

SOCIAL STUDIES

WHO WE ARE AS
AMERICANS



SOCIAL STUDIES

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AMERICANS

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BIG IDEA  Maps help us understand the world.

My Book

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My Computer

networks

 Go online and find this interactive thematic map.



My Cover

Find the bird on the cover. In which direction is she flying?

Explore! **2** Native Americans

UNIT

BIG IDEA  Culture influences the way people live.


My Book

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My Computer

networks



 Go online and find this interactive map of Native American Regions.

My Cover

Find the National Museum of the American Indian on the cover. Draw a picture of something you might see inside this museum.

Keep going!
Next we'll explore Colonial America and government!

BIG IDEA  Change happens over time.

My Book

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My Computer

networks

 Go online and find a video about the Statue of Liberty.



My Cover

Find the people dressed in colonial clothing on the cover. Then draw a person dressed in colonial clothing.

Explore! **4** Citizens and Government

UNIT

BIG IDEA  People's actions affect others.

My Book

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My Computer

networks



Go online
and find this
interactive map of
Washington, D.C.

My Cover

Find the White House
on your cover.

Who lives and works in
the White House?

Keep going!

Next we'll explore
economics!

Explore! UNIT 5 All About Economics

BIG IDEA Relationships affect choices.

My Book

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My Computer

networks

Go online and find this image of businesses in a community.



My Cover

Find the service workers and places that provide goods on the cover.

List two service workers.

List two goods that are sold in shops.

Explore! Skills and Maps

Skills

Reading Skills

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UNIT

3

A Land of Immigrants

BIG IDEA

Change happens over time.



VIRGINIA STANDARDS

2.1d 2.1h

Immigrants from all over the world have been coming to the United States before our country even began. They have shaped the culture of the United States. In this unit, you will learn how these immigrants have changed our country over time.

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There's More Online!

- Skill Builders
- Vocabulary Flashcards



Show As You Go!

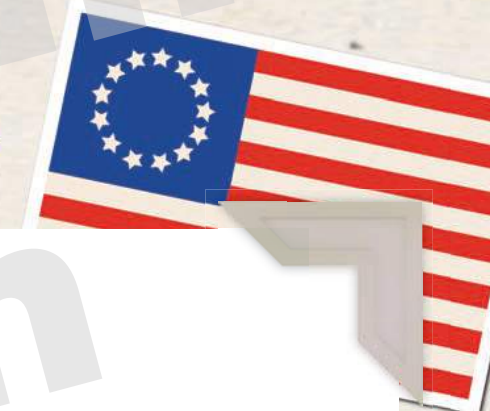
Lesson

1

After you read the lesson:

- Draw a picture of what life was like for you in Colonial America.

After you read each lesson in this unit and complete the journal entries, come back to these pages and complete these activities.



Blank area for drawing, titled "Daily life in Colonial America".

Daily life in Colonial America



Lesson **2**

After you read the lesson:

- Draw a picture of what you saw as an immigrant arriving at Ellis Island. Be sure to include a caption.



Lesson **3**

After you read the lesson:

- Draw a picture of your favorite food that is from a different culture. Be sure to include a caption.



Reading Skill

Understanding Sequence

Good readers try to understand how ideas are connected in a text. One way authors connect ideas is by sequence. The **sequence** tells the order in which things happen. It tells what happens first, next, and last. Thinking about the order of events will help you understand what you read.



Learn It

To understand sequence:

1. Look for clue words such as **first**, **next**, **later**, and **last**. These words can help show the order of events.
2. Look for dates that tell exactly when things happened.

Paula made a Cuban Sandwich for her friend.

First she toasted two slices of bread. Next she spread mustard on one slice of bread and layered it with slices of pork and ham.

Then she added melted Swiss cheese and pickles.

Last she topped it with a buttered piece of bread and gave it to her friend.

What happened first

What happened next

What happened last

Try It

You can use the chart below to write events in sequence. Write the events in order from the story on page 62.

First

Next

Last

Purestock/PunchStock

Apply It

Now it's your turn to find the sequence! First, read the events of Adam's day below. Then list the events in the proper order.



- Yesterday was Adam's birthday.
- That night Adam blew out candles on his birthday cake.
- During the afternoon Adam had a birthday party at his house.

1. _____

2. _____

3. _____

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.

colony

colonist

Statue of Liberty

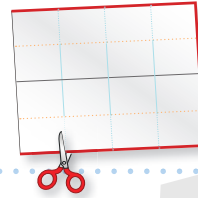
Ellis Island

contribution

custom

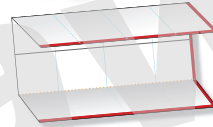
The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable.

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.



Long ago, America was ruled by a country called England.

America was a _____ of England.

Write key words from the definition to help you remember the meaning of the word colonist.

Is Ellis Island a person, place, or thing?

A **colony** is a place that is ruled by another country.

