

## Essential Question Preview

### Why does where you live in the United States matter?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Discuss how physical features distinguish regions. Explain that geographers often divide the United States into four regions—the Northeast, the South, the Midwest, and the West. Challenge students to speculate how these regions are similar and different.
- Remind students that, as the United States grew, the search for land and other resources, the development of industries, and the influx of immigrants affected different regions of the United States in different ways.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*How do you think individuals' lives might vary from one region to another?*

*What do you think was the main reason that the United States expanded west until it reached the Pacific Ocean?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

# Module 6

## The United States

Essential Question

Why does where you live in the United States matter?

National capital  
Other cities

0 200 400 Miles

Projection: Albers Equal Area

**Explore ONLINE!**

**HISTORY**

VIDEOS, including ...

- Mount Saint Helens Erupts

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Channel One News Video: Climate Change: Extreme Weather
- ✓ Interactive Graph: Top Oil-Producing States, 2015
- ✓ Image with Hotspots: Wagon Train
- ✓ Interactive Chart: How a Bill Becomes a Law

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In this module, you will learn about the United States and how this large and diverse country is often divided into regions that share common characteristics.

**What You Will Learn**

**Lesson 1: Physical Geography . . . . .** 191  
The Big Idea The United States is a large country with diverse physical features, climates, and resources.

**Lesson 2: History and Culture . . . . .** 198  
The Big Idea Democratic ideas and immigration have shaped the history, government, and culture of the United States.

**Lesson 3: The United States Today . . . . .** 209  
The Big Idea The United States has four main regions and faces opportunities and challenges.

## Explore the Online Video

### ANALYZE VIDEOS

#### Climate Change: Extreme Weather

Invite students to watch the video to learn about how extreme weather shapes life along the eastern coast of the United States.

**Geography** Which physical processes made Hurricane Sandy so destructive? *Possible answer: Hurricane force winds, intense rains, and storm surges wiped out entire neighborhoods.*



### Lesson 1 Big Idea

The United States is a large country with diverse physical features, climates, and resources.

#### Main Ideas

- Major physical features of the United States include mountains, rivers, and plains.
- The climate of the United States is wetter in the East and South and drier in the West.
- The United States is rich in natural resources such as farmland, oil, forests, and minerals.

### Lesson 2 Big Idea

Democratic ideas and immigration have shaped the history, government, and culture of the United States.

#### Main Ideas

- The United States, the world's first modern democracy, expanded from the Atlantic coast to the Pacific coast over time.
- In the United States, different levels of government have different roles, but all levels require the participation of the citizens.
- The people and culture of the United States are very diverse.



**Geography** The Grand Canyon in Arizona is one example of the many spectacular landscapes in the United States.



**Culture** People of many different ethnic groups and cultures make up the population of the United States.

**History** The Statue of Liberty in New York Harbor symbolizes our freedom and our history as a democratic nation.

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## Lesson 3 Big Idea

The United States has four main regions and faces opportunities and challenges.

### Main Ideas

- The United States has four regions—the Northeast, the South, the Midwest, and the West.
- The United States has a strong economy and a powerful military but is facing the challenge of world terrorism.

## Explore the Map and Images

### The United States: Political

The United States is one of the largest countries in the world. This map shows the geography of our country, including national and state boundaries and the bodies of water that border the United States.

**Culture** Have students describe what clothes they wear, music they listen to, and food they like to eat. Explain that these elements are part of the culture of the United States.

**Geography** Ask students what other spectacular landscapes they have read about or seen in the United States.

**History** Dedicated in 1886, the Statue of Liberty was a gift to the United States from the people of France.

### Analyze Visuals

Have students examine the images and then answer the following questions:

- How have different ethnicities shaped the culture of the United States? *Possible answer: Different ethnicities have made the culture of the United States diverse.*
- Why do you think the Statue of Liberty was placed in New York Harbor? *At that time, many immigrants entered the U.S. through this harbor, so they would have seen the statue as they were arriving.*
- Which physical features do you detect in the image of the Grand Canyon? *Possible answer: a deep canyon, rock, desert, and a river*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



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# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Categorize

Tell students that in this “Information Age” people can easily become overwhelmed by information. Discuss how categorizing information can make it easier to understand. Ask students for ways in which they might categorize items in their everyday life. For example, do they sort socks into different types, such as athletic or dress socks? Maybe they arrange socks by color? Categorizing items makes it easier to keep track of them and locate what we need.

Have students examine Lesson 3 of this module. Ask how the information in this lesson is categorized.

*The information in the section is categorized by region; information on recent events is categorized under the head Changes in the Nation.*

Have students look at the map United States: Land Use and Resources in Lesson 3. Ask: What categories does this map use to sort information? *major resources, land use* Discuss the advantages and disadvantages of using a single map to categorize two different types of items.

#### You Try It!

*Students should use a graphic organizer to categorize the information from the paragraph. Categories—Northeast, South, Florida; Facts—Northeast: humid continental climate, snowy winters and warm, humid summers; South: humid subtropical climate, mild winters and warm, humid summers; Florida: warm all year*

## Categorize

### READING FOCUS

When you sort things into groups of similar items, you are categorizing. When you read, categorizing helps you to identify the main groups of information. Then you can find and see the individual facts in each group.

Notice how the information in the paragraph below has been sorted into three main groups, or categories, with details listed under each group.

If you were traveling across the United States, you might start on the country’s eastern coast. This low area, which is flat and close to sea level, is called the Atlantic Coastal Plain. As you go west, the land gradually rises higher to a region called the Piedmont. The Appalachian Mountains, which are the main mountain range in the East, rise above the Piedmont.

#### YOU TRY IT!

Read the following paragraph, and then use a graphic organizer like the one used above to categorize the groups and details in the paragraph. Create as many ovals as you need to list the main groups.

The eastern United States has three climate regions. In the Northeast, people live in a humid continental climate with snowy winters and warm, humid summers. Southerners, on the other hand, experience milder winters and the warm, humid summers of a humid subtropical climate. Most of Florida is warm all year.

#### Category 1:

Atlantic Coastal Plain

Details: low, flat, close to sea level

#### Category 2:

Piedmont

Details: farther west and higher than  
Atlantic Coastal Plain

#### Category 3:

Appalachian Mountains

Details: main eastern mountain range,  
higher than Piedmont

**As you read this module,** think about how you could categorize the information you read.



# Physical Geography

- The Mississippi River Delta
- Mountain Ranges in the United States
- The Varied Climates of the United States
  
- Hurricane Katrina
- The Mighty Mississippi



## ► Online Lesson 1 Enrichment Activities

### Hurricane Katrina

**Video** Students view the video to learn about the destruction caused by Hurricane Katrina. They then conduct research to learn about a natural hazard that has occurred in their region and create a poster explaining the event along with its causes and effects.



### The Mighty Mississippi

**Article** Students read an article that contains general facts about the Mississippi River and its importance in transporting both people and goods. Students then create a map of the Mississippi that shows its tributaries and the states the river runs through.

# Physical Geography

## The Big Idea

The United States is a large country with diverse physical features, climates, and resources.

## Main Ideas

- Major physical features of the United States include mountains, rivers, and plains.
- The climate of the United States is wetter in the East and South and drier in the West.
- The United States is rich in natural resources such as farmland, oil, forests, and minerals.

## Key Terms and Places

Appalachian Mountains  
Great Lakes  
Mississippi River tributary  
Rocky Mountains  
continental divide

## If YOU lived there ...

You live in St. Louis, Missouri, which is located on the Mississippi River. For the next few days, you will travel down the river on an old-fashioned steamboat. The Mississippi begins in Minnesota and flows south through ten states in the heart of the United States. On your trip, you bring a video camera to film life along this great river.

## What will you show in your video about the Mississippi?

## Physical Features

The United States is the third-largest country in the world, behind Russia and Canada. Our country is home to an incredible variety of physical features. All but 2 of the 50 states—Alaska and Hawaii—make up the main part of the country. Look at the physical map of the United States. It shows the main physical features of our country. Use the map as you read about America's physical geography in the East and South, the Interior Plains, and the West.

**The East and South** If you were traveling across the United States, you might start on the country's eastern coast. This low area, which is flat and close to sea level, is called the Atlantic Coastal Plain. As you go west, the land gradually rises higher, to a region called the Piedmont. The **Appalachian Mountains**, which are the main mountain range in the East, rise above the Piedmont. These mountains are very old. For many millions of years, rain, snow, and wind have eroded and smoothed their peaks. As a result, the highest mountain in the Appalachians is about 6,700 feet (2,040 m).

**The Appalachians** The smooth peaks of the Appalachian Mountains dominate the landscape of western North Carolina.



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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### What will you show in your video about the Mississippi?

Review the scenario with students and lead a class discussion around responses to the question.

Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider reasons to show SCENERY:

- to show the beauty of the river itself
- to see changing landscapes
- to show how the river creates farmland

#### Consider reasons to show PEOPLE:

- to show different cultures
- to see how the river impacts people's lives
- to compare and contrast rural and urban areas along the river

**2. Direct Teach** Introduce the Big Idea: *The United States is a large country with diverse physical features, climates, and resources.* Ask: *What is the geography like in our area?* Encourage students to discuss whether the land is flat, rolling, mountainous, and so forth. Also talk about any local lakes and rivers and whether you are located near a coastline. Discuss how your local area is part of a larger region that shares similar features. Explain that while the geography of the United States is diverse, the country can be divided into geographical regions, each with its own general characteristics.

**3. Practice/Assess/Inquire** Have each student choose a word from the "Key Terms and Places" list to learn more about. Have students find photographs on the Internet or in magazines of the key term or place they choose.

**4. Explore (Collaborative Exploration)** Ask students to share and describe their photograph with the class.

**5. Whole Group Close/Reflect** Have students research the exact location of the feature or area in their photograph and write one or two paragraphs describing its location and surrounding physical features.

\*Alternative Assessment Handbook, Rubric 30: Research

## Teach the Main Idea

Major physical features of the United States include mountains, rivers, and plains.

**Identify** What is a tributary? Name two rivers that are large tributaries of the Mississippi River. *a stream or river that flows into a larger stream or river; Missouri and Ohio Rivers*

**Explain** What are the Interior Plains? *a stretch of land between the Appalachian Mountains and the Rocky Mountains that contains rolling hills, lakes, and large rivers.*

**Summarize** Describe how the physical landscape changes from east to west. *In the east, the Atlantic Coastal Plain is flat and close to sea level. The land rises to the west in the Piedmont region then rises again*

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The United States

The United States: Physical map is the first of three document-based investigations that students will analyze in the module. As the fourth-largest nation in the world, the United States is home to a variety of physical features. Students can click on the key to show or hide the features on the map.

For additional instruction, go to end of lesson.

## ► ONLINE GRAPHIC ORGANIZER

### Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Compare and Contrast** How are the East and the South similar to the West? How are they different?

*Possible answer: They all have mountain ranges and a long coast along an ocean. They all have oil as a natural resource. The West is drier and has more extreme climates in Hawaii and Alaska.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **Appalachian Mountains, Great Lakes, Mississippi River, tributary, Rocky Mountains, continental divide.**

## ► ONLINE DOCUMENT-BASED INVESTIGATION

### United States: Physical

As the fourth-largest nation in the world, the United States is home to a variety of physical features. Students can click on the key to show or hide the features on the map.

**Analyze Sources** How would you describe the physical landscape and elevation of the southeastern United States? *Possible answer: Much of the southeastern United States is a flat coastal plain that lies close to sea level. Moving westward from the Atlantic Coastal Plain, elevations rise in the Piedmont region and again in the Appalachian Mountains.*

In print edition, see map of same title.

**1. Location** Where is the highest elevation in the United States located? *Alaska*

**2. Human-Environment Interaction** How do you think the Appalachians have influenced settlement in the United States? *They were probably difficult for people to cross, so more people settled east of the Appalachians.*

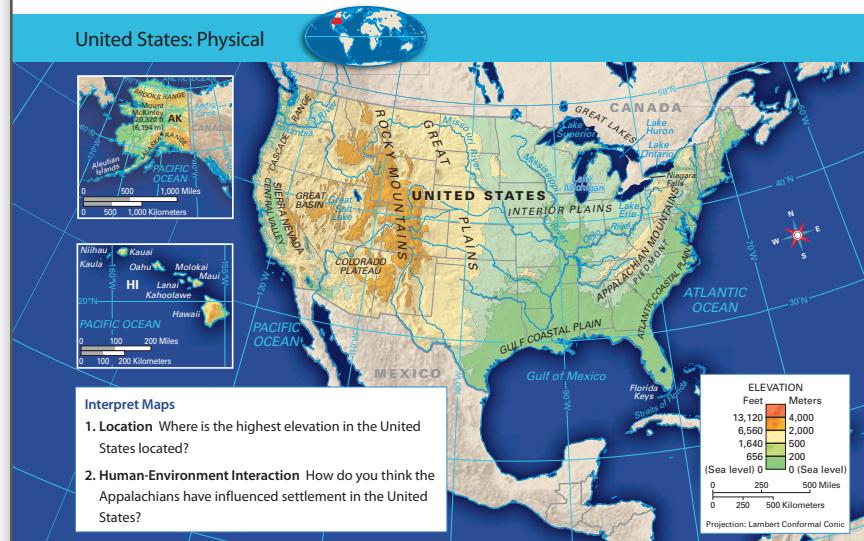
**The Interior Plains** As you travel west from the Appalachians, you come across the vast Interior Plains that stretch to the Great Plains just east of the Rocky Mountains. The Interior Plains are filled with hills, lakes, and rivers. The first major water feature that you see here is called the **Great Lakes**. These lakes make up the largest group of freshwater lakes in the world. The Great Lakes are also an important waterway for trade between the United States and Canada.

West of the Great Lakes lies North America's largest and most important river, the **Mississippi River**. Tributaries in the Interior Plains flow to the Mississippi. A **tributary** is a smaller stream or river that flows into a larger stream or river.

Along the way, these rivers deposit rich silt. The silt creates fertile farmlands that cover most of the Interior Plains. The Missouri and Ohio rivers are huge tributaries of the Mississippi. They help drain the entire Interior Plains.

Look at the physical map of the United States. Notice that the land begins to increase in elevation west of the Interior Plains. This higher region is called the Great Plains. Vast areas of grasslands cover these plains. There are fewer rivers and not very many trees.

**The West** In the region called the West, several of the country's most rugged mountain ranges make up the **Rocky Mountains**. These enormous mountains, also called the Rockies, stretch as far as you can see. Many of



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## COLLABORATIVE LEARNING

### Follow the River

- Organize the class into small groups. Assign each group a river that flows from the Continental Divide. Have students trace the river's journey to its outlet into an ocean or sea. Have students research their river's length, the number of states and major cities it passes through, and the features that make their river unique.
- Have each group describe its river to the rest of the class.

- As a class, discuss the value of our nation's rivers and in what ways we depend on them. You might want to ask the following questions: *What might happen if this river becomes overly polluted? What might happen if this river dried up? Who would be affected?*
- Have students write letters or emails to U.S. government officials, summarizing their findings and asking that steps be taken to protect the nation's rivers. For addresses, visit [www.usa.gov](http://www.usa.gov).

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; 29: Presentations; and 43: Writing to Persuade

### The Mississippi River Delta

From its source in Minnesota, the Mississippi River flows south across the central United States. It ends at the tip of Louisiana, which is shown here. This satellite image shows the area where the Mississippi River meets the Gulf of Mexico. This area is called a delta. A river's delta is formed from sediment that a river carries downstream to the ocean. Sediment is usually made up of rocks, soil, sand, and dead plants. Each year, the Mississippi dumps more than 400 million tons of sediment into the Gulf of Mexico.

The light blue and green areas in this image are shallow areas of sediment. The deeper water of the Gulf of Mexico is dark blue. Also, notice that much of the delta looks fragile. This is new land that the river has built up by depositing sediment.

#### Analyze Visuals

What natural hazards might people living in the Mississippi Delta experience?



the mountains' jagged peaks rise above 14,000 feet (4,270 m). The Rockies are more jagged than the Appalachian Mountains because they are younger and haven't eroded as much.

In the Rocky Mountains is a line of high peaks called the Continental Divide. A **continental divide** is an area of high ground that divides the flow of rivers toward opposite ends of a continent. Rivers east of the divide in the Rockies mostly flow eastward and empty into the Mississippi River. Most of the rivers west of the divide flow westward and empty into the Pacific Ocean.

Farther west, mountain ranges include the Cascade Range and the Sierra Nevada. Most of the mountains in the Cascades are dormant volcanoes. One mountain, Mount Saint Helens, is an active volcano. A tremendous eruption in 1980 blew off the mountain's peak and destroyed 150 square miles (390 sq km) of forest.

Mountains also stretch north along the Pacific coast. At 20,310 feet (6,190 m), Alaska's Denali, which used to be known as Mount McKinley, is the highest mountain in North America. Alaska is home to 39 mountain ranges and 17 out of 20 of the tallest peaks in the United States. Some of its mountains are active volcanoes.

Far out in the Pacific Ocean are the islands that make up the state of Hawaii. Volcanoes formed these islands millions of years ago. Today, hot lava and ash continue to erupt from the islands' volcanoes.

### Climate

Did you know that the United States has a greater variety of climates than any other country? Look at the map United States: Climate to see the different climates of the United States.

**Reading Check**  
Summarize  
What are the major physical features of the United States?

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### ONLINE INTERACTIVE VISUALS

#### Image Compare: Mountain Ranges in the United States

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Which mountain range do you think would be easier to cross?  
*Possible answer:* the Appalachians because they are not as steep

### ONLINE ANALYZE VIDEOS

#### Mount St. Helens Erupts

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** What happened when Mount Saint Helens erupted? *The side of the mountain opened up. Ash and gas came out of the mountain. People fled. Others tried to take photos.*

## Teach the Main Idea

The climate of the United States is wetter in the East and South and drier in the West.

**Explain** What types of climates can be found in the eastern part of the United States? *The Northeast is humid continental, with snowy winters and warm, humid summers. Farther south it is humid subtropical. Winters are milder, and summers are more humid. Farthest south in the tropical savanna, it is warm year-round.*

**Identify** Look at the map. Which state has a "humid tropical" climate? *Hawaii* What types of climate does Alaska have? *tundra and subarctic*

### More About . . .

**The Continental Divide** All continents have a continental divide except Antarctica. Continental divides are a section of elevated terrain forming a border between two watersheds. This means that along the border, water flows on both sides of the line and travels in opposite directions. The Continental Divide in North America is sometimes called the Great Divide.

**Misconception Alert** The Weather or Climate of the United States? Some students may think that a certain region of the United States is always "cold" or "hot," for example. Encourage students to review descriptions of the various climates the United States experiences. You may want to also remind them of the difference between weather (short-term changes in the air) and climate (a region's average weather conditions over a long period).

