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The Geography of North America and the Caribbean

**BIG IDEA** Location affects how people live.

## My Book

Show As You Go!
Reading Skill: Analyze Visuals 4
Words to Know FOLDABLES Activity 6
Primary Source: Historical Maps
Lesson 1 A Place in Our World
Lesson 2 The United States and Its Regions 20
Lesson 3 Canada
Lesson 4 Mexico
Lesson 5 The Caribbean
Unit Wrap Up 50
Big Idea Project
Florida Test Preparation 52

# My Computer

## **networks**<sup>™</sup>

Go online and find this interactive map of North America.

- International b

## My Cover

Find something on the cover built by people. Describe what it is and explain why you think it is important.



# Celebrating Culture

**BIG IDEA** Culture influences the way people live.

## **My Book**

<i>Show As You Go!</i>
Reading Skill: Summarize Main Topic and
Key Details <b>56</b>
Words to Know FOLDABLES Activity 58
Primary Source: Artifacts61
Lesson 1 All About Culture
Lesson 2 Life in the United States
Lesson 3 Life in Canada
Lesson 4 Life in Mexico
Lesson 5 Life in the Caribbean
Unit Wrap Up
Big Idea Project
Florida Test Preparation

## **My Computer**

## networks

Go online and find this video about diversity in the United States.



Keep going!

Economics!

Next we'll explore

## My Cover

Find an activity on the cover that you have done or would like to do. Draw a picture of yourself doing the activity.

# Explored 3 Economics

**BIG IDEA** Economics affects people.

## My Book

Show As You Go! 102
Reading Skill: Compare and Contrast Texts 104
Words to Know FOLDABLES Activity 106
Secondary Source: Images 109
Lesson 1 Buyers and Sellers110
Lesson 2 Scarcity and Trade
Lesson 3 Currency in North America and
the Caribbean 122
Unit Wrap Up 128
Big Idea Project 129
Florida Test Preparation 130

## My Computer

## **networks**<sup>™</sup>

Go online and find this video about economics.



## My Cover

Find three pictures of money on the cover. In which countries did you find them? Write the countries on the lines.

# **EXPLORE** Government and Civics

**BIG IDEA** Rules provide order.

## My Book

Show As You Go!
<b>Reading Skill:</b> Cause and Effect134
Words to Know FOLDABLES Activity 136
Primary Source: Documents 139
Lesson 1 Government
Lesson 2 Three Levels of Government 146
Lesson 3 Local Government in Florida
Lesson 4 Good Citizens 158
Unit Wrap Up 164
Big Idea Project 165
Florida Test Preparation



Keep going! Next we'll explore Skills and Maps!

## My Cover

Find a place on the cover where leaders meet. Describe what you think the leaders do there.

# Explore Skills and Maps

# Skills

Ræding Skills	
Analyze Visuals	ŀ
Summarize Main Topic and Key Details 56	5
Compare and Contrast Texts	ŀ
Cause and Effect	ŀ
Chart and Graph Skills	
Mexico's Vegetation and Elevation	)
2009 Oil Production4	
Natural Resources of the Caribbean	3
Types of Transportation67	7
Primary Sources	
Historical Maps	)
Artifacts	
Images	)
Documents	)

## My Computer

## **networks**<sup>™</sup>

Go online and find Skill Builders for more practice with Reading Skills and Primary Sources!

I

## My Cover

Find three things on the cover you want to know more about. Draw or write about them here.

# Explored Skills and Maps

## Maps

North America and the Caribbean 2
East and West Florida9
The World
Florida
The United States
North America
The World
North America: Political15
North America: Physical16
North America: Elevation
2010 Population: Florida <b>18</b>
Regions of the United States
The Southeast
The Northeast
The Midwest
The Southwest
The West
Canada
Canada's Natural Resources 35
Mexico
Settlement in the United States
Products Traded in the United States 120

## My Computer

## **networks**<sup>™</sup>

Go online and find this interactive map of the United States.



## Reference Section

Atlas	• •	•	•••	 •	•		•	•••	•	•	•••	<b>R1</b>
Glossary	• •	•	•••	 •		•••		•••	•	•	•••	<b>R14</b>
Index	• •	•	•••	 •	•	•••		•••		•	•••	R19

1

# UNIT The Geography of North America and the Caribbean



# Location affects how people live.

Every location on Earth is different. Some areas have low. flat land that is good for growing crops. Other areas have tall mountains, sandy deserts, or frozen ground where only certain plants will grow. What do you already know about the physical features of North America and the Caribbean? How do maps help us understand places on Earth? In this unit, you will read about the land in the United States and in our neighboring countries. As you read, think about how the location of a place affects the things that are living there.



**SS.3.G.2.1** Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

There's More Online! Skill Builders Vocabulary Flashcards **Show As You Go!** After you read each lesson, come back to these pages. After Lesson 1, label the countries and color the map. After the other lessons, fill in the boxes with information about the physical features, landmarks, climate, vegetation, and natural resources of each region. You will use your notes in a unit project later.

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rist (	United States		Canada	
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	Mexico		Caribbean	909 56
	Mexico		Caribbean	

# **Reading Skill**



**Common Core Standards** 

**RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

# **Analyze Visuals**

Have you ever heard the phrase, "A picture is worth a thousand words"? You can learn a lot of information by studying photographs, maps, and other images. Visuals like these can help you better understand what the text you are reading is telling you. They can also tell a story all on their own.

# **LEARN IT**

- Look at the visual on this page. Ask, "What does this visual show?"
- As you read the text, look at the visual.
   Ask, "How does this visual help me understand what I am reading?"
- After you read, ask, "What extra information does this visual provide?"

The Florida Everglades is one of the largest wetland areas in the world. It is home to many kinds of plants not found anywhere else on Earth. Shallow ponds and saw grass marshes cover much of the Everglades. Because this area of Florida is a wetland, few people live there.

This paragraph has information that is supported by the photograph.

This photograph illustrates the text in the paragraph. It also shows addtional information—an alligator living in the marshes of the Florida Everglades.

# TRY IT

You can make a list of details in paragraphs and photographs to help you understand what you are reading. Fill in the chart below with details from the paragraph and photograph on page 4. (Hint: You can underline information in the paragraph to help identify details.)

Details

# **APPLY IT**

Use the photograph to complete the paragraph below about mangroves.



Mangroves are trees found in the calm waters of the Everglades. Mangroves have special roots that help them live in saltwater marshes. The roots look like

\_\_\_\_\_. The roots provide homes for small animals, such as birds, fish, and turtles.

What else does this picture tell you about mangroves?

# Wordsto Know



Common Core Standards RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

geography (jee • AH • gruh • fee) (p. 10)
distortion (dih • STAWR • shuhn) (p. 11)
elevation (eh • luh • VAY • shuhn)
 (p. 17)
climate (KLY • muht) (p. 21)
vegetation (veh • juh • TAY • shuhn)
 (p. 21)
tundra (TUHN • druh) (p. 34)
arable land (A • ruh • buhl LAND)
 (p. 34)

arid (A • ruhd) (p. 40)

# FOLDABLES

The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable.



• Write how the word is related to something you know.

<b>Geography</b> is the study of Earth and the way living things use it.	(FOLD)	Write a sentence that describes the geography where you live.
<b>Distortion</b> is when an object loses its original size and shape.		Write the two things that could change because of distortion.
<b>Elevation</b> is the height of land above sea level.		Write a sentence using the word <i>elevation</i> .
<b>Climate</b> is the weather of a place over a long period of time.		Write two words that describe the climate where you live.
<b>Vegetation</b> is plants that grow in an area.		Write two words that are examples of vegetation.
Tundra is a traclass plain where only		Circle the words that belong with the word <i>tundra</i> .
<b>Tundra</b> is a treeless plain where only grasses and mosses grow.		tree moss fern
		grass cactus crop
<b>Arable land</b> is land that is good for farming.		Write the name of something that farmers could plant on arable land.
<mark>Arid</mark> means very dry.		Write an antonym for the word <i>arid</i> .

geography	geography
distortion	distortion
elevation	elevation
climate	climate
vegetation	vegetation
tundra	tundra
arable land	arable land
arid	arid

# **Primary Sources**

NGSS Standards SS.3.A.1.1 Analyze primary and secondary sources.

# **Historical Maps**

Primary sources are written or made by someone who saw an event happen. They teach us about people, places, and events. A map is one type of primary source. A map is something that is used by people to learn more about a place on Earth. Maps that were made long ago can teach us about what a place was like in the past. You can analyze, or study, maps to learn more about Florida and other places on Earth.



Look at this historical map of Florida. As you analyze the map, think about the details that tell you what Florida was like in the past. The details tell you that the mapmaker explored this place long ago.

## DBO Document-Based Questions

2004 Univer

Study the map. As you look at the details, answer the following questions.

1. What details tell you this is a map of Florida?

2. What detail tells you this map was made long ago?

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There's More Online! Skill Builders Resource Library

# A Place in Our World

**Essential Question** 

Why is it important to know about where we live? What do you think?

### Words To Know

Write a number on each line to show how much you know about the meaning of each word.

- 1 = I have no idea!
- **2** = I know a little.
- 3 = I know a lot!
- \_\_\_\_ geography
- \_\_\_\_ \*model
- \_\_\_\_ distortion
- \_\_\_\_ continent
- landform
  - \_\_\_\_ elevation



# **Earth's Land and Water**

**Geography** is the study of Earth and the way living things use it. You can read and look at pictures to learn about geography. You can also use a globe or a map. Can you find North America on a globe? How close is Florida to the Caribbean? What can a map tell you about a place? In this unit, you will learn about the physical geography of North America and the Caribbean. We will begin by looking at our world as a whole.

To understand where we live, let's look at a globe. A globe is a **model** of Earth. It shows Earth's land and water. A globe is a sphere. It is round, like a ball. You can only see half of a globe at a time. The part of the globe that you see is a hemisphere,

which means "half of a sphere."

What do you see on the globe?

There's More Online!

Videos

Like a globe, a map also shows Earth's land and water. However, a map is flat. When you look at a map of the world, you can see all the land and water on Earth at the same time.

If you stretched the surface of a globe to make it flat, like a map, you would change the size and shape of Earth's land and water. The shapes on Earth would be distorted. **Distortion** is when an object loses its original size and shape, like the boy in the picture on this page.



Earth's land is divided into **continents**. A continent is a large area of land separated from other areas by water, mountains, or other natural features. There are seven continents on Earth. Can you name them?

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The largest areas of water on Earth are called oceans. There are five oceans on Earth. Can you name the five oceans?

Look at the map above. Explain how it is distorted.

The boy's reflection is distorted.



NGSS Standards SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.

Ted Fox x/Alamy

## Where on Earth Are You?

We use maps to find places. The flow chart below uses different maps to show where you are. First, you live in a community in the state of Florida. Florida is part of the United States. The United States, Canada, and Mexico are countries on the continent of North America.

- 1. Draw your community in the blank box on the flow chart.
- 2. Draw a small x on the map of Florida to show where your community is located. Then color Florida yellow.
- 3. Color Florida yellow on the map of the United States, too.
- 4. Color the United States red on the map of North America.

**Your Community** 

NGSS Standards SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. You in Florida



### The United States

12







North America

NGSS Standards SS.3.G.1.3 Label the continents and oceans on a world map.

## **MapandGlobeSkills**

- **1.** Label the five oceans on the map of the world above.
- **2.** Look at the numbers on the map. Write the names of the continents below.



#### NGSS Standards SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

# **Review Basic Map Elements**

You've learned about maps before, so let's use the map on page 15 to review what you know!

- 1. What is the title of this map?
- **2.** Circle the compass rose on the map. What is it used for?
- 3. In which direction would you travel to get from Miami to Ottawa?
- **4.** In which direction would you travel to get from Denver to New Orleans?
- 5. Find the map scale on the map and label it. About how many miles is it from St. Louis to Chicago? San Francisco to Phoenix?

St. Louis to Chicago is \_\_\_\_\_ miles.

San Francisco to Phoenix is \_\_\_\_\_ miles.

- **6.** Look at the numbers and letters on the grid. In which square is Edmonton, Canada?
- **7.** Draw the symbol for national capitals used in the map legend.



# **Use a Political Map**

Look at this map of North America. This is a political map. Political maps show borders, or the boundaries between places. Three of the largest countries in North America—Canada, the United States, and Mexico—are shown on the map. The Caribbean is shown on the map, too. The Caribbean is a group of islands near North America that is made up of small countries and commonwealths. A commonwealth is a territory that has its own government but also has strong ties to another nation. Puerto Rico and the Bahamas are both commonwealths. **NGSS Standards SS.3.G.1.4** Name and identify the purpose of maps (physical, political, elevation, population).



What is the purpose of a political map?

MGSS Standards SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).

## **Use a Physical Map**

Look at this map of North America. This is a physical map. Physical maps show **landforms**, or shapes on Earth's surface. Rivers, lakes, deserts, and mountains are all landforms. How can you tell the landforms apart? Mapmakers use different colors or shading for each landform. For example, water is usually blue, and areas around mountains are shaded.



What is the purpose of a physical map?

# **Use an Elevation Map**

Have you ever wondered why the water in a river moves? The answer is because water runs downhill. Every river begins at a higher **elevation** than where it ends. Elevation is how high the land is above the sea. Elevation maps help us learn about the height of land. These maps use different colors to show land heights. The map key, also called a map legend, shows the colors that stand for different elevations. MGSS Standards SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).



What is the purpose of an elevation map?
 What is the range of elevation along the Gulf of Mexico?

NGSS Standards SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population). SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.

# **Use a Population Map**

Another type of map is a population map. It shows how many people live in an area. Below is a population map of Florida. As you can see, many people live in the area around Jacksonville. But some areas around the Florida Everglades have a small population. The Florida Everglades is a wetland. A wetland is an area that is covered partly or completely by water. Few people live in the wetlands because of the physical features of this area.



What is the purpose of this map?
 2. What type of map scale is used on this map?

# **Use Map Scales**

No matter what type of map you use, a map scale is a useful tool. A map scale shows the distance from one location to another. Mapmakers use different types of map scales to measure the distance between locations.

• A linear scale uses a straight line. Miles and kilometers are shown on the line. A linear scale is best to measure long distances, like the distance from Miami to Orlando.



 A word scale—also called a language scale—actually has words in it! You might use a word scale if you are making a map of a city. One inch on your map would be equal to one mile in the city.

### 1 inch equals 1 mile

 A fractional scale uses fractions, like 1/100. This type of scale would be useful if you were making a map of a small area, such as your classroom. One inch on your map might be equal to 100 inches in the classroom.

### 1/100 or 1:100





### THINK · PAIR · SHARE

Think about how globes and maps help us understand where we live. Share your ideas with a partner.

# Lesson The United States and Its Regions



**Essential Question** 

What defines a region? What do you think? Pretend you have traveled to another country. When people ask you where you're from, how do you answer? Maybe you say, "I'm from the United States" or "I'm from Florida." The United States is a big country. It has 50 states, and not everyone knows where Florida is located. How would you tell people where to find Florida in the United States?



Circle the words you know. Put a **?** next to the words you don't know.

region

climate

vegetation

\*label

phosphate





## **One Country, Five Regions**

The United States is divided into five **regions**. A region is an area on Earth with common features that set it apart from other areas. The five geographic regions of the United States are the Southeast, the Northeast, the Midwest, the Southwest, and the West.

Areas within a region usually share similar types of landforms. They share a common **climate**, too. Climate is the weather in a certain area over a period of time. Regions also have their own types of **vegetation**. Vegetation is the kinds of plants that grow in an area. Regions have landmarks, which are important places or objects. Landmarks can be natural or man-made. In this lesson, you will learn about the climate, vegetation, landmarks, and other physical features of each region of the United States.

**1.** Write a title for this map.

- **2.** Use the map key to color each region.
- 3. In which region is Florida?

NGSS Standards SS.3.G.2.3 Label the states in each of the five regions of the United States. SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean. SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.



 Oranges grow well in the Southeast's mild climate.

## **MapandGlobeSkills**

- Label the states in the Southeast.
- Use the map to describe the physical features of the Southeast.

## The Southeast

Let's begin our journey in the Southeast. You probably know a lot about this region already, since this is where you live. What is your climate like? Is it warm and humid? Does it sometimes



rain? In Florida and the rest of the Southeast, the climate includes mild winters and hot, humid summers. There is a lot of sunshine, but the region also gets quite a bit of rain.

Did you know that a region's climate affects its vegetation? That's because different types of vegetation have different needs. In the Southeast, the mild climate is perfect for growing crops like oranges, peanuts, rice, and cotton. In fact, Florida has thousands of orange and grapefruit farms! These fruits grow well in the region's mild climate. What other vegetation have you seen in the Southeast?



## **Natural Resources and Landmarks**

The Southeast has many natural resources. A natural resource is found in nature and is used by people. Coal mined in the Southeast is used in power plants. This coal helps create half of our country's electricity! Trees found in the Southeast are an important natural resource, too. Cedar trees are used to make fences. **Phosphate** is also found in the Southeast. Phosphate is a mineral that farmers use to help crops grow. Florida is one of the world's largest producers of phosphate.

The Southeast has landmarks, too. Landmarks can be natural or man-made. One natural landmark in the region is the Florida Everglades. The Everglades is one of the largest wetland areas on Earth. The Cape Henry Lighthouse is an example of a man-made landmark. This lighthouse was built along the Atlantic Coast in Virginia over 200 years ago. Its light helped guide ships along the coast of our new nation! NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

Underline the natural resources that come from the Southeast.



The Cape Henry Lighthouse is on the coast of Virginia.

Phosphate is a natural resource mined in Florida.

The Everglades is a natural landmark in Florida. NGSS Standards SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

## **The Northeast**

Now let's look at the Northeast. The climate of the Northeast is different from the climate of the Southeast. The Northeast has cold, snowy winters and rainy springs. Summers can be very hot or mild, depending on



the year. Since the region is close to the Atlantic Ocean, it gets plenty of precipitation all year long. Precipitation is the moisture in the air that falls to the ground, such as rain and snow.

All of this precipitation helps the vegetation in the area. The region is full of forests. Some trees, such as pine trees, stay green all year long. Other trees, such as maple and oak trees, have leaves that change color in the autumn. Other vegetation in the region includes apple trees and crops, such as pumpkins.

## **Reading Skill**

## **Compare and Contrast**

To compare means to explain how things are similar. To contrast means to explain how things are different. Use the graphic organizer below to compare and contrast the resources found in the Northeast and those found in the Southeast.



flickr RF/Getty Images

## **Resources and Landmarks**

Trees are one of the region's important natural resources. They are used to make items like furniture, paper, and pencils. The Atlantic Ocean is another natural resource in the Northeast. Most of our country's lobsters come from the cold Atlantic waters. These waters also provide crabs, oysters, and fish for our restaurants and dinner tables. Other natural resources found in the Northeast include granite and marble. Granite is used to make kitchen countertops.

