

SOCIAL STUDIES

# myWorld

INTERACTIVE

*Inspired by you.....*





SOCIAL STUDIES

# myWorld

I N T E R A C T I V E

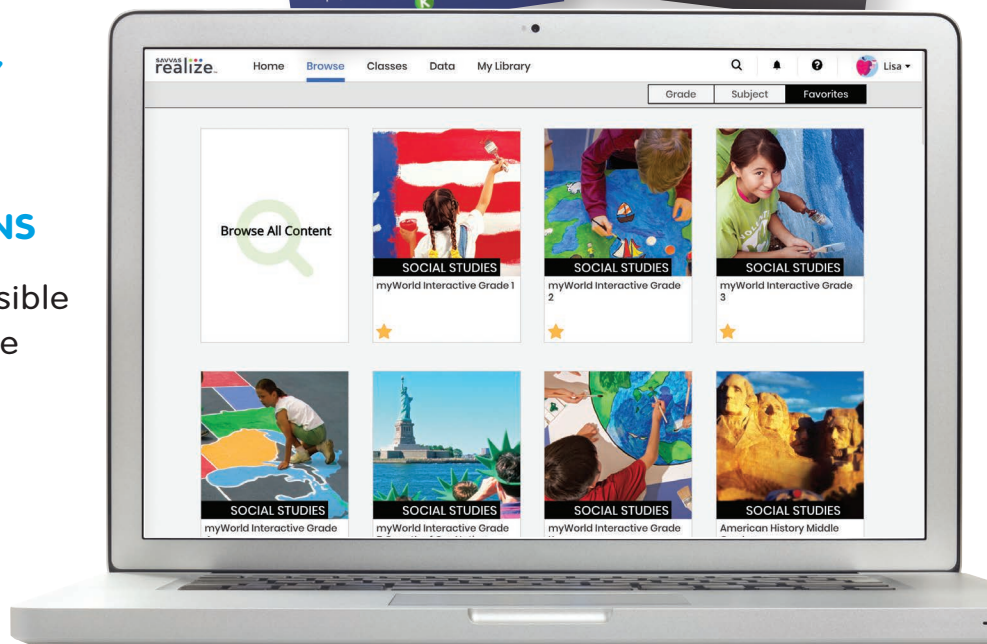
*Inspired by you .....*

All-new **myWorld Interactive** encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness.

The curriculum is flexible and easily adapts to every classroom.

- **ACTIVITY-BASED LEARNING**
- **STRONG LITERACY CONNECTIONS**
- **WIDE RANGE OF TEACHING OPTIONS**

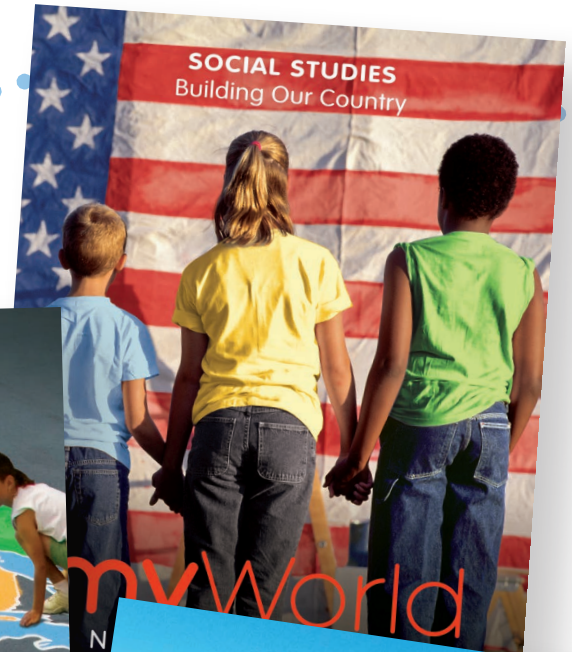
Create active, responsible citizens who can make a difference now.





## Take a Tour!

Lesson  
Walkthrough  
Page 12



## Inspire active learning

**Project-Based Learning** creates rich inquiry experiences that develop skills for active and responsible citizenship.

## Inspire literacy engagement

**Lessons** help students read closely, analyze information, and communicate academic, well-defended ideas.

## Inspire your classroom

**Teaching Options and Resources** provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.



# Interactive! It's in Our Name

*myWorld Interactive* engages students in real-world activities and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

## A True Inquiry Experience

### Critical Thinking Skills

#### Compare Points of View

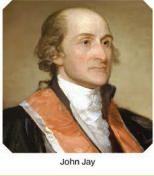
The framers of the Constitution had different opinions about how power should be divided in the new government.

When you compare two points of view on the same topic, it means that you are taking a close look at two different opinions in order to find similarities and differences.

When comparing points of view, it is helpful to ask yourself questions, such as What is the purpose of these speakers? What is different about their messages to the audience? How are the speakers persuading their listeners? Read the following.

"Nothing is more certain than the indispensable [needed] necessity of government, and it is equally undeniable, that whenever and however it is instituted, the people must cede [yield] to it some of their natural rights in order to vest it with requisite [required, necessary] powers."


—John Jay, "Federalist No. 2"



John Jay

"This government will set out a moderate aristocracy [upper class; elite]; it is at present impossible to foresee whether it will, in its operation, produce a monarchy [cruel, harsh] aristocracy."

—George Mason, Objections to This Constitution of Government



George Mason

### Your Turn!

- Fill in the diagram with the main point of each quote. Then **analyze** and write what is similar about both of the quotes.

John Jay

Both

George Mason

- Read the section in Lesson 3 called "Debate Over the Constitution." **Compare** the points of view of Federalists and Anti-Federalists.

The **All-in-One Interactive Student Worktext** encourages writing, drawing, and highlighting. The only book your students need as they become self-motivated learners writing their own story!

