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Finding Places on Earth

Use the picture to complete the riddles below. For help, look at page H9 in your textbook.

1. Look at my picture above. I am a model of Earth.
   What am I? ____________________

2. I am the place on Earth farthest north. Find me. Circle my name.

3. I am the place on Earth farthest south. Find me. Underline my name.

4. I am an imaginary line circling Earth.
   I am halfway between the North Pole and the South Pole. Draw me in yellow.

5. I live on the northern half of Earth. Put an N on that part of Earth.

6. I live on the southern half of Earth. Put an S on that part of Earth.
Where in the World?

Connect the numbers on the map. Then complete the activity. For help, look at page H10 in your textbook.

A MAP OF THE WORLD

1. Where did Dana begin and end her trip? ___________________________

2. Write the name of the continent Dana visited at each stop.

   2: __________________  4: __________________  6: __________________

   3: __________________  5: __________________  7: __________________

3. Which ocean did Dana fly over in traveling from one stop to another?

   From stop 1 to 2: ___________________________

   From stop 4 to 5: ___________________________

   From stop 6 to 7: ___________________________
Using Map Symbols

Suppose you live in the community shown on the map. Use the map and the map symbols to complete the activity. For help, look at pages H11 and H12 in your textbook.

1. Your friend lives next to the park. Which symbol stands for the park? (Circle one)

2. Your house is west of the park. Put an X on the house.

3. You walk to school. Find the symbol for school. Color it yellow.

4. After school you visit the community center to play chess. Find the symbol for community center. Color it red.

5. Next you go to the playground. Which symbol shows the playground? (Circle one)

6. Draw a line along the road to show the route you took from home to school to community center to playground.
Reading a Landform Map

Use the map to complete the activity. For help, look at page H15 in your textbook.

1. Write the title of the map on the line.

2. Look at the map key. Which pattern shows mountains? (Circle one)

3. Write the other landforms shown on the map.

4. Find South Dakota’s capital city. On which kind of landform is it? (Circle one)

5. Write the name of South Dakota’s capital city on the line.

6. Which symbol on the map key stands for state capital? (Circle one)
Using a Grid Map

The map shows Central Park. Look at the map. Then circle the answer to each question. For help, look at page H16 in your textbook.

1. Marcia went to the zoo. In which square is the zoo?
   A3 A2 B3 C4

2. After visiting the zoo, Marcia went to the playground. In which square is the playground?
   B3 A4 C4 B2

3. Marcia wanted to show a friend something in square B3. What did Marcia want to show her friend?
   a fountain a carousel a skating rink

4. Marcia and her friend went to square B1. What did they see?
   a pond a band shell a fountain
Looking at a Community

The pictures show the make up of a community. Write the words and phrases in the box under the picture they describe. For help, look at pages 12 to 17 in your textbook.

neighborhood  people helping each other  citizens
business area  place for having fun  people working

[Diagram of community scenes]
A Community Solves a Problem

Use the five steps in problem solving to help a community. Read each statement and follow the directions. For help, look at pages 18 and 19 in your textbook.

1. Identify the problem. Put an X next to the problem identified in the cartoon.
   - [ ] a pair of birds
   - [ ] air pollution
   - [ ] a windy day

2. Gather information. What caused the problem?
   - [ ] dirty smoke from factories
   - [ ] too many birds flying south
   - [ ] broken-down buildings

3. Identify the options and list the possible consequences. We’ve listed some options for solving the problem. What might be the consequence, or result, of the options? Draw a line from each option to the consequence that matches it:

   Options
   - Fix the smoke stacks to make less pollution.
   - Close the factories.
   - Build new factories.

   Consequences
   - Action would put people out of work.
   - Action would put people out of work and cost millions of dollars.
   - Action would make factories cleaner. Workers would not lose their jobs.

4. Choose a solution. Which option is the best solution to the problem? Why? Write your answer on the lines.
Different Kinds of Communities

Read what each person says. Then draw a line to the picture that shows the person's community. For help, you can look at pages 20 to 25 in your textbook.

I live in a farming community. There are few stores near my home, but there is a lot of open land. People use cars or trucks to get around.

I live in a very large city. My family lives in an apartment building. My city has many stores, restaurants, and tall buildings.

I live in a community near a large city. Most people here live in houses that are near each other. There are business areas where people work.

Write a sentence that describes your community. ____________________________
Using New Words

Choose a word from the box to complete each sentence. For help, look at the lessons in Chapter 1 in your textbook.

rural suburban construction solution citizen
urban option transportation community consequence

1. Something that offers a possible choice is an ________________.

2. A member of a community or a country is a _________________.

3. The act of building something is called _________________.

4. A place made up of several neighborhoods where people live, work, and have fun together is a _________________.

5. A community of farms and open country is called a _________________ community.

6. A community that includes a city and its surrounding areas is called an _________________ community.

7. The act of moving people and products from place to place is called _________________.

8. An answer to a problem is a _________________.

9. A community located near a city is called a _________________ community.

10. The result of an action is called a _________________.

Name: ______________________ Date: ___________
Our Country's Geography

Use the map to complete the activity on this page. For help, look at pages 30 to 37 in your textbook.