Did you know that the Northeast has one of the country's largest waterfalls? Niagara Falls is a group of waterfalls on the border of the United States and Canada. This natural landmark runs power plants that provide electricity to thousands of people in the Northeast and parts of Canada. More than 750,000 gallons of water rushes over the Falls every second! The Northeast has man-made landmarks, too. One example is the Statue of Liberty located on the east coast of New York. This landmark is a well-known symbol for freedom.



Write a caption for this picture.



NGSS Standards SS.3.G.2.3 Label the states in each of the five regions of the United States. SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

## **Mapand Globe Skills**

- 1. Label the states in the Northeast.
- **2.** What symbol represents Pine Creek Gorge in Pennsylvania?
- **3.** Draw a symbol for Niagara Falls in the map key. Draw your symbol on the map, too!

#### NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

## The Midwest

A third region in the United States is the Midwest. Four of the Great Lakes are found in the Midwest. These freshwater lakes are important natural landmarks in this region. They also affect the region's



climate. In the winter, winds pick up moisture from the lakes. The moisture mixes with the cold air to create snow. Many cities near the Great Lakes get a lot of snow in the winter. Like the Northeast, summers can be hot or mild, depending on the year.

## Landmarks

The Midwest has many interesting man-made landmarks. One of the most famous is Mount Rushmore in South Dakota. It took workers almost 15 years to carve the faces of four Presidents of the United States into the mountainside.

The Gateway Arch is another well-known Midwest landmark. It is a giant metal arch located in St. Louis, Missouri. This landmark is known as "the Gateway to the West." It's one of the tallest national monuments in the United States.

🔺 Gateway Arch

(bkgd) JUPITERIMAGES/ Thinkstock / Alamy, (cl) Sean Way/Design Pics/Corbi



## **Reading Skill**

## **Analyze Visuals**

Why is Mount Rushmore both a natural and a man-made landmark?



### **Resources and Vegetation**

.....

The land between the Appalachian and Rocky Mountains is known as the Great Plains. Much of the Midwest lies in this area of low, flat grassland. The soil here is very rich and is one of the region's most important resources. It makes the land great for farming! Crops such as wheat, corn, and soybeans are grown on farms throughout the Midwest. Cattle, pigs, and chickens are raised on farms throughout the region, too.

Another natural resource found in the Midwest is iron ore. Iron ore is used to make steel. Steel is used to make cars, bridges, and buildings. In fact, steel was used to make the Gateway Arch!

## **Mapand Globe Skills**

- **1.** Label the states in the Midwest.
- Add the symbol for the Gateway Arch to the map key.
- **3.** Circle all the symbols for crops on the map.



#### NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.





# **The Southwest**

When you think of the Southwest, you probably think of deserts and hot weather. That's because the Southwest is known for its hot, dry climate. But if you were to travel throughout the region, you'd want



to pack mittens and an umbrella, too! The Southwest can be cold and snowy, especially in the Rocky Mountains. It can also be warm and rainy near the Gulf of Mexico.

## Vegetation

Many different types of vegetation grow in the Southwest. Most of the plants that live in the region's deserts can survive in sandy soil and on a limited amount of water. The saguaro, a giant cactus found in the Southwest, stores water in its trunk. It has a thick, tough skin and can survive the long dry season. Wildflowers do well in areas that get more water. Pine trees grow well in the region's colder climates.

## Landmarks

The Southwest is also home to the Grand Canyon. This canyon is one of our country's most famous natural landmarks. The canyon is very deep, has steep sides, and stretches for 277 miles. It was formed by the Colorado River over thousands of years. One of the largest dams ever built in the United States—the Glen Canyon Dam—is also in the Southwest. This man-made landmark generates electricity that powers several states in the region.

Write captions for the pictures.
 Underline why the Glen Canyon
 Dam is important to the Southwest.


#### **Natural Resources**

The Southwest has several important natural resources, too. Minerals such as copper, silver, and uranium are mined from the ground. Another natural resource of the Southwest is oil. Workers drill deep into the earth and pipe oil up to the surface. Texas, the largest state in the Southwest, produces more oil than any other state in the country!

100010

## **MapandGlobeSkills**

- **1.** Label the states in the Southwest.
- 2. In which direction would you travel to get from Glen Canyon Dam to Wheeler Peak?

NGSS Standards SS.3.G.2.3 Label the states in each of the five regions of the United States. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

NGSS Standards \$\$.3.G.2.3 Label the states in each of the five regions of the United States. \$\$.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.



## The West

The West extends from Alaska in the north to Hawaii in the south. Some areas are hot and dry. In fact, the driest place in our country is Death Valley in California. This



desert gets about two inches of rainfall each year! The West also has the wettest place in our country. Mount Waialeale in Hawaii gets almost 500 inches of rain every year!

Different types of cacti, grasses, and wildflowers are found in the region. Farmers grow strawberries, lettuce, and other fruits and vegetables. The Olympic rain forest is found along the Pacific Coast in the state of Washington. It contains many different types of trees and mosses. Wood from the natural resources there is used to build houses, furniture, musical instruments, and other items.









#### Landmarks

What's the highest point in North America? The answer is Mount Denali. This natural landmark in Alaska is 20,320 feet above sea level! Another natural landmark in the West is Devils Tower in Wyoming. This national monument may have been formed by an ancient volcano. One of the most famous man-made landmarks in the United States is the Golden Gate Bridge. Millions of people travel to San Francisco, California, from all over the world to visit the bridge each year.



#### Describe the vegetation in the West.

#### NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.





?

**Essential Question** 

How are places unique and different? What do you think?

#### Words To Know

Find out what the last two words mean. Write the name of a plant to go with each word.

\*locate tundra

#### arable land

MGSS Standards SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

# **Our Northern Neighbor**

Canada is the largest country on the continent of North America. It is north of the United States. Oceans surround Canada on the east, west, and north. Canada has very tall, jagged mountains in the west and lower, more rounded mountains in the east. The land in the middle has plains and grasslands. There are also many forests, rivers, and lakes. In fact, Canada shares four of the Great Lakes with the United States.

The map and pictures on theses pages show some of the different landforms in Canada. Can you **locate** the Rocky Mountains and the Great Plains on the map?

**Great Plains** 

What landforms do the United States and Canada share?



NGSS Standards SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.



#### 🗸 Rain forest



# **Climate and Vegetation**

When you think of Canada, do you think of a country covered in snow? It's true that most of Canada has long, cold winters and short, cool summers. But would you believe a rain forest grows in the western region of Canada? The west coast of Canada has wet, mild winters. This climate is great for evergreen trees, mosses, and ferns. Farther north, near the Arctic Ocean, is the **tundra**. The tundra is a treeless plain where only grasses and mosses can grow. The temperature there almost never gets above 50°F!

Canada has **arable land**, too. Arable land is land that is good for growing crops. Some of Canada's best farmland is in the east near the Great Lakes and the Saint Lawrence River. Wheat, barley, and soybeans grow well there during Canada's short summers.

🔻 Tundra

#### **Canada's Resources**

The forests in Canada are one of the country's most important resources. Trees are used to build houses and make paper. Did you know that a lot of the paper that newspapers are printed on comes from Canada? Canada is rich with other resources, too. Parts of eastern Canada have large iron-ore deposits. As you learned in Lesson 2, iron ore is used to make steel. Other mineral resources mined in Canada include gold, copper, silver, and nickel. Some of the energy resources found in Canada are coal, oil, and natural gas. Most of Canada's natural gas is east of the Rocky Mountains.

How are Canada's resources similar to the resources of the United States?



🔺 Oil pipelines



#### **Mapand Globe Skills**

Which two natural resources are found near Hudson Bay?

NGSS Standards SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

Horseshoe Falls on the Niagara River



# Natural and Man-Made Landmarks

As you learned in Lesson 2, Niagara Falls is on the border between the United States and Canada. This natural landmark is a series of three huge waterfalls. The Horseshoe Falls is the part of the falls that is in Canada. Another natural landmark in Canada is the Bay of Fundy. It is an inlet in eastern Canada along the Atlantic Ocean. Most areas along the coast of the bay experience very high and very low tides. Tides are the rise and fall of the ocean water.

#### FUN FACT

From high tide to low tide, the Bay of Fundy has one of the most extreme changes of water levels in the world.

Draw the way you think the Bay of Fundy looks at high tide in the empty box on the right.



A Bay of Fundy at low tide



Canada has many man-made landmarks, too. One of the most famous is Parliament Hill in Ottawa, the capital of Canada. Many of Canada's government leaders work in this building. It was built over 150 years ago! Other man-made landmarks include the Calgary Tower in Calgary and the CN Tower in Toronto.



🔺 Parliament Hill

How is Parliament Hill like a building in your community?

NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

Lesson 3
<b>Essential Question</b> How are places unique and different?
Go back to <i>Show As You Go!</i> on pages 2–3.
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#### Lesson

# Mexico

**Essential Question** 

How are places unique and different? What do you think?

#### Words To Know

Tell a partner what you already know about these words.

plateau peninsula arid \*recall



# **Our Southern Neighbor**

The United States and Canada aren't the only countries on North America. Mexico is located on the continent, too! Mexico is south of the United States. Large bodies of water surround Mexico to the west and the east. If you look at the map, you will see that the country's shape is curved, like a giant fish hook.

Most of Mexico's coastline has low elevations. But Mexico has high elevations, too. Mountains stretch along the west near the Pacific Ocean, and inland from the Gulf of Mexico in the east. Some of Mexico's highest mountains are volcanoes. Each picture on these pages has a number. The numbers on the map show where to find the landforms shown in the pictures.

Popocatépetl is an active volcano in southern Mexico.

1

Mexico has two large **peninsulas**. A peninsula is an area of land mostly surrounded by water. The Baja Peninsula is between the Pacific Ocean and the Gulf of California. The coastline of the Yucatan Peninsula, shown here, is in the Gulf of Mexico.





#### The Rio Grande is a river that begins in the United States and flows into the Gulf of Mexico. It makes up much of the border between the United States and Mexico. Can you find the Rio Grande on the map?

#### Mapand Globe Skills

- 1. What type of map is shown here?
- 2. Which landform has a higher elevation, the Central Plateau or the Yucatan Peninsula?

Mexico's largest land area is a **plateau**. A plateau is a high, flat area of land. The Central Plateau is shown here. It lies between the Western and Eastern Sierra Madre, which are two mountain ranges in Mexico.



NGSS Standards SS.3.G.1.4 Name and identify the purpose of maps. SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.



#### Mexico's Vegetation and Elevation

moss above 10,000

feet

## **Climate and Vegetation**

If you **recall** from Lesson 2, the Southwest region of the United States shares a border with Mexico. Like the Southwest, much of northern Mexico is **arid**. Arid means very dry. It is arid because little rain falls there. However, some plants are able to survive in this type of environment. The barrel cactus, for example, does not need much water to live. Other cacti, including the prickly pear and the agave, are also found throughout the area.



Some plants, like this barrel cactus, can survive in hot, dry climates.



apples 6,000 feet – 8,000 feet

> coffee 4,000 feet – 6,000 feet

#### Use this code to color the diagram.

sea level – 2,000 feet	purple
2,000 feet - 4,000 feet	green
4,000 feet - 6,000 feet	red
6,000 feet – 8,000 feet	orange
8,000 feet - 10,000 feet	yellow
above 10,000 feet	white

Which plants grow best above 8,000 feet?

beans 2,000 feet – 4,000 feet

> bananas sea level – 2,000 feet

Climate isn't the only thing that affects the vegetation in Mexico. The land in Mexico has many different elevations. You learned in Lesson 1 that elevation is the height of land above sea level. Certain types of plants grow well at different elevations. Some plants grow well at sea level. Other plants grow well in the mountains. What does the diagram on page 40 tell you about Mexico's vegetation and elevation?

#### **Mexico's Resources**

Did you know that Mexico is one of the largest producers of silver in the world? Silver is used to make jewelry, such as rings and necklaces. It is also used in televisions and in cell phones. Copper and gold are other natural resources found in Mexico. Copper is used to make pipes. Like silver, gold is used to make jewelry. It is also used by dentists to fix teeth! Other resources, such as natural gas and oil, are found in Mexico, too. Mexico is one of the world's top producers of oil. NGSS Standards SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.



A ring made with silver.

## **Chartland Graph Skills**

#### **Reading Bar Graphs**

Bar graphs use bars to display and compare information. Read the information in the box. Add bars to this graph for the United States, Canada, and Mexico.

#### United States—9 million barrels

Canada—2 million barrels

Mexico—3 million barrels

How many more barrels of oil per day does Mexico produce than Canada?



NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

## **Mexico's Landmarks**

Have you ever seen a rock that looked like an animal or a plant? Mexico has many of these kinds of rocks. It takes a long time for these natural landmarks to be created. The unusual shapes are formed when sand blows across the surface of the rocks. The blowing sand wears away the softer rock. The harder rock does not wear away as fast, which forms these shapes.

Mexico has other natural landmarks, too. Copper Canyon is located in the Western Sierra Madre mountain range. This canyon is deeper than the Grand Canyon in the United States! The canyon was carved out by the rivers that flow through it. Copper Canyon gets its name from the copper mines in the area.

Valley of Frogs

Draw what you think the Valley of Mushrooms looks like.

Rocks and canyons aren't Mexico's only landmarks. In the center of Mexico City stands El Angel. This man-made landmark was built to celebrate the country's freedom from Spain. Other man-made landmarks in Mexico include temples and pyramids. These landmarks were built by the Maya, one of Mexico's first people. These ancient landmarks can still be found throughout Mexico today.

Maya pyramid 🕨

		A CONTRACT
esson 4		
Essential Quest	tion How are places unique and	different?
Go back to Show	As You Go! on pages 2–3.	
networks	connected.mcgraw-hill.com Games Assessment	



🔻 El Angel

# **The Caribbean**

**Control Control Contr** 

# Florida Atlantic Ocean Gulf of Mexico Bahamas Opminican Republic Dominican Republic Cuba Haiti Jamaica Haiti

# Land in Blue Waters

The Caribbean is a region of islands south and east of North America. There are many countries in the Caribbean. The countries of Haiti and the Dominican Republic share the island of Hispaniola. Jamaica and Cuba are countries in the Caribbean, too. The Bahamas is a group of many small islands. Together the islands of the Bahamas form a commonwealth. Another commonwealth in the Caribbean is Puerto Rico. As you learned in Lesson 1, a commonwealth is a territory that has its own government but also has strong ties to another nation. Puerto Rico is a commonwealth of the United States.

Look at the **satellite image**—or a picture of Earth taken from space—above. It shows the countries and commonwealths of the Caribbean. Do you see how close Florida is to the islands of the Caribbean?

- 1. Draw a circle around Jamaica in the picture above.
- 2. How is this satellite image like a map?

Words To Know

Draw the symbol next to each word to show how much you know about the meaning of the word.

- ? = I have no idea!
- ▲ = I know a little.
- ★ = I know a lot.
- \_\_\_\_ satellite image
  - \_ humidity
  - \_\_\_ maritime climate
    - \*pattern

NGSS Standards SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

There's More Online!

Videos

This is Emilio. He and his family recently traveled to the Caribbean. Read his journal, and use it to answer the questions.



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# Two Days in Jamaica

#### Day I

Stockbyte/Getty Imag

We are in Jamaica. It is humid here. **Humidity** is the amount of water vapor in the air. My skin feels sticky and hot. We are on our way to the hotel.

#### Day 2

Today we played on the beach. The sand was hot under my bare feet. I took a picture of this plant with the beautiful red flowers. It is called a hibiscus.





**NGSS Standards SS.3.G.3.1** Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

#### **Reading Skill**

#### Analyze Text and Visuals

- 1. Where did Emilio go with his family? \_
- 2. Why does his skin feel sticky?
- 3. What kind of plant is in the picture? \_



## **Climate and Vegetation**

Like Emilio, many people from around the world vacation in the Caribbean. One reason is because of its **maritime climate**. Maritime climate is climate controlled by a large body of water, such as an ocean. The climate **pattern** in the Caribbean is mild all year long. The days are warm no matter what time of year it is. Sometimes small afternoon storms blow in from the ocean. These are short storms with lots of rain.

Sometimes the Caribbean gets hit with large storms called hurricanes. Hurricanes are dangerous storms. These storms pick up moisture and gain strength as they move over the warm water of the Caribbean. The heavy rains can cause flooding. Strong winds can blow the roof off a house. It would not be a good time to vacation in the Caribbean during a hurricane!

How is the climate of the Caribbean like the climate of Florida?

Hurricane winds can destroy homes.



Like other places we have learned about, the Caribbean is home to many kinds of vegetation. The forests of the Caribbean have both broadleaf and evergreen trees. Plants such as ferns and mosses grow on the edge of these forests. Citrus fruit such as grapefruit, lemons, and limes grow well in the Caribbean, too. People in the Caribbean also grow bananas, coconuts, coffee, and sugarcane. Maybe you have eaten a banana that was grown in the Caribbean!

Sugarcane 🕨



Draw a picture of a plant that grows well in the Caribbean. Write a caption for your picture.

Cubolmages srl / Alam)

NGSS Standards SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

# **Natural Resources**

Natural resources are found in each country and commonwealth of the Caribbean. Some of the resources are unique, but many are the same. Trees are one of the Caribbean's natural resources. There aren't as many forests today as long ago, though. Much of the Caribbean's forests have been cut down and used by people.

The chart below shows some of the other natural resources found in the Caribbean. Use the chart to answer the questions.

Country or Commonwealth	Natural Resource	How It Is Used
Puerto Rico	fish	to make sandwiches
Cuba	nickel	to make computer parts
Bahamas	sand	to build brick buildings
Dominican Republic	rock salt	to make ice cream
Haiti	сосоа	to make soap
Jamaica	bauxite	to make aluminum cans

Rock salt



# **Chart and Graph Skill**

1. Which natural resource is used to build brick buildings?

2. In which country is bauxite mined?

3. How is nickel used?

4. How do natural resources benefit people?

The McGraw-Hill Companies, Inc./Jacques Cornell photographe

#### Landmarks

One natural landmark in the Caribbean attracts hikers and climbers. It is Rio Camuy Caves in Puerto Rico. These caves were carved out by the Camuy River over a million years ago. Cave explorers enjoy the unusual shapes found here below Earth's surface. Would you like to be a cave explorer?

One of the Caribbean's most famous man-made landmarks is the Citadel. This fort was built on top of a mountain in Haiti. It took nearly 15 years and 20,000 workers to build it! One of the oldest man-made landmarks in the Caribbean is Santo Domingo, in the Dominican Republic. Europeans began this community over 500 years ago! You can still visit the historic district of Santo Domingo today.

Think about the Caribbean's climate. What clothes would you pack for a trip to explore Rio Camuy Caves?



🔺 Rio Camuy Caves



 Historic district of Santo Domingo

NGSS Standards SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.





Analogies show relationships between words. Complete each analogy with the correct word from the list below.

arid tundra	• •	vegetation satellite image	continent climate
. Atlantic is	to ocean as North A	America is to	
<b>2.</b> Orange is	to fruit as		is to <i>mineral</i> .
3		is to <i>desert</i> as wet i	s to rain forest.
<b>4.</b> Mountain	is to landform as ca	ctus is to	
5		is to <i>planting</i> as oce	ean is to fishing.
5. Weather i	s to	as sec	a level is to elevatior
7		is to Canada as pla	teau is to Mexico.
<b>8.</b> Portrait is	to family as		is to Earth.
			E.