A **colonist** is a person who travels to a new land in order to settle it.

Ellis Island was an important immigration center in the United States.

The **Statue of Liberty** is a statue of a woman holding a torch.

A **contribution** is the act of giving or doing something.

A **custom** is a special way of doing something that is shared by many people.

Draw a picture of the Statue of Liberty.

What contribution can you make to keep your classroom clean?

What is a custom you share with your family?

Ellis Island

colonist

colony

Fold Here

FOLDABLES[®]

Fold Here

custom

contribution

State of
Liberty

Primary Sources



2.1a

Photographs are one type of primary source. A photograph is a picture that is taken with a camera. People have been using cameras and taking pictures for many years. Photographs from long ago can show us what life was like way back then. We can learn about how people lived and the places they went long ago.



This is a photograph of immigrants arriving at Ellis Island in 1904.

DBQ Document-Based Questions

1. What do you see going on in this photograph?

2. How can you tell this photograph is from long ago?

networks
There's More Online!
● Skill Builders
● Resource Library

Essential Question

How do communities change over time?

What do you think?

Word Hunt

Find and **circle** these words:

colony *ruled
colonist

Find 2 more new words:

The First Colonists

It was Presentation Day in Mrs. Jones's class. Sophia was the first to present. She told the class about the first immigrants who came to America long ago.



"Over time many immigrants moved to America from Europe," Sophia said. She told the class that many of the first immigrants came from England. They settled all along the eastern coast of America. As the settlements grew, they became known as colonies. Sophia explained that a **colony** is a place that is ruled by another country. The colonies in America were **ruled** by England. The rules colonists in America had to follow were made by England.



Sophia explained to the class that the immigrants who settled in America were known as **colonists**. A colonist is a person who travels to a new land to settle it. The first groups of colonists faced many problems. They were not familiar with the new land. Some colonists had a hard time growing food in their new land. Sometimes their food supplies ran out during the winter. It was a hard life for the first colonists.

Why was life hard for the colonists at first?

Immigrants Sail to America, 1620



Map and Globe Skills

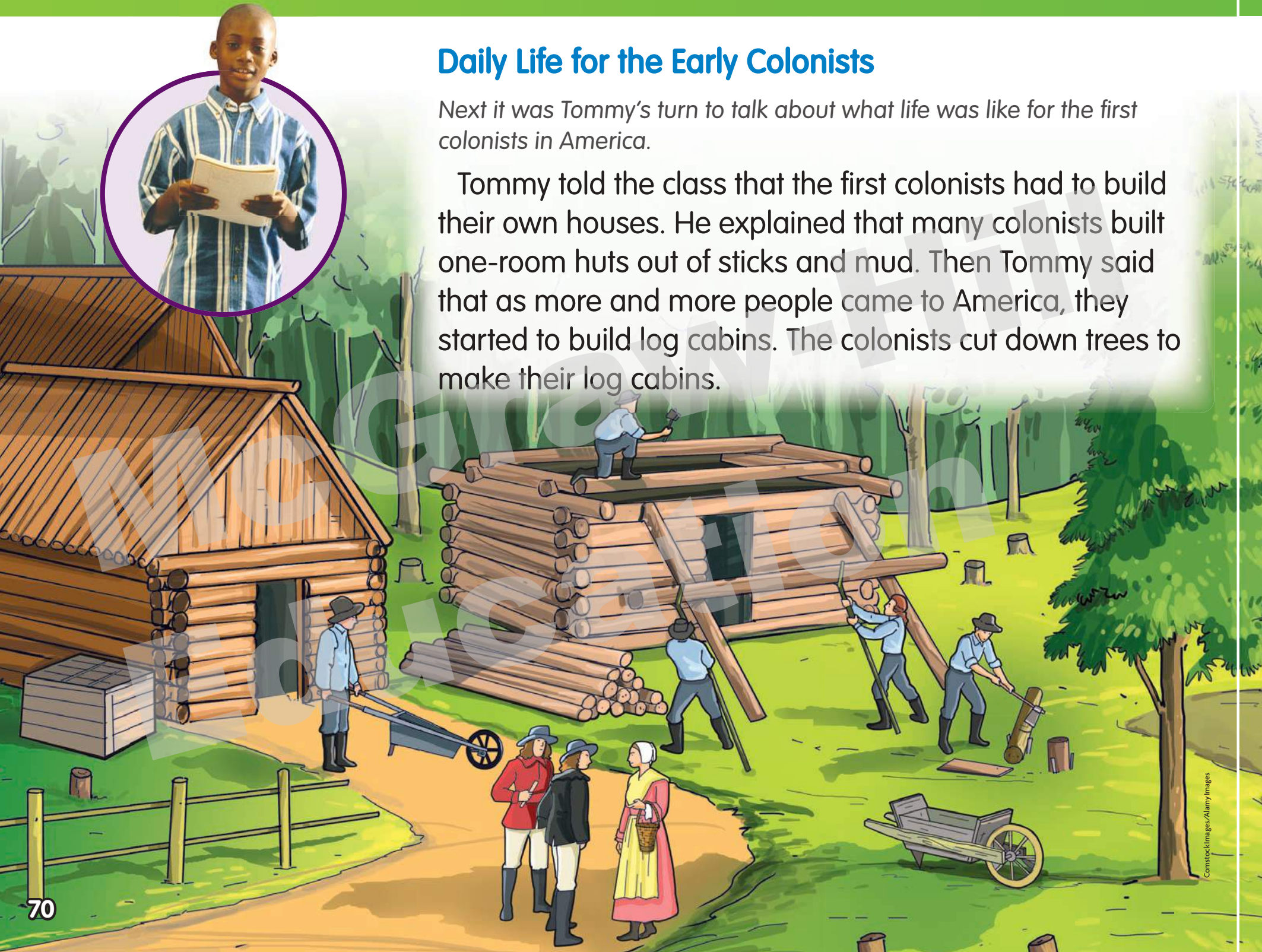
1. In what direction did the immigrants coming from Europe sail?