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: The Mississippi River Delta

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What natural hazards might people living in the Mississippi Delta experience? *flooding, poor water quality*

In print edition, see image of same title.

### READING CHECK

**Summarize** What are the major physical features of the United States? *Atlantic Coastal Plain, Appalachian Mountains, Great Lakes, Mississippi River, Rocky Mountains*

## Teach the Main Idea

The United States is rich in natural resources such as farmland, oil, forests, and minerals.

**Explain** How are our lives affected by natural resources? *We depend on natural resources from all over the country for food, fuel, electricity, and many other daily needs.*

**Make Inferences** Why does the United States have such productive farmland? *because of the climate, fertile soils in the Interior Plains, and its many rivers*

### ► ONLINE INTERACTIVE MAPS

#### United States: Climate

Have students explore the map using the interactive features and answer the associated questions.

**Place** Which state has the greatest diversity of climates? *California*

In print edition, see map of same title.

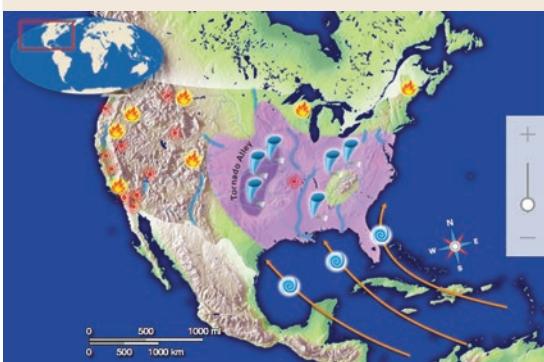
- Region** What type of climate does the Southeast have? *humid subtropical*
- Place** Which state has the greatest diversity of climates? *California*

### ► ONLINE INTERACTIVE MAPS

#### Natural Hazards in the United States

Have students explore the map and answer the associated question.

**Region** Which region is the most likely to have earthquakes? *West*



#### READING CHECK

**Summarize** What types of climates are found in the United States? *humid tropical, tropical savanna, desert, steppe, Mediterranean, humid subtropical, marine west coast, humid continental, subarctic, tundra, and highland*

**The East and South** The eastern United States has three climate regions. In the Northeast, people live in a humid continental climate with snowy winters and warm, humid summers. Southerners, on the other hand, experience milder winters and the warm, humid summers of a humid subtropical climate. Most of Florida is warm all year.

**The Interior Plains** Temperatures throughout the year can vary greatly in the Interior Plains. Summers are hot and dry in the Great Plains. However, most of the region has a humid continental climate with long, cold winters.

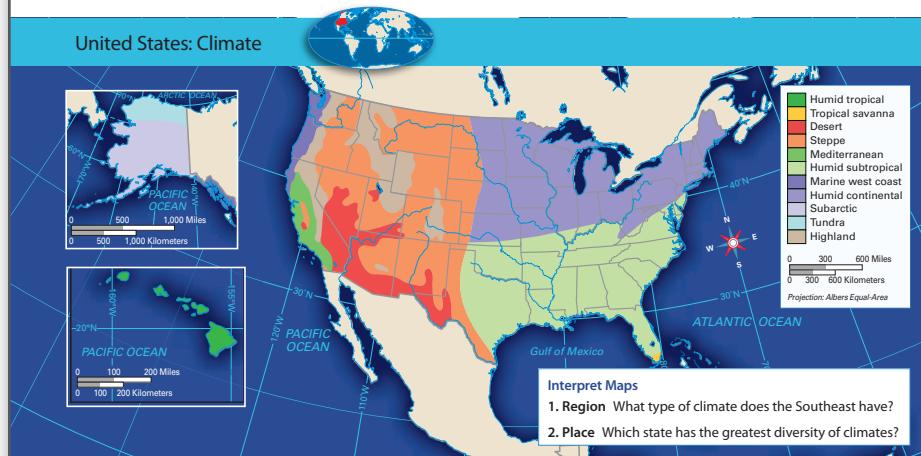
**The West** Climates in the West are mostly dry. The Pacific Northwest Coast, however, has a wet, mild coastal climate. The region's coldest climates are in Alaska, which has both subarctic and tundra climates. In contrast, Hawaii is the only state with a warm, tropical climate.

#### Natural Resources

The United States is extremely rich in natural resources. Do you know that your life is affected in some way every day by these natural resources? For example, if you ate bread today, it was probably made with wheat grown in the fertile soils of the Interior Plains. If you rode in a car or on a bus recently, it may have used gasoline from Alaska, California, or Louisiana.

The United States is a major oil producer but uses more oil than it produces. In fact, we import more than one-fourth of the oil we need.

Valuable nonrenewable natural resources are mined in the Appalachians and Rockies. One resource, coal, supplies the energy for about a third of the electricity produced in the United States. The United States has about 25 percent of the world's coal reserves and is a major coal exporter.



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#### STRUGGLING READERS

##### Reading a Climate Map

- Point out to students that this text has many illustrations that will help them understand what they are reading. With students, examine several maps and their legends, and then discuss the kinds of information found in a map legend and its importance as a means to understanding the information in the map.

- To help students better understand the text regarding climate and the United States climate map, have them match the colors in the map legend to the colors shown on the map.

- Read aloud the climate descriptions. As you read, have students trace the region on the map that matches that climate with their finger.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

### The Varied Climates of the United States



With a humid continental climate, New York City experiences cold winters with snowfall. In this climate, people can ice skate during the winter.



With a humid subtropical climate, most of Florida has warm, sunny days during most of the year. In this climate, people can enjoy the region's beaches.

#### Analyze Visuals

How do the human characteristics of New York City differ from a Florida beach? How does climate impact those characteristics?

#### Reading Check

Summarize  
What are important natural resources in the United States?

Other important resources include forests and farmland, which cover much of the country. The trees in our forests provide timber that is used in constructing buildings. Wood from these trees is also used to make paper. Farmland produces a variety of crops including wheat, corn, soybeans, cotton, fruits, and vegetables.

**Summary and Preview** In this lesson you learned about the geography, climates, and natural resources of the United States. In the next lesson, you will learn about the history, government, and culture of the United States.

### Lesson 1 Assessment

#### Review Ideas, Terms, and Places

1. a. **Describe** What is a tributary?  
b. **Contrast** How are the Appalachian Mountains different from the Rocky Mountains?  
c. **Elaborate** Look at the U.S. physical map in this lesson to locate the Great Lakes. Why are the Great Lakes an important waterway?
2. a. **Describe** Look at the U.S. climate map in this lesson. What is the climate like in the Northeast?  
b. **Draw Conclusions** What would winter be like in Alaska?  
c. **Recall** What kinds of crops are grown in the United States?  
d. **Explain** Why is coal an important nonrenewable natural resource? Where is it mined?  
e. **Predict** What natural resources might not be as important to your daily life in the future?

#### Critical Thinking

4. **Categorize** Copy the graphic organizer below. Use it to organize the key ideas about physical features, climate, and natural resources by region of the country.

| Region            | East and South | Interior Plains | West |
|-------------------|----------------|-----------------|------|
| Physical features |                |                 |      |
| Climate           |                |                 |      |
| Natural resources |                |                 |      |

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## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Describe** What is a tributary? *A tributary is a stream or river that flows into a larger stream or river.*  
b. **Contrast** How are the Appalachian Mountains different from the Rocky Mountains? *the Appalachians are lower; the Rockies are taller*  
c. **Elaborate** Look at the U.S. physical map in this lesson to locate the Great Lakes. Why are the Great Lakes an important waterway? *The Great Lakes allow water transportation between several states and Canada.*
2. a. **Describe** Look at the U.S. climate map in this lesson. What is the climate like in the Northeast? *The Northeast has a humid continental climate. It is cold and snowy in the winter and warm and humid in the summer.*

- b. **Draw Conclusions** What would winter be like in Alaska? *Because of its latitude, winter in Alaska would be extremely cold.*
3. a. **Recall** What kinds of crops are grown in the United States? *wheat, corn, soybeans, cotton, fruits, and vegetables*  
b. **Explain** Why is coal an important nonrenewable natural resource? Where is it mined? *Coal is used to make electricity. The U.S. also exports coal to other countries. It is mined in the Appalachian and Rocky Mountains.*  
c. **Predict** What natural resources might not be as important to your daily life in the future? *Possible answer: Coal might become less important to generating electricity if renewable energy sources become more widely used.*

(continued)

### ONLINE INTERACTIVE VISUALS

#### Image Compare: The Varied Climates of the United States

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How do the human characteristics of New York City differ from a Florida beach? How does climate impact those characteristics? *Possible answer: New York City has tall buildings and ice skating rinks and the Florida beach doesn't. The warm climate of Florida makes ice skating outside there difficult, so there aren't ice skating rinks.*

In print edition, see visual of the same title.

#### The Varied Climates of the United States

The great variety of climate zones in the United States is shaped by differences in latitude and a range of geographic features. From the subarctic climate of Alaska to tropical southern Florida, climate impacts how people spend their time.



### ONLINE INTERACTIVE GRAPHS

#### Top Oil-Producing States, 2015

Have students analyze and compare the two graphs and answer the associated question.

**Interpret Graphs** Which state produced 12% of the oil in the United States? *North Dakota*

### ONLINE INTERACTIVE GRAPHS

#### Top Coal-Producing States, 2015

Have students analyze and compare the two graphs and answer the associated question.

**Interpret Graphs** Which state produced the most coal? *Wyoming*

### READING CHECK

**Summarize** What are important natural resources in the United States? *soil, oil, minerals, forests*

## Critical Thinking

4. **Categorize** Copy the graphic organizer. Use it to organize the key ideas about physical features, climate, and resources by region of the country. *Answers will vary, but students' notes should be categorized by region.*

4. **Make Generalizations** Why do the Interior Plains have an abundance of fertile farmlands?

*The Interior Plains are filled with a variety of physical features, including many rivers. As these rivers make their way through the region, they deposit rich silt that creates fertile farmlands.*

5. **Cause and Effect** What are tornadoes and how do they influence the way people prepare for storms on the Great Plains?

*Tornadoes are rapidly spinning columns of air that stay in contact with the ground. When storms develop that might produce a dangerous tornado, special warning sirens go off, allowing people to prepare for this natural hazard.*

6. **Summarize** Why are forests a valuable natural resource? Describe two reasons.

*The trees in our forests provide timber that is used to construct buildings. The trees also provide wood that is used to make paper.*

## ► Online Assessment

1. What causes the rivers of the United States to flow to opposite ends of North America?
- the Piedmont
  - the Great Lakes
  - the Interior Plains
  - the Continental Divide

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Continental Divide, which causes the rivers of the United States to flow to opposite ends of North America, is located in *the Rocky Mountains* ◆.

2. How are the climates of the West different from the climates of the other regions of the country?

- They are mostly dry.
- They are mostly cold.
- They are mostly sunny.
- They are mostly humid.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Although the climates of the West are mostly dry, *the Pacific Northwest Coast* ◆ has a wet climate.

3. How is about a third of the supply of electricity produced in the United States?

- by burning oil
- by burning corn
- by burning coal
- by burning timber

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

A considerable amount of coal, which supplies the energy for about a third of the electricity produced in the United States, is mined in *the Appalachians* ◆.

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 191*

### More About . . .

**Connect to Today** One of the biggest threats to America's rivers is urban sprawl. As cities and suburban areas expand outward, it can significantly drain rivers and pollute them. Urban sprawl can also damage ecosystems, affecting fish and other wildlife. One river at risk is the Missouri River, especially along Iowa's western border.

#### UNDERSTAND CAUSE AND EFFECT

1. Discuss with students why the physical features of the United States made it so attractive to early settlers. Ask students to imagine how different the country would be if one of these physical features were to change dramatically. For example, what if the Mississippi River dried up? Encourage students to take notes about the discussion.
2. Have each student make a chart listing major physical features of the United States. Next to each feature, have students describe or illustrate how the country might be different if the feature were to change.
3. Ask volunteers to share their cause-and-effect posters with the class.

\*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 28: Posters

*continued from page 194*

#### ADVANCED/GIFTED

##### Climate and Crops

1. Assign students to work in small groups and create a list of the foods grown in the United States.
2. When students have finished, have them share their lists, and then guide students in a discussion of how different climates affect the types of crops that can be grown in certain regions of the country and how long the growing season is in different regions.
3. Direct students to write a paragraph describing how a change in climate might affect farming in each region and throughout the country.

\* Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 40: Writing to Describe

#### SPECIAL NEEDS STUDENTS

##### Natural Resources in the United States

1. Read aloud the section on natural resources, and then, with students, make a list of the resources listed in the text, including coal, oil, forest, and farmland. Discuss with students why each of these is vital to our nation and to our people.
2. Have students work together to create a collage with pictures of each of these resources. Students may draw their own pictures or find images in magazines or online using teacher-approved sites.
3. Have students create labels for each image in the collage.

\*Alternative Assessment Handbook, Rubric 8: Collages

## Case Study

### Case Study

#### Natural Hazards in the United States

Lead students in a discussion of natural hazards that occur in the United States. Explain that they may commonly refer to "natural hazards" as "natural disasters." Encourage students to discuss any natural hazards that they have experienced or heard about. You may want to show students news reports of natural hazards, such as flooding or tornadoes. Then have students work with a partner to locate information about an event that has occurred in their region in recent years. Students should present skits in which one person is the interviewer and the other is an individual who witnessed the event. The witness should answer questions that are presented by the interviewer.

#### More About . . .

**California Earthquakes** Southern California has about 10,000 earthquakes a year. Most of them are so small you can't feel them. The first earthquake was reported in California in 1769. The explorer Gaspar de Portola's expedition was camping about 30 miles (48 km) southeast of what is now Los Angeles when the group felt the earthquake.

#### Essential Elements

- The World in Spatial Terms
- Places and Regions
- Physical Systems**
- Human Systems
- Environment and Society
- The Uses of Geography

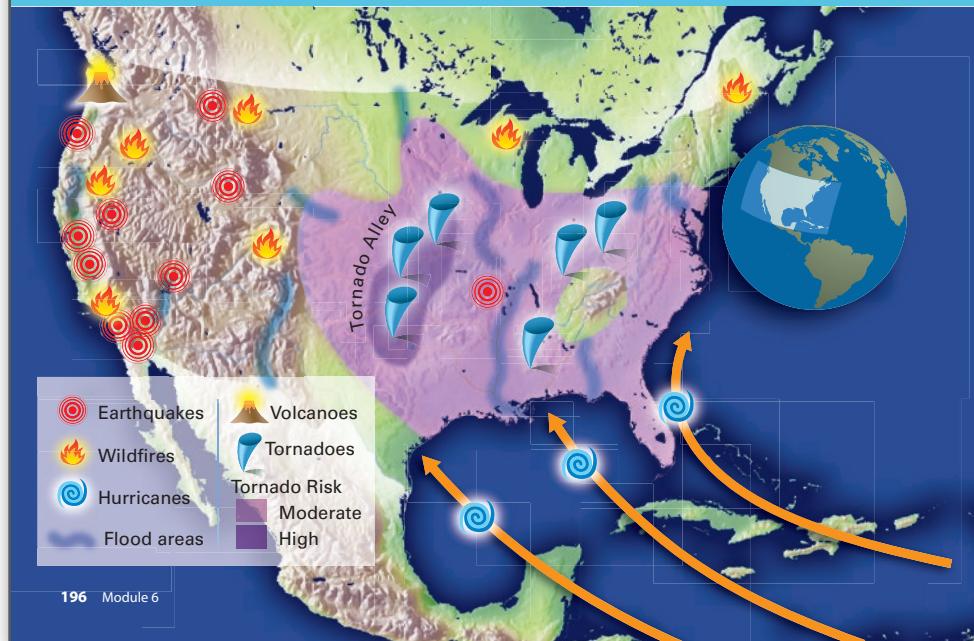
### Natural Hazards in the United States

#### Background

Earth's physical systems create patterns around us, and these patterns influence our lives. For example, every region of the United States has distinctive natural hazards. Volcanoes threaten the Pacific Northwest. Earthquakes rattle California. Wildfires strike forests in the West. Hurricanes endanger the Atlantic and Gulf of Mexico coasts, and major rivers are prone to flooding. Tornadoes regularly rip across flat areas of central and southeast United States.

In fact, the United States lies in danger of getting hit by an average of six hurricanes a year. Formed by the warm waters of the Atlantic Ocean and Caribbean Sea and the collision of strong winds, hurricanes are the most powerful storms on Earth. Most hurricanes look like large doughnuts with a hole, or eye, in the middle of the storm. Around the eye, high winds and rain bands rotate counterclockwise. Once the hurricane moves over land or cold water, it weakens.

Natural Hazards in the United States



#### COLLABORATIVE LEARNING

1. Organize the class into three groups. Assign one group tornadoes, one group earthquakes, and one group hurricanes.
2. Ask each group to research their assigned topic, looking for ten interesting facts.
3. Have each group write their facts on poster board or a large piece of paper.
4. Students should decorate their posters with drawings and/or magazine and newspaper cutouts.
5. Ask each group to choose a member to present their poster to the rest of the class.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 24: Oral Presentation

#### SPECIAL NEEDS STUDENTS

1. Lead the class in a discussion about the effects of natural hazards in the United States.
2. Ask students how landslides and floods might affect people and animals living in an area.
3. Have students express ideas about ways they could help people recover from a natural disaster.

\*Alternative Assessment Handbook, Rubrics 6: Cause and Effects; and 11: Discussions



After Hurricane Katrina hit New Orleans, people escaped the floodwaters by fleeing to rooftops and high-rise apartment buildings like this one.

### Hurricane Katrina

On August 29, 2005, one of the most destructive hurricanes ever hit the United States. Hurricane Katrina devastated coastal regions of Louisiana, the city of New Orleans, and the entire coast of Mississippi.

With winds as high as 145 mph (235 km), Katrina destroyed hundreds of thousands of homes and businesses. In addition, Katrina pushed water from the Gulf of Mexico onto land to a height of about two stories. As a result, low-lying areas along the Gulf coast experienced massive flooding.

The storm also caused several levees that protected New Orleans from Lake Pontchartrain to break. The loss of these levees, which was a technological hazard, caused the lake's waters to flood most of the city. About 150,000 people who did not evacuate before the storm were left stranded in shelters, high-rise buildings, and on rooftops. Using boats and helicopters, emergency workers rescued thousands of people. Total damages from the storm were estimated to be nearly \$151 billion. More than 1,800 people died and over a million were displaced.

### What It Means

Natural hazards can influence where we live, how we build our homes, and how we prepare for storms. For example, in Tornado Alley, special warning sirens go off when storms develop that might form a dangerous tornado.

Using satellite images like this one of Hurricane Katrina, scientists saw how large the storm was and warned people along the Gulf coast to evacuate.



