

# Goods and Services



## INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

## Unlock The BIG Question

I will know how goods and services have changed over time and where goods are produced.

## Vocabulary

goods  
services  
consumer  
local  
producer  
import  
export

## Jumpstart Activity

You are going on a label hunt. Look for labels that tell where a product is made. List the places you find.

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## Academic Vocabulary

rely  
purchase

You see people spend and earn money every day. You can spend money to buy goods. Your teacher earns money by providing a service. **Goods** are items you can see, like pencils or cars. Businesses sell goods for people to use. **Services** are work that people do, such as fixing a car or cutting your hair. You are a **consumer**, or user, of goods and services.

## Academic Vocabulary

**rely** • v., to depend  
on, to trust

## Early Economies

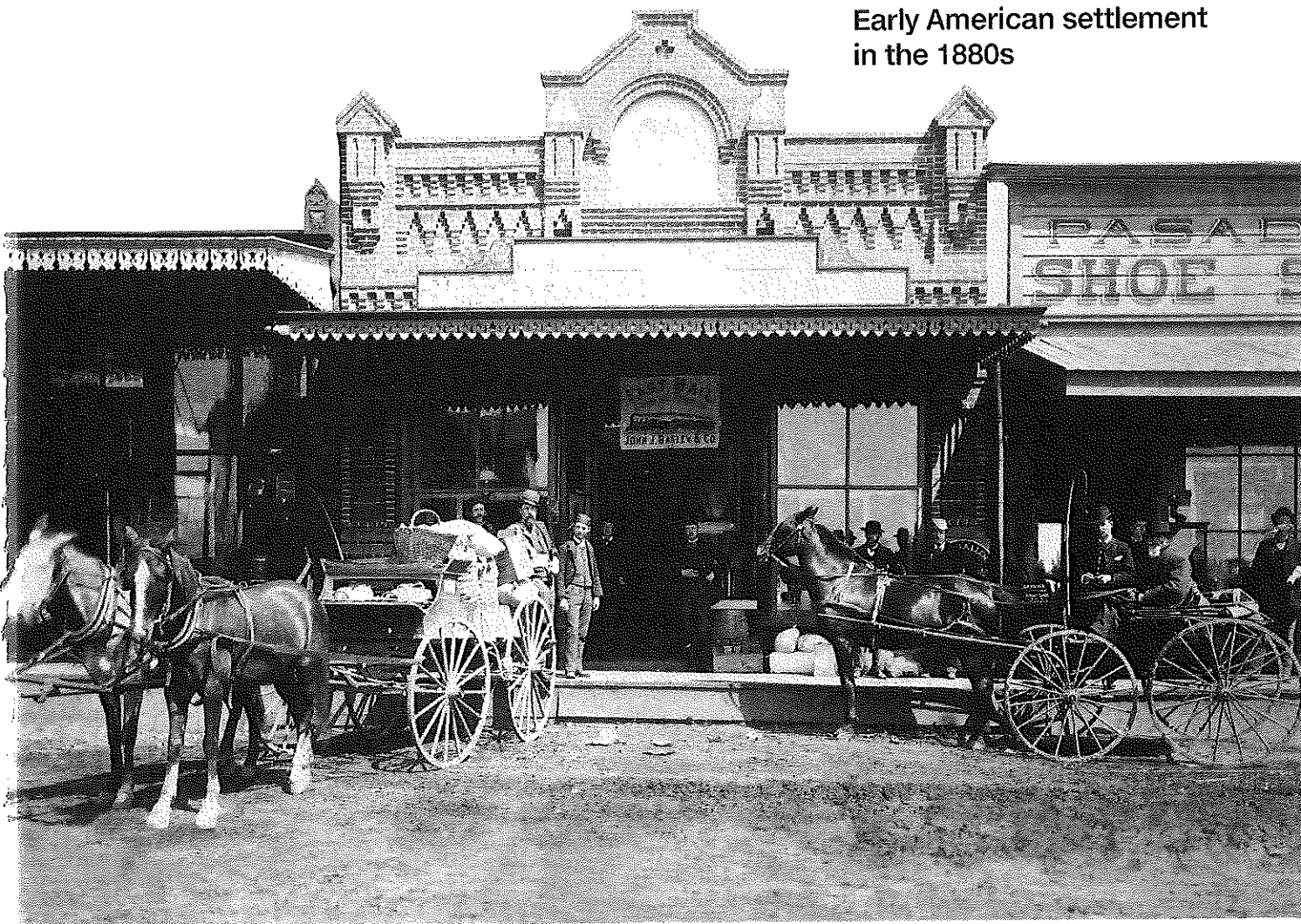
Early American settlers had to **rely** on themselves to provide everything they needed. They had to grow their own food, build their own homes, and mend their own clothes. They had to use what they found nearby.

As settlements grew, people traded or earned money to get what they needed. They bought **local** goods, or things made near where they were sold. For example, suppose a family grew extra beans. They might trade or sell the beans to someone who had fruit or knew how to repair a wagon wheel. As time went on, entrepreneurs built businesses to provide goods or services for growing towns. Many businesses that started long ago are still in business today. They helped shaped other businesses.

1. ☒ **Reading Check** Use Evidence From Text

Underline ways the economies of later settlements and towns changed from the economies of the early settlers.

Early American settlement  
in the 1880s



## Quest Connection

Think about some products that are produced near where you live. What resources are used to make them?



### INTERACTIVITY

Take a closer look at resources.

## Producing and Buying Local Goods

In the 1800s, immigrants from Cape Verde (islands off the coast of West Africa) settled in the port of New Bedford, Massachusetts. They were known for their hard work on whaling and fishing boats. Cape Verdeans bought boats, called packet boats, to carry passengers and goods between Cape Verde and New Bedford. Today millions of pounds of cod, haddock, and scallops are processed in New Bedford every year.

**Producers**, the makers of goods, often build their businesses near the things they need to make the goods. Why? Being close to the resources saves money shipping the resources to other places. If they save money, the goods cost less to sell.

Fishing boats in New Bedford, Massachusetts



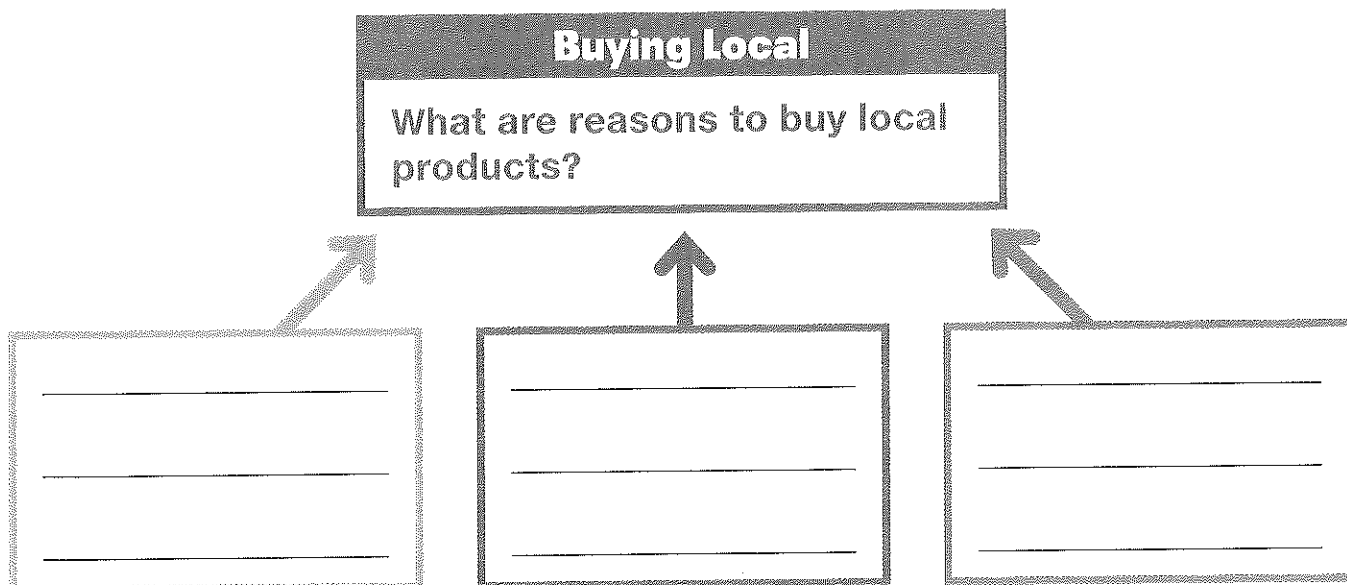


As you have read, settlers had only local products to choose from. Today, we have choices from near and far. Even so, many people still try to buy products that are produced nearby. They might do this for several reasons. Perhaps they like to support small businesses that people in their community own. They might like to save the cost of shipping goods from far away. They may feel that food produced closer is fresher. In some ways, buying locally produced goods is like returning to an earlier time.



Strawberries ripen in a field.

2. **✓ Reading Check Identify** and add details to the diagram to support the main idea.







