

ATTAINMENT'S

# EXPLORE

## Social Studies

### INSTRUCTOR'S GUIDE

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# Introduction

Social studies is more than just learning dates, names, and facts. Social studies helps young people become informed citizens of a culturally diverse nation and an interdependent world.

*Explore Social Studies* uses a framework of key concepts within each area of civics, economics, history and geography. Each key concept (listed below) is represented by one or more stories in the book.

## CIVICS

- Foundations of the American political system
- Civic life, government, and politics
- Government for the people
- Coming to America
- Citizenship rights and responsibilities

## ECONOMICS

- Buying and selling
- Financial systems
- Living in a global marketplace

## HISTORY (world)

- Prehistoric life on Earth
- Civilizations rise and fall
- Writing down history
- The age of exploration
- History and art
- Sharing ideas and information
- Europe changes the Americas
- New technology and an industrial revolution
- Global crisis
- Global cooperation

## HISTORY (U.S.)

- Colonization and settlement
- Revolution and a new nation
- New land for the United States
- Ending slavery and preserving the Union
- An American industrial revolution
- Global war changes the role of the United States
- Ten years of money trouble for the United States
- America enters another global war
- Working for equality and civil rights
- The American story continues

## GEOGRAPHY

- Geographic tools and skills
- Looking at space and place
- Environment and society

## In the Student Book:


The stories in *Explore Social Studies*, organized into Civics, Economics, History and Geography sections, are written at two reading levels. Level 1 stories are shorter (average 75 words/single paragraph), use simple sentence structures, and have larger illustrations. Level 2 stories are longer (average 275 words/multiple paragraphs) and have a greater frequency of challenging vocabulary words.

### Student Quiz Pages:

A quiz page follows each story. The Level 1 quiz has two true/false questions and one multiple-choice question based on the illustration. The Level 2 quiz presents five multiple-choice comprehension questions.

### Level 1: Short version

#### Growing Food and Building Cities



Ancient wall painting shows Egyptian farming.

The earliest humans did not stay in one place. Food they ate came from hunting animals. The animals they hunted moved around. The humans followed the animals so they could hunt them. They also ate fruits and vegetables growing in the wild. When humans learned about **agriculture**, they could grow their own food. Farm life allowed people to stay in one place.

**World History** ..... 45

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#### Quiz

##### Growing Food

1 Humans have always lived in one place.  
☐ True

2 Humans moved around because they were hunting animals.  
☐ True

3 What does this painting show?  
☐ Egyptian farmers plowing.  
☐ There was plenty of water for farming in Egypt.  
☐ Egyptian farmers like to sing.


### Level 2: Long version

#### Growing Food and Building Cities

The earliest humans were hunters and gatherers. They did not live in one place. They hunted animals that traveled in search of food. The humans followed the animals. They ate the nuts, fruits, and vegetables that they found growing in the wild.

People learned how to farm about ten thousand years ago. They grew wheat and barley. They also learned how to take care of animals like goats, sheep, pigs, and cattle. These animals provided meat, milk, skin, and wool. Clothing was made of animal skin and wool. Raising animals and growing crops for food is called **agriculture**.

**Agriculture** caused huge changes. People could now stay in one place. As farming methods improved, extra food was produced. Extra food is called a surplus. With a food surplus, not everyone needed to do farm work. People learned new skills like carpentry, pottery making, and metal working. The carpenters built larger buildings. The pots stored food. The metal workers made tools that made farming easier.



Ancient wall painting shows Egyptian farming.

To provide water for crops, farmers dug **irrigation** canals. The canals brought water from rivers to the fields. Irrigation led to larger fields and more food. More food meant more people and more jobs. Towns grew in size and became large cities. Each city was independent with its own leaders and laws.

Cities attacked other cities to take farm land. Cities built stone walls for protection against attacks from the outside. Armies grew in size and soldiers fought with deadlier weapons made of **bronze**. Keeping an army ready to fight was expensive because soldiers were paid for their service. A city needed to have a surplus of wealth to pay for an army.

**World History** ..... 159

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#### Quiz

##### Growing Food

1 What big change did agriculture bring?  
☐ Everyone could now live in one place.  
☐ People could now grow their own food.  
☐ There was no need to hunt for food.

2 Which word best describes the painting?  
☐ Adventure  
☐ Agriculture  
☐ Art

3 What were the canals used for?  
☐ to provide water  
☐ to build cities  
☐ to protect cities

4 Why were cities so important?  
☐ to be protected  
☐ to provide food  
☐ to protect cities

5 Which statement is a FACT—not an OPINION?  
☐ Farming is a better way to get food than hunting.  
☐ Agriculture allowed people to stay in one place.  
☐ Most people enjoy living in cities.

### Vocabulary Lists:

Multisyllable words are avoided in both story levels. However, challenging words can be important for the topic. When they appear, they are highlighted as bold text. A vocabulary list with these terms and their definitions is provided at the beginning of each unit.

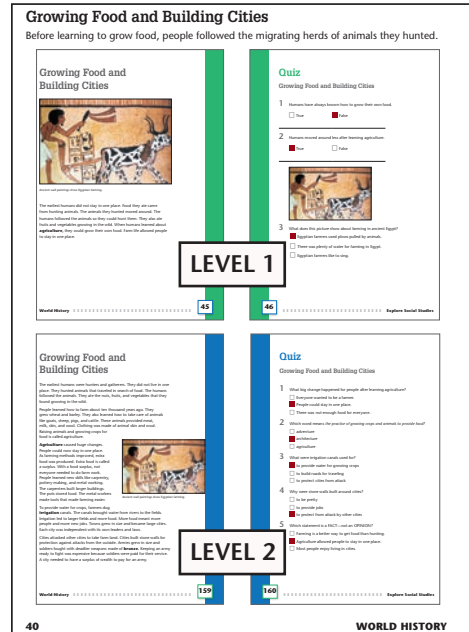
Vocabulary: U.S. History	
<b>allies</b>	people or countries on the same side in a fight
<b>amendment</b>	change or addition to a document
<b>astronaut</b>	person who travels into outer space
<b>boycott</b>	refusing to buy something as a form of protest
<b>colony</b>	an area that is under political control of another country
<b>empire</b>	countries or areas controlled by one ruler
<b>expedition</b>	a journey for a purpose, like exploring
<b>factory</b>	building where things are made with machines
<b>frontier</b>	the edge of the settled part of a country
<b>independence</b>	freedom from the control of others
<b>labor unions</b>	a group of workers organized to protect their interests
<b>manufacture</b>	make a product using machines
<b>Native Americans</b>	people whose ancestors lived in America before Europeans
<b>plantation</b>	large farm for growing crops like cotton, coffee, or sugar to sell
<b>religion</b>	organized system of beliefs in a god or gods
<b>revolutionary</b>	bringing about political change
<b>rights</b>	something everyone should have or be allowed to do
<b>segregation</b>	enforced separation of different racial groups
<b>settlement</b>	a place where people establish a community
<b>stock</b>	a piece of a company that you own
<b>surrender</b>	in war, give up and let the enemy win
<b>taxes</b>	money you have to pay to the government

