

SAMPLE

# COMMON CORE BASICS

Building Essential Test Readiness Skills  
for High School Equivalency Exams

**Mc  
Graw  
Hill**  
Education

## SOCIAL STUDIES

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# To the Student

*Common Core Basics: Building Essential Test Readiness Skills, Social Studies* will help you learn or strengthen the skills you need when you take any Common Core State Standards-aligned social studies test. To answer some questions, you will need to read passages, graphs, charts, and maps. Questions will focus on the content areas of US history, civics, political systems, economics, and geography.

Before beginning the lessons in this book, take the **Pretest**. This test will help you identify which skill areas you need to concentrate on most. Use the chart at the end of the Pretest to pinpoint the types of questions you have answered incorrectly and to determine which skills you need to work on. You may decide to concentrate on specific areas of study or to work through the entire book. It is highly recommended that you do work through the whole book to build a strong foundation in the core areas in which you will be tested.

*Common Core Basics: Building Essential Test Readiness Skills, Social Studies* is divided into eight chapters:

- **Chapter 1: US Government and Civics** describes government at the local, state, and national levels and the responsibilities of citizenship.
- **Chapter 2: US History: Revolutionary War through the Depression** explores events from time of the early settlers through the 1930s.
- **Chapter 3: US History: World War II through Modern Times** continues the story from the 1940s through the current day.
- **Chapter 4: World History and Political Systems** discusses various government systems and international organizations. It gives an overview of relations among the nations of the world.
- **Chapter 5: Economic Foundations** explains economic concepts and discusses the roles of individuals, businesses, and governments in economics.
- **Chapter 6: Economic Events in History** explores major economic events of the past and relates them to today's economy.
- **Chapter 7: Economics in the Twenty-First Century** reviews modern economics from national and global perspectives.
- **Chapter 8: Geography and People** explores how geographic features and humans interact on Earth.

In addition, *Common Core Basics: Building Essential Test Readiness Skills, Social Studies* has a number of features designed to familiarize you with standardized tests and to prepare you for test taking.

- The **Chapter Opener** provides an overview of the chapter content and a goal-setting activity.
- **Lesson Objectives** state what you will be able to accomplish after completing the lesson.

- **Vocabulary** critical for understanding lesson content is listed at the start of every lesson. All boldfaced words in the text can be found in the Glossary.
- The **Key Concept** summarizes the content that is the focus of the lesson.
- In the lessons, the **Core Skill** and **Reading Skill** are emphasized with direct instruction and practice in the context of the lesson. The Core Skills align to the Common Core State Standards.
- In the lessons, the special features **21st Century Skills**, **Technology Connections**, **Workplace Connections**, and **Research It** will help you activate high-level thinking skills by using real-world application of these skills.
- **Think about Social Studies** questions check your understanding of the content throughout the lesson as you read.
- **Write to Learn** is a quick activity that provides you with a purpose for practicing your writing skills.
- End-of-lesson **Vocabulary Review** checks your understanding of important lesson vocabulary, while the **Skill Review** checks your understanding of the content and skills presented in the lesson.
- **Skill Practice** and **Writing Practice** exercises appear at the end of every lesson to help you apply your learning of content and skill fundamentals.
- The end-of-chapter **Review** and **Essay Writing Practice** test your understanding of the chapter content and provide an opportunity to strengthen your writing skills.
- **Check Your Understanding** charts allow you to check your knowledge of the skill you have practiced.
- The **Answer Key** explains the answers for the questions in the book.
- The **Glossary** and **Index** contain lists of key terms found throughout the book and make it easy to review important skills and concepts.

After you have worked through the book, take the **Posttest** to see how well you have learned the skills presented in this book.

Good luck with your studies! Keep in mind that knowing how to read and analyze various types of social studies materials is a skill worth learning.



## LESSON 1.5

# Political Parties and Interest Groups

### Lesson Objectives

#### You will be able to

- Explain the role of political parties in US politics
- Discuss the importance of interest groups

### Skills

- **Core Skill:** Recognize the Cartoonist's Point of View
- **Reading Skill:** Synthesize Ideas from Multiple Sources

### Vocabulary

influence  
interest group  
platform  
synthesize

**KEY CONCEPT:** Political parties and interest groups play important roles in government at all levels.

*When you watch a sports event, generally you are rooting for one of the teams. You have a point of view, and it influences the way you evaluate the referee, the other team, and even the band and the cheerleaders.*

*Political parties and interest groups also have points of view in favor of ideas and policies or against them. Politicians generally identify themselves with one party. Interest groups can advocate, or promote, one particular issue, or they can support an industry or a specific group of people.*

## Ideas and Influence in Politics

When representatives take office, many people try to **influence**, or have an effect on, their decisions. Individuals, groups, and organizations try to get support for their interests.

**Political Parties** The US Constitution did not provide for political parties. However, leaders of the young nation soon found themselves grouping together to gain support for their ideas.

Some nations have a one-party system. Dictatorships, where differing opinions are not allowed, often have one-party systems. Countries such as Cuba, China, and North Korea have one-party systems. Some other countries, such as Germany, have multiple parties. These parties may work together in **coalitions** (teams made up of several parties that join together for a common purpose).

In the United States, however, two major parties have dominated the political system since the 1800s. The Democratic Party officially began in 1848. It is the oldest continuously active political organization in the world. The Republican Party began in the 1850s as a **third party**—that is, a party other than one of the two major parties.

Each party has an animal as its symbol. Thomas Nast, a famous cartoonist of the late 1800s, was first to use the donkey to represent the Democratic Party and the elephant represent the Republican Party. Today the donkey and elephant are well-known symbols.

Political parties select presidential candidates at national conventions. Since the 1850s, there have been 18 Republican presidents and 14 Democratic presidents.

Presidential elections are held every four years. In the summer before the November election, each party meets for a convention. The candidates for president and vice president are officially introduced. Before these meetings, key party members develop a statement of issues that the party supports. This document is called a **platform**. Each individual issue, such as health care reform, is called a **plank**.

## SYNTHESIZE IDEAS FROM MULTIPLE SOURCES

When doing research, always read more than one reference source. By using multiple sources, you are more likely read a variety of points of view. Then you can **synthesize**, or combine, information in order to draw conclusions based on your various sources.

To synthesize information, look for ideas that are similar and ideas that are different. Then combine what you have learned to draw a conclusion, or come up with a new idea.