Use the lesson **Jumpstart Activity** to spark interest and connect content with what students know. ▼

▼ **Active Classroom** strategies engage students with the content.

### ACTIVE CLASSROOM

**Big Book of Helping** Have children brainstorm ways they can volunteer to help: in people's homes (painting, cleaning, gardening, errands, shopping) and in the community (community garden, clean-up, recycling, food banks, visiting nursing homes or animal shelters, and so on). Then have children work in small groups to brainstorm ways they can publicize volunteering to encourage other children to help (make and put up posters, publish a newsletter, post or distribute flyers, and so forth). Each group can write its own publication to advertise for volunteers and to show what type of work they would do.

### Jumpstart Activity

With your class, create a rule for lining up in the front of the room. Then vote for two students to serve as leaders. Follow their instructions as you line up according to the rule you created.

Describe your activity. How did you choose a rule?  
How did you elect your leaders?



Chapter 6 **Quest**  
Project-Based Learning

## Yea or Nay, I Say!

Our Constitution, or plan of government, was written in 1787. Clearly, it was built to last! But when it was written, many Americans disagreed about it. Supporters had to work to persuade states to ratify, or approve, the Constitution. Those who were against the Constitution, tried hard to convince others to oppose it.

One way to persuade people is to write a letter to the editor. This is a short letter that is printed in a newspaper.

**Quest Kick Off**  
Your mission is to take the role of a supporter or opponent of the Constitution in the year 1787. Write a letter to the editor to convince readers of your point of view.

**1 Ask Questions**

What do you think government should be allowed to do?  
What shouldn't it be allowed to do? Write two questions you have about the role of government.

Alexander Hamilton

**2 Research**

Follow your teacher's instructions to find letters to the editor online or in your local newspaper. Read several. How do they try to persuade readers?

**INTERACTIVITY**  
Analyze the parts of a letter to the editor and see some examples.

**3 Look for Quest Connections**  
Turn to the next page to begin looking for Quest connections that will help you write your letter.

**4 Quest Findings Write Your Letter**  
Use the Quest Findings page at the end of the chapter to help you write your letter.

248 Chapter 6 • A New Nation

Take students on **Project-Based Quests**. These long-term chapter activities engage students in rich inquiry experiences.

★ **Citizenship**

**Abigail Adams (1744-1818)**  
**Remember the Ladies**

**Quality:**  
Speaking Out for Equal Rights



Abigail Adams lived a remarkable life. She lived through the American Revolution and the Constitutional era. In a way that was typical of the times Adams lived in, she did not receive a formal education. She read a lot and worked hard to teach herself. She was widely admired as an intelligent and capable woman. Abigail spoke up for the rights of women at a time when women had few rights.

When Abigail's husband, John Adams, served as a delegate to the Constitutional Congress in Philadelphia, she managed their family and farm. The couple wrote many letters to each other about politics and home life. As John and his fellow delegates worked to create a government, Abigail wrote in part, "in the new Code of Laws . . . I desire you would remember the ladies." Although the framers of the Constitution did not follow Abigail's advice, she continued to speak and write for the rights of women.

**Find Out More**

1. Abigail Adams wrote these words in 1776. Review Lesson 4. When did women gain the right to vote? Which amendment to the Constitution gave voting rights to women?

2. Women fought for many years to amend, or change, the Constitution and win the right to vote. Create a series of questions with your classmates and survey students in your school to find out what amendment they would add to the Constitution today.



290 Chapter 6 • A New Nation

**Biographies** model important citizenship skills and tie in real-world applications and civic life.

**SOCIAL STUDIES**  
Growth of Our Nation



**myWorld**  
ACTIVITY GUIDE

5

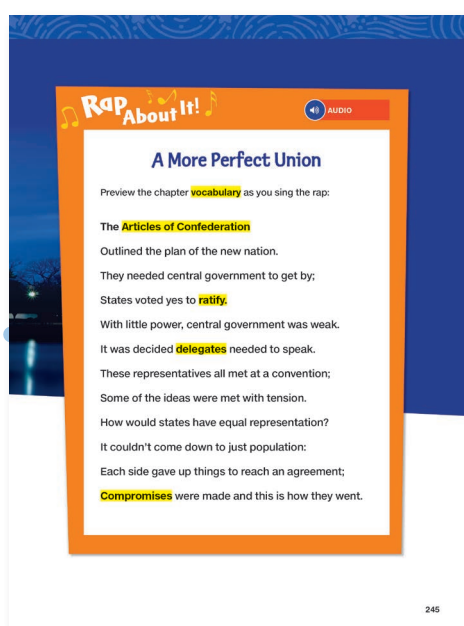
Find additional, quick, hands-on activities for your students in the **myWorld Activity Guide**. Engage all learners through these varied learning experiences.



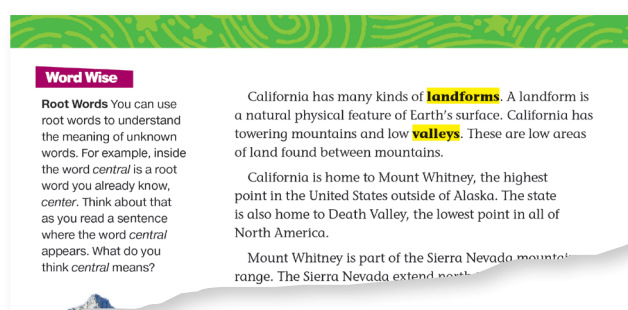
# Literacy for Everyone

Every minute of every lesson is a literacy opportunity. Students read text closely, build vocabulary and language skills, and use evidence to articulate their ideas in writing.