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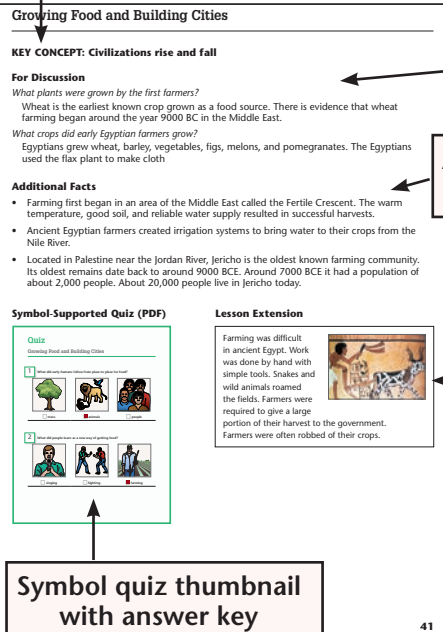
# In this Instructor's Guide:

There is a two-page spread for each story in the Student Book.

Story and quiz pages for both levels, with answer key



**Key Concept:** Each story topic supports a theme that is important to the social studies discipline.



**For Discussion:** Question/answer items to help generate discussion.

**Additional Facts:** Points of interest related to the story topic.

**Lesson Extension:** Information related to the illustration. Use as a springboard for discussion or internet research.

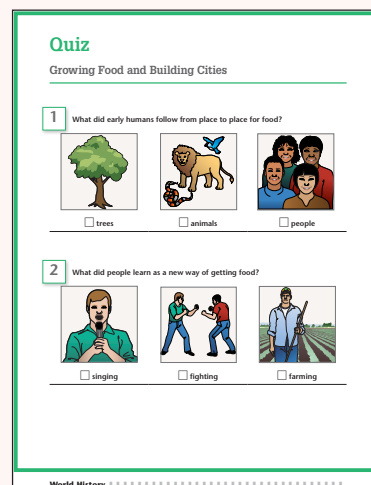
Symbol quiz thumbnail with answer key (see below)

## Symbol-Based Quiz:

Each story has one simplified, symbol-based quiz page, available as a PDF-only file on the disc. The PDF quiz can be used either with the Level 1 or Level 2 version of the story.

**Included on the CD:**

- PDF of Student Book with Classroom License for printouts
- PDF of vocabulary list for each unit
- PDF of symbol-based quiz for each story



# Interdisciplinary Social Studies Instruction

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The stories in *Explore Social Studies* can be used in combination, across disciplines, when they share a common theme. As recommended by the National Council for the Social Studies (NCSS),\* an integrated curriculum helps make social studies relevant and meaningful for learners.

## Time, Continuity, and Change

How does studying the past help us understand humans today?

*A New Life in New England* (U.S. History, p. 74)

*Using Geography to Decide Where to Live* (Geography, p. 110)

## People, Places, and Environments

How does geography influence human culture and history?

What impact have humans had on the environment?

*New Machines, Big Factories, and American Jobs* (U.S. History, p. 90)

*Sharing the World's Limited Resources* (Economics, p. 42)

*More People Using More Land* (Geography, p. 114)

## Individuals, Groups, and Institutions

How do decisions made by schools, churches, and governments affect how we live?

*The World Community Works Together* (World History, p. 68)

*Federal, State, and Local Governments* (Civics, p. 16)

## Power, Authority, and Governance

How do individuals and societies make decisions about rights, rules, and priorities?

*Voting and Democracy* (Civics, p. 14)

*Women Win the Right to Vote* (U.S. History, p. 100)

## Production, Distribution, and Consumption

How do we share limited resources? What are economic needs and wants?

What decisions do people and governments make about the things we need to survive?

*Sharing the World's Limited Resources* (Economics, p. 42)

*Voting and Democracy* (Civics, p. 14)

## Science, Technology, and Society

Is new technology always better than what it replaces?

How can we manage technology so that all people benefit?

*Clues about Prehistoric Life* (World History, p. 46)

*Cooling Off in Hot Cities* (Geography, p. 112)

*Paying with Beads and Shells* (Economics, p. 28)

## Global Connections

What global connections have existed in the past and have changed over time?

How is life changing for everyone because of global connections?

*Silk and Spices for Europe* (World History, p. 54)

*Flat Pictures of a Round World* (Geography, p. 108)

*Made in China, Sold in the United States* (Economics, p. 40)

## Civic Ideals and Practices

What is the role of a citizen in the community and in the nation?

*Doing Your Part as a U.S. Citizen* (Civics, p. 24)

*An Important Bus Ride for Rosa Parks* (U.S. History, p. 102)

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\*More information about the NCSS standards is available at <http://www.socialstudies.org/standards/teacherstandards>



# Civics

To succeed together, citizens need to understand civic life and government.





# A Constitution of Laws for the United States

In 1776, the American people needed a plan for a new government.

## A Constitution of Laws for the United States



The U.S. Constitution was written after the Revolutionary War in 1787.

After the Revolutionary War, leaders from the independent American states came together in 1787 to create a new **government**. They wrote a document that describes how the government should work. That document is called the United States **Constitution**. The U.S. Constitution tells Americans what their government can and cannot do. A Bill of Rights was added to the Constitution to include ten **amendments** that protect important rights and freedoms for all Americans.

Civics

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## Quiz

### A Constitution of Laws for the United States

- 1 The Constitution has hundreds of amendments.  
☐ True ☒ False

- 2 It took months to finish the Constitution.  
☒ True ☐ False



- 3 What are the first words of the Constitution?  
☐ Once upon a time....  
☒ We the people....  
☐ In the beginning....

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Explore Social Studies

## A Constitution of Laws for the United States

A blueprint tells construction workers how to build a house. The U.S. **Constitution** is like the United States' blueprint for **government**. It tells Americans how their government works. It tells politicians what their responsibilities are and what they can and cannot do.