1. Which two large bodies of water border the United States?

2. Which large landform extends from Mexico north through the United States and into Canada?

3. Find this landform on the map. Color it brown.

4. Which body of water lets boats travel from the middle of the United States south to the Gulf of Mexico?

5. Find this body of water on the map. Trace it in blue.
Using a Landform Map

Use the map on this page to complete the activity. For help, look at pages 38 and 39 in your textbook.

1. Look at the map title. What does the map show?

2. Circle the locator map. What does it show?

3. Look at the map key. Which pattern shows mountains? Circle your answer.

4. Which other landforms are shown on the map?

5. Locate Virginia’s state capital. Write its name on the line. On which kind of landform is the capital located? Write the landform’s name on the line.

6. On which kind of landform is Lynchburg located?
Looking at Our Natural Resources

Read the poem. Then complete the activity below. For help, look at pages 40 to 45 in your textbook.

Rain
The rain is raining all around.
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.
—Robert Louis Stevenson

1. Name the natural resource mentioned in the poem.

2. Give two reasons this natural resource is important.

3. The poem names one natural resource. In the chart below, three other natural resources are listed. Tell how each resource is used.

<table>
<thead>
<tr>
<th>NATURAL RESOURCE</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>trees</td>
<td></td>
</tr>
<tr>
<td>air</td>
<td></td>
</tr>
<tr>
<td>soil</td>
<td></td>
</tr>
</tbody>
</table>
Using Graphs

Study the graphs below. Then answer each question. For help, refer to pages 50 and 51 in your textbook.

Bar Graph

POPULATION OF THREE LARGEST U.S. CITIES, 1994

- New York
- Los Angeles
- Chicago

Source: U.S. Census Bureau, 1997

1. What do the bars on the bar graph show?

2. What does the line on the line graph show?

3. About how many people lived in New York City in 1994?

Line Graph

POPULATION OF THE UNITED STATES, 1950–1994

Source: U.S. Census Bureau, 1997

4. Which city had the smallest population in 1994?

5. What was the population of the United States in 1994?

6. How did the population of the United States change from 1950 to 1994?
A Song About the Environment

Make up a song about helping the environment. Use a tune you already know. Here's a song written to the tune of "The Farmer in the Dell." You can use the same tune if you wish.

Don't Litter

Don't throw your litter here.  
Don't throw your litter there.  
Just put your trash where it belongs,  
And do your share!

Title ____________________________

Tune ____________________________

By ______________________________

_______________________________

_______________________________

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_____________________________
Thinking About New Words

Write each term under its meaning. For help, look at the lessons in Chapter 2 of your textbook.

<table>
<thead>
<tr>
<th>term</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt</td>
<td>to become used to something</td>
</tr>
<tr>
<td>plain</td>
<td>land surrounded by water on three sides</td>
</tr>
<tr>
<td>climate</td>
<td>a large area of flat land</td>
</tr>
<tr>
<td>environment</td>
<td>the weather of a place over a long period of time</td>
</tr>
<tr>
<td>natural resource</td>
<td>the study of Earth’s surface, the bodies of water that cover it, and</td>
</tr>
<tr>
<td></td>
<td>how Earth is important to people’s lives</td>
</tr>
<tr>
<td>landform</td>
<td>the air, water, land, and living things around us</td>
</tr>
<tr>
<td>geography</td>
<td>something found in nature that people use</td>
</tr>
<tr>
<td>mineral</td>
<td>high, flat land that is raised above surrounding land</td>
</tr>
<tr>
<td>wildlife</td>
<td>to use something over again</td>
</tr>
<tr>
<td>peninsula</td>
<td>the shape of the surface of the land</td>
</tr>
</tbody>
</table>

1. land surrounded by water on three sides
2. a large area of flat land
3. the study of Earth's surface, the bodies of water that cover it, and how Earth is important to people's lives
4. animals that live naturally in an area
5. a thing found in the earth, that is not a plant or an animal
6. the shape of the surface of the land
7. the weather of a place over a long period of time
8. to become used to something
9. the air, water, land, and living things around us
10. something found in nature that people use
11. high, flat land that is raised above surrounding land
12. to use something over again
The Anasazi Lived Long Ago

Answer the questions to complete the activity. For help, look at pages 74 to 81 in your textbook.

1. Which picture shows a kind of landform on which the Anasazi built their homes? (Write the number 1 under the picture.)
   On which two other kinds of landforms did the Anasazi build their homes?

   shoes and pottery

2. Which picture shows an example of Anasazi technology? (Write the number 2 under the picture.)
   How did the Anasazi use this tool?

   mesa

3. Which picture shows examples of items the Anasazi made from resources of the desert? (Write the number 3 under the picture.)
   Which natural resources did the Anasazi use to make the items?

   stone ax
Using a Map Scale

Use the map and the map scale to answer the questions. For help, look at pages 82 and 83 in your textbook.

