can be multiple causes of one event (such as causes for a war) or multiple effects from one cause (such as the effects of a flood).

Use clues from the text to answer the questions below.

1. How did World War II change daily life for Floridians?
2. How did World War II benefit the people of Florida?
3. What caused the role of women to change during this time period?



▶ Paradise Park was a park “for Colored people” that operated from 1949 to 1969. It closed after Silver Springs was desegregated.

Struggles in the Black Community

The 13th Amendment, which made slavery illegal, was passed by Congress in 1865—the same year the Civil War ended. In order to return to the Union, states that had been part of the Confederacy, including Florida, were required to outlaw slavery in their state constitutions. States also had to agree to grant African Americans certain rights, including the rights to vote, buy land, apply for jobs, and use public places. The Florida government did this, and the state was allowed back in the Union in 1868.

That same year, Congress passed the 14th Amendment, which granted citizenship to all people born in the United States. For the first time, Black people were considered citizens who were entitled to equal protection under the law. But many people found other ways to **discriminate** against Black people, or to treat them unfairly. Certain laws were created to keep African Americans

from voting. There were rules that kept Black people and White people separate. That was called **segregation**. Businesses created separate doors, lines, and drinking fountains for African Americans to use. Black children and White children went to different schools. The schools and other services for White people were always better than those for Black people.

Mary McLeod Bethune, an educator and a civil rights **activist**, was born in North Carolina. An activist is a person who works for change. After the Civil War ended, Bethune was able to take advantage of new educational opportunities that became available to Black people. After graduating from school, Bethune decided to become an educator. She knew that access to a quality education was the first step toward equal rights. Bethune moved to Florida and in 1904 she opened the Daytona Literary and Industrial Training Institute for Negro Girls. The first year, the school had five students. Two years later, there were more than 200 students. The school continued to grow until it combined with a school in Jacksonville to become Bethune-Cookman College in 1923. At that point, the school welcomed both girls and boys. It was one of the few schools in the country where African Americans could earn a college degree. The school is still open today.

During World War II, more than 50,000 Black men from Florida enlisted to fight. These enlisted men served in segregated units: They trained, lived, and fought separately from White soldiers. Nevertheless, all the American troops were fighting against the same enemy: the Axis powers, led by Nazi Germany. In addition to taking over countries in Europe, a big part of the Nazis' master plan was to rid the world of Jewish people and others they felt were "undesirable." The men and women of the U.S. armed forces were fighting against those attitudes. Many Black people hoped this idea would reach beyond the war and put an end to **racism** at home as well. Racism is the unfair and often cruel treatment of others based on the color of their skin. The National Association for the Advancement of Colored People (NAACP) in Florida started a campaign called "Double V." It stood for victory over racism overseas and at home.



► This photo of Mary McLeod Bethune and her students was taken in 1905.



► The drivers of the 666th Quartermaster Truck Company (left to right), Sherman Hughes, Hudson Murphy, and Zacariah Gibbs, kept troops in Europe supplied.



▶ Dr. Martin Luther King Jr. was jailed in St. Augustine after requesting service at a segregated restaurant. This is a photo of him in the St. Johns County Jail.

It would take everyday citizens to win those victories at home. In May 1956, Carrie Patterson and Wilhelmina Jakes got on a bus in Tallahassee and sat in the “Whites-only” section. The bus driver asked them to move, but they refused. He then had them arrested. Before long, Black people across the city were **boycotting** the bus company, meaning they refused to ride the buses. People carpooled and took taxis—anything to keep from giving money to the bus company. Before long, company owners realized they would have to change their policies or go out of business. The boycott officially ended in late December. By the summer of 1957, all city buses in Tallahassee were desegregated. Black people no longer had to enter the bus from the back or sit in the rear away from White people.

In 1964, Dr. Martin Luther King Jr. visited Florida to organize civil rights protests. In June of that year, King called for supporters to gather in St. Augustine. Less than two weeks later, President Lyndon B. Johnson signed the Civil Rights Act into law. It outlawed discrimination on the basis of race.

Florida’s Immigrant Groups

People from many different nations have made their home in Florida, and their influence can be seen across the state. Two of the largest immigrant groups came from Cuba and Haiti.

Cuban immigrants have been coming to Florida in waves since the late 1800s. Some came to find jobs. Others came to escape the political situation at home. Under the leadership of Fidel Castro, people in Cuba could not have their own businesses or own much land. Food and other goods were always in short supply. In the 1980s,

tens of thousands of Cuban refugees risked a 90-mile trip through shark-infested waters to get to Florida. Some of their boats were little more than plywood rafts or inner tubes. The U.S. government set up refugee camps to care for the new arrivals. Many of the immigrants eventually settled in Little Havana in Miami. The neighborhood is named after Havana—the capital of Cuba. The area is filled with Latin restaurants, cigar shops, and art galleries. Murals line the streets, and colorful tiles cover walls, next to portraits of Cuban writers, singers, and other artists.

“Going to jail for a righteous cause is a badge of honor and a symbol of dignity.”

—Dr. Martin Luther King Jr.

▶ Street murals in Little Havana celebrate Cuban culture.



In the winter of 1990–1991, about 40,000 Haitian people also attempted to get to Florida by boat. Many of them were very poor. Like the Cuban refugees, the Haitian people were fleeing an abusive government. Also like the Cubans, the Haitians used flimsy “boats.” However, instead of the 90-mile journey from Cuba, the Haitians had to cross 600 miles of open ocean. Many did not survive that journey. Those who did make it to Florida received a different welcome than the Cuban refugees. Many were jailed or sent back to Haiti.

Today, many Haitians who were able to settle in Florida live in the Little Haiti neighborhood of Miami. Another popular tourist stop, Little Haiti has a growing popular art scene. Visitors can visit art galleries and shop for handmade crafts at the Caribbean Marketplace. There is also a theater that showcases Afro-Caribbean musicians and dancers.

More than one-quarter of the people living in Florida today are Hispanic or Latino, and people of Asian heritage are the second-largest immigrant group. In fact, in 2019, about 20 percent of the people living in Florida were born in other countries. People in these communities have had a strong impact on Florida. Many have opened businesses, creating jobs and offering new services. Immigrants have added billions of dollars to the state’s economy. They have also introduced new customs, ideas, foods, and ways of living to Florida.



► Artists perform at the Big Night in Little Haiti festival in 2011.



► The Caribbean Marketplace in Little Haiti

LESSON 3

What Do Floridians Have in Common?

Vocabulary

diverse
neighborhood watch
anthem

► Beach cleanups are a great way for Floridians to help their communities—and the environment!

Helping Communities

Florida's population is **diverse**. Its citizens come from many backgrounds. But they all share the experience of being Floridians. And they all have some things in common—like the desire to improve their communities and support the people in their state.

Some people might arrange a local cleanup, help an elderly neighbor with yard work, or organize a **neighborhood watch**. That is when people take turns keeping their community safe. Others join groups that take action outside their area.



Many organizations within Florida work hard to make the state healthier and safer. For example, 1000 Friends of Florida focuses on creating communities with affordable housing and reliable transportation. The organization also works to protect natural lands, create safe spaces for wildlife, and improve the health of the environment.

Florida has the third-largest homeless population in the country. The Florida Coalition to End Homelessness is working to change that. The coalition connects people who are experiencing homelessness to local resources and works to find affordable housing for all.

No matter how it is done, volunteering is a great way to improve our communities, connect with others, and show respect for our state.

Florida State Symbols

There is one flag to represent the United States. Each state also has a flag. The most striking element of Florida's flag is the state seal at its center, which was originally designed in 1865. When it was first designed, the scene



► The Florida state seal

at the center of the seal showed the sun shining over a mountain, a cocoa tree, a steamboat, and an American Indian woman scattering flowers. However, not all of the symbols were accurate. Florida does not really have mountains or cocoa trees. The headdress worn by the American Indian woman would have been worn only by a man from the Great Plains.

To fix these problems, the seal was updated in 1970. The mountain was removed, and the tree was replaced with a sabal palmetto palm, which is Florida's state tree. A Seminole woman replaced the American Indian in the headdress. She is wearing traditional Seminole dress.

In addition to state seals and flags, states also have official animals, trees, flowers, gems, and more. Because Florida is surrounded by so much water, it has some unique state symbols. Florida has a state shell (horse conch), marine mammal (manatee), saltwater mammal (dolphin), saltwater fish (sailfish), and freshwater fish (largemouth bass).

Florida also has an **anthem**, or song, "Where the Sawgrass Meets the Sky." It was written by a Florida music teacher named Jan Hinton. Ms. Hinton won an online contest, and her song was adopted in 2008.

► Manatees are also called sea cows. They may spend up to eight hours a day grazing on sea plants.



► These volunteers are distributing water and ice to people who were affected by Hurricane Wilma in 2005.

“

I think history is knowledge and knowledge is power, and we need to empower our communities so we do not allow the awful things that happened in the past to [happen] again.”

— Dr. Keith Parker, professor at Florida A&M University



People from Modern-Day Florida



Frank Gore

born 1983

Frank Gore was born in Coconut Grove, where he shared a two-bedroom home with nine other people. Gore struggled in school. But then a caring teacher noticed that Gore had a learning disorder. He was transferred to a different school and given a tutor. Later Gore attended the University of Miami, where he gained attention as a running back for the Hurricanes. Despite two serious knee injuries, Gore became one of the best players in the NFL. In 2018, Mayor Francis Suarez gave Gore the keys to Miami for being a symbol of the “very soul” of the city.

Stephanie Murphy

born 1978

U.S. Representative Stephanie Murphy was born in Ho Chi Minh City in Vietnam. She entered Florida politics in 2016 and became the first Vietnamese American woman to be elected to Congress. Murphy was reelected to represent Florida’s Seventh Congressional District in the U.S. House of Representatives in 2018 and 2020. She focuses on issues of national security and police reform.





Robert Martinez

born 1934

When Robert Martinez was mayor of Tampa, the city built one of the first waste-to-energy plants in the country. (A waste-to-energy plant burns garbage to generate electricity.) In 1986, he resigned to run for governor and won, becoming Florida's first American governor of Spanish descent. As governor, Martinez established Preservation 2000 to conserve land in the state. He also started programs to protect Florida's surface waters, as well as manatees and dolphins.

Betty Mae Tiger Jumper

1923–2011

Betty Mae Tiger Jumper was born in Indiantown in south Florida. She attended the Cherokee Indian School in North Carolina and became the first of the Seminole people to earn a high school diploma. In 1967, Jumper was elected to head the Seminole people. She was also their first health director. In 1994, Jumper was awarded an honorary doctorate from Florida State University "for her years of dedication to improving the health, education, cultural and economic conditions of the Seminole people."



LESSON 4

What Does Our State Government Do?

Vocabulary

legislative

executive

judicial

budget

veto

preamble

patriotic

proclamation

founder

Declaration of

Independence

State Government Organization

State governments in the United States are modeled after the federal government. Florida, like all states, has three branches of government: **legislative**, **executive**, and **judicial**. The legislative branch makes the laws. The executive branch makes sure people follow the laws. The judicial branch decides what the laws mean. Florida citizens vote for the governor and representatives to serve in the state government. Our elected leaders work in the state capital, Tallahassee.

The legislative branch is divided into two groups: the Senate and the House of Representatives. The Senate has 40 senators, and the House has 120 representatives from districts throughout the state. These elected officials make laws to help improve the communities they represent and the state as a whole. They are also responsible for approving the state **budget**—the plan for how much money Florida will collect and spend during a year. The budget helps pay for education, health care, transportation and roads, state parks, state police, and much more.

▶ The legislature meets at the state capitol building in Tallahassee.



Our governor leads the executive branch of the state government. A governor can **veto** a law—or stop it from passing—and the legislature can override that veto. Floridians vote for a governor every four years. The executive branch also includes a cabinet of advisors. Three of those advisors, including the attorney general, are elected by the people. Florida’s government also includes the Department of Citrus. That department is charged with controlling and overseeing Florida’s production of oranges.

Florida’s judicial branch is made up of many different courts. Each county has its own courts, and cities and towns have their own courts, too. The Supreme Court of Florida is the most powerful court in the state. It is made up of seven judges called justices. The justices must work together to reach decisions. Together the people in the legislative, executive, and judicial branches work to meet the needs and concerns of Florida’s citizens. The rules in the state’s constitution help make sure each branch does its job.

The Constitution’s Protection

The United States is a constitutional republic. So is Florida—as are all the other states. That means that government officials are elected by the people and that rules are set down in a written constitution. Florida’s first constitution was written in 1838. Since then, the state has had three more.

Florida’s constitution is made up of an introduction, called a **preamble**, and 12 articles. The first article focuses on the rights of Florida’s citizens. It says that all men and women are equal under the law and are guaranteed certain freedoms and rights, including the right to own property. The constitution also says that no one will be deprived of their rights.



► The governor of Florida lives in this mansion, which is known as the People’s House. *Why, do you think, is it called that?*



► The judicial branch of Florida’s government is in charge of interpreting the state’s constitution.

The constitution describes other rights, too. They include the rights to bear arms, to gather or assemble, and to have a trial by jury. The constitution also describes the powers and roles of each branch of the government.

Proclamations and Celebrations

Florida celebrates the same **patriotic** holidays as the rest of the country, including Veterans Day, Memorial Day, Independence Day, and Labor Day. Florida residents also celebrate some holidays that are specific to Florida. For example, April 2 is Pascua Florida Day. It honors the 1513 arrival of Spanish explorer Juan Ponce de León, who first named the land *Pascua de Florida*. Many schools, museums, and libraries hold special events to celebrate Pascua Florida Day.

In Florida, the governor has the power to issue a **proclamation**. That is an official government document that announces which specific day, week, or month should honor an issue or event. For example, in September 2021, Governor Ron DeSantis recognized September as Florida Preparedness Month. That means Floridians are expected to be prepared for natural and human-made dangers such as storms or fires. This action was taken, in large part, because of the increasing intensity of hurricanes that have hit the state since 1980. The proclamation encourages everyone in Florida to have a disaster plan in place and a supply kit on hand. The supply kit might include medication, flashlights with extra batteries, and packaged or canned food. At least one gallon of water a day per person should also be stored.

► A family looks over its emergency preparedness kit.



September is also the month in which Floridians celebrate American **Founders'** Month, which honors the people who founded the United States of America. The last week of the month is Celebrate Freedom Week. During that week, teachers include lessons about founding documents such as the U.S. Constitution and the **Declaration of Independence**, which is the document that listed the reasons colonists wanted to separate from Great Britain. Students are asked to stand and recite several statements from the Declaration of Independence each morning, beginning with “We hold these truths to be self-evident, that all men are created equal . . .”



► Sailors from the Naval Air Station in Key West march in the city's Veterans Day parade.



Services of Local and State Governments

Local Governments

- operate local schools
- plan and pay for city and county roads
- organize police and fire services
- provide water and electricity services
- collect garbage
- operate parks and recreation services
- operate local courts



State Governments

- monitor schools to make sure they meet state standards
- plan and pay for state highways
- plan and organize statewide emergency responses
- issue driver's licenses
- issue professional licenses
- operate state courts



READING SKILL

Comparing and Contrasting

Comparing and contrasting helps with understanding, remembering facts, and organizing thoughts. When we “compare,” we find what is similar or alike. When we “contrast,” we find what is different. Some key words and phrases help make comparisons (such as *similarly*, *like*, *also*, *too*, *both*, and *as well as*) and contrasts (such as *but*, *although*, *however*, *in contrast*, *while*, and *on the other hand*). Review the table above to compare and contrast what is alike and what is different about the services local and state governments provide.

1. Which services do both local and state governments provide?
2. Which services are different?

LESSON 5

What Are the Major Parts of Florida's Economy?

Vocabulary

aerospace
export
hub

▶ Every year, 1.5 million visitors learn about the history of human space exploration at the Kennedy Space Center Visitor Complex at Cape Canaveral.

The Space Coast

Florida's Space Coast is a 72-mile stretch along the state's east coast that includes two major U.S. space program locations: the Kennedy Space Center and Cape Canaveral. The area is the center of Florida's booming **aerospace** industry, where rockets and capsules are designed, built, and flown into space.

The United States Air Force originally acquired the city of Cape Canaveral in the 1940s. The air force was looking for a remote spot on the coast with a mild climate and dependable good weather where it could test missiles. The Cape Canaveral area was the perfect fit.

A small rocket was launched from Cape Canaveral in 1950. But the area did not become the center of the U.S. space program until almost a decade later. That is because the country did not actually have a space program until NASA was founded in 1958. In 1963, NASA acquired a large plot of land on Merritt Island, off Florida's east coast, and built a complex that became the center for U.S. astronaut training and the building of rockets. As of 2022, more than 3,000 spacecraft have launched from Cape Canaveral.



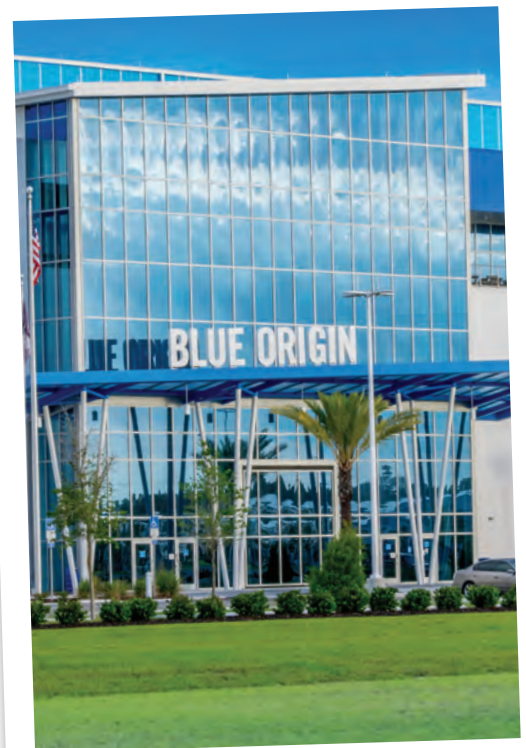


Cape Canaveral grew fast, as did the cities surrounding it. Factories producing aerospace parts were built in the area, and thousands of people were hired to work there. Federal money to support the space program poured into Florida, and soon tourist money followed. People were eager to see and learn more about America's space program. More hotels were built—often with a space theme—and restaurants and housing developments were constructed. The focus on space exploration also brought other aerospace businesses to the state, such as Blue Origin, which is a private company that builds and launches rockets and spacecraft. Today, NASA employs 17,000 people. More than a quarter of them are African American, Asian American, Hispanic or Latino, or American Indian.

Tourism

Florida is one of the most visited states in the nation. About 125 million people travel to the Sunshine State each year. Orlando's most popular theme parks—Disney World, SeaWorld, and Universal Studios—play a large part in drawing visitors. These parks add tourist dollars and jobs to the economy. Their presence in the state also led to a boom in other types of development in Orlando. Businesses, homes, and schools have been built to support the people who work at the parks since Cypress Gardens, Florida's first amusement park, opened in 1936. Since the late 1970s, the cruise line business has also grown. Today, Port Canaveral is the second-busiest cruise port in the world.

▶ More than four million passengers come through Port Canaveral every year.



▶ Blue Origin's manufacturing center is on Merritt Island, as are its mission control and launch facilities.



▶ In 2021, more than \$45 billion worth of cargo passed through Port Miami.

Global Trading

Florida is one of the largest **export** states in the country, meaning it sends many different types of goods to places throughout North America. The state's biggest exports are computer and electronic parts. Florida also trades with many regions around the world, including Latin America and the Caribbean. In fact, one-third of all the U.S. exports going to these two regions come from Florida! International trade also provides 2.4 million jobs to Floridians.