### Geography for Life Activity

**1. Analyze Effects** What types of natural hazards affect people in the United States? How do they affect people?

**2. Contrast** Do some research to find out how tornadoes and hurricanes differ. Summarize the differences in a chart that includes information about how these storms start, where and when they tend to occur in the United States, and their wind strength.

**1. Analyze Effects** What types of natural hazards affect people in the United States? How do they affect people? *Types include earthquakes, tornadoes, wildfires, hurricanes, floods, and volcanoes. They cause injury and death, force people to relocate, destroy property, and cost large amounts of money.*

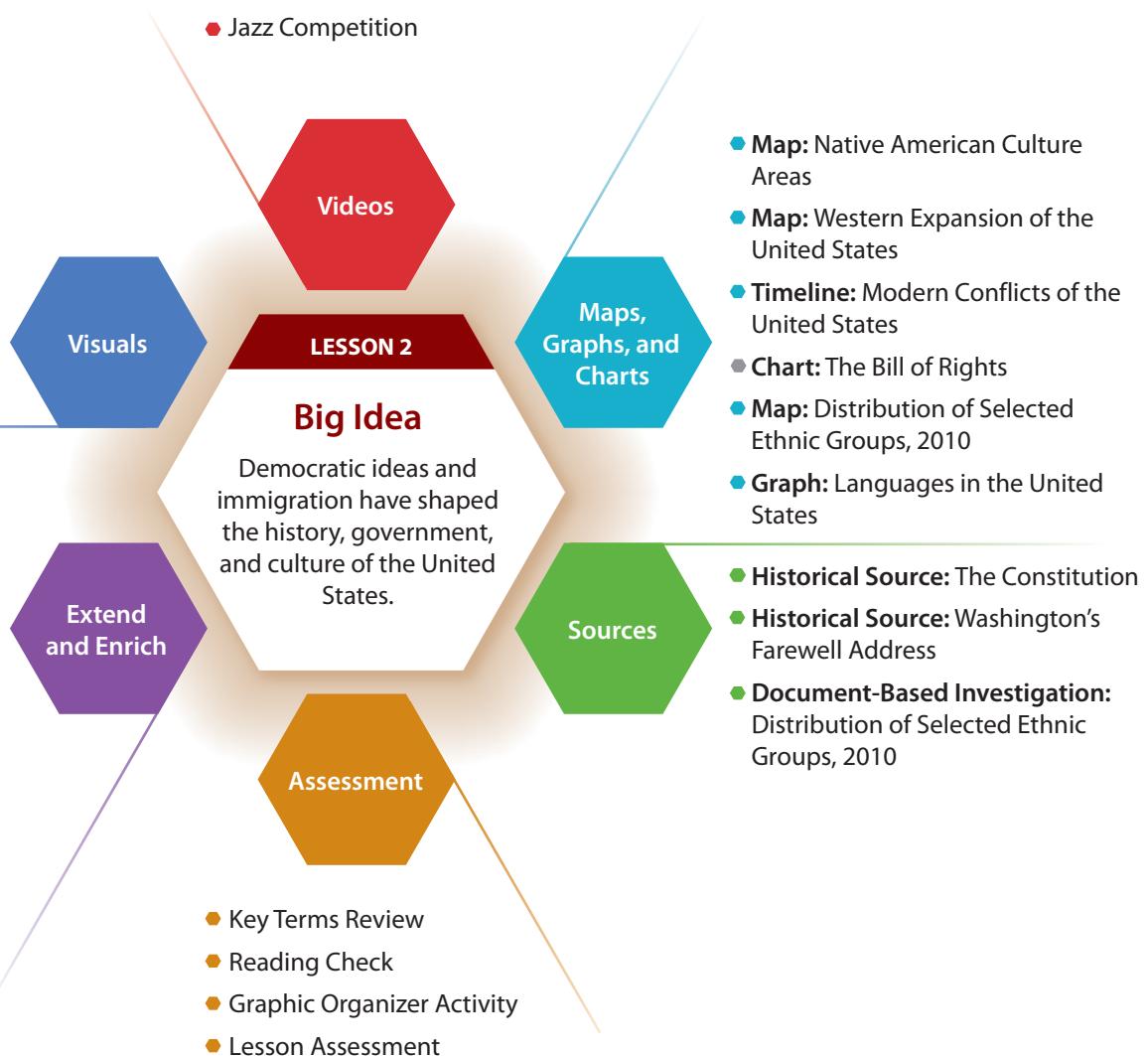
**2. Contrast** Do some research to find out how tornadoes and hurricanes differ. Summarize the differences in a chart that includes information about how these storms start, where and when they tend to occur in the United States, and their wind strength. *Students' charts will vary, but should include the required information.*



# History and Culture

- Wagon Train
- Immigrants at Ellis Island
- How a Bill Becomes a Law

- **Biography:** Benjamin Franklin
- **Biography:** George Washington
- **Game:** Welcome, Time Traveler!
- Change and Continuity in American History
- Community Historian
- The Timucuas
- Conflict in Your State

**KEY**

- Non-digital resource

## ► Online Lesson 2 Enrichment Activities

### Change and Continuity in American History

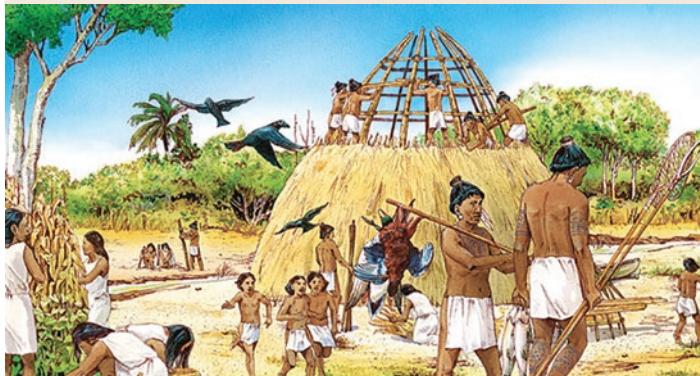
**Article** Students read about ways in which the United States has remained the same—for example, by receiving immigrants and placing importance on religious freedom and tolerance. They also read about how America has changed—for example, by receiving immigrants from a wider range of countries. They then investigate a specific topic and create a chart listing what has stayed the same and what has changed about their topic.

### Community Historian

**Activity** Students choose a topic that is important in their state or local community history. They then research the topic and write a report discussing its economic, cultural, social, and political impact.

### The Timucuas

**Visual** Students study an illustration of the Timucuas and read about their way of life. Students then research to learn more about a Native American group from their own region and use their findings to create a museum exhibit.



### Conflict in Your State

**Article** Students read about Mother Jones, who fought for many causes, including improving the working conditions of coal miners and making people aware of the use of child labor in mills. Students then research a specific conflict in their state and create a chart summarizing that conflict.

# History and Culture

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If YOU lived there ...

**Will you join the expedition to the West? Why or why not?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider reasons to go WEST:

- to search for gold and possibly get rich
- to see a new region of the country
- to have an adventure

#### Consider reasons to STAY where you are:

- to avoid the dangerous journey west
- to live and work in familiar surroundings

**2. Direct Teach** Introduce the Big Idea: *Democratic ideas and immigration have shaped the history, government, and culture of the United States.* Discuss with students historical examples of democracy that predate the United States, such as those in ancient Greece and Rome. Point out that the United States is considered the first “modern” democracy. Ask: How do you think immigrants might have promoted democracy? Remind students that immigrants often came to the U.S. seeking new ideas and new freedoms (such as the freedom of religion). Therefore, they would support a democratic government. Ask: How do you think adding new territories to the U.S. might have promoted this idea? Discuss how expansion would have given people more freedom and more land, and it would encourage an atmosphere of adventure and new beginnings.

**3. Practice/Assess/Inquire** Have students create a three-column chart on their own paper. In the first column, ask students to write down any headings, subheadings, or important terms from the lesson. In the second column, have students create one or two questions for each term or heading in the first column. In the third column, have students write the answers to their questions.

**4. Explore (Collaborative Exploration)** Pair students and have them ask each other the questions they wrote.

**5. Whole Group Close/Reflect** Have students use their charts to create five multiple-choice questions about the lesson. Remind students to provide an answer key and an explanation of why each answer is correct.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 7: Charts

#### The Big Idea

Democratic ideas and immigration have shaped the history, government, and culture of the United States.

#### Main Ideas

- The United States, the world's first modern democracy, expanded from the Atlantic coast to the Pacific coast over time.
- In the United States, different levels of government have different roles, but all levels require the participation of the citizens.
- The people and culture of the United States are very diverse.

#### Key Terms and Places

colony  
Boston  
New York  
plantation  
pioneers  
U.S. Constitution  
legislative branch  
executive branch  
judicial branch  
bilingual

If YOU lived there ...

It is 1803, and President Jefferson just arranged the purchase of a huge area of land west of the Mississippi River. It almost doubles the size of the United States. Living on the frontier in Ohio, you are a skillful hunter and trapper. One day, you see a poster calling for volunteers to explore the new Louisiana Territory. An expedition is heading west soon. You think it would be exciting but dangerous.

**Will you join the expedition to the West? Why or why not?**

#### First Modern Democracy

Long before Italian explorer Christopher Columbus sailed to the Americas in 1492, native people lived on the land that is now the United States. These Native Americans developed many distinct cultures. Soon after Columbus and his crew explored the Americas, other Europeans began to set up colonies there.

**The American Colonies** Europeans began settling in North America and setting up colonies in the 1500s. A **colony** is a territory inhabited and controlled by people from a foreign land. By 1733, the British had 13 colonies along the Atlantic coast. New cities in the colonies such as **Boston** and **New York** became major seaports. As European colonies grew, many indigenous, or native, people were forced off the land or died of diseases brought by Europeans.

Some British colonists lived on plantations. A **plantation** is a large farm that grows mainly one crop. Many colonial plantations produced tobacco, rice, or cotton. From 1619 to 1808, about 453,000 enslaved Africans were forcibly brought to what is now the United States to work on plantations.

During the colonial period, Europeans from various ethnic and religious groups arrived in the colonies, looking for religious freedom and economic opportunity. For example, Anabaptists from Germany settled in places like Pennsylvania. Jews,

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#### ONLINE GRAPHIC ORGANIZER

#### History and Culture

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Effects** How has immigration shaped United States history and culture?

*Possible answer: Immigration helped the United States grow and expand. Immigrants from different countries have made the culture of the country rich and diverse.*

#### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **colony**, **Boston**, **New York**, **plantation**, **pioneers**, **U.S. Constitution**, **legislative branch**, **executive branch**, **judicial branch**, **bilingual**.



**Fight for Independence**  
This painting shows General George Washington leading American troops across the Delaware River to attack British forces.

first from Spain and Portugal and later from Germany and Eastern Europe, moved to port cities like New York and Charleston, South Carolina.

By the 1770s many colonists in America were unhappy with the British monarchy. They wanted independence from Britain. In July 1776 the colonial representatives created and adopted the Declaration of Independence. The document stated that "all men are created equal" and have the right to "life, liberty, and the pursuit of happiness." Although not everyone in the colonies was considered equal, the Declaration was a great step toward equality and justice.

To win their independence, the American colonists fought the British in the Revolutionary War. First, colonists from Massachusetts fought in the early battles of the war in and around Boston. As the war spread west and south, soldiers from all the American colonies joined the fight against Britain.

In 1781 the American forces under General George Washington defeated the British army at the Battle of Yorktown in Virginia. With this defeat, Britain recognized the independence of the United States. As a consequence, Britain granted all its land east of the Mississippi River to the new nation. The colonists then worked to form a new government based on rule by representatives of the people instead of rule by a monarch. They formed the first modern democracy.

**BIOGRAPHY**

**George Washington 1732–1799**

As the first president of the United States, George Washington is known as the Father of His Country. Washington was admired for his heroism and leadership as the commanding general during the Revolutionary War. Delegates to the Constitutional Convention chose him to preside over their meetings. Washington was then elected president in 1789 and served two terms.

**Make Inferences**

Why do you think Washington was elected president?



The United States 199

**ONLINE DOCUMENT-BASED INVESTIGATION**

**The United States**

The Distribution of Selected Ethnic Groups, 2010 map, is the second of three document-based investigations that students will analyze in The United States. These maps show population information from the U.S. Census. Students can click on the key to show where some ethnic groups live in the United States.

## Teach the Main Idea

The United States, the world's first modern democracy, expanded from the Atlantic coast to the Pacific coast over time.

**Identify** When did Europeans first begin settling in North America? *in the 1500s*

**Explain** Why were enslaved Africans brought to the colonies? *to work on plantations*

**Summarize** How did British colonists feel about England leading up to the Revolutionary War?  
*They were unhappy with British rule. They wanted independence from Britain.*

**Recall** The discovery of what natural resource brought hundreds of thousands of people to California in the late 1840s? *gold*

**ONLINE INTERACTIVE MAPS**

**Native American Culture Areas**

Have students explore the map using the interactive features and answer the associated question.

**Place** Which of the following cultures lived in the Southeast? *Creek*



**BIOGRAPHY**

**George Washington**

Have students read the biography of George Washington. Discuss that Washington not only showed strong leadership during the Revolutionary War, but continued on to play a major role in the new government.

**Make Inferences** Why do you think Washington was elected president? *He proved he was a great leader during the Revolutionary War. He was admired for his honesty and heroism.*



## BIOGRAPHY

### Benjamin Franklin

Have students read the biography of Benjamin Franklin. Emphasize that Franklin had a wide variety of skills and used them to help his young country. In particular, he worked on the Declaration of Independence and signed the U.S. Constitution.

**Summarize** What types of contributions did Benjamin Franklin make to the United States?

*Possible answer: Franklin helped edit the Declaration of Independence and signed the Constitution.*

### BIOGRAPHY

#### Benjamin Franklin 1706–1790

Benjamin Franklin was a scientist, an inventor, a diplomat, a writer, and a printer. Franklin was born in Boston, Massachusetts, but he thought of Philadelphia, Pennsylvania, as his home. His most famous published work was *Poor Richard's Almanack*, a yearly journal that included many sayings that are still part of American culture today.

Franklin worked to improve society by starting Philadelphia's first fire and police departments and hospital. He started the first lending library in the colonies and a school that became the University of Pennsylvania.

Benjamin Franklin also made important contributions to American politics. He worked in France to gain support for the American Revolution. He helped edit the Declaration of Independence and was a signer of the Constitution. Benjamin Franklin's many achievements still affect the United States today.

**Summarize**

What types of contributions did Benjamin Franklin make to the United States?



## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Wagon Train

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Interpret Visuals** Why do you think wagon trains traveling across the frontier would need guides?

*Possible answer: There were no roads or signs to indicate the correct way to go.*

In print edition, see image of same title.

**Analyze Visuals** What do you think the westward journey was like for the pioneers? *The journey was long and uncomfortable.*

#### Wagon Train

Lured by prospects of a better life, many pioneers made the arduous journey west in groups of covered wagons called wagon trains.

- +

Hotspots



#### Wagon Train

Many pioneers headed west in covered wagons like those in this photograph.

**Analyze Visuals**

What do you think the westward journey was like for the pioneers?

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## TIERED ACTIVITY

### Imagine Life on the Oregon Trail

**Below Level**—Have students imagine they are among the first pioneers to travel the Oregon Trail.

- Ask: What might the journey be like? What might they see?
- As a group, have them write an entry in a diary that describes one day of their journey.

**At Level**—Going beyond the Below Level activity, students should:

- Work individually to write four more entries in their diaries.
- Describe in their diaries the land they are traveling through and the hardships they are encountering.

- Ask for volunteers to share their diary entries with the class.

**Above Level**—To help students stretch beyond the Below Level and At Level activities, invite students to:

- Add to their diaries by describing their hopes for the future.
- Answer these questions: Why am I making this journey? How do I think it will improve my life?

\*Alternative Assessment Handbook, Rubrics 15: Journals; and 40: Writing to Describe

For additional instruction, go to end of lesson.

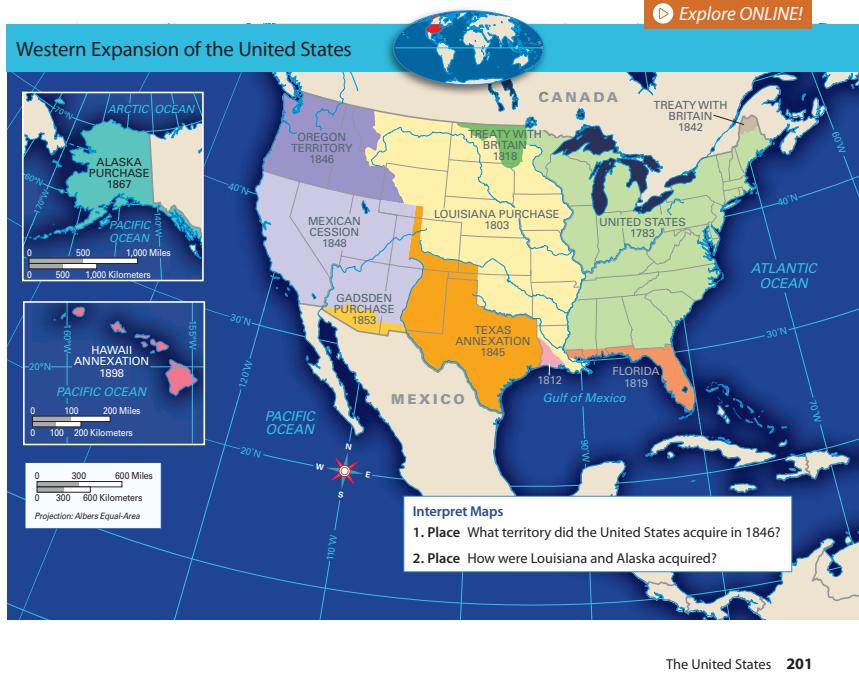
Oregon Territory. Groups of families traveled together in wagons pulled by oxen or mules. The trip was harsh. Food, supplies, and water were scarce.

While many pioneers headed west seeking land, others went in search of gold. The discovery of gold in California in 1848 had a major impact on the country. The lure of gold brought hundreds of thousands of people to California.

By 1850 the population of the United States exceeded 23 million and the country stretched all the way to the Pacific Ocean. In order to promote the settling of the rural West, the federal government enacted laws giving away land to anyone, including women, immigrants, and African Americans, willing to farm it. This public policy was called the Homestead Act. One-tenth of all land in the United States was settled under this act.

As the United States expanded, the nation's economy also grew. By the late 1800s the country was a major producer of goods like steel, oil, and textiles, or cloth products. The steel industry grew around cities that were located near coal and iron ore deposits. Most of those new industrial cities were in the Northeast and Midwest. The country's economy also benefited from the development of canals and railroads. These technologies helped industry and people move farther into the interior.

