

# SOCIAL STUDIES

OUR COMMUNITY  
AND BEYOND



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AND BEYOND

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**BIG IDEA**  People and events shape history.

## My Book

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## My Computer

 Go online and find a video about American holidays.

# Explore! **2** Where We Live

UNIT

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

## My Book

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## My Computer



 Go online and find this neighborhood map.

**Keep going!**  
Next, we'll explore economics!

**BIG IDEA**  Economics affects choices.

## My Book

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## My Computer



Go online and find a video about goods and services.



# Explore! **4** Good Citizens

UNIT

**BIG IDEA**  People's actions affect others.

## My Book

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## My Computer

 Go online and find a video about rules in a community.

**Keep going!**  
Next, we'll explore skills and maps.



**BIG IDEA** Native Americans Lived in Virginia

## My book

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## My computer

Go online to find out more about life in the past in Virginia.



**BIG IDEA**  Virginia Geography and Leaders

## My book

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## My computer

Go online to find out more about life in present day Virginia.



# Explore! Skills and Maps

## Skills

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## My Computer



Go online to learn more about pictures from long ago.



# EXplore! Skills and Maps

## Maps

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## My Computer



Go online to explore this interactive map.



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# UNIT 3 Beginning Economics

**BIG IDEA** Economics affects choices.

 VIRGINIA STANDARDS  
1.1a, j 1.9

You already know what it means to make choices. But do you know what we call making choices about money? The study of making choices about money is called economics. In this unit, you will learn all about economics and how it affects the choices you make.

**networks**

[connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

- Skill Builders
- Vocabulary Flashcards



## Show As You Go!

Lesson

1

After you read Lesson 1:

- Circle two goods in red.
- Circle two services in blue.

After you read each lesson in this unit, use the pictures and the activities to practice what you are learning!



Lesson

2

After you read Lesson 2:

- Draw an ↓ over someone spending money.
- Draw an X over two people bartering.

Lesson

3

After you read Lesson 3:

- Draw your own store in the empty space below. Then draw a buyer and a seller exchanging goods in your store.
- Put a box around a producer.

Lesson

4

After you read Lesson 4:

- Describe what the people in the bank are doing.  
\_\_\_\_\_
- What is scarce in the picture below?  
\_\_\_\_\_



# Reading Skill

## Main Topic and Details

Every story that you read has a **main topic**. The main topic tells what the story is about. Every story also has **details**. Details give more information. Finding the main topic and details will help you understand what you read.



## Learn It

To find the main topic and details:

1. Read the story below.
2. Decide what the story is about. This is the main topic.
3. Look for details. They tell you more about the main topic.

My family and I had fun on our trip to the planetarium. We saw big models of planets there. We even met a scientist! I bought a toy rocket to take home with me. I liked our trip to the planetarium.

This is the main topic.

This is a detail. Find two more details in the story and underline them.

## Try It

Write the main topic and details from the story on page 80 in the chart below.

**Main-Topic**

---

---

---

**Detail**

---

---

---

---

---

---

---

**Detail**

---

---

---

---

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---

---

## Apply It

Read the story below. Circle the main topic. Underline the details.

On our trip we went to Myrtle Beach. We swam in the warm Atlantic Ocean. We made a big sand castle. We also went for a long walk and looked for seashells in the sand. I hope we go back to the beach soon!





# Words to Know

## FOLDABLES®

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

goods

services

barter

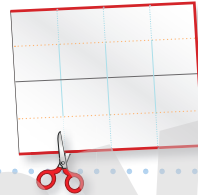
producers

buyers

scarce

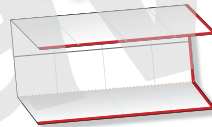
The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable. After you finish these steps, use the words from the list to fill in your Foldable.

**Step 1**



Cut along the dotted blue lines.

**Step 2**



Fold along the dotted orange lines.

**Step 3**



Trace the words and read their definitions.

**Step 4**

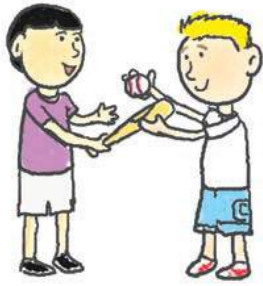


Complete the activities.



John and Tom bartered. John gave Tom a baseball.

Tom gave John a



Circle the goods below.