Synthesize the information below to answer this question: Why is the two-party system important in the United States today?

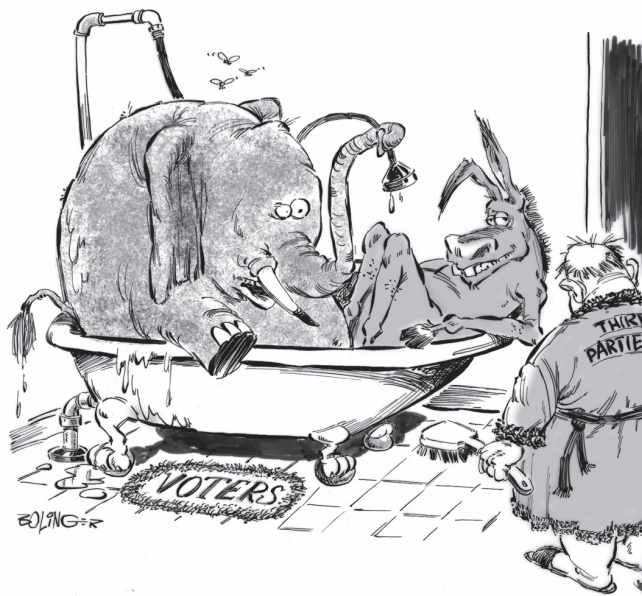
### SPEAKER A

I think people are less loyal to the major political parties today, since voters tend to vote for the person rather than the party. This trend worries me. We need stability in our political system more than ever. The two-party system has worked well for us for more than 150 years.

### SPEAKER B

You're right about the trend, but I think it's great. The big parties must work to earn the independent vote. This way, they have to find out what people really want.

The two-party system provides a more stable government. It forces both parties to support issues that will attract independent voters.



*"You can try but it's pretty small in here...the water's going cold and the good soap is gone."*

### Core Skill

Recognize the Cartoonist's Point of View

People create political cartoons to express their opinions and to persuade others to agree with them. Cartoonists often make use of **irony**. That is, they use words to express the opposite of what the words say literally.

When looking at an political cartoon, pay attention to these features:

- the title or caption
- the characters
- the labels or dialogue

Look at the cartoon below.

- What is the topic?
- What are the characters saying or doing?
- What opinion is the author expressing?

### Reading Skill

#### Synthesize Ideas from Multiple Sources

Reading more than one source about a topic can broaden your understanding and spark new ideas. Different sources may offer varying viewpoints and more information.

When you **synthesize**, you blend ideas from two or more sources. Combining ideas gives you a fuller understanding of a topic.

Choose a “third party” that you would like to know more about. Find several sources of information about this topic—including multimedia sources available on the Internet. Take notes as you read.

In your notebook, write one paragraph in which you synthesize the ideas you have found.

### WRITE TO LEARN



After reading the text on pages 44 and 46, look again at the cartoon on page 45.

In a notebook, write a few sentences in which you interpret the meaning of the cartoon.

Many people vote for the same political party at each election. Others consider themselves **independents**. They switch parties depending on the issues or candidates. Sometimes they support third parties, such as the Libertarian or Populist parties. Third parties tend to have narrower interests compared to the broader platforms of the two major parties.

**Interest Groups** An **interest group** is a group that tries to influence political decisions. They may represent the interest of the public (clean water), the economy (the pharmaceutical industry), institutions (colleges), or groups (the American Cancer Society). Interest groups may act on the local, state, and national levels. Some interest groups, such as the World Wildlife Fund, are global in their efforts.

Many groups have **lobbyists**, people who work to influence legislation. When issues of interest to the lobby are scheduled for debate in Congress, lobbyists try to persuade members of Congress to vote in a way that will benefit their group. They may also try to get government funding for their causes or organize protests against measures they do not support.

Following World War II, political action committees (PACs) formed to help raise money for candidates running for office. The first PAC was formed to support union interests. Soon a PAC supporting business interests was formed. Today some PACs, such as the National Organization for Women, support an idea. Other PACs are formed by members of Congress to support their ideas and to help them get re-elected. People connected to these PACs may campaign for their candidate.

### THINK ABOUT SOCIAL STUDIES



**Directions:** Write P for *political party* or I for *interest group* to identify the groups listed below.

- \_\_\_\_\_ 1. antismoking lobby
- \_\_\_\_\_ 2. Republicans
- \_\_\_\_\_ 3. Populists
- \_\_\_\_\_ 4. Save the Whales

### Vocabulary Review

**Directions:** Use these words to complete the following sentences.

**influence      interest group      platform**

- 1. A statement of beliefs is called a(n) \_\_\_\_\_.
- 2. Lobbyists try to \_\_\_\_\_ the decisions of elected officials.
- 3. Members of a(n) \_\_\_\_\_ try to influence government.



## Skill Review

**Directions:** Read the passage and study the photograph. Then answer the question.

Third parties are important because they bring attention to social, economic, or political issues that neither the Democratic Party nor the Republican Party addresses. They provide an addition option for voters dissatisfied with the platforms of the two major parties. Third parties get citizens more interested in political affairs and increase voter turnout.



1. Which statement best sums up the author's view of third parties?
  - A. He thinks third parties need to make significant changes.
  - B. He favors them because they activate voters.
  - C. He thinks they are overshadowed by the major parties.
  - D. He supports making them one of the major parties.

## Skill Practice

**Directions:** Choose the one best answer to each question.

The low voter turnout in this country is due to the relatively small number of voters who control elections. Most close congressional races are decided by fewer than 7,000 votes. Primary elections and state and local races are often decided by much smaller margins.

Senior citizens have protested every hint of cuts in Social Security. Elected officials know this, and Social Security is untouched because a high percentage of senior citizens vote.

On the other hand, surveys show that only 25 to 35 percent of eligible low-income people vote. When so few low-income people vote, their interests are ignored.

1. What does the writer believe is a result of voter turnout patterns?
  - A. The elderly do not have much influence.
  - B. The poor have too much influence on elections.
  - C. Poor people do not have much influence on elections.
  - D. Elections are meaningless and a waste of time.
2. If lower-income people voted in larger numbers, what could you conclude?
  - A. Social welfare programs would probably be expanded.
  - B. Social welfare programs would probably be decreased.
  - C. Social Security payments would be decreased.
  - D. Social Security payments would be increased.