1. Ed's family is driving from New Orleans to Baton Rouge. About how far will they travel?

2. Cathy's family is driving from New Orleans to Napoleonville. About how far will they travel?

3. Whose trip is longer, Ed's or Cathy's?

4. How did the map scale help you figure out the answers to questions 1, 2 and 3?

5. Cathy plans to travel from Napoleonville to Baton Rouge. About how far will she travel?

6. Rob lives in Baton Rouge. He wants to take a driving trip. But he does not want to travel more than 40 miles from home. Which city on the map can he visit?

7. About how far away is this city from Baton Rouge?
Thinking About Jamestown

Next to each event write the year it took place. Then answer the questions. For help, look at pages 84 to 91 in your textbook.

The Powhatan Meet the English

Where did this meeting take place?

Who was the leader of the Powhatan?

How long ago was the meeting?

Colonists Face Hard Times

What happened in Jamestown during this period?

Colonists Grow New Kind of Tobacco

How did this event help Jamestown?

John Rolfe Marries Pocahontas

Why was this marriage important?
Using New Words

Use the code to figure out the words. Then write the number of each word next to its meaning. For help, look at the lessons in Chapter 3.

<table>
<thead>
<tr>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>a = z g = t l = o q = j v = e</td>
</tr>
<tr>
<td>b = y h = s m = n r = i w = d</td>
</tr>
<tr>
<td>c = x i = r n = m s = h x = c</td>
</tr>
<tr>
<td>d = w j = q o = l t = g y = b</td>
</tr>
<tr>
<td>e = v k = p p = k u = f z = a</td>
</tr>
</tbody>
</table>

1. xlolmb
   ____________________________        ____ a body of water partly surrounded by land
2. xfogfiv
   ____________________________        ____ the use of skills, ideas, and tools to meet people’s needs
3. yzb
   ____________________________        ____ a place that is ruled by another country
4. hozevib
   ____________________________        ____ someone who lives in a colony
5. xlolmrhg
   ____________________________        ____ the practice of one person owning another
6. gvxsmloltb
   ____________________________        ____ having to do with times long ago
7. zmrvmg
   ____________________________        ____ the way of life of a group of people
Traveling West

Use the map to complete the activity. For help, look at pages 96 to 103 in your textbook.

1. The map shows one trail that pioneers took west. What is the name of this trail?

2. Circle the city on the map where the trail began. Who brought people to this area?

3. According to the map, which large mountain range did the trail cross?

4. What means of transportation did the pioneers use?

5. How did the pioneers suffer on their journey?

6. Why did so many pioneers make the dangerous journey west?

Label this range on the map.
Jamestown's Early History

Use the time line to answer the questions. For help, look at pages 104 and 105 in your textbook.

Colonists arrive at the James River and start the colony of Jamestown.

Many colonists die during hard times.

John Rolfe grows a new kind of tobacco.

Pocahontas marries John Rolfe.

| 1607 | 1609 | 1612 | 1614 |

1. How many years does the time line cover? ______________________

2. In what year did colonists arrive at the James River? ______________

3. How many years ago did the colonists land at the James River?

4. What happened at Jamestown five years after it was founded?

5. What event took place in 1614?

Complete the time line below. Show some important events in your life. Be sure to include the present year.

|     |     |     |     |
Immigrants of the Early 1900s

Use the pictures below to complete the activity. For help, look at pages 106 to 111 in your textbook.

Statue of Liberty

1. Find the symbol of our country in the picture above. Color this symbol blue.

What service does the Statue of Liberty perform?

2. What were two reasons immigrants came to our country?

3. Find the building that shows where many immigrants were taken. Color it yellow.

Ellis Island

4. What happened to immigrants inside this building?

5. Name two things immigrants brought to our country.

6. How have immigrants helped our country?
Using Intermediate Directions

Use the map to answer the questions. Draw a circle around your answer. For help, look at pages 112 and 113 in your textbook.

A MAP OF SALLY’S VACATION

1. Sally’s family took a vacation. First they went from St. Louis, Missouri, to Atlanta, Georgia. In which direction did they go?
   NE    SE    SW    NW

2. Next Sally’s family went from Atlanta to Washington, D.C. In which direction did they head?
   NE    SE    SW    NW

3. From Washington, Sally’s family traveled to Minneapolis, Minnesota. In which direction did they travel?
   NE    SE    SW    NW

4. From Minneapolis, Sally’s family flew home to St. Louis. In which direction did they fly?
   NE    SE    SW    NW
Growth and Change

Use the pictures on the right to complete the activity. For help, look at pages 114 to 119 in your textbook.

1. a. Draw a line to the picture of the man who was President during the Civil War.
   b. What did this President do for black people during the Civil War?

   

2. a. Draw a line to the picture of a painter.
   b. What event did his paintings tell about?
   c. Why did this movement take place?