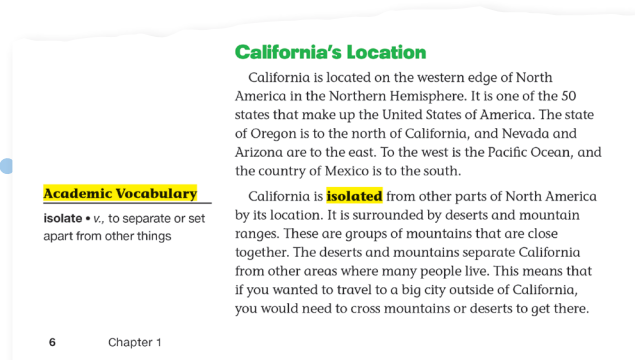
**Supports ELA Instruction. Correlates to any ELA Program.**



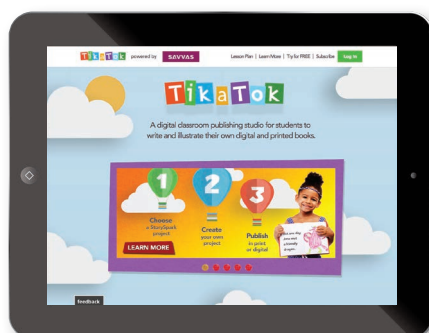
- ▲ **Rap About It! or Sing About It!** is an interactive way to introduce key vocabulary and energize students for learning.



- ▲ Embedded **Word Wise** supports provide context clues to help students learn new vocabulary.



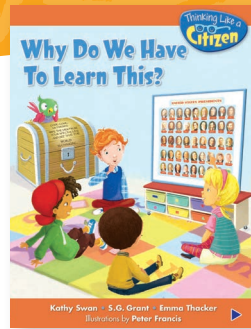
- ▲ **Academic Vocabulary** and content vocabulary are defined in context, helping students pause and understand the text.



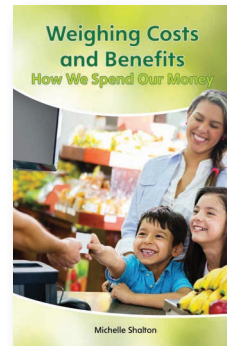
- ◀ Students publish their **Narrative Writing** using the digital studio from TikaTok.com.



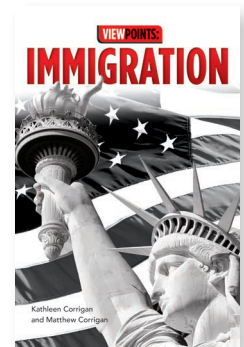
Use  
During a  
Reading  
Block!



◀ **Thinking Like a Citizen Readers (Grade K-2)** model citizenship for students.



◀ **Readers** allow students additional opportunities to practice literacy skills and further develop language skills and content knowledge.



**Content Readers (Grade 3-5)** ▶ engage students in high-interest topics.

## Literacy Skills

### Summarize

When you **summarize** something you read, you retell it in your own words. Summaries help you check your understanding of what you read. They are usually short, no longer than a few sentences.

To write a summary, you have to understand the main idea and details of what you are reading. Read the paragraphs here and look for the main idea and details.

▲ Integrate **Literacy Skills** instruction to teach students important reading comprehension skills, such as summarizing.

**Primary Source**

**Ansel Adams, The Portfolios of Ansel Adams**

You have read about Yosemite National Park, one of the best-known national parks in the country. Yosemite is located in the Sierra Nevada. In the park, you can visit thick pine forests, giant rock cliffs, waterfalls, and streams. It attracts tourists from all over the world.

One person who visited Yosemite in the 1900s was the photographer Ansel Adams. He loved Yosemite and took famous photographs of it. He also wrote about the natural wonders he found in the Yosemite Valley.

**Vocabulary Support**

that can match the power: the huge size may be all you notice at first

we see and appreciate the details

edifice, n., building, structure  
patina, n., thin layer  
colossal, adj., huge  
dominate, v., control

"Yosemite Valley, to me, is always a sunrise, a glitter of green and golden wonder in a vast **edifice** of stone and space. I know of no sculpture, painting, or music that exceeds the compelling spiritual command of the soaring shape of the granite cliff and dome, of **patina** of light on rock and forest, and of the thunder and whispering of the falling, flowing waters. At first the **colossal** aspect may **dominate**; then we perceive and respond to the delicate and persuasive complex of nature."

— Ansel Adams, *The Portfolios of Ansel Adams*

A photograph of Yosemite's Half Dome by Ansel Adams

## Your Turn!

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

MAIN IDEA

DETAILS

▲ **Your Turn!** invites the application of knowledge in context extending outside of the classroom.

## Differentiate for All Students

- EMERGING
- SPECIAL EDUCATION
- EXPANDING
- BELOW
- BRIDGING
- ADVANCED

▲ Analysis of **Primary Source** lessons supports vocabulary, close reading, and shorter evidence-based writing.



# Freedom and Flexibility

This is our most flexible social studies curriculum yet. Multiple options and pathways accommodate every teacher, classroom, and schedule.

