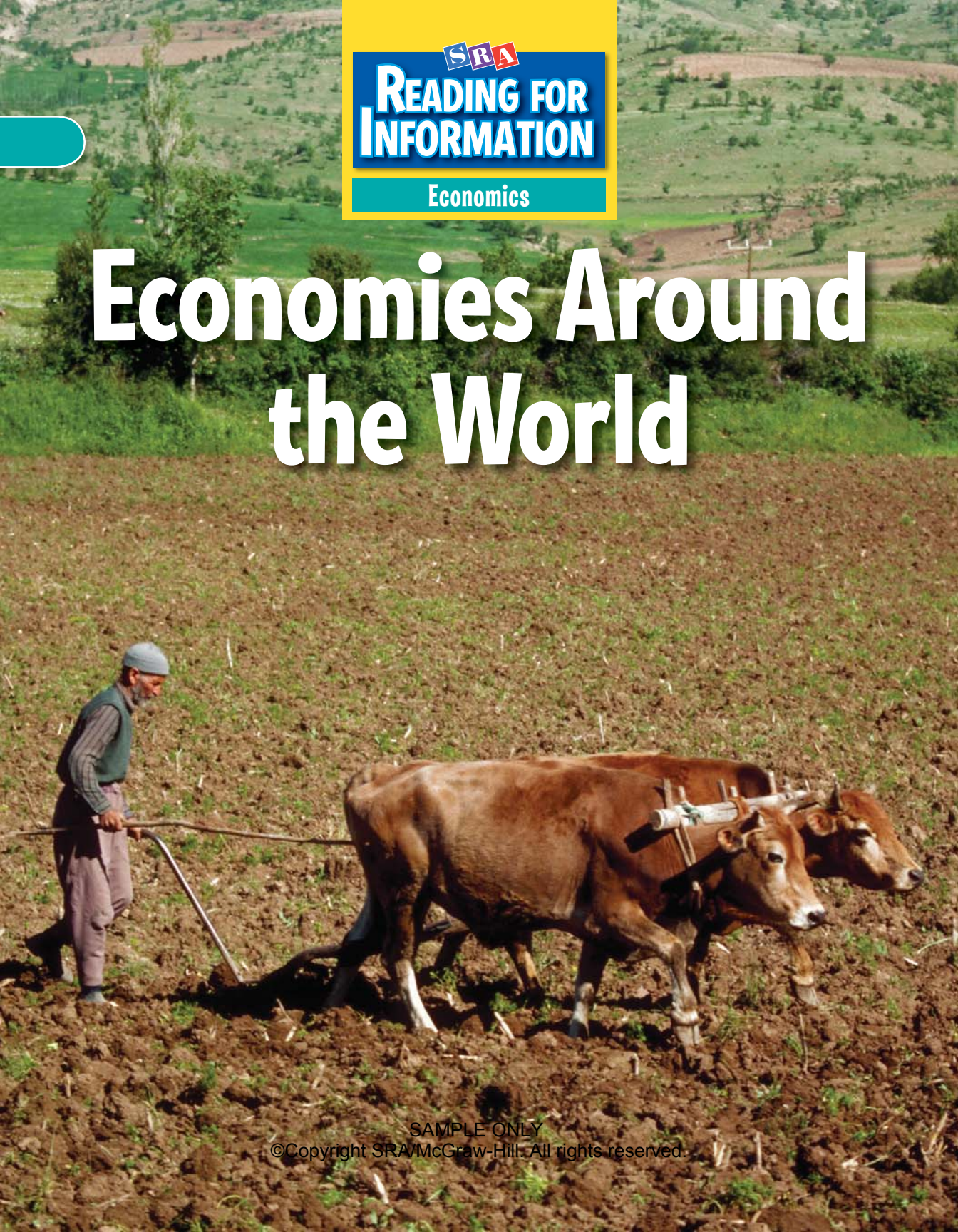
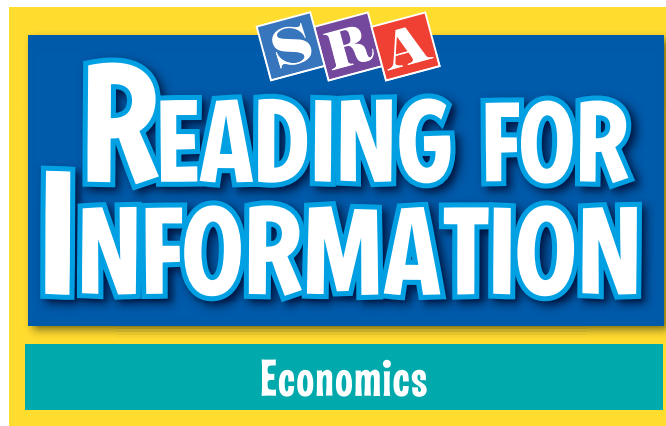


Economies Around the World



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Economies Around the World



Columbus, OH

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Economies Around the World

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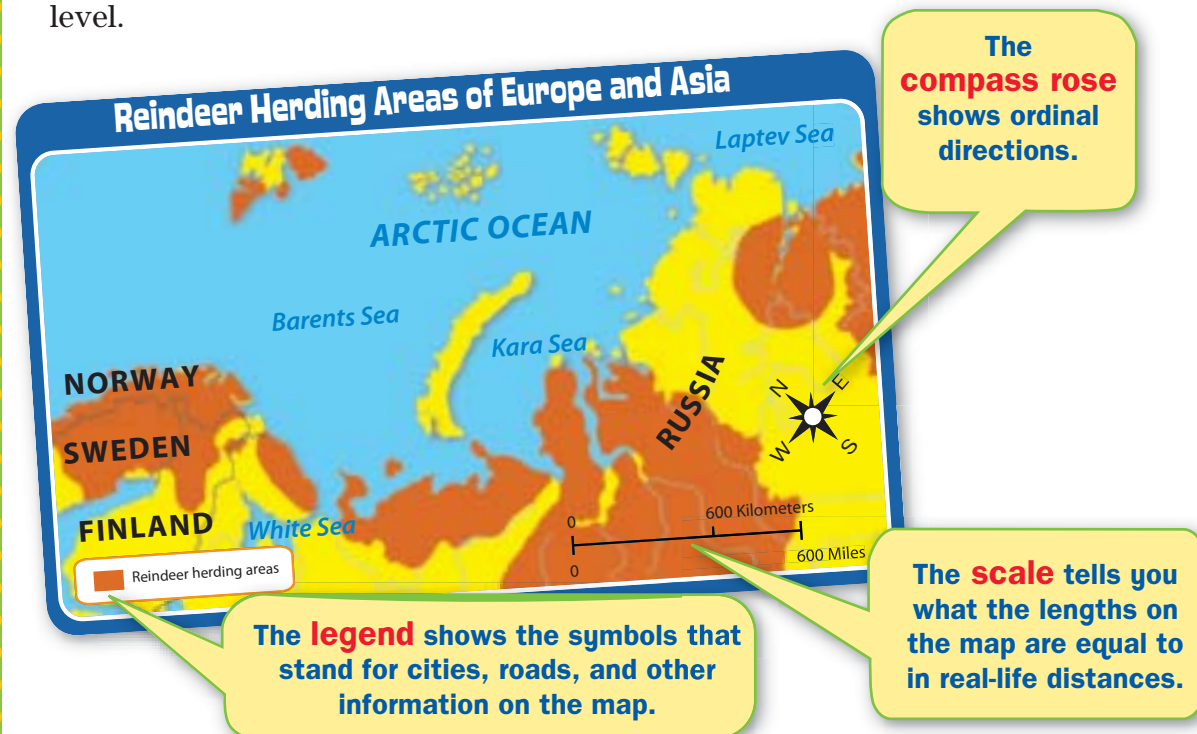
Before You Read

Here are some things you can do to help you read for information.

Features Tables and Maps

Tables can show information about almost any subject. For example, tables can show how much things cost, the number of people in an area, or the numbers of different kinds of stores in a city. Look at the tables on pages 14 and 25. What kind of information does each give?

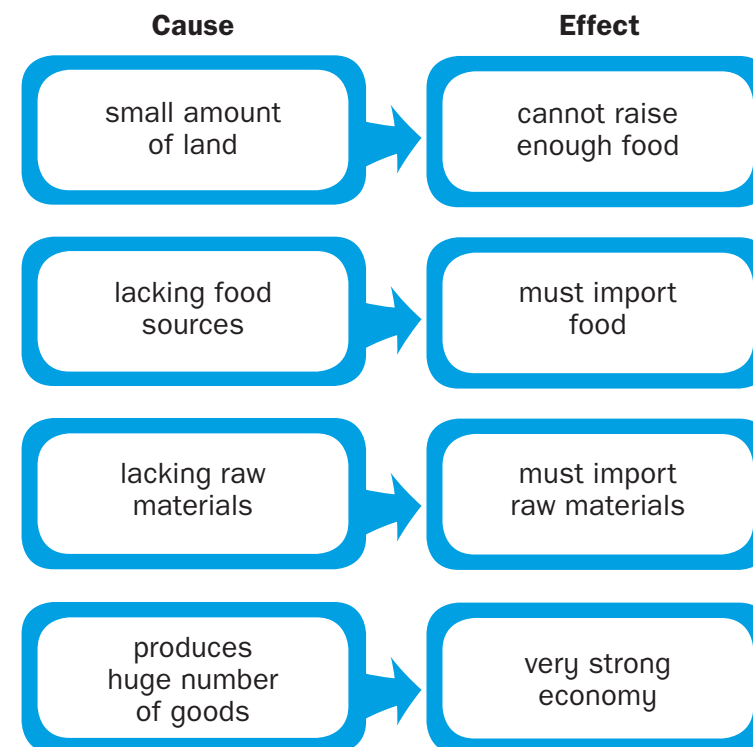
Maps are a representation of specific areas. Different kinds of maps show different kinds of information. Some maps show roads so you can see how to travel from one place to another. Other maps show geographic features of the land or how high the land is above sea level.