   

3. a. Draw a line to the picture of a famous leader of the 1950s and 1960s.
   b. What did this man spend his life doing?
Using New Words

Write the term from the box on the line next to its description. For help, look at the lessons in Chapter 4 of your textbook.

frontier    pioneer    data base
migration   immigrant
Civil War    Great Migration

1. a person who is among the first group of people to settle in an area

2. the far edge of a country where people are just beginning to settle

3. someone who comes to live in a new country

4. the movement of people from one part of a country or area to another

5. the movement from the South to the North by thousands of African Americans, beginning around 1915

6. the war in which people from the Northern and Southern parts of the United States fought against each other

7. a computer program that holds lots of simple information
Inventions Shape Communities

Read each description. Then write the number of each description next to the picture it matches. For help, look at pages 124 to 131 in your textbook.

1. invented a safety device for elevators
2. built the first skyscraper
3. invented the light bulb
4. invented a way to produce large amounts of steel quickly
5. used someone’s invention to produce large amounts of steel in a steel mill

Thomas Edison  William Le Baron Jenney  Andrew Carnegie

Henry Bessemer  Elisha Otis
Compare and Contrast

Look at the pictures of each park. Then answer the questions. For help, look at pages 134 and 135 in your textbook.

1. Which park has hiking trails? (Circle one)
   - Allen Park
   - Baker Park
   - Both

2. Which park has horseback riding? (Circle one)
   - Allen Park
   - Baker Park
   - Both

3. At which park could you have a picnic? (Circle one)
   - Allen Park
   - Baker Park
   - Both

4. How are the parks alike and different?

   Allen Park  |  Baker Park
   -----------|-------------
   different     | different
   same

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Making Communities Safer

Read each section below. Then draw a line from the text to the person it tells about. For help, look at pages 136 to 141 in your textbook.

I discovered living things called *germs*. Germs can grow in foods and make people sick. I found a way to stop germs from growing in food. I heated milk to a high temperature. The heat killed the germs in the milk. This process, called pasteurization, is still used today. It makes milk and other foods safe to eat.

I saw people getting sick. These people worked long hours, drank dirty water, and ate rotten food. I started Hull House to help. At Hull House people could learn important skills, see a doctor, or get help finding a job. I worked for new laws to make life better for people at work and at home.

In the 1940s I found a way to preserve blood. To preserve means to store something so it can be used later. People often need to be given blood when they are ill or hurt. I started the American Red Cross Blood Program. The Red Cross supplies blood to people who need it.

Polio is a terrible disease that can cause paralysis. Paralysis is a loss of the power to move or feel part of the body. I found a way to fight polio. I made a vaccine from the dead or weakened germs of the disease. The polio vaccine helps the body protect itself against polio. Because of this vaccine, people no longer become ill with polio.
Using New Words

Write the letter for each word on the line next to its definition. For help, look at the lessons in Chapter 5 of your textbook.

<table>
<thead>
<tr>
<th>a. skyscraper</th>
<th>c. vaccine</th>
<th>e. invention</th>
<th>g. compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. pasteurization</td>
<td>d. contrast</td>
<td>f. preserve</td>
<td>h. elevator</td>
</tr>
</tbody>
</table>

1. a very tall building found in cities
2. to tell how things are alike
3. it moves people up and down in a building
4. a liquid made from the dead or weakened cells of a disease
5. something made for the first time
6. to tell how things are different
7. to store something so it can be used later
8. a method of heating food to kill germs
Thinking About Jobs and Money

The picture shows Mr. Bowan's kite store. Read each sentence under the picture. Put an X next to the sentences that tell something true about Mr. Bowan's business. Then answer the question. For help, look at pages 160 to 165 in your textbook.

____ 1. Mr. Bowan makes a living selling kites.
____ 2. The kites he sells are goods.
____ 3. The person buying a kite is a consumer.
____ 4. Mr. Bowan offers a service by putting together and selling kites.
____ 5. The people who work for Mr. Bowan are his employers.
____ 6. Mr. Bowan's store is part of the economy of his town.

You are a consumer. Name some kinds of goods that you buy.
Classifying

When you classify, you arrange similar things into groups.
Follow the directions to complete the activity. For help, look at pages 168 and 169 in your textbook.

1. Put a check (✓) over the things similar to Picture 1.
2. Put an X over the things similar to Picture 2.
3. Which word best describes the group of things you marked with a ✓?
   - jobs
   - economies
   - businesses
4. Which word best describes the group of things you marked with an X?
   - consumers
   - employers
   - employees
Making Money Choices

First look over the budget. Next answer the questions. Finally, fill in the blanks in the budget. For help, refer to pages 170 to 175 in your textbook.

1. How would you find total needs? (Circle one)
   add $20 + $20 + $40
   subtract $40 – $20 – $20
   multiply $20 \times $20 \times $40

2. How would you find total wants? (Circle one)
   add subtract multiply

3. Circle the total expenses.
   $200 $275 $280

How did you find the total expenses? (Check one)
   ____ I added total income and total expenses.
   ____ I subtracted total needs from total wants.
   ____ I added total needs and total wants.