A Science Hub

In recent years, Florida has also become a **hub**, or center, for life sciences. More than 1,500 life sciences companies are scattered across the state, with a focus in Jacksonville, Palm Beach, and Miami. These companies research and develop new medical devices, such as a brain thermometer and medical implants. Scientists at these companies also research and develop new medications to treat serious illnesses.

Florida's Entrepreneurs

Henry Flagler is credited with creating the tourism industry in Florida, after he built railroads, steamships, and hotels during the 1880s and 1890s. And Lue Gim Gong helped turn Florida's citrus industry into the largest in the country. Both helped the state grow in population and wealth. But Florida's steady growth can also be attributed to the many entrepreneurs and small businesses in the state.

Abraham Lincoln Lewis moved to Jacksonville with his family in 1880. He took a job at a sawmill, where trees were cut into wood that could be sold. Lewis started out as a water boy—he carried water to all the workers—and finally saved enough money to invest in the city's first Black-owned and operated shoe store. Then, in 1901, Lewis and six other African American entrepreneurs founded the Afro-American Life Insurance Company. The insurance company was very successful, eventually making Lewis Florida's first Black millionaire.

Lewis used his wealth to make life better for other Black people living in segregated Florida. In 1926, he founded the first-ever country club for African Americans. In 1935, he bought beachfront property on Amelia Island and named it American Beach. At the time, most public beaches were closed to Black people. Everyone was welcome at American Beach.

Natalie Boden, who was born in Honduras, started a top public relations agency in Miami. The company focuses on studying and improving what the public thinks about a business. Stephanie Jones is the founder of the Cultural Heritage Alliance for Tourism (CHAT). CHAT works with small businesses and cultural sites to create tourism opportunities in diverse neighborhoods in Miami, Fort Lauderdale, and Delray Beach.



▶ This sign celebrates the importance of American Beach.

▶ Today, people can take trolley bus tours of the historic downtown area on Amelia Island.



LESSON 6

How Can We Improve Our State?

Vocabulary

minority
disability
exploit

► This school bus has a special lift so that wheelchair users can ride.

The Ongoing Struggle for Civil Rights

Florida's role in the civil rights movement of the 1950s and 1960s helped bring change for African American communities and other **minority** groups. But change was slow in coming. And there is still work to be done. Today, a new generation of activists is bringing awareness to groups whose voices need to be heard.

A number of different groups work to make Florida a place where people's rights are protected. Disability Rights Florida has been working since 1977 to provide free services to the state's citizens with **disabilities**. A disability is a condition that makes it more challenging for a person to do certain things. Disability Rights Florida has helped both adults and children get access to free special education, mental health and support services, and equipment such as wheelchairs. Groups like the Florida Immigrant Coalition and the ACLU's Floridians for Immigrant Justice provide programs for immigrants. Those programs include a toll-free hotline to call with questions, clinics about legal rights, and ways to speak out about problems or to challenge current immigration laws.





Speaking Up for the Environment

Many people who were drawn to Florida because of its natural resources ended up abusing or **exploiting** those resources. To make room for more people and more hotels for visitors, natural areas were bulldozed and covered with buildings. Strip malls, housing developments, and highways took over where wildlife lived and forests grew. As more people and more industry came into the area, the state's wild places shrank. Many Floridians took it upon themselves to speak for nature.

Marjory Stoneman Douglas was an author who spoke out against commercial development in Florida. She was especially focused on protecting and maintaining the health of the Everglades. For years, polluted water from factories and farms had been running into this important wilderness. In 1996, a constitutional amendment was passed that required businesses that were creating the pollution to clean up the Everglades. Today, the organization Douglas founded, Friends of the Everglades, continues fighting for this unique wilderness.

The ocean plays a large part in the lives of Floridians. So it is easy to see why some organizations in the state are dedicated to dealing with the impact of climate change. Florida resident Delaney Reynolds is the founder of the Sink or Swim Project. The organization is meant to educate people about climate change and how it has resulted in the rising of sea levels along coastlines in both south Florida and the world. Dane Myers, a Florida-based musician and activist, created a music video called "Change." It included more than 50 activists and a classroom of kids all singing about the importance of fighting climate change. Learning about climate change and how to fight it is a way for all Floridians to make their home a safer, healthier place to live.

► One out of every three Floridians relies on the Everglades for drinking water!



CHAPTER SUMMARY



What Shapes Life in Florida Today?

For more than a century, Florida has been a popular destination, in large part due to its geography and weather. But the weather also causes problems for Florida's shores and its people. Floridians work hard to make the state a better place that welcomes tourists, immigrants, and new residents.

LESSON 1 How Does Florida's Geography Affect How We Live?

- The state has a varied geography and many natural resources.
- Much of Florida's land is used for agriculture.
- Florida faces increasing problems with hurricanes and beach erosion.

LESSON 2 What Challenges Shape Florida Today?

- Highs and lows in economic growth, and especially the Great Depression, had a significant impact on Florida and its economy.
- Black people and immigrants made significant contributions to our state despite discrimination.

LESSON 3 What Do Floridians Have in Common?

- The people of Florida show their respect for their state through volunteering and participating in patriotic events.
- Florida has a large assortment of state symbols.

LESSON 4 What Does Our State Government Do?

- The three branches of government are involved in making, signing, and interpreting laws.
- The state government is responsible for creating a budget.
- Local and state governments work together to provide services to Florida's citizens.

LESSON 5 What Are the Major Parts of Florida's Economy?

- Tourism attracts visitors from around the world and brings in billions of dollars.
- The space program has been a big part of the state's economy for more than 50 years.
- Entrepreneurs are a key to the state's development and support of diverse cultures.

LESSON 6 How Can We Improve Our State?

- Citizen activism has been and continues to be an important part of Florida's culture.
- Activists in Florida focus on many causes, including civil rights, climate change, and environmental conservation.



Chapter 4

How Did the United States Develop over Time?



Why is it important to treat everyone with respect?



You may have noticed that some parts of the country are very different from others. There are tall mountains, flat grasslands, dry deserts, and much more. Some places are warm for much of the year, while others have long, cold winters.

For thousands of years, American Indians have lived throughout different parts of our country. These groups each have unique languages, homes, and food.

In the 1500s, European explorers took land from American Indians. British colonists formed 13 colonies along the Atlantic coast. They forced enslaved Africans to work for them without pay.

In 1776, the 13 colonies separated from England and became the United States. Americans fought for and won their independence during the American Revolution. After the war, a new government formed that gave a voice to the people.

LESSON 1

What Is the Geography of the United States?

Vocabulary

prairie
canal
landform
plateau
wetland

West

WA, OR, Northern CA

Climate: wet and cool year-round

Natural Resources: trees, water, apples, potatoes, wheat, seafood

MT, ID, UT, WY, CO

Climate: cold winters, hot and dry summers

Natural Resources: corn, potatoes, wheat, coal, copper, silver

Southern CA, NV

Climate: mild winters, hot and dry summers

Natural Resources: almonds, oranges, strawberries, gold, oil

HI

Climate: hot and humid year-round

Natural Resources: coffee, onion, pineapple, sugarcane

AK

Climate: very cold winters, cool summers

Natural Resources: trees, seafood, silver, oil

Southwest

TX, OK

Climate: hot and humid summers, mild winters

Natural Resources: corn, cotton, wheat, livestock, oil, natural gas

AZ, NM

Climate: very hot summers, mild winters, dry year-round

Natural Resources: copper, gold, silver, uranium, petroleum

Regions of the United States

The United States stretches from the Atlantic Ocean to the Pacific Ocean. It is a vast amount of land that includes hot deserts, high mountains, and rushing rivers.

To help understand the geography of the land in the United States, we can divide the country into regions. The places within each region usually have similar climates and natural resources.

The United States can be divided into five regions, using differences in natural features, climate, and state borders. These regions are the West, the Midwest, the Southwest, the Southeast, and the Northeast.





Every map provides a lot of information. Every map has a story to tell. Examine this map showing the regions of the United States and answer the questions below.

1. What is the purpose of this map?
2. What can you learn about the different regions of the United States from this map?
3. Which regions have cold winters? Which have humid summers?
4. Which regions have metals such as gold, silver, and copper?

U.S. Regions

- West
- Southwest
- Midwest
- Southeast
- Northeast

Midwest

Climate: cold and snowy winters, mild to very hot summers

Natural Resources: corn, soybeans, wheat, livestock, coal, iron

Northeast

Climate: cold winters, hot and humid summers, rainy springs

Natural Resources: trees, water, seafood, granite, marble, coal, natural gas

Southeast

Climate: mild winters, hot and humid summers

Natural Resources: cotton, oranges, peanuts, tobacco, coal, iron



This map shows the different regions of the United States, their climates, and their natural resources. *What is similar about the regions? What is different?*



▶ These almond orchards are in California. The state grows 80 percent of the world's almonds.

📖 The Oregon Trail was a 2,170-mile route connecting Missouri to Oregon. In the mid-1800s, about 400,000 people used the trail to travel west.

The West

The West is the largest and most diverse region. It includes Alaska and Hawaii, which are not part of the contiguous states. The nine contiguous states in the West start on the eastern edge of the Rocky Mountains, cross many mountain ranges, and end at the Pacific Ocean.

Because this region is so large, the climate varies greatly in its different parts. States in the northern part of the West receive a lot of rainfall. There are large forests in this area. The trees in these forests provide wood that can be used for building and making paper. States in the southern part of the region have a warm, dry, desert climate.

California is in the southern part of this region. It has a warm climate and rich soil that is good for farming. Huge farms there grow fruits and vegetables. Fishing is also a big industry in California, as it is in the other coastal states.

The Oregon Trail was a major route that people took when migrating to the West. Between 1841 and 1869, hundreds of thousands of people traveled west on the trail.



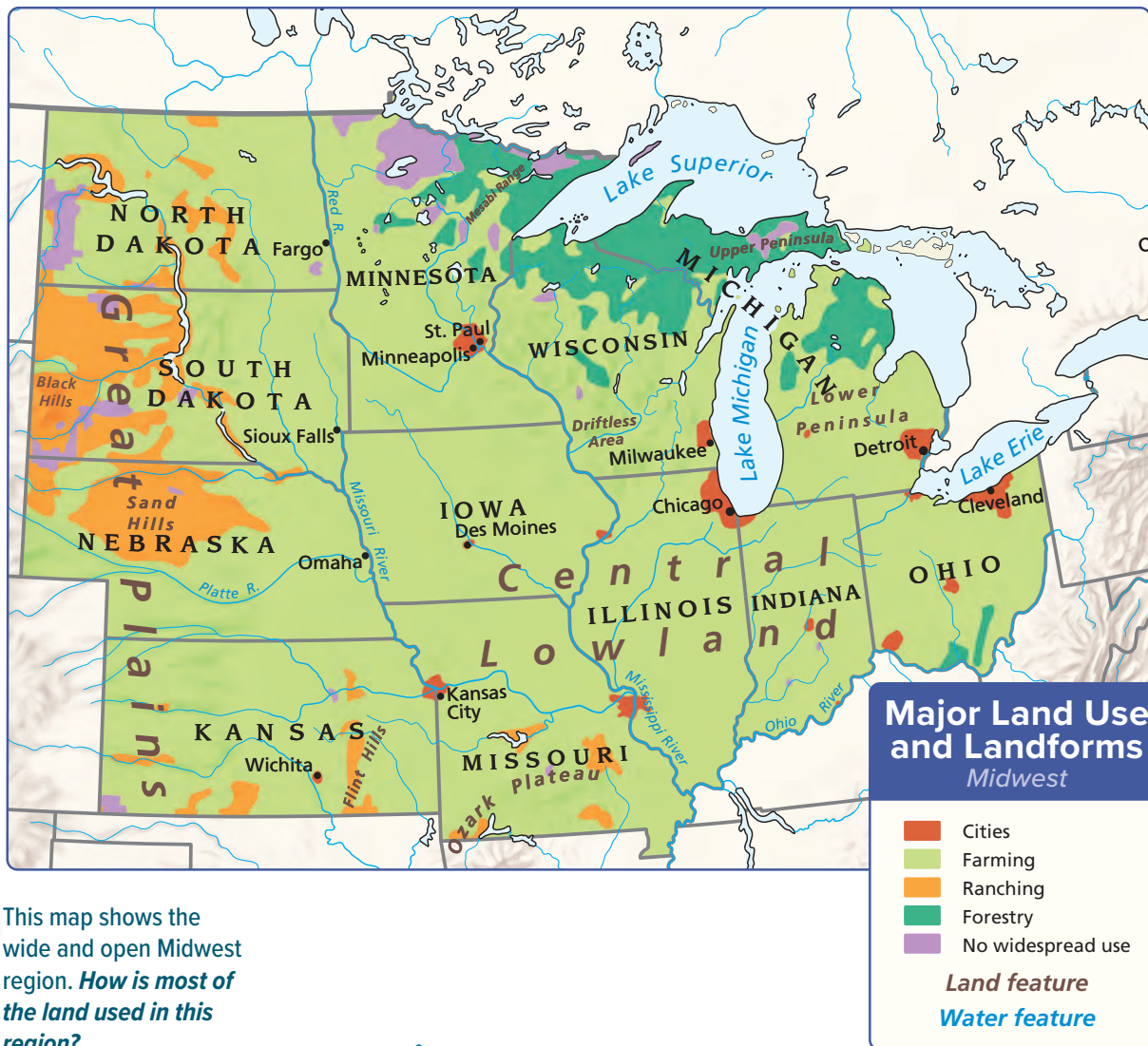


Along the way, travelers had to cross the Sierra Nevada and the Rocky Mountains. The Rocky Mountains are a large mountain range that stretches through many western states.

These mountains contain valuable metals, such as silver and gold. Gold was discovered in California in 1848, and the California Gold Rush took place from 1848 to 1855. During this time, more than 300,000 people moved to California. Other gold discoveries led people to Nevada, Colorado, and, much later, Alaska.

Over time, large cities grew along the West Coast—from San Diego, California, to Seattle, Washington—where fishing, trade, transportation, and the climate were all excellent.

This map shows the large and diverse West region. *Can you think of some reasons why the land shown in purple has no widespread use?*



This map shows the wide and open Midwest region. **How is most of the land used in this region?**

The Midwest

The 12 states that make up the Midwest are in the middle of the continent. The Midwest lies between two big mountain ranges—the Appalachian and Rocky Mountains. It is known for a large area called the Great Plains. This area consists mostly of **prairies**—large, flat areas of grassland with very few trees. The Midwest also contains forests and hills.

Winters in the Midwest can be very cold, and summers can be extremely hot and dry. Wheat and corn are important crops grown in the Midwest. Ranchers in the area raise livestock, such as cattle.

The Midwest has several major rivers that were important to the development of the region. The Ohio and Mississippi Rivers flow through the Midwest. Boats on these rivers carry goods from place to place.



The Midwest also has four of the five Great Lakes. The opening of an artificial waterway called the Erie **Canal** in 1825 connected the Hudson River to the Great Lakes, creating a shipping route from the Midwest to New York City and the Atlantic Ocean.

Midwestern cities grew because of these transportation routes. Chicago, Illinois, and Cleveland, Ohio, are two major cities on the Great Lakes. St. Louis, Missouri, and Cincinnati, Ohio, are large river ports. These cities became manufacturing and food-processing centers.

▶ Cargo ships, like this one on Lake Michigan, carry goods from the Midwest through ports on the Great Lakes to the Atlantic Ocean.

The Southwest

The four Southwest states are in the southernmost part of the country, and all but Oklahoma border Mexico.

Most of the Southwest is a desert and gets very little rain. The climate is hot and dry most of the year. In the past, the dry environment made it almost impossible to keep farms. Eventually, dams were built across rivers such as the Colorado and the Rio Grande to direct water to areas that needed it. People were then able to use the water for farming. Texas now has more farms than any other state in the country.

▶ Texas longhorn cattle live in dry, hot climates.





This map shows the mineral-rich Southwest region. **What are three cities in the Southwest?**

Sheep and cattle were first brought to the Southwest in the 1540s by Spanish colonists, but large-scale ranching in the area did not start until the mid-1800s. At that time, the region became an important area for raising sheep. Later, cattle ranching passed sheep ranching in importance. In the late 1800s, ranchers walked their cattle hundreds of miles to railroad stations to transport the animals to the cities of the Northeast and Midwest. Stories of “cowboys” became an important part of American folklore.

People in the region also drilled for oil, which is used for fuel and heating. Oklahoma and Texas continue to be some of the most important oil producers in the United States. Metals like copper and silver were also mined in the area.

The Southwest is home to one of the most famous **landforms** in the country—the Grand Canyon. Landforms are natural features of the earth’s surface. The Grand Canyon was carved by the Colorado River running through it for millions of years.

The Southeast

Many of the 14 states in the Southeast region border either the Atlantic Ocean or the Gulf of Mexico. All of Florida and the entire east side of the region make up the Atlantic Coastal Plain—one of the largest coastal plains in the world.

The upper and lower parts of the Southeast region have very different landforms. The states in the upper part of the region have rolling hills, river valleys, and high, flat areas called **plateaus**. The states in the lower part have beaches, swamps, and **wetlands**, which are areas of land that have a lot of moisture in the soil.

Many rivers run through the Southeast, including the Mississippi River. The Blue Ridge Mountains, which are part of the Appalachian Mountains, extend through many of the states in the region.

The Southeast has a warm, humid climate. Winters on the coast are usually mild and wet. The long growing season and fertile soil make the area ideal for many crops, such as cotton, peanuts, rice, and tobacco. In the early 1600s, settlers in the Southeast built large farms, called plantations, to grow these valuable crops. In addition to crops, two of the main natural resources found in the Southeast are pine trees and coal.



▶ For 150 years, the Southeast was called the Cotton Belt because cotton was the most important crop in the region. This cotton field is in Georgia, where cotton is still one of the state's biggest crops.

Major Land Use and Landforms

Southeast

- Cities
- Farming
- Ranching
- Forestry
- No widespread use

Land feature

Water feature



 This map shows the warm, humid Southeast region. Florida is located in this region. **What are two of the main land uses in Tennessee?**

The long coastline and many rivers in the Southeast made trade and transportation flourish, helping the region grow. Later, tourism along the coastal plain became a huge industry, bringing even more people to the area.

Because of its climate, the region sometimes has tropical storms and hurricanes. In August 2005, Hurricane Katrina hit Alabama, Louisiana, and Mississippi. It devastated the city of New Orleans and was one of the deadliest hurricanes ever in the United States.

The Northeast

The Northeast is the smallest of the five regions. It runs inland from the Atlantic Ocean and the Atlantic Coastal Plain—where many cities grew around the harbors—to Lake Erie. Seven of the nine states in the Northeast region were among the original 13 colonies.



The climate in the Northeast includes cold winters and warm, humid summers. Snow is common during the winter, as temperatures regularly drop below freezing.