Freight containers on a ship in a U.S. port

## Goods From Far Away

Long ago, traveling in a horse-pulled wagon to get supplies could take a day or longer. When settlers got to the store, they would have only a few choices of what to buy. Today, you can drive or walk to a nearby store in minutes. You can also shop on the Internet. You can choose products from local producers or from places around the world.

### Word Wise

#### Related words

A *product* is the same as a *good*. How does that help you know the meaning of *production*, *producer*, and *produce*?

A store may import goods. **Import** means to bring in goods from another country. You can buy cheese made in France, pants sewn in India, or fruit grown in Colombia. You will likely eat or wear something today that came from another part of the United States or from another country. Somewhere in the world, there is a third grader who is eating or wearing something grown or made in your region.

Producers may get, or secure, new customers if they export their products to faraway places. **Export** means to send goods out to another country. Having new consumers increases the amount of money a business makes. Consumers often like to try new products or **purchase** products that are not made near them. Even though oranges do not grow in Alaska, a child in Alaska can drink orange juice for breakfast. That orange juice may have been made in Florida. The next time you are in a store, look to see where products are grown or made.

### Academic Vocabulary

**purchase** • v., to buy with money

3.  **Reading Check** Talk with a partner about why you would buy or sell products from far away.

### Lesson 1 Check



#### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. **Explain** how shopping would be different if you were an early American settler.

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5. **Identify** and circle the word to complete each sentence.

An (import export) is a product brought into a country for sale.

An (import export) is a product sent out of a country for sale.

6.  **Quest Connections** In this lesson, you thought about products made near you and the resources used. Write other things that might be needed to make those products. (Hint: Think about workers or machines.)

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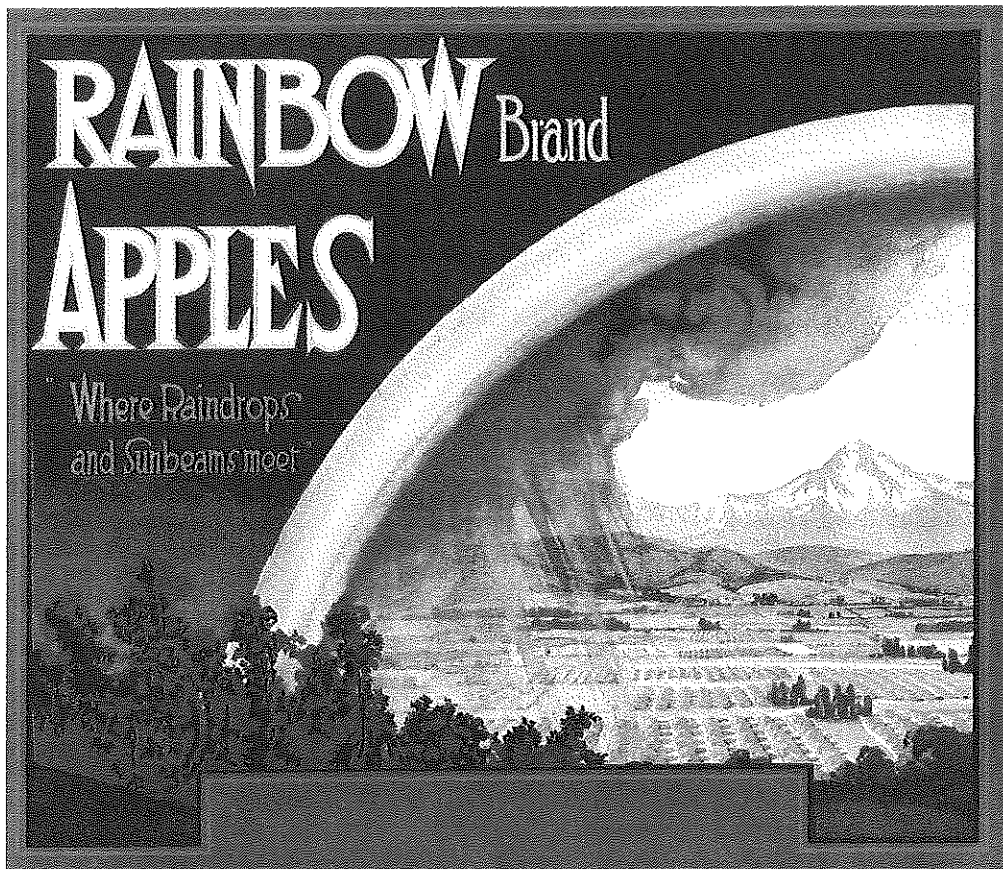
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# Advertisement From Early America

A primary source may be just text, like a letter or diary. A primary source might also be just a picture, like a painting or photograph. The advertisement on this page contains both text and a picture. It is important to look at both to understand the information.

Think about what you already know about advertisements you see every day. Ads are designed to sell you something and make you feel good about it. The ad on this page is from a fruit box label in the 1930s. It tries to make you think good things about the apples.



This label makes people think that Rainbow Apples get lots of sun and rain.

### Fun Fact

Many family farmers showed images of their farms on their fruit labels.

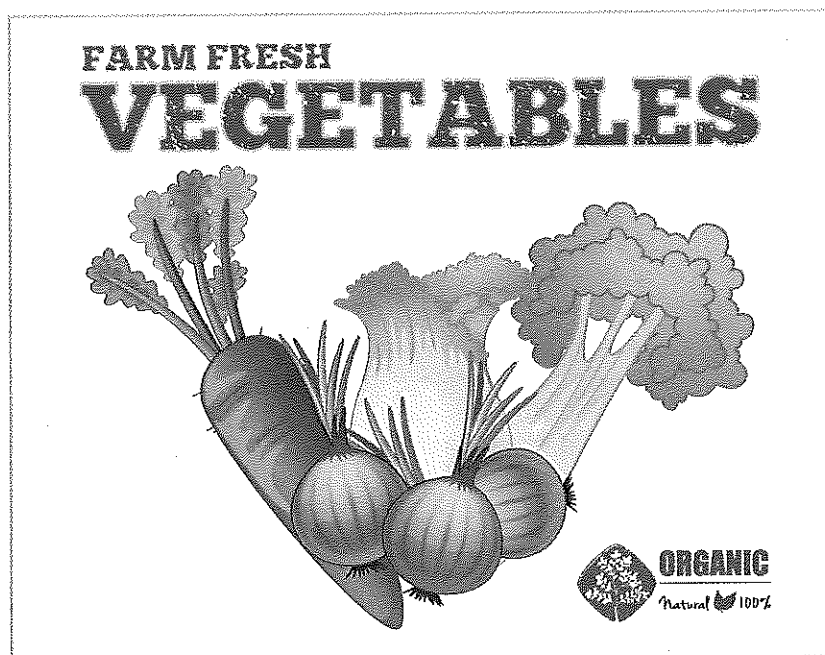


## Close Reading

1. **Identify** and circle parts of the advertisement that tell about or show what is being sold.
2. **Identify** and write words from the advertisement that **describe** the product.

### Wrap It Up

Look at the advertisement from today. **Compare** it with the early advertisement. How are the two ads alike? How are they different?



# Types of Resources

**INTERACTIVITY**

Participate in a class discussion to preview the content of this lesson.

**Unlock  
The BIG  
Question**

I will know the three types of resources used to create a product.

**Vocabulary**

human resource

capital resource

**Academic  
Vocabulary**

sufficient

technology

**Jumpstart Activity**

In small groups, select one of these products: a car, desk, book, carton of milk, tube of toothpaste, or loaf of bread. Your group will then list resources needed to make that product. The resources should include materials, people, and tools needed.

A logging truck carries timber to a mill.



What is needed to make a product? Many of the objects we use each day take many steps to create. In this lesson, you will learn about resources that producers need.

## Natural Resources

American Indians, and the settlers who came after them, used the natural resources they found in America. These resources helped them meet their needs for food, shelter, and clothing. Natural resources are items found in nature that people use. They include trees, water, minerals, and soil. We still use natural resources to meet our needs. Farmers use water and soil to raise crops. A factory uses wood from trees to make furniture. To get to school, a school bus needs gasoline from oil found underground.

1. **✓ Reading Check** Explain what a natural resource is.



## Human Resources

How did early American Indians know how to make pots or use the skins of deer? How did settlers know how to herd cattle, plant crops, or heal a cough? They learned from their parents or other members of a group. Knowing how to make or do something is an important resource. **Human resources** are people's talents and skills.

### Academic Vocabulary

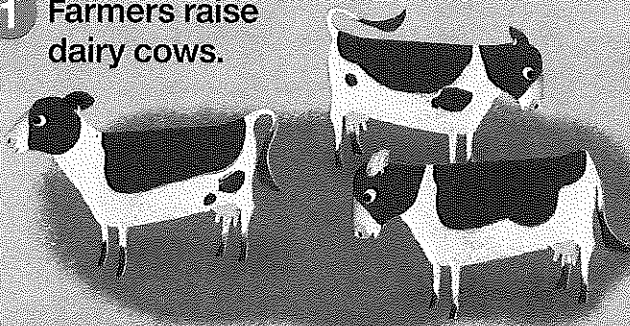
**sufficient** • *adj.*, enough

Just having trees is not **sufficient** if you want to make a table. You also need the skill to cut the tree into lumber. You need to make the pieces of wood fit together to make a table.