Structures Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A cause might have more than one effect. For example, if Florida has a deep freeze, oranges that are growing will die, and the cost of orange juice will go up.
- An effect might also have more than one cause. For example, gas prices rose sharply in 2005 because of increased need, war in the Middle East, and storms that damaged oil refineries.
- As you read, it might be helpful to make a chart to help you keep track of what happens and why it happens.

Economics of Japan



Before You Read

Vocabulary Words to Know

command economy an economy in which the government controls supply and demand



In a **command economy**, the government determines what kind of food and how much food each person gets.



Cutting down trees for wood or paper is an example of **consumption**.

consumption the act of using up

export to send goods to other countries for sale or use



import to bring in goods from other countries for sale or use

These goods are **exports** from Hong Kong. They will be **imports** to another place.

market economy an economy that is controlled only by supply and demand



The photo above is an example of a **market economy**. The boy is a **merchant**. His customer pays for the supply of vegetables that she needs.



merchant a person who buys and sells goods for profit

production the act of making or creating



Economies Around the World



The Big Question

How are economies around the world different, and how do economies affect people?



Economics at Work

Have you ever had your own business? You might have earned money by providing goods, such as lemonade or handmade jewelry, or by providing a service, such as babysitting or mowing lawns. If you have provided goods or services, you have had a kind of business.

People who have businesses make or create goods or services to sell.

Production is the act of making or creating goods and services.

Consumption is the act of using up goods or services.

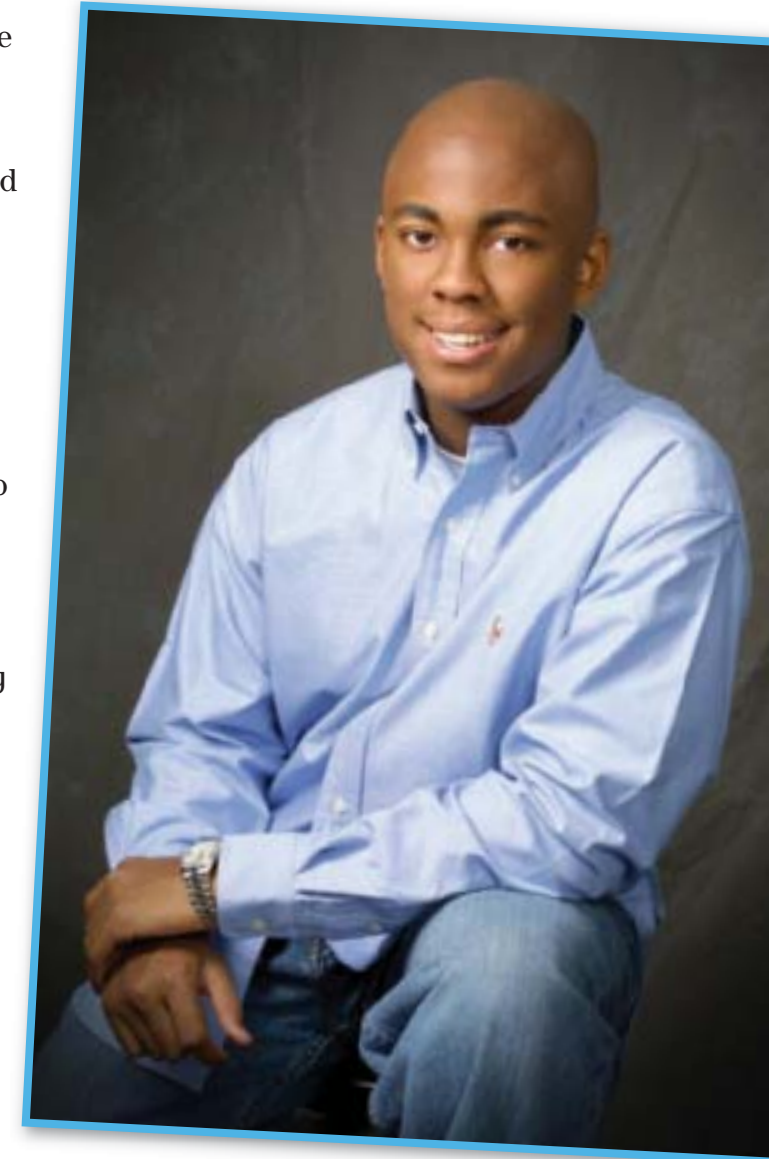
People who understand economics very well can become highly successful—even some kids have businesses that make a lot of money!

When he was only six years old, Farrah Gray started to produce and sell bookends and paperweights. His small business did so well that he was able to begin others. Gray's businesses went on to produce many goods and services.

As a young boy, Gray started groups to help teenagers earn money. Gray now works with a number of groups that help young people save money for college and open new businesses, especially in areas that don't have many opportunities for young people.

From a very young age, Gray understood how he could use the ideas of production and consumption. Gray, who received an honorary doctorate degree

when he was 21, is able to help others put what they know about economics to work.



Dr. Farrah Gray has used the basic principles of economics to become successful and to help others find success.

Economic Systems

There are three basic types of economies: traditional, market, and command. Each kind of economy must find answers to the following questions:

- What goods and services should be offered?
- How will goods and services be produced?
- Who will use the goods and services?

Traditional Economy

Most people have traditions that have been passed down for years. Perhaps your family has foods, religious beliefs, hobbies, or special ways of celebrating that are traditions. Some families have a business or farm that has been

passed down from one generation to another. A traditional economy is passed down in much the same way. Instead of having just a few things passed down, people in a traditional economy have an entire lifestyle that has been passed down to them.



Farmers in traditional economies often use simple tools that are similar to those their ancestors used.

Traditional Production and Consumption

In a traditional economy, the tools, methods, and culture have been passed down for many years. People produce what they need and consume goods that they produce themselves. People who live near the ocean catch fish in nets like those the people who came before them used. Others farm using methods and tools that have been used for generations.

Today, there are few traditional economies left. They exist mostly in parts of Asia, South America, and Africa. In the United States, the Amish have a fairly traditional economy. For the most part, they produce what they need and consume most of their own goods.

✓ **Comprehension**
What is the most important characteristic of a traditional economy?



The Amish use traditional methods of transportation, farming, and building.



Market Economy

Have you ever been in a situation where there was not enough of something that you really wanted? Perhaps you went to a pizza party where the best pizza was eaten very quickly, and there were people still waiting in line when the pizza ran out. In that case, there was a great demand for the pizza, but only a limited supply. The supply is the amount of goods and services that have been produced. The demand is the amount of need or want there is for the goods and services that have been produced.

Some economies are organized like the pizza party described. People produce a limited supply of goods and services. If there is a great demand for a product, the person selling it can charge more money. If there is a limited supply and great demand, a **merchant** can raise the price. That product might become very expensive! A **market economy** is one that is controlled only by supply and demand. In a market economy, the goods and services offered are the ones that consumers demand.

Goods and services in a market economy are priced according to supply and demand. At times, demand for a good, such as gas, might be high while the supply is low. This can create long lines and high prices.



Dropping Demand

At the same pizza party where there was a high demand and a limited supply of the best pizza, there might also have been extra pizza that no one wanted. Maybe there was a pizza with olives, pineapple, and anchovies—disgusting! When there is extra supply in a store, the merchant might have to reduce the price to get people to buy the goods. This can happen because people do not want as much of that product or service.

Another reason to reduce the price is because there is more than one person selling the same product. If there is a large supply of a product, consumers might compare prices from different merchants in the hopes of paying less. In most cases, if the price goes up, the demand will drop. If there is not enough consumption, a good might not be produced anymore. Producers must make enough money from consumers to keep their businesses going.

As societies that use a market economy become more complex, there are more factors that cause prices to rise and fall.

Structures Cause and Effect

What are three possible causes of lowered costs for a product?

Some merchants have sales to lower prices when they have too much of a supply. It might cost the merchant more to keep extra goods than to sell them cheaply.



Gas Prices:
High Demand, Low Supply

Between 2004 and 2006, the cost of gasoline rose dramatically in the United States. Some of this rise in price was a result of increased international demand. People in China and India were driving more cars and many of the new American cars used more gas than before.

Another cause of high gas prices was decreased supply. The war in Iraq made oil in parts of the Middle East difficult and dangerous to get. Additionally, major storms destroyed oil rigs and refineries, further limiting the supply of gasoline.

When Hurricanes Katrina and Rita hit the Gulf Coast of the United States in 2005, there was

a high demand for gas because people needed it to drive away from the coast. You can see from the table that gas prices went up. However, the U.S. government has laws that prevented the price of gas from going up too much.

U.S. Gasoline Prices	
Date	Price per gallon
January 5, 2004	\$1.49
June 7, 2004	\$1.98
September 6, 2004	\$1.81
January 3, 2005	\$1.74
June 6, 2005	\$2.07
September 5, 2005	\$3.03
January 2, 2006	\$2.23
June 5, 2006	\$2.81

Structures Cause and Effect

Hurricane Katrina hit in August 2005. Based on the table, how did the hurricane affect gas prices?

Mixed Economies

The United States has a form of market economy. The economy is not strictly controlled by supply and demand though. The government controls the market in certain situations. For example, in a crisis such as a hurricane, the government puts a limit on how much a gasoline merchant can charge consumers.

Some people call the U.S. economy a *mixed economy*. In this system, most businesses depend on supply and demand, but the government controls parts of the economy.

For instance, the U.S. government controls much of the money spent on the military, national parks, schools, and highways.