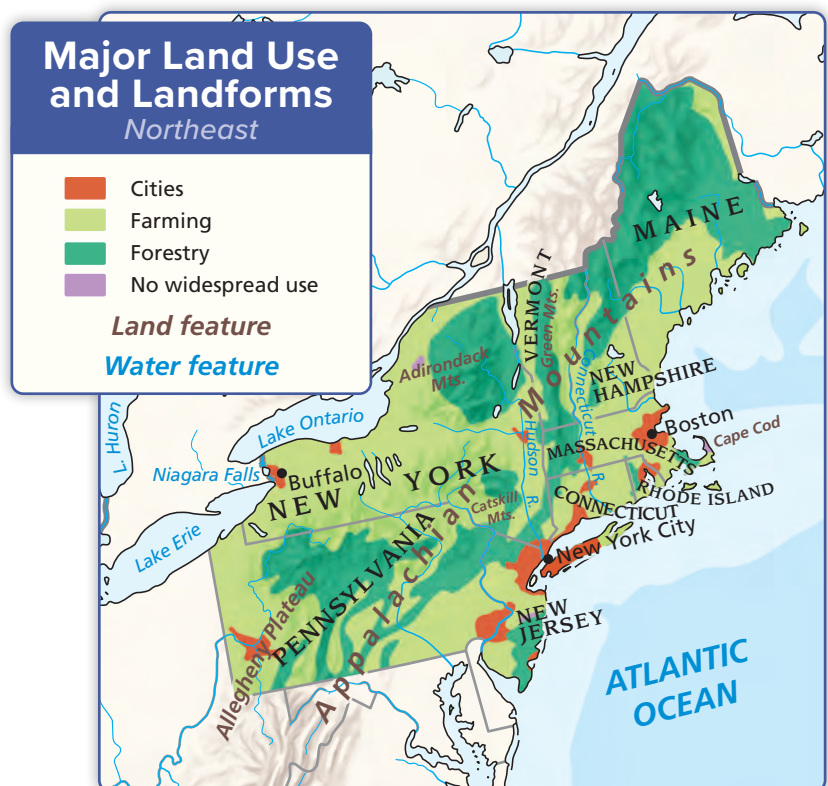
The Appalachian Mountains run through much of the Northeast. The northern parts of the Northeast contain forests and rocky soil. As a result, the early colonists usually grew food only for themselves, not for export.

Farther south, the soil is good for farming. Dairy, fruits such as apples and cranberries, and vegetables such as corn and potatoes thrive in this region. Fishing is an important industry on the coast and in the lakes. Metals such as iron and steel are also found in the area. Early settlers were attracted to the abundant natural resources in the region.

The Northeast was the original industrial base of the United States. When other regions were just beginning to grow, the Northeast was already established as the center of finance, trade, and industry.

▶ Camden, Maine, is a historic seaside town on the coast of the Atlantic Ocean.

▮ This map shows the cold, green Northeast region. ***Have you visited any states in the Northeast?***



LESSON 2

Who Lived in North America Long Ago?

Vocabulary

adobe
longhouse
nomad
irrigate
chickee
wigwam

American Indian groups relied on different types shelter depending on the climate and resources where they lived.

How Early American Indians Lived

American Indians have lived in all regions of the United States. They lived here for thousands of years before Europeans arrived.

Early American Indians were hunters, fishers, and farmers. The different groups had their own languages, customs, and styles of hunting. Their tools, homes, and foods changed depending on the natural resources of the land. Many American Indians lived in small villages that were part of a larger nation or tribe. Each village had a local leader. There was trade not only between villages but also between tribes. These trade networks crossed all of North America.

American Indians suffered when European settlers arrived. Europeans wanted to colonize the land. That meant they wanted to set up their own communities and control how the native people lived. The settlers took the American Indians' land away, even though the native people had lived in the area long before them. There were often battles between American Indians and the colonists.

American Indian Cultures

- Northwest Coast
- California-Intermountain
- Southwest
- Subarctic
- Mesoamerica
- Plains
- Eastern Woodlands



Common type of shelter
American Indian nation

Map shows U.S. boundaries of today.



Many American Indians were killed in the battles. Many more died from diseases that settlers unknowingly brought with them from Europe. When Europeans arrived in North America in 1492, there were almost 70 million American Indians representing hundreds of cultural groups. Over the next 400 years, the population of American Indians on the continent fell to about seven million.

American Indians in the West

American Indian groups in the West included the Cahuillas and the Yumans. They lived in the mountains and valleys of what is now California. These American Indians lived in **adobe** houses and sun shelters. Adobe is a brick made of mud. The Yuman-speaking peoples made the bricks for their houses. The Cahuillas made pottery and baskets. The Cahuilla and the Yuman people farmed, hunted, and gathered their food.

The Chinook and the Salish lived in the northern coastal areas of the West. They fished for salmon in nearby rivers, hunted whales and sea lions in the ocean, and hunted deer and birds in forests. The Chinook lived in **longhouses** made of wood from cedar trees.

In the 1700s, Spanish missionaries came to California. In the 1800s, the abundance in the West drew hundreds of thousands more European settlers. American Indians' first interactions with these people were mostly peaceful. However, the Europeans brought diseases that killed more than half of the native population.

American Indians in the Midwest

Many American Indians living in the Great Plains hunted bison. They used its meat for food and its skin for clothes and shelter. The Blackfeet, the Cheyenne, and the Sioux hunted these large animals and traded their meat and skins with farming groups for crops such as corn and beans.

Many groups in the Great Plains were **nomads**. They did not live in one place all the time. They moved their homes to follow the bison. They made tepees out of animal skins and wood. Tepees were easy to quickly put up and take down when the native people needed to move.



▶ These modern pueblos in Taos, New Mexico, are made of adobe.

▶ There used to be more than 60 million bison on the North American plains alone, but European settlers hunted and killed most of them in the 1800s. Now there are only around 500,000 bison in the United States, such as these in Wyoming.



European settlers brought horses to North America, some of which escaped into the wild. American Indians living on the Plains used these horses to help them hunt.

French explorers learned how to make bark-covered canoes from the native people. Canoes became an essential part of European exploration of the Midwest and the West.

There are more than 500 American Indian nations in the United States today.

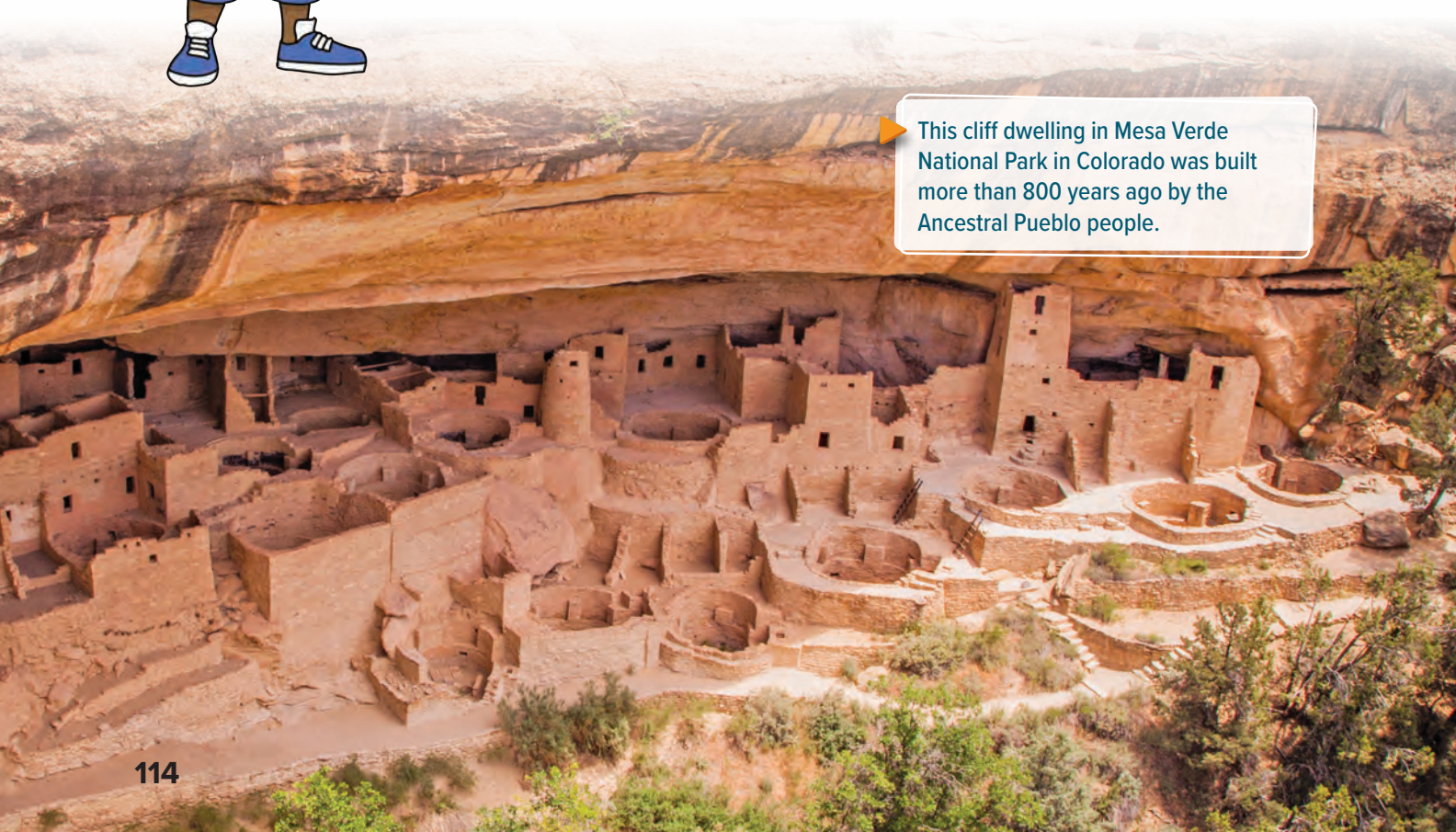


American Indians in the Southwest

In the Southwest, Ancestral Pueblo people built adobe buildings near their cropland and into cliffs. The buildings were like apartments. They each were more than one story tall, and many people lived in them. They learned farming skills and how to **irrigate**, or supply water to, their crops. This helped them grow crops such as corn, beans, and squash in the desert.

When Spanish settlers arrived in the Southwest, they built missions—churches where missionaries live and work—to teach American Indians their religion and way of life. They hoped this would make American Indians more likely to accept Spanish rule. Many American Indians came to the missions to receive food or protection. However, the American Indians who lived there could no longer practice their own religions, which led many of them to become angry. A Pueblo religious leader named Popé organized dozens of villages to rise up against the Spanish.

This cliff dwelling in Mesa Verde National Park in Colorado was built more than 800 years ago by the Ancestral Pueblo people.



American Indians in the Southeast

The Cherokees and the Seminoles lived in the Southeast. The Cherokees lived in villages along rivers. Their homes were made of sticks and plaster and shaped like domes.

The Seminoles' villages were located in thickets and wetlands that provided protection from outsiders. Their houses, called **chickees**, were built on stilts and had wooden platforms about four feet off the ground. The roofs were covered with hay or straw. Both the Cherokees and the Seminoles farmed, hunted, and fished for food.

Spanish explorers arrived in the Southeast in the 1500s. They searched for gold in Florida, claimed American Indian land, and built missions.

In the 1830s, the Cherokees, Seminoles, and other American Indian groups were forced off their land east of the Mississippi River and made to walk hundreds of miles to what became Oklahoma. This journey was called the Trail of Tears because of the thousands of American Indians who died along the way.



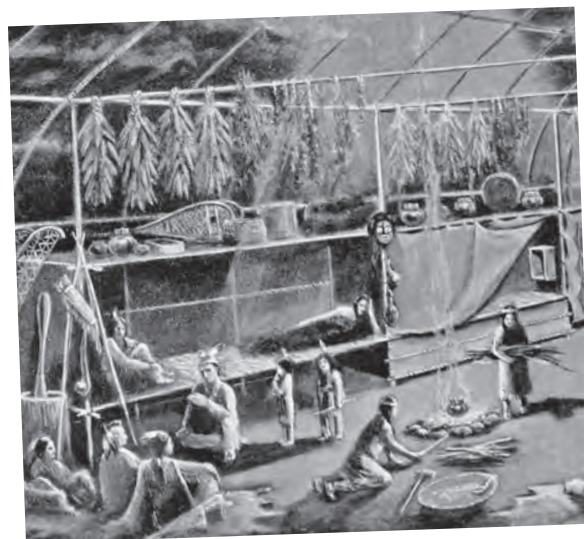
▶ A Seminole family in a chickee at the Brighton Reservation, Florida, around 1948

American Indians in the Northeast

Along the East Coast, the Algonquin, the Haudenosaunee, and other native groups hunted in large forests. They used trees from the forests to build their homes. Most American Indians in the region farmed corn, beans, and squash. They also gathered fruits, nuts, and seeds from the forest. They fished in the ocean and rivers. The Algonquin lived in huts called **wigwams**, and the Haudenosaunee used longhouses for shelter.

American Indians in the Northeast met some of the first settlers from the Netherlands and England. Sometimes these Europeans and American Indians worked together. They traded food and goods. The native people taught the Europeans new farming skills. However, American Indians were not treated well in return. Settlers took their land, forced them to follow European rules and laws, and broke agreements. More than half the American Indians living in the region died from catching European diseases.

▶ A painting of the inside of a Haudenosaunee longhouse



What Led to the Creation of the United States?

Vocabulary

persecution

Mayflower Compact

monarchy

Constitutional Convention

European Colonies and the Mayflower Compact

In the 1600s, several European nations colonized North America. Spain claimed land in the Southeast. France claimed land around the Great Lakes and the Mississippi River. The Netherlands claimed land in the Northeast. And the English claimed land along the East Coast.

Jamestown, Virginia, founded in 1607, was the first permanent English colony in North America. In 1619, colonists from Jamestown and other Virginia settlements elected members to the House of Burgesses. This was the first representative assembly in North America.

A year later, the Pilgrims, a group of people who had left England because of religious **persecution**, or bad treatment, arrived near what is now Massachusetts. Their ship was called the *Mayflower*. The Pilgrims and crew wrote an agreement called the **Mayflower Compact**, which said that the settlers would be loyal to the king of England but would make their own laws for the good of the colony. The Mayflower Compact was the earliest example in the Americas of a community claiming the right to self-government. It influenced the ideas that would eventually form the United States of America.

▶ The signing of the Mayflower Compact





By the mid-1700s, England controlled the 13 colonies on the East Coast. During the French and Indian War, which began in 1754, England and France fought to control the lands in the Ohio River Valley. England won in 1763 and gained more land. But the war was expensive. To help pay for it, England made the colonists pay taxes, without giving them any say in how the money was spent.

The colonists were upset with England for other reasons too. After the war, England issued the Proclamation of 1763, which said the colonists could not move west of the Appalachian Mountains. However, many colonists wanted to move west to claim more territory. They felt England had too much control over their lives. Colonists were also angry that they had no votes in the English government. They felt it was unfair that they had no say in government decisions that impacted their daily lives.

 The 13 colonies were divided into three regions. Compare the shapes of these original colonies with the shapes of the states that have the same names today.

The American Revolution and the Declaration of Independence

The colonists wanted to be in charge of their own laws. As they became more frustrated, problems grew between the colonies and England. In 1775, some British soldiers heard colonists were storing weapons in the city of Lexington, Massachusetts. The British decided to march to Lexington and take the weapons. However, colonists got word of these plans. They faced the British troops to protect their community, and fighting broke out. This fight was the first battle of the American Revolution.

In 1776, the leaders of the revolution gathered in Philadelphia, Pennsylvania, to write the Declaration of Independence.

Most of the early battles of the war took place in the New England and the Middle colonies. Later, most battles took place in the Southern colonies.





This document listed the many reasons colonists wanted to separate from England. Reasons included unfair taxes and not having a say in how the British government controlled the colonies. The colonists believed that they had to protect their rights. When the leaders signed the document, the 13 separate colonies became the United States of America.

The Declaration of Independence demanded a new style of government. At the time the declaration was written, most countries in Europe were **monarchies**. That meant they were ruled by queens, kings, or emperors. These rulers decided what life would be like for the people. But Americans wanted a style of government in which the people ruled, following some of the ideas from the Virginia House of Burgesses and the Mayflower Compact. The United States would be a representative democracy. A democracy is a government ruled by the people. No major country at the time had a government where the people ruled themselves.

In the Declaration of Independence, Thomas Jefferson wrote that “all men are created equal.” Yet many people at the time, including African Americans, American Indians, and women, were not treated equally. Both Jefferson and George Washington were slaveholders. Although these leaders argued for equality and freedom for Americans, the country had a long way to go to create a nation that truly treated everyone equally.

▶ A committee presents the Declaration of Independence to Congress. From left to right, the committee members were John Adams, Roger Sherman, Robert Livingston, Thomas Jefferson, and Benjamin Franklin.

What ideas about government did the first American leaders have?



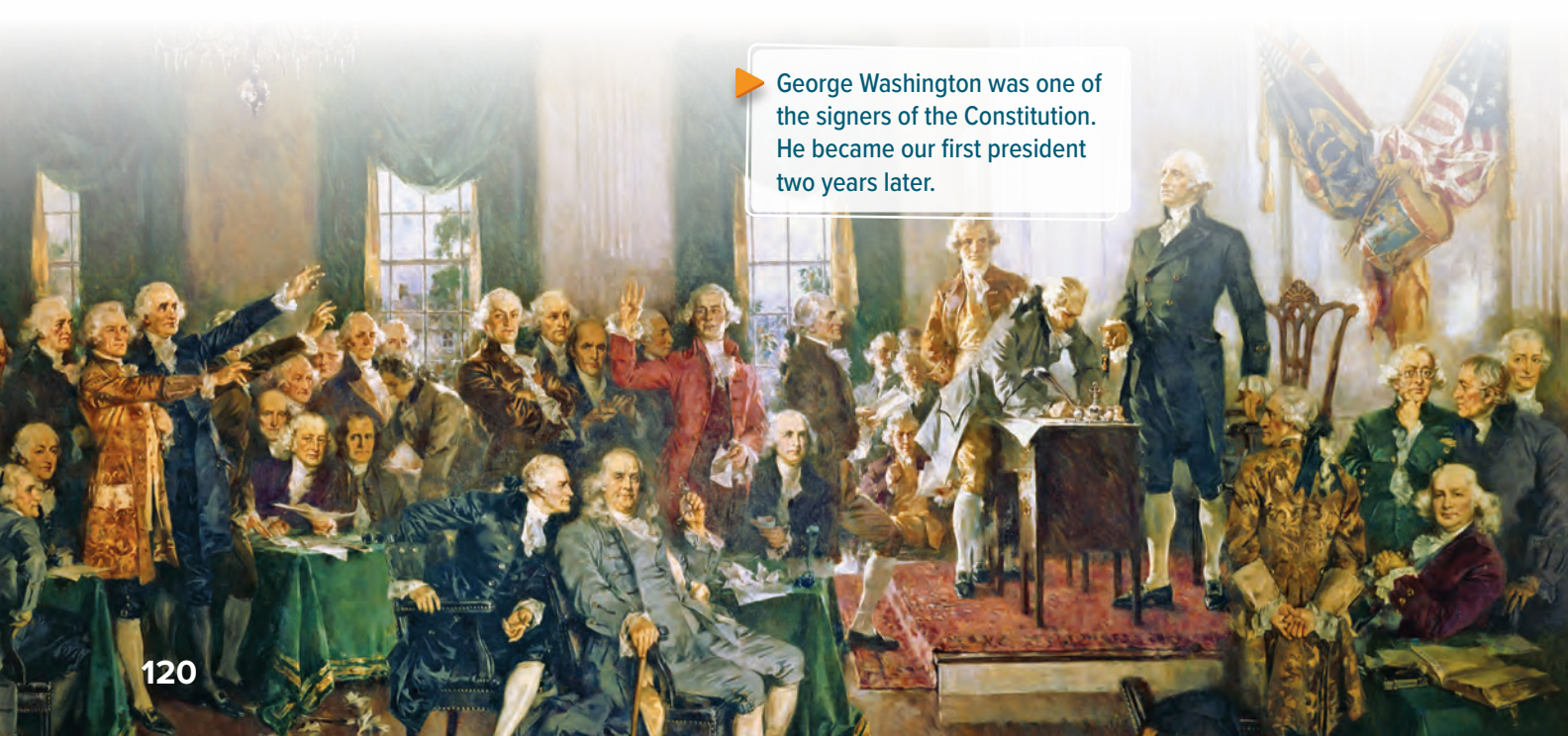
The Constitutional Convention

The first constitution of the United States was called the Articles of Confederation. It was made official in 1781. Although the Articles of Confederation helped the states through the American Revolution, it had many problems. It was clear that the new government needed a stronger constitution.

