

An aerial photograph of a rural landscape. A paved road runs diagonally across the frame. A small white car is driving on the road. To the right of the road stands a tall, slender tree with yellowish-green foliage. The surrounding fields are a mix of green and brown, suggesting different crops or stages of growth. The lighting is bright, casting shadows on the ground.

**Student Edition**

***Social Studies Alive!***<sup>®</sup>  
**Regions of Our Country**

**TCi**<sup>™</sup>

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# English Language Arts & Literacy and *Social Studies Alive!*

*Social Studies Alive!* is aligned with the Common Core State Standards for English Language Arts & Literacy<sup>1</sup> (CCELA) to ensure that students develop literacy skills through learning social studies. The K–5 CCELA are organized around four college and career readiness strands: reading, writing, speaking and listening, and language.



## Key Points from the ELA Common Core

## *Social Studies Alive!*

### Reading

Informational and literary texts should be balanced, with at least 50 percent of reading time devoted to expository texts.

*Social Studies Alive!* reflects this balance in the Student Text. Each lesson has several sections of purely informational text that explain the content of that lesson, followed by a Reading Further article that blends literary and informational style text to engage students.

There is a “staircase” of increasing complexity in what students must be able to read as they move throughout the grades.

*Social Studies Alive!* is written with close attention paid to the text complexity, with increasingly sophisticated text as students progress through the grades. However, within each grade’s text, there is variation in the complexity to ensure that there is challenging text for all students.

Close reading of text is used to identify main ideas, supporting details, and evidence.

*Social Studies Alive!* Reading Notes in the Interactive Student Notebook require students to answer questions using evidence from the text and require a clear understanding of the main ideas and other details provided in the section.

### Writing

Routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.

From the earliest grades, *Social Studies Alive!* students practice three types of writing—writing to persuade, writing to inform or explain, and writing to convey experience. For example, when they record Reading Notes, students enjoy the challenges of writing about a personal experience related to the lesson, creating timelines, and writing song lyrics.

Effective use of evidence is central throughout the writing standards.

*Social Studies Alive!* students are expected to use evidence appropriately to support their analysis, reflections, and research. They are given support in identifying key details, which will serve most effectively as evidence. They also reflect on the role evidence plays in the social sciences and argument in general.

<sup>1</sup>National Governors Association Center for Best Practices, Council of Chief State School Officers. *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Date: 2010.

**Key Points from the ELA Common Core**

***Social Studies Alive!***

**Speaking and Listening**

Participation in rich, structured academic conversations in one-on-one, small-group, and whole class situations is emphasized.

The teaching strategies in *Social Studies Alive!* provide varied grouping techniques, resulting in a balance of paired, small group, and whole class discussions in which students reflect on their experiences and understanding of the activities. These discussions are designed to build clear communication skills that are critical to success in social studies and for college and career readiness.

Contributing accurate, relevant information; responding to and building on what others have said; and making comparisons and contrasts are important skills for productive conversations.

The cooperative tolerant classroom conventions emphasized throughout all of TCI's curricula encourage students to respond to and build on ideas and arguments presented by other students. During discussions, *Social Studies Alive!* guides students to compare and contrast relevant experiences across the four disciplines of social studies.

**Language**

Students should acquire and use general academic and domain-specific words.

*Social Studies Alive!* has a progression of increasingly sophisticated vocabulary built into it. Key terms are used throughout a lesson or the year without overwhelming students with too many unfamiliar words. Every component of *Social Studies Alive!* makes use of the vocabulary and includes activities to help solidify comprehension.

Skills to determine or clarify the meaning of unknown words or phrases are essential.

*Social Studies Alive!* vocabulary terms are previewed at the beginning of the lesson and students complete vocabulary development assignments, such as a Word Parts Log, that trains students to parse words to infer meaning.

Students should demonstrate command of standard English, including grammar, punctuation, and spelling.

Throughout all components of *Social Studies Alive!*, students are expected to demonstrate command of the conventions of written and spoken English. An Editing and Proofreading Checklist is included to help students write with minimal errors.



# Considerate Text

*Social Studies Alive!* is both engaging and helps students read text that is more complex and at a higher level. That's because our authors wrote it as a "considerate text," which is another way of saying that it makes readers want to read it. Here are some ways this book is considerate for all levels of readers.

Thoughtfully selected large images illustrate the main idea and support visual learners.



Short sections, each with an informative title, make it easier for readers to understand and remember the main ideas.