*myWorld Interactive*  
Supports Your World

Choose  
Your Path!  
Make the Most  
of Your Time

## 1 Comprehensive Path

Teach a comprehensive Social Studies curriculum that balances content, activities, and literacy connections. ▼

## 2 Activity-based Path

Teach through activities that promote student engagement, real-world problem solving, and creativity. ◀

## 3 Content and Literacy Path

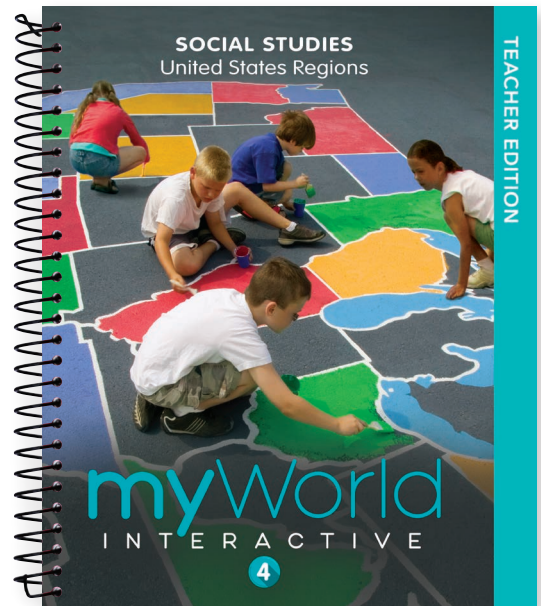
Teach students how to comprehend nonfiction with a reading and writing strategy-based approach. ▶





## Teaching Ideas, Strategies, and Inspiration!

- Active Classroom Strategies
- Chapter Assessments
- Chapter at a Glance
- Citizenship Lessons
- Common Misconceptions
- Complete Lesson Plans
- Critical Thinking & Writing Strategies
- Curriculum Connections: Literacy, Geography, Math, and Science
- Differentiated Instruction
- Integrated ELD Strategies
- Jumpstart Activities
- Literacy Skills Lessons
- Pacing Guides
- Primary Source Lessons
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writer's Workshop
- Writing Activities



## Student Components

**Student Worktext:** The consumable student worktext includes standards-based social studies content, interactivities, and skills instruction.

**Student Activity Mats:** Activity-centered, double-sided, dry-erase desk mats provide maps, outline maps, timelines, and activities.

**Readers:** Readers aligned to each chapter topic provide students with additional content knowledge while they practice their literacy skills.

**Content Readers:** An additional content reader per chapter, on a high interest topic, available in Grades 3-5.

## Teacher Components

**Teacher Edition:** Full lesson plans develop social studies content knowledge, critical thinking skills, and civic engagement. Instruction supports all standards.

**Activity Guide:** Use these activity-based supplemental lesson plans and blackline masters for long-term inquiry projects, quick activities, and Readers Theater.

**Classroom Reader Lesson Plans:** Instructional strategies, guidance, and learning supports save you time preparing lessons for every additional reader and content reader.

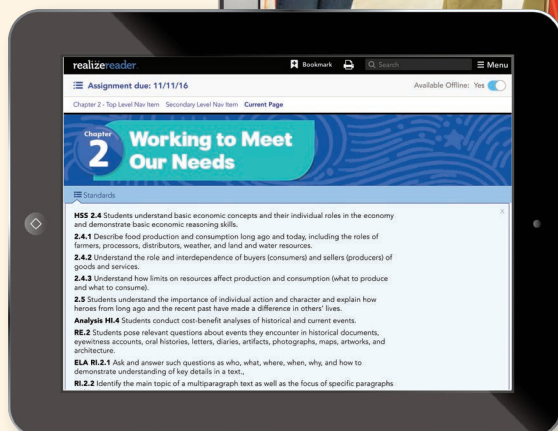
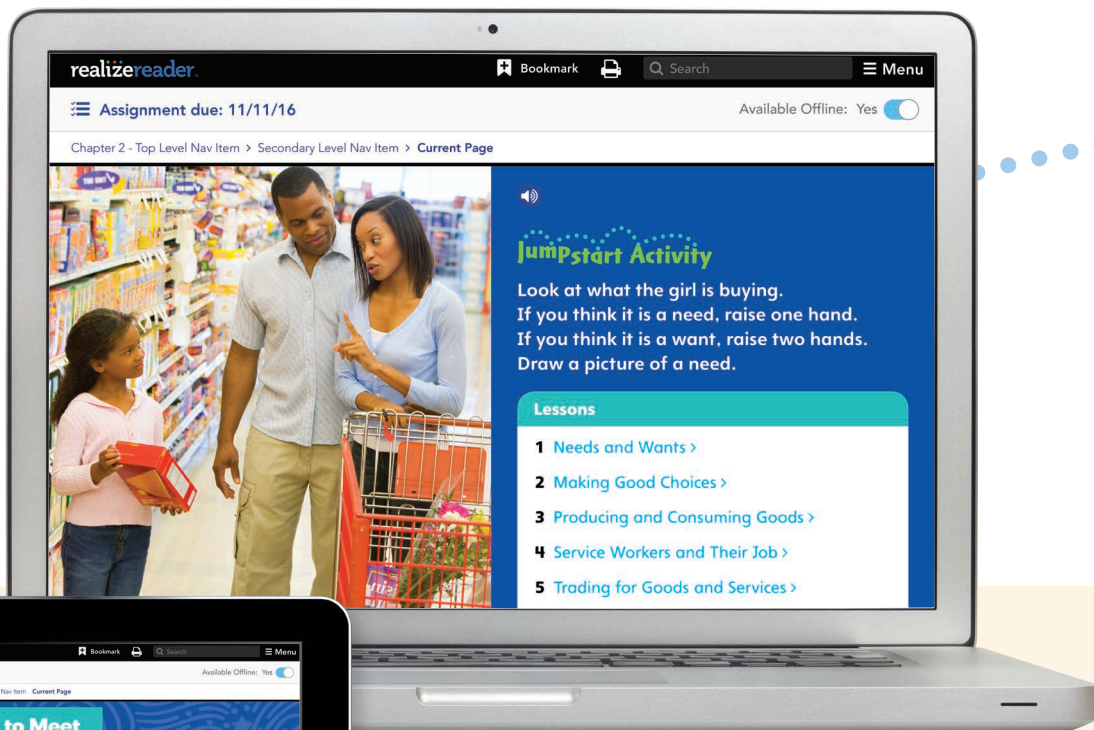


# Realize a Better Way

SavvasRealize.com is your online destination for *myWorld Interactive*. A single sign-on provides access to content, management tools, and student data.