- broom
- student
- pear
- cheese
- teacher
- TV

Draw a service worker below.

**Barter** means to give something and to get something else in return.

**Goods** are things people grow or make to sell.

A **service** is work done to help others.

**Scarcity** is when there is not enough of something.

A **buyer** is a person who buys goods.

A **producer** is a person who makes or grows goods to sell.

Jill does not have enough money. What is scarce for Jill?

Write a sentence about a time when you were a buyer.

Circle the producer.



Cut Here

(b) Jon Gray/Stone/Getty Images, (p) Gary Holscher/COBIS

Cut Here

Fold Here

Do not fold

Fold Here

Cut Here

Do not fold

Cut Here

Cut Here

Do not fold

Cut Here

Do not fold

services

spoons

partner

Fold Here

**FOLDABLES**<sup>®</sup>

Fold Here

producer

buyer

score

# Primary Sources

**Pictures** are one type of primary source. A picture can be a photograph or a drawing. Pictures from long ago can show us what life was like in the past. We can learn about how people lived and what kind of jobs they did long ago. Look at this photograph. It is from the past. How can you tell that the photograph is from long ago?



**DBQ** Document-Based Questions

What does the picture on this page show?

---

---

What other kinds of work might people do?

---

---

**networks**  
There's More Online!

- Resource Library
- Skill Builders





People make or grow goods to sell.  
What are some things your family makes or grows?  
What things do you have in your house that someone made or grew for you?



Draw or glue pictures of goods below. Label your pictures.

McGraw-Hill  
Education

## What are services?

A **service** is work done to help others. Service jobs help meet people's needs and wants.

School workers, such as custodians, are service workers. They are paid for the services they do. They sweep the floors and clean the tables. Firefighters and police officers are also service workers. They risk their lives to keep us safe.



**Draw or glue pictures of service workers below. Label your pictures.**



**What service do these firefighters provide?**

---

---

Some businesses, like gas stations, **provide** both goods and services. A gas station sells goods like gas, oil, and maps. The station also provides a service when it sells its goods.

List other goods and services a gas station might provide. \_\_\_\_\_

\_\_\_\_\_

Think of another business that provides both goods and services. Then fill in the chart with the goods and services it provides.

Name of Business: \_\_\_\_\_

| Goods | Services |
|-------|----------|
|       |          |
|       |          |
|       |          |



Lesson



**Essential Question** Why are goods and services important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go back to *Show As You Go!* on pages 78–79. <<<



**networks**

There's More Online!

- Games
- Assessment



# Barter and Money

## Essential Question

Why do we need money?

What do you think?

---



---



---



---



---

## Word Hunt

Find and **circle** these words:

barter      money

\*exchange

Find 2 more new words:

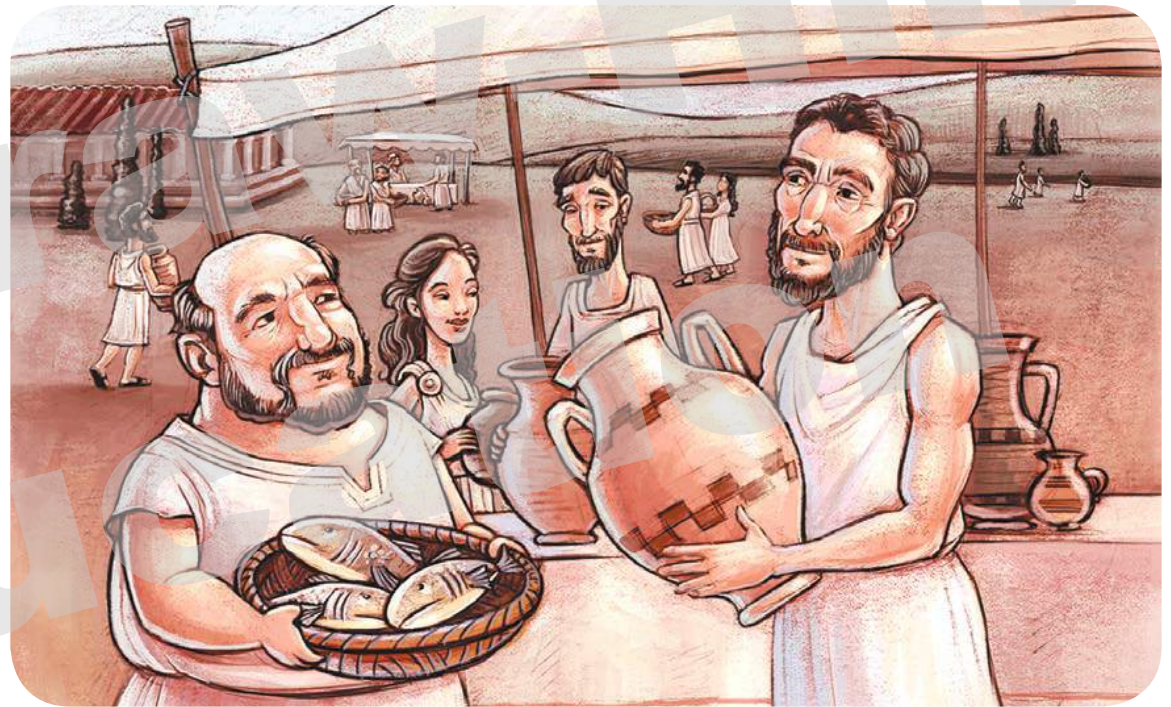
---



---

## Barter, Barter, Barter

Long ago, people would **barter**, or trade, for things they needed or wanted. To barter means to give something and get something else in return.



What are the people in this picture bartering with?

---

People would use things like beads, shells, or gold to barter. Through bartering, people got things that they would not have had otherwise.

**THINK • PAIR • SHARE**

Think of a time you traded something with someone.  
Was the trade fair? Why or why not?



**Draw what you had that you traded.**



**Draw what you got in the trade.**



## Money, Money, Money

Ana and Sally have **money**. Money is something we use, or **exchange**, to buy goods and services. Money can be paper bills or coins.

Ana and Sally want to go shopping with their money. Where can they buy a doll?

---

---

---

What two goods are Ana and Sally looking at?

---

---

Which one costs less money?  
**Circle** it!



Draw what Ana and Sally did to earn their money.



What are Ana and Sally doing?

---

---

What is the man doing?

---

---

At last! Ana and Sally can enjoy their new doll!



## Reading Skill

**Sequence** Place the images below in the order they should happen. Put a number **1, 2,** or **3** next to each picture.



## Barter and Money

People still barter today. You might barter with your friends for goods and services. For example, you might exchange a blue bracelet for a purple one your friend has.

Today, most people use money because it is easy to carry around. Use the pictures to the right to complete the activity below.

Place a **circle** around the things that are easy to carry around.

Place a **box** around the things that are hard to carry around.

How are bartering and using money the same?

---

---

How are they different?

---

---



(l) Comstock Images/Getty Images, (c) PhotoDisc/Getty Images, (c) Brand X Pictures/PunchStock, (b) GK Harr/Viki Harr/Stone/Getty Images



Design your own money! Draw a picture of what your money would look like.

Blank drawing area for designing money.

Lesson 2

Essential Question Why do we need money?

Three horizontal lines for writing an answer to the essential question.

Go back to Show As You Go! on pages 78-79.



networks

There's More Online!

- Games Assessment

# Producers, Sellers, and Buyers

## Essential Question

Why do we need producers, sellers, and buyers?

What do you think?

---



---



---



---



---

## Word Hunt

Find and circle these words:

producers      sellers

buyers

Find 2 more new words:

---



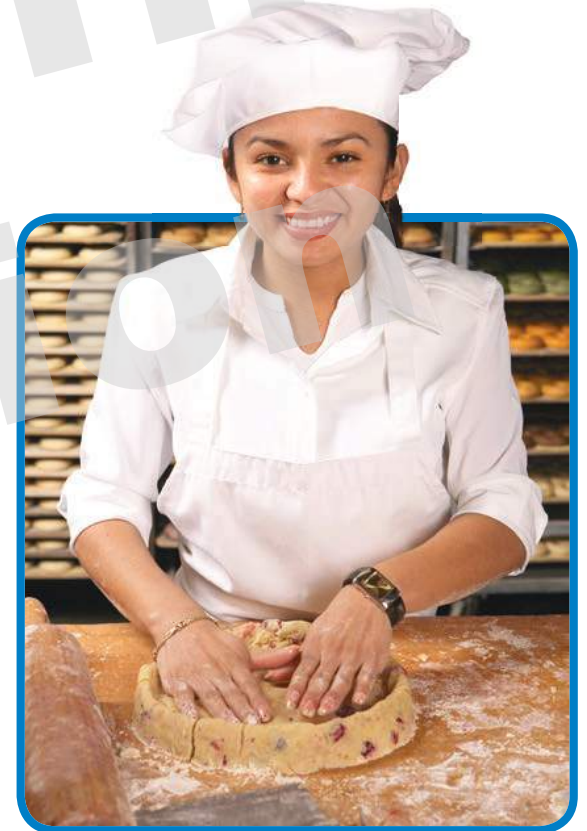
---

## How goods and services get to us

Have you ever made or grown a good or service? If so, you are a producer! People who make or grow goods or provide services are called **producers**.



Providing a service



Producing a good



People who sell goods or services are known as **sellers**. Workers at a store who sell you a skateboard are sellers.

People use money to buy goods and services. That makes them **buyers**. You buy a skateboard with your money.



Circle the buyer and place a box around the seller in the picture below.



## Reading Skill

**Main Topic and Details** Fill in the chart below to show what you have learned about how we get goods and services.

### Main Topic

how we get goods and services

Detail

Detail

Detail



# Reading Skill

**Cause and Effect** Fill in the missing text below by answering the question: How do buyers help producers?

**Cause**

Producers have goods to sell.

**Effect**

## Working Together

Producers, sellers, and buyers all work together to meet people's needs and wants. Producers make or grow goods to sell to buyers. Then they use the money they earn to buy more goods or services.

The pictures below are out of order. Label each photo with a number **1, 2, 3, or 4** to show the correct order.





Draw an example of a producer, a seller, or a buyer. Explain what your image shows on the lines.



Is this boy a producer, seller, or buyer?

Lesson

3

Essential Question Why do we need producers, sellers, and buyers?

Go back to *Show As You Go!* on pages 78–79.

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Games Assessment

# Making Choices

## Essential Question

**Why do we make choices?**  
What do you think?

---



---



---



---



---

## Word Hunt

**Find and circle these words:**

\*choice    scarce  
spend    save  
opportunity cost

**Find 2 more new words:**

---



---

## Scarcity and Choice

Imagine you want to play soccer and softball. But they are both played on the same day, at the same time. You have to make a **choice**.



Draw a **box** around the activity you would choose below.



People do not have the time or money for everything they want. People have to choose what they will do and what they will buy.

People also have to make choices when their resources are **scarce**. When there is not enough of something, we say that it is scarce. Time, money, goods, or services are all resources. Scarcity leads to people having to make more choices.

People may choose to pay more for a scarce item, or they can shop somewhere else. Some people may decide to buy something different or nothing at all.

Look at the picture on the right. Milk is scarce for this man. He needs to make a choice. He can choose to go to the store to buy more milk. He can choose to eat his cereal without milk, or he can eat something else for breakfast.



**What resource is scarce for this man?**

---

---

**THINK • PAIR • SHARE**

What do you think the man should do?

## What to choose?

Remember, we have to make choices about time, money, and goods. David makes choices about how to **spend** his money. When he spends his money, he uses it to buy something.

First, David should spend his money on the things he needs, like pencils for school. Then, David can use the rest of his money to buy the things he wants. David wants a new baseball hat.

David may choose to **save** his money instead of buying a baseball hat. To save means to keep your money to spend later. David could save his money in his piggy bank over time. Then he would be able to buy something that costs more!

Match the word with the picture.