New York City has more than 27,000 people per square mile. Small towns in the Northeast are much less crowded.

**population density** a measure of the average number of people living in one unit of area

## 1. Living in the Northeast

Where do you live? Do you live in a big city? Maybe you live in a medium-sized suburb. Maybe you even live in a small town or rural area. Each of these places has a different **population density**. Population density is a measure of how many people live in a given amount of land. It is often shown as the number of people per square mile of land. The word *per* means "for each." A square mile is a square piece of land measuring one mile on each side.

Population density affects how people live. Many rural areas often have fewer than 1,000 people per square mile. This means that there are, on average, fewer than 1,000 people living on each square mile of land. Larger areas have more than 1,000 people per square mile. Some urban areas can have over 25,000 people per square mile.

There are good things about living in both rural and urban areas. In small towns, people can get to know each other more easily, and neighbors often help each other. Life can be quiet and peaceful there.

Cities may not seem as friendly as small towns, but cities offer people more choices. There are many places to shop, and restaurants serve food from many places around the world. There are many exciting things to do in a city.

Important new social studies words are in bold type. These words are defined in the margin and in the glossary.

Section conclusions summarize the main ideas of the section and prepare readers for the next section.

Each lesson is carefully constructed so that each section builds on the previous one.

## 2. Reading a Population Density Map

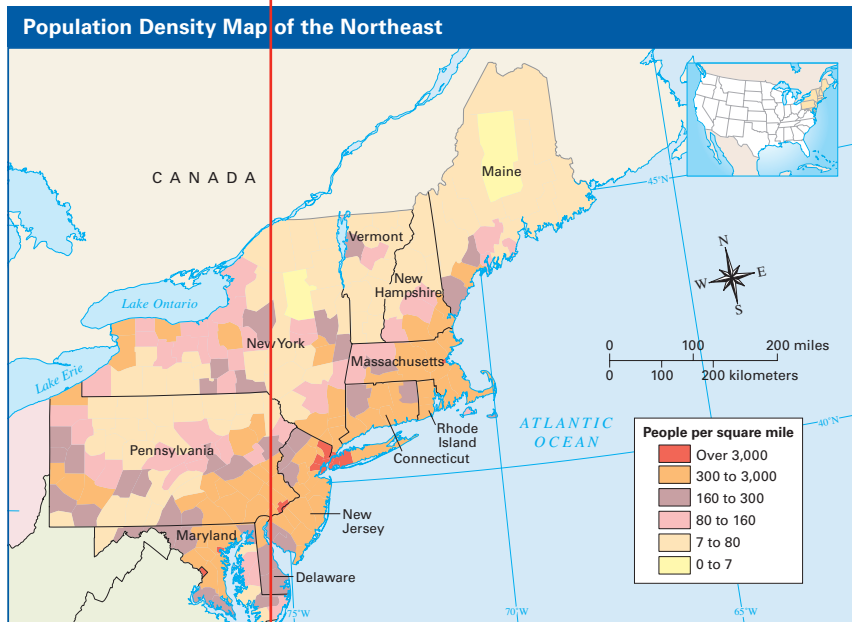
Some maps show the population density of places in the United States. They often show how many people per square mile live in different parts of the nation. Population maps have map keys. Some population maps use colors to represent different numbers of people per square mile.

In the Northeast, population density is very high along the coast. This area is a **megalopolis**. The word megalopolis means “great city.” The megalopolis of Boswash stretches from Massachusetts south through parts of Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, and Maryland.

Look at this population density map of the Northeast. What do you notice about the population density of Boswash? Now look at the states of Vermont, New Hampshire, and Maine on the map. How is the population density of these states different from that of Boswash?

**megalopolis** a “great city” consisting of a string of towns and cities where many people live

This map shows the population density of the Northeast. The map key shows what areas have more people per square mile.



Section introductions help link the new section to the last section.

Captions for photos, illustrations, and maps reinforce the main idea of the section and provide details about the picture.

Single-column text makes it easier to read. Paragraphs end at the bottom of the page instead of continuing on the next page.

# The Four Core Disciplines of Social Studies

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Each of the four core disciplines identified by the National Council for the Social Studies in its C3 Framework<sup>2</sup> has a unique set of ideas, tools, and ways of thinking. Each lesson of *Social Studies Alive!* is aligned to one or more of these disciplines.



## Civics

Important ideas of civics are based on understanding government at various levels, the political system, rules and laws, civic engagement, and democratic principles.