# **Unit Project**

Think about what you have learned about the geography of North America and the Caribbean. You will create a travelogue of the locations in this unit. First, look back at Show As You Go on pages 2 and 3 to review your notes. Then, read the list below to see what should be included in your travelogue. Check off the tasks you have completed.



#### Your travelogue should include:

Yes, it does!

a creative title	
at least four entries	
a vocabulary word from each lesson	
two pictures for each entry	
a route map with a map key and compass rose	

# Think about the Big Idea

**BIG IDEA** Location affects how people live.

What did you learn in this unit that helps you understand the BIG IDEA?

Read the article "North America" before answering Numbers 1 through 7.

# North America

By Jenny Croft

There are seven continents in the world—North America, South America, Europe, Asia, Australia, Africa, and Antarctica. Of the seven, Antarctica is a continent that does not have any towns or cities where people live because it is covered in ice and snow. All the other continents have many people living there. We live on the continent of North America. Canada, the United States, and Mexico are the three largest countries on the continent.

Canada is the northern-most country on the continent. Much of its northern land is tundra. The southern land is a mixture of mountains, plains, and coastlines. Many people live in cities. Others live in small towns in the country.

Most of the United States is in the middle of North America. Alaska is separated from the rest of the country by Canada. The geography of Alaska is a mix of mountains, tundra, and lush forests filled with trees and wildlife. Hawaii is a group of volcanic islands in the Pacific Ocean. In the continental United States, the geography varies from coastline to mountains to plains to desert. People live in different geographic areas throughout the United States.

Mexico is the southern-most country on North America. It also has a mix of coastlines, deserts, and mountains. It also has many rain forests. Most of the people live in and around cities. Others live in small towns or on farms in the country. Very few people live in the desert.

- 1 What is the MOST LIKELY reason the author wrote the article "North America"?
  - (A) to describe the continent of Antarctica
  - It to describe the continent of North America
  - © to describe the continent of the United States
  - $\ensuremath{\textcircled{}}$  to describe the continent of Mexico

- 2 Why don't people live on Antarctica?
  - <sup>©</sup> It is too dark.
  - <sup>©</sup> There are too many animals.
  - H The temperature is too cold.
  - ① The land has too many mountains.



**3** Read this sentence from the article.

The geography of Alaska is a mix of mountains, tundra, and lush forests filled with trees and wildlife.

What does the word *lush* mean?

- (A) em pty
- <sup>®</sup> da rk
- © co ld
- <sup>(D)</sup> th ick

4 How are Canada and Mexico ALIKE?

- Very few people live in the tundra.
- <sup>©</sup> Some people live in small towns in the country.
- (H) Most people live in the mountains.
- Very few people live in the desert.

5 With which statement would the author MOST LIKELY agree?

- North America has many different
   types of land.
- <sup>®</sup> North America has too many deserts.
- © Hawaii is the most tropical place to live in North America.
- D Mexico is the largest country on North America.

- 6 Where would you find the author's name for this article?
  - (F) at the end of the article
  - <sup>©</sup> in the middle of the article
  - $\exists$  above the title of the article
  - ① under the title of the article
- **7** What is the geography of Alaska?
  - (A) a mix of plains and tundra
  - <sup>®</sup> a mix of tundra and forests
  - © a mix of mountains and desert
  - D a mix of desert and plains
- 8 Which three countries is the author writing about?
  - (E) North America, Canada, and Mexico
  - <sup>©</sup> Asia, Antartica, and Africa
  - (H) Europe, Canada, and the United States
  - ① Canada, the United States, and Mexico



#### BIG IDEA the way people live.

Every country has its own culture, or way of life. The culture of the United States is special. It is made up of different customs and traditions brought by the many groups of people who have moved here over the years. In this unit, you will learn about the culture of the United States. You will also compare our culture to the cultures of our neighboring countries. As you read, think about how different cultures influence life in the United States—and your life!

> There's More Online! Skill Builders Vocabulary Flashcards



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**Show As You Go!** Pretend you have just moved to the United States from Canada, Mexico, or the Caribbean. After you read each lesson, compare the culture in your home country to the culture of the United States. You will use your notes to help you complete a project at the end of the unit.

# My Home Country

I am from	. Some of the people who settled
there long ago were	. In my home country, we

# My Life in the United States

Today, I live in the state of _	. It is in the

region of the United States. Since moving to the United States, I have learned

Things That are the Same	Things That are Different

# **Reading Skill**

56

Common Core Standards RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

# Summarize the Main Idea and Key Details

The main idea tells what a text passage is about. Often the main idea is in the first sentence of a paragraph. The other sentences have key details that tell more about the main idea. Finding the main idea and key details will help you understand what you are learning. Then you can summarize the passage to explain what it is about.

> This is a key detail. Underline two other key details.

# **LEARN IT**

- Read the paragraph. Ask, "What is this paragraph about?" See if there is a sentence which states the main idea.
- Look for key details that give more information about the main idea.
- Summarize the paragraph. Sometimes your summary will be the same as the main idea.

This is the main idea.

There are lots of things to do in the Northeast. If you like the outdoors, you can hike in the mountains or sail along the coast. You can view fine art at many museums in the region. If you love to play sports, go to a park! There, you can find people of all ages playing baseball, soccer, football, or basketball.

# TRY IT

Use the graphic organizer to write the main idea and key details from the paragraph on page 56. Then complete the sentence.

	Main Idea
bis	Key Details
© Corbis	
	Summary
	This paragraph is about

# APPLY IT

Read the paragraph below. Circle the main idea. Underline the key details.

There are many different languages spoken throughout Florida. Many people speak only English. Others speak other languages in addition to English. Aside from English, Spanish is the language you hear most often. Other languages spoken in Florida include French Creole, Portuguese, German, and Russian.

What is this paragraph about?

# Words to Know



Common Core Standards RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

culture	(KUL•chuhr) (p. 62)
artifact	(AHR•tih•fakt) (p.65)
diversity	/ (duh • VEHRS • ih • tee) (p. 71)
contribu	<mark>ition</mark>
(kahn •	truh • BYOO • shuhn) (p. 71)
cuisine	(kwih • ZEEN) (p. 82)
civilizati	on
(sih • vi	uh • luh • ZAY • shuhn) (p. 86)
traditior	۱ (truh • DIH • shuhn) (p. 89)
heritage	(HEHR•uh•tihj) (p. 92)

# FOLDABLES®

The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable.



- Choose ONE of these activities for each word to help you remember its meaning:
  - Draw a picture of the word.
  - Write a description of the word.
  - Write how the word is related to something you know.



	Write a sentence using the word <i>culture</i> .
<b>Culture</b> is the way of life shared by a group of people.	
	Circle the words that belong with artifact.
An <b>artifact</b> is something that was made or used by people in the past.	tool yellow bright painting old hot
<b>Diversity</b> means to have influences from many different cultures.	Write a sentence using the word <i>diversity</i> .
A <b>contribution</b> is the act of giving or doing something.	Circle two key words in the definition of <i>contribution</i> . Write the words here:
<b>Cuisine</b> is a style of cooking.	Write a synonym for the word <i>cuisine</i> .
A <b>civilization</b> is a developed community.	Write a sentence using the word <i>civilization</i> .
A <b>tradition</b> is a way of doing something that has been passed along by families for many years.	What is one tradition you share with your family?
<b>Heritage</b> is ways of life handed down from the past.	Write a sentence using the word <i>heritage</i> .

culture	culture
artifact	artifact
diversity	diversity
contribution	contribution
cuisine	cuisine
civilization	civilization
tradition	tradition
heritage	heritage

3.A.1.1 Analyze primary and secondary sources

arv

# Artifacts

An artifact is one type of primary source. An artifact is something that was made or used by people in the past. Artifacts can be items such as pots, tools, or art. You can analyze, or study, artifacts to understand how people lived long ago.

ources

In this unit, you will learn about different people who lived in North America and the Caribbean. The artifacts on this page were used by Native Americans in Florida. Ask these questions as you study the top artifact.



- What am I looking at? This is an arrowhead.
- What is the object made from? It is made from stone.
- How could the object have been used? It is sharp and pointed. It could be used like a knife to cut things.
  - Why is this artifact important? The arrowhead shows us how Native Americans in Florida lived. They learned to make tools from items in the environment around them.

Use the bottom artifact to answer the

question below.

What is this artifact, and how do you think it was used? Explain your answer.

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# All About Culture

**Essential Question** 

How does environment affect culture? What do you think?

#### Words To Know

Write what you think each word means on the lines.

culture	
history	
agriculture	

NGSS Standards SS.3.A.1.3 Define terms related to the social sciences. SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

# What Is Culture?

What is **culture**, and why is it important? Culture is the way of life of a group of people. It includes things like language, music, sports, clothing, and food. Culture also includes customs. In this unit, you will learn about the cultures of the United States, Canada, Mexico, and the Caribbean.

The United States has many cultures from ethnic groups from all over the world. An ethnic group is a group of people who share the same original culture. When people from different ethnic groups moved here, they brought with them different languages, foods, music, and customs. These different cultures have blended together to create the culture of the United States.

People have their own culture, too. Think about what music you like or how you celebrate holidays with your family. This is part of your culture. As you read, think about how your culture is similar to and different from other cultures.



\*frame

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So, what *is* your culture? Answering the questions below will help you define your culture. You can use this page to help you compare and contrast your culture with other cultures in North America.

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How do you and your family celebrate holidays?

What language or languages do you and your family speak at home?

What foods do you eat?

JUPITERIMAGES / Thinkstock / Alamy

What is your home like?

What types of music do you enjoy?

What do you do for fun?





## **Native Americans**

One way to learn about different cultures is to study the events of the past. This study is called **history**. Let's start by learning about the first people who lived in North America—the Native Americans. They lived in the areas that are now Canada, the United States, Mexico, and the islands of the Caribbean. Native Americans had different ways of life, depending on their environment.

Long ago, people had to use the land, animals, and water around them to help them live. Some Native Americans lived in the icy lands of Alaska and Northern Canada. They fished through the ice for food. They wore clothes made from animal skins to keep warm. Sometimes they even built their houses from snow!



Native Americans who lived along the coasts often lived in small villages. They used the wood from trees to build homes. They fished in the ocean for food. Some used the land around them for **agriculture**, or growing crops and raising animals. Others hunted for food in the forests.

Some Native Americans who lived on the plains were hunters. They were often on the move because they followed the animals they were hunting. Some of their homes looked like tents and were made out of animal skins. The **frames** of their homes could be easily moved.




#### Native Americans in Florida and the Caribbean

Native Americans also lived in the area that is now Florida and the Caribbean. They fished in the streams, rivers, lakes, and oceans near their homes. They also ate animals and plants that lived near their homes. Like other Native Americans, they built homes and created tools from things they found in the environment. Homes were built out of trees and other plants. Tools and weapons were made from stone and wood.

The pictures on this page show **artifacts** from Native Americans. An artifact is something that was made or used by people in the past. The clay pot held water. The stone arrowhead was a tool used to cut food. Write a caption for each of the photographs on these pages.

# 1. Explain how the environment affected Native American life.

2. Imagine someone was studying your culture 500 years from now. Draw a picture of artifacts they would find.





• THINK • PAIR • SHARE How might these artifacts have been used? Discuss your answer with a partner.

NGSS Standards SS.3.A.1.1 Analyze primary and secondary sources. SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.





# **European Settlers**

As time went on, Europeans began exploring North America and the Caribbean. Soon, immigrants began moving to these areas from other countries.

#### Spain

The Spanish were the first Europeans to explore North America and the Caribbean. The Dominican Republic became a Spanish colony after Christopher Columbus landed there in 1492. The Spanish also settled in the United States, mainly exploring the Southeast, the Southwest, and Mexico. Signs of Spanish and Mexican influences are seen across the Southwest. For example, Spanish styles are still seen in many buildings in the region.

#### England

English explorers settled along the mid-Atlantic coast north into Canada. One of their first colonies—Jamestown, Virginia—was built along the banks of the James River. Settlers used the river water for drinking, bathing, and cooking. They also learned from Native Americans how to grow and harvest crops. The English brought many things with them to the United States, including their language. That's one reason we speak English today!



#### NGSS Standards SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

#### France

The French settled in two main areas of North America. The first was in Canada, along the Saint Lawrence River and in parts of Newfoundland. The other was along the Gulf of Mexico. Many French settlers stayed in the north, but some moved to what is now New Orleans, Louisiana. Here, their lives and customs mixed with those of Native Americans and Africans, who had also moved to the area. Today, some people speak French Creole, which has French, Native American, Spanish, and West African roots.



<u>Underline</u> examples of Spanish, English, and French influences on the culture of the United States.



#### **Moving West**

Most Europeans settled along the east coast and in the Midwest. Over time, more people began to travel farther west across North America. This presented a challenge. What forms of **transportation**, or ways of getting from one place to another, did people use?

Native Americans often traveled by foot to get to new locations. European explorers traveled to North America by boat. In the 1800s, many people used horses or wagons to get to their new homes. In the late 1800s, trains and automobiles were used. Today, many people travel by car or airplane. DID YOU KNOW?

In the Midwest, a trading post began near Lake Michigan. This trading post became the city of Chicago.



Year	Type of Transportation
1866	covered wagon
1869	cross-country railroad
1896	gas-powered car
1953	cross-country airplane
[	

## **Chartland Graph Skills**

Complete the chart to show what type of transportation you would use today to travel from Florida to the Caribbean.

# **Cultures Today**

People have been traveling to North America and the Caribbean for hundreds of years. Not all immigration was in the past. People continue to come here today. Read about the lives of these students. How does the environment influence their lives?

> PACIFIC OCEAN

I'm Sidney, and I live in Canada. Some people think that everyone in Canada lives out in the country and plays



ice hockey. That's not true! I live in a big city near water and mountains. One reason people live here is because it has the mildest climate in Canada. I can ski in the mountains one day, and take a boat ride the next day!

**NGSS Standards SS.3.G.4.1** Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.



Hudson

Bay

Ottawa

Tallahassee

Gulf of

Mexico

CANADA

Saltillo

MEXICO

Mexico City

UNITED STATES

My mom and I ride the horses every day to help keep them healthy. I also help with the daily chores, including cooking some of the yummy meals we make with the corn we grow! The land here is great for agriculture.



**ATLANTIC** 

**OCEAN** 

DOMINICAN Republic

PUERTO

(U.S.)

HAITI RICO

Washington, D.C.

BAHAMAS

Caribbean Sea

CUBA

JAMAICA

Kingston



2. Write a biography about your life in Florida.



I'm Tia, and I live in Jamaica. My whole world is surrounded by water! I like to go fishing with my parents. I help them make meals with the fresh seafood we catch. Our special recipe has been passed down through my mother's family for many years. I also like to paint the beautiful plants and animals of my island!

BananaStock/PunchStock



#### Essential Question How does the environment affect culture?

Go back to Show As You Go! on pages 54–55.



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# **Life in the United States**

Essential Question

How does diversity influence culture? What do you think? How well do you know your classmates? Find out more about people in your class. Ask questions such as, "What do you like to eat?" "What do you do when you're not in school?" or "What kind of music do you like?" Write the information in the boxes.

Classmate 1

	 	_

# Classmate 2\_

#### Words To Know

Write a word that you have seen that looks similar to the words below.

diversity

contribution

#### \*observe



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# Classmate 3\_\_\_\_\_

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# **Different Cultures, One Country**

Read over the information you wrote. Do all of your classmates like the same things? Probably not. That's because we have a lot of **diversity** in the United States. Diversity means to have influences from many different cultures. People across the United States have different interests in music, food, how they spend their free time, and many other things.

Where did this diversity come from? In the last lesson, you learned about the many immigrants who have come to the United States. They brought their cultures with them. These different languages, customs, food, and music contributed to the culture of the United States. A **contribution** is the act of giving or doing something. In this lesson, you will learn about many of the things that make up the culture of the United States. - THINK • PAIR • SHARE

Think about how you would answer the questions you asked your classmates. Share your answers with a partner.

MGSS Standards SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

Draw an example of something that has contributed to the culture of the United States.

A family celebrates Thanksgiving in the United States.



# **Beliefs and Customs**

Everywhere you look, you can see how other cultures contribute to American culture. Some customs have been brought to the United States by immigrants. Other customs were created right here. One example of an American custom is to say "hello" and shake hands when you meet someone.

In the United States, people **observe** different holidays based on their beliefs or culture. Some holidays we celebrate include Christmas, Rosh Hashanah, Kwanzaa, and Ramadan. These celebrations each have their own customs. These customs have mixed together to create a culture that we all share.

Thanksgiving is a holiday shared by many Americans. It began long ago, when Native Americans taught European settlers how to grow new crops. The settlers thanked God and the Native Americans for their help by asking them to share a meal. Today, we celebrate by sharing meals with family and friends each November.

Draw a picture of a custom you have.

<u>Underline</u> how Native Americans contributed to the first Thanksgiving.

NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

#### **Celebrations Across the Country**

Different cultures are celebrated in different parts of the country, too. For example, a Winter Carnival is held in Minnesota every year to celebrate the Midwest's cold weather. What other celebrations happen in the United States? Circle the ethnic groups that have contributed to the different celebrations in the United States. <u>Underline</u> their contributions.



The Corn Palace in South Dakota is decorated with thousands of cornstalks to celebrate the Midwest's farming history.



The Chinese New Year celebration in San Francisco, California, is the largest celebration of Asian culture in North America.



Some people in the Southwest participate in Native American ceremonies such as the Hopi Snake Dance or Rain Dance of Zuni.



Many people in the Southwest celebrate the Mexican holiday of Cinco de Mayo. This holiday honors the Mexican army's victory over French soldiers.



Many Irish immigrants settled in the Northeast. Today, people celebrate their Irish roots by attending parades held throughout the region on Saint Patrick's Day.



Mardi Gras celebrations were started in the Southeast by French settlers. Today, people celebrate this carnival with parades, floats, and colorful costumes.



Gumbo can be eaten as a soup or served over rice.

# Food and Shelter

What kinds of food do you eat? Fresh fruits and vegetables, corn, wheat, beef, poultry, and seafood are foods found across the United States. Immigrants brought foods with them, too. These foods mixed with traditional American foods to create another part of our culture. Do you like to snack on tortilla chips and salsa? Immigrants from Mexico brought these foods to the United States.

Some regions are known for certain kinds of food. Gumbo is a popular seafood dish in the Southeast. It is a blend of ingredients from French, Spanish, and Native American cultures. Cuban and other Caribbean foods are found in many places throughout Florida. A seafood dish known as sushi, originally found in Asian countries, is popular in the Northeast and West. Many foods in the Southwest are a blend of Native American and Mexican influences. And in the Midwest, many foods contain corn, wheat, or soy products grown in the region.

1. Why do you think Asian food dishes are popular in the Northeast and West?

- 2. What types of food do you eat?
- 3. What cultures influenced your food?