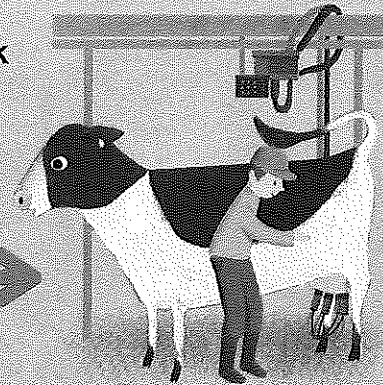
Without the human resources of cooks, you would not get a hot bowl of vegetable soup. A skilled scientist helps make certain medicine is safe and can help heal a cut.

### Milk: From Farm to Store

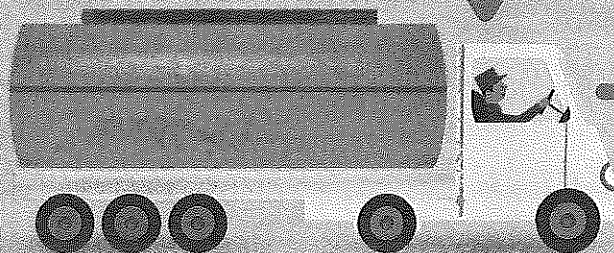
1 Farmers raise dairy cows.



2 Farmers milk the cows.



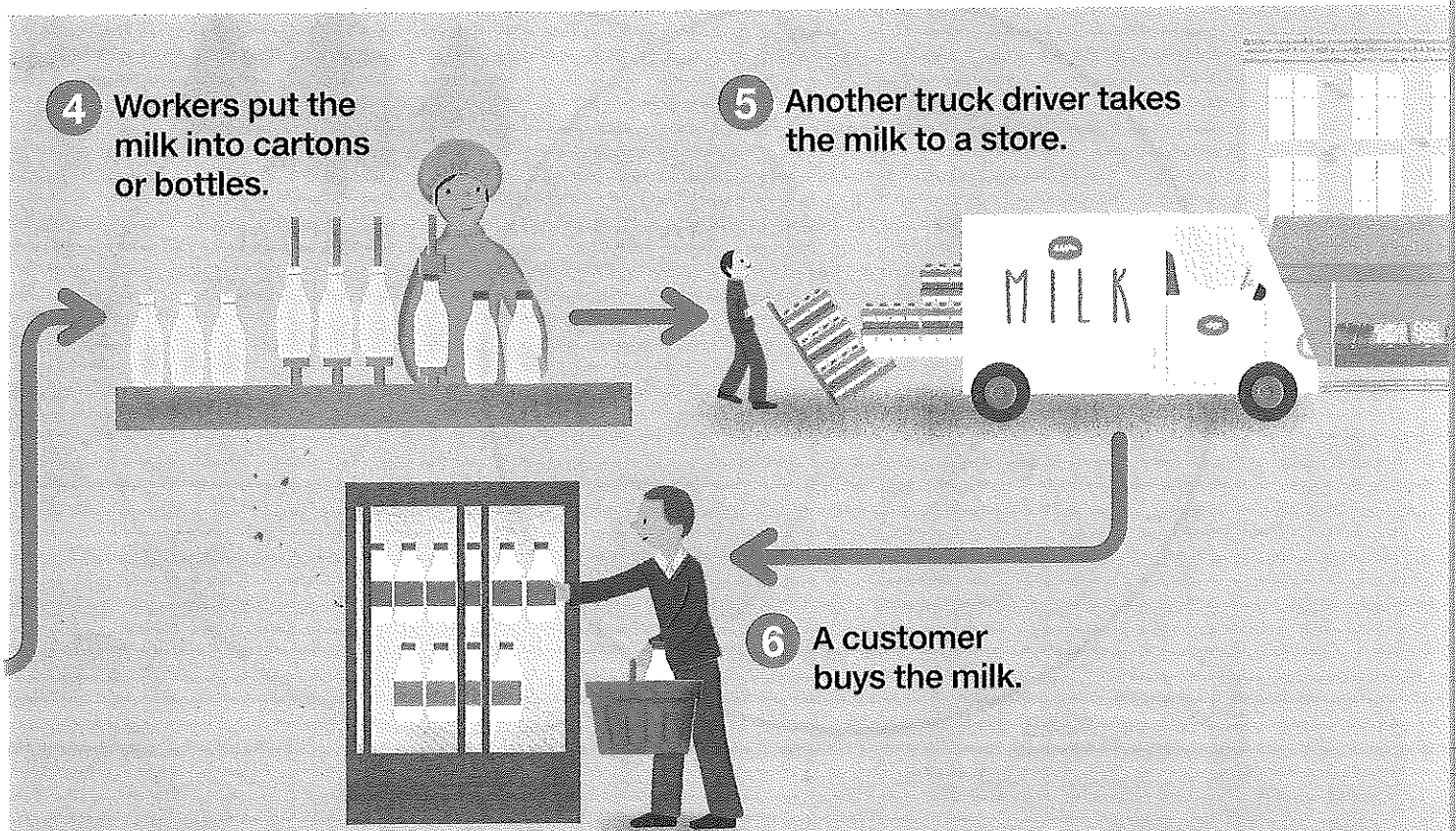
3 A truck driver takes the milk to a factory.



Look at the diagram showing how milk is made. It shows that many people work together to get milk to stores. For any product, there might be people who designed it, worked in a factory, tested the product for safety, wrote ads for the product, and brought the product to a store. There were likely many more people (human resources) involved in making the product and getting it to the consumer.

We can plant trees to grow more. What can we do to increase our human resources? You are doing something right now that increases your value as a human resource. You are learning. Learning, trying new things, and observing others are ways we each can become more valuable human resources.

2. **✓ Reading Check** Use Evidence From Text Underline details in the text that show how human resources are needed to get goods to a consumer.



## Capital Resources

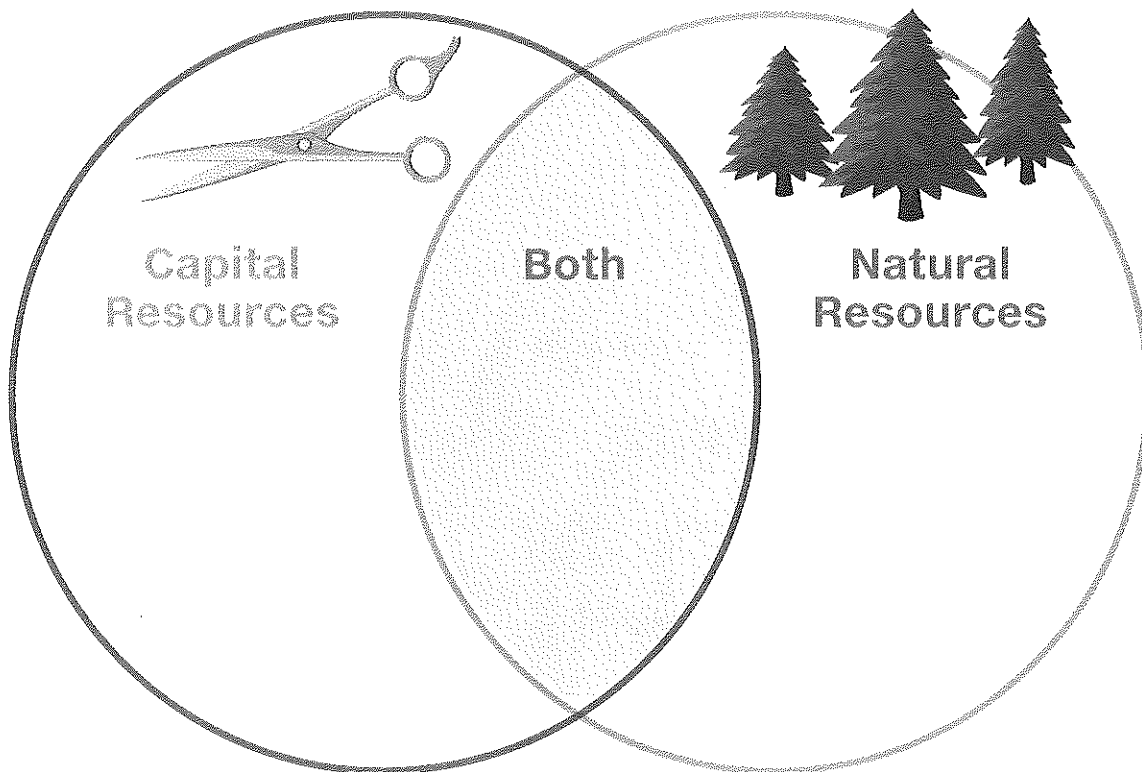
There is another resource that people need to create products. **Capital resources** are human-made items used to make other goods or provide services. Some American Indians made fish weirs to catch fish. Settlers used plows to help with planting. A barber uses scissors to cut hair. Tools and buildings are capital resources.