**Academic Vocabulary**  
development the process of growing or improving



## ONLINE INTERACTIVE MAPS

### Western Expansion of the United States

Have students explore the map using the interactive features and answer the associated questions.

**Place** What territory did the United States acquire in 1846? *Oregon Territory*

In print edition, see map of same title.

**1. Place** What territory did the United States acquire in 1846? *Oregon Territory*

**2. Place** How were Louisiana and Alaska acquired? *They were purchased.*



### SPECIAL NEEDS STUDENTS

#### Coast to Coast

1. Review the Westward Expansion of the United States map with students. Point out where major cities in the United States are located, including St. Louis, Seattle, Los Angeles, Washington, DC, New York, and Philadelphia.
2. Have students copy the map or provide them with blank outline maps.

3. Have students identify the states in each region that pioneers would have traveled through as they made their way from one of today's major East Coast cities to one of the cities on the West Coast.

\*Alternative Assessment Handbook, Rubric 20: Map Creation

## Teach the Main Idea

In the United States, different levels of government have different roles, but all levels require the participation of the citizens.

**Make Inferences** In the Preamble to the U.S. Constitution, what does “domestic tranquility” mean? *peace within the country*

**Summarize** Why do you think the people who drafted the Constitution felt it was important to have one? *They wanted to make sure United States citizens understood the role of their government and what their rights were as citizens.*

**Draw Conclusions** A new law restricting immigration has just been passed, but some people believe it violates the Constitution. What branch of the government can determine if the law is unconstitutional? *Judicial branch*

### More About . . .

**James Madison and Federalist No. 10** Some of the Founders were concerned about “factions” developing their new country. One of these individuals was James Madison, who was concerned that the nation might split into opposing groups, each concerned with its own opinions rather than the nation’s welfare. He wrote about this challenge in Federalist No. 10, one of a group of essays known as The Federalist Papers that were designed to get the Constitution ratified. Madison states that he believes the best protection against these divisions is to establish a representative democracy rather than a direct democracy.

### Close Read

**Washington's Farewell Address** Have students explore the Close Read feature to aid in comprehension and understanding.

Attracted by a strong economy, millions of people immigrated, or came to, the United States for better jobs and land. Immigration from European countries was especially heavy in the late 1800s and early 1900s. Immigrants supplied labor to fuel the economy. Immigration also brought groups of people who had not previously interacted with each other. Sometimes, this created conflict as groups competed with each other for jobs and space.

The growth of industry had some negative effects. Mines and factories were often unsafe for workers. People were injured or killed on the job. Employers’ desire to make money conflicted with workers’ concerns. In the early 1900s, workers of different backgrounds began to work together in unions and with others, like politicians and journalists, to make factories and mines safer. Laws were passed, making workplaces safer. Unions and workplace reforms helped more workers achieve economic stability. Other groups and organizations also worked together to solve issues of overcrowding and poor living conditions in cities.

**Wars and Peace** The United States came into conflict with other countries and fought in several wars during the 1900s. Many Americans died in two major wars, World War I and World War II. After World War II, most of the once-strong European and Asian nations were struggling to rebuild. The United States and the Soviet Union became rival superpowers in what was known as the Cold War. The Cold War lasted until the early 1990s, when the Soviet Union collapsed. During the Cold War, U.S. troops also served in long wars in Korea in the 1950s and in Vietnam in the 1960s and 1970s to keep communism from spreading. In 1991 the United States fought Iraq in the Persian Gulf War. In the early 2000s the United States military fought long wars in Iraq and Afghanistan. The United States fought these wars for several reasons, including promoting and protecting democracy, protecting American citizens, and protecting American economic interests and stability.

Today, the United States is a member of many international organizations. The headquarters of one such organization, the United Nations (UN), is located in New York City. About 190 countries are UN members. The United States is one of the most powerful members.

## Government and Citizenship

The government of the United States is a complex, representative democracy with different levels and branches. It is a type of limited government. Some principles that have shaped its structure and function include freedom, justice, equality, and democracy.

**The Federal Government** Since 1787 the federal, or national, government of the United States has been based on the **U.S. Constitution**. This founding document spells out the powers and functions of the branches of the federal government. Everyone has to follow the Constitution, even elected officials. The government is limited and cannot take certain rights away from the people. Part of the Constitution is the Bill of Rights. The framers of the Constitution added the first ten amendments to help protect individual rights. For example, the Bill of Rights protects freedom of speech, press, and religion, as well as the right to a fair trial.

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### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Immigrants at Ellis Island

Have students explore the image of Ellis Island using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Interpret Visuals** Why might the hospital have been located where it was? *Possible answer: to keep sick people away from all the other people so that diseases would not spread*

### ONLINE INTERACTIVE TIMELINE

#### Modern Conflicts of the United States

Have students explore the timeline and answer the associated question.

**Interpret Timelines** Which conflict happened after the Vietnam War? *Persian Gulf War*

The federal government includes an elected president and Congress. Congress, the **legislative branch**, is responsible for making laws. There are two parts of Congress—the House of Representatives and the Senate. The **executive branch**, which includes the president, vice-president, and the president's cabinet, carries out and enforces laws. The federal government also includes a **judicial branch** of judges, who are appointed, not elected. The judicial branch interprets the laws in court cases. Sometimes, judges decide if laws violate the Constitution.

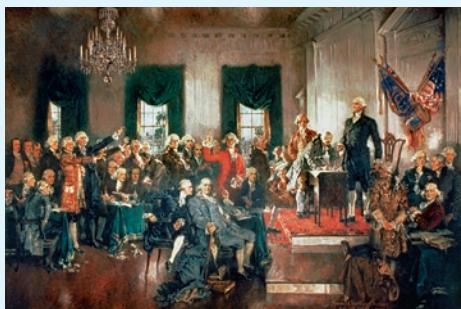
In general, the federal government handles issues affecting the whole country, like trade between countries and states and issues relating to national security. The federal government also provides services like national parks, Social Security, and military protection. Under the U.S. Constitution, many powers are left to the 50 state governments.

**State and Local Governments** State governments are based on each state's constitution. State constitutions set the rules for how each state's government works. State constitutions must not violate the U.S. Constitution or individual freedoms protected by the Constitution. Since state

#### Historical Source

##### The Constitution

On September 17, 1787, state delegates gathered in Philadelphia to create a constitution, a written statement of the powers and functions of the new government of the United States. The Preamble, or introduction, to the U.S. Constitution is shown below. It states the document's general purpose.



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

Americans wanted peace within the United States and a national military force.

They wanted to ensure freedoms for themselves and for future generations.

##### Analyze Sources

How do you think the ideas that appear in the Preamble affect your daily life?

#### ONLINE HISTORICAL SOURCE

##### The Constitution

Invite students to read the Preamble to the U.S. Constitution and answer the associated question.

**Analyze Sources** How do you think the ideas that appear in the Preamble affect your daily life?

*Possible answer: The ideas in the Preamble affect daily life because our country tries to maintain peace and provide justice, which means that everyone lives a better life.*

In print edition, see Historical Source of same title.



#### COMPARE AND CONTRAST

##### Examine a State Constitution

1. Remind students that each state has its own constitution. Ask: What rules are there about these constitutions? *They must not violate the U.S. Constitution or the rights specified in that Constitution.*

2. Have students compare their state constitution to the United States Constitution. Ask pairs of students to research one aspect of their state constitution, such as freedom of speech, and compare that aspect to the U.S. Constitution.

3. For their selected topics, instruct students to answer the following questions: How are the documents alike? How are they different?

4. Have each pair share what they learn with the class.

\*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting



## ONLINE HISTORICAL SOURCE

### Washington's Farewell Address

Washington's Farewell Address is the second of three document-based investigations that students will analyze in the United States module. In the address, Washington discusses the nation's economy, political parties, and foreign policy. Students can click on underlined text to obtain word definitions or explanations of difficult passages.

**Analyze Sources** Why does Washington think education is important? *Possible answer: The people are in charge of the government, so the people should be well educated in order to have informed public opinion.*



## ONLINE INTERACTIVE VISUALS

### How a Bill Becomes a Law

Have students explore each of the seven steps in a bill becoming a law. Point out that both the House and the Senate have a role in the legislative process.

In print edition, see Link to Civics: How a Bill Becomes a Law.

**Analyze Information** Why do you think the framers created this complex system for adopting laws? *Possible answer: They wanted to make sure that changes had to be something most people wanted and weren't just a quick decision.*

constitutions are different from each other, each state's government is unique. However, all state governments have three branches, just like the federal government.

All states have an elected governor as the head of the executive branch, a legislative branch of elected members, and a judicial branch. In some states, judges are elected, while in others, they are appointed. State governments issue licenses, birth certificates, and death certificates; set, enforce, and interpret state laws; and run elections.

Counties and cities also have their own local governments, usually with executive, legislative, and judicial branches. Local elected leaders may include mayors, county commissioners, city councilors, judges, and school board members. Many local governments provide services to the community such as trash collection, road building, water, and public transportation. Local governments also run public schools. Federal, state, and local governments all provide services paid for with revenue from taxes.

**Rights and Responsibilities of Citizens** American citizens have many rights and responsibilities, including the right to vote. Voting for leaders is one way that the value of democracy is shown at all levels of government. Starting at age 18, U.S. citizens are allowed to vote. In order to vote, you have to register. In many states, you register for a particular political party. Political parties are organized groups of people who have similar views about government and issues. People in political parties work together to win elections and shape policies. Political parties also raise money to fund candidates' campaigns and promote the party's agenda, or platform.

During an election, there are usually primary elections where voters choose which candidates will represent each political party. In states with closed primaries, like Pennsylvania and Maryland, only voters registered in a particular party can vote in that party's primary. Other states, like Georgia and Montana, allow voters to choose which party's primary to vote in on Election Day. After each political party chooses a candidate in the primary election, these candidates run against each other in the general election. The winner of the general election takes office and helps to lead the community.

### Link to Civics

#### How a Bill Becomes a Law

Laws can be written and changed by Congress. The steps for how to write laws are part of the Constitution.

- ① A member of the House or the Senate introduces a bill and refers it to a committee.
- ② The House or Senate Committee may approve, rewrite, or kill the bill.
- ③ The House or the Senate debates and votes on its version of the bill.

④ House and Senate conference committee members work out the differences between the two versions.

⑤ Both houses of Congress pass the revised bill.

⑥ The president signs or vetoes the bill.

⑦ Two-thirds majority vote of Congress is needed to approve a vetoed bill. The bill becomes a law.

#### Analyze Information

Why do you think the framers created this complex system for adopting laws?

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## COMPARE AND CONTRAST

### Compare Our Rights and Responsibilities to those of Citizens in Another Country

1. Review with students the rights and responsibilities of U.S. citizens. Ask students whether they think that citizens of other countries have the same rights and responsibilities.
2. Have pairs of students compare the rights and responsibilities of U.S. citizens to those of another nation. Ask students to choose a country to research or assign them a country.

3. After students have completed their research, have them create a chart to compare and contrast the rights and responsibilities of U.S. citizens with those of citizens of their chosen country.

4. To extend the activity, have students role-play the actions of a "good citizen" in the United States and their chosen country.

\*Alternative Assessment Handbook, Rubrics 7: Charts; 9: Comparing and Contrasting; and 33: Skits and Reader's Theater

## The Bill of Rights

The Bill of Rights is the first ten amendments to the Constitution.

|                |  |
|----------------|--|
| 1st Amendment  | Protects freedom of religion, speech, press, assembly, petition  |
| 2nd Amendment  | Protects the right to keep and bear arms   |
| 3rd Amendment  | Provides restrictions on quartering soldiers in citizens' homes  |
| 4th Amendment  | Bans unreasonable searches or seizures   |
| 5th Amendment  | Protects citizens against self-incrimination and being tried twice for the same crime; prohibits the government from depriving citizens of life, liberty, or property without due process of law |
| 6th Amendment  | Protects citizens' right to a swift and fair trial   |
| 7th Amendment  | Guarantees right to trial by jury  |
| 8th Amendment  | Protects citizens against cruel and unusual punishment   |
| 9th Amendment  | States that citizens have rights beyond those specifically written in the Constitution   |
| 10th Amendment | States that powers not given to the government are reserved to the states, or to the people  |

### Analyze Information

What problems with government do you think the framers wanted to avoid by writing these amendments?

In addition to voting, citizens are also encouraged to play an active role in government. For example, Americans can call or write their public officials to ask them to help solve problems in their communities. When many citizens have the same goal about a specific issue, they may form an interest group. Interest groups lobby, or advocate, at a federal, state, or local level to persuade elected officials. Citizens can also run for state, local, or federal elected office.

Other responsibilities include paying taxes and serving on a jury. By serving on a jury, citizens help the court system resolve conflicts between people and make sure justice is carried out. Jurors decide if people are guilty and sometimes decide what a fair outcome or punishment would be. Without people participating in their government, the democratic process suffers.

## People and Culture

Many Americans are descended from European immigrants. However, the United States is also home to people of many other cultures and ethnic groups. Immigration has led to cultural diffusion. As a result, the United States is a diverse nation, where many languages are spoken and different religions and customs are practiced. The blending of these different cultures has helped produce a unique American culture.

**Ethnic Groups in the United States** Some ethnic groups in the United States include Native Americans, African Americans, Hispanic Americans, and Asian Americans. As you will see on the maps about the distribution of ethnic groups in the United States, higher percentages of these ethnic groups are concentrated in different areas of the United States.

**Reading Check**  
Compare How are federal, state, and local governments similar?

## DRAW CONCLUSIONS

### Immigration Pros and Cons

1. Organize students into two groups. Direct students to research the possible advantages and disadvantages of immigration to the United States.
2. Have students conduct a debate on the issue. One side should take the "pro" immigration stance, while the other takes the "con" immigration stance.
3. To extend this activity, have students research the immigration policies of other countries, such as Canada, Costa Rica, and Brazil, and compare their policies to those of the United States.

\*Alternative Assessment Handbook, Rubrics 10: Debates; and 30: Research

## Teach the Main Idea

The people and culture of the United States are very diverse.

**Recall** Why are so many religious holidays celebrated in the United States? *because different cultures practice different religions*

**Identify** What does it mean to be bilingual? *to speak two different languages*

**Recall** From which continent did the ancestors of most Americans come? *Europe*

**Explain** What is one reason that the United States population is so diverse? *Immigrants came and still come to the United States from around the world. They brought different languages, religions, and cultural practices.*

## More About . . .

**Population** The U.S. Census Bureau estimated that the population of the United States on January 1, 2017, was over 324 million. Between the years 2000 and 2030, the Census Bureau estimates that Florida, California, and Texas will account for close to half of the population growth in the United States.

**Connect to Today** America's history is directly linked to today's diverse population and culture. Lawmakers still look to the U.S. Constitution to run our government and to ensure the safety of and equal rights for all U.S. citizens, regardless of race or ethnicity.

## CHARTS

### The Bill of Rights

Have students explore the chart and answer the associated question.

**Analyze Information** What problems with government do you think the framers wanted to avoid by writing these amendments? *They wanted to make certain that the government did not become overly powerful and take away individuals' rights.*

## READING CHECK

**Compare** How are federal, state, and local governments similar? *Possible answer: Federal, state, and local governments are divided into three branches: legislative, judicial, and executive. They are all funded by taxes.*

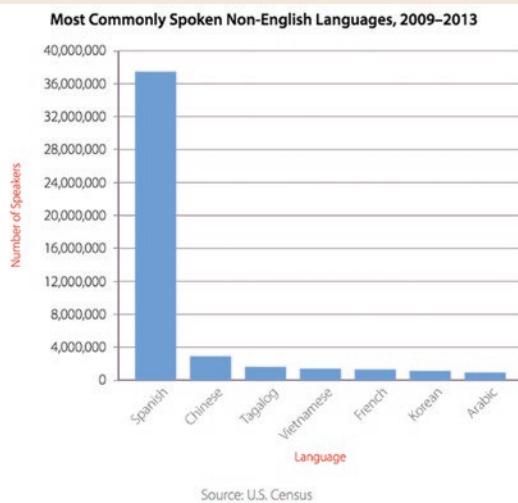


## ONLINE INTERACTIVE GRAPHS

### Languages in the United States

Have students examine the graph and answer the associated question.

**Interpret Graphs** About how many people in the United States speak Korean? 1,000,000



### Welcome, Time Traveler!

Have students play the game to test their knowledge of the Constitution and the different levels of U.S. government by answering the questions.



For thousands of years, Native Americans were the only people living in the Americas. Today, most Native Americans live in the western United States. Many Native Americans are concentrated in Arizona and New Mexico.

Even though African Americans live in every region of the country, some areas of the United States have a higher percentage of African Americans. For example, a higher percentage of African Americans live in southern states. Many large cities also have a high percentage of African Americans. On the other hand, descendants of people who came from Asian countries, or Asian Americans, are mostly concentrated in California.

Many Hispanic Americans originally migrated to the United States from Mexico, Cuba, and other Latin American countries. As you can see on the map of Hispanic Americans, a higher percentage of Hispanic Americans live in the southwestern states. These states border Mexico.

People and organizations from all of these ethnic groups have made important contributions in the areas of history, culture, government, and economy. For example, Chinese immigrants constructed a lot of the railroads in the 1800s. They helped to connect the vast country and allowed goods and people to flow from coast to coast. George Washington Carver, an African American man, improved the economy of the South by developing new uses for crops, including using peanuts to make peanut butter.

**Language** In many parts of the country, English is just one of many languages you might hear. Are you or is someone you know bilingual? People who speak two languages are **bilingual**.

Today, more than 60 million U.S. residents speak a language other than English at home. These languages include Spanish, French, Chinese, Vietnamese, Arabic, Tagalog, and many others. After English, Spanish is the most widely spoken language in the United States. About 37 million Americans speak Spanish at home. Many of these people live near the border between the United States and Mexico and in Florida and Puerto Rico.

**Religion** Americans also practice many religious faiths. Over time, people with different religious beliefs have come to the United States and brought their religious traditions with them. The majority are Christians, as were the first European colonists. However, some are Jewish or Muslim, and a smaller percentage are Hindu, Buddhist, or Sikh. To many, religious groups are important social organizations. Your community might have Christian churches, Jewish synagogues, Islamic mosques, Hindu temples, or Sikh gurdwaras, as well as other places of worship. Many religious groups also provide services like soup kitchens and homeless shelters to those in need.

A variety of traditional religious holidays are celebrated in the United States. Christians celebrate Jesus' birth at Christmas and Jesus' resurrection at Easter. Jews observe Yom Kippur—also known as Day of Atonement—and Rosh Hashanah, the Jewish New Year. Muslims fast during the month of Ramadan, a time when they believe the Qur'an, their holy scripture, was revealed to Muhammad. Hindus celebrate Diwali, a festival of lights that symbolizes the victory of good over evil. Sikhs commemorate the establishment of a formalized Sikh community called the Khalsa in the 1690s with a festival called Vaisakhi.