**Try a Free Demo Today!**  
**Sign up at [SavvasRealize.com](http://SavvasRealize.com)**

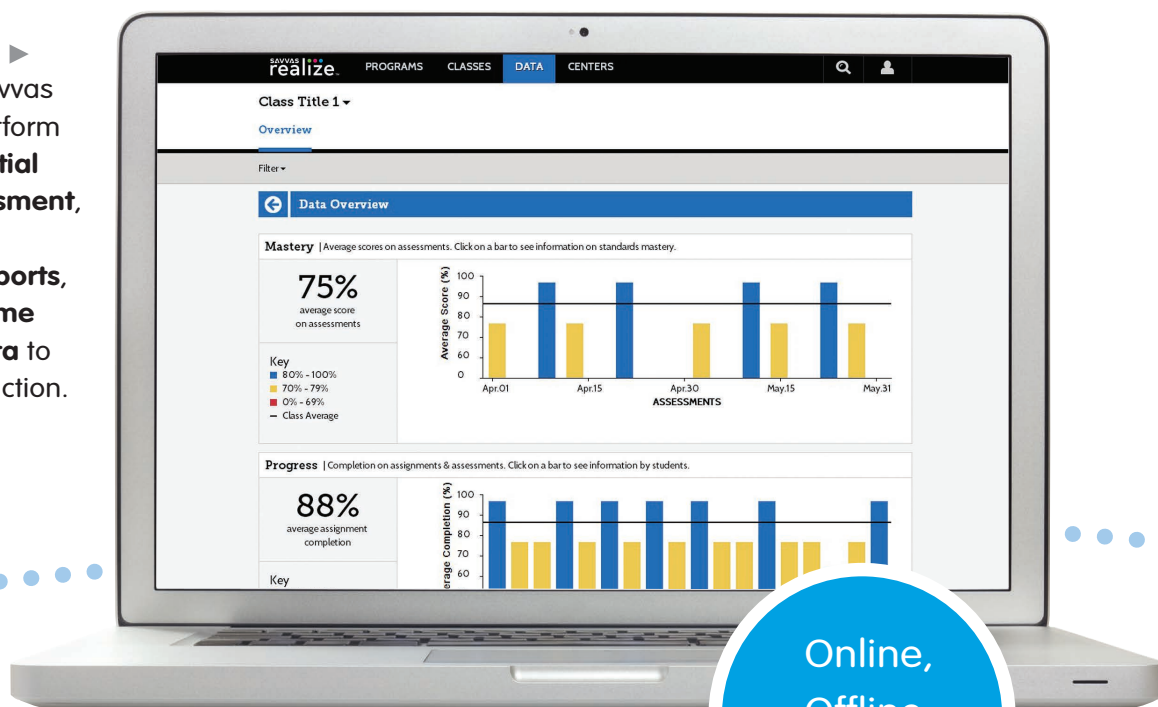
Realize works ►  
directly with your  
School Information  
System (SIS)  
and includes an  
interactive eText  
with audio support  
called the  
Realize™ Reader.



◀ Find content by **Standard or Keyword**. Reorder chapters and lessons. Upload content, add links, and make edits.



Get a better ►  
view. The Savvas  
Realize® platform  
provides, **Initial  
Skills Assessment,  
Standards  
Mastery Reports,  
and Real-Time  
Student Data** to  
inform instruction.



Google Classroom



Share supported  
content from your  
Realize programs  
with your classes.  
Just click "Share with  
**Google® Classroom**"  
and Realize will do  
the rest for you.

With **Google®  
Expeditions**, teachers  
can lead classroom-  
sized groups of  
students on virtual  
reality field trips  
without leaving the  
classroom.



**myWorld Interactive  
360 Explorations** is a  
virtual reality learning  
tool that lets students  
get up close to and  
interact with 360° and  
3D images.



# Welcome! Sample a Student Lesson

## Inspire Inquiry

The **Chapter Opener** initiates student inquiry with a compelling question and engaging activities.

**The Big Question** ..... sparks student curiosity and sets up the chapter's inquiry experience.

Shift to **Digital Resources** ..... to boost motivation and extend learning.

Activate student learning ..... with a fun and engaging **Jumpstart Activity**.

Chapter

**4**

**People Who Supply Our Goods and Services**

GO ONLINE FOR DIGITAL RESOURCES

- VIDEO
- INTERACTIVITY
- AUDIO
- GAMES
- ASSESSMENT
- eTEXT

**The BIG Question** How do people get what they need?

VIDEO

**Lesson 1**  
Needs, Wants, and Choices

**Lesson 2**  
Food Producers

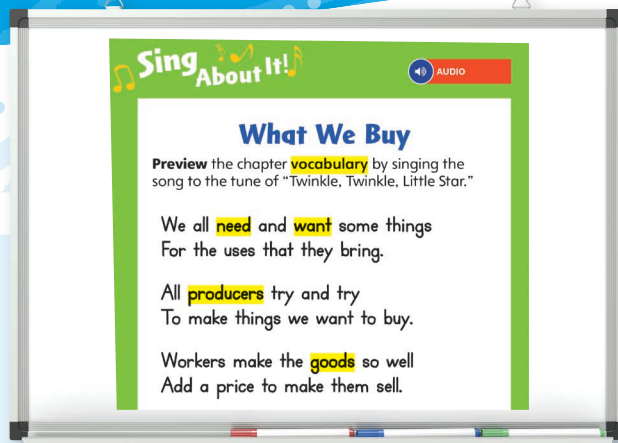
**Lesson 3**  
Producing and Consuming Goods

**Lesson 4**  
Challenges Producers Face

**Jumpstart Activity** INTERACTIVITY

Look at where the family is shopping. If you think they are shopping for needs, raise one hand. If you think they are shopping for wants, raise two hands. Draw a picture of a need here.