(t) Royalty-Free/CORBIS , (b)  $\otimes$  Ingram Publishing ot< Fotosearch



#### Housing

Our homes are another part of our culture. You've already learned that the types of homes people lived in long ago depended on the environment. The same is true today. Some people live in big cities. These urban areas are crowded and do not have a lot of open space. There are many buildings very close to each other. People usually live in apartments or townhouses. Miami is an example of an urban community.

Other people live in suburbs, which are communities near cities. Suburbs have their own kinds of homes. There, homes are usually farther apart than in a city. People also live in rural areas. Rural areas have many farms and open space. They also

have fewer people than the suburbs. Homes may be miles apart from one another. What kind of community and home do you live in?

Draw a picture of the type of home you live in.

NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.



Miami, Florida 🔻

Circle the African influences on American music. Underline the European influences on American music.





76

# Sights and Sounds

Every culture also has its own special music. When people move from one place to another, they bring the music they love with them. Africans who came to the United States, for example, brought their music with them. Jazz, blues, and ragtime are all kinds of music that grew out of African music.

Bluegrass is a type of folk music played on fiddles, banjos, and guitars. It traces its roots to immigrants from Ireland and Scotland who settled in the Appalachian Mountains. The Midwest is also known for its music. Cleveland, Ohio, disc jockey Alan Freed helped promote rock and roll in the 1950s. Detroit, Michigan, is famous for its soul music. Nashville, Tennessee, is the home of country music.

# Fun Facts about Music

- Jazz began in New Orleans, Louisiana.
- Hip-hop music began in New York City.
- Country music combines songs from cowboys in the West with folk music from the East.
- Zydeco, a musical style that uses an accordion, comes from the Cajuns of southern Louisiana.
- Rock and roll music began in the South., combining country, jazz, and African American rhythms.
- Soul music combines African American gospel songs with blues music.

What type of music do you listen to the most?

The Rock and Roll Hall of Fame is in Cleveland, Ohio. (t) Skip Bolen / Getty Images, (b) @ IndexStock / SuperStock

#### Things to See and Do

Do you love to play sports? Sports are an important part of a culture. Many sports are played throughout the United States. Lacrosse was created by Native Americans hundreds of years ago. It was probably North America's first sport. French settlers in Canada began playing it, too. Ice hockey may have developed from this Native American game. Baseball, soccer, football, and basketball are just some of other types of sports we play.

Where people live also affects what type of activities they do. Many people who live near mountains like to hike. People who live near the ocean often sail boats along the coast. In the Midwest, many people visit museums to see artifacts and fine art. In the West, many people camp and visit national parks. In warmer regions, people can visit theme parks and aquariums year-round.



In Florida, you can visit Walt Disney World (right) or play soccer with your friends (below).



# Helcome toFLORADABienvenidos a la FloridaBienvenue à la FloridaWillkommen in Florida欢迎您到佛罗里达州

#### DID YOU KNOW?

Native Americans used their language to help the United States during World War II. They spoke their language over radios so that enemy soldiers could not understand what was being said.

# **Languages and Stories**

Another way to learn about a culture is to study its language and stories. Did you know that many English words are based on the German language? English is the most widely spoken language in the United States. But we have many other languages as well! Spanish, French, Haitian Creole, Chinese, and Portuguese are just some examples of the languages people speak. Many of these languages were brought to the United States by immigrants.



You can learn about different cultures by studying poems, legends, and songs, too. Some stories are told to answer questions about people or events from the past. Others teach morals or lessons. No matter what kind of story is told, people can share their culture with others through stories.

# **Put It All Together!**

The United States has a very diverse culture. Some characteristics are the same across the country. Others are specific to each region. Complete the chart below with information you learned about each region. This chart will be useful as you read the rest of the unit! NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

Region of the United States	Notes About the Region's Culture
Southeast	
Northeast	
Midwest	
Southwest	
West	





Essential Question

How does diversity influence culture? What do you think? The people who live in Canada are called Canadians. Just like you, they are proud of their home! Read the poem below.

"My Own Canadian Home"

by E.G. Nelson

Though other skies may be as bright, And other lands as fair; Though charms of other **climes**<sup>1</sup> invite My wandering footsteps there, Yet there is one, the **peer**<sup>2</sup> of all Beneath bright heaven's dome; Of thee I sing, O happy land, My own Canadian home!

<sup>1</sup>climes climate <sup>2</sup>peer friend

What does this poem tell you about Canadians? Write your response, then share it with a classmate.

#### Words To Know

Write a number on each line to show how much you know about the meaning of each word.

- 1 = I have no idea!
- **2** = I know a little.
- **3** = I know a lot.
- \_\_\_\_ bilingual
- \_\_\_\_ cuisine
  - \_\_\_ \*style

NGSS Standards SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

#### networks

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# Who Are Canadians?

There are around 33 million people living in Canada. Native Americans make up over a million of these people. Native Americans lived in Canada for thousands of years before European settlers arrived. Some lived in coastal fishing villages. Others were hunters and gatherers. Still others created permanent settlements. Some Native Americans even lived in the icy Arctic. Today, Native Americans still live throughout the country.

But Native Americans aren't the only people living in Canada. Like the United States, Canada is home to people from Asia, Africa, Latin America, and many other parts of the world. Most of Canada's immigrants came from Europe. The French settled Canada in the 1600s. For over 200 years, they ruled much of the eastern part of the country. Later, the British gained control of Canada. Because of these influences from France and England, many Canadians today are **bilingual**. That means they speak two languages.



NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

A community on the French River in Prince Edward Island 🔻

How are the languages spoken in Canada similar to those spoken in the Southeast United States?

81

NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

# Living in Canada

Many immigrants have moved to Canada over the years. They brought with them many of the customs of their homelands. These different customs are a part of Canada's culture. Let's read about life in some of Canada's major cities.

#### Quebec

The city of Quebec was the first French settlement in Canada. It was built on the banks of the Saint Lawrence River. More than 500,000 people live in Quebec today. There are many French, African, and Asian **cuisines**, or styles of cooking, found throughout the city. One of Quebec's biggest attractions is the Winter Carnival. Visitors come to the city to see large snow sculptures and to visit the ice palace—a giant building made entirely of ice!

#### Montreal

Montreal is the second-largest city in Canada. It has the largest population of French-speaking Canadians. French culture is seen and heard throughout the city. Many festivals are held throughout the year to celebrate its French roots. The city is a major center of culture, education, and business as well.

#### Toronto

Toronto has the largest population of all Canadian cities. More than half of the city's residents were born in other countries. Some of this diversity is seen in Toronto's food. Many different cuisines are found in restaurants throughout the city. Toronto is also home to many businesses, theaters, and museums. It also has the CN Tower. This tower is 1,815 feet tall, which makes it the tallest free-standing structure in the Western Hemisphere!

How is Toronto similar to cities in the United States?

;) CEF/ Hubert Kang, (m) Rick Rudnicki / Getty Images, (bl) Royalty-Free/CORBIS







#### Ottawa

Ottawa is the capital of Canada. It is located in the province of Ontario, between Toronto and Montreal. One unique feature of the city is the Rideau Canal. This man-made waterway connects the city to Lake Ontario. During the winter, a 5-mile stretch of the canal becomes one of the longest skating rinks in the world!



#### Vancouver

(t) Kenneth Ginn /Getty Images, (m) Perry Mastrovito/Creatas/PictureQuest, (br) Alan Marsh / Getty Image:

Vancouver is a large city located on Canada's west coast. About one-third of the people living in Vancouver were born in other countries, including Asia and Europe. One reason people live here is because it has the mildest climate in Canada. This allows for outdoor activities year-round. People can ski, play soccer, and go kayaking all in the same day!

How does the United States compare to Canada? Choose one U.S. region and compare it to Canada in the diagram below.



#### NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.





NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

# Things to Do in Canada

There is much to see and do in Canada. Citizens and visitors can attend plays, museums, sporting events, and celebrations throughout the country, all year round.

#### **Sports**

During the winter, children enjoy ice skating, skiing, and ice hockey—the most popular sport in Canada. During the summer, Canadians spend much of their time outdoors. Lacrosse, water sports, and fishing are popular activities. They also play games such as baseball and soccer.

A

Circle the parts of Canadian culture that are similar to the culture of the Northeast United States.

CANADIAN

#### Traveling Through Canada

#### A train travels through Alberta, Canada 🔻

Like the United States, Canada is a big country. How do people get to different places? Long ago, boats and canoes were the only way people and goods could travel across Canada's lakes and rivers. Today, railroads and highways connect cities and towns. The Trans-Canada Highway stretches across the country from the east to the west coast. Other highways connect cities in Canada to the United States. And airplanes allow people to travel quickly around the country and the world.

#### Cuisine, Holidays, and the Arts

Since Canada's people are very diverse, so is the food! The **style** of traditional Canadian food is very similar to American food. Meat, seafood, fruits, vegetables, and grains are important ingredients. Cuisines from Europe, the Caribbean, and Asia are also found throughout the country. Canadians also enjoy many Native American foods, such as pan-fried bread.

Canadians celebrate holidays, too.



They celebrate Thanksgiving, much like we do in America. However, their celebration is in October, not November! They also celebrate Canada Day on July 1. This is a celebration of the day Canada became a country in 1867.

Canadians also enjoy theater and the arts. People can see plays at Ontario's Stratford Shakespeare Festival. Many movies and television shows are filmed in cities such as Toronto and Vancouver. Canadian art reflects both European and Native American influences. Many artists are inspired by the landscape of the country. Reading Skill Main Idea and Key Details Underline the key details that explain what types of food are found in Canada.



George Rose/Getty Images

<b>Essential Question</b> How does diversity influence culture?	
Go back to <i>Show As You Go!</i> on pages 54–55.	
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#### Lesson

# Life in Mexico

**2)** Essential Question

How does diversity influence culture? What do you think?

#### Words To Know

Find the definition for each word. Then write other words that come to mind when you think of each word.

civilization

generation

tradition

\*compare

NGSS Standards SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. Did you know that rocks can be used as a calendar? The early peoples of Mexico did! The Maya and the Aztec were two of the first civilizations, or developed communities, who lived in Mexico. The Maya built a pyramid out of rocks to track the seasons. The Aztec used a calendar stone. Even though these civilizations counted 365 days in a year just like we do, other parts were measured differently. There were 18 months in a year. Each month had approximately 20 days. These calendars were used to help plan for farming and predict the weather.



86

## There's More Online!

Hi, it's Emilio again! I went to Mexico last summer to visit my grandparents. I learned a lot while I was there!

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# The People of Mexico

The Maya and the Aztec did more than just use rocks to keep track of time. The Maya built houses, temples, and pyramids in southern Mexico. Mayan people still live in southern Mexico today. The Aztec founded many cities and towns. Their capital, Tenochtitlán, was built in the middle of a beautiful lake. This is where Mexico City is located today.

These civilizations lived alone until Spanish explorers came to the area that is now Mexico in the 1500s. The Spanish took control of the land and ruled for almost 300 years. As Spanish colonists moved there, they brought many things with them. Horses, donkeys, and oxen were new to Mexico. The Spanish also brought the wheel to Mexico. All of these helped with farming, especially with an important new crop—sugarcane. The Spanish also brought their language to the native people of Mexico. Today most people in Mexico still speak Spanish. In fact, it is the largest Spanish-speaking country in the world.

Underline the ways in which the Spanish influenced Mexico.



NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.





# Life Around the Country

Some people in Mexico still live in small villages. Most people live in cities and large towns. A lot of people live in Mexico City, the country's capital. More people live in this urban area than in any other Mexican city. Some people in Mexico City are immigrants. They moved from countries in Europe, Asia, and the Middle East. Because so many people live and work in this city, it's really crowded and has a lot of traffic. But it also has a lot of great places to visit, like museums and theaters. There are a lot of businesses and universities, too.

#### 1. How is life in Mexico City similar to life in the Southeast

**United States?** 

2. What region of the United States do you think is most

like Mexico? Why?

People live in other parts of the country, too. The people who live in the Valley of Mexico spend a lot of time outdoors because of the mild weather. People who live in the rain forest get their food from plants, and by hunting and fishing. They work hard to both enjoy and protect the resources of the rain forest. Fewer people live in Mexico's desert areas because it is hard to work and live there. There isn't enough water to grow crops, so farmers in desert villages and towns use pipes or ditches to bring in water from other areas.

#### Family

No matter where people live, family is very important in Mexico. Often, many **generations** live together or near each other. A generation is a group of people born and living around the same time. By living near each other, many generations of a family are able to spend time together and help each other. They also share stories and **traditions**. A tradition is a way of doing something that has been passed along by families for many years. Some traditions include celebrating holidays and cooking special meals. How does family life in Mexico **compare** to your family life in Florida?

Emilio's family made dinner to celebrate his visit.

#### Draw a picture of a tradition you share with your family.



A mariachi band is a group of musicians who play violins, guitars, and horns. 🗸

# The Culture of Mexico

The people of Mexico have many celebrations, too! One of the country's most important holidays is Independence Day. Every year on September 16, Mexicans celebrate gaining their independence from Spain. As in the United States, Mexicans also celebrate Cinco de Mayo. This holiday celebrates Mexico's victory over French invaders. Throughout the country, people participate in parades to honor the day.

An important part of any culture is the food. Have you ever eaten a tortilla? It is flat, thin bread made of corn or flour. Tortillas and other corn products are eaten daily in Mexico. Corn, beans, rice, and squash are foods found in many Mexican dishes. Vegetables such as avocados, tomatoes, and potatoes are other

ingredients commonly used in Mexican cuisine.

Music is also a part of Mexico's culture. Some musicians play songs on violins, guitars, and other instruments. Others play a type of music called *cumbia*. This music has Caribbean influences. It mixes flutes, drums, and maracas.

What parts of Mexican culture do you see in the United States today?

NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. Blend Images∕Getty Images

#### **The Arts and Sports**

Just like the United States, the arts and sports are a large part of the Mexico's culture. Many cities have colorful wall paintings called murals. Some murals were influenced by the Aztec and Mayan civilizations. Mexican ballet and theater groups perform throughout the country and around the world.

Sports are important in Mexico as well. Fútbol is the most popular sport in Mexico. We call it "soccer" here in the United States. Children and adults play fútbol in backyards, at school, and in large stadiums. Baseball is another popular sport. Do you play any of these sports?

How are Mexico and the United States similar?



During celebrations, some people wear large hats called sombreros. The hats help people stay cool by keeping the sun off of their faces.





**Essential Question** How does diversity influence culture?

Go back to Show As You Go! on pages 54–55.



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# Life in the Caribbean

Essential Question

How does diversity influence culture? What do you think?

Lesson

#### Words To Know

Find the definition for each word and write a synonym on the line. A synonym is a word that has the same or almost the same meaning.

#### heritage

\*include

#### recreation



# The People of the Caribbean

Almost 40 million people live in the Caribbean. Many of these people are a mix of European, African, Native American, and Asian **heritage**. Heritage is something handed down from the past, such as language or culture. Over the centuries, these heritages have blended together throughout the Caribbean.

The native people who lived in the Caribbean were the Taíno. Later, much of the Caribbean was settled by the French and Spanish. Many Africans were brought to

the islands as enslaved people to work for the settlers. Eventually, they were freed and continued to live on the islands. Over the years, Africans have added their traditions to the food, music, and arts of the region.



#### networks

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The Spanish, English, French, and Dutch founded colonies on many of the islands of the Caribbean. These colonies **include** Santo Domingo, the first permanent European settlement in the Caribbean. Many Asians also live in the Caribbean. Most came during the 1800s to work on sugarcane farms. They stayed and eventually formed their own communities.

In some Caribbean countries, people developed their own language. They combined parts of different languages from their home countries. One example is Haitian Creole, which is spoken in Haiti. It has French words but uses grammar from African languages. Other Creole languages in the Caribbean are based on English, Spanish, and Dutch. English and French are spoken throughout the whole region.

- 1. <u>Underline</u> the cultures that influenced life in the Caribbean.
- 2. How are languages spoken in the Caribbean similar to languages spoken in the Southeast United States?



**DID YOU KNOW?** Haiti became the first colony in the region to gain independence from France.

Nassau, Bahamas 🔻



#### Cuba

Cuba has the largest population in the Caribbean—about 12 million people. The government plays a big role in people's lives. Almost everyone works for the government. The government also pays for people to go to school and college. Sports and entertainment are important to Cubans, too. Cuba was the second country in the world—after the United States—to play baseball. The tango dance also has Cuban roots.



#### Jamaica

About 3 million people live in Jamaica. Most of the people are of African heritage, but European and American influences can also be seen around the country. Jamaica was first a Spanish colony. Then it became an English colony. English is the official language, but Spanish and other languages are also spoken. Reggae, a style of dance music that is popular in Jamaica, was influenced by blues music from the Southeast United States.



#### Dominican Republic

The Dominican Republic is where Christopher Columbus first landed in 1492. It later became a Spanish colony. Most of the people who live there today speak Spanish. Seafood, beans, rice, meat, vegetables, and plantains (a type of banana) are main ingredients in their food. Pottery making and weaving are popular art forms in the Dominican Republic.

Circle the American influences on Caribbean cultures.

#### NGSS Standards SS.3.G.4.2 Identify

**SS.3.G.4.2** Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. **SS.3.G.4.3** Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.



94

#### Bahamas

The Bahamas is influenced by native, African, and English cultures. It was first settled by English colonists looking for religious freedom. Africans were brought as enslaved people to work on cotton farms. Asian and Hispanic immigrants also live in the Bahamas. A lot of what the people of the Bahamas eat comes from the sea that surrounds them. African rhythms, Caribbean calypso, and English folk songs create a style of music that is unique to the Bahamas.



#### **Puerto Rico**

Almost 4 million people live in Puerto Rico. Many live in and around San Juan, the capital. European, African, Hispanic, and American heritages influence life in Puerto Rico. One unique characteristic of Puerto Rico is that it is a commonwealth of the United States. This means that Puerto Ricans are American citizens. They can travel between Puerto Rico and the United States just as easily as you can travel from Florida to another state in the United States.

Underline why Puerto Rico is similar to the United States.



NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

#### Haiti

Haiti is the first nation in the history of the world to be founded by formerly enslaved people. It declared its independence from France in 1804. Today, there are more than 9 million people living in Haiti. Most speak Haitian Creole or French. The food is influenced by the French, with many breads, cheeses, and desserts. Fresh fruit and vegetables are also eaten daily in Haiti. The country is still recovering from a huge earthquake that hit in 2010.





Underline how African culture influences the Caribbean.

# **Caribbean Culture**

The Caribbean's mild climate makes it a popular spot for **recreation**, or relaxing or playing for fun. Many people from all over the world take trips to the Caribbean every year. They can sail a boat, swim in the ocean, and take hikes around the different islands. These visitors, called tourists, are important to the people of the islands. Many people of the Caribbean earn a living while they share their culture with the tourists.