## Economics

The idea of “resources” as including human, physical, and natural resources is essential for understanding the economic decisions people, businesses, and governments make in local, national, and global markets.

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<sup>2</sup>National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).





## Geography

Using maps and other representations of Earth, understanding the relationship between culture and the environment, analyzing how human populations change, and learning that some environmental changes occur on a global scale are all essential aspects of geography.



## History

Reasoning about chronological patterns, explaining how people's perspectives can change, working with historical sources, identifying causes and effects, and developing claims from evidence are some of the skills students develop as they study history.



Look for the discipline icons at the beginning of each lesson and Reading Further.

# Study Your State

Every lesson of the *Social Studies Alive! Regions of Our Country* Student Text includes a section called Study Your State. Here students learn skills aligned with the National Council for the Social Studies' C3 Framework for Social Studies Standards. This framework is organized into four dimensions.

## Dimension 1: Developing Questions and Planning Inquiries

The Student Text models the kinds of questions students may ask when investigating their own state. Students learn to identify sources that will help them answer their questions.

**STUDY YOUR STATE**

### The First People in Your State

Long ago—before your state had highways, buildings, and stores—its first people lived there. Like your community, they had transportation, homes, and ways to get food and other goods. What was life like for the first people in your state? Social scientists, such as archaeologists and historians, look for answers to this important question. They look at artifacts, and they research the history of different places. You can learn about your state's first people by doing research in the library and on the Internet.

To learn about the lives of the first people, you need to find out: Who were the first Americans in your state? There may have been several groups, so choose one to learn about. For example, the Chinook people were one of the first groups to live in what are now the states of Washington and Oregon.

Next, think of other supporting questions about the first people. For example, you might ask, "What kind of natural resources were nearby?" and "What kind of homes did they live in?"

Write several questions about your state's first people on index cards. You will try to answer these questions through research.

Write one supporting question on each index card. Research each answer and write it below the question.

Where did the Chinook live?

How did they travel?

What kind of homes did they live in?

How did they get, cook, and store their food?

What bodies of water and other natural resources were nearby?

#### Find Answers!

Now, perform research to learn how the first people lived. Use sources that are both online and in books. For example, you might read the Web site of an organization that writes about the group's history. Write down facts on the index cards that will help answer your questions. As you research, save or draw pictures of artifacts.

Use your research to answer this question: Did natural resources affect the first people in your state? Write an explanation, and support it with your research. Include your pictures of artifacts. For example, the Chinook made houses out of trees from the nearby forests. They also hollowed out trees to make canoes. They also traveled on the Columbia River, and the river and ocean provided fish to eat.

Draw a poster explaining the ways the people used natural resources. Display your poster in the hall for other students to see. Then create a digital presentation to show and discuss with your family.

You will create a poster by researching facts and pictures of the first people that lived in your state. For instance, you might use this image of a Chinook house if you live in Washington.

10 Lesson 1

Discovering the Social Sciences 11

## Dimension 2: Applying Disciplinary Tools and Concepts

Skill instruction focuses on the tools of the lesson discipline: civics, economics, geography, or history.

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### Dimension 3: Evaluating Sources and Using Evidence

After reading the text, students carry out corresponding activities located in the online lesson Presentation and in their Interactive Student Notebooks. They collect data about their own state, make decisions about the resources they use, record their sources, and organize the information they collect.



### Dimension 4: Communicating Conclusions and Taking Informed Action

The activity procedure guides students in using evidence to construct arguments and explanations and in summarizing them for others. For example, students may present their conclusions as maps, scripts, drawings, graphs, timelines, or songs.



As your class uses Study Your State, students learn to think and act like social scientists—historians, geographers, economists, and political scientists—challenge themselves to learn about your state, and develop insights that they will want to share with others in the school community.

#### **"Study Your State" Skills**

- ✓ Asking compelling questions that can be answered with inquiry
- ✓ Identifying content from the core disciplines (geography, civics, history, and economics) needed to carry out inquiry
- ✓ Identifying and evaluating research resources
- ✓ Distinguishing fact from opinion
- ✓ Gathering evidence from multiple sources, including maps, photos, and other graphics
- ✓ Constructing maps and other graphic representations
- ✓ Using evidence to develop claims
- ✓ Constructing and critiquing explanations and arguments
- ✓ Applying democratic procedures and identifying strategies for civic action
- ✓ Presenting summaries of the results of inquiry to others outside the classroom using print, oral, or digital technologies

# How to Use this Program

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Welcome to *Social Studies Alive! Regions of Our Country*, where students discover how the skills of the social sciences are used to explore the United States.