save

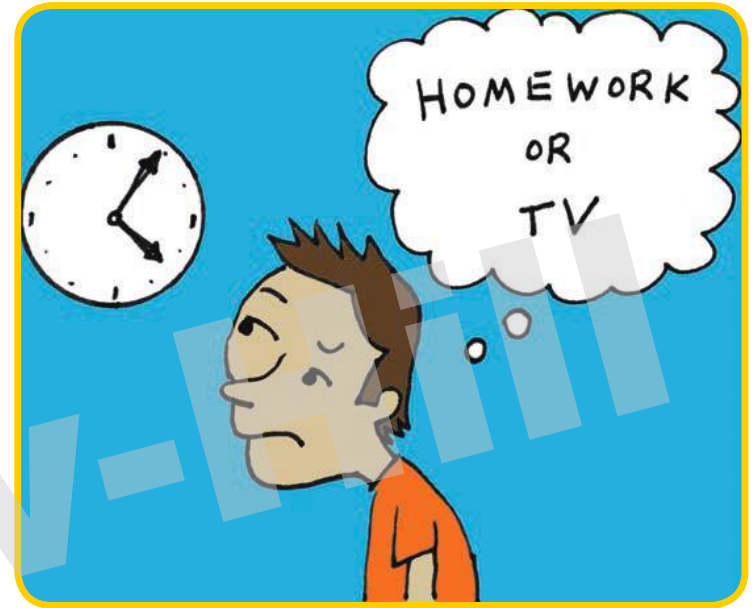
want

need



Time can also be scarce. Imagine that you have a lot of homework to do. You also want to watch your favorite TV show. You will have to choose between doing your homework and watching TV.

You choose to do your homework. Your homework needs to be turned in to your teacher tomorrow. You have to give up watching TV. The thing people give up to do something else is called the **opportunity cost**.



Watching TV is your

---

---

Lesson **4**

 **Essential Question** Why do we make choices?

---

---

---

Go back to *Show As You Go!* on pages 78–79. 



**networks**

There's More Online!

 Games  Assessment

# 3 Wrap Up

What do we study to learn about how people use money, goods, and services? To find the answer, fill in each blank inside the piggy bank. Then write the letters from the boxes on the numbered blank boxes below. Number 1 has been done for you.

## Word Bank

|         |      |
|---------|------|
| service | good |
| money   | cost |
| buyers  |      |

- > People use  <sub>6</sub>  <sub>4</sub> to buy goods and services.
- > A hamburger is an example of a  <sub>3</sub>.
- > We use money to buy goods and services. That makes us  <sub>1</sub> E.
- > If you buy a movie ticket instead of a book, the book is your opportunity  <sub>2</sub>  <sub>5</sub>.
- > Sweeping the floor is an example of a  <sub>9</sub>  <sub>7</sub>  <sub>8</sub>.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| E |   |   |   |   |   |   |   |   |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |



## Big Idea Project

Welcome all producers! You are going to create a poster ad for a new good for your classroom store. Read the list below to see what you should include on your poster.

As you work, check off each task as you complete it.

My poster ad...

Yes it does!

1. has a picture of a good.

2. includes a sentence describing the good.

3. shows creativity and color.

4. has a price under \$10.



## Think About the Big Idea



Economics affects choices. In your own words, explain the Big Idea on the lines below.

---

---



# 2 Wrap Up

Use these clues to guess the American leader.

Led the American army against England  
Became the first president of the United States  
Is known as the “Father of our Country”

Who am I?

---

Write a thank you letter to this American leader. You can thank him for what he did.

Dear,

---

Thanks you for

---

From,

---

Marissa lives in a community in Richmond, Virginia. A community is where people live, work, and have fun together. Richmond is the capital of Virginia. A capital is where state leaders work.

**Answer the questions.**

Where does Marissa live?

---

What is a community?

---

What is the capital of Virginia?

---

## Picture Glossary

A

**\*activity** An activity is something we do for fun.



**\*affect** Affect means to make something happen.



**authority** Authority means to have the power to make decisions.

B

**barter** Barter means to give something and get something else in return.





## Index

This index lists many topics you can find in your book. It tells the page numbers on which they are found. If you see the letter *m* before a page number, you will find a map on that page.

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**Grade 1**

| <b>Skills</b>   |  |
|---|--|
| <b>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</b>         |  |
| a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;   | Unit 1, Primary Sources<br>Unit 2, Primary Sources<br>Unit 3, Primary Sources<br>Unit 4, Primary Sources<br>VA Unit 1, Lesson 4  |
| b) using basic map skills to support an understanding of Virginia history;  | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2   |
| c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history; | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2   |
| d) asking appropriate questions to solve a problem;   | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2   |
| e) comparing and contrasting people, places, or events in Virginia history;   | Unit 1, Reading Skill<br>Unit 1, Lesson 1<br>Unit 1, Lesson 2<br>VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1 |
| f) recognizing direct cause-and-effect relationships;   | Unit 3, Lesson 3   |

|  |   |
|--|---|
| g) making connections between past and present;  | Unit 1, Lesson 1<br>VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2                                  |
| h) using a decision-making model to make informed decisions;   | Unit 4, Lesson 2  |
| i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and | VA Unit 1, Lesson 2<br>VA Unit 2, Lesson 2  |
| j) developing fluency in content vocabulary and comprehension of oral, written, and visual resources.  | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2<br><br>Covered throughout the entirety of the course |