Holidays and celebrations are an important part of Caribbean culture. Across the Caribbean, a festival known as Carnival is celebrated in the winter months. People wear bright costumes and participate in street parades with colorful floats and different kinds of music. In Puerto Rico, the Merengue Festival is one of the region's most popular Latin music festivals. The Dominican Republic celebrates its Independence Day in February, while the Bahamas celebrates its in July.

Many Caribbean music styles are based on African music and rhythms. These styles also use drums. The steel drum is an instrument unique to the Caribbean. It used to be made out of empty steel oil containers. Today the drums play a wide range of sounds. How is the Caribbean similar to the Southeast United States?

NGSS Standards SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. The Caribbean also has unique food with many different influences. When people came to the area from Africa, they tried to recreate the foods of their homes. They had to swap out ingredients and spices for what they could find around them. This resulted in African recipes with Caribbean ingredients!

Like the United States, sports are popular in the Caribbean. Several countries have their own baseball leagues. Many players have left the region to play for professional teams in the United States. Dominoes and soccer are other games played throughout the Caribbean.



People playing dominoes in the Caribbean

# What sports are the same in the Caribbean and the United States?

#### NGSS Standards

**SS.3.G.4.3** Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.





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In each circle, give an example of how each group has contributed to the culture of the United States.





# **Unit Project**

Now it's time to share your story! Use the information from the unit to write and share a story about the cultures you have learned about. Use pages 54 and 55 to help you get started. Read the list below



to see what should be included in your story. As you work, check off each task.

Your story should	Yes, it does!
tell what country you are from and explain its culture.	
tell what region of the United States you moved to and explain its culture.	
compare and contrast your home country with your new home.	
give two examples of how you could contribute to the culture of your new home	
present information logically and completely.	

# Think about the Big Idea

**BIG IDEA** Culture influences the way people live.

What have you learned about how culture influences the way people live?

Read the article "What is Cultural Geography?" before answering Numbers 1 through 8.

# What is Cultural Geography?

by Aiden Smith

Why do some people listen to country music and other people listen to rock and roll? Why do some cultures think eating bugs is a delicacy, when others think it's gross? These are the types of questions that people who study cultural geography try to answer.

What is cultural geography? It is the study of how culture begins and changes as people move around the world. It is sometimes called "human geography." Some of the most important parts of cultural geography are art, music, language, and religion. How are physical geography and cultural geography different? Physical geography studies the land. Cultural geography studies how people are affected by the land.

Where people live has an effect on how they live. For example, the earliest civilizations were found near rivers. Rivers provided water for crops, for drinking, and for transportation. Today people who live near the rivers might catch fish and build ships for trade. The environment has changed how people live. People in these areas no longer use the water like they used to. Instead, they have figured out how to make their environment work for them. This has changed their lifestyle and their culture.

- What is the MOST LIKELY reason the author wrote the article "What Is Cultural Geography?"
  - It to explain the differences between physical geography and cultural geography
  - <sup>®</sup> to define cultural geography
  - © to define physical geography
  - to explain the similarities between physical geography and cultural geography

- 2 With which statement would the author MOST LIKELY agree?
  - People are not affected by their environments.
  - <sup>©</sup> Everyone needs water to live.
  - The study of people is more important than the study of land.
  - Physical geography is connected to cultural geography.


**3** Read this sentence from the article.

"Why do some cultures think eating bugs is a delicacy, when others think it's gross?"

If the word "gross" means disgusting, what does the word "delicacy" mean?

- <sup>(A)</sup> ple asure
- <sup>(B)</sup> ch oice
- © va riety
- D hor rible

4 How is cultural geography SIMILAR to physical geography?

- <sup>(E)</sup> They both study people.
- <sup>©</sup> They both study money.
- H They both study land.
- ① They both study government.
- **5** Which of the following is studied in cultural geography?
  - A mu sic
  - <sup>®</sup> ro cks
  - © st ars
  - <sup>D</sup> cu rrency

- 6 Which of the following is a type of question that MIGHT be answered by studying culture?
  - (E) When is your birthday?
  - <sup>©</sup> What do you eat?
  - $\oplus$  How old are you?
  - ① Are you a boy or a girl?
- **7** What is another term for "cultural geography"?
  - (A) ph ysical geography
  - <sup>(B)</sup> en vironmental geography
  - © an imal geography
  - <sup>D</sup> h uman geography
- 8 Why did early civilizations settle near water?
  - <sup>(E)</sup> Water built ships for people to sail in.
  - <sup>©</sup> Water provided a place for people to sleep.
  - (H) Water was used for drinking and cooking.
  - ① Water provided a place to grow crops.



# Economics



#### Economics affects people.

5

242

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ALL DONE DOIGH

You may not notice it, but economics affects us every day. Economics is the way people use money, goods, and services. How do we get the goods and services we want? Long ago people made or grew most of the things they needed. They also traded for things they wanted. Today we find most of our goods and services in stores or on the Internet. Then we buy them with money. In this unit, you will learn about how economics affects people. As you read, think about how economics affects you, too!

After Lesson 1 Circle in green the part of the advertisement that shows the item is scarce.

ENTRES

#### After Lesson 2

Circle in blue the part of the advertisement that shows that items can be traded.

## **After Lesson 3**

Circle in red the part of the advertisement that shows that currency is accepted.

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B 56313284

AND PRIVATE

There's More Online! Skill Builders Vocabulary Flashcards

102

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Show As You GO! Use the advertisement below to complete the activities on page 102. You can color in the advertisement, too! You will use these pages to help you complete a project at the end of the unit.

# Fold Pase Here Trade in Four Used Games for ONE SuperQuest

# **Reading Skill**

Common Core Standards RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

## Compare and Contrast Texts

When you compare and contrast texts, you can learn more about a topic. To compare means to see how things are alike. To contrast means to see how things are different. Sometimes people have different opinions on the same topic. Other times, the same information is presented in different ways.

Both texts are about the new camera. This is how they are alike.

This sentence shows how the texts are different. <u>Underline</u> another sentence that explains how things are different.



## **LEARN IT**

To compare and contrast texts:

- Look for ways the texts are alike. What information is the same?
- Look for ways the texts are different.
   What information is not the same?

**Product review:** The new Camera Shot 4000 is one of the best products on the market. It takes crisp, clear photographs every time you use it. The settings menu is easy to use, and the memory card stores up to 300 images. This is a great camera for everyone, even beginners!

**Blog entry:** I just bought the Camera Shot 4000. I had a hard time figuring out which setting to use. I also couldn't get the flash to work. My pictures turned out okay. Maybe I need to learn more about taking pictures before I use the camera again.



A graphic organizer will help you to compare and contrast texts. Fill in the chart below with the similarities and differences from the paragraphs on page 104.

Similarities	Differences

## APPLY IT

Read the paragraphs below. Circle the items that are alike. Underline the items that are different. Then answer the questions.

Web site: Farms in the United States produce a lot of food. Most farms grow crops or raise animals. Farms can have fields of crops, orchards of fruit, or land where animals graze. This food is sent to people around the world. Are there farms near you?

**Newspaper:** The cold weather has affected many of Florida's farms. Many plants, including oranges, have been covered with frost. The price of oranges in the United States has gone up. Orange shipments were also reduced due to the losses.



# Words to Know



Common Core Standards RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

economics (eh•kuh•NAH•miks) (p. 111)
<b>buyer</b> (BY • uhr) (p. 112)
<b>seller</b> (SEH • luhr) (p. 113)
<b>exchange</b> (ehks • CHAYNJ) (p. 113)
demand (dih • MAHND) (p. 118)
supply (suh • PLIH) (p. 118)
<b>scarcity</b> (SKEHR • suh • tee) (p. 119)
<b>currency</b> (KUR • ehnt • see) (p. 123)

## FOLDABLES

The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable.



- Draw a picture of what the word means.
- Write a description of the word in your own words.
- Write how the word is related to something you know.

<b>Economics</b> is the study of how people use money, goods, and services.	Write a sentence using the word economics.
A <b>buyer</b> is a person who gives money or	Circle the words that belong with the word <i>buyer</i> .
trades items for things he or she wants or needs.	sells gives goods buys symbol money
A <b>seller</b> is a person who takes money or other items in exchange for things he or she wants or needs.	Write a sentence using the word <i>seller</i> .
<b>Exchange</b> means to trade or give up one item for another item	Write a synonym for the word <i>exchange</i> .
<b>Demand</b> is the number of people who want or need something	Write a sentence using the word <i>demand</i> .
<b>Supply</b> is the amount of something that is available.	Circle two key words in the definition of <i>supply</i> . Write the words here:
<b>Scarcity</b> is when something is difficult to get or find.	What is one thing you want or need that is affected by scarcity?
<b>Currency</b> is a country's system of money.	Write two words that are examples of <i>currency</i> .

economics	economics
	buyer
seller	seller
exchange	exchange
demand	demand
supply	supply
scarcity	scarcity
currency	currency

# Secondary Sources

NGSS Standards SS.3.A.1.1 Analyze primary and secondary sources.

## Images

Secondary sources analyze primary sources to help us better understand people, places, or events. Paintings, biographies, and magazine articles are examples of secondary sources. We use them to learn more about our past.

Images such as paintings are a type of secondary source. These images tell us about events which happened in the past. Paintings are usually a secondary source because they are generally made after an event is over. They are also usually created by someone who wasn't at the event.

#### BO Document-Based Questions

Use the painting to answer the questions below.

bkgd) Wetzel

1. Why is this painting a secondary source?

#### Secondary Source

This painting shows the authors of the Declaration of Independence presenting the document to the Continental Congress. The painting is a secondary source because it was made 41 years after the event. Today the painting hangs in the U.S. Capitol. It is also on the back of the two-dollar bill.



# 2. What does this painting tell you about our country's history?

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# **Buyers and Sellers**

Essential Question

Lesson

How do people interact? What do you think? What does your family do when they need groceries? They probably go to the grocery store. What about if you want a new video game? Do you go to a store, or do you shop online? Today, we have many options to get what we need and want. Where do you do most of your shopping?

1. Imagine you owned a store. What would you sell?

#### Words To Know

Write a number on each line to show how much you know about the meaning of each word.

- 1 = I have no idea!
- **2** = I know a little.
- 3 = I know a lot.
- \_\_\_\_ economics
- \_\_\_\_ \*consider
- \_\_\_\_ buyer
- \_\_\_\_ seller
- \_\_\_\_ exchange

MGSS Standards SS.3.A.1.3 Define terms related to the social sciences. 2. Where would you get the items to sell in your

store?





**There's More Online!** 

## What Is Economics?

**Economics** is the study of how people use money, goods, and services. Why is it important to learn about economics? Because it affects you every day! **Consider** the things you will use today. Do you picture clothes, food, books, and computers? These items probably come from stores in your community. These stores are part of the community's economy. They are there to provide you and your neighbors with the things you want and need.

In the United States, people work together to make goods and provide services. In this lesson, you will learn about the people who buy and sell the goods you use every day. You will also learn how they work together to get people the things they want and need.

List three things you can buy from stores in your community.

- 1.
- 2.
- 3.



caption on this page. <u>Underline</u> the header on this page.

People shop at stores in Florida to buy the things they want and need.





Underline the text clues that help you understand what the word *useful* means.

NGSS Standards SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

## Who Are Buyers and Sellers?

This is Aaron. He's a **buyer**. That means he buys goods and services from other people. Goods are items such as food, books, or video games. A service is something useful that people do for others. When Aaron gets his hair cut or goes to the doctor, he is buying a service.

Where do buyers get goods and services? Everywhere! They buy them at the corner market, in big superstores, and even on the Internet. Buyers use money to pay for the goods and services they want.

Draw a picture of something you would like to buy.

#### What Is a Seller?

Dennis MacDonald / age fotostock

Who sells the items buyers want? People like Mrs. Mann, who is a **seller**. A seller is someone who sells goods and services to other people. Mrs. Mann owns a store. That's where she sells most of her products. She also sells them on the Internet. But sellers can be anywhere! People don't just sell goods, either. They also sell services. Sometimes sellers **exchange** goods for other items. To exchange means to swap or give up one item for another item. But sellers usually exchange goods or services for money.

- 1. Circle the buyers in the picture in red.
- 2. Circle the sellers in the picture in green.
- 3. What do you think the buyers are buying?

Mr. Smith owns a farm. He and his family grow apples to sell to other people at the farmers' market. Mr. Smith is a seller. Mr. Smith needs help to run his farm.
He buys services from people who pick the apples, put them in boxes, and load them onto trucks. He also buys goods such as ladders, trucks, and boxes.
Mr. Smith is also a buyer!

#### THINK • PAIR • SHARE

Think back to the store you imagined owning. In this store, are you a buyer, a seller, or both? Discuss your answer with a partner.

NGSS Standards SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

## **Buyers and Sellers**

Let's take a closer look at how buyers and sellers interact, or work together. Look at the pictures on these pages. Mr. Smith runs a farm that grows apples. On his farm, he interacts with sellers to buy ladders, trucks, and boxes. At the market, he sells apples to buyers. He interacts with buyers to exchange his goods for their money. Later, at a music store, Mr. Smith interacts with Mr. Timmons. Mr. Timmons is a seller, and he sells a guitar to Mr. Smith.

So we can see that Mr. Smith is both a buyer and a seller. When Mr. Smith is at the farmers' market, he is a seller and interacts with buyers. When he buys items for his farm or a guitar for his son, he is a buyer and interacts with a seller.



Go back to Show As You Go! on pages 102–103.

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# **Scarcity and Trade**

#### Essential Question

How does scarcity affect trade? What do you think? In the last lesson, you read about buyers and sellers. Aaron is a buyer. He wants to buy the new SuperQuest video game, but it has been sold out for weeks!

#### Words To Know

Write what you think each word means on the lines.

demand \_

supply \_

scarcity \_

\*product \_\_\_\_

trade \_\_\_\_\_

NGSS Standards SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.



## **Reading Skill**

#### Analyze Visuals

Use the picture to explain what is happening on these pages.

116

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Aaron is bummed because none of the stores have any games left to sell.

GA

SUPE

Poor Aaron! Right now he's asking Mrs. Mann if she knows when the game will be available.

What would you do if you wanted to buy something and it was sold out?

DUEST

<u>Underline</u> the words that tell what *demand* means. Circle the words that tell what *supply* means.

## Supply, Demand, and Scarcity

Unfortunately for Aaron, the SuperQuest game is very popular right now. A lot of people want to buy it, and the stores don't have enough for everyone who wants one. The **demand** for the video game is high. Demand is the number of people who want or need something. This helps us understand why Aaron can't find the video game.

Another problem is that the factory didn't make enough SuperQuest games for everyone who wants one. This means that the **supply** of the video game is low. Supply is the amount of something that is available. Now we see why SuperQuest is so hard to find! A lot of people are buying the game, so demand is high. The factory didn't make very many games, so the supply is low. Aaron is learning a tough lesson in economics—you can't always buy what you want when you want it.



When there is a low supply of an item, we say the item is scarce. **Scarcity** is when an item is difficult to find or get. When a **product** that you want to buy is scarce, you have to make choices. The people selling the scarce product might charge a high price for it. Do you pay the high price? Or do you wait until the price goes down? Maybe you decide not to buy the product at all!

Another choice might be to **trade** for the item you want. To trade means to give one item in return for something else. When things are scarce, people may trade with each other for items they want or need.

Imagine that you have a SuperQuest game that you will trade with Aaron. Draw what you would accept from him in return.



#### NGSS Standards SS.3.E.1.1 Give examples

of how scarcity results in trade. **SS.3.E.1.3** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.



#### **Products Traded in the United States**



## **Map and Globe Skills**



#### - DID YOU KNOW?

In addition to oranges, Florida grows more limes, grapefruits, tangerines, and tangelos than any other state! What information can you learn from this map?

## **Trade in the United States**

Trade isn't just for toys and video games. Our state of Florida trades for products, too! Florida is known for growing citrus fruits, such as oranges. Because oranges grow well in Florida, people can easily find them in our stores and markets.

But other products are not as easy to find in Florida. They are scarce. How do we get these scarce items to Florida? We trade for them! We sell the products we have, and we buy the products we need. So while we eat products such as cheese, wheat, or beef from other states, people in those states eat oranges grown in Florida.

#### **Resources and Trade**

We trade for scarce resources, too. One example of a scarce resource is oil. It is only found in certain areas of the world, and there is a limited supply. We use oil for many different things, including gas for our cars and trucks. Florida has very little oil, so we have to trade with other states—or even other countries—to get this scarce resource.



## Florida Orange Facts

- Florida grows 75% of the oranges in the United States.
- Oranges are called "seedless" when they have five seeds or less.
- 40% of all orange juice in the world comes from Florida oranges.
- Most oranges float, but oranges with a lot of sugar in them sink!



# Currency in North America and the Caribbean

#### ) Essential Question

Why is money important? What do you think? You've learned that most people use money when they buy or sell products. Money has many **characteristics** that make it easy to use. A characteristic is a **feature** that helps us identify something.

Money comes in paper bills and metal coins. It is small and easy to carry in your pocket. This makes it portable. Money is also divisible, which means it can be divided into smaller amounts. Money will not fall apart easily, either. This means it's durable. Finally, money is recognizable. When you look at money, you know how much it is worth and what country it's from.

#### Words To Know

Circle the words you know. Put a **?** next to the words you don't know.

characteristic

\*feature

currency

symbol

NGSS Standards SS.3.E.1.2 List the characteristics of money. <u>Underline</u> the characteristics of money.

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**There's More Online!** 

Every country in the world has a money system called **currency**. Currency is different from one country to the next. The names of the bills and coins are different. For example, in the United States, we call paper money "dollars." In Mexico, paper money is called "pesos."

Currency also comes in different amounts, depending on which country it is from. You can trade one country's currency for another country's currency, too. This way, people all over the world can buy, sell, and trade with one another.

#### Make a list of ways to use money.



Fun Factors • A U.S. dollar bill can be folded more than 4,000 times before it will tear. • A coin can last around 30 years. weigh nearly 500,000 pounds!

(t) U.S. Mint, (b)) The McGraw-Hill Companies - Inc., (tr) Ilene MacDona Alamy, (br) The McGraw-Hill Companies - Inc., (br) Ted Foxx / Alamy, (br) Stuwdandorp / Alamy, (br) The McGraw-Hill Companies - Inc.

NGSS Standards SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

## **Currency Used in North America**

The different currencies used in North America and the Caribbean all have some characteristics in common. They all have **symbols** on them. A symbol is a picture that represents something else. They also have words or numbers that tell you how much the currency is worth. But each currency has features that make it recognizable to each country. Let's take a look!

#### The United States

Paper currency in the United States is called "dollars." These paper bills are all the same size, but they are worth different amounts. The \$1 bill. which has a

picture of our first President on it, shows the number "1." This means that it is worth one dollar.

U.S. coins come in different values, too. Unlike paper bills, coins come in different shapes and sizes. Coins show a person on the front and a building or animal on the back. The value is written on the coin, too.





#### Canada

The paper currency in Canada is also called "dollars." Canadian paper bills are the same shape and size, but they are different colors. The fronts of the bills show important people in Canada's history. The backs show different symbols of Canada.

