

Grade  
5

# New York Social Studies



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# Geography of the United States and Canada

## Unit 1



How do people adapt to where they live?

**FOLDABLES**  
Study Organizer

### Compare and Contrast

Make and label a two-tab book Foldable before you read Unit I. Write: **Ways people change their environment** on the top tab. On the bottom tab write: **Ways people are affected by their environment**. Use the Foldable to organize information as you read.



Niagara Falls, Ontario, Canada

## Lesson I

### VOCABULARY

**tundra** p. 3

**megalopolis** p. 4

**prairie** p. 6

**Continental Divide** p. 8

**canyon** p. 9

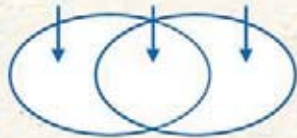
### READING SKILL

#### Compare and Contrast

Copy the chart below.

As you read, use it to compare and contrast the Appalachian and Rocky Mountains.

Different Alike Different



# Major LANDFORMS

The Colorado River carved out the Grand Canyon over a period of 6 million years.

### Lesson Question

What are some of the major landforms of North America?

**A** Grasses and mosses grow on the treeless plain near the Arctic Ocean.

**B** Large cities form a megalopolis along the Atlantic Coastal Plain.

**C** Rolling grasslands are a typical feature of the Central Lowlands.

**D** The Rocky Mountains are part of a group of mountain ranges.

# A THE UNITED STATES AND CANADA

*The North American landscape has played a big role in how the United States and Canada grew. It also has amazing physical wonders, such as the Grand Canyon, Rocky Mountains, and the Canadian Shield.*

The United States and Canada share most of North America. The western coast faces the Pacific Ocean. The eastern coast faces the Atlantic Ocean. In the north, the very cold Arctic Ocean borders the region. The **tundra**, or a treeless plain, covers Arctic lands in this region where only grasses and mosses can grow. In the south, the Gulf of Mexico's warm currents border the region. Lush grasses grow and thrive in this region.

Canada occupies most of the northern part of North America. It is divided into

13 provinces and territories. Canada is the second largest country in the world after Russia. The United States is the world's third largest country. Forty-eight of the United States stretch across the middle part of the mainland, or continent, of North America. Two states lie elsewhere. Alaska lies in the northwestern part of the continent. Hawaii is in the Pacific Ocean.

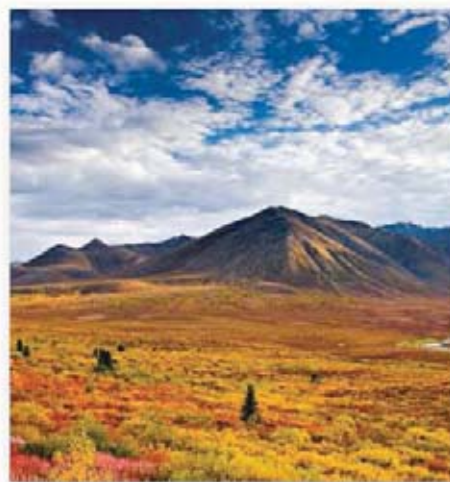
## QUICK CHECK

**Compare and Contrast** Name two ways in which the United States and Canada are alike.



## Map Skill

**PLACE** About how high are the Rocky Mountains?



Grasses and mosses grow on the treeless tundra near the Arctic Ocean.

**B**

## LOWLANDS AND HIGHLANDS

A variety of landforms shape the United States and Canada. A broad lowland called the Atlantic Coastal Plain runs along the coast of the Atlantic Ocean. The cities of Boston, New York City, Philadelphia, and Washington, D.C., form a **megalopolis** called “Boswash” along the coastal plain. A megalopolis is a group of cities that have grown so close together they seem to form one city. This megalopolis has long been an important economic, cultural, and political center of the United States. Another megalopolis called “ChiPitts” runs from Wisconsin to Toronto, Canada. It includes Milwaukee, Chicago, Detroit, Cleveland, Pittsburgh, and Buffalo.

In northeastern areas of the Atlantic Coastal Plain, the soil is thin and rocky. Farming is limited. However, an area called the Piedmont has fertile soil. The Piedmont lies in the eastern foothills of the Appalachian Mountains alongside the Atlantic Coastal Plain.

### Harbors and Ports

Excellent natural harbors along the Atlantic coast have led to the growth of shipping ports. Halifax is a busy port city in the Canadian province of Nova Scotia. About 2,000 ships passed through the port of Halifax in 2007. In that same year the port was responsible for about 9,000 jobs in and around Halifax.

This photo shows the megalopolis regions of North America. 📍





📍 The view from a hiking trail in the Appalachian Mountains

Another lowland, the Gulf Coastal Plain, lies along the Gulf of Mexico. It is wider than the Atlantic Coastal Plain. Large cities there include Houston and New Orleans. Soil in this region is richer than in the Atlantic Coastal Plain and is excellent for farming. Cotton is a major crop of the Gulf Coastal Plain. Cotton is used to make many things, from books and paper to clothing and dollar bills.

## The Appalachian Mountains

West and north of the Atlantic and Gulf Coastal Plains are highland areas. These include the Appalachian Mountains, which run from eastern Canada to Alabama. Geographically, the Appalachians divide the Northeastern states from the Midwestern states. The Appalachian Mountains are the oldest mountains in North America. Their rounded peaks show their age. Water, wind,

and ice have worn away mountain rock and soil in a process called erosion. The highest peak is Mount Mitchell in North Carolina. Even with erosion, it reaches 6,684 feet.

Thousands of people live in the cities and towns of Appalachia. Appalachia is the region in and around the Appalachian Mountains. Many people rely on the natural geography of the area for work. For example, some people have jobs in the coal mining industry. During the 1800s, cities like Charleston, West Virginia, grew rapidly. The city grew because so many people came to work in the coal-rich mines of Appalachia. As the coal mining industry grew, so did other cities and towns.

---

### QUICK CHECK

**Compare and Contrast** How are the Atlantic Coastal Plain and the Gulf Coastal Plain different?

## C

# INTERIOR LOWLANDS

Enormous interior lowlands lie to the west of the eastern highlands. In the north, a horseshoe-shaped area called the Canadian Shield wraps around Hudson Bay. It has rocky hills, lakes, and evergreen forests. With poor soil and a cold climate, the Canadian Shield is not farmable. It does have many minerals, such as iron ore, copper, and nickel. Both mining and logging are thriving industries there.

South of the Canadian Shield and west of the Appalachian Mountains lie the Central Lowlands, or Central Plains. There you will find grassy hills, rolling flatlands, thick forests, and fertile farmland. This area also contains important waterways, such as the Great Lakes and the Mississippi River. Large cities, such as Chicago, Detroit, and Toronto, are located in the Central Plains.

## The Great Plains

To the west of the Mississippi River stretch the Great Plains. West of the Mississippi River the land begins to rise. At river's edge, the land is almost at sea level. Over many miles, though, the elevation changes quite a bit. Denver, Colorado, on the western edge of the Great Plains, is about 5,000 feet above sea level!

Much of this vast region is a **prairie**. Prairies are flat, rolling lands covered with grass. The soil is very fertile. Farmers grow grains, and ranchers raise cattle on the land. The Great Plains are also rich in coal, oil, and natural gas.

## QUICK CHECK

**Compare and Contrast** How are the Canadian Shield and the Great Plains alike?

## Canadian Shield

- ➔ It has rocky hills, lakes, and evergreen forests.
- ➔ Its poor soil and cold climate make it unsuitable for farming.
- ➔ It is rich in minerals such as nickel, copper, and iron ore.

### Chart Skill

What kinds of industries would thrive in the Canadian Shield?

The Canadian Shield near Hudson Bay, Canada







The rolling hills of the Midwest

## Central Lowlands

- ➔ You may see rising and falling flatlands, green hills, and dense forests. This region has soil that is good for farming.
- ➔ There are important waterways such as the Mississippi River and the Great Lakes.
- ➔ The area is rich in minerals, such as nickel, copper, and iron ore.
- ➔ Major cities, such as Toronto, Detroit, and Chicago, are located here.

### Chart Skill

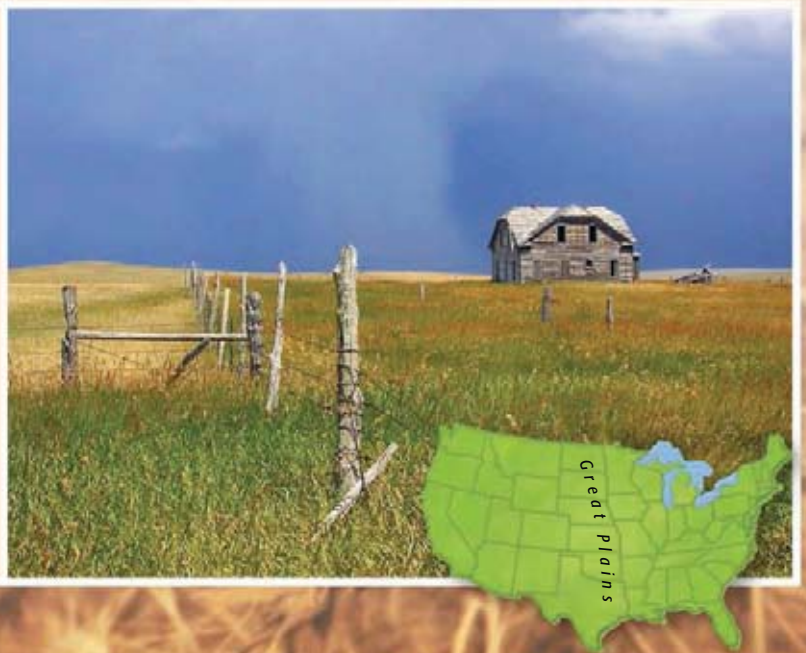
Why are cities located near waterways?

## Great Plains

- ➔ Much of this vast region has flat, rolling lands covered with grass.
- ➔ The soil is very fertile.
- ➔ Farmers grow grains, and ranchers raise cattle.
- ➔ The region is rich in coal, oil, and natural gas.

### Chart Skill

Why do people farm in the Great Plains?



A Great Plains wheat farm

## D

# MOUNTAINS AND PLATEAUS

West of the Great Plains is a group of mountain ranges. The Rocky Mountains begin in Alaska and run south to New Mexico. Although they are younger and higher than the Appalachians, the Rockies have not been a barrier to travel. Mountain passes allow people to cross them.

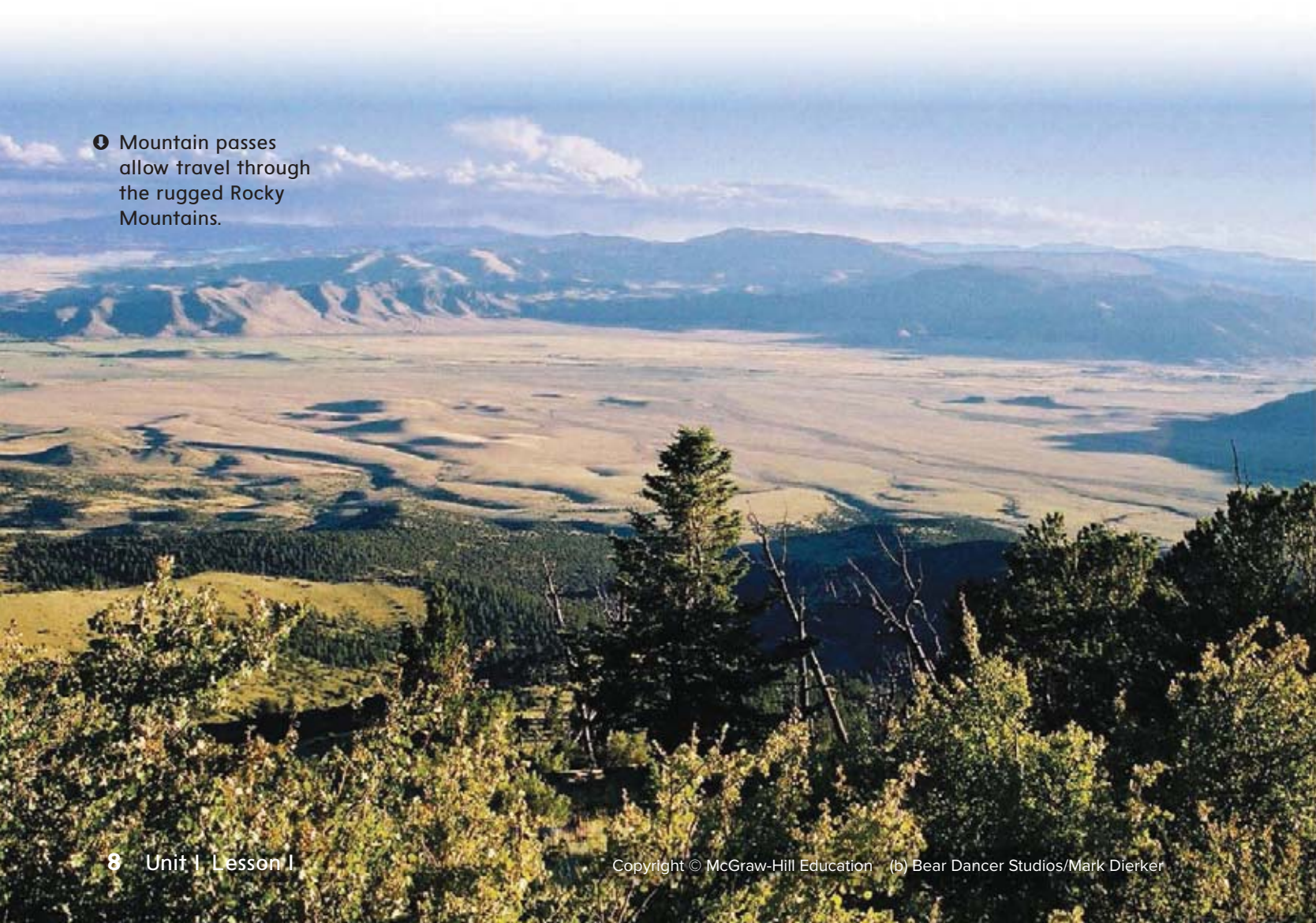
There is an imaginary line in the Rockies called the **Continental Divide**. East of the Continental Divide, rivers drain into the Arctic Ocean, the Atlantic Ocean, and the Gulf of Mexico. To the west, rivers flow into the Pacific Ocean and the Gulf of California.



### Diagram Skill

What does the Continental Divide do?

- 1 Mountain passes allow travel through the rugged Rocky Mountains.



Near the Pacific coast are mountain chains that make up the western part of the group. The highest point in North America, Mount McKinley, rises to 20,320 feet. It is in one of these chains, the Alaska Range. In California the Sierra Nevada range is king. Its tallest point is Mount Whitney at 14,496 feet.

## The Grand Canyon

Between these Pacific ranges and the Rocky Mountains is a stretch of dry basins and high plateaus. In the southern part of this area, rivers have worn through rock to create magnificent **canyons**, or deep valleys with steep sides. One of the most beautiful is the Grand Canyon of the Colorado River. A man named John Wesley Powell led the first exploration of the Grand Canyon in 1869.



📍 Lake Powell is named after John Wesley Powell.

## QUICK CHECK

**Compare and Contrast** How are rivers west of the Rocky Mountains different from those in the east?



## Check Understanding

**1. VOCABULARY** Draw a picture to represent one of the words below.

**tundra**      **prairie**      **canyon**

**2. READING SKILLS Compare and Contrast** Use your chart from page 2 to write a paragraph about the Appalachian and Rocky mountains.



**Lesson Question**

**3. Write About It** Write a paragraph about how the people of Appalachia use their land to live.

📍 President Theodore Roosevelt (left) helped John Muir (right) establish Yosemite National Park in the Sierra Nevada.

## Lesson 2

### VOCABULARY

**navigable** p. 11

**tributary** p. 11

**glacier** p. 12

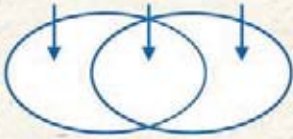
**wetland** p. 14

### READING SKILL

#### Compare and Contrast

As you read, use the chart to compare and contrast the Mississippi and St. Lawrence rivers.

Different Alike Different



# Major Waterways

Bear Mountain Bridge on the Hudson River

### Lesson Question

How do people use some of the region's major waterways?

**A** The Mississippi River is wide and deep enough for large ships to navigate.

**B** The St. Lawrence Seaway connects the Great Lakes with the Atlantic Ocean.

**C** People protect the Everglades, home to many rare animals and plants.

# A

## THE MISSISSIPPI RIVER

*Native Americans were the first to travel and trade on North American waterways. Over time these same waterways connected major cities and regions of our country.*

The United States and Canada have numerous lakes and rivers. Many of the region's rivers are **navigable**, or wide and deep enough to allow the passage of ships.

The second-longest river in the United States is the Mississippi River. The longest is one of its **tributaries**, the Missouri River. A tributary is a river that flows into a larger river. The Mississippi begins as a narrow, unnavigable stream that flows from its source, Lake Itasca in Minnesota, to the Gulf of Mexico.

The Mississippi River Basin dominates the central part of the region. It drains over one million square miles of land. This means that as the river flows from its source to its mouth, the surrounding land is watered and made suitable for farming.

Because so much of the river is wide and deep, ships can navigate the Mississippi for a great distance. Products from port cities such as St. Louis and Memphis are shipped down the river to other ports.

### QUICK CHECK

**Compare and Contrast** How are navigable and unnavigable rivers similar?

### Mississippi River Basin



### Map Skill

**REGION** What river regions make up the Mississippi River Basin?

The mighty Mississippi River

## B THE GREAT LAKES

The Great Lakes—the world’s largest group of freshwater lakes—lie in the central part of North America. **Glaciers**, or giant blankets of ice, carved Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior about 10,000 years ago. The largest and deepest of the Great Lakes is Lake Superior. Lake Erie is the most shallow and holds the least water.

### St. Lawrence River

The waters of the Great Lakes flow into the St. Lawrence River. The St. Lawrence River flows for about 750 miles from Lake Ontario to the Atlantic Ocean. The Canadian cities of Montreal, Quebec, and Ottawa grew up along the St. Lawrence River and its branches. They depend on the St. Lawrence as an important transportation link.

For many years, rapids, waterfalls, and uneven water levels kept ships from navigating the entire route from the Great Lakes to the Atlantic Ocean. Then, in the mid-1900s, the United States and Canada built a series of canals called the St. Lawrence Seaway. To cope with the problem of changing water levels, engineers built locks. A lock is a part of a canal where water is pumped in or out to raise or lower ships.

Today, ships on the St. Lawrence Seaway carry raw materials and manufactured goods from cities like Chicago, Cleveland, and Toronto to the rest of the world.

### QUICK CHECK

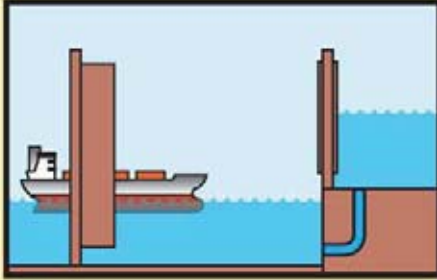
**Cause and Effect** Why did the United States and Canada build the St. Lawrence Seaway?



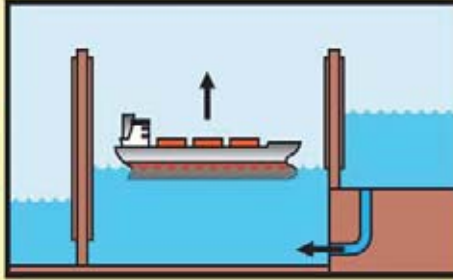
### Map Skill

**HUMAN INTERACTION** What human-made feature separates Lake Superior from Lake Huron?

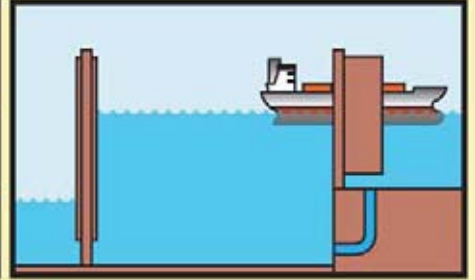
## How a Lock Works



1 Ship enters lock.



2 Water is pumped in. Ship rises with water level.



3 Upper lock gates are opened. Ship leaves the lock.

### Chart Skill

In what position is the front lock when the rear lock is about to close?

A picture of the Great Lakes from space

# C

# THE EVERGLADES

The Everglades are a large area of **wetlands** in southern Florida. A wetland is an area of land that does not completely drain of water, such as a swamp. Wetlands depend on both water and land to support diverse, sometimes endangered, plant and animal life.

The Everglades are a home for many animals and plants. Alligators, crawfish, falcons, and the rare Florida panther all live in the Everglades. During the late 1800s and early 1900s, people built buildings and roads through



**i** Alligator

the Everglades. To protect and save the natural homes of rare plants and animals, Everglades National Park was created in 1947. Marjory Stoneman Douglas worked tirelessly to preserve the Everglades. Her book, *The Everglades: River of Grass* inspired people to protest the destruction of the Everglades. You can read a section from her book on this page.

## QUICK CHECK

**Compare and contrast** How are lakes and wetlands different?

## Primary Sources

"There are no other Everglades in the world. They are, they have always been, one of the unique regions of the earth; remote, never wholly known. Nothing anywhere else is like them. . . ."

A section from  
*The Everglades: River of Grass*  
by Marjory Stoneman Douglas, 1947

**Write About It** Think about something that should be preserved. Write about ways people can work in your community to promote your cause.

## Check Understanding

**1. VOCABULARY** Write one sentence for each vocabulary word.

**navigable**      **glacier**      **elevation**

**2. READING SKILLS Compare and Contrast** Use your chart from page 10 to write a paragraph about the Mississippi and St. Lawrence rivers.



**Lesson Question** **3. Write About It** How did people change the St. Lawrence Seaway?



# Map and Globe Skills

## Use Latitude and Longitude Maps

### VOCABULARY

**global grid**

**latitude**

**longitude**

**absolute location**

**relative location**

**parallel**

**meridian**

**prime meridian**

Some maps divide the Earth into a **global grid**, or set of crisscrossing lines. Lines going from east to west are called **latitude**. Lines going from north to south are called **longitude**. Latitude and longitude are measured in units called degrees. The symbol for degrees is  $^{\circ}$ . The point at which latitude and longitude lines cross is a place's **absolute location**.

Another way to determine the location of a place is by using **relative location**. Relative location tells you where a place or region is located in relation to another place. For example, the relative location of the United States is north of Mexico.

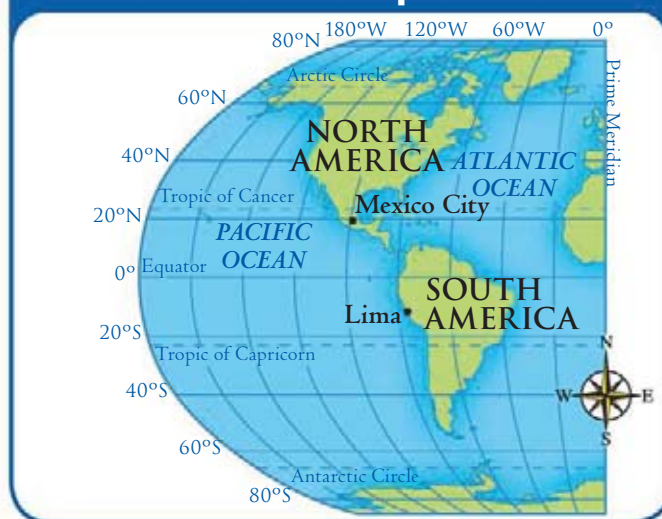
### Learn It

- Lines of latitude are called **parallels**. They measure distance north and south of the equator. The equator is labeled  $0^{\circ}$  latitude. Lines of latitude north of the equator are labeled **N**. Those south of the equator are labeled **S**.
- Lines of longitude are called **meridians**. They measure distance east and west of the **prime meridian** (labeled  $0^{\circ}$  longitude). Meridians east of the prime meridian are labeled **E**. Meridians west of the prime meridian are labeled **W**.

### Try It

- Locate Mexico City. Which line of latitude is closest to this city?
- Locate Lima in South America. Which line of longitude is closest to this city?

### Latitude and Longitude of the Western Hemisphere



### Apply It

- Find the longitude and latitude lines that are closest to your community.
- Which city is closer to your community in longitude, Mexico City or Lima?

## Lesson 3

### VOCABULARY

**hydroelectric**

**power** p. 18

**renewable resource**

p. 18

**scarcity** p. 20

**economy** p. 20

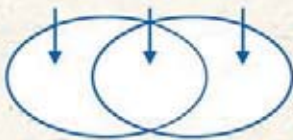
**irrigation** p. 23

### READING SKILL

#### Compare and Contrast

As you read, use the chart below to compare and contrast energy resources.

Different Alike Different



# NATURAL RESOURCES

A rain forest in Washington State

### Lesson Question

How do the United States and Canada use natural resources?

**A** Minerals have helped create industries in the United States and Canada.

**B** Energy resources include oil, coal, natural gas, wind, sun, and corn.

**C** The fishing and timber industries have scarce resources.

**D** Rich soil in parts of Canada and the United States helps farmers grow crops.

## A

# MINERAL RESOURCES

*Natural resources are materials found in nature that people use. The products and energy we use everyday are made from natural resources. But not all natural resources will last forever.*

**T**he United States and Canada have vast mineral resources. A mineral is a natural substance that is found in the earth. Minerals have helped create industries in the United States and Canada.

Parts of eastern Canada and the northern United States have large iron-ore deposits. Iron ore is used to make steel. The Rocky Mountains have gold, silver, and copper. Products made from copper include wire, pipes, and frying pans. Deep within the Canadian Shield are iron ore,

copper, nickel, and gold. In fact, the shield supplies Canada with so many different minerals that it is often called “Canada’s Storehouse.”

### QUICK CHECK

**Compare and Contrast** How are minerals in the Rocky Mountains and the Canadian Shield different?



**i** Gold nuggets.

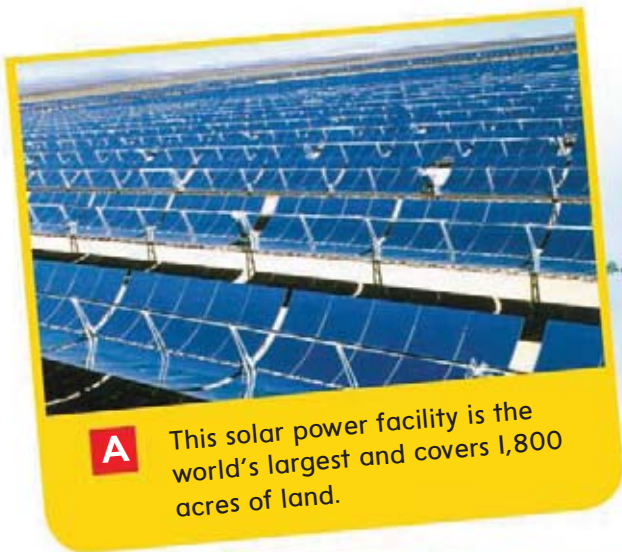
## B ENERGY RESOURCES

The United States and Canada have a variety of energy resources. **Renewable resources** are resources that can be replaced. Renewable energy resources include wind, sun, corn, and **hydroelectric power**. Hydroelectric power is energy generated by falling water.

Nonrenewable energy resources include oil, natural gas, and coal. Even with large supplies of oil in Texas and Alaska, the United States

imports oil because it uses nearly three times the amount of oil that it produces.

Most of Canada's oil and natural gas reserves lie in or near the province of Alberta. This province has the world's second-largest reserves of oil in the form of oil mixed with sand. A machine called a separator separates the oil from the sand. Canada exports oil and natural gas. Much of these energy exports



### Map Skill

**HUMAN INTERACTION** In which state is the coal burning power plant located?

go to the United States. Coal is mined in many parts of the United States and British Columbia. North America has enough coal to last 400 years, but burning coal pollutes the air and destroys the environment.

## Renewable Energy

Scientists have worked to produce renewable sources of energy. Solar energy is made from sunlight. Flat plates called solar panels collect the energy and turn it into electricity. Ethanol

is a fuel that is made from corn. Ethanol is used to power cars and rockets. Wind and falling water also make energy. The force of the wind or water spins a turbine that produces electricity. Niagara Falls is a major source of hydroelectric power.

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## QUICK CHECK

**Compare and Contrast** How are coal energy and wind energy different?



**C** An oil pumpjack in Alberta, Canada, brings up oil from within the Earth.



**D** This factory in Ohio uses coal to generate energy.



**E** Oil rigs in the Gulf of Mexico drill for oil 24 hours a day.



## SCARCE RESOURCES

Oil and natural gas are limited resources because they are nonrenewable. One day these resources are likely to run out. But even renewable resources can become scarce. Many people are working to improve the **scarcity** of trees and fish. Scarcity happens when there is not enough of a resource to make all of the products people want.

### The Timber Industry

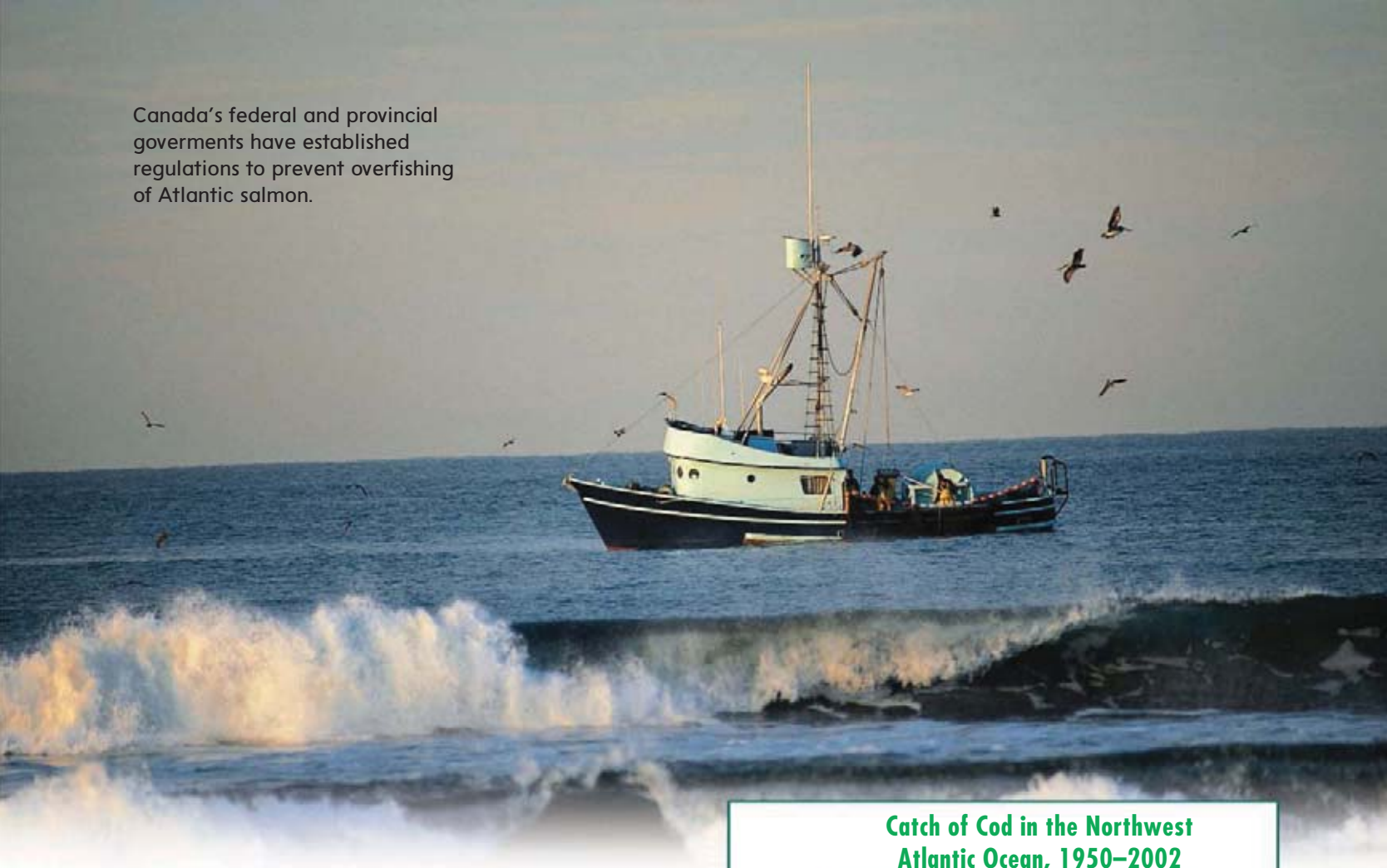
Forests once covered much of the United States and Canada. Today, however, forests cover less than 50 percent of Canada and about one-third of the United States. People have cleared land to farm. They also cut forests to make timber products. Farming and timber are important parts of the **economy** of Canada and the United States. A country's economy is the way its people use natural resources, money, and knowledge to produce goods and services.



Lumber and wood products, such as paper, are major exports of Canada. The timber industry is also important to the states of Oregon and Washington.

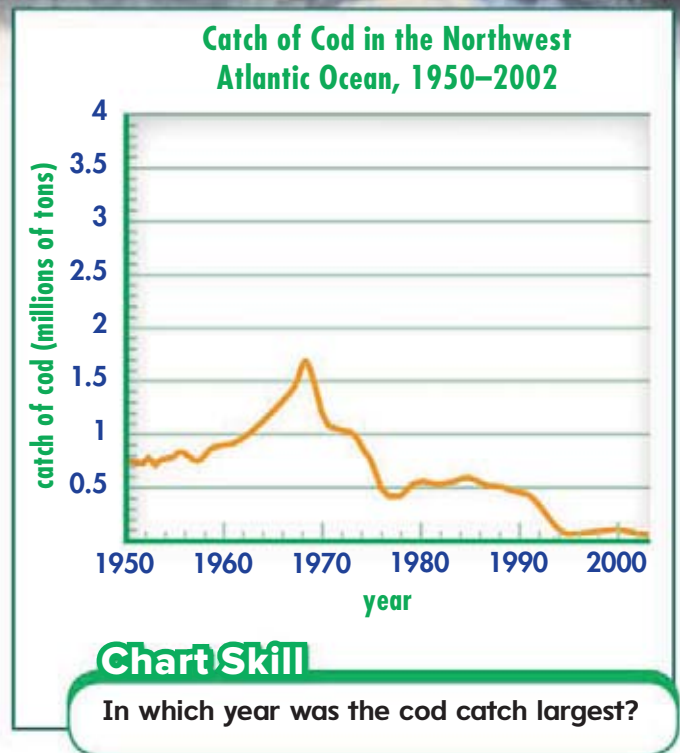
- ① Logging machinery loads logs onto a flatbed truck in Reedsport, Oregon.

Canada's federal and provincial governments have established regulations to prevent overfishing of Atlantic salmon.



## The Fishing Industry

The coastal waters of the Atlantic and Pacific Oceans and the Gulf of Mexico are important to the region's economy. They have fish and shellfish that support fishing industries. In recent years, however, the eastern Atlantic fishing grounds have suffered from overfishing. The Great Banks, located off Canada's southeast coast, were once one of the world's richest fishing grounds. As these waters were overfished, the numbers of fish decreased. The Canadian government banned cod fishing there from 1992 to 1997. At the same time, the freshwater fishing industry has been growing. Lake Winnipeg is the biggest contributor to Canada's freshwater catch.



## QUICK CHECK

**Compare and Contrast** How are the timber and fishing industries alike?

# D

# SOIL RESOURCES

Rich soil in parts of the United States and Canada help farmers grow crops. Canada's heartland is known as the "Prairie Provinces." It includes Manitoba, Saskatchewan, and Alberta. The map on this page shows you that wheat is the major farm crop in this region.

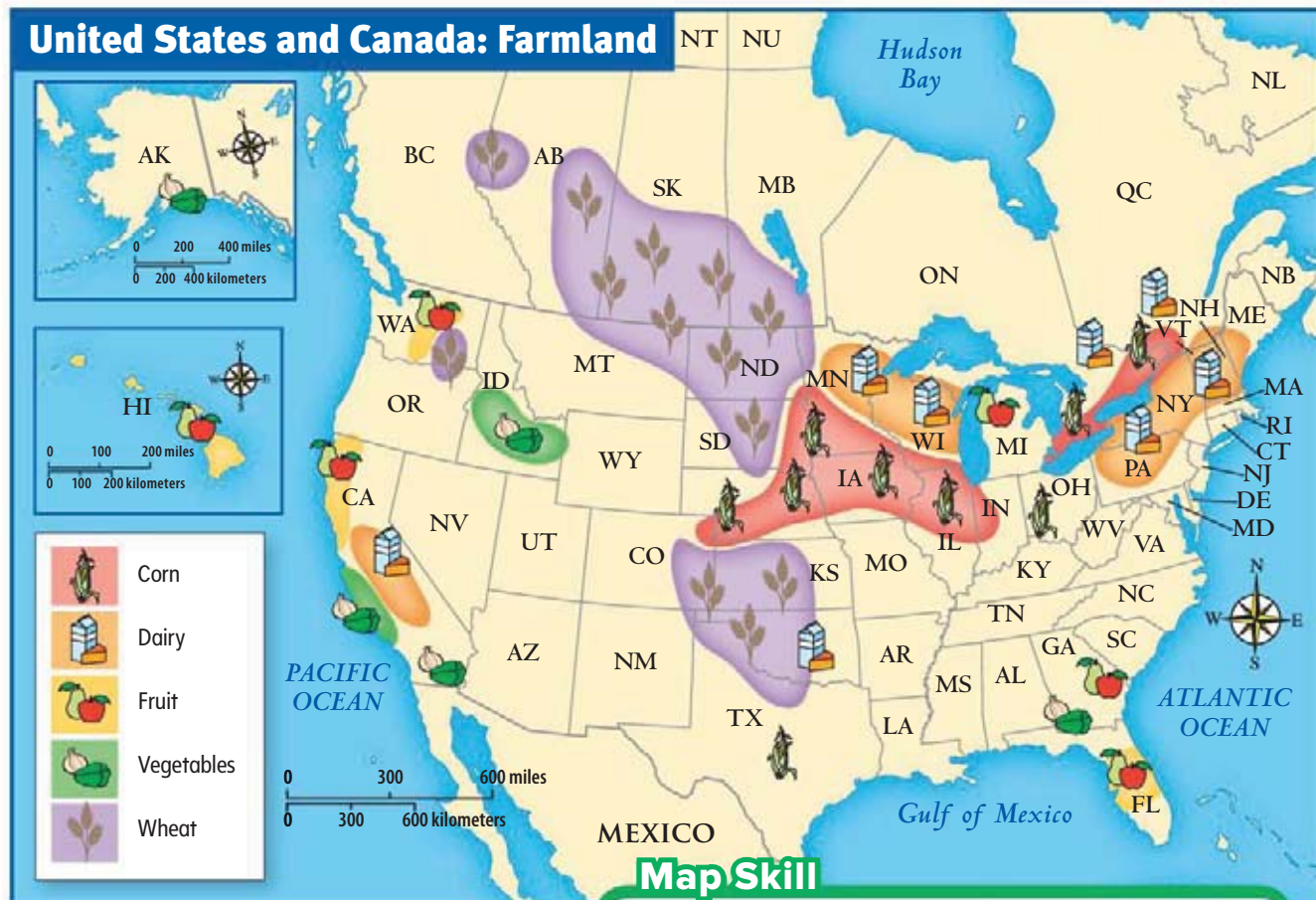
The area along the St. Lawrence Seaway also has fertile soil. Farmers grow grains, fruits, and vegetables. Dairy farms too are important to the economy of this region.

## The Farm Belt

Flat land and fertile soil cover much of the U.S. Midwest. Farmers produce huge amounts of corn, soybeans, and grains such as oats

and wheat. In some areas of the Great Plains, farmers use dry farming to grow a certain kind of wheat. Dry farming is a method in which land is left unplanted every few years so it will hold rainwater. Dairy products and livestock are also important to the Midwest economy.

The South's warm, wet climate favors crops that are not usually grown elsewhere in the United States. Farmers in Louisiana and Arkansas, for example, grow rice and sugarcane. In Florida and Texas, they grow citrus fruits such as oranges and lemons. Georgia, Alabama, and North Carolina produce one million tons of peanuts each year.



**Map Skill**  
**HUMAN INTERACTION** What farm products are produced in Ontario?





1 Testing soil moisture in an orange grove

## Farming Dry Land

The Central Valley of California is located between two mountain ranges, the Sierra Nevada and the Coast Ranges. The land is fertile, and the weather is warm. Farmers have a problem, though. Little rain falls there in the summer because summer is the dry season. For many years farmers could only grow crops that needed little water. They did not have **irrigation**. Irrigation is bringing water to dry land through ditches or pipes.

Today irrigation has made California a leading producer of grapes, olives, plums, peaches, tomatoes, artichokes, and more than 150 other fruits and vegetables. Only Texas grows more cotton than California. Only Florida grows more oranges and grapefruits.

## QUICK CHECK

**Compare and Contrast** In what ways are California, Texas, and Florida alike?

## Check Understanding

**1. VOCABULARY** Write a paragraph about the fishing industry using these words.

**scarcity**      **economy**

**2. READING SKILLS**

**Compare and Contrast** Use your chart from page 16 to write about energy resources.

**Lesson  
Question**

**3. Write About It** Write about how farmers in California adapted to the dry summer season.

## Lesson 4

### VOCABULARY

**temperate climate** p. 25

**current** p. 26

**precipitation** p. 28

**drought** p. 28

**arid** p. 30

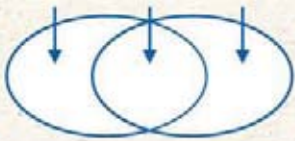
### READING SKILL

#### Compare and Contrast

Copy the chart below.

As you read, use it to compare and contrast the Northeast and the Pacific Northwest.

Different Alike Different



# Climate REGIONS

Hawaii's Ha'ena State Park

### Lesson Question

How does climate affect how people live?

**A** Long, cold winters and brief, cool summers make life harsh for people.

**B** People in southern California enjoy warm, dry summers and mild, wet winters.

**C** People in the deserts see less than 10 inches of rainfall each year.

**D** In the East, people have plenty of rain.

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## A

# COLD CLIMATES

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*Climate is the usual pattern of weather in an area over a long period of time. It affects plant life and where people choose to live.*

**C**limate is mainly determined by latitude, but also by landforms such as mountains and large bodies of water. The region of the United States and Canada has a great variety of climates. The far north is a cold, arctic wasteland. Areas near the Tropic of Cancer are warm all year. Most people in the United States and Canada live in a **temperate climate**. Temperate climates have changing seasons and mild weather that is neither too hot nor too cold.

### The Far North

The northern arctic parts of Alaska and Canada, winters are long and cold, while

summers are brief and cool. As a result, few people live in this harsh environment. The Arctic Ocean's coastline is a treeless tundra. This very cold climate prevents the growth of trees and most plants.

In the subarctic region farther south, dense forests of evergreen trees have adapted to the cold climate. For example, the waxy coating of evergreen needles keeps moisture inside during the bitterly cold winters.

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### QUICK CHECK

**Compare and Contrast** How are the arctic and subarctic regions different?

- 1 Cotton grass thrives in the Arctic tundra.



## B

# WARM CLIMATES

Look at the map on page 27. It shows you that warm climates can vary from place to place. In addition to latitude, the movement of air and water helps create Earth's climates. Moving air and water help carry the sun's heat around the globe. In the ocean, the moving streams of water are called **currents**.

### The Ocean Effect

Near the Equator, air and water are heated the most. Warm wind and water currents move from the tropics toward the North and South Poles. A large, warm-water ocean current

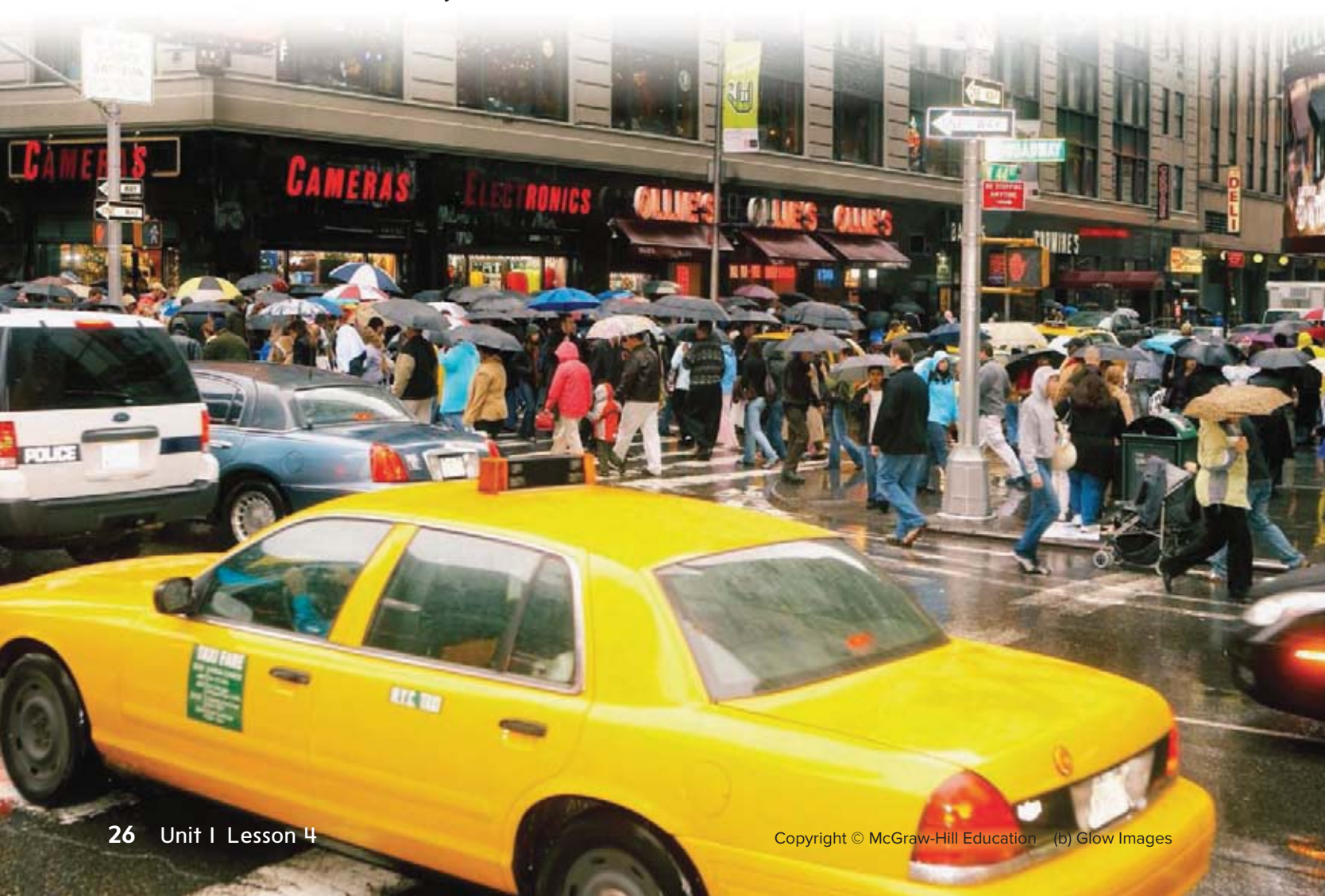
known as the Gulf Stream flows from the Gulf of Mexico through the cool Atlantic Ocean along the east coast of North America.

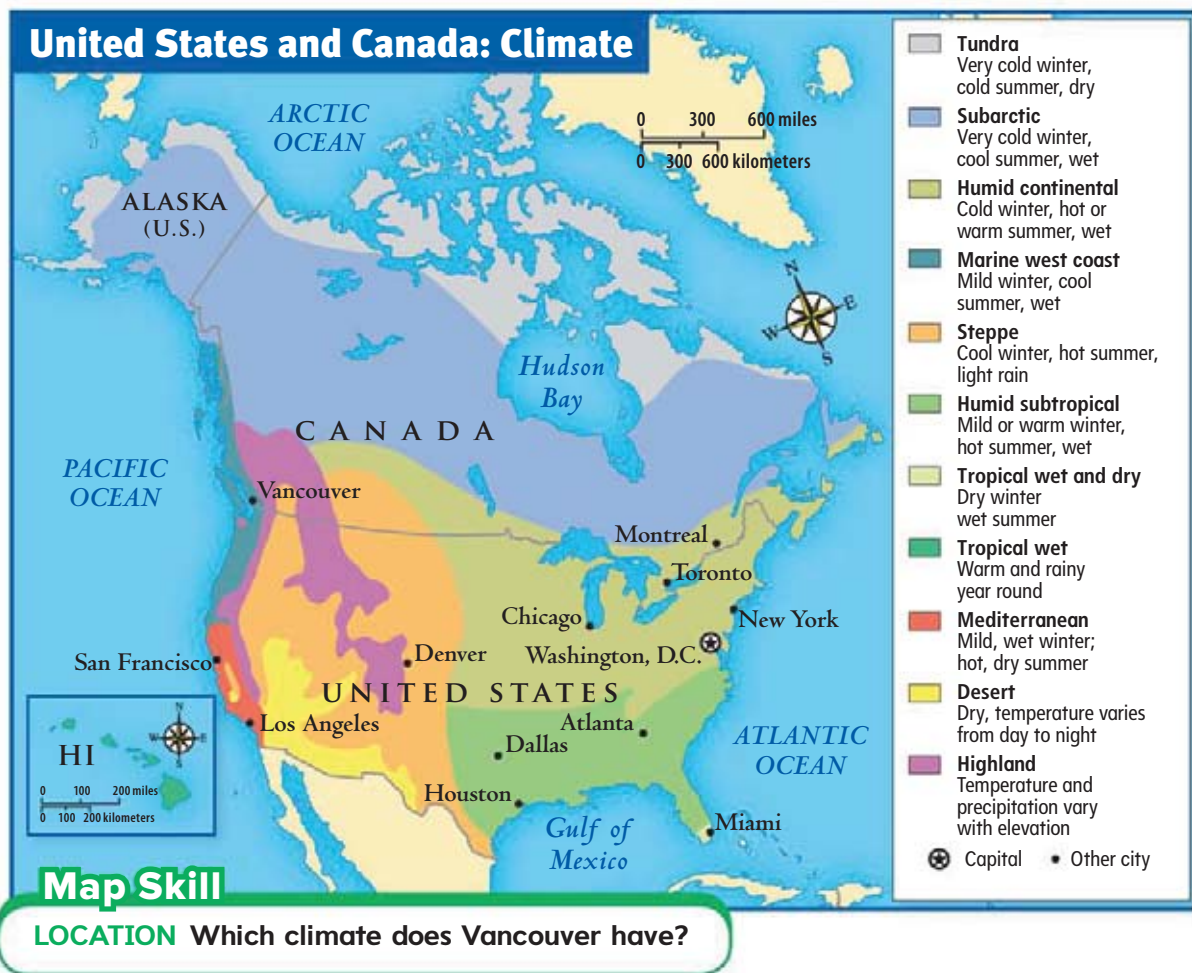
Water temperatures do not change as much or as fast as land temperatures do. Thus, air over large bodies of water is warmer in winter and cooler in summer. This keeps coastal air temperatures moderate.

### The Pacific Coast

The area from southern Alaska to northern California is called the Pacific Northwest. The Pacific Ocean's warm North Pacific Current

1 A rainstorm in New York City.





keeps this area’s climate mild and wet. Evergreen forests, ferns, and mosses are common. By contrast, southern California has a climate of warm, dry summers and mild, wet winters with less rainfall.

### Tropical Areas

The tropics lie between the Tropic of Cancer and the Tropic of Capricorn. Temperatures here change little from season to season. Warm tropical climates can be separated into two types. The tropical wet climate is wet in most months, with up to 100 inches of rain a year. The tropical wet and dry climate has a wet season and a dry season.

Two areas of the United States have tropical climates. Southern Florida has a tropical wet and dry climate. Its temperatures are hot in summer and warm in winter. Rain falls mainly in summer.

Hawaii, the other tropical area, has average year-round temperatures in the 70s°F. It has a tropical wet climate. Monthly rainfall, which varies throughout the state, supports tropical rain forests.

### QUICK CHECK

**Compare and Contrast** How are the climates of southern Florida and Hawaii different?

# C

## THE DESERT WEST AND MIDWEST

Many parts of the southwestern United States are desert. A desert gets less than 10 inches of **precipitation**, or rainfall, each year. The Southwest is also closer to the Equator than other parts of the United States. The temperatures are high all year. The heat and dry air affect the region's land.

### The Border Deserts

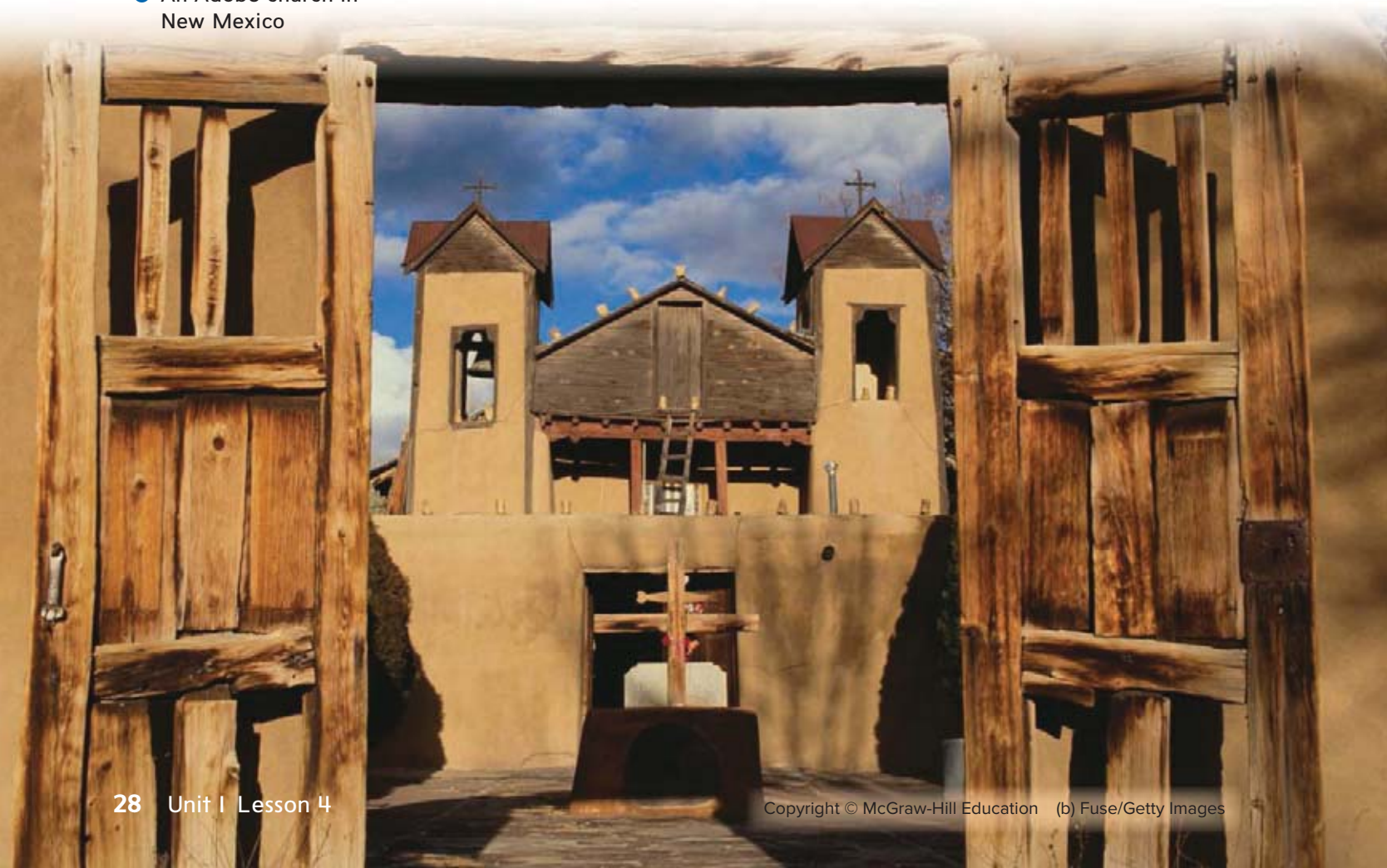
The Sonoran and Chihuahuan deserts cover over 295,000 square miles along the United States-Mexico border. Plants and animals have adapted to this harsh climate over thousands of years. Many plants store water from rainfall so they can survive during the long, dry season.

### The Inland West

The inland West stretches from the Sierra Nevada Mountains to the eastern Rocky Mountains. The Great Basin has a steppe climate of hot summers and mild winters. In this region, the Sierra Nevada blocks humid winds from the Pacific Ocean. As a result, the Great Basin receives little rainfall. Plants there survive on little rain.

Areas on the eastern side of the Rockies have a partly dry climate. **Drought**, or a long period without rainfall, is a serious challenge. Farmers and ranchers can lose crops and animals when rainfall is low.

📍 An Adobe church in New Mexico





❶ Bison roam the snowy grasslands of Yellowstone National Park.

## The Great Plains

The Great Plains receive their moisture from the Gulf of Mexico and from the Arctic. The eastern part of this area has a humid climate, with cold, snowy winters and hot, humid summers. The western part has light rain. Short grasses and grains grow in this area. Drought sometimes affects the Great Plains. In the 1930s, years of poor farming methods and drought caused the Dust Bowl. The Dust Bowl was a series of windstorms that picked

up loose topsoil and turned the central United States and Canada into a wasteland. Economic hardships forced many farmers to leave the Great Plains. Since the 1930s, better farming methods have renewed this area's soil.

## The Lake Effect

The Great Lakes affect the land much as the ocean does in other parts of the country. This is called the lake effect. In summer, lake water and the air above it are cooler than the nearby land. Wind crossing a lake creates a cool breeze. In winter the opposite is true. Sometimes, though, winds pick up moisture and form clouds that causes lake effect snow.

### EVENT

On April 14, 1935, twenty of the worst Dust Bowl storms turned the day into night. On **Black Sunday** some people could not see five feet in front of them.

### QUICK CHECK

**Compare and Contrast** How are the Southwest and inland West alike?

## D THE EAST

One way to study North America's climate is to divide it into two areas of precipitation, **arid** and humid. Arid regions are dry. In general, the western half of North America is arid. It gets less than 20 inches of precipitation a year. The eastern United States and Canada have humid climate regions. Humid regions receive more than 20 inches of precipitation a year.

### The Northeast and Northern Canada

Northeastern areas of the United States have a humid continental climate. They have snowy winters, rainy springs, and hot wet summers. The Northeast gets plenty of precipitation all year.

The forests in the Northeast have two types of trees. One is the broadleaf tree, which has fairly wide leaves. The leaves of this tree change color in autumn.

The other kind of tree is the needleleaf evergreen. These leaves are long and thin, like needles. Needleleaf leaves do not change color in autumn—they stay green all year.

Northern Canada has a subarctic climate. It lies just below the Arctic Circle. The few people living here face severely cold and bitter winters, but temperatures do rise above freezing during summer months. Huge evergreen forests grow in this climate.

**Average January and July Temperatures for Boston and Atlanta**

	<b>Boston, MA</b>	<b>Atlanta, GA</b>
<b>Average January Temperature</b>	<b>28.6°F (-1.9°C)</b>	<b>41.0°F (5.0°C)</b>
<b>Average July Temperature</b>	<b>73.5°F (23.0°C)</b>	<b>78.8°F (26.0°C)</b>

### Chart Skill

Which city is warmer in July?

📍 An urban park





- 1 The Massachusetts State House in Boston during a snowstorm



## The Southeast

The Southeast has a humid subtropical climate. Rain falls throughout the year but is less heavy during the hot and humid summer months. Humid subtropical winters are generally short and mild.

Although many crops can be grown in cooler climates, the warm Southeast region is the only place where certain crops, such as cotton, can be grown. This is because the Southeast has a longer growing season than some other regions of the United States. A growing season is the number of days in a year when crops can grow.

## QUICK CHECK

**Compare and Contrast** How are the Northeast United States and Northern Canada climates different?

### Check Understanding

**1. VOCABULARY** Write about the Great Basin using the following words.

**precipitation**      **drought**      **arid**

**2. READING SKILLS Compare and Contrast** Use your chart from page 24 to write about the Northeast and the Pacific Northwest.

**Lesson Question**

**3. Write About It** Write a paragraph about ways people need to adapt to their desert environments.

## Lesson 5

### VOCABULARY

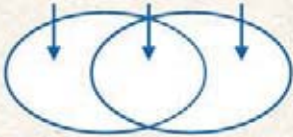
- tornado** p. 33
- hurricane** p. 34
- blizzard** p. 35
- plate tectonics** p. 36
- global warming** p. 38

### READING SKILL

#### Compare and Contrast

Copy the chart below.  
As you read, use it to compare and contrast earthquakes and volcanic eruptions.

Different Alike Different



# Environmental CHALLENGES

Mount Saint Helens erupting in 1980

### Lesson Question

What environmental challenges do people in the region share?

**A** Tornadoes can level houses, knock down trees, and toss cars.

**B** Extreme weather can cause power failures, flooding, and can damage buildings.

**C** Earthquakes and volcanoes are caused by moving plates on the Earth.

**D** Global warming causes glaciers to melt and ocean water levels to rise.

## A TORNADOES

*People adapt to their climate to survive. But in certain areas of North America natural disasters bring vast destruction. Most natural disasters cannot be prevented. In some cases, however, people do play a role.*

**S**ome areas of the United States and Canada are more likely to experience severe weather than others. Severe weather includes wind, rain, and lightning. It can destroy buildings and result in massive flooding.

### “Tornado Alley”

Look at the map on this page. As you can see, a large part of the Midwest is more likely to experience a tornado than are other parts of the country. A **tornado** is a powerful windstorm with a funnel-shaped cloud that moves quickly over land. The high winds of a tornado can level houses, knock down trees, and toss cars around. The central United States sees more tornadoes each year than any other place in the world. In fact, tornadoes are so common from Texas north to Nebraska that this area has been nicknamed “Tornado Alley.”

### QUICK CHECK

**Compare and Contrast** In what way are Texas and Nebraska alike?

### EVENT

The deadliest tornado in U.S. history was the **Great Tri-State Tornado** of 1925. It crossed through Missouri, Illinois, and Indiana, killing 695 people. The tornado killed twice as many people as the second deadliest tornado in 1840.



### Map Skill

**PLACE** Which state in Tornado Alley is furthest north?

**B**

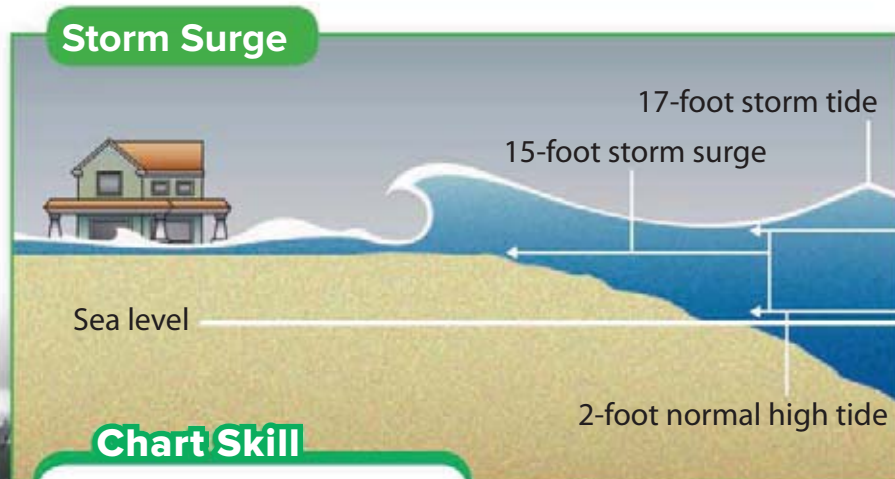
# HURRICANES AND BLIZZARDS

Like tornadoes, **hurricanes** are funnel-shaped wind systems. But hurricanes are much larger. They develop over large bodies of warm water and lose their strength over land. Coastal regions can receive a lot of damage from a hurricane, while inland areas are relatively safe.

## Storm Surge

Hurricanes combine with normal tides to create a storm tide. Wind pushes the storm tide to shore creating the storm

surge. These high waters can flood low-lying coastal areas. Hurricanes generally develop from June to September. They most often strike along the southeastern Atlantic coast and the Gulf of Mexico. In other parts of the world hurricanes are called cyclones or typhoons. Cyclone describes the storm's cyclonic nature, which means that its circulation is counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere.



## Chart Skill

How much higher is the storm tide from the storm surge?

- 1 Hurricane Sandy caused much damage along the New Jersey coast in 2012.



A blizzard in New York City [i](#)

One of the most damaging hurricanes in history, Hurricane Katrina, struck the Gulf coast in August of 2005. It damaged a wide area from Mobile, Alabama, to New Orleans, Louisiana.

More than 1,800 people died, and hundreds of thousands lost their homes. Most of New Orleans and many nearby towns were completely flooded. In Mississippi, entire towns were leveled.

## Blizzards

**Blizzards** bring their own hazards. Blizzards are severe winter storms that last several hours and combine high winds with heavy snow

that limits how far people can see. “White-out” conditions make driving dangerous. Also, the wind and snow can knock down electric power lines and trees. Blizzards can bring human activity in a busy city to a halt for days as cities work to clear the streets. In the United States, blizzards are common in the Northeast. The Great Blizzard of 1888 shut down New York City. It killed 400 people and sank 200 ships. Snow drifts towered 15 to 50 feet high.

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### QUICK CHECK

**Compare and Contrast** How are hurricanes and blizzards alike?



# EARTHQUAKES AND VOLCANOES

Scientists have developed a theory about the earth's structure called **plate tectonics**. This theory states that the surface of Earth is made up of moving plates, or huge slabs of rock. These plates fit together like a jigsaw puzzle. They move—sometimes slowly, sometimes suddenly—atop soft rock. Oceans and continents ride on top of the gigantic plates.

## Moving Plates

The plates can push against each other or pull apart from each other. These movements take place along faults, or cracks, that separate the plates. Shifts along a fault can cause earthquakes, or violent jolts, in the area around it. In coastal areas, earthquakes can cause huge

waves, known as tsunamis. In 2004 a tsunami in the Indian Ocean killed about 230,000 people along coastal areas.