**1** The teacher begins each lesson with a **Presentation** that previews the lesson and facilitates one or more minds-on or hands-on activities.

**2** In the Presentations, students participate in an interactive **activity** that connects to English Language Arts literacy by using the tools of social studies inquiry: asking questions, using sources and other evidence to develop claims, and communicating conclusions.



**3a** In the online **Student Subscription**, students expand their knowledge through reading the Student Text and processing what they have learned in the **Interactive Student Notebook**. Students can also play a game-like **Reading Challenge** activity.

**3b** Alternatively, students can read from the **Student Edition** and complete a consumable Interactive Student Notebook.

**4** The lesson ends with students demonstrating their knowledge of the core ideas and essential social studies skills of the lesson through a variety of paper and online **assessments**.

# How to Read the Table of Contents

The table of contents is your guide to *Social Studies Alive! Regions of Our Country*. It lists all the lessons in your text as well as additional resources, such as an in-depth look at the ideas that unite us as Americans.

Every lesson emphasizes one or more of the four **core disciplines** of social studies: Civics, Economics, Geography, and History.

The **lesson title** tells you the overall topic of the lesson.

A **summary** of the lesson tells you what you will read about and discover.

<b>1 Discovering the Social Sciences</b> ..... 2
<i>What do social scientists do?</i>
Read about the four social sciences. Discover how social scientists find answers to their questions. Then learn how to think like a social scientist.
<b>Study Your State: The First People in Your State</b> ..... 10
<b>Reading Further: Clues from Cahokia</b> ..... 12
<b>2 Exploring Regions of the United States</b> ..... 16
<i>How do geographers study the regions of the United States?</i>
Think like a geographer as you learn how to read maps. Locate the five regions of the United States. Then discover the geographic features of each region.
<b>Study Your State: Regions of Your State</b> ..... 32
<b>Reading Further: The Mighty Mississippi</b> ..... 34
<b>3 The Peopling of the United States</b> ..... 38
<i>How have different groups contributed to the United States?</i>
Discover why the United States is a diverse nation. Learn about the contributions of different groups to the United States. Read about the contributions of different groups to the United States.

Every lesson begins with an **essential question** to prepare you for inquiry—asking your own questions and proposing answers and solutions.

Every lesson includes a **Reading Further**—an interesting in-depth article that promotes literacy and helps you engage with the content even further.



## 1 Discovering the Social Sciences ..... 2



*What do social scientists do?*

Read about the four social sciences. Discover how social scientists find answers to their questions. Then learn how to think like a social scientist.

[Study Your State: The First People in Your State ..... 10](#)

[Reading Further: Clues from Cahokia ..... 12](#)



## 2 Exploring Regions of the United States ..... 16



*How do geographers study the regions of the United States?*

Think like a geographer as you learn how to read maps. Locate the five regions of the United States. Then discover the geographic features of each region.

[Study Your State: Regions of Your State ..... 32](#)

[Reading Further: The Mighty Mississippi ..... 34](#)



## 3 The Peopling of the United States ..... 38



*How have different groups contributed to the United States?*

Discover why the United States is a diverse nation. Learn about five large groups of people who live in the United States. Read about how these groups have made our country a better place to live.

[Study Your State: Settling in Your State ..... 52](#)

[Reading Further: New York City: Layers of the Past ..... 54](#)



#### 4 A Train Tour of the Northeast ..... 58

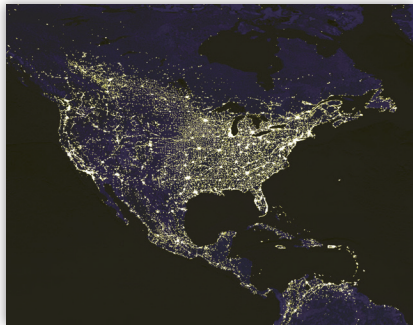


*What are different parts of the Northeast like?*

Learn why we call the Northeast the “birthplace of our nation.” Tour the large cities of this region. Discover why the first factories began here.

[Study Your State: The Most Important Cities in Your State ..... 74](#)

[Reading Further: Lowell, Massachusetts: Factory Life..... 76](#)



#### 5 Population Density and Life in the Northeast ..... 82



*How do people live in the Northeast?*

Learn how to read a population map of the Northeast. Compare life in cities to life in small towns. Discover how population density affects people’s daily lives.