Canadian coins come in different colors and sizes, too. The coins have a picture of a person on the front. On the back are pictures of different plants or animals found in Canada. The value of each coin is also written on the back.



#### Mexico

Paper currency in Mexico is called "pesos." Pesos are the same size and shape, but they come in different colors. They have pictures of people and places that symbolize Mexico's history. Presidents, leaders, and even artists are featured on pesos. A number on the bill shows its value.

Most Mexican coins are called *centavos.* They come in different shapes and colors. They have a golden eagle on one side. The golden eagle is the national symbol of Mexico. There are also coins for 1, 2, 5, and 10 pesos. All of the peso coins have rings of steel around them.

Banco de México

#### the same currency as those European ents, countries. Other island countries are controlled by Britain. These countries joined currencies to create the East

How can you recognize East Caribbean currency? East Caribbean coins show a picture of the British queen on one side. The front of all East Caribbean paper bills also show a picture of the queen. The other side shows the value, when the currency was made, and the words "East Caribbean States." Some East Caribbean coins also have a picture of a boat on them.

Some Caribbean islands were settled by

European countries. These islands use

## **Reading Skill**

#### **Compare and Contrast**

Quinientos Pesos

Circle the characteristics that show how these four currencies are similar. <u>Underline</u> the characteristics that show how they are different.

# The Caribbean has

Caribbean dollar.

many kinds of currency.



MGSS Standards SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

## Match the Money

How well do you know the currency used in North America and the Caribbean? Match each bill or coin by drawing a line from it to the country or region where it is used. Good luck!



## **Create Your Own Currency**

Now it's your turn to create a currency! Imagine that you have been asked to create a coin which will be used only in Florida. In the space below, use what you have learned about currency to design your coin. Be sure to include pictures or symbols that represent Florida in your design.







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There's More Online!
Games Assessment

The underlined word in each sentence is incorrect. Cross out the incorrect word. Then replace it with the correct word from the list below.

buyer	demand	economics
seller	supply	trade

1. <u>History</u> is the study of the way people use money, goods, and

services.

- Mr. Smith is a <u>farmer</u> because he exchanges the goods he grows for people's money at the market.
- The SuperQuest video game was in high <u>supply</u> because many people wanted it.
- Aaron is a <u>student</u> because he spends his money on things he needs or wants.
- Aaron will <u>break</u> four of his video games for one SuperQuest game.
- **6.** If the SuperQuest factory had made more video games, the price would have been higher.





## **Unit Project**

Think about what you have learned about economics in this unit. For your unit project, create your own advertisement. You can choose to sell anything you want. Use pages 102 and 103 to review what you've learned and apply it to your project. Read the list below to see what should be included in your advertisement.

#### Your advertisement should...

Yes it does!

show what good or service you are selling.	
encourage people to buy your product.	
explain what currency you will accept for your product.	
explain what you want in trade for your product.	
use at least two vocabulary terms from this unit.	
be colorful and fun!	

## Think about the Big Idea

**BIG IDEA** Economics affects people.

What have you learned about how economics affects people?

Read the article "Trading with Other Countries" before answering Numbers 1 through 6.

# **Trading with Other Countries**

by Adam Jones

Buyers and sellers in the United States work together to make goods and provide services. But we cannot make everything we need, so we have to trade with other countries. We trade the goods and services we have for the goods and services we need.

The United States sends its goods and resources to countries all over the world. It also brings in goods and resources from other countries. This system of trade helps the economies of all countries.

Florida plays an important part in the economy of the United States. It trades goods including fruit, phosphates, and machine parts to countries around the world. In return, Florida receives wood from Canada, oil from Africa, and computers and other machines from Japan.



- 1 By reading the article and looking at the map, you can tell that Canada trades
  - $\bigcirc$  oi l.
  - <sup>®</sup> c lothing.
  - © co mputers.
  - $\bigcirc$  wo od.
- 2 Which sentence from the article tells the main idea?
  - © Florida plays an important part in the economy of the United States.
  - <sup>©</sup> We trade the goods and services we have for the goods and services we need.
  - $\oplus$  The United States sends its goods and resources to countries all over the world.
  - ① Buyers and sellers in the United *States work together to make goods* and provide services.
- 3 How is the system of trade in Florida SIMILAR to the system of trade in the **United States?** 
  - A They both trade goods with countries around the world.
  - <sup>®</sup> They both trade services with Canada.
  - © They both trade goods with buyers in Japan.
  - D They both trade goods with sellers in Italy.

4 Which of the following helps the economies of countries around the world?

- (F) oi 1
- <sup>©</sup> bu yers
- $\oplus$  pr oducers
- ① tr ade
- 5 What is the MOST LIKELY reason the author wrote this article?
  - (A) to explain how Florida produces goods
  - <sup>®</sup> to explain why the United States trades
  - © to explain what goods Florida trades
  - to explain how goods are transported during trades
- 6 Which product does the United States ship to other countries?
  - (F) oi 1
  - <sup>(G)</sup> pho sphates
  - $\oplus$  co mputers
  - () wo ol



# Government and Civics



Rules provide order.

Think about the rules you must follow each day. Why do we need rules? How would things be different if we didn't have rules? The laws of our country can be a lot like the rules we follow at home or in school. In this unit. you will learn why government is needed and how it is organized. You will learn about the leaders of our country, of Florida, and of your community. You will also learn that a leader's values and beliefs can affect our laws. How can your values and beliefs affect the laws in your community?

> **There's More Online!** Skill Builders Vocabulary Flashcards

▲ United States Capitol in Washington, D.C.

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Show As You Go! After you read each lesson, use this page to record important information that you learned. You will use these notes to help you complete a project at the end of the unit.



# **Reading Skill**



#### **Common Core Standards**

**RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

## **Cause and Effect**

As you read about social studies, you will learn about things that happened in the past. Thinking about causes and effects will help you understand events you read about. A cause is why something happens. An effect is what happens.

> This is a cause. It tells why something happened. Find another cause and circle it.

> > ||||||

## **LEARN IT**

- To find a cause, ask, "Why did it happen?"
- To find an effect, ask, "What happened?"
- Look for words such as *because, as a result,* and *so.* These words often link causes and effects.
- A citizen felt the intersection of Main Street and Palm Avenue was not safe.
   So, she talked to local government
   about putting a stop sign on the corner. People can safely cross the street now because traffic must stop at the stop sign.

The words "as a result" and "so" are clue words. These words often link causes and effects. Find another clue word and draw a box around it.

> This effect tells you what happened. Find another effect and underline it.



A graphic organizer can help you understand the relationship between causes and effects. Fill in the chart with causes and effects from the story on page 134.

Cause	Effect	
L		

# APPLY IT

- Review the steps for finding causes and effects in the Learn It section.
- Read the paragraph below. Then circle the causes and <u>underline</u> the effects in the passage.

A wind storm blew through Sanford on Friday. Mrs. Silva needed help to remove a tree in her yard because the tree was damaged during the storm. Mrs. Silva could not remove the tree alone. So, volunteers came to help her clean up and remove the tree on Saturday.



# Words to Know



Common Core Standards RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

- **government** (GUH vuhrn muhnt) (p. 141)
- **Constitution** (kahn stuh TOO shuhn) (p. 147)
- **President** (PREH zuh duhnt) (p. 147)
- **mayor** (MAY uhr) (p. 150)
- citizen (SIH tuh zuhn) (p. 152)
- civility (suh VIH luh tee) (p. 158)
- volunteer (vah luhn TIHR) (p. 160)
- **cooperation** (koh ah puh RAY shuhn) (p. 162)



The **Foldable** on the next page will help you learn these important words. Follow the steps below to make your Foldable.



#### • Draw a picture of the word.

its meaning:

- Write a description of the word.
- Write how the word is related to something you know.

and establish this 6





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A <b>government</b> is all the people who run a community, state, or country.	Write a sentence using the word government.
The <b>President</b> is the leader of our country.	<b>Circle the words that belong with the word</b> <i>President.</i> map nation street metal cause leader
The <b>Constitution</b> is the plan for our nation's government.	Write a sentence using the word <i>Constitution</i> .
A <mark>mayor</mark> is the leader of a local government.	Write a sentence using the word <i>mayor</i> .
A <b>citizen</b> is a person who is a member of a community, state, or country.	Describe a citizen in your own words.
<b>Civility</b> is showing respect and kindness.	Write a synonym for the word <i>civility</i> .
A <b>volunteer</b> is a person who chooses to do a job without getting paid.	List two places in a community where people volunteer.
<b>Cooperation</b> is working together to meet goals.	Write about a time you used cooperation.

government	government
President	President
Constitution	Constitution
mayor	mayor
citizen	citizen
civility	civility
volunteer	volunteer
cooperation	cooperation

NGSS Standards SS.3.A.1.1 Analyze primary and secondary sources.

Sources

# **Documents**

Documents are an important primary source. They tell us about the laws and agreements people made in the past. You can use documents to understand more about our laws and our government. One way to study documents is to read them. You can also use video or audio recordings to listen to what was written in a document.

In this unit, you will learn about our government's documents. One of these documents is the Preamble—the beginning of the U.S. Constitution. It is important because it explains what our government is supposed to do. As you read, think about when and why the Preamble was written. Why do you think it is an important document?

# DBC

### RO Document-Based Questions

Read the Preamble on the right. Then complete the activities below.

- 1. Circle the words that explain who wrote the Preamble to the Constitution.
- 2. How can reading documents help you learn more about our laws?

### Primary Source

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.

> —The Preamble of the U.S. Constitution

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# Lesson Government

**Essential Question** 

Why is government important? What do you think?

### Words To Know

Draw a symbol on each line to show how much you know about the meaning of each word.

- ? = I have no idea!
- $\blacktriangle$  = I know a little.
- $\star$  = I know a lot!
- government
- representative democracy

\*establish

NGSS Standards SS.3.A.1.3 Define terms related to the social sciences. SS.3.C.1.1 Explain the purpose and need for government.

# **Rules and Laws**

Have you ever been in a classroom discussion where everyone was talking at once? Maybe you had something you wanted to say, but nobody was listening. Or maybe you couldn't hear because of all the noise. It's hard to pay attention when we all talk at once. It is a lot easier to discuss things when people take turns speaking. Classroom rules help us have better discussions. They also help us get along in other ways at school.

What is one rule that would change how students are acting in this picture?



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Communities have rules, too. These rules are called laws. Laws come from our **government**. A government is all the people who run a community, state, or country. Governments make laws to keep communities safe, healthy, and organized. What rules do you follow to stay organized at school?

The people pictured on this page are following laws. Write why each law is needed below each picture.



Draw a picture of you following a law.







# **Safety and Services**

You know that cars must stop at red lights and may only drive ahead on green lights. That's a law the government created. What would happen if drivers did not obey this important law? People might have accidents and get hurt.

Traffic signs show laws, too. A driver must stop his or her car at a red stop sign. A yellow sign with a person in a crosswalk shows drivers that people may be crossing the road ahead. Our government creates these signs and laws to help protect people. These laws promote safety and organization.

-TRAFFICLIGHT FACTS!

Driving through a red light can cost a driver over \$300!

How long a yellow light stays lit depends on the speed limit.

Green doesn't mean "go" it means "cross with caution."

THINK • PAIR • SHARE

Think about how your street sign would keep people safe and organized. Share your ideas with a partner. Like traffic lights, street signs help us stay safe. Design your own street sign below. Our government doesn't just promote safety and organization by creating laws. It also provides many different services. Police officers keep streets, highways, and neighborhoods safe. Firefighters protect us and our property from fire damage. City workers clean our streets and collect garbage, which helps to keep us healthy. Just imagine what our lives would be like if trash piled up in the street!

Some government services help people do work or improve their lives. The United States Postal Service delivers our mail all over the world. Public libraries across our country provide access to information. They are paid for by our government. Public schools are provided by the government, too, to make sure everyone gets an education! Write the service that is being provided on the line below each picture.





# **Reading Skill**

### Meaning of Words

*Promote* is a word that means to support or put forward. What is one rule you could promote in your school?



How do the people choose their leaders? Write it on the arrow!

# **People Power**

It might seem like our government makes all the laws, and the people don't have any say. But that isn't true! In our country, the government gains its power from the people. How does this work?

When the Founders of the United States were creating a new government, they decided the government should be run by the people. The government they created is a **representative democracy**. In a representative democracy, the people vote for a group of leaders. These leaders represent the people. They **establish** the rules and laws for everyone to follow.

### **Get Out and Vote**

Now we know that government leaders are elected by the people. But how do they keep their jobs as leaders? If people think their leaders are doing a good job, they vote for them again. If people think their leaders are doing a bad job, they vote for someone else. One day, you will be able to vote. The people you vote for will make laws that affect you! What would our government be like if the people didn't elect their leaders?



Today almost every legal resident of the United States who is 18 or older can vote.



# Lesson Three Levels of Government

**Essential Question** 

How are people governed? What do you think?

### Words To Know

Circle the words you know. Put a **?** next to the words you don't know.

Constitution

\*entire

President

supreme

governor

mayor

NGSS Standards SS.3.C.1.1 Explain the purpose and need for government. SS.3.C.3.1 Identify the levels of government (local, state, federal).

# Working for the People

In the United States, there are three levels of government. We have local government, state government, and federal government, which is government for the whole country. Each level of government has its own leaders who are elected by the people.

Local governments are needed to make laws for our communities. Local governments include counties, such as Broward, or cities, such as Tampa. Like Florida, every state has its own state government. Florida's state government is found in our state capital—Tallahassee. The federal government is in our nation's capital—Washington, D.C.

Draw a line to match each level of government to its correct location.

- Federal Government • Tampa
- Local Government • Florida
- State Government • Washington, D.C.



### A Plan for Government

Our country's first leaders wanted to establish a plan for our national government that would keep people safe and free. So, they wrote the United States **Constitution**. This document contains the most important laws that everyone in our country must follow. It also explains how the government is organized. The Constitution says that our **entire** country is to be led by a leader called the **President**. The laws in the Constitution also protect our basic freedoms, or rights. Here are some of our rights found in the Constitution:

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### - DID YOU KNOW?

The U.S. Constitution was written in 1787. It is the oldest Constitution still in use by any country in the world.

- The right to practice any religion.
- The right to meet peacefully in groups.
- The right to say what we think.
- The right to write what we think.
- The right to be treated fairly under the law.

Local and state governments must protect these rights. This is because the U.S. Constitution is the **supreme** law of the land. The word *supreme* means the most important. This means the U.S. Constitution includes laws that everyone in the United States must follow.

**Reading Skill** 

ndestablish

• Ask and Answer Questions How was the government of the United States established?

NGSS Standards SS.3.C.1.1 Explain the purpose and need for government. SS.3.C.1.3 Explain how government was established through a written Constitution. SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.

# **State Government**

Each state has its own constitution, too. State constitutions are a lot like the U.S. Constitution. All state constitutions have to follow the laws in the U.S. Constitution. However, each state has its own needs that might be different from the needs of the country. Because of this, each state constitution has rules and laws that are special for that state. For example, the Florida Constitution has special rules about the Everglades.

State constitutions say that every state should have a **governor**. The governor is the leader of a state and has many different jobs to do. The governor of Florida makes sure Florida's state laws are followed and decides how to spend state money. The governor decides how much money to spend on programs that help make Florida a better place to live, work, and play.



NGSS Standards SS.3.C.3.1 Identify the levels of government (local, state, federal). SS.3.C.3.3 Recognize that every state has a state constitution. People in communities pay taxes. A tax is money paid to the government. State governments collect taxes, too. This money pays for services provided by Florida's government. These include keeping highways safe and clean. States also run health

### programs and state colleges. We are lucky because the state also gives cities and towns money to help buy books and software for their local schools!

State governments also work to protect the environment. States set aside land to preserve natural resources or to protect plants and animals. This means houses or other buildings cannot be built on the land. Florida's state parks, such as the Suwannee River Wilderness Trail, are places where visitors can see wildlife and enjoy the outdoors. State parks are run and paid for by state governments.

Match the numbers on each picture with the correct Florida state service.

Highway Maintenance

State Parks

Public Education





NGSS Standards SS.3.C.1.1 Explain the purpose and need for government. NGSS Standards SS.3.C.1.1 Explain the purpose and need for government. SS.3.C.3.1 Identify the levels of government (local, state, federal). SS.3.C.3.2 Describe how government is organized at the local level.



# Local Government

Who hires fire fighters and police officers? And who makes sure that the trash is picked up and checks that the traffic lights work? Your local government does all these things! Local governments are made up of the people who run a county, city, or town. Local government is the level of government that most closely affects our everyday lives.

The leader of a city or town is usually called a **mayor**. Mayors make sure that local laws are followed. They work to solve problems that affect their community. They also decide how a community's tax money is spent. People who live and work in a community pay taxes to local governments. Local governments then use the tax money to pay for the services the community needs. They hire people to pave roads, collect trash and recyclables, and run libraries and parks.



### Local Government in Action

Lesson

netw**orks** 

The mayor and other city leaders decide how money should be spent. This diagram shows some of the services local governments provide. Use these words to label the diagram.

traffic safety parks fire protection libraries road repair

local museums

Go back to *Show As You Go!* on pages 132–133.

**Essential Question** How are people governed?

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# Lesson Local Government in Florida



### **Essential Question**

How are people governed? What do you think?

### Words To Know

Circle the words you know. Underline the words you don't know.

citizen

\*method

council

- legislative branch
- executive branch
- judicial branch

NGSS Standards SS.3.C.1.1 Explain the purpose and need for government. SS.3.C.3.1 Identify the levels of government (local, state, federal). SS.3.C.3.2 Describe how government is organized at the local level.

# **Solving Problems**

This is Jill. She is a third-grade student who lives in Tampa, Florida. Tampa is one of the largest cities in our state. Jill is a **citizen** of Tampa. A citizen is a person who is a member of a community, state, or country. Citizens often work with their local government to solve problems in their city.

Jill has a problem that only the local government can fix. Read her story and see how each branch of Tampa's local government helps her with her concern.



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Traffic laws help keep this intersection safe.

# **Reading Skill**

Analyze Visuals What details in the picture show traffic laws?

Like the intersection above, the corner where Jill's school bus stops is very busy. Jill thinks her bus stop is not safe. Cars drive by without stopping. Crossing the street near her bus stop is very dangerous.

Jill talks about the problem with her father. Jill and her father think a stop sign will make the corner safer. It is a law that cars must stop at a stop sign. But Jill and her father cannot put a stop

sign up on their own. One **method** for improving community safety is to talk to local government.



Draw a picture to show what happens next.





# What the People Want

First, Jill and her father talk to their neighbors. They explain the problem. They ask their neighbors to sign a petition to give to the local government. A petition is a special letter that many people sign. The petition says that people want a stop sign at the corner near Jill's bus stop.



Next, Jill and her father go to a city **council** meeting in Tampa. A council is a group of people who make the laws for a community. The city council is the **legislative branch** of local government. The legislative branch makes the laws. Some cities have a city commission instead of a council, but they do the same kind of work.

The city council often meets to talk about city problems. The council makes laws to help solve these problems. The people of the city must follow the laws.