A few years after the war ended, leaders met to write a new constitution. This document would contain a set of rules for the new country to follow. In 1787, colonial leaders held meetings called the **Constitutional Convention** to determine what to write. Representatives from 12 of the 13 states attended.

Many of the country's founders attended the meeting. The founders were people who played key roles in creating the United States. They were from all over the country, and they did not all agree about what the constitution should say. Though there was general agreement on adopting Virginia's idea of a representative democracy, there were major disagreements about whether the country should have a strong federal government or whether most of the power should be given to the states.

Some leaders argued for a strong federal government that had the power to impose taxes and protect citizens throughout the country. Others feared giving the federal government too much power. They worried the people would feel controlled, as they had in the monarchies of Europe. They thought the federal government should be weaker than the state governments. They wanted to protect the rights of ordinary people.



George Washington was one of the signers of the Constitution. He became our first president two years later.

The leaders at the Constitutional Convention could not agree on the best path forward. Finally, they reached some compromises. They decided to create a government with enough power to act on a national level but without so much power that people's rights would be at risk. The Constitution divided the government into three branches. These three groups would have certain powers over each other. This way, one group would not become too powerful.

The powers of each branch of the federal government are described in the Constitution. The powers not given to the federal government are reserved for the states. Each state then wrote its own constitution to describe the powers and responsibilities of its government and the rights of its people. The new constitution of the United States of America was approved and made law in June 1788. It has lasted for more than 230 years.

“The confederation of the original 13 colonies into one republic was influenced by the political system developed by the Iroquois Confederacy, as were many of the democratic principles which were incorporated into the constitution itself.”

—U.S. Senate, 1988



“The Horse America, Throwing His Master,” 1779



RESEARCHING SKILL

Using Primary Sources

Primary sources are anything created during the time that is being studied. They give historians a true idea of what was happening at the time—a window into the past. To understand a visual primary source, think about the following:

1. Labeling: What is the title? Is there any other text, and what does it say?
2. Content: What is in the image? Are there people, animals, objects, symbols, or words? What do you notice about them?
3. Context: Do you know anything else about the creator, the time the primary source was made, or the reason it was made? What do you think it means? What is the main idea?

Answer these questions to help you understand the cartoon above.

The founders of the United States wrote the Constitution to outline the basic values of our country. The Preamble, or introduction, to the Constitution begins: “We the People of the United States, in Order to form a more perfect Union . . . establish this Constitution for the United States of America.” The introduction emphasizes that the Constitution is intended to help maintain peace in America, provide defense, and promote general well-being and liberty for Americans.

The Constitution, like the Declaration of Independence, states that the ultimate power belongs to the people. The Preamble makes it clear that the United States is a representative democracy and the Constitution is a road map to “form a more perfect Union.” It is the government’s responsibility to keep the peace and make sure justice rules.

The U.S. Constitution established the first stable democratic government. Although the document was originally written for a nation of farmers, the Constitution's writers made sure it could change as the nation grew and changed.

Bill of Rights
freedom of speech
unconstitutional

▶ The large first three words of our Constitution remind us whom this document was written for and who holds power in our country.





The Bill of Rights

After the Constitution was written, 9 out of 13 states had to approve it before it could become law. However, the founders had trouble convincing some states to approve the document. People were worried that the government still might limit their individual freedoms. Therefore, the writers of the Constitution agreed that amendments to guarantee individual rights should be added. States then approved the Constitution based on the promise that these amendments would soon follow. The first ten amendments to the Constitution are called the **Bill of Rights**.

The Bill of Rights amendments include **freedom of speech**, which means people are allowed to freely share their thoughts and opinions. In some countries, if people criticize their government, they may face punishment. But in America, all people are allowed to express their points of view.

The Constitution guarantees civil rights to all residents of the United States. Despite this promise, at the time of its signing, many people still did not have freedom and equality. Fortunately, the Constitution can change to meet the changing needs of Americans. Amendments to the Constitution have been made throughout history to make laws fairer and more just.

▶ The First Amendment in the Bill of Rights gives every American the right to free speech.

“

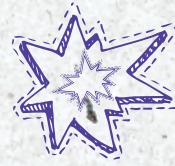
... a Bill of Rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse.”

—Thomas Jefferson, in a letter to James Madison, 1787

THE BILL OF RIGHTS



States that
people ...

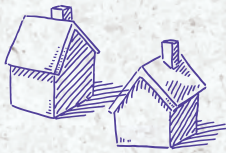


1

have the right to freedom
of speech, press, religion,
and peaceful assembly

2

have the right to bear arms



3

cannot be forced to house
soldiers in our homes

4

are protected from having
police search their homes
or take their property

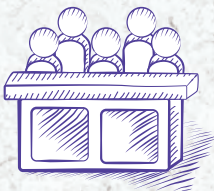


5

have rights when
accused of a crime

6

have the right to a
fair and speedy trial



7

have the right to
trial by jury

8

are protected from cruel
and unusual punishment



9

have rights not limited
to what is written in
the Constitution

10

and the states have all
powers not granted to
the federal government

Fighting for Equal Rights

In 1789, the Constitution did not count Black people as full citizens. At the time, many white Americans felt it was their right to enslave African Americans. However, a growing number of citizens felt slavery was wrong. By the mid-1800s, many people in the North were against slavery, while many people in the South still wanted to allow it.

In 1861, the Civil War broke out, with Southern states fighting the North to allow slavery. When the South lost in 1865, the 13th Amendment passed, making slavery illegal. In 1868, the 14th Amendment gave citizenship to all people born in the United States. It guaranteed all people equal protection under the law.

After the Civil War, African Americans were also finally allowed to attend schools and universities throughout the country. However, many people refused to accept African Americans as equals. They made new laws to force Black people to use separate public spaces from White people. African Americans had to go to separate schools and sit in different seats in restaurants and movie theaters and on buses. This was called segregation.

In 1954, in a case called *Brown v. Board of Education of Topeka*, the U.S. Supreme Court ruled that separating children in public schools on the basis of race was **unconstitutional**. This means that it was not in keeping with the basic principles and laws written in the Constitution. This decision marked the end of legalized racial segregation in the schools of the United States.

During the civil rights movement in the 1960s, leaders such as Dr. Martin Luther King Jr. fought for equality and stood up against unfair treatment of African Americans. King argued that “injustice anywhere is a threat to justice everywhere.” Without the freedoms guaranteed in the Bill of Rights, he may not have been allowed to speak out. Throughout the country, his words and actions spread ideas about treating people equally.



▶ U.S. soldiers protected African American students going to White schools in Arkansas after segregation was made illegal.



▶ Dr. Martin Luther King Jr. meets with President Lyndon B. Johnson at the signing of the 1965 Voting Rights Act.

Activists



Harriet Tubman

1820–1913

Harriet Tubman was a leader who fought to end slavery. She was born into slavery near Easton, Maryland. In 1849, she escaped and became a leader of the Underground Railroad. This network provided secret hiding places, transportation, food, and other items to help enslaved people flee the South. As a “conductor,” Tubman helped about 70 people escape slavery. Later in her life, she also worked to promote women’s rights.

Red Cloud

1822–1909

Red Cloud was part of the Lakota tribe, living in what is now Nebraska. From 1868 to 1909, Red Cloud led the Oglala—a group within the Lakota. He fought the U.S. Army in what was known as Red Cloud’s War. The war was fought to protect Lakota territory from the U.S. government and White settlers. The Lakota won, and in 1868, Red Cloud signed a treaty that set aside land for American Indians.





“

Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul alike.”

—John Muir

John Muir

1838–1914

John Muir was a naturalist, a writer, and an advocate of United States forest conservation. Born in Scotland, John Muir immigrated to Wisconsin as a child. Muir was influential in the creation of the Yosemite, Grand Canyon, and Sequoia national parks. In 1892, he cofounded the Sierra Club, one of the largest environmental advocacy organizations in the world. Muir also helped shape President Theodore Roosevelt's conservationist policies.

Emma Goldman

1869–1940

Emma Goldman was a writer and a political activist. She was born in what is now Lithuania and came to the United States in 1885. Goldman believed that there should not be a system in which there are rich people and poor people. She spoke out against the dangers of oppressive government. Goldman was jailed numerous times for her views and eventually deported.



How Have Slavery and Immigration Shaped Our Country?

Vocabulary

Patriot

poverty

prejudice

transcontinental railroad

identity

Enslaved People and America's Growth

As you learned, before the Civil War, Africans were brought to the colonies against their will, sold to the colonists, and forced to work without pay. Nearly half a million Africans were sold into slavery in places that are now part of the United States.

African Americans played a crucial role in the development of the United States. Crispus Attucks was among the first people to die for the cause of American independence. He was killed in the Boston Massacre of 1770. During the American Revolution, enslaved people sometimes joined the war effort, with the promise that they would then be granted their freedom. In April 1775, during the battles of Lexington and Concord, African Americans fought alongside **Patriot** forces. (Colonists who wanted independence were known as Patriots.) Unfortunately, most African Americans were not released from slavery after the conclusion of the war, but their contributions helped Americans win their independence.

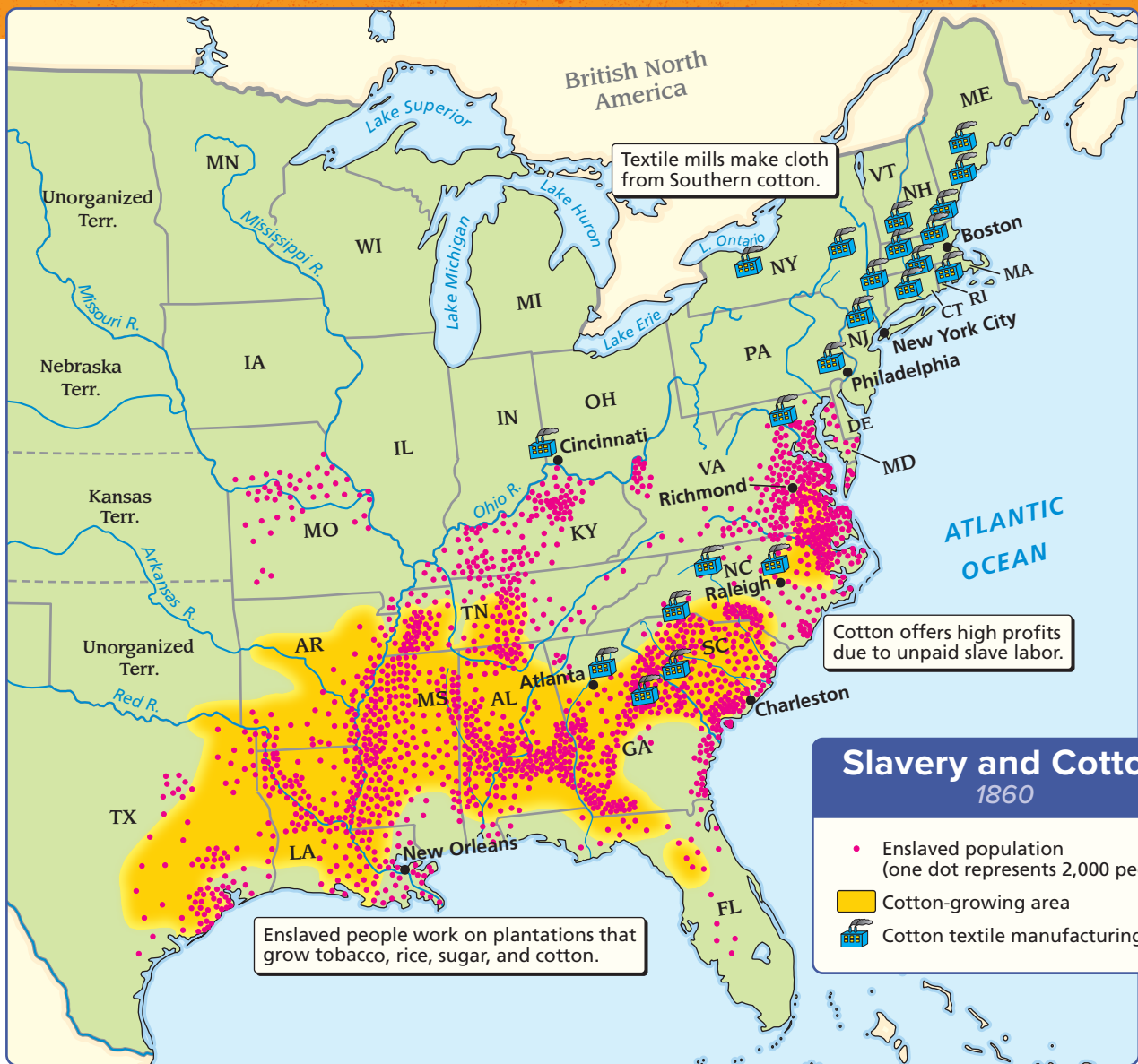
The First Rhode Island Regiment, which was made up of many African American soldiers, was formed during the American Revolution. The regiment also served during the Civil War, as shown here.





Enslaved people also played a major role in developing the United States economy. By 1790, many enslaved people worked in the South on plantations where they grew and picked cotton, which was the number one crop sold in the South at the time. Southern farmers made a lot of money selling cotton. By having enslaved people help grow their crops without pay, the farmers kept all the money for themselves.

Which colonies had workshops or shipping?
Which colonies had rice or tobacco plantations?

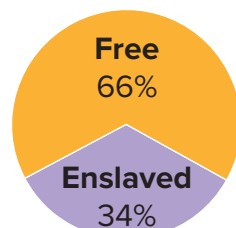


The Cotton Belt in the South depended on the labor of enslaved people. Textile mills in the North depended on Southern cotton.

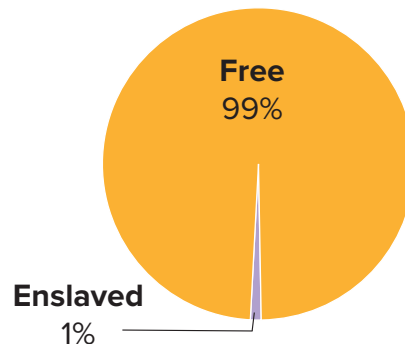
In this way, enslaved people laid the economic foundations of the United States. The work they were forced to do in the fields allowed Americans to sell cotton as well as other valuable crops, such as rice, sugar, and tobacco. After the Civil War, formerly enslaved people moved out of the South to work in the cities and factories of the North and the Midwest.

Slavery and Freedom in 1860

SOUTH
Total population: 12 million



NORTH AND WEST
Total population: 19 million



By 1860, people in the South wanted slavery to spread to all new states and territories, while those in the North and West wanted to end slavery.

A Nation of Immigrants

Immigrants from all over Europe began coming to North America in the 1500s, after explorers had sailed across the Atlantic Ocean and opened travel routes. The explorers had hoped to find riches and settle new land. In the 1600s and 1700s, many more immigrants arrived from England and settled in what is now the United States. Some hoped to make money. Others moved so they could practice their religion freely. Although immigrants arrived for different reasons, they all hoped to make better lives for themselves. Many of these immigrants became colonists and settled the 13 colonies that became the United States.

After the creation of the United States, many more people moved to the new nation to escape problems in their home countries. In the 1800s, most immigrants came from Germany and Ireland. Smaller groups came from Asia, Southern and Eastern Europe, and Central America.

Like the immigrants who had come to colonial America, these people came to the United States for many reasons. The Irish, for example, left home because their country faced a serious lack of food. Between 1845 and 1855, more than 1.5 million Irish people fled to America because disease had destroyed their potato crops.

Poverty at home was another reason immigrants came to America. The people were poor. They could not find work or make enough money to buy food in their home countries. Many people also came to the United States for religious and political freedom.



▶ These Sami children arrived at Ellis Island Immigration Station around 1910. The Sami are native people from Scandinavian countries in Europe.

▶ The Statue of Liberty has welcomed immigrants coming into New York Harbor since 1886. It symbolizes freedom and liberty for all.



WANTED—A woman to cook, wash and iron for a small family. She must produce good recommendations, or need not apply. Enquire at 293 Broadway. **To save trouble no Irish need apply.** \$6

WANTED—To take charge of a house for a single person a sober discreet middle aged woman, that understands plain cooking, washing and ironing—to such a one with good recommendations, liberal wages will be given, and constant employ—an American or English woman would be preferred; **no Irish need call.** Enquire at No. 62, Ann street, between the hours of 7 and 8 in the morning, and 6 and 7 in the evening. \$6-41*

Hardships Faced by Immigrants

Immigrants have always faced discrimination and **prejudice**. Prejudice means forming baseless opinions about people before learning about or getting to know them. Some Americans did not like that immigrants spoke different languages and practiced different religions. Some did not like that immigrants looked and dressed differently from them.

The different groups that immigrated to the United States faced other types of challenges as well. During the mid-1800s, many Irish people settled in

Boston, New York, Philadelphia, and other cities on the East Coast. They often stayed in slums near the ports where they had arrived, living in poor conditions. Some American workers were afraid they would lose their jobs to immigrants willing to work for less money than they were. As a result, the workers were not welcoming to the Irish. Some Americans also treated Irish immigrants poorly because of their religious differences.

Chinese immigrants also faced many challenges in their new country. In the late 1800s, thousands arrived in the United States. More than 15,000 Chinese workers helped build the **transcontinental railroad**, which connected the West and East Coasts of the United States. At the height of construction, Chinese immigrants made up 80 percent of the Central Pacific Railroad's

▶ In the 1800s, newspaper advertisements for jobs and housing often included very prejudiced language against Irish people.

▶ Chinese workers at the transcontinental railroad in the Sierra Nevada mountain range





workforce. Despite this, they were not allowed to become U.S. citizens. In addition, the Chinese workers were paid far less than other workers for the same work. They had to face dangerous work conditions, such as accidental explosions, snow and rock avalanches, and freezing weather. Many Chinese immigrants were killed while working on the railroad.

In spite of these difficulties, immigrants worked hard and helped build the United States. Irish workers laid trolley tracks in cities; they built roads, waterways, and railroads and served in the military. Not only did Chinese workers build a huge part of the transcontinental railroad, but they also brought expertise from their homeland to work in the agriculture and fishing industries.

Italian immigrants also worked on the railroad, provided labor for American factories and mines, and helped build roads, dams, and tunnels. German immigrants had a significant influence on the United States educational system, promoting public school programs, which were not common yet.

▶ This building housed the first kindergarten in the United States. It was founded by German immigrant Margarethe Meyer Schurz in Watertown, Wisconsin, in 1856.

▶ Italian immigrant railroad workers in Ann Arbor, Michigan, in 1905





▶ Many of the foods we traditionally eat for Thanksgiving were developed by American Indians. They have become a part of our American identity.

▶ Blues saxophone player and bandleader Raymond Sheppard playing the clarinet



The American Identity

Identity is a shared set of beliefs and qualities that describe a person or a group of people. American identity is made up of a blend of people from diverse backgrounds. It includes the beliefs that many Americans have in common. It also includes our shared culture, such as our food, music, sports, entertainment, and schools.

Over thousands of years, different groups of people have lived on the land that became the United States. American Indians were joined by Europeans, Africans forced into slavery, and immigrants

from many countries. These groups of people and their histories make up part of our American identity. For example, the food we eat today, such as potatoes, squash, and corn, is connected to food that was first grown by native people. Corn does not grow in the wild. American Indians developed it by experimenting with different plants over hundreds of years.

Music is another part of American identity. Blues is a type of music that began with African Americans living in the Deep South in the late 1800s. This community had recently been freed from slavery and faced terrible racism. Blues was a way for African Americans to express life's hardships, as well as joy and celebration. It embraced traditional African songs and spirituality. The blues laid the foundation for jazz, country, rock and roll, and hip-hop—musical styles that have defined American culture.