2. Near what ocean did the immigrants settle?

Daily Life for the Early Colonists

Next it was Tommy's turn to talk about what life was like for the first colonists in America.

Tommy told the class that the first colonists had to build their own houses. He explained that many colonists built one-room huts out of sticks and mud. Then Tommy said that as more and more people came to America, they started to build log cabins. The colonists cut down trees to make their log cabins.

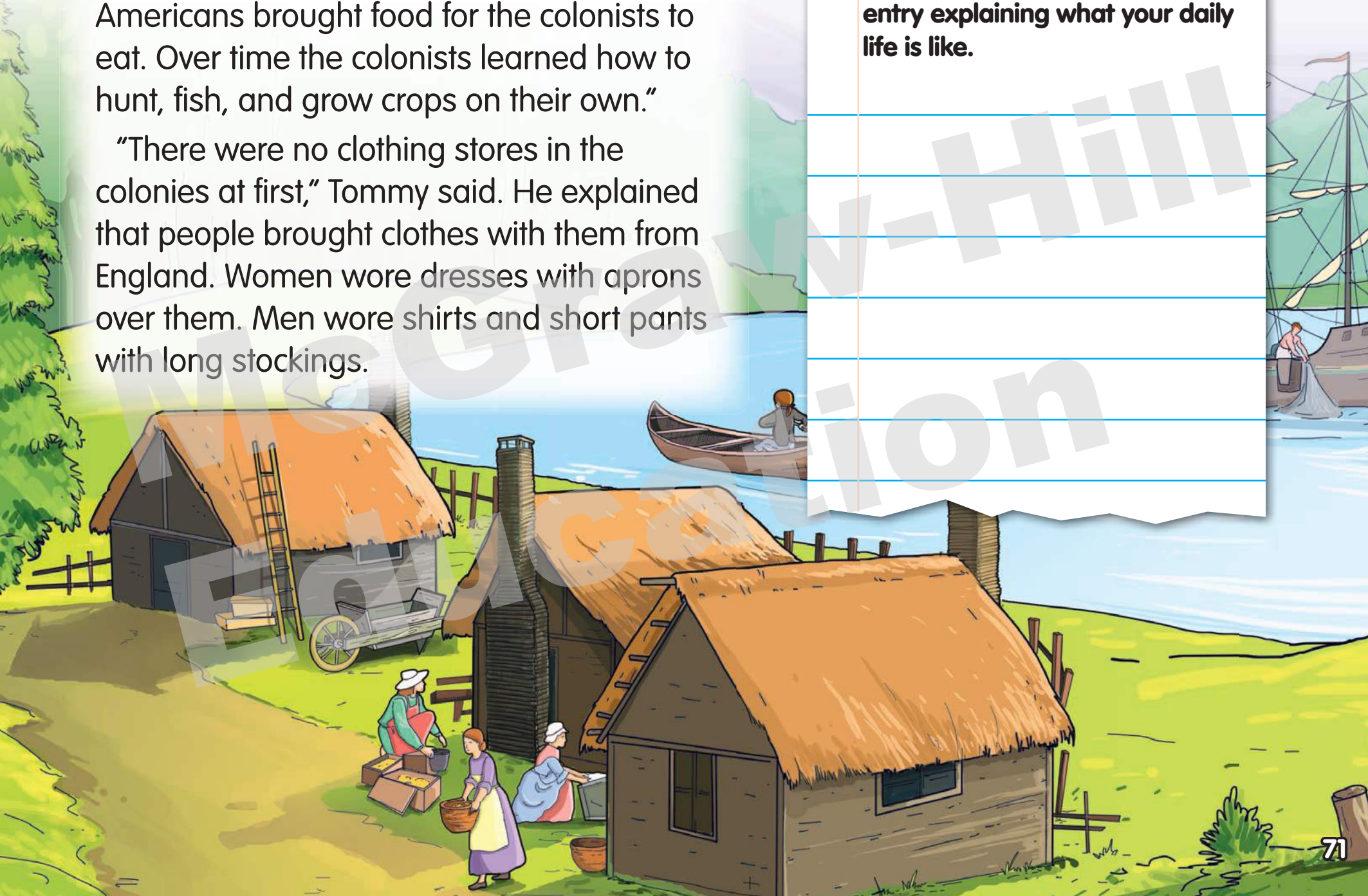


"It took time for the first colonists to hunt and grow food," said Tommy. "At first, Native Americans brought food for the colonists to eat. Over time the colonists learned how to hunt, fish, and grow crops on their own."

"There were no clothing stores in the colonies at first," Tommy said. He explained that people brought clothes with them from England. Women wore dresses with aprons over them. Men wore shirts and short pants with long stockings.

Imagine that you are one of the first colonists. Write a journal entry explaining what your daily life is like.

Blank lined area for writing a journal entry.



Colonial America

Finally it was Julie's turn to present to the class.

Julie explained that over a period of about 100 years, the colonists set up 13 colonies. "The 13 colonies were known as Colonial America," she said.

Julie told the class that daily life in Colonial America changed over time. Colonists learned to build homes more quickly. They started to live in many different kinds of homes. Some colonists made homes out of brick. Others still built homes out of wood.



Circle two things in the picture that show how Colonial America changed over time.



Julie explained that many colonists started to grow vegetables in gardens or on farms near their houses. Many people had dairy barns and chicken coops close to their homes. Some women started to wear fancy dresses. Men started to wear shoes with buckles.



Map and Globe Skills

Color the colony that is directly north of Georgia.

Time Sequence

12 months = 1 year

10 years = 1 decade

100 years = 1 century

Look at the chart above. It took the colonists one _____ to set up the 13 colonies.

Lesson 1

Essential Question How do communities change over time?

Go back to *Show As You Go!* on pages 60–61.



networks

There's More Online!

Games Assessment

Essential Question

Why do people move?

What do you think?

Word Hunt

Find and **circle** these words:

*escape Ellis Island

Statue of Liberty

Find **2** more new words:

The United States of America

The next week, it was Presentation Day for more students. Anthony was the first to present.