The U.S. government pays cotton farmers to grow and export cotton.



✓ Comprehension
What is the difference between a strict market economy and a mixed economy?

Yosemite National Park is one of America's scenic wonders. Maintaining national parks is one of the many ways the U.S. government spends money as part of the mixed economy.



Other Mixed Economies

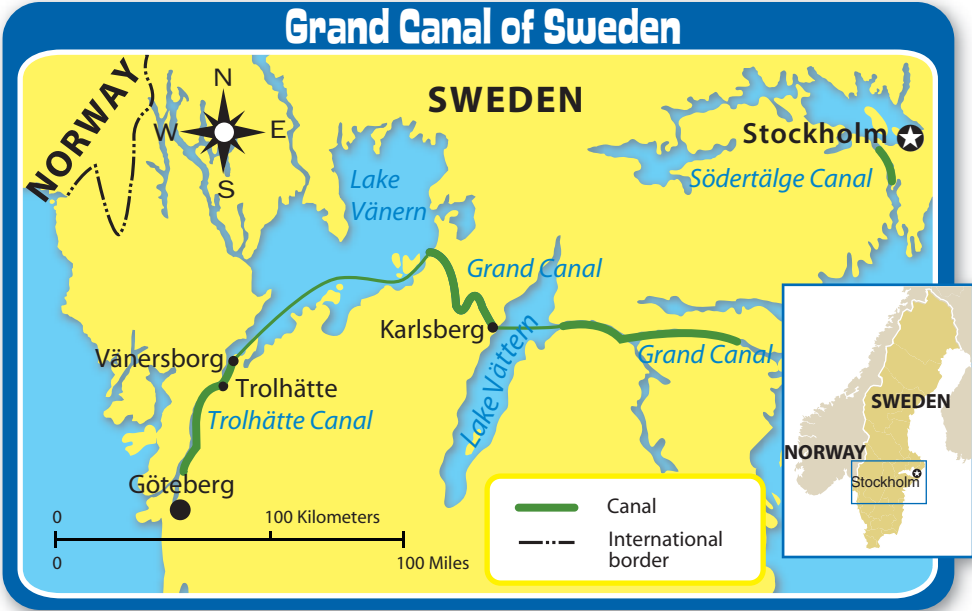
Many countries other than the United States have mixed economies; however, every government has a different balance between a market economy and government control. In some countries, the government might give everyone free health care or make riding buses or mailing letters free.

These services are not really free—they are paid for with taxes. Taxes are taken from citizens’ incomes for use by the

government. Those taxes allow all citizens to have access to certain goods and services.

At the same time, mixed economies allow the growth of private businesses. People can own property, and businesses rely on supply and demand.

Sweden’s economy is a mix of market and government controlled—but it is different than the U.S. economy. Sweden has private businesses. Its high taxes are used to pay for child care, health care, and education.



Sweden’s government helped pay for the building of the Grand Canal. The canal was designed to help transport goods from one side of the country to the other. Today, however, it is primarily a tourist attraction.

Who Owns the Land?

In some countries, the government has begun to control the economy more by taking land from the wealthiest people and passing out small pieces of that land to poor people. This system is supposed to keep land and wealth from being held by only a few people.

The African nation of Zimbabwe has taken land from wealthy farmers of European descent and given it to native peoples in order to raise their standard of living. Many believe that the process has not succeeded, and in some places the farmland lies unused.

Many countries that used to be run by foreign governments have adopted this system to give land back to native people. Governments have done this in some Asian, African, and South American countries. In some cases, it has led to a better standard of living for many people. In other cases, it has hurt the economy. Some small-scale farmers don’t have the tools or knowledge to produce crops like the large-scale farmers did.

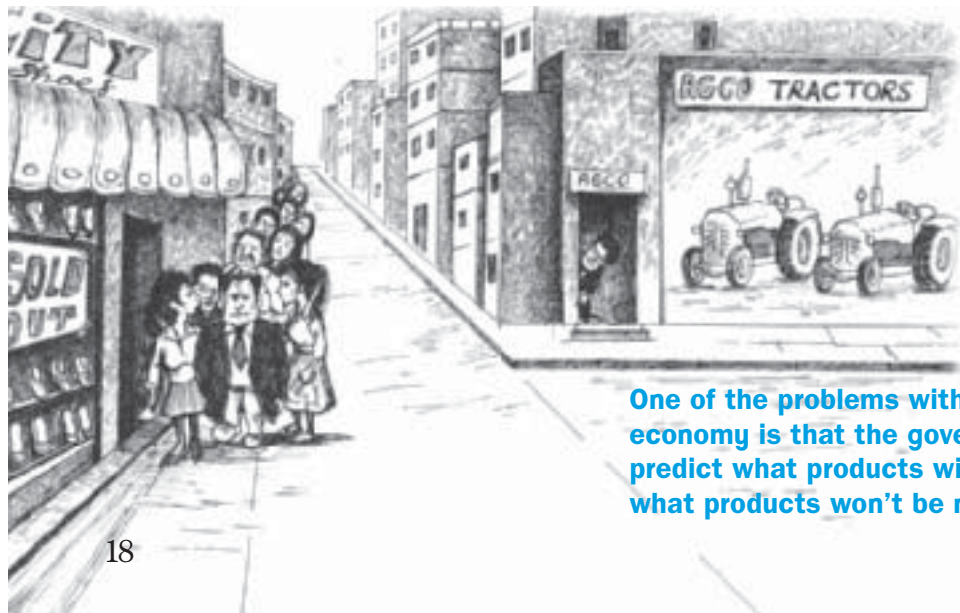


Command Economy

A **command economy** is one in which the government controls supply and demand. When you were an infant or toddler, you lived in a command economy. Your parents or guardians decided what you would eat, how much you would eat, who would take care of you, what doctor you would visit, and what you would wear. In other words, they decided every aspect of what goods and services you would consume. Now that you are older, you might live in more of a mixed economy; you probably share in making some of the decisions that used to be made for you.

In a country with a command economy, the government decides what will be produced, how much will be produced, how it will be produced, and who will consume it. Supply and demand are not as important in a command economy as they are in a market economy. Instead, the government's control is more important.

In a command economy, the government also sets rules for the amount of money people make. People do not own their own businesses. In fact, there is no private property at all. Everything is owned by the government. The citizens do not control what they produce or consume. What would be the disadvantages of living in an economic system like this?



One of the problems with a command economy is that the government cannot predict what products will be needed and what products won't be needed.

Soviet Style Economies

The former Soviet Union had a command economy. After the country broke apart, so did the economic system. Cuba, Cambodia, and North Korea are still command economies. Some countries, such as Iran, have mostly state-controlled businesses.

In the 1930s, Soviet leader Joseph Stalin decided to build thousands of factories. He wanted to turn the country into an industrial power. The government made this goal a reality in just 10 years.

In the Soviet Union, the state created plans for the economy. These plans forecasted what the government expected from the economy over the next few years. Production plans were enforced by the government. Workers had to meet the goals included in the plan, but they had no control over setting them.



In the Soviet Union, farms, called collective farms, were run by the state. This poster shows a positive view of collective farm life.

Economy Close-Up: China

More people live in China than in any other nation in the world. China also has one of the largest economies in the world. About half of all Chinese people work in agriculture of some kind. Other Chinese workers mine huge amounts of coal. They also mine minerals, such as iron, tin, and salt. Trade is booming because China exports huge numbers of goods. To **export** means to send goods to other countries for sale or use. China also imports an enormous number of products. To **import** means to bring goods in from foreign countries for sale or use.

China’s economy was not always so successful. In 1949, the government mandated a command economy. During this time, the government had complete control of all decisions about production. In general, the Chinese government did not want to import or export items for trade. There was no private property or private business.

Mao Zedong was the leader of Communist China from 1949 until his death in 1976. His vision of a command economy that would create economic equality for all Chinese people did not succeed.



Changes in China

During the late 1970s, things in China began to change. China began to move toward a market economy. Some farmers were allowed to sell goods at markets. The Chinese government began to allow citizens and people from other countries to own their own businesses.

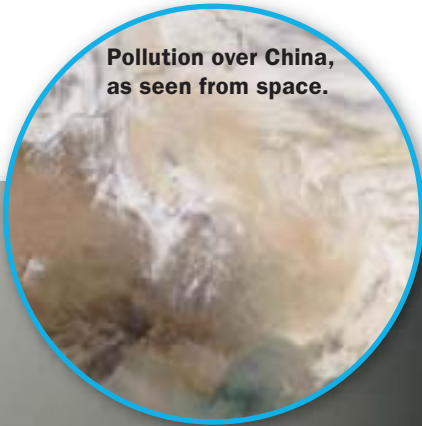
China continues to move toward a market economy, but it has not changed completely. It is a mixed economy in which the government has a lot of control in many industries.

Burning coal with no restrictions has caused air pollution that goes far beyond China’s borders, as is clear in pictures of the region taken from space.

One of the most serious problems in China is pollution. Air pollution from burning coal and water pollution from factories is harming the environment. Years ago, the government did not want to make environmental rules that would hurt its production. Today, pollution is hurting the economy in many ways. The Chinese government has recently begun to work toward solving the problem.

Structures Cause and Effect

What were some effects of China moving toward a market economy?



genre Reading A Travelogue

This travelogue describes a shopping trip to the Grand Bazaar in Istanbul, Turkey.

A TRIP TO THE GRAND BAZAAR

On my last day in Istanbul, I went to the Grand Bazaar. For over 500 years, people have been meeting in this place. Merchants push carts piled high with carpets and clothing. Others carry spices, jewelry, and hand-painted ceramic tiles and pots.

I was hoping to find gifts for my family. I looked for things that were made in Turkey but were not exported to the United States. I saw shops that had copper coffee grinders and pots looped together with braided rope hanging from the ceilings. My favorite shop was filled with Turkish musical instruments. There were wind instruments that were made from wood and reeds.