4. Circle the total savings.
   $20 $25 $30

How did you find the total savings? (Check one)
   ____ I subtracted total needs from total wants.
   ____ I added total income and total expenses.
   ____ I subtracted total expenses from total income.
Using New Words

Match each word in the box with its meaning. For help, look at the lessons in Chapter 6 of your textbook.

<table>
<thead>
<tr>
<th>income</th>
<th>services</th>
<th>profit</th>
<th>consumer</th>
</tr>
</thead>
<tbody>
<tr>
<td>goods</td>
<td>economy</td>
<td>expenses</td>
<td>budget</td>
</tr>
<tr>
<td>interest</td>
<td>employee</td>
<td>producer</td>
<td>classifying</td>
</tr>
</tbody>
</table>

1. all the things a business spends money on to stay in business

2. the things that some businesses provide for people

3. a person who works for another person or for a business

4. payment for lending money

5. a person who buys goods and services

6. the making and consuming of goods and services

7. things that people make or grow

8. the money left after all the costs of running a business have been paid

9. a person, company, or thing that makes or creates something

10. a plan for using money

11. a way of arranging things in groups

12. money you receive for work you do
Life on the Farm

Suppose you could interview John and Susan Mason. You might ask them questions like the ones below. Write the Masons' answers in the space provided. For help, look at pages 182 to 189 in your textbook.

**Question:** How many years has the Mason farm been in your family?

The Masons: ______________________________________

**Question:** Which farm products do you produce?

The Masons: ______________________________________

**Question:** How does technology help you run your farm?

The Masons: ______________________________________

**Question:** What happens to the farm products after they are harvested?

The Masons: ______________________________________

**Question:** How does the Internet help you run your farm?

The Masons: ______________________________________
Reading a Flow Chart

A flow chart shows the steps necessary to complete something. Study the flow chart. Then answer the questions. For help, look at pages 190 and 191 in your textbook.

1. What is the first step in the flow chart?

2. Which of these steps comes first? (Circle one)
   Wheat is ground into flour.  Wheat is cleaned.

3. What happens to the flour right after it is sifted?

4. What happens to the flour just before it is put into packages?
Communities Make Goods

Write the name of the product in the picture. Then answer the questions below. For help, look at pages 192 to 199 in your textbook.

Product: ________________________

1. How is it manufactured?

________________________________________________________________________

________________________________________________________________________

2. How did Henry Ford improve how this product was made?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Name some of the people who contribute to manufacturing and distributing this product.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Why is manufacturing so important to our economy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Reading a Transportation Map

Use the map to complete the activity. For help, look at pages 200 to 201 in your textbook.

1. Which symbol shows railroads?

2. Which symbol shows canals?

3. How many canals are shown on the map?
   - 2
   - 3
   - 6

4. Which road would you take to get from Richmond to Louisville?
   - National Road
   - Wilderness Road
   - Fall Line Road

5. Name two places you could go from St. Louis by railroad.
Exports and Imports

Answer the questions to complete the activity. For help, look at pages 202 to 207 in your textbook.

1. What does import mean?

2. What does export mean?

3. What is “international trade”?

4. Which two countries are our biggest international trading partners?

5. What is a marketplace?

6. Why do countries trade?
Matching Words and Their Meanings

Write the letter of each term next to its meaning. For help, look at the lessons in Chapter 7 of your textbook.

| a. Internet | f. transportation map | k. combine | p. harvest |
| b. supply | g. flow chart | l. manufacturing | q. fertilizer |
| c. import | h. scarcity | m. assembly line | r. demand |
| d. trade | i. international trade | n. domestic trade | s. factory |
| e. export | j. marketplace | o. agriculture |

1. the business of growing crops and raising animals
2. to gather crops when ripe
3. chemicals that are used to help plants grow
4. a system of computers around the world that are connected to each other
5. the amount of goods available at any time
6. it shows the steps necessary to produce something
7. a shortage
8. how many people want the goods that are in supply
9. the business of making things
10. trade within a country
11. a place where things are manufactured
12. a line of workers and machines all working together to make a final product
13. it shows routes from one place to another
14. a machine that makes harvesting faster
15. to sell goods to another country
16. the buying and selling of goods and services
17. any place where people sell and buy things
18. to buy goods from another country
19. importing and exporting with other countries

Chapter 7 · Vocabulary Review
Local and State Government

Look at the pictures and read the questions. Circle your answer. For help, look at pages 220 to 227 in your textbook.

1. Which group of people is having a meeting?
   a. members of a city council
   b. members of a town meeting

2. Which kind of government is the group a part of?
   a. local government
   b. state government

3. How is this group chosen?
   a. chosen by the mayor
   b. elected

4. What job does this group have?
   a. makes sure the mayor obeys the law
   b. takes care of things that affect people's everyday lives

5. Who is this person?
   a. a mayor
   b. a governor

6. Which government does this person run?
   a. local government
   b. state government

7. What does state government do?
   a. makes important decisions for the state
   b. chooses mayors to run local governments
Find the Main Idea

Read the paragraph and answer the questions to complete the activity. For help, look at pages 228 and 229 in your textbook.