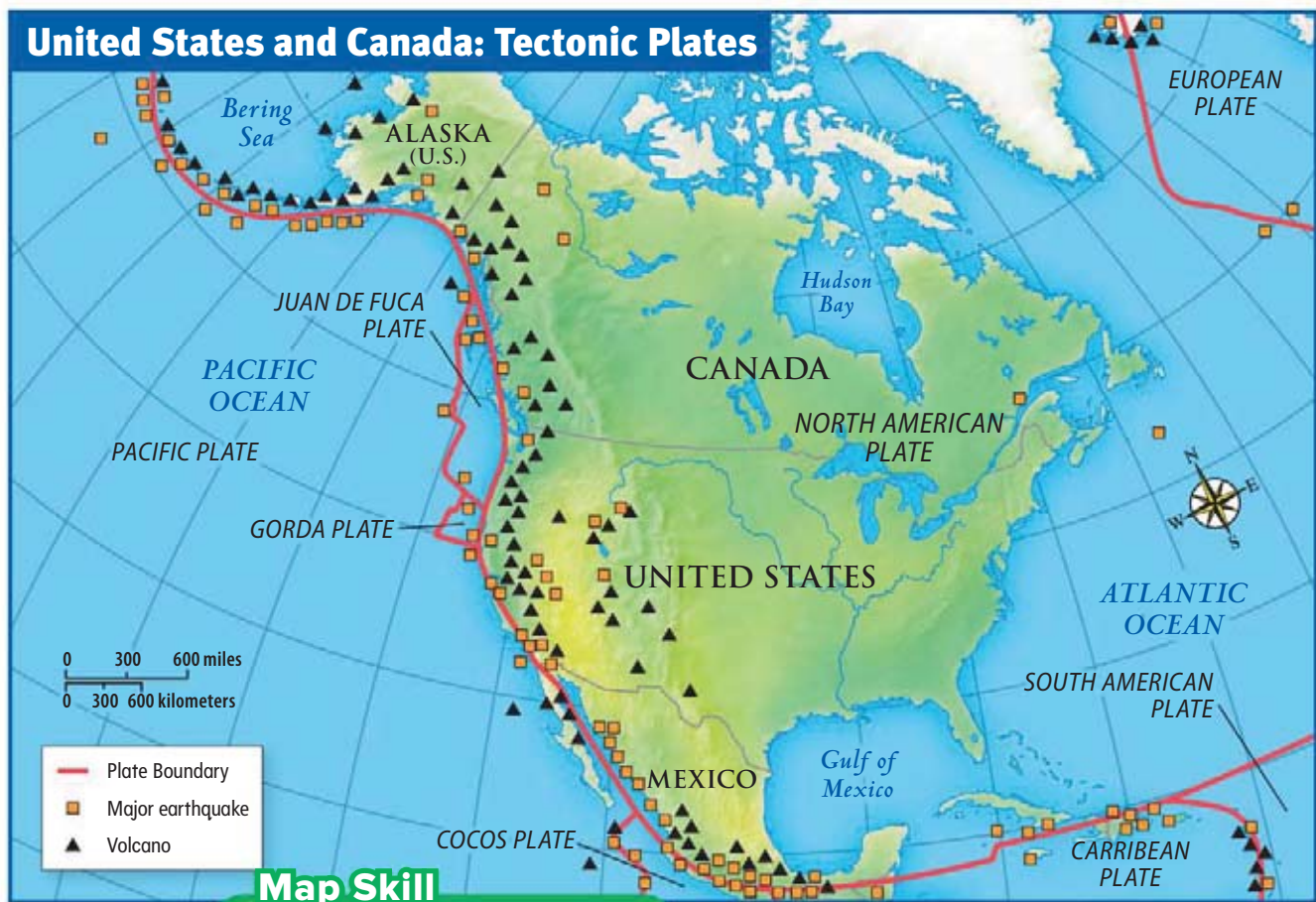
In North America, many earthquakes occur along the Pacific coast. This region lies along a major fault zone. A 1906 earthquake damaged most of the buildings in San Francisco. Many buildings were destroyed by fires triggered by broken natural gas mains. Because of the danger of powerful earthquakes, buildings in these areas now are built in special ways to protect them from damage.

## Volcanoes

The area where two plates meet can also be the site of volcanoes. A volcano forms when

This lake and the trees in it are a result of the volcanic eruption 📍





**Map Skill**  
**PLACE** Which state has the longest plate boundary on land?

magma, or molten rock, breaks through Earth’s crust as lava. How does this shape the land? Volcanoes may explode in a fiery burst of ashes and rock. Then a cone-shaped mountain such as Washington’s Mount Saint Helens, results. Sometimes lava flows slowly, building up rounded mountains such as those in Hawaii.

Volcanoes are found in the Pacific Coast mountains, southern Alaska, and Hawaii. Most are now dormant, or not ready to erupt soon. A few of Hawaii’s volcanoes are still active.

Yellowstone Caldera in Yellowstone National Park was a supervolcano. Supervolcanoes are large volcanoes that usually have a large crater and can potentially produce devastation on an

enormous scale. Such eruptions would cause severe cooling of global temperatures for many years afterward. This would happen because of the huge volumes of ash that would erupt.

Hawaii is an example of a place where volcanoes erupt with huge quantities of lava that gradually build wide mountains with shield-like profiles. The largest lava shield on Earth is Mauna Loa, which forms part of the island of Hawaii.

### QUICK CHECK

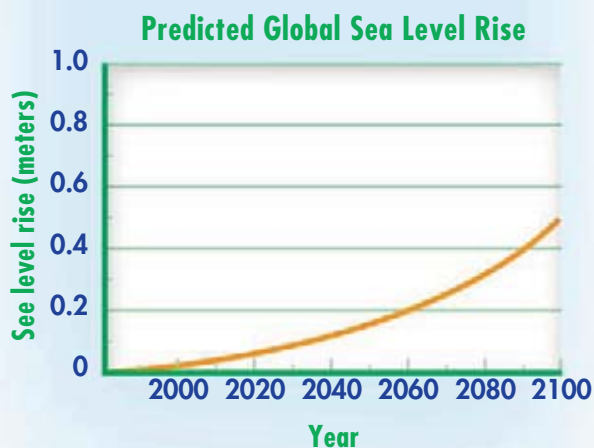
**Compare and Contrast** How are earthquakes and volcanic eruptions alike?

# D GLOBAL WARMING

## DataGraphic

### Global Warming

The map shows how much Arctic ice has retreated, or melted. The graph predicts the rise in sea levels. Study the map and graph. Then answer the questions below.



SOURCE: Intergovernmental Panel on Climate Control

#### Think About Global Warming

1. About how much has Arctic ice melted?
2. How much might sea levels rise by 2040?

Human activity can affect Earth's environment. Most factories, automobiles, and power plants burn fossil fuels—coal, oil, or natural gas. Many scientists argue that this pollution has created a serious problem: **global warming**. Global warming is an overall rise in the temperature of the Earth's atmosphere.

#### Causes of Global Warming

Global warming is affected by what scientists call the greenhouse effect. The greenhouse effect is heat that is trapped in Earth's atmosphere to warm the Earth. Many scientists claim that a rise in greenhouse gases leads to global warming. Greenhouse gases include water vapor, carbon dioxide, methane, nitrous oxide, and ozone. As we add greenhouse gases to the air, temperatures rise. Ice caps at the poles begin to melt, and ocean waters rise.

Some scientists believe that the rise in temperatures from global warming can also cause extreme weather conditions, including powerful hurricanes. An increase in global temperatures can cause rising sea levels and changes in the amount and pattern of precipitation. These changes may cause floods, droughts, heat waves, and tornadoes.

#### PEOPLE

Through books and television, **David Suzuki** has educated people about the threat of global warming. In 2004, television viewers voted Suzuki the greatest living Canadian.





1 Cateract Glacier in Alaska melts more each year.

## The Future

Some scientists say that to solve the problem of global warming we need to change the way we produce energy. One way would be to use more clean and renewable sources of energy. These include sun, wind, and fuels such as ethanol, which is made from corn. Countries such as Denmark produce large amounts of energy with huge windmills. Someday, we may even place huge panels in space to collect solar energy and send it back to Earth.

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## QUICK CHECK

**Compare and Contrast** In what ways can energy sources be different?

## Check Understanding

1. **VOCABULARY** Draw a picture to represent one of the words below.

tornado

hurricane

blizzard

2. **READING SKILLS**

Different Alike Different

**Compare and Contrast** Use your chart from page 32 to write about earthquakes and volcanoes.



**Lesson Question**

3. **Write About It** Write about the human activities that can cause global warming.

## Lesson 6

### VOCABULARY

**levee** p. 42

**water table** p. 43

### READING SKILL

#### Compare and Contrast

Copy the chart below.

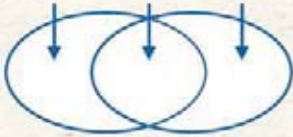
As you read, use it to

compare and contrast

New Orleans before 1900

and after.

Different Alike Different



# Hurricane Katrina and New Orleans

Hurricane Katrina  
pounding the Gulf Coast

### Lesson Question

Why was New Orleans heavily damaged by a hurricane?

**A** Hurricane Katrina was one of the worst natural disasters in history.

**B** Most of New Orleans is below sea level, with levees holding back water.

## A

# THE STORM

*Hurricane Katrina was the costliest and one of the deadliest hurricanes in the history of the United States. Hundreds of thousands of people lost their homes and livelihoods. Katrina also forced thousands of people to move to other parts of the United States.*

**O**n August 29, 2005, Hurricane Katrina struck the Gulf coast of the United States. The hurricane blasted the region with winds of more than 140 miles per hour. It caused a storm surge of more than 30 feet and brought as many as 16 inches of rainfall in a matter of hours.

### The Damage

The wind, waves, and rain caused flooding that stretched from Louisiana to Mississippi and Alabama. More than 1,800 people died, and property damage was more than \$81 billion. It was one of the worst natural disasters in American history.

Many towns and cities suffered greatly from Katrina, but New Orleans probably suffered the most. Most of its almost 450,000 people had fled the city before the storm arrived. That decision proved wise. The city was almost completely flooded when flood barriers broke a few days after the storm. The people that remained in the city took cover in a football stadium. Damage was so severe that even a year later, fewer than half of the city's people had returned.

### QUICK CHECK

**Compare and Contrast** In what way are hurricane Katrina and the 2004 tsunami alike?

- 1 Flood-ravaged New Orleans after Hurricane Katrina



## B

# THE GEOGRAPHY OF NEW ORLEANS

Both the location of New Orleans and the shape of its land played roles in the Katrina disaster. New Orleans is almost surrounded by water. Lake Pontchartrain lies north of the city. The Mississippi River flows to the west and south. The city of New Orleans has the lowest elevation in the state of Louisiana. It is the third lowest point in the United States, after Death Valley and the Salton Sea. Much of the city is one to ten feet below sea level.

### A Bowl-shaped City

In addition, New Orleans is built on a bit of land that is like the bottom of a bowl, with

the lake and river forming the rim of the bowl. Under the right conditions high waters could spill over the banks of the lake and the river to flood the city.

The people of New Orleans had long been aware of this danger. To prevent flooding, they built a complex system of **levees**, high walls along the banks of the river and lake.

During and after the storms, winds and rushing storm waters caused several levees to burst open. When that happened, water from the lake and river poured into the city and covered much of it in a deep flood.

## Citizenship

### Express Your Opinion

How can expressing your opinion bring change? After Hurricane Katrina, many people expressed their opinion about the slow response of the Federal Emergency Management Agency (FEMA). Their outrage led to a U.S. Congressional investigation. Voting is one way to express your opinion. Another way is by writing to your mayor, governor, or member of Congress about issues you care about. You can also write an editorial for your local newspaper or Web site. Expressing an opinion is a right all American citizens enjoy.

**Write About It** Write an editorial that expresses your opinion about an issue in your community.

### Hurricane Damage Factors

Hurricane damage is caused by three factors: storm surge, wind, and flooding. Approximately 90 percent of all hurricane deaths can be blamed on the storm surge. Wind can cause widespread destruction far inland of coastal areas. Finally, hurricanes dump many inches of rain over a widespread area in a short period of time. This water can overflow rivers and streams, causing massive flooding.

### The Older Neighborhoods

About 20 percent of New Orleans did not flood in the days following Hurricane Katrina. Areas above sea level are primarily those next to the Mississippi River. These were the areas built between 1719 and 1900. They include the famous French Quarter.

The rainwater in New Orleans is pumped into Lake Pontchartrain through a series of



canals lined by levees. Because of the city's high **water table**, or underground water that is close to the surface, most houses do not have basements. In cemeteries, most tombs are aboveground. In 1995 a heavy rain exposed the weaknesses of the pumping system and flooded the city. The city has considered passing a law that would require all new homes to have a garage and storage level on the first floor to protect people's living spaces from floodwaters.

### QUICK CHECK

**Compare and Contrast** In what way are hurricanes and earthquakes alike?

## Check Understanding

**1. VOCABULARY** Draw a diagram of one of the vocabulary terms below.

**levee**      **water table**

**2. READING SKILLS Compare and Contrast** Use your chart from page 40 to write about New Orleans.



**Lesson Question**

**3. Write About It** Write about why people would build a city below sea level.

# Unit 1

# Review

## Vocabulary

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

tundra

drought

glacier

levee

1. a long period without rain
2. a treeless plain where only grasses and mosses can grow
3. a high wall built to protect areas from flooding
4. a giant blanket of ice

## Comprehension and Critical Thinking

5. Why is the Canadian Shield valuable despite its cold climate and rugged landscape?
6. What are some of the causes of global warming?
7. **Reading Skill** How are tornadoes and hurricanes alike?
8. **Critical Thinking** How can mountains in a region affect climate?

## Skill

### Use Latitude and Longitude Maps

Write a complete sentence to answer each question.

9. Toronto is about how many degrees north of Washington, D.C.?
10. What is the absolute location of Vancouver?

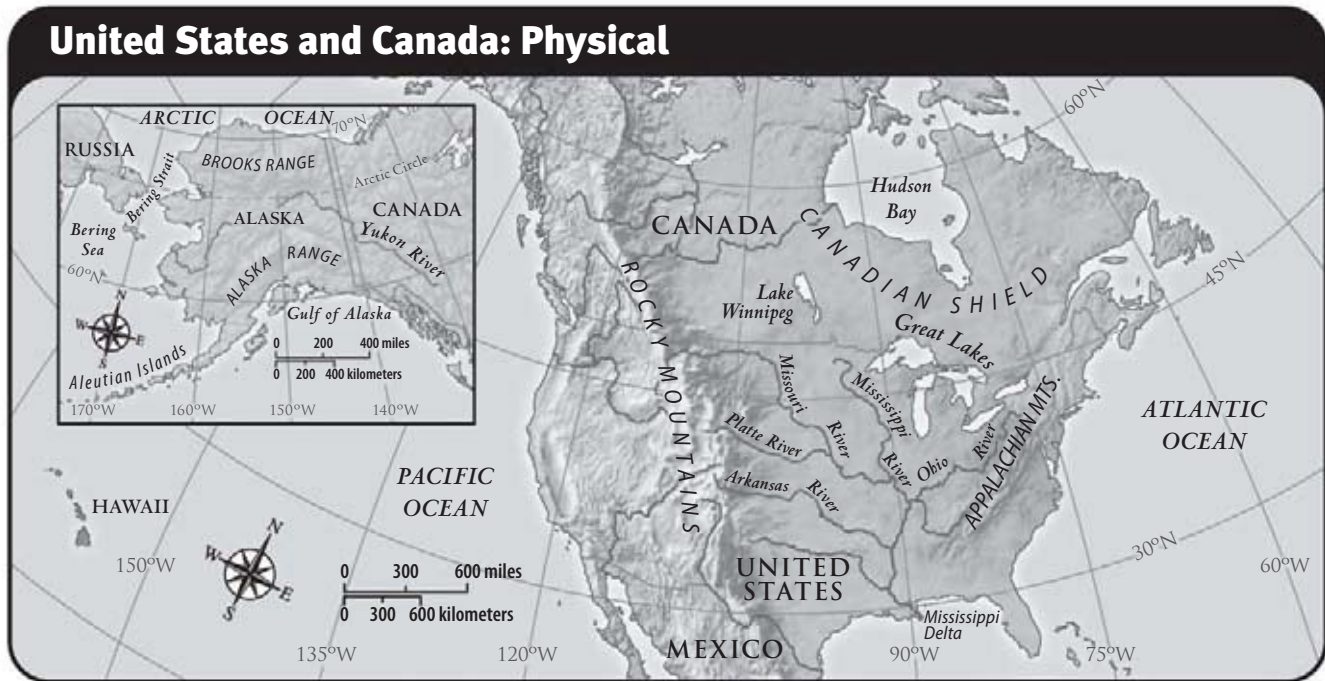
### Latitude and Longitude





# New York Social Studies Test Preparation

Base your answers to questions 1 through 3 on the map below and on your knowledge of social studies.



- 1 The information on the map is mostly about
  - (A) elevation
  - (B) population
  - (C) landforms and latitude
  - (D) products and resources
- 2 In which direction would a person travel if he or she took a train directly from the Appalachian Mountains to Lake Winnipeg?
  - (A) northeast
  - (B) northwest
  - (C) southeast
  - (D) southwest
- 3 Which latitude is closest to the Mississippi delta?
  - (A) 30° S
  - (B) 30° N
  - (C) 90° W
  - (D) 90° E

How do people adapt to where they live?



## Write About the Big Idea

### Expository Essay

Use the Unit 1 Foldable to help you write an expository essay that answers the Big Idea question, *How do people adapt to where they live?* Be sure to begin your essay with an introduction. Use the notes you wrote under the tabs in the Foldable for details to support each main idea. Be sure to include ways that people change their environment and ways that people are affected by it.

**FOLDABLES**  
Study Organizer



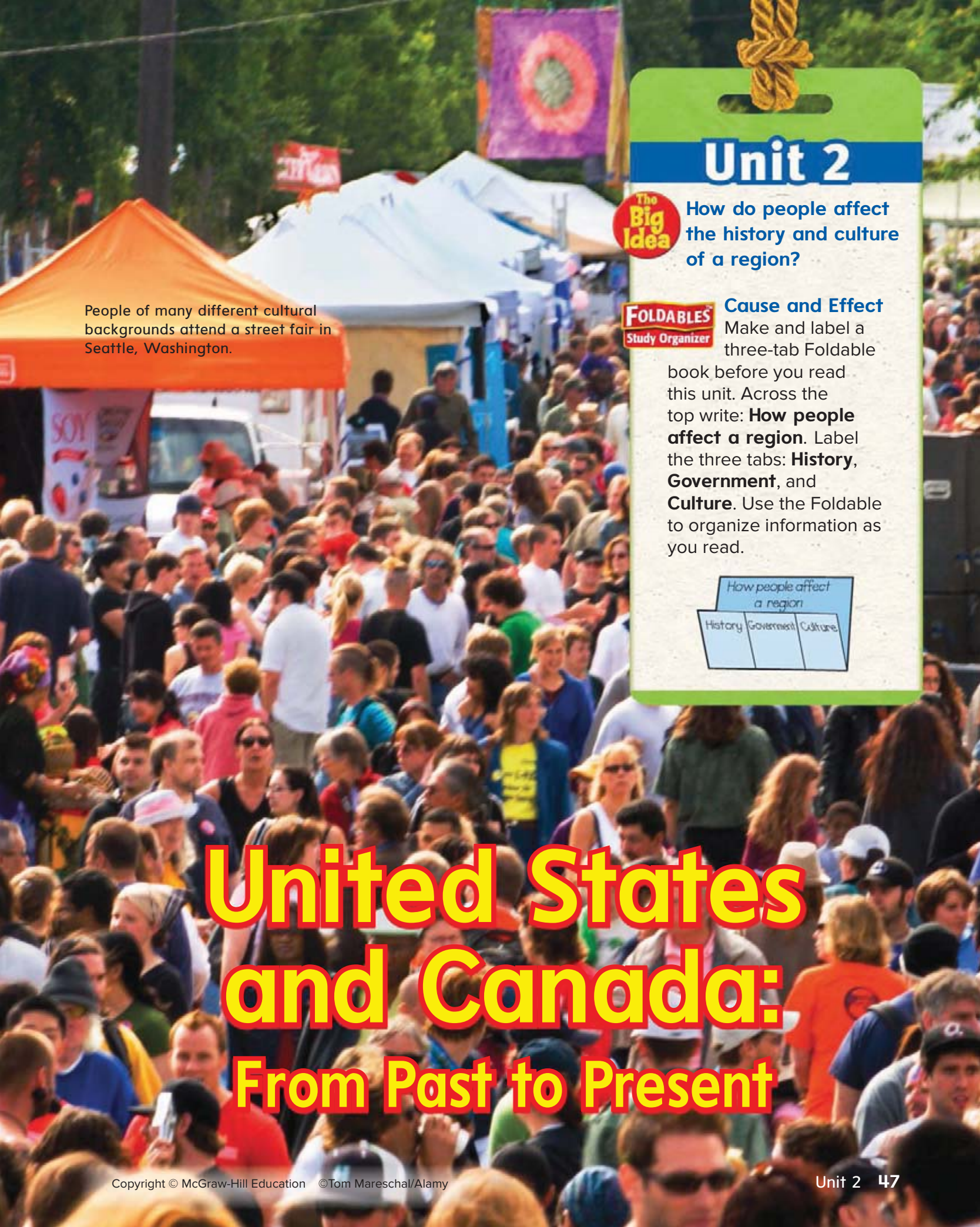
## Create a Map

Have three or four students form different “mapmaker” groups. Explain to each group that they will work together to make maps of Western Hemisphere. They will update these maps as they learn more about the subject.

First, they will make two large maps of the Western Hemisphere. These can be either one-dimensional maps or three-dimensional maps. Alternatively, students can create their maps electronically. One map should be a physical map and the other a political map. As students study a region, they should do the following:

- Identify the region on both the physical and political maps.
- Indicate the region’s physical features on the physical map.
- Show borders and label countries in the region on the political map





People of many different cultural backgrounds attend a street fair in Seattle, Washington.

## Unit 2



How do people affect the history and culture of a region?



### Cause and Effect

Make and label a three-tab Foldable

book before you read this unit. Across the top write: **How people affect a region**. Label the three tabs: **History**, **Government**, and **Culture**. Use the Foldable to organize information as you read.



# United States and Canada: From Past to Present

## Lesson 1

### VOCABULARY

**indigenous** p. 49

**treaty** p. 52

**annex** p. 52

**slavery** p. 52

**terrorism** p. 55

### READING SKILL

#### Cause and Effect

Copy the chart below.  
As you read, fill it in with  
the causes and effects  
of wars Americans have  
fought.

Cause	→	Effect
	→	
	→	
	→	

# History of the United States

The Statue of Liberty is a symbol of freedom for all Americans.

### Lesson Question

How do people contribute to the history of the United States?

**A** The Iroquois wrote laws that influenced the United States Constitution.

**B** George Washington led the Revolution and was the first President.

**C** The Lewis and Clark expedition explored western lands of the United States.

**D** Rosa Parks was a leader in the civil rights movement.

# A

## THE FIRST AMERICANS

*For thousands of years, people of different ways of life have been living in what is now the United States. Over the years, Americans have fought in wars at home and abroad. Many also had to fight for their civil rights.*

**A**bout 10,000 to 15,000 years ago, the first Americans settled the Americas. They were hunters from Asia who probably followed herds of animals across a land bridge to Alaska. Many also may have come to the Americas by boat. People who are descendants of the first groups are called **indigenous** people. In the United States, indigenous people are called Native Americans.

### Ways of Life

Over many centuries, Native Americans developed different ways of life using local resources. Some grew corn in the desert. Others hunted deer in the forests and cut down trees to build homes and canoes. In the Plains, buffalo provided people with food, clothing, and shelter. Other Native Americans caught salmon and other fish in the Pacific Ocean.

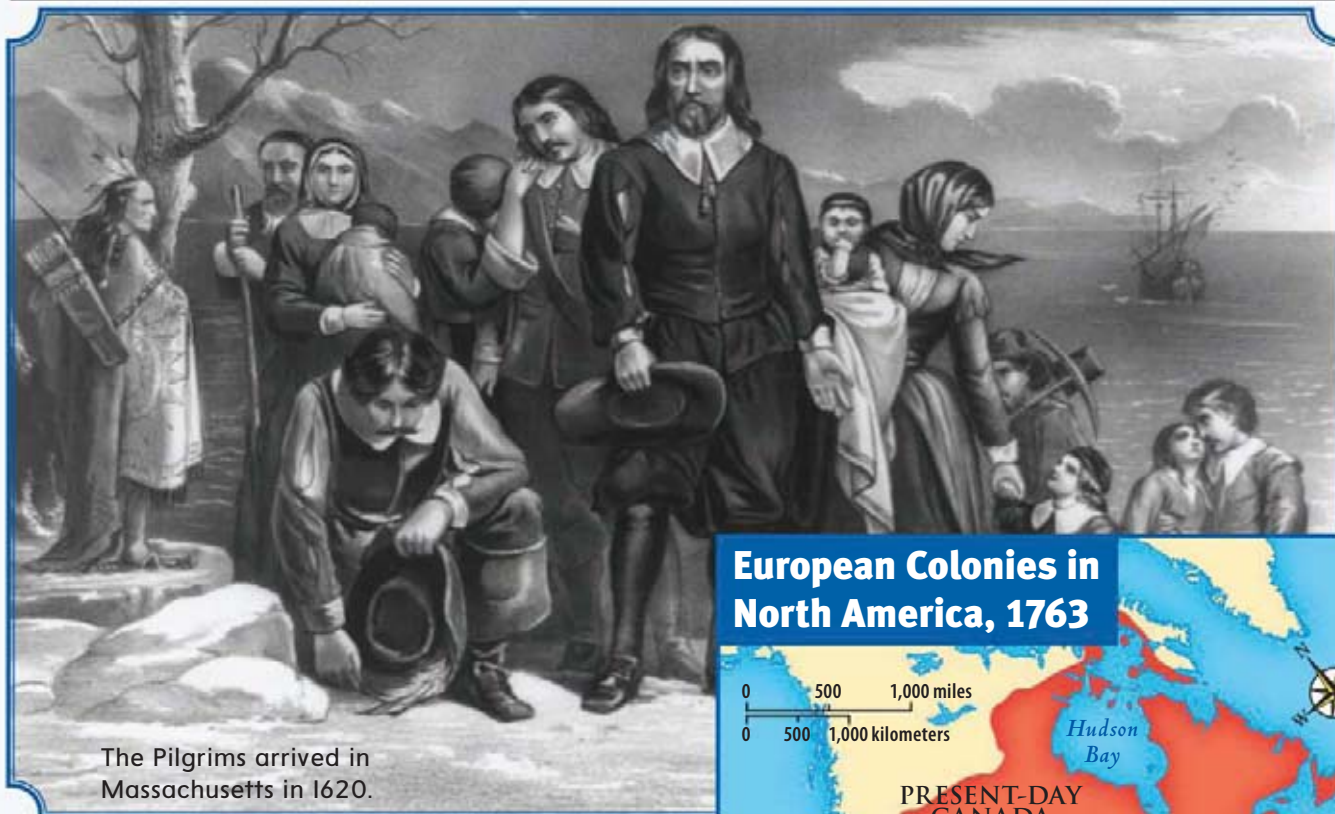
### QUICK CHECK

**Cause and Effect** Why did Native Americans develop different ways of living?



### Map Skill

**LOCATION** What direction are the Plains from the Eastern Woodlands area?

**B****THE COLONIAL ERA**

The Pilgrims arrived in Massachusetts in 1620.

Native American ways of life changed after 1492. In that year, explorer Christopher Columbus, sailing west from Europe, reached islands in the Caribbean Sea.

### European Settlements

European countries soon set up colonies. Colonies are settlements far away from the country that rules them. Native Americans fought for their land. Some died in wars, but most died from the diseases that Europeans brought to the Americas.

#### PEOPLE

Metacomet, or King Phillip, as the British called him, was a Wampanoag Indian. He led his people in a war against the English colonists.



#### Map Skill

**MOVEMENT** Which part of North America did France control after 1763?

France, Great Britain, and Spain set up colonies in North America. Great Britain settled in Virginia in 1607. Eventually it had 13 colonies along the Atlantic coast. In 1763 the British defeated France in a war and won control of its colonies.

## The American Revolution

The people in Great Britain's 13 colonies soon grew angry over British taxes and trade policies. In 1776 the colonists declared their independence. But Great Britain would not give up its colonies without a fight.

The Revolutionary War lasted eight years. General George Washington was commander of the Continental army. One of the darkest times of the war was the winter camp at Valley Forge near Philadelphia. There, supplies were low and 2,500 men died of disease. Martha Washington, the wife of George Washington, helped nurse and comfort the sick. But the Patriots did not give up. They fought on and won several battles. Finally, in 1783 Britain recognized American independence. A new nation called the United States was born.

## The Declaration of Independence

In June 1776, the Continental Congress appointed a committee to write a Declaration of Independence. Thomas Jefferson wrote the first draft. Jefferson stated that sometimes people must form new governments. Then he outlined the main ideas the colonists believed in. He explained that they believed that they had the right to "Life, Liberty and the pursuit of Happiness." He also included a list of crimes that he accused the British king as having committed.

Locate a copy of the Declaration of Independence. Work with a partner to read it. As you read, look closely to identify the key ideas, values, and beliefs described.

---

### QUICK CHECK

**Cause and Effect** What effect did British taxes and trade policies have on the colonists?



① The British surrendered to the Americans, after the battle of Yorktown.

# C

## EXPANSION AND DIVISION

By 1783 the United States had gained land west of the Appalachian Mountains. During the 1800s, the United States expanded all the way to the Pacific Ocean.

### A Growing Country

Some of this growth came through **treaties**, or written agreements, with other nations. Some came when the United States **annexed**, or took over, an area. This expansion, however, brought suffering to Native Americans who had lived on their land for centuries. They lost their land, their culture, and often their lives.

Throughout the 1800s, the United States grew in population as well. High birth rates, better public health, and the arrival of millions of Europeans increased the population.

The American economy also grew. New machines made it faster and easier for farmers

to plant and harvest crops. Manufacturers developed the factory system to produce many goods faster. Roads, canals, steamboats, and railroads were able to move goods more quickly to markets.

### A Divided Country

By the 1850s, social and economic differences divided the country into two regions—North and South. Industry and trade were important in the northern states. The southern states built their economy on agriculture and **slavery**. Slavery is the practice of owning people and forcing them to work.

During this time, people in the North increasingly criticized slavery. Some worked on a system of secret land routes to help people escaping slavery reach the North. This system was called the Underground Railroad. Harriet

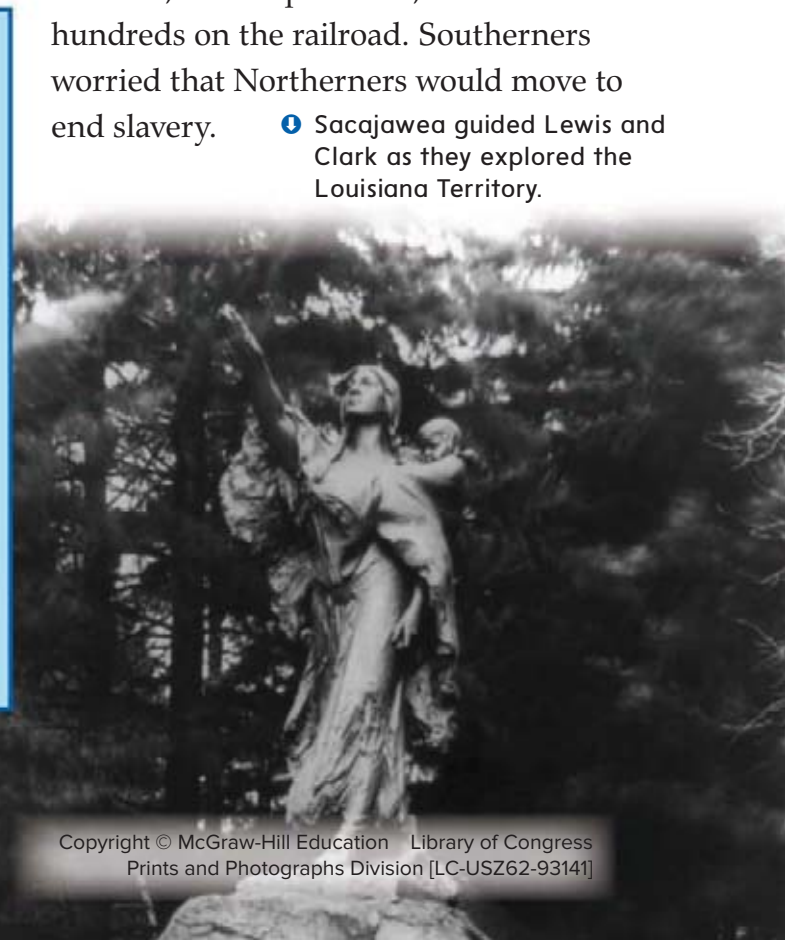
Tubman, an escaped slave, rescued hundreds on the railroad. Southerners worried that Northerners would move to end slavery.

- Sacajawea guided Lewis and Clark as they explored the Louisiana Territory.



### Map Skill

**MOVEMENT** By about how much did the United States grow from 1776 to 1783?





- 1 Harriet Beecher Stowe's novel *Uncle Tom's Cabin* described to many Northerners the evils of slavery.

## The Civil War

Abraham Lincoln did not want slavery to spread to other states. When he was elected President in 1860, the South set up its own country. The divided nation went to war.

For many, the Civil War was about keeping the Union together. That changed in January 1863, when President Lincoln issued the Emancipation Proclamation. It freed all enslaved Africans in the rebellious states. The Civil War was now a war to end slavery.

At the end of 1863, Lincoln delivered his Gettysburg Address, reminding Americans that the United States was based on the belief that "all men are created equal."

The fighting ended in 1865. The North had won. Slavery was ended. But the newly

## Primary Sources

"I had reasoned this out in my mind, there was one of two things I had a right to, liberty or death; if I could not have one, I would have the other."

Harriet Tubman, as told to Sarah Bradford, *Harriet, the Moses of Her People*, 1869.

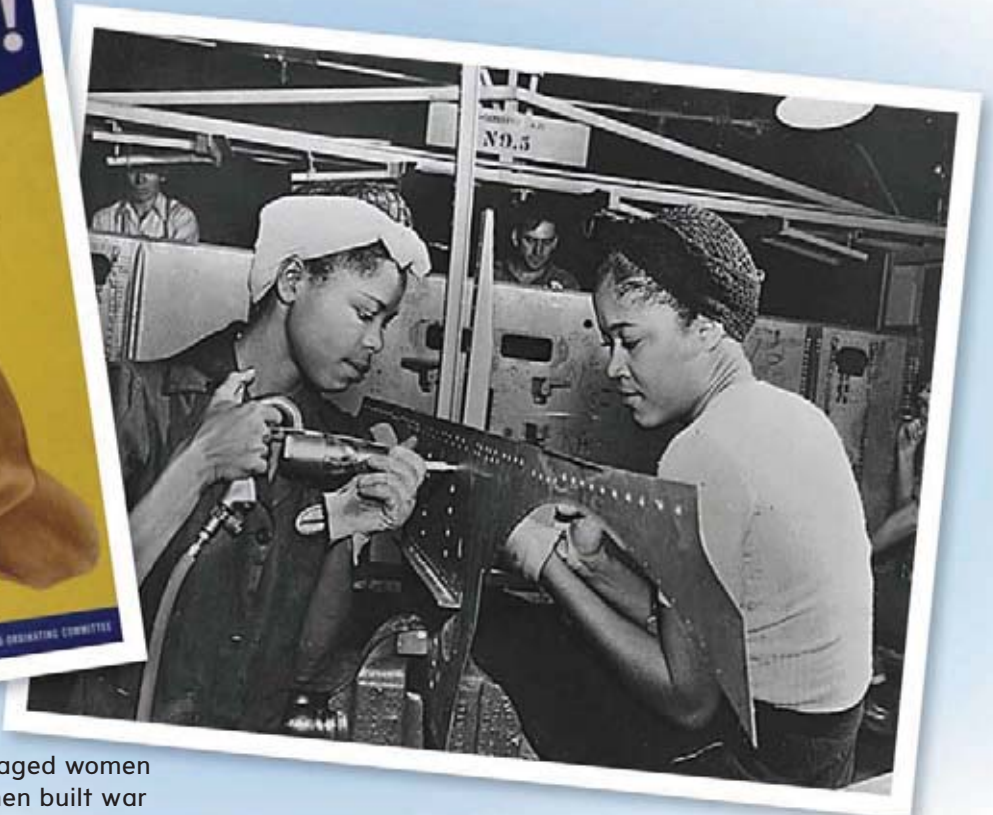


**Write About It** Suppose you worked to help people escape slavery. Write a journal entry describing a day of work.

freed African Americans still faced poverty and discrimination in the years ahead.

## QUICK CHECK

**Cause and Effect** What effect did United States expansion have on Native Americans?



1 “Rosie the Riveter” (left) encouraged women to work for the war effort. Women built war planes (right) during World War II.

## **D** A WORLD LEADER

In the late 1800s, industry spread in the United States. Waves of new immigrants provided workers for the growing economy. By 1900, the United States was one of the world’s major industrial countries.

### World Wars

During the 1900s, the United States became a world leader. It took part in World War I and World War II. During these conflicts, United States leaders pushed for the world’s people to fight for freedom against cruel and unfair governments. American factories made tanks and airplanes. American soldiers fought in the battlefields. In 1945 the United States and its allies, Great Britain, France and the Soviet Union won World War II.

### The Cold War

After World War II, the United States and the Soviet Union became the world’s two major powers. The Soviet Union sent troops into Eastern Europe and put these countries under Soviet rule. The Soviets did not allow the countries to hold free elections. These actions led to the Cold War. The Cold War was a war fought with ideas, words, money, and sometimes force.

Both countries began a race to build atomic and other deadly weapons. People in both countries were afraid the other country would attack. In 1989 anti-Soviet protests began the break up of the Soviet Union. Two years later the Cold War ended.



## Equal Rights

In the first part of the 20th century, segregated facilities for African Americans and whites were allowed if equal. Yet African Americans did not have equal facilities or rights.

In 1955 Rosa Parks sparked the fight for equal rights when she refused to move from the whites-only section of a Montgomery, Alabama, bus. In 1963 Martin Luther King, Jr., led a march to Washington. In a famous speech, he said,

“I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’”

After 1960 more groups sought equal rights. Protests were organized for improved working conditions and equal pay. Mexican Americans César Chávez and Dolores Huerta started a new labor union of farmworkers to seek better working conditions.

Women worked for more rights as well. A new group called the Organization for Women (NOW) worked to make sure women gained rights in the workplace.

Native Americans too worked for equal rights and improvements of living conditions. People

**i** Workers removing rubble after the attacks on the World Trade Center in New York City.



Rosa Parks

with disabilities sought improvements in housing, transportation and the workplace.

## 21st Century Challenges

Since 2000, the United States has faced challenges from the growth of **terrorism**. Terrorism is the use of violence or threats to reach a political goal. On September 11, 2001, terrorists attacked sites in New York City and Washington, D.C. They wanted Americans to leave the Middle East. The United States sent troops to Afghanistan and removed the Afghan government that was sheltering terrorists.

In 2003 U.S. troops overthrew Iraq’s government. Many people believed Iraq had weapons of mass destruction that it could use against its neighbors. In the years that followed, the United States worked with Afghanistan and Iraq to set up new governments. Continued fighting within both countries, however, made these efforts difficult.

## QUICK CHECK

**Cause and Effect** Why did the United States send troops to Afghanistan?

## Check Understanding

**1. VOCABULARY** Write a sentence for each of the following words.

**treaty**

**annex**

**2. READING SKILLS**

**Cause and Effect** Use your chart from page 48 to write about wars Americans have fought.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

**3. Write About It** Write about the contributions of a person you read about in this lesson.

# HISTORY of CANADA

## Lesson 2

### VOCABULARY

**Northwest Passage**

p. 58

**voyageur** p. 58

**Loyalist** p. 60

**assembly** p. 60

**province** p. 61

**territory** p. 61

### READING SKILL

#### Cause and Effect

Fill in the chart with the causes and effects of European settlements in Canada.

Cause	→	Effect
	→	
	→	
	→	

People in Niagara Falls and across Canada celebrate with fireworks on July 1, Canada Day.

### Lesson Question

How did Canada become a country of many cultures?

**A** First peoples of Canada include First Nations, Métis, and the Inuit.

**B** The French ruled New France for over 200 years.

**C** Canada came under British control in 1763.

**D** Millions of European immigrants settled in Canada.

---

## **A** NATIVE PEOPLES

---

*Like the United States, Canada was once a colony of Great Britain. It is also a country of people with different backgrounds. But Canada's road to independence was much different from the road Americans chose.*

**C**anada's indigenous people are known as First peoples. First peoples include First Nations, Métis, and the Inuit. First Nations are what is known in the United States as Native Americans. They include the Iroquois and other people of the eastern woodlands, buffalo hunters of the Plains, and salmon fishers of the Pacific Coast. The Métis people have a mixture of First Nations, French Canadian, English, and Scottish ancestors. Métis culture includes fiddle playing and a dance called jigging.

### **The Inuit**

Another group of First Peoples, called the Inuit, came much later. They settled


in the far North. They adapted to their environment by learning to hunt seals and walruses and to catch fish from the icy waters. On land they travel by dog sled. On the water they paddle single-person boats made of sealskin called kayaks.

The First Nations and Inuit invented objects such as canoes, snowshoes, snow goggles and a game called lacrosse. Today, lacrosse is Canada's official summer sport.

---

### **QUICK CHECK**

**Cause and Effect** Why did the Inuit learn to hunt seals and walruses?



This Inuit family spent winters in an igloo, or house made from blocks of snow. ➔

## B

# NEW FRANCE

In the 1490s, many Europeans believed there was a water route across North America to Asia. They called this shortcut to Asia the **Northwest Passage**. The search for the Northwest Passage brought explorers to North America. However, the Northwest Passage was not found. Instead, both England and France claimed areas of Canada. France claimed the area around the St. Lawrence River. This region was called New France.

### EVENT

The first Europeans in the area that is Canada today were **Viking explorers** from Scandinavia who landed in about A.D. 1000. They lived for a while on the Newfoundland coast but eventually left without establishing permanent settlements.

### The Fur Trade

French explorers, settlers, and missionaries founded several cities. The first was a trading post at Quebec. They traded with First Nations for beaver furs, which they sold in Europe for a lot of money.

The French fur traders were called **voyageurs**, which means “travelers” in French. They paddled their birch-bark canoes for 16

hours a day in rivers around the Great Lakes, sometimes singing as they went. They carried guns, kettles, fabrics, and other goods to trade for beaver furs. They worked for fur companies, which sold the furs in Europe to be made into hats. At the time, wearing a beaver fur hat was very popular in Europe.



FUR TRADE

## France Battles Britain

During the 1600s and 1700s, the English and French fought each other for territory around the globe. In 1707 England and Scotland united to form Great Britain. This laid the foundation for the British Empire. While France ruled Canada, or New France, Britain controlled the 13 colonies to the South as well as the Hudson Bay.

The struggle for power between France and England spread to North America. This conflict, which lasted from 1754 to 1763, was called the Seven Years' War in Canada and Britain. The French asked their First Nations allies for help in defeating the British. But warfare and diseases had killed most First Nations by this time. Of those who were left, most fought on the side of the French.


## France Loses Canada

The French and their First Nation alliance lost the war. France and Britain signed the Treaty of Paris in 1763. This treaty not only ended the war, it also ended French control of Canada. Britain now controlled Canada and all French land east of the Mississippi. An English-speaking country now ruled a French-speaking one. How would the British govern their sixty thousand new subjects?

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### QUICK CHECK

**Cause and Effect** What was the effect of beaver hats being popular in Europe?



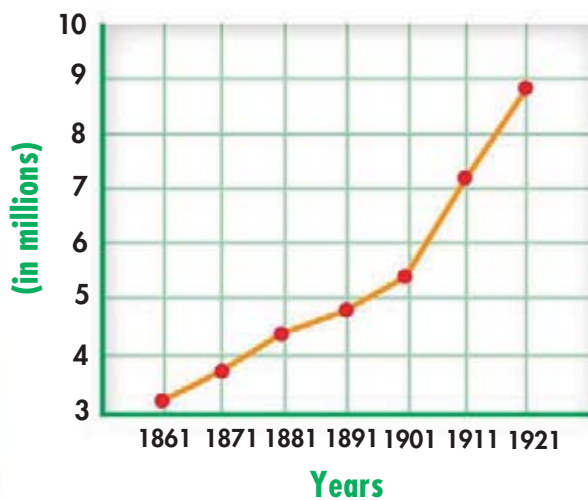
British General James Wolfe and his troops arrive by ship to fight the Battle of Beauport during the French and Indian War. The British lost the battle but won the war. [↓](#)

## DataGraphic

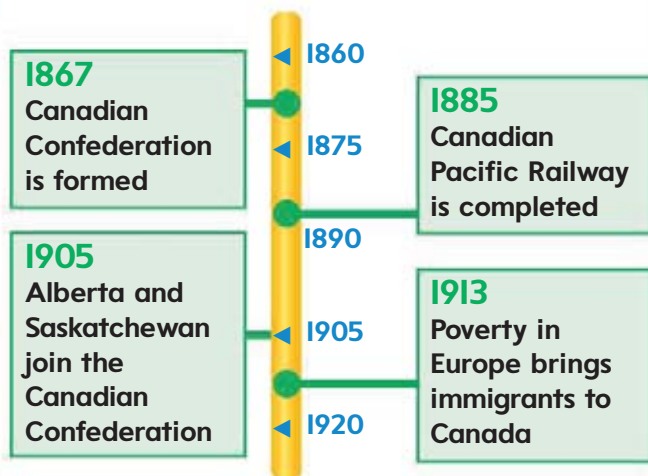
## Canada 1861 to 1921

Study the graph and the time line. Then answer the questions.

## Population of Canada 1861–1921



## Events in Canada



## Think About History

1. In which decade did population grow the most?
2. Why did Canada's population grow from 1911 to 1921?

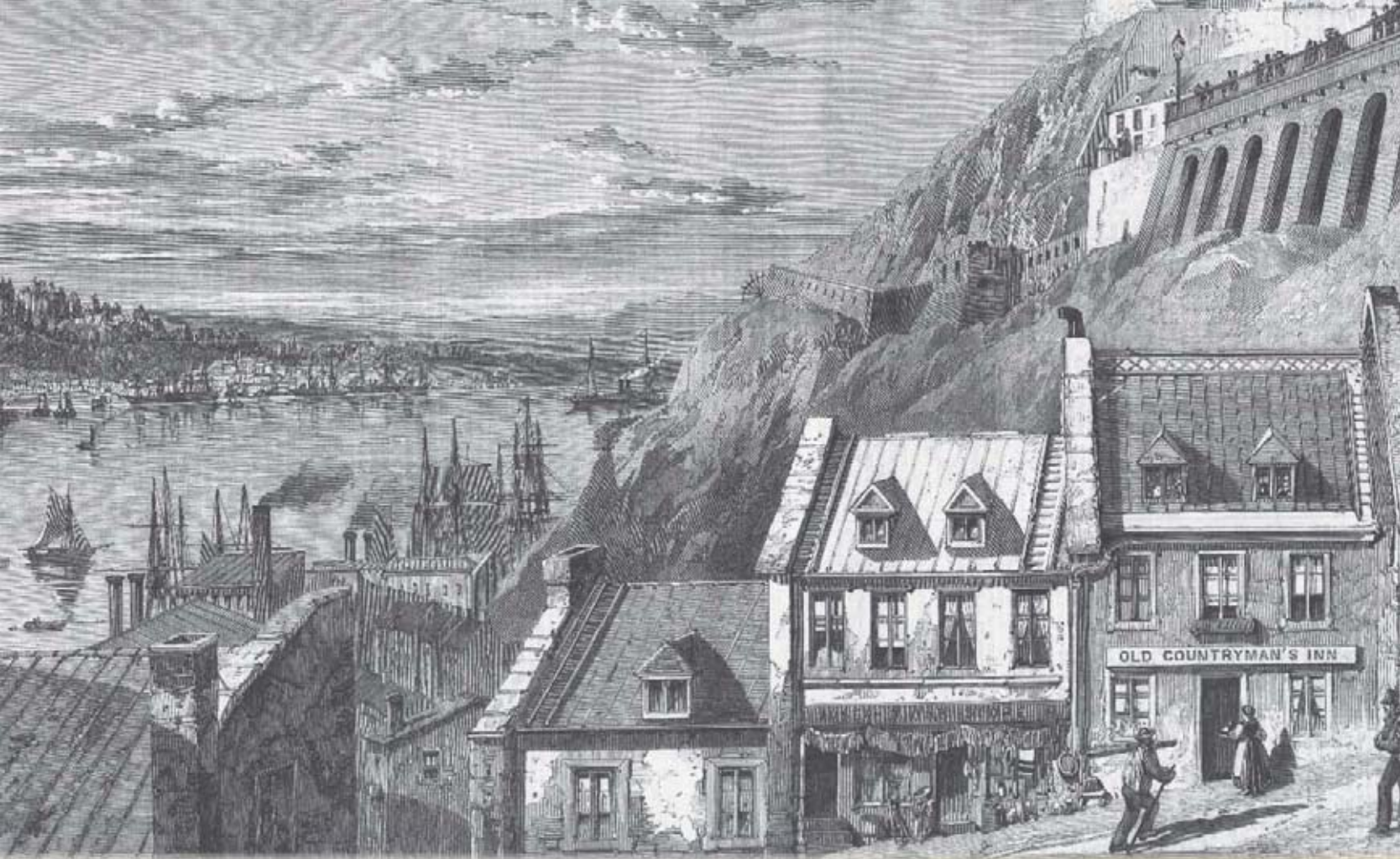
In the 1500s, King Henry VIII of England banned Catholicism. Most people living in Canada were French-speaking Roman Catholics. Still, the British ruled according to British law and banned Catholicism. But by 1774, American colonists to the south were growing restless. Britain realized it would need the support of all Canadians if the Americans rebelled. It passed a law allowing the French to practice their religion and to keep their own laws for their businesses and daily lives.

## British Settlers

After the American Revolution, the British population increased in Canada. About 50,000 **Loyalists**, American colonists who had remained loyal to Britain, fled to Canada. They set up farms along the Atlantic coast in what is now Ontario. French-speaking Canadians lived mostly in present-day Quebec. The Loyalists wanted their own government, so in 1791 the British divided Quebec into two colonies, Lower Canada and Upper Canada. Each had its own elected **assembly**, or group of people who make laws.

## Forming and Growing a Nation

Just as the United States gained its independence from Great Britain and grew from 13 states to 50, Canada also changed. It united, expanded, and gained its independence—only not quite the same way. Canada's changes were more gradual and more peaceful.



📍 Quebec and other settlements grew during the 1800s.

From 1791 to 1867, British North America was a collection of six separate colonies: Nova Scotia, New Brunswick, the Province of Canada (now Quebec and Ontario), Newfoundland, Prince Edward Island, and British Columbia. These colonies quarreled with each other over colonial government policies. Fears of being taken over by the United States, however, forced them together. On July 1, 1867, the British North America Act united Quebec, Ontario, New Brunswick, and Nova Scotia into one nation. July 1 is now celebrated as Canada Day.

This act gave Canada some rights to govern itself. It also allowed the Canadians to outline their plan of government in a constitution.

In addition, it explained the different powers of the federal government and the provinces.

Other British-ruled areas—Manitoba, British Columbia, Saskatchewan, Alberta, Prince Edward Island, and Newfoundland—joined the nation later. Today, Canada is made up of 10 **provinces** and 3 additional **territories**—Yukon, the Northwest Territories, and Nunavut. A province is a division of a country, like a state. A territory is a part of a country that lacks the full rights of a province.

---

## QUICK CHECK

**Cause and Effect** How did the American Revolution cause an increase in Canada's British population?

# D

## EXPANSION AND INDEPENDENCE

Under Canada's central government, the colonies became provinces, much like states in the United States. Canada now had its own central government to run local affairs. Great Britain, though, still controlled Canada's relations with other countries.

### Moving West

During the late 1800s, Canada expanded quickly. Pioneers traveled west across the plains and prairies. The Northwest Mounted Police (now the Royal Canadian Mounted Police) were founded to patrol the four western territories that joined Canada between 1870 and 1905. In 1885 the Canadian Pacific Railway linked east and west together. Soon hundreds of thousands of European immigrants were on their way to start farms on the mostly empty land west of Quebec. Almost two million more

❗ After a potato famine in Ireland in the 1840s, over a million Irish people left Ireland for Canada and the United States. The scene below illustrates the hardship of life in Ireland between 1845-1852, a period known as 'The Great Hunger'.



immigrants settled in cities such as Toronto and Montreal.

### Changes in Government

In 1982 Canadians peacefully won the right to change their constitution without British approval. Now fully independent, Canadians have to worry about the problem of being a nation divided by language. At Canada's founding, the government promised to protect Quebec's French language and culture. Many English-speaking Canadians did not keep this promise. As a result, many Québécois, as French-Canadians wish to be called, want to become a separate nation.

### QUICK CHECK

**Cause and Effect** What effect did the opening of the Canadian Pacific Railway have on western Canada?

### Check Understanding

1. **VOCABULARY** Write a paragraph about New France using these terms.

**Northwest Passage**    **voyageur**

2. **READING SKILL Cause and Effect** Use the chart from page 56 to write about why Europeans settled Canada.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

3. **Write About It** Write about how the Seven Years' War changed Canada.



# Map and Globe Skills

## Use a Historical Map

### VOCABULARY

#### historical map

In 1670 the Hudson Bay Company was granted a charter by King Charles II giving it all the rivers and streams flowing into the Hudson Bay. They named this territory Rupert's Land. In 1791 the British divided Quebec into two colonies, Lower Canada and Upper Canada. You can see these political changes by looking at a **historical map**. This kind of map shows information about the past or where events from the past took place.

### Learn It

- Look at the map title and dates to find the map topic. This map shows you Canada in 1791. Most historical maps have dates.
- Look at the boundaries on a historical map. This will tell you about where settlements or events were located. The map on this page shows you where British colonies in Canada were located.
- Look at the map key to find the meaning of symbols or shading on the map. This will tell you about where settlements or events were located. The key on this map shows you lands that belonged to the British, Spanish, and the United States.

### Try It

- Which part of present-day United States was part of Rupert's Land?
- Which color represents Spanish lands?

### Canada, 1791



### Apply It

- As you read the rest of this book, look for other historical maps.
- Compare the information that is given in those maps with the information that you read in each lesson.

## Lesson 3

### VOCABULARY

**traditional economy** p. 66

**culture** p. 66

### READING SKILL

#### Cause and Effect

As you read, fill in the chart with the cause and effects of Native American settlement in different regions.

Cause	→	Effect
	→	
	→	
	→	

# FIRST PEOPLES

Early people crossed through mountain passages as they moved throughout North America.

### Lesson Question

How were Native American culture groups alike and different?

**A** Early people came over land from Asia to the Americas.

**B** Early people adapted to and changed their environment.

**C** The Cahokia built large earth mounds.

**D** The Iroquois used wood from trees to meet their needs.

**E** People of the Great Plains depended on the buffalo.

**F** The Pueblo people built adobe houses.

**G** The Inuit adapted to a cold climate.

**H** The Taino adapted to island life.



## A

# COMING TO NORTH AMERICA

*The first Native Americans followed animals that supplied their food and clothing. When animals moved, people moved after them. In some regions a hunting trip could take days, so people ate a lot of plants. They gathered wild berries, mushrooms, and grasses. That's why we call them hunter-gatherers.*

**T**here is some debate about how ancient peoples came to North America. Many Native Americans believe that they have always been here. Archaeologists believe that they came to North America from Asia.

Some archaeologists think that hunter-gatherers first reached North America from Asia between 15,000 and 30,000 years ago. No one can say for sure when the first people arrived in the Americas.

### The Beringia Land Bridge

During the Ice Age, water froze into thick sheets of slow-moving ice called glaciers. Glaciers held so much water that ocean levels dropped and land appeared in some places. Over time, a land bridge appeared that joined Asia and the Americas. We call this the Beringia Land Bridge.

Many archaeologists believe the first people to arrive in North America

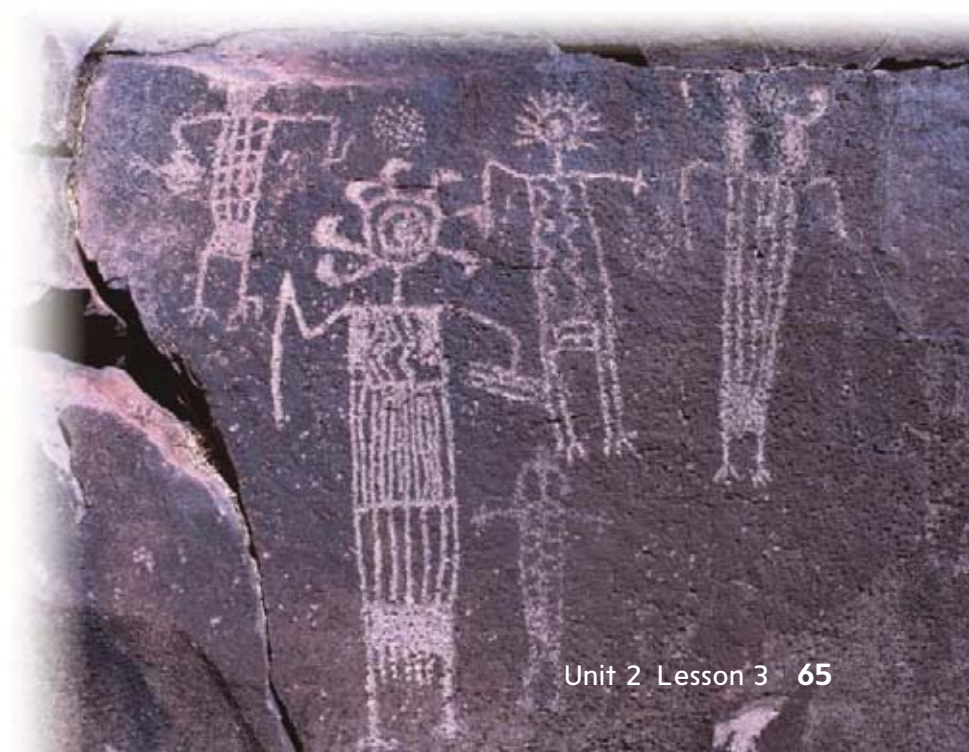
crossed the land bridge from Asia and followed a water route along the Pacific. Archaeologists have found remains that show people may have reached the tip of South America. Other hunter-gatherers arrived in North America from Asia about 12,000 years ago. Archaeologists believe these early humans settled across the Americas.

---

### QUICK CHECK

**Cause and Effect** What effect did the Ice Age have on settling of the Americas?

Early people left behind rock paintings. ➔



## B

# SETTLING NORTH AMERICA

People did not stay in one place once they arrived in the Americas. Slowly, they traveled throughout the two continents.

## Becoming Farmers

It is likely that people moved from place to place in a search of food. Depending on the seasons, they found grains and fruits in a variety of places. They also traveled wide distances on hunts for wild animals such as elephant-like mammoths.

Then the Ice Age came to an end beginning about 15,000 years ago. Rising temperatures caused glaciers to melt. This caused ocean waters to rise, and the land bridge was no more. Large wild animals could not survive, and smaller animals such as deer took their place.

Some people settled in one place to farm. Many groups settled near rivers or an ocean or on rich wooded plains. There they knew they would find the food and water they needed. However, others settled in deserts, in mountains, and in cold climates. These people found ways to adapt to their harsh environment.

People could settle in one place because they had learned to grow their own crops. Generation after generation continued to survive by farming the land. In this way they formed **traditional economies**, where people work in the same way that their parents did.

## Adapting to and Changing the Environment

All early people adapted to and made use of the resources and environment around them. Different resources in the various areas

led the early people to build different kinds of houses and make different kinds of clothing. For example, people in the far north wore fur and made their own snowshoes. People in the different places also developed their own customs and traditions. In time, very distinct **cultures**, or ways of life, developed in North America.

## Native American Cultures

Use the Internet to find out more physical, climate, and vegetation maps of the continent. How do you think different landforms, climates, and plants and animal affect the various culture groups differently?

### QUICK CHECK

**Cause and Effect** What caused early people to develop different cultures?



1 Native Americans near the Atlantic coast used deerskin for clothing.

---

# C

# THE CAHOKIA

---

Several North American civilizations developed in the Ohio and Mississippi river valleys of the Midwest. These people are called Mound Builders because they built cone- and animal-shaped mounds of earth.

At first, mounds were used to bury people with their possessions, such as weapons, jewelry, and tools. Archaeologists believe this was done to honor the dead. Mound builders often built one mound on top of another.

Other mounds were used for religious ceremonies. The Mound Builders were mainly hunters and gatherers. They grew sunflowers and gourds. Corn was an important crop by about A.D. 100.

## Life in Cahokia

One important mound-builder culture developed along the Mississippi around

A.D. 700. Their largest city was Cahokia, built near present-day St. Louis, Missouri. Nearly 400 years later Cahokia's population of 30,000 people made it one of the largest cities in the world. Villages stretched around the city in all directions. High log fences, called palisades, protected the villages.

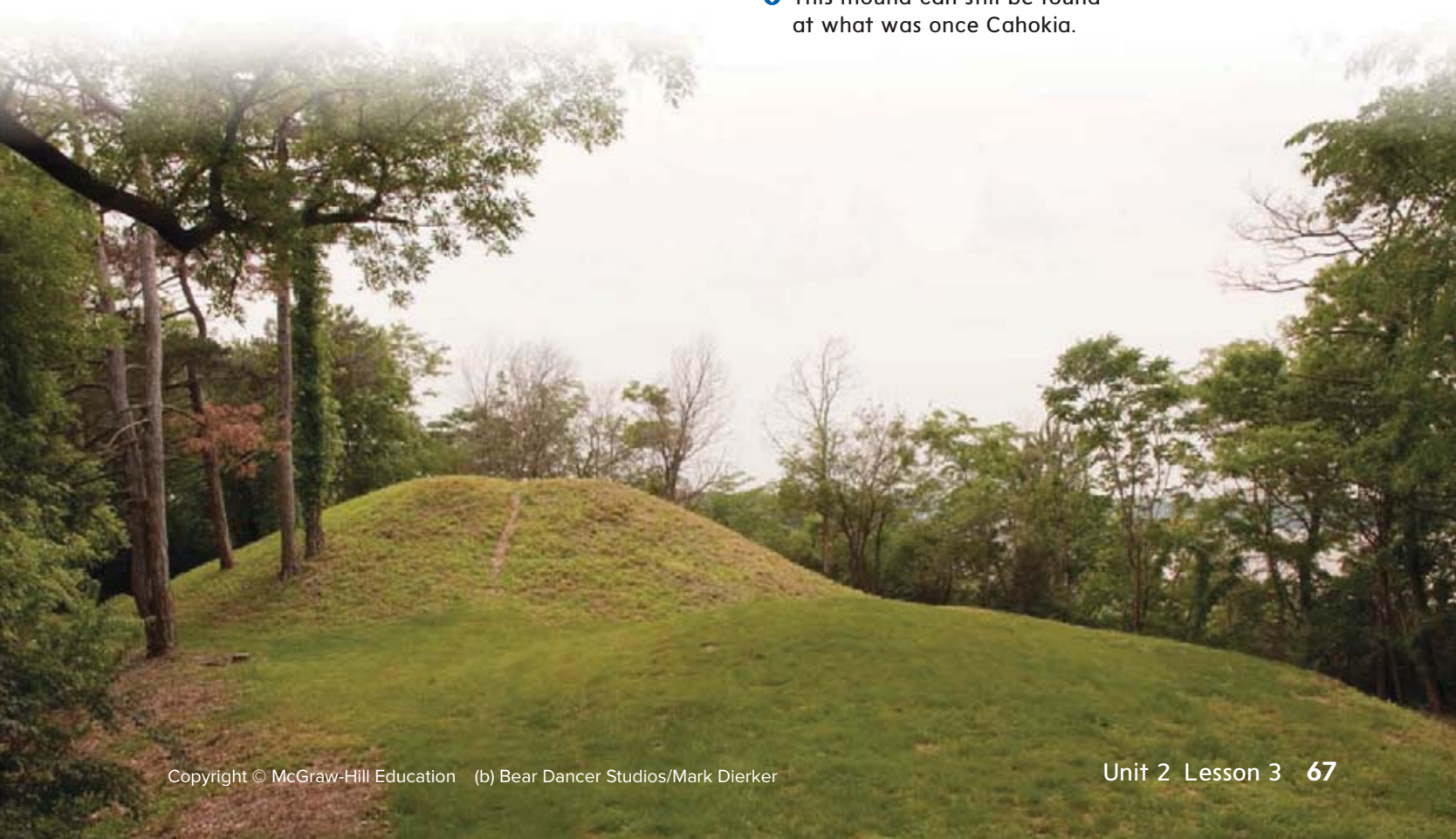
We do not know what language the people of Cahokia spoke or much about their government. Experts do know that a government was needed to plan and supervise the building of the mounds.

---

## QUICK CHECK

**Cause and Effect** What caused the early people to build mounds?

- 1 This mound can still be found at what was once Cahokia.



# D

# THE IROQUOIS

The Iroquois made their home in the Eastern Woodlands. In the past, most of this area was covered in thick forests. People of the woodlands used forest animals, such as deer, bear, and rabbit, for food and clothing. In the winter, furs were used for warmth.

Thick forests made farming difficult in some parts of the Eastern Woodlands. The Iroquois practiced a type of farming called slash-and-burn. They cut down and burned the trees in the forest. Ash from the burned vegetation helped make the soil fertile.

Each spring most Iroquois planted what they called the “Three Sisters”: corn, squash, and beans. These crops were grown together and were often eaten together.

The Iroquois call themselves Haudenosaunee (ho den oh SAH nee). In the Iroquois language, this means “people of the longhouse.” Longhouses were homes large enough for several families and were made of bent poles covered with sheets of bark.

## Iroquois Religion

People in the Eastern Woodlands believed that spirits were involved in everyday life. They believed that good spirits helped those in need, and that evil spirits caused sickness and conflict.

Native Americans conducted ceremonies to communicate with spirits. Dancing was important to these ceremonies. People also sang and played wooden flutes and drums. The hope was that these ceremonies would either invite in good spirits or drive out the bad.