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### COLLABORATIVE LEARNING

#### Diversity in Community

**Materials:** information about immigrants to your community

1. Obtain information about your community's history. Ask students in what countries community members lived before coming to America. Write the countries on the board.
2. Have students interpret the results. How many countries were listed? From which continent did most community members come? Using a globe or a world map, have each student locate the countries.

3. Find out how much students know about the cultures of origin of people who have immigrated to your community. What language(s) were originally spoken? Do people celebrate special holidays or traditions?

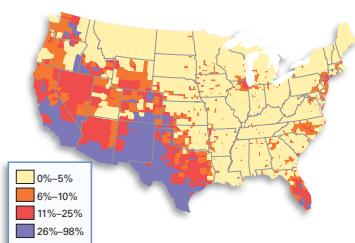
4. Have students write about a community tradition they enjoy. Ask volunteers to share their stories with the class.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; 14: Group Activity; and 37: Writing Assignments

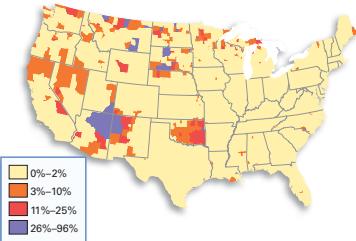
## Distribution of Selected Ethnic Groups, 2010

These maps show population information from the U.S. Census. Every ten years, Americans answer census questions about their race or ethnic group.

Hispanic Americans



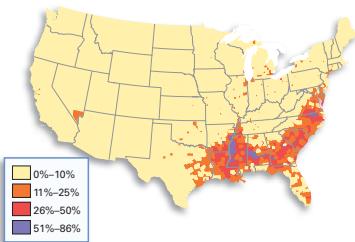
Native Americans



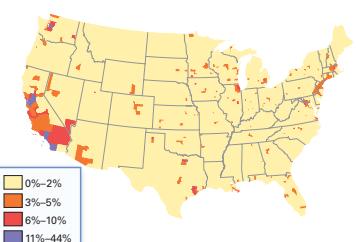
Diverse America

People of different ethnic groups enjoy a parade in Washington, DC. Like most large American cities, Washington has a very diverse population. About 50 percent of Washington's population is African American. Hispanic Americans make up about 10 percent of the city's population, and Asian Americans make up about 4 percent.

African Americans



Asian Americans



### Interpret Maps

- Region In what region of the United States does the highest percentage of African Americans live?
- Region Why do you think many Hispanic Americans live in the southwestern United States?

Source: U.S. Census Bureau

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## ONLINE DOCUMENT-BASED INVESTIGATION

### Distribution of Selected Ethnic Groups, 2010

Have students explore the maps to learn about the distribution of different ethnic groups and answer the associated questions.

**Analyze Sources** How does the distribution of Hispanic Americans compare to the distribution of African Americans? *Possible answer: Hispanic Americans make up a higher percentage of the population in the southwestern United States, while African Americans make up a higher percentage of the population in the southeastern United States.*

In print edition, see map of same title.

- Region** In what region of the United States does the highest percentage of African Americans live? *Southeast*
- Region** Why do you think many Hispanic Americans live in the southwestern United States? *Most southwestern states were settled by Spain and now share a border with Mexico.*

## ONLINE ANALYZE VIDEOS

### Jazz Competition

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Who was Duke Ellington? *a jazz musician who composed many songs and after whom the jazz competition was named*

### Watch Channel One News



## COLLABORATIVE LEARNING

### Identify Material and Nonmaterial Aspects of Culture

- Discuss with students that the aspects of a culture can be divided into two categories: material and nonmaterial. Explain that material aspects of culture are items that a culture makes or uses, such as clothing, food, and shelter. Nonmaterial aspects of culture include behaviors, customs, and values.
- Encourage students to share additional examples of material and nonmaterial aspects of cultures.
- Organize students into small groups and assign each group a specific culture.
- Instruct students to create a multimedia presentation describing the material and nonmaterial aspects of their assigned culture. Tell them to include photos, illustrations, and so forth in the presentations.
- Have students share their presentations with the class.

\*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 24: Oral Presentations

For additional instruction, go to end of lesson.

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## READING CHECK

**Form Generalizations** How has cultural diversity enriched life in the United States? *It has led to the introduction of many types of traditions, religions, foods, music, and other cultural practices.*

# Print Assessment

## Review Ideas, Terms, and Places

1. a. **Identify and Explain** What are some cities that were important locations in U.S. history? What happened in those cities? *Boston and New York were important harbors early on. Boston was where the American Revolution started. Philadelphia is where the Constitution was written and signed.*
- b. **Analyze** What role did covered wagons play in U.S. history? *Wagons were used when people moved west and helped the United States expand.*
- c. **Summarize** What types of conflicts impacted the history of the United States? *conflict with Great Britain over independence; conflict between different groups of people over what rights people had*
2. a. **Identify** What ideals have shaped government in the United States? *freedom, democracy, justice, and equality*
- b. **Describe** What are the different levels of government, and what services do they provide? *federal government: national parks, Social Security, and military protection; state government: issue licenses, birth certificates, and death certificates, run elections; local government: trash collection, road building, water, public transportation, public schools*
- c. **Evaluate** Which right or responsibility of American citizens do you think is most important? Why? *Possible answer: Voting is the most important right and responsibility. Without voting, we would not have a democracy and people would not have a voice in government.*
3. a. **Recall** What language other than English is widely spoken in the United States? *Spanish*
- b. **Summarize** What are some religious holidays celebrated in the United States? *Christmas, Easter, Yom Kippur, Rosh Hashanah, Ramadan, Diwali, Vaisakhi*
- c. **Predict** How do you think American culture will be different in the future, and what contributions of diverse groups do you think will bring about the changes? *Possible answer: American culture may become more diverse. Diverse groups may contribute to changing patterns of language use and religion in the United States.*

**Foods and Music** Diversity shows itself through cultural practices. In addition to language and religion, cultural practices include the food we eat and the music we listen to.

America's food is as diverse as the American people. Think about some of the foods you have eaten this week. You may have eaten Mexican tacos, Italian pasta, or Japanese sushi. These dishes are now part of the American diet.

Different types of music from around the world have also influenced American culture. For example, salsa music from Latin America is popular in the United States today. Many American musicians now combine elements of salsa into their pop songs. African rhythms and instruments have also influenced American music. However, music that originated in the United States is also popular in other countries. American musical styles include blues, jazz, rock, and hip hop.

**American Popular Culture** As the most powerful country in the world, the United States has tremendous influence around the world. American popular culture, such as movies, television programs, and sports, is popular elsewhere. For example, American movies are seen by millions of people around the world. Other examples of American culture in other places include the popularity of baseball in Japan, American fast food restaurants in almost every major city in the world, and American television programs and channels broadcasting around the world. As you can see, Americans influence the rest of the world in many ways through their culture.

**Summary and Preview** The history of the United States has helped shape the diverse, democratic nation it is today. In the next lesson, you will learn about the different regions of the United States and the issues the country is facing today.

Reading Check  
Form  
Generalizations  
How has cultural  
diversity enriched life  
in the United States?

## Lesson 2 Assessment

### Review Ideas, Terms, and Places

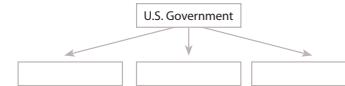
1. a. **Identify and Explain** What are some cities that were important locations in U.S. history? What happened in those cities?  
b. **Analyze** What role did covered wagons play in U.S. history?  
c. **Summarize** What types of conflicts impacted the history of the United States?
2. a. **Identify** What ideals have shaped government in the United States?  
b. **Describe** What are the different levels of government, and what services do they provide?  
c. **Evaluate** Which right or responsibility of American citizens do you think is most important? Why?
3. a. **Recall** What language other than English is widely spoken in the United States?

- b. **Summarize** What are some religious holidays celebrated in the United States?

- c. **Predict** How do you think American culture will be different in the future, and what contributions of diverse groups do you think will bring about the changes?

### Critical Thinking

4. **Summarize** Fill out the diagram and label the three branches of government. In the box for each branch, write a sentence summarizing that branch's responsibilities.



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## Critical Thinking

4. **Summarize** Fill out the diagram and label the three branches of government. In the box for each branch, write a sentence summarizing that branch's responsibilities.  
*legislative branch: makes the laws; executive branch: enforces the laws; judicial branch: interprets the laws*

## ► Online Assessment

1. How did the Homestead Act help to expand the United States toward the Pacific coast?
- by creating trails across unsettled territories
  - by giving money to newly arrived immigrants
  - by giving away land to people willing to farm it
  - by establishing colonies in newly acquired territories

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The purpose of the Homestead Act was to promote settlement of the rural West

2. Why does the federal government handle the issue of international trade?
- because only the federal government has the money needed to do the job
  - because it is an issue that requires a judicial branch to interpret laws
  - because only the federal government has clearly defined powers
  - because it is an issue that affects the whole country

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The federal government generally handles issues affecting the whole country, such as *international trade*

3. Why does the United States have a diverse culture?
- It has many different types of geographic regions.
  - It has a blend of many types of political beliefs.
  - It has many different forms of entertainment.
  - It has a blend of many different ways of life.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The immigration of different peoples to the United States has helped produce a diverse American *culture*

4. **Cause and Effect** Why did the growth of industry lead to the formation of unions?

*Factory and mine owners' primary concern was making money, and this concern conflicted with workers' need for safe working conditions. As a result, workers joined together in unions and worked, with the help of politicians and journalists, to get laws passed to make factories and mines safer.*

5. **Compare and Contrast** How are primary elections and general elections similar and different? Describe one similarity and one difference.

*Members of political parties work together in both primary elections and general elections to win elections in order to be able to shape policies. Only the winners of general elections take the office they are running for.*

6. **Make Generalizations** How has American culture been able to have a tremendous amount of influence around the world? Describe two reasons for this influence.

*American movies are shown in theaters around the world to millions of people. American fast food companies have opened restaurants in almost every major city in the world.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 199

### More About . . .

**George Washington** The first president of the United States traveled outside our country only once. When his half-brother Lawrence became ill with tuberculosis, they travelled together to Barbados, hoping that the warmer climate would help him recover. Wahington eventually inherited his brother's plantation, Mount Vernon.

### STRUGGLING READERS

#### Timeline: From Colonies to Independence

1. Review with students the text about the American colonies and their struggle for independence.
2. Have each student create a timeline showing the major events discussed in the text, starting with the formation of the colonies, the establishment of Boston and New York, and culminating with the American victory at the Battle of Yorktown in 1781.
3. Have students illustrate each date on their timelines.

\*Alternative Assessment Handbook, Rubric 36: Time Lines

### COLLABORATIVE LEARNING

#### Class Democracy

1. Explain that even though citizens are not allowed to vote for the president until the age of 18, students can practice democracy in other ways. They can vote for a class president or student council members.
2. Instruct students to nominate several class mascots, such as a type of animal common to your region.
3. Once the nominations are in, allow students to vote using paper and a ballot box.
4. Have two students count the votes and announce the winner.
5. Tell students to work in pairs to draw a picture of the chosen mascot. Each pair should choose a name for their mascot.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

continued from page 200

### LINK TO LANGUAGE ARTS

#### Write a Biography

1. Review the biographies of Washington and Franklin in the lesson. Explain that one way historians record information is through biographies.
2. Ask each student to imagine that he or she has been asked to write a biography about George Washington. Have students choose one event or accomplishment from Washington's life.
3. Have each student write about the event or accomplishment. Students should include why they think this event was important in American history. Ask students to consider how things might be different today if that event had not happened.
4. Have volunteers share their work with the class.

\*Alternative Assessment Handbook, Rubrics 4: Biographies; 37: Writing Assignments; and 42: Writing to Inform

continued from page 205

### ADVANCED/GIFTED

#### Analyze the Bill of Rights

1. Have students read the Bill of Rights and then create a short summary of each amendment using their own words.
2. Tell students that like the U.S. Constitution, state constitutions also include a bill of rights. Direct students to find their own state constitution and create a summary of its bill of rights.
3. Have students write a one-page essay describing the similarities and differences between the two.
4. Finally, guide students in a discussion of their findings.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 42: Writing to Inform

continued from page 207

### INTERPRET MAPS

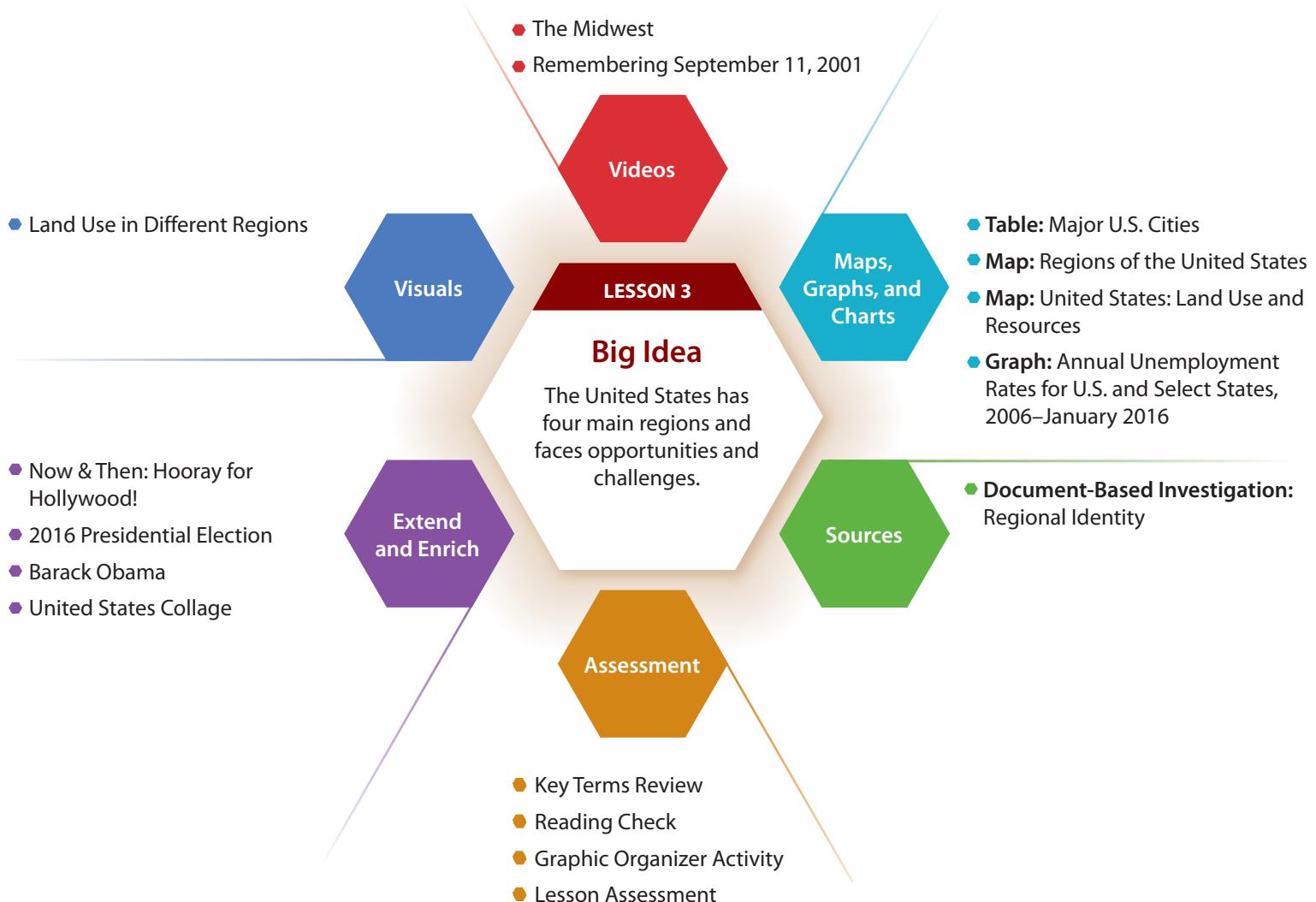
#### Examine Distribution of Ethnic Groups

1. Have students study the maps in "Distribution of Selected Ethnic Groups, 2010." Ask students to identify ethnic groups that have settled in your region.
2. Ask the following questions:
  - In what region of the United States do most Native Americans live? *the West*
  - In which states do most Asian Americans live? *California and New York*
  - Why do you think many African Americans live in the southeastern United States? *The ancestors of many African Americans worked as slaves on plantations in the South before and during the Civil War.*

\*Alternative Assessment Handbook, Rubric 21: Map Reading



# The United States Today



## ► Online Lesson 3 Enrichment Activities

### 2016 Presidential Election

**Video** Students view the video about the 2016 presidential election, in which Donald Trump defeated Hillary Clinton. They then write a letter in which they share their vision of the future with the president.

#### Watch Channel One News



### United States Collage

**Activity** Students read an article to learn about collages and the artists, such as Man Ray and Nancy Spero, who have created them. Students then use materials they have gathered to create a collage about the United States.

### Barack Obama

**Article** Students read an article about Barack Obama to obtain general information about his life, including his educational background, his road to the presidency, and the work he accomplished during his eight years in office. They use their knowledge to write a list of questions to ask President Obama during an interview for a magazine article.



# The United States Today

## The Big Idea

The United States has four main regions and faces opportunities and challenges.

## Main Ideas

- The United States has four regions—the Northeast, the South, the Midwest, and the West.
- The United States has a strong economy and a powerful military but is facing the challenge of world terrorism.

## Key Terms and Places

Washington, DC  
Detroit  
Chicago  
Seattle  
terrorism

## If YOU lived there . . .

You and your family run a small resort hotel in Fort Lauderdale, on the east coast of Florida. You love the sunny weather and the beaches there. Now your family is thinking about moving the business to another region where the tourist industry is important. They have looked at ski lodges in Colorado, lake cottages in Michigan, and hotels on the coast of Maine.

## How will you decide among these different regions?

## Regions of the United States

Because the United States is such a large country, geographers often divide it into four main geographic and economic regions. These are the Northeast, the South, the Midwest, and the West. You can see the four regions on the map Regions of the United States. Find the region where you live. You probably know more about your own region than you do the other three. The population, resources, and economies of the four regions are similar in some ways and unique in others.

**The Northeast** The Northeast shares a border with Canada. The economy in this region is heavily dependent on banks, investment firms, and insurance companies. Education also contributes to the economy. The area's respected universities include Harvard and Yale.