- ..... **Go Online Anytime!**  
Use a whiteboard or projector for fun whole-group activities.

**Sing About It!** AUDIO

## What We Buy

**Preview** the chapter **vocabulary** by singing the song to the tune of "Twinkle, Twinkle, Little Star."

We all **need** and **want** some things  
For the uses that they bring.

All **producers** try and try  
To make things we want to buy.

Workers make the **goods** so well  
Add a price to make them sell.

Then they ship them to the store  
For **consumers** to explore.

**Choices** like how much to pay  
Take place at the stores each day.

A decision must be made,  
Then the final bill gets paid.

- ..... The **Sing About It!** feature uses catchy tunes to introduce important chapter vocabulary in context.



# Take Students on a Quest

The **Quest** provides a chapter-level inquiry project to connect new ideas and experiences.

The **Quest Kickoff** ..... challenges students with a project that requires problem solving, investigation, and social skills.

Support  
Speaking  
and Listening  
Skills





### 3 Types of Quest Inquiry Experiences

- Project-Based Learning Inquiry
- Document-Based Inquiry
- Civic Discussion Inquiry

1

#### Start with a Brainstorm

Pick one product and ask yourself questions to help you write the ad, such as *What is special about Farmer Fran's produce? How much will it cost?* Write down your ideas.



#### INTERACTIVITY

Learn more about Fran's farm and how an ad could help her.

2

#### Look for **Quest** Connections

Turn to the next page to begin looking for Quest connections that will help you write your ad.

3

#### Write Up Your **Quest** Findings

Use the Quest Findings page at the end of the chapter to help you write your ad.

Quest 107

Look for  
Active Classroom  
Strategies  
in the Teacher  
Edition

- ..... **Preview Steps** help students approach the Quest in manageable chunks. Look for **Quest Connections** in the chapter to further learning.

- ..... **Quest Findings** allow students to “pull it all together” with performance-based learning tasks.



# Foster Critical Thinking

Inquiry fuels **Critical Thinking**. Students develop the capacity to analyze, evaluate, and work with others.

Each chapter targets .....  
a foundational  
**Critical Thinking Skill**.  
A real-life context  
reflects students'  
own experiences.

Citizenship  
in Action  
Requires Critical  
Thinking

## Inquiry-Based Critical Thinkers...

- Ask questions
- Examine sources
- Listen to other views
- Use evidence
- Draw inferences
- Analyze information
- Weigh all the evidence
- Develop supported claims

## Critical Thinking Skills

### Analyze Costs and Benefits

Maria gets some money as a birthday gift. She must make a choice. She will either buy a zoo ticket or a board game.

Maria looks at the cost and benefits of each item. The **cost** is the money or price of something. The cost is also what you might have to give up or the work it takes. The **benefit** is the good result from a choice.



Maria decides to buy the zoo ticket. It costs more than the game. But she will learn a lot about animals. She can also see the baby panda before it grows up.



### Critical Thinking and Writing

1. An orange farmer has limited resources. Should he buy a machine to pick oranges or have workers pick them? **Look** at the chart. **Mark** an X on what you would choose to do.

#### What Should We Choose?

Activity	Benefits	Cost	Choice
Pick with a machine	1. Can harvest a lot	Costs a lot	

..... **Writing Activities** engage students in critical thinking. Students analyze information to build their understanding.

### Your Turn!



1. **Read** the benefits and the cost of each item. **Mark** an X in the box for the item you would choose.



#### INTERACTIVITY

Review and practice what you learned about costs and benefits.

#### What Will You Choose?

Item	Benefits	Cost	Choice
Ticket to 3-D dinosaur movie 	1. Exciting to watch 2. Learn facts about dinosaurs	\$12	<input type="checkbox"/>
Soccer ball 	1. Practice sports at home 2. Can use for many years	\$18	<input type="checkbox"/>

2. Why did you make this choice?

---



---



---



---



---

..... **Your Turn! Activities** develop thoughtful, engaged citizens. Students apply inquiry-based critical thinking skills to demonstrate their learning.

..... Visuals and **Graphic Organizers** help students interact with the content and internalize learning.



# Integrate Literacy & Content

Each lesson scaffolds complex text. **Literacy** and **Vocabulary Support** improve Social Studies content knowledge and skills.

Begin each lesson with an engaging **Jumpstart Activity** to get the “sparks flying.”

**Highlighted Vocabulary** identifies important Social Studies words that are defined in context to help students access content.

Clearly identified **Vocabulary Terms** remind students to focus on essential words.

## Lesson 2 Food Producers

Unlock  
The **BIG**  
Question

I will know farmers use the land to produce food.



### INTERACTIVITY

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

### Vocabulary

producers  
harvest

### Academic Vocabulary

natural

### Jumpstart Activity

Name your favorite fruit or vegetable. Draw a picture showing where you think it comes from.

### Who Are Producers?

**Producers** are people who make or grow the things that other people need and want. Producers make the furniture, dishes, and clothes people use. They build the homes where people live.

Other producers make food for people to buy and eat. Bakers make bread. Cooks prepare soups. Cheesemakers produce cheese and yogurt.

1. **✓ Reading Check Use Evidence from Text** **Underline** two things that producers make for people to eat.






Strong **Literacy Support** includes chunking text into smaller sections to improve comprehension.

### The Role of Farmers

Farmers produce most food that people buy in stores. Some farmers grow fruits and vegetables like tomatoes, lettuce, and strawberries. Other farmers raise chickens for meat and eggs. Others raise dairy cows for milk.

Farms in the past were usually small. Farmers had horses or oxen to help them plant crops. Many farms today are still small, but some are large. Farmers now use big machines. These help them do their work.