## Writing Practice

**Directions:** Search for a recent political ad online, in a newspaper, or on television. Find out what group paid for the ad. Then write a paragraph that explains why you think the sponsoring group would have created the ad and how the group would benefit from it.

## LESSON 3.2

# Protest and Politics

### Lesson Objectives

#### You will be able to

- Understand the domestic policies of Presidents Kennedy and Johnson
- Identify key events and leaders of the civil rights movement
- Recognize the changes in society that resulted from the civil rights movement
- Understand the effects of the civil rights movement on other minority groups

### Skills

- **Reading Skill:** Relate Ideas within a Text
- **Core Skill:** Interpret Meaning

### Vocabulary

boycott  
civil rights movement  
demonstration  
discrimination  
relationship  
segregation  
unanimous

**KEY CONCEPT:** The 1960s and 1970s were a time of great turmoil in the United States.

*Think about a time in your life when you encountered a situation that you believed was unfair. How did you react to it? What, if anything, did you do about it?*

*From the time that slavery was abolished, laws and other practices were put in place that continued to treat African Americans unfairly. The civil rights movement encouraged all people to take a stand against discrimination.*

## The Election of 1960

In the presidential election of 1960, voters chose between Republican Richard Nixon and Democrat John F. Kennedy. For the first time, television played a major role. The candidates debated on live TV. Nixon was the better debater, but he was uncomfortable on TV. Most people who watched the debate thought that Kennedy had won. In the end, Kennedy won the election by a narrow margin.

Kennedy's legislative plans included giving health insurance to the elderly, creating a Department of Urban Affairs, and increasing funding for education and the space program. Not all of these plans became law. However, laws were passed to increase the minimum wage, require equal pay for women, and fund urban renewal projects.

**Kennedy Assassinated** On November 22, 1963, President Kennedy and his wife were riding in a motorcade in Dallas, Texas, when gunshots suddenly rang out. The president was shot twice and killed.

## Johnson's Great Society

After President Kennedy's death, Vice President Lyndon Johnson was sworn in as president. Johnson announced an "**unconditional** [unlimited] war on poverty" and spoke about creating a "Great Society" that would "end poverty and racial injustice." Major reforms were passed both before and after Johnson's reelection in 1964.

## RELATE IDEAS WITHIN A TEXT

It is important to identify connections, or **relationships**, between ideas when you read. Examples of relationships between ideas include cause and effect, compare and contrast, problem and solution, sequencing, and definition or description.

To identify relationships between ideas, ask yourself, *What does one idea have to do with the other?*

Read the paragraph below. Identify the important ideas. Then determine the relationship between these ideas.

In the 1960s, the federal government set up a policy of “affirmative action.” The policy required companies receiving federal money to meet certain guidelines: companies could not discriminate on the basis of race, the number of minority employees must meet a certain percentage, and companies must provide equal opportunities for workers to advance.

The ideas presented:

- Affirmative action was set up by the government in the 1960s.
- The goals of affirmative action were to prevent discrimination, to increase the number of minorities in the workforce, and to help minorities earn the promotions they deserved.

The relationship between the ideas is one of definition or description. The details to help readers understand the term *affirmative action*.

## TECHNOLOGY CONNECTION



### Political Debates

Go to the Archive of American Television to watch an excerpt from one of the Nixon-Kennedy debates (<http://www.emmytvlegends.org/interviews/kennedy-nixon-debates>).

Then discuss with a partner how you felt about the candidates before the debate and after the debate. Also discuss the effect of media on today's political campaigns.

## Great Society Legislation

Program Title	Explanation of Program
Economic Opportunity Act	Set up the Office of Economic Opportunity, which ran programs to help the poor
Medicare	Health insurance for people over 65
Medicaid	Health insurance for low-income families
Head Start	Preschool for children of low-income families
Clean Air and Water Quality Acts	Set standards and guidelines for air and water quality
Housing and Urban Development Act	Created a government department that oversees federal government involvement in community development and housing

## Reading Skill

### Relate Ideas within a Text

Read the “*Brown v. Board of Education*” section on this page. Identify the main idea and the supporting details in the text.

In a notebook identify one example of each of these relationships between ideas:

- Definition or description
- Sequence
- Cause and effect
- Problem and solution

## Research It

### Expand Your Knowledge

To learn more about Martin Luther King Jr. and the civil rights movement, a good place to start is Stanford University’s King Institute (<http://mlk-kpp01.stanford.edu/>).

After learning more about Dr. King and his ideas, ask yourself how the United States has changed since the 1960s.

Then discuss these questions with a partner:

- If Dr. King were alive today, what would please him the most?
- What would disappoint him the most?

Important Supreme Court cases were decided during this time. In a series of decisions, the Court ruled that the Bill of Rights applied to states as well as to the federal government. Specifically, the Supreme Court made these rulings:

- Evidence illegally collected is **inadmissible**, or not allowed, in court.
- All suspects have a right to a lawyer during police questioning and at trial.
- Police must inform people of their rights when they are arrested (the Miranda warning).

## Brown v. Board of Education

One of the most important Supreme Court rulings was in the case of *Brown v. Board of Education of Topeka, Kansas*. The National Association for the Advancement of Colored People (NAACP) had been challenging **segregation** laws for decades. Segregation is the practice of separating people or groups on the basis of race. In 1954, the NAACP sued the Topeka school board on behalf of Linda Brown. Brown was forced to attend a school across town rather than the school near her house because of her race. The Supreme Court’s decision was **unanimous**; that is, there was no dissent or disagreement. Racial segregation in schools was illegal. The court did not consider segregated schools to be equal under the law.

Despite the Supreme Court’s ruling, segregation was a fact of life for African Americans in the South. Restaurants and movie theaters had separate sections for African Americans. They were forced to ride in the backs of buses and trains. In 1955, an African American woman named Rosa Parks sat at the front of a bus in Montgomery, Alabama. When she refused to give up her seat to a white man, she was arrested. Her actions sparked a bus **boycott**. African Americans refused to use the bus system. For over a year, they walked to work or carpooled rather than ride the bus.

## The Civil Rights Movement

The bus boycott ended in 1956 when the Supreme Court ruled that segregating buses was illegal. The court ruling encouraged other protests, such as sit-ins and **demonstrations**, or public protests. Freedom Riders rode interstate buses to draw attention to continuing segregation in the South. Many African Americans faced beatings and harassment.