There was a funny-looking instrument called a tar that



People come from all over to buy spices from the Bazaar in Istanbul.

looked like two bowls stacked together. It was made from the heart of a water buffalo!

I found a drum called a davul that I thought my brother might like. The davul had a round wooden frame covered on one side with the skin of a goat. There was a strap on the drum so you could hang it over your shoulder.

The man who owned the shop was named Baris, and he told me that his name means "peaceful" in English. When I asked the price of the davul, Baris said, "\$200 U.S."

I had learned that people in the Grand Bazaar expected you to bargain about the prices, so I said, "How about \$175?"

Baris thought, and then said, "\$200!"

I tried again, saying, "\$175?"

"Okay," he said, "For \$175, it's yours."

He wrapped the davul in paper made from the bark of mulberry trees. Then he said, "Now when you play this drum in your country, a little bit of my country will be shared. It will bring happiness to those who hear it."



The Grand Bazaar is one of the great attractions of Istanbul, Turkey.

The Role of Agriculture in Economies

Many economies are based upon agriculture, or the raising of crops and animals. In an agricultural economy, people plant, gather, and sell crops. They also often raise and sell animals for labor, meat, or dairy products.

Agriculture is the most direct way that people can provide food for themselves. In early cultures, most people farmed just enough to get food to feed themselves and their families. People farmed this way for most of human history.

Civilizations grew larger because people began to stay in one place and use tools that made farming easier. In time, people began to trade and sell crops. Now many countries import and export great numbers of agricultural products.

Reindeer Herding Areas of Europe and Asia



Some people continue to rely upon agriculture to meet their basic needs. The migrant reindeer herders of some of the world's northernmost countries live without the luxuries that we take for granted.

Agriculture around the World

In some countries, agriculture provides jobs for most of the people. These countries usually have good weather, plenty of rainfall, and fertile soil. Places in the far north or far south have a short growing season. People there usually cannot depend on farming for all their food needs.

Today there are still parts of the world where 50% or more of the people do some kind of farming. China and many countries in Africa have large percentages of farmers. In Burkina Faso, Africa, 90% of the people work in agriculture. In the United States and Great Britain, only 1–2% of the population works in agriculture. The United States and Great Britain are part of the industrialized world.

In most industrialized nations, industry and services make up the largest part of the economy.

Look at the table below. Which countries have the largest percentage of people working in agriculture? In which countries does agriculture make up an important part of the economy?

Agriculture in Some Countries of the World, 2005

Country	Percentage of Labor Force	Percentage of GDP*
China	49	14.4
United States	0.7	1
Russia	10.3	5
Turkey	35.9	11.7
Japan	4.6	1.3
Burkina Faso	90	39.5
India	60	20.6
Italy	5	2.1

*GDP stands for "Gross Domestic Product," which is the total amount of money a country makes.

Agriculture in the United States

Long ago in the United States, farms were small and were worked by individual families. Now huge companies run most farms. These companies use large machines to do the work that people used to do—and

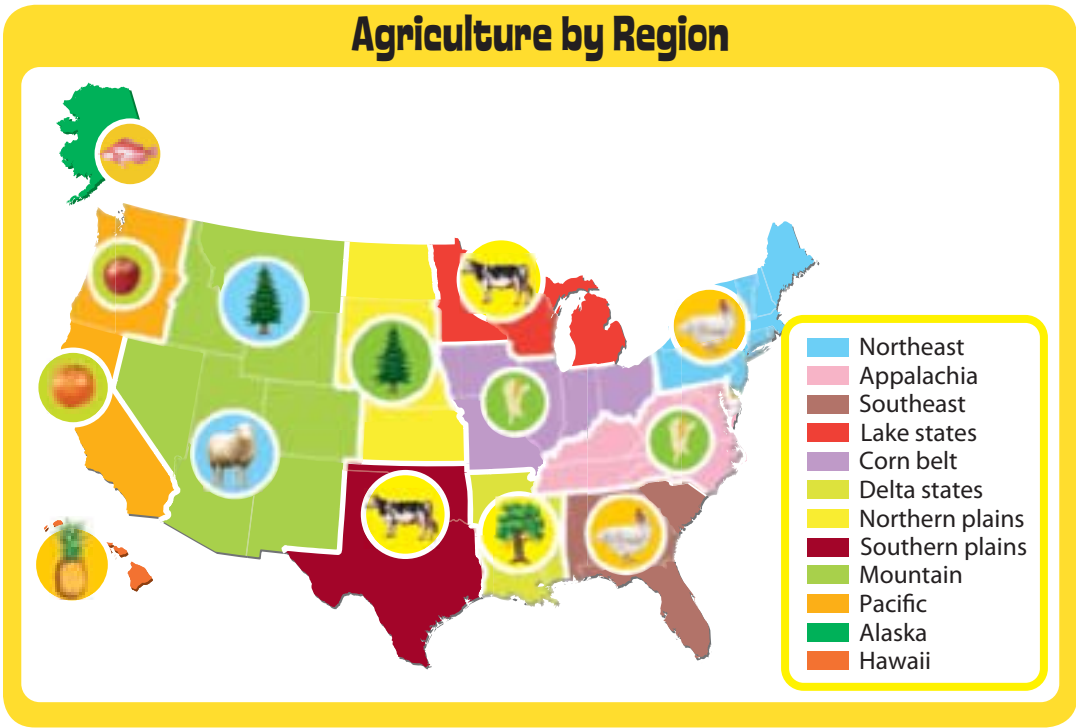
they do it faster than people do it. This is one reason so few people in the United States work in agriculture.



Structures Cause and Effect

Why do big farms have few people working on them?

Find your region on the map. What kind of agriculture is most important in your region?



Japan: Big Economy, Little Agriculture

Japan is one of the most important economies on Earth. It ranks only behind the United States and China in economic size. However, Japan is far smaller than either of these two nations. It is about the same size as the state of California. Unlike many countries, however, Japan lacks natural resources. For that reason, Japan imports many of its resources.

Japan imports about 60% of the food it needs. Rice is the one crop that the Japanese people can grow well and do not have to import. The other important agricultural resource that the Japanese produce is seafood. Japanese fishermen work in many parts of the world and catch a large amount of fish.

However, rice and fish are not what make Japan's economy so strong. Japan's economy is based on the production of goods. Its most important products are motor vehicles and electronics. The Japanese also make ships, steel, and tools. Japan is a high-tech society in which agriculture plays a very small part.

✓ **Comprehension**
Which idea on this page is most important? How do you know?

Japan is one of the world's leading producers of motor vehicles.



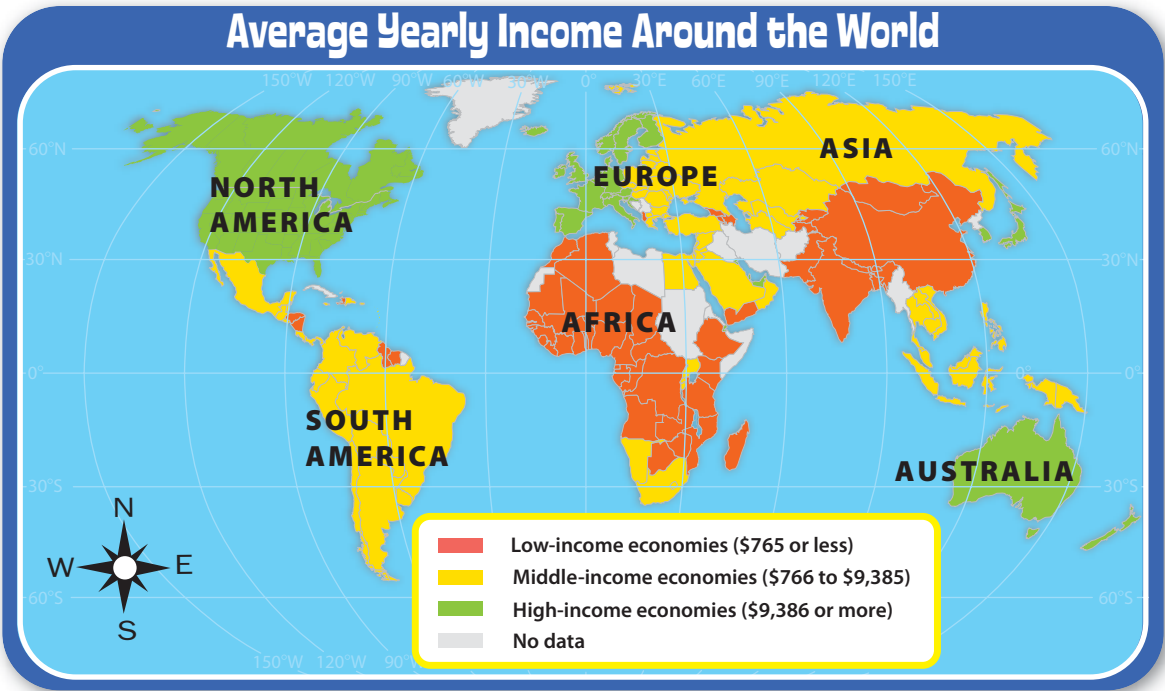
World Economies

Different economies have different strengths and weaknesses. The kind of economy that people live in dramatically affects the way they live. In traditional economies, people live as they have for generations. In command economies, people have few choices and little freedom to make their own economic decisions. In market economies, people depend upon the market

and must be able to change as supply and demand changes.

There are many economic changes occurring around the world. Market and mixed economies have become the most successful. Governments, businesses, and individuals seem to have more wealth in market and mixed economies than those in traditional or command economies.

This map shows how much money the average person makes each year in countries around the world. What can you tell about the economies in different countries?