“In 1775, the colonists went to war with England to fight for their freedom,” said Anthony. He explained that the colonists won the war. The colonies became a new country called the United States of America.

Anthony told the class that the first leaders wrote a plan for the United States. The plan said that all people have the right to be free. People who were unhappy in their own countries heard about this plan. As a result, millions of immigrants came to the United States.



"There were many reasons immigrants came to the United States," said Anthony. In the United States, they would have the freedom to choose their own way of life. For example, they would have the freedom to choose their own religion. They would also be able to buy their own land.

Anthony explained that other immigrants came to **escape** war. For them, the United States was a place of safety. Some immigrants came to find jobs. Others came to escape hunger in their home countries. Their hopes of a better life gave them courage to make the journey across the ocean.



Underline the reasons immigrants came to America.



Immigrants arrive in the United States.

Reading Skill

Determine the Meaning of Unknown Words

Sometimes, you may not understand the meaning of a word. When this happens, read the story again and look for clues.

What does this word mean?

escape: _____

Arriving in the United States

Next it was Lena's turn to present her report.

Lena said that between the years 1892 and 1954, millions of immigrants came to the United States. Many came in ships through New York Harbor. As the immigrants entered the harbor, they could see the **Statue of Liberty**.

"The Statue of Liberty is a large statue that was a gift from France. It is located on Liberty Island in New York Harbor," said Lena. "The Statue of Liberty stands for the freedoms we have in the United States."



Statue of Liberty

Ellis Island



“The first place many immigrants went before they began their lives in America was **Ellis Island**,” said Lena. “Ellis Island was an important immigration center in New York Harbor. The center was opened on January 1, 1892, so that immigration officials could find out how many people were arriving in America.”



The Statue of Liberty was shipped from France in pieces and put together in the United States. It took over four months to finish!

Imagine you are an immigrant arriving in New York Harbor. Write a journal entry telling what you see and feel. Explain why the Statue of Liberty is important to you.

Journal entry writing area with horizontal blue lines.