Some natural resources of the Northeast states include rich farmland and huge pockets of coal. Having a valuable natural resource can lead to specialization in a region's economy. Since coal is used in the steelmaking process, the steel industry grew around the coal industry. The steel industry helped make Pittsburgh, in western Pennsylvania, the largest industrial city in the Appalachians. Today, Pittsburgh is no longer an industrial center, but it is still known as the "Steel City."

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

How will you decide among these different regions?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider PHYSICAL GEOGRAPHY:

- climate of each region
- landscape of each region
- natural resources of each region

#### Consider HUMAN GEOGRAPHY:

- economy of each region
- population of each region
- culture of each region

**2. Direct Teach** Write on the board the names of the four main geographic and economic regions into which geographers divide the United States. Ask students to list terms that they associate with each region and write each term under the correct region. For example, students may associate "forests" with the Northeast and "hot" with the South. Ask: Why do you think dividing the U.S. into major regions is useful? *Possible answer: It allows us to categorize the regions and make general statements about them.*

**3. Practice/Assess/Inquire** Have students create their own regional maps of the United States. Ask students to jot down facts they learn about each region.

**4. Explore (Collaborative Exploration)** Have students form groups of three or four to share and compare their completed maps. Have students add any facts they might have missed.

**5. Whole Group Close/Reflect** Have students add details to their maps using colored pencils. For example, they can create symbols to represent natural resources most valuable to each region. Have students share their finished maps with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 20: Map Creation

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The United States

Regional Identity is the third of three document-based investigations that students will analyze in this module. The document is an excerpt from the introduction to *All Over the Map: Rethinking American Regions*, a book that discusses the development of regional identity in the United States.

## Teach the Main Idea

The United States has four regions—the Northeast, the South, the Midwest, and the West.

**Describe** What is a megalopolis? *a string of large cities that have grown together*

**Compare and Contrast** How does farming in the West differ from farming in the Midwest? *Because the West is drier, much farmland must be irrigated. Wheat is a primary crop in the West, while in the Midwest, farmers grow a variety of crops, including corn, soybeans, and wheat.*

**Explain** Why do some people want to limit drilling for oil in the wild areas of Alaska? *They are concerned about technological hazards to the environment, such as oil spills.*

## More About . . .

**Cultural Regions** Cultural regions are generally defined as: formal—sharing a common cultural identity, such as religion, ethnicity, or language; functional—sharing a cultural hub, such as the area covered by a TV station; vernacular (or perceptual)—sharing a common attitude about a region, such as "being a midwesterner." The Regions of the United States map in this lesson shows formal cultural regions. Formal regions tend not to change much. Functional and vernacular regions change more often. For example, the New York City metropolitan area—a functional region—has expanded in size to cover parts of several states.

For additional instruction, go to end of lesson.

## ► ONLINE INTERACTIVE CHARTS

### Major U.S. Cities

Have students study the chart that lists the ten U.S. cities with populations over 1 million.

**Interpret Charts** Using the chart and the map Regions of the United States, how many of the most populous cities in the United States are in the Northeast? 2

In print edition, see chart titled Population of Major U.S. Cities, 2015.

**Interpret Charts** Using the chart and the map Regions of the United States, what geographical feature are many populous cities located near? *large bodies of water*

Today, fishing remains an important industry in the Northeast. Major seaports allow companies to ship their products to markets around the world. Cool, shallow waters off the Atlantic coast are good fishing areas. Cod and shellfish such as lobster are the most valuable seafood.

#### Population of Major U.S. Cities, 2015

| Rank | City         | Population |
|------|--------------|------------|
| 1    | New York     | 8,550,405  |
| 2    | Los Angeles  | 3,971,883  |
| 3    | Chicago      | 2,720,546  |
| 4    | Houston      | 2,296,224  |
| 5    | Philadelphia | 1,567,442  |

Source: U.S. Census Bureau

#### Interpret Charts

Using the chart and the map Regions of the United States, what geographical feature are many populous cities located near?

The Northeast is the most densely populated region of the United States. Much of the Northeast is a megalopolis, a string of large cities that have grown together. This area stretches along the Atlantic coast from Boston to Washington, DC. The three other major cities in the megalopolis are New York, Philadelphia, and Baltimore.

## ► ONLINE INTERACTIVE MAPS

### Regions of the United States

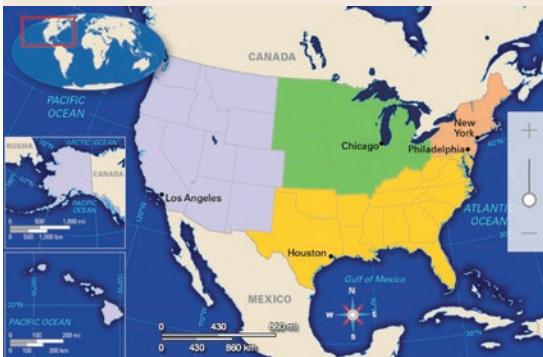
Have students explore the map to learn about the four main regions of the United States and answer the associated questions.

**Region** What region does not border Canada? *the South*

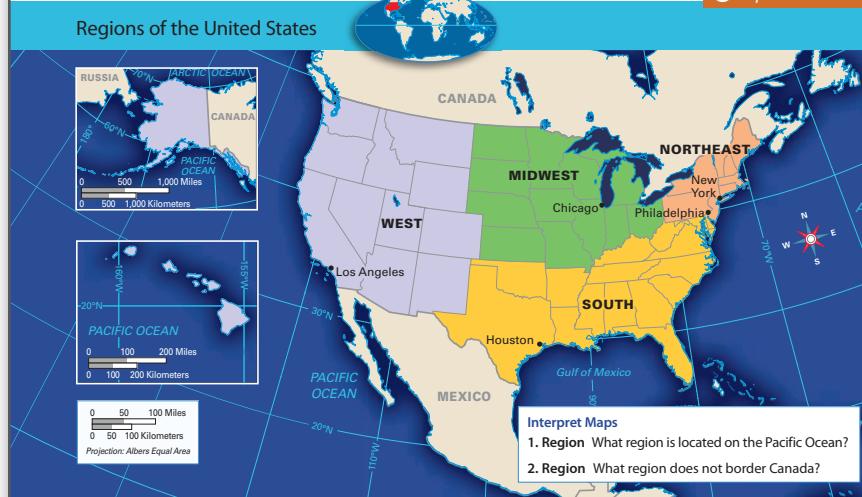
In print edition, see map of same title.

**1. Region** What region is located on the Pacific Ocean? *the West*

**2. Region** What region does not border Canada? *the South*



#### Explore ONLINE!



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## ► ONLINE GRAPHIC ORGANIZER

### The United States Today

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Elaborate** How are the regions of the United States different from one another?

*Each region has its own natural resources and patterns of land use, which leads to different population patterns and economies.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Washington, DC, Detroit, Chicago, Seattle, terrorism.**

New York, New York,  
is the largest city in  
the United States.



More than 51 million people live in this urban area. All of these cities, except for Washington, DC, were founded during the colonial era. They grew because they were important seaports. Today, these cities are industrial and financial centers. Cities with high population density tend to have more people employed as executives and scientists than rural areas. But with so many people, there are workers doing almost any job you can imagine—from chefs and window washers to court reporters and engineers.

**The South** The South is a region that includes long coastlines along the Atlantic Ocean and the Gulf of Mexico. Along the coastal plains, rich soils provide farmers with abundant crops of cotton, tobacco, and citrus fruit.

In recent years, the South has become more urban and industrial and is one of the country's fastest-growing regions. The warm climate attracts people and businesses to the South. The South's cities, such as Atlanta, have grown along with the economy. The Atlanta metropolitan area has grown from a population of only about 1 million in 1960 to more than 5 million today. As Atlanta has grown, the culture has become more diverse as people from all over the globe have settled there, bringing traditions with them from places like Somalia, Ethiopia, Korea, and Mexico.

Other places in the South have also experienced growth in population and industry. The Research Triangle in North Carolina is an area of high-tech companies and several large universities. The Texas Gulf Coast and the lower Mississippi River area have huge oil refineries and petrochemical plants. Their products, which include gasoline, are mostly shipped from the ports of Houston and New Orleans.

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## ONLINE DOCUMENT-BASED INVESTIGATION

### Regional Identity

This document is an excerpt from the introduction to *All Over the Map: Rethinking American Regions*, a book that discusses the development of regional identity in the United States.

**Analyze Sources** Why do the authors think that regional identity remains important? *Possible answer: It allows people to feel united with others in the region who may not be like them.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### Regional Identity

Regions evolve and change over time. Technology, immigration, and changing economies contribute to these changes. While some scholars argue that regional differences are declining, regional identity remains important to many.

## COLLABORATIVE LEARNING

### Analyze Your Region

1. Ask: What region do we live in? Have a volunteer locate your region on the map.
2. Ask: What are some characteristics that you think our region has? For example, what kind of geography and natural resources does it have? How do people make their living? List these characteristics on the board.
3. Then ask: What are some of the characteristics of our region that are listed in this lesson? For example, the text states that the Northeast is dependent on banks, investment firms, and insurance

companies. Write these characteristics on the board next to the list provided by the students.

4. Encourage students to compare the characteristics they listed with those given in this lesson. Discuss how the lists are similar and how they are different. Urge students to discuss whether they think this lesson does a good job of characterizing their region.

\*Alternative Assessment Handbook, Rubrics 11: Discussion; 14: Group Activity; and 16: Judging Information

## ▶ ONLINE ANALYZE VIDEOS

### The Midwest

Have students watch the video about the Midwest individually or as a class. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** How did the Midwest become part of the United States? *Possible answer: The Northwest Territory was gained during the French and Indian War. Most of the rest of the Midwest was part of the Louisiana Purchase.*



▶ PLAY VIDEO 3:59  
The Midwest



## ▶ ONLINE INTERACTIVE MAPS

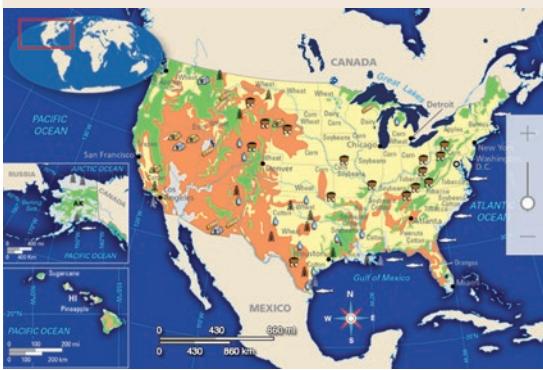
### United States: Land Use and Resources

Have students explore the map to learn about U.S. land use and the resources available in different regions. Then have them answer the associated questions.

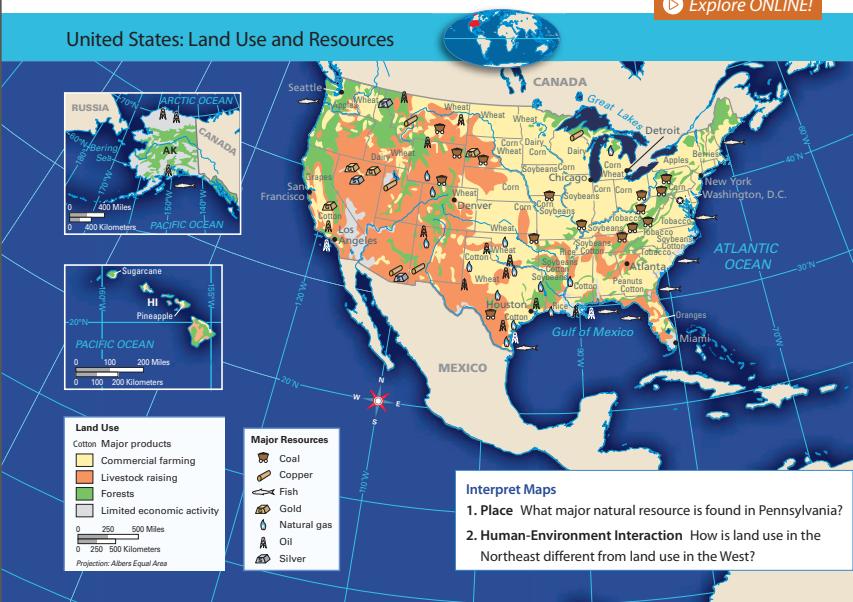
**Place** What major natural resource is found in Pennsylvania? *coal*

In print edition, see map of same title.

**Human-Environment Interaction** How is land use in the Northeast different from land use in the West? *Commercial farming is done in the Northeast, while livestock raising is a major land use in the West.*



United States: Land Use and Resources



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### SPECIAL NEEDS STUDENTS

#### Maps and Map Keys

- With students, examine the land use and resources. Ask students to pay special attention to the map key.
- Read aloud the name for each symbol and have students find the symbols on the map. You may wish to have students work in pairs and quiz each other on the symbols and the map.
- As an additional activity, have students create their own symbols for each resource and explain the symbols they created.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 21: Map Reading

Millions of Americans vacation in the South, which makes the travel industry profitable in the region. Warm weather and beautiful beaches draw many vacationers to resorts in the South. You may not think of weather and beaches when you think about industry, but you should. Resort areas are an industry because they provide jobs and help local economies grow.

Many cities in the South trade goods and services with Mexico and countries in Central and South America. This trade is possible because several of the southern states are located near these countries. For example, Miami is an important trading port and travel connection with Caribbean countries, Mexico, and South America. Atlanta, Houston, and Dallas are also major transportation centers.

**The Midwest** The Midwest is one of the most productive farming regions in the world. The Mississippi River and many of its tributaries carry materials that help create the region's rich soils, which are good for farming. Midwestern farmers grow mostly corn, wheat, and soybeans. Farmers in the region also raise livestock such as dairy cows. Raising cattle for beef is also an important part of the economy in the Midwest, especially in states like Nebraska and Kansas.

### INTERPRET MAPS

#### Land Use and Resources

- Review the map with students. Ask the following questions: In which state are gold and silver major resources? *Nevada* What is a major resource along the Atlantic coast? *fish* Which region is a major source of coal? *the Northeast*
  - Have each student write three questions that can be answered by studying the map. The questions can be true/false, multiple choice, or short answer.
  - Instruct students to get with a partner and ask one another their questions.
- \*Alternative Assessment Handbook, Rubric 21: Map Reading

### Land Use in Different Regions



Farms with fertile soils, like this one in Wisconsin, cover much of the rural Midwest.



Large white containers, shown here at the Port of Houston, store oil from the Gulf Coast.

#### Analyze Visuals

How do the natural resources of these two areas impact the way the land is used?

The core of the Midwest's corn-growing region stretches from Ohio to Nebraska. Much of the corn is used to feed livestock, such as cattle and hogs.

To the north of the corn-growing region is an area of dairy farms. States with dairy farms are major producers of milk, cheese, and other dairy products. This area includes Wisconsin and most of Michigan and Minnesota. Much of the dairy farm region is pasture, but farmers also grow crops to feed dairy cows.

Many of the Midwest's farm and factory products are shipped to markets by water routes, such as those along the Ohio and Mississippi rivers. Another route is through the Great Lakes and the St. Lawrence Seaway to the Atlantic Ocean.

Most major cities in the Midwest are located on rivers or the Great Lakes. As a result, they are important transportation centers. Farm products, coal, and iron ore are easily shipped to these cities from nearby farms and mines. These natural resources support industries such as automobile manufacturing, so these cities are also often industrial areas. **Detroit**, Michigan, is one of many Midwest cities producing automobiles.

One of the busiest shipping ports on the Great Lakes is **Chicago**, Illinois. The city also has one of the world's busiest airports. Chicago's industries attracted many immigrants in the late 1800s. People moved here to work in the city's steel mills. Today, Chicago is the nation's third-largest city.

**The West** The West is the largest region in the United States. Many western states have large open spaces with few people. The West is not all open spaces, however. Many large cities are on the Pacific coast.

One state on the coast, California, is home to more than 10 percent of the U.S. population. California's mild climate and wealth of resources attract people to the state. Most Californians live in Los Angeles, San Diego, and the San Francisco Bay area. The center of the country's

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### ONLINE INTERACTIVE VISUALS

#### Image Compare: Land Use in Different Regions

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

In print edition, see visual of same title.

**Analyze Visuals** How do the natural resources of these two areas impact the way the land is used? *The land that has fertile soil is used for farmland, and the land that is near oil is used to store oil for shipping.*

#### Land Use in Different Regions

The way land is used varies from region to region. Natural resources, including soil, minerals, water, and energy resources, affect how people use the land.

Large white containers, shown here at the Port of Houston, store oil from the Gulf Coast.



### ADVANCED/GIFTED

#### Resources and the Economy

1. Have students examine the map showing land uses and resources. Then guide students in a discussion of the ways in which today's economy supports the resources shown on the map and how the resources support the economy.
2. Brainstorm with students a list of the ways in which the resources in your own local area, state, or wider region are used.

3. Remind students that people all across the United States depend on the nation's resources.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 21: Map Reading

For additional instruction, go to end of lesson.



## NOW & THEN

### Hooray for Hollywood!

Have students read the Now & Then feature about the history of the movie industry. It discusses the reasons that the film industry developed in Hollywood and the era of the big studios.

One of the largest sections of coastal wilderness in the United States, shown here, stretches along the Pacific coast in Washington's Olympic National Park.



entertainment industry, Hollywood, is in Los Angeles. Farming and the technology industry are also important to California's economy.

The economy of other states in the West is dependent on ranching and growing wheat. Wheat is grown mostly in Montana, Idaho, and Washington.

Much of the farmland in the West must be irrigated, or watered. One method of irrigation uses long sprinkler systems mounted on huge wheels. The wheels rotate slowly. This sprinkler system waters the area within a circle. From the air, parts of the irrigated Great Plains resemble a series of green circles.

Other parts of the West are desert areas. Historically, people have not settled in these areas in large numbers.

The West also has rich deposits of coal, oil, gold, silver, copper, and other minerals. However, mining these minerals can cause problems. For example, coal miners in parts of the Great Plains use a **process** called strip mining, which strips away soil and rock to reach the coal. This kind of mining leads to soil erosion and other problems. Today, laws require miners to restore mined areas.

In Oregon and Washington, forestry and fishing are two of the most important economic activities. Seattle is Washington's largest city. The **Seattle** area is home to many important industries, including technology and aerospace companies. More than half of the people in Oregon live in and around Portland.

Alaska's economy is largely based on oil, forests, and fish. As in Washington and Oregon, people debate about developing these resources. Some people want to limit oil drilling in wild areas of Alaska. They are concerned about technological hazards such as oil spills. In the past, oil spills have damaged the environment, harmed animals, and impacted Native Alaskans. Other people want to expand drilling to produce more oil. They argue that expansion will provide more jobs and lower the cost of fuel.