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[Reading Further: Inventing New Ways of Living ..... 94](#)



#### 6 A Boat and Bus Tour of the Southeast..... 98



*What factors have shaped the culture of the Southeast?*

Learn about the history of the Southeast region. Read about the different ways land is used in the Southeast. Then explore how this region has changed over time.

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[Reading Further: The Quilters of Gee’s Bend..... 114](#)



## 7 The Effects of Geography on Life in the Southeast ..... 118



*How has geography helped shape daily life in the Southeast?*

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[Study Your State: Your State's Natural Resources and Natural Hazards](#) ..... 128

[Reading Further: Hurricane Andrew](#) ..... 130



## 8 A Crop Duster Tour of the Midwest ..... 134



*Why do we call the Midwest "America's Heartland"?*

Explore "America's Heartland" with an economist. Learn why farming and industry are so important in the Midwest.

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[Reading Further: Detroit During World War II](#) ..... 150



## 9 Agricultural Changes in the Midwest ..... 154



*How has farming changed in the Midwest over time?*

Read about the history of farming in the Midwest. Learn about farming tools used in the past 200 years. Find out how life as a farm family has changed over time.

[Study Your State: Agriculture in Your State](#) ..... 166

[Reading Further: Corn: Key Crop of the Midwest](#)..... 168

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## 10 A Big Rig Tour of the Southwest ..... 172



*How have geography and history shaped life in the Southwest?*

Explore the Southwest through the eyes of a truck driver.

Discover the historic places of this region. Find out how people have survived in the desert climate.

[Study Your State: Researching a City in Your State ..... 186](#)

[Reading Further: Freedom— or Death ..... 188](#)



## 11 A Case Study in Water Use: The Colorado River ..... 192



*How do people depend on the Colorado River and share its water?*

Think like a historian as you trace the history of the Colorado River. Find out why its water is so important to life in the Southwest. Then look at how people have changed the river.

[Study Your State: Water in Your State ..... 206](#)

[Reading Further: At Home in the Grand Canyon ..... 208](#)



## 12 A Van and Airplane Tour of the West ..... 212



*What are the features that have drawn people to the West?*

Follow a student of political science through the states of the West. Learn what first attracted people to this region. Find out why people still come to this part of the country.

[Study Your State: Nominate Your State ..... 226](#)

[Reading Further: Exploring the Pacific Crest Trail ..... 228](#)

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### 13 Cities of the West..... 232



*What attracts people to the cities of the West?*

Explore seven cities of the West region. Read about each city's geography, history, population, and economy. Then discover some fun things to do there.

[Study Your State: Outdoor Fun in Your State.....250](#)

[Reading Further: Portland, Oregon: Green and Clean.....252](#)



### 14 The Geography of Your State..... 256



*How has geography influenced life in your state?*

Think like a geographer. Discover tools a geographer might use. Follow the suggestions to find out more about your state's geography.

[Study Your State: Changing the Environment in Your State .....264](#)

[Reading Further: Uncovering the Secrets of Ozette.....266](#)



### 15 The History of Your State ..... 270



*How can you learn about your state's history?*

Think like a historian. Discover how states were settled. Follow the suggestions to find out how your state grew.

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## 16 Researching Your State's Economy..... 284



*What do you need to know to understand your state's economy?*

Think like an economist. Read about how states' economies grow. Then use the suggestions to find out which industries helped your state develop.

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[Reading Further: Doing Real Work in the Real World .....294](#)



## 17 Researching Your State's Government..... 298



*How does your state's government work?*

Think like a political scientist. Explore how state governments work. Then learn how ideas become laws.

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[Reading Further: Student Citizens Help Make Laws .....308](#)

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**Ideas That Unite Us as Americans..... 312**

Read about the shared ideals of Americans. Discover how American ideals are expressed in the written documents of our country.

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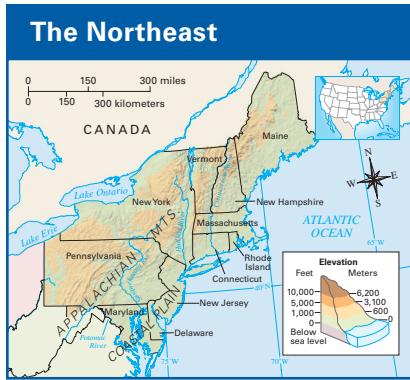
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