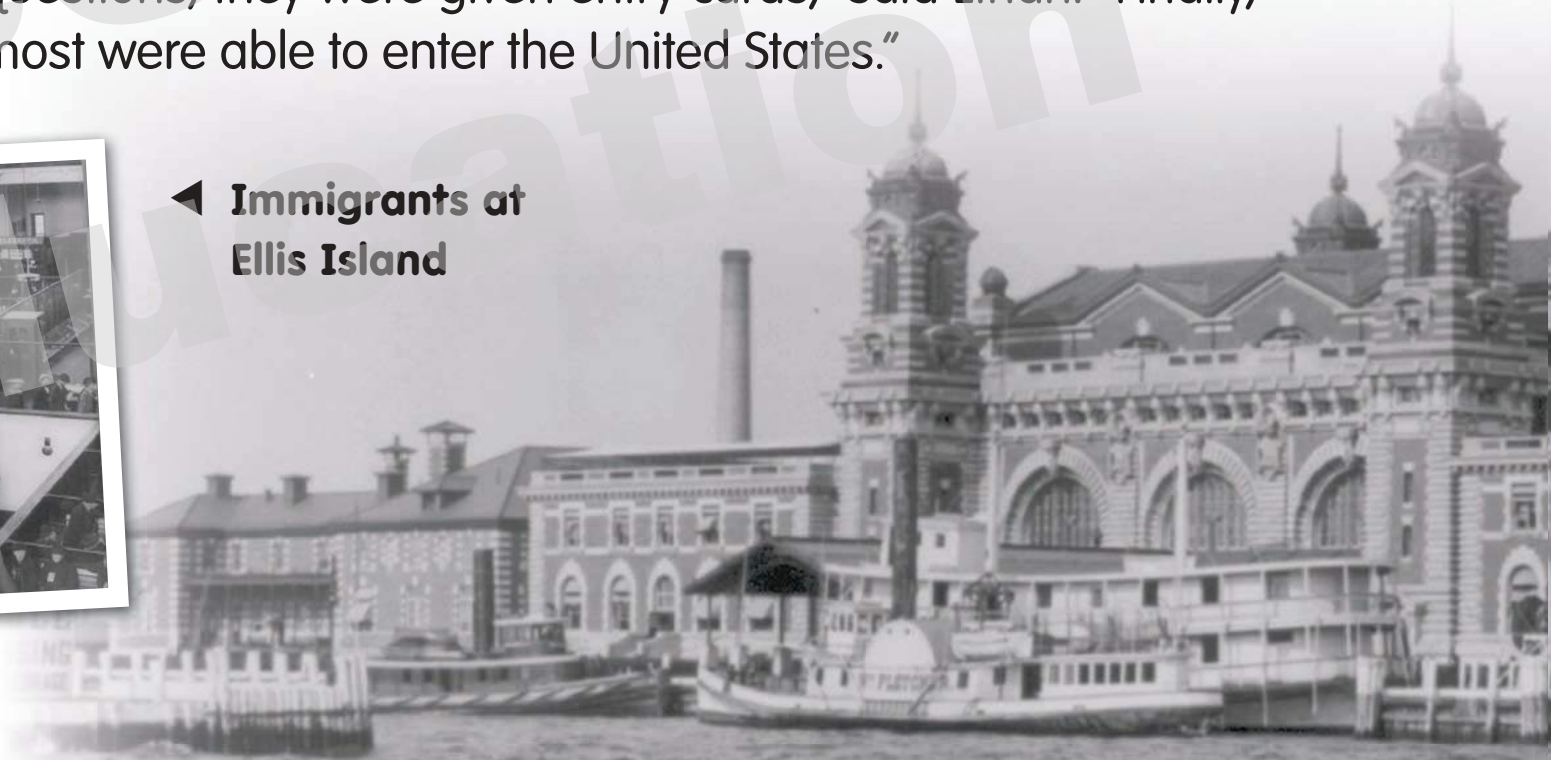
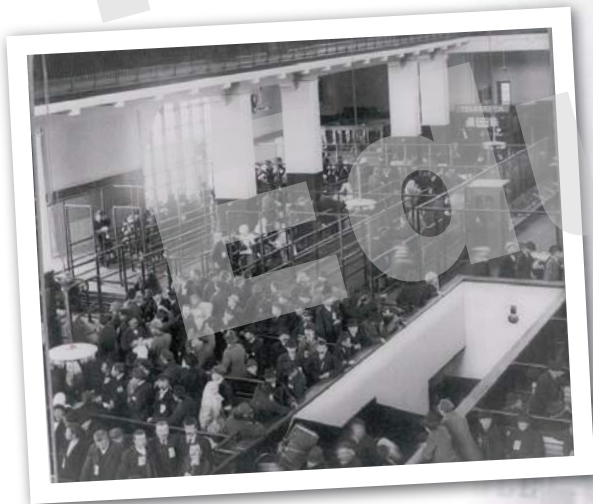
The Ellis Island Experience

Next it was Ethan's turn to present about Ellis Island.

Ethan told the class that on Ellis Island, immigrants had to go through many steps before they could enter the United States. First, they were given an exam by doctors. The doctors had to make sure immigrants were not sick. People who were sick had to stay at Ellis Island to be treated.

"Next, the immigrants were asked a list of questions like: What is your name? What country are you from? If the immigrants passed the health exam and answered the questions, they were given entry cards," said Ethan. "Finally, most were able to enter the United States."