Economics & you

If you live in the United States, you live in a mixed economy. The government makes sure that you have public schools, roads to transport goods, and protection by the military and police.

However, the economy is mostly a market economy. You see this when new businesses open and close, when prices rise and fall, and when there are new products and services.

Think about It! How does living in a mixed economy affect your life? How might your life be different if you lived in a pure market economy? If you lived in a traditional economy or a command economy?



What market economy aspects of our mixed economy benefit you? What command economy aspects of our mixed economy benefit you?



After You Read

Complete these activities on a separate piece of paper.

Vocabulary Words to Know

Write the vocabulary word that correctly completes each sentence.

1. The former Soviet Union had a _____ economy.
2. As the _____ of a product grows, the price might also rise.
3. Japan has to _____ a high percentage of its food.
4. The United States has a form of a _____ economy.
5. An American company plans to _____ toys from the United States to Europe.
6. Farmers in Japan are involved in the _____ of rice.
7. According to the Travelogue, a _____ in the Grand Bazaar expects to bargain over prices.

Features Tables and Maps

8. Look at the table on page 25. In which country is the greatest percentage of the labor force employed in agriculture? In which country is the least percentage of the labor force employed in agriculture?
9. Look at the map on page 28. Which three continents have the highest average yearly income per person?

Structures Cause and Effect

10. Reread page 27. What is one cause of Japan's large economy?
What is **not** a cause of Japan's large economy?



Write about It

Write a paragraph about how a severe flood that ruins crops might affect a traditional economy. Write a second paragraph about how a severe flood that ruins crops might affect a market economy.



Go To

Interactive Skills Handbook

For more practice with

- **maps and legends**, see pages 34–37.
- **tables**, see pages 38–41.
- **cause and effect**, see pages 46–53.
- **determining importance**, see pages 82–85.

Glossary

command economy (kə mand' i kon' ə mē) *n.* an economy in which supply and demand are controlled by the government. *North Korea controls supply and demand with a command economy.*

consumption (kən sump' shən) *n.* the act of using up. *The consumption of all the milk meant that I had to go to the store for more.*

export (ek spôrt') *v.* to send goods to other countries for sale or use. *That company will export their shoes to France.*

import (im pôrt') *v.* to bring in goods from other countries for sale or use. *The government will import enough gas to keep our cars going.*

market economy (mär' kit i kon' ə mē) *n.* an economy that is controlled only by supply and demand. *The United States has a form of market economy.*

merchant (mûr' chənt) *n.* a person who buys and sells goods for profit. *The merchant bargained with his customers to get enough money for his goods.*

production (prə duk' shən) *n.* the act of making or creating. *The production of corn is common in many nations.*

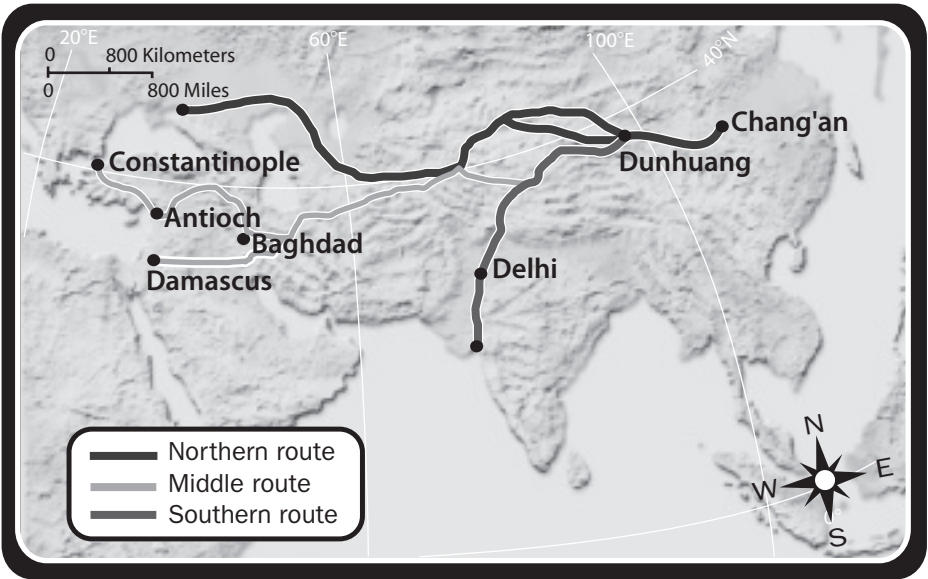
Pronunciation Key

a	at	ō	rose	ə	about, chicken,
ā	late	ô	law, bought		pencil, cannon,
ä	father, ox,	oi	coin		circus
	mop	oo	book, pull	ch	chair
âr	care	oo	food, rude	hw	which
e	set,	or	form	ng	ring
ē	me	ou	out	sh	shop
îr	ear, pier	u	up	th	thin
i	it	û	use, mule	th	there
ī	kite	ûr	turn, learn	zh	treasure

Learn It

A map is a visual representation of a place.

- A **map** is an illustration of an area such as a city, state, country, or continent. Maps use symbols to represent different features, such as cities or mountains.
- A **legend** explains the meaning of symbols, arrows, or colors.



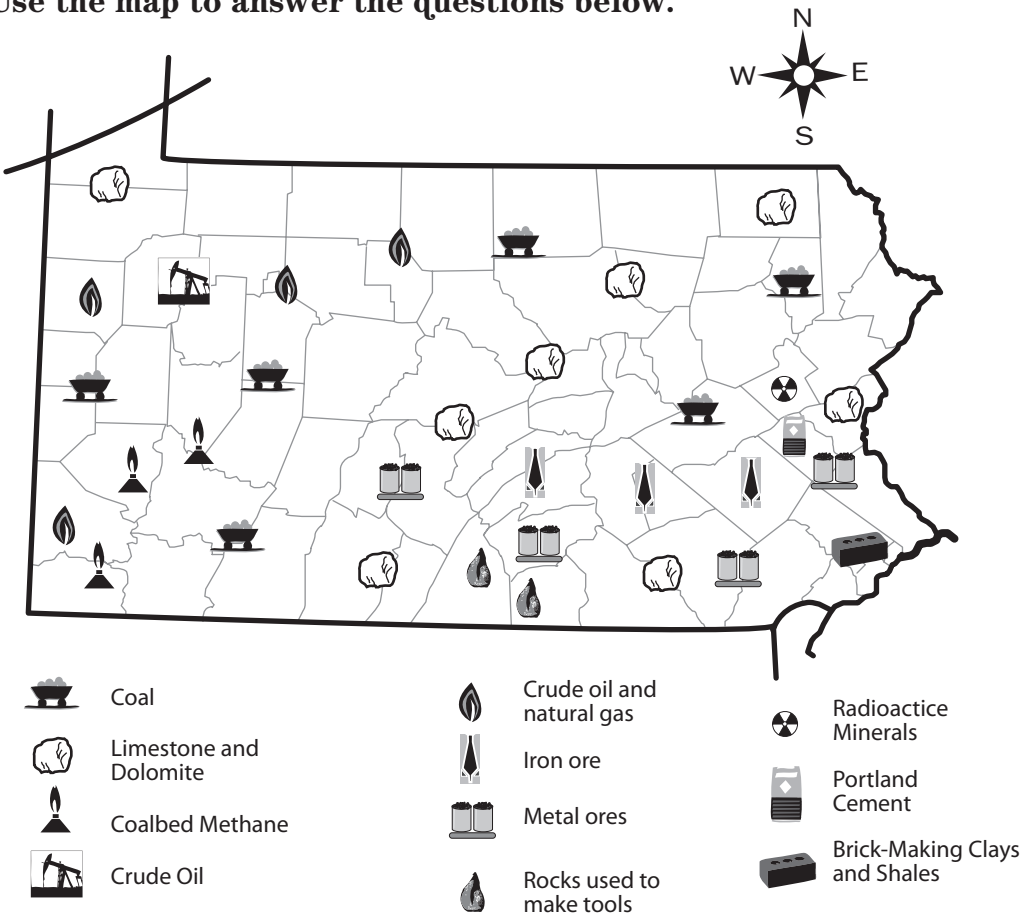
Areas on a map can appear larger or smaller than they really are.



Look at maps and legends as you read to better understand geography and other topics.

Try It

Use the map to answer the questions below.



1. Which part of the state contains Portland cement?
a. north **b. east** c. west
2. Which symbol stands for crude oil and natural gas?
a. b. **c.**
3. Which symbol stands for coal?
a. b. c.

Practice It

Use the map to answer the questions below.



4. How many capitals does South Africa have?

3

5. Which city is closest to Pretoria on the map?

Johannesburg

6. Which city is on the coast of the Indian Ocean?

Durban

7. Which city is farthest south?

Cape Town

8. Which country does South Africa surround?

Lesotho

Apply It

In the space provided below, create a map that shows the way to a hidden treasure. Use symbols and lines to show geographical features, such as streets, houses, stores, woods, and bodies of water. Include a legend to explain your symbols. Also include a compass rose and a scale.

Student drawings will vary. Accept any reasonable drawing.

Practice It

Use the information below to complete the table. The first row has been completed for you.

- Running burns 405 calories per hour for people who weigh 77 pounds, 480 calories for people who weigh 99 pounds, and 515 calories for people who weigh 110 pounds.
- Swimming burns 185 calories per hour for people who weigh 77 pounds, 220 calories for people who weigh 99 pounds, and 235 calories for people who weigh 110 pounds.
- Walking burns 165 calories per hour for people who weigh 77 pounds, 205 calories for people who weigh 99 pounds, and 225 calories for people who weigh 110 pounds.
- Watching television burns 50 calories per hour for people who weigh 77 pounds, 55 calories for people who weigh 99 pounds, and 60 calories for people who weigh 110 pounds.