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## STRUGGLING READERS

### Travel Brochure: Explore the West!

1. Have students work in pairs to create a travel brochure that promotes the West. Students should include information on the climate, economy, and three major industries, such as farming, mining, forestry, and fishing. You may wish to pair students with strong writing skills with struggling readers to complete the activity.

2. Have students include two major cities in the West and explain why they are important to the West's economy.
3. Direct students to illustrate their brochures with drawings, clip art, and other visuals.
4. Invite volunteers to share their brochures with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 14: Group Activity

For additional instruction, go to end of lesson.

**Reading Check**  
Compare  
How is the economy of the West different from the economy of the South?

Hawaii's natural beauty, mild climate, and fertile soils are its most important resources. The islands' major crops are seeds, macadamia nuts, and pineapples. Millions of tourists visit the islands each year.

### Changes in the Nation

Because of its economic and military strength, the United States is often called the world's only superpower. In recent years, however, the United States has faced many challenges and changes.

**Economy** Technology, an abundance of natural resources, and plentiful jobs have helped make the United States' economy strong. The United States also benefits by cooperating with other countries. The three largest trading partners of the United States are Canada, China, and Mexico. In 1992 the United States, Mexico, and Canada signed the North American Free Trade Agreement, or NAFTA. This agreement made trade easier and cheaper between the three neighboring nations. However, some people worry that agreements like NAFTA harm workers in the United States. They believe that manufacturing jobs will be lost because workers in other countries will work for lower wages. They are concerned that companies will move their factories to these countries to save money on labor.

The U.S. economy has experienced significant ups and downs since the 1990s. In the 1990s the nation experienced the longest period of economic growth in its history. By the end of 2007, the United States faced a recession, or a sharp decrease in economic activity. In this recession, the housing market collapsed, major banks and businesses failed, and an estimated 8.4 million jobs were lost in the United States. Since markets around the world are increasingly connected due to globalization, the recession affected economies around the world.

The U.S. federal government responded to the economic crisis in several ways. The Federal Reserve, the central bank of the United States, lowered its interest rates. These rates determine the amount of interest that private banks pay to borrow money. When banks have to pay less, they lower their interest rates and charge their customers less. When people can borrow at lower rates, they spend more money. Increased spending can help improve the economy. Another way the federal government encouraged spending was by cutting taxes. With less money going to taxes, individuals would have more money to spend.

The United States also implemented policies and laws increasing government spending on projects such as building roads and schools in order to create more jobs and put more money into the economy. Another step the U.S. government took was to help banks that were failing. After these policies were implemented, the U.S. economy began to recover. While the recession was officially over in June 2009, some of its effects are still felt today, especially in areas where unemployment remains high.

**The War on Terror** In the 1990s the United States began to experience acts of terrorism. **Terrorism** is the threat or use of violence against civilians to intimidate or cause fear for political or social reasons. Some

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### DRAW CONCLUSIONS

#### Made Where?

1. Have students choose three products in their possession containing a "made in" label. This could be a shirt, backpack, watch, and so on.
2. Ask students to name the country in which each of their items was manufactured. Create a list of these countries on the board. If a country is mentioned more than once, place a checkmark next to it.

3. Discuss the results. Which country has the most checkmarks? Which country has the least checkmarks? Discuss reasons why products are made in different countries.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 12: Drawing Conclusions

### Teach the Main Idea

The United States has a strong economy and a powerful military but is facing the challenge of world terrorism.

**Explain** What is NAFTA? *the North American Free Trade Agreement among the United States, Canada, and Mexico*

**Identify** What is terrorism? *violent attacks against civilians that cause fear for political purposes*

**Recall** What terrorist group is responsible for the attacks against the United States on September 11, 2001? *al-Qaeda*

### More About . . .

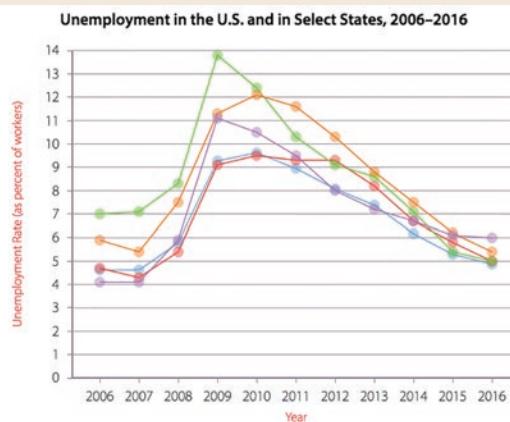
**News on Mobile Devices** Today, mobile devices are many people's primary method of communicating. They also have increasingly become an important way to follow the news. In 2017, 85 percent of adults said they obtained news on their mobile devices at least some of the time. This mobility allows individuals to stay abreast of current events while continuing with their daily lives.

### ONLINE INTERACTIVE GRAPHS

#### Annual Unemployment Rates for U.S. and Select States, 2006–January 2016

Have students explore the graph and answer the associated question.

**Interpret Graphs** Which state experienced the highest unemployment rate? *Michigan*



### READING CHECK

**Compare** How is the economy of the West different from the economy of the South? *The economy of the West features ranching, growing wheat, mining, technology, and entertainment. The South's economy features farming, technology, oil refineries, and tourism.*

## ► ONLINE ANALYZE VIDEOS

### Remembering September 11, 2001

Have students watch the video about the terrorist attack individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What happened on September 11, 2001? *Terrorists flew two planes into the World Trade Center in New York and one plane into the Pentagon. Another plane crashed in Pennsylvania.*



terrorists have been from foreign countries, whereas others have been U.S. citizens.

On September 11, 2001, the United States suffered the deadliest terrorist attack in the country's history when 19 terrorists hijacked four American jets. They crashed two into the World Trade Center in New York City and one into the Pentagon.

In response, President George W. Bush declared a "war on terrorism." He sent military forces to Afghanistan to kill or capture members of a terrorist group called al-Qaeda, which had planned the 9/11 attacks. Troops from other allied countries joined U.S. forces there. President Bush also viewed Iraqi dictator Saddam Hussein as a serious threat to Americans. In 2003 Bush sent U.S. troops into Iraq to remove Hussein from power.

President Obama took over the U.S. war on terror in 2009. U.S. forces killed Osama bin Laden, the mastermind of the 9/11 attacks in 2011. However, since then, other terrorist groups, such as the Islamic State in Iraq and the Levant (ISIL), and individuals influenced by ISIL have become a threat.

Today, world leaders continue to work with the United States to combat terrorism. In the United States, the Department of Homeland Security was established to prevent terrorist attacks on American soil. This federal department oversees many organizations including the U.S. Coast Guard, the Transportation Security Administration (TSA), and the Federal Emergency Management Agency (FEMA). Many other countries have also increased security within their borders, especially at airports.

**Government** In 2008 Barack Obama won the presidential election, becoming the nation's first African American president. President Obama succeeded in passing health care reform legislation and oversaw the

The 2008 presidential campaign of Barack Obama captured the imagination of many Americans.



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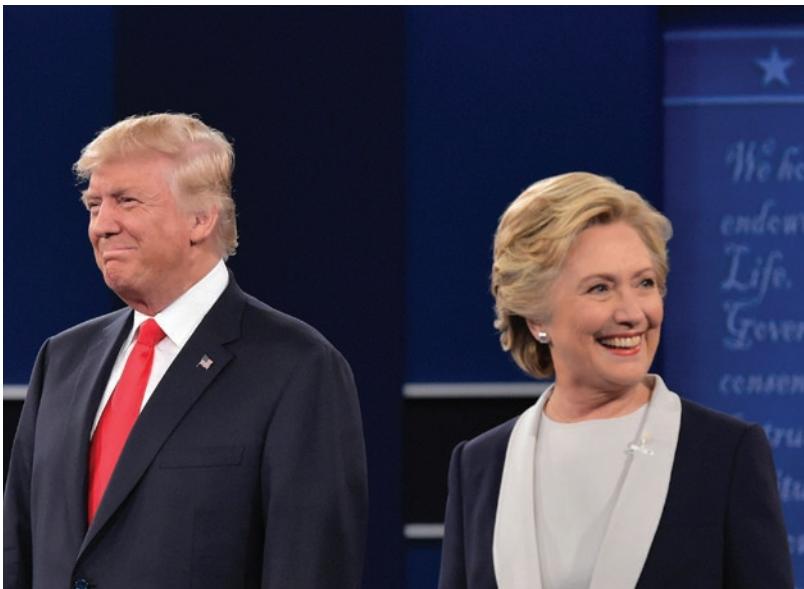
## ENGLISH LANGUAGE LEARNERS

### Identify Regions and Abbreviations for States

1. Review with students the map of the United States showing the different regions and other maps showing the names of the states and the abbreviations for the names.
2. Provide each student with a piece of lined paper. Have students fold the paper equally in thirds lengthwise so the paper has three columns. Have students write the state abbreviations down the left column, the full name of the state on the same line in the middle column, and the region it is found in on the same line in the right column.

3. Organize the class into pairs. Have the students fold their papers so only the abbreviation is showing. Then, have students quiz each other on the full name of the state and the region where it's located. Allow students to use the maps in this lesson for reference.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 21: Map Reading



Donald Trump and Hillary Clinton were the two major party candidates in the 2016 election.

withdrawal of U.S. troops from Iraq. Slow economic growth, unemployment, and high federal deficits were major issues during Obama's successful bid to win a second term in 2012.

During his second term, Obama worked on a variety of issues, including continuing to work to solve unemployment and combat terrorism. He also worked on improving relations with Cuba. Since 1961 the United States did not have diplomatic relations with Cuba, even though the two countries are only about 100 miles away from each other. The United States was opposed to Cuba's communist dictatorship, and Cold War hostilities between the countries led to tense situations. Beginning in 2014 President Obama set policies and made agreements with Cuba, allowing more travel to and trade with Cuba. He also reopened the U.S. Embassy in Cuba's capital, Havana.

During the 2016 election, Donald Trump, a business leader, was the Republican Party candidate. He defeated the Democratic Party candidate, Hillary Clinton, a former first lady, senator, and secretary of state. As in other recent elections, the economy and terrorism were two issues that concerned voters. Some voters were concerned about expanding trade with other countries and the decline of manufacturing jobs in the United States.

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## INTERPRET POLITICAL CARTOONS

### Views on a Political Event

1. Organize students in pairs, and instruct them to conduct research to locate a cartoon on a recent political event.
2. Discuss that political cartoonists are often expressing a specific opinion in their artwork.
3. Remind students that political cartoons frequently contain symbols. Encourage them to analyze any symbols in their cartoons.

4. Have students write a report in which they:

- Summarize their cartoon.
- Describe any symbolism used in the cartoon.
- Analyze the cartoonist's message or point of view.

\*Alternative Assessment Handbook, Rubrics 27: Political Cartoons; and 40: Writing to Describe

## READING CHECK

**Analyze Effects** How did public policies, such as changing interest rates, affect the U.S. economy after the recession of 2009? *Changing interest rates and increasing spending on public works led to more employment and the end of the recession.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** What major cities are part of the largest megalopolis in the United States? *A megalopolis is a string of large cities that have grown together; Boston, Washington, DC, New York, Philadelphia, Baltimore*
  - b. **Compare and Contrast** How is the modification of the physical environment in the Midwest similar to and different from the modification of the physical environment in the South? *Land is modified for farming in the Midwest and in the South. Southern farms produce cotton and citrus fruit; the Midwest produces corn, wheat, and soy.*
  - c. **Elaborate** How are the regions of the United States different from one another? *Each region has its own natural resources and methods of land use.*
  - d. **Explain** How has the physical geography of the United States influenced the way people have settled there? *Possible answers: People haven't settled in deserts. Big cities have grown up near rivers and large bodies of water.*
2. a. **Define** What is terrorism? What terrorist attack occurred in September 2001? *Terrorism is the threat or use of violence against civilians to cause fear for political or social reasons. Terrorists attacked the World Trade Center and the Pentagon on September 11, 2001.*
  - b. **Predict Effects** What might happen to the national and local economies if the government cut spending on building roads and schools? *Possible answer: There would be fewer jobs, so people would spend less money. Less spending would lead to even more unemployment.*
  - c. **Elaborate** What have been the impacts of agreements that the United States has made with other countries in recent years? *Possible answers: NAFTA has allowed more trade among the United States, Mexico, and Canada. Agreements with Cuba have allowed more travel and trade between the countries.*

### Reading Check

**Analyze Effects** How did public policies, such as changing interest rates, affect the U.S. economy after the recession of 2009?

Issues of cultural conflict within the United States also were discussed during the election. These issues included the role racism plays in society and who should be allowed to immigrate to the United States. The candidates and their supporters also differed in how they thought religious values should be reflected in government and laws.

**Summary** In this lesson you learned about the geographic features, resources, and economic activities found in different regions of the United States. You also learned that the economy and terrorism are two important issues facing the country today.

### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify** What major cities are part of the largest megalopolis in the United States?  
**Compare and Contrast** How is the modification of the physical environment in the Midwest similar to and different from the modification of the physical environment in the South?  
**Elaborate** How are the regions of the United States different from one another?  
**Explain** How has the physical geography of the United States influenced the way people have settled there?
2. a. **Define** What is terrorism? What terrorist attack occurred in September 2001?  
**Predict Effects** What might happen to the national and local economies if the government cut spending on building roads and schools?  
**Elaborate** What have been the impacts of agreements that the United States has made with other countries in recent years?

#### Critical Thinking

3. **Find Main Ideas** In a table like the one below, list at least one main idea about the population, resources, and economy of each region.

|            | Northeast | South | Midwest | West |
|------------|-----------|-------|---------|------|
| Population |           |       |         |      |
| Resources  |           |       |         |      |
| Economy    |           |       |         |      |

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### Critical Thinking

3. **Find Main Ideas** In a table, list at least one main idea about the population, resources, and economy of each region. *Answers will vary, but main ideas should fit the appropriate category on the chart.*

## ► Online Assessment

1. Why has the South become more urban and industrial in recent years?
- It is the largest region in the nation.
  - Its seaports allow for travel and trade.
  - It has many water routes for shipping goods.
  - Its warm climate attracts people and businesses.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The South has become more urban and industrial in recent years because its warm climate attracts people and businesses.

2. Which of the following helped the United States to recover from the recession that began in 2007?
- increasing interest rates
  - creating new technologies
  - creating manufacturing jobs
  - increasing government spending

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

To help recover from the recession that began in 2007, the federal government decreased taxes.

3. **Cause and Effect** How did the coal industry affect the development of the economy of Pittsburgh, Pennsylvania?

*Because coal is used in the process of making steel, the steel industry in Pittsburgh grew around the area's coal industry. The steel industry helped make Pittsburgh the largest industrial city in the area.*

4. **Make Generalizations** What economic issues have affected recent elections in the United States? Describe two issues.

*Voters in recent elections have been concerned about the effects trade with other countries has on the economy. Another issue of concern is the loss of manufacturing jobs, which were once a vital part of the economy.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 211*

### More About . . .

**Connect to Today** Some researchers think that the Northeast megalopolis was at first largely a result of geography. For example, they cite the region's access to the coastline and its quality harbors as key factors in its early development. However, with the growing popularity of the automobile, suburbs—smaller, mainly residential communities near large cities—grew. The result has been an expanded urban landscape, or urban sprawl. Today, other urban areas across the U.S. are expanding, or sprawling, as well. A future map of the U.S. may include another megalopolis—or two!

### COLLABORATIVE LEARNING

#### Create a Tourist Industry

1. Organize the class into small groups. On a sheet of paper, have each group describe a business they could run in a southern resort located on the seacoast. The description should include the name of the business, what type of service it would offer, who the customers might be, and why the business would be successful.
2. Have group members work together to create a poster that advertises their new business. The aim of the poster should be to attract potential customers.
3. Have students present their posters to the class. Ask students to explain why they think their business would help the local economy grow.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; 14: Group Activity; and 24: Oral Presentations

*continued from page 213*

### LINK TO ECONOMICS

#### Imports and Exports

1. Have students examine the photograph of the large containers at the Port of Houston in the Land Use in Different Regions feature in this lesson.
2. Explain that the containers store oil from the Gulf Coast. Explain that some of this oil is exported around the world. Importing and exporting goods is vital to our national economy.
3. Have groups of students use the Internet or library sources to research major imports and exports of your home state.
4. Have them also research major national imports and exports. Ask students to create a graph or a chart that compares and contrasts the major national imports and exports with those of your home state.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 7: Charts; and 30: Research

### More About . . .

**The Chicago River** In 1928 construction began to straighten the Chicago River. Straightening the river removed the barrier between the railroads and part of the central business district. This river project helped to make an important natural resource even more valuable.

*continued from page 214*

### More About . . .

**Connect to Today** Limited water resources, increasing fuel costs, and soil depletion are just some of the key issues facing American farmers today. A possible solution is sustainable farming—farming systems that are economically viable, beneficial to the community, and do not deplete natural resources or pollute the environment. For example, some farmers use soil conservation techniques that limit erosion and protect water resources. To learn more about sustainable farming, contact the National Sustainable Agriculture Information Service at [www.attra.org](http://www.attra.org).

### UNDERSTAND CAUSE AND EFFECT

#### The Importance of Irrigation in the West

1. Discuss with students the importance of irrigation to farming in the West. If the land was not irrigated, little could grow on it.
2. Show images of the long sprinkler systems used in the West. Explain that this is often referred to as "pivot irrigation" or "center-pivot irrigation."
3. Have students research to learn more about pivot irrigation.
4. Instruct students to use what they have learned to draw diagrams of this irrigation system. Have students number the diagram and write a short description of how each major part works.
5. Talk with students about how irrigation systems have helped improve the farming industry in the United States and around the world.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 30: Research

*continued from page 215*

### More About . . .

**Strip Mining** Strip mining is considered the least expensive type of mining in the United States. Strip mining involves removing a layer of earth above a coal deposit. Large machines remove the earth and rocks above the coal supply, or seam. Then the machines lift the uncovered coal from the earth. Removing coal from several seams along a slope of land creates a strange-looking landscape. From a distance, it looks almost like a pyramid or like several boxes stacked on top of each other. Because this type of mining has a large impact on the environment, laws require miners to restore mined areas.

*continued from page 216*

### SEQUENCE

#### Create a Timeline of Events Since September 11, 2001

1. Discuss that the terrorist attacks of September 11, 2001, set off a chain of events, including increased security throughout the United States. Instruct students to conduct research to learn more about these events.
2. Have students work individually to create timelines starting with the terrorist attacks and ending with today. The timelines should include responses to the attacks by both the United States and other governments, along with other major attacks that have occurred since that time.
3. Place the timelines where they can be viewed by the class.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 36: Time Lines

# Social Studies Skills

## Use a Political Map

### Define the Skill

Many types of maps are useful in studying geography. Political maps are one of the most frequently used types of maps. These maps show human cultural features such as cities, states, and countries. Look at the map's legend to figure out how these features are represented on the map.