### 3. ☒ Reading Check

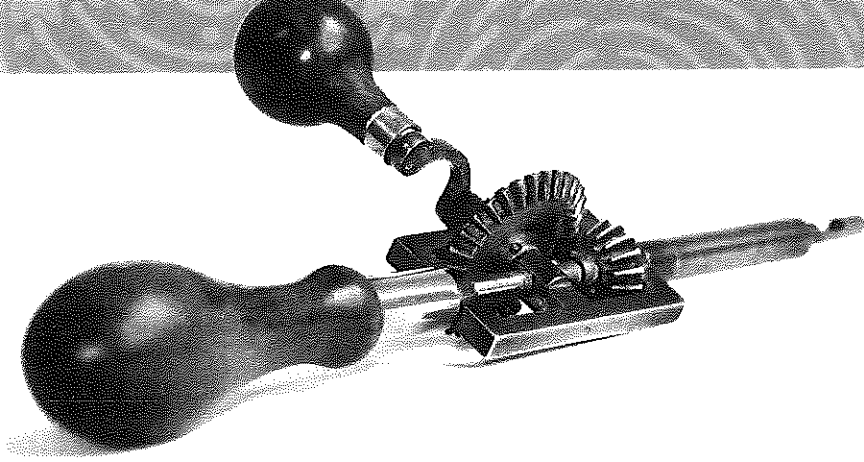
**Compare and Contrast** Fill in the diagram to **compare and contrast** capital resources and natural resources. In the center, **describe** how they are alike.

Think about milk again. What capital resources are used to get the milk from the cow to the store? There are barns, milking machines, tanks, bottles, trucks, and the refrigerator at the grocery store. You can probably think of others. The early settlers may have used only their hands and a bucket to get milk. Times have changed!

### Two Types of Resources







This hand-powered dental drill was used long ago. Today, dental drills are powered by electricity.

Some of our tools and capital resources have changed over time. None of us would want to go to a dentist who uses tools from a hundred years ago! As time passes, **technology** advances. For example, it used to take a long time to place metal letters to print one page of a newspaper. Now a news story can be delivered to someone's phone or tablet very fast. Computers are an important capital resource. They are used in most businesses today.

### **Academic Vocabulary**

**technology** • *n.*, the use of science to solve problems and make things work better

### **Lesson 2 Check**



#### **INTERACTIVITY**

Check your understanding of the key ideas of this lesson.

**4. Identify** Soil, water, forests, and minerals are examples of what type of resource?

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**5. Explain** two ways people can become more valuable human resources.

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**6. Identify** and list one natural resource, one human resource, and one capital resource used to make a salad.

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## INTERACTIVITY

Review and practice what you learned about summarizing.

## Summarize

When you summarize you tell the most important parts. Have you explained a book or movie to a friend? There is no time and no need to tell every detail. You have to summarize and just tell the main idea and most important points.

Read about the restaurant. If the chef told a friend about a day at the restaurant, how would the chef summarize the day?

People in the restaurant work very hard. Everyone has a job to do. Chef Angela arrives at the restaurant at 6 A.M. She turns on the ovens and heats up the grill. She mixes pancake batter for breakfast, and chops fruit. She checks that all of her cooking supplies and tools are nearby. The first customer arrives. Chef Angela is ready to cook!


By 7 A.M. the restaurant is very busy. The seats are filling up, and the servers have all arrived. They make hot drinks, and fill people's cups. They take breakfast orders from customers, and give the orders to the cooks. They carry plates of hot and cold food to people. Later, they take away the empty plates from tables and bring customers the bill. Servers have no time to rest because breakfast is a busy time.



## Your Turn!

1. What are the main ideas and details of the paragraphs describing the restaurant? **Fill in** the organizer showing the main idea and details from the first paragraph. Use the box labeled "Summary" to **write** a short statement that summarizes the paragraph. Use your own words to sum up what you have read.

MAIN IDEA	DETAILS



SUMMARY

2. Read the second paragraph. **Underline** the main idea and important details. Then **write** a sentence or two that summarizes that paragraph.

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# Economic Choices

**INTERACTIVITY**

Participate in a class discussion to preview the content of this lesson.

Unlock  
The **BIG**  
Question

I will know how economic choices are made.

**Vocabulary**

trade-off

cost

opportunity cost

benefit

need

want

**Academic  
Vocabulary**

adjust

responsible

option

## Jumpstart Activity

Stand with a partner. Play a game of “You Choose.” Think of two things your partner may want, such as a video game or a fun toy. Have your partner say which of the two he or she would rather have. Then switch. Think of at least five pairs of things.



We may wish to have unlimited resources, but none of us do. People, families, communities, and even states and countries have to work with the resources they have. Limited resources cause us to make careful choices about goods and services we use. Sometimes we have to **adjust** what we expect to get.

### **Academic Vocabulary**

**adjust** • v., to change or shift

## **Why We Have to Choose**

When settlers were deciding if and where to move, they had to weigh the good and bad things. For example, they might find good soil for growing crops, or they might lose everything in a drought. Today, communities might have to choose to use money to build a new school or repair pipes. There might not be enough money to do both. People have to make economic choices, too. For example, suppose you must decide whether to buy soccer shoes or a soccer ball. You cannot do both. Whatever you choose, that choice is a **trade-off**. In a trade-off, you give up one thing for another.

1.  **Reading Check** Summarize Why does everyone have to make economic choices?

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A family compares bicycles to decide which one to buy.

## Possible Costs

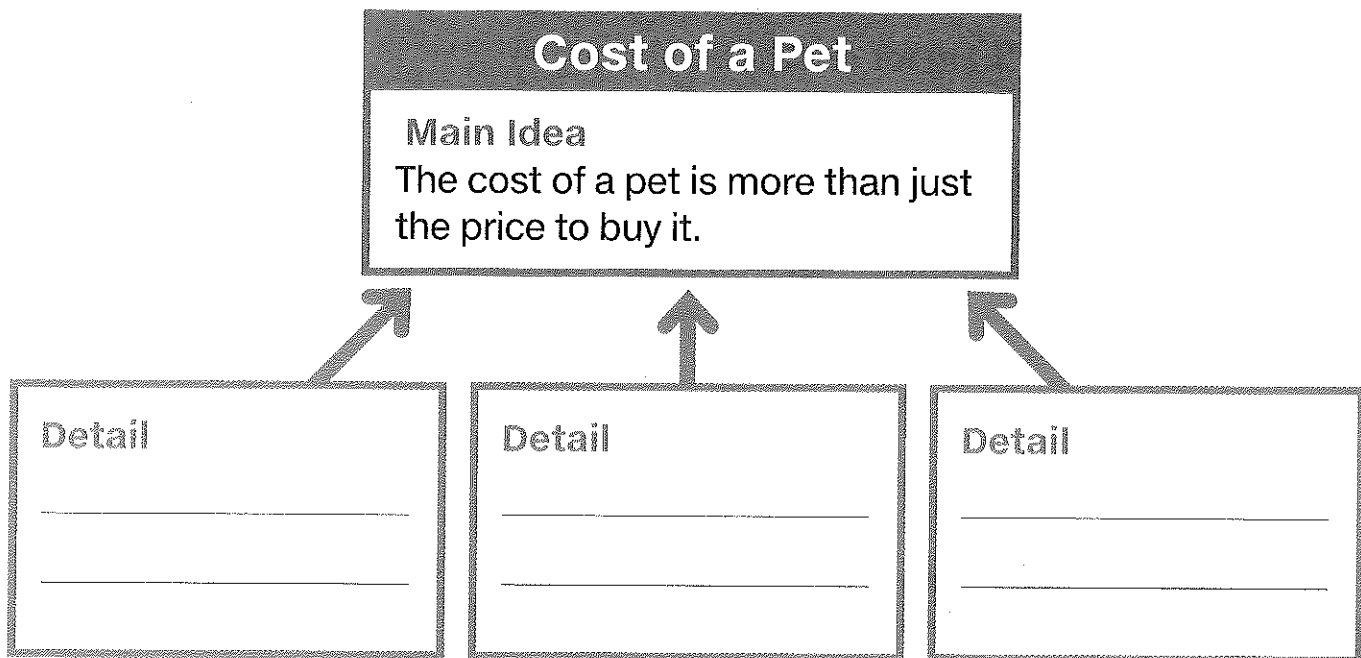
How much does it cost? You have probably asked that question. **Cost** is the price needed to get something else. The cost of something is more than just the price on the tag. There may be other costs. For example, a new kitten may cost \$40. There are other costs to think about, however. There is the cost to feed it. There might also be costs if the kitten scratches a chair or sofa. It will also cost time to take care of the kitten. The kitten costs more than the \$40 to buy it.

### 2. ☒ Reading Check

#### Main Idea and

**Details** Add details to the graphic organizer that support the main idea.

An **opportunity cost** is what you have to give up to have something else. Suppose you have \$10. You can spend that money on a movie ticket or on a collar for your dog. You do not have enough money for both. If you do one, you cannot do the other. The one you cannot do is called the opportunity cost.





## Possible Benefits

If there is a cost to something, why would you buy it? There needs to be a benefit of a good or service. A **benefit** is a useful result. A benefit can mean you get something you need or want. The benefit of having a kitten is that it is fun to play with, it helps you learn to be **responsible**, and you feel good about giving it a home. One benefit of paying a person to fix your broken bicycle is that you can ride it again. The benefit of buying a sandwich is that it removes your hunger. A benefit may be something that is helpful. It may be something that makes you feel good.