Calories Used in One Hour by People of Different Weights

Activity	77 pounds	99 pounds	110 pounds
Basketball	345	430	480
Running	405	480	515
Swimming	185	220	235
Walking	165	205	225
Watching television	50	55	60

Apply It

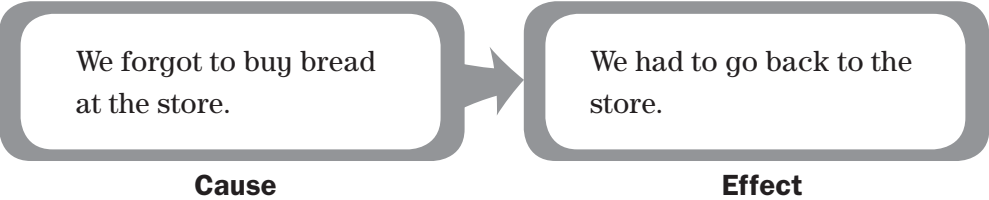
Sally is tracking how she spends her free time after school. She is trying to practice soccer three hours a week, play violin two hours a week, and spend time with friends two hours a week. Complete the final column of the table, and then write a paragraph that explains how Sally spends her time each week. Is she reaching her goals?

Monday	Tuesday	Wednesday	Thursday	Friday	Total Time
Violin 30 minutes	Violin no time	Violin 45 minutes	Violin no time	Violin 30 minutes	Violin 1 hr, 45 min
Time with Friends 15 minutes	Time with Friends no time	Time with Friends 15 minutes	Time with Friends 60 minutes	Time with Friends 30 minutes	Time with Friends 2 hrs
Soccer no time	Soccer 1 hour	Soccer 1 hour	Soccer no time	Soccer no time	Soccer 2 hrs

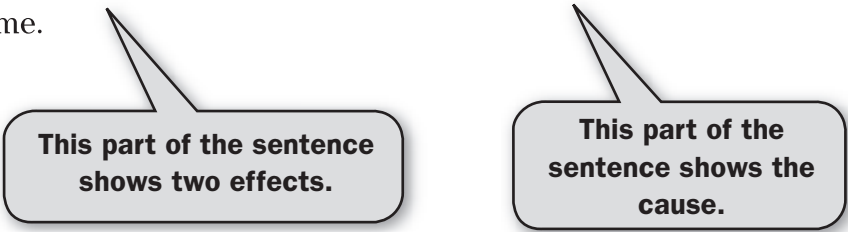
Sally is not meeting all of her goals. She practiced soccer for only two hours instead of three. She is spending all the time with her friends that she wants to spend. She is fifteen minutes short of her goal to practice violin two hours a week.

Learn It

When you read, look for cause-and-effect relationships. A cause is why something happens. An effect is the result of a cause.



There can be more than one cause or more than one effect. We will get a trophy and go to the finals **because** our team won the soccer game.



Often, cause-and-effect relationships are shown with signal words.

Cause-and-Effect Signal Words

because : if...then : so : as a result : for this reason
cause : leads to : after : when : in order to



Cause-and-effect relationships can be about something that has happened, will happen, or could happen.

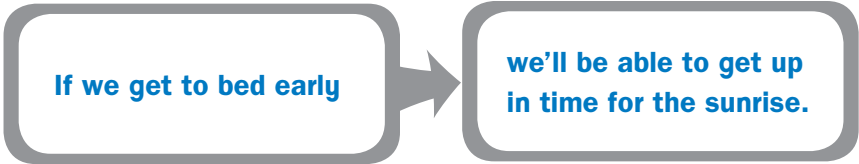


A cause can have more than one effect, and an effect can have more than one cause.

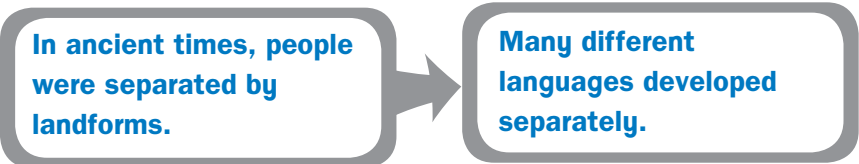
Try It

Circle the cause-and-effect signal words in each sentence. Then complete the organizers with causes and effects. Remember that a cause can have more than one effect.

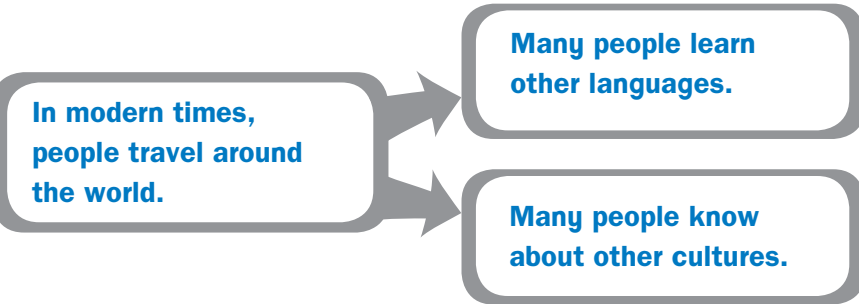
1. If we get to bed early, then we'll be able to get up in time for sunrise.



2. In ancient times, people were separated by landforms, such as mountains and seas, so many different languages developed.



3. In modern times, people travel around the world. For this reason, many people learn other languages and know about other cultures.



Practice It

Read this passage, and look for cause-and-effect relationships. Circle the signal words.

Earth's Moving Plates

Earth's crust is made of a number of separate pieces, called plates. The plates are always moving, so Earth is always changing. When the plates pull apart under the ocean, sea-floor spreading takes place. If one plate moves under another, then an earthquake may occur. Mountains and major earthquakes can be caused by two plates running into each other. Plates also slide past each other. This sometimes results in cracks called faults, such as the San Andreas Fault in California.

Draw a line to match each cause to its effect.

Causes

moving plates

plates pull apart

one plate moves under another

two plates run into each other

plates slide past each other

Effects

a. mountains and major earthquakes

b. sea-floor spreading

c. faults

d. changes in Earth

e. earthquake

Apply It

Write the missing cause or effect. Then write a sentence for each example.

4.

I study hard.

 →

Answers will vary.

Sentence should include the cause, the effect, and a signal word.

5.

Answers will vary.

 →

I wrote back.

Sentence should include the cause, the effect, and a signal word.

6.

We wanted to dance.

 →

Answers will vary.

Sentence should include the cause, the effect, and a signal word.

7.

Answers will vary.

 →

She will be ready to leave

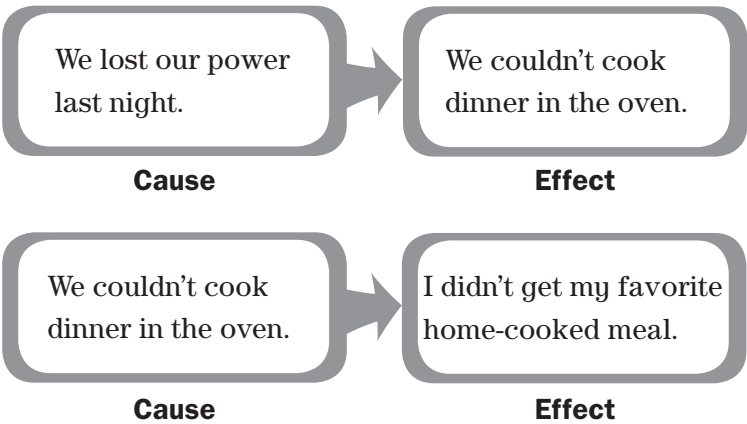
Sentence should include the cause, the effect, and a signal word.

Learn It

When you read, look for cause-and-effect relationships. A cause is why something happens. An effect is the result of a cause.

There can be more than one cause for an effect. Sometimes, an effect can cause a new event.

This chain of causes and effects could be written out like this:



We lost our power last night, so we couldn't cook dinner in the oven. Because we couldn't cook dinner in the oven, I didn't get my favorite home-cooked meal.



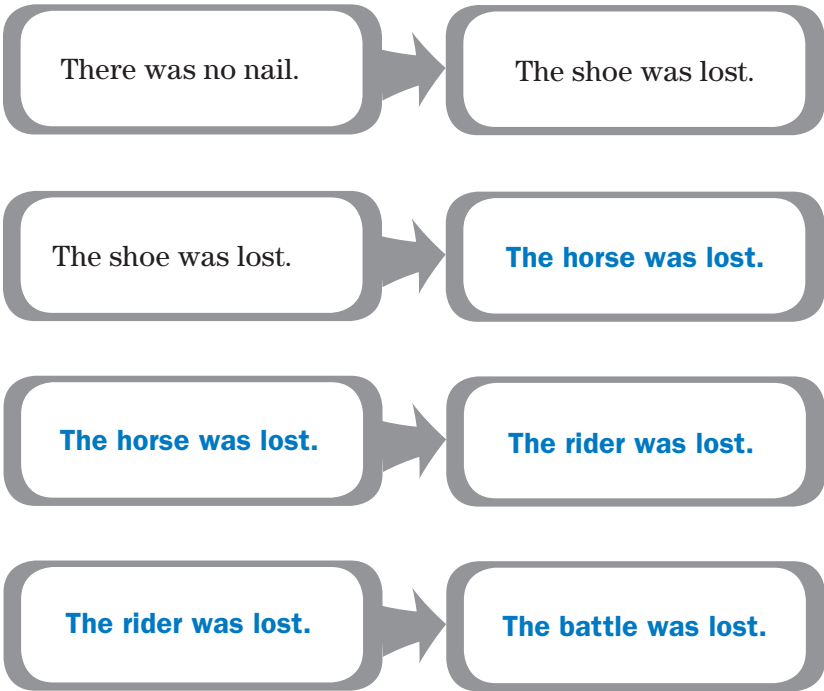
A cause is why something happens. An effect is the result of a cause.