Like Tampa, Miami Beach has a city council.

Citizens may speak about

problems at council meetings. Jill is going to speak at today's council meeting. She wants to explain the problem in her neighborhood and ask the council for a stop sign.

# **Reading Skill**

### **Point of View**

Jeff Greenberg ∕ PhotoEdit

A point of view is what the author is trying to explain or describe. Sometimes our opinion can be different from that of another person. Write the point of view of someone who does not agree with Jill.



# **Getting Things Done**

The city council listens to Jill's speech. They read the petition other citizens have signed. Then they talk about the problem. The city council decides to hold a vote on the new stop sign. Every member of the council votes to approve Jill's plan!

The mayor is at the city council meeting. As you learned in Lesson 2, mayors carry out local laws. Mayors are in the **executive branch** of local government. The executive branch makes sure laws are followed. After Jill's plan is approved, the mayor makes sure the new stop sign is placed.

Write what the mayor will tell city workers.

Today, cars must stop at the stop sign by Jill's bus stop. People who don't stop are breaking a law. They must pay a fine or go to court. Courts are part of a local government's **judicial branch**. The judicial branch decides if a law has been carried out fairly.

Courts are run by judges. Each county, like Hillsborough in Florida, has a county court. If a police officer stops a car for driving by Jill's stop sign without stopping, the court will decide if the driver was breaking the law. The state of Florida has courts, too. State courts are called circuit courts.

Thanks to Jill, it is now safer to cross the street by her bus stop. Jill is glad that her local government helped her solve a problem in her community. What problems can you help solve in your community?

In the chart, write the main task of each branch of government.



Lesson 3

networks

Essential Question How are people governed?

Go back to Show As You Go! on pages 132–133.

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# **Good Citizens**

Essential Question

How do people affect communities? What do you think?

### Words To Know

Draw the symbol next to each word to show how much you know about the meaning of the word.

- ? = I have no idea!
- ▲ = I know a little.
- $\star$  = I know a lot.
- \_\_\_\_ civility
- \_\_\_\_ \*conduct
- \_\_\_\_ volunteer
- \_\_\_\_ cooperation
- \_\_\_\_ civic virtue

NGSS Standards SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

# Being a Good Citizen

In the last lesson, you read about how Jill is a good citizen. She helped get a new law passed in her community. The new law will keep people safe. People in her community must obey the new law. Obeying laws is one way to be a good citizen.

Good citizens can help people in many other ways. We can help others at home, at school, or in our communities. You will learn more about helping others in this lesson.

- 1. Think about the picture below. Fill in the speech bubble with what a good citizen might say.
- 2. **Civility** means showing respect and kindness. How does your **conduct** show civility?



### Responsibility

When citizens follow rules and laws, they are showing responsibility. You are responsible when you follow rules at home or in school. Some rules and laws are made to keep us and others safe. It is everyone's responsibility to follow laws in their communities.



Andrew listens carefully when his teacher asks a question. He raises his hand when he knows the answer. Andrew is showing responsibility by following classroom rules.



Jenna walks her dog in the dog park. She keeps her dog on a leash. Jenna is showing responsibility by following park rules.

Look at this sign about skateboarding. Explain how this law keeps people in the community safe.





 These citizens are helping their community.

# **Making a Difference**

You can make a difference at home, at school, or in your community. As you learned, showing responsibility is one way to be a good citizen. Voting for our leaders is a way to be a good citizen, too! Voting is a way for people to be involved and to make a difference. If you are a citizen, you will be able to vote one day. Remember, the people you vote for will make the laws that affect you.

Another way people can be involved and make a difference is to **volunteer**. A volunteer is a person who chooses to do a job without getting paid. People can volunteer to do many different things. Volunteers clean up neighborhoods and parks. Some volunteers collect canned food for local food banks. A food bank is a place that helps people who don't have enough to eat.



Underline who will make the laws that affect you.

MGSS Standards SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Maya wanted to volunteer to make a difference in her community. Read below to find out how Maya organized a book drive to collect books for a local hospital.



First, I asked the principal if I could organize a book drive at school. Together we decided our slogan for the book drive would be "A Good Book Is Good Medicine."



Next, my friends and I made posters and decorated boxes. We wanted people to know we were collecting books for Children's Hospital.



Finally, I sorted the books and took them to Children's Hospital. I made a big sign to say thank you to everyone who donated books to my book drive.

> Draw a picture that shows Maya giving books to children at the hospital. Write how Maya feels about being a volunteer.



We cooperate by taking turns.



# **Working Together**

Think about Maya's book drive. Maya and her principal shared their ideas to create a slogan for the book drive. To make posters and decorate boxes, Maya and her friends had to share glue and markers. Sharing ideas and supplies are examples of **cooperation**. Cooperation means working together to meet goals.



In this lesson, you learned about **civic virtues**. Civic virtues are people's actions that show civility, responsibility, and cooperation. As you have learned, being a volunteer is a civic virtue, too.

There are groups in Florida that work with volunteers. Habitat for Humanity Orlando is a volunteer organization that builds houses. Families who do not have the money to build their own house help the volunteers. The family and the volunteers cooperate to build the new house together.

## **Reading Skill Cause and Effect** <u>Underline</u> the effect of people working together.

Volunteers work together for Habitat for Humanity. 🔻



NGSS Standards

**SS.3.A.1.3** Define terms related to the social sciences. **SS.3.C.2.1** Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

What civic virtues do you have?





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1. legislative branch

3. state constitution

**5.** representative democracy

6. local government

7. cooperation

8. volunteer

**4.** government services

2. civility



Write a letter on each line to match the words and phrases with their descriptions. Then write each word or phrase in the correct box it belongs in below.

- **A.** a form of government where people vote for their leaders
- B. the group of government leaders who make laws
- **C.** working together to meet goals
- **D.** someone who does a job without being paid
- E. to show respect and kindness
- F. the people who run a county, city, or town
- **G.** police officers, firefighters, public libraries, and public schools
- H. document which contains the rules and laws for Florida

Government	Good Citizens

▷ Jeff Greenberg / PhotoEdit



# **Unit Project**

Imagine that you have been elected to the class government. Your job is to write a new constitution for your class. What rules will you include? Who are the leaders, and what are their roles? Use the information you



learned in this unit to help you write your constitution. Before you begin writing, look back at pages 132 and 133 to review your notes. As you work, check off each task.

# Your constitution should...Yes, it does!explain why rules are needed.identify the leaders in your school.describe the roles of those leaders.explain the rights of administrators, teachers, and students.explain how those rights are protected.promote civility, volunteerism, and cooperation.

# Think about the Big Idea

**BIG IDEA** Rules provide order.

What have you learned about how rules provide order?

Read the article "Checks and Balances" before answering Numbers 1 through 5.

# **Checks and Balances**

by Marcus Hatch

The government of the United States is divided into three branches. Each branch has its own job to do. The legislative branch (Congress) is in charge of making laws. The executive branch (the President) is in charge of carrying out the laws. The judicial branch (Supreme Court) makes sure the laws follow the Constitution. But each branch also has some power over the other branches. This system, called "checks and balances," was set up by the Founders to ensure that all parts of the government work together for the good of the American people.

How does this system work? Each branch is checked by the other two in different ways. For example, the President can say "no" to a bill passed by Congress. This is called a veto. But, Congress can override that veto if they have enough votes. In addition, the Supreme Court may check Congress by stating that a law is unconstitutional. The power is balanced because members of the Supreme Court are selected by the President. In addition, Congress has to approve the President's choices for the Supreme Court.

- 1 What is one responsibility of the legislative branch?
  - (A) to make sure the laws follow the Constitution
  - <sup>®</sup> to carry out the laws
  - © to make laws for the country
  - <sup>(D)</sup> to lead the military

**2** Read this sentence from the article.

"In addition, the Supreme Court may check Congress by stating that a law is unconstitutional."

What is the meaning of the word *unconstitutional?* 

- <sup>(E)</sup> ill egal
- <sup>©</sup> br oken
- $\ensuremath{\textcircled{}}$  al lowed
- $\bigcirc$  ex treme

- **3** What is the purpose of this article?
  - $\circledast\,$  to explain the role of the Founders
  - to explain how checks and balances work
     work
  - © to explain the role of the legislative branch
  - to explain how the United States' government is set up
- Who is the leader of the executive branch?
  - $\textcircled{\sc E}$  a member of Congress
  - <sup>©</sup> the President of the United States
  - $\oplus\;$  the Founders of our country
  - $\bigcirc$  the Supreme Court
- 5 What is the system that ensures government works together called?
  - (A) ve to
  - <sup>®</sup> un constitutional
  - © carrying out laws
  - D checks and balances

- 6 How does the legislative branch check the executive branch?
  - It can say "no" to a bill passed by the judicial branch.
  - <sup>©</sup> It can state that a law is unconstitutional.
  - It can select someone to serve on the Supreme Court.
  - $\bigcirc$  It can override a veto.
- Why does the U.S. government have a system of checks and balances?
  - (A) to prevent the government from spending too much money
  - It to make sure each branch works together
  - © to keep the executive branch from carrying out laws
  - to make sure the judicial branch has the most power
- 8 How are the executive and judicial branches ALIKE?
  - $\ensuremath{\mathbb{E}}$  They have checks over Congress.
  - <sup>©</sup> They can veto a law passed by Congress.
  - Their members are chosen by Congress.
  - ① They are more powerful than Congress.

# **Reference Section**

Atlas	R1
Geography and You	R1
Dictionary of Geographic Terms	R2
Florida: Political	R4
Florida: Physical	R5
United States: Political	R6
United States: Physical	R7
North America: Political	R8
North America: Physical	R9
World: Political	R10
World: Physical	R12
Glossary	R14
Index	R19





# **Geography and You**

Geography is the study of Earth and the people, plants, and animals that live on it. Most people think of geography as learning about cities, states, and countries, but geography is far more. Geography includes learning about land, such as mountains and plains, and bodies of water, such as oceans, lakes, and rivers.

Geography includes the study of how people adapt to living in a new place. Geography is also about how people move around, how they move goods, and how ideas travel from place to place.

# **Dictionary of Geographic Terms**

7

**1** BAY Body of water partly surrounded by land

16

- **2 BEACH** Land covered with sand or pebbles next to an ocean or lake
- 3 CANAL Waterway dug across the land to connect two bodies of water
- CANYON Deep river valley with steep sides
- **5 CLIFF** High steep face of rock

1

6 COAST Land next to an ocean

DESERT A dry environment with few plants and animals

11

6

17

10

20

8

21

- 8 GULF Body of water partly surrounded by land; larger than a bay
- 9 HARBOR Protected place by an ocean or river where ships can safely stay
- HILL Rounded, raised landform; not as high as a mountain
- **ISLAND** Land that is surrounded on all sides by water



- **12** LAKE Body of water completely surrounded by land
- 13 MESA Landform that looks like a high, flat table
- **14 MOUNTAIN** High landform with steep sides; higher than a hill
- **15** OCEAN Large body of salt water
- **16 PENINSULA** Land that has water on all sides but one

- **17** PLAIN Large area of flat land
- **18 PLATEAU** High flat area that rises steeply above the surrounding land
- **19 PORT** Place where ships load and unload goods
- 20 RIVER Long stream of water that empties into another body of water
- 21 VALLEY Area of low land between hills or mountains






### **United States: Political**



#### **United States: Physical** BAHAM ATLANTIC Cape Cod National capital OCEAN State boundary Mountain peak Highest point Lowest point Interational boundary MD DE Delaware Bay -Chesapeake Bay ME Washington, D.C. Cape Hatteras Long Islan MANNA 80°W Straits of Flor ۲ • • Tampenee NIV Florida Keysler ADIRONDACK MOUNTAINS 70 LOASTAL 3 UBA WV&VA. SILVATIA PA OH ALLEGHENY OH MOUNTAINSS MLEGHENY FL PLATEAU Š Chattaboochee R. GREAT Obio Lake Huron KY Gulf of Mexico IW ZI Z Mobile GULF COASTAL PLAIN Piner Bay Mississippi River Delta 901V ake Superior qsvqvM Lake Michigan MS North PLAINS River H 3 TERIOR PLAINS MO Galveston Bay CENTRAL K Lake of the Woods PLATEAU MESABI MOUNTAINS OUACHITA Tropic of N Mississippi IA Ζ Missouri R OK Red Rive Rive ton P Brazos S Ν A EDWARDS A PLATEAU Platte Colo\_ ZE KS R XL G 100°W na Kea Hawaii 13,796 ft. (4,205 m) → APikes Peak CO 14,110 ft. (4,301 m) QN SD Maui 400 miles 200 miles Mo HAWAII Molokai 100 200 kilometers BLACK Kahoolawe , 161 ft. .011 m) Lanai 400 kilometers 8,749 ft (2,667 r Oahu River 399 m) 100 00 Kauai PACIFIC OCEAN MN S 8 200 SALT LAKE I Kings Peak DESERT & 13,528 ft. C UT W (4,123 m) Z EXI Niihau MT DNTIMENTAL eys Peak 200 A D O PLATEAU X COLOR Gila River CANADA (Yukos H SONORAN DESERT 0 110<sup>6</sup>W GREAT R Great Salt 140°W Rive 400 miles 9 NBIA PLAT 200 400 kilometers Gulf of California Gulf of Alas 363 ft. (2,549 m) EA 200 BASI NV MOJAVE **OCEA** t. St. Helens 150°W > Mt. Whitney ESERT BROOKS RANGE COL 2 ▲ (4,418 m) Death Valley -282 ft. (-86 m) ALASK 0 0 20,320 ft. WA **1t.** McKinlev (6.194 m) AD ACHEIC Mt. Sha VALLEY OCEAN P C CTIC SIERRA Channel Islands Aleutian Islands **ZASCADE** V Bering E Sea S 14,410 ft. 7 7 0 9 N Ś 120<sup>b</sup>W A Я Francisco Bay 170°W San-Mendocino



## North America: Physical



## World: Political





## World: Physical





This Glossary will help you to pronounce and understand the meanings of the vocabulary terms in this book. The page number at the end of the definition tells where the term first appears. Words with an asterisk (\*) before them are academic vocabulary words.

#### A

agriculture (A • grih • kul • chuhr) growing crops and raising animals (p. 64)
arable land (A • ruh • buhl LAND) land that is good for growing crops (p. 34)
arid (A • ruhd) very dry (p. 40)
artifact (AHR • tih • fakt) something that was made or used by people in the past (p. 65)

#### B

bilingual (by • LIHN • gwuhl) someone who speaks two languages (p. 81)
buyer (BY • uhr) a person who gives money or trades items for things he or she wants or needs (p. 120)

#### С

```
characteristic (kare • ehk • tur • IS • tik) a feature that helps us identify something
(p. 122)
citizen (SIH • tuh • zuhn) a person who is a member of a community, state, or country
(p. 152)
civic virtue (SIH • vihk VUHR • choo) an action that shows civility, responsibility, and
cooperation (p. 163)
civility (suh • VIH • luh • tee) showing respect and kindness (p. 158)
civilization (sih • vuh • luh • ZAY • shun) a developed community (p. 86)
climate (KLY • muht) the weather of a place over a long period of time (p. 21)
*compare (kuhm • PEHR) to see how things are alike (p. 89)
*conduct (KAHN • duhkt) behavior (p. 158)
*consider (kuhn • SI • duhr) to think about (p. 111)
```

#### Constitution — frame

**Constitution** (kahn • stuh • TOO • shuhn) a written plan for our government (p. 147) **continent** (KAHN • tuh • nuhnt) one of the largest areas of land on Earth (p. 11) **contribution** (kahn • truh • BYOO • shuhn) the act of giving or doing something (p. 71) **cooperation** (koh • ah • puh • RAY • shuhn) working together to meet goals (p. 162) **council** (KAUWN • suhl) a group of people who make the laws for a community (p. 155) **cuisine** (kwih • ZEEN) style of cooking (p. 82) **culture** (KUL • chuhr) a way of life shared by a group of people (p. 62) **currency** (KUR • ehnt • see) a country's system of money (p. 131)

#### D

**demand** (dih • MAHND) the number of people who want or need something (p. 126) **distortion** (dih • STAWR • shuhn) when an object loses its original size and shape (p. 11) **diversity** (duh • VUHR • sih • tee) to have influences from many different cultures (p. 71)

#### E

**economics** (eh • kuh • NAH • miks) how money, goods, and services are produced and used (p. 119)

elevation (eh • luh • VAY • shuhn) the height of land above sea level (p. 17)

**\*entire** (ehn • TY • uhr) all or whole (p. 147)

**\*establish** (ih • STA • blish) to create, make, or form (p. 144)

**exchange** (ehks • CHAYNJ) when you trade or give up one item for another item (p. 121) **executive branch** (ihg • ZEH • kyuh • tihv BRANCH) the branch of government that makes sure laws are followed (p. 156)

#### F

\*feature (FEE • chur) a characteristic (p. 122)\*frame (FRAYM) a support or structure (p. 64)

#### generation — locate

#### G

**generation** (jeh • nuh • RAY • shuhn) a group of people born and living around the same time (p. 89)

**geography** (jee • AH • gruh • fee) the study of Earth and the way living things use it (p. 10)

**government** (GUH • vuhrn • muhnt) all the people who run a community, state, or country (p. 141)

governor (GUH • vuhrn • uhr) leader of a state government (p. 148)

#### Η

heritage (HEHR • uh • tihj) ways of life handed down from the past (p. 92)
history (HIS • tuh • ree) a study of events of the past (p. 64)
humidity (hyoo • MIH • duh • tee) the amount of water vapor in the air (p. 45)

#### 1

\*include (in • KLOOD) to cover or contain (p. 93)

### J

**judicial branch** (joo • DIH • shuhl BRANCH) the branch of government that makes sure laws are carried out fairly (p. 157)

#### L

\*label (LAY • buhl) to mark or tag (p. 22)

landform (LAND • fawrm) a shape on Earth's surface (p. 16)

**legislative branch** (LEH • juh • slay • tihv BRANCH) the branch of government that makes laws (p. 155)

\*locate (LOH • kayt) to find (p. 32)

#### maritime climate — representative democracy

#### Μ

maritime climate (MEHR • uh • tym KLY • muht) climate controlled by a large body of water, such as an ocean (p. 46)
mayor (MAY • uhr) the leader of a local government (p. 150)
\*model (MAH • duhl) a small copy of something (p. 10)
\*method (MEH • thud) a plan for doing (p. 153)

0

**\*observe** (uhb • ZUHRV) to witness or celebrate (p. 72)

P

\*pattern (PA • tuhrn) a set of qualities that is repeated (p. 46)
peninsula (puh • NIHN • suh • luh) an area of land nearly surrounded by water (p. 39)
phosphate (FAHS • fayt) a mineral farmers use to help crops grow (p. 23)
plateau (pla • TOH) a high, flat area of land (p. 39)
President (PREH • zuh • duhnt) the leader of our country (p. 147)
\*product (PRAH • duhkt) a good or item (p. 119)

#### R

\*recall (rih • KAWL) to remember (p. 40)
recreation (reh • kree • AY • shuhn) the act of relaxing or playing for fun (p. 96)
region (REE • juhn) an area on Earth with common features (p. 21)
representative democracy (reh • prih • ZEHN • tuh • tihv dih • MAH • kruh • see)
a government where the people vote for a group of leaders (p. 144)

#### satellite image — volunteer

#### S

satellite image (SA • tuh • lyt IH • mihj) a picture of Earth taken from space (p. 44)
scarcity (SKEHR • suh • tee) when something is difficult to get or find (p. 127)
seller (SEH • luhr) a person who sells goods or services to other people (p. 121)
\*style (STY • uhl) a way in which something is created (p. 85)
supply (suh • PLIH) the amount of something that is available (p. 126)
supreme (suh • PREEM) the most important (p. 147)
symbol (SYM • buhl) a picture that represents something else (p. 124)

#### Т

trade (trayd) when you give one item in return for something else (p. 119)

**tradition** (truh • DIH • shuhn) a way of doing something that has been passed along by families for many years (p. 89)

**transportation** (trans • puhr • TAY • shuhn) a way of getting from one place to another (p. 67)

tundra (TUHN • druh) a treeless plain where only grasses and mosses can grow (p. 34)

#### V

vegetation (veh • juh • TAY • shuhn) plants that grow in an area (p. 21)
volunteer (vah • luhn • TIHR) a person who chooses to do something without getting paid (p. 160)

# Index

This index lists many topics that appear in the book, along with the pages on which they are found. Page numbers after an m refer to a map. Page numbers after a p refer to a photograph or picture. Page numbers after a c refer to a chart or diagram. Page numbers after a g refer to a graph.