This produce costs money. But it has other costs, too. It costs the time it takes to go to the store. It may also cost gasoline and wear and tear on a car.

## Academic Vocabulary

**responsible** • *adj.*, able to be trusted to do what is right

3. ☒ **Reading Check** Define What is a benefit?

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## Making Choices

When making a good choice, you need to see if the benefits are greater than the costs. Here are some steps to help when trying to make a good choice.

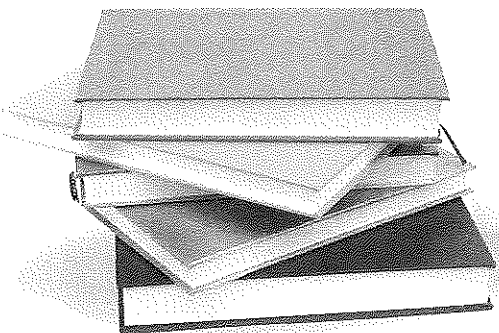
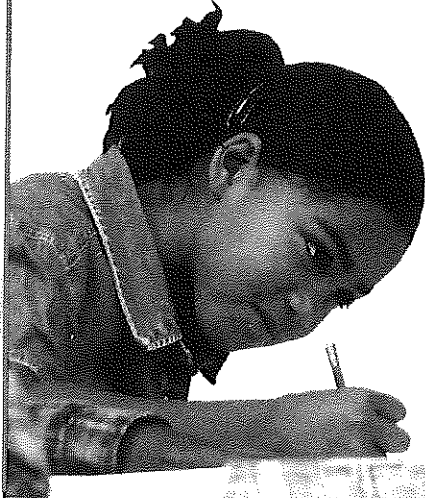
### Academic Vocabulary

**option** • *n.*, a choice that can be made

1. List your **options**, or choices that can be made.
2. Identify the costs to each option.
3. Identify the possible benefits to each option.

Here is how a town might study the decision between updating a library or updating a school.

Options	Update the Library	Update the School
<b>Costs</b>	<ul style="list-style-type: none"> <li>• \$8 million dollars</li> <li>• Takes one year</li> </ul>	<ul style="list-style-type: none"> <li>• \$16 million dollars</li> <li>• Takes two years</li> </ul>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Makes people want to move to the community</li> <li>• A place to go that is free</li> <li>• Fixes an old library that has many problems</li> <li>• Provides resources and enjoyment for everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Helps with crowding</li> <li>• Provides space if more students move to town</li> <li>• Is modern; uses new technology</li> <li>• Provides resources and enjoyment for students</li> </ul>

You make economic choices each day. To make a good choice, ask questions. Is it something you need? A **need** is something you must have to live. Is it something you want? A **want** is something you would like to have but do not need. Do you give up something to save money for something else? Do you do extra chores to earn money for something you want? At the store, do you ask a parent for a new eraser or your favorite snack? Your choices tell a lot about what is important to you.

4. **✓ Reading Check Opinion** Look at the chart. **Turn and talk** with a partner. What decision do you think the town should make based on the costs and benefits? Circle the benefits that you think are most important. Underline the most important cost.

### **✓ Lesson 3 Check**

5. **Summarize** why people and communities have to make economic choices.

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6. **Identify** and circle the correct word to complete the sentence.

The (cost benefit) of a good or service is the price you have to pay.

7. **Quest Connections** What capital resources do you use in your classroom each day to get your education?

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### **Quest** Connections

With a partner, think of some of the natural, human, and capital resources needed to build a new school.



#### INTERACTIVITY

Take a closer look at natural, human, and capital resources.



#### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

## Analyze Costs and Benefits

When making an important decision, first weigh the costs and the benefits. For example, think about the costs and benefits to a family during the 1860s. They want to decide if they should move to lands in the West or stay in Missouri. In Missouri, they live on their parents' land. Read to learn about the costs and benefits of each option.



Options	Move West	Stay in Missouri
Costs	<ul style="list-style-type: none"> <li>• Buy a wagon and supplies</li> <li>• Trip takes four months</li> <li>• No income during trip</li> <li>• Dangerous journey</li> <li>• Moving far from family</li> <li>• Future unknown</li> </ul>	<ul style="list-style-type: none"> <li>• Land belongs to parents</li> <li>• Share all farm money with parents</li> <li>• Difficult winters</li> <li>• Little money from farm</li> <li>• Hard to earn a living</li> <li>• Small plot of land</li> </ul>
Benefits	<ul style="list-style-type: none"> <li>• Better farmland</li> <li>• Own the land</li> <li>• Adventure</li> <li>• More future possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Support of family</li> <li>• Easy to stay</li> <li>• Known future</li> <li>• Nearby school</li> <li>• Already have farm and house</li> </ul>

# Levels of Government

**INTERACTIVITY**

Participate in a class discussion to preview the content of this lesson.

**Unlock  
The BIG  
Question**

I will know why the United States has three levels of government and what each level does.

**Vocabulary**

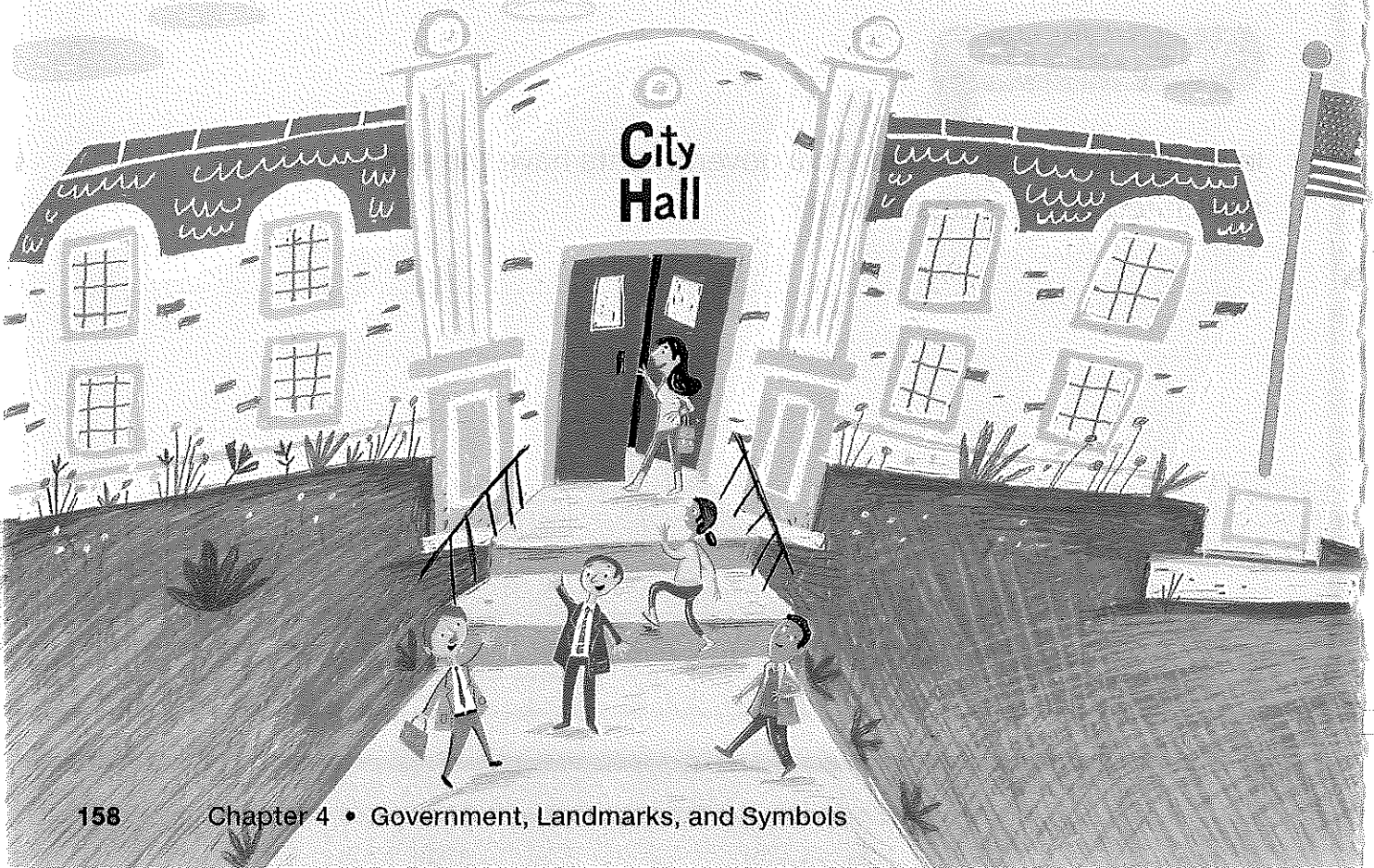
charter  
mayor  
council  
governor  
census

**Academic  
Vocabulary**

organize  
legal

**Jumpstart Activity**

Think of things the government does, such as fixing roads or making laws. When your teacher calls on you, act out something the government does. Other students can try to guess what you are showing. Then create a list of things the government does.





There are three different levels of government in our country: local, state, and national. Each level provides services to citizens.