2.  **Reading Check** Look at the picture. Draw an X on the food in the field. Circle the name of the food in the text.

### Word Wise

**Highlight** a word that means the same as *large*. **Underline** a word that means the opposite.

Support  
English  
Language  
Development

**Word Wise Activities** develop students' word acumen to help build understanding of how words work.

**Reading Checks** encourage students to interact with the write-in text and apply critical thinking skills like supporting their claims with evidence.





# Check Student Progress

**Formative Assessments** encourage student growth and ongoing teacher feedback.

**Quest Connections** ..... throughout the lesson further the chapter-level inquiry process.

**Academic Vocabulary** ..... is defined at the point of use. Multiple encounters improve retention.

Look for **Active Classroom Strategies** ▼ in the Teacher Edition

## ACTIVE CLASSROOM

**Big Book of Helping** Have children brainstorm ways they can volunteer to help: in people's homes (painting, cleaning, gardening, errands, shopping) and in the community (community garden, clean-up, recycling, food banks, visiting nursing homes or animal shelters, and so on). Then have children work in small groups to brainstorm ways they can publicize volunteering to encourage other children to help (make and put up posters, publish a newsletter, post or distribute flyers, and so forth). Each group can write its own publication to advertise for volunteers and to show what type of work they would do.

## Quest Connection

Describe the kind of work done on a farm.



## INTERACTIVITY

Learn more about farm work.

## Academic Vocabulary

**natural** • from nature; not made by people

## Planting and Harvesting

Farmers need resources, or supplies, to produce food. **Natural** resources are air, sunlight, water, and soil. Capital resources are money and tools such as tractors. Human resources are workers who **harvest** or pick the crops.







..... Online **Interactivities** engage students, support class instruction, and provide assessment in context.

Different crops grow best at different times of the year. Some crops need more land or water than others to grow well. Some crops such as strawberries must be quickly harvested when they are ripe. Then the food will be fresh in the stores for people to buy. Other crops last longer and can be stored.

3. **✓ Reading Check** Look at the picture. Circle a natural resource. Draw an X on a capital resource. Draw a box around a human resource.

The **Reading Check** focuses on student comprehension, including the ability to read and understand visuals.



#### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

#### ✓ Lesson 2 Check

4. **Main Idea and Details** Underline the three kinds of resources farmers need.
5. Why are farmers important producers?

The **Lesson Check** monitors student mastery of reading skills and Social Studies content.

6. **Quest Connections** Think about the work farmers do. What can you say in your ad about Farmer Fran's fruit and vegetables?

..... **Checkpoints** help determine progress toward the chapter-level Quest project.



# Build Literacy Skills

Students practice **Literacy Skills** as they engage with content to meet the C3 Framework and State Standards.

## Literacy Skills Lessons .....

support students' reading comprehension. Students learn how to read a text closely and evaluate its content.

**Models** show students ..... how the task is accomplished for self-directed learning.

Purposeful  
Visuals Support  
English Language  
Development

## Literacy Skills

### Identify Main Idea and Details

When you read a paragraph or listen to someone speak, look and listen for the main idea and details. The main idea tells you what the information is about. Details tell you more about the main idea.

Read the paragraph below. The main idea is circled. The details are underlined.

Long ago, farmers had few tools to help them. Plowing a field took a long time with a plow pulled by horses. Most farms were small. Many workers were needed to harvest and store the crops in a barn.





## Writing Workshop



### Keys to Good Writing

Good writers choose a topic. They research their topic and take notes. Then they follow steps when they write. Here are five steps that will help you become a good writer!

Prewrite	Plan your writing.
Draft	Write your first draft.
Revise	Read and make your writing better.
Edit	Check your writing for spelling and grammar. Write a final

- Multiple opportunities develop students' **Writing Skills** related to Social Studies content.

## Your Turn!

- Read** the paragraph. **Circle** the main idea. **Underline** the details.

Today, farmers have machines to help them plow the land and harvest crops. Farms do not need as many workers as they did in the past. Farmers can also work faster. They can farm larger areas of land than they used to.



### INTERACTIVITY

Review and practice what you learned about how to identify a main idea and details.

- Compare** both paragraphs. **Write** a sentence that tells an important detail about how farming has changed.

---

---

---

---

---

---

---

---

---

---



- Your Turn!** lets students apply the literacy skill to a new task and provides writing practice. Students learn to draw evidence from the text.

### Reinforce **Comprehension Skills** for ELA/ELD instruction.

- Main Idea and Details
- Sequence
- Summarize/Retell
- Using Primary and Secondary Sources
- Cause and Effect
- Compare and Contrast
- Distinguish Fact from Fiction
- And More!



# Use Primary Sources

**Primary** and **Secondary Sources** give students practice understanding photos, documents, objects, and personal accounts. An explicit two-page lesson occurs in every chapter.

A Philosophy,  
Not Just  
a Feature

Engage students with .....  
text and visual **Primary  
Sources** that promote  
deeper understanding and  
require critical thinking skills.

## Primary Source

### Photograph: Dairy Farm

You've learned about the different resources that are needed to produce goods and services. There are natural, capital, and human resources. Dairy farmers are producers. They raise cows to produce milk. Suppose you want to know what resources a farmer needs to raise cows.

The photograph below is a primary source that can help you know what is needed. Look carefully at the photograph. What does it show? Take turns asking each other questions about the picture.

## Primary Source







- Engage with activity-centered, double-sided, dry-erase **Desk Mats** that include maps, timelines, and activities to reinforce learning.

## Using a Primary Source

Look at the photograph to answer these questions.

- What are some natural resources a farmer needs to raise cows?

---

---

---

- What are some capital resources a farmer needs to raise cows?

---

---

---

- Based on this photograph, what can you write about the size of a dairy farm?