Most political maps show national boundaries and state boundaries. The countries on political maps are sometimes shaded different colors to help you tell where the borders of each country are located.

### Learn the Skill

Use the political map here to answer the following questions.

1. What countries does this map show?
2. How does the map show the difference between state boundaries and national boundaries?
3. What is the capital of Canada?

### Practice the Skill

Using an atlas or the Internet, find a political map of your state. Use that map to answer the following questions.

1. What is the state capital, and where is it located?
2. What other states or countries border your state?
3. What are two other cities in your state besides the capital and the city you live in?



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## Social Studies Skills

### Use a Political Map

Review with students what features are found on a political map. *national and state borders, cities, and other human features.* Have students work with a partner to select a map from their textbook and cover its title and legend with sticky notes. Each student should show the map to his or her partner and ask whether the map is a political map or not. Partners should answer, explaining why or why not. Students should then remove the sticky notes to see if their partner was correct.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

### Answers

#### Learn the Skill

1. What countries does this map show? *Canada, United States, Mexico*
2. How does the map show the difference between state boundaries and national boundaries? *National boundaries are slightly heavier than state boundaries and have a darker shade of the color used to differentiate each country.*
3. What is the capital of Canada? *Ottawa*

#### Practice the Skill

1. What is the state capital and where is it located? *Answer will vary depending on your state.*
2. What other states or countries border your state? *Answer will vary depending on your state.*
3. What are two other cities in your state besides the capital and the city you live in? *Answer will vary depending on your state.*

## Module 6 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

Match the terms or places with their definitions or descriptions.

- |       |        |
|-------|--------|
| 1. i. | 7. d.  |
| 2. a. | 8. j.  |
| 3. c. | 9. k.  |
| 4. l. | 10. f. |
| 5. g. | 11. h. |
| 6. b. | 12. e. |

### Comprehension and Critical Thinking

#### LESSON 1

13. a. **Identify** What river drains the entire Interior Plains and is the longest river in North America? *the Mississippi River*
- b. **Contrast** How are the Appalachians different from the Rocky Mountains? *The highest mountain in the Appalachians is only 6,700 feet (2,040 m). The Rocky Mountains have jagged peaks that tower over 14,000 feet (4,267 m). The older Appalachian Mountains have lower, smooth peaks from erosion.*
- c. **Elaborate** Imagine you live in Tornado Alley. How would your life be affected by the interaction of physical processes and the environment? *Possible answer: I would need to be aware of storm warnings and take cover to avoid tornadoes.*

#### LESSON 2

14. a. **Define** Who were the pioneers? *the first settlers to move west*
- b. **Compare and Contrast** Look at a copy of your state's constitution and a copy of the U.S. Constitution. How are the basic ideals in them alike? How are the specific rules about the structure and function of government different? *Answers will vary based on student location.*
- c. **Draw Conclusions** How has the United States changed since its beginnings? What has remained the same? *Possible answers: Changed—The United States has expanded geographically and has become more culturally diverse and industrial over time. Stayed the same—The United States has been a democracy since the Revolutionary War. Immigrants have been coming here for a long time.*
- d. **Elaborate** How has American culture influenced cultures around the world? *Possible answer: Large entertainment and food companies market their products in other countries.*

#### Review Vocabulary, Terms, and Places

Match the terms or places with their definitions or descriptions.

1. the part of government that makes the laws
  2. major seaport in the British colonies
  3. stream or river that flows into a larger stream or river
  4. violent attacks that cause fear
  5. first settlers
  6. largest freshwater lake system in the world
  7. major mountain range in the West
  8. capital of the United States
  9. third-largest city in the United States
  10. major mountain range in the East
  11. having the ability to speak two languages
  12. territory controlled by people from a foreign land
- |                       |                          |
|-----------------------|--------------------------|
| a. Boston             | b. Great Lakes           |
| c. tributary          | d. Rocky Mountains       |
| e. colony             | f. Appalachian Mountains |
| g. pioneers           | h. bilingual             |
| i. legislative branch | j. Washington, DC        |
| k. Chicago            | l. terrorism             |

#### Comprehension and Critical Thinking

##### Lesson 1

13. a. **Identify** What river drains the entire Interior Plains and is the longest river in North America?
- b. **Contrast** How are the Appalachians different from the Rocky Mountains?
- c. **Elaborate** Imagine you live in Tornado Alley. How would your life be affected by the interaction of physical processes and the environment?

##### Lesson 2

14. a. **Define** Who were the pioneers?
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- c. **Draw Conclusions** How has the United States changed since its beginnings? What has remained the same?
- d. **Elaborate** How has American culture influenced cultures around the world?

##### Lesson 3

15. a. **Recall** What are the four regions of the United States?
- b. **Compare** Is corn grown mostly in the Midwest or the South?
- c. **Identify and Explain** What is one example of the United States cooperating with another culture? Explain how the United States cooperates with this culture.
- d. **Make Inferences** Look at the map United States: Land Use and Resources and the photos in Lesson 3. How might the location of natural resources affect technology use?

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#### ONLINE DOCUMENT-BASED INVESTIGATION

##### The United States

Have students complete and review all the DBI activities in Part 1.

Use this Argument Rubric to score students' work in Part 2.

##### RUBRIC

- Students' essays should
- express a firm standpoint about the topic
  - support their arguments logically, clearly, and accurately
  - cite at least two sources of relevant text evidence from Part 1 in support of their argument
  - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points.

**Write an Argumentative Essay** Will America's four main cultural regions survive? Using the documents in Part 1 and your knowledge of history and geography, write an argumentative essay in which you answer this question. Be sure to express a strong standpoint and discuss the various historic, cultural, and geographic factors that have shaped the Northeast, the South, the Midwest, and the West. Be sure to cite specific evidence from at least two sources in your response.

## Module 6 Assessment, continued

### Reading Skills

**Categorize** Use the Reading Skills taught in this module to answer the question about the reading selection below.

The federal government includes an elected president and Congress. Congress, the legislative branch, is responsible for writing laws. The executive branch, which includes the president, vice-president, and president's cabinet, carries out and enforces laws. The federal government also includes a judicial branch of judges, who are appointed, not elected. The judicial branch interprets the laws in court cases. Sometimes, judges decide if laws violate the Constitution.



### Focus on Writing

16. What are two or three possible categories into which you could place information from the passage?
17. List one detail that could go in each possible category.

### Social Studies Skills

**Use a Political Map** Use the Social Studies Skills taught in this module to answer the questions about a political map of the United States.

18. What four states border Mexico?

19. What river forms the boundary between Illinois and Missouri?

### Map Activity

20. **The United States** On a sheet of paper, match the letters on the map with their correct labels.

Great Lakes      Rocky Mountains  
Mississippi River      Pacific Ocean  
Atlantic Ocean      Alaska

21. **Make a Brochure** The United States has a diverse population and a varied landscape. Your community is a part of this country. Decide whether you would like to research your state or local community. Make a brochure that explains your community's history, government, geography, and culture. First, research and gather valid and relevant primary and secondary sources and images you need to explain your community in your brochure. Then, create your brochure. Be sure to include at least one image for each topic you cover. Also include at least one historical artifact that helps to explain your community. Write captions for your images. Make sure your brochure is organized and clear. Check your brochure for spelling and grammar.

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## Essential Question ESSAY

Why does where you live in the United States matter?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how people both affect and are affected by the place where they live. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

### LESSON 3

15. a. **Recall** What are the four regions of the United States? *the Northeast, the South, the Midwest, the West*
- b. **Compare** Is corn grown mostly in the Midwest or the South? *the Midwest*
- c. **Identify and Explain** What is one example of the United States cooperating with another culture? Explain how the United States cooperates with this culture. *Possible answer: NAFTA; the United States, Mexico, and Canada have a free trade agreement that makes it easier and cheaper to trade goods.*
- d. **Make Inferences** Look at the map United States: Land Use and Resources and the photos in Lesson 3. How might the location of natural resources affect technology use? *Answers will vary but may describe how specific tools and technologies are developed to better use, obtain, or transport the natural resources available at a particular location.*

### Reading Skills

**Categorize** Use the Reading Skills taught in this module to answer the questions about the reading selection below.

The federal government includes an elected president and Congress. Congress, the legislative branch, is responsible for writing laws. The executive branch, which includes the president, vice-president, and president's cabinet, carries out and enforces laws. The federal government also includes a judicial branch of judges, who are appointed, not elected. The judicial branch interprets the laws in court cases. Sometimes judges decide if laws violate the Constitution.

16. What are two or three possible categories into which you could place information from the passage? *Possible answers: executive branch, legislative branch, judicial branch*
17. List one detail that could go in each possible category. *Possible answers: enforces laws, makes laws, interprets laws*

### Social Studies Skills

**Use a Political Map** Use the Social Studies Skills taught in this module to answer the questions about a political map of the United States.

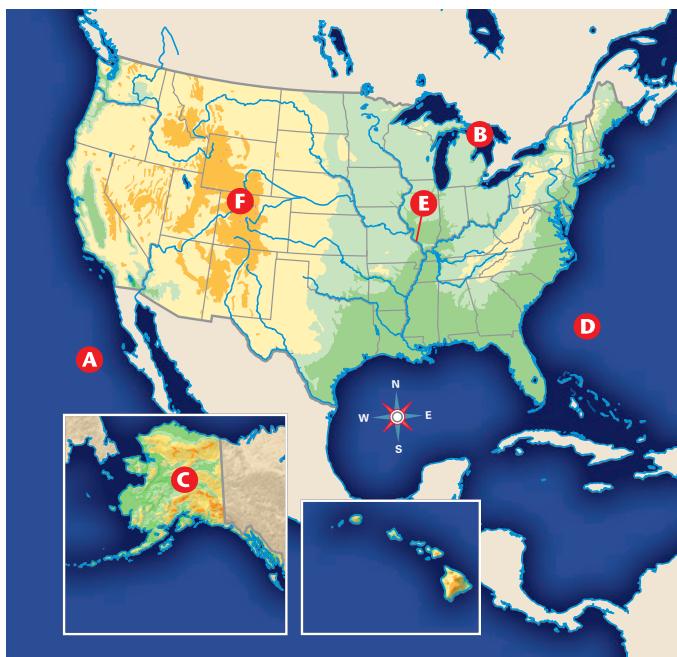
18. What four states border Mexico? *California, Arizona, New Mexico, Texas*
19. What river forms the boundary between Illinois and Missouri? *Mississippi River*

(continued)

## Print Assessment (Continued)

### Map Activity

20. **The United States** On a sheet of paper, match the letters on the map with their correct labels.



Great Lakes

Mississippi River

Atlantic Ocean

Rocky Mountains

Pacific Ocean

Alaska

Answers: 20. A. Pacific Ocean; B. Great Lakes; C. Alaska; D. Atlantic Ocean; E. Mississippi River; F. Rocky Mountains

### Focus on Writing

21. **Making a Brochure** The United States has a diverse population and a diverse landscape. Your community is a part of this country. Decide whether you would like to research your state or local community. Make a brochure that explains your community's history, government, geography, and culture. First, research and gather valid and relevant primary and secondary sources and images you need to explain your community in your brochure. Then, create your brochure, and be sure to tell about the history, government, geography, and culture of your community, including at least one image for each topic you cover. Also include at least one historical artifact that helps to explain your community. Write captions for your images. Make sure your brochure is organized and clear. Check your brochure for spelling and grammar.

**RUBRIC** Student writing will vary but should include

- an explanation of the state or local history, government, geography, and culture
- an image for each topic and captions for each image
- a historical artifact and an explanation of how it relates to the community

## ► Online Assessment

1. Drag the name of the physical feature into the box next to its description.

|  |                       |
|--|-----------------------|
| This is the main mountain range in the East.   | Appalachian Mountains |
| This mountain range contains many jagged peaks that rise above 14,000 feet.                      | Rocky Mountains       |
| They are located east of the Rocky Mountains and contain vast areas of grasslands.               | Great Plains          |
| They are located west of the Appalachian Mountains and are filled with hills, lakes, and rivers. | Interior Plains       |

2. Drag the name of the natural danger into the box next to the name of the place where it is most likely to occur.

|  |             |
|--|-------------|
| the West                                   | wildfires   |
| California                                 | earthquakes |
| Pacific Northwest                          | volcanoes   |
| the Atlantic and Gulf of Mexico coasts     | hurricanes  |
| the central and southeastern United States | tornadoes   |

3. Which state is a major producer of gasoline?

- Florida
- Hawaii
- Louisiana
- Ohio

4. Drag the events into chronological order from top to bottom.

- 3 Settlers traveled west along the Oregon Trail.
- 1 Boston and New York became major seaports.
- 2 The colonists formed the first modern democracy.
- 4 Cities in the Midwest became industrial centers.

5. How are all state governments similar to the federal government?

- They have elected judges.
- They have three branches.
- They issue birth certificates.
- They issue marriage licenses.

6. Which area of the country has the highest percentage of Hispanic Americans?

- the northeastern states
- the southeastern states
- the northwestern states
- the southwestern states

7. Drag the names of the regions to their correct locations.



8. Which crops are mostly grown by Midwestern farmers?

Select the three correct answers.

- corn
- wheat
- cotton
- tobacco
- soybeans
- citrus fruit

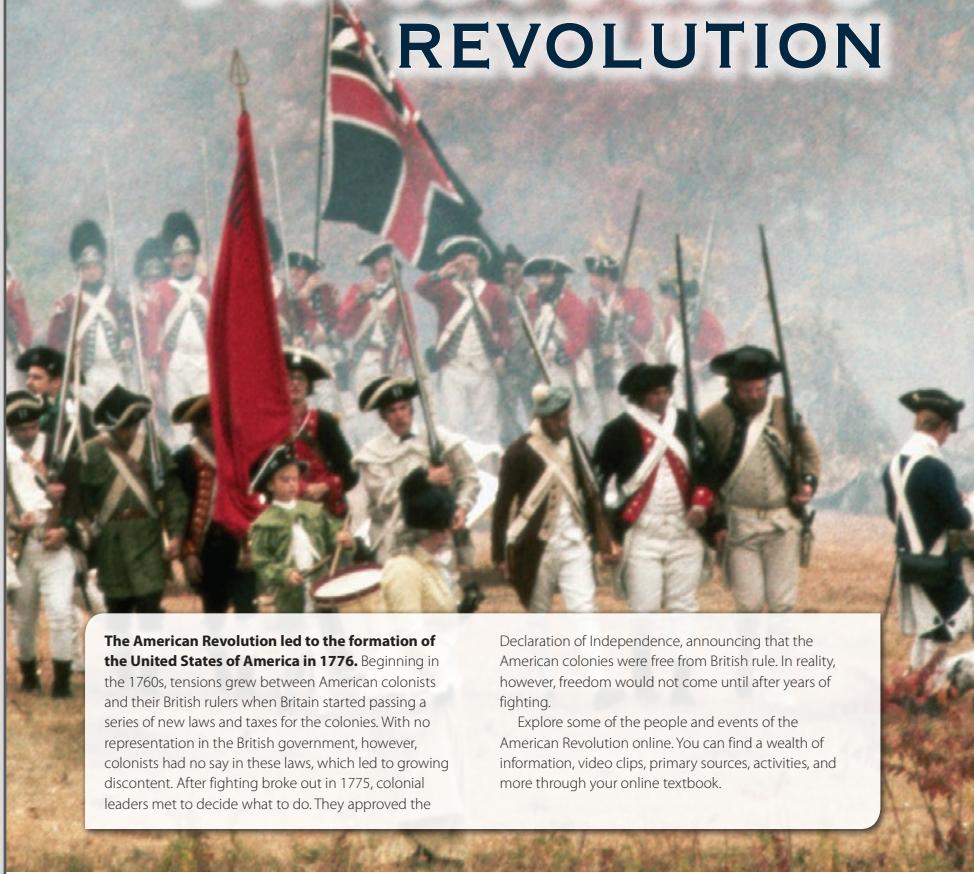
9. After the 9/11 attacks, what step did the U.S. government take to prevent future terrorist attacks on American soil?

- It established the Department of Homeland Security.
- It ordered an attack on the communist nation of Cuba.
- It established the Federal Emergency Management Agency.
- It ordered an attack on the Islamic State in Iraq and the Levant.

## ► Online Multimedia Connections

In this Multimedia Connection, students will learn about the American Revolution. They will watch and discuss short videos about events preceding the war, the movement toward independence, and the Battle of Saratoga. They will analyze and discuss a primary text.

# THE *American* REVOLUTION



**The American Revolution led to the formation of the United States of America in 1776.** Beginning in the 1760s, tensions grew between American colonists and their British rulers when Britain started passing a series of new laws and taxes for the colonies. With no representation in the British government, however, colonists had no say in these laws, which led to growing discontent. After fighting broke out in 1775, colonial leaders met to decide what to do. They approved the

Declaration of Independence, announcing that the American colonies were free from British rule. In reality, however, freedom would not come until after years of fighting.

Explore some of the people and events of the American Revolution online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

221 MC1 MULTIMEDIA CONNECTIONS



Go online to view these and  
other HISTORY® resources.

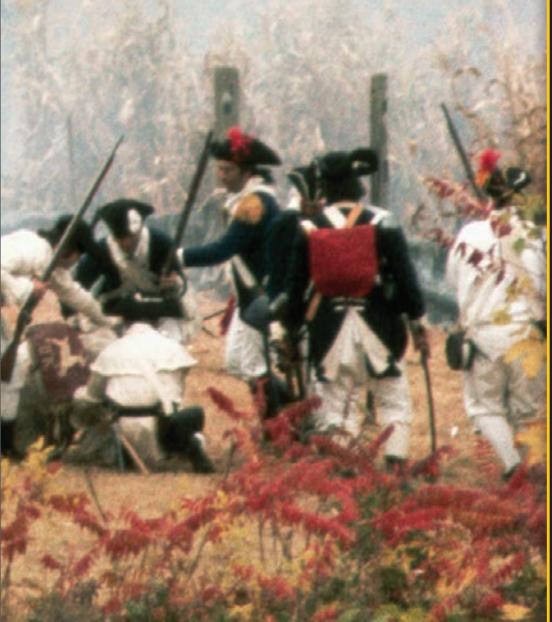
*"I know not what course others  
may take; but as for me, give  
me liberty or give me death!"*

—Patrick Henry



### "Give Me Liberty or Give Me Death!"

Read an excerpt from Patrick Henry's famous speech,  
which urged the colonists to fight against the British.



### Seeds of Revolution

Watch the video to learn about colonial discontent  
in the years before the Revolutionary War.



### Independence!

Watch the video to learn about the origins of the  
Declaration of Independence.



### Victory!

Watch the video to learn how the American  
colonists won the Revolutionary War.