American identity grew stronger with the founding of the United States. The Declaration of Independence, the Constitution, and the Bill of Rights shape the freedoms we have in our daily lives today. However, the principles outlined in these documents are complicated. Though “all men are created equal” was written in the Declaration of Independence more than 200 years ago, Black people, American Indians, people of color, women, and other groups are still not always treated fairly. This unequal treatment and the struggle against it is a difficult part of our country’s history. This history helped create our American identity. Millions of Americans have fought, and continue to fight, to make equality a reality for all people.

American identity means different things to different people. Although it is rooted in our country’s past, it is always changing to reflect Americans in the present.

▶ Celebrating Independence Day is a part of our American identity. ***What does American identity mean to you?***



▶ The strength of the United States comes from our diversity. Learning about and celebrating our differences makes our whole country stronger.

CHAPTER SUMMARY



How Did the United States Develop over Time?

The United States is made up of diverse regions and people. American Indians lived here for thousands of years, and European colonists arrived in the 1600s. Enslaved Africans were brought here and forced to work. In 1776, colonists formed the United States. The hard work of American Indians, enslaved people and immigrants helped build our country.

LESSON 1 What Is the Geography of the United States?

- The United States includes many different regions, each with different resources, climates, and landforms.
- The country can be divided into five main regions: West, Midwest, Southwest, Southeast, and Northeast.
- Maps can show information about each region.

LESSON 2 Who Lived in North America Long Ago?

- American Indians have lived in North America for thousands of years.
- American Indians have different cultures and ways of life, depending on where they live.
- European colonists took American Indian land and spread diseases that killed many.

LESSON 3 What Led to the Creation of the United States?

- England had 13 colonies in what is now the United States.
- The colonists' anger about British taxes and their lack of representation in government led to the American Revolution.
- Americans wrote the Declaration of Independence, separating from England and forming the United States.
- Leaders at the Constitutional Convention outlined laws for the new country.

LESSON 4 What Are Our Rights?

- The government of the United States helps protect the rights of the people.
- The Bill of Rights was added to the Constitution to guarantee individual freedoms.
- Laws can change to better fit the needs of Americans.

LESSON 5 How Have Slavery and Immigration Shaped Our Country?

- Africans were forced to come to America and live as enslaved people.
- Immigrants from Europe often came to the United States to escape problems.
- Though immigrants faced many challenges, their hard work helped build this country.
- American identity is made up of the diverse backgrounds of the American people.



Chapter 5

What Is Life like in the United States Today?

I reuse plastic containers instead of throwing them away.



The United States is made up of people from many different backgrounds living in many different communities. Some people live in big, busy cities. Others live in small towns surrounded by nature. Immigrants from all over the world are a big part of the country's identity.

Different levels of government work to protect Americans and solve problems within communities. People can vote for government leaders they feel will best represent their values.

Communities are always changing. For example, computers and the internet have changed the way people work, shop, and learn. Cars allow people to get to work and school quickly. These changes often make daily life easier, but they can hurt the environment. People in America's communities are working together to protect the environment.

LESSON 1

How Do People in Our Country Live?

Vocabulary

urban

suburban

rural

skyscraper

Different Types of Communities in the United States

The United States is home to many diverse communities. There are three main types of communities: **urban**, **suburban**, and **rural**. Urban communities are in cities. Suburban communities are on the outer edges of cities. Rural communities are in the countryside. Each of these community types has unique features. Even though they are different sizes, have different numbers of people, and exist in different environments, they also share similarities. People in all of these communities need to work, go to school, and buy goods, such as food and clothing.



► This image was taken from above the earth. The bright clusters of lights are urban areas. Areas with fewer lights are more rural communities. *Why do you think that is?*



Urban Communities

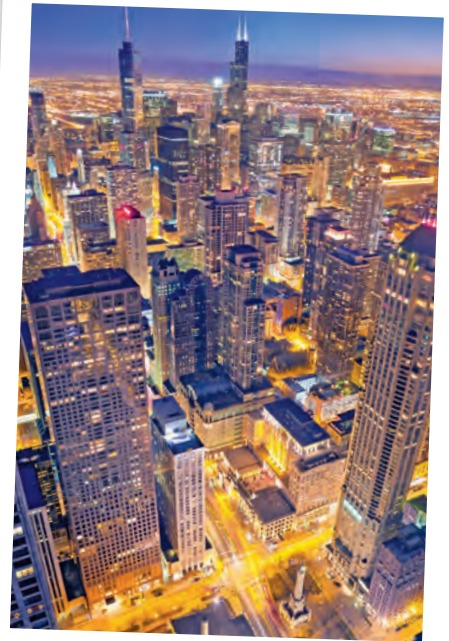
Urban communities are crowded with people and buildings. Big cities pack a lot of people and buildings into the available space. People can often walk from their homes to school, the grocery store, or the park. People in urban communities may also take different types of public transportation, such as buses or the subway, to get from place to place.

Many homes in urban communities are close to one another to fit more people. Some people live or work in very tall buildings called **skyscrapers**. These buildings can hold many homes or offices.

People live in urban communities for many reasons. Some people like living in cities because there are so many things to do there. Cities have museums, theaters, and other interesting places to visit. Some people live in cities to experience different types of people and cultures. Urban communities often have diverse populations.

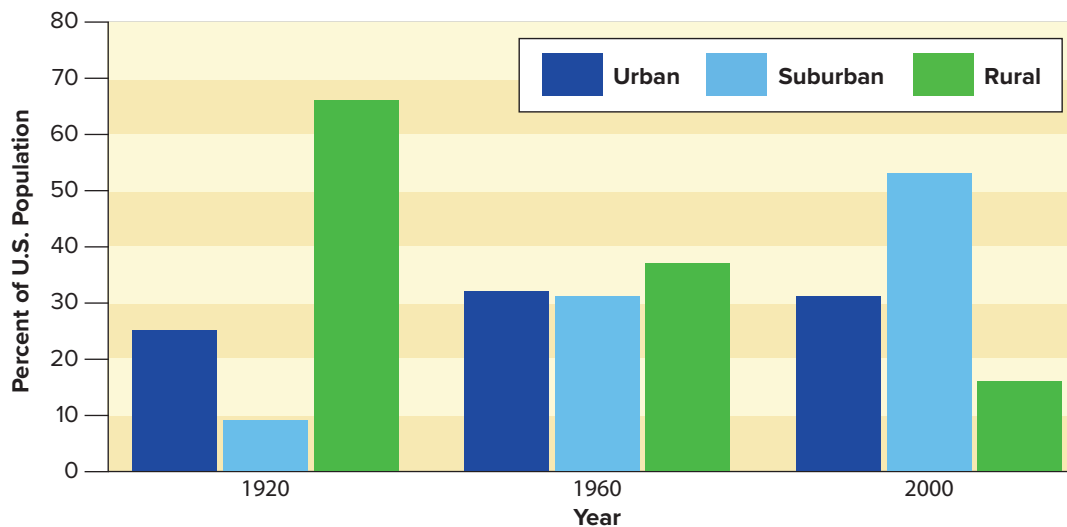
Other people move to cities for work opportunities. Some cities specialize in certain kinds of industries. For example, San Jose and other nearby California cities are known for their technology industries. The city of San Antonio, Texas, is known for military jobs and tourism. New York City has many opportunities for people who work in finance, or money management. New York City is home to more people than any other city in the United States.

▶ New York City is a busy urban area with a lot of people, traffic, and tall buildings. ***What are the advantages and disadvantages of living in a city?***



▶ Skyscrapers are packed together in our major cities. This is a picture of Chicago skyscrapers at night.

People Living in Urban, Suburban, and Rural America



- Compare the percentages of people living in the suburbs in 1920 and in 2000. *Why do you think the population in the suburbs has increased over the years?*

Suburban Communities

Suburban communities, or the suburbs, are often less crowded than urban communities. Neighborhoods are more spread out, and homes are often bigger than those in cities. Suburbs tend to have larger parks and more open spaces. Stores are not usually within walking distance of people's homes, so many people in the suburbs own cars.

Some people move to the suburbs to escape the noise and traffic of big cities, and homes there are often less expensive than homes in big cities. Many families live in suburban neighborhoods and take a car or a train to a nearby city for work.

Suburbs are built around urban cities. As cities get larger, the suburbs expand. When houses and buildings move farther out, farmland and wilderness are turned into neighborhoods. Large stretches of farmland are lost each year to suburban growth.

- ▶ Issaquah is a suburb in Seattle, Washington. Homes are often bigger in the suburbs than in big cities.



Every suburban community is unique. For example, Snellville is a suburban community in northwest Georgia. It is close to the city of Atlanta, where many in the community work. Their town slogan is “Snellville, where everybody is proud to be somebody!” Ypsilanti is a suburb of Detroit, Michigan. Its citizens are proud of the community’s diversity, history, and access to many outdoor activities.

Rural Communities

Rural communities have fewer people than urban or suburban communities, but more land. Most of the land in the United States is in rural areas, but only one out of five Americans lives in a rural community.

Rural areas do not have as many businesses as urban or suburban communities. Homes are spread much farther apart, and there are not as many buildings and roads. People may need to drive long distances to do their grocery shopping and other errands.

People live in rural areas for many reasons. Work in farming, mining, and logging industries brings many people to these areas. People are drawn to the less expensive housing and wide-open spaces. They may also like the sense of community that a small town brings.

Stapleton, Nebraska, is a rural town surrounded by farms and ranches. A river runs to the west of the town. Agriculture is the main source of work. Helper, Utah, is a rural, historic railroad town in the mountains between Salt Lake City and Denver, Colorado. The town is proud of its history, beautiful scenery, and active arts community.

There are more rural communities in the Midwest than in any other region of the United States. The number of people living in rural communities throughout the country has declined in the past 100 years, as more and more people have moved to cities and suburbs.



► Rural communities like this one in Montana have fewer buildings and people compared to suburban and urban communities.

Do you live in an urban, suburban, or rural community?



LESSON 2

What Is It like for Immigrants in the United States Today?

Vocabulary

famine
resettle
donation

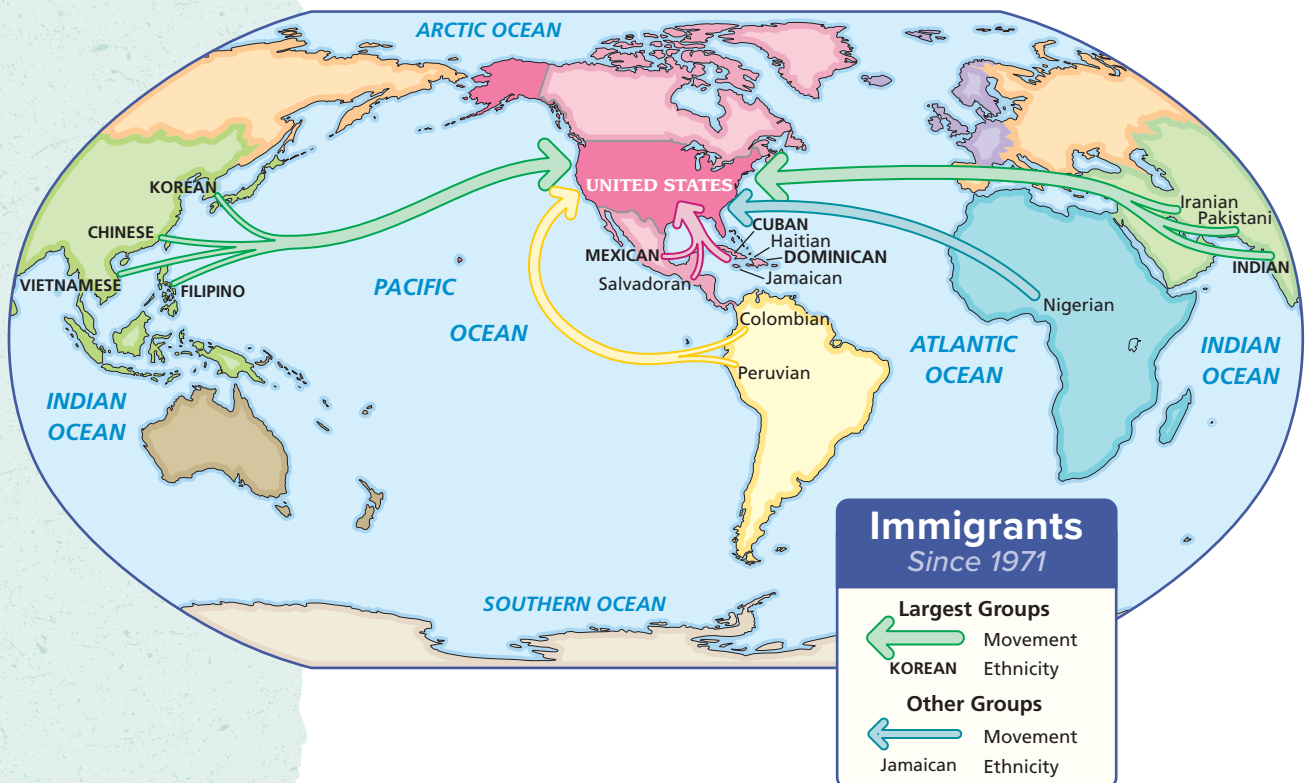
Immigrants move to the United States from all over the world. *What is one group of people that moved to the United States from South America?*

Our Nation's Immigrants

As you have learned, immigrants are a big part of our country's history. Many of our ancestors were immigrants.

From 13 percent to 14 percent of the people living in the United States today were born in another country. Immigrants come to the United States from all over the world. Now more immigrants come from Mexico than from any other country. Many immigrants also come from Asia—especially China and India. Like past immigrants, most people move here in search of better lives. Some come from countries that are not safe because of war or violence. Others come because they cannot find work in their home countries.

Some immigrants to the United States are refugees. Many do not want to leave their home countries but are forced to move because it is too dangerous to stay. Sometimes that is because wars are happening in their homeland. Other times, there has been a natural disaster, such as a flood or an earthquake. Sometimes people leave to escape persecution due to their political views, religion, or other parts of their identities.



Refugees come to the United States from many countries, including Syria, Afghanistan, and the Democratic Republic of Congo. They come here looking for safety and peace.

In the early 1990s, people fled a dangerous civil war and terrible **famine**, a serious lack of food, in Somalia, a country in eastern Africa. Many settled in Minneapolis and St. Paul, Minnesota. Today, the Twin Cities are home to more than 50,000 Somali refugees.



Helping Immigrants Adjust

Adjusting to life in a new country can be challenging. When immigrants come here, they are leaving their homes, families, and friends for an unknown life. It is often not an easy decision to move far away.

Some organizations help refugees **resettle**, or adjust to life in their new country. When some refugee families came to live in Minneapolis/St. Paul, they were not ready for the cold winters. The International Institute of Minnesota worked to get **donations** of warm coats, hats, and boots for them. A donation is a gift that a person gives to someone in need. The organization also helped refugees find housing, enroll their children in school, find jobs, and sign up for English language classes.

Open Doors for Refugees is a volunteer group that formed to help refugees make a home in Madison, Wisconsin. It hosts large public events to raise awareness about the refugee crisis around the world and provide support for local refugees. These events allow people from different countries to learn about one another's cultures and traditions. When families come together at these types of events, they often realize they have much more in common than they thought.

▶ Street fair in Minneapolis, Minnesota, celebrating Somali Independence Day

▶ This group helps Middle Eastern immigrants and refugees in the Chicago, Illinois, area.



STORIES

OF IMMIGRANTS

No matter where they come from, immigrants contribute to our country in important ways. They start families, have jobs that help the economy, and become leaders in their communities. It is important that their stories be heard.



▶ Immigrants in San Francisco participate in a ceremony to become United States citizens.



Heval Mohamed Kelli, a refugee from Syria, now lives in Clarkston, Georgia.

"Two days after we arrived in Clarkston, we were terrified," says Kelli. "And then all these people arrived at our door with food, wanting to help us learn English. They didn't look at all like us. But they changed our lives."



Some people come to America at a very young age. Ramon Padilla Munguia was born in Mexico. He was brought to the United States at the age of two by his parents. Munguia was honorably discharged from the United States Army as a sergeant first class.

"My parents worked hard to build a new life in this country for my brother and me. Their values, work, family, faith, and service to community were taught to us at an early age. . . . I wanted to give back to America and repay what America had given to me, so I joined the military."



Farhat Popal was only three years old when her family came to the United States from Afghanistan.

"I often felt I had to work harder than others to succeed. But I had the fortune to grow up here, with all the resulting opportunities that entailed—I just had to reach for them. For those who immigrate at an older age, sometimes those opportunities are severely limited."



Some immigrants come from cultures that are very different from ours. They may not be used to how we live. Tulip Nandu immigrated from India at the age of 24.

"The major challenge is a cultural one. India and the U.S. are polar opposites when it comes to culture and tradition. . . . We have started enjoying and understanding why Americans do certain things a certain way."



Many people immigrate to the United States to start new careers. Zunita Cummins immigrated from Panama when she was in college. She learned English, and now she owns her own business.

"America is a country that rewards those who work hard. It does not hold people back if you are willing to overcome obstacles. It also means that our daughters are able to have a bright future as well, and will be able to do whatever they choose to when they grow up."



READING SKILL

Summarizing

When summarizing, you do not use your own ideas, opinions, or background knowledge. You only retell, in very few words, the main points that the author wrote. When writing a summary, remember these rules:

- Use only information found in the text.
- Include only the most important ideas.
- Do not add your own opinions or knowledge.
- Do not copy from the text.

Can you summarize what the author wrote on these two pages? Remember to start with the main idea.

People of Our Country



Madeleine Albright

born 1937

Madeleine Albright is a politician who became the first female secretary of state. She was born in the former Czechoslovakia and immigrated to the United States in 1948. As secretary of state, she led the United States in its relationships with other nations from 1997 to 2001. In May 2012, President Barack Obama awarded her the Presidential Medal of Freedom—one of the highest honors given by the United States government.

Cynthia Rubio

born 1969

Cynthia Rubio is an engineer and business owner from El Paso, Texas. She is the cofounder of a technology company that created a way to keep track of people during events and emergencies. Rubio's company created wristbands that people and pets can wear during evacuations from hurricanes and other emergencies. The bands use radio waves to allow family and emergency workers to track their location.





Marcelo Claure

born 1970

Marcelo Claure is a business owner from Bolivia. He studied economics in college in the United States. After graduating, Claure met the Bolivian Football Federation president during a plane ride and was offered a job as head of business operations. Claure later founded a company that sells mobile phones. It became the largest Hispanic-owned company in the United States. Claure's charity, One Laptop Per Child, helps children access computers for education.

Hamdi Ulukaya

born 1972

Hamdi Ulukaya is the founder of the Chobani yogurt company. Ulukaya was born in Turkey, where his family were sheep farmers. He immigrated to the United States in 1994 and bought an old yogurt factory in New York. He built Chobani, which became the top-selling Greek yogurt brand in the country. Ulukaya hires refugees living in nearby New York communities. He started the Tent Foundation to help improve the lives of refugees worldwide.



LESSON 3

What Does Our Federal Government Do?

Vocabulary

currency
interstate
federalism

The Responsibilities of the Federal Government

The Constitution created a federal government. Federal 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. These laws create order, help make things fair, and keep people safe.

The federal government has many responsibilities. It handles relations with foreign countries. It is in charge of the armed forces that protect our country, such as the army and the navy. Only the federal government can declare war.

The federal government provides many important services. It manages our **currency**, or money. The U.S. currency is the dollar. The federal government makes coins and prints paper money, or bills. It is also in charge of the U.S. Postal Service. The Postal Service picks up and delivers mail for every person in the country.

Departments run by the federal government oversee many things. For example, the Department of Transportation makes sure people can travel safely throughout the country. It provides money to build and repair roads and makes sure cars, planes, and trains follow safety guidelines. It is also in charge of the **interstate** highway system. That is the highway that runs from Florida to other states.