## Federal and State Constitutions

As you know, the United States has a Constitution. The U.S. Constitution is the highest law in the country, so each state must follow it. Sometimes, people want to change the Constitution. Changes to the Constitution are called amendments. Representatives in both parts of Congress vote on amendments. If Congress approves the amendment, it goes to the states for approval. If 38 of the 50 states approve the amendment, the Constitution is changed.

Each state also has its own constitution. In most states, changes to state constitutions must also be approved by the people before they can be made.

The people expect their elected officials to act on their behalf. If people are unhappy with their officials, they can act. They can share their opinions at town meetings. They can call or write to their officials to discuss issues facing their city, state, or even the country. They can also elect new officials in the next election.

## Local Government

Cities and towns have local governments that serve their community. These governments can be **organized** in different ways. The way a city or town government is organized is described in the city or town charter. A **charter** is a **legal** document that describes the powers of the local government.

### Word Wise

#### Multiple-Meaning

**Words** You live in one of the 50 states of the United States. The word *state* can also mean “to say something.” You can state that you love living in your state.

### Academic Vocabulary

**organize** • *v.*, to set up  
**legal** • *adj.*, recognized by courts of law

In some cities and towns, people elect a mayor or city manager as the head of the executive branch. A **mayor** is a leader of the community.

The people who make the rules and laws in a community are part of a city or town council. A **council** is a group that makes laws. Council members are often elected. These lawmakers make up the legislative branch. In some cities and towns, the council appoints someone as city manager to carry out the council's laws. Sometimes, the mayor of a city or town is chosen from the council.

The judicial branch is made up of a city's or town's courts. A judge decides what happens to people who do not follow laws. Sometimes a jury, or a group of citizens, decides if a person broke a law. Many local judges are appointed by the mayor or council of the city or town in which they serve. However, some local judges are elected.

Mayor Bill de Blasio of New York talks to students in Brooklyn, New York. With the mayor is U.S. representative Yvette D. Clarke.



The local government provides many services that people in the community use every day. It is in charge of the police department and the fire department. The local government also provides schools, libraries, and parks. It makes sure that trash is collected. It may also cut down trees that have been damaged in storms. The local government takes care of roads. It paves roads so they are smooth, paints lines on roads, and puts up signs so the roads are safe for drivers.



Local governments provide schools for public education.

Where does the local government get the money to pay for all these services? Some money comes from the state government. Other services are paid for by the taxes that the local government collects. Local governments collect taxes on property, such as homes and businesses in the city or town. Some local governments can also charge sales tax on items you buy.

Local government also charges its citizens a fee to use some of its services. These fees help pay for the service. For example, many large cities provide buses for transporting people in the city. However, people must pay to ride the bus.

1. **✓ Reading Check** Explain how local governments pay for services they provide.

### Quest Connection

Think about your worker. Does the worker do a job for a local government, such as a teacher, librarian, park ranger, or firefighter? If so, which job?



### INTERACTIVITY

Take a closer look at the types of jobs people have.



Susana Martinez, the governor of New Mexico, reads with students.

## State Government

Each state has a government that runs it. State constitutions describe the responsibilities of the governor, the legislature, and the courts. The **governor** is the head of a state's executive branch and is elected by the people in the state. The governor can appoint officials to help carry out laws.

The state legislature makes laws for the state. Nearly all 50 states divide the legislative branch into the Senate and the House of Representatives. The people in each state elect the members of their state legislature. These lawmakers meet in the capitol in the state's capital city.

State governments also have courts in their judicial branch. Judges who work in state courts listen to issues that local courts could not solve. In some states, judges are elected by the people. In others, judges are appointed.

The state government provides services, too. It decides the rules for voting, such as if a person must show identification. State governments also work with local governments to keep up state highways. Some of these services are paid for with money from the national government. Others are paid for with taxes the state collects.

2. **✓ Reading Check** **Identify** and write the name of your governor and your state representatives. **Explain** how they are chosen.

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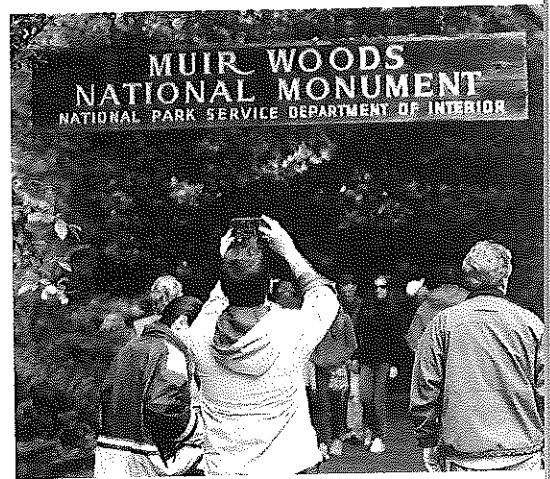


## National Government

The three branches of the national, or federal, government serve as a model for local and state governments. The president, members of Congress, and the Supreme Court justices share the responsibilities of running the country. The president and members of Congress are chosen by the people. The president appoints Supreme Court justices. The president also appoints people to the Cabinet to advise on issues.

The national government provides services that cities and states do not. Some of these services are paid for with taxes. Other services are funded by fees paid for by people who use the services. The national government prints paper money and makes coins. It runs the United States Postal Service. It is in charge of trade between states and between countries. The national government also manages the national parks.

The national government serves the whole nation in other ways, too. Every ten years the national government takes a **census**, or a count of the population. This count helps the government decide how much money different communities need. The national government can also organize an army to protect the nation or its people. The government sometimes has soldiers help people and communities after harsh storms.



People can visit national parks, which are managed and funded by the U.S. government.

3. **✓ Reading Check** Summarize Write a summary that **identifies** the services provided by the national government.

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## Governments Work Together

Even though the local, state, and national governments all have their own responsibilities, they often work together. They work together to complete large projects such as building roads, bridges, and buildings. Local and state leaders may also ask the national government for help if there is a storm or disaster and they need resources to provide help to their citizens.

The three levels of government do similar kinds of work. They all collect taxes from citizens. This money is used to pay for the services the governments provide. The national government collects taxes on the money people earn from their jobs. Some states also collect this tax. Local governments collect taxes on items people buy and on homes and businesses they own. Local governments also rely on money from the state to fund services. States rely on money from the national government to fund services.

The courts in all three levels also work together. If a local court does not resolve an issue, the case moves to a state court. Cases that are not resolved by state courts may then be decided by the United States Supreme Court justices.

4. ☒ **Reading Check** Explain how each level of government pays for the services it provides.

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City and town governments provide many services, including youth sports programs.

**Lesson 3 Check**

Check your understanding of the key ideas of the lesson.

5. **Main Idea and Details Identify** three services provided by each of the three levels of government.

Services Provided by Government		
Local Government	State Government	National Government

6. **Explain** why people elect local, state, and national leaders.

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7. **Understand the Quest Connections** Think about the local government worker you will represent in your Quest. Which tasks would not get done if a community did not have that worker?

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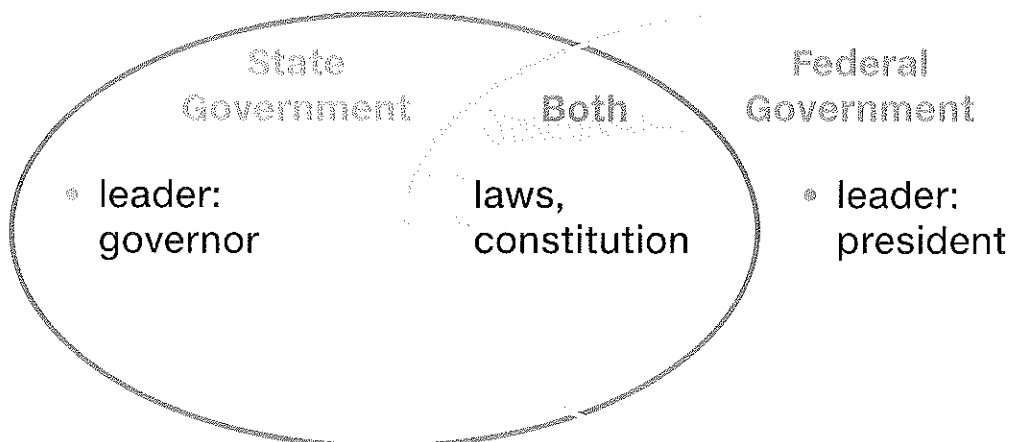
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## Compare and Contrast

When you compare, you tell how two or more things are alike. When you contrast, you tell how two or more things are different. Writers use words as clues to show what is alike and what is different. Words such as *both*, *alike*, *similar to*, or *in common* show things that are alike. Words such as *yet*, *different*, *but*, and *however* show things that are different.

You can use a diagram to help you compare and contrast information that you read. Read the paragraph below about state and federal governments. Look at the underlined clue words. Then examine the diagram to see what is alike and different about the two governments.

Both state and federal governments make laws. They both also have in common a constitution and a leader who runs the government. However, a governor is the head of a state government. A president is the head of our national government.





## Your Turn!



### INTERACTIVITY

Review and practice what you have learned about comparing and contrasting.