**History**

**1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including**

|   |  |
|---|--|
| a) the settlement of Virginia at Jamestown;   | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1  |
| b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and | VA Unit 2, Lesson 2  |
| c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.           | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2 |

**1.3 The student will describe the stories of influential people in the history of Virginia and**

| <b>their contributions to our Commonwealth, with emphasis on</b>                                   |  |
|--|--|
| a) Powhatan;   | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4                                       |
| b) Pocahontas;   | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4                                       |
| c) Christopher Newport;  |  |
| d) Maggie L. Walker; and   |  |
| e) Arthur R. Ashe, Jr.   |  |
| <b>1.4 The student will describe the lives on people associated with major holidays, including</b> |  |
| a) George Washington Day (Presidents' Day);  | Unit 1, Lesson 2<br>VA Unit 2, Lesson 2  |
| b) Independence Day (Fourth of July); and  | Unit 1, Lesson 1<br>Unit 1, Lesson 2   |
| c) Martin Luther King, Jr., Day.   | Unit 1, Lesson 1<br>Unit 1, Lesson 2   |
| <b>Geography</b>   |  |
| <b>1.5 The student will develop map skills by</b>  |  |
| a) recognizing basic map symbols, including references to land, water, cities, and roads;          | Unit 2, Opener<br>Unit 2, Lesson 1<br>VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2 |
| b) using cardinal directions on maps;  | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4   |
| c) identifying the shapes of the United States and Virginia on maps and globes;                    | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2                                       |
| d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of       | VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2   |



|  |  |
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| Virginia, on a United States map; and  |  |
| e) constructing simple maps, including a title, map legend, and compass rose.  | Unit 2, Opener<br>VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 2      |
| <b>1.6 The student will develop a geographic understanding that</b>  |  |
| a) the location of Virginia determines its climate and results in four distinct seasons; and   | VA Unit 1, Lesson 1  |
| b) the landforms of Virginia affect the places people live.  | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 4<br>VA Unit 2, Lesson 1<br>VA Unit 2, Lesson 2 |
| <b>Economics</b>   |  |
| <b>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</b> | Unit 3, Lesson 1<br>Unit 3, Lesson 2   |
| <b>1.8 The student will explain that people make choices because they cannot have everything they want</b>   | Unit 3, Lesson 4   |
| <b>1.9 The student will recognize that people save money for the future to purchase goods and services.</b>  | Unit 3, Wrap Up<br>Unit 4, Lessons 1-3   |
| <b>Civics</b>  |  |
| <b>1.10 The student will apply the traits of a good citizen by</b>   |  |
| a) focusing on fair pay, exhibiting good sportsmanship, helping others, and treating others with respect;  | Unit 4, Lesson 1   |
| b) recognizing the purpose of rules and practicing self-control;   | Unit 4, Lesson 1   |
| c) working hard in school;   | Unit 4, Lesson 1   |
| d) and taking responsibility for one's own actions.  | Unit 4, Lesson 1<br>Unit 4, Lesson 2   |
| e) valuing honesty and truthfulness in oneself   | Unit 1, Lesson 3   |

|   |  |
|---|--|
| and others; and   |  |
| f) participating in classroom decision making through voting.   | Unit 4, Lesson 4   |
| <b>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</b> | Unit 4, Lesson 4   |
| b) describing why people have symbols and traditions.   | Unit 4, Lesson 4   |
| <b>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</b>   |  |
| a) identifying the Virginia flag, state capitol building, state bird, and state flower; and   | VA Unit 2, Lesson 2  |
| <b>1.13 The student will understand that the people of Virginia</b>   |  |
| a) have state and local government officials who are elected by voters; and   | VA Unit 2, Lesson 2  |
| b) make contributions to their communities.   | Unit 4, Lesson 3   |
| c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.  | VA Unit 1, Lesson 1<br>VA Unit 1, Lesson 2<br>VA Unit 1, Lesson 3<br>VA Unit 1, Lesson 4 |

















# SOCIAL STUDIES

OUR COMMUNITY  
AND BEYOND