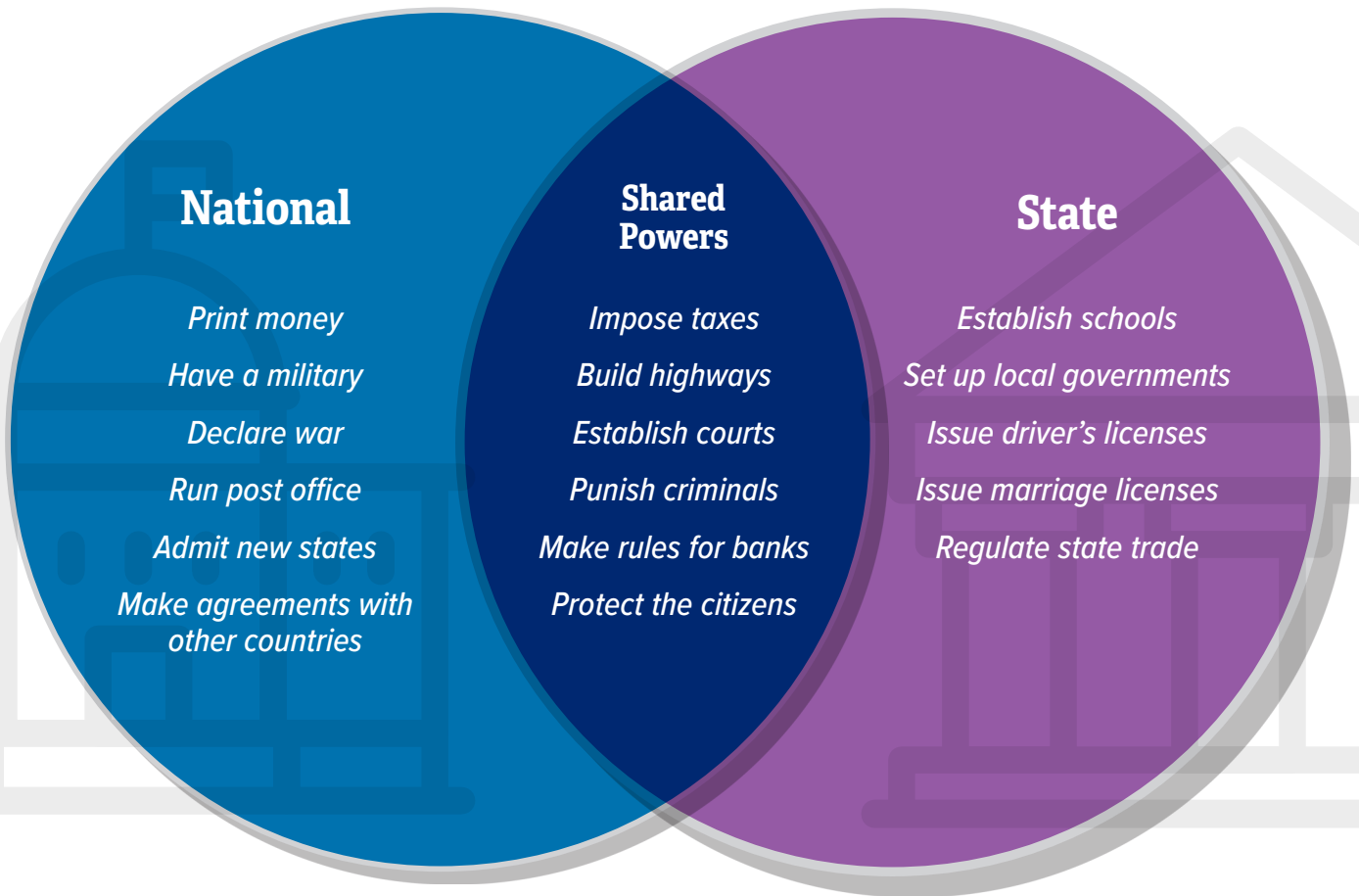


► Members of Florida's National Guard practice rappelling out of a helicopter at Camp Blanding.

► The U.S. government prints money, such as these five-dollar bills.



Federalism



How Federal and State Governments Share Power

Before the U.S. Constitution was ratified, each state passed its own laws, regardless of what other states thought or did. However, the Constitution changed that.

The Constitution stated that federal and state governments must share power. This concept is called **federalism**. The federal government creates laws that the whole nation must follow, while state governments handle the laws of each individual state. States make rules and laws to protect the health and safety of their own residents. For example, states set the rules for what age people must be to drive a car there. States can also establish schools, set up local governments, run local elections, and regulate businesses within their borders.

Sometimes the powers of the states and the federal government overlap. For example, both can tax people, maintain a court system, and build roads.

Three Branches of Government



LEGISLATIVE BRANCH

Congress

- Writes and approves laws
- Can declare war
- Approves president's appointees



EXECUTIVE BRANCH

President

- Suggests laws
- Commands armed forces
- Appoints officials
- Leads foreign policy



JUDICIAL BRANCH

Supreme Court

- Interprets the Constitution and other laws
- Weighs in on decisions from lower courts

The Organization of the Federal Government

The federal government is organized into three branches: the legislative, executive, and judicial branches. Each branch checks and balances the power of the other two.

The legislative branch, called Congress, makes the laws. Congress is made up of the Senate and the House of Representatives. The Senate has 100 members, two from each state. The House of Representatives has 435 members. Each state's population determines how many representatives it sends to the House of Representatives. Larger states have more representatives.

The executive branch enforces the laws. The president runs the executive branch of the federal government. The vice president and the different departments support the president. The heads of these departments make up the cabinet, a group that advises the president.

The judicial branch makes sure laws are fair and protect people's rights. 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. The Supreme Court is the highest court in the nation. The nine justices on the Supreme Court decide whether laws follow the Constitution.

The Responsibilities of Our Leaders

As citizens in a democracy, we have the power to elect our country's leaders. Once elected, these officials have a responsibility to listen to citizens and make positive changes.

People vote for leaders to run school boards, lead local and state governments, represent them in Congress, and be president. All elected officials are sworn to protect the Constitution of the United States. The highest elected official is the president of the United States. Anyone 35 years of age or older who was born in the United States and has lived here for at least 14 years can run for president.

As leader of the executive branch of government, the president is responsible for enforcing the laws created by Congress. Presidents sometimes have to make tough decisions and lead the country through difficult situations, such as war and economic troubles. They often meet with the leaders of other countries to discuss trade deals, peace agreements, and providing aid to struggling nations. The president works with many advisors to help solve problems and protect our country.

Senators and representatives elected to the legislative branch must also work together to make and pass laws. These officials consider the needs of not only the people who voted for them but also those who did not vote for them. This way, elected officials work to create a community where all citizens feel valued and represented.

The judicial branch is led by the Supreme Court justices. They decide if laws are fair and if they follow the Constitution. To be successful, justices must be able to look at a problem from multiple angles and consider different perspectives.

The greatest leaders in our country lead by example. Teachers, police officers, and elected officials are all leaders. You can also be a leader in your school and in your community. Anyone who is willing to work hard and take on responsibility can be a leader.



▶ Most U.S. citizens age 18 and over have the right to vote.

▶ The Supreme Court Building in Washington, D.C.



LESSON 4

How Has Innovation Affected Our Economy?

Vocabulary

innovation

container ship

Information Age

internet

Innovations That Changed Our Nation

Throughout history, many **innovations** have changed our world and how we interact with it. An innovation is a new idea or invention. In the past 200 years or so, innovations in transportation and technology have transformed the way we move from place to place, communicate, work, shop, and do many other activities. Not only have these developments affected our daily lives, but they have also had a major impact on our nation's economy.

Transportation

Transportation is an important part of our daily lives. People depend on it to get to school, work, the grocery store, and many other places. Transportation is also an important part of our country's economy. Businesses move goods using different forms of transportation. People are always looking for new ways to move people and goods faster and more easily. Because of this, there have been many innovations in transportation over the years. Back when colonists first settled in the United States, the only forms of transportation were walking, riding on horseback, and traveling by boat. Goods moved slowly throughout North America and overseas.

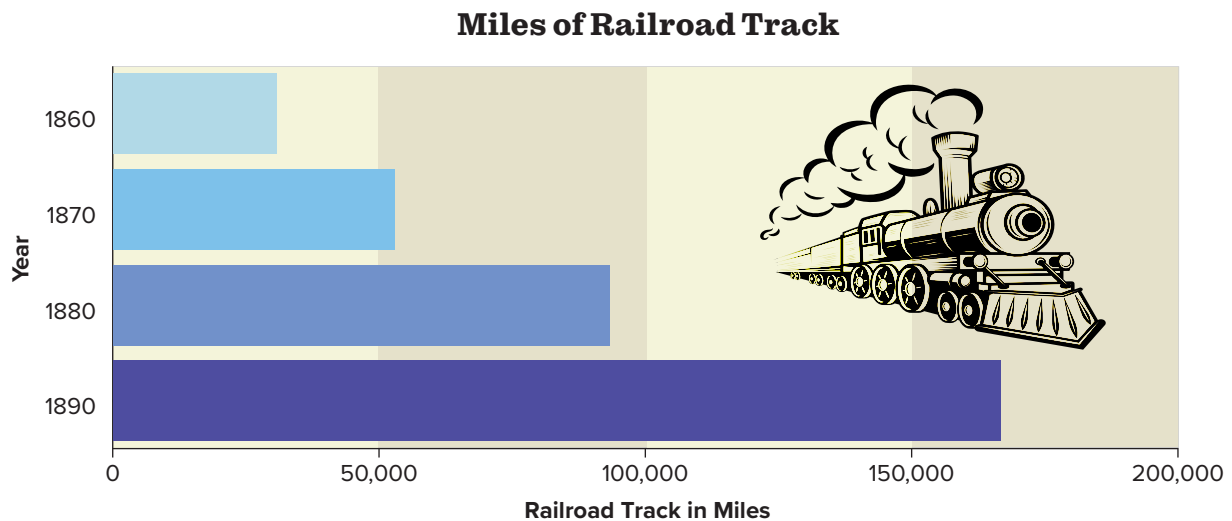
In the 1800s, major changes gave the economy a big boost. In 1807, the steamboat was invented. It moved goods much faster than sailboats or rowboats could. Steamboats were powerful enough to run against river currents, so they could travel on a river in both directions.

Around the same time, workers expanded the nation's canal system. Canals connect many of America's rivers

and lakes with the oceans. These water "highways" transported settlers and goods to the West in the first quarter of the 1800s. They also moved resources such as furs, wood, minerals, and farm produce from rural areas to cities. The Erie Canal in New York

► Large trucks move goods such as groceries and furniture from place to place.





was the first major canal in the nation. It helped make New York City the busiest U.S. port and a major destination for business.

In 1828, the first commercial railroad line, from Maryland to Virginia, was built. Railroads soon connected cities across the country. These transportation changes made large-scale buying and selling possible. The American economy grew rapidly.

In the early 1900s, airplanes began transporting cargo quickly and over great distances. Cargo is goods carried on planes, ships, or other vehicles. Cargo planes transport all kinds of things, from food to clothing to equipment. Passenger planes also contribute to the economy. The first passenger plane flew from St. Petersburg to Tampa, Florida, in 1914. Since then, commercial flight has generated jobs, contributed to world trade, and increased tourism in our country.

Transportation continues to change today. **Container ships** stacked with boxes filled with cargo are getting bigger and bigger. The largest container ships in the world are more than 400 yards long—about the length of four football fields placed end to end.

In 1996, the first modern electric car was introduced. Electric and “hybrid” vehicles (vehicles that combine an electric motor with a gasoline engine) help reduce air pollution and also contribute to economic growth by creating jobs and reducing fuel costs. Public transportation provides many similar environmental and economic benefits. It also saves consumers billions of dollars every year in commuting costs.

● Railroads made it much easier to travel across the country. Trips that used to take months by wagon or weeks by boat suddenly took days. *How do you think this changed the economy?*

▶ A container ship moves cargo on the Savannah River in Georgia.



Technology

What innovations in technology do you think we will see in the next 50 years?



Innovations in technology have also had a major impact on our nation's economy, particularly since the beginning of the **Information Age**. This period of technological innovation began in the 1980s and continues today. Before the 1980s, computers were big machines that very few people used. During the Information Age, computers became smaller, faster, easier to use, and cheaper. People began buying computers for their homes and businesses. It became easy to quickly share information around the world using computer technology.

Computers changed the way people do their jobs. Instead of mailing letters, people could quickly send emails. Instead of keeping track of sales and finances in books, people learned to use computer programs. Many jobs in factories started being done by new, advanced computers. Though this allowed factories to complete tasks and produce products faster, people who had done that work in the past sometimes lost their jobs. However, computers have also created many new types of jobs for people, such as managing and programming the technology, which has led to economic growth in our country.

Computers have made it easier for people to learn new things as well. In the 1990s, people began using the **internet** in their homes, offices, and schools. The internet is a system that connects computers throughout the world. People can do research, download books, take online classes, and connect with others online through the internet.

► Some factories have robots that help people make products.





Past Space Technology

Technology has made it possible for us to go into space. This photo shows computers lining the Mission Control room for the NASA Apollo 13 mission to the moon in 1970.



Present Space Technology

Technology has changed a great deal since the first astronauts went into space. This photo shows a Mission Control room at NASA today.

The internet has changed our economy. Shoppers can buy items from around the world on a smartphone or computer. They can order food from restaurants online and have it delivered to their door. Businesses can email their customers to let them know about items for sale.

The technological innovations made since the start of the Information Age have had a major impact on how we learn, do business, and live our lives. Can you think of new changes in technology that have impacted your life? As innovations are developed, people will continue to adapt to new ways of doing things.



People can buy things using their smartphones.

LESSON 5

How Do We Protect Our Environment?

Vocabulary

greenhouse gas
global warming
solar panel
wind turbine

► Cars create pollution that hurts the environment.

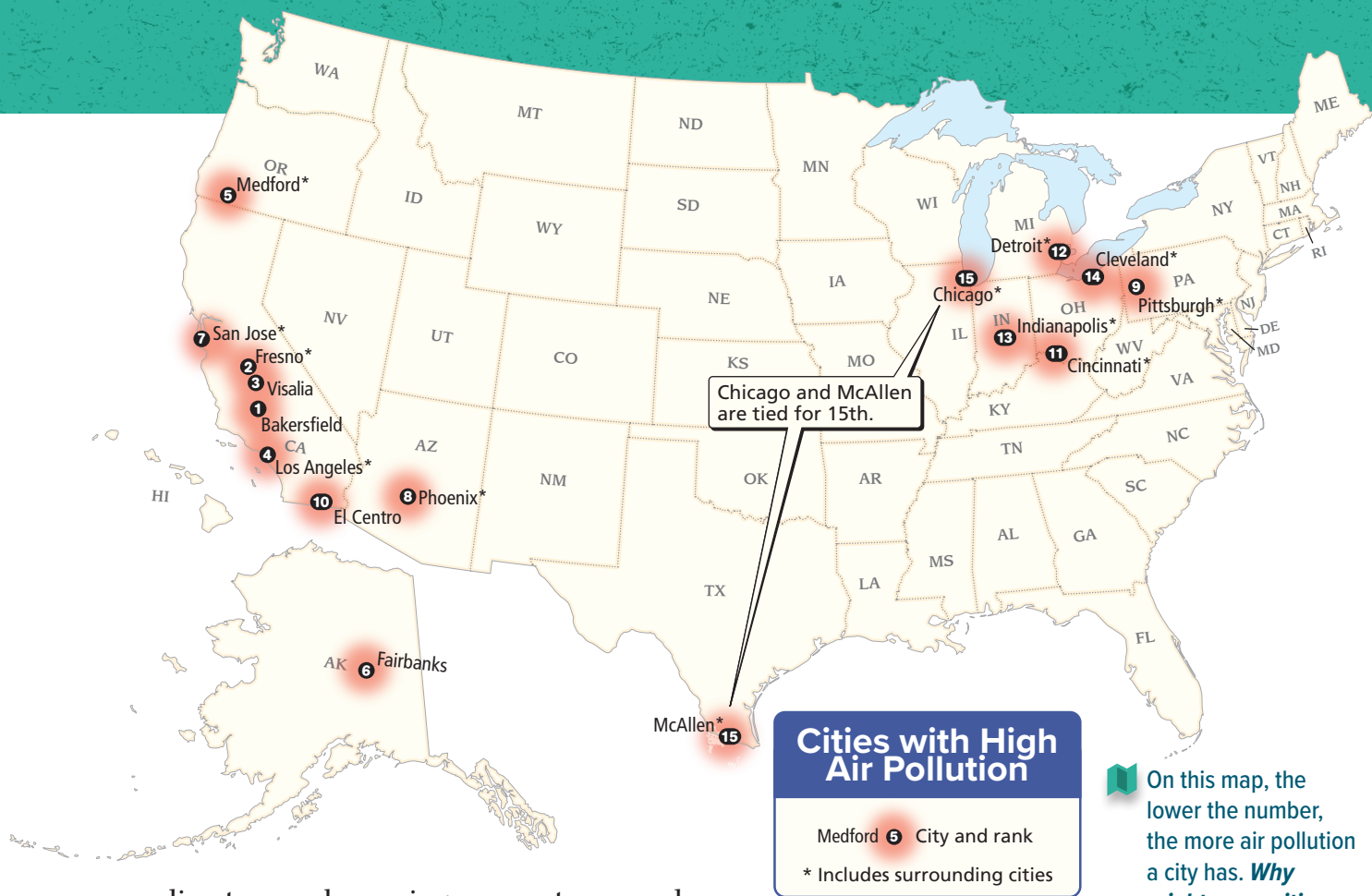
The Environmental Impact of Technology

Innovations in transportation and technology have improved our lives in many ways. However, some of those innovations hurt the environment. Carbon dioxide and other **greenhouse gases** act like a blanket, trapping heat on earth's surface. That is called the greenhouse effect. Human activities such as driving cars and charging computers increase the amount of heat trapped on earth's surface. That is because these activities release excess carbon dioxide into the atmosphere.

For the past 150 years, people's activities have released a huge amount of harmful greenhouse gases into the air. This increase has led to **global warming**, or an increase in the earth's average temperature. Global warming, in turn, has caused a change to earth's weather patterns known as climate change.

This is concerning because climate change harms people and animals. The warmer climate means ice is melting in the Arctic, putting the animals that live there at risk. Many animals living elsewhere are at risk from climate change as well, including bumblebees, butterflies, elephants, penguins, and whales. Climate change affects people too. Hurricanes, wildfires, floods, and other natural





On this map, the lower the number, the more air pollution a city has. **Why might some cities have more pollution than others?**

disasters are becoming more extreme and hurt many people. Coastal communities are at especially high risk of flooding in the future. There are some islands that may disappear under the ocean as it rises.

Slowing Climate Change

Slowing climate change is a complicated problem. Many businesses depend on gas, oil, and coal to fuel factories, transport goods, and power technologies. People use these resources to fuel their cars, power their homes, and much more.

People are working on ways to help protect the planet from climate change and other problems caused by pollution. Technologies like **solar panels** and **wind turbines** can create power while causing less harm to the environment. Solar panels gather sunlight and transform it into electricity. Wind turbines are powered by the wind. As the wind blows, the turbines spin and create electricity.

People continue to work together to build new technologies. Electric cars are much better for the planet than cars that rely on gas. Car companies are working on building better and less expensive electric vehicles so more people will drive them.



Wind turbines collect energy from the wind to create electricity.



▶ In September of 2019, more than four million people around the world protested climate change. Many young people demanded that leaders take action.