1. **Read** more about state and federal governments. **Underline** the clue words. Then **fill in** the chart.

State and federal governments are alike. There are state and federal courts, state and federal laws, state and federal lawmakers, and state and federal taxes. There are both state and national parks, park rangers, and museums. Most states have a state senate and state house of representatives similar to the national Senate and House of Representatives. The people elect both federal and state lawmakers.

However, the federal government provides some things that state governments do not. The federal government prints paper money and mints coins. It runs the U.S. Postal Service. Members of the military are part of the federal government. In addition, the federal government conducts a census every ten years.

Both Governments	Only Federal Government
courts	money
taxes	military
_____	_____
_____	_____
_____	_____

# Landmarks, Symbols, and Documents

**INTERACTIVITY**

Participate in a class discussion to preview the content of this lesson.

**Unlock  
The BIG  
Question**

I will know some of the documents, symbols, and landmarks that bring us together.

**Vocabulary**

ideal  
document  
symbol  
landmark

**Academic  
Vocabulary**

value  
original

**Jumpstart Activity**

You can be a member of many groups, including a classroom, a team, a family, or a country. Describe some of the groups you belong to.

A family views the Constitution of the United States at the National Archives in Washington, D.C.



We belong to many groups. We have things in common with people in those groups. Perhaps we all like the same sport or the same music. What do all Americans have in common? There are many beliefs that Americans share and that make us feel like we belong.

## Important Documents

Our American **ideals**, or ideas that we hope will come true, were first stated in 1776 in the Declaration of Independence. It said that the ideal nation would treat people equally. It said that people should have the right to "Life, Liberty, and the pursuit of Happiness." The Declaration of Independence is a **document**, or written record, that makes it clear what Americans **value**. It reminds us that we all believe in the freedom to be the best we can be.

As you know, the U.S. Constitution is another document that we share. Changes have been made to it after it was approved. The Bill of Rights is what we call the first ten changes, or amendments, to the Constitution. Many people value the Bill of Rights for the many rights it protects.

1. ☒ **Reading Check** Summarize Write one thing you have learned about the ideals Americans share.

### Academic Vocabulary

**value** • v., to think something is important

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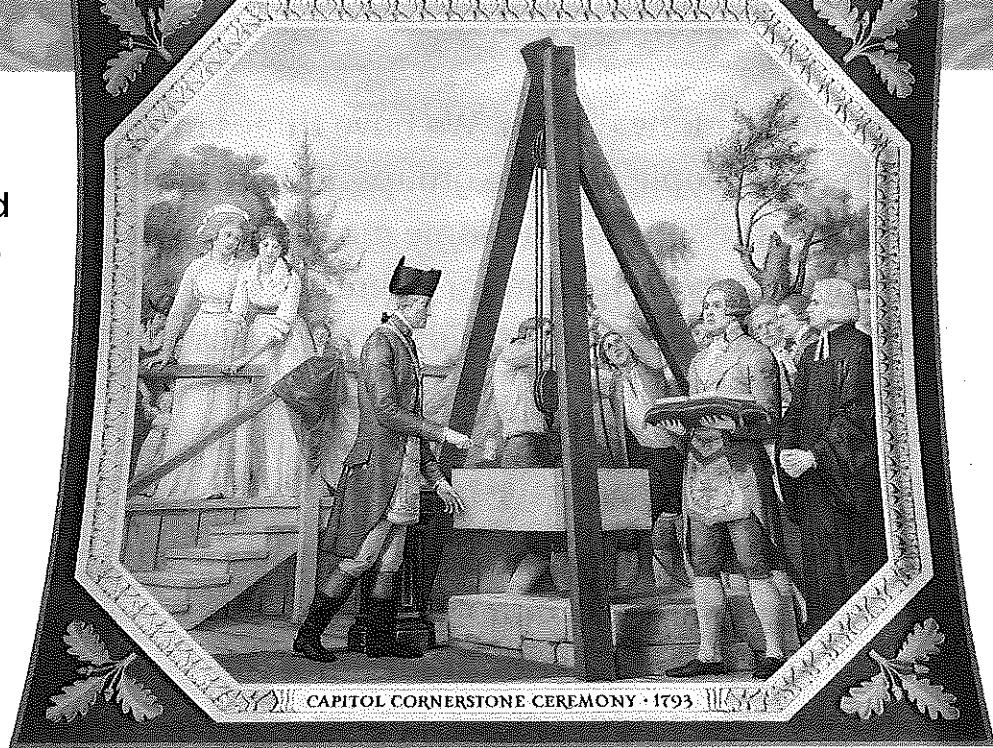
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In 1793, George Washington placed the first stone of the United States Capitol building.



## Academic Vocabulary

**original** • *adj.*, first

The Statue of Liberty was a gift from France.



## National Symbols We Honor

If someone from another country visits, what American symbols would you show the person? A **symbol** is something that stands for something else and has meaning for people. The American flag is a symbol for our country. The 50 stars are symbols of the 50 states. The 13 stripes stand for the **original** 13 colonies.

What are some other symbols for our country? The eagle is a symbol of our country's strength. You see the eagle on money and some government buildings. The Statue of Liberty is a landmark that stands for freedom. A **landmark** is an important building, monument, or place that has great meaning to people. When people see the Statue of Liberty in New York Harbor, they may be reminded that the United States has welcomed millions of immigrants to this country. The United States Capitol building in Washington, D.C., is a landmark. It is where Congress meets. It is also a national symbol.



The U.S. Capitol reminds us that we all have a voice and are represented in our country.

We also honor the United States when we stand and say the Pledge of Allegiance. We put our hand over our heart to show that we mean what we are saying with our whole heart:

### Primary Source

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

—Pledge of Allegiance to the Flag of the United States, Adopted by U.S. Congress, 1942

Have you heard people singing the national anthem? When we sing “The Star-Spangled Banner,” we are letting people know that we are proud of our country. Singing brings us all together. Americans joining together may be the best symbol of all.



The bald eagle became our national bird in 1782.

2. ☒ **Reading Check** Ask Questions **List** questions about two national symbols.

National Symbol	A Question I Have	Where I Can Find the Answer

## Quest Connection

Think about how a local government worker can represent the community and its people.

## Patriotic Celebrations and Traditions

We all love celebrations. We might celebrate weddings or birthdays with our families. We celebrate as communities and a country as well. Our country celebrates a “birthday” on Independence Day. Each July 4 we remember when our country declared its independence. The U.S. Constitution was signed on September 17, 1787. We celebrate Constitution Day in September to remind ourselves of our country’s ideals. The American flag gets remembered on a special day, too. We celebrate the flag and what it stands for on Flag Day on June 14.

Our country honors people who have made and keep our country great. Veterans Day (November 11) and Memorial Day (the last Monday each May) remind us to thank and honor those who have served in our nation’s military. Each year on Presidents’ Day (the third Monday each February) we remember our founders and those who have come after them to serve as leaders for our country.



Many people remember the men and women who served our country in the military.

3. ☒ **Reading Check** Summarize Why do we have patriotic celebrations?

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Celebrating Independence Day is a proud American tradition.



## Lesson 4 Check



### INTERACTIVITY

Check your understanding of the key ideas of the lesson.

4. **Compare and Contrast** How is a landmark different from a celebration?

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5. **Explain** how symbols and celebrations bring people together.

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6. **Understand the** *Quest* **Connections** How can local government workers make us proud of our state?

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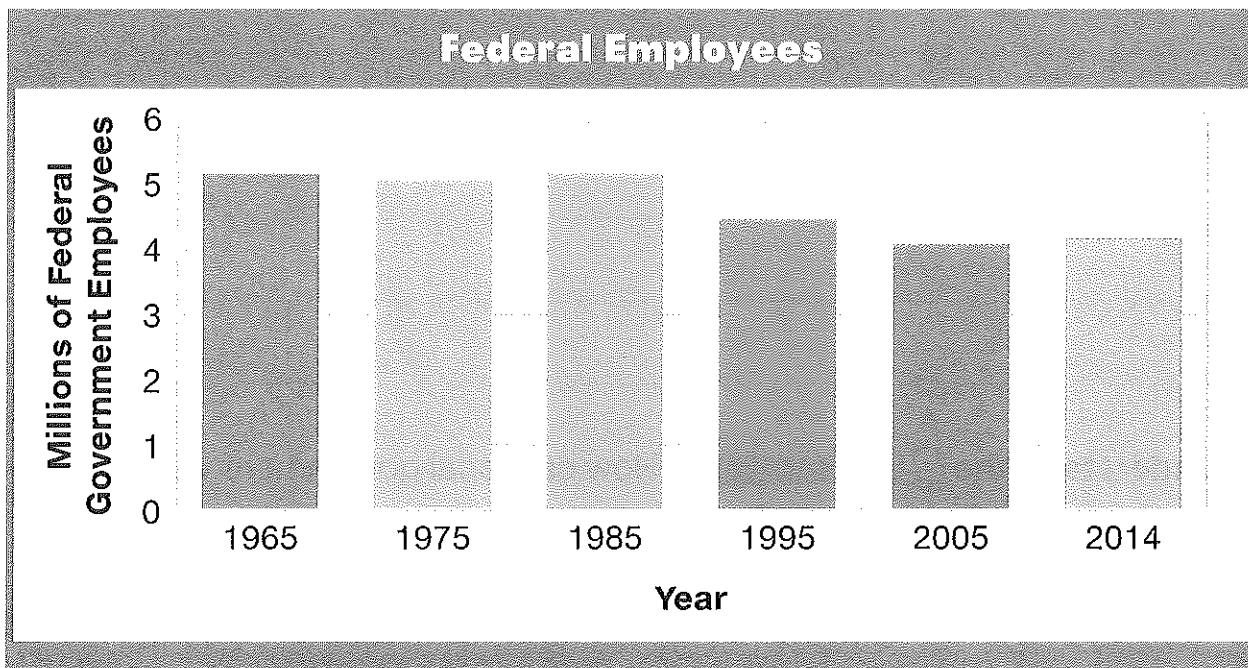
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### Interpret Graphs

A graph shows information in a visual way. A graph makes it easier to understand relationships between numbers. Some graphs help us see how things change over time.