After the Revolutionary War, leaders from the independent American states met in Philadelphia to discuss how to create a new government. This group was called the Constitutional Convention. It met for three months during the summer of 1787.

On September 17, the final version of the United States Constitution was completed.

The Constitution created a **federal** government. It divided the federal government into three branches. Each branch has its own duties and powers. The Constitution also describes how changes can be made to the Constitution. These changes are called amendments. Today, the Constitution has 27 amendments.

The first ten amendments are called the Bill of Rights. In 1791, the Bill of Rights was added to the Constitution to protect the rights of all Americans. Among those rights are certain freedoms that protect citizens from the government. One of these freedoms is the freedom of religion. It means that the government cannot force people to belong to a certain religion. Another freedom is the freedom of speech. It means that citizens can't be kept from saying things that are critical of the government. The amendments in the Bill of Rights were designed to protect important rights and freedoms for all Americans.

After approval by the states, the Constitution became law. On March 4, 1789, the new American government began with the Constitution as its blueprint.



The U.S. Constitution was written after the Revolutionary War in 1787.

Civics

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## Quiz

### A Constitution of Laws for the United States

- 1 What did the United States Constitution create?  
☐ a federal religion  
☒ a federal government  
☐ ice cream

- 2 Who made the Constitution?  
☒ leaders from the independent American states  
☐ church leaders  
☐ the British and French kings

- 3 What are amendments?  
☐ apologies  
☐ tickets to a show  
☒ changes to the Constitution

- 4 Why do people want freedom of speech?  
☐ So they can walk their dogs.  
☐ They can swear if they want.  
☒ They can criticize their government.

- 5 Which statement is a **FACT**—not an **OPINION**?  
☒ The first ten amendments are called the Bill of Rights.  
☐ Freedom of religion is more important than freedom of speech.  
☐ We have the most rights in the whole world.

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Explore Social Studies

# A Constitution of Laws for the United States

## KEY CONCEPT: Foundations of the American political system

### For Discussion

*Why was a constitution of laws needed after winning independence from Great Britain?*

To work together as a united country, the 13 states needed a plan for government that included laws for all of the American people.

*Why was the Bill of Rights added to the U.S. Constitution?*

It added important guarantees of personal freedoms and rights for all U.S. citizens. The ten amendments in the Bill of Rights help ensure that all U.S. citizens are treated fairly by the government.

### Additional Facts




- The Revolutionary War ended in 1783, and it was not until 1787 that American leaders met to create a set of laws for the United States. The leaders met in Philadelphia at a meeting called the Constitutional Convention.
- Only 39 of the 55 delegates to the Constitutional Convention signed the finished constitution document. Some did not sign because they wanted the Bill of Rights added right away. The Bill of Rights was written in 1789, two years after the Constitution was written.

### Symbol-Supported Quiz (PDF)

#### Quiz




A Constitution of Laws for the United States

1 What document describes how the government should work?



☒ the U.S. Constitution ☐ a letter to the President ☐ a receipt

2 When was the Constitution written?



☒ after the Revolutionary War ☐ after the gold rush ☐ after the moon landing

### Lesson Extension

The original hand-written copy of the U.S. Constitution is kept at the National Archives Building in Washington, D.C. It is stored in a special display case made of glass and titanium. The air inside the case was replaced with argon gas to preserve the sheepskin parchment. The Declaration of Independence and the Bill of Rights are also on display at the National Archives Building.



# Economics

Economics is the study of how people manage the sharing of things needed for life together.



# Paying with Beads and Shells

In the earliest societies, people did not use money to get food and supplies.

## Paying with Beads and Shells



Shells were used as money in ancient China.

Before using money, people got the things they needed by bartering. When people **barter**, one person gives something in exchange for something else. People traded with each other for food, clothing, and other things they needed. Now people can use money to buy things. Money has not always been coins and paper bills. About 3,000 years ago the Chinese used seashells as money.

Economics

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## Quiz

### Paying with Beads and Shells

- 1 Bartering is a kind of trading.  
☒ True ☐ False
- 2 Money has always been coins and paper dollars.  
☐ True ☐ False



- 3 Who used shells like these as money?  
☐ Spanish explorers  
☒ people in ancient China  
☐ Roman soldiers

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Explore Social Studies

## Paying with Beads and Shells

Humans have been **trading** with each other for thousands of years. Trading means to give a person one thing in exchange for another thing. People trade using goods or money. Goods can be things such as **livestock**, food, or clothing. People also trade services. A service is helping with a task or doing work for someone.

Before there was money, people bartered. **Bartering** is trading without using money. It is the oldest form of trading. When people barter, they must agree on what will be a fair exchange of goods or services.

Money does not have to be coins or paper bills. It can be anything that people in a society agree on for buying things. In North America, **Native Americans** and European colonists used animal fur and tobacco leaves as money. About 3,000 years ago the Chinese used seashells as money. Other societies used beads or stones as money.

When using money, the seller names a price and the buyer decides if the price is fair. In a society that uses money, everyone must agree what the money is worth. Prices can go up and down, but the value of the money stays the same for everyone.



Shells were used as money in ancient China.

Economics

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## Quiz

### Paying with Beads and Shells

- 1 What is bartering?  
☐ Using a credit card to buy something.  
☒ Trading things without using money.  
☐ Getting a loan from a bank.
- 2 What do people using money agree on?  
☒ the value of money is the same for everyone  
☐ coins are worth more than dollars  
☐ coins and shells have the same value
- 3 What was used for money in China 3,000 years ago?  
☐ gold coins  
☐ tobacco  
☒ seashells
- 4 What is a word that means "helping with a task"?  
☒ service  
☐ travel  
☐ barter
- 5 Which statement is a FACT—not an OPINION?  
☒ Prices go up and down.  
☐ It is hard to be fair about prices for bartering.  
☐ Using money to buy things is better than bartering.

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Explore Social Studies



# Paying with Beads and Shells

## KEY CONCEPT: Buying and selling

### For Discussion

*Why was it sometimes difficult to trade for goods using the barter system?*

A person you want to trade with may not want or need what you have to trade. If what you have to trade is large and heavy, it might be difficult to carry your goods to the marketplace.

*Why has trading with money become more common than bartering?*

The value of money is the same for both the buyer and seller. Only the value of what is being sold needs to be agreed on. Using money means that you can sell things to people even if they do not have something that you want in return.