Taking Action

The government creates rules that companies must follow so that they do not create too much pollution. Laws have come a long way in the past 100 years. For example, factories used to dump waste products directly into the land and water around them. During the 1940s, Hooker Chemical Company in New York

buried tons of toxic waste underground. Years later, people living on the land became very sick from the chemicals in their environment. Because of this disaster, the federal government passed a law that makes chemical companies pay to clean up the land they polluted.

People in Cleveland, Ohio, worked for more than 50 years to save the polluted Cuyahoga River. The river contained so many chemicals that it caught fire many times. After a fire in 1969, city leaders took action. Mayor Carl Stokes—the first African American mayor of a major U.S. city—came up with money to clean up the river. City residents invented new kinds of boats to clean up the water. People can now swim, boat, and even fish in the Cuyahoga River.

In 2016, people living in California voted to stop stores from giving free, single-use plastic bags to customers. Plastic bags take more than ten years to break down. Many of them end up in the ocean, where animals try to eat them and get hurt. By voting for the



▶ This small turtle is caught in the plastic that holds soda cans together. Many animals are harmed or die because of plastic trash.

law, people in California helped reduce the number of plastic bags harming the environment.

Young people can play a big role in protecting the environment too. Some organizations encourage students to work together on environmental service projects, such as recycling, planning a school garden, cleaning up trash on beaches, and planting trees in their communities. These efforts help protect the environment for future generations.

People across America have different issues that they feel are important. To make a big change at the national level, people need to talk about the issues with others and make sure their elected officials are aware of them. It can be hard for different groups of people to reach an agreement. But if we listen to the voices and viewpoints of others, we can work together to create a stronger nation.

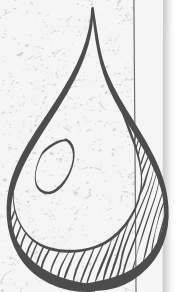


► Students at Gastineau Elementary in Juneau, Alaska, participate in Bike to School Day. Biking instead of riding in a car is healthier for your body and helps reduce air pollution.

Clean Water Act

The passage below is about the federal Clean Water Act, passed in 1972, shortly after Ohio's Cuyahoga River disaster. Read the passage carefully to draw conclusions about the text.

Thanks to the Clean Water Act, billions of pounds of pollution have been kept out of our lakes and rivers. And the number of waterways that meet clean-water goals nationwide has doubled—with better drinking water, improved public health, safer recreation, and healthier wildlife. The act was a huge step forward because it required states to set clean-water standards to protect uses such as swimming, fishing, and drinking.



READING SKILL

Drawing Conclusions

Drawing conclusions is a skill we use in almost every part of our lives. To draw a conclusion about something you have read, consider:

Facts from the text + What you know about the topic = Conclusion

Read the passage carefully to draw conclusions about the text.

1. What are the topic and some important facts about it?
2. What do you know about water pollution?
3. Based on your answers to the first two questions, would you conclude that the author approves of the Clean Water Act? Why?
4. What do you conclude would happen if the Clean Water Act were repealed (ended)?

CHAPTER SUMMARY



What Is Life like in the United States Today?

Americans live in urban, suburban, and rural communities. Some community members are immigrants and refugees who work hard to adjust to life in a new country. The federal government protects the rights of all Americans. We can work together to make positive changes within our communities and country.

LESSON 1 How Do People in Our Country Live?

- Americans live in many different kinds of communities that face different issues.
- Urban communities are in cities that have many people and buildings.
- Suburban communities are built just outside of busy cities. Suburbs are often less expensive than urban communities.
- Rural communities have few people and buildings. They have more large, open spaces than urban and suburban areas have.

LESSON 2 What Is It like for Immigrants in the United States Today?

- Immigrants make up a large part of the U.S. population.
- Refugees come to America because they are forced to flee their home country.
- Many immigrants and refugees face difficult challenges in America.
- By respecting other cultures, we can find solutions that strengthen our nation.

LESSON 3 What Does Our Federal Government Do?

- The federal and state governments share power.
- The federal government is divided into executive, legislative, and judicial branches.
- People vote for elected officials to represent their needs and values.
- The president, who is the highest elected official in the United States, makes decisions with the help of many advisors.

LESSON 4 How Has Innovation Affected Our Economy?

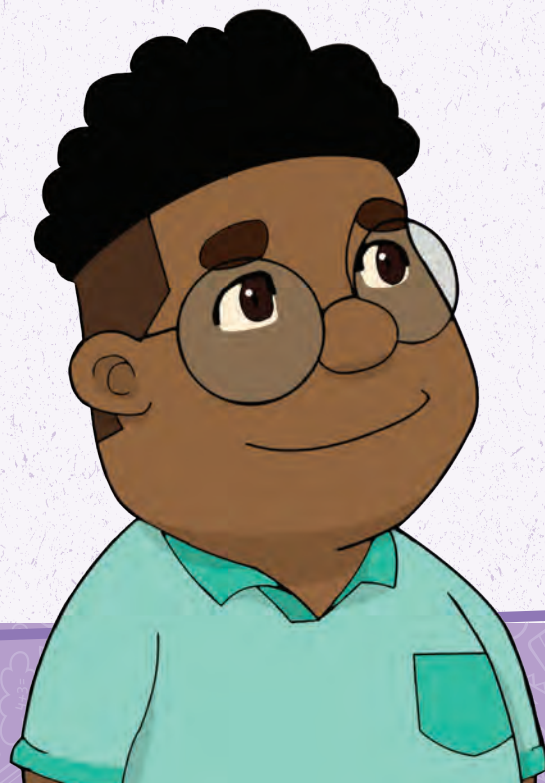
- Different forms of transportation get goods and people where they need to go.
- Transportation is a big part of the United States economy.
- Computers have changed the way we live, work, and learn.

LESSON 5 How Do We Protect Our Environment?

- Business and technology growth can hurt the environment.
- We can protect the environment by taking part in service projects.
- When people work together to find solutions, we can help the nation as a whole.



Atlas



Florida





United States



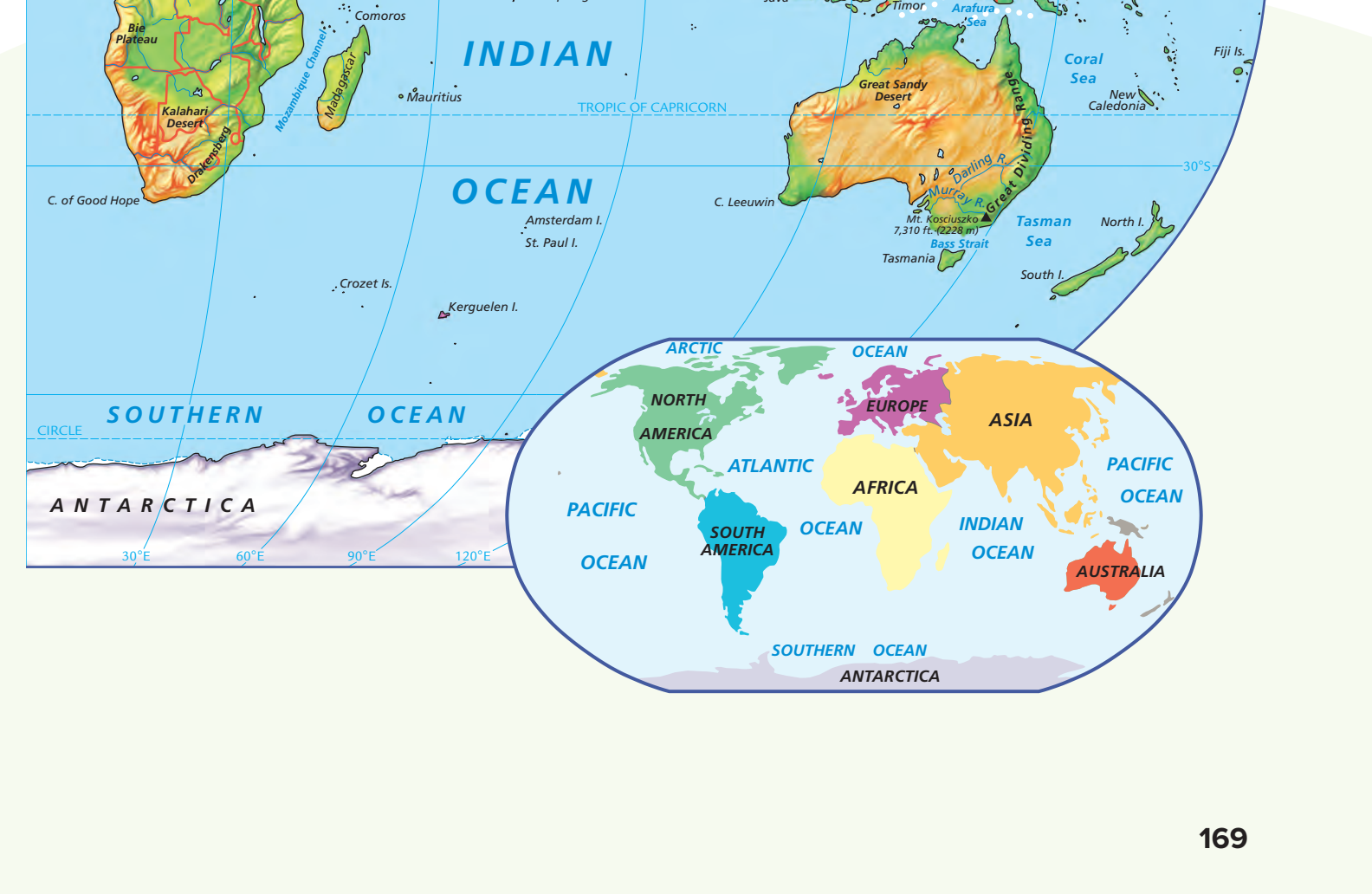


United States















Patriots' Handbook



National Symbols

National Flag



Shortly after becoming a country in 1776, the United States got its own flag. The flag has changed over the years, and today it has 13 red and white stripes and a blue section with 50 white stars in the upper corner. The stripes represent the 13 original colonies, and each star represents a state. These stars symbolize the strength of all the states coming together to form one country.

If you were asked to design a flag that represents your community, what symbols would you include? Why?

U.S. Capitol

Washington, D.C.

Construction of the U.S. Capitol Building began in 1793 and was completed in 1826. The Capitol is where Congress meets. Leaders elected to the House of Representatives and the Senate make the nation's laws there. The building also holds presidential inaugurations—ceremonies that take place when a president takes office. It is a symbol of American democracy and the power of the people.



Why do you think symbols of democracy are important to Americans?

U.S. Supreme Court

Washington, D.C.

In 1935, construction of the U.S. Supreme Court Building was completed. It is home to the most important court in the country. In this building, Supreme Court justices decide if laws follow the Constitution and are fair for all Americans. The building represents fairness and justice. On either side of the main steps are two marble statues: the Contemplation of Justice and the Authority of Law. "Equal Justice under Law" is written above the main entrance.

Why is it important to make sure that laws are fair for everyone?





Statue of Liberty

New York Harbor

The Statue of Liberty is a symbol of freedom and democracy. It has stood on Liberty Island since 1886. At the time, millions of immigrants were arriving in the United States by boat. For many, the first thing they saw in America was the Statue of Liberty. A poem by American Emma Lazarus is written on the statue. A famous line reads: “Give me your tired, your poor, your huddled masses yearning to breathe free.”

What do you think the line from Lazarus’s poem means?

Ellis Island

New York Harbor

Ellis Island is next to Liberty Island, just off the New Jersey coast. Ellis Island was the first stop for millions of immigrants who arrived in the United States between 1892 and 1954. Today, many Americans are related to the people who came through Ellis Island. The island symbolizes the opportunity to start a new and better life.

Ellis Island was nicknamed the “Island of Hope.” Why do you think it was called that?



African Burial Ground National Monument

New York City



The African Burial Ground National Monument is the site of the earliest and largest burial ground for enslaved Africans in the United States. More than 15,000 African Americans who lived and worked in colonial New York were buried there from the 1630s to 1795. The monument stands as a memorial to the lives and contributions of all enslaved African Americans in our country.

Why is it important for our country to remember and honor enslaved African Americans?

State Symbols



Florida Flag

Today's official Florida state flag features a red St. Andrew's cross on a white background. The state seal is at the center of the cross. But that is not always what the flag looked like. From 1868 to 1900, the white flag had just the state seal at the center. Governor Francis P. Fleming thought the flag resembled a flag of surrender and suggested that the St. Andrew's cross be added. The change was made in 1900.

Do you think that the Florida flag we know today is a good representation of the state? Why or why not?

The Panther

In 1982, students across the state voted for the Florida panther to be recognized as the state animal. About a decade earlier, the panther had been put on the state endangered species list after being pushed out of its natural habitat by humans. The Florida Fish and Wildlife Conservation Commission's recovery plan boosted the population to between 120 and 230 panthers. But as the human population continues to increase, panthers are a long way from a full recovery.

Why is it important to preserve the Florida panther population?



The Orange

Florida is the leading producer of oranges in the nation. The citrus industry adds billions of dollars to the economy and provides employment for about 40,000 people in the state. But oranges were not recognized as the state fruit until 2005. That was when a group of fourth graders at Southside Elementary School motivated officials to make the orange Florida's state fruit. The kids were inspired by fourth graders in New Jersey who had advocated for blueberries to become their state fruit.

What is a Florida state symbol that you would advocate for?



Jackie Robinson Ballpark

Daytona Beach



On March 17, 1946, Jackie Robinson played in his first professional baseball game at what was then called City Island Ballpark in Daytona Beach. The next year, Robinson became the first Black baseball player to integrate modern Major League Baseball. In 1990, City Island Ballpark was renamed Jackie Robinson Ballpark. The field, now home to the Daytona Tortugas, has a statue at the entrance celebrating Robinson breaking the MLB color barrier.

What is the value in naming places after influential figures?

The Harry S. Truman Little White House

Key West

When the U.S. Navy built the Little White House in 1890, it was intended for naval officer housing. It has since served as a functioning White House for six presidents, starting with President Harry S. Truman. Truman visited the site after his doctor ordered him to take a “warm” vacation. He went on to spend 175 days of his presidency at the winter White House. There, Truman made important decisions pertaining to civil rights, the Cold War, and rebuilding post-World War II Europe.

Do you think a sitting president ever really gets to take a vacation?



Crystal River Archaeological State Park

Crystal River



The Crystal River Archaeological State Park is a 61-acre American Indian ceremonial and burial site in Citrus County, Florida. This National Historic Landmark was occupied for 1,600 years, making it one of the longest continuously occupied sites in Florida prior to the arrival of Europeans. Archaeological discoveries in the 1900s have given us a better cultural understanding of the American Indians who traveled great distances to the site for trade and burial practices.

Why is it important to learn about the cultural practices of all people?

Primary Sources

The Mayflower Compact

In 1620, Pilgrims and others on the *Mayflower* landed at Plymouth, Massachusetts. They needed a government for their community, which included people from many backgrounds. The settlers wrote and signed a compact, or an agreement, with basic rules they would follow. Two of the main ideas in the document are highlighted below.

Main Idea 1

The Pilgrims left England for religious freedom. In the compact, they always place religion ahead of the king. This shows how important their religion was to them.

Main Idea 2

The compact states that the laws are for the good of the whole colony, not just the king or wealthy people. This democratic idea was later emphasized in the Declaration of Independence and the U.S. Constitution.

The first sentence in the document is: *In the name of God, Amen.*

For the glory of God, and advancement of the Christian faith, and honour of our king and country puts faith before Britain.

In the presence of God and one of another means the agreement was made with religion and community in mind.

In y^e name of god Amen. We whose names are underwritten, the loyall subjects of our dread soueraigne Lord King James by y^e graco of god, of great Britaine, franc, & Ireland king, defendor of y^e faith, &c.
Haueing undertaken, for y^e glorio of god, and aduancement of y^e christian^{faith}, and honour of our king & countre, a voyago to plant y^e first colonie in y^e Northern parts of Virginia. Doo by these presents solemnly & mutually in y^e presence of god, and one of another, Couenant, & Combine our selues together into a Ciuill body politick; for our better ordering, & preservation & furtherance of y^e ends aforesaid; and by vertue hereof to enacte, constitute, as t^e frame such just & equall Lawes, ordinances, Acts, constitutions, & offices, from time to time, as shall be thought most meete & conuenient for y^e generall good of y^e Colonie: vnto which we promise all due submission and obedience. In witness whereof we haue hereunder subscribed our names at Cap^e Codd, y^e 11. of Nouember, in y^e year of y^e raigne of our soueraigne

Combine ourselves together into a ciuill body politick means to make a government of the people.

Frame such just and equal laws means to make laws and agreements for the general good of the colony.

The people promise all due submission and obedience to the new colony.

Why do you think this document is an important part of American history?

The Declaration of Independence was written in 1776 to explain exactly why the colonies could no longer be under British rule. With this declaration, the 13 colonies separated from Great Britain and became the United States of America. Here is the document, which lists the reasons the colonies thought British rule was bad for them, including unfair taxes and having no say in government.

All 13 colonies came together to make this declaration. They are the United States.

The 4th of July is a national holiday celebrated in the United States.

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their powers from the consent of the governed. — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such Principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such now are the necessities which constrain them to alter their former Systems of Government. — The history of the present King of Great Britain is a history of repeated injuries and usurpations.

He has refused to assent to

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. These are the most famous words of the document. Why do you think that is?

... the good People of these Colonies, solemnly publish and declare,
That these United Colonies are, and of Right ought to be Free and
Independent States. This bold statement declares independence from
British rule.

By the use of two common words, consent and consent, we must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by the authority of the good People of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to do all those Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock *Mass.* *Sept. 17th 1776.* *Engel Barthol.*

There are several big ideas in the most famous sentence: that all people are equal, have the right to life, have the right to liberty, and have the right to find happiness. Which do you think is most important? Why?

Preamble to the U.S. Constitution

The Constitution of the United States of America was approved and made official in 1788. It contains an introduction (the Preamble) and seven articles, or sections. The document includes the basic laws of the United States. It also includes some of the people's basic rights and the powers of the government.

The Preamble is only one sentence, but it covers many ideas that guided the creation of the United States government. One way to make texts easier to understand is to rewrite them using simpler words. The Preamble in its original wording is shown below, along with notes that break the sentence down to make it easier to understand.



▶ The U.S. Constitution is on display at the National Archives in Washington, D.C.

WE THE PEOPLE of the United States, in Order to form a more perfect

Everyone in the country

in order to make a better government

Union, establish Justice, ensure domestic Tranquility,

treat people fairly

make sure we are safe in our country

provide for the common defense, promote the general Welfare,

create a military to protect us

encourage health and happiness

and secure the Blessings of Liberty to ourselves and our Posterity,

give rights and freedoms

to ourselves and future generations

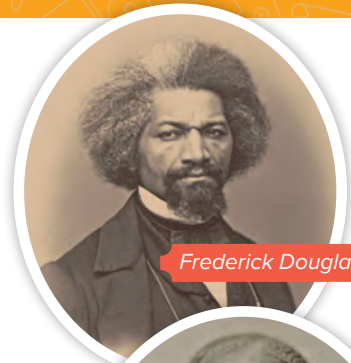
do ordain and establish this Constitution for the United States of America.

officially create

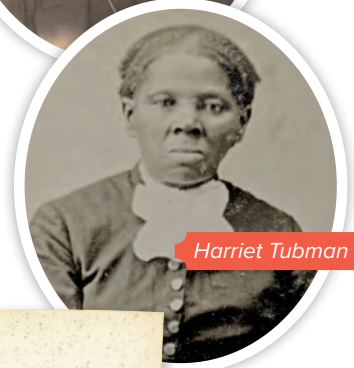
According to the Preamble, what are the six goals of the Constitution?