The movement to end **discrimination** (unfair treatment) and guarantee African Americans equal treatment was called the **civil rights movement**. A young and skillful speaker, Martin Luther King Jr. became its leader. He received widespread support for his nonviolent protests. Americans were upset by news reports showing peaceful demonstrators being attacked by police with clubs and dogs.

In 1963, President Kennedy announced a civil rights bill. The bill would ban segregation in public places and end discrimination in voting and employment. However, the bill stalled in the Senate. To pressure Congress to pass the bill, Dr. King organized a march in Washington, DC. More than 200,000 supporters joined the march. It was there that King gave his famous “I Have a Dream” speech.

Congress finally passed the civil rights bill in 1964. The Voting Rights Act was passed in 1965. It put an end to practices that denied African Americans their right to vote. As a result, hundreds of African Americans and other minorities were elected to public office. Hundreds of thousands more registered to vote for the first time.

On April 4, 1968, Dr. King was shot and killed in Memphis, Tennessee. Although the movement lost one of its most important and inspirational leaders, it continued. The civil rights movement also led women, Hispanics, Native Americans, homosexuals, and other groups to seek equal rights.

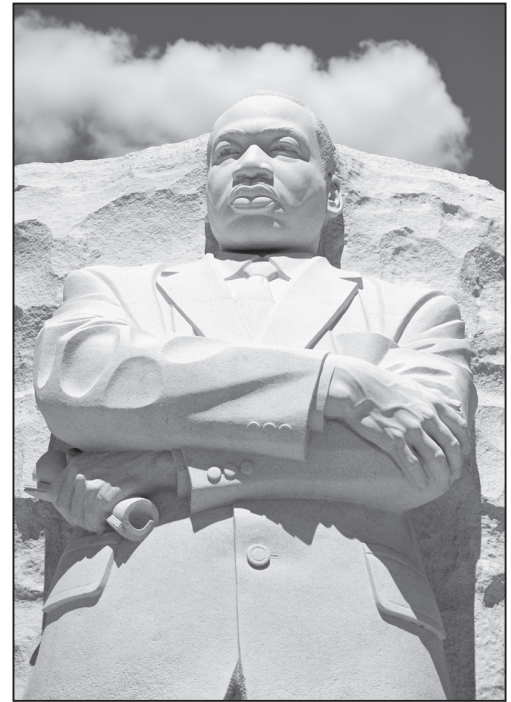
## Antiwar Protests

Throughout the 1960s, the United States became more and more deeply involved in the conflict between communist and non-communist forces in Vietnam. In 1964, Congress gave President Johnson the authority to go to war.

At first, a majority of Americans supported the war. But as casualties grew, people began to protest. Images of the fighting were shown on nightly TV newscasts. For the first time, the realities of war hit home.

There was opposition to the war for several reasons. Some people thought that the United States should not get involved in another country's civil war. Others protested the **draft** system, which required young men to serve in the armed forces. In practice, it was often men from lower-income families that were drafted and sent to fight.

President Johnson decided not to run for re-election in 1968. Democrats nominated Hubert Humphrey. The Republicans nominated Richard Nixon. Nixon's promise to end the war helped him beat Humphrey.



Statue in Washington, DC, honoring Martin Luther King Jr., leader of the civil rights movement.

### Core Skill

#### Interpret Meaning

Using what you already know about a specific time in history can help you understand new information.

Look at the photo on this page. What characteristics of Martin Luther King Jr. do you see in the statue? What do you think the artist wants you to understand about King?

You may want to go on the Internet to find out more about the King Memorial. What words are inscribed on the memorial?

In a notebook, write a paragraph describing King as he appears in the statue and explaining why King is important.



## THINK ABOUT SOCIAL STUDIES

**Directions:** Choose the correct answer that completes each statement below.

1. *Brown v. Board of Education* was a Supreme Court decision banning (segregation, integration) in (private, public) schools.
2. The civil rights movement led by Dr. King favored (violent, nonviolent) means to obtain racial justice.
3. The Voting Rights Act made (discriminatory, nondiscriminatory) practices illegal.



## WRITE TO LEARN



Read the sections on this page about the other rights movements.

In a notebook, write a paragraph about the relationship between the civil rights movement and the struggles of other minority groups.

## Other Minorities Fight for Their Rights

The civil rights movement inspired other minority groups to fight for their rights. There were over 9 million Hispanic Americans in the United States by the late 1960s. Many immigrants worked on farms, where conditions were difficult and wages were low. In response, unions such as the United Farm Workers (UFW) fought for better wages and benefits.

In the 1960s and 1970s, Native Americans also began organizing. In 1968, Congress passed a law giving Native Americans equal protection under the Bill of Rights. In the 1970s, they won court cases that gave them greater control over reservations and money owed to them by the government.

During and after World War II, more women joined the workforce. But only certain jobs were offered to women, and their pay was not equal to the pay men received. Using their experience with civil rights, women began to protest. As a result, these legislative reforms were enacted:

- 1963: Equal Pay Act makes it illegal to pay men more than women for the same job
- 1964: Civil Rights Act, Title VII, outlaws job discrimination on the basis of race, color, religion, national origin, and gender
- 1972: Educational Amendments, Title IX, makes it illegal for any school receiving federal funds to discriminate on the basis of gender

## Vocabulary Review

**Directions:** Use these words to complete the following sentences.

**boycott   civil rights movement   demonstrations   discrimination   segregation   unanimously**

The goal of the \_\_\_\_\_ was to end \_\_\_\_\_ against African Americans. One of the first major events was the arrest of Rosa Parks for refusing to give up her seat on a bus. Her arrest led to a bus \_\_\_\_\_ that lasted more than a year. The Supreme Court \_\_\_\_\_ ruled that \_\_\_\_\_ was illegal, but it was still practiced. Only after many years of \_\_\_\_\_ were laws passed that guaranteed African Americans equal rights.

## Skill Review

**Directions:** Read the passage and answer the question that follows.

Betty Friedan was an author and a leader of the modern women's rights movement. After graduating from Smith College in 1942, she became a writer and political activist. Her most famous book, *The Feminine Mystique*, was published in 1963. The book grew out of surveys that she had taken of her classmates from Smith. These surveys showed that despite their education and subsequent successes, the women were unhappy with their lives. The book became a best seller. In 1966, Friedan and other feminists formed the National Organization for Women (NOW). NOW worked to get women equal access to education and pay that was equal to the pay of men.