## Iroquois Government

When the Iroquois were a small group, they worked together to solve disagreements. But as their numbers began to grow, the Iroquois began arguing among themselves. The Iroquois saw that this fighting was destroying their people. Around 1570, five Iroquois tribes joined together to form the Iroquois Confederacy, or the Iroquois League. Its goal was to keep peace among the Iroquois tribes.

## QUICK CHECK

**Cause and Effect** What caused life in the Great Plains to change in the 1700s?



# E

# THE NORTH AMERICAN GREAT PLAINS

Native Americans began to settle on the Great Plains in about 1300. They hunted for food on foot. They used bows and arrows and stampeded animals into traps. Some groups farmed near rivers.

By the 1700s, wild horses had spread from the Southwest to the Great Plains. Once tamed, they changed the lives of people there. Men hunted on horseback, and many groups traded with faraway groups. As a result, groups such as the Lakota, Crow, Pawnee, and Cheyenne prospered on the Plains.

Between 40 million and 100 million bison roamed the Great Plains in the 1700s. They provided food and clothing. Some groups used bison skin to make teepees. Teepees are cone-shaped homes made with long poles covered with animal hides. Some Plains groups stayed in one place and lived in large earthen lodges. Lodges are homes made of logs covered with grasses, sticks, and soil.

## Life on the Plain

Fire was not only used to cook bison meat but also used in the hunt. Some hunters often set grass fires to frighten a herd into a stampede. Often hundreds of animals would



rush over a cliff, falling to their deaths. The hunters would then gather the meat and skins.

The Lakota used the long, cold winter months to stay close to a fire. At this time, they met to decide the most important events of that year. These events were painted as picture symbols in a circle on bison hide.

## QUICK CHECK

**Cause and Effect** Which jobs were done by men and which were done by women?

- 📌 Horses helped the people of the Great Plains in their hunt for bison, or buffalo.



# F

# THE NORTH AMERICAN SOUTHWEST

The Pueblo people adapted their lives to the dry American Southwest. They were able to grow crops by developing a method called dry farming. Dry farming uses tiny dams and canals to direct water to beans, squash, and cotton crops.

The Pueblo people adapted to their environment in other ways as well. For example, they hunted small desert animals, such as rabbits and snakes, and ate desert plants, such as prickly pears and berries.

The Spanish used the word pueblo to describe both the people and their adobe homes. The first floor of most pueblos had no doors or windows. To get in or out, people climbed a ladder to the roof. By lifting up the ladder, the Pueblo protected themselves from unwanted guests.

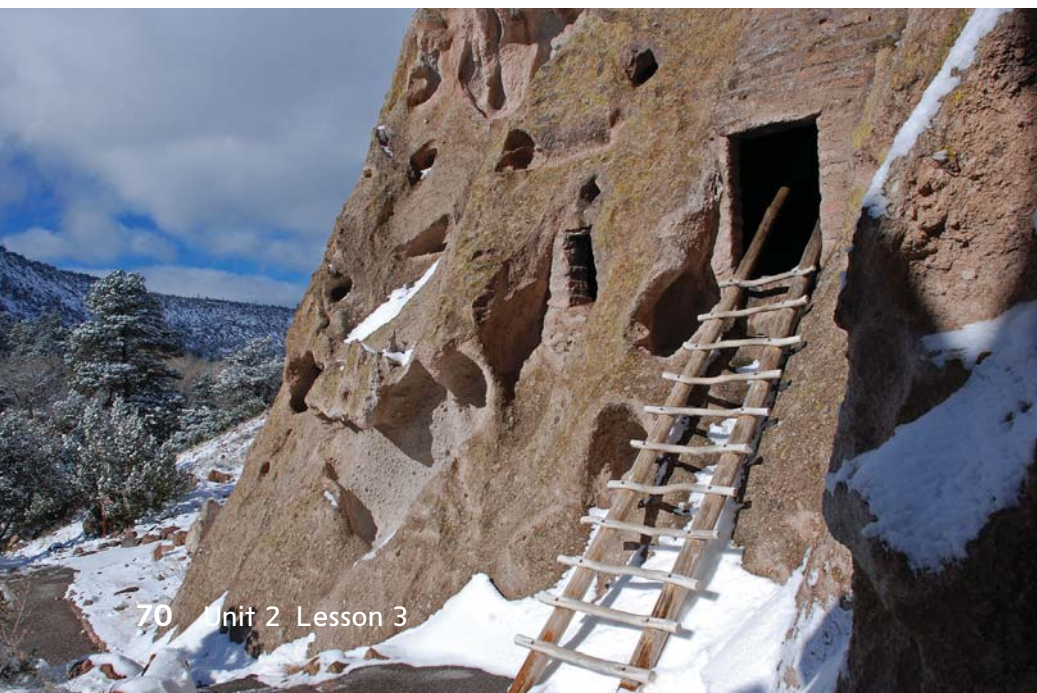
## Pueblo People

Different groups of Pueblo people spoke different languages, such as Zuni or Hopi. Each Pueblo village had its own government in the form of a council. A religious leader from each clan served on the council.

## Native Americans of the Southwest, 1700s



The early Pueblo people believed that spirits called kachinas brought rain and helped crops grow. The Pueblo also believed that kachinas showed people how to live and behave. They held special kachina ceremonies to gain the favor of the spirits.



## QUICK CHECK

**Cause and Effect** What caused the Pueblo to farm in the way that they did?

- ➡ The pueblo built their homes on the sides of cliffs.





## THE CANADIAN INUIT

Living in the desert is certainly difficult. But so is living in the bitterly cold Arctic! The Inuit settled in Alaska and Northern Canada as early as 3000 B.C. They kept warm by building pit houses made of stones covered with earth. On winter hunting trips, men used snow blocks to build temporary shelters called igloos. In warm weather, hunters made tents from wooden poles and animal skins.

The Inuit hunted caribou, walruses, seals, fish, and whales. On land many traveled by dog sled. On water they paddled single-person boats made of sealskin called kayaks.

The Inuit believed that all living things had souls. For this reason, they showed great respect for the animals they hunted by not wasting anything. The meat provided food. Several parts of animals were used for clothing.


Boots were made from skin. Animal fur became warm coats called parkas. To sew, the Inuit used bone to create needles. Tools and weapons were carved from bone as well.

Inuit groups consisted of one extended family. Because of this, the different groups did not have a formal government. Instead, the members of the extended family worked together to make rules and decide what was fair. Everyone was expected to take part in the hunt for food, and everyone was allowed to share in anything caught. Group members communicated through the Inuit language.

---

### QUICK CHECK

**Cause and Effect** What caused the Inuit to try not to waste any part of animals they killed?

 Inuit artifacts



# H

# THE CARIBBEAN TAINO

The Taino were one of the two main groups of native people of the Caribbean. Islands that the Taino people lived on long ago included Cuba, Puerto Rico, Hispaniola, and Jamaica. They probably arrived at the islands from Central or South America. At one time several million Taino people probably lived in the islands of the Caribbean.

## Food, Clothing, and Shelter

The Taino were a settled people who lived in small villages. They survived by farming such crops as yams, corn, and beans. Like the Iroquois, they practiced slash-and-burn agriculture. In this way, they were able to clear land and make it rich for their crops. The Taino made use of the technology of irrigation to bring water to their farm fields. They usually farmed on large mounds they had built.

**i** The Taino fished off the coasts of their islands.

In addition to farming, the Taino also hunted for food. Mainly they hunted small animals such as snakes, bats, lizards, and birds. They also depended on catching fish from the seas all around them.

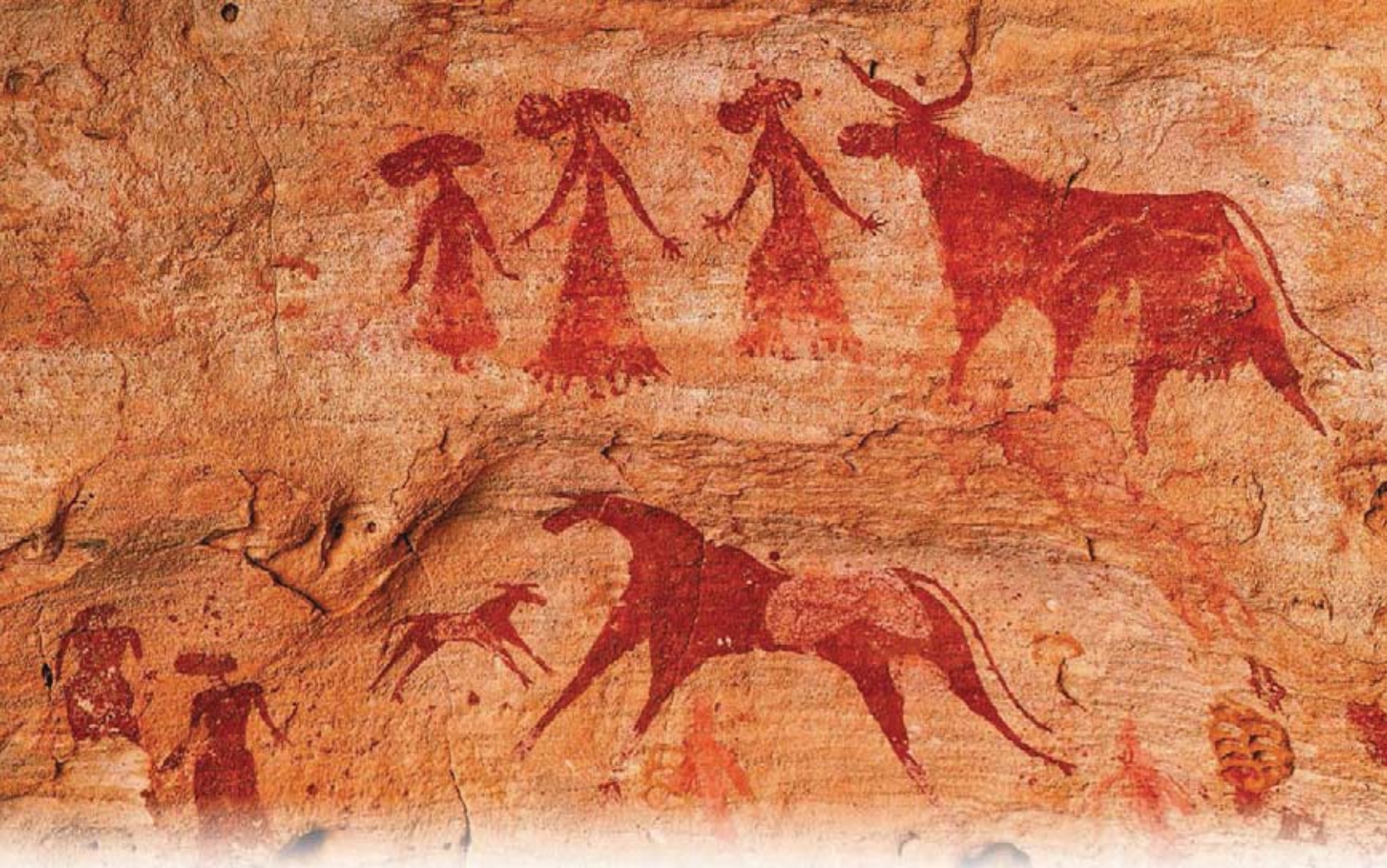
The Taino relied on the resources around them to build their round homes. Taino houses were made using poles for support and covered with straw and palm leaves. They used dugout canoes to get from place to place by sea.

A warm climate meant that little clothing was needed. Men wore skin or cloth at their waists and women wore skirts.

## Language and Beliefs

The Taino language was one of several related languages spoken in the Caribbean





❶ Early peoples gave clues to their ways of life in the paintings they left behind.

Islands. Today, no one still speaks this once-used language.

Taino villages varied in size. Some were made up of just an extended family, but others had more than 1,000 residents. In any case, the people in a village were led by a chief. The role of chief was passed down from father to son. The Taino believed in and worshipped spirits called zemis. They often danced at festivals to give thanks to the zemis.

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## QUICK CHECK

**Cause and Effect** What effect did their environment have on the Taino?

## Check Understanding

1. **VOCABULARY** Write a sentence for each of the following terms.

**traditional economy**      **culture**

2. **READING SKILLS Cause and Effect** Use your chart from page 64 to write about how natural resources caused differences in Native American cultures.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

3. **Write About It** Compare and contrast the Native American cultures with the Iroquois culture.

## Lesson 4

### VOCABULARY

**representative  
democracy** p. 75

**checks and balances**  
p. 75

**federalism** p. 76

**amendment** p. 78

### READING SKILL

#### Cause and Effect

Fill in the chart below with the causes and effects of dividing the powers of government.

Cause	→	Effect
	→	
	→	
	→	

# UNITED STATES GOVERNMENT

The U.S. Capitol houses the legislative branch of the government.

## Lesson Question

### How does the U.S. Constitution affect citizens?

**A** The Constitution gives each branch of government its own powers.

**B** Power is divided between the federal and state governments.

**C** Citizens have rights and responsibilities.

**D** The Bill of Rights guarantees freedom and equal rights to all.

# A

## THE U.S. CONSTITUTION

*“We the People of the United States.” These are the first words of the United States Constitution. What did the leaders of the new United States have in mind in 1787 when they wrote this government plan?*

The United States is a **representative democracy**. This means that voters choose leaders who make and enforce the laws. The Constitution is the plan that sets up how our government works. The leaders who wrote it wanted a government strong enough to provide for the needs of its citizens. They also wanted a government with limited powers so it would not be able to take away people’s rights.

### Dividing Power


To achieve these goals, the writers of the Constitution divided the government’s power among three branches: legislative, executive, and judicial. The two houses

of Congress (House of Representatives and Senate) form the legislative branch. The President is the head of the executive branch. The Supreme Court and other national courts make up the judicial branch.

Each branch has its own powers and can limit the power of the other branches. This system is called **checks and balances**. It’s a way to keep any one branch from becoming too powerful.

### QUICK CHECK

**Cause and Effect** Why is the power of the government divided among three branches?

The original U.S. Constitution is in the National Archives in Washington, D.C. 



### Checks and Balances

Legislative Branch	Executive Branch	Judicial Branch
<ul style="list-style-type: none"><li>• Congress (elected)</li><li>• Passes laws</li><li>• Approves taxes and spending</li><li>• Can override vetoes</li></ul>	<ul style="list-style-type: none"><li>• President (elected)</li><li>• Enforces laws</li><li>• Commander-in-Chief of military</li><li>• Signs or vetoes laws</li></ul>	<ul style="list-style-type: none"><li>• Supreme Court and federal courts (appointed)</li><li>• Decides constitutional questions about laws</li></ul>

**B****FEDERALISM**

The principle of checks and balances also operates between the powers of the national government and the governments of the states. Our first leaders wanted to create a strong central government. They wanted state governments to have certain powers and responsibilities too.

The system they developed is called **federalism**. In federalism, power is divided

between the federal, or national, government and the state governments. Some powers are given to the states. Others are given to the federal government. The chart below shows some of the rights and responsibilities of each.

**QUICK CHECK**

**Cause and Effect** Why did our first leaders develop federalism?

**THE FEDERAL GOVERNMENT**

- ▶ makes treaties with other countries
- ▶ has the power to make laws about trade between states
- ▶ declares war
- ▶ runs the post office
- ▶ mints money
- ▶ collects taxes

**STATE GOVERNMENTS**

- ▶ sets up local governments
- ▶ makes laws about education
- ▶ makes laws about health
- ▶ sets up public schools
- ▶ runs local elections
- ▶ collects taxes

Children meet a state leader.





# RESPONSIBLE CITIZENS



- 1 Americans pledge allegiance to the United States.

In the United States federal system, people are citizens of both the nation and their state. As a result, citizens have the right to vote for both national and state leaders. The U.S. Constitution and state constitutions give them that right. Citizens have the duty to make informed decisions when they vote. Citizens also have the responsibility to obey national and state laws.

## QUICK CHECK

**Cause and Effect** How does the federal system affect the people of the United States?

## Citizenship

### Rights and Responsibilities

As an American citizen, you have the responsibility to protect not only your own rights, but the rights of others. Suppose you were asked to attend a meeting to suggest rules for the playground. You have a right to speak and give your suggestions. You also have a responsibility to be careful about what you say and to respect the ideas of others.



**Write About It** Explain the responsibilities citizens have when voting, and what might happen if people were not allowed to vote.

## D THE BILL OF RIGHTS

Individual freedom is a basic value of the United States. In 1791 ten **amendments**, or additions, known as the Bill of Rights were added to the U.S. Constitution. Their purpose was to prevent the government from taking away people's freedoms. The first amendment is the most famous and most important.

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or [limiting] the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to [ask] the Government [to hear their complaints].”

Among other things, this amendment guarantees that Americans can speak freely and can practice the religion of their choice.

Over the years, other amendments have been added. Equal rights is a basic value that has taken years to develop. The Constitution's 14th Amendment, added after the Civil War, guarantees all citizens the same legal rights.

### Unequal Rights

Still, all Americans have not always enjoyed equal rights. Some groups have suffered

unfair treatment. For several decades after independence, only white males could vote. African American males were guaranteed the right to vote when the 15th Amendment was added to the Constitution in 1870. Women could not vote across the country until the 19th Amendment was added in 1920. Today, many groups continue to fight for equal rights.

### QUICK CHECK

**Cause and Effect** What was the result of the Fourteenth Amendment to the Constitution?

### Check Understanding

I. **VOCABULARY** Write about the U.S. Constitution using these terms.

**representative democracy**

**checks and balances**

I. **READING SKILL Cause and Effect** Use your chart from page 74 to write about the U.S. Constitution.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

**3. Write About It** Write about how the U.S. Constitution protects freedoms.



# Chart and Graph Skills

## Read Parallel Time Lines

### VOCABULARY

**time line**

**parallel time line**

A **time line** is a diagram of events arranged in the order in which they took place. Sometimes time lines have a break in time that is shown with a symbol. The symbol means a period of years is not shown.

The time line below is a **parallel time line**. Parallel time lines show two sets of dates and events on the same time line. In the parallel time line below, events in United States history are shown at the top and amendments, or additions, to the U.S. Constitution are shown on the bottom.

### Learn It

- Identify the years labeled on the time line. The time line below is labeled for every five years.
- Identify the events on a parallel time line.
- Compare the events on the top of the time line with the events on the bottom of the time line. Use the parallel time line to see what events happened at around the same time.

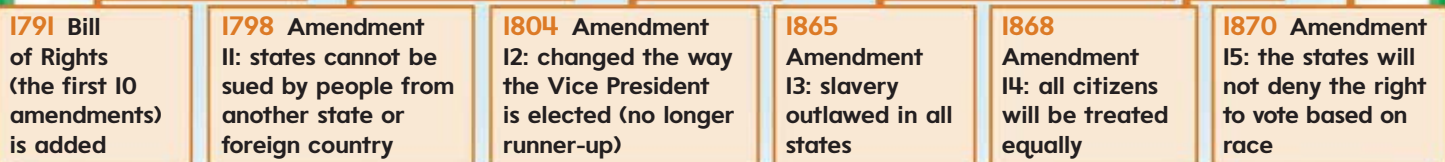
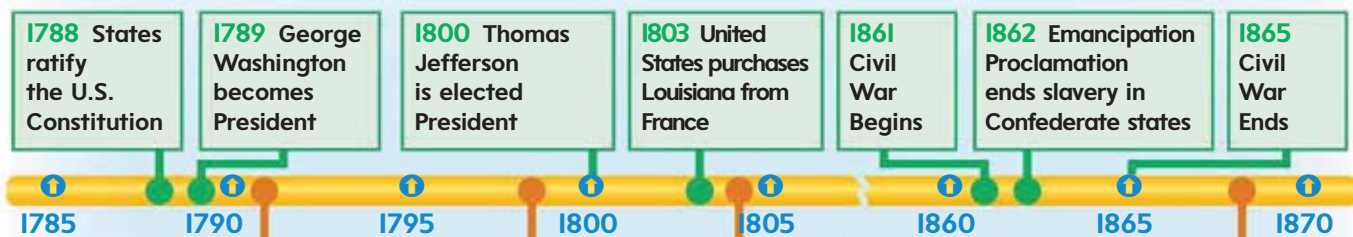
### Try It

- Which amendment followed the election of Thomas Jefferson?
- Which two events happened at the same time on the parallel time line?

### Apply It

- Which event led to the Fourteenth Amendment?
- Why do you think the Fifteenth Amendment was added?

## United States Events



## Amendments to the U.S. Constitution

## Lesson 5

### VOCABULARY

**prime minister** p. 81

**parliament** p. 81

**monarch** p. 81

### READING SKILL

#### Cause and Effect

As you read, fill in the chart with the cause and effects of a parliamentary government.

Cause	→	Effect
	→	
	→	
	→	

# Canada's Government

Some of the Canadian Parliament buildings were constructed more than 150 years ago.

### Lesson Question

How does Canada's government differ from the government of the United States?

**A** Canada is an independent country but still honors the British queen.

**B** Parliament and a prime minister govern Canada.

---

## **A** THE CANADIAN CONSTITUTION

---

*Canada is a democracy, just like the United States. Yet in some ways it is very different from the United States. Canada's Constitution was written in 1867 and 1982, and parts of it are unwritten customs.*

**C**anada has a **prime minister**, who is the head of a democratic government, and a **parliament**. A parliament is an assembly of people who pass the laws governing a nation. Voters elect representatives to parliament. These representatives then choose a prime minister to head the government. The British **monarch**, the king or queen, serves as Canada's head of state. The head of state has ceremonial duties but no real power. Because the monarch visits Canada only once in a while, a Canadian official called the governor general serves as head of state.

### Canada's Constitution

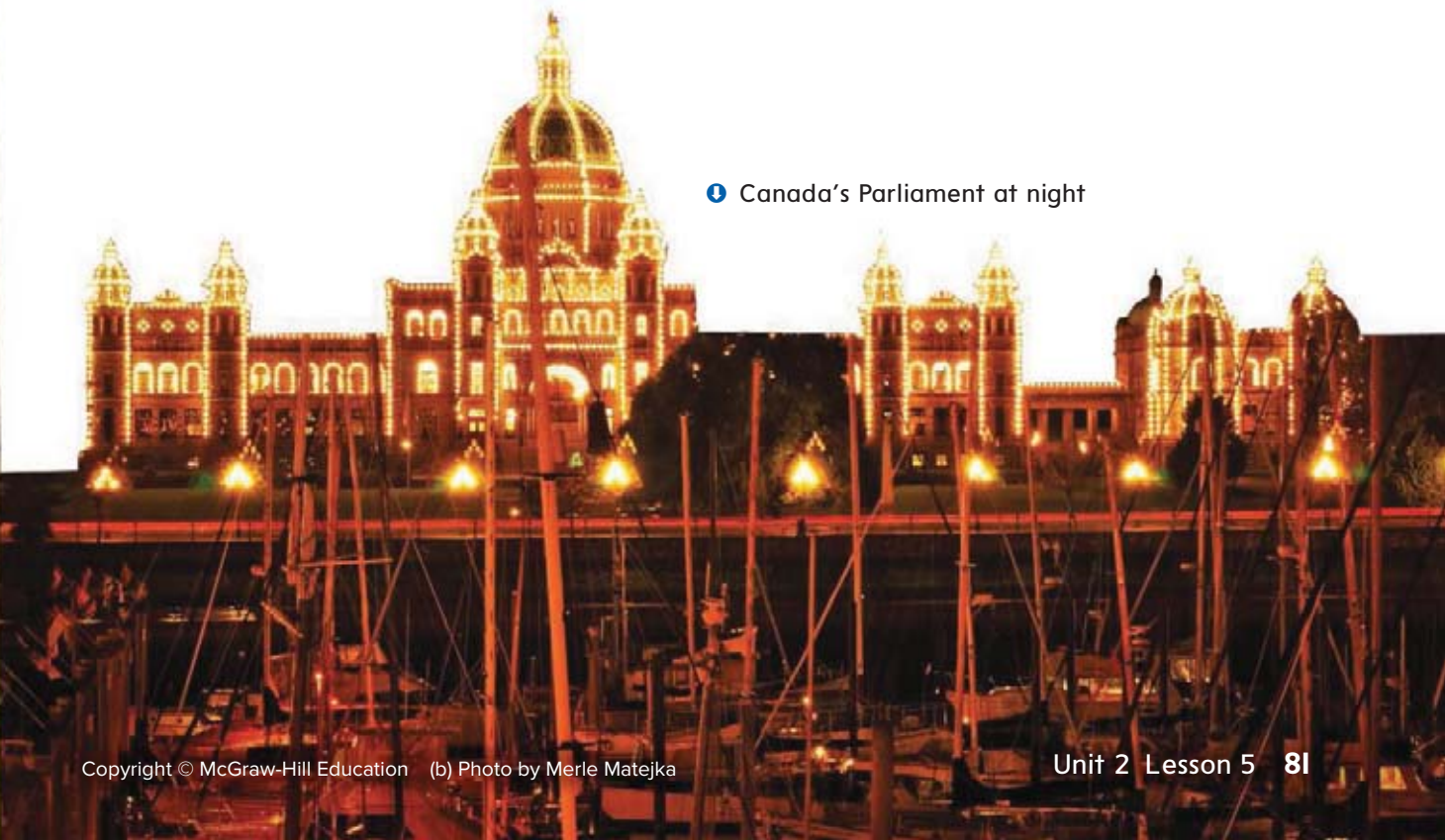
Canada's form of government is based on its Constitution. Unlike the U.S. Constitution, Canada's is not just one document. The Constitution Act of 1867 is part of it. So is the Constitution Act of 1982. Long-standing customs and principles make up the third, unwritten, part of the Constitution.

---

### QUICK CHECK

**Cause and Effect** How do Canadian voters affect the selection of the prime minister?

📍 Canada's Parliament at night



**B**

## SIMILARITIES AND DIFFERENCES

Like the United States, Canada has a federal system. The federal government is in charge of matters that affect all of Canada. This includes making national laws, providing national defense, and setting foreign policies. Provincial and territorial governments are in charge of education, health care, and highways.

Unlike the United States, Canada does not have a complete separation of powers because the parliament chooses the prime minister. The prime minister depends on the support of parliament. If parliament stops supporting the prime minister and his or her policies, a new national election must be called.

### HOW THE U.S. GOVERNMENT WORKS

- is a representative democracy
- the President is elected by voters through the Electoral College
- the President is the head of government and head of state
- the plan of the government is set out in the Constitution, a single document written in 1787
- the three branches of government check each other's powers
- has a federal system with power divided between the central government and the states
- has a Bill of Rights to protect the basic liberties of United States citizens
- Congress has two elected houses, the Senate and the House of Representatives

### HOW CANADA'S GOVERNMENT WORKS

- is a parliamentary democracy
- members of parliament choose the prime minister
- the prime minister is the head of government and the British monarch is the head of state
- the plan of government is set out in the Constitution, several written Acts plus unwritten customs
- the prime minister depends on the support of parliament
- has a federal system with power divided between the central government and the provinces and territories
- has a Charter of Rights and Freedoms to protect the basic liberties of Canadian citizens
- Parliament has two houses, the Senate and the House of Commons; senators are appointed and members of the House of Commons are elected



## The Charter of Rights and Freedoms

Canada's Charter of Rights and Freedoms lists people's rights. These include freedom of expression, conscience, religion, thought, belief, peaceful assembly and association. It also includes equal rights without regard to "race, national or ethnic origin, color, religion, sex, age or mental or physical disability."

## Health Care

Unlike the United States, Canada pays for its citizens health care. Together, national and local governments pay for about 70 percent of Canadians' health costs, including almost 100 percent of hospital and doctor care.

### QUICK CHECK

**Compare and Contrast** How are the offices of president and prime minister alike and different?

- 1 The Canadian Health Care Act guarantees all Canadians the same level of treatment. The government pays the cost of most health care for its citizens.

## Check Understanding

1. **VOCABULARY** Write about Canada's government using the following terms.

**prime minister**   **parliament**   **monarch**

2. **READING SKILL**

**Cause and Effect** Use your chart from page 80 to write about Canada's parliamentary government.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

3. **Write About It** Compare and contrast the U.S. government with the Canadian government.

# Cultures and Lifestyles of the United States

## Lesson 6

### VOCABULARY

**rural** p. 90

**urban** p. 90

**suburb** p. 90

### READING SKILL

#### Cause and Effect

Copy the chart below. As you read, fill it in with the causes and effects of American diversity.

Cause	→	Effect
	→	
	→	
	→	

Independence Day is a national holiday that celebrates our country's Declaration of Independence, which was signed on July 4, 1776.

### Lesson Question

How do people affect American life today?

**A** Many people speak Spanish, Chinese, Vietnamese, Italian, and German.

**B** The United States includes people of many different ethnic backgrounds.

**C** The arts reflect the American spirit and diversity.

**D** Most American families own their own homes.

# A

## DIVERSE TRADITIONS

*Many different countries from around the world have contributed to American culture. Many of our foods, words, ideas, and traditions began in other countries. Yet, Americans have combined many of these traditions to make them a unique part of the spirit of America.*

**M**ost people in the United States have someone in their family background who was an immigrant. Over the years, people have come to the United States from just about every corner of the globe. This diversity is seen in many aspects of American culture.

### Diversity in Language

In the United States, you can see the influence of different cultures everywhere. Spanish is the most widely spoken language after English. More than one million people speak Chinese, French, Vietnamese, Tagalog, German, and Italian. In fact, one out of six people in the United States speaks a language other than English as their first language.

### Diversity in Religion

Religious life is also diverse. Most Americans are Christians, mainly Protestants. These groups vary widely in their beliefs and practices. Roman Catholics make up the next largest group of Christians, followed by the Eastern Orthodox. Judaism and Islam each have about 5 million followers in the United States. About 2 to 3 million Americans practice Buddhism, and another million are followers of Hinduism.

### QUICK CHECK

**Cause and Effect** Why does the United States have such a diverse culture?

Chinese characters cover storefronts in New York City's Chinatown. ➔



## **B** A NATION OF IMMIGRANTS

The United States has been called a nation of immigrants. Immigrants are people who come from one country to another to live. Most immigrants to the United States came for a better life. The areas of the world contributing the most immigrants have changed over the years.

### **A Changing People**

In the late 1700s and early 1800s, most Americans came from Great Britain. Other early European immigrants were the Germans and Scots-Irish. From the late 1800s to the 1920s, most immigrants came from southern, central, and eastern Europe.

#### **1808 IMPORTING SLAVES BANNED**

Starting in 1619, most Africans came to America unwillingly as slaves.

#### **1849 CALIFORNIA GOLD RUSH**

Two years after gold was discovered, 25,000 Chinese immigrants came to the land they called Gold Mountain. In 1882 Congress passed a law blocking almost all immigration from China.

1775

1825

1875

#### **1845 IRISH POTATO FAMINE**

The potato crop failed in Ireland. Within the next five years, over one-half million Irish people immigrated to America.





## New Laws

In 1924 Congress passed a law keeping out immigrants from almost everywhere except northern and western Europe. In 1961 Congress passed a new law, basing entry into the United States on work skills and links to relatives, not on national origin.

### QUICK CHECK

**Cause and Effect** How did the 1961 Immigration Law affect the pattern of immigration?

**1892 ELLIS ISLAND OPENS**  
During the next forty years, 12 million immigrants, including millions of Italians, Poles, Russians, and Greeks, passed through Ellis Island in New York Harbor.



1925



### 2000 A NEW CENTURY

Because of new laws and economic and political conditions worldwide, the number of immigrants to the United States rose during the late 1900s. Of these immigrants, nearly half came from the Americas. Another third came from Asia. Less than 15 percent came from Europe.

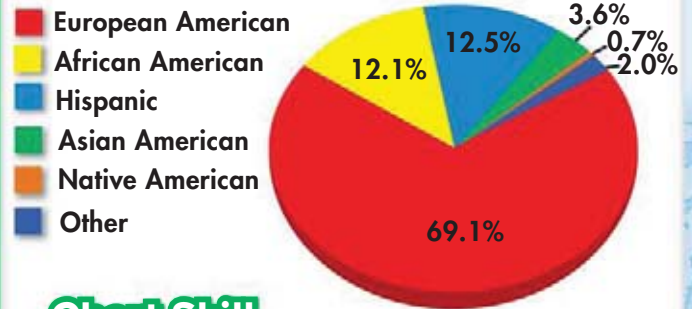
1975

2025

### 1959 REVOLUTION IN CUBA

When Fidel Castro took over Cuba, hundreds of thousands of Cubans fled to Miami.

### United States Population, 2005



### Chart Skill

What percentage of the U.S. population in 2006 was Hispanic?

## C

# THE ARTS

American artists have their own unique American styles. Painters are often inspired by the American landscape. Winslow Homer painted the stormy waters of the North Atlantic. Georgia O’Keeffe painted the colorful deserts of the Southwest. Thomas Eakins and John Sloan often painted the gritty side of city life. The earliest American artists used materials from their environments to create works of art. For centuries, Native Americans have carved wooden masks or made beautiful designs on pottery from clay found in their areas.

## Literature

Many writers write about the human condition, or experience, in their region of the country. Mark Twain’s books tell about life along the Mississippi River in the mid-1800s. Nathaniel Hawthorne wrote about the people of New England. Willa Cather and Laura Ingalls Wilder showed the struggles people faced settling the Great Plains. William Faulkner wrote about life in the South.

Other writers write about the unique experience of a group of people. The poetry of Langston Hughes and the novels of Toni



← Langston Hughes



**i** Dizzy Gillespie

Morrison portray the triumphs and sorrows of African Americans. The novels of Amy Tan examine the lives of Chinese Americans. Oscar Hijuelos and Sandra Cisneros write about the country's Latinos.

### Music and Film

Americans have created unique musical styles. Country music grew out of folk music from the rural South in the 1920s. It gained many fans as it developed over the following decades. In the early 1900s, African Americans like Louis Armstrong, Ella Fitzgerald, and Dizzy Gillespie developed blues and jazz. Blues later inspired rock and roll in the 1950s. Recently, rap and hip-hop have gained popularity.

Immigrants have enriched American musical life, such as the violinist Kyung-Wha Chung, who immigrated from Korea when she was 13.

New Yorkers and visitors enjoy Broadway theater. Musicals like *Beauty and the Beast* and *The Lion King* are especially popular with young people. In the early 1900s, movies started attracting large audiences. Today, the movie industry continues to make movies that are popular with audiences worldwide. After 1950 television became a major part of American culture.

---

### QUICK CHECK

**Cause and Effect** What does the diversity of American art and literature reflect?

## D

# DAILY LIFE

Daily life for Americans has always been active. Before the Industrial Revolution, the United States was made up entirely of **rural**, or country, areas. At that time, people did so much work, they often turned work into a game, such as corn husking contests. Now, the country is primarily a land of **urban**, or city, dwellers. To find more room to live, Americans moved from cities to **suburbs**, or smaller communities surrounding a larger city.


Since the 1970s, the fastest-growing areas in the country have been in the South and Southwest—often called the Sunbelt because of their sunny, mild climates.

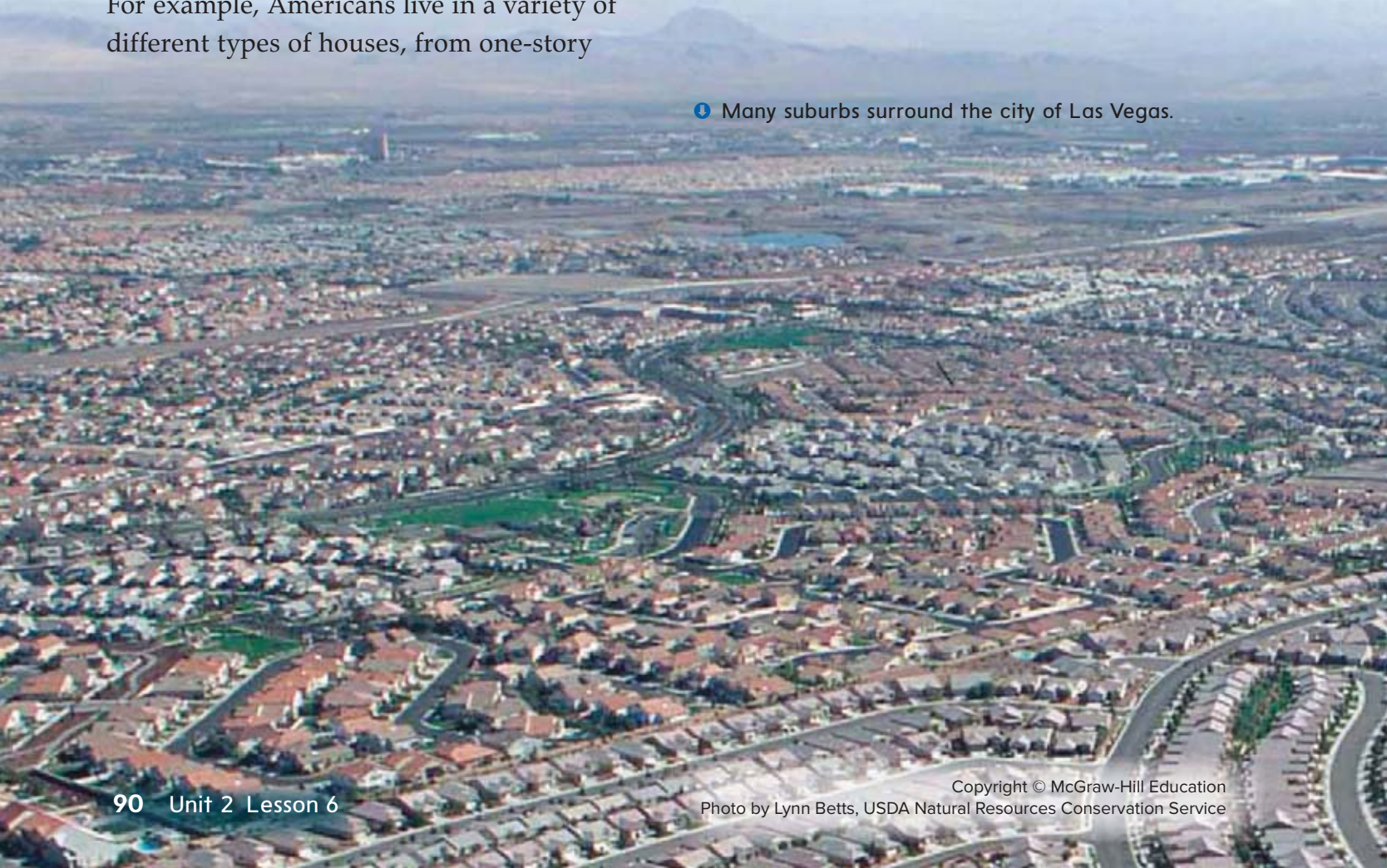
### Ways of Life

Lifestyles vary across the United States. For example, Americans live in a variety of different types of houses, from one-story

ranch houses in suburbs to high-rise apartments in cities. About two-thirds of all American families own their own homes, one of the highest rates in the world. This is because of the high incomes of average U.S. workers compared to workers in the rest of the world. The United States also has high rates of car ownership. In addition, the United States is the leading country in ownership of personal computers and in Internet use.

While many Americans enjoy watching movies, television, and sports, many are also very active. They exercise and play sports such as golf, racquetball, tennis, softball, and bowling. Millions of young Americans take part in youth sports leagues, playing sports such as baseball and soccer.

 Many suburbs surround the city of Las Vegas.





Sports are popular with Americans of all ages.

## Holidays

Some American holidays, like Martin Luther King, Jr.'s, birthday and President's Day, celebrate American heroes. Thanksgiving and the Fourth of July are other holidays Americans celebrate nationwide. Some holidays, like St.

Patrick's Day and Cinco de Mayo, honor diverse religious and ethnic traditions.

## QUICK CHECK

**Cause and Effect** Why do so many American families own their own homes?

## Check Understanding

1. **VOCABULARY** Use the following words to write the opening paragraph of a magazine article.

**rural**   **urban**   **suburbs**

2. **READING SKILL Cause and Effect** Use your chart from page 84 to write about American diversity

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

3. **Write About It** Write about a unique characteristic of your community.

## Lesson 7

### VOCABULARY

**bilingual** p. 93

**multiculturalism** p. 93

**separatism** p. 94

### READING SKILL

#### Cause and Effect

Copy the chart below.  
As you read, fill it in with  
the causes and effects of  
separatism in Canada.

Cause	→	Effect
	→	
	→	
	→	

# Cultures and Lifestyles of Canada

Professional teams  
and families alike play  
hockey in Canada

### Lesson Question

How do people make living in Canada unique?

**A** People of different backgrounds live in Canada.

**B** Parts of Canada want to govern themselves, including the Inuit in Nunavut.

**C** Canada has a rich culture of literature, music, and film.

**D** Canadians enjoy sports and other outdoor activities.

# A

## A MIX OF CULTURES

If you went to a hockey game in Toronto, Canada, fans would sing the country's national anthem "O Canada," in English. If you went to a hockey game in Montreal, you would hear the same song in French.

As you read in Lesson 2, the French set up trading posts in Canada during the 1600s. As a result of the Seven Years' War, the British won control of Canada in 1763. Now Canada is a **bilingual** country. Bilingual means "two languages." Canada has two official languages—English and French. Canada has adopted **multiculturalism** as an official policy. Most Canadians are proud of being part of a country that not only accepts but celebrates differences.

### The People of Canada

Canada has 33 million people. About one-fourth have French ancestry and live mainly in Quebec. Another fourth have British ancestry. They live mainly in Ontario, the Atlantic Provinces, and British Columbia.

Like the United States, Canada is a nation formed by immigrants with many different cultures. After the French and British, people of other European ancestry form about 15 percent of the population.

Canada also is home to people of Asian, African, and Latin American backgrounds. First Nations make up more than a million people. Most First Nations live on reserves, or land set aside for indigenous people. If you were to visit one of Canada's 2,200 reserves, you would find that many Indians living there continue to follow traditional ways of life.



**PLACE** In which province is French spoken?

### QUICK CHECK

**Cause and Effect** Why is Canada a bilingual country?

**B****INDEPENDENCE AND SELF-RULE**

Over the years, Canadians in some provinces have promoted the idea of **separatism**, or independence from the rest of Canada. This idea is strongest in the province of Quebec.

**Separatist Quebec**

Quebec is the largest province in area. French-speaking people make up about 80 percent of its population. Many French speakers in Quebec do not believe that their language and culture can survive in largely English-speaking Canada. They would like Quebec to separate from Canada and set up an independent government while still maintaining certain economic ties. Others believe Quebec should remain part of Canada. So far, the separatists have been defeated in two very important votes on this issue.

**Western Canada**


In 2005 a study found that over 35 percent of the people in Canada's western provinces—British Columbia, Saskatchewan, and Manitoba—also want to separate from the rest of Canada. These westerners feel they do not have much in common with eastern Canadians.

This feeling is especially strong in Alberta. Plans for separation differ. Some people want Alberta to be completely independent. Some want it to join with other western provinces to form one nation. Others would like it to become the 51st state of the United States.

As in Quebec, all of these plans have so far been defeated. Canada's future as a united country, however, is still uncertain.

**PLACES**

**Quebec City** is the capital of the province of Quebec. It is one of the oldest cities in North America. The walls that once protected it still exist.

Quebec has continued to grow through the years. 





Snowmobiles are popular in places with lots of snow. ⓘ

## Nunavut

For many years, the Inuit, a northern native people who live in the Northwest Territories, demanded a return of some of their native lands. They wanted to rule themselves while remaining part of Canada. The Canadian government finally agreed. In 1999 Nunavut was carved out of the Northwest Territories. Nunavut means “Our Land” in the Inuit language, the official language of the territory. Although the largest territory of the country, it has the fewest people. Only about 30,000 people live in an area the size of Western Europe. If it were a country, it would be the 13th largest country in the world, with the fewest people per square mile.

In the past, most Inuit survived by hunting and fishing. Today, the Inuit work in businesses and industries. These include mining, oil and gas, construction, real estate, tourism, and government services. About 30 percent of the Inuit also spend some of their time providing artistic services like sculpting, carving, and making prints. Some Inuit continue to hunt part-time. They enjoy snowmobiling and other cold-weather sports. In 2002 Iqualit, the capital of Nunavut, was co-host for the Arctic Winter Games.

---

### QUICK CHECK

**Cause and Effect** What was the result of the Inuit’s demand for a return of their land?




## THE ARTS

Today, Canadian art reflects both European and native influences. The first Canadian artists were First peoples who carved figures from bone, stone, and wood. They also made pottery and wove baskets. The beauty of Canada's landscape has been a favorite subject for artists like Emily Carr. Nature and history have been popular subjects for Canadian writers. *Anne of Green Gables* by Lucy Maud


Montgomery, the story of a Prince Edward Island orphan, has been popular for one hundred years.

### Music

For centuries, First peoples have been enjoying song, dance, and mime. Irish ballads and Scottish tunes were popular after the 1700s. In recent decades, pop and rock have become popular in Canada.

A young Canadian musician 



Unusual work by a Canadian artist 



## Theater and Film

Movies are a big part of Canadian culture. The nation's film industry earns \$5 billion a year. Many American films are made in Toronto and Vancouver. Theater is popular too. Ontario's Stratford Festival is known for its productions of William Shakespeare's plays. Some Canadian stars, like singer Celine

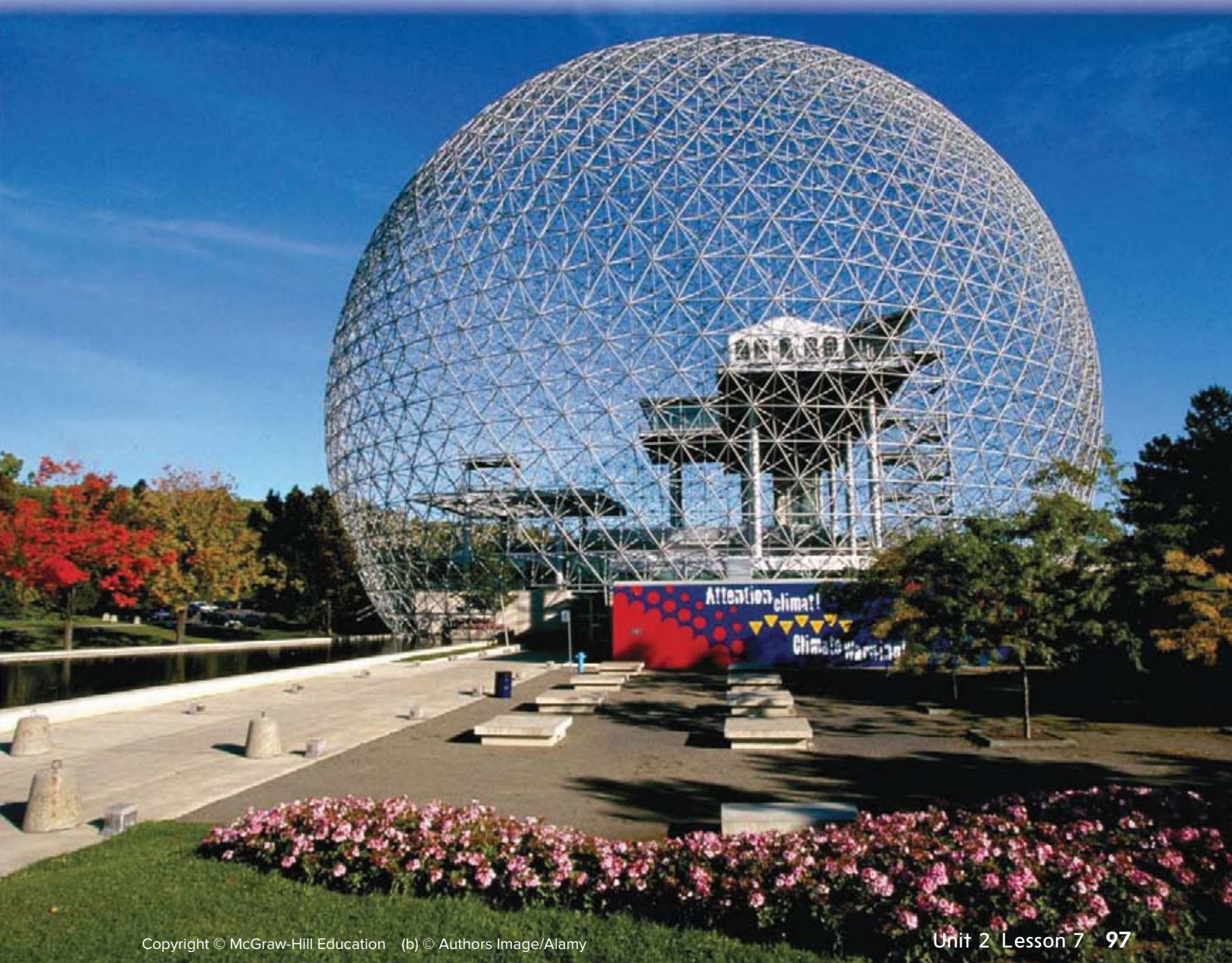
Dion and actor Jim Carrey, are world famous. Canada's Cirque du Soleil, French for "Circus of the Sun," travels all over the world.

---

### QUICK CHECK

**Compare and Contrast** Why is Canadian art similar to art in the United States?

The Montreal Biosphere has become one of the city's most noted landmarks. [↓](#)



Canada has welcomed many immigrant families to its shores over the years. These families have kept many of the customs of their homelands.

### Favorite Foods

If you were to walk down a street in Toronto, you would likely see restaurants that feature Italian or Eastern European foods. This is a result of the immigrant groups who settled there. Certain foods are favorites

in some regions of Canada. For example, fish, chowder, and oysters are popular in the Atlantic Provinces. French cuisine, such as chicken simmered in wine, is preferred in Quebec. People in British Columbia and Vancouver often eat salmon and Asian food.

### Sports and Holidays

Canadians are huge hockey fans. Hockey, the national sport, was invented in Canada. Another sport with a long tradition in Canada is lacrosse, which was originally a First peoples game. Many Canadians enjoy outdoor activities such as skiing, boating, hunting, and fishing.

Canadians celebrate many holidays throughout the year. Canada Day, on July 1, celebrates the forming of their nation. The fall harvest holiday of Thanksgiving is celebrated on the second Monday of October. Canada's war dead are remembered on Remembrance Day, November 11. The current monarch's birthday is celebrated on Victoria Day.



➊ A fish market in Vancouver, British Columbia



Fishing is a leisure activity enjoyed by many Canadians. ⓘ

## The Royal Canadian Mounted Police

The Mounties, as the Royal Canadian Mounted Police are called, are one of Canada's best-known symbols. They are the national police force. They also police most of the provinces and territories.

Originally, the Mounties were called the North West Mounted Police. They were formed in the late 1800s to bring law and order to the North-West Territories, Canada's own "wild west." Today the Mounties guard the prime minister and other government figures, police urban and rural areas, enforce federal laws, and protect against terrorists.

The Mounties began to accept women in 1974. The first all-woman troop graduated the next year. In 2006 Commissioner Beverley A. Busson became the top officer in the force.

## QUICK CHECK

**Cause and Effect** Why does Toronto have Italian and East European restaurants?

## Check Understanding

1. **VOCABULARY** Use the words below to write the first paragraph of a magazine article about Canada today.

**multiculturalism**

**bilingual**

2. **READING SKILL Cause and Effect** Use your chart from page 92 to write about separatism in Canada.

Cause	→	Effect
	→	
	→	
	→	

**Lesson Question**

3. **Write About It** Write about a unique characteristic of life in Canada.

# Unit 2

# Review

## Vocabulary Review

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

**treaty**

**amendment**

**assembly**

**separatism**

1. the idea of independence from a country
2. an addition to the U.S. Constitution
3. an agreement between two or more countries
4. a group of people who make laws

## Comprehension and Critical Thinking

5. Why did colonists fight for independence from Great Britain?
6. What was President Lincoln's Emancipation Proclamation?
7. **Reading Skill** What caused Britain to divide Canada into Lower Canada and Upper Canada in 1791?
8. **Critical Thinking** Why did Loyalists flee to Canada after the American Revolution?

## Skill

### Use a Historical Map

Write a complete sentence to answer each question.

9. Which land in North America did France control in 1763?
10. Which country claimed Louisiana in 1763?

### European Colonies in North America, 1763





# New York Social Studies Test Preparation

Base your answers to question 1 through 3 on the passage below and on your knowledge of social studies.

Citizens of the United States have rights guaranteed by the Bill of Rights. These are the first ten amendments to the United States Constitution. For example, we can talk freely about our ideas and practice any religion. American citizens also have responsibilities, such as voting, following the laws, and paying taxes.

Source: James A. Banks, et al., *New York*, Macmillan/McGraw-Hill, 2007

1 What are some freedoms of citizens of the United States?

*Write your answer on a separate piece of paper.*

Score

2 What are some responsibilities of citizens of the United States?

*Write your answer on a separate piece of paper.*

Score

3 What guarantees the rights of citizens of the United States?

*Write your answer on a separate piece of paper.*

Score

How do people affect the history and culture of a region?



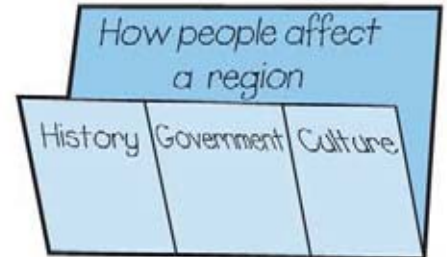
## Write About the Big Idea

### A Descriptive Journal Entry

Use the Unit 2 Foldable to help you write a descriptive journal entry that answers the Big Idea question, *How do people affect the history and culture of a region?* Use the notes you wrote under each tab in the Foldable for details to support each main idea.

Begin with an introduction. In the body of the entry, be sure to include the cause and effect of the topic you chose to write about. End with a conclusion about how people affect a region.

FOLDABLES<sup>SM</sup>  
Study Organizer



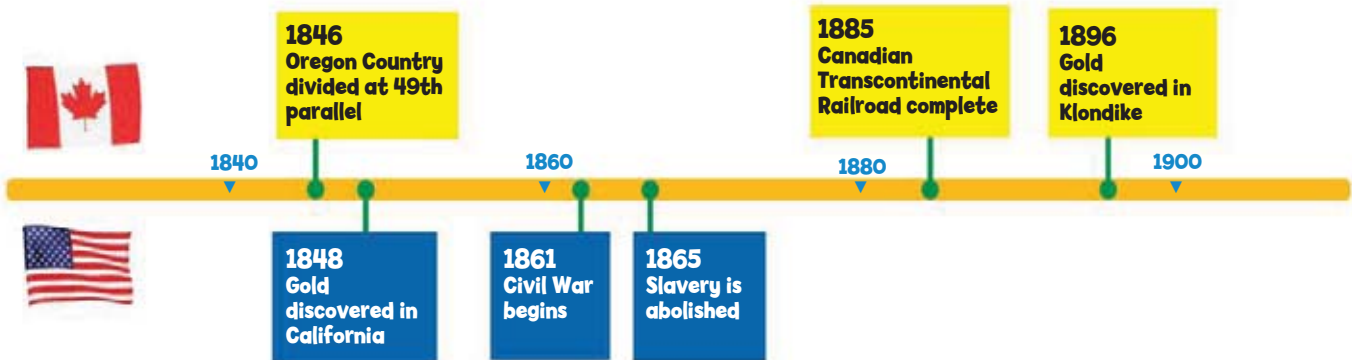
## Unit 2 Activity

Work with a partner to make a parallel time line. Place Canadian events on the top of your time line and U.S. events on the bottom.

1. Decide what period in history your time line will include.
2. Research events during that time at the library or on the Internet.

3. Illustrate your time line with drawings or photos of the events.

When you have finished your parallel time line, take turns explaining each event on your time line to the class.





# Unit 3

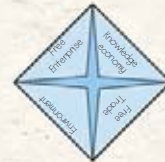


How does the economy affect people's lives?

**FOLDABLES**  
Study Organizer

## Make Generalizations

Make and label an envelope Foldable before you read Unit 3. Write on the tabs: **Free Enterprise, Knowledge Economy, Free Trade,** and **Environment.** Use the Foldable to organize information as you read.



The Rainbow Bridge connects Niagara Falls, New York, in the United States with Niagara Falls, Canada.

# THE UNITED STATES AND CANADA TODAY

## Lesson 1

### VOCABULARY

**free enterprise** p. 105

**stock** p. 105

**profit** p. 105

**biotechnology** p. 106

**supply** p. 108

**demand** p. 108

### READING SKILL

#### Make Generalizations

Copy the chart below. As you read, use it to make a generalization about free enterprise.

Text Clues	What You Know	Generalization

# ECONOMIC REGIONS of the UNITED STATES

The trading floor of the New York Stock Exchange

### Lesson Question

How does the United States economy work?

**A** People decide what to make, how much to make, and how much to charge.

**B** The Northeast and Midwest have cities with large and small businesses.

**C** The price of some products in the South are affected by supply and demand.

**D** Diverse industries thrive in the Interior West and Pacific regions.

# A

## FREE ENTERPRISE

The United States has a **free enterprise** system. In a free enterprise system, people can start any business they want. They decide what to make, how much to produce, and what price to charge.

**G**oods and services vary throughout the United States. Geographers group states into five economic regions—the Northeast, the Midwest, the South, the Interior West, and the Pacific. All of these regions practice free enterprise, also known as capitalism. This means that the United States has a market economy. In a market economy, people own and control businesses.

### Stocks and Profits

Under free enterprise and capitalism, people are free to risk their savings in a business. People invest in companies by buying **stock**. Stock is part ownership in a company. When a company makes money, it often pays some of this money to people who own stock. If the business fails, however, the stock becomes worthless.

**Profit** is the amount of money left over after all the costs of production have been paid. Profit is often the measure stock-buyers use to determine how well a company is doing. The profit motive is the driving force that encourages companies and individuals to improve their wealth. Profit motive is largely responsible for the growth of a free enterprise system based on capitalism.



Voluntary exchange is part of capitalism. It occurs when buyers and sellers make a market trade with anyone they chose. Voluntary exchange is a way for us to improve our well-being.

### QUICK CHECK

**Make Generalizations** How does voluntary exchange improve our well-being?

Shopping is part of the free enterprise system 🗣️



## B

# THE NORTHEAST AND MIDWEST


Every economic region must answer the question: what goods and services will be produced and in what amount? Two economic regions, the Northeast and the Midwest, answer that question by looking at their resources. Both regions contain big cities where skilled workers are employed in businesses both large and small.

Regions must think about why certain products should be manufactured in particular places. Some places have the available resources and workers to produce a product at a low cost. Different products may depend on different types of transportation. Weight might be an issue. Also, some products may be in high demand in certain markets only. All these factors help determine where products are manufactured. For example, soda pop is often produced regionally. It is then distributed over short distances by trucks. This helps keep costs down.

### The Northeast

With few mineral resources and poor soil for farming in many areas, the Northeast has long

focused on business. Cities in the Northeast include New York, the country's largest city, and Washington, D.C., the nation's capital. The federal government is responsible for about 50 percent of the jobs in Washington. New York has many financial and media, or communications, companies. Most stocks traded in the United States are traded on the New York Stock Exchange (NYSE), the American Stock Exchange, or an electronic stock market like the NASDAQ. Boston is an important center of **biotechnology** research. Biotechnology is the study of cells to find ways of improving health. Philadelphia's economy is heavily based upon manufacturing and financial services.



The Northeast is home to biotechnology laboratories and other centers for scientific study.

## The Midwest

Unlike the Northeast, the Midwest has plenty of fertile, or rich, soil. Midwestern farmers grow corn, wheat, soybeans, and other crops. Farms are bigger than they were fifty years ago, but there are fewer farmers. Only a small percentage of farms are owned by corporations, but these farms are extremely large. Farming can be a difficult business. High costs, unpredictable weather, hard and time-consuming work add to its difficulty. Advances in technology have made farming easier. But these new machines are expensive. Small family farmers may not be able to afford the technology they need to make a profit.

The Midwest is also rich in mineral resources. These include iron ore, coal, lead, and zinc. Since the 1800s, these resources

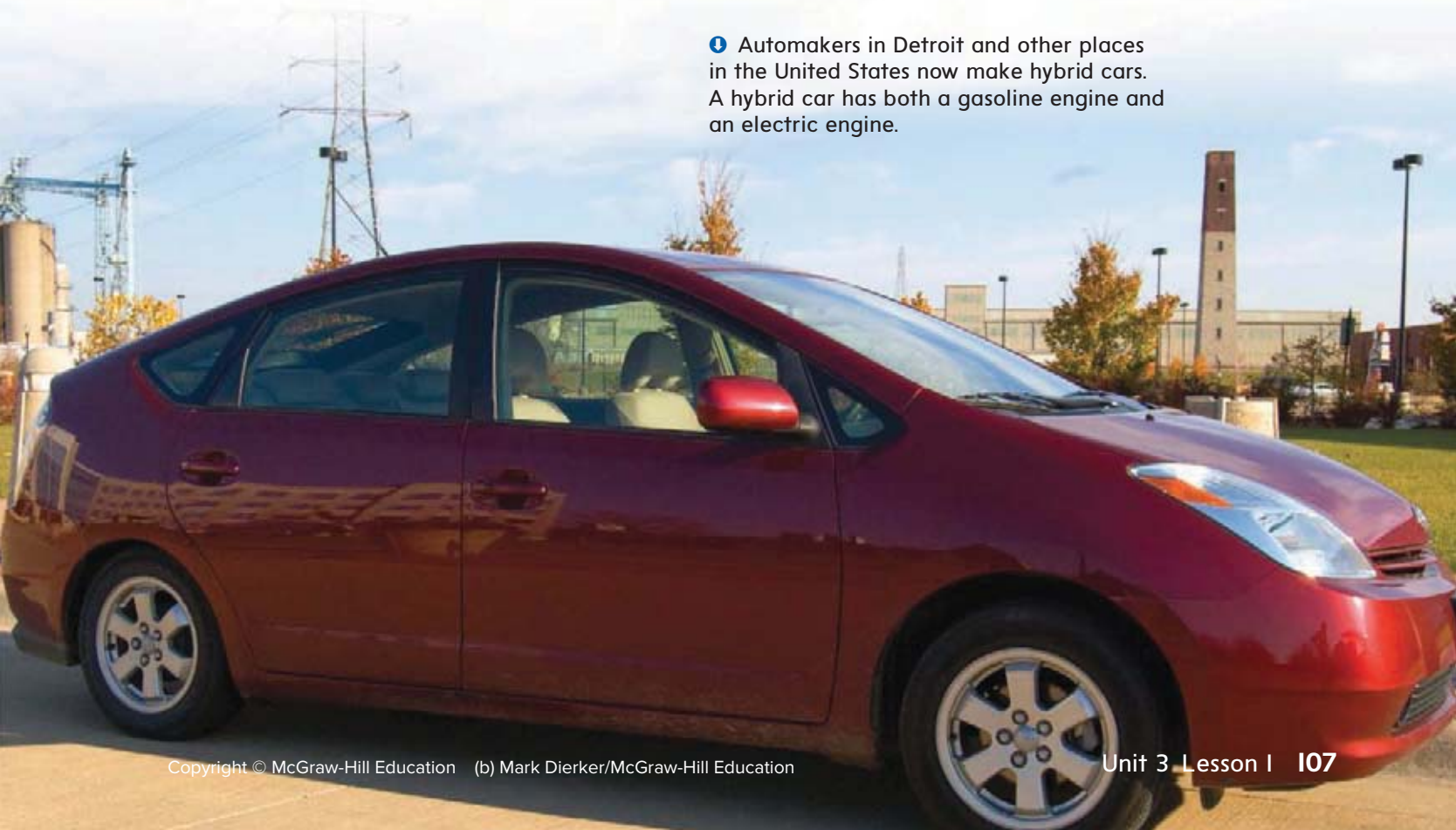
have fueled manufacturing. Manufacturing has been an important source of jobs in the cities of the Midwest. Detroit excelled in automobiles and Cleveland in steel. New technology, however, has led to the decline of older industries. As a result, the Midwest now focuses on other industries, such as telecommunications. Chicago, for example, has the third largest economy in the United States. More and more companies are moving to the Chicago area to take advantage of the city's central location for shipping goods. Chicago has the second largest workforce in the United States.

---

### QUICK CHECK

**Make Generalizations** Why are companies moving to Chicago?

- ❶ Automakers in Detroit and other places in the United States now make hybrid cars. A hybrid car has both a gasoline engine and an electric engine.



# C

## THE SOUTH

All markets have a buying side and a selling side. The prices of oil and cotton, for example, are determined by **supply** and **demand**. Supply is the amount of a product or service that producers are willing to sell at all possible market prices. Demand is the opposite of supply. Buyers demand different amounts of a good or service depending on the price that

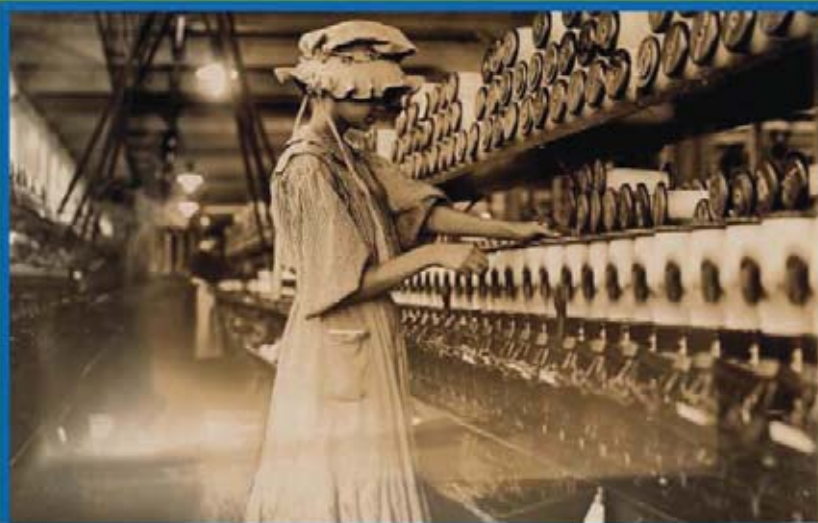
sellers ask. Producers offer different amounts of a product or service depending on the price that buyers are willing to pay.

The South's economy has a long history of being affected by these market pressures. Texas, Louisiana, and Alabama have long been producers of oil. When the supply of oil is low and the demand is high, the price tends to go

### THEN



Fifty years ago, many people in the South worked on small family farms. Family farms were passed down from generation to generation. Most everything people needed to live was grown or raised on the family farm.