Washington, D.C., is our country’s capital. It is where our country’s government is located. Some of our country’s most important history has happened there. Many of our country’s most important leaders have lived there.

1. What does the paragraph talk about? (Circle one)
   important leaders  Washington, D.C.  the President

2. Which sentence states the main idea?

   ____________________________________________

3. Write two details that support the main idea.

   ____________________________________________
   ____________________________________________

Write a brief paragraph on a topic of your choice. Then circle the main idea and underline two supporting details.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Our Country’s Government

Answer the questions to complete the activity. For help, look at pages 230 to 237 in your textbook.

1. a. How is the President of our country chosen?

b. What is the President’s job?

2. a. Our country has three branches of government. What are they?

b. Which branch has two parts? What are they?

3. a. Which place is the capital of our country? (Circle one)

   France           Washington, D.C.           America

b. Who chose the spot for our country’s capital?

c. Who planned how our capital would look?

4. a. Where does the president live?

b. Who were the first people to live there?
Finding Places on a Grid Map

Complete the index for this grid map of Washington, D.C. Write each place name in the index box. Next to the name write the place's location on the map. The first one has been done for you. For help, look at pages 238 and 239 in your textbook.

GRID MAP OF WASHINGTON, D.C.

INDEX

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<td>B4–C4</td>
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Mexico City

Answer the questions to complete the activity. For help, look at pages 240 to 245 in your textbook.

1. List two ways Mexico City is different from Washington, D.C.

________________________________________________________________________

________________________________________________________________________

2. List two ways Mexico City is like Washington, D.C.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. List three problems Mexico City faces today because of its growing population.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. How are the parks in your community alike or different from Chapultepec Park, in Mexico City?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Using New Words

Use the code to figure out the words. Then write the number of each word on the line next to its meaning. For help, look at the lessons in Chapter 8 of your textbook.

Code

a = b  g = n  l = x  q = s  v = i
b = d  h = p  m = z  r = q  w = g
c = f  i = r  n = y  s = o  x = e
d = h  j = t  o = w  t = m  y = c
e = j  k = v  p = u  u = k  z = a
f = l

1. fsyzf wskxigtxgj  ______ the head of a state government
2. xthvix  ______ the government in each city or community
3. wskxigs i  ______ a group of elected people who make decisions and laws for a community
4. tzns i  ______ a group of lands and people governed by one ruler
5. yvjin yspgyvf  ______ a building or statue made to honor a person or event
6. ts gptxgj  ______ the head of a local government
Getting Involved

Use the space provided to answer the questions in each box. Write your answers in complete sentences. For help, look at pages 250 to 255 in your textbook.

- What are three ways to be a good citizen?
- Why is it important to be a good citizen?

- How did Dale Sherman help his community?
- How did Liz Figeroa help her community?

- How can you help your community?
Thinking About Cause and Effect

Read the sentences below. Draw a circle around the phrase that states a cause. Underline the phrase that states an effect. For help, look at pages 260 and 261 in your textbook.

1. Ms. Kim is a textbook editor. She works hard to make textbooks interesting. As a result, children like to read and learn from her books.

2. Mrs. Kim does research to find interesting topics for the books she plans. This helps make her textbooks interesting to read.

3. Because it takes many steps to make a textbook, many people work on it.

4. Today authors and editors make quick changes to the books they are working on. They use computers to make such changes.

5. Designers choose pictures and designs that children will like so the book is exciting and fun to look at.

How can identifying cause and effect be useful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Being a Good Citizen

On the lines below, list three nonprofit groups that help others. Then make a poster about one of the groups. Tell about the group's good work. For help, look at pages 262 to 267 in your textbook.
Thinking About New Words

Put an X next to the statement that defines the word in dark print. For help, look at the lessons in Chapter 9 of your textbook.

1. mayor
   ______ a. a person who heads a city government
   ______ b. a promise to be loyal to our country
   ______ c. a person who heads a state government

2. common good
   ______ a. what is best for everyone
   ______ b. a book about mammals
   ______ c. an alphabetical list

3. volunteer
   ______ a. the head of a city government
   ______ b. to speak out about government
   ______ c. a person who does a job without getting paid

4. nonprofit
   ______ a. a reminder of a person or event
   ______ b. the location of the government of a country
   ______ c. an organization that does not make money
Talking with an Immigrant

Suppose you were a young immigrant to the United States. How would you answer the questions below? Write your answers in the space provided. For help, look at pages 284 to 289 in your textbook.

**Question:** What country are you from?

**Answer:**

**Question:** Why did your family decide to move to the United States?

**Answer:**

**Question:** How is the United States like your country?

**Answer:**

**Question:** What is the main difference between the two countries?

**Answer:**

**Question:** What do you miss about your old home?

**Answer:**

**Question:** What do you hope will happen someday?

**Answer:**
Solve a Hemisphere Puzzle

Be a hemisphere detective. Use the maps to answer the questions. For help, look at pages 290 and 291 in your textbook.