## Skill Review (continued)

1. List one cause-and-effect relationship in the passage about Betty Friedan?

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**Directions:** Study the photo. Then answer the question.



2. Apply what you know about Martin Luther King Jr. and this time period to explain the importance of what is being shown in the photo.

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## Skill Practice

**Directions:** Choose the one best answer to each question.

1. Which statement describes one possible result of the bus boycott in Montgomery, Alabama?
  - A. African Americans were happy not to have to ride the buses anymore.
  - B. The bus system suffered financial loss.
  - C. People were not aware of the bus boycotts.
  - D. More people began taking the bus.
2. Which statement might be a reason King believed nonviolent protests were the best way to fight for social change?
  - A. Nonviolent protests are easy to start.
  - B. People get into less trouble in nonviolent protests.
  - C. People naturally don't like fighting.
  - D. People are against bloodshed, regardless of the cause.

## Writing Practice

**Directions:** Select one of the laws or court cases mentioned in this lesson. Write a journal entry describing how it has affected your life.

# LESSON 8.1

## Physical and Cultural Landscapes

### Lesson Objectives

#### You will be able to

- Recognize how people change Earth's physical geography
- Understand how Earth's physical geography can change the way people live
- Understand that people either adapt to their environment or move to an area with a more suitable environment

### Skills

- **Reading Skill:** Use a Map Key
- **Core Skill:** Interpret Graphics

### Vocabulary

adapt  
climate  
convey  
drought  
environment  
irrigation system  
peninsula

**KEY CONCEPT:** From the beginning of time, humans have adapted to their physical environment. At the same time, however, the physical environment has been changed by humans.

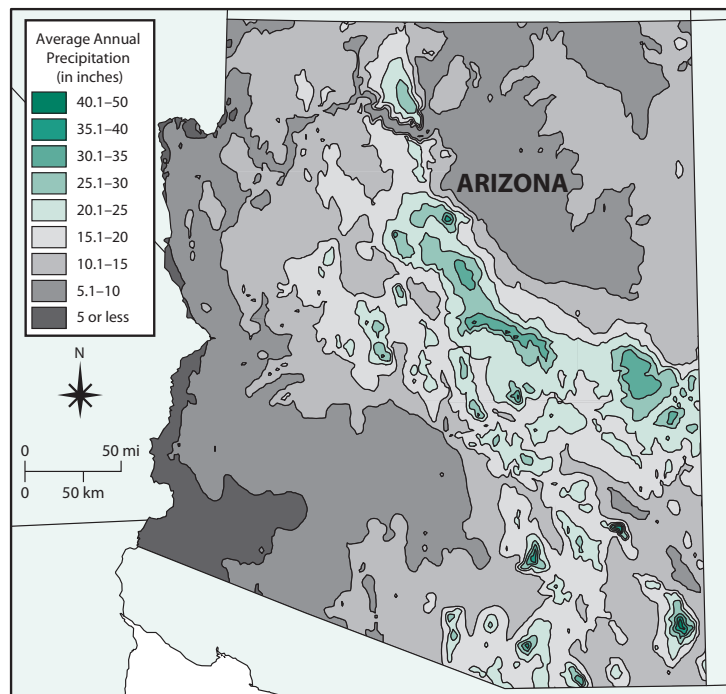
*Have you seen a new apartment building or road built in your area? These are examples of people changing places. The people in some ancient cultures farmed because they lived where good soil and water were plentiful. Other people hunted and gathered because good soil and plentiful water were lacking in their area. These are examples of places changing people.*

## Physical Geography Affects People

In the early years of civilization, the physical environment had a major impact on people's lives. The **environment** is the surroundings in a particular area. If an area did not have a source of fresh water, people did not settle there. If a particular region was too cold or too mountainous, people usually looked for an easier place to live.

In ancient times, people also learned to **adapt**, or adjust, to their environment. Early Americans in the Southwest deserts, for example, learned to grow crops that needed little rain, and they built sprawling **irrigation systems**. These ditches or canals brought water to dry areas. The people built houses using bricks that they cut from the clay soil and dried in the sun. When a **drought** (a long period without rain) hit, these people abandoned their villages in search of a more suitable environment.

### ANNUAL PRECIPITATION, ARIZONA

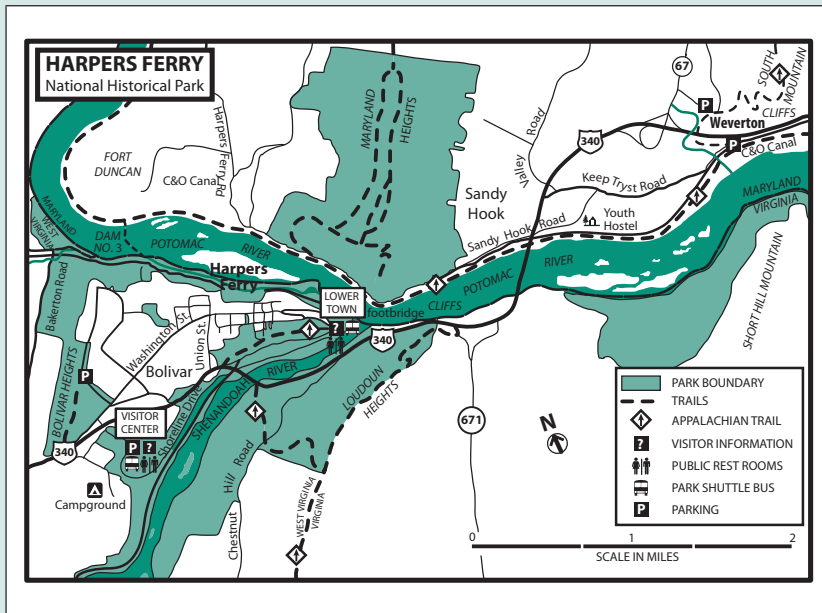


## USE A MAP KEY

Most maps have a key or legend. A map key uses symbols and colors or shading to represent features of the real world. Symbols are used for cities, rivers, highways, boundaries, and capitals. Colors or shading may show climate regions, altitude, or rainfall.

To use a map key, look at each item in the key. Read the label to determine what the symbol represents. Then look for those symbols on the map itself.

Look at the map below. Who would use this map? What features on the map help you figure out the purpose of the map?