In the 1900s, it became profitable for companies to manufacture textiles (or cloth) in southern states where cotton was grown, winters were mild, and heating costs were low. Many Southerners worked in mill towns, or towns that grew up around textiles factories.

up. When the demand for oil is low and the supply is high, the prices tend to go down. In 1986 the price of oil dropped so low that many people in the South lost their jobs.

In recent decades, however, the South has changed rapidly. Today, the area has expanding cities, growing industries, and diverse populations. Workers in cities such as Houston, Dallas, and Atlanta make textiles, electrical equipment, computers, and airplane

parts. Florida relies on tourism and trade with Latin America that flows through the port of Miami. Northern Virginia, near Washington, D.C., is now a telecommunications center. North Carolina is one of the South's largest centers for biotechnology research.

## QUICK CHECK

**Make Generalizations** Make a generalization about effects of supply and demand.

# NOW



Today, many Southerners work in high-tech environments. North Carolina's Research Triangle Park, the largest research park in the world. Along with research parks in Virginia and Alabama, the "New South" is home to global scientific centers.



The economy of the South is booming in all areas of technology including telecommunications, information technology, software development, biotechnology, and aerospace technology. The Northern Virginia Technology Council is the largest technology council in the nation.

# D THE INTERIOR WEST AND PACIFIC

The Interior West and Pacific have long struggled with the question: how shall goods and services be produced? Because both areas are mainly arid, they often suffer from droughts. Most of the people in these regions depend on irrigation to keep their economies alive.

## The Rugged Interior West

The magnificent mountains and plateaus of the Interior West draw many people. Grasses thrive in certain places, and where the land is irrigated, you find agriculture. For many decades, mining, ranching, and lumbering have been the Interior West’s main economic activities. In recent years, other parts of the area’s economy have grown rapidly. The cities of Denver and Salt Lake City both have growing information technology industries. Service industries are important to Albuquerque and Phoenix, two cities that attract many tourists each year.

Tourists visit the Cliff Palace at Mesa Verde National Park in Colorado. 📍



## DataGraphic

### The United States Economy

The graph shows how the U.S. economy is divided by category. The map shows the location of selected industries. Study the graph and map. Then answer the questions below.

#### United States Economy, 2013

Category	Percentage
Services	79.4%
Industry	19.5%
Agriculture	1.1%

SOURCE: CIA Factbook, 2013 \*Percentages are rounded

Biotechnology

Computers/  
Electronics

Nuclear  
research

### Think About the U.S. Economy

1. What is the largest part of the U.S. economy?
2. Which states have nuclear research?





California's Silicon Valley is a center for high-tech companies. ⓘ

## The Diverse Pacific

The Pacific area includes the western coastal states plus Alaska and Hawaii. Farmers raise fruits and vegetables in the fertile valleys of California, Oregon, and Washington. Sugarcane, pineapples, and coffee are grown in the rich volcanic soil of Hawaii. Fish, timber, and mineral resources are also important in the Pacific area. California has gold, lead, and copper. Alaska has vast reserves of oil, and large timber and fishing industries.

Many diverse industries thrive in the Pacific area. Workers in California and Washington make airplanes and develop computer software. The city of Los Angeles is the world center of the movie industry. Tourism is also a large source of income. California has the largest economy and population in the United States. It also has great ethnic diversity. Nearly half of its people are Latino or Asian American.

## QUICK CHECK

**Make Generalizations** Make a generalization about the Pacific economy.

## Check Understanding

**1. VOCABULARY** Write a paragraph about the U.S. economy using these words.

stock

supply

profit

demand

**2. READING SKILLS** **Make Generalizations** Use your chart from page 104 to write about free enterprise.

Text Clues	What You Know	Generalization

**Lesson Question**

**3. Write About It** Explain how supply and demand affect the price of goods.

## Lesson 2

### VOCABULARY

**developed nation** p. 113

**economic growth** p. 113

**knowledge economy**  
p. 111

### READING SKILL

#### Make Generalizations

Copy the chart below. As you read, use it to make a generalization about Ontario's economy.

Text Clues	What You Know	Generalization

# ECONOMIC REGIONS of CANADA

Canada is home to paper mills and other manufacturing plants.

### Lesson Question

What do the economic regions of Canada produce?

**A** Manufacturing, mining, and tourism are important to the Atlantic provinces.

**B** Ontario's important products include cars, appliances, and paper.

**C** British Columbia's forests make Canada the largest producer of paper.

**D** Diamond mines in the Northwest Territories make this region wealthy.

# A

## ATLANTIC PROVINCES

*Like the United States, Canada is a **developed nation**. This means it has a high level of economic development and its economy includes high technology, services, manufacturing, and extraction (such as mining).*

**D**eveloped nations also have a high average income per person. Other developed nations include Japan, Australia, and the countries of Western Europe. Like the United States, Canada consists of different economic regions. It also has a market/economy in which people start and run businesses with limited government involvement.

### Economic Growth

Canada's economy has changed over the years. Fishing was a major industry in the Atlantic provinces of Newfoundland and Labrador, Nova Scotia, Prince Edward Island, and New Brunswick. Offshore waters, however, have become overfished. Now, few people there make their living from the sea. Instead, the Atlantic provinces's manufacturing, mining, and tourism industries have experienced **economic growth**. Economic growth is an economy's increase in the value of goods and service. This growth has made the city of Halifax, Nova Scotia, a major shipping port.

Canada's government plays a role in its economic growth.

Fishers at work in Atlantic Canada ➔

### PEOPLE

In 1961 Tommy Douglas led a movement that brought medical care to every Canadian citizen. Today he is known as the "father of Medicare."

For example, Canada's national and provincial governments provide health care for citizens. Broadcasting, transportation, and electric power companies are government-supported. These public services might not have been available in Canada's remote areas without government support.

### QUICK CHECK

**Make Generalizations** How has Canada's fishing industry changed?



**B****CENTRAL AND EASTERN REGION**

Because Canada produces many more goods than it can use, it needed to answer the question: for whom shall goods and services be produced? Canada turned to other countries to sell its goods and services, especially to the United States. About 85 percent of Canada's exports are sold to the United States. Canada's central province, Ontario, exports the most.

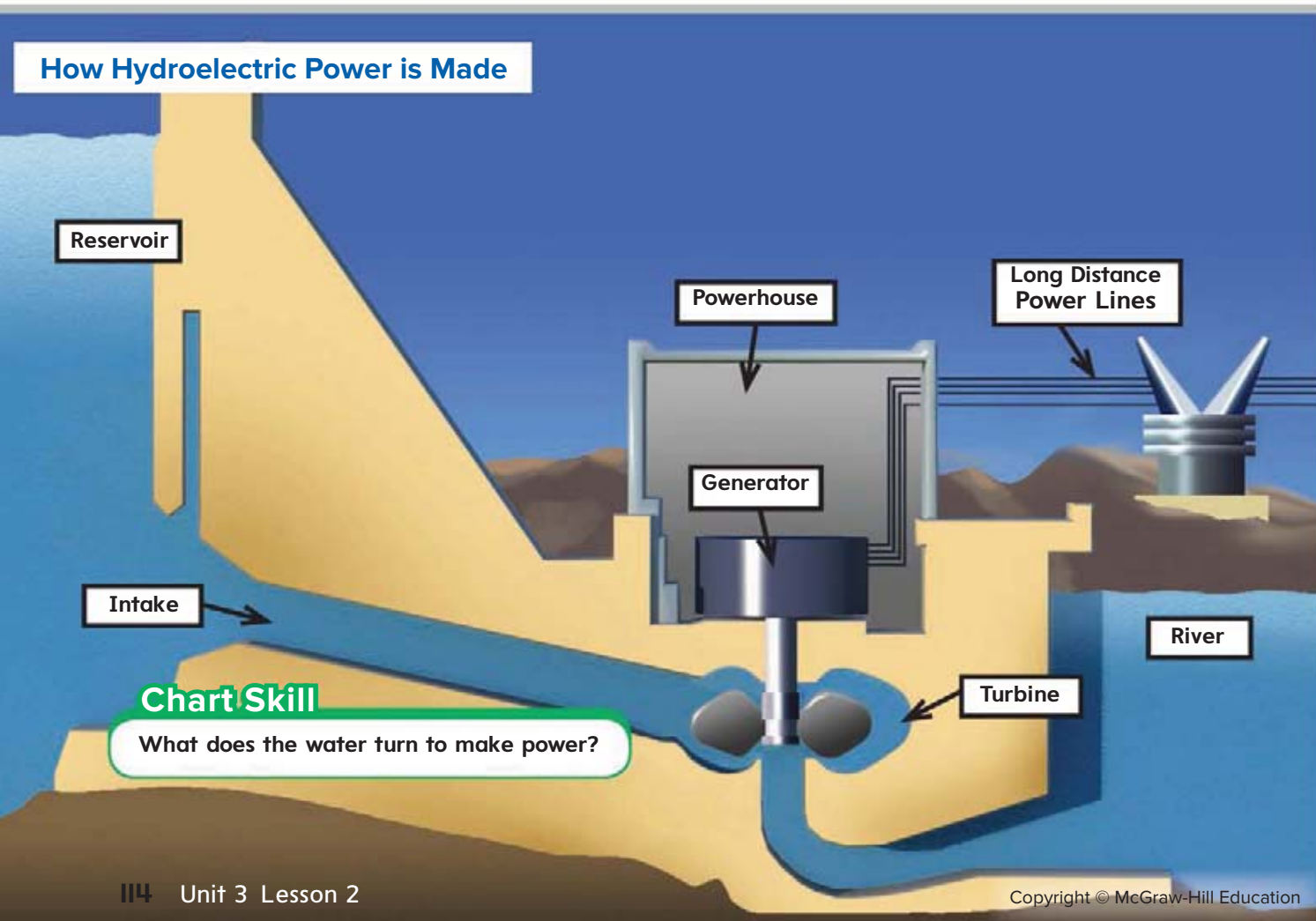
**Ontario's Wealth**

Ontario has the most people and greatest wealth of Canada's provinces. It is responsible for over 40 percent of Canada's annual economic growth and is the largest industrialized area in Canada. Manufacturing

is the main industry in this region. Ontario has excellent transportation links to the American heartland and the Great Lakes. This means exports can travel easily by land or by water.

Ontario's major products include motor vehicles, iron, steel, food, electrical appliances, machinery, chemicals, and paper. Ontario surpassed Michigan in car production in 2004. It is also a major area for agricultural, forestry, and mining.

Ontario's capital, Toronto, is Canada's largest city and a major banking and business center. Due to recent immigration, Toronto's workforce today comes from 170 countries.

**How Hydroelectric Power is Made**

## Hydroelectric Power

Ontario's half of the Niagara Falls makes it ideal for producing hydroelectric energy. Hydroelectric power accounts for 30 percent of the province's energy needs. To understand how hydroelectric energy is produced, look at the diagram on page 114. Because of Ontario's large manufacturing industries, the province has been forced in recent years to purchase power from other areas. As a result, Quebec and Michigan have sold power to Ontario during its peak power periods.

## Fertile Quebec

East of Ontario is the Canadian province of Quebec. In southern Quebec, the St. Lawrence River Valley is a fertile agricultural region. It produces dairy products, fruits, vegetables, and livestock. Quebec is also the largest producer of maple syrup.

North of the St. Lawrence River Valley, Quebec is extremely rich in its forest, lake, and river resources. Paper, lumber, and hydroelectric power are some of the province's most important industries.

## A Knowledge Economy

While Quebec's natural resources are important to its economy, Montreal, Quebec's largest city, has a different economy. Montreal has a **knowledge economy**.



- 1 Aerospace is an important industry in Montreal and other places in eastern Canada.

A knowledge economy makes a profit on the production and management of information. Knowledge economies include industries such as biotechnology, information and communication technologies, and aerospace, or companies that make aircraft. In fact, Montreal is the world's fourth largest producer of aircraft.

Alexander Graham Bell invented an important part of communication technology—the telephone. He lived the second half of his life in Beinn Bhreagh, Nova Scotia. There he set up the original Bell Laboratory. The laboratory conducted experiments and built kits and airplanes. During World War I, it built lifeboats for the Canadian navy.

---

### QUICK CHECK

**Make Generalizations** Make a generalization about a knowledge economy.

# C

# THE WEST

The west economic region of Canada includes the Prairie Provinces of central Canada and British Columbia on the Pacific coast. There, agriculture and mining are important industries.

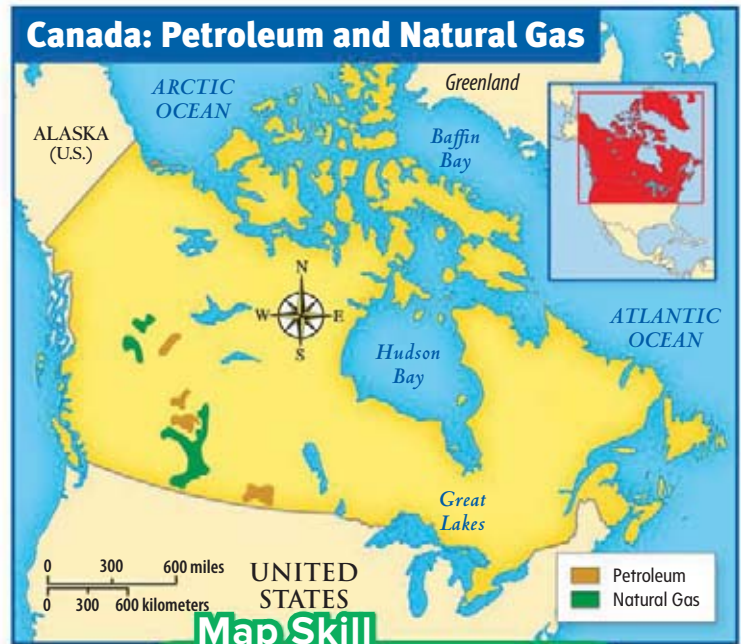
## The Prairie Provinces

In the Prairie Provinces of Manitoba, Saskatchewan, and Alberta, farming and ranching make up the main economy. This area produces large amounts of wheat for export and contains some of the world's largest reserves of oil and natural gas.

## British Columbia

The province of British Columbia on the Pacific coast has extensive forests. They help make Canada the world's largest producer of newsprint, the type of paper used for printing

The British Columbia economy relies both on water and forests. 🌊



### Map Skill

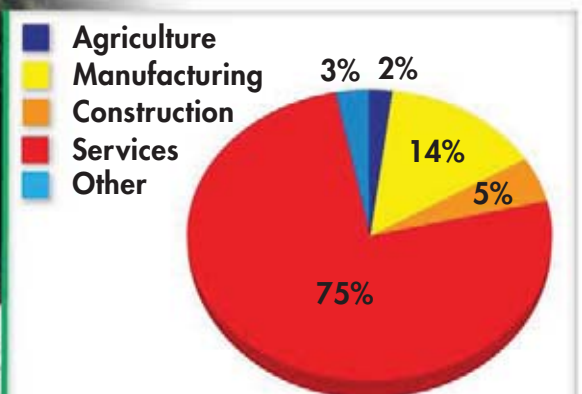
**REGION** Which region has the largest petroleum deposit?

newspapers. Timber, mining, fishing, and tourism also support British Columbia's economy.

## QUICK CHECK

**Make Generalizations** Make a generalization about Canada's forests.

## Jobs in Canada



SOURCE: CIA Factbook, 2006  
\*Percentages are rounded

### Chart Skill

What percentage of jobs in Canada are in construction?

# D

# THE NORTH

Canada's vast north covers about one-third of the country. This area includes the territories of Yukon, the Northwest Territories, and Nunavut. Many of the 25,000 people in this region are indigenous peoples. The main resources in the North are minerals, such as gold and diamonds. Diamond mines make the Northwest Territories one of the wealthiest regions in the world.

In the Yukon territory, manufacturing includes furniture, clothing, and handicrafts. Hydroelectricity is also produced. The traditional industries of trapping and fishing have declined. Today, the government is by far the biggest employer in the territory. It directly employs about 5,000 of its 12,500-person workforce.

## QUICK CHECK

**Make Generalizations** Why is the Northwest Territories wealthy?

### Check Understanding

**1. VOCABULARY** Write about the Canadian economy using these terms.

**economic growth**

**knowledge economy**

**2. READING SKILLS** **Make Generalizations** Use your chart from page 113 to write about Ontario's economy.

Text Clues	What You Know	Generalization

**Lesson Question**

**3. Write About It** Write about why Montreal's knowledge economy will lead to advances in technology.



➡ Gold drew many people to the Klondike region in the Yukon Territory in the late 1800s.

## Lesson 3

### VOCABULARY

**interdependence** p. 119

**FTA** p. 119

**tariff** p. 119

**trade deficit** p. 120

**trade surplus** p. 120

### READING SKILL

#### Make Generalizations

Copy the chart below. As you read, use it to make a generalization about the relationship between the United States and Canada.

Text Clues	What You Know	Generalization

# The United States, Canada, and the World

World leaders gather to discuss economic issues.

### Lesson Question

How do Canada and the United States cooperate?

**A** Canada and the United States trade goods with each other and the world.

**B** Canada and the U.S. provide much of the money that funds the UN.

**C** Canada sent troops to protect the Afghanistan capital of Kabul.



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**A****ECONOMIC TIES**

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*In many ways, the economies of the world's countries are tied together. Trade allows countries to export goods and raw materials. It also allows them to import goods and materials they need. The United States and Canada depend on trade for economic growth.*

**G**lobal **interdependence**, or dependence on each other to meet needs and wants, allows countries to specialize in certain products and materials. Trade agreements help countries do business. The Canada–U.S. Free Trade Agreement (**FTA**) is one example. In 1988 Canada and the United States signed this agreement, which ended trade barriers between the two nations.

**Free Trade**

Since the trade agreement, Canada and the United States have increased the value of the goods they ship to each other. Free trade, or trade without **tariffs** has helped the United States and Canada build stronger economies. Tariffs are taxes on goods brought into a country. Because of global trade, Americans and Canadians enjoy goods from all over the world, and products from both countries are used throughout the world. This trade creates jobs for American and Canadian workers. Canada is now the largest trading partner of the United States, and Mexico is the second largest.

Today, the United States imports many goods from other countries. Some products may be made more cheaply somewhere else. Also, the United States does not have enough of some resources. For example, we do not produce all the oil that we need. Besides oil, other imports into the United States include machines, vehicles, gems, and chemicals.

Imports give Americans more economic choices and sometimes saves them money. A demand for imports shows that the American economy is growing. However, the economy can be negatively affected if imports far exceed exports.

Exporting a high number of goods is also a sign that the American economy is growing. The United exports such goods as oil, airplanes, plastics, and medical equipment.

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**QUICK CHECK**

**Make Generalizations** Make a generalization about global interdependence.

## B

# DIFFERENCES AND COOPERATION

The United States and Canada have economic differences. While both countries rely on trade for economic growth, the United States also depends on trade for energy resources. Americans use three times the amount of oil our country produces. We must therefore import additional oil from countries such as Canada, Mexico, Venezuela, Saudi Arabia, and Nigeria.

### Economic Differences

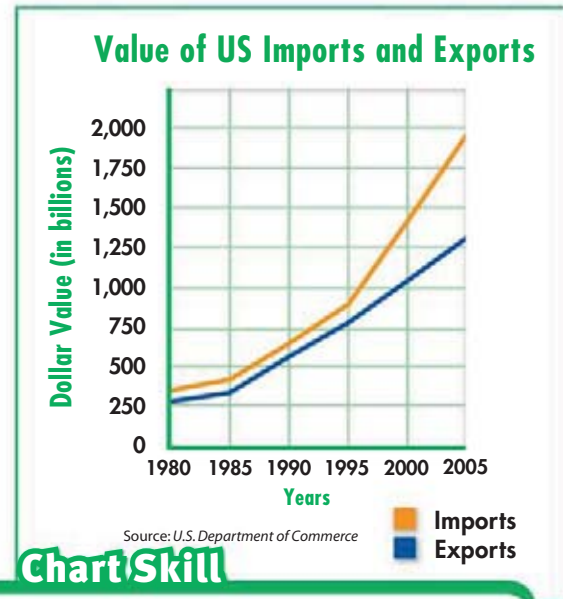
The value of a country's money is affected by the nation's balance of trade. Balance of trade is the difference between the value of a nation's exports and its imports. The United States spends more on imports than it earns from exports. The resulting **trade deficit**, or difference in value between a country's imports and its exports, is hundreds of billions of dollars.

Canada, by contrast, enjoys a **trade surplus**, that is, it earns more from exports than it spends for imports. Canada's export earnings have grown yearly at a higher rate than those of the United States.

### Military Cooperation

The United States and Canada have been close military allies since 1940. They share an active military exchange program between the two countries during times of war. For example, Canadian navy ships train together with the U.S. Navy battle groups. The Canadian military has fought alongside the

United States in most major wars since World War II. Most recently, Canadian forces have helped the United States in the Iraq War.



### Chart Skill

In which year is the trade deficit the largest?

### Primary Sources

When we work together as countries to make North America safer and more competitive, then the fact is all of the continent and all of our citizen's benefit from that collective achievement.

Section from a speech  
by Prime Minister  
Paul Martin,  
March 23, 2005

**Write About It** Write about why all citizens benefit from collective achievement.


The United States and Canada also have strong roles in the United Nations. They provided much of the money that funds the organization. They also take part in UN agencies that provide aid to people in areas affected by war or natural disasters. The United States and Canada have also sent soldiers to serve in UN forces that act as peacekeepers in troubled areas of the world.

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### QUICK CHECK


**Make Generalizations** Why does the United States have a large trade deficit?

The United Nations headquarters in New York City 

## Citizenship

### Cooperation and Compromise

When the United States and Canada agreed on the FTA, they were using cooperation and compromise. People use cooperation when they work together to make rules or laws, or solve a problem. People compromise when they give up a part of something they want. By getting along and working together, everyone contributes to a solution that everybody can live with.

 **Write About It** Write a paragraph about a time you gave up something you wanted to solve a problem or settle a disagreement.

# C

# WAR ON TERROR

American life changed dramatically on September 11, 2001 when terrorists crashed passenger planes into buildings. About 3,000 people died in the attacks. To prevent further terrorist attacks, the United States and Canada have worked to increase security along their long border. They also have participated in international efforts to stop terrorism.

In 2001 United States troops invaded the country of Afghanistan in Southwest Asia. Afghanistan's rulers, known as the Taliban, had protected the terrorist group al Qaeda. The Taliban were forced from power; however, many terrorists escaped. In 2002 Canada sent troops in support of a United Nations effort to protect Kabul, the capital of Afghanistan.

## QUICK CHECK

**Make Generalizations** Make a generalization about why you think the Taliban wanted to protect al Qaeda.

## Check Understanding

**1. VOCABULARY** Write about Canadian and U.S. trade using these terms.

trade deficit

trade surplus

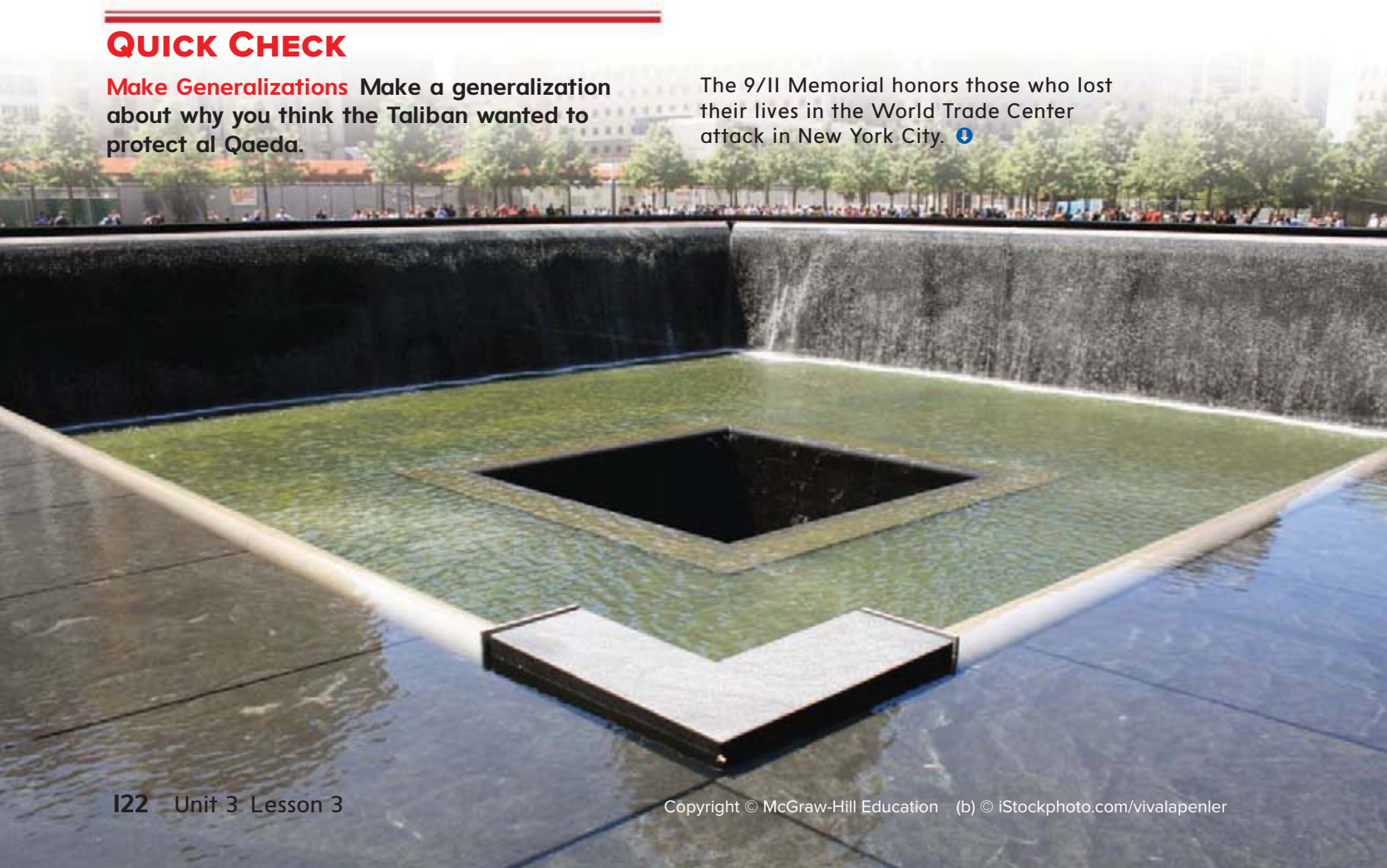
**2. READING STRATEGY**


**Make Generalizations** Use your chart from page 118 to help you write about the relationship between the United States and Canada.

Text Clues	What You Know	Generalization

**Lesson Question**

**3. Write About It** Write about why Canada the United States signed a free trade agreement.



The 9/11 Memorial honors those who lost their lives in the World Trade Center attack in New York City. 

# Map and Globe Skills

## Compare Maps at Different Scales

### VOCABULARY

**map scale**

**small-scale map**

**large-scale map**

All maps are drawn to scale. A **map scale** uses a unit of measurement, such as an inch, to show distance on Earth. A map scale explains the size of the area on a map.

A **small-scale map**, such as Map A, shows a large area, but cannot include many details. A **large-scale map**, such as Map B, shows a smaller area with more details.

### Learn It

- If you want to find out where Albany is located, use a small-scale map, or Map A. It has a scale of 80 miles.
- If you want to know the location of Goat Island, you would need the large-scale map, or Map B. It has a scale of 0.25 miles and shows more details, such as streets.
- Compare the scales of both maps.

### Try It

- Which map would you use to find the distance between Rochester and Niagara Falls?
- Which map would you use to find the location of streets near Niagara Falls?

### Apply It

- Compare a map of the United States with a map of New York.
- Compare the map scales. Is the state map a large- or small-scale map?



# Environmental Issues

## Lesson 4

### VOCABULARY

**fossil fuel** p. 125

**acid rain** p. 125

**conservation** p. 125

**urbanization** p. 128

**urban sprawl** p. 128

### READING SKILL

#### Make Generalizations

Copy the chart below. As you read, use it to make a generalization about deforestation.

Text Clues	What You Know	Generalization

White pine seedlings grow among older trees.

### Lesson Question

How does the economy affect the environment?

**A** The burning of fossil fuels to make energy pollutes our environment.

**B** Deforestation increases the level of carbon dioxide, which leads to global warming.

**C** Urban sprawl reduces farmland and wilderness areas.

## **A** THE PROBLEM OF POLLUTION

*Environmentalist Rachel Carson said, “the present century has one species—man—[who has] significant power to [change] the nature of his world.”  
But is there a solution to the problem of pollution?*

**T**o save the environment, countries around the world must work to end pollution. The United States and Canada have formed a group of scientists to find solutions to the problem of pollution.

### **Acid Rain**

People in the United States and Canada burn **fossil fuels**—coal, oil, and natural gas—to power their factories and run their cars. Burning these fuels pollutes the air, endangering all who breathe it. Pollution from factories and cars also dissolve in rainwater to form **acid rain**, or

rain containing high amounts of harmful chemicals. Acid rain has harmed forests and killed fish in lakes in some areas of the United States and Canada. An important way to reduce pollution is through **conservation**. Conservation is the protection and careful use of natural resources. Conservation limits the use of fossil fuels and restores our forests.

### **QUICK CHECK**

**Make Generalizations** How can people in the United States and Canada reduce pollution?

A United States oil refinery polluting the air



**B****IMPACT ON THE ENVIRONMENT**

While people fight the effects of acid rain on land, our oceans are also at risk. Spills from tanker ships have spread millions of gallons of oil onto beaches, killing fish, seabirds, and food for marine life.

Another environmental impact is deforestation. Deforestation is the removal

of trees. Some trees are removed to create farmland. Others are removed in logging or to make room for growing cities. But trees naturally protect the environment. They absorb a greenhouse gas called carbon dioxide.

Carbon dioxide occurs naturally, but it has been increasing steadily since the Industrial



Hurricane Sandy flooded coastal areas in New Jersey and New York. Large waves crashed onto the shore, causing much damage. Millions of people along the Atlantic coast lost power.



The deforestation of a forest in Oregon contributes to higher carbon dioxide levels, which leads to global warming.





Revolution with the burning of fossil fuels. At high levels, carbon dioxide contributes to the greenhouse effect, or global warming. Most scientists say that global warming will lead to a change in weather patterns. Hurricanes could become more severe. In some places, a warmer climate could lead to droughts. Increasing temperatures could melt the polar ice caps. This would cause flooding for low-lying areas.

The United States and Canada have passed laws to lower the amount of fossil fuels that are burned. They have also funded research to find cleaner sources of energy.

---

### QUICK CHECK

**Make Generalizations** What can high levels of carbon dioxide do to the environment?



The Coast Guard uses oil skimmers to clean ocean water during an oil spill.



A rescue worker cleans oil off the feathers of a brown pelican caught in an oil spill.

## Before and After



Graffiti is one sign that that a community needs to be better cared for.



Residents can work together to clean up their communities.

In 1800 about 5 percent of Americans lived in cities. Today, 80 percent of Americans live in cities. This change from rural to city living is called **urbanization**. During the Industrial Revolution, cities became the ideal place to locate factories and their workers.

Whereas urbanization helped fuel the Industrial Revolution, **urban sprawl** has created another challenge. Urban sprawl is the spread of human settlement into natural areas. It can lead to the loss of farmland and wilderness areas. The building of homes and roadways also produces traffic jams and more air pollution. At the same time, many Americans still have the dream of owning their own home. Their desire to fulfill that dream will probably spur continued building.

### QUICK CHECK

**Make Generalizations** What causes urban sprawl?

### Check Understanding

**1. VOCABULARY** Write a paragraph about pollution using these terms.

**fossil fuel**    **acid rain**

**2. READING STRATEGY**

**Make Generalizations** Use your chart from page 124 to write about deforestation.

Text Clues	What You Know	Generalization

**Lesson Question**

**3. Write About It** Write about the effects of automobile technology on the environment.

# Chart and Graph Skills

## Compare Line and Circle Graphs

### VOCABULARY

line graph

circle graph

Carbon dioxide is a harmful greenhouse gas. At high levels, greenhouse gases cause global warming. One way to measure carbon dioxide is to use **line graphs** and **circle graphs**. A line graph shows a change over time. A circle graph shows how something can be divided into parts. All of the parts together make up a circle. Circle graphs are also called pie graphs because the parts look like slices of a pie.

### Learn It

- To find out what information a graph contains, look at its title.
- Study the labels on a graph. Labels on a line graph appear along the bottom of the graph and along the left side. Labels on a circle graph explain the subject.

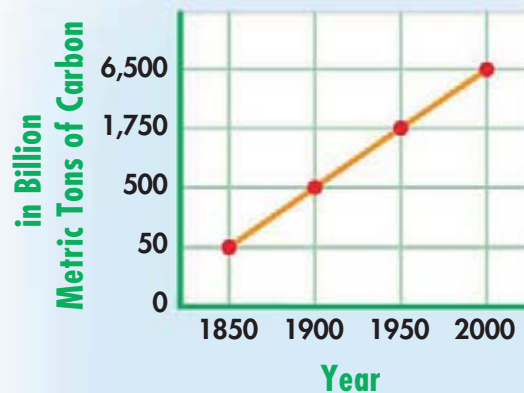
### Try It

- Look at the line graph. What was the global carbon dioxide level in 1950?
- Look at the circle graph. What source of carbon dioxide produces the highest levels in the United States?

### Apply It

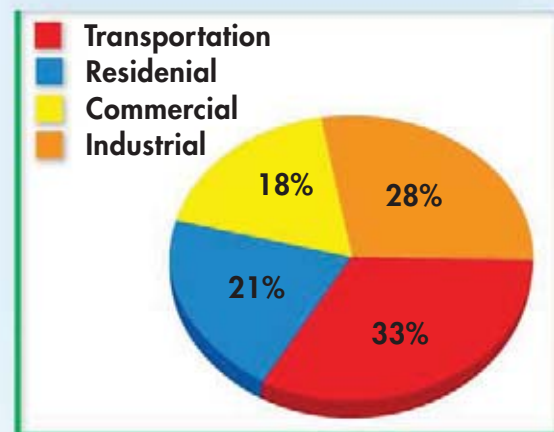
- Summarize the line graph's information about carbon dioxide.
- Summarize the circle graph's information about carbon dioxide.
- Summarize what both graphs tell you about global warming.

### Global Carbon Dioxide Emissions



Source: World Resources Institute

### U.S. Carbon Dioxide Emissions



Source: Environmental Protection Agency

# Unit 3

# Review and Assess

## Vocabulary Review

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

biotechnology

tariff

developed nation

urban sprawl

1. the spread of human settlements into natural areas
2. a fee or tax placed on goods that are brought into a country
3. the study of cells to find ways of improving health
4. a country with a high level of economic development

## Comprehension and Critical Thinking

5. How does capitalism motivate people?
6. Why does the United States have a trade deficit?
7. **Reading Skill** What effect does acid rain have on the environment?
8. **Critical Thinking** Why does free trade lead to economic growth?

## Skill

### Compare Maps at Different Scales

Write a complete sentence to answer each question.

9. Compare the map on this page to the map of the New York on page 119. Is the map on this page a small-scale or a large-scale map?
10. About how many miles long is Manhattan on each of the maps?

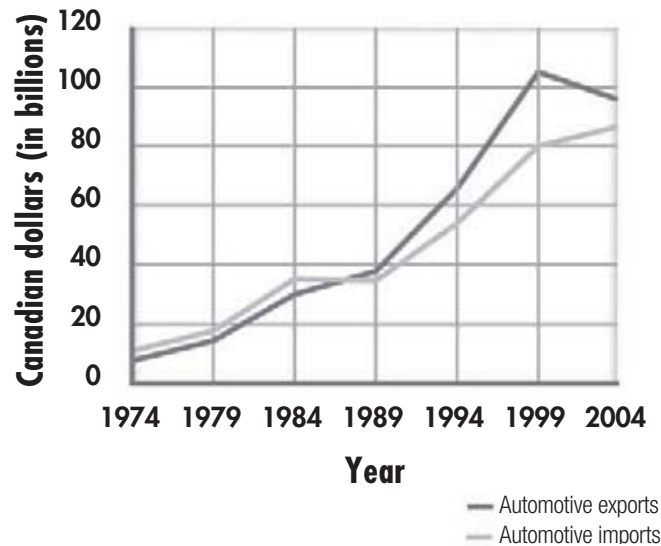




# New York Social Studies Test Preparation

Base your answers to questions 1 through 3 on the line graph below.

### Canadian Automotive Imports and Exports



- 1 In which years were imports more than exports?
  - (A) 1974–1982
  - (B) 1988–1990
  - (C) 1990–1992
  - (D) 1994–2004
- 2 What was the amount of imports in 2004?
  - (A) about 60 billion
  - (B) about 75 billion
  - (C) about 80 billion
  - (D) about 95 billion
- 3 By how much did exports increase between 1994 and 1999?
  - (A) about 20 billion
  - (B) about 25 billion
  - (C) about 30 billion
  - (D) about 35 billion

How does the economy affect people's lives?

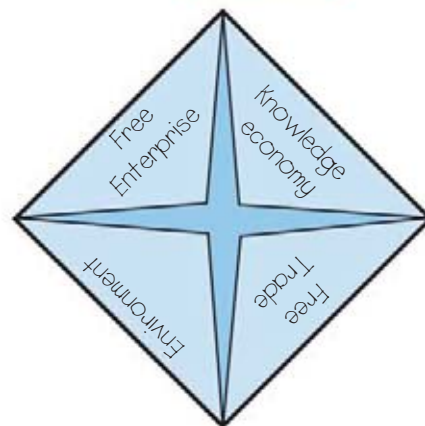


## Write About the Big Idea

### An Expository Essay

Use the Unit 3 Foldable to help you write an expository essay that answers the Big Idea question, *How does the economy affect people's lives?* Use the notes you wrote under each tab in the Foldable for details to support each main idea. Be sure to begin with an introduction that includes facts. Include one paragraph that explains the reason for each fact. End with a paragraph that makes a generalization about how the economy affects people's lives.

FOLDABLES<sup>SM</sup>  
Study Organizer



## Make a Map of Forest Biotechnology

Forest biotechnology looks at ways to improve the health of forests by studying the cells of trees. Laboratory experiments include the study of tree cells and finding ways to modify the cells in laboratories. Field experiments include the actual study of forests and cell-modified trees in forests.

Work with a partner to make a map of forest biotechnology activity in the Western Hemisphere.

1. Draw an outline map of North and South America.
2. Use the information below to color your map.

Laboratory Experiments	Argentina, Mexico
Field Experiments	Canada, Chile, Brazil, and U.S.

3. Be sure to include a map key and title. You may also illustrate your map.

When you have finished your map, take turns presenting it to the class.



# Physical Geography of Latin America

## Unit 4

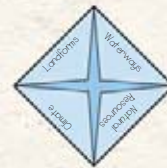


How does geography affect civilizations?

**FOLDABLES™**  
Study Organizer

### Summarize

Make and label an envelope Foldable before you read this unit. Label the four tabs: **Landforms**, **Waterways**, **Natural Resources**, and **Climate**. Use the Foldable to organize information as you read



People in dry areas have adapted to and modified their environment.

## Lesson 1

### VOCABULARY

**subregion** p. 135

**archipelago** p. 137

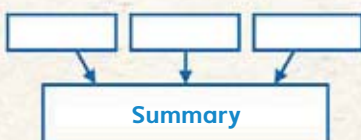
**Llanos** p. 138

**Pampas** p. 138

### READING SKILL

#### Summarize

Use the chart below to summarize the subregions of Latin America.



# LANDFORMS

Farmers in Peru build terraces on the sides of the Andes Mountains to make flat areas where they can grow crops.

### Lesson Question

How are people affected by Latin America's landforms?

**A** People in Latin America live in three subregions.

**B** Middle America has mountain ranges and many volcanoes.

**C** The Caribbean is dotted with large and small islands.

**D** The Andean people live and farm land in valleys of the Andes.



# A

## LATIN AMERICA'S SUBREGIONS

*Soaring, snowcapped mountains. Tropical islands with sandy beaches. Lonely stretches of wide-open Pampas. Lots and lots of volcanoes. Latin America has some of the most dramatic scenery in the world.*

**G**eographers divide the region of Latin America into three **subregions**, or smaller areas. These are South America, Middle America, and the Caribbean.

Mexico and Central America make up Middle America. Central America is a narrow strip of land that links North and South America.

The islands of the Caribbean Sea, also known as the West Indies, can be divided into three groups: the Greater Antilles, the Lesser Antilles, and the Bahamas.

### QUICK CHECK

**Summarize** What are Latin America's subregions?



### Map Skill

**LOCATION:** Which subregion includes Cuba?

The cold climate of Tierra Del Fuego in Argentina makes Mount Krund a good place for skiing. ❄️

**B**

# MIDDLE AMERICA

Mexico has mountain ranges along its eastern and western coasts and a high plateau between them. Mexico also includes islands such as the Guadalupe and the Revillagigedo islands, which are located in the Pacific Ocean.

Farther south, mountains rise like a backbone through Central America. Lowlands along the coasts are often narrow. Storms in the Eastern Lowlands cause flooding. As a result few people live there. The Pacific Lowlands are dry grasslands. Today, irrigation has opened up the Pacific Lowlands to farming.

## Volcanoes

Middle America lies where four tectonic plates meet. As a result, it has more than 80 active volcanoes and frequent earthquakes. Popocatépetl is an active volcano in Mexico. It erupted as recently as 2006. Volcanic activity has piled up deposits of ash and lava that make the soil of Middle America very fertile.

## QUICK CHECK

**Summarize** What are Middle America's major landforms?

## PLACES

Lava flowing from the nearby volcano Parícutin buried **San Juan Parangaricutiro**.

Parícutin is a volcano in Mexico. It erupted in February 1943 and continued to erupt for nine years.



This satellite photo shows the islands of the Caribbean.

## **C** THE CARIBBEAN

The Greater Antilles include the largest islands in the Caribbean—Cuba, Hispaniola, Puerto Rico, and Jamaica. The Lesser Antilles are an **archipelago**, or group of islands, that curves from the Virgin Islands to Trinidad. The Bahamas are another archipelago. Except for the largest islands, most Caribbean islands are small. Cuba has about half the Caribbean’s land area. The other islands make up only half the total area of the subregion.

### Volcanic Islands

Some islands are low-lying. Others, formed by volcanoes, have rugged mountains. Some volcanoes are still active and can cause damage. As in Central America, volcanic eruptions have deposited fertile soil, which farmers use to grow crops such as sugarcane and tobacco.

The isle of Dominica is one of the youngest islands in the Lesser Antilles. It is still being formed by volcanic activity. As

prime minister of Dominica, Mary Eugenia Charles was determined to preserve the environment of this unspoiled Caribbean island. As a result, it has no nightclubs or duty-free shops, but tourists can hike, swim, and scuba dive. Today it is known as “the nature isle of the Caribbean.”

### QUICK CHECK

**Summarize** How do volcanoes both hurt and help the people of Middle America?

**A fishermen in the small town of Sanchez, Dominican Republic, inspects a fishing net.** ➔



# D

# SOUTH AMERICA

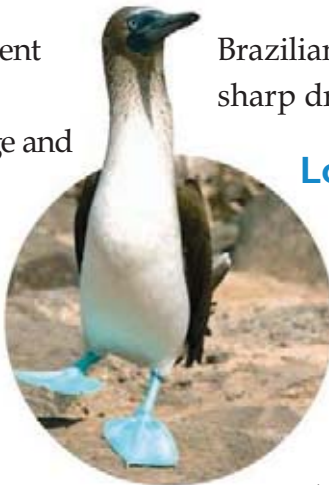
Two landforms dominate the continent of South America. They are the Andes mountain range along the western edge and the vast Amazon Basin in the center.

## The Andes

The Andes are the world's longest mountain system. They stretch along the Pacific coast of South America for about 5,500 miles. Between the mountain chains lie valleys and plateaus where most Andean people live and farm land.

## The Amazon Basin

East of the Andes, the Amazon River crosses the huge Amazon Basin. This low-lying area covers 2.7 million square miles. Highlands border the basin to the north and south. The



Blue-footed Booby

Brazilian Highlands, in the south, end with a sharp drop to the Atlantic coastal plain.

## Lowland Plains

Other lowland plains are found north and south of the Amazon Basin. Tropical grasslands known as the **Llanos** stretch through eastern Colombia and Venezuela. Another plain, the **Pampas**, covers much of Argentina and Uruguay. Like North America's Great Plains, the Pampas provide grazing land for beef cattle and fertile soil for growing grains.

## QUICK CHECK

**Summarize** What are the most important landforms in South America?

## PEOPLE

For thousands of years, people have lived a unique life high in the Andes. Today, many **Andean Indians** speak the same language and celebrate many of the same traditions as their ancestors.

## Check Understanding

1. **VOCABULARY** Write about the human activity on lowland plains using these words.

**Llanos**

**Pampas**

2. **READING SKILLS**

**Summarize** Use your chart from page 134 to write about the subregions of Latin America.



**Lesson Question**

3. **Write About It** Write about how the Andes affect the lives of the Andean people.

The Blue-footed Booby is one of the unusual animals found on the Galápagos Islands off the west coast of Ecuador.

# Map and Globe Skills

## Use a Time Zone Map

### VOCABULARY

#### time zone

In 1878 Sanford Fleming of Canada suggested dividing the world along the lines of longitude into 24 equal **time zones**—areas that have the same time throughout. With this system, everyone around the world would have the sun high overhead at one o'clock in the afternoon. Study the map below.

### Learn It

- Each stripe represents one time zone.
- The time for each zone is shown at the top of the map when it is noon at the Prime Meridian.
- As you go west, or to the left, one hour is subtracted for each time zone. As you go east, or to the right, one hour is added.

### Try It

- If it is noon in Brasilia, what time is it in Mexico City?
- If it is 4 P.M. in Lima, what time is it in Buenos Aires?

### Apply It

- Suppose you traveled from Mexico City to Santiago, Chile, by plane. When you arrive, how would you have to change your watch?



# Waterways

## Lesson 2

### VOCABULARY

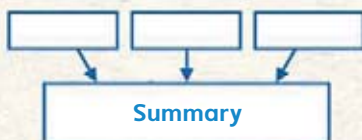
**canal** p. 141

**isthmus** p. 141

### READING SKILL

#### Summarize

Use the chart below to summarize waterways of Latin America.



People of the floating reed islands on Lake Titicaca in Peru use reeds to build houses and canoes.

### Lesson Question

How do waterways affect the people of Latin America?

**A** The Panama Canal gives ships a shortcut through Middle America.

**B** People use and live along the many rivers and lakes in Latin America.

# A

## THE PANAMA CANAL

*In 1534 Spain was growing rich from the gold and silver that ships brought from its mines in the New World. But the shipments were slow. What if the ships didn't have to sail around the tip of South America?*

**I**n 1534 King Charles ordered a survey to see if Spain could build a **canal** across Panama. A canal is a waterway dug across land for ships to travel through. The Spanish governor reported that this was not possible. So the king gave up the idea.

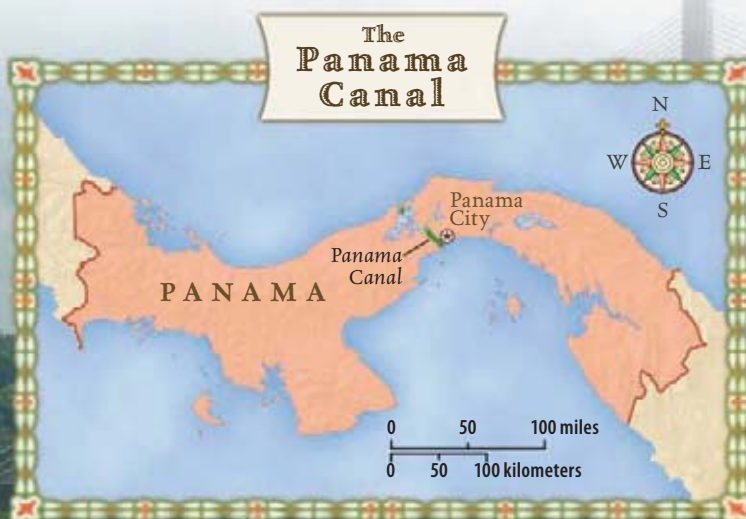
### Building the Canal

A look at the map shows what gave the king his idea. The narrow **isthmus** of Panama is only about 40 miles across. An isthmus is a narrow strip of land linking two larger areas of land. The French

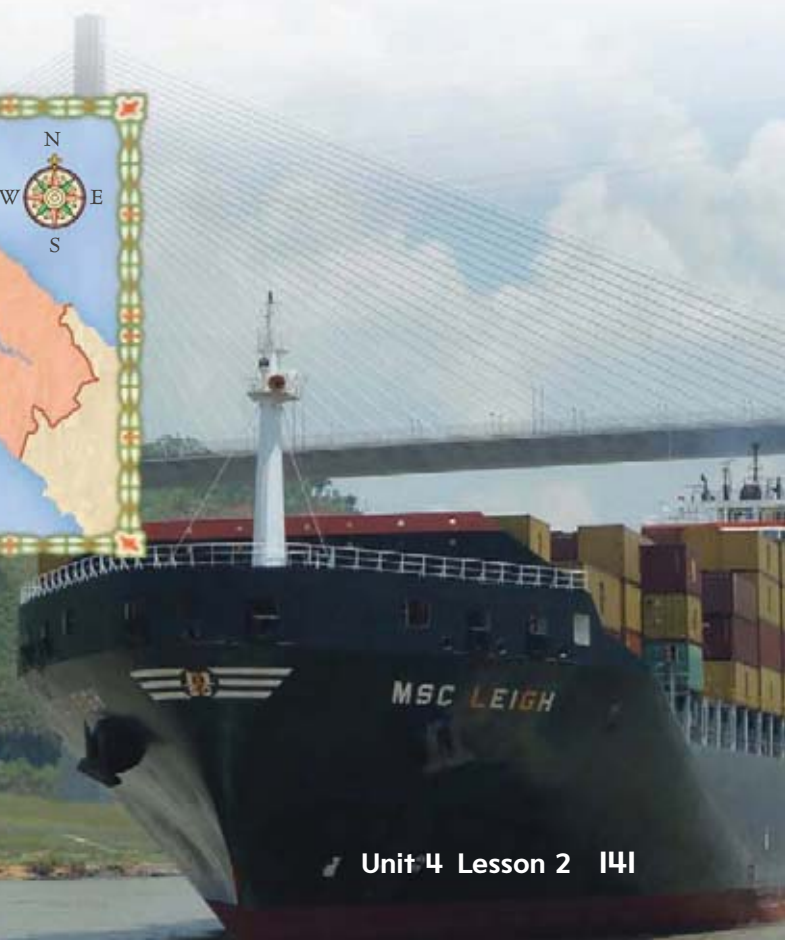
started building the canal in 1880, but soon gave up. In 1904 the United States made a deal with Panama and continued construction. The land was rocky and volcanic. Mosquitoes were everywhere and caused disease. It took 10 years to complete the canal.

### QUICK CHECK

**Summarize** What was difficult about building the Panama Canal?



A ship carries cargo between the Atlantic and Pacific oceans by way of the Panama Canal. 🌐



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## **B** RIVERS AND LAKES

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Throughout the world, towns and cities are often founded along rivers and lakes. These waterways provide important transportation routes and water resources for people. Like the rest of the world, Latin Americans make use of their rivers and lakes to survive and thrive.

### **The Amazon River**

The main stream of the Amazon River begins with a trickle of melting snow high in the Andes in Peru. Along its route it is joined by about 1,100 tributaries. At least six tributaries are more than 1,000 miles long. The entire Amazon River is 3,900 miles long.

As the land of South America drops sharply from west to east, the Amazon River and its tributaries gain speed and power. The Amazon carries a huge amount of water. Of all the river

water in the world, about one-fifth of it flows through this mighty river. Some ships can follow the Amazon as far west as Peru, more than 2,400 miles inland.

### **Other Rivers**

The second-largest river system after the Amazon is made up of three rivers—the Paraná, Paraguay, and Uruguay Rivers. Together, they drain the rainy eastern half of South America. On the border of Brazil and Argentina, a tributary of the Paraná drops from highlands to form the spectacular Iguazú Falls. The falls provide hydroelectric power for several South American countries. The Orinoco River in northern South America flows across eastern Colombia and Venezuela. Mexico's Rio Bravo is 1,885 miles long. It

**People in South America use the Amazon River as transportation. ➔**





is known as the Rio Grande in the United States. It forms most of the border between Mexico and the United States.

## Lakes

The largest lake in South America is Lake Maracaibo, in Venezuela. It is actually joined to the Caribbean Sea by a narrow opening. Lake Maracaibo and the surrounding area contain the most important oil fields in Venezuela.

Farther south, on the border of Bolivia and Peru, lies Lake Titicaca. Lake Titicaca is the world's highest lake that can be used by large ships. It is about 12,500 feet above sea level, or more than 2 miles high. Although more than 25 rivers feed the lake, only one river carries water out. Still, the lake does not overflow. A sunny climate and strong winds give Lake Titicaca a high rate of evaporation.

Evaporation means that the lake water changes from a liquid to a gas that rises and fades away. The area around the lake has been used by farmers for many centuries.

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## QUICK CHECK

**Summarize** What are Latin America's major rivers and lakes?

## Check Understanding

**1. VOCABULARY** Draw a picture of these words.

canal

isthmus

**2. READING SKILLS**

**Summarize** Use your chart Summary from page 140 to write about the waterways of Latin America.

**Lesson  
Question**

**3. Write About It** Write about how people use rivers and lakes.

## Lesson 3

### VOCABULARY

**rain forest** p. 146

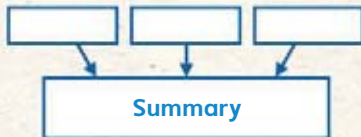
**deforestation** p. 146

**gasohol** p. 146

### READING SKILL

#### Summarize

Use the chart below to summarize the natural resources of Latin America.



# A Wealth of Natural Resources

Coffee plants grow on a plantation in Costa Rica.

### Lesson Question

How do people use the natural resources of Latin America?

**A** Jewelry is made from the silver mined in Mexico and Peru.

**B** Rain forests provide timber, rubber, palm oil, and Brazil nuts.

**C** Mexico and Venezuela have large supplies of oil that they use and export.

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## **A** RESOURCES IN THE REGION

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*Latin America is rich in resources, but many of them are hard to get. The Spanish were drawn by the gold and silver there. They braved wild rivers, windy plateaus, and dry deserts to search for these resources.*

**M**inerals, forests, land, and water make up Latin America's main natural resources. Not all countries, however, share equally in this wealth. Remote locations and lack of money have kept many natural resources from being fully developed.

Products made with local resources are sold on the streets of Mexico City. 📍



### Mineral Resources

Mineral resources found in Latin America include silver mined in Mexico and Peru. Venezuela has rich iron ore deposits and is a major exporter of the mineral. Colombian mines produce the world's finest emeralds. Chile is the world's largest exporter of copper. Its vast copper mines are in the Atacama Desert

By contrast, the Caribbean islands have fewer mineral resources, except for Jamaica, which has large deposits of bauxite, a mineral used to make aluminum. In addition, Cuba mines nickel, and the Dominican Republic mines gold and silver.

Central American countries, such as Nicaragua and Guatemala, have rich gold deposits. However, political conflicts and transportation problems have slowed the mining of gold.

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### QUICK CHECK

**Summarize** What are the resources of Middle America?

# B

# BRAZIL'S RESOURCES

Brazil, the largest country in the region, has the greatest wealth of natural resources. In 2005 over 55 percent of Brazil was covered in forests, including **rain forests**. A rain forest is a dense area of trees and other plants that receives a lot of rain. Rain forests provide timber and products such as rubber, palm oil, and Brazil nuts. However, Brazil suffers from **deforestation**, or loss of its forests. The satellite images below show how much forest was lost in 11 years in one part of Brazil.

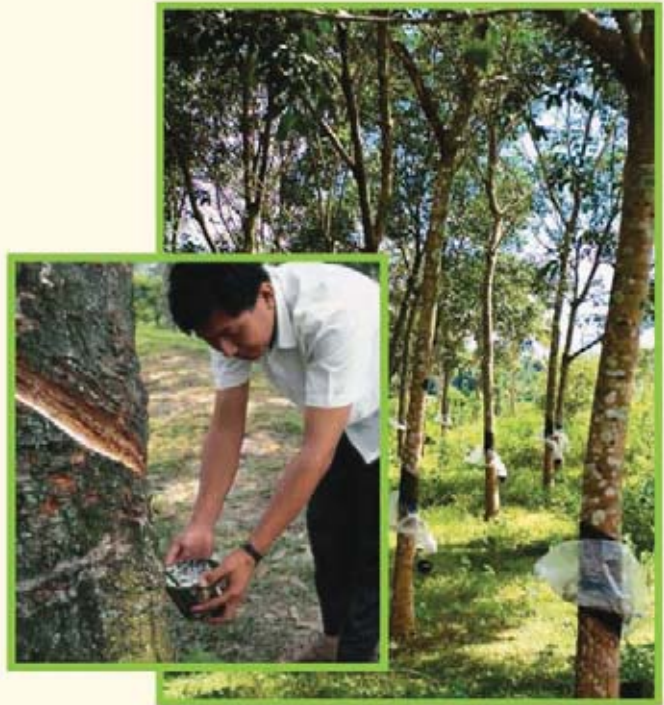
## Mineral Resources

Brazil also has large amounts of aluminum, gold, and tin. Iron ore and manganese help support its large iron and steel industries. Oil and natural gas reserves are limited. They provide only some of the energy this huge country needs. To reduce its need for oil

imports, Brazil uses sugarcane and gasoline to produce a fuel for cars called **gasohol**.

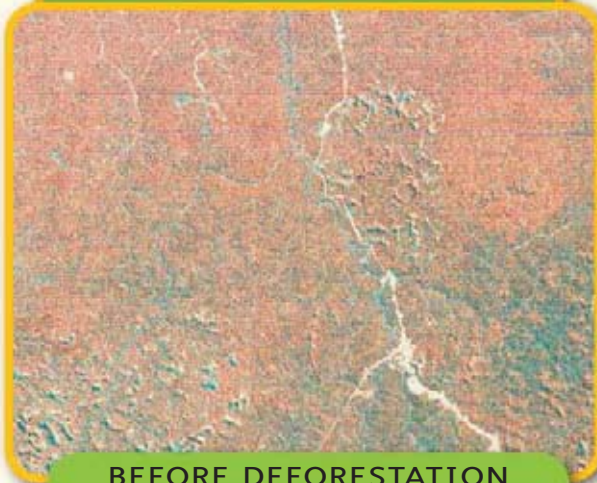
## QUICK CHECK

**Summarize** What are Brazil's major resource problems?



Brazilian workers cut into rubber trees to collect latex, a milky liquid that can be processed to produce rubber. ➔

1975



BEFORE DEFORESTATION  
OVERHEAD VIEW

1992



AFTER DEFORESTATION  
OVERHEAD VIEW

# C

# ENERGY RESOURCES

Venezuela has by far the region's largest oil and natural gas reserves. Mexico has large amounts of oil and natural gas along the coast of the Gulf of Mexico. Both Mexico and Venezuela use these supplies for their own energy needs as well as for export.

## Uneven Resources

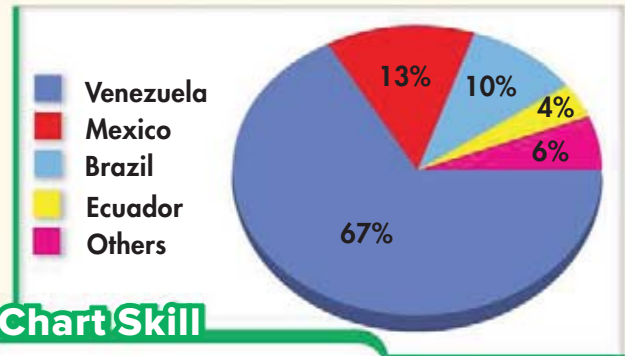
Ecuador also has valuable oil and natural gas deposits to export. Other Latin American countries are not so lucky. Some lack these valuable resources. Others are not able to develop the resources they have. Sometimes these resources are too difficult to reach. Sometimes countries lack the money to develop them. Sometimes wars and political problems prevent development. Latin Americans are working to solve these problems and make good use of their resources.

## QUICK CHECK

**Summarize** Why do only a few countries make use of their energy resources?



## Oil Reserves In Latin America



### Chart Skill

Which two countries have the largest oil reserves?

SOURCE: International Energy Agency, 2006

## Check Understanding

**1. VOCABULARY** Use the following words to write a paragraph on environmental problems in Latin America.

rain forest

gasohol

deforestation

**2. READING SKILLS**

**Summarize** Use your chart from page 144 to write about the natural resources of Latin America.



**Lesson Question** **3. Write About It** Write about how people use the energy resources in Latin America.

➡ A worker in the oil industry

# The Columbian Exchange

## Lesson 4

### VOCABULARY

**Columbian Exchange**

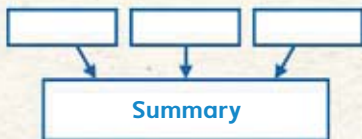
p. 149

**hunter-gatherer** p. 150

### READING SKILL

#### Summarize

Use the chart to summarize the effects of the Columbian Exchange.



The fruits and vegetables in this Cartagena, Colombia, market are grown in Latin America today.

### Lesson Question

What was the effect of the Columbian Exchange?

**A** Europeans began eating new foods from the Americas.

**B** A global exchange of food and ideas changed the world.

## A SEPARATE WORLDS

*In 1492 Christopher Columbus sailed across the Atlantic Ocean and landed on a Caribbean island. One of the first things he did was trade with the people who lived there. That trade soon changed the world.*

Something important happened when Columbus made contact with the indigenous people of the western hemisphere. Their exchange of gifts started a process we now call the **Columbian Exchange**. The Columbian Exchange included passing goods from one culture to another. Read how Columbus described his meeting with the Taíno people on this page.

### New Products

As the Spanish traveled between Europe and the Americas, they took plants, animals, and other products from the Americas with them. One result was that the Europeans began eating and growing the new foods they found in the Americas, including corn, potatoes, tomatoes, pumpkins, beans, avocados, chocolate, peanuts, pineapples, and turkey. The Spanish also brought new products to the Americas, including wheat, onions, sugar, and horses. Horses changed the lives of many Indians.

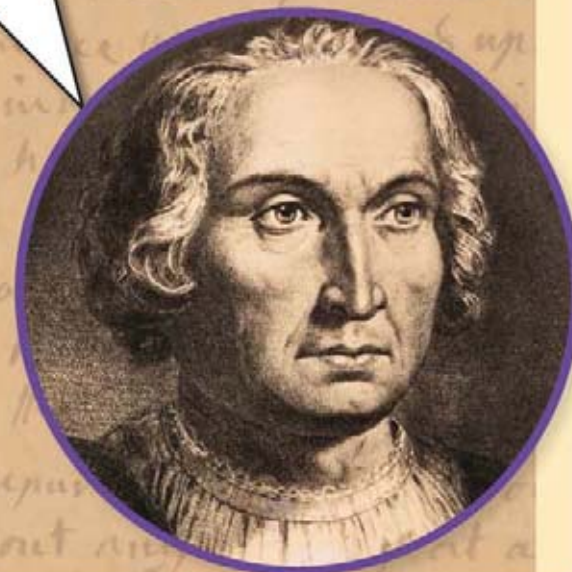
### QUICK CHECK

**Summarize** What was the Columbian exchange?

### Primary Sources

"They came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them, such as glass beads, and hawk's bells; which trade was carried on with the utmost good will."

A selection from the Log of Christopher Columbus, 1492



**Write About It** It is 1492, and you have just arrived in the Americas. Write a letter home describing the new foods you are tasting for the first time.

# The Columbian Exchange

## From the Americas

- Potatoes
- Beans
- Corn
- Pineapples
- Pumpkins
- Chocolate
- Peanuts
- Turkeys

## B

## CONTACT

As Europe traded with the Americas and throughout the world, a global exchange of not only food but of animals, people, goods, technology, ideas, and even diseases began.

### Seeds of Change

Among all the items included in the Columbian Exchange, five were especially important. Sugar, horses, and diseases changed life in the Americas. Potatoes and corn changed life in Europe. These foods are called the “seeds of change.”

When the horse came to the Americas, it changed the lives of **hunter-gatherers**, or people who hunt animals and gather plants to eat. Horses made it much easier to hunt bison.

Disease was another European import. Native Americans had never been exposed to smallpox, malaria, yellow fever, and other deadly diseases. Millions of indigenous people caught these diseases from Europeans and died.

### Eastern Hemisphere Effects

Some foods exchanged in this period had an important effect in the countries where they were introduced. Corn, potatoes, sweet potatoes, cassava, peanuts, and beans all had important vitamins and improved the European diet. These foods were planted in areas where traditional Eastern Hemisphere crops could not be grown as easily or at all.





**To the Americas**

- Wheat
- Rice
- Bananas
- Sugar
- Coffee
- Oranges
- Horses
- Cattle
- Sheep

Food production increased in many countries in Africa, Asia, and Europe. Once American foods gained acceptance in other regions, they quickly spread. As a result, populations across the Eastern Hemisphere grew. Historians have seen evidence of this in Africa, China, and India. Ireland offers a dramatic example. Its population more than doubled between the mid-1700s and the mid-1800s, in large part because the Irish people came to rely on the potato as their chief food.

The Columbian Exchange also affected the culture in many regions. For example, Italian tomato sauce and French chocolate are made from foods found in the Americas.

## QUICK CHECK

**Summarize** How did the Columbian Exchange affect countries in the western hemisphere?

## Check Understanding

**1. VOCABULARY** Use these terms to write a paragraph about Native Americans.

**Columbian Exchange**  
**hunter-gatherers**

**2. READING SKILLS**

**Summarize** Use your chart from page 148 to write about the Columbian Exchange.



**Lesson Question**

**3. Write About It** Write about how the Columbian Exchange has affected your life.

# Climate

## Lesson 5

### VOCABULARY

**altitude** p. 156

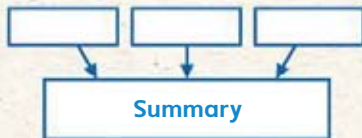
**El Niño** p. 158

**La Niña** p. 158

### READING SKILL

#### Summarize

Use the chart below to summarize the climate zones of South America.



A wide variety of plants and trees grow in the Brazilian rain forest.

### Lesson Question

How does climate affect the people of Latin America?