---

---

---

---

---

## Wrap It Up

**Summarize** what you learned about the resources a dairy farmer needs to raise cows.

---

---

---

---

---

**Primary Sources** provide students with supported opportunities to analyze sources and draw conclusions from evidence. Students practice analysis skills as called for in the Framework.

Write answers, draw diagrams, highlight phrases! The **Write-In Student Worktext** inspires interactivity and personalization.

**Wrap It Up** allows students to construct knowledge and synthesize information from the primary source.



# Inspire Learning Success

Lessons encourage active citizenship using **Biographies** to celebrate the contributions of many. The **Chapter Assessment** provides thoughtful practice to guide instruction and improve student learning.

Students read about .....  
the diverse people who  
made history and reflect  
on important **Citizenship**  
qualities, such as respect.

Promote  
Civic Virtues  
in Every  
Chapter

- Determination
- Problem Solving
- Patriotism
- Respect for the Rights of Others
- Honesty
- Courage
- And More!

## ★ Citizenship

**Quality:**  
Respect for the  
rights of others



## Dolores Huerta Champion for Farm Workers

Did you ever stand up for someone who was picked on? How did it feel to face the bully?

There are many people who show the courage to stand up for others. One person like that was Dolores Huerta. She stood up for the people who picked the fruits and vegetables in California fields. She believed these producers deserved to be treated fairly. She worked to make sure they got fair pay and healthier working conditions. Other people tried to stop her, but Huerta kept going until things got better.

How did Huerta try to improve her community?

---



---



---



---



---



---



---



---

## Survey Your Friends .....

Identify three things you can do to help people in your community. Survey friends to help you make a choice.



1. An orange farmer has limited resources. Should he buy a machine to pick oranges or have workers pick them? **Look** at the chart. **Mark** an X on what you would choose to do.

What Should We Choose?			
Activity	Benefits	Cost	Choice
 <p>Pick with a machine</p>	<ol style="list-style-type: none"> <li>1. Can harvest a lot of fruit quickly</li> <li>2. Easier than picking by hand</li> </ol>	Costs a lot of money	<input type="checkbox"/>
 <p>Pick by hand</p>	<ol style="list-style-type: none"> <li>1. Fruit handled carefully</li> <li>2. Saves money</li> </ol>	Costs time and effort	<input type="checkbox"/>

**2. Write** how the climate helps farmers choose which crops to plant.

## Quest Findings

## Write Your Ad

It is time to put it all together and write your ad!

### 1 Prepare to Write

What kind of ad do you want? A splashy newspaper ad? How about a musical TV commercial? Remember, you want people to buy your good.

## 2 Write a Draft

Tell these details about your good: what it is, why people would like it, where they can buy it.

### 3 Share with a Partner

Tell each other ways to make your drafts better.

**5 Present Your Ad!**

Draw a picture to go with your ad. Then show the class your ad. If you wrote a song, perform it for the class.

 INTERACTIVITY

Learn about what makes great ad.

## Chapter

4

## Assessment

## Vocabulary and Key ideas

1. **Fill in** the circle next to the best answer. What is the most common way people get their needs today?
- A** They grow or make what they need.
  - B** They trade for what they need.
  - C** They use money to buy what they need.
  - D** They barter for what they need.
2. Think about how food moves from producers to consumers. What is the sequence of steps?



## GAMES

Play the vocabulary game.

Chapter-level inquiry activities culminate with **Quest Findings**. Students synthesize ideas and demonstrate their learning.

**Critical Thinking and Writing** requires students to explain and analyze information.

The digital course also includes these assessment options:

- **Pretest** - One per Grade Level
- **Lesson Quizzes** - Formative Assessments
- **Chapter Tests** - Summative Assessments

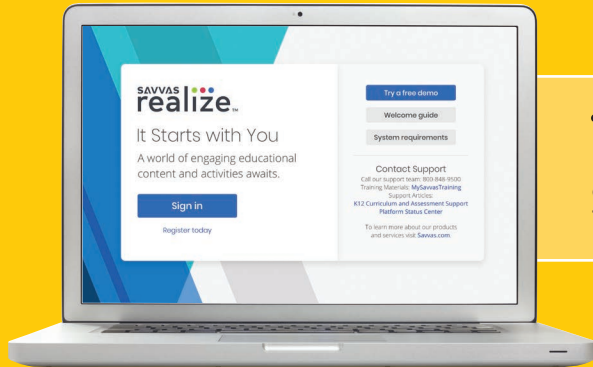
**Assessments** build on students' understanding of key vocabulary, ideas, and literacy skills that lead to writing.

The **Citizenship Feature** encourages students to apply their Social Studies learning to their personal lives. Make real-world connections!



SOCIAL STUDIES

# myWorld INTERACTIVE



**Try a Free Demo Today!**  
Sign up at [SavvasRealize.com](https://SavvasRealize.com)

**Savvas offers a variety of training options to fit your busy schedule.**



For online training and resources visit: [MySavvasTraining.com](https://MySavvasTraining.com)

- **On-Demand Training** Get concise product training at your convenience!
- **Virtual Training** Work with a Social Studies expert from the comfort of your own home, classroom, or wherever!
- **Live Ongoing Support** Live Chat and Email Support connect you directly with a program expert for instant answers.
- **On-Site Program Activation** Savvas provides on-site training to get your teachers started. Teachers have the opportunity to learn the basic print and digital components of the program.

**SAVVAS**  
LEARNING COMPANY

**Savvas.com**  
**800-848-9500**

Copyright © 2022 Savvas Learning Company LLC All Rights Reserved. **Savvas®** and **Savvas Learning Company®** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

SAM: 9780134913100 ADV: 9780134913117

Join the Conversation  
**@SavvasLearning**



Get Fresh Ideas for Teaching  
[Blog.Savvas.com](https://Blog.Savvas.com)