This map is for visitors to Harpers Ferry National Historical Park. The key tells you that the map can help visitors find parking, shuttle buses, rest rooms, information desks, and trails. It also identifies roads that lead to the park.

## Reading Skill

### Use a Map Key

Map keys often use color or shading to **convey**, or communicate, information on a map. The key explains what the color represents.

Look at the maps on pages 286 and 288. Then answer these questions in a notebook: *How are the keys alike? How are they different? What do the maps tell you about the difference between Arizona and Virginia?*

## Research It

### Discover Change

Our environment changes over time. Photographs keep a record of these changes. Some libraries, such as the San Francisco Public Library's Historical Photograph Collection ([sfpl.org](http://sfpl.org)), have photo collections that document such change.

Find a library, museum, or online site that has a collection of historical photographs. Look for several photos of one location. Ask yourself these questions: *What is responsible for the changes? How would the changes have affected humans living in the area?*

Write your observations in a notebook.

## Core Skill

### Interpret Graphics

Maps can be used to explore countless features. For example, a population density map shows how many people live in a certain area. By looking at population density maps of China and Australia, you can compare and contrast the population density of these two countries. You could also compare population density between two areas within one of these countries.

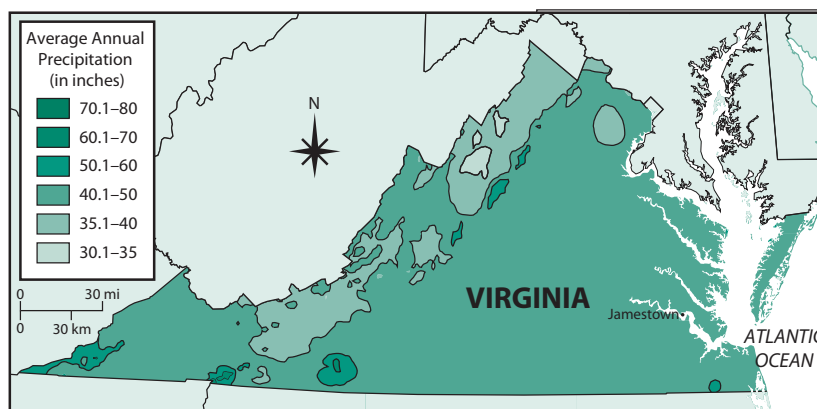
Use an atlas or an online search engine to find a map of your state showing annual precipitation. Compare that map to the map on page 286 or 288.

In a notebook, compare the average annual precipitation in your state to that of Arizona or Virginia.

## Other Effects of Geography

Geography continually influences the world. When European colonists arrived in North America, geography guided their choice of where to build the first towns. The English, Spanish, and others who set up colonies looked for access to the sea and fresh water. They also looked for land that was flat enough to farm and land that offered materials for building.

### ANNUAL PRECIPITATION, VIRGINIA



English settlers chose Jamestown, Virginia, for the site of their colony. They believed the area's geography made it a good place to settle because deep water ran right up to the shore. This meant ships could be pulled up close to land for easy loading and unloading. In addition, the site was a **peninsula**, which is a body of land surrounded by water on three sides. This made the area easy to defend against enemies approaching by land.

As time went on, however, it became clear that the geography of Jamestown had major drawbacks. It was swampy and humid. The water was unhealthy, and mosquitoes bred by the thousands. The mosquitoes spread malaria, a deadly disease. Crops were hard to grow in the damp **climate** (general weather conditions) and soil. Many settlers died from disease or starvation, and the colony nearly failed.

Geography again proved important when the colonists rose up against the British in the American Revolution. Because the British government was so far from its colonies, supplies took weeks to reach the British troops. In addition, because the war spread along the entire North Atlantic coast, the British found their resources stretched too thin. These factors contributed to the success of the American uprising.

## THINK ABOUT SOCIAL STUDIES



**Directions:** Write a short response to the following question.

What geographic elements did early settlers from Europe look for when setting up their North American colonies?



## People Affect Geography

As the population of the original 13 states grew, more food was needed. Not enough farmland existed near the coasts, so people began moving west in search of good farm land. Because of this, the United States expanded.

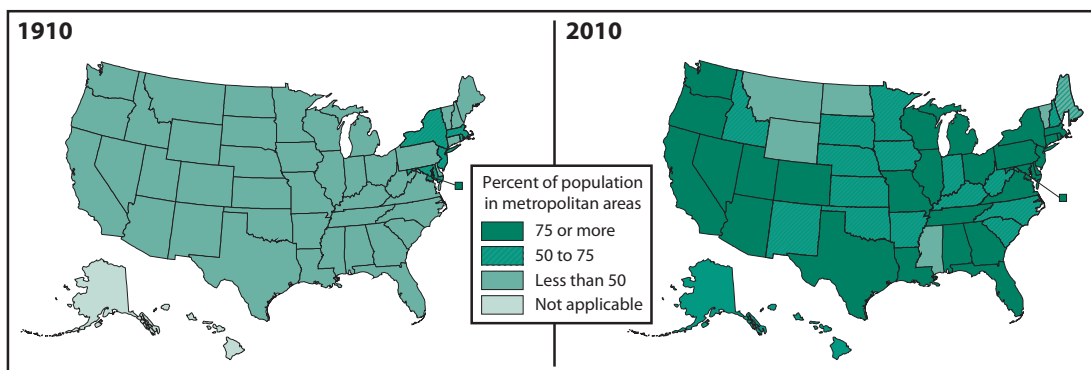
At the same time people are adapting to their environment, often they are also changing that environment. Settlers cleared forests and planted crops. They built roads and bridges. In the 1860s, workers laid thousands of miles of railroad track across the country, altering the physical geography of the United States as they did so. When the steel plow was invented, farmers tilled acres of grassland. All of this activity disturbed the environment of the Great Plains and led to massive dust storms in the 1930s. Because of the growing industrialization, people flocked to the cities to work. High-rise apartments were built to house these workers.

### WRITE TO LEARN

The maps on this page show the percentage of US population living in metropolitan areas (cities) in 1910 and in 2010.

In a notebook, write one paragraph comparing and contrasting the US population in 1910 and 2010.

### PERCENT OF POPULATION LIVING IN METROPOLITAN AREAS



As technology advances, people have more and more control over their environment. Irrigation systems bring water to the desert, engineers blast through mountains and drain wetlands. Tunnels bored beneath Earth's surface are used by thousands of motorists every day. Phone and cable lines are strung along nearly every road and highway in the country. Humans have even altered the environment above Earth by sending satellites and space stations into orbit.