Immigrants at Ellis Island



Reading Skill

Understand Sequence Place an immigrant's experience at Ellis Island in sequence. Number the boxes below in the correct order.

exam by
a doctor

asked
questions

received
entry card

arrived at
Ellis Island

Ethan explained that from 1892 to 1954, millions of immigrants passed through Ellis Island. Eventually the United States began to limit the number of immigrants that could come into the country. As a result, Ellis Island was no longer as busy as it had been. In 1954 it was closed. Today it is a museum that reminds people of the immigrant experience in the United States.

Why was Ellis Island important to immigrants?

Lesson **2**

? Essential Question **Why do people move?**

Go back to *Show As You Go!* on pages 60–61. <<<<



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● Games ● Assessment

Essential Question

How does culture shape a community?
What do you think?

Word Hunt

Find and **circle** these words:

*blend contribution
custom

Find 2 more new words:

Immigration Today

"This is the final week of presentations!" said Mrs. Jones. It was Paula's turn to present.

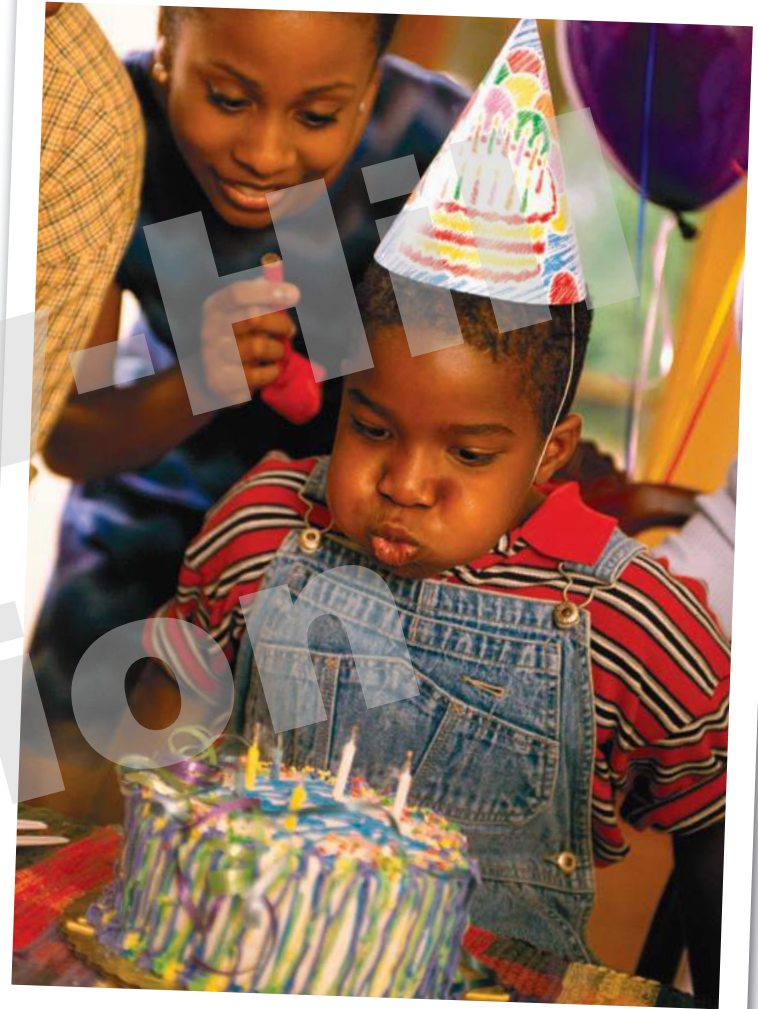
"Many immigrants still move to the United States every year," said Paula. "Today, immigrants come to the United States from all over the world." Paula explained that all immigrants have shaped the United States as a place where many cultures **blend** together.

Paula told the class that many new immigrants to the United States have a hard time at first. This is true whether they came long ago or today. It is not easy to start a new life in a brand new country.



"No matter where immigrants come from, most move to the United States in search of a better life," said Paula. "Many still come to find jobs. Others still come to escape war and hunger in their home countries. Religious freedom also continues to be a reason why immigrants come to the United States today."

Paula told the class that immigrants have made many **contributions** to our country. A contribution is the act of giving or doing something. Over time, the beliefs and **customs** of different immigrant groups have added to the culture in the United States. A custom is a special way of doing something that is shared by many people. For instance, many families celebrate birthdays with cake.



A birthday custom



1. **Circle** the reasons why immigration continues today.
2. **What is a custom that you share with your family?**

Urban Communities

There are three kinds of communities. A city, like New York, is an **urban** community. Urban communities have many tall buildings and stores. The streets and sidewalks are busy with people, cars, buses, and taxis.

What are some features of a city?



Suburban Communities

A community near a city is called a suburban community. **Suburban** communities are less crowded than urban areas. There are not as many places to work. People might even travel to the urban community to work.