### Additional Facts




- Some Native American tribes used strings of white and black shells called wampum as money. European settlers used it to buy things from the Native Americans, because the Native Americans did not value European coins.
- In ancient Rome, soldiers were paid with salt. A payment of salt money was called “salarium,” which was then modified to “salary.”
- On a Pacific island called Yap, the people once used large stone disks called “rai” as money. The stones weighed thousands of pounds and could be more than ten feet in diameter.

### Symbol-Supported Quiz (PDF)

#### Quiz




Paying with Beads and Shells

1 What was used as money 3,000 years ago in China?



☒ seashells☐ metal coins☐ paper money

2 What is something people get from other people?



☐ desk☒ food☐ mountain

### Lesson Extension

Cowry shells were used as a form of money in ancient China. The shells were small and easy to carry. Because a cowry shell has a unique appearance, people did not worry about being paid with fake shells. The shells came from faraway places in the Indian and Pacific Oceans.



# The Role of Money in an Economy

Money is a common language we all use to describe the value of things.

## The Role of Money in an Economy



Each country has their own type of currency for money.

Each country has a system of money for buying things. The first coins were made out of metals like gold and silver. Paper money was invented later. Today, paper money and coins are used all over the world. Each country has their own type of **currency** for money. The currency of the United States is the dollar. Americans in all 50 states use the same kinds of dollar bills and coins.

Economics

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## Quiz

### The Role of Money in an Economy

- 1 Each state in America has its own type of currency.  
☐ True ☒ False
- 2 Each country has a system of money for buying things.  
☒ True ☐ False



- 3 What does this picture show?  
☒ Money from different countries does not look the same.  
☐ Paper money looks the same everywhere.  
☐ Coins from around the world look the same.

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Explore Social Studies

## The Role of Money in an Economy

In an **economy**, money is like a language. People who share a language agree on what words mean. People in a **society** also need to agree on a system of money for buying and selling. When people agree on the value of their money, buyers and sellers can more easily agree on what things cost. Prices for goods and services may go up or down, but the value of the money stays the same for everyone.

Early coins were made out of metals such as bronze, gold, and silver. Coins had value because of the metal they were made out of. The Chinese were the first people to use paper money. The Chinese rulers promised that paper money would have the same value as coins.

Today, paper bills and coins are used as money all over the world.

Each **government** controls the money system for that country. The governments decide on what kind of **currency** people will use. The currency of the United States is the dollar.

The U.S. dollar is the currency used in all 50 states. The U.S. Mint is in charge of creating coins. Paper money is printed by the U.S. Bureau of Engraving and Printing. The coins and dollar bills have the same value everywhere in the United States.

Modern **technology** has made it possible for people to buy things without carrying paper bills or coins with them. When you use a debit card or credit card to make a purchase, money is automatically transferred from your bank account to the store.



Each country has their own type of currency for money.

Economics

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## Quiz

### The Role of Money in an Economy

- 1 What should buyers and sellers agree on?  
☐ what kind of food to eat  
☐ what kind of metal to use for coins  
☒ the value of their money
- 2 What can happen to the price of something being sold?  
☐ prices can only go up  
☒ prices can go up or down  
☐ prices stay the same
- 3 Who controls the money system for a country?  
☒ the government  
☐ the military  
☐ the printers
- 4 What happens when you pay with a debit card?  
☐ You send money to the store in the mail.  
☐ You bring money to the store the next day.  
☒ Money is transferred to the store from your bank.
- 5 Which statement is a **FACT**—not an **OPINION**?  
☐ Using gold coins is best for any economic system.  
☒ Early coins were made out of bronze, silver, and gold.  
☐ Paying with cash is safer than using a debit card.

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Explore Social Studies

# The Role of Money in an Economy

## KEY CONCEPT: Buying and selling

### For Discussion

*How is money like a language?*

People who speak a language agree on what the words mean. People who use the same money agree about what the value is for each coin or bill.

*How do debit and credit cards make buying things easier?*

With a debit or credit card, you do not have to carry money with you when shopping. You can keep your money safe in a bank.

### Additional Facts


- The first paper money was made in China. Chinese paper was made from the bark of mulberry trees. Paper money today is made of cotton and linen.
- In the United States a coin can be used for about 30 years, while paper money only lasts about two years before it is replaced.
- There used to be U.S. paper money in denominations of \$500, \$1,000, \$5,000, and \$10,000 in circulation. Since 1969, the \$100 bill is the largest amount available.


### Symbol-Supported Quiz (PDF)


#### Quiz

The Role of Money in an Economy


1 What kind of money is made from metal?


☐ dollar bill


☒ coins

☐ shells

2 What kind of money is printed on paper?

☐ gold

☐ quarter

☒ bills

### Lesson Extension

The paper used to print money in the United States is a special blend of cotton and linen. One side of U.S. paper money uses green ink only. This is why people sometimes refer to paper money as “greenbacks.” Each piece of paper money has a unique serial number printed on it. The special ink used to print money will not change when put in water.



## HISTORY: PART 1

# World History

Learning our history helps us understand how and why the world got to be the way it is.





# Clues about Prehistoric Life

Our earliest ancestors did not leave a written history that we can read about.

## Clues about Prehistoric Life



Cave drawings tell stories about ancient human life.

Humans have lived on Earth for a long time. Some early humans lived in caves. They used stones to make tools. The stone tools can teach us about how early humans lived. Some of the tools were used to hunt animals for food. The animals were important to the early humans. They drew pictures of animals on cave walls.

World History

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## Quiz

### Clues about Prehistoric Life

- 1 Early humans told stories with pictures.  
☒ True ☐ False

- 2 Early human made tools from stones.  
☒ True ☐ False



- 3 What does this cave painting show?  
☐ people running away from animals  
☒ people hunting animals  
☐ people growing plants for food

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Explore Social Studies

## Clues about Prehistoric Life

Humans have lived on Earth for a long time. For thousands of years, humans did not live in towns or cities. They did not know how to write. This period of time is called prehistory. Scientists and historians learn about prehistoric humans by studying the objects they left behind. These objects are called **artifacts**. Artifacts are things made by people in the past that help us learn about how early humans lived.

Many artifacts are tools. The earliest tools were made by smashing stones together until one had a sharp edge. These stones are called hand axes. **Prehistoric** humans used the sharp edges to cut meat. Humans also made hunting tools. Hunting tools are spears and arrows. They are pointy and sharper than hand axes.

The hand axes tell us that prehistoric humans ate meat. The hunting tools tell us that prehistoric humans hunted. They hunted bears, deer, and **mammoths**. The bones of these animals have been found at prehistoric campsites.

Prehistoric humans drew pictures of animals on cave walls. The cave drawings tell us that early humans valued the animals that they hunted. They ate the meat and made clothing out of animal skin and fur.