All of this activity has important benefits. Improved transportation and communications and a more varied food supply are among the most significant benefits. These changes come with a cost, however. Altering the physical geography of Earth can have disastrous results. Human activity causes air and water pollution. Growing cities in desert areas have strained water supplies. The clearing of the rain forests in Brazil and other tropical areas has had far-reaching consequences, including the loss of plant and animal life, flooding, and climate change.

### THINK ABOUT SOCIAL STUDIES

**Directions:** Write a short response to the following question.

How did population growth and the invention of the steel plow affect the geography of the Great Plains?

## Vocabulary Review

**Directions:** Use these words to complete the following sentences.

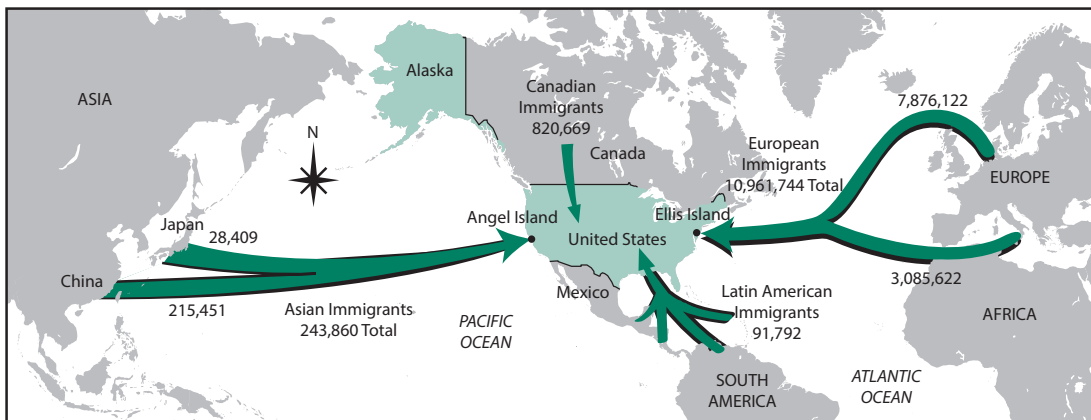
**adapt   climate   drought   environment   irrigation systems   peninsula**

1. People's lives were threatened when \_\_\_\_\_ struck an area in ancient times.
2. Modern \_\_\_\_\_ allow the desert to bloom.
3. Land access from the mainland to a \_\_\_\_\_ is from one direction only.
4. The \_\_\_\_\_ of the Jamestown colony was one reason the colony nearly failed.
5. When humans alter the physical \_\_\_\_\_, there are both positive and negative consequences.
6. Settlers must \_\_\_\_\_ to the conditions of their environment.

## Skill Review

**Directions:** Look at the map below. In a notebook, answer questions 1 through 3.

### IMMIGRANTS, 1870–1900



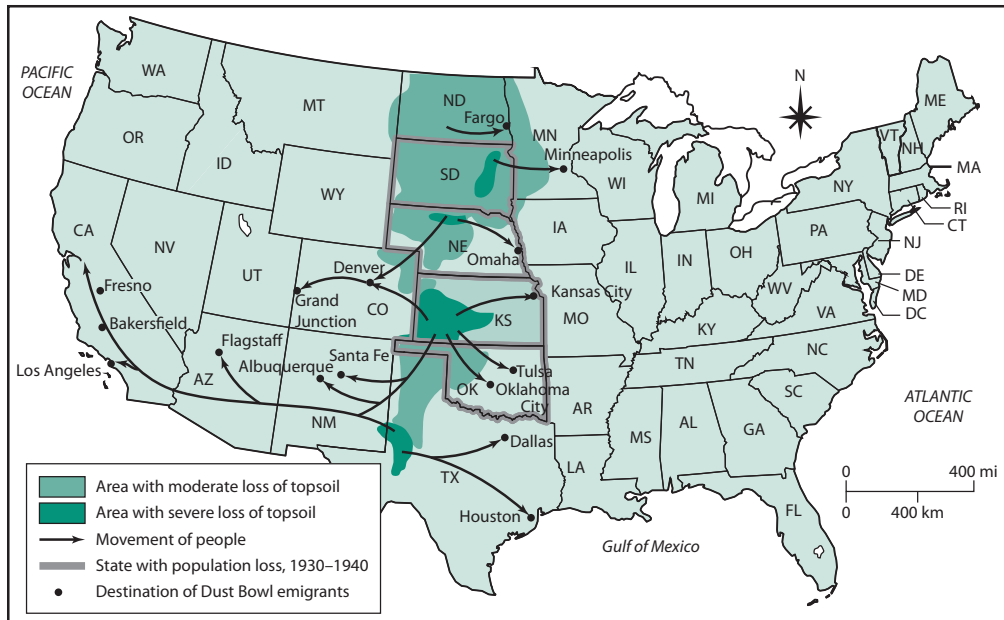
1. How many immigrants came from Canada? How many from Europe?  
\_\_\_\_\_
2. How does the number of Asian immigrants compare to the number of Latin American immigrants? \_\_\_\_\_
3. How does the number of immigrants from Europe compare to the total number of immigrants from all other places? How does this information help you understand the current population of the United States?  
\_\_\_\_\_  
\_\_\_\_\_

## Skill Review (continued)

**Directions:** Study the map. Then answer questions 4 through 6.

4. What do the black arrows show? \_\_\_\_\_
5. Where did the Dust Bowl migrants end up? \_\_\_\_\_
6. Which states lost population from 1930 to 1940? \_\_\_\_\_

### THE DUST BOWL, 1930s



## Skill Practice

**Directions:** Choose the one best answer to each question.

1. What was the link between the environment and the abandonment of early villages in the Southwest?
  - A. geography
  - B. irrigation
  - C. distance to the ocean
  - D. population
2. Which shows an example of people changing the geography of a place?
  - A. Because Greece has little area for farming, the ancient Greeks grew crops that required little space.
  - B. Fill is dumped in the marshes around the city of Boston to create the South End district.
  - C. Native Americans in the Southwest built their homes from dried clay bricks.
  - D. War breaks out in the Middle East over the rights to water in the Euphrates River.

## Writing Practice

**Directions:** Use information from the map above to explain the Dust Bowl of the 1930s. What changes to the environment occurred? How were people living in area affected? How did they react?