**A** Most of Latin America lies within the tropical climate zones.

**B** Latin America has both tropical and temperate climates.

**C** Altitude affects climate and the crops people grow.

**D** Mountains, wind, and water currents affect the climate.

## A CLIMATE ZONES

*Most of Latin America's rain falls in the tropics, near the Equator. On Columbia's Pacific coast, rainfall can reach 280 inches a year. In contrast, parts of coastal Peru and Chile get little rain.*

Look at the map of Latin America's climate zones. Most of Latin America lies within the tropics—the area between the latitudes of the Tropic of Cancer and the Tropic of Capricorn. Farther south, generally speaking, the climate becomes drier and cooler. The tip of South America is very cool in the summer.

Yet climate is not determined by latitude alone. Mountain ranges and wind patterns create a variety of climate zones that affect the way people live.

### QUICK CHECK

**Summarize** What affects Latin America's climate?



### Map Skill

**REGION** Which climate does Santiago have?

- ⊖ Palm trees grow in tropical climates.

## Citizenship

### Working for the Common Good

What are some ways citizens can work for the common good, or for something that benefits most people? Brazilian Environment Minister Marina Silva is working for a rain forest economy that provides jobs and helps farmers, but doesn't destroy the rain forest. Like Silva, you can work for the common good by becoming involved in solving a community problem or volunteering for an organization that helps others.

**Write About It** Write a list of five projects you and your classmates can do to make your school a better place for everyone.

The tropics generally have warm to hot temperatures, because this area often receives the direct rays of the sun. There are two main kinds of tropical climates.

### Tropical Dry Climate

A tropical dry climate zone extends over parts of Middle America, most Caribbean islands, and north central South America. This area has hot temperatures and abundant rainfall, but also experiences a long dry season.

### Tropical Wet Climate

Some Caribbean islands have a tropical wet climate, as does much of Central and South America. A tropical wet climate has year-round hot temperatures and heavy rainfall. Vast areas of rain forest cover much of this climate zone. Warm temperatures and heavy rains cause rain forests to grow.

South America's Amazon Basin holds the world's largest rain forest. The rain forest is home to more undiscovered species of plants and animals than any other area on Earth.

A canopy of trees in the Brazilian rain forest

Trees grow so close together that their tops form a dense canopy, an umbrella-like covering of leaves. The canopy may soar to 130 feet above the ground.

### Temperate Climates

Temperate climates are common in parts of South America that lie south of the Tropic of Capricorn. A humid subtropical climate dominates much of southeastern South America from southern Brazil to the Pampas of Argentina and Uruguay. In this area, winters are short and mild, and summers are long, hot, and humid. Summers occasionally bring short dry periods.

Temperate climates are also found in parts of southwestern South America. Central Chile has a Mediterranean climate of dry summers and rainy winters. Farmers there grow fruit in summer and export it to North America during that area's winter season. Farther south is a marine west coast climate, where rain is heavier and falls throughout the year.

### QUICK CHECK

**Summarize** Why do the tropics tend to have warm temperatures?

DataGraphic

## Summer and Winter Temperatures

Buenos Aires, Argentina, is about as far south of the equator as Atlanta, Georgia, is north. Study the graphs, then answer the questions.

### Average July Temperatures

City	High	Low	Absolute Location
Atlanta	89°F	71°F	33.45°N 84.23°W
Buenos Aires	60°F	46°F	34.35°S 58.23°W

### Average January Temperatures

**Cities**

■ High  
■ Low

### Think About Temperatures

1. Why is Atlanta warmer in July than Buenos Aires?
2. Why are January temperatures warm in Latin America?

## C

# ELEVATION AND CLIMATE

As you have read, mountains and highlands cover much of Latin America. **Altitude**, or height above sea level, affects climate in these rugged areas. The higher the altitude, the cooler the temperatures are—even within the warm tropics. The Andes, for example, have four altitude zones of climate. Terms in the Spanish language are used to label the different zones.

### The Tierra Caliente

Tierra caliente, or “hot land,” refers to the hot and humid elevations near sea level. The average temperature range is between 75°F and 80°F. There is little change from one month to another.

### The Tierra Templada

Higher up the mountains—from 3,000 feet to 6,000 feet above sea level the air becomes

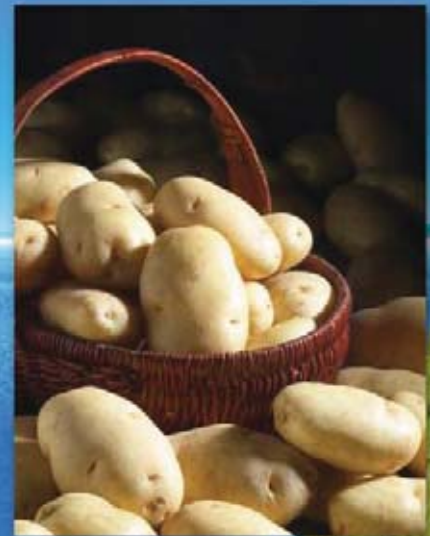
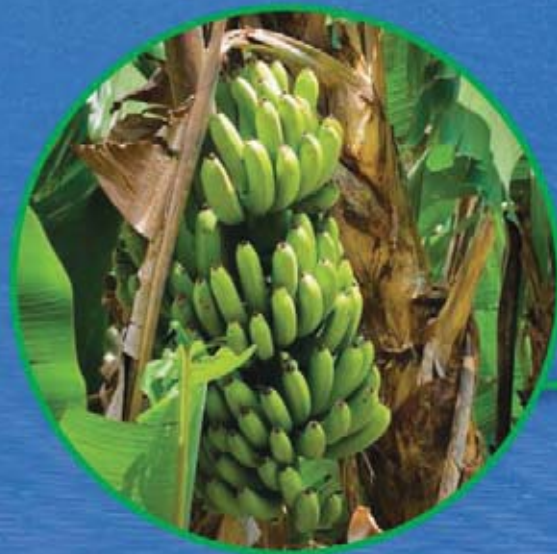
cooler. There, a lot of rainfall encourages the growth of forests. This zone of moist, pleasant climate is called tierra templada, or “temperate land.” The mild temperatures—between 65°F and 75°F—make tierra templada the most densely populated of the climate zones. There, people grow corn, wheat, and coffee.

### The Tierra Fría

The next zone is the tierra fría, or “cold land.” It begins at 6,000 feet and stretches up to 12,000 feet. Average yearly temperatures there can be as low as 55°F. The tierra fría has forested and grassy areas. Farming can take place in this zone during the warmer summers. The crops, however, are

In the tierra caliente, farmers grow tropical crops, such as bananas, sugarcane, and rice. ⬇

Hardy crops like potatoes grow in the tierra fría. ⬆



those that thrive in more difficult conditions. They include potatoes, barley, and wheat.

### The Puna and Tierra Helada

Above the tree line lies the puna (or paramos). The puna is so cold that only hardy livestock can live there. The tierra helada, or “frozen land,” lies above 15,000

feet. The land is covered in snow and ice that does not melt.

### QUICK CHECK

**Summarize** How does the temperature change from the lowest altitude to the highest?



Alpaca can adapt to the puna.

Flowers can grow in the tierra templada.

# D

# CLIMATE CONDITIONS

Winds, rain, and mountains all affect the climate throughout Latin America. Every few years, changes in normal wind pattern and water currents in the Pacific Ocean cause unusual weather in some places.

## Tall Mountains

The Atacama Desert in northern Chile is one of the driest places on earth. Why? Because it lies along the Pacific coast in the rain shadow of the Andes. Winds bring rain from the Atlantic Ocean across South America, but the tall mountains keep them from falling in the Atacama Desert.

Northern Mexico, northeastern Brazil, and southeastern Argentina also have dry climates. Northern Mexico gets less than one inch of rain per month.

## El Niño and La Niña

In some years changes in the Pacific Ocean's surface temperatures cause **El Niño**. In an El Niño year, heavy rains fall on western South America, causing floods. El Niño can also bring a long dry season to northeastern Brazil, causing crop failures.

In some years the opposite happens, producing conditions called **La Niña**. La Niña causes unusually cool water and low rainfall in the eastern Pacific. In the western Pacific, rains are heavy and hurricanes can destroy buildings.

## PEOPLE

**Hurricane Wilma** hit Cancún, Mexico, on October 21, 2005. It was the most intense storm ever to form in the Americas.

La Niña also can bring a greater chance of powerful hurricanes to Mexico and Middle America.

## QUICK CHECK

**Cause and Effect** Why is the Atacama Desert so dry?

## Check Understanding

1. **VOCABULARY** Write a paragraph about weather using these words.

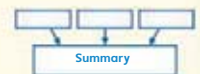
altitude

El Niño

La Niña

2. **READING SKILLS**

**Summarize** Use your chart from page 152 to write about the climate of South America.



**Lesson Question**

3. **Write About It** Write about how altitude affects the way people

Dry lands in southern Bolivia



# Chart and Graph Skills

## Use a Climograph

### VOCABULARY

#### Climograph

You have just read that most of Latin America lies within the tropics. One way to learn more about that climate would be to study a **climograph**. A climograph is a graph that shows the temperature, precipitation, and other climate information of a place over time. The climograph below shows the climate of Rio de Janeiro, Brazil.

### Learn It

- Study the labels on the climograph. Notice that it is really two graphs in one—a bar graph and a line graph.
- Study the key in the climograph. It tells you what the bars and lines mean.
- Study the scales of measurement on the sides of the climograph. The precipitation scale, shown on the left, is measured in inches. The temperature scale is shown on the right. It is measured in degrees Fahrenheit.

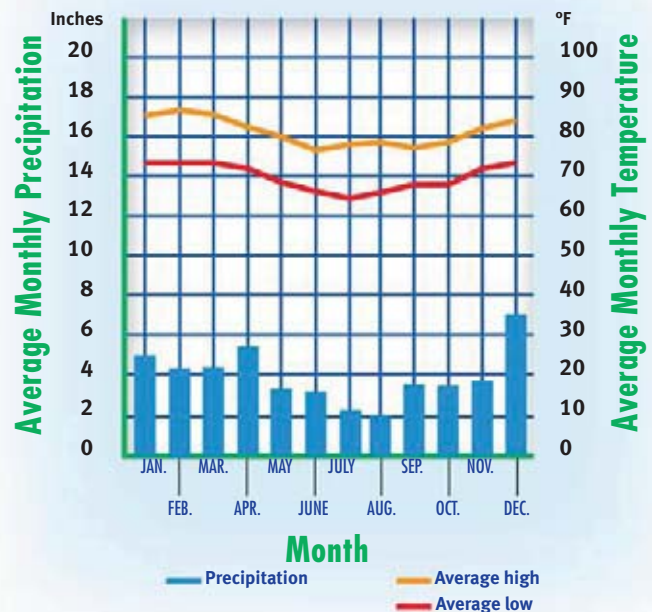
### Try It

- What is Rio's average high temperature in January?
- Which month has the greatest amount of precipitation? Which has the least?

### Apply It

- Research the climate of a place you would like to visit.
- In what way would a climograph be useful to you?

### Climograph of Rio de Janeiro, Brazil



# Unit 4

# Review and Assess

## Vocabulary Review

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

**archipelago**      **deforestation**

**isthmus**      **altitude**

1. the loss of forests
2. a narrow strip of land linking two larger areas
3. height above sea level
4. a group of islands

## Comprehension and Critical Thinking

5. What makes the soil of Middle America fertile?
6. In what ways do people use lakes and rivers?
7. **Reading Skill** How does Brazil reduce its need for oil?
8. **Critical Thinking** In what ways did the Columbian Exchange change civilizations?

## Skill

### Use a Time Zone Map

Write a complete sentence to answer each question.

9. When it is 3 P.M. in Caracas, what time is it in São Paulo?
10. How many hours ahead is Brasilia from Lima?

### Time Zones of Latin America

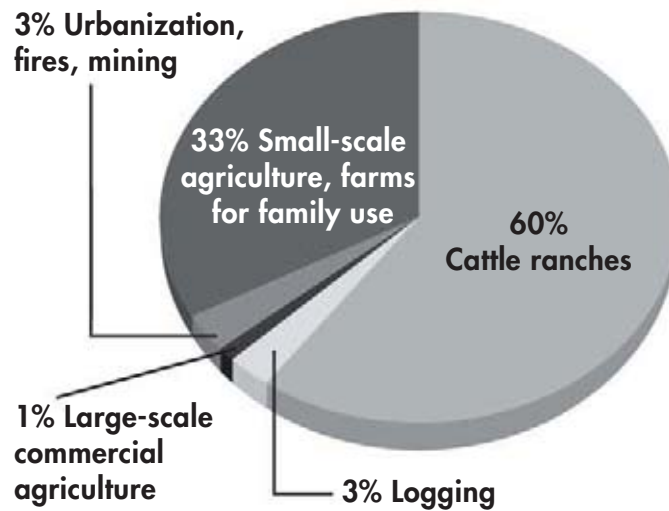




# New York Social Studies Test Preparation

Base your answers to questions 1 through 3 on the graph below and on your knowledge of social studies.

**Causes of Deforestation in the  
Amazon Rain Forest, 2000–2006**



1 Which activity causes the most deforestation of the Amazon rain forest?

*Write your answer on a separate piece of paper.*

Score

2 Which activity causes the least deforestation of the Amazon rain forest?

*Write your answer on a separate piece of paper.*

Score

3 Which percentage of the Amazon rain forest is lost to logging?

*Write your answer on a separate piece of paper.*

Score

How does geography affect civilizations?

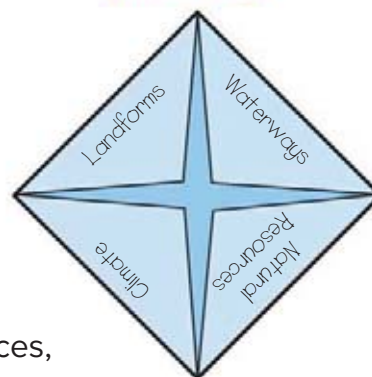


## Write About the Big Idea

### An Expository Essay

Use the Unit 4 Foldable to help you write an expository essay that answers the Big Idea question, *How does geography affect civilizations?* Use the notes you wrote under each tab in the Foldable for details to support each main idea. Begin with an introduction. In the body of the essay, be sure to summarize how landforms, waterways, natural resources, and climate affect the way people live. End with a conclusion about how geography affects civilizations.

FOLDABLES™  
Study Organizer



## Make a Photo Collage

Work individually to make a photo collage of the Columbian Exchange. Here's how to make your collage:

1. Study the examples on pages 150–151 of food and animals that made up the Columbian Exchange.
2. Choose one example and use magazines, newspapers, or the Internet to find photos of that food or animal.
3. Make a photo collage of the ways that food or animal is used today.

When you finish your collage, present it to your class. Discuss what you have learned about the food or animal you chose.

## Unit 5



Why do civilizations change?

**FOLDABLES**  
Study Organizer

**Draw Conclusions**

Make and label a three-tab book Foldable before you read Unit 5. Write: **Why civilizations change** across the top. On the three tabs write: **Conquests, Revolutions, Economics**. Use the Foldable to organize information as you read.

Why civilizations change

Conquests    Revolutions    Economics

# History and Culture of Latin America

This mural shows the people who helped Mexico win its fight for independence from Spain.

# NATIVE AMERICANS

## Lesson 1

### VOCABULARY

**jade** p. 165

**obsidian** p. 165

**glyph** p. 166

**empire** p. 170

### READING SKILLS

#### Draw Conclusions

Copy the chart below. As you read, use it to draw a conclusion about the Inca.

Text Clues	Conclusion

### Lesson Question

How did early civilizations grow?

**A** Trade helped the Olmec become America's first civilization.

**B** The Maya developed a great civilization, studied the stars, and built cities.

**C** The Aztec captured the Toltec and built an empire.

**D** The Inca empire grew through farming, strong leaders, and trade routes.

## A THE FIRST PEOPLES

*No one knows how farming first started. We do know that in the Americas it started in Mexico. By about 7000 B.C., people in Mexico and Central America were raising three crops—corn, beans, and squash.*

The first people to arrive in Latin America were the ancestors of today's Native Americans. They came thousands of years ago. Some settled and farmed. Eventually, some groups developed advanced cultures.

### The Olmec

The Olmec of southern Mexico built Latin America's first civilization. It lasted from about 1500 B.C. to 300 B.C. Each Olmec city focused on a certain activity, and they all depended on one another. Some cities were at the heart of farming areas that grew maize (corn), squash, and beans. Others controlled valued mineral resources, such as **jade**, a shiny green stone,

and **obsidian**, a hard, black volcanic glass. Some cities were religious centers, with pyramid-shaped stone temples. The Olmec traded with people hundreds of miles away. As a result, Olmec culture spread along these trade routes to other parts of Mexico and Central America.

### QUICK CHECK

**Draw Conclusions** Why do you think the Olmec traded with people hundreds of miles away?

Carving on the wall of an Aztec temple in Teotihuacan, Mexico



### Map Skill

**PLACE** Which city is an Olmec city?

## B

# THE MAYA

Another civilization that grew from trade were the Maya. They lived in Mexico's Yucatán Peninsula and surrounding areas from about A.D. 300 to A.D. 900. The Maya built huge stone temples in the shape of pyramids with steps. Skilled at astronomy, the Maya used their knowledge of the stars, moon, and planets to develop a calendar. They also had a number system based on 20. Using **glyphs**, a form of writing that uses signs and symbols, the Maya recorded the history of their kings. About A.D. 900, Maya civilization declined. No one knows why, but the Maya left their cities.

## Mayan Wealth

Why were the Maya able to develop a great civilization? The Maya grew enough food to feed their people and trade with other groups. This allowed them the wealth and time for other things. They could write about their kings or study stars.

A pyramid in the Maya city of Chichén Itzá has 365 steps, one step for each day of the year. ➔

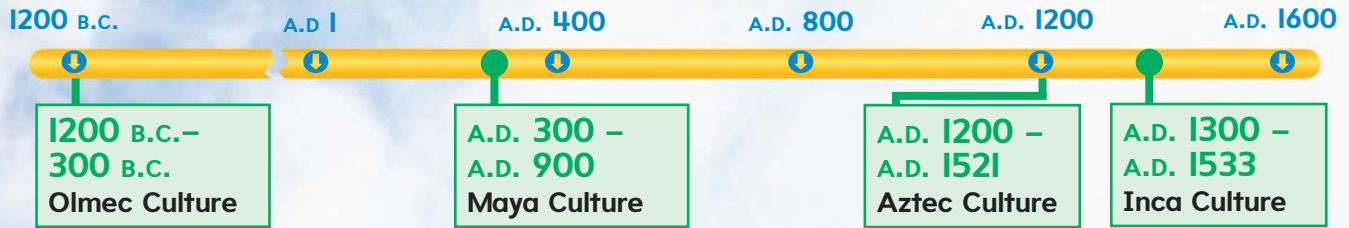
## Maya Cities

Ancient Maya cities had palaces, observatories, temple-pyramids, and ball courts built around a central plaza. The Maya knew much about the sun. They built their cities with compass directions so the sun's rays would shine through small openings on special days of the year. At Chichén Itzá, the Pyramid of the Feathered Serpent is placed to show the first days of spring and fall. Sunlight pours through the temple's openings, lighting up the stairs and making it look like a huge snake.

The largest city was Tikal with 60,000 people. Another center of Maya culture was Copán, in what is today Honduras.



## Early Native American Cultures



### Art and Religion

The Maya were talented sculptors and painters. They used symbols as backgrounds for images, such as the sun, moon, and stars. Maya artists were among the few to sign their work at the time.

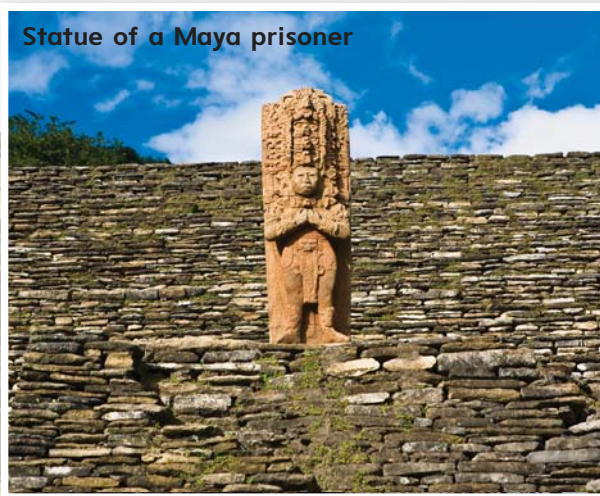
Many Maya artists used images of the maize god in their artwork. The cycle of the maize crop lies at the heart of Maya beliefs.

The maize god was an important religious figure.

Because religion was so important, religious leaders were at the top of the Maya social pyramid. Religious leaders decided where and when cities should be built.

### QUICK CHECK

**Draw Conclusions** Why do you think the Maya built their cities with compass directions?



# C

## THE TOLTEC AND AZTEC

As the Mayan civilization declined, the Toltec took over what is now northern Mexico. They built the city of Tula northwest of present-day Mexico City. From Tula, they conquered lands to the Yucatán Peninsula.

Toltec rulers controlled trade. For example, they held a monopoly, or sole right, in the trade of obsidian. Obsidian glass was used to make weapons. This monopoly gave the Toltec power over other groups.

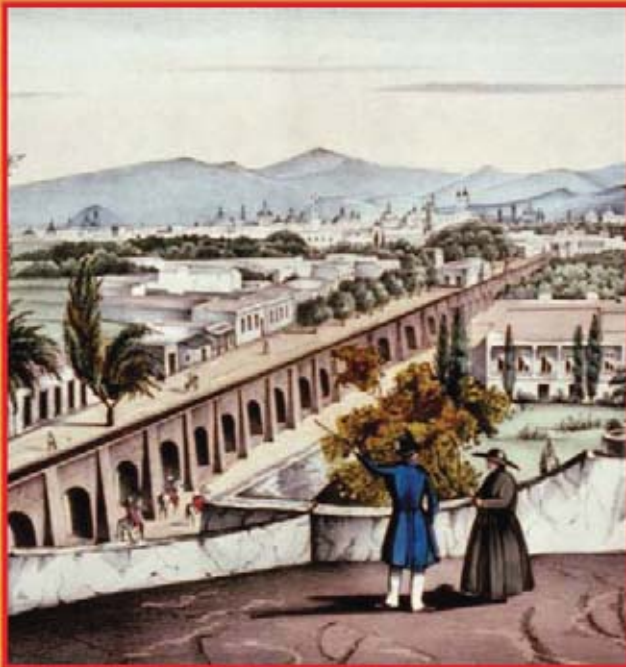
### The Aztecs

Around A.D. 1200 the Aztec people from the north moved into central Mexico and

captured Tula. They adopted Toltec culture and took control of the region's trade. Tenochtitlán, the Aztec capital, was a city built on an island in a lake. It held about 250,000 people—a huge population at that time.

Tenochtitlán had huge temples, including one over 100 feet tall. Roads and bridges joined the city to the mainland, allowing the Aztec to bring food and other goods to their busy markets. Aztec farmers grew their crops on “floating gardens,” or rafts filled with mud. After a time, the rafts sank to the lake bottom and piled up, forming fertile islands farmers used to grow crops.

### Then and Now



The Aztec built Tenochtitlán in 1325 on an island in Lake Texcoco. Later, the Spanish built their own city over the ruins of the Aztec city. Today, Tenochtitlán is part of Mexico City, the 10th largest city in the world, with a population of over 8.6 million.

## Building an Empire

Like the Maya, the Aztec had a steady food supply that gave them more time to do other things. Aztec culture soon spread. To expand their empire, the Aztec often waged war with other groups.

War was important to the Aztec because they demanded tribute from those they conquered. Tribute was a tax that was paid in goods or services. Tribute often included food, clothing, precious stones, or feathers. People were also taken as tribute. Many were forced into slavery and used as laborers on large building projects.

By the mid-1400s, Tenochtitlán became one of the largest cities in the world. On market

day the Aztec and other people met and exchanged news. They also danced, played music, and performed juggling tricks. Many beautiful items were also sold at the market.

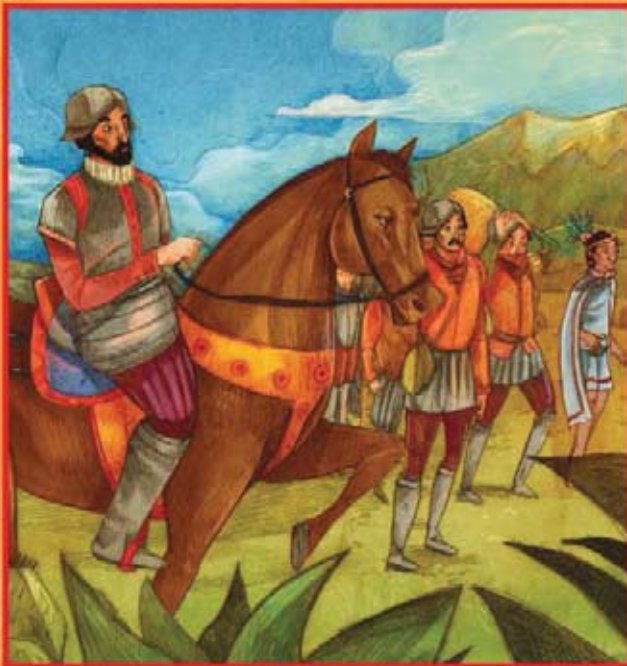
Some historians believe the Aztec market was one of the largest in the world. This growth was achieved with the help of workers from groups the Aztec had conquered and enslaved. The Aztec were feared and hated by the survivors of the people they had conquered. In 1521 these groups joined with European invaders to conquer the Aztec.

---

### QUICK CHECK

**Draw Conclusions** Why do you think Tenochtitlán was built on an island in a lake?

## Then and Now



Hernán Cortés would have seen the Aztec empire's many temples. The Great Pyramid, or Templo Mayor, was the main temple of the Aztec capital of Tenochtitlan. Today, Templo Mayor is a museum with eight halls exhibiting thousands of objects.

## D

# THE INCA

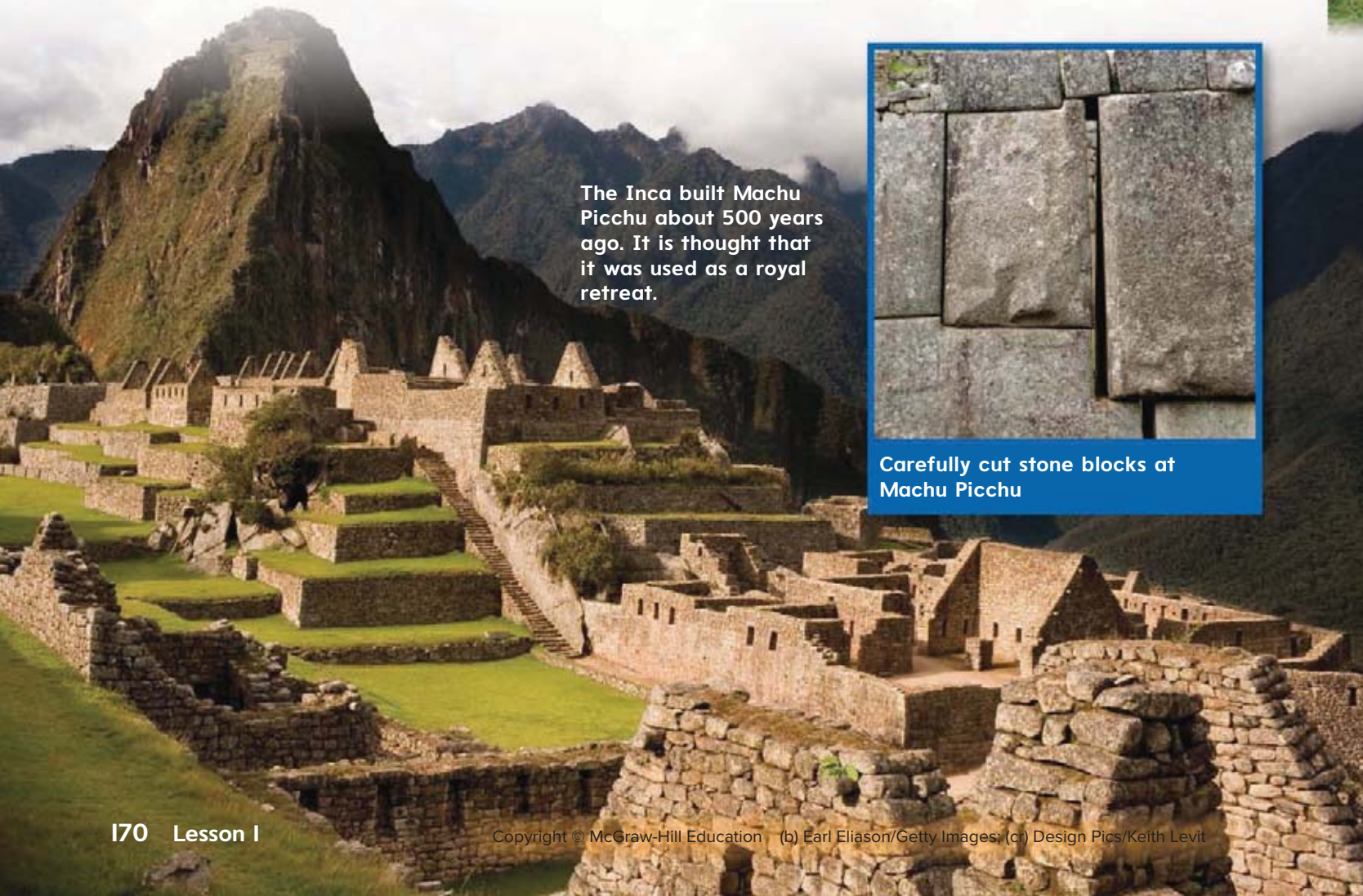
During the 1400s, the Inca had a powerful civilization centered in what is now Peru in South America. Their **empire**, or many different lands under one ruler, stretched more than 2,500 miles along the Andes. The Inca lived in environments that varied from the desert coastal lowlands to the rugged Andes mountain range.

The Inca rulers founded military posts and put in place a highly developed system of record keeping. Work crews built irrigation systems, roads, and suspension bridges that linked regions of the empire to Cuzco, the capital. You can still see the remains of magnificent fortresses and buildings erected centuries ago by the skilled builders.

## The Inca Capital

Cuzco served as the center of government, religion, and trade. The temples and government buildings at the center of Cuzco were built of stone blocks. These blocks fit together so well that it is impossible to put a knife between them. They also can withstand earthquakes.

It was from Cuzco that the Inca leader ruled his empire. The Inca leader was an emperor, or an absolute ruler. According to Inca legend, the emperor was descended from the sun. His ancestor was Inti, the sun god. The Inca worshiped many gods, but the sun god was the most important. In fact, all Inca called themselves “Children of the Sun.”



The Inca built Machu Picchu about 500 years ago. It is thought that it was used as a royal retreat.



Carefully cut stone blocks at Machu Picchu



1 Llamas graze near the ruins of Machu Picchu.

## The Amazing Inca Farmers

Did you know that the Inca grew more than half the foods people all over the world grow today? Among the many crops they grew were beans, potatoes, corn, squash, tomatoes, and peppers. The Inca also raised llamas for their meat and their wool. Llamas were especially helpful in carrying goods up the steep Andes.

Llamas probably helped workers build the city of Machu Picchu high in the Andes. This town was forgotten until an explorer named Hiram Gingham came across it in 1911. No one knows why Machu Picchu was built high in the Andes or why it was abandoned.

### QUICK CHECK

**Draw Conclusions** Why do you think Machu Picchu was built high in the Andes?

## Check Understanding

1. **VOCABULARY** Write a paragraph about early Native Americans using these words.

jade

obsidian

glyph

empire

Text Clues	Conclusion

2. **READING SKILLS Draw Conclusions** Use your chart from page 164 to write about the Inca.

**Lesson Question**

3. **Write About It** Write about how trade helped early civilizations grow.

# Chart and Graph Skills

## Use Charts to Compare Cultures

You have just read about three early cultures of what is today Latin America. They are the ancient Maya, Aztec, and Inca cultures. You can use a chart to help you organize information about the three cultures. The chart will also help you better compare and contrast the culture groups. Look at the chart below. It compares the way the Maya and the Aztec were ruled.

### Learn It

- What is the chart called? Why do you think it was given that title?
- Study the first column. Note that it organizes the information in the chart into three parts. Each row across the chart will relate to one part.
- Now examine the next two columns. One describes the Maya culture, and the other describes the Aztec culture. You can read down each column to learn all about one empire. Or you can compare the two by reading one row at a time.

Maya and Aztec Political States		
	Maya	Aztec
<b>Territory Controlled</b>	The Maya controlled the Yucatan Peninsula and surrounding areas.	The Aztec people controlled most of what is today Mexico. Their land stretched from the Gulf of Mexico to the Pacific Ocean.
<b>Type of Rule</b>	The Maya people did not have a central government. Strong kings ruled individual cities and the land around them. Rule was passed down through families.	One ruler controlled the entire empire. A council chose the leader.
<b>Amount of Unity</b>	Cities were united under their king. Cities were not united under one ruler.	The entire Aztec empire was united under one ruler. Conquered people kept some freedom but had to pay tax, or tribute, to the Aztec Ruler.

## Try It

- Look at the chart on page 172. Which cultural group controlled more land?
- In which group was rule passed down from generation to generation?
- How was the amount of unity different between the two groups?

## Apply It

- Think of what you already know about how the Maya, Aztec, and Inca people adapted to and changed

the environment. How did they meet their need for clothing food, shelter, and transportation.

- Create a chart like the one shown below. Fill in each part of the chart with the appropriate information. Leave blank space for any information that you do not know.
- Use the Internet to find additional information you can use to complete the chart.
- Add a title to your chart.

[Title]			
	Maya	Aztec	Inca
Clothing			
Farming			
Shelter			
Transportation			

# Colonial Rule

## Lesson 2

### VOCABULARY

#### Line of Demarcation

p. 175

**encomienda** p. 179

**cash crop** p. 179

**plantation** p. 179

### READING SKILLS

#### Draw Conclusions

Copy the chart below. As you read, use the chart to draw a conclusion about European conquests in Latin America.

Text Clues	Conclusion

Columbus returned to Spain to tell of his explorations

### Lesson Question

How did Europeans change Latin America?

**A** Columbus's discovery led Spain and Portugal to claim the Americas.

**B** Cortés defeated the Aztec and took control of their empire.

**C** Pizarro took Atahualpa's gold before conquering the Inca Empire.

**D** France, Britain, and the Netherlands colonized some Caribbean islands.



# A

## EUROPEAN CONQUESTS

An Italian seaman, Christopher Columbus, asked Spain's rulers to finance his plan to reach Asia by sailing west. In 1492 Columbus first saw land in the Western Hemisphere. It was an island he called San Salvador. He thought it was Asia. Columbus claimed the lands he saw for Spain. He also traded with people he called "Indians" because he thought he was near India.

### Dividing the Americas

Columbus's discovery started a race in Europe for land and riches in the Americas. In 1494 Portugal and Spain signed the Treaty of Tordesillas. It agreed on an imaginary line, called the **Line of Demarcation**, dividing the Americas. All territory west of the line was Spanish. Territory to the east was Portugal's.

In 1500 Portugal claimed the land that is now Brazil because of a sailing accident. Pedro Cabral was sailing off the coast of Africa when a storm forced his ship off course. His ship reached the eastern coast of South America. Cabral was the first of many Portuguese explorers to reach the Americas in the 1500s.

Spanish explorer Vasco Núñez de Balboa (bal•BOH•uh) decided to make his home in the Americas. Balboa heard about "great waters" beyond the mountains in Central America. He wanted to see this for himself. He became



### Map Skill

**REGION** What part of Latin America was controlled by Portugal?

the first European to view the Pacific Ocean from the Americas. He also proved that the Americas were not part of Asia.

Columbus's search for a western water route to Asia continued with a Portuguese explorer, Ferdinand Magellan. In 1519 Magellan led a fleet of five ships for Spain. He thought he could sail around the southern tip of South America and cross the Pacific Ocean to reach Asia. In 1521, after a year and a half at sea, Magellan finished his journey and landed in the Philippines.

### QUICK CHECK

**Draw Conclusions** Why did Columbus think he could reach Asia by sailing west?



Moctezuma and Cortés meet in Tenochtitlán.

---

## **B** CORTÉS AND THE AZTEC

---

In 1519 a Spanish army led by Hernán Cortés landed on Mexico's Gulf Coast. He and about 600 soldiers marched to Tenochtitlán. They heard Tenochtitlán was filled with gold.

Scouts of the Aztec emperor, Moctezuma, reported Cortés's march. Moctezuma was dazzled by the Spanish, with their horses and guns, which he had never seen before. He welcomed them into the city.

His welcome began the downfall of his empire. The Spanish kidnapped Moctezuma. The Aztec emperor was later killed in a riot.

Native Americans who opposed the harsh rule of the Aztec signed treaties with the Spanish and joined them. The Aztec's simple weapons were no match for the guns, cannons, and horses of the Spanish. Cortés defeated the Aztec within two years. However, it was the European germs that carried diseases, such as small pox, that eventually killed more Aztec than did the Spanish weapons.

---

### **QUICK CHECK**

**Draw Conclusions** Why did the Spanish want control of the Aztec Empire?

## C

# PIZARRO AND THE INCA

Another Spanish explorer named Francisco Pizarro wanted the gold and silver of the Inca. In 1532 Pizarro took a small group of Spanish soldiers to South America. The Inca emperor, Atahualpa, had heard about the arrival of Pizarro and had planned on meeting him. Before this could happen, the Spanish attacked the Inca.

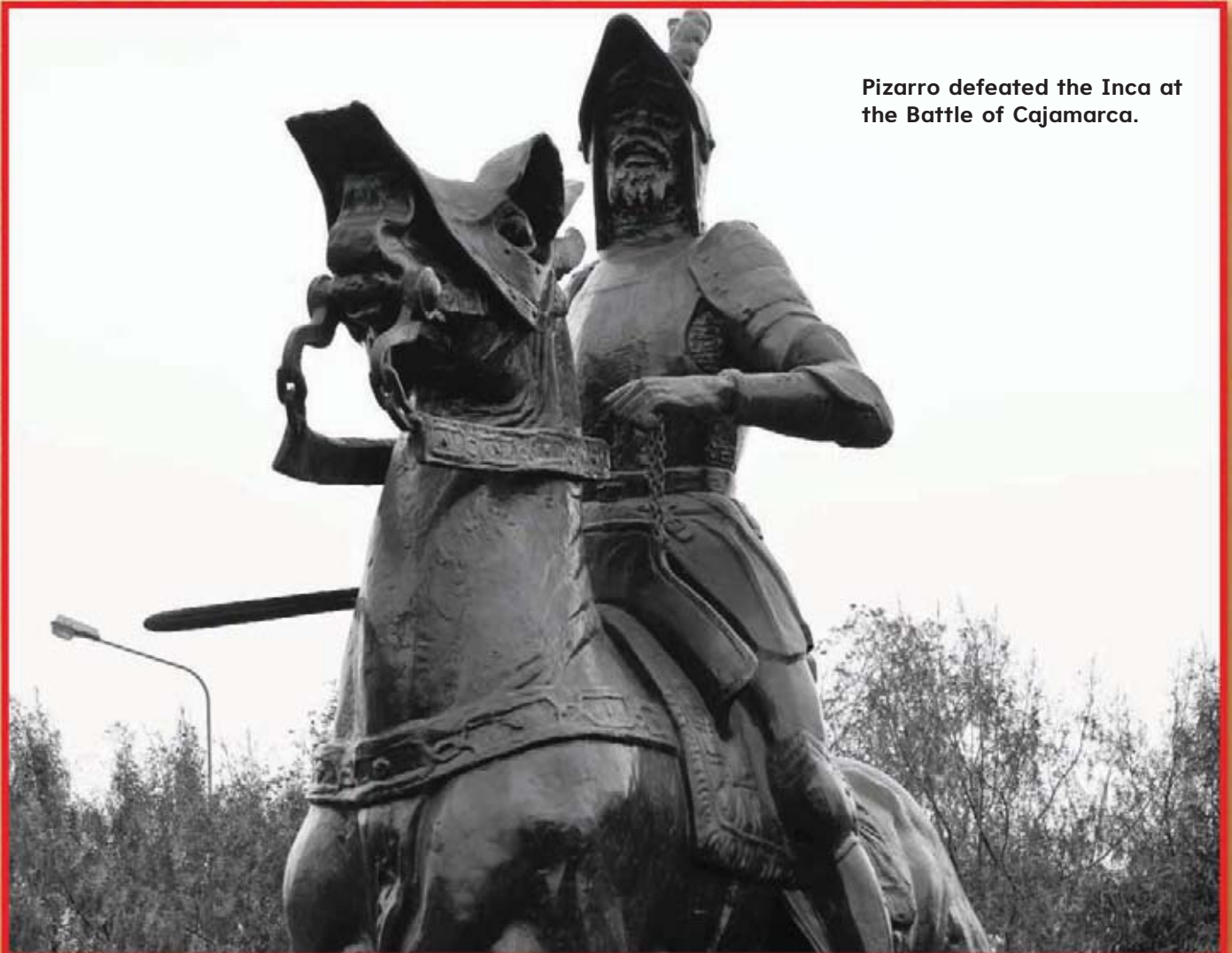
Pizarro captured Atahualpa, and held him prisoner for months. While Pizarro was waiting for more soldiers from Spain,

Atahualpa offered to fill his room with gold in exchange for his freedom. On the same day Atahualpa finished filling the room with gold, Pizarro order him killed.

The death of their leaders and European diseases weakened the Inca. Within a few years, Pizarro conquered the empire.

### QUICK CHECK

**Draw Conclusions** Why did Pizarro order Atahualpa to be killed?



Pizarro defeated the Inca at the Battle of Cajamarca.

# D

# COLONIAL LATIN AMERICA

As a result of the Aztec and Inca conquests, Spain was able to build an empire that included much of South America, the Caribbean, Central America, and parts of the present-day United States. Other European countries seized other parts of the Americas. Portugal became the colonial ruler of what is today Brazil. France, Britain, and the Netherlands took control of some Caribbean islands and parts of North America.

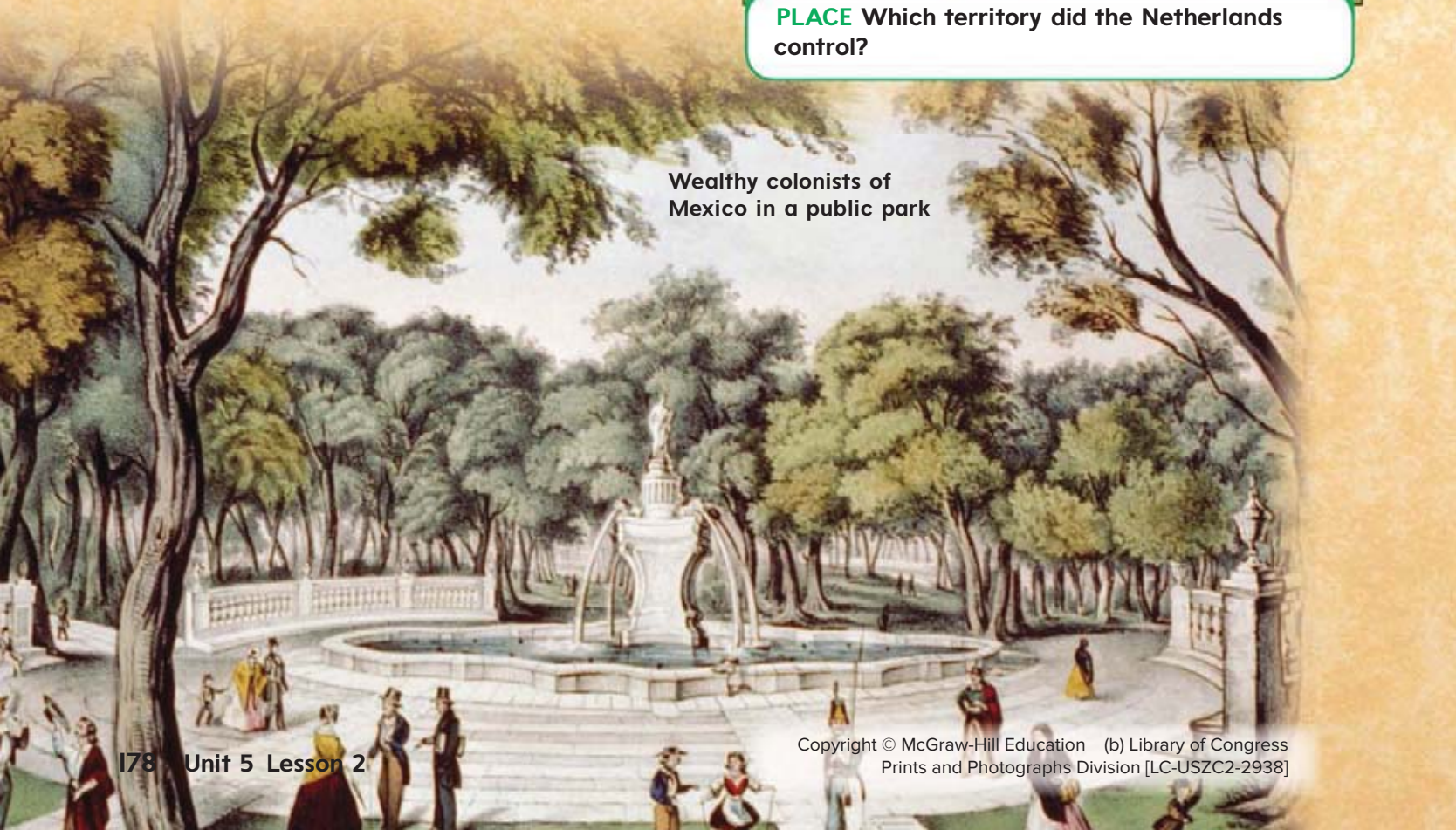
To help him govern the Latin American colonies, the Spanish king divided them into divisions called viceroalties. During the early 1500s, there were two viceroalties, the Viceroyalty of New Spain and the Viceroyalty of Peru. In the 1700s, the viceroalties of New Granada and Río de la Plata were carved out of the Viceroyalty of Peru.

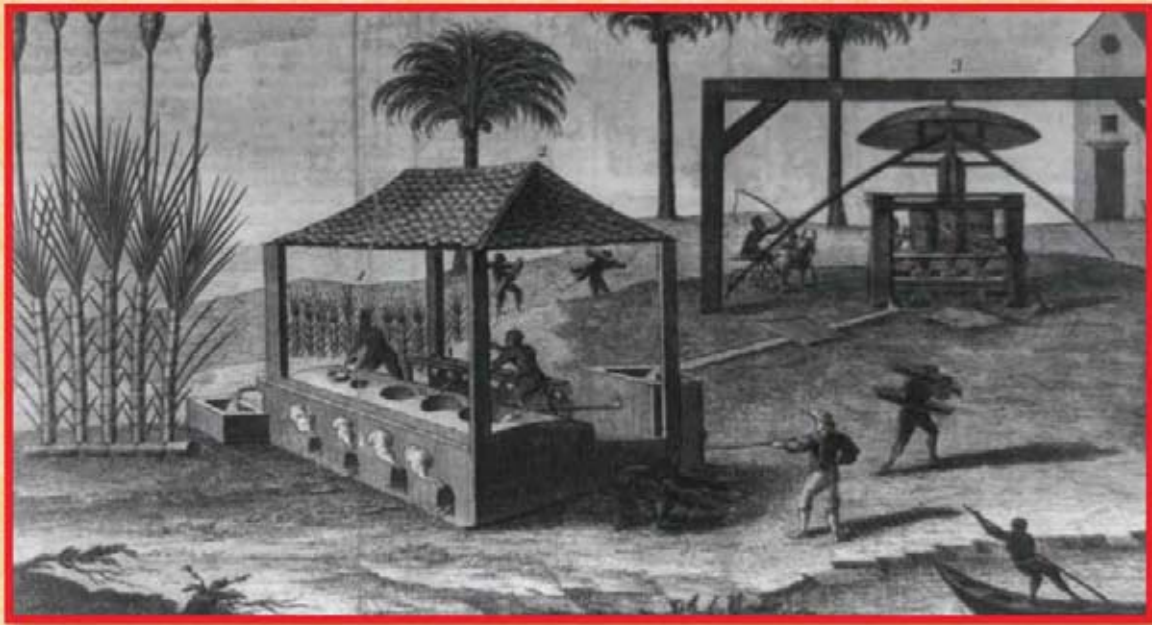


## Map Skill

**PLACE** Which territory did the Netherlands control?

Wealthy colonists of Mexico in a public park





Enslaved Africans work at a sugar plantation.

## A New Way of Life

Colonists greatly changed the way Native Americans lived. Spanish rulers gave **encomiendas**, or large areas of land, to Spanish colonists. Encomiendas included all of the Native Americans living on the land. Europeans spread Christianity among Native Americans. They also used Native Americans as enslaved workers to grow **cash crops**, or farm products grown for export.

When diseases greatly reduced the numbers of Native Americans, European landowners brought enslaved Africans to work on large farms called **plantations**. A busy trade eventually resulted. Ships carried enslaved people from Africa and manufactured goods from Europe to the Americas, while products, including sugar, cotton, tobacco, gold, and silver, went from the Americas to Europe.

## The Middle Passage

During the 1700s, a system of shipping routes linked Europe and Africa with the West Indies and the Americas. A demand for sugar in Europe and the American colonies brought about this world trade. The people of the Caribbean supplied the sugar they grew to the English colonies and to Europe. The demand for sugar caused a demand in the Caribbean for more workers. This led the European to trade goods for captured Africans. They then traded the enslaved Africans in the Caribbean.

The captured Africans suffered greatly on their trip, called the Middle Passage. They were chained together. So many prisoners were packed onto the ship that they could hardly move. They were given little food and water. Many died or became sick.

---

## QUICK CHECK

**Draw Conclusions** What effects did Europeans have on Native Americans?

## E

# OTHER EUROPEANS EXPLORE

Europeans did not focus their attention only on the land that is now Latin America. Christopher Columbus's plan had been to find a shortcut to Asia. Instead, he found two large continents! Still, many people believed there must be a shortcut through North America to the Pacific Ocean. They called this waterway the Northwest Passage. Locating and controlling this shortcut would lead to huge profits. The race was on!


### English Exploration

John Cabot, an Italian, was one of the first to search for the Northwest Passage. He sailed for England in 1497 and landed on what is now Newfoundland, an island off the coast of Canada. Cabot searched for

the passage as he sailed south along the coast.

He didn't find a shortcut. Instead he found an area of the Atlantic Ocean crowded with fish! Sailors scooped them into baskets dropped from the sides of their ships. Colonists who moved to the area built a fishing industry that exported, or sent, dried fish to Europe. Fishing is still important to the economy of this area today.

After Cabot's voyage, England became more concerned with wars at home. Their exploration of North America ended for a long time. When English sailors returned to the continent, they focused on building settlements.

English, French, and Dutch explorers traveled to the Americas on ships like these. 

## French Exploration

Another Italian, Giovanni da Verrazano, sailed for the French in 1525. He went from what is now North Carolina north to the mouth of the Hudson River.

Frenchman Jacques Cartier set out in 1535 as well. He too was in search of a northwest passage. Cartier traveled around Newfoundland and the Gulf of St. Lawrence. During two other trips he traveled down the St. Lawrence River. He did not find a northwest passage.

## Dutch Exploration

Englishman Henry Hudson sailed south from what is now Maine along the coast of North America in 1609. The Dutch East India Company paid for his voyage. This group of merchants worked together to pay the costs of the voyage in hopes of making money from it.

A second trip in 1610 took Hudson farther north. As winter set in, the ship froze in ice. It

was stuck! When spring came, Hudson tried to continue exploring. Tired, hungry, and ready to go home, the crew took over the ship. Hudson, his son, and eight loyal crew members were placed on a boat, left behind, and were never seen again.

Do you want to find out more about early explorers? You can use the Internet to investigate more about the explorers described in this lesson.

### QUICK CHECK

**Draw Conclusions** Why were explorers willing to take risks to find the Northwest Passage?

### Check Understanding

**1. VOCABULARY** Write about colonial Latin America using the following words.

**cash crop**      **plantation**

**2. READING SKILLS** **Draw Conclusions** Use your chart from page 174 to write about European conquests in Latin America.

Text Clues	Conclusion

**Lesson Question**

**3. Write About It** Write about how civilizations changed in Latin America after Europeans arrived.

# Map and Globe Skills

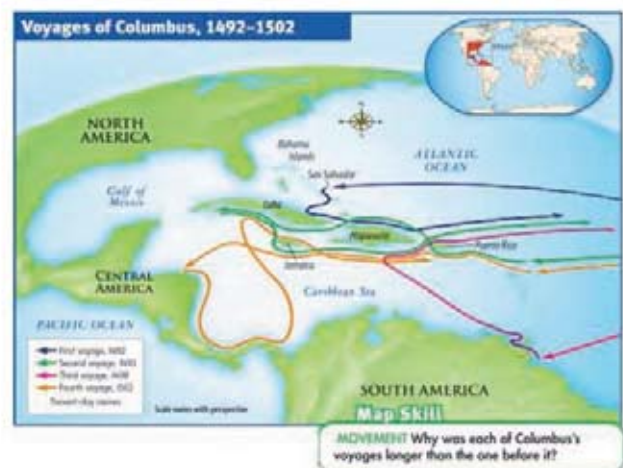
## Make a Historical Map

Earlier, you learned how to read a historical map. Look at the following historical map. Notice that it shows four related events that took place long ago. Have you ever tried to draw a map like this?

You can draw your own historical maps on paper or using a computer program. First, you need a topic. For example, you may want to show the routes of a group of European explorers. Second, you need to find the information you need for the map. You can use a chart to organize this information. Third, you need to plan your map by drawing a rough sketch showing the information you found in visual form. Then you can draw a final version of your map. Be sure to include important map elements such as a title, a compass rose, and a map key.

### Learn It

- What does this map show? What elements of the map help you know this?
- Why are the routes of the four voyages in different colors?
- Look at the small map shown at the top right. It is called a locator map. Why is a locator map included in the larger map?
- Why is it important to include a compass rose and names of land and water features?





## Try It

- Look at the charts below. What type of information would you include in each?
- Create two charts like the ones shown below. Fill in each part of the charts with the appropriate information. You may want to use the Internet to find additional information.
- Plan how you can use the information in the charts to make a historical map.

## Apply It

- Make a historical map that shows the routes of the explorers listed in the first chart.
- Then make a map that identifies the colonies started by different European countries. Also identify key resources in each region.
- Be sure to include a title, map key, and compass rose.

Early Explorers of the Americas		
Explorer	When They Explored	Where They Explored
Columbus		
Balboa		
Cabral		
Cabot		
Cartier		

European Colonies in the Americas			
	Location of Colonies	Size of Colonies	Key Resources in Region
Spanish			
Portuguese			
English			
French			
Dutch			

# Forming New Nations

## Lesson 3

### VOCABULARY

**mestizo** p. 186

**decree** p. 189

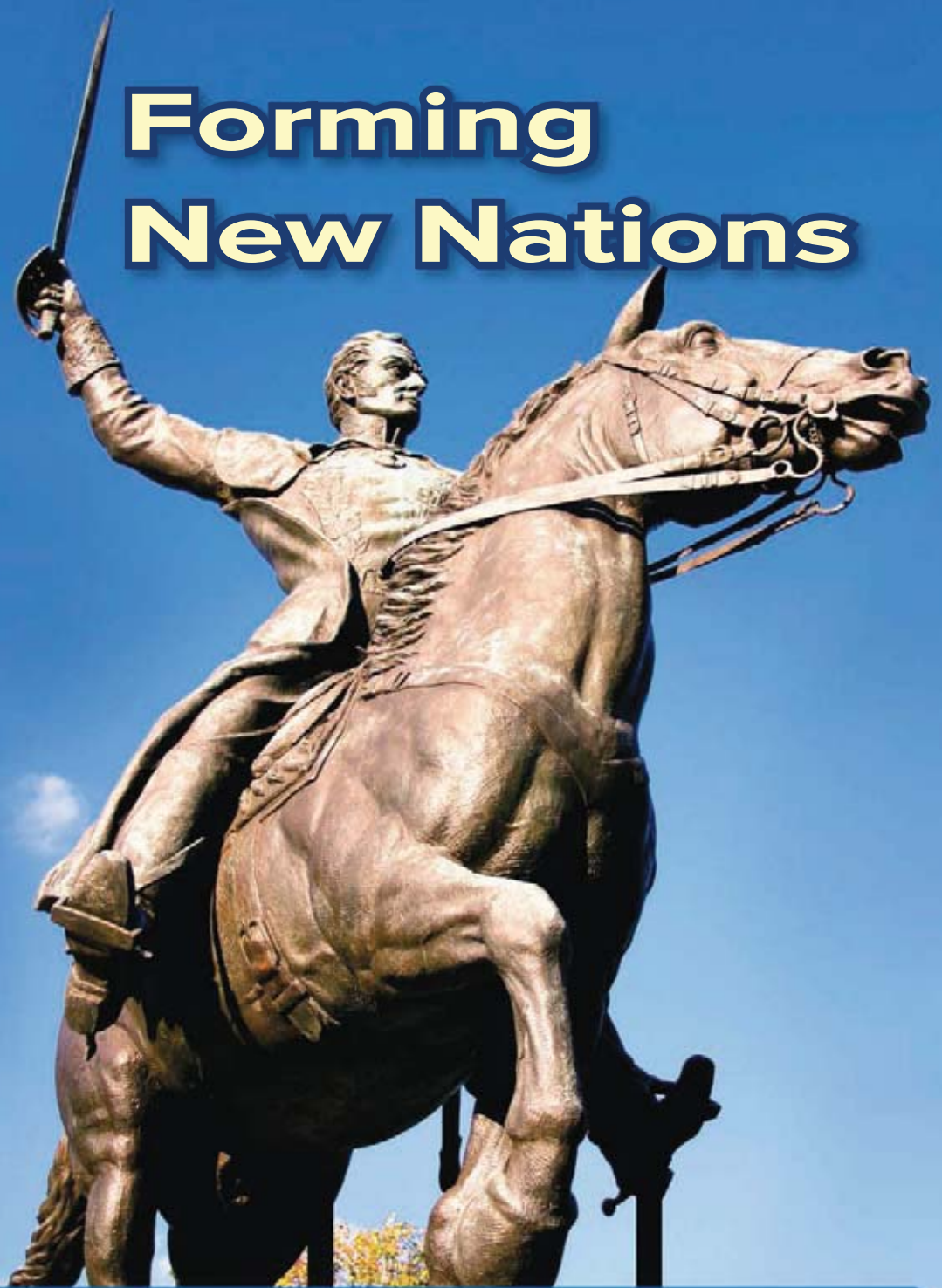
### READING SKILLS

#### Draw Conclusions

Copy the chart below.  
As you read, use it to  
draw a conclusion about  
Mexico's struggle for  
independence from  
Spain.

Text Clues	Conclusion

A bronze statue of  
Simón Bolívar



### Lesson Question

How did countries of Latin  
America gain their independence?

**A** L'Ouverture led Latin America's first successful fight for independence.

**B** Hidalgo and Morelos inspired thousands to fight for Mexico's independence.

**C** Many of South America's colonies gained their independence.

**D** Bolívar and San Martín fought for independence in Peru.

## A

# REVOLUTION IN HAITI

*Enslaved Africans and Native Americans had been kidnapped, separated from their families, forced to work, and punished harshly. In Haiti, enslaved people decided to fight for their freedom.*

**I**n the late 1700s, revolutions in the United States and France inspired the people of Latin America to fight for their independence. While European colonists called for self-rule, Native Americans and Africans wanted to be free from slavery.

### The End of Slavery

The first successful revolt of enslaved persons broke out in the French colony of Haiti. Enslaved people and free people of mixed races were treated unfairly. They wanted the same rights as white colonists. In August 1791 enslaved Africans attacked their owners, shouting, “Better to die than be slaves.” Two months later, 1,000 people were dead and 180 plantations had become mounds of ashes.

Toussant L’Ouverture, a Haitian soldier, shaped 100,000 rebels into a strong army. This army conquered all of Hispaniola. The army also named L’Ouverture its ruler. His first act was to emancipate, or free, all enslaved islanders. When the ruler of France, Napoleon Bonaparte, heard the news, he was furious.

In 1802 Napoleon sent a large force of French troops to Hispaniola. But the Haitians fought back. In 1804 Napoleon’s

forces were defeated. Haiti became the first colony in Latin America to gain independence.

After Haiti, a movement to end slavery began to spread across Europe. Between 1833 and 1863, Great Britain, France, and the Netherlands all ended slavery.

### QUICK CHECK

**Draw Conclusions** Why did the Haitians defeat Napoleon?

Statue of Toussant L’Ouverture ⓘ



**B****FREEDOM FOR MEXICO**

Under Spanish rule, it was illegal to grow olives and grapes in Mexico. Spain wanted Mexicans to buy only olives and grapes grown in Spain. Many felt Spanish laws kept Indian and **mestizo** farmers in a life of poverty. A mestizo is a person of mixed Spanish and Indian heritage.

**Miguel Hidalgo**

In 1803 a Catholic priest called Miguel Hidalgo was assigned to a church in Dolores. Dolores was a very poor village in central Mexico. Hidalgo tried to help the farmers by teaching them to grow olives and grapes. Officials chopped down the new olive trees and grapevines. Hidalgo was shocked. He felt that the only way to help his people was to end Spanish control of Mexico. He decided to organize a march, but first he gave a speech:

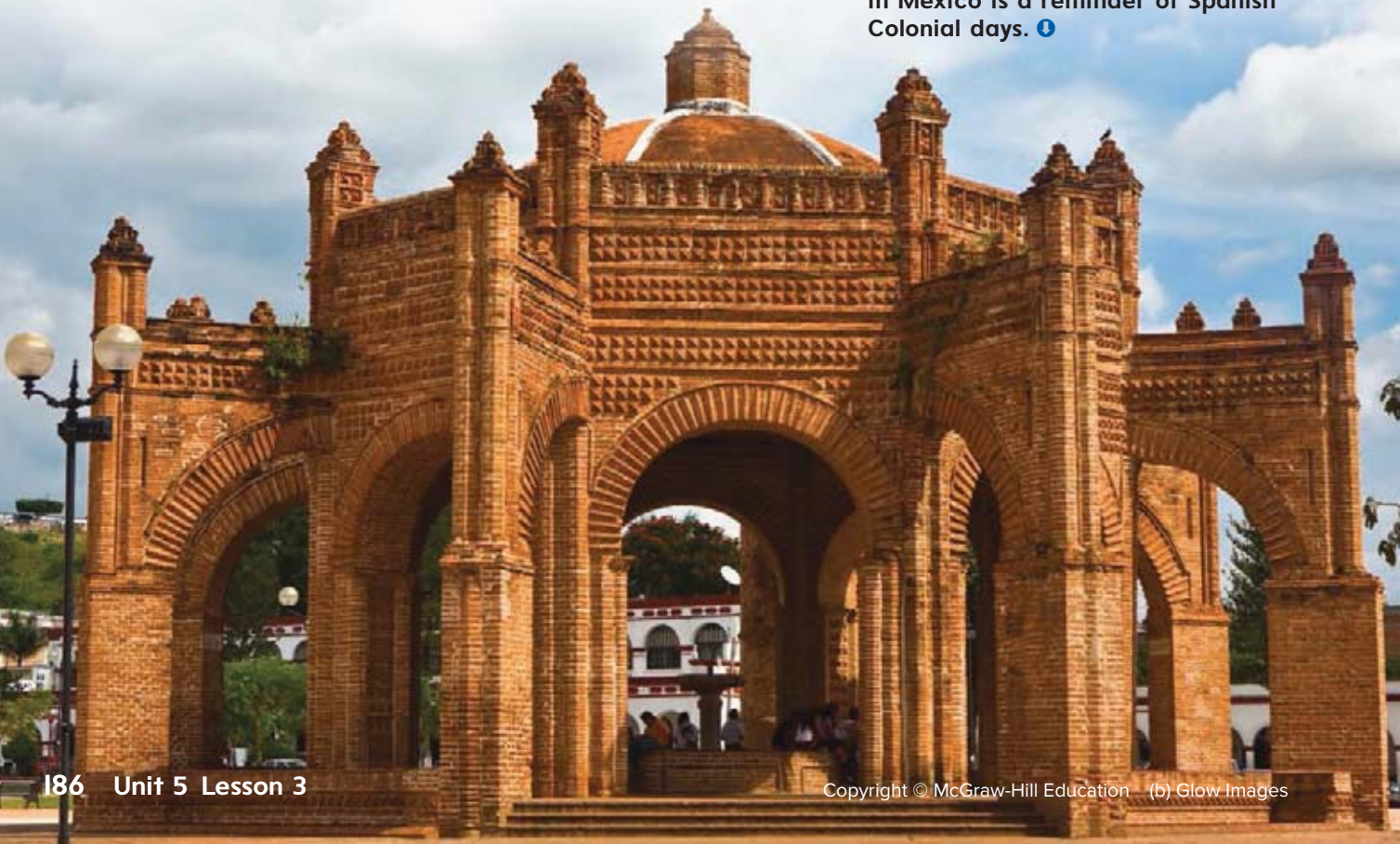
**The Cry of Dolores**

On September 16, 1810, church bells rang in the village of Dolores. Hidalgo told the crowd his people had been in bondage for 300 years.

His speech, known as the “Cry of Dolores,” was the beginning of the War for Independence. Eight hundred men, women, and children followed Hidalgo out of the village on the way to Mexico City.

As they reached Mexico City, their rebel army grew to 80,000. But the rebels were poorly armed and lacked training. A force of 7,000 Spanish soldiers attacked and scattered Hidalgo’s army. In 1811 Hidalgo was captured and later killed.

This fountain in Chiapa De Corzo in Mexico is a reminder of Spanish Colonial days. 📍



## Republic of Mexico, 1824 and 1853



### Map Skill

**HUMAN INTERACTION** About how much land did Mexico lose between 1824 and 1853?

### Morelos and Iturbide

The struggle for independence did not end with Hidalgo's death. José Morelos, a mestizo priest, continued to lead the poor in the rebellion. Morelos became a skillful leader who won many victories in battle. But the Spanish, with their well-armed troops, finally exhausted the rebels. Morelos was captured and killed.