The location of the artifacts shows us where early humans lived. Skeletons and tools have been found in caves and near lakes and rivers. Caves protected the humans from bad weather. Humans who lived near lakes and rivers built their shelters. They built huts out of mud and tents out of animal skins.



Cave drawings tell stories about ancient human life.

World History

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## Quiz

### Clues about Prehistoric Life

- 1 What were early hunting tools made of?  
☐ plastic  
☒ stone  
☐ metal

- 2 Which word means *objects made by people in the past*?  
☒ artifacts  
☐ vegetables  
☐ farming

- 3 Where did some prehistoric people live?  
☐ in houses  
☐ in apartment buildings  
☒ in caves

- 4 What did people use to make clothing in prehistoric times?  
☐ silk  
☒ animal skin and fur  
☐ plastic bags

- 5 Which statement is a **FACT**—not an **OPINION**?  
☐ Hunting is the best way to get food.  
☐ Living in a city is better than living in a cave.  
☒ Prehistoric humans did not live in cities.

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Explore Social Studies

# Clues about Prehistoric Life

## KEY CONCEPT: Prehistoric life on Earth

### For Discussion

*What were stone tools used for in prehistoric times?*

Stone tools were used to grind corn and grain, scrape animal skins, and cut down trees. Sharpened stones were used to make spears for hunting.

*Why did early hunters hunt in groups?*

Hunting large animals with stone tools was difficult and very dangerous.

### Additional Facts


- Stone tools discovered in Africa are estimated to be 3.3 million years old.
- Flint and obsidian are the best for making sharp edged stone tools. Sandstone is too soft. Granite is too hard.
- Some early tools were made from animal bones.


### Symbol-Supported Quiz (PDF)


#### Quiz

Clues about Prehistoric Life


1 How did prehistoric people use stones?


☒ make tools


☐ make music

☐ as money

2 What did prehistoric people draw pictures of?

☐ airplanes

☐ computers

☒ animals

### Lesson Extension

Cave artists ground up colored rocks and charcoal from burned wood. The powder was mixed with water to create paint. Animal fat was mixed into the paint to help it stick to the cave walls. Stone Age artists used their fingers, twigs, and moss to make their paintings. Some cave painters blew paint through bone tubes or reed pipes onto cave walls.



# Growing Food and Building Cities

Before learning to grow food, people followed the migrating herds of animals they hunted.

## Growing Food and Building Cities



Ancient wall paintings show Egyptian farming.

The earliest humans did not stay in one place. Food they ate came from hunting animals. The animals they hunted moved around. The humans followed the animals so they could hunt them. They also ate fruits and vegetables growing in the wild. When humans learned about **agriculture**, they could grow their own food. Farm life allowed people to stay in one place.

World History

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## Quiz

### Growing Food and Building Cities

- 1 Humans have always known how to grow their own food.  
☐ True ☒ False
- 2 Humans moved around less after learning agriculture.  
☒ True ☐ False



- 3 What does this picture show about farming in ancient Egypt?  
☒ Egyptian farmers used plows pulled by animals.  
☐ There was plenty of water for farming in Egypt.  
☐ Egyptian farmers like to sing.

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Explore Social Studies

## Growing Food and Building Cities

The earliest humans were hunters and gatherers. They did not live in one place. They hunted animals that traveled in search of food. The humans followed the animals. They ate the nuts, fruits, and vegetables that they found growing in the wild.

People learned how to farm about ten thousand years ago. They grew wheat and barley. They also learned how to take care of animals like goats, sheep, pigs, and cattle. These animals provided meat, milk, skin, and wool. Clothing was made of animal skin and wool. Raising animals and growing crops for food is called agriculture.

**Agriculture** caused huge changes. People could now stay in one place. As farming methods improved, extra food was produced. Extra food is called a surplus. With a food surplus, not everyone needed to do farm work. People learned new skills like carpentry, pottery making, and metal working. The carpenters built larger buildings. The pots stored food. The metal workers made tools that made farming easier.

To provide water for crops, farmers dug **irrigation** canals. The canals brought water from rivers to the fields. Irrigation led to larger fields and more food. More food meant more people and more new jobs. Towns grew in size and became large cities. Each city was independent with its own leaders and laws.

Cities attacked other cities to take farm land. Cities built stone walls for protection against attacks from the outside. Armies grew in size and soldiers fought with deadlier weapons made of **bronze**. Keeping an army ready to fight was expensive because soldiers were paid for their service. A city needed to have a surplus of wealth to pay for an army.



Ancient wall paintings show Egyptian farming.

World History

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## Quiz

### Growing Food and Building Cities

- 1 What big change happened for people after learning agriculture?  
☐ Everyone wanted to be a farmer.  
☒ People could stay in one place.  
☐ There was not enough food for everyone.
- 2 Which word means *the practice of growing crops and animals to provide food*?  
☐ adventure  
☒ architecture  
☐ agriculture
- 3 What were irrigation canals used for?  
☒ to provide water for growing crops  
☐ to build roads for traveling  
☐ to protect cities from attack
- 4 Why were stone walls built around cities?  
☐ to be pretty  
☐ to provide jobs  
☒ to protect from attack by other cities
- 5 Which statement is a **FACT**—not an **OPINION**?  
☐ Farming is a better way to get food than hunting.  
☒ Agriculture allowed people to stay in one place.  
☐ Most people enjoy living in cities.

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Explore Social Studies

# Growing Food and Building Cities

## KEY CONCEPT: Civilizations rise and fall

### For Discussion

*What plants were grown by the first farmers?*

Wheat is the earliest known crop grown as a food source. There is evidence that wheat farming began around the year 9000 BC in the Middle East.

*What crops did early Egyptian farmers grow?*

Egyptians grew wheat, barley, vegetables, figs, melons, and pomegranates. The Egyptians used the flax plant to make cloth

### Additional Facts




- Farming first began in an area of the Middle East called the Fertile Crescent. The warm temperature, good soil, and reliable water supply resulted in successful harvests.
- Ancient Egyptian farmers created irrigation systems to bring water to their crops from the Nile River.
- Located in Palestine near the Jordan River, Jericho is the oldest known farming community. Its oldest remains date back to around 9000 BCE. Around 7000 BCE it had a population of about 2,000 people. About 20,000 people live in Jericho today.