Rural Communities

Rural communities are far from cities. These areas have lots of open land. It might take a long time to get to school or the store. There are a lot of farms in rural communities.



What type of community would you most like to live in? Why?



Learning New Customs

Paula continued with her presentation. She had researched how other cultures have added to the culture of the United States.

Paula took pictures of things she saw in her neighborhood. She made a poster to show how other cultures have influenced things like food, music, clothing, art, language, and celebrations.



This picture shows an Italian restaurant in our neighborhood. Long ago, Americans did not eat spaghetti. Immigrants from Italy made it popular in our country. Today Americans enjoy making spaghetti at home and eating it in restaurants.





Think about other foods, music, and clothing from different cultures. Describe one of them in a journal entry.

Journal entry lines with a large watermark reading 'Mountain-Hill'.

My family and I took a walk in our neighborhood, and we noticed a group of people playing jazz music. Africans who came to the United States brought songs and rhythms with them. Musicians in the United States changed the music and turned it into jazz. Jazz, blues, and hip hop are just some of the kinds of music we listen to today that grew out of African music.



Mrs. Ross, our librarian, was wearing a shirt made out of silk. Silk cloth was invented in China. Many Chinese immigrants brought silk with them when they came to the United States. Silk is very soft and is used today to make clothing.



My family and I went to a Caribbean carnival downtown. It was so colorful! People were dressed in costumes and dancing. Long ago, people in the Caribbean Islands danced through their villages in costumes. Today people enjoy practicing this tradition at carnivals around the world.



I went to the Miami Art Museum with my family. I noticed some paintings that were made by an African American artist named Jacob Lawrence. He was inspired by African art, which typically uses flat shapes and bright colors. He borrowed these ideas and made them a part of his work.

Write down something that you learned from Paula's presentation.



When I was walking home from school last week someone asked if I had seen their missing Chihuahua. I had never heard of a Chihuahua. The person said a Chihuahua is a kind of dog. The name comes from a state in Mexico. This is an example of a Mexican word that we use in our language today.

“Some customs are brought to the United States by immigrants. Other customs are created right here,” said Paula. “Together these customs from near and far mix and make one big culture that we all share. In fact, the United States has one of the most diverse cultures on Earth!”

The class clapped for Paula at the end of her presentation. Mrs. Jones told everyone that they had done a wonderful job teaching each other.

Lesson 3

 **Essential Question** How does culture shape a community?

Go back to *Show As You Go!* on pages 60–61. 



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There's More Online!

 Games  Assessment



3 Wrap Up

Match each word with its definition.



custom

colony

Statue of Liberty

colonist

Ellis Island

culture

contribution

immigrant

- a person who travels to a new land to settle it
- a person who comes from another country to live in another
- a place that is ruled by another country
- the act of giving or doing something
- beliefs and way of life of a group of people
- a statue of a woman holding a torch
- a special way of doing something that is shared by people
- an important immigration center in the United States





Big Idea Project

Think about your culture. Make a poster that shows some of the things that make up your culture. 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...

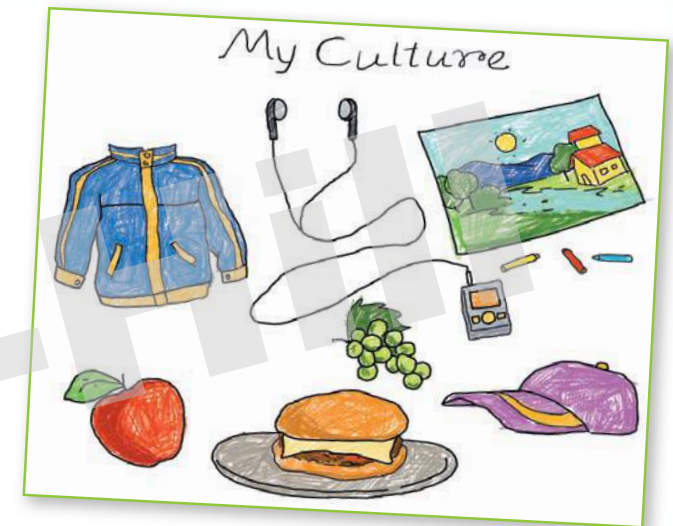
Yes it does!

1. shows food and clothing

2. shows music and art

3. shows a celebration

4. is colorful and detailed



Think About the Big Idea

BIG IDEA

How does change happen over time?

Explain the answer in your own words on the lines below.

Picture Glossary

B

***belief** A **belief** is what someone believes to be true.

benefit A **benefit** is something good or helpful a person gets .

***blend** To **blend** means to mix together completely.

C

***choice** A **choice** is when a person picks one thing over another.



citizen A **citizen** is a person who belongs to a country.



colonist A **colonist** is a person who travels to a new land to settle it.