### BEFORE THE LESSON

#### Objectives

After completing the lesson, students will be able to

- Explain the role of political parties in US politics
- Discuss the importance of interest groups

#### ✓ Determine Student Readiness

Ask students what they know about the role of political parties in elections. (Students may know that in primary elections, voters vote only for candidates that are part of the political party in which they are registered. Students may also say that some local elections, unlike national and state elections, are nonpartisan.) Have students name the political parties they have heard of. (*Sample answers: Democratic, Republican, Peace and Freedom, Libertarian, Green, Constitution, Socialist Party USA*) Tell students that in this lesson, they will learn more about US political parties and the role of interest groups in US politics.

#### Key Concept

Political parties and interest groups play important roles in government at all levels.

**Concept Background:** Ask students if they have recently heard any news about a political party or issue. Provide newspaper articles about a recent political issue if students are not aware of any. Then have students pick a news item to write about in their notebooks. They should write what they know about the issue and what they think about it. Invite volunteers to share their thoughts with the class. Point out the roles played by political parties and interest groups (such as drug companies, the National Rifle Association, or animal rights groups) in the issues they selected.

#### Develop Core Skills

##### Core Skill: Recognize the Cartoonist's Point of View

Bring in copies of several political cartoons. Divide students into groups and provide one cartoon to each group. Have each group describe their cartoon, decide what their cartoon is about, and decide on the cartoonist's opinion of the subject. Tell students to pay attention to the title, the characters, the captions, and the action depicted in the cartoon. Then have a spokesperson for each group explain their ideas about that cartoon to the class.

##### Reading Skill: Synthesize Ideas from Multiple Sources

Provide students with information about a topic (for example, American political parties) from three or four different sources. Work with students to find important ideas in each source and synthesize them into one coherent paragraph.

### Pre-Teach Vocabulary

#### Metaphors

Have students look up the definition for the word *platform*. Some students might define it as something to stand on; others may define it as the core beliefs of a political party. Discuss with students that a political platform is a statement of the party's stance on certain issues. Invite them to speculate about why this statement might be called a *platform* and why each position on an issue is known as a *plank*.

#### Tier 2 Words:

influence (p. 44)  
platform (p. 44)

#### Tier 3 Words:

interest group  
(p. 46)

#### Test Words:

synthesize (p. 45)

### DURING THE LESSON

#### Ideas and Influence in Politics

PAGE 44

Tell students that the US Constitution was written to strengthen the federal government. Point out that in the 1790s, two groups of influential politicians took sides on this issue and formed political parties: the Federalists (like George Washington and John Adams, the first two US presidents) and the Republicans (like Thomas Jefferson, the third US president). Explain that in the early days of the United States, the Federalists believed in a strong central government, whereas the Republicans feared that too strong a central government would threaten the rights of states and individuals. Point out that Jefferson's party was not the same Republican Party we know today; today's Republican Party started in the 1850s.

Assign pairs of students one of the major political parties today and have them conduct research on the party's values and platforms. Create a chart on the board with a heading for each major party. Have each pair share at least two details they found. Write students' contributions on the board.

#### Core Skill: Recognize the Cartoonist's Point of View

PAGE 45

Refer to the cartoon on the page. Point out that the donkey represents the Democratic Party and the elephant represents the Republican Party. With both animals in it, the bathtub is full. A man (representing the third party) wants to get in the tub with them. Students should recognize that the donkey and the elephant are probably not telling the truth about the water and the soap; instead, they simply don't want to allow a third party to join them. Invite volunteers to suggest the cartoonist's opinion of this situation.

### Evidence-based Reading Support: Alphabetics

PAGE 46

**Word Analysis** In this section, students will see the abbreviation PAC, which stands for “political action committee.” Tell students that people often pronounce this abbreviation so that it sounds the same as the word *pack*. Point out that other abbreviations, like USA, are not pronounced like a word; instead, each letter is read separately: U-S-A. Have students think of other abbreviations they know. Make a list with students of abbreviations that are read like words (*NATO*) and ones that are spelled out (*RSVP*).

### Interest Groups

With students, navigate to a website on PACs, such as <http://www.fec.gov/data/Leadership.do>. Point out some of the names of the PACs and discuss with students the different viewpoints of each. Emphasize that these groups, and other interest groups, can affect elections in the United States.

#### THINK ABOUT SOCIAL STUDIES

#### ANSWER KEY

1. I
2. P
3. P
4. I

### Reading Skill: Synthesize Ideas from Multiple Sources

Ask students to interview three or four other students to learn their opinion on the role of political parties in the United States today. They might ask about the power of political parties in Congress or the parties’ influence on the media. Tell students to ask each person the same question or questions. Then have students write a short paragraph synthesizing the opinions their classmates expressed and drawing their own conclusion. As students begin their research on a third party, remind them not to copy wording from the sources they find. Instead, they should think about the ideas in those sources and write about them in their own words.

#### WRITE TO LEARN

#### ANSWER KEY

Remind students to include details from the cartoon to support their interpretation of its meaning. These details will include a description of the characters, the situation, other visual clues (such as the bathmat), and the caption.

## AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 348 and 349.

### Engage and Extend

**ELL Instruction: Getting the Joke** Explain to students that humor can be difficult to recognize and interpret in a foreign language. One reason for this is that culture often plays a large role in humor. Culture includes shared knowledge of history, current events, and even parts of language such as word play and irony. For instance, before reading this lesson, students may not have realized that the donkey symbolizes the Democratic Party and the elephant symbolizes the Republican Party. Have students look at the cartoon on page 45 and encourage them to ask questions about anything they do not understand. Ask which parts of the cartoon are familiar.

**Extension Activity: Investigate and Develop a Logical Argument** Select several topics that have been in the news recently and ask students what they know about these issues. Ask students to identify interest groups that might be involved with these issues. An example is global warming; interest groups concerned with global warming include oil companies and Greenpeace. Divide students into an even number of groups. Assign one group the role of an interest group and a topic, such as oil companies and global warming. Assign the next group the same topic but a different interest group, such as Greenpeace and global warming. Continue until you have assigned each of the groups a topic and interest group. Then have each group of students investigate its topic from the perspective of its assigned interest group and develop a logical argument. Finally, have the groups that share a topic debate those issues from opposing viewpoints.



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- 21<sup>st</sup> Century skill instruction tied to workplace and real-life tasks
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