### Symbol-Supported Quiz (PDF)

#### Quiz

Growing Food and Building Cities

1 What did early humans follow from place to place for food?






☐ trees

☒ animals

☐ people

2 What did people learn as a new way of getting food?



☐ singing

☐ fighting

☒ farming

### Lesson Extension

Farming was difficult in ancient Egypt. Work was done by hand with simple tools. Snakes and wild animals roamed the fields. Farmers were required to give a large portion of their harvest to the government. Farmers were often robbed of their crops.





## HISTORY: PART 2

# U.S. History

Learning our history helps us understand how and why the United States got to be the way it is.



# England Establishes a Colony in Virginia

One hundred years after Christopher Columbus came to America, English settlers arrived to claim land for England.

## England Establishes a Colony in Virginia



The Jamestown settlement was built on land where Native Americans lived.

England built **settlements** in North America. The first English settlement was called Jamestown. It was located in Virginia. Virginia was an English **colony**. Life at Jamestown was very hard. The people who lived there got sick. There was not enough food to eat. **Native Americans** lived near Jamestown. The colonists gave the Native Americans metal and beads. The Native Americans gave food to the colonists. When the colonists wanted more land, some Native Americans fought to keep their land.

United States History

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## Quiz

### England Establishes a Colony in Virginia

- 1 In 1492, Spanish explorers claimed land in the New World.  
☒ True ☐ False

- 2 The settlers at Jamestown had plenty of food.  
☐ True ☒ False



- 3 Who are the people shown in this picture?  
☐ English settlers  
☐ Spanish explorers  
☒ Native Americans

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Explore Social Studies

## England Establishes a Colony in Virginia

In 1492, Spanish explorers claimed land in America for the king of Spain. More than a hundred years later, English explorers arrived in North America. They called the land that they claimed Virginia. When a country owns land somewhere else in the world, that land is called a colony. Virginia was England's first colony.

In 1607, the king of England sent a group called the Virginia Company to Virginia. They hoped to find gold but never found any. These men built the first permanent English settlement in the New World. They called the settlement Jamestown because the king of England was named James.

The settlers at Jamestown suffered during their first year. Settlers who got sick often died because they did not have medicine. Many people starved because they did not know how to grow food in the new land.

Native Americans had lived in North America for thousands of years. Several different tribes lived around Jamestown. The settlers at Jamestown traded with the local Native Americans for food. The settlers gave the Native Americans metal and beads. The Native Americans gave corn to the settlers.

More Englishmen came to Jamestown, bringing with them their families. They built large farms called plantations to grow tobacco. Trading relations were hurt when some settlers stole food from Native Americans and took more land. When more settlers continued to arrive from England, the Native Americans began to attack Jamestown and the plantations. The settlers fought back. The Europeans and the Native Americans would continue to struggle over the land for a long time.



The Jamestown settlement was built on land where Native Americans lived.

United States History

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## Quiz

### England Establishes a Colony in Virginia

- 1 Who claimed land in America for the king of Spain?  
☐ Native Americans  
☒ Spanish explorers  
☐ English settlers
- 2 What did the Virginia Company hope to find in the New World?  
☐ beads and corn  
☐ tobacco  
☒ gold
- 3 What was a problem for the English settlers?  
☒ They did not know how to grow food.  
☐ They did not know how to read.  
☐ They did not know how to build houses.
- 4 Who did the English settlers trade with for food?  
☐ Spanish explorers  
☐ the king of Spain  
☒ Native Americans
- 5 Which statement is a FACT—not an OPINION?  
☒ Spanish explorers came to America in 1492.  
☐ English settlers did not like the Native Americans.  
☐ Starting colonies in the New World was a good idea.

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Explore Social Studies

# England Establishes a Colony in Virginia

## KEY CONCEPT: Colonization and settlement

### For Discussion

*What does it mean when a person is said to be a “Native American”?*

The first groups of people to live in North and South America lived in the Americas for hundreds of years before European explorers arrived. To be a “native” of a place means that you were born there.

*Why did England want to establish colonies in America?*

England wanted to create wealth by taking resources from the new lands. England also used the colonies as a place to send people who the king disagreed with.

*What did the Virginia Company hope to find in Virginia?*

The king wanted them to find gold, but none was found in Virginia. After they did not find any gold, they began growing tobacco.

### Additional Facts


- Jamestown was not the first American settlement England tried to establish. An earlier settlement was attempted in Maine but lasted only one winter. Another was started on Roanoke Island, in what is now North Carolina. The settlers at Roanoke settlement mysteriously disappeared. Jamestown was the first successful English settlement in America.
- Disease and a shortage of food made life difficult for the first settlers of Jamestown. After one year, only 38 of the original 104 settlers survived.
- Tobacco was colonial Virginia’s most successful cash crop. Even though tobacco was the main source of income for Jamestown, King James hated smoking. He wrote that smoking was “loathsome to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs.”


### Symbol-Supported Quiz (PDF)


### Quiz

England Establishes a Colony in Virginia


1 What did Native Americans give to the English settlers?


☐ coins


☒ food

☐ cars

2 What did the Native Americans and the settlers both want to own?

☒ land

☐ a hat

☐ a phone

### Lesson Extension

The English settlers and Native Americans looked very different from each other. They also had different ways of thinking about land. Owning land was important to the English. For them, it was a way to become rich and powerful. Native Americans believed that no person could own land. They thought land was to be shared by everyone.



# A New Life in New England

All English citizens were expected to join the same church. Not everyone agreed.

## A New Life in New England



The Pilgrims left England in 1620 on a sailing ship called the *Mayflower*.

In 1620, only one kind of church was allowed in England. The English king wanted everyone to be part of the Church of England. There was no freedom of **religion**. In the New World of America, people could have different kinds of churches. A group of people called Pilgrims sailed to America on a ship called the *Mayflower*. The new home for the Pilgrims became known as New England. **Native Americans** helped the Pilgrims learn to grow food. More than 150 years later, this land would become part of the United States of America.

United States History

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## Quiz

### A New Life in New England

- 1 In 1620, there were many kinds of churches in England.  
☐ True ☒ False
- 2 The first Pilgrims came to America on the *Mayflower*.  
☒ True ☐ False



- 3 What can you tell about the *Mayflower* from this picture?  
☒ The ship used wind power.  
☐ The ship was very fast.  
☐ The ship was very slow.

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Explore Social Studies

## A New Life in New England

Some people came to America to have a choice about **religion**. In England during the 1600s, the king wanted everyone to be part of the Church of England. Different kinds of churches were not allowed. In the New World of America, people were allowed to have religious freedom. They could have different kinds of churches. The first religious **settlers** from England settled in the northeastern coast of North America. This area became known as New England.