Small bands of rebels continued to make scattered raids on the Spanish troops. A creole officer, Agustín de Iturbide, was assigned to defeat the rebellion. Creoles were descendant of

the Spanish and Portuguese settlers and often owned huge farms. Iturbide saw a way to gain power and decided to support the rebels.

In August 1821 Iturbide's troops surrounded the Spanish viceroy and forced him to sign a plan for independence. Iturbide also wanted control of Central America.

On September 15, 1821, Central America declared independence from Spain. Creoles agreed to make Central America part of Mexico. However, Iturbide ruled so badly that he was soon driven from power. Mexico became a republic in 1823, and Central America became the United Provinces of Central America.

### QUICK CHECK

**Draw Conclusions** Why did Spain assign Iturbide to defeat the rebellion?

### EVENT

**Cinco de Mayo** celebrates Mexico's victory over the French on May 5, 1862. In the Battle of Puebla, Mexico's force of 4,500 men faced 6,000 men of Napoleon III's well-trained French army.

## **C** INDEPENDENCE IN SOUTH AMERICA

In the northern part of South America, Simón Bolívar led the fight for independence in 1810. By 1813 he had driven the Spanish out of Venezuela. However, a year later, a Spanish army returned and defeated Bolívar.

Bolívar was determined to free all of South America from Spanish rule. In 1817 Bolívar returned to Venezuela and defeated the Spanish army. Then he moved on.

In 1819 Bolívar crossed the steep Andes Mountains into present-day Colombia, where he defeated the Spanish forces. In 1821 he again defeated Spanish troops in Venezuela.

### **José de San Martín**

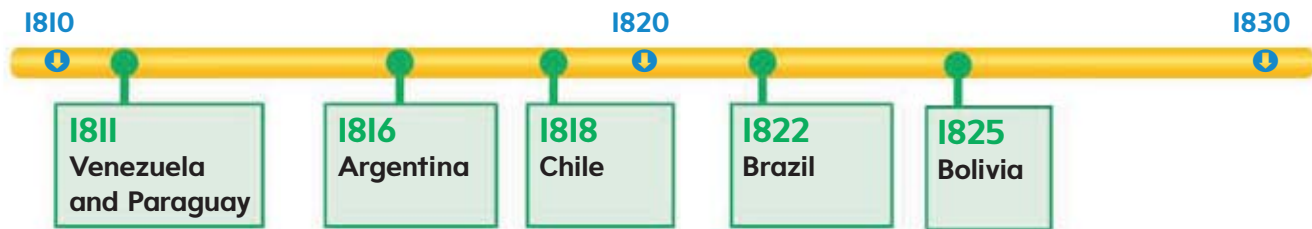
While Bolívar was leading the fight in the north, José de San Martín led the fight in the south. In 1816 San Martín, a former Spanish officer, defeated Spanish forces in Argentina. Next he wanted to fight the Spanish in Chile.

San Martín knew crossing the snow-covered peaks of the Andes would be difficult. So he trained his troops to do the impossible. Despite the hardships, most of San Martín's troops made it to Chile. They joined rebels led by Bernardo O'Higgins. By 1818 these forces had freed Chile from Spanish control.



- Many places in Latin America honor José de San Martín with statues

## South American Independence



### Independence for Brazil

When Napoleon invaded Portugal in 1807, the king, John VI, set sail for Brazil. King John was popular in Brazil. He opened Brazilian ports to all countries and built libraries and schools. Then he issued a **decree**, or royal command, making Brazil part of Portugal rather than a colony.

After Napoleon was defeated, King John returned to Portugal. He left his son, Pedro, in charge of Brazil. But trouble soon broke out between Portugal and Brazil. Portuguese leaders wanted Brazil to be a colony again, not a part of Portugal. Laws were passed to end many of the improvements King John had made.

People in Brazil wanted Pedro to declare independence from Portugal. In 1822 Pedro called an assembly and declared independence. He called himself Emperor Pedro I of Brazil.

The people of Brazil soon found Emperor Pedro I to be a harsh ruler. He made many enemies. In 1831 the emperor was forced to give up his throne and leave Brazil. His 5-year-old son became Emperor Pedro II.

### The Last Emperor

Emperor Pedro II was a much wiser ruler than his father. He ruled Brazil for 50 years and helped it grow into a strong nation.

Brazil was a rich agricultural country, with sugar and coffee as its two leading exports. Both crops were grown on large plantations using enslaved Africans. Pedro II wanted to end slavery, but the plantation owners were the most powerful group in Brazil.

The emperor first approved laws that freed children and people over the age of 60. Then, in 1888, the General Assembly passed a bill freeing all remaining enslaved people.

The plantation owners were angry because they were not paid for the people who were freed from slavery. They blamed Pedro II for the end of slavery. With the landowners' support, the army rebelled against the emperor and declared Brazil a republic.

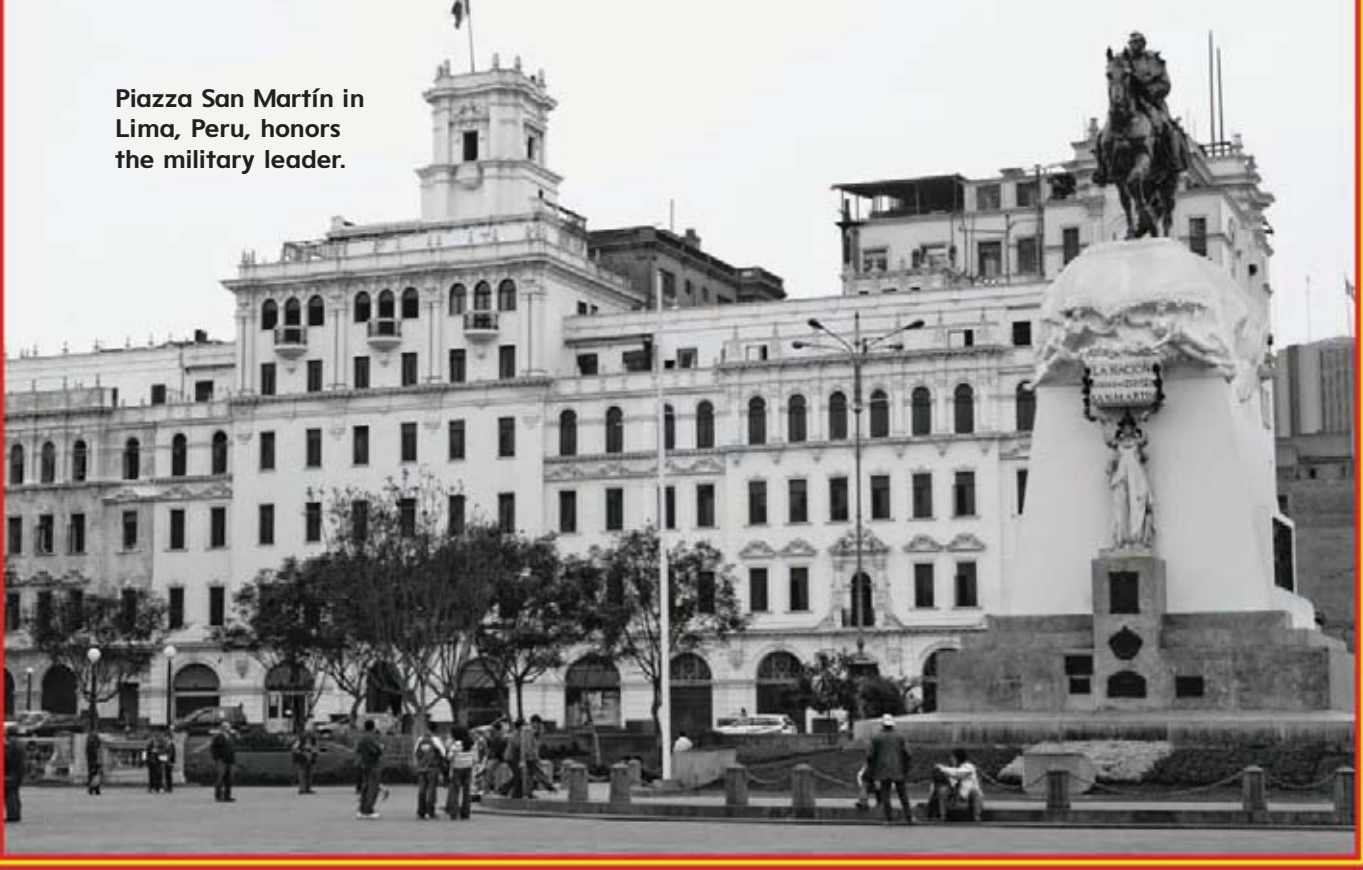
### QUICK CHECK

**Draw Conclusions** Why did Brazil have many enslaved people?

#### PEOPLE

Emperor **Pedro II** was widely respected by Brazilians of all social levels. He was known to be bright, level-headed, and moderate. Pedro II spent his final year in Portugal, but his remains were returned to Brazil in 1939 for burial.

Piazza San Martín in Lima, Peru, honors the military leader.



## D

# TWO LIBERATORS MEET

In 1820 San Martín landed his small army on Peru's coast. By 1821 he had liberated its capital, Lima. But most of the colony was still held by forces loyal to Spain.

In 1822 San Martín wrote to Bolívar suggesting that they combine their armies. The two leaders met in Guayaquil, Ecuador. No one knows what was said at the meeting. After the meeting, San Martín gave command of his troops to Bolívar.

On December 9, 1824, Bolívar's forces met Spanish troops near Ayacucho, Peru. Bolívar achieved a quick victory. Within weeks, Spanish troops left Peru.

## QUICK CHECK

**Draw Conclusions** Why do you think San Martín gave up command of his troops?

## Check Understanding

**1. VOCABULARY** Write a sentence for each of the following words.

**mestizo**

**decree**

**2. READING SKILLS Draw Conclusions**

Use your chart from page 184 to write about the struggle for Mexico's independence from Spain.

**Lesson Question**

**3. Write About It** Write about why the colonies of Latin America wanted independence from European countries.



# Map and Globe Skills

## Use a Battle Map

### VOCABULARY

#### battle map

One way to study historical battles is to look at a **battle map**. A battle map shows important places, events, and troop movement during a battle. The map on this page explains the Battle of Chacabuco. By looking at a battle map, you can better understand details from your reading. The map on this page has several features that tell you that it is a battle map.

### Learn It

- Look at the map key, or legend. It tells the meaning of the symbols on the map. On this map, the red line shows San Martín's route to Chacabuco. The blue soldier represents Martín's troops. The red soldier represents Spanish troops.
- Look for a scale to find out how far troops traveled. Look at the compass rose to tell you in which direction they moved.

### Try It

- What direction is Chacabuco from Santiago?
- How far did the troops have to travel?

### Apply It

- What information can you get from a battle map that is not in the text?
- What have you learned about the Battle of Chacabuco from the map.



# Political and Economic Challenges

## Lesson 4

### VOCABULARY

**dictator** p. 193

**caudillo** p. 193

**communism** p. 198

**socialism** p. 199

### READING SKILLS

#### Draw Conclusions

Copy the chart below. As you read, use the chart to draw a conclusion about the Spanish-American War.

Text Clues	Conclusion

Bananas are an important export from Latin America.

### Lesson Question

How did Latin America change after colonial rule?

**A** Economic growth benefited some, but others stayed poor.

**B** Exports grew, and the United States gained territory in a war.

**C** In Nicaragua, the Sandinistas defeated a dictator.

**D** Castro led a revolution, and other countries became more democratic.

## A

# INDEPENDENCE AND CONFLICT

*Although Spanish South America was now independent, life there continued almost unchanged. A small group of creoles controlled the land and wealth in the new countries.*

**E**ach of the nations of Latin America has its own history. However, they all have faced many similar problems since gaining their independence. Latin American nations hoped their countries would become democracies. Instead many were ruled by **dictators**, or leaders with complete power over a country.

### The Rise of Dictators

One major problem was frequent political conflicts. Individual countries fought over boundary lines. Tensions also developed between rich and poor.

Meanwhile, strong leaders made it difficult for democracy to develop. These were known as **caudillos**. Caudillos were usually rich men, supported by the upper class. They often ruled as dictators. Some built roads, schools, and new cities. Many, however, favored the wealthy over the poor. In order for a dictator to maintain control, he usually had to control the army. Dictators used the army to put down any opposition. If a dictator lost control of the army, he could sometimes be removed from power.

### The Economy Grows

In the late 1800s, events throughout the world brought other changes to Latin America. The growth of industry in Europe and the United States created new demands for South America's natural resources. These demands expanded economies throughout Latin America.

Over time, old colonial seaports, such as Rio de Janeiro, Brazil, and Buenos Aires, Argentina, grew into booming centers of trade. These bustling cities were home to a new and growing middle class.

### QUICK CHECK

**Draw Conclusions** Why were many leaders in Latin America rich dictators?

**A container ship carrying goods travels through the Panama Canal.**



**B****LATIN AMERICA AND THE WORLD**

The United States and other industrial countries began to demand more Latin American products. Businesspeople from these countries set up companies in Latin America to export products such as bananas, sugar, coffee, copper, and oil.

**Rising Exports**

As the number of Latin American exports grew, many countries began to grow only one or two products. These exports created income for Latin America, but they also could cause problems. If the price or demand for a product dropped by a large amount, the change could seriously hurt a country that grew a lot of that product. Price drops were often followed by losses in jobs and incomes. As always, the people most hurt by economic problems were the poor.

Latin American exports did bring some benefits. Foreign investors built ports, roads,



**1** The coffee bush provides South Americans with an important resource to trade around the world.

and railroads. Cities increased in size and population, and a middle class of lawyers, teachers, and businesspeople grew.

**SHARE OF  
MAJOR LATIN  
AMERICAN  
EXPORTS, 2005**

<b>MEXICO 40.9%</b>	Petroleum and petroleum products, vehicles, engines, cotton, machinery, coffee, fish, fertilizers, and minerals
<b>BRAZIL 22.6%</b>	Iron ore, coffee, fruit, timber, sugar, vehicles, and beef
<b>VENEZUELA 10.6%</b>	Coffee, oil, iron ore, textiles, fruit, and aluminum
<b>ARGENTINA 7.7%</b>	Wheat, corn, rice, meat, hides, and wool
<b>CHILE 7.6%</b>	Copper, iron, fruit, and wood pulp
<b>COLOMBIA 4.1%</b>	Coffee, emeralds, petroleum, coal, flowers, and meat
<b>PERU 3.1%</b>	Copper, lead, fish products, iron, zinc, oil, coffee, llama and alpaca wool, cotton, and sugar

## The Spanish-American War

By the 1890s, Spain had only two colonies in the Western Hemisphere—the Caribbean islands of Puerto Rico and Cuba. In 1895 the people of Cuba began a revolt against their colonial government. Thousands of Cubans were jailed or killed by Spanish troops.

### “Remember the Maine”

In January 1898 U.S. President William McKinley sent the battleship USS *Maine* to Havana, Cuba, to protect Americans there. On February 15, an explosion sank the *Maine* and killed 260 United States sailors. There was no proof that Spain was involved, but many Americans blamed it for the sinking. “Remember the Maine” became the country’s battle cry. On April 25, 1898, the U.S. Congress declared war against Spain.

The U.S. Navy defeated Spain’s ships near Cuba. On July 1, 1898, Theodore Roosevelt

led a charge against the Spanish in Cuba called the Battle of San Juan Hill. The Americans were victorious. U.S. battleships also sailed to the Spanish colony of the Philippines and destroyed a Spanish fleet there.

In August 1898 the Spanish-American War was over. The treaty that ended the war gave Cuba independence from Spain. The United States gained control of Puerto Rico, Guam, and the Philippines. In 1946 the Philippines gained independence from the United States. Guam and Puerto Rico are part of the United States.

## QUICK CHECK

**Draw Conclusions** Why did the United States go to war with Spain?



African American troops took part in the fighting during the Spanish-American War (above). This map helped Americans keep track of events of the war (left).





## DICTATORS IN NICARAGUA

During the early 1900s, dictators ruled many Latin American countries. Nicaragua is one example of a country where the harsh rule of dictators led to a revolution.

In the early 1930s, a former Nicaraguan general, Augusto César Sandino, opposed the American-supported government in Nicaragua. He led an army against the U.S. Marines in parts of Nicaragua. The people who fought alongside Sandino called themselves Sandinistas.

There were many clashes between the Sandinistas and the United States Marines. Although the Sandinistas were never able to defeat the marines, they refused to give up. As Sandino explained:

- 1 The Old Cathedral of Managua, Nicaragua, still stands in the city.

In 1933 the marines finally left Nicaragua. In their place, they left a new Nicaraguan army led by Anastasio Somoza. Somoza and members of this family would control Nicaragua for the next 45 years.



## The Somoza Dictatorship

Somoza wanted to rule without any opposition. In order to stop any future rebellions, Somoza had his army kill General Sandino in 1934. Three years later, Somoza became president of Nicaragua. He ruled the country as a dictator.

During the Somoza dictatorship, the Somoza family became very rich. The dictator used his power as president to acquire land at low prices and forced some business owners to turn their businesses over to him.

Somoza was disliked by many Nicaraguans. In 1956 he was killed. His oldest son took office, and then his youngest son, Anastasio “Tachito” Somoza. Tachito continued to rule as his father had.

The Somoza family became richer over time, while most Nicaraguans became poorer. Many Nicaraguans did not have jobs, were poorly fed, and were unable to read and write.

## The Sandinista Revolution

Many Nicaraguans believed that revolution was the only way to bring about change. In 1972 a massive earthquake destroyed large parts of Nicaragua and created even more tensions. Thousands had been killed, hundreds of thousands were homeless, and the government did not move quickly to help its people. Anti-government forces started to organize. Small groups of rebels began to form in towns across Nicaragua. These rebels called themselves Sandinistas, after Augusto César Sandino and his followers. The Sandinistas began to demonstrate against the Somoza government. By 1978 their rebellion had become a civil war.

After battling Somoza’s army for 18 months, the Sandinistas succeeded. Tachito, the last Somoza dictator, was driven out of Nicaragua in 1979. The war had taken more than 50,000 lives. Many more people were left homeless.

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### QUICK CHECK

**Draw Conclusions** What were the Sandinistas fighting for?

After the Spanish-American War, large businesses quickly became important to the economies of Cuba and Puerto Rico. They bought up the best land and planted it with sugarcane. By the 1950s, companies had gained control of more than 75 percent of Cuba's farmland.

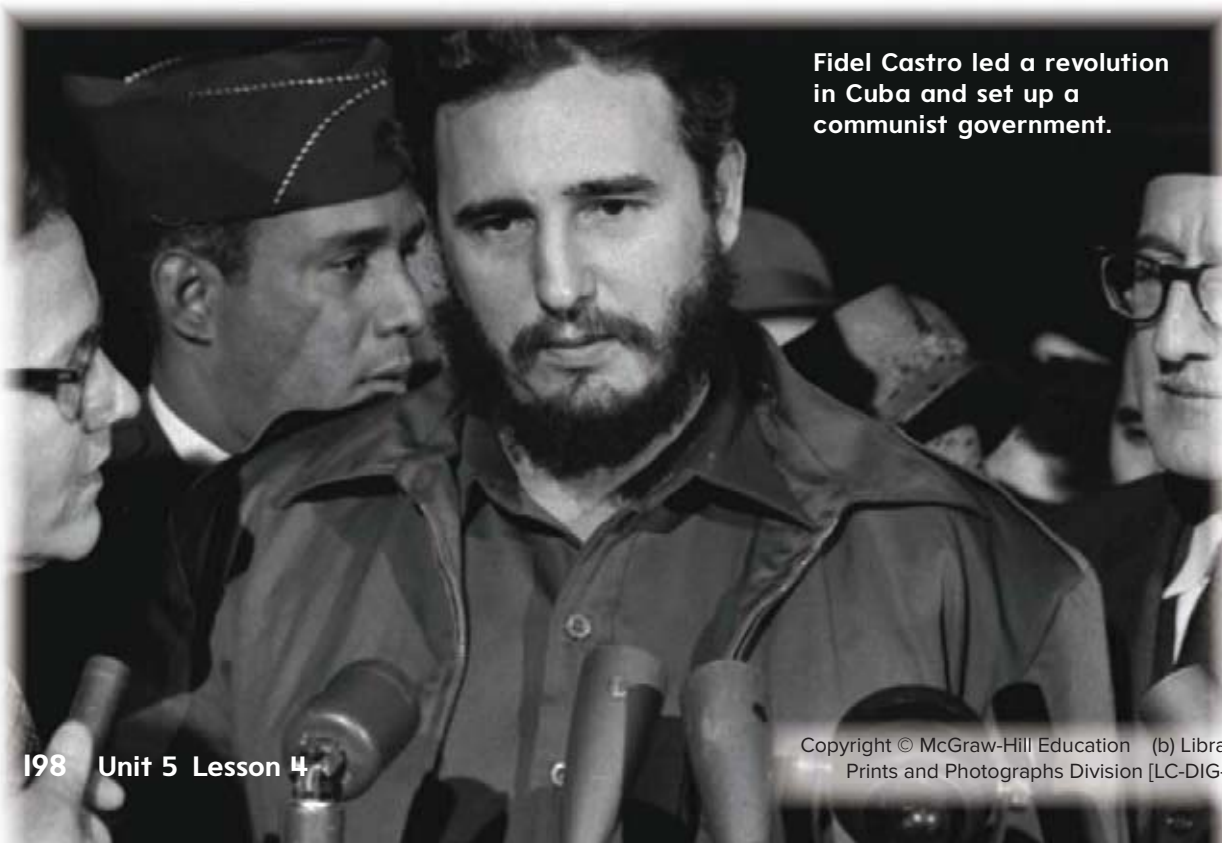
### Struggling Economies

In many parts of Latin America, economies were controlled by a small number of people. Owners of big businesses made profits, but often farmers and factory workers did not share in the wealth. Poverty was widespread throughout most of Latin America. To aid their countries, Latin American leaders often borrowed large amounts of money from the United States and other countries. This debt seriously weakened Latin American economies. Prices rose, wages fell, and people lost jobs.

### Fidel Castro

Many leaders in Latin America were ruthless rulers. Angry groups in some countries rebelled against their leaders. In 1959 a young lawyer named Fidel Castro carried out a revolution in Cuba. Castro set up a system of government based on **communism**. Under a communist system, the entire economy of a country is controlled by the central government. People under a communist system have limited rights to own property.

In 1960 Castro ended free elections and began to nationalize United States companies in Cuba. To nationalize means to place formerly private property under the control or ownership of the government. Many people in the United States were angry that they were not paid for this property. They were also concerned about Castro's ties to other communist countries. As a result, the United States government banned all trade with Cuba.



Fidel Castro led a revolution in Cuba and set up a communist government.





1 The President of Chile works in the large building called La Moneda.

## Allende and Pinochet

By 1970 changes were also taking place in Chile. Salvador Allende was elected president of Chile in 1970. Allende believed that **socialism** would help solve many of Chile's problems. Under socialism, major businesses, factories, and farms are owned and run by the government, rather than by individuals. Allende was the first socialist to be democratically elected to lead a country in the Western Hemisphere.

Allende nationalized some of Chile's industries and large farms. But the people in Chile and the United States who lost land and businesses did not approve of the changes. In 1973 the United States helped General Augusto Pinochet take control of Chile by force. Pinochet became a dictator.

## A Return to Democracy

By the 1980s, the people of Latin America began to demand a return to democracy. In many countries, the dictators were forced to give up control to elected leaders. For example, elections in 1989 toppled the rule of Augusto Pinochet in Chile. In some countries, one political party had controlled the government for so long, that it was no longer effective. In the early 2000s, angry voters in Venezuela, Bolivia, Peru, Mexico, and Chile elected new leaders. These leaders promised sweeping changes that would treat the poor more fairly.

### QUICK CHECK

**Draw Conclusions** Why did the people of Latin America demand a return to democracy?

## Check Understanding

1. **VOCABULARY** Write about Cuba and Chile using the following words.

**communism** **socialism**

2. **READING SKILLS** **Draw Conclusions** Use your chart from page 192 to write about the Spanish-American War.

Text Clues	Conclusion

**Lesson Question**

3. **Write About It** Write about why Latin America changed during the 20th century.

# THE PEOPLE OF LATIN AMERICA

## Lesson 5

### VOCABULARY

**emigrate** p. 202

**migrate** p. 202

**mulatto** p. 204

**pidgin language** p. 205

### READING SKILLS

#### Draw Conclusions

Copy the chart below. As you read, use it to draw a conclusion about ethnic groups of Latin America.

Text Clues	Conclusion

Residents and tourists alike relax in a park in Arequipa, Peru.

### Lesson Question

How do people affect Latin America?

**A** The population in Latin American countries is increasing rapidly.

**B** Many people move into, out of, or within Latin America.

**C** More people in Latin America live in cities.

**D** Latin America is a melting pot of many different ethnic groups.

## A POPULATION PATTERNS

*Population growth changes the landscape of a region. What were once small villages in Latin America are now growing cities. These cities attract many people of different cultures.*

Latin America is growing fast. Population growth is putting new pressures on less developed areas, such as the Amazon Basin, where urban areas have grown in recent years.

### High Birth Rates

Some of the region's highest birth rates are in Central America. Guatemala and Honduras, for example, are expected to double in population by 2050. Most of these people will be living and working in cities such as Guatemala City and San Pedro Sula, Honduras's most industrial city.

Geography also affects where people live. Most people live along the coasts of South America or in the valleys of Mexico and Central America. These areas provide favorable climates, fertile land, and easy access, or reach, to transportation.

### QUICK CHECK

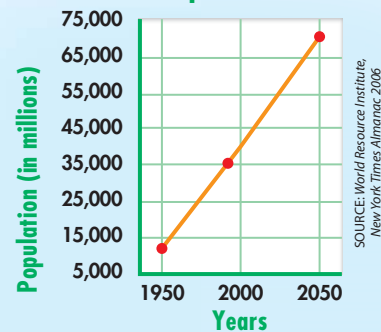
**Draw Conclusions** Why do people live in valleys?

## DataGraphic

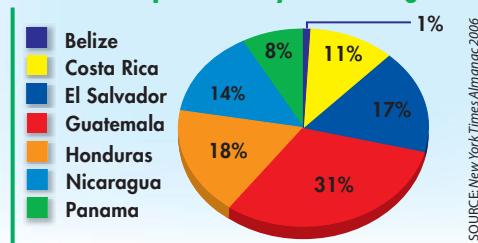
### Population of Central America

The population of Central America is growing quickly. Study the graphs. Then answer the questions below.

#### Central America Population Estimate



#### 2005 Population by Percentage



### THINK ABOUT POPULATION GROWTH

1. Which country has the largest percentage of Central America's population?
2. By how much did Central America's population grow from 1950 to 2000?

**B****MOVEMENT OF PEOPLE**

In the past, Europeans, Africans, and Asians came to Latin America in large numbers, either willingly or by force. Immigrants, or people who come to a country from another country to live, have greatly shaped Latin America's population. Today, people from places as far away as Korea and Syria come to Latin America looking for jobs or personal freedom. People may also immigrate to escape war or famine.

**Emigration**

Latin America also has people who **emigrate**, or leave their own country to live in another. Many Latin American emigrants move to Europe, the United States, or Canada to escape political unrest or to find a better way of life. Many legally enter the United States, while others enter illegally. Some work as scientists and doctors. Others work in low-paying jobs, such as migrant farm work. All of them bring

elements, or parts, of their culture with them. Many keep in close contact with family and friends in their home countries. Many also plan to return when economic conditions improve in their home countries.

**Migration**

Many Latin Americans **migrate**, or move, within their country or region. As in many parts of the world, Latin America's urban areas have increased greatly in population. Fertile land is often in short supply in rural areas. Farming cannot always support a family, and many people leave to find jobs in cities. Most cities are areas of industrialization and offer more hope for getting a job.

**QUICK CHECK**

**Draw Conclusions** Why would people return to their home countries when economic conditions improve?

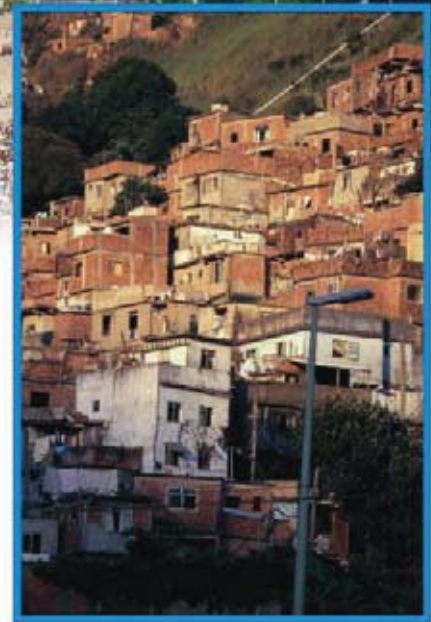
**i** People of different cultures gather at an outdoor shopping area in Latin America



## GROWTH OF CITIES



Many rich people live at Copacabana Beach in Rio de Janeiro (above). Behind the beachfront buildings are Rio's hillside slums (right).



In the past, most Latin Americans lived in the countryside and worked the land. Today, most of them live in cities. Some of the largest cities in the world are in Latin America, including Mexico City in Mexico, São Paulo in Brazil, and Buenos Aires in Argentina.

### Urban Dwellers

The number of urban dwellers, however, varies throughout the region. In South America, about 80 percent of people live in cities—about the same as in the United States. In Central America and the Caribbean, only about 65 percent of people are urban dwellers.

Most Latin Americans leave villages for the cities in order to find better jobs, schools, housing, and health care. In many cases, people do not find what they seek. As city populations grow, jobs and housing become

scarce. At the same time, many rural people lack the education and skills to find good jobs. Most are not willing to return to the countryside because of the poverty there. As a result, many people live in crowded neighborhoods with poor housing and rising crime.

### QUICK CHECK

**Draw Conclusions** Why are some people unable to return to the countryside in Latin America?

**D****ETHNIC GROUPS AND LANGUAGES**

Latin America is a melting pot of Europeans, Africans, Native Americans, and Asians. Many are of mixed ancestry. Mestizos are people of mixed Native American and European ancestry. **Mulattoes** are people of African and European ancestry. Still others are of African and Native American ancestry. Most Native Americans live in Mexico, Central America, and the Andes countries of Ecuador, Peru, and Bolivia. Native Americans in these areas have worked to keep their languages and traditions.

**Settling Latin America**

Since the 1400s, millions of Europeans have settled in Latin America. At first, most were Spanish or Portuguese. Later, Italians, British, French, and Germans came. In the 1800s, many Spanish and Italian immigrants settled in Argentina, Uruguay, and Chile. As a result, these three nations today are populated mainly by people of European descent.

Latin Americans of African ancestry form a higher percentage of the populations in the Caribbean islands and northeastern Brazil. Their descendants were enslaved Africans. Over the years, Africans have added their rich cultural influences to the food, music, and arts of Latin America.

Many Asians live in the Caribbean islands and some countries of South America. Most came during the 1800s to work as temporary laborers and remained to form communities. In Guyana about one-half the population is of South Asian or Southeast Asian ancestry.





Many people of Chinese descent make their homes in Peru, Mexico, and Cuba. About one million people of Japanese descent live in Brazil, the largest number of Japanese people outside Japan.

Over the centuries, there has been a blending of these different cultures throughout Latin America. In countries such as Mexico, Honduras, and El Salvador, mestizos make up the largest part of the population. In Cuba, the Dominican Republic, and Brazil, people of mixed African and European descent form a large percentage of the population.



## Languages

Spanish is the most widely spoken language in Latin America. In Brazil most people speak Portuguese. Native American languages are still spoken in many countries. For example, Quechua, spoken centuries ago by the Inca, is an official language of Peru and Bolivia. In the Caribbean, English and French are widely spoken. In some countries, people have developed a **pidgin language** by combining parts of different languages. An example is creole, spoken in Haiti. Most creole words are from French, but the grammar is African.

## QUICK CHECK

**Draw Conclusions** What can happen when two cultures live side by side?

## Check Understanding

1. **VOCABULARY** Write a sentence for each of the following words.

**emigrate**

**migrate**

2. **READING SKILLS Draw Conclusions** Use your chart from page 200 to write about ethnic groups of Latin America.

Text Clues	Conclusion

**Lesson Question**

3. **Write About It** Write about the growth of cities in Latin America.

## Lesson 6

### VOCABULARY

**carnival** p. 209

**mural** p. 210

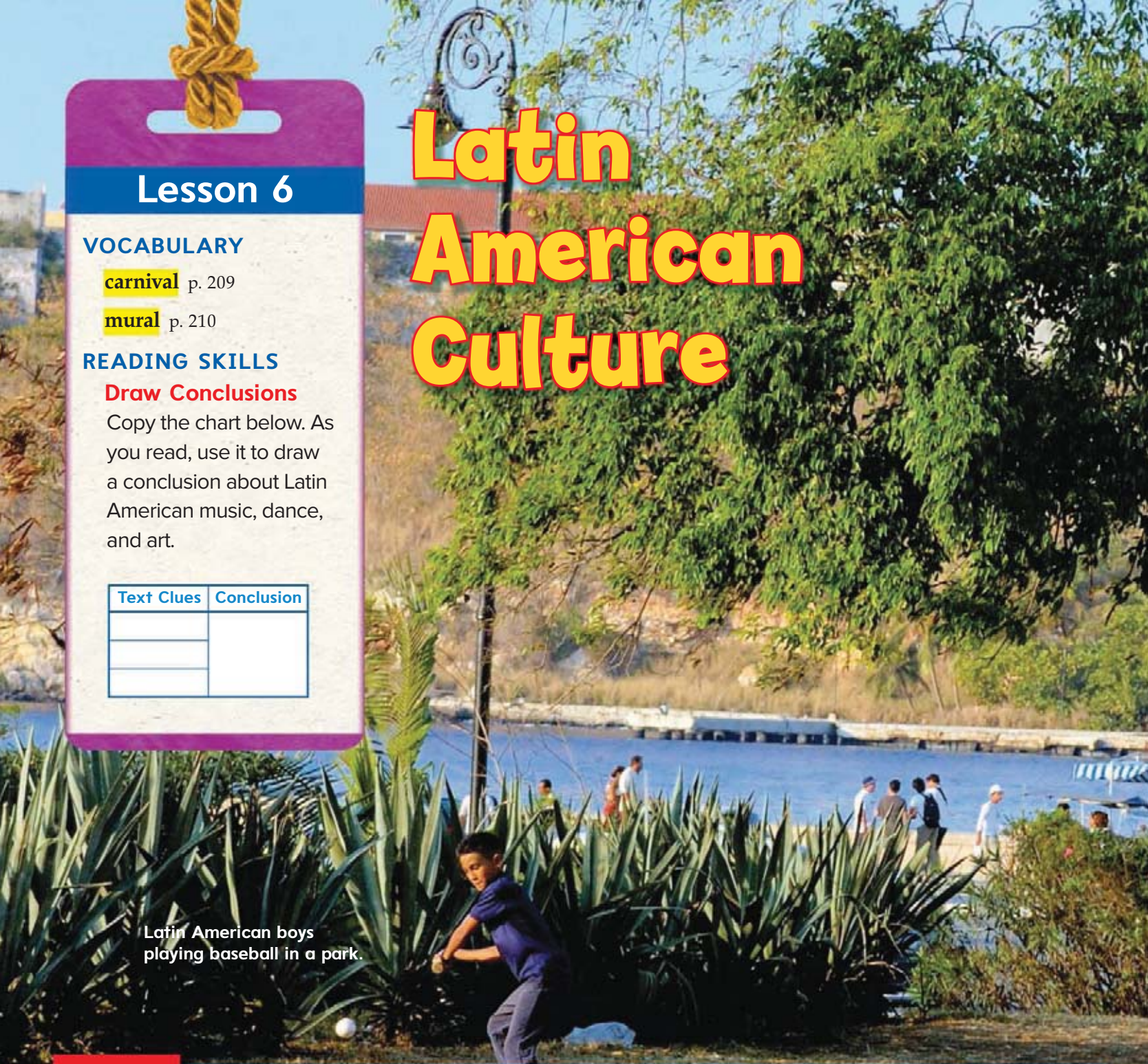
### READING SKILLS

#### Draw Conclusions

Copy the chart below. As you read, use it to draw a conclusion about Latin American music, dance, and art.

Text Clues	Conclusion

# Latin American Culture



Latin American boys playing baseball in a park.

### Lesson Question

How has Latin America's past affected its culture?

**A** Religion, music, and dance reflect different cultures.

**B** People in Latin America enjoy sports and celebrate different holidays.

**C** Artists address problems and influence people all over the world.



## A

## DAILY LIFE

*Latin America thrives on its culture. Its art, literature, dance, and music are unique to the region and known around the world. Even some of its religions are found only in Latin America.*

**R**eligion has long played an important role in Latin American cultures. During colonial times, most Latin Americans became Christians, and Christianity still has the most followers. Roman Catholics form the largest Christian group, but in recent years, Protestant missionaries have converted, or changed, many people to their forms of Christianity.

Other faiths include traditional Native American and African religions. These often mix with Christianity and other faiths. Islam, Hinduism, and Buddhism, brought by Asian immigrants, are practiced in the Caribbean and along the coasts of South America. Judaism has followers in the largest Latin American cities.

### Music and Dance

Latin Americans have a love of music and dance. Latin American music is a blend of European and African rhythms. Caribbean music, such as salsa and merengue, are styles of music based on African rhythms. In Argentina, the tango has its roots in European rhythms and dance. In Brazil,

samba, American jazz, and classical music combine to form the bossa nova music.

### Family

For most people in Latin America, family is the most important part of their lives. Often several generations live together, and adults are expected to care for their parents. Adult brothers and sisters often live near each other, and their children—who are cousins—can be very close.

### QUICK CHECK

**Draw Conclusions** Draw a conclusion about Latin American families.

- 1 A Latin American family preparing traditional foods.



**B**

# RECREATION AND CELEBRATIONS

Sports fans in Latin America enjoy a variety of ball games. Soccer is popular throughout the region, and Brazil and Argentina have produced outstanding players and world championship teams. Cuba was the world's second country—after the United States—to play baseball.

Baseball has taken hold throughout the Caribbean, Central America, and northern South America. Several countries have their own baseball leagues, and many players have left to play for teams in the United States. The British sport of cricket is a favorite sport in Caribbean areas once ruled by the British.



➤ A young Latin American baseball team celebrates a victory.



➤ Cricket is a popular sport in Latin American areas settled by the British.



➤ A soccer championship is celebrated in Brazil.



❶ Latin Americans wear skeleton masks called calacas on the Day of the Dead.

## Holidays

Some holidays are celebrated throughout the Americas, such as Christopher Columbus Day. In English-speaking countries, the day is celebrated as Columbus Day or Native American Day. In Spanish-speaking countries, the day is known as Día de la Raza, the Day of the Race. It is celebrated on October 12 in Argentina, Chile, Costa Rica, Ecuador, Honduras, Mexico, Uruguay, and Venezuela.

Many countries hold a large festival each spring called **carnival**. It takes place on the last day before the Christian holy period called Lent. The celebration is marked by huge parades. The carnival held in Rio de Janeiro, Brazil, is the largest and is known around the world for its color and excitement.

In many Latin American countries, people celebrate the Day of the Dead. It is a day to honor family members who have died. Latin Americans believe that death is not the end, but rather the beginning of a new stage of life.

## QUICK CHECK

**Draw Conclusions** Why do people in Latin America celebrate the dead?

## Citizenship

### Be A Leader

Some holidays in Latin America celebrate leaders such as Ecuador's Simón Bolívar Day on July 24th. Leaders are able to identify problems and find solutions. Consider being a leader in your community or school. Find others to help solve a problem and make sure everyone has a chance to contribute.

**Write About It** Identify a problem in your community or school. Then write an essay about how you would work with others to find a solution.

**C****THE ARTS**

It is easy to see how Latin American art has been affected by rich history and a mix of many ethnic groups. During the 1930s, Mexican artist Diego Rivera painted **murals**, or large paintings that are painted on walls. They recalled the artistic traditions of the ancient Maya and Aztec.

Many works of Rivera and other Latin American artists focused on the region's history and political issues. In Latin America, many writers, such as Pablo Neruda, have used their work to address social divisions and political conflicts in their countries.



Frida Kahlo is featured at center in the mural *Las Milagrosas: Tribute to Women Artists*.

## International Influences

Latin American artists have inspired artists in other parts of the world. The music of Cuba and Brazil has strongly influenced American jazz. Writers around the world have used a Latin American style of writing called magic realism that combines fantastic events with the ordinary.

### QUICK CHECK

**Draw Conclusions** How has Latin American art affected people around the world?



**i** Colombian singer and dancer Shakira



**i** This Latin artwork shows famous people from different cultures

## Primary Sources

**My ambition as a writer, if there is an ambition, is to write about all the things that I see, that I touch, that I know, that I love, or that I hate.**

An interview with Pablo Neruda  
by Radio Canada, 1971

**Write About It** Write an essay about the things you would write about if you were a writer.

## Check Understanding

1. **VOCABULARY** Write a sentence for each of the following words.

**carnival**

**mural**

2. **READING SKILLS Draw Conclusions** Use your chart from page 206 to write about Latin American music, dance, and art.

Text Clues	Conclusion

**Lesson Question**

**3. Write About It** How would writing about political conflicts change a society?

# Unit 5

# Review and Assess

## Vocabulary Review

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

**obsidian**

**mestizo**

**plantation**

**communism**

1. a system where the economy is controlled by a central government
2. a person of mixed Spanish and Native American heritage
3. a hard, black volcanic glass
4. a large farm that grows cash crops

## Comprehension and Critical Thinking

5. Why did the Olmec culture spread to other parts of Mexico and Central America?
6. What caused colonial governments to fall in South America?
7. **Reading Skill** What caused the revolution in Nicaragua?
8. **Critical Thinking** Why did the U.S. Congress declare war on Spain?

## Skill

### Use a Battle Map

Write a complete sentence to answer each question.

9. What mountains did San Martín cross?
10. In which country is Tucuman?

### Battle of Chacabuco

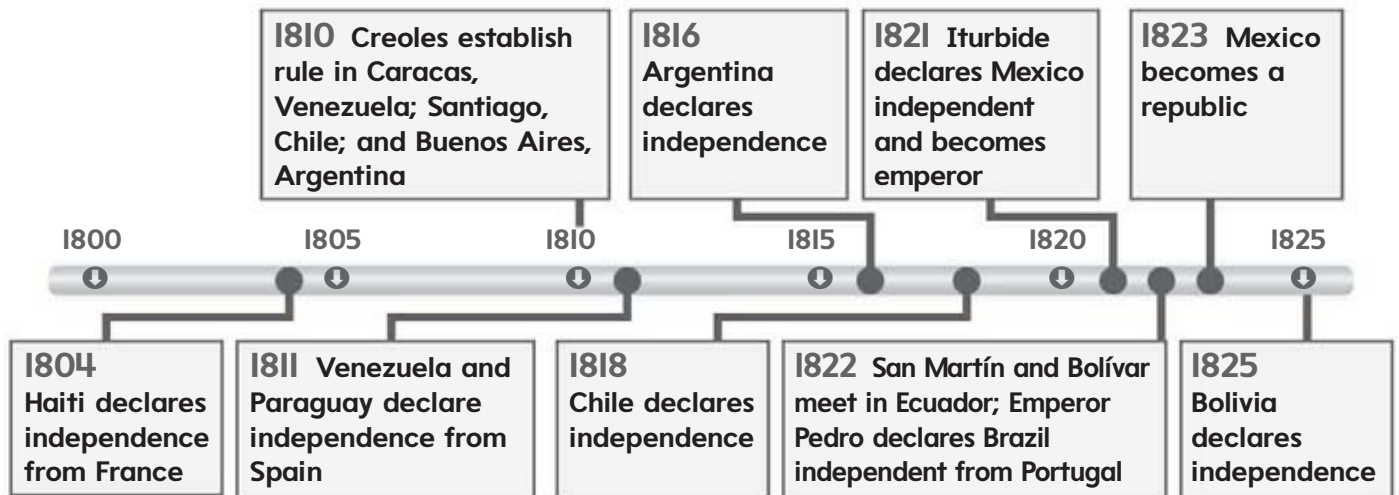




# New York Social Studies Test Preparation

Base your answers to questions 1 through 3 on the time line below and your knowledge of social studies.

## Independence in Latin America



- 1 In which year did Chile declare independence?  
(A) 1804                      (C) 1811  
(B) 1810                      (D) 1818
- 2 Based on the information provided by this time line, which statement is true?  
(A) Argentina declared its independence after Paraguay.  
(B) Haiti declared its independence after Chile.  
(C) Brazil declared its independence before Mexico.  
(D) Bolivia declared its independence before Venezuela.
- 3 Which event happened in Mexico after Iturbide became emperor?  
(A) Brazil becomes independent                      (C) Mexico becomes a republic  
(B) Argentina becomes independent                      (D) Bolivia becomes independent

Why do civilizations change?

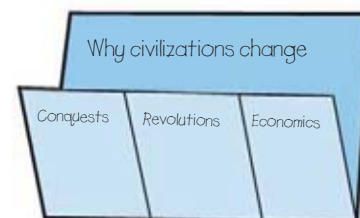


## Write About the Big Idea

### An Expository Essay

Use the Unit 5 Foldable to help you write an expository essay that answers the Big Idea question, *Why do civilizations change?* Use the notes you wrote under each tab in the Foldable for details to support each main idea. Be sure to begin with an introduction that includes facts. Include one paragraph that explains the reason for each fact. End with a paragraph that includes your conclusions about why civilizations change.

**FOLDABLES**  
Study Organizer



## Make a Poster

Make a poster of a person or event you read about in Unit 5. Use these steps to make your poster.

1. Find or draw a picture of the person's face, the person in action, or the event you chose.
2. Research the person or event you chose to find five interesting facts.
3. Use resources available from your library or historical sites on the Internet.

Illustrate your poster with drawings of some of the interesting facts.

## *Simón Bolívar*

1. *Won independence for Venezuela, Colombia, Ecuador, Peru, Panama, and Bolivia*
2. *Crossed over 76 thousand miles*
3. *Became President of six nations*
4. *A town in upstate New York is named after Bolívar*
5. *Is known as "El Libertador," which means the liberator in English*



# LATIN AMERICA TODAY

ISABEL I LA CATOLICA  
REINA DE CASTILLA  
DE ARAGON  
DE LAS ISLAS  
Y TIERRA FIRME  
DEL MAR OCEANO

The people of Latin America are proud of both Spanish and native influences on their culture. This statue stands in front of the OAS, or Organization of American States. It honors the contributions of Queen Isabella of Spain

## Unit 6

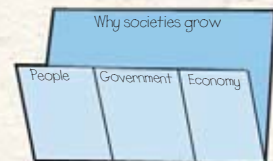


What causes a society to grow?

**FOLDABLES**  
Study Organizer

**Fact and  
Opinion**  
Make and

label three-tab book Foldable. Write Why societies grow on the top of the Foldable. On each tab write: People, Government, and Economy. Use the foldable to organize information as you read.



# Mexico

## Lesson 1

### VOCABULARY

**plaza** p. 217

**vaquero** p. 220

**maquiladora** p. 220

**subsistence farm** p. 221

**smog** p. 222

**migrant worker** p. 223

### READING SKILL

#### Fact and Opinion

Copy the chart below. As you read, fill it in with facts and your own opinions about Mexico.

Fact	Opinion

Spanish influences can be seen in the design of this church in central Mexico.

### Lesson Question

## How has Mexico grown?

**A** Mexico is a blend of people, and 75 percent of them live in cities.

**B** Mexico has a democracy with political parties and a rich cultural life.

**C** Mexico has three economic regions that provide goods for the nation's people.

**D** The growth of industries has brought more trade and challenges to Mexico.

---

## A THE PEOPLE

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*The people of Mexico trace their roots to three cultures—Spanish, Native American, and mestizo. Over the years, this mix of people has created a unique culture full of beauty, style, and excitement.*

**T**oday, Mexico is the world's largest Spanish-speaking country. In area, it is the third largest country in Latin America, after Brazil and Argentina. Although Spanish is the national language, the Aztec language of Nahuatl is spoken by many Mexicans. More than 50 other Indian languages are also spoken.

### A Blend of People

About a quarter of Mexico's people are mostly or completely Native American. About two-thirds of Mexicans are mestizos, with mixed Spanish and Native American ancestry.

### City Life

Numerous cities and towns in Mexico began as Indian communities. Rural traditions remain strong in Mexico, but about 75 percent of Mexicans now live in cities. The largest city by far is Mexico City, the country's capital. With about 19 million people in

**Parks and plazas are an important part of city life for Mexicans. ➔**

and around the city, Mexico City is one of the world's largest and most crowded urban areas.

Mexican cities are very much like European cities. Many of them are organized around large **plazas**, or public squares. City plazas serve as centers of public life. The main government buildings and the largest church are usually located alongside each city's plaza.

---

### QUICK CHECK

**Fact and Opinion** Name a fact about Native American communities in Mexico.



**B**

# GOVERNMENT AND CULTURE

Mexico's official name is the United Mexican States. Like the United States, it is a representative democracy. It also has a constitution that guarantees basic human rights, including freedom, equality, health care, and education.

Mexico is also a federal republic. It has 31 states and one federal district, where Mexico City, the capital of the country, is located. Power is divided between national and state governments.

A president leads the national government. He or she can serve only one six-year term, and shares power with the legislative and judicial branches.

## Political Parties

From 1920 on, one political party—the Institutional Revolutionary Party—ruled Mexico for more than 70 years. Then, in the 1990s, economic troubles and the people's lack of political power led to calls for change.

In 2000 Mexican voters elected a president from a different political party—the National Action Party. In the next presidential election, National Action Party candidate, Felipe Calderón won after a close vote. In 2012, IRP Enrique Peña Nieto won election as Mexico's president.

Government buildings and a cathedral surround the Zocalo, the main square in Mexico. [↓](#)



## Cultural Life

The mix of European and Native American groups has given Mexico a rich, lively culture. Folk arts, such as wood carving and straw weaving, are deeply rooted in Native American traditions. Favorite sports, such as bullfighting and soccer, were brought from Europe. Carved and painted religious statues display the mixing of the two cultures.

Throughout the year, Mexicans enjoy celebrations called fiestas. These special days include parades, fireworks, music, and dancing. Food is an important part of Mexican celebrations. Mexican foods, such as tacos and enchiladas, are now as popular in the United States as they are in Mexico.

## Artists and Writers

Mexican artists and writers have created many national treasures. In the early 1900s, Mexican painters, such as Diego Rivera, produced beautiful murals. Rivera's wife, Frida Kahlo, became well-known for her paintings that expressed her inner feelings. Modern writers such as Carlos Fuentes and Octavio Paz have written poems and stories that describe the values of Mexico's people.

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## QUICK CHECK

**Fact and Opinion** Name a fact about Mexico's political parties.



1 Mexican crafts are for sale at this Mexican market.



1 Handmade Pottery



1 Traditional Blankets



### Map Skill

**REGION** In which region is Guadalajara located?



In the North, many companies from the United States and elsewhere have built **maquiladoras**, or factories, in which workers assemble parts made in other countries. The finished products are then exported to the United States and other countries. This maquila worker is helping to make signal horns for use when boating or camping.

## **G** MEXICO'S ECONOMIC REGIONS

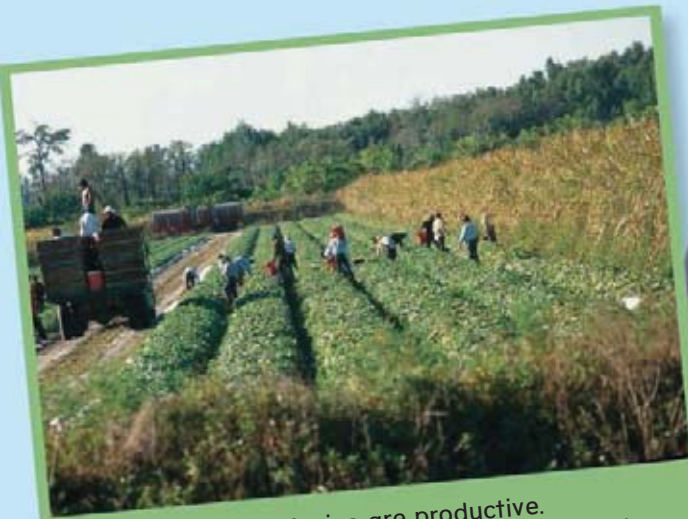
Like much of the Western Hemisphere, Mexico has a free market economy—and it is growing. Mexico has tried to use its resources to improve the lives of its people. Between 1992 and 2004, the percentage of poor people fell from 44 percent to 37 percent. The economic growth of the country has had strong effects on the lives of Mexico's people.

Mexico's geography and climate together give the country three unique economic regions. These regions are the North, Central Mexico, and the South.

### The North

Much of the land in the North is too dry to farm without irrigation. Farmers have built canals to carry water from rivers to their fields. As a result, they are able to grow cotton, grains, fruits, and vegetables for export.

The North also has grasslands for raising cattle. Mexican cowhands called **vaqueros** work on cattle ranches. They use tools and methods they developed during Spanish colonial times. They later passed their skills on to American cowhands.



Farms in Central Mexico are productive. Although this area is in the tropics, it has a high elevation. This gives it a climate that is mild and not too hot. The volcanoes that have erupted over the centuries have created fertile soil. These Mexican workers put in long days in the field.



Both coasts in the South have beautiful beaches and a warm climate. Tourists from all over the world flock to such resort cities as Acapulco on the Pacific coast and Cancún on the Caribbean coast. This waiter works in the service industry.

In addition to farming and ranching, the North has rich deposits of copper, zinc, iron, lead, and silver. Manufacturing is located in cities near or along the Mexico-United States border. These cities include Monterrey, Tijuana, and Ciudad Juárez.

### Central Mexico

More than half of Mexico's people live in Central Mexico. Large industrial cities, such as Mexico City and Guadalajara, prosper there. Workers in these cities make cars, clothing, and household items. The coastal area along the Gulf of Mexico is the center of Mexico's energy industry, because of major offshore oil and gas deposits.

### The South

Mexico's South is the poorest region. The mountains towering in the center of this region have poor soil. **Subsistence farms**, or small plots where farmers grow only enough food to feed their families, are common in this region. In contrast, coastal lowlands have good soil and a lot of rain. Wealthy farmers grow sugarcane or bananas on plantations. Beautiful resort towns make tourism the most important industry in this region.

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### QUICK CHECK

**Fact and Opinion** Form an opinion about one of Mexico's economic regions.

## D

# MEXICO'S ECONOMIC REGIONS

Mexico's economy relies less on farming and more on manufacturing than it once did. Much of this change has come about because of Mexico's closer ties with its northern neighbors, the United States and Canada.

## NAFTA

As you learned in Unit 3, Canada and the United States signed an agreement to make trade easier between them. In 1994 Mexico signed a similar agreement with both countries. This agreement is called the North American Free Trade Agreement, or NAFTA. Under NAFTA, Mexico, Canada, and the United States trade goods back and forth without putting tariffs on them.

## Growth of Industry

Thousands of Mexicans now work in maquiladoras, making cars, textiles, computers, and other consumer goods. Many service

industries, such as banking and tourism, also add greatly to Mexico's economy. Economic advances have raised the standard of living, especially in the North. The speed of this growth, however, has also brought concerns about damage to the environment and dangers to workers' health and safety.

## Challenges

Pollution has become a major national challenge. The Rio Grande, the river along much of the Mexico-United States border, is heavily polluted. Mexico City is often covered by **smog**, or a thick haze of fog and chemicals.

Like the economy, Mexico's population has grown rapidly. Because many Mexicans have moved to the cities to find jobs, the cities have grown. Many people have had to take jobs that don't pay well. As a result, hundreds of thousands of people crowd together in slums.

Automobile exhaust contributes to pollution in Mexico's large cities.





## Migrant Workers

Mexicans who cannot find work or who want to earn more money than they do in Mexico sometimes become migrant workers. Migrant workers are people who travel from place to place when extra help is needed to plant or harvest crops. Mexican migrant workers cross the border to work in the United States where the pay is better.

But migrant workers do not always cross the U.S.-Mexico border legally. About a million job-seekers cross the border illegally each year. There are many problems with this kind of immigration. Often workers make the trip through dangerous desert areas. Also, many people in the United States do not want border laws to be broken. Many lawmakers in the United States are working hard to find a solution to the problem of illegal immigration.

## Native American Protests

Another issue facing Mexico concerns the country's Native Americans. Most live in rural areas, and many are poor. During the 1990s, Zapatistas, a group of Native Americans in the southern state of Chiapas, rose up against the Mexican government. They demanded that the government make changes to improve their lives. Some conflicts turned violent. By the early 2000s, the struggle between Native American groups and the Mexican government still had not been settled. Today, protests continue, however, these protests are much less violent.



**i** This migrant worker is carefully harvesting grapes.

## QUICK CHECK

**Fact and Opinion** Form an opinion about illegal immigration in the United States.

## Check Understanding

**1. VOCABULARY** Write about Mexican workers using the following words.

**maquiladora**

**migrant worker**

**2. READING SKILLS**

**Fact and Opinion** Use your chart from page 216 to write about Mexico.

Fact	Opinion

**Lesson Question**

**3. Write About It** Write about how free trade can help a country grow.

## Lesson 2

### VOCABULARY

**campesino** p. 225

**literacy rate** p. 228

**junta** p. 230

### READING SKILL

#### Fact and Opinion

As you read, fill in the chart with facts and your own opinions about political changes in Central America.

Fact	Opinion

# Central America



A classroom in Central America

### Lesson Question

How has change helped Central America grow?

**A** Most nations developed industries and trade with other countries.

**B** Tourism is important in Belize. Guatemala has political problems.

**C** Costa Rica and Panama have high literacy rates and thriving economies.

**D** Political changes in some countries have improved the way people live.

## A ECONOMY

*Take a look around your local supermarket. You will see bananas, pineapples, coffee, sugar and many other farm products imported to the United States from Central America.*

Seven small countries make up Central America. Taken together, the areas of these countries would almost fit inside the state of Texas.

### A Changing Economy

Many people in Central America depend on farming to earn a living. Some are **campesinos**, or poor farmers. Campesinos work small farms, where they grow corn, beans, and rice to feed only themselves. Many others, however, work on large plantations. The plantations grow bananas, sugarcane, and coffee mainly for export to the United States.

Many countries are less dependent on farming today. Industries like food processing have become more important. Other industries produce clothing, shoes, furniture, paper, and building materials.

In 2005 five Central American countries and the Dominican Republic signed CAFTA-DR, a free-trade agreement, with the United States that will eventually take away all trade barriers among members.

### QUICK CHECK

**Fact and Opinion** Form an opinion about CAFTA-DR.



### Map Skill

**HUMAN INTERACTION** Which countries grow sugarcane?

**B****BELIZE AND GUATEMALA**

Belize and Guatemala are the two northernmost countries in Central America. Both share a border with Mexico. Guatemala borders both the Caribbean Sea and the Pacific Ocean. Belize borders only the Caribbean Sea. As a result, people live different ways of life.

**Belize**

Belize is the only English-speaking country in Central America. It was once a British colony known as British Honduras. It became independent in 1981. Many people in this lightly populated country have African roots.

Forestry was once an important industry in Belize, but is less important now. Shrimp

caught along the Caribbean coast are mostly exported. Tourism is the country's largest industry. Many tourists come to scuba-dive in Belize's beautiful coastal waters.

**Guatemala**

Guatemala is a country of rugged mountains, thick forests, and blue lakes. It was once home to the Maya civilization. About half its people today are descendants of the Maya. Mayan languages are spoken alongside Spanish. Other Guatemalans are of mixed Native American and Spanish origin. Guatemala has fertile soil that is good for farming, but a small group of people own most of the land.

**This busy market in Guatemala attracts many people of Mayan heritage. The shoppers are wearing and buying colorful traditional clothing.**



Guatemala experienced a terrible civil war in the 1970s and 1980s. Poor farmers, Native Americans, and rebel groups united to fight the government. They demanded changes that would give them land and better lives. The fighting finally ended in 1996 after many people had been killed.

### Fighting for Her People

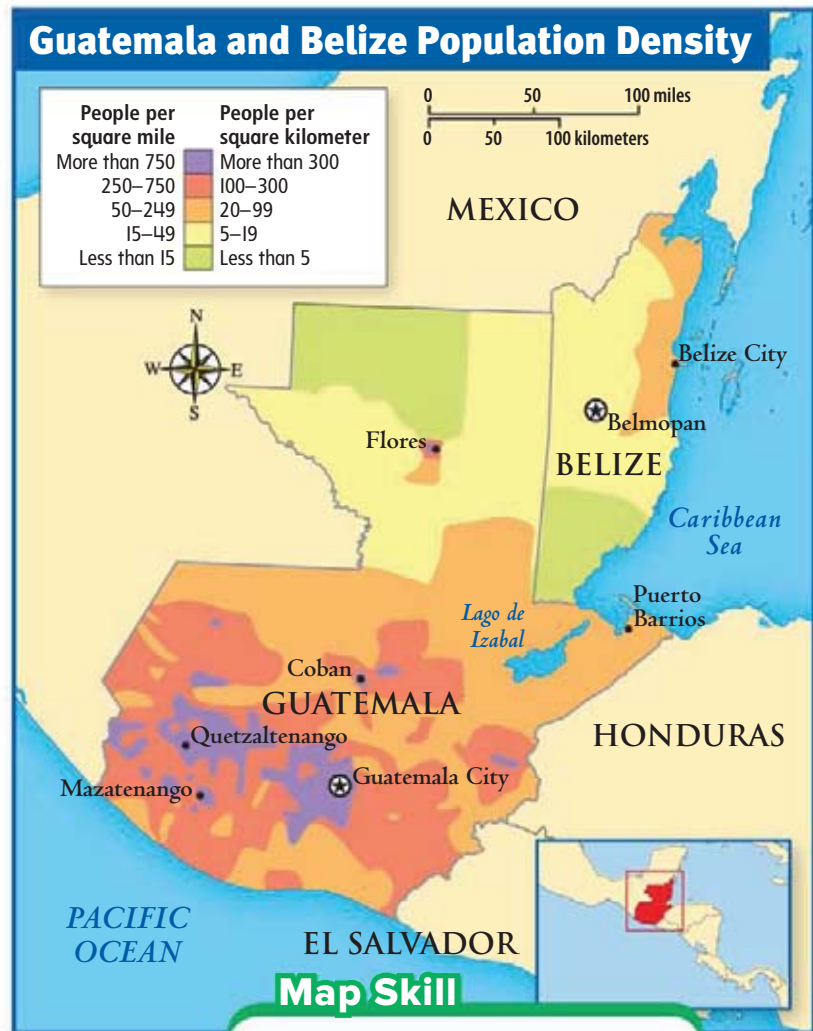
During the civil war, many Maya Indians were killed. Among those killed were family and friends of Rigoberta Menchu. This led Menchu to dedicate her life to helping Native Americans fight for their rights.

In 1992 Menchu won the Nobel Peace Prize for her efforts. When she accepted the prize, she said that bringing about peace is very hard work. Today, she promotes better cultural understanding by bringing together people of different ethnic backgrounds.

Some Guatemalans emigrate to Mexico, Canada, and the United States. About half a million Guatemalans live in the United States. Many send money to Guatemala to support their family members living there.

### QUICK CHECK

**Fact and Opinion** What is Belize's largest industry?



### Map Skill

**PLACE** What is the per square mile population of Belize City?

### PLACES

In Guatemala, the **Maya Biosphere Reserve** was created in 1990 to help preserve the largest rain forest in Central America. The Guatemalan government has encouraged tourists from other countries to visit the reserve. The interest of tourists might help protect these fragile areas from threats, such as cutting down trees and drilling for oil.



## COSTA RICA AND PANAMA

Costa Rica and Panama are two of the most developed countries in the area. Both have strong economies and a **literacy rate**, or percentage of people who can read and write, close to that of the United States.

### Costa Rica

Costa Rica overthrew its military government in the late 1940s. Since then, a stable democratic government has ruled.

### Primary Sources

"Because our country is a country of teachers, we closed the army camps, and our children go with books under their arms, not with rifles under their arms. We reject violence. . . ."

A section from a speech by  
Óscar Arias,  
1987

**Write About It** Write a journal entry about your reaction to President Arias's speech.

There have been no civil wars or conflicts with other countries. Costa Rica has no army—only a police force to maintain law and order.

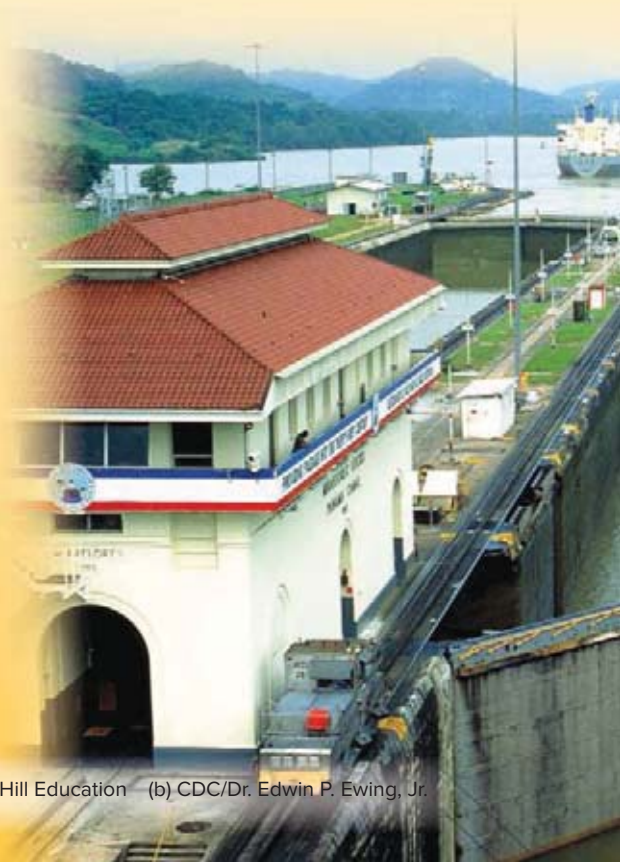
In 1987 Óscar Arias, the president of Costa Rica, worked to get the Central American Peace Accord signed. This was a plan to bring about democracy and peace in the region. President Arias won the Nobel Peace Prize in 1987 for this important work.

Costa Rica has fewer poor people than other Central American countries. One reason is its higher literacy rate. Workers who can read well can be more productive, earn higher incomes, and enjoy a higher standard of living than people with poor literacy skills.