Try It

Read this saying by Benjamin Franklin. In this saying, the phrase *for want of* means “something was missing.”

“For want of a nail, the shoe was lost. For want of the shoe, the horse was lost. For want of the horse, the rider was lost. For want of the rider, the battle was lost. And all for the want of a horseshoe nail.” —Benjamin Franklin

Complete this cause-and-effect chain. The first one has been done for you.



Practice It

Use the information in the passage to answer the questions.

The Rise and Fall of Julius Caesar

Julius Caesar was a leader in the Roman Republic in the first century B.C. He won a war against Pompeii’s armies and gained power over Rome. Caesar made laws that helped the citizens and many people liked him. But his power became so great that he seemed like a king. The Romans had driven out the last kings by 510 B.C. Rome had become a republic instead of a kingdom. Since then, senators and other important people had controlled Rome. They didn’t want to lose their control. Threatened by Julius Caesar’s power, a group of senators killed him in 44 B.C.

- 1. What happened as a result of Julius Caesar winning a war against Pompeii’s armies?
Julius Caesar gained power.
- 2. Why did the citizens like Julius Caesar?
Because he made laws that helped them.
- 3. What was the effect of the Romans driving out the kings by 510 B.C.?
Rome became a republic.
- 4. What caused Julius Caesar to be killed?
Senators and other men were threatened by his power and didn’t want to lose their control over Rome.

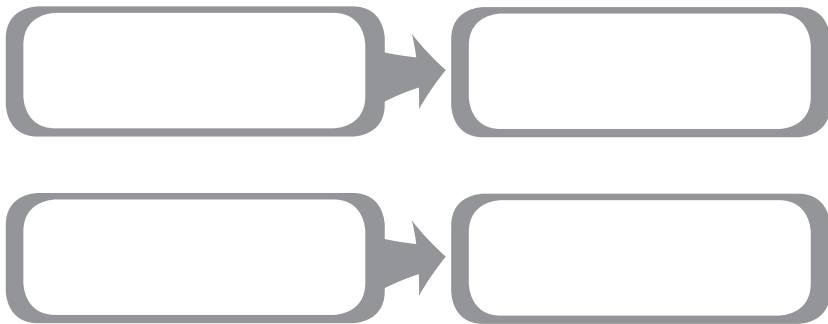
Apply It

Imagine you are doing a science experiment on growing plants. Choose one of the questions and write a short paragraph that describes what the effects might be. Complete the graphic organizer to show the information in your paragraph. Add additional cause-and-effect boxes if you need to.

- What might happen if you put a plant in a dark corner of a room?
- What might happen if you keep a plant on a sunny ledge and give it plenty of water?

Student responses will vary but should include a cause-and-effect relationship using details from one question.

Blank lines for student response.





Learn It

When you read, look for main ideas and key details that support the main ideas.

- Pay attention to bold words, italic type, headings, subheadings, and topic sentences.
- Ask yourself, “Which important details support the main idea?”

Moving West Through The Homestead Act

Abraham Lincoln signed the Homestead Act in 1862. The act encouraged people to move west by offering 160 acres of public land to settlers who paid a \$10 filing fee. To own the land at no further cost, settlers had to live on it for five years. They could also purchase it after six months for \$1.25 per acre.

Main Idea: The 1862 Homestead Act encouraged westward expansion.

Key Details:

- The act gave settlers acres of free public land. This describes how the act helped settlers obtain land to move west.
- To own the land for free, settlers had to live on it for five years. They could also buy the land after six months. This describes how settlers came to own their land and stay in the west.



The heading tells the main idea and the key details develop it. If many key details are necessary to understand the main idea, use a graphic organizer to help you.



Try It

Read the following paragraph. Use what you know about determining importance to answer the questions below.

What is a Stimulant?

A **stimulant** is a type of drug that speeds up the body’s functions. Stimulants increase heart rate and blood pressure. They can make a person more alert, awake, restless, or irritable. There are both legal and illegal stimulants. Caffeine is a legal stimulant. It is common in coffee, tea, soda, and chocolate. Cocaine and methamphetamine are illegal stimulants. Cocaine is made from the leaves of the coca plant while methamphetamine is made from a combination of toxic substances. Stimulants are addictive and can be very dangerous. Even too much of a legal stimulant, such as caffeine, can be harmful.

1. What is the main idea of this paragraph?
A stimulant is a type of drug that speeds up the body’s functions.
2. Write one sentence from the selection that is necessary to develop the main idea.
Sentences will vary but should include a key detail from the passage.
3. What did you learn from this paragraph?
Answers will vary.



Practice It

Read the passage, and complete the outline to organize the information. Some of the outline has been completed for you.

The Jamestown Colony Begins

The Virginia Company, created by England’s King James I, established colonies on the coast of North America. In 1607 the Virginia Company sent its first colonists to Virginia. The settlers, all wealthy men or boys, began the colony of Jamestown.

The colony grew rich from tobacco crops. The settlers used indentured servants to help them. Indentured servants were people who were bound to work for someone for around seven years in exchange for land, freedom, or the money needed for their travel to Jamestown. Many of the settlers in Jamestown came as indentured servants.

The Jamestown Colony

- I. The Virginia Company
 - A. created by King James I to establish colonies in America
 - B. sent the first colonists to Virginia in 1607
- II. Tobacco Farming
 - A. Tobacco made the colony rich.
 - B. required indentured servants
 - 1. worked for settlers for seven years
 - 2. many settlers were indentured servants



Apply It

Read the passage. Underline the main idea. Circle the two most important details. Then write a paragraph stating the main idea and important details in your own words.

How Do Fruit Trees Reproduce?

Unlike pine trees that have cones, fruit trees have flowers that are important for reproduction. Flower reproductive parts consist of a **pistil**, which contains an egg, and a **stamen**, which contains pollen. The reproduction process begins with pollination, which is when pollen is transferred from the stamen to the pistil. When the pollen reaches the egg inside the pistil, fertilization occurs. The fertilized egg grows into a seed that is surrounded by a protective fruit. If the delicious fruit escapes being eaten by a hungry person or animal, it will eventually drop from the tree. Finally, if the conditions are suitable, the seed will **germinate**, which means that it will sprout and begin to grow a new tree.

Student paragraphs will vary but should restate the main idea and key details from the passage.

Ancient Economies Unit Overview

Unit Objectives

3 Key Elements:

Vocabulary Students will learn key social studies vocabulary and words with the root *merc*.

Features Students will understand how to use tables and maps.

Structures Students will be able to identify cause-and-effect text.

Unit Vocabulary

Social Studies

consumption

◆★▲

export

◆★▲

import

◆★▲

production

◆★▲

command economy

★▲

surplus

▲

Root *merc*-

market economy

◆★▲

merchant

◆★▲

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Materials:

Student Readers

- *Changing Economies* ◆
- *Economies Around the World* ★
- *Many Economies, One World* ▲

Activity Masters #1–4,
pp. 64–67

Interactive Skills

Handbook, pp. 34–41,
pp. 46–53, pp. 82–85

Genre:

Travelogue

Comprehension Skill:

Determining Importance

Background Information

The **3 Key Elements** of this unit are **vocabulary, tables and maps,** and **cause-and-effect text.** Students will apply these elements as they read about the economies of different countries and cultures in the past and present. Learning about supply and demand and other economic concepts will help students better understand the impact of economics on countries and the importance of economics in history. Developing a better sense of economics may help students prepare to make economic choices in their own lives.

1 Focus

Preparing to Read

Students will read about the factors of production, kinds of economies in ancient times and today, and changes in the world's economies.

◆ Approaching Level



★ On Level



▲ Above Level



Getting Started

Connecting to Prior Knowledge

- Share the **Fun Facts!** with students. Point out that they can understand why goods, such as Honus Wagner's baseball card, cost so much by studying economics and understanding supply and demand.
- Ask students whether they have ever traded anything before, such as trading cards, stickers, pictures, or food. Ask them how they determined the value of the items they traded and what they traded for.

Fun Facts!

- In 1909, baseball cards came in packs of cigarettes. Honus Wagner didn't want his picture associated with smoking and told the company to stop making his card. Only about fifty of the cards reached the public.
- In 2000, one of those baseball cards sold for more than one million dollars—the most expensive baseball card ever!

2 Teach

Prereading Activities

Whole Group Use the following activities with all students to introduce the **3 Key Elements** of the unit.

Ability Level Key
◆ = Approaching Level
★ = On Level
▲ = Above Level

5 min Vocabulary

- ◆★▲ **Social Studies** Review the terms **consumption** and **production**. Show students the way that they are related to *consume* and *produce*. Write the words **export** and **import** on the board and discuss their meanings. Show students the root word *port* and discuss how the prefixes *ex-* and *im-* change the meaning.
- ◆★▲ **Root Word merc-** Write the words **merchant** and **market economy** on the board. Review the meanings of each from the glossary and point out that a merchant provides the supply in a market economy.

5 min Features

- ◆★▲ **Tables** Show students an example of a table in their Student Readers. Demonstrate that tables list information using rows and columns. Explain that a table helps sort and organize information for study and comparison.
- ◆★▲ **Maps** Open a Student Reader to one of the maps. Point out the various symbols and icons on the map. Then point out the legend, and explain what the symbols mean. Explain that mapmakers use legends to show key locations and objects, such as buildings and ports, as well as distances. Introduce students to the purpose of the compass rose and the scale.