The first group of about 70 religious settlers came to New England in 1620. They were called Pilgrims. They had sailed across the Atlantic Ocean on a ship called the *Mayflower*. Ten years later, in 1630, about a thousand more English settlers came to live in New England.

The Pilgrims faced many challenges. Some of them died from disease, hunger, and the cold weather of New England. Native Americans living nearby helped the Pilgrims find and grow food. A year later the Pilgrims gathered with the Native Americans to celebrate their **harvest**. Today we honor that gathering with the Thanksgiving holiday.

With the help of Native Americans, the New England settlers became skilled at farming, fishing, and hunting. The fish, animal furs, and grains were valuable **natural resources**. Trading ships took the natural resources to England and returned with needed products such as tea, tools, and furniture.

By 1732, England had established 13 **colonies**. Georgia, Virginia, New Hampshire, Massachusetts, Maryland, Rhode Island, Connecticut, Delaware, New Jersey, New York, Pennsylvania, North Carolina, and South Carolina would later become the United States of America.



The Pilgrims left England in 1620 on a sailing ship called the *Mayflower*.

United States History

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## Quiz

### A New Life in New England

- 1 In 1620, what church was allowed in England?  
☒ the Church of England  
☐ the Catholic Church  
☐ the Pilgrim Church
- 2 Why did the Pilgrims come to America?  
☐ for a vacation  
☐ to search for gold  
☒ for religious freedom
- 3 How did the Pilgrims come to America?  
☐ in covered wagons  
☒ on a sailing ship  
☐ on a train
- 4 How did Native Americans help the Pilgrims?  
☒ helped find and grow food  
☐ provided clothing  
☐ built houses
- 5 Which statement is a **FACT**—not an **OPINION**?  
☐ New England was nicer than England.  
☐ Building settlements in America was a good thing to do.  
☒ The ship *Mayflower* sailed to America from England in 1620.

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Explore Social Studies



# A New Life in New England

## KEY CONCEPT: Colonization and settlement

### For Discussion

*What does it mean to have religious freedom?*

The right to choose a religion, or to follow no religion, is guaranteed in the First Amendment of the U.S. Constitution. During the time of the 13 colonies, the king of England wanted everyone to join a single church called the Church of England.

*What does the Thanksgiving holiday celebrate?*

The Thanksgiving holiday is a time to celebrate kindness and generosity. The first Thanksgiving was celebrated in 1621 when Pilgrim settlers gave thanks for a good harvest and thanked the Native American people for helping them survive.

### Additional Facts




- It took the Pilgrims 66 days to sail across the Atlantic Ocean on the Mayflower.
- The Pilgrims first tried to find religious freedom in Holland. They arrived in Holland in 1607, the same year Jamestown was established. When they were not allowed to become Dutch citizens, they left Holland for a new home in New England.
- During the ten years between 1630 and 1640, more than 20,000 English settlers arrived in New England.

### Symbol-Supported Quiz (PDF)

#### Quiz




A New Life in New England

1 Who wanted only one kind of church?



☒ the king of England ☐ the king of Spain ☐ the president

2 What did the Pilgrims learn from Native Americans?



☒ how to grow food ☐ how to read ☐ how to golf

### Lesson Extension

The Pilgrims started their trip to America with two sailing ships, but one of the ships started to leak and could not be used for the trip. The problem caused a delay while they made plans to use only one ship. By the time the Pilgrims left England, they had already been living on the Mayflower for almost two months. It was very crowded with all the people and cargo on a single ship.



# Geography

Geography is the study of Earth's landscapes, people, places and environments.



# Flat Pictures of a Round World

Maps and globes are important tools used in geography.

## Flat Pictures of a Round World



A map is a flat picture of the round Earth.

Maps and globes are used to represent areas of land or sea. Like the planet Earth, a globe is a **sphere**. Maps are flat. On a globe, the area of a city would be very small. A map is a better way to show smaller areas. For many years, only paper maps were used. Today, you can look at maps on a computer or smartphone. Now your phone can give you travel directions.

Geography

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## Quiz

### Flat Pictures of a Round World

- 1 A globe has the shape of a sphere.  
☒ True ☐ False
- 2 For many years, only printed maps were available.  
☒ True ☐ False



- 3 What does this picture show?  
☐ The Earth is flat.  
☒ A map can show all parts of the world at once.  
☐ The Earth revolves around the Sun.

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Explore Social Studies

## Flat Pictures of a Round World

Globes and maps are useful tools for geography. They show the location of places, bodies of water, and **landforms**. Like the planet Earth, a globe has a **sphere** shape. Large landforms like continents and oceans are most easily seen on a globe. Maps are flat. A map is a better way to show smaller parts of the Earth's surface. On a globe, the area of a city would be very small. Details such as roads, rivers, and lakes are more easily viewed on a flat map.

Maps and globes both have lines of **latitude** and **longitude** running across their surfaces. Lines of latitude run side to side. The line of latitude that runs around the middle of the Earth is called the equator. It divides the Earth into two equal parts. Longitude lines run up and down. Both sets of lines are divided into measurement units called degrees. Each line around the Earth has 360 degrees.

Latitude and longitude are used to locate places on maps and globes. Every place on Earth can be described by naming the degrees of latitude and longitude that meet at that spot. Airplane pilots and sailors on ships use latitude and longitude to plan their routes.

For many years, maps existed on paper only. Maps can now be viewed on computers. Satellites orbiting the Earth take pictures that are used to create maps. The Global Positioning System (GPS) uses longitude and latitude to create computer maps with step-by-step directions to a destination. You can see GPS maps on a computer or smartphone. Your phone can help with driving directions or tell you the location of a new restaurant you want to try.



A map is a flat picture of the round Earth.

Geography

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## Quiz

### Flat Pictures of a Round World

- 1 What is the shape of a globe?  
☐ oval  
☒ sphere  
☐ triangle
- 2 What appears as a small area on a globe?  
☒ a city  
☐ an ocean  
☐ a continent
- 3 What is used to describe a location?  
☐ volume and frequency  
☐ temperature and humidity  
☒ latitude and longitude
- 4 What lets a smartphone provide directions?  
☒ Global Positioning System  
☐ United Nations  
☐ Nuclear Energy Agency
- 5 Which statement is a **FACT**—not an **OPINION**?  
☒ The equator divides the Earth into two equal parts.  
☐ Paper maps are best for navigation.  
☐ Understanding longitude and latitude is important for everyone.