Letter from Frederick Douglass to Harriet Tubman

Abolitionists Harriet Tubman and Frederick Douglass were both born into slavery. Both escaped and became famous for their fight to free others. Douglass wrote popular books and gave many powerful speeches. He advised several presidents, beginning with Abraham Lincoln. After Tubman escaped from slavery, she became the most famous conductor on the Underground Railroad. She risked her life to lead many enslaved people to freedom. When a friend wrote her biography, Tubman asked Douglass if he would support the book, and he agreed. Here are parts of his letter to her.



Frederick Douglass



Harriet Tubman

Rochester, NY
August 29, 1868

Douglass's experiences

Tubman's experiences

Dear Harriet:

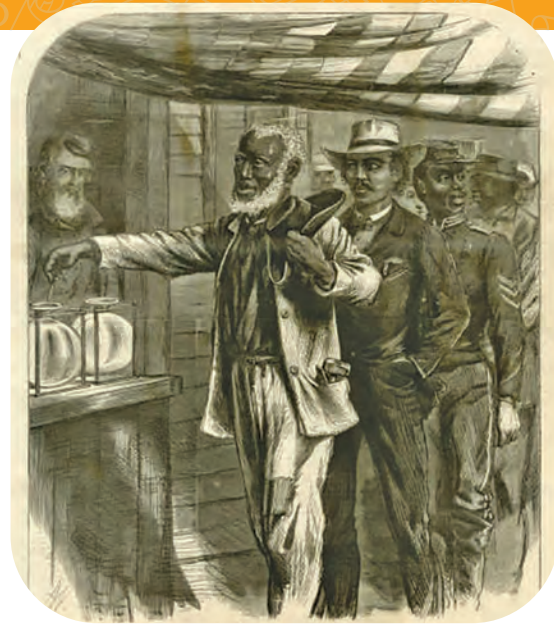
... The difference between us is very marked. Most that I have done and suffered in the service of our cause has been in public, and I have received much encouragement at every step of the way. You, on the other hand, have labored in a private way. I have wrought in the day—you in the night. I have had the applause of the crowd and the satisfaction that comes of being approved by the multitude, while the most that you have done has been witnessed by a few trembling, scarred, and foot-sore bondmen and women, whom you have led out of the house of bondage, and whose heartfelt, "God bless you," has been your only reward. The midnight sky and the silent stars have been the witnesses of your devotion to freedom and of your heroism ... It is to me a great pleasure and a great privilege to bear testimony for your character and your works ...

Your friend,
Frederick Douglass

Tubman and Douglass were both activists working to end slavery. In this letter, Douglass compares his fight against slavery with Tubman's, using language such as "public" versus "private," "day" versus "night," and "seen by many" versus "seen by few." Why do you think he does this?

Voting Rights Amendments

The right to vote is one of the most powerful tools of change and action that we have in our country. Most citizens age 18 and older can vote for the leaders who make our laws. Before 1870, the U.S. Constitution gave each state the power to decide who could vote. At first, that meant mostly white men who owned property. By 1860, nearly all white male citizens could vote. Everyone else had to fight for voting equality. Slowly, amendments to the Constitution were added to give others the right to vote.



▶ An illustration showing a line of African American men casting their votes for the first time

Amendment to the Constitution

What It Means

What Happened

15th Amendment • ratified 1870

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

The voting rights of citizens are protected, regardless of their race, skin color, or whether they had previously been enslaved.

Almost 100 years after the Constitution became law and five years after slavery was abolished, African American men were guaranteed the right to vote. Some states still made it hard for people of color to vote.

19th Amendment • ratified 1920

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Women are guaranteed the right to vote throughout the United States.

The fight for women to vote started in 1848 at a women's rights convention in Seneca Falls, New York. It took another 72 years of protest for women to get the right to vote in all states.

26th Amendment • ratified 1971

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Citizens 18 or older are given the right to vote.

Student movements in the 1960s got the voting age lowered from 21 to 18. At the time, the government forced people as young as 18 to fight in the Vietnam War. Young people argued that if they were old enough to fight, they were old enough to vote.

Why do you think it is important to expand and protect voting rights?

President Barack Obama's "Selma" Speech

On March 7, 1965, a group of about 600 people began marching along the 54-mile highway from Selma, Alabama, to the state capital of Montgomery. They were protesting laws that blocked African Americans from voting. State police attacked the peaceful protesters with whips, clubs, and tear gas. That day was called "Bloody Sunday." Five months later, Congress passed the Voting Rights Act of 1965, protecting the voting rights of citizens.

On the 50th anniversary of "Bloody Sunday," President Barack Obama gave a speech about the importance of that event and of the civil rights movement. In the speech, Obama talked about the value of protest and taking action in our democracy.



- ▶ In 1965, civil rights advocates march from Selma to Montgomery, Alabama (top). In 2015, President Barack Obama leads a march to commemorate the 50th anniversary of the Selma civil rights marches (bottom).

There is nothing more patriotic than trying to make our country better.

Each generation has the power to improve our country.

Obama uses quotes from two of our country's most important founding documents—the Constitution and the Declaration of Independence—to support his statements.

Taking action to improve our country is part of being a good citizen.

... What greater expression of faith in the American experiment than this, what greater form of patriotism is there than the belief that America is not yet finished, that we are strong enough to be self-critical, that each successive generation can look upon our imperfections and decide that it is in our power to remake this nation to more closely align with our highest ideals.

"We the People . . . in order to form a more perfect union."

"We hold these truths to be self-evident, that all men are created equal."

These are not just words. They are a living thing, a call to action, a roadmap for citizenship, and an insistence in the capacity of free men and women to shape our own destiny.

Why do you think President Obama said "America is not yet finished"? How do you think you could help make our country better?

Early American and Florida History

1500 to 1850



16,000 Years Ago
People settle in North America.

12,000 Years Ago
The first people, known as **Paleo-Indians**, move onto the Florida peninsula. Their descendants build large ceremonial mounds.



1565
St. Augustine, the first European settlement in North America, is established in Florida.



1619
First enslaved **Africans** are brought to Jamestown by force.

1656
The **Timucua** people rebel against Spanish authority.

1500

1550

1600

1650

1513
Ponce de León arrives in the region and names it *Pascua de Florida*.



Text in purple shows events or people from Florida.

1607
Jamestown is founded, becoming the first permanent British colony in North America.



1620
Plymouth Colony is founded. **Mayflower Compact** is signed.

1637
Castillo de San Marcos is completed.



1698
Pensacola is established.

1700

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

1738
Fort Mose becomes the first free Black settlement in what would become the United States.



1738

1775–1783
American Revolution leads to the founding of the U.S.

1776
Declaration of Independence is signed.

1750

1763

Great Britain gains control of the area now known as Florida from Spain.

1787
U.S. Constitution is signed.

1800

1783
Control of Florida is returned to Spain after the American Revolution.

1791
Bill of Rights is ratified.

1819

Spain cedes Florida to the United States and it becomes a U.S. territory.

1830

Indian Removal Act forces many American Indians off their lands.

1850

1845
Florida is admitted to the Union as the 27th state.

1849
Harriet Tubman escapes slavery and begins to help enslaved people to freedom on the Underground Railroad.



Modern American and Florida History

1850 to the present



1858

After the Third Seminole War, the Seminole people are forced onto reservations.



1868

Florida adopts a new state constitution and is readmitted to the United States.



1929–1941

U.S. economy suffers during the Great Depression.

1920

19th Amendment passes, giving women the right to vote.

1850

1875

1900

1925

1861

Florida secedes from the U.S. and joins the Confederacy.

1861–1865

Under the leadership of President Abraham Lincoln, the Civil War and 13th Amendment (1865) bring an end to slavery.

1869

Transcontinental railroad connects the East and West Coasts.

1917–1918

U.S. takes part in World War I.

1924

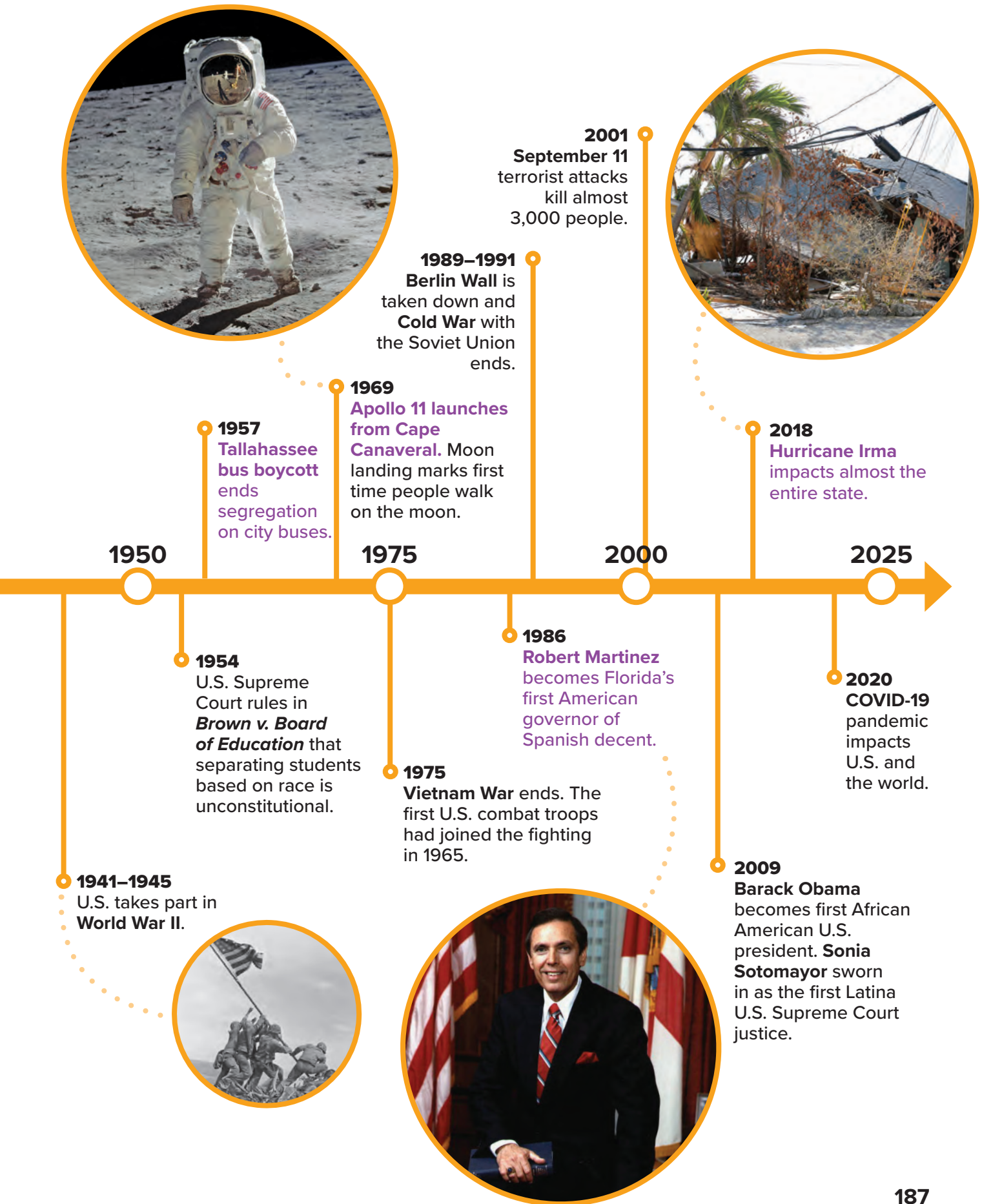
Indian Citizenship Act guarantees U.S. citizenship to all American Indians.

1892

Ellis Island, the country's most important immigration station, opens in New York Harbor.



Text in purple shows events or people from Florida.



Glossary

A

abolish to end something; often refers to the ending of slavery

activist a person who uses or supports strong actions, such as public protests, in support of or opposition to a controversial issue

adobe a brick made of mud

aerospace having to do with the science and technology of jet flight or space travel

agriculture farming

amendment an addition to a legal document; often refers to an addition to the U.S. Constitution

American Revolution the war that lasted from 1775 to 1783 in which the 13 colonies gained independence from Britain and became the United States of America

ancestor a member of your family who lived long ago

anthem a national song or one that expresses the idea of a particular group

artifact an object made by human beings; often refers to a tool or weapon used in the past

B

Bill of Rights the first ten amendments to the U.S. Constitution

blacksmith someone who makes things by heating and bending iron

blockade the closing off of an area to keep people or supplies from going in or out

boycott to refuse to buy something or do business with someone as a form of protest

budget a plan for how much money will be spent over a certain period of time

C

canal an artificial waterway created in order to move resources or connect two bodies of water

cargo goods carried on planes, ships, trucks, trains, or other vehicles

cede to assign or transfer, usually by treaty

chickee a stilt house that is open on all sides and has a thatched roof

citizen a person who legally belongs to a country and has the rights and protections of that country

civic having to do with a city or community and the people who live there

civil right a legal right that ensures people's freedom and equality, such as the right to vote or the right to an education

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

climate change global warming and other changes in weather patterns that are happening because of human activity

collaborate to work together to do something

colonize to establish a new colony in a place

colony a territory that is settled and controlled by people from another country

compost a mixture of materials, such as rotted leaves or vegetables, that is added to soil to make it richer

conflict a serious and usually lengthy disagreement

Congress the lawmaking body of the United States government, made up of the Senate and the House of Representatives

conserve to save something from loss, decay, or waste

constitution a written plan of government that states the basic laws of a state or country and the rights of its people

Constitutional Convention a series of meetings held by early United States leaders in 1787 to determine what to write in the Constitution

container ship a ship specially designed for carrying cargo in containers

contiguous touching along a border

convert to convince a person to change his or her religion or other beliefs

coordinate one of a set of numbers used to show the position of a point on a map

Cracker the name given to early White ranchers in Florida

culture the customs, traditions, values, and way of life of a group of people

currency the form of money used in an area

D

Declaration of Independence a document written in 1776 that lists the reasons the 13 colonies wanted to separate from England

democracy a form of government in which the people rule

disability any condition that makes it difficult for someone to interact or do certain activities

discriminate to behave unfairly to others based on differences in such things as age, race, and gender

diverse varied

donation a gift that a person gives to someone in need

E

economy how goods and services are made, sold, bought, and used in a country or area

elect to choose someone for a position by voting for that person

enslaved having one's freedom taken away and being forced to work for no pay

entrepreneur someone who starts businesses

equator an imaginary line that divides earth's Northern Hemisphere from its Southern Hemisphere

erosion the wearing away of something by water or wind

executive describes the branch of government that carries out the laws

expedition a long trip made for a specific purpose, such as for exploration

exploit to use something for one's own advantage

export to send products to another place or country and sell them there

F

famine an extreme lack of food in a geographic area

federal describing a government that has control over the states

federalism a system of government in which power is shared between national and state governments

fertilizer a substance that is added to soil to make it richer so that plants grow better

fossil fuel energy sources such as coal, oil, and natural gas that formed millions of years ago

founder a person who played a key role in creating the United States

freedom of speech the right to freely express one's thoughts and opinions

G

geography the study of the earth and its people, climate, natural resources, and physical features

global warming a gradual rise in the temperature of the earth's atmosphere caused by human activities that pollute

Great Depression the period of severe global economic decline that began in 1929 and was marked by widespread unemployment

greenhouse gas a gas such as carbon dioxide or methane that contributes to global warming

H

habitat the place where a plant or an animal naturally lives

hemisphere any half of the earth

heritage traditions or beliefs that a country or society considers an important part of its history

hub the center or most important part of an activity or organization

hurricane a violent storm with heavy rain and high winds

I

identity beliefs and qualities that describe a person or a group of people

immigrant a person who moves to a new country and settles there

incentive inspiration or reason to do something

income money that a person earns or receives, especially from working

Information Age a period of technological innovation that began in the 1980s and continues today

innovation a new idea or invention

installation a military camp, base, or fort

internet a system that connects computers throughout the world

interstate connecting or between two or more states

irrigate to supply water to crops by artificial means, such as by channels or pipes

J

judicial describes the branch of government that interprets the law

L

landform a natural feature of the earth's surface

latitude the measure of the distance north or south of the equator

law a rule established and enforced by the government

legislative describes the branch of government that makes laws

longhouse a wooden shelter that could house dozens of families, used by some American Indians

longitude the measure of the distance east or west of the prime meridian at Greenwich, London, England

M

Mayflower Compact a document written in 1620 that outlines the rules for the settlers of Plymouth Colony

migrate to move from one country or place to another

minority a group of people of a particular race, ethnic group, or religion living among a larger group of a different race, ethnic group, or religion

mission a church or another place where missionaries work

missionary a person sent to a foreign country to teach about his or her religion

monarchy a government in which the head of state is a king or queen

N

native describes an animal or a plant that lives or grows naturally in a certain place

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

natural resource a material from the earth that is necessary or useful to people

neighborhood watch an organized system in which members of a neighborhood patrol the area to ensure the residents' safety

nomad a member of a community that travels from place to place and has no permanent home

nonrenewable resource a resource that cannot be replaced as quickly as it is used

P

Patriot a supporter of American colonists' struggle against Britain during the American Revolution

patriotic showing strong loyalty to one's country

peat partly decayed plant matter that is found in bogs and swamps, often used as fuel or compost

peninsula a piece of land that sticks out from a larger landmass and is almost completely surrounded by water

persecution ongoing unfair treatment especially because of a person's beliefs

pioneer a person who explores unknown territory and settles there

pirate a person who attacks and robs ships at sea

plateau an area of level ground that is higher than the surrounding area

population the total number of people who live in a place

port a harbor where boats and ships can dock or anchor safely

poverty the state of being poor

prairie a large, flat area of grassland with very few trees

preamble the introduction to a constitution

prejudice an opinion or judgment formed unfairly or without knowing all the facts

prime meridian an imaginary line that divides earth's Eastern Hemisphere from its Western Hemisphere

proclamation an official formal public announcement

public transportation a system of trains, buses, subways, and other forms of transport that is paid for or run by the government

R

racism the belief that a particular race is better than others, or the cruel or unfair treatment of people because of their race

ratify to officially approve; often refers to approving a constitution

Reconstruction the era after the Civil War during which the United States was rebuilt and reorganized

refugee a person seeking safety in a time of crisis

region an area that shares certain features

regulation an official rule or order

renewable resource a resource that can be replaced or is always present

representative a person who is chosen to speak or act for others

reservation an area of land set aside by the government for a special purpose

resettle to move to a new place to live

right something a person is legally entitled to

rule an official instruction or principle that tells people how to behave

rural describes communities in the countryside

S

scarcity the limited availability of resources in demand

secede to formally withdraw from a group or an organization to form another

segregation to separate people, often by race

skyscraper a very tall building

solar panel a device that gathers sunlight and transforms it into electricity

speculator a person who invests in something risky

suburban describes communities on the outer edges of cities

supply and demand the amount of goods and services that are available for people to buy compared to the amount that people want to buy

T

tax money that people and businesses must pay to support their government

tolerance the willingness to respect or accept the customs, beliefs, or opinions of others

tourism the practice of traveling and visiting a place for pleasure

trade the exchange of goods or services among people, businesses, and governments

tradition a special way that a group honors or celebrates something again and again

transcontinental railroad a continuous railroad line built between 1863 and 1869 that connected the United States from east to west

U

unconstitutional not in keeping with the basic principles and laws written in the Constitution

unemployed people who are without a job or paid work of any kind

urban describes communities in cities

V

value a person's principles of behavior and beliefs about what is most important in life

veto to stop a law from passing

W

wetland land where there is a lot of moisture in the soil

wet prairie an area of tall grasses, swamps, and marshes

wigwam a hut made of poles and covered with bark or animal skin, used by some American Indians

wind turbine a rotating, wind-driven engine used for creating electricity

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Chapter 5

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Chapter 3 What Shapes Life in Florida Today?

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