### Panama

For 85 years, the United States controlled the canal that it built across Panama in 1914. In 1989 Manuel Noriega, Panama's leader, was found

The many cargo and cruise ships that travel through the Panama Canal help boost the economy of the country of Panama. 🌐



guilty of selling and shipping illegal drugs. He also worried Americans because he rejected the results of an election in which his side lost. To make sure that Panama remained friendly to the United States, U.S. troops invaded Panama in 1989. Noriega was removed from power.

On December 31, 1999, the United States took an important step to end its long political involvement in Central America. It gave full control of the Panama Canal to Panama. Americans honored a treaty that was signed by both countries 22 years earlier.

Today, Panama earns much money from shipping companies that carry goods between the Atlantic and Pacific Oceans. The city of Colón has become a busy trading port. As a result, Panama has turned into an important banking center for Central America.

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## QUICK CHECK

**Cause and effect** What effect does a high literacy rate have on people's standard of living?

## Citizenship

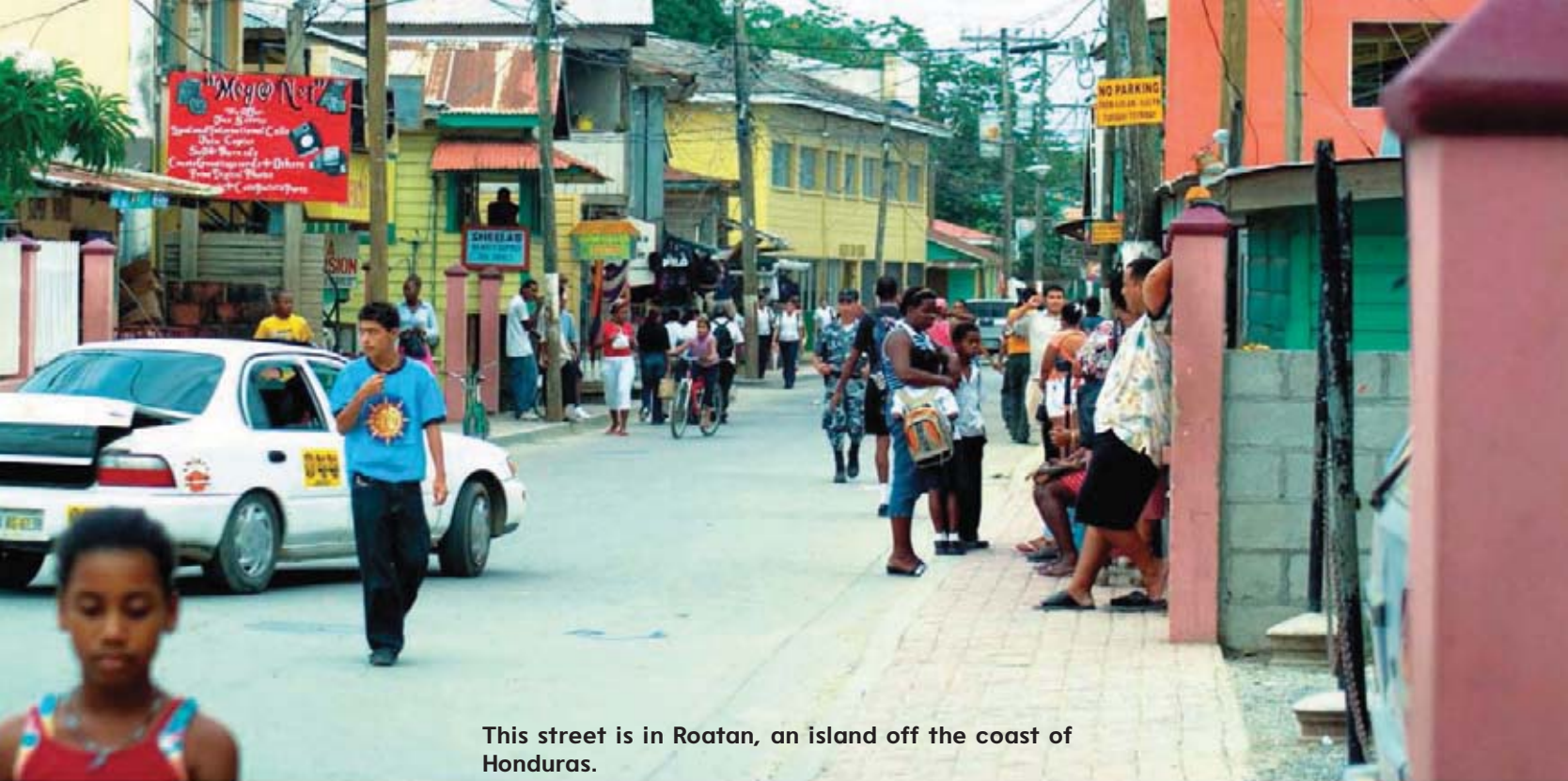
### Working for the Common Good

Óscar Arias founded the Arias Foundation for Peace and Human Progress. The foundation and its Peace Museum have strengthened peace in Central America. Like Arias, you can work for the common good in your community. You can volunteer at a senior citizen center. You can help people who have lost their homes in natural disasters or help clean up parks in your neighborhood.



**Write About It** Make a plan for a project at your school that would help everyone. List jobs for students in every grade.





This street is in Roatan, an island off the coast of Honduras.

## **D** THREE TROUBLED COUNTRIES

During the last century, most Central American governments were ruled by brutal dictators. Some military dictatorships were **juntas**. A junta is a group of military officers that rule as a group. Usually the head of the group acts as leader of the country. Rebel groups in Central America formed to overthrow dictators and juntas in the 1970s.

### Nicaragua

As you read in Unit 5, in 1979 the Sandinistas led a revolution in Nicaragua. The Sandinistas improved Nicaragua's literacy rate, health care, education, childcare, and unions. But not everyone liked the Sandinista government. The government began to take control of the economy and to limit the freedom of the press. A rebel group called the Contras opposed the government and gained support from the United States. The U.S. government feared that Nicaragua would form

ties with its enemies of the United States. The Contras started a war to try to overthrow the government. Many people died during the war.

In 1990 Sandinista leader Daniel Ortega agreed to hold free elections in Nicaragua to end the civil war. Ortega lost the 1990 election, but sixteen years later he won the 2006 election.

### El Salvador and Honduras

In 1980 El Salvador fell into civil war when a new military junta came to power promising reforms. This new junta had U.S. support, but many rebel groups opposed it. These groups united and received support from other countries. The war lasted 12 years, and thousands of people were killed. The war ended in 1992 with a peace agreement. Today, El Salvador has two political parties that share power and hold democratic elections.



Although Honduras did not have a civil war, its army secretly killed many of those opposed to the government. In 2006 a new president, Manuel Zelaya, was elected. He has promised to fight problems of corruption and gang violence.

## Natural Disasters

Nicaragua, El Salvador, and Honduras have also dealt with horrible natural disasters. In 1998 Hurricane Mitch swept over these countries, killing thousands of people. Mitch destroyed homes, bridges, and roads— causing billions of dollars in damage. El Salvador has also suffered a major earthquake and drought.

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## QUICK CHECK

**Fact and Opinion** Why do you think Daniel Ortega agreed to free elections in Nicaragua?

## Check Understanding

1. **VOCABULARY** Write a sentence for each of the following terms.

**literacy rate**

**campesino**

2. **READING SKILLS**

**Fact and Opinion** Use your chart from page 224 to write about political changes in Central America.

**Lesson Question**

3. **Write About It** Write about the kinds of changes that can help a society grow.

- ① Hurricane Mitch caused great damage in Central America. This satellite image shows the size of the destructive storm.



## Lesson 3

### VOCABULARY

**command economy**

p. 234

**commonwealth** p. 234

### READING SKILL

#### Fact and Opinion

Copy the chart below.

As you read, fill it in with facts and opinions about Caribbean economies.

Fact	Opinion

# THE CARIBBEAN

Women take part in a celebration in the Caribbean nation of the Dominican Republic

### Lesson Question

## What has helped the Caribbean grow?

**A** Tourism is important to many Caribbean economies.

**B** Cuba struggles, while Puerto Rico has become successful.

**C** Both Haiti and the Dominican Republic are poor countries.

**D** Many countries celebrate carnival, while ecotourists enjoy Dominica.



---

**A**

## ECONOMY

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*On a cold winter day, do you ever dream of visiting a warm, tropical island? The people of the Caribbean would welcome you. Tourism is a big business there.*

**M**ore visitors mean more hotels, more cruise ships, more tours—and more jobs for the people who live on the islands.

### Other Industries

The other important economic activity in the Caribbean is agriculture. Although sugar is still a major export, farmers now grow a wider variety of export crops, including bananas, eggplants, flowers, citrus fruits, and cacao.

Since the mid-1800s, the United States had been a strong economic influence

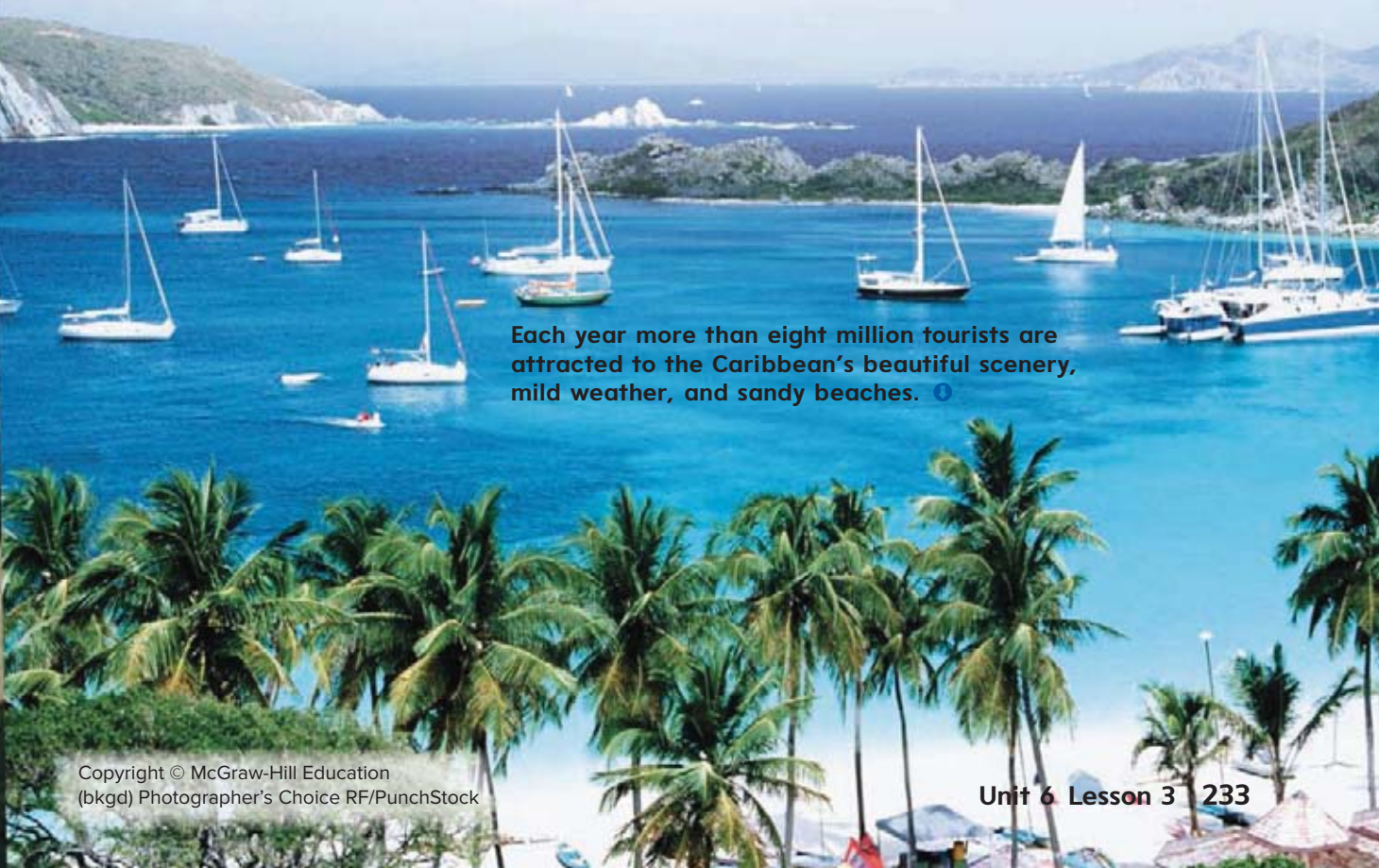
in the region. It was a major trading partner and invested money in sugarcane production, mining, and oil refining.

Today, the United States has many business interests in the area, including banking. Most of the Caribbean import-export business is with the United States, although island countries are finding other trade partners.

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### QUICK CHECK

**Fact and Opinion** Identify two facts about the Caribbean economy.



Each year more than eight million tourists are attracted to the Caribbean's beautiful scenery, mild weather, and sandy beaches. 🌴

## B

# CUBA AND PUERTO RICO

Cuba and Puerto Rico are two of the larger islands in the Caribbean. Both were colonies of Spain until the United States won the Spanish-American War in 1898. Since then, they have followed very different paths.

## Cuba

As you read in Unit 5, in 1959 revolutionary leader Fidel Castro took over the government of Cuba. Since then, the country has been tightly controlled. Cuba has a **command economy** where the government sets most prices for goods and employs most workers. People who criticize the government are often arrested and jailed. Because of this, the United States opposes Cuba's communist government and refuses to trade with it. Partly as a result, the Cuban economy has struggled for years.

📍 Havana, Cuba



## Puerto Rico

Since 1952 Puerto Rico has been a **commonwealth**, or partly self-governing territory, of the United States. Puerto Ricans are American citizens. They can come and go as they wish from Puerto Rico to the United States mainland.

In 1950 Governor Luis Muñoz Marín began “Operation Bootstrap” to help U.S. companies move to Puerto Rico. Over 1,000 factories opened in the next 15 years. Today, Puerto Rico produces more medicines, machinery, and clothing than other Caribbean islands.

## QUICK CHECK

**Fact and Opinion** How has the United States affected the economies of Cuba and Puerto Rico?

## PEOPLE

In 2000 6-year-old Elián González was living in Miami as a motherless refugee after leaving Cuba. A huge debate erupted over whether he should return to his father in Cuba or stay in Miami with relatives. In the end, he returned.



# HAITI AND DOMINICAN REPUBLIC

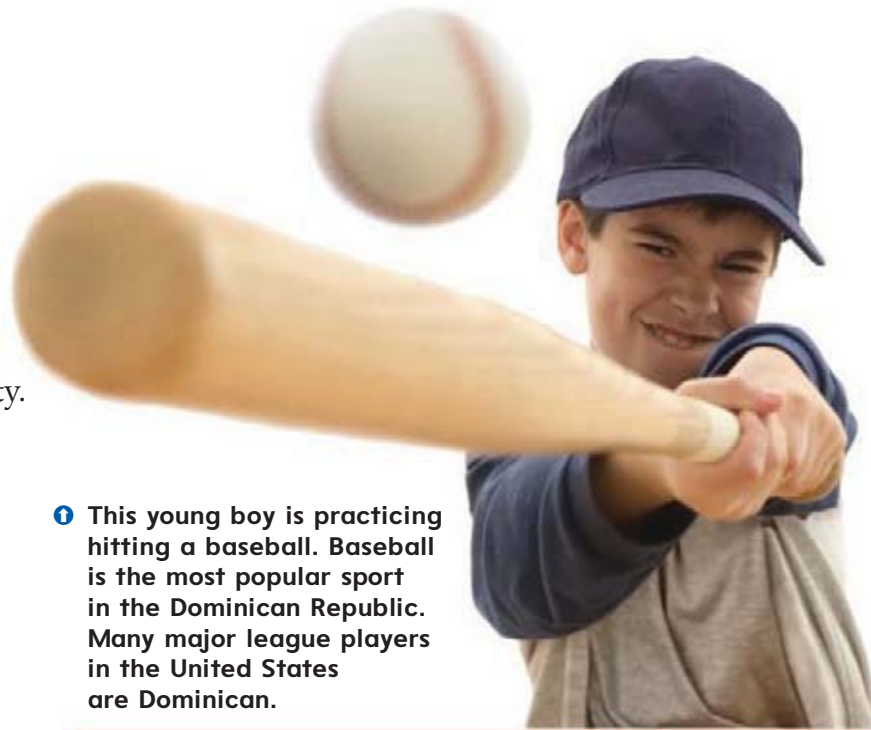
Two countries, Haiti and the Dominican Republic, share the island of Hispaniola. Christopher Columbus founded the first Spanish colony there in 1493.

## Haiti

Haiti has had a troubled history. The government has been unstable because of conflicts among political groups. As a result, nearly 80 percent of Haiti's people live in poverty. The country relies on foreign aid to survive. Another source of income is money sent back home by Haitians who work in other countries.

## The Dominican Republic

The Dominican Republic is also a poor country. Agriculture and the service industry are the leading employers in the country. Recently, tourism has become increasingly important to its economy.



- 1 This young boy is practicing hitting a baseball. Baseball is the most popular sport in the Dominican Republic. Many major league players in the United States are Dominican.

## QUICK CHECK

**Fact and Opinion** Form an opinion about Hispaniola.

Many people in Haiti face hard times.





These Caribbean women form swirls of color as they dance during Carnival.

## **D** OTHER ISLANDS

Each Caribbean island has its own special customs. Many celebrate Carnival.

### Carnival in Trinidad

Carnival comes just before Lent, the 40-day period that precedes Easter. In Port-of-Spain, the capital of Trinidad, Carnival lasts for five days. Musicians traditionally sing a form of music called calypso. Steel bands play, and parades wind through the streets. People in the parade wear colorful costumes.

### The Nature Island

The Commonwealth of Dominica specializes in ecotourism. Ecotourists enjoy wilderness adventures and learning about local culture. Many tourists travel to Dominica because of its natural beauty. Its nickname is “The Nature Island of the Caribbean.”

### QUICK CHECK

**Fact and Opinion** Form an opinion of ecotourists.

### Check Understanding

1. **VOCABULARY** Write about Cuba and Puerto Rico using the following terms.

**command economy**    **commonwealth**

2. **READING SKILLS**

**Fact and Opinion** Use your chart from page 232 to write about Caribbean economies.

Fact	Opinion

**Lesson Question**

3. **Write About It** Write about changes the Caribbean could make to help their societies grow.

# Map and Globe Skills

## Use a Cartogram

### VOCABULARY

#### Cartogram

Population can be shown on a map in different ways. One way is with a special kind of map called a **cartogram**. A cartogram is a map that shows information that can be measured in numbers. For example, to compare population numbers for different places, a cartogram changes the size of these places. You can compare populations by looking at the size of places.

### Learn It

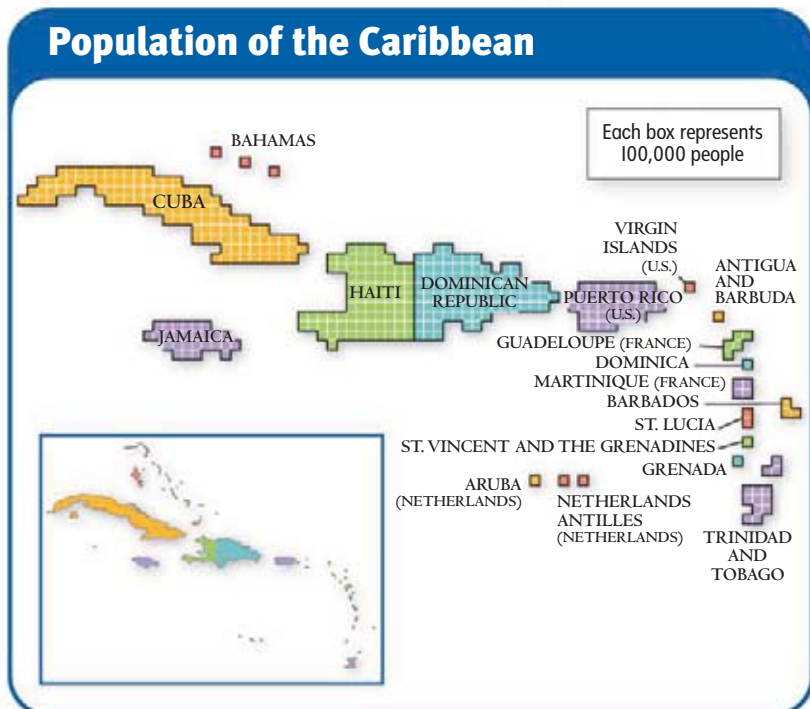
- Identify what is being shown in a cartogram. This cartogram shows the population of the Caribbean in 2006 and the real sizes of the countries in the lower left-hand corner.
- Read the map key to learn what each box represents. Each box in this cartogram represents 100,000 people.

### Apply It

- Draw a cartogram to compare the population of the largest and smallest states in the United States. Don't forget to include a legend and a title for your cartogram.

### Try It

- Which country on the cartogram has the largest population? Which countries have the smallest population?
- About how many people live in Barbados?



# BRAZIL

## Lesson 4

### VOCABULARY

**favela** p. 239

**selva** p. 242

**ecosystem** p. 242

### READING SKILL

#### Fact and Opinion

Copy the chart below.

As you read, fill it in with facts and your opinions about Brazil's government.

Fact	Opinion

The statue *Christ the Redeemer* overlooks Rio de Janeiro.

### Lesson Question

What changes brought growth to Brazil?

**A** Brazil's people have a mix of many different ancestries.

**B** Brazil ended the rule of dictators and is now a democratic federal republic.

**C** Brazil has a diverse economy that includes agriculture and manufacturing.

**D** Brazil is finding ways to grow its economy and preserve the rain forest.



## **A** BRAZIL'S PEOPLE

*Mixture is the key word for Brazilian culture. Most Brazilians claim a heritage from all over the world. Europe and Africa are represented, along with many Native American groups.*

**B**razil is the only Portuguese-speaking nation in all of Latin America. More Native American groups live in Brazil than in any other country in Latin America. The Portuguese were the first and largest European group to settle Brazil. Today, Brazilians are of European, African, Native American, Asian, or mixed ancestry. Almost all of them speak a Brazilian form of Portuguese, which includes many words from Native American and African languages.

### **Brazil's Cities**

The cities of Brazil are rapidly growing. São Paulo and Rio de Janeiro are among the largest cities in the world. In recent years, millions of Brazilians have moved from rural areas to coastal cities to find better jobs. Many of these migrants have settled in **favelas**, overcrowded slum areas that surround many Brazilian cities. To reduce city crowding, the

government now encourages people to move back to less populated inland areas, including the rain forest.

### **QUICK CHECK**

**Fact and Opinion** Would you live in a favela for a better job? Explain.

Some of Brazil's land has been cleared for farms and cities. ➔



# B

# GOVERNMENT

In the past, Brazil was ruled by military dictators. Today, Brazil is a democratic federal republic. Citizens vote for their president and other leaders. In Brazil, most citizens cannot choose whether or not to vote. People from ages 18 to 70 who can read are required by law to vote.

Like the United States, Brazil's national government has three branches. The president heads the executive branch, which carries out the laws. The National Congress makes the laws. It is made up of the Chamber of Deputies and the Federal Senate. A Supreme Federal Tribunal, or court, heads a judicial system that interprets the laws. The national government of Brazil is much

## EVENT

In 1960 Brazil moved its capital from Rio de Janeiro to the newly built city of Brasília, 600 miles inland. With more than 2 million people, Brasília is a modern and rapidly growing city.

stronger than its 26 state governments. City governments are separate from state governments.

## QUICK CHECK

**Fact and Opinion** Which branch of government makes opinions about whether laws are constitutional?



Downtown Brasilia

## Chart Skill

**LEAD IN LEAD IN** How can the National Congress check the powers of the executive branch?



## ECONOMY

Brazil has the tenth-largest economy in the world. Some believe Brazil could become an economic superpower like the United States and China. Brazil's diverse economy includes agriculture, mining, manufacturing, and service industries.

### Agriculture

Agriculture is so important to Brazil's economy that it accounts for 40 percent of its exports. The southern half of the country produces most of Brazil's grains, oilseeds, and export crops. The north has mostly subsistence farmers that only grow enough food for themselves. However, the north recently has become an important exporter of forest products, cocoa, and tropical fruits.

Livestock production is also important to many parts of the country. Vast cattle ranches are located in the Brazilian grasslands. Between 2002 and 2006, cattle ranching led

to 60 percent of the deforestation of the rain forests. Meanwhile, agriculture followed with 34 percent of deforestation during that period.

### Manufacturing and Mining

Most of Brazil's manufacturing takes place in São Paulo and other southeastern cities. There, factory workers produce heavy industrial goods, such as machinery, airplanes, and cars. They also make food products, medicines, paper, chemicals and clothing.

To support industries, Brazil has mineral resources, such as iron ore, bauxite, tin, manganese, gold, silver, and diamonds. Offshore deposits of oil, as well as hydroelectric power from rivers, supply the country with energy.

### QUICK CHECK

**Fact and Opinion** What do some people think about Brazil's economy?

Cotton is used to make cloth in this manufacturing plant in Recife, Brazil.





**Palm trees in Brazil's Amazon rain forest**

## **D**

# **THE AMAZON RAIN FOREST**

The Amazon rain forest is located in nine nations: Brazil, Colombia, Peru, Venezuela, Ecuador, Bolivia, Guyana, Suriname, and French Guiana. Brazil has 60 percent of the rain forest within its borders. Brazilians call the Amazon rain forest the **selva**. The selva has the world's highest rate of deforestation. Each year, trees are cut down in an area the size of New Jersey in the Amazon rain forest.

### **Causes of Deforestation**

In the 1950s, Brazil's leaders set out to develop the Amazon. They saw it as a solution to the nation's problems of poverty and unemployment. Poor Brazilians could make new lives for themselves in the Amazon frontier. However, there were no highways in the rain forest until 1958.

In the 1970s, government leaders began offering free land in the rain forest to anyone who was willing to settle it. Buses soon streamed along the Trans-Amazon Highway, filled with people hoping to carve out a life in the rain forest.

In the 1980s, Brazil's government encouraged mining, logging, farming, and cattle ranching in the rain forest. Unfortunately, the soil in the rain forest is very fragile. Once the land has been cleared, it becomes almost useless. Farmers must move on, hoping to find better soil elsewhere. These activities lead to soil erosion. They also harm the rain forest's **ecosystem**. An ecosystem is all the living and nonliving things in a certain area, including plants, animals, soil, and water.



**Deforestation: clearing rain forest for grazing land**

## Saving the Rain Forest

Rain forests are home to a huge variety of plants and animals. Three-quarters of Earth's living things are found in rain forests. In addition, tropical forests give off huge amounts of oxygen and play a role in maintaining the earth's climate patterns. Although most of the Amazon rain forest belongs to Brazil, the effects of deforestation are felt worldwide.

Efforts to preserve the rain forest have seen some successes. From 2002 to 2006, the deforestation of the Amazon rain forest was down 60 percent. At the same time, protected land almost tripled.

### QUICK CHECK

**Fact and Opinion** Why did Brazilian leaders want to develop the Amazon rain forest in the 1950s?

## Check Understanding

**1. VOCABULARY** Write a sentence for each of the following words.

**favela**

**selva**

**ecosystem**

**2. READING SKILLS**

**Fact and Opinion** Use your chart from page 240 to write about Brazil's government.

Fact	Opinion

**Lesson Question**

**3. Write About It** Write about ways Brazil helps its society to grow.

## Lesson 5

### VOCABULARY

**gaucho** p. 246

**national debt** p. 247

**default** p. 247

### READING SKILL

#### Fact and Opinion

As you read, fill in the chart with facts and your opinions about the government of Argentina.

Fact	Opinion

Buenos Aires is the capital and largest city in Argentina.

# Argentina

### Visual Question

How has diversity helped Argentina grow?

**A** Argentines are mostly city people who come from a variety of backgrounds.

**B** Argentina had problems with its economy but today enjoys economic growth.

**C** Argentina ended military rule and is now a democracy.

## A

# ARGENTINA'S PEOPLE

*Argentines like to say, "The typical Argentine is an Italian who speaks Spanish but thinks he is British." They come from a variety of backgrounds, but in the end, they are true Argentines.*

**B**etween 1850 and 1940, over 6 million European immigrants came to Argentina. Many of the immigrants who arrived in the late 1800s moved west from the coast into the fertile Pampas. Indian groups who had been living there for generations were often pushed off the land or killed. As a result, about 85 percent of Argentina's people today are of European ancestry, especially Spanish and Italian.

### City People

Most people in Argentina are also city dwellers. Over 80 percent of Argentina's population is urban, living in or near cities. Today almost one-half of the entire population of Argentina lives in or near the capital city of Buenos Aires. This bustling city is a seat of government, a busy port, and a center of culture.

Much of Argentina's culture has been affected by its European heritage. For example, the tango is an

Argentine dance that is a mixture of styles brought by immigrants from Spain and Italy.

### QUICK CHECK

**Fact and Opinion** Form an opinion about Argentina's people.



This statue stands in the Plaza de Mayo, the main square in downtown Buenos Aires. ➔

# B

# ARGENTINA'S ECONOMY

Argentina has some of the world's best farmland. On the fertile Pampas, wheat grows without fertilizer, and cattle fatten without feedlots, or food brought in from other areas. Argentina is also an industrial nation. Today, one worker in seven works in manufacturing.

## Agriculture

Argentina's economy depends heavily on farming and ranching. Huge ranches cover the Pampas. **Gauchos**, or cowhands, take care

of the livestock on the ranches. Gauchos are admired for their horse-riding skills. The livestock that the gaucho herd and tend are a vital part of the economy. Beef and beef products are Argentina's chief exports.

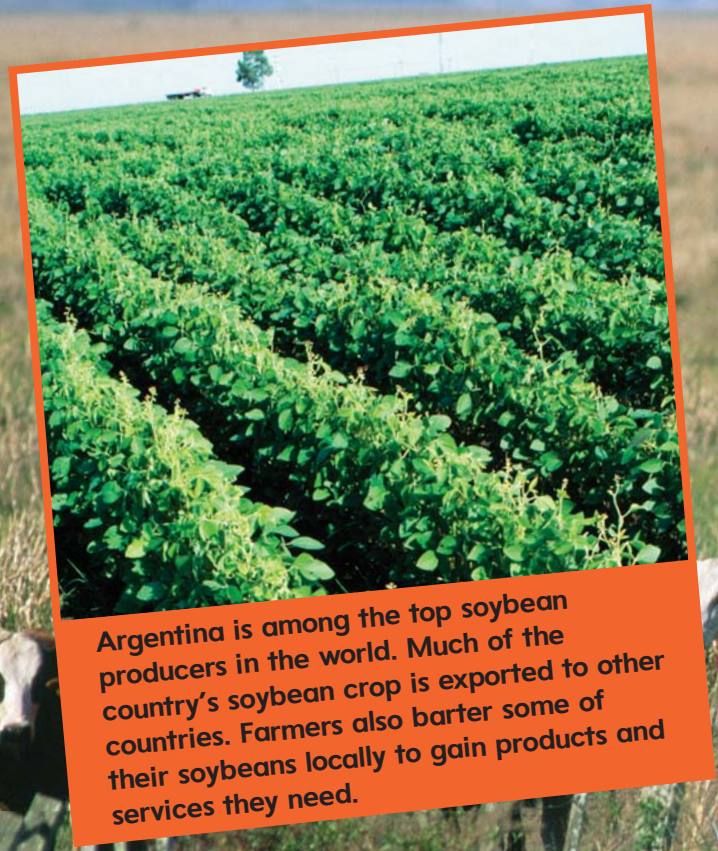
Argentina's other main export product is cereals made from soybeans and wheat. Oilseeds became important after their international price rose in the late 20th century. Other exports include fruits, sugarcane, and cotton.

**Argentina: Physical**

The map shows Argentina's physical features, including the Andes Mountains along the western coast, the Pampas in the center, and Patagonia in the south. Major cities like Buenos Aires (the capital), Rosario, Cordoba, and Mar del Plata are marked. Neighboring countries Bolivia, Brazil, Paraguay, and Uruguay are also shown. The map includes a compass rose, a scale bar in miles and kilometers, and a legend for international boundaries, capital, and other cities.

**Map Skill**

**PLACE** What kind of landform is the Patagonia?





## Manufacturing

Argentina is one of the most industrialized countries in South America. Most factories are in or near Buenos Aires. The leading manufactured goods are food products, automobiles, chemicals, and textiles. Minerals, such as zinc, iron ore, and copper, are mined in the Andes. Oil fields also lie in the Andes as well as in Patagonia.

## An Economic Crisis

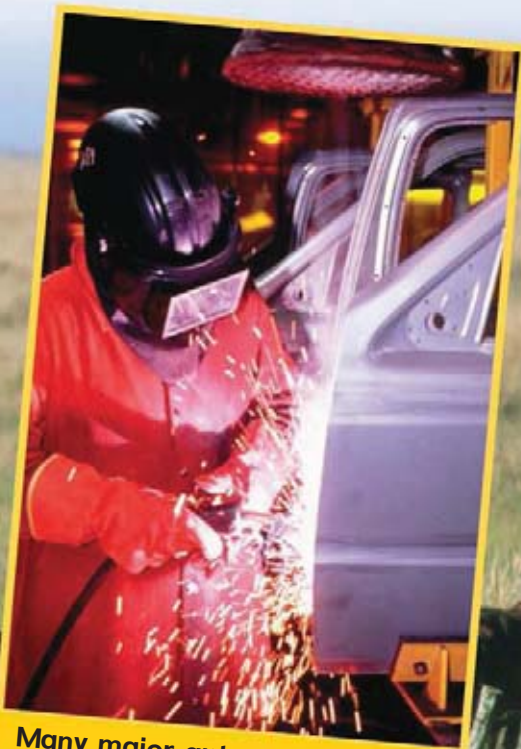
Despite these resources, Argentina's economy has had to face difficult times. To help its economy grow, Argentina borrowed money from foreign banks during the late 1900s. However, this led to **national debt**, or money owed by the government.

A few years ago, Argentina had to **default** on its debt to the foreign banks. To default is to miss a debt payment to a lender. Afterwards, people in other countries stopped investing money in Argentina's businesses. This brought a severe economic slowdown to Argentina. By 2002 the economy had recovered, mostly because of increased exports and a soybean cereals boom. Today, Argentina is paying off its debt and is enjoying a period of high economic growth.

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### QUICK CHECK

**Fact and Opinion** Form an opinion about Argentina's economic crisis.



Many major automobile manufacturers have plants in Argentina.

Gauchos driving cattle



# C

# ARGENTINA'S GOVERNMENT

Today, Argentina is a democratic federal republic. It consists of a national government and 23 provincial, or state, governments. A powerful elected president leads the nation for a four-year term. A legislature with two houses makes the laws. A Supreme Court heads a judicial system.

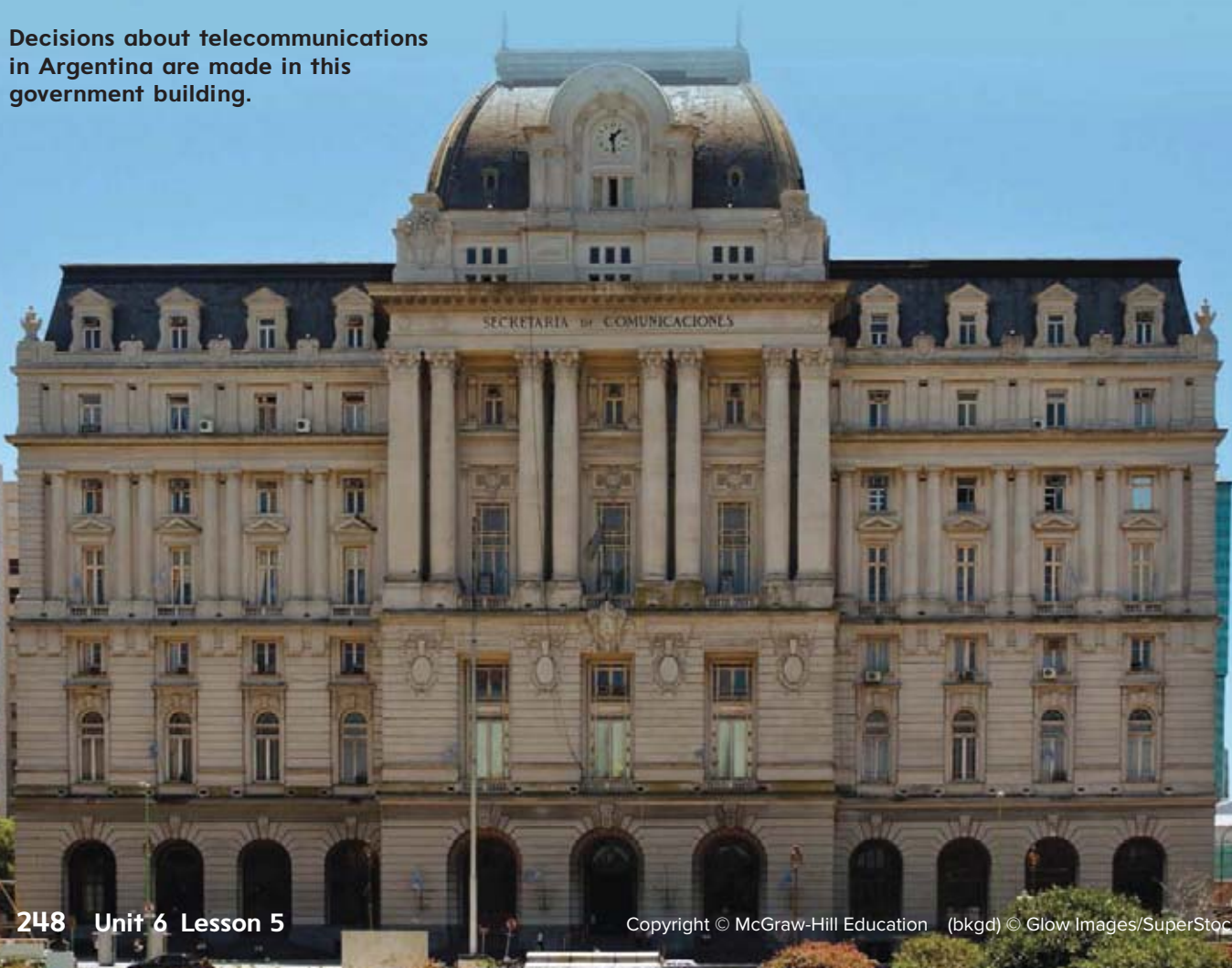
Argentina's government has not always been stable. After independence in the early 1800s, Argentina was torn apart by civil war. By the mid-1850s, a strong national government had

emerged, and Argentina entered a time of prosperity.

## Military Control

During the first half of the 1900s, however, Argentina's elected leaders governed poorly. The economy suffered, and the military took over. One of these military leaders, Juan Perón, became a dictator in the late 1940s. With his popular wife, Eva, Perón tried to improve the economy and give more help to the workers. However, his crackdown on freedom of speech

Decisions about telecommunications in Argentina are made in this government building.





Guards march in front of the Pink House, Argentina's main government building. 

and the press made people unhappy. In 1955 a revolt drove Perón from power, and democracy returned.

Military officers again took control of Argentina in the 1970s. They ruled harshly and people who opposed them were killed. Thousands of people died during this time of political violence.

### The Falklands War

In 1982 Argentina fought a war with the United Kingdom over the Falkland Islands. The Falkland Islands are in the South Atlantic Ocean east of Argentina. Both sides had long claimed ownership of the islands. The war was triggered by the occupation of the Falklands by Argentina in March of 1982. The war resulted in hundreds of deaths on both sides. The British eventually won the war and the islands remained under British control.

The loss of the Falklands War forced the military junta in Argentina to give up power. Democracy was restored in 1983. The new government took steps to punish members of the three military juntas that had controlled Argentina since the 1970s. Many were found guilty of human rights abuses and sent to prison.

Since the early 1980s, the economy has played an increasingly important role in who leads Argentina. The government has continued to undergo great changes in the last 20 years, but democracy has grown stronger. Now that Argentina is more democratic, citizens can vote according to issues they care about, such as their wages and government services.

### QUICK CHECK

**Fact and Opinion** Is “they ruled harshly” a fact or an opinion? Explain.

### Check Understanding

**1. VOCABULARY** Write about Argentina's economy using the following terms.

**national debt**

**default**

**2. READING SKILLS**

**Fact and Opinion** Use your chart from page 246 to write about the government of Argentina.

Fact	Opinion

**Lesson Question**

**3. Write About It** Write about why Argentina's economy is growing.

## Lesson 6

### VOCABULARY

**gross domestic product** p.251

**barrio** p.252

### READING SKILL

#### Fact and Opinion

Copy the chart below. As you read, fill it in with facts and your opinions about Colombia.

Fact	Opinion

# OTHER COUNTRIES OF SOUTH AMERICA

People study planets and stars at the Cerro Tololo Inter-American Observatory in Chile.

### Lesson Question

What products help other South American countries grow?

**A** The three Guianas produce gold, sugar, rice, and bananas.

**B** Venezuela is a leading producer of oil and natural gas.

**C** Colombia produces coffee, sugar, rice, bananas, and cotton.

**D** Farm products and copper mining are important Andean industries.

## A THE THREE GUIANAS

*The three Guianas are similar in culture. Their people come from similar ethnic groups. The Guianas have more people of African and southern Asian descent than of any other group.*

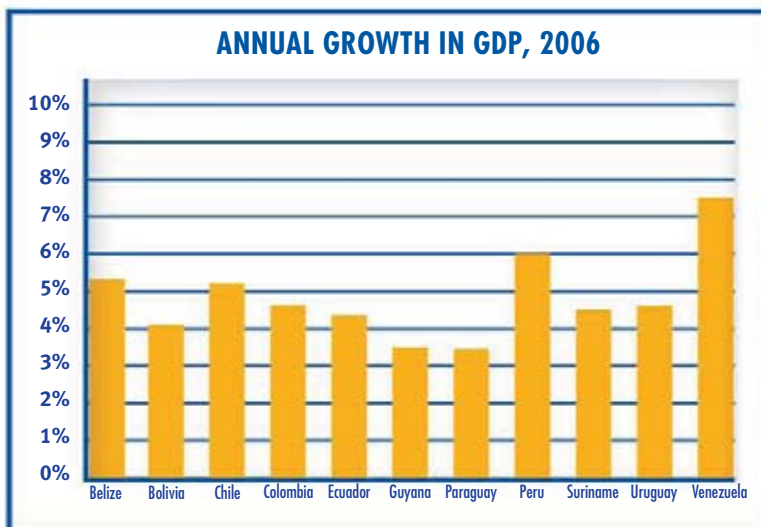
**G**uyana, Suriname, and French Guiana are often called the three Guianas. When they were both colonies, Guyana was called British Guiana and Suriname was called Dutch Guiana. French Guiana still is a colony of France today. Enslaved Africans and Asians worked on colonial plantations there.

Today, rice is Suriname's largest crop. French Guiana's main industry is fishing, and Guyana's major product is sugar. French Guiana's economy also receives

support from France. For example, France funds the Guiana Space Center, which accounts for 25 percent of the country's **gross domestic product** (GDP). GDP is the total value of all the goods produced in one year. Recently, the GDP has improved for many South American countries.

### QUICK CHECK

**Fact and Opinion** Form an opinion about French Guyana's economy.



Source: International Monetary Fund \*GDP for French Guiana is not available

**The sale of peppers helps Guyana's economy.** 🌶️



**B**

## VENEZUELA

Venezuelans once depended on crops such as coffee and cacao to earn a living. Since the 1920s, however, Venezuela has become one of the world's leading producers of oil and natural gas. Venezuela also benefits from mining bauxite, gold, diamonds, and emeralds. The country's factories make steel, chemicals and food products. Farmers grow sugarcane and bananas or raise cattle.

### The People

Most of Venezuela's 22 million people have a mix of European, African, and Native

American backgrounds. Like other former Spanish colonies, Spanish is the major language of Venezuela. About 90 percent of the people live in cities. While Venezuela enjoys a wealth of resources, many Venezuelans are poor. Some live in **barrios**. Barrios are slums built on the edge of a city.

### Hugo Chávez

In 1998 Venezuela elected a former military leader, Hugo Chávez, as president. Chávez promised to use oil money to better the lives of Venezuela's poor.

Angel Falls in Venezuela is the world's highest waterfall

His strong rule split the country into opposing groups. Chávez's political opposition boycotted the 2005 parliamentary elections, accusing Chávez of voting fraud. As a result, Chávez's political party gained all 167 seats in the National Assembly. Without an opposition party in the National Assembly, Chávez has a great deal of power. Venezuela currently faces much opposition from the U.S. government for its policies.

## QUICK CHECK

**Fact and Opinion** Do you think Chávez's opponents were right to boycott the 2005 election? Explain.

Cleaning up after flash floods in the Vargas region of Venezuela.

## DataGraphic

### Venezuela's Economy

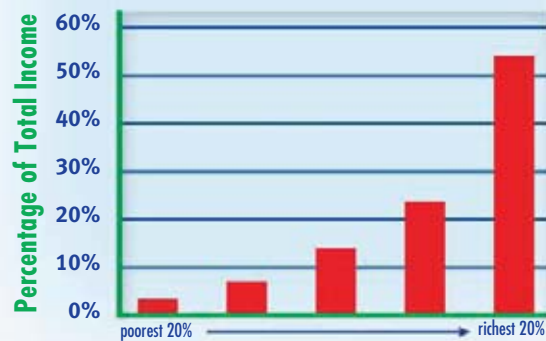
In some years, Venezuela's economy has had negative growth in GDP. Most of its income goes to the richest people. Study the graphs, then answer the questions below.

ANNUAL GROWTH IN GDP



Source: International Monetary Fund

VENEZUELA INCOME DISTRIBUTION



Source: Earth Trends

### Think About Venezuela's Economy

1. In which years did Venezuela's economy shrink?
2. What percentage of income goes to the middle 20 percent of the population?

With a population of over 35 million people, Colombia is the second-most-populated country in South America after Brazil. The Andes rise in the western part of Colombia. Nearly 80 percent of Colombia's people live in the valleys and highland plateaus of the Andes. Bogotá, the capital and largest city, lies on one of these plateaus.

Colombia has many natural resources, such as coal, oil, and copper. It is the world's leading supplier of emeralds. Colombian coffee is famous around the world for its rich flavor. Colombia also exports bananas, sugarcane, rice, and cotton. All imports and exports are at record levels in Colombia, and its GDP is among the highest in Latin America.

## COLOMBIA'S STRENGTHS

- It has natural resources including coal, oil, copper, and emeralds.
- It exports coffee, bananas, sugarcane, rice, and cotton.
- It is the only country in South America that borders both the Atlantic and Pacific oceans.
- It has a diverse geography that includes the Andes Mountains, the Amazon River Basin, and a vast tropical coastal plain.



Coffee beans drying



Despite this economic wealth, Colombia has had much political unrest throughout its history. Wealth has remained in the hands of a powerful few, and many people live in poverty. Since the 1970s, rebel forces have fought the government and control parts of the country.

Unable to earn a living, some poor farmers have joined rebel groups that want to overthrow the government. The groups use violence, such as terrorism and kidnapping, to

achieve their goals. However, Colombia also has independent groups that fight on the side of the government. These pro-government groups also use violence. Because of this situation, violence and political instability are still major problems in Colombia.

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## QUICK CHECK

**Fact and Opinion** Why do you think poor farmers would join antigovernment militias?

## COLOMBIA'S WEAKNESSES

- Many people live in poverty.
- Anti-government groups use violence to control about 30 percent of the country.
- Anti-government groups often fight with independent pro-government groups.
- Violence and political instability are common.



Cartagena, Colombia, faces such problems as crime, pollution, and the need for more housing.

## D ANDEAN COUNTRIES

In two of the four Andean countries, Bolivia and Peru, Native Americans make up over half the population. About one-fourth of all Ecuadorians are Native Americans. In Chile, Native Americans are a smaller minority.

### Agriculture

In every Andean country except Chile, more people work in farming than at any other job. In the Andes, most farmers are subsistence farmers. Farmers grow beans, barley, corn,

wheat, and over 200 kinds of potatoes. Throughout the Andes, farmers use wooden plows pulled by oxen to till their fields. These traditional methods help the Andean farmers grow food in steep places where they cannot bring modern farm machinery.

### A Diverse Economy

Chile is often called the “shoestring” country. This is because it stretches along the western coast of South America like a long,

- ❶ Fishing is an important economic activity in Chile.

# PESCADERIA





❶ Patagonia in the southern Andes is a magical “end of the world” place.

thin shoelace. In recent years, Chile has had high economic growth, and the number of poor people has greatly decreased. Mining forms the backbone of Chile’s economy. Chile is a major world producer of copper. It also exports fruit, fish, and wine. Today, Chile is a developed nation with a diverse manufacturing economy. The other Andean countries still face the difficult challenge of making their economies diverse.

---

## QUICK CHECK

**Fact and Opinion** Is “developed nation” a fact or an opinion? Explain.

## Check Understanding

1. **VOCABULARY** Write a sentence for each of the following terms.

**gross domestic product**

**barrio**

2. **READING SKILLS**

**Fact and Opinion** Use your chart from page 250 to write about Columbia.

Fact	Opinion

**Lesson Question**

3. **Write About It** Write about why Chile is a developed nation with a growing economy.

# Unit 6

# Review and Assess

## Vocabulary Review

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

**maquiladora**

**favela**

**command economy**

**default**

1. to miss a debt payment to a lender
2. a system where the government sets most of the prices for goods and employs most of the workers
3. an overcrowded slum near a Brazilian city
4. a foreign-owned factory in Mexico where workers assemble parts made in other countries

## Comprehension and Critical Thinking

5. How do farmers in northern Mexico water their crops?
6. Why did Rigoberta Menchu win the Nobel Peace Prize?
7. **Reading Skill** How is voting in Brazil different from voting in the United States?
8. **Critical Thinking** Why do 80 percent of Haiti's people live in poverty?

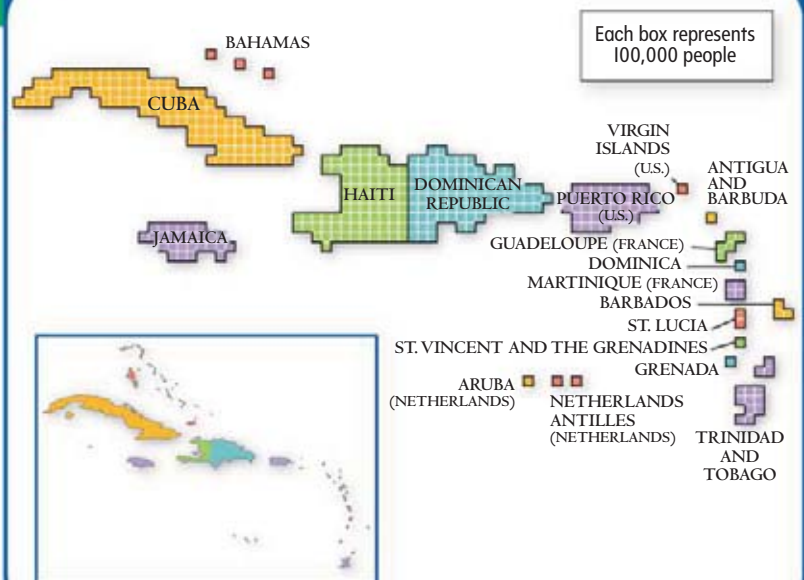
## Skill

### Use a Cartogram

Write a complete sentence to answer each question.

9. About how many people live in Jamaica?
10. Why is Puerto Rico larger than Jamaica in the cartogram?

## Population of the Caribbean





# New York Social Studies Test Preparation

Base your answers to questions 1 through 3 on the table below and on your knowledge of social studies.

**Two Decades of Latin American Exports**

	Exports (Percent of GDP)	
	1980–1990	1990–2000
<b>Argentina</b>	8.96	9.05
<b>Brazil</b>	10.10	9.04
<b>Chile</b>	27.23	29.54
<b>Colombia</b>	15.07	17.00
<b>Mexico</b>	16.96	25.20
<b>Peru</b>	16.74	13.38
<b>Venezuela</b>	27.49	27.75

- 1 Which country had the least exports in percentage of GDP between 1990 and 2000?  
(A) Argentina (C) Peru  
(B) Brazil (D) Venezuela
- 2 Which country had the largest exports in percentage of GDP between 1980 and 2000?  
(A) Brazil (C) Colombia  
(B) Chile (D) Venezuela
- 3 Which country's exports fell between 1980–1990 and 1990–2000?  
(A) Brazil (C) Peru  
(B) Mexico (D) Venezuela

What causes a society to grow?



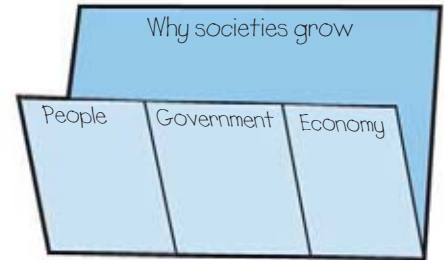
## Write About the Big Idea

### A Persuasive Essay

Use the Unit 6 Foldable to help you write a persuasive essay that answers the Big Idea question, *What causes a society to grow?* Form an opinion about a fact you wrote about under people, government, or economy. Begin with an introduction. In

the body of the essay, be sure to use persuasive language to support your opinion. End with a conclusion about what you feel is important for a society to grow.

FOLDABLES<sup>™</sup>  
Study Organizer



## A Newscast

Work with a partner to present a newscast. You and your partner will be co-anchors of a nightly news program. Follow these steps to produce your newscast.

1. Use the Internet or newspapers to find a news topic about a Latin American country.
2. Research your topic and compare the information you gather with your partner.
3. Divide your newscast into two parts. The first part will be facts about the topic. The second part will be an editorial expressing an opinion about the topic.

After you have rehearsed your newscast, present it to the class.



# Reference Section

The Reference Section is a collection of tools that can be used to help you understand the information you read in this textbook.

## Reading Skills

Unit 1: Compare and Contrast	R2
Unit 2: Cause and Effect	R4
Unit 3: Make Generalizations	R6
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# Unit 1 • Reading Skills

## Compare and Contrast

When you compare you notice how things are alike. When you contrast you notice how they are different. Comparing and contrasting will help you understand the people and events you read about in social studies.

### Learn It

- To compare two things, note how they are similar. The words *alike*, *same*, and *both* are clues to similarities.
- To contrast two things, note how they are different. The words *different*, *however*, and *by contrast* show differences.
- Now read the passage below. Think about how you would compare and contrast farming in Canada and the United States.

### Farming in Canada and the United States

Rich soil in parts of the United States and Canada help farmers grow crops. Canada's heartland is known as the "Prairie Provinces." It includes Manitoba, Saskatchewan, and Alberta. Wheat is the major farm crop in this region. In the area along the St. Lawrence Seaway, dairy farms produce products that are important to the economy.

Like Canada, farmers in the U.S. Midwest grow wheat and produce dairy products. However, the South's warm, wet climate favors crops that are not grown in Canada, such as rice and sugarcane.

#### Compare

This sentence shows how both countries are alike

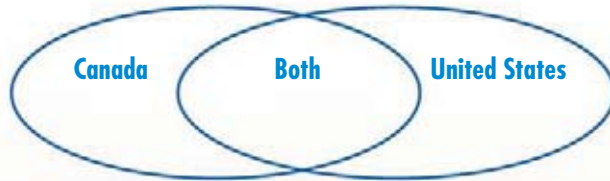
#### Contrast

This tells how the countries are different



## Try It

Copy the Venn diagram. Then fill in the left-hand side with Canadian farming activities. Fill in the right-hand side with American farming activities. Fill in the center with farming activities that both countries do.



**How did you figure out the causes and effects?**

## Apply It

- Review the steps for comparing and contrasting in Learn It.
- Read the passage below. Use a Venn diagram to show the similarities and differences between the mineral resources of Canada and the United States.

The United States and Canada have vast mineral resources. A mineral is a natural substance that is found in the earth. Minerals have helped create industries in the United States and Canada.

Parts of eastern Canada and the northern United States both have large iron-ore deposits. Iron ore is used to make steel. The Rocky Mountains have gold, silver, and copper. Products made from copper include wire, pipes, and frying pans. Deep within the Canadian Shield are iron ore, copper, nickel, and gold. In fact, the shield supplies Canada with so many different minerals that it is often called “Canada’s Storehouse.”

The Canadian Shield

# Unit 2 • Reading Skills

## Cause and Effect

A cause is a person or event that makes something else happen. An effect is the result of the cause. When one event causes another event to happen, the two events have a cause-and-effect relationship. Connecting causes with effects will help you understand more about what you read in social studies.

### Learn It

- After you finish reading a section, ask yourself, “What happened?” The answer to that question will help you identify an effect.
- Then ask yourself “Why did that happen?” The answer to this question helps you identify a cause.
- Look for the clue words *because*, *so*, and *as a result*. These words point to cause-and-effect relationships.
- Now read the passage below. Use the steps above to pick out cause-and-effect relationships.

#### Cause

This is a cause. It tells why.

#### Effect

This is an effect. It tells what happened.

#### Cause and Effect

This has a cause and an effect.

### The American Revolution

The people in Great Britain’s 13 colonies soon grew angry over British taxes and trade policies.

In 1776 the colonists declared their independence from Great Britain. But Great Britain would not give up its colonies without a fight.

The Americans fought back and won several battles.

The Revolutionary War lasted eight long years. Finally,

in 1783 the United States won the war and Britain recognized American independence. A new nation called the United States was born.

## Try It

Copy and complete the cause and effect chart below. Then fill in the chart with another cause and effect from the paragraph.

Cause	→	Effect
	→	
	→	
	→	

**How did you figure out the causes and effects?**

## Apply It

- Review the steps for understanding cause and effect in Learn It.
- Read the passage below. Then use a chart to list the causes and effects from the passage.

After the American Revolution, the British population increased in Canada. About 50,000 Loyalists, American colonists who had remained loyal to Britain, fled to Canada. They set up farms along the Atlantic coast and in what is now Ontario. French-speaking Canadians lived mostly in present-day Quebec. The Loyalists wanted their own government, so in 1791 the British divided Quebec into two colonies, Lower Canada and Upper Canada. Each had its own elected assembly, or group of people who make laws.



# Unit 3 • Reading Skills

## Make Generalizations

When you read, sometimes it helps to make a generalization. A generalization is a broad statement that shows how different facts, people, or events have something in common. Being able to make generalizations will help you uncover similarities that you might otherwise not notice. Generalizations can also help you make sense of new information you will learn later.

### Learn It

- Identify text clues with similarities or relationships.
- Apply what you already know about the topic.
- Make a generalization that is true about all of your text clues and what you know.
- Read the passage below. Think about a generalization you could make.

### Canada–U.S. Free Trade Agreement

Since the Canada–U.S. Free Trade Agreement, Canada and the United States have increased the value of the goods they ship to each other. Free trade, or trade without tariffs (taxes on goods brought into a country), has helped the United States and Canada build stronger economies. Because of global trade, Americans and Canadians enjoy goods from all over the world, and products from both countries are used throughout the world.

#### Text Clue

Imports and exports have increased.

#### Text Clue

Free trade builds stronger economies.

#### Text Clue

More choice in the goods we buy.

## Try It

Copy and complete the generalization chart below. Then make a generalization about free trade.

Text Clues	What You Know	Generalization

**How did you figure out how to make a generalization?**

## Apply It

- Review the steps to make a generalization in Learn It.
- Read the paragraph below. Then make a generalization about pollution using a generalization chart.

People in the United States and Canada burn fossil fuels—coal, oil, and natural gas—to power their factories and run their cars. Burning these fuels pollutes the air, endangering all who breathe it. Chemicals from factories and cars also dissolve in rainwater to form acid rain, or rain containing high amounts of harmful chemicals. Acid rain has harmed forests and killed fish in lakes in some areas of the United States and Canada. An important way to reduce pollution is through conservation. Conservation is the protection and careful use of natural resources. Conservation limits the use of fossil fuels and restores our forests.



# Unit 4 • Reading Skills

## Summarize

Summarizing is a good way to remember what you read. After you read a paragraph or section in your textbook, make a summary of it. A summary is a brief statement about the topic of a passage. Since a summary leaves out minor details, it should be short.

### Learn It

- Find key details that tell more about a subject.
- Leave out details that are not important.
- Restate the important points briefly in a summary.
- Read the passage below and think about how you would summarize it.

#### Key Detail:

The Amazon has 1,100 tributaries.

#### Key Detail:

The Amazon is 3,900 miles long.

#### Unimportant Detail:

The Amazon gains speed.

#### Key Detail:

The Amazon has one-fifth of the river water in the world.

### The Amazon River

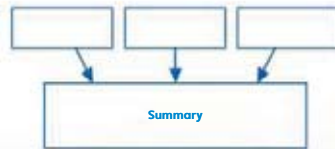
The main stream of the Amazon River begins with a trickle of melting snow high in the Andes in Peru. Along its route it is joined by about 1,100 tributaries. At least six tributaries are more than 1,000 miles long.

The entire Amazon River is 3,900 miles long.

As the land of South America drops sharply from west to east, the Amazon River and its tributaries gain speed and power. The Amazon carries a huge amount of water. Of all the river water in the world, about one-fifth of it flows through this mighty river. Some ships can follow the Amazon as far west as Peru, more than 2,500 miles inland.

## Try It

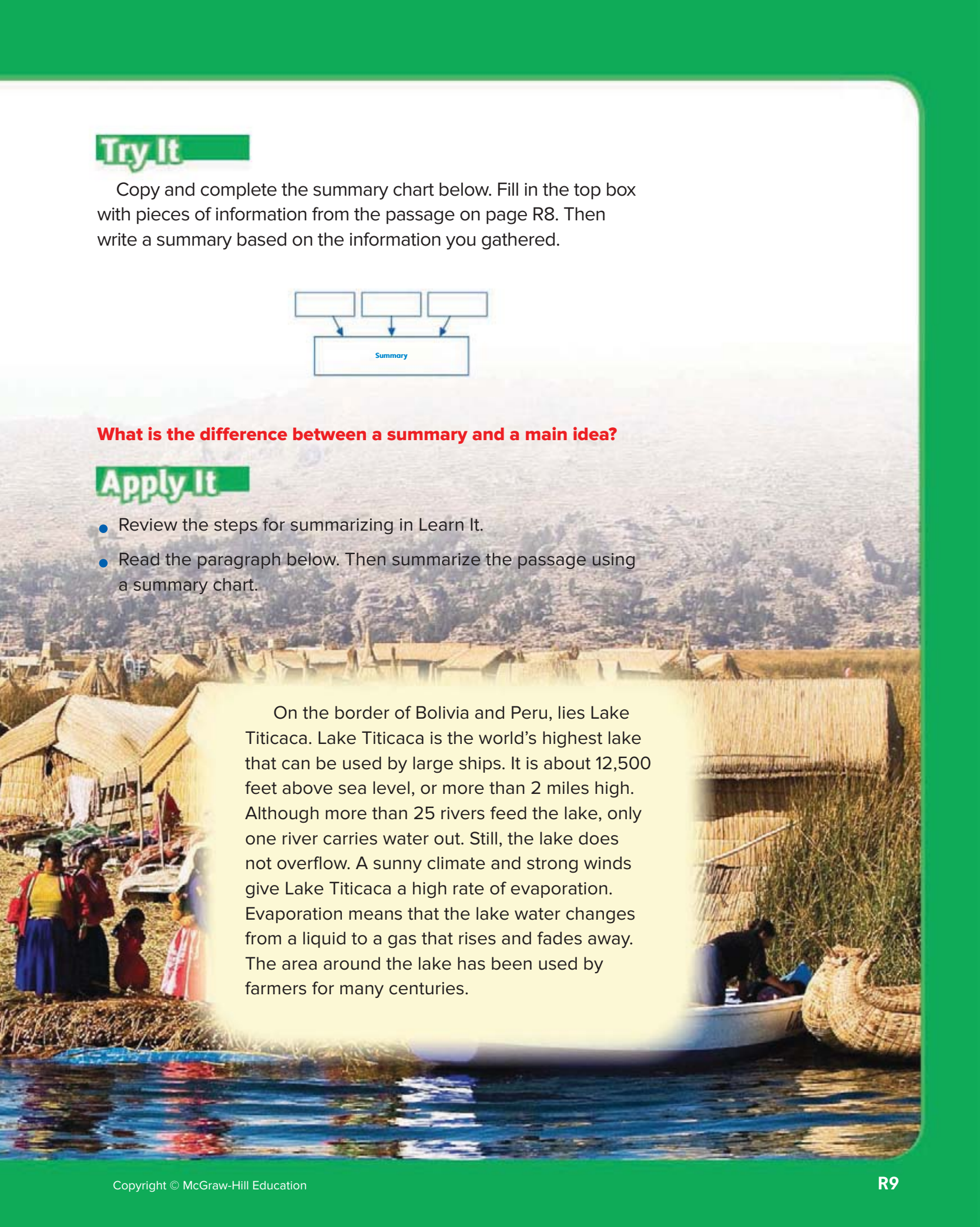
Copy and complete the summary chart below. Fill in the top box with pieces of information from the passage on page R8. Then write a summary based on the information you gathered.



**What is the difference between a summary and a main idea?**

## Apply It

- Review the steps for summarizing in Learn It.
- Read the paragraph below. Then summarize the passage using a summary chart.



On the border of Bolivia and Peru, lies Lake Titicaca. Lake Titicaca is the world's highest lake that can be used by large ships. It is about 12,500 feet above sea level, or more than 2 miles high. Although more than 25 rivers feed the lake, only one river carries water out. Still, the lake does not overflow. A sunny climate and strong winds give Lake Titicaca a high rate of evaporation. Evaporation means that the lake water changes from a liquid to a gas that rises and fades away. The area around the lake has been used by farmers for many centuries.

# Unit 5 • Reading Skills

## Draw Conclusions

Reading for understanding is more than noticing the details in a passage. Readers need to think about what the details tell them. Often the details in a passage will help you draw a conclusion. Drawing a conclusion is reaching an opinion based on the details you read.

### Learn It

- Identify the subject of the passage.
- Gather details and other evidence in a reading passage.
- Look for connections between the pieces of information. Ask yourself what the evidence says about the subject.
- Draw a conclusion based on what you have read.
- Now read this passage and think about what conclusions you can draw from it.

### Cortés and the Aztec

#### Text Clue

600 Spanish soldiers marched to the city.

In 1519 a Spanish army led by Hernán Cortés landed on Mexico's Gulf Coast. He and about 600 soldiers marched to Tenochtitlán. They heard Tenochtitlán was filled with gold.