1. I am a continent. All of me appears in the Western Hemisphere above the equator. Which continent am I? Color me red.

2. I am a continent. I can be found in the Northern and Eastern Hemispheres. Europe and Africa are my closest neighbors. Which continent am I? Color me green.

3. I am a continent in the Eastern Hemisphere. I can also be seen in the Southern and Northern hemispheres. My closest neighbors are Europe and Asia. Which continent am I? Color me yellow.
Writing About David Crockett

Use the space provided to answer the questions in each box. Write your answers as sentences in a paragraph. For help, look at pages 292 to 299 in your textbook.

- When was David Crockett born?
- Where did he grow up?
- Was he successful in life?
- What book did David Crockett write?
- How did David Crockett help his community?
- Where did David Crockett die?

- How did David Crockett become a legend?
- What is a legend?
- How is David Crockett remembered today?
Using Parts of a Source

The students of New Orleans want to learn more about American heroes. Answer the questions to show them how they can accomplish their goal. Circle your answers. For help, use the pictures and look at pages 300 and 301 in your textbook.

1. a. The students have found a book on the subject of heroes. Which reference source would list the different parts of this book?
   - glossary
   - index
   - table of contents

   b. Where can this reference source be found?
   - front of the book
   - back of the book

2. Suppose the book you’re reading has some difficult words. Where might the meanings of those words be listed?
   - glossary
   - index
   - table of contents

3. a. Suppose the students wanted to see if the book has a section on Harriet Tubman. In which reference source would they look?
   - glossary
   - index
   - table of contents

   b. In which part of the book is this reference source found?
   - front of the book
   - back of the book
Celebrating an Artist

Describe how you feel about one of the artists mentioned in Lesson 3. For help, look at pages 302 to 307 in your textbook.

Which artist did you find most interesting? ____________________________________________

What kind of artist is he or she? ____________________________________________

What works of art has he or she created? ________________________________________

Why did you choose this particular artist? ________________________________________

What about his or her art do you like the most? ______________________________________

What makes this artist special? ______________________________________
Using New Words

Put the letter of each word in the box next to its definition. For help, look at the lessons in Chapter 10 of your textbook.

| a. heritage | b. hero | c. myth | d. legend |

____ a story that tells about the beliefs of a group of people

____ a story passed down through the years that many people believe but may not be entirely true

____ something handed down from earlier generations

____ someone looked up to because of their personal qualities

Copy four sentences from Chapter 10 of your textbook here. Each sentence should have one vocabulary word.

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________
Community Celebrations

Look at the celebrations listed below. Then describe why we celebrate these occasions. For help, look at pages 314 to 321 in your textbook.

1. Juneteenth

2. Cinco de Mayo

3. Pulaski Day

4. Chinese New Year

Name: ___________________________ Date: ___________________________
Making Decisions

Read about the choices Sara must make. Circle the answer to each question. For help, look at pages 322 and 323 in your book.

1. Sara’s goal is to tour Los Angeles. It is a warm and sunny day, and Sara will be walking from one site to another. She will be walking in sand at the beach. Sara wants to be comfortable. What should she wear?

Give a reason for your answer.

________________________________________________________________________

________________________________________________________________________

2. Sara wants to remember what she sees in Los Angeles. But she doesn’t want to carry too many things. What would be best for her to take along?

Give a reason for your answer.

________________________________________________________________________

________________________________________________________________________
New Orleans

Create a **Facts About New Orleans** game. Play it with a friend. For help, look at pages 324 to 331 in your textbook.

**What to Do**

1. Write a question about New Orleans on each card below.
2. Write the answer to each question in the answer box.
3. Cut out the cards.

**How to Play**

1. Exchange cards with a partner.
2. Take turns reading questions and giving answers.
3. You get ten points for each right answer. The person with the most points wins!

**Questions About New Orleans**

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<th>Question 1:</th>
<th>Answer Box</th>
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Culture in Ghana

Complete the activity below. For help, look at pages 334 to 339 in your textbook.

Put an X next to each sentence that tells a fact about Ghana.

_____ 1. Ghana is a rural ocean community in Peru.
_____ 2. The national language of Ghana is English.
_____ 3. More than 35 languages are spoken in Ghana.
_____ 4. The capital of Ghana is Africa.
_____ 5. The kpanlogo is a drum that was created in Ghana.
_____ 6. Fishing is an important industry in Ghana.
_____ 7. Each year, the people of Ghana celebrate their country’s freedom from Great Britain with a festival. It includes storytelling, theater, and traditional dances.
_____ 8. Kente is an important food in Ghana.
Using New Words

Put the letter of each word in the box next to its definition. For help, look at the lessons in Chapter 11 of your textbook.