When studying a graph, it is important to look at the title. Look also at the labels on the side and bottom of the graph. Notice the source of the data. Then look at how the graph changes.

The federal government employs people to work in our country and the world. These jobs include working for the military, caring for the environment, enforcing laws, or checking that foods and medicines are safe. This graph shows the number of federal government workers in different years. Not every year is shown.



Source: Office of Personnel Management



## Your Turn!

1. What do the numbers on the side of the graph show?

\_\_\_\_\_

2. What do the numbers at the bottom of the graph show?

\_\_\_\_\_

3. What generalizations can you make based on the graph?

Tell how you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### INTERACTIVITY

Review and practice what you learned about interpreting graphs.



Quality:  
Leadership



## Earl Warren

### A Life of Law and Leadership

Even as a young boy Earl Warren knew he wanted to be a lawyer. When older, he went to law school and then began to practice law.

In 1953, the president of the United States appointed Mr. Warren to be the chief justice of the Supreme Court. He was a superb leader, who worked with others to get them to agree.

While he led the Supreme Court, one of its most important rulings made schools open to children of all races. At first, the other justices were divided on this issue. But Warren led them to reach a unanimous decision. Many decisions of the Warren Court increased people's rights.

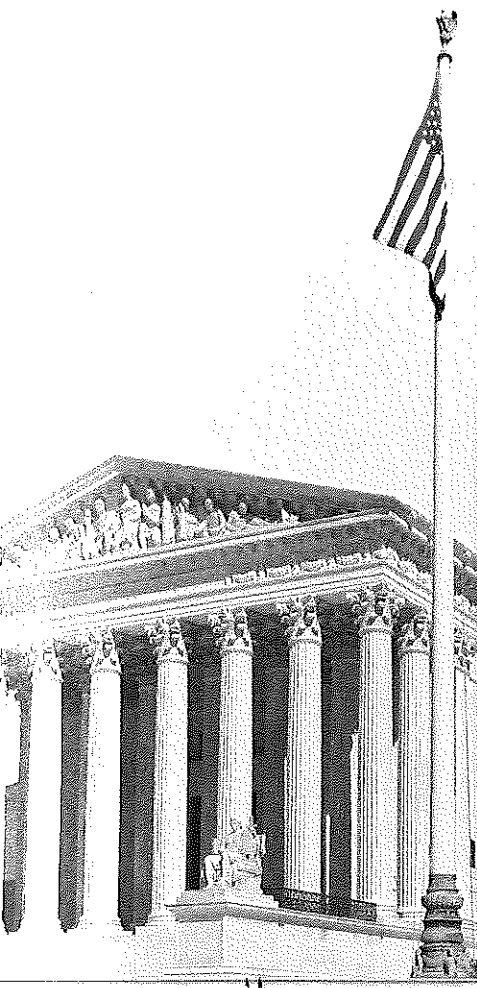
### Primary Source

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

—Chief Justice Earl Warren, ruling  
on *Brown v. Board of Education*, 1954

### Find Out More

1. What leadership quality did Earl Warren have?  
\_\_\_\_\_
2. When Chief Justice Warren was on the Supreme Court, the court ruled that a child's race should not determine what school the child attends. Talk with a partner about why this is important.



# Visual Review

Use these charts to review some key terms, people, and ideas from the chapter.

## Governments in the United States

	Federal Government	State Governments	Local Governments
Who Is Governed?	The United States	One state	A city or community
Some of the Leaders	<ul style="list-style-type: none"> <li>• President</li> <li>• Vice president</li> <li>• Senator</li> <li>• Representative</li> <li>• Supreme Court justice</li> </ul>	<ul style="list-style-type: none"> <li>• Governor</li> <li>• State senator</li> <li>• State representative</li> <li>• Judge</li> </ul>	<ul style="list-style-type: none"> <li>• Mayor</li> <li>• City manager</li> <li>• Council member</li> </ul>

## Branches of Government

	Legislative	Executive	Judicial
Duties	<ul style="list-style-type: none"> <li>• Pass laws</li> <li>• Vote on taxes</li> </ul>	<ul style="list-style-type: none"> <li>• Enforce laws</li> <li>• Sign or veto laws</li> </ul>	<ul style="list-style-type: none"> <li>• Decide if laws follow the Constitution</li> <li>• Decide what laws mean</li> </ul>
Federal Leaders	Congress	President	Supreme Court Justice
State Leaders	State Legislature	Governor	Judge



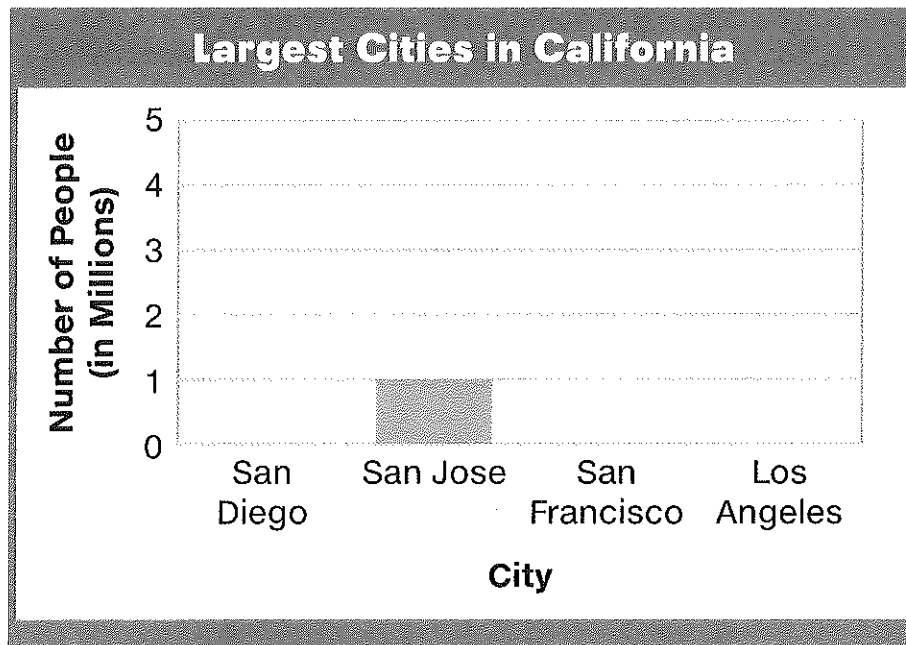
Play the vocabulary game.

## Vocabulary and Key Ideas

The United States Constitution is the plan for our national government.

**Complete** each sentence with one of these three words: legislative, judicial, executive.

1. The \_\_\_\_\_ branch decides if laws follow the Constitution.
2. The \_\_\_\_\_ branch makes the laws.
3. The \_\_\_\_\_ branch enforces the laws.
4. Use this data to **draw** bars in the bar graph.
  - San Diego has more than 1 million people but less than 2 million people.
  - San Francisco has a little less than 1 million people.
  - Los Angeles has almost 4 million people.



**Interpret a Graph** Use the information on the graph. What are the two cities with the most people?



## Critical Thinking and Writing

5. **Compare and Contrast** Tell how the governor of a state is similar to and different from the president of the United States.

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6. **Sequence** Fill in the letter next to the event that happens first when the U.S. Constitution is changed.

- (A) The amendment goes to the states for approval.
- (B) Thirty-eight or more states approve the amendment.
- (C) The Constitution is changed.
- (D) Congress votes on and approves an amendment.

7. **Analyze** Why is it important to have national symbols?

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8. **Revisit the Big Question** Why do we have government?

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9. **Writing Workshop: Write Explanatory Text** On a sheet of paper, **write** a paragraph. Explain how and why we celebrate one of our patriotic holidays.

## Analyze Primary Sources

The President shall be Commander in Chief of the Army and Navy of the United States, . . .

—The United States Constitution Article II, Section 2

10. A commander is a leader. What do you think this title means that the president should do?

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## Compare and Contrast

Both state and federal governments have similarities. But they have differences, too. Both governments have people who make laws. But only the federal government has a military. Both governments collect taxes. But only the national government prints money.

11. How are state and federal governments similar and different?

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