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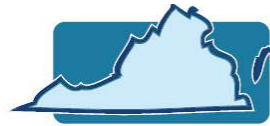
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a) identifying artifacts and primary and secondary sources to understand events in American history;	Unit 2: Lesson 4 Unit 3: Primary Sources Unit 4: Primary and Secondary Sources
b) using basic map skills to locate places on maps and globes to support an understanding of American history;	Unit 2: Lessons 1-5 Unit 3: Lesson 1
c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;	Unit 2: Lessons 1-6 Unit 3: Lessons 1-3 Unit 4: Lesson 3
d) asking appropriate questions to solve a problem;	Covered throughout the program.
e) comparing and contrasting people, places, or events in American history;	Unit 2: Reading Skill Unit 2: Lessons 2, 4 Wrap Up
f) recognizing direct cause-and-effect relationships;	Unit 5: Words to Know
g) making connections between past and present;	Unit 3: Lessons 2-3 Unit 5: Lesson 1 Wrap Up
h) using a decision-making model to make informed decisions;	Can be implemented throughout the program.
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	Unit 4: Lesson 2
j) defending positions orally and in writing, using content vocabulary.	Unit 1–Unit 5: Wrap Up

History	
2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.	Unit 5: Lesson 2 Wrap Up
2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on	
a) the Powhatan of the Eastern Woodlands;	Unit 2: Lesson 2
b) the Lakota of the Plains; and	Unit 2: Lesson 3
c) the Pueblo peoples of the Southwest.	Unit 2: Lesson 4
2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on	
a) Christopher Columbus;	Unit 4: Lesson 3 Wrap Up
b) Benjamin Franklin;	Unit 4: Lesson 3 Wrap Up
c) Abraham Lincoln;	Unit 4: Lesson 3 Wrap Up
d) George Washington Carver;	Unit 4: Lesson 3 Wrap Up
e) Helen Keller;	Unit 4: Lesson 3 Wrap Up
f) Thurgood Marshall;	Unit 4: Lesson 3 Wrap Up
g) Rosa Parks;	Unit 4: Lesson 3 Wrap Up
h) Jackie Robinson;	Unit 4: Lesson 3 Wrap Up
i) Cesar Chavez; and	Unit 4: Lesson 3 Wrap Up
j) Martin Luther King, Jr.	Unit 4: Lesson 3 Wrap Up
2.5 The student will describe why United States citizens celebrate major holidays, including	
a) Martin Luther King, Jr., Day;	Unit 4: Lesson 5
b) George Washington Day (Presidents' Day);	Unit 4: Lesson 5
c) Memorial Day;	Unit 4: Lesson 5
d) Independence Day (Fourth of July);	Unit 4: Lesson 5
e) Labor Day;	Unit 4: Lesson 5
f) Columbus Day;	Unit 4: Lesson 5
g) Veterans Day; and	Unit 4: Lesson 5
h) Thanksgiving Day.	Unit 4: Lesson 5

Geography	
2.6 The student will develop map skills by using globes and maps of the world and the United States to locate	
a) the seven continents and the five oceans;	Unit 1: Lesson 3 Unit 3: Lesson 1 Unit 5: Lesson 2
b) the equator, the Prime Meridian, and the four hemispheres; and	Unit 1: Lesson 3
c) major rivers, mountain ranges, lakes, and other physical features in the United States.	Unit 1: Lesson 1 Unit 2: Lessons 1-5 openers
2.7 The student will locate and describe the relationship between the environment and culture of	
a) the Powhatan of the Eastern Woodlands;	Unit 2: Lessons 2-3
b) the Lakota of the Plains; and	Unit 2: Lesson 2
c) the Pueblo Indians of the Southwest.	Unit 2: Lesson 3
Economics	
2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).	Unit 5: Lesson 1
2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.	Unit 5: Lesson 1 Wrap Up
2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.	Unit 5: Lesson 1

Civics	
2.11 The student will explain the responsibilities of a good citizen, with emphasis on	
a) respecting and protecting the rights and property of others;	Unit 4: Lesson 1
b) taking part in the voting process when making classroom decisions;	Unit 4: Lesson 1 Opener
c) describing actions that can improve the school and community;	Unit 4: Lesson 1 Wrap Up
d) demonstrating self-discipline and self-reliance;	Unit 4: Lesson 1
e) practicing honesty and trustworthiness; and	Unit 4: Lesson 1
f) describing the purpose of rules and laws.	Unit 4: Lesson 4 Opener
2.12 The student will understand that the people of the United States of America	
a) make contributions to their communities;	Unit 4: Lesson 2 Wrap Up
b) vote in elections;	Unit 4: Lesson 1 Opener
c) are united as Americans by common principles; and	Unit 4: Lesson 1 Opener
d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.	Unit 4: Lessons 1-2
2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by	
a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and	Unit 3: Lesson 2 Unit 4: Lesson 4
b) learning the words and meaning of the Pledge of Allegiance.	Unit 4: Lesson 5

SOCIAL STUDIES

WHO WE ARE AS
AMERICANS