10 min Structures

- ◆★▲ **Cause and Effect** Tell students that a cause is why something happens, and an effect is what happens. Explain that understanding cause-and-effect relationships can help them organize and understand new information.
- ◆★▲ Tell students that they can use a cause-and-effect graphic organizer to chart possible causes of an event as well as the effects that follow. Point out that one cause can have several effects, and that one effect can have several causes.

For more practice with

- ◆ **vocabulary**, use Activity Master #1, page 64.
- ★ **boldface type**, use Activity Master #2, page 65.
- ▲ **cause and effect**, use Activity Master #3, page 66.

Assign the Reading

- ◆ Distribute the Student Readers for this lesson based on students' reading levels, and have students begin reading.
- ★ Encourage students to pay attention to **vocabulary, tables and maps**, and **cause-and-effect text** as they read.

Reinforcing the 3 Key Elements

Small Group Use these lessons for an in-depth treatment of the **3 Key Elements** of reading for information.

 10 min

Vocabulary Root Words

- ◆★▲ **Root Word merc-** Write the word **merchant** and the Latin word *mercari* on the board. Tell students that *mercari* meant "to trade." Point out the root *merc-* in both words. Ask students how the meaning of the word *merchant* is related to the meaning of *mercari*. Tell students that the word *market* is also related to the root *merc-* though the *e* has changed to an *a*. Remind students that being able to identify common roots will help them understand unfamiliar words.

Activity Have students use dictionaries to make a list of words that have the root *merc* (this list may include words such as *mercenary*, *mercantile*, *mercator*, *merchandise*, and *Mercury*). As a class, read the definition of each, and discuss how the meaning of the word and the root are related.

 10 min

Structures Cause and Effect

- ◆★▲ **Cause and Effect** Say, *If a merchant has too much supply, then they may have a clearance sale.* Have a student volunteer place the statement in a cause-and-effect graphic organizer. Then ask students what happens when prices are reduced. (More people buy the items.) Draw another graphic organizer on the board. Show students that the effect in the first example became the cause in the second example.

Activity Brainstorm examples of cause-and-effect relationships, such as *If you run in the hall, you might trip. If you trip, you might skin your knee.* Guide students to create a graphic organizer for each relationship.

 10 min

Features Using a Table

- ◆★▲ **Tables** Make a table that is two columns wide and five rows deep. Title the columns "Item" and "Cost." In the left column write the following items: pencil, CD, shoes. Have students estimate the cost of each item, and write the price in the table.

Review and Apply Use the data provided by the students to show how you can sort the information a number of ways into a new table (for example, alphabetically, lowest price to highest, highest price to lowest). Give the table a name. Ask the students whether this table reminds them of anything (price list, shopping receipt). Explain that a table is an important economic tool because it shows the value of items.

Extending the Lesson

Small Group Use the following lessons to customize instruction according to your students' needs.

Guided Reading

Ask questions such as the following about determining importance: *What are the most important ideas in the text? How can you tell which are the most important ideas?*

Approaching Level Readers

- Guide students to understand the tables on pages 18 and 27.
- Help students understand how the maps on pages 20, 23, and 25 can clarify the text.

On Level Readers

- Discuss how the maps on pages 16, 24, 26, and 28 help students understand the text.

Differentiating Instruction

- Intervention** Preview the book with students. Look at each map and table. Point out how it might connect to the information students will learn.
- Reteach** Have students use sticky notes to mark the parts of the text they are having trouble understanding. Review those sections, reteaching concepts as needed.

- Discuss how the table and the text on page 14 reflect a cause-and-effect relationship between world events and gasoline prices.

Above Level Readers

- Ask students how the maps on pages 10 and 23 help them understand the text.
- Study each table in the Student Reader (on pages 8, 12, 25, and 27). Have students discuss what they learned from each table that was not in the text.

- Challenge** Have students research a country other than the United States. Have them write three or four sentences about the imports and exports of that country.

English Language Learners Activity Master #4 Complete with students, or assign it as independent work.

Genre Focus: Reading a Travelogue

The Student Readers each contain a travelogue. Discuss the following characteristics of travelogues with students:

- Travelogues tell readers about different places. Ask students to describe how the place they read about is unique.
- Travelogues often give descriptions and pictures of an area. Ask students to describe what they see in the pictures in the Student Readers.
- Travelogues are often written to make readers more interested in the place being discussed, and to possibly make them want to visit it. Have students explain why they would or would not be interested in going to the place they read about.

3 Review and Assess Monitor Progress

Ability Level Key
 ◆ = Approaching Level
 ★ = On Level
 ▲ = Above Level

Use the **Activity Masters** and **Interactive Skills Handbook** pages to monitor progress and to review.

Name _____ Date _____

Economics

Words to Know

consumption the act of using up
export to send goods to other countries for sale or use
import to bring in goods from other countries for sale or use
market economy an economy that is controlled only by supply and demand
merchant a person whose business is buying and selling goods for profit
production the act of making or creating

Complete the passage below with the correct vocabulary words.

Alexandria was one of the busiest trade cities in the world. Even today an Egyptian _____ can find willing buyers. Textiles, petroleum, and paper products are popular items to _____ from this port city.

China is growing so quickly that it needs to bring in materials from other countries. Its _____ of steel is especially large. China had to _____ more than 25,000,000 tons of steel in 2005 to meet the country's needs.

The United States uses oil from the world in the _____ of automobiles. However, the changing nature of the means that automobile makers in other countries can make cars and sell them at competitive prices. Now Europe and Japan make more cars than the United States.

Activity Master 1, page 64

Name _____ Date _____

Economics

Tables and Maps

Draw a map of a new school on the bottom half of the page. Look at the table below to see what you need to put on your map. Draw a legend with symbols that show where each object is.

School Features Needed	
classrooms	6
cafeteria	2
gym	3
five classrooms	5
hallways	4
water fountain	2

Activity Master 2, page 65

Name _____ Date _____

Economics

Cause and Effect

Use the graphic organizers below to record the cause-and-effect relationships described in each passage.

1. Between 2004 and 2005 there was a large increase in the numbers of cars being driven in China, India, and the United States. Hurricanes and tsunamis destroyed oil rigs and refineries. Both of these things drove up the price of oil.

2. Oil prices went up. This meant people had less money to spend on other goods. It also meant that businesses that used oil or gas had to charge more for their services.

Activity Master 3, page 66

Name _____ Date _____

Economics

Trade Relationships

Look at what each merchant is selling. Look at the thought bubble to see what each merchant wants to buy. Draw a red arrow from each merchant to the person he or she will sell to. Draw a green arrow from each person to the merchant he or she will buy from.

CLOTHES FOR SALE METAL FOR SALE

GRAINS FOR SALE

Activity Master 4, page 67

Skills Practice

Go To Interactive Skills Handbook

For more practice with

- ➔ **maps**, see pages 34–37.
- ➔ **tables**, see pages 38–41.
- ➔ **cause and effect**, see pages 46–53.
- ➔ **determining importance**, see pages 82–85.

Assessment

To assess student learning in this unit, use the following resources.

ExamView
Assessment Suite



To assess student progress in the **3 Key Elements**, use the **ExamView® Assessment Suite** CD-ROM to create a custom test, or administer the prepared **Leveled Unit Tests**.

PuzzleMaker
VERSION 3.2

Use the **PuzzleMaker** CD-ROM to create fun interactive activities that measure student mastery of the unit vocabulary.

Learn It

Tables can help you understand data quickly.

- A **table** is a graphic tool that is used to organize information into rows and columns. Tables compare and contrast information.
- The rows of a table run from left to right. Columns run from top to bottom. Labels identify the information in the rows and columns.

Our Solar System

Planets	Distance from Sun (Average)	Length of Day	Length of Year	Moons
Mercury	58 million km	59 Earth days	88 Earth days	0
Venus	108 million km	243 Earth days	225 Earth days	0
Earth	150 million km	24 Earth hours	365 1/4 days	1
Mars	225 million km	25 Earth hours	688 Earth days	2
Jupiter	772 million km	10 Earth hours	12 Earth years	at least 16
Saturn	1,432 million km	10 Earth hours	29 Earth years	at least 18
Uranus	2,880 million km	17 Earth hours	84 Earth years	17
Neptune	4,505 million km	16 Earth hours	165 Earth years	8



Tables help you understand and compare information.

Try It

Use the table below to help you answer the questions below.

Average Temperatures for San Francisco (°F)

Month	High	Low
January	57	46
April	63	50
July	68	54
October	72	55

1. What is the coolest month in San Francisco?
a. January **b.** April **c.** October
2. What do the numbers 57, 63, 68, and 72 on the table stand for?
a. average monthly low temperatures
b. average monthly high temperatures
c. average amount of rainfall per month
3. Which is the highest average temperature in January?
a. 63 degrees **b.** 46 degrees **c.** 57 degrees
4. Which month has the second-lowest average temperature?
a. April **b.** January **c.** October
5. Which month is the warmest in San Francisco?
a. April **b.** July **c.** October

Economics



Words to Know

consumption the act of using up

export to send goods to other countries for sale or use

import to bring in goods from other countries for sale or use

market economy an economy that is controlled only by supply and demand

merchant a person whose business is buying and selling goods for profit

production the act of making or creating

Complete the passage below with the correct vocabulary words.

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China is growing so quickly that it needs to bring in materials from other countries. Its _____ of steel is especially large. China had to _____ more than 25,000,000 tons of steel in 2005 to meet the country's needs.

The United States once led the world in the _____ of automobiles. However, the changing nature of the _____ means that automobile makers in other countries can make cars and sell them at competitive prices. Now Europe and Japan make more cars than the United States.

Economics



Tables and Maps

Draw a map of a new school on the bottom half of the page. Look at the table below to see what you need to put on your map.

Draw a legend with symbols that show where each object is.

School Features Needed	
classrooms	8
closets	2
exits	3
fire extinguishers	5
hallways	4
water fountains	2