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Explore Social Studies

# Flat Pictures of a Round World

## KEY CONCEPT: Geographic tools and skills

### For Discussion

*What does a globe help you see about the earth that a flat map does not?*

A globe shows what Earth looks like as a round planet in space. Spinning a globe shows how the earth rotates. A globe is the most accurate way to visually represent the sizes and locations of continents and oceans on the surface of the earth.

*Why are flat maps sometimes better to use when looking at the earth's surface?*

A map can be shown in a book or be folded up and more easily used on a trip. A map can show many details of a small area of land.

### Additional Facts




- Mapmaking existed before the invention of writing. The oldest maps were carved in stone and painted on cave walls.
- Before the invention of the magnetic compass, the North Star was used as a guide for navigation and map reading.
- Maps have not always pointed north. The earliest maps put east at the top because the sun rises in the east. Many early settlers of North America created maps with west at the top because settlers and explorers were traveling west.

### Symbol-Supported Quiz (PDF)

#### Quiz

Flat Pictures of a Round World

1 What kind of map is the same shape as the Earth?






☒ globe

☐ paper map

☐ smartphone map

2 What will a map help you find?



☐ the moon

☒ a city

☐ an apple

### Lesson Extension

A globe accurately represents the shapes and locations of oceans and landforms on the surface of the earth. If you cut a globe in half and flattened out the two curved pieces, the sizes and shapes would look stretched and distorted. Adjustments are made so that landforms are easier to look at on a flat map. This geographic technique is called "map projection."





# Using Geography to Decide Where to Live

When humans migrate across the planet, they have to adapt to changing conditions.

## Using Geography to Decide Where to Live



Hurricanes can happen along the Atlantic coast of the United States.

Geography helps explain the choices people make about where to live. The geography of a place tells what is important to know about that place. For farming, a place in the country with water from a river is a good place to live. People looking for factory jobs will move to a city. Geography helps people know the possible dangers of a place. U.S. cities along the southern coast of the Atlantic Ocean are sometimes damaged by **hurricanes**. Cities in the northern United States often have cold and snowy winters.

Geography

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## Quiz

### Using Geography to Decide Where to Live

- 1 Water is needed for farming.

☒ True ☐ False

- 2 Geography can help people choose where to live.

☒ True ☐ False



- 3 What does this picture show?

☐ a snowstorm over the middle of the U.S.  
☒ a hurricane near the U.S. over the Atlantic Ocean  
☐ a thunderstorm near the U.S. over the Pacific Ocean

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Explore Social Studies

## Using Geography to Decide Where to Live

Geography helps explain the choices people make about where to live. In the past, people looked for places that could provide food, water, and shelter. Today, people look for places where jobs are available and where they feel safe. The geography of a place describes its location and what is important to know about that place.

Early societies depended on **agriculture**. Agriculture needs a water supply and a warm climate. If a place is too cold or too hot, farming is difficult or impossible. The earliest civilizations grew up in warm climates and along rivers. Rivers are a great source of water for drinking, cooking, and farming.

Today, many societies depend more on **industry** than agriculture. When people look for a place to live, they want to know what kinds of jobs are available there. Geography research shows what kinds of industry do well in a region. A location by a river or near the ocean is good for fishing and **transportation**. A place near a forest will be good for lumber production. Mining for iron and other metals often happens near mountain areas. In a warm **tropical** area, people can grow fruits such as bananas, pineapples, and coconuts.

When people decide where to live, they also need to consider the negative effects of geography. Rivers provide fresh water, but heavy rainfall can cause a river to flood. Tornadoes are common in some parts of the United States. Extremely cold weather can make life difficult in some places during winter months.

Cities located near an ocean can be at risk from **hurricanes**. In 2005, Hurricane Katrina damaged U.S. cities along the southern coast of Atlantic Ocean. The city of New Orleans suffered the worst damage. Katrina became one of the deadliest hurricanes in U.S. history. More than 1,800 people were killed. When deciding where to live, people should consider how geography affects a place's climate, jobs, and safety.



Hurricanes can happen along the Atlantic coast of the United States.

Geography

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## Quiz

### Using Geography to Decide Where to Live

- 1 What is needed for agriculture?

☒ water  
☐ mountains  
☐ cold winter weather

- 2 What is something people look for in cities?

☐ a hurricane  
☐ an iron mine  
☒ a job

- 3 Where should you live to grow bananas?

☐ a cold, mountain area  
☒ a warm, tropical area  
☐ a hot, desert area

- 4 What U.S. cities can be at risk from hurricanes?

☒ cities on the coast of the Atlantic Ocean  
☐ cities in mountain areas  
☐ all U.S. cities are at risk for hurricanes

- 5 Which statement is a **FACT**—not an **OPINION**?

☐ Coastal cities are the most dangerous places to live.  
☐ Living in a small town is safer than in a large city.  
☒ New Orleans was damaged by a hurricane in 2005.

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Explore Social Studies



# Using Geography to Decide Where to Live

## KEY CONCEPT: Looking at space and place

### For Discussion

*How has geography caused groups of people to leave a place to find a new home?*

Weather and climate can drive a population out of one area because of drought or floods. If the population in one place becomes too large, there may not be enough jobs, or food and water may become scarce.

*How do changes in technology affect where people live?*

Irrigation systems pump water from underground wells, allowing people to farm in dry areas. Air conditioning makes it easier to live in hot places. Cars and roads allow people to live farther away from their jobs.

### Additional Facts




- Deserts are dry areas of the world that get less than 10 inches of rain in a year. Deserts do not have to be hot to be called a desert. About 33% of the world's surface is desert.
- The geography of mountain areas can make life difficult for humans. Farming is hard because of harsh weather and uneven land. At a mountain elevation of 26,000 feet, there is not enough oxygen to support human life.
- Changes in climate can lead to bigger storms and large floods in an area that does not usually have those weather problems. Flooding can also occur when land near rivers is changed to create new farmland or homes.

### Symbol-Supported Quiz (PDF)

### Quiz


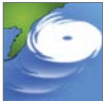
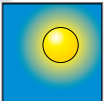
Using Geography to Decide Where to Live

1 Where should you live if you want to do farm work?



☒ in the country ☐ in the city ☐ in the mountains

2 What can damage some cities near the Atlantic Ocean?



☐ the sun ☒ hurricanes ☐ snow

### Lesson Extension

Weather and climate are not the same thing. Weather is the day to day condition of temperature, rainfall, and wind in the atmosphere. Climate is the average weather conditions of a place over a long period of time. A polar climate zone is very cold and dry all year. An arid zone is dry and hot all year. A tropical zone is hot and wet all year.