#### Text Clue

The city might have gold.

Scouts of the Aztec emperor, Moctezuma, reported Cortés's movements. Moctezuma was dazzled by the Spanish, with their horses and guns, which he had never seen before. He welcomed them into the city.

#### Text Clue

The Spanish kidnapped Moctezuma.

His welcome became the beginning of the downfall of his empire. The Spanish kidnapped Moctezuma. He was later killed in a riot. Native Americans who opposed the harsh rule of the Aztec

#### Text Clue

Native Americans joined the Spanish to defeat the Aztec.

signed treaties with the Spanish and joined them. The Aztec's simple weapons were no match for the guns, cannons, and horses of the Spanish. Cortés defeated the Aztec within two years.



## Try It

Copy and complete the conclusions chart below. Fill in lines on the left with the text clues. Fill in the box on the right with a conclusion based on the evidence you gathered.

Text Clues	Conclusion

**What conclusion did you draw about where the British ate dinner?**

## Apply It

- Review the steps for drawing a conclusion in Learn It.
- Read the passage below. Then use the chart to draw a conclusion about the fall of the Inca empire.

A Spanish explorer named Francisco Pizarro wanted the gold and silver of the Inca. In 1532 Pizarro took a small group of Spanish soldiers to South America. The Inca emperor, Atahualpa, had heard about the arrival of Pizarro and had planned on meeting him. Instead the Spanish attacked the Inca, killing mainly government officials.

Pizarro captured Atahualpa, and held him prisoner for months. While Pizarro was waiting for more soldiers from Spain, Atahualpa offered to fill his room with gold in exchange for his freedom. On the same day Atahualpa finished filling the room with gold, Pizarro order him killed.

The death of their leaders and European diseases weakened the Inca. Pizarro then quickly conquered the empire.



# Unit 6 • Reading Skills

## Fact and Opinion

When people write about events, they often include both facts and opinions. Facts are statements that can be proven true. Opinions state feelings and beliefs. Opinions cannot be proven true or false. Being able to distinguish facts from opinions will help you understand what you read in social studies.

### Learn It

- Facts can be checked and proven true.
- Opinions are personal views. They cannot be proven true or false.
- Clue words such as *think*, *felt*, *believe*, and *it seems* often state opinions.
- Now read the passage below. Look for facts and opinions.

### Deforestation of the Amazon Rain Forests

In the 1950s, Brazil's leaders set out to develop the Amazon.

#### Opinion

Leaders believed it was a solution to poverty.

They believed it was a solution to the nation's problems of poverty and unemployment. In the 1970s, government leaders felt they needed to offer free land in the rain forest to anyone who was willing to settle it. Buses soon streamed along the Trans-Amazon Highway filled with people hoping to carve out a life in the rain forest.

#### Fact

Leaders worked to increase commercial development of the rain forest.

In the 1980s, Brazil's government encouraged mining, logging, farming, and cattle ranching in the rain forest.

Unfortunately, the soil in the rain forest is very fragile. Once the land has been cleared, it becomes almost useless. Farmers must move on, hoping to find better soil elsewhere. These activities lead to soil erosion. They also harm the rain forest's ecosystem.

## Try It

Copy and complete the fact and opinion chart below. Fill in the chart with two facts and two opinions from the passage on page R12.

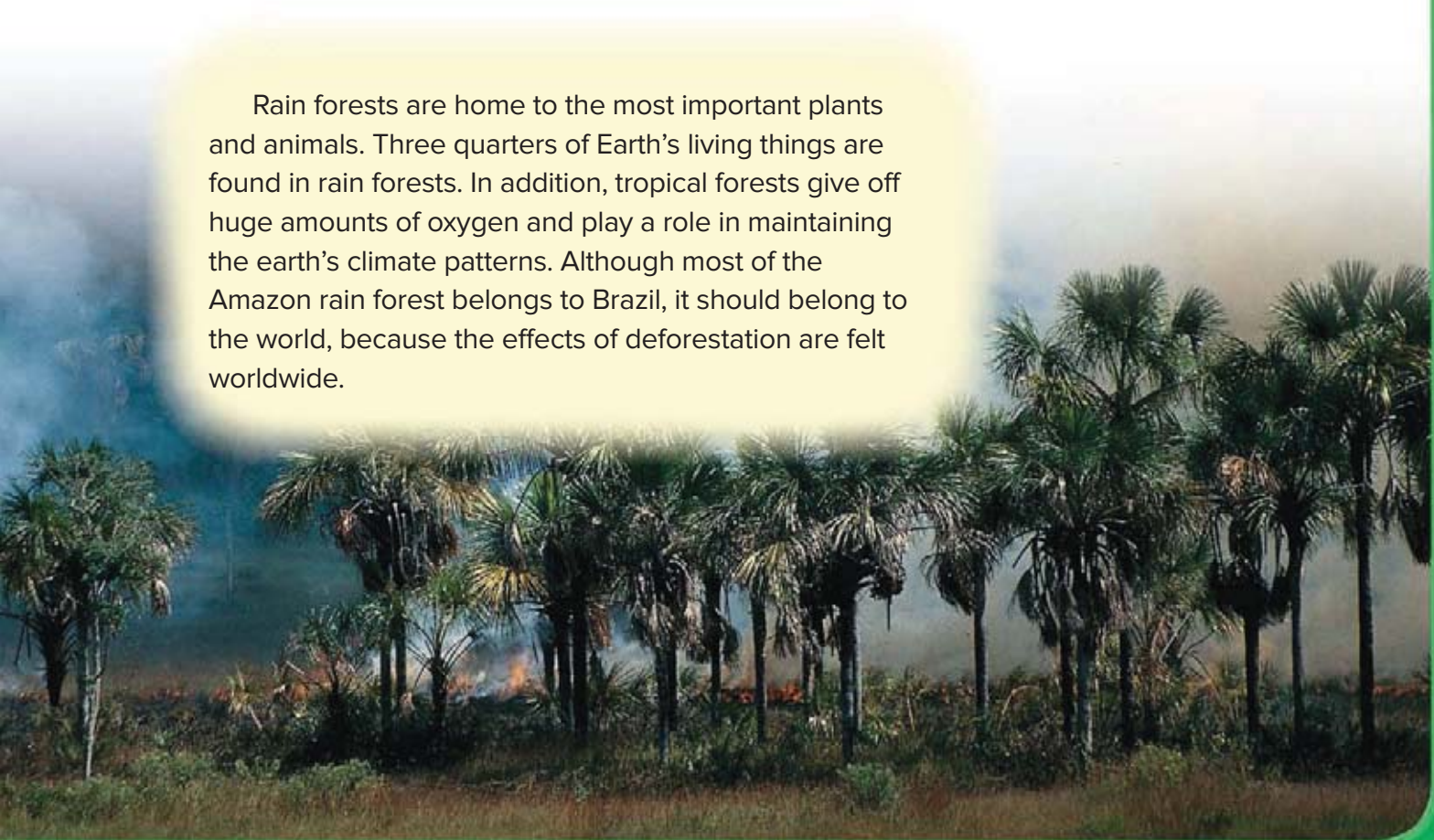
Fact	Opinion

**How did you figure out which phrases were facts and which were opinions?**

## Apply It

- Review the steps for understanding fact and opinion from Learn It.
- Read this passage. Then make a chart that lists two facts and two opinions from the passage.

Rain forests are home to the most important plants and animals. Three quarters of Earth's living things are found in rain forests. In addition, tropical forests give off huge amounts of oxygen and play a role in maintaining the earth's climate patterns. Although most of the Amazon rain forest belongs to Brazil, it should belong to the world, because the effects of deforestation are felt worldwide.



# Geography Handbook

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<b>Six Elements of Geography</b> .....	<b>GH3</b>
<b>Five Themes of Geography</b> .....	<b>GH4</b>
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## Geography and You

Many people think geography means learning about the location of cities, states, and countries, but geography is much more than that. Geography is the study of our Earth and all its people. Geography includes learning about bodies of water such as oceans, lakes, and rivers. Geography helps us learn about landforms such as plains and mountains. Geography also helps us learn about using land and water wisely.

People are an important part of the study of geography. Geography includes the study of how people adapt to live in new places. How people move, how they transport goods, and how ideas travel from place to place are also parts of geography.

In fact, geography has so many parts that geographers have divided the information into smaller groups to help people understand its ideas. These groups are called the six elements of geography.

## Six Elements of Geography

**The World in Spatial Terms:** Where is a place located, and what land or water features does that place have?

**Places and Regions:** What is special about a place, and what makes it different from other places?

**Physical Systems:** What has shaped the land and climate of a place, and how does this affect the plants, animals, and people there?

**Human Systems:** How do people, ideas, and goods move from place to place?

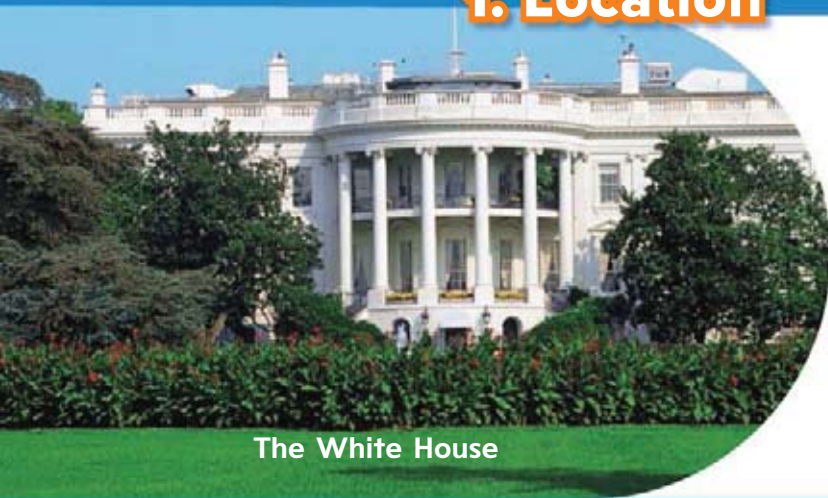
**Environment and Society:** How have people changed the land and water of a place, and how have land and water affected the people who live in a place?

**Uses of Geography:** How has geography influenced events in the past, and how will it influence events now and in the future?

# Five Themes of Geography

You have read about the six elements of geography. The five themes of geography are another way of dividing the ideas of geography. The themes, or topics, are **location**, **place**, **region**, **movement**, and **human interaction**. Using these five themes is another way to understand events you read about in this book.

## 1. Location



The White House

In geography, *location* means an exact spot on the planet. A location is usually a street name and number. You write a location when you address a letter.

## 2. Place



The Grand Canyon

A *place* is described by its physical features, such as rivers, mountains, or valleys. Human features, such as cities, language, and traditions can also describe a place.

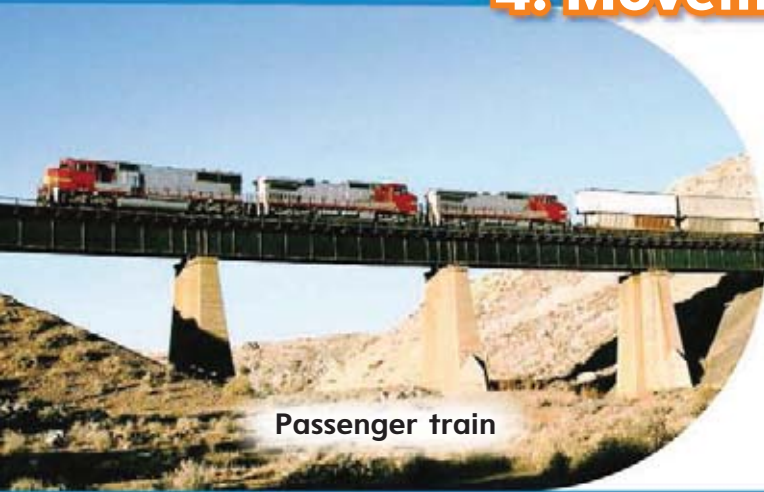
### 3. Region



Wheat field in the Midwest

A *region* is larger than a place or location. The people in a region are affected by landforms. Their region has typical jobs and customs. For example, the fertile soil of the Mississippi lowlands helps farmers in the region grow crops.

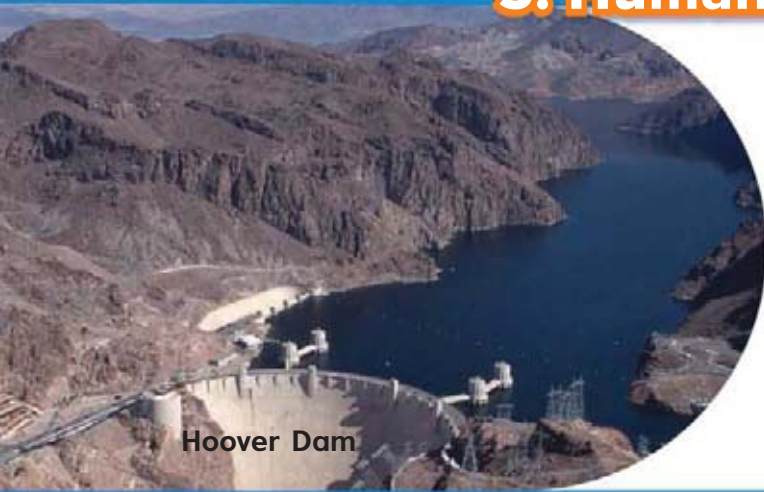
### 4. Movement



Passenger train

Throughout history, people have moved to find better land or a better life. Geographers study why these *movements* occurred. They also study how people's movements have changed a region.

### 5. Human Interaction



Hoover Dam

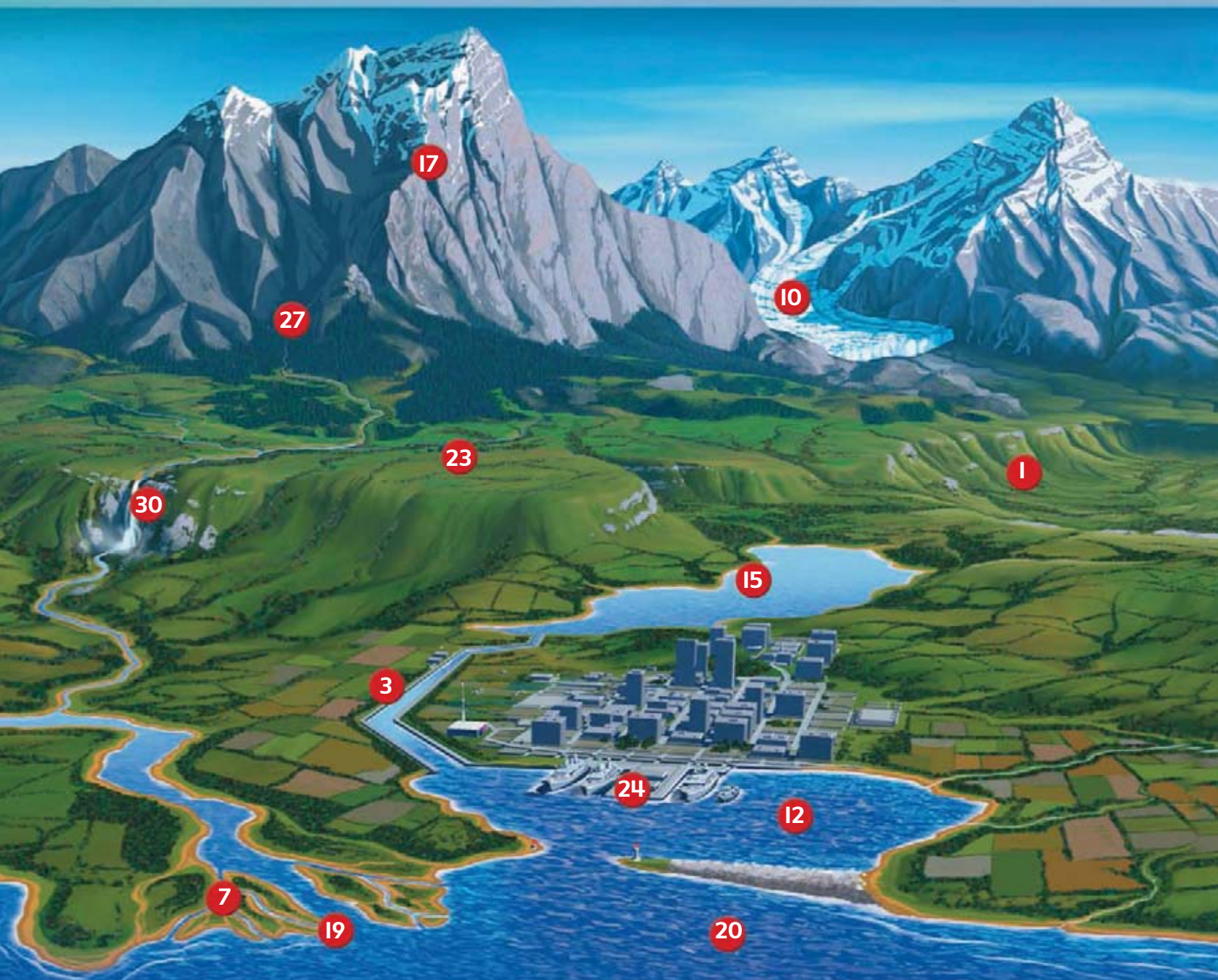
Geographers study the ways that people adapt to their environment. Geographers also study how people change their environment. The *interaction* between people and their environment explains how land is used.

# Dictionary of Geographic Terms



- 1 **BASIN** A bowl-shaped landform surrounded by higher land
- 2 **BAY** Part of an ocean or lake that extends deeply into the land
- 3 **CANAL** A channel built to carry water for irrigation or transportation
- 4 **CANYON** A deep, narrow valley with steep sides
- 5 **COAST** The land along an ocean
- 6 **DAM** A wall built across a river, creating a lake that stores water
- 7 **DELTA** Land made of soil left behind as a river drains into a larger body of water
- 8 **DESERT** A dry environment with few plants and animals
- 9 **FAULT** The border between two of the plates that make up Earth's crust
- 10 **GLACIER** A huge sheet of ice that moves slowly across the land
- 11 **GULF** Part of an ocean that extends into the land; larger than a bay
- 12 **HARBOR** A sheltered place along a coast where boats dock safely
- 13 **HILL** A rounded, raised landform; not as high as a mountain
- 14 **ISLAND** A body of land completely surrounded by water
- 15 **LAKE** A body of water completely surrounded by land





**16 MESA** A hill with a flat top; smaller than a plateau

**17 MOUNTAIN** A high landform with steep sides; higher than a hill

**18 MOUNTAIN PASS** A narrow gap through a mountain range

**19 MOUTH** The place where a river empties into a larger body of water

**20 OCEAN** A large body of salt water; oceans cover much of Earth's surface

**21 PENINSULA** A body of land nearly surrounded by water

**22 PLAIN** A large area of nearly flat land

**23 PLATEAU** A high, flat area that rises steeply above the surrounding land

**24 PORT** A place where ships load and unload their goods

**25 RESERVOIR** A natural or artificial lake used to store water

**26 RIVER** A large stream that empties into another body of water

**27 SOURCE** The starting point of a river

**28 VALLEY** An area of low land between hills or mountains

**29 VOLCANO** An opening in Earth's surface through which hot rock and ash are forced out

**30 WATERFALL** A flow of water falling vertically

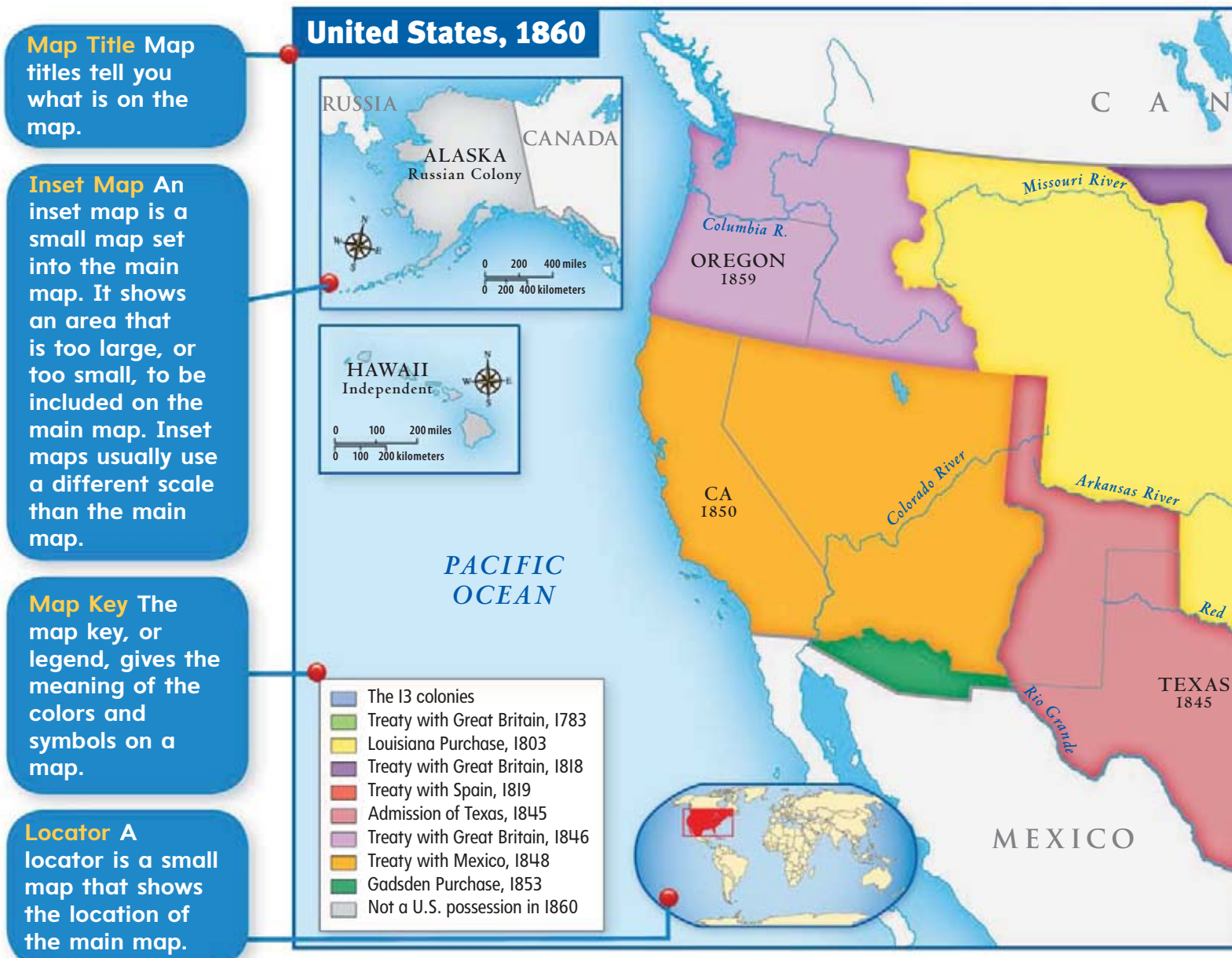
# Reviewing Geography Skills

## Read a Map

Maps are drawings of places on Earth. Most maps have standard features to help you read the map. Some important information you get from a map is direction. The main directions are north, south, east, and west. These are called cardinal directions.

The areas between the cardinal directions are called intermediate directions. These are northeast, southeast, southwest, and northwest. You use these directions to describe one place in relation to another.

**In what direction is Iowa from North Carolina?**



## Read Historical Maps

Some maps capture a period in time. These are called historical maps. They show information about past events or places. For example, this map shows the United States in 1860 just before the beginning of the Civil War. Read the title and the key to understand the information on the map.

**What year did California become a state?**

**Which states entered the Union after California?**



### Boundary Lines

The lines on a map are usually shown so the boundary between states looks different from the boundary between nations.

### Compass Rose

The compass rose shows the cardinal and intermediate directions on a map.

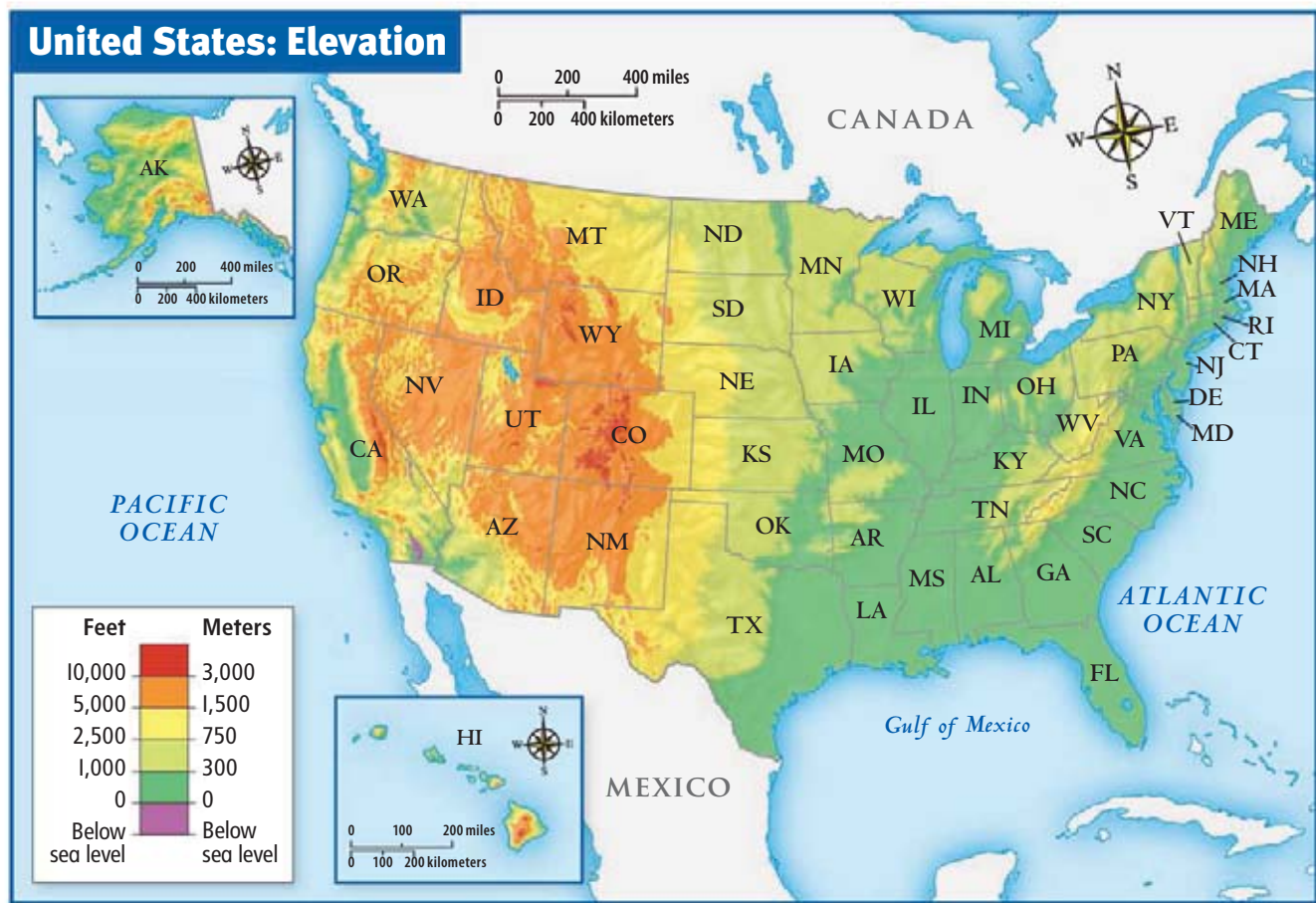
### Map Scale

The map scale shows the relationship between distances on a map and distances on Earth. Here, the length of the line on the map represents 300 miles on Earth.

## Use Elevation Maps

An elevation map is a physical map that uses colors to show the elevation, or height of land above or below sea level. The height is usually measured in feet or meters. Sea level is measured as 0 feet or meters around the world. Read the key to understand what each color means. The map on this page uses purple to show land below sea level.

**Identify the area of your town or city on the map. How high above sea level is your area?**



## Use Road Maps

Suppose you want to go somewhere you have never been before. How do you know what road to take? You could use a road map. Road maps show where the roads in a certain area go. By reading a road map you can figure out how to get from one place to another.

Look at the road map of Indiana. The map key tells you which kinds of roads are shown on the map. Interstate highways run through two or more states and have two or more lanes in each direction. U.S. highways are usually two lane highways that also connect states. State highways stop at a state's borders. The name of each highway is a number. Notice the different symbols for each of the three kinds of highways.

**Which roads would you use to get from South Bend to Terre Haute?**



## Hemispheres

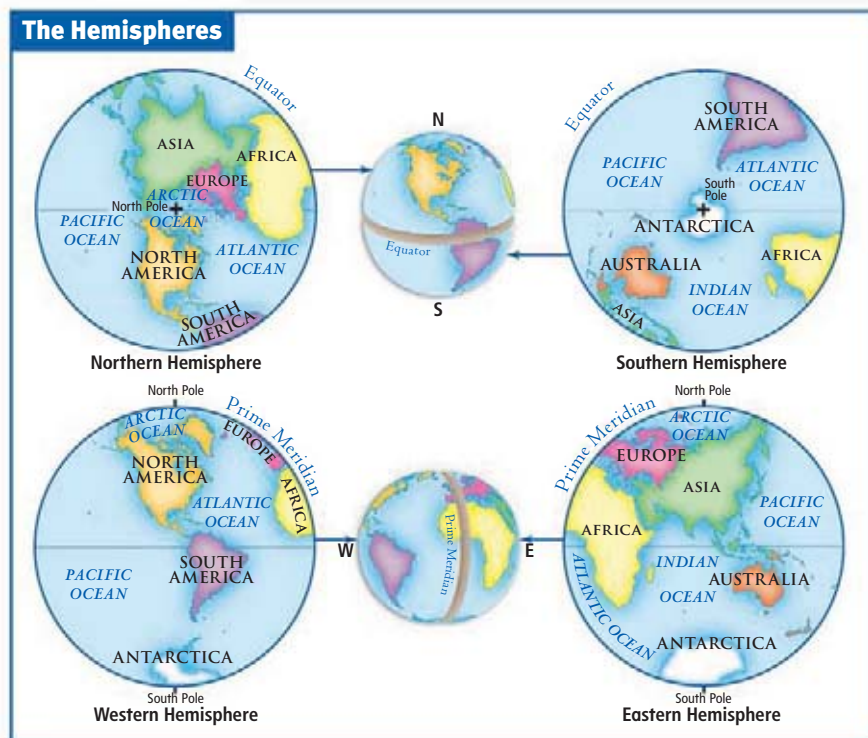
The equator is an imaginary line on Earth. It divides the sphere of Earth in half. A word for half a sphere is *hemisphere*. The prefix “hemi” means half. Geographers divide Earth into four hemispheres.

All the land and ocean north of the equator is in the Northern Hemisphere. All the land and ocean south of the equator is in the Southern Hemisphere.

Another imaginary line on Earth runs from the North Pole to the South Pole. It is called the prime meridian. It divides Earth into the Eastern Hemisphere and the Western Hemisphere.

**Is North America in the Northern Hemisphere or Southern Hemisphere?**

**Is North America in the Eastern Hemisphere or the Western Hemisphere?**



## Earth-Sun Relationships

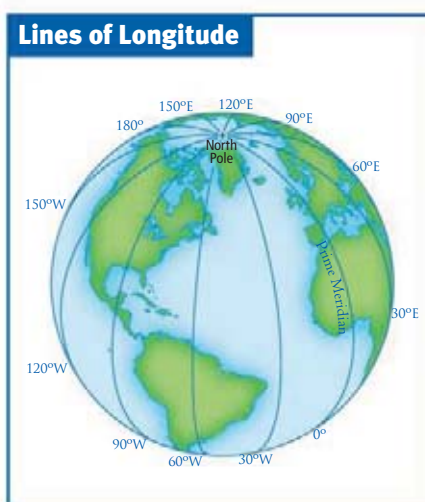
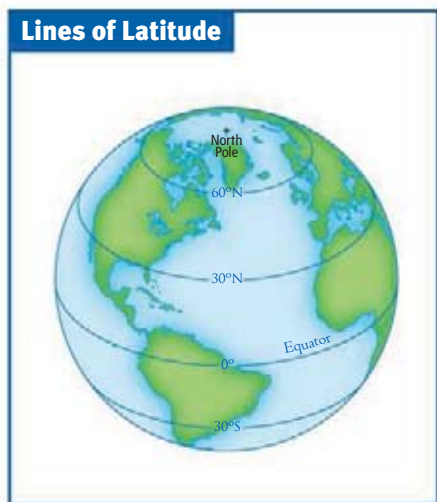
Earth revolves around the sun once a year. As it revolves, Earth also rotates on an axis. An axis is an imaginary line through the center of an object. Earth's axis is tilted  $23.5^\circ$  from due north. That tilt, plus the revolution of Earth around the sun, causes the seasons. The seasons are opposite in the Southern and Northern Hemispheres. For example, when it is winter in the Northern Hemisphere, it is summer in the Southern Hemisphere.

## Latitude and Longitude

Geographers have created an imaginary system of lines on the Earth. These lines form a grid to help locate places on any part of the globe. Lines of latitude go from east to west. Lines of longitude go from north to south.

Lines of latitude are called parallels because they are an equal distance apart. The lines of latitude are numbered from 0 at the equator to 90 degrees (°) North at the North Pole and 90° South at the South Pole. Latitude lines usually have N or S to indicate the Northern or Southern Hemisphere.

Lines of longitude, or meridians, circle the Earth from pole to pole. These lines measure the distance from the Prime Meridian, at 0° longitude. Lines of longitude are not parallel. They usually have an E or a W next to the number to indicate the Eastern or Western Hemisphere.



## Absolute and Relative Location

You can locate any place on Earth using lines of latitude and longitude. Each line is identified by degrees (°). Each location has a unique number where one line of latitude intersects, or crosses, a line of longitude. This is called its absolute location. Each spot on Earth has an absolute location.

Relative location is the location of a place in relation to other landmarks. For example, St. Louis, Missouri, is located in eastern Missouri, along the Mississippi River.

**What is your absolute location? Use a map of the United States to find the latitude and longitude of the city or town where you live.**

## Maps at Different Scales

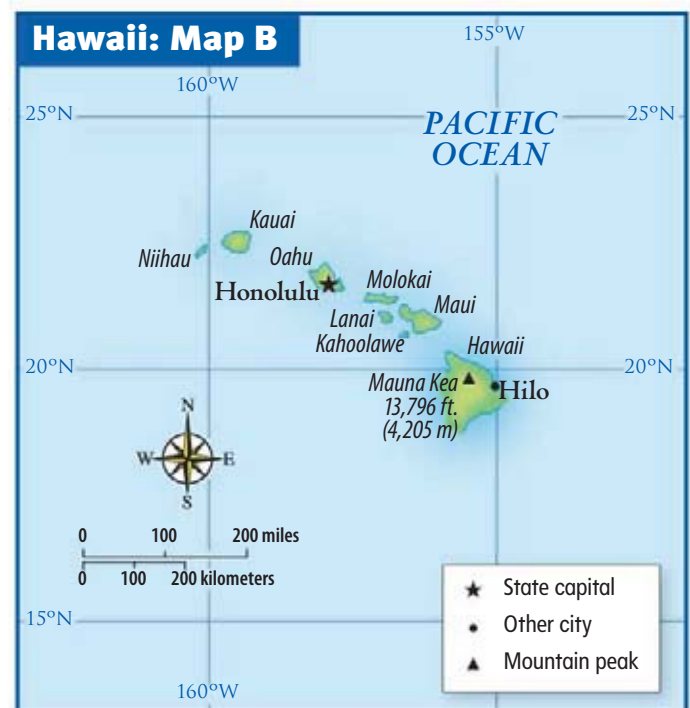
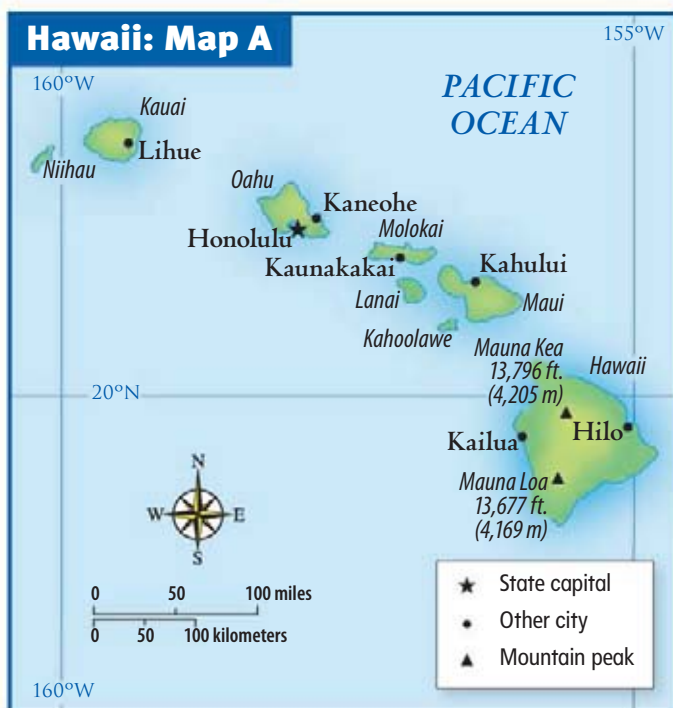
All maps are smaller than the real area that they show. To figure out the real distance between two places, most maps include a scale. The scale shows the relationship between distances on a map and real distances.

The scales on the maps in this book are drawn with two horizontal lines. The top line shows distances in miles. The bottom line shows distances in kilometers. You can use a ruler or mark a strip of paper under the scale to measure the distance between places on the map.

The maps on this page are drawn at different scales. Map A and Map B both show the Hawaiian Islands, but Map B shows a larger area with less detail. It is a small-scale map. Map A is a large-scale map. It shows a smaller area with more detail. The scales are different, but the distance between the places shown on both maps is the same.

**On both maps, what is the distance in miles between Niihau and Molokai?**

**What details on Map A are not on Map B?**





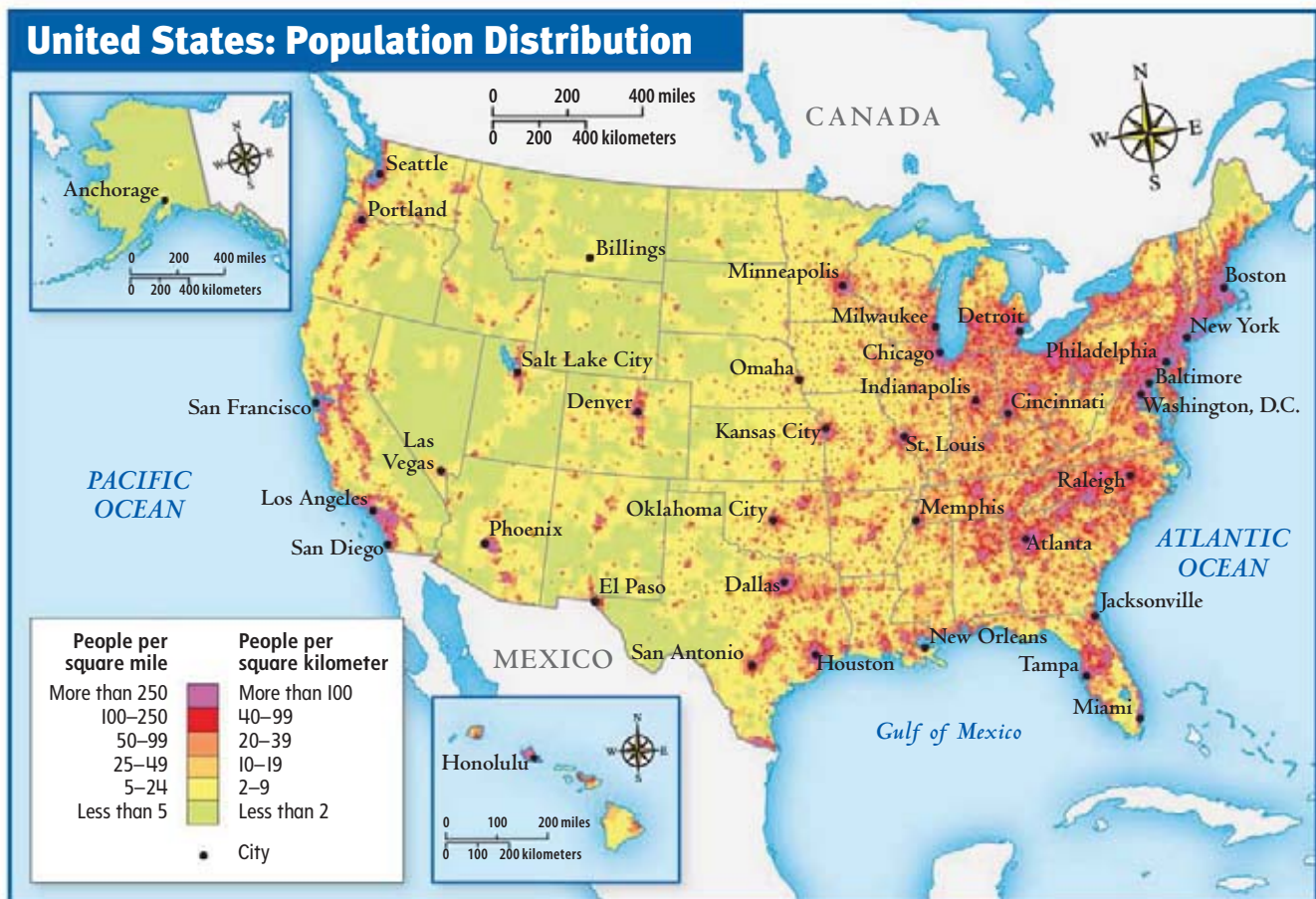
## Use Population Maps

When you need to know the number of people who live in a place, or where people live, you can look at a population map. Most population maps show population density—how many people live in a certain area. Another kind of population map shows population distribution—where in an area people live.

Look at the population distribution map of the United States below.

Population distribution maps often use different colors to stand for numbers of people per square mile or kilometer. The map key shows the number each color stands for. For example, between 5 and 24 people per square mile live in areas that are shaded yellow.

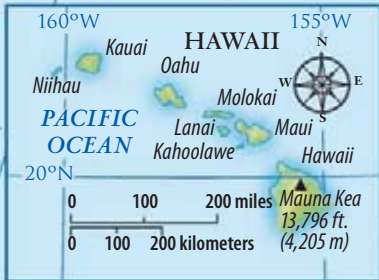
**Which color is used to show the areas with the most people?**

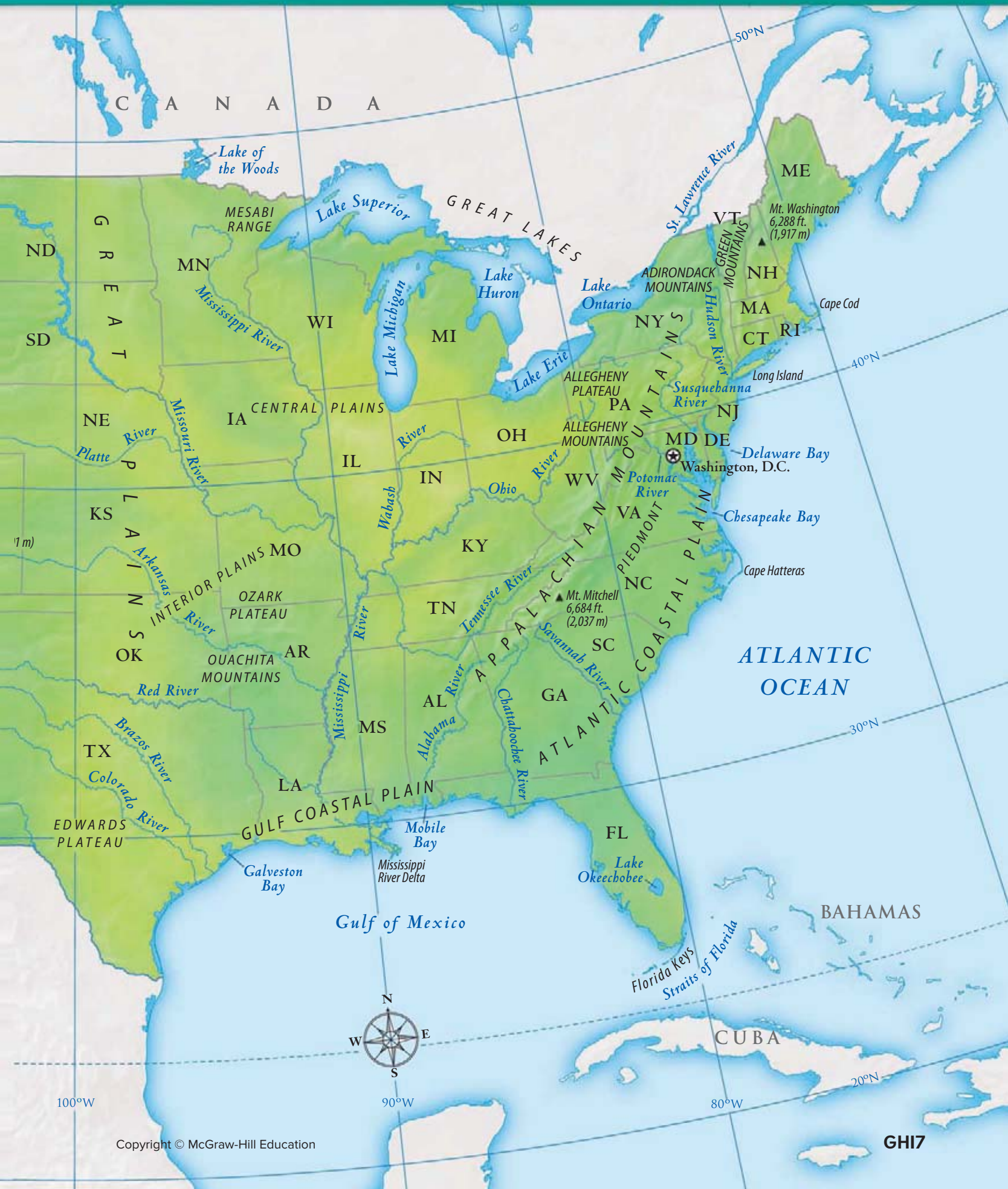


# UNITED STATES POLITICAL/PHYSICAL



- International boundary
- State boundary
- ⊙ National capital
- ▲ Mountain peak
- ▲ Highest point
- ▼ Lowest point





# NORTH AMERICA POLITICAL/PHYSICAL



— International boundary  
 \* National capital  
 ▲ Mountain peak

0 300 600 miles  
 0 300 600 kilometers

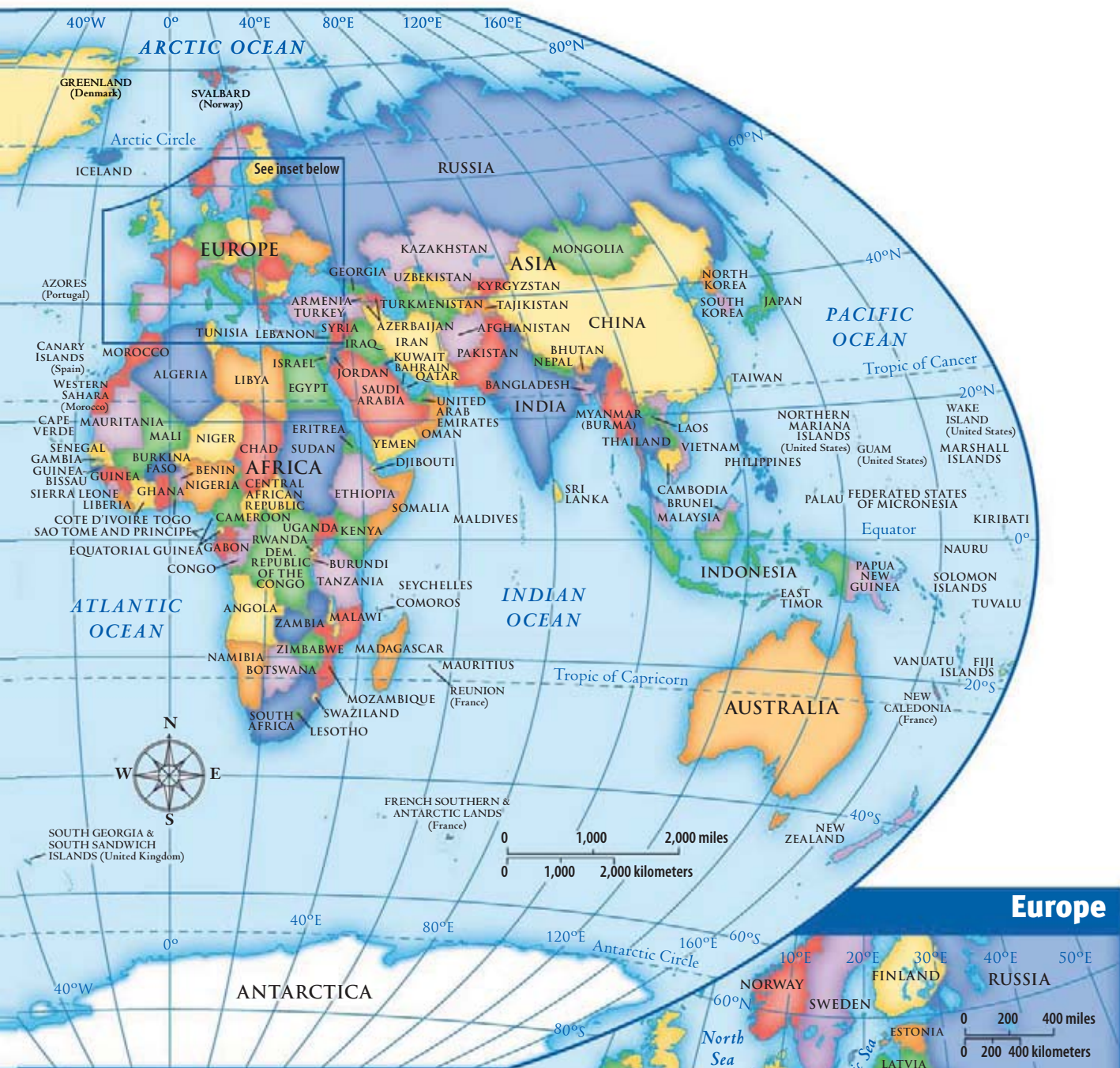


# SOUTH AMERICA POLITICAL/PHYSICAL



- International boundary
- ⊕ National capital
- Other city
- ▲ Mountain peak











# Glossary

This Glossary will help you to pronounce and understand the meanings of the vocabulary terms in this book. The page number at the end of the definition tells you where the word first appears.

## A

**absolute location** (ab'sə lüt lō kā'shən) exact location of a place expressed by longitude and latitude or street address (p. 15)

**acid rain** (a'sid rān) precipitation containing harmful chemical pollution that can destroy trees and wildlife and poison water; see **precipitation** (p. 125)

**altitude** (al'ti tüd) height of something above the ground or above sea level (p. 156)

**amendment** (ə mend'mənt) an addition to the Constitution (p. 78)

**annex** (an'eks) to make a country or territory part of another country (p. 52)

**archipelago** (är kə pel'a gō) a cluster of many islands (p. 137)

**arid** (ar'id) dry (p. 30)

**assembly** (ə sem'blē) a lawmaking body (p. 60)

## B

**barrio** (bä' rē ō) city neighborhood in which many Spanish-speaking people live (p. 252)

**battle map** (bat'əl map) a map that shows the events of a conflict between two groups of armed forces (p. 191)

**bilingual** (bi ling'wəl) having two languages (p. 93)

**biotechnology** (bi ō tech nol'ə gē) technology that uses living cells to create new drugs (p. 106)

**blizzard** (bliz'ərd) heavy snowstorm with very strong winds (p. 35)

## C

**campesino** (käm pə sē' nō) a poor farmer (p. 225)

**canal** (kə nal') a human-built waterway (p. 141)

**canyon** (kan'yən) deep valley with very high, steep sides (p. 9)

### Pronunciation Key

<b>a</b> at	<b>ē</b> me	<b>ō</b> old	<b>ū</b> use	<b>ng</b> song
<b>ā</b> ape	<b>i</b> it	<b>ô</b> fork	<b>ü</b> rule	<b>th</b> thin
<b>ä</b> far	<b>ī</b> ice	<b>oi</b> oil	<b>û</b> pull	<b>th</b> this
<b>âr</b> care	<b>î</b> pierce	<b>ou</b> out	<b>ûr</b> turn	<b>zh</b> measure
<b>e</b> end	<b>o</b> hot	<b>u</b> up	<b>hw</b> white	<b>ə</b> about, taken, pencil, lemon, circus

**carnival** (kär'nä väl) a festival held on the last day before the Christian holy period of Lent (p. 209)

**cartogram** (kär'tə gram) a map that shows information by changing the sizes of places (p. 237)

**cash crop** (kash krop) farm product grown for export (p. 179)

**caudillo** (kou də'yō) military dictator of nineteenth-century Latin America (p. 193)

**checks and balances** (cheks and bal'ən səz) system that balances power among the branches of government (p. 75)

**circle graph** (sūr'kəl graf) chart that shows how something can be divided into parts (p. 129)

**climograph** (kli'mō graf) graph that shows information about the temperature and precipitation of a place over time (p. 159)

**Columbian Exchange** (kə lum'bē ən eks chānj') the movement of people, plants, animals, and germs in either direction across the Atlantic Ocean following the voyages of Columbus (p. 149)

**command economy** (kə mand' ē kon'ə mē) an economy completely controlled by the government (p. 234)

**commonwealth** (kom'ən welth) the government of a nation or a state; as a United States commonwealth, Puerto Rico has control over its local affairs (p. 234)

**communism** (kom'ūn izm) system of government in which the government controls the economy, and people have limited rights to own property (p. 198)

**conservation** (kon sər vā'shən) protection and careful use of natural resources (p. 125)

**Continental Divide** (kon'tə nen'təl di vid') imaginary line made of high points in the Rockies from where our nation's rivers flow east or west (p. 5)

**culture** (kul'chər) A unique way of life of a group of people. (p. 66)

**current** (kūr'ənt) a portion of water or air that flows continuously in approximately the same path (p. 26)

## D

**decree** (di krē') a royal command (p. 189)

**default** (dē folt') failure to pay a financial debt (p. 239)

**deforestation** (dē fər ə stā'shən) the process of clearing forests (p. 146)

**demand** (di mand') the desire for a product or service; see **supply** (p. 108)

**developed nation** (dē vel'əpt nā'shən) a country with a high level of economic development that includes high technology, services, manufacturing, and extraction such as fishing, forestry, and mining (p. 113)

**dictator** (dik'tā tər) a leader with complete power over a country (p. 193)

**drought** (drou) long period of little or no rainfall (p. 28)

## E

**economic growth** (ē kə' nə mik grōth) an economy's increase in the value of goods and services (p. 113)

**economy** (ē kon'ə mē) the way a country's people use natural resources, money, and knowledge to produce goods and services (p. 20)

**ecosystem** (ē'kō sis təm) all the living and nonliving things in a certain area (p. 242)

**El Niño** (el nē'nyō) weather event marked by very heavy rains in western South America, often causing flooding; reduced rainfall in in Southern Asia, Australia, and Africa; and severe storms in North America; opposite of La Niña (p. 158)

**emigrate** (e'mə grāt) to leave a country and move to another (p. 202)

**empire** (em'pīr) an area in which different groups of people are controlled by one ruler or government (p. 170)

**encomienda** (en kō mē en'dā) a Spanish grant of land that included all the Native Americans living on the land (p. 179)

## F

**favela** (fə'velə) an overcrowded city slum in Brazil (p. 239)

**federalism** (fed'ər əl izm) a system of government in which power in the nation is shared between the central government and the state governments (p. 76)

**fossil fuel** (fos'əl fū'əl) fuel, such as oil, natural gas, and coal, that is formed from the remains of plants and animals that lived millions of years ago (p. 125)

**free enterprise** (frē en'tər prīz) economic system in which people can own property and businesses and are free to decide what to make, how much to produce, and what price to charge (p. 105)

**FTA (Free Trade Agreement)** (frē trād ə grē'mənt) an agreement signed by Canada and the United States in 1987 that increased trade over a ten year period (p. 119)

## G

**gasohol** (gə sə'hōl) human-made fuel produced from mixing gasoline and alcohol made from sugarcane (p. 146)

**gaucho** (gəu'chō) cowhand in Argentina (p. 246)

**glacier** (glā'shər) a large mass of ice (p. 12)

**global grid** (glō'bəl grīd) a set of squares formed by crisscrossing lines that can help you determine the absolute location of a place on a globe (p. 15)

**global warming** (glō'bəl wār'mīng) the gradual increase of the Earth's temperature (p. 38)

**glyph** (glīf) a picture symbol (p. 166)

**gross domestic product (GDP)** (grōs də mes'tīk prod'əkt) the total value of all the goods produced in a country in one year (p. 251)

## H

**historical map** (his tōr'i kəl map) a map that shows information about the past or where past events took place (p. 63)

**hunter-gatherer** (hun'tər gath'ər ər) one who hunted animals and gathered wild plants for food (p. 150)

**hurricane** (hūr'i kān) cyclonic storm with very strong winds and heavy rain (p. 34)

**hydroelectric power** (hī drō i lek'trīk pou'ər) electricity made from flowing water in rivers (p. 18)

## I

**indigenous** (īn dī'jə nəz) people descended from an area's first inhabitants (p. 49)

**interdependence** (in'tər di pen'dəns) dependence on each other to meet needs and wants (p. 119)

**irrigation** (ir i gā'shən) a method of supplying dry land with water through a series of ditches or pipes (p. 23)

**isthmus** (is'məs) a narrow stretch of land with water on both sides (p. 141)

## J

**jade** (jād) shiny stone that comes in many shades of green (p. 165)

**junta** (jən'tə or hun'tə) a group of people controlling a government (p. 222)

## K

**knowledge economy** (nā'lij i kă'nə mē) an economy that makes a profit on the production and management of information; biotechnology is an industry in a knowledge economy (p. 107)

## L

**La Niña** (lä nē'nyə) weather event marked by unusually cool waters in the eastern Pacific and low amounts of rainfall there and heavier rains—and a better chance of hurricanes—in the western Pacific; opposite of El Niño (p. 154)

**large-scale map** (lărj skāl map) map that shows a smaller area in greater detail; see **small-scale map** (p. 123)

**latitude** (lat'i tūd) imaginary line, or parallel, measuring distance north or south of the equator; see **parallel** (p. 15)

**levee** (le vē) an earth wall that farmers built to keep water from overflowing onto the land (p. 42)

**line graph** (līn graf) graph that shows changes over time (p. 129)

**Line of Demarcation** (līn əv di măr kă'shən) an agreed-upon imaginary line dividing the Americas into Spanish and Portuguese territories in 1494 (p. 175)

**literacy rate** (li'tə rə sē rāt) percentage of people who can read and write (p. 228)

**Llanos** ('lä'nōs) tropical grasslands that stretch through eastern Colombia and Venezuela (p. 138)

## Pronunciation Key

a at	ē me	ō old	ū use	ng song
ā ape	i it	ô fork	ü rule	th thin
ä far	ī ice	oi oil	û pull	th this
âr care	î pierce	ou out	ûr turn	zh measure
e end	o hot	u up	hw white	ə about, taken, pencil, lemon, circus

**longitude** (lon'ji tüd) imaginary line, or meridian, measuring distance east or west of the prime meridian; see **meridian** and **prime meridian** (p. 15)

**Loyalist** (loi'ə list) a colonist who supported Great Britain in the American Revolution (p. 60)

## M

**map scale** (map skāl) a line like a measuring stick drawn on a map that uses a unit of measurement, such as an inch, to represent a real distance on Earth (p. 123)

**maquiladora** (mə'kē lə dor ə) foreign-owned factory in Mexico where workers assemble parts made in other countries (p. 220)

**megalopolis** (meg ə lɒp'ə lis) large urban area formed by several cities (p. 4)

**meridian** (mə rid'ē ən) any line of longitude east or west of Earth's prime meridian; see longitude and prime meridian (p. 15)

**mestizo** (mās tē'zō) a person of mixed Spanish and Native American heritage (p. 186)

**migrant worker** (mi'grənt wūr'kər) a laborer who moves from place to place to find work (p. 223)

**migrate** (mi'grāt) to move from one place to another (p. 202)

**monarch** (mon'ärk) the head of government based on the rule of a king or queen (p. 81)

**mulatto** (mə lat'ō) a person of mixed African and European ancestry (p. 204)

**multiculturalism** (mul tē kul'chər əl izm) adapting to diverse cultures (p. 93)

**mural** (myur'əl) large paintings painted on a wall (p. 210)

## N

**national debt** (nə'shən nəl det) the amount of money a country owes to other countries (p. 247)

**navigable** (nə'vi gə bəl) waterway that is deep enough and wide enough for ships to steer through (p. 11)

**Northwest Passage** (nôrth'west pas'ij) water route believed to flow through North America to Asia that European explorers searched for from the 1500s to the 1700s (p. 58)

## O

**obsidian** (ob si' dē ən) glassy rock formed from the lava of volcanoes (p. 165)

## P

**Pampas** (pam'pəz) treeless grassland of Argentina and Uruguay (p. 138)

**parallel** (par'ə lel) line of latitude; see **latitude** (p. 15)

**parallel time line** (par'ə lel tim'lin) two different sets of events on the same time line (p. 79)

**parliament** (pär'lə mənt) an assembly of people who pass laws and govern a nation (p. 81)

**pidgin language** (pij'ən lang'gwij) language formed by combining several different languages (p. 205)

**plantation** (plan tā'shən) a large farm that often grows one cash crop (p. 179)

**plate tectonics** (plāt tek ton'iks) theory that Earth's surface is made up of plates that are constantly moving (p. 36)

**plaza** (plā'zə) public square in a Latin American city around which government buildings and major churches were built (p. 217)

**prairie** (prār'ē) flat or rolling land covered with grass (p. 6)

**precipitation** (pri sip i tā'shən) moisture that falls to the ground in the form of rain, sleet, hail, or snow (p. 26)

**prime meridian** (prīm mə rid'ē ən) line of longitude labeled 0° longitude; any place east of the prime meridian is labeled E; any place west of it is labeled W; see **longitude** (p. 15)

**prime minister** (prīm min'ə stər) head of a parliamentary government (p. 81)

**profit** (prof'it) money a business earns after it pays for tools, salaries, and other costs (p. 105)

**province** (prov'ins) a political division of a country (p. 61)

## R

**rain forest** (rān for əst) a dense area of trees and plants that receives a lot of rain (p. 146)

**relative location** (rel'ə tiv lō kā'shən) the location of a place in relation to another place (p. 15)

**renewable resource** (ri nü'ə bəl rē'sōrs) material found in nature that can be replaced, such as forests (p. 18)

**representative democracy** (rep'ri zen'tə tiv di mok'rə sē) form of government in which voters choose leaders who make and enforce laws (p. 75)

**rural** (rūr'əl) of the countryside (p. 90)

## S

**scarcity** (skār'si tē) shortage of available goods and services (p. 20)

**selva** (sel'və) Brazilian name for the Amazonian rain forest (p. 242)

**separatism** (sep'ər ə ti zim) a belief in separating from a nation (p. 94)

**slavery** (slā'və rē) the practice of people's owning other people and forcing them to work (p. 52)

**small-scale map** (smōl skāl map) map that shows a large area but not much detail; see **large-scale map** (p. 123)

**smog** (smog) thick haze of smoke and chemicals (p. 222)

### Pronunciation Key

a at	ē me	ō old	ū use	ng song
ā ape	i it	ô fork	ü rule	th thin
ä far	ī ice	oi oil	û pull	th this
âr care	î pierce	ou out	ûr turn	zh measure
e end	o hot	u up	hw white	ə about, taken, pencil, lemon, circus

**socialism** (sō'shə liz'əm) economic system under which all land, banks, factories, and large businesses are owned and controlled by the government, not by individuals (p. 199)

**stock** (stok) a share in the ownership of a company (p. 105)

**subregion** (sub rē'jən) smaller area of a region (p. 135)

**subsistence farm** (səb sis'təns färm) small plot of land on which a farmer grows only enough food to feed his or her family (p. 221)

**suburb** (sə'bûrb) community near a city (p. 90)

**supply** (sə plī') quantity of something needed or ready for use; see **demand** (p. 108)

## T

**tariff** (tar'if) tax added to the price of goods that are imported (p. 119)

**temperate climate** (tem'pər it klī'mit) mild weather that is neither too hot nor too cold, with changing seasons (p. 25)

**territory** (ter'i tōr ē) an area of land controlled by a nation (p. 61)

**terrorism** (ter'ər izm) the use of fear and violence to gain political goals (p. 63)

**time line** (tīm' līn) a diagram showing the order in which events took place (p. 79)

**time zone** (tīm zōn) one of the 24 areas into which Earth is divided for measuring time (p. 139)

**tornado** (tōr nā'dō) powerful windstorm with a funnel-shaped cloud that moves quickly over land (p. 33)

**trade deficit** (trād def'ə sit) situation that occurs when the value of a country's imports is higher than the value of its exports (p. 120)

**trade surplus** (trād sūr'plūs) situation that occurs when the value of a country's exports is high than the value of its imports (p. 120)

**traditional economy** (trə dish' ən el ē kă' nə mē) an economy that changes little over time (p. 66)

**treaty** (trē'tē) agreement to make peace (p. 52)

**tributary** (trib'yə ter ē) river or stream that flows into a larger river (p. 11)

**tundra** (tun'drə) treeless plain where only grasses and mosses can grow (p. 3)

## U

**urban** (ûr'bən) of the city (p. 90)

**urbanization** (ûr bə nə ză'shən) population movement from rural areas to cities (p. 128)

**urban sprawl** (ûr'bən sprōl) spread of human settlements into natural areas (p. 128)

## V

**vaquero** (vă kâr'ō) Mexican cowhand (p. 220)

**voyageur** (vwă yă zhûr') trader who transported furs by canoe in New France (p. 58)

## W

**water table** (wō'tər tă bəl) underground water that is close to land surface (p. 43)

**wetland** (wet'land) low, flat area covered with water (p. 14)



# Index

This index lists many topics that appear in the book, along with the pages on which they are found. Page numbers after a *c* refer you to a chart, after a *d* refer you to a diagram, after a *g* refer you to a graph, after an *m* refer you to a map, after a *p* refer you to photographs, after a *q* refer you to a quote.

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