#### Α

Africa and Africans, mll, 76, 92, 97 African Americans, 76 Agave, 40 Agriculture and arable land, 7, 34 of Canada, 34 of the Caribbean, 47, p47 definition of, 64 of Mexico, g40, p40, 87, p87, 89 of the Midwest region, 27 of Native Americans, 64 of the Northeast region, 24 of the Southeast region, 22, p22 of the West region, 30 Airplanes, 67 Alaska, 30, 31 Alligators, p4 Antarctica, mll Appalachian Mountains, 76 Arable land, 7, 34 Arctic Ocean, mll Arid conditions. 7.40 Arrowheads, 61, p61 Artifacts definition of, 59, 61, p61 of Native Americans, p61, 65, p65 Asia, mll Asian culture, p73, 74, p74 Atlantic Ocean, m11, 25 Australia. mll Automobiles, 67 Aztec, 86, 87

#### B

Bahamas about, 94, *p94* as commonwealth, 15, 44 holidays in, 96 location of, *m15, p44* natural resources of, *c48* Baja Peninsula, 38 Bananas, *p40* Bar graphs, *g41* Barrel cactus, *p40*  Bauxite, *c48* Bay of Fundy, 36, *p36* Bilingual, 81 Bluegrass, 76 Blues music, 76 Buyers, 107, 112–15, *p113, p114–15* 

#### С

Cacti, 40, p40 Cajuns, 76 Calendars, 86 Canada, 32-37, 80-85 agriculture of, 34 bilingualism in, 81 borders of, 15, m15 climate of, 34 cuisines in, 85 cultures of, 68, 80-85, p82, p83, p84 currency used in, 124, p124 and European settlers, 66 geography of, 32-37, m33, p33, p34, m35, p36 holidays in, 85 landmarks of, 25, 36–37, p36, p37 maps of, m15, m16, m17, m33, m35, m68 Native Americans of, 64, 81, 85 natural resources of, 25, 35, m35, g41 and Niagara Falls, 25 population of, 81, 82-83 sports of, 77, 84, p84 theater and arts in, 85 traveling through, 84, p84 vegetation of, p32-33, 34, p34 Cape Henry Lighthouse, 23, p23 Caribbean, 44-49, 92-97 agriculture of, 47, p47 borders of, 15 climate of, 45, 46, *p46* cultures of, 69, 92-97, p94-95, p96, p97 currency used in, 125, *p125*, *p126* and European settlers, 66, m67 food in, 97 geography of, p44, 44-49, p46, p47, c48, p49 holidays in, 96, p96 islands of, 44, p44, 94-95, p94-95 landmarks of, 49, p49 languages of, 93 maps of, m15, m17, p44

#### Carnival — England

music in, p96 Native Americans of, 64, 65 natural resources of, 48, c48 sports and games in, 97, p97 and tourism, 96 vegetation of, 47, p47 Carnival, 96, *p96* Central Plateau, Mexico, 39, p39 Characteristics, 122 Chicago, Illinois, 67 Chinese New Year, p73 Christmas, 72 Cinco de Mayo, p73, 90 Circuit courts, 157 Cirque de Soleil, 82 Citadel in Haiti, 49 Cities, 75, p75 Citizens, 158-63 definition of. 137. 152 responsibilities of, 159 volunteering of, 160-61, p160, p161, 163 working together, 162–63, p162 City councils, 155, p155 Civic virtues, 163 Civility, 137, 163 Civilizations, 59, 86 Cleveland, Ohio, p76 Climate of Canada, 34 of the Caribbean, 45, 46, p46 definition of. 7. 21 maritime climates, 46 of Mexico, 40 of the Midwest region, 26 of the Northeast region, 24 of the Southeast region, 22 of the Southwest region, 28 of the West region, 30 Coal, 23, 35 Cocoa, c48 Coffee, p40 Colorado River, 28 Columbus, Christopher, 66 Constitution, U.S. definition of, 137, 147 Preamble to, *p136*, 139 as supreme law, 147 Continental Congress, p109 Continents, 11 Contributions, 59, 71 Cooperation, 137, 162, 163 Copper, 29, 35, 41 Copper Canyon, 42 Corn Palace, p73

Councils, 155, p155 Country music, 76 County courts, 157 Courts, 157 Cuba, 44, p44, c48, 94, p94 Cuisines, 59, 82 Culture. 62–69 of Canada, 68, 80–85, *p82, p83, p84* of the Caribbean, 69, 92-97, p94-95, p96, p97 definition of. 59. 62 and environment, 68-69 and European settlers, 66–67, p66 of Mexico, 68, 86-91, p86, p87, p91 of Native Americans, 64-65, p64, p65 of the United States, 69, 70-79, p72-73, p76, p77, p78 Currency, 107, 122-27

#### D

Death Valley, 30, *m30* Declaration of Independence, *p109* Demand, 107, 118 Devils Tower, Wyoming, 31, *p31* Distortion, 7, 11, *p11* Diversity, 59, 71, 79 Documents, 139, *p139* Dominican Republic about, 94, *p94* and European settlers, 66 holidays in, 96 landmarks of, 49 location of, 44, *p44* natural resources of, *c48* 

#### Ε

Eastern Sierra Madre, Mexico, 39 **Economics** buyers, 107, 112-15, p113, p114-15 currency, 107, 122-27, p124-25, p126 definition of, 107, 111 demand, 107, 118 exchange, 107, 113 resources, m120, 121 scarcity, 107, 119, 120-21 sellers, 107, 113–15, p113, p114–15 supply, 107, 118-19 trade, 119, 120-21 Education, 143, 149 El Angel monument in Mexico City, 43, p43 Elevation definition of, 7, 17 elevation maps, 17, m17, m39 in Mexico, c40, 41 England, 66, 81, 93

#### **R20**

#### Environment — Jamaica

Environment, 68–69, 149 Equator, *m11* Ethnic groups, 62 Europe, *m11*, 66–67, *m67* Everglades as Florida landmark, 23, *p23* location of, *m18* as wetlands area, 4 Exchange, 107, 113 Executive branch of the government, 156, *p157* 

#### F

Family life, 89 Farming. See agriculture Federal government, 146, 147, c150 Fish. c48 Florida and the Caribbean, p44 climate of. 22 Everglades, 4, *m18*, 23, *p23* local government in, 152–57 maps of, *m9*, *m12*, *m18* Native Americans of, 65 state government in, 146 vegetation of, 22, p22, p23 Folk music, 76 Fractional scales, 19 France, 66, p73, 81, 93 French Creole language, 66

#### G

Gateway Arch, 26, p26-27 Generations, 89 Geography of Canada, 32-37, m33, p33, p34, m35, p36 of the Caribbean, p44, 44–49, p46, p47, c48, p49 definition of, 7, 10 of Mexico, m39, 38-43, p38-39, c40, p40 See also maps; regions of the United States Glen Canyon Dam, 28, p28 Globes, 10-11, p10 Gold, 35, 41 Golden Gate Bridge, 31, p31 Goods. 112. 113 Gospel music, 76 Government and citizens, 158-63 definition of, 137, 141 executive branch of, 156, p157 federal government, 146, 147, c150 judicial branch of, 157, p157 legislative branch of, 155, p155, p157 local government, 146, 150–51, p150–51, 152–57, p155, p157 representative democracy, 144–45, *p144*, *p145* rules and laws in, 140–41, *p141* safety promotion of, 142–43, *p142–43*, *c150* services of, 143, *p143*, 149, *p149*, *c150* state government, 146, 148–49, *c150* and taxes, 149, 150 Governors, 148 Grand Canyon, 28 Grasslands, 27 Great Lakes, 26, 32 Great Plains, 27, *p32–33* Gulf of California, 38 Gulf of Mexico, 28, 39, *m39*, 66 Gumbo, 74, *p74* 

#### Η

Habitat for Humanity, 163, p163 Haiti about, 94, *p94* landmarks of, 49 language of, 93 location of, 44, p44 natural resources of, c48 Hawaii. 30 Heritage, 59, 92 Hip-hop music, 76 Hispaniola, 44, p44 Historical maps, 9, p9 History, 64 Holidays, 72, p72-73 Horseshoe Falls, 36, p36 Housing, 75, p75 Humidity, 45 Hurricanes, 46, p46



Ice hockey, 77 Immigrants in Canada, 81, 82 cultural contributions of, 72, *p73*, 74, *p74* from Europe, 66–67, *p66*, *m67* languages of, 78, *p78* and Mexico, *m67*, 74, 88 modern immigration, 68 Indian Ocean, *m11* Ireland and the Irish, *p73*, 76 Iron ore, 27, 35



Jamaica about, 94, *p94* climate of, 45

#### Jamestown, Virginia — Natural resources

culture of, 69 location of, 44, *p44* natural resources of, *c48* Jamestown, Virginia, 66, *p66* Jazz, 76 Judges, 157, *p157* Judicial branch of the government, 157, *p157* 



Kwanzaa, 72



Lacrosse, 77 Lake Ontario, p33 Landforms, *m16*, 16, 21 Landmarks of Canada, 25, 36–37, p36, p37 of the Caribbean, 49, p49 definition of, 21 of Mexico, 42-43, p42, p43 of the Midwest region, 26, p26–27, m27 of the Northeast region, 25, m25, p25 of the Southeast region, 23, p23 of the Southwest region, 28, p28 of the West region, 31, p31 Laws, 140-41 Legislative branch of the government, 155, p155, p157 Local government executive branch, 156, p157 judicial branch, 157, p157 legislative branch, 155, p157 problem solving through, 152–57 roles of, 146, 150-51, p150-51 Louisiana, 76

#### Μ

Mangroves, 5, p5 Maps, 10-19 distortion in, 11 elevation maps, 17, m17 and globes, 10–11 historical maps, 9, m9 physical maps, 16, m16 political maps, 15, m15 population maps, 18, m18 scale of, 19 scope of, 12-13 world maps, m11 Mardi Gras, p73 Maritime climates, 46 Maya, p43, 86, 87 Mayors, 137, 150

Mexico, 38-43, 86-91 agriculture of, m40, g40, p40, 87, p87, 89 art and music of, 90–91 borders of, 15, m15 Cinco de Mayo celebration, p73 climate of, 40 culture of, 68, 86-91, p86, p87, p91 currency used in, 125, *p125*, *p126* early civilizations in, 86, 87 elevation levels in, m39, c40, 41 family life in, 89 food in, 90 geography of, 38-43, m39, p38-39, c40, p40 holidays in, 90 and immigrants, *m67*, 74, 88 landmarks of, 42-43, p42, p43 life in, 88-89 maps of, m15, m16, m17, m38-39, m68 Native Americans of, 64 natural resources of, 41, g41 population of, 87 and Spanish explorers, 66, 87 sports of, 91, *p91* vegetation of, 40-41, p40 Mexico City, 87, 88 Miami, Florida, p75 Midwest region of the U.S., m26, 26-27, m27, 76 Minnesota, 73 Models, 10 Money. See currency Montreal, Canada, 82, p82 Monuments, 26 Mount Denali, Alaska, 31, p31 Mount Rushmore, 26, p26 Mount Waialeale in Hawaii, 30 Music, 76 "My Own Canadian Home" (Nelson), 80

#### Ν

Native Americans and American culture, 72, *p73*, 77 artifacts from, *p61*, 65, *p65* of Canada, 64, 81, 85 cultures of, 64–65, *p64*, *p65* and European settlers, 66 foods of, 64, 65, 85 homes of, 64, *p64*, 65 language of, 78, *p78* sports of, 77 Natural gas, 35 Natural resources of Canada, 25, 35, *m35*, *g41* of the Caribbean, 48, *c48* 

Index

#### Netherlands — Soul music

of Mexico, 41, *g*41 of the United States, 23, 25, 27, *m*27, 29, 30, *g*41 Netherlands, 93 New Orleans, Louisiana, 66, *p*66, 76 New York City, 76 Newfoundland, 66 Niagara Falls, 25, 36 Nickel, 35, *c*48 North America currencies used in, 124–25, *p*124–25 maps of, *m*11, *m*13, 15, *m*15, 16, *m*16, *m*17, *m*67 Northeast region of the U.S., *m*24, 24–25, *m*25

#### 0

Oceans, 11 Oil, 29, 35, *p35*, *g41*, 121 Olympic rain forest, 30 Orange trees and oranges, *p22*, 120, *m120*, 121 Ottawa, Ontario, 37, 83, *p83* 

#### P

Pacific Coast. 30 Pacific Ocean, mll Parliament Hill, 37, p37 Peninsulas, p38 Phosphate, 23, p23 Physical maps, 16, m16 Pine trees. 28 Plateaus, 39, p39 Popocatépetl volcano, p38 Population maps, 18, m18 Preamble of the Constitution, p136, 139 Precipitation, 24 Presidents, 137, 147 Prickly pear, 40 Primary sources artifacts, 61, p61 documents, 139, p139 historical maps, 9, m9 Puerto Rico about, 94, p94 celebrations in. 96 commonwealth status of, 15, 44, 95 landmarks of, 49 location of, m15, p44 natural resources of, c48 Pyramids, 43, *p86* 

#### Q

Quebec, Canada, 82, p82

#### R

Railroads. 67 Rain, 24 Rain forests, 30, p34 Ramadaan, 72 Recreation, 96 Regions of the United States, 20-31 about, 21, m21 definition of, 21 map of, *m21* Midwest region, m26, 26-27, m27, 76 Northeast region, *m24*, 24–25, *m25* Southeast region, m22, 22-23 Southwest region, m28, 28-29, m29, 66, p66, p73 West region, m30, 30-31 Representative democracy, 144-45, p144, p145 Responsibilities, 159, p159, 163 Rights, 147, c150 Rio Camuy Caves, 49, p49 Rio Grande, 39, *m39* Rock and roll, 76 Rock and Roll Hall of Fame, p76 Rock salt, c48 Rocky Mountains, 28, 32 Rosh Hashanah, 72 Rules, 140-41, p140, 159, p159 Rural areas, 75, p75

#### S

Safety, p142, p143, c150 Saguaro cactus, 28 Saint Lawrence River, p33, 66 Saint Patrick's Day, p73 San Francisco, California, 31, p73 Sand, c48 Santo Domingo, 49, *p49*, 93 Satellite images, 44, p44 Scarcity, 107, 119, 120-21 Scotland, 76 Secondary sources, 109, p109 Sellers, 107, 113-15, p113, p114-15 Services and buyers, 112 definition of, 112 government services, 143, p143, 149, p149, c150 and sellers, 113 Settlers, 66-67, m67 Silver, 29, 35, 41, p41 Snake Dance, p73 Snow, 24, 26 Sombreros, 91, *p91* Soul music, 76

#### South America — Zydeco

South America, mll South Dakota, 26, p73 Southeast region of the U.S., m22, 22-23 Southern Ocean, mll Southwest region of the U.S. geography of, 28, *m28*, *m29* Native Americans of, p73 resources of, 29 and Spanish explorers, 66, p66 Spain, 66, 87, 93 Sports, 77, p77 St. Louis, Missouri, 26, p26-27 State government, 146, 148-49, c150 Statue of Liberty, 25, m25, p25 Steel, 27 Steel drums, p96 Stories, 78 Suburbs, 75, p75 Sugarcane, 47, p47, 87, 93 Supply, 107, 118-19 Supreme law, 147 Sushi, 74, p74 Symbols, 124



Taíno, 92 Tallahassee, Florida, 146 Taxes, 149, 150 Temples, 43 Tenochtitlán, 87 Texas, 29 Thanksgiving, 72 Toronto, Canada, 82, *p82* Tourism, 96 Trade, 119, 120–21, *m120* Traditions, 59, 89 Traffic laws, 142, *p142, p143*, 153, *p153* Transportation, 67 Tundra, 7, 34, *p34* 

#### U

United States activities in, 77, *p*beliefs and customs in, 72–73, *p*72–73 borders of, *m*climates of, 22, 24, 26, 28, 30 cultures of, 69, 70–79, *p*72–73, *p*76, *p*77, *p*currency used in, 124, *p*124, *p*diversity in, 71, 79 languages in, 78, *p*maps of, *m*12, *m*13, 15, *m*15, *m*16, *m*17, *m*music in, 76, *p*natural resources of, 23, 25, 27, *m*27, 29, 30, *g* plants of (*see* vegetation) sports of, 77, *p*77 trade in, 120–21, *m120 See also* regions of the United States Uranium, 29 Urban areas, 75, *p*75

#### V

Valley of Frogs, p42 Vancouver, Canada, 83, p83 Vegetation of Canada, p32-33, 34, p34 of the Caribbean, 47, p47 definition of, 7, 21 of Mexico, 40-41, p40 of the Midwest region, 27 of the Northeast region, 24, p24–25 of the Southeast region, 22, p22, p23 of the Southwest region, 28, p28 of the West region, 30 See also agriculture Visuals, 4 Volcanos, 38 Volunteers and volunteering as civic virtue, 163 definition of, 137, 160 ways to volunteer, 160-61, p160, p161, 163, p163 Voting, 144-45, p145

#### W

```
Wagon trains, 67
Walt Disney World, p77
Washington, D.C., 146
Waterfalls, 25
West region of the U.S., m30, 30–31
Western Sierra Madre, Mexico, 39, 42
Wetlands, 4, 18
Wildflowers, 28
Winter Carnival, 73, 82, p82
Word scales, 19
Working together, 162–63, p162
World maps, m13
World War II, 78, p78
Wyoming, 31
```

### Y

Yucatan Peninsula, 38, p38



Zydeco, 76