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<tr>
<td>a. ancestor</td>
<td>e. Cajun</td>
</tr>
<tr>
<td>b. holiday</td>
<td>f. zydeco</td>
</tr>
<tr>
<td>c. festival</td>
<td>g. Mardi Gras</td>
</tr>
<tr>
<td>d. jazz</td>
<td>h. kente</td>
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</table>

___ a celebration

___ a French Canadian who came to Louisiana in the 1700s

___ a day when people or events are honored

___ a style of music that combines traditional African rhythms, work songs, and blues

___ a kind of music created by Creole people. The music mixes African rhythms, blues, and jazz.

___ a yearly community celebration in New Orleans

___ a person in your family who came before you

___ colorful woven cloth to wear during special times
Language Arts/Science

- With a partner, write a news article about how one community is dealing with dangerous weather, such as a flood, blizzard, or tornado.

- Include the following in your news article:
  1. the name and location of the community
  2. what has caused the dangerous weather
  3. what problems the dangerous weather has caused
  4. how people are solving the problems

- Think about what a citizen in the community might say about the weather condition. Include a quote from this person in your article. Then present your news article to the class.

Make a Natural Resources Chart

- Make a list of the natural resources you read about in your textbook. Next to each natural resource on the list, explain how we use them.

- Draw several pictures. Each picture should show a natural resource and some products made from it. Label the resource and products. Paste your finished pictures onto a piece of oaktag. Label it “Resources and Products.”

- Present your finished work to the class.

From tree . . . to . . . wooden rocking chair.
Language Arts/Science/Drama

• Work with a small group to write a play. Make the play about an important health discovery, such as pasteurization, blood preservation, or the polio vaccine. The play should tell how the discovery helped improve life in one community.

• Write your play in two parts, or acts. The first act can take place before the discovery. The second act can take place after the discovery. Develop a character for each person in your group to play. Then write words for the characters to say. When your play is complete, act it out for the class.

Draw Routes on a Map

• Trace a map of the world. Cut it out and paste it onto a large piece of oaktag.

• Draw the route taken by a family of pioneers moving to a new place in this country. Show the kind of transportation the pioneers used. Write a caption telling what the pioneers may have experienced on the trip.

• What might the pioneers have seen when they arrived in the new place? Draw a picture of what comes into your mind. Place the picture at the end of the route.

• Repeat the steps above showing the route a family of immigrants took in coming to this country. When your map is complete, present it to the class.
Math/Language Arts

- Imagine your teacher wins $3,000 to be spent on your classroom. Work in groups to create a budget for spending the money.

- Make a list of items your classroom could use, such as art supplies, books, games and puzzles, a computer, furniture. Research the costs of these items using catalogs and shopping sites on the Internet. Decide which items on your list are most important. Determine how many of the important things you can buy with the money.

- On a large piece of construction paper or oaktag, create a budget poster. Make a list of each item you plan to buy and its cost. In addition, write a short paragraph explaining why your group has chosen each item. Present your budgets and explanations to the class.

Make a Flow Chart

- Work with a partner to create a flow chart. Show how a crop goes from being harvested to becoming a food product that people buy at the supermarket.

- Choose a crop and the food product it becomes, such as tomatoes and tomato sauce, or nuts and cookies. List in order the steps needed to get the crop from farm to manufacturer to supermarket.

- On a sheet of construction paper or oaktag, make a separate box for each step. In each box, write the step and draw a picture showing what happens. Place an arrow between each box to connect steps. Write a heading for your flow chart. Present your chart to the class.
Language Arts

- Work in a group to create a broadcast about what citizens are doing to help their communities.
- Choose one person to be the announcer. Other members of the group can play citizens who take part in activities that help their communities.
- The announcer can ask each group member questions about the activities they do and why they do them. Present your broadcasts to the class.

Make a Grid Map

- Work with a partner to create a map of a new capital for your state. Think about the buildings and monuments you want in your capital.
- Draw on a sheet of oaktag the streets and other features of your capital, such as ponds and parks. Write names for the streets and other features. Use construction paper to make buildings and monuments. Cut and paste these onto your map. Label them.
- Make a grid for the map of your capital. Use a ruler and pencil to draw three or four evenly spaced horizontal and vertical lines over the map. Label the squares along the top with numbers and the squares along the side with letters. Include an index telling where at least five places can be found. Present your completed map to the class.
Language Arts/Art

- Work in a group to create a Calendar of Events for the year. Include one event for each month. Using information from the unit, choose which events and festivals you want to use. For any months not covered in your textbook, make up your own event or festival.

- Draw a picture illustrating each event. Write a caption under each drawing that tells the name of the event, when and where it takes place, and what it celebrates.

- Glue each picture onto a piece of colored construction paper and create a cover for your calendar. Then punch a hole in the left-hand corner of each page and tie the pages of your calendar together with a piece of yarn. Share your completed calendars with the class.

Make a Culture Chart

- Create a chart showing how immigrants made our country special by sharing parts of their culture with us.


- Down the left-hand side of your paper, list the different countries discussed in this unit. Fill in the other columns with facts from the unit about the cultural traditions people from these countries brought to the U.S. Research other important cultural traditions of each group and list these as well.

- Paste the chart onto a piece of oaktag. Create a title and caption for your chart. Share your completed chart with the class.